

# Examples of Discipline in Classroom

**1** Establish clear rules

**2** Build relationships

**3** Use restorative justice practices

**4** Use positive reinforcement

**5** Use logical consequences

**6** Redirect students' behavior

**7** Give students time-outs

**8** Move students' seats

**9** Talk to parents

**10** Seek professional help

# Effective Discipline In Primary Schools And Clabrooms

**Edmund Emmer,Edward J. Sabornie**



## **Effective Discipline In Primary 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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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

*A Guide to Teaching Practice* Louis Cohen, Lawrence Manion, Keith Morrison, Dominic Wyse, 2010-06-17 A Guide to Teaching Practice is the major standard text for all students on initial teacher training courses in the UK Authoritative yet accessible it covers the important basic skills and issues that students need to consider during their practice such as planning classroom organization behaviour management and assessment The book s focus on the quality of teaching and learning and consideration of the latest regulations and guidelines ensures that it fits comfortably within TTA and OfSTED frameworks In addition comprehensively revised and fully updated this fifth edition features brand new chapters on the foundation stage legal issues learning and teaching and using ICT in the classroom as well as new material on numeracy literacy children s rights progress files and gifted and talented children This book is the most respected and widely used textbook for initial teacher training courses and will be an essential resource for any student teacher

*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. *Teaching, Learning and the Curriculum in Secondary Schools* Steven Hutchinson, Bob Moon, Ann Shelton Mayes, 2005-07-08. The articles which make up this reader provide both overview and analysis of the central issues in secondary education. Focused closely upon what it means to teach and learn in the modern secondary classroom, this book provides invaluable insight into the development of secondary education today. It is an ideal introduction to the task of teachers in secondary schools. Issues covered in the book include the new agenda around teaching and learning, effective pedagogy, the teacher-student relationship, teaching learning and the digital age, grouping by ability, managing the curriculum, change, assessment, equal opportunities and educational change. This is the lead book in a series which bring together collections of articles by highly experienced educators which introduce, explore and illuminate the issues surrounding teaching in secondary schools. They are invaluable resources for those training to become teachers, newly qualified teachers and more experienced practitioners, particularly those mentoring NQTs. *Inclusion and Behaviour Management in Schools* Janice Wearmouth, Ted Glynn, Robin C. Richmond, Mere Berryman, 2013-04-03. Providing an overview of the issues crucial to understanding inclusion and behavior management in schools, this book discusses Policy at national, local authority and school level. Inclusive practices in mainstream settings and Issues such as race, ethnicity, school disciplines and exclusion.

**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

**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 Effective Ways of Working with Children and their Families Malcolm Hill, 1999-03-01 Effective Ways of Working with Children and their Families examines the latest evidence about the most successful forms of intervention when working with children and their families The book covers a wide range of approaches and services with particular emphasis on those methods seeking to help children with identified problems

*Reflective Teaching* Andrew Pollard, Janet Collins, 2005-03-04 Reflective Teaching is the definitive textbook for reflective classroom professionalism It offers support for trainee teachers mentors newly qualified teachers and for continuous professional development This second edition has been revised and updated to enhance classroom use

*Classroom Management* Ming-tak Hue, Wai-shing Li, 2008-01-01 Deals with management of student conduct in the classroom which is the number one area of concern for many teachers This book includes discussions and real life cases with reference to the influence of Chinese culture on Hong Kong classrooms It covers topics such as managing behaviour establishing classroom rules and conveying authority

*Handbook of Effective Inclusive Elementary Schools* James McLeskey, Fred Spooner, Bob Algozzine, Nancy, L. Waldron, 2021-10-26 Now in its Second Edition this seminal handbook offers a comprehensive exploration of how students with disabilities might be provided classrooms and schools that are both inclusive and effective With an enhanced focus on the elementary level this new edition provides readers with a richer more holistic understanding of how inclusive settings operate in K 5 featuring expanded chapters on principal

engagement teacher preparation district level support school based improvement practices and more Fully revised and updated to reflect changes in the field each chapter synthesizes the research explores if and how this knowledge is currently used in schools and addresses the implications for practice and directions for future research

