

Teaching and Learning Design Principles that Foster Authentic Student Engagement

School District of Elmbrook

1. Student incentives, support, and rewards are designed to build commitment to learning rather than compliance with external demands and expectations.
2. The pace of learning is calibrated to fall within the student's proximal zone of development such that success remains within reach, but is challenging enough to require significant effort.
3. Learning is the focus of attention rather than instruction: the focus is on nurturing the learning of the learner rather than presenting the curriculum.
4. Learner success is presumed and built into the learning path rather than waiting for failure and building in remediation.
5. Instructional strategies and supports are designed to foster learning independence rather than dependence on others for direction, structures, and solutions.
6. Students are encouraged, nurtured, and expected to own their learning rather than view learning as something they do for someone else.
7. Student learning capacity is seen as malleable and developable through practice, persistence, and effective use of available resources rather than a hard wired, unchangeable characteristic.
8. Student learning is positioned as the constant in the learning environment, with time positioned as a variable resource in support of the learning process.
9. Students see the value of and potential to succeed in learning tasks so they engage in and persist with efforts to learn.