



Are Student-Teacher Relationships a Significant Component to Growth?

July 2022

"No significant learning occurs without a significant relationship"

Dr. James P. Comer, Professor of Child Psychiatry, Yale University.



Are Student-Teacher Relationships a Significant Component to Growth?

The Why's ?



- Establish a nurturing environment of **Trust** and **support** in schools and **safe**.
- Students who feel connected to school are less likely to engage in **risky behaviour**.
- Second only to family, school is a **stable environment**.
- **Anxiety, Stress**, and in some cases **Trauma**.
- School **Connectedness**.



ACTIVITY 1

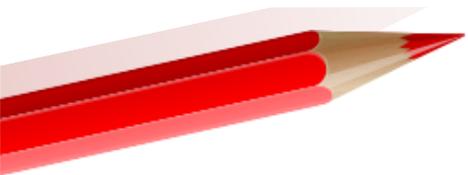


Work in groups of 2 to answer:

(Are Student-Teacher Relationships a Significant Component to Growth?)

1. Why is this important?

2. What is challenging for you?



Biblical perspective

Discipleship :
(Follow, Grow and Engage)



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Discipleship :
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Matthew 28:19,20

¹⁹ Go therefore and make disciples of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, ²⁰ teaching them to observe all things that I have commanded you; and lo, I am with you always, even to the end of the age.”

Biblical perspective

Discipleship :
(Follow, Grow and Engage)

Hebrews 10:24,25

²⁴ And let us consider one another in order to stir up love and good works, ²⁵ not forsaking the assembling of ourselves together, as *is* the manner of some, but exhorting *one another*, and so much the more as you see the Day approaching.

ACTIVITY 2



Is your Faith built around your Life?

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“Wheel of Life” - Activity

According to Eakman (2106), your life moves out of balance “when the fulfillment of basic psychological needs has been thwarted within ongoing patterns of day-to-day occupations” and it causes harm to your wellbeing.

Performing the Wheel of Life exercise will support this process by balancing factors that influence overall wellbeing while identifying areas of life where support, guidance, and additional focus are needed.



Defining Teaching Through Relationships :

1. Student Engagement
2. Student Belonging
3. Student Learning



BUILDING DEVELOPMENTAL RELATIONSHIPS

Elements

Sample Actions (and Explanations)

Express Care

Be dependable (Be someone I can trust)
Listen (Really pay attention)
Encourage (Praise my efforts and achievements)
Believe in me (Make me feel known and valued)

Challenge Growth

Expect my best (Expect me to live up to my potential)
Hold me accountable (Insist I take responsibility for my actions)
Help me reflect on failures (Help me learn from my mistakes)
Stretch me (Push me to go further)

Provide Support

Navigate (Guide me through hard situations)
Empower me (Build my confidence to take charge of my life)
Advocate (Defend me when I need it)
Set boundaries (Establish limits to keep me on track)

