

## John Hattie: *Collaborative Expertise* (2015)

The aim of schooling is for every student to gain at least a year's worth of learning for a year's input.

The greatest influence on student progression in learning is having highly expert, inspired and passionate teachers and school leaders working together to maximize the effect of their teaching on all students in their care.

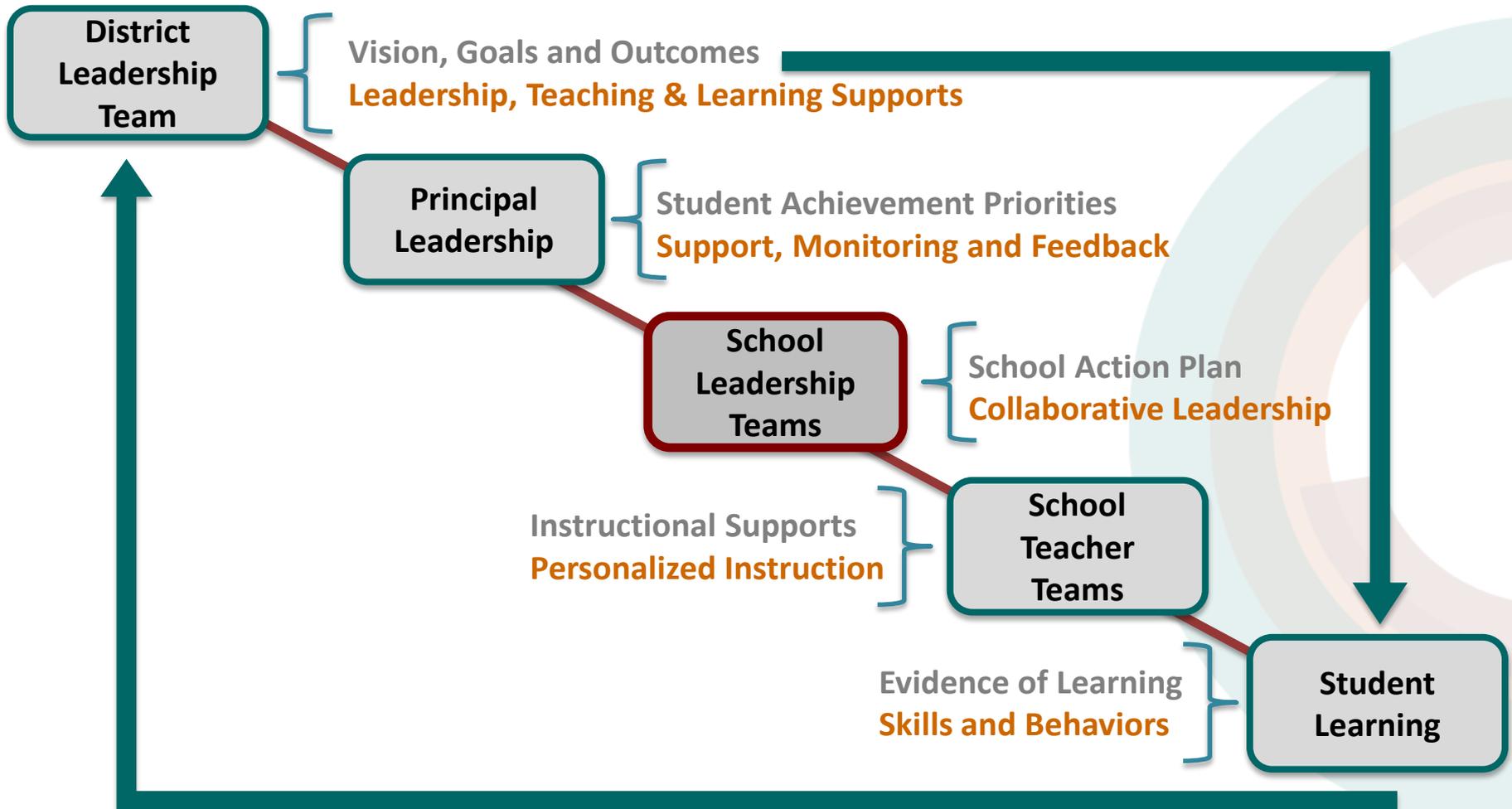
There is a major role for school leaders: to harness the expertise in their schools and to lead successful transformations.

There is also a role for the system: to provide the support, time and resources for this to happen.

Putting all three of these (teachers, leaders, system) together gets at the heart of collaborative expertise.

The focus of collaboration needs to be on the evidence of impact, common understandings of what impact means, the evidence and ways to know about the magnitude of this impact, and how the impact is shared across many groups of students.

# Systems Coherence & Capacity Framework



**Lead Learners** define a strategic focus aligned with student learning needs to engage in systemic collaboration, co-learning and shared accountability for the sustainable improvement of student achievement.

It is essential to support building of **capacity and coherence** by:

- **Focusing Direction** – Setting the stage for long-term growth of school capacity and student achievement by focusing on a few goals and outcomes that align critical supports for leadership, teaching and student learning.
- **Cultivating Collaborative Cultures** – Implementing structures and processes that engage principals, school leadership teams and teacher teams in collaboratively leading the continuous improvement of student learning.
- **Deepening Learning** – Implementing an instructional coherence framework that shifts classroom and school level practices to focus on developing student skills and using evidence of learning to inform continuous improvement of practices.
- **Securing Accountability** – Creating a common vision of accountability that engages school staff in collaboratively monitoring evidence of student learning to continuously adapt and improve student tasks, instructional supports and classroom practices.

- Adapted by InnovateEd; Michael Fullan *Coherence* (2015) and John Hattie *Collaborative Expertise* (2015)