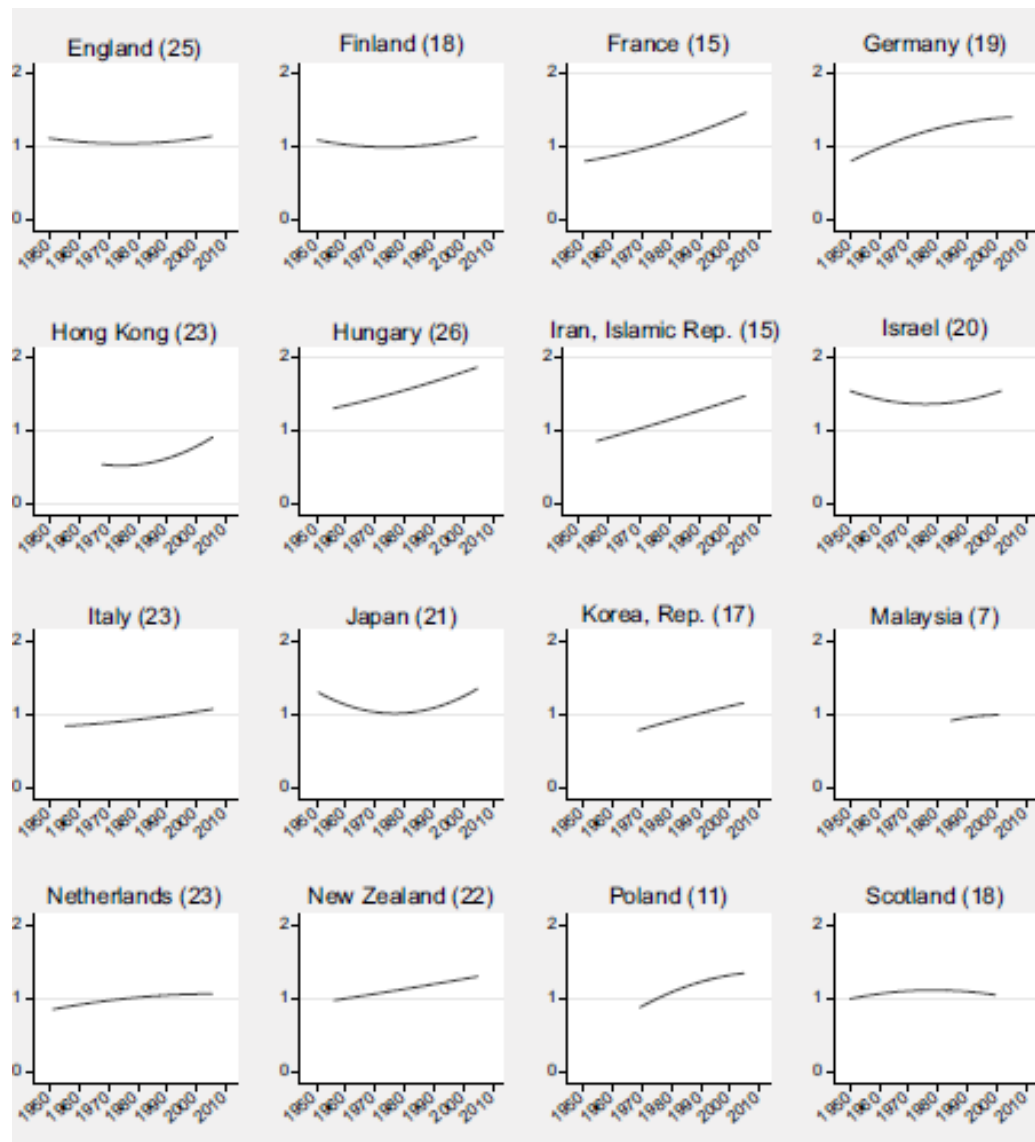# How to value diversity?
Dr. Linda van den Bergh
