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Discipline through Dialogue
A Comparison of Scottish and Swedish Teachers' Views

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Abstract

Summary:

The objective of this degree project is to compare Scottish and Swedish teachers' views on discipline in two particular schools. Moreover, this paper aims to study how the teachers consider application of different disciplinary systems and methods to manage indiscipline. The teachers' thoughts will subsequently be accentuated by theories of learning and the research questions of this study are as follows:

• What are the teachers' views on discipline in a Scottish and a Swedish school today?
• What are the differences and similarities in the teachers' views on ways of dealing with indiscipline?
• Concerning discipline, how do guidelines in curriculums and policies compare between the two schools?
• What do the teachers consider to be the way forward to a better learning environment?

The material has been gathered through semi-structured interviews. Furthermore, classroom observations have been utilised as well as the close readings of governing documents and discipline policies. In order to provide a wider perspective of the subject of school discipline, the data has also been analysed through theories of learning.

The majority of both the Scottish and the Swedish teachers in this study agree that communication and dialogue are important aspects of discipline and essential when countering indiscipline. Consequently, the discipline system of the Swedish schools is formed around a sociocultural theory and the Scottish implicit discipline system is too. The Scottish formal discipline policy is, however, also behaviouristic in its design.

Conclusively, this report can provide a wide range of tactics, and advice, recommended by 13 professionals to counter indiscipline. The teachers' perceptions of the importance of the dialogue between teacher and pupil in discipline, or in teaching as a whole, are also valid contributions to international teaching.

Preface

My sincere thanks to everybody who has participated in this study with special thanks to the three teachers who helped me organise school visits and interviews. I would also like to thank all who have read my drafts and given me feedback. Thank you!

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1 Introduction

Discipline is the foundation of an orderly and affluent learning environment. Hence, it is a struggle to achieve a meaningful learning and teaching exchange if pupils and teachers alike are not practising self-discipline. Indiscipline is also an issue that all teachers will encounter during their careers however, to different extents. The question then of how to prevent indiscipline becomes a crucial one. Are there ways to prevent indiscipline and what methods can be practised to achieve a constructive learning environment? The debate regarding the peaceful and orderly classroom environment, i.e. discipline, has been revived in Sweden through the new *Education Act (2010:800),*[1] implemented in 2010. Furthermore, discipline has been a controversial matter in Swedish society, the word having negative and traditional connotations of strict order, although a positive undertone is emerging. This subtle change, and my recent work experience, instigated my interest in the issue of school discipline. The *Education Act (2010:800)* states in chapter 5, paragraph 6 that:

> The principal or a teacher may institute the immediate and temporary measures that may be warranted to ensure the pupils safety and a peaceful learning environment, or to manage a pupil's behaviour that is disruptive of order. Under the conditions imposed by § § 7-23 it may be decided upon expulsion, detention, temporary relocation, a temporary placement at another school unit, exclusion and apprehending of objects[2] (Utbildningsdepartementet[3], 2010).

The decision to compare Scottish and Swedish teachers' views on discipline was fused discussing discipline with friends in Scotland. There seemed to be a considerable number of differences. My view on the differences has however reformed during the course of working with this study. A pronounced difference is the greater detail in the Scottish school's disciplinary system. I was interested to learn the teacher's views on the discipline policy and what benefits they perceived that the system might contain. Comparing this to the views of teachers at a Swedish school, getting accustomed to complying with the 2010 *Education Act (2010:800)*, would then give a wider perspective. The hopes are that this study will provide inspiration for teachers to cooperate internationally and that we potentially can converge on our experiences.

2 Aims and Objectives

The objective of this degree project is to compare Scottish and Swedish teachers' views on discipline in two particular schools. Moreover, this paper aims to study how the teachers consider application of different disciplinary systems and methods to manage indiscipline. The teachers' thoughts will subsequently be accentuated by theories of learning.

The aim of this study is also, from an unassuming viewpoint, to contribute to teaching being realised as an international issue, where teachers can obtain inspiration from each other. The hopes are furthermore, for teachers to consider new ideas when countering issues of indiscipline. The comparison between a Swedish school and a Scottish school is an original research contribution which accounts for the views of a selected number of teachers working in these two schools.

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[1] *Skollag (2010:800).*
[2] My translation.
[3] The Swedish Ministry of Education.

3   Research Questions

The research questions that will be examined in this study are the following:

- What are the teachers' views on discipline in a Scottish and a Swedish school today?

- What are the differences and similarities in the teachers' views on ways of dealing with indiscipline?

- Concerning discipline, how do guidelines in curriculums and policies compare between the two schools?

- What do the teachers consider to be the way forward to a better learning environment?

4   Theory and Literature Review

This chapter is divided into three main subsections, which will give a background to theories and literature that will be applied when discussing the results in section 7. The literature has been selected based on the general subject of discipline, and school discipline in particular, taking a pedagogical approach to the subject.

4.1   Theories of Learning

There are many different theories available regarding school discipline. However, school discipline is not an isolated issue as it is an integrated part of pedagogics and teaching as a whole. Therefore, the two contrasting theories of learning below will provide a relevant background for this degree paper.

4.1.1   Skinner, Behaviourism and Operant Conditioning

This section will be based on *The Technology of Teaching*[4] composed by B.F. Skinner (1968/2008), representing behaviourist inquiry. This representation will also be supported by references and explanations from Roger Säljö's (2000) publication *Lärande i praktiken – Ett sociokulturellt perspektiv*, or *Learning in Practice: A Sociocultural Perspective*[5]. Skinner (1968/2008) elaborates the theories of Ivan Pavlov and John B. Watson where the focal point is reflexive behaviour, characterised by stimuli and response. Stimuli can be explained as the cause or reason generating the response (p. 57:158). Pavlov discovered that dogs were naturally salivating (*response*) as they were fed (*stimulus*) and noted that the same reaction could be triggered by other actions associated with food, such as the caretaker entering the room. Ultimately, conditioning is the connection between a stimulus and the reaction following the stimulus, i.e. the response. Pavlov's discovery that the behaviour of the dogs, triggered by a stimulus, was based on their natural reflexes has been named classical conditioning (Säljö, 2000, p. 50-52).

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[4] Original title, translated by B. Nessén into the Swedish: *Undervisningsteknologi.*
[5] Translation noted in *The Pedagogy of Lifelong Learning – Understanding Effective Teaching and Learning in Diverse Contexts* edited by M. Osborne and M. Houston, N. Toman (2007) published by Routledge, New York (p. 114).

Skinner, however, developed behaviourist ideas further, from classical conditioning to operant conditioning, where conditioning can be seen as more commonly applicable than reflexive behaviour only (Säljö, 2000, p. 51-52). Operant behaviour, similar to classical conditioning, generally comprehends stimuli that stimulate different kinds of reflexes. However, two variables only were deemed insufficient by Skinner, which subsequently suggests the inadequacy of previous stimulus and response theories. This notion instigated the further development of the contingencies of reinforcement i.e. the connection between stimuli, response and the consequences of said response. The contingencies of reinforcement were hence, through operant conditioning, also applied on controlled behaviour (Skinner, 1968/2008, p.12-13:57:158).

Skinner (1968/2008) concludes that there are three variables, within the contingencies of reinforcement, where learning takes place i.e. the situation where a specific behaviour appears, the behaviour itself and the consequences of aforementioned behaviour (p. 12-13). An example is a pupil reading a text, which is considered stimulus. He gives a response and if the answer is correct, positive reinforcement is given. If the answer is wrong no reinforcement is presented. Skinner's initial observation was that individuals tend to repeat behaviours when they experience a form of positive effect or outcome of said behaviour. Positive reinforcement, such as a reward or the avoidance of a negative result, can be factors affecting our behaviour. Behaviours which are not reinforced could eventually disappear or at least become less frequent (Säljö, 2000, p. 51-52).

Skinner (1968/2008) emphasises that a core element in human behaviour is in fact, rewards and punishment (p. 57). He advocates, however, that aversive control, or punishment, should be used efficiently if used at all. A common mistake is to only apply punishment to extreme cases of undesirable behaviour. The pupil is then challenged or encouraged to push the limits to the maximum (Skinner, 1968/2008, p. 153). You can avoid some problems by excluding corporal punishment, using verbal threats in its place. Verbal threats will nonetheless result in the pupil studying to avoid the consequences of not studying, rather than actively studying for the sake of learning. Naturally aversive methods also exist, e.g. one falls and hurts oneself which results in a bump on the head (Skinner, 1968/2008, p. 123:88).

Even though positive reinforcement does not share the complications of the aversive control, there are other issues. For example, positive reinforcement is mostly effective in a specific state or time only. When making a change it can take time before the subjects respond to positive reinforcement. However, through significantly changed conditioning, certain behaviour can undergo eradication. Therefore, residual effects may be less problematic in another school if a pupil is experiencing difficulties in his or her current environment (Skinner, 1968/2008, p. 125:155).

The behaviouristic theory, originating from studying animal behaviour, has been deemed overly simplistic by critics. Skinner claims, however that animal tests have clarified the nature of teaching in its broadest sense. Also, similar examples have, according to Skinner, been seen in humans where fits of temper were eradicated by the subjected patient never receiving reinforcing effects. The foundation of behaviourist ideas was, however, formed through observing animal behaviour (Skinner, 1968/2008, p. 180-181:61). Voices critical of the behaviourism have emphasised that human capabilities such as language use and communication are more complex than the animals frequently employed in studies. The problem is that conclusions based on animal behaviour are, eventually, applied on human behaviour and may therefore not be entirely consistent (Säljö, 2000, p. 53:54).

4.1.2   Vygotsky and Sociocultural Theory

Thought and Language is a publication commissioned by Russian psychologist L.S. Vygotsky (1934/1986). Development of speech in children is in this publication described as a process social in its origin. Vygotsky is convinced that "the primary function of speech, in both children and adults, is communication" and social interaction (p. 34-35). Vygotsky (1934/1986) also determines that that the development of a child's intelligence is to be able to communicate through language. Furthermore, logic is dependent on socialised speech and a sociocultural practise in its progress (p. 94). Different from instincts, a child's thoughts and behaviour are developed by interaction with their social surroundings. Also, for conceptual thinking to develop the child needs to be challenged by the environment and people around him or her (Vygotsky, 1934/1986, p. 108).

Similarly, *Mind in Society* – a collection of essays by L.S. Vygotsky (1978) edited by Michael Cole, Vera John-Steiner, Sylvia Scribner and Ellen Souberman at Harvard University – is focused on communication. Speech and thought processes are also emphasised and these processes are, according to Vygotsky, developed when the child interacts with people around him or her. Communication also improves and develops the child's "voluntary behaviour" (p. 24). Roger Säljö (2000) describes the fundamental idea in a sociocultural perspective, originated by Vygotsky, as communication and interaction between people. It is through communication that processes of learning are created (p. 22). Säljö also (2000) affirms the uniqueness in the human being's ability to communicate through language and share experiences with each other. He believes that language confirms that our process of learning is not based on instincts, it is constructed around communication. Moreover, it is through communication the individual can share knowledge, listen and learn from others, which is central to the sociocultural theory of learning (p. 34:37).

Vygotsky (1934/1986) declares that "what the child can do in cooperation today he can do alone tomorrow" hence instructions should lead the child's development forward. Preferably the instructions should aim for a slightly more advanced level of knowledge based on what the child already knows (p. 188). This is defined as the zone of proximal development i.e. the distance between what the child can do alone and what he or she can do with the help of others. The zone of proximal development can therefore be seen as the learning possibilities of a child in communication with a more experienced person, which also entails adapting information to an appropriate level for the child (Vygotsky, 1978, p. 87:86). Säljö (2000) adds that morals and ethics are also shaped through communication. Moreover, he is convinced that the dialogue of the novice and the experienced must always exist as it is in this dialogue that knowledge is created (p. 89:250).

4.2   Theory and Previous Research on the Subject of Discipline

Previous research on the exact same subject as of this paper, comparing the views of Scottish and Swedish teachers, has not been found. There has, however, been a variety of Scottish reports on discipline and indiscipline in schools to choose from. Swedish surveys have been scarcer but a selection of degree projects on the subject of discipline has been located. The element of comparison between Swedish and Scottish schools has however not been found in any text or publication. The texts in section 4.2.2 have been selected on the basis of relevance for this paper. Texts conveying the pupils' perspective of discipline have been discarded, given the limitations of this project, as this paper is investigating the teachers' points of view.

4.2.1   Foucault – Discipline and Punish

In *Discipline and Punish – The Birth of the Prison* Foucault (1975) gives a description of the development of punishment and the prison in France and how the system changed relatively quickly from the 18th century and onwards. Most of his theories are based on the prison as an institution but he also compares the disciplinary systems as applied to schools and hospitals. Foucault is convinced that discipline and power are created in relations between individuals and he uses surveillance as his main case in point to shed light on these relational processes. He also claims that "Disciplinary power [...] is exercised through its invisibility" (p.187).

