

Building Capacity for Quality Teaching in Australian Schools Publications, Reports and Conference Presentations, 2018–2023

Books and Monographs

Gore, J. (2023). *The William Walker Oration 2022: Inspiring hope through evidence-based pedagogy* [Monograph No. 62]. Australian Council for Educational Leaders. <https://www.aceel.org.au/ACELWEB/Publications/Monograph/2023/62.aspx>

Book Chapters

Gore, J., & Patfield, S. (in press). Rethinking pedagogy: The central plank in school improvement? In D. Wyse, V. Baumfield, N. Mockler, & M. Reardon (Eds.), *The BERA SAGE handbook of research-informed education practice and policy*. SAGE.

Taggart, W., Gore, J., Miller, A., Harris, J., & Fray, L. (in press). Running randomised controlled trials in schools amidst chaos: On the cascading consequences of under-recruitment. In K. Hughes, G. Sykes, A. Tarrant, & J. Hughes (Eds.), *F**k ups in social research: What to do when research goes wrong*. SAGE.

Gore, J., Patfield, S., & Fray, L. (2023). Questioning the consensus on effective professional development. In R. J. Tierney, F. Rizvi, & K. Erkican (Eds.), *International encyclopedia of education* (pp. 511–517). Elsevier.

Parkes, R. J., & Gore, J. M. (2022). After poststructuralism: Rethinking the discourse of social justice pedagogy. In T. K. Chapman & N. Hobbel (Eds.), *Social justice pedagogy across the curriculum: The practice of freedom* (2nd ed., pp. 146–166). Routledge.

Osborn, J., Prieto-Rodriguez, E., & Butler, E. (2021). Shaping our collective identity as mathematics teacher educators. In M. Goos & K. Beswick (Eds.), *The learning and development of mathematics teacher educators* (pp. 245–262). Springer. https://doi.org/10.1007/978-3-030-62408-8_13

Gore, J. (2020). Why isn't this empowering? The discursive positioning of teachers in efforts to improve teaching. In: A. Brown & E. Wisby (Eds.), *Knowledge, policy and practice: The struggle for social justice in education* (pp.199–216). UCL IOE Press. <https://www.jstor.org/stable/j.ctv13xpshq.20>

Journal Articles

2023

Harper, M. (under review). Powerful subject hierarchies, powerful knowledges: Revisiting the competing role of STEM and the arts as a case for democracy. *Curriculum Perspectives*.

Harper, M., Gore, J., & Harris, J. (under review). A new conceptual framework for understanding and implementing train-the-trainer professional development at scale. *Professional Development in Education*.

Harris, J., Jaremus, F. & Gore, J. (under review) Building middle leading practice through pedagogy-focused professional development. *Journal of Educational Management and Administration*.

- Patfield, S., Gore, J., & Harris, J. (under review). Shifting from distributive to recognitional social justice for rural educators through professional development. *Asia-Pacific Journal of Teacher Education*
- Ryan, A., Prieto-Rodriguez, E., Miller, A., & Gore, J. (under review). What can Implementation Science tell us about scaling interventions in school settings? *Educational Research Review*.
- Gore, J., Rosser, B., Jaremus, F., Miller, A., & Harris, J. (2023). Fresh evidence on the relationship between years of experience and teaching quality. *The Australian Educational Researcher*. <https://doi.org/10.1007/s13384-023-00612-0>
- Harper, M., & Smithers, K. (2023). Fieldwork from A–Z? Exploring shifting identities in doctoral research in Australia and Zimbabwe. *The Australian Educational Researcher*, 1–17. <https://doi.org/10.1007/s13384-023-00649-1>
- Miller, A., Fray, L., & Gore, J. (2023). Was COVID-19 an unexpected catalyst for more equitable learning outcomes? A comparative analysis after two years of disrupted schooling in Australian primary schools. *The Australian Educational Researcher*. <https://doi.org/10.1007/s13384-023-00614-y>
- Patfield, S., Gore, J., & Harris, J. (2023). Shifting the focus of research on effective professional development: Insights from a case study of implementation. *Journal of Educational Change*, 24, 345–363. <https://doi.org/10.1007/s10833-021-09446-y>