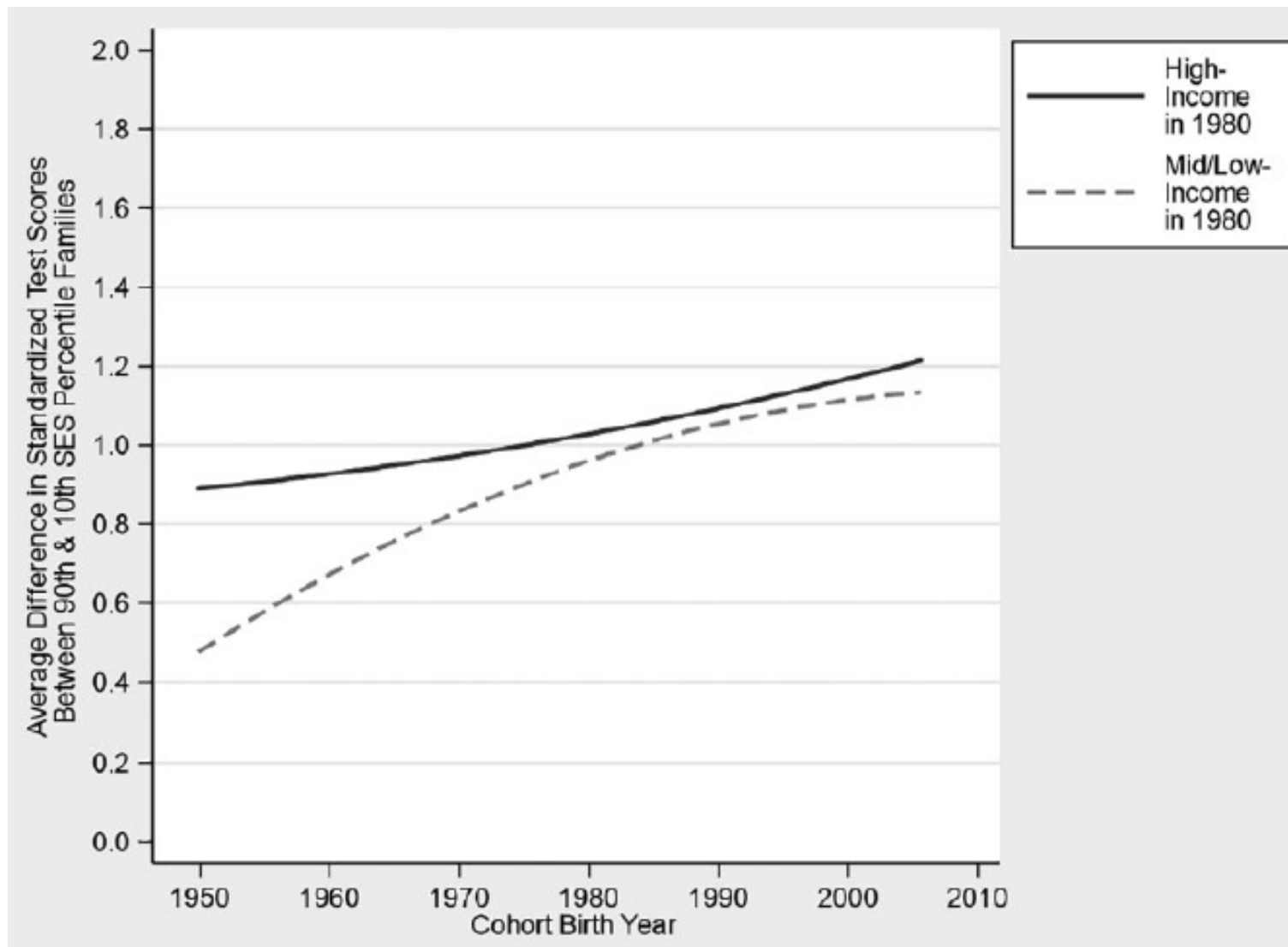
Achievement gaps: international trends

