

# Related projects and opportunities, 2018–2023

## QTR in schools in disadvantaged contexts

Investigating school change: Supporting teaching, leading, assessment and learning through Quality Teaching Rounds (Cessnock High School, 2020-2024)

*\$138K funded by Cessnock High School*

Cessnock High School has high levels of socio-economic disadvantage and enrolls a high proportion of Indigenous students. QTR is at the heart of this ambitious four-year project to help reinvigorate a culture of high-quality teaching and learning at the school. The overall goal of the project is to lift students' academic achievement through a holistic focus on quality teaching, assessment, and school culture. Initiatives being implemented are supporting the school's leadership team to enhance staff morale and culture, further develop teaching efficacy and embed a shared vision of high-quality practice at the school.

Building capacity for quality teaching in disadvantaged schools: Thriving teachers, thriving students, thriving communities (2023-2027)

*\$4.3M to be funded by the Paul Ramsay Foundation*

A regrant from the Paul Ramsay Foundation is currently being negotiated to support a four-year project designed to generate robust evidence of a scalable approach to supporting highly disadvantaged schools, over time, to deliver quality teaching and improve student outcomes. The project will include a data sharing agreement with NSW DOE to enable the TTRC to access Department data required to conduct a rigorous counterfactual evaluation. This initiative will help advance collective efforts to break the cycle of disadvantage in Australian schools.

## QTR in diverse school contexts

Supporting quality teaching in Schools for Specific Purposes (2020-2025)

*\$24K funded by Kotara School*

TTRC and colleagues from the University's Special Education Centre partnered with Kotara School to understand how QTR and the QT Model impact teaching and student outcomes in Schools for Specific Purposes (SSPs). Despite initial hesitation about the relevance of a focus on pedagogy among some staff, teachers are now unanimously passionate about its impact. This work has contributed important empirical evidence on the implementation of QTR in SSPs, and has led to Kotara School recently being awarded a NSW Department of Education Secretary's Award for Outstanding School Initiative for their school wide implementation of QTR.

Supporting Quality Teaching in Hospital School Settings (2022-2023)

*\$55K funded by Royal Prince Alfred Hospital School*

During 2022, TTRC partnered with three hospital schools in the Sydney region to evaluate the impact of QTR on pedagogy within hospital school settings. Working in partnership with the schools, this project has found that QTR and the QT Model to be highly valued by the participating teachers and principals. Building on interest in this study, we are in the early stages of a partnership agreement with an additional three hospital schools.

## Impact of COVID-19 on students and teachers

### COVID-19 effects on Stage 2 students and teachers in NSW government schools (2020-2023)

*\$199K funded by the NSW Department of Education*

Our research on the impact of COVID-19 on student learning was at the forefront globally in developing an understanding of the pandemic's effects on schooling. Due to COVID-related disruptions to the NSW RCT in 2020, we found ourselves in the unique position of being able to contribute to some of the world's first evidence on the impact of COVID on students, given our directly comparable datasets from 2019 and 2020. We were able to extend these analyses into 2021 and collect qualitative data from teachers and principals, in order to inform international research on the ongoing effects of the pandemic on students and teachers.

## QT/R in Higher Education

### Building Capacity for Quality Teaching in Australian Schools: Initial Teacher Education (ITE) Pilot Study (2021-2024)

*Internally funded*

This project is examining the impact of a 2-day modified Quality Teaching Rounds (QT) workshop on the internship experience of final year teacher education students at the University of Newcastle. The study sought to test the effectiveness of the QT Model in fortifying students' readiness to implement evidence-based practices during their internship. The project also shed light on how participation in a QT workshop impacted students in their first year of teaching. We found that: 1) participants felt overwhelmingly positive about participating in the QT workshops; 2) the QT Model helped them understand important links between theory and practice; and 3) participation in the workshop produced a measurable increase in their confidence for undertaking their internship and during their first year of teaching.

### QT@UON (2022-2023)

*\$80K internally funded by the Vice-Chancellor's Strategic Initiatives Fund*

Quality Teaching @ UON evaluated the potential benefits of applying the Quality Teaching Model and the QTR approach to professional development for enhancing teaching at the University of Newcastle. An initial pilot project was conducted with 27 academics (working across diverse disciplines and at all academic levels) in 2019-2020, with participants reporting direct benefits to analysing practice, course planning, collegial collaboration, and improving the student experience. Following the success of the pilot, a Quality Teaching in Higher Education online professional development course was developed, enabling all teaching staff at the University to learn about the QTM and apply the framework to their practice. The Vice-Chancellor, Professor Alex Zelinsky, and Pro Vice-Chancellor Academic Excellence, Professor Jennifer Milam, have since made a strong commitment to embedding QT more deeply across the University, such as through staff induction and peer review of teaching. The Vice-Chancellor has confirmed support of approximately \$100K for the initial rollout, monitoring, and evaluation of these initiatives.

