



Boys as Creative Learners: The Roles of Motivation, Buoyancy, Adaptability, Personal Bests, and Relationships

Presented by Dr Andrew Martin

Boys

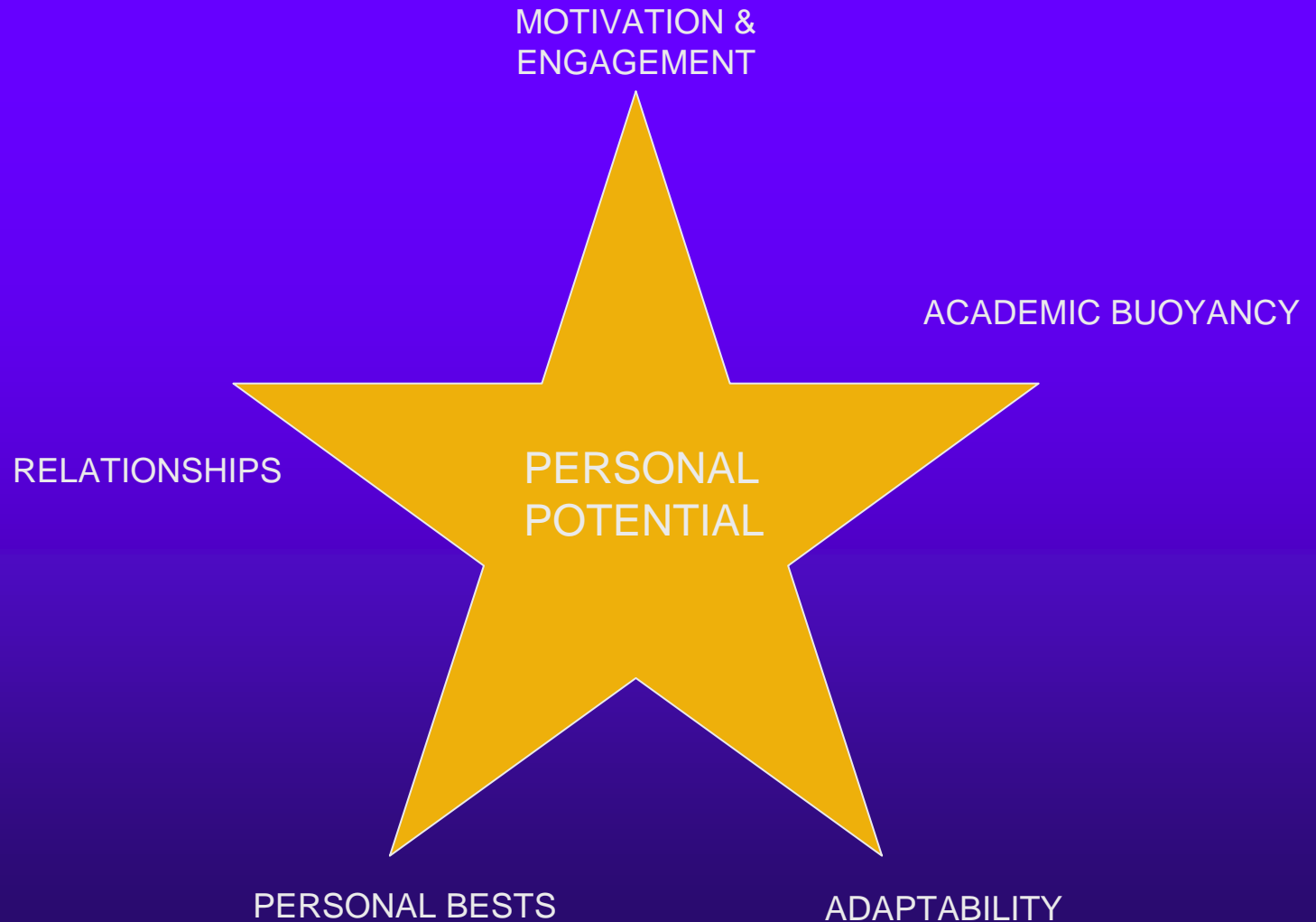
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Personal Potential Network



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Personal Potential Network



MOTIVATION &
ENGAGEMENT

ACADEMIC BUOYANCY

PERSONAL
POTENTIAL

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What is Motivation and Engagement?

Students' inclination, energy and drive to learn, work effectively, and achieve – and the thoughts and behaviours that reflect this

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What is Academic Buoyancy?

