

Engage



Teachers know their students well and engage them in building supportive, inclusive and stimulating learning environments. Teachers motivate and empower students to manage their own learning and develop agency.

Continuum of practice

Each continuum level of teacher proficiency assumes proficiency at the previous level.

GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
<ul style="list-style-type: none"> Teachers build safe learning environments that support students' wellbeing Teachers set learning goals that explain what students need to understand and what they must be able to do Teachers communicate high expectations and promote effort and hard work Teachers consider students' backgrounds, interests and prior knowledge Teachers demonstrate knowledge of contemporary resources to enrich teaching and learning programs and to enhance student engagement Teachers engage with individual students and respond to their academic, social and emotional needs Teachers communicate with parents/carers and seek their knowledge and feedback 	<ul style="list-style-type: none"> Teachers collaboratively develop and implement protocols to build a respectful, trusting learning environment in which students feel confident to contribute Teachers set explicit, challenging and achievable learning goals for all students Teachers develop and maintain a culture of high expectations and empower students to present their own ideas Teachers consider students' backgrounds, interests and prior knowledge to create authentic and meaningful learning opportunities Teachers provide opportunities for students to initiate and assist in planning school events Teachers build connectedness with parents/carers and the broader community to strengthen social ties, care and support for students 	<ul style="list-style-type: none"> Teachers co-design behaviour protocols with students to maintain a productive and safe learning environment Teachers share ideas about how to involve students in curriculum planning, engage students in selecting tools and resources, and negotiate learning goals Teachers collaborate with colleagues and students to develop and maintain a culture of high expectations for all students by setting appropriate and challenging learning goals Teachers model and share strategies for maintaining an energised and focused learning environment Teachers develop and share strategies to build students' capacity to participate in whole-school decision-making Teachers support their colleagues to collect, analyse and share feedback from students and parents/carers to inform future planning 	<ul style="list-style-type: none"> Teachers model and demonstrate how to collaboratively develop shared norms and responsibilities for reinforcing protocols with students Teachers lead colleagues to evaluate the appropriateness of learning goals to improve student achievement and engagement Teachers work with colleagues to select a range of tools to receive regular student feedback on classroom climate Teachers lead processes to evaluate the effectiveness of strategies to raise student engagement Teachers initiate, lead and evaluate processes to build students' capacity to participate in whole-school decision-making To strengthen social ties, care and support for students, teachers lead processes to monitor and evaluate connectedness with parents/carers and the broader community

Resources

- AITSL video: Supporting participation. <https://www.youtube.com/watch?v=dtyta75DiQE>
- AITSL video: Engaging parents and carers. https://www.youtube.com/watch?v=S8m3EGJtKuc&feature=emb_title
- Are You Making a Difference? (ruMAD?) Website. Engaging young people in leading and learning. <http://afairerworld.org/makingadifference/>
- Martin, A. (2013). From will to skill: The psychology of motivation, instruction and learning in today's classroom. *InPsych*, 35(6).
- Marzano, R.J., & Pickering, D.J. (2010). The highly engaged classroom. Centennial, CO: Marzano Research.
- Tully, L. (2017) Engaging fathers. *InPsych*, 39(6).
- What Works. The Work Program. Website provides materials to build awareness, form partnerships and work systematically to improve outcomes for Australian Indigenous students. <http://www.whatworks.edu.au/dbAction.do?cmd=homePage>

This domain is demonstrated when students:

- feel valued and supported in the classroom as evidenced by their active participation in discussions
- actively engage in the learning process in the classroom and beyond
- feel comfortable and confident to provide feedback to the teacher regarding their learning experiences

This domain is demonstrated when the teacher:

- seeks information and feedback from students and parents/carers to create meaningful learning experiences for students
- links the new material to students' prior skills and knowledge
- conveys high expectations for students through setting challenging but achievable goals and supporting students in learning
- is consistent in reinforcing rules and protocols

Illustration of practice

SECONDARY – SCIENCE

At a large regional secondary school, five Year 7 Science teachers collaboratively identified the need to improve student **engagement** and stimulate student interest and curiosity in class. Teachers collaborated to develop a unit of work using the Rube Goldberg Challenge activity, introducing students to forces. Teachers minimised 'chalk and talk' and focused on student investigation, **exploration** and collaboration. Implementing the unit required building on students' interests and asking students to work in different learning spaces. At the beginning of the project, teachers **explicitly taught** students about collaboration – what it looks like and how it works.

Students worked in groups to create a machine using a chain reaction. To **evaluate students' prior knowledge**, teachers asked students to complete surveys before starting their work. Survey items related to students' expectations for the task and collaboration. Teachers engaged students to develop an assessment rubric and refine the criteria based on the design brief. The success criteria for the unit included: 1) construction of the machine; 2) accuracy of the machine when measuring time; 3) student collaboration; and 4) demonstrated understanding of the forces involved. In teams, students self-assessed against the first three task components. Teachers assessed the fourth component. To capture evidence of student learning, teachers used written tasks, took photos and filmed activities throughout the unit.

The project culminated in a competition day, with students showcasing their Rube Goldberg machines. **Evaluation** of the unit indicated that students were **engaged** and gained a deep understanding of the concept of forces. This exercise helped students and teachers become better collaborators and build a sense of community in the school. Students took ownership of the project and **elaborated** on their ideas in a supportive environment. Teachers gained valuable insights into students' thinking and planning processes. The project outcomes demonstrated the importance of explicitly teaching both collaboration skills and subject content, and scaffolding the learning to support students as they moved from surface learning to deep learning.

Sample performance and development goals

PROFICIENT

By the end of this planning cycle, I want to have increased motivation among disengaged students in my class.

To achieve this goal, I will use the FISO Improvement Cycle to plan my inquiry, identify possible causes of disengagement, design strategies for increasing motivation, and gather and interpret relevant data.

To learn how to do this, I will use the FISO Improvement Cycle, Practice Principles and HITS to reflect on my current teaching and further my knowledge about student engagement. I will talk to students about their experiences in class to gather initial data on the reasons behind disengagement. I will work in a PLC to develop three strategies to increase student participation in class. I will test each strategy using the FISO Improvement Cycle, comparing notes with colleagues and adjusting my approach as needed.

I will know I have achieved my goal when:

- my learning program clearly outlines new strategies developed through this project
- I continuously work with students and colleagues to adjust my approach and engage students
- student attendance rates and achievement increase
- peer observation, my observation, and student survey and interview data indicate improved student engagement in learning.

LEAD

By the end of this planning cycle, I want to have helped other teachers improve their skills in using different types of data to assess student engagement in learning.

To achieve this goal, I will facilitate discussions with colleagues to reflect on current practices of assessing student engagement.

To learn how to do this, I will review research literature on the topic and use Practice Principles and HITS to develop teaching resources. Based on the identified areas for improvement, I will develop a short presentation and a list of resources to help my colleagues use the FISO Improvement Cycle when evaluating practice. I will lead my colleagues to collectively analyse available data, identify engagement issues, design strategies to remedy issues, and plan to collect new data.

I will know I have achieved my goal when:

- teachers collaborate to improve student engagement in learning
- teachers' learning programs clearly outline new engagement strategies
- student achievement increases
- peer observation, teacher self-reflection, and student survey and interview data indicate improved student engagement in learning.