

Relationship Of Student And Teacher

Reclaim Your Challenging Classroom Alene H. Harris 2021-03-03 Effective classroom management is the key to truly inclusive education Teachers who excel at classroom management have students who are more engaged, less disruptive, and more likely to achieve academically. What can you do to confront behavior challenges, both in-person and virtually, and set your classroom on a positive course? Reclaim Your Challenging Classroom guides new and veteran teachers alike in developing effective classroom management techniques, with a particular focus on students with emotional or behavioral disorders. Addressing six interrelated topics—student perceptions of you as teacher, room arrangement, classroom expectations, consequences to encourage appropriate behavior, student lesson engagement, and classroom community—this step-by-step guide empowers teachers to create a positive and effective learning environment that is grounded in the student-teacher relationship. Each chapter includes: • Vignettes inspired by real classrooms and students • Ideas and techniques for successfully addressing common problems • A "What Research Tells Us" feature that relates current research findings to the effective management of inclusive classrooms • Self-assessment inventories linked to each topic, plus more than 50 activities to guide teachers in applying key concepts and strategies in their own classroom Now is the time to alter the course of your classroom! Effective, relationship-based behavior management keeps students on track and makes your classroom a better place to teach and to learn.

The Effects Student-teacher Relationships Have on Student Outcomes Caitlin S. Featherman 2016 With approximately 50 million students attending elementary and secondary schools, extraordinary numbers of children can potentially be impacted and benefited through a student-teacher relationship. Student's relationships affect the home, school, and community environments; further, such relationships can either help or impair the student's academics, behaviors, social interactions, and future endeavors. There are many positive factors and attributes that come from creating and building this relationship and by understanding this process, the importance of teacher-student relationships will be illuminated. School counselors play an important role in advocating and working to improve the quality of these relationships in a way that promotes communication of cares and concerns, which could improve student outcomes, especially those at-risk in nature. The emotional connection between the students and teacher adults in a school is an important resource in providing protective factors to help diminish the student's risk for potential problem outcomes. Research on resilience indicates that caring teachers who express concern for students and act as confidants, role models, and mentors contribute to children's capacity to overcome personal vulnerabilities and environmental adversities.

Understanding the Student-Teacher Relationship in Philosophy for Children Sarah Mattice 2023-01-23 Pens and pencils, paper and pad, books and slideshows, homework and tests, this is how we traditionally understand education. One goes to school, one learns from a teacher, and one then does something with that knowledge-supposedly. To put it like this, however, is laughable. The task of education is paradoxical. How can something so important and endemic to our society be so complicated and the source of so much frustration? The answer to me lies within the very structure of how we traditionally view education. First you learn, then you test, and then you are evaluated for success or failure; this is the path the traditional model of education takes. This thesis argues for moving away from that model. At times, the teacher is a doctor assisting the ignorant with their illnesses. At other times, he or she is a general, drilling the academic, intellectual skills needed to survive in the world beyond school. Sometimes the teacher is a friend, and sometimes just an observer. The manner that one engages with his or her classroom is often wrapped in some kind of metaphor. The 'rules' of the relationship are ascertained from this point, and the interactions structured around these rules. My aim is to explicate how these different kinds of metaphors function in a particular educational system.

The Yogi Assignment Kino MacGregor 2017-09-26 A high-profile Ashtanga Yoga teacher introduces an inspirational 30-day program that will “completely overhaul your attitude . . . eliminate negativity . . . while also allowing yoga to transform your body” (PopSugar) “The brave heart of a yogi is defined by actions that make the world a better place.” Live with authenticity. Practice patience. Let go of negativity. These are some of the core tenets of a yoga lifestyle, on and off the mat. Yoga is about much more than twisting yourself into shapes—the heart of this ancient practice is an inner journey, one of reflection, spiritual awakening, and ultimately a calm, clear mind. The Yogi Assignment is a 30-day introduction to these life-affirming and simple—yet revolutionary—principles. Led by master Ashtanga yoga teacher Kino MacGregor, this journey will challenge and uplift your body, mind, and spirit. Each day offers a practice and meditation that will help you confront your emotional, physical, and mental limitations and inspire real change in your life. MacGregor is a fierce, loving guide who encourages you to look deeply within to find your wellspring of inner strength and courage.

