Quality Teaching Rounds and school excellence

Supporting NSW Department of Education schools in the pursuit of excellence through Quality Teaching Rounds

QTAcademy

THE UNIVERSITY OF NEWCASTLE
AUSTRALIA

About the QT Academy

The QT Academy is a non-profit social enterprise established by the University of Newcastle's Teachers and Teaching Research Centre. It delivers high-impact, research-backed professional development, advocates for the teaching profession, and supports a community of teachers with a share vision for quality teaching.

Glossary

APG – Assessment Practice guide

Assessment task audit – A service provided by the Quality Teaching Academy

NESA – NSW Education Standards Authority

PATs – Progressive Achievement Tests

Pedagogical audit – A service provided by the Quality Teaching Academy

PDP – Performance and Development Plan

PL – Professional Learning

PLC – Professional Learning Community

QT – Quality Teaching

QT element trend analysis – Investigating change in Quality Teaching Model elements over time

QT Model – Quality Teaching Model

QTR – Quality Teaching Rounds

RCT – Randomised Controlled Trial

SEF – School Excellence Framework

TPL – Teacher Professional Learning

TTFM – Tell Them from Me

UON – University of Newcastle

WWB – What Works Best

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Contents

Overview

Quality Teaching Rounds (QTR) is a rigorously tested approach to professional development for teachers, regardless of their role, career stage, or subject area. Rigorous research has demonstrated the positive effects of QTR on student outcomes, the quality of teaching, teacher morale, and school culture. QTR utilises the Quality Teaching Model (QT Model) as the foundation for building a shared understanding of pedagogy that has a measurable impact on teachers and students.

QTR is strongly endorsed by the NSW Department of Education and is included in the 'What Works Best' 2020 Update as an exemplar of high-quality collaborative professional development. The QTR approach has been identified by Deloitte Access Economics as a very low-cost intervention that has a positive impact on student outcomes.

For schools wanting to engage with QTR and the QT Model as means to school improvement, this document provides:

- Mapping to the School Excellence Framework;

- Templates for incorporating QTR into the strategic direction section of your school plan; and,

- Tools for evaluating and reporting on the impact of QTR in your school.

Note: QTR is designed as teacher professional development and is not to be used for the purpose of teacher performance appraisal.

There is some value in using lesson observation codes to demonstrate impact on the quality of teaching over time for reporting purposes. However, all codes should be deidentified and not used without explicit consent from teachers.

Mapping QTR to the School Excellence Framework

Bold text in the following tables (on page 5) indicates themes within the School Excellence Framework (SEF) that are addressed when implementing QTR and using the QT Model.

Pages 6-16 provide detailed mapping of QTR and the QT Model against the relevant domains, elements, and themes of the School Excellence Framework. The prevalent teaching practices from 'What Works Best' are identified in the left column.

QTR and the QT Model have the potential for substantial effects in schools reporting against all levels of the SEF. However, this document describes how QTR and the QT Model can be used by schools to plan, evaluate, and report against the requirements for Sustaining and Growing and Excelling, given this is the goal.

The evidence column suggests sources of evidence that could be used in evaluating and reporting the impact of QTR and the QT Model against the SEF's themes. These suggestions include strategies for using existing school and department data.

We also provide new evaluation tools for collecting specific evidence from teachers and students (see pages 17-23).

LEARNING DOMAIN

LEARNING CULTURE	WELLBEING	CURRICULUM	ASSESSMENT	REPORTING	STUDENT GROWTH AND PERFORMANCE
High expectations	Caring for students	**Curriculum provision**	**Formative assessment**	Whole school reporting	Value-add
Transitions and continuity of learning	A planned approach to wellbeing	**Teaching and learning programs**	**Summative assessment**	Student reports	NAPLAN
Attendance	Individual learning needs	Differentiation	**Student engagement**	Parent engagement	Student growth
	Behaviour	Literacy and numeracy focus	**Whole school monitoring of student learning**		Internal and external measures against syllabus standards

TEACHING DOMAIN

EFFECTIVE CLASSROOM PRACTICE	DATA SKILLS AND USE	PROFESSIONAL STANDARDS	LEARNING AND DEVELOPMENT
Lesson planning	Data literacy	**Improvement of practice**	**Collaborative practice and feedback**
Explicit teaching	Data analysis	**Accreditation**	Coaching and mentoring
Feedback	Data use in teaching		**Professional learning**
Classroom management	Data use in planning		**Expertise and innovation**

