

Implementation of common quality framework in  
professional - pedagogical supervision/inspection in  
mathematics teaching and recommendations for  
improving practice based on Hattie's *Visible  
learning* - theoretical concept

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Establishing a common quality framework enables a relevant discussion between the actors of the educational process based on evidence and recommendations for improving teaching and learning. The findings of professional - pedagogical supervision/inspection provide data that can be used for the expertise in teaching and learning mathematics. The theoretical concept of John Hattie's visible learning supports the quality of the learning process in general and can be useful for the successful practice in mathematics teaching by applying the recommendations obtained from extensive research in the field of education and educational processes.