

Positive Teacher Student Relationships

Fostering Positive Teacher-student Relationships in the Classroom -
Mandi Lehman 2022

The research in this qualitative study bases itself on the importance of positive teacher-student relationships in the classroom. Positive teacher-student relationships are critical in furthering students' growth in the school. Teachers can take the place of a parental role in a student's life, and positive relationships are essential to make a lasting impact on students. Teachers' attitudes affect how they understand and build relationships with the students in their classroom, and factors such as closeness, conflict, and dependency affect these relationships. Five elementary education professors were interviewed to gain insight into the specific strategies and attitudes elementary educators need to use to build these positive teacher-student relationships in the classroom. Results indicated that it is essential for elementary teachers to know the students, care deeply for them, and incorporate frequent personal interactions.

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 Role of Positive Teacher-student Relationships - Julia Charlotte McKinnon 2009

Positive Teacher-student Relationships - Lindsay Christin Allen 2013

Connect with Your Students - Rob Plevin 2018-01-03

Teachers with relationships at the core of their practice can go into virtually any classroom, in any school, and succeed with even the most belligerent, difficult students. After all, it doesn't take a genius to conclude that students will generally behave better and work harder for teachers they know, like and trust. In this resource, you'll learn some of the best, fast-acting ideas and strategies for building positive relationships with hard-to-reach students and becoming the teacher they respect and value. And when you implement these ideas in your classroom you will see RAPID improvements in the way your students

treat you and respond to you. Building positive relationships with your students and creating a warm classroom community is, without doubt, one of the most effective classroom management strategies and teaching tools at your disposal - and this book shows you exactly how to do so in the shortest possible time. You'll discover... - the only two things you need to concentrate on if you want to build relationships with your students in the shortest possible time - how to strike up meaningful conversations with students (even if they never normally want to speak to you), - how to get your most troublesome students on your side (works like magic!), - how to get students to trust and respect you (fast!), - why disciplining students can be the BEST time to build a positive relationship and how to do it - HUNDREDS of activities for building bonds and creating classroom community. Once you learn the Needs-Focused System, your classroom, your teaching and your students will be TRANSFORMED. Includes downloadable BONUS material and printable resources.

Approaches to Behavior and Classroom Management - W. George Scarlett 2008-11-21

Approaches to Behavior and Classroom Management focuses on helping teachers use a variety of approaches in behavior and classroom management in order to make good decisions when faced with the challenge of creating positive classroom communities. Today's classrooms often include children from a variety of backgrounds and with different needs - needs that must be met if these children are to thrive in school. This text will provide teachers and other educators with the historical and cultural framework necessary to understand approaches to behavior and classroom management, a deep understanding of each approach, and a tool belt of relevant methods from which to choose to meet the needs of various situations. Ancillaries available, including: Instructor's Resource CD-ROM (for qualified instructors) Student Resource CD-ROM Student Study Site (www.sagepub.com/scarlettstudy)

The Influence of Teacher-Student Relationships and Feedback on Students' Engagement with Learning - Roger Wood 2018-06-11

This book presents a potential hierarchy between the three basic psychological needs central to Self-Determination Theory (SDT).

Findings from the author's research suggest that the motivation to exercise autonomy is an outcome that is cumulatively influenced by the perceived quality of the teacher-student relationship and students' perceived competence within specific learning contexts and with a specific teacher. These findings are the basis for three hypotheses regarding students' motivation to engage with learning activities. The first is that perceived competence is informed by and reciprocally informs the quality of the teacher-student relationship. The second is that students' perceived competence and the quality of the teacher-student relationship have a combined impact upon students' autonomous motivation. The final posit is that a teacher can be autonomy supportive both prior to and during activities where students have opportunities to exercise their autonomy. Such autonomy support includes the influence of teacher feedback upon students' perceived competence and their subsequent motivation to autonomously engage with learning activities. This research begins to unravel such motivational interplay through an SDT-informed model, which is used as the basis for discussing the specific influence of teacher feedback and autonomy support upon students' engagement with learning activities in formal learning settings. The findings and model are worthy of further testing and development, as part of the wider agenda of student engagement, wellbeing and positive psychology prevalent in educational research, education psychology, and the philosophy of social motivation.

