

Understanding Motivations

We are excited to be introducing a new motivational tool to students of Australia and New Zealand. Extending our current programs and strengths-based assessment tools, Youth Maps offers students, teacher and parents an opportunity to connect passionately with their personal drive and engagement styles. Work within UK schools has demonstrated the impact of this tool, developed by an educator, in schools for staff development and student outcomes.

Completing this course will contribute appropriate hours of NESA Registered PD addressing 1.2.2, 4.1.2 and 6.3.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.



Turning Point
Consulting

Our work with schools assists in creating meaningful individualised learning plans, response to student wellbeing and school engagement by providing a framework of action to support students in their educational journey.

Assessing student motivations assists **professional practice in education** by providing insight and evidence into:

- **Knowing students** and how they learn
- Planning for **effective teaching** and learning
- Creating a supportive and **safe learning** environment
- Specific **assessment, feedback** and reporting on student
- Engaging **collaboratively** with parents/carers and the community

By understanding personal motivations, **students** are in an ideal position to:

- Transition between schools or stages
- Develop positive study and work habits
- Connect to their learning
- Set and achieve meaningful goals
- Position themselves for success in the school and workplace
- Embrace and optimise their natural gifts and talents

Schools will be able to:

- Maximise student engagement
- Truly individualise learning plans
- Adapt to different student groups across the year or school
- Engage students through purposeful conversation
- Identify potentially demotivating situations
- Identify and harness students natural gifts and talents



As school leaders what we seek to do, "is to create the conditions in which a person feels disposed to be intrinsically motivated. And that is possible. But first you need to know what motivates a teacher or a child, because we are not all motivated by the same aspirations or activities. This, surely, is one of the most important tasks for a teacher – to help her students identify what motivates them, deep down. It has taken me many years to realise that achieving what you want is almost always possible; it's knowing what you want that's the hard part."

Andrew Hammond. *The Invisible Ink Series*- Book 3. 2016. John Catt Publishers.

Attendees: K-12 Educators, Counsellors, Year Coordinators, Wellbeing/Welfare Coordinators, Indigenous Liaison, Executives

Availability & Cost: On Request



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