Moreover, time-tables and regular activities are, in addition to surveillance, deemed important when trying to, through discipline, maximise the efforts and results of people working. Time-tables and controlled regular activities are also specific features of a secondary school (Foucault, 1975, p. 149:220). To maintain discipline and, to make the most out of the time given, Foucault (1975) claims that constant supervision, "the pressure of supervisors, the elimination of anything that might disturb or distract", are important factors (p. 150). Foucault (1975) also suggests that "the disciplines are techniques for assuring the ordering of human multiplicities". Moreover, discipline involves making the most out of the communal power in a cost effective sense, exercising different methods of discipline when necessary (p. 218:221). Discipline, with emphasis on maximum productivity, is also required to control a large group of people and to make sure that work is efficient, which could be applied to, for example, a factory or a school. Furthermore, discipline needs to control the individuals employed by the greater unit, the school or the factory, and their potential rebellion against the power and control of the unit (Foucault, 1975, p. 219).

Foucault (1975) also claims that discipline can be understood as a form of power that includes an array of different methods used to maintain aforesaid power. Discipline may be practised by establishments, such as schools, which use it as an aid to reach a specific goal (p. 215). Moreover, it is advantageous, from a disciplinary point of view; for example, in secondary schools to allocate individuals in different areas within the environment available. Rank, class, hierarchy and supervision are also elements of discipline perceptible in the secondary school (Foucault, 1975, 141:145-146). Furthermore, exams and grades are part of a disciplinary process that links the methods of a supervising hierarchy and normalising judgement that qualifies, classifies and penalises (Foucault, 1975, p. 184).

Physical violence is, according to Foucault (1975), separated from the power of discipline. Corporal punishment is thus obsolete (p. 219). However, other variations of punishment must still be present. The main importance of the punishment is that it strongly affects the pupils who have not committed the crime. If they are discouraged by the punishment, the punishment itself would not have to be executed. "It would be enough to make others believe that he [the offender] had been punished", with the proviso that it could be confirmed that the offender would not repeat the offence (Foucault, 1975, p. 95).

4.2.2   A Selection of Scottish and Swedish Research on School Discipline

Pamela Munn, Stephen Sharp, Gwynedd Lloyd, Gale Macleod, Gillean McCluskey, Jane Brown and Lorna Hamilton (2009) from The University of Edinburgh have conducted a substantial study concerning discipline which is titled *Behaviour in Scottish Schools 2009*, a report published by Education Analytical Services at the Scottish Government. This

publication is one of a few similar studies on the subject of teachers' and headteachers' views on discipline and indiscipline in Scottish schools as the Scottish Government must publish a survey once every three years (p. 2)[6].

This paper will further explore the report of Munn et. al. (2009), Behaviour in Scottish Schools 2009, as this evidently is the most current survey conducted. The survey accounts for the views on pupil behaviour of teachers and headteachers, in both primary and secondary schools. This paper will give a brief overview over their results from secondary schools focusing on the teachers views on negative behaviour of pupils. The schools in the report all have systems in place to deal with indiscipline and they also encourage pupils' positive behaviour (p. 46). Pupils talking out of turn was the most frequently encountered misbehaviour and the least common behaviour confronted was the use of mobile phones. Seemingly, low level indiscipline caused the most problems for the teachers and headteachers interviewed. The reason for this perception could be explained by the fact that the higher frequency of low level discipline was more obvious (Munn et. al., 2009, p. 54:63-64).

Also included in the report was the teachers' ways of handling indiscipline. The most helpful methods were deemed "whole school ethos and values" and "reward systems for pupils" by both teachers and headteacher. Their opinions differed between referrals and broad curriculum options as a third alternative. These approaches were also listed as the most commonly used by the teachers and headteachers. However, the headteachers thought that an anti-bullying policy was used more often than acknowledged by the teachers. Codes of conduct and rules were often posted on the walls inside the schools (Munn et. al., 2009, p. 81:83). Additionally, staff in the schools also "emphasised the importance of regular contact with pupils' families" when creating a prosperous learning environment in control of indiscipline (Munn et. al., 2009, p. 87).

Thomas Eriksson and Stig Hymander (2007) compare the governing documents of Sweden and England in their degree project *School Discipline – A Comparative Study between Sweden and England*[7]. England, though part of the United Kingdom, has not got the same school system as neighbouring country Scotland. Also, the Swedish governing documents have been revised since 2007. However, the study of Eriksson and Hymander (2007) is relevant for this paper in terms of the document analysis and results. The purpose is not to bring a third country into the study; it is merely to consider the elements of comparison in the degree project of Eriksson and Hymander (2007).

Comparing the two countries' governing documents, targeting discipline, Eriksson and Hymander (2007) claim that the English governing documents are built up around a behaviourist conditioning and reinforcement system. Moreover, they consider the Swedish governing documents to have a sociocultural approach as social interaction and society in part assist in fostering the pupils (p. 50). In England, established rules are followed and various forms of rewards and punishments are used. In Swedish education, however, pupils are expected to accept responsibility for their actions and to behave in an appropriate manner. Conclusively, the English school system is clearer and more controlled using a greater number of rules, while in the Swedish school system the pupils' own responsibility to behave in an appropriate manner is assumed (Eriksson & Hymander, 2007, p. 51).

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[6] Another available Scottish report, on the above subject, is for example *Discipline in Scottish Secondary Schools - A Survey* from Glasgow University and the Scottish Council for Research in Education, composed by Johnstone and Munn (1992). Moreover, to perceive changes in Scottish teachers' and headteachers' views over time see Munn, Johnstone and Sharp (2004) *Discipline in Scottish Schools: A Comparative Survey over Time of Teachers' and Headteachers' Perceptions*.
[7] Original title: *Skoldisciplin – En komparativ studie mellan Sverige och England, translation by* Eriksson and Hymander (2007).

Stricter Discipline? – Its Impact on Learning[8] is a Swedish degree project, exploring the subject of discipline, however, targeting Swedish primary school, the early years by Adnan Kobaslic and Patrik Sunesson (2008). They have, through electronically distributed questionnaires; researched Swedish teachers' and principals' opinions regarding the potential necessity of stricter discipline in Swedish schools. Their conclusion is that order is necessary for an environment conducive to learning, but strict discipline and punishments would not be their choice of action. Instead they convey that the pupils should be involved in creating an orderly classroom environment based on mutual respect. The respondents preferred the methods of dialogue and interaction between pupil and teacher to achieve the desired classroom environment (p. 36:44:46). The teachers in the study of Kobaslic and Sunesson (2008) were furthermore convinced that to be clear in instruction and communication was essential to engage the pupils in learning and to make them obey classroom rules (p. 40).

4.3   Theoretical Concepts

The theories and research will provide a background and a deeper understanding of the results gathered through interviews, observations and document analysis. Further development of the subjects of discipline and punishment is possible as is analysis of the subject of school discipline in both Scotland and Sweden. Also, the contrasting theories of learning will add a different perspective to the analysis through a pedagogical approach of the subject. The main three theoretical concepts that are discussed in this paper are behaviourism through Skinner (1968/2008), sociocultural theory via Vygostsky (1934/1986:1978) and Foucault's (1975) theories of discipline and punishment.

The concepts examined are stimuli, response, the contingencies of reinforcement and operant conditioning (Skinner, 1968/2008). Also, the zone of proximal development, sociocultural and communication will be central notions (Vygotsky, 1934/1986:1978; Säljö, 2000). Discipline, punishment, surveillance, hierarchy and effective multiplicities are discussed (Foucault, 1975) and definitions of the word discipline will be examined in subsection 4.3.1 below. The report *Behaviour in Scottish Schools 2009* (Munn et. al. 2009), a comparison of school discipline in two different countries (Eriksson & Hymander, 2007) and a study of strict discipline, responsibility and dialogue (Kobaslic & Sunesson, 2008) are also included in the discussion. The comparison will be the element that ties the different chapters together.

4.3.1   Definitions of the Word Discipline

This section compares English and Swedish language definitions of the word *discipline*. All references to discipline as "a branch of knowledge" have been omitted as these are irrelevant for the questions of this study. This paper focuses on discipline as a phenomenon; however, the word is in fact both a verb and a noun. Encyclopædia Britannica online (n.d.) describes the meaning of the noun discipline as "suffering, loss, or hardship imposed in response to a crime or offense (harsh *discipline* imposed to keep order within the ranks)" and of the verb as "to inflict a penalty on for a fault or crime (the pranksters were severely disciplined for their actions)". The encyclopaedia also suggests connections to the words "punishment" and "punish".

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[8] My translation of the original title: *Hårdare disciplin? – Dess påverkan på lärandet.*

Oxford Dictionaries (Discipline, n.d.) develop the definition of the word discipline somewhat further and describe the noun as "the practice of training people to obey rules or a code of behaviour using punishment to correct disobedience", "the controlled behaviour resulting from such training", "activity that provides mental or physical training" and "a system of rules of conduct". Furthermore, the verb is defined as to "train (someone) to obey rules or a code of behaviour", "using punishment to correct disobedience" and to "train oneself to do something in a controlled and habitual way".

The origin of the word discipline, in both English and Swedish, derives from the French word discipline, which in turn derives from Latin disciplina, "instruction, knowledge", which stems from the Latin word discipulus, "disciple" (Discipline, n.d, Oxford Dictionaries: Svenska Akademien, 1916). A disciple is, according to Oxford Dictionaries (Disciple, n.d.) "a follower or pupil of a teacher, leader, or philosopher" which suggests that discipline, yet in its origin, indeed is associated with education. The Swedish National Encyclopaedia[9], NE, online (n.d.) defines the verb discipline (Sw. *disciplin*) as a synonym of "order, obedience" and "chastisement"[10]. The Swedish Academy[11] (2006) has in *Svenska Akademiens Ordlista* (*The Swedish Academy's Glossary*[12]) a similar definition but is excluding the reference to fostering or punishment. Their definition reads: "Maintaining order and obedience"[13] (p. 150).

Conclusively, in the English language there is emphasis on rules and control, a code of behaviour, using punishment to correct disobedience, as well as self-discipline when defining the word discipline. In the Swedish language maintaining order, obedience but also (physical) punishment is associated with the word. The definitions intermingle but there are slight differences, such as self-discipline being a separate word and order being the main synonym of discipline in Swedish. The teachers' connotations of the word discipline will be further examined in section 6.2 and in chapter 7.

5 Methodology and Design

The research questions of this paper will be discussed and analysed based on the results retrieved mainly from interviews, but also from observations and analysis of national directives and curricula, school policies and previous research. The combination of different methods allows a comprehensive analysis of the data, as profound as possible, given the time limitations.

5.1 Selection

The interviews were conducted at a school in the Gothenburg area, Sweden and at school in the greater Glasgow area in Scotland, United Kingdom. The schools differ in size as the Scottish school has approximately 1,350 pupils and the Swedish school employs about 460 pupils. Both schools were, however, founded in the 1970s and are comprehensive schools. The two schools were available for this study due to previously established connections but were also preferred as both schools are situated in socio-economically somewhat similar

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[9] My translation.
[10] My translation.
[11] Translation by Svenska Akademien, (n.d).
[12] My translation.
[13] My translation.

areas. As the two schools are situated in socio-economically reasonably similar areas, the comparison becomes more distinct. The assumptions about the schools socio-economical positioning are based on the estimations of the senior deputy headteacher and deputy headteacher working at the Scottish school and on the thoughts of the Swedish school's principal.

To support the above estimations the Gotrends tool, that is used to illustrate the socio-economic situation in the Gothenburg area, has been used (Göteborgs stad, 2011). According to this tool the minimum average income amongst the urban districts of Gothenburg[14] in 2007 was SEK141,600 and the district with the maximum average income was SEK397,700. The area where this study was carried out had an average income of SEK250,000. Furthermore, in 2007, the percentage of residents with higher education was at a minimum of 23% average in the urban districts of Gothenburg and at a maximum 64.5% average. The area in question was at 32% (Göteborgs Stad, Stadskansliet & Gotrends, 2007). These data places the urban area, selected for this study, above and just below the middle of the scales i.e. an approximately average socioeconomic positioning in the Gothenburg area. This positioning was also estimated by the Swedish principal who explained that an intermediate socioeconomic positioning in the Gothenburg area had been reality for a number of years but the district could possibly be positioned just below average in 2011.

Similarly the senior deputy headteacher and the deputy headteacher at the Scottish school estimated a socio-economic positioning of the school around average or slightly above average. They suggested that their estimation could be contextualised by comparing the percentage of pupils who are entitled to free school meals at the school to other areas. Free school meals are granted to families eligible for financial support in Scotland. The school in this study have 5.5% of pupils who are entitled to free school meals. In the council an average of 15.2% of pupils are entitled to free school meals as is also the average number for the whole of Scotland (Education Scotland, 2010/2011). Conclusively the council area's numbers are reflecting the country as a whole. The school in question has got a lower percentage of free school meals which supports the estimation that the socioeconomic positioning of the school would be slightly above average.

