

## POST-MODERN CLASSROOM MANAGEMENT

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### INTRODUCTION:

In his book Dare to Discipline, James Dobson writes: *"We live in an age in which authority is scorned. Never in our history of our nation have we faced a time in which members of our society have so clearly refused to submit to authority. Whether in the workplace, in the political arena, on the highways, or in the classroom—the clear teaching of God's Word regarding submission to authority is under attack."* A student's willful resistance to the control of the teacher is a clear indication of his/her willingness to resist the power of God over his/her life. Effective teachers know that their students learn far more by what they observe than by what they are told. **Students internalize the values, beliefs and goals of their teachers.** The key to proper classroom discipline is the teacher—however, **God's Word, in the heart of the student, is the chief agent for changing the lives of our students.**

<p>The goal of discipline in the Christian school is to produce self-discipline and biblical patterns of living in the life of the student.</p>
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### I. BIBLICAL PRINCIPLES OF DISCIPLINE AND CORRECTION

- A. Proverbs 22: 6 "Train up a child in the way he should go, and when he is old he will not depart from it."
- B. Proverbs 3:11-12 "My son, despise not the chastening of the Lord; neither be weary of his correction: For whom the Lord loveth he correcteth; even as a father the son in whom he delighteth."
- C. Hebrews 13:17 "Obey them that have the rule over you and submit yourselves: for they watch for your souls, as they must give account, that they may do it with joy, and not with grief; for that is unprofitable for you."
- D. Psalm 139:14 "We are fearfully and wonderfully made."

**II. MYTHS OF CLASSROOM MANAGEMENT:**

- A. The teacher will learn it on the \_\_\_\_\_.
- B. The ability to discipline is a \_\_\_\_\_.
- C. If you are a \_\_\_\_\_, you won't have discipline problems.
- D. The longer you \_\_\_\_\_, the better at discipline you become.
- E. It's just the \_\_\_\_\_ who I have this year.
- F. Good control depends on finding the right \_\_\_\_\_.
- G. The teacher shouldn't \_\_\_\_\_ until Thanksgiving.

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**Question: Why do teachers fail in regard to classroom discipline?**

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Answer:

- ⇒ Of all the Christian school teachers surveyed, 100% said that \_\_\_\_\_ is the major reason teachers fail in regards to classroom discipline.
- ⇒ When Christian school parents were asked the same question, 96% said that \_\_\_\_\_ was a major problem.

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**Question: What do parents say when asked to identify the teacher behavior that is most frustrating in a discipline problem situation?**

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Answer: After a nationwide survey of Christian school parents, the following are the top five “frustrations” in a discipline situation concerning the behavior of the teacher:

- ⇒ Lack of \_\_\_\_\_ with parents.
- ⇒ \_\_\_\_\_, failure to follow-through with discipline procedures.
- ⇒ \_\_\_\_\_ at students.
- ⇒ \_\_\_\_\_, allowing students too much freedom.
- ⇒ Failure to \_\_\_\_\_ to all sides in a discipline situation, practicing \_\_\_\_\_.

**According to research:**

Hundreds of Christian school teachers were asked to list characteristics of teachers who were successful at managing their classrooms. Their responses are summarized as:

- ⇒ The teacher should \_\_\_\_\_ teaching and students.
- ⇒ The teacher should be a genuinely \_\_\_\_\_ individual.
- ⇒ The teacher should have a sense of \_\_\_\_\_.
- ⇒ The teacher must communicate \_\_\_\_\_ and \_\_\_\_\_ in the classroom.
- ⇒ The teacher must be clear in classroom \_\_\_\_\_. Make as few rules as possible, but once made, \_\_\_\_\_.
- ⇒ The teacher must \_\_\_\_\_ the best from every \_\_\_\_\_.

### **III. POSITIVE APPROACH TO DISCIPLINE**

- A. Work out and write down your own philosophy of classroom control and discipline.
- B. Identify standards.
- C. Simplify standards to four or five general classroom rules.
- D. Survey students to determine positive and negative consequences.
- E. Determine positive and negative consequences based on standards and student input.
- F. Display standards in the classroom.
- G. Daily review the discipline plan with the class during the first two weeks and when returning from break times.
- H. Communicate standards with the parents.
- I. Be organized and give attention to detail.
- J. Lesson preparation.
- K. Be fair, firm and consistent.
- L. Use prayer.
- M. Use lowest level of correction first.
- N. WIN your student; focus on praise and encouragement.
- O. Communicate student progress to parents.
- P. Add or change standards as needed – go through the needed steps for implementation.

#### IV. SUMMARY COMMENTS

- ⇒ When you discipline a student, ask yourself:  
“If I had felt better, would I have disciplined the student in this way?”  
If not, your own frustrations are interfering with the lessons you are trying to teach.
- ⇒ Under-discipline exasperates kids...over-discipline repels.
- ⇒ Students want to know the boundaries and limits because they meet their need for security.
- ⇒ Discipline takes effort and consistency....it takes at least 30 days to form a new behavior of habit.
- ⇒ Over time, the emphasis in discipline should be more from structured-discipline to self-discipline. Teachers and parents must “coach” the student, but learn to back off as the student learns to assume responsibilities.
- ⇒ **You teach discipline and obedience better with one rule properly enforced than with twenty-five rules that cannot be followed through. In other words, keep it simple and consistent.**
- ⇒ Discipline procedures should be teaching procedures with a clear objective to be learned.
- ⇒ Each time a student or class does something wrong, tell the student or class:
  - He/she is a good person.
  - The deed was wrong.
  - End the discipline by asking the student to tell you what they did and why it was wrong. Correct any wrong answers and explain why you are disciplining, if needed.
  - End all discipline actions with a positive assurance that you truly care.

**CLOSING THOUGHT: Is it discipline or punishment?**

	<u><b>Punishment</b></u>	<u><b>Discipline</b></u>
<b>Purpose</b>		
<b>Focus</b>		
<b>Attitude</b>		
<b>Resulting emotion in the student</b>		