

# **QUALITY TEACHING ROUNDS FRAMEWORK**

Quality Teaching Rounds (QTR) is an approach to teacher professional development that involves teachers working in groups of four or more – known as Professional Learning Communities or PLCs, to observe and analyse each other's teaching using the Quality Teaching Model. [gtacademy@newcastle.edu.au](mailto:gtacademy@newcastle.edu.au); 02 4055 7579.

Twenty years of research into this model has revealed the following impacts:

- Improved quality of teaching
- Enhanced teacher morale
- Improved teaching efficacy
- Built confidence in teachers' capacity to create meaningful learning experiences, and collegiality
- Improved school culture focussed on teaching and learning
- Increased student achievement
- Scalable methodologies with minimal external input
- Sustainability
- Cost effective results
- Breaks down barriers across year levels and curriculum areas
- Creates opportunities for collaboration
- Enhances collegiality by building stronger relationships
- Increases awareness and valuing of what others have to offer
- Develops a shared understanding of quality teaching
- Provides teachers with a framework for good teaching and processes to build capacity to deliver quality teaching
- Provides time and space for refining teaching practice
- Reignites passion for teaching and learning
- Respects the insights and contributions of experienced teachers
- Puts the focus back on the core business of teaching
- Values teachers in their specific context
- Increases the quantity and quality of dialogue about teaching
- Helps teachers feel less alone.

Our School was involved with the University of Newcastle research project, Strengthening Teacher Induction through Quality Teaching Rounds, during 2025. Subsequently, teacher feedback led our school to plan on expanded involvement with this model as an effective teacher development approach.

The Quality Teaching Rounds model

- Enables high quality collaborative discussions of practice
- Provides peer recognition in an environment free of judgement
- Uses the QT Model to code the teaching, not the teacher
- Facilitates reflection on practice to identify areas for improvement
- Strengthens professional relationships
- Increasing teachers' confidence and wellbeing.

Each QTR takes place over the course of a whole school day, providing teachers with rare time for extended discussions about pedagogy. Whole lessons are always observed using the QT model. Narrowly focussed or brief observations may miss crucial aspects of lessons that contribute to successful student learning. QTR Professional learning Communities are underpinned by mutual respect and trust.

The QTR domains and elements are

***Intellectual quality***

- Deep knowledge
- Deep understanding
- Problematic knowledge
- Higher order thinking
- Metalanguage
- Substantive communication

***Quality Learning Environment***

- Explicit quality criteria
- Engagement
- High Expectations
- Social support
- Students' self-regulation
- Student direction

***Significance***

- Background knowledge
- Cultural knowledge
- Knowledge integration
- Inclusivity
- Connectedness
- Narrative.