**Education in Scotland** Margaret M Clark, Margaret Clark, Pamela Munn, 2005-08-10 Education in Scotland is markedly different from what happens in the rest of the UK with a different National Curriculum school boards to oversee school management and a General Teaching Council which has been in existence since 1965 Whilst there are many examples of successful and innovative practice in Scotland the system is quite often not recognised as different by writers who talk about the UK education system as if it were one smooth whole This book describes recent developments in both legislation and practice in Scotland drawing comparisons with the English system Chapters cover administration and management the professional competence of teachers early years education provision the National Curriculum in Scotland Secondary Education Special Educational Needs

**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

*Resources in Education*, 2001-10 Handbook of Classroom Management Edmund Emmer, Edward J. Sabornie, 2014-09-04 The field of classroom management is not a neatly organized line of inquiry but rather consists of many disparate topics and orientations that draw from multiple disciplines Given the complex nature of the field this comprehensive second edition of the Handbook of Classroom Management is an invaluable resource for those interested in understanding it This volume provides up to date summaries of research on the essential topics from the first edition as well as fresh perspectives and chapters on new topics It is the perfect tool for both graduate students and practitioners interested in a field that is fascinating but not immediately accessible without the proper guidance

Behaviour & Discipline in Schools, Two Peter Galvin, 2013-11-26 First Published in 1999 This handbook is designed to increase teachers skills in managing pupil behaviour in the classroom With some adaptations it is intended for use in primary secondary and special school classrooms It is suggested that the handbook be used to enable a school to support a process of staff development which is specifically tailored to meet the needs of a particular school

What Successful Teachers Do Neal A. Glasgow, Cathy D. Hicks, 2015-06-23 Written for novice and seasoned professionals alike this updated edition of a powerful bestseller provides research based best practices and practical applications that promote strong instruction and classroom management The authors translate the latest research into 101 effective strategies for new and veteran K 12 teachers Updated throughout and with an entirely new chapter on supporting reading and literacy this edition presents the strategies in a user friendly format The Strategy a concise statement of an instructional strategy What the Research Says a brief discussion of the research to provide readers with a deeper understanding of the principles involved Classroom Application

how each strategy can be used in instructional settings Precautions and Possible Pitfalls caveats to help teachers avoid common problems Sources a reference list for further reading What Successful Teachers Do is a valuable resource for strengthening teachers professional development and improving student performance     **Teaching Without Disruption in the Primary School** Roland Chaplain, 2016-02-22 The issue of behaviour has and always will be a main dilemma facing schools Encouraging positive relationships whilst preventing disruption and motivating students to learn raises concerns for any teacher This fully updated second edition of Teaching without Disruption in the Primary School offers a comprehensive and constructive approach to developing effective behaviour management Packed full of tasks case studies and research based guidance this extremely practical book reflects high quality behaviour management training and is crucially informed by empirical evidence on exactly what works in classrooms and schools Containing two brand new chapters one on the importance of theory in developing effective behaviour management and the other detailing a toolkit for constructing effective classroom management plans the book presents a model for developing effective behaviour management at the individual pupil classroom and whole school level professional social skills assertiveness and coping strategies understanding of how teachers thinking and behaviour can unwittingly affect pupil behaviour a roadmap for establishing and maintaining authority pupils self control and social competence using a cognitive behavioural approach an appreciation of the value of adopting a research based approach to behaviour management Roland Chaplain has used this programme to successfully teach behaviour management techniques to thousands of PGCE trainees at the University of Cambridge UK Underpinned by contemporary educational psychological and neuroscientific research this book offers a progressively focused behaviour management model which will appeal to all teachers and teacher trainees as well as to those who train them

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