UNIVERSITY OF FORT HARE
Eastern Cape Education Department
Distance Education Project

Core Education Studies Course
Schools as Learning Communities
6th Umthamo

Step 6
Morality of Conscience
People understand that morality is a matter of individual conscience, and not law. Think of Nelson Mandela.

Step 5
Morality of Contract
People understand that laws are made by mutual agreement and can be changed.

Step 4
Authority Maintaining Morality
People obey laws because they understand the need for laws.

Step 3
Good Girl/Boy Relationship
Children try to win approval of others by being good.

Step 2
Reward and Punishment
Children do well so that adults will be nice to them.

Step 1
Punishment and Obedience
Children obey laws to avoid punishment.

From Punishment to Discipline
Pilot Edition - July 2001
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SCHOOLS AS LEARNING COMMUNITIES
Umthamo 6
From Punishment to Discipline

Introduction

This is the sixth umthamo in the strand, *Schools as Learning Communities*. These imithamo aim to help you make your school community a more effective learning environment for you, the educator, as well as for your learners. Our focus this semester will be on discipline in schools. This will link with Umthamo 38, as you revisit the School Policy you created. You will use your own practice to generate theory – policy in this case – and you will use the lessons you learnt in Umthamo 30 to do this.

Lo mthamo asks you to explore alternatives to corporal punishment and find strategies that suit you and your learners, as well as their parents. As you do this, you do Action Research in your classroom, trying out an alternative strategy of your choice. You will also discuss and create alternatives with your school community, or with the cluster group you established or strengthened in Umthamo 40.

The abolition of corporal punishment in South Africa has caused a good deal of controversy among parents and educators. Do you remember the Grandfather’s confusion about punishment on page 11 in Umthamo 40? Reread what he had to say.

There is also widespread confusion about Children’s Rights, and many believe there is no adequate alternative to corporal punishment. You will read what educators have to say in the case studies below.

Lo mthamo asks you to reflect on all these issues and consider some of the reasons for the banning of corporal punishment and the emphasis on Children’s Rights in schools.

Intended Outcomes

When you have worked through lo mthamo you will:

- have reflected on your ways of dealing with the misbehavior of the learners in your classroom.
- have reflected on the methods you already use as alternatives to corporal punishment.
• understand more about the rights of children within the context of disciplining learners.
• understand the implications of using violent punishment.
• have engaged in Action Research cycles on an alternative to corporal punishment.
• have developed rules for your classroom as part of your classroom behaviour policy.
• understand more about communicating with your learners and have tried (at least) one new way of interacting with them.
• understand more about the Laws of our country and the Government Policy guiding discipline in schools.

Educators from different schools speak
Here are some comments from educators we interviewed on alternatives to corporal punishment

Educators in School A
Whatever we do ends up being a joke to the learners. There is no effective method so far. The alternatives we try range from making the offenders run around the school three or four times to cleaning the school grounds. This happens when a child has not come to school. At times when learners continue with the same offence they are requested to bring their parents. They then do not come back on that day. Some come back after three days and we accept them back then without any punishment as we feel the offence is stale.

When dealing with late coming, teachers do it their own way in their classrooms. In some classrooms, corporal punishment is meted out with a few lashes - up to five. Some educators just ignore latecomers. Our problem is that the community is not committed. For example they say bullying is not their issue because it is a school matter. Even the SGB rarely turns out to discuss these matters.

Also, the manuals after school make us feel we are punished as well. Why should we be punished when the wrongdoer is the child? We cannot afford the time for the after school manuals. We have tried having open discussions with the learners themselves. They say they prefer corporal punishment to manuals because they do not feel they are being punished when they do manuals.

When corporal punishment was allowed, children would be punished on the spot. Children listened, and educators cooperated. Parents also knew what would happen to their children. For us the banning of corporal punishment is the real barrier to good discipline.
Educators in School B

We are comfortable with the new options we have taken. We called our parents to a meeting where we explained about the new laws and said that we wanted to try alternative strategies. It was agreed that corporal punishment should not be used. Manuals have been opted for and are done between 1.30 and 3.00 in the afternoon. Manuals take the form of cleaning the schoolyard.

Teachers here feel this is working because parents and learners know what is going to happen to them. It is also helping us because learners have no fear of being beaten now. Major offences are bad attendance and late coming, which are abating. I first had to deal with my educators before I called a meeting with the parents so that they could come on board first.

Educators in School C

We still need to do corporal punishment, but we have reduced it to three lashes on the hand. This is meted out by the class teacher. Punishable offences are: not doing homework without reasons, late coming and bad attendance.

After the legislation was passed, the parents were called to a meeting. They said they knew no other way of punishing except corporal punishment.

Bad attendance has been dealt with by consulting the parents. They write a letter to apologize for the child’s absence, but if there is no letter then the child faces up to punishment because parents do not come when called to discuss their children’s issues. If a child is absent for more than one day, that child is suspended from school because that is the only thing parents respond to. If you call them for an offence they do not come until the child is suspended.

We do know some of the rights of learners but our understanding of these is limited. We need to be made to understand them more as their understanding is of vital importance at this time. For example, we do not know whether it is better to make a child stand against the wall in class or to send them outside the class especially as they have a right to learn and a right not to be beaten. What is right?

The problems that face us are that parents bring children to school to be lashed even for offences committed at home.
One other problem that we have with this legislation is that we feel the number of lashes is not enough for some offences. What we administer now is not working because learners go back to their old ways. They need more pain to stop what they do.

The other measures we use are isolation. We send a child outside the class and make sure they miss out on valuable learning. We feel we want any help that may come by. We do not know what to do. One other concern of ours is that we are not doing the same things as the schools in this area. This leads to parents choosing schools for their children irrespective of distance and age but rather because they think the schools are better disciplined.

Educators in School D

We still find corporal punishment an option although we do that in fear because we know it has been abolished - but we do not know what the alternatives are. With our involvement with Fort Hare DEP we have seen that non-violent means of working with learners does work. Also that some of the learner's misbehaviours are caused by their situation. They cannot be blamed all the time.

We tried a new strategy when we wanted to deal with the question of uniform. We started negotiations with the children. We listened to their problems. We drew up this new policy after arrangements had been made with the parents. We came to an agreement that only those who had made special arrangements with the school will breach this contract. Otherwise the un-ironed, dirty, old uniform excuses are not welcome. Things are working better because learners and parents are involved and they know the reason behind what we are doing and are co-operating.

As for other aspects, we are still trying to draw up a code of conduct policy. We are not sure yet how to do it. We still face problems as the SDT is available sometimes and sometimes not. At times they feel they are doing our own job.

A barrier to good discipline in the school, even when we used corporal punishment without fear, is lack of co-operation both in the school and outside the school. We thought of testing this with the uniforms first before dealing with more difficult issues.

We feel that co-operation with our four nearby schools is necessary as we are related schools. We need to preach the same values.
Educators in School E

We do not have problems with discipline in our school. Learners know by seeing and feeling the atmosphere around them that they have to behave differently when they come here. I do see that they want to repeat what they were doing in their previous schools but we do not have space for that here. Right now they are all in school uniform. I would say that good tuition is the best medicine. The tuition is the core business and has to be undertaken fully. Where this does not happen we only have the SMT’s to blame. We occupy the learners’ time meaningfully at our school. We have just started thinking along the lines of making policy and we have started moving along that route. With the SGB we have drawn up a consultative document.

Schools in this area do things differently and so far that is what we are still struggling with. We need to talk the same language as the other schools in this area.

Journal Write: Reflecting on our own experiences with corporal punishment

Discuss and think about the following questions. Then write your responses in your journals.

Reflecting on your experiences of corporal punishment when you were a learner:
- Think back to a time when you were beaten. Describe it in your journal.
- What did you feel when this happened?
- What did you learn from this experience?
- What did you feel about the person who punished you?

Reflecting on corporal punishment in your school
- In some schools, most parents support alternative methods, whilst in other schools most of the parents support corporal punishment. What do you think causes this? What do the parents of learners at your school feel?
- Why do you think many educators prefer corporal punishment? What thoughts and feelings do they respond to when they beat the learners? What do educators at your school feel and think about corporal punishment?
- Do you use corporal punishment with your learners?
- What do you think the learners feel when corporal punishment is administered?
- Does corporal punishment affect the learners’ relationship with the educator who administers it? In what way?
• Do you punish when you are angry or when you are calm?
• Do you behave differently towards learners who experience some kind of barrier to learning? Think about the learners whom you focused on in Umthamo 44.
• Do you think corporal punishment changes the misbehaviour of the learner?

Now read the comments from learners, which appear below, and write down your feelings about what they say.

Some learners express their feelings

"Yafika yasibetha ngempama yathi "Fundani!" safunda sithule yafika kwakhona yabuza ukuba kutheni singafundi? Kutheni sithule ke ukuba sithi siyafunda?"

"Ziya zinxilile ititshala esikolweni zikubethelele nento engabethisiyo."

"Kubethwa nabafundayo bethule batsho nabo babone ukuba mabasele bengaXola."

"Niyathula kuba niyamoyika."

"Eprimary kubethwa kakhu1u ngaphezu kwase High School."


"Yasibetha sonke. Yaqala ngamakhwenkwe ibuza ukuba atheni angaxe leli amantombazana ukuba mawatshayele. Yabe sele ibetha amantombazana ibuza ukuba atheni angaxe leli amakhwenkwe ukuba asule ibhodi."

Share your journal write with a colleague or with your small group at the face-to-face session.

Think about and discuss educators from your past

Think about some of the educators in your own past who influenced you, positively or negatively. Discuss the following questions with a colleague:

Questions to help your reflection
• How did your educator handle misconduct?
• If your educator used corporal punishment, was that really helpful?
• Was there some other way that he or she could have helped you more?
• What did you learn from him/her?
• How did your educator influence you in terms of your present way of thinking, and of disciplining your own children and your learners?
• How did he/she help you with your moral development?

