

Relation Of Teacher And Student

Beth Bernstein-Yamashiro, Gil G. Noam

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.

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 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.

Teacher-Student Relationships Ernest J. Zarra III,2013-04-08 Why are so many public school teachers, administrators, and coaches choosing to become romantically and sexually involved with teenage students and players? Since 2000, numbers of intimate relationships between teachers and students have skyrocketed. Teacher arrests are at all-time highs. Is there a correlation between these relationships and communication and social technologies? The book explores: What is driving those in public and private education to have romantic and sexual relationships with their students, and to jeopardize their careers, families, reputations, and freedom? What roles do communication and social technologies play in feeding teacher-student relationships?Who is protecting teenagers from predator-teachers and predator-coaches, in our schools? Is there a new phenomenon in schools: The Predator Teenage Student?What practical strategies can be put in place to protect teenagers from sexual predators on our campuses?The appropriate educational use of communication technologies on high school campuses. This book is provocative and relevant for educators at all levels, public and private. It is also a must-read for professors, teachers-in training, athletic and academic coaches, school administrators, and parents.

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The Teacher-Student Relationship Jamgon Kongtrul the Great, 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.

Building Bonds With Learners Patricia Erbe, 2024-06-04 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 Contents: Introduction Part I: Brand Chapter 1: Make the Right First Impression Chapter 2: Create Your Brand Part II: Bond Chapter 3: Identify Your Community of Learners Chapter 4: Build Your Communication Chapter 5: Support Your Students’ Special Needs Chapter 6: Cultivate Diverse Connections Chapter 7: Create an Inclusive Environment by Responding to Student Voices Part III: Build Chapter 8: Design Your TSR Epilogue: Reflect for Self-Efficacy and Change References and Resources Index

The Teacher-Student Relationship Jamgon Kongtrul the Great, 1999-01-01 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.

Teacher-student Relationships Jere Edward Brophy, 1976

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.

Student-Teacher Relationship Quality Research: Past, Present and Future Matteo Angelo Fabris, Karine Verschueren, Debora Roorda, Claudio Longobardi, 2022-11-24

I'm Listening Beth Pandolpho, 2020-03-31 Rely on *I'm Listening* to help you drive deeper, more meaningful learning by integrating relationship building into lesson design. Written by practitioner Beth Pandolpho, this student engagement resource outlines how to foster a sense of belonging while also maintaining the integrity of the content. Using the book's practical strategies will help you empower learners to succeed at all subjects by being proficient readers, writers, speakers, and listeners. Use this resource to create a caring, engaging classroom that provides students the support they need to develop emotionally: Explore the importance and benefits of building strong relationships with students, and discover the direct link to academic performance. Study the research and theories that support the assertion that robust teacher-student relationships and social-emotional learning create a better classroom environment. Acquire dozens of tools and strategies for building camaraderie with students and developing strong literacy skills in students. Learn how to use feedback to bolster students' speaking and listening skills, which are rarely addressed, and see how student-centered learning activities intersect with common standards. Read in-depth real-world anecdotes from teachers who share their activities and experiences to

create a positive learning environment. Contents: Introduction Chapter 1: Appreciating Why Relationships Matter in School Chapter 2: Creating Relationships With Students Chapter 3: Moving Toward Belonging Chapter 4: Developing Readers Chapter 5: Developing Writers Chapter 6: Developing Speakers and Listeners Epilogue: Listening With an Ear Toward the Future Appendix: Teachers' Stories References and Resources Index

The Relationship Factor Tracy Davis Sands, 2011 The purpose of this grounded theory study was to explain the process by which relationships evolve between teachers and students in a suburban East Tennessee middle school. Based on the assumption that knowledge is created through action and interaction (Corbin & Strauss, 2008, p. 2), this study aimed to gain a deeper understanding of the relationships between middle school teachers and their students. A grounded theory approach (see Corbin & Strauss, 2008) was used to collect and analyze data, with the purpose of generating a theory that explains the phenomena. Because the study was driven by teachers' and students' voices, whose perspectives were examined in conjunction with actual behaviors, the constant comparative method of gathering and analyzing data from teacher and student observations and interviews provided the framework for developing grounded theory. Data was first collected from a sample of teachers (n = 12) and students (n = 234) via an open-ended prompt, followed by a purposeful sampling of teachers (n = 11) and students (n = 30) selected for individual open-ended standardized interviews, and finally through informal classroom observations. Initial data was divided into general categories, and through the constant comparative method, categories were synthesized based on causal conditions. This study captured the voices of teachers and students and examined teacher-student relationships from their respective points of view. Finally, this study generated an original theoretical model explaining the manifestation of teacher-student relationships in middle school and the relational levels of engagement between teacher and student. Insight gained from this study informs practitioners on how to meet the needs of adolescents within the classroom to promote healthful social and cognitive development.

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,

Teacher-student Relationships: Causes and Consequences Jere E. Brophy, Thomas L. Good, 1974

The Relationship between Secondary School Student and Teacher in the Vietnamese Educational Setting Giap Binh Nga, 2020-10-26 Essay from the year 2020 in the subject Sociology - Children and Youth, grade: 1.5, Vietnam National University Hanoi, language: English, abstract: The interaction between secondary school students and teachers is a crucial factor influencing educational experiences and personal development. This study addresses a notable gap in existing literature by examining the cross-cultural validity of the Student-Teacher Relationship Scale (STRS) within the Vietnamese educational context. The quality of teacher-student relationships is widely acknowledged as pivotal for students' social-emotional, behavioral, and cognitive development. This research aims to investigate the dimensional structure of Closeness,

Conflict, and Dependency within the adapted STRS in the unique cultural context of Vietnam. Several hypotheses are proposed, including the expected factorial validity of the survey as a measure of the relationship between secondary school students and teachers, significant differences in mean levels of Closeness, Conflict, and Dependency, correlations among latent factors of the STRS, a positive relationship between Dependency and Closeness, and the moderation of the effect of Dependency on Closeness by Conflict. Throughout the subsequent chapters, the literature, methodology, results, and discussion offer insights into the intricacies of teacher-student relationships within the Vietnamese educational context. The study contributes valuable perspectives to the international literature on teacher-student relationships, considering cross-cultural, statistical, and practical dimensions. The findings aim to provide guidance for improving these relationships in the educational setting.

The Teacher-student Relationship William P. Kuvlesky, Roy Clair Buck, 1960

Interpersonal Relationships in Education Theo Wubbels, Perry den Brok, Jan van Tartwijk, Jack Levy, 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.

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 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.

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