

London Challenge Design Collaborative

Re-engaging Disaffected Students in Learning

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Goals & Target Group

- Identify barriers to learning
- Develop practices – increase inclusion & engagement in learning
- 60 young people
- Five secondary schools: Eltham Green, Kidbrooke, Thomas Tallis, Bridge Academy, Henry Compton



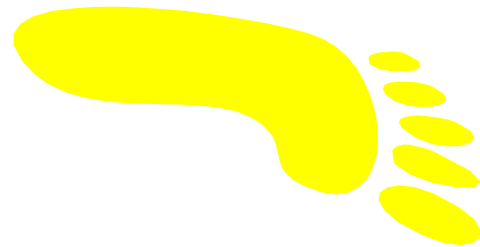
Working Assumptions

- **It ain't what you do it's the way that you do it:** Disaffected - Change Agents, not problems to be sorted
- **It's all about learning, relationship & mutual respect:** Schooling often fragmented & inconsistent experience for young people on margins; relationships – key
- **Staff need opportunities to view pupils' experiences in new ways:** Collaborative arrangements beyond classrooms & school gates

- **Based on Riley et al (2002)**
Working with Disaffected Students: Why students lose interest in school and what can be done about it.



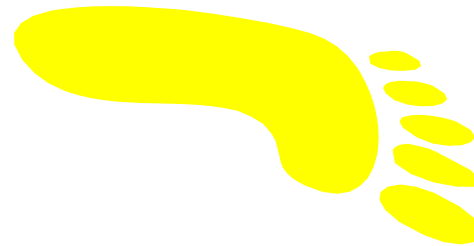
- **Five steps to getting started**





Step 1

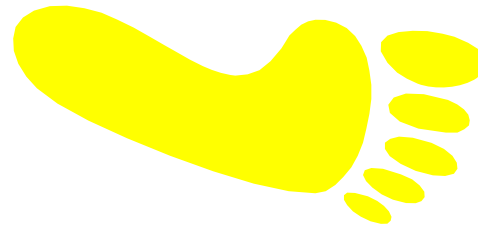
- **Identify a core team of staff who want to explore new ways of working with pupils & develop a change strategy**





