

WAT23274

SymCover: Gender, teacher expectation, and stereotype threat: Synergies and solutions

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SYMPOSIUM OVERVIEW

The proposed symposium comprises presentations previewing a major international handbook in the field of educational psychology to be released by Routledge in mid-2023. Constructs key to investigating differentiation in equity of opportunity, achievement, and engagement within the social psychology of the classroom, are explored. Researchers from 6 countries will present a collection of 5 linked symposia, comprising 10 presentations offering themed perspectives on gender, stereotypes and stereotype threat, and teacher expectations, as central to addressing inequity in classrooms. Importantly, we offer insights on interrelations and synergies between the aforementioned constructs, that have hitherto been all but neglected. Further, we aim to report on solutions for inequity of learning opportunity and student wellbeing experienced when teachers promote high expectations for all their students and create identity-safe classrooms-not only key to realising individual student potential, but also core to ameliorating the effects of stereotype threat.

An understanding of the association between gender beliefs, stereotype threat, and teacher expectations, is key to challenging the very stereotypical beliefs that underpin gendered threats and expectations themselves. That is, without understanding these key relations, beliefs that reinforce gender stereotypes cannot be challenged and stand to be maintained and reinforced. Thus, the proposed comprehensive symposium comprises presentations from leading researchers reporting current directions in gender, stereotype threat, and teacher expectation research, and gives a novel overview on associations between the three areas of study. Notably, intersectionality between, for example, gender and race-ethnicity, especially within the context of Aotearoa New Zealand will also inform the presentations. Taken together, the presentations provide a catalytic platform for advancing theory, practice, policy, and future research from an integrated perspective. By examining synergies and solutions shared between the three research fields more meaningful, consistent, and permanent approaches to promoting student gender identity safety, gendered scholastic equity, wellbeing, and futures will be afforded.