Teachers Upfront
Focus on Teacher Development
Alternative Approaches to School Discipline

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Background

- Democratization of the South African school system, democratic constitution, Section 12 of the South African Constitution Act 108 of 1996 states that “everyone has the right not to be treated or punished in a cruel, inhuman or degrading way”.

- National Education Policy Act of 1996 (Republic of South Africa, 1996a:A-47) states that “no person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution”.
Learner behaviour Bridget Thompson – Assertive Discipline

Classes have three groups of learners.

5% of the class falls into the Intrinsically motivated group, 5% are the EBD's (Emotional and Behavioural Difficulties) and 90% of the class are tourists who will follow whichever group gets the most attention.
In most classes it's the EBD's who achieve this and therefore the tourists follow and behave badly. As a result a culture of bad behaviour becomes the norm. Positive Behaviour Management can show you how to break this cycle in your classroom, school or home!
Discipline/Indiscipline in 21st Century Schools

- Dilemma facing school staff - learner indiscipline increase – find alternate measures to discipline
- Serious - Murder, assault, rape, theft, drug abuse, rise in pornography viewing in schools, etc.
- Less Serious – theft, truancy, non-delivery of homework
Possible factors contributing to indiscipline in schools

- Abolishment of corporal punishment
- Learners challenging teachers’ authority
- Large numbers in a class, overcrowding
- Teacher’s/staff attitudes to ill-disciplined learners
- Principal’s role in disciplining learners
- School Management Teams indecisive roles in perpetuating discipline in schools
- School Community role in discipline
Legal Framework - Discipline in schools

- The National Education Policy Act of 1996, specific roles, ‘Community, citizenship and pastoral role’ in which the educator is required and expected to uphold the constitution and promote democratic values and practices in schools.

- South African Schools Act 84 of 1996, corporal punishment in schools is banned, effects of this ban.

- Department of Education (DoE, 2000), recommends learners’ suspension and expulsion, does suspension and expulsion serve the desired purpose of instilling good discipline?

- At school level- School’s Code of Conduct
DISCIPLINE Policy

- Desired Outcomes of positive behaviour should be included
- Expectations of positive versus negative behaviour.
- Boundaries for secure, conducive learning environment- clearly communicated to the learners.
A classroom discipline policy should include four components:

- **Classroom Rules** that learners adhere to at all times;
- Positive **recognition/rewards** that learners receive for adhering to the rules;
- **Clear Consequences** that result when learners choose not to follow the rules;
- **Feedback** which is **supportive** in nature, can be secondary.
Holistic Approach to Discipline in schools – involving all stakeholders

- **Learners** – self-esteem and self-confidence engenders self-respect
- Relationship with peers, teachers, family members and community members
- **Teachers** – set desirable boundaries for all learners.
- Have understanding and knowledge of expectations in respect of learners needs and community needs.
Holistic Approach to Discipline in schools

School Management Teams

Learner behaviour is influenced by:
- Curriculum appropriateness and application
- Rewards and punishment
- Learner responsibilities, class management
- Teacher modelling
- Support systems
- Communication systems
- Home-school relationships
Holistic Approach to Discipline in schools

- Shared understanding of management issues, curriculum planning and learner discipline from an education management perspective is required by all stakeholders.
Holistic Approach to Discipline in schools

- Community and Society
  - Functional and dysfunctional families, role of school in nurturing these families, provide support and intervention.
In SA context, Secondary school principals require a more specialized form of PD professional development, where the focus should be on management and discipline strategies to address both serious and less learner misconduct/indiscipline.

The PD has to be ongoing, suitable and adapted (where necessary) for specific cases of misconduct.

The current ACE School Leadership and Management certificate – to include a module on Assertive Discipline in Schools.
Thank you for your time.

- www.canter.net
- www.multihomestead.com/files/assertive_discipline
- Lee and Marlene Canter – model on classroom behaviour management
- www.powershow.com/...../assertivediscipline_powerpoint_ppt_presentation
- Bridget Thompson – Assertive Discipline – Positive Behaviour Management