

# POSITIVE DISCIPLINE AND CLASSROOM MANAGEMENT

**Prof. Dr. Birsen Tütüniş**  
**Istanbul Kültür University**  
**[b.tutunis@iku.edu.tr](mailto:b.tutunis@iku.edu.tr)**



# MY QUESTIONS

- **What is positive discipline?**
- **How is PD related to Applied Linguistics?**
- **What are the skills needed for an effective classroom management in the 21st century?**
- **What are Turkish English teachers' beliefs and attitudes about Positive Discipline?**

# **POSITIVE DISCIPLINE DREIKURS 1964, NELSON 2000**

- **Q.1.POSITIVE DISCIPLINE :**  
Building students' sense of community, preparing them for successful living, and increasing their academic achievement.

# OTHER QUOTES FOR POSITIVE DISCIPLINE

- Duke (1979): “ The provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur ”
- Doyle (1986): “The actions and strategies teachers use to solve the problem of order in classrooms”
- Jones and Jones (1998): « Increasing success by responding to psychological and academic needs of children »

# Q.2.POSITIVE DISCIPLINE AND CLASSROOM MANAGEMENT IN EFL

- Classroom management systems are the processes adopted by teachers and school managers to maintain appropriate behaviour.
- Effective classroom management strategies are necessary for almost all subject areas.
- The variety of classroom management systems sometimes cause confusion between **positive discipline** and **classroom management**.

- Positive discipline and other classroom management systems are sometimes considered to be the same but in fact there is a difference in terms of supplying the disciplined atmosphere in our classes.
- Positive Discipline encourages students to focus on solutions and helps them develop self discipline, responsibility, cooperation and problem solving skills ( Dreikurs 1964, Nelson, 2000). **SELF EFFICACY, VOICING, BELONGING**
- **NO PUNISHMENT NO REWARD**

# Q.3. WHAT ARE THE SKILLS & KNOWLEDGE NEEDED?

**MERCER,s. 2021:**

**TEACHER AGENCY = BEING EMPOWERED AS TEACHER**

**VOICE = SELF EFFICACY**

**AUTONOMY = TAKING DECISIONS**

**COMMUNICATION = PROFESSIONAL NETWORKS**

## Growth Mindset

A crowd-sourced collection of resources for learning and teaching.

### What Kind of Mindset Do You Have?



I can learn anything I want to.  
When I'm frustrated, I persevere.  
I want to challenge myself.  
When I fail, I learn.  
Tell me I try hard.  
If you succeed, I'm inspired.  
My effort and attitude determine everything.



I'm either good at it, or I'm not.  
When I'm frustrated, I give up.  
I don't like to be challenged.  
When I fail, I'm no good.  
Tell me I'm smart.  
If you succeed, I feel threatened.  
My abilities determine everything.

## GROWTH MINDSETS

**LEARNING NEW THINGS**

# **STUDENT AGENCY- POSITIVE DISCIPLINE IN ELT CLASSES**

- **STUDENT AGENCY** is developing students' ownership over their learning and teaching them to become creative and critical thinkers.

**CHOICE**

**VOICE**

**REJOICE**



# WHAT IS THE MOST EFFECTIVE CLASSROOM MANAGEMENT IN ELT WHICH LEAD TO LEARNING?

Teachers should develop **caring**, supportive relationships with and among students, organize and implement instruction in ways that optimize students' access to learning.

1- We need to take **NON- CONFRONTATIONAL** aproach **DO NOT START WITH THINGS THAT ARE GOING WRONG, START WITH GOOD ONES**

2- We need to create **INFORMAL CHIT CHATs** and remind the students that they are doing well.

**WE NEED TO CREATE A POSITIVE AND SAFE ENVIRONMENT IN OUR CLASSES.**

## Q.4.WHAT ARE TURKISH TEACHERS' BELIEFS AND ATTITUDES ABOUT POSITIVE DISCIPLINE?

- **A small scale research: The aim of this research is to examine teachers' (n=105) beliefs and attitudes towards positive discipline for a better classroom management.**

**The Target Population of the Study WERE teachers (n=105) who work at kindergarden and primary schools in İstanbul and they were chosen randomly by easy reachable sampling from European side of İstanbul.**

			Male		Total	
	f	%	f	%	f	%
Kindergarden Teachers	32	38,6	3	13,6	35	33,5
Primary School Teachers	28	33,7	5	22,7	33	31,4
English Language Teachers	23	27,7	14	63,6	37	35,1
Toplam	83	100,0	22	100,0	105	100,0

# SURVEY

- 2 open ended questions:
- **What do you think about discipline in general?**
- **What does positive discipline mean to you?**
- **THEMES AND SUB THEMES IN DATA ANALYSIS:**
- **1: Teachers' beliefs about discipline**
- **1.1. ORDER-RULES**
- **1.2. BEHAVIOURS**
- **2: The meanings of positive discipline for teachers**
- **2.1. LOVE & RESPECT**
- **2.2. REWARD FOR POSITIVE BEHAVIOUR**
- **2.3. SELF CONTROL**

# RESULTS

- Findings about «What do you think about discipline?» question:
- Theme 1 Discipline concept according to the teachers focuses on **«order and rules»**.
- Theme 2 « What does Positive Discipline mean to you?» Teachers see positive discipline a way of behaving to children with **love and respect, reward for positive behaviour and self control**.
- Comparing two main themes' findings take us to the cutting distinction between discipline and positive discipline. Teachers' beliefs don't correspond to the real context of it. Teachers still focus on children's behaviours and try to change the inappropriate ones.
- **BEHAVIOURISTIC APPROACH**

# REFERENCES

- [Alfred Adler](#) and [Rudolf Dreikurs](#). Positive Discipline
- **Jane Nerlson , Positive Discipline**
- <https://www.positivediscipline.com/about-positive-discipline>
- [Courtney Ackerman](#)  
<https://positivepsychology.com/what-is-positive-psychology-definition/>
- Andy Barfield (April 2016 Key concepts in elt Collaboration , *ELT Journal*, Volume 70, Issue 2,, Pages 222–224,
- Barber,R.B., 2004, Strong Democracy, University of California Press
- Chandra,R., 2015, Classroom management for effective Teaching, International Journal of Education and Psychological Research Vol.4 Issue 4
- Danuta Gabrys'-Barker- Dagmara Galayda (Eds.) 2016, *Positive Psychology Perspectives on Foreign Language Learning and Teaching*,, Poland: Springer
- MacIntyre and Mercer, (2014) *Introducing positive psychology to SLA*, SSLT 4 (2). 2014. 153-172
- Seligman, E.P.M. (2002) *Authentic Happiness: Using the new positive psychology to realize your potential for lasting fulfillment*, NewYork: Free Press
- Saldana,O. Et al,2014, *University Students' Strengths Associated with an Optimal Academic and Professional Performance*, Procedia, SBS, Vol.141,p.30-34
- Stevick,E. 1980, Teaching Languages a way and ways, Heinle& Heinle

