

STRENGTHENING INDUCTION THROUGH QTR

PROJECT AT A GLANCE



1 Principal signs a consent form.

2 Principal distributes information to interested teachers.

3 Principal identifies teachers to form one or more PLCs*.

4 All teachers in PLCs submit consent forms.

5 Teachers complete three pre-workshop surveys**.

Survey 1

Survey 2

Survey 3

6 Teachers attend free two-day QTR Foundational workshop.

7 Teachers participate in a set of in-school Rounds.

8 Teachers complete three post-QTR surveys.

Survey 1

Survey 2

Survey 3

9 Experience the benefits, ripple the process.

Excited to get involved or have any questions? Send an email to QTR-Induction@newcastle.edu.au

TEACHERS
TEACHING
RESEARCH CENTRE

This document outlines the nine steps school leaders and teachers will take as a part of the Strengthening Induction through QTR project.

The project aims to improve the morale, confidence, job satisfaction, and retention of early career teachers. Research shows participation in QTR also improves teaching quality and student achievement.

This project is open to all Australian schools, across all states, territories and sectors.

* PLC = Professional Learning Community

A PLC is typically comprised of four teachers. In this project at least two teachers in each PLC must be in their first three years of teaching.

** Why do we ask you to complete the same survey three times before and after QTR?

We all experience good days and bad days. Your daily and weekly experiences can vary widely throughout the school term. Multiple surveys provide a more comprehensive picture of an "average" day for you.

The method we're using to analyse the survey data is called interrupted time series analysis. It's a powerful approach that ensures robust and valid data. With this method, we can determine the effects of Quality Teaching Rounds with a higher degree of certainty. In other words, it helps us see the real impact of this initiative.

School leaders can support their teachers through the project in the following ways:

Dedicating time: Principals must ensure enough time is allocated for teachers to actively engage in the project, including the QTR workshop and four days of in-school Rounds (usually over one term). In this way, leaders show their commitment to the project's success and ensure teachers can fully immerse themselves in the process.

Staying informed: Principals can actively engage with the project by attending a 90 minute webinar. The webinar will provide a comprehensive overview of the project's objectives, methodology, and expected outcomes, as well as ensure understanding of the QT Model and QTR process.

Providing guidance and encouragement: Principals can actively support teachers by offering guidance, encouragement, and assistance as needed. Such a hands-on approach ensures teachers feel empowered and have the necessary resources to succeed.

Extending the benefits: The power of QTR is that it doesn't require ongoing external involvement. Once the first group of teachers has completed a set of Rounds, they are equipped to 'ripple' the process across the school by leading other teachers in Rounds. Research shows that participation in QTR improves teaching quality, teacher morale and student achievement. Principals' buy-in and support is integral to QTR's success. The QT Academy provides a year's free membership to all teachers involved in the project. Membership includes access to a range of resources to support QTR.