CLASSROOM MANAGEMENT: A REFLECTIVE PERSPECTIVE

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PREFACE

Clar Doyle

The notion of classroom management, and its narrower reference, discipline, is so significant that in many ways it becomes the indicator of teacher quality. Even the shortest conversation about a given teacher soon centers on his or her ability to manage a classroom. In fact in its most simplistic expression good teaching has become synonymous with good discipline. Any casual discussion about teaching and students invariably turns on terms like control, behaviour, noise, trouble, quiet, or respectful.

In fact one of the most frustrating things that can be said to us is that "your class is so noisy". That phrase will put most of us into a very defensive mode. Few of will respond with a "thank you, they are learning".

There is no intent here to claim that classroom management and discipline are not important. Yet I need to underline that classroom management is not teaching. Classroom management is a necessary condition for teaching. Therefore claiming that because there is no noise from a classroom, that students sit in rigid rows, and raise their hands before speaking means that effective teaching is happening is not well founded. Teaching and learning are much too complicated for that.

In this volume Amarjit Singh has collected a number of articles that indicate the place of classroom management within the complexity of teaching and learning. If the specter of classroom management looms so large over teachers and teacher interns it seems incumbent on teacher education programs to help. The range of thinking expressed in this book helps educators, teachers, and teacher interns set a solid foundation for understanding and practicing classroom management.

The various writers presented here offer a fine mix of theory and practice. More and more of us involved with teaching and learning now realize that the thinking about teaching and the doing of teaching are a necessary combination. When we simply lay flowing theory or simplistic how-to laundry lists about classroom management on each other we do a great disservice to education. We have to get past that. I believe this book helps in that cause.

We can also remind ourselves that there are many kinds of learning, therefore we need different methods of teaching. It follows that there are many aspects to classroom management. In some ways we can think about models of classroom management that allow us to set goals and objectives, shape curriculum, design instructional materials, and guide instruction and evaluation. As I indicated above, we can see classroom management not only as a precondition for teaching and learning but as an integral part of the whole process. In a practical sense experienced teachers do not shift gears from

classroom management to instruction in a structured way. However, a necessary understanding about teaching and classroom management as well as helpful skills need to be in place. Effective teaching and management skills must be grounded in solid thinking. If the grounding thinking is not present the laundry list of skills will run out sooner or later. There is a real trap in the demand from inexperienced teachers to "tell me how to do it". The trap is that the "how to" formulas often leave teachers frustrated in the face of new demands and circumstances. These forumulas need to be tempered with "why am I doing this" question. That is where this book comes in. There is no facile attempt here to say that it is all so easy and claim "that all you have to do is follow my lead". The writers found here know the demands of teaching and the complex issues that face teachers on a daily basis. Taken as a whole this book offers one real food for thought.

As you know we can have teaching without learning and we can have learning without teaching, and we certainly can have classrooms managed without any of the above happening. Behind this book there is the expressed assumption that teachers behaviour can influence student learning! The challenge is to reach out to differing students and create a multidimensional educational environment. As any professional teacher will tell you, this is not easy.

In my comments above I have placed much emphasis on the fact that teaching is a complex process that involves decision making and structured reflection. Classroom management, like teaching itself, can be seen as a decision making process. In order to be effective classroom management decision makers we need to have competence in: the theoretical knowledge about classroom management; the attitudes that foster effective classroom management; as well as a repertoire of classroom management skills. In addition to this we need to be reflective educators. That is we need to think about: how research findings may help our practice; select strategies and resources that work well in our particular teaching context; and use our past experience and apply new understandings to immediate classroom management concerns. This is a tricky mix and the promise of this book is that, with thoughtful use, it can help teachers to draw the line between effective teaching and classroom management.

Acknowledgment

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CHAPTER 1

INTRODUCTION

Amarjit Singh

The impetus to produce this book came from my desire to address the practical needs of our teacher interns, who in their internship semester are fearful of management and discipline problems which they anticipate facing in today's complex classroom situations. The voices of John, Susan and Mary represent the concerns of many teacher interns in this regard:

> There are students who don't always pay attention and I'm not totally confident in my ability to keep things under control. (John)

> Well, one of my biggest worries was discipline. Like if I could keep them under control. (Susan)

> My biggest fear, I would say, was maintaining control of the classroom and getting up there and actually having them listen to me. (Mary)

These concerns of teacher interns are quite valid as Charles (1981, p. 13) notes:

> Discipline, class control, classroom management - by whatever name you call it, keeping order in the classroom is a teacher's greatest concern. You may not like that fact; you may wish it weren't true. But it is. That's a given in the daily life of teachers. Discipline is so crucial, so basic to everything else in the classroom, that most educators agree: it is the one thing that makes or breaks teachers... It needn't be the whole class that misbehaves. Three or four students, even one, can so disrupt a class that learning becomes impossible for even the best behaved students.

Further, it is not rare for many teacher interns to lament that the university courses do not adequately prepare them to deal with problems associated with classroom management and discipline. Phil voices this concern in a typical way for many interns:

> I think university is, like I said, too idealistic, too many theories
> and you just got to come to the practical.

Their complaints seem compelling, for almost more than a decade ago, Hyman

and D'Alessandro (1984, p. 42) concluded, "Few U.S. educators have received

formal training in the theory, research, and practice of school discipline."

Similarly, McDaniel (1984, p. 71) states:

> Most teachers enter the profession, and persevere in it, with
> little or no training in school discipline techniques. This is
> indeed strange when discipline problems are so frequently cited
> as the greatest dilemma facing public schools... Few states
> mention behavior management in certification regulations...
> Few colleges or universities require (or even provide) courses
> in classroom discipline for regular classroom teachers.

> Why is this so? Tauber (1990, p. 6) provides an explanation:

> The situation probably will not get any better in the immediate
> future given the public's attitude that teachers in training
> require, if anything, more content courses, not more pedagogy
> courses. Today's "blue-ribbon" committees' proposals for
> strengthening teacher education programs clearly carry the
> message that teachers need more preparation, but that
> additional preparation ought not to include more education
> courses. In fact, many of these reports suggest we already
> offer too much in the way of education type courses. If the
> additional recommendations suggesting that teachers should
> obtain a liberal arts degree in a content area first and then
> return for one crash year of teacher training should be
> implemented, then there will be little room for classroom
> management courses.

Some of the recent changes taken place in the Faculty of Education,

where the author teaches, have been in the direction suggested by "blue-ribbon"

committees' proposals produced in the United States and Canada. This also

seems to be the trend in many teacher education institutions elsewhere as the

internationalization process unfolds.

In the context of internationalization of social life in all spheres --- socially, economically, politically and culturally --- educational institutions and teacher training programs are changing everywhere to meet both local and global needs.

In this rapidly changing educational situation, we ask these questions: What can teacher internship programs, co-operating teachers and internship supervisors do to enable teacher interns to feel confident in managing classrooms during their internship semester in schools? What can the teacher interns do to empower themselves so as to (a) produce their own strategies and "philosophies" of discipline and education, (b) manage classroom problems, and (c) overcome fear related to discipline and control in classrooms? What are various strategies suggested by researchers which teacher interns can use for effective classroom management?

This book is not a textbook on classroom management. Instead, it is an edited book. It includes several articles by my colleagues and other articles I have co-authored with them. The basis of these articles is the research we have done over a period of several years in different parts of the world which has direct and indirect bearing on problems pertaining to classroom management. Our research uses many ideas drawn from the reflective and critical schools of thought in teacher education.

While doing research in this area, our goals have been to (1) situate classroom management in relationship to the teacher internship programs as they operate in many teacher training institutions, (2) encourage others - co-operating teachers, supervisors, and teacher interns - to produce "local theories"

and practices for classroom management in the Province of Newfoundland and Labrador, (3) add a reflective and critical dimension to practices of classroom management, (4) bring a comparative dimension to the research we have done in Newfoundland, and finally (5) make this book comprehensive to some extent. For this reason, I have included articles by my colleagues, Irvin King, and Kay Martinez. King teaches at the University of Hawaii, Martinez teaches at James Cook, University of North Queensland, Australia. Included also is the work done by consultants in the Department of Education, Government of Newfoundland and Labrador, in the area of school discipline.

Further, while addressing the issues related to classroom management and working with the teacher interns, it became clear to me that the discussion on classroom management is inevitably related to discussions on many other topics such as self-discipline and responsibilities, classroom meeting models, curriculum and individual development strategies, classroom management styles and elements of discipline. Also, the discussion on discipline and classroom management begs discussion on such topics as academic performance expectations, assertive discipline, behavior expectations, classroom vignette, collaborative problem solving, decision making by students, inappropriate behavior and consequences of such behavior; practical application activities, problems and reasons for inappropriate behavior, rules and routines operative in the classroom, self-assessment exercise, sense of belonging, and teacher/student interaction. The discussion of all these topics is beyond the scope of this book. My colleague Martin's (1985) extensive research in the Atlantic Provinces of Canada, demonstrated that classroom management and

disciplinary problems cannot be completely separated from the process of effective teaching and that this process should take into account the reflective and critical voices of students and the classroom cultures students have constructed.

This general outlook as outlined above seems also the basis of a number of reports recently produced in this province and elsewhere in Canada and the United States, which deal with discipline and classroom management. For example, the *Report to the Social Policy Committee of the Provincial Cabinet*, prepared by the Classroom Issue Committee (1995, p. 21) states:

> The behavioral and pedagogical dimensions of schooling are ultimately related. Students learn best in environments that are free of disruptive, distracting, or potentially harmful behaviors. It is, therefore, the central purpose of school discipline to create and maintain such educational milieus.
>
> Discipline is an educational process, one aids individuals to develop self-control and a sense of responsibility for the collective good. Effective discipline policies and programs teach common values and socially appropriate skills that allow groups to formulate and achieve goals.

As mentioned earlier, there are many other issues related to classroom management. The Classroom Issues Committee focused on the difficulties related to disruption in the classroom and realized that:

> Unclear policy direction, unscheduled events, uncoordinated implementation strategies, a compartmentalized service delivery system, and inconsistent professional responses are but a few of the reasons... [for disruption in the classroom].

Recognizing that it was impossible to address all of the issues, the committee concentrated its efforts on the topics of discipline, child maltreatment, confidentiality, and young offenders (p. 21).

Reflective and Critical Classroom Management and Teacher Education

Tauber (1990, pp. 1-2) suggests that one should give a good deal of thought to one's "philosophy" of education and discipline. Many interns and other stakeholders in teacher education prefer to use the term "school of thought" instead of "philosophy" for different reasons. So, one should ask what is one's school of thought regarding how students learn, develop, and grow?

Tauber (1990, p. 3) points out "that there is not a lot new out there on classroom management that is original." For example, most books and reports on classroom management use work done by authors such as Canter and Canter (1976), Dobson (1970), Gordon (1970, 1974), Rogers (1969), Dreikurs and Cassel (1972), Glasser (1969), Overman (1979), Wolfgang and Glickman (1980, 1986), McDaniel (1984), Charles (1985), Wittrock (1986), Duke (1979), Axelrod (1977).

According to Tauber "basically, teachers are either Interventionist, Noninterventionists, or Interactionalists." The point is "whatever your philosophy, you will be happier operating in an environment that reflects your school of thought," says Tauber (p. 2). He also stresses the point that teachers' competency in classroom management should be knowledge based and not entirely based on their experiences on the job because "people who come to us seeking professional treatment, whether they be students, patients, or clients, deserve, at a minimum, knowledge based responses" (p. 7). This does not mean that common sense knowledge has no place in teacher education and internship programs.

The reports produced in Newfoundland and elsewhere which deal with issues of classroom management and discipline use several school of thoughts and basically utilize the work done by researchers in the 1980s, as mentioned above. For example, the *Classroom Issues Committee's* report in Newfoundland states:

> In this province, many of the stakeholders in education have actively been addressing this serious issue [discipline]. *Crisis in the Classroom, Cooperative Discipline, Discipline with Dignity, Discipline Without Disaster,* and *Non-Violent Crisis Intervention* are some of the special initiatives or schools of thought that have entered the educational lexicon in recent years. The intent of all these approaches is the same: to identify and implement practices that establish safe and orderly environments conducive to learning (p. 21).

King, in his Chapter 11 in this book, reviews works of major authors who wrote on the topic of classroom management and disciplines mostly in the 1980s. The chapter on discipline taken from the *Teachers Make a Difference*, produced by the Department of Education and Training, Government of Newfoundland and Labrador, and reproduced in this book as Chapter 12 uses mainly the work done by major authors in the 1980s, as well. No doubt classroom discipline has re-emerged as a major issue today. Therefore, new approaches to this problem have also evolved.

So, in contrast to the body of work mentioned above, we use reflective and critical frames of thought in our research on classroom management, internship programs, and teacher education. Each school of though has its own specific concepts and skills which are congruent with it. Just as there are specific concepts and skills suitable for noninterventionist schools of thought, so too, there are equally specific concepts and skills that are appropriate for

reflective and critical schools of thought. For example, in our research we have used the concepts of voice, local theories, cultural capital, problematizing dominant discourses, sites, social interaction, culture and reflection as pedagogical categories for the purpose of analysis. These and other concepts have been developed by critical theorists of different bents. The discussion of these concepts and the reflective and critical schools of thought can be found in articles in this book. Furthermore, we use the framework of qualitative methodology in the sense that we support our claims by using a number of quotations from data collected during interviews and reflective sessions with the teacher interns. Finally, in all our work, there is an attempt to enable the teacher interns, co-operating teachers, supervisors, and students in the class to speak for themselves. In all our writings included in this book and elsewhere, we interpret the data from the perspectives of students and other participants (Singh et. al, 2000).

Thus, in the work we have locally done with teacher interns, we have watched them struggle, individually and collectively, with dominant discourses in many pedagogical areas such as instruction, resources, the ability level of students, the purpose of internship programs, as well as the culture of school life. In the process, we have discovered that the phobia of classroom discipline problems is rampant among teacher interns (See Chapter 3). Co-operating teachers who work with the interns during the internship program, university based professors/supervisors, and educators in general are no less concerned with the phenomena of classroom management/discipline than with other areas in teacher education.

In recent research efforts involving the classroom situations teacher interns encounter, we found that the interns themselves are often obsessed with the mastery of technical skills for instruction and classroom management. However, without intending to underestimate their concern with the fear of classroom management, we pose an essentially critical and reflective question: How can we, as teacher educators, wean interns away from a focus on technical skills toward a process whereby they can feel sufficiently secure to try to put their own work into a wider social, cultural, and political context? What we mean is clearly explained by Ross, Bondy & Kyle (1993, p. 246) when they state:

> Certainly teachers [interns] have real difficulties with classroom management; however, we also are concerned that inappropriate emphasis on order and control through power, punishment, and/or fear can impede teachers' [interns] abilities to achieve other important educational aims. Learning cannot occur within a chaotic environment, and we believe strongly that classroom order is essential. However, classroom order is a means to an end, not an end in itself. Classroom management strategies, like other *instructional* strategies must be determined within the context of the teacher's aim for education. Strategies that "work" to keep children quiet and on task but undermine the aim of empowering students are problematic for teachers who accept empowerment as the principle aim of education.

Reflective and critical schools of thought, among other things, stress that the essential aim of teachers within a democratic society is to empower students to be active, critical citizens. Ross, Bondy & Kyle (1993, p. 247) state:

> ...this broad aim of **student empowerment** has three related subgoals: the ability (1) to succeed as learners, (2) to determine one's path through life, and (3) to participate actively and critically as citizens in a democracy. These subgoals represent social values associated with individualism and community; the first two focus on individual self-advancement, and the third tresses a community orientation in which

individuals value the public good and their responsibility to members of the community.

Similarly, Tauber (1990, p. 5) states:

Point-blank, no classroom management technique will be effective for very long if effective teaching is absent. I cannot stress this point strongly enough. Classroom management strategies are not substitutes for good teaching...

Is effective teaching all that is needed? No. You must understand that children have much personal history and experiences that goes beyond your influence. In the real world, these children cannot simply leave their out-of-school problems at the school's front door in the morning and collect them at day's end. The students' problems will accompany them to your classroom.

The Concept of Voice as a Pedagogical Category

This is not the place to discuss our theoretical and practical orientations in detail; these can be readily found in the material included in this book. On the whole, however, for the purpose of organizing material relevant to teacher education and internship, and material relevant to the specific topics of classroom management/discipline and school culture, all authors in this book have predominantly relied on the voice as a pedagogical category. No attempt is made here to review the extensive literature on this approach. However, very briefly, it suffices to mention that the exercise of listening to the voices of teachers, teacher interns, students, co-operating teachers, and supervisors in teacher education programs enables us to see what these occupational groups bring to educational organizations functioning as complex systems. Their voices help us identify the forms of knowledge and culture these groups produce while interacting with one another. These groups then bring this shared knowledge

to their classrooms and other work settings, i.e., the schools and the university. In these settings, we believe the goal should be to make knowledge and production of knowledge less external and more germane to the world of each group of people, who must be able, through the knowledge thus produced, to deepen their understanding of the world. All parties involved in teacher education and internship programs should realize that they can collaborate with each other to change aspects of their lived experiences, if necessary. But as Clar Doyle (1993, p. 130) often reminds us, transformation works alongside the hegemony, i.e. dominant viewpoint: "Transformation, which should be allowed to seep through our institutions and relationships, usually comes in small doses and usually happens over time. Transformation usually happens with gentle hands. Transformation usually happens through cultural production."

O'Neill (1976, p. 12) points out that the function of the teacher is to "challenge, arouse interest, make anxious, give confidence, coordinate achievement, and encourage reflection." The notion of voice when used in this sense puts emphasis on building rather than transmitting, on producing rather than reproducing. We should also remind ourselves that in any educational setting, all parties involved are simultaneously teachers and learners. Pedagogical interests are omnipresent in all sites or situations in many subtle ways.

We think that if teachers, especially the teacher interns, can produce "local knowledge" and "local theories" about classroom management in relationship to the larger social and cultural concerns about the so-called crisis in the education, they might be able to speak to their own classroom reality with

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more confidence. They could self-consciously reflect on their own construction

of classroom reality and on their own transformation. This process, in the end,

should lead to locally created and contextualized classroom practices, which

should promote democracy and democratic living - one of the most significant

goals of education, in our opinion. This process should also enable all parties

in imaginatively resolving many local problems while rethinking globalization and

internationalization of the environment in which they live their daily lives.

In the internship situation, it has been important for our purposes that the supervisors and the interns reflect together and create an effective internship process cooperatively and collaboratively. Therefore, in our work with the teacher interns, we (Singh, et. al, 2000) have consciously resisted the idea of relying solely on the "experts" on classroom management or professional instructional/lesson planners who could <u>tell</u> the teacher interns how to go about managing classrooms. We have often sought a balance between the voices of students and teachers, and the voices of the "experts" who are willing to provide in-service training and professional development programs on classroom management organized by various agencies.

Organization of the Book

This book has three parts excluding the preface and Chapter 1 – the introduction. All together there are twelve chapters in this book. Part I includes chapters which describe the general setting of teacher education in which teacher internship programs operate in Canada, the United States and elsewhere. In Chapter 2 by Kennedy, Doyle, Rose and Singh describe the

teacher education and the internship program in the Faculty of Education, Memorial University, and presents the voices of teacher interns pertaining to these programs. The interns consider the internship experience the most valuable aspect of their education program. Chapter 3 by Singh, Doyle, Rose and Kennedy focuses on the teacher interns' phobia of classroom management in their own voices. This chapter also establishes the fact that teacher interns are capable of producing their own ideas of managing the classroom and thus gaining self-confidence. Chapter 4 by Singh, Doyle, Kennedy, Rose and Ludlow describes aspects of an internship model which they developed using insights found in literature on the reflective and critical school of thought in teacher education. This chapter also illustrates the kind of critical questions that can be raised in relation to the Reflective and Critical Internship Model (The RCIP Model) which they developed (Singh, et. al, 2000). Part II contains chapters in which teacher interns and teachers articulate their own solutions to classroom management and tell each other in their own voices what should and should not be done. Chapter 5 by Singh documents teacher interns' do's and don't's in their own voices. Similarly, in Chapter 6 King speaks with the voice of an experienced teacher on the reality of issues related to discipline in classrooms in schools in Hawaii and California. Chapter 7 by Baksh and Singh documents advice given by teachers to new teachers about how to avoid problems associated with teaching in small schools in rural Newfoundland communities. In Chapters 8 and 10 by Baksh, Martin & Singh discuss some observations on disciplines in schools in Newfoundland. And Chapter 9 by Martinez discusses

beginning teachers' classroom management perspectives in Australian institutional settings.

Part III attempts to balance subjective voices of teachers and teacher interns by presenting an extentive review of research done by well-known researchers in the area of classroom discipline and management. This work is done by them in the traditions of behavioral and social science research methodologies. This part includes Chapter 11 by King and a set of materials produced on the issue of classroom discipline by the Department of Education and Training, Government of Newfoundland and Labrador (Chapter 12). The material in King's chapter and the material developed by the Department, review major works of some key researchers and illustrate how findings of their research can be used to develop strategies and practices to manage discipline problems arising in today's complex classrooms.

It is hoped that the readings put together for this book will prove supportive to the actions of many stakeholders - teachers, administrators, school personnel, government departments, teacher interns, student and parents - involved in the process of education and classroom management in different countries and cultures.

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PART I
THE SETTING: TEACHER EDUCATION

CHAPTER 2

TEACHING INTERNSHIP: A REFLECTIVE PRACTICE
**William Kennedy, Clar Doyle, Andrea Rose,
Amarjit Singh**

The Setting

This paper is based on research in progress in the Faculty of Education, at Memorial University of Newfoundland, in Canada. The research is built around a teaching internship program that has been in existence for more than twenty years. This particular internship, designed as an extended practicum to afford students an opportunity to integrate theory and practice in a working situation, consists of intensive classroom experience over one semester. It is intended to help students develop their individual teaching style, enable them to recognize the complexity of classroom teaching, and provide prospective teachers the opportunity to study how students learn and develop.

This internship agenda is not new for teacher education institutions. Many universities have incorporated field experiences into their teacher programs (Guyton & McIntyre, 1990; Zeichner, 1980). Teacher educators and school practitioners may express disenchantment with the current state of teacher education, but only a ". . . few would single out the practicum component as a primary source of their disaffection (Borys, Taylor & Larocque, 1991, p. 7). Studies show that undergraduate teacher candidates view student teaching not only "as the part of their program that has the greatest potential for contributing to their future success as teachers," but also as the "most interesting part and the part that pays the most attention to the individual needs" (Su, 1990, p. 720).

Borys *et al.* (1991) provide a detailed and critical review of several existing models of practicum in teacher education. In recent years the literature on reflective educators and reflective teaching practices has grown by leaps and bounds. Gore and Zeichner (1991) attempt to distinguish varieties of reflective teaching practices. In her review of literature on reflective teaching, Kim (1991) identifies four versions:

1. *The academic version*: Reflective practices in teaching are perceived as important to generate teachers' subject matter knowledge or content pedagogical knowledge.

2. *The social efficacy version*: Reflective teaching emphasizes the thoughtful application and analysis of particular strategies or interventions in teaching.

3. *The social reconstruction version*: Reflective teaching concerns itself with the social and political context of schooling and the assessment of classroom actions that contribute to social change.

4. *The developmental version*: Reflective teaching that is sensitive to students' interests, thinking, and patterns of developmental growth.

The assumption underlying this movement is that teachers can be taught to reflect on their own experiences, thus enhancing their own as well as their students' personal and professional growth and practice (Osterman, 1990).

Teaching, like other professions, is not immune to quick fixes or fads. Reflective teaching, from its inception, has been no exception. However, during the past ten years or so there has been a surge of literature which has changed perceptions of its value. Reflective teaching has now become an accepted way of thinking and practice in teacher education. Possibly the most influential writer

in the field, though not an educator in the strict sense of the term, was Schön.
In his earlier book (Schön, 1983), he gave the process of reflection the impetus
it needed, and it has since become a professionally sound and integral part of
many teacher education programs.

Feiman-Nemser (1990) notes the point clearly when he states that one
can hardly pick up a professional journal or attend a professional meeting
without encountering the terms "critical and reflective" teaching and "teacher
education." This comment makes sense when we give even a cursory glance
at the literature and can instantly come up with a list of writers researching and
writing about this topic (e.g., Anderson, 1989; Clift, Houston & Pugach, 1990;
Cruickshank & Applegate, 1981; Cruickshank, 1985; Calderhead, 1989; Dewey,
1933; Freire, 1981; Gore & Zeichner, 1991; Greene, 1986; Ross, 1989; Roth,
1989; Smyth, 1987; Weiler, 1988; Wellington, 1991; Zeichner & Gore, 1990).

The major studies of the last decade have presented the need for
encouraging excellence in teaching, and therefore in teacher education. The
most noteworthy of these studies include *Tomorrow's Teachers* (1986) from the
Holmes Group; *A Nation Prepared* (1986) by the Carnegie Task Force; and,
"Teacher Education in Ontario: Current Practice and Options for the Future"
(Fullan & Connelly, 1987). These documents, and many others, have been
examined in great detail in other publications (Singh, 1991; McLaren, 1989). In
concert with many educational publications, these studies speak to the need for
teachers who are reflective, critical, and inquiring. These demands have not
been lost on the Faculty of Education at Memorial University of Newfoundland.

Even though a practicum or internship has been in place for some time, the university has recently mandated a universal internship for all prospective teachers. This means that a five-credit, extended practicum or internship is now offered to all student teachers through the Faculty of Education. Several groups of people (cooperating teachers in schools, university professors, and teachers from different school boards in supervisory roles) are involved in delivering the internship program. There is no single model which is followed by all those involved in the delivery of this program. There have been several attempts by the Faculty of Education to "standardize" the internship program, but no absolute consensus seems to exist yet. This is where we hope to insert our work on the building of a reflective and critical internship model. Of course, we realize fully that our efforts represent only one way of enhancing the total internship program.

In this paper, the word "we" is used to convey the sense that building this reflective teaching internship program has been a collaborative effort. We plagiarize both ideas and data from one another. Most of us spend a good deal of time talking and listening to each other and critically reviewing one another's work. Each of us has been interested in a certain line of inquiry, and this is reflected in how each of us has decided to use the data. But while each of us took this responsibility, we still see our research as an integrated effort. So the use of the word "we" represents our collective interest, experience, and commitment.

Our intentions as a university-based, inter-disciplinary, collaborative team were: (1) to help interns use each other's shared teaching experiences as

a medium for reflection; (2) to explore how interns interpret, give meaning to, and make decisions about their experiences at school; (3) to decide what the university team members bring to the interns; (4) to give a framework for assessing reflective thinking; (5) to empower interns by helping them create their own pedagogical principles; (6) to help interns examine their own beliefs about schools and teaching; and, (7) to aid interns to describe and analyze their own efforts to become reflective. We mean this research as a longitudinal study. It is our plan to engage a wider range of interns, cooperating teachers, and university supervisors in the structured process of reflective education. In the context of building up the reflective internship program in our Faculty of Education, we ask ourselves: What does it mean to be a "reflective" and "transformative" intellectual? Can we voice our hope in the midst of the many political, economic, and culture difficulties we face today in the field of education? Can we insist on the possibility of collectively constructing a viable reflective internship program in the province of Newfoundland?

An important and ongoing challenge for education is to find new and appropriate ways to deal effectively with the ever-changing nature of culture and society. A part of this challenge is to consider the needs, interests, beliefs, traditions, and values of individuals and of groups of people. As an integral component of culture and society, education must always strive for relevancy and meaningfulness to the wider community. Teachers play an important part in this search for meaning. It is the belief of our research group that, in order for teachers to be productive and transformative in their practice, they need to have developed a critical pedagogy. Such a pedagogy stems from a social and

cultural consciousness that encourages self-knowledge and social knowledge, political awareness, educational relevance, and productivity.

In building a reflective internship program, we take teacher education as a potential site for the nurturing of individuals who are conscious, knowing, and active participants in their society and in the ongoing production of their culture. Such a consciousness, we believe, requires reflection, analysis, and critique. The task of our research group was to examine the internship experience as a site for interns to begin the process of developing a critical pedagogy that has as its foundation reflective and critical teaching practice.

In the following pages we will provide an overview of our research group's work with interns in our efforts to develop a reflective and critical internship program. This overview includes a description of the process involved in building a reflective internship experience, as well as a brief discussion of the need for a reflective and critical internship. In addition to this, we have selected from teacher interns a number of quotes that not only substantiate many of the points discussed, but also give a real-life meaning to them. These references have been culled from the larger pool of rich data collected from our intern interviews, group reflective sessions, and journal writings, as well as from extensive interviews with recruited teachers who work as internship supervisors.

The Need for Building a Reflective and Critical Internship

One of the most important facets of teacher preparation has to do with the development of both personal and professional knowledge. This includes

awareness of how individual interns and students fit into an overall structure of educational, political, cultural, and social ideals. A basic premise of our work with interns is that the development of such an awareness stems from the process of reflection and continuous critical examination of the various components of education, culture, and society.

An excellent opportunity to nurture the process of critical reflection in teacher preparation exists within the internship program. The internship experience can serve as an important step toward the bridging of theory and practice, the formation of teacher identity, and the development of social and culture consciousness. Such a step is, we contend, vital to the ongoing development of a critical pedagogy.

The internship experience represents a crucial and transitional time to interns because they are juggling many pieces of a complex whole. They are asking questions and seeking answers; testing theory; discovering rules, expectations, traditions, and beliefs; developing new values and meanings; searching for roles and identity; and attempting to build a practice that is relevant and meaningful for them and their students. Given the complexity of this experience, our research group identified a need for, and ultimately felt a responsibility to develop, a context for the internship experience that not only allowed for the process, but also nurtured those individuals acquiring personal and professional knowledge and skills in their own development of a critical pedagogy. Such a context included many of the already existing and successful components of the internship experience at Memorial University. These were, for example, three-month school placements with a cooperating teacher, weekly

observations, and analysis by university supervisors, individual journal writing, and shared analysis and evaluation of video-taped lessons.

In developing our reflective and critical internship program we felt it was important to provide several additional opportunities for interns to connect and make sense of their varied experiences in schools. Therefore, we developed reflective sessions in the form of four cross-disciplinary group seminars, where we encouraged and directed the building of a reflective and interactive journal. In addition to this, we conducted a series of individual interviews with interns and supervisors at various mini-reflective sites. It was expected that the teacher interns would write a journal and videotape a lesson or rehearsal for the purpose of self-analysis and critique. We provide an account of these sites in the next section, where we discuss our collaborative efforts to build a reflective and critical internship program.

Efforts in Our Collaborative Work

One assumption in our collaborative research has been that reflection is a social process and not purely an individual process. The reality is that prospective teachers, supervisors, cooperating teachers, and administrators located in the Faculty of Education and in the schools are all active learners. In developing our model for a reflective and critical internship program, we self-consciously asked what each of us - interns, cooperating teachers, and supervisors - brought to the internship. We wanted to stress that, although one can and often does reflect-in-action, it is seldom that one reflects on one's own reflection-in-action and makes this reflection public.

Accordingly, drawing upon part of our experience and insights gained during the process of building this reflective and critical internship model, we reflected on our actions by describing and analyzing two dimensions of our qualitative mode of inquiry: (1) initiation of the internal interdisciplinary collaboration; and, (2) external and internal collaboration with (a) school principals and cooperating teachers, (b) seconded teachers, (c) teacher interns, and (d) colleagues in the Dean's Office and office of Students Services.

Internal Interdisciplinary Collaboration

How did we come together as a research team? How did we establish internal collaboration? How did four of us, representing different disciplines, come to work together? Reflecting on, and coming to grips with, such issues as who will collect the data, write the narrative, judge the work, present the findings, as well as what sort of data will be collected and how it will be analyzed, are necessary in establishing internal collaboration. Since all of these issues involve taking action, they can be seen as important events in establishing collaboration. Events take place at a particular time, in a given space and under certain conditions. Institutional adjustments in our Faculty of Education at Memorial University of Newfoundland brought changes in the organization of the internship program and its delivery. This new setting facilitated bringing our group together to work collaboratively on the internship program in the Faculty of Education. However, this attraction to work together was not totally circumstantial. Based on our previous works in the area of critical studies and collaboration (Doyle, 1993, 1989; Rose, 1992, 1991; Kennedy, 1990, 1988;

Singh, Hamnett, Porter & Kumar, 1984; Singh, 1977), we discovered that we were, in certain aspects, sympathetically predisposed to each other's orientation toward education, schooling, and society. However, what we came to acknowledge was that understanding each other across disciplinary boundaries was not easy. How could a sociologist and a psychologist understand the disciplinary boundaries of professionals trained in the areas of drama and music education? Crossing disciplinary borders was full of frustrating, yet exhilarating, moments. Nevertheless, the more we shared our views, the more it became clear that each of us brought rich cultural capital to the group.

External Collaboration

We realized from the beginning that it would be unrealistic to think that our work could be carried out in any meaningful way without others; i.e., we needed external collaboration. We expected cooperating teachers, seconded teachers, principals and vice-principals, secretaries, and other staff members in schools, as well as our colleagues in the faculty whose responsibility it was to run the internship program, to play key roles in the organization and successful completion of our project. We never underestimated the fact that each category of people brought its own cultural capital to the internship program. These people were the individuals who had regular contact with the routines and rhythms of schools, students, and teachers (Zerubavel, 1981). They had first-hand experience observing students' behaviors in real situations in the classrooms. These professionals, especially the cooperating teachers and the seconder teachers, knew the contexts, sites, situations, and practices of many

schools in the province. Our own orientation was to listen sympathetically to other people, talk with them, understand what they had to say, and learn from their experiences. We realized that respecting the others' local theorizing (Geertz, 1983; Schibeci & Grundy, 1987; Tripp, 1987) and genuinely trusting their insights about the complex nature of schooling were the key factors in establishing good communication and working relationships.

