



Harnessing the Power of Good Pedagogy and Motivation to see Adolescents with Learning Difficulties Flourish



**Matthew White
Sydney Catholic Schools**

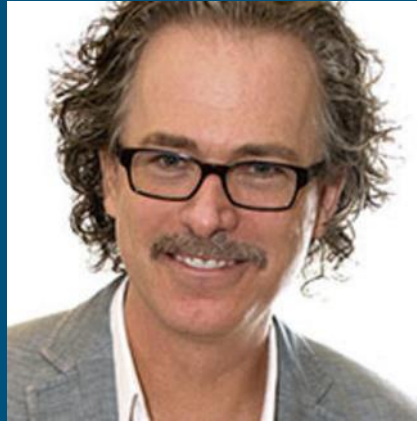


Flourishing Learners in Thriving Learning Communities



“Attention to pathology neglects the flourishing individual and the thriving community”

Prof. Martin Seligman (1999)



“Flourishing is more than the absence of mental illness”

Prof. Corey Keys



“Let’s Teach Not Treat”

Prof. Lindsay Oades



What does it mean to flourish?



Feel good

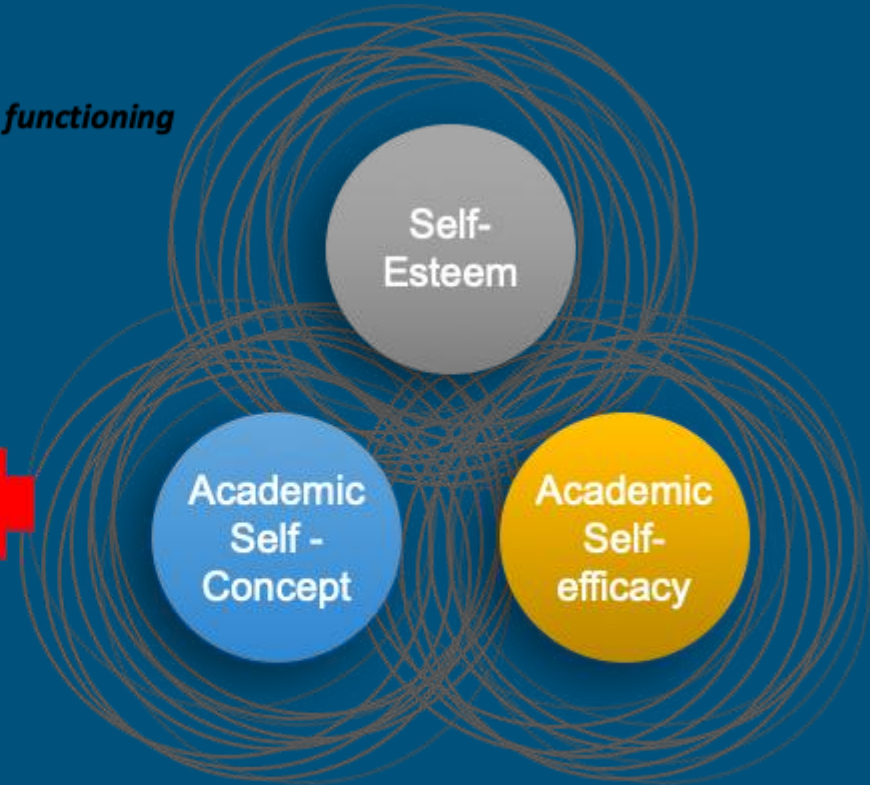
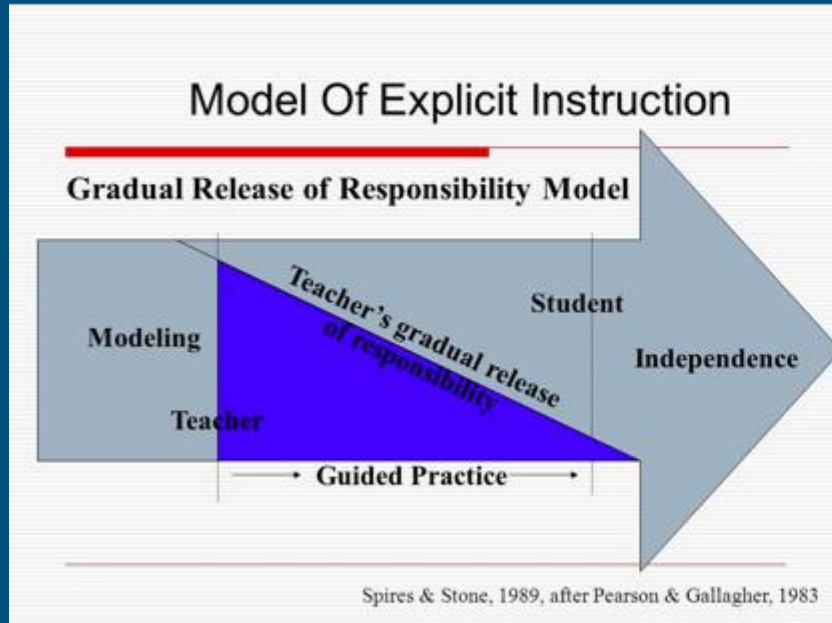


