



SUPPORTING QUALITY TEACHING IN AUSTRALIAN SCHOOLS

HUNTER & NSW SCHOOL PARTNERSHIPS: FINAL REPORT

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Executive Summary

A common challenge of school improvement in disadvantaged contexts is maintaining focus on teaching and learning while ensuring student welfare. Our implementation research indicated that some schools serving communities with low socio-educational advantage were having difficulties implementing Quality Teaching Rounds (QTR). We developed a partnership model to support such schools to engage with and embed quality teaching through the implementation of QTR.

In 2022, we successfully trialled the approach with 10 schools in the bottom quartile of Index of Community Socio-Educational Advantage in the Hunter region (ICSEA ranging from 837 to 964), but concluded that the time impost on our staff was heavy and unsustainable. To investigate a more feasible partnership model, in 2023 we undertook two projects:

Hunter Schools Partnership Project continuation – Focused on the sustainability of QTR engagement among low-ICSEA schools, eight of ten Hunter schools involved in 2022 continued to conduct QTR with reduced support from the University. School leaders reported that the support and information they received via the partnership was invaluable in setting them up to continue engagement with QTR. The partnership helped leaders build organisational capacity for the ongoing implementation of QTR, increased teachers' confidence in Rounds, provided a gentle form of accountability and, while support was reduced, ensured the schools felt connected and supported throughout the two years.

NSW Partnership Project – Focused on delivering partnership support at-scale, 20 low-ICSEA NSW government schools participated in partnerships where more sustainable forms of QTR Adviser support during Rounds were trialled for feasibility (e.g., remote support methods). Survey data indicated that QTR had positive effects on school culture and teacher efficacy for teachers engaged in QTR in comparison to those not engaged during the study period. Interview data indicated the schools valued the support offered by the partnership with the TTRC, which was essential in successfully implementing QTR. QTR support delivered via video conference was feasible, with teachers overwhelmingly reporting that they felt supported via these methods.

While still modest in scope, this work is novel in the field of education. Much of the research-practice partnership work carried out in education across the world is limited to single or small groups of schools, with scaling up and evaluation of effectiveness widely recognised limitations (Vetter et al., 2022). Our approach to supported implementation through a partnership model will be further refined and tested through longitudinal engagement with schools in the forthcoming *Thriving Schools* project (2024–2028).

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Background

Since 2020, the Teachers and Teaching Research Centre has sharpened its focus on disadvantage by partnering with low-ICSEA schools (ICSEA1 < 950) to support the implementation of Quality Teaching Rounds (QTR). The need for supported implementation in low-ICSEA settings was identified in our earlier cross-sectional study of 119 NSW government schools (Ryan et al, 2022), which found lower ICSEA schools were encountering more difficulty implementing QTR than higher ICSEA schools. We hypothesised that additional support was required to assist with QTR implementation and enhance outcomes in these contexts.

The goal of this program of work was to develop a model of partnership that assists low-ICSEA schools in implementing QTR which can also be scaled more broadly. Evaluation was focused on understanding the nature of the partnerships for supporting QTR implementation and the effects on school culture and teachers' work.

In 2022, the TTRC partnered with 10 schools in the Hunter region to support implementation of QTR in each school. Schools were asked to engage at least one professional learning community (PLC) in a "set" of Rounds (four teachers involved in four days of Rounds together), during which each teacher takes their turn to have a lesson observed and discussed.

During the year, the 10 partnership schools had access to:

- Co-design of a QTR implementation plan tailored to each school, initiated through meetings involving an Academic partner, QTR Adviser, our project manager and key members of the school executive;
- QTR workshop attendance for at least one teacher from each PLC;
- In-person QTR support provided by a QTR Adviser at the first or second Round for each PLC;
- Check-in webinars in Terms 2 and 3 with the community of 10 participating schools;
- Regular check-ins through the school's Academic partner and/or QTR Adviser; and
- Evaluation support in the form of longitudinal reporting using a whole-staff survey (administered in Terms 2, 3 and 4, 2022), and Quality Teaching observations pre- and post-QTR engagement.

This approach to partnering with schools was found to be successful. Despite the challenges of 2022 associated with ongoing effects of the pandemic and teacher shortages, nine of the 10 partnership schools engaged in two or more full sets of Rounds. School principals consistently reported a belief that the partnership had been crucial for their engagement with Rounds during such a disrupted year, with some noting that their school would not have run QTR at this time without the support provided by the partnership with the TTRC.

The ongoing support from both Academic partner and QTR Advisers was described as "very beneficial" for ensuring implementation fidelity and deepening teachers' professional learning. This sentiment is reinforced by the lesson observations which showed improvement in the average quality of teaching in these schools and by the surveys which demonstrated positive effects of participation in QTR on feelings of recognition, connectedness to the profession, teacher efficacy and teacher wellbeing.

¹ Index of Community Socio-Educational Advantage

From this analysis, we drew several implications for future research:

- Partnership support helped schools to develop their capacity to engage in QTR. To continuously scale this initiative beyond these schools, the level of support provided during the initial year of the partnership would need to be reduced in subsequent years; and
- The ongoing support from QTR Advisers provided helpful guidance and accountability for PLC members. However, the level of ongoing in-person support during Rounds could not be sustained at scale. Limitations of time and geography require further investigation of how Adviser support of QTR can be provided for a larger number of schools in the future.

To investigate the sustainability of the partnership model, and more feasible (and scalable) methods to support QTR, in 2023 we undertook two projects designed to deepen our understanding of how partnerships can support school leaders and teachers to engage with and embed QTR.

This report outlines the 2023 projects, and is presented in two parts:

Part 1: Hunter Schools Partnership Project (HSPP) continuation

To address the sustainability of QTR engagement among low-ICSEA schools, this project extended the partnerships with the Hunter schools involved in 2022. While schools were still encouraged to conduct QTR, support structures (e.g., planning, logistics, in-school Rounds support) were reduced and impact evaluated.

Part 2: NSW Partnership Project (NSWPP)

To address the sustainability of delivering partnership support at-scale, this project recruited 20 low-ICSEA NSW government schools to evaluate the feasibility of more sustainable forms of QTR Adviser support during Rounds (e.g., whole- and half-day video conference support during Rounds and phone hotline support).

Hunter Schools Partnership Project Continuation

The continuation of partnerships with schools in the Hunter region focused on understanding if, and how, schools stayed engaged in QTR with limited implementation support.

At the conclusion of the initial partnership project in 2022, principals were contacted to ascertain interest in continuing the project in 2023. Of the 10 schools involved in 2022, leaders from six primary schools and two high schools (ICSEA ranging from 865 to 966) agreed to continue into 2023.