LEADING DOMAIN

EDUCATIONAL LEADERSHIP	SCHOOL PLANNING, IMPLEMENTATION AND REPORTING	SCHOOL RESOURCES	MANAGEMENT PRACTICES AND PROCESSES
Leading, teaching and learning	**Continuous improvement**	Staff deployment	Administrative systems and processes
High expectations culture	**Strategic improvement plan**	Facilities	Service delivery
Performance management and development	**Evaluative practice**	Technology	Community satisfaction
Community engagement	**Annual reflection and report**	Community use of facilities	
		Financial management	

Learning culture

THEME	CONNECTIONS WITH QTR AND THE QT MODEL	EVIDENCE
High expectations What Works Best: • High expectations	In QTR, participants analyse and discuss the extent to which high expectations are evident in observed lessons. Participating teachers share their insights about how to best communicate high expectations to their students. Understanding how to communicate high expectations to students is crucial in the pursuit of excellence for all. Teachers should ensure all students are provided with opportunities to engage in challenging work.	• Focus groups with students (their perceptions of expectations for progress and achievement) • Internal and external student performance data (percentage in the top two bands) • TTFM - student survey (expectations for success) • TTFM - teacher survey (learning culture) • QT classroom observations (de-identified codes/ teacher reflections) • QTR student survey (high expectations) • QTR teacher survey (high expectations)
Transitions and continuity of learning What Works Best: • Collaboration	Strong collaboration can be enhanced by forming QTR professional learning communities (PLCs) across stages, faculties and communities of schools. PLCs that involve teachers across transition stages (pre-school to K/primary to secondary/junior and to junior/senior campus) can support the development of a shared language and understanding of pedagogy within and across schools, using the QT Model. These shared understandings can support continuity of practice and assist students and teachers throughout transition stages.	• Focus groups with parents, students and teachers (their experiences of transition and continuity of learning) • Internal student performance trend data • TTFM - student survey (interest and motivation; effort and outcomes; positive teacher-student relations) • TTFM - teacher survey (collaboration) • QTR student survey (high expectations, achievement, teachers and relevance)

Curriculum

THEME	CONNECTIONS WITH QTR AND THE QT MODEL	EVIDENCE
Curriculum provision What Works Best: • High expectations • Explicit teaching	QTR is designed to support teachers to analyse and deliver curriculum, with a focus on high expectations for all students. The QT Model acts as a shared lens for teachers and leaders to monitor and review the impact of curriculum on student learning. Engaging teachers in QTR PLCs can nurture and sustain professional relationships across communities of schools.	• TTFM – teacher survey (challenging and visible goals) • TTFM – student survey (expectations for success) • Teacher participation in QTR (percentage of teaching staff) • Percentage of teachers incorporating QT elements into teaching and learning programs • Post QTR teacher reflection • QTR student survey (explicit quality criteria and high expectations)
Teaching and learning programs What Works Best: • Collaboration	Research on the effects of QTR has demonstrated significant improvement in the quality of teaching. In QTR, the discussion of lessons, framed by the QT Model, provides teachers with specific feedback about the quality of practice across the three dimensions of pedagogy (Intellectual Quality, Quality Learning Environment and Significance). Within Rounds, teachers individually analyse observed lessons, and discuss how to enhance practice with colleagues. This process of analysis and collaborative discussion supports teachers to build collective capacity for the provision of dynamic teaching and learning programs.	• Focus groups of teachers (their experience of how explicit feedback provided through QTR has impacted their teaching and learning programs) • TTFM teacher survey (challenging and visible goals, planned learning opportunities, teaching strategies, quality feedback to students) • PDP – voluntary engagement with QTR as an identified goal • Post QTR teacher reflection • Evidence of QT embedded in teaching programs • Percentage of teachers incorporating QT elements into teaching and learning programs • QTR teacher survey – (impact of QTR) • Pedagogical audit

