

Session	Training Day Activity Topic	Time / min
Session 1	Introduction	20 : 10—10:20
	High expectations and a stimulating environment for learning.	15: 10:20—10:35
	How learning takes place in the brain	15 : 10:35—10:50
	Enhancing students' participation in their learning by focusing on the	20 : 10:50— 11:10

Activity No.	2
Activity name	High expectations and a stimulating environment for learning .. What does the research tell us?
Activity duration	10 min
Think....	
Identify the importance of high expectations and the stimulating environment for learning through scientific and educational studies that focus on meaningful education.	
Choose one of the quotes/evidences below that focus on the relationship between effective education and the integrated student upbringing (Cognitive, social or mental).	
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Do teachers' expectations affect students performance?

The expectations teachers have for their students and the assumptions they make about students' potential have a tangible effect on student achievement. According to Bamberg (1994), research "clearly establishes that teacher expectations do play a significant role in determining how well and how much students learn." Students tend to internalize the beliefs teachers have about their ability. Generally, they "rise or fall to the level of expectation of their teachers. . . . When teachers believe in students, students believe in themselves. When those you respect think you can, YOU think you can" (Raffini, 1993). http://ptgmedia.pearsoncmg.com/imprint_downloads/merrill_professional/pdf/rothenbergchp8.pdf

In his book 'An Ethic of Excellence', Ron Berger noted that the student's personality and achievement are shaped according to the culture surrounding them. Regardless of their background, when students are enrolled in a culture that involves a lot of demands and supports high-quality, personal, well-creative work, students tend to work in line with that culture. Once they are enrolled in a school culture that advocates virtuous and strong morals, these morals become their own personal rules, this is because this is what they know.

Ron, Berger, ethics of excellence. (Creating a Culture of Mastery of Working with Students) Plymouth, N.H. Henman, 2003)

Research on the school's success has shown that higher productivity of teachers and student achievement are both linked to the "positive school climate" Gondar and Hymes, the improvement of the school's culture and climate - (Arlington: American Association of School Administrators, 1993)

(Both Ellbott and Fulton refer to outputs as follows:

Of the 134 schools in England that were part of the 2004 HiV study, "The successful schools had a culture that contained many demands, strives hard for development, fostered excellence, and held hope for every student to learn, while the least successful schools had Less Desire for Evolution, M. Follan, Leading a Culture of Change (San Francisco: Josie Bass 2001)

Research indicates that an emphasis on social and emotional learning can enhance - not detract from - the primary tasks of schools of supporting academic achievement and achievement (2016, al-Osher et al.).

There is a growing recognition among educators and researchers that student success does not depend only on learning a broader set of achievement competencies in core academic subjects but also on personal and interactive learning. Efforts to develop these competencies are often described using the term social and emotional learning (Professor Jones-Harvard 2016).

And there is a main message that what achieves most success with students is the same thing that achieves most success with teachers. This includes interest in identifying learning objectives that challenge capabilities, and with clarity about the meaning of success, with attention to learning strategies that call for developing a theoretical understanding of the knowledge and understanding of students and teachers. Visual teaching is about using evidence to build and act for a model for teaching and learning. (Hattie 2003)

Asa Hillard 2019, confirms that "the ceiling of our current aspirations for students is actually much closer to where it should be at the bottom." Many believe that there is a big difference between what youngsters can learn and what they are currently learning (Bishop, 1989). Evidence suggests that schools can improve student learning by encouraging teachers and students to define their own high visions. Meanwhile, Hattie (2013) suggests that teachers may be more successful if they work to address students' low self-efficacy prior to their attempt to raise their level of achievement. Dweck also showed how to do this by promoting a developing mental orientation in the classroom.

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