St Augustine's College – Sydney

A Catholic Congregational school for boys in Years 5 to 12, teaching the Augustinian values of Truth, Love and Community.

Discovering the power of expectations:

HOW TO CHALLENGE THE EXPECTATIONS OF TEACHERS AND BOYS TO FOSTER AN ENVIRONMENT OF ACADEMIC ACHIEVEMENT.
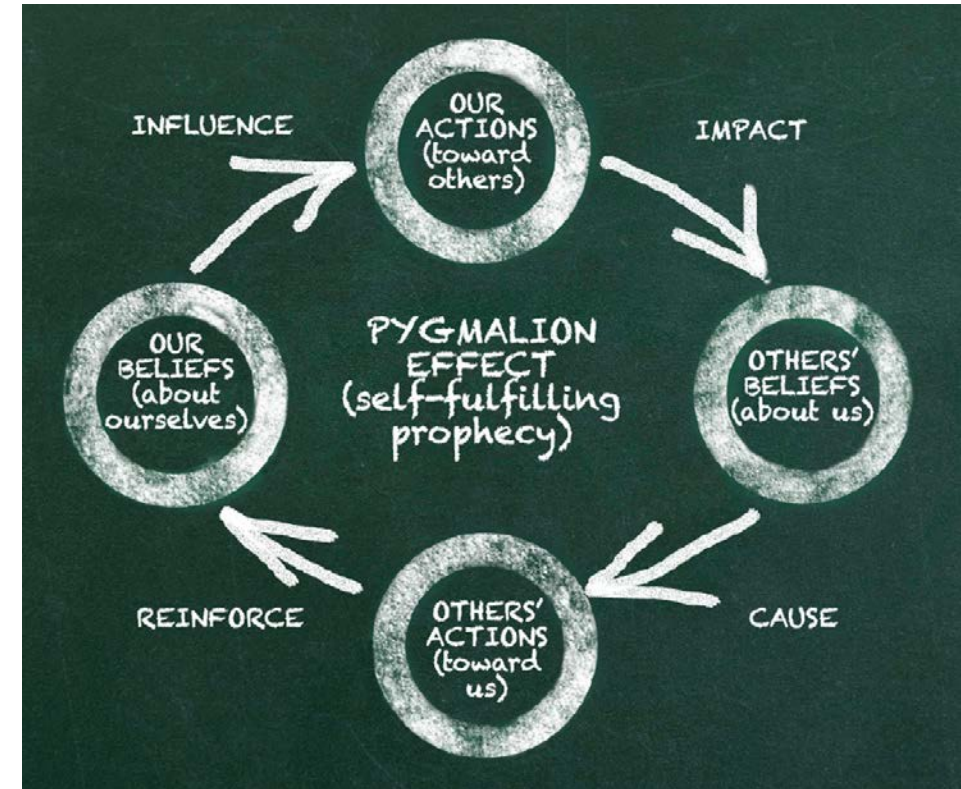
Educating students to have high, challenging, appropriate expectations is among the most powerful influence in enhancing student achievement.

Dr John Hattie

The Power of Expectations

➢ Educational research reveals **strong correlation** between **teacher expectations** and **student achievement**.

