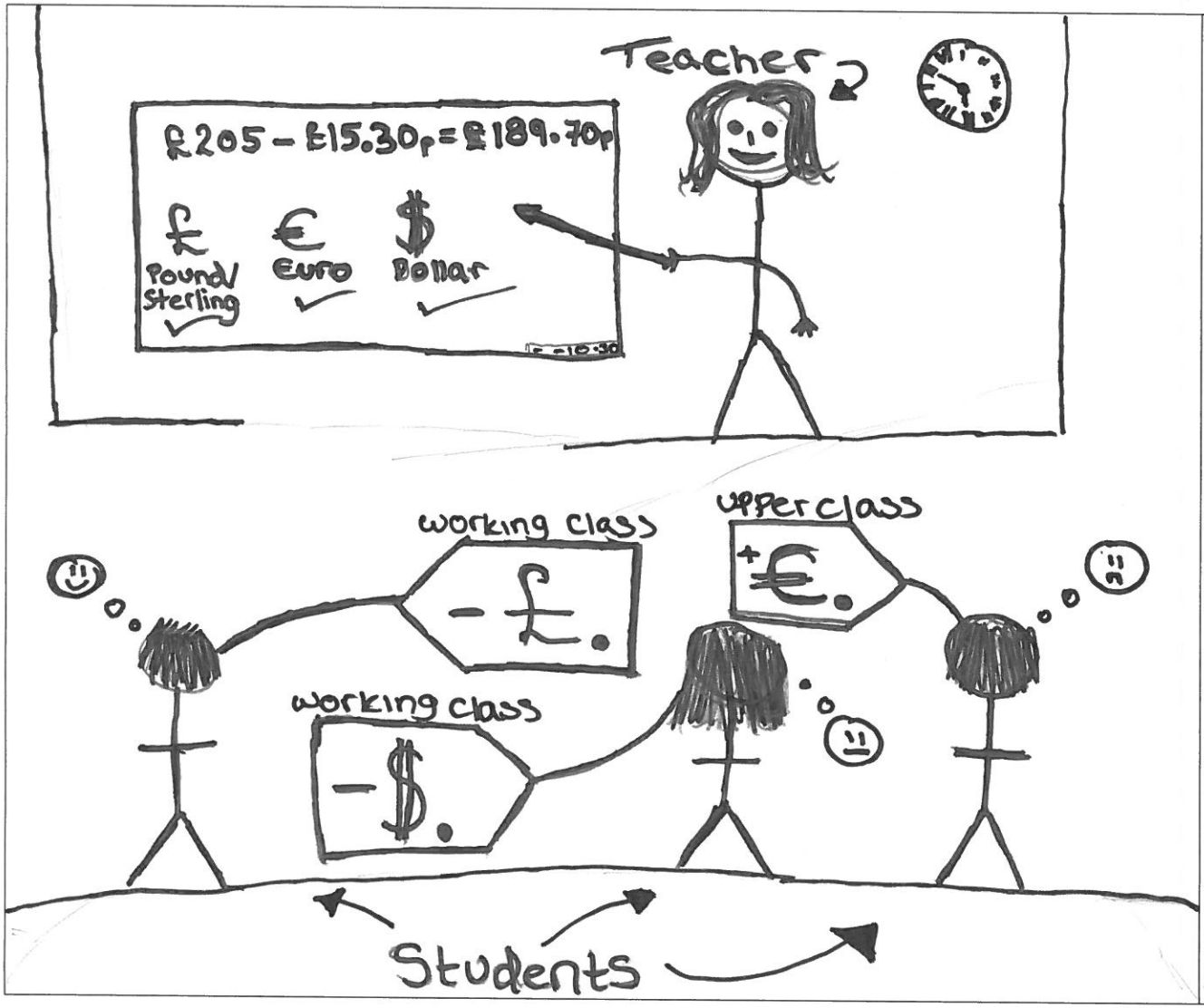
THE ROLE OF TEACHERS

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



Brief overview

Labelling of students regers to the process of defining a person or group in a certain way and as a particular 'type' of person or group of people.

