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The Teachers' Role in Student Engagement: A Review

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Abstract: Student engagement is considered to be a malleable, multi-dimensional construct which combines the three dimensions of behavioural, emotional and cognitive engagement. Importantly, the literature reveals a solid understanding of how teachers influence student engagement, highlighting the teacher's role as paramount to ensuring students are able to experience meaningful engagement. This review includes Australian state educational frameworks, and considers the impact these may have on teaching as a profession. All states and territories include some, or all, of these dimensions in frameworks that address students' engagement and wellbeing. However, variations in terminology, structure and definition make it challenging for the teaching profession to clearly understand what is required to support student engagement at a nationally consistent level. Research has found that teachers tend to hold quite disparate conceptualisations of student engagement, as well as employ engagement strategies that are often contrary to these conceptualisations. With this in mind, a key purpose of the current review is to provide clear guidelines of student engagement as a tri-dimensional construct, accompanied by research-based definitions and strategies to support engagement more consistently, to inform a framework for teaching professionals to implement effective engagement pedagogies in the classroom.

Keywords: student engagement; behavioural; emotional; cognitive; secondary school, pedagogy

Introduction

Student engagement is a current and topical issue internationally, with research findings showing that students who are positively engaged in their learning can be up to seven months ahead of their peers (Centre for Education Statistics and Evaluation [CESE], 2017). Indeed, student engagement as a discrete learning process has been identified as an essential classroom measure in terms of being able to predict immediate and future student outcomes globally (CESE, 2015). This is equally relevant within Australia, where a recent Report on the *Review to Achieve Excellence in Australian* schools by the NSW Department of Education and Training (2018) identified "equip(ing) every child to be a(n)…engaged learner in a rapidly changing world" (p. x) as a key priority for Australian education. It is further evident in multiple research findings and state policies that extoll the value of understanding

and improving student engagement in Australian schools, as well as signalling the importance of engagement as a construct to support student learning and wellbeing overall (See Appendix A). In this respect, state education policies often address student needs under the umbrella of 'wellbeing', a term that is generally defined as having behavioural, emotional and cognitive aspects similar to those assigned to 'student engagement' in the research literature (cf. New South Wales Department of Education, 2015; Queensland Department of Education and Training, 2018). Of interest is that the widespread implementation of research and policy on student engagement emphasises the degree to which both institutions and researchers understand effective student engagement as imperative to successful student learning. As stated by the Centre for Education Statistics and Evaluation, "engagement matters for learning" (CESE, 2017, p. 1).

Discrepancies Between Teacher Knowledge and Teacher Practice

A problem that exists in relation to effective student engagement is that despite having a solid understanding of what the teacher can do to improve engagement, effective engagement strategies are always not implemented as part of teachers' pedagogical practices (Goldspink, Winter, & Foster, 2008). Goldspink and his colleagues found that teachers' actions were often inconsistent with their theoretical understandings of effective teaching and learning. This was evident when comparing teachers' declared understanding of how students learn against their actual teaching practices, and the importance teachers placed on teacher-student relationships compared to the amount of time spent with students during lessons. More broadly, Goldspink et al. (2008) found that the espoused importance of considering a student's background, needs and interests was not reflected in the generalised approaches being implemented by teachers. In relation to this in her own study, Harris (2008) found that teachers' understandings of student engagement tend to vary widely, with some teachers describing it in terms of being purely behavioural while others include emotional and/or cognitive aspects.

In light of the positioning of student engagement as a key priority for Australian education, such discrepancies require further research to identify how Australian teachers currently understand and implement strategies to support student engagement. This is necessary to ensure that teachers have a clear understanding of the theoretical construct of student engagement as widely proposed by research, as well as being able to implement effective pedagogies that support student engagement at the practical level of classroom teaching and learning. A key goal of this article is to suggest how further research can better clarify teachers' perceptions of student engagement according to an evidence-based understanding, seeking to establish how this impacts on teachers' implementation of strategies that foster student engagement, as well as elucidating those elements of effective engagement practice that are in need of additional delineation and possible intervention. In this respect, a key position of the authors is that the definition and understanding of student engagement as a construct must be sufficiently holistic for further research to accommodate a broad scope of engagement measures.

