

ATTACHMENTS FOR CONNECTIVE INSTRUCTION

FURTHER READING AND RESOURCES

(for information and ordering, visit www.lifelongachievement.com)

Research Reference

- Martin, A.J. (2013). The Personal Proficiency Network: Key self-system factors and processes to optimize academic development. In D.M. McInerney, H.W. Marsh., R.G. Craven, & F. Guay (Eds). *Theory driving research: New wave perspectives on self-processes and human development*. Charlotte, NC: Information Age Publishing.
- Martin, A.J., & Dowson, M. (2009). Interpersonal relationships, motivation, engagement, and achievement: Yields for theory, current issues, and practice. *Review of Educational Research*, 79, 327-365.

Practitioner Reading

- Martin, A.J. (2010). *Building classroom success: Eliminating academic fear and failure*. London: Continuum.

Parent and Practitioner Reading

- Martin, A.J. (2003). *How to motivate your child for school and beyond*. Sydney: Random House/Bantam.
- Martin, A.J. (2005). *How to help your child fly through life: The 20 big issues*. Sydney: Random House/Bantam.

Attachment A

Students' Relationship with the Teacher ('the Singer')

(adapted with permission from Martin, A.J. (2010). *Building Classroom Success: Eliminating Academic Fear and Failure*. London: Continuum)

	<i>STRENGTH</i> "I do this well and it is a part of my regular practice"	<i>NOT APPLICABLE/ RELEVANT/ IMPORTANT</i>	<i>COULD DO BETTER</i> "I don't do this very much or very well"
	TICK ONE (✓)		
1. I make an effort to listen to my students' views			
2. A good teacher-student relationship is one of my priorities			
3. I give my students input into things & decisions that affect them			
4. I enjoy working with young people			
5. Where appropriate I try to have a sense of humor with my students			
6. I get to know my students			
7. I explain the reasons for rules that are made and enforced			
8. I show no favoritism			
9. I accept my students' individuality			
10. I have positive but attainable expectations for students			
TALLY			

Attachment B

Students' Relationship with the Message/Content/Assessment ('the Song')

(adapted with permission from Martin, A.J. (2010). *Building Classroom Success: Eliminating Academic Fear and Failure*. London: Continuum)

	<i>STRENGTH</i> "I do this well and it is a part of my regular practice"	<i>NOT APPLICABLE/ RELEVANT/ IMPORTANT</i>	<i>COULD DO BETTER</i> "I don't do this very much or very well"
	TICK ONE (✓)		
1. I set work that is challenging but not too difficult			
2. Where possible, I set work that is important and significant			
3. I inject variety into my teaching content			
4. I inject variety into my assessment tasks			
5. I provide students with interesting work			
6. I use broad and authentic (relevant and meaningful) assessment			
7. I try to ensure that my teaching content is not boring to young people			
8. In class and assigned work, I reduce monotony as much as possible			
9. Where possible I draw on material that is fun to learn			
10. Where possible I use material that arouses my students' curiosity			
TALLY			

Attachment C

Students' Relationship with the Teaching/Pedagogy ('the Singing')

(adapted with permission from Martin, A.J. (2010). *Building Classroom Success: Eliminating Academic Fear and Failure*. London: Continuum)

	<i>STRENGTH</i> "I do this well and it is a part of my regular practice"	<i>NOT APPLICABLE/ RELEVANT/ IMPORTANT</i>	<i>COULD DO BETTER</i> "I don't do this very much or very well"
	TICK ONE (✓)		
1. I get students to do something well as much as possible and provide support needed to do this			
2. I have multiple indicators of success in schoolwork (marks, effort, group work, reaching goals, improve)			
3. I provide clear feedback to students focusing on how they can improve			
4. I make an effort to explain things clearly and carefully			
5. I inject variety into my teaching methods and reduce repetition or monotony			
6. I encourage my students to learn from their mistakes			
7. I aim for mastery by all students			
8. I show students how schoolwork is relevant and/or meaningful			
9. I make sure all students keep up with work and give opportunities to catch up or go over difficult work			
10. I don't rush my lessons or my explanations			
TALLY			