Partnership continuation in 2023 included the following components:

- A partnership support meeting with their QTR Adviser, Academic partner and the project manager;
- Two (funded) places at any QT or QTR workshop run by the QT Academy in Term 1 2023;
- Regular check-ins with the QTR Adviser and/or the Academic partner throughout 2023;
- Continued evaluation support involving whole-staff surveys in Term 1 (timepoint 4), Term 2 (timepoint 5) and Term 3 (timepoint 6). Individual reports were produced for each school at each timepoint, displaying longitudinal results for wellbeing, connectedness to the school, job wellness and teacher efficacy outcomes. These data were used to support the schools, not for evaluation by the research team (and as such are not reported on here).

In-person QTR support provided by a QTR Adviser, the most intensive component of the initial partnership, was not included in 2023.

Of the eight schools that continued the partnership, seven elected to proceed with Rounds in 2023 while the other elected to focus on quality assessment practice.

Hunter Schools Partnership Project Evaluation

Interviews with teachers and school principals were used to evaluate the Hunter Schools Partnership Project Continuation.

To identify challenges and benefits associated with continued engagement in QTR or Quality Teaching, follow-up interviews were conducted with the principal and one teacher who had participated in QTR from the eight participating schools. Interview questions focused on building an understanding of the school context and objectives, their experiences with implementing QTR and its impact on students and teachers, and their experiences of the partnership with the university.

In total, we conducted 13 (eight principals and five teachers) out of a possible 16 interviews, after 2023 Rounds had taken place. In this report, we provide an analysis of the extent to which each school continued to engage with QTR in 2023 and reported challenges and benefits of

implementation. All names of people, schools, and locations have been replaced with pseudonyms to ensure confidentiality.

Challenges to continuing implementation of QTR

While most schools hoped to continue engagement with QTR in 2023, the shortage of casual relief teachers, staff turnover, and the ongoing effects of the COVID-19 pandemic posed challenges for the conduct of Rounds, particularly in small schools:

I think ever since Covid, education has been a challenging landscape for a whole range of reasons. So, you know, we're still getting Covid impacts from staff and that's combined with a staffing shortage at the moment. I think that's in a lot of industries but it's particularly hitting hard in education. If you don't have a full complement of teachers at a school it presents a really challenging scenario for putting people in front of classes. Where other industries might have not had that sort of impact, we certainly – we can't hide from it in schools. (*William, Principal, Loch Sear HS*)

Nonetheless, to mitigate issues caused by the current climate, teachers and principals described strategies used to support the implementation of Rounds in their schools. These strategies included, for example, using executive staff to cover classes while colleagues were engaged in Rounds, thus reducing the need to employ additional casual staff. Others highlighted how preparation and flexibility were key to the smooth organisation of Rounds:

I think it's just being organised and booking those covers really early, especially to get casual staff to cover them. But yeah, it's – we can't help if a teacher's sick on that day and it's just really hard because three other teachers have come prepared for that round and then you're saying, "Okay no it's not happening today. It's going to..." and "Oh no but I'm busy that day." It's just that scheduling is the challenging part. (*Elizabeth, Principal, Falcon PS*)

Some schools chose to engage in a cross-school PLC to provide at least two teachers with the opportunity to participate in Rounds while minimising the need for casual release. While this approach has been successful, it left some teachers disappointed that the school had not expanded QTR more broadly. For example, Carly reported that she enjoyed participating in Rounds, but is concerned that it has "been forgotten again" in the constant search for new initiatives:

It's like we have to try everything and give everything a go without doing something well.... It feels like every new thing that comes out, they want to put their finger in the pie. And I said – you need to take the time, you need to take two, three years to get things done properly and embed them in practice before you start bringing everything else in as well.... I said you're not giving us time, you call it the Year of Excellence, but you don't give us time to become excellent. It's like you start one fad and then you're on to the next fad because you heard that that [another] school was doing it. (*Carly, Teacher, Everlea PS*)

While logistics associated with finding time for teachers to engage in QTR can often be met with creative use of resources and good planning, the drive for constant innovation is also a threat to sustained engagement in professional development initiatives.

Adopting QTR in individual school contexts

Key to implementing QTR in different contexts was ensuring that adoption of the intervention was suitable for individual schools. The principal from Loch Sear HS, William, adopted a whole-school approach to QTR implementation over an extended period. Plans are in place for every teacher to engage in Rounds at least once every four years. While he had initially hoped to engage teachers more frequently, significant challenges in organising and sustaining two sets of Rounds per term were reported:

The initial focus – and it would have been good – was to have 30 teachers a year complete a Quality Teaching Round or a Quality Assessment Round. But we had to probably halve that figure to 16 and have one group each term go through.... At this point in time, we've had success in getting those through. (William, Principal, Loch Sear HS)

To sustain QTR, other schools adapted implementation to their individual settings. At Newcomen HS, two teachers who had previously engaged in Rounds supported new PLCs in the process of QTR, in a similar way to the role played by QTR Advisers in 2022. The school ran a number of Rounds in 2023 and took the opportunity to capitalise on other opportunities to engage in QT/QTR using staff meetings for lesson coding practice and discussions of the QT model. Simone, a teacher at this school, elaborates:

What we are looking at and the challenge that we are trying to overcome together as a school is how can we do shorter sessions, how can we use part of the elements maybe, like how can we break this down in a way that people are still going to be able to get their heads into it and really have those rich discussions but those discussions happen more often and for a less extended amount of time? ... I think that any support with that challenge of breaking it down in a way that makes it manageable for schools to do more regularly with everybody I think that would be our next challenge we're trying to overcome. (Simone, Teacher, Newcomen HS)

Several principals reported that QT had been embedded in their Strategic Improvement Plans (SIP) and detailed ongoing QT activities that supported engagement with the QT Model beyond Rounds participation. For example, the principal of one primary school incorporated QTR in their SIP and uses QT to support teachers in the school's focus on literacy and numeracy:

It fits in really well because through our Strategic Improvement Plan, we've got QTR as one of the activities in everything to do with literacy and numeracy. And using that as evidence as well as part of the evaluation of how teachers feel about it and how that's supported them ...in improving their practices, and in improving student outcomes. So yeah, it's basically embedded. We've got it sitting in there in our improvement plan ... And you know if somebody's got – needing some support in a particular area that we actually use that – the QTR model of observing, bringing in the framework to try and improve practice. (Margo, Principal, Holdate PS)

While some teachers who engaged in Rounds in 2022 did not undertake a second set of Rounds in 2023, they commented that the knowledge and skills they learned in relation to observing lessons and providing feedback to colleagues continued to inform their ongoing practice:

I haven't had another turn at Rounds. But in my new role as AP, I've been observing it, observing lessons and I have used what I learned in QTR, so I've been using some of the formatting and some of the way to relay the lesson observations. So even though I haven't done it a second time, I've used some of the skills from it. (Dan, Teacher, Holdate PS)

Schools reported ongoing benefits of engaging in QTR, capitalising on the support from the first year of the project to embed a focus on quality teaching. While collectively the schools were focused on improving the quality of their teaching practice, they adapted the model of implementation to their specific needs and context.

