



# Quality Teaching Rounds and school excellence:

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





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## 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

**QTM** – 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



## Overview

**Quality Teaching Rounds (QTR) is a rigorously tested approach to professional development for teachers, regardless of their role, career stage, or subject area, with demonstrated positive effects on student outcomes, the quality of teaching, teacher morale and school culture. QTR utilises the Quality Teaching Model (QTM) 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 QTM 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 to the School Excellence Framework

The shaded areas of the following tables show the themes within the School Excellence Framework that are addressed when implementing Quality Teaching Rounds (QTR) and using the Quality Teaching Model (QTM).

LEARNING					
Learning Culture	Wellbeing	Curriculum and Learning	Assessment	Reporting	Student performance measures
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	Differentiation	Student engagement	Parent engagement	Student growth
	Behaviour		Whole school monitoring of student learning		Internal and external measures against syllabus standards

TEACHING			
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	Literacy and numeracy focus	Professional learning
Classroom management	Data use in planning		Expertise and innovation

LEADING			
Leadership	School planning, Implementation and Reporting	School Resources	Management Practices and Processes
Instructional leadership	Continuous improvement	Staff development	Administrative systems and processes
High expectations culture	School plan	Facilities	Service delivery
Performance management and development	Annual report	Technology	Community satisfaction
Community engagement		Community use of facilities	
		Financial management	



## Mapping to the School Excellence Framework

**The following tables provide a mapping of QTR and the QTM against the relevant domains, elements and themes of the School Excellence Framework (SEF).**

QTR and QTM have the potential for substantial effects in schools reporting against all levels of the SEF. However, this document describes how QTR and QTM 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 QTM against the 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 Sections 5 and 6)**.



# LEARNING Domain

LEARNING CULTURE		
Theme	Connections with Quality Teaching Rounds & Quality Teaching Model	Evidence
<b>High Expectations</b>	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"><li>• Focus groups with students (their perceptions of expectations for progress and achievement)</li><li>• Internal &amp; external student performance data (percentage in the top two bands)</li><li>• TTFM - Student survey (Expectations for success)</li><li>• TTFM - Teacher survey (Learning Culture)</li><li>• QT classroom observations (de-identified codes/ teacher reflections)</li><li>• QTR student survey (High Expectations)</li><li>• QTR teacher survey (High Expectations)</li></ul>
<b>Transitions and continuity of learning</b>	<p>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 QTM. These shared understandings can support continuity of practice and assist students and teachers throughout transition stages.</p>	<ul style="list-style-type: none"><li>• Focus groups with parents, students &amp; teachers (their experiences of transition and continuity of learning)</li><li>• Internal student performance trend data</li><li>• TTFM - Student survey (Interest and Motivation; Effort and Outcomes; Positive teacher-student relations)</li><li>• TTFM - Teacher survey (Collaboration)</li><li>• QTR student survey (High Expectations, Achievement, Teachers and relevance)</li></ul>



# LEARNING Domain

CURRICULUM		
Theme	Connections with Quality Teaching Rounds & Quality Teaching Model	Evidence
<b>Curriculum provision</b>	<p>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.</p> <p>Engaging teachers in QTR PLCs can nurture and sustain professional relationships across communities of schools.</p>	<ul style="list-style-type: none"> <li>• TTFM – Teacher survey (Challenging and visible goals)</li> <li>• TTFM – Student survey (Expectations for success)</li> <li>• Teacher participation in QTR (% of teaching staff)</li> <li>• Percentage of teachers incorporating QT elements into teaching and learning programs</li> <li>• <b>Post QTR Teacher reflection</b></li> <li>• QTR student survey (Explicit Quality Criteria and High Expectations)</li> </ul>
<b>Teaching and learning programs</b>	<p>Research on the effects of QTR has demonstrated significant improvement in the quality of teaching.</p> <p>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.</p> <p>This process of analysis and collaborative discussion supports teachers to build collective capacity for the provision of dynamic teaching and learning programs.</p>	<ul style="list-style-type: none"> <li>• Focus groups of teachers (their experience of how explicit feedback provided through QTR has impacted their teaching and learning programs)</li> <li>• TTFM Teacher survey (challenging and visible goals, planned learning opportunities, teaching strategies, quality feedback to students)</li> <li>• PDP – voluntary engagement with QTR as an identified goal</li> <li>• Post QTR Teacher reflection</li> <li>• Evidence of QT embedded in teaching programs</li> <li>• Percentage of teachers incorporating QT elements into teaching and learning programs</li> <li>• QTR Teacher survey – (Impact of QTR)</li> <li>• Pedagogical audit</li> </ul>