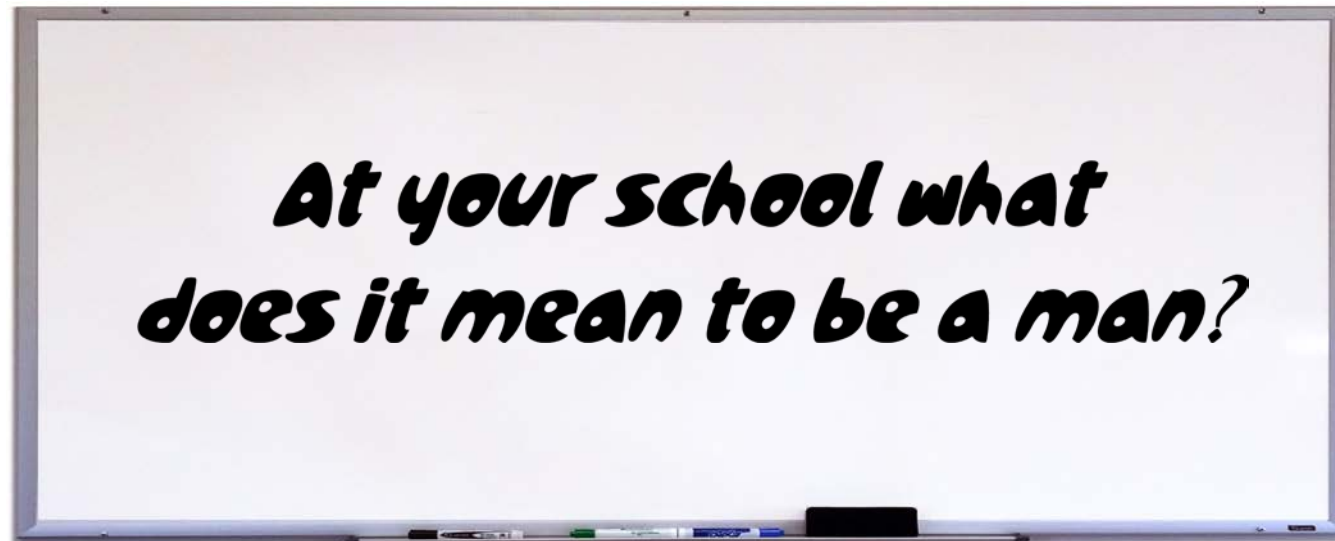➢ **Rosenthal & Jacobson (1968) – The Pygmalion Effect**

Gender & Expectations

➢ **Cotton** (2001) highlighted that even when teacher expectations were cultivated by evidence that these could be limiting.

  ➢ Teachers were found to sustain outdated expectations of ability long after student had progressed.

➢**Dee** (2006) found that **gender** helped influence student expectations of achievement.

  ➢ **Students** observed the **gender** of their teachers and drew conclusions about **gender expectations** for themselves.

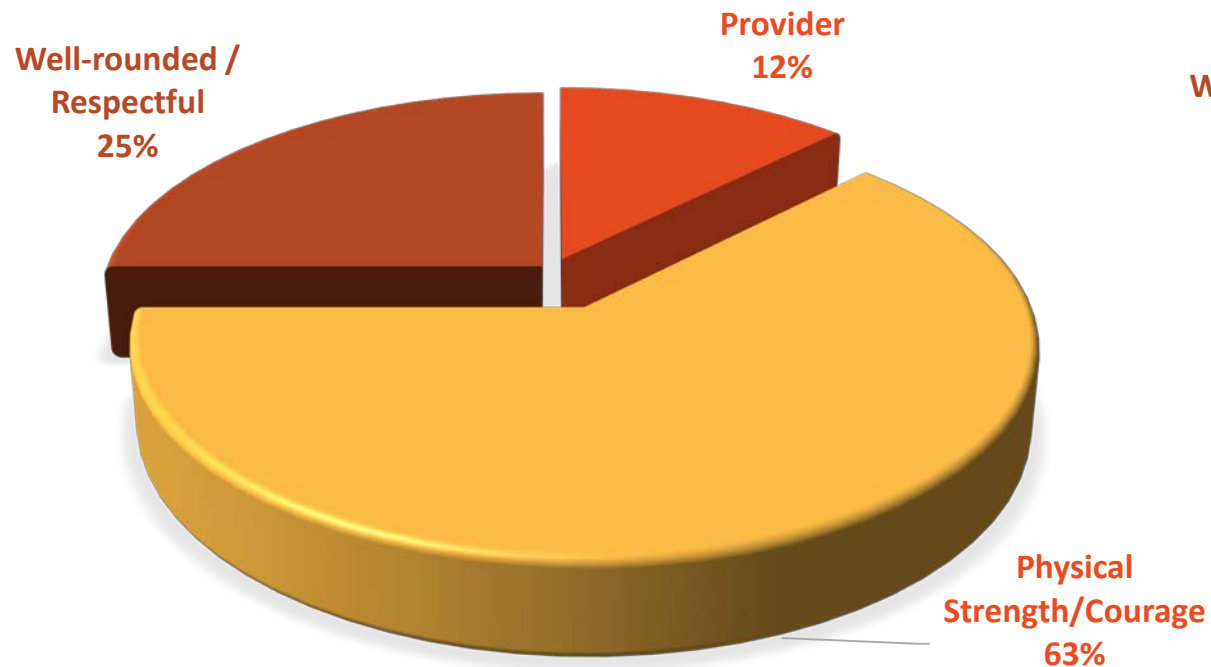   ➢ Boys performed lower in reading but higher in maths and science.