Write a letter to an educator from your past

Now write a letter (or two letters) to one or two of the people you have been thinking about.

1. Sometimes we carry a lot of anger with us, even as adults, about what an educator did to us. If that is so, write to that educator telling him/her what you believe was done and how it makes you feel.

2. Think of the educator who helped you to become a resilient learner. Reread that journal entry from Umthamo 42. Rewrite the letter you wrote to him/her, focusing on discipline and how he/she helped you develop a moral sense.

3. Give this letter/s to a friend/peer colleague to read. Discuss what you have written. If you have a good relationship with the educator to whom you wrote the letter, send the letter. Make an arrangement to meet him/her and discuss what you have written.

In this unit, you have reflected on your own experience of corporal punishment. In the next unit, we will look at the climate, or culture, of a school, human rights, and the differences between discipline and punishment.

The excerpt below is from a recently published book of essays edited by Mac Maharaj, assisted by Charlotte Bauer and Elizabeth Barratt. The design is by David Hazelhurst. This is an introduction to Unit one.

The diagram on the cover shows the steps of moral development.

We know of an educator who was called “inkanyambe” by her learners. Did any of your teachers have such names? Do you know of similar names given to teachers according to how they handle learners?

*A moral sense: A sense of what is right and wrong.

REFLECTIONS IN PRISON

Unity, Diversity and Race

June 2001

!ke e:/karra //ke

... the challenge is emblazoned on our coat of arms

"The problem of race, ethnicity and multi-culturallism is one critical issue the twentieth century failed to resolve. It plagues rich and poor nations. It simmers and erupts in the United States, the European nations, the Latin American countries, Australia, Asia and Africa. No country, be it capitalist or socialist, developed or developing, has yet produced an enduring response.

That is why the debate and the solutions emerging in South Africa will continue to attract the interest and attention of all. The overwhelming majority of the world shares the vision of non-racism that drives us... (p. 50)

The challenge of unity in diversity (Soe e:/karra //ke), which is emblazoned on the coat of arms of democratic South Africa, is awesome. Issues of race, ethnicity, language and culture, as well as religion, bear an enormous emotional content. Strife, struggle, racism, looting, chauvinism and, above all, hatred animate these issues. Inevitably major social changes bear within them all kinds of insecurities that have to be managed. The real test is that these insecurities should never be allowed to reach a point of distrust in the emerging social order and the forces that lead the process of change. The principled positions, the strategic clarity the conclusions that

Page 8
Unit 1: The Culture in your School

This unit focuses on:
• The culture, values and norms of a school.
You will also think about:
• human rights
• punishment and discipline, and
• the relationship of Human Rights to punishment and discipline.

We will look at:
• the reasons for a new education policy on corporal punishment, and
• the importance of a School Policy

Discuss and Journal write:
The climate or atmosphere in a school

Identify a school that you know or visited. It could be your school. Reflect on it, using the following questions to assist in your reflection. Write about the school in your journal.
• What words would you use to describe the school? Is it a friendly school? Is it chaotic? Impersonal? Disciplined?
• Are the educators and learners involved and busy?
• Is it a happy school?
• What is it about this school that made you come to these conclusions?

Discuss your journal write with a colleague or with your small group at the face-to-face session.

Culture, values and norms

Since the first umthamo in this strand, you have been involved in guiding your school from a learning “organization” or “disorganization” into a learning community. We saw that a community includes all stakeholders within a school as well as anyone outside the school who is involved in some way.

Culture

The social relationships and the way things are handled in a group determines the culture of a school, a community, a cluster or some other group. As you know, these cultures can be very different from each other. You have just written in your journal about the climate or atmosphere – part of the culture – of a school.

In Umthamo 6 you discussed the culture of your school (page 6) and did a Data Analysis of the school climate or culture (pages 34-36). Pause here and remind yourself of this concept.
In another definition of culture by Giddens [1993] he suggests "culture consists of the values the members of a given group hold, the norms they follow, and the material goods they create".

**Values**

We know that values are the deep things we believe in, the abstract ideals that often influence how we behave.

**Norms**

Norms are definite rules that the group are expected to obey. This includes unwritten laws that influence group behaviour and the way they do things. In some cultures monogamy – having only one marriage partner – is a norm, whilst in others a person is permitted to have several wives or husbands. Unwritten laws, such as the norm that a person can have more than one marriage partner, can easily come into conflict with the written laws - as is the case in our country.

What is the norm in our society with regard to corporal punishment? Is this societal norm in conflict with the written law against corporal punishment? Perhaps this is why we need time to discuss and understand the reasons behind the new law.

In a country like ours, each culture has its own traditions, values and customs (norms or rules), and these differ sometimes from family to family or group to group within a culture. It is very important that we as educators understand and respect the norms and rules of different cultures. Umthamo 44 emphasised this. As you now know, inclusion aims to build respect and tolerance in the classroom through helping us understand people who are different from us.

**Discuss and journal write**

Think back to the school you identified earlier.

- What are the norms and values that produced the culture of that school?
- What are the norms and values in your school?
- Are they written or unwritten norms?
- Name some of the written norms in your school.
- Name some of the unwritten norms in your school.

Discuss what you have written with a colleague, or with your group at the face-to-face session.
Human Rights

1994 has become a year that people around the world marvel at because it marked the birth of a new democratic era in South Africa. On the inside of the back cover, you can read “Images of Human Rights, South Africa – The Birth of the Bill of Rights”.

After two years of wide consultation (over 2 million people submitted ideas), our Final Constitution and Bill of Rights was passed and became the law of our land. Our Bill of Rights is considered one of the most democratic in the world. It guarantees the rights of every individual, including the weakest and most abused in society — women and children. For the first time in our history women and children have become important in law.

In Appendix 1, page 51, you will find the Index to all the sections of the Bill of Rights, with Section 7 on Rights, Section 28 on Children and Section 29 on Education set out in detail for you to consult. Turn to the Appendix now, and look at it. Section 12 is also important for us as educators to consider. Why is that?

South Africa, as part of a new democracy that believes in the rights of all, signed a number of international documents that also bind us to focus on the needs of children. We are a signatory to the Convention on the Rights of a Child as well as a member country of the African Charter on the Rights and Welfare of the Child. Our Bill of Rights, as well as these documents, commits South Africa to laws that protect children from all forms of violence, abuse, neglect or negligent maltreatment and exploitation – especially by adults. As a result of all this the National Education Policy Act (1996) was passed. It states:

“NO person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution.”

The South African Schools Act (1996) also prohibits corporal punishment and states that contravention of this Act will lead to that person being charged with an offence and liable to conviction and a sentence for assault.

Rights

7. (1) This Bill of Rights is a cornerstone of democracy in South Africa. It enshrines the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom. ...
Punishment and Discipline

Read the following Case Study, and think about it.

The lifelong influence of a Grade 1 educator was reported in the Harvard Educational Review. Two-thirds of the former learners of Mrs. A, all educated in a poor district of Montreal, in Canada, had achieved high status in the community as adults. The rest had achieved medium status in their communities. None were in the low status group.

Mrs. A was convinced that all children would read by the end of Grade 1, regardless of background and disadvantage. She impressed upon her learners the importance of education, gave extra hours to the slow learners, stayed after school to help them, shared her lunch with learners who had forgotten theirs, and remembered them by name twenty years later. Over the years she adjusted to new educational systems and innovative techniques for teaching reading but her real secret, former learners and colleagues said, was the she 'taught with a lot of love'.

To think about and discuss

What kinds of discipline and punishment do you think Mrs A used with her learners?

Discipline

In the Department of Education Document on Alternatives to Corporal Punishment: The Learning Experience (Oct 2000) discipline is described as a positive, learning process based on the values and attitudes of peace, tolerance, respect, dignity and human rights (page 9 Part 2). It is a system where learners "experience educative, corrective" responses from educators that help them "learn to exercise self control, respect others and accept the consequences of their actions."

Mwamwenda, Cherain and Behr see discipline as a deliberate method of inculcating desirable norms, values and attitudes in the child. The child is a disciple (follower) and the adult is a leader in the mental and moral training of the child.

These writers also believe that discipline is a process that happens over time. It needs constant revival, reflection, assessment and monitoring. It is also more effective than punishment in the long term. "It may not have the short term benefits of punishment but does have long term benefits."
Research by Miller showed that children who are disciplined through guidance:

- learn that other people also have needs;
- develop a "conscience" - an internalized voice that guides them in making their own decisions including controlling their own behaviour;
- live without fear, guilt or shame because they have learnt to live according to standards approved by the social group;
- become increasingly independent.

**Punishment**

Education authorities define punishment as "any deliberate act against a child that inflicts pain or physical discomfort to punish or contain him or her". They explain that "corporal punishment was part of a bigger picture of an authoritarian approach to managing the school environment, which was based on the view that children need to be controlled by adults and that measures such as sarcasm, shouting and other abusive forms of behaviour were ways of teaching children a lesson or ensuring that they were so afraid that they never 'stepped out of line'. Many of the measures used to maintain order were reactive, punitive, humiliating and punishing rather than corrective and nurturing." (Education document Alternatives to Punishment)

Matson and Dilorenzo (1984) point out that punishment is effective in the treatment of harmful behaviours. Ginott (1970) agrees, but says that it does not change the learner’s behaviour. It merely makes the offender more cautious in committing crime. This often means that when a child is punished he resolves to be more careful NOT more honest and responsible. The story about Nomakhaya which follows illustrates this.

**Nomakhaya’s story**

Nomakhaya told me she was at loggerheads with her uncle who also was a teacher. He in the name of punishment hit her hard and she started hating him. Whenever he went to her home he would never get a cup of tea as usual. Nomakhaya would be shouted at and even beaten for this act of not making tea until she decided to modify her misbehavior. She would take a bucket when she saw him coming and go to the river to fetch water. She would not come back until the uncle left her home.
Research on punishment (Miller) shows that children who are punished too often:

- feel humiliated;
- try to hide their mistakes;
- have poor self esteem;
- are often unable to control their own behaviour when away from the punishing adult.

