

A thick black L-shaped frame surrounds the text. It starts at the top left, goes right, then down, then right again at the bottom right.

# **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*

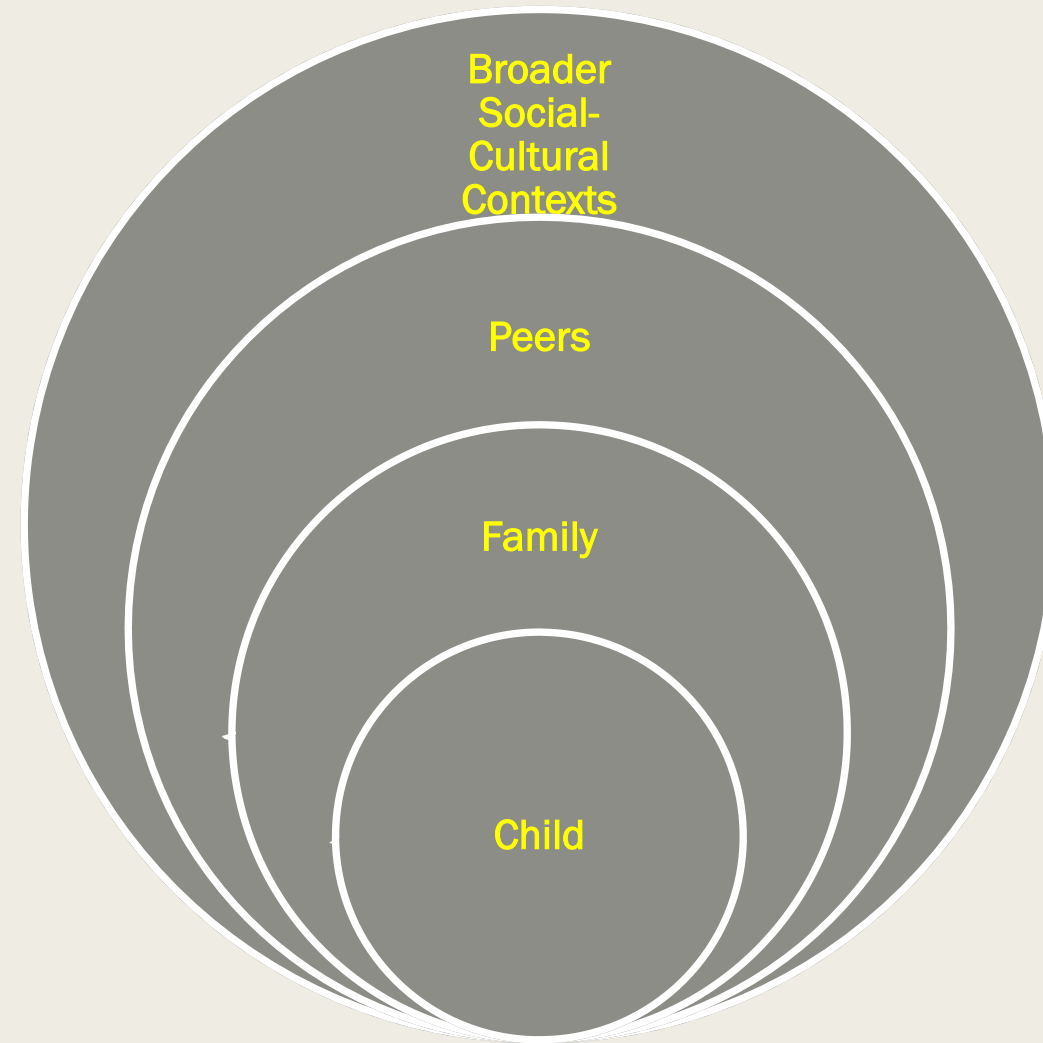
*More persistent*

*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



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
<b>Belief:</b> all students can learn want to learn [because motivation to learn and grow is a basic human nature]	<ul style="list-style-type: none"><li>• Students CAN be motivated</li><li>• need to understand what is drawing and what is deterring students towards a goal</li></ul>

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

# So how do we make sense of motivation?

a few 'fundamentals' to guide us:

Axiom	Implication
<b>Personal factors:</b> Motivation is shaped by a person's needs, beliefs, values, which determine his interests, wants and goals	<ul style="list-style-type: none"><li>• Individual differences exist</li><li>• Need to understand students as individuals</li></ul>
<b>Contextual factors:</b> Motivation is also influenced by environmental forces, which includes the physical, relational, cultural and socio-economic	<ul style="list-style-type: none"><li>• Need to understand student's context / circumstances</li></ul>

