

Tuesday, 20 June 2023

High expectations, remarkable outcomes

Teacher expectations, student
characteristics, and teacher
behaviours

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**EDUCATION AND
SOCIAL WORK**

Outline of the session

Brief background to the teacher expectation field

- Pygmalion in the classroom
- The self-fulfilling prophecy
- A teacher expectation model
- Teacher expectations and student characteristics
- High expectation teachers

Pygmalion in the Classroom (1968)



The self-fulfilling prophecy

The Pygmalion Effect

“When we expect certain behaviors of others, we are likely to act in ways that make the expected behavior more likely to occur.”

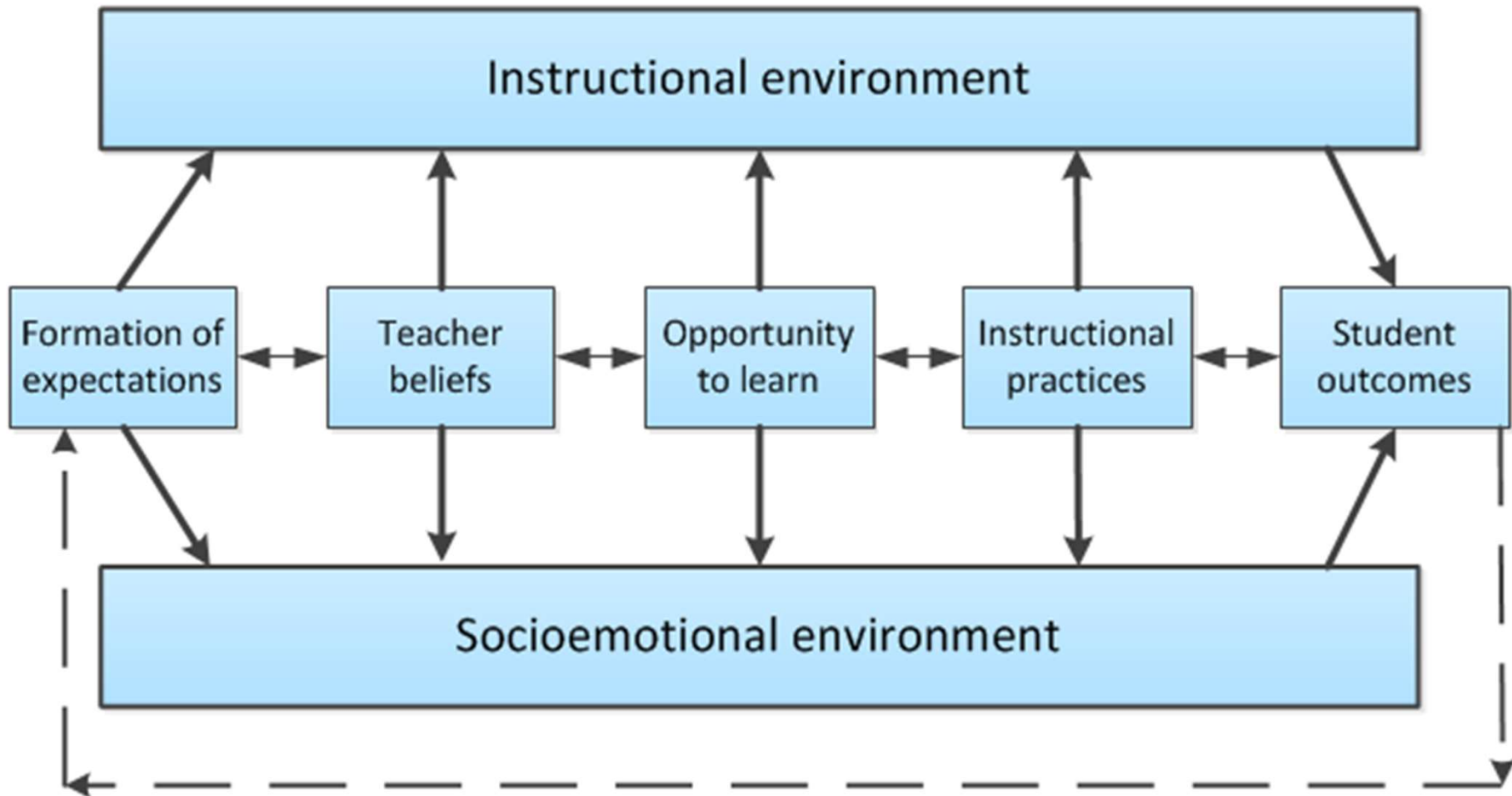
(Rosenthal and Babad, 1985)