Assessment

THEME	CONNECTIONS WITH QTR AND THE QT MODEL	EVIDENCE
Formative assessment What Works Best: • Assessment	Teachers involved in QTR analyse lessons for evidence of formative assessment in the form of deep understanding, substantive communication and explicit quality criteria for students' work in relation to key concepts and ideas in the lesson. Understanding and improving practice in these elements can support teachers in the delivery of quality formative feedback. This evidence can be used to identify the need for change in practice to meet the learning needs of all students.	• Lesson/ unit plans demonstrating key concepts (including elements from the QT Model), explicit quality criteria and provision for student direction • Marking rubrics, criteria and work samples • Lesson observations using QT Model
Summative assessment What Works Best: • Assessment	Quality assessment tasks contribute to improved learning outcomes. Using the QT Assessment Practice Guide (APG) teachers can evaluate the quality of summative assessment tasks to enhance student learning and ensure reliable information about individual, group and whole school achievement.	• Assessment task audit • Marking rubrics, criteria, and work samples • Assessment tasks coded using the APG • Longitudinal student achievement results • Alignment of assessment with course descriptors • Student focus groups (relevance of and engagement with summative assessment)

Assessment

THEME	CONNECTIONS WITH QTR AND THE QT MODEL	EVIDENCE
Student engagement What Works Best: • Assessment	Participation in QTR and engagement with the QT APG can support teachers in helping students to understand assessment approaches and their benefits for learning. The provision of frequent, detailed and specific statements (explicit quality criteria) about the quality of work required serves as a foundation for tasks, feedback and assessments for students and teachers. Providing opportunities for students to contribute to and develop criteria (student direction) for assessments can increase student engagement in learning.	• Marking rubrics, criteria, and work samples • Lesson plans demonstrating key concepts, explicit quality criteria, and provision for student direction • TTFM – student survey (quality Instruction)
Whole school monitoring of student learning What Works Best: • Assessment	QTR can be undertaken with a specific school-wide focus on identified areas for student improvement to support teachers in developing consistent, evidence-based judgments, and identifying necessary changes in practice. This focused approach can lead to measurable improvement for students in specific areas.	• Longitudinal student achievement results from internal and external summative assessments

Effective classroom practice

THEME	CONNECTIONS WITH QTR AND THE QT MODEL	EVIDENCE
Lesson planning What Works Best: • Collaboration	QTR enhances collaboration among teachers to promote a collaborative school culture. Strengthened relationships between and across PLCs enhance the capacity of teachers and leaders to collectively plan programs with accommodations and adjustments for specific student needs. The QT Model provides a common language for planning and evaluating the effectiveness of programs and lessons. The use of this model can support teachers to collaborate across subject areas and stages in order to meet the needs of all students.	• Percentage of teaching and learning programs incorporating the QT Model • Lesson plans incorporating QT • Percentage of lesson plans that have been collaboratively developed • Professional development schedule dedicated to collaborative lesson planning • Teacher feedback – surveys and focus groups identifying impact of collaborative lesson planning and benefits of using common language to discuss their pedagogy • QTR teacher survey (QT Model shared understanding and collaborative practice)
Explicit teaching What Works Best: • Explicit teaching	Implementation of QTR provides clear evidence of improvement in student learning, based on effective methods of explicit teaching. The QT Model supports teachers to engage in explicit teaching by providing shared concepts and language for analysis of effective pedagogy. It highlights the importance of teachers clearly explaining the significance of student learning, including connections to prior knowledge and expectations for the quality of their work.	• Classroom observation analysis (with teacher permission) • QT element trend analysis • Teacher professional development plans and reviews • Professional development schedule • QTR teacher survey (explicit quality criteria, deep knowledge, deep understanding and background knowledge) • Focus groups (pre and post QTR on the use of explicit teaching) • Pedagogical audit

Effective classroom practice

THEME	CONNECTIONS WITH QTR AND THE QT MODEL	EVIDENCE
Feedback What Works Best: • Effective feedback	Engaging in QTR highlights the importance of providing opportunities for students to demonstrate their understanding of required work and how to improve. Participation in QTR draws teachers' attention to the importance of providing frequent, detailed statements about the quality of work required by students, and addressing any errors and misunderstandings in a supportive classroom environment.	• QTR organisational records • UON QTR research – impact on the quality of teaching (d=0.5) • TTFM – teacher survey (learning culture) • TTFM – student survey (quality Instruction) • QTR teacher survey (explicit quality criteria, deep knowledge and deep understanding) • Student focus groups (feedback practices)

