

Expert teachers

PINPOINT



Students who are taught by expert teachers exhibit an understanding of the concepts targeted in instruction that is more integrated, more coherent and at a higher level of abstraction than understanding achieved by other students.

John Hattie

The study

John Hattie and his colleague Richard Jaeger conducted a study comparing expert teachers with experienced and novice teachers. This PinPoint article summarises the key findings.

The conclusions

All 16 dimensions can successfully classify 84% of the teachers correctly. But three alone can classify 80% correctly. These three attributes, therefore, hold the key to becoming an expert teacher. They are:

■ **Challenge**

Students are constantly urged to engage deeply and meaningfully with subject content.

■ **Deep Representation**

This means far more than academic subject knowledge which, while essential, doesn't distinguish experts. Instead, it refers to pedagogical subject knowledge. This is the ability to present key concepts to suit the prior learning and ability of your students. It takes years to develop.

■ **Monitoring and Feedback**

Expert teachers are ravenous for feedback on their students' understanding. It tells them how to adapt their teaching to better get the point across. As early and frequent feedback as possible.



Only when we dependably identify excellence ...can we provide the goalposts to aim for.

John Hattie



Expert teachers are very context bound and find it hard to think outside the specifics of their classrooms and students.

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The findings

There were five major distinctions of excellent teachers. They:

- A** can identify essential representations of their subject
- B** can guide learning through classroom interactions
- C** can monitor learning and provide feedback
- D** can attend to emotional attributes
- E** can influence student outcomes.

A ETs have deeper representations about teaching and learning They don't have more subject knowledge — they organise and integrate it better.	A ETs adopt a problem solving stance on their work They are more opportunistic and flexible in their teaching. They rapidly take advantage of new information.	A ETs can anticipate, plan and improvise as required by the situation. They spend more time analysing the problem rather than trying out different solutions.	A ETs are better decision makers and can identify which decisions are important. They don't write lesson plans...but could easily describe the plans in their heads.
B ETs are proficient at creating an optimal classroom climate for learning. They build climates where errors are welcomed, student questioning is high and engagement is the norm.	B ETs have a multi dimensionally complex perception of classroom situations. They are more effective scanners of classroom behaviour. More 'withitness'.	B ETs are more context dependent and have high situation understanding. Above all they need to know details of their students' ability, experiences and background.	C ETs are more adept at monitoring student problems and assessing their level of understanding and progress, and they provide much more relevant, useful feedback.
C ETs are more adept at developing and testing hypotheses about learning difficulties or instructional strategies. They are meticulous in checking their hypotheses.	C ETs are more automatic. Their automaticity frees their working memory to focus on more complex characteristics of teaching and learning.	D ETs have high respect for students. They are involve themselves with and care for their students with a willingness to be receptive to what students need. They don't dominate.	D ETs are passionate about teaching and learning. They show more emotions regarding successes and failures in their teaching.
E ETs engage students in learning and develop self-regulation, involvement in mastery learning, enhanced self-efficacy and self-esteem as learners.	E ETs provide appropriate challenging tasks and goals for students. They invite students to engage rather than merely comply.	E ETs have positive influences on students' achievements. They also develop students' self-efficacy, self-regulation and willingness to be challenged.	E ETs enhance surface and deep learning. They successfully address both surface (content) and depth (understanding).

REFERENCES

Hattie, J. (2003)

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