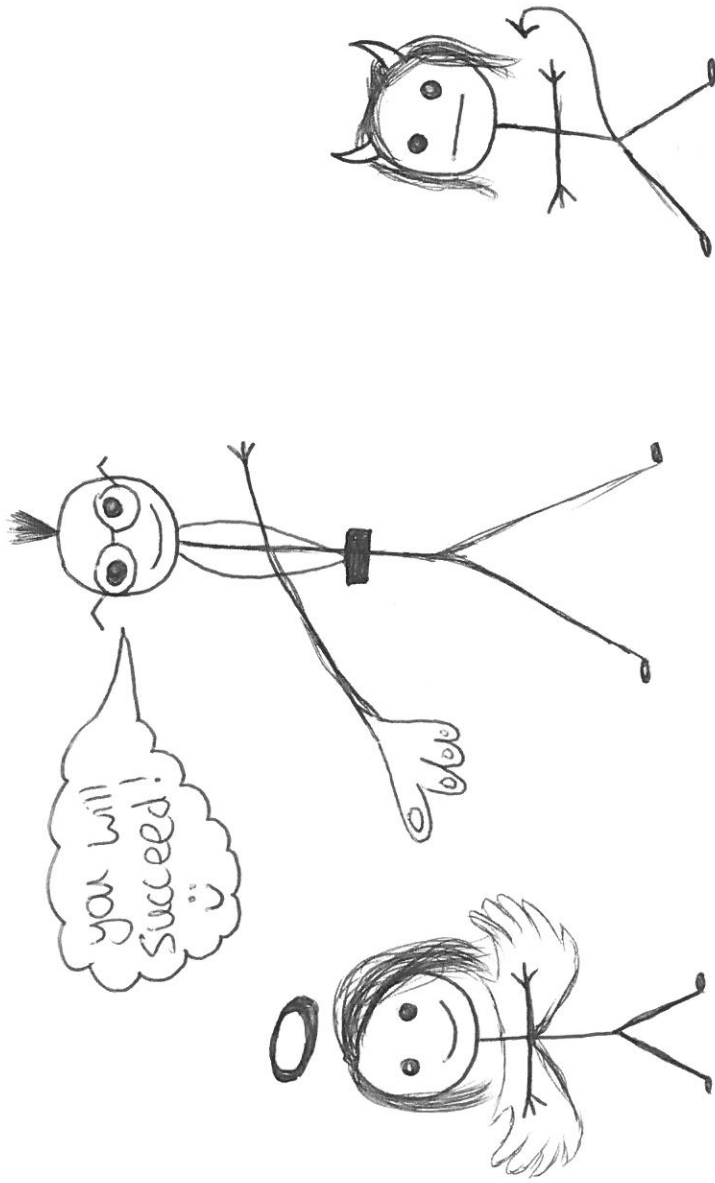


THE ROLE OF TEACHERS

1. LABELLING OF STUDENTS (p.41, 43 Browne)




Brief overview


- The teachers are extremely judging and classifying pupils in various ways
- This contributes to the moulding of student identities and has shown to affect the educational performance and classroom behaviour of students
- Waterhouse zoo = teachers labelling - of homosexuality or deviant types affects the way teachers interact with pupils.
- "A halo effect" - when pupils become stereotyped as favourable or unfavourable on the basis of their impressions.
- The way teachers label students causes them to bring their own self-image inline with the one the teacher gives them. - this affects their achievement - if the teachers think your smart you are likely to do well.

