Thriving teachers despite disruption

Garth Boomer Memorial Lecture
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THE UNIVERSITY OF NEWCASTLE AUSTRALIA

TEACHERS & TEACHING RESEARCH CENTRE

AERA, 1989
San Francisco

Garth Boomer, 1940-1993

- Considered teachers to be intellectuals who should have opportunities to research and make changes to their teaching as they develop new insights

- Interested in the principles and practices of teaching and making explicit the values, assumptions and criteria on which teachers base their actions
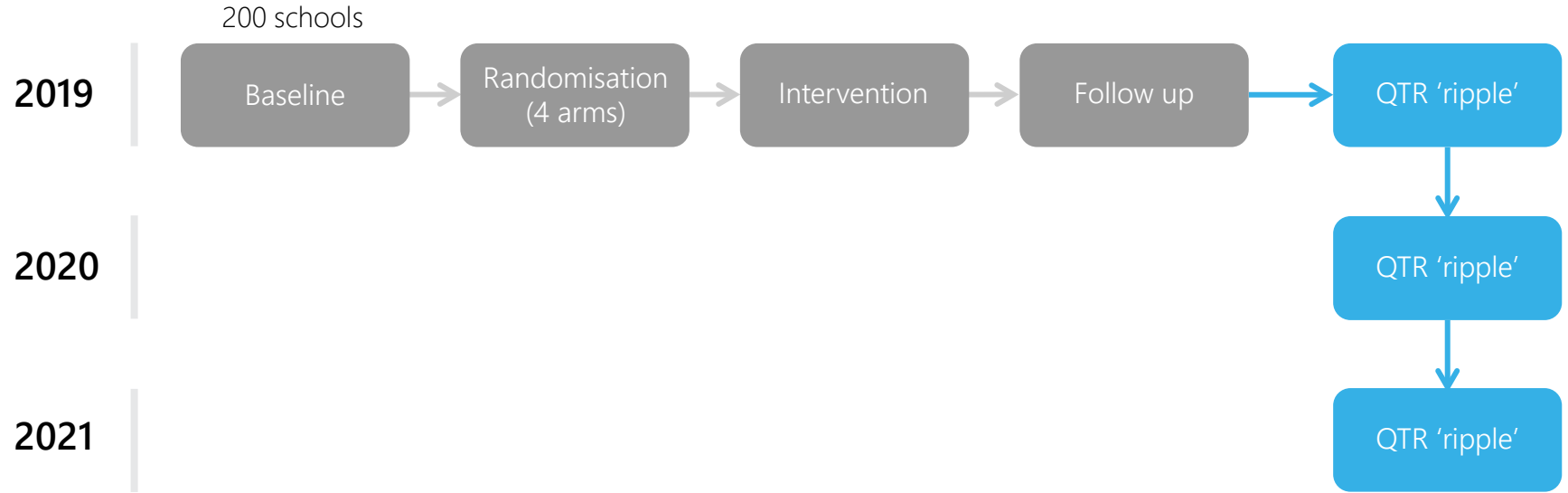
Garth Boomer, 1940-1993

