

Learning Engagement Measurement Tool

Overview

Finding out if counselling works for the children who receive it, is an important part of ERO's evaluation of the *Counselling in Schools* initiative. Along with the wellbeing outcomes, we want to see if a student's engagement in learning improves. This tool will help us see this.

The Learning Engagement Measurement Tool is a rating-scale assessment designed to measure individual shifts in learning engagement. The evaluation will use combined data from all participating students. It may also be useful for improving practices, services and to develop organisational priorities to improve students' outcomes.

Who is the tool for?

All students who participate in individual or small group intervention sessions which are part of the *Counselling in Schools* | *Awhi Mai, Awhi Atu* initiative.

What does the tool look at?

The tool looks at three dimensions of learning engagement: **Presence** (attendance), **Participation** (in learning and with others), and **Learning Gains** (achievement and progress). Each domain has a 'rating' of 1-9, supported by a 'comment' field:

- The 'rating' is intended as a snapshot of where the student currently is.
- The 'comment' field is an opportunity to explain the rationale for the rating score by listing the evidence which supports the rating. Comments may also provide additional contextual information for the counsellor* working with your student, particularly where the situation is complex, and learning is not progressing in a way that is expected.

When should the tool be used?

The tool will be used twice to measure any shift in learning engagement outcomes for the student i.e. before commencing intervention (pre-assessment) and following the completion of intervention (post-assessment).

Who is involved in administering it?

Counsellors and teachers. When engaging with a student, counsellors should first ask the teacher or staff member most involved with the student's learning to complete a pre-assessment before commencing intervention. When counsellors have completed their involvement with the student and are ready to close the case, they should check in again with the same teacher to complete a post-assessment.

There is no 'right answer'. Teachers need to ensure they make accurate judgments about the students' engagement in learning at the time of assessment, even if it indicates a lack of improvement. It may be that there is no change in ratings from the first assessment, but that the adults feel more confident supporting the student. This information is incredibly valuable and would be reflected in the comments.

Completed assessments should be discussed between counsellors and teachers, especially if there are apparent discrepancies between the rating assessments and the comments/sources of evidence.

Is this tool used to evaluate individual teachers' or counsellors' practice?

No. ERO is not using this to evaluate the counsellor's role and it is not a reflection on individual teachers' or counsellors' performance. There may be multiple variables that contribute to what occurs with the student during the time they have been working with a counsellor/teacher. We know that outcome measurement is only one of many factors related to practice.

* We use the term 'counsellor' although they may also be referred to in other terms such as 'wellbeing specialist' etc.

This section is to be filled by the **counsellor**

Pre- / Post- (please circle) assessment for

Student Name _____ NSN _____ School _____

Below is to be filled in by the **teacher who is best placed to assess the student's learning engagement**

Please be as accurate as possible in making both pre- and post- assessments. If there is negative or no improvement in an aspect of learning engagement, it is important to show this.

Presence

What is the current level (over the past few weeks/month) of **presence** in school/learning activities for your student?

Please rate on the 9-point scale below (1 is lowest, 9 is highest). In choosing a score, please think about whether they:

- attend school daily unless absence is justified
- arrive punctually to school and learning activities.

1	2	3	4	5	6	7	8	9
Comment:								

Participation

What is the current level (over the past few weeks/month) of **participation** in school/learning activities for your student?

Please rate on the 9-point scale below (1 is lowest, 9 is highest). In choosing a score, please think about whether they:

- work with focus on independent learning tasks
- join in and contribute to collaborative learning activities in the classroom
- co-operate well with adults when learning
- interact well with peers in out-of-classroom activities.

1	2	3	4	5	6	7	8	9
Comment:								

Learning Gains

What is the current level (over the past few weeks/month) of learning **progress** for your student?

Please rate on the 9-point scale below - 1 is lowest (*below* expected levels of progress); 9 is highest (*above* expected levels of progress). In choosing a score, please think about whether there is good evidence of learning progress or achievement (please describe below).

1	2	3	4	5	6	7	8	9
Comment:								

Teacher Name _____

Date of Assessment _____