Positive Teacher-student Relationships Go Beyond the Classroom, Problematic Ones Stay Inside - Luce C. A. Claessens 2017

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

Student-Driven Differentiation - Lisa Westman 2018-04-19

Full of just-in-time, step-by-step guidance, this book shows you how to incorporate student voice and choice in the process of planning for student-driven differentiation. This unique approach is based on building collaborative student-teacher relationships as a precursor to student

growth. Organized into three parts for quick reference, this book identifies the criteria for positive teacher-student relationships. Examines four areas for differentiated learning - content, process, product, environment. Describes the process of planning and implementing student-driven differentiation. Motivates and supports you in your student-driven differentiation journey. Provides unique examples and engaging vignettes throughout, including a fun project inspired by Shark Tank!

The Caring Classroom - Tracy Dolezar-glarvin 2016-09-05

The Caring Classroom focuses on building positive teacher-student relationships that support effective classroom management and instruction. The iconic writer Maya Angelou has said "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." This is true in education as well as it is in life. The way you treat your students will stick with them longer than any content you cover in a classroom lesson. Classroom management and positive teacher-student relationships are essential components in today's classrooms. Honing your skills in these areas is important if you want your classroom to be a place students are able to learn. Many of our students don't come to our classrooms knowing how to behave appropriately. It's our job to teach them. All teachers need to know how to effectively manage their classrooms, and the ability to do that while building and maintaining positive teacher-student relationships is essential. The Caring Classroom uses a variety of examples to demonstrate how to create a caring classroom climate, using narratives from teachers and from educational experts. Also, it shows how the components of a caring classroom will positively affect you and your students. A caring classroom is obtainable for all teachers. By introducing the components discussed in this book into your classroom, you will be able to improve your students' learning, lessen student misbehaviour, and create positive relationships with your students.

The Role of Teacher-student Relationships as They Pertain to Teacher Well-being - Rocco N. Greco 2020

Strong teacher-student relationships serve as an effective generator of

teacher well-being. Teaching can be an emotionally exhausting career that can lead to high levels of teacher stress, burnout, and teacher attrition. While multiple factors contribute to this, management of classroom behaviors plays a large role in teacher stress. The restorative role of positive teacher-student relationships has received far less attention in the research. This study explores teacher-student relationships through a multiple-methods inquiry in order to help explain the processes that lead to improved teacher well-being. A survey of 276 suburban K-12 teachers yielded quantitative evidence that strong teacher-student relationships decrease teacher stress and increase job satisfaction. Qualitatively, interviews yielded a deeper understanding of the underlying mechanisms related to how teacher-student relationships facilitated positive teacher well-being. Beliefs related to teacher-student relationships, the sense of teacher accomplishment and appreciation, and the use of relationships to leverage better classroom behavior out of students emerged.

Fostering Positive Teacher-student Relationships - Andrea Sagsveen 2007

This project documents the successes and frustrations of implementing ten interventions designed to foster a positive teacher-student relationship between a teacher and her third grade 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.

Quality Learning - John Loughran 2017-02

When teachers are supported to work together in ways that allow them to deepen knowledge of their professional practice, the understandings that emerge from their conversations about quality learning and teaching demonstrate a high level of expertise. Yet such professional knowledge is often deeply embedded within each teacher's everyday teaching; the tacit knowledge that determines how and why they attend to student learning in certain ways. This book captures the professional knowledge of teachers that developed as the result of an ongoing process of school based change, where teachers began to work differently because they began to think differently about the learning that mattered for their students in their school. The explication of their knowledge of practice became possible due to the ongoing support they received from their school leadership - in most part because leadership trusted them as professionals to responsibly lead student learning. Within this culture of trust and valued collaboration, working alongside external critical friends who supported their professional learning, the teachers engaged in regular, thought provoking and interactive professional dialogue. Together they exposed and challenged each other's thinking and beliefs about learning and teaching, captured and examined each other's practice and, ultimately articulated and extended their professional knowledge. The insights about this collaborative learning process and the emergent knowledge and understandings teachers develop about the interactive relationship between learning and teaching, has much to contribute to educational discourse beyond the school setting. Some of

that knowledge and the way it looks in practice is shared in this book.