- Advocated for collaboration in teacher development using approaches relevant to all teachers
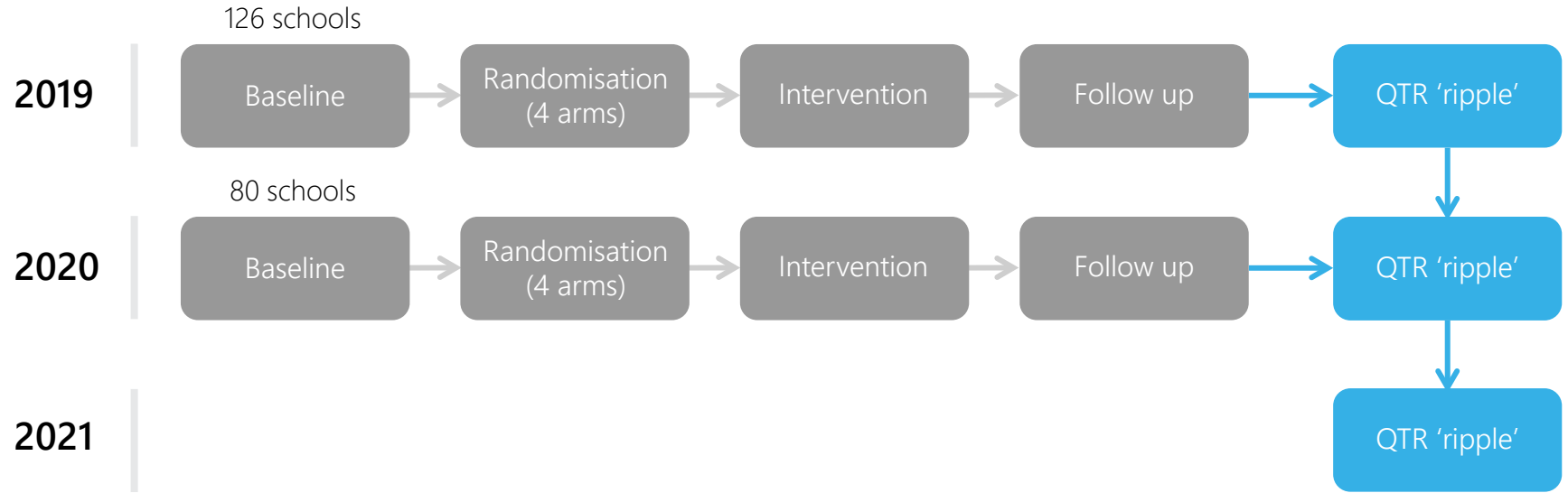
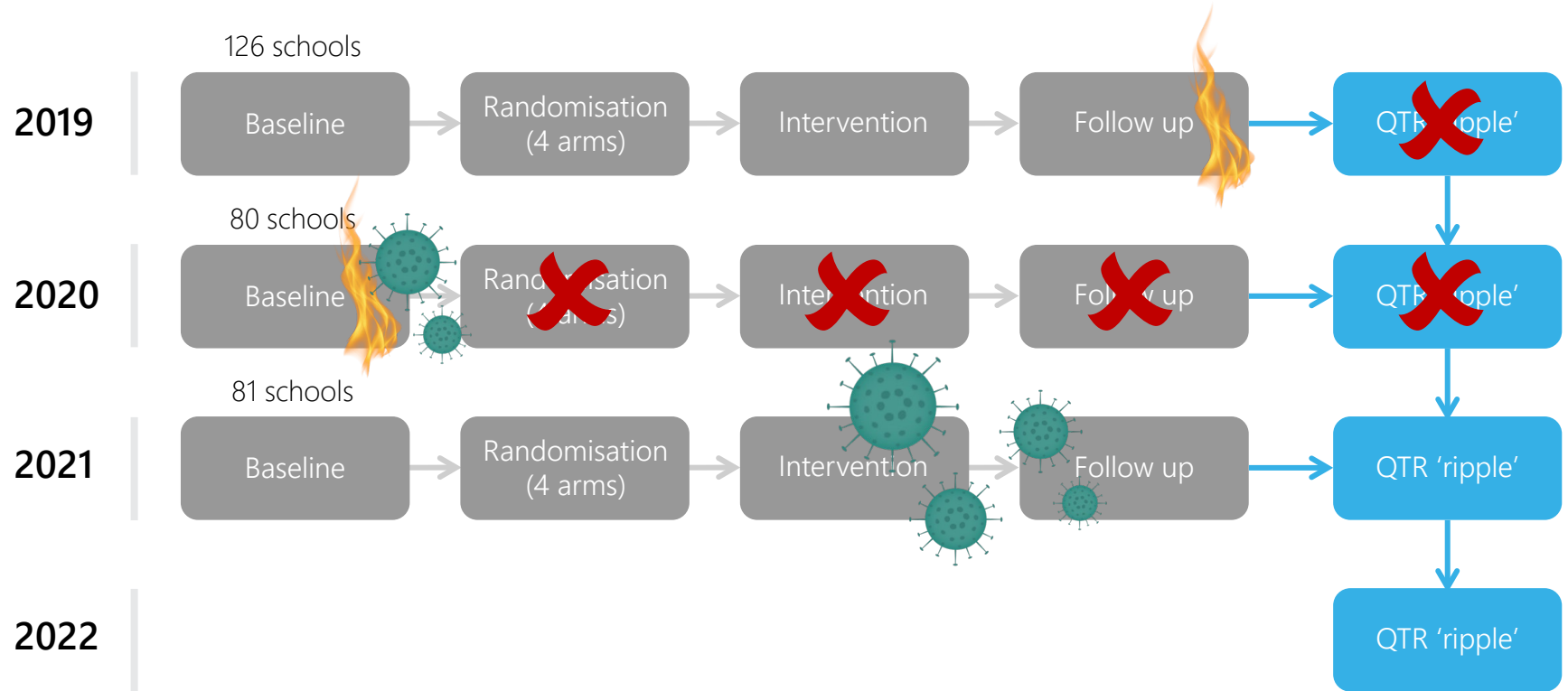- Appreciated the importance of power

Disruption

Overview of the original RCT study design

Overview of the split cohort modification

The reality of the RCT, 2019–2022

2019 — 126 schools: Baseline → Randomisation (4 arms) → Intervention → Follow up → QTR 'ripple'

2020 — 80 schools: Baseline → Randomisation (4 arms) → Intervention → Follow up → QTR 'ripple'

2021 — 81 schools: Baseline → Randomisation (4 arms) → Intervention → Follow up → QTR 'ripple'

2022 — QTR 'ripple'

Disruption

- Student achievement
- Teacher well-being
- Teacher perceptions of student well-being

" Without hope there is no way we can even start to think about education.

