

Appendix 1

Observation Schedule School X

How can we improve pupils behaviour during lessons through positive reinforcement, using praise and dojo points?

Duration: 30 minutes long

Positive reinforcement: At the beginning of the lesson pupils will be told that they will be rewarded at the end of the lesson with a dojo point each if they: listen, participate and abide by the classroom rules.

Low-level behaviour disruption – measured using a tally.

	Child A	Child B	Child C
Talking and chatting	II	II	III
Disturbing other children			II
Calling out			III
Not getting on with work			
Fidgeting or fiddling with equipment	II	I	III
Purposely making noise to gain attention			I
Answering back or questioning instructions			
Swinging on chairs	II	IIII	IIIII III

Appendix 2

Observation Schedule School Y

How can we improve pupils behaviour during lessons through positive reinforcement, using praise and dojo points?

Duration: 30 minutes long

Positive reinforcement: At the beginning of the lesson pupils will be told that they will be rewarded at the end of the lesson with a dojo point each if they: listen, participate and abide by the classroom rules.

Low-level behaviour disruption – measured using a tally.

	Child D	Child E	Child F
Talking and chatting			
Disturbing other children			
Calling out			
Not getting on with work			
Fidgeting or fiddling with equipment			
Purposely making noise to gain attention			

Answering back or questioning instructions			
Swinging on chairs			

Appendix 3

Interview Questions

1. How do you feel the lesson went?

School X

Child a: very good, bit tricky and I got through it and tried my best! I liked the work.

Child b: quite challenging

Child c: quite challenging but I got through it.

School Y

Child d: Was okay, bit hard.

Child e: Good. Fun and interesting.

Child f: Hard but fun.

2. How do you feel when you receive a dojo?

School X

Child a: I feel very good. I feel like I've been nice and helpful

Child b: I feel quite good because I try to receive one. I always try to receive one.

Child c: I feel quite proud of myself.

School Y

Child d: Happy because I've done something that I should do

Child e: same

Child f: Happy because I have worked well

3. Do you feel that the teacher explains well, why you or your peers are receiving a dojo?

School X

Child a: You explain it very well

Child b: You tell people why you give them a dojo

Child c: Yes. You explained it well. I was the loudest singing the times table.

School Y

Child d: Sometimes

Child e: Yes

Child f: Sometimes

4. How do you feel when you receive praise from the teacher?

School X

Child a: I feel fabulous

Child b: I feel excited

Child c: I feel awesome

School Y

Child d: Happy

Child e: Thankful

Child f: Happy. Proud of myself

5. Do you feel that receiving praise makes you alter the way you behave?
Why/how?

School X

Child a: I feel it makes me work harder because then you might get more praise from the teachers. Then you can tell your parents and they'll be so happy

Child b: Your parents will be so proud of you.

Child c: Yes it does.

School Y

Child d: Yes

Child e: Yes. It feels nice

Child f: Yes it's nice

6. Do you feel that your peers' receiving praise is likely to make you alter your behaviour? In what way?

School X

Child A: Yes because if I work hard I might get one

Child B: It makes me feel good for my friends and if I behave I know I'll get one

Child C: Yes

School Y

Child d: No

Child e: No

Child f: No

7. Do you think that the way dojos are given out is fair or unfair? Why?

School X

Child a: Yes, I think it's fair

Child b: They are given out when people are good. You can't just have all the dojos for yourself. That would be unfair.

Child c: It is fair

School Y

Child d: Sometimes. You could be doing something good but they don't spot you.

Child e: Yes

Child f: Sometimes

8. How likely would you be to participate during the lesson without any praise from your teacher? Least likely 1 – 5 very likely

School X

Child a: 5. I wouldn't mind no praise, you still have to learn.

Child b: 5 (gave the same answer as A)

Child c: 4 – I wouldn't mind.

School Y

Child d: 1 You might be the only one doing it and the others will be chatting

Child e: 3 Feels better when you're getting help

Child f: 4 – because you're meant to anyway

9. How likely would you be to participate during the lesson when receiving praise and dojo points from your teacher? Least likely 1 – 5 very likely

School X

Child a: 5!

