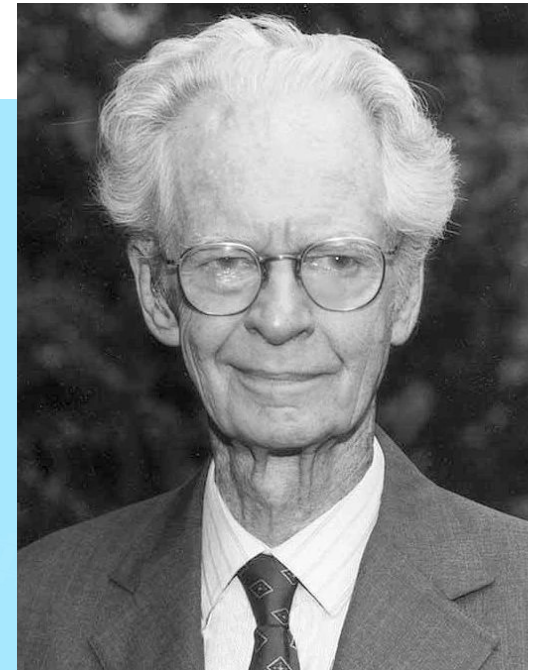


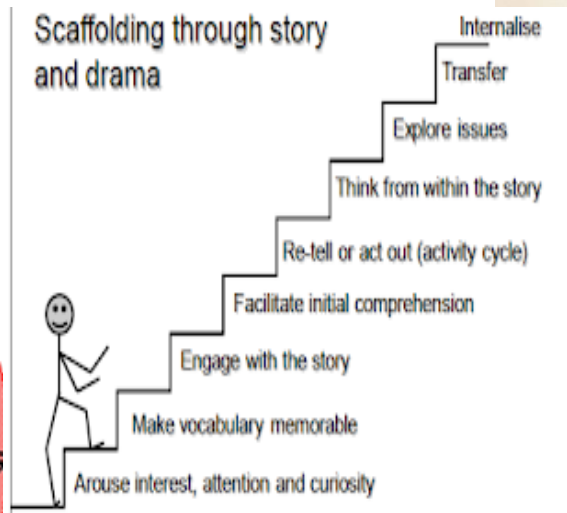
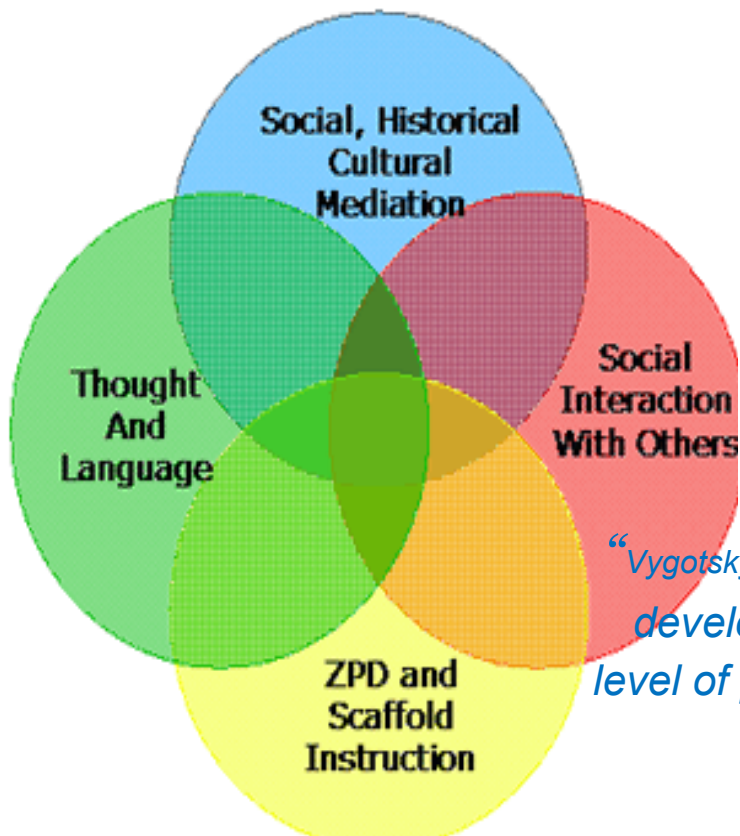
A black and white portrait of a man with short, dark hair, looking directly at the camera. He is wearing a dark suit jacket over a white collared shirt and a dark tie. The background is a plain, light-colored studio backdrop.



