NEW THINKING TRANSFORMS TEACHING
Great teaching can change the world for the better. University of Newcastle Laureate Professor Jenny Gore believes that all teachers are capable of great teaching.

With the right support, they can make a profound and positive impact on the lives of their students. Working with colleague Julie Bowe, Jenny developed the landmark Quality Teaching Rounds (QTR) approach to teacher development. QTR focuses on teachers collaboratively refining their teaching in ways they experience as professionally rewarding and valuable for ongoing improvement. The celebrated approach is already being used in government, Catholic, and independent schools with excellent results. Over the next five years, QTR will be brought to more than 34,000 teachers across Australia, potentially improving outcomes for more than 1.5 million students.
TRANSFORMING TEACHER DEVELOPMENT AND STUDENT ACHIEVEMENT IN AUSTRALIAN SCHOOLS

In partnership with the Paul Ramsay Foundation, the University of Newcastle’s Laureate Professor Jenny Gore and colleagues will expand their landmark Quality Teaching Rounds initiative – an innovative program that transforms teacher development to enhance student achievement. This partnership is a remarkable example of organisations with shared values coming together to test and scale solutions to important challenges.

This significant new initiative will build capacity for quality teaching and improve student outcomes in Australia. The program will embed the rigorously-tested QTR approach to teacher development in schools across the nation.

The objective is to support thousands of teachers across Australia to refine their teaching. The program will build on existing partnerships, which have seen more than 1,000 teachers in approximately 200 schools engage with QTR and demonstrably improve their teaching. A further 3,200 schools across at least four jurisdictions will be engaged over the next five years, transforming teacher development and student achievement in Australian schools.

This exciting initiative is being led by the University of Newcastle in partnership with the Paul Ramsay Foundation, and is strongly supported by the NSW Department of Education. The largest of its kind in the University’s research history, this significant philanthropic partnership will enable the University to make a lasting difference in the lives of teachers and school children across Australia.

The program will be conducted by Laureate Professor Jenny Gore and colleagues from the University’s Teachers and Teaching Research Centre: Dr Drew Miller, Dr Jess Harris, Dr Elena Prieto-Rodriguez, Dr Julie Bowe, Professor Max Smith, and Professor David Lubans.

CHALLENGE MEETS OPPORTUNITY: IMPROVING OUTCOMES FOR AUSTRALIAN STUDENTS

Research shows that the single most important in-school factor influencing student outcomes is the quality of teaching. Therefore, developing our nation’s teachers is fundamental to achieving positive outcomes for students across Australia.

“Teachers are really excited about this way of working and the opportunity it creates for them to analyse and discuss in detail what they are doing and collectively develop ways to improve teaching practice. The beauty of Quality Teaching Rounds is that it puts all participants on the same level, where they can assess the quality of teaching and provide specific feedback to their peers in a non-confrontational and collaborative way. Better professional development is fundamental to better outcomes for students, both academic and non-academic. QTR offers great promise across all subject areas and year levels.”

Jenny Gore
Laureate Professor

“I know there’s no turning back, I’d never go back to the way I was teaching, even though I thought it was fine and getting good results. It wasn’t as exciting as teaching is now. I guess I’ve been re-energised to teach in a different way... it’s a big awakening too, just cruising along the way I was, which was getting through to them and doing the things you had to do and following the syllabus, but it wasn’t exciting. And now I’m excited about it. It’s not the humdrum; it’s great stuff all the time.”

Emma
Primary Teacher
16-18 years’ teaching experience
QUALITY TEACHING ROUNDS – AN EVIDENCE-BASED APPROACH TO TEACHER PROFESSIONAL DEVELOPMENT

With approximately 300,000 teachers across Australia, an approach to teacher development that is effective in enhancing the quality of teaching – for both current and beginning teachers – has enormous potential for improving student outcomes.

Quality Teaching Rounds (QTR) is an approach to teacher development that enables teachers to engage in powerful, professional work with colleagues. QTR involves teachers working in professional learning communities to observe each other’s teaching, followed by extended conversation about their collective practice, using the constructs of the Quality Teaching (QT) pedagogical model, developed by James Ladwig and Jenny Gore for the NSW Department of Education. The QT model provides teachers with a common language and set of conceptual standards with which to analyse and refine their teaching practice in collaboration with colleagues.

Importantly, teachers have responded positively to this pedagogy-based approach to professional development and have recognised the difference it can make in their teaching. A recent randomised controlled trial also demonstrated positive effects on both the quality of teaching and teacher morale.

QTR embeds a form of professional development that is designed to build professionalism and support teachers in enhancing their own and each other’s practice. With the support provided by this exciting initiative, QTR is uniquely poised to build the quality of teaching and improve student outcomes throughout Australia.
SCOPE OF THE RESEARCH PROGRAM

The research program associated with this initiative will take place over a five-year period, from mid-2018 until 2022, with five major phases as illustrated below.

During this time, the program will rapidly engage a further 3,200 schools across at least four jurisdictions. Anticipated growth in number of schools undertaking QTR is depicted below.

FURTHER INFORMATION FOR INTERESTED SCHOOLS/ASPIRING RESEARCHERS

The research team will be seeking the support and participation of a substantial number of schools, initially NSW government primary schools.

The program also offers opportunity for several new PhD candidates to contribute to this significant work.

