THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

THE UNIVERSITY OF NEWCASTLE AUSTRALIA

Empowering Teachers to Enhance Professional Practice and Student Learning

Professor Jenny Gore | EPPC Conference, Brighton-Le-Sands | May 23, 2015

QT engagement / prior experience

1. I am familiar with the Quality Teaching model but have had limited engagement to date.
2. I can name the three dimensions and some elements of the model.
3. I can explain most elements.
4. I have confidently coded classroom and assessment practice using the Quality Teaching practice guides.
5. I could confidently run PD for colleagues based on my own deep understanding of Quality Teaching and how it can improve practice.

Complex field of professional learning

DESIGN

Design of approach to professional development

PROCESSES

Support such as protocols, leadership, facilitation

IMPACT

Teacher learning, teaching practice, student outcomes

Nationally and internationally, there is unequivocal evidence that **the quality of teaching is the most significant in-school factor affecting student outcomes.** There is also strong evidence that better appraisal and feedback leading to targeted development can improve teacher performance.

The Australian Teacher Performance and Development Framework will ensure that **every teacher, every year, in every school receives regular, effective and constructive feedback on their performance**, as well as opportunities to identify areas for further development.

(AITSL, April 2012)

In most public school districts, individual teachers receive little feedback on the work they do. Almost everywhere, teacher evaluation is a perfunctory exercise. In too many schools principals go through the motions of visiting schools, checklist in hand. In the end, virtually all teachers receive the same 'satisfactory' rating.

(Gates Foundation *Measures of Teaching* project, 2010, p. 3)

We have worked, collectively and separately, in dozens of school districts where there was no common point of view on instruction, where ten educators from the same district could watch a fifteen-minute classroom video and have ten different opinions about its quality, ranging the full gamut from high praise to excoriation. **Gaining an explicit and widely held view of what constitutes good teaching and learning in your setting is a first step toward any systematic efforts to scaling up quality.**

(City et al., 2009, p. 173, emphasis added)

Pedagogical reform: a possible solution

- A focus on **teaching** rather than teachers
- To teach **well**, teachers need to know what constitutes **quality** in teaching
- Multiple frameworks outline good teaching; the choice of framework matters

Quality Teaching

- Implemented initially in NSW (NSW DEC 2003, 2005) and subsequently the ACT
- Applicable across all year levels and subject areas
- Teaching is framed in terms of 3 dimensions and 18 elements

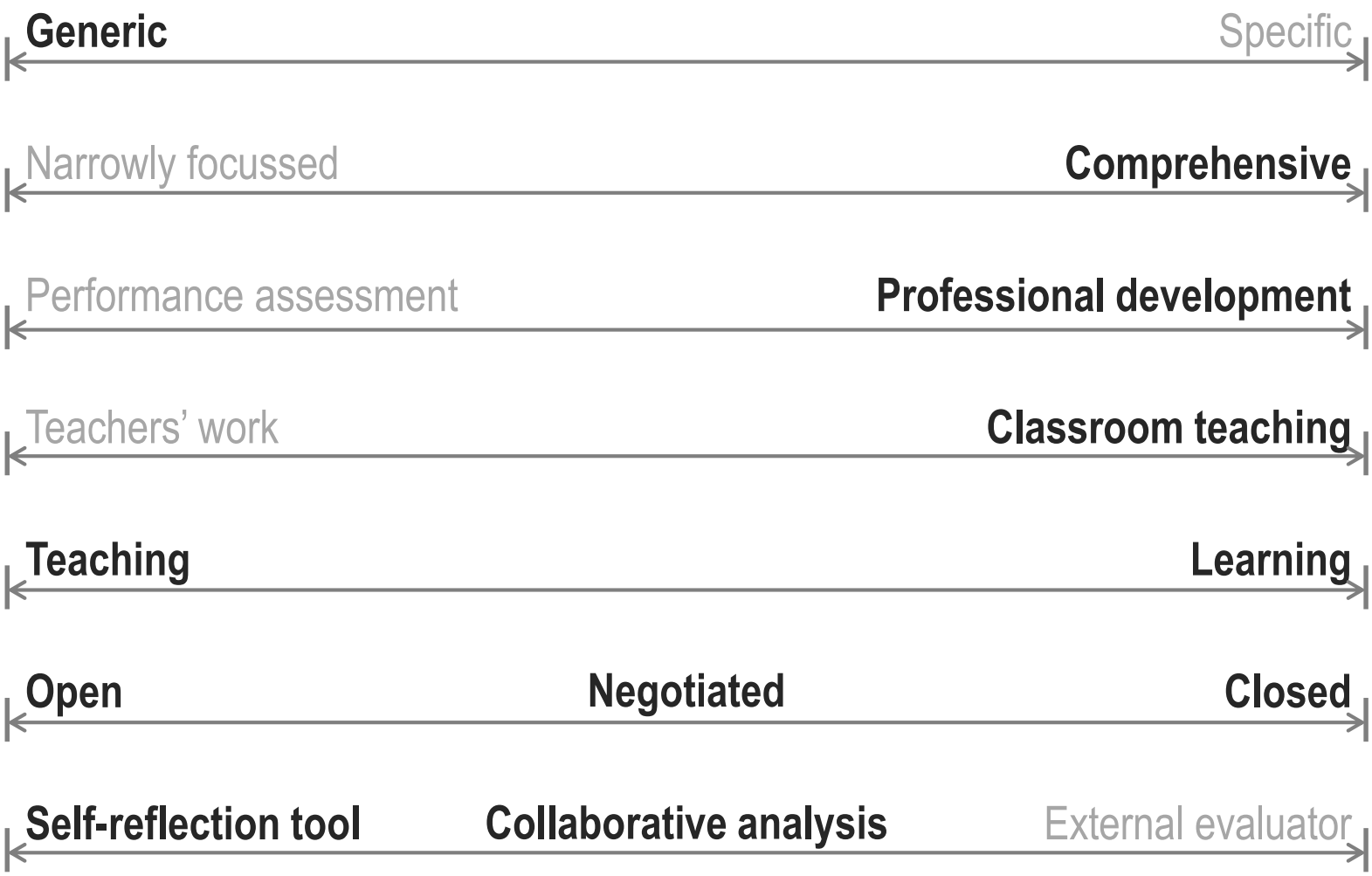
Quality Teaching

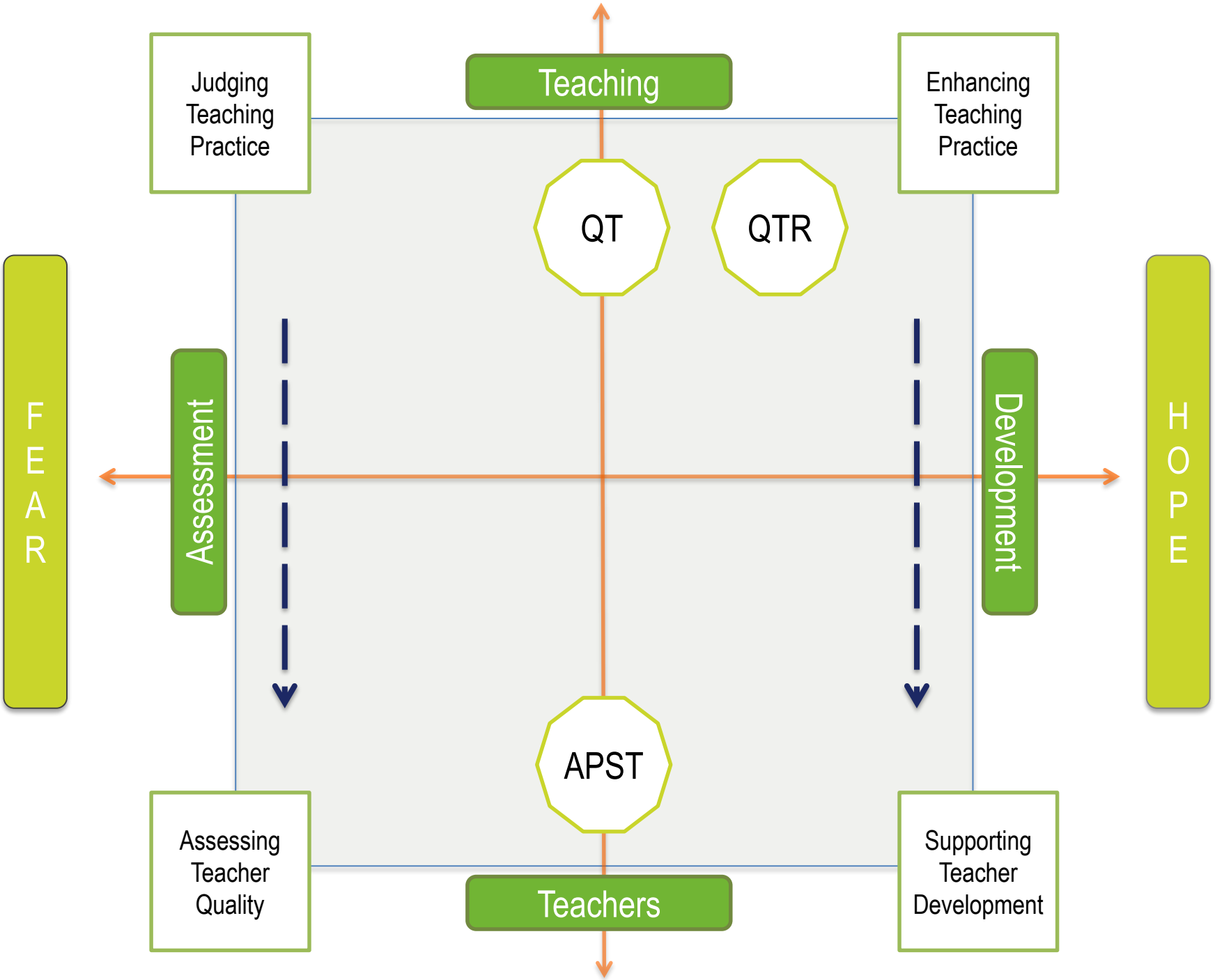
3 dimensions and 18 elements

INTELLECTUAL QUALITY	QUALITY LEARNING ENVIRONMENT	SIGNIFICANCE
Deep Knowledge	Explicit Quality Criteria	Background Knowledge
Deep Understanding	Engagement*	Cultural Knowledge
Problematic Knowledge	High Expectations	Knowledge Integration
Higher-order Thinking	Social Support*	Inclusivity*
Metalanguage	Student Self-regulation*	Connectedness
Substantive Communication	Student Direction	Narrative

Note: *Marked elements do not pertain to the coding of assessment practice.