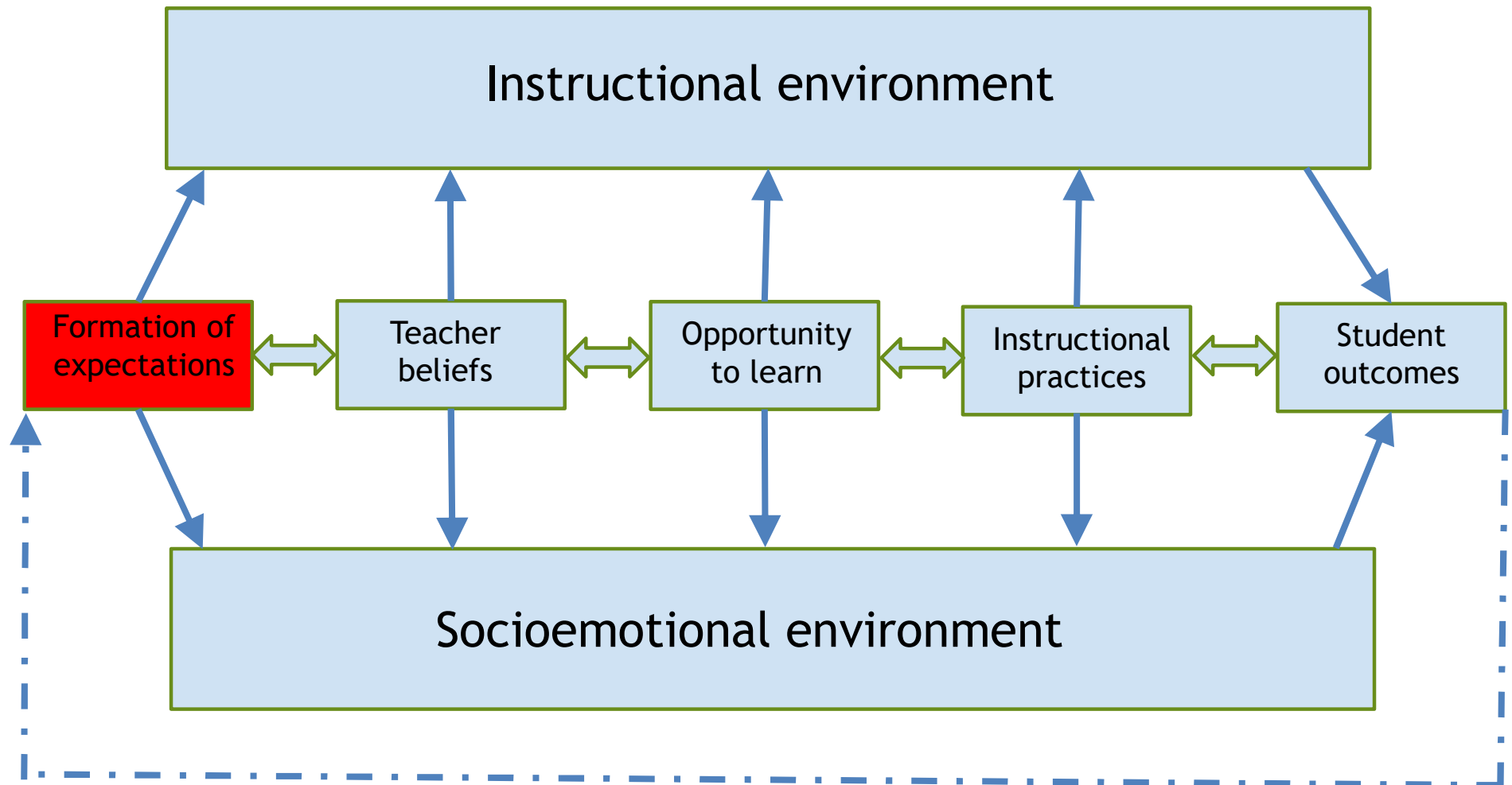
Research directions after Pygmalion

- Formation of expectations
- Teacher beliefs that moderate expectation effects
- Transmission of differential expectations
- Student perceptions
- Educational and psychosocial outcomes



A Model of Teacher Expectations





Responding to a new student

Review the enrolment information for your new student

Consider the student's needs

Discuss with a partner strategies you would implement for Xstacy's transition to your classroom

What would you need to consider?