# LEARNING Domain

Theme	Connections with Quality Teaching Rounds & Quality Teaching Model	Evidence
<p><b>Formative Assessment</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Lesson/ unit plans demonstrating key concepts (including elements from the QT Model), Explicit Quality Criteria and provision for student direction</li> <li>• Marking rubrics, criteria and work samples</li> <li>• Lesson observations using QT Model</li> </ul>
<p><b>Summative Assessment</b></p>	<p>Quality assessment tasks contribute to improved learning outcomes. Using the Quality Teaching 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.</p>	<ul style="list-style-type: none"> <li>• Assessment task audit</li> <li>• Marking rubrics, criteria and work samples</li> <li>• Assessment tasks coded using the APG</li> <li>• Longitudinal student achievement results</li> <li>• Alignment of assessment with course descriptors</li> <li>• Student focus groups (relevance of and engagement with summative assessment)</li> </ul>
<p><b>Student engagement</b></p>	<p>Participation in QTR and engagement with the Quality Teaching 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.</p> <p>Providing opportunities for students to contribute to and develop criteria (student direction) for assessments can increase student engagement in learning.</p>	<ul style="list-style-type: none"> <li>• Marking rubrics, criteria and work samples</li> <li>• Lesson plans demonstrating key concepts, Explicit Quality Criteria and provision for Student Direction</li> <li>• TTFM – Student survey (Quality Instruction)</li> </ul>
<p><b>Whole school monitoring of student learning</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Longitudinal student achievement results from internal and external summative assessments</li> </ul>





# TEACHING Domain

EFFECTIVE CLASSROOM PRACTICE		
Theme	Connections with Quality Teaching Rounds & Quality Teaching Model	Evidence
<b>Lesson planning</b>	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Percentage of teaching and learning programs incorporating QTM</li> <li>• Lesson plans incorporating QT</li> <li>• Percentage of lesson plans that have been collaboratively developed</li> <li>• Professional development schedule dedicated to collaborative lesson planning</li> <li>• Teacher feedback – surveys and focus groups identifying impact of collaborative lesson planning and benefits of using common language to discuss their pedagogy</li> <li>• QTR Teacher survey (QT Model shared understanding and collaborative practice)</li> </ul>
<b>Explicit teaching</b>	<p>Implementation of QTR provides clear evidence of improvement in student learning, based on effective methods of explicit teaching.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Classroom observation analysis (with teacher permission)</li> <li>• QT element trend analysis</li> <li>• Teacher professional development plans and reviews</li> <li>• Professional development schedule</li> <li>• QTR Teacher survey (Explicit Quality Criteria, Deep Knowledge, Deep Understanding and Background Knowledge)</li> <li>• Focus groups (pre &amp; post QTR on the use of explicit teaching)</li> <li>• Pedagogical audit</li> </ul>
<b>Feedback</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• QTR organisational records</li> <li>• UON QTR research – impact on the quality of teaching (d=0.5)</li> <li>• TTFM – Teacher Survey (Learning Culture)</li> <li>• TTFM – Student Survey (Quality Instruction)</li> <li>• QTR Teacher survey (Explicit Quality Criteria, Deep Knowledge and Deep Understanding)</li> <li>• Student focus groups (feedback practices)</li> </ul>



## TEACHING Domain

### PROFESSIONAL STANDARDS

Theme	Connections with Quality Teaching Rounds & Quality Teaching Model	Evidence
<b>Improvement of practice</b>	<p>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.</p>	<ul style="list-style-type: none"><li>• NESA eTams record</li><li>• PDP – voluntary engagement with QTR as an identified goal</li><li>• TTFM - Teacher survey (Collaboration, Learning Culture, Teaching Strategies)</li><li>• QTR Teacher survey (Teacher wellbeing - efficacy, Impact of QTR)</li></ul>
<b>Accreditation</b>	<p>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.</p>	<ul style="list-style-type: none"><li>• NESA eTams record</li><li>• School plan/ Annual school report information</li></ul>



# TEACHING Domain

LEARNING AND DEVELOPMENT		
Theme	Connections with Quality Teaching Rounds & Quality Teaching Model	Evidence
<b>Collaborative practice and feedback</b>	<p>QTR is an explicit system that facilitates professional dialogue, collaboration, classroom observation and the modelling of effective practice.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• School plan</li> <li>• TTFM - Teacher survey (Collaboration)</li> <li>• Focus groups (teachers' experiences of collaborative practice)</li> <li>• Post QTR teacher reflection</li> <li>• Engagement rates in QTR</li> <li>• QTR teacher survey (Collaborative practice, School morale, Teacher wellbeing – connectedness, Teacher wellbeing - efficacy and Impact of QTR)</li> </ul>
<b>Professional learning</b>	<p>QTR is a rigorously tested, high impact approach to professional development with demonstrated impact on teaching practice and student outcomes.</p> <p>QTR and the QTM 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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Participation rates in QTR</li> <li>• School plan</li> <li>• PL funding allocations for QTR</li> <li>• TTFM - Teacher survey (Collaboration, Learning Culture, Teaching Strategies)</li> <li>• Focus groups (approaches to evaluating professional learning)</li> <li>• QTR Teacher survey (Impact of QTR and Professional learning coherence)</li> </ul>
<b>Expertise and innovation</b>	<p>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.</p> <p>The approach enables staff to demonstrate and share their expertise within and across schools.</p> <p>The QTM provides teachers with a shared understanding of quality teaching, while the QTR process supports the implementation and evaluation of innovative practice.</p>	<ul style="list-style-type: none"> <li>• Classroom observation, including self-reflection</li> <li>• TTFM - Teacher survey (Collaboration, Learning Culture, Teaching Strategies)</li> <li>• Teacher focus groups</li> <li>• QTR teacher survey (School morale, Teacher wellbeing – connectedness, Teacher wellbeing – efficacy and Impact of QTR)</li> </ul>



