



Grant Agreement between the University of Newcastle and the Australian Government Department of Education

Progress Report #3 - Strengthening teaching induction through Quality Teaching Rounds

Date Due: 16 July 2025

As per E.3 Progress Report of the Grant Agreement, at a minimum the Progress Reports must include:

Criteria	Progress to date												
Enrolment and completion statistics for the QTR workshop, by teacher career stage.	<p>Table 1 <i>Two-day QTR workshop enrolment and completion as at 4 July 2025.</i></p> <table border="1" data-bbox="327 635 2114 746"> <thead> <tr> <th data-bbox="327 635 779 673">Two-day QTR Workshop</th> <th data-bbox="790 635 1223 673">Early-Career Teachers (n)</th> <th data-bbox="1234 635 1666 673">Experienced Teachers (n)</th> <th data-bbox="1677 635 2114 673">Total (n)</th> </tr> </thead> <tbody> <tr> <td data-bbox="327 681 779 703">Enrolled</td> <td data-bbox="790 681 1223 703">471</td> <td data-bbox="1234 681 1666 703">333</td> <td data-bbox="1677 681 2114 703">804</td> </tr> <tr> <td data-bbox="327 711 779 734">Completed*</td> <td data-bbox="790 711 1223 734">459</td> <td data-bbox="1234 711 1666 734">327</td> <td data-bbox="1677 711 2114 734">786</td> </tr> </tbody> </table> <p>*Completed are a subset of enrolled</p>	Two-day QTR Workshop	Early-Career Teachers (n)	Experienced Teachers (n)	Total (n)	Enrolled	471	333	804	Completed*	459	327	786
Two-day QTR Workshop	Early-Career Teachers (n)	Experienced Teachers (n)	Total (n)										
Enrolled	471	333	804										
Completed*	459	327	786										
Demographic data on teachers and schools undertaking QTR.	<p>As at 4 July 2025, 786 teachers from 171 schools have been trained in Quality Teaching Rounds (QTR).</p> <p>The table on the following page compares the demographics characteristics of teachers trained in QTR in the current project with those of all Australian teachers (where available).</p> <p>Our sample is representative for gender: of the 786 teachers, 560 identified as female (71%), 212 identified as male (27%), 1 identified as other, 2 preferred not to answer, and 11 teachers’ gender identities were not collected as they were from non-research schools. Classroom teachers are overrepresented in our sample, with fewer middle leaders, senior leaders and casual teachers than in the teaching workforce. Government schools and independent schools are slightly overrepresented, with fewer Catholic schools involved in the project. Our sample has more secondary teachers and fewer primary teachers than in the general population of teachers. There is higher representation of teachers from remote, inner and outer regional schools in our sample, with fewer teachers than in the national teacher population from major cities and very remote schools. We have a higher number of teachers from bottom ICSEA quartile schools and slightly fewer teachers from upper middle and lower middle ICSEA quartile schools compared to the Australian teacher workforce.</p>												



		Teachers trained in QTR in this project (%)	All Australian teachers (%)	Difference (%)
Gender¹	Female	71.2	76.0	-4.8
	Male	27.0	24.0	3.0
	Other	0.1	<i>Not reported</i>	<i>N/A</i>
	Prefer not to answer	0.3	<i>Not reported</i>	<i>N/A</i>
	Not collected ²	1.4	-	-
Role¹	Classroom teacher	83.8	55.5	28.3
	Middle Leader	13.7	18.3	-4.6
	Senior Leader	2.3	9.0	-6.7
	Casual teacher	0.1	17.2	-17.1
School Sector³	Government	67.3	61.9	5.4
	Catholic	9.3	18.0	-8.7
	Independent	23.4	20.1	3.3
School Type³	Primary	28.1	40.2	-12.1
	Secondary	46.2	30.2	16.0
	Combined	23.8	25.9	-2.1
	SSP	1.9	3.7	-1.8
Geolocation³	Major Cities	65.5	71.6	-6.1
	Inner Regional	21.8	17.9	3.9
	Outer Regional	10.1	8.3	1.8
	Remote	2.2	1.2	1.0
	Very Remote	0.5	1.0	-0.5
ICSEA quartile³	Top ICSEA quartile	34.2	35.3	-1.1
	Upper Middle ICSEA quartile	24.8	27.0	-2.2
	Lower Middle ICSEA quartile	17.6	20.5	-2.9
	Bottom ICSEA quartile	22.5	16.9	5.6
	Not Reported by ACARA	0.9	0.3	0.6

¹ Australian Teacher Workforce Data Teacher Survey 2023 (AITSL)



² Teachers' gender identities were not collected from non-research schools

³ ACARA School Profile 2024 based on reported number of full-time and part-time teaching staff (includes principals, deputy principals and senior teachers))

Note: percentages may not add to 100% due to rounding

Additional demographic data is provided in the following figures: role of teachers trained in QTR (Figure 1), career status of teachers trained in QTR (Figure 2), KLA of teachers trained in QTR (Figure 3), school sector of teachers trained in QTR (Figure 4), school type of teachers trained in QTR (Figure 5), school geolocation of teachers trained in QTR (Figure 6), school ICSEA quartile of teachers trained in QTR (Figure 7), school Indigenous student enrolment of teachers trained in QTR (Figure 8), and school LBOTE enrolment of teachers trained in QTR (Figure 9).

No reportable data on disability status is accessible, as confirmed by the Australian Government Department of Education.



Figure 1 - Role of teachers trained in QTR

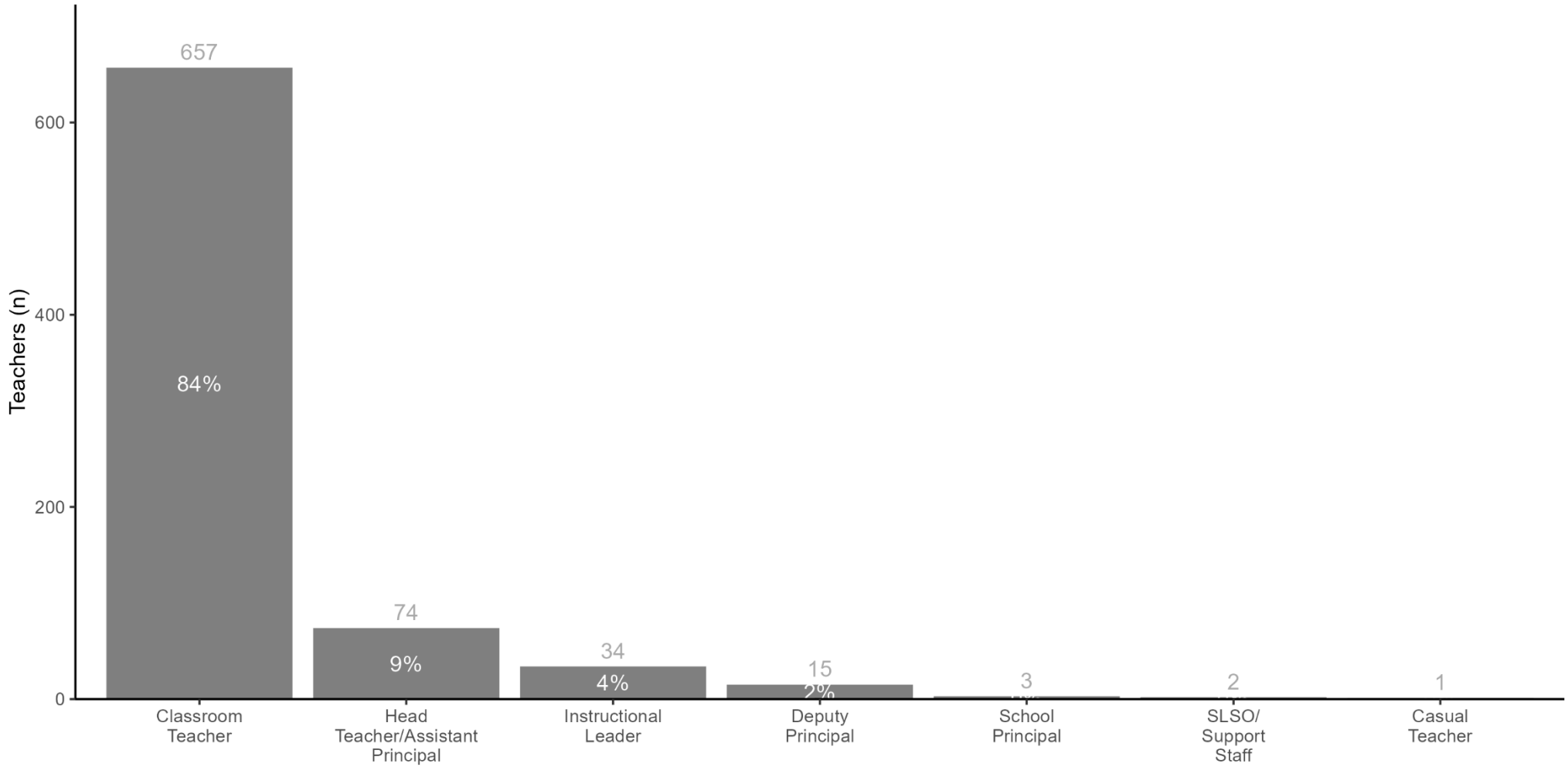


Figure 1 shows 84% of teachers trained in QTR are classroom teachers, with most of the remaining 16% identifying as school leaders.



Figure 2 - Career status of teachers trained in QTR

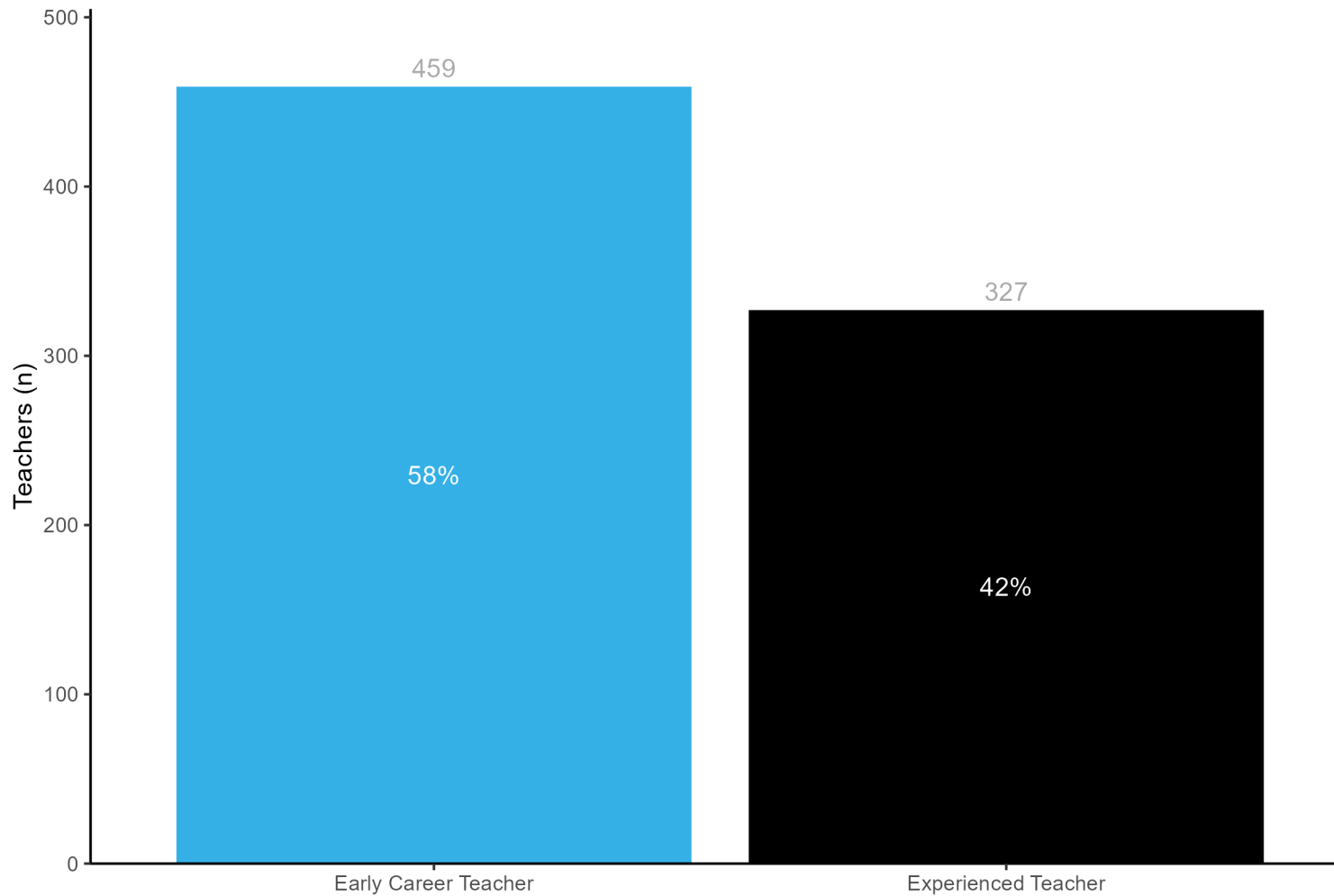


Figure 2 shows 58% of teachers trained in QTR are early career teachers (less than three years teaching experience), with the remaining 42% of teachers identifying as experienced teachers (three years or more teaching experience).