The Construct of Student Engagement

Fredricks, Blumenfeld and Paris (2004) published a seminal review of student engagement which, according to Eccles (2016), included classifications of existing measures of behavioural, emotional and cognitive engagement from grounded qualitative research. The

purpose of this review was to propose a multidimensional construct of engagement designed to help bridge the gap between theory and practice, that is, to better support applied research in the area of student engagement. This multidimensional construct of student engagement is considered more malleable and responsive to contextual change and thus combines the three dimensions for the purpose of improving student learning and achievement outcomes more holistically (Fredricks et al., 2004; Lawson & Lawson, 2013). These dimensions are generally defined as follows:

- Behavioural engagement includes effort, persistence, attention, asking questions, participation, following rules, and the absence of disruptive behaviours (Fredricks et al., 2004, p. 62).
- Emotional engagement includes affective reactions in the classroom, such as boredom, happiness, sadness, anxiety, identification with school (aka belonging), and liking or disliking school (Fredricks et al., 2004, p. 63).
- Cognitive engagement includes investment in learning, self-regulation, preference for challenge and hard work, going beyond requirements, effort in mastering new knowledge and skills and using learning strategies (Fredricks et al., 2004, p. 64). In terms of this tri-dimensional understanding, Fredricks et al. (2004) explain that student engagement:

    …has the potential to link areas of research about antecedents and consequences of how students behave, how they feel, and how they think. Ultimately, although engagement might begin with liking or participating, it can result in commitment or investment and thus may be a key to diminishing student apathy and enhancing learning. (p. 83)

These three dimensions of student engagement can be generally defined as doing, feeling and thinking, however the distinctions between these dimensions can be 'actually quite subtle and … quite fuzzy' (Eccles, 2016, p. 72). In this respect, researchers have acknowledged the need to focus on all three of the dimensions, because consideration of the dimensions in combination provides a more complete picture and greater insight into the experiences of learners (Department for Education and Child Development, n.d.; Goldspink, et al., 2008). The challenge thus arises for teachers to understand and implement engagement strategies in ways that effectively cater for behavioural, emotional and cognitive dimensions of student engagement at the classroom level of practice. It is for this reason that researchers need to further interrogate current teachers' understandings of engagement across all three dimensions of student engagement, as well as their implementation of practices to support engagement from these dimensional perspectives.

Student Engagement in Australia

We acknowledge that a significant body of research and recommendations for educational reform already exist in Australia, aimed at better understanding and improving student engagement (Abbott-Chapman et al., 2013; CESE, 2015; CESE, 2017; Commissioner for Children and Young People [CCYP], 2018; Collie, Martin, Papworth, & Ginns, 2016; Goldspink, et al., 2008; Fullarton, 2002; Goss, Sonnemann & Griffiths, 2017; Green at al., 2012; Harris, 2008, 2011; Helme & Clarke, 2001; Lingard et al., 2001; Melbourne Graduate School of Education, n.d.; Mitchell & Carbone, 2011; Sullivan, Johnson, Owens, & Conway, 2014; Zyngier & May, 2004; Zyngier, 2007, 2008, 2017). This research has investigated and evaluated how student engagement is - or should be - interpreted, supported and implemented in Australian classrooms. Importantly, this research includes task characteristics that support the three-dimensional construct of student engagement (cf. CESE, 2017; Mitchell & Carbone,

2011), as well as recommendations for educational authorities to reform state and national educational practices from a dimensional perspective (Department of Education and Training, 2018; Lingard et al. 2001). Indeed, student engagement continues to be identified as a significant issue in Australia, particularly in relation to the middle years of schooling (CESE, 2015; Fredricks, 2011; Zyngier, 2008).

For such reasons, it is asserted that the need for further research in the area of student engagement is also a duty-of-care issue in terms of preparing students to be lifelong learners. Fullarton (2002) similarly points out the importance of improving students' engagement, claiming that, "some students simply endure thirteen years of schooling at minimum participation levels. If we are to encourage lifelong learning skills in students then we need to address low engagement with school" (p. 31). We believe the continued interest in student engagement at both national and international levels supports Fullerton's appraisal, and prioritises the need for ongoing research into teachers' understandings of student engagement, in particular the role of teachers themselves in effectively implementing practices that support student engagement in Australian schools and classrooms. The crucial role of teachers in this respect seems especially pertinent in light of the discrepancies between teacher knowledge about student engagement and their practices aimed at supporting engagement, highlighted by the research in this area.

