

NEWSLETTER ISSUE NO. 16- JULY 2025

World Education Fellowship

Indian Section



Discipline

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Dedication

This issue is dedicated to those special teachers and mentors who have found the way to motivate children to understand the need for discipline and to aspire to follow discipline in their lives!

*Editor's Voice**Discipline***Dr. Priti Sachdev**

Editor

WEF - Indian Section Newsletter

We all know and accept that discipline is what will take us to where we want to go. We need it to make something of our lives. -- but how much? And when?

Whenever one hears the word 'discipline' some such images might flash through the mind – an army of soldiers marching in unison, an assembly of children standing at attention – or one may be immediately reminded of a person who displays the absence of discipline, such as breaking a traffic rule or misbehaviour in the school corridor! Obviously, 'discipline' is tied to conformity, an acceptance and submission to the rules laid down at the place where one is at the moment.

For schools and other such institutions which are tied to the idea of development and enhancement of behaviour, rules and discipline play the greatest part! These could be the army training fields, educational institutions, or prisons. All of them require the laying down of rules of conduct and enforcing these among the inmates (sic).

The issue is not whether to promote discipline or not - the issue really is whether the rules laid out are appropriate for the subjects in question. One cannot, obviously, use prison or army rules in schools. Also, the implementation of the rules as laid out, cannot be as stringent where young people are involved as they would, for example be, in the army! Not following rules in the army could lead to a life and death situation, whereas where youth and children are concerned, unduly strict implementation could very well lead to mental illness and a distaste for schools and learning.

How do we draw a balance? How do we go about inculcating 'self-discipline' -- the ultimate goal. That is the question!

Every one of us has a take on discipline, whether in life in general and/or specially in places where we interact with others in social settings. Not every one agrees with what is right or even acceptable, and not everyone has the same solution to correct 'bad' behaviour or lack of discipline. People can be on either end of the discipline continuum from the 'absolute obedience' to the 'laissez faire'. We see this among parents, and we see this among teachers.

As long as there is agreement between what parents and what teachers expect, the child will survive but when they are different points on the continuum we have an issue. That is when the child will suffer, and so will discipline!

Where do we draw the line? - do we need to draw the line at all? If we can talk of individualised instruction can we also talk of individualised rules of discipline? Would that even be fair? -- some questions to introspect over.

Do read the thought articles sent by educationists in Mumbai as well as some articles shared from the net.

Happy reading and I look forward to your reactions to this issue and to this subject.

Contributor's To The 16th Newsletter

A big thank you to all the contributors, new and old, who took the time to pen their thoughts on this much debated topic of "Discipline", And thanks to the authors of all the shared articles which give is a more global insight into the issues related to discipline.

Ariane Resnick



Ariane Resnick, CNC is a mental health writer, certified nutritionist, and wellness author who advocates for accessibility and inclusivity.

"Living well can, and should, be joyful! I believe in an approach to wellness that centers on happiness and gratitude, not stress and rules, and I'm proud to be living proof that people can bounce back from what they're told are insurmountable challenges. When we allow our minds to believe in our wellness, we allow our bodies to achieve it." — Ariane Resnick, CNC <https://www.verywellmind.com/how-to-be-more-disciplined-6374060>

Arunima Dave

Ms Dave is the Cultural Head & Academic Head for Science at the Parle Tilak Vidyalaya (ICSE) – Primary Section in Mumbai.

She is an educator who blends creativity with curriculum and leadership with vision and currently head the Science Department with a passion for inquiry and exploration, while curating the school's cultural landscape with equal energy and imagination. She strives to bridge academics with co-curricular experiences, to foster well-rounded development in young minds.

Ms Dave secured the 1st rank (International) at the CENTA® Teaching Professionals' Olympiad 2024, School Leader Track.

She believes in making education meaningful, memorable, and rooted in both heart and rigour.



Dr. Asha Agrawal



Dr Aggarwal is currently an Asst. Professor in the Commerce Department at the KES' Shroff College of Arts and Commerce . She has a number of qualifications to her credit : M.Com – (Gold Medalist), an MBA, and a PhD in Commerce. She has been awarded the Junor Research Fellowship during her student days and is currently a Co- Guide at JJTU.

To her credit she has 15 Papers published, 3 Book Chapters, one book and one book edited by her.

Contributor's To The 15th Newsletter

Dr. Chris Drew

RIP Dr Drew (6/12/1965 - 21/6/2025)

Dr Chris Drew, a PhD in Education from the Australian Catholic University, is owner and editor of the website [The Helpful Professor](#) that provides trustworthy, accessible, and accurate peer-reviewed study guides that reflect expert consensus – all in language that university students can understand!

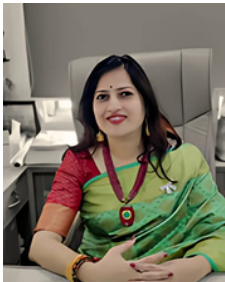


Prior to starting [The Helpful Professor®](#), Dr. Drew was editor at the Journal of Learning Development in Higher Education and the guest editor on the major Ed Tech journal, the Australasian Journal of Educational Technology.

He is well known as an expert on study skills, child development, and educational studies. Dr. Drew has extensive teaching experience at universities around the world. A number of his presentations are available on 'YouTube'.

Dr. Drew has written peer reviewed articles in over 20 academic journals, such as the [British Journal of Educational Studies](#), [Journal of Early Childhood Research](#), [Critical Studies in Education](#) and [Contemporary Issues in Early Childhood](#).

Dr. Megha Gokhe



Dr. (Mrs.) Megha Deepak Gokhe is currently the Principal of Thakur Shyamnarayan College of Education & Research. She has a PhD and M Phil in education with and MSc with seventeen years of teaching experience behind her. Dr. Gokhe is a recipient of the [Indira Parikh Award](#) for women leaders by the World Education Congress, as well as the [Lifetime Achievement Award](#) in 2023 for her role in the field of education.

Dr Gokhe has authored 3 books and is the editor of an academic journal. She is a mentor and connected with a number of national and international projects aimed at enhancing school and teacher education and development.

Dr. Pramila Kudva

Dr. Kudva has a PhD in Education from Mumbai University and an honorary D Litt from the University of South America.

Dr Kudva has been in the field of education for the last 4 decades. She retired as principal of a reputed school in Mumbai in 2022. Since then, she has re-invented herself as a [facilitator](#) at professional development programs across Mumbai, as a [blogger](#) who writes on issues related to education and personal development as well as [podcaster](#)!

She is an avid writer and has five books and several articles to her credit.



Contributor's To The 15th Newsletter

Dr. Priti Sachdev



A double doctorate (in Education and in Management), Dr Sachdev is an established educationist having worked in schools, colleges, Teacher Training institutions and in Mumbai University over the last 5 decades plus. She moved on to become an independent faculty / teacher trainer in research, soft skills and pedagogy. She currently interests herself in promoting reflection, skill building and iterative teaching among teachers through organizing workshops and spreading progressive thinking in Education through the WEF Indian Section Newsletter.

Melita Ann D'Souza

With a Bachelor's Degree in Ancient Indian Culture and Anthropology from St. Xavier's College, Melita D'Souza is the creative mind behind our newsletter.

After a decade and a half in the airline industry, she pursued her Diploma in Early Childhood Care and Education and joined the Gujarat Research Society as the assistant to the ECCEd Programme Coordinator. Melita is now part of Jasudben ML School and Bloomingdales Pre-Primary Section.



Shobhana D'Sa

Ms Shobhana D'Sa is an assistant teacher at the Parle Tilak Vidyalaya, Mumbai.

Violin Joseph

Violin Joseph is connected with and writes for the NASP Centre website, which has been listed as one of the top 10 guidance websites focusing on child and adolescent mental health. Towards this, they address parents, children and schools and talk about the various issues that affect children and intervention strategies for children in crises.

<https://naspcenter.org/>

From Rule-book to Real Growth

Ms Arunima Dave

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If you had asked me ten years ago what discipline meant, I'd have said: "rules, silence, straight lines, and neat notebooks."

But today, I'd say: **Discipline is doing what needs to be done, even when no one is watching.** If knowledge is the brain of education, then discipline is its spine. It's not about rows of silent children or robotic obedience. Discipline is self-alignment. It's about showing up, being responsible, and making choices that might not be easy but are right.

Let's clear up a common misunderstanding. **Discipline doesn't mean punishment.** It means persistence, purpose, and practice.

In a Grade 5 classroom, when Aditya begins finishing his homework regularly after months of delay, that's discipline. When Meher waits patiently for her turn to speak during a science experiment, that's discipline too. These are not acts of control. They are small, personal victories of self-regulation. Just like muscles grow stronger with use, a child's sense of discipline grows through consistent routines and fair consequences.

Discipline is mostly equated with rules. But rules without explanation or connection can lead to resistance. What if we looked at it differently? What if discipline became something children understand and believe in, not just follow?

Instead of saying "no running in the corridor," we could say "let's walk so everyone stays safe." Instead of demanding silence, we can value listening. When children know why a rule exists, they are more likely to follow it.