Question?

How do you think your students would respond to the following question:

At your school what
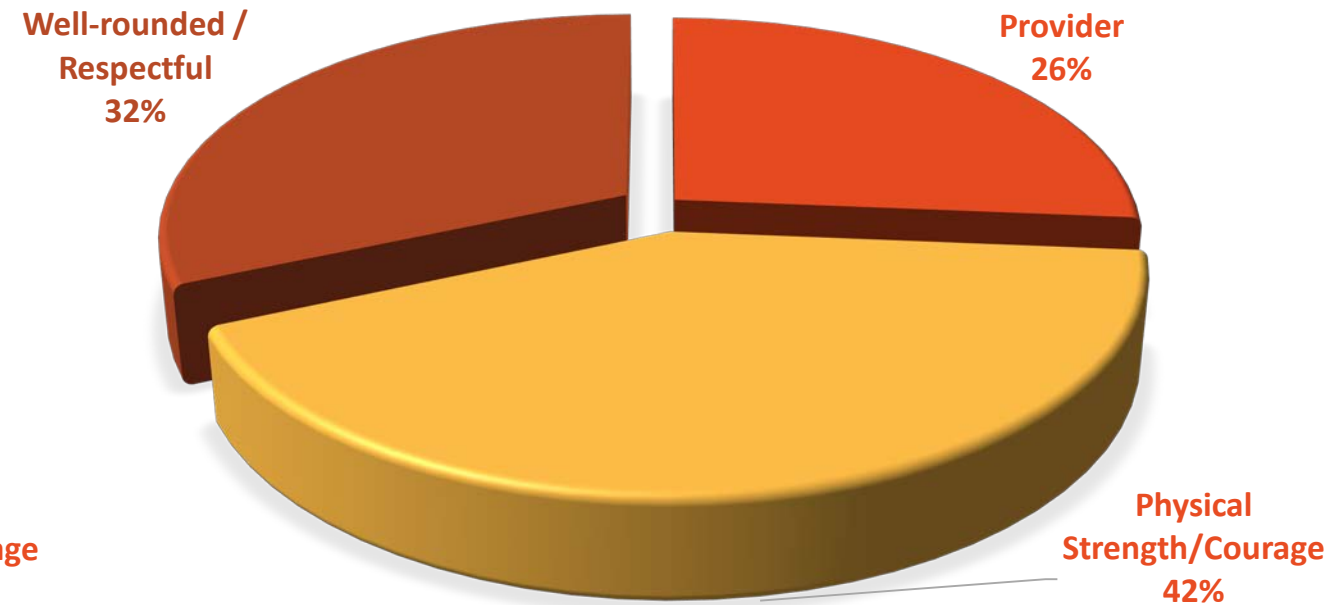does it mean to be a man?

What does it mean to be a man

14 YEARS OLD

Well-rounded /
Respectful
25%

Provider
12%

Physical
Strength/Courage
63%

16 YEARS OLD

Well-rounded /
Respectful
32%

Provider
26%

Physical
Strength/Courage
42%

The Privileged

➤ What versions of masculinity are **dominant** in your school?