Quote: "Every student can learn, all it takes is a teacher willing to find 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 <b>extrinsic or intrinsic</b> 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 <b>extrinsic or intrinsic</b> 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		
<p><i>Lowest Relative Autonomy</i> ←————→ <i>Highest Relative Autonomy</i></p>					

# So how do we make sense of motivation?

a few 'fundamentals' to guide us:

Axiom	Implication
<p>Students' goals can be</p> <ul style="list-style-type: none"><li>• <b>Mastery-oriented</b> – focused on developing skills and knowledge; self-improvement</li><li>• <b>Performance oriented</b> – focused on demonstrating better than others</li></ul>	<p>Promote mastery goal-orientation, which facilitates intrinsic motivation</p>
<p>Students with a <b>growth mindset</b></p> <ul style="list-style-type: none"><li>• trust that they can become better through effort,</li><li>• are more willing to take on new challenges,</li><li>• persevere when they encounter difficulties.</li></ul>	<p>Help students embrace Growth Mindset - leads to increased motivation and perseverance in learning</p>

# 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

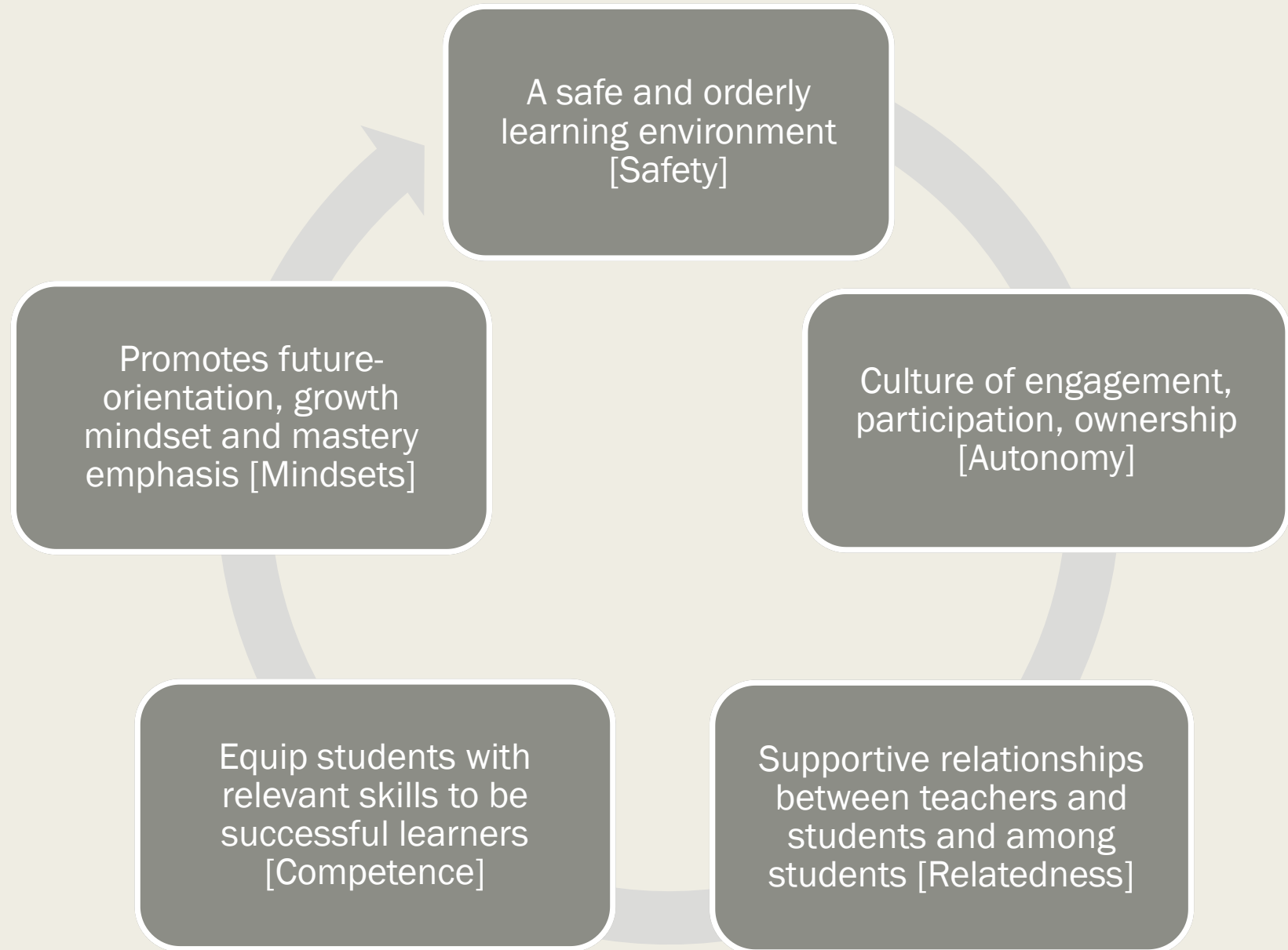
- better school attendance,
- lower rate of school dropout,
- better academic achievement and
- lower likelihood of engaging in problematic behaviours

