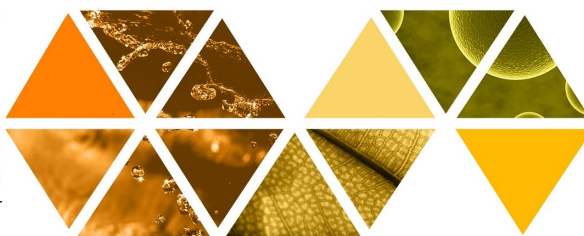




Australian Government
Australian Research Council

EI
2018
ENGAGEMENT
AND IMPACT



Engagement and Impact 2018

The University of Newcastle

NEW13 (SS) - Impact

Overview

Title

(Title of the impact study)

Improving teaching and student outcomes: the Quality Teaching model and Quality Teaching Rounds

Unit of Assessment

13 - Education

Additional FoR codes

(Identify up to two additional two-digit FoRs that relate to the overall content of the impact study.)

Socio-Economic Objective (SEO) Codes

(Choose from the list of two-digit SEO codes that are relevant to the impact study.)

93 - Education and Training

Australian and New Zealand Standard Industrial Classification (ANZSIC) Codes

(Choose from the list of two-digit ANZSIC codes that are relevant to the impact study.)

80 - Preschool and School Education

Keywords

(List up to 10 keywords related to the impact described in Part A.)

Education policy

Teaching practice

Teaching quality

Teacher morale

Student learning

Teacher development

Teacher education reform

Sensitivities

Commercially sensitive

No

Culturally sensitive

No

Sensitivities description

(Please describe any sensitivities in relation to the impact study that need to be considered, including any particular instructions for ARC staff or assessors, or for the impact study to be made publicly available after EI 2018.)

Aboriginal and Torres Strait Islander research flag

(Is this impact study associated with Aboriginal and Torres Strait Islander content?

NOTE - institutions may identify impact studies where the impact, associated research and/or approach to impact relates to Aboriginal and Torres Strait Islander peoples, nations, communities, language, place, culture and knowledges and/or is undertaken with Aboriginal and Torres Strait Islander peoples, nations, and/or communities.)

No

Science and Research Priorities

(Does this impact study fall within one or more of the Science and Research Priorities?)

No

Impact

Summary of the impact

(Briefly describe the specific impact in simple, clear English. This will enable the general community to understand the impact of the research.)

Despite vast investment in teacher professional development around the world, few studies have shown evidence of impact on the performance of either teachers or students. By contrast, the Quality Teaching model of pedagogy and Quality Teaching Rounds approach to teacher development stand out for their demonstrated impact not only on teachers, but on schools and school cultures, school systems and, ultimately, school students.

Quality Teaching and Quality Teaching Rounds are embedded in education systems and education policy, especially in NSW and the ACT. Through published outputs and strong engagement with end-users, this research has profoundly shaped how quality teaching is conceptualised, taught (to preservice and inservice teachers), and researched in Australia.

Beneficiaries

(List up to 10 beneficiaries related to the impact study)

Education systems (government, Catholic, independent)

Education policy

Teacher accreditation institutes

Preservice and inservice Teachers

Student teachers

School principals

School children

school children from low-socio economic communities

Indigenous school children

Children with special needs

Countries in which the impact occurred

(Search the list of countries and add as many as relate to the location of the impact)

Details of the impact

(Provide a narrative that clearly outlines the research impact. The narrative should explain the relationship between the associated research and the impact. It should also identify the contribution the research has made beyond academia, including:

- who or what has benefitted from the results of the research (this should identify relevant research end-users, or beneficiaries from industry, the community, government, wider public etc.)*
- the nature or type of impact and how the research made a social, economic, cultural, and/or environmental impact*
- the extent of the impact (with specific references to appropriate evidence, such as cost-benefit-analysis, quantity of those affected, reported benefits etc.)*
- the dates and time period in which the impact occurred.*

NOTE - the narrative must describe only impact that has occurred within the reference period, and must not make aspirational claims.)

Nothing is more critical to a nation's well-being than the quality of teaching provided for its students. Despite vast global investment in teacher development, few studies have shown evidence of impact. By contrast, research on Quality Teaching (QT) and Quality Teaching Rounds (QTR) has had demonstrable impact on teacher development and education policy during the period 2011-2016. The research, undertaken by Laureate Professor Jenny Gore and colleagues, has produced significant effects on the quality of teaching and teacher morale, under rigorous experimental conditions. Increasing numbers of schools are taking up QT and QTR.

