

Thought for Today

Real innovation would be about breaking the link between social position and learning outcomes It would be about the depth of learning, about intrinsic learning satisfaction, about interactive teaching styles that fully engage learners, about transparency of learning objectives, and evaluation of programs from pedagogical perspectives- Richard Teese, *Condemned to Innovate*, 2006





What is student engagement?



Is she engaged?

Charlotte – aged 20 months



Are they engaged? What would we observe?

What would students be doing and saying?

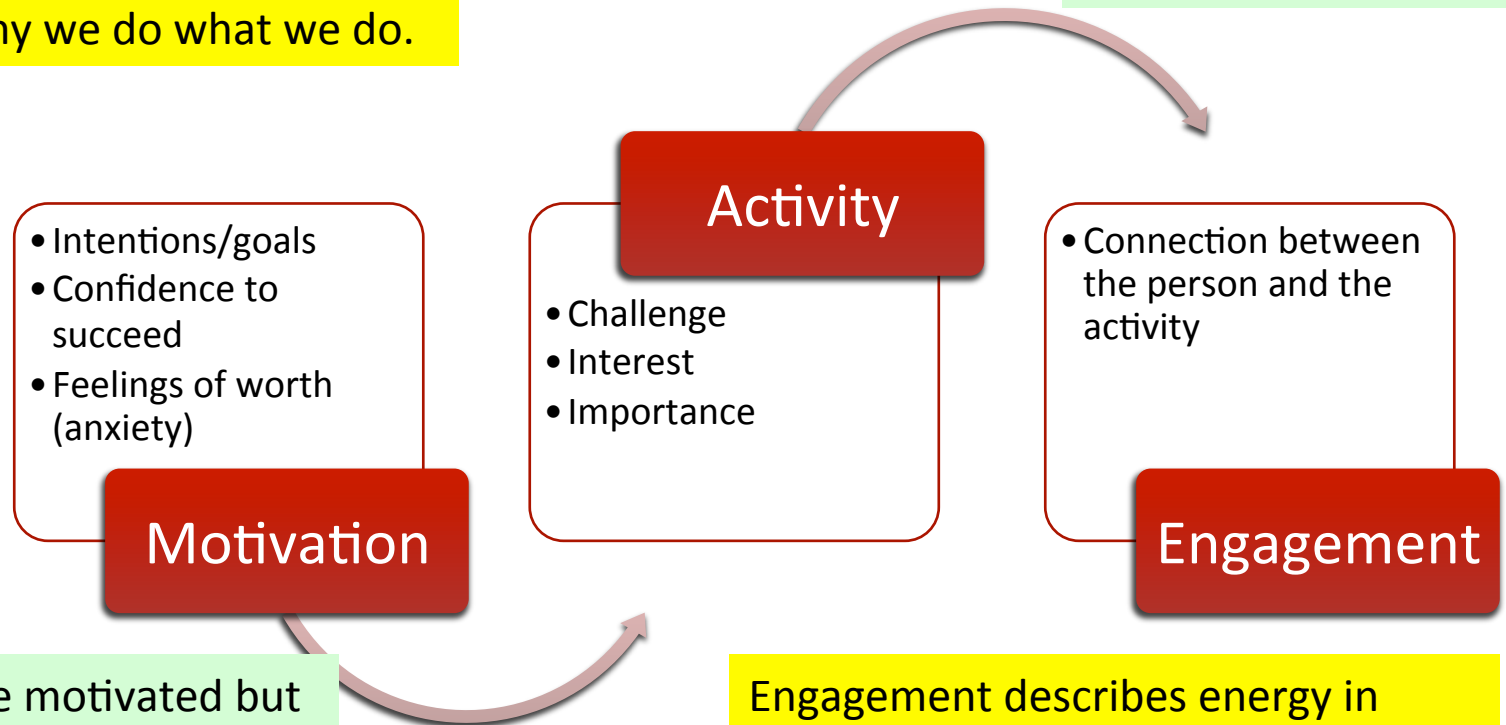
What would teachers be doing & saying?

What kinds of tasks would they be doing?

What is student Engagement?

Motivation is about energy and direction – the reasons for behaviour, why we do what we do.

