



22 Sep 2018

## End of part 1

As a mathematics teacher, a constant challenge from many students is overcoming their personal belief that "they are not a maths person", that they have not ability to be able to do the work, and why do they need it anyway. So that battling the low self-worth of students through expressing high expectations of their abilities, and providing opportunity for students to prove that to themselves, is already something I feel strongly about, and through this I can see that the same concern and effort needs to be given to support any student with low self-belief in general, whether that's in the maths classroom, or outside of it, whether they have had those beliefs reinforced by comments about their mathematical ability, or about their race.



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## Part 1 Summary - The Stronger Smarter approach

**\*\*Unfinished\*\***

The Stronger Smarter approach:

- is about whole school action
- requires support of all teachers to provide consistency and reinforcement
- shares
- will
- honours
- embraces
- welcomes



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## Changing the tide of low expectations

There was no video link on the page, but I found these two videos on YouTube:

[https://www.youtube.com/watch?v=oP\\_JoO7Ic0o](https://www.youtube.com/watch?v=oP_JoO7Ic0o)

[https://www.youtube.com/watch?v=cQJxE18SA\\_8](https://www.youtube.com/watch?v=cQJxE18SA_8)

In response to the prompt, I haven't yet had the opportunity to work in classrooms with students that identify as Indigenous Australians, but as a Mathematics teacher I'm very conscious of teacher perceptions and the power of high expectations. Many students have low expectations of their ability in mathematics, which if a teacher accepts, the student won't learn. The teacher must have high expectations of all students and work to raise those expectations of the students about their own ability.

Some things that the teacher can do to unintentionally reinforce those low expectations that students have of themselves are things like always rewarding



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## The Stronger Smarter philosophy

Deadly and smart. A session run at the University of Adelaide was what prompted me to investigate this course. The session included a mention of the concept of being 'deadly', and how the term is used, something I had not come across previously.

- \* Idea of being unashamed of culture, and aiming to make use of the potential that everyone has.
- \* Having a high expectation of all students, because all students have potential.

These ideas are important for any student, but if you haven't experienced that shame of culture, or low self beliefs, you don't necessarily think about those needs. As I'm about to start working in a context where I will have a large proportion of students from different language and cultural backgrounds, keeping aware of these ideas and needs will be important to supporting the students in their studies.



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## Self assessment

### Self assessment

How much do I currently understand about the philosophy and beliefs of the Stronger Smarter philosophy and approach?

**Rating** - One/Five

How much do I understand and use the common language of Stronger Smarter?

**Rating** - One/Five

How aware am I of my own assumptions about Indigenous students, their families and their education?

**Rating** - One/Five

How well do I understand myself as a cultural and unique being?

**Rating** - One/Five

How aware am I of enabling and disabling practices at my school?

**Rating** - One/Five

How aware am I of my own engagement with enabling or disabling practices?

**Rating** - One/Five

How much effort am I putting into changing my own disabling practices?

**Rating** - One/Five

How much effort am I putting into changing the disabling practices in my school?

**Rating** - One/Five

To what extent do I explicitly engage with data to track Indigenous student performance?

**Rating** - One/Five



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## National Professional Standards for Teachers

I had come at this thinking that this would be a good source of evidence for 1.4 and 2.4, but that was probably biasing me to think about it as not relating at all to any of the standards. But really, it's about aiming to understand the context of all students so that those other standards can be met. Indigenous students will form part of that student body, and so by seeking to address that knowledge gap, you're enabling yourself to meet those other standards, and have managed to meet the standards in regards to knowledge of Indigenous culture along the way.



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### Using This Module

Not really related to the content matter, but this course/module website seems to be very well implemented, both with the ability to record thoughts conveniently, and in an easy to view way, but also about how engagement is encouraged and assessed.



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### An introduction to Stronger Smarter

The goal of this is not mastery, but to develop the right mindset to improve one's practice.



Australian Government



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