ISSN 1392-0340 (Print)
ISSN 2029-0551 (Online)
https://doi.org/10.15823/p.2026.162.5

Pedagogika / Pedagogy
2026, t. 162, Nr. 2, p. 87–102 / Vol. 162, No. 2, pp. 87–102, 2026

VYTAUTO DIDŽIOJO UNIVERSITETO ŠVIETIMO AKADEMIJA

Classroom Management Techniques of Experienced Experts and Novice Teachers: A Case of a School With Positive Discipline

Mahammad Michael Hasanov[1], Agne Brandišauskienė[2]

[1] Vytautas Magnus University, Education Academy, Educational Research Institute, 58 K. Donelaičio St., LT-44248 Kaunas, Lithuania, mahammad.hasanov@vdu.lt
[2] Vytautas Magnus University, Education Academy, Educational Research Institute, 58 K. Donelaičio St., LT-44248 Kaunas, Lithuania, agne.brandisauskiene@vdu.lt

Annotation. The development of effective models of school disciplinary practice could be of assistance to all teachers. Based on the example of one school that uses positive discipline, this article aims to identify the techniques that novice and expert teachers use to deal with student misbehaviour. The example of a school that applies the principles of positive discipline can draw all teachers' attention to how they interpret events in the classroom and encourage them to reflect on their professional practice.

Keywords: *expert teacher, novice teacher, classroom management, techniques, positive discipline.*

Introduction

A teacher's classroom management skills are closely linked to student achievement (Wolff et al., 2014). International research (OECD, 2021) shows that in many countries, pupils with discipline problems in the classroom have lower learning outcomes in all subjects. It is clear that pupils' undisciplined behaviour in the classroom has been a

Copyright © 2026. Mahammad Hasanov, Agne Brandisauskiene. Published by Vytautas Magnus University, Lithuania. This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

challenge for teachers for many years (Abacioglu et al., 2021; Canderella et al., 2020; Praetorius et al., 2020; Schlesinger et al., 2018). According to the OECD (2019), nearly one-third of teachers report that ongoing student discipline issues hinder effective classroom instruction. Disciplinary problems seem to be most prevalent in secondary education, as teachers report that these classrooms are not characterised by a conducive learning environment. Teachers identify a range of challenges with student discipline: they lose a lot of time because students interrupt class, must wait a long time for students to calm down, or must deal with a lot of noise in the classroom (OECD, 2019). It is therefore clear that misbehaving students and disciplining them take away from teachers' time for teaching and learning, reducing students' chances of learning and achieving correspondingly higher levels of learning outcomes.

Lithuanian teachers also identify classroom management as one of the top three priorities for professional development, along with the use of ICT (e.g., Information and communication technology) and teaching and learning for students with special educational needs (Razmantienė & Melnikė, 2021). In Lithuania, only sporadic work by researchers has been devoted to the study of classroom management challenges. An analysis of learning data (Brandišauskienė & Iurasova, 2022) shows that teachers use external tools (e.g., praise or remarks) to regulate students' behaviour in mathematics lessons, although students' performance is not correlated with them. It has also been found that as the number of comments sent by the mathematics teacher to the student and/or parents increases, the likelihood of receiving a lower grade in mathematics increases (Brandisauskiene, 2022). However, teachers can also use positive disciplinary methods such as encouragement, behavioural support, or logical consequences in response to students' misbehaviour (Hasanov & Brandisauskiene, 2025), which is likely to foster students' intrinsic motivation to learn and to lay the foundations for higher levels of achievement.

As already mentioned, classroom management is a challenge for many teachers, but Wolff and colleagues (Wolff et al., 2014) point out that it is a major issue for novice teachers. It appears that classroom management experience influences teachers' perception of the meaning of classroom events (Wolff et al., 2021). Experts have extensive knowledge of the classroom, the situations and the social interactions that arise during teaching and therefore understand the complexity of what happens in classrooms. Novices, on the other hand, have limited, less comprehensive knowledge and participate in classroom events with less interconnectedness and coherence (Wolff et al., 2017). Perhaps that is why, for almost a decade now, researchers have been observing a trend towards a difference in focus between novice and experienced teachers in the context of classroom management. The first (novice) teachers focus on discipline issues, while the second (experienced) teachers focus on supporting learning, linking this to aspects of managing student behaviour (van Driel et al., 2023; Wolff et al., 2014; Wolff et al., 2017). According to Welsh (2023), two main factors emerge as crucial aspects

of disciplinary practice in schools: the first is teacher training and the second is the development of effective models of school disciplinary practice. It is therefore clear that there is a need to find techniques for novice teachers to help them create the positive classroom climate that encourages all students to work effectively.