How did we go about doing this? We went to orientation seminars organized by our colleagues responsible for the delivery of the internship program in the faculty. There we met the cooperating teachers, seconded teachers, teacher interns, and representatives of some of the school boards and of the Department of Education. We listened to voices of different individuals, recognizing the importance of those voices, and moreover accepting the fact that they did exist, both at the macro and micro levels of the school environment. These seminars we considered as sites for reflection-in-action. We observed those who could speak with authority and those who had to listen. In addition, we saw how the participants went about empowering each other and how they were able to clarify their own authority without silencing others. We observed how an attempt was made to create an enabling internship culture based on an authentic attempt to create safe spaces for participants to express their feelings, emotions, and sentiments. It became obvious to us that working objectively with others did not mean ignoring human feelings. We learned that engaging with others, in order to do collaborative work meant, first of all, learning to trust and respect others. In education, social working relationships are built more on trust and respect, and less on authority. We learned also that creating sites for

others where they could take ownership of their own affairs not only reduces dependence and enhances creativity, but also empowers others by encouraging them to desire more and attain their wishes. We learned that engaging with others meant accepting differences. Our goal was to aid people to work in their own ways and within their own contexts.

We attempted to make the internship critical by functioning as cultural workers. In seeing things differently in many areas we were also functioning as critical educators. We tried to insert our own concerns into the ongoing conversations about the difference between teacher education and teacher training. We saw the internship program as just a site for learning classroom management techniques, although we fully realized the fact that these techniques formed the overriding concern of many teacher interns. We asserted that pedagogy was a form of cultural and political production rather than simply a transmission of knowledge and skills. Part of our intention was to share with others our understanding of pedagogy. We wanted to share how pedagogy helped all of us to recognize our own relationships with each other and our environment. How else could we establish working, collaborative relationships with all those involved in teacher education in this province? How else could we understand relationships between schooling, education, and the dynamics of social power? How else could we understand what we say and do? How else could we understand what we agree to exclude or include? How else could we accept the authority of some experts and deny that of others? How else could we accept the privileging of one form of vision about the future of this province over another?

Another way we attempted to insert a critical aspect toward building the internship program was to encourage others at the interview sites to produce local knowledge and a language of possibility through the process of local theorizing. Our interviews with the seconded teachers, cooperating teachers, and teacher interns are filled with local theorizing on various aspects of the complex nature of schooling and classrooms. Learning to conceptualize one's everyday life experiences in one's own voice is a step toward becoming a reflective and critical person. Recognizing that one has the ability, the linguistic resources, and, above all, the courage and confidence to theorize is another step in opening windows of possibility.

The transcribed interviews revealed to us that, to an extent, we were successful in creating safe spaces for the participants, who were then able to create a language of possibility. This form of practice enabled participants to create sites where they could imagine the possibility of achieving their desires and fulfilling their wishes.

We included, as well, the reflective and critical aspect of teaching in the ongoing conversations with the teacher interns in the classrooms. There, as part of our routine work, we engaged ourselves as supervisors and attempted to create what we term a mini-reflective site within the school settings. As is the general practice, we made extensive notes in the classroom while observing the teacher interns, to whom, immediately after their teaching, we gave feedback about how we saw them in action. The purpose was to encourage teacher interns to analyze their teaching and reflect on their ways of knowing. This did not mean that we were timid in using our own authority as supervisors and

exposing interns to normal, expert, and professional knowledge created by using scientific methods (Kuhn, 1970). Obviously, part of our intention was to share knowledge, but we were continuously reflecting-in-action and simultaneously examining our own authority and expert knowledge *vis-à-vis* teacher interns' practical knowledge in the real classroom situation. After all, the interns are the ones, as future educators, who have to become full-fledged teachers. How else could we encourage them to take ownership of their internship? We created these mini-reflective sites in the school settings to help them achieve this goal.

The cooperating teachers were also involved in these mini-reflective sites. By inviting the cooperating teachers to share extensive notes on teacher interns, we opened ourselves to the critique of the practicing cooperating teachers. How else could we find out what the practicing classroom teachers bring to the internship? In our orientation seminars, and in reading the literature in the area of teacher education, we heard repeatedly that university-based supervisors often have little knowledge of real classroom situations and what they have to offer as advice is too theoretical. Thus, opening ourselves to the critique of cooperating teachers was a learning experience. We compared and contrasted our notes, recognizing and respecting each other's situational authority as experts at different levels of the schooling process. The teacher interns and their cooperating teachers also compared and contrasted their notes separately. Then, at the mini-reflective sites, we entered into the reflection process. Our intention was to accord recognition to the different voices, privileging each of them in their own authentic ways. We always reminded

ourselves that reflection was a social process and that all parties were involved in it learn from each other.

Besides creating the mini-reflective sites in the school settings, we created another site for reflection in the Faculty of Education. This site consisted of reflective group sessions, which were separated from school routines. The main purpose for using the group format was to create a site and opportunity where the teacher interns could voice their experiences of the internship, reflect together on those experiences, and share their experiences with others at different levels of reflectiveness. The seminars provided a forum for communication through which interns and supervisors shared experiences, stories, knowledge, feelings, reactions, and ideas. These sessions were also opportunities for interns to examine their own experiences within broader educational, economic, political, cultural, and social contexts. We conceptualized the reflective session as being a site where the interns would be enabled to practice reflection-in-action. These reflective sessions have since become a regular feature of the internship program in the faculty.

Our overall goal was to facilitate and nurture interns in their personal and professional growth primarily through the enhancement of both self and social understanding. By sharing, examining, viewing, questioning, and analyzing, all those involved in the internship program were actively engaged in the process of reflection and analysis. We felt that this structured process provided the framework for interns to experience a comprehensive program that would be supportive, facilitative, and challenging. The need for a dialectical process in the development of reflective and critical practice is pointed out by

Kemmis (1985), who states: "Reflection is an action-oriented process and a dialectical process . . . it looks inward at our thoughts and processes and outward at the situation in which we find ourselves . . . it is a social process, not a purely individual process in that ideas stem from a socially constructed world of meanings" (p. 145). The act of becoming intelligent practitioners (Schön, 1983, 1987), cultural workers (Aronowitz & Giroux, 1985), and transformative intellectuals (Giroux, 1988) seems to demand ongoing reflection, analysis, and examination. In order for interns to begin to understand the language and practice of possibility and transformation, we also felt there needed to be ample opportunity for them to participate actively in the process of not only solidifying beliefs and practices, but also creating new knowledge, values, and beliefs. The overall goal, of course, is to empower interns to be active participants in the ongoing production of their culture and society.

In addition to the above, interns were required to maintain journals in which they recorded daily experiences, feelings, emotional responses, and analyses of observations and teaching. These journals were interactive in nature in that supervisors regularly responded to issues raised by interns by writing back to them in the journals. Issues or questions raised by interns were also used as a basis for discussion in both Individual meetings and group seminars. Journal writing provided an opportunity for interns to take time away from their busy schedules to make connections or discover discrepancies between, practice, theory, personal feelings, and values. It provided a means for interns to explore and articulate their current understandings and feelings about the production of new knowledge, meanings, and ideas.

Interns were observed in a teaching situation on a weekly basis. These observations were either preceded or followed by a meeting with the intern and cooperating teacher. The purpose of the observations and meetings was to gauge the interns' progress throughout the semester as well as to provide an opportunity for all three participants in the internship experience to communicate, share, provide feedback, and examine various issues. This active involvement by others in the process of reflection, analysis, and interaction helped interns in their development of personal teaching styles and approaches.

There were individual interviews with interns which were held prior to, and immediately following, the internship experience. The purpose was to develop intern entry and exit profiles as a means of examining the extent of change and growth throughout the reflective and critical internship program. Specific questions were devised to probe feelings, ideas, beliefs, and knowledge relating to their experience. Consequently, the post-internship interview served as an excellent means for both the supervisor and intern to evaluate the overall success of each intern's experience.

In addition to the above, once throughout the internship semester, a lesson or rehearsal was video-taped, and interns were required to provide a self-analysis and critique of their lesson. This exercise provided an opportunity for interns to achieve a certain amount of distance and objectivity from the lesson itself and view their teaching from a variety of perspectives. Interns were encouraged to examine the lesson in relation to philosophies, goals, objectives, instructional strategies, and evaluation. In terms of helping interns come to

understand themselves and their practice, this process of self-reflection and analysis helped toward their development of praxis, identity, independence, and general consciousness. The self-evaluation was then used as a basis for discussions between the intern, cooperating teacher, and supervisor. This process helped interns place the particular experience and their own best thinking in broader educational, social, and cultural contexts.

Intern Voices

Part of our overt agenda from the beginning of this research process has been to give voice to the teaching interns with whom we work. At this point it is helpful to hear the voices of interns. The following sections offer a small sampling of their voiced reflection. Names used in the paper are fictitious. For the purposes of this paper we address the following issues: the importance of the internship; the value of reflection; identity; dealing with complex issues; praxis anc empowerment; and transformation.

The Importance of the Internship

About the development of praxis in teacher education, many interns indicated an awareness that the internship experience was a crucial step in connecting theory and practice. One intern indicated, for example, that not all theories and practices will be appropriate or relevant for all individuals and situations. Implied in his statement is the need for open-mindedness, flexibility, and adaptability in the development of praxis:

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>It [internship] couldn't have come at a better time, because I was sick of doing courses. It was a chance to see theory in practice. Sometimes the theory is true, and sometimes you see the theory is not true at all, because people are all different. And what might be supposed to happen, for, some, just doesn't work. (George)

This music education intern noted that, as a result of his internship experience, he was encouraged to keep learning. Implied in his statement is the need to keep asking new questions, making new connections, and finding new or alternate ways of staying abreast of the times and the changing needs of students and society. At the heart of his comment is the issue of empowerment. In order to feel personally empowered and, in turn, help students learn and ultimately feel empowered, he has recognized the need to develop a practice that is relevant, current, and meaningful:

>I see that through my internship that I'll have to keep learning, keep finding new things because . . . the teachers who still teach the ways they did ten years ago, the students don't listen to them. They are outdated. (George)

The Value of Reflective Sessions

One of the many challenges of an internship is to situate teaching in the wider cultural, social, and political context (Smyth, 1989). This process can be helped by critical reflection that delves into the practices of schooling from the viewpoints of attitude, content, resources, and methodology. Reflection, one of the attributes of critical pedagogy, has several implications for teaching interns. First, it is essential for students and teachers to leave time for reflection about

their school experience. The need for such reflection was echoed by an intern

in the group discussions.

> This is like a process of brainstorming. Like doing something
> in class and going home and writing about it; reflecting on it
> yourself, well that's great, that's one thing. But it's not the same
> as hearing everyone else reflect on it. And I really can't see -
> having survived a lot of things - like you said, things that have
> worked and I ve tried. You said things that haven't worked and
> then I've known maybe a suggestion of how to get through
> them. So I think this is excellent and I really feel bad for
> students that didn't take part.   (Group 4)

A member from another group claimed:

> I think this kind of reflective process is good for any [one], even
> for teachers that are teaching for ten years. But this makes it,
> when you have a meeting with your peers you feel more free to
> stress your opinion because you know people can relate to it.
> Because, I mean when we had meetings about the discipline
> and teaching management in our workshops down in our
> school, there were teachers there, some of them were really
> interested in knowing what others did, so we had that as a main
> thing.
>
> (Group 7)

Some interns expressed remarkably positive reactions to being involved

with experiences that provided opportunity for communication. Concerning

these reflective seminars, one intern stated:

> I found the seminars to be really helpful. If I didn't have those,
> I would not have thought about things too much. Even trying to
> get my thoughts together before the seminars was really
> helpful. The questions that other people came up with and the
> differing points of view broadened my own point of view. I find
> that if I just write [journal] it doesn't help that much . . . it is just
> one perspective. It's better for me if I can talk about it to
> someone and sometimes even better if they disagree so I can
> get a wider view on it.   (Hank)

Regarding the reflective group seminars, this intern stressed that:

> Overall, I found the seminars facilitated the internship 100%.
> You get to see other people's opinions . . . And I've tried them,

> and they worked. I don't know how other people feel about
> this, reflecting in your journal. Now I'm terrible at this. I find it
> really difficult, and I find this [reflective] process here is much
> better for me personally, maybe this is kind of personal . . . you
> have something else and you still discuss and reflect. So for
> me personally I find this really helpful. If I only had the journal,
> it wouldn't have been half as effective.   (Group 8)

With regard to the reflective and interactive journal writing, another

intern discussed his own use of the journal as a means of basic organization

and as a means for critical examination, analysis, reflection, and

problem-solving:

> It [journal writing] really helped. It's not until you have to
> articulate something or write it down that you have to clear your
> thoughts. And nothing forces you to organize your thoughts
> more than having to write them on paper . . . day to day, over
> a month or a semester. It's a way to look at problems, ideas,
> and other areas to work out.   (Jerry)

Creating One's Own Teaching Identity

Part of being able to be a participant in the ongoing production and

creation of culture is the ability for interns to get beyond a practice that may be

limited to the reproduction of other people's ideas, values, and beliefs. Our

reflective and critical internship program seemed to provide an invaluable site

for encouraging and aiding interns' initial exploration of themselves and their

practice. Of course there are inherent difficulties and limitations built into the

internship experience in terms of interns having to work within the parameters

of another teacher's classroom and general school environment. One intern

stated, for example, that she did not feel free to be as creative as she would

have liked to be and found herself basically reproducing the cooperating

teacher's practice. Implied also in her statement is the change that occurred

throughout the semester. This intern found ways to explore and develop her

own style of teaching. She said:

> To a certain degree, at the beginning I was kind of doing what
> my cooperating teacher did. I wasn't doing what I wanted to
> do. I felt the need to be more creative.   (Jan)

Another intern indicated an awareness that her cooperating teacher had

developed a successful teaching style that was unique to her goals, philosophy,

and personality. The intern acknowledged also that her own practice would

have to be a different one; that is, one built upon her own personal and

professional skills and knowledge:

> I found my cooperating teacher a bit intimidating. For what she
> does and the way she thinks, she does an excellent job. Even
> if your way is different...   (Sandra)

Being Aware of Complex Issues

Society expects schools to correct social inequalities and reproduce the

given society. Such expectations often leave the beginning teacher intern in the

middle of conflicting demands. Often interns feel they have little chance of

remedying a situation that is related to complex issues of social class, cultural

background, and the institutional biases of schooling (Popkewitz, 1985).

Nonetheless, interns are often critically aware of these complex issues and

realize how teaching fits into the total process. Interns sometimes find

themselves faced with conflicting settings. Bert tells of one such situation:

> I suggested one time that we could get the students into
> smaller groups to work on things, and the teacher said, yes, we
> could do that, but we'll put it off for a little while yet and we'll get

> you used to them in one way. I kind of want to get into as many methods as I can of teaching. (Bert)

The following comments from three interns make the point that they are learning from their own work:

> Yes, I have grown. Through interaction with others - I found myself with more confidence. I look at students differently - with a little more compassion. That is good for them and me. I have found through interaction that I do care very deeply. I found myself wondering why students were or were not doing so well at midnight. So I think I have benefited from them more than they . . . from this experience. (John)

> A good teacher is not only well-prepared but understands the individual student and sees [him/her] as a fellow human being. She lets everyone feel some degree of success... (Denis)

> I want them to say they learned from me and me from them . . . and they will remember being here with me. In a way it's scary, but I want to have a positive influence on them and their future. . . (Joan)

Transformation

Toward the development of productive and transformative practice, some interns expressed understanding concerning the importance of getting beyond the notion of reproductive teaching; that is, merely passing on knowledge or transmitting it to students. This education intern demonstrated an awareness of the importance of the human agency in the teaching/learning process:

> I hope that I have an interest in people, more so probably than in just teaching to pass on information. (Sandra)

One other intern expressed an understanding that teachers play an active and important role in the preparation of students for life experiences.

Implied in his comment is the need for a teaching/learning process that nurtures

those individuals equipped with skills necessary for lifelong learning and active

participation in culture and society:

> I see teaching as being the most important job in society today.
> You teach them [students] and you have to prepare them for
> life no matter what they are going to be. You get a chance to
> make a difference. I think you can really make a difference.
>
> (Hank)

We discovered within the education system evidence of some general

understanding concerning the nature of negotiation, as well as of the production

of one's own knowledge, values, and traditions. One statement made in a

written journal entry at the end of the internship program indicates the

development of a language of possibility for this intern, as well as recognition of

the need for ongoing critical examination, reflection, and analysis in the

processes of decision-making and problem-solving. This intern's indication of

readiness for dealing with the issues of resistance and change may well lead to

a productive and transformative practice. She stated:

> As I look forward to working in my own school, I hope that I can
> make certain changes that I feel need to be made, and that
> these changes are positive for everyone. I hope I never
> maintain or accept the status quo if I feel it is unacceptable.
>
> (Judy)

As mentioned earlier in this paper, interns, we believe, must be able to

speak their minds and share their circumstances in a relatively safe

environment. They can likewise examine their own voices as they "actively

produce, sustain, and legitimate meaning and experience in classrooms"

(Giroux, 1989, p. 159). As interns work through reflection, they maneuver

between transmission and transformation. They can lay out the reality of

content and skills as the raw material of transformation. The knowledge and

skills can be used as transformative tools for interns to probe their teaching and

their own reality. Sam reflects on this uneasy line between transmission and

transformation:

> Well, to me, school works towards serving the student, and the
> student is the main focus. I think that's a very good goal,
> because, although the teachers have their problems, they are
> still there for the students. And that's the basic thing I got out
> of it, really, that they are not only [there] as a job. You're there
> to help the student through life. I mean, teaching is one of the
> most important professions, I feel, because you're influencing
> the students so much by what you do and what you say; how
> you influence them now is going to have a big impact on their
> future. So . . . you dedicate your time towards a student in
> helping him grow, having a positive attitude, being lively, having
> a sense of humor, being yourself and being able to be
> comfortable being yourself with the students. (Sam)

Summary and Conclusion

In this paper, we have provided a brief overview of our research on a

reflective and critical internship. We have given a glimpse of how interns can

work at constructing meaning out of their own knowledge and experience. The

voices of the interns presented in the various sections show that such

construction is possible. It Is only fair to say that we have just begun to allow

interns to speak for themselves about their own work. We have found that,

given the opportunity to use their voices in a reflective manner, they are most

willing to do so. We have also found that it helps for us to have our questions

focused and our agendas out front. Interns have told us about what they bring

to the school setting and what meaning they can produce while working with

their students. Here is where interns can readily see the power of teaching.

Many of the interns we have worked with realize that it is possible to collaborate with their students despite the burden and preoccupation with classroom management.

It is also our hope that the model of dialogue we used with the interns can be transferred to their work with their own students. Despite industrial and bureaucratic claims to the contrary, the work of schools cannot be limited to a place for learning objective information. Schools must also remain sites for creativity and personal growth. Interns can appreciate that they have a tremendous opportunity to elevate the level of learning to the personal, cultural, and social needs of their students. In our interactions with the interns involved in this research, we attempted to provide them with critical categories that allowed them to analyze their schools as well as their own thinking and practice. It is hoped that one of the messages that interns received during this dialogical process is that their own work with students can be a shared rather than a simple transmissional process.

One of the messages we try to articulate in this paper is that transformation can come in gentle ways, with relatively small movements indicating quality change. When students can be helped to appreciate their own histories and place in the community, transformation is present. It is our belief that many of the interns we have worked with are beginning to appreciate the value of gentle transformations. They are beginning to realize that it may take years for one of their students to realize that they are "of worth," or that they "can do it." Of course interns have to first realize this about themselves and their own professional work. Many are doing just that!

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CHAPTER 3

**A REFLECTIVE INTERNSHIP AND THE PHOBIA
OF CLASSROOM MANAGEMENT**

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Abstract

This paper represents one aspect of work done to build a model of a Reflective and Critical Internship Program under the general rubric of teacher pre-service education. If teacher interns are to be effective they need to be involved in problematizing their everyday experiences. The focus in this paper is on the fear that teacher interns have about classroom management. They are often obsessed with mastery of skills. How can we, as teacher educators, wean interns beyond the technical skills towards a process where they can try to put their own work into a wider context? This paper makes use of voice and, to a lesser extent, the concepts of local theories, cultural capital, problematising dominant discourses, sites, social interaction and reflection as pedagogical categories for the purpose of analysis. The analysis is done within the framework of qualitative methodology by using quotations from data collected during interviews and reflective sessions.

If teacher interns are to be effective they need to be involved in problematizing their everyday experiences. We observed, in our research with interns, that they struggle, individually and collectively, with dominant discourses in many areas such as classroom management, instruction, resources, discipline, the ability level of students, the purpose of internship program, the

culture of school life and many other such matters. Our focus here is on the fear the teacher interns have about classroom management. In this paper we discuss the background of our attempt to develop a Reflective and Critical Internship Program (The RCIP Model) under the general rubric of teacher pre-service education. Particularly, we focus on the complex classrooms that teaching interns inherit. The interns themselves are often obsessed with mastery of technical skills for instruction and classroom management. The critical and reflective question we pose is how can we, as teacher educators, wean interns beyond the technical skills toward a process where they can feel safe to try to put their own work into a wider social, cultural, and political context? We use several critical and reflective pedagogical categories to develop the RCIP model (See Chapter 4). For example, we make use of concepts such as cultural capital, (Bourdieu & Passerson, 1977; McLaren, 1989), cultural worker (Giroux, 1992), teachers as intellectuals (Giroux, 1988b; Aronowitz & Giroux, 1985), voice (Doyle, 1993; Giroux, 1991), transformation (Freire, 1981), problematizing the given situation (Phelan & McLaughlin, 1992; Dewey, 1933), local theories (Smyth, 1989; Schibeci & Grundy, 1987, Geertz, 1983; Tripp, 1987), reflection (Schön, 1983, 1987), site (Gramsci, 1971), difference (Giroux, 1991; Kampol, 1992), culture, ideology, hidden curriculum (Giroux, 1981, 1988a), McLaren, 1989; Foucault, 1988, 1980), social and cultural production and reproduction (Weiler, 1988), and social interaction (Blumer, 1969). In a series of papers (Singh, 1994; Doyle, 1994; Rose, 1994; Kennedy, 1994) which are included in a monograph entitled *Toward Building A Reflective and Critical Internship Program (The RCIP Model): Theory and*

Practice, we have attempted to elaborate on many of these critical and reflective pedagogical categories as they relate to the process of building a Reflective and Critical Internship Program in the Faculty of Education, Memorial University of Newfoundland. This paper on classroom management is part of that elaboration.

For the purpose of organizing material in this paper, we mainly make use of voice (teacher interns' voice) as a pedagogical category. We also draw upon, to a lesser extent, the concepts of local theories, cultural capital, problematizing dominant discourses, sites, social interaction, and reflection as pedagogical categories for the purpose of analysis. The analysis is done within the framework of qualitative methodology in the sense that we support our claims by using a number of quotations from data collected during interviews and reflective sessions.

TEACHER EDUCATION AND REFLECTIVE TEACHING

Many programs in teacher education have incorporated field experiences into different stages of teacher education (Guyton & McIntyre, 1990; Zeichner, 1980). Educators, beginning teachers and many school practitioners may have been disenchanted with the current state of teacher education, but only '...few would single out the practicum component as a primary social of their disaffection' (Borys, Taylor & Larocque, 1991, p. 7). Further, several studies point out that undergraduate teacher candidates view student teaching not only 'as the part of their program that has the greatest potential for contributing to their future success as teachers' but also as the

'most interesting part and the part that plays the most attention to their individual needs' (Sue, 1990, p. 720). This claim is reinforced by recent graduates from the Faculty of Education, Memorial University (Doyle, Kennedy, Ludlow, Rose & Singh, 1994). Borys et al. (1991) provide a detailed and critical review of several existing models of practicum in teacher education. In recent years, the literature on reflective educators and reflective teaching practices has grown by leaps and bounds.

In view of changes in the education field, generally, similar changes in teacher education have taken place in Newfoundland. Even though a practicum or internship has been in place for more than twenty years at the Faculty of Education at Memorial University, the Provincial Government only recently mandated a universal internship for all prospective teachers. This means that a four and five-credit extended practicum or internship, is now required of all prospective teachers in the Faculty of Education at Memorial University.

DATA COLLECTION AND COLLABORATION

Data were collected involving 36 interns. They were interviewed in depth at three time periods - the entry level, the middle level and the exit level - during the internship program that lasted one full term (three and a half months). The interview data were transcribed for the purpose of analysis. The individual interviews we conducted were in-depth long, and comprehensive, comprising approximately a total of 92 hours of taping. We also had four full days of large group seminars. These reflective seminars were taped and transcribed.

Data collection also consisted of classroom observations, and included teacher interns' responses to their experiences of the internship program in group seminar settings or sites. Teacher interns' notes in their journals, as data, were also examined.

To interview teacher interns, get the material ready for analysis and in manuscript format, requires patience and time. Working collaboratively in a healthy way is a complex learning process in itself. Factors such as the educational background of the researchers and their work experience play an important role in the outcome of research collaboration. In our case, we have been educated in different disciplines and have a range of years of teaching and working experiences in a wide variety of contexts.

SELECTED PEDAGOGICAL CATEGORIES

Cultural Capital as Pedagogical Categories

Part of the challenge in developing a critical and reflective internship is not only to teach students about teaching but to empower them through the process of the internship. This means we have to open up the internship to the teacher interns. In a real sense cooperating teachers, internship supervisors, school principals and those involved in the delivery of the Internship Program at Memorial University have to give teacher interns creative and reflective power over the internship process.

In building the RCIP model we have claimed that the internship in teacher education can give voice to teacher interns. Interns are able to connect their own experiences to classroom management and capitalize on their own culture. Building on this, teacher interns can hold out their own histories and experiences for the education community to see. Then they can be more confident to go back to their own stories and produce their own ways of seeing classroom management. They can produce their own techniques of control and discipline in the classroom. The teacher interns need the encouragement to do their own work. All those involved in the internship program must provide openings for the teacher interns to produce their own approaches to classroom management, control, and discipline problems. How can the supervisors and cooperating teachers structure those voices to produce internship culture in a form that reflects and builds on interns' voices? We think this can be done by setting up an environment, and in it various sites, where the interns are free to

speak. We can then capitalize on their comments and help them build reflection

into the process.

Problematizing Privileged Discourses in Education as a Pedagogical Category

Literature on teachers and their experiences in school suggests that

some engage in a continuous problematizing of their everyday experiences.

Phelan & McLaughlin, (1992, p. 1) point out that:

> The essence of problematizing is the willingness to ask questions, to entertain doubts, to be disturbed in Deweyan terms about our teaching and learning worlds and the discourse that pervade them. Problematizing is a process of meaning-making in which teachers infuse dominant discourses with their purposes and intentions. Rather than being simply engulfed and subject to discourses and discourse-practices, teachers respond to, control and even recreate discourses anew.

Bakhtin (1981) suggests two forms of discourse: (1) a dominant,

institutionally sanctioned discourse (authoritative discourses), and (2) an

internally persuasive discourse (personal meanings that individuals make of

their experience). These two discourses are dialogically related. Inside and

outside the classroom teachers continually face contradictions of multiple

dominant discourses on education, society and the relationship between the two.

In this situation, they are actively involved in meaning making. This they must

do by grappling with and working out compromises with pervading contradictory

discourses. Teachers often organize their thinking about teaching practice by

using the normative categories. Authoritative discourses not only set the

conditions for teaching practice but also determine these normative categories.

An individual may choose to accept authoritative discourses unproblematically. This has been characterized as 'reciting by heart.' On the other hand 'a retelling in one's own words' constitutes an internally persuasive discourse which represents an attempt to problematize the dominant discourse. Successful teachers question taken-for-granted realities from multiple viewpoints by means of dialogue with self and others. In this way they are able to enhance their ability to articulate and transform their teaching practice and its contexts. Teachers must have a sense of agency and autonomy, if they are to prevent political correctness and blind acceptance of educational doctrines. However, problematizing may make one feel uncomfortable, since it entails learning to live with tension and valuing uncertainty, at least for a limited period of time.

It seems to us that teacher interns, like tenured teachers, are also involved in problematizing their everyday experiences. We observed that they struggle, individually and collectively, with dominant discourses in many areas such as classroom management, instruction, resources, discipline, the ability level of students, the purpose of the internship program, and the culture of school life.

Voice as Pedagogical Categories

It is helpful for us to use the concept of voice as a pedagogical category to examine what possibilities the RCIP has for teacher interns. This exercise allow us to see what teacher interns bring to the internship program as well as to realize the knowledge and culture the interns, their supervisors and cooperating teachers can produce among them. The teacher interns then bring this shared knowledge to their classrooms. The goal should be to make knowledge and the production of knowledge less external and more germane to the world of the teacher interns who must be able to express their understanding of the world. The supervisors, the cooperating teachers, the school administrators and those responsible for the delivery of the internship program at University must realize that they can collaborate with the teacher interns to transform aspects of lived experiences, if necessary. But as Doyle (1993, p. 130) points out we should always remember that transformation works

> In an analogous position to hegemony. Transformation, which should be allowed to seep through our institutions and relationships usually comes in small doses and usually happens over time. Transformation usually happens with gentle hands. Transformation usually happens through cultural production.

If the teacher interns can produce 'local theories' about classroom management in relationship to the larger debate in society about the so called crisis in the classroom, they might be able to speak to their own classroom reality with more confidence. They could self-consciously reflect on their own construction of classroom reality and on their own transformation.

Working through the RCIP model requires constantly reminding ourselves as supervisors and cooperating teachers that we need to share the process of learning with teacher interns. As professionals, it is so tempting for many of us to tell our students what to do. For example, how to manage classrooms. This is so because we remain prisoners to our professional training as teachers. This training dictates to us that teachers are supposed to know and that transmitting knowledge is basic to learning. Unless we work against this instinct to tell the teacher interns how to do things, for example, how to manage classroom, the internship programs will remain limited. Thus we build the RCIP model on the assumption that 'the function of the teacher is to challenge, arouse, interest, make anxious, give confidence, co-ordinate achievement, encourage reflection' (O'Neill, 1976, p. 12). In the RCIP model we put more emphasis on building rather than enhancing, on producing rather than reproducing. It is only in this way, we think, critical pedagogy is open to us. In the RCIP model we encourage the teacher interns to ask their own questions which extend invitation to reflection. It has been important for us that the supervisors and the interns reflect together and make the internship together. Therefore, we have consciously resisted the idea of inviting experts on classroom management, control and discipline who could tell the teacher interns how to go about managing classrooms. This is not to suggest the interns should avoid attending in-service training programs on classroom management organized by various professional agencies.

One of the difficulties with using the RCIP model in the internship program as a whole is that the internship tends to be what the cooperating

teachers, the supervisors, the officials in the schools and the university make it. In other words the backgrounds, interests, and attitudes of all these people become the unintentional focus for delivering the internship program in a particular school. We find that the cultural capital of the cooperating teacher and the culture of a particular school are the dominant factors in shaping the delivery of a particular form of internship.

In some cases it has been hard to suggest to the cooperating teachers that they can help to build the RCIP by simply giving the teacher interns their voice in classroom management. Many cooperating teachers see themselves as having first hand knowledge of concrete experiences of everyday life in the classrooms. Thus, they are eager to talk to the teacher interns about the problems associated with classroom management. They want to tell the interns how to control the classroom effectively. It has been difficult to suggest to some cooperating teachers that giving voice to teacher interns is much more important than telling them how to manage the classrooms. The eagerness with which some cooperating teachers talk about problems associated with classroom control and discipline sometimes adds to the phobia interns already have about classroom management. In this case, some teacher interns tend to become dependent on the old narratives of the cooperating teachers rather than build new narratives of their own about classroom management. These interns want to be told about effective techniques of classroom management by their cooperating teachers and university based supervisors.

Yet we recognize the importance of the cooperating teachers' voices. They are the gatekeepers between the dominant culture of the school and the

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individual teacher interns. The dominant culture of the school and the larger society do not help the teachers interns to reduce their phobia about classroom realities. For example, the dominant discourses about real classrooms have emphasized the crisis in the classroom; that is of problems associated with classroom management, including classroom discipline and control. This has added to the interns' phobia about classroom management. Thus in building the RCIP the challenge is how can the cooperating teachers and supervisors structure the teacher interns' voices and produce an internship experience which reflects and builds on those voices. This does not mean that the cooperating teachers and the supervisors let the teacher interns do what they please. This would be a great disservice done to transformative education.

ANALYSIS AND DISCUSSION

Teacher interns are involved in problematizing their everyday experiences. We noted earlier that they struggle, individually and collectively, with dominant discourses in many areas such as classroom management, instruction, resources, discipline, the ability level of students, the purpose of internship program, the culture of school life and many other such matters. Our focus here is on the fear the teacher interns had about classroom management. At various reflective sites we were able to encourage teacher interns to voice their concerns about classroom management with us, as their supervisors. We were also able to make these reflective sites safe enough for them to share their stories with the other teacher interns. Below we provide a sample of teacher interns' voices which illustrate their concerns and fears about classroom

management/discipline/ control during the internship program. The references

at the end of each quotation indicate the interview context.