The Teacher's Pivotal Role in Student Engagement

Student engagement sits at the heart of the teaching and learning process, and as such the involvement of teachers is pivotal to a student's engagement experiences (Skinner & Belmont, 1993), and can explain many of the differences commonly found between levels of classroom engagement (Hospel & Garland, 2016). As Van Uden, Ritzen and Pieters (2013) assert, "teachers matter in fostering engagement" (p. 44). Similarly, Shernoff et al. (2016) state that the teacher's ability to shape students' immediate learning environment is the principle means by which to influence student engagement. Indeed, it is the teacher who fashions conditions within the classroom (Van Uden, et al., 2013), who has the most significant opportunity to engage students by shaping their learning and motivation (Collie et al., 2016), and who is able to generate a caring and stimulating educational environment; (Shernoff et al., 2016).

Recent findings by Australian educational institutions support the key role that teacher's play in student engagement. For example, the CCYP (2018) found that "the role of teachers in providing a stimulating and positive learning environment was, unsurprisingly, critical to students' school and learning experiences" (p. 44). There is also an intuitive logic to this. Teachers have the most control over learning environments, content and pedagogy, and it therefore comes as no surprise that their choices in regard to these factors impact significantly on student engagement and outcomes (Goldspink et al., 2008). The teacher's role in establishing and maintaining student engagement is thus crucial, and it is for this reason that current teachers' understandings of student engagement must be re-established, in order to ascertain if teacher (mis)understandings might be impacting current engagement practices.

Another central element that determines engagement and motivation are the activities that students complete within the classroom environment (Skinner & Pitzer, 2012). These activities are set by the teacher, and therefore provide a further pedagogical means by which the teacher can promote engagement. Taylor and Parsons (2011) point out that these activities, the resources, the language, and the pedagogy used by the teacher, should prioritise engagement and learning over achievement. In this sense, students' engagement can be

improved when teachers use effective pedagogy in the classroom, and when students are engaged they learn more and perform better, aiming overall toward ongoing improvement as part of a positive learning cycle (CESE, 2017). This raises the question of what specific pedagogical strategies teachers should be using to impact engagement within each dimension of the engagement construct. We will therefore now delineate what research has shown to specifically enhance students' behavioural, emotional and cognitive engagement as discrete dimensions of engagement. In this respect, future research must establish not only teachers' understanding of such evidence-based strategies, but also the degree to which these strategies are actually being implemented in the classroom.

Teachers' Impact on Behavioural Engagement

A review of the literature shows that issues with behavioural engagement in early years of schooling can have enduring effects on student achievement and if teachers maintain low expectations of their students, the students will achieve less (CESE, 2017). Conversely, students of teachers that maintain high expectations and implement effective teaching strategies can be up to seven months ahead of their peers (CESE, 2017). Teacher expectations are one of the many ways in which a classroom teacher can impact on the levels of students' behavioural engagement. Being calm, fair and consistent in expectations and the enforcement of rules are also identified as important classroom practices (CCYP, 2018), and students are more likely to learn content if teachers allow them more opportunities to participate in class (Goss et al., 2017). Indeed, research suggests that the majority of poor classroom behaviour would not arise if students' needs were successfully catered for in their learning environment (Newell & Yeigh, 2012). Goss et al. (2017) acknowledge the theoretical/practice divide when they note that the challenge for teachers is two-fold: firstly, they must have knowledge of effective strategies to employ and, secondly, be able to implement them appropriately. Research also indicates that a shift in focus to behavioural strategies that occasion student engagement, rather than on sanctions for poor behaviour, is required to improve student learning and classroom behaviour (Sullivan et al., 2014).

With nearly one in four Australian students in the classroom compliant yet disengaged (passively disengaged), it is often challenging for teachers to manage student learning and behaviour (Goss et al., 2017). Indeed, the Grattan Report (Goss et al., 2017) emphasises the importance of teachers recognising their students' behavioural issues, including passive disengagement, being able to identify triggers that may encourage these behaviours, and being prepared to consider how their own behaviour may in fact be contributing to the problem, that is, consider their role in the situation. This is significant because it underscores how teachers respond makes a real difference in the classroom, with modelling and reinforcing appropriate behaviour able to reduce behavioural issues and support a positive learning environment (Goss et al., 2017). In this respect, further research should look at how practicing teachers understand and foster behavioural engagement, as well as establish whether these strategies are being implemented effectively.