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

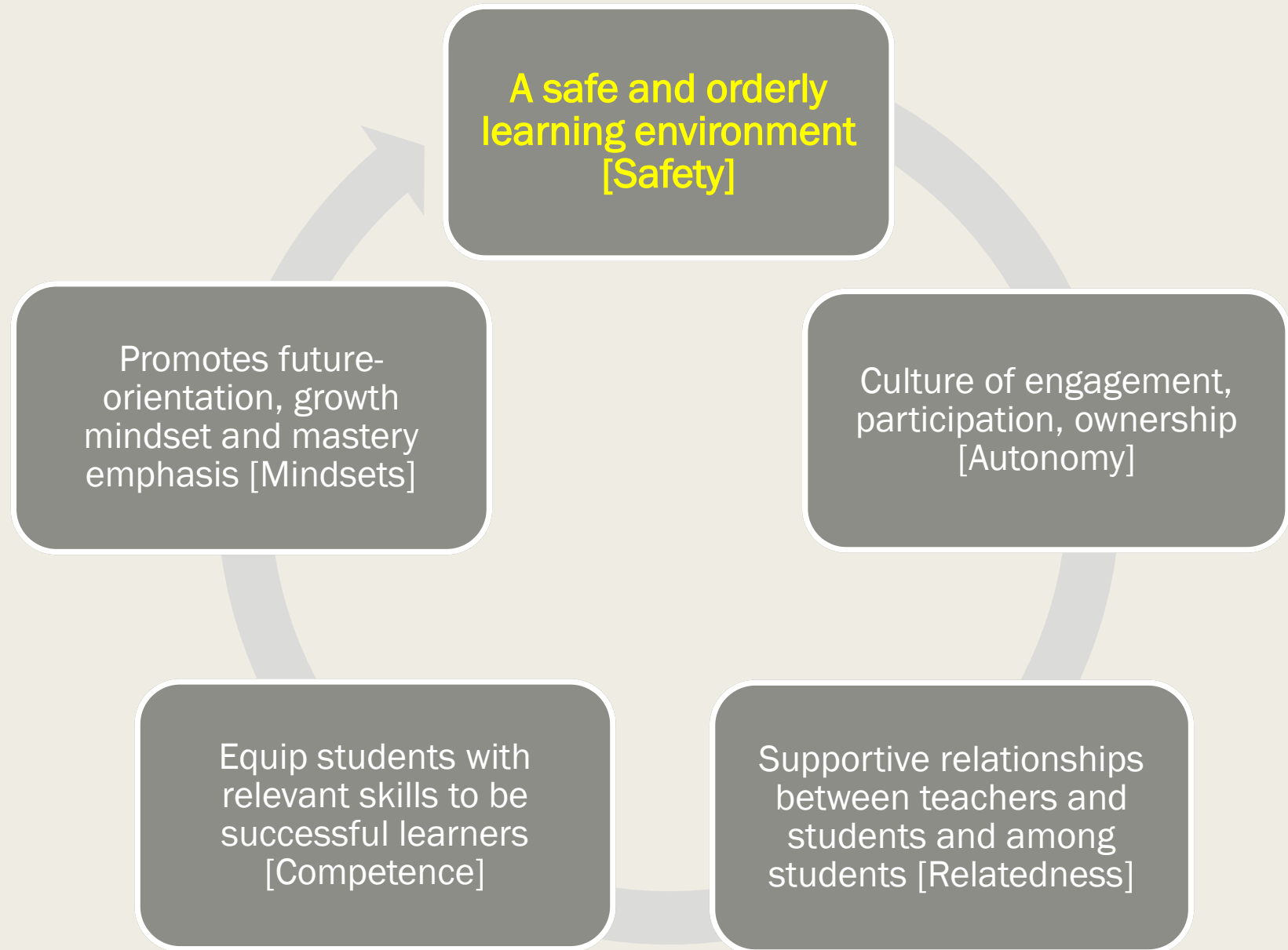
What can a **school** do?

