

EFFECTIVE DISCIPLINE IN SECONDARY SCHOOLS AND CLASSROOMS

**Pamela Munn, Margaret Johnstone
and Valerie Chalmers**

Effective Discipline In Secondary Schools And Clabrooms

Lei Huang



Effective Discipline In Secondary Schools And Classrooms:

Effective Discipline in Secondary Schools and Classrooms Pamela Munn, Margaret Johnstone, Val Chalmers, 1992-03-28 Effective discipline is vital to effective teaching and learning This book reports the views of teachers and pupils and describes different kinds of practice in schools Drawing on a three year research project it describes the common features underlying different approaches analyzes key influences on school policy and practice and suggests the benefits and costs of different approaches This book is the companion volume to **Effective Discipline in Primary Schools and Classrooms**

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Disruptive Behaviour in Today's Classroom Canadian Education Association, 1996 *Getting Classroom Management Right* Carol Miller Lieber, 2009 *Getting Classroom Management Right* provides resources specifically designed for teachers who work with adolescents and want to create learning environments that foster fairness mutual respect student accountability and self discipline It offers research based tools skills and guiding principles that enable secondary teachers to organize and manage their classrooms for optimal learning prevent most disruptive behaviors diagnose and respond to problematic behaviors efficiently and provide the right kinds of accountable consequences and supportive interventions that will help reluctant and resistant students to turn around their behavior ESR s five step approach to classroom management Guided Discipline and Personalized Support presents case studies and sample responses to six familiar problem types teacher qualities and skill sets associated with effective classroom management routines procedures and group learning protocols that build a high functioning classroom community essential practices strategies and scripts that invite student engagement cooperation and self correction individual and group strategies for supporting positive behavior and specific intervention protocols for chronic unwanted behaviors

Effective Teaching in Schools Chris Kyriacou, 1997 This book is structured in three parts firstly putting into context the wealth of research on what makes for effective teaching then building on the foundation by looking at specific aspects of good classroom practice and finally looking at ways of reflecting on experience to improve classroom practice

Discipline in the Secondary Classroom Randall S. Sprick, 2013-03-05 A teacher s success throughout the school year is largely determined by the events of the first few weeks of school In his highly successful book *Discipline in the Secondary Classroom* more than 100 000 copies sold classroom management guru Randall Sprick offers practical strategies for beginning the school year organizing the classroom for success and establishing rules and behavior expectations for students He also provides scores of helpful tips gathered from successful classroom teachers or gleaned from the latest

educational research Discipline in the Secondary Classroom is a treasure trove of practical advice tips checklists reproducibles posters and ready to use activities that will save teachers time and help them become more effective educators Both new and seasoned teachers will find this book invaluable for designing a management plan that prevents problems motivates students and teaches them to behave responsibly Discipline in the Secondary Classroom includes nine chapters that cover everything from creating a vision for classroom behavior to modifying a student behavior plan as the school year progresses Also included is a DVD featuring Dr Sprick teaching two core topics from within the book How to finalize your classroom management plan and communicate it to students How to reinforce positive behavior in students rather than react to negative behavior

Promoting Effective Discipline in School and Classroom Donald R. Grossnickle, Frank P. Sesko, 1985

This practical self help guide approaches the topic of student discipline from the practitioner s perspective Chapter 1 prescribes a teamwork approach to schoolwide and classroom discipline involving a schoolwide commitment to mutual respect among students and staff and positive classroom management by teachers Chapter 2 offers as practical advice 40 brief simple truths about school discipline Chapter 3 presents a three part systems approach to designing a comprehensive discipline program and outlines 23 essential discipline program components Chapter 4 Establishing a Positive Approach identifies guiding principles and specific steps toward promoting a more disciplined learning environment in schools Chapter 5 outlines responsibilities of teachers and administrators in designing a preventive discipline program and provides two illustrative case studies Chapter 6 presents a schoolwide model for establishing a preventive approach while Chapter 7 is an extensive discussion of discipline intervention by administrators and counselors Chapter 8 provides a case study of the steps taken by a Chicago area high school in launching a schoolwide climate improvement project focusing on effective discipline Nine appendixes provide sample documentation and administrative instruments for various aspects of a school discipline program TE

EBOOK: Improving Behaviour and Attendance at School Susan Hallam, Lynne Rogers, 2008-03-16