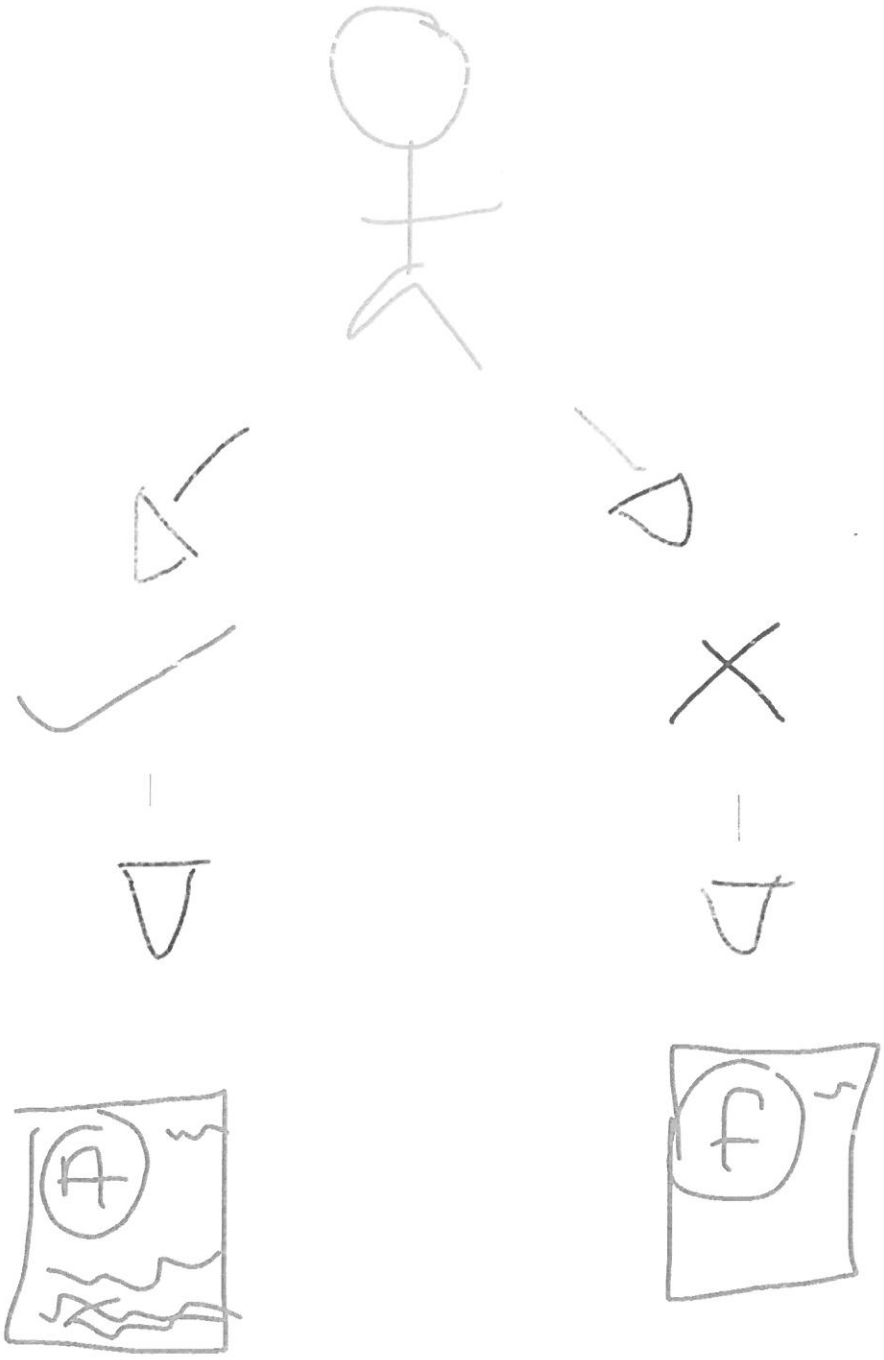
It can also be defined as as a stereotype which is a simplified view of a group/social group of people.

Labelling is the way teachers evaluate and assess students which can effect their level of achievement and identity. It can force pupils to bring their identity in line with a teachers label and stereotype.

Self-fulfilling prophecy
people act in response to predictions which have been made regarding their behaviour, thereby making the prediction come true.