The Department of Education, in its document, is very sympathetic to the daily struggles educators face in their schools with issues of discipline. It is not easy to adopt new strategies. Many of us come with a history of corporal punishment and we deal daily with disruptive learners in far from ideal situations. Change is a difficult process and discipline is a recognized area of struggle. We need to help and support one another.

On the other hand, the document presents overwhelming evidence that corporal punishment is harmful to children and is anti-educational. There is also growing evidence that it contributes to the escalating social violence in our homes and schools.

A recent research project by the Centre for the Study of Violence and Reconciliation in Johannesburg (CSVR) into teenage criminals showed that every one of them:

- had lost a parent in a violent death;
- had been brutally beaten as a child.

Discuss and journal write: Why there is a new Education Policy on Corporal Punishment?

Think about what you have read on discipline and punishment. Think about what you have read about the Bill of Rights. Why do you think there is a new Education Policy on Corporal Punishment? Reflect and write in your journal.

A School Culture which supports positive Discipline

What kind of school culture promotes and supports discipline, rather than punishment? Think about Mrs A, whom you read about on page 12.

The most supportive kind of culture is one of educational relationships which are built on:

- trust,
  and characterised by:
  - communication,
  - co-operation and
  - consistency.
Any educational relationship is built on trust. Trust is built on believing in one another. It is also based on how we communicate with each other. In addition to that, people have to earn trust. Both sides need to show that they can be trusted to do what they said they would. It is the duty of educators to guide the learner into being trustworthy by modelling being trustworthy themselves. Trust cannot be forced. Confrontation, shouting, domination and commanding do not build trust. Breaking promises and not following up on the promised consequences to misbehaviour (threats) is also damaging to the building of trust. Learners complain that teachers have double standards. They punish the learner for being late and are late themselves. Modelling the behaviour we want is very important, as research tells us that learners learn more from what we do than what we say.

The Importance of School Policy
All this needs to be backed up by a clear School Policy.
Lack of consistency, co-operation, communication and many other barriers to positive discipline in classrooms can be blamed on the lack of a school policy.

A whole book has been written on the problem of bullying in schools. The authors believe that the only way to solve bullying is to start with a school policy. The box on the next page gives some of the findings of their research.

We re-visited School Policy in Umthamo 38 because we believe it is so important and will be looking at it once again in the last part of the Key Activity.

Professor Kadar Asmal explains the importance of a Code of Conduct in the Education document ‘Alternatives to Corporal Punishment’:

"..... the real challenge lies in the implementation and maintenance of disciplinary measures and procedures that uphold order in schools with understanding and compassion. It requires energy, insight, consistency and rigour on the part of educators and commitment and understanding on the part of learners and parents. School communities are empowered through the South African Schools Act to develop their own disciplinary code. The code of conduct is essential to the successful implementation of an alternative to corporal punishment as it sets up the framework and the consequences for misbehaviour in such a way that all parties will have clarity on where they stand with regard to issues of discipline. Such codes of conduct should be adopted with the participation of all parties".

(Minister of Education 5 October 2000)

In the Key Activity Part 2 we will develop classroom rules as a start to a Code of Conduct that focuses on discipline rather than punishment.
Research findings on Bullying

There are basically three types of schools:

The safe school (The Whole School Approach)

School environment: A safe and happy place to learn. Peer group and teachers share responsibility for solving problems. School has a school philosophy and a school code of conduct that includes an anti-bullying policy as well as some anti-bullying programmes with a team made up of teachers, parents and pupils.

Result: There were few discipline problems, few bullies and no resultant physical, verbal and emotional violence.

The Conflicted school (The Half-measures Approach)

School environment: Awareness of bullying and violence, but pupils feel that if they tell adults they will not be safe from retaliation. The school appears to be doing the right thing but it is not safe.

There are two conflicting philosophies in the school.

• Bullying is a serious problem. But we do not have bullying here. Bullying needs to be dealt with. We do not have the resources to deal with it.

• Bullying is a serious problem. Bullying is blown out of all proportion and never did anyone any real harm.

There was a code of conduct and an anti-bullying policy but only lip service was paid to it.

Result: There was a lot of bullying and violence.

The Dysfunctional school (The Do-nothing Approach)

School environment: Children bullied; high rates of physical, verbal and emotional violence occur. Not a safe or happy school for pupils or teachers. Survival of the fittest is the rule.

School philosophy unclear, no time or inclination to write a School Policy. Sense of hopelessness. Getting through the day is priority.

Result: There was a lot of bullying and violence.

To think about:

Which category does your school fit into?
Unit 2: Moving from punishment to discipline: First Steps

This unit contains the first part of the Key Activity. In it:

- You will examine what you are doing in your school in terms of the Bill of Rights.
- You will choose a behaviour problem that is common in your school and analyse it using a system called the "5 whys".
- You will then think of strategies you could use in addressing this problem. (They must be strategies that fit in with the Bill of Rights!)
- Finally, you will choose a problem in your own classroom, which you will address in Key Activity Part 2.

As an introduction to the Key Activity, write in your journal about your school and the schools in the Case Studies.

Journal write

Look back at the Case Studies in Unit 1. Which one reminds you most of your school? In what ways is your school similar to the one in the case study? In what ways is it different? Think of the norms, values and culture of your school (see page 10).

Share and discuss

Share your journal write with a small group of colleagues at the face-to-face session.

- Make a list of the strategies used in your schools to discipline or punish learners.
- Look at Appendix 1 on the Bill of Rights, and discuss whether your strategies meet the demands of the Bill of Rights. Is your school protecting the rights of the learners, or infringing them?
- Report back to the rest of your group on your small group's findings.

Activity: The 5 'why's'

In your small groups at the face-to-face session, select a behaviour problem that all your schools share. Try to analyse it in terms of the process described on the next page (The 5 'why's'). Your umKhwezeli will guide you in doing this, either in small groups, or in one large group.

Now reflect on what you have learned, or gained, through this process. Discuss this at the face-to-face session.
Using the 5 ‘why’s’

Themba Ndlovu and his colleagues in a Learning Guide called Creating People-Centered Schools suggested using a systems approach in order to arrive at a clearer idea of problems in a school. This is how they used it.

Step 1:
They picked the problem they wished to start with. (Absenteeism, in their case)
They started thinking about its possible causes. (They found four or five answers they could analyse)
They wrote all four answers on the wall with plenty of space around them.

Steps 2, 3, 4, 5:
Each cause mentioned was interrogated with a why. They tried not to stop at the obvious reasons. As an example one of their answers was - the learners are lazy. They continued asking what could be making learners lazy.
They asked why to each of their answers.
They repeated this process for each step, posting each answer next to its parent, until the root cause of the problem was established. They also tried to find connections between issues.

Here is their flow diagram taken from the book. Creating People Centered Schools

![Flow Diagram]

However, they warn whoever uses the system against blaming individuals. Blaming individuals usually leaves people with feelings of revenge or wanting to punish - or a ‘don’t care’ attitude - depending on how strongly that person is against them. At times they end up being a victim. Usually in this case no change takes place. The exercise aims to stimulate change.

In the school they worked with, the root cause of the problem was found to be inadequate training of teachers.
The schools in our case studies (Unit 1) used the 5 whys to begin to look at their problems and found it very helpful. They found the following:

- It gave them the opportunity to look into what the actual causes of the problems were.
- Previously, they had attended to issues as they happened, so never thought carefully about them. This gave them an opportunity to think.
- They were used to painting over or hiding their problems. The exercise did not allow them to do this.
- The 5 'why's' made them feel that even when they used corporal punishment, it was a way of hiding the real problems ("plastering over cracks").
- The process helped them to see that it is important to focus on one problem at a time instead of being overwhelmed by all the problems at once.

**Journal write**

In your journal, plan how you would help members of your school community to:

- Think about the difference between discipline and punishment;
- Understand the reasons for the abolition of corporal punishment.

**KEY ACTIVITY PART 1**

**Your school community looks at discipline & punishment**

In this part of the Key Activity, you need to hold a workshop with your school community. This could take place at an SDT meeting, an SGB meeting, a broader meeting of school stakeholders, or a cluster meeting. It could also take place at a staff meeting, but the whole exercise will be much more effective and far-reaching if it involves parents and learners as well as educators. The workshop will probably take about 2 hours.

The process that you are about to follow will be part of Policy Development (see Umthamo 38). You may already have developed a Code of Conduct for learners, or you may not. Whichever the case, this process will help you to test and refine the policy you have decided upon. As a result of what you do here, you could revise the policy, and make it more realistic, more effective, and more sensitive to Human Rights. You will have to 'sell' the idea to your Management Team using this argument. Most schools will be keen to tackle the behaviour problems they experience.
Preparation

1. Prepare for this activity by reading the section on Alternatives to Corporal Punishment (pages 29-43).

2. Go back to the Journal write on page 16, where you prepared some strategies for leading this meeting in an exploration of the difference between discipline and punishment, and the reasons for the abolition of Corporal Punishment.

3. Go back to the Journal write and the Activity that you did in your face-to-face session (see page 13)

What you will need

1. 4 copies of the page on the Bill of Rights
2. 4 copies of the summarised 'Alternative Strategies'.
   (These should have been handed to you as an additional handout.)

What to do at the meeting

Although you will need to facilitate the activities of the workshop, it will probably be important to ask someone from the Management Team or SGB to open the meeting and introduce the topic.