> There are students who don't always pay attention and I'm not totally confident in my ability to keep things under control. (6-C-123)

> Well the one of my biggest worries was discipline. Like if I could keep them under control. That was the big thing and I was thinking about it for a long time and asked for advice here and there on how to keep them cooled down and what you do if they're not cooled down. (12-B-13)

> Well I want to learn how to be effective as a teacher.... and you know, a big thing and discipline comes in there because I'm hoping to know how to be able to control the students if I have to and you know, and if things are really getting out of hand like what to do in that situation. (13-13-30)

> My biggest fear was coming here (in school)... is classroom management -- would be my first one.... I'm not the type of person to yell and to talk loud. So but I quickly learned that you got to. Like, you know, you got to raise your voice and you got to try to be louder than them for them to hear you, you know, to quieten down and do their work. (20-B-107)

> And you're going to encounter discipline problems... This is what I expected and that's exactly what I saw. I had no illusions, really, that were shattered by this experience (internship). (24-B-179)

> My biggest fear. I would say, was maintaining control of the classroom and getting up there and actually having them listen to me. (37-B-339)

Typically, teacher interns voiced their concerns about the junior high

students in a more fearful manner. They often thought children in grade seven,

eight and nine created more classroom management problems and dealing with

them was the worst experience. The concern of one of teacher intern provides

an clear representation of the views of a substantial number of teachers interns:

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> My first fear was that I would be put in a junior high school where I would be teaching a wide variety of subjects, many of which I have very little idea about. And to have to face the discipline problem on such a higher level. The expectations that are built into the education since it's going up in that the sevens, eights and the nines, they're the worst. Avoid them at all cost. (2-C-15)

Typically the teacher interns lamented that they were not adequately prepared at the university to deal with problems related to classroom management. Consequently, they felt they had to look somewhere else for help. Frequently, they thought of seeking help from their cooperating teachers or from other experts who conducted seminars, conferences and workshop on the topic of classroom management. The teacher interns voiced their concern about the lack of preparation at the university in the following typical ways:

> In university you don't have that problem, you're never put off track as such. But when you're out here, you are. And you're probably disrupted like four or five times a period and it's very hard to get back and to get your thoughts back on the right. And that's I think one thing you have to learn in this internship. I think university is, like I said, too idealistic, to many theories and you just got to come back to the practical. (17-B-51)

> But the one living thing you learn when you come out is that a lot of kids don't want to learn. And they're so big... the classes are so big, I think that's one of the problems. If you get a class with thirty-three, thirty-five kids in it, it's too many... its too many to be teaching when you got so many different people there. Like you have ten people out of thirty that want to learn and the other twenty are the disruptive. And you have to deal with that and you have to learn ways of dealing with it. (19-B-63)

Thus, they voiced the benefit of enrolling in programs dealing with classroom management in the following typical way:

> I have enrolled in a program which deals with human management cause I was having some trouble dealing with some of the children as far as discipline goes, so this course

deals with human management with behavioural problems. (50-A-98)

Well, I, during the three months we were there, we had attended a meeting with the teacher regarding discipline problems. (50-A-98)

And they expressed their dependence on cooperating teachers to learn

about classroom management in the following typical voices:

My cooperating teacher sometimes came down a bit too hard on me but on the whole, I think that he did a good job in that area. Come up with different ways to control your class and to exert discipline, not in the negative sense of the word but in a positive sense, you know, discipline (one of)... That would be about the most benefit that I found the Cooperating teacher. (22-B-169)

But I talked to my cooperating teacher about the confrontational aspect of it (classroom management). And she advised me that it would not be a good idea to get into those confrontational situations because it doesn't produce any results in the sense that you only get further and further confrontations... in my dealings with students, I learned a lot from my cooperating teacher by observing the way she did it. (26-B-206)

Well, basically, I mean I've had my ups and downs within the semester. I've had problems with class discipline... Whenever I did have problems or felt that I wasn't doing something right, I could always talk to my cooperating teacher and be assisted in any way he could. So, that was good. (43-A-16)

The interns were most interested in learning the techniques of

classroom management from other teachers in their respective schools. They

also thought that internship program offered them a unique opportunity to learn

about classroom management techniques. Typically, they voiced their concern

about how to sharpen their skills to control the children in the classroom in the

following way:

Oh, well, I think the internship program is a unique and difficult learning process in that you have to learn a variety of

techniques within the classroom for the first thing. You have to learn a number of classroom management skills. You have to learn how to handle certain situations with individual students that may be disruptive or may not be working to your particular teaching strategy. (11-B-6)

There were days that I had very, very good control and there were days that it was not as good as I hoped it would be... So, I didn't see things deteriorating for me. They ebbed and flowed. And towards the end, I tried... you know, I tried this even pure silence and that worked. You know, tried sweeping across the room with, you know, cues and verbal cues and directing instructions that signaled students to turn around and be quiet... and it's an intense process, you know, I found. It requires a lot of energy. And I move around a lot. I used proximity control as I tried to move near students. They tend to fall in live when I do that. So, you know, being assertive and having a presence in the room is... confidence is important as well. And I found that in many situations, those techniques worked. (28-B-231)

At various reflective sites we encouraged the teacher interns to reflect on the issues related to classroom management. It was through self-reflection that the teacher interns grappled and struggled to make sense of their actions in regards to classroom management. The following voices of some interns illustrate the struggle of most teacher interns:

Yeah... I, at first, I used to take the student behaviour personally and if someone was doing too much talking and wouldn't listen to me, then I took that personally. And I had to learn to separate my anger from, you know, from... Well, I had to stop being angry. You know what I mean? And I had to... if I was to appear angry, then I, you know... I had to learn to appear angry without being angry, put that face and... I found that a little bit tough to do. And there were times when I became frustrated with... with the class if they weren't getting what I was saying. And so, I don't know if I would classify myself as angry in that situation, but I had to deal with the frustration and be calm and... and not... you know, have patience. (29-B-241)

Discipline again probably. Like I said, it just doesn't seem... I mean, I remember when I was in school, if a teacher told you

to be quiet, you were quiet. If you had detention... I mean, I never had detention the whole time I was in school, from kindergarten to grade twelve. I think if I hadn't, I would've... I mean, you know... it just seemed like it was... I mean, I remember being in grade six and there was a teacher here teaching of the school who was my kindergarten teacher and I've talked to her a couple of times and I've said there's such a difference in the kids now. I mean, keeping a kid in at recess time doesn't do any good. The next day the same kids misbehave and it's so frustrating and the fact that, I mean... another thing I find really frustrating is a child does something, you want to keep them after school, you have to send a note home telling his mother you're going to keep him after the school next day. By the time the next day rolls around, any benefit that would've come out of keeping him after school is gone. I mean, they don't remember what they did. I mean, I had kids stay in today for something that happen on Friday, I mean half of them were like what did we do? I don't remember. (42-B-361)

Finally, at these sites, it is through a combination of reflection and production of 'local theories' the teacher interns empowered themselves during the process of internship. Through voicing their concerns in the form of local theories interns developed creative and reflective power. In this way the interns were able to connect their own experiences to classroom management and capitalize on their own cultural capital. They were also able to go back to their own stories, reflect on other's techniques of control and discipline in classrooms, and produce their own ways of seeing classroom management. In this way, they could produce their own techniques of classroom management. Local theorizing and reflection also seemed to help the interns to connect their own language and lived experiences in classrooms at various sites created for reflection. Because at these sites, we were not interested in negating the individual's experiences and thus silencing them. Our purpose was to create an environment where the interns could feel free to speak out their experiences and

thus have voice. Through reflection and local theorizing, using their own material for story telling, the interns were able to take over the authorship and ownership for producing their own classroom management techniques. They were able to practise reflection-in-action and thus produce their own classroom culture conducive to classroom management to some degree of success. Below we present samples of local theorizing by some teacher interns which accurately illustrate what is involved in the process of local theorizing and the basis for claims we make in respect to the efficacy of the RCIP model.

> I know for next class already that I think I'll, I will be a little less anxious because it was my first class. I'll slow down and I will write neater on the board, so there's something I've learned already. I will try to interact more, I think, ask them more questions, because the one thing I've learned already about classroom management is that you never assume that they know everything. I mean it may seem simple to you or I, but my God, simple words may just blow them away. You know, simple concepts will blow them away. (45-A-82)

> Yeah. Yeah. I tried to refrain from using my voice... or raising my voice. I tried to... to use forcing students to leave the room sparingly. I didn't want to use that excessively because I... I felt that I... that if I did, I would end up having most of the class in... in the corridor if, you know what I mean, if I began to... to be more liberal in my use. I used it where I thought necessary. And in many respects, maybe I was a... somewhat lenient because I did have some noise levels that I thought were a little bit excessive. And maybe that... maybe that... perceived lenience may have caused that. But I found... the one thing I did find was that it wasn't a total... things did not deteriorate from one day to the next. There were days that I had very, very good control and there were days that it was not as good as I hoped it would be. And I... I didn't feel that I... things were being eroded away from me because even, you know, I started out with fairly good control. I guess, the fact that I was new and the students are suppose to try me out and see how far they could get and then of course, there...there was perhaps and escalation and as I became more accustomed to the situation and... and started to think about how to use. (28-B-231)

Still quite comfortable. I did have some early fears about control and about making sure that I was organized enough that I could answer questions that were posed to me in different situations and face that... those kind of challenges. And address individual need, you know, the individual needs of students and so on. And those were concerns I had. And, you know, handling the class, relating to students on individual basis and... and giving as much of myself as I thought was necessary. I... I thought that I would have to get to accomplish those goals. And I would... But I still... I feel pretty sure that those particular concerns have been met. I car... I certainly feel positive about the way I related to... to the kids, to the class and so on. I think I've been very effective in... in presenting myself in terms of my humour, my ability to make them feel relaxed to create a... a good learning environment, one that's not overly stressful and that's not filled full of emotional problems in any way, you know... to...to make an environment that people feel comfortable in and... and that can work in. And I think I've done that. (51-A-154)

Conclusion

In building the Reflective and Critical Internship Program (The RCIP model), we assumed the challenge was how could the cooperating teachers and supervisors structure the teacher interns' voices and produce an internship experience which reflected and built on interns' voices. We reasoned if teacher interns could have sites for reflection and for producing 'local theories' about classroom management, they might be able to speak to their own classroom realities with more confidence. They could self-consciously reflect on their own construction of classroom reality, their own transformation. By this we did not mean that the cooperating teachers and the university based supervisors let the teacher interns do what they liked and pleased. This would be a great dis-service done to a form of teacher education which aspires to be reflective, critical and transformative and to the RCIP model which we have attempted to

develop. So we did actively structure their experience to some extent and hoped to transform teachers' concerns about classroom management through engaging them in critical practices such as reflection, problematizing, voicing and local theorizing. We read in their voice that some transformation did take place in their outlook on classroom management. But in structuring their responses we were always cognizant of Doyle's (1993, p. 132) advice that 'this transformation is accomplished over time by building layers of confidence and self-critiques.' The critical and reflective experience we are sharing as a group begins the process encouraging interns beyond the mere acquisition of technical skills toward a place where they can feel safe to put their own work into a wider social, cultural, and political context.

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CHAPTER 4

SOME CRITICAL QUESTIONS AND THE REFLECTIVE AND CRITICAL INTERNSHIP MODEL (THE RCIP MODEL)

Amarjit Singh, Clar Doyle, William Kennedy, Andrea Rose and Keith Ludlow

There are many questions that call for the fuller development of a reflective critical pedagogy. We raised the following five sets.

I. Striving for Authenticity:

How do we as supervisors and interns stand back from our own teaching and move beyond the mere execution of classroom skills and the delivery of discipline content? If individual experience is negated, is it possible that the individual is silenced? Can interns be empowered to speak around these silences? Can interns be given authorship of their own work and life stories? Can they develop a language of possibility that works against inherited dominant discourses? How can we help teacher interns gain power so that they are able to function as teachers who challenge, arouse interests, instill confidence, coordinate achievement and encourage reflection? How can we encourage interns to build new narratives rather than retell old stories? How can teachers who keep their own stories hidden expect students to value each other's stories? How does the intern relate to the wider experiences of the school? Does the intern appreciate the values, beliefs, and attitudes at work in the given community? How does the school reflect the economic, political, and cultural aspects of the society? How can teaching interns get beyond the limitations and grind of everyday school life? How must interns see schooling in a way that allows

for the pursuit of a reflective critical pedagogy? How can teacher interns better appreciate that the culture of schooling is not simply a single, unified set of patterns? How can interns realize their potential as agents for transformation? What are some of the concerns that underpin the need for a reflective, critical pedagogy? How can interns see schooling as part of a wider process of education? How can subjectivity and experience be given a stronger stance in schooling? What histories are in place before any learning is attempted? What are the politics of cultural production and reproduction as far as the teacher intern is concerned? What are the discrepancies between dominant versions of reality and the lived experience of subordinate groups? How can interns help break down some of the real barriers to transformative teaching and learning by opening fresh ways of going about the process of schooling? How can interns learn to see and examine the ideology behind knowledge and culture? How do interns produce a critical dialogue that will aid in their own empowerment? How can interns become involved in both the conception and execution of school work? How can interns appreciate the best dimensions of their own histories, experiences, and culture in a fashion that will help them to become transformative intellectuals?

II.   Voices for Hope:

What does it mean to be a reflective and transformative intellectual? Can we voice our hope in the midst of the many political, economic and cultural difficulties we face today in the field of education? Can we insist on the possibility of collectively constructing a viable reflective internship program in this province? What are the necessary conditions for educating teacher interns to be intellectual or cultural workers? How do other people participate in particular ways of life in schools in this province? How are these ways of life produced and challenged? What forms of local theorizing are being done in this province? What forms of knowledge do school cultures in this province legitimize and what forms do they disdain? What is the place of studying privileged discourses in education in the process of building a Reflective and Critical Internship Program? In what ways is it possible for teacher interns to function as intellectuals and cultural workers?

III.   Reflection and Counselling:

How can reflection, counselling and the voices of teacher interns be combined at the internship site to empower them? What are the implications of the concept of reflective teaching in counsellor education? How can the voices of teacher interns in counselling sites be combined with their voices at internship sites in an empowering manner? How can teacher interns be empowered through disclosures made during reflective sessions?

IV.   Classroom Practices:

What meaning and purposes do social studies interns give to social studies? What are classroom practices of social studies teacher interns? What actions are social studies interns taking to make social studies a reflective enterprise in the real classroom situation?

V.   Cultural Capital and Traditions:

Is there a cultural capital belonging to teacher education? In order to be successful in the internship program, is it necessary to acquire a new cultural capital? Do we prepare items to perpetuate an isolation from cultural traditions or do we encourage and prepare them to take into account the lived cultures of students? Are there possibilities within the internship program for negotiation in the production of knowledge, values, beliefs, and meanings? Is there room to contest and resist or do interns perceive their situations to be unalterable? Are interns empowered and equipped to be agents of production and transformation? Is individual growth given adequate attention amidst the pressures and constraints of group settings associated with music education?

The Reflective and Critical Internship Program Model (The RCIP Model)

It is not easy for those of us involved in the internship program to examine our living in a critical sense because we take so much for granted. It is hard to uncover the nature of the forces that inhibit and constrain our actions. But if we want to commit ourselves to changing those conditions, then there are, we believe, five forms of actions we need to pursue with respect to our building up a reflective teacher internship program. In Figure 1 we propose the RCIP (Reflective and Critical Internship Program) Model for teacher education and outline these forms of action and some of their elements. They correspond to a series of questions we are using while building up the internship program.

**THE RCIP (REFLECTIVE AND CRITICAL INTERNSHIP PROGRAM)
A MODEL FOR TEACHER EDUCATION**

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St. John's, Newfoundland, Canada   A1B 3X8
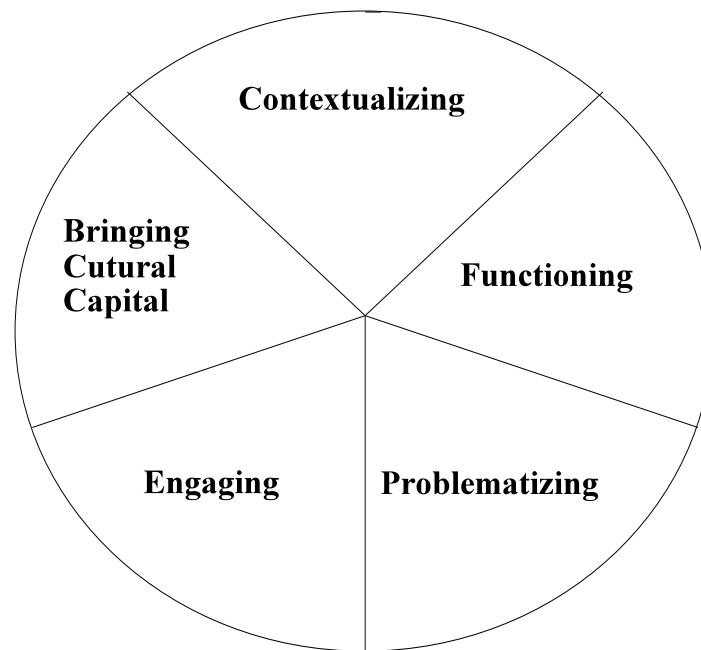
- Describing/Contextualizing
- Bringing Cultural Capital
- Engaging
- Problematizing Dominant Practices and Discourses
- Functioning as Intellectuals and Cultural Workers

Figure 1 - RCIP Model

Describing/Contextualizing

What is my context/case/situation/practice?

- Sites
- Institutions
- People and their actions (including one's own)
- Orientations (personal and of others)
- Non-significant issues (macro/micro)

Including the elements of:

- Who?
- What?
- When?

Contextualizing

Bringing
Cutural
Capital

Functioning

Engaging

Problematizing
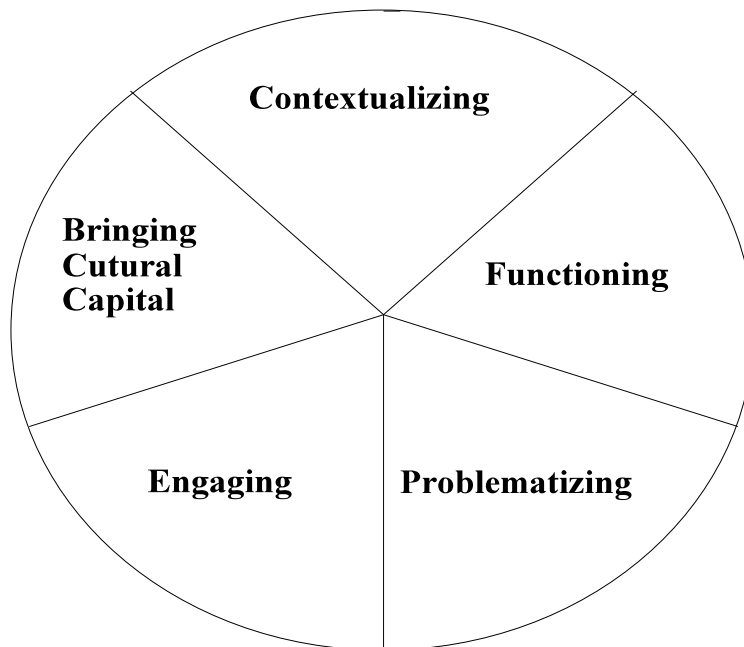
Figure
1a -
RCIP Model (Describing/Contextualizing)

Bringing Cultural Capital

What do different partners bring to the internship (theories, ideologies, practices, stereotypes prejudices, taken for granted realities)?

- What do supervisors bring to the internships?
- What do cooperative teachers bring to the internship?
- What do students bring to the internship?
- What does the internship program bring to the internship?

Contextualizing

Bringing Cutural Capital

Functioning

Engaging

Problematizing
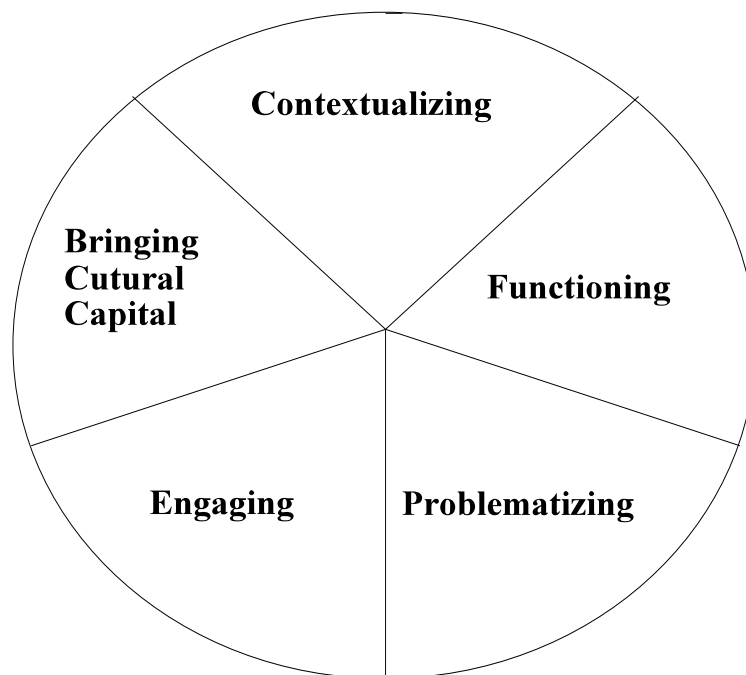
Figure
1b - RCIP Model (Bringing Cultural Capital)

Engaging

How would I inform myself about the complexity of Engagement

- Recognizing different voices
- Reflecting on the political and social nature of schooling
- Assessing of classroom actions which contribute to social change
- Empowering engagement with others
- Looking for windows or openings
- Reflecting in-action
- Preparing for sites
- Creating new sites through reflection and action - i.e., through praxis
- Infusing ideas and actions at appropriate times and sites during conversations with others
- Making one's own intentions public in reflection
- Clarifying one's own authority (avoiding silencing others, creating safe spaces for other's voices, enabling others to disclose their feelings, emotions and sentiments)
- Practising the art of connecting social (macro) and personal (micro) levels of issues - i.e., indulging in the sociological imagination
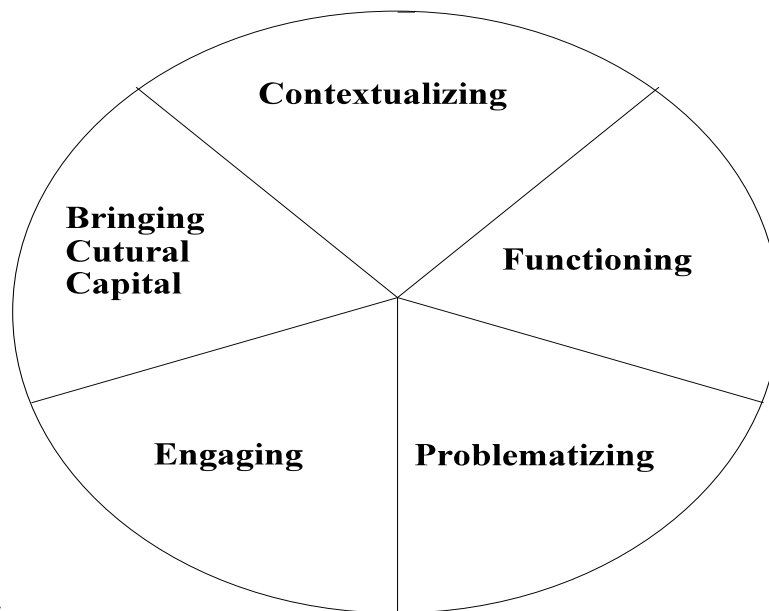
Figure 1c
- RCIP Model (Engaging)

Problematizing Dominant Practices and Discourses

What practices are taken for granted in schools? What are habitual ways
of talking about ideas and practices during personal, professional and
official conversations?

- Listening for what is not being said
- Casting doubts on what is being said by questioning
- Feeling uncertain about given regularities
- Being aware that social reality (e.g., various practices in school,
  theories, concepts, policies) is created through using language in
  selected ways
- Understanding social history of various theories, concepts and
  practices in vogue
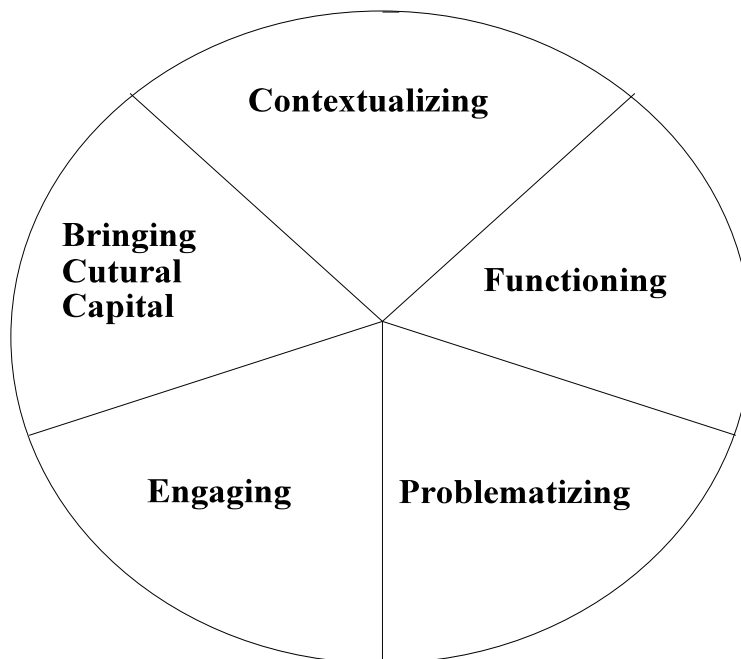
Figure 1d - RCIP Model (Problematizing Dominant
Practices and Discourses)

Functioning as Intellectuals and Cultural Workers

How might I transform? How might I do things differently?

- Seeing the differences in being an educator and a trainer
- Seeing pedagogy as a form of cultural and political production rather than simply involving the practices of knowledge and transmission of skills
- Understanding how pedagogy helps people to create and organize knowledge, desires, values and social practices
- Understanding how the relationship between schooling, education, pedagogy and cultural practices are related to the dynamics of social power
- Having courage and hope to find ways to effect democratic changes
- Theorizing locally and producing knowledge and language of possibility
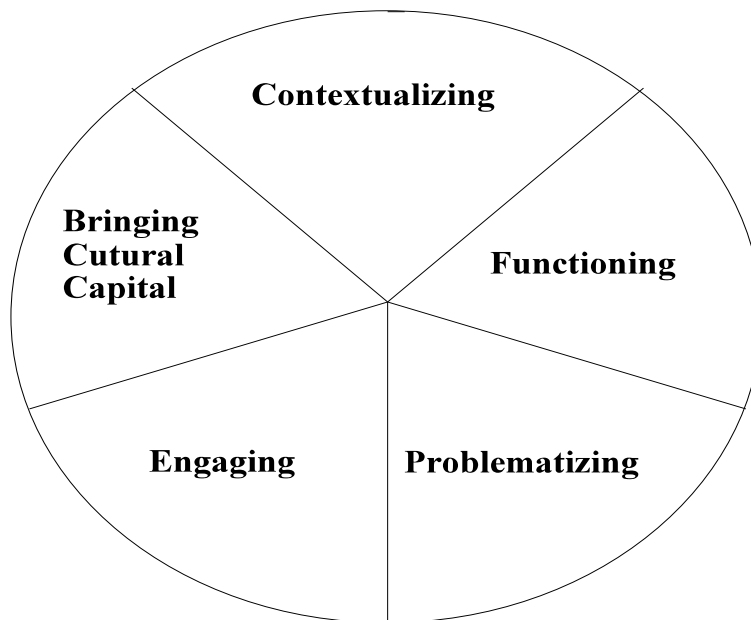
Figure
1e - RCIP Model (Functioning as Intellectuals
                  and Cultural Workers)

In many ways we are involved with what Wellington (1991) calls the experience of reflective practice. We have to remember that the reflective practice we refer to is embedded in the praxis of the internship with all its promises and constraints. The form of actions we have outlined in Figure 1 help us to organize some of our material for the purpose of presenting it in this monograph. Each chapter presents a particular view as seen through the eyes of one writer and, therefore, is only a partial account of our total collaborative effort. Figure 1 illustrates the integration in the form of a flow chart. Our hope is that the procedure indicated in the flow chart, if followed, will lead those involved in internship programs - cooperating teachers, teacher interns, supervisors and administrators - to actions aimed at transformation of the internship programs and the context of schooling. In this way all articles in this monograph interconnect to a degree.

In the RCIP Model we have used five forms of action: (1) describing/contexualizing, (2) bringing/recognizing cultural capital, (3) engaging in communication, (4) examining/problematizing dominant practices and discourses, and (5) functioning as intellectuals and cultural workers.

1. **Describing/Contextualizing**

   What is the context/case/situation/practice? What are the sites, institutions? Who are the people involved and what are their actions? What knowledge of reality shapes our interaction? What significant issues are involved? These questions include the elements of who, what, and when.

2. **Bringing/Recognizing Cultural Capital**

What theories, ideologies, practices, stereotypes, prejudices, and taken-for-granted realities do different partners bring to the internship? What do supervisors bring to the internship? What do cooperating teachers bring to the internship? What do students bring to the internship? What does the internship program offer to the internship?

3. **Engaging in Communication**

    How would we inform ourselves about the complexity of engagement? How do we recognize different voices? How do we reflect about the political and social nature of schooling? How do we see classroom actions which contribute to personal and social change? How do we encourage and empower all the members involved in the internship so that they can engage each other in purposeful communication? Where do we look for windows or openings for reflection-in-action? How do we prepare sites or create new sites for reflection in action? When and where do we infuse ideas and actions during conversations with others? What are the risks of making one's own intentions public in the reflection process? What can be gained from such sharing? What is the best way to clarify one's own authority, avoid silencing others, and create safe spaces for others' voices? How can we enable others to disclose their feelings, attitudes, fears, and hopes? How can we practice the art of connecting social (macro) and personal (micro) levels of issues? In other words, how can we as university supervisors indulge ourselves and others in the sociological imagination?

4. **Problematizing Dominant Practices and Discourses**

What practices are taken for granted in schools? What are habitual ways of talking about ideas and practices during personal, professional, and official conversations? Do we need to be listening for what is not being said? Should we cast doubts on what is being said through questioning? Do we share our feeling of uncertainty about institutional regulations? Are we being aware that the social reality of school practice, theories, concepts, and policies is often created through using language in selected ways? Should we share our understanding of how the social history of various theories, concepts and practices came into vogue?

5. **Functioning as Intellectuals and Cultural Workers**

How might I transform my own work? How might I do things differently? How do I remind myself of the difference between educator and trainer? Do I see pedagogy as a form of cultural and political production rather than simply involving the practices of knowledge and the transmission of skills? Do I understand how pedagogy helps people to recognize their own relationships with others and the environment that surrounds them? Do I understand that pedagogy helps people to create and organize knowledge, desires, values and social practices? How do I best share an understanding of the relationship of schooling, pedagogy, and cultural practices to the dynamics of social power? Do I have the courage and hope to find ways to effect democratic changes? How can the work we do in a reflective internship help local theorizing? How can we aid the production of knowledge and expand the language of possibility?

In closing this chapter we wish to reflect briefly on the nature of the collaborative research in which we have been engaged. One assumption in our work has been that reflection is a social process and not purely an individual process. The reality is that prospective teachers, supervisors, cooperating teachers and administrators located in the Faculty of Education and the schools are all active learners. In developing the RCIP model for teacher education (Reflective and Critical Internship Program), we self-consciously asked what supervisors bring to the internship? We wanted to stress that, although one can and often does reflect-in-action, it is seldom that one reflects on one's own reflection-in-action and makes this reflection public. The sociological tradition of methodological appendix (Whyte, 1956) allows us to achieve this goal. This tradition encourages researchers to tell the behind-the-scenes story by reporting the glitches and bumps they face in the course of doing research. Crow, Levine, and Nager (1992) use this method to discuss collaborative interdisciplinary research, and we organized the material for this chapter by using categories developed by them.

Accordingly, drawing upon part of our experience and insights gained during the process of building the RCIP, we self-consciously reflect on our actions by describing and analyzing two dimensions of our qualitative mode of inquiry: (1) initiation of the internal interdisciplinary collaboration, (2) external and internal collaboration with (a) school principals and cooperating teachers, (b) seconded teachers, (c) teacher interns, (d) colleagues in the Dean's Office and office of the Student Services and (e) others involved in the construction of the research proposal and narrative. Also, part of our agenda in this chapter

has been to share some observations and recommendations about what might facilitate or constrain the successful conduct of collaborative, interdisciplinary research toward the development of a Reflective and Critical Internship Program as an integral component of teacher education. We have detailed all these aspects of our work under the heading, "Efforts in Our Collaborative Work", in Chapter 2 in this book.

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PART II
MANAGING THE CLASSROOM: VOICES OF TEACHERS
AND TEACHER INTERNS (DOS AND DON'TS)

CHAPTER 5

VOICES OF TEACHER INTERNS DO'S
AND DON'TS IN MANAGING CLASSROOM

Amarjit Singh

Introduction

This paper is part of a larger study which focuses on reflective and critical aspects of teacher education and teacher internship programs (Singh, et. al, 2000, Kennedy, Doyle, Rose and Singh, 1993; Singh, Doyle, Rose and Kennedy, 1997; Singh, Rose, Doyle and Kennedy, 1996).

In working with teacher interns during the internship semester, we found that some teacher interns were terribly concerned about the issues related to classroom discipline and management. They were spending a tremendous amount of energy and time worrying about these issues. This was stressful for some. Every day they seem to approach their classrooms preoccupied with a sense of fear which led them to believe that their students would do something uncontrollable. It seems that in some cases their fear bordered on phobia. We examined this phenomenon in a paper entitled, "Reflective Internship and the Phobia of Classroom Management" (Singh, Doyle, Rose and Kennedy, 1997). That paper describes the methodology, data collection procedures, concepts and theories we utilized in analyzing teacher interns' fear of classroom management and discipline.

There is no need to repeat the discussion of those items in this paper. Instead, this paper focuses on one need of the teacher interns which became clear while analyzing the "phobia" phenomenon. The fact was that the interns

wanted to know "practical" things which would help them to manage classrooms. In a self-reflective manner they wanted to know what were the sources of their fear? What made them so fearful? What should they <u>do</u> to survive the Internship semester? What <u>should not</u> be done if teacher interns want to survive the Internship?

As internship supervisors, part of our effort was to bring the interns together for reflection. In the extended group reflective sessions (sometimes involving thirty interns and lasting for two full days), and in "mini" individual reflective sessions (involving one to two hours), we discovered another thing: in order to come to grips with their fear, some interns constantly criticized the theoretical nature of university courses and were critical of the university professors for not transmitting to them practical knowledge. This feeling, we realize, is often fostered by some cooperating teachers, as well as by many non-university individuals and some people within the university itself. When the interns were told that a good theory is more likely to be the best practical tool, they showed considerable doubt. Facing this, my colleagues and I were on many occasions tempted to subject them to a barrage of information on classroom management and discipline which has been readily available in professional journals and books, but we resisted that idea to some extent. It is not that we did not want them to know the professional literature available on this topic. In fact, on many occasions we referred them to the latest books and articles on the subject. When we did that, they often responded by saying that those things don't work anyway in <u>real classroom situations</u>. What is a real classroom situation, we asked? A real classroom situation is where some

students or a majority of students don't do what you expect them to do and you don't know how to make them do those things. This was generally their answer.

