

Scenario One

You have been working in a literacy program for several years. After some hard thinking you realized that learners' needs were not driving the program. You decided that you wanted to focus more attention on building trust and creating a nurturing learning environment. Even with this new goal in mind and lots of determination, by the end of the term you realize you have run ragged with demands from funders, too many emails, difficult board members and a continuous intake of new learners who needed assessment. The term was over and you were no further ahead with your goal. Given this, how might learners describe their learning experiences in your program? What can you do to turn this around?

Scenario Two

You recently went to a workshop that stressed the importance of creating a safe learning environment. Your "eyes were opened" when you realized there could be "bullies" in adult education classes as well. Your commitment is to helping all learners but you realize that you have some students who are expressing lots of anger in the classroom. Given this, how might learners describe their learning experiences in your program? What do you do to ensure a safe learning environment for everyone?

Scenario Three

In order to create a safe environment, you want to become more aware of the dynamics in the classroom. You notice that several students are often quite angry. Some learners talk about being bored or put their heads on their desks and sleep during class. Others learners say that they don't want to learn what you are teaching. And a couple of learners seem to answer all the questions. Given this, how might learners describe their learning experience in your program? What can you do to ensure students feel safe learning?

Scenario Four

You want a respectful classroom but several learners talk rudely when other students are speaking. The other students don't seem to mind but you are concerned. What do you do?