Freire, 2007

" Teaching is a vocation rooted in hopefulness. As teachers we believe that learning is possible... we live by hope.

bell hooks, 2003

Types of hope

Boundless optimism,
part of one's identity

Types of hope

Borne of despair, wishful hope

Types of hope

Genuine hope –
desirable and achievable

hope

_v._ to want something to happen or to be true, and usually have a good reason to think that it might

hope and education

Improvement requires more than dreaming of a better future. We need to find paths of action teachers and leaders can take.

One path

- Improvement in quality of teaching
- Improvement in student outcomes
- Thriving teachers

pedagogy

n. the art and science of teaching

"One would want to know whether the teacher power is being used to emancipate or subject; whether individuals feel confident to question or cowed; whether rules are imposed or collectively built; whether ethnic minorities are included or marginalized and so on. The teachers' presentation of self ... and orientation to others is possibly more profound in its teaching than the formal curriculum.

Garth Boomer, *Negotiating the Curriculum*

> "Formal educational knowledge can be considered to be realized through three message systems: curriculum, pedagogy and evaluation. Curriculum defines what counts as valid knowledge, pedagogy defines what counts as valid transmission of knowledge, and evaluation defines what counts as a valid realization of this knowledge on the part of the taught.

Basil Bernstein, 1971

" How we teach is inseparable from what is being taught and how students learn.

David Lusted, 1986

"

Pedagogy is the observable act of teaching together with its attendant discourse of educational theories, values, evidence and justifications. It is what one needs to know, and the skills one needs to command, in order to make and justify the many different kinds of decisions of which teaching is constituted.

Robin Alexander, 2008

> The debate about education today, with its emphasis on methods, represents a new kind of pedagogical stupidity. Because it completely ignores the most fundamental question of education, which is: "what is education for?"...

" And it ignores the most fundamental struggle inherent in education which is a struggle over identities, a struggle over agency. Education, in the final analysis, is about ...what kind of agents are we going to produce? What kind of narratives are we going to produce that students can understand, that enlarge their perspective on the world, on their relationship to others and themselves?...

"

...Because all education is an introduction to the future. It's a struggle over the future you want for young people.

Henry Giroux, 2019

Our hopes for all young Australians

Goal 1 : The Australian education system promotes excellence and equity.

Goal 2: All young Australians become:
- confident and creative individuals
- successful lifelong learners
- active and informed members of the community.

From the Alice Springs (Mparntwe) Declaration

Quality Teaching Model

A broad model of pedagogy for teacher development

Quality Teaching Model

Intellectual Quality

Quality Learning Environment

Significance

Developing deep understanding of important knowledge

Ensuring positive classrooms that boost student learning

Connecting learning to students' lives and the wider world

Quality Teaching Model

| 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

" 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.

Andrew, Deputy Principal

Quality Teaching Rounds

An approach to professional development that connects and empowers teachers

QTR process
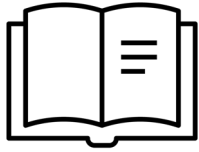
Reading discussion

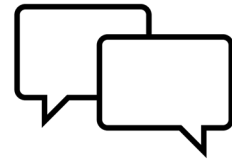To develop shared knowledge base and build professional community