QUALITY TEACHING: DISTINGUISHING FEATURES




Judging Teaching Practice
Teaching
Enhancing Teaching Practice
QT
QTR
FEAR
Assessment
Development
HOPE
APST
Assessing Teacher Quality
Teachers
Supporting Teacher Development

Towards quality and equity: Four studies

- **Systemic Implications of Pedagogy and Achievement in NSW Public Schools** (**SIPA**): ARC Linkage Grant NSW DET, 2004–2007
- **Effective Implementation of Pedagogical Reform** (**EIPR**): ARC Linkage Grant with the Parramatta CEO, 2009–2012
- **Investigating Quality Teaching Rounds to Support Teacher Professional Learning** (**ACT QTR**): a pilot study with ACT ETD, 2012
- **Improving Teaching Quality through Peer Observation and Feedback: Investigating the Impact of Quality Teaching Rounds**: NSW DEC, 2014-15

SIPA

Systemic Implications of Pedagogy and Achievement in NSW public schools

Jenny Gore, James Ladwig, Tom Griffiths and Wendy Miller (2004–2007)

Data collection

2004 – 2007

DATA SOURCE	2004	2005	2006	2007	TOTAL
School visits	16	20	12	8	56
Teacher questionnaires	796	949	942	805	*3,492
Interviews with teachers/executive	192	177	162	80	609
Classroom observations	193	208	153	111	665
Assessment tasks coded	95	190	163	73	521
Student work coded	4,439	6,875	6,835	3,309	21,458
Teachers at coding sessions	89	85	111	57	342

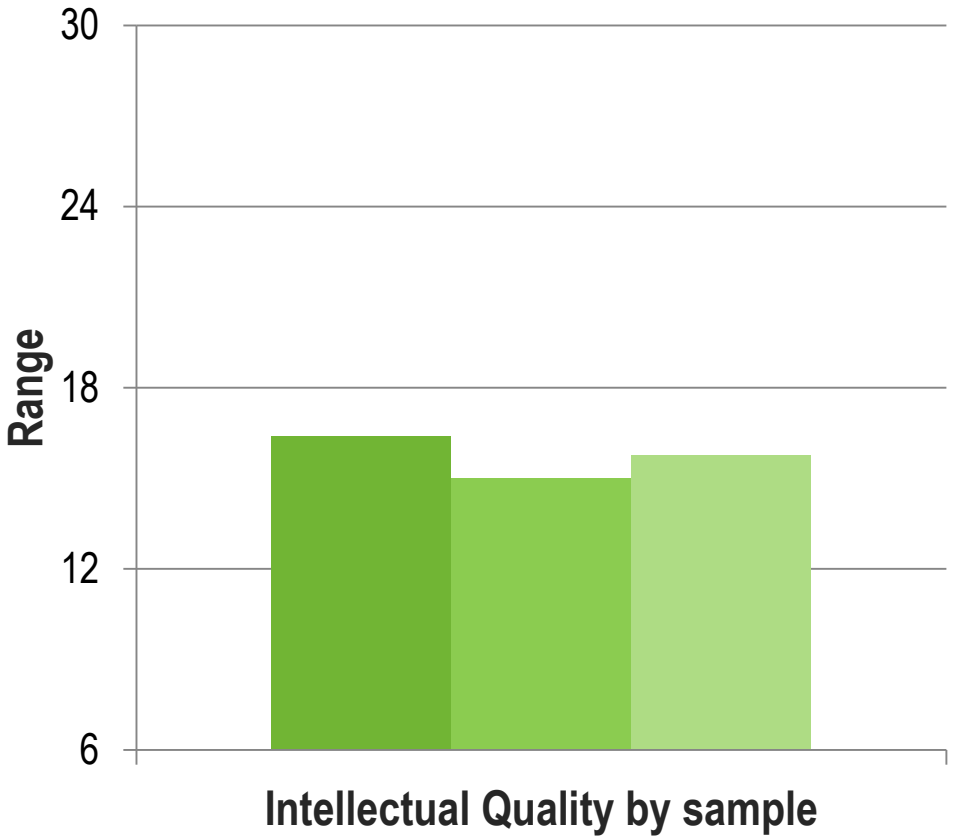
Note: *1,942 teachers, some completed the questionnaire in more than one year of the study.

Example QT coding scale

DEEP KNOWLEDGE To what extent does the knowledge addressed in the lesson focus on a small number of key concepts and the relationships between them?	
1	Almost all of the content knowledge of the lesson is shallow because it does not deal with significant concepts or ideas.
2	Some key concepts and ideas are mentioned or covered by the teacher or students, but only at a superficial level.
3	Knowledge is treated unevenly during instruction. A significant idea may be addressed as part of the lesson, but in general the focus on key concepts and ideas is not sustained throughout the lesson.
4	Most of the content knowledge of the lesson is deep. Sustained focus on central concepts or ideas is occasionally interrupted by superficial or unrelated ideas or concepts.
5	Knowledge is deep because focus is sustained on key ideas or concepts throughout the lesson.

(NSW DEC, 2003)

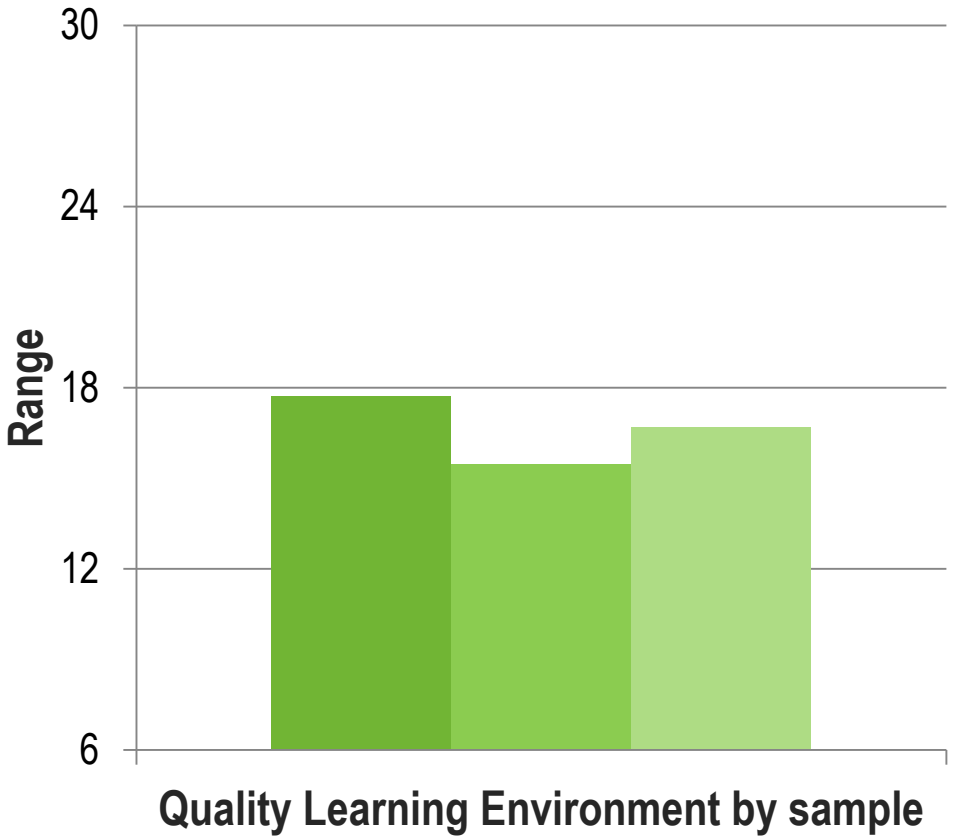
Quality of classroom practice



- Primary (n=362)
- Secondary (n=302)
- Whole sample (n=664)

Difference between primary and secondary is statistically significant at $p < 0.001$