Professional standards

THEME	CONNECTIONS WITH QTR AND THE QT MODEL	EVIDENCE
Improvement of practice What Works Best: • Effective feedback	QTR provides teachers with authentic opportunities to develop their individual and collective capacity for high quality teaching. There is strong evidence that the QTR process enables teachers to review and improve their practice. The analysis and collaborative discussion of practice supports teachers to identify strengths and areas for improvement in practice in a non-threatening manner. School leaders are encouraged to participate in QTR to build capacity and evaluative thinking and monitor the impact of the program in their school.	• Classroom observation analysis (with teacher permission) • QT element trend analysis • Teacher professional development plans and reviews • Professional development schedule • QTR teacher survey (explicit quality criteria, deep knowledge, deep understanding, and background knowledge) • Focus groups (pre and post QTR on the use of explicit teaching) • Pedagogical audit
Accreditation	Participation in QTR enhances the capacity of all teachers to meet domains and standards for professional practice, professional knowledge, and professional engagement of the Australian Professional Standards for Teachers. Facilitating the implementation of QTR in a school supports the attainment of higher levels of accreditation.	• NESA eTams record • School plan/annual school report information

Learning and development

THEME	CONNECTIONS WITH QTR AND THE QT MODEL	EVIDENCE
Collaborative practice and feedback What Works Best: • Collaboration	QTR is an explicit system that facilitates professional dialogue, collaboration, classroom observation, and the modelling of effective practice. This structured approach enables schools to embed evidence-based, high quality professional development. Rich, robust discussions of shared classroom observations framed by the QT Model provide teachers with specific and timely feedback to drive ongoing improvement of teaching and student results.	• School plan • TTFM - teacher survey (collaboration) • Focus groups (teachers' experiences of collaborative practice) • Post QTR teacher reflection • Engagement rates in QTR • QTR teacher survey (collaborative practice, school morale, teacher wellbeing – connectedness, teacher wellbeing - efficacy and Impact of QTR)
Professional learning What Works Best: • Collaboration	QTR is a rigorously tested, high impact approach to professional development with demonstrated impact on teaching practice and student outcomes. QTR and the QT Model provide teachers with a shared vision of high quality of teaching and learning through which they can evaluate and enrich other professional learning activities. For example, QTR can be used to support a whole-school focus on identified areas for improvement such as literacy and/or numeracy. A collaborative approach to professional learning that can be implemented within and across schools, QTR supports teachers to identify, share, and embed good teaching practice.	• Participation rates in QTR • School plan • PL funding allocations for QTR • TTFM - teacher survey (collaboration, learning culture, teaching strategies) • Focus groups (approaches to evaluating professional learning) • QTR teacher survey (impact of QTR and professional learning coherence)

Learning and development

THEME	CONNECTIONS WITH QTR AND THE QT MODEL	EVIDENCE
Expertise and innovation What Works Best: • Collaboration	QTR is a process that helps all teachers to develop expert knowledge of the application of content knowledge and effective teaching practice, leading to improvement in student outcomes. The approach enables staff to demonstrate and share their expertise within and across schools. The QT Model provides teachers with a shared understanding of quality teaching, while the QTR process supports the implementation and evaluation of innovative practice.	• Classroom observation, including self-reflection • TTFM - teacher survey (collaboration, learning culture, teaching strategies) • Teacher focus groups • QTR teacher survey (school morale, teacher wellbeing – connectedness, teacher wellbeing – efficacy and Impact of QTR)