The number of interviews was determined in part to due to the time limitation of this course work, but also because of practical circumstances. Nearing end of term is a busy time in the school year and it entails a great workload for teachers which can make it more difficult to find interview candidates. The selection has hence occurred spontaneously and has been dependent on my contacts at the schools. My contacts did, however, further distribute my request to their colleagues and in so doing; they tried to find interviewees with varying teaching experience, titles, and specialities, to the extent possible under the given circumstances. In total five Scottish female teachers, one female member of the school management team and one male member have been interviewed. Four female teachers, one male teacher and one male member of the school management have been interviewed at the Swedish school. This distribution has been a natural one between men and women as in reality there are more women than men employed as teachers at both schools. Furthermore, the gender perspective will not be the focal point of this paper.

Title, age, teaching subject and number of years in the profession also differ between the interviewees which suggest a variety of types of participants in this study. A wider range of participants could have affected the results of this study as no teachers of practical subjects

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[14] Including zero income for 25 to 64 year olds.

such as physical education, crafts and design or home economics are represented. However, this is a rather small study and focusing on the views of teachers teaching theoretical subjects such as the represented – Swedish, English, Swedish as a second language, social sciences, history, religion, philosophical and moral studies, geography, physics, chemistry, biology and maths – could make the results more cohesive.

After studying relevant curricula, national directives and school policies the sections applicable to school discipline have been analysed in detail. These sections have been chosen with significance for the research questions of this paper and the same principle has been appropriated when selecting suitable literature. The selection of lessons to observe has also been random with the exception of trying to observe the teachers that were interviewed performing their profession. Observing all of the interviewees' lessons would have been advantageous in order to compare their views to their actions in the classroom. This selection has not been entirely successful as lessons of a couple of additional teachers have also been observed. All except one of the observations conducted have been included in the result. The rejected observation was excluded since no notes were gathered as the group was too small and the activity was quiet.

The scope of the degree paper has limited the number of interviews and observations conducted. A more profound comparison could have been made if the possibility of including a larger number of schools in different areas had been achievable, given the time constraints of this project. Furthermore, aspects of the analysis regarding the teachers titles, subjects of teaching, gender and work experience have been disregarded as they are not possible to elaborate on, given the low number of respondents, but could perhaps have been in a larger study.

5.2   Data Collection Methods

Qualitative research methods are commonly used in the humanities and the advantage of using a qualitative interview research method is that it provides more depth and substance to the results. Furthermore, the time limitations of this project would have made it difficult to gather the data required for a relevant quantitative study. Moreover, Staffan Stukát (2011) confirms in the publication *Att skriva examensarbete inom utbildningsvetenskap,* or *To Write a Degree Project in Educational Sciences*[15]*,* that there is a difficulty in achieving depth in quantitative studies. He also claims that creativity can be compromised in quantitative studies (p. 34). The qualitative method is however also time consuming and therefore the number of interviews have been kept to the maximum of twelve. Moreover, the interview study has been expanded by the use of material collected through additional research methods, such as observations, text analysis and comparative literature reviews.

Five teachers per school were interviewed through semi-structured interviews. Recorded conversational interviews with senior deputy headteacher and a deputy headteacher at the Scottish school, and with the principal of the Swedish school, were also conducted. Peter Esaiasson, Mikael Gilljam, Henrik Oscarsson, and Lena Wängnerud (2007) claim in their publication *Metodpraktikan – Konsten att studera samhälle, individ och marknad,* or *Methodology in Practise – The Art of Studying Society, the Individual and the Market*[16], that an advantage of conversational interviews is allowing the possibility of asking follow-up

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[15] My translation.
[16] My translation.

questions. Conversational interviews also present opportunities to record potentially unexpected answers. These types of interviews are most useful when the researcher does not have a great deal of knowledge when the process is commenced or when the thesis is focused on how people perceive the world and their thoughts on different phenomena (Esaiasson et. al., 2007, p. 283:285). Based on this, interviews have been preferred as the main method of this study.

The interview questions have been formulated in order to shed light on the research questions posed in this paper. Follow up questions have been added when necessary but all the interviews have been structured around the same set of questions. Examples of questions asked are as follows: What does the word discipline mean to you? How do you think discipline is practised and works in reality? Is there, to your knowledge, a disciplinary system in place to assist teachers in keeping order in the classroom at your school? What do you consider to be the way forward to a better learning environment? For the full list of questions in English, please see section 10.4 and for questions in Swedish please see section 10.5.

Classroom observations are, as mentioned, also included in this study in order to discover potentially important disciplinary systems and potentially axiomatic methods which might not be mentioned in the interviews. On-going or current observations entail, according to Bo Johansson and Per Olov Svedner (2010) and their publication *Examensarbetet i lärarutbildningen* or *The Degree Project in the Teacher Training Programme*[17]*,* trying to note down everything that is happening during a longer course of events. In order for these observations to be meaningful, they need to be based on a specific set of questions. It is important that the descriptions are exact and unbiased (p. 47). The observations conducted in this study have been based on on-going or current observations. The questions focused on during the observations were the following: Is there a disciplinary framework? How does the teacher maintain order and a good learning environment in the classroom? What is happening in the classroom (with focus on discipline and the teacher's actions and reactions)? See section 10.7 below for observation outline and further details.

For text analysis the method of close reading can be used which means trying to organise the material in detail in order to analyse it. It is difficult to accomplish the perfectly objective close reading but this should nevertheless be the aim (Johansson & Svedner, 2010, p. 50). Close reading will in this paper only be applied to the elements of the curricula and school policies that are relevant for discipline in school. The Swedish and Scottish data will be compared and analysed in reference to theories and previous research. p. 118).

5.3   Reliability

Qualitative research is by some considered to be subjective and low numbers of participants in interview studies can also be a problem when it comes to generalisation (Stukát, 2011, p. 36). By using different methods and searching for the informants' views on the matter of discipline a qualitative method is the preferred option. One of the difficulties concerning qualitative interviews as a method is intangible questions (Johansson & Svedner, 2010, p. 33). Furthermore, a concern considering conversational interviews is that the answers to the questions can turn out differently depending on who is actually asking the questions (Esaiasson et al., 2007, p. 301). Another problem is that the interviewer can affect and influence the answers to the questions through the way they are asked without perhaps

[17] My translation.

realising this (Johansson & Svedner, 2010, p. 35). Solutions to these issues can be to make the purpose of the research clear to the interviewee and to ask questions that are easy to answer. Furthermore, to establish a confidence and trust and to combine different methods to achieve an interesting analysis can neutralise the issues of subjectivity (Johansson & Svedner, 2010, p. 36). It is hard to know how much these different factors have affected this study but a strength in this paper will be using different methods in order to compare and present the data retrieved during both interviews and observations.

A number of different factors can also be interfering with the data collected during observations. How thorough the observer is when taking notes, external and practical circumstances and also the subjectivity of the observer can affect the results. The attention of the observer might vary during the course of a session and the observer can also be distracted which furthermore can reduce the quality, and limit the amount, of data collected (Johansson & Svedner, 2010, p. 81). Being aware of these limitations and keeping an objective mind-set can assist in minimising these interferences. Ideally a larger number of observations should have been conducted to give a broader perspective, but the number of observations in this study must be considered in relation to the time limitations of the project. It is important also to note that the results of this paper are representative of the assigned interviewees employed at the selected schools only.

5.4   Procedure

To gather the data I have liaised with my contacts on the two schools, in Scotland and in Sweden. The interviews and observations took place during two contiguous and intense days in Scotland and during three days throughout one week in Sweden. As the two schools are situated in different countries the interview questions were asked in both English and Swedish, respectively. Therefore two set of questions are enclosed in appendices 10.4 and 10.5. All interviews have been conducted individually except for the interviews with deputy headteacher and senior deputy headteacher due to time limitations. The interviews with the school leaders are however of a slight different character compared to the teacher interviews, quite naturally, as they have different work tasks included in their roles.

The decision to conduct individual interviews was based on making the interviewees, in anonymity, feel as comfortable as possible to express their thoughts and opinions. Every interview started with a short introduction of the project along with a presentation of the ethical principles of participating in the study. The questions were asked in a slightly different order in each interview, depending on what turn the interview took, trying to create a natural conversation in order to make the interviewee feel comfortable in the situation. All interviews were recorded to allow complete focus on the conversation. The recordings were also made to prevent potentially neglecting any details which could have occurred taking notes only. The aim was for the interviews to be conducted in approximately 30 minutes time, which proved difficult in most cases when follow up questions were required. The longest interview ended up 56 minutes and the shortest came to 25 minutes.

At the classroom observations I introduced myself as a university student working on my teaching qualification, there to observe classes to collect data for my degree project. The subject of discipline was briefly mentioned and I took a seat in the right or left corner, at the back of the classroom. Once I was placed in the middle row at the back of the classroom and once at the teacher's desk at the front of the classroom. The observations were carried out for

one whole period at a time. In Scotland the period was always 50 minutes long and in Sweden the timings differed from 40 to 60 minutes per period observed. I had met two of the Swedish groups prior to this study which might have affected the observations; however, efforts have been made to keep an objective mind-set. During the observations the auxiliary means used were a pen and paper i.e. the observation outline below, see appendix 4, in section 10.7, for further details.

5.5 Research Ethics

The interviewees were informed of the ethical principles in the introduction letters and also at the start of the interviews. The ethical principles have been present throughout the process of creating this paper. Participation in this study was voluntary and all participants have had the option to withdraw at any time. Consent for participation was confirmed verbally at the start of the interviews and the participants were also entitled to decide for how long, and under what premise, they were willing to partake. All data in the paper has been made anonymous to the extent possible. Furthermore, the data will not be used for any purpose other than for this paper. These conditions were based on the Research Council's *Ethical Principles for Research in the Humanities and Social Sciences* (Vetenskapsrådet, 2002, p. 7-14).[18] Also Stukát (2011) accounts for these ethical principles and stresses their importance (p. 139-140).

It is important in a study to strive for every participant's anonymity. A dilemma is, however, that mentioning the title of an interviewee could potentially reveal the identity of him or her, to the other participants at employed at the same school. Revealing details as such have been kept to a minimum in this paper, as far as it is possible, and care has been taken when reproducing sensitive information. All references of this paper have been stated in detail, except for the reference to Education Scotland (2010/2011) where the exact reference has been omitted to avoid compromising the anonymity. Moreover, other local print sources see section 10.3; have also been protected by anonymity.

6 Results

In this chapter results based on interviews, classroom observations and close reading of governing documents will be rendered. The section is divided into four different subsections, primarily organised based on the interview results. Moreover, some of the results of the observations may have negative connotations but note that this is due to the nature of the situations observed. Teachers were also observed encouraging pupils and of course, first and foremost, teaching. See appendix 5 in section 10.8 for more details and appendix 4 in section 10.7 for observation outline.

6.1 Curricula and policies

This section will account for curricula, including local discipline policies, laws and legislations relevant for the subject of discipline and for this study. These will eventually be compared and analysed in chapter 7.

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[18] My translation.

6.1.1 Curricula

There are no direct references to the words discipline or order in the Scottish *A Curriculum for Excellence* published by Education Scotland, the Scottish Government and the Scottish Qualifications Authority (2009). Nor are there any exact references to discipline or order in the Swedish *Curriculum for the Compulsory School, Preschool Class and the Leisure-Time Centre 2011* published by the Swedish National Agency for Education[19] (Skolverket, 2011). The below passages have, however, been selected due to their relevance for a peaceful and orderly learning environment, an indirect connection to discipline as such.

A Curriculum for Excellence indicates that "the mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect" (Education Scotland et. al., 2009, p. 13). The Scottish curriculum also states that the pupil should expect the school to help him or her develop "self-awareness, self-worth and respect for others" and to "acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination" (Education Scotland et. al., 2009, p. 12). Everyone at the school also shares:

> The responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school [...] the responsibilities of all include each practitioner's role in establishing open, positive, supportive relationships across the school community, where children and young people will feel that they are listened to (Education Scotland et. al., 2009, p. 9).

The Swedish curriculum conveys that "education should impart and establish respect for human rights and the fundamental democratic values on which Swedish society is based [...] Everyone working in the school should also encourage respect for the intrinsic value of each person and the environment we all share". Furthermore, similar to the Scottish curriculum, the Swedish curriculum "No one should be subjected to discrimination [...] or other degrading treatment. Such tendencies should be actively combated. Xenophobia and intolerance must be confronted with knowledge, open discussion and active measures" (Skolverket, 2011, p. 9).

The school should, according to the Swedish curriculum, also make clear to pupils and parents what the goals of the education are and what rights and obligations pupils, parents and guardians have. Moreover, the task of the school should be to promote learning by stimulating the individual to acquire and develop knowledge and values. In partnership with the home, the school should promote the all-round personal development of pupils into active, creative, competent and responsible individuals. The school should also support families in the upbringing and development of their children. As a result, a close co-operation between the home and school must exist (Skolverket, 2011, p. 10-11).