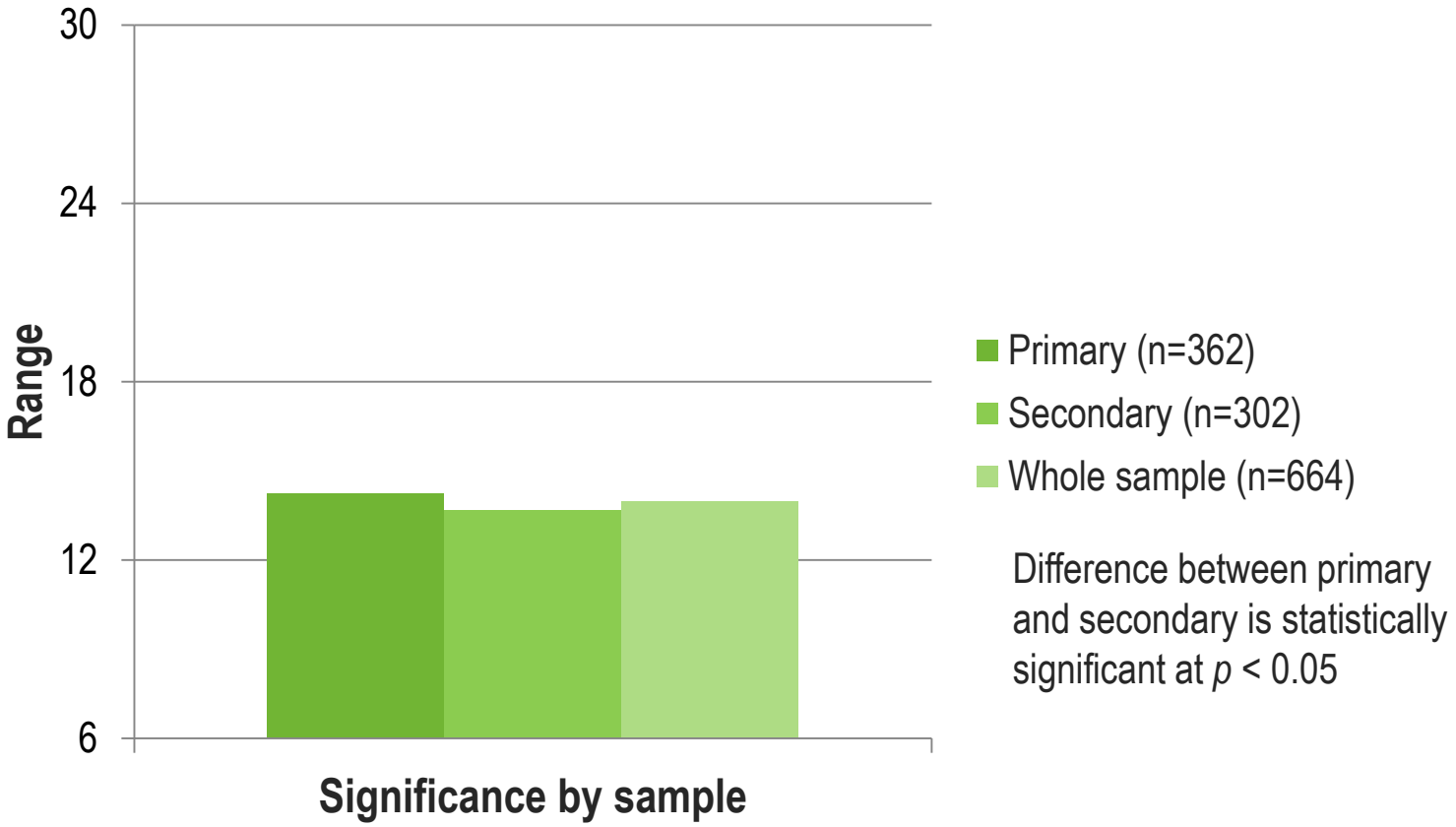
Quality of classroom practice



Primary (n=362)
Secondary (n=302)
Whole sample (n=664)

Difference between primary and secondary is statistically significant at $p < 0.001$

Quality of classroom practice



A typical lesson (2004–2007): Intellectual Quality

Element	Scale	Descriptor
DK	3	Knowledge is treated unevenly during instruction. A significant idea may be addressed as part of the lesson, but in general the focus on key concepts and ideas is not sustained throughout the lesson.
DU	3	Deep understanding is uneven. Students demonstrate both shallow and deeper understanding at different points in the lesson. A central concept understood by some students may not be understood by other students.
PK	2	Some knowledge is treated as open to multiple perspectives.
HOT	3	Students primarily demonstrate routine lower-order thinking a good share of the lesson. There is at least one significant question or activity in which most students perform some higher-order thinking.
M	2	Low metalanguage. During the lesson terminology is explained or either the teacher or students stop to make value judgements or comment on language. There is, however, no clarification or assistance provided regarding the language.
SC	3	Substantive communication among students and/or between teacher and students occurs occasionally and involves at least two sustained interactions.

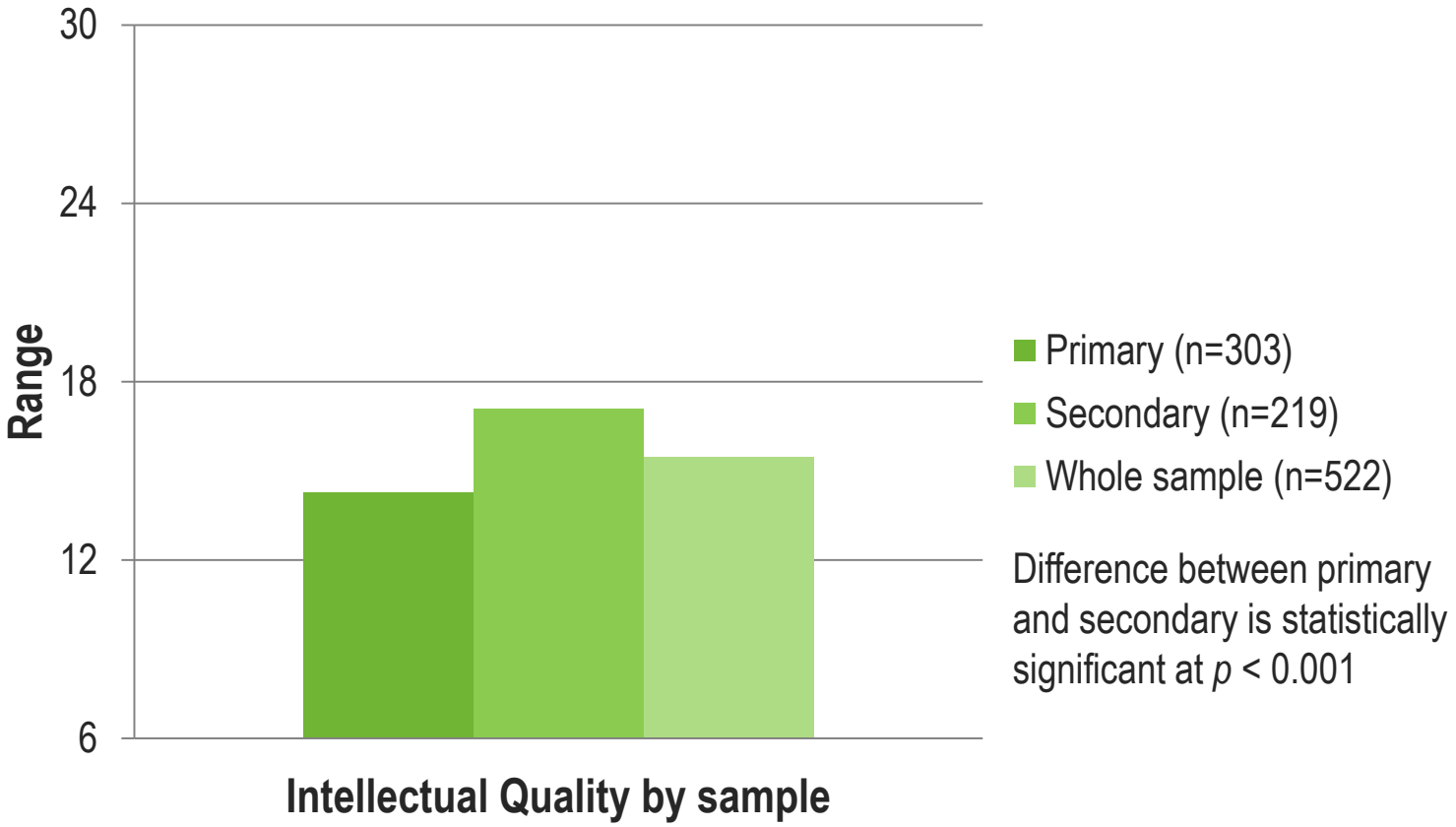
A typical lesson (2004–2007): Quality Learning Environment

Element	Scale	Descriptor
EQC	2	Only general statements are made regarding the desired quality of work.
E	3	Variable engagement. Most students are seriously engaged in parts of the lesson, but may appear indifferent during other parts and very few students are clearly off-task.
HE	3	Many students participate in challenging work during at least half of the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so.
SS	4	Social support is clearly positive. Supportive behaviours and comments are directed at most students, including clear attempts at supporting reluctant students.
SSR	4	Most students, most of the time, demonstrate autonomy and initiative I regulating their own behaviour and there is very little interruption to the lesson. Once or twice during the lesson, teachers comment on or correct student behaviour or movement.
SD	2	Low student direction. Although students exercise some control over some aspect of the lesson (choice, time, pace, assessment), their control is minimal or trivial.

