Opening Address
Professor Geoff Masters
CEO ACER
Our expectations of students influence the quality of their mathematics learning.
Expectations are lowered for some students when mathematics learning is limited to the completion of class work targeted at the middle of the grade.
In what other ways might current mathematics practices be ‘institutionalising’ low expectations?
Expectations are lowered for some students by the belief that mathematics is difficult and of limited relevance, and that only a small percentage of students can excel.
Year 8 mathematics – AUSTRALIA

6% ‘advanced’

Source: TIMSS
Year 8 mathematics – CHINESE TAIPEI

45% ‘advanced’

Source: TIMSS
Expectations are lowered for some students by mathematics courses that protect participants from intellectual rigour and that place a ceiling on what students are able to learn.
Expectations are lowered for some students when different outcomes are expected of different groups (e.g., Indigenous and low SES students).

(the ‘soft bigotry’ of low expectations)
Expectations are lowered for some students when success is measured only as the achievement of Year level expectations.

(rather than making excellent progress an expectation of every learner)
Our expectations of students influence the quality of their mathematics learning.
Nobody rises to low expectations.

Calvin Lloyd