

# CHALLENGING BUT REALISTIC EXPECTATIONS



RISE HIGHER!

GROWTHMINDS



## Did you know?

**Teachers' expectations** of their students **have a significant influence on their learning and growth**. By having high expectations, professors provide the message to students that they are **competent**, on the other hand, low expectations encourage students to doubt their intellectual capacity (Wagner, 2012).

Students **build a healthy self-concept** when high expectations are communicated effectively and consistently. It also provides the structure for **intrinsic motivation** and generates an effective learning environment for the student (Rist, 1971).



## Ask yourself this...

1. Do I have high expectations for all of my students?
2. Do I feel that all students can succeed and accomplish their goals?



## Good example

»I know you all can accomplish this, that's why I set bar high.«  
»I'll be pushing you all because I know if I'm going to, you all will do wonderful work!«



## What can you actually do in the classroom?

- **Create a positive classroom climate.** Not only can increasing positivity in the classroom result in a more pleasant environment for both the teacher and students, but a good classroom climate is also likely to contribute to increased learning. Through teaching, emphasize the importance of cohesiveness, harmony, and positivism.
- **Provide appropriate challenges.** Challenges should be appropriate for all students and it is important that they are not unrealistic, as this would make them feel incompetent. If you happen to misjudge the appropriate difficulty, guide and help the students to come up with the correct answer.
- **Ask open questions.** That way students will be inspired to share their own thoughts more frequently, and you will be showing that you believe in them. Open questions usually start with: **how, what, why?**
- **Rephrase questions when answers are incorrect.** This way students will be given additional opportunities to succeed, and also encourage them to think further.
- **Allow students to choose.** Give students a variety of learning activities to choose from, that will lead to higher motivation, even in students with poor performance. They should choose topics for projects, ways of presentation, use of various interactive tools etc.
- **Clear success criteria.** Set clear performance and evaluation criteria from which you do not deviate. Clearly present the criteria at the beginning of the semester.
- **Include all students.** We tend to communicate more and give more attention to students we expect more from. Constantly keep in mind that all students are important. We suggest that you make strong eye contact with all students, because teachers are more likely to make less eye contact with students for whom they have lower expectations.



## References

1. Rist, R. (2000). HER classic reprint-student social class and teacher expectations: the self-fulfilling prophecy in ghetto education. *Harvard Educational Review*, 70(3), 257-302. DOI: 10.1777/63/haer.70.3.1k062416102u2725

2. Wagner, T. (2012). *Creating innovators: The making of young people who will change the world*. Simon and Schuster.



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