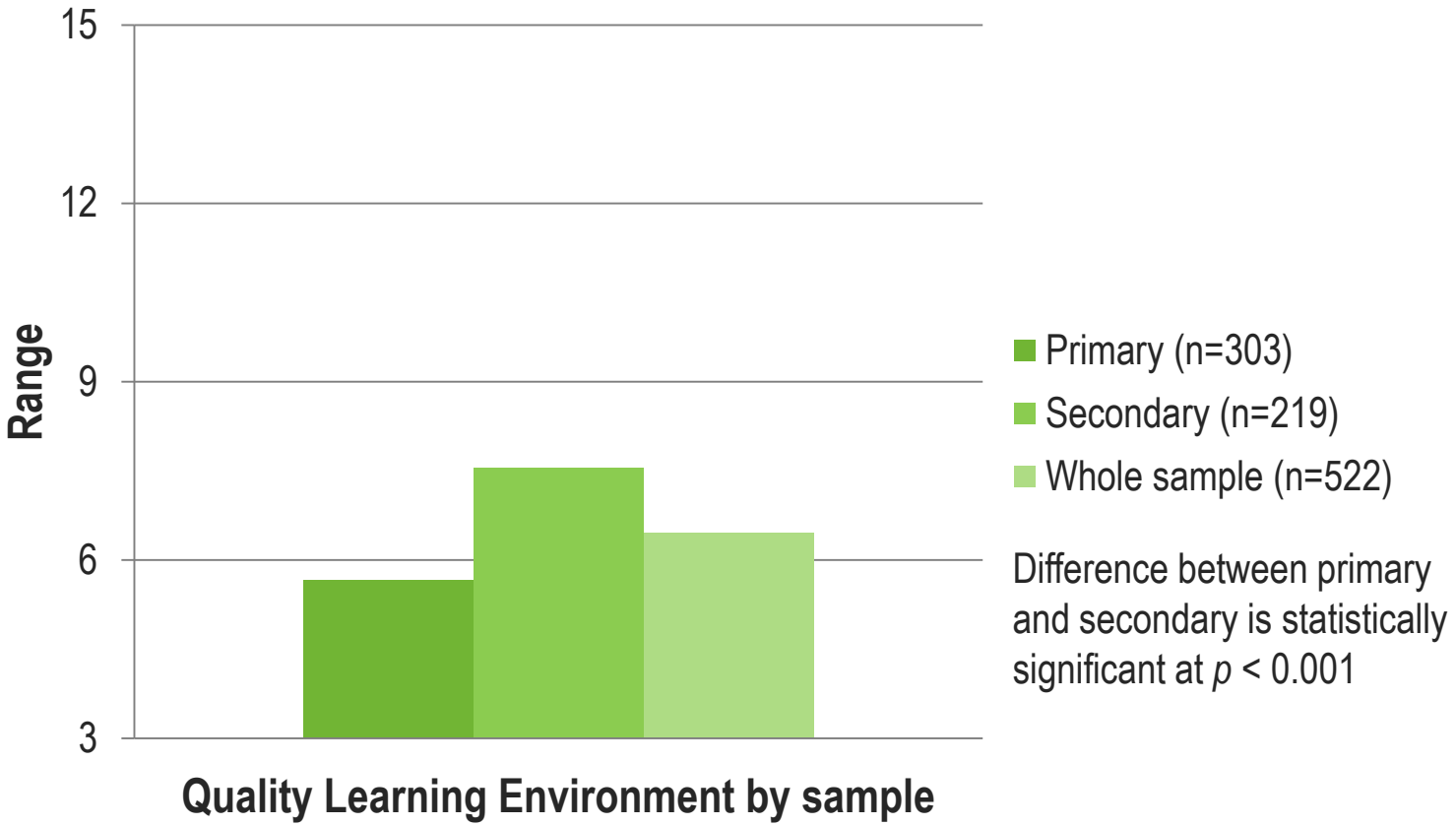
A typical lesson (2004–2007): Significance

Element	Scale	Descriptor
BK	3	Students' background knowledge is mentioned or elicited briefly, is connected to the substance of the lesson, and there is at least some connection to out-of-school background knowledge.
CK	1	No explicit recognition or valuing of other than the knowledge of the dominant culture is evident in the substance of the lesson.
KI	1	No meaningful connections. All knowledge is strictly restricted to that explicitly defined within a single subject area.
I	4	Students from all groups are included in a significant way in most aspects of the lesson, but there still appears to be come unevenness in the inclusion of different social groups.
C	2	The teacher or students try to connect what is being learned to the world beyond the classroom, but the connection is weak and superficial or trivial.
N	2	Narrative is used on occasion as a minor part of the lesson and/or is loosely connected to the substance of the lesson.

