

# Rewards and Justice: Addressing the Dilemma Inherent in the Neo-Aristotelian Model of Moral Development

James Brown

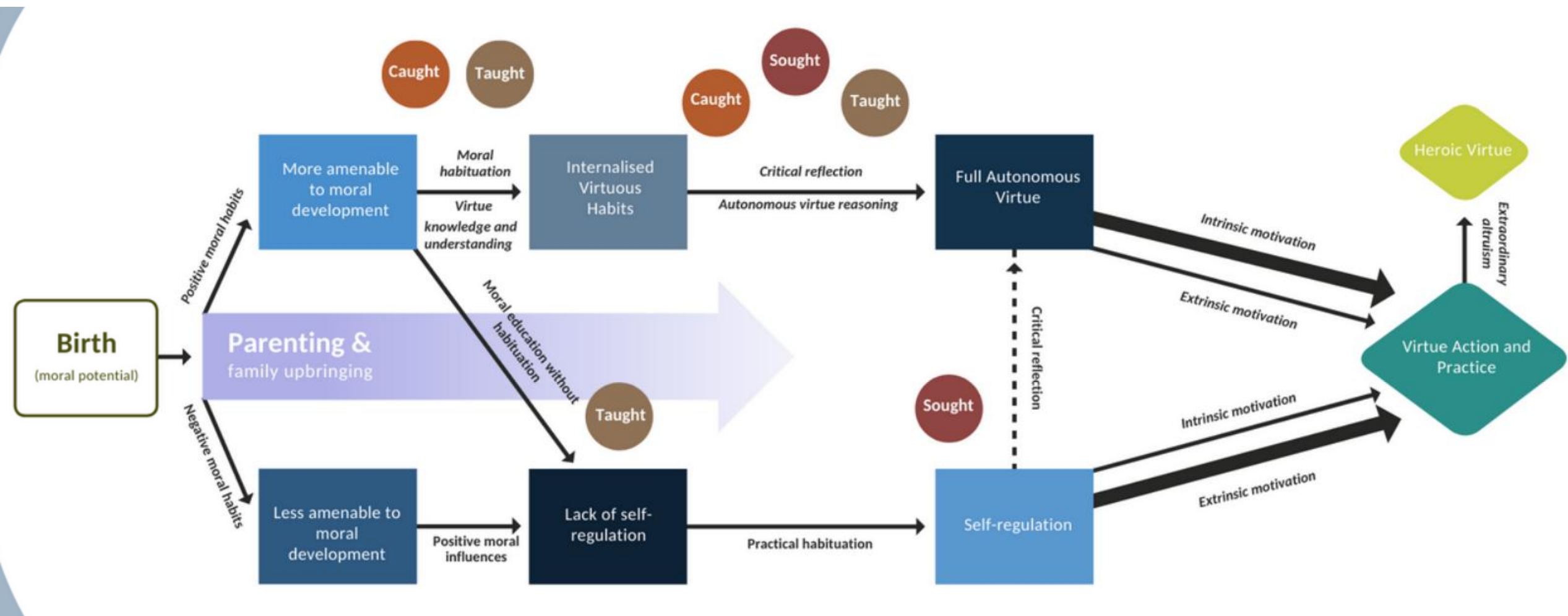
*Maths Teacher & MA Student*

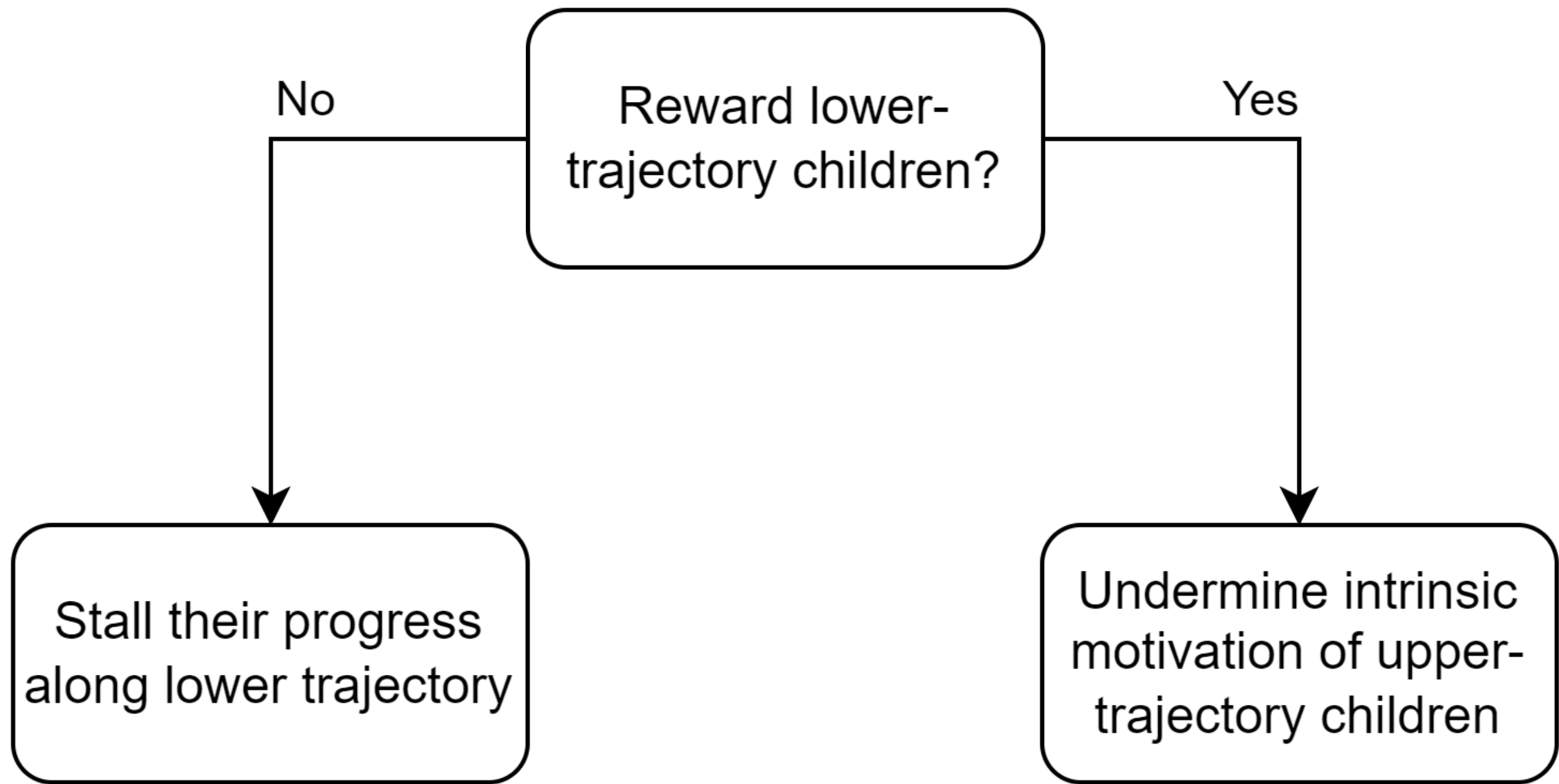
# Defining “dilemma”

- ⊗ A situation in which someone must choose between two or more equally unwelcome courses of action
- ⊗ A situation in which someone must choose between two or more courses of action which equally impede flourishing
- ⊗ A situation in which someone must choose between two or more courses of action which equally stall or reverse the internalisation of virtues

# Motivation and virtue

- ⊗ Behaviour performed for its own sake – *intrinsic* motivation
- ⊗ Behaviour performed for some separable consequence – *extrinsic* motivation
- ⊗ A virtue is *internalised* as the motivation for its associated behaviours shifts from extrinsic to intrinsic
- ⊗ Intrinsic motivation is essential for virtue





Year

Year 9

## Feel Good Friday



**XXX**  
For his **excellent attitude**  
towards work and  
**participation in Science**

**XXX, XXX and XXX**  
For **supporting others** in  
Geography

**XXX**  
For a **great**  
**start** in GCSE  
History

**XXX**  
For **always being**  
**determined** in Maths

**XXX, XXX and XXX**  
For **showing real**  
**determination** and  
**achieving excellent**  
**scores** in their recent  
Maths test

**XXX**  
For **making a great**  
