The Deep & Deliberate Engagement of Self-Directed Learning
Key Principles and Key Practices
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Key Principles

1. Deep engagement occurs when there is a high level of interest.
2. Deep engagement occurs when there is a need or desire to solve a problem.
3. Deep engagement occurs when there is a desire to explore or experiment.
4. Deep engagement occurs when there is a desire to collaborate with others.
5. Deep engagement occurs when there is a desire to help or support others.
6. Deep engagement occurs when children are guided to set practice and proficiency goals. (2nd and 3rd Plane students)
7. Cultivating and honoring engagement is rooted in the discipline of daily observation.
8. The capacity for deep engagement is determined by developmental and environmental factors.
9. Personal energy management (physical, social, emotional, mental) is an essential element in achieving and maintaining deep engagement.
10. Because today’s children tend to be overstimulated, and find it difficult to get and stay engaged, the prepared environment requires a “less is more” perspective.
11. Deep engagement is respected and protected throughout the school community, by adults as well as children.
12. Being mindful of the engagement of others helps to create a culture of non-interfering behavior.
13. Year round grace and courtesy lessons perpetuate a culture of engagement.
Key Practices

____ I provide children with opportunities to link learning with personal interests.
____ I provide children with skills, time, and space to solve problems.
____ I provide children with freedom and encouragement to explore and experiment.
____ I provide children with skills and opportunities to collaborate.
____ I provide children with skills and opportunities to coach, teach, and mentor others.
____ I pose questions that guide students to set realistic practice goals.
____ I observe daily to gather data, which informs my understanding of the level of engagement in my classroom.
____ I observe in order to identify behaviors that interfere with engagement.
____ I present children with learning activities that help them deepen and extend concentration i.e. practical life, mindfulness practices, “big work.”
____ I model behaviors and present lessons that guide children toward personal energy awareness and mind-body renewal.
____ I reduce the amount of stimulation in the learning environment; by monitoring the amount of materials on the shelves, wall displays, classroom clutter, verbiage in lessons, and social chatter.
____ I take notice of students, staff and parents who are engaged in learning, work and conversation.
____ I model non-interfering behavior, such as refraining from interrupting children and adults who are engaged in work - classrooms and offices.
____ Children observe me practicing the non-interfering grace and courtesy behaviors I present to them.
____ I present daily grace and courtesy lessons in the form of role play, community meetings, storytelling, conflict resolution practices, and team building games.