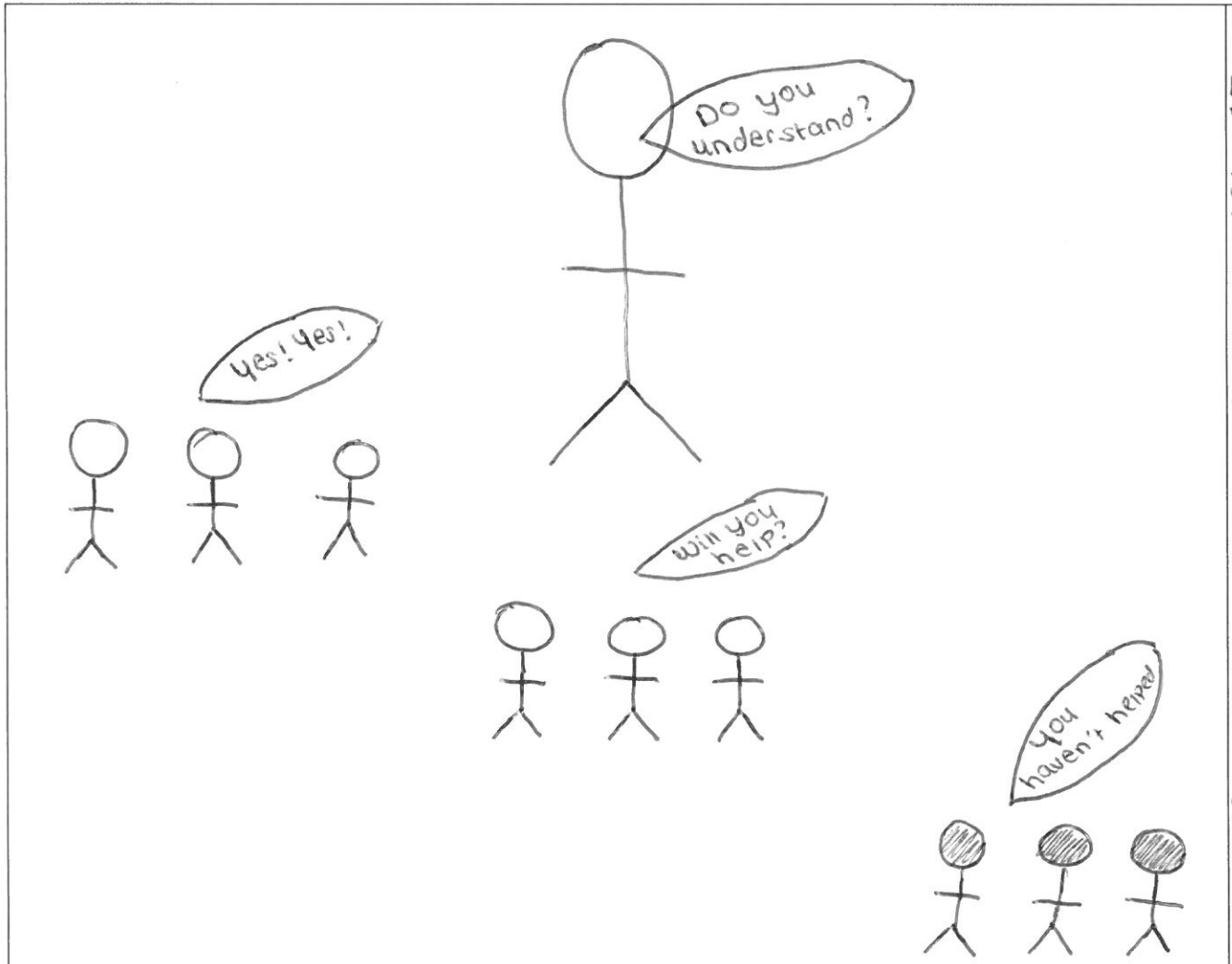
Pupils behaviour is influenced by the way teachers react to them. Pupils may bring their own self image in line with the one that the teacher holds of them.

Those labelled as bright are more likely to perform within the teachers expectations. While those labelled as slow or difficult are unlikely to succeed and are persuaded not to bother. In both cases the teachers predictions may become true.



THE ROLE OF TEACHERS

3. THE IDEAL PUPIL (p.42 Browne)



Brief overview

BECKER

Becker first discovered that teachers initially evaluate pupils in relation to their stereotypes of the 'ideal pupil'. This set the teachers judgements of the quality of young people as pupils and they would represent the typical normal or average conforming pupil.

HEMPEL-JORGENSON

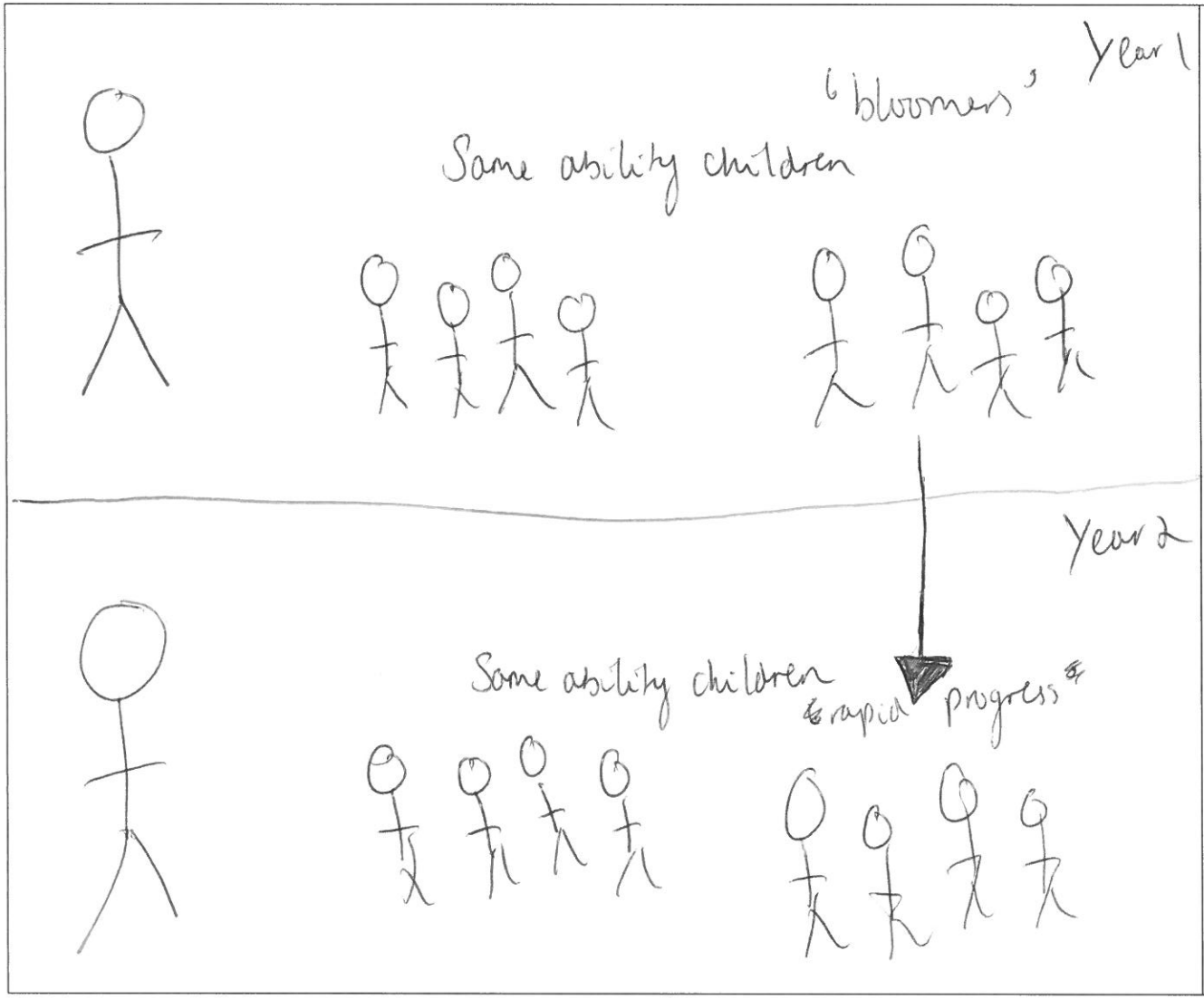
Hempel - Jorgenson suggests the 'ideal pupil' includes things like hard work, listening, good behaviour and performing well academically. She followed a year longs research in 12 schools using observation with children and interviews with teachers. She found pupils share a similar conception of an 'ideal learner' - how a teacher would like a pupil to be. This influences them as learners and has impact on their educational motivation.

