

ACADEMIC REVIEW

Why are students attaining a D or E grade in your class?

Invitational Education underpins all of our work at Clarkson. The five components of Invitational Education are not confined to being part of the broad philosophy guiding our school policies, they are also valuable analytical tools that should be embedded in all of our monitoring and evaluation of student progress.

Which of the components relate to unsatisfactory academic performance by students in your class?



Unsatisfactory academic performance may be due to factors in more than one arm of the starfish.

Our strategies for improvement may require us to apply change in more than one area at the same time.

PEOPLE

Are there problems with the engagement/participation of students in your classes?
What are your strategies to address any issues? (See attached notes on Resilience)

PROCESSES

Are your lesson organisation and lesson content achieving your goals for each class?
What are your strategies to address any issues?

PROGRAMS Is the curriculum and sequence of delivery appropriate for students in each class?
What are your strategies to address any issues?

POLICIES Are your classroom rules and expectations creating an inviting learning environment?
What are your strategies to address any issues?

PLACES Is your classroom an interesting and inviting place for students to learn?
What are your strategies to address any issues?

RESILIENCE

Sometimes students may attempt an activity then disengage from further learning if they do not have a rewarding and successful experience. Providing students with support and encouraging students to try again when they have difficulty with a task or concept are essential components of Invitational Education.

Invitational Education encourages student resilience when things do not go well the first time and encourages students to see failure as a normal part of discovery and learning, not as a judgement of personal worth.

The factors below should be considered in each classroom. A lack of resilience may be a major factor in student disengagement and lack of interest in learning.

Nine common factors that predict resilience (from Michael Ungar)

1. Structure

Communities that provide reasonable limits for children and young people, and alternatives to express themselves and make some decisions, create the optimal environment for children to thrive.

2. Consequences

Good consequences remind children they are still a part of their families, schools and communities, and accountable for the harm they cause others.

3. Parent-child connections

When parents are available and have enough time and resources to help their children, these relationships become powerful and help children develop a sense of personal worth and problem-solving skills.

4. Many strong relationships

A child's ever expanding social networks help to make them more resilient.

5. A powerful identity

By reinforcing the positives, adults can help children make better decisions with regard to the identities they choose.

6. Sense of control

From an evolutionary standpoint, we are designed to take control, fail in manageable ways and then persist with another try. The children who have these experiences enjoy the 'risk-takers advantage'.

7. Sense of belonging, life purpose and spirituality

These are processes that we engage in when others provide us with opportunities to make sense of our lives.

8. Fair and just treatment

This is also something that we need to create for children, especially children who are vulnerable.

9. Physical and psychological safety

This includes adequate housing, safe streets, well-resourced schools and parents with the time to pay attention to them.