

Dancetrain Professional Learning Activity

Dancetrain Issue: **JanFeb 2021 Reboot Motivation p52-53**

Activity Name:	Motivation Strategies	Activity Type:	Self-reflection
Accreditation Level:	Proficient, Highly Accomplished & Lead	Duration:	1 hr
Teaching Standards:		<p>1.6.2 Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements</p> <p>1.1.2 Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.</p> <p>3.1.2 Set explicit, challenging and achievable learning goals for all students.</p> <p>4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.</p> <p>4.4.2 Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.</p>	
How did this activity address the Standard Descriptor/s?	<p>Teachers read the article on Rebooting Motivation into 2021 and reflect on their current and past approaches to motivating students. They will also look at the 2021 COVID guidelines to develop new and invigorating strategies to motivate their students for 2021.</p>		

Task

1. Read the BODYWISE article on Reboot Motivation into 2021 on p52-53 of the JanFeb2021 issue of Dancetrain
2. Teachers review and reflect upon various strategies they have used to build motivation of their students in 2020 and previous years. Taking note of which strategies worked well. This may include your school's positive recognition policies or other strategies you have implemented in your own classroom or faculty.
3. Engage in conversations with other dance teachers through formal and informal networks about strategies they have used for motivation in the past – both in COVID-19 restrictions and regular operational times. Some examples may include “dancer of the week” recognition, peer mentoring, positive communication/recognition to parents, goal setting, having students earn responsibilities or creating small performance opportunities etc.
4. Develop a survey for your students to complete, which will gather data on what motivates them in terms of dance and other academic or extra-curricular success. Identify if extrinsic, intrinsic rewards are preferred and how social connection can increase or decrease motivation. This could become part of your introduction to the dance class, and help build student profiles.
5. Read and become familiar with any relevant COVID restrictions that will need to be followed in 2021 in your educational setting.
6. Use the data you have gathered and discussions you have had with colleagues to develop appropriate motivational strategies for your class. This may be formal and informal recognition or goal setting. Ensure these strategies will conform to any COVID restrictions relevant to your setting, and consider how these could be transferred if for some reason restrictions were made tighter.
7. Reflect on the progress and success of your chosen strategies at the end of Term 1 and modify or promote as needed.