

Abstract

This bachelor's thesis deals with the issue of discipline in Waldorf schools. It broadens the horizons of functioning of the Waldorf school, its philosophy and the work of Waldorf teachers. Qualitative research focuses on four disciplinary problems, namely failing tasks or preparing them not sufficiently, lack of concentration, using vulgar words and using mobile phones while they are forbidden. Through in-depth interviews, it surveys how teachers maintain discipline, or address indiscipline in classroom. The research offers an overview of the strategies that were employed. These strategies are compared to current trends in classroom management. The results serve as an inspiration not only for Waldorf teachers in dealing with indiscipline.

Keywords: discipline, Waldorf school, qualitative research