

## REFLECTION TOOL: PERSONAL REFLECTION ON EXPECTATIONS

Brophy (1985) conducted multiple studies on differences in interaction between teachers and pupils for whom they held high or low expectations. These studies asked teachers to rank their pupils from high to low performers. This ranking was used to categorize pupils into high and low-expectation groups. The researchers observed the top 3 pupils for whom teachers had the highest expectations and the top 3 pupils for whom teachers had the lowest expectations. Brophy (1985) found evidence for seventeen teacher behaviors or interactions that were found to be different.

In general, the studies showed that teachers' interactions with pupils for whom they have low expectations are of lower quality than those with pupils for whom they have high expectations. In her book "Becoming a High Expectation Teacher" (2015), Rubie-Davies briefly summarized these seventeen teacher behaviors. The pupils for whom teachers have low expectations are referred to as low-expectation pupils, and pupils for whom teachers have high expectations are referred to as high-expectation pupils. These seventeen teacher behaviors have formed the basis for the developed reflection tool.

### Self-Reflection

The purpose of the reflection tool is to gain insight into the (potential) effects of your expectations of pupils on interactions with pupils and classroom behavior. At first, you must make notes of some pupils (for example, three) for whom you have low expectations (or at least lower than most pupils in the class) and some pupils for whom you have high expectations. Similar to Brophy's studies, the intention is to create a top 3 of high-expectation pupils and a top 3 of low-expectation pupils.

Secondly, you can reflect on your behavior using all seventeen teacher behaviors in the reflection tool by comparing your behavior or interactions between the high- and low-expectation pupils. You can choose to what extent the difference in behavior or interaction between pupils with different expectations is recognizable. The key here is to be honest and critical with yourself. It helps to recall concrete situations (for example, instructional moments or classroom discussions).

Once the reflection tool is completed, which behaviors require attention will be evident. These are, of course, the behaviors that you recognize to some extent or entirely in yourself. You can fill this in the box labeled 'What stands out?'. In the box marked 'How to proceed?', you can write down your intentions to improve your interactions with pupils if necessary.

Translation of the download (<https://www.uitgeverijpica.nl/downloads/855-wat-is-eerlijk>). From: Vijfeijken, M. (Ed). Wat is eerlijk? Werken aan kansengelijkheid in het onderwijs [What is fair? Promoting educational equality]. Uitgeverij PICA

Filling out the reflection tool is just a starting point. The next step could be to use video support to determine whether you have a sufficient grasp of your interactions with pupils. Alternatively, you can use video support to assess to what extent you succeed in improving interactions with low-expectation pupils.

### **Video Support**

Pupils pick up on teachers' body language and often genuinely know whether their teacher has high or low expectations of them. Teachers communicate their expectations to pupils more through non-verbal cues than verbal ones (Babad, 2016). Additionally, Babad observed that the teachers who claimed to be capable of controlling their body language could not do so. Controlling body language may be more challenging for some teachers than for others.

One way to work on your body language and other behaviors described in the reflection tool is through video support (Rubie-Davies, 2005). Nowadays, recording yourself with your phone or another device is easy. Recording yourself for a short period can be very effective. You can also have someone else film you. The reflection tool provides ample points of reference for observation. For instance, you can observe and analyze the behaviors you have marked as recognizable (to some extent or entirely) in the reflection tool. By repeating this several times over a period, you can monitor your development. In a safe environment, it is precious for teachers to jointly (for example, in pairs) watch recordings and provide each other with feedback.

### **The reflection tool for teacher-student interactions**

This tool is based on a summary by Brophy (1985) of seventeen identified teacher behaviors and interactions that differ in quality between pupils for whom a teacher has high expectations or low expectations from the book by Rubie-Davies (2015), "Becoming a High Expectation Teacher."

Translation of the download (<https://www.uitgeverijpica.nl/downloads/855-wat-is-eerlijk>). From: Vijfeijken, M. (Ed). Wat is eerlijk? Werken aan kansengelijkheid in het onderwijs [What is fair? Promoting educational equality]. Uitgeverij PICA

	I don't recognize that at all	I recognize that a little	I recognize that entirely
1. I wait longer for a response from a 'high-expectation pupil' than a 'low-expectation pupil'.			
2. I am more inclined to provide the answer, pass the turn, or give a hint to a 'low-expectation pupil' than a 'high-expectation pupil'.			
3. I tend to praise a 'low-expectation pupil' after an answer, even if the answer is not (entirely) correct.			
4. I criticize 'low-expectation pupils' more often when they make a mistake than 'high-expectation pupils'.			
5. I give fewer compliments to a 'low-expectation pupil' when something succeeds than 'high-expectation pupil'.			
6. I give 'low-expectation pupils' fewer opportunities to speak in class and less public feedback than a 'high-expectation pupil'.			
7. I talk less often with a 'low-expectation pupil' than a 'high-expectation pupil'.			
8. I ask a 'low-expectation pupil' less frequently to answer a question than a 'high-expectation pupil'.			
9. 'Low-expectation pupils' are usually seated farther away from my desk than 'high-expectation pupils'.			
10. I am quicker to be satisfied with work submitted by a 'low-expectation pupil' than by a 'high-expectation pupil'.			
11. I engage in one-on-one conversations more often with 'low-expectation pupils', and 'high-expectation pupils' in public or class-wide settings.			
12. When I assign a grade undecided between two grades, I am more inclined to give a lower grade to a 'low-expectation pupil' and a higher grade to a 'high-expectation pupil'.			

Translation of the download (<https://www.uitgeverijpica.nl/downloads/855-wat-is-eerlijk>). From: Vijfeijken, M. (Ed). Wat is eerlijk? Werken aan kansengelijkheid in het onderwijs [What is fair? Promoting educational equality]. Uitgeverij PICA

	I don't recognize that at all	I recognize that a little	I recognize that entirely
13. I have a warmer relationship with the 'high-expectation pupils' than the 'low-expectation pupils'.			
14. I provide less informative feedback on learning to the 'low-expectation pupil' than the 'high-expectation pupil'.			
15. I make less eye contact with a 'low-expectation pupil' than with a 'high-expectation pupil'. I also smile more often at a 'high-expectation pupil' (and frown more often at a 'low-expectation pupil').			
16. I give 'low-expectation pupils' individual instruction more frequently than 'high-expectation pupils'.			
17. 'Low-expectation pupils' receive less effective instruction in my class than 'high-expectation pupils'. For example, less challenge but more repetition, fewer 'fun' activities, fewer choices (autonomy), and more pre-structured tasks and assignments than 'high-expectation pupils' receive.			
<p>What stands out?</p> <p>How to proceed?</p>			

Translation of the download (<https://www.uitgeverijpica.nl/downloads/855-wat-is-eerlijk>). From: Vijfeijken, M. (Ed). Wat is eerlijk? Werken aan kansengelijkheid in het onderwijs [What is fair? Promoting educational equality]. Uitgeverij PICA