

What Works Best 2025

Practical guide

Collaboration

Centre for Education Statistics and Evaluation

How to use this guide

This resource is part of the **practical guide series** for What Works Best 2025. It provides teachers and school leaders with a range of ideas to consider when engaging in teacher collaboration practices. It is not intended to capture all aspects of collaboration, and it is important to consider how collaboration practices should be responsive to the learning and wellbeing needs and goals of students, and the professional needs of teachers at your school.

Before engaging with these ideas, it may be useful to first consider your current practice, and how it influences teaching, learning and student wellbeing. What is working well, and which areas could be strengthened? The following ideas may support you when planning next steps.



What is collaboration?

Collaboration in schools occurs within and between a wide variety of groups including students, teaching staff, non-teaching staff, families and community members.¹ The focus of this practical guide is collaboration between teaching staff, which has been recognised as a critical professional practice for improving teaching and learning outcomes (AITSL n.d.).

Teacher collaboration involves teachers working interdependently to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem-solving. It is grounded in a supportive culture, mutually respectful relationships and clear structures and protocols. Further, it harnesses the expertise of the collective to share successful and innovative evidence-informed practices across the teaching profession to support students' educational outcomes.

Why does collaboration matter?

Teacher collaboration can positively impact student achievement (Bryk and Schneider 2002; Goddard et al. 2007, 2010, 2015; Ronfeldt et al. 2015; Vangrieken et al. 2015). Some researchers suggest that this benefit is likely due to collaboration improving teaching quality, which in turn improves student outcomes (Wullschleger et al. 2025). In addition, collaboration can foster collective teacher efficacy – the shared belief among teachers and school leaders that together they can positively impact student outcomes (Goddard et al. 2015). Research suggests a mutually reinforcing relationship between teacher self-efficacy – that is, each individual teacher's confidence in their own ability to improve student outcomes – and collective teacher efficacy (Goddard et al. 2004; Donohoo 2018). High levels of teacher self-efficacy (Zee and Koomen 2016) and collective teacher efficacy (Goddard et al. 2015; Hattie 2023) are positively associated with higher student achievement. Teacher collaboration can also promote job satisfaction and motivation (OECD 2020).

The relationship between collaboration and explicit teaching

Whole-school approaches are a powerful force for change, fuelled by teacher collaboration. Collaborating on explicit teaching can involve sharing best practice, jointly developing lesson plans, observing and providing each other with feedback, and aligning teaching strategies.

¹ For the purposes of this and other What Works Best practical guides and illustrations of practice, 'families' includes biological parents, adoptive parents, step-parents, legal guardians, kin carers, out-of-home (foster) carers, extended family members and other significant adults with caring responsibilities.

Engage in collaboration practices that are responsive to the teaching, learning and student wellbeing needs at your school

The types of collaboration practices that teachers and school leaders engage in will vary depending on the teaching, learning and student wellbeing needs at the school. This guide includes examples of different types of collaboration practices. School leaders and teachers need to choose collaboration strategies that best suit their setting to meet their school planning priorities, and teaching, learning and wellbeing needs. While this guide focuses on formal collaboration practices, collaboration can also be informal, such as unplanned professional discussions in the staffroom. Teaching staff may also engage in synchronous collaboration (for example, face-to-face or online meetings) or asynchronous collaboration (for example, videorecording a lesson for a colleague to watch at a later time to provide reflective feedback). The following scenarios provide examples of some ways teaching staff in various schools may collaborate for different purposes.

Example 1:

Teachers in a small rural school engage in professional networks and connect with teachers from a Statewide Staffroom on shared curriculum teaching and learning goals to limit the potential experience of isolation in a small, rural setting.²

Example 2:

Teachers from a school for specific purposes (SSP) work with knowledgeable staff to assess student progress using the Inclusive Assessment Program (IAP) tools.³ They use collaboration practices such as team teaching to identify students' progress.

Example 3:

Teachers and school leaders in a large metropolitan school have identified a need to strengthen whole-school consistency in implementing explicit teaching. The teachers engage in organised collaboration practices such as lesson studies to share evidence-informed practices, knowledge and skills to improve teaching and learning outcomes.