90/10 SES Achievement Gaps

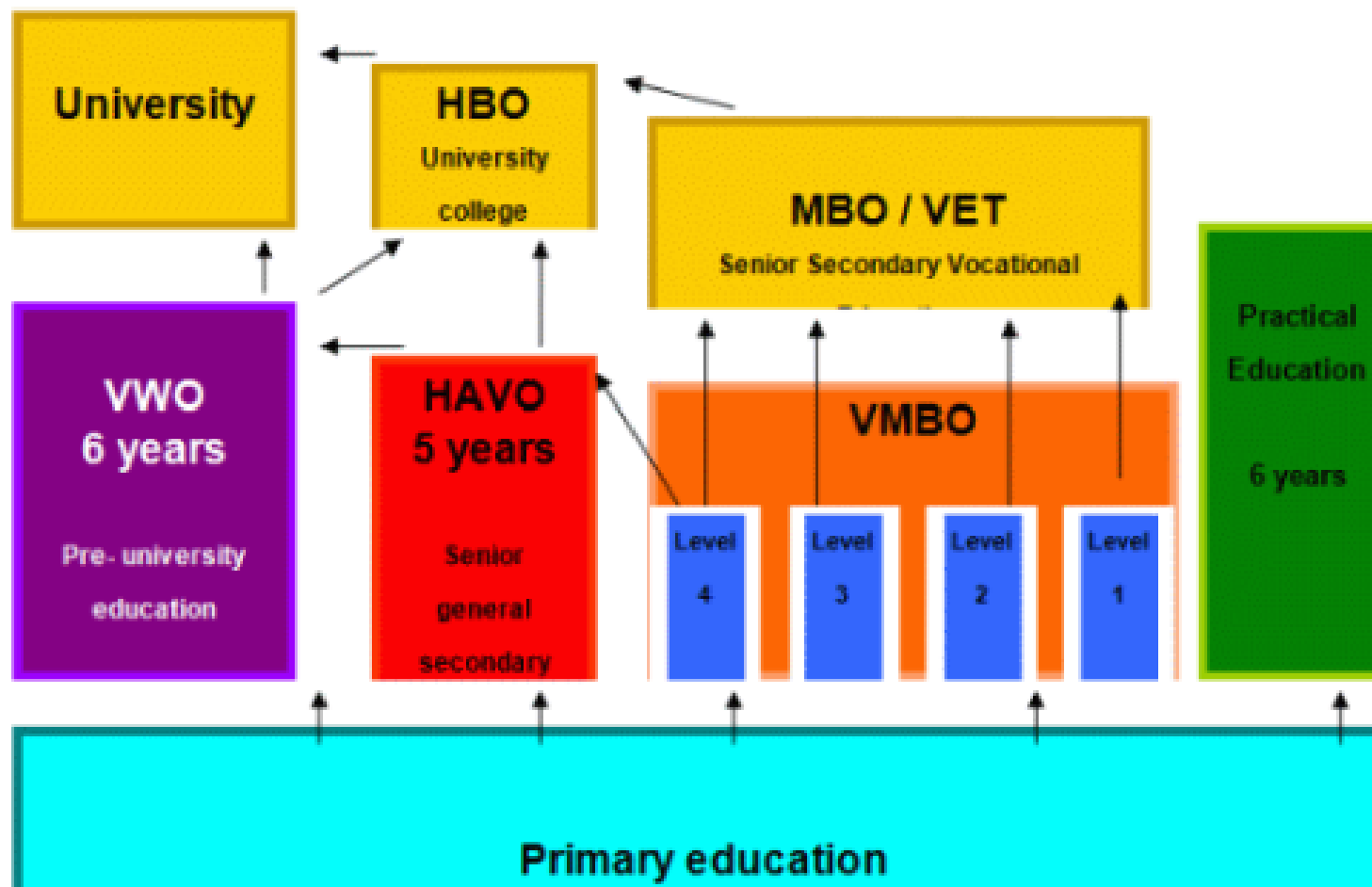Chmielewski, 2019

Achievement gaps: international trends

Chmielewski, 2019

Educational inequity

Dutch school system

https://oliverschoolblog.wordpress.com/

Educational inequity

Students from low educated parents:

- Start at lower levels of secondary education

- Go to lower levels of secondary education before the age of 15

- Attend higher education less often

Furthermore:

- Differences between schools increase

- Schools with a larger population of children from low income families and migrants have more problems finding staff