THE ROLE OF TEACHERS

2. SELF-FULFILLING PROPHECY (p.41, 43-44 Browne)

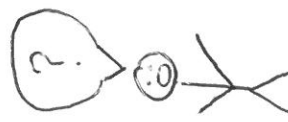
STEPS THAT OCCUR


 bright pupil
 =
 happy teacher



 pupil does well in exams


 pupil does well
 =
 Prophecy of teacher fulfilled

VS


 thick pupil
 =
 not interested teacher


 Pupil does bad in exams

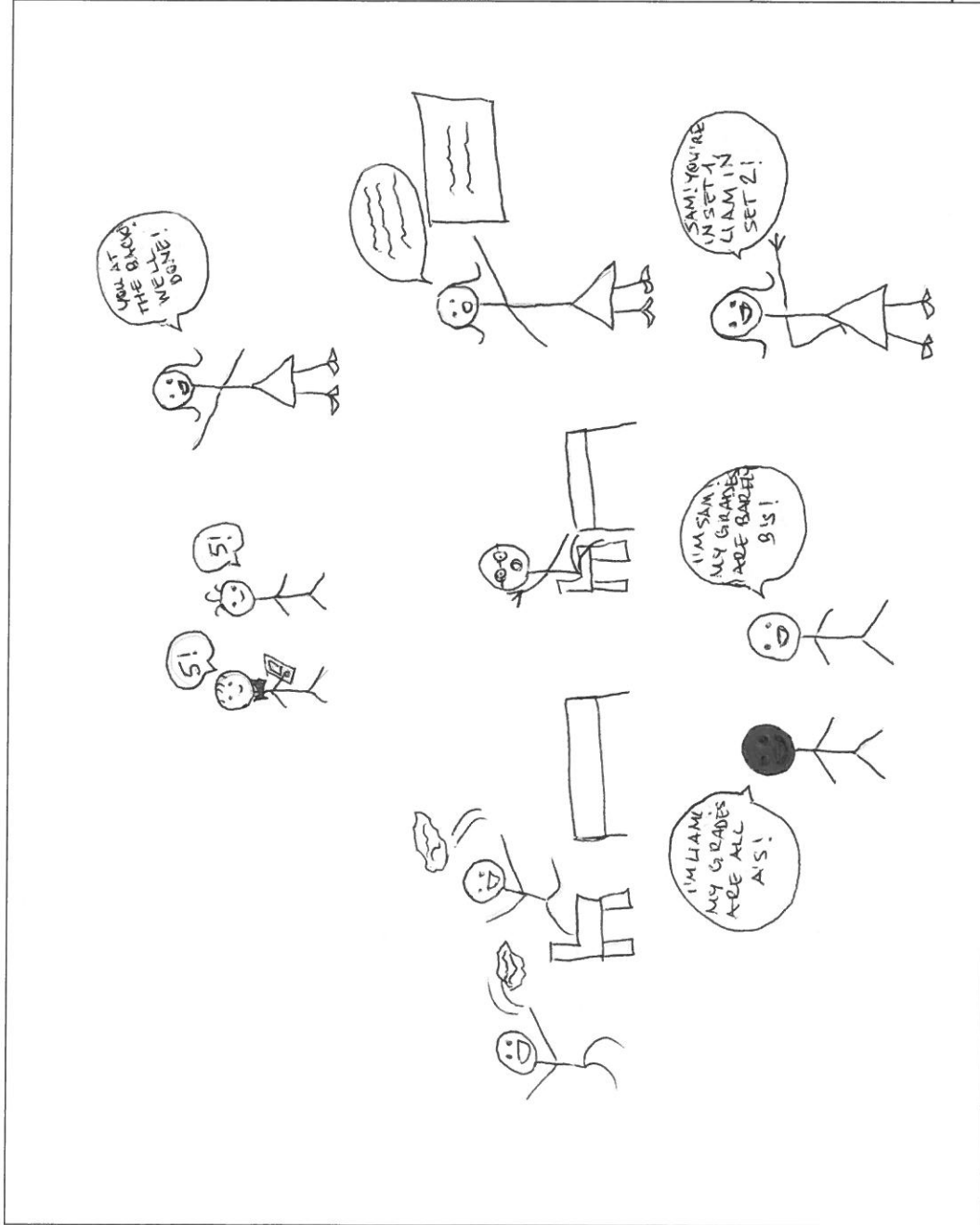

 pupil does bad
 =
 pupil left with bad grades

Brief overview

Teacher - student interaction through process of schooling and eventually classroom life and stand point. Teachers adopt in their dealings with pupils, this can influence the construction and development of positive/negative subject self concepts. Teachers are actively judging and classifying pupils in various ways such as forming impressions of them. The stereotype held by the teacher can create a halo effect which means a teacher who formed a good impression may treat the student more favourably, the opposite halo effect may also occur, when a poor impression is made they may be treated less favourably and not bother working hard on the teacher thinks they are not good enough.

THE ROLE OF TEACHERS

3. THE IDEAL PUPIL (p.42 Browne)



Brief overview BECKER

- * Discovered that teachers evaluate pupils based on their stereotypes of the 'ideal pupil' - set the standard for their judgements of the quality of the pupils.
- * Found the social class of students, rather than ability, influenced teacher labelling the most significantly.

HEMPEL-JORGENSEN

- * Suggests how students view their classmates impacts their learning.
- * 'Ideal pupil' identities arise out of the daily teacher-pupil & pupil-pupil interactions.