Step 2

- **Give staff time to share their aspirations**





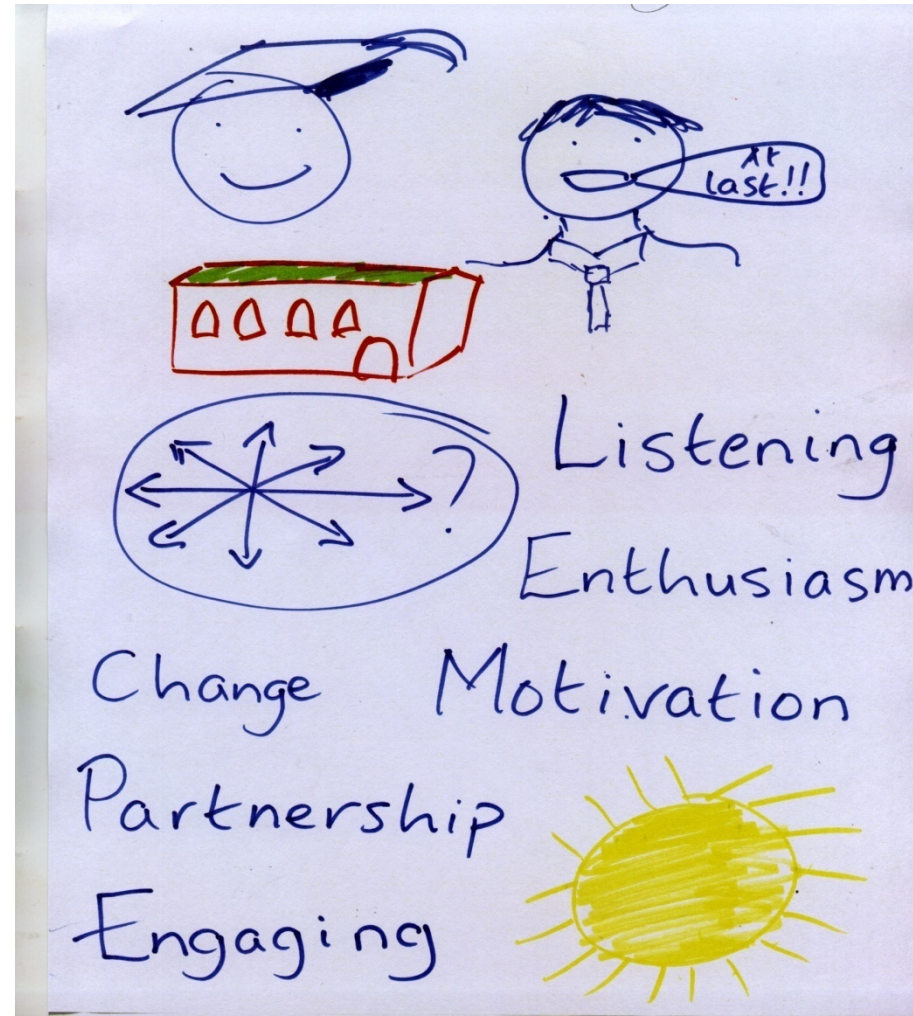
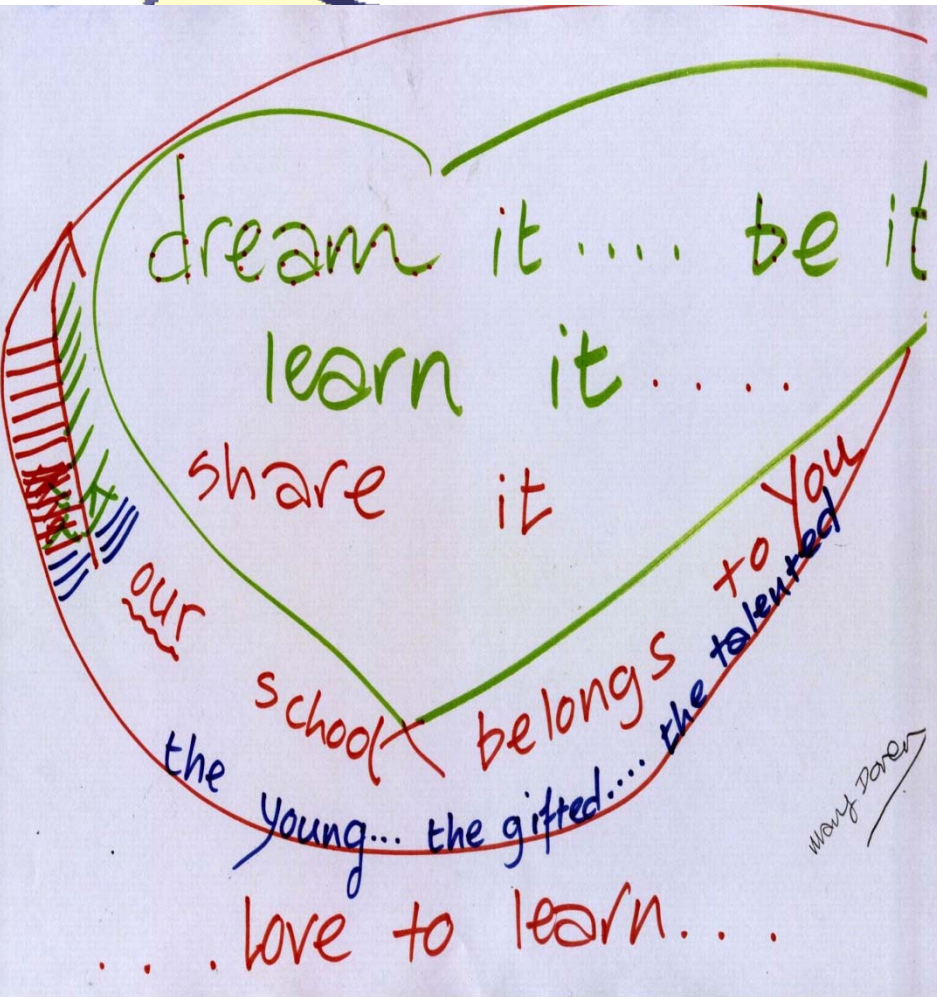
Aspirational Poster

- Moving away from...