GILLBORN

He found that the 'ideal pupil' held by teachers favours those who are white and that many teachers do not see black children as academic success. He found teachers were denying opportunities to these, especiacy if they were Black Caribbean - regardless of ability. They were more likely going to be placed in lower groups.

THE ROLE OF TEACHERS

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



Brief overview

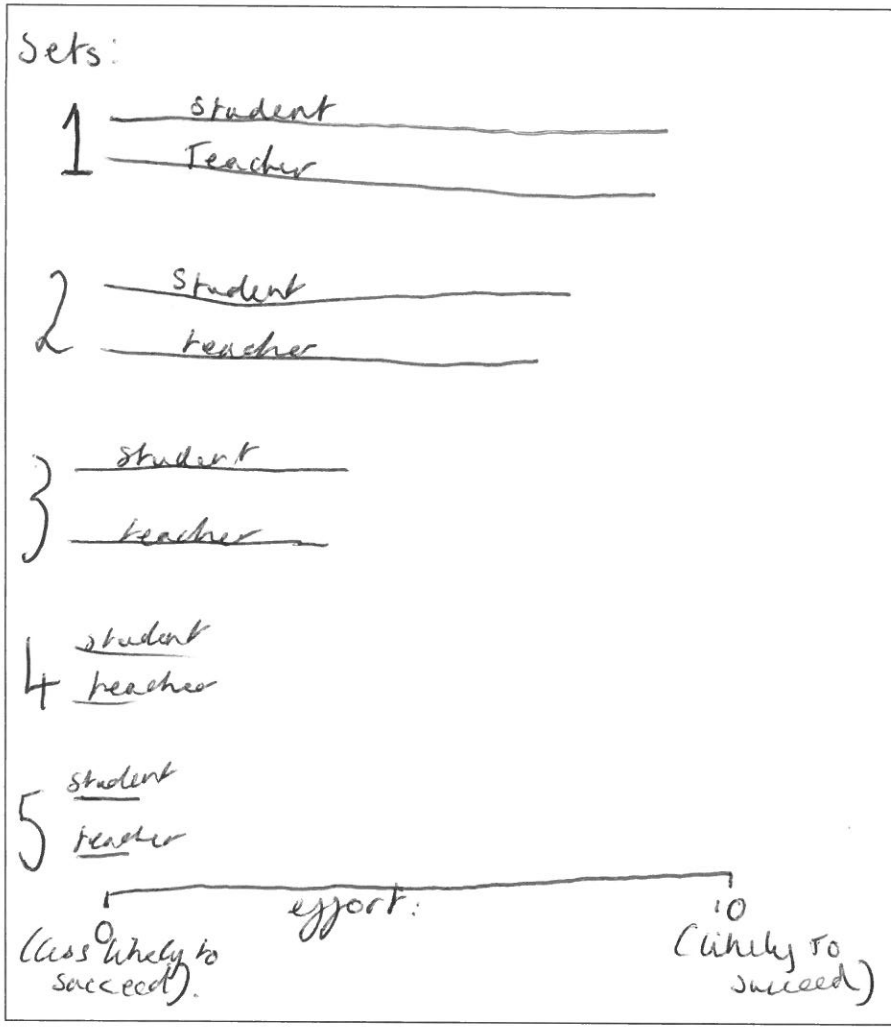
ROSENTHAL AND JACOBSON

A study conducted in 1964 by Rosenthal and Jacobson looked at the effect of teacher's expectation on pupils' behavior. Primary School in America: got the children to take IQ test + selected a random group and called them 'bloomers' (aka the children that would make rapid progress). However the teachers didn't know these children were picked at random. The next year, these children did make rapid progress.

