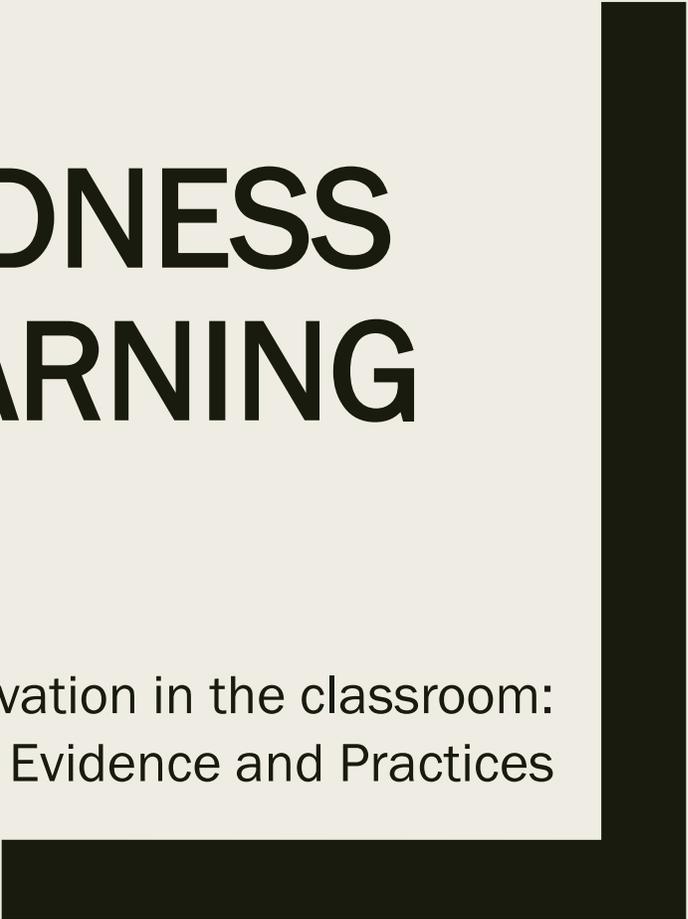# SCHOOL CONNECTEDNESS & MOTIVATION IN LEARNING

Symposium: Understanding Motivation in the classroom: Evidence and Practices

A motivated learner –

every teacher's dream student

More effortful

Deeper learning

Self-directed

More willing & engaged

More persistent

More likely to lead a meaningful and productive life

Motivation is a simple idea …..

- **the reason(s) for acting or behaving in a particular way (or not behaving / acting …)**

- The WHY of actions (or non-actions)

- Explanation for
  - *Choice of action / task*
  - *Belief, values & goals*
  - *Energy put in*
  - *Persistence / Intensity of effort*
  - *Standards for accomplishment*

Besides the person-centric factors ....
contextual & social influences to motivation