## QT in assessment

### Supporting quality teaching at Birrong Girls High School (2021-2023)

*\$27K funded by Birrong Girls High School*

TTRC commenced a project in 2021 at Birrong Girls High School to monitor the impact of the school's efforts to improve the quality of assessment. The project included three elements of work which are designed to measure and develop the summative assessment practice at the school: (1) a baseline assessment audit in 2021 conducted by TTRC staff examining approximately 200 assessment tasks using measurement scales of the Quality Teaching Model; (2) staff professional

development focused on Quality Assessment; and (3) a follow-up assessment audit in Term 3, 2023 conducted by TTRC staff examining approximately 190 assessment tasks. The second element focused on intensive staff professional development in quality assessment for all teaching staff at the school. This engagement of staff early in 2022 provided a springboard for teachers to review and reflect on current assessment tasks and provided them with the tools to develop and enhance future tasks.

### QT Assessment Rounds: Pilot Study (2024)

#### *Internally funded*

This pilot project will investigate the impact of QT Assessment Rounds (QAR) on teaching and learning in five primary and five secondary NSW government schools. Taking a mixed method approach through the use of document analysis, teacher surveys and interviews, the project is set to commence in Term 1, 2024. It will assess the impact of QAR on: teacher collaboration, morale and efficacy; the quality of formal and informal assessment tasks; and, the quality of student responses.

## Teacher and leader development

### Leadership development for formal middle school leaders program (2020-2026)

#### *\$2.3M funded by NSW Department of Education's School Leadership Institute*

The critical role of middle leaders in schools is widely acknowledged yet most middle leaders in schools have minimal professional development in leadership. The TTRC is collaborating with the University of Wollongong and the NSW Department of Education's School Leadership Institute to co-design, deliver and evaluate the Middle Leadership Development Program (MLDP). This groundbreaking program is providing 200 middle leaders with the opportunity to engage with key themes of Identity, Inquiry, Improvement and Influence and other specialist themes. A related program that emerged from the MLDP is providing specialised PD for more than 700 Assistant Principals, Curriculum and Instruction. The research team is systematically gathering evidence to both refine the program and contribute fresh insights for the field of school leadership and subsequent cohorts of teachers.

### Investigating the efficacy, complexity and sustainability of teacher change – Impact of QTR on casual teachers (2022)

#### *\$107K funded by NSW Department of Education*

Casual relief teachers (CRTs) play an essential role in the functioning of schools, considering that over the course of their schooling, it is estimated Australian students spend one full school year being taught by casual teachers. Despite the important role played by CRTs, they often find it difficult to access high quality PD. This study enabled us to investigate the impact of participation in QTR for 32 CRTs from eight NSW government primary schools. QTR PD was found to improve quality of teaching, enhance confidence and morale, renew a sense of professional identity, develop stronger professional networks and improve a sense of belonging to the profession, with subsequent advancement in job prospects.

### Technology-enhanced Mathematics retraining for Quality Teaching (2022-2025)

#### *\$1.1M funded by NSW Department of Education*

The Mathematics Retraining Program aims to provide teachers who were initially trained in areas other than mathematics with subject content knowledge and pedagogical tools to be effective mathematics teachers through enhanced learning technologies, which we pioneer at the University of Newcastle. The project will deliver and evaluate an innovative approach to mathematics retraining, designed by expert leaders in the field with extensive experience in mathematics teaching and technology-enhanced education. The approach is underpinned by 20 years of rigorous research on the NSW Quality Teaching Model as a pedagogical framework for teaching mathematics.

## Strengthening Induction through Quality Teaching Rounds (Teacher Induction Project) (2023-2026)

*\$5.3M funded by Australian Government's Department of Education*

Following a recommendation from the National Teacher Workforce Action Plan, the Australian Government Department of Education committed \$5.3M in funding to support the induction of early career teachers across Australia through participation in Quality Teaching Rounds. Launched by Minister Clare in August 2023, the project will involve new teachers participating in QTR alongside experienced colleagues with aims to improve job satisfaction, retention and the quality of teaching and learning. QTR at the start of a teachers' career should build their capacity for quality teaching and creates valuable professional networks with colleagues to ensure they are set up for long, successful careers.