Example 4:

A team of teachers in a small regional school have identified gaps in student learning at the student, class and cohort levels. The teachers use collaboration practices such as joint programming to develop resources and materials to strengthen teaching and learning outcomes. The teachers also dedicate time in their stage meetings to discuss and monitor student needs.

The types of collaboration practices that school staff engage in will inform key decisions such as when and how often to collaborate, how the collaboration could take place and who could be involved. The following section includes some ideas for teachers and school leaders to consider.

2 [Statewide Staffrooms](#) provide an online space for teachers to connect with colleagues across NSW for curriculum collaboration and to receive expert advice, resources and professional learning.

3 The [Inclusive Assessment Program](#) provides educators with 2 assessment tools to assess, support and scaffold learning for students with complex learning needs. The assessment tools include the [Literacy and Numeracy Precursors](#) and the [Passport for learning](#).

Before you start – a note about effective collaboration

Effective collaboration is anchored in trust and mutually respectful relationships. It may involve teachers and school leaders taking risks, engaging in challenging conversations, making mistakes and building on what was learnt, and being open to giving and receiving constructive feedback so that teaching and learning can be improved (Hargreaves and O'Connor 2018a).

The supportive conditions and structures that enable meaningful collaboration can take time to build. For example, a supportive school culture anchored in trust is not something that can be achieved through workshops and training days alone – but rather, is built and validated during consistently supportive and respectful daily interactions with colleagues (Bryk and Schneider 2002). In addition, establishing the foundational structures necessary for meaningful collaboration is a process that can take time to get right. This can include determining what collaboration is needed and why, how the collaboration will take place and who needs to be included in the process. Teachers also need to be willing and open to engage in collaboration practices, knowing that working collectively across the school is critical to improving teaching and learning outcomes for all students (Goddard et al. 2015; Hattie 2023).

Culturally responsive and inclusive collaboration

While this practical guide focuses on collaboration between teaching staff, it is equally important to acknowledge the essential role of working in partnership with non-teaching staff, students, families and the local community.

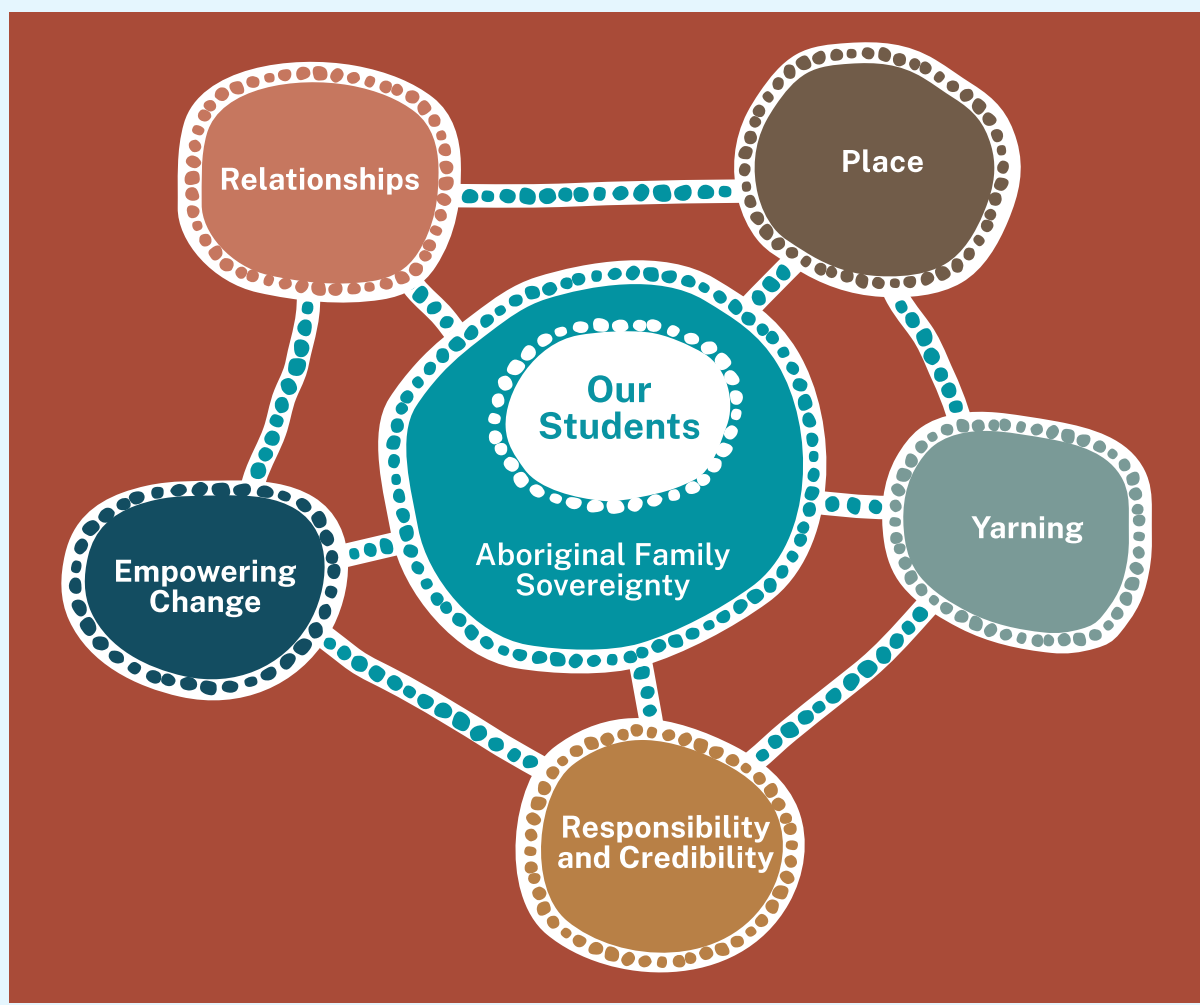
These partnerships are particularly important when collaborating to support Aboriginal and/or Torres Strait Islander student outcomes as it is essential to understand what is and is not valued, as well as what is or is not working for students, their families and their communities.