The value of partnerships

The support provided by the TTRC as part of the research partnerships was well received by teachers and school leaders, who described that they felt “part of something bigger” through their connection with the project and the university. Importantly, the initial support gave schools the confidence to continue their engagement without as much support:

I think the two-day training to get it all started was very thorough. We really enjoyed it. I know I did. I really enjoyed that training when I went. Having that support on the first day and the surveys asking that we've regularly filled out and things. I don't think there's any other support

that we would need from the Uni ... I think having someone from the Uni here for our very first Round was great. I think there were a lot of things she was able to mention to us throughout the day that I had forgotten about from the training that I had done, so it was really great to have her here to guide us through that first day. But then after that, we felt really comfortable doing it on our own. It was nice just to have that help to start, to get us started and then we were fine. (Yvette, Teacher, Sumner PS)

A key component of the study was the provision of a whole-staff survey. Surveys were completed at three time points throughout the partnership period and provided evidence of the school's progress or areas for improvement. Processing of data from the whole-staff survey has been automated, providing an important "check in" service for the schools. This process provided an ongoing connection with the University whilst not being resource intensive:

[The surveys] give you really good quality feedback, around areas that the staff are reporting are positive things. Or what the staff are reporting are not so great. ...It's kind of like a check in to see how things are going. So, I think that's extremely vital and a big part of why the project's so successful. That constant support from [the] QTR team. (Elizabeth, Principal, Falcon PS)

Several school leaders reported that they would like to see the partnerships with the University continue in some way:

We're on the journey....The second year round, being in partnership, I think is really, really valuable. We've been a bit like that needy child, but we like to have that connection. And I think that's something that really would be great to have forever, that connection with the Uni, connection with the Academy, it just puts it at another level, I think. (Phil, Principal, Newcomen HS)

Summary of Findings

Interviews with participating teachers indicated that the partnership approach enabled them to effectively sustain QTR implementation, with fidelity. While the TTRC provided less direct assistance, the ongoing relationship with schools contributed to additional professional development focused on the quality of teaching and continued engagement with QTR. Support and information was seen as invaluable in supporting the continuation of QTR. The partnership helped leaders build organisational capacity for the implementation of QTR, increased teachers' confidence in Rounds, provided a gentle form of accountability, and ensured the schools felt supported throughout the two years.

NSW Partnership Project

At the end of 2022, the NSW Partnership Project (NSWPP) was established as an extension of the Hunter School Partnership Program to investigate the feasibility of sustainable QTR implementation supports in 20 disadvantaged schools from a broader geographical area. The major aim of the NSWPP was to test a range of implementation supports for their feasibility at scale.

In February 2023, 700 low ICSEA schools (<950) were sent an invitation to participate in the project; 43 schools expressed interest. A webinar was conducted for interested schools, with the first 20 schools to submit consent forms after the webinar selected for the project. Subsequent partnership establishment meetings involved an Academic partner, QTR Adviser, and our project manager with the principal and key members of the school executive to learn more about each school context and goals for implementation.

During the year, each of the 20 partnership schools had access to:

- The co-design of a tailored QTR implementation plan.
- Workshop attendance for 2-4 teachers from each PLC. Schools chose the number of staff they wanted to attend a two-day foundational workshop.
- Random allocation to a QTR implementation support group:
 1. Phone (hotline) support. Participants could call or video conference at any time during each of their Rounds to discuss the process or coding interpretation.
 2. Half day Zoom support for the first or second Round (coding discussion only) + phone (hotline) support if needed during any other Round.
 3. Full day Zoom support for the first or second Round (including attending the reading, discussion, observing the lesson, and supporting the coding discussion) + phone (hotline) support if needed during any other Round.
- Regular check-ins through the school's nominated QTR Adviser and/or Academic partner.
- Evaluation support in the form of pre- and post- QTR reporting using a whole-staff survey. These were administered at the beginning of Terms 2 and 3, 2023, with results available to each school 2-3 days after survey completion.
- Upon request, academic consultation was available following each set of survey results.

From the group of 20 schools, 18 schools commenced QTR, consisting of 11 primary schools, two central schools and five secondary schools (with ICSEA ranging from 817 to 977). These schools supported 16 professional learning communities (PLC) over the course of the project. At the two remaining schools, the person responsible for organising QTR left after agreeing to participate but before QTR implementation. The QTR foundational workshops were offered via both online (3–4 April and 27–28 April) and face-to-face (3–4 May) modes of attendance. Rounds were conducted in schools between 2 May 2023 and 4 August 2023.

NSW Partnership Project Evaluation

Teacher survey data and interviews were used to evaluate the NSW Partnership Project.

QT Pulse survey

Teachers and executive staff completed a questionnaire at the beginning of Terms 2 and 3, pre- and post-QTR respectively, in 2023. The QT Pulse: School Longitudinal Health Survey focuses on measures of school culture and teacher efficacy (see full questionnaire Appendix A). Data were compared for teachers who engaged in QTR and those who did not during the study period. Effect sizes (d) were calculated using the change in the QTR group (Term 3 minus Term 2) minus the change in teachers not engaged in QTR across the same period and divided by the average standard deviation of both groups at the starting survey point (Term 2). The calculated effect sizes provide a standardised measure of change relative to the distribution of scores for those involved in the study.

As part of the evaluation support provided within these partnerships, survey results were provided to each school at each timepoint. These data make culture visible within the school, and is part of engaging schools in an information rich environment (Muijs, Harris, Chapman, Stoll, & Russ, 2004).

Interview data

Principals and the person responsible for organising QTR at the school, the QTR Liaison (QTRL), were invited to participate in interviews at the two timepoints; pre-QTR (Term 2) and post-QTR (Term 3). Representatives from 17 of the 18 participating schools participated in interviews pre-QTR. Of these 17, 11 were principals and six were the QTRL.

For the post-QTR interviews, the four QTR Advisers and a participating teacher from each school were also invited to participate in an interview. Representatives from all 18 schools participated in these interviews. At this time point, we conducted 33 interviews (12 Principals, eight QTRL and 13 teachers) out of a possible 41. As far as possible, we interviewed the same school leaders and QTRL who were interviewed pre-QTR.