The Swedish National Agency for Education[20] also published *Ordningsregler för en trygg och lärande skolmiljö,* or *Code of Conduct for a Safe and Nurturing School Environment[21]*, which contains advice on how to construct a successful code of conduct and the different aspects a code of conduct could potentially contain. This document has, however, not yet been updated to comply with the new Swedish *Education Act (2010:800)* of 2010 (Skolverket, 2006, p. 4-6p. 3).

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[19] Translation from: http://www.skolverket.se/2.3894/in_english.
[20] Translation from: http://www.skolverket.se/2.3894/in_english.
[21] My translation.

6.1.2 Laws and Legislations

Both the Swedish *Education Act (2010:800),* and the Scottish *Standards in Scotland's Schools etc. Act 2000,* are protecting the child's right to education, amongst other matters. Forthcoming section of this paper will review selected paragraphs relevant for the subject of school discipline and corporal punishment.

The Swedish *Education Act (2010:800)* includes the disciplinary measures possible for a school, principal or teacher, to implement. It is an ascending outline of measures escalated as deemed necessary. Chapter 5, paragraph 3 states that "the education should be designed to ensure all pupils a safe and peaceful learning environment". Paragraph 5 declares that a code of conduct should be available at every school unit and it should be drafted in collaboration with the pupils at the school.

Chapter 5, paragraph 6 of the *Education Act (2010:800)* gives an overview and summary of the paragraphs, concerning disciplinary actions, to follow:

> The principal or a teacher may institute the immediate and temporary measures that may be
> warranted to ensure the pupils safety and a peaceful learning environment, or to manage a pupil's
> behaviour that is disruptive of order. Under the conditions imposed by § § 7-23 it may be decided
> on expulsion, detention, temporary relocation, a temporary placement at another school unit,
> exclusion and apprehending of objects[22] (Utbildningsdepartementet, 2010).

In chapter 5, paragraph 7 *Education Act (2010:800)* states that a teacher is permitted to show a pupil out of the classroom for the remainder of a period if the pupil is disrupting the class, or is otherwise behaving inappropriately. A valid reason for expulsion is also if the pupil refuses to change his or her behaviour after being prompted by a teacher. Additionally, these conditions apply to detention, in paragraph 8, where the principal can decide to let a pupil stay in school for an hour after the end of the school day or let the pupil attend school an hour earlier in the morning. Paragraph 9 prompts investigation of a pupil's repeated behavioural issues. It also states that the pupil's legal guardian should be consulted at this stage (Utbildningsdepartementet, 2010).

Paragraph 12 entails temporary relocation within the school and paragraph 13 a temporary placement at another school unit, for the duration of two weeks maximum. A pupil cannot be suspended from school for a period longer than one week, according to paragraph 15. The principal is authorised to decide on exclusion if it is necessary in view of other pupils' safety and right to a peaceful learning environment. The pupil must be offered compensation for the education that he or she is missing out on because of the exclusion. Chapter 28, paragraph 9 states that an appeal against a decision of exclusion can be made (Utbildningsdepartementet, 2010). Furthermore, the principal or a teacher can, from a pupil, apprehend items used in a way that is disruptive to education or that may endanger the safety according to paragraph 22. A subject which has been apprehended should be returned to the pupil by the end of the school day (Utbildningsdepartementet, 2010, ss. 23).

The Swedish *Education Act (2010:800)* conveys in chapter 6, paragraph 7 that the responsible authority should ensure that measures are implemented to prevent that pupils are subjected to offensive or degrading treatment. Paragraph 9 also clarifies that the responsible authority or a staff member must not subject a pupil to offensive or degrading treatment (Utbildningsdepartementet, 2010). There is no mentioning of corporal punishment in the

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[22] My translation.

Swedish *Education Act (2010:800),* however offensive and degrading treatment could also entail physical abuse. The laws that regulate the offense of corporal punishment are the *Children and Parents Code (1949:381)*[23] and the *Swedish Penal Code (1962:700).*[24]

The *Children and Parents Code (1949:381)* states, in chapter 6, paragraph 1, that all children have a right to a secure and nurturing upbringing. Children should be regarded with respect for their person and individuality. They shall not be subjected to corporal punishment or other offensive or degrading treatment (Justitiedepartementet[25], 1949). The *Swedish Penal Code (1962:700)*[26], second division, chapter 3, paragraph 5, also applies on corporal punishment and reads "Thee who inflict physical injury on another person, sickness or pain or renders him or her to impotency, or any other such condition, is convicted of assault" (Justitiedepartementet, 1962).

The Scottish Parliament (2003) is through the *Criminal Justice (Scotland) Act 2003*, part 7 section 51, subsection 1, articulating that "where a person claims that something done to a child was a physical punishment carried out in exercise of a parental right or of a right derived from having charge or care of the child" the court will have to consider a number of factors before determining if that thus was the case, if it was "a justifiable assault" or not. The court must, for example, consider "the nature of what was done, the reason for it and the circumstances in which it took place". Subsection 3 elucidates what would, in fact, be considered illicit assault i.e. "a blow to the head", "shaking" or "the use of an implement".

Conclusively, based on the above, it is not completely illegal for a parent or guardian to assault their child in Scotland, subject to conditions in section 51. Hence, corporal punishment is recounted in the legislation by the Scottish Parliament (2000), *Standards in Scotland's Schools etc. Act 2000*. Section 16, subsection 1, reads that there is "no justification for [...] corporal punishment given by, or on the authority of, a member of staff to a pupil". There are no justifications for corporal punishment and it "would constitute physical assault upon that pupil". Subsection 4 declares that corporal punishment cannot be justified even though you are intending to avert danger of physical injury or private property (p. 7-8).

The reference found to discipline in *Standards in Scotland's Schools etc. Act 2000*, are outlined in section 40, subsection 3. It states that if a pupil is "suspended by the education authority [...] from a public school in their area" the education authority shall promptly provide alternative education for the pupil. Furthermore, section 41 suggests that both the pupil and the parent have the right to "appeal against exclusion from school" (Scottish Parliament, 2000, p. 17).

6.1.3   Policies and Codes of Conduct

The codes of conduct at the two schools are quite similar but the Swedish document is inclusive of a few more paragraphs than the Scottish document. The similar matters listed are to remove outer garments of clothing while in the school, to arrive on time with necessary equipment, to treat other people with respect. The Swedish school's code of conduct also entails bullet points regarding bullying and violence, smoking, chewing gum and eating sweets in the classroom and to keep mobile phones and mp3 players switched off during

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[23] *Föräldrabalk (1949:381),* translation from: http://www.sweden.gov.se/sb/d/574/a/27655.
[24] *Brottsbalk (1962:700)* translation from: http://www.sweden.gov.se/sb/d/574/a/27777.
[25] The Department of Justice.
[26] *Brottsbalk (1962:700).*

periods if they are not a part of the classroom activity. The Scottish school's code of conduct also includes: raise their hands before speaking, follow instructions at the first time given and enter quietly and remain in seat (*Code of Conduct,* n.d.; *Ordningsregler för anonym* n.d.).

The Swedish school does not have any other local policies than the code of conduct. Their discipline policy is conspicuously the Swedish *Education Act (2010:800).* The council[27], where the Scottish school is situated, have provided a discipline policy for all schools to follow in the area. It is composed by The Director of Education and Leisure Services (2003) and entitled the *Revised Standard Circular 8 - Exclusion of pupil from school.* The focal point of the council's policy is subsequently the matter of exclusion. In addition to this policy there are documents for the procedure of exclusion. Acceptable reasons for exclusions would according to this circular be: "to emphasise the limits set and help the child (and parents) to recognise the consequences of misbehaviour; and to maintain order/safety and prevent continued disruption to the learning of others" (p. 12). Moreover, supporting documentation to be used in conjunction with *Revised Standard Circular 8* includes a pupil support plan, lists for deciding targets and strategies, an evaluation form, and a document to schedule how to ensure curriculum continuity during the period of exclusion (p. 19-26).

In addition, the Scottish school has its own separate discipline policy with accompanying punishment exercises and conduct cards. The school's *Discipline Policy* (n.d.) states that "the aim is to develop a sense of self-discipline in the young people in order to create a climate in which effective learning can take place". Furthermore, "praise and rewards are as much a part of discipline as sanctions." The support of parents is also mentioned as an important factor in effective discipline and the code of conduct should be posted in all rooms (p. 1.). The policy advises that "punishment exercises should provide a learning situation rather than demand the repetition of lines" and lists examples of minor and major offences that will generate different sanctions (*Discipline Policy,* n.d., p. 6). The punishment exercises entail the pupil copying the code of conduct and school aims on a designated form. For a stage 2 exercise two additional paragraphs for copying are added, comprising of "the importance of good behaviour and manners" and standards (*Standard Punishment Exercise – Stage 1,* n.d.; *Standard Punishment Exercise – Stage 2,* n.d.).

The school's *Discipline Policy* (n.d.) also outlines the referral process. "When a teacher feels that an incident is so serious or when other sanctions have already been used without success, the incident should be logged (referred) and a brief description added on the conduct card. White conduct cards (stage 1) are filed in the school office". Blue cards (stage 2) are kept by the head of the year group concerned and "yellow cards (stage 3) are retained by the deputy headteacher. The Red cards (stage 4) are held by the Head Teacher". This process outlines the teacher hierarchy of the Scottish school outlined as follows: classroom teacher, principal teacher or head of department, deputy headteacher, senior deputy headteacher and headteacher (p. 2).

"Members of the Guidance team have a non-punitive role in the disciplinary procedure. They have an active role in familiarising themselves with their pupils" (*Discipline Policy,* n.d., p. 3). Each guidance teacher in this Scottish school is responsible for approximately 350 pupils (personal communication, Scottish guidance teacher, 24th November 2011) which compares to the contact or guidance teachers at the Swedish school, who were responsible for 15 to 16 pupils each (personal communication, Swedish teacher, 5th December 2011).

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[27] A Scottish government agency.

6.2 Discipline and the Teachers' Points of View

The teachers at the Swedish school associated discipline with orderliness, a peaceful learning environment, order and obedience. The word also had negative, traditional connotations of physical punishment "the old man that strikes with the ruler", fear, military order, submission and power. Discipline was, by one of the teachers, compared to self-discipline which had more positive connotations. Orderliness was the most frequent association of the Swedish teachers. Moreover, three out of five teachers gave the word *discipline* negative meaning but added more positive connotations after having elaborated on the subject. One of the teachers divided the concept into good discipline which meant "orderliness, that young people show consideration for each other" and poor discipline which was described as "generally chaotic".

The word discipline had a wider range of connotations for the teachers working at the Scottish school as their associations entailed; a calm and relaxed atmosphere in the classroom, respect, engagement and order. Also, encouraging pupils to follow rules and instructions, be organised and behave appropriately were connoted. Discipline was also considered a consequence of misbehaviour involving punishment. One of the Scottish teachers conveyed that "discipline has negative connotations I think but, really in fact, it is just how someone behaves within an environment". The connotations of discipline are that you have to be strict another colleague remarked.

Two of the Scottish teachers had the opinion that discipline "should be positive if possible, some more encouragement than punishment". Communication of guidelines, having clear instructions and that everybody knows what is expected of them were also deemed important in association with discipline. Furthermore, one of the Scottish teachers described self-discipline as the foundation of discipline. She conveyed that self-discipline is "absolutely essential it underpins learning and teaching. If kids are not self-disciplined, which they are often not, sometimes it is our job to help them to get that way. There has to be a certain ethos of discipline for those children so that learning and teaching can take place".

Both the Swedish and the Scottish teachers were opposed to ever administering a physical punishment. Moreover, three of the Swedish teachers and one of the Scottish teachers referred to the laws against corporal punishments. "I tease the kids. I say to them 'I do not like children bring back the belt. Stop smiling; I do not like happy children'. I do, I tease them, but no, no. No physical punishment" one of the Scottish teachers exclaimed. "Oh my god, it's disgraceful, it's an outrage" was another reaction to the question.

6.3 Countering Indiscipline

6.3.1 Consequences and Disciplinary Actions as a System

Most of the Swedish teachers hesitated when they were asked if there was a disciplinary system in place at their school, but suggested that the directives in the *Education Act* (Ministry of Education[28], 2010) could be considered a system for dealing with indiscipline. They did, however, not see a clear-cut system where a specific behaviour leads to a specific consequence or an enhancement of sanctions and consequence. Conversely, all of the Swedish teachers participating in this study did, in similar ways, describe the procedure they would normally follow should a discipline problem occur. The Swedish teachers explained

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[28] Translation of Sw. Utbildningsdepartementet.

that if a disciplinary issue arose they would initially address the pupil. If speaking to the child proved unsuccessful they would instead contact the parent, via phone or email.