The Theoretical Framework for Positive Discipline

The theoretical foundations of positive discipline are linked to the work of Adler and Dreikurs (Dreikurs et al., 2004), with an emphasis on the development of student self-discipline and the associated cognition and emotions, and on the importance of meeting children's needs for autonomy, competence and social belonging (Bear, 2009). Social belonging is recognised as a key factor in student motivation and self-esteem, so the teacher's behaviour in maintaining classroom discipline should reinforce, rather than undermine, the student's self-esteem and social belonging (Bear et al., 2022). Teachers must be guided by the principle that students are social individuals with an innate need and desire to belong to social groups. The school, together with the family, is the main social group for pupils, and building positive relationships within them is essential to meet their needs (Lyons et al., 2012).

Another very important proposition of this theory concerns the goals of (inappropriate) behaviour. The student's behaviour is "orderly and purposeful", seeking social acceptance and self-determination (Lyons et al., 2012). Therefore, through inappropriate behaviour – such as attention-seeking, attempts to exert power, acts of revenge, or displays of inferiority - the student is ultimately trying to gain a sense of belonging within the group. For example, the goal of attention-seeking behaviour is not to engage in the activity itself but to be the focus of attention in order to gain significance (Dreikurs & Soltz, 1964). Teachers therefore need to be trained to be sensitive and to recognise children's goals (Dreikurs, 2025) in order to understand the real reasons behind students' motivation and behaviour (Dinkmeyer & Dreikurs, 2000).

It should be noted that positive discipline is strongly opposed to the use of rewards, praise and punishment and relies heavily on close teacher-student relationships and class meetings to prevent behavioural problems (Bear, 2009). Dreikurs, with colleagues (Dreikurs et al., 1998), encouraged classroom discussions to help students develop a sense of belonging and significance, to increase social interest. Therefore, the teacher should engage the whole class in discussions about need satisfaction and behaviour, agree on common rules, expectations and boundaries, foster consistent, caring and responsible behaviour, encourage students to take responsibility for their own behaviour, and apply natural and logical consequences in a positive discipline approach (Lyons et al., 2012).

Methodology

Study Context

This study was conducted in a school that follows a positive discipline approach. At the beginning of each academic year, teachers participate in professional development seminars focused on positive discipline principles. These seminars are also held from time to time in the middle of the year, especially with the novice teachers. The school also has an open-door policy that allows students to move between designated learning areas, giving them the freedom to self-regulate and choose spaces where they can work most effectively. These settings reflect the school's emphasis on responsibility, respect, and community.

Research Design and Data Collection Method

The aim of this article is to identify the techniques that novice and expert teachers use to deal with student misbehaviour. A structured lesson observation form, developed by the first author, was used as the primary data collection tool, as it is proven that observation is a valuable tool for capturing non-verbal behaviour (Cohen et al., 2002).

The lesson observation file was divided into four main sections. The first section was designed to record basic information, including the date, time, observer, teacher, students, class/grade, lesson topic, and duration. The second section focused on documenting classroom dynamics and student interactions in 10-minute intervals. The third section was dedicated to recording the behaviour of both the teacher and students, also in 10-minute intervals. The fourth and final section was used to list the coded data for further analysis. Tables 1 and 2 show the main parameters of the monitoring (second and third sections of the observation tool).

Table 1

The Main Parameters of the Lesson Observation Form (Part 1: Classroom Dynamics & Students Interaction, Interval Recording)

Time Interval	Student Engagement	Peer Interaction	Classroom Atmosphere
00:00-10:00	1-Low	1-Low	1-Tense
	2-Moderate	2-Moderate	2-Neutral
	3-High	3-High	3-Positive
Notes			

Table 2

The Main Parameters of the Lesson Observation Form (Part 1I: Behaviour Observation Log, Interval Recording for Objective Data Collection)

Time Interval	Participant (Teacher/ Student)	Action	Description (Objective-Observation)
00:00-10:00	Teacher		
	Student		

Data collection spanned two weeks. Lessons for fifth and sixth graders were observed during the first week, while the second week was dedicated to observing seventh and eighth graders. Five lessons were observed per grade; however, some classes were observed twice due to an insufficient number of available classes.

Data Analysis

The data collected from the lesson observations were manually coded by the first author. Observations that were unclear or not directly observable were excluded to minimise subjective interpretation. Initially, the techniques employed by novice and experienced teachers were categorised separately to identify differences. Subsequently, the common techniques across both groups were highlighted and coded. Table 3 shows the phases of Thematic analysis.

