

Education leadership challenge

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Leadership Challenge January 14, Intro Erin To promote learning and achievement, it is necessary to incorporate different approaches of motivation in instruction and practice. No two learners are the same nor are they motivated by the same teaching strategies. What works for one student or group is not guaranteed to motivate another student or group. According to the authors Anita Hoy and Wayne Hoy (2009), there are five approaches to motivation. The five approaches are behavioral, humanization, cognitive, social cognitive, and sociocultural. These approaches incorporate different theories and techniques to help motivate students to learn. For example, the behavioral approach incorporates rewards, incentives, and other extrinsic motivators for students while humanization incorporates self-actualization and intrinsic motivators. Cognitive and sociocultural approaches also incorporate intrinsic motivators as they focus on personal beliefs and attributes along with personal and group identity. The social cognitive approach is both extrinsic and intrinsic as it incorporates goals and intentions. To increase attendance and achievement, our school will implement new policies and procedures using these five motivational approaches. Our goal is to spark and maintain student interest through clear and manageable attendance and achievement policies that include the entire school community.

Explanation of attendance goal Wendy

95% of students will have a positive attendance rate. A positive attendance rate is no more than six unexcused absences and eight total absences for the entire year. That is, three unexcused per semester and four the entire

school year. For each unexcused absence, parents of student will receive a phone call home, class and home work is required to be made-up. Student will miss recess and serve lunch detention until said work is completed. After three unexcused absences, a conference will be set up between parents, teachers, and counselors to discuss the situation and possible solutions.

Example of attendance goal (using all five approaches) Jerome

Explanation of achievement goal Jahmaal

80% of students will score "meets" expectations or "exceeds" expectations at the end of each semester. The remaining 20% will rise from "falls far below" expectations to "approaches" expectations. Achievement goals is particularly important in education as it is believed that by differentially reinforcing some goals (and not others), teachers can influence (change) the reasons why students learn—that is, change their motivation (Covington, 2000). The mission and vision of schools are aligned to help students reach the goals that they have established for their educational successes.

Everyone in the school play a common role in assisting each student set their academic and social goals. Why the students do their part and work to achieve them.

Example of achievement goal (using all five approaches) Jahmaal

Examples of reaching your achievement goals when looking at them and setting them according to the five approaches are:

As we look at an achievement goal when using the behavioral approach, this stems from extrinsic motivation and often requires many reinforcers and rewards. If a student will work hard to study for a test because they know if they not only pass, but do well on a test then they will get extra recess time or their parents might give them some money.

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Looking at the achievement goal from the humanistic approach this approach is more intrinsic and when using it more towards the same example as before. A student will work hard to study and do well on a test because it makes them feel good to get good grades and do well. It will keep this student working toward wanted to learn more and grow in their education.

The cognitive approach to an achievement goal because it is intrinsic it important to for them and expected of the student perform a certain way therefore this is the way they particularly and usually respond within their goals.

When it comes to the social cognitive approach to an achievement goal it is both extrinsic and intrinsic because from the intrinsic aspect the student will want to perform a certain way because they have become self-efficient in doing so, but they also have certain intentions to perform a certain way because it will extrinsically provide them with what they want.

Finally the socio cultural approach to an achievement goal is intrinsic.

Generally if a student works better in a group and feels as if they are apart then they will perform better and work to achieve far more than what they would have by themselves.

Explanation of how to introduce the goal to staff, students, and parent community Robin

To introduce the new plan to staff, students, and parents, there will first be a staff meeting to go over the new policies, fielding questions in the process.

Next, there will be a community meeting with parents. During this community meeting, the principal and selected teacher leaders will speak

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with the parents as a group, explaining the changes. A letter will also be sent home explaining the new policies. The letter will include a portion at the bottom asking parents to sign and send the letter back, confirming they understand the new policies. Next, there will be a school assembly so the principal can discuss the new policy with students, and teachers will have a follow-up session with students with an in-class discussion. The focus of the meetings is to reiterate the importance of attendance for education and achievement.

Conclusion Robin

The current discourse proffered pertinent issues relevant to challenges in leadership, particularly focusing on motivation within the learning environment. As disclosed, each individual student is unique and application of incentives and motivational schemes that aim to improve academic learning must cater to the distinct and specialized needs of the students. The five approaches to motivation were expounded: behavioral, humanization, cognitive, social cognitive, and sociocultural. The end goal was to maintain student interest through clear and manageable attendance and achievement policies which encompass the entire school community.

The attendance goal was presented to contain a projected 95% of students exhibiting positive attendance; which was defined as an attendance rate that is supposedly no more than six unexcused absences and eight total absences for the entire year. Likewise, for the achievement goal, it was clearly stipulated as 80% of students exhibiting apparently meeting expected scores or supposedly exceeding expectations at the end of each semester. Examples of both attendance goals and achievement goals using the five motivational approaches provided vivid illustrations, as required.

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Finally, ways to introduce the goal to staff, students, and parent community were provided by disclosing proposed meetings among these stakeholders; in conjunction with needed correspondences in the form of a letter to provide the needed details of proposed new policies. A school assembly would communicate the proposals to the student body, to be reinforced by teachers in their respective classroom settings.

The relevance of communicating attendance, as well as thrusts for academic achievement was ultimately emphasized through motivational techniques within the learning environment.

References

Hoy, A. W., & Hoy, W. K. (2009). *Instructional leadership: A research-based guide to learning in schools* (3rd ed.). Boston, MA: Pearson Education.