# LEADING Domain

## EDUCATIONAL LEADERSHIP

Theme	Connections with Quality Teaching Rounds & Quality Teaching Model	Evidence
<b>Instructional leadership</b>	<p>QTR builds a culture of effective evidence-based teaching by developing skills for instructional leadership throughout the school.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• TTFM - Teacher survey (Leadership and Collaboration)</li> <li>• QTR Teacher survey – (Instructional leadership, Appraisal and Cognitive readiness)</li> <li>• Teacher focus groups – Instructional leadership</li> <li>• School plan</li> <li>• Annual school report</li> <li>• Use of PL and other funding for QTR</li> </ul>
<b>High expectations culture</b>	<p>Implementation of QTR provides clear evidence of improvement in student learning, based on effective methods of explicit teaching.</p> <p>The QT Model supports teachers to engage in explicit teaching by providing shared concepts and language for analysis of effective pedagogy.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• TTFM - Teacher survey (Leadership and Collaboration)</li> <li>• QTR teacher survey (Instructional leadership, Appraisal and Cognitive readiness)</li> <li>• Teacher focus groups – School culture</li> <li>• School plan</li> <li>• Annual school report</li> </ul>

## SCHOOL PLANNING, IMPLEMENTATION AND REPORTING

Theme	Connections with Quality Teaching Rounds & Quality Teaching Model	Evidence
<b>Continuous improvement</b>	<p>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.</p> <p>Participation in QTR by networks of schools can provide active support for the improvement of all.</p>	<ul style="list-style-type: none"> <li>• Annual school report</li> <li>• Focus groups of community members</li> <li>• QTR teacher survey (Instructional leadership, Appraisal, Cognitive readiness and Impact of QTR)</li> <li>• Internal and external surveys</li> <li>• School plan milestones and reporting</li> <li>• TTFM - Teacher survey (Leadership)</li> <li>• Pedagogical audit</li> </ul>
<b>School plan</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Teacher focus groups</li> <li>• Situational analysis</li> <li>• School plan</li> <li>• Teacher participation rates in QTR</li> </ul>



## Sample Strategic Direction

The following strategic direction template 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.

**\* NOTE:**

This sample strategic direction is generic to allow schools to connect Quality Teaching Rounds with their School Improvement Plans. The Quality Teaching Academy can provide support to schools in relation to their individual contexts by request.

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 effectiveness of QTR as an initiative for improving student growth and attainment.

**(Strategic Direction 1).**

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](#).



