



## Quality Teaching Rounds improves student learning: Delivering real and sustained change

The vast majority of teachers enter the profession because they want to make a difference in the lives of the children and young people they teach. However, teachers' work is complex, with competing demands that can take time away from a focus on teaching. As our research shows, a powerful, collaborative approach to professional development that improves teaching practice can enrich student learning so that they meet and exceed expectations.

Teachers and schools invest substantial time and money keeping up to date with professional learning in areas such as first aid, student wellbeing, subject matter and educational policies. While these are important, teachers also want dedicated time to focus on teaching and learning. Quality Teaching Rounds provides this opportunity.

Our research shows QTR not only improves the quality of teaching and teacher morale but has significant positive effects on student learning outcomes.

### Key points

Quality Teaching Rounds has demonstrated success in improving student achievement by:

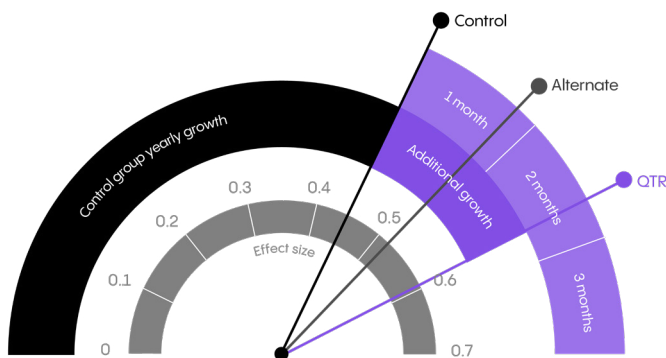
- improving the quality of teaching
- enhancing teacher confidence and morale
- fostering a school culture focused on teaching and learning.

Our most recent study found that students whose teachers participated in QTR achieved 25% greater growth in mathematics than a control group whose teachers participated in their usual professional development.<sup>1</sup>

**“[Quality Teaching Rounds] has influenced what I think about. It definitely makes me question and structure my [teaching] so that it is relevant, it is engaging.”**

**Priya,  
primary teacher**

## 25% greater growth in mathematics



In QTR, classrooms are also places for teachers to learn. Rounds help schools establish a community of teachers-as-learners who focus on improving their collective practice. Teachers work in professional learning communities of four teachers for four days over a period of several weeks. Each teacher takes a turn to teach a lesson while the others observe. The observation is followed by a thorough discussion during which teachers analyse the lesson using the QT Model. They discuss how to enhance both the observed lesson and teaching practice more broadly.

**“It’s good to have a professional conversation. ...If you are talking to somebody else ...in the school [you’re] usually not talking about your professional practice. You’re talking about that [student] has done this, or we’ve got to get that marking done, or reports are due, or ‘oh your playground duty.’ It’s all work related, not practice related. So it was good to have a professional practice related conversation, not just work”**

**Allana,  
secondary teacher**

School leaders and teachers overwhelmingly report QTR to be a valuable experience that creates real, sustained change. The shared vision of quality teaching helps to create positive, engaging learning experiences for all students. As a result, teachers who participate in QTR report feeling more confident about delivering high quality teaching and enriching student learning.

### REFERENCES

<sup>1</sup>Gore, J., Miller, A., Fray, L., Harris, J., & Prieto, E. (2021). Improving student achievement through professional development: Results from a randomised controlled trial of Quality Teaching Rounds. *Teaching and Teacher Education*, 101, Article 103297. <https://doi.org/10.1016/j.tate.2021.103297>



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