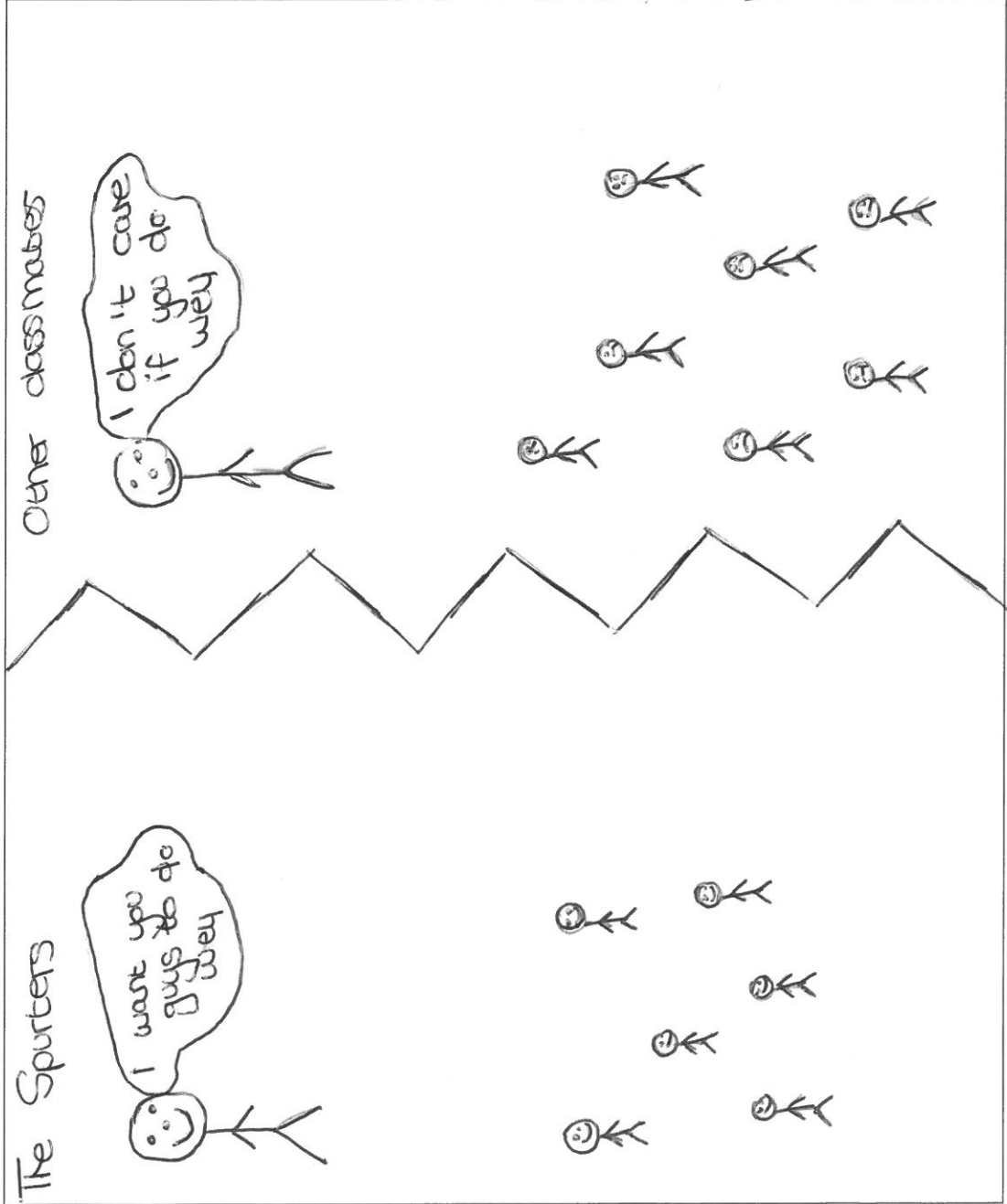
- * The 'ideal pupil' identity includes hard work, concentrating, listening to teachers, performing well in exams.

GILLBORN

- * Found that teachers favour white students and think that black children won't be as likely to be academic successes.
- * Teachers were denying opportunities to black children, regardless of their gender/social class.

THE ROLE OF TEACHERS

4. PYGMALION IN THE CLASSROOM (p.43 Browne)



Brief overview

ROSENTHAL AND JACOBSON

The study looked at the effects of teachers' expectations on pupils' behaviour. Researchers told teachers in a primary school in California that they had picked some students (the Spurters) as likely to make rapid progress.

