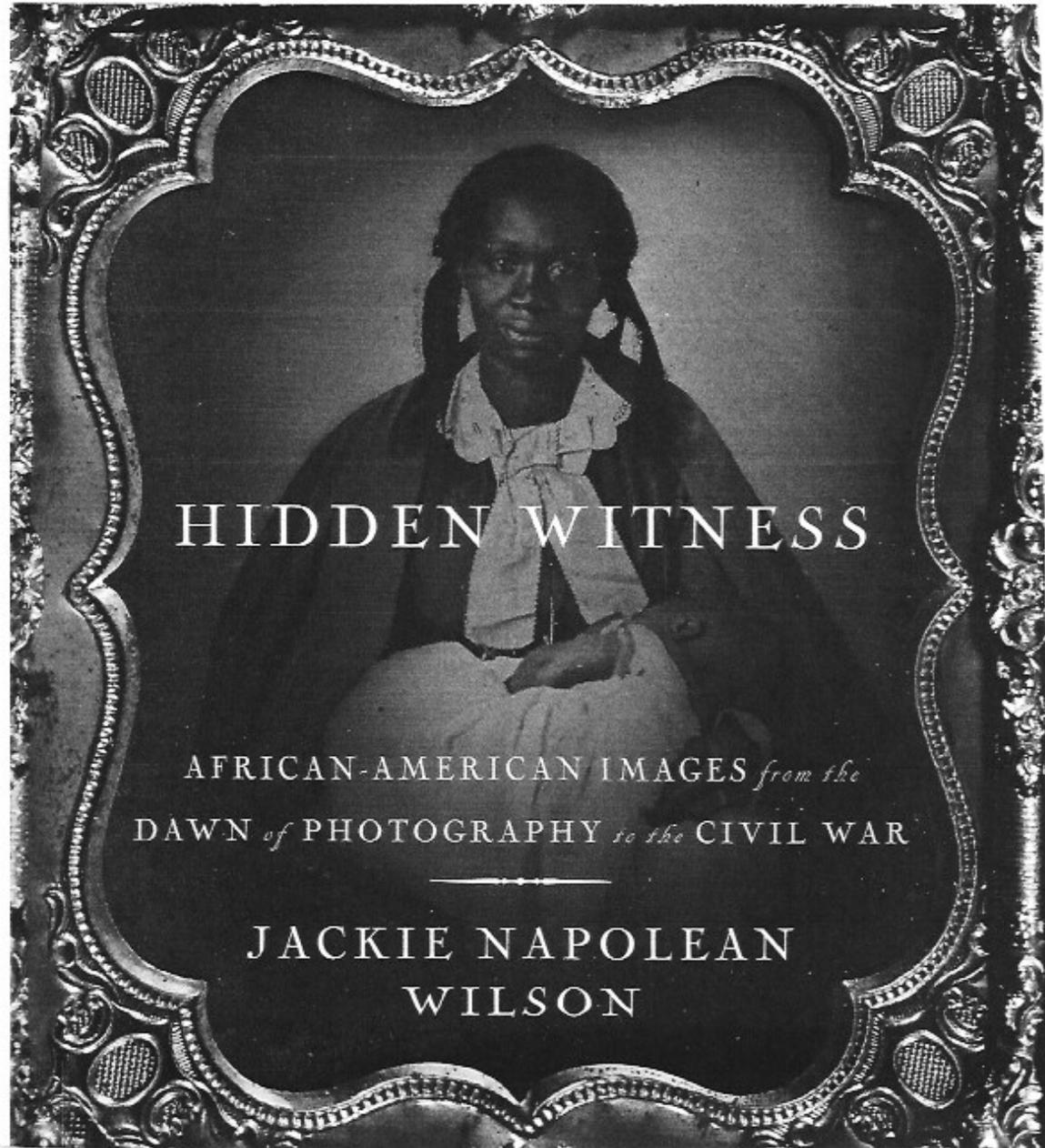


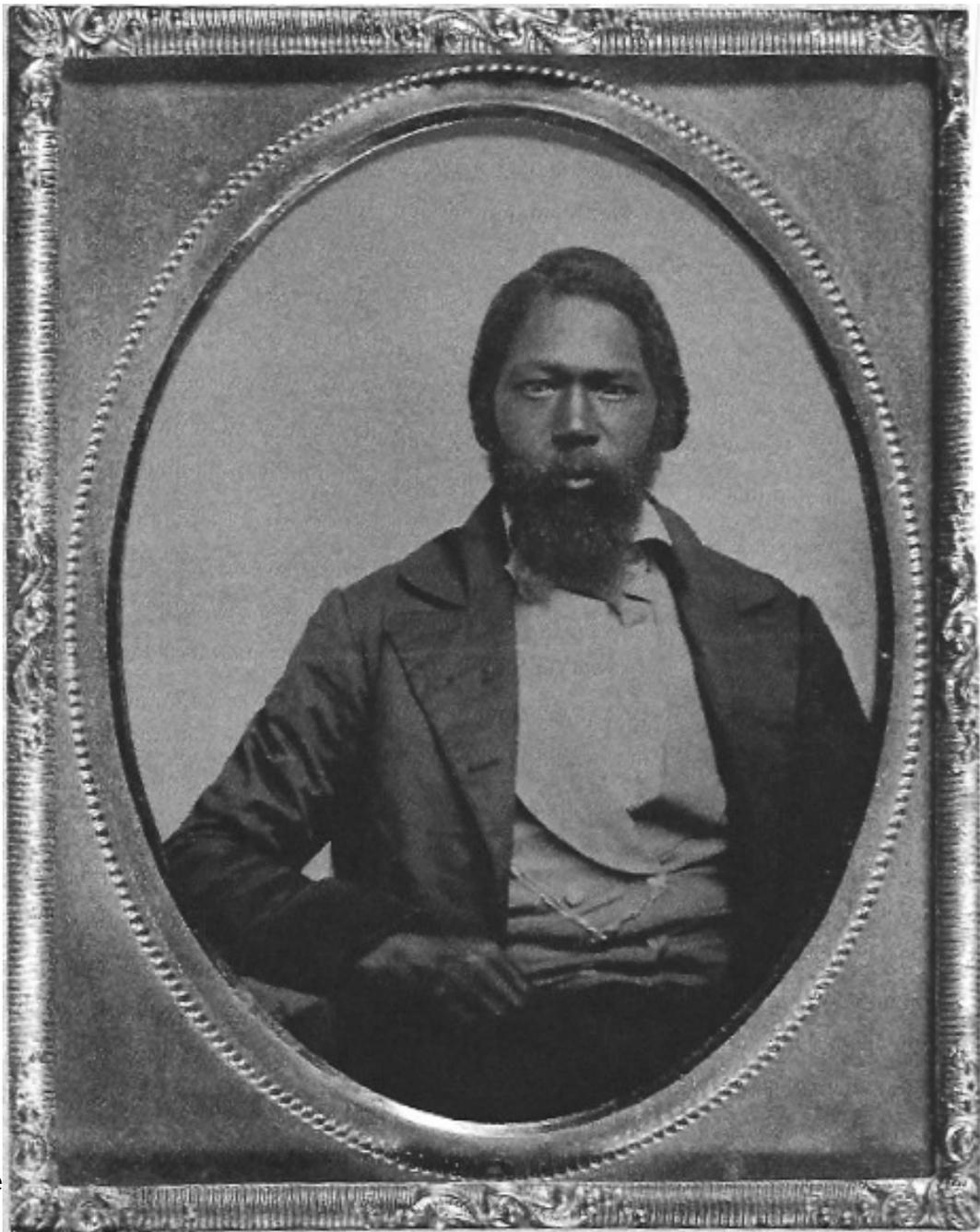
# A Working Theory of Engagement

- Engagement is born of *intellectual urgency* - engaged children often tell us through talk and action that they “have to know more...”. They are willing to put time and considerable effort into learning more. Often, the concepts and stories in which children are deeply engaged have conflict embedded. Children are intrigued by the conflict and may want to take action to mitigate a problem in their community or the world.
- Engagement is born of *emotional response to ideas* - engaged children can describe experiences when a concept is imprinted in the heart as well as the mind. They are certain that they will remember the ideas because a strong emotion is tied to a concept they’re learning.
- Engagement is deepened by *perspective bending* - engaged children are aware of how others’ knowledge, emotions and beliefs shape their own. When children operate in the realm of belief, they are more engaged, they have a stake in the learning. They may be willing to change their thinking and particularly relish the idea that their ideas can impact other learners.
- Engagement is, in some way, dependent on our *sense of the aesthetic* - engaged children are able to describe moments when they find something beautiful or extraordinary, hilarious or unusually meaningful. They may speak of a book or illustration that seems to have been created just for them.



## From Hidden Witness

THIS stoic face suggests wisdom but his visage does not appear to fit with his formal attire, as he must have led a hard, industrious existence. Photographers did not often ask more than one pose of a subject because the process was so involved. But with his off-centered position, the subject is more revealed because the wide unbalanced open space rises to his piercing eyes.



Keene