Do Good



Theoretical Framework

Experience of *optimal functioning*



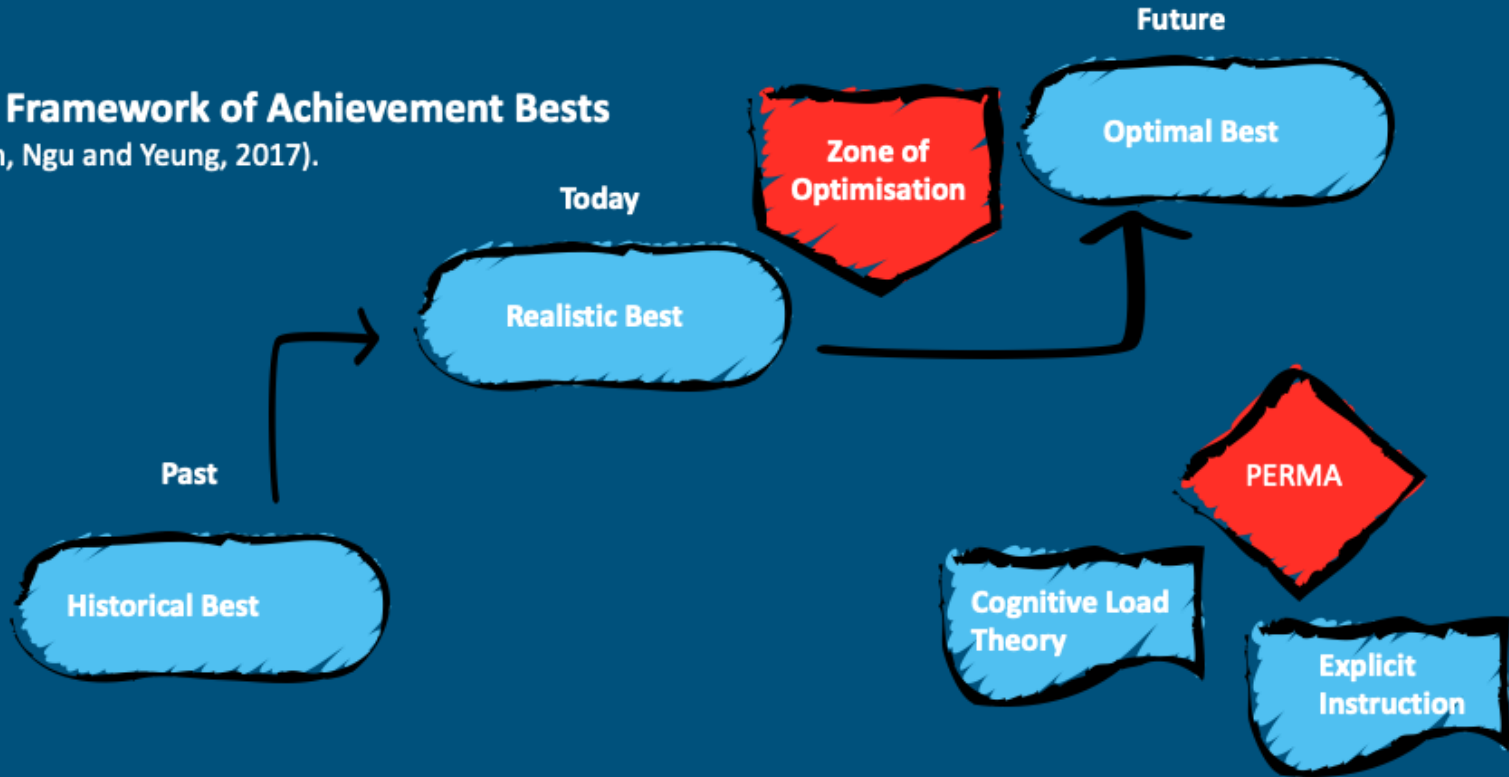
Educational Supports

Psychological Wellbeing Supports

Theoretical Framework

The Framework of Achievement Bests

(Phan, Ngu and Yeung, 2017).