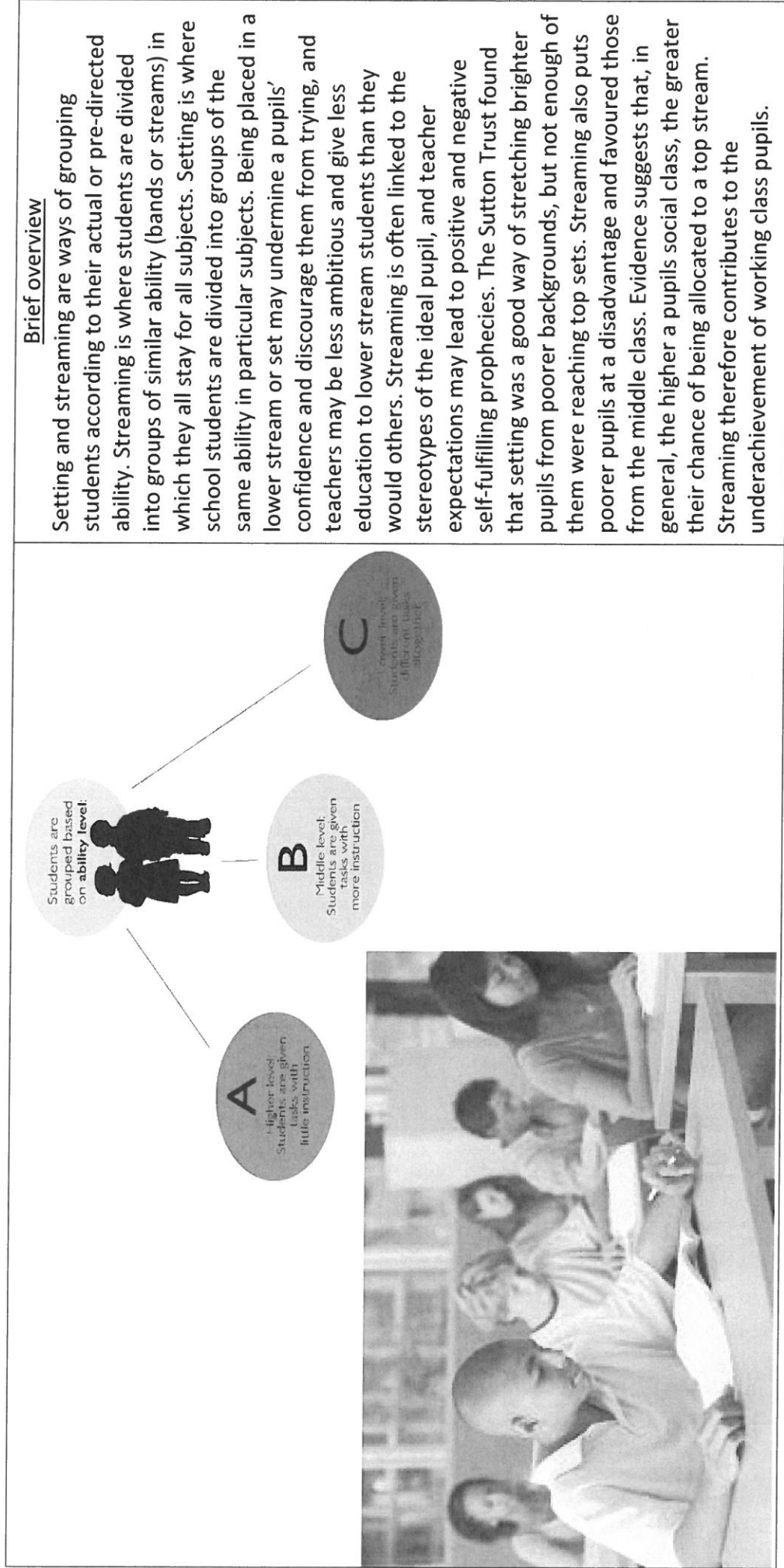
Unknown to teachers and students these pupils were picked at random. Yet, judging from results, the Spurters made the most progress than their classmates.

It was concluded that their progress was due to the way they were judged. Their teachers expected more from them, conveyed this expectation accordingly, and the pupils acted accordingly. Yet the only difference between the Spurters and their classmates was entirely in the mind of teachers.

If people are judged in a certain way, this judgement includes a prediction or prophecy of their future behaviour. If others act as if the prophecy is true, then there is a tendency for us to come to pass-fulfilled wishes. → self-fulfilling prophecy.

SETTING AND STREAMING

1. WHAT IS IT? (p.44 Browne)



The diagram illustrates the concept of streaming in education. It features a central graphic of three silhouettes of people of varying heights, with lines connecting them to three circular callouts labeled A, B, and C. Callout A describes the highest level with little instruction, B describes the middle level with more instruction, and C describes the lowest level with differentiated tasks. To the right of the diagram is a black and white photograph of a classroom where students are seated at desks, looking towards the front of the room.