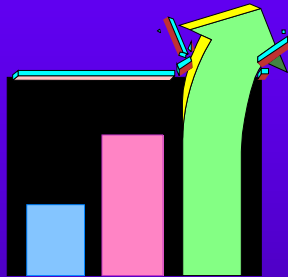
Ability to deal with setbacks at school, academic challenge, and schoolwork pressures

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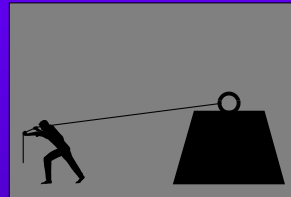
Motivation and Engagement are Separated into

Boosters



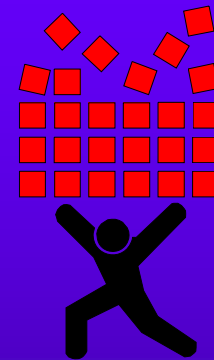
**Boosters
reflect
enhanced
motivation
and
engagement**

Mufflers



**Mufflers reflect
impeded or
constrained
motivation and
engagement**

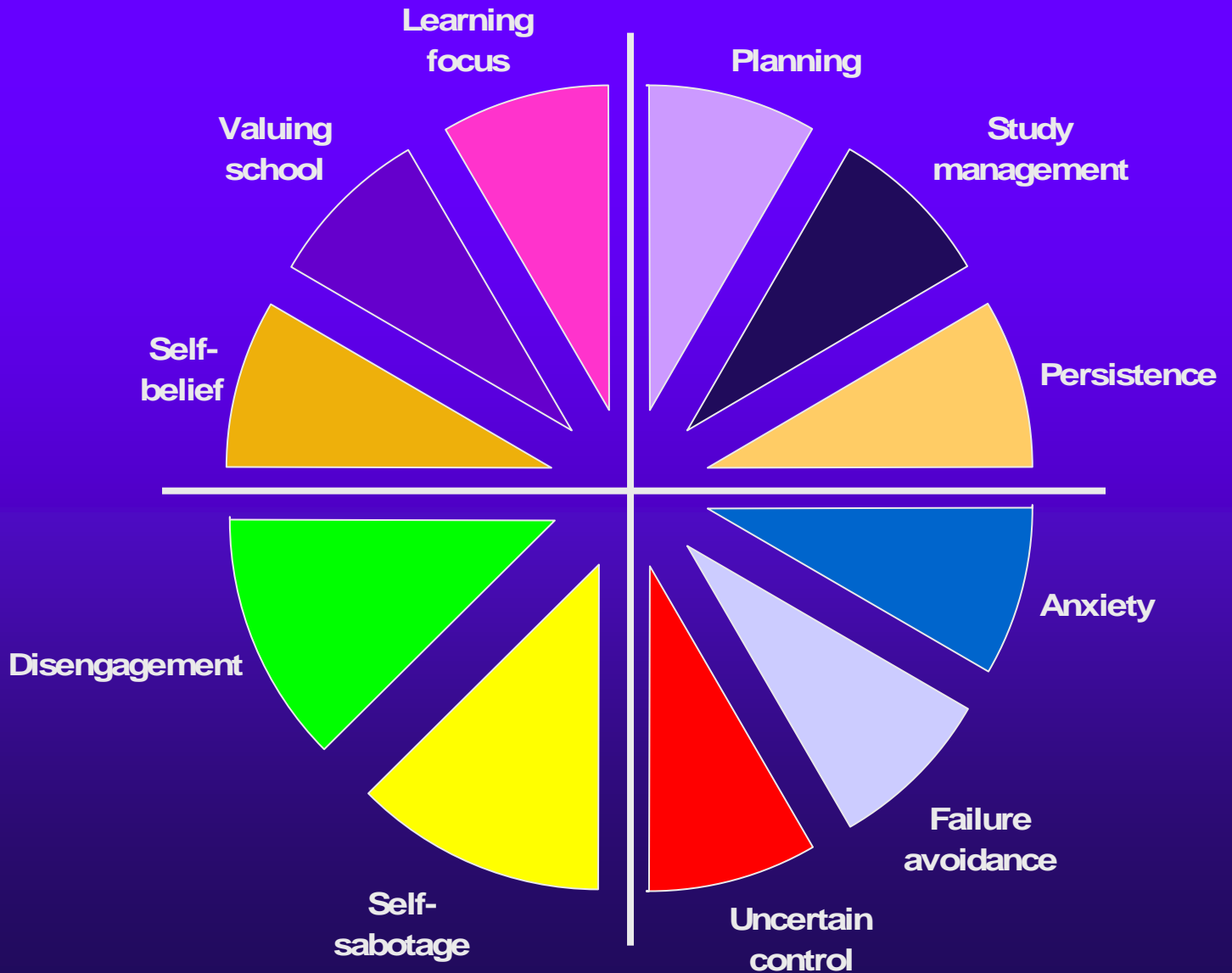
Guzzlers



**Guzzlers
reflect
reduced
motivation
and
engagement**

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Motivation & Engagement Wheel




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Motivation and Engagement Scale