Wise Teacher Wise Student Alexander Berzin 2010-06-16 The relationship between a teacher and student can be a most rewarding and life-enhancing experience, yet it can also be fraught with problems and misunderstandings. For Westerners working with Eastern teachers, the difficulties can be compounded by cultural differences, language barriers, and divergent expectations. Wise Teacher, Wise Student examines the teacher-student relationship as it is understood in the Tibetan Buddhist context. The author surveys a wide spectrum of situations, exploring the causes of potential pitfalls. In illuminating the sources of misunderstandings, he offers methods to heal wounds and encourage healthy relationships.

Children's Needs III George G. Bear 2006 Handbook for school psychologists on research-based resources for working with children in the schools.

Interpersonal Relationships in Education Theo Wubbels 2012-12-23 This book brings together recent research on interpersonal relationships in education. Clearly, positive teacher-student relationships strongly contribute to student learning. Problematic relationships on the other hand can be detrimental to student outcomes and development. Productive learning environments are characterized by supportive and warm interactions throughout the class: teacher-student and student-student. Similarly, teacher learning thrives when principals facilitate accommodating and safe school cultures. The contributions to this book are based on presentations at the first International Conference on Interpersonal Relationships in Education: ICIRE 2010 held in Boulder, Colorado, the United States and include among others keynote addresses by Kathryn Wentzel, Walter Doyle and Theo Wubbels. The chapters help explain how constructive learning environment relationships can be developed and sustained. Contributions come from among others educational and social psychology, teacher and school effectiveness research, and communication and language studies, among other fields. They cover relationships of teachers with individual students and among peers, and relationships between teachers and teachers and principals.

Interpersonal Relationships in Education: From Theory to Practice David Zandvliet 2014-08-07 This book brings together recent research on interpersonal relationships in education from a variety of perspectives including research from Europe, North America and Australia. The work clearly demonstrates that positive teacher-student relationships can contribute to student learning in classrooms of various types. Productive learning environments are characterized by supportive and warm interactions throughout the class: teacher-student and student-student. Similarly, at the school level, teacher learning thrives when there are positive and mentoring interrelationships among professional colleagues. Work on this book began with a series of formative presentations at the second International Conference on Interpersonal Relationships in Education (ICIRE 2012) held in Vancouver, Canada, an event that included among others, keynote addresses by David Berliner, Andrew Martin and Mieke Brekelmans. Further collaboration and peer review by the editorial team resulted in the collection of original research that this book comprises. The volume (while eclectic) demonstrates how constructive learning environment relationships can be developed and sustained in a variety of settings. Chapter contributions come from a range of fields including educational and social psychology, teacher and school effectiveness research, communication and language studies, and a variety of related fields. Together, they cover the important influence of the relationships of teachers with individual students, relationships among peers, and the relationships between teachers and their professional colleagues.

The Teacher-Student Relationship Jamgon Kongtrul 2018-01-09 It is crucial for students of Vajrayana Buddhism to find an authentic wisdom teacher and know how to properly rely upon that teacher in order to awaken to their buddha nature and thereby attain full enlightenment. Fortunately, the topic has been thoroughly explored by Jamgon Kongtrul in the tenth chapter of *The Treasury of Knowledge*. This essential text clearly lays out what credentials and qualities one should look for in a wisdom teacher, why a wisdom teacher is necessary, and how the relationship between this teacher and disciple best develops once it is established.

The Relationship Between Teachers and Students in the Classroom Fredson Soares dos Reis da Luz 2015 The aim of this research is to investigate how a supportive relationship between teachers and students in the classroom can improve the learning process. By having a good relationship with students, teachers can offer to students chances to be motivated and feel engaged in the learning process. Students will be engaged actively in the learning instead of being passive learners. I wish to investigate how using communicative approach and cooperative learning strategies while teaching do affect and improve students' learning performance. To achieve these goals qualitative data collection was used as the primary method. The results show that teachers and students value a supportive and caring relationship between them and that interaction is essential to the teacher-student relationship. This sense of caring and supporting from teachers motivates students to become a more interested learner. Students benefit and are motivated when their teachers create a safe and trustful environment. And also the methods and strategies teachers uses, makes students feel engaged and stimulated to participate in the learning process. The students have in their mind that a positive relationship with their teachers positively impacts their interest and motivation in school which contributes to the enhancement of the learning process.