Broader Social-Cultural Contexts

Peers

Family

Child
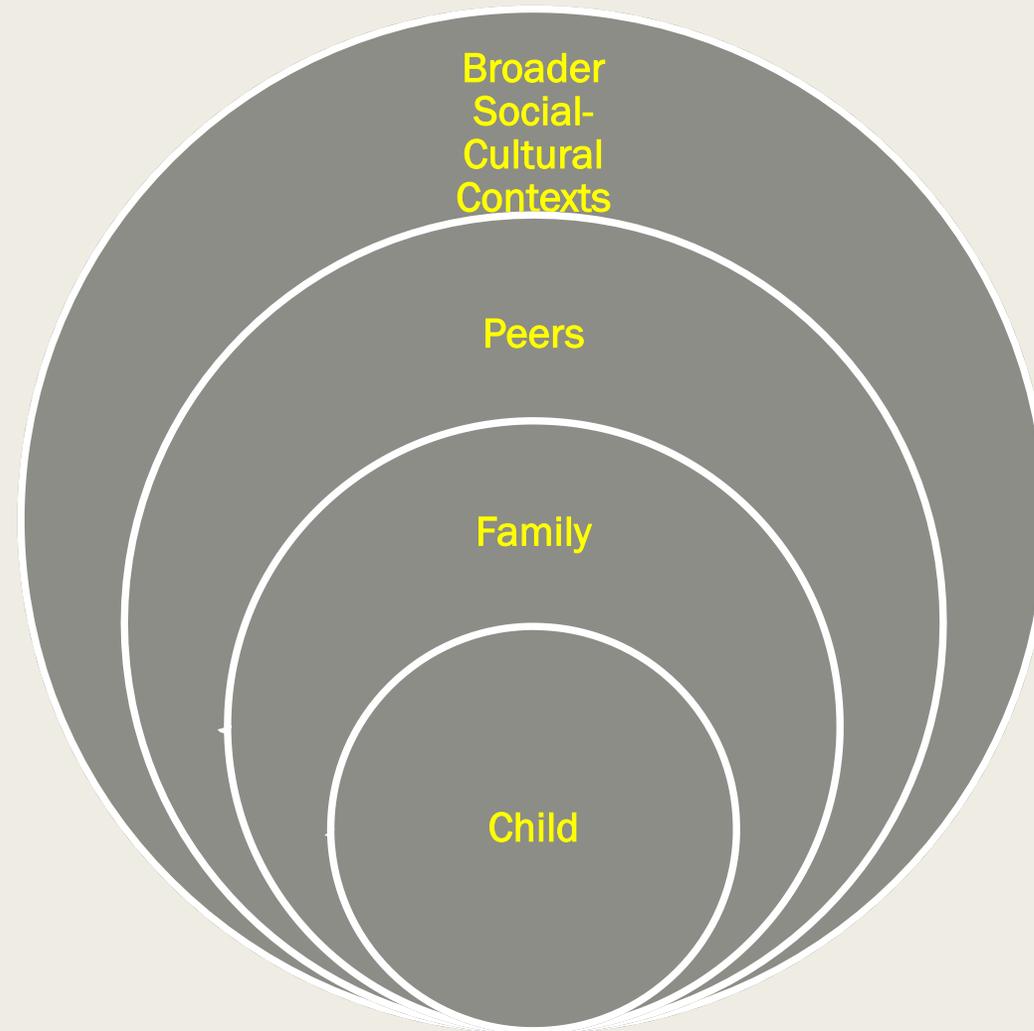
The Ecological Model

How do we explain motivated behavior?

It's biology, learning, and cognition

and society and culture and emotions...

So how do we make sense of motivation?

what we know from literature and school practices - a few 'fundamentals' to guide us:

Axiom	Implication
Belief: all students can learn want to learn [because motivation to learn and grow is a basic human nature]	• Students CAN be motivated • need to understand what is drawing and what is deterring students towards a goal

Quote: "Every student can learn, just not on thye same day, in the same way."

So how do we make sense of motivation?

a few 'fundamentals' to guide us:

Axiom	Implication
Personal factors: Motivation is shaped by a person's needs, beliefs, values, which determine his interests, wants and goals	• Individual differences exist • Need to understand students as individuals
Contextual factors: Motivation is also influenced by environmental forces, which includes the physical, relational, cultural and socio-economic	• Need to understand student's context / circumstances

Quote: "Every student can learn, all it takes is a teacher willing to fill a way to teach him/her."

So how do we make sense of motivation?

a few 'fundamentals' to guide us:

Axiom	Implication
Motivation can be **extrinsic or intrinsic** in nature; intrinsic motivation yield better learning outcomes and positive developments	Help students develop intrinsic motivation as far as possible

Benefits of Intrinsic motivation:
- Persistence
- Creativity
- Conceptual understanding
- High-quality learning
- Optimal functioning & well-being

So how do we make sense of motivation?

a few 'fundamentals' to guide us:

Axiom	Implication
Motivation can be **extrinsic or intrinsic** in nature; intrinsic motivation yield better learning outcomes and positive developments	Help students develop intrinsic motivation as far as possible

Amotivation	Extrinsic Motivation				Intrinsic Motivation
Nonregulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Lack of Motivation	Controlled Motivation		Autonomous Motivation		
Lowest Relative Autonomy					*Highest Relative Autonomy*

So how do we make sense of motivation?

a few 'fundamentals' to guide us:

Axiom	Implication
Students' goals can be • **Mastery-oriented** – focused on developing skills and knowledge; self-improvement • **Performance oriented** – focused on demonstrating better than others	Promote mastery goal-orientation, which facilitates intrinsic motivation
Students with a **growth mindset** • trust that they can become better through effort, • are more willing to take on new challenges, • persevere when they encounter difficulties.	Help students embrace Growth Mindset - leads to increased motivation and perseverance in learning

Motivation in the school setting –

School Connectedness

School connectedness is students' belief that
adults and peers care about them and their learning

