



## Positive Discipline Evaluation “Second Annual Report” 2016/2017

**A Groupe Scolaire Oasis (GSO) Led Initiative**

*... Proud to lead change*

**By/ Groupe Scolaire Oasis**



# Positive Discipline (PD): Evaluation Report

GSO's **Vision** is to offer our students the best possible education in order to shape new generations, confident in their knowledge and their ability to serve their community, and to prepare them for a brilliant professional career.

Hence, everyday school functions are led by a number of **core values** as follows:

- **Integrity & honesty**
- **Collaboration**
- **Commitment and Promptness**
- **Shared responsibility and accountability**
- **Respect**
- **Diversity**
- **High expectations**
- **Life-long learning**



# Positive Discipline (PD): Evaluation Report

## You all know....

- **PD** is an approach to teaching that helps children succeed, gives them the information they need to learn, and supports their development. It respects children's right to healthy development, protection from violence, and active participation in their learning.



# Positive Discipline (PD): Evaluation Report

## Objectives:

Oasis International Schools started implementing Positive Discipline as a school and classroom management approach that primarily targets the following:

- Building a powerful Oasis school's learning community that models mutual respect and supports academic excellence.
- Creating a supportive learning environment where all students can thrive.
- Providing long-term solutions that develop students' own self-discipline and their life-long learning.
- Teaching valuable social and life skills for good character. (respect, concern for others, problem solving, accountability, contribution, cooperation)
- Reducing students' behavioral problems.



# Positive Discipline (PD): Evaluation Report

## *International Baccalaureate*

### *Learners' Profile*

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.

They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

The profile aims to develop learners who are:

**Inquirers**

**Thinkers**

**Principled**

**Caring**

**Balanced**

**Knowledgeable**

**Communicators**

**Open-minded**

**Risk-takers**

**Reflective**

*IB & PD magical  
integration*





# Positive Discipline (PD): Evaluation Report

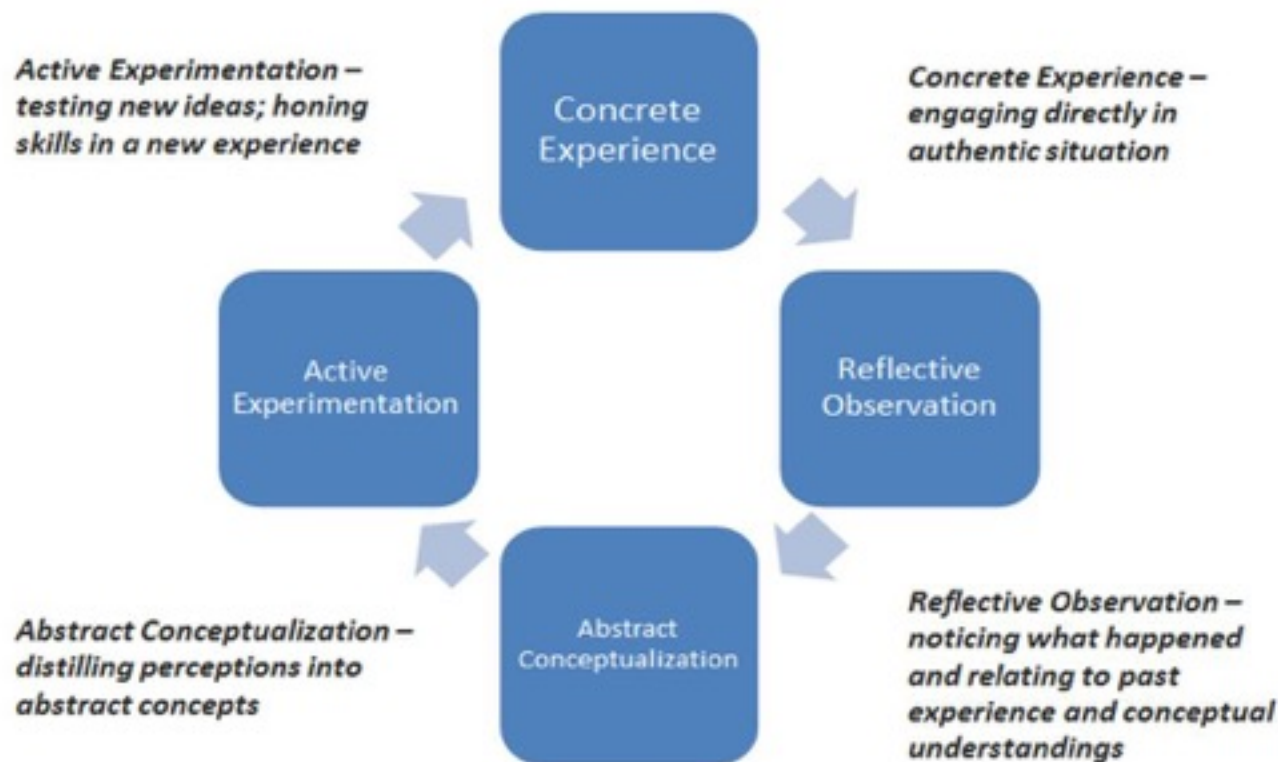
## **Theoretical background:** Experiential Learning Theory

Experiential Learning theory was the reference theory used for building the evaluation tools simply because it is defined as “..***the process of learning through experience, and is more specifically defined as learning through reflection on doing***” (Felicia, 2011) it teaches students the competencies they need for real-world success. It also motivates students and provides appropriate conditions for student learning support.

# Positive Discipline (PD): Evaluation Report

## Theoretical background: Experiential Learning Theory

### Kolb's Cycle of Experiential Learning





# Positive Discipline (PD): Evaluation Report

## Hypotheses:

The Evaluation of Positive discipline implementation at the school was based on four main hypotheses as follows:

1. Implementation of positive discipline at Groupe Scolaire Oasis has positively affected school community perception of PD approach
2. Positive Discipline had a positive reflection on Classroom and school Management Effectiveness.
3. Implementation of positive discipline has created a positive change on students' characters.
4. There is a school environment capable of sustaining implementation of Positive Discipline.





# Positive Discipline (PD): Evaluation Report

## Target Groups:

The school community of Groupe Scolaire Oasis could be identified into four main groups as follows:

- i. Parents
- ii. Teachers
- iii. Students
- iv. School admin staff (including transportation department)



# Positive Discipline (PD): Evaluation Report

## Quantitative & Qualitative data :

GSO Positive Discipline Implementation Evaluation	
Quantitative Data	Qualitative Data
<ul style="list-style-type: none"><li>• To give clear and specific information about PD implementation</li><li>• To give accurate and reliable indicators about PD implementation</li><li>• To provide an easily communicated information via charts and graphs</li><li>• To help deal with many large datasets for more than 800 participants representing 4 different groups and analyse them</li></ul>	<ul style="list-style-type: none"><li>• To give a thorough understanding of the perspectives and needs of school community members towards PD approach implementation</li><li>• To support or explain results indicated in quantitative analysis</li><li>• To provide source of detailed or “rich” information which can be used to identify patterns of school community members’ behaviour</li></ul>



# Positive Discipline (PD): Evaluation Report

## Tools:

- **Students Questionnaires**
  - Pre-school/Kindergarten Age-group:
  - Primary 1-2 Age-group
  - Primary 3-5 Age-group
  - Middle School Age-group
  - Diploma Age-group
- **Teachers' questionnaires**
- **Administrative Staff Questionnaires**
- **Parents' Questionnaires**



# Positive Discipline (PD): Evaluation Report

*Questionnaires per group (Total of 1123 questionnaire with about 30% increase)*





Target Group	Source	Availability	Number of Responses
Students (PS)	Xls	✓	77
Students (MS)	Xls	✓	64
Students (GS)	Xls	✓	81
Students (P1)	Xls	✓	77
Students (P2)	Xls	✓	83
Students (P3)	Xls	✓	69
Students (P4)	Xls	✓	109
Students (P5)	Xls	✓	
Students (PIE1)	Moodle	✓	282
Students (PIE2)	Moodle	✓	
Students (PIE3)	Moodle	✓	
Students (D1)	Moodle	✓	35
Students (D2)	Moodle	✓	
Parents	Moodle	✓	105 (double)
Teachers	Moodle	✓	114
Admin	Moodle	✓	27
		<b>Total</b>	<b>1123 (869) 250+</b>







# Positive Discipline (PD): Evaluation Report

## Tools characteristics: Pictorial items for younger ages

8- I know when I break something, I should...