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



# School Connectedness – whole school effort

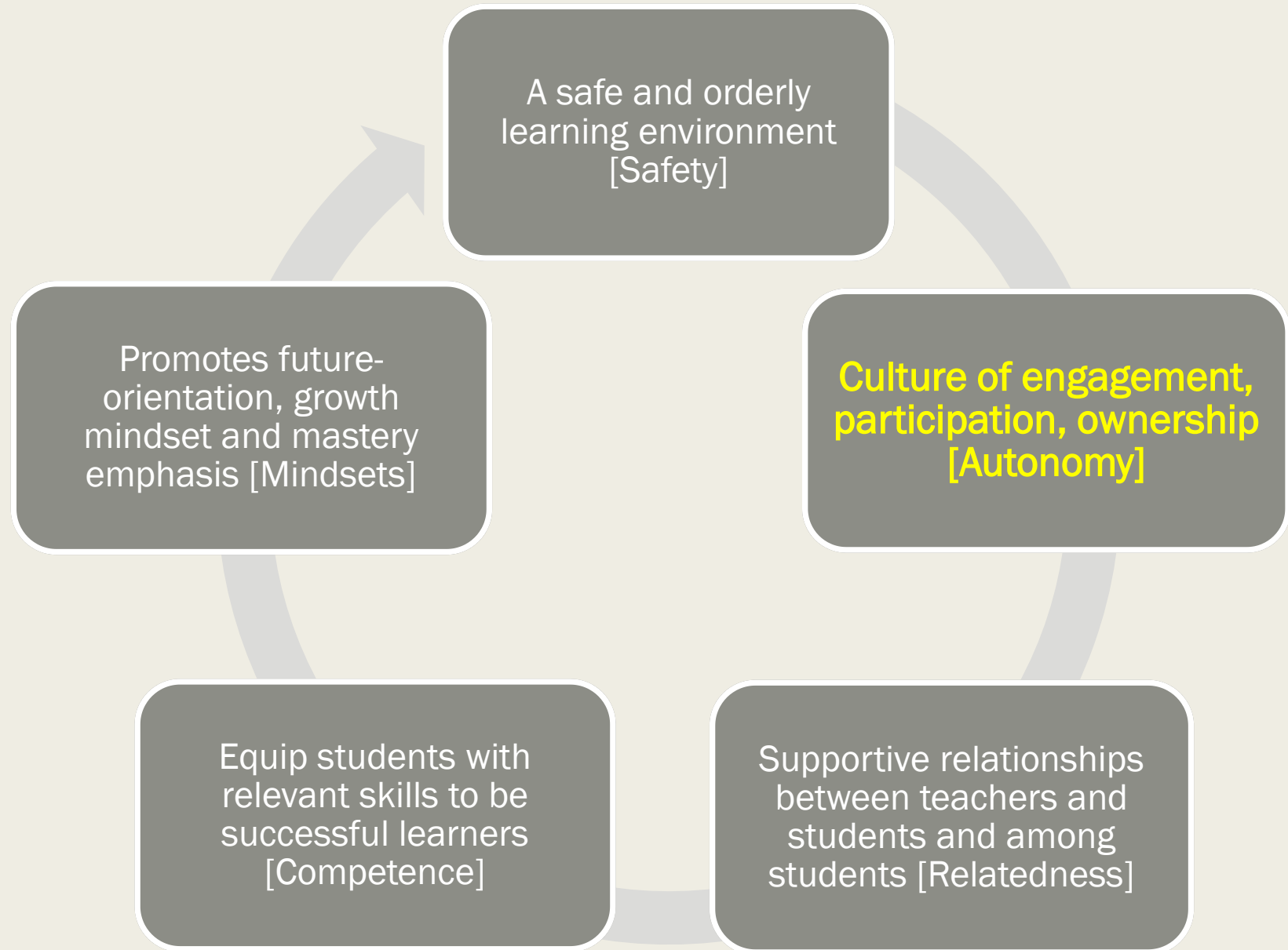
- Use effective classroom management & promote pro-social norms to foster a conducive learning environment.
- Build trust and promote open communication among all members of the school community (school leaders, teachers, students, parents).