Tests and school advices

Dutch Educational Inspectorate
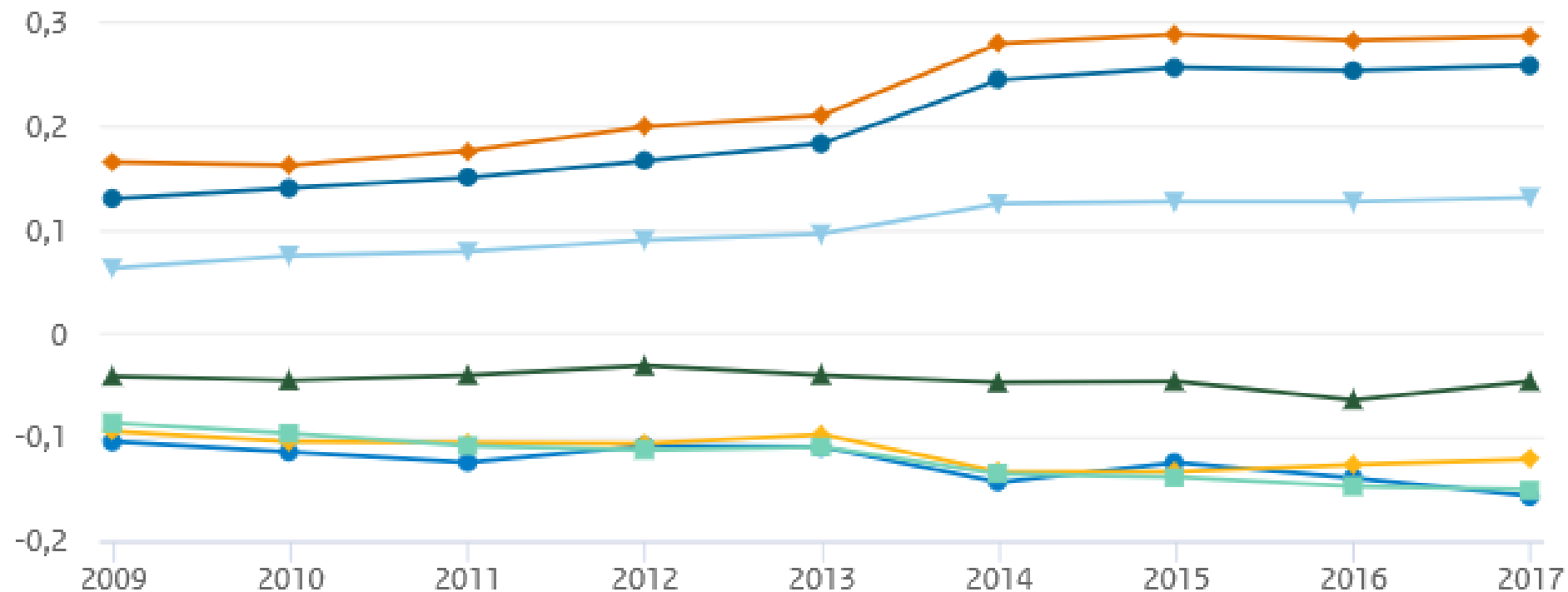
Causes in The Netherlands