The majority of the Swedish teachers stressed that the one of the most effective measures was contacting the pupil's parents. Supposing that contacting the parent would not have an impact, eventually a pupil welfare conference would be arranged, where pupil social welfare staff, guidance teacher and principal are present along with the pupil and parents in question. The pupil welfare conference was not considered to be a disciplinary action by the Swedish teachers as problems, other than disciplinary issues, could be addressed in these conferences. However, three of the Swedish teachers acknowledged that any other issues the pupil might have would likely be connected to discipline as well.

The Swedish principal was quite convinced that a system for discipline existed. "It is about a certain attitude; today we are disciplining pupils through a form of conversation or dialogue and perhaps shame, of not belonging. You should somehow integrate yourself and conform by understanding how to behave." The principal elaborated;

> We discipline the young people through dialogue in Sweden today. We talk and talk and talk. Some young people switch off and they do not listen. I can imagine that for them, just for them, it would be good if there was a clearer system of discipline, but now there is not. And it is obvious that it is our way in a democratic society to work that way too, to work with the understanding, reflection and analysis of 'what I do' and 'how I can influence'. This is also the norm we follow when working with pupil welfare conferences. We try to encourage pupils to set out goals for their schooling, what they want and what help and support they need to reach their goals. It is about putting the pupil in the driver's seat of his schooling [...] I believe that you see the effects of the talks but there are certainly those who think the process is too slow.

The school's code of conduct was also mentioned by the Swedish teachers as potentially part of an implicit disciplinary system but, there were no exact consequences for the pupils if they decided not to conform and not to follow the rules. Another problem that was addressed by the teachers was that all of the teachers at the school did not consequently follow the rules in the code of conduct which was thought to potentially weaken the influence of the rules. The Swedish teachers all acknowledged the advantage of working together but some also admitted to not meticulously following all of the rules themselves. The most common consequence for a pupil having not complied with the code of conduct would, according to the Swedish teachers, be for the pupil to be asked to leave the classroom and wait outside. The teacher would later speak to the pupil and contact his or her parents if the issue remained.

Part of the potential informal system, which could affect the classroom discipline, observed in the Swedish school was copies of the school code of conduct posted on the walls of the classrooms. Also part of a conceivable implicit system was: pupils raising their hands to get permission to speak, pupils standing behind their chairs when entering and leaving the classroom (but not in all classes), and pupils waiting before they get to leave the classroom. Furthermore, timings of the period were written on the white board. The groups were smaller, normally 15-20 pupils and sometimes fewer. In one group there were only three pupils attending, however, this was an oddity rather than a norm. The group sizes can be considered a factor of discipline management as compared to the Scottish school's group sizes, which varied from 21 to 31 pupils, were considerably smaller in the Swedish school.

Additional methods the Swedish teachers mentioned for dealing with indiscipline were to ask the pupil to leave the classroom or, as an extreme measure, exclude the pupil from school. The teachers stressed that it would be the principal's decision to exclude a pupil and that

substituted education must, in that case, be provided for the pupil. The principal of the Swedish school described that "in the new *Education Act* the consequences can be escalated based on the offence committed, but I do not think that we are yet used to these measures." The principal described the disciplinary system further; "the idea is that the guidance teacher has a relationship with the pupil that we can build on. We are also in frequent contact with parents. In extreme cases we can practise exclusion, which we have not done yet." The decision to exclude a pupil from school must be made by the principal. Before excluding a pupil it is, however, necessary to investigate the circumstances and perhaps apply other actions before this measure is taken, the Swedish principal explained.

> But today we can exclude a pupil which was completely unthinkable before due to compulsory schooling. But now this has been implemented. It is therefore obvious that we in Sweden recognise that we have disciplinary issues in school. Such is my interpretation; the government thus gives us more power to discipline pupils unambiguously. Additionally, we must offer equivalent education to the suspended pupil, which has been defined as five hours per week.

Three of the Swedish teachers expressed their doubts regarding sending the pupil out of the classroom as they, at the same time, were responsible for him or her. Only two of the Swedish teachers described using this method, however, not frequently. The principal and one of the teachers did however stress that pupils in secondary school are expected to be responsible for their own actions even though the school has a supervisory responsibility. The principal also pronounced that expulsion would be a serious measure on the teachers' part. Also mentioned was that there lies a problem in expulsion as well, as there are other pupils on break outside of the classrooms.

Moreover, the Swedish teachers mentioned the possibility to confiscating interruptive effects, such as mobile phones, based on the *Education Act (2010:800)*. After warnings they would all eventually confiscate the mobile and the pupil would get it back at the end of the class or at the end of the school day. "Most of the time a warning is enough" one of the Swedish teachers explained. Another Swedish teacher was very much against any kind of punishment, especially detention, whereas one of her colleagues was leaning towards the need of more sanctions or disciplinary actions.

The Scottish school has a detailed disciplinary system that all of the teachers were well informed of; however, they had slightly different opinions of the policy. One of the deputy headteachers explained the discipline system and the school discipline policy as follows:

> It starts with the informal processes that a classroom teacher can exercise. If you are just observing a child misbehaving often a look is enough. If you do the informal stuff and that does not work, you go to one of our punishment exercises. If that does not show a change in behaviour, the next lesson or so, it goes up a level as punishment exercise and that would usually bring in the head of department. The idea is that it is dealt with primarily at low level in the classroom and if that is not working it moves to the principal teacher of that subject. If that is not producing the desired effect, the head of department would consult with the deputy head via the conduct card which is a reference for referral process.

The deputy headteacher would at this stage negotiate with the head of department, i.e. one of the principal teachers, how to deal with the situation. The deputy headteacher continued:

> Usually at that point we would be involving the parents either by letter, by phone or if necessary by interview in the school. If that does not particularly work the sanctions become greater. Either through after school detention or, if that does not work, you go to the formal sanctions so; exclusion from school for a period of time. If it has gone through classroom teacher, principal teacher, deputy

headteacher and we are not really getting anywhere that is definitely where I would be consulting with senior deputy headteacher about other alternatives we need to look at because the child is not coping with, what we would call mainstream education, just your normal secondary school.

The senior deputy headteacher added that there is a clear process advised by the council[29] regarding discipline in schools. The council has a discipline policy and the schools must be accountable to the council. The school itself can, however, decide on how to handle low level discipline.

The deputy headteacher stressed the importance of when working with a "disciplinary system you always have to reassure yourself that you are doing the right thing. It can never be an emotional process; it is about taking the right decision for the interest primarily of the child." When applying the disciplinary actions the Scottish teachers mentioned warning the pupils before giving out a punishment exercise, explaining to the pupils what they need to do to avoid the exercise being given. One of the teachers said "I would usually give them a couple of warnings and I would only give it if they continued to misbehave or if they refused to cooperate". Three out of five of the Scottish teachers mentioned that they try to avoid using punishment exercises and instead try to speak with the pupil. They did however consider the punishment exercises useful "if you have got somebody who you know refuses to improve or cooperate then you have a standard punishment".

Moreover, the Scottish teachers had slightly different views on the effects of punishment exercises. One of the Scottish teachers said that "sometimes we do have to use power I suppose if you like to make sure that they behave in a respectful way and that there are consequences if they do not". She also emphasised the need of having a discipline policy to fall back on and for instance use the punishment exercise as a threat rather than just giving them out. Two of the teachers stressed the importance of giving the pupils a choice and a chance to backtrack. "I would always do that first, allow kids to take a step back because sometimes they get themselves so entrenched in a situation that they do not want to [...] normally, nine times out of ten, they will do what you ask" one of the Scottish teachers explained.

Another Scottish teacher also believed that the exercises filled their purpose as a punishment or threat but added that "I do not think that they help the pupils, I do not think it is useful in terms of learning but it is good to have threats, consequences if they will not cooperate." Another teacher commented on the punishment exercises by explaining that "for some children I do not know them to have much of an effect or an impact. A child on that path, so to speak, who has been given exercise after exercise, how effective are they for that child? I do not know, but for others they are effective. It depends on the child and the situation and a number of factors I think". A third teacher had a similar reasoning "if it is a pupil that generally behaves well and they just need their behaviour brought in line it works. If it is a continued thing, one after the other, it loses its impact." The least experienced teacher in this study did consider the disciplinary system helpful.

One of the Scottish teachers also described a positive outcome of using a conduct card as punishment "the good thing about the conduct card is that they have to leave the room to get it and that gives you a little bit of time to wind down, it gives them time to wind down". One of the teachers had decided not to use punishment exercises at all. This teacher did, however, still use part of the system via the conduct card and explained that "if somebody did

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[29] A Scottish government agency, similar to Swedish municipalities.

something really, really bad I would send them for their conduct card, if it was bad enough [...] but I do not do it very often". A serious issue would have been "if a kid swears at you or swears at somebody else". This teacher also emphasised that she preferred speaking to a child instead of punishing him or her, which was a consensus amongst the majority of the Scottish teachers.

Similarly, two of the Scottish teachers emphasised the function of the teacher hierarchy in the school. They said that the different levels and layers of the school were quite useful as the pupils perceive the hierarchy "and if we are not getting anywhere we would take it up to the assistant heads [...] that is really useful, that really helps. The kids see it getting more and more serious as it goes". The desired effect was apparent to this teacher especially when a matter reached the deputy headteacher or the headteacher and this is also, if not before, when the parents are involved. The senior deputy headteacher and deputy headteacher also emphasised the importance of communications within the school, amongst teachers, and communication with the parents; "keeping them posted as to what we are doing and why we are doing it. You need trust and fairness to underpin a disciplinary system, if you lose that you are going to struggle. Hence we must rely on keeping people informed" one of the deputy headteachers explained.

The potential systems, observed in the Scottish school, which could affect the classroom discipline were: the wearing of school uniforms and smart attire, pupils raising their hands to get permission to speak and pupils waiting before they were granted permission to leave the classroom. School aims and code of conduct were also posted on the walls and bells indicated the move from period to period, without breaks in between (except for 15 minutes in the morning and 45 minutes for lunch). Furthermore, all periods were exactly the same length (50 minutes) and the pupils were not on first name basis with the teachers.

In the senior deputy headteacher's and the deputy headteacher's opinion, the toughest thing they have to do, as part of their roles, is to bring a parent in to the school in order to exclude a pupil. This would only happen in serious matters of indiscipline such as "if a child swears at a member of staff" the senior deputy headteacher explained. They always try to keep the number of days to a minimum to pass on a message a certain behaviour is not accepted. The deputy headteacher established that "you are not trying to disrupt the child's education". It is supposed to be a clear formal message and 10 days of exclusion is the maximum for one single incident, for example: maliciously setting off the fire alarm would generate the maximum punishment.

The deputy headteacher experienced that exclusion has an effect on pupil behaviour "generally at the very least they will conform to our standards for a period of time thereafter, weeks, months or whatever so generally I would say it does work. Like any establishment [...] we have these kinds of situations but it is rare for us to find someone who just genuinely will not conform." There was also mentioning of the extended support team that could assist. Furthermore, a weekly meeting where the staff is able to, at a professional level, discuss children with these types of severe disciplinary issues, to try to reason out the best course for them, was mentioned.

If a pupil was using a mobile phone in a disruptive way, all of the Scottish teachers agreed that they would confiscate the phone if the pupil was not submitting to a reprimand or warning. One of the teachers illustrated the course of action as follows:

> I would normally give them a warning, ask them to switch it off or put it away. The discipline policy says that we should take it away from them if they have mobile phones in class but I have only had to do that very few times. If they refuse I would take the phone from them. They get it back, usually, at the end of the day from their head of year.

The Scottish teachers' views differed on whether the mobile phone was a great issue or not. One teacher expressed worry and said there are "a lot of problems with phones because they could take your picture and they could record you". Another teacher did not notice the problem very much but described similar issues with music players instead.

6.3.2 The Teachers' Supplementary Strategies when Countering Indiscipline

Other strategies the Swedish teachers indicated that they used to maintain discipline and to prevent and handle indiscipline were; rearranging the pupils' seats in the classroom, reminding the pupils of keeping noise to a minimum and asking a pupil not paying attention a direct question. Also mentioned was pointing to curriculums, letting the pupils evaluate their own behaviour and talking to the pupil outside of the classroom. Giving the pupils a telling-off sometimes, but not too often, was also suggested helpful.

To build a relationship with the pupils was considered important by the Swedish teachers. Moreover, a good relationship could, according to two of the teachers, be achieved by remembering personal details about the pupils. One of the teachers pronounced that finding a common interest can be the key to a good relationship with a pupil, which was illustrated through the following anecdote:

> An example is a boy, who I did not teach when he was in year seven, but there was a lot of trouble surrounding him and we had several conflicts. Then I began teaching him in year eight and nine and we found that we had a common interest in cars and we became really good friends [...] when you walk by and just mention something, it creates a personal relationship. If you have a good relationship to them, they listen considerably more to you.