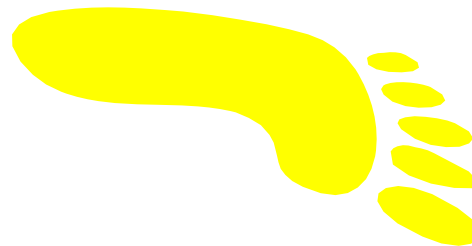
Towards.....





Step 3

- **Give staff opportunities to experiment with a range of research tools & to work together**



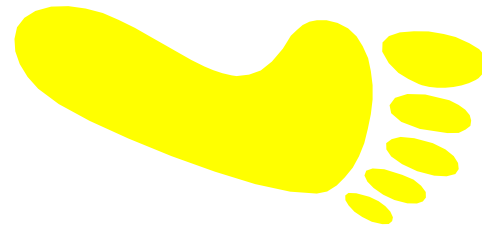


- **Pupil for a day**
- **Questionnaire framework (parents, pupils or staff)**
- **Pupils' drawings: sharper insights their school lives**



Step 4

- **Find out what pupils think**



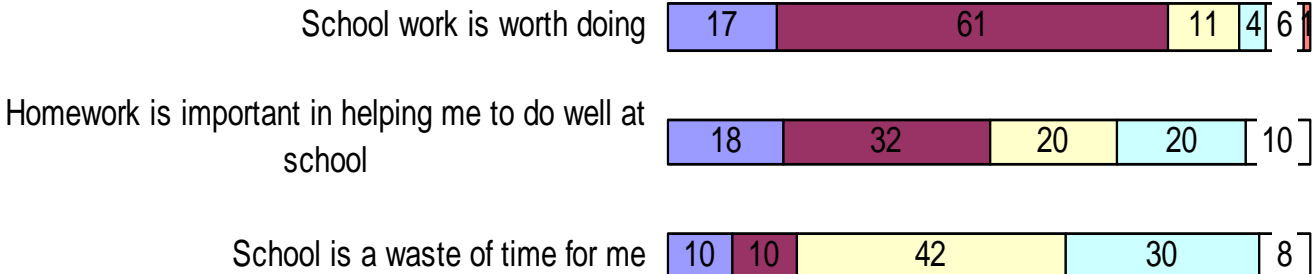


- **Pupils valued school – but didn't necessarily like it**

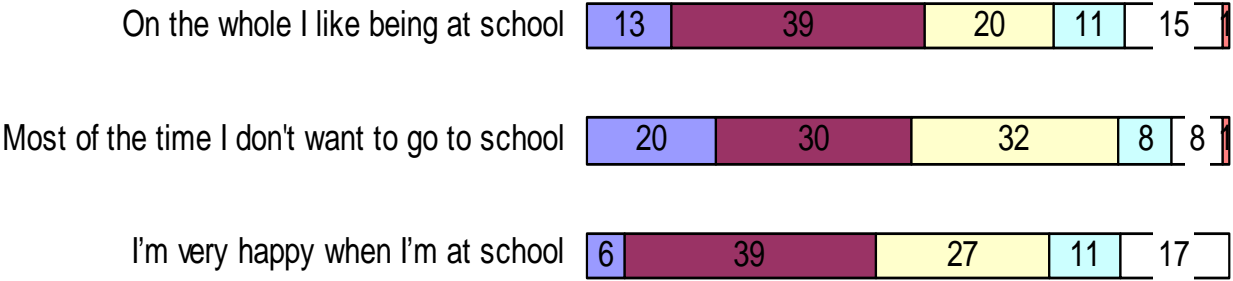
Chart 1: Perceptions of school
(% of responses from all schools)

■ Str agree ■ Agree □ Disagree □ Str disagree □ Not sure ■ No answer

VALUING SCHOOL



LIKING SCHOOL





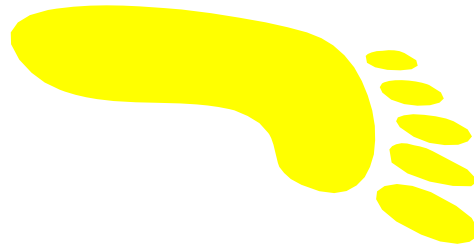
What Matters?

