

MENTOR HANDBOOK

B12 | BEHAVIOUR: UPHOLDING HIGH EXPECTATIONS

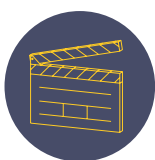
STUDY

KEY TAKEAWAYS FOR THIS MODULE

In order to uphold high behavioural expectations, your teacher needs to understand that:

- > High expectations are achieved through learning environments which demands lots of pupils but also ensure they experience success.
- > Experiencing success improves pupil effort, confidence and motivation.
- > Pupils can improve their self-regulation and so their behaviour and learning.
- > Teachers who promote academic success also increase pupil success beyond the classroom.

Get yourself into a strong position to mentor your teacher by working through the following:



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SUMMARY BELOW:**

TEACHING CHALLENGE

Ms Mahrez has been working hard on conveying high expectations in her classroom, encouraging pupils to try hard and be open to challenge. However, she still occasionally struggles with low-level disruption and worries that her expectations may be unrealistic. On the other hand, when she looks at experienced colleagues' classrooms, they seem to achieve better behaviour and learning from the same pupils. What role do high expectations play in pupil success and how can Ms Mahrez build a classroom that consistently delivers high expectations?

KEY IDEA

Teachers can uphold high expectations by ensuring pupils are supported to achieve classroom success over time.

THE ROLE OF TEACHER SUPPORT IN PUPIL SUCCESS

Ms Mahrez is determined to uphold high expectations but she worries that there is a gap between her ambitions and what her pupils can achieve. To close this gap, one of the most important things Ms Mahrez can do is create a learning environment where pupils experience a high success rate (Rosenshine, 2012). Over time, pupil success can unlock the other learning behaviours Ms Mahrez seeks to promote.

To promote pupil success, Ms Mahrez's classroom should demand a lot of pupils, but should also support pupils to meet these demands. To help with this, she can:

- > Celebrate pupil resilience to failures along the way.
- > Encourage pupils to attribute successes to their efforts and smart strategies rather than any innate 'ability' (Coe et al., 2014).

Ms Mahrez's role in securing success is partly about ensuring pupils have enough support, particularly with challenging tasks. If support is absent, pupils may fail to meet Ms Mahrez's high expectations which may damage pupil perceptions of self-worth. She also needs to take care not to inadvertently communicate low expectations, for example by setting tasks which are too easy, or by over-praising pupils for simply meeting expectations (Coe et al., 2014). Promoting success, including proactively highlighting success to parents and carers, will also improve pupil-teacher relationships as these are based on repeated interactions over time (Wubbels et al., 2014).

SUPPORTING PUPILS TO DEVELOP EFFECTIVE LEARNING BEHAVIOURS

Supporting success in this way also leads to pupils exhibiting more effective approaches to their learning. For example:

- > **Increased effort and confidence:** Pupils' perception of their ability, their expectations of future success and the extent to which they value an activity, influence their motivation and persistence, making improved academic outcomes more likely. This may be particularly important for low-attaining pupils who may have had limited experiences of success in the past (Gutman & Schoon, 2013).
- > **Growing intrinsic motivation:** 'Extrinsic' rewards like praise for pupils who are willing to try a difficult task can be useful to get pupils started. However, where pupils are motivated 'intrinsically' by their own goals (and the believe they can achieve them), pupils will be more persistent in the long term (Lazowski & Hulleman, 2016).

In sum, success over time supports the development of pupil effort, self-belief and intrinsic motivation which, in turn, drives further classroom success in a virtuous classroom cycle.

Ms Mahrez can also help pupils to understand and consciously cultivate these effective learning behaviours. Research suggests pupils can get better at self-regulating their behaviours and emotions (EEF, 2017), and pupils who do so are likely to attain more highly and succeed in the future (Gutman & Schoon, 2013). For example,

if pupils can identify the behaviours that underpin their success (such as perseverance), they can regulate emotional barriers (like impatience) that can prevent them from being successful. This makes it more likely they stay on task, which is a strong predictor of successful learning (Muijs & Reynolds, 2010).

Finally, pupils are influenced by the goals, values and behaviours of classmates (IES, 2008; Rathmann et al., 2018). Over time, individual pupils adopting effective behaviours can also create a classroom climate that promotes success for their peers.

THE LONG-TERM IMPACTS OF HIGH TEACHER EXPECTATIONS

Ms Mahrez is aware that her expectations are important for classroom behaviour (IES, 2008) and learning (Murdock-Perriera & Sedlacek, 2018). Teacher expectations influence whether pupils experience an effective classroom, where there is both the support and challenge to succeed at goals that stretch pupils (Coe et al. 2014). Also, teachers who add most value to academic outcomes also support pupil success beyond the classroom. Having an effective teacher, likely one who holds these high expectations, is also a factor making it more likely pupils will experience other forms of future success, including:

- > Attending university.
- > Earning a higher salary.
- > Avoiding having children as a teenager (Chetty, Friedman & Rockoff, 2014).