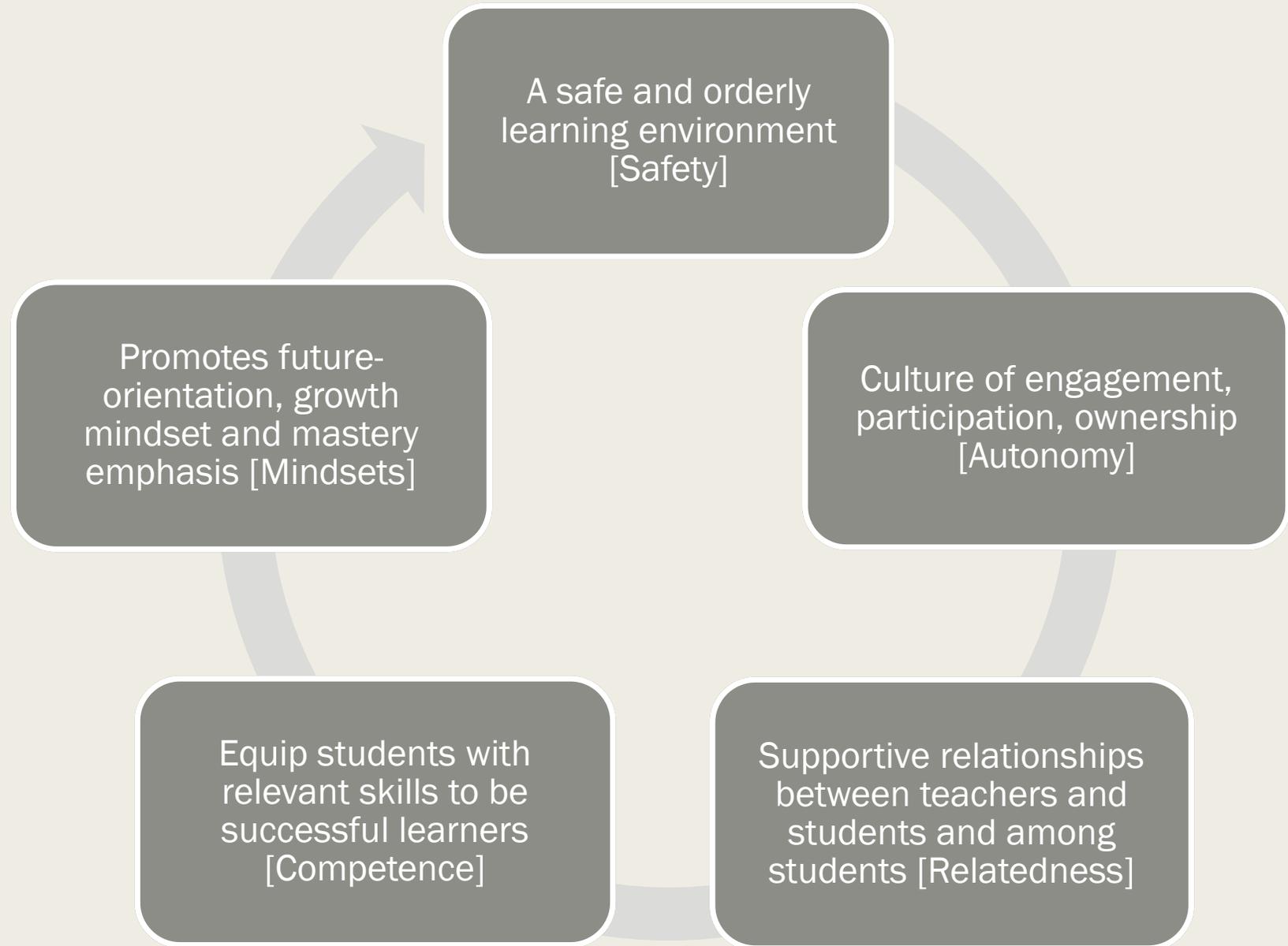associated to positive educational outcomes that include

- better school attendance,

- lower rate of school dropout,

- better academic achievement and

- lower likelihood of engaging in problematic behaviours

Reference: Centers for Disease Control and Prevention. *School Connectedness: Strategies for Increasing Protective Factors Among Youth.* Atlanta, GA: U.S. Department of Health and Human Services; 2009.
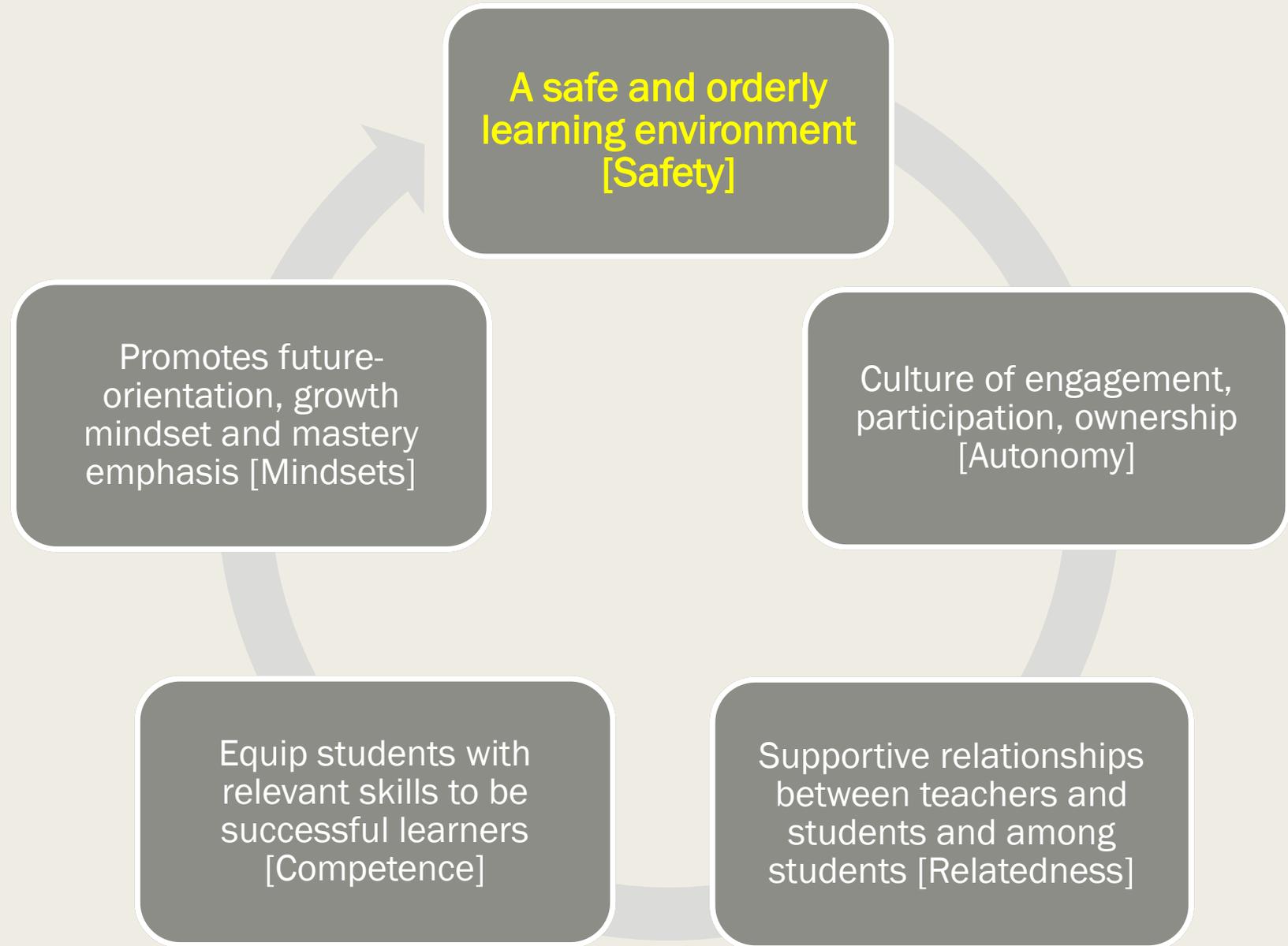
School Connectedness – whole school effort