Lesson observation

One PLC member teaches a lesson observed by others

Individual coding

All participants code the observed lesson against the QT Model

Coding discussion

Extended discussion of the lesson and teaching more broadly using the QT Model
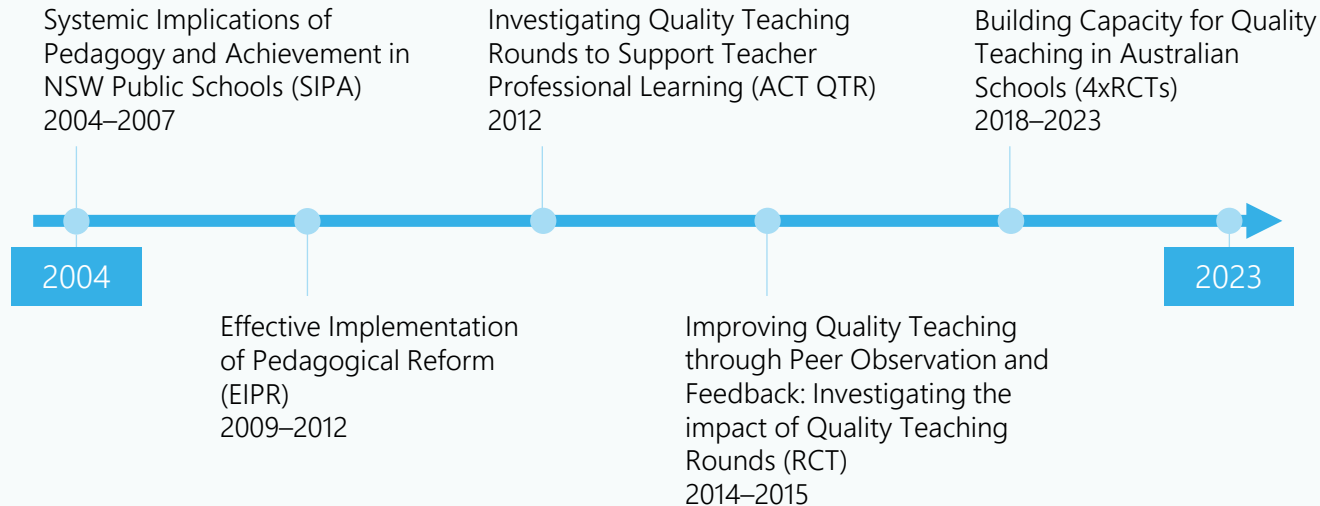
Connection

- Concepts and language

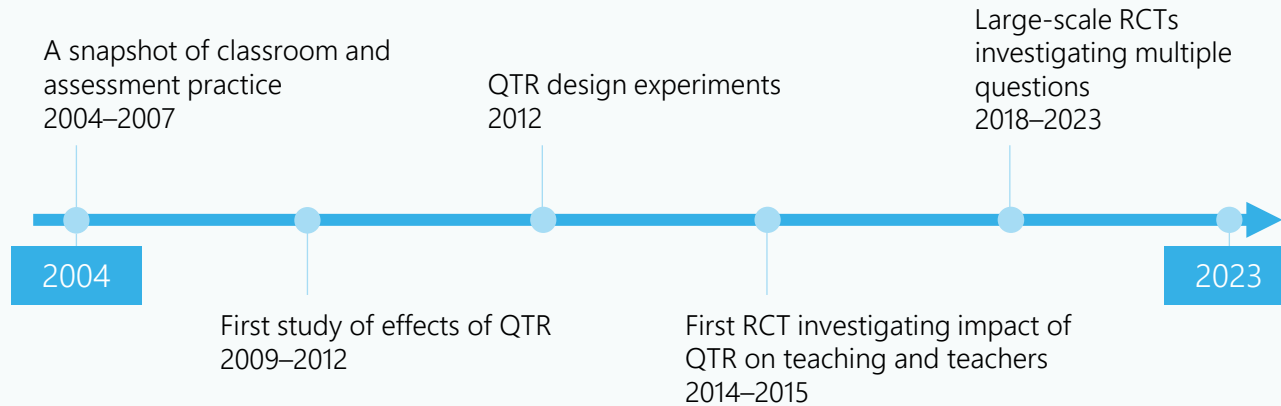- Collaborative process

- Attention to power relations

" They did not like me, and I did not like them, and it was only on hearsay and reputation alone.... But when I was in the room with them and working with them, I respected them and I learned to trust them and I learned who they really were.

Karen, Teacher

Towards quality and equity: Five foundational studies

Systemic Implications of Pedagogy and Achievement in NSW Public Schools (SIPA)
2004–2007

Investigating Quality Teaching Rounds to Support Teacher Professional Learning (ACT QTR)
2012

