Adaptive expertise is needed to navigate the constant societal and technological changes present in today’s complex education contexts. Characterised by teachers and leaders developing agency for their own professional conversations and improvement, adaptive expertise challenges the belief that expertise is developed simply through repeated practice.

Key features of adaptive expertise include professionals:
- being focused on the moral imperative of improving a range of valued outcomes for students
- taking agency for the continued development of their knowledge and skills through self- and co-regulated learning
- creating self-awareness in terms of existing assumptions and when they might be helpful or unhelpful, and in this way becoming highly metacognitive.

These enablers are the conditions and processes that support professionals to examine the effectiveness of their practice and be committed to make appropriate changes for improvement.

Source: Professional Conversations and Improvement-Focused Feedback
www.aitsl.edu.au/tools-resources/resource/literature-review-professional-conversations-and-improvement-focused-feedback