Figure 3 - KLA of teachers trained in QTR

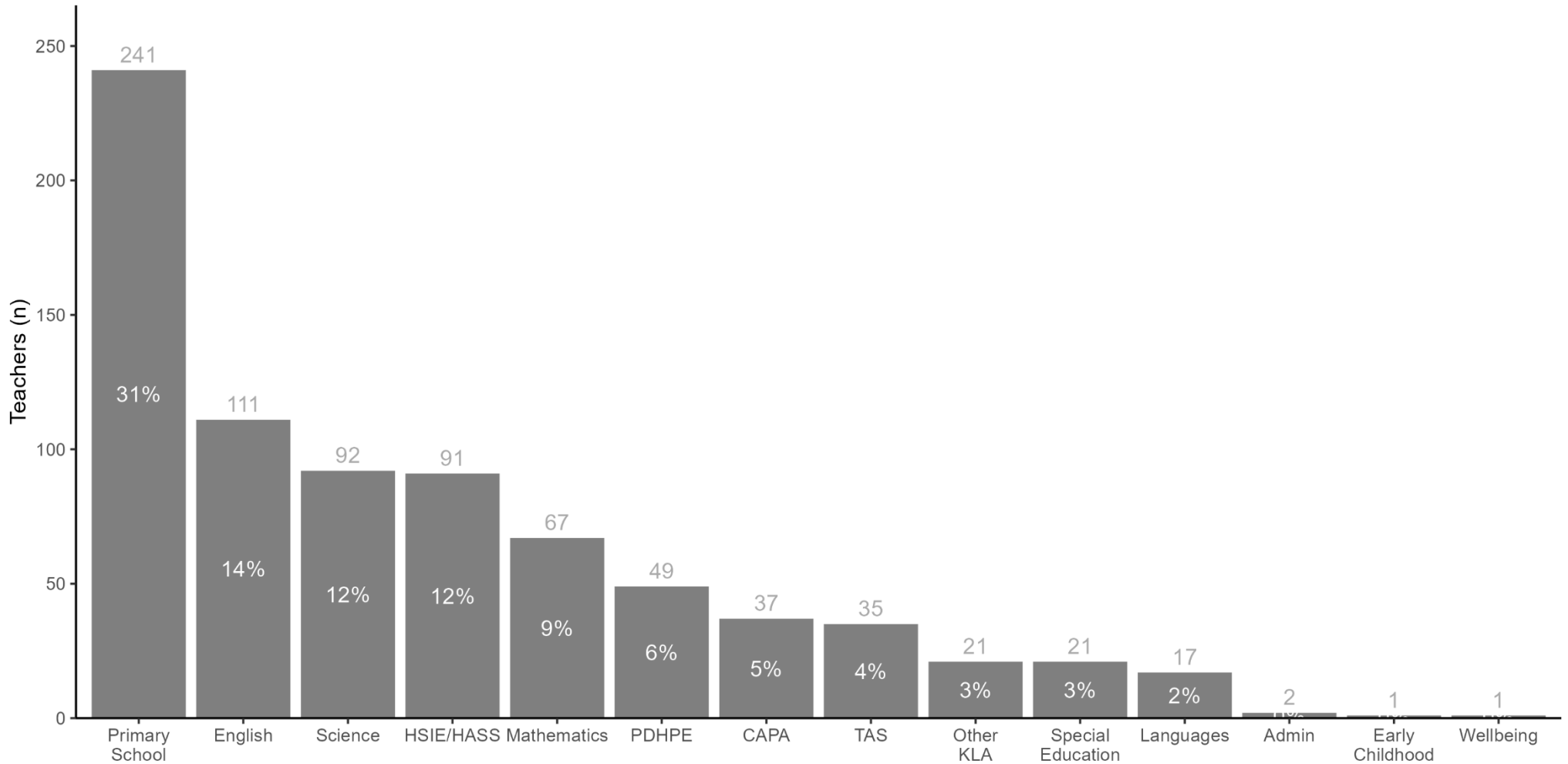


Figure 3 shows subjects taught by teachers trained in QTR. 31% are primary school teachers, with 14% English teachers and 25% STEM (Science, Mathematics, TAS, Engineering) teachers. One teacher working in a primary school identified as teaching Early Childhood.



Figure 4 - School sector of teachers trained in QTR

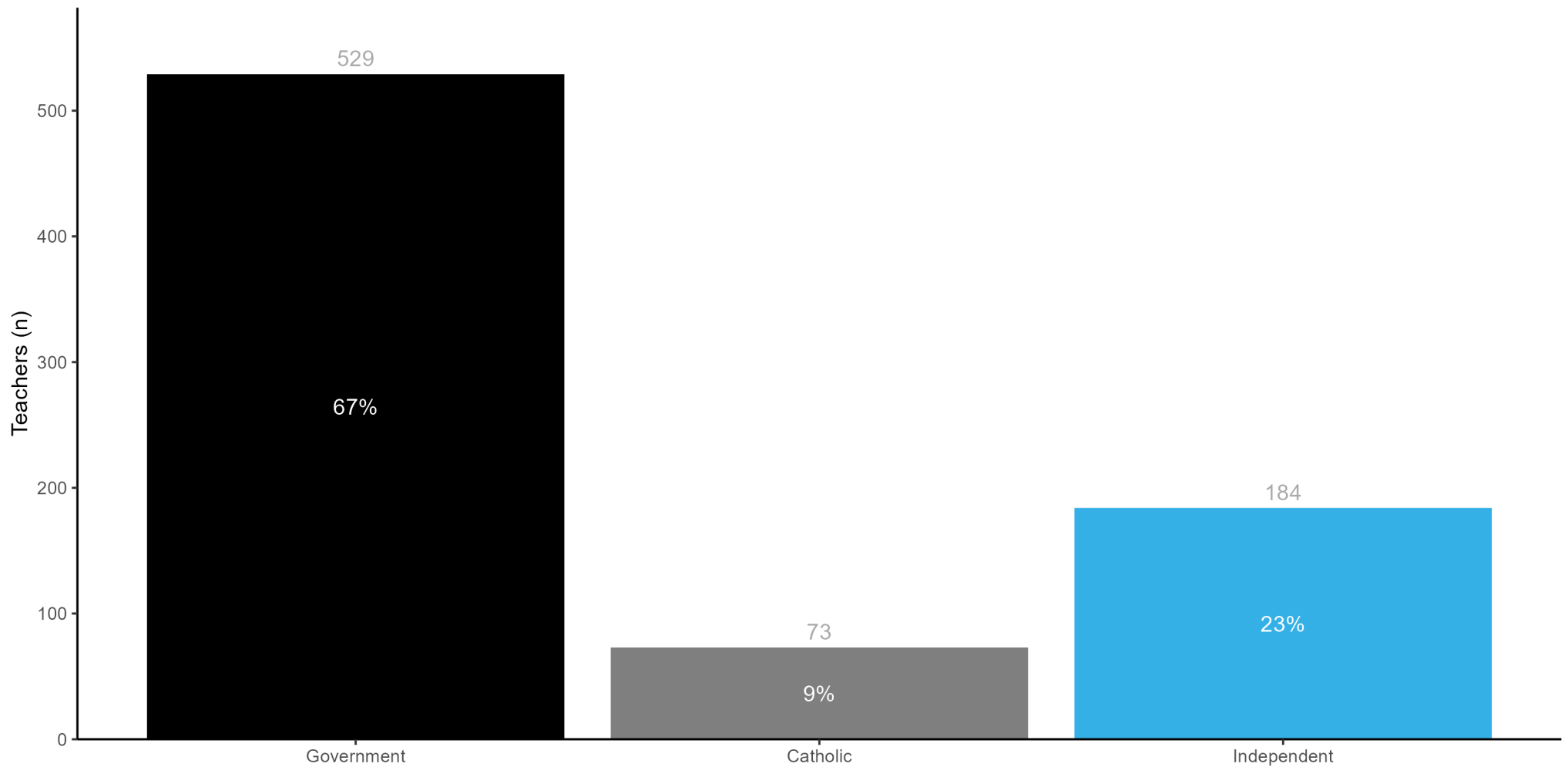


Figure 4 shows 67% of teachers trained in QTR work in government schools, 9% work in Catholic schools, and 23% work in independent schools.



Figure 5 - School type of teachers trained in QTR

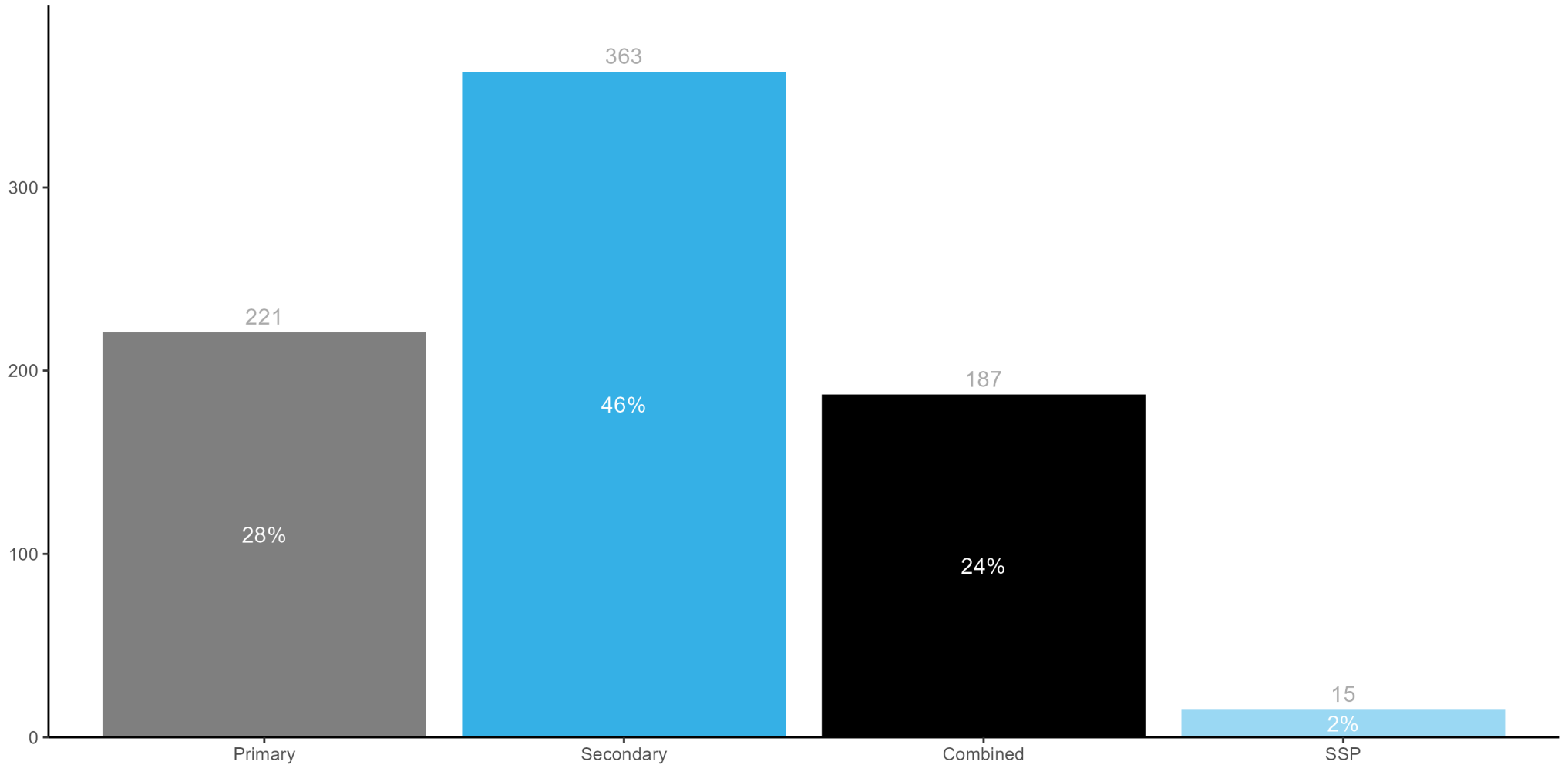


Figure 5 shows 46% of teachers trained in QTR work in secondary schools, 23% work in primary schools, and 24% work in combined schools.



Figure 6 - School geolocation of teachers trained in QTR

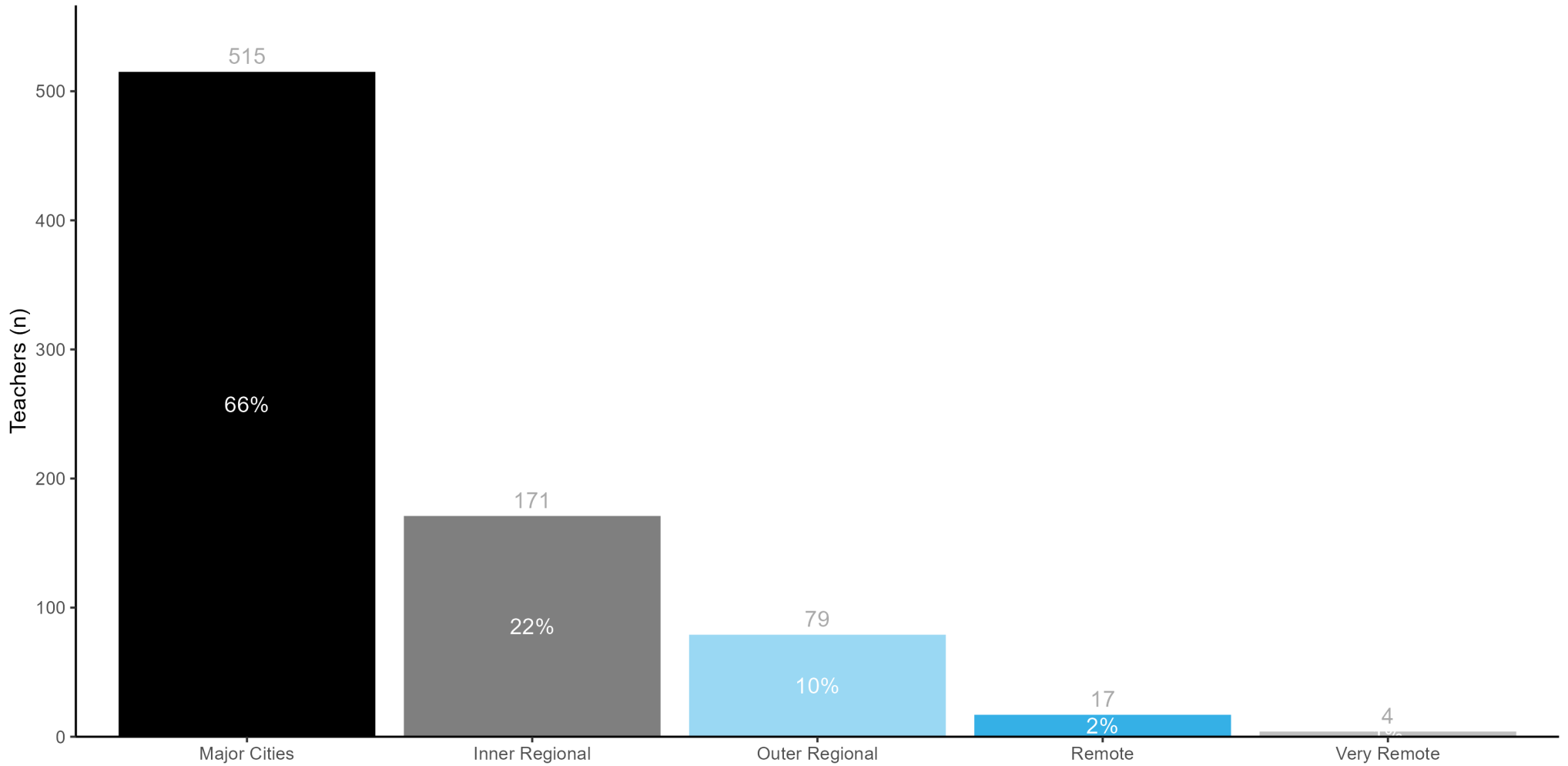


Figure 6 shows 66% of teachers trained in QTR work in schools located in major cities, 22% in inner regional areas, 10% in outer regional areas, and 2% in remote areas.



