

Student engagement is challenging to define as it is a complex construct influenced by multiple factors.

Fredericks, Blumenfeld and Paris (2004) identify three dimensions of engagement:

- **behavioural engagement**  
academic, social and extracurricular activities of the school
- **emotional engagement**  
school (a sense of belonging or connectedness to the school)
- **cognitive engagement**  
regulation).

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- **Engagement in learning** includes active participation and engagement in learning, having functional skills to participate meaningfully in all aspects of learning; not as a passive learner and problem-solver; and having a sense of meaning.
- **Social and emotional wellbeing** includes positive mental health / absence of mental health problems; self-awareness; emotional intelligence; self-regulation; resilience; interpreting the world positively; pro-social values and behaviour.
- **Supportive relationships** includes having positive family bonds and friendship, ability to rely on a trusted adult, experiencing a sense of belonging, and engagement / involvement in age appropriate learning and activity.
- **Physical health** includes physical health / absence of health problems; oral health; nutrition and weight; physical /F31.04 Tf1 0 0 1 1082 43 m0 g0 (u)-4(r)-s.97 758628 BT/F31