The [Re-imagining Evaluation Framework](#) provides advice on 6 guiding principles that can be used to ensure culturally responsive and inclusive decisions and processes in schools:

1. Our Students and Aboriginal Family Sovereignty
2. Relationships
3. Place
4. Yarning
5. Responsibility and Credibility
6. Empowering Change.

The guiding principles of the framework are interconnected, with Our Students and Aboriginal Family Sovereignty at the core. For these principles to be applied meaningfully and authentically, it is important that they are considered upfront in the early stages of planning for collaboration. The following example unpacks how a school embraces the guiding principles to engage in culturally responsive and inclusive collaboration to support Aboriginal and/or Torres Strait Islander student outcomes.

Figure 1: The Re-imagining Evaluation Principles



Example

Staff in a regional primary school have been jointly working to design and deliver teaching and learning programs across multiple key learning areas (KLAs). Their shared goal is to embed culturally responsive and inclusive practices that acknowledge diverse ways of knowing, cultural perspectives and the lived experiences of Aboriginal and/or Torres Strait Islander students. Through collaboration with students, families, communities and Aboriginal organisations, the school has strengthened its practices by aligning with the 6 principles of the Re-imagining Evaluation Framework (Figure 1) in the following ways.



1. Our Students and Aboriginal Family Sovereignty

Collaboration began by positioning Aboriginal students, families and communities as decision-makers alongside school staff. Aboriginal voices shaped the teaching and learning priorities through joint planning sessions and decision-making processes, ensuring that Aboriginal aspirations and expectations remained central. This collaborative sovereignty model affirmed that decisions were not made **for** Aboriginal families, but **with** them.

Relationships

2. Relationships

Collaboration was grounded in respectful and trusting relationships. Teachers prioritised time for ongoing yarning, listening and co-planning with Aboriginal families and communities. With the support of the Aboriginal Education Officer (AEO) and local Aboriginal Education Consultative Group (AECG) members, staff built strong relational trust that enabled the co-design of culturally responsive practices. The shared understanding was that effective collaboration emerges from sustained relationship-building, not one-off engagements.

Place

3. Place

Collaboration was strengthened by a shared understanding of the significance of Place. Through ongoing yarns, teachers learnt about the local history, cultures and knowledges, and adapted programs accordingly. The AEO and local AECG members guided staff to engage respectfully with protocols and timeframes determined by community. By acknowledging and working with Place, collaboration became context-specific and authentic rather than generic.

