**Student motivation and engagement in mathematics**

**Teacher reflection questions:**

1. When we talk about ‘engagement’ of learners, what do you understand this term to mean for the students in your class? How do you recognise if a student is ‘engaged’ in lessons?

2. Are there some students that you would consider more easily engaged in mathematics than others? If so, what do you think might be the reason(s) for this?

3. How might you consciously plan your instruction/lessons with student ‘engagement’ as an objective? What teaching strategies do you employ to enhance that engagement?

4. Do you anticipate any students losing focus or interest in your maths lessons? If so, how could you address this?

5. Consider a student whom you would rate as generally ‘highly engaged’ in mathematics? Why do you think this student tends to be more highly engaged?

6. Consider a student whom you would rate as generally ‘disengaged’ in mathematics? Which strategies could you try to increase student engagement?

7. What are three questions that I could ask a student to determine their genuine level of motivation?

8. You could create a **Personal goal-setting** sheet that you could give to each student to complete and glue into their workbook. **Examples:**  
   What can I do to make sure that I understand the maths that we’re doing in class?  
   When my desk partner talks and interrupts me, what could I say or do to stop that happening? (NB: Each Term you could ask the student to review this sheet and complete another for the new Term.)