

10 WAYS TO BUILD A POSITIVE TEACHER-STUDENT RELATIONSHIP

01

Getting to Know Your Students

Understand their backgrounds, interests, and learning styles to tailor your teaching approach effectively.

02

Showing Empathy and Understanding

Acknowledge their challenges and feelings, fostering a supportive and compassionate classroom atmosphere.

03

Encouraging Student Voice and Choice

Empower students by involving them in decisions about their learning, promoting ownership and engagement.

04

Providing Regular Feedback and Praise

Offer constructive feedback and acknowledge their efforts to boost confidence and motivation.

05

Creating a Safe and Inclusive Environment

Establish a welcoming space where every student feels valued and respected, regardless of differences.

06

Building Trust through Consistency and Reliability

Maintain consistency in rules and expectations, allowing students to trust your guidance.

07

Collaborating with Students on Learning Goals

Involve them in setting goals, and enhancing their commitment to their own progress.

08

Demonstrating a Genuine Interest in Students' Lives and Interests

Show that you care about their well-being and passions beyond the classroom.

09

Using Humor and Positive Reinforcement

Infuse positivity into the learning experience, making it enjoyable and rewarding.

10

Modeling Positive Behavior and Values

Lead by example, exhibiting the values and behavior you expect from your students, and fostering a culture of respect and integrity.

Positive Teacher Student Relationships

Roger Wood



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

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

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

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 Lindsay Christin Allen,2013 *Connect With Your Students: How to Build Positive Teacher-Student Relationships* Rob Plevin,2017-08-06

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

Building Bonds with Learners Patricia Erbe,2024-05-17 Positive relationships between teachers and students can make all the difference in promoting academic social and emotional success The author presents K 12 teachers with a practical teacher student relationship TSR methodology for purposefully forming these vital connections Educators can learn to harness the power of relationships and foster a sense of belonging leading to fewer academic and behavioral challenges and equity gaps This book will help K 12 teachers Realize student perspectives and how they affect teacher student relationships Create more meaningful teaching experiences and more powerful professional habits See how positive teacher student relationships foster academic success Understand the importance of using effective communication and building a classroom community where students feel accepted Discover

practical ways for building bonds with students who are facing academic challenges and promote a more inclusive classroom

Reveal their teacher brand and how it can foster student connections

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Fostering Positive Teacher-student Relationships at the Middle School Level Jennifer Duval, 1999

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

Positive Teacher-student Relationships Australian Education Research Organisation, 2023

A STUDY OF TEACHER-STUDENT RELATIONSHIPS OF JUNIOR COLLEGE STUDENTS IN RELATION TO PARENTAL ENCOURAGEMENT NEED PATTERN AND VALUE PATTERN Dr. N. AJAY PAL REDDY,

How Early Childhood Teachers Build Positive Relationships with Their Students to Support Learning Lora Bender Lambert, 2012

The purpose of this study was to better understand how early childhood teachers could build positive relationships with their students to support learning

The study explores why teacher student relationships are important the attributes that describe positive teacher student relationships how these relationships are connected to academic learning and some approaches used to intentionally develop positive teacher student relationships in early childhood classrooms

A key influence was the work of Pianta La Paro and Hamre 2008 and their development of the Classroom Assessment Scoring System CLASS an observational framework measuring classroom interactions associated with high quality instruction

A strategy called contact talks developed by Dan Gartrell was introduced to teachers as one way of building relationships

The author concluded positive teacher student relationships are a critical element of instructional support and best practice and therefore must be intentionally addressed in teacher reflection education and professional development

Positive Relationships Sue Roffey, 2011-11-11

Relationships are at the heart of our lives at home with our families with our friends in schools and colleges with colleagues at the workplace and in our diverse communities

The quality of these relationships determines our individual well being how well we learn develop and function our sense of connectedness with others and the health so society

This unique volume brings together authorities from across the world to write about how relationships might be enhanced in all these different areas of our lives

It also explores how to address the challenges involved in establishing and maintaining positive relationships

