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| Emergent themes |
| 1. Conceptualisation of discipline
 | 1. The use of PBIS in the school
 | 1. The future of PBIS
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| 1.1 Factors that allow for effective discipline | 2.1 Teacher training | 3.1 In the South African context |
| 1.2 The evolution of discipline | 2.2 The effects of PBIS in the school | 3.2 Factors that facilitate PBIS |
| 1.3 Factors that influence discipline | 2.3 How the school has made use of PBIS | 3.3 Barriers and obstacles to PBIS |
| Coding for Participant 1 |
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| * Routine in discipline is key
* A structured environment is necessary
* Structure allows boundaries to be seen
* Discipline entails communication of expectations
* Building relationships with learners is necessary in disciplining
* Teachers need to be respectful, fair and consistent
* Need for discipline remains for children
* Still a need for structure and routine
* Teachers need to feel confident to discipline
* Experience in discipline helps the teacher
* Family dynamics impact on discipline
* Core values being taught in families
* Respectful communication being shown in families
* Need for emphasis on positive values
* Knowing boundaries
* Knowing expectations
* Knowing consequences
* Unlearning of old ways to discipline
* Discourse on discipline has to change
* PBIS brought conduct where there wasn’t before
* PBIS provided guidelines to deal with certain situations
* PBIS provided stability
* Need for PBIS
* PBIS allows for the child to be acknowledged
* PBIS allows for the child to be praised
* Acknowledgement of children causes an increase in confidence
* PBIS is adaptable
* PBIS is flexible
* PBIS inspires learners to be better
* PBIS becomes a part of daily living
* PBIS encourages a mind shift
* PBIS encourages teachers to change their teaching style to suit learners
* PBIS shows teachers that discipline should allow the child to see themselves as human
* PBIS can be customised to suit the context
* PBIS can be used for intense behavioural difficulties
* A lack of teacher buy-in.
* Teachers may not follow the procedure
* Teachers may not follow throw with consequences
* Teachers being inconsistent in following procedure
* Teachers may not stick to the routine
* Frustration from all the work that is needed
* Implementation is easier with parental support
* Correct timing of implementation and training for staff
* Staff buy-in for the PBIS system
* Staff motivation and inspiration
* PBIS implementation takes time and work
* School showed flexibility in implementing PBIS
* Evolving with technology and using it as a resource
* A mind shift for staff with how they view discipline
* The perspective of staff on discipline need to change for PBIS to work
* Unlearning is necessary
* Using various skills and resources to build on the PBIS
* Having a staff member who acts as the PBIS champion is helpful
* Understanding that PBIS has good and bad
* Collaboration between parents, learners and teachers
* PBIS champion who can run with it
* Teachers need to model the expected behaviour
* PBIS takes team collaboration
* PBIS has challenges and obstacles
* Buy-in is required from all stakeholders
* Progress should be tracked
* New staff should be taught to understand PBIS
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| Coding from Participant 2 |
| - corporal punishment made children obey out of fear- Discipline was confused with punishment- The attitude of teachers is to still punish- Punishment gave control- Removal of corporal punishment left teachers feeling inadequate- Central to discipline was humiliation- Teachers still want to punish- Different ways to punish the child were introduced- punish rather than teach a behaviour- Discipline is confused with punishment- Discipline is teaching the behaviour you would like to see- Through discipline good citizenship is cultivated- Fear has been taught in schools- Society is driven by fear- Perpetuation of fear and punishment continues- Re-teaching on the discourse of discipline.