

Learner Motivation and Management Model

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Learner Motivation

Engaged students are less likely to misbehave.

Creative approach to lesson planning, **effective** ways to teach the subject and engage the students in it - effective classroom thinking strategies (Fragenheim, 2014).

Most common motivators:

- disconnect **self-worth** from mistake,
- focus on what is **within control** (Martin, 2003),
- **chunk the task** and see each completion as success,
- have **moderate** expectations,
- challenge negative thinking (inability and failure) by promoting genuine **encouragement and positive self talk**.

- Study plan/strategy
- Manage anxiety
- Freedom to choose
- Positive Expectations

Behaviour Management

As **all behaviour communicates** some sort of **need**, building relationships with students is key to understanding that need - **active listening** (Clifford & Watts, 2008).

Respectful discipline with **joint rights and responsibilities**.

"Classroom behaviour agreement" with **clear and specific** behaviour expectations.

Encourage students to take **ownership** of class expectations and practices.

Goal minded classroom - **vision**.

Statements that **do not put blame** on students (Clifford & Watts, 2008).

Reflective thinking and direct questioning ("what can you do/not do next time?")

Self: regulated, controlled and **disciplined** students.

- Classroom behaviour agreement
- Clear and specific expectations
- Ownership
- Self discipline

Christian Perspective

Approaching each student as a **unique individual** created by God with unique set of gifts, talents and interests.

Modelling forms of behaviour based on love, **mercy, justice and integrity** to inspire student to do the same for one another.

Self-regulated behaviour within the "**fruits of the Spirit**".

Teacher as: facilitator, storyteller, steward, priest, curriculum planner (Brummelen, 2009).

School taking on the role of **church and family** - all students must be honestly convinced they are liked and are useful.

Living and teaching **on purpose** and **for a purpose** - be mindful.

Overarching - daily interactions = **relationships**.

- Care, Love and Nurture
- Show this through daily interaction
- Build strong relationships

IF STUDENTS ARE MOTIVATED
BEHAVIOUR IS LESS LIKELY TO
BE AN ISSUE



POSITIVE BEHAVIOUR MANAGEMENT
WITH EXPECTATIONS IN PLACE OF
RULES



TEACHING CHRISTIANLY, FRUITS OF THE
SPIRIT, RELATIONSHIPS