Educational leadership

THEME	CONNECTIONS WITH QTR AND THE QT MODEL	EVIDENCE
Leading, teaching and learning What Works Best: • Collaboration	QTR builds a culture of effective evidence-based teaching by developing skills for instructional leadership throughout the school. Participation of the leadership team in QTR nurtures a culture of trust and mutual respect, building the capacity of all teachers and leaders to discuss high quality pedagogy in their school. QTR has been shown to have measurable impact on student learning and decrease achievement gaps.	• TTFM - teacher survey (leadership and collaboration) • QTR teacher survey – (instructional leadership, appraisal and cognitive readiness) • Teacher focus groups – instructional leadership • School plan • Annual school report • Use of PL and other funding for QTR
High expectations culture What Works Best: • Collaboration	Implementation of QTR provides clear evidence of improvement in student learning, based on effective methods of explicit teaching. The QT Model supports teachers to engage in explicit teaching by providing shared concepts and language for analysis of effective pedagogy. It highlights the importance of teachers clearly explaining the significance of student learning, including connections to prior knowledge and expectations for the quality of their work.	• TTFM - teacher survey (leadership and collaboration) • QTR teacher survey (instructional leadership, appraisal and cognitive readiness) • Teacher focus groups – school culture • School plan • Annual school report

School planning, implementation and reporting

THEME	CONNECTIONS WITH QTR AND THE QT MODEL	EVIDENCE
Continuous improvement	Implementation of QTR promotes continuous improvement for teachers and leaders in the delivery of high-quality teaching and can position the school as a leader in effective practice and student learning progress. Participation in QTR by networks of schools can provide active support for the improvement of all.	• Annual school report • Focus groups of community members • QTR teacher survey (instructional leadership, appraisal, cognitive readiness, and impact of QTR) • Internal and external surveys • School plan milestones and reporting • TTFM - teacher survey (leadership) • Pedagogical audit
Strategic improvement plan	QTR aligns to DoE system priorities to deliver high quality teaching with measured improvement in student progress and achievement. QTR is a research-based strategy that can be embedded in school plans as a tested process for improving teaching practice and student outcomes.	• Teacher focus groups • Situational analysis • School plan • Teacher participation rates in QTR

School planning, implementation and reporting

THEME	CONNECTIONS WITH QTR AND THE QT MODEL	EVIDENCE
Evaluative practice	The QT Model provides teachers with a strategic and systematic way to evaluate and efficiently improve the quality of their lessons, assessment tasks and teaching programs. QTR post-Rounds teacher reflection helps promote a culture of evaluative practice focused on collaboratively improving student learning outcomes.	• QTR post-Rounds teacher reflection survey • QT Pulse: School Health Longitudinal survey School plan • Teacher focus groups
Annual reflection and report	The QT Pulse: School Health Longitudinal Survey provides teachers and leaders with high quality, reliable data as a basis for reflecting on trends across time in school climate. It focuses on the way teachers: perceive their own practice, connection to the school and well-being; feel about the school environment; and how the school is focusing on students and the interactions between teachers and students.	• QT Pulse: School Health Longitudinal survey School plan

Sample strategic direction

The below linked strategic direction sample provides an example of how QTR can be represented in a school plan in relation to Strategic Direction 2 with a focus on 'excellence in teaching'. Schools can use the information provided to populate their own strategic directions.

The DoE has developed a detailed sample SIP aligned with a Situational Analysis. This sample outlines PL activities for a school year aligned with QT and QTR. You can access the sample on the DoE School Excellence in Action website.

The results of two Randomised Control Trials (RCTs) have demonstrated that participation in QTR enhances teaching quality, teacher morale, and school culture and therefore can clearly contribute to a school's strategic directions 2 and 3.

A 2019 RCT found that students whose teachers participated in QTR achieved 25% greater growth in mathematics than students whose teachers formed a control group and participated in their usual professional development (no QTR). This finding demonstrates the effectivness of QTR as an initiative for improving student growth and attainment.

(Strategic Direction 1)

Strategic Direction 2: Excellence in teaching

Purpose: Teachers are critical in ensuring excellence in teaching in every classroom, through planning, monitoring, analysing, and refining their practice to meet the learning needs of every student.

The School Excellence Framework (SEF) describes the importance of excellence in teaching through the statement:

teachers demonstrate professional responsibility for improving their teaching practice in order to improve student learning outcomes - student learning is underpinned in excellent schools by high quality teaching.