Rosenthal + Jacobson concluded that their progress was due to the teachers expectation of them, so their progress is dependent on 'the minds of the teachers'.

SETTING AND STREAMING

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

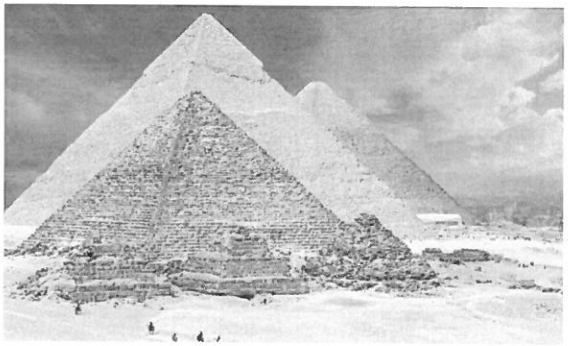


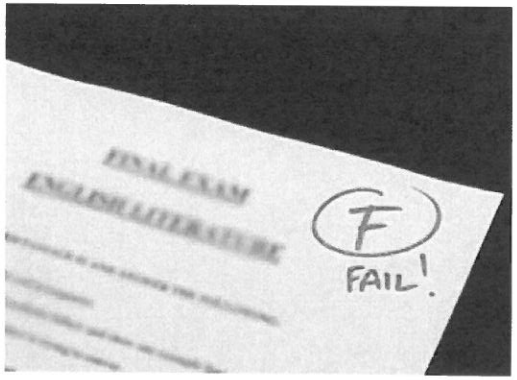
Brief overview

Streaming is where students of similar ability are put into sets with other students of a similar ability in various different subjects. Being placed in a low stream (lower set) group it may undermine the pupils confidence and discourage them from trying. Research conducted for the Sutton Trust found that while setting was a good way of teaching pupils from a more disadvantaged background, not enough of them were reaching top sets. The research also found that streaming put disadvantaged pupils lower class pupils at a disadvantage to the middle class students. Streaming therefore contributes to the underachievement of working class pupils and affects the occupation and social class they may eventually achieve.