Table 3

Phases of Thematic Analysis

Phase	Description of the process
1. Defining the research question(s)	Formulating the research question: What were the differences and similarities in the techniques used by novice and experienced teachers?
2. Defining the units of analysis	Examining the actions of both students and teachers sentence by sentence and coding them in accordance with the principles of positive discipline. The unit of analysis in this study is at the syntactic level.
3. Generating and deciding the initial codes	Developing the key themes through inductive coding. The code was organised in a section called: "differences and similarities between teachers' techniques for addressing students' misbehaviour."
4. Constructing the categories for analysis	Creating and organising the categories for each code.
5. Conducting the data analysis	Coding all the data manually by following the principles of positive discipline, based on Adlerian-Dreikursian theory (Dreikurs et al., 2004).

Table 4 presents the examples of the researcher's observation notes, initial codes, themes/subthemes and teacher type regarding their experiences. All observation material was coded based on this logic.

Table 4

Coding Process (Phases 3 & 4)

Data Excerpt (Observation Notes)	Initial Code (Theory-based)	Theme / Subtheme	Teacher Type
"Teacher makes eye contact with the boy who interrupts."	Non-verbal behavioural redirection	Teacher Response → Redirecting Misbehaviour	Experienced
"Teacher claps her hands: '1, 2, 3.'"	Clapping hands/ Attention getting	Classroom Management → Gaining Attention	Novice
"Teacher starts walking around the class and supervises each child's work."	Supervision and Guided Support	Positive Discipline Technique → Active Supervision	Both Novice & Experienced

Participants and Settings

The observations were conducted in a natural classroom setting in a middle school located in Vilnius, Lithuania. The observer, the first author of the article, was granted with the permission by the head of the school to observe the lessons. The middle school consists of fourteen classes in total: four 5th-grade, three 6th-grade, four 7th-grade, and three 8th-grade classes. To ensure balanced results, five lessons per grade level were observed. Each lesson lasted 45 minutes. In total, 20 lessons were observed, involving 10 female and 3 male teachers, as well as 243 students. When some classes were observed twice due to the limited number of available classes, duplicate students were excluded from the overall student count. Except for one female teacher who joined mid-year, all 13 teachers had attended a school-led seminar on Differentiation and Positive Discipline at the beginning of the academic year. Tables 5 and 6 show the data for teachers and pupils. It should be noted that the division of teachers into certain categories (novice or experienced) is based on the assumption that the level of teachers' competence depends on their work experience (i.e., years of experience and work with the same group of students). The existence of this criterion alone is recognised as a limitation and is discussed at the end of the article (in the discussion section).

Table 5

The Information About the Teachers' Subject and Years of Experience

Subject	Years of Experience	Category
Science	2 months	Novice
Lithuanian language	3 years	Novice
History	1 year	Novice
English (5th–6th grade)	2 years	Novice
Geography	3 years	Novice
Psychics	2 years	Novice
Biology	2.5 years	Novice
Math	5 years	Experienced
Math (Cambridge)	5 years	Experienced
Math (7th–8th grade)	6 years	Experienced
English (8th grade)	7 years	Experienced
History	10 years	Experienced
English (7th grade)	15 years	Experienced

Table 6

The Information About the Number of Students by Gender and Class

Grade	Number of classes for each grade	Number of boys	Number of girls	Total
Grade 5	4	31	38	69
Grade 6	3	26	27	53
Grade 7	4	41	24	65
Grade 8	3	27	29	56
Total:	14	125	118	243

Ethical Considerations

Before starting the lesson observations, the Head of Education and the Middle School Principal were contacted and asked for permission. Each teacher signed a consent form before the start of their lesson. All observation details were kept confidential and were not shared with any third party. Any actions that were unobservable or unknown were not recorded. Parental permission was not required, as the school contract signed upon admission already permits lesson observations. Therefore, the authority to grant observation permission lies with the school principal.

Results

After the coding of lesson observations in the middle school, certain differences and similarities were observed between novice and experienced teachers. Certainly, there were also techniques that overlapped.

Classroom Management Techniques Applied by Novice Teachers

During 20 observed lessons, a variety of techniques were most frequently employed by novice teachers. These techniques were attention-getting, such as clapping hands at the beginning of the lessons, reminding them of the rules, planning more group projects rather than individual learning, not reacting to minor misbehaviour, and using a more friendly, humorous approach.