What can a **school** do?

Build an *enabling* environment – that supports *autonomy,* promotes *relatedness* & develop *competence*

A safe and orderly learning environment [Safety]

Culture of engagement, participation, ownership [Autonomy]

Supportive relationships between teachers and students and among students [Relatedness]

Equip students with relevant skills to be successful learners [Competence]

Promotes future-orientation, growth mindset and mastery emphasis [Mindsets]
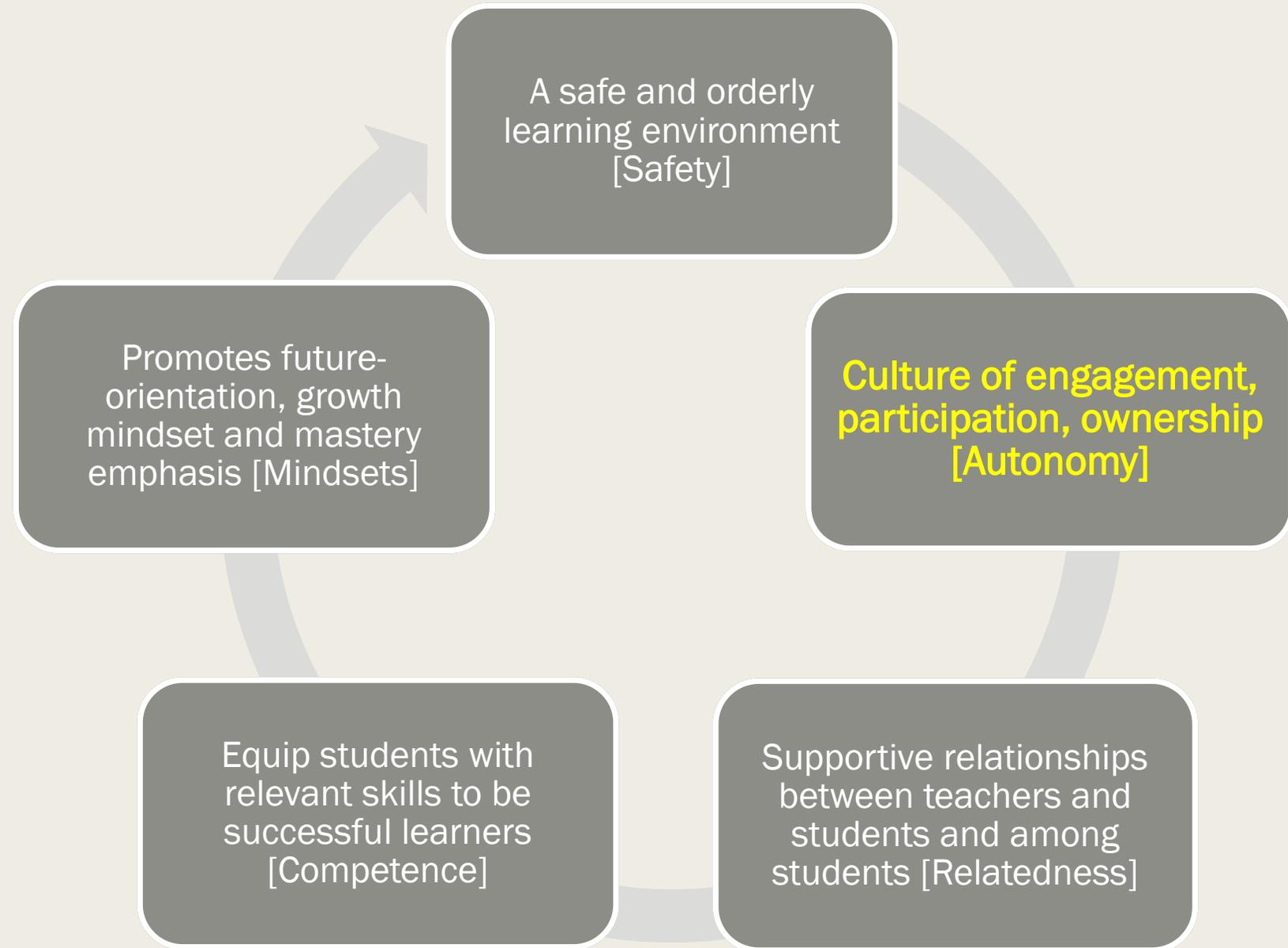
School Connectedness – whole school effort

- Use effective classroom management & promote pro-social norms to foster a conducive learning environment.