The interview questions focused on school context, school objectives, change management, QTR organisation, leadership, student wellbeing, the impact of pedagogical changes on students, the impact of QTR, and the partnership with the University and TTRC.

In reporting qualitative data, all names of people, schools, and locations have been replaced with pseudonyms to ensure confidentiality.

School culture and teacher efficacy

Results of the survey, grouped by whether participants were engaged in QTR across the intervention period, are displayed in Table 1. All outcomes have been scaled to be out of 10 for ease of interpretation. A positive effect indicates that the perception scores of those engaged in QTR either increased by more or decreased by less (some measures vary seasonally in schools) than their colleagues who were not engaged in QTR.

Overall, involvement in QTR appeared to have a positive impact on measures of school culture. Teachers engaged in QTR displayed positive shifts in perceptions of the “togetherness” of their workplace (e.g., Morale, Connectedness, Shared responsibility, and Shared vision) and the focus of education for their students (e.g., Excellence and equity, and Confidence and creativity). These changes were greater in magnitude than for participants not engaged in QTR across the project period.

Trust and respect moved in a negative direction for the QTR group, however the decline was less than that seen for non-QTR participants. Likewise, intention-to-leave the profession increased among the QTR group, but the increase was far less than that observed among the non-QTR participants. That is, participation in QTR appeared protective for this outcome.

Collaboration was the only perception measure to show a negative trend for the QTR group compared with the non-QTR teachers. This measure is a single item question ("There is collaborative practice at this school"). Involvement in QTR has potentially changed teachers' perceptions of collaboration at their school, highlighting the differences between collaborating during QTR and other collaborative activities in the school, which may have led to the negative result observed.

With regards to teacher efficacy, the positive changes in perceptions of delivering Quality Teaching (Explicit quality criteria, Cultural knowledge, High expectations, Higher order thinking, Problematic knowledge, Background knowledge and Questions) were not unexpected given the familiarity with the language of the questions among the QTR group. Nonetheless, this is a positive sign that the language and concepts of Quality Teaching are being internalised by QTR participants.

Perceptions of Teacher responsibility for student learning declined marginally among both groups, displaying the difficulty in moving teachers' perceptions about the ability levels/ capabilities of their students. Teachers perceptions of their ability to provide quality education experiences for their students (Teacher responsibility – Personal and Effective practice) however, increased dramatically for the QTR group in relation to the non-QTR participants.

These survey results are consistent with those in the 2022 Hunter Partnerships Project, displaying positive impacts of QTR in low-ICSEA settings (Miller et al., 2023).

Table 1. Teacher/executive staff survey responses

			Term 2 2023	Term 3 2023	Effect size difference
Measures		<i>N</i>	Mean (SD)	Mean (SD)	<i>d</i>
School culture					
Collaboration	Non-QTR	141	8.04 (2.08)	8.06 (1.84)	-0.19
	QTR	70	8.06 (2.10)	7.69 (2.22)	
Connectedness	Non-QTR	141	7.75 (1.80)	7.47 (1.95)	0.23
	QTR	70	8.09 (1.89)	8.24 (1.66)	
School morale	Non-QTR	141	6.30 (2.46)	6.10 (2.30)	0.13
	QTR	70	6.66 (2.30)	6.77 (2.34)	
Shared responsibility	Non-QTR	139	6.10 (1.95)	5.99 (1.96)	0.24
	QTR	69	5.72 (1.90)	6.08 (2.01)	
Trust and respect	Non-QTR	138	7.76 (1.65)	7.48 (1.71)	0.10
	QTR	69	7.72 (1.83)	7.62 (1.91)	
Shared vision	Non-QTR	138	7.02 (1.63)	6.77 (1.58)	0.30
	QTR	69	6.88 (1.79)	7.15 (1.76)	
Excellence and equity	Non-QTR	141	7.63 (1.50)	7.45 (1.54)	0.20
	QTR	70	7.66 (1.48)	7.78 (1.51)	
Confidence and creativity	Non-QTR	141	6.89 (1.37)	6.59 (1.47)	0.22
	QTR	70	6.81 (1.58)	6.84 (1.68)	
Intention to leave (negative effect is desired)	Non-QTR	138	2.14 (2.90)	2.84 (3.34)	-0.21
	QTR	69	2.33 (2.98)	2.41 (3.16)	
Teacher efficacy					
Teacher responsibility – Personal	Non-QTR	141	7.73 (1.51)	7.41 (1.61)	0.40
	QTR	70	7.95 (1.61)	8.25 (1.48)	
Teacher responsibility – Student	Non-QTR	141	5.79 (1.80)	5.71 (1.64)	-0.04
	QTR	70	5.82 (1.93)	5.66 (2.00)	
Effective practice	Non-QTR	141	7.54 (1.51)	7.54 (1.68)	0.19
	QTR	70	8.03 (1.62)	8.32 (1.55)	
Explicit quality criteria	Non-QTR	141	8.41 (1.32)	8.30 (1.37)	0.30
	QTR	70	8.40 (1.11)	8.66 (1.31)	
Cultural knowledge	Non-QTR	141	7.05 (1.58)	6.98 (1.47)	0.17
	QTR	70	7.17 (1.61)	7.37 (1.72)	
High expectations	Non-QTR	141	8.21 (1.41)	8.16 (1.49)	0.32
	QTR	70	8.03 (1.38)	8.43 (1.48)	
Higher order thinking	Non-QTR	141	7.19 (1.57)	7.26 (1.42)	0.22
	QTR	70	7.26 (1.45)	7.66 (1.40)	

Problematic knowledge	Non-QTR	141	7.76 (1.56)	7.55 (1.48)	0.32
	QTR	70	7.74 (1.52)	8.03 (1.42)	
Background knowledge	Non-QTR	141	8.16 (1.51)	7.87 (1.46)	0.31
	QTR	70	8.00 (1.44)	8.17 (1.47)	
Questions	Non-QTR	141	6.89 (1.38)	7.05 (1.52)	0.13
	QTR	70	7.23 (1.42)	7.57 (1.44)	

Impact of QTR in low-ICSEA schools

Replicating the findings of the 2022 Hunter Schools Partnership Project, a key finding of this project was that QTR is highly appropriate and effective for all participating schools. In particular, QTR was viewed as a positive and effective way of developing a culture of collaboration, especially in schools where Stages and/or KLAs had not been working together effectively. For instance, at Margate Central School, QTR has been instrumental in bridging the divide between primary and secondary teachers and assisting in improving the continuum of learning across the two parts of the school. At other schools, participants spoke positively about the opportunity to observe teaching in different classrooms. More broadly, Suzanne (Principal, Mount Eaton CS) reported her belief that any opportunity to engage in discussions about pedagogy is invaluable, particularly across stages, a point also made by Therese:

Being able to work together out of faculty and out of age and stage groups they normally would be [in], has been really powerful. ... There were some questions initially around, 'well, why wouldn't you put all the secondary – this is the staff – why wouldn't you just put all of us together because we can work around it in our timetabling'. And I said, 'well, it's been done in this way for a purpose, you know, (a) to break down some of those barriers, but (b) for people to be able to see the relevance across the continuum of learning, not just in their silo that they work in'. (Therese, Principal, Margate CS)

Another principal told us that QTR helped to increase teachers' expectations for student learning, demonstrating the appropriateness of QTR for schools in which there are diverse learning needs. In these sometimes challenging contexts, QTR was the "thing that boosts [teachers] up, it makes them feel good" (Parker, QTRL, Milton College).