1. Make sure that people feel welcome, and that they understand the purpose of the workshop.

2. Read one or two of the Case Studies (Unit 1) to them. Let them discuss and make a list of the strategies of discipline and punishment that they use, at school and at home, saying whether they work or not. This could be done in small groups.
3. Lead them in thinking about the differences between discipline and punishment. Give them a little information on the reasons for the abolition of Corporal Punishment, relating it to the Bill of Rights.

4. Now let them discuss whether their methods of punishment and discipline honour the Bill of Rights or violate it.

5. Let the group select a behaviour problem they wish to work on. Help them to interrogate it, using the 5 'why's'. Encourage them to talk about what they have learned through this process.

6. Now introduce some of the Alternative Strategies, and let the groups discuss which one they would like to use to address the behaviour problem they selected. **There are a lot of strategies, but you will need to explain in detail what 2 or 3 of them involve.**

7. Finally, ask each educator and parent to think of one learner who is difficult in some way to the educator/parent. They should go away and think of a new way to approach this child's difficult behaviour.

Reflection on the process

Write about how you conducted yourself in this meeting.

- What was your role?
- Discuss how the process of the whys worked. What were the responses of the participants?
- Reflect on the benefits or disadvantages of the process.
- Did it succeed or fail? Describe why it failed or succeeded.
- How can you improve on the success or failure of this process?

The next unit presents several alternative discipline strategies, and gives guidance on how to use them. In the next part of the Key Activity, you will try out one of these strategies.
Unit 3: Exploring alternative strategies

In this Unit we will:

- Reflect on a story about the influence of an educator on a difficult learner.
- Compare the alternatives you used or chose in Unit 2 with a list compiled by the Education Department.
- Reflect on some more case studies.
- Reflect on and discuss some alternative strategies to use in place of corporal punishment.

This story below is adapted from the story in the book "How to Talk so Kids can Learn". Although it is "American" in its approach, this book discusses many alternative strategies, and uses cartoons to illustrate them. It is available in your Centre Library. Read the story, and reflect in your journal on the questions which follow it.

Boy Plaatjies

_It was the last day of school. Mine was the last class to leave. The sun was very bright._

_Waves of heat hit my face. I hated saying good-bye. These children who had filled my days and my thoughts at night had become very dear to me. It struck me anew that my time with them had come to an end. We would never be connected in the same way._

_I turned and walked back into the nearly deserted building. Once inside my classroom I sat at my desk and looked out at the empty, silent room. No one in the seats; nothing on the boards; not even a scrap of paper on the floor. It had been a whole year of planning and thinking and worrying and teaching. And now it was over. Finished. Did anything remain – aside from a few memories?_  

_There was a soft knock at the door. It was Boy Plaatjies._

_"Hi, Boy. Did you forget something?"_

_He shook his head and stood there, a strange expression on his face. What did he want? A final, private good-bye? His mother had visited me earlier in the week and poured out her concerns. She had lost her job in the mill; she and Boy were going to have to move to town to stay with her sister; she didn’t know if she could find work there; her sister lived in a bad area with street gangs: Boy was giving her a hard time about moving; he didn’t want to start all over again in a new school._

_"Come on in, Boy"_  

_"I missed my bus."_  

_"Oh, do you need a lift?"_  

_"Nah, I’ll walk. Can I tell you something?"_
“Sure. Come in. Sit down.”

As he edged into a seat across from me, I caught my breath. Under his shirt he was wearing the “dream catcher” I’d given him the day before. The circle of cardboard with a spider like web of string inside it that I had made had been my parting gift to Boy. I explained to him that according to Indian American legend, if it were hung over the bed of a sleeping person, it would catch all of the bad dreams and bad spirits and let only the good ones in. I told Boy I wanted him to have it so that he would know that we were thinking of him wherever he was, and he had taken it from me with great solemnity.

At that moment I knew he understood why I was giving it to him, even though until then I hadn’t know myself. The dream catcher was my way of sending him off with some measure of protection. Boy had grown so much over the year - and not just in height. He had stopped the name-calling and racial slurs; he had made a monumental effort to stop swearing; he had stopped bullying and boasting. He bore little resemblance to the tough, angry kid who had swaggered into my room at the beginning of the term wearing a jacket with a skull-and-crossbones patch and looking as if he were spoiling for a fight. Now he was a student most often requested by other teachers as a peer tutor for the “difficult children” because Boy could “manage them”.

What would happen to him now? What would happen to all his hard-won progress? How would he react to a hostile environment? Would he revert? Why wouldn’t he? Why wouldn’t any child?

“What was it you wanted to tell me, Boy?”

“My cousin, he lives in this building I’m moving to. And he says when you live there, you gotta join a gang.”

“Got to?”

“Yeah, for protection.”

“Against what?”

“Against kids who want to beat you up.”

“Oh. So you’d be under a lot of pressure to join.”

“Yeah, but maybe I can make other friends.”

“You’ve certainly made a lot of friends in this class.”

“Uh-hhh.”

“I guess you’ve got a tough decision ahead of you.”

“I know. But I’m not gonna join no gang. I don’t wanna do that kinda stuff anymore. I just wanted to tell you that.” Then he shook my hand and left.
I was overwhelmed. This eleven-year-old boy had been wrestling with a decision that would have shaken a grown man and he had opted to take the higher, harder road. Fervently I wished there were more that I could do for him. Moments later as I gathered my belongings to leave, it occurred to me that maybe, just maybe, I'd done it already.

Maybe the values I had tried to encourage within these walls had gone inside Boy and become a part of him. And maybe the spirit that I had tried to bring into my classroom was the real “dream catcher” that would protect all the children.

Maybe out of the hundreds of hours and thousands of exchanges we had had with each other, something would remain that would safeguard and sustain them - a core experience that would leave them stronger, more compassionate, more able to think and learn and love.

Anyway, I'd like to think so.

Journal write and discuss
The educator had seen a change in Boy Plaatjies over a period of time. Reflect on what might have made him change.

Questions to help your reflection:
- What were the changes that had taken place during the year?
- What would make a learner voluntarily visit his teacher and share such personal details?
- What was the teacher's attitude to her learners, and to Boy Plaatjies?
- How do you think she disciplined such a difficult learner?
- What did that teacher do daily in the classroom that influenced him to make a decision not to join a gang?

Share your Journal write with a colleague, or with your small group at the face-to-face session.

Consult your journal: Alternative strategies comparison
In your Journal write in Unit 2 (page 17) you reflected on alternatives that honour the Bill of Rights. Consult your journal. What conclusions did you come to? How many of the following alternatives, suggested by the Department of Education in the document in your Centre Library, are similar to the alternatives you use or identified?
Alternative Strategies

Strategies that set the stage for a positive learning environment that significantly reduces discipline problems in the classroom:

- Preparing for lessons
- Exercising self-discipline as an educator
- Having extension work available
- Ensuring that teaching and learning happen consistently
- Ensuring that learners are stimulated
- Establishing class rules with the learners
- Making a space in your classroom for “time out” or a “conflict resolution” area
- Affirming learners
- Building positive relationships with learners.

Strategies that develop a community culture in the classroom:

- Respect for learners
- Using communication that is authentic and unpatronising
- Facilitating understanding between learners
- Regular discussion of classroom issues, values and norms with learners
- Teaching learners conflict resolution techniques
- Using community service as a disciplinary measure.

Behaviour modification strategies:

- Setting expectations (clear rules)
- Using positive reinforcement
- Consistent consequences
- Withdrawal of privileges
- Using the system of “Time out”
- Using the system of “Contracts” / “Daily reports”
- Modeling good behaviour

The “whole child” approach

- Understanding that behavioural problems are generally caused by real life situations faced by the learner
- Investigating problems that underlie the learners’ behaviour
The document in your Centre Library suggests many more alternative strategies than those that we have listed. Whether you presently use some of these alternatives, or not, is unimportant. What is important is to find out more about those that sound interesting to you and that could help you in the classroom.

**Journal write:**

Make a list of the strategies above that you would like to know more about? Write them down now, before you continue.

When we trialled this Umthamo, we found educators exploring alternative methods to correct learner’s behaviour. Read about their experiences. Which of the strategies mentioned on the previous page did they use?

**Educators’ experiences during trialling**

**Mr. Mhlonllo and late coming**

Mr. Mhlonllo had already tried some alternatives. He read and discussed the options he had used and discovered that some of the of them met the requirements of the SASA and the Children’s Rights but others did not. He decided to try again using acceptable alternatives.

He chose late coming as a behaviour that needed attention. He sat down with the teachers in the school. They planned what they would do. They agreed to get to class earlier than usual. This would mean that when the learners who were early leave the lines, the teachers would go to their classes immediately. He assigned himself the duty of attending to latecomers. He made a list of all who came late on that day. After school he called them into his office, by phase, and showed them their names on the list. He told them they must make sure that they do not appear again on that list.

The following day he made a list of new latecomers. Most of those who were on the previous day’s list were not late on the second day. He and the educators continued this process for a week and the numbers of latecomers dropped day by day.

He came to some conclusions from this process. They were the following:

- A regular school day is helpful in maintaining good discipline.
- Ensuring that educators attend the first period of the day on time reaps good results. (Usually educators waited for latecomers so the first period was wasted.)
• Educators were involved in the process so did not react to latecomers. They knew the plan and did not want to spoil it.

• Talking to learners privately made a difference. (He spoke to different learners at different times in different classrooms.)

On reflection he realised that the learners needed approval to encourage them. He decided to make sure the learners knew he was pleased with them when they improved. He was excited about the change. He felt, though, that the success of the experiment with late coming depended on how consistent he could be.

He was worried that there were still a few learners who repeatedly appeared on the lists. He was advised to start another cycle and a new solution and try that out.