SETTING AND STREAMING

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





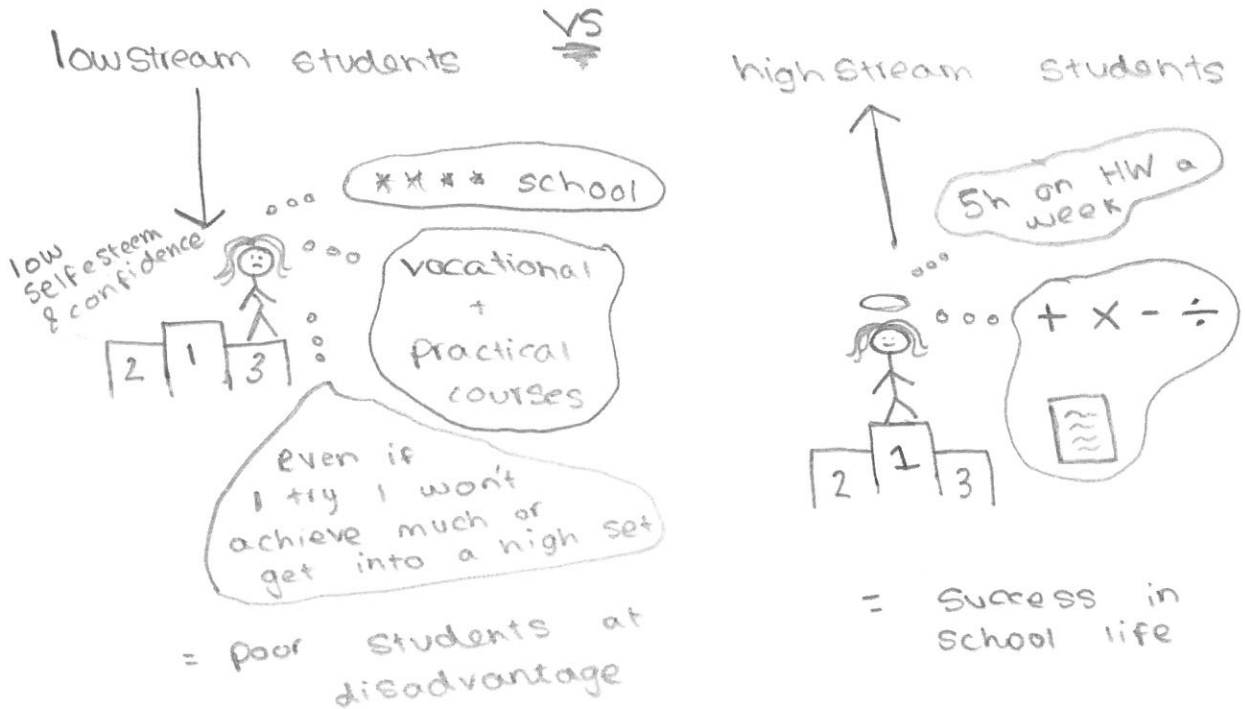
Brief overview

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

- Top stream students were encouraged to achieve highly & to follow academic courses of study
- Lower stream students were encouraged to follow lower-status vocational and practical courses → low levels of success

SMYTH

- Lower stream students in classes had a more negative attitude towards schools → less time on h/w & dont engage in school life

↓

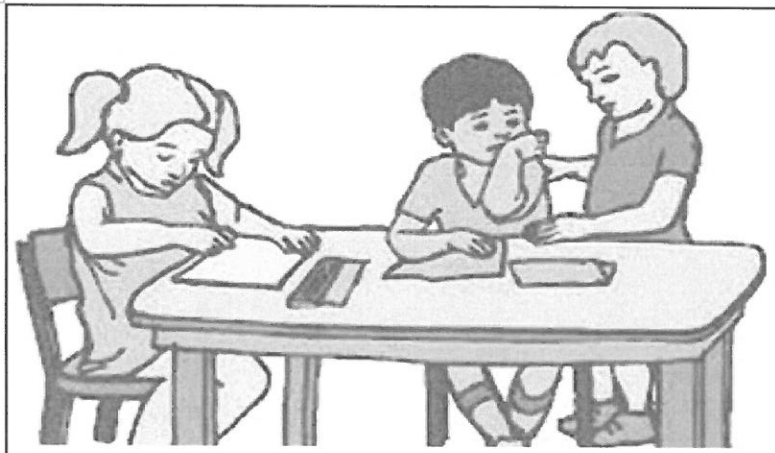
Streaming has harmful effects: low self-esteem & confidence

MORI

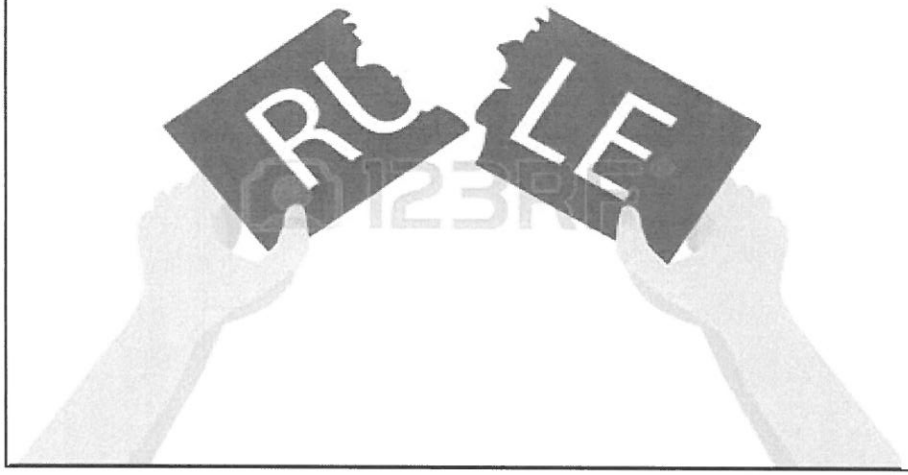
- Not enough bright pupils from poor backgrounds were reaching high sets
- Streaming put poorer pupils at disadvantage

PUPIL SUBCULTURES

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



PRO SCHOOL SUBCULTURES



Brief overview

PRO SCHOOL

Consists of groups of pupils who generally conform to the academic aims, ethos, and rules of school. Linked to students in upper streams and sets who are rewarded and valued and who are given status as they have academic success and good behaviour. It is likely to encourage peer groups to support each other to succeed in education. Most are likely to be from middle class or skilled working class backgrounds.

ANTI SCHOOL

Sometimes called counter school subculture. They are groups of pupils who rebel against the school for various reasons. They develop an anti-school identity made of different values, attitudes and behaviour going against the academic aims, ethos and rules of the school. By resisting the normal school system is a way of protesting against the school labels them as failures by putting them in lower sets and streams. It provides a way for students to improve their own self esteem by giving them status from their peer groups which they have not got from the schools system.