Disagree Strongly	Disagree	Disagree Somewhat	Neither Agree nor Disagree	Agree Somewhat	Agree	Agree Strongly
1	2	3	4	5	6	7

PLEASE CIRCLE ONE NUMBER FOR EACH STATEMENT

	Disagree Strongly	1	2	3	4	5	6	7	Agree Strongly
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2. I feel very pleased with myself when I really understand what I'm taught at school		1	2	3	4	5	6	7	
3. When I study, I usually study in places where I can concentrate		1	2	3	4	5	6	7	
4. I'm able to use some of the things I learn at school in other parts of my life		1	2	3	4	5	6	7	
5. Sometimes I don't try hard at assignments so I have an excuse if I don't do so well		1	2	3	4	5	6	7	
6. When I don't do so well at school I'm often unsure how to avoid that happening again		1	2	3	4	5	6	7	
7. I feel very pleased with myself when I do well at school by working hard		1	2	3	4	5	6	7	
8. Each week I'm trying less and less		1	2	3	4	5	6	7	
9. If my homework is difficult, I keep working at it trying to figure it out		1	2	3	4	5	6	7	
10. When exams and assignments are coming up, I worry a lot		1	2	3	4	5	6	7	
11. Often the main reason I work at school is because I don't want people to think that I'm dumb		1	2	3	4	5	6	7	
12. When I get a good mark I'm often not sure how I'm going to get that mark again		1	2	3	4	5	6	7	
13. If I try hard, I believe I can do my schoolwork well		1	2	3	4	5	6	7	
14. Learning at school is important		1	2	3	4	5	6	7	
15. I don't really care about school anymore		1	2	3	4	5	6	7	
16. When I get a bad mark I'm often unsure how I'm going to avoid getting that mark again		1	2	3	4	5	6	7	
17. When I study, I usually organize my study area to help me study best		1	2	3	4	5	6	7	
18. I'm often unsure how I can avoid doing poorly at school		1	2	3	4	5	6	7	

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MOTIVATION AND ENGAGEMENT SCALE

(MES)

- 44-items
- Assesses each part of the Wheel
- Completed in class or individually
- www.lifelongachievement.com



Which of these 11 factors
most ASSIST or IMPEDE
your boys' academic
potential?

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PERSONAL BESTS

PB Goals

- **Personal best (PB) goals are specific, challenging, and competitively self-referenced targets**
- **PB goals may take two forms:**
 - **‘process PB goals’**
 - **‘product PB goals’**



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PB Process Goals

Examples of process PBs include:

- reading one more book for the present assignment than on the previous assignment
- preparing for a test at the weekend when previously no study had been done at weekends
- asking a teacher for help when previously the teacher had been avoided
- spending an extra hour doing homework than usual



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PB Product Goals

Product PBs include:

- getting a higher mark in end of year exams than in the half yearly exams
- making greater reading progress than prior progress
- getting more sums correct in one's mathematics homework

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Personal Bests

- ✓ Personal Bests (PBs) – download PDF Worksheets from www.lifelongachievement.com
- ✓ Increase emphasis on personal excellence
- ✓ Reduce focus on comparisons with others