Social Emotional Learning and Student Teacher Relationship Kimberly L. Palazzo 2019 The purpose of this study is to see if social emotional learning will improve student and teacher relationship. Most research looks at the effects of restorative practice, yet, during the implementation, specific aspects such as social emotional learning are left out. The survey questions were created to help find the gap in research as to whether or not social emotional learning helps students establish good rapport with adults on campus, particularly with teachers. Since restorative practices is used at this North San Diego County high school, the survey questions were guided to determine if these practices assist in creating a positive relationship between student and teacher. The survey consisted of ten questions on Google Forms and asked questions that identified social emotional learning, student teacher relationships, and overall environment on campus. The interview questions were developed to help provide more detail as to whether restorative practices indeed guide social emotional learning. Overwhelmingly, the data showed that both students and teachers feel that social emotional learning would help students succeed in school. The majority of students and teachers also believe that student and teacher relationships are important, hence, correlates to the significance of social emotional learning to build these bonds. The question then remains how does a school execute a restorative practice program that also teaches social emotional learning? If social emotional learning is taught and teachers have been trained on how to build relationships with their students many things would improve in the school.

I'm Listening Beth Pandolpho 2020 "In *I'm Listening: How Teacher-Student Relationships Improve Reading, Writing, Speaking, and Listening*, author Beth Pandolpho extolls the virtues of strong student-teacher relationships, explains the numerous beneficial effects of these relationships, and provides a guide to building these relationships. As the author points out, many educators believe that building strong relationships with students is mutually exclusive with ambitious educational experiences and academic criticism. Not only is this untrue, but the opposite is the case. As such, this book demonstrates how educators can intentionally build strong relationships with their students. Through these relationships educators can create a classroom environment that is both welcoming to students and rigorously academic. Along with studying the research and theory that support the author's thesis, readers will also study numerous tools, strategies, and practices that can be utilized in the classroom to effectively build these relationships. Through this book, readers will learn how to create a sensitive, caring, and engaging classroom that will provide students with the support they need to develop emotionally and persevere through difficult and demanding coursework"--

The Social Nature of Emotions Gerben A. van Kleef 2016-08-11 Emotion is a defining aspect of the human condition. Emotions pervade our social and professional lives, they affect our thinking and behavior, and they profoundly shape our relationships and social interactions. Emotions have traditionally been conceptualized and studied as individual phenomena, with research focusing on cognitive and expressive components and on physiological and neurological processes underlying emotional reactions. Over the last two decades, however, an increasing scholarly awareness has emerged that emotions are inherently social – that is, they tend to be elicited by other people, expressed at other people, and regulated to influence other people or to comply with social norms (Fischer & Manstead, 2008; Keltner & Haidt, 1999; Parkinson, 1996; Van Kleef, 2009). Despite this increasing awareness, the inclusion of the social dimension as a fundamental element in emotion research is still in its infancy (Fischer & Van Kleef, 2010). We therefore organized this special Research Topic on the social nature of emotions to review the state of the art in research and methodology and to stimulate theorizing and future research. The emerging field of research into the social nature of emotions has focused on three broad sets of questions. The first set of questions pertains to how social-contextual factors shape the experience, regulation, and expression of emotions. Studies have shown, for instance, that the social context influences the emotions people feel and express (Clark, Fitness, & Brissette, 2004; Doosje, Branscombe, Spears, & Manstead, 2004; Fischer & Evers, 2011). The second set of questions concerns social-contextual influences on the recognition and interpretation of emotional expressions. Studies have shown that facial expressions are interpreted quite differently depending on the social context (e.g., in terms of status, culture, or gender) in which they are expressed (Elfenbein & Ambady, 2002; Hess & Fischer, 2013; Mesquita & Markus, 2004; Tiedens, 2001). The third set of questions has to do with the ways in which people respond to the emotional expressions of others, and how such responses are shaped by the social context. Studies have shown that emotional expressions can influence the behavior of others, for instance in group settings (Barsade, 2002; Cheshin, Rafaeli & Bos, 2011; Heerdink, Van Kleef, Homan, & Fischer, 2013), negotiations (Sinaceur & Tiedens, 2006; Van Kleef, De Dreu, & Manstead, 2004), and leadership (Sy, Côté, & Saavedra, 2005; Van Kleef, Homan, Beersma, & Van Knippenberg, 2010). This Research Topic centers around these and related questions regarding the social nature of emotions, thereby highlighting new research opportunities and guiding future directions in the field. We bring together a collection of papers to provide an encyclopedic, open-access snapshot of the current state of the art of theorizing and research on the social nature of emotion. The state of the art work that is presented in this e-book helps advance the understanding of the social nature of emotions. It brings together the latest cutting-edge findings and thoughts on this central topic in emotion science, as it heads toward the next frontier.

