

STRENGTHENING INDUCTION THROUGH QUALITY TEACHING ROUNDS

KEY FINDINGS 2023-2025



QTRAcademy

Quality Teaching Rounds (QTR) is one of the most rigorously evaluated education interventions in the world. Successive randomised controlled trials (2019-2023) have demonstrated QTR improves the quality of teaching, teacher morale, school culture, and student academic achievement, with greater effects in disadvantaged schools. A Deloitte Access Economics cost benefit analysis found, for every dollar invested, QTR added between \$40 and \$150 back to the economy (represented in gross state product uplift).

QTR: IMPROVEMENTS AT A GLANCE



Teacher retention



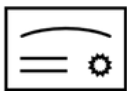
Teaching quality



Teacher morale



Job satisfaction



Student achievement in
literacy and numeracy



Equity



School culture



Whole school change

On the back of this research, the *Strengthening Induction through Quality Teaching Rounds* project was launched by the Minister for Education the Hon Jason Clare MP in July 2023 as an initiative of the National Teacher Workforce Action Plan.

In the context of a national teacher shortage crisis, the *Strengthening Induction* project provides 1,600 teachers with free access to QTR until mid-2027 to help address teacher retention and support teacher professionalism while lifting teaching quality and student outcomes.

IMPROVING RETENTION, TEACHING AND LEARNING

Retaining teachers already in the classroom is a faster and more efficient way to address the teacher shortage than is the recruitment and development of new teachers.

More than halfway through this four-year initiative, more than 950 teachers from 230 schools in all states and sectors have signed up to participate in Quality Teaching Rounds (QTR). Our research demonstrates that QTR simultaneously improves retention and improves teaching and learning outcomes.

KEY FINDINGS TO DATE: INTENTION TO LEAVE

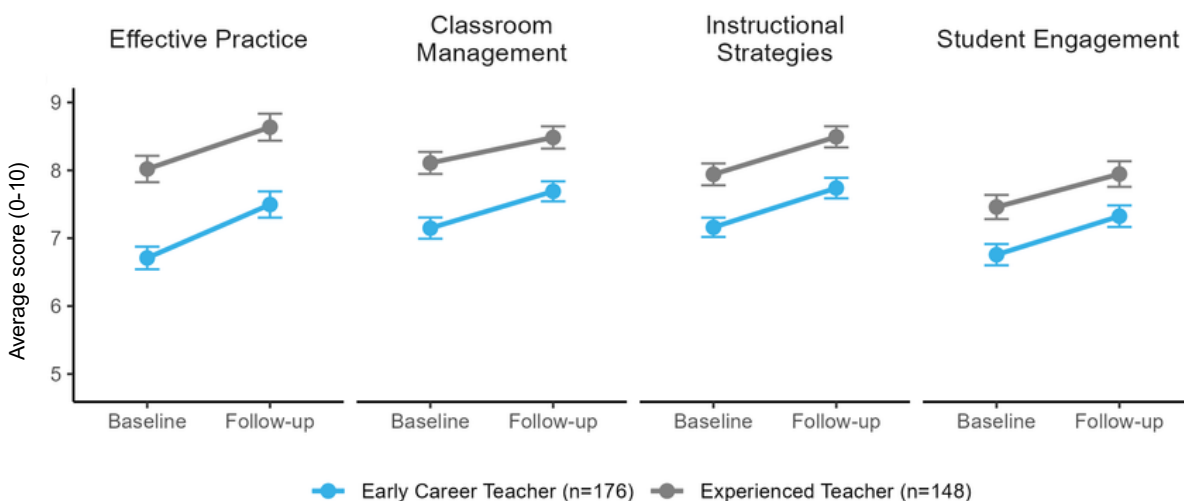
Before participating in QTR, just under 30% of teachers indicated they had some intention to leave the profession within the next six months (on a scale from mild to severe).

After participating in Quality Teaching Rounds:

- almost 40% of these teachers changed their response and no longer intend to leave the profession, and
- almost two-thirds of those with 'high' or 'severe' intention to leave are no longer planning to quit.