Share Power

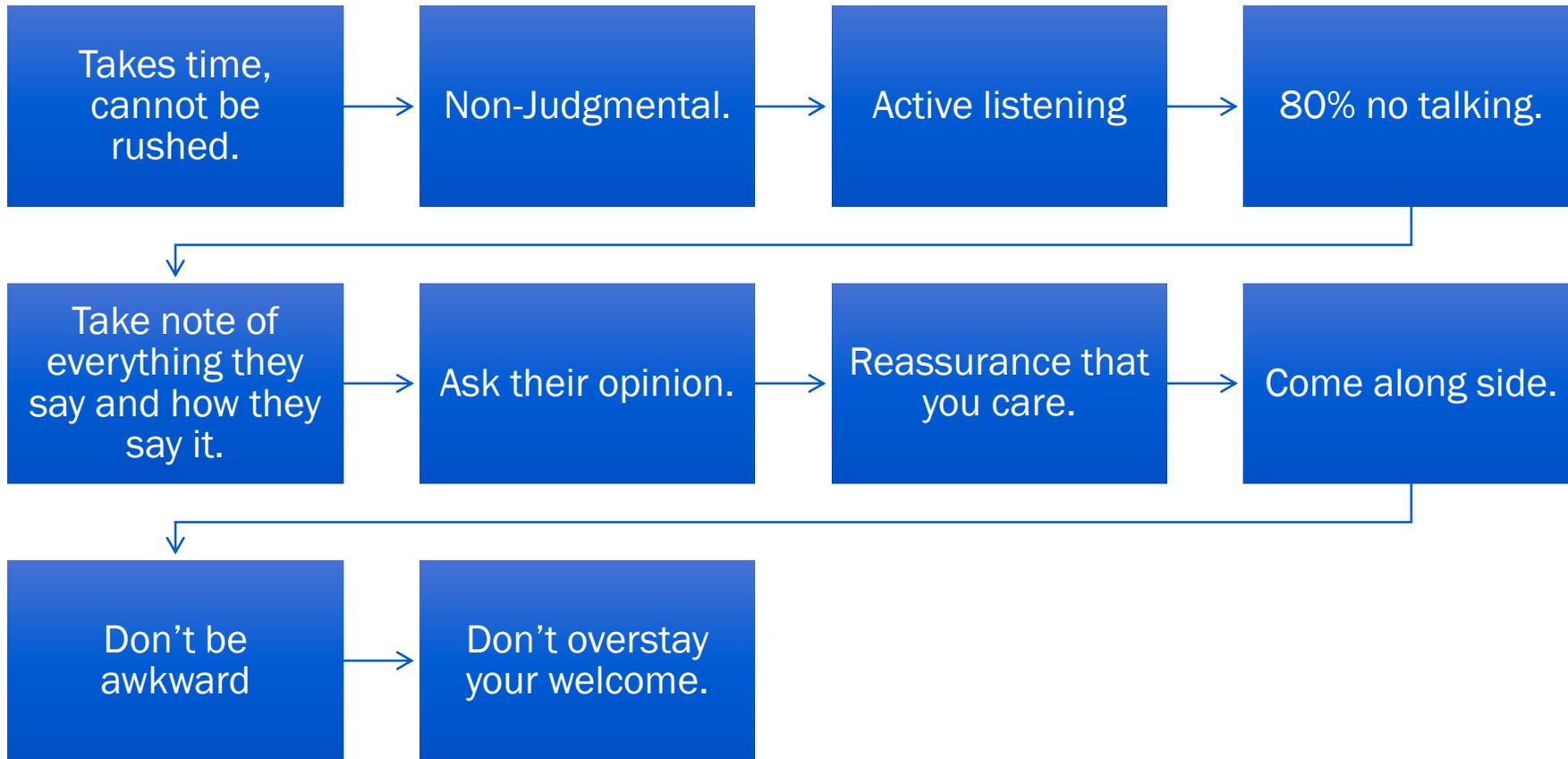
Respect me (Take me seriously and treat me fairly)
Include me (Involve me in decisions that affect me)
Collaborate (Work with me to solve problems and reach goals)
Let me lead (Create opportunities for me to take action)

Expand Possibilities

Inspire (Inspire me to see possibilities for my future)
Broaden horizons (Expose me to new experiences, ideas, and places)
Connect (Introduce me to more people who can help me)