2022

- Follong, B. M., Prieto-Rodriguez, E., Miller, A., Collins, C. E., & Bucher, T. (2022). Evaluating an integrated nutrition and mathematics curriculum: Primary school teachers' and students' experiences. *Public Health Nutrition*, 25(8), 2099–2110. <https://doi.org/10.1017/S1368980022000386>
- Fray, L., Jaremus, F., Gore, J., & Harris, J. (2022). Schooling upheaval during COVID-19: Troubling consequences for students return to school. *The Australian Educational Researcher*, 50, 1533–1550. <https://doi.org/10.1007/s13384-022-00572-x>
- Fray, L., Jaremus, F., Gore, J., Miller, A., & Harris, J. (2022). Under pressure and overlooked: The impact of COVID-19 on teachers in NSW public schools. *The Australian Educational Researcher*. Advance online publication. <https://doi.org/10.1007/s13384-022-00518-3>
- Gleeson, J., Harris, J., Cutler, B., Rosser, B., Walsh, L., Rickinson, M., & Cirkony, C. (2022). School educators' use of research: Findings from two large-scale Australian studies. *Research Papers in Education*. Advance online publication. <https://doi.org/10.1080/02671522.2022.2089210>
- Gore, J., Rickards, B., & Fray, L. (2022). From performative to professional accountability: Re-imagining 'the field of judgement' through teacher professional development. *Journal of Education Policy*, 38(3), 452–473. <https://doi.org/10.1080/02680939.2022.2080274>
- Gore, J., & Rosser, B. (2022). Beyond content-focused professional development: Powerful professional learning across grades and subjects. *Professional Development in Education*, 48(2), 218–232. <http://doi.org/10.1080/19415257.2020.1725904>
- Patfield, S., Gore, J., & Harris, J. (2022). Scaling up effective professional development: Toward successful adaptation through attention to underlying mechanisms. *Teaching and Teacher Education*, 116. <https://doi.org/10.1016/j.tate.2022.103756>
- Patfield, S., Gore, J., Prieto-Rodriguez, E., Fray, L., & Sincock, K. (2022). Towards quality teaching in higher education: Pedagogy-focused academic development for enhancing practice.

International Journal for Academic Development. Advance online publication.
<https://doi.org/10.1080/1360144X.2022.2103561>

2021

- Gore, J. (2021). The quest for better teaching. *Oxford Review of Education*, 47(1), 45–60.
<https://doi.org/10.1080/03054985.2020.1842182>
- Gore, J., Fray, L., Miller, A., Harris, J., & Taggart, W. (2021). The impact of COVID-19 on student learning in New South Wales primary schools: An empirical study. *The Australian Educational Researcher*, 48, 605–637. <https://doi.org/10.1007/s13384-021-00436-w>
- Gore, J., Miller, A., Fray, L., Harris, J., & Prieto, E. (2021). Improving student achievement through professional development: Results from a randomised controlled trial of Quality Teaching Rounds. *Teaching and Teacher Education*, 101, 103297.
<https://doi.org/10.1016/j.tate.2021.103297>
- Jaremus, F., Gore, J., & Miller, A. (2021). Do disadvantaged schools have poorer teachers? Rethinking assumptions about the relationship between teaching quality and school-level advantage. *The Australian Educational Researcher*, 49, 635–656.
<https://doi.org/10.1007/s13384-021-00460-w>

2020

- Follong, B., Prieto-Rodriguez, E., Miller, A., Collins, C., & Bucher, T. (2020). P76 CUPS: A teaching unit integrating nutrition and mathematics to improve primary school children's portion size estimation. *Journal of Nutrition Education and Behavior*, 52(7), S52.
<https://doi.org/10.1016/j.jneb.2020.04.122>
- Gore, J., & Rickards, B. (2020). Rejuvenating experienced teachers through Quality Teaching Rounds professional development. *Journal of Educational Change*, 22, 335–354. <https://doi.org/10.1007/s10833-020-09386-z>
- Lindqvist, H., & Gore, J. (2020). Rundor med fokus på undervisningskvalitet: Professionell utveckling genom kollegialt lärande för lärare. *Venue-artiklar*.
<https://doi.org/10.3384/venue.2001-788X.3267>