Kieran Long

PUPIL SUBCULTURES

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

Top set - Best teachers
↓
2nd set - Best teachers
↓
upper middle - worst teachers
↓
lower middle - worst teachers
↓
5th set - Best teachers
↓
Botton set - Best teachers

1. Paul
2. Steve
3. Susan
4. Simon
5. Jackie
6. Jane
7. Norman
8. Andrew

Brief overview

DIFFERENTIATION

Teachers judging and ranking students and categorising them. Hard-work, good behaviour and exam success

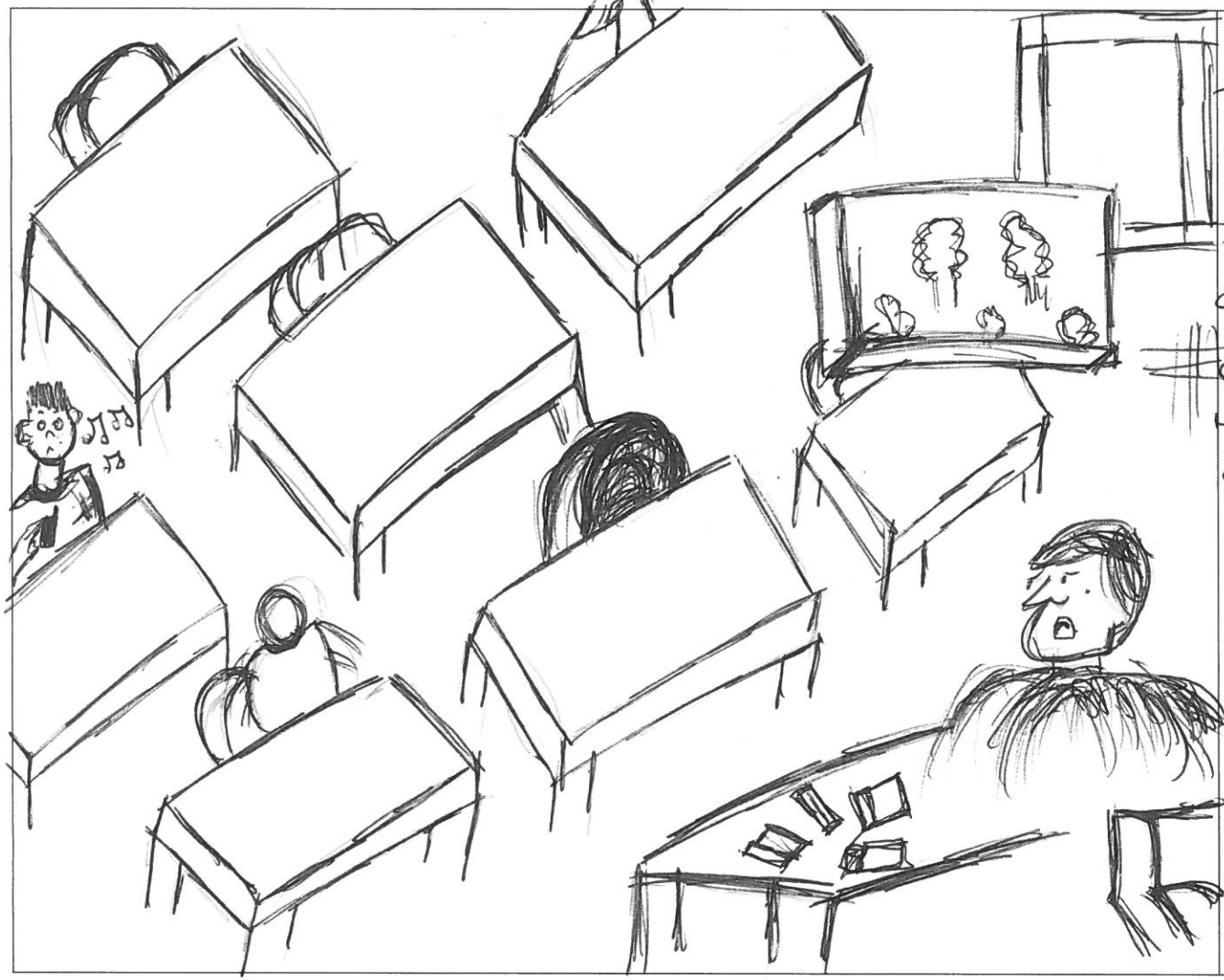
POLARISATION

The division of students into sets academically. Status is earnt through being in a higher set.

Molly + Sam

PUPIL SUBCULTURES

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



Brief overview

Jackson found that there was this subculture where if they were popular and "cool" they didn't achieve in school as working hard isn't seen as "cool". He found it in working class pupils as they seemed to make friends easily with people of this culture. They then take for and gratification now over anything to help them in the future.

PUPIL SUBCULTURES

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

Brief overview

Suggested That dividing the responses of pupils to the experience of schooling into just the two 'poles' of conformity or opposition through pro- and anti-social subcultures is too simple.

Students may change their responses overtime as they move through schooling.

Identified 8 responses:

Ingratiation - pro school conformity eagerness to please teachers + win favour with them

Compliance - Conformity, basically for what they can get out of schooling, not cause they like school.