- **Teacher-student relationships:** Concerned about teachers who shout, nag, picking on individuals, or are unfair.
- **Quality of lessons:** More interesting, more fun & more supportive of their individual needs
- **Being taken account of:** Their feelings & opinions to count for more



Step 5

- **Create new learning opportunities - inside & outside school**





Inside

- **Focus on**

- Relationships
- Personal & study support
- Building self-esteem
- Developing team work

- **Strategies**

- Pupils as researchers
- 'The Perfect Day'



Outside

- **If we change the learning environment will this help pupils to re-engage in learning in new ways?**



Challenge Framework

- **Challenge 1 – Hub & Anderson (1 day)**
- **Challenge 2 – Star Challenge (24 hr)**
- **Challenge 3 - In at the Deep End (24 hr, camping & canoeing)**
- **Challenge 4 – Finding Your Way (Wales, 4 days)**



Three Changes

- **Change the Learning Environment**
- **Change Relationships between students & staff**
- **Change Beliefs about what it is possible for young people to be & become**



- **Change I: Change the Learning Environment**
- **Not just location in which learning takes place but ways in which young people experience their learning**



Outdoor Learning Experience

- Is inclusive of all learners
- Breaks down learning into systematic, bite-size chunks
- Is a template for alternative ways of learning
- Enables students to talk to teachers about how they learn best

