

IMPROVING THE ATTRIBUTES OF FAIRNESS AND RESPECT

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Fairness fosters a climate in the classroom that is conducive to both academic and personal success. In a setting where they feel supported and can anticipate being fairly evaluated for their diligent work, students are far more likely to try out new skills, be motivated, and get better marks (Dweck, Walton, & Cohen, 2014). Equal labor distribution in group assignments and while working with others is also crucial, and it is discovered that this motivates students intellectually.

States and districts can change the focus of their disciplinary procedures to promote a supportive and encouraging school environment focused on supporting students and keeping them engaged in classroom learning as much as possible by expanding policies to include positive actions and high expectations as well as requiring the use of a continuum of supports to increase student success.

To eliminate subjectivity and ensure that punishments are applied consistently and fairly regardless of race or other characteristics, such as sex or handicap, schools should objectively define disciplinary offenses. However, educators should also regard fairness in implementation as strategies that ensure each student's needs are proactively met within the educational environment, rather than just through a set of offenses and a predetermined set of punishments. It might be more likely that fair and equitable outcomes will be achieved in the administration of school discipline if there is a proactive focus on students' needs and assets.

It is crucial to think about whether a discipline strategy is appropriate given each student's needs and developmental stage. In particular for young students, this may

entail examining discipline policies and procedures to make sure they are developmentally appropriate. Due to the wide variations in student growth and experiences, this is significant. Evaluation of the developmental appropriateness of behavioral expectations and consequences should take up some time in early education programs. It may be possible to support effective implementation by matching discipline to suitable grade-level norms. For instance, what would be acceptable for elementary school children may not look proper to high school students.

References:

Butorova, H. (2017, December 19). The Importance of: Fairness - Citywise. Citywise.

<https://citywise.org/importance-fairness/>