Building Capacity for Quality Teaching in Australian Schools (4xRCTs)
2018–2023

2004

2023

Effective Implementation of Pedagogical Reform (EIPR)
2009–2012

Improving Quality Teaching through Peer Observation and Feedback: Investigating the impact of Quality Teaching Rounds (RCT)
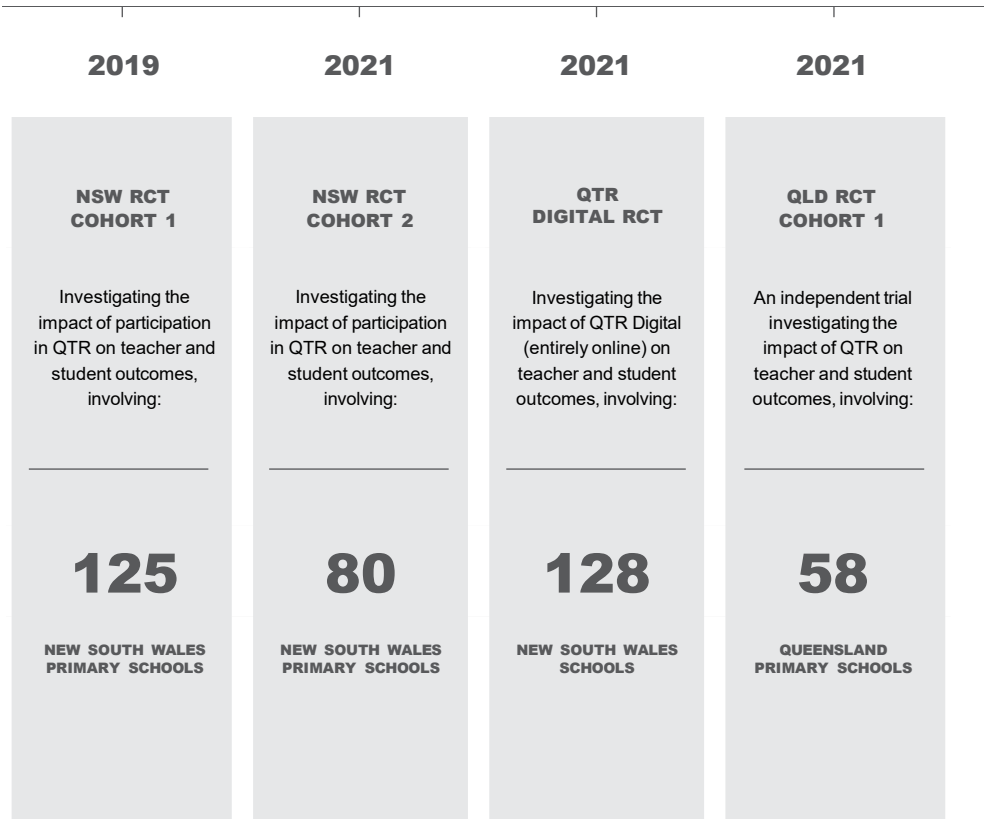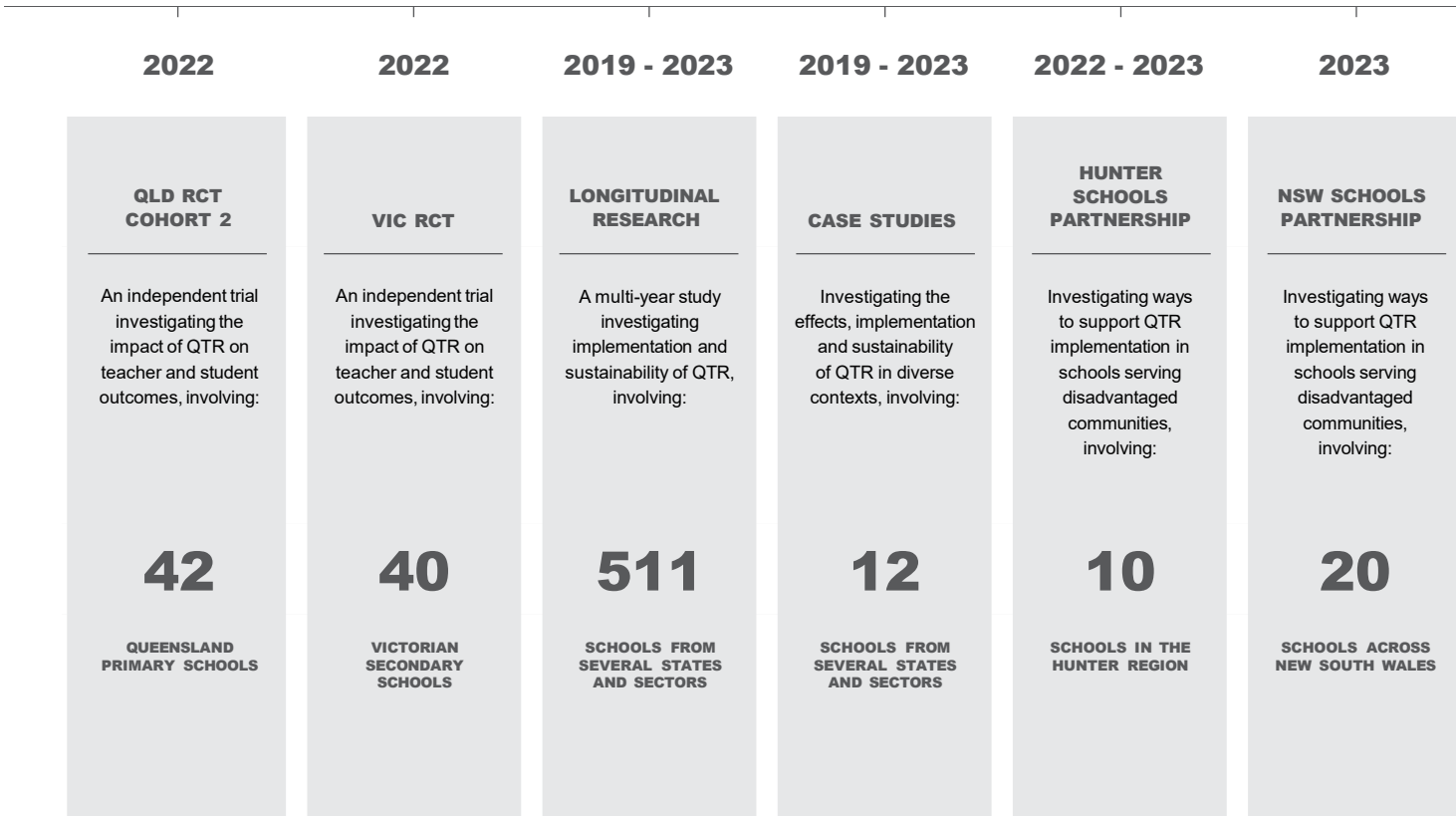2014–2015