Child b: 5!

Child c: 5!

School Y

Child d: 4

Child e: 4

Child f: 4

Appendix 4

Reflective Model

Brookfield, 1998 & 2005 – Brookfield's Lenses

The Autobiographical – (self)	The Students Eyes – (interview)
DAY 1 – School X The children were engaged during the discussion at the start of the lesson, in regard to the dojos that would be given out. They were eager to get started with the lesson and to earn the dojos. The children were engaged throughout, there were no major disruptions to learning. Pupils were working hard throughout and always put their hands up to answer questions. Throughout the lesson, random dojos were given out and I could see a change in behaviour (positive) and the pupils were excited to receive dojos at the end of the lesson. Child A put her hand up to answer every question and was eager to gain a reward at the end. Child B was also engaged and rarely showed lack of engagement. Child C was more engaged than usual, which was great to see. During the discussion at the start of the lesson, Child C seemed eager to get started and wanted to gain a Dojo. DAY 2 – School Y I felt the lesson went well and was overall a positive maths lesson. The children were all engaged at the start of the lesson and began doing some starter questions into the topic of fractions and ratios. Dojos were given out throughout the lesson to pupils who were on track with their work, showed good behaviour and worked well in the lesson. Pupils behaviour was good throughout the lesson, there was very little low-level	DAY 1 - School X The students enjoyed the lesson, they felt the work was challenging but were able to work through it. When interviewing the students, they agreed that they liked receiving dojo points throughout the lesson and the positive reinforcement of receiving a dojo point encourages them to participate in the lesson. Pupils said that when Katie gives dojo points out that she always provides a reason and an explanation for the dojo point. Pupils said that they would like to have more praise during lessons as it makes them happy and proud. Pupils said that they felt the dojos were given out fairly and pupils discussed that dojos shouldn't be given out to one person because that wouldn't be fair. DAY 2 - School Y The students enjoyed the lesson and they all agreed it went well. It was apparent that the children were aware of the impact of dojos and they were clear that dojos reward good behaviour and work.

disruption throughout first half of the lesson and introduction when pupils were completing examples. Low-level behaviour disruption was evident when pupils moved during the maths rotation. Child F was very disruptive throughout and had to be told several times that his behaviour was unacceptable. Child D was the most engaged from the children in School Y, but still displayed behaviour that showed she was not engaged at times. Child E's behaviour was mostly positive, but again, he showed negative behaviour and was uninterested during the introduction when I explained that every child would get a Dojo if they displayed positive behaviour throughout the lesson.	
Our Colleagues' Experiences – (peer views)	Theoretical Literature -
Day 1 - School X The lesson went really well. All pupils were clear of their expectations from Katie at the start of the lesson when it was explained that extra dojo's will be given out for good behaviour such as good listening, participating and abiding by the classroom rules. The children were engaged throughout the lesson and eager to receive dojo points. There were no major disruptions to the lesson, only low-level behaviour disruption which was tallied on the observation schedule. Day 2 - School Y I feel that the lesson went well. Mrs Whiteley dealt with behaviour well. I could see that when dojos were given out, pupils made a conscious decision to alter their behaviour in the hopes that they would receive one. The children were engaged and were all working on the task that was set to them.	Day 1 & 2- School X & Y Creating a positive and engaging classroom atmosphere is one of the most powerful tools teachers can use to encourage children's learning and prevent problem behaviours from occurring. <i>Conroy, M.A., Sutherland, K.S., Snyder, A., Al-Hendawi, M. and Vo, A., 2009. Creating a positive classroom atmosphere: Teachers' use of effective praise and feedback. Beyond Behaviour, 18(2), pp.18-26.</i> In some cases, individuals considered positive reinforcement difficult to implement and, in extreme cases, even felt it to be detrimental. Educators often use praise interchangeably with positive reinforcement when indeed an important distinction exists between the two. <i>Sigler, E.A. and Aamidor, S., 2005. From positive reinforcement to positive behaviours: An everyday guide for the practitioner. Early Childhood Education Journal, 32(4), pp.249-253.</i>

