

INTERNAL

# MPCT<sup>TM</sup>

Motivational Preparation College for Training

## OP022 - Motivation for Learning



Authorised by Senior Director - Brian Edwards  
Reviewed by Head of Quality and Policy - Gary West

Date reviewed - Jun 19  
OP022 - Version 1.0

INTERNAL

## Copyright Statement

All information contained within this document is the property of MPCT. It may NOT under any circumstances be distributed, transmitted, copied or displayed without the written permission of MPCT.

The information contained in this document has been prepared for the sole purpose of providing direction, information and guidance to MPCT employees, volunteers and ambassadors.

The material herein has been prepared in good faith; however, MPCT disclaims any obligation as to its accuracy and/or suitability for any usage or purpose other than which it is intended.

© MPCT, 2016

## Version Control

Effective version control is essential to ensure that MPCT document and policy versions are effectively tracked. All MPCT documents and policies are version controlled by applying the following process:

### Draft Versions

Documents and policy version numbers starting with the number 0 indicate that they are in draft. This is followed by a version indicator.

e.g. 0.1 is the first draft of this document. Subsequent amendments are indicated by 0.2, 0.3 etc, until the document is live.

### Live Versions

Document and policy version number starting with the number 1 or above indicate that they are live.

e.g. Version 1

Subsequent amendments are indicated by an increase in this number.

## Motivation for Learning Policy

### 1. Introduction

1.1 This policy establishes guidance regarding key aims and actions relating to developing and supporting positive behaviour expectations.

1.2 The policy seeks to develop and maintain a community of motivated learners who have the confidence, skills, attitudes and qualities to realise their full potential, gain employment or progress to further education or training.

1.3 The rights of learners and staff to be safe, happy and learn in a positive environment form the foundations for all MPCT activities and practices. These rights enable learners and staff to succeed.

### 2. Scope

2.1 This policy applies to all MPCT learners and members of staff. This policy forms the basis for positive behaviour and therefore can be applied to all aspects of MPCT learning, be that with learners or during CPD activities.

### 3. Key Principles of a Successful Learning Environment

3.1 Appropriate behaviour is achieved by establishing an appropriate environment for learning. Positive learning environments enable learners and staff to be safe, happy and focus on the gaining new skills or knowledge.

3.2 Positive learning environments are underpinned by the 3 Rs principles. These are:

a. Respect. Respect all others' right to learn by:

- Following instructions.
- Listening to each other.
- Contributing positively without discrimination.
- Helping and supporting others.

b. Responsibility. We are all responsible for our own actions, we have a responsibility to:

- Arrive on time.
- Be prepared for learning.
- Have the correct equipment.
- Behave appropriately.
- Give your best effort.
- Persist in your tasks.

c. Rights. Everyone has the right to:

- Be safe.
- Be happy.
- Be healthy.
- Work and learn without interruption.
- Be treated fairly.
- Be treated with respect.

3.4 The 3 Rs are incorporated in to the following behaviour guidance.

a. Independent learning tasks. These tasks must contribute to specific aims of the programme and must be planned, organised and recorded.

b. Travel to and from college. When traveling to and from college or during planned off site activities, all staff and learners must:

- Follow current dress state guidance.
- Be positive ambassadors for MPCT.
- Be polite and courteous.
- Be positive.
- Do not bring harmful or illegal substances to MPCT.
- Do not bring dangerous or illegal items to MPCT.
- Do not swear or use offensive language.

c. Lunch or break times. During authorised breaks in learning, staff and learners must:

- Keep the environment safe.
- Keep the site clean and remove any litter.

## 4. Motivation for Learning

4.1 The following MPCT Motivation for Learning strategy is based on the work of Rogers (1998) and MacLean (1990). There are 10 key elements:

a. Establish an appropriate learning environment. Learners need to feel welcomed and into a safe and secure environment. They need to have a sense of ownership of and a familiarity with their own space and the activities that take place within it.

b. Connect the learning. Previous learning is reviewed, the learner can connect the learning this lesson with what has previously been developed.

c. Paint the big picture. Those learners who favour the brain's right hemisphere benefit from having the lesson outlined from the beginning. The lesson must be contextualised. Learners need to know where they have been and where they are going.

## INTERNAL

- d. Define the learning objective. It is important to sell the lesson and 'grab or hook' the learner's attention.
- e. Present information. Visual, auditory or kinaesthetic stimuli impacts on the different hemispheres of the brain, therefore, in order to maximise the different learning styles of the learners, a variety of teaching approaches should be utilised.
- f. Construct meaning. Converting knowledge in to understanding is imperative for learning as well as locking into long term memory.
- g. Demonstrate knowledge and understanding. It is important to show the learners that they have knowledge and understanding; thereby raising their self-esteem and self-confidence.
- h. Reviewing. It is important to keep signposting key concepts and so transfer to long term memory.
- i. Feedback. Regular feedback and celebration when achieving targets and goals, dramatically improves learning.
- j. Preview. Preview what will happen next lesson, 'look forward' and make sure that this cycle is repeated. Providing a ritual and habitual behaviour that will keep learners and staff 'Reptilian brain' happy.
- k. Empower the learner. They will feel safe if they know what is coming next.