So, from our own theoretical perspective, and in this particular context, we decided to encourage the teacher interns to voice their own concerns about classroom management and disciplines in reflective sessions and let them struggle with their own voices, as well as with the voices of their peers. In fact, we learned that this is what they wanted to do. They wanted to hear their own voices and the voices of their peers. And they relished the whole process very much. They felt empowered in the sense that they found solutions to many problems by themselves.

The critical and reflective question we pose is how can we, as teacher educators, wean interns away from a preoccupation with technical skills toward a process where they can feel safe to try to put their own work into practice in a wider social, cultural, and political context? We encouraged them to focus on what they do and don't do in their classrooms in a larger context and asked them to identify them. In this paper, then, I report what the interns say about the sources of their fear about classroom management and discipline, and what their do's or don'ts are.

We find it very interesting to compare teacher interns' responses to issues related to classroom management and discipline with the results of studies done by the professional social and behavioral scientists which are summarized by Dr. King in Chapter 11 in this book. It is not that hard to note, in many cases, similarities and dissimilarities between the interns' answers and the suggestions offered to teachers by the professional researchers regarding

"do's" and "don'ts". Similarly, there are many commonalities between the interns' answers and suggestions made in a recent document produced by the Department of Education (See Chapter 12 in this book) outlining policies on discipline in schools (1996).

What does this mean? We concur with many others in believing that there are many ways of knowing and there is always a loose fit between different ways of knowing. Nobody knows everything. Our knowledge about and of social phenomena is always partial and limited. There are no fixed authorities in an absolute sense. The role of "expert knowledge" to come to grips with complex social issues is perhaps very modest.

Further attention should be drawn to three forms of knowledge: commonsense knowledge ("amateur" theory), professional knowledge (scientific theory) and official or state knowledge (ideology). In order to be able to make sense of complex social and educational issues, each form of knowledge should be treated, more or less, equally in any plan of action. This attitude or belief toward knowledge, however, does acknowledge the utility of one form of knowledge over the other in a particular situation. In this sense it does not ignore the hierarchical nature of knowledge in unequal (stratified) societies.

We raise one final question: how do interns, more or less, end up saying and doing the things suggested by professional researchers? Is it that the interns have read books and articles written by professionals on their own? We really don't think so. Is it the case that professional knowledge is often used as a basis for their socialization at homes, in schools, in the work place, in

media and in society at large? Is the professional knowledge hegemonic or overwhelming in this sense?

The institutions of higher learning, like the university, are involved in professional socialization of the teacher interns. Whether they realize it or not, their commonsense knowledge do seem to correspond to the professional knowledge, at least to some degree. Does this mean that we at the university do not teach anything of a practical nature to teacher interns, as some of them claim? Or is it that what we do at the university and in the Faculty of Education gets readily absorbed as commonsense knowledge, which in turn surfaces as "hidden curriculum" in the classroom interaction among professors, teachers and students? Or is it the case that commonsense, professional and official forms of knowledge overlap when we come to act on complex social policy issues? We believe the latter is the case. And it should be that way. Believe it or not, so we at university do teach students something of practical nature - by default or by design!

Below we present responses (voices) of the interns to the sources of fear about classroom management and discipline in the form of several practical points which they themselves have identified.

More Than 50 Sources of Phobia/Nature of Phobia

1.   Students who don't pay attention.

2.   Not totally confident in my ability to keep things under control.

3.   The most anxiety comes from discipline problems.

4.   I am used to silent classroom.

5. I am used to school when the teacher talked, no one else talked.

6. The kids that want to learn will get the abuse (i.e., they should be able to learn).

7. Kids do manage to be disruptive (no matter what you do).

8. To maintain control is the hard part.

9. Whether you can tell Jimmy to shut up and keep everybody else in tune.

10. How to keep them cooled down and what to do if they're not cooled down.

11. Want to learn how to be effective as a teacher.

12. What to do when things are really getting out of hand.

13. There's a lot of feelings involved in a lot of things... I have gone from being happy to ready to tear all my hair out.

14. It is a lack of respect for the teacher.

15. How to quiet them down.

16. How to make them do their work.

17. Classroom management.

18. Getting up there and actually having them listen to me.

19. I'm weak in the area of disciplining a student.

20. Grade eight students are hard to handle.

21. My first fear was that I would be put in a junior high school.

22. Teaching a wide variety of subjects, many of which I have little idea about.

23. The expectations that are built into education to teach junior high are the worst.

24. Fear that I might get thrown into a situation right out of university and right into a situation where it was going to be the hardest.

25. Adolescents do not know how to behave, how to act.

26. Don't want to experience teaching in junior high when I want to teach high school.

27. University is more idealistic. I fear that it does not prepare one for the real world situation.

28. Fear of being put off track in the classroom.

29. Fear of being disruptive four of five times a period.

30. Fear of being able to get back and to get our thoughts back on the right track after you have been disrupted several times.

31. Fear concerning not being able to take care of practical matters.

32. Classes are so big and a lot of kids don't want to learn.

33. Fear of being inadequately trained to deal with disciplinary problems in the classroom.

34. Students wandering around in the classroom.

35. Fear of cooperating teacher sometimes coming down a bit too hard.

36. Worry about confrontational aspects of classroom management.

37. Fear that I wasn't doing something right.

38. Fear of getting things done in light of disruptive behavior.

39. Fear that students may not be working to your particular teaching strategy.

40. Worry about what to do if things are really getting out of hand in the classroom.

41. Concern with how to face different techniques of control in the teaching situation.

42. Fear of not being able to establish yourself as a teacher.

43. Fear of not being able to get used to good and bad days of behavior in the classroom.

44. Concern with situation, specific discipline problems.

45. Fear of taking things too personally.

46. Fear of not being able to control my anger or stop being angry.

47. Concern with how to learn to appear angry without being angry, to put that face on you.

48. Fear of being or getting overly frustrated.

49. Worry about finding an appropriate discipline method that's going to work.

50. Fear of not being able to see myself as a professional teacher.

51. Fear of going up in front of adolescents, fear of not having confidence to stand up in front of students.

52. Fear of not being able to earn respect of students.

53. Fear of dealing with today's young kids because they seem to be so different.

54. Was anxious because it was my first class.

55. I found it quite frustrating dealing with my cooperative teacher. I never knew what she wanted.

56. My only fear was not being prepared.

57. My fear was not being able to find any equipment (e.g., audiovisual material) in the school.

More Than 180 Things Teacher Interns <u>Should Do</u> to Survive the Internship

<u>Do's</u>

1. Build a rapport with students.

2. Establish yourself as a teacher.

3. Be fair.

4. Don't give tests with bonus questions on them.

5. Be enthused or pretend you are enthused.

6. Think about incentives.

7.   Use different types of incentives.

8.   Sometimes learn to turn a blind eye to a lot of things.

9.   Save your breath for something serious.

10.   Try and establish a positive relationship with students.

11.   Be flexible.

12.   Be confident even when you are not.

13.   Maintain energy.

14.   Leave your preconceived notions behind you.

15.   See what you can see.

16.   See what the school has to offer.

17.   Be open-minded.

18.   Try and get an early gauge about your students ability.

19.   Do what you are told (by others in the school).

20.   Mould yourself to the situation.

21.   Get along.

22.   Be considerate.

23.   Don't fight.

24.   Take care of yourself physically and emotionally.

25.   Take time for yourself.

26.   Cool off before you have to deal with a problem.

27.   Have a sense of humour.

28.   Be friendly.

29.   Take it easy in the school where you are welcomed.

30.   Remember you are not working in the school, you are an intern.

31. You are more or less a guest in the school.

32. Get to know the students.

33. Get to know the staff.

34. Get involved with the guidance counsellor.

35. Talk to the guidance counsellor about the things to look for in children who have been abused.

36. Do get to know the kids.

37. Do get to know your co-op teacher.

38. Do get to know your principal.

39. Take the kids aside if you want to discipline them.

40. Take the good things from school home with you and talk about them to everyone you meet.

41. Tell everyone that you are proud of your kids at school.

42. Tell the kids that you are proud of them.

43. Be as understanding as possible.

44. Do try and work with resource people in the community as well as with parents.

45. Provide the best education for the children.

46. Try to make your classes as much fun as possible.

47. Make your class have as much variety in it as possible.

48. I should always try to be fair.

49. Always be thinking about do's and don'ts all term.

50. Take it (bad things in classrooms) with a grain of salt and start off fresh on another day.

51. You should try to relate it (the textbook) to outside things or use other different resources.

52. Use other textbooks as supplements because there's interesting stuff in them.

53. Any way you can avoid becoming attached to students, avoid it.

54. Get to know the other interns for sure, because we are all in the same boat.

55. Talking to others helps relieve some of the pressure.

56. Get things out of yourself.

57. Get to know all the teachers other than your cooperative teacher -- as many teachers as you can.

58. Use other teachers as resource persons.

59. Try to get a variety of opinions in the school.

60. Try to become involved with them (students) outside of the classroom.

61. Try to get involved in extracurricular activities and stuff like that.

62. Treat everyone fairly, even boys and girls.

63. Be relaxed.

64. Be yourself in front of the classroom.

65. Be patient with them (students).

66. Be understanding.

67. Make an effort to be understanding.

68. You get as much out of it as you put into it.

69. You have to put a lot of effort into it.

70. You have to make that extra effort to know their (students) environment which is all new to you.

71. Extra effort to be nice to them, know your purpose and place in the school.

72. Make an effort.

73. Set up a plan to talk to your cooperative teacher once a week.

74. Prepare everything before hand.

75. Do suck up.

76. Do everything that is asked of you and do more.

77. Find out all the information that's available to you.

78. Find out exactly what courses you're required to teach.

79. Find out exactly what the book's going to be.

80. Find out exactly how your cooperative teacher teaches.

81. Find out how to duplicate your cooperative's teaching and add a few of your own ideas in there.

82. Stay around in school after 3:00 p.m. for 20 minutes.

83. Go to school early in the morning.

84. Make sure you're in class on time.

85. It is not good for you and it's not a good impression on the kids to be late.

86. Be responsible.

87. Do everything humanly possible to make yourself an effective teacher.

88. Make sure how the school works.

89. Make sure you know who's in the school, what their function is, what you need to do, what you need to know, how do you get around things, how do you get information, whom to contact, who the resource people are, where all the duplicating materials are, and what available resources are in the school itself.

90. Must consider yourself a teacher.

91. Take some of the responsibility in the classroom.

92. You got to be firm and friendly.

93. You got to get involved in order to be a part of the staff.

94. You got to go around.

95.   Make yourself accessible to the staff and be friendly and say "Hi" to this person and "Hi" to that person.

96.   Make yourself speak to the people.

97.   Get involved, that's one big thing.

98.   Get involved during lunch time, if not in extracurricular activities.

99.   Eat your lunch in the staff room and then go out with the students.

100. Make sure everybody gets to know you.

101. Get on a one-to-one basis with people.

102. Remember you're in school to learn.

103. Go through the gradual process to learn about your classroom and the school.

104. Slowly increase your role in what you do.

105. Remember, students are going to watch what you are doing.

106. Yes, go there (in the classroom) with an open mind.

107. Take each day as a new experience.

108. Go home and chatter with your friends and laugh and joke about what happened in the school.

109. You have to be able to accept criticism.

110. Put up with a bit of chatter in your classroom.

111. Sometimes you have to yell and talk loud.

112. Got to raise your voice every so often.

113. Be louder than them (students).

114. Dealing with students one-on-one (style of keeping control) works.

115. Take their privileges away from them. It is quite effective, e.g., computer time, gym time, etc.).

116. Have a lot of energy.

117. Move around in the classroom.

118. Use proximity control, i.e., move near students.

119. Be assertive.

120. Make your presence known in the classroom.

121. Be confident of yourself.

122. Pure silence works.

123. Use verbal and non-verbal cues to gain control.

124. Learn to appear angry without being angry.

125. Be calm.

126. Have patience.

127. Learn to deal with your frustrations.

128. Experiment with different techniques to get your ideas across or in maintaining control.

129. Use detention not too frequently. It doesn't work.

130. Think of yourself as a professional teacher.

131. Learn from trial and error.

132. Talk to other teachers.

133. Just try to talk to the students.

134. Just try to understand the students.

135. Get to know why students do what they do.

136. Slow down and write neater on the board.

137. Try to interact more with the students.

138. Ask the students more questions.

139. Remember words that are simple to you may blow students away.

140. Lay down the rules.

141. Try to earn respect of students.

142. Remember, respect is earned.

143. Get used to the juggling act, to deal with disruptive kids and get through your lesson is a real juggling act.

144. Lesson management is necessary, it leads to classroom management.

145. Be prepared to be a counsellor at times.

146. Just stand there, and look at students and be quiet.

147. Pinpoint the student with whom you are having a problem.

148. Learn to deal with students one-on-one for keeping control.

149. Make the class think that everyone is responsible for each others actions.

150. Forcing students to leave the room sparingly (occasionally.)

151. Think twice before you ask a student to leave your class. Remember, there will be days you will have good control and days when control will be bad.

152. Remember you are new in the classroom and the students will try you out and how they can challenge your authority as a teacher.

153. Learn to deal with classroom problems on your own.

154. Follow the proper procedures.

155. Get along with or have no trouble with the principal, the staff, the parents and the students.

156. Do your own self judgement and evaluation as to the severity of discipline problems before getting help from higher authorities.

157. Get students to admit to you that they're wrong, get them to tell you what their punishment should be and get them to tell you what they deserve and then deal with it.

158. Prepare your lesson well, doubly well.

159. Make an extra effort to find the material and equipment you need for your classroom, i.e., do good planning. Everything is planning.

160. Remember that some days students are not in the learning mode and nothing will work to calm them down.

161. Remember there's got to be a way to quieten down a particular student.

162. Talk to other teachers about a particular student you have problems with, get to know his family background.

163. Remember, that in many cases, potential dropouts are your problem students.

164. Potential dropouts are very disruptive.

165. Let potential dropouts have their little chit chat sometimes and get it over with.

166. Be a little bit more lenient with the potential dropout students, a little bit more lenient.

167. Remember if you threaten your students (dropouts potentially), a wall goes up, and then it is a fight, then you got a fight on your hands.

168. Give students multiple choice questions if they have problems with writing and reading. Sometimes make them write a bit but never threaten them.

169. Get yourself organized enough to answer questions that might be posed to you in different situations and to face those kinds of challenges.

170. Always address individual needs of students.

171. Handle the class by relating to students on an individual basis -- giving as much of yourself as you think is necessary.

172. Feel positive in the way you relate to students, to the whole class.

173. Present yourself in terms of your humour, use humour to make students relax in your class.

174. Create a good learning environment, one that's not overly stressful and that's not full of emotional problems in any way.

175. Make an environment that makes people feel comfortable and in which students can work.

176. Make your class as a game, as a place to have fun. Remember, too much education is boring and that's why we get so many disciplinary problems.

177. Remember some students are bored in the classroom and they don't want to be in it.

178. Remember that discipline problems stem from poor teaching.

179. Try to get students to do things themselves for the sake of getting out of school.

180. Remember students can put you on the spot in front of others.

181. Observe your cooperating teacher and learn techniques of classroom control from them.

182. Ask your students to make important decisions.

183. Ask students questions.

184. Ask your students to provide reasons for their actions.

185. Ask your students for future plans.

186. Be more conciliatory and adopt a democratic approach to teaching, where students have to think through reasoning.

187. Ask your students "what is the problem" if she/he is giving you trouble.

188. Let students know where you are coming from.

189. You have to look for yourself.

About 70 Things Teachers Should <u>Not Do</u> to Survive the Internship

<u>Don'ts</u>

1. Don't give tests with bonus points on them.

2. Don't be yourself right away, wait.

3. Don't be fake.

4. Don't freak out if somebody disobeyed or did something.

5. Don't take things personally.

6. Don't get frustrated easily.

7. Don't expect to get everything right all the time.

8. Don't waste your breath on everything.

9. Don't speak to students everyday for some minor infractions.

10. Don't be judgemental or don't be judgemental at all.

11. Don't try to change the situation right away because you can't change it.

12. Don't enter into one-to-one confrontations with students in a classroom environment.

13. Don't open your mouth unless you know what you are saying.

14. Don't speak before you act.

15. Don't get too stressed.

16. Don't push yourself beyond your own physical limits.

17. Don't ignore your own needs.

18. Don't question the principal.

19. Don't' make the principal look bad in front of the staff.

20. Don't reprimand or discipline kids in front of the whole class.

21. Don't take your problems home with you.

22. Don't put down other teachers or other students around the kids.

23. Don't forget that you're supposed to be a role model.

24. Don't forget that the kids are going through a lot more than just what you see everyday in school.

25. Try not to show your anger because if you do the students just play on it.

26. You don't want to try to be buddy buddy with the kids because they'll walk all over you.

27. You shouldn't get too upset if there's talking in your class because it is going to be there, so don't worry about it.

28.   Don't expect a whole lot from kids at first until you get to realize their achievement.

29.   Student interns shouldn't be too upset if they have a bad day because it's going to happen, probably more than once.

30.   Try not to stick with the textbook a whole lot.

31.   Don't become too attached to people and things in school. Don't become attached over everything.

32.   Never yell.

33.   Never embarrass a student.

34.   Never take them out or draw attention to them.

35.   Remember it is the cooperative teacher's class after all.

36.   Don't try to take total control of it (classroom.)

37.   Never override the cooperative teacher.

38.   Don't argue with your cooperative teacher.

39.   Don't run out of school at 3:00 p.m.

40.   Don't be late in the class.

41.   Don't depend on the cooperative teacher all the time.

42.   Don't be shy even if you are shy.

43.   Don't go into your classroom and rule with an iron fist as such!

44.   Don't just sit down and be a passive observer.

45.   Don't forget that students are going to look at you as a teacher.

46.   Don't forget that you are going to be the role model for them (student).

47.   Don't let things bother you.

48.   Don't take today's things home, forget about it.

49.   Don't keep bringing your day-to-day problems in with you and...

50. Don't take your problems home with you.

51. Don't be afraid to accept constructive criticism you know.

52. Don't be afraid to ask your cooperative teacher "is there anything I am doing wrong"?

53. Don't take students behavior personally.

54. Don't get angry.

55. Don't get overly frustrated if the class is not getting what you are saying.

56. Never assume that the students know everything.

57. Don't try to build Rome in one day. Remember it wasn't built in a day.

58. Make kids stay after the class today.

59. For something that happened on Friday or yesterday.

60. Even detention doesn't work.

61. Don't force students to leave the class excessively. It doesn't serve the purpose.

62. Don't be too lenient to students.

63. Don't be unprepared for your classroom.

64. Don't think you can handle the students everyday.

65. Don't single out one student in the class and never do that in front of his peers, i.e., scream at them.

66. Don't argue with the potential dropout students back and forth.

67. Don't threaten your students as a person, i.e., threaten their person.

68. Don't use games everyday.

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CHAPTER 6

A TEACHER'S PERSPECTIVE OF DISCIPLINE IN
THE SCHOOLS

Irvin L. King

INTRODUCTION

Teaching is one of the most important jobs in our society, yet teachers are often overworked, underpaid, and under-appreciated. There is a common bond which unites all teachers, and this is the desire to help our students reach their maximum potentials as human beings. When we achieve this goal, when we see students grow as a result of our teaching, we know that all the training and hard work have been worth the effort. Unfortunately, the realization of this goal is sometimes thwarted by the attitudes and misbehavior of students.

The purpose of this paper is to provide a framework for analyzing and assessing the many facets of student misbehavior in the schools. It consists of two parts. Part I contains a chronological narrative describing the evolution of my thinking about discipline; I think it provides a realistic and sober assessment of discipline in the schools. Part II (See Chapter 11 in this book) consists of a fairly comprehensive outline of those ideas which I think have made a significant or relevant contribution to the discussion about discipline in our schools. It provides some specific and practical suggestions for improving teaching effectiveness. Hopefully, the reader can reflect upon some of these ideas as potential strategies to improve teaching.

The Beginning

I began my teaching career in California in 1961 as a high school mathematics teacher. It was a great time to be a teacher for, although some students were not highly motivated to learn, there was still a general respect for most teachers. I would estimate that fewer than ten percent of all teachers had serious discipline problems in those days. I believe this was because teachers had real authority over what happened at school, and this authority translated into calm and orderly classrooms. To illustrate how this authority worked, let me describe an incident which occurred on the first day of school in 1963.

The bell rang, and Fred entered my room and sat in the last row of seats near the door. After taking roll, I started explaining my expectations for the class. "Big deal!" muttered Fred, just loud enough to be heard across the classroom. I looked in his direction, made firm eye contact with him, and warned the entire class that I would not tolerate any further disrespect. Minutes later, in response to one of my comments, Fred muttered "Jee-sus Kee-ryste!" I immediately stopped instruction, scribbled a note to the principal on a piece of paper, and instructed Fred to take the note to the office. Which he did. After school, I found a note from the principal in my mailbox. I met with the principal and he asked me to readmit Fred into my class. "If Fred gets away with this," I explained, "it will be open season on me for the rest of the year." The principal stood behind me, and Fred was not readmitted to my class; as a result, I had a very good year with my students.

That's the way it was in the early 1960s; the teacher had authority, and because of this, there were few discipline problems. Today, many educators

probably think that I was too harsh with Fred, that I should have given him another chance. I disagree.

In 1966, I left the classroom to attend graduate school. After three years of study, I received my doctorate degree and was hired by the College of Education at the University of Hawaii, where I ran a number of research and curriculum projects. After sitting behind a desk for eleven years in that position, I decided to switch to the Division of Field Services, where I served as a college coordinator supervising student teachers. Thus, when I entered my first classroom to observe a student teacher in 1980, it had been fourteen years since I had been in a regular public school classroom. And boy, was I in for a big surprise!

The Rude Awakening

I was assigned student teachers at almost every grade level from kindergarten through the twelfth grade in my first year of supervising student teachers, and in classroom after classroom, I saw rude and disrespectful student behavior. In a third-grade classroom, children would not cooperate or obey the simplest of commands. The teacher had four time-out locations in the room where she sent disobedient children, but she needed many more. In an intermediate-school Physical Education class, I witnessed students slap the student teacher on the back of the head at the beginning of each period. When I asked him why he permitted this, he pretended he was unaware of it. In a high school English class, a glassy-eyed boy, wreaking of alcohol, arrived ten minutes tardy. When the student teacher moved towards her desk to mark the

attendance book, the boy kicked over a desk and shouted obscenities at her. And so it went.

To be sure, there were classrooms in which students were orderly and attentive. Even so, I would estimate that fewer than ten percent of the teachers were without discipline problems. Teachers had lost their authority, and teaching had become a very stressful occupation.

For a number of years, I tried to find someone to blame for these conditions. At first, I blamed teachers for not cracking down on students. Then I blamed principals for not backing teachers when they referred students to the office. Then I blamed the Board of Education and the State Legislature for enacting legislation and rules which granted rights to students that made it difficult to maintain order in the schools. Then parents for not raising their children properly. Then Education professors for ignoring the discipline problems in the schools. Finally, I realized it did little good to place blame: everyone, including myself, was to blame. The situation in the schools was very complicated. And so I decided to study the problem.

Looking for Solutions

The student teachers I supervised had been exposed to three approaches to discipline: **Discipline Without Tears** (Dreikurs and Cassel, 1972), **T. E. T. : Teacher Effectiveness Training** (Gordon, 1974), and **Schools Without Failure** (Glasser, 1969). Each of these approaches might be described as student-centered in that they are based on the belief that students will behave well if they are treated humanely. However, I observed that students frequently (indeed, usually) took advantage of teachers who tried to be kind and democratic; it was usually the strict teachers who had control of their classes. Of course, I must admit that many teachers who tried to be strict were also suffering from serious student misbehavior.

In 1983, I had a stroke of good fortune. I supervised two student teachers in the same school - one in English and the other in Health - and the same seventh grade students were in both classes. On my first visit to the school, both classes were still in the hands of the regular classroom teacher. In the English class, the students were rowdy, used four-letter words, and generally sabotaged the efforts of the teacher. The following period, I visited those same students in a Health class, and to my surprise, they were polite and respectful of the teacher. I asked the Health teacher for an explanation of his success with students. He had no secret system, he assured me; he was just being himself. He simply refused to let students misbehave because it was his job to teach them to be polite and considerate of other people, including the teacher. Although this did not provide me with a system which I could share with

other teachers, it did show me that teachers can, and do, make a tremendous difference in how students behave. There was hope.

During my travels about the schools, I had come across a small number of teachers who were consistently outstanding in developing polite and productive students. I decided to revisit these teachers in search of answers, and I videotaped each of them in the hopes of discovering their common techniques. At first glance, the outstanding teachers were different from one another: some were loud and aggressive, others were quiet; some were large, others were small; some were friendly, others were cool and distant; some appeared democratic, others authoritarian; some were Caucasian, others were Oriental. Yet as different as they were, they all had very cooperative students. But why? I could see no common thread.

Gradually, the interplay of my classroom experiences and my reading began to reveal some common characteristics of these effective teachers. From the works of Canter and Canter (1976, 1989), I came to realize that effective teachers were assertive teachers who believed it was their job to teach values and who insisted upon polite behavior. From the works of Charles (1981), I learned that effective teachers prevented most problems through their planning and organization. From Jones (1987), I learned that effective teachers used body language, especially their facial expressions, to convey that they meant business when confronting student misconduct of any kind. From French and Raven (1960), I learned that teachers gain the cooperation of students through the exercise of five different forms of power. And from Harry and

Rosemary Wong (1991), I realized that effective teachers set the proper tone in the first few minutes and days of the school year.

There were, after all, some common characteristics of effective teachers. In the remainder of this paper, I shall share with you what I consider to be some of the more useful ideas I have discovered about discipline in the schools.

The Issue of Who is in Charge

Table 1 presents a continuum along which are placed some of the leading theorists on classroom discipline (adapted from Tauber, 1995). The descriptors at each end of the continuum are self-explanatory: To the right are theories which believe the teacher must exert control in the classroom, and to the left are theories which believe students can manage themselves if given the chance. Most teachers fall somewhere between the two extremes. However, I think it is a mistake for teachers to think of themselves as being in a fixed spot on the continuum. The most effective teachers I know adjust their management style to fit the situation. For example, a friend of mine, Alfred, has a group of Advanced Placement Calculus students with whom he is a very student-centered teacher. They are bright and highly motivated, and Alfred gives them

Table 1
Continuum for Discipline Theories

Student-Centered	Teacher-Centered
Noninterventionist	Interventionist

| Humanistic | | | | Behavioristic | | |
Influence				Control		
Gordon	Glasser	Kounin	Redl	Jones	Canter	Skinner

a great deal of freedom. He can afford to ignore an occasional transgression, and even smile at it, because he knows the students will get back on task.

 During another period, Alfred has a group of Pre-Algebra students with whom he is a highly teacher-centered teacher. Experience has taught him that he must provide them with strict guidelines and constant surveillance. If he smiles at a minor transgression, students frequently perceive this as weakness or approval, and things worsen. Alfred does not prefer being strict, but he has found that this is the most effective way to handle the group. Hence, a teacher's position on the continuum is not fixed and can vary, depending on the maturity of the students. A teacher's position on the continuum can even change with the same group of students during the school year.

I believe a teacher should start the school year being highly teacher-centered. As the year progresses, and as students demonstrate their maturity, the teacher can slowly relinquish more and more control to them. Perhaps you have heard the old saying "Don't smile until Thanksgiving." I do not personally follow this advice, for I smile and laugh throughout the year. There is, nonetheless, a bit of wisdom in the saying. It is based upon the knowledge that if you begin the year by being in tight control of the class, you can gradually relinquish control and establish a student- centered classroom. However, if you begin the year by being permissive and letting students dictate the mood of the

classroom, and if things get out of control, it is extremely difficult to regain control of the classroom. This means it is possible to go from the right to the left on the discipline continuum as the year progresses, but it is difficult to go from the left to right.

The authors with whom I agree the most - authors such as Jones, the Wongs, and the Canters - fall towards the teacher-centered side of the continuum. These authors have their roots in the classroom, and I find their ideas about teaching to be the most practical. Those authors who fall on the student-centered end of the continuum - men such as Glasser, Gordon, and Dreikurs - are psychologists or psychiatrists who have their roots in private practice dealing with individuals rather than large groups of children. For the most part, I find their ideas to be idealistic and less applicable to the real world of kids in classrooms. An example will illustrate the differences between the two positions.

Dreikurs and Cassel (1972) recommend that the teacher ignore a student who is misbehaving to get attention. They reason that by responding to the misbehavior, the teacher is unwittingly giving the student what he wants - attention - thus reinforcing the bad behavior and increasing the likelihood that the behavior will be repeated. Jones (1987) points out that this might work with a child at home, but it backfires on the teacher in the classroom with 25 other students. If a teacher ignores a student's blatant misbehavior, these other students will get the idea that they can do the same thing. And so, instead of extinguishing the misbehavior of one student, by ignoring the infraction, the teacher is reinforcing the notion in the minds of 25 other students that

misbehavior will be tolerated by the teacher. And things will get worse. My experiences tell me that Jones is right.

The Three Faces of Discipline

Charles (1981, 1985) has defined three faces of classroom discipline which provide a useful framework for examining discipline. *Preventive discipline* involves those things a teacher does to prevent student misconduct. *Supportive discipline* consists of the techniques the teacher uses to help students maintain self-control and to get back on track when they start to misbehave. *Corrective discipline* consists of the consequences or punishment a teacher administers following student misbehavior. In the following pages, I shall indicate how the leading theories of discipline fit into this framework.

As they read this, teachers might think about developing their own written discipline plan. Using the headings of preventive discipline, supportive discipline, and corrective discipline, they might select ideas for each category which are consistent with their personality and outlook on schooling, keeping in mind that there is no right or wrong approach to discipline. If something works for them, they should use it.

Preventive Discipline. *Preventive discipline* consists primarily of those things a teacher does before students enter the room. Jones (1987), Emmer and Everton (1984), and Sprick (1985) emphasize the importance of classroom structure, and this topic is a major component of preventive discipline. Structure refers to a broad range of topics, from the arrangement of the furniture in the room on the one hand to how teachers plan and teach their classroom rules and

procedures on the other. Room arrangement, walls and bulletin boards, storage space and supplies, teaching style, rules and procedures, the content of the curriculum, the teacher's uniqueness as a person, his or her skills in motivating student interest, lesson plans, and the teacher's own physical and mental preparation are all vitally important parts of preparation for teaching. Structure provides a framework for everything that happens in the room. According to Jones, "Adequate structure is the cheapest form of behavioral management, since once you establish a routine you can produce needed cooperation and rule-following thereafter at relatively little effort" (1987, p. 41).

If students clearly understand the rules, routines, and standards for the class, student misconduct can be minimized. Jones (1987) believes that classroom discipline problems can almost always be traced, at least in part, to inadequate structure. Therefore, it is important that teachers plan a clearly defined classroom structure before the students arrive. Many authors, including Chernow and Chernow (1981), Emmer and Everton (1984), the Wongs (1991), and Sprick (1985) agree with Jones that classroom rules and procedures must be clearly taught on the first day of school and retaught throughout the school year.

The Wongs (1991) provide a wealth of suggestions for improving a teacher's preventive discipline arsenal. Their approach emphasizes the positive: having positive expectations, helping students experience success, inviting students to learn, dressing for success, and being mentally prepared for teaching. They also provide many practical suggestions, such as how to take roll, how to keep a grade book, and how to introduce oneself to the class.

There is more to preventive discipline than being organized and prepared. Jones (1987, p. 8) defines classroom discipline as "the business of enforcing classroom standards and building patterns of cooperation in order to maximize learning and minimize disruptions." Hence, discipline is a two-edged sword: on one edge is enforcing standards; on the other is gaining the cooperating of your students. Jones believes cooperation to be the more important of the two. But how do we get cooperation? How do we get students to do what we want them to do?

An understanding of the difference between authority and power can be very useful in gaining student cooperation (Froyen, 1988). *Authority* is the right to decide what happens in the classroom. The teacher is granted that authority by the school board. *Power*, on the other hand, is teachers' ability to get students to do what they want them to do. While all teachers are vested with authority, not all teachers have power. There are five forms of power that can be used to get an individual to act in ways the teacher deems appropriate: legitimate power; coercive power; reward power; attractive power; and expert power (French & Raven, 1959; Froyen, 1988; Shrigley, 1986).

To some extent, teachers have always had *legitimate power*. This power emanates from the students' belief that the teacher has the right to determine what happens in the classroom. Students behave appropriately because they recognize and accept the right of the teacher to be in charge. To a large extent, it was legitimate power which enabled me to remove Fred from my class in 1963. The students, as well as the administrators, acknowledged

the legitimate power of the teacher. While teachers still have legitimate power, in recent years, many forces have been eroding this form of power.

In the past, teachers usually combined their legitimate power with *coercive power*, the threat and use of punishment to gain student cooperation. In today's schools, the continued use of coercive power, especially in the absence of other forms of power, alienates students and often has detrimental side effects. Nonetheless, coercive power has a legitimate role in the classroom, and when used in conjunction with other forms of power, can contribute to a productive classroom.

Teachers can also use *reward power*. In this case, students behave in anticipation of receiving some kind of reward from the teacher. The outline in Part II below lists many types of rewards, but recognition, praise, and appreciation are probably the most effective rewards a teacher can give, especially if the teacher is also using attractive power.

Attractive, or *referent, power* is relationship power - the power teachers have because they are likable and know how to develop good relationships with students. Teachers who rely upon attractive power go out of their way to make students feel good about themselves, and they work hard at developing good relationships with all students. I know of teachers who proudly state that they do not care if their students like them as long as they respect them. To some extent, this attitude is based upon the belief that popular teachers buy the good will of their students by being lenient with them. But this need not be the case. Many popular teachers are strict; yet, at the same time, they treat students in a friendly and respectful manner, they make their classes as interesting as

possible, and they try to make every student feel a part of the class. Such teachers are both liked and respected, and they wield a great deal of power with students.

