Ground Rules

For the purpose of this assignment, the different ways in which ground rules can be established with learners will be analysed, which also emphasise the importance of good behaviour and respect for others.

Allowing pupils to implement their own ground rules will give them a sense of ownership. This technique is a direct link with reverse psychology. This approach will allow your subject to be encouraged to behave differently and contrary to the one desired. Learners actually want ground rules so they know what is expected during teaching. For ground rules to be established, they need to be taught and visually placed in the classroom, in easy view of the students for maximum effectiveness. Once the ground rules have been put into place, making sure they are implemented and continued use of positive reinforcement are the keys to successful behaviour.

If not enforced, ground rules could stop being effectual. For example, respecting other people's contributions and not shouting out in the classroom are important rules. Therefore as a teacher the reason why students should not shout out should be explained, because this will not give other learners the opportunity to answer questions. However, learners will react in a positive way to praise and rewards, and will in contrast, act in a negative way to negative comments, producing bad behaviour. Therefore, using the example above, correcting the learner with regard to shouting out is crucial. A positive comment can be used to motivate pupils, by highlighting what was right about their thinking process, enthusiasm and attitude

> Capel et al. (2009) states that 'use of praise makes pupils feel appreciated, which may make it easier for them to accept criticism of inappropriate behaviour and to attempt to change.'. (p.133)

It is vital to allow the pupils to have their say in the ground rules imposed. The reason for this is for a stronger identification within the classroom setting.

Whilst allowing the pupils to create ground rules, the teacher should however already have them in place, to verbally add suggestions during the process. This could be delivered in numerous ways, by allowing the pupils to draw, paint, design posters or have an open discussion regarding ground rules.

Clear rules also need to be established for punctuality and school uniform. There also needs to be strategies that are in partnership with the schools policy for punctuality and uniforms. A basic rule, such as spot checks will take place at the start of every lesson, may be implemented to ensure this. In addition to this, explaining to all learners why a certain standard of presentation is required is also imperative.

Throughout this research, there has been no correlation found, which links an untidy uniform or no uniform worn at all, to having a significant effect on behaviour. School uniform is more related to representing the entire school, showing a positive image to the general public, whilst also allowing the pupils to feel as part of a group. This is in accordance with Abraham Maslow[1] Hierarchy of Needs, motivational model level three, that is called belongingness.

The main issues that have been addressed throughout this essay are analysing the different ways in which ground rules can be established with learners. The fundamental message is that the teachers need to create solid and effective ground rules which are continually implemented on a daily basis. Where the pupil's opinions are valued, there will be less need for strict and excessive rules.

[1] Abraham Maslow was a Psychologist known for the Hierarchy of Needs, which involved understanding human motivation.

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