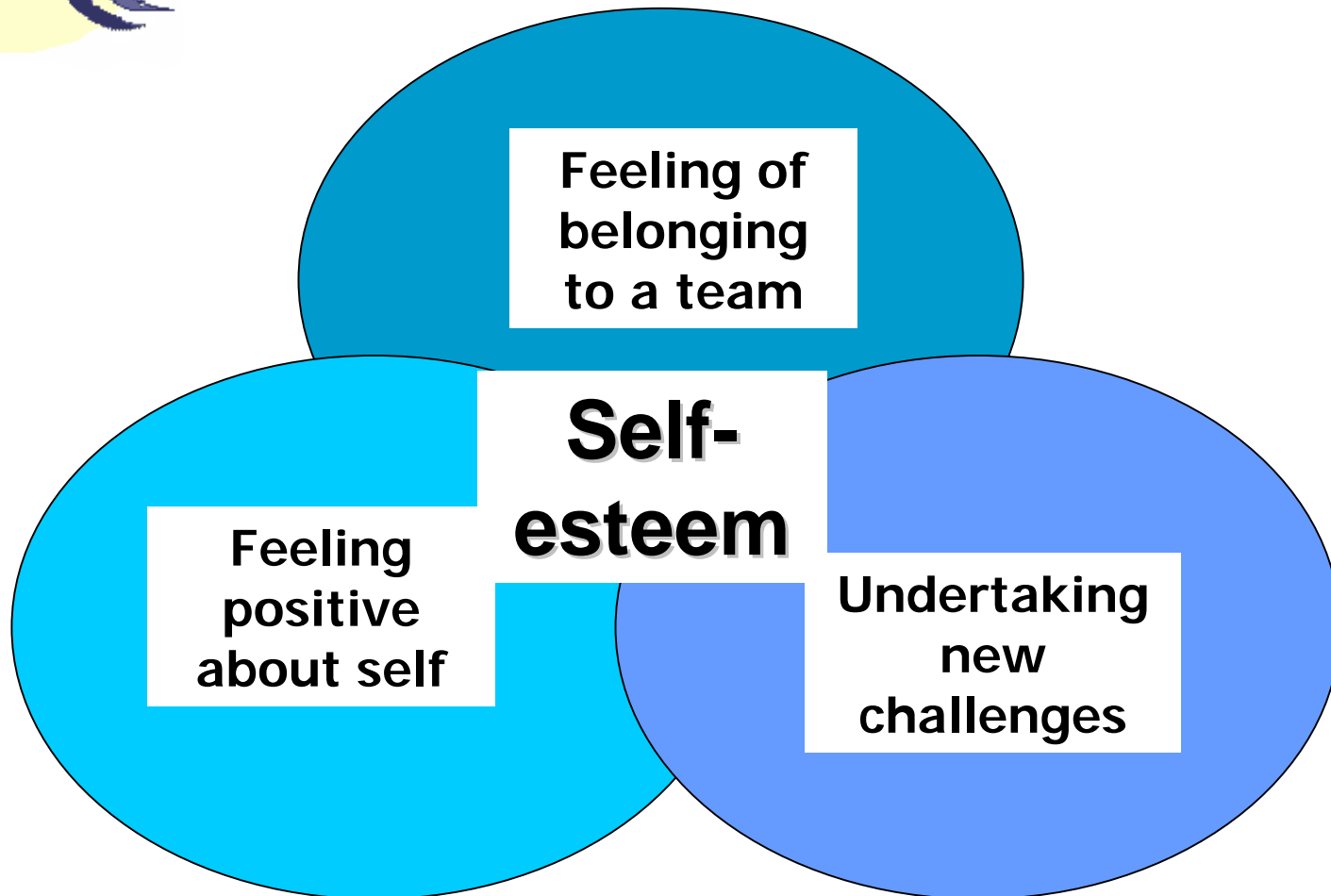


Impact of Challenges

	Girls before	Girls after	Raw score increase	% increase	Boys before	Boys after	Raw score increase	% increase
Hub Challenge	72	285	213	295.8%	293	630	337	115%
Star Challenge	104	194	90	86.5%	398	741	343	86.1%
In at the Deep End	48	184	136	283.3%	278	373	95	34%
Finding Your Way	171	659	488	285.3%	728	1124	396	54.4%



Building Self-esteem





- **Change 2: Change relationships between students & staff**
- By giving staff time to understand more about what makes students tick & by bringing them together to work in new ways



Staff

- During the Gorge Walk, I turned to X & thanked him for his bravery & told him of my personal fears & how inspiring it was for me to see him taking on the challenges despite his fears
- It was a complete role reversal that changed the relationship



- **Change 3: Change beliefs about what is possible for young people to be & become**
- Need to demonstrate to students labelled troubled or troublesome (& staff) they're capable of being creative learners with much to contribute



Students

- *I honestly believe its made me discover the real me ...I used to put on a fake me to impress people but now I know the real me is good.*
- *It teaches us how to communicate properly & you can talk to other people & share ideas in lessons.*
- *The London Challenge helps me with my lessons because when I feel I can't work cos I'm tired, I remember the things we learnt on how to stimulate you mind & I can get twice the work done.*



New Sense of Self

- *At times I was scared but after getting over the difficult bits & succeeding, I had the best feeling in me I have ever felt.*
- *I was really proud of myself on the Gorge walk. Me & Simon sorted out our differences & we were fine. That's when we started bonding.*
- *One thing that I was proud of was that, me & a girl I dislike had to go down a slope & I think she realised that, even if I don't like you, I'll try & help you.*
- *She went to fall & I grabbed her back in & stopped her from falling which I think was good of me, as me & this girl really don't like each other.*



What's the Evidence?

- Inclusion
- Attendance
- Course completion
- Engagement in learning



- **Outcomes & Opportunities**



Outcomes for Staff

- *Provided inspiration to research & develop a new professional pedagogy*
- *Made me think about changing the learning environment*
- *Provided me with confidence to challenge formal approaches to teaching & learning & experiment in my teaching*
- *Helped me to take students' emotional temperature*
- *Created opportunities to listen & act on what students are saying about how they learn*



Outcomes for Students

- Gained confidence to persist in face of difficulties, within & outside school environment
- Once disaffected students.....
 - become happier in themselves
 - feel they're being listened
 - come to recognize learning can be rewarding & enjoyable
- Less disruption & confrontation classroom



Citizenship & Celebration

- Awards Ceremony (Charlton FC)
- Skills vital for future, as citizens, parents, employers and employees
 - Developing respect, tolerance & empathy for others
 - Working as a team member to solve problems & generate new ideas
 - Growing personal self-awareness
 - Cultivating a willingness to take risks & be open to new ideas



Our Learning from Students





Enabling Learning

- **Enabling Conditions**
- *Attitude:* Inclusive & experimental pedagogy which recognises young people as Change Agents
- *Perspective:* Focus on learning & relationships.
- *Approach:* Opportunities for staff to experiment, develop & work in new ways, supported by senior staff
- **Learning Conditions**
- Environment which
 - Enables new skills to be learned & valued
 - Encourages new learning to take place
 - Develops capacity of young people to work together as team members
 - Recognises & rewards their achievements