The final type of power identified by French and Raven (1960) is *expert power* - the power teachers have because they possess superior knowledge. Teachers who rely upon expert power take pride in their command of the subject matter, are enthusiastic about the subject, prepare interesting lessons, and derive great pleasure in transmitting this enthusiasm and knowledge to their students. When students respect the teacher for the knowledge he or she possesses, when they master significant knowledge and skills, and when they feel good about themselves because they are achieving, they are less likely to misbehave.

A generation ago, when I began my teaching career, a teacher could reply upon legitimate power, supported with coercive power, to maintain control in the classroom. This will not work in most classrooms today: many students do not automatically respect their teachers, and the arsenal of available punishments is so small and ineffectual that the most disruptive students are unafraid. Therefore, all teachers would be well-advised to develop other sources of power. By consciously developing and combining various forms of power, a teacher can geometrically increase his or her influence with students (Fairholm & Fairholm, 1984). If a teacher is liked by students (attractive power), is admired for his knowledge of the subject (expert power), and gives authentic praise to his students (reward power), then the teacher truly has power to influence learning in the classroom. The challenge to any teacher is to find that

combination of power which is compatible with his or her basic beliefs, abilities, and personality.

Jones (1987) has also made a significant contribution to the discussion of power in the classroom. In a sense, his discussion of power is more relevant to teachers than are the other theories, for he deals with the most common of classroom experiences - confrontations between student and teacher. In such situations, the person who gets his way wields the power. Many authors are uncomfortable discussing confrontation, and some recommend that teachers withdraw from power struggles (e.g., Dreikurs and Cassel, 1972). Jones does not. He suggests that the teacher use gentle yet firm techniques (which he refers to as "limit setting") which enable the teacher to prevail in interpersonal power struggles between student and teacher. I refer to this as *personal power*, and it will be discussed more fully in the next section of this paper.

No discussion of preventive discipline would be complete without discussing the importance on the first day of school. In the outline in Part II below, I have included the suggestions offered by the Wongs (1991) for getting off to a good start with students. The most important lesson plan of the year is the one teachers prepare for that first day of school. If they do it well, they greatly increase their chances for a successful year.

Supportive Discipline. The outline in Part II of this paper describes the theories of eight approaches to discipline, including the works of the Canters, Dreikurs and Cassell, Glasser, Gordon, Jones, Kounin, Skinner, Redl and Wattenberg, and the Wongs. While there are good ideas in each of these

approaches, I find the work of Jones (1987) to be the most relevant for teachers. Let me explain.

In my efforts to help student teachers with their discipline problems, I would listen to their situations, then suggest ways for remedying the problems. In some cases, it worked; but in many cases, it did not. After reading Jones, I have come to realize that it is not what you do, but how you do it, that makes the difference. Unlike other writers, Jones (1987) tells us precisely how to deal with a student who is misbehaving. He calls this process "limit setting," and I refer to this as exerting *personal power*.

When I first read Jones' description of limit setting, I realized that this was what the effective teachers I know actually do. I had known that a certain seriousness characterized their actions, but I had not translated that seriousness into more definable terms. Jones does. He calls it "body language."

The body language of teaching is different from the body language of discipline. Jones recommends that when in a discipline mode, you move very deliberately and more slowly than normal; keep a relaxed, non-smiling, non-angry face; look the student in the eyes; face your entire body towards the potentially disruptive student; have your arms at your side, in your pockets, or behind your back, and not on your hips or folded across your chest; avoid speaking unless absolutely necessary, and then in a unemotional, calm tone; and wait until the student complies. If the student refuses to comply, you must eventually apply a consequence. Since these responses are not natural for most persons, Jones has teachers practice these techniques until they look and feel natural performing them. For persons who can do it well, the calm, firm,

and patient use of body language is a powerful yet caring way to get your way in the classroom. A more detailed account of limit setting is set out in outline in Part II of this paper.

I have found that some teachers are not comfortable in facing a student down with limit setting. Others are not very adept at establishing warm and friendly relationships with students. Still others dislike the use of coercive power. However, if one is to be a successful teacher, one must find a style of teaching with which one is comfortable and which enables one to get students to do what one wants them to do. An awareness of the forms of power can help the teacher to reach this goal.

Corrective Discipline. Corrective discipline refers to the actions a teacher takes when preventive and supportive discipline fail - when, in spite of our best efforts, students continue to misbehave. Jones refers to this as the backup system. It is *coercive power*, the application of punishment. The most extreme form of punishment in schools is corporal punishment (such as spankings), and Dobson (1970, 1992) is one of the few authors who advocate it. While this is appealing to many teachers, corporal punishment is not allowed in most schools and is generally frowned upon as a measure to be applied in student discipline (Orenlicher, 1992; Kessler, 1985; Kohn, 1991; Tauber, 1990).

Since corporal punishment is not an option for most teachers, it is sometimes difficult to find a consequence which will deter misbehavior. When an effective deterrent is found, parents often object to it. For example, one high school initiated a lockout in which teachers locked their doors when the tardy bell rang. Security guards then corralled the tardy students and made them

remove graffiti from walls and sidewalks with scrub brushes. The policy was very effective, and tardiness was all but eliminated from the school. But when several parents complained about the policy, the scrubbing stopped, and tardiness became a serious problem once again. It is for such reasons that preventive and supportive discipline must be the main lines of defense for most teachers.

To help eliminate the adversarial relationship created by corrective discipline, Dreikurs and Grey (1968) suggest that teachers make a distinction between "punishment" and "consequences." Punishment is often viewed by students as being arbitrary and delivered by a vindictive teacher who wishes to inflict pain on a student's life. Consequences, on the other hand, follow logically from the behavior of the students. If students act in appropriate ways, there will be positive consequences; if students act in inappropriate ways, there will be negative consequences. By making students aware of both positive and negative consequences before misbehavior occurs, the teacher can avoid the perception of being vindictive.   By misbehaving, a student chooses the consequence. A fuller description of consequences appears in Part II below.

School-wide Discipline

There were two episodes in my professional experience which shocked my sensibilities and convinced me that it is not sufficient to deal with discipline solely at the classroom level - that discipline is, in fact, a school-wide problem. The first episode involved a student teacher who was visibly pregnant. She taught in a high school, and during the lunch hour, she and her cooperating

teacher allowed students into the classroom to eat their lunches. One day, a boy approached the pregnant student teacher and told her, in the crudest of street talk, that he would like to make love to her. She ran from the room to find her cooperating teacher. The teacher, in following the school's policy of trying to settle things at the classroom level before referring an offender to the office, talked to the boy. She then assured the pregnant teacher that it would not happen again. Several days later, the boy returned to her classroom, grabbed the student teacher by the arms, and tried to pull her body into his, all the while muttering his passion for her (in words unsuitable for print). She ran in terror to the principal's office to report the incident. After school, the principal talked with the student teacher, stating, "Don't worry. He'll never do that again. I told him if he ever touches you again, I'll kick him out of school." In both instances, the student should have been referred to the police - for assault and sexual harassment in the first case, for battery in the second. Yet the school administrator chose to merely warn the boy. The message was clear: A student can sexually harass and assault a teacher without serious consequences.

The second episode affected me personally. During a seminar, a student teacher came up to me to explain that her sixth-grade students were doing something awful, and since I was going to visit her the following day, she wanted me to know that the students did the same thing to their regular teacher. It seems that Robert, a difficult lad, would repeat everything she said. The entire class would then repeat it in unison. Sometimes, she said, this would continue all day long.

I reassured the student teacher that I understood, and the following day, I arrived at the school during the lunch hour to find eight teams of students playing basketball on the outdoor court. The class that I was to visit was playing, and Robert and four of his friends were sitting in the shade of a building, watching the game. I wandered over and watched the remainder of the game with them. When the game was over, the teams gave a cheer for one another.

"Two-four-six-eight, who do we appreciate? Mrs. Nakamura's team! Mrs. Nakamura's team! Mrs. Nakamura's team!" And so on.

Suddenly Robert and his four friends shouted, "Two-four-six-eight, who do we appreciate? Mr. Bald Head! Mr. Bald Head! Mr. Bald Head!"

Oh, did I forget to mention that I am bald headed? Well I am, and being the true professional that I am, I ignored their rudeness, smiled at them, and walked back towards the classroom.

"Two-four-six-eight, who do we appreciate? Mr. Bald Head! Mr. Bald Head! Mr. Bald Head!" they yelled at an even louder pitch.

This time, I couldn't ignore it, and being the true professional that I am, I said, "Geez, thanks boys, that's the first time I've ever received a cheer for being bald headed!"

And Robert said, "Geez thanks boys, that's the first time I've ever received a cheer for being bald headed!"

And his four friends shouted, "**Geez thanks boys, that's the first time I've ever received a cheer for being bald headed!**"

Now, there were about a hundred kids and ten teachers walking nearby, watching the gathering storm. Being the true professional that I am, I said, "Come on, boys, that's not very nice!"

And Robert said, "Come on, boys, that's not very nice!"

And the four boys shouted, "**Come on, boys, that's not very nice**!"

And being the true professional that I am, I walked away quickly, ignoring the boys. Suddenly, one of the boys ran up and slapped me on the back of my bald head, very hard. Whap! And being the true professional that I am, I turned and shouted, "**You little b.st.rds**!"

And Robert gleefully shouted, "**You little b.st.rds**!"

And the four boys, juking theirs heads back and forth, arms extended, as if enticing me to chase them, laughingly shouted, "**You little b.st.rds**!" Things went downhill from there.

This episode was a turning point for me. For the first time, I understood at the emotional level what it was like to be teacher when students are being rude and disrespectful. I recalled the student teacher who had let his students slap him on the back of the head, and suddenly I was less critical of him. I was less critical, too, of other teachers who, from time to time, had performed an unprofessional act towards students. If I could lose my temper, then anyone could!

In retrospect, it is a rather funny episode. But at the time, I was so humiliated by the incident that I did not mention it to anyone for more than a year. Then, one afternoon while addressing a group of teachers, I spoke of my experience with Robert and his friends and relived my embarrassment and

humiliation. After the meeting, several teachers waited around to speak to me in private. One by one, they confessed to me stories they had never shared with anyone else - stories, similar to mine, of their humiliation by students in classrooms; stories of reprisals by students; stories of years of silent suffering.

One teacher had caught two boys smoking marijuana outside her classroom and turned them into the principal. The following day, students started throwing rocks at her from behind bushes. When she reported this to the principal, she was told that it would be impossible to catch the kids since they hid behind bushes. Long after those students had graduated, other students still carried on the tradition of throwing rocks at her.

Another teacher's small children came home from school from time to time with gum in their hair, placed there by older students who told the children their mother was a witch. Since it occurred on the bus, the school administration could do nothing about it.

Yet another teacher was tormented by a group of sixth-grade boys who would get behind her and run their hands up her legs to her panties. She scolded the boys, but they continued to do it. Finally, she told her story to the principal. He reasoned that since she was an attractive young woman, and since she wore dresses and skirts, she was partly to blame for the problem. He advised her to wear jeans or slacks.

Over the past several years, many other teachers have told me of the daily abuse they have silently suffered at the hands of children. Gradually, piece by piece, a rather disturbing picture has begun to emerge. Rather than just a few isolated incidents, there appears to be a general pattern of teacher suffering

at the hands of children. But more disturbing is the fact that teachers have suffered in silence, not knowing what to do about the humiliation they have suffered each day. Just as many battered wives blame themselves for the abuse their husbands unleash upon them, so, too, do many battered teachers blame themselves for the troubles they have in class. They are ashamed of their situation, and they suffer in silence. My message to such teachers is clear: I tell them that they are not alone, that many other teachers suffer similar insult. I also tell them that it is not their fault, that there is no excuse for rude and disrespectful behavior, regardless of the teacher's shortcomings.

Teachers need to support and help one another far more than is currently the case. I believe an assault on one teacher is an assault on all teachers. As a community of professional teachers, everyone should be more aware of the conditions in the schools and be willing to help each other in times of need. Strong teachers should not criticize teachers who are having discipline problems. Instead, they should be willing to help them. Teachers having problems with students should seek help. It might be embarrassing at first, but in the long run, such individuals will become stronger teachers.

Many educators believe that teachers will not have serious discipline problems if they have good lesson plans, or are democratic teachers, or genuinely love their students, or whatever. The implication, though perhaps not intended, is that if students misbehave, it is the teacher's fault. I wish it were true that good teaching would end all discipline problems. But it won't. To be sure, the suggestions offered in this paper will help teachers become more effective, and teachers should continuously strive for improvement. But the

problems of discipline in our schools today far transcend the individual teacher's ability to cope with them. Problems such as that encountered by the pregnant student teacher, as well as many of the other situations I have described in this paper, are caused by school policies which do not hold students accountable for their actions. Until we do hold students strictly accountable, we will continue to have serious problems.

For this reason, I now believe it is absolutely essential for all schools to develop a school-wide discipline plan which everyone will support and enforce. This is not as easy as it may sound, for it is often difficult to get an entire faculty to agree upon and enforce the rules and procedures in the school. Nonetheless, if we are to create schools which are places of respect and learning, we must make the effort. The last section of the outline in Part II of this paper contains some ideas on school-wide discipline.

Concluding Remarks

I began this paper by stating that all teachers had the common goal of wanting to see their students learn and grow as a result of their teaching. Today, more than ever before, that goal includes the development of character as well as academic and cognitive skills. If our culture is to survive, we must first produce decent people. I hope I have not sounded pessimistic in my remarks, for I am optimistic about the future. This is a great time to be a teacher, for both the community and the teaching profession are beginning to acknowledge the seriousness of the problems which face our schools. I view these problems as opportunities, and opportunities abound.

Your Discipline Plan?

As the culminating assignment for the course I teach on classroom discipline, I require each student to develop a written discipline plan. The outline of discipline which follows in Part II presents many practical ideas for the classroom teacher. The reader might search for ideas which you think might be useful to you. If you do not have a written discipline plan, and if you need one, why not try to develop one? Using the categories of preventive, supportive, and corrective discipline, identify those techniques which you think might work for you. Determine which kinds of power you can most reasonably develop, and list ideas which might enhance this power.

CHAPTER 7

TEACHERS' ADVICE TO NEW TEACHERS

Ishmael J. Baksh & Amarjit Singh

Elsewhere we have suggested that the advice of practising teachers to new ones is likely to be relevant to sensitizing the latter to the kinds of qualities, attitudes and competencies that might be appropriate for life in the community. One of the questions we asked our respondents was:

> What advice would you give a new teacher coming to work in your type of situation?

Teachers were free to respond in any way(s) they wished, and the majority of those completing our questionnaire elected to furnish one or more responses to the question. Since, as we specified at the outset, we are interested primarily in the teaching experience in the small community we will at this point select the pertinent replies of teachers working in this type of community. The responses speak for themselves and, in the interest of brevity, we will simply identify their general character (having placed them under relevant subheadings), in most cases provide some brief illustrative teachers' comments (selected from the completed questionnaires) and where possible - again to illustrate what teachers say - include a few excerpts from our recorded interviews.

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Participation

1. Associate with the people:

    Be prepared to participate more in the community's affairs. Teachers are looked upon here for leadership to a much greater extent than in large communities.

    Be prepared to participate in the social life of the community. Very often the teacher is looked upon for leadership.

    Show by example that you're there to help.

    Interact with residents of the community as soon as opportunity arises.

    Get involved in parish affairs (e.g., clubs, sports) when invited.

2. Be ready to serve as a leader in community affairs:

    Be prepared to take the leadership in community activities.

    Be prepared to be a leader in social activities.

3. Be friendly and open.

4. Be prepared to work hard in the community.

Understanding the People/Community

1. Know the people:

    Get to know the people of the community by associating with them.

    Find out as much as you can about the ways and priorities of the people.

    Obtain information about the settlement.

    I would tell a new teacher to watch carefully what was going on and from there to take her bearings. You need a lot of understanding in going out to a place like this to work. You need to know the culture of the place and how the people are interacting there, in order to understand what to expect.

2. Accept the people as they are:

Try to accept the people as they are without becoming too influenced by them.

Only people who come and criticize differences without trying to understand and accept them have disliked this community.

3. Be open-minded and ready to learn:

    Learn the language and the culture, for example by talking to leaders of the culture.

    Be willing to learn about Newfoundlanders who are different in some ways from those who have known before.

4. Be ready for small-community life:

    Be prepared for life in a small community (e.g., gossip, rumours, general lack of privacy).

    Coming into a small community, especially after four years at university, you are going to have to pretend you're a goldfish in a bowl. Little things that you wouldn't think worth noticing - for example, making sure that your purse and your shoes matched - the people would notice: your clothing, the things you wear, the way you dress... everything!

Fitting in Smoothly

1. Know the community norms or conventions before acting:

    Check before doing anything that you have the backing of the people.

    Try to go along with the general ideas of the community. At least that seems to be the quickest way of being accepted.

    Feel your way out first before acting.

2. Mind your own business:

    This is a small community (300) and there must be a clear distinction between what concerns you as a teacher and as a person. You should mind your own business.

    Don't criticize anybody.

    Offer advice if asked. If not taken forget about it.

Keep your opinion of people and things in the community to yourself.

Don't gossip.

Stay away from people who gossip.

3.   Gain the support of community leaders:

Gain the support of community leaders (prominent members) because this usually brings support and acceptance from the rest of the people.

4.   Watch your behaviour:

If you are a young male teacher be careful about dating students - and vice versa for a young female teacher.

Behaviour outside of school should always be up to par.

Be considerate of the people among whom you live.

Exercise discretion in word and action.

Try and fit in with the people of the community because they are your only means of security and sanity.

To stay out of trouble don't do anything out of the ordinary.

In your day to day life be very careful not to violate the norms of the community.

Living Conditions

1. Do not expect too many comforts:

    The choice in larger communities is much greater regarding mechanical things. The same applies to winter clothes, boots, etc. Also, the prices outside may be much lower.

    (In the North) there is complete lack of recreation of any sort.

    Inspect the situation before accepting it and be sure that this is the type of situation you want for ten months of the year at least.
    Be prepared to rough it because of isolation and lack of food variety.

    You need good health to live in a community where certain foods may not be available. Also, housing may not be very good (e.g. running water may not be available all year).

    You must be willing to sacrifice many of the services that exist in other centres.

    I would discourage the prospective teacher from coming here unless he is one who does not mind living and working in an intellectual vacuum (because that is what it is here).

    Be ready for some discomfort.

2. Be prepared for a limited social life:

    You have to be a self-contained person who can make your own life, make your own entertainment, have other interests besides social life, because social life is very difficult. Even to see a movie you have to drive two hours each way from here. Living in a small community could be a whole new world from what you're used to if you've been living in a larger centre.

3. Expect to feel isolated:

    Be prepared for isolation.

    If you do not like or desire being isolated then stay away from the North.

    Be prepared to stay for long periods of time, for transportation to the outside is costly and often not even available.

    Don't expect to travel outside the community every weekend.

    Be prepared to feel discouraged and lonely and ready to quit at times.

We might observe that in giving advice our "subjects" have tended to emphasize the less attractive aspects of living in their communities. We wish to emphasize, also, that not all teachers in small communities are likely to find it necessary to heed every aspect of the advice given above. Much would depend, obviously, on the nature of the community and on the characteristics and inclinations of the teacher. We have presented the above advice mainly to indicate the kinds of sensitivities which - in the view of practising teachers - those working in schools in small communities may find appropriate.

CHAPTER 8

DISCIPLINE: A NEWFOUNDLAND STUDY

Ishmael J. Baksh, W.B.W. Martin, and Amarjit Singh

The maintenance of discipline among students is by and large one of the central preoccupations of teachers.[1] In this paper we examine briefly the orientations regarding discipline which are apparently commonly held by teachers in Newfoundland (and presumably shared by their colleagues elsewhere), teachers' reactions to provisions made in schools for maintaining discipline and some of the methods of discipline to which teachers sometimes resort (partly as revealed by students' observations on the subject).

The data for the article come from two sources. One is a study of teachers' perceptions and experiences of teaching in Newfoundland, in which 702 teachers completed questionnaires and 25 participated in often lengthy interviews. The material cited in this paper is taken from the interviews and from teachers' responses to an open questionnaire item inviting them to indicate the recurring problems or obstacles they have encountered in teaching. The other source is a study of the schooling experiences of pupils in Grades 9, 10 and 11 from several all-grade schools and high schools in one area of Newfoundland. The teachers in the study indicated above are elementary school teachers. We feel, however, that the concerns relating to discipline evinced by them are likely to be evident as well at the high school level, where the challenges to the teachers' ability to maintain control are likely to be greater. We might note as well that our data are qualitative in nature and thus preclude generalizations of the type requiring quantitative evidence.

Teachers' Orientations Regarding Discipline

Teachers sometimes appear to feel themselves under pressure to maintain discipline in the classroom. As the following observations show such pressure is seen as coming from principals as well as colleagues:

> The administration within the school is greatly concerned with discipline or order in the classroom.

> Some ideas I really feel I would enjoy experimenting with I have had to eliminate because the class would be considered (a) too noisy or (b) showing signs of discipline problems.

> I remember on one particular occasion we decided to divide up into groups rather than have them sitting where they were, they moved their desks around so that they could sit together in groups working on different projects. Just before the group work was finished, the principal comes in and blows his top. He wants to know what all this racket is about. The students had to put their seats back where they belonged, without any questioning of what they were doing. It made me feel like a two-cent piece. I felt like sinking through the floor. The students were very upset. They wanted to know what they had done wrong or what was wrong with him (after he had gone). What could I do then? I was left there with the kids. So I said we would just have to cancel the projects. The exercise books they were using might just as well be thrown away because they were no longer of any use to the class. It upset everybody. For the whole day, that class just wasn't any good anymore.

> I know I was in there teaching and I tried a different approach. The approach was more free and if children wanted to come to me they could, and they could discuss things in the classroom. They didn't have to sit there and keep their mouths shut and speak when they were spoken to. But according to the principal and the older people on the staff I had no control over my class. They would sometimes come in, knock on the door, give a shout at the students in the classroom. When you get into a staff meeting everybody else was there to bring it up and say it was just too noisy in the class, that you simply had to cut it down.

Whatever the source of such an orientation might be, numerous teachers are committed to the maintenance of discipline and view the collapse

or absence of discipline with some disfavour. The following are examples of the

numerous comments which illustrate this point:

> The children have previously not experienced much discipline from their previous teachers and it has been very difficult trying to break a habit which has been instilled in them for years.

> Some discipline problems have been very trying.

> Discipline problems are common. Too much permissiveness. Children often disobey and keep on fighting each other.

> Children are more difficult to discipline nowadays. They have too much freedom.

> Students poorly disciplined at home generally leads to recurring problems in the classroom.

> Personally, I find discipline one of the main problems in the classroom. Kids are no longer showing any desire to listen. Without disciplined pupils it is very difficult to discipline.

> Many children have little discipline at home. They can do what they want, watch TV as they wish, stay up late, etc. This causes problems at school. Outside of the usual discipline problems, this makes it very difficult to get them to discipline themselves to work, study, concentrate, etc.

There is evidence, then, that teachers are often highly concerned about

the discipline in their classrooms. It might be noted in passing that among the

factors perceived by teachers as responsible for poor discipline on the part of

students are permissiveness in child-rearing among parents and weaknesses

in dealing with student discipline problems on the part of previous teachers.

Teachers' Reactions to Provisions for Discipline

While many teachers appear inclined to maintain classroom discipline,

they frequently seem to be frustrated by an alleged absence of means whereby

such discipline might be fostered. The teachers' comments below are provided

by way of illustration:

> The main problem has been trying to keep discipline when very few disciplinary measures are allowed. For example, children cannot be kept after school because of the distance; recess, gym or singing cannot be taken from them; the writing of lines is prohibited; they cannot be sent from the room. Often, talking to a child helps curb undesirable behaviour but in a few cases disciplinary measures are needed and none is available.

> There seems to be much too much permissiveness with the kids. The teachers are virtually handcuffed when it comes to discipline. There are more rules for the teachers than for the kids. This may sound bitter and sometimes I am.

> It is hard to discipline children as you are very limited in what kind of discipline you can use (i.e., strap is out, not allowed to keep them in at recess or after school). Almost all avenues in this area are closed.

> Disciplinary action -- what disciplinary actions are to be used? To my knowledge all are complained about. How are we to discipline the children in order to maintain order?

> Much of my designated teaching time has been taken up by attempting to discipline children who have habitual behavioural problems: class clown types needing attention (having suffered lack of it at home or having enjoyed such excessive attention that they expect the equivalent amount of attention in a class situation). There are students who can be disciplined only by corporal punishment or fear of it. They have in my opinion known no other discipline and consequently tend to misbehave in school where they are well aware that corporal punishment is minimal or nil.

> One of the major problems in teaching is the decline in methods of punishment for incorrect behaviour.

> Maintaining control is difficult (e.g., knowing what to do if a student gives trouble).

> Children are not as easy to discipline as a few years ago. They feel that they can do what they like as a teacher is not allowed to touch them.

Teachers often feel not only that they are relatively powerless in attempting to preserve discipline in their classrooms, but, **in some instances**, that school administrators fail to take sufficiently strong or effective action against offenders and therefore make the teachers' task even more difficult. The following observations constitute relevant illustrations:

> A number of discipline problems remain unsolved by the school in general.

> The reactions of the Principal (to discipline problems) sometimes are rather unfavourable. Ideas are never set down and no pattern of student control is carried out, as far as discipline is concerned.

> He would never excute any punishment. You know, it was just a nice little talk to the kid. There was no direct punishment to them. I knew more than once we'd send someone to the principal's office and the teacher would come back in the staffroom and her language wouldn't be too polite in what she was calling the principal: "That So-and-So didn't do a damn thing again today. I sent the kid over and he gave him a nice little talk and sent him back to me and what good is that going to do?"

Indeed, as the following excerpt from one of our interviews indicates, teachers occasionally feel that school administrators may in fact undermine their efforts to preserve discipline in the classroom:

> Our kids were used to being slapped and punished for things that they did that were wrong in the classroom... The only way I had to control one boy was by slapping him, and he had fear. He was a coward at heart but he was still big in his ways I controlled him by slapping him. One day he answered me back or threw something at me. He did something anyway and I got really mad. She (the principal) came in at the time I was bawling him out... I wasn't slapping him but, whatever I was doing, she came in and he was answering me back and kicking the wall. Right there on the spot she said in front of me, "Don't you ever touch that youngster again. You know you are not supposed to slap him." He sat up so prim and proper with a

grin right in my face. He just said, "There, Miss, you can't touch me." After that I was doomed.

Furthermore, teachers in some instances regard parents as being singularly unhelpful with respect to the maintenance of discipline at school. The observations below are pertinent here:

Discipline is a problem: parents expect the teacher to overcome all problems in this. There is no help from the home.

Some parents expect the teacher to solve all discipline problems and do not demand any discipline at home.

My basic problem is discipline. I cannot exercise any form of discipline without complaint from parents.

To summarize this section, we might note that teachers frequently appear frustrated by their relative lack of effective means for promoting discipline among pupils and, **in some instances**, by inadequate provisions or support on the part of school administrators in disciplining students. In addition, they **occasionally** reveal some dissatisfaction regarding parental cooperation in the maintenance of discipline in the school situation.

Teachers' Methods of Maintaining Discipline

Given the limitations which teachers might see themselves as experiencing with regard to maintaining discipline, it is of interest to ask what methods they do in fact employ to achieve such an objective. Of course, most of these methods are familiar to us. They include, for example, scolding the student, ordering the student to copy lines, depriving the student of "privileges", and the like. In our study the teachers themselves vividly describe how they set about the task. A common technique, it seems, is to "come on strong", to

maintain a strong grip on the class, with the aid of any measures that are legitimate. The following excerpts from interviews with teachers illustrate this point:

> Everybody in that class, everybody in that school, knows that there are certain things that you're not allowed to do when I'm there. And they know exactly where I stand. So that's what I mean by come on hard at first and then you can relax as you go along, but I think most teachers make the mistake of discipline by being very easy in the beginning and then when it comes to putting the clamps down the class don't respect them. It's too late. You've got to come on viciously hard, and then you can take the clamps out one by one.

> After one teacher had allowed the pupils to have their own way, to do what they wanted to, then he tried to bring them back in line and found the task of bringing them back in line was impossible. Then this new teacher came in and he let them know what he wanted. He never let them have their own way in the classroom and never let them get over him, and he never raised his voice. So the pupils understood it, and they got together and did the work.

Students' observations, such as the following, provide testimony regarding teachers' use of this method of maintaining discipline:

> Our French teacher is very strict. He sometimes wants us to do things that are not necessary. Since he came here he has only been in a good mood one period. He comes in grouchy and tells us to do something he sets. Then, if we do not understand him we ask him about it. He starts getting mad and he says that we do not listen, that we are ignorant and he'll make certain people leave the classroom... for something they have not done.

> Some of the teachers don't allow you to express your opinions, and they tell you that you feel free to express your opinions. And when you do you end up getting kicked out of school because of this.

> The teacher bosses around the students and tells them to get out of his class for no reason at all.

Allowing for some possible exaggeration on the part of our student respondents, we may conclude that teachers sometimes attempt to maintain firm control over their classes by expelling students, by speaking firmly to them, or by using some other legitimate means of dealing with "discipline problems". That such means are not necessarily always successful is revealed by these student observations:

> If you are a student that does your homework every night and some night you forget to do it, the teacher should accept that and not give you more to do as a form of punishment. This turns you against it.

> A student will skip class if he does not like the teacher or his attitude. Sometimes when they return they get kicked out again and that's what they want.

> Kick you out of school it's not very bright, you know. Keep you after school would be more sensible. Someone who wants to skip off and they kicks him out, that's the whole idea. Coming back from kicked out he thinks he's Number One tries... to be the hero and tells about his holidays. Better to keep him behind. The guy who's carrying on all the time wants to be out anyway.

At times, as the observations below show, teachers utilize more personalized methods of dealing with discipline:

> I didn't know what to do with the kid. At first you see him and he could be crying or kicking his feet or throwing something. So I went to his mother. She told me that she was having the same kind of problems with him at home. She didn't know what to do with him. Of course, she used to lock him in his room and that sort of thing. And rather than doing that sort of thing with that particular child, I used to try and be friendly. I used to get the boy to do tasks for me, cleaning off the blackboard, running errands, even out of the school altogether when I was down home, if I wanted someone to run to the shop and that sort of thing. Gradually, toward the end of the year he was developing a different kind of relationship with me.

Not surprisingly, some teachers regard such an approach as too soft and, if the circumstances are right, are prepared to be physically tough with their students. The following excerpts are indicative of this type of orientation, though **we have absolutely no idea of how prevalent the orientation might be** (but suspect that only a negligible proportion of teachers have adopted it):

> Those pupils only understood one language. You could talk to them and it wouldn't make any difference... it was like talking to the wall. The only language they would understand was a slap in the face or something. I found out that this was what they got at home. This is the language that they were used to. When they come to school and you talk softly to them they would be suspicious of you. You know, "What are you up to?" So I never know from the beginning of the year to the end how to handle them. You had to give them a good lecturing in front of the class, no use taking them alone to do it, and if you were to strap them you had to take them apart from everybody to strap them. If they were there with the crowd they enjoyed it. They got attention.

> Personally, I know most of the pupils I know their parents and I have a good knowledge of their background. I can take for example a specific case, George, who is the class clown. I know, and George knows, if he gets a little bit too far out of hand I can check on him physically. I can try to reason with him and if that doesn't work I can be a little bit physical and his parents won't mind... I know Gerry and Louise and all these that are either belonging to a higher SES group -- you know, merchant's daughter and teachers' children -- and I know that if there's any problem there I can consult the parents and they'll help me in any way they can.

> I had trouble with a student, and he was a big fellow. He was taller than I am and outweighed me by about one hundred pounds. And I had a talk with his parents and his parents told me that if he gives me any trouble I should lay him out on the floor. So I took him out in the corridor and I said, "Do you realize what your parents told me? If you give me any trouble I can lay you out on the floor." "My parents said that?" he asked, and looked at me. "You wouldn't be able to do that." I said, "Do you want to try it?" He said, "O.K. Fine." So I let him have it. I hit him with all my might. "You would do that, wouldn't you?" And I said, "Yes, I would. So now we've got two

choices; so what's it going to be?" I left the choice up to him.
He said, "Myself and you will be friends." And it worked out.

Suggestions

From the teachers' point of view, it seems, much needs to be done regarding student discipline. There appears to exist among our respondents a widespread feeling that teachers ought to have more leeway in connection with methods of promoting discipline. Teachers in many instances apparently also expect their school administration to establish definite standards of conduct for students and to be firm in enforcing these. Furthermore, as the excerpt below suggests, teachers expect their principals to back them up in their attempts to cope with "discipline problems":

> I have mentioned the discipline problem I had where I hit the boy and his father came up. That was one of the problems I ran into but I got backing from the principal on that. I mean to say, the principal didn't back away and say, 'Boy, you shouldn't have done it.' The principal was to my back. He said, you know, 'Well, if he's not going to behave in class and he's not going to do what he's told, well then, kick him out. And if he keeps up, we'll make sure that he stays out.'

As we might anticipate on the basis of our previous discussion, a number of teachers -- such as those quoted below -- recommend that their colleagues should exercise firm and vigilant control over students or risk losing command of their classes:

> I recommend to new teachers on the first few days of school not that they go in and scream and shout but that they do be very specific about everything and that they let the kids know what it is that they are going to be able to do in this class and what they're not, and do it in - well, not stern - but pretty definite manner. I don't mean scream and shout but laying down the law and picking up cases where somebody is trying something

out, even if the punishment doesn't fit the crime but exceeds it. If you say, well, okay, they have to stay in after school for this or whatever kinds of things they're intending to do as punishment, do them and do them more than you really mean to for a few days. After that you can settle down and you can start being nice as some kids know. But when you come in with a smile attempting to be really sweet and nice to everybody, younger kids especially - and older ones, too, I guess - they'll say, "Ah, well, you know this is O.K. with him; we can do any old thing." And they do, I mean, after that you'd be lost if you think you'll really get it back in that year.