The Effects of Positive Student-teacher Relationships on Students' Perceptions of School Safety 2020 Previous research has resulted in positive information regarding the student-teacher relationship and perceptions of student safety, from the perspective of adults. A number of studies have investigated relationship building and student safety, teacher characteristics, school connectedness, and perceptions of safety. However, previous studies have not included the stories and perceptions from students themselves. This study aims to use interviews conducted with middle school students to inform the perspective of middle school students on their student-teacher relationships and perceptions of school safety. Each participant was asked questions related to their feelings of safety at school, current relationships with teachers, their ideal student-teacher relationship, and how relationships with teachers impact their perception of safety. Data from the individual interviews were analyzed using narrative analysis to give meaning to the participants' stories. Analysis of results examines common themes among participant responses in regard to their feelings of school safety as it relates to their relationships with teachers. Suggestions for future research and implications for school psychologists are included.

Fostering Meaningful Learning Experiences Through Student Engagement Ktoridou, Despo 2020-10-02 Educators are continuously seeking ways to engage their students in active learning processes and are faced with challenges that include engaging students in learning activities, promoting meaningful learning experiences, and providing effective experiences for every student. Studies that investigate instructors' experiences are limited since more focus is given to students. Future research calls for teachers' innovative contributions in introducing new strategies and teaching approaches to further involve students, increase

student attendance in online sessions, and employ a variety of technological tools. *Fostering Meaningful Learning Experiences Through Student Engagement* is an essential reference source for the latest scholarly information on curriculum development, instructional design, and pedagogical methods for fostering student engagement learning initiatives. The book examines engagement and meaningful learning techniques in both face-to-face and online instruction. Covering topics that include active learning, language learning, teacher experiences, and teacher-student relationships, this book is ideally designed for teachers, instructional designers, curriculum developers, academicians, researchers, professionals, and students that believe that stronger or improved student engagement should be their instructional objectives and wish to engage students in learning activities that promote meaningful learning experiences.

Teacher-student Relationships Jere Edward Brophy 1976

Teach in the Name of Love LaFredrick Smith 2017-07-26 Mr. Smith shares tips and secrets on how he builds positive, long-lasting relationships with each of his students. This book includes success stories and ready to use materials to help all educators succeed at building successful relationships with their students. This book is great for teachers & administrators who want to learn new ways of how to build relationships with students or for those who want to hear about the great success stories of a relationship driven classroom.

The Impact of Teacher-student Relationships on the Learning Environment Brittany Epps 2021 This mixed-methods study provided an examination of the perceptions of K-12 teachers (n = 39) and students (n = 276) in a small school district in Georgia concerning their student-teacher relationships. Findings indicated that teachers and students, both male and female, agreed about trust and alienation factors within the teacher-student relationships. There were significant differences in male and female students' perceptions about the role of communication within the teacher-student relationship and their teachers' viewpoints. Findings indicated that parents and lack of time are two of the main challenges to the teacher-student relationship. Future studies could focus on identifying any differences in elementary, middle school, and high school students' perceptions about teacher-student relationships.

A Self-examination of the Student-teacher Relationship Stephanie Esplin 2019 The student-teacher relationships are an important aspect of the culture of a classroom. How students and teachers engage with one another and what happens when there is a connection can assist in a student's learning and desire to succeed in school. In this study I researched the benefits of the student-teacher relationship by exploring how engagement from a teacher's and relationship building's perspective could manifest itself in a classroom setting. I used my own personal narrative regarding my time in a fourth-grade classroom, and the experiences I had to better understand the dynamics of the student-teacher relationship. After I completed my freewritten narrative on my classroom experience, I used NVivo to code the written reflection. Three categories emerged from the coding process: teacher observations, relationships, and social work observations. From these three categories four themes emerged: insight, authenticity, rapport, and security. Analysis of the data using NVivo software exposed the skill set that I had been using in my classroom to have more emotional attunement with my students. In this paper I discuss how engagement defined in different terms can aid in the student-teacher relationship, but more importantly, how those relationships appear in a classroom setting.