B. F. Skinner

“Good behaviorists would say, “You reinforce my behavior” rather than “You reinforce me,” because it is behavior, not the behaving person, that is being reinforced in the sense of being strengthened; but they would say much more.” (Skinner . B.F. 1953. p. 5)

For the purpose of anonymity, the educational setting shall be named School A.

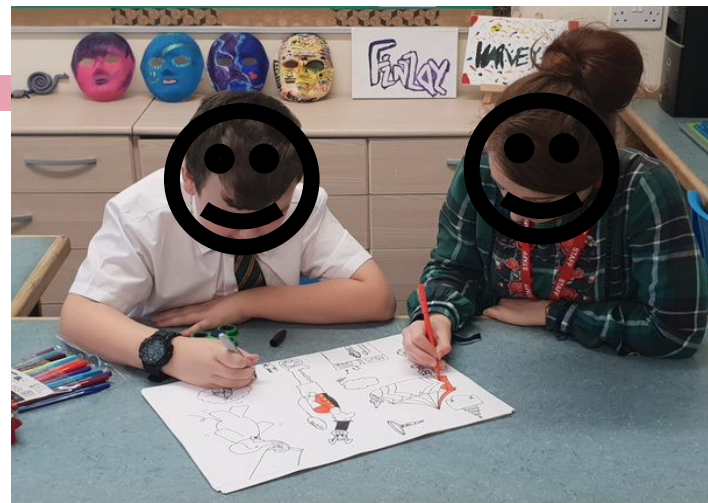


“Vygotsky defined the Zone of proximal development as “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with a more capable peer” .

(Chaiklin, 2003, p. 86)

Creating lessons where students can demonstrate what they know, while also giving them opportunities to show what they have the ability to learn is what Vygotsky values the most.

Having sections of a lesson plan, that are dedicated to assisting students (guided practice) and then having the students take what they learned from you and apply it (independent practice) are the aspects of great lesson planning. (Connell and Princess, 2014)



School A, as described in both statements identifies the importance of giving an inclusive opportunity to all children and young people. Expressive Arts allows the pupil to capably develop themselves , with the guidance of a peer

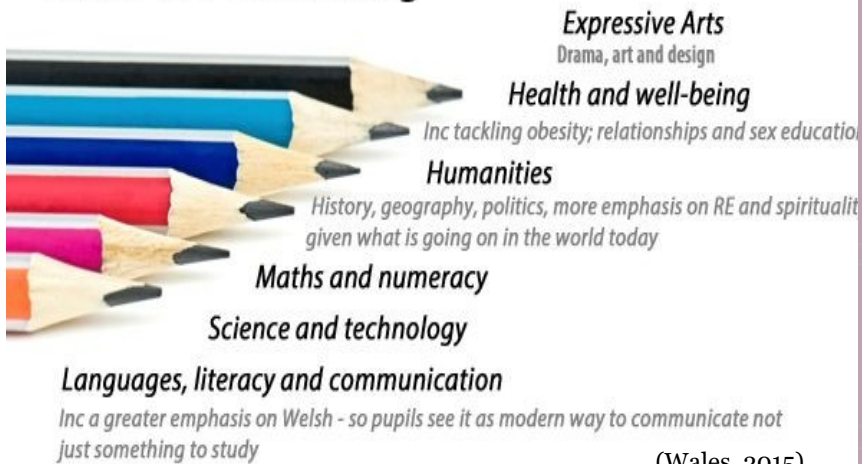
support , which emphasises the importance of health and well-being. The skills, considered to be essential for learning, for work and for life, include; Critical thinking and problem solving. Planning and organising. Creativity and innovation and personal effectiveness. (School, A. 2014)