Yarning

4. Yarning

Yarning was central to genuine collaboration. It provided a respectful and inclusive process where teachers, students, families and community members could share stories, reflect, learn and design programs together. Through yarning, relationships strengthened and understanding deepened, allowing school staff to be both contributors and learners in a culturally responsive exchange.

Responsibility and Credibility

5. Responsibility and Credibility

Collaboration was transparent and accountable. Teachers worked with the AEO and local AECG members to draft a ‘what we heard’ one-pager, sharing back community input before changes were finalised. Wrap-up yarns ensured that stakeholders could confirm, adjust or challenge proposed actions. This iterative approach built credibility and showed responsibility by ensuring decisions truly reflected what Aboriginal families and communities wanted.

Empowering Change

6. Empowering Change

Collaboration led to shared ownership of outcomes. Programs were adapted and implemented in partnership with Aboriginal students, families and organisations. Termly celebration afternoons showcased student achievements and highlighted community contributions, reinforcing the collective effort. This empowered ongoing cycles of change where students, families, staff and community celebrated success together and refined next steps in collaboration.

Determine why and when collaboration is required, based on teaching and learning needs

- Identify the purpose of engaging in collaboration practices and how they will support teaching, learning and student wellbeing outcomes.** Schools can use class, cohort and/or school-level data to identify when collaboration may be beneficial and the goals of collaboration. The goals should be specific, measurable, agreed upon and aimed at improving teaching and learning outcomes (OECD 2020; AITSL n.d.). Using data is an effective way to make evidence-informed decisions about collaboration goals (Vangrieken et al. 2015).⁴ For example, a central school analysing summary-level and detailed theme results from the NSW Public Schools Surveys (NPSS) identifies a need to provide additional support for students transitioning to secondary school.⁵ The K to 12 staff work together to develop and implement strategies that support students for the transition, such as peer mentoring programs, orientation and ‘taster’ secondary school sessions. Using data also provides teachers with the opportunity to track and monitor the impact of collaboration on teaching, learning and student wellbeing outcomes.
- Determine when and how often collaboration will take place.** This should be a joint decision by all members of the group, ensuring that the timing and frequency of collaboration are achievable, sustainable and sufficient to meet the identified collaboration goals. For example, joint programming may require a series of organised opportunities for teachers to work together early in the term, transitioning to organised check-ins once the program has been enacted. Professional learning communities, on the other hand, may involve regular, spaced opportunities to meet throughout the term to allow sufficient time to explore and reflect on the collaboration goals.

Establish shared structures and conditions to organise how collaboration takes place

- Structure collaboration as much as possible to ensure that time is used effectively and efficiently.** For example, set clear agendas before collaborative meetings to provide the group with an indication of what will be discussed. This also allows time for teachers to prepare for collaboration if required. When engaging in lesson studies, the group could create a clear timetable that identifies the classes being observed, when the observations will take place and when time can be dedicated to collectively reflecting on the collaborative focus of the lessons.

⁴ Refer to the [What Works Best 2025 practical guide – Using data to inform practice](#) for more information on how data can be used to inform collaboration goals.

⁵ The [NSW Public Schools Surveys](#) are a suite of student, parent and school staff surveys designed to gather insights on engagement, learning experiences and wellbeing at school. The student survey launched in 2025, with the parent and school staff surveys following in 2026.

- Establish shared protocols that provide clear guidelines and expectations on how to engage in professional dialogue when collaborating.** Protocols are important to ensure that discussions stay focused on identified teaching and learning goals (Levine and Marcus 2010; de Jong et al. 2022). For example, when providing feedback on a colleague’s lesson, teachers may agree to only provide feedback on the identified area of focus – for example, how the teacher modelled examples during explicit teaching – rather than providing feedback on other aspects of the colleague’s practice, such as how the lesson was introduced or how the transition between lesson activities was managed. During collaborative networking days, the group could agree on 3 protocols for engaging in respectful and productive discussions, such as ensuring that everyone has an opportunity to share their perspectives, staying focused on the agenda and adopting a solutions-oriented attitude.
- Appoint a facilitator or chairperson to support and reinforce the structure, agreed protocols and teaching and learning goals so that collaboration is meaningful and productive** (de Jong et al. 2022). A facilitator or chairperson plays an important role in ensuring that protocols are followed during collaboration practices that may involve feedback or constructive debates, so that professional relationships and a supportive culture are maintained (Hargreaves and O’Connor 2018a). For example, when the group raises key questions or ideas not directly related to the focus of collaboration, the facilitator could use the ‘parking lot’ strategy, respectfully acknowledging the point and recording it in a prominent place to revisit at a later time. The facilitator could also use simple consensus strategies such as online polling tools or sticky notes to check in with the group and guide discussions accordingly. These strategies – alongside building and maintaining a supportive school culture – may be a helpful starting point to ensure that all members of the group feel like their ideas and perspectives are heard, valued and respected.