Strategic Direction 2: Excellence in teaching

Improvement measures	Initiatives	Success Criteria	Evaluation Plan
1. The quality of teaching is improved in line with the QT Model.	Quality Teaching Rounds (QTR) QTR is recognised by the DoE as a high impact approach to professional development. QTR is underpinned by the QT Model, which supports schools in developing a shared vision of quality teaching and learning.	1. Classrooms are quality learning environments with lessons that feature high levels of intellectual quality and significance.	**Question:** 1. Has the quality of teaching improved? How? 2. How many teachers have engaged with the QT Model? How do they feel it has improved their knowledge and practice?
2. All teachers undertake targeted and relevant evidence-informed professional learning, driven by teacher and student needs.	1. Teachers will consistently strive for excellence in classroom practice by embedding pedagogy that is shown through research to improve the quality of teaching and student outcomes (QT Model).	2. Teachers are empowered through knowledge of relevant, evidence informed pedagogy, enabling them to refine their practice to effectively meet student needs.	3. How effective has QTR been in fostering professional dialogue about improving teaching and learning? 4. Have teachers embedded the QT Model in the teaching and learning cycle? How?
3. All teachers engage in professional collaboration through QTR to collectively analyse and refine their practice.	2. Teachers will engage in collaborative professional learning focusing on pedagogy (QTR).	3. The school has an effective collaborative learning culture focused on continuous improvement of teaching and learning.	**Data:** 1. De-identified lesson observations, TTFM survey data, student growth measures (PATs, NAPLAN, HSC, internal assessments, reading ages). 2. QTR participation rate, professional learning logs, PD scope and sequence, meeting minutes, pre and post QTR teacher surveys, focus groups.
4. All teachers embed QT elements into their planning and teaching.	3. Teachers will collaboratively analyse and discuss their own and each other's teaching in QTR professional learning communities (PLCs).	4. Teachers and leaders use the shared concepts and language of the QT Model as a basis for discussion about pedagogy.	3. Staff perceptions survey, TTFM teacher survey (collaboration, leadership, learning culture and teaching strategies), teacher focus groups. 4. Evidence of inclusion of QT Model concepts and language in teaching programs (planning and assessment), teacher focus groups.
	4. Teachers actively engage with the QT Model throughout the teaching and learning cycle.		**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved. **Implications:** • Include QTR and the QT Model in allocation of roles and responsibilities. • Refine professional learning schedule to provide regular opportunities for: • Collaborative analysis of data • Professional learning about QTR • Include QT elements in program checklists/templates. • Consider allocation of QT funding in School Improvement Plan across multiple strategic directions.

Strategic Direction 2: Excellence in teaching

2021- 2024 ANNUAL PROGRESS MEASURES

2021 progress measures	2022 progress measures	2023 progress measures	2024 progress measures
1. All staff to complete the QTR Teacher Survey* and set individual goals for improvement.	1. The annual QTR Teacher Survey* demonstrates a 5% improvement in teacher survey responses.	1. The annual QTR teacher Survey* demonstrates a 5% improvement in teacher survey responses.	1. The annual QTR teacher Survey* demonstrates a 5% improvement in teacher survey responses.
2. Delivery of 2 TPL sessions per term to build understanding of the QT Model (classroom and assessment practice).	2. Delivery of 2 TPL sessions per term to build understanding of the QT Model (classroom and assessment practice).	2. Delivery of 2 TPL sessions per term to build understanding of the QT Model (classroom and assessment practice).	2. Delivery of 2 TPL sessions per term to build understanding of the QT Model (classroom and assessment practice).
3. 10- 25% of staff have participated in at least one set of QTR in PLCs that cross stage and subject areas.	3. 25 – 50% of staff have participated in at least one set of QTR in PLCs that cross stage and subject areas.	3. 50 – 75% of staff have participated in at least one set of QTR in PLCs that cross stage and subject areas.	3. 75 - 100% of all staff have participated in at least one set of QTRounds in PLCs that cross stage and subject areas.
4. 10- 25% of teachers collaboratively develop teaching and learning programs incorporating QT Model.	4. 25 – 50% of teachers collaboratively develop teaching and learning programs incorporating QT Model.	4. 50 – 75% of teachers collaboratively develop teaching and learning programs incorporating QT Model.	4. 75 - 100% of staff have embedded QT elements within teaching and learning programs. All subject areas have demonstrated a focus on planning for and evaluating teaching and learning programs using QT.

