



مدرسة دبي للتربية الحديثة
Dubai Modern Education School

Student Motivation Policy



School Vision

Empower learners to contribute to the global community through innovation, exploration, and citizenship.

School Mission

DMES cultivates reflective scholars, bold innovators and passionate leaders equipped with the content knowledge, skillset, and ethics to make a positive contribution to society. The learning environment prepares students for lives of meaning and purpose emphasizing academic excellence, high expectations, and enthusiasm for life. Our school emphasizes the development of a character loyal to GOD and country identified by integrity through self-discipline and tolerance.

Through our authentic programs, conducive learning environment, and strong partnerships with families and the wider community, our learners experience rich language acquisition, appreciation for diversity, and become lifelong learners.

Core Values

-  Citizenship
-  Respect
-  Leadership
-  Responsibility
-  Tolerance
-  Commitment
-  Excellence
-  High Expectation

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Student Motivation Policy

1.0 Primary Value

The core value embedded in this policy is recognizing and enhancing student motivation as a core component of a learner's educational experience and success.

2.0 Rationale

Motivation is an internal state that stimulates students to action, directs them to certain behaviors, and assists them in maintaining this action and direction with regard to behaviors important and appropriate to the learning environment¹. As an educational institution, DMES recognizes the impact of student motivation in promoting school-wide academic engagement and student achievement. We endeavor to mold highly motivated students that ²are enthusiastic and take responsibility for their own learning. We foster a safe, supportive, and inclusive school climate that recognizes and celebrates students' strengths, efforts and success. With the goal of improving students' academic motivation, all stakeholders work collaboratively to improve the quality of curriculum materials and programs, instruction, assessment, learning environment, and support in both classroom and school levels.

3.0 Purpose

The policy outlines the school's strategies and systems in cultivating student's motivation to achieve. It also aims to foster a positive environment that helps students improve their self-esteem, aspirations, and enjoyment of learning –where students' personal efforts, commitment and achievement are routinely recognized and celebrated in all areas of their school life.

4.0 Aims

As a school that promotes high levels of motivation and engagement in learning, DMES aims to:

- Ensure that each student is treated as a valuable member of the learning community with their unique set of skills and abilities being utilized and nurtured.

¹ Best Practice in Motivation and Management in the Classroom. 2013, p.44

² UAE Inspection Framework 2015-2016 (Standard 1.3.1), p.32



- Create supporting and motivating learning climate that enables students to enjoy learning, believe in their own capabilities, and overcome challenges in learning.
- Offer diverse learning opportunities and experiences which promote student independence and active participation.
- Design innovative strategies to ensure that all students can fully benefit from their motivation and engagement
- Celebrate students' efforts and achievements in meaningful and culturally sensitive ways.

5.0 Definitions

5.1 Motivation³: In relation to education, it refers to a student's willingness, need, desire, and compulsion to participate in, and be successful in, the learning process

5.2 Extrinsic Motivation⁴: Refers to outside sources or values that influence a person to act or learn.

5.3 Intrinsic Motivation⁵: Refers to influences that originate from within a person which cause a person to act or learn.

6.0 Student Motivation Scheme

6.1 Intrinsic Student Motivation

DMES believes that students' high motivation and engagement in learning are influenced by both intrinsic and extrinsic factors. We build on both types to ensure that all students become highly motivated, actively engaged, and successful throughout their learning journey. DMES takes into account the guidance from Wlodkowski & Ginsberg's Motivational Framework for Culturally Responsive Teaching⁶ in developing intrinsically motivated students based on four motivational conditions:

³ The Impact of Teaching Strategies on Intrinsic Motivation 1997, page 3

⁴ The Impact of Teaching Strategies on Intrinsic Motivation 1997, page 3

⁵ The Impact of Teaching Strategies on Intrinsic Motivation 1997, page 3

⁶ Wlodkowski & Ginsberg. Diversity and Motivation: Culturally-Responsive Teaching, 2009, p.34



6.1.1 Establishing Inclusion – creating learning experiences which contribute to fostering a learning atmosphere where learners and teachers feel respected and connected to one another through:

- Clear classroom routines; ensuring the safety and comfort of students.
- Respectful interactions.
- Treating students fairly and respectfully.
- Contextualization of learning experiences whereby students' lives, languages, and cultures are represented.

6.1.2 Developing Attitude – offering meaningful choices and promoting personal relevance to develop student's favorable disposition towards learning by:

- Giving students the freedom to voice out their opinions.
- Incorporating students' experiences, concerns, or interests into teaching.
- Empowering students to make decisions based on their experiences, values, needs, and strengths.

6.1.3 Engendering Competence – promoting the belief that students become more effective in mastering a learning objective if it has connection to real-world experience through:

- Presenting clear criteria of success for students.
- Establishing fair evaluation policies for all students.
- Designing authentic learning tasks that allow students to make real-world connections.
- Using various types of assessments with various difficulty levels.



- Allowing students to master standards in multiple ways.

6.1.4 Enhancing Meaning – engaging students in challenging and thoughtful learning experiences which value their perspectives and abilities by:

- Allowing students to participate in challenging projects, performance-based tasks, competitions, and ECA.
- Holding students accountable for their choices, performance, and behavior.
- Using case studies, role-playing, and simulations to inspire students.

6.2 Extrinsic Student Motivation

DMES seeks to motivate students extrinsically by celebrating and recognizing their efforts and achievements through our rewards programs and activities. Students are duly recognized for their progress and achievement in order to promote positive student behavior and to motivate them to achieve success. All members of the staff are responsible for monitoring achievement to celebrate based on the department's guidelines and criteria. DMES students are routinely recognized in the following ways:

- Academic Awards Certificates (K-12)
- Class Dojo, Google Classroom and other digital learning platforms
- School website and social media
- School notice boards recognitions
- House point system (K-12)

7.0 Roles and Responsibilities

7.1 Student

The student is expected to:

- Attend class regularly, participate actively in lessons and maintain self-discipline.
- Develop a strong sense of self-efficacy, autonomy, and ownership of learning.
- Demonstrate strong academic, personal and social achievement.
- Enjoy learning, engage in challenging tasks and take pride in their work.
- Take risks in the learning process and develop sound decision-making strategies and logical thinking skills.
- Demonstrate persistence and resilience in overcoming challenges and exhibit commitment to achieving their goals.



- Be punctual to arrive to school on time, to arrive to class on time, and to leave the school on time.
- Adhere to the individual learning plan targets.
- Take all forms of feedback seriously to improve performance.
- Discuss all challenging obstacles with the student counselor seeking advice about available options to improve.
- Work collaboratively with the teachers to resolve any arising issues.
- Report all concerns to the head of section/head of school if the issue was not resolved with the teacher.
- Take ownership of the success and progress made.

7.2 Parents

Parents collaborating with the school to enhance student motivation shall:

- Provide a warm and conducive home environment that allows children to develop study habits and complete their homework.
- Encourage their children to set future goals and aspirations and support their efforts in achieving them.
- Provide reasonable structure to help children become independent and responsible.
- Nurture their child's interests and provide opportunities to learn and explore new things.
- Bring students to school every day as per school calendar.
- Attend all parent meetings to discuss the child's progress and areas of concern.
- Discuss any concerns immediately with the Head of School.

8.0 Related Policies

The Student Motivation Policy is linked to the following school policies:

- Teaching and Learning Policy
- Curriculum Policy
- Assessment Policy
- ECA Policy
- Student Wellbeing Policy