

# Expert Knowledge

HOW2



PINPOINT



*Expert teachers are very context bound, and find it hard to think outside the specifics of their classrooms. Generalizations are not always their strength.*

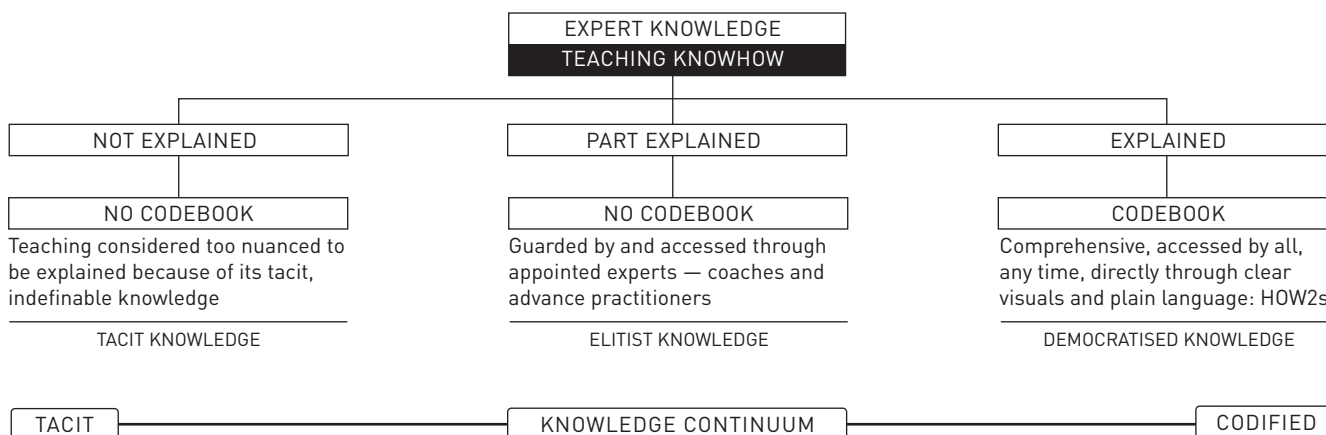
John Hattie

## Guarding Expertise

When expert professional knowledge is not articulated, it remains guarded and arbitrated by authorities. In education, coaches and advance practitioners have become its appointed gate keepers. Professional development is greatly synchronised to their availability, judgements and pedagogic repertoire.

## Democratising Expertise

Software algorithms have regularly proven to outperform human experts in professions such as the law and medicine. This unprecedented demystification and sharing of previously secret professional knowledge is an inherent characteristic of our digital age. Education will not escape this erosion of elite status by the unrelenting codifying of professional *knowhow*.



## Coaches: Education's Rock Stars

In his book *The Checklist Manifesto*, top surgeon Atul Gawande describes how some professions have their own *rock stars*. These are the top performers who enjoy elite, high status because their professional *knowhow* has not been captured, codified and shared. The emphasis therefore focuses on them — the *special ones* — rather than on demystifying their talent.

In education, coaches and advance practitioners enjoy a similar status. Selected for their top-graded lesson observations, they are the channels through which teachers can access expert teacher knowledge. Their status means they also often control the type and source of information available.

## Teach Like Me!

There is an inherent weakness in designing improvement programmes around expert practitioners. As John Hattie points out above, expert teachers are experts in their particular context alone. Researchers have not found them to be very able in generalizing beyond their situation. As a natural consequence, they often send out the, unintentional, message to teach as they do. Very little depth of learning happens in this situation and transfer into different classrooms has a disappointing rate of success.

## HOW2: A Visual Codebook

HOW2s are visual explanations that transform research of the best teaching techniques, into easy-to-follow, step-by-step guides for every teacher.

## HOW2: Self Coaching

This innovative codifying of teacher expertise, puts power into the hands of teachers. No longer reliant on experts, they can access expertise whenever and wherever they want.

## HOW2: Social Learning

Teachers are equally empowered to learn socially with the HOW2 set of tools. Forming groups and sharing recommendations creates a network of learning that is designed for time-pressed modern professionals.

## REFERENCES

**Gawande, A. (2011)** *The Checklist Manifesto* Longman  
**Hattie, J. (2003)** *Teachers Make a Difference: What is the Research Evidence?* Paper to Australian Council for Educational Research Conf.