

## Sym1PaperA1: Teacher expectations: Considering implications for gender, mathematics and literacy achievement, and student beliefs

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### **Biography**

*Professor Christine Rubie-Davies is a world leader in teacher expectation research. Her studies focussed on teacher expectations at the whole-class level have changed the international direction of research in the field. Her large-scale experimental study showed large effects on student learning when intervention teachers learnt the practices of high expectation teachers. Christine's book "Becoming a high expectation teacher: Raising the bar" (2015) provides a replicable model for teachers and researchers that can be implemented into any classroom. Christine is a Fellow of the American Psychological Association and of the Association of Psychological Studies (US), is widely published and is the recipient of several national and international awards for teaching, research and service.*

### **ABSTRACT**

Over the past five decades, much has been learned about teacher expectations and how they can affect student achievement. However, there has been a lesser emphasis on the potential effects on student psychosocial beliefs such as their motivation, self-beliefs, and emotional well-being. In this presentation, research that has investigated teacher expectations pertaining to gender will be introduced. This will also show how expectations are often influenced by stereotypes. Some of the limited research that has shown how student psychosocial beliefs are influenced by teacher expectations will also be presented. Although not investigated as yet, the presentation will propose that teacher expectations may be a mechanism for the triggering of a stereotype threat response from students, particularly when expectations are low and vulnerable students are placed in the situation of confirming a stereotype. The final part of the presentation will focus on the work related to high expectation teachers, those whose expectations are high for all students relative to achievement, and propose three key principles which can lead to all students making accelerated progress and positively influencing their psychosocial beliefs. An experimental intervention designed to teach teachers the practices of high expectation teachers will be introduced. This intervention resulted in significant improvements in students' mathematics achievement. The presentation will conclude by introducing the HERO (High Expectations Remarkable Outcomes) programme, which resulted from the experimental study. This professional development programme is designed to raise teachers' expectations and, in turn, student academic and psychosocial outcomes.