Here's a bold idea. **Let children be part of creating the rules.**

We need structure, yes. But the most effective discipline comes when students feel a sense of ownership. Imagine starting the academic year with a class discussion, where students suggest rules like "We speak with kindness" or "We own our mistakes." These rules are not imposed, they are created together. That shifts discipline from enforcement to belief.

Every teacher has known a child who challenges boundaries. But a flexible approach often works better than a rigid one.

When Roshni throws a tantrum, we ask what's really going on. When Tahir refuses to write, maybe his fingers are hurting, or maybe his feelings are. **A useful mantra to remember is: firm expectations, soft eyes.** Flexibility doesn't mean lower standards. It means we add understanding to structure.

Here are a few ideas for building discipline that lasts.

1. Co-create the Code

Invite students to help create class rules at the start of the year. When they help define expectations, they are more likely to live by them.

2. Discipline Diaries

Encourage students to reflect on their behaviour and growth in short, fortnightly journal entries. A quiet and personal way to build accountability.

3. Weekly Circle Time

Hold regular class discussions where students share wins and areas for improvement. Encourages a culture of openness and peer feedback.

4. What Would You Do? Challenges

Present real-life dilemmas like cheating or bullying and let students discuss how they would handle them. Builds ethical thinking.

5. Calm Corners

Designate a quiet area where students can cool off and reflect when upset. Promotes emotional regulation without shame.

6. Growth Wall

Display a board where students can post examples of when they showed self-control or helped others. Celebrates discipline as a shared goal.

7. Meaningful Consequences

Allow students to suggest ways to make up for mistakes. For example, if someone breaks something, they help fix it. Makes discipline constructive, not just corrective.

These practices move us away from fear-based discipline and towards a culture of responsibility and reflection.

And let's not forget, discipline doesn't begin at school. It begins at home, in the little things- respectful speech and shared responsibilities. When both parents and teachers model the same values, the child sees consistency. I often share this during PTMs:

What you do, they will repeat.

What you skip, they'll think is neat.

Children don't just hear what we say. They absorb what we do.

Here's an analogy. Think of a garden.

Rules are the fence : they protect.

Habits are the roots : they anchor.

Values are the sunlight : they guide.

And the child? The seed : full of promise.

Too much control and the plant withers. Too little, and it grows wild. But with the right care, patience, and attention, we get blooms of character.

Someone once told me: “**Discipline is choosing between what you want now and what you want most.**” That stays with me.

Whether it’s a student resisting the urge to distract a friend or a teacher staying back to help one, discipline lives in these small, daily choices. Let’s create school cultures where discipline is not feared but valued.

Where children don’t just behave well- they grow into mindful, motivated, and wholehearted individuals.

Discipline is helping
a child solve a problem.
Punishment is making a
child suffer for having
a problem. To raise problem
solvers, focus on solutions
not retribution. – L. R. Knost

nourishingourchildren.org

Discipline - The Key to Good Performance and Success in Life

Shobhna D'Sa

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In the context of education, discipline refers to both the practice of training and correcting student behavior, and the organized body of knowledge and methods of study within a specific academic field or subject. It's about creating a structured and controlled environment for learning, fostering a sense of responsibility and adherence to rules and expectations, and ensuring a safe and conducive learning environment for all students.

Discipline in schools is crucial for creating a safe, orderly, and productive learning environment that supports academic achievement and personal growth. It fosters focus, engagement, and positive interactions, ultimately preparing students for future success. Discipline helps students develop essential life skills like responsibility, accountability, and self-control, which are valuable beyond the classroom.

Here's a more detailed look at the ideals of discipline in school:

1. Creating a Safe and Respectful Learning Environment:

- **Structured Classroom:**
Discipline helps maintain a structured learning environment where students can focus on their work without distractions.
- **Respect for Rules:**
Clear rules and expectations promote a sense of order and fairness, fostering respect for school policies and authority.
- **Safety:**
Discipline ensures a safe environment for all students, protecting their rights and well being.

2. Fostering Self-Discipline and Responsibility:

- **Self-Control:**
Discipline teaches students to control their impulses and make responsible choices, promoting self-discipline.
- **Accountability:**
Students who are accountable for their actions are more likely to succeed academically and socially.
- **Positive Behavior:**
Discipline encourages positive behaviors, such as politeness, cooperation, and respect for others.

3. Promoting Social and Emotional Development:

- **Social Skills:**
Discipline helps students develop social skills, such as conflict resolution, empathy, and teamwork.

- **Emotional Regulation:**

Students learn to understand and manage their emotions, which is crucial for their overall well-being.

- **Collaboration:**

Discipline encourages students to collaborate with their peers and work together towards common goals.

4. *Supporting Academic Success:*

- **Focus and Attention:**

A disciplined classroom environment allows students to focus on their studies and learn effectively.

- **Time Management:**

Discipline helps students develop good time management skills, which are essential for academic success.

- **Goal Setting:**

Discipline encourages students to set goals and work towards them, fostering a sense of purpose and achievement.

5. *Preparation for Future Success:*

- **Professional Life:**

The discipline learned in school, such as self-control, responsibility, and respect for authority, is essential for success in the professional world.

- **Civic Engagement:**

Discipline prepares students to be responsible and engaged citizens, contributing positively to their communities.

- **Lifelong Learning:**

Discipline fosters a love of learning and a desire for continuous improvement, which is crucial for personal and professional growth.

In most schools, a committee composed of teachers, parents, and sometimes student representatives, local community members, and the school's head teacher, drafts the school's discipline rules. These rules are then reviewed and approved by a governing board or other relevant authority. The head teacher ultimately has the responsibility for enforcing the school's behavior policy and ensuring it's communicated to staff, parents, and students.

Here's a more detailed look at the process:

1. **Rule Creation:**

A committee, often including teachers, parents, and other stakeholders, develops the school's code of conduct, which outlines the expected behavior and disciplinary measures for students.

2. **Governing Board Review:**

The proposed rules are submitted to the school's governing board (or similar body) for approval.

3. **Head Teacher Implementation:**

Once approved, the head teacher is responsible for ensuring the policy is implemented and communicated to all parties, including staff, parents, and students, according to a guide for head teachers and school staff on behaviour and discipline.

4. **Enforcement:**

Teachers within the school have the authority to enforce school rules and discipline students who violate them.

Implementers of discipline in school should have flexibility to adapt to individual student needs and circumstances while maintaining clear expectations and consistent application of school-wide policies. This means being able to adjust methods based on the specific situation, the student's age and maturity, and the severity of the behavior.

Here's a more detailed breakdown:

Adaptability to Individual Needs:

- **Understanding the student:**

Implementers need to understand the reasons behind a student's behavior. This may involve learning about their background, learning style, and potential challenges.

- **Personalized approaches:**

Discipline should not be a one-size-fits-all solution. Implementers should be able to modify their approach based on the individual student's needs, such as offering different types of support, guidance, or consequences.

- **Flexibility in strategies:**

For example, if a student is struggling with a specific task, the implementer might adjust the workload or provide additional support, rather than immediately resorting to punishment.

Consistent Application of Policies:

- **School-wide guidelines:**

While individual needs should be considered, it's important to maintain clear expectations and consistent application of school-wide policies.

- **Fairness and equity:**

All students should be treated fairly, and the same rules and consequences should be applied to similar behaviors.

- **Transparency:**

Students and parents should be aware of the school's disciplinary procedures and consequences.

Professional Development:

- **Training and support:**

Implementers of discipline should receive ongoing training and support on best practices for classroom management, conflict resolution, and positive discipline.

- **Collaboration:**

Teachers and staff should collaborate to develop a consistent and supportive disciplinary approach.

Flexibility in Response to Circumstances:

- **Adjusting to the situation:**

Implementers should be able to adjust their approach based on the severity of the situation and the student's reaction.

- **Preventative measures:**

Implementers should focus on preventing discipline problems in the first place by creating a positive and supportive learning environment.

- **Positive reinforcement:**

Using positive reinforcement and praise can be more effective than punishment in motivating students.

Importance of Communication:

- **Open communication:**

Implementers should maintain open communication with students, parents, and other staff members.

- **Collaboration with families:**

Parents play a crucial role in supporting their children's learning and behavior.

- **Building relationships:**

Implementers should build strong relationships with students to foster trust and a positive learning environment.

By balancing individual needs with consistent policies and professional support, implementers of discipline can create a more equitable and effective learning environment for all students.

Unacceptable Behaviors:

- **Disruptive behaviours:**

Out-of-seat, calling out, talking without permission, refusing to follow instructions, tantrums, swearing, or screaming.

- **Violent and unsafe behaviours:**

Head banging, kicking, biting, punching, fighting, running away, or smashing equipment.

- **Inappropriate use of technology:**

Using cell phones or laptops inappropriately during class.

- **Disregard for rules and deadlines:**

Lateness, leaving early, or not adhering to deadlines.

- **Problematic speech:**

Lying, cheating, stealing, or making disparaging remarks.

- **Self-injurious behaviour:**

Cutting or burning oneself, or exposing previously unexposed injuries.

Strategies for Improvement:

- **Clear Communication and Expectations:**

Establish clear rules and expectations for students, ensuring they understand what is and isn't acceptable.

- **Positive Reinforcement:**

Recognize and reward good behavior to encourage positive actions and discourage negative ones.