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RELATIONSHIPS



PERSONAL
POTENTIAL



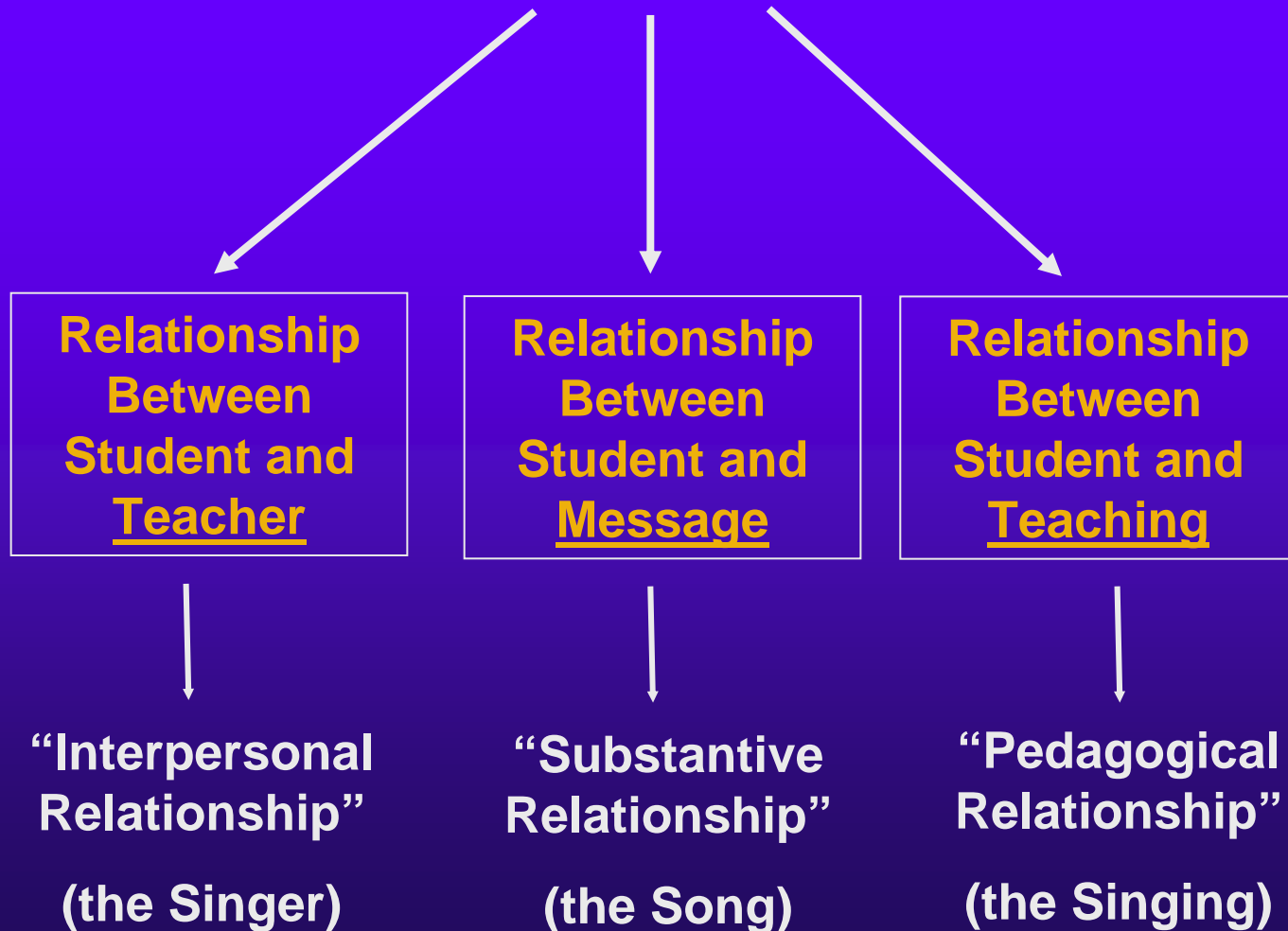
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CONNECTIVE INSTRUCTION

(following from centrality of teacher-student relationships)

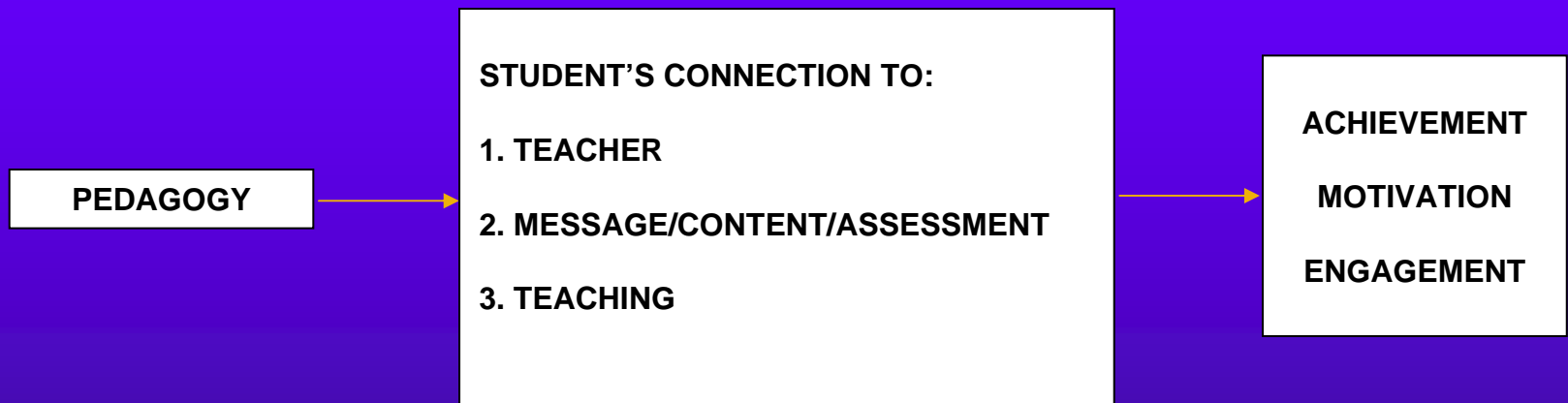


Connective Instruction



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How Pedagogy Impacts Achievement, Motivation, and Engagement



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Relationship with Teacher (the Singer – ‘Top 10’)