Teachers' Impact on Emotional Engagement

ARC Centre of Excellence for Children and Families over the Life Course (as cited in The Department of Education and Training, 2018) explains that "relationship formation is central to the engagement pathway for students. Without this, excellence in pedagogy, curriculum flexibility, and policy – while necessary – will not be sufficient to re-engage the

disengaged or disengaging student" (p. 44). This statement exemplifies the importance of relationships as a basis for emotional engagement in Australian schools. Recent findings from the CCYP (2018) in Western Australia confirm the importance of positive teacher-student relationships in the Australian secondary school context as it is these supportive relationships, where teachers take an interest in individuals and their needs, that are crucial to developing positive attitudes for learning and the ability to cope with challenges and adversity. Conversely, when students experience insecure relationships with their teachers or they feel unsafe or victimised, student engagement tends to decrease and students can experience anxiety or feel dejected in classroom tasks (Finn & Zimmer, 2012; Skinner & Belmont, 1993). High quality relationships with teachers have been shown to affect both academic and non-academic outcomes for students (Collie et al., 2016), resulting in students who are more engaged in school work, have higher attendance, and learn more (National Research Council, 2004). Other factors that support positive student relationships and student engagement echo findings internationally (cf. Bingham & Okagaki, 2012; Shernoff et al., 2016; Taylor & Parsons, 2011), such as teachers with an enthusiasm for teaching, who are relaxed, approachable, consistent, encouraging, fair, and supportive of autonomy by respecting students' views and opinions (CCYP, 2018).

In the United States, Wang and Eccles (2011) found that students' sense of belonging, an important component of students' emotional engagement, decreases in middle years of schooling. This is reiterated in the Australian context, with findings from CESE (2015) demonstrating a noticeable dip in year-9 students' engagement in measures of academic interest, positive behaviour, homework behaviour, teacher-student relationships and students' positive sense of belonging. These findings are also confirmed in the 2015 PISA data (Australian Council for Educational Research (ACER), 2018b), which found that 15-year old Australian students report a significantly lower sense of belonging in school than students from other OECD countries, with approximately one-in-five Australian students feeling this way (ACER, 2018a). Wang and Eccles (2011) note that this may be attributed to a mismatch between students' social and emotional needs and their learning environment, where the learning environment is characterised by less caring and supportive teacher-student relationships, and increased teacher control. Similarly, Hughes and Cao (2018) attribute this decline in academic engagement in middle school to the changes in the school environment between primary school and secondary school, especially for at-risk students and, importantly, found that this decline can be addressed when teachers provide more supportive relationships.

From this perspective, Hobbs (as cited in The Department of Education and Training, 2018) explains that "when students feel cared for and noticed at school, their confidence and motivation increases, they develop better learning strategies, are more cooperative in the classroom, have a greater sense of belonging, and more positive perceptions of school" (p. 26). Due to the central role of schooling in students' lives, it is evident that when students feel like an accepted part of their school community that they are more likely to actively engage in both academic and non-academic school activities (OECD, 2017, as cited in ACER, 2018). Therefore, students need to feel that teachers know and care about them (Klem & Connell, 2004), and it appears that when teachers create a strong sense of belonging within the classroom that students are willing to take academic and emotional risks, and are more confident in engaging in the learning process (Ulmanen, Soini, Pietarinen, & Pyhalto, 2016; Watson, Miller, Davis, & Carter, 2010). It is therefore important that further engagement research seeks to establish teachers' understanding of the importance of developing positive relationships as a strategy to increase students' sense of belonging, and subsequently, students' emotional engagement in their learning. There is also a corresponding need to

establish if effective strategies to support students' emotional engagement are in fact being implemented in the classroom.

Teachers' Impact on Cognitive Engagement

Teachers are acknowledged far less in the literature and research surrounding cognitive engagement, though their impact on students regarding this aspect is just as pertinent as their influence on students' behavioural and emotional engagement in the classroom. Indeed, when something catches the attention of a student it can stimulate interest, as it is the triggering of interest, however brief, that may in turn establish engagement (Renninger & Bachrach, 2015). Renninger and Bachrach explain that because interest is malleable, support from a teacher and the characteristics of an activity implemented by the teacher are both aspects that can contribute to students' interest. From a cognitive viewpoint, the enthusiasm of the teacher can encourage students' interest and their readiness and willingness to learn (Watson, et al., 2010). Newmann, Wehlage and Lamborn (1992) claim that it is how topics are presented by the teacher, and not simply the topics themselves, that creates interest for the student. This identifies the instructional methods and resources that teachers select and use to promote student interest as being highly influential for cognitive engagement, and suggests the considerable influence teachers have on students' learning and interest in the classroom should not be neglected (Rotgans & Schmidt, 2011).

