

Context: **Using Motivational Maps with Year 5 Children**

School: **Reigate St Mary's Grammar School, Surrey**

Subject: **English**

Gender: **Mixed**

Ability: **Mixed**

About the School

Reigate St Mary's is a mainstream independent school for pupils aged 3 to 11 years. The school's ethos is to nurture confidence, peer friendship and self-esteem which ultimately leads to happy learners and high levels of achievement. The school believes in building strong relationships with pupils and their families, and their use of the Youth Motivational Map assists in the delivery of this ethos. Reigate St Mary's, following a pilot programme in 2012, have now integrated Youth Motivational Maps into their structure enabling the flexibility to profile individual students and groups at a time convenient to them. Catherine Trundle – Deputy Headmistress at Reigate St Mary's tells us how she used the Youth Motivational Maps to try a different approach to lesson planning.

The Approach

The children were grouped by their highest motivator. I had 4 groups made up by 5 creators, 4 experts, 3 friends and 2 defenders. There were also two new children who had not been mapped yet and they I placed with the 2 defenders in order to make this a group.

Some children protested when their groups were allocated but by the end of the week they asked if they could stay in these groups forever!

The children worked in these groups throughout the week and tasks were set in a variety of ways. In the first couple of lessons the children were given an objective and allowed to decide upon their own way to achieve the learning objective. All groups bar the defenders+2 worked very well, despite the individual's ability, work of a high standard was produced and the children obviously enjoyed the lessons. Interestingly the children in the defenders +2 group split into two's rather than work well in the 4.

In another lesson I allocated the task to the different groups. I tried to match the task to the individuals highest motivators. I was really pleased with the result with all groups producing work of a good standard. None of the groups appeared to be envious of another group's task and this was surprising considering one group was writing a story, whilst another was creating a quiz on the computer.



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"A confidence boosting experience which has resulted in a confident learner"

The activities provided to each group were as follows:

Creators – Write a short story with each sentence starting with a different part of speech, each different part of speech to be colour coded or highlighted according to the type of word

Defenders – Write the same sentence but with different sentence starts. Choose their favourite sentence start and write a list of at least 10 words and turn this into a poster, with a few sentence examples.

Experts – Research and write own definition for each different part of speech you can start a sentence with, then visit other groups to ensure they are sure of their understanding and are using them correctly.

Friends – Create a game to test children's knowledge of different parts of speech, also write a short sentence to put into context.

The teacher worked with the Friend group to ensure they remained on task.

The Results

The children really enjoyed being a part of this process and were as motivated by the process, and the interest in them as individuals, as they were by the actual tasks. They still, weeks later, discuss their groups, what their motivational profile is and what type of person they are. Perhaps the biggest success is one child who was once lacking in motivation, participation and enthusiasm in lessons was low and therefore progress academically was slower than desired, now appears to have maintained a high level of motivation weeks after the trial. More than one teacher has commented that he is like a different boy. This boy obviously had a confidence boosting experience, with Friend as his highest motivator the opportunity to work with children he felt comfortable around, who then boosted his esteem with positive comments, has resulted in a confident learner. We are still seeing the impact of this – today, when I allocated groups, he declared himself the group leader and delegated tasks to two children who are both more able than he is.