A Grounded Theory Study on Building Positive Teacher-Student Relationships in Christian Schools - Joy Stouffer 2016

The purpose of this systematic grounded theory study was to understand how teachers and students from open-enrollment Christian schools in Guam and Hawaii described the process of building positive teacher-student relationships. The framework guiding this study was social constructivism and Vygotsky's (1980), Bruner's (1997) and Bandura's (1993) theories on the influence of environmental factors on the perceptions of the teacher-student relationship. The central research question asked how teachers and students described the process of building positive teacher-student relationships in Christian schools. Data collection methods included online surveys, focus groups, and individual interviews. A systematic, grounded theory approach, data analysis, and coding was utilized to identify the themes, which were developed into a model to describe the process of building positive teacher-student relationships in Christian schools.

Teacher, Why Can't You Hear Me Raising My Hand? - Lloyd W Sizemore 2021-03-24

That Lloyd Sizemore received the highest honor in his district for High School Teacher of the Year is not a surprise. Loved by his Advanced Placement American History students through the years, he placed a high priority on relationship-building inside his classroom. His career began with eleven years as an athletic coach where many lessons were learned about the importance of establishing trust and respect between players and the coach. When he decided to focus completely on being a great teacher, he received accolades and awards for his success in the classroom. He also served the Social Studies department at Haltom High School as Department Chair for 27 years. Year after year at graduation ceremonies, many valedictorians would recall his name as their favorite teacher. Mr. Sizemore not only had the ability to teach history through memorable storytelling, but he made it clear to all of his students that he cared for each one of them. After several years of retirement, he continues to receive emails, letters, phone calls and Facebook posts from

students who knew him during his 35 years as a model educator! His book shares some of the strategies he followed to have good teacher-student relationships!

Positive Relationships in School - Alison Waterhouse 2019-07-04

One of the five books in the Mental Health and Wellbeing Teacher Toolkit, this practical resource focuses on developing the skills necessary to build and maintain successful relationships. The book offers research-driven, practical strategies, resources and lesson plans to support educators and health professionals. Chapters span key topics including Communication, Respecting Yourself and Others, Resolving Conflict and Team Building. A complete toolkit for teachers and counsellors, this book offers:

- Easy-to-follow and flexible lesson plans that can be adapted and personalised for use in lessons, smaller groups or 1:1 work.
- Resources that are linked to the PSHE and Wellbeing curriculum for KS1, KS2 and KS3.
- New research, 'Circles for Learning', where the introduction of baby observation into the classroom by a teacher is used to understand and develop self-awareness, skills for learning, relationships, neuroscience and awareness of others.
- Sections on the development of key skills in communication, skills for learning, collaboration, empathy and self-confidence.
- Learning links, learning objectives and reflection questions.

Offering research-driven, practical strategies and lesson plans, *Positive Relationships in School* is an essential resource book for practitioners looking to have a positive impact on the mental health and wellbeing of the children and young people in their care: both now and in the future.

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

Changing Behaviour in Schools - Sue Roffey 2010-11-12

Good teachers know that positive relationships with students and school connectedness lead to both improved learning and better behaviour for all students, and this is backed up by research. This book will show you how to promote positive behaviour and wellbeing in your setting. Taking an holistic approach to working with students, the author provides examples of effective strategies for encouraging pro-social and collaborative behaviour in the classroom, the school and the wider community. Chapters look at the importance of the social and emotional aspects of learning, and ways to facilitate change. Issues covered include: -developing a sense of belonging in the classroom -teaching approaches that maximise engagement and participation -how to respond effectively to challenging situations -ways to re-engage with students who have become marginalized. Each chapter has case studies from primary and secondary schools, activities, checklists and suggestions for further reading. This is an essential textbook for trainee and newly-qualified teachers, and is also useful for more experienced teachers, as it offers advice to all on how to manage student relationships with confidence, respect and resilience.

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