➤ How does your school **reinforce** this dominance?

➤ What impact does this version of masculinity have on the **academic expectations** of staff and students?

Research - Masculinity

Findings essentially align with the research on the societal constraints on masculinity:

➢ **Multiple versions of masculinity present within our institutions.**
  ➢ Constant struggle for dominance (Connell, 1995)
  ➢ Hegemonic (Reichart)

➢ Martino (1995) – privilege the body and the physical

➢ Kimmel (1996) – behaviours to distinguish from being feminine.

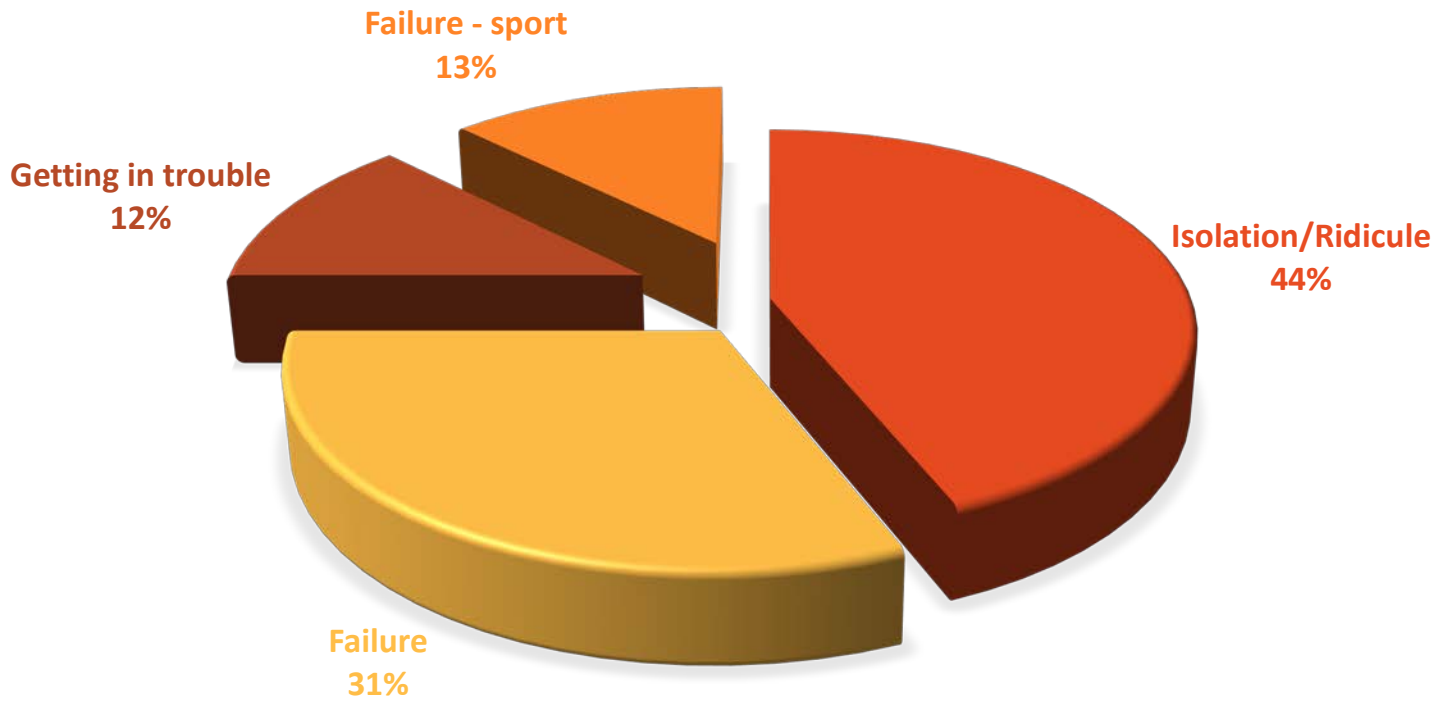➢ Lashie - Boys' lack the adequate word bank to describe themselves emotionally.

