

SIXTY SECONDS ABOUT YOUR EXPECTATIONS

The purpose of the assignment '60 seconds about your expectations' is to create awareness of the expectations that you, as a teacher, have about your pupils, how these expectations arise, and what influence they have on teaching or how you approach them.

For this assignment, you will need the following:

- ✓ List of names or photos of your pupils
- ✓ The guiding questions
- ✓ Timer
- ✓ Quiet space

In this assignment, you will work in pairs. There is Teacher A, and Teacher B. Teacher A starts. Teacher A has a list of pupils in front of them (preferably with photos of the pupils). Teacher A will state the name of the pupil and will have one minute per pupil to answer the following three guiding questions about the pupil:

- ✓ What is the (learning) potential of this pupil?
- ✓ What does this pupil need from you?
- ✓ What can this pupil reach (in the (near) future)?

The choice for just one minute allows you to get to the core more quickly and mention whatever comes to mind first. While Teacher A is talking, Teacher B listens and tries to write down as accurately as possible what is said. Therefore, teacher B writes down keywords and indicating a plus (+) for high expectations and a minus (-) for low expectations. For example, Teacher A might say:

"Pieter, Pieter is truly a very smart boy. He can work independently very well. He understands everything very quickly and is excellent at math. He needs to improve his reading comprehension. He requires very little instruction from me. He especially needs extra challenges in math. He works so independently that I sometimes forget about him. He should achieve a high score in math again by the end of the year, and his reading comprehension will also improve. He is truly a future pre-university (VWO) 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

Teacher B takes the following notes:

Pupil name	What is the (learning) potential of this pupil?	What does this pupil need from you?	What can this pupil reach (in the (near) future)?
Pieter	Intelligent, excels at independent work +, comprehension +, math +, reading comprehension +/-, kind	Requires little instruction, extra challenge, not forgotten	High scores, potential for pre-university - level education
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Then, the roles switch. The duration of this activity depends on how many pupils are being discussed. The next step of this assignment is a joint analysis and reflection on expectations. Start with Teacher A, and together, review the words written down for each pupil. Teacher A answers the questions below according to their insights. Teacher B asks critical questions to help Teacher A provide even better answers, which leads to a conversation about teacher expectations. Once all four questions are answered, roles switch again. The questions are:

1. *Are you optimistic, a teacher with high expectations? Are you pessimistic, a teacher with low expectations? Or do you fall somewhere in between? Why do you think that about yourself?*
2. *How confident are you about what each pupil needs and how far each pupil can go?*
3. *Are there pupils for whom you have very high expectations? Based on what information have you formed these high expectations? Please mention pupil characteristics that may influence your expectations.*
4. *Are there pupils for whom you have low expectations? Based on what information have you formed these expectations? Please mention pupil characteristics that may influence your expectations.*

Finally, Identify your pitfalls based on the reflections and formulate a few intentions.

Consider actions such as checking your perceptions of pupils, adjusting expectations, getting to know pupils better, and becoming (even) more aware of your expectations. Discuss your intentions with each other and agree on when you will provide feedback on them.

Discuss with each other whether the goal of this assignment is achieved. Has this activity led to an awareness of your expectations of pupils, how these expectations are formed, and what influence they have on your teaching or the way you approach pupils?

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