The Educator's inaugural 'hot list' of who's who in Australian education (2015) captured the transformative power of the research: "With the current focus on the issue of teacher quality at a national and global level, Gore's work stands out as a beacon. It shines a light on how to improve teacher practice in classrooms through collaboration, peer observation and feedback, and distributed leadership [...] she has influenced thousands of teachers in countless schools and education systems world-wide." While most educational researchers hope to influence policy, QT and QTR have become embedded in the policy and practice of NSW and the ACT. QT has been applied in approximately 2300 government, 300 Catholic and 30 independent schools and QTR has been trialled by more than 250 schools.

The QT model, developed by Professor Gore and Associate Professor James Ladwig provides teachers with a tested conceptual framework for articulating, assessing and refining their own and each other's practice. Distilling the knowledge base for teaching, it develops teachers' understanding of what it means to teach well in accessible and measurable ways. Teachers report that they can't go back once they conceptualise quality teaching in this way.

Details of impact include:

- Since commissioning the research development of QT, and implementing it in 2003, the NSW Department of Education (NSW DoE) has partnered with Gore and colleagues to develop numerous QT resources for teacher learning, available via its website and print publications. While usage statistics have not been routinely gathered, the Department distributed more than 10,000 copies of the QT Classroom Practice Guide to all government schools. The 54,000 NSW teachers exposed to QT, together with thousands of early career teachers, work each year with 15-20% of the nation's children.
- Seven of the ten Catholic Education Dioceses in NSW and the ACT have used QT to support teachers' professional learning.
- The ACT's Director of Teaching and Learning describes QT as "the pedagogical framework underpinning the delivery of curriculum in ACT public schools". Implemented in 2008 in 66 government and non-government schools, QT is identified in the ACT's 'Great Teachers by Design' policy (2016) as a key strategy for improving classroom practice and student learning.
- Since 2010, the South Australian Department's 'Teaching for Effective Learning framework', based on QT concepts, has been embedded in policy and practice.

QTR as an approach to teacher development is underpinned by the rigorously-developed QT model and careful attention to the power relations inherent in teacher learning. Developed in 2007 by Professor Gore and Dr Julie Bowe, NSW DoE implemented QTR as a key action in response to the Minister's Blueprint for Education reform,

'Great Teaching, Inspired Learning' (2013). Preliminary research into QTR in partnership with Parramatta Catholic Education (with ARC Linkage funding) was so encouraging that the NSW DoE funded a randomised controlled trial (RCT) (2014–15). The Department also developed a QTR website and online lesson observation tool. Launched in mid-October 2016, by the end of year the site had been accessed by 1285 users, demonstrating its currency and relevance. In 2016, the QT Classroom Practice Guide was translated into French for teachers undertaking QTR in French immersion schools in Australia.

QTR has also been trialled by Catholic Education Offices across NSW, ACT and SA, and independent schools (including Wesley College, Melbourne). Hundreds of schools have participated in the two-day workshop precursor to school implementation which empowers teachers to implement QTR with no further external input. The alignment of QTR with major national policies on teacher accreditation, teacher performance and development, and school leadership and reform, contributes to its impact. So does its relatively low cost, at around \$1000 per teacher on average.

The transformative impact of QTR is evident in measured significant effects on quality of teaching and teacher morale. In interviews about their experience of QTR, teachers' most frequently used word was "changed"; not only their teaching practice, but their perceptions and expectations of their students, how they see their colleagues, and how they understand good teaching. QTR was associated with growing confidence and skill among early career teachers, while re-energising and re-engaging those with more experience. The transformative effect on one school leader was described unequivocally: "This is the first time in my career I feel I'm actually teaching students. Until now, I've just been giving them work to do."

The ultimate beneficiaries of QTR are school students. At the end of 2016, rigorous evidence of impact on student learning was mainly from correlations between teacher participation and student performance on NAPLAN. Powerful narratives from teachers and school leaders also indicate strong improvements in student engagement and school-level outcomes. One principal reported a significant dip in results for students whose teachers had not participated in QTR: "The rest of the school was on a momentum shift [...] there's been an identifiable link to our NAPLAN results in terms of student improvement."

