

# Assignment 1 ptlls, level 4

Education



**ASSIGN  
BUSTER**

Assignment 1 - PTLLS - Level 4 Task 1. Establishing ground rules and promoting appropriate behaviour. Level 4. Explain the different approaches you have discovered for establishing ground rules to value the contributions of others and understand the need for respect?

Ground rules can be agreed as a group or as a class, having a mutual agreement from the class helps establish and promote respect for each other, knowing what is intended from the class and taking responsibility for learning as individuals and as a group, as working as a team and respecting each others opinions, and agreeing to disagree, however still respecting the other person's opinions. Discussing and agreeing ground rules with the class makes for transparency and openness with the class and individual awareness of this matter.

Ideally it may resolve any animosity. Inclusive learning is about recognizing that each learner is different from other learners in many ways. As a teacher; you need to work in partnership with your learners to ensure that learning is effective. Partnerships always work best when both sides know where they stand. If your learners understand what is required of them and what they can expect from you, they are more likely to make the necessary commitment to learning and to be successful in achieving their aims and ambitions. Gravells and Simpson 2008, p. 21) Promoting appropriate behaviour so that individuals respect each other and this would also help eradicate bullying style of behaviour. Although, you would think this would not happen with adults, however it does. 'The know it all', explaining to the class whilst interrupting teaching, giving too many personal experiences or

examples, this can be really frustrating for the learner, who needs to listen and understand the point of the teacher.

Once ground rules have been established this would make the individual / class aware of their own behaviour for example 'only having one conversation at a time in the class' and 'respecting other people's contributions'. Has adults in a further education environment, one would know how to behave appropriately. Ice-breakers are a great way of getting to know each other, having fun and knowing something about someone can also promote respect. Well-chosen icebreakers can ease learners through the discomfort of getting to know others, and the teacher better.

They can help to set a positive atmosphere for learner interactions and encourage interest in the overall learning experience. (Gravells and Simpson 2008, p. 10) Having boundaries for a teacher and learner also promotes respect and appropriate behaviour for the teacher and the learners. This may include personal space, physical contact, other students within the institution, the age of the student being taught, the location: college, work place, training etc.

This is also to safe guard minors, well being, duty of care, equality and work ethics, it is important not to overstep these. For example; if a teacher accepts a gift such as money or diamonds, this maybe considered as favouritism, bribery, (boundaries can be agreed about giving / receiving gifts, thus the type of gift presented to either party) and if a teacher gives gifts to a minor this maybe considered as grooming, it is important not to overstep this grey area. (Gravells and Simpson 2008, p. 1 and 12) explains the reasoning behind ground rules: Agreeing ground rules with learners Under

the new Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector your aim will be to create a safe learning environment that promotes tolerance, respect and co-operation between your learners. One of the best ways of achieving this is to develop an agreement with your learners regarding ground rules. These are rules that should be agreed by, and followed by, all learners within your group.

Involving your learners in the process encourages them to take responsibility and ownership for their own learning. Your learners will learn best in an environment in which they are able to participate, voice their opinions, ask questions and be actively involved in determining how they will learn. Ground rules should be agreed by the whole group rather than imposed by you. By showing an interest in their decisions, you are communicating with your learners that they are valued as individuals, who bring useful skills and knowledge to the session.

You might think that they will agree to switch off their mobile phones and arrive on time. However, it might be useful to get them to think about dividing their ground rules into rights and responsibilities; for example:

- We have a right to:
  - o Be treated with respect;
  - o Be listened to;
  - o Be assured of confidentiality.
- We have a responsibility to:
  - o Be on time for sessions;
  - o Not disrupt the session;
  - o Switch off mobile phones.

(Gravells and Simpson 2008, p. 11 and 12)

We all have a right to learn, listen and contribute in class, as individuals will have their own intent for how and what end results they desire. Knowing this contributes to respect for others, as we all have different learning styles. Has an individual has paid to study and not be disrespected by anyone within the

location and in the class. Word Count: 814 Reference List: Gravells, A. and Simpson, S. (2008) Planning and Enabling Learning in the Lifelong Learning Sector Learning Matters Ltd. Exeter.