An educator and cleanliness

Educators have always been innovative but they are silent about what they do that is worth praising. A teacher from Mpendulo Public Primary School in Queenstown has done some wonderful work with her learners who come to school with dirty clothing. She keeps soap in the school. When she discovers a child with a strange smell she talks to the child privately and she then helps the child wash the clothes. She has set up a private place for this purpose. The child comes back to the classroom in clothes she keeps there and works while the clothes dry. Privately she watches the clothes to ensure they do not disappear. When they are dry the learner is (again privately) dressed in clean clothes and quietly goes back to class. The fruits of this are that now the learners request the soap privately and wash their clothes voluntarily. If they know there is no soap at home they request the soap the day before. This is kept a secret between the educator and the learner.
An educator with children who were hungry

This is the same teacher at Mpendulo Primary. She had two children who were constantly absent from school. She visited them at their homes trying to bring them back to school. Ultimately, when they were sick and tired of hiding the reason they did not come to school, they told her that they were too hungry to cope in the school. She worked out a plan with them. She pledged to make more food for her lunch. She shared this with them. She did this because the children were older than those catered for in the school feeding scheme. When she was unable to bring food she made a special request for food for them from the school feeding scheme. As a result of her efforts and sensitivity the situation was improved for these two children.

We will now focus on a number of strategies in more detail. If you are curious to know more about other strategies, you can find them explained in the document “Alternatives to Corporal Punishment” in your Centre Library. It is a very interesting document to read and to discuss.

Key Strategies to be discussed:

1. Building positive relationships
2. Rules, consequences and rewards
3. Never name, shame or blame
4. Reinforcing positive behaviour
5. Conflict management
6. Time out
7. Community work
8. Contracts
9. Curriculum view
1. Building positive relationships

We have already spoken about educational relationships built on trust, and characterised by communication, co-operation and consistency. This is part of the norms, values and culture of the school, and it is also an alternative strategy of discipline. Relationships develop between adults and children largely through the messages which adults convey to children.

We know that the words we use and our non-verbal communication gives them many messages. We also know that our messages can be positive or negative. Think back to Umthamo 1 on Language, Literacy and Communication. Consult the back cover and remind yourself of the research on communication and congruity. Reread pages 28 to 31. The Key Activity focused on your own non-verbal communication with your class. Reread what you wrote in your journal and reflect on it for a few minutes.

We know that what we say and how we say it tells learners what we think about them. It also tells them whether they are worthwhile or useless people. What we say most often is what the learner believes.
To think about and discuss:

Are the messages you give to your learners most often positive or most often negative?

Are there some learners that always receive positive responses from you? Are there others that only receive negative responses?

After trialling a section of this umthamo, an educator wrote of her experience with a difficult child:

Yonela, one of my Grade 1 learners is a naughty little boy. He is hyperactive and disturbs the class a lot. Sometimes you will find him crawling under the desks, interrupting other learners, which always results in fighting and shouting in the class. His progress is very slow. Sometimes I do have patience for him but sometimes I don’t.

I always have to look for Yonela’s nametag every time I give him an exercise to write. He says “Akundinikanga igama lam, ndibhale njani ke?”

I reply that his name is on the wall and also on the front cover of the book he is using, and tell him to copy it from there. This just does not work. He won’t do a thing but play, talk and disturb other learners, which makes me angry so that I shout or punish him. Sometimes I ask him if he shouldn’t go to another educator and he always replies, “I want you!”

One day I asked my learners who was the naughtiest in the class and his name was mentioned. I asked him what he thought and Yonela responded by saying “I love you ma’am, that is why I don’t want to go away from you, even if you send me out to other teachers”. I was surprised. I looked at him and felt ashamed. I said to him. “Can you repeat what you just said?” and he said it again. I asked him, “But why do you love me? I shout at you, I beat you but you still love me?” He said, “Another day, when we were reading words from the board you said, “Very good, my child”.

I thought about what had happened. A positive attitude builds positive behaviour. Young ones are still dependent, want to be loved and want attention. They need an understanding somebody, who is patient. They often don’t get this love at home as their Mothers and Fathers are working and they grow up with their Grannies.
2. Rules, consequences and rewards for the classroom

Rules
Many disciplinary problems emanate from failure to set definite limits and give clear instructions. A set of class rules on the wall for all to see is very useful. It is a good idea to use a lesson to draw up a set of rules if you do not yet have a list.

Many educators encourage their learners to help set the classroom rules and decide the consequences of negative behaviour, as well as the rewards for positive behaviour. This can be done at the beginning of every year and revised at the beginning of every term.

To think about and discuss
Why is it helpful to have a list of classroom rules on the wall? Why should your class help to set the rules?

Focusing on values with your learners
• Together with your learners, choose a value you want to emphasise in your class
• Write the value you and the learners have chosen for the week, on the chalkboard and / or on every wall in the classroom.
• Every lesson that week will be based on the value for example, of fairness.
• This could be your chance to revisit Umthamo 35 during the Natural Science period.
• Or you can start or end every day with a game. All games need fairness. All rules need to be adhered to.
• Rules can also be negotiated, i.e. an agreement may be reached to break the rule between two parties in the interest of fairness. Listen carefully to these negotiations.
• You could use ‘Snakes and ladders’ during the MLMMS period if you are dealing with younger learners at the level of counting. Here you can have a child who will monitor fairness. The learner would need to make decisions about fairness.

Consequences
If we want an effective and well-disciplined class, we need to ensure that there are clear consequences to breaking rules or to continued negative behaviour. It is important then that the consequences are put into action when necessary.
One of the first consequences of negative classroom behaviour is a quick, cool and clear response from the educator. The "coolness" rather than warmth, which we use for positive behaviour, is the consequence in this case.

All the strategies we will be discussing are consequences. Some consequences are decided at the educator's discretion like contracts and others will have been discussed with the class when making rules. If the educator and the class has decided that fairness in the class is a rule then the educator and the class has to decide what the consequence will be of breaking that rule and everyone must know what it is.

To think about and discuss

What happens if learners see they can ignore rules?  
What happens if there are no clear consequences to misbehaviour?

Rewards

There are many ways of rewarding learners for positive behaviour.

A points system: Some schools use a system where learners begin the year with 500 points each. Points are deducted for misbehavior and added on for good behavior. If they reach 200 points, the parents are called in, and a discussion is held between the parents, educator and the learner.

The learners sometimes are encouraged to work hard to try to reach 1200 points by a certain time period – generally at the end of the year. Schools also work from zero up to a certain number like 1000 points in a six-month period. Learners may also work for being the president by accumulating a certain number of points through positive behavior.

The point system needs to be clear and records must be kept as points are awarded or removed for certain behaviours. This has to be done in a consistent manner lest it be seen as a procedure that favours some learners.
A system of specific rewards: Privileges are discussed and created during a lesson by the educator and the class. The privileges chosen will depend on what the teacher and class can think up and what is considered a privilege by the class. Some examples are:
- ringing a bell;
- leading a group discussion;
- looking after a class for a few minutes while the teacher is out;
- being allowed to work in a special area like the teacher’s table;
- sitting next to a friend;
- using a special book or being given a certain type of a reader;
- carrying the teacher’s books or looking after the reading books.

Public acknowledgement: If a child does something acceptable it must be a public issue. The assembly is a good place to make these announcements. The class must know about a learner’s achievement.

Rewards need to be given irrespective of how many times misbehaviors have occurred. The focus is only on the satisfactory behavior that has occurred.

It is often useful to make a schedule on a chart that will show the progress of the whole class. The principal is often an ideal person to reaffirm progress with praise, after the schedule has been kept for a period. This time they go to the principal’s office as a reward.

Make sure though that any praise you give is well deserved. It is important that there is no cheating. Cheating needs to be handled immediately. The withdrawal of privileges is a strategy many use.

Reward the behaviour you want by paying attention to it.
3. Never name, shame or blame:
Most naming, shaming and blaming statements start with “you are” or use the word “you” in the sentence, followed by an expression of negative feelings about the person or class.

**Naming**
You are stupid / irritating / useless / impossible / a liar.
What a pain you are.

**Shaming**
You are a disgrace to your family. The Grade 1 children can do that better than you can.

**Blaming**
You made us late. You make me drink. You are stupid. You are impossible.
You cause all the trouble in this class. You are an impossible class. You never listen to anything you are told.

**To think about and discuss**
What do you think the learners, who receive these messages, feel about themselves? Do you think they are motivated to learn and do better?

There is a more positive way of communicating with children.

**Using “I” statements**
We can use “I” statements in place of the “you” messages we use in naming, shaming or blaming.
Make a statement that starts with “I” and expresses what you are feeling and/or gives a statement of what is happening in the classroom. This kind of statement is generally positive and helps build self-discipline and self esteem. An example of this would be:

I am angry that this class is so noisy today. I cannot go on until everyone is concentrating.” This is a clear statement of what is happening in the class and what the educator expects should be happening.

Using “I” helps the adult express strong feelings without making the learner feel disempowered or useless.

I am upset that many of you are not listening today. I can’t go on until everyone is quiet.

I am not pleased. It is unfair on the rest of the class if one person keeps on being disruptive.
Notice if “you” had been put in instead of “one person” it would change the meaning as it then becomes less general and more personal – the message would be “you are disruptive” instead of one of the class is holding up progress.

I am very angry that you have not done your homework. I want to see you after school today to discuss it.

Here are some more helpful statements that do not make the learner feel a failure or useless.

I am very disappointed that this homework has not been done.

I am very upset that this class has not listened to what I said.

I don’t like it when people are unkind to each other.

I am very cross that this work has not been done.

Journal write and reflect
Why are “I” statements more helpful, and more positive than “you” statements?
In your journal, write down some “you” comments that are easy to say to your learners. Now turn them into I statements.

Changing from naming, shaming and blaming (if that is what you do) takes time and needs some practice.

Tip: “I” statements can sometimes use “you” if the educator is making his/her expectations clear, i.e. “I expect you to listen in my class”. This is a strong and positive message (especially if it is said firmly) as it gives your expectation without naming, shaming or blaming. You could say instead “You never listen”. This would be a negative message.