Towards quality and equity: Five foundational studies

Building Capacity for Quality Teaching in Australian Schools

2019

2019	2021	2021	2021
NSW RCT COHORT 1	**NSW RCT COHORT 2**	**QTR DIGITAL RCT**	**QLD RCT COHORT 1**
Investigating the impact of participation in QTR on teacher and student outcomes, involving:	Investigating the impact of participation in QTR on teacher and student outcomes, involving:	Investigating the impact of QTR Digital (entirely online) on teacher and student outcomes, involving:	An independent trial investigating the impact of QTR on teacher and student outcomes, involving:
125	**80**	**128**	**58**
NEW SOUTH WALES PRIMARY SCHOOLS	NEW SOUTH WALES PRIMARY SCHOOLS	NEW SOUTH WALES SCHOOLS	QUEENSLAND PRIMARY SCHOOLS

2023

| 2022	2022	2019 - 2023	2019 - 2023	2022 - 2023	2023
QLD RCT COHORT 2	**VIC RCT**	**LONGITUDINAL RESEARCH**	**CASE STUDIES**	**HUNTER SCHOOLS PARTNERSHIP**	**NSW SCHOOLS PARTNERSHIP**
An independent trial investigating the impact of QTR on teacher and student outcomes, involving:	An independent trial investigating the impact of QTR on teacher and student outcomes, involving:	A multi-year study investigating implementation and sustainability of QTR, involving:	Investigating the effects, implementation and sustainability of QTR in diverse contexts, involving:	Investigating ways to support QTR implementation in schools serving disadvantaged communities, involving:	Investigating ways to support QTR implementation in schools serving disadvantaged communities, involving:
42	**40**	**511**	**12**	**10**	**20**
QUEENSLAND PRIMARY SCHOOLS	VICTORIAN SECONDARY SCHOOLS	SCHOOLS FROM SEVERAL STATES AND SECTORS	SCHOOLS FROM SEVERAL STATES AND SECTORS	SCHOOLS IN THE HUNTER REGION	SCHOOLS ACROSS NEW SOUTH WALES

Positive effects on student achievement

- in two subjects (maths and reading)

- in two stages (Years 3-4 and Years 5-6)

- in two states (NSW and QLD)

- in two modes (face-to-face and fully online PD)

- with researcher-led and QTR Adviser-led workshops

- includes an independent trial conducted by ISSR at the University of Queensland

