

# ALL-IN ED

**A bet for school engagement  
for everyone**



## HOW CAN I IMPROVE MY PRACTICES TO PROMOTE SCHOOL ENGAGEMENT FOR EVERYONE?

**School engagement is a way to prevent dropout and early school leaving, being available for all the teachers, in every classroom.**

School engagement includes two components:

- **Participation** (behavioural level) - students' engagement with school, such as participation in school-based academic and nonacademic activities.
- **Identification** (psychological level) - students' emotional connection and attachment with school-related people, interests and values.

### STEP 1: How is my practice going?

The main **indicators** about school engagement are related to three fields (Finn & Zimmer, 2012: **Participation-Identification model**). How are they working in your educational practice?

**USING THE LINKS BELOW, ANSWER THE QUESTIONS AND GET YOUR SCORE!**

#### **BEHAVIOURAL ENGAGEMENT**

Observable participation and behaviour in classroom and at school

#### **EMOTIONAL/AFFECTIVE ENGAGEMENT**

Sense of belonging to school and class

#### **COGNITIVE ENGAGEMENT**

Valuing school-related goals and education in general

## STEP 2: How can I improve my practice?

### Considering my score, what should I improve?

Look at your answers. What is the predominant colour in each field? You should especially improve the fields from red to yellow.

	Not really / Only a little	To some extent	Rather much / A lot
Behavioural engagement			
Emotional/Affective engagement			
Cognitive engagement			

### How can I improve it?

Take a look at some **facilitators** for classroom engagement based on the Teaching Through Interaction (TTI) framework (Hamre et al, 2013), with the contributions of the All-in Ed team (coloured text): all of them can help us to make our practices more engaging. However, take into account particularly the ones more related to the type of engagement you need to improve.

To improve...	FACILITATORS		
Behavioural engagement	<b>Organisational support</b>	Emotional support	Instructional support
Emotional/Affective engagement	Organisational support	<b>Emotional support</b>	Instructional support
Cognitive engagement	Organisational support	Emotional support	<b>Instructional support</b>

## STEP 3: Sharing and learning from each other

Finally, sharing our engaging practices and experiences is the best way to learn from each other. So, let us learn from and with peers!

[CHECK THE ALL-IN ED COLLECTION OF ENGAGING PRACTICES](#)

[KNOW MORE ABOUT ALL-IN ED PROJECT](#)

## SELF-ASSESSMENT QUESTIONNAIRE

You can choose an [interactive Self-assessment Questionnaire \(English version\)](#)

### BEHAVIOURAL ENGAGEMENT

What can you observe regarding your students' behaviour and participation?

• **Do the students respond to the requirements provided by the teacher?**

Not really / Only a little  To some extent  Rather much / A lot  I don't know / Not relevant

• **Do the students show initiative?**

Not really / Only a little  To some extent  Rather much / A lot  I don't know / Not relevant

• **Do the students take part in extracurricular activities?**

Not really / Only a little  To some extent  Rather much / A lot  I don't know / Not relevant

• **Do the students make decisions?**

Not really / Only a little  To some extent  Rather much / A lot  I don't know / Not relevant

• **Are all the students physically present in classes?**

Not really / Only a little  To some extent  Rather much / A lot  I don't know / Not relevant

• **Are all the students meaningfully participating in classes?**

Not really / Only a little  To some extent  Rather much / A lot  I don't know / Not relevant

• **Are all the students achieving progress in their learning?**

Not really / Only a little  To some extent  Rather much / A lot  I don't know / Not relevant

• **Do all the students behave properly?**

- Not really / Only a little    To some extent    Rather much / A lot    I don't know / Not relevant

• **Are all the students attentive?**

- Not really / Only a little    To some extent    Rather much / A lot    I don't know / Not relevant

• **Do all the students complete the activities?**

- Not really / Only a little    To some extent    Rather much / A lot    I don't know / Not relevant

## EMOTIONAL/AFFECTIVE ENGAGEMENT

What can you observe regarding your students' wellness, relationships, values, emotional expression and communication, etc.?

• **Does your practice facilitate positive shared emotional connections between members of the classroom?**

- Not really / Only a little    To some extent    Rather much / A lot    I don't know / Not relevant

• **Does your practice facilitate positive shared emotional connections with the school community?**

- Not really / Only a little    To some extent    Rather much / A lot    I don't know / Not relevant

• **Does your practice promote connecting to others in a positive manner?**

- Not really / Only a little    To some extent    Rather much / A lot    I don't know / Not relevant

• **Does your practice promote valuing the classroom or school community?**

- Not really / Only a little    To some extent    Rather much / A lot    I don't know / Not relevant

• **Does your practice facilitate positive teacher-student relationships?**

- Not really / Only a little    To some extent    Rather much / A lot    I don't know / Not relevant

• **Does your practice facilitate positive student-student relationships?**

- Not really / Only a little    To some extent    Rather much / A lot    I don't know / Not relevant

## COGNITIVE ENGAGEMENT

What can you observe regarding your students' valuing of education and school-related goals? How important is school to them?