Flow is the term for highly engaged



Students can be motivated but not engaged. Can you think of an example of this?

Engagement describes energy in action – the connection between the person and the activity

Different Forms of Engagement

1 Behavioural engagement

- rule following,
- class participation
- school-related activities

2 Emotional engagement

- classroom – interest, boredom
- school or teacher – identification

3 Cognitive engagement

- investment in learning goals,
- intrinsic motivation
- self regulation, being strategic

How are our students encouraged to think positively about themselves as learners at GSPS?

How are our students encouraged to think hard? How are they encouraged to be active participants in learning?

What is student engagement?

The extent to which students identify with and value schooling outcomes, have a sense of belonging at school, participate in academic and non-academic activities and make a personal investment in learning.

- Engaged Teachers, Engaged Learners

(M) Individual support

- encouraging adaptive thoughts
 - self-efficacy
 - mastery orientation
 - valuing school

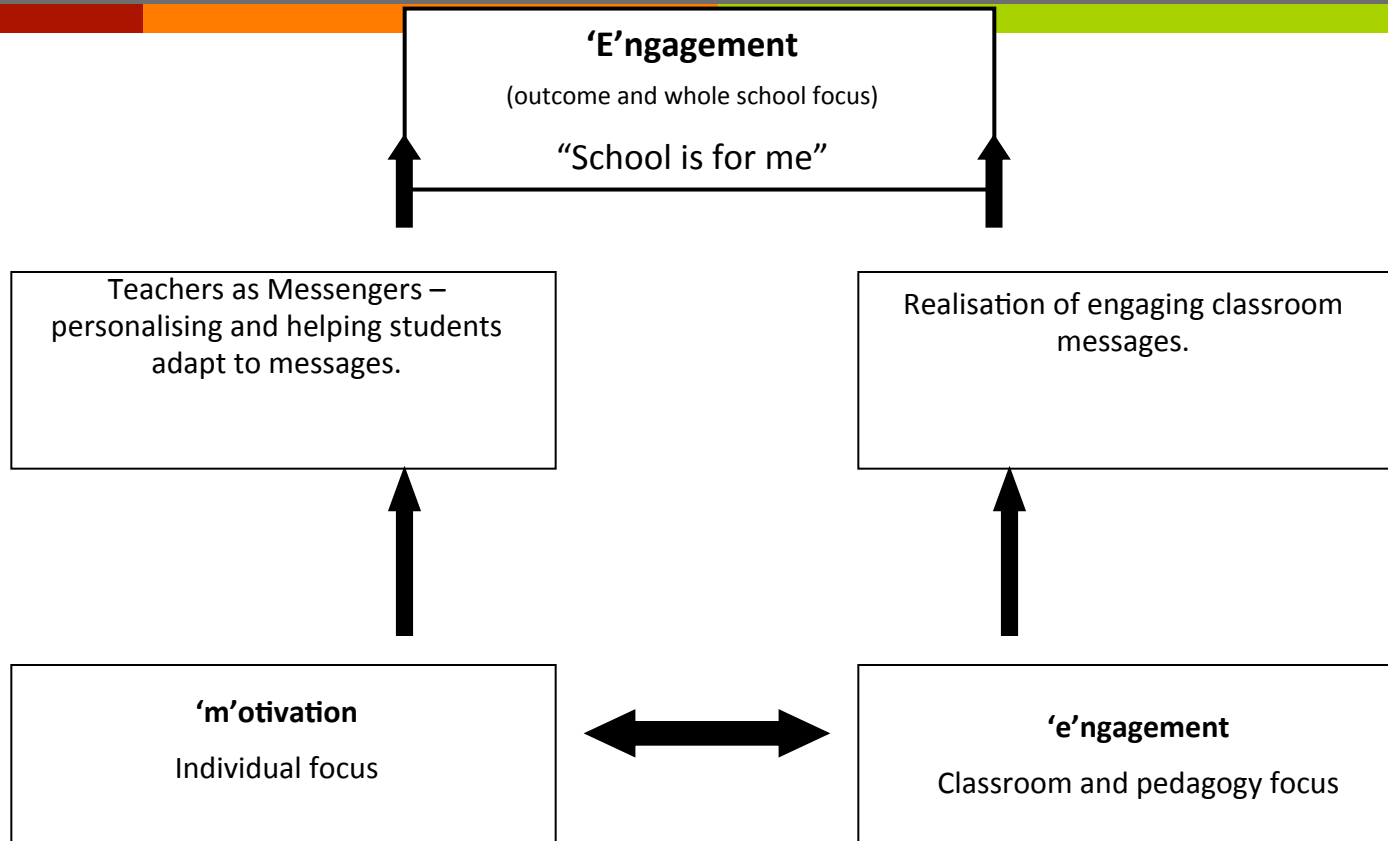
- encouraging adaptive behaviours
 - persistence
 - planning
 - study management

