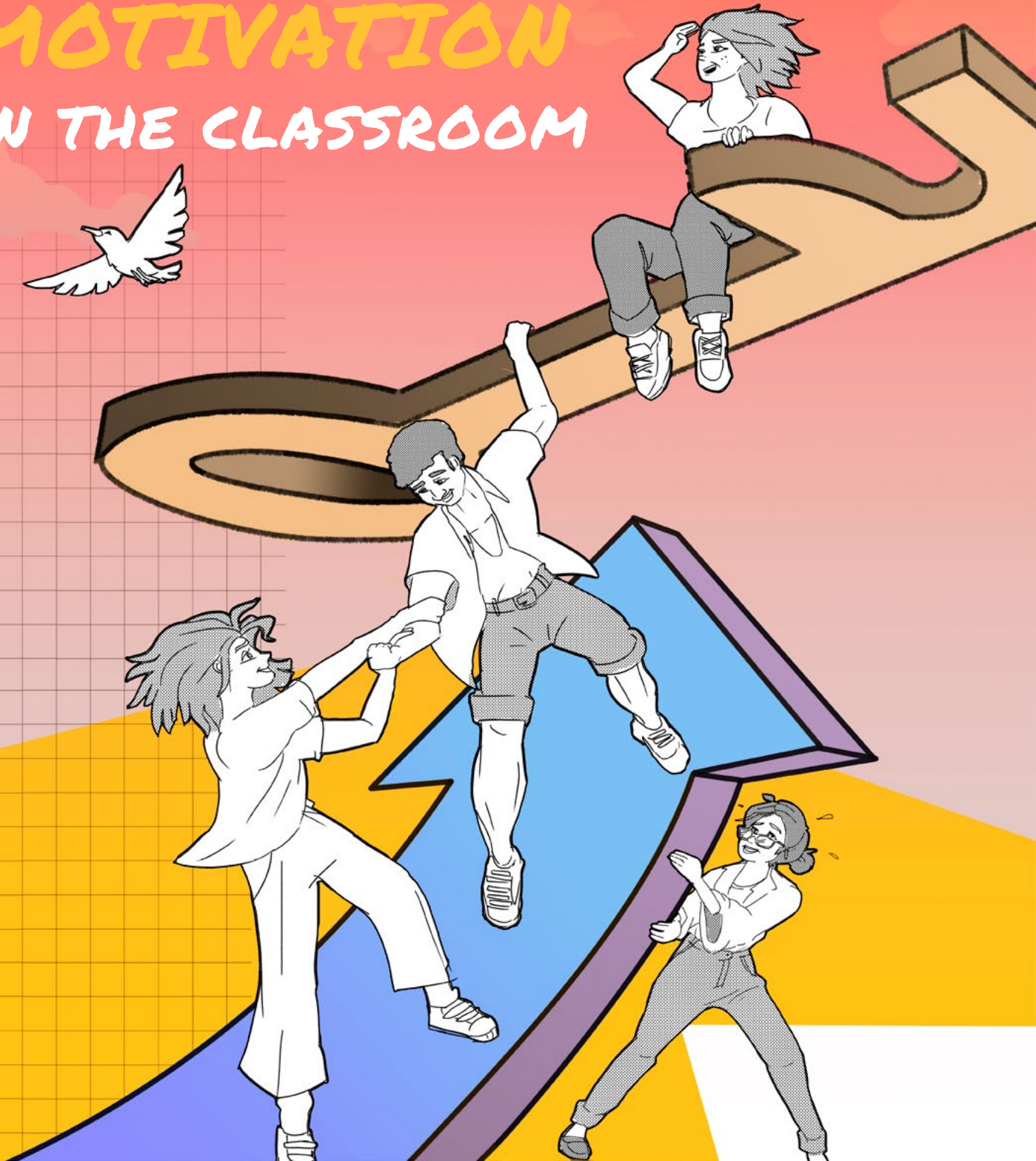
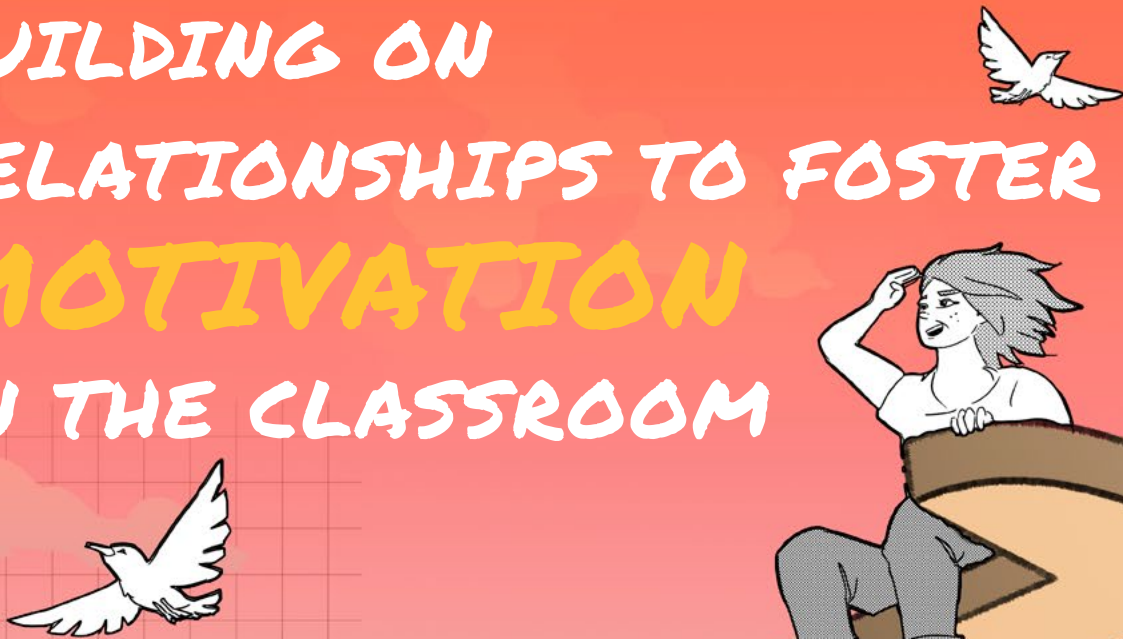




