

## **What Teens Love and Hate about School**

### **Documentary Film and Dialogue on Student Voices**

**Today's Purpose:** To encourage participants to reflect on, evaluate, and expand their own mental models regarding academic and behavioral supports for diverse students through listening to student voices as they share their unique perspectives on education.

**Introduction:** How could student voices contribute to school improvement efforts that promote a positive school culture and achievement for diverse learners?

**Small Group Activity:** (Draw a line down the center of a large sheet of chart paper; Write "Love" at the top of one column, and "Hate" at the top of the second column.)

In your groups, have someone record your responses to the following question:

**What do you predict urban high school students will say when asked what they love and hate about school?**

**Students' Voices - As you watch the documentary film, take notes in the spaces on page two of this handout:**

"Partnering with students to identify school problems and possible solutions reminds teachers and administrators that students possess unique knowledge and perspectives about their schools that adults cannot fully replicate (Kushman, 1997; Levin, 2000; Mitra, 2001, 2004; Rudduck, Day, & Wallace, 1997; Thorkildsen, 1994)."

-Dana Mitra (2005, p. 521)

## **Relationships with Teachers and Instructional Experiences**

## **Teens' Experiences with Rules and Behavioral Expectations**

## **School Climate & Culture**

### **Bullying**

**“Being bullied is not just an unpleasant rite of passage through childhood. It’s a public health problem that merits attention.”**

-Duane Alexander, MD (2001)

Director, National Institute of Child Health & Human Development (NICHD)

Bullying Statistics: <http://www.atriumsoc.org/pages/bullyingstatistics.html>

**Reading the following excerpt related to School Culture:**

Friend, J., & Caruthers, L. (2009). Cognitive and affective reform in urban elementary schools: Listening to the voices of children. *Urban Learning, Teaching, and Research AERA SIG 2009 Yearbook*.

The expectations of teachers frequently are based on the initial achievement of students or knowledge of their past performance. High expectations of teachers are correlated with student achievement and, in some cases, intelligence quotient scores (Ferguson, 1998; Good & Brophy, 1995; Good & Nichols, 2001; Rosenthal, 1994). Expectations for the achievement of culturally diverse students are often depicted in teachers' behaviors toward students. For example, Casteel (1998), analyzing the behaviors of 16 teachers, concluded that these teachers displayed different degrees of approach and avoidance when interacting with culturally diverse students. White teachers called on Black students more often using direct questions, and they received fewer process questions than their White counterparts. A process question requires an extended answer and is often described as a "why" question. Additionally, teachers gave more clues to White students compared to Black students. White boys received more praise than any other group, while Black boys received less praise than any other group.

Levine (1995) provided a concrete example of how the hidden curriculum marginalizes students and renders them as "more challenged to teach." He noted that the achievement and exclusivity of the dominant mono-culture lies in a "hidden curriculum," where one has to be White to know the hidden rules for success. The hidden curriculum consists of structures of power and authority, teacher expectations of how students will behave and achieve, and student tracking designed to maintain the dominant culture or status quo.

In schools where educators and community members endeavor to reconstruct their work around children's diverse needs, students' voices are heard and their experiences are supported and expanded by skilled professionals who link affective factors to outcomes such as achievement and behavior. In essence, learning is viewed as a socially constructed act that involves establishing relationships with learners, valuing their diverse backgrounds, and helping learners use their voices to construct meaning of the world. (p. 6-7)

**Conclusion: Deconstruct what you saw in the video through a discussion of implications for high school educators and other stakeholders.**

**What can you do to provide opportunities for diverse students' voices to be heard?**