

Dangerous Friend The Teacher Student Relationship In Vajrayana Buddhism

The Influence of Teacher-Student Relationships and Feedback on Students' Engagement with Learning Good Relationships in Schools Building Bonds with Learners Teacher-Student Relationships: Toward Personalized Education The Teacher-Student Relationship The Importance of Connectedness in Student-Teacher Relationships Teacher-Student Relationships Teacher-Student Relationships Teacher-student Relationships: Causes and Consequences Attachment Theory and the Teacher-Student Relationship Teacher-student Relationships During Adolescence The Relationship between Secondary School Student and Teacher in the Vietnamese Educational Setting Student-Teacher Relationship Quality Research: Past, Present and Future Connect With Your Students: How to Build Positive Teacher-Student Relationships Teacher-Student Power Relations in Primary Schools in Hong Kong The significance of the teacher-student relationship Teacher-student Relationship and Its Impact on Student Unrest Influence of the Teacher-student Relationship on Students' Academic and Behavioural Outcomes The Impact of Teacher-student Relationships on the Learning Environment Long-term Teacher-student Relationships Roger Wood Monika Platz Patricia Erbe Beth Bernstein-Yamashiro Jamgon Kongtrul the Great Irene García-Moya Ernest J. Zarra III Ernest J. Zarra III Jere E. Brophy Philip Riley Amanda Jeane Wyrick Giap Binh Nga Matteo Angelo Fabris Rob Plevin Mei-Yee Wong Erick E. Witherspoon Subhas Chandra Ghose Mun Hwee Tong Brittany Epps Paul S. George

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Influence of the Teacher-student Relationship on Students' Academic and Behavioural Outcomes The Impact of Teacher-student Relationships on the Learning Environment Long-term Teacher-student Relationships *Roger Wood Monika Platz Patricia Erbe Beth Bernstein-Yamashiro Jamgon Kongtrul the Great Irene García-Moya Ernest J. Zarra III Ernest J. Zarra III Jere E. Brophy Philip Riley Amanda Jeane Wyrick Giap Binh Nga Matteo Angelo Fabris Rob Plevin Mei-Yee Wong Erick E. Witherspoon Subhas Chandra Ghose Mun Hwee Tong Brittany Epps Paul S. George*

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

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

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

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

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

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

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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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

this dissertation provides an examination of contributing factors to high quality teacher student relationships during adolescence high quality teacher student relationships have been linked to better academic emotional and social functioning for students in elementary middle and high school while the importance of teacher student relationships is well documented less is known about contributors to the relationship especially during adolescence previous research has identified that in younger populations a student s gender income behavioral characteristics and parental involvement can influence the nature of the teacher student relationship this dissertation provides an important extension of contributing factors into the adolescent age group where teacher student relationships offer an additional source of adult support and positively impact bonding to school norms and emotional functioning this dissertation uses 820 participants from the nichd study of early child care and youth development collection of

data for use in this study occurred in 2006 which adolescents were 15 years of age data were collected from adolescents via questionnaires in the lab and home and from parents in the home only demographic data included gender and income additional data was collected from measures of teacher relationships maternal and paternal involvement and behavioral problems a series of hierarchical linear regression analyses were conducted to determine the extent to which parental involvement and behavioral characteristics predict the quality of teacher student relationships as well as to what extent behavioral characteristics and income moderate the relationship between parental involvement and teacher student relationship quality results from this dissertation indicate that both gender and income are significantly related to teacher student relationship quality with girls experiencing more high quality relationships income results were mixed students from high income homes experienced more quality in overall relationships with teachers while low income students endorsed better individual teacher relationships furthermore ratings of both maternal and paternal involvement were significantly related to higher ratings of teacher student relationship quality taken together research indicates that parents who are involved in a student s education influence the relationship the child has with his her teacher thereby improving academic success and emotional functioning the dissertation concludes with implications for educators schools and counselors

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

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

this book examines from a sociological perspective teacher student power relations in classroom learning and teaching the case study consists of four hong kong primary schools and sixteen classrooms therein that were selected as research sites to explore the concept of teacher student power relations observations individual interviews and document analysis were the main data collection methods employed wong provides the historical context for the issue of teacher student power relationship by reviewing the traditional chinese cultures and values in particular the values of respect for authority and for teachers and demonstrates the intermingling of chinese and western cultures in contemporary hong kong chinese society she reviews the major educational initiatives carried out in hong kong since the 1970s showing how western educational policies promoting student centric teaching modes have encouraged changes in classroom culture with reference to the observed seventy three lessons the study identified three patterns of teacher student power relations teacher domination relatively balanced opportunity for power sharing and student self empowerment each involving different degrees of power being exercised by teacher and students the coexistence of these three power patterns and the two corresponding power situations student empowerment and disempowerment can be explained as the result of multileveled intertwined interactions among six factors related to social culture education policy school and classroom contexts and to the individual players concerned the book thus contributes to the understanding of teacher student power relations in the context of hong kong by proposing a theoretical framework that reflects local socio cultural educational and school contexts

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 anthropology 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

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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