Additional methods applied to prevent indiscipline suggested by the Swedish teachers were: having a clear purpose and goal of the course work, explaining assignments thoroughly and carefully planning lessons. Moreover, to see every pupil in the room and acknowledge their presence was deemed important by one of the teachers. Another recommendation was to up the tempo, if they have to take a lot of notes they do not have time to misbehave. Also, more formal structures were mentioned by the Swedish teachers as the routine that the pupils stand behind their desks when they enter the classroom and do the same when they are about to leave a class and raising their hands to answer questions. When you know your efforts are being assessed and by that particular teacher the grades have an apparent effect as well, one of the teachers explained.

Observed methods used by the Swedish teachers to counter indiscipline were for instance: the teacher moving around in the classroom while lecturing, giving pupils stern looks and reminding them to raise their hand before speaking. The Swedish teachers were also using comments such as "shh" and "quiet", as well as clapping their hands, to raise attention. Constant reminders such as "be quiet now" were given and the example of directly addressing a noisy pupil with a comment "if you do not want to be here you are welcome to leave" was represented. Some of the Swedish teachers also commented on the late arrival of pupils by counting the minutes and noting them down in the presence report, visible to parents online.

From the Scottish teachers there were plenty of suggestions on how to counter indiscipline, but they primarily mentioned actions taken to prevent indiscipline. One of the principal teachers stressed that "you have got to come in and you have got to be prepared". Failing this the pupils will notice and you can therefore lose order in the classroom as "the pupils are not on task and you have not organised what they are to do. Then you have to stop to think about it, and that just leads to disruption and disorder within your class". You have to keep the pupils on task and make sure that they are occupied and working towards deadlines. The lesson also needs to be "targeted at the right level" the principal teacher said.

Furthermore, creating a peaceful and creative atmosphere in the classroom, building relationships with the pupils and to let the pupils know what to expect were actions recommended by two of the Scottish teachers. Also mentioned by four of the Scottish teachers was setting out rules from the start. Moreover, letting the pupils know that "we have got high expectations" and making sure that the children feel like they are being fairly treated were mentioned. Two of the Scottish teachers said that "respect has got to be at the heart of it" and one of them explained this further: "if I go into my classroom, and say I do not set up for them good conditions, then why should they respect me? I think that is my responsibility, but I hope that they will respond".

Positive discipline was also addressed in the interviews, and one of the Scottish teachers said "if there is someone that has had a reputation of misbehaving in class but they have actually pulled their socks up, and they are now focused, I think it is important to say to them that they have done it and that you have seen that improvement". One department had put into place a system of phoning the pupils' parents for commendation; "if kids get three merits you phone home and we tell their parents that they are doing really well in school, so that is the opposite thing. What I find is that most of them are quite surprised [...] they are expecting that if you are going to phone then there is trouble. We sort of turned it around [...] I think it is the same sort of spectrum, how do we get kids to engage in learning, that is what after all discipline is all about". One teacher also stressed that encouraging good behaviour is essential. "I have used rewards in the past like stickers and things for good behaviour. They seem to like that."

All of the Scottish teachers agreed that certain disciplinary actions and sanctions are necessary to maintain a disciplined learning environment. These did not have to be formal actions but could be informal things such as telling the pupils' off but "raising your voice does not always work, sometimes a lower tone but directly to them works really, really well". Moreover, holding the pupils back for a couple of minutes or moving seats in the classroom were strategies mentioned by the Scottish teachers. Detention was mentioned by a principal teacher and a deputy headteacher as an additional disciplinary action. Detention, "usually that is something you sort yourself or it would be the department that would sort it" if they for instance have forgotten to do their homework they can do this at lunch time, the principal teacher explained. Two of the teachers explained that they would ask the pupil to wait outside the classroom and go and have a quiet word with him or her.

Different informal methods to gain attention or silence were used by three of the Scottish teachers. One method was based on the teacher putting a mark on the board and the teacher would say to the group that "you keep talking when I am telling you not to. I am going to put a mark up [...] and that indicates a minute. That is a minute after the bell because of the noise you are creating". She also described another way of using the method, "I will put kids' names up [on the board]. I will do a lot of things before I do a punishment exercise". A

method frequently referred to, by the Scottish teachers, was "the magic arm" and they explained it as follows: "you put your hand up and they have to put their hand up when they are ready to listen". "You put your arm in the air, say they are all sitting working and they are chatting together, I do not shout, 'be quiet, be quiet'. I do not do that. Just put your hand up in the air and then one of them sees you and eventually they all see your hand goes up, and they all stop and it is lovely. It is like Chinese whispers."

The methods, visible to the observer, that the Scottish teachers used in order to handle indiscipline, were to address the class or a specific pupil by uttering "ssh", "stop talking", "no one has permission to talk, first year" or similar comments. Pupils were also asked to wait behind or to see the teacher outside of the classroom when having trouble to comply with the rules set out. Examples of teachers counting down or counting minutes, to gain the pupils attention, were observed as well as the "magic arm" method and changing the seats of pupils. Stern looks, having a quiet word with the pupil or the threat of a punishment exercise were methods also applied. Encouraging comments as "you get a happy face when you do your work" or "I will go round and check your work" were heard, as well as the teacher emphasising "we are in here to work". Another teacher brought attention to when there was a level of talking conducive to learning.

6.3.3 Examples of Issues and Indiscipline

The Swedish teachers had varying opinions on what constitutes the most disconcerting disciplinary issue. One of the teachers mentioned inappropriate talking and the fact that many pupils are easily distracted. The teacher explained that "if other children are outside on breaks they look out the window". Mobile phones were also considered disruptive. Moreover, the issue of physical fights were raised. However, one teacher added that "bullying, through looks and comments, can be just as bad". The main issues addressed by the Swedish teachers during classroom observations were: inappropriate talking or level of noise, pupils not doing the work and pupils not having the right equipment and late arrival.

Hazardous objects were also mentioned in one of the interviews even though possibly not that common, a gun had once been brought into the school. Another teacher, at the Swedish school, considered the worst issue to be "pupils only showing respect when they have got something to gain from it themselves". Also, disrespect amongst pupils was accentuated. "The worst is when you see a pupil who misbehaves and you confront them and they lie to you. It is also very frustrating when you reprimand a pupil in the corridor and they do not take you seriously". A personal illustration of a startling moment was given by one of the Swedish teachers:

> The worst situation I have personally experienced was the first or second year I worked as a teacher. I needed to get a pupil out of the classroom that really did not want to step outside, really did not want to work and did not want to do anything. He got so furious with me that he... because I attempted as well to move him outside. It was the worst thing he knew because he was afraid to miss what happened inside the classroom. It was a prestige issue for him. He was cornered; he could not get anywhere. I was after him and got too close. Then he threw a desk at me instead, to get away from me, and it was a really horrible experience. Partly because I was afraid of what might have happened and partly because I knew I had offended him. Also, because I had put him in a situation that he could not handle. I was also worried about the relationship with the others in the group. What will happen the next time I come in here; will anyone else try the same thing? What will the consequences of this be? It was unpleasant.

Four out of five of the Swedish teachers agreed that indiscipline was a greater problem in the corridors and break areas, than in the classroom. These teachers also experienced it harder to address pupils who they did not personally know, to discipline or talk to in the corridors. These experiences emphasise the importance the teachers gave the relationship to the pupils, in terms of teaching and disciplining children. The Swedish teachers found it easier to interact with pupils known to them in the corridors, with these pupils they had built a relationship of trust and respect.

As established, some pupils did not show respect for the teachers just as adults and the Swedish principal expressed that "if discipline is about the conversation and the dialogue, then it is about a relationship that becomes difficult in such a large unit" as a school. All pupils may not transfer this [respectful relationship to other people] automatically. They have to personally get to know every adult, one by one, instead of transferring respect from one [known] adult to another [unknown adult]". The principal acknowledged that there were not any simple solutions to this issue and not only the parents are responsible "it is about a collective attitude in the community".

A majority of the Scottish teachers in this study were predominantly concerned with low level indiscipline. One of the Scottish teachers described low level indiscipline as "chatting, maybe not bringing jotters, pencils. Some would say they are not even disciplinary matters but they do halt learning [...] it is disruptive." One of the most frequent issues was in fact, according to one of the Scottish teachers, that "in a class you will get kids talking. That is my pet hate; they are talking when they should not be talking". Another teacher was also convinced that low level indiscipline such as "swearing, making noises in class, disruptions in the class" were the main issues. The main issues that were addressed by Scottish teachers during class, witnessed through classroom observations, were: inappropriate talking or level of noise, pupils not doing the work and not having brought the required equipment. Also, the absence of work ethics was denoted by one of the teachers and pupils stealing, spitting and swearing at teachers were emphasised as concerns. One of the interviewees described her worst experience with an emotional pupil which happened about 15 years ago:

> I had a boy, and he got very, very upset and he threw the desk and then threw the chair at me. I just moved out of the way but that was dealt with. I just think he got very, very emotional and very, very angry [...] I think he got suspended from school for a couple of days, but that was a long time ago.

Another teacher described how she had had a pencil thrown in her face quite recently which resulted in the consequence of a conduct card. Disrespect and pupils not cooperating were hence also identified as issues. The worst is "when somebody refuses to do anything that you say, being rude back to you just saying 'I am not doing that' [...] ignoring you". Additionally, bullying was raised as a major issue by two of the Scottish teachers. One of them said "I think the one that concerns me most personally, is the bullying issue not specifically in this school but in education as a whole it is quite difficult as a classroom teacher to monitor bullying and to be, to be sure that everyone is behaving respectfully towards each other."

6.3.4 Causes of Indiscipline

Two of the Swedish teachers in particular emphasised that there is usually an underlying reason as to why a pupil is behaving in a certain way. Indiscipline can be the expression of many different problems. One of them pronounced that there cannot be too high demands put

on some pupils. "You have to see to the individual pupil who may have the right to behave differently from the others. It is very important that you then have a relationship with the pupil" thus you will know what requirements they have and what they can handle. Another teacher emphasised the complexity in the issues of discipline and indiscipline as "it is not just someone being cheeky in class they could have a diagnosis, or perhaps should have one, or just have some difficulty in life, a crisis or potentially having difficulty understanding the assignments".

Also two of the Scottish teachers called attention to the underlying reasons as to why a pupil is misbehaving. There could be potential issues in the home or issues with their peers. A major issue was described by one of the Scottish teachers:

> The pupils are just not interested in school, not having support at home. They come to school and they do not have manners, the parents do not think that school is important so they do not think it is important, they think they can get away with anything, they are rude to teachers, and they do not have any respect.

Furthermore, the senior deputy headteacher stressed that "there is usually an underlying reason" and the deputy head teacher elaborated on the subject giving the separation of parents as a common issue for the child acting out. Also, if their "home life is a shambles" or "they have their own emotional issues" or "your medically recognised conditions" could suggest that the child is going to struggle. This is complex and "most of the time there's a reason for the child doing what it is doing" he continued.

6.4   Ways Forward to a Better Learning Environment

The Swedish teachers had different suggestions of what would lead the way forward to a better learning environment. Two of them, however, agreed on the fact that no further sanctions or punishments were required to accomplish an affluent learning environment. Amongst the different suggestions, from the Swedish teachers, were for the pupils to listen more to each other, to be curious and ask each other questions. The confidence for the pupils to do so would be achieved by creating a secure classroom environment. Smaller groups, or to keep the groups the current size and not let them expand was another idea. One of the Swedish teachers was convinced that the pupils have to become more goal-oriented and realise how important school is to make an impact. This would be achieved by setting higher standards; demanding good results and push the pupils to be at their best. The marking system is the way forward to manifest this.

Also, standardising rules and routines in all groups was mentioned as something to improve discipline. Finding a dialogue with the pupils and together decide what is a good learning environment for them was advocated. As long as the pupils do not agree on the rules they are not interested in conforming was the opinion of one of the Swedish teachers. To try to use mobiles and computers constructively instead of having these objects create conflicts was also added. The Swedish teacher also recommended more cooperation and more adults working with the children. Making the pupils feel safe and making sure that they get the help that they need "if you are frustrated about your situation there is no wonder that you let off steam and act out" the teacher explained. More time would give us the opportunity to be better prepared for classes and communicate better and more often with the children. If we were better prepared and more professional we could create a better learning environment, another one of the Swedish teachers proposed.

The Scottish teachers also had different recommendations regarding the way forward to a better learning environment. One of the Scottish teachers believed that the way forward "is for everybody to realise that we are all on the same side" and she continued "I think the best way forward is just to have a happy place where kids feel happy. Where they feel that if they have a problem they can speak to you, they can trust you and they feel secure. Then [...] they want work here [...] I want them to be excited about coming here". One of the younger teachers suggested that more merits should be used and positive reinforcement should be practised, that a system of merits and demerits would be the way forward. Another proposition was for all to take more responsibility for teaching social skills as well as academics. The parents' responsibility was also stressed along with the teachers' "I think teachers can be guilty as well for spoon feeding them and not giving them credit for what they know" one of the teachers remarked.

