

7 INDICATORS AND ASPECTS OF ENGAGEMENT

Engagement	Practice Indicators	7 Aspects of Engagement Framework
Responsiveness	Shows awareness, acknowledgement or recognition.	Assessment of responsiveness should evaluate any change in a pupil's behaviour that demonstrates he or she is being attentive to a new stimulus or reacting in a meaningful way. This type of assessment is important for establishing what differing stimuli motivate a pupil to pay attention. This is a pre-requisite for learning. It is particularly relevant for assessing pupils with multiple sensory impairments who have reduced and/or atypical sensory awareness and perception.
Curiosity	The need, thirst or desire to explore, know about, learn or make a connection with.	Assessment of curiosity demonstrates how a pupil is building on an initial reaction to a new stimulus, perhaps by reaching out or seeking the source of a new stimulus.
Discovery	"Light bulb moment" demonstrates realisation, surprise or excitement, etc., at new application of previous learning.	Assessment of discovery provides information about the changing ways in which a pupil interacts with, or responds to, a new stimulus, sometimes accompanied by expressions such as enjoyment and excitement. Curiosity and discovery are closely linked. At a more advanced point of development they both help to demonstrate a pupil's degree of interest in, and exploration of, activities and concept. These both help to drive the acquisition of new knowledge and skills.
Anticipation	Shows expectancy or prediction as a result of previous knowledge, experience or skill.	Assessment of anticipation should demonstrate whether a pupil is able to predict, expect or associate a particular stimulus with an event. This is important for measuring a pupil's concept of cause and effect.
Persistence	'Sticking with it' continued effort (may be in short bursts), perseverance, determination, refusing to give up or let go.	Assessment of persistence measures the extent to which a pupil is sustaining attention towards a particular item or action and is therefore beginning to develop conceptual understanding. The ability to sustain attention is important for maintaining an activity long enough to develop the learning associated with it and for consolidating that learning.
Initiation	A self-directed request or indication which expresses an intention, want or need.	Assessment of initiation demonstrates the different ways, and extent to which, a pupil investigates an activity or stimulus in order to bring about a desired outcome. It is an important part of developing the autonomy required for more advanced cognitive development and learning.
Investigation	Actively trying to find out more within or about an activity or experience.	Assessment of investigation measures the extent to which a pupil is actively trying to find out about an object or activity via prolonged, independent experimentation. This demonstrates a more advanced degree of autonomy than the other aspects of engagement and is important for ongoing learning.