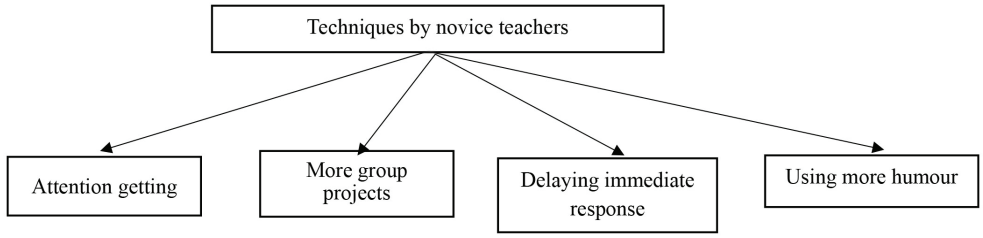
For example, during the fifth graders' lesson, the teacher introduced the lesson, but the class was too chaotic. The teacher clapped their hands to receive the attention of the students. This specific technique was mostly observed only during novice teachers' lessons. The replacement of this technique during experienced teachers' lessons was raising their hands, waiting for the students' reactions.

In addition, novice teachers showed a preference for incorporating more group projects into their lessons. Students were normally assigned to the groups, and they worked on their projects independently. There was little teacher interference during the process, while experienced teachers appeared to be assigning more individual tasks and were more engaged in the learning process.

Novice teachers were noticed to be less reactive to minor misbehaviour such as talking out loud, attention-seeking, etc. As an example of this, during the 7th graders' lesson, only boys were engaged in the project, and the girls were discussing something else and ignoring the task. However, the teacher did not appear to be reactive to this. This instance was recorded quite a few times. It mostly seemed a deliberate approach by the teacher not to escalate the issue because of minor issues. In this case, this delaying immediate response to minor misbehaviour can be considered as a technique.

Novice teachers demonstrated a more open and friendly approach toward students in their lessons. Almost in each class, it was noticed that there was a more friendly dynamic between novice teachers and students. Novice teachers were using more humour to receive the attention of the students. For example, during 8th graders' lesson, one girl was reading her poem, but it was so obvious that the student used other tools such as Artificial Intelligence to write this poem. She was open about it and jokingly said: "I used my knowledge to write it." The teacher smiled and asked: "So, what else did you use?" in a humorous approach without escalating the issue or shaming. The student positively responded: "Maybe some internet." The techniques of novice teachers are shown in Figure 1.

Figure 1
Techniques Applied by Novice Teachers



Thus, we can see that novice teachers used humour, group work or delayed immediate responses in order to engage students in active learning. These strategies can be linked to the principles of positive discipline, as they encourage active learning and focus on students' internal resources, such as competence, autonomy, and social belonging. To manage inappropriate behaviour, teachers drew attention to it (e.g., by clapping their hands). It should be noted that this strategy does not focus on negative student behaviour, but emphasises what needs to be done.

Classroom Management Techniques Applied by Experienced Teachers

After lesson observations and coding the data, results indicated that experienced teachers used techniques and approaches, such as non-verbal behavioural redirection (making direct eye contact), establishing clear rules and boundaries, seating arrangement, differentiation, and establishing logical consequences.

For example, during 6th graders' lesson, when the lesson was introduced to include a game, one boy started to scream out loud (the reason was not clear, but it could be because of excitement). The teacher simply made direct eye contact with him, and he immediately kept silent. It could be a clear example of non-verbal behavioural redirection. This approach was recorded in other experienced teachers' lessons, while novice teachers mostly preferred to call them by their names in such situations.

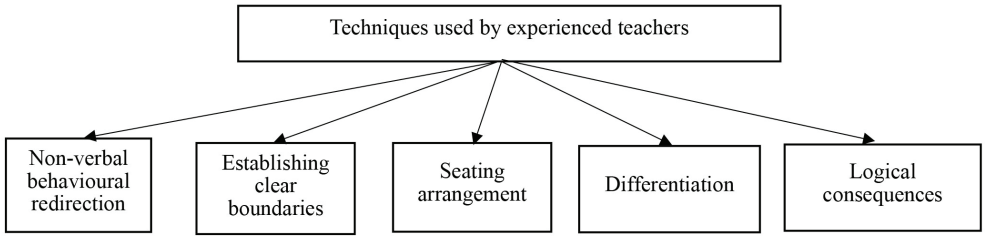
Another technique was establishing clear rules and boundaries before the lessons started. Experienced teachers seemed more prepared with clear criteria and expectations that they introduced before their lessons. Of course, novice teachers also used similar techniques, but it was mostly verbal. However, experienced teachers either demonstrated on the whiteboard, using presentations or on the worksheets.