This evidence based book primarily grounded in the science of positive psychology is valuable for academics especially psychologists and professionals working in the field of well being

Highlights in Educational Psychology: Teacher-student Relationship Claudio Longobardi, Alberto Crescentini, Elisabetta Sagone, 2024-12-16

We are pleased to introduce the collection *Frontiers in Psychology Highlights in Educational Psychology Teacher student Relationship*

This collection will welcome and showcase a selection of articles about this timely topic authored by leaders in the field

The work

presented here highlights the broad diversity of research performed across education and aims to put a spotlight on the main areas of interest

Student-Teacher Relationship Quality Research: Past, Present and Future, volume II Claudio Longobardi, Matteo Angelo Fabris, 2024-06-28 Since the publication of Robert Pianta's 2001 handbook on the quality of the teacher student relationship much has been accomplished and research contributions have multiplied from different authors and countries This testifies to the richness and continuous evolution of this field of research The quality of the teacher student relationship has been recognized as an important factor in the psychological development of students and seems to increase their adjustment to the school context A good quality of relationship according to attachment theorists is characterized by closeness affection and respect In this direction the teacher can offer a relational context that can support the child in their learning processes and psychological development preventing negative outcomes The research focused on defining the salient features of this educational relationship and refining tools that could collect the perceptions of students and teachers trying to identify the possible outcomes associated and the mechanisms involved

The 5Cs Positive Teacher Interpersonal Behaviors Ali Derakhshan, 2022-11-16 This book argues that in line with the tenets of positive psychology in SLA and the rhetorical relational goal theory positive teacher student interpersonal relationships are deemed to be of great significance for empowering students to accomplish favorable academic outcomes and to successfully learn a second foreign language L2 whether at its affective behavioral or cognitive levels Therefore understanding the role of teacher interpersonal behaviors and their effect on students learning gains in the domain of SLA is of utmost importance particularly as this line of research is at its nascent stage of development and as a result available empirical evidence is still inconclusive To address this issue drawing on the mixed methods design this book mainly aims to first empirically scrutinize the role of 5Cs positive teacher interpersonal variables i.e. care clarity closeness confirmation and credibility in L2 students affective behavioral and cognitive learning outcomes through the mediation of student perceived learner empowerment in the L2 context of Iran Second it is intended to show how L2 teacher educators teachers and materials developers among other key educational stakeholders can facilitate the provision of interpersonally rich language learning environments with the ultimate goal of enhancing students L2 learning

Teacher-Student Relationships: Toward Personalized Education Beth Bernstein-Yamashiro, Gil G. Noam, 2013-04-16 Explore the complexity of teacher student relationships in secondary school settings and learn how these largely unscripted relationships function for students and teachers in their learning and socioemotional development For teachers the relationships provide a foundation for pedagogical and curricular endeavors and lead to their increased investment in students growth development and academic success Students who have such relationships feel more comfortable in their learning environments interested in the material and motivated to perform well We discuss what these relationships look like from the perspectives of teacher and student Topics include Drawing appropriate boundaries School provided guidelines and guidance Formats for supporting teachers A whole school approach

to working on students emotional challenges Relationships in after school programs The voices of teachers and students in this volume show how much young people want to feel known and engage with teachers and how much teachers feel rewarded and invigorated by taking the step to connect with students on this level This is the 137th volume of New Directions for Youth Development the Jossey Bass quarterly report series dedicated to bringing together everyone concerned with helping young people including scholars practitioners and people from different disciplines and professions *The Role of Teacher Interpersonal Variables in Students' Academic Engagement, Success, and Motivation* Ali Derakhshan, Reza Pishghadam, Anna Mystkowska-Wiertelak, 2022-07-05 *Student-Teacher Relationship Quality Research: Past, Present and Future* Matteo Angelo Fabris, Karine Verschueren, Debora Roorda, Claudio Longobardi, 2022-11-24 Positive Psychology in Everyday Life Margarida Pocinho, Soraia Garcês, Daniela Popa, 2022-06-28

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