2019

- Butler, E., Prieto-Rodriguez, E., Osborn, J. -A., Howley, P., Lloyd, A., Kepert, A., & Roberts, M. (2019). Learning across discipline boundaries through narrative inquiry: A study of collaboration to improve mathematics teacher education. *Mathematics Teacher Education and Development*, 21(2), 87–105. <https://files.eric.ed.gov/fulltext/EJ1234935.pdf>
- Miller, A., Gore, J., Wallington, C., Harris, J., Prieto-Rodriguez, E., & Smith, M. (2019). Improving student outcomes through professional development: Protocol for a cluster randomised controlled trial of Quality Teaching Rounds. *International Journal of Educational Research*, 98, 146–158. <https://doi.org/10.1016/j.ijer.2019.09.002>

Reports

2023

Miller, A., Gore, J., & Harris, J. (2023). *Building capacity for quality teaching: Teacher longitudinal survey – analysis September 2023*. Teachers and Teaching Research Centre, University of Newcastle.

Miller, A., Harris, J., Gore, J., Fray, L., & Patfield, S. (2023). *Supporting quality teaching In Australian schools: NSW & Hunter school partnerships final report*. Teachers and Teaching Research Centre, University of Newcastle.

Patfield, S., Harris, J., Gore, J., Fray, L., Miller, A., & Sincock, K., (2023). *Building capacity for quality teaching in Australian schools: Case studies final report*. Teachers and Teaching Research Centre, University of Newcastle.

2022

Fray, L., Gore, J., Miller, A., Harris, J., Leonard, C., Fogget, J., & Dean, Y. (2022). *Supporting quality teaching at Kotara School (SSP) 2022: Final report*. Teachers and Teaching Research Centre, University of Newcastle.

Gore, J., Harris, J., Miller, A., & Briskham, J. (2022). *Strategic research fund: Investigating the efficacy, complexity and sustainability of teacher change – casual teachers*. Report to the NSW Department of Education. Teachers and Teaching Research Centre, University of Newcastle.

Harris, J., Miller, A., Gore, J., & Holmes, M. (2022). *Building capacity for quality teaching in Australian schools: QTR Digital RCT final report*. Teachers and Teaching Research Centre, University of Newcastle.

Miller, A., Gore, J., & Harris, J. (2022). *Building capacity for quality teaching in Australian schools: A cross-sectional examination*. Teachers and Teaching Research Centre, University of Newcastle.

Teachers and Teaching Research Centre. (2022). *2022 Annual report to the Paul Ramsay Foundation: Building capacity for quality teaching in Australian schools*. Teachers and Teaching Research Centre, University of Newcastle.

2021

Gore, J., Miller, A., Harris, J., & Patfield, S. (2021). *Building capacity for quality teaching In Australian schools: Victorian pilot study final report*. Teachers and Teaching Research Centre, University of Newcastle.

Gore, J., Miller, A., Harris, J., & Patfield, S. (2021). *Building capacity for quality teaching In Australian schools: Queensland pilot study final report*. Teachers and Teaching Research Centre, University of Newcastle.

Gore, J., Miller, A., Harris, J., Hannan, S., Fray, L., & Patfield, S. (2021). *2021 Annual report to the Paul Ramsay Foundation: Building capacity for quality teaching in Australian schools*. Teachers and Teaching Research Centre, University of Newcastle.

2020

Gore, J., Miller, A., Harris, J., & Hannan, S. (2020). *2020 annual report to the Paul Ramsay Foundation: Building capacity for quality teaching in Australian schools*. Teachers and Teaching Research Centre, University of Newcastle.

2019

- Gore, J., Harris, J., & Miller, A. (2019). *Phase 1(A): Developmental evaluation of train-the-trainer approach: Building capacity for quality teaching in Australian schools*. Teachers and Teaching Research Centre, University of Newcastle.
- Gore, J., Miller, A., Harris, J., Prieto-Rodriguez, E., Smith, M., & Lubans, D. (2019). *2019 Annual report to the Paul Ramsay Foundation: Building capacity for quality teaching in Australian schools*. Teachers and Teaching Research Centre, University of Newcastle.
- Harris, J., Gore, J., & Miller, A. (2019). *Phase 1(B): Developmental evaluation of QTR Digital: Building capacity for quality teaching in Australian schools*. Teachers and Teaching Research Centre, University of Newcastle.