To submit an expression of interest to be involved in this program or to request further details:

VISIT NEWCASTLE.EDU.AU/QTR
THE UNIVERSITY OF NEWCASTLE RESEARCHERS

LAUREATE PROFESSOR JENNY GORE

Jenny Gore is a Professor in the School of Education and Director of the Teachers and Teaching Research Centre at the University of Newcastle.

She also holds the prestigious title of Visiting Professor at the University of Oxford. Jenny has led numerous large-scale studies using a wide range of methodological approaches and theoretical perspectives. Her recent research has focused on: understanding good teaching, conceptually and practically; investigating system-wide pedagogical reform; providing meaningful and effective professional development; and, enhancing student outcomes from schooling, including through a suite of studies on the career and educational aspirations of school students, many from disadvantaged communities.

DR DREW MILLER

Dr Drew Miller is a Senior Lecturer in the School of Education at the University of Newcastle.

Drew’s research focuses on the design, implementation and evaluation of professional development interventions within education and community sports settings. He aims to develop higher quality teaching and coaching practices and, in turn, to enhance a broad range of student outcomes. Drew has extensive experience in running randomised controlled trials, leading the evaluation of interventions within public health, mental health, community sports and school settings.

DR JESS HARRIS

Dr Harris is a Senior Lecturer in the School of Education at the University of Newcastle.

Jess has extensive experience in managing and contributing to large-scale studies both in Australia and internationally, with a focus on supporting high quality education for all students, particularly those in disadvantaged contexts. Jess’ publications span a range of areas, highlighting her interests in qualitative research methods, school change, educational leadership, and the study of talk-in-interaction. She has specific expertise in conversation analysis and ethnomethodology, which she brings to the micro-analysis of structures and patterns in social action in a range of institutional settings.
**DR ELENA PRIETO-RODRIGUEZ**

A Senior Lecturer in the School of Education, at the University of Newcastle, Dr Prieto-Rodriguez holds a Bachelor degree in Mathematics and PhD in Theoretical Computer Science.

Since 2005, she has worked extensively in the field of STEM education, including a national research project funded by the Australian Research Council and Engineers Australia. She is currently engaged in several projects focused on: the use of technology for the learning of mathematics, mathematics teacher education and professional development. She is a founding member and current leader of the HunterWISE initiative, which aims to increase participation of females in the STEM areas.

**DR JULIE BOWE**

Dr Bowe is a lecturer in the School of Education at the University of Newcastle, with more than 20 years’ experience as a secondary teacher.

Her research interests include teacher professional development, pedagogical reform and learning technologies. With Jenny Gore, Julie conceptualised the Quality Teaching Rounds approach to teacher development and professional learning. This work provided the foundation for several studies including a recent cluster randomised controlled trial which demonstrated the significant impact of Quality Teaching Rounds on the quality of teaching and teacher morale across a diverse range of NSW government schools.

**PROFESSOR MAX SMITH**

Max Smith is a Professor in the School of Education at the University of Newcastle.

With expertise in complex quantitative analysis, Max's research interests extend from child development and pedagogy to measurement and evaluation in education. Professor Smith has been involved in refining aspects of Quality Teaching assessment, and supporting teacher professional learning and leadership development. Most recently, he has been involved in research on: Quality Teaching Rounds; students’ post-school aspirations; child development and the linkage of school and early childhood aspirations; childhood development and equity in higher education; and, the impact of innovative public policy on system reform.

**PROFESSOR DAVID LUBANS**

David Lubans is a Professor in the School of Education at the University of Newcastle.

An Australian Research Council Future Fellow and Theme Leader for school-based research in the University's Priority Research Centre for Physical Activity and Nutrition, David leads a program of research focused on the evaluation of school-based interventions designed to promote physical activity and improve fitness in child and adolescent populations. He specialises in conducting evaluative, intervention-based projects, and randomised controlled trials that are both quantitative and longitudinal in design, and has a keen interest in implementation science.
CREATING SYSTEMIC CHANGE WITH SIGNIFICANT IMPACT

The University of Newcastle is very grateful for the generosity of the Paul Ramsay Foundation in supporting this project. The exciting plan to scale QTR to many more schools and teachers is made possible by this unique collaboration between the University of Newcastle and the Paul Ramsay Foundation, strongly supported by the NSW Department of Education.

The Paul Ramsay Foundation is committed to improving outcomes for Australian students by strengthening the teaching profession, improving the quality of teaching, and generating high-quality new evidence to support professional decision-making. Its support for this initiative will enable rigorous testing of the evidence showing improved teaching flows through into better results for students. Consistent with its values of partnering on the basis of mutuality, respect and aligned values, the Foundation is delighted to be working with the University of Newcastle and the NSW Department of Education to advance this important work.

THE UNIVERSITY OF NEWCASTLE

The promise of a better future for our world lies in finding innovative solutions for the global challenges we face.

At the University of Newcastle, our researchers and students are developing the thinking, ideas and breakthroughs to solve the world’s greatest problems. We are proudly shaping a new generation of leaders in industry, society and community – pioneers and trailblazers – who will meet these problems head on. We are committed to realising our bold 2025 vision articulated in our NeW Futures decadal plan to stand as a global leader, distinguished by a commitment to equity and excellence, creating a better future for our regions through innovation and impact.

RANKED 214 in the world\(^1\)

TOP 100 in Education\(^2\)

TOP 8 in Australia for research ‘well above world standard’\(^3\)

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