I'll describe a situation that I know. This fellow came out of university and he had good ideas about a lot of projects and a lot of group work being good. And he also had the idea that a classroom should be something informal. In that particular case, the students were not used to this. By the end of the year he lost control of the class; the class was just taking over and doing what it liked. He tried to get projects off the ground... he did succeed in getting some projects off the ground. Social Studies: he had students cutting pictures out from magazines all over the place, which was good. But he gave the pupils too much leeway which they weren't used to and couldn't handle. I tried to explain to him that if he came out of the university with new ideas and tried to bring them into the system gradually probably one might get them to work.

I don't see the point of having straight rows in the classroom but there should be some order to it. If the pupils are going to take over the classroom at least they should do it in orderly groups and should know what they are doing, why they are doing it and how they are going to behave... and there should always be somebody to charge. Even one of the pupils should take the responsibility of being in charge. If not, it's going to end up with nobody in charge and everybody is going to do what they like.

At least one teacher regards the use of referent power (i.e., getting the

pupils to identify with or to like the teacher)[2] as conducive to good discipline.

She observes as follows:

If they like you as a person, in other words if you can relate to them, they're not going to have any troubles, but if you can't relate to them then you generally tend to have problems with the students, especially senior high school students. If they

> know that you're interested in them, you'll have no problem at all. And respect has absolutely nothing to do with it. They'll either like you or fear you. If they have either of these two conditions - like or fear - there's no problem. If they don't fear or they don't like you, then you're in trouble.

The following comments by a teacher might serve as a bridge to two points we would like to make:

> I think a lot of discipline things, a lot of discipline problems, could be avoided if teachers didn't look for a discipline thing, if they weren't on the lookout for every little thing. If you're on the lookout for every little thing. If you're on the lookout for every little thing you'll find something. Then they spend time talking about it.

The teacher is suggesting that our **perception** of what constitutes a significant discipline problem is a crucial factor and that if our perception changes then the number of significant discipline problems is also likely to be modified.

We wish to take up the matter of perceptions relating to student discipline. We suggest that our definitions of what constitutes a discipline problem are socially constructed - they are created by people in groups or in society. In interacting with one another, people tend to generate notions concerning what is legitimate behaviour for individuals in specific roles. These notions may become part of the group's or society's culture - they may become institutionalized. They tend to serve as a basis on which people's conduct is evaluated. For example, students who do not conform to the socially accepted definitions of their role tend to be classified as "deviants", as "discipline problems", or some such thing. Our notions of what is legitimate action in particular roles is so much a part of our culture that we do not stop to question

their appropriateness. In fact, however, such social norms may be changed. We may well modify our definitions of what is legitimate behaviour and in so doing eliminate some "discipline problems". For instance, if we regard it as fairly typical for students to sit around the classroom cutting out pictures from magazines or engaged in some other education-related activity - perhaps making some noise in the process - then students so engaged will not be judged as exhibiting poor discipline. In this case, the principal who - as reported earlier in this article - "blew his top" because of all "this racket" when confronted with such a situation would not in fact perceive a discipline problem as occurring. It seems, then, that we need to ask why we deem certain forms of student behaviour as evidence of poor discipline, what assumptions concerning legitimate behaviour underlie our judgements of student conduct, and which of these assumptions might be altered or abandoned. We might then find that our "discipline problems" have to some extent been "defined away". The crucial questions relate to the kinds of behaviour that teachers might **reasonably** expect of students and the types of behaviour that students might **reasonably** be allowed to exhibit.

We must note, again, that behavioural norms are not necessarily immutable. If socially constructed definitions of legitimate behaviour are not confirmed in everyday life they might lose force and be replaced by new definitions. Again, in the interaction that occurs between groups differing with respect to definitions or assumptions regarding legitimate behaviour, some modification of point of view might take place: a process of "negotiation" might occur and a new shared reality (consisting of assumptions concerning the

behaviour that is legitimate for such "actors" as teachers and students, for example) will probably emerge. However, differences in power are likely to influence the extent to which the new reality reflects a truly "fair" negotiation. In the school situation, for example, the greater power enjoyed by teachers might result in their perspectives prevailing over those of students in most matters, even though some "negotiation" might occur. If teachers genuinely wish to foster a shared reality with their students, the former probably need to curtail the arbitrary exercise of power. In addition, rigidities in the school organization (such as standardized regulations for student conduct, inflexible requirements regarding syllabus to be covered, and the like) - though in some instances desired by many teachers - are likely to inhibit "negotiation" between students and teachers by reducing the number of areas and matters in which teachers might "give up ground" to students. some thought might be given then to eliminating some of the rigidities in schools. If this makes possible the emergence of a new shared reality among teachers and students (with new assumptions about what types of action or behaviour are legitimate for each) then there is a chance that fewer forms of student behaviour will be labelled as warranting disciplinary measures.

REFERENCES

1.   See, for example, H.S. Becker, "Social Class Variations in the Teacher Pupil Relationship", in B.R. Cosin et al., **School and Society: A Sociological Reader** (London: Routledge and Kegan Paul, 1971), p. 109.

2.   For a brief discussion of bases of interpersonal influence (including "referent power"), see R.A. Schmuck and P.A. Schmuck, **Group Processes in the Classroom** (Dubuque, Iowa: W.C. Brown Co., 1971), pp. 28-32.

CHAPTER 9

PERSONAL AND INSTITUTIONAL INFLUENCES ON BEGINNING TEACHERS' CLASSROOM MANAGEMENT PERSPECTIVES

Kay Martinez

Abstract

The current investigation focused upon the changing perspectives of four young student teachers in their transition from university to secondary schools. Use was made of an interpretive inquiry method, including employing interviews and classroom observations for data collection.

The initial goal of the research was to investigate beginning teachers' perceptions of institutional specifications, as well as their responses to their particular school contexts. Analysis of interview and observation data involved categorisation into selected emergent themes. Following this reductionist level of analysis, the data were integrated into narrative biographic profiles for each teacher, emphasising a focus on the individual within institution. The teachers then read and edited their personal biographies. It was the second level of analysis of those profiles which formed the basis of this current paper on classroom management, as well as previous analysis (Martinez, 1988). The research process exemplified progressive focusing, identified by Hammersley & Atkinson (1983) and Agar (1986) as being typical of the ethnographic approach.

All four teachers were in their early twenties and had just successfully completed their Bachelor of Education degrees at a provincial university. I had worked closely with the informants as their tutor in the third year of their degree

course, and had maintained friendly, informal contact with them during their last preservice year on our small campus. They always had impressed me with their richly developed and articulated perspectives on a range of educational issues, and it was the prospect of that richness more than any quest for generalisability or predictability that promoted this research. However, it must be conceded that those same highly developed personal philosophies of education suggested an increased likelihood of resistance to systematic coercion.

These teachers' initial appointments were to three very different school contexts. Hannah was appointed to a brand new, beautifully equipped, outer-suburban State high school; Patricia is a Roman Catholic nun working in a small, inner-suburban all girls' college; Brian and Melody were both appointed to a large, 20 year-old State high school in a dormitory suburb.

Within these varied contexts, all four young teachers have appeared to welcome our contact as rare opportunities for organised reflection time during their hectic professional year. They welcomed me into their classrooms, stayed back after school for interviews, and spent valuable preparation and correction time chatting to me and showing me around their schools. Whilst this research could be viewed as naturalistic, this label should conceal neither its interventionist nature at the point of data collection nor the interpretive nature of its analysis. Hence the biographies and social structures of the researcher should also be seen as crucial elements, with all description being regarded as construction arising from the intersection of researcher and the researched.

Literature Context

Classroom management, and the problems associated with it, appears as a dominant theme in the research on student teachers and beginning teachers (e.g. Fuller, 1969; Ryan, 1970; Morrow & Lane, 1983). Many such studies, particularly those with a focus on teacher needs and concerns, have concentrated almost exclusively on the role of the teacher. A second strand of research has broadened the focus to include consideration of classroom dynamics, the institutional context of the school, and wider socio-political factors influencing teacher-student relationships (e.g. Connell, 1985; Goodman, 1985; Zeichner, 1986; Britzman, 1986).

Goodman's (1985) research into student teacher field experience and the institutional forces of social control also revealed the dominance of issues of management:

> Students spent much of their time thinking about management techniques to help them get their pupils through lessons without disturbance. Finding discipline techniques that work was often the topic of seminar discussions. No issue seemed more important to students than management and control. (p. 25)

Like Goodman (1985) and Zeichner (1986), Britzman (1986) was critical of this 'what works' technicist approach to teacher education as being mindlessly reproductive; "What works in the classroom is usually congruent with bureaucratic expectations and norms" (p. 477).

Britzman highlighted the complexities of these issues when she argued that both personal and institutional biographies, as well as social structure, contribute to the making of the teacher. A critical evaluation of the influence of these three factors on teachers' classroom management perspectives provides the framework for the present discussion.

Findings

Table I provides a summary of information about the four teachers, their previous school experience, the schools to which they were appointed and their class allocations.

Length restrictions have limited the supporting empirical evidence to a minimal selection highlighting the major theoretical issues. Whilst most of the examples cited were emic to the informants (either identified by them during interview, or readily observable in their classrooms), these merge at times with another set of etic variables which appeared to be strongly affecting classroom conditions and practices. The relationship between these emic and etic sets warrants further consideration at the theoretical and methodological level.

In support of Britzman's claims, the personal and institutional biographies of the four informants of this study appear to have influenced their perspectives on classroom management. Hannah, who had spent all her school days in all girl, private schools, admitted to feeling 'panicky' during her brief practicum experience in a State school where she perceived that general discipline, standard of uniform and teacher and parent accountability were of a much lower order than in private schools. Melody acknowledged that she had not been the perfect student at school, and so, when she was appointed to the State high school that she had attended herself, she appeared totally familiar with the sort of misbehavior that she frequently met in her five slow learner classes. Melody believed that all practice should be informed by theory, and so her university course had been instrumental in determining her classroom

approaches of thorough planning, activity-based learning, and calm, quiet management that modeled caring and personal self-control.

Britzman's notions of 'personal and institutional biographies' are such all-encompassing terms that they can be interpreted to include this influence of the content of university courses. The term also can incorporate the fact that all four informants' classroom management perspectives, rather than being discrete, were imbedded within broader personal theoretical frameworks such as teachers' attitudes to learning and to adolescents, and their general philosophies of education and society.

Patricia revealed an interesting example of the confluence of these factors. Her own schooling had been in Catholic girls' schools. She had hated the structure of it, the regime of the bell; and she had found pleasure only in her final year of schooling when a liberal principal had allowed her freedom. At university, she had been deeply affected by her readings in history, curriculum, philosophy (particularly liberation philosophy) and sociology. A complicating factor was a personal preference for working in ordered, quiet conditions, averting any tendency to 'bedlam'. Added to this was a firm belief in the negotiability of knowledge, a radical commitment to faith, and a deep caring concern for adolescents to be masters of their own destinies - to control the world rather than be victims of it. In her classrooms, she insisted on order and silence during individual work times. She gave frequent, personal attention to girls, inquiring into their health, their families and their work. She always revealed the sources of the information which she was presenting, and encouraged the girls to do their own research and to offer alternative

explanation to hers. Hence, whilst Britzman could view Patricia's teaching practices as an illustration of the influence of personal and institutional biographies, they also could be interpreted as a neat rational correspondence to her developed theory of teaching (which in fact could be seen as the end-product of Britzman's 'personal and institutional biographies').

Britzman's notion of social structure is again such a wide term as to allow for a diversity of factors operating at a range of levels. For example, Connell (1985) discussed the gender régime within the wider society and its powerful influence on teachers' work, and it is plausible to interpret some of the current data in terms of this factor. Connell maintained that the authoritarian role is more easily adopted by males in our society and more readily accepted in males by students; conversely, the caring role is seen to be more appropriate for women teachers to adopt, and for students to expect in women. Whilst Brian and Melody were both working in the same school, Brian's approach to management in the junior school was marked by what he described as a 'stern, huff and puff' style that matched the more authoritarian male stereotype suggested by Connell. The data, however, are extremely varied. For example, whilst Brian was stern with the junior students, he was personable and relaxed with the senior students. Perhaps the gender-related pleasure that the late adolescent girls found in this handsome young male teacher could be seen as a contributing factor. Patricia combined her caring with a strong authoritarian stand with respect to behaviour. Hannah, whose institutional biography (all girls' schools) had led her to feel uncomfortable about dealing with boys, now appeared to use her femaleness to flirt with the young boys in her classes to

help establish the close personal rapport that she perceived to be the base of all good teaching. Melody constantly displayed a patient, loving, interested disposition that could be interpreted as our society's view of mothers, and which was in keeping both with her views of the teacher as an important model and with her commitment to slow learners.

At the individual school level, institutional policies such as streaming of classes and allocation of classes to first-year teachers appeared to have important consequences for individual teachers. Melody had requested slow learners because of her personal interest in them, and her reward was that five of her six classes in her first year were slow learners. Management was a very demanding task for Melody in these classrooms. Students characteristically appeared unmotivated, uninterested and sophisticated in their strategies for staying off-task and for annoying the teacher. This is not to suggest that these behaviours necessarily result from students' low ability, but more probably from their years of experience of an education system which continued to deliver schooling which confirmed its own early classifications of them as poor students. Brian's class allocations were across six subject areas, and this diversity affected his general teaching conditions in terms of attendance at meetings, familiarisation with subject-specific requirements, and liaison with relevant personnel. This diffusion plausibly can be seen as affecting the time and energy available to him to invest in preparation and interactive classroom strategies which contribute to management style. Patricia's allocation to a first-year class meant that management for her frequently became what she termed an exercise in 'trivial pursuits'. Instead of negotiating curriculum knowledge, she

found herself frequently managing administrative and organisational matters disseminated from the school's office.

Within the State education system, the appraisal and promotion system also appeared as a factor relevant to teachers' classroom management. Whilst Melody, Brian and Hannah all had identified subject masters' on-the-spot suggestions as the most helpful for classroom management problems, Hannah was aware of a potential inherent problem. During her practicum experiences in a State school, she had observed that referral of behaviour problems to superordinate teachers could backlash when those same teachers came to contribute to first-year appraisal and to the mandatory second-year inspection necessary for beginning State school teachers to become registered.

The influence of the political distribution of the education dollar was revealed in ugly, unpainted, battered rooms, graffiti-covered desks and broken chairs in the older State high school, in contrast with the clean, painted, carpeted rooms with decorator curtains and pot plants in the private school. Students themselves appeared to be from the different socio-economic worlds identified in Australian State and private schools by Connell *et al.* (1982). This inter-systemic difference in students' backgrounds implies different sets of student expectations of teacher authority and of student compliance and resistance, as well as differing sets of student attitudes to the value of schooling. These differences present teachers with very different classroom management conditions.

As indicated above, Hannah had anticipated and articulated these inter-systemic differences, and she was the only one of the four graduates to predict

that management might be a problem for her in her early teaching. She was also the only informant to move between systems from her student schooling to her career as a teacher, and this lack of familiarity could have been a significant factor in her initial uneasiness about discipline. This slight uneasiness was not typical of Hannah's approach to teaching; the overwhelming impression was of her bubbling enthusiasm and excitement. However, it was the interaction of Hannah's personal and institutional biography with the structural factor of inter-systemic differences in schools which shaped her perspectives on management.

Summary and Implications

What emerged from this research was that the broad factors which Britzman identified as affecting teacher development generally (i.e. personal and institutional biographies and social structure) were also significant influences on the classroom management practices of the four beginning teachers. Personal and institutional biographies covered a wide range of factors including the teachers' personal preferences for working environments; their own experiences of schools as students and student teachers; their sources of satisfaction in teaching; their views (informed in part by professional preparation) on adolescents, learning and society. Social structural factors included the gender regime, the allocation of the educational dollar, social background students and their differing distribution in school systems.

In addition, two extra layers emerged in this complicated network of influences. First, as the particular school level, factors such as allocation of classes and level of support and practical assistance from experienced teachers

were important. Second, at the school system level, policies of streaming, support for new teachers, and appraisal and inspection also influenced beginning teachers' perspectives on classroom management.

Whilst it was convenient to itemise these various influences and categorise them into layers of the network, there were two overriding factors which must be emphasised despite their obviousness. First, it is the student and the groups of students being 'managed' who clearly exercised the strongest influence on the classroom management perspectives of the four beginning teachers. Each of the students also was embedded in a similar network of factors influencing the expectations, behaviours, and attitudes which they brought to the beginning teacher's classroom. The second factor was that none of the elements itemised for the teacher, or for the hundreds of students whom they encountered, existed in isolation. Rather, it was the complex idiosyncratic interaction of elements that powerfully shaped perspectives.

There are at least two interpretations to be made of these findings for teacher education programs. The first is that the nature of teaching and schools is given and fixed, and that teachers should be 'trained' to fit the institutional contexts of the teaching. Hirst (1985, p. 4) clearly asserts this position:

> Professional training is training for a job, and the conditions of
> that job are laid down...I'm not preparing future teachers for a
> vocation...I'm preparing [them] to do the prescribed job.

Hirst's resounding exhortation is to provide prospective teachers with a "body of practical principles" and not "a lot of theory".

In this view of teaching, the teacher is the hapless fly caught in the centre of a pre-constructed web. The task of teacher education then is to train prospective teachers to fit neatly into the given system.

The present research indicates that the 'given' - the realities of classroom conditions and availability of resources, the institutional assessment of teachers, and the wider social factors such as socio-economic status of parents - do influence teachers' classroom management processes. However, this research also makes it clear that the 'given' contexts of teaching varied enormously within and between school systems. Further, within the one school context, individual teachers' experiences of Hirst's 'laid down conditions' differed greatly, dependent particularly on school subject and grade level being taught. In addition, the four teachers brought to their new teaching contexts their own construction of those contexts. Their constructions were influenced by a wide range of factors including their personal school experiences and the theories which they had encountered during their university preparation. Finally, these data also revealed a rich diversity of responses by the four beginning teachers to their perceived work contexts.

Hence, this research supports a second, critical view of teaching, adopted by writers such as Goodman (1985), Zeichner and Tabachnick (1985) and Shor (1986). In this view, the teacher is not a fly, but rather a spider, helping to construct and shape the complicated web of interrelated factors. The function of teacher education then is not one of 'training' prospective 'recruits' to function in predetermined ways, but rather involves developing critical reflective professionals. In order to achieve this professionalism that justifies

practice and considers consequences, student teachers must demonstrate for them the value of theory, and be afforded opportunities to develop a personal critical philosophy of education. To achieve this, they are likely to need to be informed in curriculum and foundations theory, especially that which is itself critically reflective.

What is clear is that there exists a complicated web of factors influencing teachers' practice ranging from the personal to the systematic. Furthermore, interpretive approaches provide the research methodologies to reveal the idiosyncracies of the individual teachers, the contexts and the dynamic interactions between them.

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TABLE I. Summary of Information About Teachers and Contexts

Area	Hannah	Melody	Brian	Patricia
Thumbnail sketch	Confident, flamboyant. Focuses on open interpersonal relationships. Teacher by vocation. Really belongs in private schools.	Organized, efficient competent well-prepared. Theory informs practice. Teaching as professional career.	Optimistic but also aware of system and realities. Concerned to bring newness, avoid being bored. Teaching provides potentials, but must fit in.	RC Nun. Prepared, concerned and caring, committed. Open, self-disclosing and very ordered. Committment to religious order, not to teaching *per se*.
Prior school experience Student(S)	S: All Private, mostly all girls.	S: All State.	S: All large State.	S and ST. All in RC system.
Student Teacher (S-T)	S-T: 3rd year: private; 4th year: State high.	S-T: All State high.	S-T: 3rd year: small girls' church school; 4th year: State high.	
Schools	Brand new State school 350 students in years 8, 9 and 11. Modern showpiece. Five first-year teachers in English Department.	Old State high school 1000 students in years 8-12. Dirty bare floors/graffiti; broken old desks. Long-established senior staff, new principal.		Small RC school, 350 girls. Old but well cared for. Carpet, new chairs. Established, stable, supporting staff.

Area	Hannah	Melody	Brian	Patricia
Responsibilities	8 and 9 English; 9 and 11 drama. Care group. Total responsibility for drama programs. School debating. School magazine. School newspaper. School radio programme.	8 and 10 English, 9 social studies and citizenship education; 11 My role in society (All slow learners). 9 H for 'Horrors' form class. Musical Director for school productions.	8 History, geography and physical education; 9 geography, 10 social studies and English; 11 economics.	9 and 10 religion; 8 and 9 history; 9 citizenship education; 11 communications; 8 care class.

CHAPTER 10

**OBSERVATIONS FROM TEACHERS AND STUDENTS
ON SCHOOL DISCIPLINE**

**Wilfred B.W. Martin, Ishmael J. Baksh
and Amarjit Singh**

Even though dimensions of school discipline have received considerable attention from different levels of the organization of education and, in some cases, in the courts, totally effective and acceptable remedies for this problem continue to elude us. One step in the attempt to understand the roots of discipline problems, and thereby move toward acceptable and effective solutions, might be to get closer to the interpretations of its *causes* and *solutions* as perceived by teachers and students. The present paper is an attempt to move in this direction.

Data for this paper are drawn from two studies. One of these focused on teachers' perceptions of different aspects of educational processes including disciplinary problems. In total, 702 teachers completed a questionnaire and another 25 were interviewed during this study. The other study attempted to look at the schooling experience from the student point of view. It involved interviewing 146 students and having another 1132 complete a related questionnaire.

The findings indicate that there is often a lack of communication between the school and the home regarding students' performances and behaviors in the school, on the one hand, and students' attitudes and behaviors in the home, on the other. Another of the noteworthy findings relates to teachers' perceptions of the causes of discipline problems and their selection

of particular methods to deal with those problems. Using data from both teacher and student perspectives, this paper illustrates this seemingly anomalous situation. Further probing, however, suggests that the organizational and related constraints which teachers perceive to be placed on them often leave them frustrated and with few options.

Causes of Discipline Problems

According to the data from the present research, the three main causes of discipline problems in the school are, from the teacher point of view, (1) home environment, (2) permissiveness in society in general, and (3) organizational and related constraints on the teacher. There are two aspects of the home environment which are noted by teachers. The one which causes the most trouble in the school is the lack of discipline to be found in the home. For example, one teacher claimed that "parents have let the children run their homes, and the students object when they can't do as they please in school." Another teacher said, "If students are poorly disciplined at home it generally leads to discipline problems in the classroom." The converse is also believed to be true: Well-disciplined children at home will enact appropriate behavior in the classroom. The other aspect of the home environment which leads to discipline problems in the school is the fact that some children are not getting adequate social and emotional support at home. These children often seek attention in devious ways in the classroom. In other situations, children, in the words of one teacher, "having enjoyed such excessive attention" at home "expect the equivalent amount of attention in the school."

Tied in with the lack of discipline in the home is the idea that there is generally "too much permissiveness" for children. Many teachers claim that children are given wide scopes of behavior from which to choose in their homes, schools and communities, and even where there are fairly explicit rules and regulations, "children keep on disobeying."

The constraints placed on teachers by the school organization and related parameters are seen to be part of the cause of discipline problems. These constraints include the fact that corporal punishment is either forbidden altogether or is frowned upon by the school administration. Also, it is often

> "The constraints placed on teachers by the school organization and related parameters are seen to be part of the cause of discipline problems."

impossible to give detentions because there are usually rules that students are not to be denied their recesses and lunch breaks, and many of the students are bused to school and must, therefore, leave the school on time. The laments of one teacher provide an accurate representation of the views of a substantial number of those who participated in this study:

> The main problem has been trying to keep discipline when very few disciplinary measures are allowed. For example, children cannot be kept after school because of the distance; recess, gym or singing cannot be taken from them; the writing of lines is prohibited; they cannot be sent from the room. Often, talking to a child helps curb undesirable behavior but in a few cases disciplinary measures are needed and none is available.

One of the teachers observed that "teachers are virtually handcuffed when it comes to discipline." Another declared: "one of the major problems in teaching is the decline in methods of punishment" for misbehaving. Teachers' comments reveal the seriousness of their concerns with maintaining a desirable form of

social order in the classroom. Discipline, for them, is often seen to be the "basic problem" in teaching and "the main problem in the classroom." It is such a problem because, in the words of one teacher, "there are more rules for the teachers than for the students."

Approach to Discipline Problems

Aside from having students report to the principal's office, two of the methods of punishment commonly used by teachers in the present study are suspensions and the assigning of extra homework. According to the students, teachers suspend them for a variety of reasons including repeated misbehavior, continual sauciness, destroying school property, disobeying certain rules, and perpetual failure to do assigned homework. The assignment of extra homework is most frequently used as a form of punishment in homework-related matters: Examples are not having homework done at all, not having it done properly, not having school work completed during school hours, and not knowing assigned study material. However, it is also used in situations where students have been accused of misbehaving in certain ways and are, consequently, given "a number of lines to write."

While teachers have been known to question the value of these forms of punishment they continue to use them because they are often seen as the only means of punishment available to them. Students also question the usefulness of these approaches. They point to the fact that some who are suspended were actually working for that goal and are happy to get time away from school. Students have also observed that assigning extra homework as

disciplinary procedure may create a negative attitude toward homework and have consequences for future endeavors and performances in this area.

Rather than using a confrontation approach to discipline as is implied by suspension and assigning additional homework, some teachers reported using more conciliatory measures. They reported their attempts to find students' strengths, even in those who seemingly have few, if any, "good points," so that they may give them appropriate recognition. Once a misbehaving act was enacted, they preferred "talking to" and "reasoning with" the students and giving them another chance while attempting to channel their energies in more desirable directions.

Implications

This brief review of some of the findings of our present research suggests the need for a greater understanding of the problems associated with disciplinary procedures in the school and questions some of the common approaches to solve these problems. For example, in addition to students' observations that some of those who are suspended do not view it as a form of punishment (it is consistent with their desires to be out of school), there are points concerning suspensions which need to be considered. To begin with, it is usually the academically weak who are suspended. Consequently, the question is, can they afford not to be in school? The strategy aimed at curtailing their misbehavior has ramifications for their academic performances because their absences from school are adding to their existing backwardness. There are also questions of social and psychological consequences of being

suspended from school. Indications are that for some it is an opportunity to get the attention they have been seeking. They relish the opportunity to talk about their absence from school and the enjoyment of being free for a given period of time. On the other hand, there are others who obviously suffer humiliation at being expelled and then having to return to the same classroom.

Since students have observed that the assigning of extra homework has created and intensified negative attitudes toward homework, the consequences of this action as a disciplinary procedure should be seriously considered for each situation where it might be applied.

Given the fact that teachers perceive the lack of discipline at home to be one of the major sources of their problems concerning discipline in the school, it is interesting to note that the assigning of extra homework is used as a method of punishment. Probably this plan of action can be seen as a way to help the home develop disciplinary procedures. In order for this to be appropriately implemented, however, there must be good home-school communications and coordination of endeavors.

Even with, or maybe because of, the organizational constraints teachers perceive to be part of their work environments, not all teachers in the present research used suspensions and extra homework as forms of punishments. Some have found ways of communicating with discipline problem students. Since indications are that many are using more or less confrontation approaches to disciplinary problems, however, the suggestion here is that greater understandings of the schooling experiences of both teachers and students are needed in the endeavor to deal with such problems.

PART III

**PREVENTIVE, SUPPORTIVE AND CORRECTIVE
APPROACHES TO CLASSROOM DISCIPLINE
AND MANAGEMENT**

CHAPTER 11

SOME IMPORTANT ASPECTS OF CLASSROOM DISCIPLINE AND PRACTICAL IDEAS FOR TEACHERS: PART II

Irvin L. King

DEFINITIONS

1. *Classroom Discipline* is the business of enforcing classroom standards and building patterns of cooperation in order to minimize disruptions and maximize learning.

    a. *Preventive Discipline* consists of those things a teacher can do to prevent discipline problems from occurring.

    b. *Supportive Discipline* consists of those things a teacher can do while teaching to support the student's ability to behave appropriately.

    c. *Corrective Discipline* consists of the consequences we apply for student misbehavior.

2. *Power* is the ability to get students to do what you want them to do.

    a. *Attractive Power* is derived from the teacher's relationships with students. Students do what the teacher wants because they like the teacher.

    b. *Expert Power* is derived from the teacher's superior knowledge. Students do what the teacher wants because of the teacher's enthusiasm for and knowledge of the subject.

    c. *Reward Power* is derived from the teacher's ability to dispense rewards, especially approval and praise. Students do what the teacher wants because they want to receive a reward from the teacher.

    d. *Coercive Power* is derived from the teacher's ability to punish. Students do what the teacher wants to avoid punishment.

    e. *Legitimate Power* is derived from the students' belief that the teacher has the right to decide what to do in the classroom. Students do what the teacher wants because they think they should follow the directions of the teacher.

f.   *Personal Power* is derived from the teacher's ability to use effective body language while setting limits. Students do what the teacher wants because they see the teacher as being personally powerful.

**PREVENTIVE DISCIPLINE:
ORGANIZATION, PREPARATION, AND GETTING
A GOOD START**

1.   **Preparing and Organizing Your Classroom**

a.   *Room arrangement*

- Keep high traffic areas free of congestion.
- Be sure you can see all of the students.
- Keep frequently used supplies readily accessible.
- Be certain students can easily see instruction.
- Use seating arrangement to manage student behavior.
- Arrange furniture so that you can move easily about the room.
- Have a strategic location ready for disruptive students.
- Place your desk away from the door to deter would-be thieves.

b.   *Walls and bulletin boards*

- Have a clock, calendar, and school schedule posted.
- Have a specific place for posting student assignments.
- Have space for decorative displays.
- Post classroom rules.
- Post a sample of the format for written work.

c.   *Storage space and supplies*

- Have a system for handling all books, materials, supplies, student belongings, etc.
- Teach and reteach the procedures for using these materials.
- Make sure you have enough textbooks and materials.
- Test all audiovisual material, etc., to make sure it works properly.

2. **Preparing and Organizing Your Instruction (Expert Power)**

    a. *Work on improving your teaching style*

        (i) Use the four elements of effective public speaking.

             • Stand so that you are above the students.
             • Move about as you teach.
             • Make eye contact to include students in the lesson.
             • Vary the volume and intensity of your voice.

        (ii) Establish a defining (unique) characteristic for your teaching style.

             • Share your hobbies or interests with the students.
             • Use jokes, cartoons, newsletters, or humor in your teaching.
             • Play your favorite music during the last five minutes of class and between periods.
             • Have a saying of the day, or a problem of the week.
             • Challenge students to learn a variety of information - acronyms, names of athletic teams, the names of classical or popular music, famous paintings, etc.
             • Have a student challenge you in shooting free throws once a week.

        (iii) Establish structure in your classroom.

             • Students feel secure when they know what to expect from a teacher.
             • Make a list of all the procedures you use in your classroom.
             • Teach and reteach these procedures meticulously to the students.
             • If properly taught, the class can run by itself once routines are learned.

    b. *Making your curriculum worthwhile and meaningful*

        (i) Plan your lessons carefully.

             • Plan your lessons around the maturity level of your students.
             • Have variety in each lesson. Make frequent changes in activities. No more than 20 minutes on any one activity for most students.
             • Break the instruction into small, easy-to-follow steps. Check often for understanding.

        (ii) Continually strive to motivate students.

- Have motivational sayings posted on the wall.
- Admit that learning is not always easy, but stress that the fun comes when a difficult skill or concept has been mastered. Challenge them to try harder.
- Praise students when they do a good job.
- Correct and return work as quickly as possible to provide feedback.
- Keep current on what interests students - even Beavis and Butthead.
- Keep students informed of their progress (and current standing).
- Expect all students to succeed.

    c.   Components of an effective lesson

        (i)   Lesson design and presentation.

- Lesson plans and performance models.
- Trimodal teaching: hear, see, do.
- Cooperative learning.
- Provide incentives for diligence and excellence.

        (ii)   Avoid the universal helping interaction.

- Spending too much time with one student.
- It creates patterns of helplessness, dependency, failure, and discipline problems.

        (iii)   Corrective feedback during guided practice.

- Spend less than a minute with a student needing help.
- Praise something he has done correctly, prompt him on the next step, and leave.

    d.   Prepare yourself

- Dress professionally.
- Maintain good hygiene (watch for body odor and bad breath).
- Pump yourself up. Come to school each day with a positive attitude.
- Accept the training of student character as an important part of your job.

3.   **The First Day of School (Wong, H., & Wong, R., 1991)**

    a.   *The seven things students want to know the first day of school.*

- Am I in the right room?
- Where am I supposed to sit?
- What are the rules in this classroom?
- Who is the teacher as a person? [e.g., Is she nice? How tough is he?]
- What will I be doing this year?
- How will I be graded?
- Will the teacher treat me as a human being?

b. *How to greet the students on the first day.*

- Post your name, room number, section or period, grade level or subject, and an appropriate welcome next to the door.
- Stand at the door with a friendly demeanor.
- Tell them your name, room number, etc.
- Check to see that each student is in the right place and help any that are not.
- Tell them where to sit and to do assignments at their desks.

c. *How students are to enter the room.*

(i) Observe how each student enters the room.

(ii) Ask any student who enters inappropriately to return to the door and enter appropriately. Calmly but firmly do the following:

- Do not have the student go out of the room, but merely to the door.
- Tell the student why.
- Give specific directions.
- Check for understanding and acknowledge it.
- Avoid sarcastic remarks.

(iii)   Tell students where they are to sit.

- Have their names on cards on their desks (elementary school).
- If possible, have their names written on a seating chart transparency that is projected onto a screen (secondary level).

(iv)   The first assignment to do upon entering the room the first day.

