

# ABOUT INCREASING ACADEMIC LEARNING TIME USING THE ENGAGEMENT MODEL



Learners can disengage from learning for different reasons. For example, they might not be interested in the curriculum content, they could find the learning tasks too hard, or they could be distracted by other things in the classroom. Understanding why learners are disengaged can help us design adjustments for them.

The engagement model is an assessment tool that's relevant for all educators and based on the assumption that 'engagement is multi-dimensional, and encompasses awareness, curiosity, investigation, discovery, anticipation, persistence and initiation' (Carpenter et al. 2012). It helps you understand how learners are disengaged and to suggest strategies to accommodate them.

There are 2 parts to the engagement model:

- the engagement profile
- the engagement scale.

See the online practice guides for full references and to find out more:

[edi.sa.edu.au/practiceguidance](https://edi.sa.edu.au/practiceguidance)

## The engagement profile

The engagement profile describes a 'child's behaviours during a preferred activity or activities when they are at their most engaged' (Carpenter et al. 2015).

Find an activity that the learner might have difficulty with but will enjoy and want to do. A learner will probably not want to do anything they are not interested in, so it helps to have a good relationship with them to encourage them. You will need to update the profile over time because the learner's interests and engagement will change.

There are 5 engagement areas to fill the profile with:

- exploration – how much the learner explores and is curious about the activity
- realisation – whether the learner shows surprise, delight and/or
- anticipation – whether the learner can anticipate activities
- persistence – how much the learner has sustained attention with the activity
- initiation – if the learner initiates action to bring about an outcome or prompts someone else about it.

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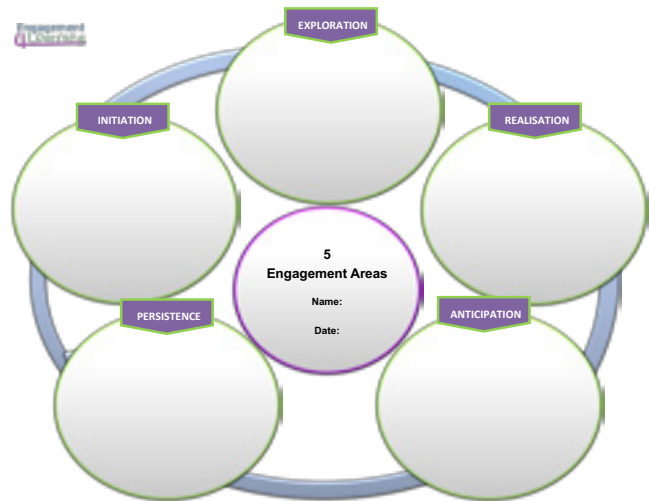


## The engagement scale

Make an initial observation without any interventions, using [the engagement scale](#) to establish a baseline. Use this baseline to compare success of adjustments.

The engagement scale is used for targeted intervention and needs a clear plan. The plan should include a clear beginning, middle and end, using a target that has already been identified (your original engagement profile).

## Engagement Profile



## Who can use the engagement model

The model can be used by any educator, including ECWs, SSOs, Aboriginal Community Education Officers (ACEOs) and teachers. It can be used for all learners, not just those with a disability or additional learning needs.



### Engagement Scale

Pupil name: \_\_\_\_\_ Age: \_\_\_\_\_ Year: \_\_\_\_\_  
 Lesson: \_\_\_\_\_ Target: \_\_\_\_\_  
 Activity: \_\_\_\_\_  
 Date: \_\_\_\_\_ Time: \_\_\_\_\_  
 Date for next observation: \_\_\_\_\_ Completed by: \_\_\_\_\_

<p><b>Overview of relevant issues</b> e.g. Environment / pupil mood / medical OR medication?</p>	<p><b>What 'intervention' are you using from the previous scales you completed?</b></p>
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### ENGAGEMENT SCALE

Mark TOTAL engagement score from sheet overleaf:

No Focus	Emerging / fleeting				Partly sustained				Mostly sustained				Fully sustained							
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

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5 Engagement Areas	Score (0-4)	What happened?		Possible future interventions	
		What happened and how? / what didn't happen and why?		What will I do next time, how and why?	How will I make the activity more appealing?
Exploration					
Realisation					
Anticipation					
Persistence					
Initiation					
<b>Total score</b>		<b>NB NOW CIRCLE TOTAL SCORE ON SCALE (previous page)</b>			

Key for scoring stages of engagement	0	1	2	3	4
	No focus / Disengaged Inattentive and unresponsive	Emerging / fleeting Low and minimal levels of engagement; some evidence of awareness	Partly engaged Emerging engagement but unpredictable	Mostly engaged Engagement occurring the majority of the time	Fully engaged Completely engaged

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