



Enhancing student growth by boosting teacher morale

Quality Teaching Rounds (QTR) has demonstrated a measurable impact on the quality of teaching while also enhancing teacher morale and confidence across diverse schools, classroom settings and communities.¹ QTR supports teachers in improving their practice and developing their efficacy, wellbeing and professional engagement.²

Large scale randomised controlled trials of QTR in in 2014, 2019 and 2021 all found a significant impact on the quality of teaching and teacher morale.

According to a 2016 OECD report,³ teachers with strong morale and a sense of school pride are more likely to value academic

achievement and create a more engaging learning environment for students.

The report found that in schools where teachers have higher morale and are more supportive of each other, students perform better, even after accounting for differences in socio-economic status.

These teachers contribute to a school culture of collaboration and respect, where students and staff feel a strong sense of achievement and belonging. Teachers who feel enthusiastic about their work, have confidence in themselves, and feel a sense of team spirit will bring that energy into their classrooms.

Key points

Quality Teaching Rounds:

- enables high quality collaborative discussions of practice
- provides peer recognition in an environment free of judgement
- uses the QT Model to code the teaching, not the teacher
- facilitates reflection on practice to identify areas for improvement
- strengthens professional relationships
- increasing teachers' confidence and wellbeing.

Fostering a teaching staff with high morale is not easy. The media can be quick to share negative stories of teachers' work, rather than celebrate their many successes, large and small. As student results decline or stagnate in national and international testing, teachers are too readily blamed, rather than addressing systemic inequalities and the conditions of teachers' work.⁴ This discourse does nothing to support, develop or value the incredible work teachers are doing every day in our schools.

A 2018 NSW Teachers Federation report found teachers are working longer hours, with classroom teachers commonly reporting they work upwards of 50 hours per week.⁵ Almost all teachers cite an increase in administrative requirements adding to their workload, with the demands of their job negatively impacting on career aspirations and work-life balance.

And yet, teachers prioritise the learning and wellbeing of students above all else, sometimes even at the expense of their own wellbeing. Over the past decade our research has consistently demonstrated that when teachers engage in QTR their confidence and efficacy improves, along with enhanced morale and wellbeing.

“It’s reinvigorated my approach to teaching, it’s made me look big picture, it’s made me think like, you know I could just sit really comfortably here for the next 10 years and retire from this school. But I’m not thinking that way – yeah it’s reinvigorated the way I think about my teaching practice, and supporting and encouraging new teachers to the profession.”

**Wendy,
experienced secondary principal**

QTR contributes to creating a school culture based on trust and respect, it enhances collaboration among staff, lifts teacher morale, and improves learning outcomes for students.

“[QTR] has such a significant impact on the amount of collaboration that teachers have. It has a significant impact on the efficacy across the school, the trust and the motivation of teachers and students.”

**Nathan,
primary deputy principal**

Teachers and principals who participate in QTR report:

- greater professionalism
- enhanced capacity to reflect on their own and others' work
- increased quantity and quality of dialogue about teaching
- new confidence and insights about themselves, other teachers, and their students
- strengthened relationships among staff, based on heightened trust and respect
- an enhanced school culture focused on teaching and learning.

REFERENCES

¹Gore, J., et al. (2017). Effects of professional development on the quality of teaching: Results from a randomised controlled trial of Quality Teaching Rounds. *Teaching and Teacher Education*, 68, 99–113. <https://doi.org/10.1016/j.tate.2017.08.007>

²Gore, J. M., & Whitty, G. (2017, July 26). *Improving teaching: Some lessons from Australia*. International Education News. <https://internationalenews.com/tag/teacher-quality/>

³OECD. (2016). *Low-performing students: Why they fall behind and how to help them succeed*. PISA, OECD Publishing. <https://doi.org/10.1787/9789264250246-en>

⁴Jaremus, F., Gore, J., & Miller, A. (2021). Do disadvantaged schools have poorer teachers? Rethinking assumptions about the relationship between teaching quality and school-level advantage. *The Australian Educational Researcher*. <https://doi.org/10.1007/s13384-021-00460-w>

⁵McGrath-Champ, S., Wilson, R., Stacey, M., & Fitzgerald, S. (2018). *Understanding work in schools: The foundation for teaching and learning*. 2018 report to the NSW Teachers Federation. <https://hdl.handle.net/2123/21926>



Contact us

qtacademy.edu.au

qtacademy@newcastle.edu.au

02 4055 7579