- **Redirection:**

Redirect students to alternative activities or behaviors when they engage in disruptive or inappropriate conduct.

- **Time-Outs:**

Use a time-out area as a consequence for unacceptable behavior, allowing students to calm down and reflect on their actions.

- **Creating a Calm Corner:**

Provide a quiet space where students can go when they feel overwhelmed or stressed.

- **Positive Relationships:**

Develop positive relationships with students to build trust and create a more supportive learning environment.

- **Addressing Underlying Issues:**

Understand the potential causes of challenging behavior, such as emotional distress or learning difficulties, and provide appropriate support.

- **Collaboration with Parents:**

Involve parents in addressing behavior issues and work together to develop strategies for improvement.

- **Active Supervision:**

Frequently monitor students during class and non-class periods to reinforce expected behaviors and prevent undesirable ones.

- **High-Probability Requests:**

Start with requests that students are likely to comply with to build a positive rapport and increase the likelihood of future compliance.

To improve student behavior in a school environment, teachers and administrators should establish clear expectations and routines, build positive relationships with students, and utilize positive reinforcement techniques. Creating an engaging and stimulating learning environment, addressing negative behaviors promptly, and involving students in decision-making can also contribute to a more positive and productive classroom.

Here's a more detailed look at effective strategies:

1. Establishing Clear Expectations and Routines:

- **Communicate clearly:**

Define rules, expectations, and consequences from the start of the school year.

- **Create routines:**

Establish predictable routines for transitions, activities, and other classroom tasks.

- **Involve students:**

Allow students to participate in creating rules and expectations.

2. Building Positive Relationships:

- **Know your students:**

Get to know students individually and show genuine interest in their lives.

- **Positive interactions:**

Engage in positive interactions and create a supportive environment.

- **Active listening:**

Be attentive and listen to students' concerns.

3. Using Positive Reinforcement:

- **Praise and rewards:**

Recognize and acknowledge positive behaviors with praise and rewards.

- **Positive language:**

Use encouraging language and focus on successes rather than mistakes.

- **Visual aids:**

Utilize visuals to reinforce positive behaviors and expectations.

4. Creating an Engaging Learning Environment:

- **Stimulating lessons:**

Design lessons that are interesting, relevant, and interactive.

- **Engaging activities:**

Incorporate a variety of activities that keep students actively involved.

- **Choice-making opportunities:**

Provide students with opportunities to make choices in their learning.

5. Addressing Negative Behaviors:

- **Prompt and fair:**

Address negative behaviors promptly and fairly, using established consequences.

- **Focus on behavior, not the person:**

Target the specific behavior, rather than making it personal.

- **Explain consequences:**

Clearly explain the reasons for consequences to help students understand the rules.

6. *Involving Students in Decision-Making:*

- **Co-creation:**

Involve students in creating rules, expectations, and classroom management strategies.

- **Problem-solving:**

Encourage students to participate in problem-solving and decision-making.

7. *Collaborating with Parents and Guardians:*

- **Open communication:**

Maintain open communication with parents about student behavior and progress.

- **Shared responsibility:**

Work together to create a supportive and consistent environment for students.

Here , I would like to conclude with

To Sir, With Love by E.R. Braithwaite the experiences and challenges he faces as a young teacher with a class of unruly students from diverse backgrounds. Through patience, understanding, and innovative teaching methods, he earns their respect and helps them grow both academically and personally. This shows the transformative power of love and respect between a teacher and his students.



Building Character: The Role of

Discipline in School and Life

Dr Pramila Kudva

Retired Principal,
Academician, Trainer, Author.

In a bustling classroom in Tokyo, a young student quietly sets aside distractions, meticulously organizing her notes in preparation for an important exam. Across the globe, a corporate leader in New York implements a strict code of conduct to steer her team through a challenging project deadline. These seemingly disparate scenarios are united by one common thread: discipline.

You resist eating an ice cream, you have exercised discipline – self control. You are sitting through a boring lecture but will not get up and go out because it is disrespectful. It is inner discipline. You start an exercise regime and continue with it without giving it up. This is discipline again.

Hence, Discipline can be viewed as:

- Self-Control
- Consistency
- Delayed Gratification: the well-known Marshmallow experiment is a case in point.
- Commitment
- Intentionality

Discipline is viewed here as discipline in school and in Life.

Schools follow a set of rules and regulations to enforce discipline. These practices could be restorative or punitive.

When Schools approach discipline punitively, it affects the overall school climate, creating a more negative environment for all students, which affects even those who do not have discipline issues.

It is necessary to establish and maintain a positive school and classroom climate. This also allows a school community to proactively prevent discipline problems.

Types of discipline

School discipline can be broadly categorised under 3 categories- preventive, supportive, and corrective.

Preventive Discipline

- The curriculum should be engaging. It should hold the interest of the students.
- Set clear rules and routines from the beginning of the year.
- Create a Positive Classroom Environment

Supportive Discipline:

This helps students regain self-control and return to task.

- Positive Reinforcement: Praising students for good behaviour and efforts.

- Individualized Support: Providing extra help or guidance when needed.
- Conflict Resolution: Helping students resolve disagreements in a healthy manner.

Corrective Discipline:

This addresses instances of misbehaviour when students are not following rules or causing disruptions.

- Addressing Misbehaviour Directly: Stopping disruptions and speaking privately to the student.
- Applying Consequences: Using consequences that are fair and appropriate.
- Focusing on the Behaviour, Not the Student: Emphasizing the issue rather than criticizing the student's character.

What are some common causes of indiscipline in schools?

The student could be testing the teacher. Some kind of power game! In such cases, stand up straight, say firmly, I am the teacher here and what I say goes. Or I am moving you from this place. This is in the best of interest. You will do better at this place. Saying so, move the student.

It could be the attention seeking student giving trouble to the teacher. Give a lot of attention to the Learning related activities and as little attention as possible to the attention seeking behaviour.

Student may be undergoing some kind of stress which will need to be handled with care. Take the guidance of the counsellor.

Teacher is not able to exercise control. Advice is to involve the students in preparing the rules of conduct. Seek expert advice – senior colleagues or your superiors.

Sometimes there is a breach of discipline but no culprit. Eg. somebody threw a paper plane. Don't punish the whole class. Use the paper plane to discuss how the gliders work! Assign a project.

Teacher should establish ground rules before starting the class. Involve the students to make the list themselves. Set the tone for everything...behaviour, procedures, grades, work ethic, attitude...everything!! Be fair, just and consistent. Establish a positive classroom environment.

Do not shout to discipline the child. Use the PEP technique.

- Proximity – use a commanding posture near the student.
- Eye contact – Sustained eye contact, before & after
- Posing questions – Why haven't you started?
-

Sometimes the problems won't go away. In such cases have a one-on-one talk is needed. Talk could be Adult to child or adult to adult style. Parent to child could be a third approach. All these 3 approaches¹ could be summarized as follows:

A Chat Non-directive adult to adult style	A Word Parent to adult style	A Telling off. Directive Parent to child style
Teacher implied message: I think you are willing to solve your own problems	Teacher implied message: I think you need some pressure to solve your own problems	Teacher implied message: You can't solve your problems
Strategy: Ask Probing questions and Listen: What do you find most difficult?	Strategy: Set clear targets. Tell the students about the consequences if targets are not met. Evaluate the achievements of the target.	Strategy: Use of PEP technique Do you realise the consequences of this behaviour?

A Practical guide to Teaching today

The student reactions can also be termed as follows:

1. Co-operative
2. Compliant
3. Resentful but Compliant

A word of caution: There is no ready reckoner that says a particular student behaviour is in response to a certain teacher behaviour. Experience, attitude, quality teaching, empathy and approachability in a teacher are all factors that determine discipline in a classroom.

Discipline in life

Discipline manifests in various ways across different areas of life:

- **Health and Wellness:**
 - Follow an exercise regime.
 - Resist unhealthy food temptations.
 - Maintain a regular sleep schedule.
 - Practice mindfulness or meditation daily.
- **Work , Productivity and personal growth:**
 - Prioritize tasks and avoid procrastination
 - Minimize distractions like social media.
 - Adopt a growth mindset.
 - Practice a new skill (e.g., a musical instrument, a language) regularly.
 - Set aside personal time
- **Financial Management:**
 - Creating and sticking to a budget.
 - Planning for retirement
 - Avoid splurging and trying to keep up with the Jones.
- **Relationships:**
 - Actively listening to others without interrupting.
 - Being available for loved ones despite a busy schedule.
 - Try to maintain the equipoise.

Significance of Discipline in Life:

The cultivation of discipline carries profound significance for an individual's life:

- **Goal Achievement:** Discipline provides the direction and to have a sustained effort to turn aspirations into reality.
- **Increased Productivity:** It fosters focus and reduces procrastination.
- **Having a structured and disciplined approach to life lowers stress levels.**
- **Improved Self-Esteem and Confidence.**
- **Disciplined habits lead to physical and mental well-being.**
- **Discipline helps in developing valuable traits such as resilience, perseverance, responsibility, and self-mastery.**
- **Paradoxical as it may seem, discipline leads to greater freedom if only because you are able to control your actions and do not get swayed easily.**
- **Helps to build Positive Habits.**

In essence, discipline is a tool that enables individuals to consciously design and create the life they desire, rather than being passively shaped by circumstances. A word of caution though – It is easier for individuals to be disciplined if they catch it young!

