



Quality Teaching Rounds: improving teaching quality through powerful professional development

The quest to improve teaching is both universal and hard to achieve. We know that the most important in-school factor in improving student outcomes is the quality of teaching. But how we define 'quality teaching' and how we measure whether teaching is improving are critical questions to answer.

Can professional development really improve the quality of teaching for every student, every day?

All teachers are capable of good teaching with the right kind of support. That's the founding belief of Laureate Professor Jenny Gore, who has led extensive research into the quality of teaching and learning in Australian schools, and the professional development that helps teachers improve their practice.

At the heart of this work is the QT Model. As a comprehensive representation of good pedagogy,

it honours the complexity of teaching. It is also founded on a belief that any definition of good teaching must resonate with a teacher's own beliefs and the realities of classroom practice.

Key points

Quality Teaching Rounds:

- provides teachers with a framework for good teaching and processes to build capacity to deliver quality teaching
- enhances teachers' confidence in their capacity to create meaningful learning experiences.

Extensive research conducted at the University of Newcastle, including several randomised controlled trials, has demonstrated significant positive effects for all teachers regardless of grade, subject area, and their school context. QTR gives teachers explicit guidance and a kind of feedback that both validates and enhances their practice.

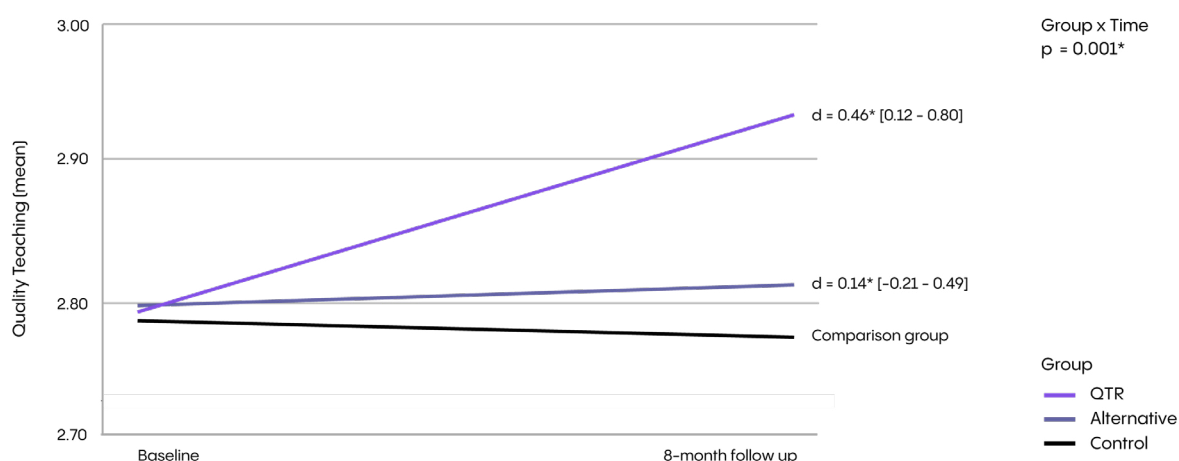
The graph below displays changes in the quality of teaching over an 8-month period, comparing a group of teachers who participated in QTR to a group who participated in peer observations and a control group who undertook professional development as usual. The QTR group display significant improvement across the intervention period with an effect size of 0.46. This improvement in the quality of teaching resulted in significantly greater achievement in mathematics for the students whose teachers engaged in QTR.

The real power of QTR is that it not only supports teacher collaboration and how teachers feel about their work, but actually improves their pedagogy.

“Teaching has improved immensely because of our comprehension and understanding of the QT Model. All of it kind of melded in together to make it that immense professional growth.”

**Drew,
primary teacher**

Teachers report that QTR fundamentally changes their practice through clarifying their understanding of what it means to teach well. The Rounds process is a valuable opportunity for teachers to engage with each other, in-situ, in the intellectual work of refining teaching. QTR respects teachers and empowers them to take responsibility for their own and each other’s professional improvement and build their collective capacity for quality teaching.



REFERENCES

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