

Action	Intensity	done
1 Teacher and colleague observe and identify motivation needs of learners in the class or group. 'Ideal', 'improving' and 'reluctant' learners are identified. Use the audit tool available with this book.	1	
2 Generate and display classroom rules with learners. Ensure prohibitions are explained in terms of the effect poor choices have on learners. Ensure all adults model the rules.	1	
3 Learners are welcomed to each lesson by the teacher.	1	
4 Teacher knows learners as individuals, and helps them to know each other as individuals.	1	
5 Create an inviting (clean, tidy, attractive) physical environment appropriate to the age and needs of learners.	1	
6 Zone the classroom to offer different learning conditions for different learning styles, and for different activities.	1	
7 <i>Ensure that learning goals for lessons are shared with learners and explained (what knowledge or skills do you intend to teach? Use learner friendly language). Establish positive beliefs about effort and progress.</i>	1	
8 <i>Lesson planning is focused on learning goals and responding to 'big' questions, not activities or content.</i>	1	
9 <i>Lesson planning develops powerful ideas in depth, encouraging discussion, and application of ideas in concrete/authentic activities.</i>	1	
10 <i>Lessons are multisensory.</i>	1	
11 <i>Lessons are planned to create networks of connected information and ideas which are made explicit to the learners.</i>	1	
12 <i>Ensure that the teaching assistant is fully informed about new approaches, planning, teaching and learning.</i>	1	
13 Use collaborative strategies such as talking objects, talking tokens, envoying, snowballing and jigsawing regularly.	2	
14 Experiment with different sorts of learner grouping for different activities and lessons.	2	
15 Work on your 'praise phrases', remember they should be specific, learning goal focused and promote positive beliefs about effort and progress.	2	
16 Display the Grow Your Brain! poster in your classroom and discuss it often.	2	
17 Use the Remember It! poster alongside the Grow Your Brain! poster (see Ch. 3 Resources).	2	
18 Use the 'zones of learning' scale with learners and encourage them to work within their 'stretch zone'.	2	
19 Ensure guidelines regarding rewards are followed.	2	
20 Teach learners how to participate in collaborative talk (use the collaborative talk speech bubbles in your classroom, and plan problem solving lessons to rehearse the strategies).	3	
21 Teach collaborative skills through teaching the 'collaborative group process'.	3	
22 Use learning conferences with key reluctant learners, monitor their response.	3	
23 Use the four steps to independence process for learners who have extreme learned helplessness.	3	

Key to intensity:

1 = actions required when class is generally well motivated and no specific difficulties have been identified through the audit tool.

2 = actions required will be those at level 1 plus those at level 2 since more difficulties with motivation have been identified among some of the learners.

3 = actions required will be those at level 1 and 2 plus those at level 3 for specific learners who are hard to motivate in the class.

*Items of the checklist in italics will also be found in checklists for other areas.*

**Figure 3.6** Motivation friendly classroom checklist summary



**Photocopiable:**

*The Inclusion Toolkit* © Sarah Herbert, 2011 (SAGE)