Pupils who perceive that their teachers are in control of the class and include them in activities are also more likely to feel satisfied in life and have better school outcomes (Rathmann et al., 2018). Moreover, lower-achieving pupils appear to benefit most from effective teaching (Slater et al., 2011). Ms Mahrez should be ambitious in her expectations for her pupils within her classroom. By developing her effectiveness as a teacher, she can be confident that she is also setting pupils up for wider success. In time, this should lead pupils to also have higher expectations of themselves.

NUANCES AND CAVEATS

Being an effective teacher requires strong knowledge of effective instruction and the subject being taught (Coe et al., 2014). Ms Mahrez needs to develop her practice in relation to the instruction and subject strands of this programme to have the best chance of translating high expectations into successful learning behaviours.

Conveying and upholding high expectations takes significant teacher effort and time. Improvements in pupil attitudes to learning may not be immediately visible, and there may be steps backwards as well as forwards. Ms Mahrez may feel like her colleagues' classrooms work as if by magic, but she needs to understand there is no shortcut. Her consistent efforts to support pupil success, and helping them understand the process behind this, is the best way she can support pupils in her classroom and set them up for success beyond it.

SELECT

Before you observe, first select a **DEVELOPMENT AREA** to focus on. Next, familiarise yourself with the **FOCUSED DEVELOPMENT AREAS**, as you will zoom in on one of these during your observation. Finally, craft a **PRECISE TARGET** when you observe your teacher (examples are provided below).

DEVELOPMENT AREA	FOCUSED DEVELOPMENT AREA	EXAMPLE PRECISE TARGETS
Encouraging effort	<ul style="list-style-type: none"> > Teacher draws attention to the effort pupils are putting into their learning. > Teacher gives examples of how to apply effort when facing challenge. 	<p>If your teacher is...</p> <ul style="list-style-type: none"> > Not doing it at all: Before and during tasks, encourage pupils to put effort into their work to achieve success and show them what this means, e.g. demonstrate that putting effort into their writing means focusing on how to hold the pencil and form each letter shape carefully. > Doing it but needs some improvement: Acknowledge the effort and related behaviours you see from pupils that are supporting them to be successful in their learning. > Doing it well, but needs some stretch: Praise pupils who, through their effort, are exceeding their learning goals.
High expectations of pupil participation and thinking	<ul style="list-style-type: none"> > Teacher shares high expectations of pupil participation, e.g. all pupils need to think about their answer during the wait time the teacher gives after asking a question and be prepared to respond. > Teacher provides support and returns to pupils if they are unable to contribute an answer so they experience success through their effort. > Teacher stretches pupils by asking follow-up questions to deepen their thinking, e.g. to make them use vocabulary more precisely, to explain their thinking or to connect to other knowledge. 	
Supporting pupils to have high expectations	<ul style="list-style-type: none"> > Teacher supports pupils to make links between their current learning and long-term goals. > Teacher supports pupils to link their long-term goals to success in school. > Teacher supports pupils to understand the behaviours they will need to master challenging content. 	

RECORD YOUR THINKING HERE

DEVELOPMENT AREA	FOCUSED DEVELOPMENT AREA	EXAMPLE PRECISE TARGETS
(select before observing)	(select whilst observing)	(select/write whilst observing)

OBSERVE

Consider the following questions based on a short (approximately 15 minute) observation of your teacher.

What was your teacher's **previous** target? Are they meeting it? How do you know?

For the **DEVELOPMENT AREA** you are focussing on for this observation, what is your teacher already doing well?

Next, go to the previous page and select a **FOCUSED DEVELOPMENT AREA** to further zoom in on. Then select (from the examples) or write one **PRECISE TARGET** (bite-sized action) to coach your teacher on. You can choose to stick with the previous target if your teacher have not made enough progress yet.

How will you model the target to your teacher to show them what good looks like? What questions will you ask to check your teacher understands the model? For example, 'How it is different from your current practice?', 'What impact might it have on your practice and pupils?', 'What links can you see between the model and the module principles (below)?'

Reminder: Your model should help your teacher develop their ability in some of the following:

- > Acknowledge and praise pupil effort and emphasise progress being made.
- > Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).
- > Support pupils to master challenging content which builds towards long-term goals.
- > Help pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.

Next, meet with your teacher to work through the 'Feedback' stage of instructional coaching. See the guidance on the feedback stage in the appendices of the Mentor Handbook for support.

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