One of the other important techniques was seating arrangement, which the experienced teacher seemed stricter and more prepared about. In such classes, normally students' seats were already pre-planned and organised before the lessons started. In the novice teachers' case, students appeared to decide their own seats without teachers' interference. It must be noted that even though approaches were so different, seating-related major misbehaviour was not detected in either case.

Experienced teachers seemed clearer about establishing logical consequences. As an example, during 7th graders' lesson, one boy spilt water on his desk and seat to make fun of his friends. He seemed to enjoy the attention from his friends. The teacher calmly approached him and asked him to clean his seat first and then change his seat. This could be considered as a logical consequence of the boy's actions since he cleaned the seat and changed his seat to be a bit farther away from his friends to lessen the distraction. He seemed, later, more focused and behaved better. In novice teachers' cases, it seemed more like a verbal warning rather than clearly establishing logical consequences. Of course, in some instances, verbal warnings were enough to redirect the misbehaviour, too. However, novice teachers did not provide logical consequences for students' misbehaviour, instead offering only warnings or reminders of classroom rules. For instance, during 6th graders' lesson, only few boys were engaged; the rest of the classroom was distracted by their laptops. However, the teacher only warned them but did not provide logical consequences to stop them from playing with their laptops. The techniques of expert teachers are shown in Figure 2.

Figure 2

Techniques Applied by Experienced Teachers



Overlapped Classroom Management Techniques for Both Groups of Teachers

Despite the major differences, there were also similarities noticed between novice and experienced teachers. These similarities were behavioural redirection, supervision and guided support, and asking engaging questions and self-reflection. All these techniques appeared to be used by both groups of teachers.

Behavioural redirection stood out as one of the most applied techniques by both groups of teachers. During 7th graders lesson, one boy was wearing an earphone during the lesson, the teacher approached the boy and asked him to take it off and focus on the lesson. Similar techniques were applied while students were using their phones or talking to their friends by both groups.

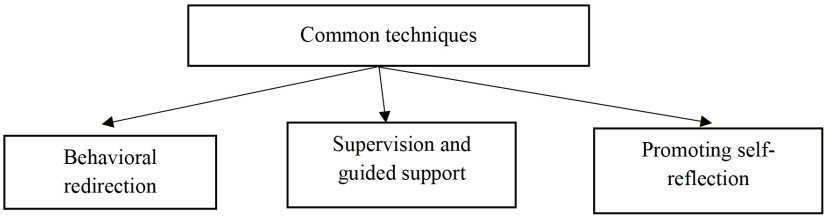
Another technique commonly used by both groups was supervision and guided support. Both groups were supervising the students and offering support. Especially, supervision and guided support were observed to be more demanding among 5th and

6th grade students. For example, during a 5th-grade math lesson, the teacher moved around the classroom, checking on students who needed more challenging work, offering help, or inviting them to her desk to work together for a better understanding.

Lastly, in almost every class, all teachers ended their lessons by asking questions to reflect on their learning. Certainly, types of reflections changed from lesson to lesson. For example, while some teachers preferred to ask direct questions such as ''What did we learn today?", others ended their lessons with some interactive games to summarise the lessons. The techniques of novice and expert teachers are shown in Figure 3.

Figure 3

Classroom Management Techniques Used by Both Novice and Experienced Teachers



It should be noted that these methods are more focused on stimulating the student's internal motivation to learn and fostering interpersonal educational interaction between the teacher and the student, rather than directly regulating inappropriate behaviour externally. For instance, the first technique simply asks the student to put on headphones to help them refocus on the lesson, encouraging curiosity and engagement instead of drawing attention to the misbehaviour.

Discussion

The study of the techniques used by teachers in one school to manage student misbehaviour provides two very significant insights.

First, it is important that the school has its own system of positive discipline, which is particularly important because, as already mentioned, the disciplinary model implemented in schools is one of two factors emerging as crucial aspects of disciplinary practice in schools (Welsh, 2023). The results also show that teachers use positive discipline techniques (logical consequences, rules and boundaries, guided support, self-reflection) in the classroom. According to researchers (Soheili et al., 2015), it is precisely these techniques that address students' essential needs and aim to create a classroom environment that promotes student learning. It can therefore be assumed that in the school studied, in line with positive discipline, the teacher seeks to collaborate with

students rather than control their behaviour, giving them choices and encouraging their responsible behaviour by negotiating behavioural and learning expectations.