- Educational system: early selection
- Collaboration: education and youth care
- Schools: more homogeneous first phase secondary education
- Parents: strategic behaviour of high educated parents
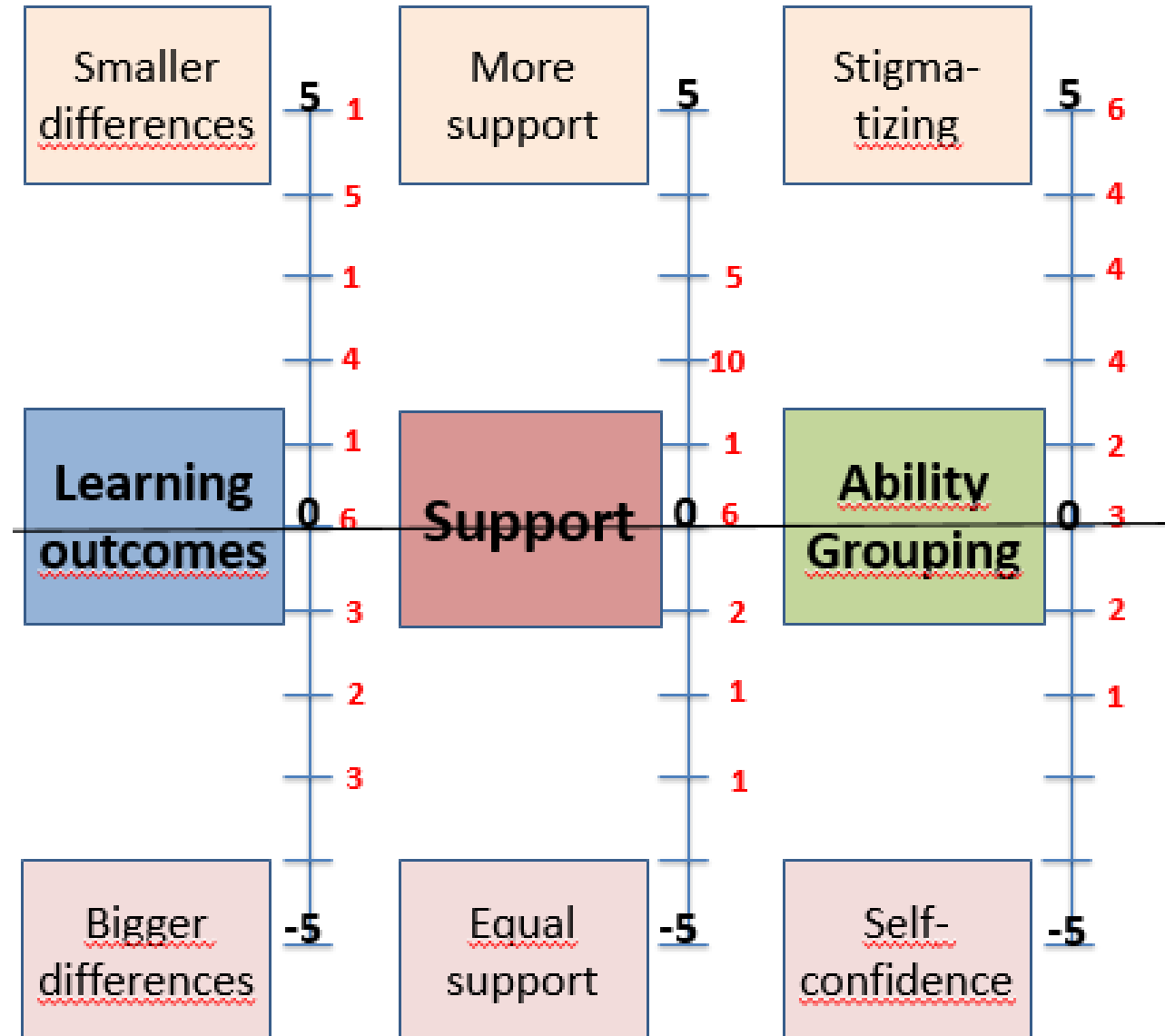- Teachers

Dilemma's, values and beliefs

Differences in learning outcomes between students:
may increase / should decrease

My time, attention and support has to be directed:
more to students who receive less support from home /
equally to all students