A
Higher level
Students are given
tasks with
little instruction

B
Middle level
Students are given
tasks with
more instruction

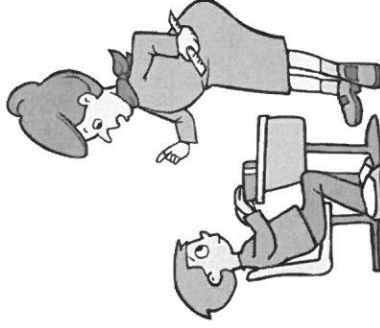
C
Lower level
Students are given
differentiated
tasks

Brief overview

Setting and streaming are ways of grouping students according to their actual or pre-directed ability. Streaming is where students are divided into groups of similar ability (bands or streams) in which they all stay for all subjects. Setting is where school students are divided into groups of the same ability in particular subjects. Being placed in a lower stream or set may undermine a pupils' confidence and discourage them from trying, and teachers may be less ambitious and give less education to lower stream students than they would others. Streaming is often linked to the stereotypes of the ideal pupil, and teacher expectations may lead to positive and negative self-fulfilling prophecies. The Sutton Trust found that setting was a good way of stretching brighter pupils from poorer backgrounds, but not enough of them were reaching top sets. Streaming also puts poorer pupils at a disadvantage and favoured those from the middle class. Evidence suggests that, in general, the higher a pupils social class, the greater their chance of being allocated to a top stream. Streaming therefore contributes to the underachievement of working class pupils.

SETTING AND STREAMING

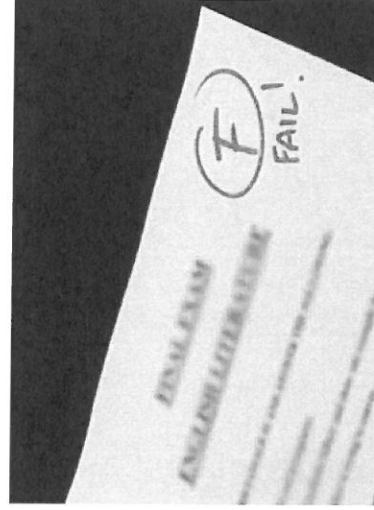
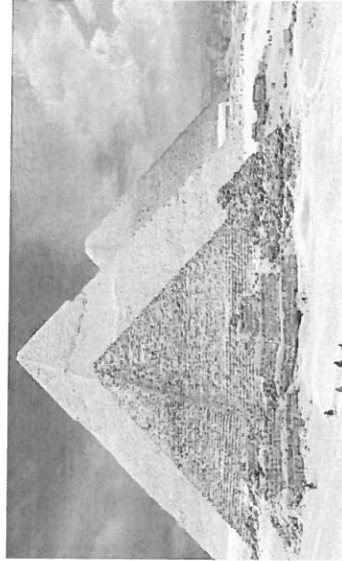
2. GILBORN AND YUDELL: A-C ECONOMY/EDUCATIONAL TRIAGE (p.45-46 Browne)



Brief overview

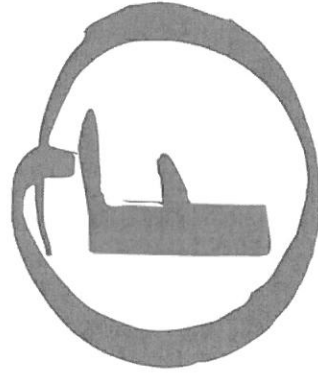
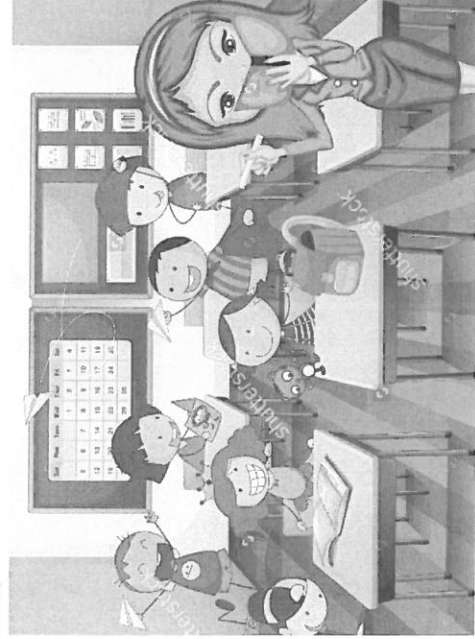
Educational triage-

