# Contents

List of Figures and Tables ................................................. xiv  
Foreword ................................................................. xvii  
   Jim Knight  
Introduction ........................................................... xx  
   John Hattie  
Preface ................................................................. xxiv  
   John Hattie  
Acknowledgments ...................................................... xxix  
About the Authors ..................................................... xxxii

## 1. Leading Collaborative Learning. ......................... 1

   Moving to Excellence ............................................. 2  
   Guided by Research .............................................. 4  
   Definitions Set the Stage ........................................ 5  
      Defining Collaboration as Co-Laboring ..................... 6  
      Defining Deeper Learning .................................... 8  
   How We Lead Matters ............................................ 13  
   Our Research ..................................................... 14  
   Broad Themes Emerging From the Research ................. 16  
      Inquiring Minds Seek to Understand ....................... 17  
   Collaborative Learning Cultivates Leadership ............. 18  
      The Power of a Positive Learning Stance ................. 19  
   The Impact of Collaboration on Student Learning .......... 21  
   A Pause for Reflection ......................................... 22  
      Matrix Themes 1–2 ............................................ 22

## 2. From Theory Into Action ................................. 26

   Conditions for System Success ................................ 26  
   Constructivism Frames Our Approach to Inquiry ........... 27  
   Collaborative Learning Is Our Approach to Leading .... 28  
      Why Use the Collaborative Inquiry Approach? .......... 28

Copyright Corwin 2016

Leadership for Student Achievement and Collaborative Learning ................. 99

Five Dimensions of Leadership ......................................................... 102

Contextual Factors That Build Collaboration ...................................... 108

Using Leadership Influence ................................................................... 114

Practical First Steps Enabling Collaborative Inquiry ................................. 118

The Strong Case for Accomplished Teacher-Leaders in Every School ........... 119

Skills-Based Selection of Teacher-Leaders Matters ................................ 120

Knowledge of Collaborative Strategies Matters ..................................... 121

Data That Matter .................................................................................. 121

1. The Case Management Approach .................................................. 123
2. Learning Walks and Talks .............................................................. 126
3. Instructional Coaching .................................................................... 127
4. Collaborative Co-Teaching .............................................................. 128

When Time Is an Issue, a System Leader or Principal Might ....................... 134

Voices From the Field: A Case Study ................................................... 136

Applying Our Theory of Action ........................................................... 139

The Impact of Collaboration on Student Learning .................................... 141

A Pause for Reflection ........................................................................... 142

Matrix Themes 7–8 ............................................................................... 142

Looking Ahead ....................................................................................... 142

5. Teachers Working Alongside Teachers .............................................. 145

Unstructured and Structured Collaboration ............................................. 145

Changing the “What” in Learning Conversations ..................................... 148

1. The Case Management Approach .................................................. 148
2. The 4 Cs Model ................................................................................ 150
3. Observational Inquiry .................................................................... 157
4. Collaborative Assessment of Student Work ....................................... 159

Copyright Corwin 2016
6. **Teachers and Students Working Alongside Each Other** ............................................. 169

- Teaching Is Evolving ................................................. 170
- What's the Difference? Cooperative Learning, Collaborative Learning, and Co-Learning ................................................. 171
- Authentic Collaborative Learning Matters ................................................. 173
  - Constructing Knowledge Together ................................................. 176
- Teachers as Stewards ................................................. 177
  - Navigating Possibility While Avoiding the Rocks ................. 178
  - Building a Classroom Culture Where Learning Thrives ........ 180
- Personalization and Differentiation Matters ................................................. 181
- Classroom Inquiry-Based Learning: A Timely Approach ............. 182
  - Guiding Inquiry Learning ................................................. 184
  - Assessment Within Inquiry ................................................. 186
- Student-Led Learning Walks ................................................. 196
- Applying Our Theory of Action ................................................. 200
- A Pause for Reflection ................................................. 200
- Our Culminating Event ................................................. 200
  - Matrix Themes 1–10 ................................................. 200
- The Impact of Collaboration on Student Learning ...................... 202

**Afterword** ................................................. 212

*Michael Fullan*

**Appendices** ................................................. 214

- Appendix A. Survey Questions ................................................. 215
- Appendix B. A Protocol to Establish Norms of Engagement ........ 227

Copyright Corwin 2016
List of Figures and Tables

Figures

Figure 2.1 A Systemic View of Collaboration Through Inquiry ..............30
Figure 2.2 Theory of Action for Leading Collaborative Learning ........32

Figure 3.1 A Very Successful Networked Learning Community in New Zealand .................................................................75
Figure 3.2 System Circle of Practice Data Wall, North Queensland Region, Australia ................................................77
Figure 3.3 Putting FACeS on the Data at the System Level in Metro Region Queensland, Australia .......................81
Figure 3.4 Leanne Nixon Discussing the Attributes of Data Walls at the State Level to Promote Collaborative Conversations ..............................................82
Figure 3.5 A Sample System Case Management Meeting in Support of All Schools Achieving in NQR, Australia ..........85
Figure 3.6 Clarifying the Purpose of Learning Walks and Talks ........86
Figure 3.7 Asking the Five Questions ....................................88
Figure 3.8 Theory of Action for System Leaders Working Alongside School Leaders .........................................................94

Figure 4.1 The Correlation Between Collaborative Cultures and Increased Student Achievement ..............................100
Figure 4.2 DPCDSB’s Learning Fair Promotes Collaborative Thinking About Practice by Teachers and Leaders ........104
Figure 4.3 Knowledge Circulation Through Collaboration at the Learning Fair, DPCDSB .............................................105
Figure 4.4 The Relationship Between Commitment and Engagement in Leading Collaborative Learning .................116
Figure 4.5 Sample Staff Norms of Engagement and Empowerment ....117
Figure 4.6 The School Data Wall Provides the Content for Rich, Collaborative Discussion About Each Student’s Instructional Need ........................................124
Figure 4.7 Theory of Action for School Leaders Working Alongside Teacher-Leaders ....................................................140
Table 3.6  Implementation Matrix of the Fifth and Sixth of the
10 Non-Negotiables of Evidence-Proven Collaborative
Learning Practices ........................................... 98

Table 4.1  Leadership Knowledge, Skills, and Dispositions ................. 109
Table 4.2  Contextual Factors That Build Collaboration ......................... 113
Table 4.3  Ranking of Leadership Behaviors That Enable Getting to
Collaborative Work ................................................. 114
Table 4.4  Leadership Behaviors (Actions) That Support Collaborative
Learning .............................................................. 115
Table 4.5  Perceived Impact of Collaborative Strategies ......................... 122
Table 4.6  Positive Results of Co-Teaching at Ballarat Clarendon College . . . 134
Table 4.7  Implementation Matrix of the Seventh and Eighth of the
10 Non-Negotiables of Evidence-Proven Collaborative
Learning Practices ..................................................... 143

Table 5.1  Considering Learning Supports for Teachers ......................... 156
Table 5.2  Examples of Collaborative Learning Processes ...................... 156
Table 5.3  Implementation Matrix of the Ninth and Tenth of the
10 Non-Negotiables of Evidence-Proven Collaborative
Learning Practices ..................................................... 167

Table 6.1  Classroom Teacher Behaviors That Build Strong Learning
Cultures ................................................................. 181
Table 6.2  Planning for Assessment-in-Action ....................................... 189
Table 6.3  Implementation Matrix of the 10 Non-Negotiables of
Evidence-Proven Collaborative Learning Practices ......................... 204