- Build trust and promote open communication among all members of the school community (school leaders, teachers, students, parents).

A safe and orderly learning environment [Safety]

Culture of engagement, participation, ownership [Autonomy]

Supportive relationships between teachers and students and among students [Relatedness]

Equip students with relevant skills to be successful learners [Competence]

Promotes future-orientation, growth mindset and mastery emphasis [Mindsets]

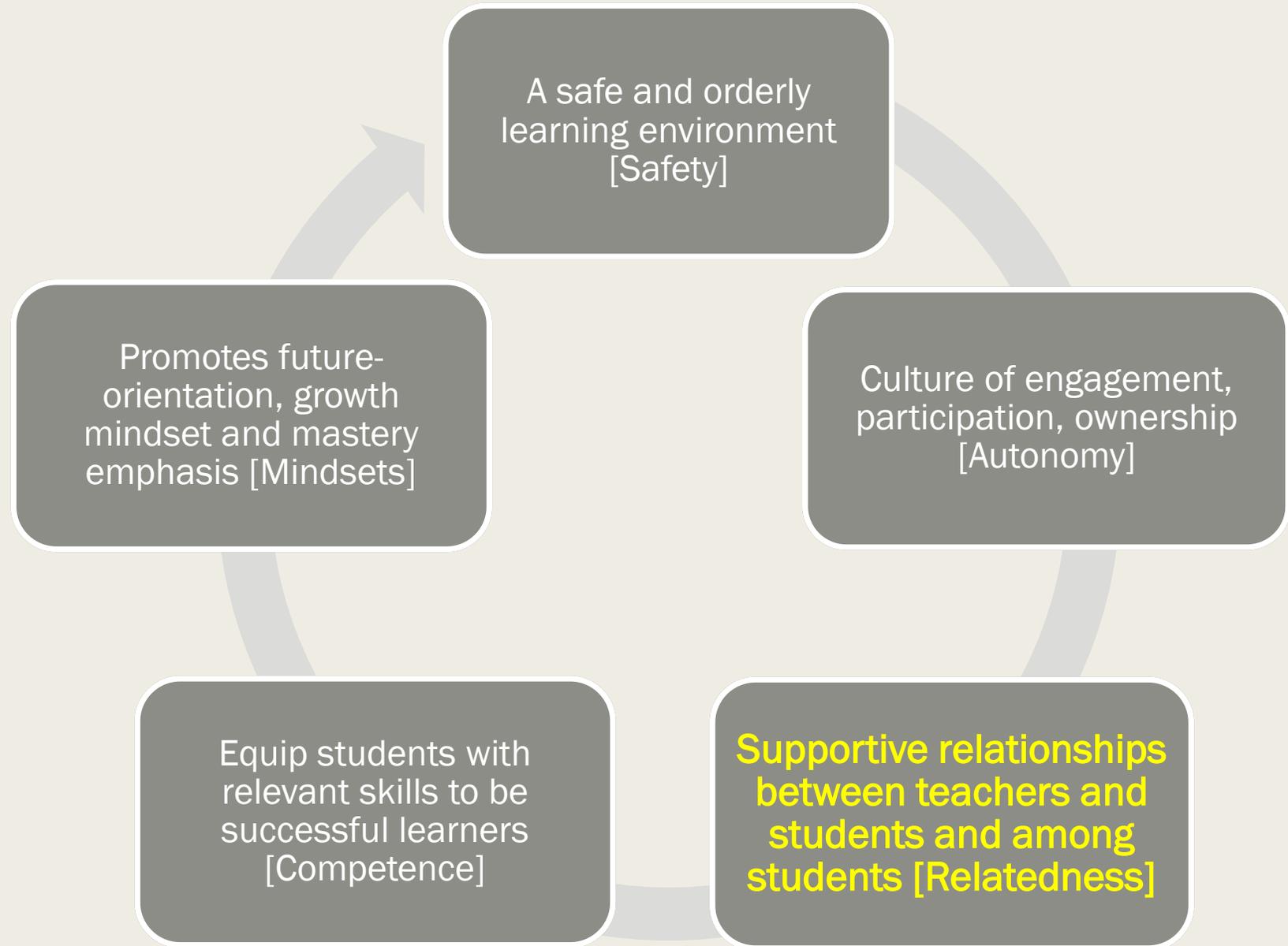# School Connectedness – whole school effort

Efforts that facilitate engagement of stakeholders; and student and staff empowerment

- Staff input sought for school improvements
- Students' voice heard and attended to
- Student given developmentally appropriate roles and responsibilities
- Parents engaged regularly on relevant school matters

A safe and orderly learning environment [Safety]

Culture of engagement, participation, ownership [Autonomy]

Promotes future-orientation, growth mindset and mastery emphasis [Mindsets]

Supportive relationships between teachers and students and among students [Relatedness]