### 5. Guidance

5.1 The Motivation for Learning strategy allows staff to manage behaviour in a consistent manner by using an MPCT system of rewards and consequences.

5.2 The strategy is a positive model, supporting the skills that are vital for the effective delivery of the MPCT programme. The following:

Be prepared	Motivation for learning is about outstanding pedagogy. The learning is well planned, purposeful and meaningful. Learners will be motivated by the learning task and resources; this in turn will reduce the frequency of low-level disruption.
Be consistent	Applying the systematic series of consequences in the same way and for the same reason will result in an improvement in behaviour. This is particularly important at whole college level; learners must have the same high quality experience of routines throughout the whole college and in every lesson.

INTERNAL

Be clear	All should be clear about the rules and expectations of the college and consequences should be explained clearly when being issued.
Be fair	Learners respond well when they perceive a level of openness and understanding. MPCT delivery staff will apply rules consistently and fairly.
Be positive	All staff must model the type of behaviour that is required from their learners. This will mean: <ul style="list-style-type: none"> <li>• Remaining positive.</li> <li>• Reward good behaviour.</li> <li>• Remaining calm.</li> <li>• Not shouting.</li> <li>• Being respectful.</li> <li>• Being happy.</li> <li>• Being enthusiastic.</li> <li>• Being punctual.</li> <li>• Being reliable.</li> </ul>
Be happy	Learners will respond well to those who are positive and happy in the learning environment. They will be less inclined to behave appropriately for staff who do not apparently want to be there.
Be versatile	Staff will draw upon a range of proven behaviour management skills before or during the use of the MfL consequences. This is established professional practice in all areas of the college and may include: <ul style="list-style-type: none"> <li>• Agreed signals to notify learners and staff of expectations, e.g. established 'call back' to gain silence.</li> <li>• Agreed routines, e.g. seating policy, storage of bags, giving out resources.</li> <li>• Agreed noise levels.</li> <li>• Repeated use of low profile strategies to address low level disruption e.g. hand gestures.</li> <li>• Proximity praise/consequence.</li> <li>• Tactically ignoring/by pass.</li> <li>• Use of humour NOT sarcasm.</li> <li>• Effective use of questioning; draw attention to the behaviour that is required rather than the inappropriate behaviour that is being displayed.</li> </ul>
Be supported	Staff will be aware of and will draw upon the support systems that are set up, if and when normal teaching skills have not improved the situation. In the first instance, this will be the issuing and the use of consequences and rewards.

## 6. Classroom Management

6.1 Consistent and positive classroom management techniques are key elements of the motivation for learning strategy. The following guidance should be adopted before, during and at the end of teaching and learning sessions.

a. Entry. The following activity must take place prior to the start of the session:

- Be outside of the classroom to positively welcome learners and get them into lessons as quickly as possible.
- Establish clear expectations regarding the entry of learners into the classroom. In some cases lining up outside can contribute to inappropriate behaviour if space is limited; in which case, establish a rendezvous point.
- Have a routine that is consistently applied; coats and bags, equipment on the table, stand behind chairs until told to sit. Return to the reasons for these routines at regular intervals throughout the duration of the course.
- Learners should be engaged and on task as soon as possible.
- It helps if the lesson title and date are on the board or presentation before learners arrive.

b. During. During the session, the following actions must take place:

- Ensure that learners are in a position to work on tasks at their own pace and independently. Ensure learner instructions on the displayed, visual resources and verbal instructions need to lead learners through the sequence of activities.
- If a learner completes a task make sure they know what they have to do next.
- Praise learners regularly and consistently, using the 4:1 principle.
- Ensure that the work is appropriate for the range of learners in the class; failure to do so will result in behaviour problems.
- It is good practice if learners know procedures for obtaining materials. Learners should be engaged in tasks such as handing out files, pens and other classroom resources.
- Establish a routine; use your duty students and team captains.
- Plan independent learning which reinforces or extends learner skills and knowledge.

c. Exit. At the end of the session, the following actions must take place:

- Use an exit pass activity to support the recall and transfer of information in to the learners' long term memory.
- Ask learners to pack away.
- Ensure chairs are put away tidily and that the classroom is litter free.

## 7. Rewards

7.1 The motivation for learning strategy is centred on giving rewards; we want to praise good behaviour.

7.2 The regular reinforcement of good behaviour as well as the recognition of achievement, effort and extra-curricular contributions to the college are probably the most effective ways of ensuring positive attitudes towards learning. Positive praise acts as encouragement. It can be any form of written, verbal or non-verbal.