Figure 7 - School ICSEA quartile of teachers trained in QTR

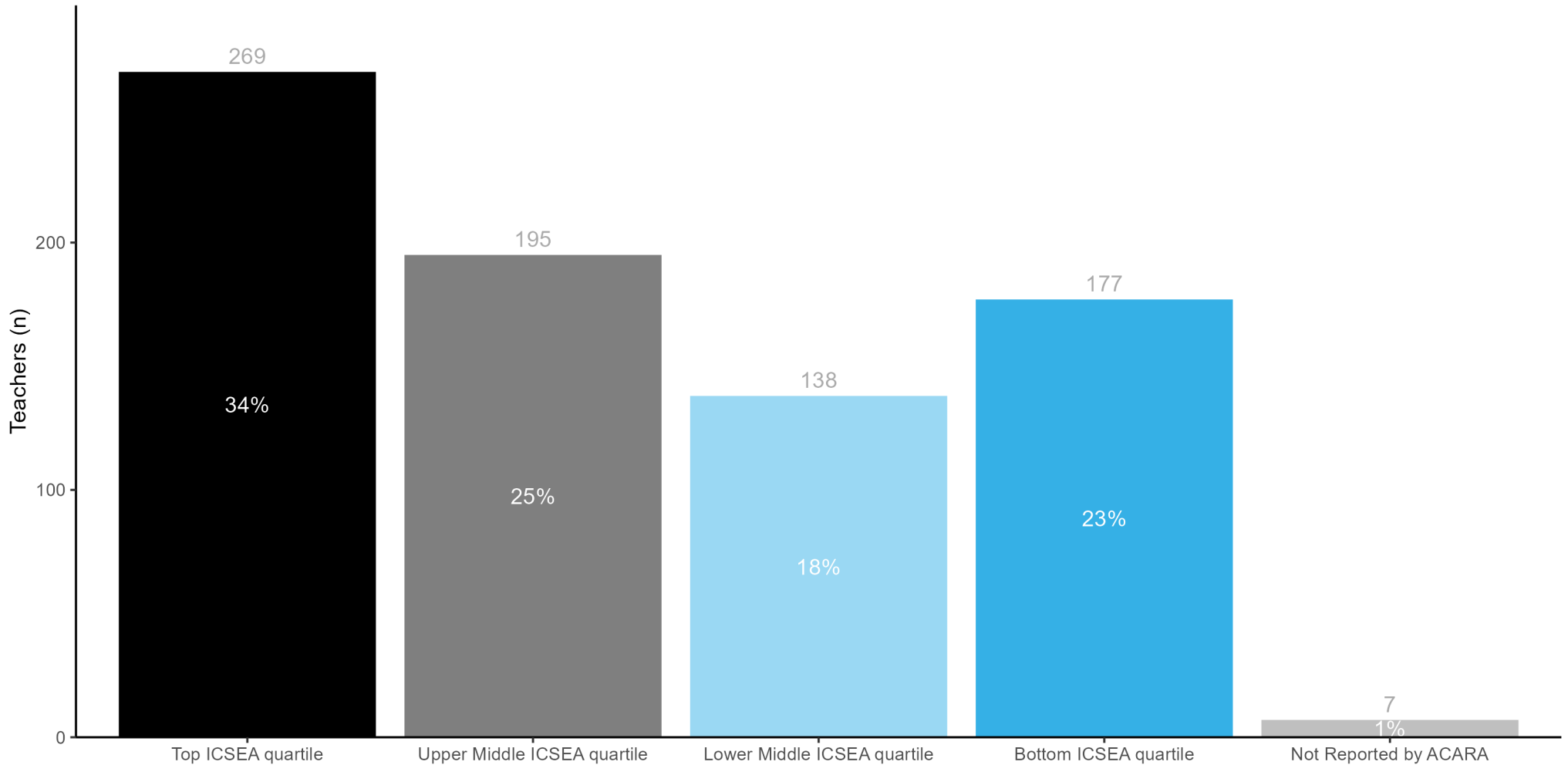


Figure 7 shows 34% of teachers trained in QTR work in schools within the top ICSEA quartile, 43% work in schools within the middle ICSEA quartiles (upper and lower), and 23% work in schools within the bottom ICSEA quartile. Schools not reported by ACARA include sub campuses that do not have their own ICSEA and whose geolocation differs from their head campus, new schools where full ICSEA data has not yet been populated, or schools where ICSEA is not collected.



Figure 8 - School Indigenous student enrolment of teachers trained in QTR

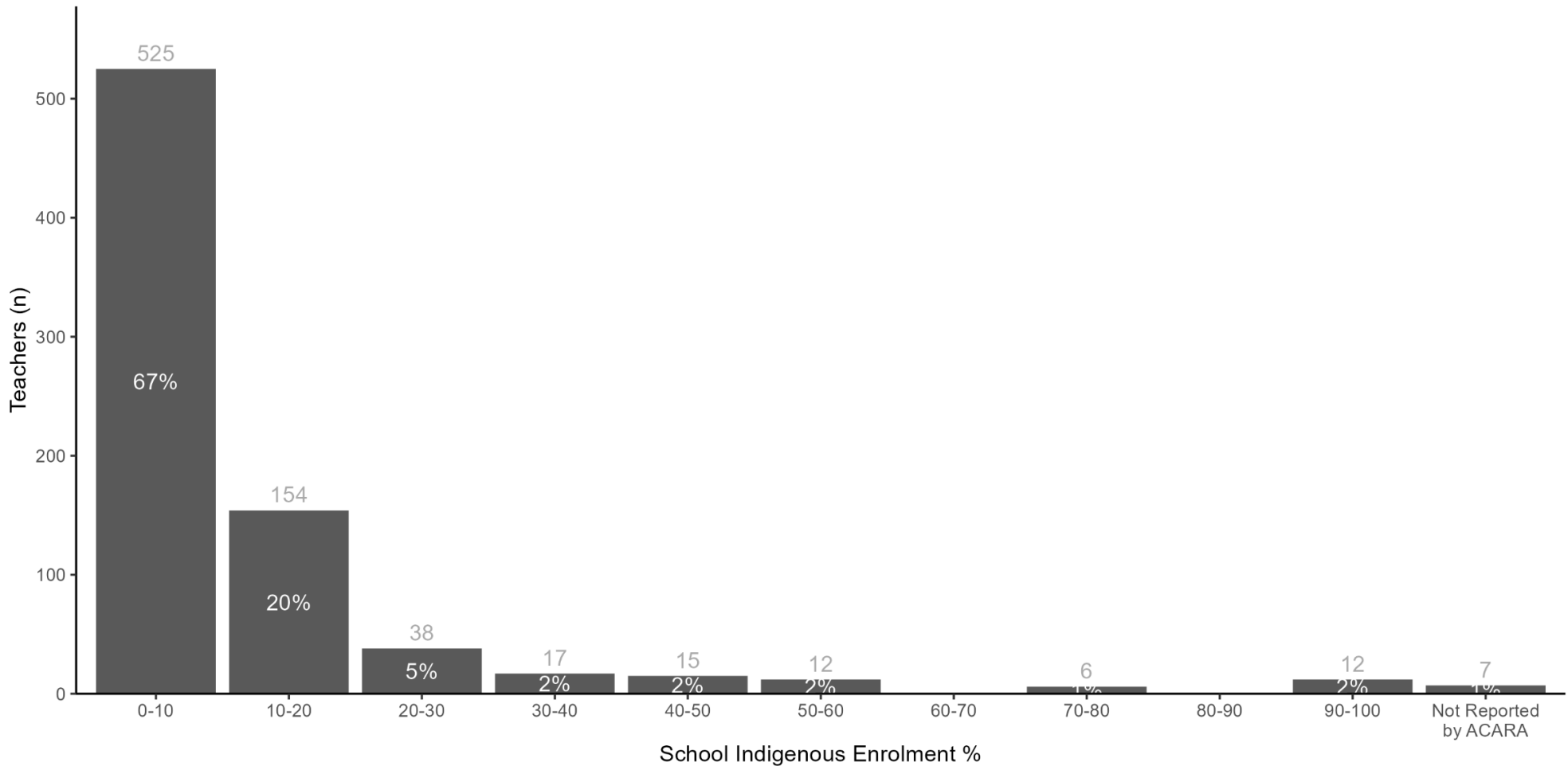


Figure 8 shows 67% of teachers trained in QTR work in schools with less than 10% Indigenous student enrolment, 20% work in schools with 10-20% Indigenous student enrolment, 5% work in schools with 20-30% Indigenous student enrolment, 2% work in schools with 30-40% Indigenous student enrolment, 2% work in schools with 40-50% Indigenous student enrolment, 1% work in schools with 70-80% Indigenous student enrolment, and 2% work in schools with 90-100% Indigenous student enrolment. Schools not reported by ACARA include sub campuses that do not have their own enrolment data and whose geolocation differs from their head campus, new schools where data has not yet been populated, or schools where data is not collected.



Figure 9 - School LBOTE student enrolment of teachers trained in QTR

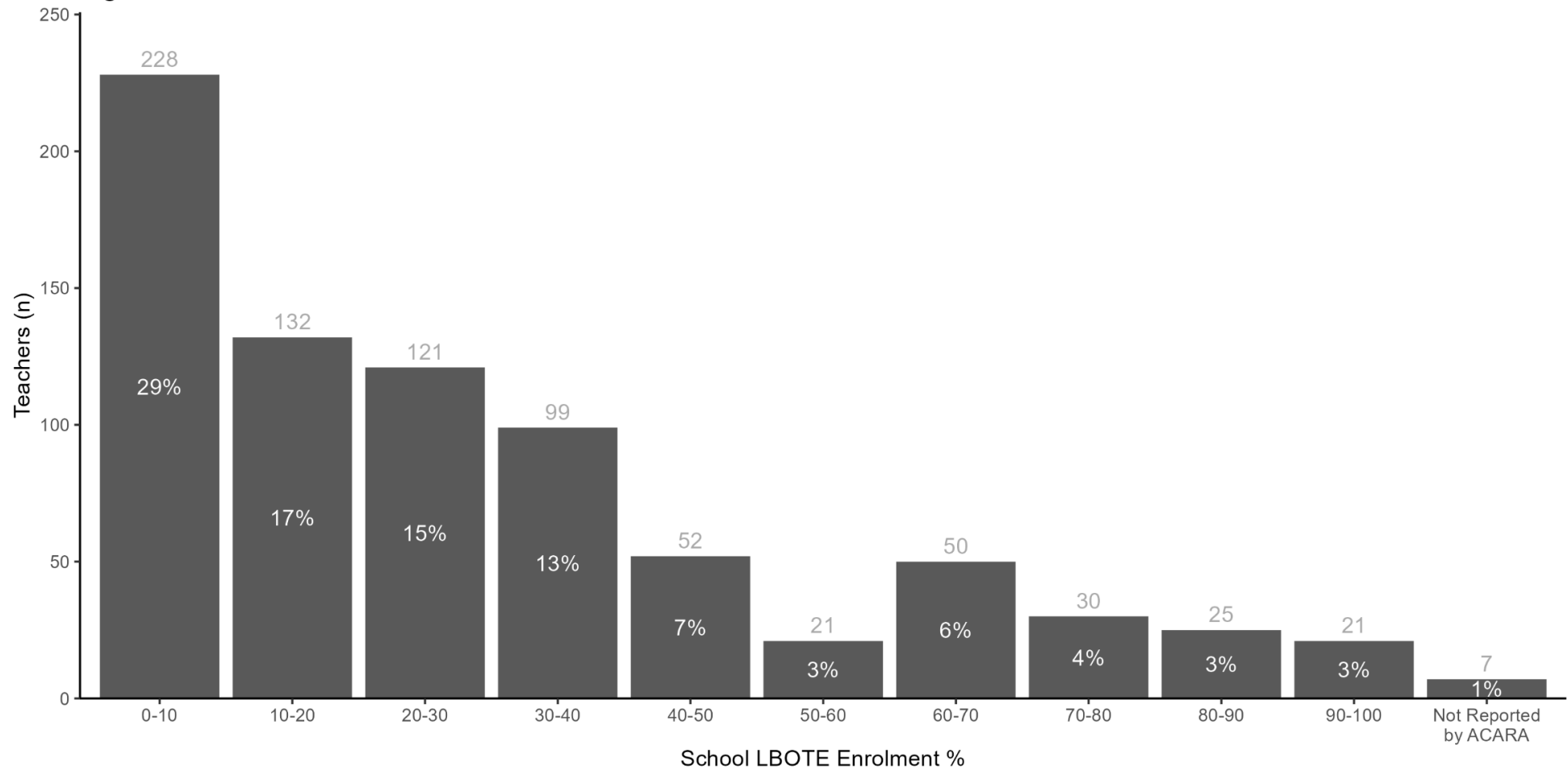


Figure 9 shows 29% of teachers trained in QTR work in schools with less than 10% LBOTE student enrolment, 17% work in schools with 10-20% LBOTE student enrolment, 15% work in schools with 20-30% LBOTE student enrolment, 13% work in schools with 30-40% LBOTE student enrolment, 7% work in schools with 40-50% LBOTE student enrolment, 3% work in schools with 50-60% LBOTE student enrolment, 6% work in schools with 60-70% LBOTE student enrolment, 4% work in schools with 70-80% LBOTE student enrolment, 3% work in schools with 80-90% LBOTE student enrolment, and 3% work in schools with 90-100% LBOTE student enrolment. Schools not reported by ACARA include sub campuses that do not have their enrolment own data and whose geolocation differs from their head campus, new schools where data has not yet been populated, or schools where data is not collected.



<p>Qualitative feedback on the impact of the QTR on the teachers.</p>	<p>Please see Appendix A - Qualitative feedback on the impact of the QTR on the teachers, at the end of this report.</p>							
<p>Quantitative feedback on the proportion of participants who have established PLCs for in their school communities</p>	<p>As at 4 July 2025, 885 teachers (from 188 schools) have submitted a consent form to take part in the project. Of these participants: 786 teachers (from 171 schools) have been trained in QTR, having attended one of 66 two-day QTR workshops since July 2023, 32 of which were held as online events and 34 of which were in-person events; 18 teachers have enrolled in a scheduled two-day QTR workshop; and the remaining 80 teachers are yet to enrol in a two-day QTR workshop.</p> <p>Of the 786 teachers who have attended a two-day QTR workshop, 580 teachers (from 130 schools) have commenced QTR, representing 74% of teachers who have been trained in QTR. Of the teachers who have started Rounds, 530 teachers (from 120 schools) have completed a set of Rounds, representing 67% of the teachers trained to date. We anticipate these proportions will grow as the project continues.</p> <p>34 schools have formed two or more PLCs, with one school now underway with their sixth PLC as part of this project.</p>							
<p>Evidence of progress against agreed Activity milestones and outcomes.</p>	<table border="1"> <thead> <tr> <th data-bbox="309 970 1070 1011">Deliverable</th> <th data-bbox="1081 970 2130 1011">Progress as at 4 July 2025</th> </tr> </thead> <tbody> <tr> <td data-bbox="309 1019 1070 1118"> <p>At least 950 additional teachers attend a two-day QTR workshop by July 2025.</p> </td> <td data-bbox="1081 1019 2130 1118"> <p>As at 4 July 2025, 786 teachers have attended a two-day QTR workshop with 17 teachers registered for a scheduled two-day QTR workshop.</p> </td> </tr> <tr> <td data-bbox="309 1126 1070 1436"> <p>Ensure schools sending teachers to participate in QTR send a mix of early career teachers with experienced teachers to undertake learning in QTR and embed the model within their school communities including:</p> <p>Within each school/school network a minimum 50% of participants are early career teachers and a minimum 25% of participants are experienced teachers.</p> </td> <td data-bbox="1081 1126 2130 1436"> <p>96% of schools meet the requirement for a minimum of 50% of their two-day QTR workshop participants being early career teachers. In a small number of cases, early career teachers have dropped out of the project or plan to attend a two-day QTR workshop later than their more experienced colleagues.</p> <p>Across the project, 58% of participants are ECTs.</p> </td> </tr> </tbody> </table>		Deliverable	Progress as at 4 July 2025	<p>At least 950 additional teachers attend a two-day QTR workshop by July 2025.</p>	<p>As at 4 July 2025, 786 teachers have attended a two-day QTR workshop with 17 teachers registered for a scheduled two-day QTR workshop.</p>	<p>Ensure schools sending teachers to participate in QTR send a mix of early career teachers with experienced teachers to undertake learning in QTR and embed the model within their school communities including:</p> <p>Within each school/school network a minimum 50% of participants are early career teachers and a minimum 25% of participants are experienced teachers.</p>	<p>96% of schools meet the requirement for a minimum of 50% of their two-day QTR workshop participants being early career teachers. In a small number of cases, early career teachers have dropped out of the project or plan to attend a two-day QTR workshop later than their more experienced colleagues.</p> <p>Across the project, 58% of participants are ECTs.</p>
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	<p>Ensure teachers who undertake the program return to their schools and establish Professional Learning Communities (PLCs) to embed the practice of QTR, including at least 66% of participants return to schools and establish PLCs after attending a workshop.</p>	<p>580 teachers (from 130 schools) have returned to their schools and established PLCs after attending a two-day QTR workshop, representing 74% of the teachers who have been trained in QTR to date. This is a substantial improvement from our previous report dated 16 July 2024 (51%).</p> <p>An additional 13 teachers (from 3 schools) have provided us with planned QTR dates.</p> <p>42 teachers have completed QTR training in the last six weeks and are anticipated to begin Rounds in Term 3.</p>
	<p>Ensure teachers who undertake the program report improved teaching practice, including that: participation in QTR boosts teacher morale, reinvigorates teachers, builds teacher confidence, and is perceived to positively impact students, collegiality, and school culture</p>	<p>With regard to participant survey data, a growing number of participants have completed QTR and all pre and post surveys (n = 355). There are small statistically significant positive effects of participation in QTR for aspects of school culture (shared vision, trust and respect, and connectedness to the school) and a small non-significant reduction in reported burnout (Figure 10). The teacher self-efficacy scales display moderate significant positive effects overall (effective practice) and for the specific elements of classroom management, instructional strategies, and student engagement (Figure 11). Effects are of a similar magnitude for early career and experienced teachers (Figure 12, Figure 13). ECTs showed a marginally larger reduction in burnout than EXTs, while EXTs report greater growth in shared vision, and trust and respect, than ECTs. ECTs and EXTs report near identical improvement for the self-efficacy scales. These data demonstrate that teachers who have engaged in QTR are benefiting from the experience, regardless of their career stage.</p>