Fears…

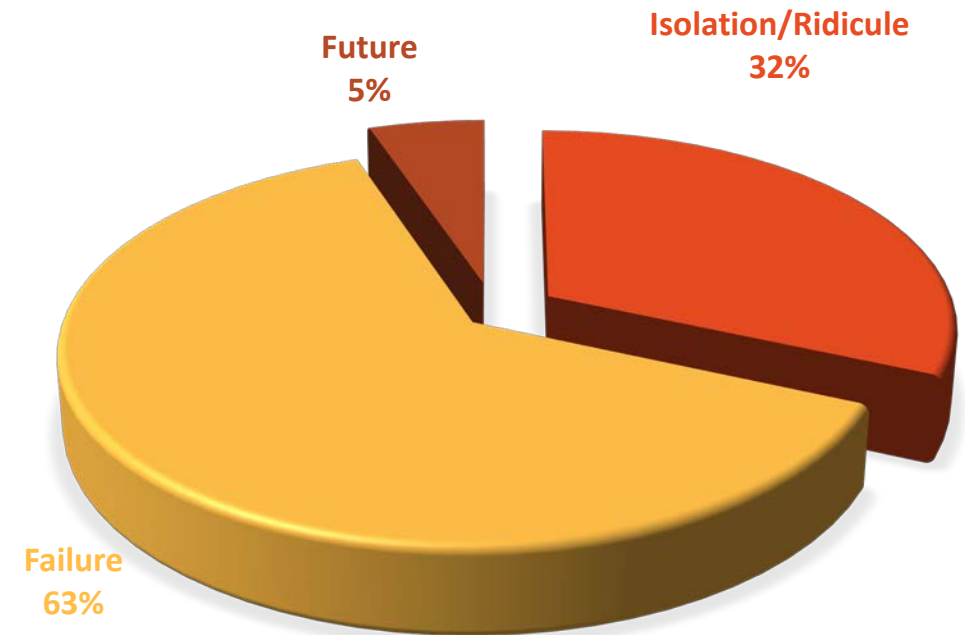How do you think your students would respond to the following question:
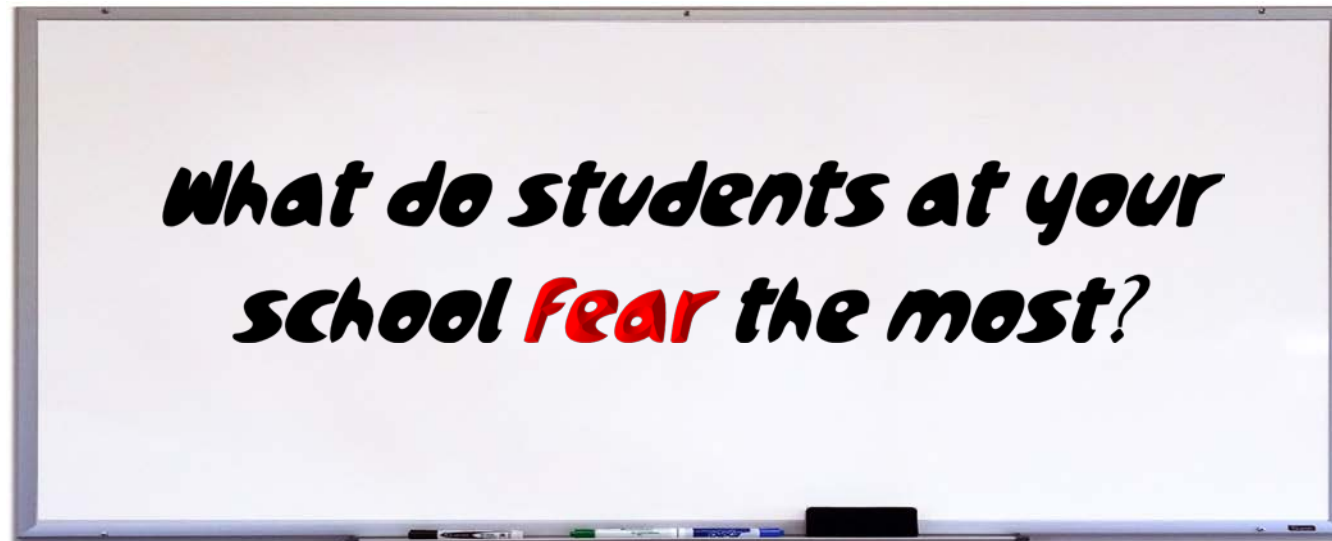
Fears as young men