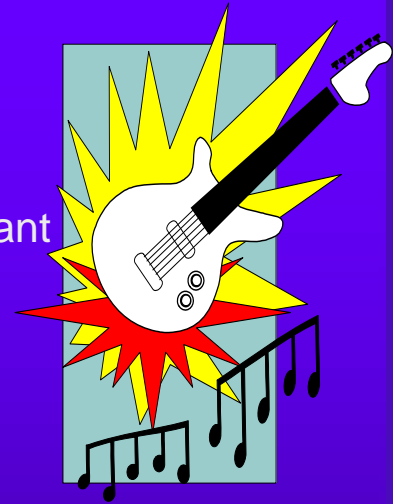
1. I make an effort to listen to my students' views
2. A good teacher-student relationship is one of my priorities
3. I try to give my students input into things & decisions that affect them
4. I enjoy working with young people
5. Where appropriate I try to have a sense of humour with my students
6. I try to get to know my students
7. I explain the reasons for rules that are made and enforced
8. I try to show no favouritism
9. I accept my students' individuality
10. I have positive but attainable expectations for students



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Relationship with Message (the Song – ‘Top 10’)

1. I aim to set work that is challenging but not too difficult
2. Where possible, I aim to set work that is important or significant
3. I aim to inject variety into my teaching content
4. I aim to inject variety into my assessment tasks
5. I aim to provide students with interesting work
6. I use broad and authentic (relevant and meaningful) assessment
7. I try to ensure that my teaching content is not boring to young people
8. In class and assigned work, I reduce monotony as much as possible
9. Where possible I draw on material that is fun to learn
10. Where possible I use material that arouses my students' curiosity



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Relationship with Teaching (the Singing – ‘Top 10’)

1. I try to get students to do something well as much as possible and provide support needed for them to do this
2. I have multiple indicators of success in schoolwork (marks, effort, reaching goals, improving)
3. I provide clear feedback to students focusing on how they can improve
4. I try to make sure all students keep up with the work and give opportunities to catch up or go over difficult work
5. I make an effort to explain things clearly and carefully
6. I aim to inject variety into my teaching methods and reduce repetition or monotony
7. I encourage my students to learn from their mistakes
8. I aim for mastery by all students
9. I show students how schoolwork is relevant and/or meaningful
10. I don't rush my lessons or my explanations



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Building Connective Instruction into Your Teaching

1. Score yourself on:
 - Interpersonal Relationship (who/singer)
 - Substantive Relationship (what/song)
 - Pedagogical Relationship (how/singing)
2. For Strengths, what is your highest Tally? (this needs to be sustained)
3. For Weaknesses, what is your highest Tally? (this needs work)
4. What dimensions might be of focus for you this term?

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Reality Checks

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First Do No Harm

- **Know the place of creativity and innovation in the context of 'traditional' instruction**
- **Frank and fearless interrogation of quality**
- **Move beyond 'global intuitive appeal' to articulate operation and impact for individual students**



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Creativity, Innovation, and 'Traditional' Instruction

- Recent review of achievement gains through:
 - Direct instruction (d = .60 'Large Effect Size')
 - Problem-based learning (d = .15 'Null Effect Size')
 - Inquiry-based learning (d = .31 'Small Effect Size')

Liem & Martin (2012) in J. Hattie and E. Anderman '*International Guide to Student Achievement*' New York: Routledge

- We believe 'innovation' and 'creativity' have large impacts when they occur at the appropriate point in the instructional process
- Ensure the horse is well and truly in front of the cart
- 'I Do, We Do, You Do' Model