Mentioned also was to be clear in order for the children to be clear of what is expected of them. To be consistent was also considered important and one of the teachers stated "I think that if the lessons are interesting, you know the two things go hand in hand, the foundation of good teaching to me is good discipline and the children can come in and know that there are boundaries set. I think you have to set boundaries for kids and for learning because there are a number of children, if you have got one or two children fine, if you got 32 children or 33 you need to set boundaries".

The Deputy Headteacher also said that "the easiest thing to say is improve facilities and resources to make the educational experience more meaningful for the child having said that a good classroom teacher can have a wonderful lesson with 30 pieces of paper and 30 pencils. I think that the teachers need to be trained adequately and they need to have suitable resources there. Much of it is just the adult having an understanding of the young people that they are engaging with. I do not think there are any real magic bullets for education, I think if you can engage with the young people and use a bit of personality as well they will have a meaningful experience." The relationship is crucial and "if the curriculum is right for the child you will reduce indiscipline".

7   Discussion

7.1   What Are the Teachers' Views on Discipline?

The Swedish teachers conveyed more negative connotations of the word discipline than the Scottish teachers. Some of the Scottish teachers, however, professed negative associations and one of the Swedish teachers discussed the more positive features of self-discipline. Also, one of the Scottish teachers discussed self-discipline as a condition for discipline and learning. To the Scottish teachers the concept of discipline appeared more recognisable and a wider, more personal, range of associations emerged. Both groups of teachers thought of discipline in terms of order and a peaceful learning environment. In contrast, Foucault (1975) suggests that "the disciplines are techniques for assuring the ordering of human multiplicities". Moreover, discipline involves making the most out of the communal power in a cost effective sense, exercising different methods of discipline when necessary (p. 218:221). These techniques suggest the connections of order and discipline as a system.

One of the Swedish teachers, and two of the Scottish teachers, mentioned good and positive discipline respectively. The different positive meanings of discipline were thus orderliness,

consideration and encouragement. Encouragement can be associated with Skinner's (1968/2008) behaviouristic theories, operant conditioning and reinforcement techniques where correct behaviour is rewarded. The Scottish teachers also declared communication of guidelines a part of discipline, which in turn, conveys Vygotsky's (1934/1986: 1978) ideas regarding the importance of speech and communication in learning which by extension are integrated with discipline.

In the English language there is emphasis on rules and control, a code of behaviour, using punishment, to correct disobedience, as well as self-discipline when defining the word discipline. Maintaining order, obedience, but also (physical) punishment is associated with the word in the Swedish language. The definitions intermingle but there are slight differences, such as self-discipline being a separate word and order being the main synonym of discipline in Swedish (Encyclopædia Britannica online; Oxford Dictionaries; The Swedish National Encyclopaedia online, n.d.; The Swedish Academy, 2006). These definitions coincide with both the Scottish and the Swedish teachers' connotations although the teachers connect discipline to pedagogics by including a peaceful learning environment, aside from positive reinforcement and communication, in their references to the word.

Discipline as punishment was mentioned by the Scottish teachers whereas the Swedish teachers reached further and added power, submission and corporal punishment. According to Foucault, (1975) discipline, with emphasis on maximum productivity, is also required to control a large group of people and to make sure that work is efficient, which could be applied to a school. Furthermore, discipline needs to control the individuals employed by the greater unit, the school or the factory, and their potential rebellion against the power and control of the unit. Power that demands submission but physical violence is, by Foucault (1975), separated from the power of discipline.

Both the Swedish and the Scottish teachers were opposed to ever administering a physical punishment. Moreover, three of the Swedish teachers and one of the Scottish teachers referred to the laws against corporal punishments. The Swedish *Education Act (2010:800)* protects the pupil by declaring that the responsible authority should ensure that pupils are not subjected to offensive or degrading treatment by a member of staff. There is, however, no exact mentioning of corporal punishment in the *Education Act (2010:800)* itself (Utbildningsdepartementet, 2010). In Sweden children are instead protected against corporal punishment by the *Children and Parents Code* and the *Swedish Penal Code* (Justitiedepartementet, 1949:1962). Scottish children are explicitly protected against corporal punishment in school through *Standards in Scotland's Schools etc. Act 2000* (Scottish Parliament, 2000). The *Criminal Justice (Scotland) Act 2003* does not protect children as some physical punishments can be "carried out in exercise of a parental right" and could be deemed "a justifiable assault"(Scottish Parliament, 2003, part 7 section 51, subsection 1).

7.2   How Do the Teachers' Ways of Countering Indiscipline Compare?

The Swedish teachers, participating in this study, were hesitant when describing the disciplinary system of the school as it was not a formal and established system as such. However, the *Education Act (2010:800)*, chapter 5 in particular, was considered to supersede a disciplinary system even though a formal connection between misdemeanour, sanction and consequence was not fully recognised. The Scottish school, on the other hand, had a detailed discipline policy in place (*Discipline Policy,* n.d.). All of the teachers were aware of the

policy, however, they utilised it in slightly different manners. A majority of the Scottish teachers considered having the discipline policy to fall back on helpful. Furthermore, part of the Scottish school's discipline policy entailed punishment exercises and conduct cards (*Discipline Policy*, n.d.).

A more extreme measure for the Swedish teachers would, in comparison, be to ask the pupil to leave the classroom for the remainder of the period. All of the Swedish teachers were not entirely comfortable doing this and it was only done on rare occasions even though expulsion is listed in the *Education Act* (Utbildningsdepartementet, 2010). Detention was considered a less formal approach in the Scottish school, compared to the Swedish school, and even though part of the disciplinary process detention was not described as a method frequently used in either establishment.

The word discipline is not present in the governing documents of either country. However, there are references to security and to a peaceful learning environment in the Swedish *Education Act (2010:800)*. Furthermore, the Swedish formal disciplinary process is outlined in the *Education Act (2010:800)*.Additionally, in the Scottish school the council's and the school's discipline policies cover discipline as an aspect of teaching and learning (*Discipline Policy*, n.d.).

All of the Scottish teachers were not utilising every measure outlined in the school's discipline policy but the advantage of having a policy to fall back on was mentioned. The punishment exercises were deemed to have an effect for some pupils, whereas for others the effect was considered doubtful. A majority of the Scottish teachers agreed that they would rather speak to the pupil than apply sanctions of a more formal descend. Communication, amongst teachers and between the school and the parents, was also highlighted by the deputy headteacher, which in a sense is a sociocultural approach. Moreover, frequent communication with parents was part of the structure in both the Scottish and the Swedish school. The school should, according to the Swedish curriculum, in partnership with the home also promote the all-round personal development of pupils into active, creative, competent and responsible individuals. As a result, a close co-operation between the home and school must exist (Skolverket, 2011, p. 10-11). The support of parents is also mentioned to be an important factor in effective discipline (*Discipline Policy*, n.d, p. 1.)

Moreover, staff in Scottish schools in general also "emphasised the importance of regular contact with pupils' families" when creating a prosperous learning environment in control of indiscipline (Munn et. al., 2009, p. 87). An implicit system of disciplinary actions was present in the Swedish teachers' descriptions. They all described that they at a case of indiscipline would first speak to the pupil and if necessary contact the parent of the child. Contacting the parents of the child was regarded to have the greatest impact and effect on misbehaviour. The Scottish teachers also mentioned similar codes of action. The aspects of potential implicit disciplinary systems, observed in the two schools, that were similar were the facts that: a code of conduct was available on the walls of most or every classroom at both schools, as advised by the Scottish school's *Discipline Policy* (n.d.), similar to other Scottish schools (Munn et. al., 2009, p. 81:83).

Eriksson and Hymander (2007) consider the Swedish governing documents having a sociocultural approach. They also claim that in England established rules are followed and various forms of rewards and punishments are used based on a behaviouristic model. In Swedish education, however, pupils are simply expected to accept responsibility for their

actions and to behave in an appropriate manner (Eriksson & Hymander, 2007). Their conclusions, comparing England to Scotland, are hence similar but not entirely in accordance with the results of this paper. The Swedish pupils in particular are, according to the teachers' responses and governing documents analysed in this study, not expected to handle discipline on their own. This difference could be an effect of the revised Swedish governing documents.

The principal of the Swedish school in this study recognised a system of disciplining pupils through dialogue and a solid relationship which was affirmed by the teachers as an implicit system. The dialogue as part of a child's development and understanding is a sociocultural approach based on Vygotsky's (1934/1986:1978) theories of the importance of communication. Moreover, Säljö (2000) conveys that morals and ethics are also shaped through communication. Säljö (2000) is convinced that the dialogue of the pupil and the experienced teacher or peer must always exist, as it is in this dialogue that knowledge is created. The principal considered the Swedish school's disciplinary system built on a constant dialogue with the pupils as part of a democratic society and the Swedish curriculum conveys that "education should impart and establish respect for human rights and the fundamental democratic values on which Swedish society is based" (Skolverket, 2011, p. 9).

The aim was, according to the Scottish deputy headteacher, to handle low level discipline in the classroom and to employ the in house hierarchy, i.e. conduct cards for referral, for more serious matters. Parents would also be contacted if necessary. Foucault (1975) claims that rank, class, hierarchy and supervision are elements of discipline perceptible in the secondary school. This hierarchized system did not exist in the Swedish school except for the step from teacher to principal. The lack of hierarchy could potentially affect the discipline in the Swedish school as this is also tightly bound with the superficial professionalism of teachers. The hierarchy was accentuated as especially useful by two of the Scottish teachers.

The formal sanction of exclusion would be an extreme measure in both the Scottish school and the Swedish school. Regulations regarding exclusions were listed in *Standards in Scotland's Schools etc. Act 2000* and in the council's *Revised Standard Circular 8 - Exclusion of pupil from school*. Furthermore, exclusion, which is incorporated in the Swedish *Education Act (2010:800),* was mentioned as an applicable sanction by the Swedish respondents. The sanction was only to be applied for a short period of time, in both countries. Exclusion was not frequent but happened a few times a year in the Scottish school, to compare to the Swedish school where the sanction had not yet been applied. Skinner (1968/2008) emphasises that a core in human behaviour is rewards and punishment. He advocates, however, that aversive control, or punishment, should be used efficiently if used at all, as seems to be the case of exclusion in both the Scottish and the Swedish school.

The major differences in the implicit systems observed were that in the Swedish school the groups were smaller, normally 15-20 pupils. The group sizes can be considered a factor of discipline management as compared to the Scottish school's group sizes, which varied from 21 to 31 pupils. There were also bells indicating the move from period to period and no breaks in between periods in the Scottish school. Time-tables and regular activities are deemed important when trying to, through discipline, maximise the efforts and results according to Foucault (1975). In the Swedish school the teachers considered indiscipline a greater issue in corridors and break rooms than in the classroom. Furthermore, a problem regarding expulsion in the Swedish school was also the fact that other pupils could be on break outside of the classroom. Due to the bells and break-free scheduling the above were not issues in the Scottish school.

Methods used by the teachers in both schools to counter indiscipline were observed and coincided with many of the methods described by the respondents in the interviews. Giving pupils stern looks and comments such as "quiet" were commonly used. The main differences were that some of the Swedish teachers noted late down arrivals in the presence report, visible to parents online. The Scottish teachers, on the other hand, used the threat of punishment exercises the magic arm and the promise of rewards. Methods that were not observed but described by the teachers in both schools were: rearranging the pupils' seats in the classroom and talking to the pupil outside of the classroom. The Swedish teachers also mentioned: pointing to curriculums and letting the pupils evaluate their own behaviour. The Scottish teachers also indicated that holding pupils back after class was a method frequently used.

Methods used to prevent indiscipline described, by teachers at both schools, were building personal relationships with the pupils and being well prepared. Setting out a clear purpose, expectations and rules from the start, keeping pupils on task and having high expectations were more or less commonly used. Explaining assignments thoroughly was considered important by the Swedish teachers and the grades were believed to affect behaviour. The Scottish teachers indicated that lessons have to be targeted at the right level. Targeting the material at the appropriate level can be extended by the sociocultural theory of Vygotsky (1934/1986). Instructions should lead the child's development and preferably aim for a slightly more advanced level of knowledge, based on what the child already knows. This is defined as the zone of proximal development i.e. the learning possibilities of a child in communication with a more experienced person, which also entails adapting information to an appropriate level for the child (Vygotsky, 1978, p. 87:86).

Creating a peaceful and creative atmosphere was also claimed to be a method to prevent indiscipline at the Scottish school. *A Curriculum for Excellence* indicates that "The mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect" (Education Scotland et. al., 2009, p. 13), which coincides with the teacher's view. Both the Swedish and Scottish personnel also agreed that underlying reasons for children misbehaving had to be considered.