BUILDING ON RELATIONSHIPS TO FOSTER MOTIVATION IN THE CLASSROOM



Martine St-Germain
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Hi!
I'M JOLY, A VOCATIONAL AND TECHNICAL EDUCATION
TEACHER. IN ADDITION TO THIS WORKBOOK, YOU CAN
FIND MORE INFORMATION ABOUT RELATIONSHIP
MANAGEMENT IN THE CLASSROOM AT
OBSERVATOIREFP.ORG/EN/RELATIONSHIP-MANAGEMENT
HAPPY READING!

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INTRODUCTION

“The quality of relationships between students and teachers is influenced by teachers’ motivations, interpersonal skills, instructional practices, and attempts to socialize the motivation to learn.” (Davis, 2003)

Although students are partially responsible for their own motivation, studies clearly show that the motivational perspective is primarily the responsibility of teachers and is influenced by their support on an academic level. Motivational perspective thus tends to inspire student engagement through suggested learning activities and the nature of the instruction provided.

WE SUGGEST

A workbook with relational strategies to help motivate students in the classroom.



BUILDING ON RELATIONSHIPS TO INCREASE MOTIVATION IN THE CLASSROOM

DEFINITION

Motivation is the desire to take part in the learning process, to participate in class, and to develop one's potential and skills. It is characterized by effort and personal aspiration. It is significantly influenced by the learning environment, the classroom climate, and the teacher-student relationship, to name but a few factors.

Teachers can develop academic strategies to encourage students to be motivated. The quality of the teacher-student relationship is one of the key elements that influences student motivation. Note that teacher motivation also influences student motivation.

RELEVANCE

The benefits of motivation and a positive teacher-student relationship go beyond academic achievement. Indeed, they extend to a better perception of the learning climate, an increased sense of belonging, and improved student behaviour in the classroom. As motivation levels increase, students will be more inclined to be present, engaged in their training, and collaborative. Finally, while it is relevant and important to consider all the benefits, it should be noted that academic performance will be positively affected.

Students' academic engagement and motivation may tend to decrease over time (Scales et al., 2020), but with a well-established and positive teacher-student relationship, this motivation can be revived or improved. Thus, the teacher has some "power" over students' academic motivation.

IMPLEMENTATION

The following are some relational strategies to encourage students to be motivated in class:

Supporting students and meeting their needs

- Observe and listen to their needs
- Offer tailored solutions
- Demonstrate flexibility
- Guide students in their learning process
- Set boundaries and ensure they are respected
- Be present, and offer support despite delays or learning difficulties
- Consider and support students experiencing discrimination
- Encourage peer learning and mutual support

Share power, consider opinions and ideas, and guide students to become more responsible

- Lead students to take initiatives (leadership)
- Help students become empowered
- Ask students for suggestions
- Invite students to participate in decisions, to give their opinions
- Delegate important tasks to students

Have high expectations and challenge the student

- Push students to excel
- Push students to develop their full potential
- Have high expectations (up to the highest level that students can attain)
- Provide feedback, promote self-analysis
- Lead students to learn from mistakes
- Acknowledge each student's individuality: strengths, challenges, participation
- Provide challenges for students



Be caring

- Create a meaningful connection with students
- Be reliable, honest, and respectful
- Believe in the students
- Be warm (show interest)
- Take care of and show concern for students
- Show warmth
- Encourage, provide positive feedback
- Invest and be engaged in teacher-student relationships
- Focus on achievements
- Spend time with students (informal contact)
- Strive for cooperation: be a supportive and tolerant teacher
- Admit mistakes, apologize when necessary (humility)
- Have a sense of humor
- Don't take things too seriously

Provide resources and expand opportunities

- Guide students to consider various possibilities for their career
- Lead students to expand their horizons (new ideas and experiences)
- Inspire students to discover new interests
- Refer students to outside resources as needed
- Connect students to influential people in their community
- Provide students with opportunities for learning and discovery, even outside of school

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SOURCES

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