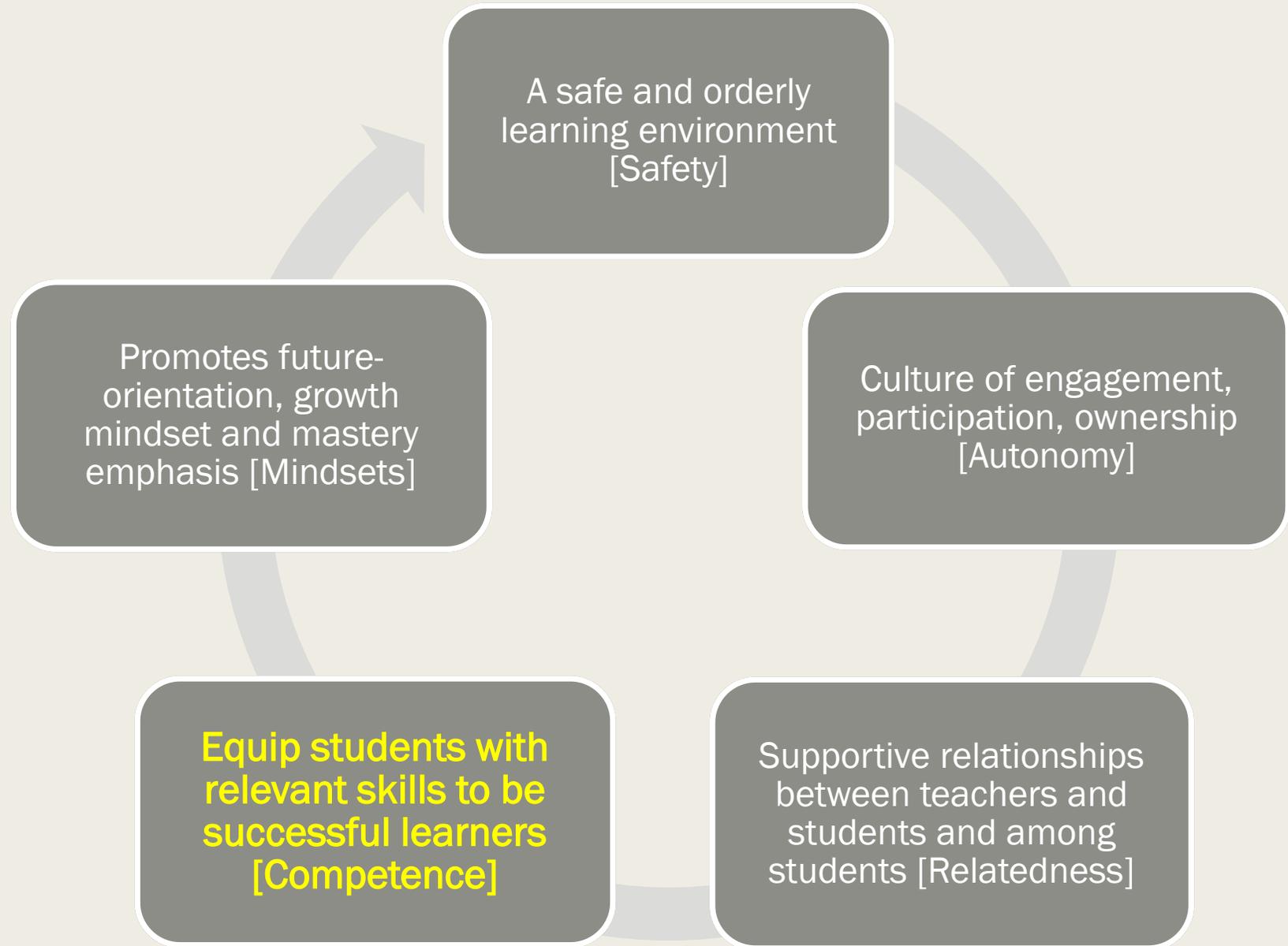Equip students with relevant skills to be successful learners [Competence]

School Connectedness – whole school effort

- Establish positive classroom climate and good teacher-student relationship

- Promote peer support and positive social norms (e.g., engaging in school activities, completing homework assignments, helping others)

A safe and orderly learning environment [Safety]

Culture of engagement, participation, ownership [Autonomy]

Promotes future-orientation, growth mindset and mastery emphasis [Mindsets]

Equip students with relevant skills to be successful learners [Competence]

Supportive relationships between teachers and students and among students [Relatedness]