Work with a range of knowledgeable staff to achieve shared collaboration goals

- Where feasible, draw on the expertise of knowledgeable staff to ground collaboration in evidence-based knowledge and research** (Hargreaves and O’Connor 2018b). The level of involvement of knowledgeable staff may differ according to the collaboration goals. For example, a professional learning community exploring student wellbeing and engagement could invite the school counsellor to speak to the group during the initial phase of collaboration to ground early discussions in evidence-based research. A lesson study group focusing on implementing teaching and learning strategies responsive to the needs of students learning English as an additional language or dialect (EAL/D) could harness the expertise of the school’s EAL/D teacher. The EAL/D teacher could provide specific advice and detailed feedback on how the strategies support the specific English language, cultural and background knowledge needs of EAL/D learners.

Knowledgeable others outside the school could also be invited to work with the collaboration group. For example, a team of teachers working jointly to design and deliver culturally responsive and inclusive teaching and learning programs could seek guidance from their Aboriginal community – including their local AECG or Aboriginal Community Liaison Officer – on how to work in authentic partnership with Aboriginal and/or Torres Strait Islander students, families and communities. For a detailed example in practice, refer to the ‘Culturally responsive and inclusive collaboration’ section in this practical guide.

- **Seek opportunities to collaborate with ‘partner’ schools in arrangements where teachers from the same stage, faculty or speciality area work together on a shared focus area to improve teaching, learning and student wellbeing outcomes.** For example, in a regional, rural or remote school, teachers could engage in online teacher networks to collaborate on shared teaching and learning outcomes, such as programming for KLAs. This type of joint work can facilitate connection between teachers who may otherwise feel isolated when teaching in small schools or ‘out of area’. Staff from SSPs could engage in collaborative professional development within their regional networks, working together to develop their knowledge and skills in a mutual area of need, such as managing student behaviour or adjusting instruction for students with disability. Staff in metropolitan schools could partner with neighbouring schools to collaboratively develop co-curricular programs for high potential and gifted students, creating a rotating timetable for students to visit each school to participate in the programs.

School leaders play a critical role in establishing and fostering effective collaboration

School leaders can help ensure that the conditions are in place for meaningful and productive teacher collaboration. Effective collaboration needs to be actively enabled, not expected to ‘just happen’. School leaders can facilitate effective collaboration by providing time for teachers to collaborate. For example, time could be allocated in staff, stage and/or faculty meetings for collaboration opportunities. In some instances, it may be possible for the school timetable to be organised so that teacher teams can be released from class at the same time to work together on shared teaching, learning and student wellbeing goals. This could be for one-off planned, collaborative professional learning sessions or for longer term collaboration initiatives. School leaders could also work with teachers to structure how the collaboration takes place and to help establish shared protocols so that discussions stay focused on the identified goals (Levine and Marcus 2010; de Jong et al. 2022).

When planning for collaboration, it may be useful for school leaders to consider teachers' attitudes and openness towards collaboration in the school. Where school leaders observe that teachers are currently working in isolation, a useful first step may be to work with staff to highlight the importance and benefits of working collectively to improve student outcomes. School leaders can also provide opportunities for shared decision-making so that all teachers are invested in collaborating to improve student outcomes. For example, school leaders can authentically include teachers in making shared decisions about their School Excellence Plan and self-assessments against the School Excellence Framework. When teachers are included in shared decision-making and their goals and interests are prioritised, they are more likely to be engaged and motivated to collaborate more regularly (Hargreaves 2019; OECD 2020).