Activities that include extrinsic rewards, satisfy students' intrinsic interests, provide a sense of ownership to students, authentically link to the "real world" and include some fun are predictive of cognitive engagement (Newmann, et al., 1992). Other significant predictors are students' perceptions of teacher support (Lietaert, Roorda, Laevers, Verschueren, & De Fraine, 2015; Mahatmya, Lohman, Matjasko, & Farb, 2012) and the overall structure that teachers provide (Hospel & Garland, 2016). Instruction that provides support for student autonomy (understanding, choice, and relevance), and effective use of participation structures seem to provide the most effective learning environment for cognitive engagement (Jang, Reeve & Deci, 2010; Skinner & Pitzer, 2012).

In their report on achieving educational excellence in Australian schools, the Department of Education and Training (2018) state the need for students to have clear expectations, set goals, engage in new technologies and collaboration, and experience learning autonomy and ownership as important factors for developing cognitive engagement. Further strategies shown to support cognitive engagement include catering for students' needs and interests, incorporating hands-on and practical teaching and learning, and allowing students choice in their own learning - which in turn develops a sense of responsibility, self-directed learning skills and self-efficacy (CCYP, 2018). Thus, in relation to cognitive engagement further research also needs to establish teachers' understanding of the importance of these strategies, as well as evaluate if these strategies are being implemented effectively in the classroom.

Conclusion

It is clear that engagement remains a global issue, and that Australian educational institutions are also interested in further research concerning how best to promote student engagement through the multi-dimensional lens described here (Appendix A). This article has highlighted a particular, research-based position with respect to further research in this area that is based on the existing literature. From this literature we assert there is clear need for

investigation into teachers' understandings and implementation of student engagement, with a particular focus on the discrepancies between teachers' understandings and practices as identified from the literature. Figure 1 provides a model depicting the teacher's role in promoting positive student engagement based on the tri-dimensional construct of student engagement proposed by Fredricks et al. (2004) and incorporating strategies outlined above from the literature, which we propose as the basis for further research.
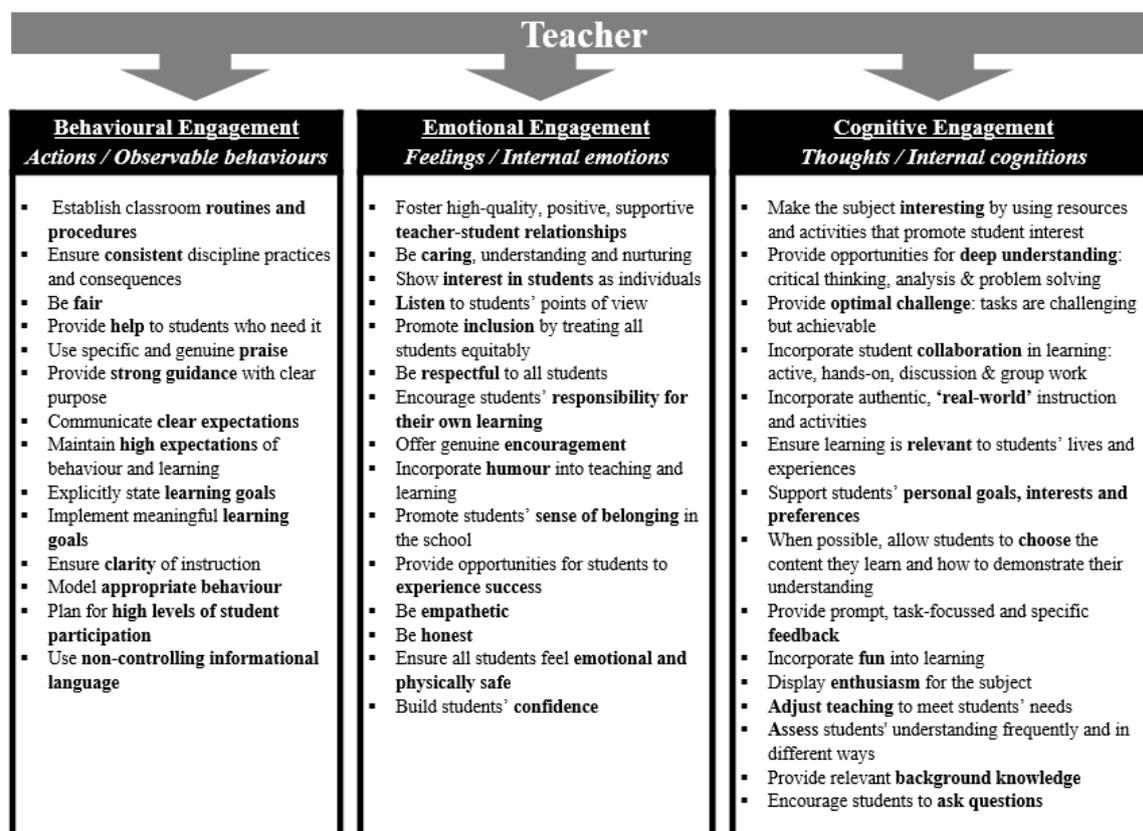