Figure 10. Teacher Wellbeing and Professional Community Outcomes
Completers (2+ surveys at both baseline and follow-up) - (n=355)

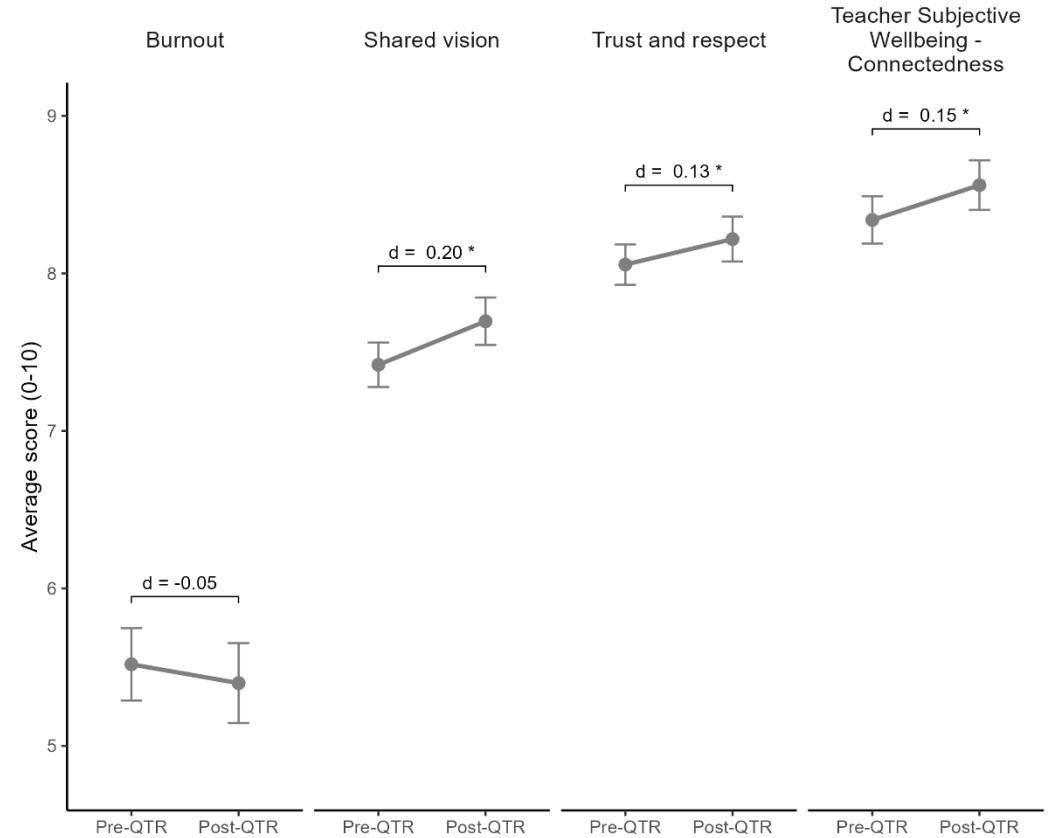


Figure 10 shows change over time from baseline (pre QTR) to follow-up (post QTR) with error bars representing the 95% confidence interval around the mean at each time point. The magnitude of change is indicated by an effect size (Cohen's d), where 0.2 = small effect, 0.5 = moderate effect and 0.8 = strong effect. All effects that were significant at $p < 0.05$ are indicated by an asterisk(*).



Figure 11. Teacher Efficacy
Completers (2+ surveys at both baseline and follow-up) - (n=355)

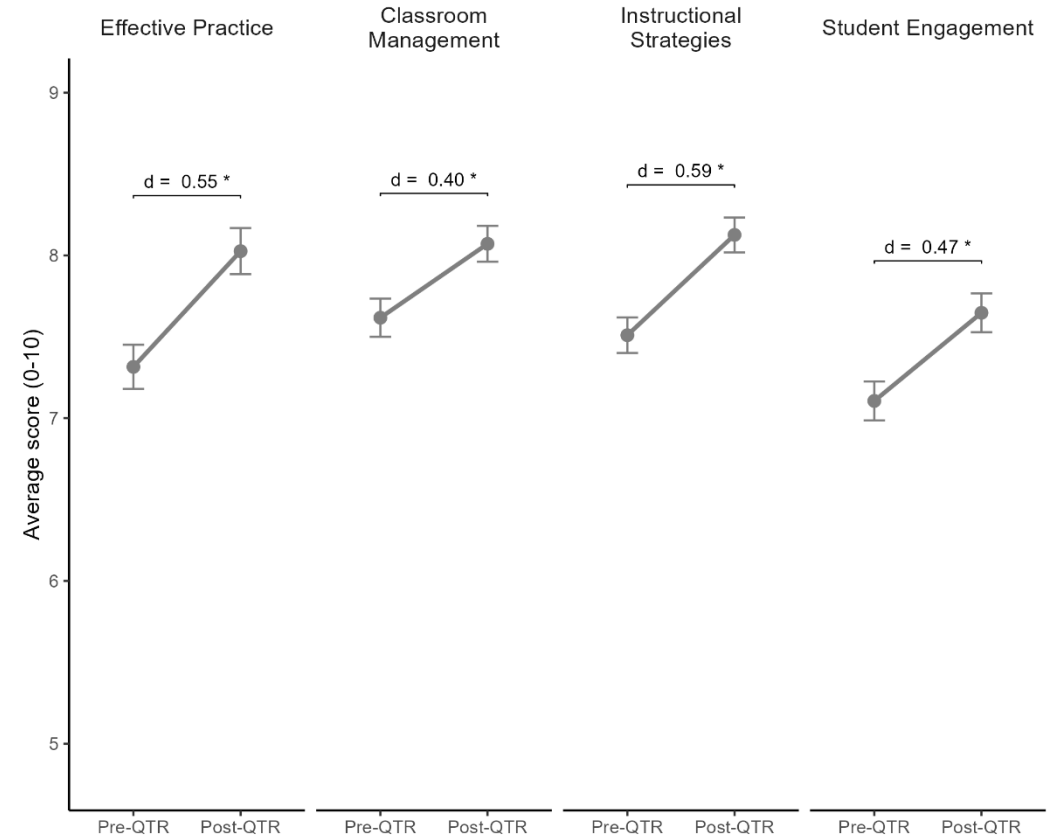


Figure 11 shows change over time from baseline (pre QTR) to follow-up (post QTR) with error bars representing the 95% confidence interval around the mean at each time point. The magnitude of change is indicated by an effect size (Cohen's d), where 0.2 = small effect, 0.5 = moderate effect and 0.8 = strong effect. All effects that were significant at $p < 0.05$ are indicated by an asterisk(*).



Figure 12. Teacher Wellbeing and Professional Community Outcomes by Career Stage Completers (2+ surveys at both baseline and follow-up)

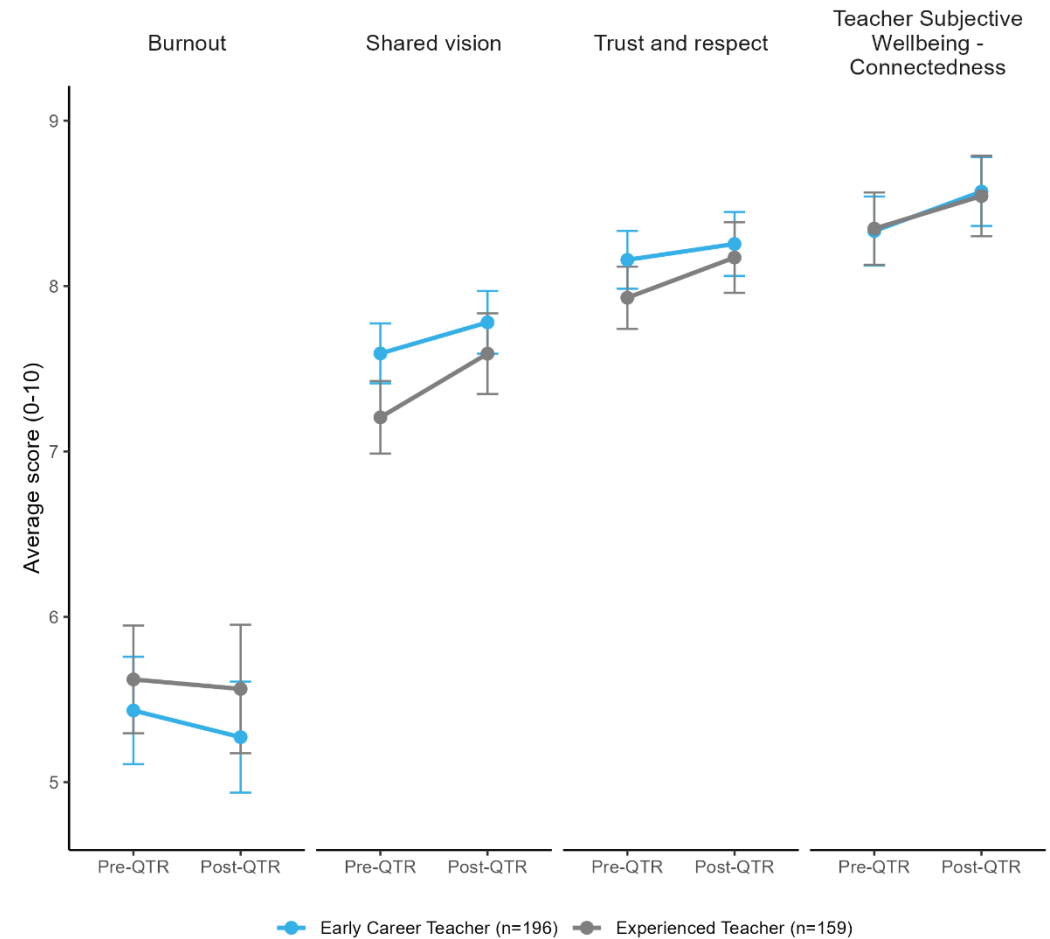


Figure 12 shows change over time from baseline (pre QTR) to follow-up (post QTR) for early career (blue lines) and experienced (grey lines) teachers, with error bars representing the 95% confidence interval around the mean at each time point.



Figure 13. Teacher Efficacy by Career Stage
Completers (2+ surveys at both baseline and follow-up)

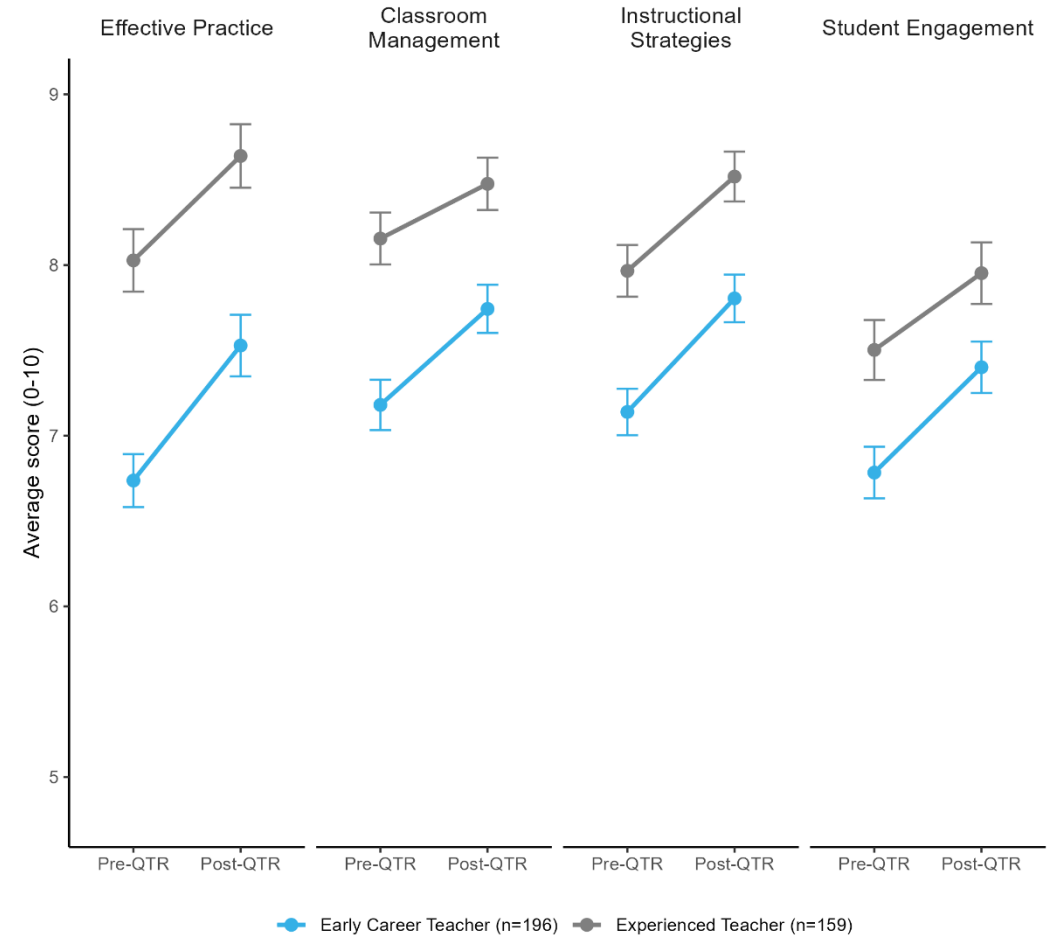


Figure 13 shows change over time from baseline (pre QTR) to follow-up (post QTR) for early career (blue lines) and experienced (grey lines) teachers, with error bars representing the 95% confidence interval around the mean at each time point.



