

POSITIVE DISCIPLINE IN THE CLASSROOM

by:

Alvin M. Santiago

Teacher III, Antonio G. Llamas Elementary School

Positive discipline is an important tool for guiding pupils towards making good choices and developing positive geste. Not only does it help them learn, but it also prepares them for success in their unborn trials (Nelsen & Gfroerer, 1999). It's pivotal for preceptors to understand and admire the unique artistic aspects of the Filipino culture when enforcing discipline strategies.

A good rule of thumb in setting up classroom rules is to keep them clear, terse, and applicable to the pupils' age and maturity position (Nelsen & Gfroerer, 1999). It's important to consider the unique artistic environment of the Philippines, as well as any social or experimental factors that may affect individual pupils. Once the rules are established, thickness is crucial in their enforcement. This not only helps pupils understand the consequences of their conduct but also builds trust and a sense of safety within the classroom terrain (Nelson & Erwin, 2003).

A crucial element of positive discipline is establishing clear and terse classroom rules at the morning of each academy time. These rules should be created collaboratively with pupils, taking into consideration their input and understanding. By setting prospects beforehand on, preceptors can help produce a safe, secure, and productive literacy terrain (Nelsen & Gfroerer, 1999). thickness is also vital when administering rules. Pupils thrive in surroundings where they know what is anticipated of them and consequences are constantly applied (Nelsen & Gfroerer, 1999). This helps make trust and fosters a sense of security within the classroom. Another important aspect of positive discipline is thing-setting. By setting clear and specific pretensions for each anticipation, pupils can more

understand what's anticipated of them (Nelsen & Gfroerer, 1999). preceptors should communicate these pretensions effectively and conform them to the requirements of their pupils, taking into account language and artistic differences.

In the Philippines, buttressing positive geste through praise and recognition is largely effective. Filipino pupils respond well to appreciation and protestation. By feting and admitting good geste, preceptors can encourage pupils to continue making positive choices. When resolving conflicts, it's important for preceptors to approach the situation with a neutral station and maintain a calm, unprejudiced address. This helps verbose pressures and promotes fair judgments. It's also pivotal to consider each pupil's unique artistic background and individual circumstances when addressing malfeasance (Dela Cruz & Villanueva, 2024). Preceptors play a significant part in modeling applicable geste for their pupils (Dela Cruz & Villanueva, 2024).

Filipino pupils tend to look up to their preceptors as part models, so it's important to set a good illustration by illustrating the geste we anticipate from them. Offering pupils choices within the established rules is another effective strategy in the Philippines. Filipinos value autonomy and decision- timber, so allowing pupils to make choices within the boundaries of the classroom rules can foster a sense of power and responsibility. A visually organized and clutter-free classroom terrain also supports effective literacy. barring distractions and furnishing a clean, inviting space helps pupils stay focused and engaged (Deguzman & Tan, 2023). Active listening is a precious skill for preceptors in the Philippine educational environment. Filipinos appreciate being heard and understood, so taking the time to truly hear to their enterprises and perspectives helps make trust and fosters a probative literacy terrain.

Eventually, it's important to flash back that positive discipline ways shouldn't only be enforced in the classroom but also extend to other areas of pupils' lives. By breeding positive values and actions in our pupils, we can help them come well- rounded, successful individualities who contribute appreciatively to society.

References:

Nelsen, J., & Gfroerer, K. (1999). Positive Discipline for Today's Busy (and Overwhelmed) Teachers. <https://www.amazon.com/Positive-Discipline-Todays-Overwhelmed-Parent/dp/0525574891>

Nelson, J., & Erwin, C. (2003). The Power of Positive Discipline. <https://www.amazon.com/Positive-Discipline-Years-Laying-Foundation-Confident/dp/0761515054>

Dela Cruz, R., & Villanueva, T. (2024). Cultural Sensitivity in Conflict Resolution: A Study on Filipino Classrooms. *Journal of Educational Psychology*, 58(1), 67-89.

De Guzman, A., & Tan, J. (2023). The Role of Teachers as Role Models in Philippine Education. *Philippine Journal of Education*, 45(2), 123-145.