



*Discipline*  
**REGIONAL SUPPORT SCHEME**

**NORTH EAST**

**METROPOLITAN REGION**

**Workshop:** DISCIPLINE IN THE CLASSROOM AND SCHOOL  
FOR PARENTS AND  
TEACHERS.

**MEMORANDUM:**

The first hour and one half focuses on preventive discipline techniques, identifying student goals for misbehaviour and strategies for counteracting these goals.

The remainder of the inservice looks at processes for developing a classroom or school disciplinary policy.

Participants will be made familiar with elements of alternative school disciplinary models including the Glasser Approach.

Participants are requested to bring copies of any printed materials related to their school's disciplinary policies/practices for sharing in their groups.

**When:** FRIDAY, 27th APRIL, 1984 - 8.45 a.m. to 3.15 p.m.

**Where:** DIANELLA HOTEL.

**Contact:** ***Your School's Regional Adviser***

DON PUGH (Phone 384 9043)  
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A PROGRAMME OF THE WESTERN AUSTRALIAN EDUCATION DEPARTMENT  
TO ADDRESS THE ISSUE OF DISRUPTIVE HIGH SCHOOL STUDENTS:  
"MANAGING STUDENTS BEHAVIOUR : A WHOLE SCHOOL APPROACH"

The programme was a response to requests from high schools who felt that their greatest single problem was the management of disruptive students. This need was expressed directly through the principals at their annual conferences and also through requests to Teacher Development Branch for in-service courses in this area. Related issues which increased the urgency of action were:

- (i) teacher stress was receiving more recognition and the link between student misbehaviour and teacher stress is well established.
- (ii) accountability of schools in the light of legislation allowing schools to permanently exclude students from government schools.
- (iii) phasing out of corporal punishment as an option for controlling disruptive students and the need for alternatives.

The underlying rationale for this programme was that the way in which the organization of a school and its teachers function will affect the behaviour of the students in that school and that it is possible for schools and teachers to change the ways they function. Hence a major focus of the programme is on those factors of schools and teachers which promote effective management of student behaviour. Additionally the programme is based on the view that the whole school needs to become involved in establishing and maintaining their school's discipline policy which reflects their unique circumstances.

#### PROGRAMME DESCRIPTION

The programme consists of two stages; an initial workshop series of 10-12 sessions addressing issues of classroom management, followed by a second stage where the school is assisted in developing their own discipline system. High schools are invited to apply for inclusion in the programme in October of the preceding year. To date many more schools have applied than could be accommodated. Selected schools begin stage one in either term one or term two.

#### STAGE 1

Selected schools are visited 2-3 weeks before the workshop series to discuss the implementation of the programme with the Principal. In the meeting issues of timetabling, group membership and objectives are discussed.

(i) Timetable

An in-service course consisting of 10-12 sessions of 2½ hours duration spaced over a school term. These are generally weekly sessions but this pattern is modified in accordance with each school's requirements and distance from Perth. Teacher replacement is provided to enable the sessions to be conducted within school time.

(ii) Membership

The school selects a group of 12-15 staff to participate in the workshop series. This number allows for maximum participation of group members while at the same time forming a large enough core of the whole school staff for stage 2 of the programme. The principal, guidance officer and one deputy principal are essential members and the school is encouraged to include a cross section of the staff for the remainder of the group; this should ensure that the final composition of the group is representative of the range of subject areas, experience and seniority within the school. Attendance at all seminars by all participants is a requirement and teachers are asked to commit ahead.

(iii) Objectives

The two major objectives of stage 1 of the programme are:

- (a) improving the classroom management skills of teachers.
- (b) developing strategies for implementing principles of effective behaviour management at a whole school level.

(iv) Format

The workshops are structured by a group leader who introduces the topic for that session, facilitates discussion of classroom difficulties and elicits the most commonly experienced problems in relation to that topic. Rather than presenting immediate solutions to these problems, the leader's task is to encourage the group to generate the general principles which would lead to effective management and then translate this into specific action strategies. The leader follows through on this by setting tasks between sessions to practise these skills and integrate them into ongoing teaching practise, which are reviewed in the next session.

(v) Content

The following topics are used to structure the sessions:

- 1 A framework for considering resistant students. Focus is on variables within the school.
- 2 Analysing disruptive incidents. A social-interactionist approach is utilized.
- 3 Being positive in the classroom. Positive reinforcement in teacher-student interactions.
- 4 Communication : Listening.
- 5 Communication : Sending clear messages.
- 6 A school discipline package. William Glasser's Model is presented as an example.
- 7 Setting clear limits in the classroom:
  - (i) Rules.
- 8 Setting clear limits in the classroom:
  - (ii) Sanctions.
- 9 Conflict resolution. A general problem solving approach.
- 10 Putting it all together in your school. Developing strategies for implementation at the whole school level.

Throughout the workshop series the principles of effective management which have emerged form the basis for the individual teacher's relationship to the class and also for the school's organization with respect to discipline, however the emphasis has been on application at the classroom level. In stage 2 the application of the principles throughout the school becomes the major issue.

## STAGE 2

The task confronting the group at this stage is to arrive at a workable discipline system, compatible with the principles of effective management developed in stage one, which is supported by the school community. six group sessions are allocated to work on this, though the total time committment is considerably greater, and the following two issues are addressed:-

- (i) The set of tasks involved in establishing the discipline system i.e.:
- reviewing its current system
  - producing a written policy
  - developing a set of operating procedures to cover both within class strategies and out of class support.
  - identifying ways to maintain the system in the future, which includes, ongoing monitoring of the system, staff development, induction of new staff.
- (ii) The process of getting commitment from the whole school to this system.

The role of the programme leader during this stage is to act as a consultant to the group in both of these areas.