### • Do all the students show interest in the practice?

- Not really / Only a little    To some extent    Rather much / A lot    I don't know / Not relevant

### • Do all the students show satisfaction when completing the tasks?

- Not really / Only a little    To some extent    Rather much / A lot    I don't know / Not relevant

### • Does your practice promote encouragement from teachers to students?

- Not really / Only a little    To some extent    Rather much / A lot    I don't know / Not relevant

### • Does your practice promote encouragement from students to students?

- Not really / Only a little    To some extent    Rather much / A lot    I don't know / Not relevant

### • Does your practice promote encouragement from parents to students?

- Not really / Only a little    To some extent    Rather much / A lot    I don't know / Not relevant

### • Does your practice allow all the students to realise the utility of studying in order to attain future goals?

- Not really / Only a little    To some extent    Rather much / A lot    I don't know / Not relevant



### **WARNING!**

- If you have several answers "I don't know" - It's important to gather information about your students, what they think, how they feel...
- If the answers show the activities are not inclusive - Remember school engagement must be for everyone (Ainscow, 2020; Cooper and Jacobs, 2011)! How can you include all the students? What kind of support do you need in order to do it?

# SOME TIPS: FACILITATORS FOR ENGAGING PRACTICES

## ORGANISATIONAL SUPPORT

To take into account:

- **Behaviour management:** prevent and redirect misbehaviour by presenting clear behavioural expectations and minimising time spent on behavioural issues.
- **Productivity:** manage instructional time and routines so that students have the maximum number of opportunities to learn.
- **Instructional learning formats:** maximise students' engagement and ability to learn by providing interesting activities, instruction, centres, and materials.

Some facilitators:

- State clearly and continuously enforce class rules and behavioural expectations
- Proactively prevent behavioural problems and continuously promote students' on-task behaviour
- Redirect misbehaviour by eye contact, physical proximity, etc.
- Focus on positive behaviour
- Write the classroom agenda on the whiteboard
- After finishing tasks, let students have a choice of what to do next
- Make teaching materials ready and accessible for students
- [Teach on an eye - level](#)
- [Share the results with the community](#)

## EMOTIONAL SUPPORT

To take into account:

- **Positive climate:** emotional tone of the classroom and the connection between teachers and students.
- **Teacher sensitivity:** teacher's responsiveness to students' needs and awareness of students' level of academic and emotional functioning.
- **Regard for student perspectives:** teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations and points of view, rather than being very teacher-driven.

Some facilitators:

- Make contact with students before the class begins
- Constantly monitor students' progress in class
- Notice struggling students
- Provide possibilities for students' group work
- Share positive affections or feelings with students
- Show flexibility toward students' suggestions
- Make social conversations with students
- Provide students with autonomy (choices)
- Provide positive comments and expectations
- Use students' names and act respectfully
- Encourage students' ideas
- [Create and maintain a sense of belonging for the students](#)
- [Promote confidence and mutual trust](#)
- [Make learning fun](#)
- [Foster a climate of empathy](#)
- [Notice everyone, every day, making them feel acknowledged](#)

## INSTRUCTIONAL SUPPORT

To take into account:

- **Concept development:** instructional discussions and activities promote students' higher-order thinking skills versus focus on rote and fact-based learning.
- **Quality of feedback:** feedback focused on expanding learning and understanding (formative evaluation).
- **Language modelling:** teacher's use of language stimulation and language-facilitation techniques during individual, small-group, and large-group interactions with students.
- **Richness of instructional methods:** variety of strategies to promote students's thinking and understanding of material at a deeper and more complex level.

Some facilitators:

- Employ multiple learning formats
- Clearly structure and sequence learning material
- Include authentic teaching material
- Explain broad ideas and connect them to class content
- Provide multiple perspectives
- Highlight the key points and contrast examples
- Identify common misconceptions
- Facilitate back-and-forth exchanges when giving feedback
- Give hints when students are struggling
- Provide peer dialogues
- Emphasise the importance and purpose of the material
- Have reasonable and appropriate academic expectations of students
- Foster and support an atmosphere of being "the best one can be"
- Relate the content to the students' interests, realities and life experiences

GO TO STEP 3

## BIBLIOGRAPHY AND SOURCES

Theoretical framework for All-in ED project:

- Ainscow, M. (2020). "Inclusion and equity in education: Making sense of global challenges". In *Prospects*, 49, 123-34. Based in Ainscow, M., Booth, T. and Dyson, A. (2006) *Improving Schools, Developing Inclusion*.
- Cooper, P., & Jacobs, B. (2011). *From inclusion to engagement: Helping students engage with schooling through policy and practice*. Wiley Blackwell.
- Finn, J. D., & Zimmer, K. S. (2012). "Student engagement: What is it? Why does it matter?" In S. L. Christenson, A. L. Reschly & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 97-131). New York: Springer.
- Hamre, B. K., Pianta, R. C., Downer, J. T., DeCoster, J., Mashburn, A. J., Jones, S. M., Hamagami, A. (2013). "Teaching through Interactions: Testing a Developmental Framework of Teacher Effectiveness in over 4,000 Classrooms". In *The Elementary School Journal*, 113(4), 461-487.