- avoiding impeding and maladaptive thoughts and behaviours
 - anxiety
 - failure avoidance
 - uncertain control
 - self-handicapping

'e'ngagement

- Pedagogical focus on nature of classroom learning experiences & interactions :
 - Deep understanding (high cognitive)
 - Genuine valuing (high affective)
 - Active participation (high operative)

The MeE framework



2.. Why is it important to increase student engagement?

- Engagement is both an end in itself and a means to an end.
- **An end in itself:** Students need to maintain and develop cognitive capacities and strategies, personal and emotional qualities, attitudes and values that will enable them to be productive 21st century citizens.
- **A means to an end:** Engagement leads to improved learning outcomes.

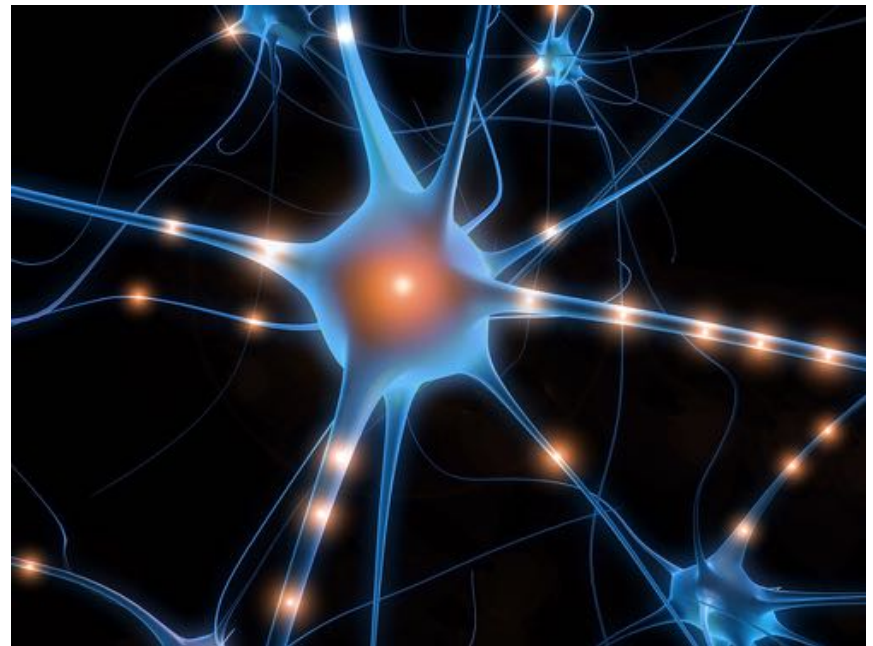
There are three brain networks involved in learning

- “recognition” – senses, prior learning
- “strategic” – focuses on the goal and progress towards the goal
- “affective” - interest, motivation and stress

All three systems are used simultaneously for learning: emotion and cognition are inextricably linked

Negative emotions (anxiety) decrease learning, whilst positive emotions facilitate learning