Behaviour remains a huge issue of concern at all levels of education This book draws together research and practice to uncover the complexities of improving behaviour and attendance in school and offers a range of practical solutions aimed at tackling behavioural issues and its prevention for schools teachers non teaching staff and those working to support them in Local Authorities It considers current concerns relating to the behaviour of children and young people the theoretical underpinnings of possible approaches to improving behaviour and attendance as well as what we know about the causes of disaffection In exploring ways that behaviour and attendance can be improved the authors examine a range of perspectives including school management and whole school policies and behaviour in and around the school in the classroom and of individual pupils particularly those at risk of exclusion from school It discusses the work of Behaviour and Educational Support Teams teacher coaches learning mentors and nurture groups as ways of supporting children and young people particularly those identified as being at risk It also outlines ways of improving relationships between the school and home as

well as the ways that parents can be supported to assist in changing their children's behaviour and attendance. Alternatives to exclusion and new curricula are discussed in relation to their success in maintaining students in education. The final chapters focus on attendance and what can be done to improve it in the general school population and those students who are persistent absentees. Throughout the book case studies are used to illustrate examples of good practice and the impact on children, parents and teachers. The book concludes with an overview of key issues emerging for practice. **Effective**

Instructional Strategies Kenneth D. Moore, 2009. Applying the latest research findings and practical classroom practices, this book provides thorough coverage of the strategies and skills needed for effective teaching. **The Basics of Special**

Needs Geoffrey Moss, 1995. Published in association with Special Children magazine, this practical and highly flexible resource pack is designed to offer help for all those mainstream teachers who may have children with various sorts of special educational needs in their classes. The pack is based on Special Children's Back to Basics series but each section has been revised and extended to include photocopiable worksheets, checklists and practical advice for teachers in mainstream settings. Each section looks in detail at one of the key topics related to learning and behaviour problems. Each is based on a straightforward four-stage problem to solution approach through which teachers can build a plan of action for looking at possible solutions to children's needs. 1. Clarifying the problem: who has the problem and what sort of problem is it? 2. Collecting evidence: how serious is it and what are the causes and effects? 3. Planning: what can be done, who will do it, when and how? 4. Action: converting the plan to action, monitoring and review. In each chapter the discussion of planning strategies is supported by a case study example of its use in practice, together with materials for teachers to use and adapt in their own classroom contexts. Sections include literacy skills, maths skills, science thinking and learning skills, dyslexia, handwriting, speech and language difficulties. Published in a loose leaf format, this pack provides invaluable source material for all classroom teachers and will also be of help to special needs co-ordinators, planning INSET work and whole school approaches under the Code of Practice. **Teacher Leadership and Behaviour Management** Bill Rogers, 2002-06-20. In framing this

book, Bill Rogers discusses what changes and what stays the same in teacher leadership and behaviour. Original chapters from well-known writers and practitioners set out current approaches in behaviour leadership in terms of practical concerns about behaviour management and discipline. The emphasis on teacher leadership is intentional as the authors believe that the kind of teacher leadership in a school significantly affects the effectiveness and humanity of discipline and management. All the contributors have a teaching background and all are directly involved with schools in research and consultancy. Bill Rogers works in classrooms with teachers as a coach/mentor. Each chapter demonstrates a commitment to support classroom teachers with practical action research in areas such as Teacher leadership, Effective teaching, Colleague support, Discipline and behaviour management, Working with students who show emotional/behavioural disorders. This book will be useful to teachers and other education professionals interested in behaviour management, discipline and colleague support issues.

Discipline in the Secondary Classroom Randall S. Sprick, Jessica Sprick, Cristy Coughlin, Jacob Edwards, 2021-07-27

Improve student behavior and motivation with this comprehensive resource *Discipline in the Secondary Classroom A Positive Approach to Behavior Management* 4th Edition is an insightful treatment of the always challenging topic of discipline in the high school classroom The newly revised edition of the book incorporates a renewed focus on classroom management plans handling the use and misuse of electronic devices in the classroom and adapting instruction for a virtual classroom setting *Discipline in the Secondary Classroom* discusses other issues crucial to the successful management of secondary classrooms and include How behavior is learned Managing student work Managing the use of technology and electronic devices in the classroom Active engagement strategies for teacher directed instruction both the physical classroom and the virtual classroom Corrective strategies for misbehavior and inattention Maintaining a Cycle of Continuous Improvement to be a better teacher each year Perfect for grade 9 to 12 classroom teachers and educational administrators including principals assistant principals staff development professionals and consultants *Discipline in the Secondary Classroom* constitutes an indispensable resource for anyone aiming to achieve a civil safe and fair classroom environment **Alternatives to**

Exclusion from School Pamela Munn, Mairi Ann Cullen, Gwynedd Lloyd, 2000-04-28 Exclusion from school is a major concern for teachers parents and children and features in government initiatives to tackle social exclusion This book takes a broad look at exclusion mapping the extent of exclusions and showing what factors can lead to children being excluded whether permanently or informally from school The authors focus on various kinds of in school alternatives to exclusion They show how schools and teachers can make a difference to young people s emotional and social development as well as to their cognitive intellectual development For many children with difficulties in their families or communities school can be a safe and supportive refuge School is also much more than just the subjects Handbook of Effective Inclusive Schools James