Donaldson Report

Positive, profound and patient curriculum changes

By Robin Hughes Association of School and College Leaders

Six areas of learning



(Wales, 2015)

The new, inclusive, broad, balanced and challenging curriculum will give schools more responsibility for determining what is taught. This responsibility will sit within a curriculum that comprises:

- common Areas of Learning and Experience (AoLEs) from ages 3 to 16
- progression reference points at ages 5, 8, 11, 14 and 16
- achievement outcomes which describe expected achievements at each progression reference point
- three cross-curriculum responsibilities – literacy, numeracy and digital competence (The DCF was formally launched Wednesday this week)

The new curriculum will set the parameters for each AoLE. These are:

- Expressive arts
- Health and well-being
- Humanities
- Languages, literacy and communication
- Mathematics and numeracy
- Science and technology.

(School A, 2015)

Principles of curriculum design – the curriculum should be:

- **authentic:** rooted in Welsh values and culture and aligned with an agreed set of stated purposes
- **evidence-based:** drawing on the best of existing practice within Wales and from elsewhere, and on sound research
- **responsive:** relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and dispositions for future challenges as lifelong learners
- **inclusive:** easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society
- **ambitious:** embodying high expectations and setting no artificial limits on achievement and challenge for each individual child and young person
- **empowering:** developing competences which will allow young people to engage confidently with the challenges of their future lives
- **unified:** enabling continuity and flow with components which combine and build progressively
- **engaging:** encouraging enjoyment from learning and satisfaction in mastering challenging subject matter
- **based on subsidiarity:** commanding the confidence of all, while encouraging appropriate ownership and decision making by those closest to the teaching and learning process
- **manageable:** recognising the implications for and supported by appropriate assessment and accountability arrangements.

(Donaldson, G. , 2015)



(Wales, 2015)

It is important to consider the many factors, which helps to support the learner. The environment potentially needs to be considered due to the importance of creating engagement, classroom management and a structured and positive relationship with teacher and student. Skinner defines the importance of rewards and sanctions to define the need to control and manage the classroom. (Cheryan, 2014).

Rewards and Sanctions

Skinner (McLeod, 2016), identified that reinforced structure and boundaries, helps a learner to identify the importance of receiving reward. Skinner's approach of 'strengthened Behavior' which encourages the importance of continuum. School A's approach through Rewards and sanctions promote this, across the whole school reinforces its importance. To follow on from the successful behavior Celebratory masses and communication between home and school, creates that important link to support the learner. Though the rewards system is key it is also important to have a reinforced sanction system. It is important that the approach allows the learner to recognize the behavior expectations but also to most importantly "guide towards reinforced behavior".

- Please don't speak when the teacher is speaking.
- Please don't speak when your classmates are speaking.
- Please don't spoil the learning of others.

Teachers will also help to set the scene for effective discipline for learning by following '5Cs'. They will aim to be:

Calm, Clear, Consistent, Compassionate and in Charge

Calm – because that is when we think and judge best.

Clear – because we want the pupils to understand.

Consistent – so that pupils know what to expect.

Compassionate – because we are human beings and because we are commanded to love our neighbours as ourselves.

in Charge – because teachers are the professionals and the adults in school.

Teachers will spend time at the beginning of most lessons to remind pupils of the 3Rs and 5Cs. This will help to maintain high quality behaviour and attitude in students.

Consequences

Pupils who choose to behave contrary to what is expected of them will be dealt with. Levels of sanctions will operate depending on the seriousness of the incident. The consequences of not behaving will be progressive and could involve a formal exclusion from school at an appropriate stage. Prior to any sanction being issued, solution-focused strategies will have been attempted.

It is important to note that consequences are not purely punitive and that improvement and reconciliation remain fundamental aims of school sanctions. Students will always be given a chance to consider their behaviour. They will be encouraged and helped to: make apologies to other students or staff they may have offended; show they can keep to the school rules; or make suitable reparation.

