

Dunn, R. & Hattie, J. (2021). Developing teaching expertise: A guide to adaptive professional learning design. Thousand Oaks: Corwin, 160 pages.

The book aims to provide school leaders with orientation knowledge and practical tips for their professional development. To this end, it focusses on teacher training that strengthens excellence in teaching. Teaching refers to the "design" of teaching practice, which is also based on educational research. As research evidence-based solutions do not work in every local context, adaptive-evaluative planning and empirical evaluation by teachers are essential.

The foreword explains the standardised structure of the five main chapters: an introduction to research findings is followed by the principles and procedures derived from them, case studies from the field, suggestions for transfer to your own school and discussion questions. Chapter 1 contains core considerations on effective teacher training. Following on from international research, "knowledge-in-practice" should be acquired as part of professional work. This should balance instructional directivity in the context of assignments versus exploratory problem solving of the teachers' own choosing, depending on their professional experience. Chapter 2 deals with how school leaders should design and organise effective professional development - always in several parts. The guiding principles are acceptance of ambiguity and uncertainty, psychological safety and lean processes. The three leadership styles "adaptive", "service-oriented" and "instructional" should be used or combined depending on the phase of further education and school development.

Chapter 3 "Evaluative Thinking and Expertise Pathways" highlights the special features of the proposed professional development approach: Using "expertise pathways" that they have developed, teachers present - if possible also in visualised form - how they systematically use and combine instructional methods that have been proven to be effective for their lessons. Among other things, the pathways link the learning situation and resources, planned activities and desired learning outcomes. As causal chains, they should be linked on the basis of research; assumptions about how the links work should be explained and justified. It becomes clear what a high standard this professional sophistication to be strived for in the "Design" of teaching. Evaluative thinking and action aims to bring together conditions, reasons and evidence to reach an evaluative conclusion: Relevant research questions need to be formulated and data collected and analysed. Increased teacher competence and formative further development of teaching practice should be based on the information obtained in this way. Internal evaluation and Lesson Studies are mentioned as empirical approaches. Data collection methods such as the evaluation of students' products and lesson observations by peers or school managers are outlined and illustrated.

Chapter 4 emphasises the great importance of teacher collaboration for the success of evaluative change and the cultivation of collective expertise. It is important that work is not just done "in" groups, but "as" a group. "Adaptive teaching teams" must have a task-orientation agreed with the school leaders and, for example, carry out six-week evaluation sprints with planning, implementation and evaluation. They should be given a high degree of personal responsibility and autonomy. However, "social dependency" should be countered by making the performance of each team member visible. It is also important to make time and space available for this demanding activity. Chapter 5 addresses important teacher dispositions for lifelong learning and self-evaluation skills: Collaboration, innovation, resilience and curiosity. The "Conclusion" chapter points out how important it is to balance teachers' interests with school-wide needs. Forcing teachers to follow is counterproductive. Further training programmes should also be evaluated both during and after the course. A school-wide evidence-based design - with school leaders acting as a model - is central to strengthening the collective teacher efficiency as a central element of effective schools.

Summary: Expertise in lesson development requires the ability to systematically combine research-based and practice-based evidence. Both types of evidence are necessary for designing and analysing lessons in an evaluative way of thinking and acting. Only teachers can adapt to local contextual conditions. Their competences for this can be strengthened through further training integrated into their professional work. Testing and implementation are carried out in short cycles by teams within the framework of tasks agreed with the school leaders. This must be balanced between system requirements and the professional interests of the teachers.

With school development practitioner and school development researcher Ryan Dunn, John Hattie has succeeded in closing a gap in his oeuvre: They convincingly clarify conceptually what is meant by the effectiveness driver of "formative evaluation of teaching", which has been favoured since "Visible Learning" (2009). *How* the high standards associated with this can be realised is outlined with some evaluation and data collection methods. It is to be hoped that this innovative concept for development will be further honed through professional development and routine implementation in school and teaching practice in collaboration with school practice.

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