



Curricular Forum April 2010  
DISCIPLINE, AND CLASS MANAGEMENT (Part 2)

The teacher concerned to demonstrate effective class management will need to consider, among other things, the following five requisites;

1. How to promote positive environments;
2. How to be proactive and fair;
3. How to plan and implement the formal curriculum to support good discipline;
4. How and when to involve other parties;
5. How to make plans for management and discipline effective in practice.

In the case of ONE the teacher will need to consider the following:

Promoting the positive	<ul style="list-style-type: none"> <li>• An emphasis on accentuating the positive rather than focusing on the negative;</li> <li>• Encouraging, teaching and rewarding good behaviour and positive relationships.</li> </ul>
Motivation, praise and enjoyment	<ul style="list-style-type: none"> <li>• Making school and learning interesting;</li> <li>• Reinforcing the positive, extinguishing the negative;</li> <li>• Providing earned and appropriate verbal and non-verbal praise;</li> <li>• Recognizing relative as well as absolute success;</li> <li>• Publicly applauding achievement and effort (e.g. in class, assemblies).</li> </ul>
Self-esteem and success	<ul style="list-style-type: none"> <li>• Promoting student autonomy, empowerment and voice;</li> <li>• Avoiding labelling;</li> <li>• Avoiding humiliation, sarcasm, insult and ridicule;</li> <li>• Asking for students' views/accounts and taking them seriously;</li> <li>• Recognizing also non-academic achievement.</li> </ul>

Ethos and climate	<ul style="list-style-type: none"> <li>• <b>An, open, welcoming, stimulating, caring and supportive climate within the classroom environment.</b></li> </ul>
Equal opportunities	<ul style="list-style-type: none"> <li>• <b>Addressing gender, race, class, abilities, special needs: an equal opportunity to contribute and to learn;</b></li> <li>• <b>Intervening to reduce stereotyping and stereotyped behaviour;</b></li> <li>• <b>Responding quickly to incidents and behaviour which violate equal opportunities;</b></li> <li>• <b>Being alert to racial and sexual harassment and bullying;</b></li> <li>• <b>Being aware of statemented students and those with special needs.</b></li> </ul>
Roles and Relationships	<ul style="list-style-type: none"> <li>• <b>The promotion of positive role models;</b></li> <li>• <b>Being friendly and human;</b></li> <li>• <b>Knowing students as individuals.</b></li> </ul>
Responsibility, self-reliance and respect	<ul style="list-style-type: none"> <li>• <b>Developing autonomy and responsibility in students, e.g. for their work, behaviour, learning;</b></li> <li>• <b>Being polite and respectful, expecting politeness and respect;</b></li> <li>• <b>Providing opportunities for self-discipline.</b></li> </ul>
The physical environment	<ul style="list-style-type: none"> <li>• <b>A stimulating, clean and welcoming environment;</b></li> <li>• <b>Classroom display and not only primary,</b></li> <li>• <b>Arrangements for moving round the classroom/teaching spaces, avoiding circulation bottle-necks;</b></li> <li>• <b>Monitoring entrance/egress of students and monitoring students outside the classroom, e.g. in corridors and play spaces;</b></li> <li>• <b>Involving the students in keeping the physical environment attractive and free from graffiti, litter ...</b></li> </ul>

**In the May issue we will tackle numbers 2 and 3.**

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**Frank Gatt, Gozo College Principal**