Teacher

Behavioural Engagement *Actions / Observable behaviours*	**Emotional Engagement** *Feelings / Internal emotions*	**Cognitive Engagement** *Thoughts / Internal cognitions*
▪ Establish classroom **routines and procedures** ▪ Ensure **consistent** discipline practices and consequences ▪ Be **fair** ▪ Provide **help** to students who need it ▪ Use specific and genuine **praise** ▪ Provide **strong guidance** with clear purpose ▪ Communicate **clear expectations** ▪ Maintain **high expectations** of behaviour and learning ▪ Explicitly state **learning goals** ▪ Implement meaningful **learning goals** ▪ Ensure **clarity** of instruction ▪ Model **appropriate behaviour** ▪ Plan for **high levels of student participation** ▪ Use **non-controlling informational language**	▪ Foster high-quality, positive, supportive **teacher-student relationships** ▪ Be **caring**, understanding and nurturing ▪ Show **interest in students** as individuals ▪ **Listen** to students' points of view ▪ Promote **inclusion** by treating all students equitably ▪ Be **respectful** to all students ▪ Encourage students' **responsibility for their own learning** ▪ Offer genuine **encouragement** ▪ Incorporate **humour** into teaching and learning ▪ Promote students' **sense of belonging** in the school ▪ Provide opportunities for students to **experience success** ▪ Be **empathetic** ▪ Be **honest** ▪ Ensure all students feel **emotional and physically safe** ▪ Build students' **confidence**	▪ Make the subject **interesting** by using resources and activities that promote student interest ▪ Provide opportunities for **deep understanding**: critical thinking, analysis & problem solving ▪ Provide **optimal challenge**: tasks are challenging but achievable ▪ Incorporate student **collaboration** in learning: active, hands-on, discussion & group work ▪ Incorporate authentic, **'real-world'** instruction and activities ▪ Ensure learning is **relevant** to students' lives and experiences ▪ Support students' **personal goals, interests and preferences** ▪ When possible, allow students to **choose** the content they learn and how to demonstrate their understanding ▪ Provide prompt, task-focussed and specific **feedback** ▪ Incorporate **fun** into learning ▪ Display **enthusiasm** for the subject ▪ **Adjust teaching** to meet students' needs ▪ **Assess** students' understanding frequently and in different ways ▪ Provide relevant **background knowledge** ▪ Encourage students to **ask questions**

Figure 1: Proposed Model of the Teacher's Role in Promoting Each Dimension of Student Engagement

This model incorporates the specific dimensional strategies we have discussed, with explicit focus on the teacher's role in implementing these strategies. We note two key points of investigative interest associated with this model as being inconsistencies in teachers understandings of student engagement (Harris, 2008), and misalignment between teachers' ideologies of effective engagement and actual engagement practices (Goldspink et al., 2008). The authors propose that these discrepancies likely underpin the 'dip' in student engagement that has been reported internationally and within Australia. Thus, we suspect that a mismatch continues to exist between the behavioural, emotional and cognitive needs of students, and the strategies and supports that teachers actually implement in the classroom. Hence, our call for further research to establish if teachers' current conceptualisations of student engagement align with findings from research, as well as to ascertain the strategies teachers believe are important for supporting these dimensions in the classroom and the degree to which these strategies are actually implemented. Research of this nature is required to establish if these understandings are currently being transferred effectively into classroom practice, as well as to specify the precise nature of any intervention that might be needed. In light of the importance student engagement has for student outcomes, including lifelong learning, this is viewed as imperative research, which could be used to inform professional learning programs

and initial teacher education programs, to better prepare preservice and practicing teachers alike to positively impact student engagement in Australian classrooms and beyond.