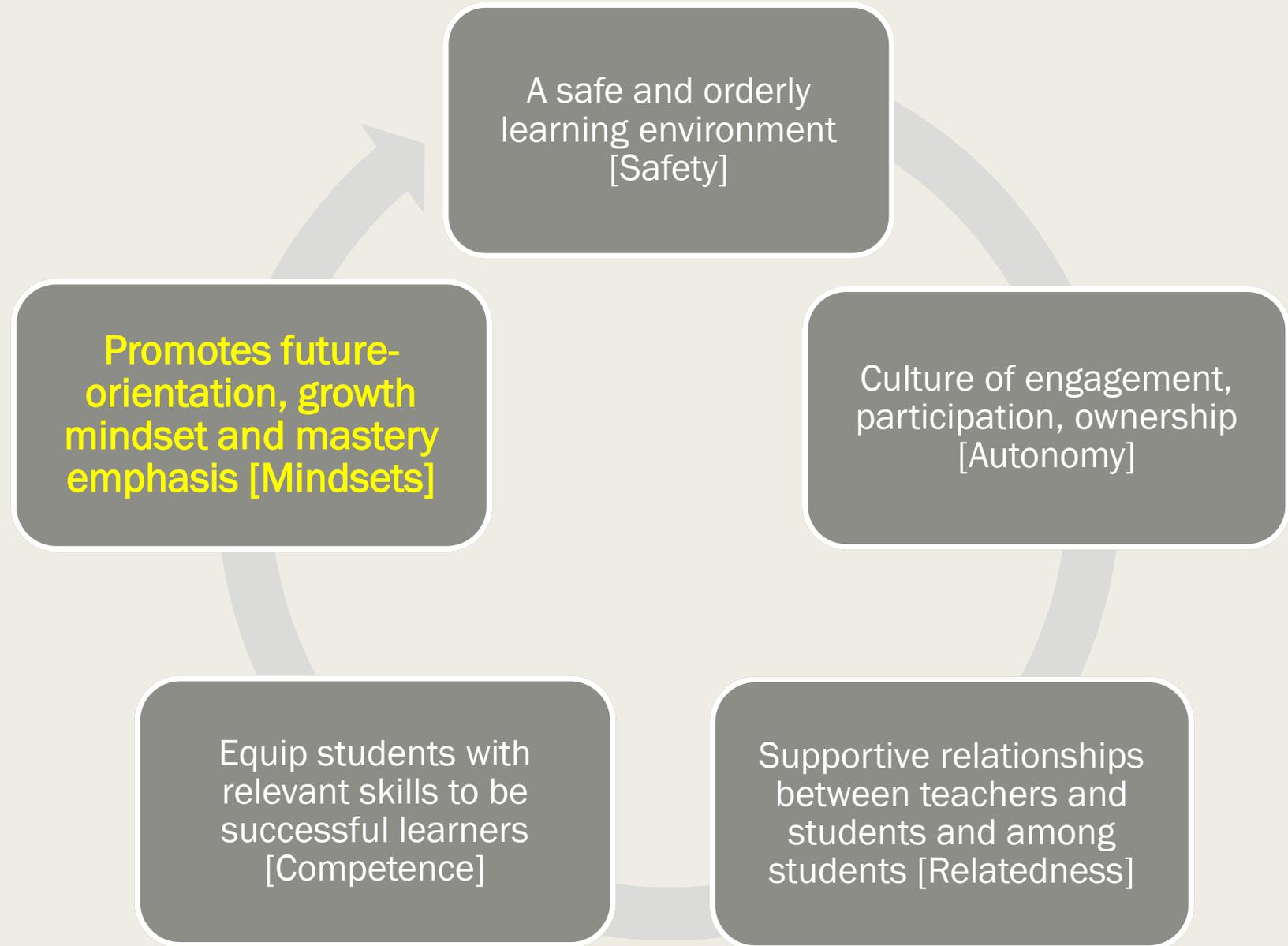# School Connectedness – whole school effort

- Equip students with social skills to establish strong and healthy relationships
    - *e.g. friendship skills, managing conflicts*

- Other important skills needed to navigate schooling life include
    - *Study skills*
    - *Emotional regulation*
    - *Problem-solving*
    - *Perspective taking*
    - *Team-work*

A safe and orderly learning environment [Safety]

Culture of engagement, participation, ownership [Autonomy]

Supportive relationships between teachers and students and among students [Relatedness]

Equip students with relevant skills to be successful learners [Competence]

Promotes future-orientation, growth mindset and mastery emphasis [Mindsets]

School Connectedness – whole school effort

Help students discover the 'Joy of Learning':

- clarify their life goals and how schooling can help them reach these goals through ECG

- develop growth mindset to fortify against challenges of life

- emphasise mastery over performance to promote deeper, more meaningful learning

A safe and orderly learning environment [Safety]

Culture of engagement, participation, ownership [Autonomy]

Supportive relationships between teachers and students and among students [Relatedness]

Equip students with relevant skills to be successful learners [Competence]

Promotes future-orientation, growth mindset and mastery emphasis [Mindsets]

Overview

- School Connectedness has to be a whole school effort

- Key to effectiveness is coherence and consistency in effort

- Reinforcement helps internalisation

| Different Learning Platforms / Motivating Students across		School Environment & Culture	• Supportive & Caring School Culture • Positive Adult Role Modelling, • Positive Teacher-Student Relationship, • Peer Relationship and Support			
			• Teacher-Pupil Conferencing • Counselling, Student Welfare Support & Intervention Programmes for Students At-Risk			
		Curriculum	Teacher-Pupil Interactions (in IP and non-IP contexts)			
			FTGP lessons / CCE lessons/VIA	CCE lessons / VIA		CCE lessons / VIA
			Group work (IP and non-IP areas)			
			All Games and Sports in PE lessons			
		Co-Curricular Activities (CCAs)	All Uniformed Groups			
			All Performing Arts, Games and Sports, Clubs & Societies CCAs			
		School-based Programmes	Prog for Active Learning (PAL)	Upper Pri Adventure Camp	Lower & Upper Sec Camp / OBS	Camp
		Academic Levels	*Lower Pri*	*Upper Pri*	*Sec*	*JC/CI*

Motivation in the school setting – Teacher Actions

■ Motivation is a complex interplay of individual processes and contextualized experiences

(Wentzel & Wigfield, , 2009)

What can a **teacher** do?

