Engaging the Disengaged Student
Engaging the Disengaged Student
What is the purpose of a Duel Credit Program?
Engaging the disengaged student

Heather Bickle (B.Ed, MS pending)
Health Promotion Coordinator
Office Diversity, Inclusion & Transitions
Durham College

Robert Wager (RSE, OCT)
School College Work Initiative & Academic Upgrading
Durham College

Sue Hawkins (M.A.)
Manager, School College Work Initiative & Academic Upgrading
Durham College
What indicates a students' lack of engagement?
Engaging the disengaged student

- Missing class
- Not participating
- Sleeping in class
- Missed homework
- Lack of eye contact
- Lack of personal hygiene
- No friends
- Tone of voice
- Closed body language
Engaging the disengaged student

How do we engage the disengaged student?
5 WAYS TO BOOST STUDENT ENGAGEMENT WITH FLOW THEORY

BY JOHN SPENCER

EMBRACE STUDENT CHOICE AND AGENCY

HELP STUDENTS MONITOR PROGRESS

START WITH INTRINSIC MOTIVATION

PROVIDE SCAFFOLDING

MINIMIZE DISTRACTIONS
Engaging the disengaged student

- Engagement is connected to motivation
- To be intrinsically motivated psychological needs of autonomy, competence, relatedness and relevance need to be met

<table>
<thead>
<tr>
<th>Autonomy - Having a degree of control over what they do.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence - Feeling capable of successfully completing a task.</td>
</tr>
<tr>
<td>Relatedness – Feeling connected to others, and cared for by people they respect.</td>
</tr>
<tr>
<td>Relevance – Seeing a task as interesting or purposeful.</td>
</tr>
</tbody>
</table>

If you see a lack of engagement, there might be a lack of motivation which means psychological needs are not being met
Engaging the disengaged student

Lack of Engagement

Not motivated

Psychological needs not met
Engaging the disengaged student

Lack of Engagement

Not motivated

Social determinants of health:
- Income
- Education
- Employment
- Food Insecurity
- Housing
- Social Exclusion
- Social Safety Network
- Health Services
- Early Childhood Development
- Aboriginal Status
- Gender
- Race
- Disability
Engaging the disengaged student

**Priority neighbourhoods numbers**

**Durham’s 7 priority neighbourhoods - the numbers**
- 91,000 residents (2011)
- 13,400 seniors aged 65+
- 2,300 immigrated to Canada between 2001 and 2011
- 12,300 young people aged 15 - 24
- 14,000 children aged 0 to 14
- 1,000 births (2012)

**Community assets include**
- 5 public libraries
- 88 parks
- 54 childcare centres
- 26 elementary schools
- 2 town halls
- 65 places of worship
- 40 social and affordable housing properties

**Unemployment rate (2011)**
- Durham 8.6%
- Downtown Oshawa 15.5%
- Beatrice North 13.9%
- Gibb West 12.4%
- Lakeview 14%
- Central Park 11.6%
- Downtown Whitby 11.2%
- Downtown Ajax 9.6%

**Children less than 6 years of age in low-income households**
- Durham 12.8%
- Downtown Oshawa 42.6%
- Beatrice North 24.2%
- Gibb West 28.3%
- Lakeview 38.4%
- Central Park 25%
- Downtown Whitby 24.9%
- Downtown Ajax 27.6%

**Teen pregnancy rate per 1,000**
- Durham 25.5
- Lakeview 66.2
- Gibb West 65.8
- Central Park 49
- Downtown Oshawa 111.1
- Downtown Whitby 27.3
- Beatrice North 40.7
- Downtown Ajax 48.8

**Percentage of people in low income households**
- Durham 9.9%
- Downtown Oshawa 28.1%
- Beatrice North 19.8%
- Gibb West 18.7%
- Lakeview 26.5%
- Central Park 11.6%
- Downtown Whitby 15.6%
- Downtown Ajax 15.6%

**Median after-tax income**
- Durham $70,100
- Lakeview $44,600
- Gibb West $46,600
- Central Park $52,700
- Downtown Oshawa $32,500
- Downtown Whitby $52,200
- Beatrice North $43,600
- Downtown Ajax $48,300

**No high school completion (25-64)**
- Durham 8.9%
- Downtown Oshawa 22.8%
- Beatrice North 20.1%
- Gibb West 20.1%
- Lakeview 22.4%
- Central Park 16.7%
- Downtown Whitby 10.7%
- Downtown Ajax 9.8%
Engaging the disengaged student

39% Adults who have not eaten for a whole day because of lack of money.

45% Adults who go hungry at least once per week because of lack of money.

32% Adults who have given up food in order to pay rent.

32% Food bank clients who are children.

25% Children who go hungry at least once per week because of lack of money.
Engaging the disengaged student
Engaging the disengaged student

Durham College – Centre for Success

<table>
<thead>
<tr>
<th>Year</th>
<th># Enrolled</th>
<th>Success Rate</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>348</td>
<td>93%</td>
<td>94%</td>
</tr>
<tr>
<td>2016-17</td>
<td>371</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>2017-18</td>
<td>381</td>
<td>98%</td>
<td>95%</td>
</tr>
</tbody>
</table>
Engaging the disengaged student

Durham College – Dual Credits

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolled</th>
<th>Success Rate</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>1783</td>
<td>92%</td>
<td>94%</td>
</tr>
<tr>
<td>2016-17</td>
<td>1792</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>2017-18</td>
<td>1798</td>
<td>95%</td>
<td>94%</td>
</tr>
</tbody>
</table>
Engaging the disengaged student

Number of students who took a dual credit with Durham College who applied to Durham College

Proportion of First Sem

<table>
<thead>
<tr>
<th>Year</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>6.6%</td>
</tr>
<tr>
<td>2015</td>
<td>7.2%</td>
</tr>
<tr>
<td>2016</td>
<td>9.0%</td>
</tr>
<tr>
<td>2017</td>
<td>10.4%</td>
</tr>
<tr>
<td>2018</td>
<td>10.8%</td>
</tr>
</tbody>
</table>

Sum of Proportion for each Year. The marks are labeled by sum of Proportion.