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**I think of discipline as
the continual everyday
process of helping a
child learn self-
discipline.**

QUOTEHD.COM

Fred Rogers
American Celebrity

Discipline: The key to Good Performance and success in life (or is it??)

Dr. Megha D. Gokhe
Principal, TSCER

“Discipline is the bridge between goals and accomplishment” – Jim Rohn

Dear Fellow Educators and Future Teachers,

As another academic year winds down, I find myself reflecting as many of us do on what truly shapes our success as educators. And amidst all the reports, celebrations, evaluations, and farewells, one word lingers quietly yet persistently in my thoughts: Discipline. Not in the traditional “walk-in-lines-and-speak-only-when-asked” sense. But discipline as a deeper life force one that holds up the structure of our classrooms, our relationships, and our very character.

What Does Discipline Mean in Today’s Classroom? To me, discipline isn’t about power. It’s not a tool to assert control. Rather, it is a partnership between freedom and responsibility. Discipline, when rightly understood, is a student’s ability to make choices wise, ethical, timely choices even when no one is watching.

For us educators, it is about creating an environment where such choices are nurtured daily. It’s about self-leadership, not obedience.

Why It Matters – Especially for Teachers-in-Training

We often remind our student-teachers that teaching is not just about content delivery. It’s about shaping lives. And discipline is that silent framework unseen yet essential which allows meaningful learning to happen. A well-disciplined class is not one that is quiet—it is one that is engaged.

Who Sets the Tone for Discipline?

This is where our role as educators and as leaders comes in. While rules can be framed on paper, the tone of discipline is set through relationships. Should teachers enforce rules? Yes. --- But should they also build them with students? Absolutely.

The Role of Flexibility

One of the more delicate conversations I have with student-teachers is about balance. How much structure is too much? How much leniency becomes chaos? Teaching is more like jazz -- flexible, responsive, and human.

Parents as Partners

Discipline does not begin at the school gate. The values children bring with them are often shaped at home. Yet, schools and colleges like ours must fill the gaps with patience, not judgment. We must teach our students that dialogue with parents is not an afterthought it is part of the discipline process.

What Do We Emphasize?

Let us be clear. We're not just here to correct behaviour. We're here to cultivate character. As a B.Ed. institution, we often ask our trainees to reflect on these core principles:

- Integrity over perfection.
- Responsibility over blind compliance
- Reflection over punishment.

What Fails – and What Heals

We've all seen strategies that don't work:

- harsh punishments without understanding,
- public shaming,
- rigid rules.

But what works?

- Listening.
- Trust.
- Consistency.
- Emotional connection.
- Restorative practices.

Let us teach our future teachers to focus less on 'managing behavior' and more on understanding why behavior happens.

The Counselor's Perspective

As a Principal, I often work closely with counselors. Their consistent insight is this: children act out more from lack of connection than from lack of rules. It's a lesson we share often with our student's empathy is not weakness; it's your strongest tool as a teacher.

In Conclusion: Discipline is an invitation, it is not a demand, nor a command. It's an invitation to students to become the best version of themselves. And to us educators, it is a daily reminder to lead with integrity.

To my colleagues, and especially to our future teachers I urge you to rethink how you define discipline. Move beyond punishments. Embrace guidance. Teach through modeling. And above all, remember: your classroom is not a battlefield it is a garden.

And discipline? That is the soil

Self Discipline: the ability to make yourself do things you know you should do even when you do not want to!

From Classrooms to Life: The Transformative Impact of Discipline in Shaping Lives

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What separates the students who reach their dreams from those who fall short? Often, it's not talent—it's discipline.

Discipline is often described as the bridge between goals and accomplishment. It is the invisible force that shapes our habits, directs our actions, and ultimately determines the trajectory of our lives. Whether in school, at home, or in our professional journeys, discipline is the underlying principle that fosters growth, achievement, and fulfillment.

Discipline is the practice of training oneself to follow a set of rules or standards, even when it is difficult or inconvenient. At its core, discipline is about self-control, consistency, and making choices that align with our long-term goals rather than short-term pleasures. It means being honest, hardworking, motivated, and focused, regardless of the circumstances. A disciplined person is not just someone who follows orders, but someone who has developed the inner strength to do what is right—even when no one is watching.

Discipline is essential because it is the foundation of all success. It helps us build good habits, enhances self-control, and enables us to prioritize long-term rewards over immediate gratification. With discipline, we can manage our time better, stay organized, and maintain focus on our objectives. It boosts productivity, reduces stress, and fosters emotional stability. Without discipline, even the most talented individuals can fall short of their potential, as they may lack the structure needed to achieve their goals.

In schools, discipline is more than just following rules—it is about creating an environment where learning can thrive. The ideals of discipline in schools include promoting a structured and conducive learning environment, encouraging respect for authority and peers, cultivating time management and responsibility, and fostering a sense of fairness, integrity, and cooperation. Discipline in schools helps students develop the skills and attitudes they need to succeed, not just academically, but in all areas of life.



Discipline rules in schools are typically decided through a collaborative process involving several stakeholders. School districts set broad policies and regulations, ensuring consistency with state and federal laws. School administrators and teachers develop specific rules and procedures tailored to the needs of their students and community. School

site councils often include parents and sometimes students, helping to shape and review discipline policies annually. This two- method ensures that the rules are fair, relevant, and reflective of the community's values & needs.

While consistency is important, some flexibility is essential. Teachers and administrators need the ability to adapt discipline strategies to individual situations and student needs. Striking the right balance between strictness and flexibility creates an environment that is orderly yet responsive, where students feel both supported and accountable. Flexibility allows educators to consider context, intent, and individual circumstances, leading to fairer and more effective discipline.

Parents play a crucial role in shaping their children's discipline. They are the first teachers, instilling values, setting expectations, and modeling disciplined behavior at home. Parents guide, counsel, and sometimes correct their children to help them understand the importance of good behavior. Their involvement is key to reinforcing what is taught at school and ensuring consistency in expectations and consequences.

Schools and teachers should focus on establishing clear and consistent rules and expectations, using positive reinforcement to encourage good behavior, implementing fair and consistent consequences for misbehavior, teaching values such as respect, responsibility, and integrity, and promoting a safe and inclusive environment free from bullying and discrimination. For example, a teacher might use a reward system to recognize students who consistently complete their assignments on time, thereby motivating others to follow suit. In another example, a school may implement a peer mentoring program where older students help younger ones understand and follow school rules, fostering a culture of mutual



respect and responsibility. By focusing on these aspects, schools help students develop self-discipline and prepare them for future challenges.

Parents can reinforce school discipline by staying informed about school rules and expectations, communicating regularly with teachers about their child's behavior and progress, modeling disciplined behavior at home, providing guidance and support especially when their child faces challenges, and using praise and encouragement to reinforce positive behavior. For instance, if a school emphasizes punctuality, parents can help by ensuring their child leaves the house on time each morning. When parents and schools work together, children receive consistent messages about the importance of discipline.

Some behaviors are universally recognized as unacceptable in schools, including loud talking and repeated lateness, littering and damaging property, cheating, bullying, and making fun of others, physical aggression such as hitting or punching, disrespect for teachers and peers, use of prohibited items like phones or games during class, and failing to do homework or follow instructions. For example, a student caught cheating on a test not only faces consequences but also learns about honesty and trust. Addressing these behaviors promptly and consistently is vital for maintaining a positive learning environment.

Effective strategies to improve discipline include setting clear rules and communicating them to students and parents, using positive reinforcement such as praise and rewards for good behavior, applying consistent and fair consequences for misbehavior, involving students in creating classroom rules to give them a sense of ownership, providing character education

and social-emotional learning programs, collaborating with parents to address persistent issues, and using technology to monitor and manage behavior. For instance, some schools use behavior tracking apps that allow teachers and parents to monitor progress and provide immediate feedback. Another example is the use of restorative circles, where students discuss issues openly and agree on solutions together, which can be more effective than traditional punishments. These strategies help create a culture of discipline that supports learning and personal growth.



Some common discipline strategies that often fail include relying solely on punishment rather than teaching and guiding, adopting policies that mask negative trends (for example, not allowing grades below a certain threshold regardless of performance), ignoring the root causes of misbehavior such as emotional or social challenges, and applying one-size-fits-all solutions without considering individual needs. For example, suspending a student repeatedly for tardiness without understanding the underlying family issues may not solve the problem. Such approaches may temporarily suppress bad behavior but do not address underlying issues or help students develop self-discipline.

Counsellors view discipline as a process of guidance and support rather than mere punishment. They focus on helping students understand the consequences of their actions, develop self-control, and build positive relationships. Counsellors advocate for restorative practices, conflict resolution, and teaching coping strategies to address the emotional and social factors that influence behaviour. For



instance, a counsellor might mediate a conflict between two students, helping them understand each other's perspectives and find a peaceful resolution. Their goal is to help students grow into responsible, self-disciplined individuals.