**start** to the topic in  
Geography

**XXX and XXX**  
For their **brilliant start** to Classics

**XXX**  
For his **determination**  
and **excellent assessment**  
**results** in Classics

**XXX**  
For **being responsible** and  
**considerate** when helping Mr  
Wright with his Y8 Spanish  
books

**XXX**  
For **being kind**  
and  
**considerate**  
and taking into  
consideration  
the feelings of  
others and  
showing  
**gratitude.**

**XXX**  
For settling in well to Geography  
GCSE, **completing work to a high**  
**standard** and **great contributions**  
in lessons

**XXX**  
For **enrichment**  
**engagement** and **doing**  
**well** in PE!

**XXX**  
For **showing kindness** when  
helping to move equipment  
during a room change

How can we make positive choices that lead us to our future goals?

# Non-starter solutions

- ⊗ Segregate LT and UT students?
- ⊗ No rewards?
- ⊗ Abandon flourishing?

# Motivation and justice

- ⊗ Intrinsic motivation can be undermined by perceptions of unfairness
- ⊗ Source of dilemma: staff and students have different perceptions of justice

# A solution?

- ⊗ Conceptions of justice are educable
- ⊗ *Instilling a Rawlsian conception of justice in intrinsically motivated (UT) children could reduce their susceptibility to the undermining effects of extrinsic reward programmes*
- ⊗ Initial promise
- ⊗ Evaluation?

# Implications

⊗ Teacher training

