

High Expectations

The following 'Learn that' statements have been addressed through taught sessions, both in Whole School Issues and in Maths. The 'taught sessions' referred to below are maths specific sessions.

Learn that....

1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.
4. Setting clear expectations can help communicate shared values that improve classroom and school culture.
5. A culture of mutual trust and respect supports effective relationships.
6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.

Corresponding Taught Sessions

Reflective Practitioners
Effective Lesson Planning
Promoting Positive Behaviour in Maths

Learn How To....

Communicate a belief in the academic potential of all pupils, by:

- Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Using intentional and consistent language that promotes challenge and aspiration.
- Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.
- Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil.

Demonstrate consistently high behavioural expectations, by:

- Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).
- Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.
- Acknowledging and praising pupil effort and emphasising progress being made.

Mentor Meeting Activity

Pre-reading:

Tsiplakides, I. & Keramida, A. (2010) The relationship between teacher expectations and student achievement in the teaching of English as a foreign language. *English Language Teaching*, 3(2), P22. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1081569.pdf>

Drawing on the trainees observations:

Discuss the sorts of language and vocabulary the trainee has observed teachers use that conveys their high expectations. What language should a teacher avoid?

Discuss how teachers

- deal with incorrect answers in a way that promotes a safe learning environment and how this changes from year 7 to year 11?
- model the behaviour they would like to see in a class
- convey expectations of behaviour
- give praise

focussing specifically on the vocabulary and body language the teacher uses, including vocal tone and volume.

Consider a specific class the trainee has planned a lesson for. Review together the balance between the activities being challenging but also achievable. Together write some dialogue that could accompany the lesson that promotes challenge and conveys high expectation

Follow up Activity

Guide the trainee to write an appropriate target about how they convey high expectations in lessons such as the use of praise. Include a target related to communicating with home such as writing a comment in a pupil planner/making a phone call home.