* **Based on the following questions from the QTR teacher survey:** background knowledge, deep knowledge, deep understanding, explicit quality criteria, high expectations, student engagement, teacher wellbeing – efficacy and impact of QTR

QTR surveys

These surveys can be implemented with staff and students at multiple time points (e.g. Term 2 annually OR Term 1 and Term 3). The data should be represented graphically to identify change over time.

These questions can be imported into your preferred online format (e.g. Google Forms or Survey Monkey) for distribution and evaluation. Please note that the survey:

- should be run at the same time(s) each year and ideally in the same week of term for consistency;
- results should be kept confidential for the purposes of reporting; and,
- should ideally be run across the whole school but faculty or stage level data could be used for planning of professional learning, implementation, and/or targeted welfare initiatives.

The whole survey can be used (see annual progress measures, page 19) or single items can be selected to provide targeted information that aligns with the SEF.

Analysis of the survey is focused on the mean of the responses, or the percentage of participants who rate themselves above 6 on the 0 – 10 scale. This approach demonstrates the percentage of respondents who are indicating a positive response. A positive change in this percentage across time indicates that school initiatives are having a positive impact. Results need to be considered in the context of staffing changes, survey participation or major interruptions to normal school practice.

Student survey

MEASURE	QUESTION	RATING SCALE	ANALYSIS
Achievement	I am a success as a student	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Explicit Quality Criteria	My teachers make it clear what to do to get good grades	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
High Expectations	My teachers encourage me to improve my standard of work	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Relevance	The things I have learnt are important	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Teachers	Teachers treat me fairly	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time

Teacher survey

MEASURE	QUESTION	RATING SCALE	ANALYSIS
Appraisal	I am happy with the quality of feedback I receive on my work performance	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Cognitive readiness	Ongoing plans for improvement are making a difference at this school	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Collaborative practice	There is collaborative practice at this school	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Background knowledge	My lessons are planned to build on the background knowledge of my students	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Deep Knowledge	I ask my students to demonstrate relationships between central concepts/ ideas	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Deep Understanding	I use a range of higher order questioning techniques in lessons	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Explicit Quality Criteria	In my teaching I make students aware of what makes their work good	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
High Expectations	I encourage students to take risks in their learning	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Student Engagement	I am able to get students to believe they can do well in schoolwork	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time

Teacher survey

MEASURE	QUESTION	RATING SCALE	ANALYSIS
Instructional leadership	Leadership are focused on evidence-based practice at this school	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Instructional leadership	School executive members are good role models for staff	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Professional learning coherence	Professional learning is supported by other initiatives to improve the school	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Professional learning coherence	Professional learning programs at my school complement the teaching we do	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Shared understanding	There is a shared understanding of teaching practice at this school	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Quality Teaching Model	The Quality Teaching Model provides the basis for teaching and learning at this school	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
Teacher Wellbeing - Efficacy	I am a successful teacher	(0) Almost never - (10) Almost always	Mean change across time / % above 6 over time
Teacher Wellbeing - Connectedness	I feel like I belong at this school	(0) Almost never - (10) Almost always	Mean change across time / % above 6 over time
School Morale	The level of morale in this school could be described as	(0) Extremely low - (10) Extremely high	Mean change across time / % above 6 over time

Teacher survey

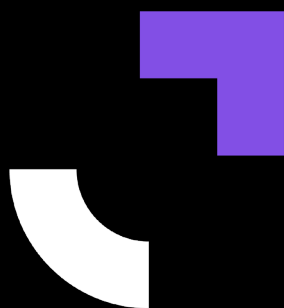| MEASURE	QUESTION	RATING SCALE	ANALYSIS
Impact of QTR	In this school, Quality Teaching Rounds has had a positive impact on:		
	Formative assessment	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
	High expectations for students	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
	Collaborative practice	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
	Student outcomes	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time
	Teaching practice	(0) Not at all - (10) A great deal	Mean change across time / % above 6 over time

Post QTR teacher reflection survey

Participation in QTR involves analysis of professional readings and lessons as well as collaborative discussions that provide time and space for teachers to critically reflect on teaching practice. This process enables teachers to 'recognise their current and developing capabilities, professional aspirations, and achievements' (NESA, 2018).

Use this template to document key learnings from participation in QTR for:

MY OWN PRACTICE:	
MY PROFESSIONAL LEARNING COMMUNITY:	
MY SCHOOL:	

Notes