- ❖ refers to the way schools divide pupils into 3 groups: those who are likely to succeed in exams, those who have a chance to succeed but are on the C/D grade boundary so get extra help and those who have little chance of succeeding whatever is done
- ❖ Schools concentrate on the first 2 groups and basically write-off those who have little chance of success
- ❖ A-C economy- teachers are more focused on getting students 5 A*-C grades so focus more on that



SETTING AND STREAMING

3. STEPHEN BALL – BEACHSIDE COMPREHENSIVE & SMYTH (p.45-46 Browne)



Brief overview

BALL

Ball found that top stream students were warmed up by encouragement to achieve highly and to follow academic courses of study. On the other hand lower stream students were 'cooled out' and encouraged to follow lower-status vocational and practical courses, and consequently achieved lower levels of academic success, frequently leaving school at the earliest opportunity.

SMYTH

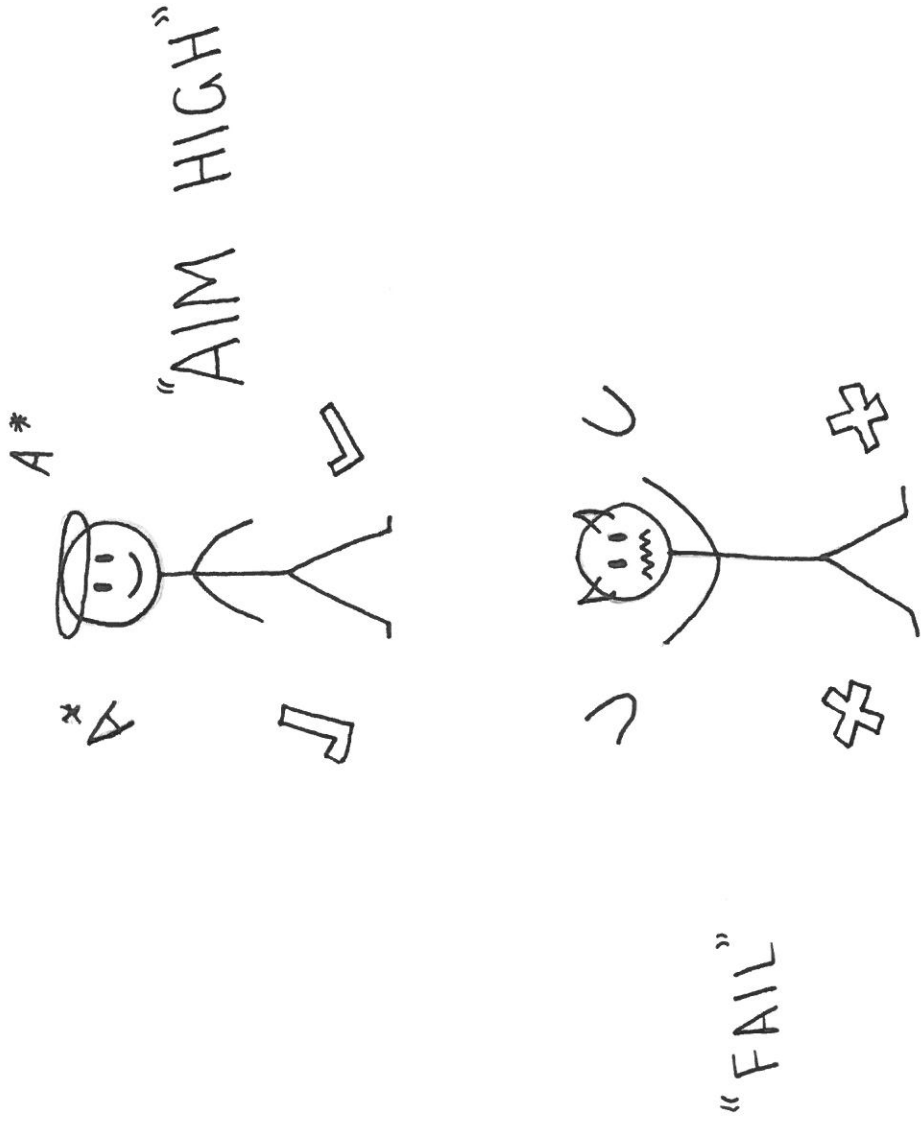
Smyth et al (2006) found that students in lower stream classes have more negative attitudes to school, find the teaching pace too slow, spend less time on homework and are more likely than other students to disengage from school life, and become disaffected with school. Such evidence suggests streaming has harmful effects on the learner identities of young people labelled as of low ability. It damages the self-esteem and self-confidence and has a negative impact on their educational aspirations and attainment.