ENROLMENT FORM - KIWI BAY HIGH SCHOOL [Teacher COPY]

Name: Xstacy Leota DoB: 6/10/2009 Year: 9

Mother: Lagi Maiava Father: n/a

Previous School(s):

Tui Beach High School

Health: short-sighted, hearing loss (right ear)

Reading: L3

Writing: L3

Mathematics: L2

Notes from Previous Teacher:

Quiet in class. Slow to make friends.

Responding to a new student

Review your ideas in light of the new information which arrives on your desk the following day.

What has changed?

- in your ideas?
- in your thinking and response?

Discuss with a partner.

ENROLMENT FORM - KIWI BAY PRIMARY

[Teacher COPY]

Name: Xstacy Leota DoB: 6/10/2009 Year: 9

Mother: Lagi Maiava Father: n/a

Family History:

-Mother widowed 2020. Husband (surgeon) died of Covid-19 while working in Iran with the Red Cross.

-Mother currently planning to return to work (specialist trauma nurse).

-Xcstacy being cared for after school by grandparents - former principal and retired primary teacher.

Other Information:

Xcstacy speaks fluent Arabic, French, and English.

Initial education in Iran. One previous NZ school (3 weeks) when transitioning back to NZ with mother.

Formation of expectations

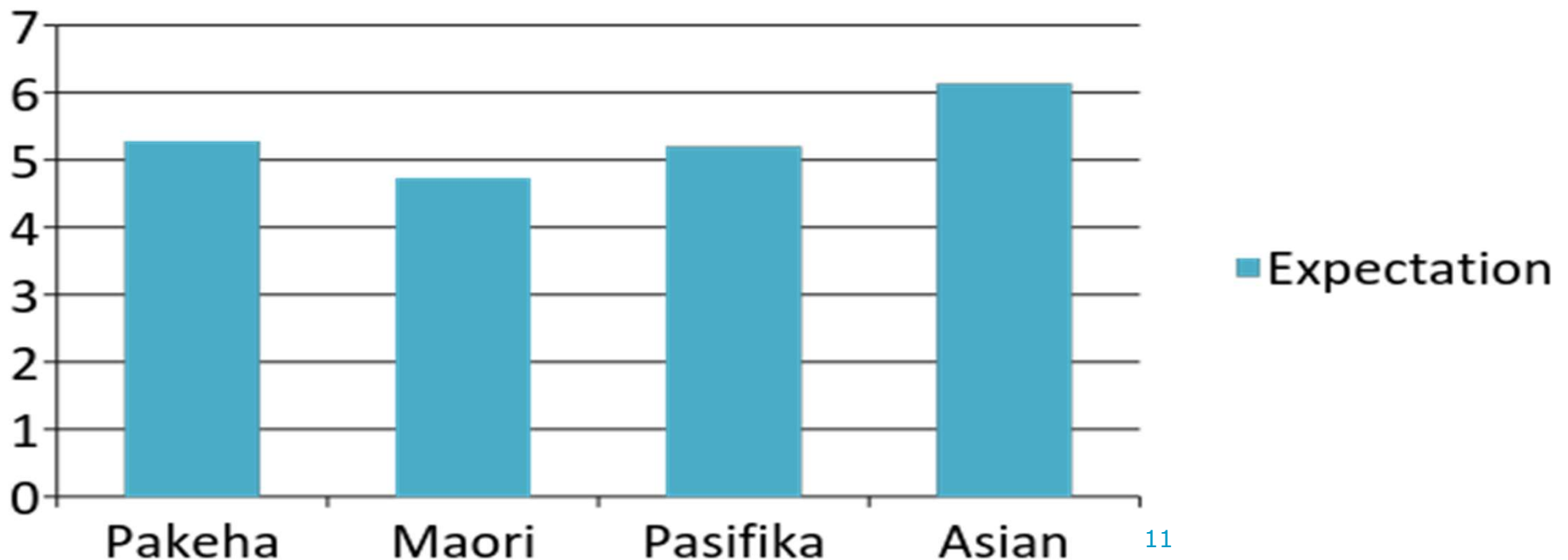
Greater influences

- Portfolio information
- Diagnostic labels
- Social class
- Ethnicity
- Gender

Lesser influences

- Attractiveness
- Siblings
- Names
- Language style
- Personality and social skills
- Teacher/student background

Expectations by ethnicity secondary maths ($n = 357$)



Turner, H., Rubie-Davies, C. M., & Webber, M. (2015). Teacher expectations, ethnicity and the achievement gap. *New Zealand Journal of Educational Studies*, 50, 55–69.