Research Aim & Question

To investigate the effectiveness of a systems approach towards the academic and psychological support of students with learning difficulties.

Does a universal systems approach support the educational outcomes of students with learning difficulties?

Methodology

Intervention over one academic year

Quasi-experimental pretest posttest design.

Yr 8 English experimental & Mathematics experimental groups ($N= 23$) compared to 2 control groups.

Pragmatic Theoretical Perspective -
Mixed Methods



Data Collection and Convergent Triangulation

Quantitative

NAPLAN

Academic Grades

Self Belief

Questionnaire

Responses



Qualitative

Interviews
(students, teachers)

Formal lesson
observations



Data
Triangulation

Quantitative Results: Academic

Students in both the experimental Mathematics and English groups made statistically significant gains in their NAPLAN and academic performances.

BUT

The experimental groups' academic gain did not surpass that of the control group.

Students in the control group did not make statistically significant gains.

Quantitative Results: Self- Belief

English Experimental Group

Statistically significant gain was found for the experimental groups' academic self concept and academic self efficacy.

Mathematics Experimental Group

No statistically significant gain was found for the experimental groups' across all subscales.

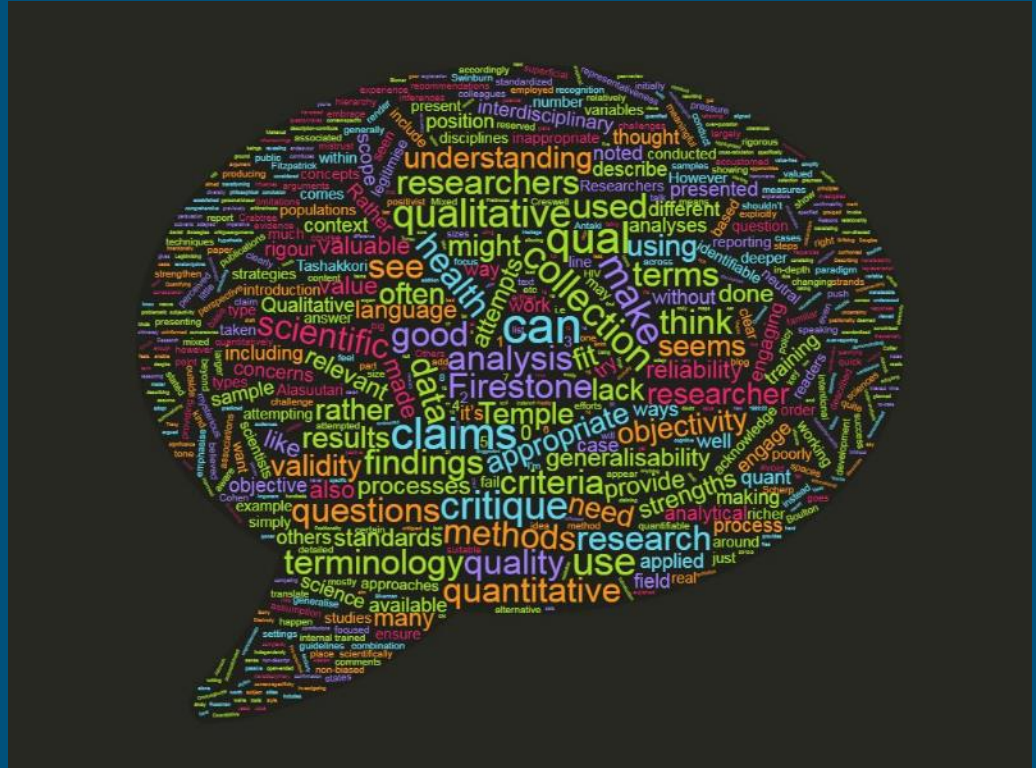
Qualitative Results

Teachers' in experimental groups followed a gradual release model.

More teacher directed learning

Increased feedback and student engagement

More students handing tasks in compared to non submission in the past.



Conclusions

Interventions for adolescents with LD are best when they teach skills instead of treat deficits.

- I. Calibrating students academic self beliefs foster positive emotions.
- II. Effective pedagogy is the precursor to engagement: cognitive load theory, explicit instruction, establishing Flow all support engagement.
- III. Inclusion is a sense of belonging. Belonging is built on participation and relationships.
- IV. The meaning of all learning tasks should be apparent to students. Promotion of a mastery goal orientation is the goal of all educators
- V. We need to re- calibrate students fixed sense of accomplishment. The Framework of Achievement Bests encourages a state of *optimal best* (Energy = vitality and academic buoyancy).