Impact on maths achievement (NSW 2019)
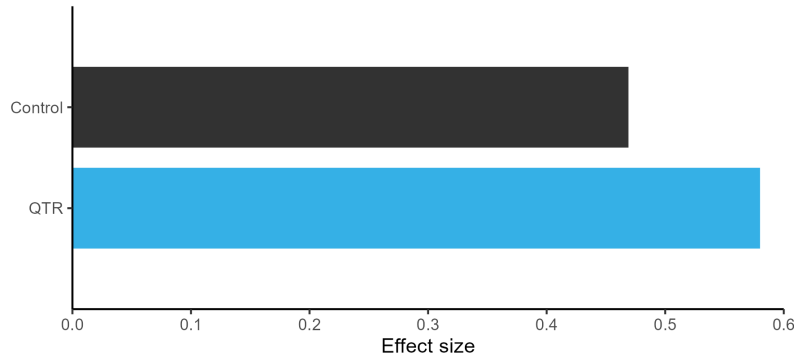
Impact on reading achievement (QLD 2022)
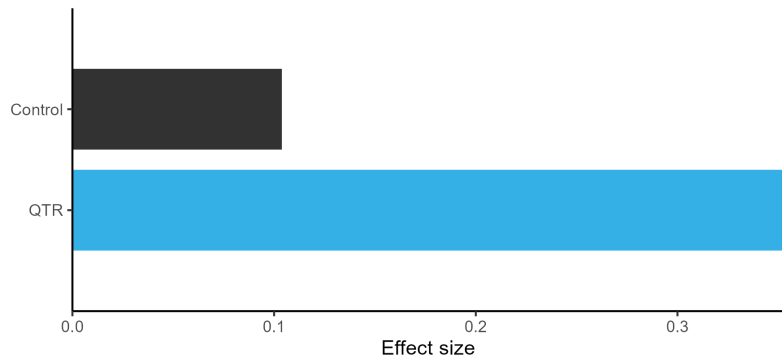
QTR and learning outcomes

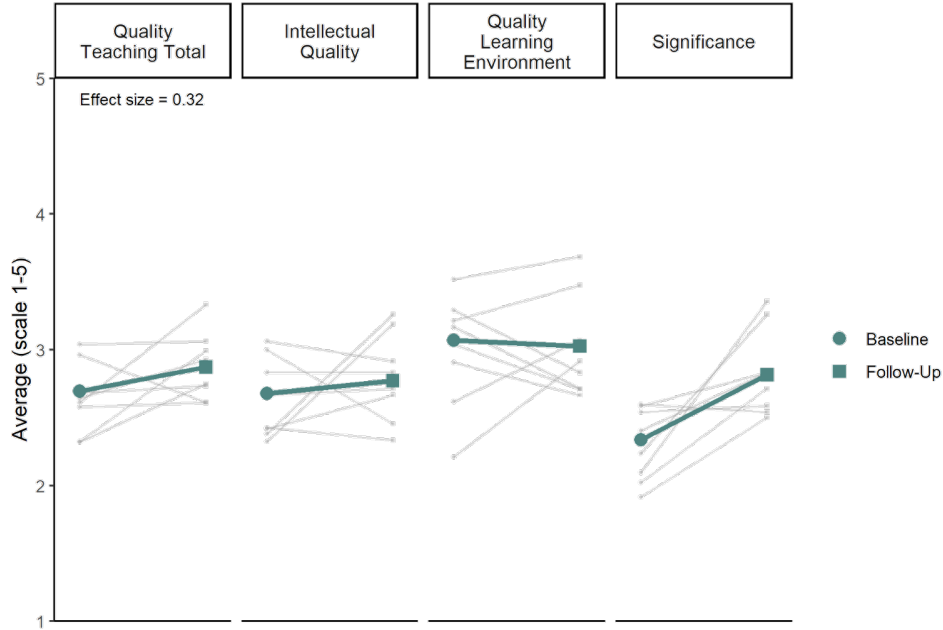2-3 months' greater growth for students whose teachers participated in Quality Teaching Rounds

Positive effects for teachers

- the quality of teaching
- teacher morale
- teacher efficacy and confidence
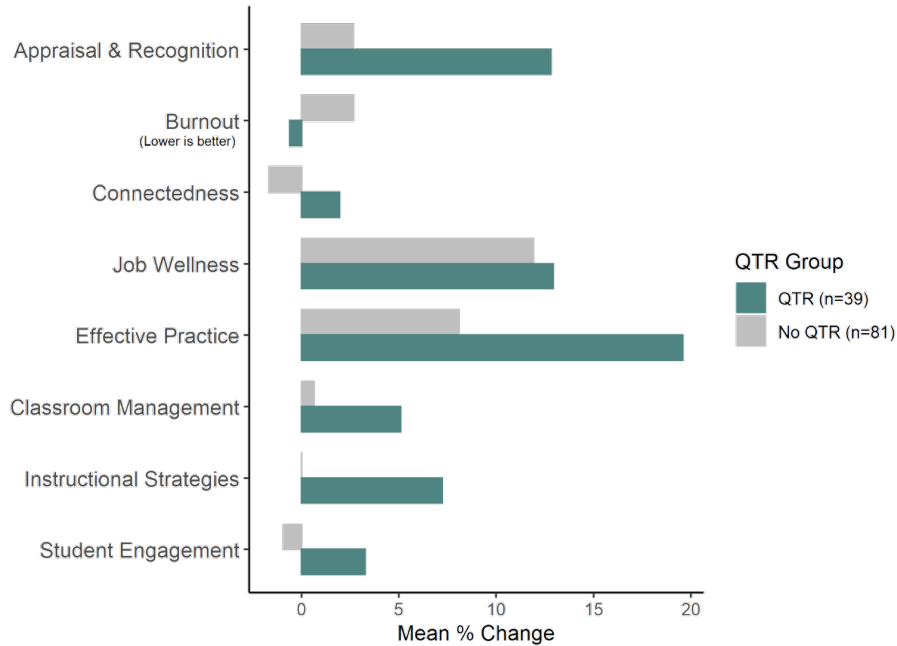- collaboration and collegiality
- school culture