MORI

Mori (2010) found that, while setting was a good way of stretching bright pupils from poor backgrounds, not enough of them were reaching top sets. It also found streaming put poorer pupils at a disadvantage and favoured those from the middle class. The evidence suggests that in general the higher a pupils class the greater their chance of being in top stream.

PUPIL SUBCULTURES

1. WHAT ARE THEY? PRO AND ANTI (p.45-46 Browne)



Brief overview

PRO SCHOOL

GROUPS OF PUPILS WHO GENERALLY CONFORM TO THE ACADEMIC AIMS, ETHOS + RULES OF SCHOOL. MAINLY STUDENTS WHO ARE VALUED + REWARDED FOR GOOD BEHAVIOUR + ACADEMIC SUCCESS. "THE LADS" IN WILLIS'S STUDY CALLED THIS CONFORMIST GROUP 'EAR' OLES'. MORE LIKELY MIDDLE-CLASS + ENCOURAGES PEER-GROUP SUPPORT FOR SUCCESS IN EDUCATION.

ANTI-SCHOOL

GROUPS OF PUPILS WHO REBEL AGAINST THE SCHOOL + DEVELOP AN ALTERNATIVE ANTI-SCHOOL IDENTITY. THIS INCLUDES PLAYING UP TEACHERS, MESSING ABOUT, BREAKING RULES + RESISTING A SCHOOLING WHICH HAS DENIED STUDENTS STATUS BY LABELLING THEM AS FAILURES BY PUTTING THEM IN LOWER SETS. PUPILS IMPROVE THEIR SELF-ESTEEM BY GIVING THEM STATUS IN THE EYES OF THEIR PEER GROUP.

PUPIL SUBCULTURES

2. LACEY: DIFFERENTIATION AND POLARISATION (p.47 Browne)



Brief overview

DIFFERENTIATION

Differentiation is when teachers group students based on their ability. Students with higher ability are given more status, and those who are lower in ability sets are given a lower status.

POLARISATION

How pupils respond to differentiation groups and they move towards one of two extremes, Lacey argues this was in the form of either pro-school, or anti-school subculture.

PUPIL SUBCULTURES

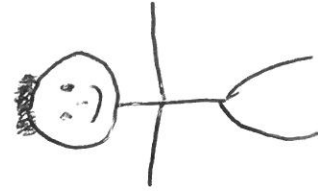
4. JACKSON 'LADS AND LADETTES' (p.48 Browne)

Brief Overview

Jackson's (2006) research among 13-14 year-old boys and girls, based on interviews and questionnaires with pupils and teachers from six comprehensive schools, suggests that some girls may be increasingly becoming part of anti-social subcultures, as they adopt 'ladette' behaviour - the female equivalent of the assertive, boisterous and crude 'laddish' culture found among boys - and an 'it's uncool to work' approach to school, and a similar confrontational approach, and attempt to make teachers' lives hell. Jackson's evidence, though, also suggested that many girls still tried to achieve academic success, working clandestinely by hiding their work and effort, at the same time as adopting ladette behaviour.

Brief overview

lad



ladette



PUPIL SUBCULTURES

5. WOODS (responses to labelling) p.49 Browne

Pro-School

- Ingratiation - pro-school conformity as in the pro-school subculture, with eagerness to please teachers and win favour with them.
- Compliance - conformity, but basically for what they can get out of schooling, like exam success not because they necessarily enjoy school.
- Opportunism - those who try to gain both teacher and peer group approval, who move between both.
- Ritualism - lack of interest and engagement with schooling, but appearing to conform by going through the motions and avoiding trouble.
- Retraction - not actively opposed to school values, but indifferent to them - messing about in class, daydreaming, distracted and lacking concentration.
- Colonization - those who generally accept school for what it offers them, but reject school for things it forbids.
- Intransigence - troublemakers who are indifferent to school, aren't bothered about consequences.
- Rebellion - outright rejection of schooling and its values & involvement in anti-school activity.

Anti-School

Brief overview

Range of subcultures
 So the top would be the 'Ingratiation' whom are the eager ones to please teachers & win favour with them.
 Compared to the bottom ones called 'rebellion' the ones that outright rejection of schooling and it's values & involvement in anti-school activity.