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Appendix A

A summary of Australian education policies and reports on student engagement and their alignment with the dimensions of student engagement.

Source	Year	Title	Dimensions of student engagement
Australian Capital Territory Government	2018	Inclusion and Wellbeing (based on The National Safe Schools Framework)	"students who feel safe and valued and have a sense of belonging at school… respectful relationships" *Note*: aspects of emotional engagement
Centre for Education Statistics and Evaluation (CESE) publications New South Wales	2015	Student engagement and wellbeing in NSW: Initial results from a pilot of the *Tell Them From Me* student feedback survey	"social engagement; institutional engagement; and intellectual engagement" (p. 2) *Note*: definitions align with emotional, behavioural and cognitive engagement respectively
Centre for Education Statistics and Evaluation (CESE) publications New South Wales	2017	Improving high school engagement, classroom practices and achievement	"Institutional (or behavioural) engagement alongside socio-emotional engagement and intellectual (or cognitive) engagement" (p. 4)
Commissioner for Children and Young People (CCYP) Western Australia report	2018	Speaking Out About School and Learning: The views of WA children and young people on factors that support their engagement in school and learning	"There are different types or domains of engagement (e.g. emotional, behavioural, and cognitive)" (p. 5)

Lingard, Ladwig, Mills, Bahr, Chant & Warry	2001	The Queensland School Reform Longitudinal Study	*Note:* No definition for student engagement provided. Student engagement is included in the Productive Pedagogy Framework.
Ministerial Council for Education, Early Childhood Development and Youth affairs	2011	National Safe Schools Framework	"Social and emotional skills… student owner-ship and decisions making" (p. 7) *Note:* aspects of emotional engagement
New South Wales Department of Education	2015	The Wellbeing Framework for Schools	"cognitive, emotional, social, physical and spiritual wellbeing" (p. 3) *Note:* 'cognitive' aligns with cognitive engagement, 'emotional' and 'social' align with aspects of emotional engagement.
Northern Territory Department of Education	2018	Education strategy 2018-22: Action plan	*Note:* No definition of student engagement provided
Queensland Department of Education	2018	Student Learning and Wellbeing Framework	"psychological, physical, social, cognitive" (p. 1) *Note:* No definitions provided.
Queensland Department of Education and Training	2017	Priority Research Themes	*Note:* 'Engagement' in priority research themes: Empowered Students; The Diverse Learner; Community Connections & Integration
South Australian Department for Education (website)	2016	About the survey of wellbeing and student engagement: Factsheet	Social and emotional wellbeing; Relationships and learning in school *Note:* Definitions provided align with emotional and cognitive engagement.
South Australian Department for Education (website)	2018	School Relationships and Engagement	Connectedness with adults, emotional engagement with teachers, belonging, cognitive engagement, academic self-concept *Note:* 'connectedness' and 'belonging' align with emotional engagement. Definition provided for 'academic self-concept' aligns with cognitive engagement.
South Australian Department of Education (Goldspink, Winter & Foster)	2016	Student Engagement and Quality Pedagogy	"behavioural… emotional… cognitive". (p. 2)
South Australian Department for Education and Child Development: Office for Children and Young people	2016	Student Engagement Matrix Guidelines	Three dimensions identified as 'wellbeing', 'relationships' and 'involvement in learning' described on a continuum from significantly disengaged to extremely engaged *Note:* Descriptions of each identified dimension share similarities with emotional, behavioural and cognitive engagement
Tasmanian Government Department of Education	2016	Student Engagement Procedures	Cognitive engagement; Behavioural engagement; Emotional engagement (p. 2)
Victoria State Government Education and Training	n.d.	Research Priorities	*Note:* Engagement identified in "Pedagogy, Practice, and Outcomes: Improving student engagement" as a state research priority

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Victoria State Government Education and Training (website)	2018	Student Engagement Policy	*Note:* Definitions provided in 'What student Engagement is' webpage (see below)
Victoria State Government Education and Training (website)	2018	What student engagement is	Behavioural, emotional and cognitive engagement
WA Department of Education	n.d.	Behaviour and Wellbeing: Whole school approaches (Kids Matter Primary; MindMatters Secondary Schools; National Safe Schools Framework)	*Note:* No definition of wellbeing or engagement provided.