Associated research

(Briefly describe the research that led to the impact presented for the UoA. The research must meet the definition of research in Section 1.9 of the EI 2018 Submission Guidelines. The description should include details of:

- what was researched*
- when the research occurred*
- who conducted the research and what is the association with the institution)*

What: The Quality Teaching model expands Fred Newmann's work on Authentic Pedagogy (1996) and refines Gore and Ladwig's own work on Productive Pedagogy. QT identifies key principles that contribute to quality teaching. ARC-funded research, using the model to observe and code hundreds of lessons and assessment tasks, and thousands of pieces of student work, investigated systemic implications of the relationships among teacher development, pedagogy and achievement (2004-2007). Sophisticated statistical modelling ensured construct validity, and knowledge translation with practising teachers checked reliability in real-world trials. QT has been used in a host of subsequent studies.

When: 2002–present

Who and where: Gore and Ladwig, employed at UON

What: QTR enable teachers to refine their ongoing practice based on structured diagnostic conversations with their peers following classroom observations using the QT model. An ARC-funded proof-of-concept study in 2009 and design experiments to refine the implementation model in 2012, preceded a RCT investigating the impact of QT Rounds (2014–15). The study found positive effects (Cohen's $d = 0.4$) on quality of teaching and teacher morale, effects that were consistent across school sectors, school-level SES, and years of teaching experience. These effects were sustained six months after intervention in a new school year with new students.

When: 2009–present

Who and where: Gore, Bowe and colleagues, employed at UON

FoR of associated research

(Up to three two-digit FoRs that best describe the associated research)

13 - Education

References (up to 10 references, 350 characters per reference)

(This section should include a list of up to 10 of the most relevant research outputs associated with the impact)

Gore, J., Smith, M. & Lloyd, A., et. al. (2016) The Impact of Quality Teaching Rounds: Report on the Results of a Randomised Controlled Trial. Newcastle, NSW: Teachers & Teaching Research Centre.

Gore, J., Smith, M. & Bowe, J., et. al. (2015) 'Quality Teaching Rounds as a professional development intervention for enhancing the quality of teaching: rationale and study protocol for a cluster randomised controlled trial. International Journal of Educational Research, 74: pp. 82–95.

Gore, J. & Bowe, J. (2015) 'Interrupting attrition? re-shaping the transition from preservice to inservice teaching through Quality Teaching Rounds.' International Journal of Educational Research, 73: pp. 77–88.

Gore, J. (2015) Evidence of impact of teacher education programs: a focus on classroom observation. Melbourne: Australian Institute for Teaching and School Leadership.

Gore, J., Weaver, N. & Lloyd, A., et. al. (2016). Teaching experience and relative socio-educational school advantage: assessing their impact on classroom management and effective teaching. Newcastle, NSW: Teachers & Teaching Research Centre.

Gore, J. (2014). 'Towards quality and equity: the case for Quality Teaching Rounds.' Quality and Equity: What Does Research Tell Us? Proceedings of the Australian Council for Educational Research Conference, Adelaide, S. A., August 3-5. Camberwell, Vic: ACER, pp. 86-91.

Gore, J., Bowe, J. & Mockler, N., et. al. (2013). Investigating Quality Teaching Rounds to Support Teacher Professional Learning. Newcastle, NSW: Teachers & Teaching Research Centre.

Gore, J. (2007) 'Improving pedagogy.' In: Butcher, J. & McDonald, L. (eds.), Making a Difference: Challenges for Teachers, Teaching and Teacher Education. Rotterdam: Sense, pp. 15–33.

Gore, J., Griffiths, T. & Ladwig, J. (2004). 'Towards better teaching: productive pedagogy as a framework for teacher education.' Teaching and Teacher Education, 20(1): pp 375–387.

Additional impact indicator information

Additional impact indicator information

(Provide information about any indicators not captured above that are relevant to the impact study, for example return on investment, jobs created, improvements in quality of life years (QALYs). Additional indicators should be quantitative in nature and include:

- name of indicator (100 characters)*
- data for indicator (200 characters)*
- brief description of indicator and how it is calculated (300 characters).)*

Name

Participation in QTR Professional Development two-day workshops

Indicator Data

NSW 168 government schools (94 primary, 72 secondary, 2 special needs); ACT 88 government schools

Indicator Description

Count of the number of schools that participated in Quality Teaching Rounds professional development via the QTR RCT study, QTR Phase 2 study, Singleton community study, UON workshops, and PD for teachers in the ACT, 2012-2016

Name

NSW Department of Education QTR website analytics

Indicator Data

Unique users: 1,285; unique sessions: 2085

Indicator Description

Details provided by NSW DoE website analytics team; data collected covers the period from the launch of the NSW DoE QTR website in mid-October 2016 to December 2016