Give *attention*, *show interest* & *concern*
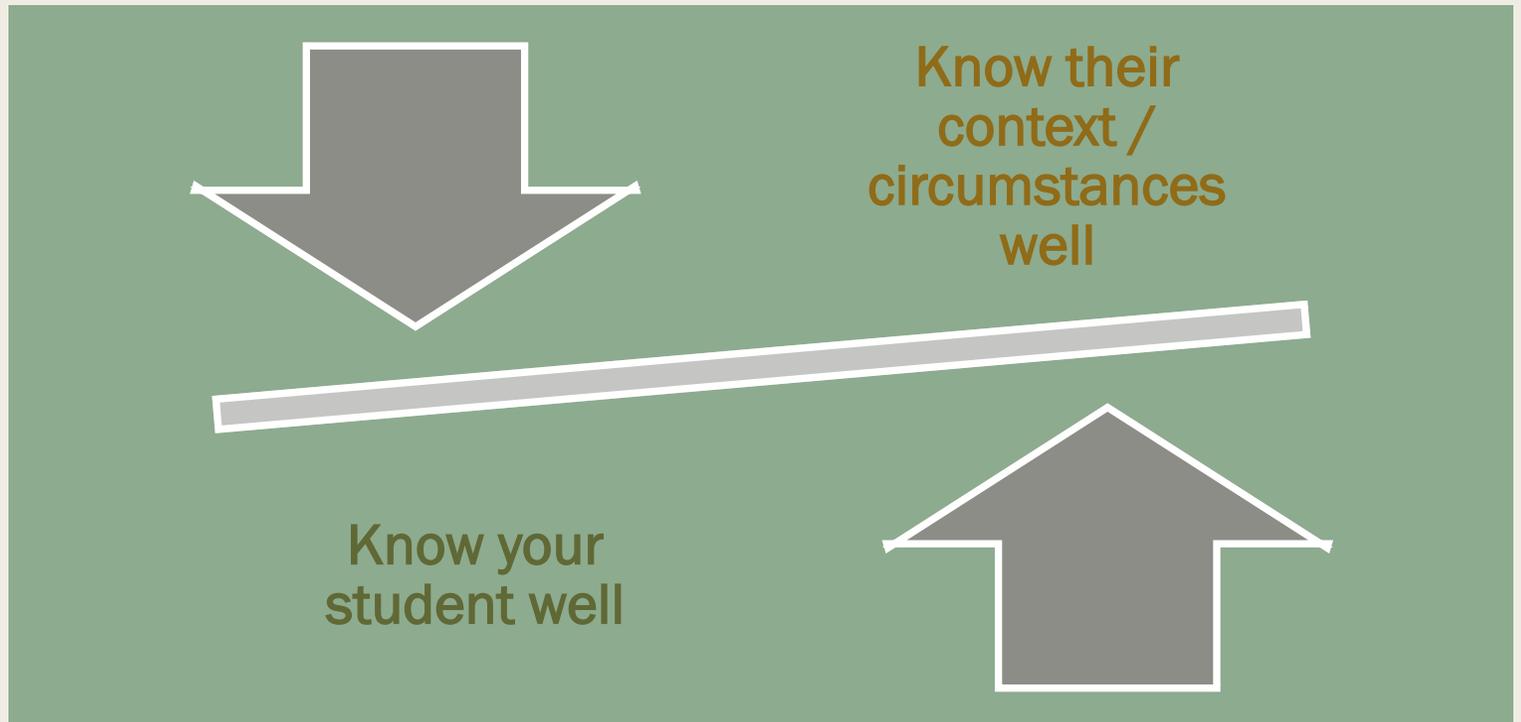
Know their context / circumstances well

Know your student well

Motivation in the school setting – Teacher Actions

■ Motivation is a complex interplay of individual processes and contextualized experiences

(Wentzel & Wigfield, , 2009)

Know your students well	Knowing their context / circumstances well
• Approach: What drives student? What makes student 'tick'? 　• beliefs, values – what is important to student? 　• interests – what engages student; naturally draws attention? 　• goals – what are student aspirations / 'dreams'? 　• what is 'success' like for student? • Avoidance: 　• What puts student off? 　• What are student's fears? 　• What does student find very difficult?	• Are Needs met? 　• basic needs - e.g. shelter, food, safety 　• psychological needs: Autonomy, Competence, Relatedness • Does student have the necessary support for learning and development at HOME and in SCHOOL? 　• Supportive Relationships 　• Sufficient Resources • Does teaching and learning in the class engages the student? 　• If not, why? 　• What then will be engaging?

Attribution theory / Causal attribution

Self-Efficacy Theory

Expectancy-Value Theory

Achievement Goal Theory

What can the teacher do?

Knowing & applying a repertoire of motivational strategies

Beliefs about Intelligence (Growth / Fixed Mindset)

Individual & Situational Interest

Understanding Motives

Self-Determination Theory

(Preserving) Self Worth Theory

The ART of Motivation

- Attribution theory / Causal attribution
- Self-Efficacy Theory
- Expectancy-Value Theory
- Achievement Goal Theory
- Beliefs about Intelligence (Growth / Fixed Mindset)
- Individual & Situational Interest
- Understanding Motives
- Self-Determination Theory
- (Preserving) Self Worth Theory

- Potential for Motivation (and De-motivation) can be everywhere – beware of unwitting impact

Thank You!