Working in ability groups:
supports students' self-confidence / is stigmatizing

A team picture

Van Vijfeijken et al., in press; Van den Bergh et al., 2020

Ability grouping

- Tracking not only occurs in the transition to secondary education.
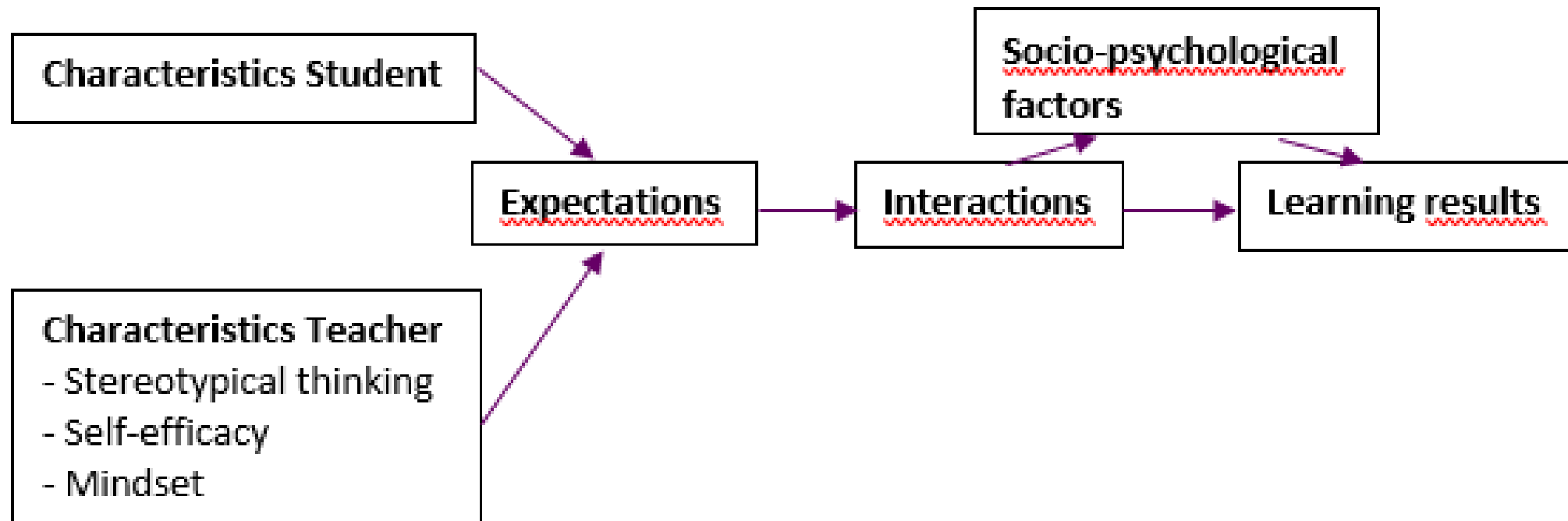
- Effective instruction! Self-efficacy and motivation?