Does ethnicity predict teachers' expectations in New Zealand secondary schools?

28% of variance in expectation explained by prior achievement

4% explained by student ethnicity



Teachers' comments

Why do some teachers have low expectations for Māori?

"...when you have a disrespectful student who easily swears or swears at you, they don't care – they are Māori"

"Māori students are not achieving well compared to other ethnicities. Most of their parents are not well educated so would not know how to support their children's learning."

"I watch this Police 10/7... the suspects are always Māori"



Consequences for students

“Some teachers are just happy with achieved. They won’t mind if you like, ‘Oh yeah, it’s okay if you get achieve, we won’t mind.’ But I’d rather get pushed, pushed to the limits so we get merit and excellence, I don’t want [to] just pass.”

“They think that because you can’t get it, you don’t want to learn and then they get angry, but you just need help.”

What Māori students would like

- [My academic counsellor] *"has high expectations of me and believes that I will pass. That is exactly what I need to hear."*
- [My academic counselor] *"actually wants you to strive for success and they are willing to be there for you to help you achieve that pathway".*

Consequences of low expectations

- Reduced opportunity to learn
- Less positive interactions
- Reduced learning support
- Less positive emotional support
- Low expectations reflected in marking of tasks and feedback



Consequences of high expectations

Increased opportunity to learn

Supportive and warm interactions

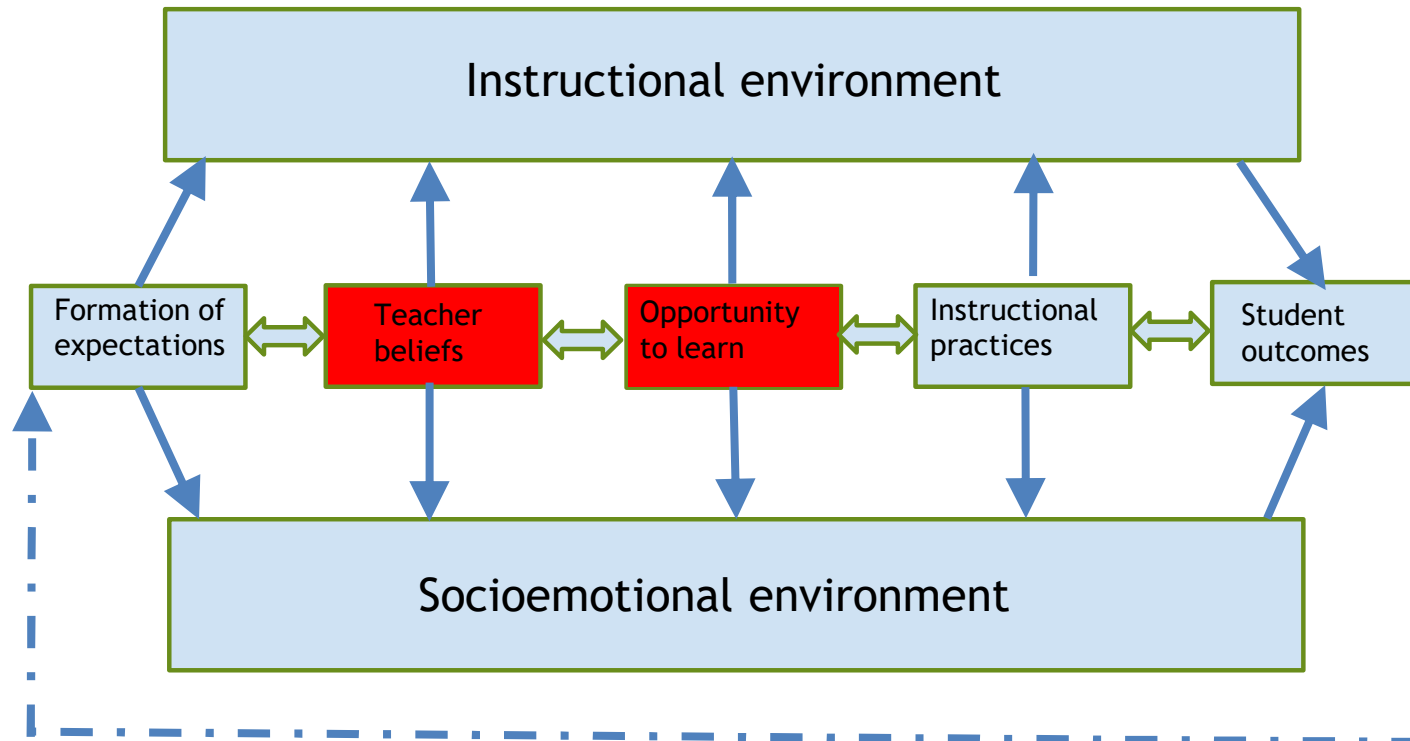
Increased learning support

Positive emotional support

Challenging learning activities

Expectations of success

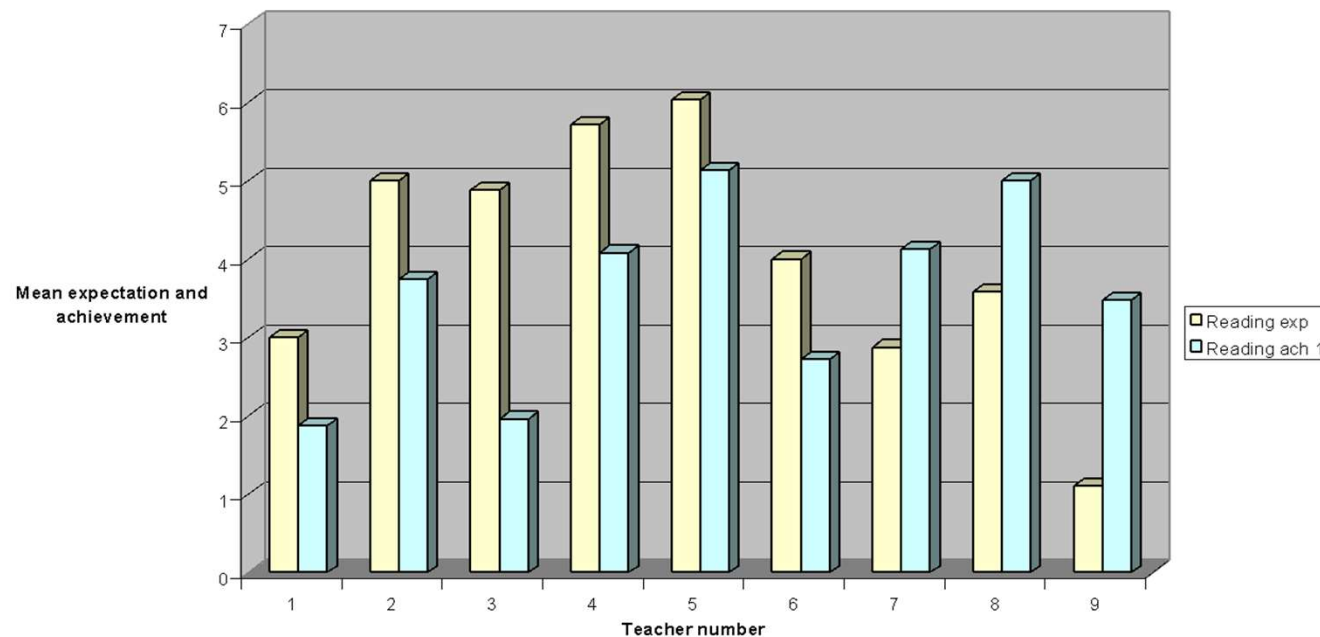




Exploring a different idea

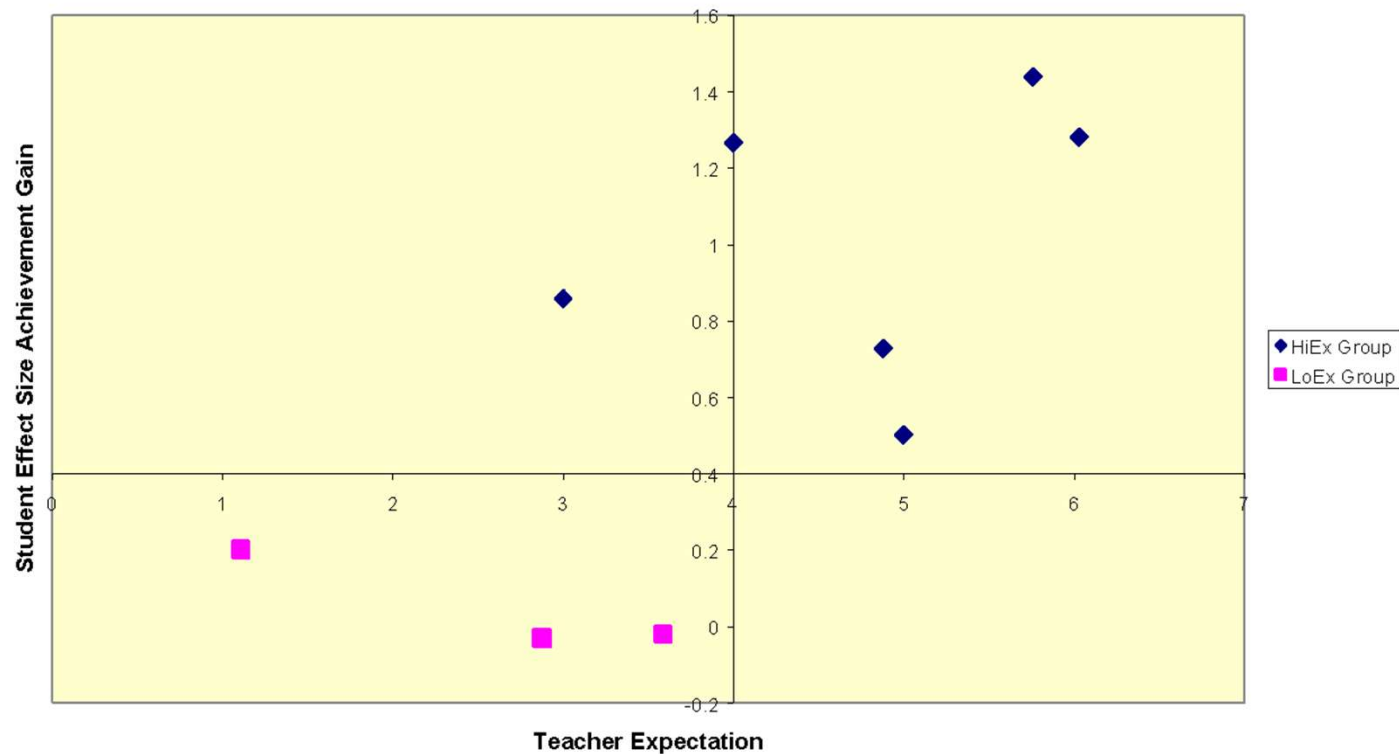
The question is not, what is it about students that mean teachers have high or low expectations for them; the question we should be asking is, what is it about teachers that means some have high or low expectations for all their students?

