

Quotes re: High Expectations for All Children (for VT Seminar Series 3/2015)

#1-5 from:

“Mindsets and Equitable Education” – Carol S. Dweck, *Principal Leadership*, January 2010.

#6-10 from:

Chapter 2, “The Different Meanings of ‘All Children Can Succeed,’” *Effort and Excellence in Urban Classrooms: Expecting, and Getting, Success with All Students*. H. Dickson Corbett, Bruce L. Wilson, Belinda Williams, Teachers College Press, 2002

#11-21 from:

Chapter 3, “The Argument – Visible teaching and visible learning” of *Visible Learning*, John Hattie, 2009.

1. ...when teachers had a fixed mind-set, the students who had entered their class as low achievers left as low achievers at the end of the year. When teachers had a growth mind-set, however, many of the students who had started the year as low achievers moved up and became moderate or even high achievers.

2. When teachers decide that certain students are not capable (or when principals decide that certain teachers are not capable), they may not take steps to help them develop their potential.

3. What happens when students have been praised for their intelligence or their effort and then they encounter difficulty? The differences are remarkable. Those who are praised for intelligence lose their confidence and motivation, their performance plummets, and they are ashamed of their difficulty (almost 40% of them lie about their score). But those who are praised for effort remain undaunted and their performance continues to improve.

4. Teachers and administrators should send messages that intelligence is fluid, and they need to hear such messages too...Only in growth mind-set cultures, where teachers and administrators are encouraged to fulfill their potential, will they be able to help their students fulfill their potential in schools that are free of bias.

5. When Black and Latino students adopt a growth mind-set, their grades and achievement test scores look more similar to those of their non-stereotyped peers. When female students adopt a growth mind-set, their grades and achievement test scores in mathematics become similar to those of their male classmates.

6. My philosophy is that, “All students can learn,” not “All can learn *but...!*” The key is giving enough time and support. That support has to be during the school day.

7. It is my fault [as a teacher], not theirs, when they are not successful. I need to be more in tune with what motivates them.

8. Kids have to want to try. I have one child in particular who always has to have someone helping him. I keep monitoring his progress. If he tries, I will help. If not, I just keep walking.

9. Some kids seem to be as limited or as good as their homes.

10. We can beat ourselves over the head, but we can't do it all. Kids succeed at different rates. I don't see the motivation and support at home for all to succeed. There are just so many things a teacher can't control. Having a "No excuse" classroom is a nice "up-here" goal, but I don't see it as happening.

11. The remarkable feature of the evidence is that the biggest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers. When students become their own teachers they exhibit the self-regulatory attributes that seem most desirable for learners (self-monitoring, self-evaluation, self-assessment, self-teaching).

12. Educating is more than teaching people to think—it is also teaching people things that are worth learning.

13. A child is born into and grows up in a world of expectations. These expectations are powerful enhancers of—or inhibitors to—the opportunities provided in schools.

14. Schools have an important role in helping parents to learn the language of schooling so that the parents can provide every possible assistance to their children in terms of developing the child's learning and love of learning, and in creating the highest possible shared expectations for learning.

15. Indeed, one of the fascinating discoveries throughout my research for this book is discovering that many of the most debated issues are the ones with the least effects. It is a powerful question to ask why such issues as class size, tracking, retention (that is, holding a student back a grade), school choice, summer schools, and school uniforms command such heated discussion and strong claims...

16. Teachers are successful to the degree that they can move students from single to multiple ideas then to relate and extend these ideas such that the learners construct and reconstruct knowledge and ideas. It is not the knowledge or ideas, but the learner's construction of the knowledge and ideas that is critical.

17. Enhancing learning also needs school leaders and teachers who can create school, staff-room, and classroom environments where teachers can talk about their teaching...

18. The greater the challenge, the higher the probability that one seeks and needs feedback, and the more important it is that there is a teacher to ensure that the learner is on the right path to successfully meet the challenge.

19. “...the differences between high-effect and low-effect teachers are primarily related to the attitudes and expectations that teachers have when they decide on the key issues of teaching – that is, what to teach and at what level of difficulty, and their understandings of progress and the effects of their teaching.”

20. An optimal classroom climate for learning is one that generates an atmosphere of trust—a climate in which it is understood that it is okay to make mistakes, because mistakes are the essence of learning. ...It is a climate in which error is welcomed, in which student questioning is high, in which engagement is the norm, and in which students can gain reputations as effective learners.

21. There are certainly many things that inspired teachers do *not* do: they do *not* use grading as punishment; they *not* conflate behavioural and academic performance; they do *not* elevate quiet compliance over academic work; they do *not* excessively use worksheets; they do *not* have low expectations and keep defending low-quality learning as ‘doing your best’; they *not* evaluate their impact by compliance, covering the curriculum, or conceiving explanations as to why they have little or no impact on their students; and they do *not* prefer perfection in homework over risk-taking that involves making mistakes.”