Fix it <input type="radio"/>	Pay for it <input type="radio"/>	Be punished <input type="radio"/>	I don't know <input type="radio"/>
			

9- I respect my turn in...

Going onto the bus <input type="radio"/>	To take turn to speak <input type="radio"/>	Use the toilet <input type="radio"/>	I don't respect turn taking <input type="radio"/>
			

6. When you have a conflict with other children in class how do you solve the problem:

a. Have a classroom meeting (Circle time)



b. Use wheel of choice



c. Teacher chooses what is best for you





# Positive Discipline (PD): Evaluation Report

## Online surveys and questionnaires

- GSO Moodle site and Mobile Application.
- Log-in information

## ***GSO learning environment***

<http://www.oasisdemaadi.info/login/index.php>

# Positive Discipline (PD): Evaluation Report

## Online surveys and questionnaires

Browser: Norton | This page is safe | Share via Facebook

Oasis LMS System Administrator

### Oasis LMS

Dashboard > Site pages > Feedback des étudiants sur la Discipline Positive ... > Preview

**QUIZ NAVIGATION**

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25							

Finish attempt ...

Start a new preview

**Question 1**

Not yet answered

Marked out of 1

Flag question

Edit question




**Partie (1): Questions à choix multiples**

Merci d'indiquer votre opinion après lecture de chaque déclaration, en choisissant l'une des trois options la plus proche de ce que vous pensez, sentez et décidez de faire.

*Vous pouvez choisir plus qu'une option.*

**Lorsque vous êtes fâché, vous**

Select one or more:

- ☐ a. Utiliser la roue des choix. 
- ☐ b. Aller dans le coin de Temps de Pause. 
- ☐ c. Secouer la bouteille de paillettes. 

**NAVIGATION**

- Dashboard
- Site home
- Site pages
  - Participants
  - Site blogs
  - Site badges
  - Notes
  - Tam



# Positive Discipline (PD): Evaluation Report

## *Data Analysis...*





# Positive Discipline (PD): Evaluation Report

## Data Analysis parameters:

**First: perception of PD approach**

**Second: Classroom & school Management**

**Third: Changes to students' characters**

**Fourth: Sustaining implementation of PD**

*Same as previous year for  
comparability*



# Positive Discipline (PD): Evaluation Report

## To cut the story short:

Radical change has taken place where Parents has turned out to be among the highest success rates for PD implementation across the board regardless of students' age groups

Followed by Primary stage students

Followed by teachers

And least rates were among diploma students



Why?



# Positive Discipline (PD): Evaluation Report

## Last Year's PD action plan's implementation:

Goal	Outcome	Activities	Evidence	
Involving all stakeholders in PD implementation	Active participation by parents, students, teachers and administrators	Awareness seminars twice per semester with all stakeholders representation	Teachers	Teachers :2 very large conferences with all teachers and administration staff (1 at the beginning of the school year and 1 in the middle of the school year)
				Meeting at the beginning of the school year with all HOD to explain how we will proceed for the classroom guidelines + reminder of different tools of PD
				Meeting with all teachers by department to listen to their challenges and practice some activities raising their awareness on teenagers.
			Parents	Training for parents (2 groups for a 7-week training PD + 1 group for a 7-week training PD for teenagers + 2 groups for 3-week training PD + 2 groups Fathers only during week end + 1 group all parents mixed during week end + 1 group of grandparents.
				1 large meeting at the end of the school year, to close the parents training
			Students	The year started with a big meeting by level to work with the students on their classroom guidelines.
				Weekly class meetings with a part of the period to develop a skill needed for a PD classroom
				One full day in December to develop the "Cooperation" skill through lots of outdoor activities



# Positive Discipline (PD): Evaluation Report

## Last Year's PD action plan's implementation:

Goal	Outcome	Activities	Evidence	
Involving all stakeholders in PD implementation	Active participation by parents, students, teachers and administrators	Development of a user friendly promotion materials	Parents	PD tool cards published weekly in the parents letter
		Initiation of parents PD voice forum	Parents	Direct contact with the parents through blog (we didn't keep the blog as the parents said it was not easy to access) and we create a whatsapp group where parents are sharing their experience, ideas and knowledge
		Communicating PD related discourse with parents through daily channel books or verbally through parent related services	Parents	Weekly Parents Helping Parents to support parents who finished the training and to help them in this change of mindset.
	Diverse and varied PD themes highlights	Selecting one PD theme topic for each month (Mutual respect - community service - shared responsibility....)	It was not per month but according to the progression throughout the year (skills for a positive discipline classroom and activities related to the skills). This activities were done on a weekly basis in each class (not extra-curricular activities). We are currently working on a curriculum for the whole school from KG to Diploma.	
		Integration of PD into the Extra-curricular activities / course reports through problem solving skills		





# Positive Discipline (PD): Evaluation Report

## Last Year's PD action plan's implementation:

Goal	Outcome	Activities	Evidence
Training & Capacity Building for school teachers and administrators	Extensive knowledge of Positive Discipline Approach	Holding PD training workshops (Teachers as lead trainers and admins as trainees)	All new staff were trained at the beginning of the school year (7-week workshop)
			Regular THT (Teachers Helping Teachers) session from KG to Diploma to search for solutions to repetitive challenges with students. During the THT, we are developing the knowledge of teachers and helping them to get more aware of the PD tools.
		Providing rich pool of PD learning resources	Yes, all resources are available for the teachers
	A PD professional learning community (PLC)	A Professional learning community is to be initiated to be dedicated to PD implementation where teachers exchange experiences on a non-formal basis	A team with PD coordinators by level were formed, to supervise the teachers delivering the class meetings with the students and the activities to develop the skills.

# Positive Discipline (PD): Evaluation Report

## Last Year's PD action plan's implementation:

Goal	Outcome	Activities	Evidence
Standardising performance of PD implementation across all school activities	PD related observation sheets/ checklists	Developing a classroom observation sheet for assessing the standardised PD related performance - Devising a checklist that includes number of PD related items to be covered each week/month	The PD head enters class, gives feedback through a report to the teachers and PD coordinator by level (what works well / what needs to be improved) during the class meetings. The PD coordinator are also present during the class meetings of the teachers under his/her responsibility to help and support the teacher.
	Regular meetings with PD supervisors	PD supervisors hold regular meeting with teachers to discuss weekly PD related plan	Weekly meeting with the Direction, the PD head and the PD coordinators by level
			Weekly meeting with the PD coordinators by level and the teachers in charge of class meetings to prepare the class meetings



# Positive Discipline (PD): Evaluation Report

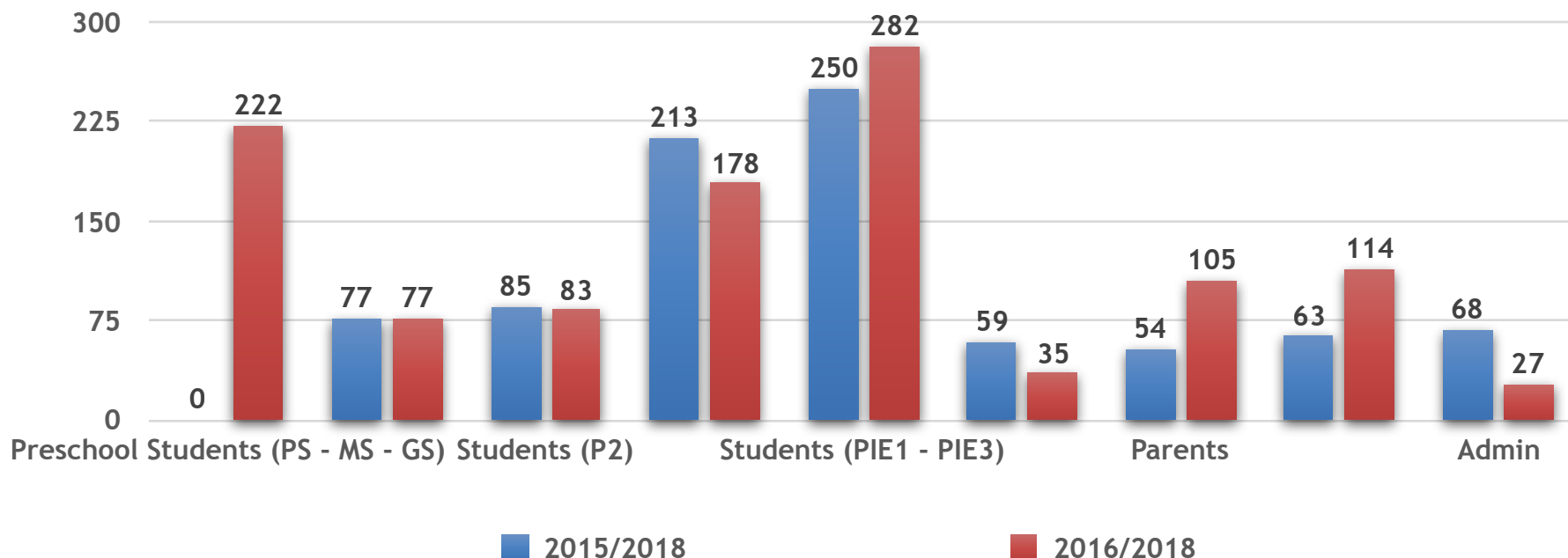
## Last Year's PD action plan's implementation:

Goal	Outcome	Activities	Evidence
Evaluating PD impact on the GSO school community End of school year evaluation report Holding a comprehensive PD school-wide evaluation process The results of the 1st evaluation report were shared with the PD coordinators by level.	Evaluating PD impact on the GSO school community End of school year evaluation report Holding a comprehensive PD school-wide evaluation process The results of the 1st evaluation report were shared with the PD coordinators by level.	Evaluating PD impact on the GSO school community End of school year evaluation report Holding a comprehensive PD school-wide evaluation process The results of the 1st evaluation report were shared with the PD coordinators by level.	Evaluation report

# Positive Discipline (PD): Evaluation Report

## *Participation compared!*

Participants comparison (2015/2016 - 2016/2017)



*Significant increase*  
(30%)



# Positive Discipline (PD): Evaluation Report

## Data Analysis parameters:

### 1. Teachers' Data

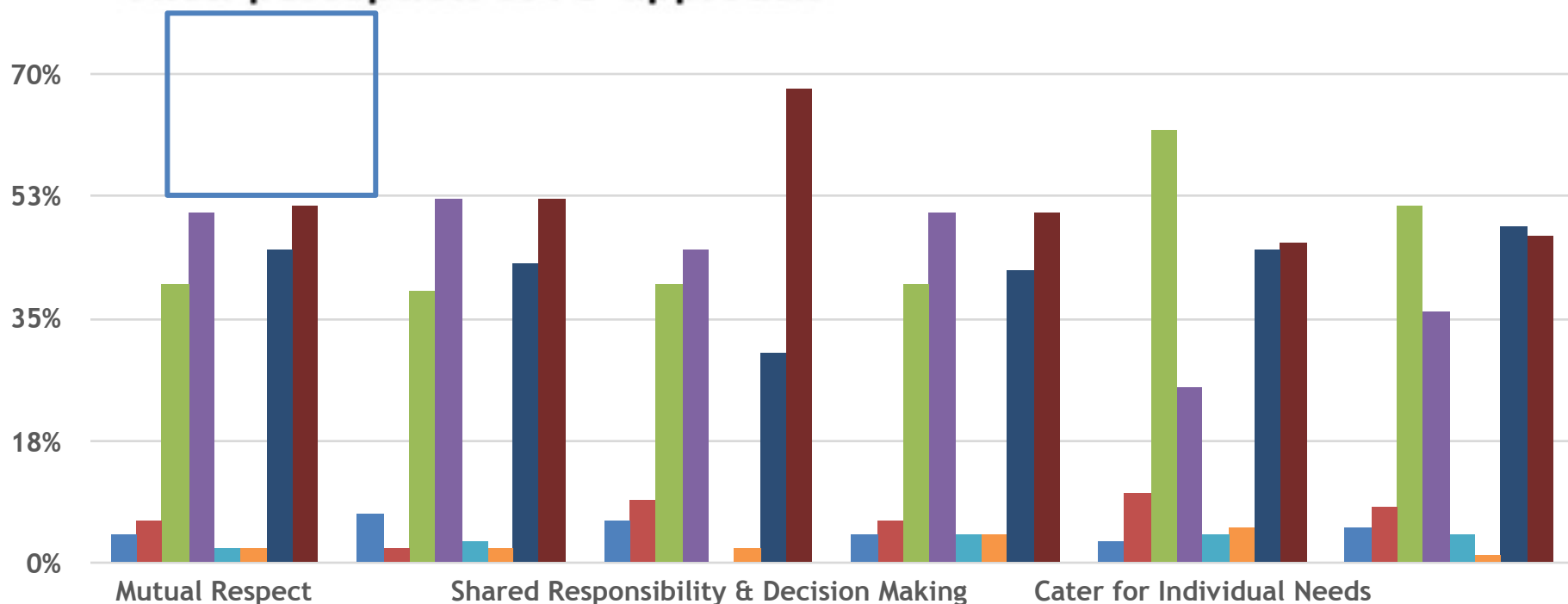
- First: perception of PD approach

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree



# Positive Discipline (PD): Evaluation Report

## Data Analysis parameters:

### 1. Teachers' Data

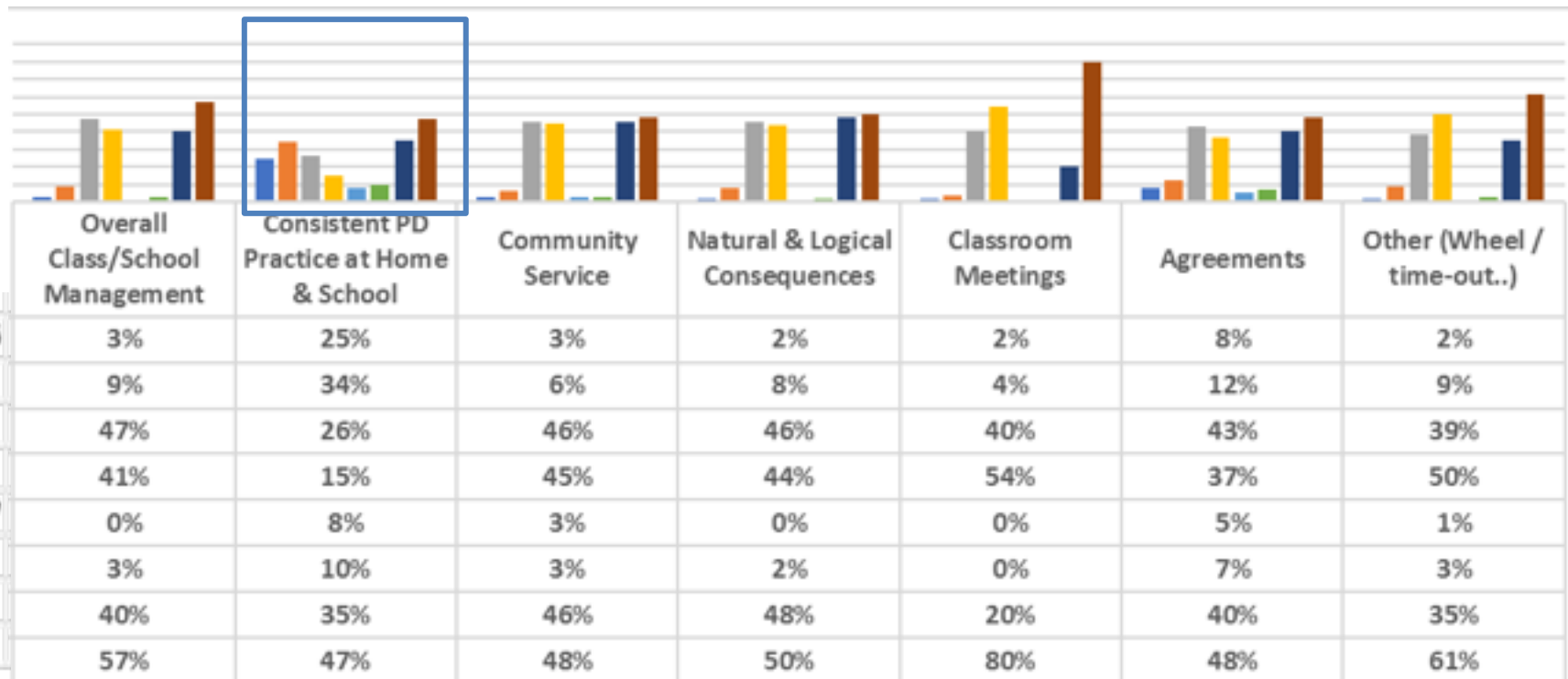
#### • Second: Classroom & school Management

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree



# Positive Discipline (PD): Evaluation Report

## Data Analysis parameters:

### 1. Teachers' Data

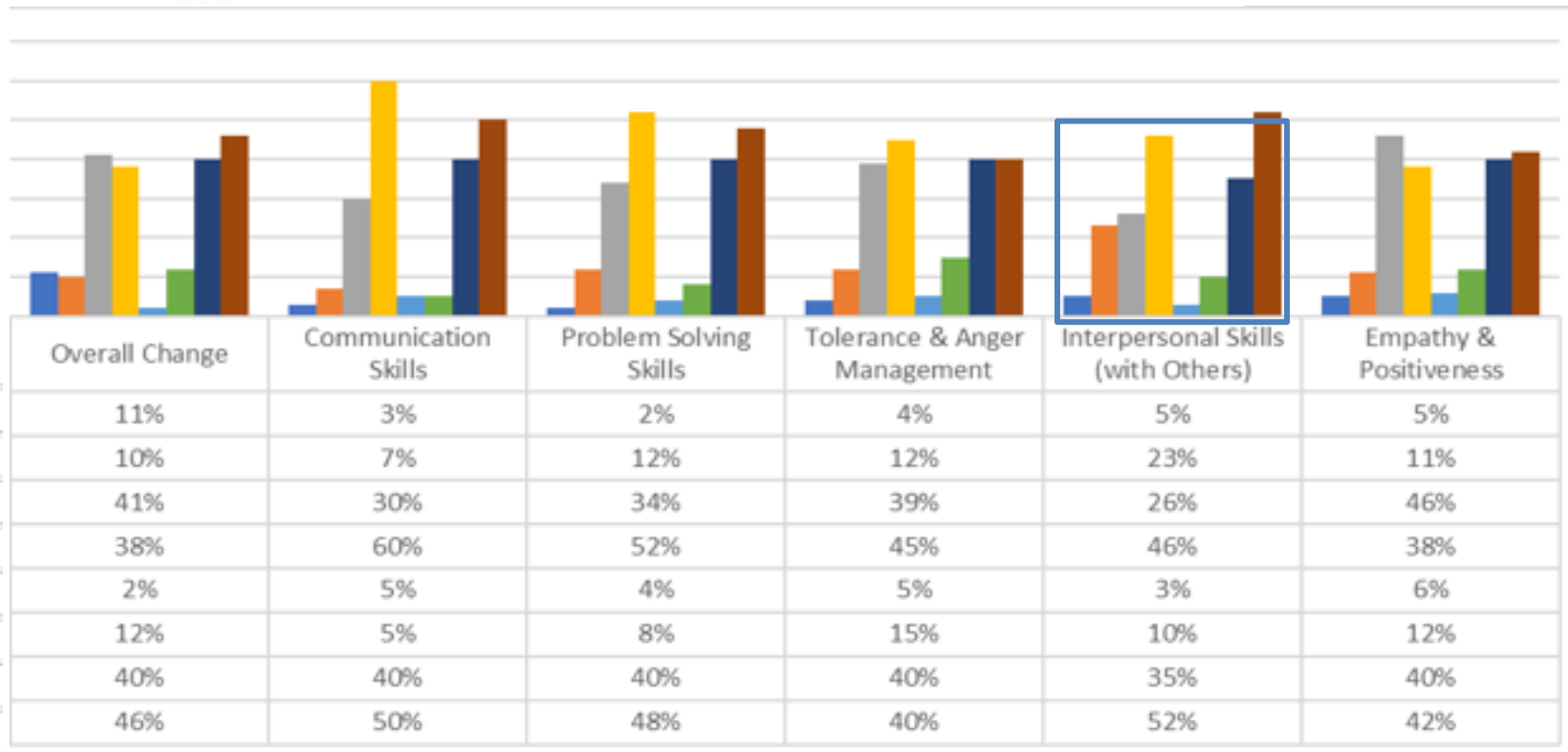
- Third: Changes to students' characters

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree





# Positive Discipline (PD): Evaluation Report

## Data Analysis parameters:

### 1. Teachers' Data

- **Fourth: Sustaining implementation of PD**

- Teachers continue to believe that PD positively supports school and Classroom management.
- A great majority of teachers think that their responsibility for implementing PD represent and extra workload and causes them a lot of stress and unease.
- Teachers still appreciate the different forms of capacity building offered by the school and admit that it has improved compared to previous and that it has grown to be more diverse with active involvement of colleagues.
- They continue to believe that school management system (direct and cycle supervisors, follow-up mechanisms and support services) provided for PD implementation helps with sustainability measures for PD future successful implementation and institutionalising for PD within school context.



# Positive Discipline (PD): Evaluation Report

## Data Analysis parameters:

### 1. Students' Data

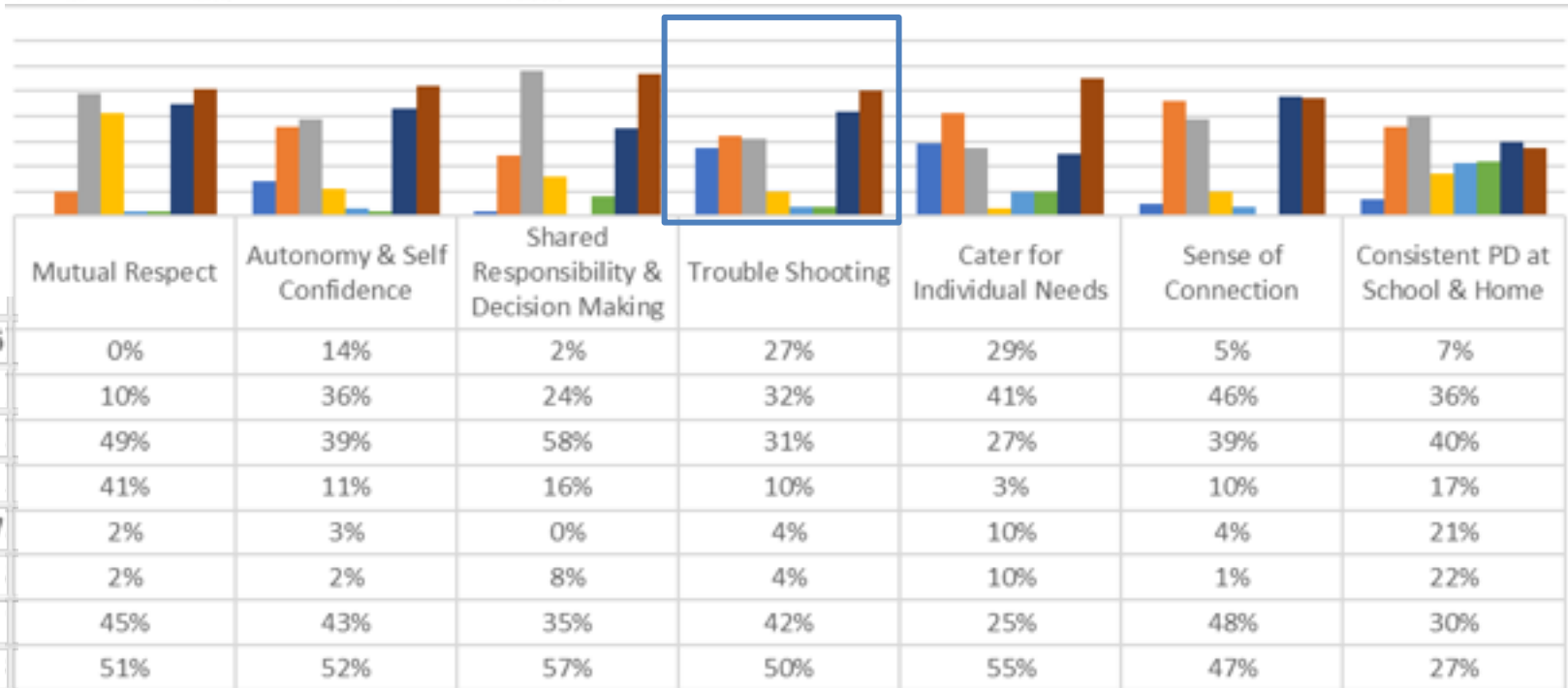
#### • First: perception of PD approach

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

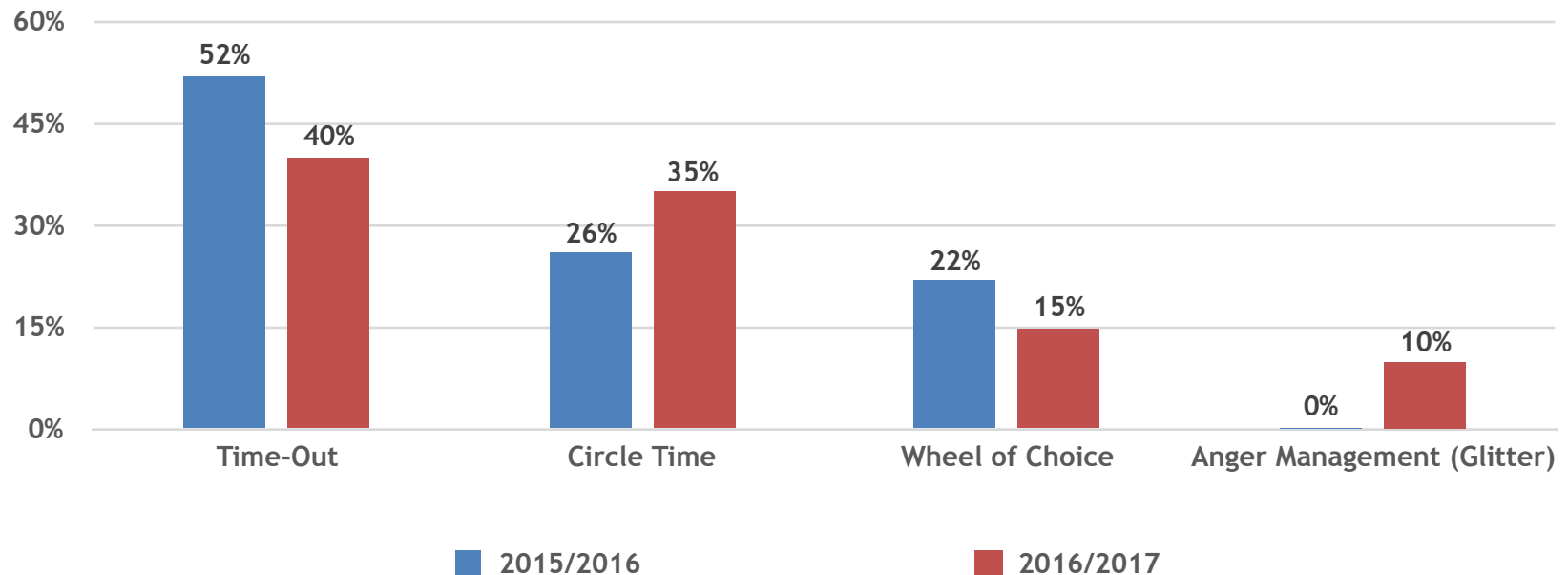


# Positive Discipline (PD): Evaluation Report

## Data Analysis parameters:

### 1. Students' Data

- Second: Classroom & school Management (PYP)



# Positive Discipline (PD): Evaluation Report

1 = Strongly Disagree

2 = Disagree

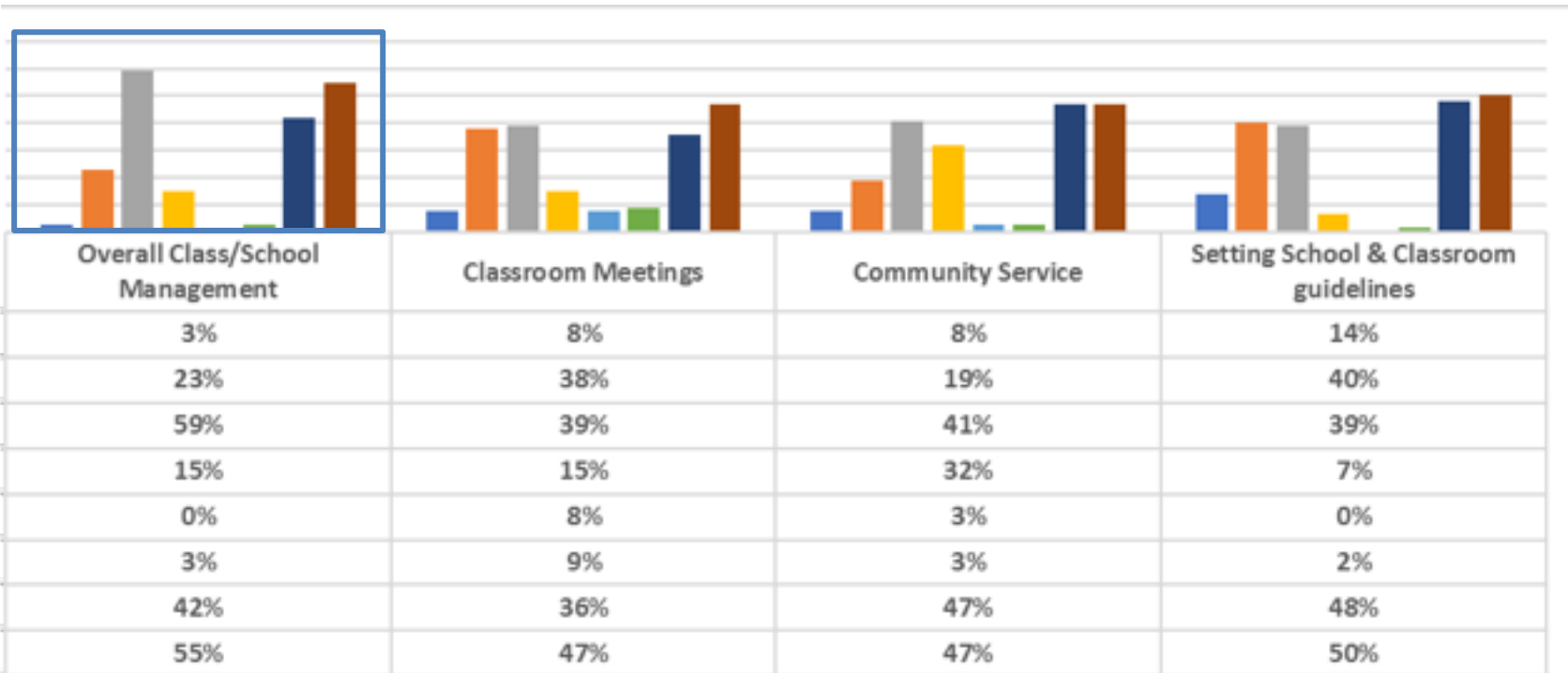
3 = Agree

4 = Strongly Agree

## Data Analysis parameters:

### 1. Students' Data

#### • Second: Classroom & school Management (PEI & Diploma)



# Positive Discipline (PD): Evaluation Report

## Data Analysis parameters:

### 1. Students' Data

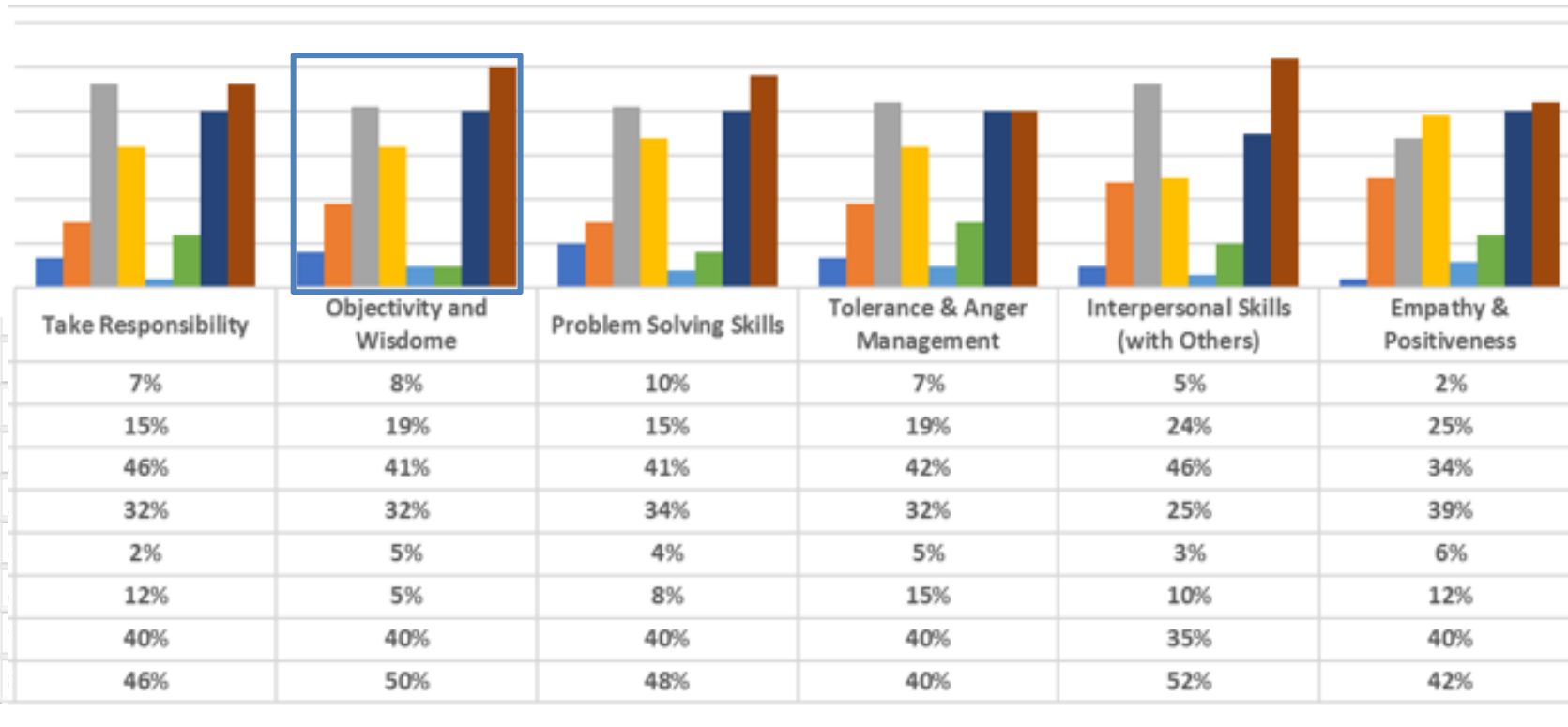
- Third: Changes to students' characters

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree



# Positive Discipline (PD): Evaluation Report

## Data Analysis parameters:

### 1. Parents' Data

- First: perception of PD approach

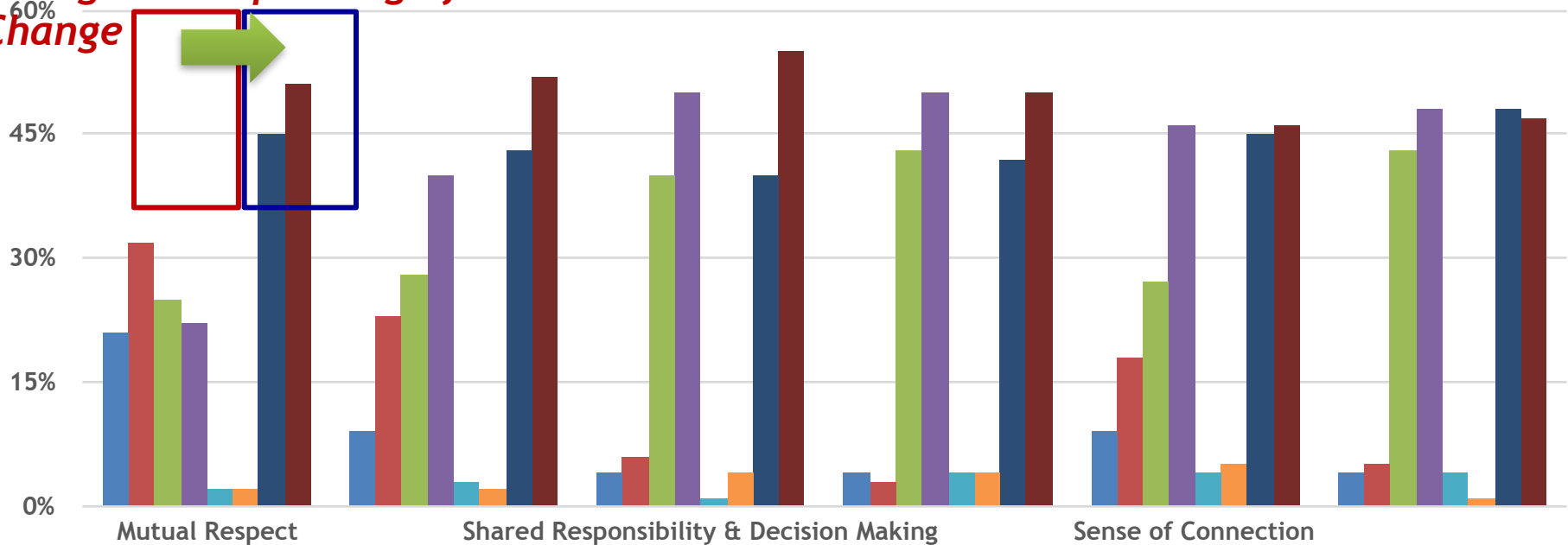
1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

*Change in Shape = Significant*  
*Change*







# Positive Discipline (PD): Evaluation Report

## Data Analysis parameters:

### 1. Parents' Data

#### Second: Classroom & School Management

Last year, parents could not reflect on classroom & school management because they were not involved in PD implementation.

Unlike last year, this year parents could reflect on classroom and school management and reported that in many instances during the academic year and was very evident on the questionnaire.

# Positive Discipline (PD): Evaluation Report

## Data Analysis parameters:

### 1. Parents' Data

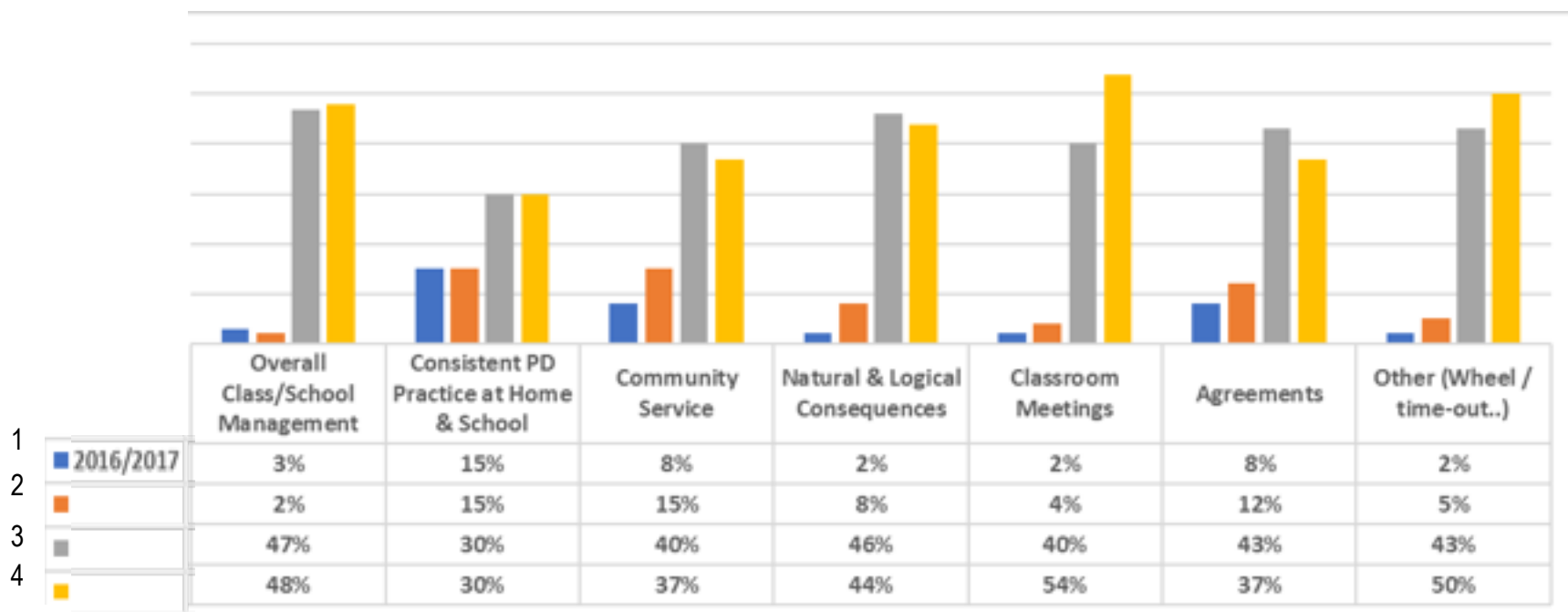
### Second: Classroom & School Management

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree



10/18/17

# Positive Discipline (PD): Evaluation Report

## Data Analysis parameters:

### 1. Parents' Data

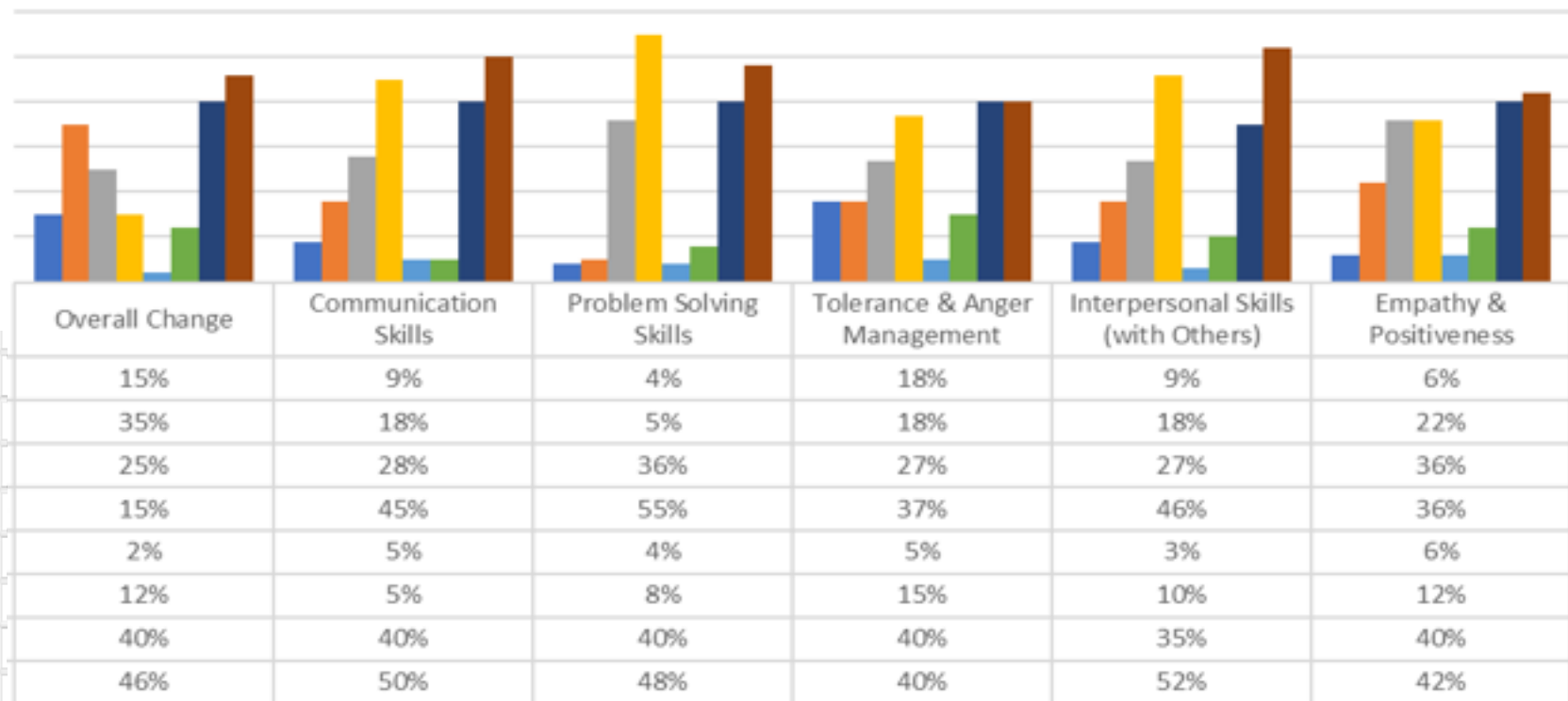
### Third: Changes to students' characters

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree





# Positive Discipline (PD): Evaluation Report

## Main Findings:

Questionnaires included a number of open-ended questions in the form of “short text” format that has provided an insight about Year 2 PD implementation at GSO through qualitative data that could be summed up in the following findings:

1. Views of parents and their engagement in PD implementation have significantly changed compared to year one implementation. Grandparents have been added to the parents’ cohort based on fathers and mothers’ requests. Parents are now very keen to involve as many individuals as possible in PD due to their increasing belief in PD’s positive impact on their children.



# Positive Discipline (PD): Evaluation Report

## Main Findings:

2. Parents are now able to recognise the PD relevant practices. Thus some of the parents have identified that PD implementation differ from one teacher to another.
3. Some parents have indicated that not all teachers adhere to PD implementation and specifically that negative feedback is given to students about their behaviour in classroom that contradicts with PD practices.
4. Teachers as well as administrative staff have indicated that capacity development activities about PD have increased and that they are receiving support in different ways.





# Positive Discipline (PD): Evaluation Report

## Main Findings:

5. Teachers can feel that students overall behaviour at the school at large has improved significantly compared to year one and they owe this to the successful implementation of PD for the second year in a row.
6. Teachers still complain about their workload and that this is the major obstacle they face with regard to PD proper implementation at classroom and its related professional development.

# Positive Discipline (PD): Evaluation Report

## Main Findings:

7. Students appreciated most class meetings (circle time) at younger age-groups while other students at diploma age-group favour community service more. *Some of them have mentioned that it's their gateway to adulthood and real understanding of the world.*
8. Some students (age-group 12+) have indicated that they feel the significant change in school culture and that it is now evidently different from the outside world. They feel that other friends whom they meet at the social club or their neighbours sometimes criticise them for the “idealistic” behaviour. *A funny remark given by one student is that he was asked where does he hide his angel wings.*

# Positive Discipline (PD): Evaluation Report

## Action Plan for Year 3

**The action plan included in Year 2 report targeting Year 3 implementation focus on the following:**

1. Sustaining support in the field of capacity building for all groups as was provided last year.
2. Engaging parents in continuous assessment for PD within classroom given their significant shift and increase of their interest in PD implementation.
3. Holding a conference for teachers at the beginning of next academic year where they present their own views through action research carried out within classroom

# Positive Discipline (PD): Evaluation Report

## Action Plan for Year 3

The action plan included in Year 2 report targeting Year 3 implementation focus on the following:

4. Include an incentive scheme for teachers leading change in PD implementation
5. Minimise workload to allow teachers more time for classroom observations' plan (formal and informal)
6. Develop a research map in collaboration with teachers for PD related research.
7. Emphasise on providing students with problem solving case studies about how different the outside world is and how he/she could behave in different situations.

# Positive Discipline (PD): Evaluation Report



## Research publication in pipeline...

GSO is finalising academic research publication for three academic papers as follows:

1. Implementation of PD in different socio-economic contexts: Do results differ?
2. Voices of the parents and their impact on Teachers



# Positive Discipline (PD): Evaluation Report

## Research publication in pipeline...



### 1. Implementation of PD in different socio-economic contexts: Do results differ?

This paper compares implementation of PD in two different schools representing two different socio-economic backgrounds. The paper is trying to exam the feasibility and effectiveness of PD implementation in different school settings.

The First school is enrolling students who belong to the richest quintile where as the second school is enrolling students who belong to middle and poor quintile.

Results has shown that there were no significant differences in PD implementation among the two schools. It was more surprising that PD managed to change parents views at the second school about life and their social values.

# Positive Discipline (PD): Evaluation Report

Research publication in pipeline.



## 2. Voices of the parents and their impact on Teachers

This paper is trying to measure the impact of parents voices and views about PD implementation in classroom on teachers' performance.

With the growing engagement of parents in PD related activities and events, parents awareness has increased significantly. They started to criticise some of teachers' behaviour when benchmarked against PD requirements.

Teachers have reacted differently to parents views about PD implementation. Some teachers were very resistant and did not feel comfortable about parents interfering in their own business where others found it very encouraging to try to enhance and modify their performance. School management as third party believes that parents and teachers are partners in PD implementation and that all involved parties should collaborate in maximizing return on school overall performance.

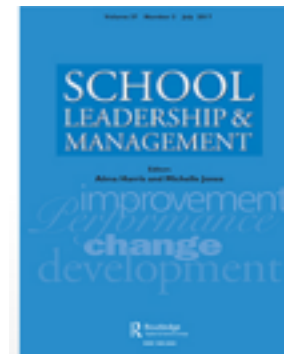
# Positive Discipline (PD): Evaluation Report

**Research publication in pipeline...**

**Targeted Academic Journals (with high impact factor)**

GSO is trying to publish the previously mentioned research work in the following peer-reviewed journals:

1. **Comparative Education Review,**  
The University of Chicago Press
2. **Comparative Education**  
Taylor & Francis
3. **School Leadership & Management**  
Taylor & Francis



# Positive Discipline (PD): Evaluation Report



## Future Research ...

GSO is intending to continue with research on PD with an active involvement of teachers with a focus on action research. The following areas to be explored:

1. Teachers' professional development for PD implementation (most effective strategies for an international pool of teachers at international schools).
2. Students' views about the world outside the school (School values versus community values and the conflict/confusion it might cause to students)
3. A school without PD. This would focus on comparing two different schools from similar socio-economic background and academic program (Presumably IB) where one school has implemented PD and the other has not. Has PD made any difference?





Thank you