

Teaching with Purpose Leadership Institute

March

Discipline Policy

What is the Purpose of School Discipline

- A. Law and Order
- B. Cooperation
- C. Deterrence
- D. Learning
- E. Compliance with federal, state and district policy

<http://ocrdata.ed.gov/>

Justice as Fairness

How is Justice Social?

Fairness as Equality = Doing the same for everyone with similar circumstances.

Fairness as Equity = Doing different things to equalize otherwise unequal circumstances.

Forms of Trust in a Democracy: organic, social capital, relational

What is fair when social trust has been damaged?

Five Forms of Justice

Form of Justice	Definition of Fairness	Definition of Unfair
Retributive	You do the crime you pay the time	Punishment does not fit the crime
Distributive	Give according to your abilities receive according to your needs	Give less than you can Receive more than you need
Restorative	Those who create harm in the community are responsible for healing the harm to restore harmony in the community	When harms to go unhealed
Procedural	Processes should be predictable, consistently applied and effective organizational practices	Inconsistent, unpredictable or ineffective organizational processes
Recognition	Inclusion in cultural and political practices	Exclusion in cultural and political practices

Forms of Conflict

Form of Conflict	Approaches to resolution
Environmental	Distributive /Restorative
Resource	Distributive justice
Communication /Misunderstanding	Restorative justice
Cultural	Recognition
Identity /Dignity	Recognition

Policy Implementation is Learning

Three common education policy design problems:

- The size of the policy reach is mismatched with the size of the problem. A little problem may be addressed by a policy that is much broader than the problem calls for, or a policy addressing a big problem may have too small a reach to address the problem.
- Policy immediately creates incompetence.
- The learning required to enact policy is unknown.

Three common implementation obstacles:

- Role encapsulation- education actors tend to be encapsulated by the boundaries of their positions making it difficult for cross-role understanding.
- Buffering- keeping policy out of reach of the people who it effects.
- Education imagination- being busy with current practice, constrains educators' imagination for what else might be possible.

Four steps for implementing education policy:

- Sharing policy with educators ([Cohen, Moffitt, & Goldin, 2007](#); [Honig, 2003](#); [Varghese, 2008](#); [Weaterly & Lipsky, 1977](#)).
- Analyzing the policy to align it with immediate and compelling goals and interests ([Anyon, 2014](#); [Dumas & Anyon, 2006](#); [Elmore & McDonell, 1987](#)).
- Identifying logical and necessary partners for the work ([Anyon, 1997](#); [Honig, 2003](#); [Honig & Hatch, 2003](#); [Ingram & Schneider, 1991](#)).
- Learning to do what is newly expected ([Cohen & Barnes, 1993](#); [Cohen, McLaughlin, & Talbert, 1993](#); [Yanow, 1996](#))
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Discipline Policy Analysis

What is the purpose of discipline in school?

What is the problem this policy is trying to solve?

Who needs to learn what to solve this problem?

<i>Learning Practices in Policy Discourse</i>	<i>Practice of Policy: Learning</i>
How is learning discussed or described?	Who need to learn what, when and how?
How is fairness discussed or described?	What will change in the school district if this policy is learned?