Conference Presentations

2023

- Barter, R., Filipo, B., & Quinnell, A. (2023, May). *Everything you ever wanted to know about QTR Advisers but were afraid to ask*. Quality Teaching in Practice, Newcastle, Australia.
- Briskham, J. (2023, May). *Prioritising casual teachers through the provision of quality professional learning to advance teacher capacity and wellbeing*. Quality Teaching in Practice, Newcastle, Australia.
- Cowan, J. (2023, May). *Tied to the past, yet desperate for change: Albania's NextGen teachers' QT experience*. Quality Teaching in Practice, Newcastle, Australia.
- Fray, L., Campbell, L., & Papayiannis, E. (2023, May). *Supporting QT in hospital school settings*. Quality Teaching in Practice, Newcastle, Australia.
- Fray, L., & Gore, J. (2023, September). *Supporting school improvement in Schools for Specific Purposes: The case of Quality Teaching Rounds*. Annual conference of the British Educational Research Association, Birmingham, England.
- Gore, J. (2023, May). *Quality Teaching Rounds: From intent to impact* [Keynote presentation]. Quality Teaching in Practice, Newcastle, Australia.
- Gore, J. (2023, May). *In conversation with Jenny Gore – Pedagogy and professional learning*. Quality Teaching in Practice, Newcastle, Australia.
- Gore, J., Fray, L., Patfield, S., Miller, A., & Harris, J. (2023, September). *Pedagogy-focused professional development: A programme of research demonstrating positive effects of teachers and students*. Annual conference of the British Educational Research Association, Birmingham, England.
- Harper, M. (2023, May). *Student direction in the classroom: Exploring approaches to teaching and assessment*. Quality Teaching in Practice, Newcastle, Australia.
- Harris, J. (2023, May). *Strengthening middle leading practices through QTR*. Quality Teaching in Practice, Newcastle, Australia.
- Hannan, S. (2023, September). *Establishing a social enterprise: Balancing social good and commercial reality*. Annual conference of the Australasian Research Management Society, Sydney, Australia.
- Miller, A. (2022, May). *Evaluating the impact of QTR in your school*. Quality Teaching in Practice, Newcastle, Australia.

- Miller, A. (2023, May). *In conversation with Drew Miller – Exploring research evidence and data use in schools*. Quality Teaching in Practice, Newcastle, Australia.
- Patfield, S. (2023, May). *Addressing the marginalisation and status of rural educators through Quality Teaching Rounds Digital*. Quality Teaching in Practice, Newcastle, Australia.
- Press, R. (2023, May). *Quality Teaching Rounds as a model to support early career teachers*. Quality Teaching in Practice, Newcastle, Australia.
- Press, R. (2023, May). *Sink or swim? Can beginning teachers stay afloat?* Quality Teaching in Practice, Newcastle, Australia.
- Prieto-Rodriguez, E. (2023, May). *Validation of the QT Model for evaluating Sim lessons in the initial teaching education context*. Quality Teaching in Practice, Newcastle, Australia.
- Rosser, B. (2023, May). *Capitalising on collegiality through Quality Teaching Rounds*. Quality Teaching in Practice, Newcastle, Australia.
- Ryan, A. (2023, May). *Implementing against the odds*. Quality Teaching in Practice, Newcastle, Australia.
- Ryan, A. (2023, May). *Practical considerations for implementing QTR in your school: Ideas from implementation science*. Quality Teaching in Practice, Newcastle, Australia.
- Syed, S., & Prieto-Rodriguez, E. (2023, July). *Technology-enhanced mathematics retraining for quality teaching*. The 45th annual conference of the Mathematics Education Research Group of Australasia, Newcastle, Australia.
- Syed, S., & Prieto-Rodriguez, E. (2023, May). *Validation of the QT Model for evaluating Sim lessons in the initial teaching education context*. Quality Teaching in Practice, Newcastle, Australia.
- Tagaroulis, N., & Filipo, B. (2023, May). *20 years of the QT model at Kahibah PS*. Quality Teaching in Practice, Newcastle, Australia.
- Ware, M. (2023, May). *Quality Assessment Rounds – building quality assessment practice*. Quality Teaching in Practice, Newcastle, Australia.