Visible Learning for Teachers John Hattie 2012-03-15 In November 2008, John Hattie's ground-breaking book *Visible Learning* synthesised the results of more than fifteen years research involving millions of students and represented the biggest ever collection of evidence-based research into what actually works in schools to improve learning. *Visible Learning for Teachers* takes the next step and brings those ground breaking concepts to a completely new audience. Written for students, pre-service and in-service teachers, it explains how to apply the principles of *Visible Learning* to any classroom anywhere in the world. The author offers concise and user-friendly summaries of the most successful interventions and offers practical step-by-step guidance to the successful implementation of visible learning and visible teaching in the classroom. This book: links the biggest ever research project on teaching strategies to practical classroom implementation champions both teacher and student perspectives and contains step by step guidance including lesson preparation, interpreting learning and feedback during the lesson and post lesson follow up offers checklists, exercises, case studies and best practice scenarios to assist in raising achievement includes whole school checklists and advice for school leaders on facilitating visible learning in their institution now includes additional meta-analyses bringing the total cited within the research to over 900 comprehensively covers numerous areas of learning activity including pupil motivation, curriculum, meta-cognitive strategies, behaviour, teaching strategies, and classroom management. *Visible Learning for Teachers* is a must read for any student or teacher who wants an evidence based answer to the question; 'how do we maximise achievement in our schools?'

Curriculum Revolution 1990

Children's Perceptions of Student-teacher Relationship in an Interactive Situated Learning Context 2000

Attachment Theory and the Teacher-Student Relationship Philip Riley 2010-09-13 How teachers form and maintain classroom and staffroom relationships is crucial to the success of their work. A teacher who is able to accurately interpret the underlying relationship processes can learn to proactively, rather than reactively, influence the dynamics of any class. These are skills that can be taught. This invaluable text explains how adult attachment theory offers new ways to examine professional teaching relationships, classroom management and collegial harmony: equally important information for school leaders, teacher mentors and proteges. *Attachment Theory and the Teacher-Student Relationship* addresses three significant gaps in the current literature on classroom management: the effects of teachers' attachment style on the formation and maintenance of classroom and staffroom relationships the importance of attachment processes in scaffolding teachers' and students emotional responses to daily educational tasks the degree of influence these factors have on teachers' classroom behaviour, particularly management of student behaviour. Based on recent developments in adult attachment theory, this book highlights the key aspects of teacher-student relationships that teachers and teacher educators should know. As such, it will be of great interest to educational researchers, teacher educators, students and training teachers.

The Relationship Between Secondary School Student and Teacher in the Vietnamese Educational Setting Giap Binh Nga 2020-09-26

Relationship-Driven Classroom Management John M. Vitto 2003-03-14 Positive teacher-student relationships are an important factor in increasing student achievement and motivation as well as decreasing a student's risk of dropping out, substance abuse, bullying, and violence. Learn how to proactively and positively manage your classroom and students and build on their inherent strengths and talents. *Relationship-Driven Classroom Management* is the only book to combine resiliency, classroom management, and discipline into one user-friendly format suitable for all teachers. The chapter material covers both preventive strategies and reactive strategies, including: Attributes of relationship-driven teachers Strengthening relationships with students Teaching and modeling social-emotional skills Cultivating student responsibility Creating and implementing effective consequences Building relationships with difficult and resistant students

The Importance of Connectedness in Student-Teacher Relationships Irene García-Moya 2020-05-15 This book argues for the importance of connectedness in student-teacher relationships during adolescence and advocates a more holistic and proactive approach to wellbeing in education. Combining education, psychology and health promotion perspectives, the book begins by providing an overview of theoretical frameworks in the study of student-teacher relationships and makes the case that good relationships with teachers are essential to students' well-being in school. The book then goes on to present the concept of connectedness and discusses the main challenges regarding its conceptualisation in school research. García-Moya draws on qualitative findings from the Teacher Connectedness Project to offer an in-depth examination of the central attributes of student-teacher connectedness, as well as of the links between connectedness and authority from both students' and teachers' perspectives. This innovative project uses a synergistic approach to investigate the role of teachers as potential significant adults in students' lives. The final chapter offers a summary of the key practical implications for teachers and educators and makes recommendations for future

research directions in this area. This book will be a valuable resource for researchers and educators alike, as well as for anyone interested in the ongoing concerns about student wellbeing in schools.