Mind, brain and education
- an emerging field



Why is motivation important? It's essential for learning

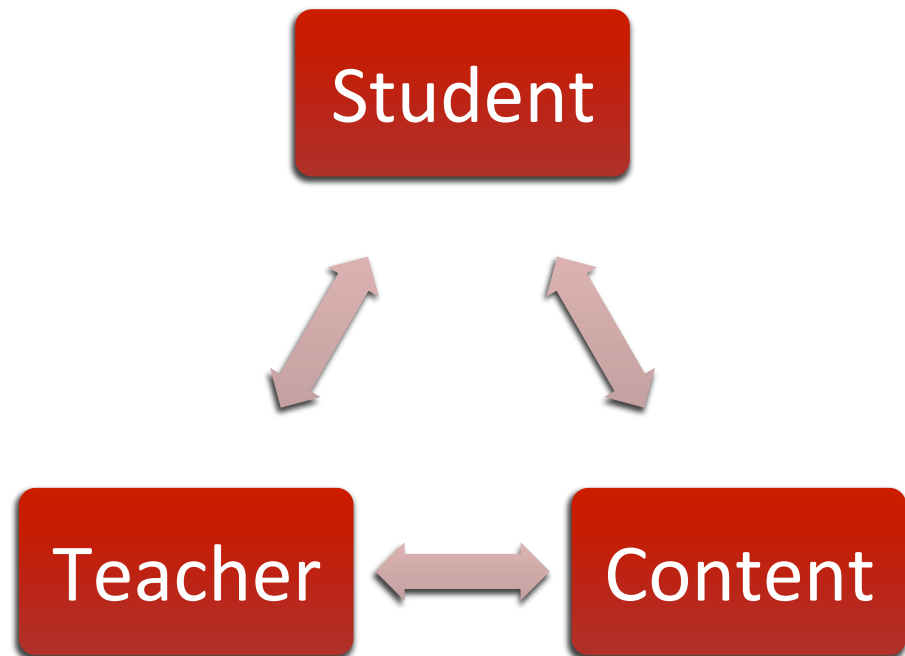
- Connections between the neurons are formed through experience “plasticity”
- We can train children to regulate their emotional reactions (reinterpret)

What does that mean for us?

- Educational experience can improve children & adolescents' brain development – both good & bad
- As the emotional and cognitive aspects of learning are intertwined we must be responsible for both.

Increases in student learning only occur as a consequence of improvements in the level of content, teachers' knowledge and skill, and student engagement

If you change any single element of the instructional core, you have to change the other two.



Elmore et al on student engagement

➔ *If you raise the level of content and the knowledge and skill of the teachers without changing the role of the student in the instructional process you get a common situation. Teachers are doing all, or most of the work, exercising considerable flair and control, and students are sitting passively watching the teachers perform*

➔ *Here (American schools) we spend a great deal of time worrying about what we're teaching and how it's being taught. In other places, people also spend a great deal of time worrying about whether students are actually interested in, and actively engaged in, and able to explain how they the students think about what adults are trying to teach them.*

Increases in student engagement are related to increases in student learning outcomes

Program for International Student Assessment (PISA)

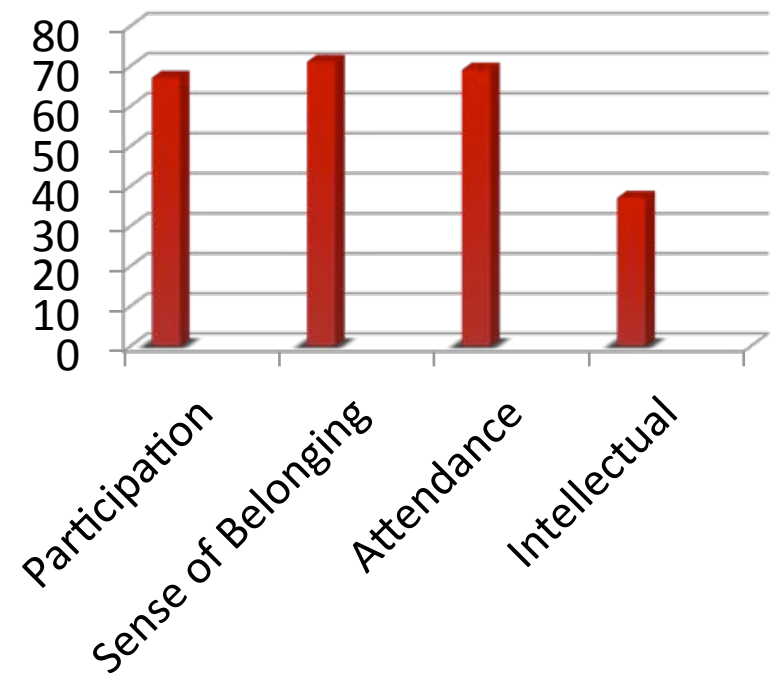
- PISA 2000: Reading
 - Correlations between engagement and reading was 0.40. An effect of this size is equivalent to improvement of one year level.
 - Student engagement had greater effect on reading outcomes than socio-economic status and gender.
 - In Australia the correlation was more marked than the majority of other OECD countries.
- PISA 2003 Maths
 - Maths self-efficacy (confidence in managing maths tasks) and maths self-concept (believe able to learn maths quickly) were the strongest predictors of mathematics literacy.