McLeskey, Fred Spooner, Bob Algozzine, Nancy, L. Waldron, 2014-05-16 Over the last decade the educational context for students with disabilities has significantly changed primarily as a result of mandates contained in NCLB and IDEA The purpose of this book is to summarize the research literature regarding how students might be provided classrooms and schools that are both inclusive and effective Inclusive schools are defined as places where students with disabilities are valued and active participants in academic and social activities and are given supports that help them succeed Effectiveness is addressed within the current movement toward multi tiered systems of support and evidence based practices that meet the demands of high stakes accountability *Classroom Management: An Ecological Model for Secondary Educators* Donald

Perras, Satya Mohan, 2012-03-27 This book was designed to provide secondary educators with a practical guide to classroom management practices Today s educators are confronted by a myriad of complex issues impacting students behavioral conduct in school Without adequate training and assistance problems managing student behavior will result The Ecological Model system presented in our book offers an integrated approach to succeed with secondary students in any community or

school environment *A Guide to Teaching Practice* Louis Cohen, Lawrence Manion, Keith Morrison, Dominic Wyse, 2010-06-17 *A Guide to Teaching Practice* has long been a major standard text for all students of initial teacher training courses. This new edition has been thoroughly revised and updated to take account of the many changes that have taken place both within **Essential Teaching Skills** Chris Kyriacou, 1998 In his familiar and accessible style Chris Kyriacou examines the nature and development of teaching skills. Taking into account the DfES's competencies for newly qualified teachers, this will be a valuable aid for student and newly qualified teachers and provides excellent guidance for experienced teachers and mentors Is discipline the best way to achieve an effective management of classroom learning? Paulette Reefer, 2016-12-08 Seminar paper from the year 1993 in the subject Pedagogy School Pedagogics grade A The University of the West Indies St Augustine course In Service Diploma in Education Programme language English abstract This essay attempts to engage in a philosophical, psychological and sociological exploration of the misconceptions and the truths of the statement 'Effective management of classroom learning can best be achieved through discipline'. This essay proposes that there are varying kinds of discipline types that can be counterproductive to the processes of education and learning and others which can result in increased and effective management of teaching and learning within the classroom. The topic under discussion is thus considered a highly contentious and debatable issue. This essay addresses the underlying assumptions of the statement which suggest that there are other methods of effective management of classroom learning but discipline is the best approach. In addition, it explores the subsequent logical conclusion that if indeed discipline is the best method for effectively managing classroom learning, it follows that the best disciplinarians will achieve optimum learning with students of their classrooms. In conventional usage, discipline means to bring under control to educate or train. There is a distinction to be made between varying types of discipline prevailing within schools. These can be placed easily into two categories: good effective discipline and bad ineffective discipline. Phillips, Weiner and Haring explain that good discipline is not a matter of punishment or a brutal attitude. It emphasizes the development of a structure which is conducive to the child's learning, achieving and developing emotional and social maturity. They posit that good discipline in schools helps to promote self-discipline as a habitual way of behaving. Self-discipline contributes to self-assurance and thus affects one's outlook and confidence and as such it is conducive to learning. On the other hand, they refer to bad discipline as discipline that is too harsh, too quickly administered and too defeating. Haring, Weiner and Phillips (1960) close and prolonged observation within many public and private schools at both primary and secondary levels would perhaps reveal varying interlacing of both good and bad discipline systems. Few would argue that maintaining good discipline is a necessary prerequisite to establishing a school or classroom climate that is conducive to learning. This belief is conceded to by Curving and Mendler *Classroom Discipline* Sylvester Kohut, Dale G. Range, 1986 The basic purpose of this text is to provide teachers with a practical guide for understanding and improving classroom management. Case studies included in the publication represent problems and issues

common to urban suburban and rural school districts and personnel Chapter 1 which focuses on broad perspectives on discipline provides a historical overview and definitions followed by discussions of regionalism and discipline violence in the schools and attitudes toward educators use of corporal punishment Chapter 2 views discipline from the perspectives of theory research and practice Discussion concerns tips for getting off to a good start in classroom management organizational and instructional procedures the process of understanding student needs and behaviors development of self discipline and culturally different students Case studies from early childhood and elementary education settings and from middle school junior high school and senior high school settings are presented in chapters 3 and 4 Forty seven references are cited and an appendix lists 17 general resources as well as selected resource materials on self development discipline and classroom management RH Resources in Education ,2000

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