Number of students who took a dual credit with Durham College who applied to Durham College
Engaging the disengaged student

Lack of Engagement

Not motivated

- Durham Region: 37% homeless population children & youth (higher than national average)
- Food insecurity
- Violence in home
- Substance experimentation and misuse
- Development of mental illness (75% develop before the age of 24)
- Lack of meaning, purpose and direction in life
When you were 5 years old, what did you want to be when you grew up?
“When I was little, my teachers would ask me about my hopes, dreams and goals but those were a privilege my family did not have. My mother never once told me I could be anything I wanted to be; she told me I needed to make money to put food on the table.”

~ CFS Student
Engaging the disengaged student

Lack of Engagement

Not motivated

Psychological needs not met
Engaging the disengaged student

**Maslow's New Hierarchy of Needs**

- **Physiological**
  - Food, Water, Rest

- **Safety**
  - Security

- **Love/Belonging**
  - Intimate Relationships, Friends

- **Esteem**
  - Feeling of Accomplishment

- **Self-Actualization**
  - Achieving one's full potential

- **Self-Transcendence**
  - Sense of Meaning

---

**Engagement**

- Goals
Engaging the disengaged student

So, how do we engage the disengaged student?
Engaging the disengaged student

Duel credit programs help access community supports
Engaging the disengaged student

Teacher

Pyramid with levels:
- Self-actualization
- Esteem
- Love/Belonging
- Safety
- Physiological

Diagram shows a student climbing the pyramid, suggesting strategies for engaging disengaged students.
Engaging the disengaged student

Focus should be on building a relationship with students, to help develop a sense of belonging, so they can start to develop Esteem (accomplishment- GED), and then intrinsic motivation will start to grow and students will be engaged with their learning.
Engaging the disengaged student

Not about preparing for “the real world”

Not about preparing for college
Engaging the disengaged student

It’s all about the Connection
Engaging the disengaged student

• Connection is a common theme for engagement & motivation....
Engaging the disengaged student
• Connection is why we are here
• Shame unravels connection
• For connection, we need to allow ourselves to be seen (vulnerability)
• Sense of belonging came from a belief that you are worthy for love & belonging

Teachers need to INSPIRE students to believe they are worthy of love and belonging
Next steps...

• Invest in discovering how to inspire the belief of worthiness

• Restorative practice to reduce shame & increase vulnerability
The title of this post pays homage to Brené Brown’s moving TED talk. Her insights and research on this subject matter spoke to my core as a teacher and human being. I have a sign on the wall of my classroom beside my desk that says ‘Teaching is a Work of Heart’. It had become an invisible part of my décor until a lovely sixth year recently wrote me a kind thank you card that alluded to this sign that he had been looking at and associating with me for the past five years.
Engaging the disengaged student

• Brene Brown’s TED talk spoke to core as a teacher and human being
• ‘Teaching is a Work of Heart’
• “The restorative work that I am engaged in and advocating in schools is very much influenced by the intention of living ‘whole-heartedly’, of being vulnerable, authentic. It is along this path where we meet connection, where we find our true selves and see this in one another”
• Restorative Practices in the classroom

Embrace fears
Acknowledging and opening up to shame
Cultivating the power of vulnerability
Engaging the disengaged student

Use affective statements

I statements that express an emotion/affect

The intention is to share in a way that promotes empathy and understanding

Challenging for teachers whose identity of a good teacher was attached to being or feeling the need to be authoritarian and in total control
“restorative practices may just be our Yellow Brick Road”
Engaging the disengaged student

1-5% of Population

REBUILDING RELATIONSHIPS

REPAIRING RELATIONSHIPS

REAFFIRMING RELATIONSHIPS THROUGH DEVELOPING SOCIAL AND EMOTIONAL SKILLS

Whole School

UNIVERSAL
e.g., RCP, HIPP, RCCP

TARGETED
e.g., Problem-solving Circles

INTENSIVE
e.g., Restorative Conferencing
Engaging the disengaged student

1. What does it mean to be vulnerable as a teacher?

2. How can you cultivate vulnerability in your classroom?

3. How can you utilize restorative practices in your classroom?
AMPLIFIERS
The Power of Motivational Leadership to Inspire and Influence

150 Ways to Increase Intrinsic Motivation in the Classroom

You Are a Badass
How to Stop Doubting Your Greatness and Start Living an Awesome Life

START WITH WHY
How Great Leaders Inspire Everyone to Take Action
IMPLEMENTING
RESTORATIVE
PRACTICES IN
SCHOOLS
A PRACTICAL GUIDE TO TRANSFORMING SCHOOL COMMUNITIES

WHAT THE
RESTORATIVE
APPROACH
LOOKS LIKE
IN MY CLASSROOM

TESSA ROSE ADAMS