THE POSITIVE THING ABOUT POSITIVE DISCIPLINE

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CPP. In the Philippines, there is no teacher who does not know what CPP stands for. It is the Child Protection Policy which is stated in the DepEd Order No. 40, s. of 2012. This is the guiding policy of all teachers, educational institutions administrators and personnel and parents to ensure that all students’ welfares are protected. Since its conception in 2012, there has been mixed reaction to this order that led some groups of educators to lobby for the counterpart law that will protect them from the harm that students can inflict to them.

Some argue that being too lenient to students can lead to the deterioration of students’ characters and manners and the degradation of respect of students to their teachers. They also argue to the extent that because of this effect the nation in the long run will suffer but this order has been drafted with a great and noble intention. This intention is parallel to the spirit of our Constitution and the different laws that aims to protect and develop the students’ welfare. In addition, the intention of the policy is also in accordance to the Convention on the Rights of the Child (CRC).

As stated in the DepEd Order, the Convention on the Rights of the Child (CRC) aims the protection of all children from all forms of abuse, maltreatment and violence whether physically, mentally, or emotionally. This Convention also reinforces the right to education of all children with equality and with the aim of positive development. This mandates that the government must take all the measures to ensure equal access and create policies that will help school and teachers teach discipline to children that is mindful at all times that children possess all natural rights and dignity.

This noble spirit of the order must not be taken lightly or alter. As a counter argument to the reactions of some teachers, this order, will create a nation where the
future generations are equipped with the right values for personal growth that can contribute to nation building. We need to work collaboratively to implement this policy and strengthen the existing one to realize the noble this noble cause. One way that a school can do is to create a positive discipline school.

What is a positive discipline school?

As defined by an article by The Emerson School (2018), positive discipline in the classroom is developed by Dr. Jane Nelsen. It emphasizes the teaching of necessary social and life skills that foster a mutual respect between the adults and children. This aims to develop among children the value of responsibility, respect and resourcefulness and use it as a member in the community. They further elaborated that this model is anchored on the theory that there is the innate connection in children to their community and by understanding this and their role in home or school they are less likely to misbehave.

PromotePrevent.org (2018) added that a positive school discipline approach can create a learning environment that supports the needs of the all students. This approach puts suspension and expulsion as the last alternative in teaching discipline to misbehaving students instead they use other effective policies that will make students learn what they did wrong but still manage to keep them achieving their learning goals that results to better school achievement and graduation rates.

In some studies abroad, as stated in the article by PromotePrevent.org (2018) shows …

…that a zero tolerance approach to school discipline does not promote school safety. Infact, punitive approaches that exclude children and youth from schools can actually increase behavior problems, the risk of substance use and violence, and the likelihood of academic failure. The result is that struggling students are being pushed out of school, leading many on a path to the juvenile or criminal justice systems.
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Positive Discipline Approach in schools is a beneficial policy that could help us implement and supplement the Child Protection Policy in schools in a collaborative manner with the community and other stakeholders.

Some ways that a teacher or an adult community member can do as enumerated by Chadsey and Mc Vittie (2006) are the following:

1. They understand that the quality of relationships and school climate are absolutely critical to successful student learning;
2. They find ways to create significant connections and meanings to benefit the community, administration and students in the social and academic aspects;
3. They exhibit the principles of mutual respect and motivation;
4. They focus on long term, solutions to misbehavior at individual, class and school wide levels;
5. They create perspective that mistakes can be opportunities for learning and misbehaviors can be ways to apply critical life skills; and
6. They challenge the prevailing culture of adult authority, rewards, and punishment.

With these suggestions, coupled with a positive reception and diligent action among all the stakeholders, we can change the notion of what is a positive discipline. We can
change the reception that not imposing those old methods of discipline like corporal
punishment is necessary.

We, as an educational institution, that believes and has the mandate to fully
develop children into productive, responsive and respectful individuals can benefit if we
just let ourselves try some tried and tested new methodologies in addressing the
behavioral concerns of the students and not letting ourselves be bound to the idea of
violence and control are the only options.

Reference:
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