Overwhelmingly, participants described QTR as a positive approach for building collaboration among staff supporting their students:

I think it's great because a few staff have said it's the best PL they've ever sat in. I think the evidence is there about how important collaboration is for moving a school forward and this is purposeful and planned collaboration, and collaborating with people that you wouldn't normally collaborate with. I think it's fabulous. (Sophia, QTRL, Mount Royal College)

We do all individual learning programs for every child. Because we're only a small school we can do that. And with QTR, you're hitting the nail on the head every time. It's also made us reflective, and it's helping us to help children to become reflective, which is then leading to their ownership of their learning too. So, it's kind of had this threefold benefit to us. (Bianca, Principal, Boars Hill PS)

As with the Hunter Schools Partnership Project, some schools used QTR as an opportunity to focus on specific areas of learning identified as needing improvement. This strategic approach to implementing QTR has not only demonstrated the flexibility of QTR but also how these schools are optimising their professional development opportunities to address areas for improvement.

Two small schools, Lake Hinksey PS and Oceanway PS, demonstrated a particularly creative approach to QTR implementation, partnering to form a PLC of four teachers while also incorporating QTR within another program so that they could hold their coding discussions within school hours.

Despite some “glitches” due to teacher availability, the experience was reported to be very positive, expanding not only teachers’ knowledge and skills but also the professional networks of early career teachers. These schools are now planning to adopt the digital approach to QTR and develop a procedural document for implementation to support the participation of other schools in their network.

Overall, teachers and school leaders described their participation in QTR as highly successful. Despite some of the usual logistical challenges and some initial reluctance from individual teachers, the experience was routinely described as “invaluable” in terms of its positive impact on school culture, collegial relationships, and the delivery of feedback on teaching and learning. Participants overwhelmingly enjoyed the experience and reported many benefits for them personally and also across their school communities:

I don't think there is any other professional learning that does as much for our program implementation and delivery as what QTR does. I've done so many hours of different ones and I've had people – we've done it together, we've discussed it, different programs, but this is the only one that really hits the nail on the head immediately and it's enjoyable and you can see the results, just it's instant results. It's quite doable with your program, it's not something extra, it's just doable. (Bianca, Principal, Boars Hill PS)

Every single person has come away going, ‘I just wish we could do that more because you never get the chance to just go in and watch what other people do and then have those conversations afterwards’. So, there's not a single person who has come away from it going ‘that's not for me’. Not at all. (Annabel, QTRL, North Marston PS)

In terms of teaching and learning, teachers and school leaders reported positive impact on student engagement which they linked to QTR. In particular, some participants reported how their awareness of specific elements (e.g. Explicit quality criteria, Higher-order thinking) shifted their teaching practice so they are more conscious of what they already do in the classroom and what they can improve on to support student learning. Audrey (Teacher, Wheatley HS), for example, explains that teachers in such complex schools have “always had that really strong sense of [student] wellbeing... where academic [achievement] maybe wasn't at the forefront”. In this way, QTR helps schools to focus on student achievement as teachers’ expectations of students and student engagement have increased:

The research, the results that we got are amazing, and like how much people started to really dive into it and enjoy doing it and, you know, just that real bringing back the passion of teaching and that sort of thing. So, that you're not just always focusing on the behaviour, which is really where a lot of our time and effort goes because it has to. Getting you back into the ‘oh, like this is why I wanted to become a teacher...it's not just behaviour management but it's all the other stuff that I wanted to do’. So, it had a really positive impact. Now like we're constantly reviewing our programs and changing them and having those higher expectations of what we think the students can achieve, all that sort of stuff has really - QTR has helped drive a lot of that change. (Parker, QTRL, Milton College)

It's increased our [student] engagement because suddenly every component of the lesson is differentiated properly. It's focused on their own knowledge and building up their knowledge to the next part. It's sequential for the learning to take place. Every child is capable now. (Bianca, Principal, Boars Hill PS)

QTR also serves as a mechanism to reaffirm what teachers are doing right, while, at the same time, helping them to be more reflective – to question their own teaching in a productive way and to ask “what can I change, what can I do better?” (Reva, Teacher, Mount Royal College). In some cases, QTR helped to alleviate negative or defensive attitudes towards receiving feedback given the professional and non-threatening delivery of feedback. Teachers have reported feeling greater connection with their colleagues and increased morale, which is particularly important at a time when teachers and schools are facing such significant challenges with workload, staffing, and burnout.

Leadership commitment and its role in successful implementation of QTR

The commitment and support of school leaders played a clear role in the successful implementation of QTR. While the level of support varied from leaders' participation in Rounds to arranging classroom release, or just holding a clear commitment to implementation, leadership support was identified as a crucial factor to the success of QTR within a school:

So we started off with the executive leadership team ... the first PLC and then ... we've broken off into other PLCs, each of the middle leaders... have established two more PLCs that they're a part of. And just going through that process, it's incredible when the rounds are live and they're happening, you can almost feel it because the language is just, you know, the dialogue is there, which is really rewarding. You're thinking, okay, [some] people...are a little bit reluctant because of time constraints, but once the wheels start turning, they just jump on board because they know what's happening and they're actually quite supportive of it, which is good. (Therese, Principal, Margate CS)

[Doug] had a vision and a plan from the beginning about how he wanted it to look, and he's made it happen so that's been great... I will say from my past experience of other schools and other principals, because I've had many principals in my time, that that commitment by a principal is really important because we often go away to professional learning and often come back and have the ideas that this will be really great and I can do this, this and this. You take it to the principal, and they will go 'I'll look at that and see if we can put it in the plan' and then it never happens, and you never revisit that professional learning again. You try and do it as best you can in your class, but you need to have the collegiality and you need to spread it out, other than just in your classroom. And I think that [Doug] having that vision and really having that commitment to it is important. (Annabel, QTRL, North Marston PS)

In this study, the partnership model supported the school leaders in establishing a school-wide vision and empowering their middle leaders to lead QTR.