- "When you find your seat, you will find an assignment at your desk. Please start to work on it right away."
- Have a short and easy assignment on each desk or on the board. It could be something fun, like a puzzle, or an information form for your files.

d.   *How to introduce yourself to the class.*

- Write your name on the board and pronounce it for them.
- Express optimism about having them as your students.
- Tell them a little about your expectations and your commitment to be a good teacher.
- Give a very brief overview of the year or course.
- If you wish, tell them a little about yourself.

e.   *Teach your discipline plan.*

- Introduce the need for a discipline plan.
- Rules should be written and posted in the classroom.
- Students should have a copy in their notebook.
- Do not involve students in a lengthy formulation of rules. Instead, spend the time explaining why the rules are needed (to help us learn).
- Have specific consequences for both good and inappropriate behavior.
- Have both students and parents sign a copy of your discipline plan.
- Emphasize, model, and practice good manners, courtesy, and responsibility.

f.   *Teach your classroom procedures.*

- Every time a teacher wants something done, there must be a procedure for it.
- Make a list of all the procedures you will have. Be thorough.
- Three steps to teaching procedures: explain, practice, reinforce.

- Introduce the procedures as they are needed. Do not do all on the first day.
- Verbally remind students of the procedure each time it is to be used.

g. *Be a teacher, be a leader, establish your authority the first day of school.*

- BE PROACTIVE, not REACTIVE. Know what to do in any situation.
- Do not ignore minor violations of your rules.
- Correct misbehavior in a CALM but firm manner.
- Assign students chores to do to keep the room clean and orderly.

4. **The First Weeks of School**

a. Continue to be calm, poised, and firm when dealing with off-task behavior.
b. Repeat your basic classroom rules every day for the first week.
c. Introduce classroom procedures as they are needed. For several weeks, repeat orally each time you need to do each procedure. Take time to do it right.
d. Show an interest in your students. Laugh a little.
e. Show enthusiasm for the lessons. Be positive.
f. Set high expectations, and praise them at the end of the day or period if they do a good job.
g. Hang in there.

5. **Some Suggestions for Building Relationships with Students (Attractive Power)**

a. Call each student by name each day. Learn names quickly.
b. Establish a relationship with the child's parents and family.
c. Take an interest in each child. Does he like football? Art?
d. Have something interesting or unusual about your class that students like.
e. Be fair. Apply consequences consistently.
f. Watch the bulletin for the names of students involved in activities. Mention their involvement. Let them know you care.
g. Use humor. Laugh at yourself. Students enjoy a good laugh. Put cartoon characters on worksheets and test papers.
h. Take photographs of each child. Use on bulletin boards.
i. Use the computer to make a class newsletter each month.
j. Try to make all students feel a part of the class.
k. Assign leadership roles. Rotate these among the students.

SUPPORTIVE DISCIPLINE: PART I
ENFORCING RULES THROUGH LIMIT
SETTING - PERSONAL POWER
(Jones, 1987)

1. **The Emotional and Psychological Aspects of Discipline**

    a. Typical disruptions: 80% - talking to neighbors; 15% - out of seat.
    b. Cost of disruption: teacher stress and time on task.
    c. "Meaning business."   How to deliver an effective message on discipline.
        • You must believe that teaching students to be polite is YOUR JOB.
        • Effective teachers tell students when they are rude, disrespectful, or immature.
        • Effective teachers use body language - eyes, facial expression, arms, hands, etc.
    d. The "Fight-Flight" reflex.
        • Our natural reflex is to prepare for confrontation.
        • Our response is neuromuscular (muscles tense) and biochemical (adrenaline flows).
        • Under pressure, we shift naturally downward in the brain. In the jungle, this was necessary for survival; in social settings, this can be disastrous. Social situations are best managed by the cortex (gray matter), not the brain stem (reptilian brain).
        • CALM IS STRENGTH and UPSET IS WEAKNESS.
        • In the classroom, when confronted with a serious discipline problem, the fight reflex tends to be VERBAL and the flight reflex tends to ignore it.
        • Relaxing helps control the Fight-Flight Reflex.
        • We must learn to do neither and stay calm.

2. **Relaxation and Body Language while in the Discipline Mode**

    a. Kids read your body language. Therefore, the discipline mode must be very different from your teaching mode.
    b. Breathe slowly and shallowly - about an 8 second cycle.
    c. The face should be relaxed, lips together, jaw not tensed.
    d. Move head and body very slowly. (Go ahead. Make my day!)
    e. Relaxation is important in many human endeavors, from athletic competition to gun fighting.

3. **Limit Setting - Part I: The Look and Turn (Personal Power)**

    a. Respond immediately but move very slowly.

        • You see the disruption.

- Stop instruction.
- Excuse yourself.
- Stay calm and breathe in gently.

b. Turn slowly, look, relax, and wait.

- Turn in a regal fashion. Meaning business is always slow. Turn from head to shoulders to waist to feet.
- Point your toes squarely in direction of the disrupter.

c. Get a focal point. Do not shift eyes. You do not have to look them directly in the eyes.

d. Hands down. Behind your back or in your pockets is okay. Do not fold them across chest or put them on your hips.

e. Facial expression during discipline.

- Facial expression indicates dominance or submission.
- A set or tense jaw indicates fear or anger. A relaxed face indicates confidence and control.
- A smile is part of the submission behavior of both monkeys and humans.
- A smile indicates a desire to avoid conflict, a desire to be liked.
- A student's smile is designed to make you smile. If you respond, your discipline will be shattered. Stay relaxed. You can smile later, when things are going well.

4. **Limit Setting - Part II: Moving in on the Student(s) (Personal Power)**

a. *Walk slowly*

- If more than one student is involved, look beneath table to check feet and body positions. If their feet are still facing one another, they intend to keep fooling around.
- Walk slowly to desk of main disrupter, stand, and wait. Take two relaxing breaths.
- Stand close to desk and wait. Take several relaxing breaths. Students will usually comply to get rid of you.
- Don't force them, and don't talk immediately. Let them decide to comply.

b. If this doesn't work, use the PROMPT.

- Beware of pseudo-compliance, of students acting like they are back to work when they are not.

- Ease down on one palm and give prompt. Verbal, hand, and eye prompts.
- Do not touch the student.
- Wait. Take two more relaxing breaths.

c.   If this doesn't work, go to both palms.

- Place both palms flat on the desk. Lock elbows. Take two relaxing breaths.
- Avoid weak gestures such as fingertips on the desk. This indicates you are eager to leave.
- Flat palms indicates you have the time to wait until you get exactly what you want - the student to return to work.

5.   **Limit Setting - Part III: Moving Out (Personal Power)**

a.   When the student complies, wait several moments, relax.
b.   Thank the student quietly.
c.   Move to second student (if there is one) and repeat the process.
d.   When he complies, thank him and wait.
e.   Walk slowly back to your original position.
f.   Before resuming, turn fully around and look once more at the disruptive student(s).
g.   Resume teaching.

6.   **Types of Back Talk**

a.   Helplessness: "I don't get this!" or "I'm so stupid!"
b.   Denial: "I didn't do anything. Why are you picking on me?"
c.   Blaming others: "John started it!" or "He asked me how to do it!"
d.   Blaming the teacher: "You went too fast!" or "You don't explain things!"
e.   Excusing the teacher to leave - "OK, you can leave now!"
f.   Crying.
g.   Compliments: "Geez, that dress really is becoming on you, Miss Arakaki!"
h.   Changing the subject: "When is our term paper due?"
i.   Pushing your hand or arm aside.
j.   Romantic comments or gestures: The student tells you that he loves you.

7.   **Nasty Back Talk**

a.   *Insult*

- Dress: "Where'd you get that dress, the Salvation Army?"
- Grooming: "Geez, your hair really has gray roots."

- Hygiene: "Not so close. You have bad breath!"
- Physical characteristics: "Move back, the reflection off your bald head is blinding me!"

b. *Profanity*

- The small stuff: the H*LLS, SH*TS, and D*MNS.
- The big stuff: the F*CK YOUs, and so on.

c. Sexual (occurs more often than most people think)

8. **Putting Back Talk in Proper Perspective**

a. The objective of back talk is to get the teacher off the track of discipline.
b. Do not respond. Relax, keep quiet.
c. Remember, in our species, TALK is a natural part of the fight-flight reflex.
d. The short-term goal is to remain calm. The first five seconds are crucial.
e. In the long-term, if this doesn't work, you can do anything you want. You have backup system if you need it. So remain calm and wait as long as you can.
f. If the back talk is truly outrageous or persists, use the backup system. described below.
g. If the student ends the disruptive behavior, continue the class.
h. As the period ends, quietly ask the student to stay. "John, I'd like to see you for a minute after class." Be in a helping rather than a vindictive role.
i. Reconciliation: "That wasn't like you today. Is there anything wrong? Is there any way I can help?" Let the student know you are BIG enough to take his insults yet strong enough to deal with them. You do both by remaining calm.
j. If the student is still nasty, use the backup system. And follow school policies.

9. **Limit Setting on the Wing: What Effective Teachers Actually Do**

a. Never go public (verbally) if you can help it.
b. Move towards student unobtrusively (making eye contact).
c. Break your train of thought to get attention (make eye contact). Be serious. Stop talking.
d. Physical prompt - a nonverbal signal to stop the behavior.
e. Take the object with your hand cupped to receive the object. Do not grab the object.
f. Call the offending student's name: "John, what is the answer to question 6?"

g. Call the student's name with a mild desist: "John, no one should be talking during a test!"

h. Remind the student that he is not following a rule or procedure.

10. **When Limit Setting Might Fail**

a. When the teacher is angry or upset.

b. When the teacher goes too rapidly through the steps of limit setting.

c. When the teacher does not move about the classroom.

d. In open-field situations.

e. With repeat disruptions. Use it once, maybe twice. Then use the backup system.

f. With an explosive or agitated student.

g. When the teacher is afraid of the students.

h. When the teacher does not have good body language.

SUPPORTIVE DISCIPLINE: PART II
OTHER THEORIES

1. **Group Dynamics (Redl & Wattenberg, 1951)**

a. People in groups behave differently than they do individually.

- Group expectations influence individual behavior.
- Individual behavior can influence the group.

b. Teacher awareness of *group dynamics* is important to effective classroom control.

c. Group behavior is influenced by how students perceive the teacher.

d. Use diagnostic thinking to deal with classroom conflict.

- Form a hunch.
- Gather facts.
- Apply hidden factors.
- Take action.
- Be flexible.

e. Use influence techniques to control group behavior.

(i) Help students maintain self-control.

- Make eye contact.
- Move closer to the student.

- Give encouragement.
- Use humor.
- Ignore the behavior.

(ii) Provide situational assistance.

- Help students over a hurdle when they get stuck.
- Restructure the situation if it is too difficult.
- Establish routines.
- Remove a student from a situation if he cannot behave appropriately.
- Remove seductive objects.
- Use physical restraint if necessary.

(iii) Help students appraise reality. Tell it like it is.

- Help them understand the reasons for their misbehavior.
- Help them see the consequences of their actions.
- Offer encouragement.
- Set limits.

(iv) Apply pleasure-pain techniques of rewards and punishment.

2. **Using Effective Instructional Strategies (Kounin, 1970)**

a. The teacher can minimize discipline problems with good instructional techniques.

b. The ripple effect.

- When a teacher corrects one student, other students also behave properly.
- When a teacher praises one student, other students are reminded of expectations.

c. With-it-ness - the ability to know what is going on in all parts of the room.

- If a disturbance occurs, it is vitally important to catch the correct person.
- When two or more persons are misbehaving, it is important to select the most serious offender.

d. Overlapping - the ability to attend to two things at one time.

- Work with a reading group while monitoring the rest of the class.

- If students know the teacher is aware of them, discipline problems diminish.

e. Movement management - the pacing, momentum, and transitions of the lesson.

  - The most important of all management techniques.
  - Jerkiness and slowdowns interrupt the smooth flow of the lesson.

f. Maintaining a group focus.

  (i) Large group format is easier to control.

  (ii) Hold each student accountable for the content of the lesson.

  (iii) Seek ways to keep everyone's attention.

    - "Let's see who can do this problem."
    - Do not call on students in a predictable order.
    - Vary unison responses with individual responses.
    - Keep your focus moving about the room.

g. Avoid satiation (boredom).

  - Provide students with a feeling of making progress.
  - Issue challenges: "I don't know if anyone can get this one."
  - Use variety. Change activities frequently. Make it interesting.

3. **Behavior Modification (Adapted from B. F. Skinner, 1971, 1984)**

a. Behavior is shaped by its consequences, by what happens immediately after the act.

b. Systematic use of reinforcement (reward) can shape a student's behavior in the desired direction.

  - Positive reinforcement is giving the student a reward.
  - Negative reinforcement is taking away something the student doesn't like.

c. Behavior becomes weaker if it is not followed by reinforcement.

  - Ignore the behavior.
  - Punish the behavior.

d. Types of reinforcers.

- Social reinforcers, such as verbal comments, facial expressions, and gestures.
- Graphic reinforcers, such as marks or stars or happy faces.
- Activity reinforcers, such as free time or collaborating with a friend.
- Tangible reinforcers, such as prizes or printed awards.

e.   Reinforcement schedules.

- In the early stages of learning, constant reinforcement produces the best results.
- Intermittent reinforcement can be used once a behavior is learned.

f.   Systems of behavior modification.

(i)   Cath 'em being good.

      (ii)   Rules - ignore or praise.
- Teach the rules.
- Ignore those who do not follow rules.
- Praise those who follow rules.
- Works for elementary school, but not usually for secondary school.

      (iii)   Rules - reward or punishment.
- Teach the rules.
- Punish those who do not follow rules.
- Reward those who follow rules.
- Works for secondary school.

      (iv)   Token economies or contingency management.
- Tokens are given for desired behavior.
- Tokens may be exchanged for tangible items, desired activities, free time, etc.

      (v)   Written contracts.
- Specific work to be done or behavior to be established and a time line.
- Rewards are listed for completion of the contract.

4. **Social Discipline (Dreikurs & Cassel, 1972)**

    a.   Establishing discipline involves teaching the following concepts.

- Students are responsible for their own actions.
- Students must respect themselves and others.
- Students have the responsibility to influence others to behave appropriately.
- Students are responsible for knowing the rules and consequences.

    b.   The three types of teachers.

- Autocratic.
- Permissive.
- Democratic.

    c.   Why students misbehave.

- All students want to belong.
- Students choose to behave or to misbehave.
- Students misbehave to get the recognition they seek.

    d.   Mistaken goals.

- To get attention.
- To win in a power struggle with the teacher.
- To seek revenge.
- To display their own inadequacy.

    e.   Actions which teachers can take. (Always remain calm and understanding.)

- The attention seeker: Ignore him or her.
- Power struggles: Refuse to fight. Admit you cannot make the student do anything. Later, try to find ways to help the student feel a sense of responsibility in the class.
- Revenge seekers: Don't retaliate. Acknowledge student's feelings. Show you care. But apply consequences if necessary.
- Displays of inadequacy: Avoid criticism. Look for small success, and build upon it.

    f.   Use consequences and not punishment.

- Natural consequences: If a child has body odor, others may not like him.
- Logical consequences: If a child has body odor, make him see a counselor.
- Contrived consequences: If a child has body odor, make him perform a task, like weeding the garden.

    g.   Use encouragement often and use praise sparingly.

- Not all students deserve praise, but all students need encouragement to do better.
- Praise is a reward for achievement; encouragement is an acknowledgment of effort.
- Praise is patronizing; encouragement is a message between equals.
- Praise can be withheld as punishment; encouragement can be freely given to everyone.
- Praise connects achievement with personal worth; encouragement builds confidence.

5. **Meeting Student Needs Without Coercion (Glasser, 1969, 1985, 1990)**

   a. *Reality Therapy*

      (i)   Focus on the present, not the past.

      (ii) The steps in solving behavioral problems using Reality Therapy.

            • Display warmth and caring to all students.
            • Identify the problem behavior.
            • Help the student make a value judgment (not a moral judgment) about the behavior.
            • Plan a new behavior.
            • Get a commitment from the student. Put it in writing.
            • Accept no excuses for not keeping the commitment.
            • Don't punish, but use natural or logical consequences agreed upon in advance.
            • Never give up on a student.

   b. *Control Theory*

      (i)   Basic beliefs of Control Theory

            • In contrast to Stimulus/Response Theory, Control Theory holds that our behavior is internally, not externally, motivated.
            • We have control over our actions; we choose to act as we do.
            • All behavior is our best attempt to satisfy one or more of five basic needs.

      (ii) Glasser's hierarchy of needs.

            • The need to play and have fun.
            • The need to be free and make choices.
            • The need for power and influence.
            • The need to belong and love others.
            • The need to survive.

(iii)   The quality school.

- Good schools help students satisfy all their basic needs.
- Good teachers are leaders, not bosses.
- Bosses are coercive; leaders are non-coercive.
- When students rebel, a boss punishes, while a leader facilitates a solution.

6.   **Teacher Effectiveness Training (Gordon, 1974)**

a.   *Determine who owns the problem.*

- The student owns the problem if the behavior does not interfere with the teacher.
- The teacher owns the e problem if the behavior interferes with the teacher.
- You both own the problem if your needs are conflicting.

b.   Teachers should avoid the roadblocks to communication

- Ordering, directing.
- Admonishing, threatening.
- Moralizing, preaching.
- Advising, giving solutions.
- Lecturing, giving logical arguments.
- Judging, criticizing.
- Praising, agreeing.
- Ridiculing, shaming.
- Analyzing, diagnosing.
- Sympathizing, consoling.
- Probing, questioning, interrogating.
- Withdrawing, humoring.

c.   Alternatives to roadblocks when the student owns the problem

- Attentive silence: Show you care by paying attention, but remain silent.
- Noncommittal responses: "No kidding!" or "Oh my gosh!"
- Door openers: Comments such as "Do you want to talk about it?"
- Active listening: Reflect the student's message back to him. Comments such as "It sounds as if you are angry because . . ."

d. Alternative to roadblocks when the teacher owns the problem - Use I-Messages.

    (i) The three parts of an I-Message.

        • A non-blameful description of the other person's inappropriate behavior.
        • A tangible effect that the behavior is having on you.
        • A feeling that the tangible effect is causing you to have.

    (ii) Example of an I-Message: "John, when you talk to Harry when I'm teaching (part 1), I'm not sure if Harry understands the lesson (part 2). As a result, I feel that I may not be teaching everyone in the class as well as I might (part 3)."

e. Alternative to roadblocks when you both own the problem - Conflict Resolution

    (i) Conflict resolution tries to find a win-win solution.

    (ii) The six steps in conflict resolution.

        • Define the problem.
        • Generate possible solutions.
        • Evaluate solutions.
        • Choose a solution.
        • Implement the solution.
        • Evaluate the solution.

7. **Assertive Discipline (Canter, L., & Canter, M., 1976, 1992)**

a. *Remove roadblocks to assertive discipline.*

    • Have positive expectations of students.
    • Believe you can influence the behavior of all your students.
    • If needed, seek support from other teachers, parents, administrators.

b. *Use assertive response styles.*

    • *Assertive* teachers get their needs met without violating the rights of their students.
    • *Hostile* teachers get their needs met, but do not act in the best interests of their students.
    • *Nonassertive* teachers do not get their needs met and do not act in the best interests of their students.

    c.   *Learn to set limits.*

        (i)   Identify general rules.

- No one may interfere with my teaching for any reason.
- No one may interfere with any students' efforts to learn for any reason.
- No one may cause physical or psychological harm to herself or himself or to other students.
- Good behavior will be rewarded.

        (ii)   Identify specific rules.

        (iii)   Steps in setting limits.

- Request appropriate behavior: "Everyone should be reading silently."
- Use body language and firm voice to deliver a verbal limit: "John, stop talking."
- If student objects, use the Broken Record Technique: repeat your original request.

        (iv)   Follow through.

    a. Make promises, not threats.
    b. Select consequences in advance.
    c. Set up a system of negative consequences you can easily enforce.
- First offense: name on the board.
- Second offense: one check after name (15 minutes after school).
- Third offense: two checks after name (30 minutes after school).
- Fourth offense: three checks after name (call parents).
- Fifth offense: four checks (remove from room, send to office).

        (v)   Have a system of positive consequences.

    a. Give students personal attention.
    b. Send positive notes to parents.
    c. Give special awards for significant improvement, etc.
    d. Give special privileges for good behavior.
    e. Give material rewards.
    f. Arrange with parents for rewards at home for being good at school.
    g. Give group rewards.

SUPPORTIVE DISCIPLINE: PART III
OTHER USEFUL THINGS TO CONSIDER

1. **A Series of Escalating Responses**

    a. Make eye contact with offending student.
    b. Move towards the student as you continue to teach.
    c. Give a nonverbal signal to stop the off-task behavior.
    d. Give a reminder to the entire class about the class rule being violated.
    e. Praise students who are following the rule.
    f. Call the student by name and give a short verbal instruction.
    g. Quietly assign a punishment or consequence to the offending student.

2. **"My Action Plan" (Wong, H., & Wong, R., 1991)**

    a. Make the student write a plan to solve the problem.
    b. What's the problem? What's causing the problem? How will you solve the problem?
    c. The student completes the plan with your help.
    d. If the plan is not followed, call the parent to discuss it.
    e. This teaches problem solving, responsibility, and self-discipline.

3. **The Letter to Mom and Dad (Jones, 1987)**

    a. Write a letter to the parent, and place it in an envelope addressed to the parent.
    b. Tell the student he can tear the letter up at the end of the week if he is good in class.
    c. If he is not good, send the letter home; if he is good, he gets to tear it up.

4. **Obtain Administrative Support**

    a. Ask the administrator for support in a non confrontational and friendly manner.
    b. Present your plan in writing to the administrator. Discuss it.
    c. Check that the plan is consistent with school, district, and state rules.

5. **Obtain Support of the Parents**

    a. Send copy of your discipline plan home for both student and parent signatures.

b. If an elementary teacher, call each parent before or during the first week of school. Tell them you like their child, and ask their support in teaching their child.

c. If is becomes necessary to call home for a problem, tell the student in advance that you are calling not to make trouble, but to discuss the discipline plan.

6. **Use Rewards to Motivate Desired Behavior (Reward Power)**

a. *Social reinforcers are often the most powerful and most enduring.*

- Verbal praise for the class as a group. Try to build a sense of unity in the class.
- Non-verbal praise (smiles, wink of an eye, thumbs up, etc.).
- Appeals to the students' sense of pride or accomplishment.

b. Grades

c. *Individual Recognition*

- Display of student work.
- Certificates or stickers.
- Verbal comments or praise by the teacher.
- School awards.

d. *Group Activities*

- Free time.
- Go to the library.
- Decorate the room.
- Have a party or field trip.

  e. *Material incentives*

-   • Food or candy or money.
-   • Toys.
-   • Books.
-   • Gift certificates.

7. **Responsibility Training (RT) (Jones, 1987)**

  a. Limit setting is designed to STOP disruptions: RT is designed to START learning.
  b. You must have cooperation or you cannot teach.
  c. In many classrooms, there are rewards for NON-COOPERATION (e.g., by being defiant, student can gain status with peers).
  d. In RT, the teacher gives the students bonus time each day or week. You give to receive.
  e. The time must be spent on learning-related activities.
  f. The activity must be something for which the students will work.
  g. Give extra time for cooperation.
-   • Hurry-up bonuses to teach students to hustle.
-   • Automatic bonuses for everyday procedures, such as being in seat when the bell rings.
  h. Take away time for violations of class rules. ["It took you 1 minute to be quiet, so ...].
  i. Everyone must be in compliance or bonuses are not won.

8. **Omission Training - An Adjustment to Responsibility Training (Jones, 1987)**

  a. If a student continually sabotages the group, his conduct does not count. However, he can win extra time for the group if he can behave for a specific amount of time.
  b. A student can win time for the group, making him more acceptable to the others.

CORRECTIVE DISCIPLINE: THE BACKUP SYSTEM (Coercive Power) APPLYING CONSEQUENCES

1. **The Backup System or Punishment (Jones, 1987)**

  a. This is the LAST option, not the FIRST.
  b. Ideally, the punishment should be something the student wants to avoid.

c. Small backup responses are private.
   • Avoid going public if at all possible.
   • The teacher looks sternly at the student.
   • The teacher tells the student privately, "We are in the backup system now and if you continue, you will pay the price."

d. Medium backup responses are within the classroom, but public.

   • Give the student a verbal reprimand.
   • Have the student fill out a Behavior Improvement Form, stating the misbehavior and the consequence if it happens again.
   • Time out (isolation in the classroom or send to another teacher).
   • Loss of privilege (such as recess).
   • Detention after school.
   • Loss of points on grade.
   • Call the parents. You might try the "letter" or the "action plan" approaches described above.

e. Large backup responses involve someone outside the classroom.

   • Send to principal, vice-principal, or counselor.
   • Send to an in-school suspension center.

f. Extra large backup responses involve the law.

SCHOOL-WIDE DISCIPLINE:
INVOLVEMENT OF THE ENTIRE FACULTY

1. **The Key Players**

   a. *The principal*

      • The principal is the key leader in school and classroom discipline.
      • Should be visible and walk the hallways from time to time.
      • Should help create a positive school environment which welcomes students and parents.
      • Should communicate policies effectively to parents.
      • Should realize how difficult it is for teachers to discipline students these days.
      • Must respect and be willing to back up teachers when the heat is on.
      • Should periodically thank each teacher for doing a good job.

   b. *The teachers*

- All teachers should agree on the rules and standards to be enforced.
- All teachers must enforce the rules each time they see the rule being broken.
- Teachers must be involved. Discipline cannot be left to campus security guards.
- Every student belongs to every teacher all the time.
- An affront or assault on any teacher is an affront to or assault on all teachers.
- Teachers should help one another with discipline problems. Do yard duty in pairs.

c.   *The students*

- Should be encouraged to take pride in the physical and social climate of the school.
- Should know the expectations of the school.
- Should help the faculty enforce school standards.
- Should be rewarded when significant or admirable things have been accomplished.
- Should be told that inappropriate behavior will not be tolerated. Bad behavior should be labeled "bad behavior."

d.   *The staff*

- Should be included in discussions on student behavior and school discipline.
- Should know and enforce school expectations.

e.   *The parents*

- Should be informed about the need for a school discipline plan.
- Should be given an opportunity to contribute to or react to provisions of the plan.
- Should be invited to help with school activities when needed.

2. **The Rules Should Cover all Aspects of the School**

   a. Classrooms.
   b. The cafeteria.
   c. The hallways, including going from one location to another as a group.
   d. The school grounds and play areas.
   e. Assemblies.
   f. The rest rooms.
   g. The school bus and on field trips.
   h. The library and computer rooms, etc.
   i. Before, during, and after school.

3. **School-Wide Discipline Begins in the Classroom**

   a. Every teacher should receive the same training for dealing with discipline.
   b. The tone for school-wide discipline is set by having firm classroom rules.
   c. Teachers should teach the school rules at the same time they teach their classroom rules.
   d. Teachers must all be willing to help enforce rules anywhere on campus.
   e. Teachers who are strong disciplinarians should be willing to help those who need help.
   f. Teachers who need help must ask for it.

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CHAPTER 12

DISCIPLINE

**Government of Newfoundland and Labrador
Department of Education and Training**

STEPS IN HANDLING MISBEHAVIOUR

Even though steps are taken to prevent misbehaviour, there will be times when action will need to be taken to stop inappropriate behaviour. The following four steps have been adapted from Albert (1989):

• **Pinpoint and describe the student's behaviour**

Record and state behaviours as objectively as possible. 'Always causing trouble' is too general and judgmental. Be specific in describing just what happened. Descriptions like "threw paper", or "got out of his seat without permission" provide a clearer picture of what happened when discussing the incident with the student, the parent, the principal or another teacher.

Appendix B provides a sheet and an explanation for recording specific behaviours.

• **Identify the goal of misbehaviour**

The ultimate goal of misbehaviour is to fulfil the need to belong or to gain acceptance. More immediate goals might be to seek attention, gain power, seek revenge or avoid failure. Where inappropriate behaviour continues, try to determine which one of the following motivates the student: student wishes to be the center of attention all the time; student wishes to exert own authority and deny teacher request; student's actions are to get even; or the student is attempting to avoid repeated failure. Identifying the goal of misbehaviour is often helpful in choosing a successful intervention technique.

• **Choose intervention techniques**

At this point you wish to intervene to stop the inappropriate behaviour and direct the student to choose a more appropriate behaviour. When using consequences as an intervention make sure they are related, reasonable and respectful (Albert, 1989).
See page 38 and 39 for suggested consequences.

If the behaviour is one of attention-seeking, you may wish to ignore the behaviour, distract the student, comment on an appropriate behaviour or move the student. For those students seeking power and revenge, you may

wish to disengage yourself from the conflict for the moment, plan to meet with the student later and use time-out either in or out of the classroom.

When students exhibit inappropriate behaviour because they are wishing to avoid failure, you may need to determine if their program is at the appropriate level. It would be helpful to look for ways to prevent the child from having to experience failure. You would want to determine if the program needs to be altered, if additional assistance is needed and whether or not that help could be provided through tutoring, remedial help, programmed materials, computer assisted study or extra help from another teacher. With most students trying to avoid failure, you will wish to take steps to build their confidence. Giving encouragement and recognition of achievement will help increase the student's self-confidence.

See pages 36 and 37 for avoidance-of-failure techniques.

- **Involve parents as partners**

  Communication with parents is critical to resolving discipline problems.

  When contacting parents about behaviour...

  - say how you feel

  - describe the specific behaviour of the student

  - indicate the effect that behaviour has on you and those around you

  - state what you would like to see happen

  For more information on communicating with parents see pages 81 - 83.

Just as the cooperative discipline approach discussed above has many valued and helpful suggestions, so does the assertive discipline camp led by Lee Canter. Canter (1989) suggests that teachers' and students' rights are best met when the teacher clearly communicates expectations to students and consistently follows up with appropriate actions that are in the best interest of students. He suggests the following:

Assertive discipline enables teachers to:

- Say no, without feeling guilty.

- Express thoughts and feelings that others might find intimidating.

- Stand up for feelings and rights when under fire from others.

- Comfortably place demands on others.

- Firmly influence students' behaviour without yelling and threatening.

Assertive discipline consists of the following elements:

- Employing assertive response styles, as distinct from nonassertive or hostile, aggressive response styles.

- Refusing to accept excuses students offer for their behaviour.

- Following through with promises (reasonable consequences, previously established) rather than with threats.

- Using hints, questions, and I-messages (see Appendix J), rather than demands, for requesting appropriate student behaviour.

- Being assertive with students, including statements of expectations, consequences that will occur, and why the action is necessary.

  Some teachers find **PEP** helpful in maintaining discipline. (Curwin and Mendler video)

    Proximity

    Eye Contact

    Private reprimands

Move **near** the student, maintain **eye** contact with the student and give a **private** reprimand to the student when an inappropriate behaviour is exhibited.

Notes:

INTERVENTION FOR AVOIDANCE-OF-FAILURE BEHAVIOR

Many of the behaviours that teachers deal with result from students attempting to avoid failure. The suggestions below for dealing with avoidance-of-failure have been adapted from *A Teacher's Guide to Cooperative Discipline* by Linda Albert (1989).

- **Ensure each student is working at the proper level**
    Review records
    Discuss work with previous teachers
    Administer objective tests to determine reading and math level
    Monitor student's work closely

- **Modify instructional methods to meet individual needs**

    Use concrete learning materials and computer-assisted instruction
    Teach one step at a time
    Use programmed materials

- **Provide tutoring**

  Extra help from teachers
  Remediation programs
  Adult volunteers
  Peer tutoring (see Reference - Lee Jones tutoring program)
  Learning centres
  Involve parents

- **Teach positive self-talk**

  Post positive classroom signs
  Require two "put-ups" for every put-down
  Encourage positive self-talk before beginning tasks

- **Make it okay to make mistakes**

  Talk about mistakes
  Equate mistakes with effort toward 'getting it right'
  Minimize the effect of making mistakes
  Show how to learn from mistakes

- **Build confidence**

  Focus on improvement
  Notice contributions
  Build on strengths
  Show faith in students
  Acknowledge the difficulty of a task
  Set time limits on tasks

- **Focus on past success**

  Plan for success
  Analyze past success
  Build on past success

- **Make learning tangible**

  Encourage "I-Can" cans
  Accomplishment albums
  Checklist of skills
  Flowchart of concepts
  Talks about yesterday, today, and tomorrow

- **Recognize achievement**

Applause
Clapping and standing ovations
Awards and assemblies
Exhibits
Positive time-out
Self-approval

Notes:

CONSEQUENCES

A part of any effective discipline plan is administering consequences. Expectations should be discussed regularly and consequences for inappropriate behaviour should be known. According to Curwin and Mendler (1988) to be effective, consequences have to be clear and specific, have a range of alternatives, are not considered as punishment, are natural and/or logical and are related to the offense as well as the rule. Below is a list of sample consequences to be used with inappropriate behaviours adapted from Hewitt (1991).

Sample Consequences:

- Verbal reprimand

- Conference with the student

- Complete problem-solving sheet (See appendix D)

- Write home

- Phone home

- Conference with the parents

- Time-out either in the room or outside the room in some supervised area

- Detention

- Student Contract - indicate specific expectations for student

- Conference with principal/student/parents

- Removal of student from class for a portion of a day or day(s)

- Daily report book - student carries from class to class and is checked by the principal and parents each day (see appendix E)

- Removal of privileges - student is denied participation in certain activities

- Restitution - students must pay for or repair damaged property or clean up a mess

- In-school suspension - student must work in a supervised area away from other students. Letter goes home

- Referral to a school team, an outside agency or another community resource

- Office referral

- Formal suspension

- Expulsion

Notes:

STRATEGIES FOR DEALING WITH DISCIPLINE

Strategy 1. **Work to enliven the curriculum.**
Try to provide work that is worthwhile and interesting. Establish routines and procedures that contribute to an efficient flow while eliminating confusion and boredom.

Strategy 2. **Manage groups and lessons efficiently.**
Pace lessons so that boredom does not become a problem and move from one lesson to another smoothly, without wasting time.

