

Proactive discipline in the classroom



Ralph Paterson

Be prepared

Overview

- ❑ Set the Scene
- ❑ Be Proactive
- ❑ Bark vs Bite – the balance
- ❑ Positive Re-enforcement
- ❑ Serious Stuff

Set the Scene

- **The Classroom is your Stage – Use it, Be an actor**
- **Begin the Year/Term – Set expectations**
- **Introducing the lesson – Line up, Greeting, Get settled**
- **You are on Show – Always be intentional**
- **Move around the class**
- **Set Routines**

Be Proactive

- Be prepared – expect disruptions and know your response
- Communicate expectations and check on them – ‘Inspect what you Expect’
- Don't get caught ‘in the moment’ – put other thoughts aside, don't be distracted
- Be consistent/consequent – It will relieve work

Bark vs Bite

- Be Relevant, Consequent & Consistent
- The Danger of too much bite – Fear vs Respect
- The Danger of too much bark – Not taken seriously, threatening with no follow through
- Practising a balance – Review situations honestly



Positive Reinforcement

- Reward positive behaviour not negative
- Actively seek out behaviour to reward
- Praise in Public – Admonish in Private
- Create opportunities to reward even those that don't excel

Serious stuff

Strategies

- Be prepared to change something
 - Never react in Anger – Deflect
 - Pockets
 - Parents
 - Neighbourhood watch
 - Call for help
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- A person with blonde hair, wearing a dark sweater over a white collared shirt, is shown from the chest up. They have their mouth wide open in a shout or scream, and their hands are raised behind their head. They are standing in front of a green chalkboard filled with handwritten mathematical equations in white chalk. The equations include
- $100 + 100 = 100 + 100$
- ,
- $4x + 12 = 10(1 + 3x)$
- , and a complex fraction involving
- $\cot^2(u + \frac{\pi}{2})$
- .