Any proposed amendments to approved Activity Work Plan.	<p>7/05/2024 - We determined that only two surveys per participant are sufficient at the baseline and follow-up time points after analysing data from the first six months of the project. That is, we identified no mean difference between two and three surveys for early career and experienced teachers and inclusion of data from the third survey did not alter survey outcomes. This change was discussed with the Federal Government's Teacher Professionalism Team.</p> <p>20/06/2024 - The Teacher Professionalism team confirmed that no reportable data on disability status is accessible.</p> <p>4/03/2025 - Initial discussion of a project extension is under review.</p> <p>6/05/2025 - Timing of the External Review (Independent Evaluation) is pending the outcome of the request for project extension</p>
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Evidence of expenditure.

The University of Newcastle
Financial Statement
For the Period 01 July 2024 to 30 June 2025



Project ID: G2300779
Project Title: Strengthening teacher induction through Quality Teaching Rounds

Project Manager: Jennifer Gore
Funding Body: Department of Education

	2024	2025	Note	Acquittal	Note
Surplus/(Deficit) B/Fwd	1,439,934.00	1,719,427.60			
Income					
Grant Income	1,215,000.00	-			
Other Income					
Donations	-	-			
Sponsorships, Industry Scholarships and Comm Contributions	-	-			
Reimbursement from External Parties	-	-			
Interest Received	-	-			
Other	-	-			
Total Income + Balance B/Fwd	2,654,934.00	1,719,427.60			
Expenditure					
Salary & Related					
Academic	14,935.40	-			
Administrative	660,017.00	517,711.01			
Teaching Relief	-	-			
Fellowship	-	-			
Total Salary	674,952.40	517,711.01			
Non Salary					
Equipment	-	-			
Indirects	202,500.00	-			
Maintenance/DRC	12,316.00	32,049.31			
Restricted Project Costs	42,093.00	22,588.10			
Travel	3,643.00	1,395.48			
Total Non Salary	260,554.00	56,032.89			
Total Expenditure	935,506.40	573,743.90			
Cumulative Surplus/(Deficit)	1,719,427.60	1,145,683.70			

I certify that the above statement is true and fair view of the above identified grant, consistent with our institutional General Ledger maintained in accordance with Australian Accounting Standards.

Authorized Finance Officer Name: Nigel Smith
Authorized Finance Officer Title: Research Accountant
Authorized Finance Officer Email Address: FIN-Research@newcastle.edu.au
Authorized Finance Officer Phone Number: (02) 4055 3355

Nigel Smith

3/07/2025



Appendix A - Qualitative feedback from teachers and school leaders.

In this section, we report qualitative feedback from interviewed teachers (n = 62) who participated in QTR in 2023 and 2024, complemented by input from school leaders (n = 12) working in the same schools. When joining the project, teachers and leaders can elect to take part in an optional interview to be conducted after participating teachers have completed QTR. Interviews are ongoing, with further analysis to be provided in ensuing reports.

The characteristics of the interviewees are shown below in Table #. The sample of interviews conducted during 2023 and 2024 includes early career teachers (ECTs, n = 20), experienced teachers (EXTs, n = 30), and school leaders (n = 12) from schools (n = 31) across all sectors (Government, Catholic and Independent) and several states (NSW, QLD, VIC, TAS and SA). Compared to the average of all Australian teachers, our sample includes more teachers from secondary and independent schools, in NSW and regional areas, and schools from the bottom ICSEA quartile and includes less teachers from primary and Catholic schools in other states, in major cities, and from schools in the top ICSEA quartile.

During 2025, an additional further 40 interviews were conducted prior to the end of June, with data collection and analysis ongoing. The interviews have been coded using a thematic analysis approach, comprising deductive coding focused on the impact of QTR and inductive coding to uncover any unexpected insights. Although the 2025 interviews have yet to be fully analysed, the data are showing similar patterns.

Note: In this project, ECTs are defined as participating teachers with three years of full-time equivalent teaching experience or less, while EXTs are defined as those who have been teaching for four or more years. School leaders hold leadership positions at their schools but did not participate in QTR during the project (although several of the leaders interviewed reported having experience with QTR before joining).



Table 2

Interviewee characteristics

		Teachers interviewed in this project (n)	Teachers interviewed in this project (%)	All Australian teachers (%)	Difference (%)
Interviewee Type	Early career teachers (ECT)	20	32.3		
	Experienced teachers (EXT)	30	48.4		
	School leaders	12	19.4		
Gender	Female	43	69.4	76.0	-6.6
	Male	19	30.6	24.0	6.6
School Type	Primary	10	16.1	40.2	-24.1
	Secondary	34	54.8	30.2	24.6
	Combined	18	29.0	25.9	3.1
School Sector	Government	36	58.1	61.9	-3.8
	Catholic	5	8.1	18.0	-9.9
	Independent	21	33.9	20.1	13.8
State	NSW	33	53.2	28.8	24.4
	QLD	16	25.8	20.6	5.2
	SA	3	4.8	6.7	-1.9
	TAS	2	3.2	2.3	0.9



	VIC	8	12.9	27.8	-14.9
ICSEA quartile	Top ICSEA quartile	12	19.4	35.3	-15.9
	Upper Middle ICSEA quartile	15	24.2	27.0	-2.8
	Lower Middle ICSEA quartile	18	29.0	20.5	8.5
	Bottom ICSEA quartile	17	27.4	16.9	10.5
	Not Reported by ACARA	0	0.0	0.3	-0.3
Geolocation	Major Cities	28	45.2	71.6	-26.4
	Inner Regional	22	35.5	17.9	17.6
	Outer Regional	9	14.5	8.3	6.2
	Remote	3	4.8	1.2	3.6

1 Australian Teacher Workforce Data Teacher Survey 2023 (AITSL)

2 ACARA School Profile 2024 (based on reported number of full-time and part-time teaching staff (includes principals, deputy principals and senior teachers))

Note: percentages may not add to 100% due to rounding.



Summary of feedback

Over the past year, we have continued to receive overwhelmingly positive feedback on the impact of QTR on the teachers involved, including reports of schools continuing to use QTR to formalise or enhance their ECT induction programs. Some schools have even incorporated QTR in whole-school improvement initiatives.

Feedback from teachers and school leaders emphasise four interrelated areas of positive impact for participants in QTR. Across career stages, teachers who participate in QTR characteristically report enhancements to their:

1. **Professional knowledge**, including clarity about elements of quality teaching and new ideas to try out in the classroom.
2. **Professional practice**, such as deeper reflection on current approaches, corresponding changes to pedagogy, and perceived positive impacts on student engagement and learning.
3. **Professional relationships**, especially new and stronger relationships among teachers that affect how they view and interact with their colleagues after QTR, as well as stronger forms of collaboration.
4. **Professional wellbeing**, boosting teachers' confidence and affirming the quality of their practice, in addition to reinvigorating experienced teachers.

These four areas of impact have been identified in previous reports (submitted 17 May 2024 and 16 July 2024). Since our July 2024 report, the same major impacts on teachers remain while we have doubled the number of interviewees (n = 30 to 62) and schools represented (n = 14 to 31) in the qualitative sample.

Overall, teachers attributed the above positive impacts to the following aspects of QTR:

- The opportunity to observe, analyse, and discuss the quality of teaching in a range of contexts (e.g., across grades, stages, and subjects),
- The opportunity to be observed and receive structured, non-judgemental feedback from multiple perspectives, and reflect on practice,
- The opportunity to collaborate with colleagues who have different roles, specialisations, and levels of experience, and who work in different parts of the school (e.g., across year groups, stage teams, subject faculties, leadership teams, etc.),
- The use of the QT Model to provide a common language for teachers to talk about pedagogy and a framework to structure the lesson observation, analysis, feedback and discussion (e.g., coding for QT elements based on evidence observed during the lesson),
- Adherence to QTR principles (e.g., turn-taking, confidentiality, focus on 'teaching' quality rather than 'teachers', etc.) to guide the interaction among teachers who have differing roles, specialisations, years of experience and levels of authority, to ensure safe, non-judgemental discussion and feedback.

Despite the profound benefits of QTR, interviewees also discussed key challenges they faced in implementing the program at their schools given the current climate of teacher shortages, high workloads, tight budgets for teacher professional development, and competing school priorities. We include some quotes from interviewees to illustrate these concerns.



In each section below, we provide illustrative quotes from interviewees¹ and elaborate on the feedback we have received. In this report, we include only quotes from new interviewees to build on the data previously provided and offer new evidence demonstrating how QTR is impacting teachers and schools.

Finally, while we have selected quotes to best illustrate each category, we acknowledge the interrelated nature of the data, meaning identified areas of impact are overlapping and many of the quotes could be used to exemplify more than one category of impact.

Impacts on teachers

1. Professional knowledge

After participating in QTR, both ECTs and EXTs continue to report positive impacts on their professional knowledge. Across career stages, teachers emphasised gaining conceptual knowledge such as greater clarity about what constitutes quality teaching, as well as practical knowledge about how to deliver it, including ideas for new teaching strategies to try out in their classrooms. They also emphasised gaining valuable and affirming insights into their own practice, which prompted them to reflect on their teaching and experiment with new approaches. Illustrative quotes from ECTs and EXTs are provided below.

Impacts on ECTs

ECTs gained clarity about quality teaching

ECT Katerina, for example, said learning about the elements of the QT Model gave her greater certainty about what constitutes effective teaching. In turn, this knowledge boosted her confidence in the classroom:

I think it has been a fantastic opportunity, that has only brought positives to my practice and to the practices of the other teachers involved. I think for me, those [QT elements]... that we were looking for... I think by naming them, they reinforce what I should be doing in my lessons. So now when I use a narrative in class or I elicit kids' prior knowledge, or I do something that aligns with those [QT elements], it's like a 'tick' or a confidence boost for me because I'm like, "Yeah, I know that that's effective teaching, I know to keep doing it." So, it's reinforcing what I should be doing in the classroom to have an effective lesson.

Katerina, ECT, Catholic secondary school

¹ Participants names and the names of other people have been changed to pseudonyms for confidentiality.



Another ECT, Carrie, not only deepened her understanding of quality teaching, but also learned how to reflect on the quality of her lessons using the QT Model and QTR process:

I think having the time to sit and watch a full lesson with the structure that we had [in QTR], it told me exactly what to look for, what things were beneficial, and why. But it was also – sometimes the lesson is not going to have these [QT elements] because it's not that kind of lesson and... it's fine if it doesn't have this [particular element]. It doesn't always need to be exactly – you've gotten what you needed to for that lesson; or maybe you didn't, and here's where it could have been a bit better. ...I'm starting to do that by myself without thinking, while I'm teaching and while I'm planning. I think subconsciously, [the QT Model] kind of sticks in there. ...Because we're always told you need to evaluate if your lessons are effective, but how? And you can come and watch and... you can give me feedback on, "You could have done this better." But how? And why was the way that I did it not as effective, and what does that actually look like? ...Having that permission to sit there for an entire lesson, start to finish, you get to see the whole thing and then to have the time to unpack it is invaluable.

Carrie, ECT, government primary school

Similarly, Chelsea commented on how learning about elements of the QT Model – such as Inclusivity, which is important for equity aims, Engagement on the part of students, and Connectedness, i.e., the extent to which lessons make connections to the world beyond the classroom – prompted her to reflect on her practice more deeply:

I think it brought my attention to... different aspects of the classroom. Like, that Inclusivity element and, "Who am I asking questions to?" ...And, "Who's answering the questions and?" – you know, "How engaged is – like what engagement is happening?" And we even talked about that – the sharing beyond the classroom sort of thing. And we sort of, I've thought about that. I really would like to start thinking of ways that that could happen a bit more – just because I just think the kids – it's just so good to share the great stuff they're doing.

Chelsea, ECT, government secondary school

ECTs learned new teaching strategies

ECT Holly explained that observing her colleagues' lessons through QTR gave her new ideas for learning activities that could better engage her students, and helped strengthen how she incorporates elements like success criteria into lessons:



I think [QTR has] made me more conscious [about] teaching and definitely helped me to think about new ways of including [QT elements in] lessons... from other teachers' examples; what activities could engage [students]... Because we had one teacher [in our PLC] and she was very specific in the criteria about each kid to meet success. And I was like, "Wow." On every slide she has three dot points; "You've got 30 seconds, this is what you need". And I was like, "You are so specific." I'm just like, "Oh, they're going well. Let's leave them a little bit longer." And so, I was like, "Maybe I need to put some bounds on things, to kind of push the kids to –" anyway, that's [what] I've just learned from other people's examples.

Holly, ECT, government secondary school

Another ECT, Arya, was asked what it was like to collaborate with more experienced colleagues during QTR. She said observing the classroom routines of experienced teachers gave her ideas about "tried and tested" approaches she could apply in her own classroom, and she felt other ECTs would similarly benefit from the opportunity:

I'm looking at [Nevayah]'s or [Wendy]'s [lessons during] QTR, the way they present the lesson, most of the lesson got coded five because it's not a one-day thing. They work hard to build that routine and they tried and tested different things throughout their years; "Oh, this worked; this did not work." And so, whatever they tried and tested actually helped the early graduate teachers to know, "Oh, hang on. Actually, if I tried that in my classroom... will it work, or not?" So, having experienced teachers, plus early career teachers is a good combination. ...The experienced teachers, they can guide you [to] look at the bigger picture.

Ayra, ECT, government primary school

ECTs gained valuable insights into practice

In another example, ECT Kendall and her colleagues gained valuable insights into both their individual and collective practice through QTR, including insights into how their students engage in lessons taught by colleagues from different subject areas. Kendall explained that without this knowledge, teachers can struggle to recognise the things they do well and may also feel alone in their challenges with particular groups of students:

So [QTR] was really good. ...The thing I found most helpful was that we actually taught some of the same classes. So even though we didn't observe the same class [during Rounds], I knew students from two of the classes. So, I didn't know [Kerrie's, EXT] class because it was a different class that I don't have... But [Melinda, EXT] has [my] class as well. So, she was able to say, "Oh, I've never seen such and such behave so well, what did you do?" Or, "I've never been able to get my kids to read out loud. Like, that was amazing. You just – they did it and you didn't have to ask twice." I'm like, "Well yeah, that's just how we do it and that's what we do." And she said, "Yeah, but you don't get it. Those kids do not read out loud in my class." I'm like, "Oh, well they do for me." Because I go up and down the rows and we just –



everyone has a turn, and if [a student] can only read a sentence, [they] can only read a sentence, and I'm cool with that, and we move on...That's just what we do [in my class]. Whereas [Tabina's, ECT] class that we observed was of one of my Year 7 Science classes and she [now] has them for Maths. So, it was good to see that some [of my former students] behave the same way they do for everyone, [otherwise] you kind of go, "Oh, it's just me. They just hate me and blah, blah." ...And it's really hard to accept that it's not you because it feels like it's you.

