

Developing strategies to improve the resilience of 'quiet' disadvantaged students

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Marion was concerned that 'quiet' disadvantaged students who typically internalised their thoughts, were struggling in the classroom context. They were carrying on unnoticed and therefore not achieving as well as they might have. She was driven to ensure that these students felt supported and valued. Marion feels passionately about working in pastoral care and believes every child should have access to the best quality teaching.

PUPIL IMPACT

- increase in growth mindset thinking
- increased well-being
- increased motivation.

To identify the students to focus on, I consulted all the Heads of Year, Special Needs Co-ordinator and Assistant Headteacher. I also consulted Sixth Form students to ask them about their learning experiences. From the consultations, I was able to identify a need concerned with transition from Year 8 to Year 9. I then approached the form tutors to ask them to identify the quiet students or 'internalisers'.

My next step was to consult with the Head of Year 9. We checked the list of 'internalisers' for students with the following needs: medical conditions; English as additional language/not first language; one grade or more below expectation from primary school prediction; attendance below 93%; not receiving intervention. If a student had 3 or more markers, I invited them to join the group.

Once I had students to work with, I made a programme to run once a week for seven weeks. We worked through topics which encouraged conversation. This was a perfect opportunity to shine a light on these young people. Providing an environment where the quiet, introverted students felt they were allowed to speak and share opinions freely and safely helped them to gain confidence. This had a positive influence on their wellbeing and identity as learners in the classroom.

PERSONAL IMPACT

- developed leadership capacity
- personal satisfaction
- developed relationships around school.

PROFESSIONAL IMPACT

- raised the profile of the disadvantaged 'Quiet Child'
- developed colleagues' understanding of 'under-rated' young people and how to support them.

1

KEY LEADERSHIP LESSON:

Leading the process, exploring your own ideas to make a positive improvement in a young person's life

+ putting it into practice = 'Making a Difference'.

2

KEY LEADERSHIP LESSON:

Collaboration builds confidence and communication skills.

3

KEY LEADERSHIP LESSON:

Including colleagues in the process, encouraging discussion and debate about an idea helps to improve it.

SYSTEM IMPACT

- increased awareness of 'internalisers' and how to support them amongst colleagues within the Multi Academy Trust.

'I really think you should do this again because it really helped me and made me feel that you cared' - student