

Analyse different ways in which you would establish ground rules with your learne...

[Profession](#), [Teacher](#)



Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (7303)

----- Reference: THEORY TASK 3 Student

Mereli Mc Inerney 3rd Feb 2012 Analyse different ways in which you would establish ground rules with your learners, which underpin behaviour and respect for others I see ground rules as mutually agreed reciprocal arrangements where others' views and needs are appreciated and valued. Thus creating a safe and respectful space in which all participants have the opportunity to benefit from their learning experience According to the Qualified Teacher Learning and Skills framework (QTLS) ( 2008) ground rules are: Agreed codes of behaviour between the teacher and the learner usually agreed at the beginning of the programme year Ground rules set by a group will often , depend on age, region, and other contextual factors which support the fact that there is no one correct set of ground rules; as different approaches are appropriate in different circumstances. For example, the approach used in setting ground rules for adults in adult education could be different from that used for teenagers in Key stage 3, 4 and 5 or children in Key Stage 1 and 2. Typical ground rules I would like to see my students agree upon in my classroom would centre around, a statement made by Betsy Weigle M. Ed Pg 101 \* respect for each other's opinions, and property \* respect for right for everyone to have a safe, enjoyable and beneficial learning experience \* Mutual respect between the teacher and the students Ground Rules exist to assist in maintaining classroom management and a healthy learning environment There are many schools of thought on classroom management. According to . Wragg, EC (1981) negotiation, and

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suggestion will result in a healthy classroom climate in which learning will occur automatically and if handled successfully problems of class management will not arise Davidson and Lang (1960) reported that students who felt liked by their teachers had higher academic achievement and more productive classroom behaviour than did students who felt their teachers held them in lower regard. Critics of this view however argue that the forging of personal relationships in fact put the acquisition of knowledge and skills into second place " Perceived teacher support alone is not effective; (Rosenfeld, Richman, & Bowen, 2000) Hargreaves D. H (1972) suggests that in relation to when ground rules should be established that the teacher should lay down their minimum list of rules during the very first encounter with the class. The importance of the first meeting with a class being the time to establish rules is also stressed by Robertson J (1996) Rules to be addressed from the start would include course rules, Health and Safety, which have to be non negotiable, but by drawing on students past experiences can be accepted by all and not seen simply as the teacher being dictatorial After the non negotiable rules have been discussed and the teacher has " buy in" then the ground rules which are negotiable and can be revisited throughout the course should be addressed I accept David Minton's view (2005) that learners should be encouraged to take responsibility and ownership for their own learning. With regard to how do ground rules link to underpinning appropriate behaviour? I agree with CM Charles (2000) who states when identifying a range of key principles that underpin effective synergistic discipline Students are motivated by security, hope, dignity,

empowerment, competence and enjoyment"" therefore having established ground rules provides the student with all of these. I personally believe that group discussion of expectations and incorporation of all views ensures that a student feels heard and included . This form of inclusion facilitates a memorable establishment of ground rules which are individually as well as collectively meaningful. They also address diversity and each student's life and previous learning experiences which have an impact on their behaviour during the learning experience We now will look at methods and positives and negatives of setting ground rules The Teacher Led process provides the teacher with a clear set of uniformed rules and offers the teacher an opportunity to consider issues which may otherwise have been overlooked such as the learning environment and health and safety issues. Although rigid in approach, Jack Snowman pg 407 argues using this method could offer the teacher more control of the group by notion of a hierarchal order within the class. They would take on an authoritarian role with the learner having to adhere. Opponents of this view argue that it can become repressive and that it is not appropriate for an age in which students need to learn independence if society is to become really democratic Brainstorming is another method that can be use with students in order to establish ground rules.

Brainstorming creates new ideas, solves problems, motivates and develops teams . It however cannot be treated a random activity. It needs to be structured and in order for it not to become purely an exchange of voices there need to be rules around the brain storming session . It creates an ideal opportunity to get students thinking, to motivate them, involve everyone and

get them working as a team. So involving them in setting simple rules around what they would expect from each other in the brain storming session can develop into setting class ground rules for all activities This process although great for inclusion places a significant burden on the teacher to manage the process, people's involvement and sensitivities, and then to manage the follow up actions. The teacher using a flip chart needs to write down EVERY idea - clearly and where everyone in the group can see them. They need to check to be sure the materials provided will allow them to write so everyone in the group can clearly see what they are writing. It is important here that the teacher promotes inclusion by assuring those visually, hearing impaired or less confident and vocal have the same opportunities as everyone else to participate and considers the three types of learners visual, auditory, kinaesthetic , Regardless of what methods teachers use to establish ground rules. They have a duty to offer high quality education to all, to promote, foster and fulfil the potential of every student as promoted by the Runnymede Trust (2003) in their Schools Policy for Racial Equality and Cultural Diversity Statement I certify that this piece of work is my own. Unless referenced I have not used anyone else's words or ideas Mereli Mc Inerney Bibliography Wragg EC (1981), Class Management and Control: A Teaching Skills Workbook. DES Teacher Education Project, Focus Books; Series Editor Trevor Kelly, London: Macmillan Killen (1998): Creating Positive Interpersonal Relationships in the Classroom Effective Teaching Strategies; Lessons from Research and Practice Hargreaves, D. H. (1972) Interpersonal Relationships and Education, London: Routledge &

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