- Significant change is going to take time- There is an improvement in building relationships- Improvement in nurturing a safe environment- Less punishment of children - Teachers are struggling to change- Teachers fear of an incomplete curriculum- Desire to promote positive values- New teachers are choosing to build nurturing relationships- School is influenced by home life- The intention for change has been made- Progress to discipline the intended way has been made- The way of discipline needed to change- Behaviour needed to be taught- There was a need to teach discipline in the school and community- Preparation for PBIS implementation was necessary- Trial and error was necessary- Reading and research was necessary- More Practical training and support in PBIS was needed- PBIS Training needs to be context specific- Good aspects of PBIS- Danger in not making it context specific- There’s more that needs to be added to the PBIS- PBIS focuses on intentionally building relationships - PBIS focus on teaching the behaviour- Paperwork can be time consuming- In the states PBIS receives funding from government - PBIS does focus on extrinsic motivation- A move to intrinsic motivation is needed- Social and emotional learning is needed- Adding restorative practices in the school is necessary- The school is equipping teachers to teach kids skills- Adapt PBIS to work for your context- PBIS is framework- PBIS provides building blocks- PBIS has good structure- PBIS is missing some things that can be implemented- Behaviour expectations aren’t being taught in line with the values- Values are becoming part of the language - Awareness around building positive values- Kids Skills will be used in Tier 2 and Tier 3 interventions- Build emotional learning into our curriculum- School system is a barrier- Implementation of any system is dependent on management- Teachers struggle to become agents of change- Management holds the power- PBIS’s success dependent on managerial support- Teacher empowerment is necessary- Teachers remain unaware of the power they possess- Victim mind-set in teachers gets transferred to the children- A modified version of PBIS will remain- PBIS balances the old with the new- PBIS has good underlying principles- PBIS will not do harm- PBIS is more than many schools currently have- PBIS needs to be understood not sold- PBIS should be support from teachers- Bottom up approach is more sustainable to PBIS |
| Coding from participant 3 |
| - Time and energy has been put into learner discipline- Lack of parental support- Transformation in some repetitive behaviours has been a positive- Low ambition in learners- Learners with little future vision - Little value placed on education- Discipline has stayed a challenge- Job of parents to teach discipline- Lack of parental discipline hampers school discipline- Discipline challenges interfere with classroom instruction- Loss of teacher energy due to discipline challenges- Healthy family dynamics helped for better behaved children- Dysfunctional family relations- A need for PBIS- Discipline demanding too much from teachers- Discipline challenges causing teacher burnout- Learner discipline improved- Teacher loss due to ill-discipline of learners- A definite need for PBIS- PBIS allowed for a convergence of discipline methods - A school wide standard of behaviour- Training was adequate - Lessons from SA schools were needed- Behaviour is learnt- Behaviour can be unlearnt- Positive behaviour can be taught- New teachers need to be taught about PBIS- PBIS does need to remain a focal point- PBIS packages well known principles- PBIS has been valuable - PBIS would be helpful to any school- PBIS values displayed in the school- PBIS didn’t create much work in the classroom- Communication of expectations between teachers and learners- Technology with PBIS has been helpful- Lack of buy-in from teachers- Lack of consistency from teacher- Lack of follow through- Lack of communication with parents- Lack of accountability from teachers- Lack of follow through- Consistency in extrinsic motivation- PBIS needs a champion- PBIS could be more effective- Teacher consistency- Teacher follow up- Utilise resources for PBIS implementation- PBIS conistency- Use of daily report- PBIS gives a school structure- PBIS is a system that works- PBIS to assist single parents- A good PBIS foundation has been built- Discipline has improved- Still room for improvement- PBIS beneficial to schools and communities- Use of PBIS with Class Dojo- PBIS and Class Dojo work well together- Peer collaboration to reinforce PBIS values- Peer collaboration to lighten teachers load- Involvement of school counsellor with PBIS- Consistency in PBIS- Potential for community projects- Prevention better than cure- PBIS needs a South African team- Using other methods to build on the PBIS- Skills development when faced with misbehaviour- PBIs to get department support |
| Coding from Participant 4 |