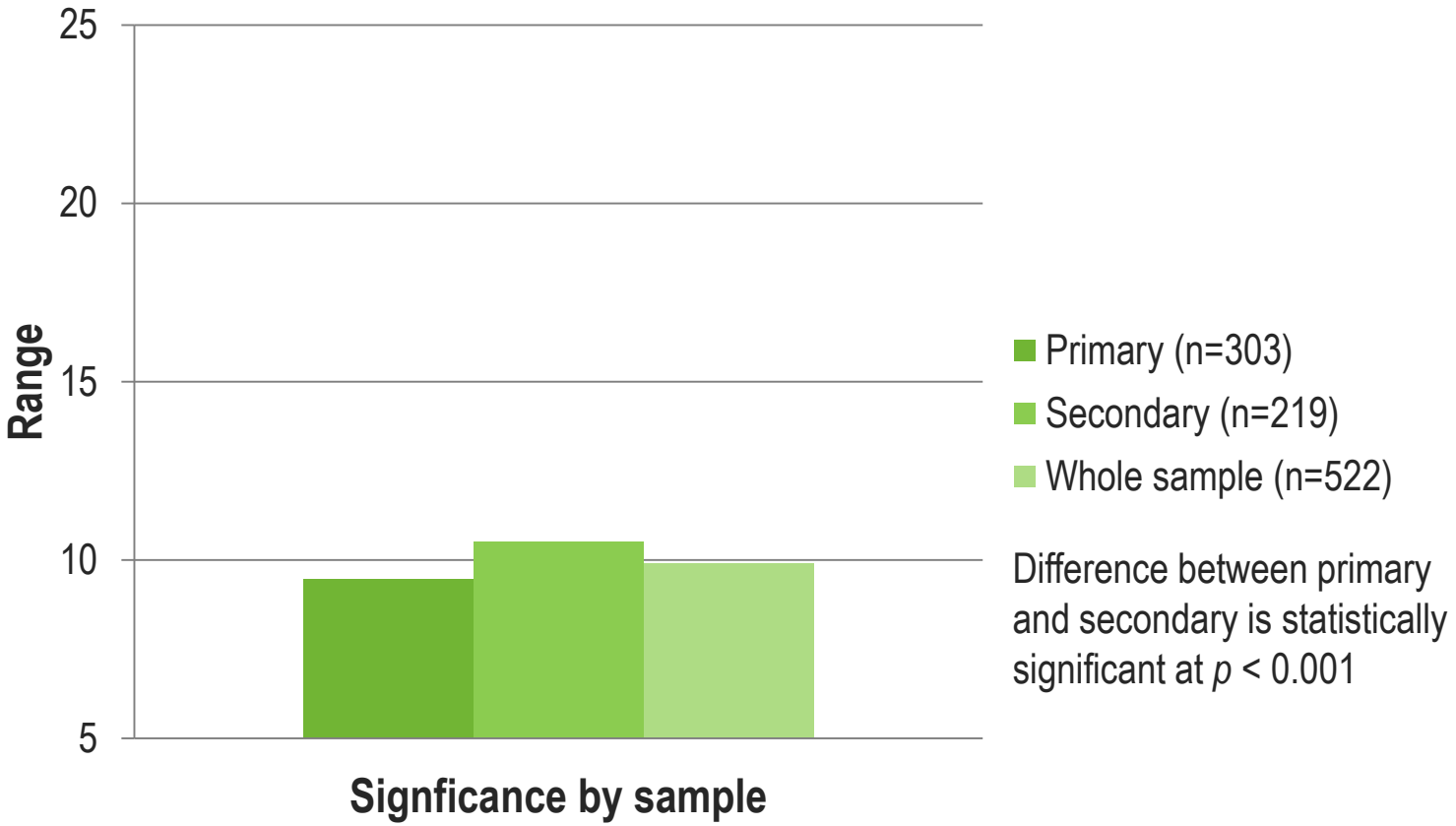
Quality of assessment tasks



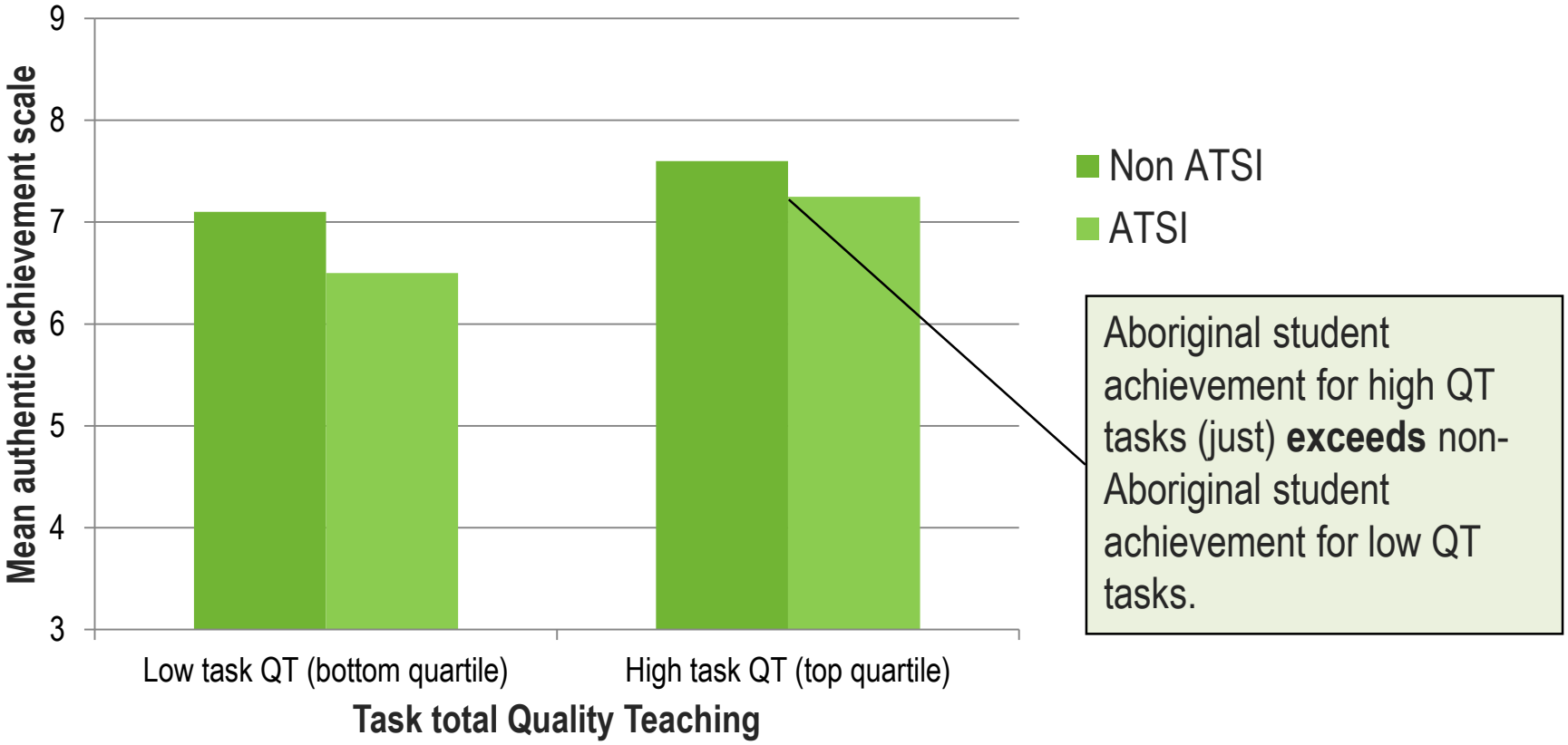
Quality of assessment tasks



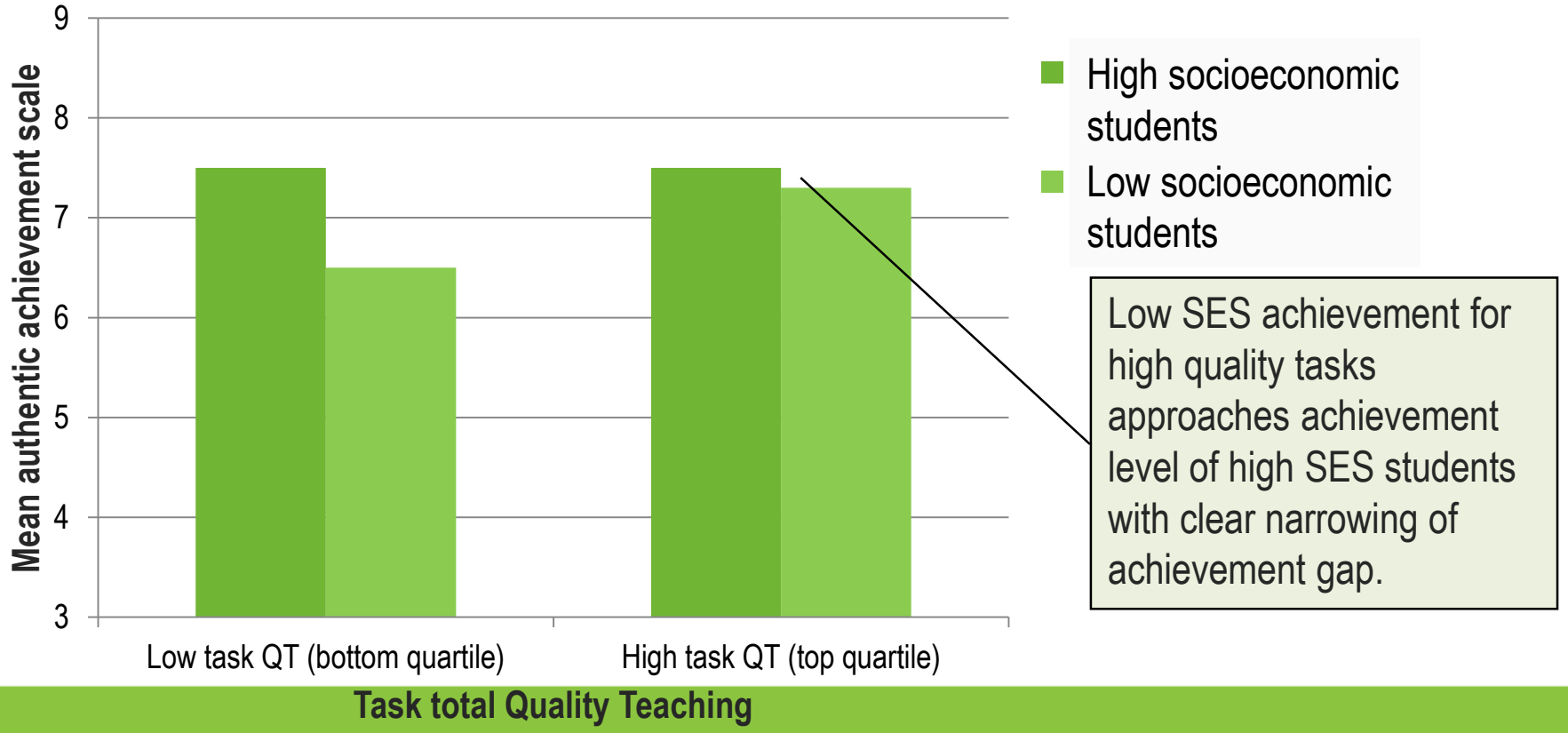
Quality of assessment tasks



Quality Teaching for Aboriginal students' Authentic Achievement



Quality Teaching for SES Authentic Achievement



Major findings

- Indigenous and low-SES students and students with low prior attainment received poorer quality pedagogy
- Better pedagogy was correlated with narrowing of achievement gaps for Indigenous and low-SES students
- Teachers' dispositions and beliefs were related to the contexts in which they worked
- There were no significant differences between beginning and more experienced teachers in quality of teaching

EIPR

Effective Implementation of Pedagogical Reform

Jenny Gore, Wendy Miller and Julie Bowe (2009–2012)

Quality Teaching Rounds (QTR)

- Limited evidence exists regarding the impact of teacher professional development on teaching practice and student outcomes (Vescio, Ross, & Adams, 2008)
- The aim of the EIPR study was to develop a way of working with the Quality Teaching model to support teachers in producing quality teaching
- We drew on literature regarding “instructional rounds” (Elmore, 2007) and “professional learning communities” (Bolam et al., 2005) to develop **Quality Teaching Rounds**

Professional Learning Community

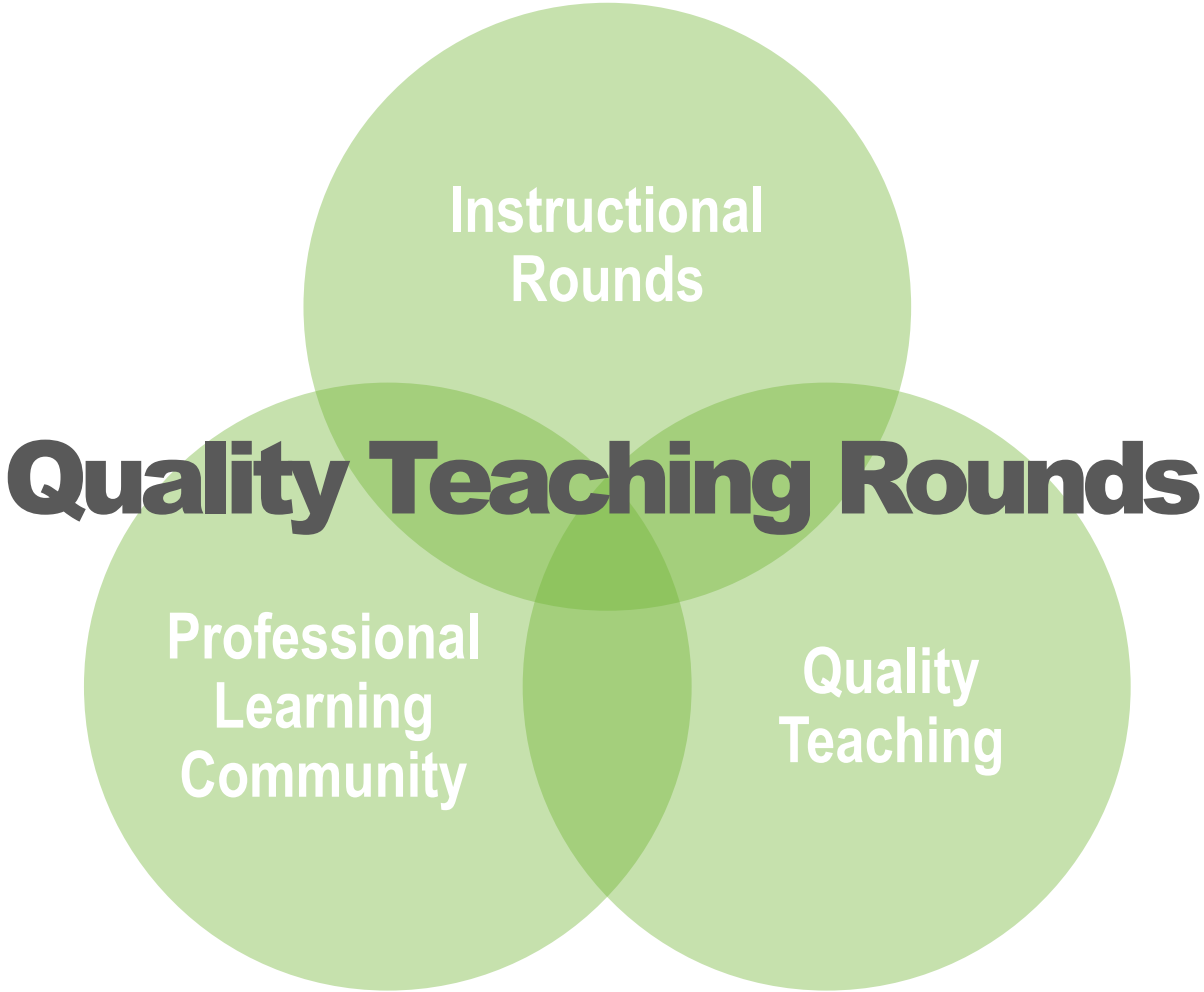
- Long-term, ongoing commitment to a group
- The capacity for the development of trust and respect
- Colleagues with whom to debate and explore practice
- Scope for breadth of insights/diverse views to be articulated

Rounds Process

- Turn taking which requires all participants to share their practice
- A common experience as a basis for analysis and discussion
- Deprivatised practice
- A focus on describing practice
- A focus on explaining the impact on student learning

Quality Teaching

- A lens through which to comprehensively notice and assess what is happening in any lesson – both for the teacher and for the students
- A tool for the systematic and specific analysis and judging of lesson quality
- A focus on the lesson rather than the individual teacher
- A framework from which to commence important conversations not only about the specific lesson observed but also about teaching in general



Bowe and Gore, 2008

Quality Teaching Rounds process

Session 1: **Professional reading** to develop a shared knowledge base, includes interrogation of the Quality Teaching model, explicitly providing constructive spaces for alternative points of view.