KEY FINDINGS TO DATE: IMPROVED OUTCOMES FOR ALL TEACHERS

Participation in QTR reduced burnout and improved collective wellbeing and school culture. QTR also had a significant positive impact on teacher confidence and self-efficacy in the specific domains shown below.



“[Before Rounds] it was so overwhelming, so isolating that I actually didn’t know if the four years [of university] was worth it. After doing all of [QTR] I’m like, ‘Oh, I can actually get there. I do love what I do.’”

Bree, first year primary teacher

CASE STUDY: KAITLIN HEGGEN, EARLY CAREER TEACHER, HAMBLEDON PUBLIC SCHOOL

Kaitlin Heggen's final year of university was significantly disrupted by COVID-19. She completed her internship teaching online at Hambledon Public School – a highly multicultural primary school in Western Sydney – during the long 2021 Sydney lockdown.

When she started working at Hambledon the following year, other teachers in the school only vaguely remembered her as “the online student”.

“I don't think my colleagues realised I was only in my first year. I'd done some casual teaching the year before where I was supervising students of essential workers during lockdown and then got the full-time job after I graduated.”

During her first year, she had the opportunity to participate in QTR with three more experienced colleagues. According to Kaitlin this was a transformational experience.

“It was great, all the teachers in my group were from different grades. When I was in their classrooms I saw so many things I could use in my classroom. With the older students there was a lot of great lesson content and behaviour management strategies and things I could reflect on in my practice,” Kaitlin said.



“It was super valuable to make and strengthen collegial relationships, especially after Covid. I still go to ask questions and advice from the teachers in my group, be social with them and from that have been connected with more teachers in the school. QTR was our foundation.”

Kaitlin, early career teacher

CASE STUDY: ENHANCING EDUCATION AT YIRAMALAY STUDIO SCHOOL

Yiramalay Studio School first engaged with the University of Newcastle in 2022 following the publication of results from the first of four randomised controlled trials funded by the Paul Ramsay Foundation which demonstrated participation in QTR improves teaching and learning outcomes with stronger effects in disadvantaged schools.

In July 2024, QT Adviser Michelle Ware travelled to Yiramalay to work in depth with their teachers to build their understanding of QTR. This visit was partly facilitated by the bipartisan federal government commitment to expand QTR through the National Teacher Workforce Action Plan.

Since then, Yiramalay teachers have held more regular discussions on key elements of the QT Model. Previously, where the focus of meetings was on student behaviour management and wellbeing concerns, now teachers have a shared language for discussing their teaching. QT has enhanced self-reflection with teachers now providing more rigorous and engaging learning opportunities for students.



“Our experience at Yiramalay highlights how impactful this approach can be in improving the quality of education experienced by Indigenous students. We would be pleased to see funding committed to enable its broader adoption and I unreservedly support this next step.”

Dr Helen Drennen AM, CEO Studio Schools of Australia

CASE STUDY: TRANSFORMING OUTCOMES AT CESSNOCK HIGH SCHOOL 2020-2024

Cessnock High School is one of the most disadvantaged schools in NSW. Almost 25 per cent of its students identify as Indigenous and more than 70 per cent of families are positioned in the bottom quartile for socio-economic advantage. Cessnock High faced numerous challenges, including low engagement, poor academic performance, and behavioural issues.

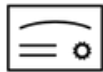
In 2020, the University of Newcastle's Teachers and Teaching Research Centre began a partnership with the school after Cessnock High principal, Peter Riley, contacted Dr Drew Miller for support in transforming the school's teaching and learning culture.

University of Newcastle academics and Cessnock High leaders co-designed a four-year Quality Teaching Action Plan centred on the QT Model, Quality Teaching Rounds and other teacher capacity building activities. The results achieved at Cessnock High School have been remarkable.

The Cessnock High partnership model is now being replicated at 20 similarly highly disadvantaged NSW government schools thanks to funding and support from the Paul Ramsay Foundation.



Triple the state average growth in student attendance and engagement.



More than 50% improvement in HSC results.



The highest rate of improvement in Year 7-9 NAPLAN results in the Hunter region.



L - R: Principal Peter Riley, Head Teacher Kelsey Kisina and Dr Drew Miller

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