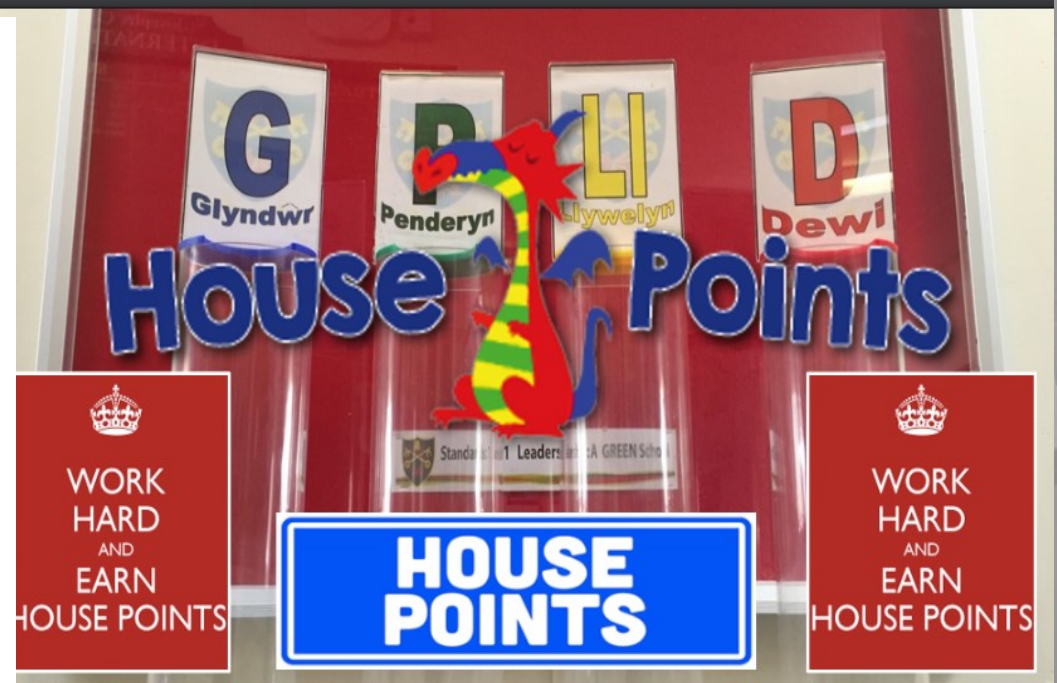
1. Praise & reward
2. Expectations & rules
3. Consequences & sanctions

Praise & reward

Pupils who work and behave well should be noticed and rewarded by their teachers. This can take place in many ways, e.g. positive comments by staff whenever appropriate, awarding of achievement tokens and points in ClassCharts, letters or telephone calls home to parents, and referrals to senior staff for recognition and praise.

