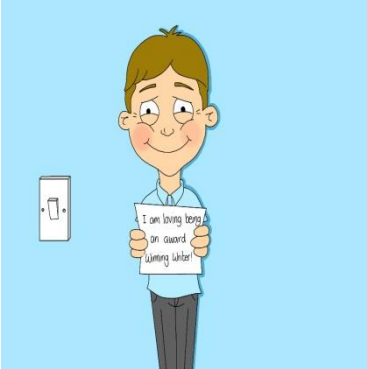

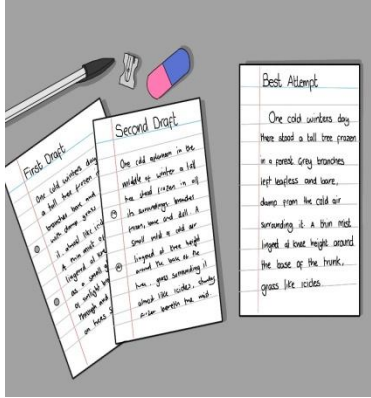



Level up Expectations	What is it?	Application of this activity	How does it help learners to make progress?	Teacher reflections from this activity
Affirmations and self talk		<p>When a learner writes down a goal, ownership of the goal begins to transfer from teacher to learner. Encourage learners to write goals using the '3Ps' rule helps them to create a 'promise' which is <i>Positive, Present Tense as well as Personal</i>. Using a precise date rather than 'end of the year' helps to focus their minds. Then encourage them to start to take action. What are you going to do now/today to get closer to achieving your goal? What will you do next? Every journey no matter how long starts with a first step.</p>	<p>Without clear goals, learners can set low expectations for themselves. Without learner ownership over goals, then teachers are left with the responsibility of closing all learners' gaps. The reason why some learners make little progress is that the goal or target that they have been set by a teacher is either not shared with them or is not properly understood. Learners who get to set challenging goals for themselves and believe in they can achieve that goal are more likely to be persistent.</p>	<p><i>How can the targets that learners have been set be turned into goals that they understand and believe in?</i></p> <p><i>How can we, as teachers, ensure goals and affirmations are visual so that learners are reminded of them every day?</i></p> <p><i>How can you get learners to share their goals and promises in relation to going to new levels of work or quality?</i></p>
Learning Environment		<p>If you are fortunate enough to teach in the same classroom each day then your classroom can create a powerful visual example of your high expectations. The more pride and ownership we take over our classrooms, the more learners see that what goes on in the room is important. If a classroom is untidy, wall displays tired or out-of-date this sends a powerful message to learners. A message that may not be one the teacher intends to convey.</p>	<p>If we want our learners to take pride in their work and work hard, then the learning environment must show our own commitment. Ideally our classroom environment should encourage learner traits that will help them to progress such as precision, care, patience, and reflection. Another example is having walls populated with examples of work that has been judged by us to be 'great'. This work can be unpicked by teacher and learners to help improve their own version of work.</p>	<p><i>Imagine you were a visitor to your room. What would be your first impressions?</i></p> <p><i>Are there displays of 'best work' and model examples for learners to aspire too?</i></p> <p><i>Are learners surrounded by posters/images that help them when they are stuck and grow their mindsets about the quality of work that they are capable of creating?</i></p>

<p>Practice makes perfect</p>		<p>Getting learners to consistently strive to need to complete the best possible work can be achieved if we create the conditions for producing work that is of the very best.</p> <p>Some teachers create routines where learners do work first on mini whiteboards or scrap paper before doing their 'best'. Others talk in terms of first drafts, so that the class attempt a piece of writing, say, knowing that it is not going to be assessed. It's just a first of a number of attempts that can be developed through a series of iterations and practise.</p>	<p>One primary teacher we worked with has a wall display that learners put their own work on, only when they are really, really proud of it. The teacher provides special pens and paper for children to use when they are ready to produce their final draft. Other teachers insist that no work is thrown away and instead labelled as draft 1, draft 2 etc. When the work is finally completed learners are encouraged to re-visit previous drafts and note their improvements and their reasons for them.</p>	<p><i>Do learners in our classes get the opportunity to complete drafts of their work before they produce their 'best'?</i></p> <p><i>Have you got resources that learners can use to signal that they are now working at a higher level of quality? Italic pens? Better quality paper?</i></p> <p><i>Can previous drafts of work be saved to show learners how far much they have improved?</i></p>
<p>Class Contracts</p>		<p>Outlining teacher behaviour for learning expectations is very important. If we don't form a clear contract with our class detailing expectations then we are likely to be expecting them to be mind-readers! Examples: "Every day we all work with our teacher and classmates to learn as much as we can." Ensure that learners write down and/or agree to these rules. Above all, enforce the contract – it will be worth nothing unless we make sure that all learners abide by them (this is always easier if you have 'negotiated' the buy-in from learners at the start).</p>	<p>Class contracts of this type enable learners to have the high expectations that we should hold. This helps learners to progress because they have more clarity as regards the levels of skills and attitudes that are required. Ensure the rules are visible at all times (laminated table mats, in or on exercise books, posters). One teacher has them printed in the footer on all paper in class. These visual reminders keep the concept of quality high on the agenda at all times.</p>	<p><i>Is every single learner in our class clear as to the expected behaviours for learning?</i></p> <p><i>Do learners regard these guidelines as fair and helpful? Do they understand how they help to avoid sub-standard and sloppy work?</i></p> <p><i>Do learners appreciate that sub-standard and sloppy habits will have negative consequences for them in the future?</i></p>

What we mean by high expectations is not just about having high expectations that we impose on our learners it's about getting learners to have high expectations of themselves. Learners tend to meet whatever expectations the teacher has for them. When we think of 'the best' we should try to define what the best might look like. Each situation described here demonstrates that the teacher is showing a growth mindset about the learners in their class and the quality of behaviour and work that they are capable of.

The ideas within this 4by4 come from teachers who have gone through the Outstanding Teaching Intervention (OTI). To find out more about OTI or our other courses contact us at www.malit.org.uk