A guide to embedding QT in your school

Working with the QT Model

The QT Model can be embedded in many ways:

- Ensure all staff, including initial teacher education students and casual relief teachers, have access to the QT Classroom and Assessment Practice Guides (available in the QT Academy members' area).

- Include the QT Model in your orientation and induction programs for new teachers.

- Promote shared understanding of quality teaching by using the language of the QT Model in staff meetings, PL activities and discussions.

- Allocate sustained time for teachers to work with the QT Model on school development days, such as collaborative planning or analysis of tasks or units of work – within or across grades, stages, and subjects.

- Identify elements of the QT Model on which staff would like further development. These sessions could be run by a teacher/school leader, supported by resources in the members' area of the QT Academy website, including:

  - QT Model element explainer videos

  - Unpacking QT element webinars (ongoing series - recordings available).

- Run sessions where all staff share how they address a specific element, reflecting as a group on implications for student learning.

- Engage teachers in the Analysing Practice activity (provided at QTR workshops), which focuses attention on how a particular lesson is typically taught and how it can be enhanced with reference to the QT Model.

- Use the QT Assessment Practice Guide to code formative or summative tasks, or engage professional learning communities in QT Assessment Rounds (which require less time than QTR and can be done without class cover).

- Support teachers' participation in other QT professional development, such as Enhancing Assessment Practice or Strengthening Program Design workshops, and invite them to share their new learnings with colleagues.

- Undertake QTR and ripple it across your school.

The Quality Teaching Model (QT Model) can be used to inform whole school, faculty, stage and individual teacher planning. It can also support both individual and collaborative reflection on and refinement of lessons, assessment tasks and units of work.

The QT Model is founded on respect for teachers and honours the complexity of teaching. Derived from research, the Model centres on:

1. Developing deep understanding of important knowledge

2. Ensuring positive classrooms that boost student learning

3. Connecting learning to students' lives and the wider world

Quality Teaching Rounds (QTR) is professional development that provides teachers with a clear roadmap for embedding the QT Model in their everyday practice. QTR brings teachers together to learn from each other and enhance their pedagogy.

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Flexible approaches to implementing Quality Teaching Rounds

Quality Teaching Rounds (QTR) traditionally starts with at least two teachers from your school attending a two-day QTR Foundational Workshop. Those two teachers then join two more teachers back at school to form a professional learning community (PLC) to undertake in-school Rounds.

QTR can be rippled across your school, with each new PLC incorporating at least one teacher who has either attended a QTR workshop or participated in a set of Rounds.

Our research shows that participation in QTR improves teaching quality, teacher morale and student achievement.

We appreciate that staffing challenges are impacting the implementation of QTR in some schools. The following approaches to QTR might be helpful, while still ensuring the fidelity and integrity of QTR*:

- Practise QTR processes by watching, coding and discussing sample lessons. For example, staff could watch and code a lesson in one session (25 mins to watch, 30 mins to code), and form PLCs in the next meeting to discuss the lesson and their codes (1 hour).

- Engage executive and learning support staff in covering classes so teachers can participate in QTR. Alternatively, they can join PLCs for QTR, so fewer casuals are needed.

- Form PLCs of three teachers rather than the recommended four, to reduce the need for class cover. PLCs must include at least three participants.

- Consider conducting QTR discussions during time already built into school schedules for professional learning or collaboration, with the agreement of PLC members.

- Explore interest in cross-school PLCs with local school and principal networks. Cross-school PLCs can involve just one teacher per school therefore requiring less class cover. QTR Digital provides a fully online platform that enables teachers to connect regardless of their location, which is especially useful in small and remote schools.

- Consider PLCs involving primary and secondary schools, with fewer teachers per school. PLCs that combine teachers from Stages 3 and 4 can be of great benefit to transition programs.

- Try hybrid face-to-face and digital implementation for more flexibility with scheduling. Lessons can be filmed and coded individually, with the professional reading and lesson discussions conducted face-to-face.

* Refer to the Essential Features and Norms (provided during QTR workshops), and remain attentive to the underlying mechanisms that enable QTR to have positive effects.