The value of partnerships

Schools appreciated having an 'academic connection' with the University. School leaders reported they would not have been able to implement or complete the Rounds fully or with integrity without the support of the partnership – "we couldn't have done it without you guys" (Fran, Principal, Lake Hinksey PS). The partnership has also helped in terms of growth and buy-in for future implementation, with other teachers across the school seeing what a positive experience it has been for those who have participated in Rounds:

Without the partnership I don't think that's where our school would be at the moment because I don't know that we would have made it a priority to be doing. As much as we keep saying we wanted to, we wanted to implement it, we wanted to do it, this was the push that we needed to be able to do it and to be able to implement it and to make it purposeful, so just the push for the school really. And then after seeing the positive experience of the four people then we get the buy in from others and I think that will continue to grow, as we keep going you take on board the ones that are really interested and the ones that are happy to do it and then that pool is going to grow. (Angie, QTRL, Green River PS)

It's been a really good experience and, you know, being tied to the uni meant that we didn't just do the training and press eject because it got busy. We had to prioritise it and out of that we could see the value of it. And so now it's sustainable, isn't it? Like, it might have got pushed to the side had we not had the accountability of the uni project behind it too. (Sue, Teacher, Mount Eaton CS)

Another benefit of the partnership was the opportunity for schools to gain further information about their school, through the survey reports. These surveys provided school leaders with critical information about their school and any changes during the course of the project:

I think it's been really good just to have those additional elements, you know, whether it's that support, whether it's that initial survey to really say, where is our school at... And then the ongoing support of that, it's not just one snapshot. I got the email today for our second survey. So, we want to see that impact to be able to have it long term and to make sure that we're making it as purposeful as possible. I think just the fact that you've got this support of the University to say 'this is how it's run, this is how to do it, this is how we can support you'. I think that's really beneficial to make sure that it is a valid process and that it's being done correctly. (Angie, QTRL, Green River PS)

QTR Advisers and school leaders shared this view of the partnership model as highly effective and beneficial. The support was greatly appreciated and there was a mutual vested interest in ensuring successful implementation.

Modes of support for QTR

Participants in the NSWPP were randomly allocated to one of three groups, each of which received differing levels of support, with the aim of testing their impact and feasibility. All groups were offered access to a hotline, which was managed by the QTR Advisers. The second group had a QTR Adviser virtually attend the PLC discussion component of their first Round, while the final group was virtually supported throughout the first Rounds day.

The hotline support was almost universally not utilised, except for minor clarification around administrative aspects (e.g. timelines) or in one case (Sandford PS), when the PLC called for clarification about a particular element. Where schools were allocated hotline support, participants reported feeling confident that the workshop training or existing internal knowledge was sufficient. Indeed, after the workshop, teachers typically reported that they felt empowered to take QTR back to their schools and didn't feel the need for additional assistance:

We knew...[the support]... was there, but it didn't come to a point. I think after the workshop we had a really clear idea of the process and all of the different parts that we had to get through and there was never a question about 'how should this run' or 'what should this look like' or 'are we doing this right?' We were pretty confident with what we were doing, I think. (Emily, Teacher, River Close PS)

I think knowing that there was someone there if we needed them was very reassuring. That was very helpful, yeah, absolutely. There was one instance where we were really in quite significant disagreement as part of the coding moderation over one particular thing. I think due to time constraints, we didn't actually come back to that. And I mean, it's not too late. We can reopen that discussion and, and perhaps, you know, ask that question. But I think for that purpose, that's where the greatest benefit would be to have a QTR Adviser there. Someone that can come in with a fresh set of eyes and... just unpack it and explain it. So probably we didn't tap into...[the support]... as much as we could have or might in future. But it was just really reassuring to know that someone was there. (Therese, Principal, Margate CS)

Virtual QTR support

Overall, participating teachers were satisfied with the QTR support they received despite it all being provided from a distance. The only apparent issue was that one school reported some displeasure at not receiving the same level of support as other groups when randomly assigned to the 'hotline support' group. Importantly, online delivery of Rounds support was received positively. Some participants felt that online was even better than in-person support because it decreased their trepidation about having a QTR Adviser observing a lesson in their classroom. Others reported a

preference for having a QTR Adviser there in-person due to potential issues with technology, including stable internet. Many teachers, however, explained that they have become accustomed to working in an online format since COVID:

I don't think there were any challenges with that. We had a big screen, so she was just there on the big screen with us while we were sitting around the table. It didn't matter that she was physically there or not physically there; it was like she was there. So, I don't think there were any challenges with that at all. (Julie, Teacher, Sandford Public School)

When I did my Rounds earlier on when we were in the first stage of the project, we had somebody in the room with us. And sometimes that can feel a little bit intimidating. So sometimes you can feel a bit overwhelmed, 'oh if I'm doing it wrong, they are there'. Whereas online you can kind of, they are not really there. I don't know, it's a weird thing; they are not a physical presence so you don't have them looking over your shoulder I guess... I don't think it would matter either way. I think there's probably less pressure being online. You've still got the, It's almost like typing into Google Chat, you know, you type it in and then you get it answered. (Harry, QTRL, Green River HS)

Full-day QTR support

Full-day support entailed a QTR Adviser present for all aspects of the Round via zoom, observing the reading discussion, the lesson, and the coding discussion. While most participating teachers explained that they felt confident and prepared to complete Rounds following the workshop, having the QTR Adviser observing the process online enabled them to ask questions and test their knowledge of elements and the coding scale. Participants reported that the support during Rounds encouraged deeper, richer discussions and provided clarity, particularly for those doing Rounds for the first time or those striving to ensure fidelity.