PUPIL SUBCULTURES

6. ARCHER 'NIKE IDENTITIES' (p.26, 33 BOOKLET)

~~MC~~
~~NO~~

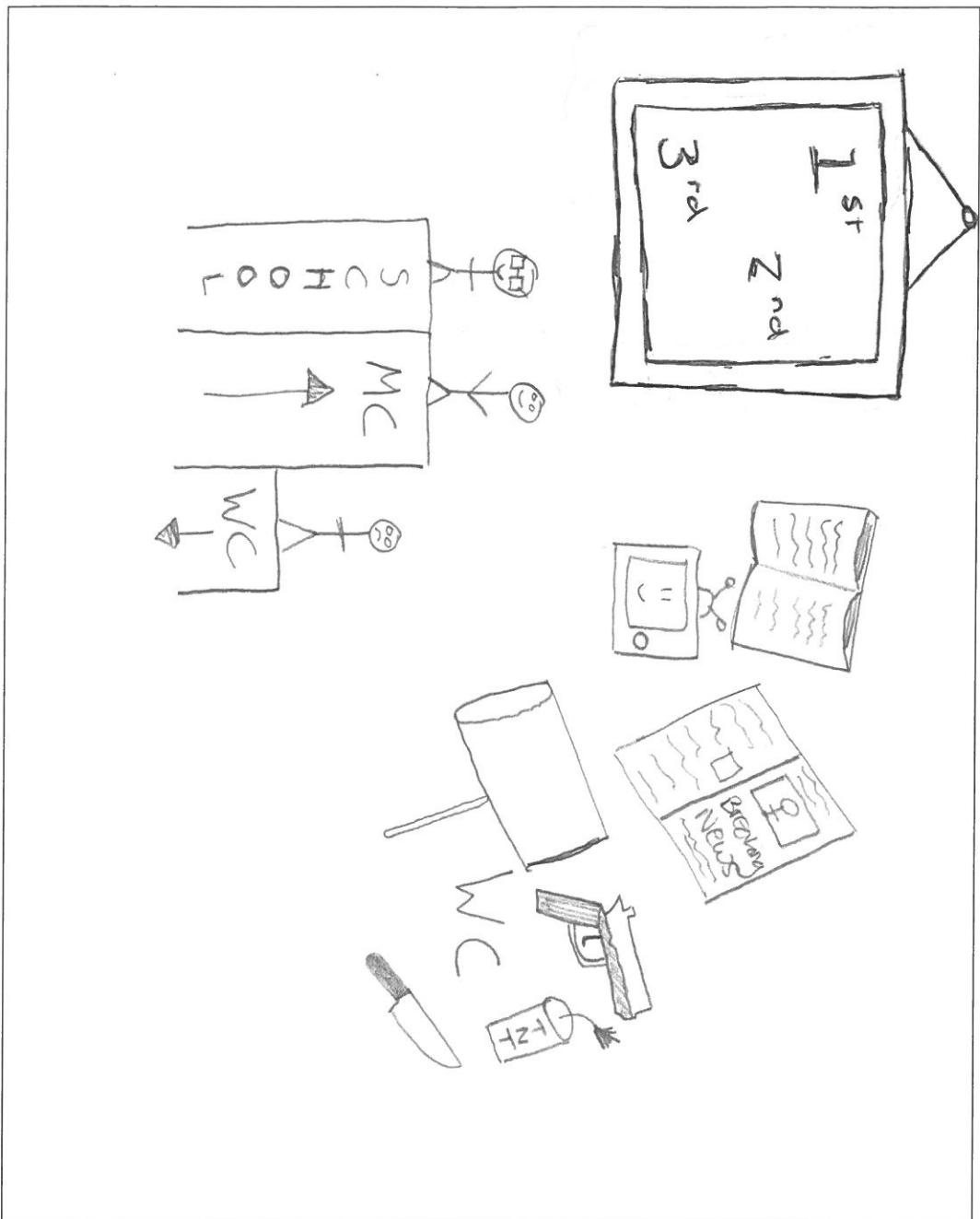
WGC
YES

Brief overview

A way for working class to gain status in society using heavily branded clothing.
symbolic capital and constructing a meaningful class identity
Archer argues that this affects working class students understanding of higher education. University is seen as 'undesireable' because they would not 'fit in'.

PUPIL SUBCULTURES

7. BOURDIEU 'HABITUS'/SYMBOLIC CAPITAL (p.27 BOOKLET, p.30 BROWNE)



Brief overview

Bourdieu - Each social class has their own cultural FRAME work. This is called 'HABITUS'.

This includes good + bad taste in BOOKS, NEWSPAPERS, TV PROGRAMMES. etc. HABITUS is learned through SOCIALISATION!

Symbolic capital :

This is gained from achieving in school due to possessing the habitus.

Middle class students possess the habitus and are recognised/valued by the school as ~~the~~ superior but working class are inferior.

Keeping working class in place creates symbolic violence.