Too little discipline leads to chaos, lack of respect, and a poor learning environment. Students may not understand boundaries or the importance of rules. On the other hand, too much discipline can create fear, resentment, and stifle creativity. Overly strict environments may discourage students from expressing themselves or taking healthy risks. The key is balance—providing enough structure to maintain order, while allowing flexibility for growth and individuality. For example, a school that allows students to express their opinions respectfully during class discussions fosters both discipline and creativity.

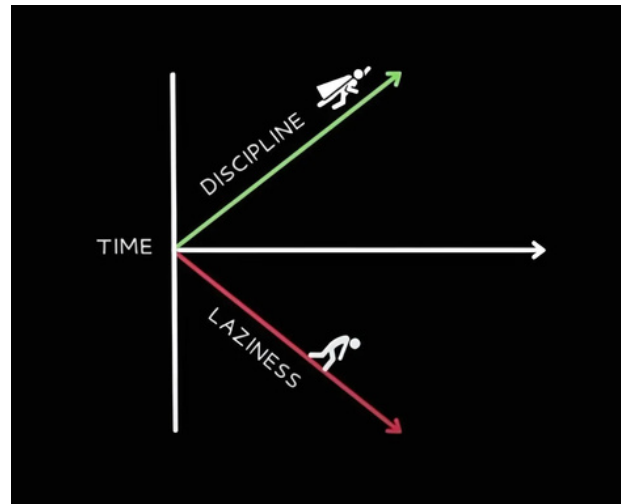
Discipline strategies should be tailored to the developmental stage of the child. For young children, simple rules, immediate feedback, and lots of praise work best, with consistency and clear consequences being crucial. In primary school, involving children in setting rules, using visual reminders, and encouraging responsibility for actions helps. For adolescents, focusing on dialogue, reasoning, and natural consequences encourages self-reflection and problem-solving. For example, a teenager who misses a deadline might be asked to reflect on how better planning could have helped, rather than simply being punished. Adapting strategies to the child's age ensures that discipline is both effective and supportive.

Discipline is not about control or punishment—it is about empowering individuals to make wise choices, stay focused on their goals, and navigate life's challenges with resilience and integrity.

From the classroom to the home, and into the wider world, discipline remains the key to good performance and lasting success. By working together—schools, parents, and students—we can create environments where discipline is not just enforced, but embraced as a path to personal and collective achievement. When nurtured and balanced, discipline leads to growth, harmony, and lifelong success.

In conclusion, discipline is the cornerstone of personal and collective achievement. It shapes character, builds resilience, and creates the foundation for success in all areas of life.

By understanding its importance and applying it thoughtfully across schools, homes, and communities, we can empower individuals to lead fulfilling, responsible, and successful lives.



**Discipline trains you to
put up with
disappointments, every
rose has a thorn.**

SAI BABA

EVERYDAY POWER

Fair and Effective Discipline for All Students:

Best Practice Strategies for Educators

Violin joseph

8th March 2023

National Association of School Psychologists

Disciplining students, particularly those with chronic or serious behavior problems, is a long-standing challenge for educators. They must balance the needs of the school community and those of the individual student. At the heart of this challenge is the use of punitive versus supportive disciplinary practices. Though increasingly common in recent years, reliance on punitive approaches to discipline, such as 'zero tolerance' policies, has proven largely ineffective, even counterproductive. This holds true both for general education students and those with disabilities. Current research and legislation offer alternative 'best practice' strategies that support the safe education of all students. Such effective discipline practices ensure the safety and dignity of students and staff, preserve the integrity of the learning environment, and address the causes of a student's misbehavior in order to improve positive behavioral skills and long-term outcomes.

Punish-Based Discipline Does Not Improve School Safety, Learning or Behavior

In recent years many schools have adopted a zero tolerance approach to school discipline that usually entails the expulsion or suspension of students as an automatic consequence of serious acts of misconduct, particularly the possession of weapons or drugs. Unfortunately, an increasing number of schools apply a zero tolerance approach to behaviors that do not necessarily threaten the safety or welfare of others. Furthermore, harsh consequences are invoked automatically, irrespective of the severity of the misbehavior or the circumstance involved, and without consideration of the negative impact of these consequences on the welfare of the offending student or on the overall climate of the school.

Research repeatedly has demonstrated that suspension, expulsion, and other punitive consequences are not the solution to dangerous and disruptive student behaviors. In fact, evidence indicates that dangerous students do not become less dangerous to others when they are excluded from appropriate school settings; quite often they become more so. Youth who are not in school and not in the labor force are at exceedingly high risk of delinquency and crime. Each year's class of dropouts drains the nation of more than \$200 billion in lost earnings and taxes every year. Billions more are spent on welfare, health care and other social services.

Zero tolerance policies as usually implemented:

- Do not increase school safety.
- Rely too heavily on suspension and expulsion, practices that neither improve school climate nor address the source of student alienation.
- Are related to a number of negative consequences, including increased rates of school dropout and discriminatory application of school discipline.
- Negatively impact minority students and students with disabilities to a greater degree than other students—studies have shown that these students constitute a disproportionately large percentage of expulsions and suspensions.

- Restrict access to appropriate education, often exacerbating the problems of students with disabilities and achievement difficulties, and thereby increasing the probability that these students will not complete high school.

Positive Discipline Strategies Improve Safety and Outcomes for All Students

Positive discipline strategies are research-based procedures that focus on increasing desirable behaviors instead of simply decreasing undesirable behaviors through punishment.? They emphasize the importance of making positive changes in the child's environment in order to improve the child's behavior.? Such changes may entail the use of positive reinforcement, modeling, supportive teacher-student relations, family support and assistance from a variety of educational and mental health specialists.?

Research has proven that positive discipline strategies benefit all students because:

- Opportunities to forge relationships with caring adults, coupled with engaging curriculum, prevent discipline problems.
- Discipline that is fair, corrective and includes therapeutic group relationship-building activities with students reduces the likelihood of further problems.
- Strategies that effectively maintain appropriate social behavior make schools safer.? Safer schools are more effective learning environments.
- Positive solutions address student needs, environmental conditions, teacher interactions and matching students with curriculum.
- Reducing student alienation through 'schools-within-a-school' and other peer relationship can dramatically reduce acting out in schools, especially in large settings.
- When students are given an appropriate education in a conducive environment, they improve behavior and performance.
- Appropriately implemented, proactive behavior support systems can lead to dramatic improvements that have long-term effects on the lifestyle, functional communication skills and problem behavior in individuals with disabilities or at risk for negative adult outcomes.

IDEA promotes research-based practice. The importance of evidence-based discipline policies is highlighted in the IDEA Amendments of 1997 that govern services to students with disabilities. To support students with disabilities who exhibit challenging behaviors, IDEA requires the consideration of 'positive behavior interventions, strategies and supports' when a student's behavior 'impedes his or her own learning or that of others.' The amendments apply not only to direct implementation of supports for individual students, but also address the broader issues of school safety and climates conducive to learning for all students.? Systemic changes in a school's or district's approach to discipline and behavioral intervention, including collaboration with families and community agencies, can significantly impact school climate and student learning.? Schools implementing effective strategies have reported reductions in office discipline referrals by 20-60%; this results in improved academic engaged time and improved academic performance for all students. **All students, both with disabilities and without, can benefit from proactive behavioral support systems.**

Research indicates that effective implementation of proactive behavioral supports includes:

- **Culturally competent, family-friendly** behavior support.
- A focus both on **prevention** of problem behaviors and **early access** to effective behavior support.?
- Implementation with **sufficient intensity** and scope to produce gains that have a significant and durable impact on behavior.
- For individual students, an assessment, including a **Functional Behavior Assessment**, conducted when the problem behavior is first observed or as a **proactive** activity.

Examples of effective proactive behavioral strategies. There are a number of research-based approaches to providing proactive systems of behavioral support in schools, including Positive Behavior Support (PBS), violence prevention programs, social skills instruction and school-based mental health services. These strategies include:

- **Violence prevention:** The most frequent components of a violence prevention program include a prevention curriculum; services from school psychologists, counselors or social workers; family and community involvement; and implementation of effective school-wide discipline practices. Some examples of proven programs include: Second Step and Promoting Positive Thinking Strategies (see below).
- **Positive behavioral supports and social skills training:** Interventions that help students with emotional/behavioral disorders and social skills deficits have potential to significantly improve school-wide behavior and safety. Effective programs include: Stop and Think (Project ACHIEVE) and Positive Behavioral Interventions and Supports (PBIS).
- **Early intervention:** Interventions that target low levels of inappropriate behavior before they escalate into violence can significantly reduce the need for harsh consequences later. Examples of proven practices include First Step to Success (kindergarten) and Positive Adolescent Choices Training (developed for African American youth).
- **In-school suspension,** when focused on continuing the curriculum, while therapeutically debriefing to identify and eliminate the root cause of an acting-out episode, provides an alternative to exclusion.
- **Adult mentors** who work with students to help to improve self-concept and motivation to engage in appropriate behavior.
- **Teacher support teams?** (or 'Intervention Assistance Teams') evaluate both class climate and student needs, and provide support and strategies to engage difficult students as a prevention effort.

