

## Monitoring and motivating 'middle' ability learners at KS4

**Daniel H. Pink – *Drive: The Surprising Truth About What Motivates Us***

### **Intrinsic motivation**

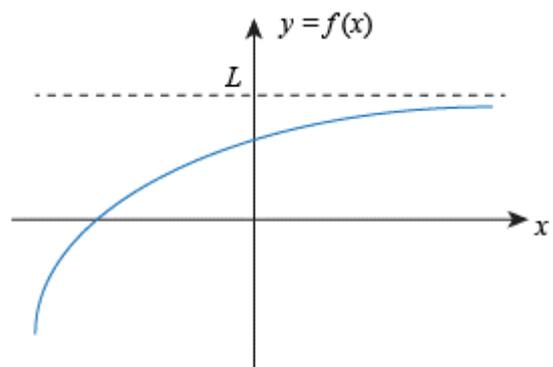
- Intrinsically motivated people are 'less concerned with the external rewards an activity brings and more with the inherent satisfaction of the activity itself.'
- This type of motivation is 'made, not born.'
- 'For routine tasks, which aren't very interesting and don't demand much creative thinking, rewards can provide a small motivational booster shot without the harmful side effects.'
- People can be motivated to complete dull, routine tasks if you offer a rationale for why the task is necessary; acknowledge that the task is boring; allow people to complete the task in their own way.'
- 'The more feedback focuses on specifics ("great use of colour") –and the more the praise is about effort and strategy rather than about achieving a particular outcome – the more effective it can be.'

### **Autonomy**

- 'Allow people to complete the task their own way. Think autonomy, not control. State the outcome you need [but] give them freedom.'
- 'Autonomy is different from independence. It's not rugged, go-it-alone, rely-on-nobody individualism ... It means acting by choice.'
- 'Flexibility simply widens the fences and occasionally opens the gates. It, too, is little more than control in sheep's clothing.'
- 'encouraging autonomy doesn't mean discouraging accountability'

### **Mastery**

- 'The highest most satisfying experiences in people's lives were when they were in flow... In flow goals are clear.'
- 'Solving complex problems requires an inquiring mind and the willingness to experiment one's way to a fresh solution.'
- 'When what they [the students] must do exceeds their capabilities, the result is anxiety. When what they [the students] must do falls short of their capabilities, the result is boredom.'
- 'Mastery is an asymptote. You can approach it. You can home in on it. You can get really, really, really, close to it. But ... you can never touch it.'



## **Purpose**

- 'Offer a rationale for why the task is necessary. A job that's not inherently interesting can become more meaningful, and therefore more engaging, if it's part of a larger purpose.'
- 'Autonomous people working toward mastery perform at very high levels. But those who do so in the service of some greater objective can achieve even more.'
- 'Purpose provides activation energy for living [says psychologist Csikszentmihalyi]'
- 'The science shows that the secret to high performance isn't our biological drive or our reward-and-punishment drive, but our third drive – our deep-seated desire to direct our own lives, to extend and expand our abilities, and to live a life of purpose.'

## **Further reading**

- *Motivated Brain* by Gayle Gregory and Martha Kaufeldt – a summary of Dweck, Deci, Pink and other motivational theorists
- *Mindset: The New Psychology of Success* by Carol Dweck – 'fixed' vs. 'growth' mindsets
- *Why We Do What We Do: Understanding Self-Motivation* by Edward L. Deci with Richard Plaste – The idea that motivation is not 'done to people', but rather 'something people do'.
- *Flow: The Psychology of Optimal Experience* by Mihaly Csikszentmihalyi – 'Flow describes the exhilarating moment when we feel in control, full of purpose, and in the zone.'
- <https://www.youtube.com/watch?v=P5elyRVpwmc> James Dyson: 'The moral of the tale is keep on failing, it works.'
- <https://www.alfiekohn.org/> Alfie Kohn writes and speaks widely on human behaviour, education, and parenting.
- [https://twitter.com/oblique\\_chirps](https://twitter.com/oblique_chirps) Helpful reminders to aid problem solving and motivation to pursue the task.