

Critically discuss the ways in which implicit and explicit prejudice may influence interactions between the teacher and learner in a classroom environment

Peterson et al. (2014) define teacher expectations - otherwise referred to as teacher achievement expectations - as "beliefs teachers hold about their students' academic capabilities and subsequent levels of achievement" (pp. 124). Within school environments, teachers' beliefs are an integral part of the school system: they inform [REDACTED]. Secondary school teachers, for example, [REDACTED]. What if, however, teachers' judgements are not simply limited to [REDACTED]? What if teachers are [REDACTED]? There is a growing body of evidence on the impact of teachers' academic expectations on pupils' outcomes and an increasing interest in [REDACTED], it is possible that, within classroom environments, disadvantaged pupils, those who are the most vulnerable members of our school communities, are particularly susceptible to experiencing the negative ramifications of teachers' prejudicial attitudes and discriminatory behaviours.

As a [REDACTED], I trust that teachers want [REDACTED] such as: socio-economic status, ethnic origin or family background (OECD, 2012). The important role that schools and teachers play in [REDACTED] schools are highlighted as potentially transformative organisations on account of [REDACTED]. Teachers clearly have the ability to [REDACTED]; however, [REDACTED].

Peterson et al. (2014) confirm that teachers' expectations are influenced by factors such as [REDACTED] (pp. 124). Similarly, Timmermans et al. (2016) report that [REDACTED] [REDACTED] are the most common variables investigated in relation to teacher expectations (pp.219). According to Van den Bergh et al. (2010), the impact of teachers' expectations [REDACTED] [REDACTED] (pp. 498). Furthermore, Peterson et al. (2014) caution that, as learning is primarily dependent on the learning opportunities provided by a teacher, [REDACTED] can ultimately alter a teacher's behaviour and [REDACTED]. This is supported by Jussim and Harber (2005) who declare that [REDACTED] [REDACTED] (pp. 131). In Wales, one of the best available proxies for academic disadvantage is a pupil's eligibility for free school meals (FSM). Socio-economic status (SES) remains at the very heart of Wales' perennial poverty achievement gap. In fact, the impact of poverty on attainment is [REDACTED] at Key Stage 4 (between ages 14-16). The stark reality of this particular achievement gap, which is highlighted in the State of the Nation (2018) report, is that the percentage of FSM eligible pupils achieving a grade C or above in GCSE English or Welsh and Maths is 40 percent compared with 68 percent of all other pupils (pp. 38). Evidently, socio-economically deprived pupils are clearly academically disadvantaged when compared to their more affluent or privileged peers; however, ethnic minority pupils are equally disadvantaged. Peterson et al. (2014) declare that [REDACTED] [REDACTED] The Organisation for Economic Cooperation and Development - or OECD - (2014) concur, contending that the educational achievement of ethnic minority st [REDACTED] [REDACTED] [REDACTED] (pp. 1).

Importantly, however, Strand (2013) asserts that [REDACTED] [REDACTED] (pp. 2) which can lead to [REDACTED]. This resonates with Timmermans et al. (2016), who assert that [REDACTED] [REDACTED]

[REDACTED] (pp.220) – [REDACTED]
[REDACTED]. Evidently and perhaps unsurprisingly, [REDACTED]
[REDACTED]
[REDACTED], for example, they are more likely to
[REDACTED] (Timmermans et al., 2016, pp. 220). Peterson et al. (2014) also
warn that [REDACTED]
[REDACTED] (pp. 497). In fact, in explaining [REDACTED]
[REDACTED], Peterson et al. (2014) argue that [REDACTED]
[REDACTED] (pp. 123). This, too, is supported by Van
den Bergh et al. (2010) who also assert that [REDACTED]
[REDACTED]
[REDACTED] (pp. 499). Evidently, [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED].

Explicit and Implicit Prejudice

Considering the etymology of [REDACTED]
[REDACTED]
[REDACTED]. Peterson et al. (2014) confirm that
stereotypes and prejudiced attitudes can be [REDACTED]
[REDACTED] (pp. 124) in society.
Although prejudice quite literally means [REDACTED]
[REDACTED]
[REDACTED]. Abacioglu et al. (2019) summarise how prejudice is often **used in conjunction with similar**
concepts - namely stereotypes and discrimination - and, in their recent paper, offer the following
distinctions between the three concepts:

While prejudice is used to refer mainly to negative beliefs, feelings, and dispositions to behave negatively toward a group and its members, stereotypes refer to a set of characteristics ascribed to an individual based on the perceived characteristics of a group, and discrimination refers to the actual biased behaviour towards individuals based on their group membership.

This corresponds to earlier distinctions provided by Dovidio et al. (2013), who describe [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED] (pp. 5). The inextricable link between prejudice, stereotypes and discrimination is further complicated [REDACTED]
[REDACTED] (Peterson et al., 2014).

Explicit prejudice is [REDACTED]
[REDACTED] (Peterson et al., 2014, 124). Son Hing (2008) acknowledges that in interaction studies, [REDACTED]
[REDACTED] (pp. 972). According to Dovidio et al. (2013), [REDACTED]
[REDACTED]
[REDACTED] (pp. 10). Hence, identifying or even accepting the veracity of deliberative behaviours as a result of [REDACTED]. Peterson et al. (2014) confirm that [REDACTED]
[REDACTED] (pp. 125). Due to the conscious nature and controllability of [REDACTED]
[REDACTED] (Peterson et al., 2014, pp. 125). This correlates with the slightly earlier view of Van den Bergh et al. (2010) who argue that [REDACTED]
[REDACTED] (pp. 503). Crucially, the role of [REDACTED] as described by Van den Bergh et al. (2010) in attitude formation means that [REDACTED]
[REDACTED] Interestingly, they go on to assert that this may be particularly pertinent in [REDACTED]
[REDACTED] (pp. 503). This is understandable, as [REDACTED]
[REDACTED]. Arguably, [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]. However, Peterson et al. (2014) also describe [REDACTED]
[REDACTED]

[REDACTED] (pp. 124) and judgements. Son
Hing (2008) explains that, historically, [REDACTED]
[REDACTED] (pp. 971), but indisputably this description no longer suffices.

Etc.....

4024 words

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