

## Developing Responsible Learners (Summary of Inservice)

### Four Orientations to Classroom Management (Alfie Kohn)

1. Punishing – What am I supposed to do and what will happen to me if I don't do it?
2. Bribing – What am I supposed to do and what will I get for it?
3. Encouraging Commitment to Values – What kind of person do I want to be?
4. Building Community: The group's commitment to values – How do we want our class to be?
  - Talk and work together
  - Share rituals and routines
    - Class meetings/talking circles
    - Greeting and/or a farewell rituals
    - Standing Ovation/Pat on the Back
    - Daily Common Routines
  - Resolve conflicts peaceably
    - Conflicts are a natural part of everyday life.
    - Conflicts can be handled in positive or negative ways.
    - Conflicts are an opportunity to learn and grow.
    - Understanding how to resolve a conflict begins with identifying the origin of the conflict.
  - Create shared goals

### Models of Discipline (Curwin & Mendler)

- Obedience Model
- Responsibility Model
- All Ya Need is Love Model

### Goals for Management Strategies

Mendler, A & Curwin, R. (1999). Discipline with dignity for challenging youth.  
Bloomington, IN: National Education Service.

- To respond with dignity to disruptive or offensive student behaviour.
- To respond in a way that preserves your own dignity.
- To keep the offending student(s) in class if possible.
- To model and teach an alternative to aggression

### Empower with choices

- Would you rather work quietly here at your desk or at the back table?
- Would it be better for you to use pencil or pen to answer the first question?

### 30 second interventions

- What's your job?
- What was our class agreement about \_\_\_?
- Is what you are doing helping or hurting our class?
  - Where do you want to be?
  - Is what you are doing getting you there?
  - What can you do to fix this.....to make it right?
  - Do you need my help?

### **Diffusing Power Struggles**

#### Listening

- actively and respectfully to the whole story

#### Acknowledging

- Paraphrase and move on.

#### Agreeing

- with whatever credible ideas that the student has expressed

#### Deferring

- until a calmer time when the situation can be viewed more objectively