

DISCIPLINE: ALTERNATIVE PERSPECTIVE *DISSIPLINE: ALTERNATIEWE PERSPEKTIEF*

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DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION

REACTION.....

NOT AGAIN!
HAVE WE NOT HEARD ENOUGH OF DISCIPLINE?

BIGGEST SOURCE OF FRUSTRATION

YOU CAN REDUCE LEVEL OF YOUR FRUSTRATION.....
... IF YOU UNDERSTAND...

...“DISCIPLINE” CONCEPT

MISCONCEPTION 1

POOR LEARNER CONDUCT IS SOMETHING NEW!



✓ *The children now love luxury. They have bad manners, contempt for authority, they show disrespect towards their elders They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up dainties at the table, cross their legs and are tyrants over their teachers."*

✓ *The children now love luxury. They have bad manners, contempt for authority, they show disrespect towards their elders They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up dainties at the table, cross their legs and are tyrants over their teachers."*

About 700 BC ... 2700 YEARS AGO!

SAOOU

MISCONCEPTION 2

DISCIPLINE REFERS/APPLIES TO CHILDREN ONLY

EDUCATORS!

PARENTS!

COMMUNITY LEADERS!

POLITICIANS!

MISCONCEPTION 3

**ALL PEOPLE HAVE SAME UNDERSTANDING
OF THE CONCEPT “DISCIPLINE”**



DEFINITION of “DISCIPLNE”

LATIN:

“DISCIPLINARE” / “DISCIPLINA”

**=INSTRUCTION AND TRAINING
= TO TEACH / EDUCATE!**

OTTER



BABOON



DISCIPLINE... (AS IS OFTEN UNDERSTOOD)

...IS  **RE-ACTIVE**

DISCIPLINE... (ALTERNATIVE UNDERSTANDING)

...IS  **PRO-ACTIVE**



RE-ACTIVE DISCIPLINE...

- ... RULES AND EXPECTATIONS ARE FORMULATED
- ... CONSEQUENCES / SANCTIONS ARE STIPULATED
- ... CONDUCT IS RULE/CONSEQUENCE DRIVEN

ie... **FEAR DRIVEN!**

**EXPECT GOOD CONDUCT/DISCIPLINE AS LONG AS
FEAR PERSIST (short term)**

PRO-ACTIVE DISCIPLINE...

... RULES AND EXPECTATIONS ARE FORMULATED
... CONSEQUENCES / SANCTIONS ARE STIPULATED

SAME AS **RE-ACTIVE!**
BUT...

GOOD/EXPECTED CONDUCT IS THE RESULT OF
OWN BELIEF...

“I KNOW IT IS THE RIGHT THING TO DO”
ie LONG TERM!



RE-ACTIVE DISCIPLINE vs PRO-ACTIVE DISCIPLINE

RULES AND EXPECTATIONS vs RULES AND EXPECTATIONS

FEAR DRIVEN vs BELIEF DRIVEN

SHORT TERM EFFECT vs LONG TERM EFFECT

TIME AND ENERGY REQUIRED vs TIME AND ENERGY REQUIRED

FRUSTRATION... vs JOY...

HARD WORK vs HARD WORK

RE-ACTIVE DISCIPLINE vs PRO-ACTIVE DISCIPLINE

RULES AND EXPECTATIONS vs RULES AND EXPECTATIONS

FEAR DRIVEN vs BELIEF DRIVEN

SHORT TERM vs LONG TERM

TIME AND ENERGY REQUIRED vs TIME AND ENERGY REQUIRED

FRUSTRATION... vs JOY...

HARD WORK vs HARD WORK

HIGH ENERGY INPUT vs HIGH ENERGY INPUT

Entropy: natural tendency of any system to degenerate into a more disordered state!

**IF RE- AND PRO-DISCIPLINE REQUIRE ENERGY...
WHY NOT RATHER SPEND THE ENERGY ON THE BETTER OUTCOME?**

REQUIREMENTS: PRO-ACTIVE DISCIPLINE (1)

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1a) PARADIGM SHIFT...