# School Connectedness – whole school effort

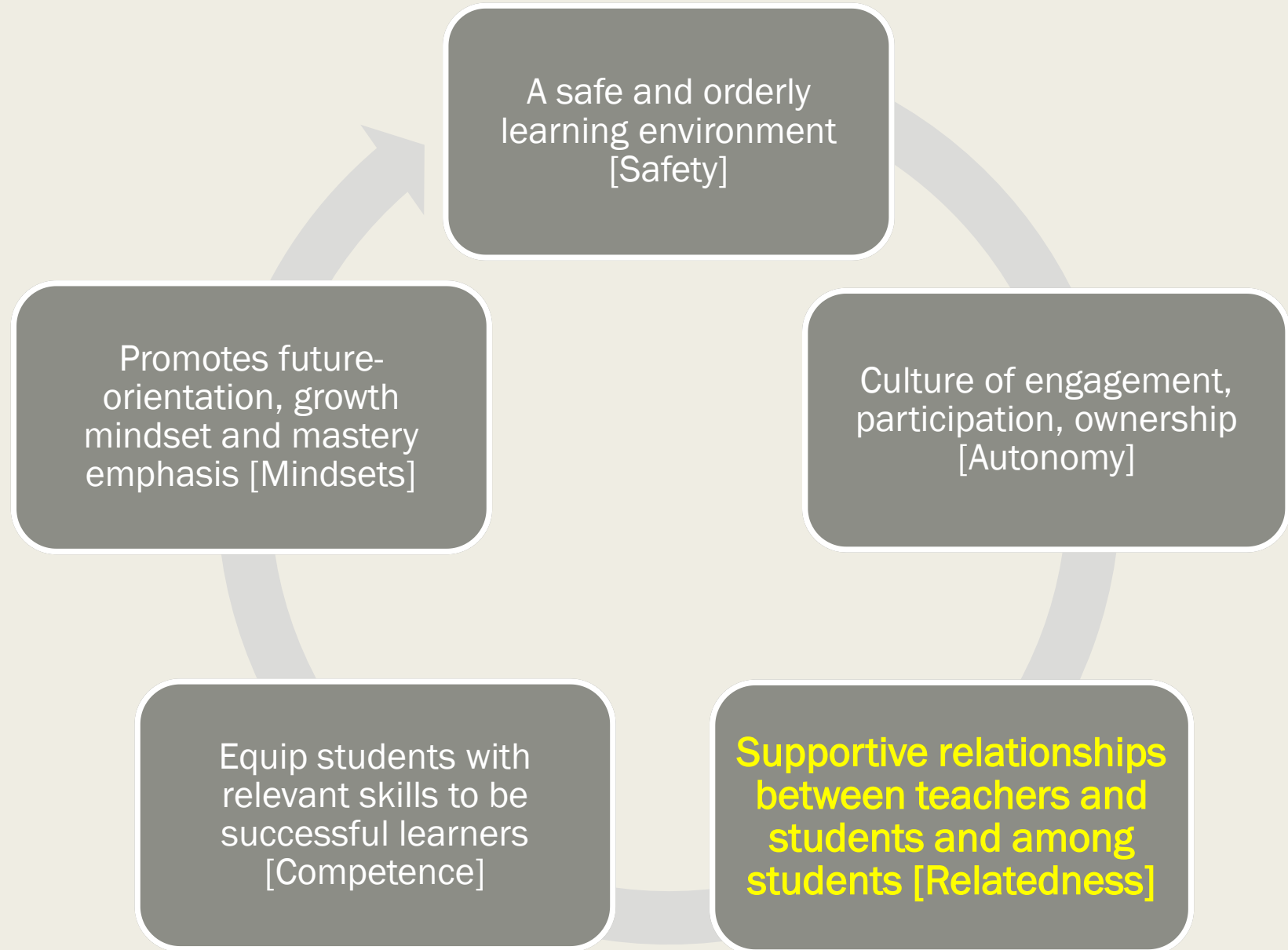
Efforts that facilitate engagement of stakeholders; and student and staff empowerment

