

## TARGET Factors that Influence Motivational Climate (School Context and Classroom)

TARGET Factor	Mastery Oriented	Performance Oriented
<b>Task</b>	<ul style="list-style-type: none"> <li>Focus on the meaningful aspects of learning activities</li> <li>Design tasks for novelty, variety, diversity and student interest</li> <li>Design tasks that offer reasonable challenge to all students, given interest, skill and maturation</li> <li>Help students establish short-term, self-referenced goals</li> <li>Provide multidimensional and varied tasks using different learning aids and sensory channels</li> <li>Support development and use of effective learning (not performance) strategies</li> </ul>	<ul style="list-style-type: none"> <li>Use comparative or competitive goals to arouse students and channel effort</li> <li>Design one-dimensional tasks/same task for all</li> <li>Deliver tasks in an undifferentiated way and without the tasks being suitably challenging for all</li> <li>Support student progression, as first priority, through staged completion of tasks</li> </ul>
<b>Authority</b>	<ul style="list-style-type: none"> <li>Help students to participate in the decision making about activities and learning climate</li> <li>Provide students opportunities for influencing and taking on leadership roles</li> <li>Provide “real” choices where decisions are based on effort, not ability evaluations</li> <li>Give opportunities to develop responsibility and independence,</li> <li>Allow the pace of learning to be largely controlled by the student</li> <li>Support development and use of self-management and monitoring skills</li> </ul>	<ul style="list-style-type: none"> <li>Establish the protocol that the teacher makes all the decisions</li> <li>Focus decisions on the basis of ability, results and benchmarks</li> <li>Direct students on goals, planning and organisation</li> <li>Assign roles to students</li> <li>Support student success through the use of task completion and external monitoring</li> </ul>
<b>Recognition</b>	<ul style="list-style-type: none"> <li>Establish a climate where personal recognition for effort and achievement are important</li> <li>Focus recognition on individual improvement, progress and mastery</li> <li>Support self-referenced effort, improvement, attainment and knowledge</li> <li>Make recognition and acknowledgment private</li> <li>Provide real, not espoused, opportunities for improvement</li> <li>Encourage the view that “mistakes’ are a key part of learning</li> </ul>	<ul style="list-style-type: none"> <li>Praise performance and talent/ability</li> <li>Focus recognition on normative results and comparisons</li> <li>Give external recognition and encouragement, limit self-judged recognition</li> <li>Make recognition of ability and academic results public</li> <li>Provide opportunities to celebrate achievement of results</li> <li>Reinforce excellence, productivity and performance</li> </ul>

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<b>Grouping</b>	<ul style="list-style-type: none"> <li>• Use mixed ability groups (heterogeneous)</li> <li>• Setup processes and guidelines for cooperative groups with supportive learning guidance</li> <li>• Use small groups activities to plan, learn, practise, and review tasks and material (but allow individual time for each student as well)</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange tasks for unmixed ability groups (homogeneous)</li> <li>• Use large group/whole class learning as much as possible</li> <li>• Set up competitive groups to complete on time pressure, performance (speed, accuracy) and/or outcomes</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Identify individual, developmentally appropriate standards of performance</li> <li>• Provide process-oriented evaluative feedback</li> <li>• Encourage self-referenced evaluation</li> <li>• Use private diaries and consultations with teacher</li> <li>• Focus on improvement, effort, experimentation, error handling and correction</li> </ul>	<ul style="list-style-type: none"> <li>• Base evaluations on normative comparison and make them public</li> <li>• Encourage students to discuss and compare results, but not learning itself or insight</li> </ul>
<b>Time</b>	<ul style="list-style-type: none"> <li>• Identify student needs before establishing curricula time spent on skills</li> <li>• Provide flexible time to practise, plan or complete tasks, driven by frequently evaluation (weekly to monthly)</li> <li>• Be process focused with timeframes - use timeframes to guide student learning itself, organisation, effort, thinking, and self-management</li> </ul>	<ul style="list-style-type: none"> <li>• Provide firm timelines to practise, plan of complete tasks</li> <li>• Use timelines, milestones, and deadlines to drive performance and results</li> </ul>