Secondly, a comparison of the techniques used by novice and experienced teachers shows that there is no significant difference, i.e., both groups of teachers use techniques related to understanding and responding to students' basic needs. We believe that this result was achieved because the school adheres to positive discipline principles and trains new teachers in this approach. Therefore, we did not find the difference between new and experienced teachers that we identified in the theoretical part of this article. For example, novice teachers were found to use group projects. This technique promotes cooperation between students (Markula & Aksela, 2022) and is likely to meet their need for social belonging. A group of these teachers also used humour. This technique is important from a neurodidactic point of view because it stimulates students' engagement and excitation (Daugirdiene et al., 2024). This positive result shows that the teachers who took part in the study are keen to use techniques that promote learning rather than just disciplining. According to researchers (Wolff et al., 2017), this is in line with the fundamental goal of classroom management, which is to maximise student learning while minimising inappropriate behaviours that interfere with learning (although it is important to note that the teacher's goal should not be primary, but only secondary).

Of course, when comparing the techniques used by beginners and experienced teachers, some differences can be seen. As noted in the results section, novice teachers used more verbal behavioural redirection and provided verbal warnings rather than clear logical consequences. For experienced teachers, the use of the nonverbal behaviour redirection technique is significant because it does not draw the attention of the whole class to the "offending" student, nor does it exclude him from the group. The logical consequences technique is also closely linked to the development of student self-discipline. Such research findings suggest a trend found by other researchers that expert teachers are better at interpreting classroom dynamics (Wolff et al., 2017) and that their interpretations are related to techniques to support learning (van Driel et al., 2023).

Finally, we would like to underline the importance of this study, even though it is limited to the teaching community of one school. Obviously, such a sample is not representative of the experiences of teachers in Lithuania as a whole, but it is an important case for the implementation of student- and teacher-friendly classroom management models in schools. In many cases, teachers themselves are looking for effective techniques, and managing the complex classroom situation and the variety of events that take place in it is a major challenge for them. Teachers' knowledge of how to deal with this complexity depends largely on their level of experience, and teachers have different perceptions and interpretations of classroom events (Wolff et al., 2021). Effective classroom management requires both proactive strategies to maintain students'

positive engagement in learning activities (e.g., monitoring, supporting students) and reactive strategies to deal with (unexpected) situations and students' (inappropriate) behaviour (e.g., disciplinary interventions) (van Driel et al., 2023). Unfortunately, in most schools, the focus of school discipline is not on developing self-discipline, but on correcting misbehaviour, i.e. primarily on punishing misbehaviour in order to enforce compliance with the rules and with those who have authority (Bear, 2009). Therefore, the example of a school applying positive discipline techniques can provide a frame for self-reflection by other teachers. As researchers (Wolff et al., 2021) point out, teachers' greater attentiveness to the shared patterns of expert and novice behaviour in how they perceive and interpret classroom events can contribute to their own understanding of their own experiences and to their personal professional reflection. We believe that the classroom management strategies mentioned above can serve as a preliminary outline for pre- and in-service teachers to assess the techniques they use.

We also acknowledge the limitations of this study. The results obtained are likely to be more related to the institutional culture of positive discipline at a particular school than to the experience of novice and experienced teachers. Therefore, further research is needed to explore the experiences of different groups of teachers. In these studies, the identification of novice and experienced teachers could also be more accurate by including their performance indicators (Palmer et al., 2005).

Conclusions

This article aimed to identify methods that novice and experienced teachers use to address student misbehaviour. The results of the study suggest that teachers in schools that implement positive discipline use its techniques in the classroom (logical consequences, rules and boundaries, support, and encouragement of self-reflection). These methods meet the essential needs of students and aim to create a classroom environment that promotes student learning. A comparison of the techniques used by novice and experienced teachers revealed no significant differences between them, i.e., both groups of teachers use methods related to understanding and responding to students' basic needs. This example of a school that applies positive discipline provides a basis for other teachers to reflect on what classroom management techniques can be used to address challenges of disruptive student behaviour in class. We believe that it is important to encourage all teachers to pay greater attention to how they perceive and interpret classroom events, as this can contribute to their understanding of their own experience and personal professional reflection.

References

Abacioglu, C. S., Volman, M., & Fischer, A. H. (2021). Teacher interventions to student misbehaviors: The role of ethnicity, emotional intelligence, and multicultural attitudes. *Current Psychology, 40,* 5934–5946. https://doi.org/10.1007/s12144-019-00498-1

Bear, G. G. (2009). The positive in positive models of discipline. In R. Gilman, E. S. Huebner, & M. J. Furlong (Eds.), *Handbook of positive psychology in schools* (pp. 305–321). Routledge/ Taylor & Francis Group.