“We”, “me”, “us” and “this class” are used often in positive statements.

Here is an example if you would like one.

This is a negative, destructive message that uses “you” and names, shames and blames:

Luvo, you never do your homework. You are impossible.

As a more positive, constructive message this becomes:

Luvo, I am very angry that homework has not been done again. We need to solve this problem today. Please come and see me at break so we can find a way to sort it out.
4. Reinforce positive behavior.

Rewarding the behaviour you want with a positive response like a smile, warmth or with a friendly comment increases that behaviour. Reacting quickly to negative behaviour, with a cool attitude and a clear “I” message decreases that behaviour.

In other words, if we as educators notice and make a fuss of the behaviour we want and like ... and don’t make a fuss about bad behaviour there will be a difference in our class. Too often we do just the opposite. We make a great fuss and noise about negative behaviour and hardly notice the positive behaviour.

To think about and discuss
Could this simple strategy make a difference in your class?

5. Conflict resolution using the “Talk and Listen” or “Solutions” approach

Would you agree that conflict occurs in every classroom? Many educators find they become the class problem solver. Some of us spend large amounts of time handling disputes, disruptions and misunderstandings amongst our learners. This is frustrating as it interferes with teaching academic skills. Does this happen in your class?

Some educators avoid becoming the classroom problem solver by not allowing conflict in the classroom. Conflict is therefore pushed underground and appears in the playground during break or after school. Bullying flourishes in this last kind of atmosphere. Have you noticed this happening?

Bullying affects a proportion of children and young people in all primary and secondary schools. It is an issue of growing concern ....

Children who are the targets of this peer-led aggression risk being physically hurt, rejected and socially excluded, or being the butt of rumours, name-calling, and put-downs. Over time, the effect on young people’s health can be devastating. Children who are the victims of such aggression are significantly more likely to be depressed, to have low self-esteem, and to report feelings of loneliness. Keith Sullivan
It helps both the educator and learners if learners are shown how to solve disputes and problems for themselves.
- It saves valuable classroom time,
- teaches conflict resolution skills and, more importantly,
- can help reduce the climate of violence in our schools.
Learners can be helped to solve disputes for themselves if we:
- set up a system that they all understand;
- teach them the skills, and then
- encourage them to use the process whenever there is a problem, fight, bullying or quarrel, etc.

There are many approaches to resolving conflict. We will discuss two that are particularly useful in Primary Schools. They are the “TALK AND LISTEN” or “SOLUTIONS” methods for solving conflict.

Both strategies teach the learner that he has choices and that there are alternatives to violence. The process teaches them that problems can be solved more effectively by discussion.

In both methods, attention is given to the aggressor and the victim. This means that learners learn to hear “both sides of the story” and are eventually able to understand the other person’s point of view. During the discussion that takes place, both the victim and the aggressor are encouraged to express their feelings without being blamed. In this way, they learn respect for other views and become aware of feelings that are different from their own.

It is also important in this process (once it has been taught to the learners) that learners try to solve the problem as much as they can without the educator. It is vital that the educator does not become the judge.

To think about and discuss
Why do you think it is important that the educator does not judge what has happened when the learners are discussing the problem?

Why should the learners be encouraged to express what they are feeling rather than discuss who was right and who was wrong?

Why does blaming stop effective resolution of conflict?

Why do you think bullying flourishes in an environment where conflict is “pushed underground” or not resolved?
How these methods work:

For both strategies you will need:

- A very small space and two things on which the learners can sit. These can be two pieces of material, carpet, cushions, strong boxes or chairs. Having something to sit on defines the area and makes it more special. However, as you can see from the picture on page 29, it is enough to have the labels on the wall. These learners sat under the labels. It is also important that this space is always kept for conflict resolution.

- In the area you have chosen to use for the TALK AND LISTEN method place two labels saying LISTEN and TALK on the wall, leaving a small space under the labels for two learners to sit. You have been given two labels, along with this umthamo, you may like to glue on a cereal box then cut out and put on your wall.

- The older learners have a label on the wall saying SOLUTIONS with a small space below it for them to sit. You have also been given a ‘SOLUTIONS’ label.

Teaching the learners to use the space when conflict occurs

In the TALK AND LISTEN space, the learner who is most upset sits under the label that says TALK. The learner sitting under the TALK label is encouraged to say what happened and how it made him/her feel. The learner under the LISTEN label is taught not to talk and to try to listen to what the other learner is saying.

When the learner under the TALK label stops talking, they swap places. The learner who has listened gets a chance to say what she wants to say and the first learner now has to listen. The learners continue changing places and “talking and listening” until they feel the problem is resolved.
Solutions

In the SOLUTIONS space, learners who have had a fight are encouraged to sit down and discuss what has happened. As it is a solution area they are advised to try to find a solution that both can accept. When they have found a solution, they can come and tell you the result. They don’t change places.

It is important when using these methods that the problem is resolved to both learners’ satisfaction (not necessarily the educators). If the learners cannot solve it so that both are satisfied, the educator has to help them resolve it without becoming the “judge”. The educator can also send one of the learners who is good at this sort of discussion, to help them for a few minutes. This is a good way of rewarding learners who use the process well or are able not to take sides.

It is also very important that the educator ensures:

- conflict resolution always takes place in the correct way and in the same place.
- learners who manage to resolve conflict by using these strategies are noticed and rewarded in some way.

A good way to focus on effective resolution is to make sure that discussion takes place at the end of every day, focusing on who has managed to resolve conflicts. This needs to become a part of the classroom culture.

To think about and discuss

- What do you think about this comment? Conflict between an adult (teacher or parent) and a child is not an equal conflict – how ever angry the adult may feel. The adult is responsible for keeping the conflict within limits for what is said and for seeing it does not end in violence. Discuss.
- In your face-to-face session try out the “talk and listen” approach with each other. Pretend to be two children in your class who are fighting about some thing. It is fun and also helps us with this process.
An educator shares her experience with us

I put two extra chairs in my classroom. I want to resolve difficulties. I wrote talking and listening chairs in two different papers. I drew a picture of a mouth in the talking chair and an ear in the listening chair. I pasted the papers on two different chairs. I waited for the conflict.

Olwethu was fighting with Ayabonga. Olwethu is 7 years and Ayabonga is 6 years old. I called them and instructed that Ayabonga might sit on the talking chair. I pointed to that picture of the mouth. Olwethu was sitting on the listening chair. I asked what happened to Ayabonga. Ayabonga said that Olwethu had clapped him on his face. Olwethu wanted to sit in Ayabonga’s chair. When Ayabonga refused, he clapped him very hard. When Ayabonga was busy explaining Olwethu wanted to talk too. But I did not give him a chance because I wanted him to respect Ayabonga’s ideas. I stopped him, telling him that he would speak when he is sitting in the talking chair.

When Ayabonga finished talking I swap the chairs. Olwethu sat on the talking chair. I asked what happened to Olwethu. He said that he clapped Ayabonga at his face because he did not want to move from the chair. I asked Olwethu that why did he hit him instead of talking/begging Ayabonga to move from his place. He had no answer.

I asked both of them how did they feel. Olwethu said that he felt sorry by hitting Ayabonga. He promised not to hit him again. Olwethu said sorry to Ayabonga. Ayabonga accepted Ayabonga said that he felt happy because Olwethu said that he made a mistake by beating him and he promised not to do it again. They became friends again.

This conflict gave me a note of being the judge and ....

The educator was unable to finish this. She felt she had spent too much time on being the judge and will try again so she can profit by her mistakes.
6. Time out

When TIME OUT is used, the learner is removed from the group to a “cooling down” place where he has a chance to reflect on what he is doing or has done. The learner must know what he/she has done to deserve TIME OUT.

It is important to have a special TIME OUT space that a learner must move to. A useful place is right in front of the educator’s chair that is placed in front of the desk during lesson periods. You can also make a place next to the wall where you put a label that says TIME OUT.

The learner should stay in that place until he has decided that he wants to participate again and is prepared to behave as required. It is important that the learner is not left in the “cooling down” area for too long. It then loses its effectiveness. It is also a good idea to end the lesson with a discussion with the learner. This ensures that what happened and why it happened is clear to the learner and the educator.

For more serious misdemeanors the learner can be sent to the Principal’s office or somewhere else where he/she can be supervised for a set time. An example of how this can be done appears in the margin box.

Time-out is the most commonly used method of punishment in schools. It usually relieves the teacher/adult from “seeing” this child. This works well for the educator, but may not work well for the learner. Time-out has to be carried out in the right way, to be effective.

The learner is usually sent outside the classroom or is made to stand in a certain corner inside the classroom. Generally, the intention is to separate this learner from the group, which is a good strategy, as long as it is done in a way that honours the Bill of Rights.

Tell the learner what he/she has done to deserve time out. For example, if Luvo has come late you could say, “I am upset you are late again Luvo. I cannot let this happen, so there is no other way but to send you for time out. We all have to observe class rules.”

“Go to the room next to the principal’s office and think carefully about this late coming. I will come and talk to you in 10 minutes’ time. Do not leave that room until I come.”

The following questions need to be carefully considered:

- How long is the learner kept outside? What right are we infringing if we leave learners outside for long periods?
- Who supervises that child? Who sees to it that the child does exactly what is expected of him?
- What if he continues to disrupt the class, or other classes, through the windows?
- Does the learner who is made to sit in a corner feel humiliated? If so, what right are we infringing?
7. Community service
This strategy is based on the concept of a classroom community. The Education document in your Centre Library describes it as a classroom where:

"... Care and trust are emphasized above restrictions and threats, where unity and pride (of accomplishment and purpose) replace winning and losing, and where each person is asked, helped and inspired to live up to such ideals and values as kindness, fairness and responsibility. (Such) a classroom community seeks to meet each student's need to feel competent, connected to others and autonomous... Students are not only exposed to basic human values; they also have many opportunities to think about, discuss and act on those values, while gaining experiences that promote empathy and understanding of others".