Student Engagement

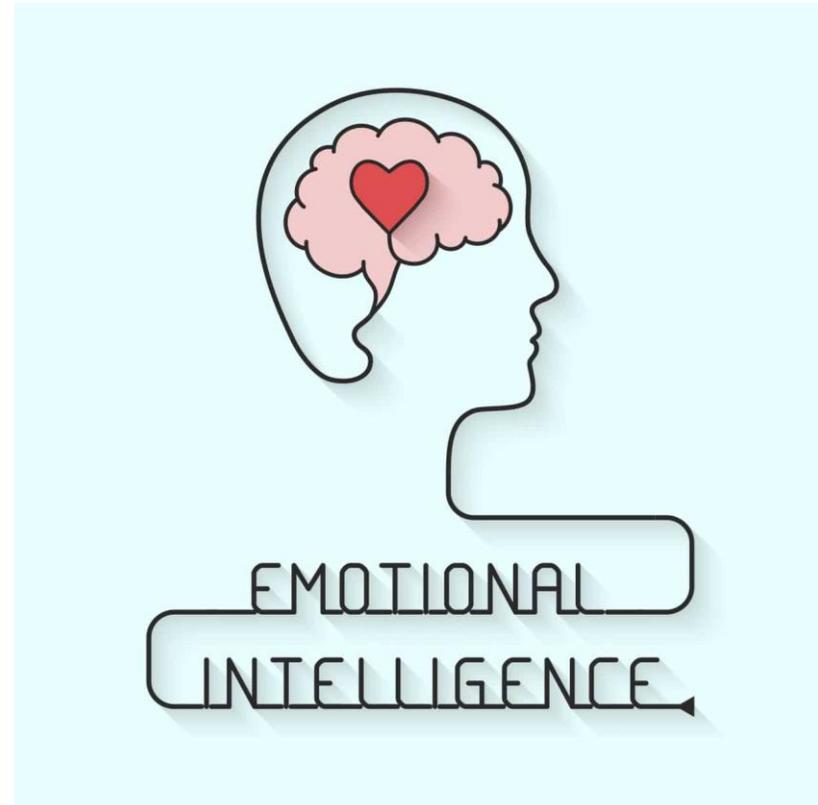
Note: This is adapted from page four of Roehlkepartain, Eugene, Kent Pekel, Amy Syvertsen, Jenna Sethi, Theresa Sullivan, and Peter Scales. Relationships First: Creating connections that help young people thrive. Minneapolis, MN: Search Institute. 2017.



Student Engagement

ACTIVITY 3

Practical Aspects of learning





Student Belonging



Meaning:

- *Is a sense of fitting in of feeling like you are an important member of a group (in a family, you have a sense of belonging).*
- *A sense of belonging is one of humanities most basic needs.*
- *A feeling of being happy or comfortable as part of a particular group and having a good relationship with the other members of the group because they welcome and accept you.*

Belonging:

1. Acceptance / Empathy
2. Safety
3. Voice

Nicola McDermott -
Picture/Video



Nicola McDermott -
Picture/Video



<https://www.youtube.com/watch?v=eZRfscNNLRs>

<https://www.youtube.com/watch?v=HznVuCVQd10>



Brené Brown on Empathy

Student Learning



The Brain Science

1. **The Brain Science**: Positive relationships build motivation. Positive relationships are built on positive interactions – Dopamine released (feel good).
2. **The Brain Science** : Positive relationships create safe spaces for learning - Social activities like talking and laughing cause the body to release the hormone oxytocin. This helps us to bond with others. Fight-or-flight reaction Eg: If you have a supportive principal.
3. **The Brain Science** : Positive relationships build new pathways for learning. Tapping into students' background knowledge will help them learn new information by activating neural pathways in their brains.
4. **The Brain Science** : Positive relationships improve student behaviour. Older student (Empathy), For younger students, use pre-correcting and prompting as a classroom management strategy

The link between the Natural and Spiritual Stages of Development

Development	Years	Natural Development	Spiritual Development
Infancy	0 - 1 ^{1/2} yrs	Basic Trust and Exploration	Love, Trust and an exciting new relationship with Jesus
Early Childhood	1 ^{1/2} - 3 yrs	Seperation, Rebellion, Independence, Many questions asked	Lordship
Middle Childhood	3 - 6 yrs	Identity Issues	Meaning and Purpose
Late childhood	6- 12 yrs	Creative, task oriented	Instruction
Early to mid-adolescence	12-17 yrs	Anger rebellion, questions, independence, identity issues	Training, discipling, application, old belief systems challenged
Late adolescence	18-22 yrs	Intimate relationships, career, more realistic	Testing, character development, integrity

Student Learning



Brains will first ask,
'Is my body safe?'