- 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



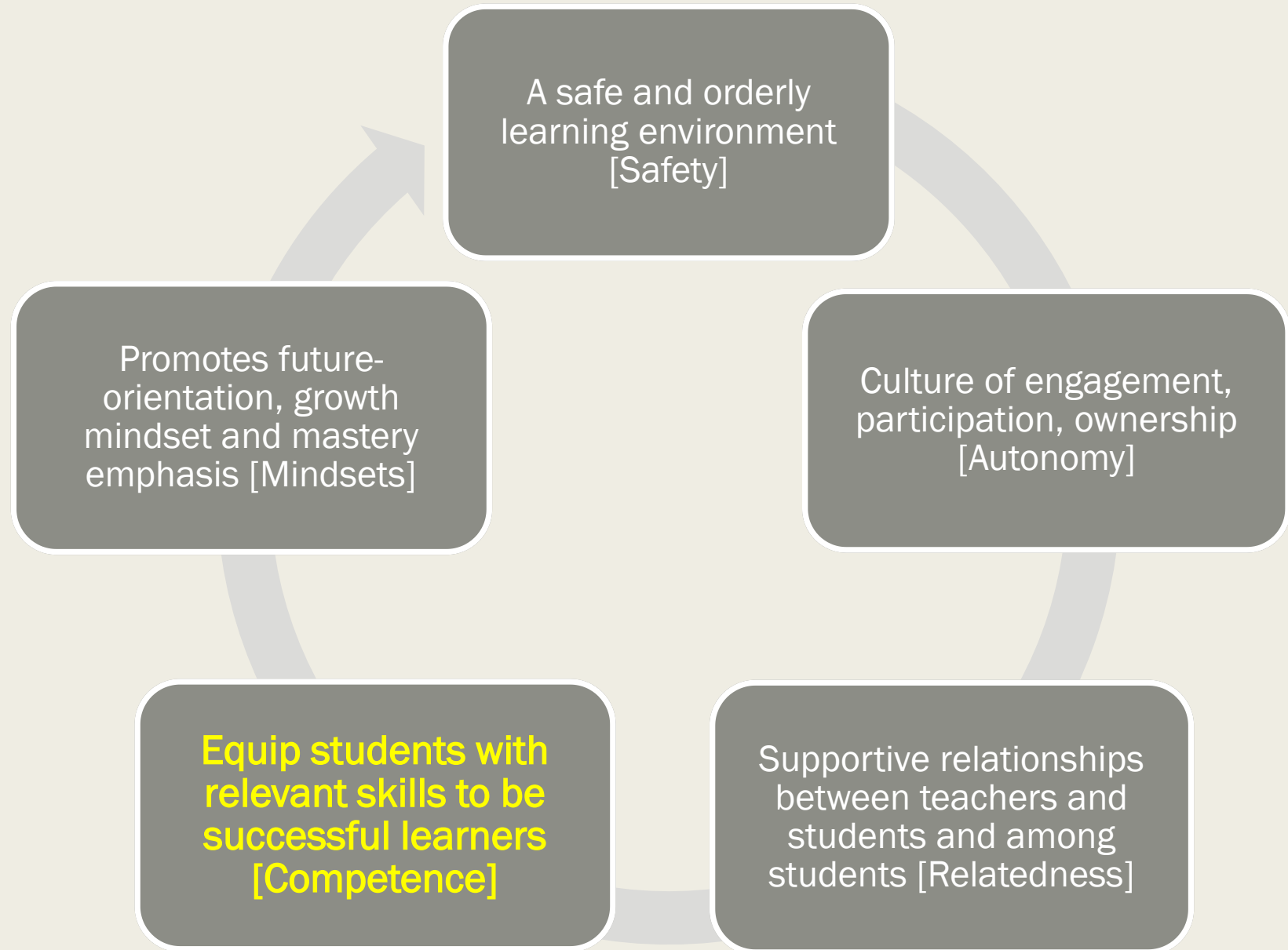
# School Connectedness – whole school effort

- 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)



