Relation Of Teacher And Student

Irene García-Moya

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.

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: 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.

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.

Teacher-student Relationship and Its Impact on Student Unrest Subhas Chandra Ghose,1989 Throw light upon the causes that contribute to the restlessness among students. Students are not to be blamed for their being restive and violent. They are the products of the situations in which they are being raised. They are what they are shaped to be. Since the ancient times an authoritarian tendency has characterised the attitudes of teachers among others in authority in educational

institutions towards the students. Students have not had the necessary attention and affection. The most important of the causes stands out to be the absence of cordial teacher-student relationship plus the conducive educational and institutional environment. Recommendations It is interesting to note that a good teacher, even if he is not a good man, is more respected than a bad teacher who may be a good man. It is obvious, therefore, that professional excellency and commitment on the part of the teachers will go a long way to curb student unrest in our educational institutions. Dr. S.N. Ratha, Professor and Head, Post Graduate Department of Anthropology and Sociology, Sambalpur University, Orissa. ``The author has done his work critically and well. He has chosen a new parameter-Teacher-student Relationship'-in his study and is well taken. From authors like McCormack to Altbach, very few authors have explored this dimension of the problem except very tangentially. Mr. Ghose's is a full-length study on this dimension with all its ramifications. I congratulate the author for his painstaking and critical expose......." Bela Dutt Gupta, Professor of Sociology, Calcutta University, West Bengal. ``I recommend for its originality and boldness. I think the results of this study be known to all teachers and educationists." Dr. N.C. Choudhary, Professor of Sociology and Social Anthroplogy, University of North Bengal. Review ``The findings are logically arrived at and cogently presented in a readable simple style. No doubt this book will be useful to all those who have interest in the areas of sociology, education, political sociology in general and to those who are interested in the problems affecting the youth in particular''. K. Raghuram Reddy, The Indian Journal of Political Science

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.

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.

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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.

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,

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.

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.

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

Teacher-student Relationships Jere Edward Brophy,1976

<u>The Relationship Factor</u> 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.

<u>Highlights in Educational Psychology: Teacher-student Relationship</u> 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.

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

The Role of Teacher Interpersonal Variables in Students' Academic Engagement, Success, and Motivation Ali Derakhshan, Reza Pishghadam, Anna Mystkowska-Wiertelak, 2022-07-05

Handbook of Classroom Management Edmund Emmer, Edward J. Sabornie, 2014-09-04 The field of classroom management is not a neatly organized line of inquiry, but rather consists of many disparate topics and orientations that draw from multiple disciplines. Given the complex nature of the field, this comprehensive second edition of the Handbook of Classroom Management is an invaluable resource for those interested in understanding it. This volume provides up-to-date summaries of research on the essential topics from the first edition, as well as fresh perspectives and chapters on new topics. It is the perfect tool for both graduate students and practitioners interested in a field that is fascinating but not immediately accessible without the proper guidance.

Frame Shifting for Teachers Brianna L. Kennedy, Amy S. Murphy, 2024-04-23 Learn how you can successfully address persistent teaching dilemmas by reframing how you think about and respond to them. The authors show how adopting habits of mind, including curiosity and an asset-based teaching approach, is necessary for tackling teaching challenges more effectively and equitably. Chapters explain how you can then apply frame shifting by considering your dilemma in three domains - relationships, classroom management, and curriculum and instruction. Practical examples, exercises, and discussion questions throughout the book will help you apply the concepts to your own teaching situation. In addition, a bonus online study guide contains reproducible templates, additional examples, suggested answers, and more. Appropriate for teachers to read independently or through book studies and PLCs, the book will leave you with new strategies for changing your beliefs and reactions, and ultimately improving how you approach and reach your students.

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