

# according to John Hattie

*Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of  $d=1.57$  Collective Teacher Efficacy is strongly correlated with student achievement. Here is a quick overview of John Hattie's "new number one" influence.*

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## Collective Teacher Efficacy

Domain. **School**  
Sub-domain. **Leadership**

Mean Effect Size	# of Meta Analyses	# of Studies
<b>1.57</b>	<b>1</b>	<b>26</b>

Description of research.  
Collective teacher efficacy (CTE) is the collective belief of the staff of the school/faculty in their ability to positively affect students. CTE has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will.

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John Hattie and his team have presented Collective Teacher Efficacy (CTE) as the “*new number one*” influence related to student achievement several times, e.g. at the [Annual Visible Learning Conference \(2016\)](#) or the [Collaborative Impact Conference 2017](#). Although Hattie’s latest published [list of 195 effects](#) in [The Applicability of Visible Learning to Higher Education \(2015\)](#) puts CTE only in second place, its effect size of  $d=1.57$  is still huge: it is more than two times bigger than that of feedback ( $d=0.72$ ), and almost three times bigger than the effect of classroom management ( $d=0.52$ ). The message seems to be clear: together teachers can achieve more, especially if they collectively believe that they can do so!

Hattie’s new factor is based on Rachel Jean Eells’ “Meta-Analysis of the Relationship Between Collective Teacher Efficacy and Student Achievement” ([PDF](#)). For her Ph.D. thesis at the Loyola University Chicago, she has conducted a meta-analysis of 26 studies on Collective Teacher Efficacy and found that “*the weighted average effect size of  $r$ -mean (outlier removed) was 0.617*”. This number can easily be [converted](#) into Cohen’s  $d=1.568$ , the number Hattie reports.

The concept of Collective Teacher Efficacy itself is much older. It was introduced in the 1990s by Albert Bandura and is rooted in his concept of self-efficacy, [Bandura \(1993, 1997\)](#). He defines collective efficacy as “*a group’s shared belief in the conjoint capabilities to organize and execute the*

*courses of action required to produce given levels of attainment.*” Bandura found that the positive effects of CTE on student academic performance more than outweigh the negative effects of low socioeconomic status.

His findings were later confirmed by Goddard, Hoy, and Hoy (2000). In their studies, they could demonstrate that between-school differences of collective teacher efficacy were more important in explaining student achievement than socioeconomic status. Moreover, Hoy, Sweetland, and Smith (2002) found that the strength of CTE helps the positive effects of individual teacher efficacy and vice versa. A stronger collective teacher efficacy seems to encourage individual teachers to make a more effective use of the skills they already have.

According to Hattie’s presentation at the [Collaborative Impact Conference 2017](#) “Collective Teacher Efficacy” is not about making teachers feel good about themselves. It is more complicated than just believing you can make a difference collectively. One of the authors that come closest to Hattie’s definition “collaborative conversation based on evidence” is Jenni Donohoo with her book “[Collective Efficacy: How Educators’ Beliefs Impact Student Learning](#)”.

For further reading and a practical guide about how to build Collective Teacher Efficacy in your school, you should read the short and excellent Issue Brief “[Building Collective Efficacy](#)” by Dana Brinson and Lucy Steiner.

## Update

In recent a video John Hattie explains what Collective Teacher Efficacy is, and what it isn’t. Have a look.



[library.](#)

- [Visible Learning \(2009\)](#)
- [Visible Learning for Teachers \(2011\)](#)
- [Visible Learning into Action \(2016\)](#)
- [Jenni Donohoo: Collective Efficacy: How Educators’ Beliefs Impact Student Learning](#)

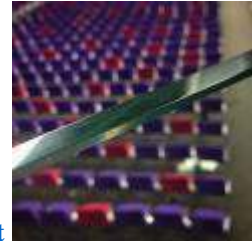
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**Video: Watch John Hattie's Keynote On Collaborative Impact**



**Visible Learning World Conference – Day 2**

**Visible Learning World Conference –**



**Day 1**

**Visible Learning World Conference 2016 – Tag 1**

◀ [Arabic Translation of “Visible Learning for Teachers”](#)

[Visible Learning: Feedback – New Book by John Hattie & Shirley Clarke](#) ▶

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