When a learner has done something that takes away from the community in some way, like making a mess or breaking a window, then he/she must put something back. The learner would then pick up the mess or help mend the window. Learners who have infringed the rights of others, like someone who is disabled, can be asked to visit or help out in certain organizations in the community as long as this is not done during teaching time. Working in the garden or keeping the school clean are also community-based strategies because they help the community to which the learner belongs – the school.

8. Contracts
Learners who continually misbehave or are working badly often respond well to the system of Contracts or Daily Reports.

As we know, some learners need a lot of monitoring, and benefit from being helped to behave. The principle behind this strategy is that they then receive positive responses for behaving well under guided circumstances.

When a learner's behaviour reaches a level that requires further intervention like a contract, you need to first ensure that his/her home circumstances are not responsible in some way for the behaviour. The next step is to have a discussion with the learner about what you propose to do. In the margin box is an example if you are interested.

To think about and discuss
Would you involve the parent at some stage in this process? Why is it important to spend time discussing this process with the learner?
9. Curriculum view

If you have a difficult situation in your class, plan a learning activity which will involve the learners in discussion of the behaviour or values you need to focus on.

For instance, with teenage learners, you might choose an excerpt from Yizo Yizo, and discuss it with them. You could guide them, through the discussion, to understand which values need to be affirmed, and which are dangerous and damaging, and need to be rejected.

You could do this with any story of fact or fantasy. In a guided process, talk about what was good in the story with your learners. Talk about what happened in the story that was bad. Talk about what made it bad.

Make sure that your learners are not giving artificial answers to your questions. Do not be pleased when they try to please you. Rather, try to probe with questions to make sure that children are giving honest answers. It is useless to have them talk about things the way they think you want them to think.

The answers they give will probably be founded on the stage the child is in. (See diagram on the cover.) Through discussion, you could draw them on, towards the next stage.

In Appendix 2, you will find a story called “Ukuselelana”. You could use it with learners, or in your school community, to draw them into a discussion on pride, competition and co-operation.

In the margin box are a few questions to ask yourself as you prepare to use this story. Now decide who you can use this story with. How will you draw your learners (or others) into a discussion on it? Umthamo 26, on Critical Literacy, will also give you some ideas for this kind of learning experience.

This unit has presented you with a number of strategies which can be used to instil discipline in your learners, and in your school. In the final unit of this umthamo, you will start using these strategies to address a situation in your class which is difficult for you to handle.
Unit 4: Discipline strategies in the classroom

This unit contains Part 2 of the Key Activity. In it you will:

- Develop rules for your own classroom, using your learners to help you in the process.
- You will then focus on the behavioural problem you identified in Unit 2;
- You will revisit Unit 3 and choose a strategy that meets the requirements of the Bill of Rights to help solve this problem;
- You will consult your learner profile book for more information on the learner with the behavioural problem;
- Then you will set in motion an Action Research Cycle where you will plan the effects of the strategy you have chosen on the behavioural problem;
- At the end of the cycle, you will write a case study report on the strategy you used to resolve your problem;
- Finally you will consider the reflective report you wrote in Part 1 of the Key Activity.

Discuss the need for classroom rules, as well as consequences and rewards.

At the face-to-face session, share your reflections on the strategies presented in Unit 3. (Refer back to the questions under the headings 'To Think about'.)
• As a group draw up a list of reasons why we need rules, consequences to those rules, and rewards for positive behaviour. In Part 2 of the Key Activity, you will draw up a set of classroom rules with your class. You will probably also be working on your Code of Conduct with your school community at a later stage.

• Look back at the section on 'Rules, Consequences and Rewards' in Unit 3 (pages 31 – 33), and discuss the consequences and rewards you would like to use in your class.

• Now brainstorm an interesting way to introduce the subject of classroom rules to your class.

• Discuss ways of presenting to learners and parents the co-operative approach to drawing up a Code of Conduct. (This may not be necessary if your school is already involved in this sort of process.)

Make sure you remember to write in point form, in your journal:
1. The results of the group reflection on why we need rules, consequences and rewards.
2. Your list of consequences and rewards
3. The idea/s for the introduction to the lesson.
4. Explanations for learners and parents.

KEY ACTIVITY PART 2:
Developing your own set of classroom rules

Preparing for your lesson with the learners
Prepare for your work with the learners on classroom rules, by using the lists you prepared at the face-to-face session.

You are likely to need the list of consequences and rewards with you during your lesson. (If you already have rules you can revise them with your learners).

There are three sections to this work. If the learners are very interested you may find you need to spread it over a number of days, as you need to create rules, consequences and rewards.

What you will need
1. A Koki pen
2. At least nine large sheets of newsprint or newspaper
3. Some way of attaching the sheets to the wall.
In the classroom
1. Introduce and discuss the idea of classroom rules, in the way you decided upon at the face-to-face session.
2. Brainstorm ideas for rules.
3. When you have gathered everyone’s ideas, revise the brainstorm sheet. Allow discussion and encourage learners to evaluate the ideas that are put forward.
4. Continue with this process until you are left with the most important rules.
5. If the learners are old enough, allow them to number and print the final rules on one of the sheets.
6. Repeat the process as you introduce, discuss, brainstorm, evaluate and draw up a list of consequences to breaking rules.
7. Make sure that the list of consequences is also placed on the wall.
8. Do the same for a list of privileges / rewards.

Your classroom rules and stakeholders
It is important that all members of the school community are involved in some way in developing classroom and school rules.

The ideal is to have a meeting, with parents and learners present, to discuss classroom rules. This is generally not practical as far as classroom rules are concerned, but think of ways in which you can involve your parents.

Some educators use a further lesson (like a writing lesson) where the learners write down the rules and take them home to discuss with their parents. This is followed later by a lesson on consequences, and then one on rewards. After each lesson, a list is taken home to parents for discussion. In this way, parents have an opportunity to discuss issues with their children and with you.

A cluster meeting is an excellent venue for a discussion on classroom rules and a more general Code of Conduct for learners. When you have completed the Key Activity with your class, you may consider repeating the process with your school or your cluster.

Write a reflective report
Write a careful report of what happened as you worked on classroom rules with your learners. In your report:
1. Describe the learner’s reactions to the lesson.
2. Describe your own feelings and reactions during the lesson.
3. Comment on any challenges or successes.
4. Evaluate the lesson.
5. Identify areas that can be improved.
6. Plan how you are going to overcome them in the next lesson or in future.

**Key Activity Part 2 (continued)**
In this part of the Key Activity you will once again be involved in research. You will remember from past research projects that when you collect data it is very important not to lose any of it.

**Plan**
1. Prepare for this activity by reminding yourself of the strategies in Unit 3.
2. Consult your Profile book and reflect on what you have written about your learners.
3. Remind yourself of the problem you chose to address in your own classroom.
4. Choose a strategy to use in addressing the behaviour which causes you difficulty in your class.
5. Think about this bad behaviour. It is important to choose bad behaviour that is not affected by the time of the year or any other events in the school like late-coming during exams.
6. Think also about the size of the problem, and whether you think you can handle it. It is important not to set yourself too difficult a task. **Start** with a behaviour problem that is not too serious.
7. Write down the details of the irritating behaviour.
   This includes:
   - How often the behaviour occurs?
   - What triggers it?
   - How does it manifest itself? Does the behaviour present itself in the same way every time it occurs?
   - You may need some background information about this behaviour, i.e. whether it is noticed at home, how long has it been going on and perhaps how it has been dealt with.
   - You may also need to request certain information from the learner’s previous teacher.
8. Think about why the behaviour is a problem.
   (See margin box)
   - What can this child do well? (Look at your Profile Book, and the entries you made in it when you did Umthamo 44.)

*For example, Luvo comes late at school almost everyday. Why is this a problem? Is it because he misses out on important learning that happens in the morning? Why is this a problem? Is it because he will not know how to help the other learners that usually depend on him for explanation? Why is this a problem? Think creatively. As you can see, we have once again gone through some “why’s” to analyse the problem.*
• Reflect on possible strategies to address the difficulty. Choose no less than three solutions, and then decide which one you will start with.

• Plan how you will implement it, and decide on your indicators of success.

Act
Implement your plan. Observe what happens over a period of at least 2 weeks. Remember to record what happens every day. You will need this information in order to assess your degree of success or failure.

Reflect
Sit down with the group which you worked with in Key Activity, Part 1. Report back to the group, and reflect on your success.

• What went well?
• What still needs to be improved?
• Which strategies failed? If so, look at the reasons why they failed.
• What plans can I make for the next stage in the cycle? (You may need to continue addressing the same difficulty, or you may decide to address a new one.)

Plan and Act again
Now start the cycle afresh, or a new cycle.

Your School Code of Conduct
Once you and your colleagues have been through a number of cycles, you will be ready to look at your School Code of Conduct again.

Remember that you will need to use these strategies over a long period before they will be effective. You will also need to try out several different strategies to find the ones that work best for you and your learners, and in your context.
Write the parts of your Action Research that were a success into your school policy. Remember to make notes in the Policy of:

- How the strategies can be used.
- Which strategies are useful for certain types of misbehaviour.
- Who should be responsible for implementing the strategies.

We would like to end lo mthamo with two excerpts from current research. The first piece, on the back cover, discusses values in South Africa. The second is available, on tape, at your Centre Library. It discusses some current research on disruptive classroom behaviour that shows disruptive behaviour can be reduced.

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Interim Research Report Commissioned by the Department of Education.

Research Consortium led by the WITS Educational Policy Unit. 2000.

Values, Education and Democracy.
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Rights

7. (1) This Bill of Rights is a cornerstone of democracy in South Africa and affirms the democratic values of human rights.

(2) The state must respect, protect, promote and fulfil the rights in this Bill.