2022

- Briskham, J. (2022, November). *Prioritising casual relief teachers through the provision of quality professional learning to advance teaching capacity and wellbeing*. Annual conference of the Australian Association for Research in Education, Adelaide, Australia.
- Briskham, J. (2022, May). *Prioritising casual relief teachers through the provision of professional development*. Quality Teaching in Practice, Sydney, Australia.
- Fray, L., & Gore, J. (2022, November). *Quality Teaching in Schools for Specific Purposes*. Annual conference of the Australian Association for Research in Education, Adelaide, Australia.
- Fray, L., & Gore, J. (2022, May). *Beyond the need for external facilitation: Rethinking a core assumption of effective professional development*. Quality Teaching in Practice, Sydney, Australia.
- Fray, L., & Gore, J. (2022, May). *Quality Teaching in Schools for Specific Purposes*. Quality Teaching in Practice, Sydney, Australia.
- Gore, J. (2022, May). *Dispelling myths and embracing evidence for school improvement through Quality Teaching Round*. Quality Teaching in Practice, Sydney, Australia.

- Gore, J. (2022, May). *Rethinking pedagogy: The central plank in school improvement* [Keynote]. Quality Teaching in Practice, Sydney, Australia.
- Gore, J. (2022, September). *William Walker Oration: Inspiring hope through evidence-based pedagogy* [Keynote presentation]. National conference of the Australian College of Educational Leaders, "Inspiring hope, leading our future," Sydney, Australia.
- Gore, J. (2022, May). *On the value of Quality Teaching Rounds for initial teacher education*. Quality Teaching in Practice, Sydney, Australia.
- Gore, J. (2022, May). *Quality Teaching Rounds to support teaching out-of-field*. Quality Teaching in Practice, Sydney, Australia.
- Harper, M. (2022, May). *Quality teaching by subject: Exploring patterns in mathematics and drama*. Quality Teaching in Practice, Sydney, Australia.
- Harper, M. (2022, November). *Life in classrooms: A pedagogical analysis of mathematics and drama as emblematic school subjects*. Annual conference of the Australian Association for Research in Education, Adelaide, Australia.
- Harper, M., Gore, J., Harris, J., & Patfield, S. (2022, November). *The subject (still) matters: Uncovering student experience in a case study of high school mathematics and drama*. Annual conference of the Australian Association for Research in Education, Adelaide, Australia.
- Harris, J. (2022, May). *QTR Digital: Supporting networks of teachers across regional, remote and small schools*. Quality Teaching in Practice, Sydney, Australia.
- Ledger, S., Prieto-Rodriguez, E., Smith, J., Roy, D., Donnelly, D., Innes, M., & Ferguson-Patrick, K. (2022, November). *Midcareer transition to teaching project*. The 2022 Australian Teacher Education Association conference, Adelaide, Australia.
- Miller, A. (2022, May). *Evaluating the impacts of Quality Teaching Rounds in your school*. Quality Teaching in Practice, Sydney, Australia.
- Miller, A., Fray, L., & Gore, J. (2022, December). *Was COVID-19 an unexpected catalyst for more equitable learning outcomes? A comparative analysis after two years of disrupted schooling in Australian primary schools*. Annual conference of the Australian Association for Research in Education, Adelaide, Australia.
- Miller, A., Harris, J., Curry, T., & Riley, P. (2022, May). *Partnering for whole school change through Quality Teaching at Cessnock High School*. Quality Teaching in Practice, Sydney, Australia.
- Patfield, S. (2022, May). *Tensions in scaling up effective professional development: Case studies of Quality Teaching Rounds implementation across three diverse school communities*. Quality Teaching in Practice, Sydney, Australia.
- Patfield, S., & Gore, J. (2022, November). *Towards quality teaching in higher education: Pedagogy-focused academic development for enhancing practice*. Visiting Scholars Program, The Williams Centre for Learning Advancement, The University of Melbourne, Australia.
- Patfield, S., Gore, J., & Harris, J. (2022, December). *Scaling up effective professional development: Balancing program integrity, teacher learning and adaptation at scale*. Annual conference of the Australian Association for Research in Education, Adelaide, Australia.
- Press, R. (2022, November). *Sink or swim? Professional identity development of beginning teachers and the impact of Quality Teaching Rounds*. Annual conference of the Australian Association for Research in Education, Adelaide, Australia.