Opportunism - Who try to gain both teacher + peergroup approval

Ritualism - Lack of interest + engagement with schooling but conforming, avoiding trouble

Retreatism - Not actively opposed to school values but indifferent to them e.g messing about

Colonization - Accepts school for what it offers them. Reject school for what it forbids

Intransigence - Trouble makers indifferent to school who arent bothered for conformity

Rebellion - Outright rejection of schooling + its values

PUPIL SUBCULTURES

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

Brief overview

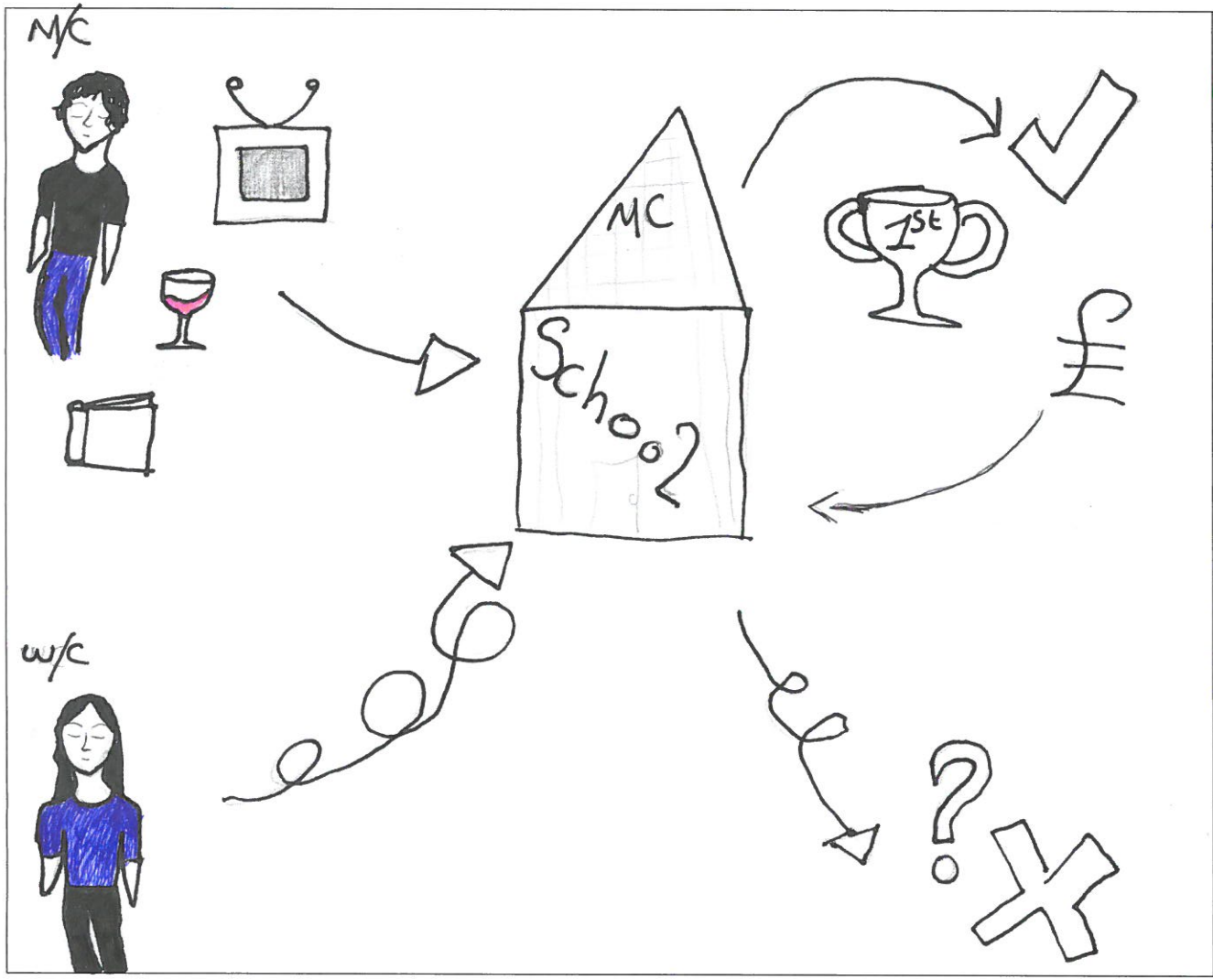
The study says that working class people seek to gain status through using heavily branded clothing. However, this often clashes with the culture of school (uniforms // brands being banned). Some teachers label such branding as a threat / or rebellious act.

They also have the opinion that 'university is not for me'. They are more likely to do poorly in education if they hold this view.

The ~~rees~~ researchers also argued that the style difference between the working and middle classes contributes to the reproduction of educational inequalities.

PUPIL SUBCULTURES

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



Brief overview

Habitus - A set of ideas / cultural framework that each social class have which is learned through Socialisation.

e.g books, Good tastes, Tv shows.

The dominet class (middle / upper) can impose their habitus on the education system, meaning not everone will have educational success

Symbolic Capital - what is gained from achieving in school as a result of Possesing the habitus of the School middle class pupils are then recognised and valued by the School and the symbolic capital they gain. This reinforces that the working classes are inferior.