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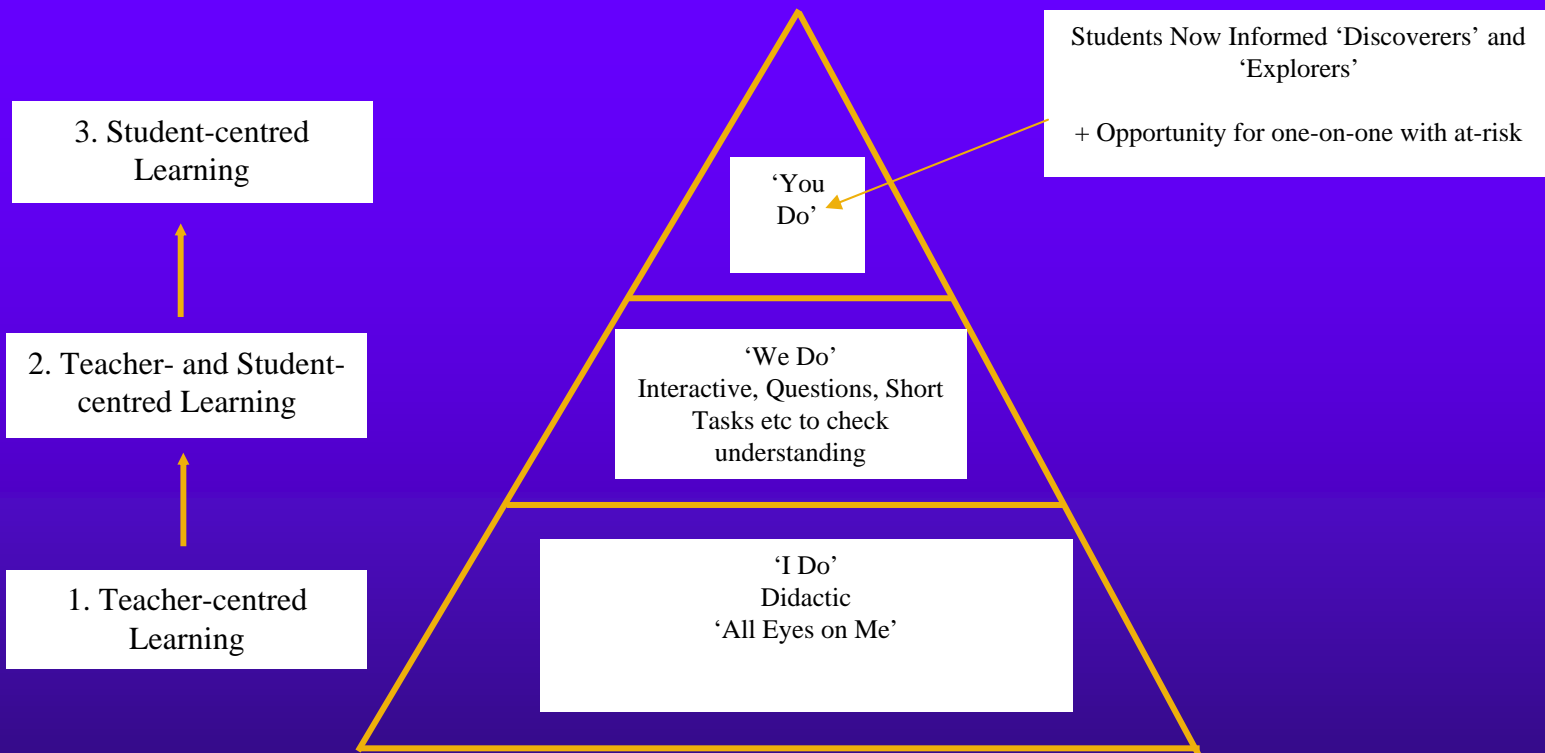
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Creativity, Innovation, and 'Traditional' Instruction



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Impact on Individual Students

- **Countless educational programs, approaches, initiatives, and innovations have global intuitive appeal**
- **But, do they get into the bedrock of where the bulk of variance in achievement lies?**
- **There is greater variation from student to student, than from class to class, or school to school**
- **Therefore, must wash prospective programs, approaches etc through an individual student and be able to articulate exactly how that program will serve to enhance outcomes for that student**



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Washing your Programs through Individual Students

Select 5 students that capture a range of students.

For each student:

1. Can they do it?
2. Will they understand it?
3. How much help will they need?
4. What specific outcomes do you desire?
5. What activities or parts of program will directly impact each of these desired outcomes?
6. How exactly will these activities do this?
7. What is the opportunity cost for this student?