- Press, R. (2022, May). *Sink or swim? Can beginning teachers stay afloat?* Quality Teaching in Practice, Sydney, Australia.
- Prieto-Rodriguez, E. (2022, May). *Quality Teaching Rounds in mathematics pre-service teacher education.* Quality Teaching in Practice, Sydney, Australia.
- Rosser, B. (2022, May). *Capitalising on collegiality for better outcomes? Examining the capacity of Quality Teaching Rounds to build social capital for teaching.* Quality Teaching in Practice, Newcastle, Australia.
- Ryan, A. (2022, December). *Is Implementation Science the missing piece of the education implementation research puzzle?* Annual conference of the Australian Association for Research in Education, Adelaide, Australia.
- Ryan, A. (2022, May). *Factors associated with the long-term implementation of Quality Teaching Rounds in schools: Initial findings.* Quality Teaching in Practice, Sydney, Australia.
- Taggart, W., Gore, J., Miller, A., & Fray, L. (2022, September). *Lessons for collaborative social research management: Running Australia's largest randomised controlled trial in education amidst chaos* [Online presentation]. Annual conference of the Australasian Research Management Society.
- Taggart, W., Gore, J., Miller, A., & Fray, J. (2022, May). *Running Australia's largest randomised controlled trial in education: Lessons to strengthen school-based research.* Quality Teaching in Practice, Sydney, Australia.
- Ware, M. (2022, May). *Quality Teaching: Enhancing the quality of assessment activities, programs and remote learning materials through the lens of the QT Model.* Quality Teaching in Practice, Sydney, Australia.

2021

- Fray, L., & Gore, J. (2021, December). *Teaching in the time of COVID-19: Empirical evidence on how the pandemic affected Australian teachers* [Online presentation]. Annual conference of the Australian Association for Research in Education.
- Fray, L., Gore, J., Jaremus, F., Miller, A., & Harris, J. (2021, December). *Teaching in the time of COVID-19: Empirical evidence on how the pandemic affected Australian teachers* [Online presentation]. Annual conference of the Australian Association for Research in Education.
- Gore, J. (2021, May). *Leading improvement in teaching and learning: Dispelling myths, embracing evidence* [Online keynote presentation]. ConnectED 20/21 Principals conference, Hunter Valley, Australia.
- Gore, J. (2021, October). *Excellence in teaching* [Online presentation]. "Education for equity, excellence, and inclusion" symposium, The 2023 Australian Social Policy Conference.
- Gore, J. (2021, October). *Preparing teachers for the realities of out-of-field teaching* [Online presentation]. The Australian 2021 National Summit on Teaching Out-of-Field.
- Gore, J. (2021, October). *Quality Teaching matters for the future of STEM* [Keynote presentation]. The 8th Annual STEM Education Conference, Sydney, Australia.
- Gore, J., & Fray, L. (2021, December). *Beyond external facilitation: How QTR does the heavy lifting of facilitation* [Online presentation]. Annual conference of the Australian Association for Research in Education.
- Gore, J., Fray, L., Harris, J., Miller, A., Harris, J., & Taggart, W. (2021, September). *The impact of COVID-19 on student learning and student well-being in Australian primary schools* [Online presentation]. Annual conference of the British Educational Research Association.

