

## 6. Be Patient

This is the sixth in a series of Autonomy-Supportive Behaviours that teachers can use in the classroom. Remember: You're not responsible for creating motivated students; you're responsible for creating an environment where students can motivate themselves.

### What?

**Wait calmly for your students' input, initiative, and willingness. Give them the time and space they need during learning activities to:**

- Overcome the inertia of inactivity,
- Explore and manipulate learning materials,
- Ask questions,
- Retrieve information,
- Make plans and set goals,
- Evaluate data and feedback,
- Formulate and test hypotheses,
- Monitor and revise their work,
- Recognize they are not making progress and start anew,
- Monitor their progress,
- Go in their own direction, and
- Work at their own pace and rhythm



### Why?

**Learning and understanding take time.** The less students feel rushed or pressured, the more likely they will be able to put in the necessary effort for learning – keep this in mind when you feel you don't have enough class time for your students.

### When?

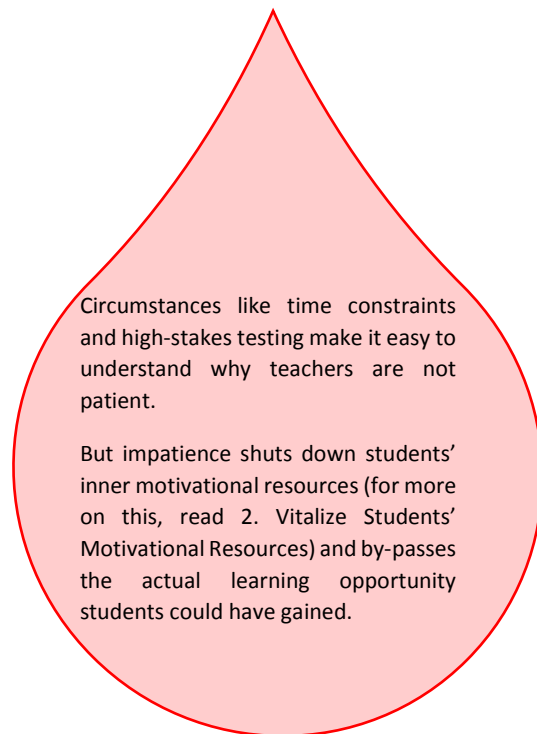
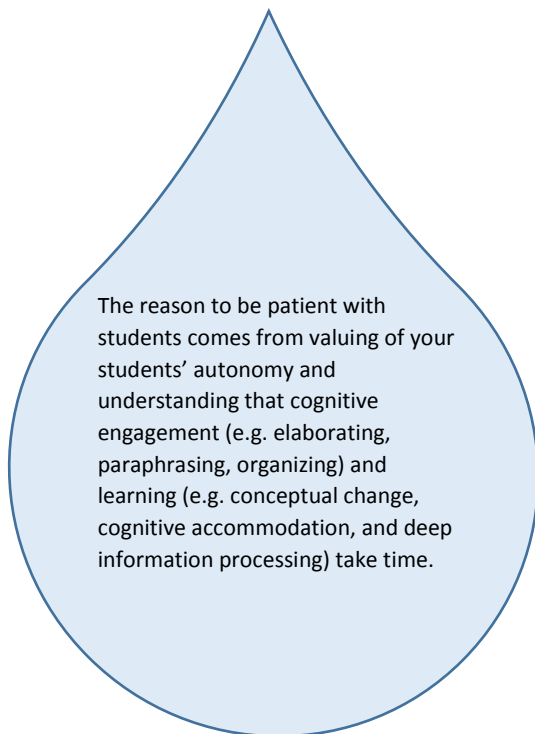
**When students are trying to learn something new, unfamiliar, or complex,** or trying to develop or refine a skill – being patient is vital.

## How?

Show calmness to students who are struggling, understand and adjust to their behaviour.

To be patient:

DO	DON'T
Listen	Interfere
Watch and observe	Intrude
Be responsive	Intervene
Postpone your help and assistance until you understand what students are trying to do	Push and pressure students to go faster <ul style="list-style-type: none"><li>• Verbally e.g. hurry up, let's go</li><li>• Non-verbally e.g. clap clap, snap snap, standing over students to show time is up, turning page before students are ready</li></ul>
Wait for a signal from students to ask for your help, scaffolding, or feedback	Rush students to finish what they're doing <ul style="list-style-type: none"><li>• Grabbing materials out of students' hands</li></ul>
Provide encouragement for effort and initiative Offer hints when students are stuck	End the learning activity quickly by showing or telling students the right answer



Source: Reeve, J. (2016). *Autonomy-supportive teaching: What it is, how to do it*. W. C. Liu, J. C. K. Wang, & R. M. Ryan (Eds.). Springer Science+Business Media: Singapore. Written by C. M. Q. Sim, 2016.