Bear, G. G. (2010). *School discipline and self-discipline: A practical guide to promoting prosocial student behavior.* The Guilford Press.

Brandisauskiene, A. (2022). Relationship between classroom management strategy focused on student external behaviour and student achievement in low SES schools: What can teachers do? *European Journal of Contemporary Education, 11*(4), 1079–1089. https://doi.org/10.13187/ejced.2022.4.1079

Brandišauskienė, A., & Iurasova, O. (2023). The link between student's maths achievement and teacher behaviour in classroom management: What does the initial learning analytics show? *Pedagogika, 146*(2), 60–79. https://doi.org/10.15823/p.2022.146.3

Caldarella, P., Larsen, R. A. A., Williams, L., Wills, H. P., & Wehby, J. H. (2020). "Stop doing that!": Effects of teacher reprimands on student disruptive behavior and engagement. *Journal of Positive Behavior Interventions, 23*(3), 163–173. https://doi.org/10.1177/1098300720935101

Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education*. Routledge.

Daugirdiene, A., Cesnaviciene, J., & Brandisauskiene, A. (2024). Insights from the active use of neuroscience findings in teaching and learning. *Behavioral Sciences, 14,* 639. https://doi.org/10.3390/bs14080639

Dinkmeyer, D. C., & Dreikurs, R. (2000). *Encouraging children to learn*. Psychology Press.

Dreikurs, R. (2025). *Do teachers understand children?* Retrieved June 25, 2025. https://www.carterandevans.com/storage/app/media/library/Adlerian-Theory/article-do-teachers-understand-children.pdf

Dreikurs, R., Cassel, P., & Ferguson, E. D. (2004). *Discipline without tears: How to reduce conflict and establish cooperation in the classroom*. John Wiley & Sons.

Dreikurs, R., Grunwald, B. B., & Pepper, F. C. (1998). *Maintaining sanity in the classroom: Classroom management techniques*. Routledge.

Dreikurs, R., & Soltz, V. (1964). *Children: The challenge*. Hawthorn/Dutton.

Lyons, G. S., Ford, M., & Arthur-Kelly, M. (2011). *Classroom management: Creating positive learning environments* (3rd ed.). Cengage Learning.

Markula, A., & Aksela, M. (2022). The key characteristics of project-based learning: How teachers implement projects in K-12 science education. *Disciplinary and Interdisciplinary Science Education Research, 4*(2). https://doi.org/10.1186/s43031-021-00042-x

OECD. (2019). *TALIS 2018 results (Volume I): Teachers and school leaders as lifelong learners*. OECD Publishing. https://doi.org/10.1787/1d0bc92a-en

OECD. (2021). *Positive, high-achieving students? What schools and teachers can do.* OECD Publishing. https://doi.org/10.1787/3b9551db-en

Palmer, D. J., Stough, L. M., Burdenski, T. K., Jr., & Gonzales, M. (2005). Identifying teacher expertise: An examination of researchers' decision making. *Educational Psychologist, 40*(1), 13–25. https://doi.org/10.1207/s15326985ep4001_2

Praetorius, A. K., Klieme, E., Kleickmann, T., Brunner, E., Lindmeier, A., Taut, S., & Charalambous, S. (2020). Towards developing a theory of generic teaching quality: Origin, current status, and necessary next steps regarding the three basic dimensions model. *Zeitschrift für Pädagogik, 66,* 15–36. https://doi.org/10.3262/ZPB2001015

Razmantienė, A., & Melnikė, E. (2021). *EBPO TALIS 2018 tyrimo rezultatų pristatymas*. https://www.nsa.smsm.lt/wp-content/uploads/2023/02/TALIS2018_rezultatai_2021.05.05_compressed.pdf

Schlesinger, L., Jentsch, A., Kaiser, G., Konig, J., & Bromeke, S. (2018). Subject-specific characteristics of instructional quality in mathematics education. *ZDM Mathematics Education, 50,* 475–490. https://doi.org/10.1007/s11858-018-0917-5

Soheili, F., Alizadeh, H., Murphy, J., Bajestani, H. S., & Ferguson, E. D. (2016). Teachers as leaders: The impact of Adler-Dreikurs classroom management techniques on students' perceptions of the classroom environment and on academic achievement. *The Journal of Individual Psychology, 71,* 440–461.