7.3 The rewards for positive behaviour are wide ranging and reflect the individual circumstance of the learner and the context of the behaviour. Staff may wish to award rewards from below:

- a. Praise and encouragement.
- b. Written praise.
- c. Certificates.
- d. Displaying learners work.
- e. Allocating areas of responsibilities.
- f. Wristbands, pens, water bottles and key rings.
- g. Centre Manager referrals.
- h. ROM referrals.
- i. Recognition post cards to parents.
- j. Recognition on social media.
- k. Weekly awards. These include:
  - Best Student
  - Best Turnout
  - Best Effort on PT
  - Skills Award
  - Other specific awards to promote particular behaviours.
- l. Monthly awards.
- m. MPCT coins.
- n. Recognition at awards ceremonies.



7.4 It is important that staff and learners are aware of the rationale behind the use of rewards. The rewards system is designed to increase the level of consistency in the use of rewards across the college.

7.5 Learner may be referred to the Centre Manager or ROM for recognition of positive behaviour. Learners may be referred for the following reasons, although this is not an exhaustive list:

- a. Exceptional work or effort, or both.
- b. Improvement in literacy, numeracy or vocational studies.
- c. Sustained improvement in work, effort or behaviour.
- d. Additional contribution beyond the identified 3 Rs.
- e. Outstanding examples of helping and supporting others.

## **8. Consequences**

8.1 Consequences of behaviour deemed inappropriate by a member of staff result in consequences. The severity of the consequence chosen must be relevant to the degree of behaviour displayed. Inappropriate behaviour may include:

- a. Any behaviour that prevents teaching and learning from taking place.
- b. Any breach of the Core Values.
- c. Failure to comply with the 3 Rs.
- d. Any repeated behaviour of the above.
- e. Failure to attend a session or appointment.
- f. Removal from a session for any reason.
- g. Any serious breach of MPCT rules that results in harm to themselves or other people.

8.2 The following consequences can be used to support the development of positive behaviour. Where serious or sustained poor behaviour is displayed, staff are to escalate the resulting action using the learner conduct policy. The consequences of poor behaviour are:

- a. Warnings.
- b. Classroom/Centre chores.

## INTERNAL

- c. 1:1 meetings with Centre Manager.
- d. 1:1 meetings with ROM.
- e. The MPCT Learner Conduct Policy.

8.3 Consequences should be issued sparingly! The learner should be made aware of their choices and given the opportunity to change their behaviour choice before applying a consequence. Guidelines to the applications of consequences:

- a. Do not issue consequences which you cannot, or do not, follow up.
- b. Where possible, do not deal with learners publicly.
- c. Where possible, unacceptable behaviour should be dealt with by the person who witnesses it.
- d. Explain to a learner why a consequence is being applied.
- e. Be consistent and fair.
- f. Sending a learner out of the classroom is NOT encouraged except for reporting to the Lead Instructor or Centre Manager.

8.4 If the above guidelines have failed, staff have the option to send a learner home, but this must be followed up with a phone call to the parent or guardian.

## 9. Impact

9.1 The Achieving Excellence Framework (AEF) is intrinsically linked to this policy. It outlines the principles and expectations for staff members to ensure that teaching and learning is of high quality. The Achieving Excellence Framework is a point of referral for operational quality.

## 10. Indicator of success

10.1 The indication of success for this policy is clear and transparent. When this policy is applied learners and staff succeed. It can be observed through:

- a. Staff and learners have high expectations and always give their best.
- b. Learners reaching their full potential through stimulating teaching and range of active experiences.
- c. Staff and learners build on their strengths and talents, and are motivated to succeed.
- d. Learners enjoy their learning and know that their achievement is celebrated.

## INTERNAL

- e. Learners develop the skills to learn both independently and collaboratively.
- f. All learners and staff benefit from a culture of mutual respect, care, fairness and tolerance.
- g. Staff and learners contribute positively to the college, the local community and the wider world.
- h. Staff and learners appreciate and care for the environment.
- i. All are included and respect diversity.
- j. All feel safe and secure.
- k. Staff and learners understand their right to be individual and have a sense of self-worth.
- l. Staff and learners take 100% responsibility for their own actions.

### **11. Implementation of Policy**

11.1 It is the responsibility of all staff to identify and address inappropriate behaviour inside and outside of the classroom.

11.2 Overall responsibility for policy implementation and review rest with Head of Quality and Operations.

11.3 This policy is contained within the following documents and libraries.

- a. Operations handbook.
- b. Inspire.
- c. HR system.

### **12. Related Documents**

12.1 Safeguarding of Learners Policy

12.2 Learner Behaviour Policy

12.3 Positive Assessment Policy

12.4 Learner Dress Policy

12.5 Complaints Policy

12.6 Misconduct Policy

---

Authorised by Senior Director - Brian Edwards

Reviewed by Head of Quality and Policy - Gary West

---

Date reviewed - Jun 19

OP022 - Version 1.0

12.7 Quality Policy

12.8 Learner Charter

12.9 Equality and Diversity Policy

12.10 Achieving Excellence Framework