Kendall, ECT, combined independent school

Impacts on EXTs

EXTs gained clarity about quality teaching

EXT Dawn expanded her knowledge of effective teaching through QTR, enabling her to tactfully go beyond the approaches she has traditionally used in the classroom. Here, she talks about the QT element of Metalanguage (i.e., the extent to which lessons explicitly address language use and how it functions):

I remember, when the first [Round] happened, there were a couple of things mentioned and I was like, "Oh, that's something interesting and I need to make sure I'm doing that in my classes." But, going through the whole Quality Teaching Rounds, definitely, there's things that really stick with you, like, "I know I have to do this now." And, "I know I have to think about this for all of my lessons." ...One [element] I often think about [is Metalanguage], just the assumption that students know words and I love now just really thinking about breaking down words and having the discussion with students.

Dawn, EXT, government high school

Similarly, EXT Gavin was reminded about important elements of classroom practice. When asked if QTR had any impact on how he thought about quality teaching, Gavin responded:

Absolutely. Explicit Quality Criteria [is one QT element that] jumps out and really making sure [I'm] showing a quick sample of what I expect. That can have a huge impact. That comes back to learning intentions, success criteria and making sure that that's [evident] in each lesson, which has been a big push in the past, but then you sort of drop off a little bit. Then, to get that reminder of how important that is, how much impact that can have, is great.

Gavin, EXT, government primary school



EXTs learned new teaching strategies

Through QTR, EXTs like Brielle gained ideas about how to better connect with “Generation Alpha” after observing the lessons of their ECT colleagues. Specifically, Brielle commented on the value of ECTs and EXTs collaborating and sharing knowledge, and suggested that EXTs might benefit from QTR even more than ECTs by unlocking fresh ideas:

There were some profound moments where [Sutton, ECT] actually – so for me being so ‘old-school’ you know, like she said that she actually needs to have lots [of] sounds in the background to be able to concentrate. There were things where, especially when we were talking about students’ perspective[s], that [Sutton] brought these [perspectives] – where both [Marshall, EXT] and I were like, “Oh that is amazing,” you know. Because... it is that [diversity] of perspectives that’s really important and enriching. And... the student population here is so diverse. But having teachers being able to discuss this stuff and pedagogy [and] having that blend of experienced and beginning teachers was powerful for us. Oh, my goodness, gracious me, yes.

She continued:

Even the way she [Sutton, ECT] framed her Maths lesson – it was to do with... probability, and looking at cars and electric cars – and I was like, “Oh okay.” And the fact that she knew that they were going for their Learners [licence] and stuff, you know, being closer to that age... I would posit that [QTR is] as beneficial for experienced teachers as beginning teachers – especially if they’re younger beginning teachers. We know that just because you’ve been teaching for a long time it doesn’t necessarily mean you are a good teacher. And some experienced teachers end up becoming quite staid and quite stagnant and go, “This is the way that we do things.” Rather than changing with the times or changing for the people they have in front of them. There can be that discourse around, “Oh, students today.” And it’s like, “Yeah, talk about the students today, but we are still the adult in the room.” And so, we’ve got to do something because they are children, you know. We need to be the ones to take that responsibility, to reach them.

Brielle, EXT, government secondary school

In addition to learning from less experienced teachers, QTR gave EXTs the opportunity to learn from each other. For example, Gavin explained he learned a more effective way to group students to support differentiation from observing another experienced colleague teach younger students:

[I learned] a lot to do with grouping students. I remember going into one of the younger classes and the teacher did a great job of having the differentiated lines where they were just sitting on the floor. I’d just be having my class, looking down and teach them a lesson and off they go. But he had it strategically lined up. In his



head, he knew that this front line, they needed this support [and] instruction and off they go – next line. That was one thing that went straight back into my classroom - “I’m definitely running with that.” So, it was a wonderful way of differentiating and teaching in a simple way.

Gavin, EXT, government primary school

Similarly, EXT Ashleah mentioned that seeing colleagues’ lessons in other subject areas encouraged her to reflect on her teaching, giving her new ideas about strategies more likely to benefit students within her specific school context:

Because you get to see how other faculties and other people are doing things... the different perspective is nice and also it makes you reflect on your own teaching practice. Because in thinking, “Well, if that was me, what would have I done?” Like, “is that something that would have worked in my classroom?” ...It just makes you see things from a different lens. But also, because they’re working in the same school as you, they have strategies that work in your school. So, often if you go [off site] to PL [professional learning] that is delivered by somebody who often doesn’t know anything about your school and often hasn’t been in a classroom for a very long time. Whereas [in QTR] you are watching somebody who’s teaching often the same kids that you are, in the same context, and then you’re talking about it afterwards. And often, in those conversations what comes up is what works and what doesn’t work.

Ashleah, EXT, government secondary school

EXTs gained valuable insights into practice

EXT Rachel said she and her colleagues gained valuable insights into their own practice which helped them improve their teaching, highlighting the importance of providing teachers with opportunities to observe and reflect on their practice:

I think all of us had really positive experiences. All of us found the opportunity to reflect on our own practice to be really valuable. Each of us were able to look at our own practice in a way, using the elements... using the framework to really explicitly identify and talk about what we were doing and what we could improve. And it gave us some really – each of us – some really good ideas about how we could change our practice to strengthen different areas.

Rachel, EXT, combined independent school

When asked if QTR was beneficial for experienced teachers, Sylvie agreed and explained that engaging with the QT Model during QTR made her reflect on her lesson planning, helping her to identify areas for improvement:



One hundred per cent [it was beneficial]... I think as experienced teachers we sometimes get stuck in a rut, and we sometimes just do the same old thing day in/day out. We're on 2-year cycles for scope and sequences, and it's like, we're all looking at [the QT Model] going, "How can I actually?" – especially when it's [for] QTR, you look at [the QT Model] and you don't mean to, but then you start looking at the elements and then looking at your lesson plan going, "Oh I really need to rejig this." ...It makes you look at your teaching style. Even just how you relate and talk to certain students.

Sylvie, EXT, government secondary school

Similarly, EXT Brenton described the QTR experience as "thought provoking", leading to a realisation that his lessons lacked connection to students' lives beyond the classroom, including in relation to the QT element of Narrative, e.g., use of stories to illustrate concepts:

I felt that I learned a fair bit from the experience about my own teaching as well, which was really positive ... Like, it was thought provoking for me. So, the Significance [dimension] for me as a teacher was an area that... was pretty smack bang in the face. I'm like, "What am I actually doing here?" And like, "How am I kind of – teaching and using the elements of storytelling to make what I'm teaching 'sticky'?" ...And I remember in the class that I was teaching I was like hold on, like a story behind this would have been much better. And often in Maths it actually can be really helpful because it starts as a concrete story, and then if you can get that, they can attach to it and then you go okay, "Here's the story, here's what we've been able to demonstrate, and now let's get into the Mathematics behind it."

Brenton, EXT, government secondary school

2. Professional practice

Closely connected to enhancements to teachers' professional knowledge, interviewees identified positive effects of QTR on their classroom practice. Both ECTs and EXTs reported greater awareness and reflection while teaching and planning, as well as in relation to making changes to their teaching practice after QTR. Importantly, ECTs also reported positive impacts on their students' learning and engagement.

Impacts on ECTs

The main impacts related to ECTs' professional practice were increased awareness while planning and reflecting 'in action,' as well as implementing pedagogical changes in their classrooms, corresponding with perceived positive impacts on their students' learning and engagement.



ECTs' awareness and reflection increased

ECT Holly, for example, explained that after participating in QTR, she was more aware of elements of effective teaching, like Metalanguage (i.e., explicit talk about how language functions), while planning her lessons. She also felt better able to notice opportunities for deepening students' understanding of key concepts and promoting their critical thinking skills during lessons:

I feel like [participating in QTR has] made me more aware of what I'm trying to incorporate into lessons. ...Even just explaining, like Metalanguage is one [element]... just being aware of, "Okay, is there language that I use that students just... don't understand, goes straight over their head. Will I take the time to give them a mini lesson, or will I try and explain what it is, or where it's come from, or why I use it in this context?" ... So, it's definitely made me more aware of the things that I'm incorporating into the lesson. ...I think on the spot, like I'm in class, those [QT elements] will come into my mind and then I'll be like, "I'm going to take this opportunity to go into this a little bit deeper." Or, ask a question that pushes their thought processing a little bit further, their critical thinking.

Holly, ECT, government secondary school

Similarly, Carrie was conscious of new opportunities to enhance her lessons when planning, during teaching, and after teaching because she had a framework to guide her reflection:

I was teaching a lesson today, and we were doing an art lesson actually, and we were talking about imagery, and one of my kids went, "It's close to the word imagination." And it was like, "Here's an opportunity to do a little mini vocab thing." I wouldn't have thought of that, in an art lesson. I would've gone, I need to remember to program that when I do vocabulary in my – but no – I was like, "Oh great, let me – because I've had this experience with QTR, and seen how other teachers have done it and what it looks like, I can hear and spot those moments while I'm teaching, and kind of go, "Oh here is an opportunity." Or when we're looking at programs, "There's an opportunity here for a bit more community engagement, could we try to connect outside of the school? Is there opportunity there for that?" So, I've definitely noticed in stage meetings, in my own teaching practice, when I'm evaluating programs in the middle of my lessons, I've got that in the back of my head, and I'm thinking about [the QT Model] a lot more, and I think it's improved my teaching practice significantly. And I think it's also just allowed me to just give it a go, just try and if it's a flop, that's all right, I just won't do that again and we'll fix it and we'll come back around and it's all right. .. It's all right to have a little moment in vocab land while I'm doing an art lesson because some of my students have noticed this, and that's such an incredible thing for a Year 3 kid to pick up on. And yeah, just to have those quality areas in the back of my head of, either at the end of a lesson when I've realised it's not going well, I can kind of reflect and go I was maybe missing some of this and that's what I can do to improve.

Carrie, ECT, government primary school



ECTs enhanced their pedagogy

ECTs also commented on the way QTR enhanced their pedagogy. Alana, for example, discussed how QTR broadened her understanding of teaching strategies to include explicit criteria for the quality of work she expects students to produce (i.e., Explicit Quality Criteria). As such, she made changes to set clearer expectations for her students' work:

We spent a lot of time after those – after the QTR observations and workshop and stuff, I spent a lot of time with all three of my maths classes where I would write on the board and I'd remind them, "This is how I want you to set out your book. You're going to write. We're doing exercise 6A, it's on page 286. You're going to write Question 1. You're going to write what the question asks you to do. You're going to write what the question gives you and now you're going to swap colours and you're going to do some working out and an answer." Because, otherwise, what I was getting in the book was just a list of numbers.

Alana, ECT, combined independent school

Similarly, colleagues observed improvements in ECT Safia's practice. "The biggest takeaway" for EXT Dawn was watching Safia experiment and succeed with implementing a new teaching strategy during QTR:

It was really interesting working with early career teachers... And just listening to their perspective[s] and their observation[s]. So, I really enjoyed that. ...The biggest takeaway that I have, and I've already told [Safia, ECT] this – so, I did the first lesson... and there were a couple of things that she was like, "Oh, I'm going to try that." And then when we went into her lesson, she did try it, and [it] was so great to see her try something and have success with it and then implement that into her everyday teaching. So, that was my big takeaway.

Dawn, EXT, government high school

ECTs perceived positive impacts for their students

These changes in practice also resulted in positive impacts on students. ECT Ayra, for example, saw improvements in her students' writing as a result of changes she made to her practice, including communicating high expectations and making quality criteria more explicit. Seeing the impact of these changes on her students' literacy skills had a positive emotional impact on her and she felt proud of what she'd been able to achieve as an outcome of QTR:

The best outcome of QTR is when I was inexperienced and a year ago, I would say, "Oh, that's not a good work. Can you go back and do it again?" The students don't have clarity of how this could look. And I was not in the power to show them how 'good' looks. I would go back disappointed, and I had to re-teach the lesson. I had to model it again, "This is high quality work." Now, I do my work sample with them, and sometimes I have a work example already pasted in on the board, "This is the



expectation” ...We made a checklist for the students: “Do you have a title? Tick. Do you have a subtitle? Tick. Do you have a full stop? Tick.” ...My students, the Grade 1 and Grade 2s, have had the best moderation pieces of work throughout the whole school, when they were doing their information texts... We did a narrative. This year, this time, my students did not use the word “said”, because my classroom rule was in Term 4, when I was teaching them Tier 2 language: “Said is dead”. And they [the students] were really firm with that, “Oh, Mrs D said, ‘said is dead’”. We’re using different words like, “whispered”, “shrieked”, “yelled”.” These are Grade 1 and Grade 2s. I’m not lying. If you look at [the] whole of their moderation samples, none of them used the word ‘said’. ...And that was really emotional [for me], in a really good way.

Ayra, ECT, government primary school

Similarly, ECT Bram tried implementing strategies he’d observed a colleague use and saw positive impacts on his students’ confidence and engagement:

[QTR] had a good impact actually. I saw some kids that are on individual learning programs blossom in the classroom because of these strategies. Like, usually you’d focus on all students, but then after QTR, and even during, I focused on the kids that needed more assistance. Because the other kids could work independently, and all of a sudden these kids started getting more confident. They started writing on the board... for me personally, it helped me to connect with those kids who need more help.

Bram, ECT, combined independent school

In another example, Alana explained how QT elements like Metalanguage and Background Knowledge (i.e., connecting to students’ prior knowledge) had become part of her regular practice, with positive impacts for her students:

[QTR] did have – it actually probably had a lot of impact on the way I teach content... things like the [QT element of] Metalanguage is something that has come in a lot more into my practice... Because now when I come up to words... I’ll be like, “Tell me about this word?” And I’m not an English teacher, so I’m like, “Tell me about the word? What do you know about the word?”

She recounted a recent example of how she engaged her students in learning and deepened their understanding of a key concept by building on their prior knowledge:

I was doing something today – I was doing points of intersection on graphs... and I was like, “Intersection, who’s heard of an intersection before?” and every single hand went up. I’m like, “What’s an intersection?” and they’re like, “The roads.” ... I think it just opens up conversations and like helps get them engaged... Even though talking about a road intersection is not really that relevant to the intersection on a – you know, where two lines cross on a graph. But instead of having half the class



like [bored] which is where they were when they walked into the room, which happens, it went from [bored] to: "I know what an intersection is!" It made them all feel like they knew something.

Alana, ECT, combined independent school

Impacts on EXTs

In a similar way to the feedback from ECTs, the main impacts related to EXTs' professional practice were increased awareness while planning and reflecting 'in action' while teaching, in addition to implementing pedagogical changes in their classrooms.

EXTs' awareness and reflection increased

Gemma, for example, explained that as result of QTR, she and the other participating teachers now constantly think about and reflect on their practice:

We're constantly still thinking now when we're running a lesson if – I think the biggest things we even all got out of [QTR] was the [reflecting on] what we're doing in terms of, "Is this is busy work or is this relevant?" ...It was just little things that are constantly ticking in our head now, and it just got me – it got me excited about the possibilities on what it can do for the school.

