

## **Journey to Excellence – Learning Trails**

### **Theme – Motivating Learners**

#### **Purpose of this activity**

This activity is designed to assist you to consider what motivates both you and the learners you work with each day. The movies will introduce you to current thinking on motivation and illustrate how some schools are working to provide motivating experiences for all their learners. The activity will assist you to consider the extent to which the learning opportunities **you** help to create and deliver motivate **all** the pupils that you work with.

The learning trail helps you to reflect on how increased motivation may assist learners in becoming:

- successful learners
- confident individuals
- responsible citizens
- effective contributors.

#### **Learning outcomes**

After completing this programme of study you will:

- have increased awareness of what motivates you and the learners you work with;
- know more about the innovative and creative ways in which motivation is being addressed in all sectors in Scottish education;
- have discussed and reflected on research evidence relating to motivation and on its relevance for your day-to-day work;
- have planned, implemented and evaluated a programme to enhance your own motivation and that of your pupils; and
- have drawn up a plan of action for next steps and/or further study.

#### **Who is this for?**

This programme is for all who work with learners in all sectors. It has particular relevance for those who design and deliver learning experiences in the classroom but is not restricted to teachers alone.

**What will I need to work through this programme?**

You will need to access to the online resource that supports The Journey to Excellence. It may also be helpful to have your copy of *The Journey to Excellence Parts 1 and 2* to hand.

**How long will I need to complete this programme?**

The programme is designed to be open ended, to enable you to find out more and to reflect on your current and future practice. However, the core activities should take around two hours to work through.

**Is this an individual activity or do I need to work with others?**

The core activities enable you to work individually at a time and place of your choice. However, there are opportunities to work with colleagues and to discuss and reflect on how learners may be motivated. You will be asked to consider how your classroom practice has changed and improved. It is always helpful to work with a colleague to observe practice and offer mutually helpful feedback and advice.

The learning trail may easily be adapted at stage, department or whole school levels to allow larger groups of staff to work through it collaboratively. It also provides a stimulus for individuals and groups planning learning trails for other themes.

### **Activity 1 – Self reflection**

Take 5 minutes to note down your responses to the following questions. (You may find *The Journey to Excellence* p32 helpful in carrying out this task.)

- (a) What do you understand by the word ‘motivation’?
- (b) Note down ten descriptive words that you associate with motivation and which apply to you and your pupils.
- (c) Which of the words are positive and which are negative? (Motivational influences can be positive or negative, for example interest and fear.)
- (d) In general, which of the words would you apply to most of the learners you see each day?

### **Activity 2 – Using the resource**

The resource contains three types of movies

- Informative – these describe the features of each of the ten dimensions of excellence.
- Illustrative – these show work currently taking place in schools all over Scotland and illustrate one of the dimensions.
- Perspective – these are the observations made by a number of national and international education experts.

This activity directs you to all three categories. While viewing the movies you should consider their relevance to your day-to-day work. This activity should take approximately two hours.

- (a) View the **information** movie for ‘Dimension 10 – Develops a culture of ambition and achievement’. (This information can also be found in *The Journey to Excellence* pp113–20).
  - To what extent does your day-to-day work reflect the three key features of this dimension?
  - How do you know?
- (b) Now view the following **illustrative** movies.

The list of movies is extensive. You may wish to read the summary for each one before deciding the order in which you will view them. However, do not focus exclusively on the movies from your sector as they all have general applicability.

### Dimension 2

- Assessing Learning Outcomes (Allan's Primary School)

### Dimension 4

- Guiding Change in a Special School (Oakbank School)

### Dimension 8

- Digital Learning: The power of ICT (Queensferry PS)

### Dimension 10

- Ambition: Achievement for All Learners (St Andrew's Secondary School)
  - An Enterprising Outlook: (Our Lady of the Missions PS)
  - Achievement for All (Cathkin HS)
- (c) When watching the movies note the different ways in which the schools have attempted to motivate learners in innovative and creative ways. In particular how have the schools used enterprise activities, ICT and creative learning opportunities to increase motivation? (You can use the 'Finder' facility in the resource to locate further illustrations of creativity, enterprise and ICT.)
- (d) Consider the ways in which the movies illustrate how the schools are responding to *Curriculum for Excellence* and compare them with your own approaches.
- (e) View the following **perspective** movies that are drawn from a variety of dimensions. Prepare a grid and note three points that you consider significant for your practice from each of the movies.

The list of movies in this section is extensive. You may wish to read the summary for each one before you decide which ones to view or the order in which to view them.

In particular you may wish to consider Alan McLean's perspective that some learners may be motivated in negative and counterproductive ways. You may also wish to focus on the 'Three As' of motivation and the four motivational drivers and how those are reflected in your daily work.

The perspectives provided by Ian Smith and Stephen Heppell are helpful in placing motivation in the contexts of Assessment is for Learning, *Curriculum for Excellence* and the use of ICT in fostering learning and motivation.

## **Dimension 10**

- About motivation (Alan McLean)
- Three As of motivation (Alan McLean)
- Motivational drivers (Alan McLean)
- The motivating teacher (Alan McLean)
- Motivating learners (Ian Smith)

## **Dimension 1**

- A learning classroom (Brian Boyd)
- Concentration and memory (Brian Boyd)
- ICT and learning (Stephen Heppell)
- Emerging technologies (Stephen Heppell)

## **Dimension 2**

- Feedback on learning (Dylan Williams)

## **Activity 3 – Next Steps: making a difference in your classroom**

This activity should be planned and carried out in your own classroom. The activity is open ended but you may wish to plan for several months to be able to assess the impact of your actions on pupils' learning. When planning, remember to build in ways of monitoring and evaluating that impact.

It is always better to work with a colleague who may observe changes and improvements in the ways you motivate and engage all learners in your class(es).

- (a) From the grid completed as part of Activity 2, select three features of motivation that you feel would improve your work.
- (b) Select a small group of pupils who you feel may not be fully engaged or motivated by the learning experiences that they currently receive in your classroom.
- (c) Plan how you will incorporate your three aspect of motivation into those pupils' learning experiences over a four-week period. (Remember to include ways of monitoring and evaluating impact at the planning stage.)
- (d) Maintain a diary (paper or electronic) over the four weeks noting your actions and any changes in the pupils' levels of motivation. You can also use your diary to reflect on your actions and their outcomes.
- (e) After four weeks prepare a short report on the impact of your work and share it as appropriate. Plan a proposal for taking forward and/or extending it.

## Further reading

The resource also provides abstracts of several key documents that are relevant to increasing learners' motivation. They include:

### Dimension 10

Borich, G (1996) *Effective Teaching Methods* (3rd edition) New York: MacMillan

Mortimore, P., Sammons, P., Stoll, L., Lewis, D. and Ecob, R. *School Matters: The Junior Years*, Open Books

### Dimension 8

Ruddock, J. and Flutter J (2003) *How to improve Your School*, London: Continuum

### Case studies

The case studies movies for St Andrew's Secondary and Allan's Primary School provide further useful illustration.