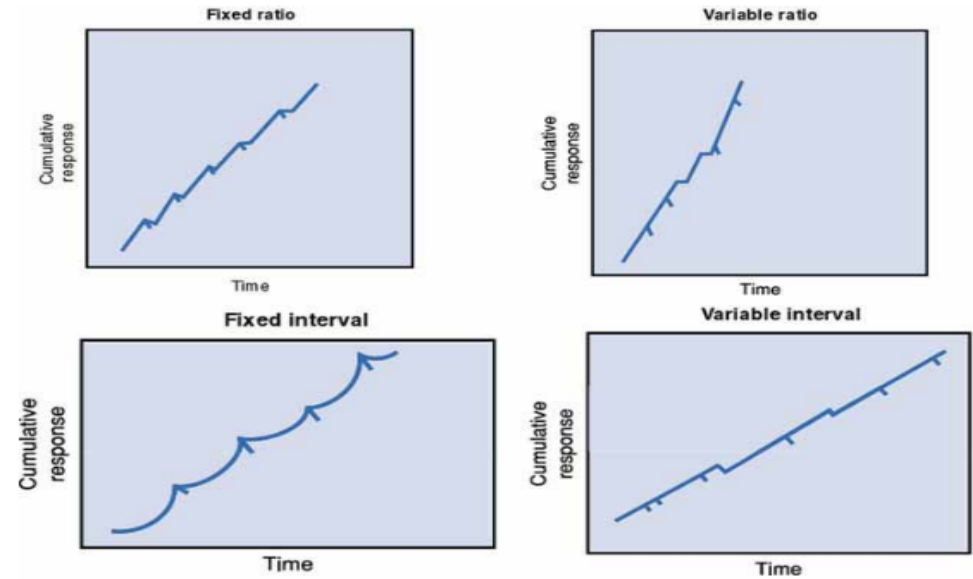
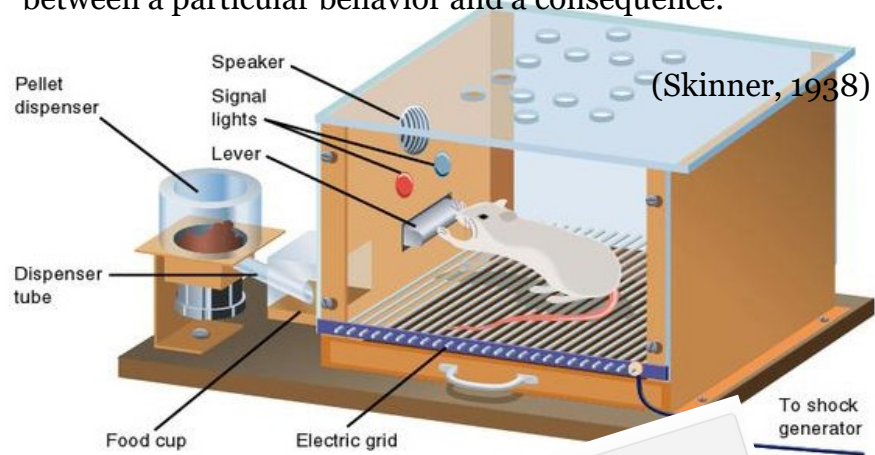
All teachers are expected to give out at least 5 reward tokens to pupils demonstrating the best effort and behaviour in each lesson and to record the recipients on ClassCharts. The ClassCharts software will email form teachers and learning leaders, and these staff are expected to monitor the number of achievement points awarded to the members of their form, and to give additional praise and encouragement as appropriate. If a student has 5 or more achievement points in a week (Monday to Friday), the form teacher should issue a 'good news card' to take home.

It is our intention that rewards and praise outweigh sanctions by a ratio of at least 3:1 across the school cohort.



Operant Conditioning

Operant conditioning is a method of learning that occurs through rewards and punishments for behavior. Through operant conditioning, an individual makes an association between a particular behavior and a consequence.



Skinner found that the type of reinforcement which produces the slowest rate of extinction (i.e., people will go on repeating the behavior for the longest time without reinforcement) is variable-ratio reinforcement. The type of reinforcement which has the quickest rate of extinction is continuous reinforcement.

Operant Conditioning

Operant conditioning involves learning through the consequences of behavior.

Positive Reinforcement

Presenting the subject with something that it likes. e.g., Skinner rewarded his rats with food pellets.

Negative Reinforcement

Reward – in the sense of removing or avoiding some aversive (painful) stimulus. E.g., Skinner's rats learned to press the lever in order to switch off the electric current in the cage.

Punishment

Imposing an aversive or painful stimulus. e.g., Skinner's rats were given electric shocks.

Primary Reinforcers

These are stimuli which are naturally reinforcing because they directly satisfy a need. E.g., food, water.

Secondary Reinforcers

These are stimuli, which are reinforcing through their association with a primary reinforcer. i.e., they do not directly satisfy a need but may be the means to do so. E.g., Money! You cannot eat it or drink it, but if you have it, you can buy whatever you want. So a secondary reinforcer can be just as powerful a motivator as a primary reinforcer.

Shaping

In shaping, the form of an existing response is gradually changed across successive trials towards a desired target behavior by rewarding exact segments of behavior.

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