Moreover, three of the Scottish teachers mentioned the impact of positive discipline, such as rewards or phoning home for commendation. Such practises are consistent with Skinner (1968/2008) and behaviouristic theory of the contingencies of reinforcement. Skinner's starting observation was that individuals tend to repeat behaviours when they experience a form of positive effect or outcome of said behaviour. A positive reinforcement, reward or the avoidance of a negative result can be factors affecting our behaviour. Behaviours which are not reinforced could eventually disappear or at least be less frequent (Säljö, 2000). However, the Scottish school are not explicitly applying Skinner's theory as the theory entails constant positive reinforcement and less punitive techniques. The dialogue is also absent in Skinner's theories. The most helpful and partly listed as the most commonly used methods were deemed "whole school ethos and values" and "reward systems for pupils" by both teachers and headteacher in Scottish schools in general (Munn et. al., 2009, p. 81:83).

Inappropriate talking was both observed in both schools and mentioned by the majority of the teachers as a great issue. Pupils not bringing equipment, making noises and not working were mentioned by the teachers, as well as observed as issues addressed by teachers in the classrooms. Pupils talking out of turn was also the most frequently encountered misbehaviour

in the report *Behaviour in Scottish schools 2009* and the least common behaviour confronted was the use of mobile phones Seemingly, low level indiscipline caused the most problems for the teachers and headteachers interviewed. The reason for this perception could be explained by the fact that the higher frequency of low level discipline was more obvious (Munn et. al., 2009). Bullying and disrespect were also issues highlighted by teachers of the two schools. Swearing was mentioned by some of the Scottish teachers but not by the Swedish colleagues.

7.3   What Is the Way Forward to a Better Learning Environment?

The way forward was by the Swedish teachers suggested to entail small groups and setting higher standards. Standardising rules and routines, this to be compared to the formalised Scottish disciplinary system. Finding a dialogue with the pupils and together decide what is a good learning environment for them was also highlighted by the Swedish teachers. The sociocultural theory of Vygotsky (1934/1986:1978) is thereby represented. More time could present an opportunity, for the teachers, to be better prepared and more professional on of the Swedish teachers suggested. Moreover, the Scottish deputy headteacher also said that "the easiest thing to say is improve facilities and resources to make the educational experience more meaningful". The majority of the Swedish teachers agreed that no further sanctions were required which can be compared to the conclusions of Kobaslic and Sunesson (2008). They consider order necessary for an environment conducive to learning, but strict discipline and punishments would not be their choice of action. Their respondents' preferred method to achieve the desired classroom environment was a dialogue between pupil and teacher.

The Scottish teachers were in accordance with *A Curriculum for Excellence*, describing a secure classroom environment. It was also suggested that more merits should be used and positive reinforcement should be practised; a system of merits and demerits would be the way forward. This reflects the positive reinforcement theories of Skinner (1968/2008). Another proposition was for all to take more responsibility for teaching social skills as well as academics and to be clear, consistent and make the lessons interesting. To set boundaries was also a suggestion. The Scottish deputy headteacher also expressed that the relationship is crucial and "if the curriculum is right for the child you will reduce indiscipline" which refers to Vygotsky (1934/1986:1978) and the zone of proximal development.

8   Conclusion

The teachers' views on discipline in a Scottish and a Swedish school today are similar in many ways but the concept of discipline was more established in the Scottish school. The Swedish teachers, compared to the Scottish teachers, emphasised an orderly and peaceful learning environment more than the concept of discipline. A peaceful learning environment is, however, essentially the result of discipline conducted in one way or another. All of the teachers in the study were opposed to corporal punishment and laws in both countries supported the abolition of corporal punishment in school.

The majority of both the Scottish and the Swedish teachers, in this study, agreed that communication and dialogue is an important part of discipline and essential when countering indiscipline. There are obvious differences as well; there is a more detailed and formal disciplinary system in the Scottish school but the Swedish *Education Act (2010:800)* can also be considered a formal system, however not as detailed. Behaviouristic traditions can be seen

in the formal system of discipline as can thoughts on the subject of Foucault (1975). However, the dialogue between pupil and teacher is a recurrent theme in both Scottish and Swedish data. Consequently, the discipline system of the Swedish schools is formed around a sociocultural theory and the Scottish implicit discipline system is too. The Scottish discipline policy is however, also behaviouristic in its design.

Guidelines in curriculums and policies compare between the two schools, concerning discipline, as follows: Both countries' curricula had scarce references to discipline. The Swedish *Education Act (2010:800)* entailed the discipline policy of the Swedish school according to the teachers and the principal added disciplining through dialogue, a sociocultural approach. The Scottish *Standards in Scotland's Schools etc. Act 2000* included references to exclusion and corporal punishment but the exact outline of the school's disciplinary system was described in the school's *Discipline Policy* (n.d).

The teachers consider the way forward to a better learning environment to be for example, maintaining the dialogue with the pupil and creating a good atmosphere. Vygotsky's sociocultural theory of the zone of proximal development and communication is consistent with this view (1934/1986:1978). The Scottish deputy headteacher said: "I do not think there are any real magic bullets for education, I think if you can engage with the young people and use a bit of personality as well they will have a meaningful experience". In conclusion, this report can provide a wide range of tactics, and advice, recommended by 13 professionals to counter indiscipline. The teachers' perceptions of the importance of the dialogue between teacher and pupil in discipline, or in teaching as a whole, are also valid contributions to international teaching.

9   Future Work

Given the limitations of this paper the following questions could not be addressed but could be relevant in future research. Future work could be broadened to include more schools from different areas or possibly countries. Political aspects of schooling and discipline could be applied to the results as well as a perspective of gender. Are there differences in behaviour amongst boys and girls and do male and female teachers have the same or different views on discipline? To compare discipline and discipline policies historically could also be of interest. Have there been any changes over time? A specific disciplinary issue could also be isolated and studied. Moreover, do the teachers have different views depending on what subject they teach and are work experience and age additional factors to take into account? The pupils' and teachers' views could also be compared to widen the scope.

The concept of motivation in relation to discipline could also be explored. Can indiscipline be prevented by keeping the pupils motivated? How do we maintain motivation in the classroom and is it a shared responsibility of both teachers and pupils? Is discipline connected to motivation and satisfying results in school? How do we achieve satisfying results in school and how much do the results depend on discipline management? How does the profession compare between the two countries and does this affect school discipline? A crucial area for further investigation could also be the social context within which these Scottish and Swedish approaches are taking place and the impact on the success of learning environments in each country. Teachers would certainly value research that give guidance as to what methods are most effective.

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Appendices

10.4 Appendix 1: Interview Questions

Could you please tell me what your title/profession is and how long you have been working as a teacher? What subject do you teach?

What age group are you working with?

What does the word discipline mean to you? To what extent do you think of "order in school" in terms of "discipline" and do you associate the word with anything else?

What is respect? Is it a personal quality or are there methods which anybody can adopt to earn the respect of their pupils?

If you imagine a scale of discipline from 1 to 10, and 1 means a low number of disciplinary issues and 10 means a high number of disciplinary issues, where would you place your school?

What do the parents want? Do they want heavier consequences or not? Do you have their support?

Do you think we need disciplinary actions to maintain order in the classroom?

Do you think there are any differences between governmental curriculums and school policies? How do you think discipline is practised and works in reality?

Is there, to your knowledge, a disciplinary system in place to assist teachers in keeping order in the classroom at your school?

If a pupil for instance, during class, is texting on his/her mobile: what would you do?

Do you have similar example of your own? What is the worst situation you have experienced? Or heard of?

What disciplinary actions are you permitted to use? Do you have your own (or other) methods to achieve a disciplined and orderly learning environment? What is order to you?

What do you do to keep order in the classroom? How do you maintain discipline? How do you solve disciplinary issues?

What happens if the pupil does not follow through when disciplined?

What do you think is the largest disciplinary issue in this school/in the country?

What do you consider to be the way forward to a better learning environment?

Do you think it is hard or easy to discuss issues regarding discipline with your colleagues? Why do you think that is?

If a colleague used inappropriate methods to discipline a pupil, what would you do? Would you report them?

What are your views on physically disciplining children?

Do you think children are more disciplined at a certain age? Would you use different disciplinary actions depending on the age of the child?

Has the situation changed over time as you have experienced it?

Is there anything you would like to add?

10.5 Appendix 2: Intervjufrågor

Kan du berätta vad ditt yrke och din titel är samt hur länge du har arbetat som lärare? Vilket/vilka ämnen undervisar du i?

Vilken åldersgrupp av elever arbetar du med?

Vad betyder ordet disciplin för dig? I vilken utsträckning tänker du på "ordning i skolan" i termer av "disciplin" och associerar du ordet med något annat?

Vad är respekt? Är det en personlig kvalitet eller finns det metoder som vem som helst kan använda för att få respekt från sina elever?

Om du tänker dig en disciplin-skala från 1 till 10, och 1 betyder få ordningsproblem eller disciplinära problem och 10 betyder många problem, var skulle du placera den här skolan?

Vad tycker föräldrarna? Vill de ha tyngre konsekvenser och disciplinering eller inte? Upplever ni att ni har deras stöd?

Tycker du att vi behöver disciplinära åtgärder för att upprätthålla ordningen i klassrummet?

Tycker du att det finns skillnader mellan statliga läroplaner och skolans egna regler? Hur anser du att disciplin praktiseras och fungerar i verkligheten på skolan?

Finns det ett disciplinärt system på skolan för att hjälpa lärare att hålla ordning i klassrummet?

Vad gör du om en elev, under lektionstid, till exempel skickar sms på sin mobil?

Har du själv något liknande exempel att berätta om? Vilken är den värsta situationen du har upplevt? Eller hört talas om?

Vad gör du för att hålla ordning i klassrummet? Hur gör du för att upprätthålla disciplin? Hur löser du disciplinära frågor?

Vilka disciplinära åtgärder har du möjlighet att använda? Eller arbetar du på andra sätt för att uppnå en disciplinerat och ordnad lärandemiljö? Vad är ordning för dig?

Vad händer om eleven inte anpassar sig till dessa?

Vad anser du är det största disciplinära problemet i skolan / i landet?

Vad anser du vara vägen framåt till en bättre lärandemiljö?

Tror du att det är svårt eller lätt att diskutera frågor kring disciplin med din kollegor? Varför tror du att det är på det viset?

Vad skulle du göra om en kollega använde olämpliga metoder för att disciplinera en elev? Skulle du anmäla personen i fråga?

Vad har du för syn på att fysiskt disciplinera barn?

Tror du att barn är mer disciplinerade vid en viss ålder? Skulle du använda olika disciplinära åtgärder beroende på barnets ålder?

Har situationen har förändrats över tid så som du har upplevt det?

Är det något du vill tillägga?

10.6 Appendix 3: Overview of Participants' Details and Translated Concepts

	Interview No.	Country	Age Range of Pupils	No. of Years Teaching	Position
	1	Scotland	11 to 18	20	Teacher
	2	Scotland	11 to 15	0	Probationer
	3	Scotland	11,12-17,18	19	Principal Teacher
	4	Scotland	11 to 15	9	Teacher
	5	Scotland	11 to 18	16	Principal Teacher
	7	Sweden	12 to 14 & 12 to 16 prep.	1.5	Teacher
	8	Sweden	12 to 15	31	Teacher
	9	Sweden	12 to 14	15	Teacher
	10	Sweden	12 to 15	15	Teacher
	11	Sweden	12 to 15	15	Teacher
Average:				**14.15**	
	6	Scotland	-	-	Senior/Deputy Head Teacher
	12	Sweden	-	10 plus 11	Principal

SWEDISH	ENGLISH
studiero	a peaceful learning environment
ordning o reda	orderliness
lugn och ro	peace and quiet

10.7 Appendix 4: Observation Outline

Outline of Classroom Observation	

Time and date:	
No. of people present:	
Premises/classroom:	
Name of the observer:	
Location in the room:	
School subject:	

- ✓ Is there a disciplinary framework?
- ✓ How does the teacher maintain order and a good learning environment in the classroom?
- ✓ What is happening in the classroom (with focus on discipline and the teacher's actions and reactions)?

Time and Activity	Classroom Occurrence	Teacher's Action/Reaction

Notes:

10.8 Appendix 5: Observations' Details

Country	School Subject	No. of Pupils Present	School Year	Time	Observer's Location
Scotland	RMPS	22	S2	12:25-13:15	Back left
Scotland	Tutor Group	26	S2	14:50-15:40	Front right
Scotland	English	21	S2	09:40-10:30	Back left
Scotland	English	27	S1	10:45-11:35	Back left
Scotland	RMPS	26	S5 & S6	13:10-14:00	Back right
Scotland	RMPS	31	S1	14:00-14:50	Front right
Sweden	SO	15	8	10:35-11:25	Back middle
Sweden	English	16	8	13:30-14:25	Back middle
Sweden	NO	16	7	08:05-08:55	Back right
Sweden	NO	18	9	09:00-09:55	Back right
Sweden	SVA	3	8	10:10-11:00	Back left
Sweden	English	20	7	12:35-13:25	Back middle

RMPS	Religious moral and philisophical studies
SO	Civics, history, religion and geography
NO	Physics, chemistry and biology
SVA	Swedish as a second language