Teaching Yoga Donna Farhi 2016-08-01 Drawing on decades of experience in training yoga teachers, Donna Farhi offers the first book to set professional standards for yoga teachers. Teaching Yoga explores with depth and compassion a variety of topics both practical and philosophical, including how to create healthy boundaries; the student-teacher relationship (including whether a sexual relationship is acceptable); how to create physical and emotional safety for the student; what is a reasonable class size; how much a class should cost; and how to conduct the business of teaching while upholding the integrity of yoga as a philosophy, a science, and an art.

The Influence of Student-teacher Relationships on Ninth-grade Students' Transition, Engagement, and Connection to High School Haifa S. Abdel-Jalil 2019 This mixed-methods research study explored the impact of building strong student-teacher relationships with students in their freshman year in high school. A caring student-teacher relationship can positively influence the learning outcomes and help students to adapt to the new school environment (Deci & Ryan, 1985). The study utilized Maslow's (1943a) Hierarchy of Needs as a framework for understanding how building relationships with first year students can produce positive academic and social outcomes. The study focused on gathering information and understanding from the viewpoint of first-year students and their teachers, administrators, and counselors from three diverse, high schools in an urban school district in Connecticut. The qualitative and quantitative data converged to answer the research questions and to reach a conclusion. Interpretation and analysis of the qualitative and quantitative data suggest that building relationships with freshman students can facilitate their transition to high school, encourage them to be engaged in the classroom, and help them connect to their new environment. The implications of the study provide valuable evidence to support educators to put greater emphasis on building relationships with freshman students. Future studies should explore the influence of building relationships with freshman students in a suburban district.

Good Relationships in Schools Monika Platz 2021-09-11 The relationship between teacher and student is an important element of school education and as such irreplaceable: If we want schools to be good places for those who teach and learn there, we must make sure that the educational relationships between teachers and students are good, too. In research about school education, surprisingly little attention is paid to the normative dimension of the relationship between teacher and student. This lacuna points to a desideratum in the philosophy of education: More should be said about the normative structure of the teacher-student relationship, its role in teaching and learning, and its final value for teacher and student. Answering these fundamental philosophical questions is the core of this book. It offers a normatively rich concept of a good teacher-student relationship that is based on the analysis of two major relationship goods: trust and care. Moreover, the book explains the instrumental value of a good educational relationship for the student's achievement of epistemic aims of school education as well as the final value of such a relationship for teacher and student.

Do You Know What You Look Like? Jack Levy 2005-08-15 Educational researchers from Holland, USA, Australia and Israel look at an important element of teacher behaviour - that is the interpersonal actions which create and maintain a positive classroom atmosphere. The book uses systems theory and family therapy to analyze what happens in classrooms.

Teacher-student Relationships: Causes and Consequences Jere E. Brophy 1974

Teacher-Student Relationships III Zarra, PhD Ernest J. 2013-04-08 Teachers and teenage students are becoming involved in inappropriate sexual relationships, often leading to devastation and arrest. Teacher-Student Relationships: Crossing into the Emotional, Physical, and Sexual Realms addresses the reasons these relationships develop, considers the roles of modern technology in the development, and offers solutions from within the profession.

Do You Need a Guru? Mariana Caplan 2002 In the 21st century there will be a shift back to the student-teacher relationship as we realise the limitations of trying to do it on our own. However, this relationship will have to be created anew to reflect our new awareness.

Connecting with Students Allen N. Mendler 2001-11-15 How many teachers take the time to connect with students on a personal level? How do you find the time, anyway? Teachers who manage to transcend the normal student-teacher relationships can benefit everyone in school--particularly the "challenging" students--and, along the way, prevent school violence, support school safety, improve school climate, and promote learning. In a time of an increasingly rigid "zero tolerance" of the slightest hint of violence, which results in automatic suspension or expulsion, Allen N. Mendler calls for a more caring, flexible approach to school safety. Connecting with Students outlines dozens of positive strategies for bridging the gap between teacher and student through personal, academic, and social connections. Easily tailored to any learning environment, the activities and guidelines provide you with the tools you need in the classroom, from the "H & H" greeting to the "2 x 10" method and the "4H," "think-aloud," and "paradoxical" strategies. As both teachers and administrators alter their own attitudes and behavior, they learn to listen to students and accommodate their needs. The end result will be lasting relationships that can foster deeper understanding and growth for educators and students alike. In this book, you will discover ways to stay optimistic and persistent and see your students as having something to teach you. Note: This product listing is for the Adobe Acrobat (PDF) version of the book.