- Gore, J., & Fray, L., Miller, A., & Taggart, W. (2021, April). *Effects of COVID-19 on elementary student achievement and the experience of teachers: An empirical analysis* [Online presentation]. Annual meeting of the American Educational Research Association.
- Gore, J., & Fray, L., Miller, A., Harris, J., Prieto, E., & Taggart, W. (2021, September). *Improving student achievement through professional development: Results of a randomised controlled trial* [Online presentation]. Annual conference of the British Educational Research Association.
- Gore, J., Harris, J., & Fray, L. (2021, April) *Quality Teaching Rounds as improvement science: Lessons from implementation at scale* [Online presentation]. Carnegie Foundation Summit on Improvement in Education.
- Gore, J., Miller, A., Fray, L., Harris, J., Prieto, E., & Taggart, W. (2021, April). *Professional development that improves student achievement. Results of a randomised controlled trial* [Online presentation]. Annual meeting of the American Educational Research Association.
- Gore, J., Miller, A., Fray, L., Jaremus, F., Rosser, B., & Harris, J. (2021, December). *AARE Symposium: Challenging assumptions about quality teaching with evidence* [Online presentation]. Annual conference of the Australian Association for Research in Education.
- Gore, J., Miller, A., Fray, L., Harris, J., Prieto, E., & Taggart, W. (2021, September). *Professional development that improves student achievement. Results of a randomised controlled trial* [Online presentation]. Annual conference of the British Educational Research Association.
- Harris, J., Gore, J., Field, C., & Holmes, M. (2021, August). *Using technologies to (re)connect teachers in rural and remote communities to high quality professional development* [Online presentation]. Annual European Conference on Educational Research.
- Harris, J., & Holmes, M., (2021, September). *Using Technologies to (Re) connect Teachers in Rural and Remote Communities to High Quality Professional Development* [Online presentation]. Annual European Conference on Educational Research.
- Jaremus, F., Fray, L., Gore, J., & Harris, J. (2021, December). *The impact of COVID-19 on student well-being: Empirical evidence from NSW primary schools* [Online presentation]. Annual conference of the Australian Association for Research in Education.
- Patfield, S., Gore, J., Fray, L., Prieto, E., & Sincock, K. (2021, December). *Quality Teaching in higher education: Insights from a pedagogy-focused professional development pilot for academics* [Online presentation]. Annual conference of the Australian Association for Research in Education.
- Prieto, E., Fray, L., Gore, J., Miller, A., & Harris, J. (2021, December). *Improving peer observation of classroom practice: The case of Quality Teaching Rounds* [Online presentation]. Annual conference of the Australian Association for Research in Education.
- Ran, T. (2021, July). *Investigating the impact of teacher professional development and its transference to student outcomes: A multilevel mediation analysis* [Online presentation]. The 2020/2021 Australian Statistical Society and New Zealand Statistical Association Conference.
- Taggart, W., Gore, J., Miller, A., Harris, J. & Fray, L. (2021, December). *Running Australia's largest Randomised Controlled Trial in education: Lessons to strengthen school-based research* [Online presentation]. Annual conference of the Australian Association for Research in Education.

2019

Gibson, S., Miller, A., Gore, J., & Fray, L. (2019, December). *Investigating the quality of teaching in rural and remote locations*. Annual conference of the Australian Association for Research in Education, Brisbane, Australia.

Gore, J., Miller, A., Fray, L., Patfield, S., Prieto, E., & Harris, J. (2019, December). *Building capacity for quality teaching in Australian schools*. Annual conference of the Australian Association for Research in Education, Brisbane, Australia.

Jaremus, F., Miller, A., & Gore, J. (2019, December). *Testing assumptions about the relationship between quality teaching and school-level disadvantage*. Annual conference of the Australian Association for Research in Education, Brisbane, Australia.

Rosser, B., Gore, J., & Miller, A. (2019, December). *Are experienced teachers really better than novice teachers?* Annual conference of the Australian Association for Research in Education, Brisbane, Australia.

2018

Gore, J. (2018, August). *Making a difference through Quality Teaching Rounds: Evidence from a sustained program of research*. Annual research conference of the Australian Council for Educational Research, Sydney, Australia.

Gore, J. (2018, October). Keynote, *Powerful professional development? Evidence on what it takes to change practice*. Annual conference of the Australian Council for Educational Leaders, "Evidence and experience," Melbourne, Australia.