FOCUS NEEDS TO SHIFT FROM EXPECTATION TO EXAMPLE



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REQUIREMENTS: PRO-ACTIVE DISCIPLINE (1)

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1b) PARADIGM SHIFT...

(1) FOCUS NEEDS TO SHIFT FROM EXPECTATION TO EXAMPLE

(2) FOCUS NEEDS TO SHIFT FROM LEARNER TO EDUCATOR!

“DISCIPLINARE = TO TEACH” (Disciple)

EDUCATOR MUST...

... ACT AS AN ADULT (REMEMBER THE CHILD WILL ACT AS THE CHILD!)

... GIVE DIRECTION (LEAD THE WAY TO EXPECTED BEHAVIOUR / DEMONSTRATE)

... CREATE THE FUTURE (MODEL THE FUTURE FOR ALL PROFESSIONS)

The logo for SAOU is located in the bottom right corner. It features the letters 'S', 'A', 'O', and 'U' in a bold, sans-serif font. The 'S' and 'O' are blue, while the 'A' and 'U' are yellow. The logo is set against a background of a large, light blue triangle that is composed of many thin, parallel lines radiating from a point at the top, creating a sense of depth and perspective.

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REQUIREMENTS: PRO-ACTIVE DISCIPLINE (1)

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1c) PARADIGM SHIFT...

(1) FOCUS NEEDS TO SHIFT FROM EXPECTATION TO EXAMPLE

(2) FOCUS NEEDS TO SHIFT FROM LEARNER TO EDUCATOR!

(3) CONDUCT IS NOT DETERMINED BY DNA

{ Yuwal Noah Harari : SAPIENS – A brief history of Humankind, Vintage Books, London, ISBN978-0-099-59008-8 }

DNA DETERMINED:

MEDICAL CHALLENGES, TEMPERAMENT, NATURE

NON DNA DETERMINED :

CULTURE, LANGUAGE, EDUCATION, GOOD MANNERS, JUDGEMENT, DISCRETION

CIVILIZED CONDUCT



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REQUIREMENTS: PRO-ACTIVE DISCIPLINE (2)

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2a) FORMULATE CLEAR EXPECTATIONS...

(EG CLASS RULES) (WITH CONTRIBUTIONS FROM LEARNERS)

a) **ALL MUST KNOW THE EXPECTATIONS** (EXPECTED CONDUCT)

b) **EDUCATOR MUST MODULATE THESE EXPECTATIONS...**

- WORK ETHICS
- HOW TO USE LANGUAGE
- HOW TO USE ALCOHOL
 - RECREATION
 - RESPECT
 - ETC



REQUIREMENTS: PRO-ACTIVE DISCIPLINE (2)

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2b) FORMULATE CLEAR EXPECTATIONS...

a) ALL MUST KNOW THE EXPECTATIONS (EXPECTED CONDUCT)

b) EDUCATOR MUST MODULATE THESE EXPECTATIONS...

c) BE SURE THAT EXPECTATIONS ARE CORRECTLY UNDERSTOOD...







REQUIREMENTS: PRO-ACTIVE DISCIPLINE (3)

3) ALWAYS BE CONSISTANT re EXPECTED CONDUCT...

... TO ALL LEARNERS

... AT ALL TIMES

**... WHAT IS ACCEPTABLE TODAY MUST ALSO BE ACCEPTABLE
TOMORROW! (consistent)**



REQUIREMENTS: PRO-ACTIVE DISCIPLINE (4)

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4) FOCUS ON THE POSITIVE.... REWARD / NOT PUNISHMENT...



REQUIREMENTS: PRO-ACTIVE DISCIPLINE (5)

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5) EXPECTED CONDUCT MUST MAKE SENSE IN THE MIND OF THE YOUNGSTER...

- **DISPLAY/SHOW vs FUNCTIONAL DISCIPLINE !**

CHALLENGE:

IF YOU CANNOT EXPLAIN THE SENSE IN A RULE... RECONSIDER!



REQUIREMENTS: PRO-ACTIVE DISCIPLINE (6)

6) ALWAYS PRES THE CORRECT/SUITABLE “BUTTON”...