Student-Teacher Relationship Quality Research: Past, Present and Future Matteo Angelo Fabris 2022-11-24

Company in Your Classroom 2000 This is an easy-to-read guide full of concrete ideas and advice, practical tools, and useful checklists to help master teachers work effectively with student teachers.

Handbook of Research on Student Engagement Sandra L. Christenson 2012-02-23 For more than two decades, the concept of student engagement has grown from simple attention in class to a construct comprised of cognitive, emotional, and behavioral components that embody and further develop motivation for learning. Similarly, the goals of student engagement have evolved from dropout prevention to improved outcomes for lifelong learning. This robust expansion has led to numerous lines of research across disciplines and are brought together clearly and comprehensively in the Handbook of Research on Student Engagement. The Handbook guides readers through the field's rich history, sorts out its component constructs, and identifies knowledge gaps to be filled by future research. Grounding data in real-world learning situations, contributors analyze indicators and facilitators of student engagement, link engagement to motivation, and gauge the impact of family, peers, and teachers on engagement in elementary and secondary grades. Findings on the effectiveness of classroom interventions are discussed in detail. And because assessing engagement is still a relatively new endeavor, chapters on measurement methods and issues round out this important resource. Topical areas addressed in the Handbook include: Engagement across developmental stages. Self-efficacy in the engaged learner. Parental and social influences on engagement and achievement motivation. The engaging nature of teaching for competency development. The relationship between engagement and high-risk behavior in adolescents. Comparing methods for measuring student engagement. An essential guide to the expanding knowledge base, the Handbook of Research on Student Engagement serves as a valuable resource for researchers, scientist-practitioners, and graduate students in such varied fields as clinical child and school psychology, educational psychology, public health, teaching and teacher education, social work, and educational policy.

Enacting a Pedagogy of Teacher Education Tom Russell 2007-03-12 Bringing together contributions from internationally known teacher educators, this title focuses on enacting educational and pedagogical values in personal practice and developing the interpersonal relationships that are so essential to quality teaching and learning.

The Palgrave Handbook of Positive Education Margaret L. Kern 2021 "The approaches outlined in this volume will help expand the narrow focus on academic success to include psychological well-being for students and educators alike. It is a must-read for anyone interested in how positive outcomes such as life satisfaction, positive emotion, and meaning and purpose can be optimized in the educational settings." -- Judith

Moskowitz, PhD MPH, Northwestern University Feinberg School of Medicine, USA, IPPA President 2019-2021 This open access handbook provides a comprehensive overview of the growing field of positive education, featuring a broad range of theoretical, applied, and practice-focused chapters from leading international experts. It demonstrates how positive education offers an approach to understanding learning that blends academic study with life skills such as self-awareness, emotion regulation, healthy mindsets, mindfulness, and positive habits, grounded in the science of wellbeing, to promote character development, optimal functioning, engagement in learning, and resilience. The handbook offers an in-depth understanding and critical consideration of the relevance of positive psychology to education, which encompasses its theoretical foundations, the empirical findings, and the existing educational applications and interventions. The contributors situate wellbeing science within the broader framework of education, considering its implications for teacher training, education and developmental psychology, school administration, policy making, pedagogy, and curriculum studies. This landmark collection will appeal to researchers and practitioners working in positive psychology, educational and school psychology, developmental psychology, education, counselling, social work, and public policy. Margaret (Peggy) L. Kern is Associate Professor at the Centre for Positive Psychology at the University of Melbourne's Graduate School of Education, Australia. Dr Kern is Founding Chair of the Education Division of the International Positive Psychology Association (IPPA). You can find out more about Dr Kern's work at www.peggykern.org. Michael L. Wehmeyer is Ross and Mariana Beach Distinguished Professor of Special Education; Chair of the Department of Special Education; and Director and Senior Scientist, Beach Center on Disability, at the University of Kansas, United States. Dr Wehmeyer is Publications Lead for the Education Division of the International Positive Psychology Association (IPPA). He has published more than 450 peer-reviewed journal articles and book chapters and is an author or editor of 42 texts. .

Attachment Theory and the Teacher-Student Relationship Philip Riley 2010-09-13 Explains how adult attachment theory offers different ways to examine professional teaching relationships, classroom management and collegial harmony. This book highlights the key aspects of teacher-student relationships that teachers and teacher educators should know.

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