It is important that school leaders build and nurture a supportive school culture where teachers feel comfortable to be innovative, engage in constructive debates and give and receive honest and open feedback (ACER 2016; Hargreaves and O'Connor 2018a; AITSL n.d.). Encouraging – and demonstrating how to foster and maintain – mutually respectful relationships grounded in trust is one way in which school leaders can do this. For example, during constructive debates, school leaders can model how to respectfully bring diverse perspectives into a discussion in a way that maintains professional relationships and a supportive school culture. For more support on how to establish and embed a collaborative culture, school leaders can access the department's [School Leadership Institute \(SLI\) Leadership Learning Resource](#) (🔒 staff only).

Other What Works Best 2025 resources on collaboration

- [Evidence guide](#) – Chapter 8: Collaboration
- [Illustration of practice](#) – Collaboration at Ashford Central School

Additional resources

- NSW Department of Education (2025) [High potential and gifted education: collaborate](#)
- NSW Department of Education (2025) [Middle leadership hub: collaborative culture – reflect professional learning](#) (🔒 staff only)
- NSW Department of Education (2025) [Regional, rural and remote lenses](#) (🔒 staff only)
- NSW Department of Education (n.d.) [Middle leading in collaborative cultures professional learning](#) (🔒 staff only)
- Australian Institute for Teaching and School Leadership (AITSL) (2021) [Collaborative teaching: sharing best practice](#)
- AITSL (n.d.) [The essential guide to professional learning: collaboration](#)

Reflection questions

Teachers

- How do I currently work with colleagues to improve teaching, learning and student wellbeing outcomes?
- Where are there additional opportunities to work collaboratively with my colleagues?
- How do I respectfully acknowledge and engage with diverse perspectives during a collaborative discussion?
- How do I build and maintain professional relationships with my colleagues that are grounded in relational trust?
- How do I know if I am effectively working in partnership with my colleagues?
- What expertise and skills can I contribute to my colleagues and my school?

School leaders

- What collaboration is occurring in our school? Is it effective? How do we know?
- Would teachers and school leaders at our school benefit from building collaborative networks outside of our school? How can we support them to do so?
- How does our school use data to identify collaboration goals?
- How do we promote the importance of working collectively to improve student outcomes in our school? How can we inspire teachers to meaningfully engage in collaboration?
- As school leaders, how do we collaboratively work with teachers to include them in shared decision-making about important matters in our school?
- How does our school use resources such as time, money and structures to facilitate collaboration opportunities?
- Does our school have a culture that encourages collaboration? How do we know? (For example, if I were to ask 3 members of our staff, what would they say?)
- How are staff in our school supported to build and maintain professional relationships grounded in relational trust? As school leaders, how do we model this?
- As school leaders, do we have the necessary knowledge and skills to support staff in feeling psychologically safe to share ideas, engage in constructive debates and give and receive honest and open feedback? What professional development opportunities could school leaders engage in to further strengthen our knowledge and skills?

References

- ACER (Australian Council for Educational Research) (2016) *The ACER professional learning community framework: school improvement through effective leadership, development and accreditation* [PDF 3.8 MB], ACER, accessed 1 August 2024.
- AITSL (Australian Institute for Teaching and School Leadership) (n.d.) *The essential guide to professional learning: collaboration*, AITSL, accessed 28 March 2025.
- Bryk A and Schneider B (2002) *Trust in schools: a core resource for improvement*, Russell Sage Foundation, New York.
- de Jong L, Meirink J and Admiraal W (2022) 'School based collaboration as a learning context for teachers: a systematic review', *International Journal of Educational Research*, 112:1–15, doi:10.1016/j.ijer.2022.101927.
- Donohoo J (2018) 'Collective teacher efficacy research: productive patterns of behaviour and other positive consequences', *Journal of Educational Change*, 19(6), doi:10.1007/s10833-018-9319-2.
- Goddard R, Goddard Y, Kim ES and Miller R (2015) 'A theoretical and empirical analysis of the roles of instructional leadership, teacher collaboration and collective efficacy beliefs in support of student learning', *American Journal of Education*, 121:501–530, doi:10.1086/681925.
- Goddard R, Hoy W and Woolfolk Hoy A (2004), 'Collective efficacy beliefs: theoretical developments, empirical evidence and future directions', *Educational Researcher*, 33(3):3–13, doi:10.3102/0013189X033003003.
- Goddard Y, Goddard R and Tschannen-Moran M (2007) 'A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools', *Teachers College Record*, 109(4):877–896, doi:10.1177/016146810710900401.
- Goddard Y, Miller R, Larsen R, Goddard R, Madsen J and Schroeder P (2010) *Connecting principal leadership, teacher collaboration, and student achievement* [online submission], paper presented at the American Educational Research Association Annual Meeting, Denver, CO, accessed 1 July 2024.
- Hargreaves A and O'Connor MT (2018a), *Leading collaborative professionalism* [PDF 743 KB] [seminar paper], Centre for Strategic Education, East Melbourne, Victoria, accessed 1 July 2024.
- Hargreaves A and O'Connor MT (2018b) 'Solidarity with solidity: the case for collaborative professionalism', *Phi Delta Kappan*, 100(1):20–24, doi:10.1177/0031721718797116.
- Hargreaves A (2019) 'Teacher collaboration: 30 years of research on its nature, forms, limitations and effects', *Teachers and Teaching*, 25(5):603–621, doi:10.1080/13540602.2019.1639499.
- Hattie J (2023) *Visible learning: the sequel. A synthesis of over 2,100 meta-analyses relating to achievement*, Routledge, doi:10.4324/9781003380542.
- Levine T and Marcus A (2010) 'How the structure and focus of teachers' collaborative activities facilitate and constrain teacher learning', *Teaching and Teacher Education*, 26(3):389–398, doi:10.1016/j.tate.2009.03.001.
- OECD (Organisation for Economic Co-operation and Development) (2020) *TALIS 2018 results (Volume II): teachers and school leaders as valued professionals*, TALIS, OECD Publishing, doi:10.1787/19cf08df-en.

