

Choose 3 to try?

Reflective Questions to help you "Tweak to Transform" learner engagement



1. Content and Substance

Am I (as the teacher) clear about, and focused upon what the learners should be learning and the skills they must master?

Can I link the context and substance of the learning to the learners existing interests?

2. Focus:

Can I focus the 'product' or 'performance' associated with successful learning on something that is of value to the learners?

3. Organisation and Delivery

Can I use a 'problems solving' or 'discovery' approach?

What do I have to do to remove barriers to the learner's understanding?

Can I improve the clarity of my presentation?

4. Clarity of Purpose and Standards

Are learners clear about what they are learning and what success looks like?

5. Emotional thinking vs. Logical thinking

How can I avoid learners feeling initial failure, rejection or humiliation?

How can I prevent adverse emotional reactions from the learners during their journey to successful learning?

6. Affiliation:

How can I develop a sense of cooperation between learners and teacher?

7. Affirmation:

How can I facilitate a wider audience for learners to demonstrate the output of their learning?

8. Choice:

How can I provide meaningful choice to learners in the way they undertake tasks and the methods of presentation?

9. Novelty and Variety:

Is the work I set varied in method and format so that students use a variety of skills, media and modes of analysis?

10. Authenticity and Context:

Do the learning tasks have significance and relevance to the current lives and circumstances of the learners?

Can I contextualise the learning in a more helpful way?

"The primary task of the teacher is to design engaging tasks and activities for students that call upon students to learn what the school has determined they should learn and then to lead students to success in the completion of these tasks."

The Schlechty Centre

Alford Academy

www.alfordacademy.aberdeenshire.sch.uk

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Honesty, Hard-work, Ambition, Respect, Kindness

ALFORD ACADEMY



Learner Engagement

We want to be The Very Best Teachers
and The Very Best Learners

This guide is aimed at ensuring all members of our learning community have an understanding of we can evaluate Learner Engagement, and how we can use this approach as a tool for increasing learner engagement.

It aims to provide a shared vocabulary and understanding of its application within Alford Academy.

Learner Engagement

This is what we are looking for!

Why is this Important?

Learning and **Engagement** is a key theme within the HGIOS4 quality indicator 2.3 Learning Teaching and Assessment. Learning and Engagement are inextricably linked.

The highly engaged learner is:

- Eager
- Active
- Resilient
- Highly motivated
- Interacts well with their teachers

The experiences of the highly engaged learner are:

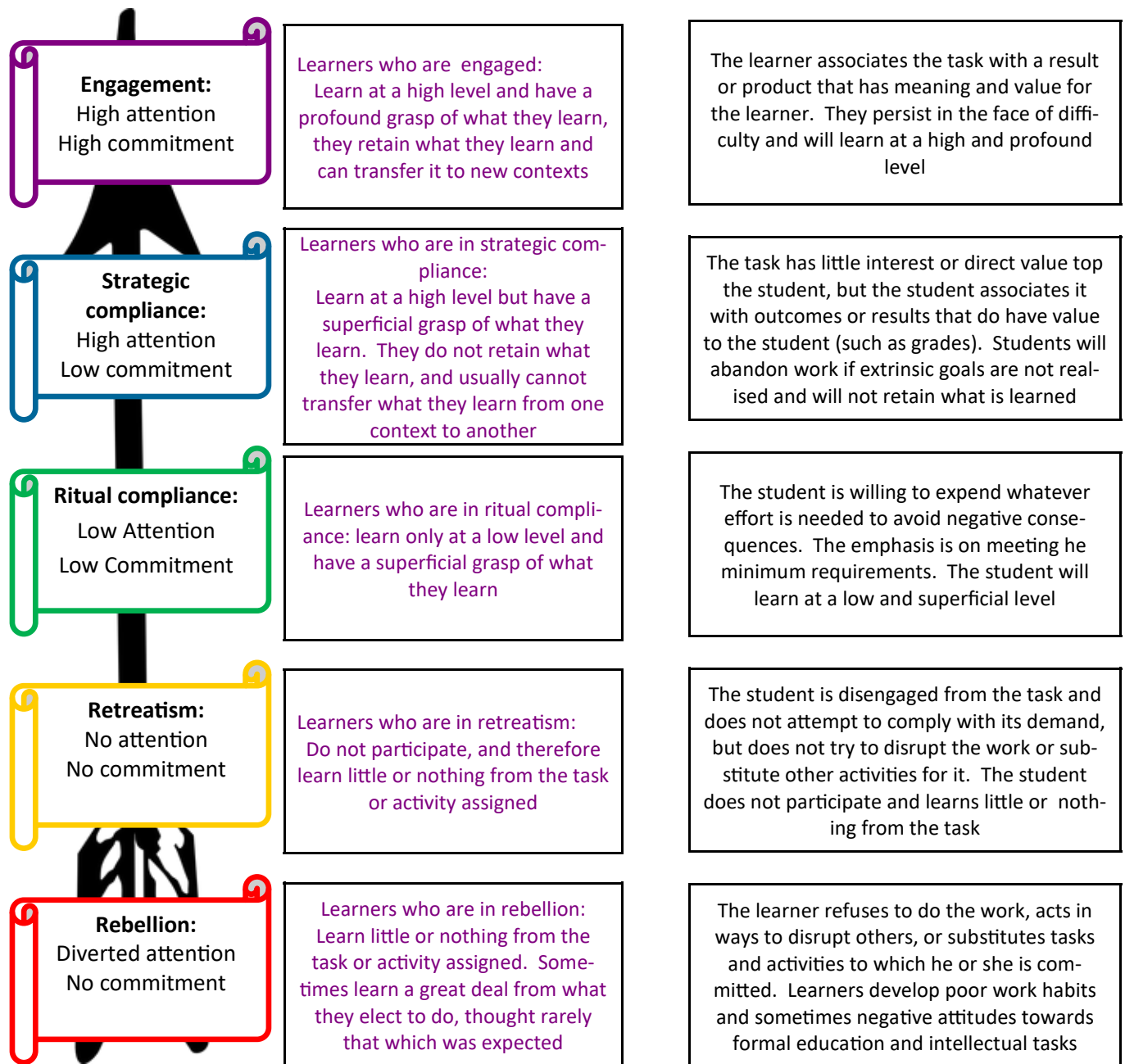
- Appropriately challenging
- Enjoyable
- Well matched to their needs and interests

The highly engaged learner can:

- Exercise choice (including the use of digital technologies)
- Take responsibility for their own learning
- Learn independently
- Understand the purpose of their learning
- Lead the learning of others
- Achieve their academic and social potential

What is the teachers role in learner engagement ?

It is the teacher's responsibility to create and optimise the conditions required for engagement.



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