"Green means that you're clever and that you know a lot of maths. Orange and green are kind of the same. I'm green that's top. Purple and yellow are the middle and the blue table means you don't have a clue."
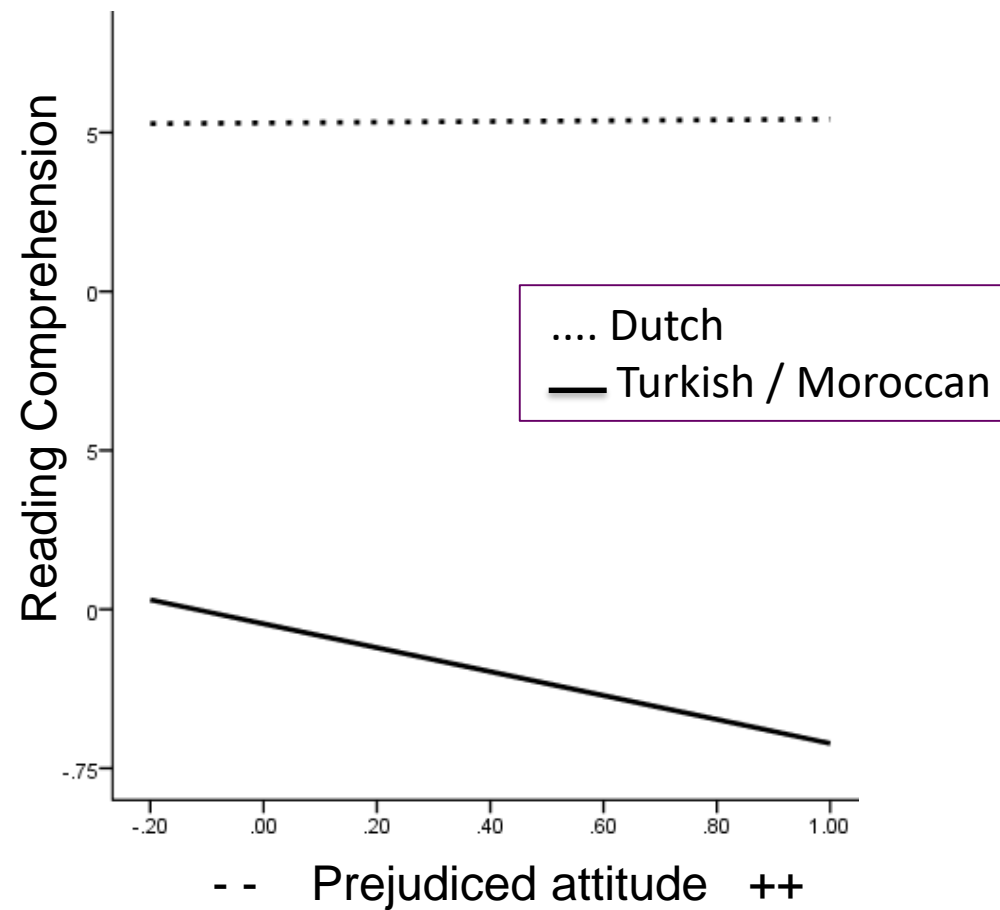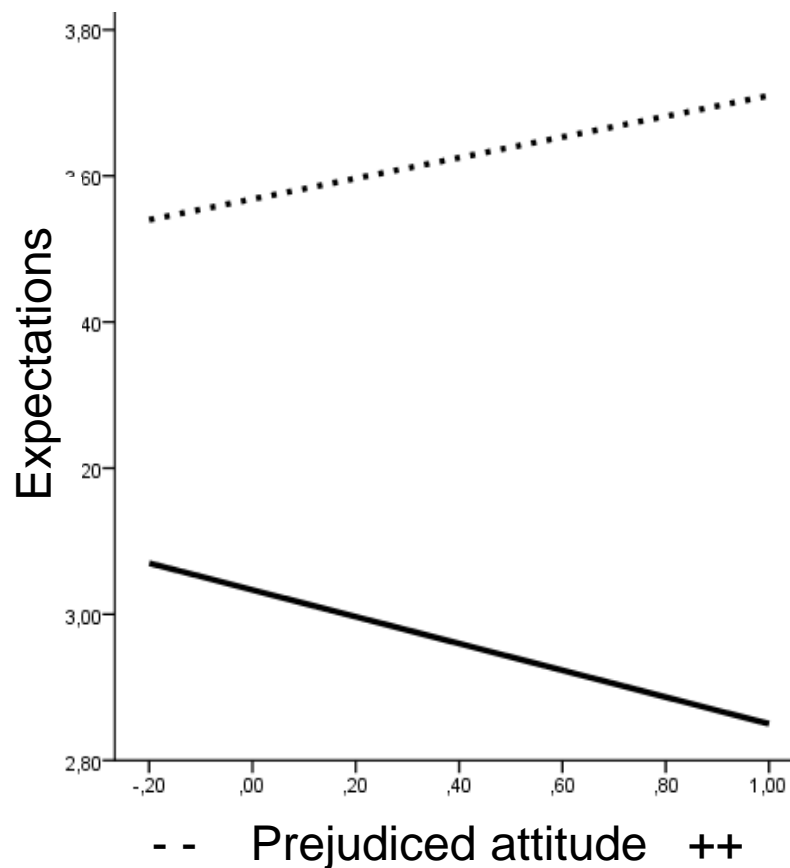
(from Marks, 2017)