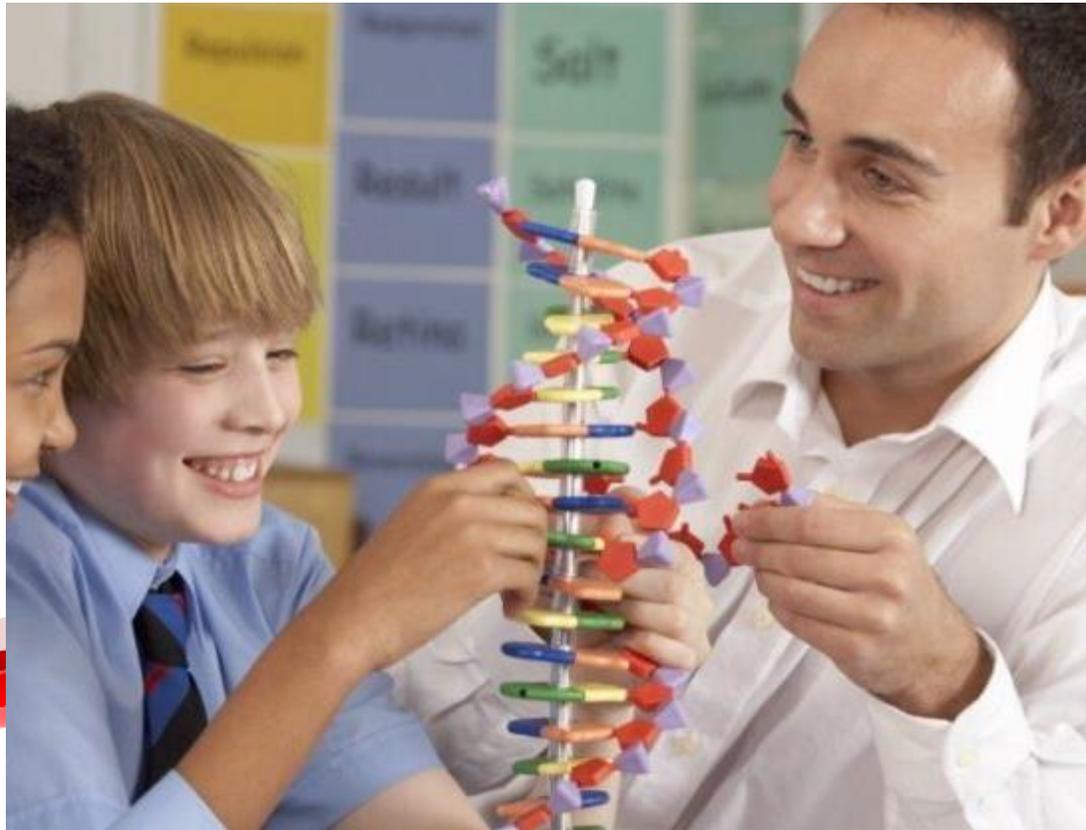
(Am I free from danger, pain, hunger, exhaustion,
sensory overload/underload?)

Then,
'Is my heart safe?'

(Am I cared about? Am I loved? Am I welcome?)

Only when the answer to these is 'yes',
will it then be ready to ask,
'What can I learn?'

Do we really want to know where to grow in student-teacher relationships?



- Ask a school administrator and stress your desire for meaningful inner growth through a knowledge of what personal blinders can obscure or hide.
- Ask your students and their parents for anonymous feedback on all aspects of your classroom and receive the feedback in a form that does not allow identification.
- Open an honest and transparent dialogue with colleagues. List and contribute.

Discussion / Question
Time Guys? 😊



Finally!!

A conclusion
is the place
where you got tired
of thinking

Finally!!

Mr Hollands Opus

<https://www.youtube.com/watch?v=Nm-6FCQ5MyQ>

Exodus 33:13,14

¹³ Now therefore, I pray, if I have found grace in Your sight, show me now Your way, that I may know You and that I may find grace in Your sight. And consider that this nation (school) is Your people.”

¹⁴ And He said, “My Presence will go with you, and I will give you rest.



Thank You!

Darren and Rebecca 😊