



Supporting students from low socioeconomic backgrounds to flourish

Reflection guide

Centre for Education Statistics and Evaluation

What is the purpose of this publication?

This reflection guide is a practical resource for teachers and school executive staff to support students from low socioeconomic status (SES) backgrounds to flourish. It draws on the evidence presented in the Centre for Education Statistics and Evaluation (CESE) practical guide [Supporting students from low socioeconomic backgrounds to flourish – what works best in practice](#), which gives schools examples of strategies to support student engagement and wellbeing. Read the paper and reflect on your practice using the questions below as a guide.

What does the evidence say?

Research shows that a student's academic agency can significantly impact their educational outcomes and overall wellbeing, particularly for low-SES students. Academic agency includes positive academic self-concept and behaviour, perseverance, everyday resilience and sense of belonging to school.

How can I identify the students in my class that could benefit from support to develop their academic agency?

How do you foster academic agency?

Teaching practices can help low-SES students who are struggling to reach their potential to flourish. Research shows it is important to:

1. Establish a well-structured and non-disruptive learning environment through effective classroom management.

What practices do I employ in the classroom to create a positive environment for learning?
How do I know these practices are effective for all students?

2. Make students feel valued and welcome members of the classroom.

How do I show students that I care about them and am attuned to their learning needs?

3. Explicitly provide relevant learning activities tying academic content to real-life situations students are more familiar with.

What practices can I employ in the classroom to ensure that all students, regardless of their prior knowledge or skills, have an opportunity to understand new content?

4. Provide effective feedback with consistent, relevant, explicit and actionable information.

What does feedback look like in my classroom?

How could I make the feedback I provide more explicit and relevant for students?

5. Hold high expectations for success of all students by encouraging and expecting students to do their best work.

How can I demonstrate to students that I expect them to continue to grow in their learning?

Do I need to do this differently for different students?