Gemma, EXT, government secondary school

Likewise, Brielle said that she's more aware of her intentions while planning, and reflects on the aspects of her lessons that matter most for student learning:

Just being even more aware in my planning about what it actually is that I want students to be able to get from the lesson. That – and I mean isn't that the whole point of teaching? You know, that the students are getting something out of it and that they are learning. So, what is it that I really need to privilege?

Brielle, EXT, government secondary school

School leader Justin, who had participated in QTR before the project, explained that doing Rounds clarified elements of quality teaching that often get "overlooked", such as Cultural Knowledge (i.e., the inclusion of knowledge from diverse social groups), prompting him to incorporate these elements in his planning:



I mean personally I think [QTR has] done a lot for me in terms of my confidence and skill with certain aspects. Definitely things like the Significance area, the [elements] that get overlooked massively, which it really highlights, which is good. We're moving towards trying to firm it up a bit more, so putting the elements into programs against certain activities when they're prominent... Things like Cultural Knowledge and so on and so forth, the ones where it's a bit more – if it's a Metalwork program you're only hitting it once or twice a [term]... But clarifying that – and I think that's a step towards trying to make [quality teaching] more of an everyday practice.

Justin, school leader, government secondary school

EXTs enhanced their pedagogy

EXTs also enhanced their pedagogy. For example, EXT Ashleah was asked if QTR had any impact on her classroom practice. She agreed and provided some examples of new strategies she and her colleagues tried after QTR, including sharing their students' work with parents and carers:

Yeah, it did [change my practice]. So, we spoke about what other ways can we assess students' understanding without the traditional 'hands up' sort of thing. And so we all trialled the – so this was the other thing... after our discussion, often we spoke about, "What was one thing that we'd like to try as a result of our conversation?" And so we all tried the little whiteboards where the students would write their answers on the whiteboards and hold them up... And just trying to use different strategies like that. So, one teacher was having [students] write what they thought on a piece of paper and then she'd collect the answers. They tried the – like, where you write the names on the paddle pop sticks and just pick one and then flip them. So, I guess [QTR] did have impact on what we were actually doing... We spoke about giving students like, when they do something well, different ways that we can give them positive feedback and meaningful feedback. And I can't remember now how we got to it, but we decided that if students did something that we thought was good, and if they were proud of it, we would take a photo of their work and then we emailed it to their parents just saying, "This is what your [child]'s done. We're proud of it. They're proud of it. We thought we'd share it with you." And that was really nice. ...Students loved it... the parents loved it and it didn't take too much time either.

Ashleah, EXT, government secondary school

Rachel, who teaches senior physics as part of the International Baccalaureate (IB) Diploma Programme to a small group of high-performing students, said that after QTR, she tried using strategies to increase the communication and collaboration among students in her classroom:



I'm a lot more conscious of a few things that I'm doing in the classroom. So, with my subject and with my kids... I'd always try to be a bit creative with how I taught, but the response from the students was pretty unenthusiastic. So, they all want to achieve. And so, they all think that they do that by sitting down, working hard, answering lots of questions, copying everything I say, this kind of stuff. And through the observations and the reflection process, I sort of started to think a lot more about how I can move away from that – but still support what they... need to do. I had a student say to me recently, "Geez, [Rachel]" – we call each other our first names – "you're really trying to make us collaborate here. Make us talk to each other here, aren't you?" And I was like, "Yeah, I really am trying to do that". But it just meant that I could articulate it, explicitly identify it. But it also gave me a framework for thinking about where I could go next.

Rachel, EXT, combined independent school

3. Professional relationships

In addition to enhancements to teachers' professional knowledge and practice, both ECTs and EXTs continue to report positive impacts on their professional relationships with colleagues who were part of their QTR professional learning community (PLC). Teachers formed new professional relationships with colleagues with whom they had not worked before, and developed stronger, more trusting professional relationships. In turn, both ECTs and EXTs felt more comfortable approaching their colleagues for advice and continued to engage in professional conversations after QTR had finished.

To illustrate these points, the following quotes from school leaders Nathan and Malcom explain how QTR builds and strengthens professional relationships among teachers by encouraging reciprocal professional interactions, as well as a shared sense of ownership and responsibility in the Rounds process:

I think what [QTR] did allow is – most of the time our teachers like just blow off steam by coming to break time talking about their social life, talking about things at school, that aren't really around curriculum and learning. So I think it definitely helped build the professional relationship and that sense of safety that, "You're not judging me, I'm not judging you, but we're doing this in a way that's going to benefit both of us." So, I think it definitely drew them closer from a professional capacity, in regards to how they are interpersonally at school, and socially... I think QTR allowed for people to get into each other's rooms from a professional lens, rather than, "Hey, I'm just going to come here and I'm going to do your PDP and we're going to sign this off and we are going to scan that in." Like, it gave a real purpose to what they were doing.

Nathan, school leader, government primary school



I think the way that [QTR]’s structured, and there are different elements of its structure. You’re building a little team, and so within that team, there’s a process of training and so that training brings clarity, for what they’re going to be experiencing and what they’re going to be looking at and talking about. There’s a sense of ownership in the Round process... There’s shared responsibility and engagement, so everyone’s involved. It’s not like we’re just focusing on one person. And there is that partnership between more experienced teachers and early career teachers, and there – none of the people who are experienced teachers are the supervisors of the younger teacher... They are more senior members of staff, but they’re not the head of department. But they’re still very experienced in their teaching practice. And then I think the structure of the time – so having to [rely] on the teacher’s intrinsic motivation to find the time, plan, organise all of this. It’s – you run the [QTR] program, and it’s the school who has the motivation to make it happen.

Malcom, school leader, combined independent school

Impact on ECTs

As highlighted above, ECTs built new and stronger professional relationships with colleagues during QTR and continued their professional dialogue afterwards.

ECTs formed new and stronger professional relationships

ECT Chelsea, for example, reported that she developed closer relationships with the members of her PLC during QTR, which made her keen to continue to collaborate and lead a “culture of improvement” at her school:

We were already quite friendly [before QTR], but I'd say that we are way more open to one another's feedback, way more open for observations, like, we've said it to each other like so many times... [Wendy, EXT] is always encouraging me to, and I always encourage her... we have debrief sort of chats every now and then, just about our classes and things like that together. So, I'd say it's brought the four of us really close together. Yeah, I think that I really want to expand the, like the circle that we have, of observations. I think that's what I'm pretty keen to do, is expand that... grow it, make it more like the culture of improvement. Maybe think that's something that I like the idea of, and I would be like to be like a leader of, I think.

Chelsea, ECT, government secondary school



Similarly, Rafferty said that after participating in QTR together, he and the other PLC members have closer relationships and, as a result, are now more inclined to talk to one another about teaching:

I knew [the other PLC members], like I had met them before. I had a good relationship with one of them. But [QTR] just made it – like, we don't see each other all the time, but like, when we do... now [we] see each other after doing it, we're much better friends. We actually communicate and then we have a talk about teaching, but also just like, what we're doing. Like we're kind of almost friends, [even] if we don't hang out on the outside world. So, it's great to just get a little bit more connected to the people you're teaching with.

Rafferty, ECT, government secondary school

The opportunity to build connections with colleagues from different parts of the school, empowered ECT Julian to reach out to them for advice or resources. When asked if QTR had any impact on his relationships with the other participating teachers, he said:

[I] would say [QTR had a] positive [impact], in that you've built more connection with teachers. Like, I don't think I've [collaborated] as much before [QTR] with Maths than I did during it. And HSIE, I didn't really reach out either until after that program, and I was able to build some connection, and be like, "Oh, hey, what do you think of this lesson plan?" Or, "Is there like, a resource for quizzes that we can do?"

Julian, ECT, government secondary school

Holly also formed stronger connections with teachers from other faculties as a result of QTR, which made her work feel less insular:

I feel like I've built some kind of stronger connections [to] other faculties. Sometimes I feel like high school can very be very stuck in its own faculty, which is like the CAPA/TAS [faculty] for me. So it's been really nice to have strong connections in other faculties. So then you don't feel like it's just like your faculty – it's a school, it's a school colleague. So, I feel like [QTR has] been really good and I've got good relationships with the ones that I've done [QTR] with.

Holly, ECT, government secondary school



Impact on EXTs

EXTs also reported the same positive impacts on their professional relationships as ECTs; namely, new and stronger professional relationships, including continued professional dialogue with colleagues after QTR.

EXTs formed new and stronger professional relationships

EXT Gemma, for example, said she built stronger relationships with the two ECTs in her PLC who worked in different faculties due to QTR:

I think what we found from the initial PLC group, and even having – like, I was close with one of the other girls because she works with me in my faculty, but the other two were – while I work with them regularly and talk with them regularly enough because they’re beginning teachers, I didn’t really have strong relationships with them per se. And what we all found from doing... Quality Teaching Rounds, we all just – it just really improved the collegial relationships, and I think that’s just something that we really need here. And so that’s why I just have so much value on the Quality Teaching Rounds... because there’s just too many doors shut around the school. And just to have those staff developing relationships with staff out of their faculties, I think that’s going to benefit us a lot because we’re all in different faculties all around the school and we don’t really have opportunity to mingle. And the Quality Teaching Rounds – even though you’re talking about teaching, it was really good connections that were created.

Gemma, EXT, government secondary school

EXT Melinda further explained that QTR “allows” teachers to build connections with less experienced colleagues and those who work in different parts of the school, which helps build trust, respect, relationships and a sense of community:

Definitely [our relationships have continued]. I mean, [Tabina, ECT] – I did know [Tabina, ECT] beforehand, but it allows for that culture, and I think that’s part of what the culture creates, in QTR. That it’s not just during that time; it allows – like, the two people that I have in my [QTR] group now that are the new to our group, I haven’t built much [of a] relationship with them, because they’re in different parts of the high school. And it just allows that time to build connection and discuss and see what’s important about their views and why... So, I think doing QTR with people in different areas of the school, builds that community, and builds trust, builds respect, builds relationship[s]. That – it means that, like, I know, like, even what [Kerrie, EXT] was saying before, between the experienced teacher and [Tabina, ECT]. Like, it’s just that, they probably haven’t really had time to facilitate conversations and discussions in other areas of the school, because it just hasn’t happened. But [QTR] has allowed it to happen.



Melinda, EXT, combined independent school

In a similar vein, Lindsey commented on how QTR has created new kinds of conversations among staff at her school:

What [QTR has] done is it's opened up the conversations between staff... So I'm, I'm hearing people say, "Oh, I've got – I'm having a bit of trouble with this student in my class. Have you got five minutes to pop in and give me some ideas?" You know, I've got people – we've got a First Nations teacher, and through my coaching, some of the teachers – we identified a goal that, you know, we need to embed more Indigenous perspectives across our curriculum. I'm starting to hear that now in the staff room, "Oh", you know, "[Name], can – can I check in with you for five minutes? I've got this literacy lesson. Is there anything I can do to add into that?" ...The conversations are starting to change, and people are opening up and inviting other staff into their classrooms. Because I think that barrier has dropped down and it's because the conversations were positive, after being observed. I think that's really helped to just to boost people up and to realise we are professionals. We are all here teaching these kids and it's – you know, we're not doing it in our classrooms on our own.

Lindsey, EXT, government primary school

Lastly, Brielle and Rachel explained that providing teachers with a structure to follow and a common language to talk about pedagogy was key to strengthening their professional relationships with one another, making it easier to collaborate in future:

The other thing that came out of [QTR] which was, and that's why now I'm wanting to implement it with the Languages PLC [at school], is that sense that [Marshall], [Sutton] and I really got... the feeling [of] just a sense of shared understanding and of solidarity and support, you know? That is so powerful. And being able to discuss pedagogy... with a shared and understood language rather than, "This strategy, or that strategy" ...So having a framework where we know what we're talking about and what we're looking for, and that we're all engaged in that... yeah, that's really powerful.

Brielle, EXT, government secondary school

I think the structure [of QTR] is really handy... Using that [QT Model] to start off with, I think then makes it easier to do other collaborative work with teachers inside the classroom in particular. I think a huge thing was breaking those boundaries down a little bit. You know, everyone's on the same level, everyone's in the same place,



everyone's got exactly the same role in the process, depending on who's hosting the Round. I think that [QTR] is a really good way of establishing professional relationships or strengthening professional relationships that then allow you to do other things if you want to.

Rachel, EXT, combined independent school

4. Professional wellbeing

Finally, both ECTs and EXTs continue to report positive impacts on their professional wellbeing, greater confidence in their own teaching practice, and feeling affirmed by their participation in QTR. Importantly for teacher retention efforts, EXTs reported feeling re-energised and re-invigorated as a result of their participation in QTR.

Impact on ECTs

ECTs felt more confident about their practice, affirmed by the QTR process, and empowered to engage in professional dialogue with more experienced colleagues.

ECTs reported growth in confidence

ECT Safia, for example, commented that QTR is a distinctive form of professional learning because it provides a rare opportunity to have multiple colleagues observe her practice and give useful feedback. The experience lifted Safia's confidence:

Even with the proficient [accreditation], having that done, I've got only one teacher observing my lesson. Even as an early career [teacher], you have your mentor observing your lesson. But having four teachers inside the classroom and observing your lesson... when you have done that, and once you have got all the experienced teachers in [your] class observing your lesson, and giving you good feedback, it's just building the confidence. And just letting us know, "Yeah, you're doing a very [good] job." ...That's a very good thing [that] QTR is doing where other PL [professional learning] doesn't do.

Safia, ECT, government secondary school

Carrie also felt an increase in confidence through participating in QTR. Indeed, Carrie highlighted how collaboration within the QTR process has the potential to support ECTs in feeling valued by their colleagues and more assertive in sharing their thoughts and opinions with whole staff:

I think for some beginning teachers that are potentially at schools where that [collaborative] culture is not there already, to have [QTR] in your early career, to have people go, "That was actually a really positive thing that you did," I think also just builds your confidence a little bit. Because I think we're pretty hard on ourselves as teachers and we always feel like we're failing our kids, it's just – I don't know that there's a single teacher walking around going, "I am the best, there's nothing I do



that's wrong." I think we're kind of just hardwired that way. And so, I think it gave me a little bit of confidence, even more now, with the QTR, to go, "Could we try this?" And I think there's definitely so much to be learnt from teachers who are fresh out of uni... because you do just have a little bit of energy and enthusiasm. You're not so, "This is really hard," and you get kind of stuck into the rut of things and your routine. Just to have a fresh set of eyes that can kind of look at something in a different way, is important. And I think that beginning teachers need to feel that their thoughts and opinions are important, and you're not, just sit at the back of the staffroom during the meeting and don't talk, because you don't have the experience... I've never had that experience luckily, but I know that there are friends that have had that experience, where they don't feel like they can say anything in a staff meeting, and I think that attitude could potentially be changed with doing [QTR].

Carrie, ECT, government primary school

In addition, QTR supported ECTs in advancing their knowledge of teaching and learning. Bram was one such teacher, who enjoyed QTR and felt more confident in his approach to planning lessons:

I'd say [QTR]'s valuable. So valuable. Especially as an early career teacher myself, that really gave me the confidence to plan. And to hear, "This is what I'm doing well... this is where you can improve." I feel like it just put me three steps ahead of where I would have been without it. So, because you get to analyse your lessons, you get to analyse others' lessons, in a way where you don't have to put everything in one lesson. Because as an early career teacher, you feel like I need to teach all these things, "We need to get through this, we need to get through this." So, I really enjoyed it. ...And it gave me so much more knowledge about how to teach. So, I would recommend it to any early [career] teacher.