## International opportunities

### Leveraging evidence for action to promote change (LEAP) (2021)

*In-kind support of 400 hours of Fellows' time provided by the Jacobs Foundation*

The Jacobs Foundation invited the TTRC to participate in the 2021 MIT Solvathon. As one of 18 finalists we pitched QT/ QTR as a solution to the Schools2030 challenge "How can 1000 actionable school-led solutions be codified, validated, and showcased through an online portal to help the world's teachers and education policymakers improve quality learning for all?". While the pitch did not win the grand prize, the Jacobs Foundation were sufficiently interested to fund a further project between the TTRC, MIT Solve and four Jacobs Foundation Social Entrepreneurship Fellows as part of the Leveraging Evidence for Action to Promote change (LEAP) program. This 10-week project explored key pillars and processes for implementing QTR in international contexts, producing a comparative analysis with a roadmap for scaling teacher development in QT/R.

### Introducing QTR in Sweden (2023-2024)

*\$35K funded by Mälardalen University (\$250K grant)*

We have recently been collaborating with colleagues from the Mälardalen University to contribute to a pilot study of QTR in four Swedish schools. One of our QTR Advisers has provided QTR PD to their team to identify any need for cultural adaptation, and work on translating the QT Classroom Practice Guide to Swedish is underway. This work represents an exciting opportunity as the Swedish team is optimistic that this pilot will enable them to successfully apply to the Swedish Institute for Educational Research and Swedish Research Council for more substantial grant funding in the coming years.

### ACER and the Emirates Schools Establishment (ESE) (2022-2023)

ACER is working with the Emirates Schools Establishment (ESE) in the United Arab Emirates (UAE) to develop strategies and initiatives to enhance learning and wellbeing outcomes for its students. As part of this work, the ESE identified the Quality Teaching Model as their preferred pedagogical framework. Preliminary discussions on incorporating the QT Model and QTR into their teacher professional development arrangements were conducted from November 2022 through to February 2023 but have been put on hold whilst ESE addresses other priorities.

## International PhD students

### Enabling quality teaching practice in Albanian upper secondary schools.

The Albanian government's longstanding goal of enhancing the quality of classroom practice in public schools has lent itself to the piloting of QT in Albania. Our PhD student, Julie Cowan, has contextualised the QT professional development for Albanian initial teacher education, including overseeing the translation of the QT Classroom Practice Guide into Shqip (Albanian). This project

sees her explore the value and impact of the QT Model and individual coding on Albanian pre-service teacher interns (in schools), Professional Master of Teaching students, and initial teacher educators across several Albanian universities.

### Introducing QTR in Japan

Our PhD student, Matt McInnes, is looking at how QTR can be introduced into Japan using culture as a lens. Japan's extant Lesson Study practice offers a unique comparison point for how the QTR model can successfully be adapted for different contexts. This study will involve using Lesson Study adaptations internationally to backwards map a successful pathway that can then be used for further internationalisation. An application for an Australia-Japan Foundation Grant (\$10-50K) will be made in 2024, given the clear alignment of QTR with the Foundation's goals.

### Introducing QTR in Ireland

A new contact of the Centre, Norma Lenihan, has commenced her PhD studies at Mary Immaculate College in Limerick. She is planning to examine how QTR can enrich teaching and learning as well as leadership and management practices in Irish education.

### Introducing QTR in Indonesia

Hannah Charis-Walker is a former Tasmanian teacher currently working on a research Master's degree in Education Administration in Syiah Kuala University, Banda Aceh, Indonesia. She is interested in designing professional development to add value to Indonesian school teachers. As part of her project, she will be introducing QTR to two schools in Banda Aceh and conducting a qualitative analysis of its impact on the teachers and principals.

## Partnering opportunities

### Victorian Academy of Teaching and Leadership

The Victorian Academy of Teaching and Leadership (VATL) and the TTRC are seeking to co-design a trial of QTR for 2024 as part of VATL's Teaching Excellence Program, with the potential to roll it out to the 500 teachers currently involved in the program.

### Grok Academy

The Grok Academy is a philanthropic funded social enterprise providing free digital technologies resources and professional development to Australian schools. We are in discussions about establishing a partnership to provide pedagogically focused professional development to the Grok team to enhance the resources they provide to schools, and for the provision of professional development to Grok's partner schools. The interest is not limited to professional development but extends to learning from each other as two relatively new, social enterprises and leveraging each other's existing relationships.