14 YEARS OLD

16 YEARS OLD

Learning Gender

➢ Dr Peter **West** argues that masculinity is constructed in:
  ➢ Time
  ➢ Place
  ➢ Culture

➢ How do boys learn how to be a man?
  ➢ Mates
  ➢ Father
  ➢ Media

Conditioning

➢ We are conditioned by gender from birth.
➢ Social and cultural expectations of gendered behaviour.

The Gender Gap

We are constantly reminded that:

➢ There is an **"epidemic"** in terms of educational outcomes for boys.

  ➢ "The evidence is universal" – Rowe (2000)

  ➢ "Widening gap in Australia, as well as English speaking countries worldwide" – (Cassidy, 1999)

Masculinity & Academic Success

➤ Narrow constructs of masculinity can act as barriers to academic success.

➤ **Levin, Belfield, Muenning and Rouse (2006)** found that the best predictor of health, wealth and happiness later in life is the number of years in schooling.

Education	Annual Income (USD)
High School Dropout	$23,000
High School Graduate	$34,040
Some College Education	$40,940
College Graduate	$79,580
Levin et al (2006)	

Investigating Gender

➤ Empowering our students to investigate how gender is constructed is one of keys to overcoming narrow and limiting constructs of masculinity.

➤ In order to interpret their own place in this world boys' are in need of "support and guidance" (West, 1999)

➤ **Do we provide opportunity for our boys to engage in dialogue surrounding masculinity?**

Investigating Gender

➢ Gilbert (1998) found that the **most successful** programs dealing with boys ensure an understanding of the social construction of gender that was integrated with the curriculum.

➢**To open up opportunities for boys schools need to promote diverse ways of being male.**

What strategies do we use in our schools to allow our students to investigate gender?

Dweck - Growth Mindset

➢ One way to challenge narrow constructs of masculinity and **low expectations** is immersing our students in the work of **Caroline Dweck**.

➢**Growth** vs Fixed **mindsets.**

➢ Helping our students believe that through hard work and dedication their abilities can **improve.**

Misconceptions

➤ <u>Society at large</u> believes that the fundamental keys to academic success are:

➤Smaller class sizes (75%)

➤ Wearing of uniform (52%)

➤ Greater emphasis on literacy and numeracy (66%)

➤ Regular homework (66%)

➤Many teachers subscribe to these views as well.

Keys to Academic Success

➢ Students need to be **self-motivated**, **engaged** and **disciplined**.

➢ Strongest predictor of academic achievement is the **amount and quality of effort.**

Masculinity

Teacher Expectations

➢ "A strong message from the findings in *Visible Learning* is that more often than not, when students do not learn, they do not need 'more'; rather they need different." (Hattie, p.83)

How do we challenge our teachers to be 'different' in their to teaching and learning?

Teacher Expectations

➢   "A strong message from the findings in *Visible Learning* is that more often than not, when students do not learn, they do not need 'more'; rather they need different." (Hattie, 2007, p.83)

How do we challenge our teachers to be 'different' in their approach to teaching and learning?