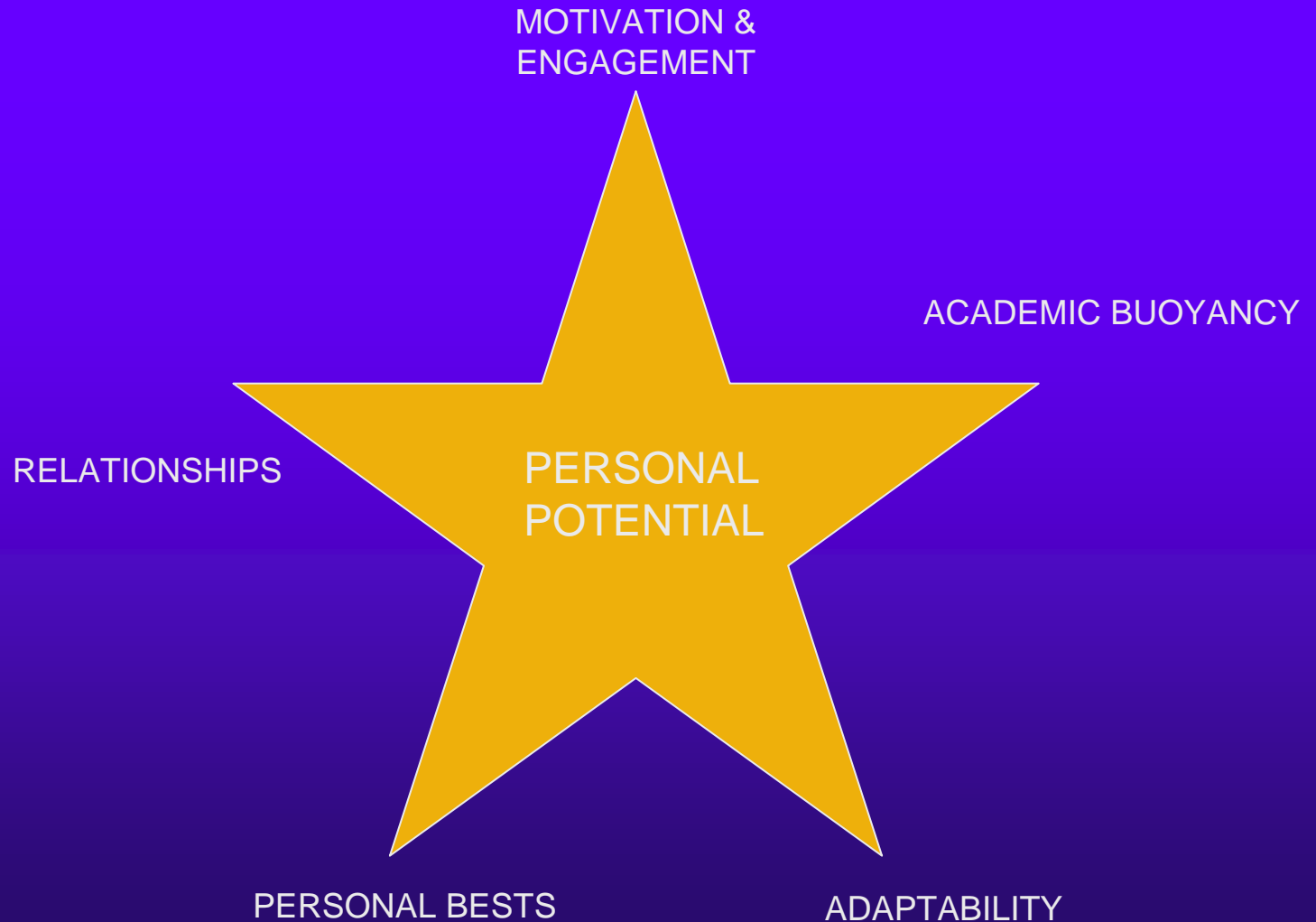
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Final Reflection

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Personal Potential Network



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'Take 3'

Have a look over the Personal Potential Network

Take 1. In your individual teaching, what 2 Parts do you think would be most useful to your students for them to achieve to their potential?

Take 2. How can you implement them within your Faculty / Year / KLA / Department?

Take 3. How can you implement them across the School?

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Building Classroom Success

Eliminating Academic
Fear and Failure

NEW!



CHAPTERS:

- Fear and failure
- Disengagement and helplessness
- Fear of success
- Perfectionism
- Courage in the classroom
- Personal bests (PBs)
- Rock-solid self-esteem
- Coping with competition
- Seizing control in class
- Teacher-student relationships
- Building classroom success

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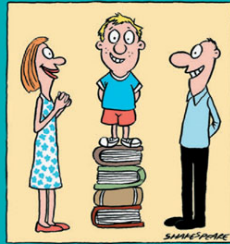
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How to Motivate Your Child

for
School
and
Beyond



Andrew Martin

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CHAPTERS:

- Self-esteem
- Valuing school
- Learning Focus
- Planning and Study Management
- Persistence
- Anxiety
- Fear of Failure
- Self-sabotage
- Disengagement
- Boys
- Gifted and Talented
- Good Parent-Child Relationships

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How to Help Your Child Fly Through Life



The 20 Big Issues

• Childcare • When to start school • Gifted kids • Homework
• Single-sex or co-ed schools • Coaching . . . and more

Andrew Martin

Author of *How to Motivate Your Child for School and Beyond*


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CHAPTERS:

- Delaying school entry
- Preparing for school
- Coaching and tutoring
- Boys' and Girls' education
- Single-sex vs Co-Ed schools
- Selective schools
- Homework
- Extracurricular activity
- Educational resilience
- Dealing with big exams
- Reading
- Choosing school subjects
- Choosing a career
- Going to university or college
- Having a gap year