3. Can we influence student engagement? What do we need to do?

Engaged Teachers, Engaged Learners

- ➔ Canadian research in secondary schools
- ➔ 4-year longitudinal study
- ➔ 50 000 students

Percent of Student Engaged



Engaged Teachers, Engaged Learners

Schools Do Make a Difference

- students from highest 20% of ses were 1 1/2 times more likely to be engaged compared to lowest 20% ses
- % students intellectual engaged ranged from 25% to 60%
- Between 50% and 70% of differences were due to school & classroom climate

Teaching Matters Enormously

- Teachers as architects of learning
- Assessment is woven into the work students do
- Students receive specific feedback
- Activities are authentic and deeply challenging
- Students & teachers built a relationship around the work they do together
- teachers make their practice public to each other

Task Matters

Students will engage in tasks they find:

- interesting
- challenging
- important

Australian Issues Digest: DEST



Context Matters

Teachers are central to boys' and girls' engagement

Teachers' influence operates through:

- their relationships with students
- the classroom environments they create including:
 - the sense of belonging
 - shared decision making
 - incorporating achievement goals
 - developing in students expectations of success

Australian Issues Digest: DEST



Pedagogy Matters

Students report that their schoolwork is interesting when it is:

- active and experiential
- meaningful & linked to life outside school
- individualized
- designed to involve them in decisions about planning, implementing, reporting and assessing work
- social: involves talking and working with other students
- Australian Issues Digest: DEST



Highly effective Schools Engage Students

Research Reflections – When Schools Work Well

- Canadian – synthesis of four research projects 2006-2011
- Student engagement was area that showed most potential in improving school effectiveness.
- When schools worked well students talked more than in “traditional” schools.
- Schools should re-vision how students involve themselves in learning.

Highly Effective Schools Engage Students

Four specific actions:

- Make formative assessment the dominant assessment system in classrooms and schools
- Invite students to talk more about what they have learnt
- See student engagement as a measure of engaged and effective teaching
- Teach the language of learning – not achievement

Engaging messages for low SES students

Knowledge	"We can see the connection and the meaning!"	Reflectively constructed access to contextualised and powerful knowledge
Ability	"I am capable"	Feelings of being able to achieve and a spiral of high expectations and aspirations
Control	"We can do this together"	Sharing of classroom time and space: interdependence, mutuality and 'power with'
Place	"It's great to be a kid from"	Valued as individual and learner and feelings of belonging and ownership over learning
Voice	"We share"	Environment of discussion and reflection about learning with students and teachers playing reciprocal meaningful roles

Do **I** understand what I'm supposed to be learning & why I'm supposed to be learning it?

Does this learning provide challenge for **me**? Will it promote deep & powerful understanding?

Am **I** capable of succeeding in this learning? Do **I** know that you have high expectations for me?

Am **I** valued in this classroom as an individual and as a learner?

Have you considered me?
Am I engaged?
How do you know?



Is the learning structured so that **I** am an active participant?

Is **my** voice important in this classroom? Do **I** get a chance to reflect on my learning, learn skills of self-regulation and actively construct knowledge with others?

Do **I** have power in my classroom? Do **I** get some say in what I learn, how I learn it and how I will be assessed?

Does this learning build on **my** background – skills, experience and culture? Does it connect to authentic contexts?