INSTILLING DISCIPLINE

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Upon entering one of my classes, bunch of trash welcomed me. But upon seeing me in front, students fidgeted as they picked the mess and arrange their chairs.

I smirked in total awesomeness. At that instant, I discern I had been infusing them the wisdom of discipline.

Numerous teachers and parents are seriously anxious about complaint and hazard in school atmospheres. In addition to school discipline matters, classrooms are regularly beleaguered by slight infringements of indiscipline like dirty rooms that intrude the course of classroom activities and obstruct with learning.

Canter (1992) linked the key to emphatic discipline is catching students being good, distinguishing and supporting them when they conduct aptly, and letting them recognize it is prized, day in and day out. It is vital that classroom teachers have a orderly discipline strategy that explicates precisely what will ensue when students choose to be naughty. An operative discipline plan is applied impartially to all students. The teacher provides definite instructions for each classroom condition. He maintained that a discipline strategy comprises all-out penalties for misconduct, but teachers must select consequences with which they are comfortable. Teachers must offer optimistic fortification for suitable and on-task conduct and disciplinary consequences for unsettling or recurrently off-task behaviour.

He also acclaimed a three-step cycle of behaviour supervision to create a affirmative discipline scheme. First, whenever teachers hope students to follow definite guidelines, they must teach the precise behaviours. Next, teachers must utilize optimistic
reiteration to strengthen the students when they abide the directions. Finally, if a student is mischievous after a teacher has educated precise rules and has used optimistic duplication, only then should the teacher come up with the adverse consequences.

I individually perceive that setting a clean and comfortable learning environment boosts knowledge acquisition. Consistency of reminding them to clean the room before our class starts is the key factor why students adapt the habit of doing so. I just hope that they are consistent in their entire teachers.

After a short while of cleaning their room, I smiled at them. They, in return, smiled back. I guess even though I did not say even a single word for their job well done, they had sense that I am pleased with their behaviour.

“Okay class, good morning!”

References: