

Evidence of Impact Tool

Leading Student Engagement Using Amy Berry's Continuum

Reflect on the impact / Recognise success / Drive your next steps

Start here: What do we already know?

What does our current data tell us about student engagement?

What level of engagement are we seeing most? Least?

Are any student voices underrepresented?

What shifts have we noticed so far - and what impact are we hoping to see next?

What would it look, sound, and feel like if the Continuum was fully embedded?

Learning walks/walkthroughs

What would we expect to see/hear from students who are using the Continuum to reflect on their learning?

What would we expect to see/hear from staff who are guiding students to invest in and drive their learning?

What routines or strategies are helping students move from passive to active engagement?

How are we recognising and celebrating shifts in engagement?

Inspired by the work of Dr Amy Berry & the Faulconbridge Public School Instructional Rounds Team.

Student focus groups

If you were explaining to someone new - like an alien starting school - what it means to be a good learner, what would you say?

When do you feel most into your learning or in the driver's seat?

What do you do when you feel yourself starting to switch off/disengage?
What gets you back on track?

What does being engaged feel like for you?

What do teachers do that helps you want to learn?

What's it like when others around you are switched off?

Has the Engagement Continuum changed how you think about learning?
How?

Parent/Career conversations

What does your child say about learning at school?

Have you noticed any changes in their confidence or motivation?

Do you feel your child is supported and stretched?

What helps your child feel most connected or engaged in learning?

Tip from
Amy

Gather diverse evidence. Start with what you have, but go beyond it - student voice, observations, teaching and learning programs, and even quick parent chats can all reveal powerful insights.