➢ **Research based on 1200 meta-analyses**
➢ **Over 250,000 students**
➢ **Identifies 195 influences on student outcomes related to academic achievement.**

Influencing Achievement

➢Hattie's research concluded that the keys to academic success were **teachers** and **teaching practices.**

➢Expert teachers regularly focus on **evaluating the effect** they have on students and **reshaping** their pedagogy accordingly.

Knowing Thy Impact

➤ **Data** is the key to **evaluating** the **impact** we have on the academic success of our students?

➤How do the following groups in our school use **data**?

  ➤ Classroom teachers
  ➤ Faculty Coordinators / Heads of Departments
  ➤ Educational Leaders

Empowered by Data

The essence of data-driven decision making is not about perfection and finding the decision that is popular, it's about finding the decision that is most likely to improve student improvement, produce the best results for the most students, and promote the long-term goals of equity and excellence.

Reeves, 2011, p.24

St Augustine's College - Sydney

➢ Use of **data** has fostered reflective practice and improved teaching and learning.

➢ Challenged **cultural forces**.

➢ **Structural changes** to prioritise academic programme.

➢ Targeted **Professional Learning**.

| St Augustine's College, Sydney – State Rankings	
2008	**355**
2009	**274**
2010	**208**
2011	**149**
2012	**194**
2013	**151**
2014	**129**
2015	**114**
2016	**95**

Data – Evaluating Students

- **Student tracking** has helped to shift the average
  - Numerical account of progress for both academic and attitudinal results
  - Earlier interventions
  - Rewards/Praise

- **Reports**
  - Removed comments
  - Focus on data

Data – Assessing Student Needs

➤ **Staff & Student Learning Survey**:

➤ Provided us with the tool to assess our current educational landscape

➤ Identify focus areas for the next 12 months.
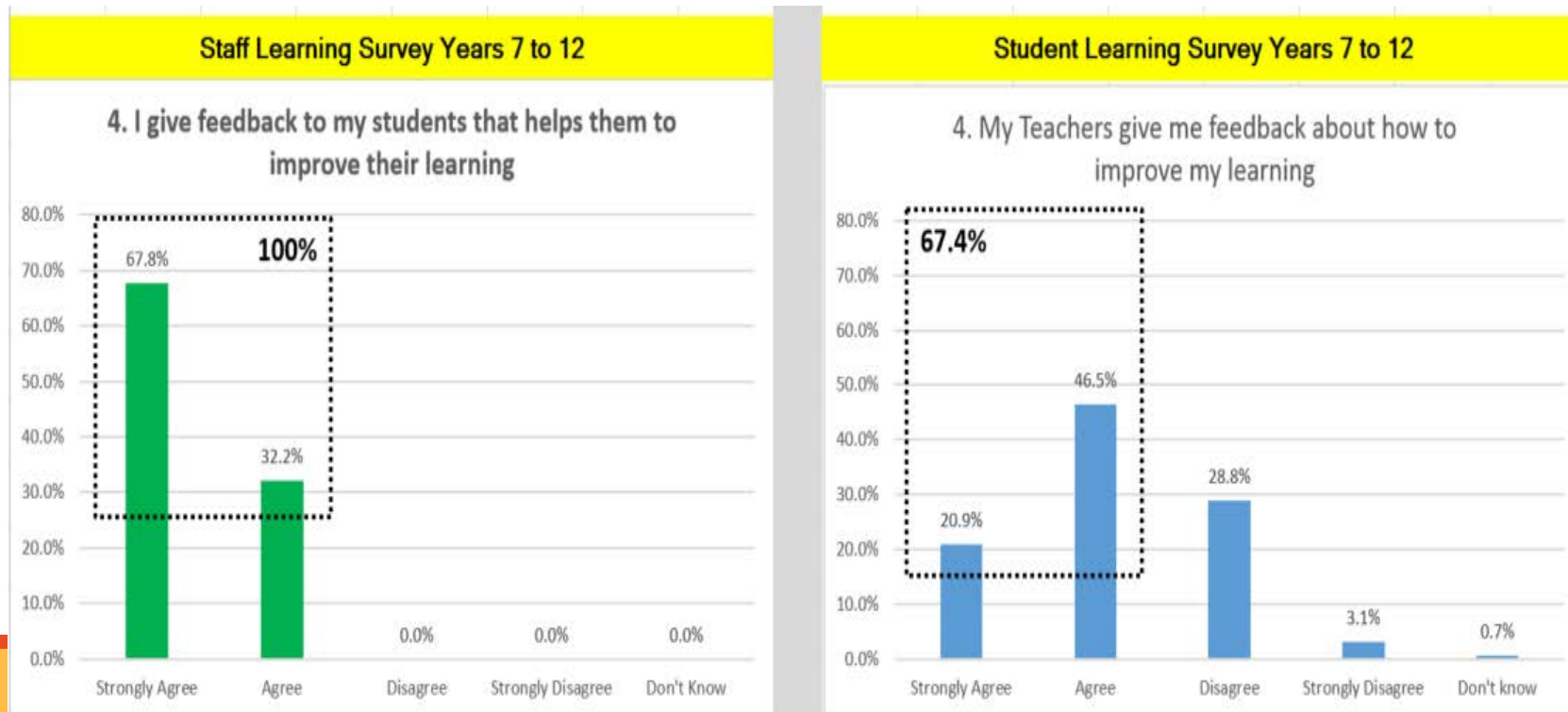
Data – Informing Decisions