(3) The rights in the Bill of Rights are subject to the limitations or elsewhere in the Bill.
Freedom and security of the person

12. (1) Everyone has the right to freedom and security of the person, which includes the right

a. not to be deprived of freedom arbitrarily or without just cause;
b. not to be detained without trial;
c. to be free from all forms of violence from either public or private sources;
d. not to be tortured in any way; and
e. not to be treated or punished in a cruel, inhuman or degrading way.

(2) Everyone has the right to bodily and psychological integrity, which includes the right

a. to make decisions concerning reproduction;
b. to security in and control over their body; and
c. not to be subjected to medical or scientific experiments without their informed consent.

Children

28. (1) Every child has the right

a. to a name and a nationality from birth;
b. to family care or parental care, or to appropriate alternative care when removed from the family environment;
c. to basic nutrition, shelter, basic health care services and social services;
d. to be protected from maltreatment, neglect, abuse or degradation;
e. to be protected from exploitative labour practices;
   i. not to be required or permitted to perform work or provide services that are inappropriate for a person of that child’s age; or
   ii. to place at risk the child’s well-being, education, physical or mental health or spiritual, moral or social development;
g. not to be detained except as a measure of last resort, in which case, in addition to the rights a child enjoys under sections 12 and 35, the child may be detained only for the shortest appropriate period of time, and has the right to be
   i. kept separately from detained persons over the age of 18 years; and
   ii. treated in a manner, and kept in conditions, that take account of the child’s age;
h. to have a legal practitioner assigned to the child by the state, and at state expense, in civil proceedings affecting the child, if substantial injustice would otherwise result; and
   i. not to be used directly in armed conflict, and to be protected in times of armed conflict.

(2) A child’s best interests are of paramount importance in every matter concerning the child.

(3) In this section "child" means a person under the age of 18 years.

Education

29. (1) Everyone has the right

a. to a basic education, including adult basic education; and
b. to further education, which the state, through reasonable measures, must make progressively available and accessible.

(2) Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account

a. equity;
b. practicability; and
c. the need to redress the results of past racially discriminatory laws and practices.

(3) Everyone has the right to establish and maintain, at their own expense, independent educational institutions that

a. do not discriminate on the basis of race;
b. are registered with the state; and
c. maintain standards that are not inferior to standards at comparable public educational institutions.

(4) Subsection (3) does not preclude state subsidies for independent educational institutions.
Appendix 2: Xhosa story

UKUSEKELANA
UNKonde uhle waphawula le nto ikhoyo phakathi koonyana bakhe, waza waqonda ukuba isingisa ebubini. Wamanana ngoko ukuyiguguququla engqondweni, efuna icedo lokuzwubula loo moya mbi kunene. Ude ngekikade wagqiba kwekloba makabanike umsebenzi oyakuthi ubabonise bonke ukuthi akukho uqgithe abanye; bayalengina bonke ngalamaawonga abo, nemisebenzi yabo mgamine yihomelweke kwimisebenzi yabanye.


Yeka ke uuvayo lwabafana abo! Abanye bafuna ukubopha umphakho neungubu zabo kwakaoko, ingulowo wawakala esithi "uGilibinda ngowam nokuba sekutheni." Kodwa bathe bakuyicinga le nto, yabanqabela into yokvuba baya kusuka bukephali na, kuba kaloku abazi nalaapho bangaya kuqala ngakhona.


Baqala kaloku abanye bankwantya, bakubona ukuba uMthetho uzakumfumana uGilibinda; kuba kaloku owona mnqweno wabo mkhulu, waye ikukufumana elo hashe lihle. Kodwa uMthetho aXamfumana qhinga lokumphuthuma u Nozhipho.


Bambahle bahamba, bada bayo kufika emva kwentsuku ezininzi, esebenza nzima kunene uBala umqhudi wesikhishana eso.

Befikile apho, uThozama untwile wabheka ezantsi, wamfumana uNozhipho weza naye. Kwowu uuvuyo olubhakho, bakumbona udude wabo lowo! Kwasexithiwa uBala makasihambise kwangoko isikhipe ukugoduka.


Bambahile ke ngoku, bayo kufika ekhaya nentombazana leyo isaphilile. Hayi ke uuvuyo lwabazali baka Nozhipho, nolewho uNkonde! Kuba kaloku ihipheli ithemba lokuba baka kuda babay2oonyana bakhe.


Ute uyise akubeva oonyana beiyixoza le nto, wababizela kuye, waza wenzjenje ukuthetha nabo, "Ndiyabona boonyana, ukuba nizimisele ukuphumelela kwimicimi enitthi nyaphatha, qodani kakhule ukuba impumelelo entle izwazi ngokubhekisenzana ngomoya omne, kuhlela konke ukukhwetelana, liphile ikrathi, kuhlela ukuziquhayisa ngobugcisa esinabo. Otsala yedwa akaxe aphumelele kakhule. Khona ngale nto yehashe, UGilibinda andizi kulinika mintu, kuba kungekho uqgithe abanye kuloo mesebenzi; akukho namanye ubeya kphumelela, engasekelwanga ngabanye."

Kunjalo ke nasebomini bomntu, siphumelela ngokuncedisansa
Images of Human Rights
The birth of the Bill of Rights

The final South African Bill of Rights was born out of the long struggle against apartheid and injustice. Until the first democratic election on 27 April 1994 the vast majority of South Africans had been excluded from participating in government, and subjected to a wide variety of gross human rights violations.

It is ironic that when the National Party came to power on an apartheid ticket on 28 May 1948, the United Nations General Assembly adopted the Universal Declaration of Human Rights (UDHR) on the 10th December that same year. South Africa was one of only eight countries that abstained from voting, in part because the Government was already laying the foundation for implementing an apartheid programme which would systematically violate every one of the rights recognised in the UDHR.

Attempts to oppose the implementation of apartheid by political organisations representing the majority of South Africans, such as the ANC, SACP and PAC, were met with banning, persecution and imprisonment of their members and leaders. Eventually the organisations themselves were banned and forced to go underground to wage a war of national liberation. This suppression of human rights and legitimate political activity by the State would never have been possible if South Africa had been a Constitutional democracy with a Bill of Rights which allowed a Constitutional Court to declare such oppressive laws unconstitutional.

As repression increased, and the struggle against apartheid intensified, South Africa stood on the brink of a bloodbath. Fortunately Nelson Mandela, while still in prison, initiated discussion with the National Party government which eventually led to FW De Klerk announcing the unbanning of the ANC, SACP and PAC in Parliament on 2 February 1990, and the release of Mandela himself on 11 February 1990. The stage was finally set for a negotiated settlement after the signing of the Groote Schuur Minute on 5 May 1990.

South Africa’s first interim Constitution and Bill of Rights was the result of initial discussions at the Convention for a Democratic South Africa (CODESA) and, after its collapse, the negotiations of the Multi-party Negotiating Forum which were completed at the end of 1993. The interim Constitution was finally agreed upon and passed by the old Parliament as the Constitution of the Republic of South Africa 200 of 1993 with a Bill of Rights enshrined in Chapter 3.

The interim Constitution provided that an elected constitutional Assembly had to, within two years and after wide consultation, draft a final Constitution and Bill of Rights within the guidelines set out in the Constitutional Principles agreed upon during the negotiations. The Constitutional Assembly immediately engaged in a massive publicity campaign to encourage ordinary members of the public to submit ideas on the new Constitution. More than 2 million submissions were received.

Once the new Constitution was drafted it had to be certified by the Constitutional Court to ensure that it complied with the constitutional Principles, before it could be passed as law by Parliament. Certain sections of the proposed new Constitution were referred back to the Constitutional Assembly by the court for re-drafting, but by and large the provisions of the draft Bill of Rights remained intact.

(Professor David McQuoid-Mason, Chairperson Durban Regional Committee. Lawyers for Human Rights.)
School based research was conducted by Wits Education Policy Unit in late 2000, in order to better understand how educators, learners, and parents talk and think about values. These are excerpts from an interim report on their findings.

“Given that the fundamental values and rights that guide education policy have been clearly articulated (in the Constitution, Bill of Rights, and education legislation), the further deepening of democratic values in our schools will not be facilitated by further prescription or legislation, but rather by purposeful opening of pathways for school stakeholders to engage in value articulation on a personal and group level.”

The Values Report highlights a wide range of pathways that facilitate value formation with in a school community. [Some of] these are: Quality Education; Critical Thinking; Creativity, Participation, Expression and Teamwork; Inclusion.

“Learners, parents and educators all support opening of pathways for creativity, participation, expression, and teamwork as [perhaps the most important] mechanism for promoting democratic values in schools.

“Curriculum 2005 provides a framework for building these opportunities inside the classroom. This research highlights the massive challenge that still awaits us in confronting the hierarchical and authoritarian instincts of many educators, in providing educators with the facilitation skills, leadership skills, and creativity to fully unleash the capacity of the new curriculum in the classroom. The reorganisation of teacher training and development becomes central to the values project.

“The Values Report suggests a wide range of extracurricular programming that is purposefully designed to build democratic values in young people — popular sports programming, drama, music, other arts and culture, community projects, library development, popular history and debate clubs... Educators emphasise that many of these activities currently exist but are not oriented toward value formation at the moment... They motivate for an inclusive extramural sports programme whereby all learners can learn the self-discipline, responsibility, dedication, consistency, and teamwork that is required of group play.”

From Values, Education and Democracy: Interim Research Report, Commissioned by the Department of Education, Research Consortium led by the WITS Education Policy Unit, 2001
UNIVERSITY OF FORT HARE

DISTANCE EDUCATION PROJECT

CORE EDUCATION STUDIES COURSE
Schools as Learning Communities

Umthamo 6 – From Punishment to Discipline
First Pilot Edition – 2001

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Jenny Stead
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University of Fort Hare Distance Education Project

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