# 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.

Improvement measures	Initiatives	Success Criteria	Evaluation Plan
<ul style="list-style-type: none"> <li>The quality of teaching is improved in line with the Quality Teaching Model (QTM).</li> <li>All teachers undertake targeted and relevant evidence-informed professional learning, driven by teacher and student needs.</li> <li>All teachers engage in professional collaboration through Quality Teaching Rounds (QTR) to collectively analyse and refine their practice.</li> <li>All teachers embed QT elements into their planning and teaching.</li> </ul>	<p><b>Quality Teaching Rounds (QTR)</b></p> <p>QTR is recognised by the DoE as a high impact approach to professional development. QTR is underpinned by the Quality Teaching Model (QTM), which supports schools in developing a shared vision of quality teaching and learning.</p> <ul style="list-style-type: none"> <li>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 (QTM).</li> <li>Teachers will engage in collaborative professional learning focusing on pedagogy (QTR).</li> <li>Teachers will collaboratively analyse and discuss their own and each other's teaching in QTR professional learning communities (PLCs).</li> <li>Teachers actively engage with the QTM throughout the teaching and learning cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Classrooms are quality learning environments with lessons that feature high levels of intellectual quality and significance.</li> <li>Teachers are empowered through knowledge of relevant, evidence informed pedagogy, enabling them to refine their practice to effectively meet student needs.</li> <li>The school has an effective collaborative learning culture focused on continuous improvement of teaching and learning.</li> <li>Teachers and leaders use the shared concepts and language of the QTM as a basis for discussion about pedagogy.</li> </ul>	<p><b>Question:</b></p> <ul style="list-style-type: none"> <li>Has the quality of teaching improved? How?</li> <li>How many teachers have engaged with the QTM? How do they feel it has improved their knowledge and practice?</li> <li>How effective has QTR been in fostering professional dialogue about improving teaching and learning?</li> <li>Have teachers embedded the QTM in the teaching and learning cycle? How?</li> </ul> <p><b>Data:</b></p> <ul style="list-style-type: none"> <li>De-identified lesson observations, TTFM survey data, student growth measures (PATs, NAPLAN, HSC, internal assessments, reading ages).</li> <li>QTR participation rate, Professional learning logs, PD scope and sequence, meeting minutes, pre &amp; post QTR teacher surveys, focus groups.</li> <li>Staff perceptions survey, TTFM Teacher survey (Collaboration, Leadership, Learning Culture and Teaching Strategies), teacher focus groups.</li> <li>Evidence of inclusion of QTM concepts and language in teaching programs (planning and assessment), teacher focus groups.</li> </ul> <p><b>Analysis:</b></p> <p>Analyse the data to determine the extent to which the purpose has been achieved.</p> <p><b>Implications:</b></p> <ul style="list-style-type: none"> <li>Include QTR and QTM in allocation of roles and responsibilities.</li> <li>Refine professional learning schedule to provide regular opportunities for:               <ul style="list-style-type: none"> <li>Collaborative analysis of data</li> <li>Professional learning about QTR</li> </ul> </li> <li>Include QT elements in program checklists/templates.</li> <li>Consider allocation of QT funding in School Improvement Plan across multiple strategic directions.</li> </ul>



# Strategic Direction 2: Excellence in teaching

## 2021- 2024 Annual Progress measures

2021 progress measures	2022 progress measures	2023 progress measures	2024 progress measures
<ul style="list-style-type: none"> <li>All staff to complete the QTR Teacher Survey* and set individual goals for improvement.</li> <li>Delivery of 2 TPL sessions per term to build understanding of the QT Model (classroom and assessment practice).</li> <li>10- 25% of staff have participated in at least one set of Quality Teaching Rounds in PLCs that cross stage and subject areas.</li> <li>10- 25% of teachers collaboratively develop teaching and learning programs incorporating QTM.</li> </ul>	<ul style="list-style-type: none"> <li>The annual QTR Teacher Survey* demonstrates a 5% improvement in teacher survey responses.</li> <li>Delivery of 2 TPL sessions per term to build understanding of the QT Model (classroom and assessment practice).</li> <li>25 – 50% of staff have participated in at least one set of Quality Teaching Rounds in PLCs that cross stage and subject areas.</li> <li>25 – 50% of teachers collaboratively develop teaching and learning programs incorporating QTM.</li> </ul>	<ul style="list-style-type: none"> <li>The annual QTR Teacher Survey* demonstrates a 5% improvement in teacher survey responses.</li> <li>Delivery of 2 TPL sessions per term to build understanding of the QT Model (classroom and assessment practice).</li> <li>50 – 75% of staff have participated in at least one set of Quality Teaching Rounds in PLCs that cross stage and subject areas.</li> <li>50 – 75% of teachers collaboratively develop teaching and learning programs incorporating QTM.</li> </ul>	<ul style="list-style-type: none"> <li>The annual QTR Teacher Survey* demonstrates a 5% improvement in teacher survey responses.</li> <li>Delivery of 2 TPL sessions per term to build understanding of the QT Model (classroom and assessment practice).</li> <li>75 - 100% of all staff have participated in at least one set of Quality Teaching Rounds in PLCs that cross stage and subject areas.</li> <li>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.</li> </ul>

\* **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 the whole staff or student cohort at one to two time points across the year (e.g. Term 2 annually OR Term 1 and Term 3).**

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 improvement measures) 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.

Data collected at multiple points across time should be represented graphically to identify changes in the means over time (trends).

## 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
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

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## TEACHER SURVEY

Measure	Question	Rating Scale	Analysis
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
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

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:**



## About the Academy

**The Quality Teaching Academy empowers teachers to enrich student learning.**

We provide evidence-backed professional development, advocate for the profession, and support a community of teachers through a shared vision of quality teaching for every student, every day.

As a non-profit organisation, all proceeds are invested directly into rigorous research undertaken in partnership with the **University of Newcastle's Teachers & Teaching Research Centre**, to continuously develop fresh insights that support the profession.

We invite you to be a part of the Quality Teaching Academy. Together, we can enhance the learning of students across the globe through the work of teachers who are more connected, more supported, and more inspired.

**Want more information?**

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