Audrey (Teacher, Wheatley HS) had prior experience with Rounds but had not attended a workshop and had not received additional support previously. She described her early experience of Rounds as a 'tick a box' exercise, where teachers had only engaged in brief discussions about elements. She reported that the support provided by the QTR Advisers in this project enhanced her experience of the professional learning:

It's just good to have that reassurance because you don't know... especially if it's your first time doing it ... well it was the first time we were doing it ... properly. I haven't had those lengthy discussions previously in my other rounds. So, it was really nice just to have someone ...there to facilitate it. Even some of our discussions were really brief and the Adviser was like, "No, hang on a minute, what about this and what about that?" So, it gave us an indication of, "Okay, well that's what we should be focusing on," and "This is how we carry out that discussion." Because in some areas we did code each other the same and then we were like, "Okay, well we're all on the same page." And she's like, "No, no, let's focus on these other areas and why." And really going through that evidence set of, you know, "Why did you give that code?" or "What has happened in that lesson for it to grant that code?" So, I think, yeah, it was, I can't fault it. Like it was really good, and it was really supportive. So, it was nice to have them. (Audrey, Teacher, Wheatley HS)

In one case (Didcot Park PS) the support was viewed as unnecessary with almost no interaction between the PLC and the QTR Adviser. As Angelina (Teacher, Didcot PS) explains, "We knew what [we] were doing anyway." Others, however, indicated that a key benefit of having a QTR Adviser present at their first Round was to clarify any misunderstanding and ensure all participants were on the right track:

It was [important to have the Adviser present] ...we each sort of came to it with a little bit of a different perspective and a few of the coding things we found we were really different on, but he kind of gave us the guidance and the direction to go, oh, well actually this is more of this approach. And you're seeing it ... a different way, but it's actually sort of meant to be a bit more in a different direction. (Martha, Teacher, Boars Hill PS)

Half-day support

For the half-day support, a QTR Adviser was present over zoom for the first coding discussion held by a PLC. Participants, who were randomly assigned to this group, spoke positively about the value of having someone with expertise involved in the conversation. The support was viewed as “helpful” and “imperative” by some participants, while others reported that their experience of Rounds “wouldn’t have been the same” without it.

There was initial concern that the QTR Advisers would not be able to engage effectively in the coding discussion as they hadn’t observed the lesson in half-day Rounds support. Despite these concerns, some teachers, like Haylee, ultimately found the half-day Rounds support created a sense of objectivity and offered the QTR Advisers the opportunity to provide support based on the element descriptions and knowledge of the process, rather than observation of the lesson:

I think having that for the first round was really important because I think what it did was allow us to ask any questions about the elements and our coding that we were a little bit fuzzy on. He didn’t see the lesson and ...well, truthfully, I was like, “Well, what’s the point in coming to our coding session if you haven’t seen the lesson?” But then when he Zoomed in for our coding session, I was like, “You know what? This is actually potentially even better that he hasn’t seen the lesson because he is just commenting ... [on] the elements what they mean rather than going, ‘This happened. So maybe think about this.’” It was just a more objective point of view, I guess, because he was strictly talking about the elements and saying, “Did this happen? Did this happen?” (Haylee, Teacher, Green River HS)

The support provided by QTR Advisers during the PLCs’ initial coding conversations was seen to confirm for participants that they were on track. In some cases, participants were keen to have follow-up sessions rather than just one initial Rounds support session, to reassure them that they were maintaining fidelity in the process. In one case (North Marston PS), the support by the QTR Adviser helped school leaders with building positive staff perceptions about QTR by providing additional credibility and prompting greater staff buy-in. The partnership with the University piqued the interest of other staff at this school. Moreover, the partnership was viewed as a mutually beneficial endeavour, rather than another initiative that was being handed down from school or system leaders:

I think they just needed that pat on the back to say that they were in the right direction. So when [the Adviser] was listening to their discussions about which elements and what number to put to it, how all discussions come about, they just wanted that recognition that yes, that’s the right stuff, or that’s what a ‘2’ looks like or a ‘4’ looks like and things like that, and whether it’s good discussion and things like that. So, it was more that type of thing to make sure. It’s funny, because every human being just wants to know they are doing it right. So that’s pretty much what they were looking at. So, I’ve done it right”, tick, “I feel better now.” So, I think that was the kind of support they looked at. (Harry, QTRL, Green River PS)

So, [QTR Adviser] sat in on our coding discussion, and I think him being there helped enrich the quality discussion and I guess helped us understand more what each element meant as well if there was some confusion there. So, he helped clarify and he helped enrich. (Sophia, QTRL, Mount Royal College)

QTR Advisers' reflections on the impact and benefits of different modes of support

Interviews with our QTR Advisers also confirmed the value and benefit of the full and half-day Rounds support in providing quality control, clarity, reassurance, and affirmation. The Advisers recognised that the support offered as part of this partnership added an element of accountability. The schools had varying needs in terms of their understanding of specific QT elements and the QTR process. Having a QTR Adviser present during the first Round, however, helped to set the PLC up for success, whether it be their first experience or a refresh of the process for schools that had previously engaged in QTR or had it embedded in some form.

From the QTR Advisers' perspectives, full-day support was most valuable because it helped them build rapport with participating teachers and watching the lesson allowed them to contribute "more insightfully" to questions by drawing on evidence from the lesson. Being present for the professional reading session and observation also helped "set the tone" for the day and gave the QTR Adviser context for the coding discussion. Observing the professional reading session also gave an indication of the organisation and understanding of the QTR process within the group. When providing half-day support, Bridget suggested that, in order to achieve a similar result, teachers could provide an overview of the lesson. This approach was used by one school and the QTR Advisers noted that it helped them better engage in the discussion.

Beau commented that half-day support "still worked really well". It meant greater reliance on the *QT Classroom Practice Guide*, which was more challenging for the QTR Adviser but perhaps better for the PLC in terms of modelling effective use of the guide. Although the QTR Advisers preferred the full-day support, QT Adviser Bridget notes that the participants were "thrilled" with half-day support and that they really appreciated it:

Just having the confidence that they're getting this right. One school said to me that, "I'm so glad that you were here because we're not going to stumble our way through, and we would get there in the end but this means this has fast tracked it for us and it's clarified some misunderstandings about the elements where we come to apply it to a real lesson and so now we feel that we have a much clearer understanding of those particular tricky elements, that this has meant that we're now on track, whereas we might have bumbled our way through this." (Bridget, QTR Adviser)

I think having the Rounds support is really crucial.... Potentially every PLC is... almost starting again, I guess, even though you've got people trained. I think that helps the authenticity of the whole process remain ... They were probably more engaged knowing that the Adviser was going to be there to support them for their Rounds. I think there's an element of accountability to get it to kick it off right. (Beau, QTR Adviser)

Participants in QTR workshops are all encouraged to contact the QT Academy and the QTR Advisers at any time for support during planning and implementation of QTR in their schools. As a result, the hotline support offered to one group of participants in this project was viewed by the QTR Advisers as being business as usual. QTR Advisers, however, reported a shared belief that the virtual support provided clarity in the first Round and was most beneficial as it enabled them to build rapport and provide clarification or answer questions as they arose within the discussions.

Summary of findings

The NSW Partnerships Project was designed to refine and evaluate the partnership model of supported implementation for engagement in QTR in low-ICSEA schools. Key findings from this investigation are:

- The partnerships were successful in supporting engagement in QTR.
- Engagement in QTR was associated with positive effects on school culture and efficacy outcomes for teachers engaged in QTR.
- Schools valued the various forms of support offered by the partnerships.

