



## Quality Teaching Rounds: Breaking down barriers and bringing teams together

With increasing demands on teachers in their day-to-day work, opportunities for meaningful collaboration can be rare. Experiences that build teacher efficacy and enhance the quality of teaching and learning are particularly scarce. Teachers can feel isolated and unsupported, despite putting significant time and effort into their work.

Even when they collaborate, underlying power dynamics can get in the way of professional learning. By virtue of position, personality or prior experience, some teachers dominate, some lack confidence, and others are simply tired of feeling unheard. Sometimes teachers are so polite that they avoid any type of critical analysis of their colleagues' practice.<sup>1</sup>

Participation in Quality Teaching Rounds brings teachers together to engage in purposeful and powerful collaborative practice that builds self and collective efficacy. The QT Model provides a shared vision of good teaching, a non-judgmental mode of critique and a framework for effective non-hierarchical discussions. All members of a professional learning community (PLC), whether a beginning teacher, an experienced teacher or school leader, participate in all aspects of the QTR process, including teaching a lesson for their colleagues to observe. The process generates mutual respect; confidentiality builds trust; turn-taking and working toward consensus during lesson analysis ensure all PLC members contribute and are heard.<sup>2</sup>

### Key points

Teachers and leaders who participated in QTR reported:

- new confidence and insights about themselves, other teachers and their students
- strengthened relationships among staff, based on heightened trust and respect
- enhanced capacity to reflect on their own and each other's practice
- an increase in the quantity and quality of dialogue about teaching
- improved school culture.<sup>3</sup>

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QTR empowers teachers and flattens power hierarchies. It supports teachers to collaborate with colleagues from across their own school, including school leaders and teachers working with different stages, subjects and classroom contexts. QTR also provides opportunities to work with teachers from other schools and settings.

Participating teachers may not know each other well when they start QTR, but through the process are able to dispel misconceptions and develop mutual respect. The strong professional relationships formed during QTR have ongoing benefits for individual teachers and school culture. Participants often report valuable new relationships that expand their opportunities for ongoing professional dialogue, advice and support from colleagues, including those in other stages and faculties.

**“They did not like me, and I did not like them, and it was only on hearsay and reputation alone, and they did not know me from a bar of soap, I did not know them from a bar of soap. But when I was in the room with them and working with them, I respected them and I learned to trust them and I learned who they really were.”**

**Karen,  
experienced secondary teacher**

When teachers get together to observe, analyse and discuss teaching using the QT Model, it positively impacts on their collaboration and professional relationships. Participants not only report enhanced collegiality within their PLCs but collaboration that continues after PLCs complete the QTR process.<sup>2</sup>

Many participants also comment on the positive impact of working with teachers from across their school and the enhanced collaboration with colleagues they previously would not have worked with.

**“Doing the Rounds was the best thing that I've been able to do. Building that relationship with the other teachers within different faculties that I didn't really have a relationship with before and being able to go into that faculty and get**

**assistance for certain things especially across-KLA ideas... it strengthened relationships in terms of going to get assistance from other faculties and other areas and didn't make it so segregated.”**

**Christina,  
early career secondary teacher**

Engaging in QTR helps teachers feel more confident about their own capacity and that of their colleagues to deliver enhanced learning outcomes for their students as well as feeling more engaged as professionals.

**“I'm more willing to interact with the [other teachers]. I don't feel as intimidated. As a new teacher you sort of sit back and go, 'I don't really know what they're talking about' but QTR has given me a lot more confidence so I know I can speak a bit more because I'm more confident as a teacher. I'm not afraid to speak in front of people, even if I'm wrong.”**

**Kate,  
early career secondary teacher**

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## REFERENCES

<sup>1</sup>Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. Cassell.

<sup>2</sup>Gore, J. M., & Rosser, B. (2022). Beyond content-focused professional development: Powerful professional learning through genuine learning communities across grades and subjects. *Professional Development in Education*, 48(2), 218–232. <https://doi.org/10.1080/19415257.2020.1725904>

<sup>3</sup>Gore, J. M. (2018, August 12–13). *Making a difference through Quality Teaching Rounds: Evidence from a sustained program of research* [Paper presentation]. ACER Research Conference 2018, Sydney, Australia. [https://research.acer.edu.au/research\\_conference/RC2018/13august/3/](https://research.acer.edu.au/research_conference/RC2018/13august/3/)



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