Alternative Educational Settings Support Academic and Behavioral Success

Not all significant behavior problems can be adequately addressed through proactive behavioral support strategies, given the range of causal factors and more immediate concerns for student safety. However, removing students from needed educational services through suspension or expulsion is not the answer. Students who need to be removed from the regular education setting for even a short time should have access to appropriate instruction. The IDEA regulations specify an alternative to discontinuing the educational services of students with disabilities through implementation of Interim Alternative Educational Settings (IAES). An IAES is a temporary, short-term setting, and must: (1) enable the student with disabilities to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications that will enable the child to meet the goals set out in the IEP; and (2) include services and modifications to address the behavior (e.g., possession of a weapon or drugs, the threat of injurious behavior) and prevent its recurrence. IAES can only be implemented through the Individualized Education Team process, in certain circumstances, following procedures established by IDEA regulations (Bear, Quinn, & Burkholder, 2001).

Characteristics of effective alternative programs, identified through research, include:

- Low staff to student ratio with highly trained, culturally diverse staff
- Strong component of parent and community agency involvement
- Use of nontraditional instruction, adapted curriculum and flexible staff roles
- Sufficient funding and resources to implement program
- Sensitivity to individual and cultural differences
- Clear program and student goals
- Onsite counseling services

- Multidisciplinary case management
- Research-based interventions
- Formative and summative program evaluation

Resources

Bear, G., Quinn, M. & Burkholder, S. (2001). Interim alternative educational settings for children with disabilities. Bethesda, MD: National Association of School Psychologists.

National Association of School Psychologists—www.nasponline.org (see fact sheets on Positive Behavior Supports; Zero Tolerance; IDEA and Discipline)

Safe and Responsive Schools Project—www.indiana.edu/~safeschl

Sugai, G. & Horner, R. (2001, June).? School climate and discipline: Going to scale (The National Summit on the Shared Implementation of IDEA, Washington, D.C., June 2001). Available at: www.ideainfo.org.

Technical Assistance Center on Positive Behavioral Interventions and Supports (University of Oregon) www.pbis.org

Effective Proactive Behavioral Support Programs

- Center on Positive Behavioral Interventions and Supports (University of Oregon) www.pbis.org
- First Step to Success -Sopris West (www.sopriswest.com)
- Positive Adolescent Choices Training - (937) 775-4300
- Project ACHIEVE - www.projectachieve.info
- Second Step Curriculum - www.cfchildren.org

NASP recognizes the contributions and suggestions of Russell Skiba, George Bear, Diana Browning Wright, Gordon Wrobel and Andrea Cohn. Some material was also drawn from the OSEP paper by G. Sugai & R. Horner (see Resources).

2002, National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814, (301) 657-0270, fax (301) 657-0275, www.nasponline.org

Acknowledgement

This article has been sourced from National Association of School Psychologists (nasp.org) and the original may be read on the site below:

<https://www.naspcenter.org/factsheets/fair-and-effective-discipline-for-all-students/>



25 Classroom Discipline Strategies

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The Helpful Professor
July 17, 2024

Classroom discipline refers to the strategies and techniques used by teachers to manage student behavior and create a conducive learning environment.

A good working definition comes from Maj Lettink's (2020) work on classroom management:

"Classroom discipline refers to] the teacher's effort in preventing, redirecting, and reprimanding misbehavior by setting clear rules and expectations, monitoring, and adequately reacting to undesired behavior"

Effective discipline involves setting clear expectations, maintaining consistent consequences, and fostering positive relationships with students. It aims to promote respect, responsibility, and cooperation among students, ensuring that the classroom operates smoothly.

By implementing well-thought-out discipline strategies, teachers can minimize disruptions, enhance student engagement, and support academic success.

Classroom Discipline Strategies

1. Clear (And High) Expectations

Set clear rules and expectations from the start. Clearly communicating what is expected helps students understand the boundaries and reduces confusion. It also allows students to know what behaviors are acceptable and what consequences they will face for misbehaving. It's also important to ensure the expectations are high so students can strive to do their best, not strive for mediocrity.

2. Consistent Consequences

Apply classroom consequences consistently for rule-breaking. Consistency in consequences ensures fairness and helps students understand the link between their actions and the outcomes. This approach also reinforces the seriousness of the rules and promotes a predictable environment.

3. Positive Reinforcement

Reward good behavior to encourage it. Positive reinforcement, such as praise or rewards, motivates students to continue exhibiting desirable behaviors. This strategy can help build a positive classroom atmosphere where students feel recognized for their efforts.

4. Proximity Control

Move closer to students who are misbehaving. Proximity control is a non-verbal way to address minor disruptions without interrupting the flow of the lesson. By moving closer to the disruptive student, the teacher can signal that they are aware of the behavior, often leading to self-correction.

5. Non-Verbal Signals

Use gestures to signal students to correct behavior. Non-verbal signals, such as eye contact, hand signals, or facial expressions, can effectively communicate the need for behavior change without disrupting the class. This subtle approach helps maintain the flow of the lesson while addressing issues promptly.

6. Seating Arrangement

Arrange seats to minimize distractions. Strategic seating can help manage behavior by separating students who may disrupt each other and placing easily distracted students closer to the teacher. This arrangement fosters a more focused and conducive learning environment.

7. Classroom Jobs

Assign jobs to give students a sense of responsibility. Classroom jobs empower students by giving them roles that contribute to the functioning of the class, fostering a sense of ownership and responsibility. This strategy can also reduce misbehavior by keeping students engaged and accountable.

8. Teach Self-Regulation

Help students learn to manage their emotions. Teaching self-regulation skills equips students with the tools to control their impulses, stay calm under stress, and make thoughtful decisions. These skills are crucial for maintaining a positive classroom environment and promoting personal growth.

9. Model Behavior

Demonstrate the behavior you expect. Teachers who model respectful, responsible, and positive behavior set a powerful example for students to follow. By consistently showing the desired behaviors, teachers reinforce expectations and create a standard for students to emulate.

10. Routine

Establish a consistent daily routine. A predictable routine helps students feel secure and understand what is expected of them at different times of the day. Consistency in the schedule reduces uncertainty and anxiety, leading to better behavior and a more organized classroom.

11. Engaging Lessons

Keep students engaged with interesting lessons. Engaging and interactive lessons capture students' attention, reducing opportunities for disruptive behavior. When students are interested and invested in the material, they are more likely to participate positively and stay focused.

12. Quiet Signals

Use a specific signal to gain students' attention quietly. Implementing a quiet signal, like a hand raise or a specific sound, can quickly and efficiently get students' attention without raising your voice. This helps maintain a calm classroom environment and minimizes disruptions.

13. Restorative Practices

Encourage students to make amends for their actions. Restorative practices focus on repairing harm and restoring relationships rather than just punishing misbehavior. This approach helps students understand the impact of their actions and promotes a more empathetic and supportive classroom community.

14. Time-Out

Use time-out as a way for students to cool down. A time-out provides students with a designated space to calm down and reflect on their behavior away from the rest of the class. This strategy can help prevent escalation and allows students to return to the classroom ready to learn.

15. Parental Involvement

Communicate regularly with parents about behavior. Keeping parents informed about their child's behavior helps create a support system for the student and reinforces the importance of good behavior at home and school. Regular communication can also help identify and address issues early on.

16. Behavior Contracts

Create agreements with students about expected behavior. Behavior contracts are formal agreements between the teacher and student that outline specific behavior goals and the consequences for not meeting them. These contracts provide clear guidelines and encourage students to take responsibility for their actions.

17. Praise In Public,

Correct In Private Praise good behavior publicly and correct bad behavior privately. Public praise reinforces positive behavior and motivates other students to follow suit, while private correction prevents embarrassment and maintains the student's dignity. This approach fosters a positive classroom environment and respectful relationships.

18. Student Choice

Give students some choice in their activities to increase engagement. Allowing students to choose from a selection of tasks or activities gives them a sense of control and investment in their learning. When students feel they have a say in their education, they are more likely to be engaged and cooperative.

19. Morning Meetings

Start the day with a meeting to set a positive tone. Morning meetings provide an opportunity to build community, discuss the day's agenda, and address any concerns. This routine helps establish a sense of belonging and prepares students mentally for the day ahead.

20. Goal Setting

Help students set and work towards personal goals. Goal setting encourages students to take ownership of their behavior and academic progress. By setting and striving for achievable goals, students develop a sense of purpose and motivation to improve their conduct and performance.

21. Logical Consequences

Use consequences that are directly related to the misbehavior. Logical consequences are outcomes that are directly tied to the student's actions, making the connection between behavior and result clear. This approach helps students understand the impact of their behavior and encourages them to make better choices.

22. Classroom Rewards

Use a reward system for the whole class. Implementing a system where the entire class can earn rewards for collective good behavior fosters teamwork and a sense of shared responsibility. This strategy can motivate students to support each other and maintain a positive classroom environment.

23. Reflection Time

Allow students time to reflect on their behavior. Providing students with designated time to think about their actions and the consequences can promote self-awareness and personal growth. Reflection helps students understand their behavior patterns and develop strategies for improvement.

24. Teach Social Skills

Explicitly teach skills like cooperation and communication. Teaching social skills equips students with the tools they need to interact positively with peers and adults. These skills are essential for creating a respectful and collaborative classroom environment.