Ronfeldt M, Farmer SO, McQueen K and Grissom JA (2015) 'Teacher collaboration in instructional teams and student achievement', *American Educational Research Journal*, 52(3):475–514, doi:10.3102/0002831215585562.

Vangrieken K, Dochy F, Raes E and Kyndt E (2015) 'Teacher collaboration: a systematic review', *Educational Research Review*, 15:17–40, doi:10.1016/j.edurev.2015.04.002.

Wullschleger A, Merki KM, Grob U, Rechsteiner B, Compagnoni M and Vörös A (2025) 'Teacher collaboration to elevate student achievement?', *Learning and Instruction*, 97:1–10, doi:10.1016/j.learninstruc.2025.102104.

Zee M and Koomen H (2016) 'Teacher self-efficacy and its effects on classroom processes, student academic adjustment and teacher well-being: a synthesis of 40 years of research', *Review of Educational Research*, 86(4):981–1015, doi:10.3102/0034654315626801.

High expectations

Explicit teaching

Effective feedback

Using data to inform practice

Assessment

Classroom management

Wellbeing

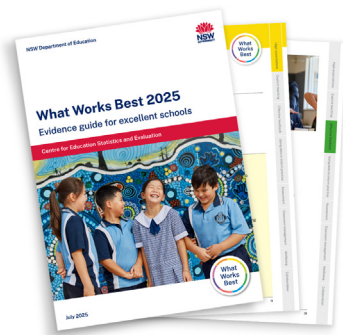
Collaboration

Access the full suite of What Works Best resources

What Works Best 2025 is a suite of resources for teachers and school leaders that outlines 8 effective practices that are known to improve student learning and wellbeing:

- high expectations
- explicit teaching
- effective feedback
- using data to inform practice
- assessment
- classroom management
- wellbeing
- collaboration.

The resources can be used individually or in conjunction with one another to implement evidence-based, quality teaching and learning practices and inform school excellence planning.



The What Works Best 2025 – Evidence guide for excellent schools provides an overview of the evidence that underpins each of the 8 themes.



The What Works Best practical guides translate evidence into practice by providing teachers and school leaders with practical ideas for implementing each of the themes in their classrooms and schools. The guides unpack not only ‘what’ should be done to successfully implement a theme, but also the ‘how’ and ‘why’.



The What Works Best illustrations of practice provide teachers and school leaders with examples of how some of our great schools from across NSW have implemented the themes.

Centre for Education Statistics and Evaluation

GPO Box 33, Sydney NSW 2001, Australia

✉ info.cese@det.nsw.edu.au

🌐 education.nsw.gov.au/cese

🔗 yammer.com/det.nsw.edu.au

Licensed under the Creative Commons Attribution 4.0 International License