



Challenging and invigorating professional development for all: Quality Teaching Rounds empowers experienced teachers

Experienced teachers are sometimes portrayed as uninterested in ongoing learning or reluctant to change their practice. However, research conducted by the University of Newcastle shows that mid-to-late career teachers actually relish being challenged through intellectually engaging, safe and collegial professional development (PD).¹ However, not all PD is created equally.

When PD lacks relevance or fails to recognise teachers' knowledge and experience, it misses the mark and creates frustration. Quality Teaching Rounds is a high impact approach to PD that respects the insights and contributions of experienced teachers while challenging and supporting them to refine their practice.

Key points

Quality Teaching Rounds:

- provides time and space for refining teaching practice
- reignites passion for teaching and learning
- respects the insights and contributions of experienced teachers
- put the focus back on the core business of teaching
- values teachers in their specific context.

What does QTR offer experienced teachers?

QTR focuses on teaching

In an educational landscape where mid-to-late career teachers are often pulled in many directions and away from their classroom practice, QTR gives teachers time and space to hone their approach to teaching and get back to 'core business' with renewed enthusiasm.

"QTR brings you back to the reason why you're here. It's actually about our teaching and so much of what we do isn't about teaching."

**Carly,
primary teacher, 13-15 years**

QTR is intellectually challenging

Experienced teachers who engage in QTR love the rigorous, analytical work of interrogating their own teaching and learning from others. They observe each other's teaching and reflect on how to enhance their individual and collective practice. Mid-to-late career teachers find the structured processes of QTR to be respectful of their experience and capacities.

"I was getting bored well and truly... I was thinking, 'Well, do I really need to know this [QT Model]?'... You do! And [now I've done QTR, I'm] just feeling as though I'm not old. I know what I'm doing is current and relevant to the kids."

**Sheree,
primary teacher, 19-21 years**

QTR is collaborative

PD is often led by 'experts' external to the school who are removed from the complexities of everyday school life. QTR, by contrast, occurs in situ and is facilitated by the teachers themselves. Experienced teachers value this opportunity to focus on teaching practice with colleagues who understand their context.

"It was really nice to actually work with people who were enthusiastic and so knowledgeable and so reflective [about] their practice."

**Tony,
secondary teacher, 24+ years**

QTR changes practice

QTR processes empower teachers to take ownership of their ongoing learning. The language of the QT Model and integration of its dimensions and elements into everyday practice are powerful catalysts for change.

"[QTR] was like a breath of fresh air... I didn't want to be one of those teachers who had been teaching for 25 years and was very stale."

**Ellen,
primary teacher, 19-21 years**

QTR's deep respect for teachers is transformative. It enables holistic and collaborative analysis of teaching, improves practice and reignites passion for teaching.

REFERENCES

¹Gore, J. M., & Rickards, B. (2021). Rejuvenating experienced teachers through Quality Teaching Rounds professional development. *Journal of Educational Change*, 22, 335-354. <https://doi.org/10.1007/s10833-020-09386-z>



Contact us

qtfacademy.edu.au

qtfacademy@newcastle.edu.au

02 4055 7579