# 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*

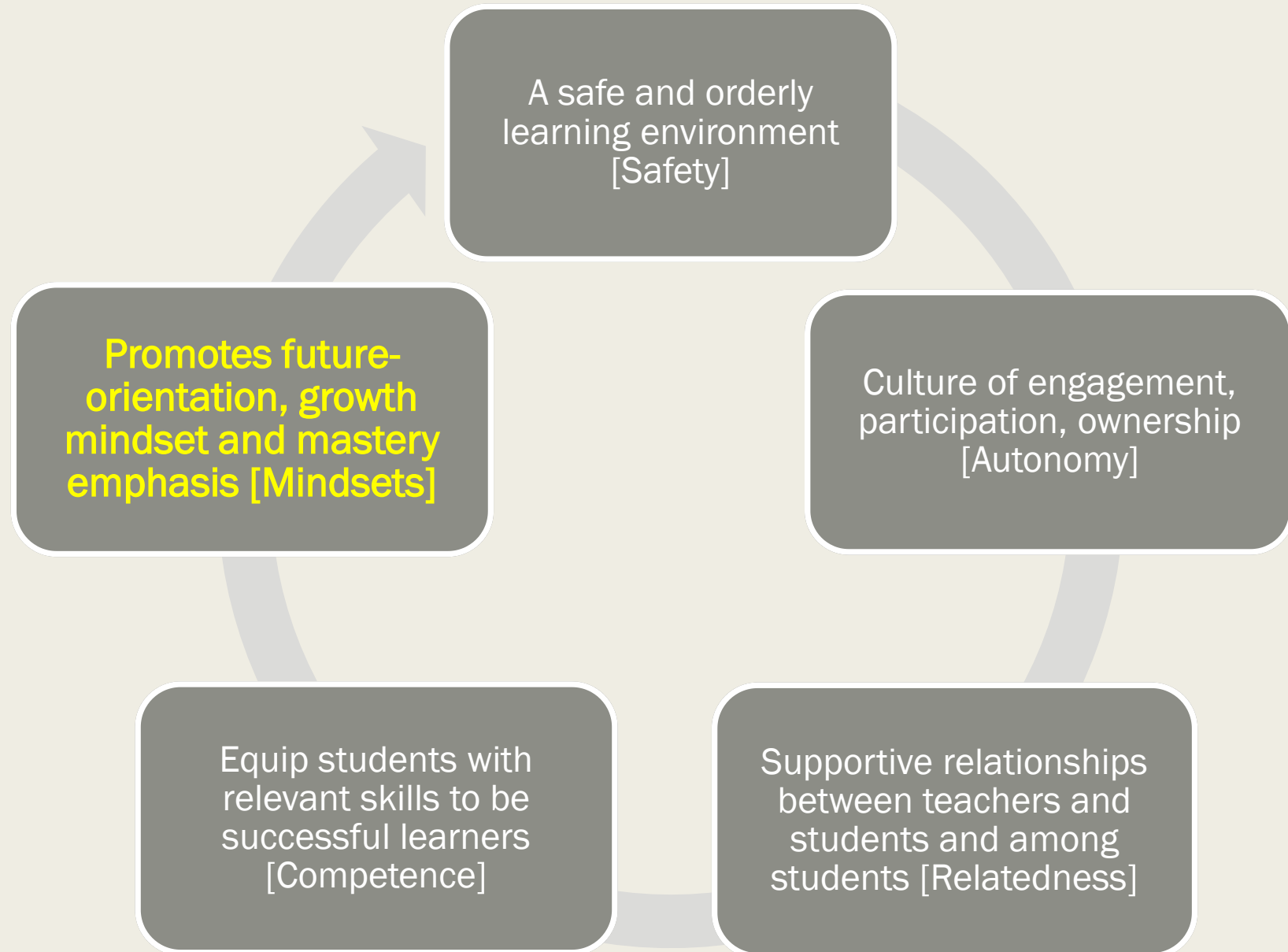




# School Connectedness – whole school effort

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



# Overview

- School Connectedness has to be a whole school effort
- Key to effectiveness is coherence and consistency in effort
- Reinforcement helps internalisation

Motivating Students across Different Learning Platforms		School Environment & Culture		<ul style="list-style-type: none"><li>Supportive &amp; Caring School Culture</li><li>Positive Adult Role Modelling,</li><li>Positive Teacher-Student Relationship,</li><li>Peer Relationship and Support</li></ul>				
				<ul style="list-style-type: none"><li>Teacher-Pupil Conferencing</li><li>Counselling, Student Welfare Support &amp; Intervention Programmes for Students At-Risk</li></ul>				
		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	