van Driel, S., Crasborn, F., Wolff, C. E., Brand-Gruwel, S., & Jarodzka, H. (2023). Teachers' interactive cognitions in noticed classroom management events: Does experience matter? *Teaching and Teacher Education, 126,* 104076. https://doi.org/10.1016/j.tate.2023.104076

van Driel, S., Wolff, C. E., Crasborn, F., Brand-Gruwel, S., & Jarodzka, H. (2022). A coding scheme to clarify teachers' interactive cognitions in noticed classroom management situations from an actor's perspective. *Teaching and Teacher Education, 111,* 103602. https://doi.org/10.1016/j.tate.2021.103602

Welsh, R. O. (2023). Administering discipline: An examination of the factors shaping school discipline practices. *Education and Urban Society, 56*(7), 847–880. https://doi.org/10.1177/00131245231208170

Wolff, C. E., van den Bogert, N., Jarodzka, H., & Boshuizen, H. P. A. (2014). Keeping an eye on learning: Differences between expert and novice teachers' representations of classroom management events. *Journal of Teacher Education, 66*(1), 68–85. https://doi.org/10.1177/0022487114549810

Wolff, C. E., Jarodzka, H., & Boshuizen, H. A. P. (2017). See and tell: Differences between expert and novice teachers' interpretations of problematic classroom management events. *Teaching and Teacher Education, 66,* 295–308. https://doi.org/10.1016/j.tate.2017.04.015

Wolff, C. E., Jarodzka, H., & Boshuizen, H. P. A. (2021). Classroom management scripts: A theoretical model contrasting expert and novice teachers' knowledge and awareness of classroom events. *Educational Psychology Review, 33,* 131–148. https://doi.org/10.1007/s10648-020-09542-0

Patyrusių ekspertų ir pradedančių mokytojų klasės valdymo technikos: mokyklos, taikančios pozityviąją discipliną, atvejis

Mahammad Michael Hasanov[1], **Agnė Brandišauskienė**[2]

[1] Vytauto Didžiojo universitetas, Švietimo akademija, Edukologijos tyrimų institutas, K. Donelaičio g. 58, LT-44248 Kaunas, Lietuva, mahammad.hasanov@vdu.lt
[2] Vytauto Didžiojo universitetas, Švietimo akademija, Edukologijos tyrimų institutas, K. Donelaičio g. 58, LT-44248 Kaunas, Lietuva, agne.brandisauskiene@vdu.lt

Santrauka

Straipsnyje siekiama aiškintis, kokias klasės valdymo technikas naudoja pradedantys ir patyrę mokytojai. Tyrimas atliktas mokykloje, kurioje mokytojai, spręsdami mokinių drausmės problemas, vadovaujamasi pozityviosios disciplinos nuostatomis. Taikant struktūruotą stebėjimą, buvo fiksuotas mokinių netinkamas elgesys ir mokytojų klasės valdymo technikos 20-yje įvairių dalykų pamokose V–VIII klasėse. Atlikta surinktų stebėjimo duomenų tematinė analizė.

Tyrimo rezultatai leidžia teigti, kad mokykloje, įgyvendinančioje pozityviąją discipliną, mokytojai klasėse naudoja logines pasekmes, taisykles ir ribas, suteikia paramą, skatina savirefleksiją. Palyginus pradedančiųjų ir patyrusių mokytojų naudojamas technikas nustatyta, kad reikšmingo skirtumo tarp jų nėra, t. y. abi mokytojų grupės naudoja metodus, susijusius su mokinių pagrindinių poreikių supratimu ir reagavimu į juos.

Atliktas tyrimas pateikia vertingų praktinių įžvalgų. Kaip pažymi tyrėjai (Wolff ir kt., 2021), didesnis mokytojų dėmesys bendriems ekspertų ir pradedančiųjų elgesio modeliams, kaip jie suvokia ir interpretuoja klasės įvykius, gali prisidėti prie jų pačių patirties supratimo ir asmeninės profesinės refleksijos. Todėl mokyklos, kurioje taikoma pozityvioji disciplina, pavyzdys suteikia pagrindą kitų mokytojų savirefleksijai, kokios klasės valdymo technikos gali būti naudojamos sprendžiant mokinių nedrausmingo elgesio iššūkius pamokose.

Esminiai žodžiai: *pradedantis mokytojas, mokytojas ekspertas, klasės valdymas, technikos, pozityvioji disciplina.*

Gauta 2026 06 30 / Received 30 06 2026
Priimta 2026 07 17 / Accepted 17 07 2026