25. Calm Down Corner

Have a designated area where students can go to calm down. A calm down corner is a space in the classroom where students can go to manage their emotions and regain composure. This area provides a safe and supportive environment for students to de-escalate and return to learning ready to participate.

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Acknowledgement

This article Has been sourced from the website of "Helpful Professor" and the original may be read on the site below

<https://helpfulprofessor.com/classroom-discipline-strategies/>



How to Be More Disciplined

Ariane Resnick, CNC

November 17, 2022

Website: [Verywellmind.com](https://www.verywellmind.com)

Self-discipline is the ability to control your behavior in a way that leads you to be more productive and/or have better habits. It is proven to lead to increased success.¹ Learning self-control and discipline early in life is helpful for decades to come,² but it is never too late to learn how to improve your self-discipline so that your future can be a better one.

If you've experienced frustration around having a lack of [attention span](#), not [achieving goals](#), or [not knowing what to do with your life](#), you may be struggling with self-discipline. It takes some time to become more disciplined, but it's worthwhile!

How to Improve Your Discipline

Wondering where to begin? Let's break down how to become more self-disciplined step by step. You'll begin by discerning how you work best—and worst—and by the time you get to the final step, you should see significant improvement in your level of self-discipline.

For this process, you might want to use a journal to write out your answers to questions and to keep track of your progress as you go.

Discern How You Struggle—And How You Strive

Figuring out what does and does not work for you is key to understanding how to be more self-disciplined. Some people thrive when working around others, while some do better working alone. Some people are [motivated](#) by rewards, while others prefer consequences to keep them in line. That's called "carrot versus stick." Answer the following questions for yourself so that you can become clued in about what you need in order to succeed at self-discipline:

- Does being around other people distract me or help me concentrate?
- Do I feel more productive performing tasks inside or outside?
- Does the idea of a reward for a job well done motivate me?
- Does the idea of taking away a privilege or treat for not following through on a job motivate me?
- Do I like to think about big picture goals or visualize small steps?
- What do I see as my biggest blockages from being more disciplined?
- What stops me from achieving my goals?

Once you've answered these questions, you should have a clearer idea about the right approach for you and your needs. Next, you want to understand why discipline is important to you.

Know Your "Why"

We all have ideas that motivate us, but it's easy to lose touch with them. This is the opportunity for you to get in touch with your "why." Your "why" is your reason for wanting to achieve self-discipline. Do you want to make lots of money? Help humanity? Save animals? Explore your big life goals on a broad scale so that you get back in touch with why self-discipline will benefit you, and why you need it.

Clarify Your Goals of All Sizes

Now that you understand why self-discipline is important to you, what exactly do you want to

achieve? Note big large and small goals: This can include everything from big steps in your career to small daily habits like taking walks more often. People who write down their goals are more likely to achieve them. The act of writing down your goals can also help you to get excited about them.

Be sure to include small goals that you can accomplish easily with discipline, rather than only large goals that take a long time to achieve.

Once you have clarified your goals, write down some preliminary habits you can use to achieve them. For example, if you want to go for a walk daily you could set an alarm for a certain time. If you want to make sure you get more work done, you could choose times of day to review your progress. Set small, regular reminders to keep you on track about your goals.

Find Accountability

Sharing your goals with someone you respect is directly correlated to a better chance of achieving them.³ Some people may share this with a mentor, but even telling a friend whom you have respect or admiration for will work.

It can be as simple as letting your friend know that you have decided to work on your self-discipline in general, or you can share some of your goals with them. The act of sharing about your journey will help you commit to it more strongly, in addition to improving your chances of succeeding.

Remove Distractions

You can't get distracted by something that isn't there, so the best way to handle distractions before you begin trying to be more disciplined is to remove them. If you pause working or studying to watch tv, put the remote in a different room.

If you tend to drop what you're doing to look at your phone, give it to a family member for a few hours at a time. If you eat a lot of junk food and you want to stop, don't keep it in your house. This step sets you up to succeed, instead of fail.

Start Small

Don't begin your daily work with self-discipline by trying to achieve something huge. This will take too much time to keep you on track and motivated. Instead, work on daily, weekly, and monthly goals. Acknowledge every day when you do what you set out to do, and know that it is moving you in the right direction.

Building new habits takes time. Every day that you do something, you are one step closer to it being a habit, and after awhile, it will become much easier and more second nature to you.

Forgive and Reward

Because we are all human, perfection isn't possible. We all make mistakes, and that's ok! When you behave in a way that isn't aligned with your quest to become more disciplined, forgive yourself. Review why and where things went wrong, and if possible, change your environment so that it doesn't happen again.

Even if you're more motivated by consequence than by rewards in general, it's important to acknowledge your milestones. Reward yourself in a way that involves self-care, because you deserve it and because it will help you stay on track. As much as it can be easy to let the little accomplishments slide, it's important to keep track of them and reward them because when you add them up, they become big accomplishments.

Review and Expand Your Goals

Every so often, you'll want to review your progress and your goals. Goals change over time, so you want to keep an open mind about what yours were previously and how they may have shifted since you first noted them. Additionally, stepping back from your situation allows you to view just how much you've accomplished!

Look back on how you've succeeded with your self-discipline, as well as areas where you still need to improve, and plan out the steps to take to continue on your path. Initially, you might want to do this once a week. As you become more and more adept at discipline, though, you can do it progressively less often.

Practice, Practice, Practice

You can only win if you don't give up! Self-discipline can take some people their entire lives to master, so don't be down on yourself if it's slow going at first. Keep at it, and if your goals all feel too big, make up some very easy small ones so that you can experience the feeling of success. The more you practice self-discipline, the easier it will become. Eventually, you won't have to practice it at all. It will become a natural habit, and your days of feeling undisciplined will be far in the past.

Benefits of Being More Disciplined

There are many benefits to achieving a stronger level of self-discipline. These are some of the most common ones.

- **More control:** Having self-discipline enables you to have more control over your own life. You're taking charge and improving yourself to be the best you possible, and this can lead to an increased self of control.
- **No more [procrastinating](#):** exercising self-discipline means that you're taking action. This means you aren't spending as much time procrastinating. In turn, you can get more done, and spend less time stressing over getting things done.
- **More satisfaction:** increasing your self-discipline means you get more done, and that in turn means that you may end up more satisfied with what you do.
- **Goals get met:** rather than just thinking about your dreams, you're living them! Self-discipline lets you do whatever is needed to accomplish your goals.

A Word From Verywell

If you're still feeling uninspired to begin improving your self-discipline even though you want to, you might be having an issue with motivation. [Learn about what to do](#) when you're having difficulties motivating, and how to overcome that.

Source:

<https://www.verywellmind.com/how-to-be-more-disciplined-6374060>

Short Comments

Most adults will have a take on discipline as well as why and how it should be implemented. We have consolidated views of a few people from different walks of life. You will not be surprised that the views can range from the easy-going to the strait-jacket type. But, of course, they come from the person's own experience as a recipient of disciplinary measures and/or as a person who was authorised to maintain discipline, whether on his own or that laid down by another

1. Discipline is an important prerequisite not only for the functioning of the school classroom, but also for the functioning of society as a whole. It can be defined as 'conscious adherence to specified norms of behaviour'.

Professor Stanislav Bendl (Educational Sociologist)

2. Discipline is saying yes to the one decision and no to the 99 others which are distractions, in order to achieve what you want in life. The main thing to consider is how much are you motivated to achieve what you want!

Narendra Goidani (life coach and motivational speaker)

3. While the threat of punishment can be a deterrent for some, for others, the stress of not making a mistake can lead a child to play hooky or actually develop an ailment. This is true of both physical punishment as well as for such minor punishments as 'check marks'.

(secondary school parent)

4. There are children and there are children! While one will follow school rules to the last dot there are others who will spend their time trying to find ways of breaking every rule they can. What we need to do is locate the second type so that school academics can continue at an even pace. It is a challenge to the teachers creativity to make sure both these are kept engaged – not an easy task!

(Secondary school teacher)

5. Most children can be kept well engaged in their school work and activities till age 10 or 11. The issues usually start after that. This may be because the classroom practice moves from activities to paper – pen work, or the children are testing their boundaries with the teachers. It needs fair and relevant consequence, and this should be understood by the student, else will have no impact.

(Primary school supervisor)

6. Creativity is not the opposite of discipline and control. On the contrary, creativity in any field may involve deep factual knowledge and high levels of practical skill (all of which require dedication and discipline).

Sir Ken Robinson (Proponent of developing curricula that bring out the creative potential of children)

7. Discipline means focusing on your work till the task is completed, no matter what else calls on you.

(CEO of a private company)

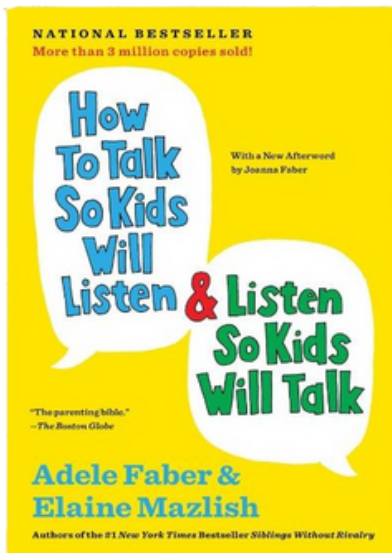
8. Discipline means making a schedule, fixing a target date and completing your task in that time. Procrastination can only result in shoddy work and underperformance. All children need to be taught this by parents and reinforced by teachers.