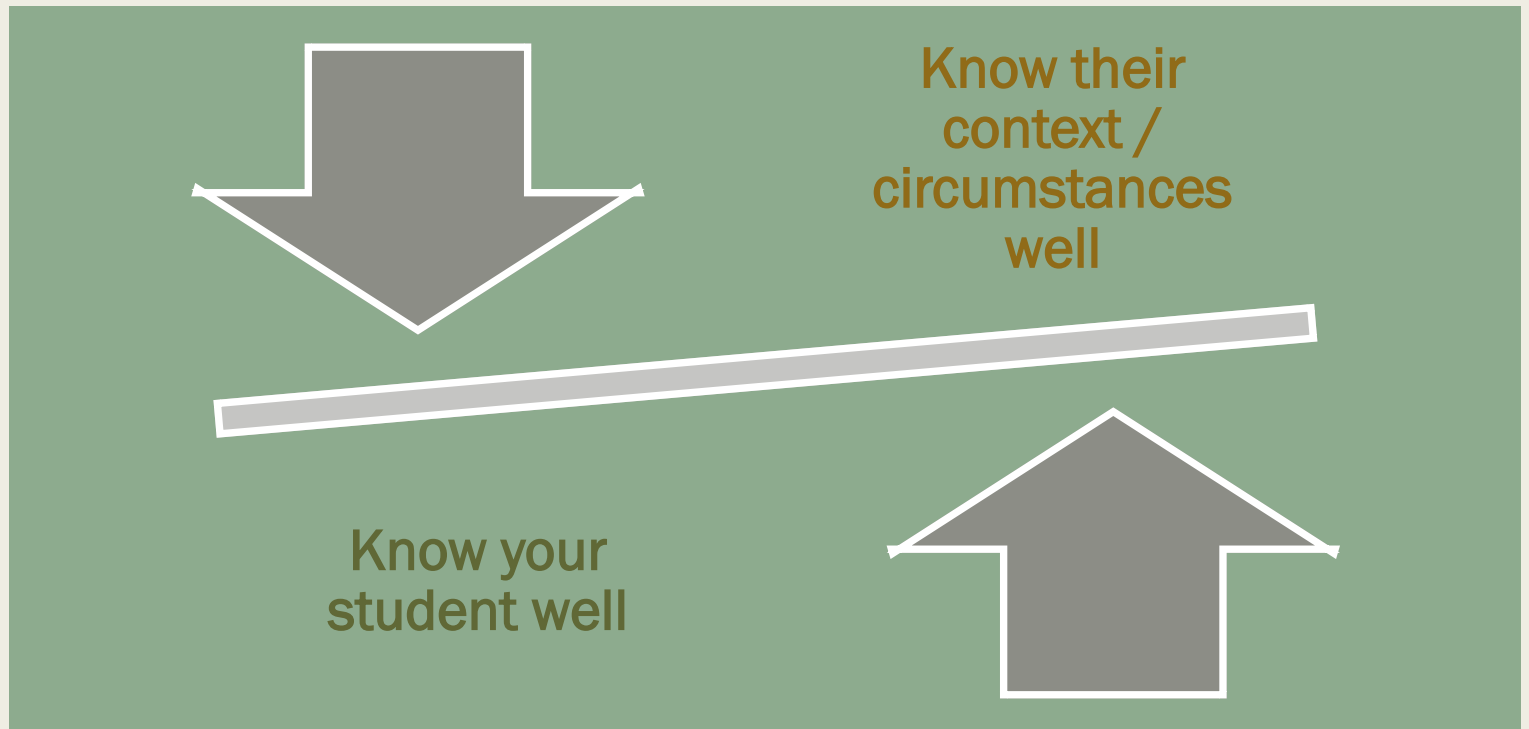
# Motivation in the school setting – Teacher Actions

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

(Wentzel & Wigfield, , 2009)

What can a **teacher** do?

Give *attention*, *show interest* & *concern*



# 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
<ul style="list-style-type: none"><li>• Approach: What drives student? What makes student ‘tick’?<ul style="list-style-type: none"><li>• beliefs, values – what is important to student?</li><li>• interests – what engages student; naturally draws attention?</li><li>• goals – what are student aspirations / ‘dreams’?</li><li>• what is ‘success’ like for student?</li></ul></li><li>• Avoidance:<ul style="list-style-type: none"><li>• What puts student off?</li><li>• What are student’s fears?</li><li>• What does student find very difficult?</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Are Needs met?<ul style="list-style-type: none"><li>• basic needs - e.g. shelter, food, safety</li><li>• psychological needs: Autonomy, Competence, Relatedness</li></ul></li><li>• Does student have the necessary support for learning and development at HOME and in SCHOOL?<ul style="list-style-type: none"><li>• Supportive Relationships</li><li>• Sufficient Resources</li></ul></li><li>• Does teaching and learning in the class engages the student?<ul style="list-style-type: none"><li>• If not, why?</li><li>• What then will be engaging?</li></ul></li></ul>

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

Attribution theory /  
Causal attribution

Self-Efficacy  
Theory

Expectancy-  
Value Theory

Achievement  
Goal Theory

# The ART of Motivation

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



More of this...

**S**upport

acknowledge,

Tell me more...  
Your thoughts  
matter.

**P**roblem-solve

with,

What have you done before  
that worked?  
Let's think of what we can  
learn from this...

**A**ffirm

specific,

Good effort! How did you  
do it?  
I see you are good at...

**C**heer

inspire hope,

You can fail this time but  
still bounce forward!  
Look at what you have,  
rather than what you don't.

**E**mpower

build up,

We can try your suggestion.  
How would you like me to  
support you?



Less of this...

*not discount*

There is no reason for  
you to feel...

*not for*

This is how you do it. I  
know better than you.  
I told you before, why  
didn't you listen to me?

*not general*

Good effort!  
So clever!

*not fear*

If you don't..., you won't get...  
You'd better work harder or  
you will fail.

*not take over*

Let me do it for you. I'll  
do more quickly.

Thank You!