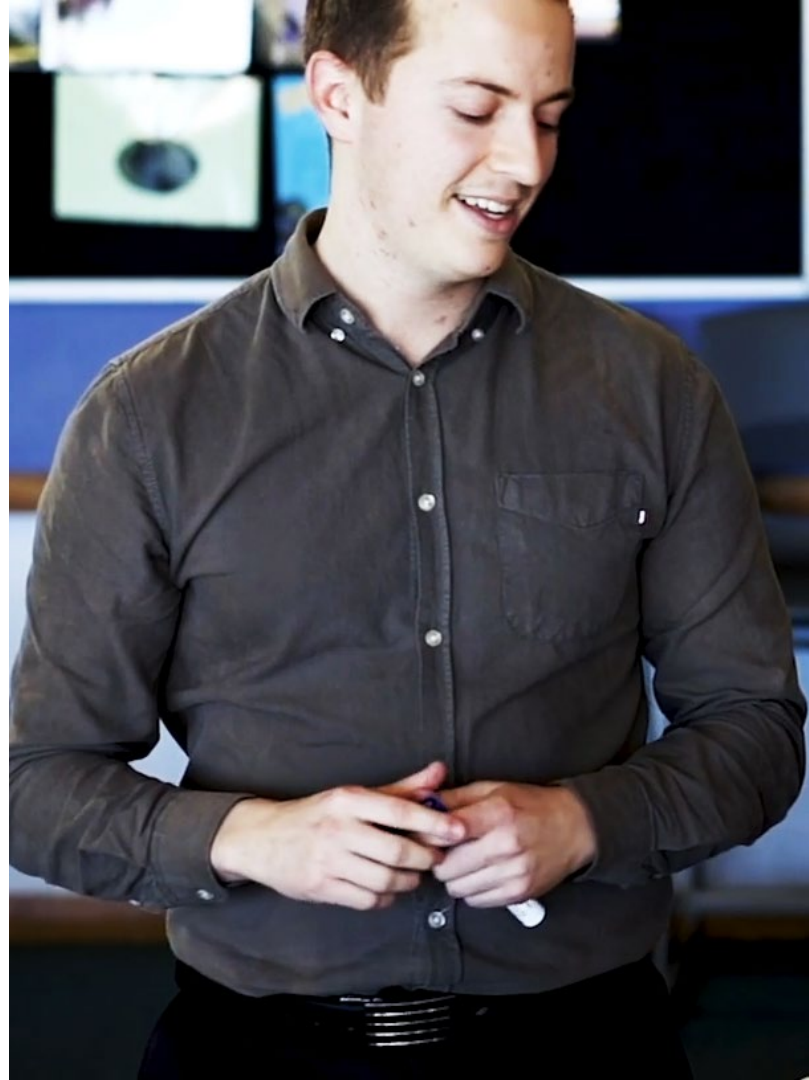# Hunter Schools Partnership Project

Teaching quality

Hunter Schools Partnership Project

Teacher perceptions

If more teachers are to thrive

We need to rethink how pedagogy is positioned in the national education landscape across the whole teacher career span

Teacher career phases

Attract   Presents teaching as intellectually challenging and rewarding work

Prepare   Strengthens ITE program quality and coherence

Place   Builds graduate confidence and preparedness for diverse teaching contexts

Induct   Supports beginning teachers in collaborative professional cultures

Develop   Improves teaching quality, teacher morale, teacher efficacy and school culture

Recognise   Supports teacher accreditation and promotion

Retain   Increases job satisfaction and wellbeing

Conclusion

To help teachers thrive, we must ensure conditions that value and nurture their individual and collaborative work

Explore further

Learn more at
www.newcastle.edu.au/QTR