FOCUS ON THE PRIMARY WRONG DOING...
(ONE AT A TIME... NO CHAIN REACTION)



REQUIREMENTS: PRO-ACTIVE DISCIPLINE (7)

7) BE THE PERSON TO LOOK UP TO...BE THE BUILDER!

Eg. NEVER EVER HUMILIATE ANY CHILD / PERSON
(SARCASM)

YOUNSTERS:

“ ??? IS MY IDOL... I WOULD LIKE TO BE LIKE HIM/HER WHEN I AM GROWN UP!”

WILL YOU EVER BE THE ??? IN THE STATEMENT ABOVE?

The logo for SAOUI is located in the bottom right corner. It features the letters 'S', 'A', 'O', and 'U' in a bold, sans-serif font. The 'S' and 'O' are blue, while the 'A' and 'U' are yellow. The 'A' is stylized with a triangle shape. The logo is set against a background of a large, light blue triangle that is composed of many thin, parallel lines radiating from a point at the top right, creating a sense of depth and movement.

SAOUI

REQUIREMENTS: PRO-ACTIVE DISCIPLINE (8)

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**8) ALWAYS TAKE A CHILD OUTSIDE HIS/HER COMFORT ZONE WHEN
DISCUSSING A SERIOUS INFRINGEMENT**



REQUIREMENTS: PRO-ACTIVE DISCIPLINE (9)

9) ANTICIPATE LEARNER REACTION

WHEN PREPARING YOUR LESSONS, ANTICIPATE WHERE/WHEN LEARNERS WILL...

- ... LAUGH
- ... FEEL UNCOMFORTABLE
- ... FIND WORK HARD TO UNDERSTAND
- ... BE BORED

... PLAN ACCORDINGLY!



REQUIREMENTS: PRO-ACTIVE DISCIPLINE (10)

10) STAY “WITHIT”...

STARTING A CAREER: EDUCATOR... 25 / GRADE 12 LEARNER... 18
DIFFERENCE IN AGE = **7 YEARS**

RETIREMENT: EDUCATOR... 65 / GRADE 12 LEARNER... STILL 18!
DIFFERENCE IN AGE = **47 YEARS**

REQUIREMENTS: PRO-ACTIVE DISCIPLINE (11)

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11) CREATE A POSITIVE/HEALTHY ATMOSPHERE/ENVIRONMENT/ CLIMATE...

- a) LOVE/COMPASSION/CARE (security)
- b) UNDERSTANDING/INFORMED (co-responsibility)
- c) BOLDNESS (fixed expectations and known consequences)
- d) FREEDOM (within known borders)
- e) FRIENDSHIP (educator : learner friendship; not friendship of equality)
- f) FUTURE EXPECTATIONS (identified possibilities... acorn vs forest)
- g) PRIDE (boost of confidence)



SAOU

OPTIMAL CLIMATE FOR MEANINGFUL DISCIPLINE

CREATE A POSITIVE/HEALTHY ATMOSPHERE/ENVIRONMENT/**CLIMATE...**

I HAVE COME TO A FRIGHTENING CONCLUSION

I AM DECISIVE IN THE CLASSROOM

IT IS MY PERSONAL APPROACH THAT CREATES THE CLIMATE

IT IS MY DAILY MOOD THAT MAKES THE WEATHER

AS A TEACHER I POSSESS TREMENDOUS POWER

TO MAKE A CHILD'S LIFE MISERABLE OR JOYOUS

I CAN HUMILIATE, HURT OR HEAL

I CAN BE A TOOL OF TORTURE or INSTRUMENT OF INSPIRATION.

BORICH & KASH (1978)



SAOU

TO SUMMARISE THE ALTERNATIVE PERCEPTION
ON DISCIPLINE...

PARADIGM SHIFT...

EDUCATOR IS THE PILOT...

... LIVE THE EXAMPLE !

(WALK THE WALK vs TALK THE TALK)

(DISCIPLE vs JUDAS GOAT)



**WHEN A CHILD BEHAVES
AT ITS WORST...
HE/SHE NEEDS YOU THE
MOST!**



I THANK YOU

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