Allocating students in the context of teachers’ annual report meetings in secondary education

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In annual report meetings teachers and mentors make decisions regarding the class allocation of students. Literature research and observations have shown that this group decision-making process by teachers in regard to assessing and allocating students is not systematic and valid. My study aims to improve this allocation process in secondary education, and focuses on: 1) teacher’s individual beliefs and expectations of student abilities, and 2) group decision-making by teachers and group factors such as interaction and participation.

First, we explored the current allocation process, using interviews, questionnaires and observations. Secondly, after analysing this qualitative and quantitative data, an intervention will be developed to implement at all four schools. Based on preliminary research, observations and literature studies, we expect this intervention to be a training for teachers and mentors that focuses mainly on group interaction. This intervention will be tested using the vignette-method that consists of four fictitious student-cases that will be discussed in a simulated teacher meeting. Finally, this intervention will be implemented at the participating schools, after which the effects of the intervention will be measured, using interviews and observations.