MOTIVATION AND ENGAGEMENT SCALE



Motivation and Engagement Scale

	Disagree Strongly	Disagree	Disagree Somewhat	Neither Agree nor Disagree	Agree Somewhat	Agree	Agree Strongly	
	1	2	3	4	5	6	7	
PLEASE CIRCLE ONE NUMBER FOR EACH STATEMENT								
				Disagree Strongly				Agree Strongly
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3. When I study, I usually study in places where I can concentrate	1	2	3	4	5	6	7	
4. I'm able to use some of the things I learn at school in other parts of my life	1	2	3	4	5	6	7	
5. Sometimes I don't try hard at assignments so I have an excuse when I don't do so well	1	2	3	4	5	6	7	
6. When I don't do so well at school, I usually know how to improve myself	1	2	3	4	5	6	7	
7. I feel very pleased with myself when I do well at school	1	2	3	4	5	6	7	
8. Each week I usually study for a certain amount of time	1	2	3	4	5	6	7	
9. If my homework is difficult, I usually give up	1	2	3	4	5	6	7	
10. When exams are coming, I usually study hard	1	2	3	4	5	6	7	
11. Often the things I learn at school are useful	1	2	3	4	5	6	7	
12. When I get a good mark, I usually feel proud	1	2	3	4	5	6	7	
13. If I try hard, I usually get good marks	1	2	3	4	5	6	7	
14. Learning at school is important	1	2	3	4	5	6	7	
15. I don't really care about school any more	1	2	3	4	5	6	7	
16. When I get a bad mark I'm often unsure how I'm going to avoid getting that mark again	1	2	3	4	5	6	7	
17. When I study, I usually organize my study area to help me study best	1	2	3	4	5	6	7	
18. I'm often unsure how I can avoid doing poorly at school	1	2	3	4	5	6	7	

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SCHOOL REPORT



Motivation and Engagement Scale

Disagree Strongly	Disagree	Disagree Somewhat	Neither Agree nor Disagree	Agree Somewhat	Agree	Agree Strongly
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- Based on responses to MES
- School against national norms
- Year levels against national norms
- Boys and girls against national norms
- Detailed strategies targeting each part of the Wheel

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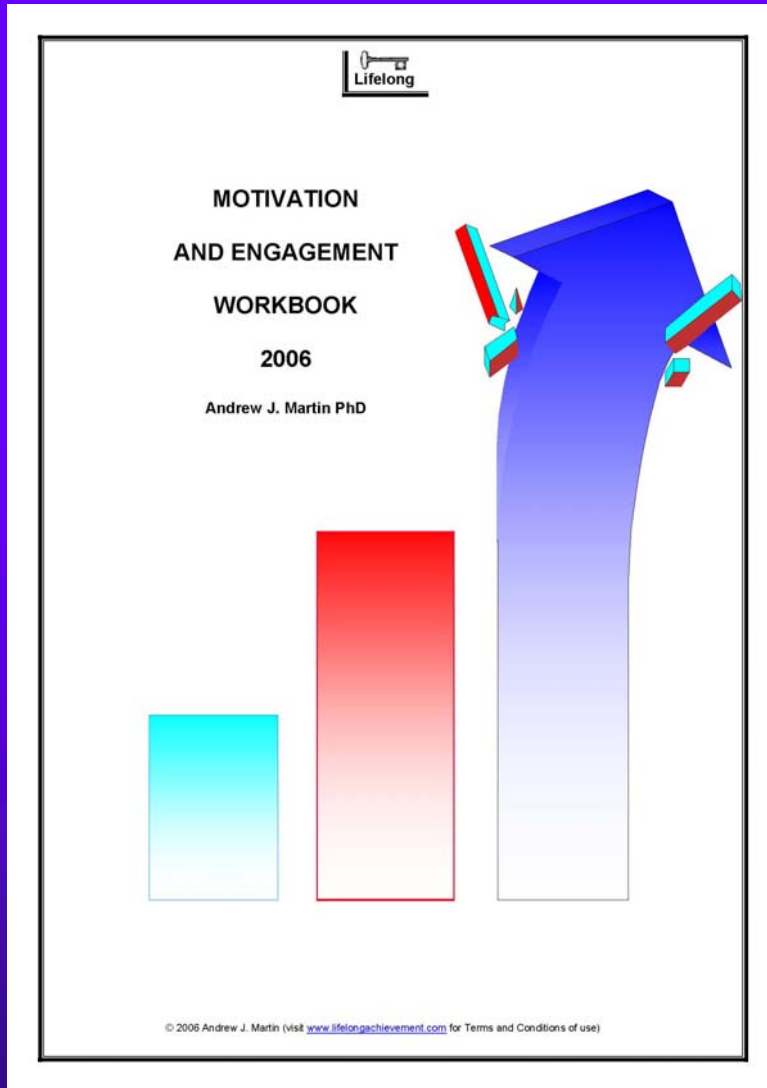
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MOTIVATION AND ENGAGEMENT WORKBOOK

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- 5 exercises each week
- Targets each part of the Wheel
- Individual or group setting

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