Session 2: **Classroom observation** by all members of the PLC. A common experience on which to base discussions using the shared lens of Quality Teaching.

Session 3: Coding and **discussion** of the observed lesson, and of teaching in general, drawing on the language and concepts of the Quality Teaching model. Outliers and alternative views valued and discussed.

Study overview: Quality Teaching Rounds

Quality Teaching Rounds

- 4 schools
- 3 primary, 1 secondary
- Average ICSEA 986
- NAPLAN data (2008–2011)
- 7–8 teachers per school

No Quality Teaching Rounds

- 12 schools
- 9 primary, 12 secondary
- Average ICSEA 1091
- NAPLAN data (2008–2011)

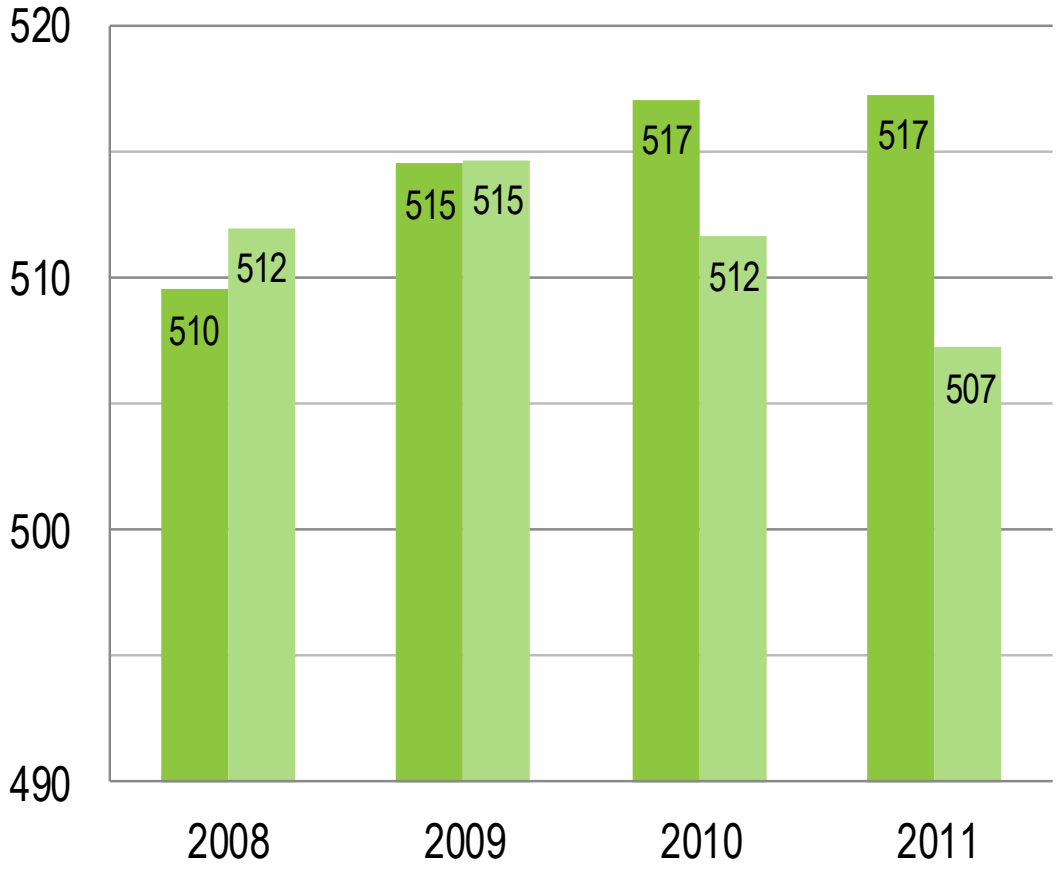
Data collection

2009–2012

	2009	2010	2011	2012	TOTAL
QT Rounds observations	28	38	39	0	**105**
QT Rounds analysis conversations	27	40	37	0	**104**
Interviews	49	49	49	43	**190**
Student NAPLAN scores (2008: 14,154)	19,888	19,048	19,664	-	**72,754**
Questionnaires	364	259	207	170	**970**

NAPLAN literacy results

Overall literacy

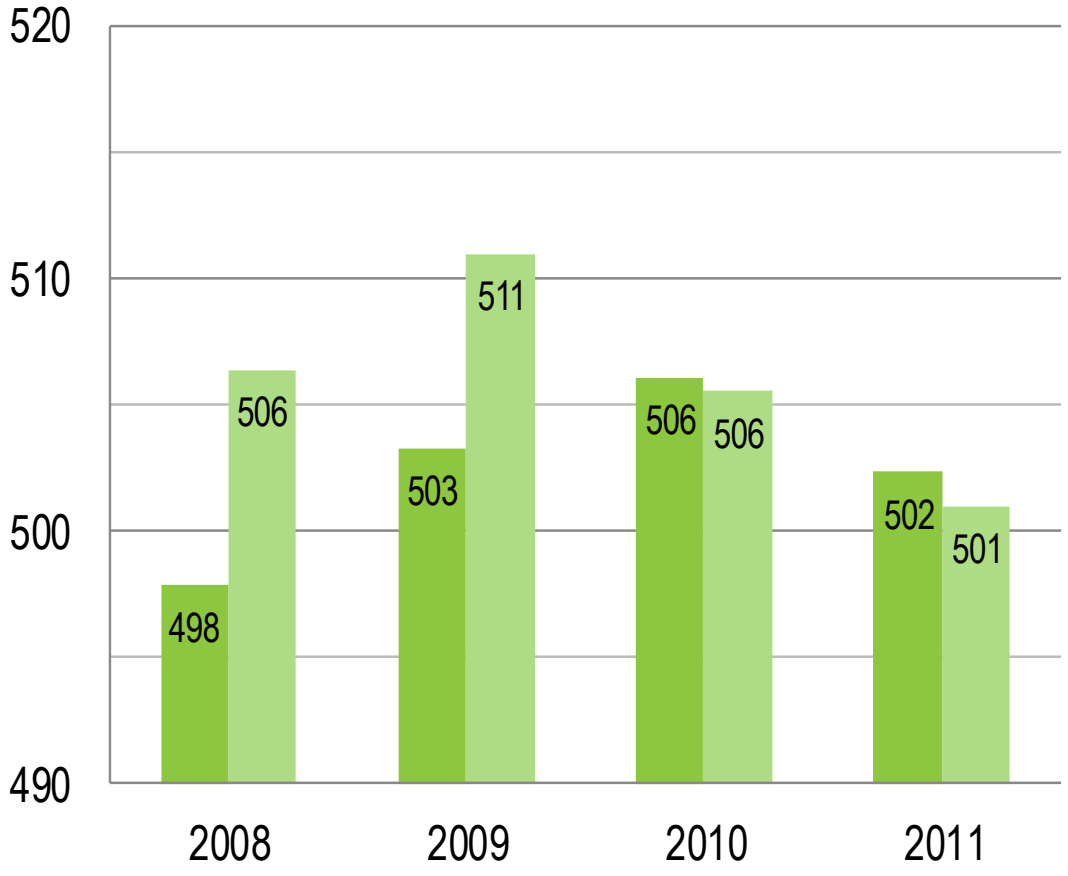


In 2011, students in QTR Schools had significantly better NAPLAN scores in overall literacy at the $p < 0.05$ level.

QTR Schools also had significantly better results in writing, spelling and reading.

NAPLAN numeracy results

Overall numeracy



In 2008, students in QTR Schools had significantly lower scores in overall numeracy at the $p < 0.05$ level.

In 2011, the gap was closed to put the two groups on an equal footing.

Teacher scales: Rounds v. No Rounds

SCALE		PARTICIPANT				*d* QTR-non
Professional Learning Coherence*	0.81	QTR	16	34.56	5.416	0.54
		Non-QTR	223	31.52	5.690	
Quality Teaching Coherence*	0.87	QTR	21	30.24	4.312	0.68
		Non-QTR	163	27.28	4.327	
Professional Learning Effectiveness*	0.86	QTR	19	21.37	2.166	0.81
		Non-QTR	206	18.64	3.447	
Teacher to Teacher Trust	0.86	QTR	20	23.55	5.424	
		Non-QTR	282	23.55	4.292	
Quality Teaching Support**	0.67	QTR	18	16.28	1.965	1.16
		Non-QTR	228	13.38	2.532	
Quality Teaching Reception**	0.7	QTR	21	15.81	1.721	0.83
		Non-QTR	207	13.51	2.838	
Quality Teaching Importance*	0.68	QTR	20	22.20	1.508	0.53
		Non-QTR	277	21.12	2.073	
Teacher Responsibility*	0.75	QTR	17	35.88	5.407	0.67
		Non-QTR	267	32.41	5.189	

Intellectual Quality

SIPA	EIPR
Knowledge is treated **unevenly** during instruction. A significant idea may be addressed as part of the lesson, but in general the focus on key concepts and ideas is **not sustained** throughout the lesson. Deep understanding is uneven. Students demonstrate both shallow and deeper understanding at different points in the lesson. A central concept understood by some students may not be understood by other students. Some knowledge is treated as open to multiple perspectives. Students primarily demonstrate **routine lower-order thinking** a good share of the lesson. There is at least one significant question or activity in which most students perform some higher-order thinking. **Low metalanguage**. During the lesson terminology is explained or either the teacher or students stop to make value judgements or comment on language. There is, however, no clarification or assistance provided regarding the language. Substantive communication among students and/or between teacher and students occurs **occasionally** and involves at least two sustained interactions.	Most of the content knowledge of the lesson is deep. **Sustained focus** on central concepts or ideas is **occasionally interrupted** by superficial or unrelated ideas or concepts. Deep understanding is uneven. Students demonstrate both shallow and deeper understanding at different points in the lesson. A central concept understood by some students may not be understood by other students. Some knowledge is treated as open to multiple perspectives. Most students demonstrate **higher-order thinking** in at least one major activity that occupies a substantial portion of the lesson. **Some** use of **metalanguage**. At the beginning of the lesson, or at some key juncture, the teacher or students stop and explain or conduct a “mini-lesson” on some aspect of language, e.g. genre, vocabulary, signs or symbols. Substantive communication, with sustained interactions, occurs over approximately **half the lesson** with teacher and/or students scaffolding the conversation.