Teacher expectations
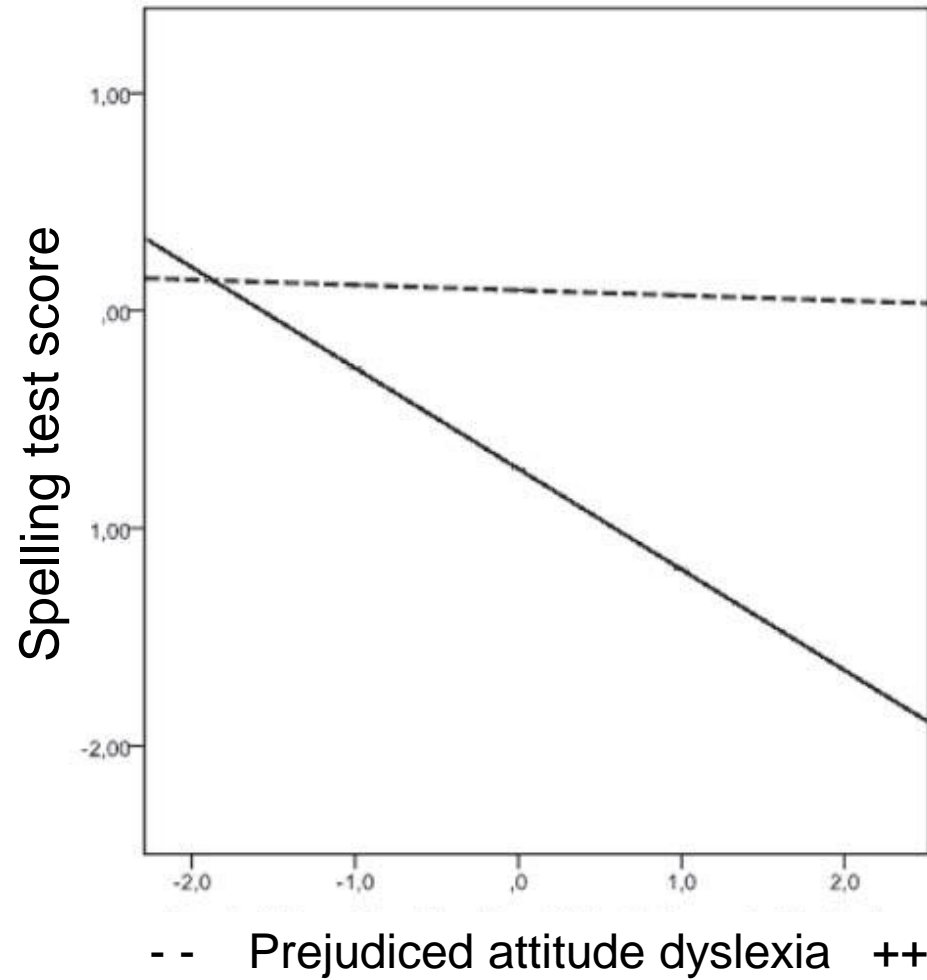
- Self-fulfilling prophecy effects

Prejudice – expectations – learning results

(Van den Bergh et al., 2010)

Dyslexia
(Hornstra et al., 2010)

Relations teacher implicit attitudes - student

Author, year	Results
Peterson et al., 2016	When teachers' implicit stereotyped attitudes favored the student's ethnicity, these students performed better in mathematics at end-of-year.
Vezzali et al., 2012	Students' implicit prejudice towards immigrants was positively related to the implicit prejudice towards immigrants of their favorite teacher.
Thomas, 2017	Teachers' implicit 'science-is-male stereotypes' predicted more negative deviation of females' self-concept and intrinsic value from that of their male classmates.
Carmona-Marquez et al., 2020	Students' physical exercise was lower when physical education teachers had strong implicit anti-fat stereotypes.

Communication of expectations

• Verbal

• Non-verbal!

(Babad et al., 1991)

Need for *genuine* higher expectations

Communication of low expectations

- providing general, often insincere praise
- providing them with less feedback in a more directive manner
- demanding less effort, setting lower learning goals
- interrupting low achievers more often
- seating them farther away from the teacher
- paying less attention to them
- calling on them less often
- waiting less time for them to respond to questions
- criticizing them more often for failure
- providing less focus on selfregulation
- smiling at them less or giving them fewer other nonverbal indicators of support

(Rubie-Davies, Brophy & Good, Weinstein)

Other teacher characteristics

Self-efficacy

(Woolfolk & Hoy, 1990)

Mindset

(Dweck, 2012)

Collective
  efficacy!

(Donohoo, Hattie & Eells, 2018)

'High expectation teachers'

- Positive and safe classroom climate!
- Flexible en heterogeneous grouping
- Setting and communicating learning goals
- Autonomy, self-regulation and responsibility
- Focus on intrinsic motivation

(Rubie-Davies, 2015)

Questions?

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Fontys

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