➢ Access to data has helped shift the mind frame of Faculty Coordinators / Teachers to evaluate their effect on learning.

➢ Ability to intervene in calculated and meaningful ways to alter the direction of learning.

➢ Exposure to data has helped to inform decisions regarding:
  ➢ Staff
  ➢ Topics
  ➢ Assessments
  ➢ Pedagogical Approaches

Pinpointing improvement

➢ By pouring over the data specific areas of concern could be easily identified.

➢ **Conclusions are drawn based upon <u>evidence.</u>**

Evaluating Learning Gain

➢ Based on standardised testing in Year 9 we can assess **learning gain** in Year 12.
  ➢ **Typical vs. Achieved – DeCourcey Data**

Reshaping Teaching Practices

➢ **Evaluating impact** has lead to dramatic improvements in results.

➢ The department – and school overall – has become **student centred** in approach.

Privileging Academics

➤ Assemblies
  ➤ Explicit focus on awarding academic achievement

➤ Increased from 5 to 6 periods a day.
  ➤ Added 30 minutes learning time a day
  ➤ An extra 100 hours each year
  ➤ Reduction to period size, pastoral period and lunch

➤ Embedding a culture of rigour and work-ethic
  ➤ Year 12 – Post-trial Trial exams
  ➤ Holiday Lectures and work programmes

A Culture of Learning

➢ **Culture of Thinking** – Harvard University

➢Providing tools for teachers to monitor learning and provide feedback.

➢**Need specific figures on how many staff have been involved in this programme.**

➢ **Quality Feedback – Assessment for Learning**

➢**Learning Intentions & Success Criteria**

➢ Purpose of the learning

➢ Student directed improvement

Learning Walks

➢ **Reduction of contact hours**

   ➢ 80% to 73%

   ➢ Expectation that staff **observe** other lessons.

➢ Establishment of PODs / Discussion groups and Learning Walks

   ➢ Specific focus on pedagogy.

Takeaways

➤ Are we enabling our students to investigate **constructs of gender** to help challenge **narrow and limiting versions of masculinity?**

  ➢ Is this **integrated** into the curriculum?

  ➢ Are we fostering a **growth mindset** in our schools?

  ➢ Do we help our students build **resilience**

➤ Is it an expectation of our **staff** that they **evaluate the impact** of their **pedagogy?**

  ➢ Are they **empowered by data?**

  ➢ Do they have **targeted professional learning** building upon this?

Contact

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