| - Context of school has changed- Learners from multicultural backgrounds are now at the school- Tools to discipline have changed- Impact of teacher personality on discipline style- Relationship with learners when disciplining is necessary- Flexible discipline approach is required- Discipline cannot be one size fits all- Parental support aids discipline- Teacher mentorship and support builds teacher confidence - Discipline has to be suited to teacher personality- Discipline is not one size fits all- Quality teacher training is needed- Experience in teaching assists with teacher confidence- Discipline should make an impact on individual character =- Paradigm shift with regards to discipline is necessary- Build emotional intelligence in learners- Understanding of learner misbehaviour- Discipline takes time- Discipline is a process- Two-way communication in discipline- Clear communication- Discipline challenges = teacher frustration- Discipline challenges = teacher resignation- PBIS is a process- Understanding that PBIS is a process is necessary- Change in perspective of discipline is necessary- Emotional intelligence is key to discipline- Lack of teacher follow through- Loss of teacher motivation- Teacher’s need to see immediate change - Newly qualified teachers more open to new approaches - Need for teacher training- Unlearning of old perspectives- Lack of teacher empowerment- Punitive methods of discipline are easy to fall back on- Mind-shift in the view of discipline- Adequate teacher training is needed- Lack of teacher training leads to low confidence - Keen to implement PBIS- PBIS packaged well known principles- Teaching involves loving children- Teaching involves respect that is reciprocal- Children should be respected as human beings- PBIS gave a name to pre-existing principles- PBIS provided a structure that can be duplicated- Class Dojo and PBIS work well together- Class Dojo for communication with parents- Class Dojo as an easy reward system- Using technology to reduce paperwork for teachers- Using technology to reduce paperwork for teachers- Certain responsibilities of teachers cannot be given to others- Change is generally difficult- People require time to adapt to change- Class dojo allows for PBIS objectives to be met- Children are being rewarded for holistic development- Previously all skills were not acknowledged in schools- PBIS encourages inclusivity- PBIS encourage acknowledgement of every child- Changing the discourse on achievement- Creating a healthy school community- Children are likelier to behave when they feel part of a whole- Developing a growth mind-set in children- A child’s behaviour is separate to their identity- Teachers still had the desire to punish- Children have been broken down due to punitive punishment- The aim is to build children’s self-esteem and confidence- Emphasis on teaching self-worth- Emphasis on teaching holistic achievement- At first it was a struggle to promote objective thinking towards children- Now a mind shift is taking place- Patience with PBIS process is necessary- Progress has been made- Satisfaction with the progress that has been made- There are less disciplinary hearing and group punishments of children- Consequences for misbehaviour need to be helpful and logical- Investigation into the misbehaviour of a child- Viewing misbehaviour contextually- Using the data from PBIS to understand the root causes of misbehaviour up the child- Education has transformed- Discipline has transformed over the years- Understanding the context of misbehavior- Solution oriented approach to misbehaviour- Teacher responsibility for introspection- Teacher role in misbehaviour- Self-introspection for teachers- Discipline approaches have to be authentic- Teacher well-being can influence the ability to discipline - There has been a change since we’ve been using PBIS- PBIS would be beneficial to all schools- PBIS could be used to identify problems earlier- Tackling misbehaviour earlier can create a healthy society later- Teacher and parent collaboration can prevent later challenges in society- PBIS is aimed at dealing with the root cause of misbehaviour- PBIS is there to make a lasting change in who the child is- Promote discipline that is meaningful- Emotional intelligence should be part of discipline - Emotional intelligence and regulation- Adults need to guide this process of becoming more emotionally intelligent- Children are more stressed out and need ways to deal with the stress- Children need to be taught skills to be functional- Proper interventions are necessary for more vulnerable learners- Intervention is necessary especially for children who are most vulnerable- PBIS can be helpful in schools and in families- Developing teachers to develop kids and their skills- Teaching kids skills to empower them- Empower teachers to deal with childrens difficulties- Teaching as beneficial to the teacher- Work with children as beneficial for teacher growth |