The expert teacher

In 2011 Professor John Hattie’s detailed analysis of educational research identified five significant strategies of expert teachers. The above five headings summarise Hattie’s and wider research conclusions. All five strategies offer all teaching staff a firm ‘evidence –based approach to effective teaching, learning and assessment. Hattie isolated three major attributes of the most effective or ‘expert’ teachers, **“**it is teachers *using particular teaching methods*, teachers *with high expectations for all students* and teachers who have *created positive student-teacher relationships* that are more likely to have above average effects on student achievement”. Hattie’s research is detailed in his book ‘*Visible Learning for Teachers’* published in 2011.

Advancing learning

**Meta-**

cognition

**Self-assessment**

**Formative**

**feedback**

**Fixed mindset**

Expert teachers teach individuals and not classes. They assess the progress being made by each individual against the relevant exam standards and they identify the ‘gap’ for each individual. They counter the ‘fixed mindset’ i.e. learners who believe they are no good at…by their reassurance that all are capable of passing. It is not a question of pass or fail but the grade each learner will achieve. Expert teachers focus on the process of learning by applying their knowledge of Jean Piaget, Lev Vygotsky, Professor James Flynn, Professor Carol Dweck and John Biggs to rock the ‘fixed mindset’. They model the course standards and gain regular feedback on progress by applying the Assessment for Learning theories of Dylan Wiliam and promote the concepts of resilience and ‘grit’ linked to Professor Anders K Ericsson’s research on the significance of effort. They provide meaningful one to one and group formative feedback and coach all how to advance their learning with extended learning opportunities. They provide regular self-assessment opportunities to help learners to set and monitor their own targets and offer opportunities for reciprocal teaching to build self-awareness and ultimately meta-cognition i.e. independent learners who set and achieve high personal standards. Ultimately the expert teacher raises aspirations and horizons as each learner recognises the steady improvement in their knowledge and skills, This further builds motivation and drives all learners to achieve their full potential.

21 practical steps

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| **STEP** | **EXAMPLE** |
| **1. High expectations** | Raise ambitions via displays of exam results, role models, key topics, key websites, further study , future employment etc.. |
| **2. Celebrating diversity** | Ensure all feel welcome with relevant welcome notices, recognition of different cultures, traditions and festivals. |
| **3. Fun inductions** | Team activities to build group bonds, friendships and self-esteem within an upbeat, fresh start atmosphere. |
| **4. Personal targets** | Clear capture of individual strengths and weaknesses in an ILP with challenging but achievable targets. |
| **5. Home/College connections** | Course newsletter to parents/carers with information on how they can help their son or daughter to succeed. |
| **6. Learning contract** | Setting standards and behavioural expectations and in particular promoting effort and a ‘can do mindset. |
| **7. Applied knowledge** | Teachers know the learning gap for each individual and teach to the gap. They use multiple modes of explanation. |
| **8 Passion and inspiration** | Display enthusiasm and love of subject and inspire with belief that all can at least pass. |
| **9. Big picture learning** | The use of Learning Plans or similar to translate the Scheme of Work into user friendly bite-size chunks of learning. |
| **10 Consistent standards** | Consistent team marking standards and presentation guidance |
| **11 Lesson clarity** | Clear sharp objectives or key questions to guide learning |
| **12 Challenge tasks** | Regular challenge tasks to address highest course standards. |
| **13 Success in six weeks** | A series of short, focussed tasks to give all a sense of progress and satisfaction. All to succeed and meet first ILP targets. |
| **14 In-lesson assessment** | Application of AFL techniques for real time in-lesson checks on progress |
| **15 Formative feedback** | Regular whole class, oral and written feedback on how marks are won or lost. |
| **16. Differentiated questioning** | Graduated questions from lower to higher order with regular application of Socratic approaches. |
| **17. Depth of study** | Including in every theory lesson individual and paired tasks and group tasks in longer lessons to permit depth of study. |
| **18. One to One** | One to one reviews and support twice a term minimum |
| **19. Self & peer assessment** | Regular self and peer assessment against marking criteria. |
| **20. Reciprocal teaching** | Learners research and present topics and offer peer support |
| **21. Independent learning** | Build opportunity rich online learning environment with stretch and challenge for most able and additional support options. |

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