

Table 7.1 Early influential writers and contemporary models in classroom management

Pioneers in classroom management			
Theorist	Model	Teaching approach	Main assumptions
Fritz Redl and William Wattenberg	Group behaviour and classroom discipline	Authoritative/democratic	Students in groups behave differently to individuals; teachers support student self-control & offer 'in the moment' assistance to help change behaviour.
B. F. Skinner	Behaviour modification	Authoritarian	Teachers shape student behaviour through systematic reinforcement including rewards and negative reinforcement.
Jacob Kounin	Instructional management	Authoritative/democratic	Teachers prevent misbehaviour through awareness in the classroom and by using effective lesson management techniques (student movement, group awareness, smoothness of lesson delivery) to influence student behaviour.
Haim Ginott	Congruent communication	Democratic	Teachers encourage student's autonomy through dignity and awareness of student feelings about situations and themselves. Teachers assist student self discipline by focussing on the situation not the student and view students as capable of making good decisions.
Rudolph Dreikurs	Democratic teaching	Democratic	Teachers promote student self-discipline in a democratic classroom where students and teachers make decisions on how the class will work. Students' behaviour is goal directed and all students want to belong. Students misbehave out of mistaken goals. Teachers use logical consequences and encouragement instead of praise, and should never use punishment.
Thomas Gordon	Teacher effectiveness training	Liberal	Discipline is best achieved through student self-control. Teachers use 'I' messages in influencing student behaviour, preventative strategies and incorporate a no-lose approach to conflict.

Table 7.1 Early influential writers and contemporary models in classroom management (cont.)

Lee and Marlene Canter	Assertive discipline	Authoritarian	The teacher and student have rights in the classroom. Clear rules of behaviour and expectations are written and enforced through a discipline hierarchy of consequences.
William Glasser	Choice theory & quality schools	Democratic	Teachers and schools meet student needs in order for them to flourish. Quality teacher instruction assists in meeting these needs. Teachers encourage student involvement and responsible behaviour.
Contemporary models in classroom management			
Theorist	Model	Teaching approach	Main assumptions
Linda Albert	Cooperative discipline	Democratic	Discipline is best achieved through cooperation. Teachers need to establish a classroom that is safe, where students feel connected and belong. Students assist in the development of a code of conduct. Student misbehaviour is viewed as an opportunity for learning.
Barbara Coloroso	Inner discipline	Democratic	Teachers work to instil an inner sense of control in students. The classroom is structured to allow opportunities for responsibility. It is based on a belief that students will make good decisions, are worth the effort and have the capacity to take positive charge of their lives.
Jane Nelson & Lynn Lott	Positive discipline	Authoritative/ democratic	Teachers provide a classroom where students come to view themselves as capable and able to have control in their lives. The classroom climate is built on mutual respect and cooperation. Class meetings are key to class relationship building.

Frederic Jones	Positive classroom discipline	Authoritarian	Teachers maintain student involvement in learning through effective and efficient teacher behaviours such as engaging lessons, setting clear limits, classroom organisation, helping students with work problems and incentives to promote responsibility.
Jerome Freiberg	Consistency management and cooperative discipline	Democratic	As a part of a school-wide approach, teachers provide learning communities that are built on trust, cooperation and consistency of message across the school. Students take on leadership roles and responsibility in developing self-discipline. Effective instruction and increasing student academic achievement are important in taking students from being 'tourists' to citizens.
Harry and Rosemary Wong	Pragmatic classroom management	Authoritarian	Teachers need to have clear classroom procedures that are taught to students in the first weeks of school in order to teach effectively. Teacher planning and organisation are essential and student misbehaviour is the result of poor teacher classroom management.
Spencer Kagan, Patricia Kyle and Sally Scott	Win-win discipline	Authoritative/ democratic	Teachers and students work cooperatively to solve problems in the class. Misbehaviour is seen as a starting point in helping students develop self-responsibility. Teachers work with students, as if on the same side, (win-win) to solve problems and continually reaffirm self-management and proactive life skills.
Richard Curwin and Allen Mendler	Discipline with dignity	Democratic	Teachers maintain a positive learning environment that supports student dignity and gives a sense of hope to those students struggling with school. Teachers consider individual situations rather than relying on a rigid hierarchy of consequences and provide choices for students. Teachers model the values promoted in the classroom.

Table 7.1 Early influential writers and contemporary models in classroom management (cont.)

Alfie Kohn	Beyond discipline	Democratic	Teachers work to develop classrooms as learning communities. In these communities, students and teachers develop respectful relationships and collectively solve problems (class meetings). Teachers respect student interest in instruction and constructing learning that moves students to deeper levels of thinking.
Marvin Marshall	Discipline without stress	Authoritative/ democratic	Teachers focus on student responsibility and empower students to make choices about behaviour. Students are more likely to behave when given responsibility. Students are taught a framework for behaving appropriately. Teachers are positive, offer choices and develop self-reflection as a step towards changing behaviour.
Ronald Morrish	Real discipline	Autocratic	Teachers provide support and guidance for students to behave responsibly. Students need to be taught right from wrong, to comply with adult authority and, when developmentally ready, to begin to make choices about behaviour. Teachers train students so that they can work successfully in society.
Forest Gathercoal	Judicious discipline	Authoritative/ democratic	Schools are set within society and therefore we need to educate students to live in a democratic society. The focus is on student rights and responsibilities and in developing ethical behaviour as reflected in society's laws.
Carolyn Evertson and Alene Harris	Classroom organisation and management program (comp)	Authoritative/ democratic	The teacher organises the classroom for effective instruction and learning opportunities. This organisation includes teaching rules and procedures from day one of the school year and developing student accountability for behaviour and learning. The classroom is viewed as a social and communicative setting suited to learner centred instruction.