Bram, ECT, combined independent school

Crucially, such views were consistent with EXTs' and school leaders' feedback. School leader Kieran, for example, explained that QTR provided mechanisms to enhance the confidence of ECTs in giving feedback to their more experienced colleagues:

The interesting thing with some of the first years that we're trying to get involved [in QTR] this year, is, moving them past the sense they've got nothing to contribute. Moving past the sense that, "Who am I to give feedback to an experienced teacher?" ...And how [QTR] does allow them to look and learn for themselves, but also based on the safety and the structure of the resources, how they can provide feedback in a confident way, and what they get out of building those relationships as well, on top of simply watching others work or getting people to watch your teaching, it's huge. So, no, [I'm] really confident in how [QTR] can allow beginning teachers to interact



comfortably and safely with other teachers. They can go in and watch experienced teachers teach and really pull it apart a little bit and learn from the experience, again, without feeling like they're being judged or that they have no right to provide feedback.

Kieran, school leader, government secondary school

ECTs felt affirmed

Also from the perspective of ECTs, the QTR process provided an overwhelmingly positive professional learning experience. Katerina felt 'on the same page' as her colleagues throughout QTR, enabling productive conversations about teaching that helped affirm her current practice:

[QTR] was good, it was really good. I think because we were all on the same professional page about the fact that it's not right or wrong, it's just, "This is the evidence that we saw." We tried to save our suggestions or recommendations until after. Because it wasn't about that. It wasn't about, "Oh, I would have done it like this." It was, "Hey, I saw that you really clearly outlined the learning goals." You know, "they [were] referred back to. Were they unpacked? Maybe not, but you had them on the board, great." So, it's looking at – it's not putting teachers in that deficit model. It's looking at, "What they can do? What are their strengths?" And building from that... I have really good relationships with my mentors and [QTR] was just a such great learning opportunity. Like, it wasn't about criticising, or me feeling like I had to say that they did a great job. But it was good for them too, because I know [Gianna] said it's been really good for her to reflect on her practice as an experienced teacher.

Katerina, ECT, Catholic secondary school

Similarly, Bram gained a stronger sense of his instructional decisions in the classroom as a result of participating in QTR. In particular, Bram's PLC colleagues helped him to see aspects of his practice that were working and which he might otherwise have overlooked:

*It was really good to observe others and also have them observe me. Because we tend to be very harsh on ourselves as teachers and then hearing their comments you're like, "Oh okay actually I did that very well. I didn't even notice." So, I guess **it just reaffirms that you are a good teacher**, having the comments from other teachers just saying, "You actually did very well." ...I feel like it enhanced my abilities and skills so much more. Because as a teacher you go into a classroom and you try things, and in your mind it feels like it didn't work. But then when others can reaffirm saying, "That actually worked really well." Because they get to observe the whole classroom at the same time. And obviously having three other teachers like, each one of them has a different perspective on how it went... It was very beneficial*



just hearing their comments on all the strategies... Whereas sometimes you have doubts, "is it working? Is it working?" But just hearing from other teachers that it worked, really helps a lot as a teacher.

Bram, ECT, combined independent school

Impact on EXTs

Like ECTs, EXTs also felt affirmed by QTR and more confident about their practice. EXTs also reported feeling re-energised and re-invigorated as a result of their participation.

EXTs reported growth in confidence

A common theme among EXTs was that QTR had a positive impact on their confidence levels. For Selene, for example, a new-found sense of confidence was generated through using the QT Model as a pedagogical tool for reflection and planning:

I definitely think confidence... because [QTR] gives you a different way of thinking about your practice and it gives you a way of introducing – "Oh, yes actually that is a good element that I should be more mindful of." Or, "How am I actually doing that?" Particularly things like integrating across disciplinary areas like I know that in maths that you do this and that, you know. Particularly for me in psych I can do that quite a bit because of our data analysis. But, yeah, just being conscious of doing those things I think is important.

Selene, EXT, Catholic secondary school

Additionally, teachers like Brielle developed a greater sense of confidence through nurturing positive collegiality and recognising evidence of success:

And I found every – do you know every single one of us as a teacher... the three of us, we all consistently [coded] ourselves, in each of our lessons, we [coded] ourselves lower than the other two teachers... So, in terms of feeling that solidarity again, feeling supported, having a sense as well – because this is a job that you can never finish... You can finish little bits, but then there's always something else to – it just never ends, right? And so, to actually have that moment of like, "I'm doing a good job. It's okay, my [students] are learning and I know why it is I'm using this pedagogy." That really lends itself well to the teacher or the practitioner having those feelings of being successful in some way, shape or form, you know? Whereas, instead of going, "Oh, okay, I finished this. I've got to get onto this, I've got, okay," – and then



going, “Oh, I’m never finished,” and feeling like you’re less than or that you’re not doing a good job, just because of the demands and not having the time to take stock with other teachers.

Brielle, EXT, government secondary school

EXTs felt affirmed

Crucially, EXTs also highlighted the potential impact of QTR on the retention of staff. For example, Kerrie explained QTR as fostering collegial support that is highly affirming, with the power to mitigate burnout and attrition:

I know the funding is for early career teachers, but I also think it’s about retaining teachers as well. Because if you can support somebody, and [for] them to know that they’re actually on the right track, that’s so affirming. If that’s going to keep a teacher five more years, well we want them because... we don’t want everyone to be burnt out and disappear. You’ve got these ‘new guns’ going, “What are we meant to be doing?” If we can share our – this wisdom of the elders, and still be excited, I think that’s so, so powerful. And I think – I actually think I’ve got more out of it than our early career teachers. But that’s not where the funding was directed [laughs].

Kerrie, EXT, combined independent school

The affirming nature of participating in QTR also contributed to building collective commitment to the teaching profession. Indeed, Camila explained that QTR provided a mechanism for improvement that overlapped with respecting the craft of teaching:

[QTR] probably deepened my respect even more for what we do. I don’t think I could have stayed this long in teaching if I didn’t have a deep and very profound respect for what I do in Education... and I think it’s just deepened that even more. Gee, as teachers, [we] really do – most teachers do the best they can. They really, really do... So, I just think there’s a lot of merit in constantly perfecting your craft and what you do... So, I just feel that this [QTR] is a really good way of continually looking for that quality. Because not everybody has time to study – I mean study’s another way of continually adding to your skillset, doing postgraduate [study] or whatever, or Masters or PhDs, not everyone has that inclination to do that. But stepping into other people’s classrooms, having those professional discussions, having – is a really quick, sharp, easy way of really looking at your own teaching.

Camila, EXT, Catholic secondary school



EXTs felt re-energised

In a similar vein, many EXTs reported feeling re-energised through their participation in QTR. Melina was one such teacher:

I have ... experienced, like, the joy that it brings and just reigniting that passion and the desire to be the best classroom teacher we can be, and that lifelong learning for us as teachers. But showing that and displaying that to our students is so important because that's crucial. So I think it's gone back to the basis of why we wanted to be a teacher and it just, yeah, it goes back to that foundation, I think. ...I think being part of QTR has really ignited that a little bit more again, and wanting to empower and equip, and mentor teachers, is really a focus that's kind of driving me now.

Melinda, EXT, combined independent school

Additionally, EXT Kerrie explained QTR motivated her to stay at her school for a few more years, despite changes in her personal life. Kerrie's experience demonstrates the positive impact of QTR on school culture and retention:

I'm going to stay on for a few more years at the school. My daughter's starting uni next year in Victoria, my husband and daughter are relocating. But I'm going to stay for a little bit longer, because I really think the school's at quite an exciting point, in terms of the learning culture and the learning that's happening for our – with our teachers. And I think, certainly being part of the QTR, has certainly been a part of my desire to stay on for a bit longer.

Kerrie, EXT, combined independent school

Implementation challenges

Despite the profound benefits of QTR, interviewees discussed key challenges they faced in implementing the program at their schools, especially given the current climate of teacher shortages, high workloads, tight budgets for teacher professional development, and competing school priorities.

For example, Odette, who teaches part-time, reported positive impacts of QTR but identified difficulties in organising QTR at her school due to timetabling conflicts and a lack of casual teachers to cover lessons:



[I] Loved it. It was tricky working around everyone's [timetable], like being part-time, and then we had a head teacher as well, to try and timetable and she was – she had a lot of off-site meetings. So, we found it difficult to schedule and sometimes we would come in [for] a Rounds day, and then the Head Teacher Admin would be like, "Actually we couldn't get enough casuals, so you are teaching today." So, we found it quite tricky, to actually organise [QTR].

Odette, EXT, government secondary school

Likewise, ECT Carrie and her colleagues had difficulty organising QTR due to many competing demands, including curriculum delivery, school-based events, and important considerations about student welfare:

I think the challenge with Quality Teaching Rounds is the limitation on [teachers'] time and the impact of external interruptions. Like, I'm trying to teach a new curriculum which is already very hard and very jam packed, to then have, you know, we've got a half day because we've got an excursion, we've got teachers away because they're sick, we've got behaviour issues that need to be managed, where having another teacher in the room is just not going to be a thing for that kid. And so, trying to manage those time constraints was really hard. But we were very determined to get [QTR] done because of the value of it.

Carrie, ECT, government primary school

Although school leader Nathan felt QTR "is an amazing program," he explained that difficulties can arise for some small schools when implementing QTR due to student numbers and funding constraints:

I think especially when looking at small school settings I would probably say, because generally if you're under 240 kids, you don't have a third AP [Assistant Principal], you only have two. And schools will only get the beginning teacher funding based on how many they have. So, if we have beginning teachers that are in their second year, or 0 to 5 years... once they hit their third year, no funding comes into the school. It's got to be purely funded by the school in some other way. So... I think it's sort of above your pay grade and mine, but I think if we're going to look at teachers in their 0 to 5 years and that's when they're burning out, and that's when they're leaving the profession, there has to be some sort of funding entitlement or AP allocation to mentor those people through those five years. So, I don't have any issues with the [QTR] program. I think the program in essence is an amazing program, but when you get into those smaller schools that haven't got a high complexity or a high level – you know, high FOEI [Family Occupation and Education Index] that attracts more low SES money... it makes it really difficult [to implement]. Especially when, you know, you've only got so much funds, and you're trying to release people. I guess that's probably my only thing, like a smaller school demographic makes [QTR] a little bit more challenging.



Nathan, school leader, government primary school

Despite the implementation challenges they faced, teachers consistently conveyed strong belief in the value of QTR. For example, although Sylvie reported having to hold off on plans to continue QTR with other ECTs at her school due to difficulties sourcing casual teachers, she and her colleagues strongly believed it was “well worth” their time:

I think there's a strong belief from senior exec as well as people that have been a part of [QTR], that it is well worth our time. It's well worth the timetabling headaches and the things like that. At the moment it's something that has hit the backburner just because we can't at the moment... but I know that there's some beginning teachers we've got this year that would really excel in the program and as soon as we can get enough [casuals] to cover... and know that we can cover those times when we need to for the Rounds, it'll 100 per cent be back on our calendar.

Sylvie, EXT, government secondary school

To conclude, teachers and leaders across school sectors were passionate about the need for governments to provide sufficient funding for teacher development, and the need for school systems to provide teachers with dedicated time for them to observe, analyse, discuss and reflect on the quality of their collective practice. The following quotes from ECT Chelsea, EXT Sylvie and school leader Malcom exemplify these views across the sectors:

I do think that those dedicated days [for QTR] are so important. ...And I know that funds are not there for this sort of stuff at our school. ... But I do think that that's something that needs – if we want to focus on improving teacher quality and things like that, I think that there has to be designated time for it. It can't come out of your own time... Like, “Come observe this [lesson] and code it at recess and then... we'll have a quick chat.” Like, you need to do [QTR] justice... So, I think ... something that I would say needs to be... improved upon, or really focused on, is actually getting the funds to [enable teachers to] actually take the time [to do QTR]. Like, obviously it's four people... four times with the whole day off [teaching]. Like, that's a lot of money – and like, casual cover and you've got to obviously organise your lessons and things like that. So just, having that [time made] available is really important.

Chelsea, ECT, government secondary school



Oh, [QTR]’s definitely worth pursuing and pushing... because I think logistics [are] always going to be there... Every teacher always feels like they can’t be away from their class, like the school’s going to implode or something, or you can’t help sicknesses, people are always going to get sick. This climate of shortages isn’t going to go away in a hurry no matter how much the government tries to churn new staff members out. If you’re not producing quality in what you do every single day [in the classroom] then all those other efforts to get the teacher at the front of the room is pointless. So... you cannot dispense with the quality that you’re delivering. You can’t do that. That’s the ‘bread and butter’ [of] what you do in the classroom. Everything has to revolve around that, that’s the way I see it. I just wish leaders would, and then you just make [QTR] work, you just make it work... you don’t – you don’t remove it just to make it easier. ... I’m not just a body in front of the classroom. Students – you know, 24, 25, 26 students have come – chosen to come to school today. They’re sitting in front, they’re expecting to be educated, their parents are expecting them to be educated. I’ve been employed to do a job, let me do it and let me continue to do it well. ...We shouldn’t [be] allow[ed] to lower our standards – we just should not. So, I just think the focus should always be on delivering quality [teaching].

Camila, EXT, Catholic secondary school

At least for next year, I see [QTR] as a strategy that we’ll continue with. And after that I don’t know, but I see it as a slow burn, it’s four at a time. We’re a staff of over 100 teachers, so we’ve got a long way to go, and there’s a lot of resourcing along the way. So it’ll be brilliant if there’s some ongoing or some further government support to be able to help schools. I realise they have a commitment to the Department of Education schools, but the independent sector are serving a growing proportion of our students. It doesn’t matter which school they go to, up to Year 12, they’re all going to go to the same set of universities. Like, the sectors don’t really exist beyond that – we won’t worry about private colleges and the like. But really, they end up in the same spot. We are preparing our students for the same spaces, roles – whatever it is in the future... Basically we’re all heading towards the same end point in many ways. And so, I’d be speaking or encouraging the government to see the value in the independent – and I assume the Catholic... schools are engaging ... but in other sectors because they’re a significant portion of our community, and governments can invest in community.

Malcom, school leader, combined independent school



Conclusion

In sum, we continue to receive overwhelmingly positive feedback from teachers who have participated in QTR and from their school leaders. The additional 32 interviewees, whose quotes/views we have used this report, echo the insights identified in our previous reports. This larger sample of interviewees reinforces that participating in QTR has positive impacts on teachers' professional knowledge, practice, relationships, and wellbeing. We continue to see strong evidence that QTR not only strengthens ECTs' induction into the profession but benefits *all* teachers—regardless of their years of experience—signifying QTR's potential to support overall teacher development and retention.

While teachers are benefiting from QTR as part of their participation in this project, many interviewees also raised concerns about school funding, teacher shortages, heavy workloads and competing school priorities. Some schools, such as those serving high proportions of students from equity cohorts, face additional challenges in implementing and sustaining initiatives such as QTR. The capacity of some schools to send subsequent groups of early career and experienced teachers to QTR workshops has supported many schools to continue the program. Providing schools with additional funding to release teachers to participate in QTR – especially those serving students from identified equity cohorts – would enable wider access to this powerful approach to supporting teacher induction and retention.