Together with the earlier Hunter Schools Partnership Project, these findings provide confidence for the model of partnership that has been developed across multiple projects.

An additional aim for this project was to test a range of more sustainable methods to directly support teachers as they engage in QTR for the first time. Half-day (QTR coding discussion only), whole-day (all QTR components) and hotline (call-when-needed) support were provided remotely (via Zoom) by QTR Advisers to test the feasibility of these methods. Our analysis suggests:

- Half-day and whole-day supports via Zoom are feasible and sustainable methods for directly assisting teachers during QTR. Teachers overwhelmingly felt supported by these methods, in some cases preferring online to in-person support.
- Hotline support was rarely utilised and considered unsuitable as a mechanism for directly supporting QTR.
- Whole-day support was preferred by QTR Advisers for establishing relationships with the participants and understanding the context of the school and the lesson being coded, but not considered essential when half-day support is seen to provide the same benefits for participants.
- Participants who engaged in half-day support valued the engagement with the Adviser and highlighted the increased depth of discussion facilitated by this process.

Key findings and implications for future research

We investigated the continuation of the Hunter Partnership Project to test the sustainability of the partnership model and initiated the NSW Partnership Project to further refine the model and test the feasibility of different modes of support. The key findings from these investigations are as follows:

- The partnership model was successful in supporting low-ICSEA schools to engage in QTR.
- Partnerships provide both support and a productive level of accountability for schools. In most cases, this combination saw schools achieve successful implementation of QTR, even under difficult circumstances.
- The organisational capacity developed through the partnerships aided in the sustainability of QTR. That is, once schools had engaged successfully in QTR, the majority were able to continue their engagement in QTR, or Quality Teaching related professional development, without ongoing support.
- The two-day workshop prepared teachers to conduct Rounds, while the QTR direct support as teachers engaged in Rounds was highly valued and greatly enhanced the feeling of support that teachers garnered from the partnership.
- Sustainable models of supporting teachers as they engage in Rounds (Zoom conferencing) were found to be feasible (i.e., they produced the same perceptions of benefits and are more cost effective than in-person support in schools).

Through these projects, we have: built and refined a model of partnership and associated support mechanisms used for QTR implementation; demonstrated positive effects of QTR engagement in low-ICSEA schools; and, demonstrated that schools can sustain implementation after we have supported their initial engagement. This work raises several implications for future research:

- We have only engaged with schools for a relatively short period of time. Work is needed to understand how partnerships are sustained over an extended period in low-ICSEA schools.
- Our results demonstrate impact on those teachers and school leaders engaged in QTR. The longer-term effects of whole-school engagement on school culture and teacher efficacy and wellbeing are unknown.
- Schools are ultimately judged by their ability to produce strong student outcomes. The effects of longer-term whole-school engagement in QTR among low-ICSEA schools are unknown.

Such questions will be explored in our forthcoming longitudinal study in 25 low-ICSEA schools.

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Appendix

Appendix – Teacher survey constructs and questions

Construct	Question/s
Collaboration	There is collaborative practice at this school
Connectedness	<p>I feel like I belong at this school</p> <p>I can really be myself at this school</p> <p>I feel like people at this school care about me</p> <p>I am treated with respect at this school</p>
School Morale	Morale is high in this school
Shared Responsibility	<p>How many teachers in this school meet with other teachers to collaboratively plan?</p> <p>How many teachers in this school help maintain discipline in the entire school, not just their classroom?</p> <p>How many teachers in this school take responsibility for improving the school outside their own class?</p> <p>How many teachers in this school feel responsible to help each other improve their instruction?</p>
Trust and respect	<p>Even in a difficult situation, teachers in this school can depend upon each other.</p> <p>Most of my colleagues can be relied upon to do as they say they will do.</p> <p>I can trust the people I work with to lend me a hand if I need it.</p> <p>Teachers in this school respect the professional competence of their colleagues.</p> <p>Teachers in this school help and support each other.</p> <p>Most teachers in our school share a similar set of values, beliefs, and attitudes related to teaching and learning.</p>
Shared Vision	<p>Teachers share the same ambitions and vision for the school.</p> <p>Teachers enthusiastically pursue collective goals and mission.</p> <p>There is a commonality of purpose among teachers at this school.</p> <p>Teachers at this school are committed to the goals of the school.</p> <p>Teachers view themselves as partners in charting the school direction.</p> <p>Everyone is in total agreement on our school's vision.</p>
Excellence and Equity	<p>We promote personalised learning to fulfil the individual capabilities and needs of learners</p> <p>We encourage young people to hold high expectations for their educational outcomes</p> <p>We promote a socially cohesive society that values cultural, social, linguistic, and religious diversity</p>

	We ensure that learning includes local, regional and national cultural knowledge and experience of Aboriginal and Torres Strait Islander peoples
Confidence and Creativity	<p>Students develop personal values and attributes such as honesty, empathy, loyalty, responsibility, and respect for others</p> <p>Students have the imagination, knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives</p> <p>Students have the confidence and capability to pursue learning throughout life</p> <p>Students relate well to others and form and maintain healthy relationships</p>
Intention to leave	Please indicate your intention to leave the teaching profession within the next 6 months:
Teacher Responsibility – Personal	<p>I feel that I have been successful in providing the kind of education that I would like to provide for students.</p> <p>I am certain that I am making a difference in the lives of my students.</p>
Teacher Responsibility – Students	<p>Many of the students I teach are not capable of learning the material I am supposed to teach them.</p> <p>The attitudes and habits my students bring to my class greatly reduce their chances for academic success.</p> <p>My success or failure in teaching students is due primarily to factors beyond my control rather than to my own efforts and ability.</p> <p>Sometimes it is a waste of time to try to do my best as a teacher.</p> <p>The level of student behaviour in this school interferes with my teaching.</p>
Effective Practice	<p>I am a successful teacher</p> <p>I am good at helping students learn new things</p> <p>I have accomplished a lot as a teacher</p> <p>I feel like my teaching is effective and helpful</p>
Explicit quality criteria	In my teaching I make students aware of what makes their work good.
Cultural knowledge	My lessons incorporate the cultural knowledge of diverse social groups
Higher order thinking	I provide opportunities for students to analyse and synthesise information.
High expectations	I encourage students to take risks in their learning.
Problematic knowledge	My students are encouraged to question and analyse knowledge/information presented to them.
Background knowledge	My lessons are planned to incorporate real-life contexts or problems.
Questions	I use a range of higher order questioning techniques in lessons.