(parent of two adolescents)

Book Recommendations

How To Talk So Kids Will Listen & Listen So Kids Will Talk

by Adele Faber & Elaine Mazlish



This everlasting classic, first published in the early eighties has stood the test of time. Today, when parents are struggling to see their children do the right thing and bring discipline into their lives Faber and Mazlish's advice and suggestions on how to deal with what is happening in almost every home today is truly timely. Children and parents (teachers included) speak different languages! The result – lack of understanding and a communication breakdown.

Is that any surprise? Children today are exposed to so much outside stimuli, advice and models, that their natural guides have lost their significance! Here is a book that can set you on the right path to reach out to the children. Although first written thirty years ago, it has been edited and revised and the latest editions are the ones to look out for.

The authors are internationally acclaimed experts in communication between adults and children. In this book they provide insights and suggestions as well as time tested methods to solve common problems and build lasting relationships and new ways to cope with children's negative feelings such as frustration, anger and disappointment, get the children to cooperate and set limits and ground rules, as well as alternatives to punishment that promote self-discipline.

The book helps in making relationships between adults and children less stressful and more rewarding through the use of a respectful and practical approach

The many lessons it teaches us are:

1. Feelings Are Not the Problem—Our Reactions Often Are
2. Cooperation Comes Through Connection, Not Control
3. Behind the Behaviour Is a Need to Be Understood
4. Solutions Work Better When Kids Help Create Them
5. Repair Matters More Than Perfection

The book underscores the idea that “There’s a better way—and you already have what it takes.”

Discipline

There is much available on the internet on the effects of punishment and positive approaches to discipline. Below are just a sampler of the articles which may pique your interest in the subject

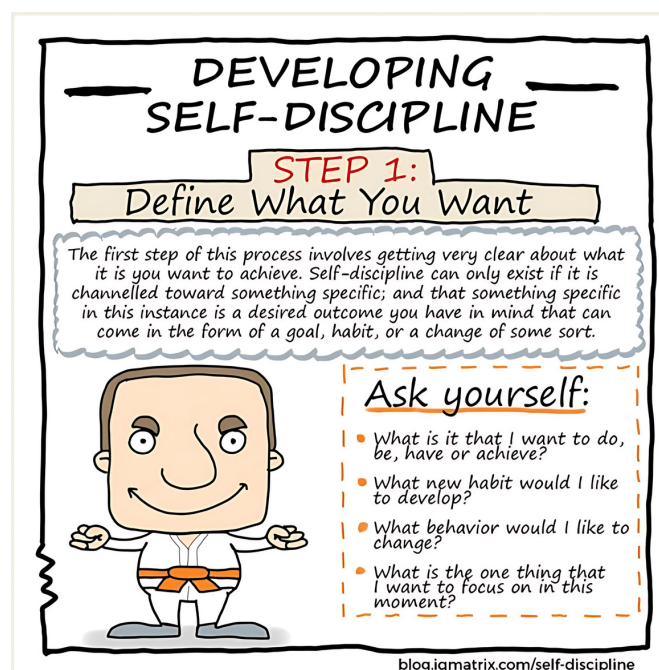
1. <https://positivepsychology.com/books-self-discipline-control/> This article lists out over 13 books that will help you develop an attitude of self-discipline. The article groups the books into 4 categories –

- Books on Self Discipline and Self Control
- Books on self-regulation
- Top audio books
- Other book resources

It includes some seminal books on the subjects such as “The Little Book of Big Change”, “The Now Habit” and “The Power of Self-Discipline”. Excellent books for those looking for direction in self-discipline!

2. <https://www.youtube.com/watch?v=TOGUFCYIRis> Punishment is usually equated with discipline. But what impact the punishment has on the child. A TED talk by Dr Chard explaining what happens when child is punished and how the punishment actually gets in the way of the development of the child. She suggests alternatives to develop discipline.

3. <https://www.betterhelp.com/advice/punishment/the-psychological-effects-of-punishment-what-parents-and-educators-should-know/> This article by Arianna Williams discusses the psychological effects of punishment (negative discipline) on the mental health of children. She negates the idea that ‘discipline’ and ‘punishment’ are interchangeable terms. Where punishment intends to inflict physical or mental/psychological pain, discipline is a positive method of teaching valuable lessons to the child, which can be done in a constructive and non-threatening way. Several such strategies are suggested.



LATEST
NEWS

WEF News

1. Dr. David Turner our global WEF Treasurer has just recently retired from his long assignment at the Beijing Normal University in China he is now set to present his valuable insights on research in education on You Tube. The first few of these (5) are already available on the link <https://www.youtube.com/@DavidTurner-f7q3j>

Congratulations Dr Turner on your new venture / career. We wish you all success.

2. Message from The Secretary, World Education Fellowship, Global

The 7th Annual World Education Fellowship Centenary Lecture, featuring Dr. Gertrude Shotte, an expert from Middlesex University, United Kingdom, as the keynote speaker comes up in July 2025. Dr. Shotte will address the critical theme of "Educational Transitions and the School-Aged Child"

- **Date:** 24th July 2025
- **Time:** 10:30 – 12:00 (UTC)
- **Venue:** Conference Hall, VIP Executive Hotel, Lisbon, Portugal & Online

Zoom Link: [Click here to join](#) - available from 9 am on 24 July

If you would like to attend the full KIE Conference, 22nd – 24th July, please register here: [KIE Conference Registration](#)

We look forward to your participation in this thought-provoking lecture entitled: "Fathoming Transition in Educational Spaces: Changes, Challenges, and Compromise".

Best regards,

James Ogunleye. Chair & Convener, the WEF Centenary Lecture

Full Program

7th Annual World Education Fellowship Centenary Lecture

Date: 24th July 2025

Time: 10:30-12:00 (UTC, Lisbon)

Venue: Conference Hall, VIP Executive Hotel. Lisbon, Portugal & Online

Topic: "Growing Through Change: Educational Transitions and the School-Aged Child"

Convenor: James Ogunleye, PhD, WEF International Guiding Committee & Editor, New Era in Education, the Journal of the World Education Fellowship

10:30 – 10:35	Chair's Welcome
10:35 – 10:45	<i>Prof David Turner, Hon Treasurer, WEF International</i> Opening Remarks

10:45– 11:30 <i>Keynote</i>	<i>Dr Gertrude Shotte, Middlesex University, United Kingdom</i> Fathoming Transition in Educational Spaces: Changes, Challenges and Compromise
11:30 – 11:40 <i>Response</i>	<i>Dr Gillian Hilton, Vice President, British Federation of Women Graduates, & University of West London, United Kingdom</i>
11:40 – 11:55	Q&A
11:55 – 12:00	Closing Remarks – Prof James Ogunleye, Convenor, WEF Centenary Lecture

3 Invitation from New Era in Education, the international journal of the World Education Fellowship

Dear Colleagues,

Following the successful publication of our April issue (Volume 106, Issue 1), we are now inviting submissions for the upcoming **August 2025** issue of New Era in Education. We welcome original contributions that advance thinking and practice in education. Submissions may include **research articles, conceptual papers, thought pieces, review articles**, or **book reviews**. Full submission guidelines are available [here](#).

We particularly encourage early career researchers to submit their work. Our editorial board is committed to offering constructive feedback and developmental support throughout the review process.

Submission deadline: 15 July 2025

Submit to: the editor at: neweraeditor@ijkie.org, cc: oj08@hotmail.com
For past issues, visit the journal's [homepage](#).

Best regards

Prof James Ogunleye

Editor, New Era in Education

4. Dr Ritu Uppal Chief Academics Officer at 'GET SET LEARN'

An initiative of the Mafatlal group in collaboration with Cambridge University Press and Assessments has just completed their newly curated programme on entrepreneurship for youth from grades 7 through 10. This is a part of their "Young Pioneers" initiative, a ten month entrepreneurial learning journey which integrates curriculum, mentorship and real-world application to foster an entrepreneurial mindset from an early age. More details can be found at www.youngpioneers.in.

The June programme had over 150 young innovators, educators, and startup founders gathering to pitch their ideas, engage with industry leaders, and celebrate the spirit of innovation. Needless to say, the programme was a great success! Congratulations Dr. Uppal.

5. Congratulations Dr Pramila Kudva. You continue to educate and inspire!



May you keep going on this admirable path!!

6. As always, membership is open to all interested in education and membership is FREE. All you need to do is register on the attached form. Membership entitles you to receiving our newsletters and invitations to all our programmes.

[Click here to join](#)

DO LOOK OUT FOR OUR NEXT INVITATION TO CONTRIBUTE TO OUR NEWSLETTER, It should be in your inbox October 2025

Obituary

We regret to inform you of the untimely passing of one of our authors of a shared article, Dr Chris Drew, who suddenly passed away on June 21, 2025. Our prayers with the family in their time of grief. May his soul rest in peace.