Strategy 3. **Be prepared for every class.**

Strategy 4. **Teach good behaviour through good example.**

Strategy 5. **Set up a communication system with parents.**
Parental support is essential. You can secure it if you inform parents of your program, activities, and expectations regarding student behaviour. The majority of school discipline problems are solved with the assistance of concerned and supportive parents.

Strategy 6. **Communicate regularly and clearly with students.**
By talking with students formally and informally you show that you are concerned about them, that you care about their learning and behaviour.

Strategy 7. **Provide an abundance of genuine success.**
Find graphic/visual ways to show progress.

Strategy 8. **Reduce failure to a very low level.**
Failure and errors are not synonymous. One can make errors and still be successful. Failure results from lack of growth. Failure should be kept to a minimum because it tends to feed on itself. When people see themselves as failures, they tend to behave more often as failures.

Strategy 9. **Take charge in the classroom.**
Orchestrate the conditions necessary to facilitate learning.

Strategy 10.   **Expect the best of students; say it and show it.**

Strategy 11.   **Allow no disruptive behaviour.**
Never allow students to behave in ways that disrupt teaching and learning.

Strategy 12.   **Use effective styles of talk with students.**
Use communications styles that address the situation rather than the student. Speak clearly, be calm but direct and insistent. Sometimes an informal chat works.

Strategy 13.   **Keep ownership of the problem with the student.**
If the student doesn't have a pencil, ask, "What can you do about it?"

Strategy 14.   **Confront misbehaviour directly but positively.**

Strategy 15.   **Consequences must be sequential.**
Do not ignore behaviour until it becomes so serious that drastic consequences are demanded. Students become chronic rule breakers only when their earlier misbehaviour goes unchallenged.

Strategy 16.   **Do all you can to support good behaviour.**
Discipline tends to focus on misbehaviour, since that is a major source of problems for teachers. However, good behaviour should continually be supported as a prevention measure.

Strategy 17.   **Stick by the principle of least necessary discipline.**
Use only the amount of discipline necessary to protect teaching and learning rights.

Strategy 18.   **Use non-verbal or minimal verbal responses.**
Try: student's name, a look, a pause, proximity, a signal.

Strategy 19.   **Never give up!**
Do not quit; do not excuse misbehaviour. Talk to the students, seek the assistance of parents, fellow teachers, and administrators. Keep trying. This caring is one of the best contributions you can make to the welfare of your students.

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Adapted from Lynch (1994). "Developing A School-Wide Discipline Policy"

Notes:

FIGURING OUT DISCIPLINE PROBLEMS: 21 QUESTIONS

The following questions were adapted from *The Skillful Teacher - Building Your Teaching Skills,* Saphier and Gower (1987) and can be of assistance when seeking solutions to discipline problems. Good teachers continually ask themselves what they can do to be more effective. These questions can guide the process of reflective thinking and assist teachers in pinpointing particular strategies that will help prevent and when necessary, resolve discipline problems.

1.   Is the work too hard or too easy?

2.   Do I build good perso   dents?

3.   Do I maintain go   tum?

4.   Do I manage   space well?

5.   Do I make appropr   e attention moves and ma   promptly enough?

6.   Is my instruction confusing to some student

7.   Do I vary instructional format and materi   o avoid students being bored?

8.   Are the rules and consequences   specific enough both to me and to the students?

9.   Do I communicate expectatio   ay that is...?

        direct
        specific
        repeated
        shows positive expecta   h "you can" and "you will")

10.   Are the consequences logica   an punitive?

11.   Do I have a range of consequences rather than one rigid response for every transgression?

12. Do I deliver consequences in a way that is...?

> consistent and tenacious
> prompt
> matter-of-fact
> indicates student choice

13. Do I take sufficient time and care at the beginning of the year to establish all of the above?

14. Do I have high enough expectations for behaviour no matter what the students' background?

15. Do I refuse to accept excuses?

16. Do I give students a real and legitimate sense of control, influence, responsibility, and power in class life?

17. Do I recognize and reward responsible behaviour effectively?

18. Do I explicitly build community in the class (knowledge about, appreciation of, cooperation with one another)?

19. Is there a value or culture clash between teacher and students (or among students) that is behind the behaviour?

20. Are there physical reasons (hearing/vision loss, organic hyperactivity) for this behaviour?

21. Do the students know how to do what I'm expecting of them?

The following questions, for working with the very *resistant students,* are also adapted from Saphier and Gower (1987).

1. Have I gathered enough objective data on the student's behaviour?

2. Have I presented it to a team to get additional input and questions?

3. Have we come up with the best guesses as to the "psychological need "?

4. Have we picked a matched response model?

5. Have we worked out a coordinated plan for all teachers who contact this student?

6. Have we included the student's family in the plan?

7. Have we provided for periodic review and modification of the plan?

EXAMINE YOUR DISCIPLINE APPROACH BY ASKING THE FOLLOWING FOUR QUESTIONS. (Curwin-Video)

1. Does it work?

2. Does it encourage obedience or responsibility?

3. If you were on the receiving end, would you feel dignified or humiliated?

4. Does it motivate the student?

Notes:

BEHAVIOUR SCENARIOS

Some inappropriate behaviours that teachers frequently deal with are listed below. The next several pages contain successful corrective/instructive practices provided to the Classroom Perspectives Committee by teachers in the province. The intent in providing information on inappropriate behaviours is not to be prescriptive but to offer suggestions in dealing with those behaviours.

ABSENTEEISM

- Late for class
- Late for school and unexcused absences

DISREGARD FOR CLASS RULES

- Disrupting others
- Out of seat without permission
- Talking-attention getting behaviour

DISREGARD FOR SCHOOL RULES

- Theft
- Vandalism

DISREGARD FOR STUDIES

- Cheating
- Forgetting books
- Busy parent
- Late assignment
- Refusal to work

DISRESPECT FOR ANOTHER STUDENT

- Name-calling

DISRESPECT FOR A TEACHER

- Disrespect/Defiance

GENDER STEREOTYPING

- Job selection

LATE FOR CLASS

Susan is persistently late for class with weak excuses like couldn't get my locker open or couldn't find my book. Susan's lateness causes interruption in the class lesson and is a poor model of acceptable behaviour for others.

CONSIDERATIONS:

- When are students expected to be in the classroom?
- When did being late begin?
- Are there changes in her home situation?

PREVENTIVE STRATEGIES:

- The teacher should model prompt and regular attendance.
- Remind her of the rule.
- Ask friends to remind her.

CORRECTIVE STRATEGIES:

- Assign duties in class before class begins.
- Implement consequences if lateness continues.
- Do not accept the behaviour when it is not excusable.
- Require student to make up missed time and work.
- Discuss with guidance counsellor.
- Inform parents.

Notes:

LATE FOR SCHOOL AND UNEXCUSED ABSENCES

John is habitually late for school and also has a high rate of absenteeism. Excuses from John indicate that his parents are at fault for his lateness. Notes are seldom brought and those presented are thought to be forged. Several attempts at contacting the parents have been unsuccessful.

CONSIDERATIONS:

- Try to determine why John is habitually late and not wishing to attend school regularly. Encourage John to take ownership of the problem.
- All students are expected to attend school and supply acceptable explanations from parents for any absences or lateness.
- Neglect in the home environment may be a factor.

PREVENTIVE STRATEGIES:

- Teacher should discuss with students the importance of attending school regularly.
- Students who attend regularly should be praised and be encouraged to mark attendance chart.
- Student should be rewarded after a specified number of days of attendance.
- Special activities may be available for good attendance.
- See section on absenteeism, pages 71-78.
- Develop a positive school culture.

CORRECTIVE STRATEGIES:

- Parents have to be notified and encouraged to work with the school in solving the problem.
- Latecomers should be expected to make up time missed.

DISRUPTING OTHERS

Tom is determined to distract others from their work. The disruption may take the form of spitballs, paper airplanes, other flying objects, or merely some variety of verbal abuse toward another student. The student or students being victimized are unable to continue with the assigned work.

CONSIDERATIONS:

•   Is this a form of attention-getting on the part of Tom, or is it a more aggressive form of behaviour?
•   Why is Tom exhibiting this behaviour?
•   What is Tom's relationship to the student involved?
•   Can Tom do the assigned work or is this a cop-out?
•   All students have a right to be able to do their work in a classroom conducive to learning.

PREVENTIVE STRATEGIES:

•   Tom may have to be seated away from the others to provide time for students to accomplish their work.
•   Ensure the level of work is appropriate for Tom.
•   Clarify at the very beginning of the school year what is, and what is not, acceptable behaviour in school.
•   Review with students regularly what is meant by appropriate behaviour.
•   Verbally reward any student who has been disruptive in the past but is now demonstrating periods of improved behaviour.
•   Organize inservice sessions to deal with cooperative discipline and conflict resolution strategies.

CORRECTIVE STRATEGIES:

•   Talk to Tom to determine any underlying cause for his behaviour. Contact the parents and discuss the seriousness of the situation.
•   Discuss consequences with Tom if the behaviour continues.
•   Consider changing student's placement in the room. The teacher's proximity to the student is also important, try keeping him in view at all times.

OUT OF SEAT

There are times during the day when teaming best take place if students remain seated. Most students have learned the routine and are extremely cooperative. However, several students often get up without permission and wander around the class to borrow something or to sharpen a pencil. These wanderers cause other students to be restless.

CONSIDERATIONS:

- Why are students out of their seats? Is the work too easy or too difficult?
- Are these students looking for attention or do they really need something?
- When are they out of their seats?
- Rules state that students should not be interrupted or distracted from their work by other students.

PREVENTIVE STRATEGIES:

- Explain classroom rules clearly before assigned work is given.
- Make sure all students have what they need (rulers, crayons, pencils, etc.) before they begin the assigned activity.
- Ensure work is at the appropriate level for students.

CORRECTIVE STRATEGIES:

- Discuss with the class the importance of not interrupting other students while they work.
- Discuss consequences and follow up if the rules are broken.
- If students are repeatedly without materials, write a note to the parents indicating the supplies needed.

Notes:

TALKING/ATTENTION - GETTING BEHAVIOUR

Peter is constantly talking to other students and speaking out at inappropriate times. Although not malicious, he controls the affection of his classmates in ways that detract from the teacher and the lesson plan.

CONSIDERATIONS:

- Be careful not to ignore behaviour one time and reprimand it the next time.
- The teacher's sense of humor may be helpful here.
- Make sure course material is at the appropriate level.

PREVENTIVE STRATEGIES:

- Discuss with the class the limits of acceptable behaviour.
- Conference with the student when you see a pattern of talking developing.
- Develop an understanding of the reasons for attention-getting behaviour. Is the behaviour a means of seeking acceptance?

CORRECTIVE STRATEGIES:

- Don't hesitate to move the student.
- Tell the student in front of the class that you want to see him later.
- Don't become engaged in arguing with the student.
- Discuss the limits of acceptable behaviour with the student after class.
- Discuss student's behaviour with parents.
- Involve the administration.

Notes:

THEFT IN SCHOOL

Helen reports money missing from her desk and indicates Frances was seen searching through the desk. When Frances is confronted about the incident, she denies taking any money.

CONSIDERATIONS:

• Has this same problem occurred previously?
• Does the suspected student usually have money of her own?
• Was the student left alone in the classroom?

PREVENTIVE STRATEGIES:

• Hold general discussion with students on the consequences of stealing.
• Students must be responsible for keeping their money in a safe place.
• No student is permitted to touch any property that does not belong to them.
• No student should be left unattended in the classroom.

CORRECTIVE STRATEGIES:

• Have individual conferences with both students.
• Consider special problems that may be contributing to the student's behaviour, i.e., from poor/deprived family.
• Encourage students to share.
• See guidance counsellor.
• Contact parents.

Notes:

VANDALISM

Recently, damage to washrooms has occurred, causing a disruption in their use. Arlene and Kay, two students from your class, are suspected of causing the damages.

CONSIDERATIONS:

• Destruction of school property is a criminal matter.
• Consider a school regulation that only one student at a time be permitted to leave the classroom.
• Time restrictions apply to length of time away from the classroom for washroom use.

PREVENTIVE STRATEGIES:

• Keep school fresh and attractive.
• Instill pride and respect for school property.
• Never turn a blind eye to destruction of school property.
• Use crime stoppers teams.
• Make sure students are familiar with the rules.
• Classroom teachers must strictly enforce the rules.

CORRECTIVE STRATEGIES:

• Problem student only permitted in the bathroom under supervision, e.g., teacher or more reliable peer.
• Monitor the number of times and the time of day that problem students ask to go the washroom (use pin-pointing behaviour form, Appendix B).
• If a pattern is apparent, gradually change the times so as visits that may have been previously arranged with students from other classes are avoided.
• Involve the guidance counsellor.
• Contact parents.
• Involve school administration.

Notes:

CHEATING

During a test the teacher witnesses an academically weak student copying from another student.

CONSIDERATIONS:

- Cheating is most likely to occur where short answers required.
- Are parents' and teachers' expectations reasonable?
- Did he study for the exam?
- Was he absent the previous day or for several days during the unit?

PREVENTIVE STRATEGIES:

- Ensure adequate spacing in testing area.
- Consider periodic classroom discussions on honesty, values, consequences and self-defeating purpose of this type of behaviour.
- Assign test review and study for several nights before the exam.
- Modify the exam to accommodate his level.
- Inform parents of expectations for the student.

CORRECTIVE STRATEGIES:

- Insist child re-do the test if at the appropriate level.
- Discuss with student the purpose of a test.
- Encourage him to do his best.
- Monitor his progress to ensure he understands the test.
- Notify parents.
- Select consequences that teach about cheating.

Notes:

FORGETTING BOOKS

Rebecca has developed a habit of forgetting books. The teacher is uncertain as to whether the behaviour involves actual forgetting, or is a subtle way of defying authority.

CONSIDERATIONS:

- School regulations clearly indicate that students are responsible for their materials.
- Ask yourself a few questions - what specific books is she leaving at home? Is she able to cope with the material in which forgotten books are involved? Does Rebecca require improved managerial skills or does she require self-discipline?

PREVENTIVE STRATEGIES:

- Suggest students use an agenda book or daily planner.
- Teacher should discuss expectations, along with organizational strategies and time management tips early in the year.

CORRECTIVE STRATEGIES:

- The student may need to receive some guidance from a counsellor if the behaviour is defying authority.
- Discuss consequences with student should this behaviour continue.
- Involve the home if the problem persists.
- Review key organizational skills with class.
- Consider using period-by-period performance reports for this student, to be signed by each teacher in each class (see Appendix E).

Notes:

BUSY PARENT

Teacher calls home to solicit help of parent with Danny's work, but parent informs the teacher because of other commitments no time is available at home to help Danny.

CONSIDERATIONS:

• The school wants the home to be involved with the learning process of each student. Invite parents to come to the school to plan how they might help with Danny's work.

PREVENTIVE STRATEGIES:

• Provide time for Danny to receive extra help with work until other arrangements have been made with the parents.
• Encourage Danny to complete his work in school. He has no control over the parental commitments. Ensure the work Danny takes home can be completed independently.

CORRECTIVE STRATEGIES:

• Discuss the strategies to create a time study-period at home for Danny (see Appendix C).
• It may be wise to involve the principal at an early stage of the planning strategy.
• Encourage the parents to be helpful and let them know that the school considers them very important participants in the education of their children.

Notes:

LATE ASSIGNMENTS

Repeatedly, Lisa does not hand in assignments on time. As a result, she is unable to contribute or participate in classwork and appears to be falling farther behind in her work.

CONSIDERATIONS:

- Try and determine if the excuse given is valid. Stress the importance of planning to avoid last minute difficulties.
- Consider what the home life is like for the student. Special provisions may be necessary to allow the child to do extra work at school.

PREVENTIVE STRATEGIES:

- Have clear procedures and explain carefully to the class the consequences of late assignments.
- Give all directions and due dates both verbally and in writing, with adequate advance notice.
- Use periodic checks on assignments with younger children.
- The school staff should discuss common expectations and consequences for late assignments.

CORRECTIVE STRATEGIES:

- Insist all assignments be completed and those missed be made up.
- Be consistent in what you say and do.
- Model deadlines for students by returning marks on dates as promised.
- Don't use marks in a punitive way. They should indicate a student's actual performance on a given assignment.
- Utilize mentoring programs (see Appendix M).

Notes:

REFUSAL TO DO SCHOOL WORK

Phillip comes to school unwilling to work. He shows no interest in the subject, no interest in class discussion, may daydream, sleep, or simply appear dazed when called on by the teacher.

CONSIDERATIONS:

- School regulations clearly indicate that all assigned work must be completed.
- The home influence is the single biggest factor here, if no support for homework or studies is coming from the home, contact the parents.
- This may be deliberate 'cool' behaviour.
- Ask yourself a few questions - is the student able to do the work? Is the student on drugs - prescriptive or non-prescriptive? Is the student overtired from a job or other activity? Might there be abuse or neglect in the home environment? Is this new behaviour?

PREVENTIVE STRATEGIES:

- Present assignments clearly with clear deadlines for all work.
- Take time to determine the student's interests, and then encourage work in those areas.
- School use of an 'agenda book', or 'daily planner', may help students organize their time and studies.

CORRECTIVE STRATEGIES:

- It may be wise to involve the guidance counsellor at an early stage.
- Determine if a special assignment is needed, or whether student has specific reason for the behaviour.
- Find ways to encourage success and to create opportunities for successful experiences on a daily basis.
- Discuss the problem and strategies for solving it with parents and other teachers who are also affected.
- Discuss consequences with student should this behaviour continue.
- Follow through with consequences if no improvement in behaviour.

NAME-CALLING

Tommy fails to show respect for other students and engages in name-calling.
The name-calling is usually done to children from poor or underprivileged homes.
It makes life difficult for those children and sets a poor example for others.

CONSIDERATIONS:

• This could be a self-esteem problem. The name-calling may produce feelings
  of insecurity in the victims, and is usually instigated by a student with low self-
  esteem. Consideration should be given to the perpetrator and the victim-take
  time to talk with the victim and demonstrate empathy.
• Keep in mind this behaviour can be developmental. Sometimes it is a stage
  students go through.
• Why is the student displaying this inappropriate behaviour?
• Does he want attention or is he seeking power?
• What is his relationship with the other students?
• Does the student have problems at home?

PREVENTIVE STRATEGIES:

• Take time periodically, especially when other classroom discussion leads into
  it, to review what is meant by appropriate behaviour and appropriate language.
• Teach social skills to help develop good interpersonal relationships among the
  students.
• Create a positive classroom atmosphere which is conducive to learning.

CORRECTIVE STRATEGIES:

• Consider the use of group counselling, conflict mediation or peer problem
  solving teams.
• Refer to guidance counsellor.
• Student/teacher meet to discuss the situation.
• Parent/teacher conference to discuss the problem and strategies for solving it.
• Put consequences in place and follow through if the behaviour doesn't
  improve.

DISRESPECT/DEFIANCE

Alex displays persistent arrogance and a hostile tone of voice when called upon in class. The problem has progressed to a point where it threatens both Alex's performance in the subject, and the disciplinary atmosphere for the entire class.

CONSIDERATIONS:

- Differentiate between disrespect and defiance - disrespectful behaviour can be addressed and perhaps corrected through the educational process, but defiance is an emotional response pattern where rationalization rarely has any immediate benefits.
- Is this a general problem with Alex, or does it specifically occur with one teacher? Is this behaviour directed only at teachers?

PREVENTIVE STRATEGIES:

- The school must have clear guidelines on handling this type of behaviour problem.
- Schools may need a crisis team that can be notified through a code.
- Teachers should be provided with courses on non-violent crisis intervention.

CORRECTIVE STRATEGIES:

- Avoid a confrontation with the student. Don't let your feelings dominate your actions.
- Try a private conversation. If necessary, bring in a third person to mediate a discussion.
- Involve parents.
- Involve the counsellor and/or the administration.

Notes:

GENDER STEREOTYPING

In a classroom discussion on careers, Angela expressed an interest in becoming a construction worker at Hibernia. Other members of the class indicated that mostly men are working in construction at Hibernia and she should consider a job as a secretary.

CONSIDERATIONS:

• The Department of Education and Training and some school boards have policies on sex-role stereotyping. All school boards and schools should have policies to help ensure equal opportunity in all offerings at school and each school should provide informed gender-sensitive guidance services.

PREVENTIVE STRATEGIES:

• Ask yourself whether you, inadvertently, stereotype.
• Raise awareness of options which are open to all students regardless of gender through formal and informal channels.

CORRECTIVE STRATEGIES:

• Design activities to enhance student knowledge of the role of women in the past as well as their current contributions to the world of work, e.g., have students write profiles of women for Women's History Month.
• Take advantage of opportunities to carry out reverse role play.
• Invite women who are successful in non-traditional careers to come and speak to the students.

Notes:

DEVELOPING A SCHOOL-WIDE DISCIPLINE POLICY

A successful and comprehensive school-wide discipline plan must focus on building positive relationships and self-esteem, and on teaching self-discipline in a structured, systemic way. Energies need to be devoted to collectively working together to solve discipline problems rather than blaming parents, students, administrators, teachers, or societal problems for the dilemmas faced. Discipline programs are most effective when parents, teachers, and administrators work together to provide a caring, nourishing environment that encourages right decisions which result in the growth of self-discipline. Successful discipline plans focus on teaching the appropriate social skills and behaviours rather than on the control of students.

Schools throughout the province are at various stages with respect to the development of a school-wide discipline plan. The following three stages represent the progress in developing school-wide discipline plans found in most schools:

I.   Awareness of Discipline Problems

II.   Written Policy to Cover Specific Discipline Problems

III.   A Look at the Broader Issues That Affect Behaviour

The awareness stage of discipline problems in a school often begins with a staff meeting to discuss a problem sparked by one or more discipline incidences in or around the school. Usually a committee is formed and a workshop is held to address the immediate discipline problems. The second stage of developing a school-wide discipline policy consists of developing a written policy to address discipline concerns. Contained in the policy would be a rationale for a discipline policy along with rules to govern student behaviour and consequences for breaking the rules. This stage might also include a procedure for handling discipline problems. The third stage of a school-wide discipline program begins when staffs begin to look at the broader issues in a school that affect behaviour. If not already developed, schools often begin by preparing a mission statement as well as belief statements. Areas to be examined might include the school culture, classroom management techniques, the quality of instruction, involvement of parents and the development of strategies and techniques to improve student responsibility and behaviour. Most schools in the province would have completed the first two stages and are involved in assessing and improving areas from the third stage.

This section of the document was developed to offer some suggestions when developing a school-wide written discipline policy. It was developed largely from discipline policies currently used by numerous schools throughout the province. The Committee wishes to acknowledge the cooperation of the many schools and school boards who shared their discipline policies. We are

especially indebted to the staff at Mobile Central High School for sharing materials and ideas that were used in this section.

Components For Developing A School-Wide Discipline Policy

There are numerous components in developing a school-wide discipline policy. The eight steps discussed below have proven to be crucial in developing successful discipline policies.

Step One.   **Research**

Step Two.   **Involve the Parents**

Step Three.   **Involve the Students**

Step Four.   **Involve the Staff**

Step Five.   **Write the Plan**

Step Six.   **Develop a Student Discipline Code**

Step Seven.   **Develop Consequences**

Step Eight.   **Implement the Plan**

Research

Inappropriate student behaviour, lack of clearly defined expectations, inconsistent treatment of students, etc. are seen as a major problems in today's schools. Like other problems, these problems must be solved collectively in a planned, structured and consistent manner. Essential to solving disciplinary problems is the development of a school-wide preventive discipline plan.

School discipline encompasses too broad an area to be considered by only one approach. There are many successful approaches in dealing with discipline and classroom management. Each model offers a unique perspective on how to encourage and maintain proper student behaviour. Below are models that encompass the majority of effective methods/techniques practiced in managing behaviour.

These approaches all seek to minimize blame, give students choices, differentiate between the person's behaviour and the person, and provide continuous encouragement while, at the same time calling on students to take

responsibility for their behaviour and recognize its effect on self and others. Teachers who espouse these principles establish a democratic atmosphere and teach students that freedom is tied to responsibility. They attempt to motivate students from within and help students establish inner controls to regulate their own behaviour.

Characteristics Of Discipline Models

Gordon

- Recognize roadblocks to communication (see appendix K)

- Provide strategies for effective communication including 'active listening' and using "I" statements (see appendices I and J)

Glasser

- Basic needs of students that play a powerful role in student behaviour: the need to belong, the need for power, the need for freedom, and the need for fun

- Teacher needs an assessment not of 'why' but <u>what</u> behaviour the student is engaged in and its impact on self and others. (To ask 'why' invites excuses)

- All students are capable of controlling their behaviour

- Never give up on students and never accept excuses for bad behaviour

- School must be meaningful to students

Dreikur

- Recognition that students misbehave because they are under the mistaken belief that it will get them the recognition they want

- Students' four mistaken goals are: attention getting; power seeking: revenge seeking; displaying inadequacy (avoidance-of-failure)

- Discipline not viewed as punishment but imposing limits on behaviour

- Establish clear rules and consistent consequences

Ginott

- Use styles of communication in the classroom that humanize rather than dehumanize students

- Discipline problems will be markedly reduced if teachers create an atmosphere of concern for student feelings in the classroom

- Enhance student's self-esteem

- Use encouragement rather than praise

- Model expected behaviour by exercising self-discipline

- Address the behaviour not the student's character

Canter

- Be assertive. Honestly state your needs, thoughts, or feelings clearly and directly without judging, dictating, or threatening (see page 34)

- Use good behaviour as a model for those engaging in disruptive behaviour

- Construct a discipline plan which explains exactly what behaviour is expected and the consequences of non-compliance (see pages 38-39 and 66-68)

Mendler and Curwin

- Prevent behaviour problems before they occur and have an action plan to prevent those that do occur from escalating

- Inform students of standards of acceptable behaviour and make sure they know the specific rules and consequences

- Act quickly to implement a consequence associated with a misbehaviour

- Respect the dignity of the student

- Handle discipline problems privately

Albert

- Pinpoint and describe the student's specific behaviours (see appendix B)

- A discipline program should build positive relationships as well as self-esteem through encouragement techniques

- Involve parents as partners (see below and pages 81 - 83)

Involve Parents

Feedback and constant communication between parents, students, and teachers are the building blocks of a sound school-wide discipline policy. A positive learning environment can be established when expectations for appropriate behaviour are communicated through rules and consequences.

Knowledge of how their child is behaving is information that every parent wants and has a right to know. Parents will usually collaborate with teachers if teachers ask for their help. Parents have a stake in the education of their child and will do what they can to help in her/his education. They need to be asked, and they need to be instructed about how they can help. When establishing a committee to design a school-wide discipline plan, it is advisable to include parents as members of that committee. Their presence will ensure a broader perspective and will make overall parental acceptance for the plan easier to achieve.

Involve Students

Discipline involves teaching social skills and acceptable behaviours to students. It is clear that students themselves favour rules. They want safety,

security, order and harmony in their school life. Schools offer students a chance to be successful, therefore, the school must involve the students in setting the direction for that success. When students are involved in developing rules, they are more likely to accept and follow them.

Involve Staff

In order for a school to grow and prosper it must learn to adapt to change. Inherent in the notion of change is the assumption that conflict and disagreement are not only inevitable but fundamental to successful change. Development and implementation of a school-wide discipline plan involves this type of change. Different teachers have different expectations of what a discipline plan should contain. Development of a discipline plan must take into account the needs, attitudes, and beliefs of teachers involved. Collaborative planning, shared decision making, and widespread staff input are essential for success. Promoting effective discipline requires a comprehensive program supported by everyone in the entire school organization. Commitment from every member of the school staff to support and enforce the discipline expectations of the program are essential for success. Consistency by staff members in responding to student behaviour is critical. An entire discipline plan breaks down when some teachers correct student misbehaviour while others avoid getting involved.

Write the Plan

Inherent in developing a school-wide discipline plan is the recognition of the fact that discipline must be seen as a preventive, problem-solving approach. Prevention strategies aim to confront problem behaviours before they occur or escalate. Curriculum based strategies, however, are also effective in managing behaviour. Program modification, team teaching, and cooperative learning are all curriculum based strategies designed to help students achieve success without disruption.

Having considered input of students, parents, and staff members, it then becomes necessary to work on a code of conduct. Students must be told explicitly why a rule is important. Expectations for students should also be included. Students need to understand clearly what behaviour is expected of them. In fact, expectations may replace more minor rules. To say students are expected to move around the school in a quiet and orderly fashion really establishes the fact that students are not permitted to run in the corridors. The essential part of the school-wide discipline plan, however, is the rules that will help govern the school. Policies and rules are necessary for governing the

behaviour of students to ensure schools are safe, orderly places to teach and learn. Suggestions for writing rules can be found on pages 10 and 11.

Develop a Student Discipline Code

Canter suggests the school construct a discipline plan which explains exactly what behaviour is expected, the reason for the expected behaviour and the consequences of non-compliance. Two examples of this approach are given below. Many schools have successfully involved students in the development of the student discipline code.

Example 1:

EXPECTED BEHAVIOUR	REASONS FOR EXPECTED BEHAVIOUR	CONSEQUENCES OF MISBEHAVIOUR
1. Work to achieve the objectives set forth for each class session by: a. being neat and thorough in completing assignments on time b. bringing appropriate equipment and materials to class c. asking for assistance when material is not understood d. completing any assignments missing due to absence	We want all students to do well and become self-motivated learners	Informal student/teacher conference Formal student/teacher conference Work detention Parents notified of infraction No credit for incomplete work Teacher/student/parent conference Referral to office

Example 2:

EXPECTED BEHAVIOUR	REASONS FOR EXPECTED BEHAVIOUR	CONSEQUENCES OF MISBEHAVIOUR

2. Attend school on a regular basis as demonstrated by: a. attending home room and each class regularly b. being absent only for sufficient reason c. being on time for each class and home room period d. bringing a note or having a parent telephone the school for each absence	Regular attendance is necessary if you are to be successful in school. Regular attendance shows your commitment and sense of purpose, and like punctuality, will serve you well in the work place, university or college Punctuality is a desired trait and will stand you in good stead in your work place and in your personal relationships with your friends and associates The Schools Act states specifically that students are expected to be at school and in class on time	Students returning to school without a note for absence or lateness, will require that parents be notified Students who do not avail of the required instruction time may be subject to making up lost time

Notes:

Levels of Behaviour

Some schools have improved discipline by categorizing behaviours in levels. Usually, three levels are considered. Level I consists of minor misbehaviour on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school. These misbehaviours can usually be handled by an individual staff member but sometimes require the intervention of other school support personnel. Level II misbehaviours are those whose frequency or seriousness tends to disrupt the learning climate of the school. These infractions, which usually result from the continuation of Level I misbehaviours, may require intervention of personnel at the administrative level. Level III misbehaviours are acts directed against persons or property and whose consequences may endanger the health or safety of others in the school. These acts are most frequently handled by the structured disciplinary mechanism in the school.

Schools that deal with levels of misbehaviours often list examples, procedures and some disciplinary options/responses as shown in the example below.

Example:

EXAMPLES OF LEVEL II BEHAVIOURS	PROCEDURES	SOME DISCIPLINARY OPTIONS/RESPONSES
Continuation of unmodified Level I misbehaviour Consistent school tardiness Truancy Used forged notes or excuses Disruptive classroom behaviour Cutting class Minor vandalism Cheating	The student is referred to the administrator for appropriate disciplinary action. The teacher is informed of the administrator's action. A proper and accurate record of the offence and the disciplinary action is maintained by the administrator. A parental conference is held.	Modified-day Behaviour modification Counsellor/Therapist Referred to outside agency In-house suspension Disciplinary notice to parents Compensation for damaged property Teacher/student conference Teacher/administrator conference Student/administrator conference

Develop Consequences

Developing appropriate consequences for each rule is an equally important aspect of the school-wide discipline plan. The underlying message of all consequences must be that the behaviour is unacceptable, not the child. Students must know that consequences for their behaviour are being applied so that they will learn from their mistakes. Consequences should be firm, fair, and age appropriate.

Developing appropriate consequences for the code of conduct will depend very much on local conditions. Bussing schedules, lunch periods, distance from home, class schedules, and duty schedules will all impact on the number and variety of consequences available to the plan. Creative brainstorming will be the key to a successful list of appropriate consequences. Teamwork on the part of all staff members will be essential. A list of sample

consequences to be used with inappropriate behaviours can be found on pages 38 and 39.

Implement the Plan

Once the school-wide discipline plan is completed it should be presented to students, parents and staff members for revisions, deletions, or additions. Curwin (1988) suggests asking the following questions about any discipline plan before implementing it in your school:

- What happens to students who break the rules? Punishments or consequences?

- Is it realistically possible to reinforce this program consistently?

- What do students learn as a result of the enforcement?

- Are the principles of behaviour as visible and as important as the rules?

- Do students have a say in what happens to them?

- Do teachers have discretion in implementing consequences?

- Is adequate time given for professional development of teachers and administrators? Is there continuous follow-up and administrative support?

- Does the plan account for the special relationship between teaching and discipline style, or does it focus exclusively on student behaviour? Does it encourage teachers to examine their potential contributions to discipline problems?

- Is the dignity of students preserved? Are students protected from embarrassment?

- Is the program consistent with the stated goals of your school?

The final stage will be to prepare handbooks for students, teachers and parents. During the implementation stage you must create an awareness of the planned changes. Staff, students, and parents must be aware of how the school is to be run under the new plan. Teachers, administrators and students must now put the plan into action. Monitoring must occur throughout the implementation of the school-wide discipline plan. Staff members must

continually evaluate outcomes and make refinements where necessary. Rules must never be so fixed that they cannot be modified to meet new demands.

The new school-wide discipline plan, once adopted, should be disseminated to all people and agencies that might have an interest in the plan. Students in the school should have the plan discussed with them frequently and carefully. Staff discussions should be held on the plan. Parents should also be fully informed through printed copies at open houses, at parent-teacher conferences, in PTA/Home School Association meetings, or other special meetings called for the purpose of distributing the plan. A copy of the plan should also go to the school board so they are aware of the plan and in a position to support the enforcement of it.

Notes: