

Re-Theorizing Discipline in Education: Problems, Politics, and Possibilities (Complicated Conversation)

Zsuzsa Millei, Tom G. Griffiths, Robert John Parkes



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For over a century, teachers, parents, and school leaders have lamented a loss of 'discipline' in classrooms. Caught between guidance approaches on the one hand and a call for zero tolerance on the other, current debates rarely venture beyond the terrain of implementation strategies. This book aims to reinvigorate thinking on 'discipline' in education by challenging the notions, foundations, and paradigms that underpin its use in policy and practice. It confronts the understanding of 'discipline' as purely repressive, and raises the possibility of enabling forms and conceptualizations of 'discipline' that challenge tokenistic avenues for students' liberation and enhance students' capacity for agency. This book is an essential resource for university lecturers, pre-service and in-service teachers, policymakers, and educational administrators who want to re-think 'discipline' in education in ways that move beyond a concern with managing disorder, to generate alternative understandings that can make a difference in students' lives.

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