Teacher Expectation and Student Achievement



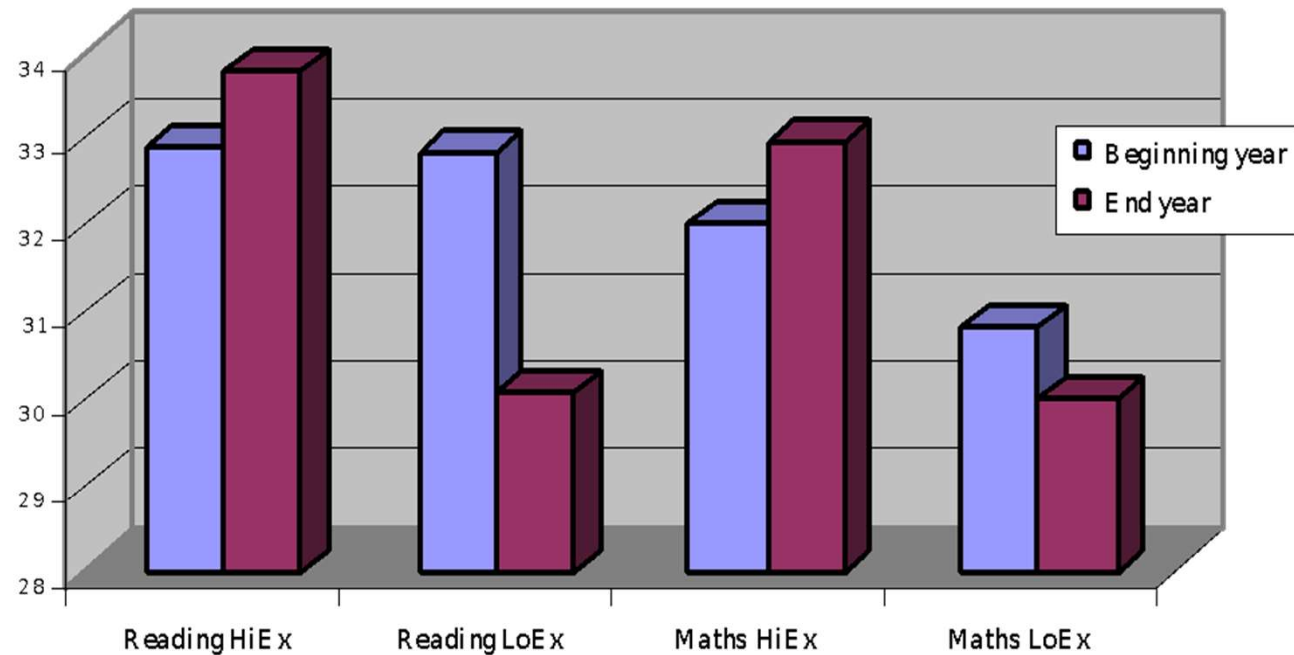
Rubie-Davies, C. M., Hattie, J. A. C., Townsend, M. A. R., & Hamilton, R. J. (2007). Aiming high: Teachers and their students. In *Progress in Educational Psychology Research* (pp.65-91). N. Galwey (Ed.) Hauppauge, NY: Nova Publishers.

Effect Size Gain vs Expectation in Reading



Rubie-Davies, C. M. (2007). Classroom interactions: Exploring the practices of high and low expectation teachers. *British Journal of Educational Psychology*, 77, 289–306.

Student Self Perceptions in Reading and Maths



Student self perceptions by teacher type

Rubie-Davies, C. M. (2006). Teacher expectations and student self-perceptions: Exploring relationships. *Psychology in the Schools*, 43, 537–552.

Teacher interviews

Luke: *"A lot of repetition, every day...until they can start recalling their basic number facts."*

Hannah: *"They need activities that are challenging so they are motivated. If I don't make them independent as well [as the high achieving students] they won't learn to run by themselves. They'll always need the teacher."*

Rubie-Davies, C. M. (2008). Teacher beliefs and expectations: Relationships with student learning. In C. M. Rubie-Davies & C. Rawlinson (Eds.) *Challenging Thinking about Teaching and Learning*. (pp.25-39). Hauppauge, NY: Nova Publishers.

Classroom observations

Teaching statements: orienting students to the lesson, introducing and explaining new concepts, using student prior knowledge

Feedback to students

Open and closed questions

Positive and negative behaviour management

Procedural statements

Contrasting Classrooms

High expectation teachers

Flexible ability groupings
Worked with a variety of peers
Choices in learning experiences
Asking open questions that challenged thinking
Extended explanations of new concepts
Intrinsically motivated
Well-defined learning goals
Responsibility for learning
Frequent feedback
Positive social climate
Clearly established routines

Low expectation teachers

Worked in ability groups
Little mixed ability interaction
Teacher determined learning experiences
Asking closed questions requiring limited thinking
Limited explanations of concepts
Extrinsically motivated
Unsure of learning direction
Less ownership of learning
Limited feedback
Negative social climate
Plenty of procedural directions

Key areas of difference

Grouping and learning activities

Classroom climate

Student autonomy,
motivation, engagement
and teacher evaluation
and feedback: goal setting



Marsden Fast Start

Randomised control trial: 84 teachers,
2500 students

Mathematics achievement improved
significantly

Differences by school, decile, class level,
ethnicity, gender



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BECOMING A HIGH EXPECTATION TEACHER

RAISING THE BAR



High Expectations Remarkable Outcomes (HERO)



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**EDUCATION AND
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Thank you!

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