



Heroes and Hibernators: Implications of Student Voice and Aspirations

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Heroes and Hibernators

Activity: **Implications of Student Voice and Aspirations**

When it comes to improving education, we must believe that:

1. Students are the potential, not the problem.
2. All students have something to teach us.

Definition of Aspirations: Aspirations is the ability to dream and set goals for the future, while being inspired in the present to reach those dreams.

The Aspirations Profile and Student Relationships

In order to help schools and educators foster student aspirations, The Aspirations Profile presents a visual model of the behavior that support and hinder success. The Aspiration Profile has two dimensions: Dreaming and Doing. Within the profile are four categories: Hibernation, Perspiration, Imagination, and Aspirations. These categories help us better to understand the specific challenges of fostering aspirations with different students.

Aspirations Profile

High	Imagination Sets goals for the future but does not put forth the effort to reach those goals.	Aspirations Sets goals for the future and puts forth the effort in the present to reach those goals
Future/Dreaming	Hibernation Has no goals for the future and puts forth no effort in the present	Perspiration Works hard in the present but has no goals for the future
Low	Present/Doing	High

Heroes and Hibernators

Student self-worth is further developed when students have another person in their lives who respects, supports, and cares for them unconditionally. The condition of heroes focuses on the relationship between two individuals. To build belief in herself, a student must have a person who actively believes in her - someone who "champions" her value. To have self-worth a student must experience herself as worthwhile in another's eyes. Again, for most of us, this experience comes first in family and extended to others as we engage in school.

Heroes and Hibernators

The Four Quadrants

Hibernation

Someone who does not think about the future, has no clear goals, and puts forth no effort in daily life is in Hibernation. Students in this category feel isolated from the others, have low self esteem, lack a positive role model, and feel stuck. These students are labeled, sometimes unfairly, as lazy, troublemakers, drifters, and loners. They are characterized as students who just don't care about anything...including themselves.

Perspiration

Perspiration is the quadrant that defines someone who works exceptionally hard, always puts forth effort, but lacks any kind of direction or purpose. This can be seen in students who show up on time, seem to always be at school, put forth the effort necessary to get ahead, but lack any kind of dreams for the future. Thus, they are working hard every day, yet seem to be going nowhere. These students are labeled as hard working and diligent, but directionless; they often stay out of trouble but see no real future in from of them.

Imagination

The quadrant of Imagination is characterized by those students who can readily say what they want to be and share their future plans, but show little, if any, effort to reach those dreams. They have positive ideas and attitudes about their futures, but they don't take the steps in the present that are needed to reach their goals. It is easy for these students to tell us what we want to hear about their future; they will tell us they are going to college, that they want to be doctors, teachers, or house builders, but when it comes to doing what is necessary to reach those goals, students in this quadrant fall short. These students are characterized as being dreamers, disconnected from reality, impractical about real-life situations, idle, and privileged.

Aspirations

Students in the Aspirations quadrant have the ability to think about the future and set short and long term goals for themselves. They also are inspired in the present to work toward those goals. These students are the hard working, dependable ones that seem to be always moving forward with a sense of purpose. They have clear intentions about what they want to do and who they want to become, and they have committed the energy, time, and resources to meet their objectives. They have a sense of direction, and , even if the direction changes, they are well equipped to meet the challenge of the day, and continue to pursue their dreams. Students with aspirations think beyond themselves and realize the world is not there to serve them, but they have something to offer the world to make it better.

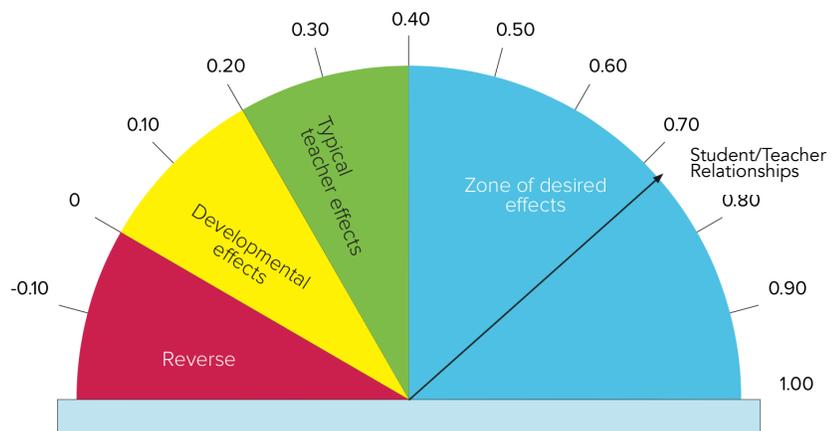
Heroes and Hibernators

1. Given the various roles a teacher plays in students' lives-educator, potential parent figure, counselor, advocate, coach, arbiter, what advice would you give to prepare new teachers for their role as a Hero?

2. Identify three low performing students in your class. Think about how well you know each student. What are each students' hobbies, dreams, strengths, challenges, and so on?

Teacher-student relationships (.72)

In effective teacher-student relationships where teachers are approachable, students are more engaged, more respectful of others and display less negative behavior. This has a positive impact on student achievement.



What Does It Look like When Teachers Foster Heroes?

- Teachers talk in a positive manner about students.
- Teachers hold high expectations for all students.
- Students respect teachers and their classmates.
- Students feel listened to and acknowledged for their unique skills and talents.
- Students trust their teachers.
- Students appreciate each other's differences.
- Teachers value students' ideas and opinions.
- Teachers let students know they care about them as individuals.
- Students work collaboratively and support each other.

Knowing just **one** thing about each of your students can make a difference.

Heroes and Hibernators

<p>Commit to A Direction</p> <ul style="list-style-type: none">• Ask students regularly about their hopes and dreams.• Incorporate student interests in teaching. Even casual references to a hobby will engage students.• Don't allow students to sleepwalk through classes. Involve these students in making classes more engaging.• Ride the school bus at least twice a year to understand students' pre-school routine/ journeys.• Greet students when they enter the classroom. <p>Learn to Listen</p> <ul style="list-style-type: none">• Ask students what they thought of a specific lesson: Too hard? Too easy? Relevant?• Provide time for your students to ask questions during class.• Create opportunities for students to post questions and thoughts about class that come directly to you.• Invite students to review classroom and school policies and procedures.• Conduct student focus groups at least once a quarter.	<p>Classroom Practices to Engage Hibernators</p> <ul style="list-style-type: none">• Give daily words of encouragement• Show students respect; let them know you value them as individuals• Attend after school events that your students are involved in• Take the time to ask students how they are doing.• Be available to listen to students' concerns and fears.• Show concern when students are absent from class.• Celebrate all forms of accomplishment on a regular bases.• Create assignments where the process is valued over the end product.• Model perseverance for your students.• Allow students to self-evaluate their work.• Help students be reflective about their accomplishments and struggles.• Allow students the opportunity to revise and improve their work.• Involve your students in citizenship projects.
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Summary

Consider what you have learned today about student aspirations, student/teacher relationships and the condition of Heroes and Hibernators. Consider how this information can change current practices in your school or district.

1. What are new ideas, research, and insights that you have gained?
2. What will be your greatest challenges in implementing improved student/teacher relationships?
3. What will be your greatest rewards in implementing improved student/teacher relationships?