Quality Learning Environment

SIPA	EIPR
Only **general statements** are made regarding the desired quality of the work. Variable engagement. Most students are seriously engaged in parts of the lesson, but **may appear indifferent** during other parts and very few students are clearly off-task. **Many students** participate in challenging work during at least half of the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so. Social support is clearly positive. Supportive behaviours and comments are directed at **most students**, including clear attempts at supporting reluctant students. Most students, most of the time, demonstrate autonomy and initiative in regulating their own behaviour and there is very little interruption to the lesson. Once or twice during the lesson, teachers comment on or correct student behaviour or movement. Low student direction. Although students exercise some control over some aspect of the lesson (choice, time, pace, assessment), their control is minimal or trivial.	**Detailed criteria** regarding the quality of work are made explicit during the lesson, but there is no evidence that students are using the criteria to examine the quality of their work. Serious engagement. **All students are deeply involved**, almost all of the time, in pursuing the substance of the lesson. **Most students** participate in challenging work during most of the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so. Social support is strong. Supportive behaviours or comments from students and the teacher are directed at **all students**, including soliciting and valuing the contributions of all. All students, almost all of time, demonstrate autonomy and initiative in regulating their own behaviour and the lesson proceeds without interruption. Low student direction. Although students exercise some control over some aspect of the lesson (choice, time, pace, assessment), their control is minimal or trivial.

Significance

SIPA	EIPR
Students' background knowledge is mentioned or elicited briefly, is connected to the substance of the lesson, and there is at least some connection to out-of-school background knowledge. **No explicit recognition** or valuing of other than the knowledge of the dominant culture is evident in the substance of the lesson. **No meaningful connections**. All knowledge is strictly restricted to that explicitly defined within a single topic or subject area. Students from all groups are included in a significant way in most aspects of the lesson, but there still appears to be **some unevenness** in the inclusion of different social groups. The teacher or students **try to connect** what is being learned to the world beyond the classroom, but the connection is weak and superficial or trivial. Narrative is used **on occasion** as a minor part of the lesson and/or is loosely connected to the substance of the lesson.	Students' background knowledge is mentioned or elicited several times, is connected to the substance of the lesson, and there is at least some connection to out-of-school background knowledge. **Some cultural knowledge** is evident in the lesson, but it is treated in a superficial manner. **At least one meaningful connection** is made between topics or subject areas by the teacher and/or the students during the lesson. Students from all groups are included in all aspects of the lesson and their inclusion is both **significant and equivalent** to the inclusion of students from other social groups. Students **recognise some connection** between classroom knowledge and situations outside the classroom, which might include sharing their work with an audience outside the classroom, but they do not explore implications of these connections which remain largely abstract or hypothetical. Narrative is used **at several points** in the lesson to enhance the significance of the substance of the lesson.

Major findings

- Positive correlation between QTR and NAPLAN scores
- Differences between QTR and non-QTR teachers on:
  - Reception and perception of QT as a model of pedagogy
  - Perceived effectiveness and coherence of their professional learning
  - Perceived level of support for professional learning within their school
  - The degree to which they felt responsible for their students' learning
- Significantly **higher quality teaching** compared with the (descriptive) SIPA study

“I know **there’s no turning back, I’d never go back to the way I was teaching**, even though I thought it was fine and getting good results and that. It wasn’t as exciting as teaching is now. Like now I guess I’ve been re-energised to teach in a different way…You know, it’s a big awakening too, just cruising along the way I was, which was getting through to them and doing the things you had to do and following the syllabus and all this kind of thing, but it wasn’t exciting. And **now I’m excited** about it. **It’s not the humdrum, it’s great stuff all the time.** (510007) ”

“So I remember the conversation afterwards and, to be honest with you, I can’t even remember how the lesson was coded. But I remember the positive feeling of at the end of the day, driving home thinking, wow, I didn’t feel threatened. I didn’t feel that there was any negativity. I didn’t feel criticised. Yet, **my lesson was critiqued but I didn’t feel criticised. It was all very positive**. (511022)”

ACT QTR

Investigating Quality Teaching Rounds to Support Teacher Professional Learning

Jenny Gore, Julie Bowe, Nicole Mockler, Max Smith, Hywel Ellis and Andrew Lyell (2012)

Modifying Quality Teaching Rounds

- ‘Design experiments’ were conducted to determine whether it was possible to modify QTR and still positively impact on teaching practice
- 156 teachers from 18 schools participated, including teachers at all career stages as well as executive staff
- The agreed QT scores from each observed lesson together with pre- and post-intervention survey and interview data were collected over a 6-month period

Major findings

- **All teachers valued QTR regardless of how it was structured**, with all variations producing a high quality collaborative professional learning experience
- Teachers' perceptions of the degree to which their teaching aligned with the Quality Teaching model improved over the study period, with statistically significant increases in survey scales
- Overall, high quality teaching was produced by participating teachers — **with as few as three Quality Teaching Rounds**

Improving Teaching Quality Through Peer Observation and Feedback

An Investigation of the Impact of QTR (Gore, Bowe, Smith and Lubans, 2014–present)

Sharing and using evidence and good practice

Great Teaching, Inspired Learning

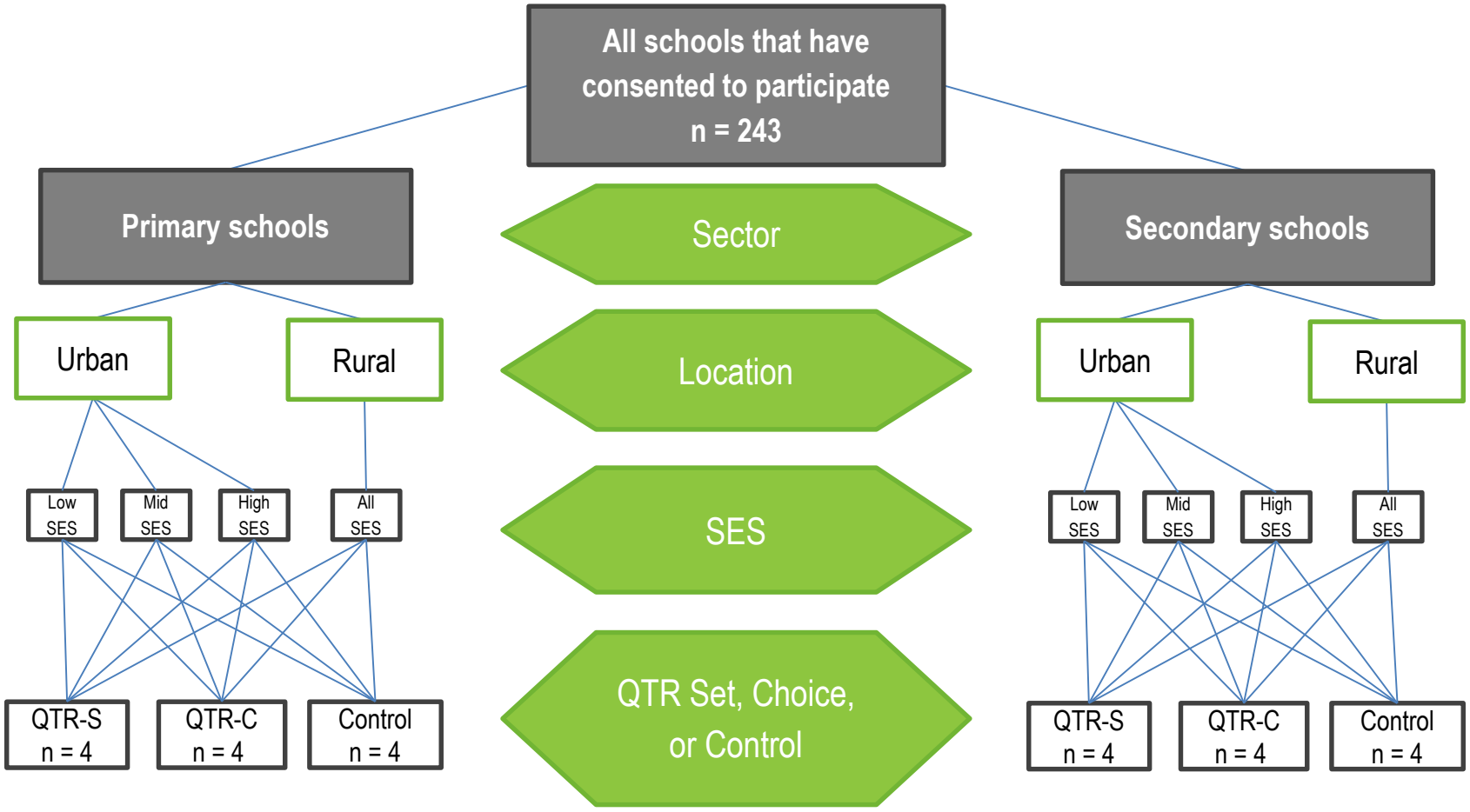
In 2014, the Department will provide increased support for teachers to articulate, share and analyse their practice and for schools to build collaborative teaching cultures through 'Quality Teaching Rounds'.

A randomised controlled trial

- Two lesson observations per teacher for 192 teachers in 24 schools before and after QT Rounds, and again 6 months following the intervention

- Supplemented by survey, interview and case study data on how participation in QT Rounds impacts on teachers' identities, teaching culture and teachers' career commitments

School sample stratification



Note. The number of schools in the final row is the final study sample n = 24.

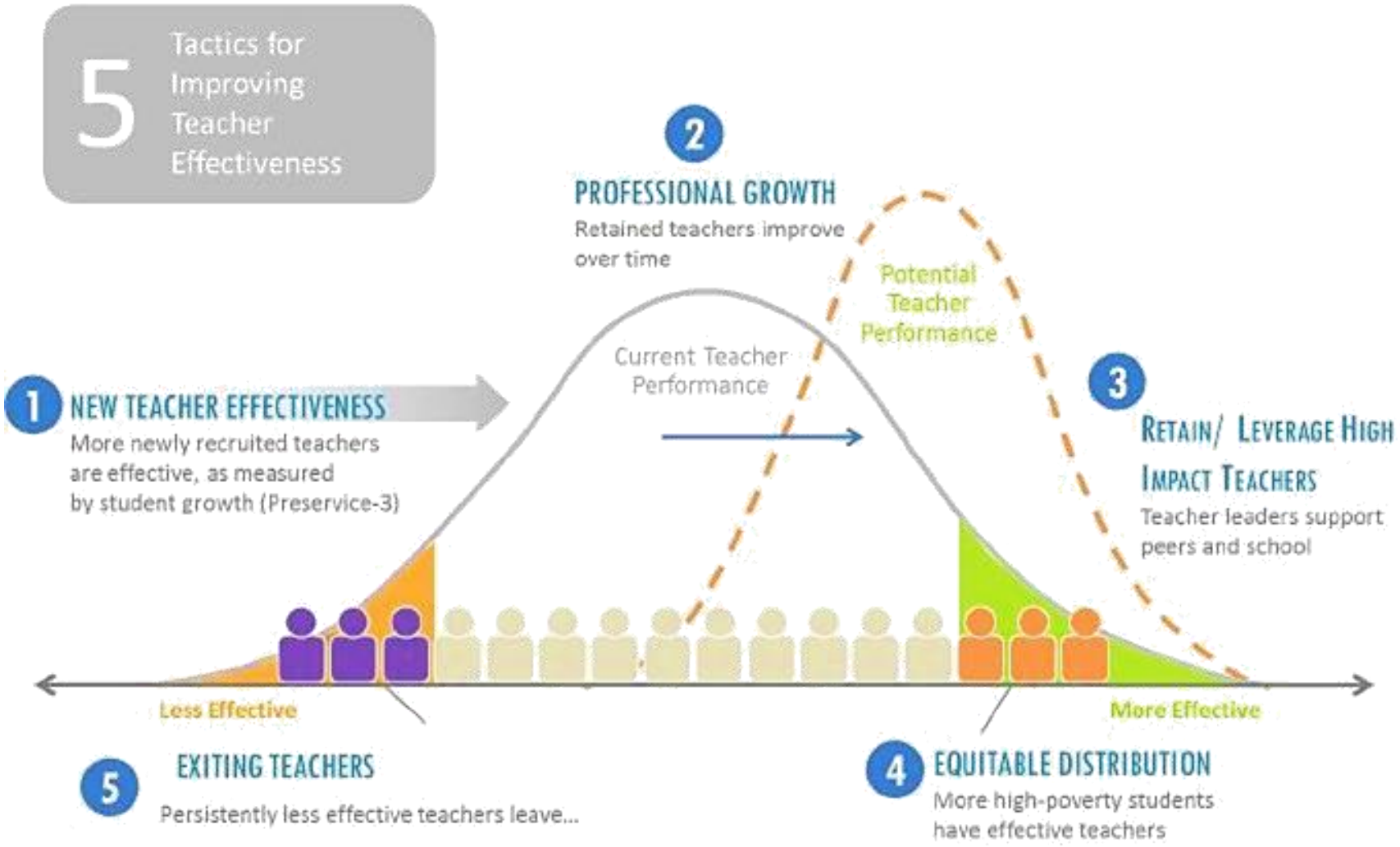
Experiences of early career teachers

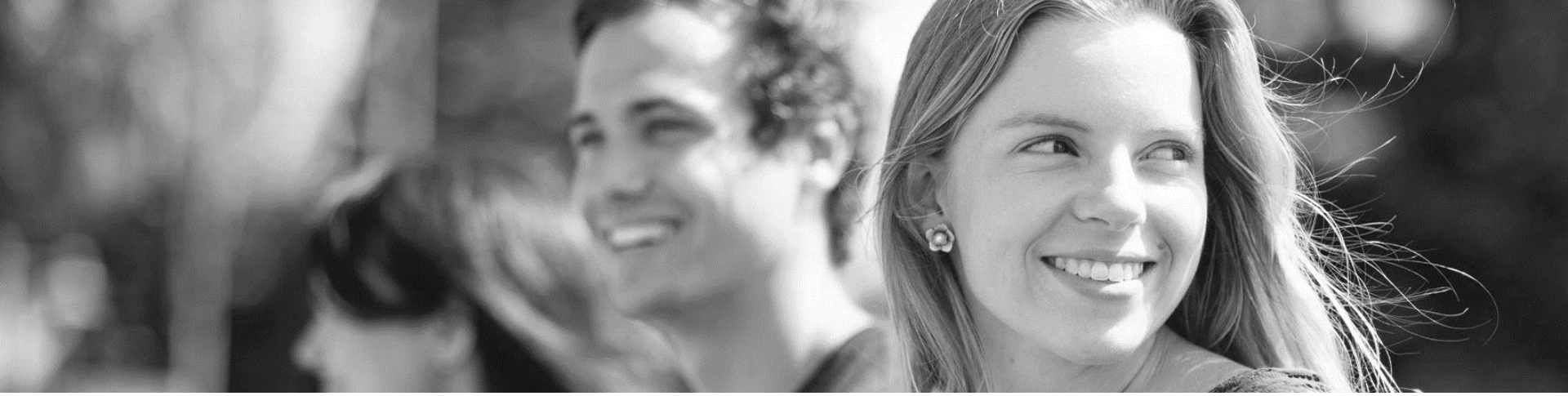
- Examined impact of QT Rounds on 39 beginning teachers
- We considered:
  - **Discursive** effects: what teachers think and talk about
  - **Subjectification** effects: how teachers are seen and how they see themselves
  - **Lived** effects: the impact on teachers' lives

See Gore, J.M. & Bowe, J.M. (2015, due out in June/July). Interrupting attrition? Re-shaping the transition from preservice to inservice teaching through Quality Teaching Rounds. *International Journal of Educational Research.*

Change the game! Work the curve!

Measures of effective teaching (Vicki Phillips, 2013)





Impact of Quality Teaching Rounds

- Quality Teaching can be used effectively as a model of pedagogy, to guide teaching and assessment including the ongoing assessment of student learning
- Quality Teaching Rounds is a viable approach for enhancing teacher learning, refining teaching practice, building teaching culture, improving student outcomes and narrowing equity gaps

Complex field of professional learning

DESIGN

Design of approach to professional development

PROCESSES

Support such as protocols, leadership, facilitation

IMPACT

Teacher learning, teaching practice, student outcomes

For research program overview

Watch **Transforming teaching in Australia's schools**

https://www.youtube.com/watch?v=LdrGFGPcJrA

TEACHERS TEACHING
RESEARCH PROGRAM

References

Australian Institute of Teaching and School Leadership. (AITSL). (2011). *Australian Professional Standards for Teachers.* Retrieved from http://www.aitsl.edu.au/docs/default-source/apst-resources/australian_professional_standard_for_teachers_final.pdf

Australian Institute of Teaching and School Leadership. (AITSL). (2012). *Australian Teacher Performance and Development Framework*. Retrieved from http://www.aitsl.edu.au/docs/default-source/default-document-library/australian_teacher_performance_and_development_framework

Bacchi, C. (2009). *Analysing policy: What's the problem represented to be?* Frenchs Forest, Australia: Pearson Education.

Bacchi, C. (2010). *Foucault, policy and rule: Challenging the problem-solving paradigm*. Aalborg, Denmark: Institut for Historie, Internationale Studier og Samfundsforhold, Aalborg Universitet.

Bolam, R., McMahon, A., Stoll, L., Thomas, S., Wallace, M., Greenwood, A., … Smith, M. (2005). *Creating and sustaining effective professional learning communities*. London, UK: Institute of Education.

Bowe, J. M., & Gore, J. M. (2012, April). *Reassembling teacher professional learning*. Paper presented at the American Educational Research Association Annual Meeting, Vancouver, Canada.

Conklin, J. (2005). *Dialogue mapping: Building shared understanding of wicked problems*. Chichester, UK: John Wiley and Sons.

References

Craven, G. (2013, June 17). *Great teaching, inspired learning: Where to from here? A university perspective.* Speech presented at the NSW Council of Deans of Education, Sydney, Australia. Retrieved from http://www.acu.edu.au/__data/assets/pdf_file/0005/566015/20130617_NSW_Council_of_Deans_of_Education_Great_teaching,_inspired_learning_Where_to_from_here,_a_university_perspective_Prof_Craven.pdf

Elmore, R. F. (2007). Professional networks and school improvement. *School Administrator, 64*(4), 20–25.

Gore, J., Bowe, J., Mockler, N., Smith, M., Ellis, H., & Lyell, A. (2013). *Investigating 'Quality Teaching Rounds' to support teacher professional learning: Research report*. Newcastle, NSW: The University of Newcastle.

Grönqvist, E., & Vlachos, J. (2008). *One size fits all? The effects of teacher cognitive and non-cognitive abilities on student achievement* (Working Paper 2008:25 for the Institute for Labour Market Policy Evaluation). Retrieved from http://www.ifau.se/upload/pdf/se/2008/wp08-25.pdf

NSW Department of Education and Training (2003). *Quality teaching in NSW public schools: A classroom practice guide*. Sydney, Australia: Author.

NSW Department of Education and Training (2005). *Quality teaching in NSW public schools: An assessment practice guide*. Sydney, Australia: Author.

Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education, 24*(1), 80–91.

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA