



ESRC Seminar Series
**Teacher Education for the Changing
Demographics of Schooling: policy, practice
& research**



A knowledge base for teachers on teacher-student relationships

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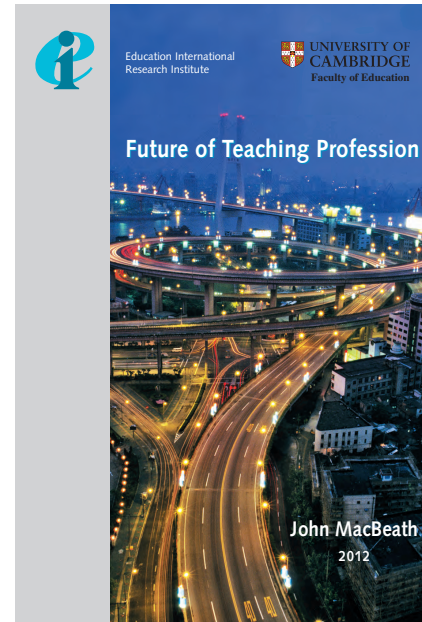


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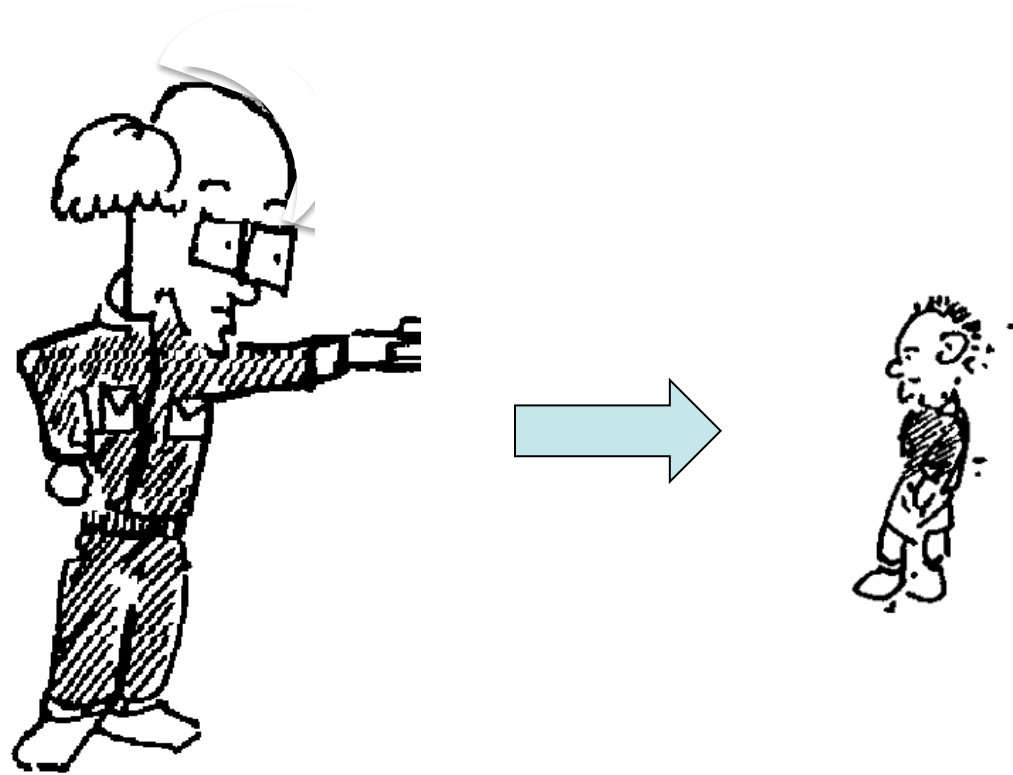
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Rank	Influence	ES
1	Self-reported grades	1.44
2	Piagetian programs	1.28
3	Providing formative evaluation to teachers	.90
4	Microteaching in TE	.88
5	Acceleration for gifted	.88
6	Classroom behaviour	.80
7	Comprehensive interventions for learning disabled students	.77
8	Teacher clarity	.75
9	Reciprocal teaching	.74
10	Feedback	.73
11	Teacher-student relationships	.72

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accountability paradox

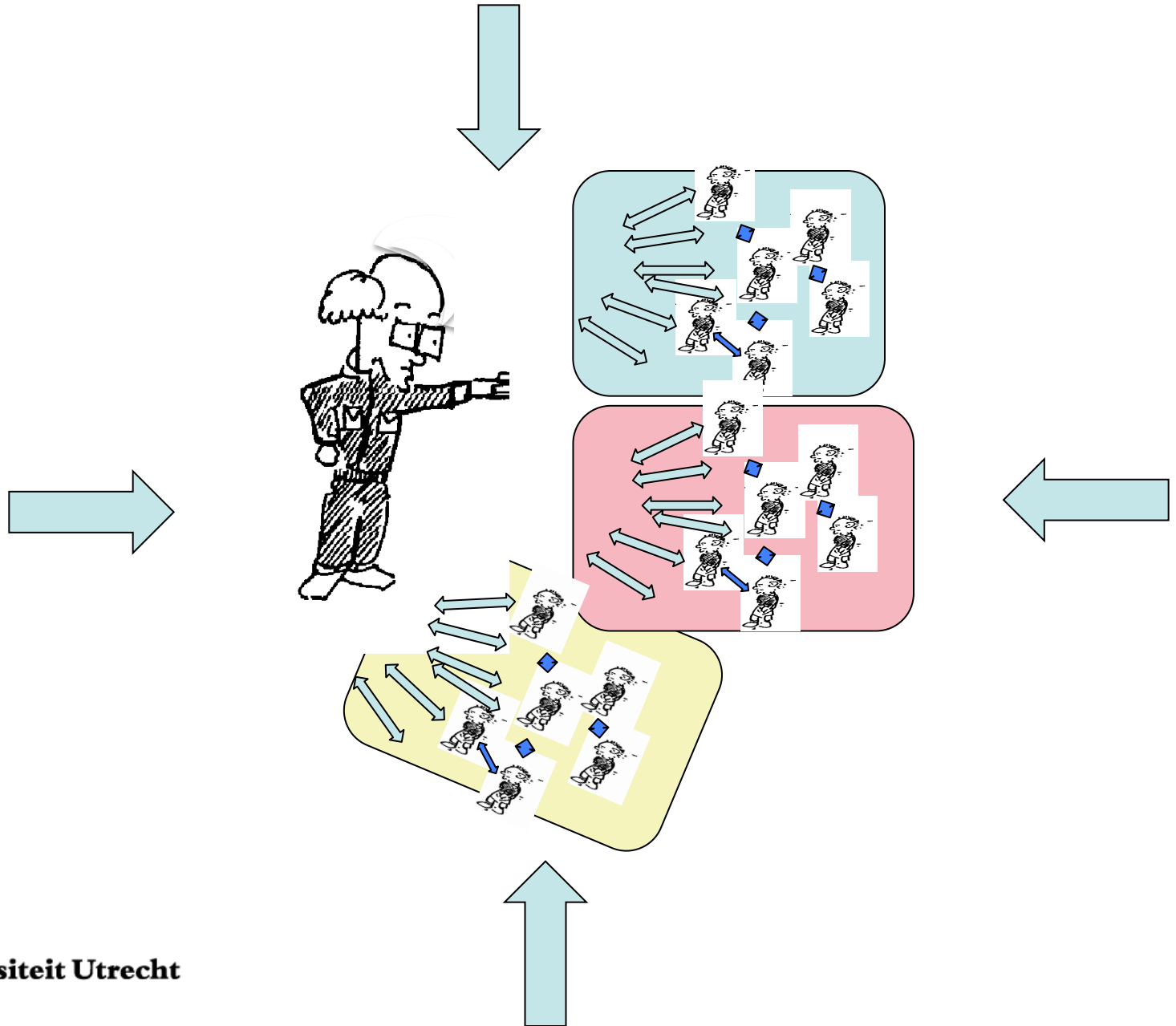




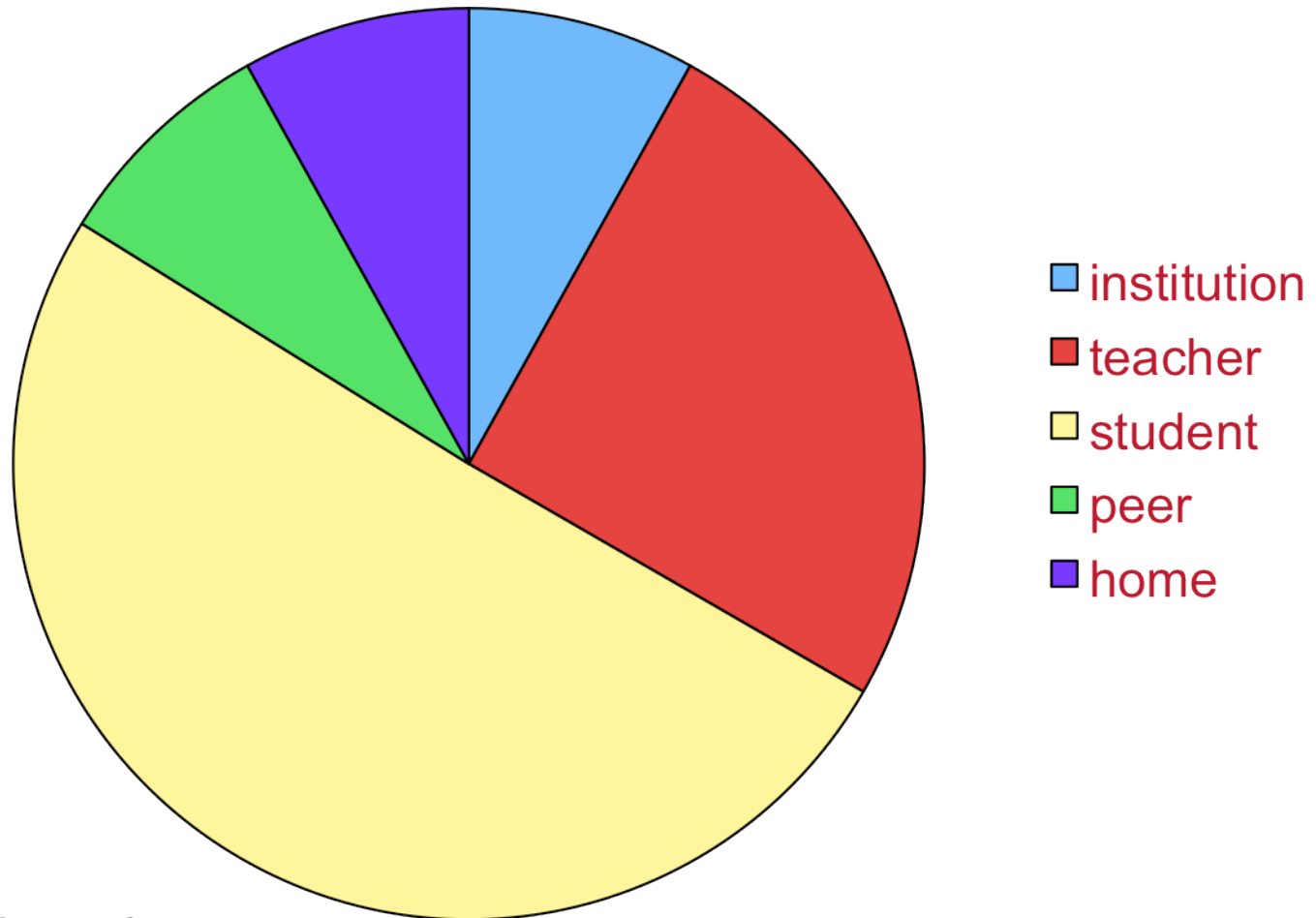
DOUG BRPENTER

"MISS WILCOX, SEND IN SOMEONE TO BLAME."

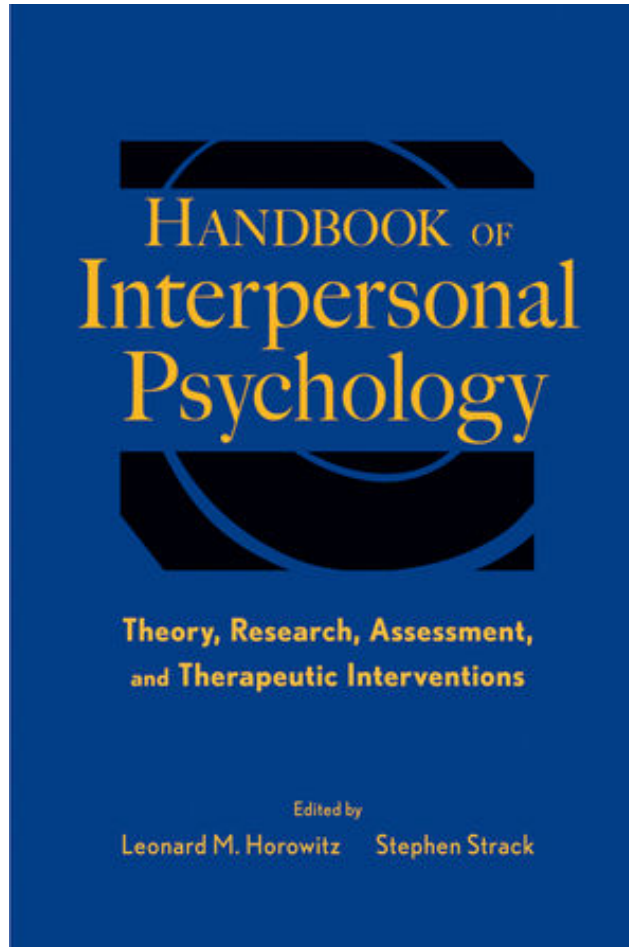
accountability paradox



Explained variance student achievement

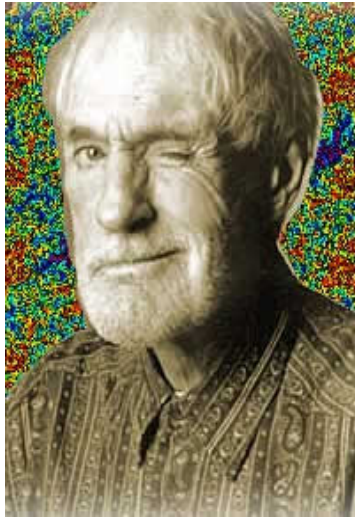


Teacher-Student Relationships



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Interpersonal theory - origin



Interpersonal Diagnosis
of
Personality

*A Functional Theory and
Methodology for Personality
Evaluation*

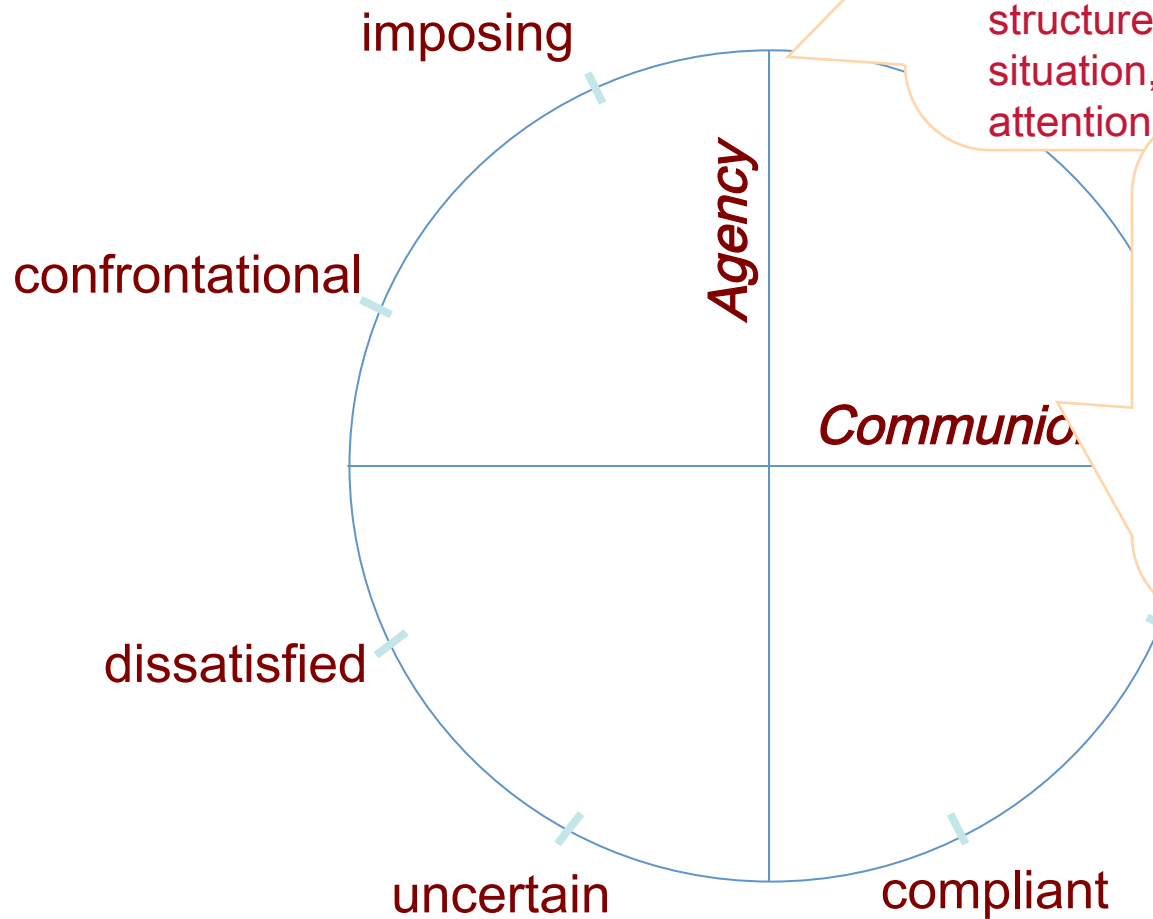
1957 – Leary

Two dimensions in communication

hostility-affection

dominance-submission

Interpersonal circle



Directing

Notice what's happening, lead, organize, give orders, set tasks, determine procedures, structure, the classroom situation, explain, hold the attention

Helping/friendly

assist, show interest, join, behave in a friendly or considerate manner, be able to make a joke, inspire confidence and trust



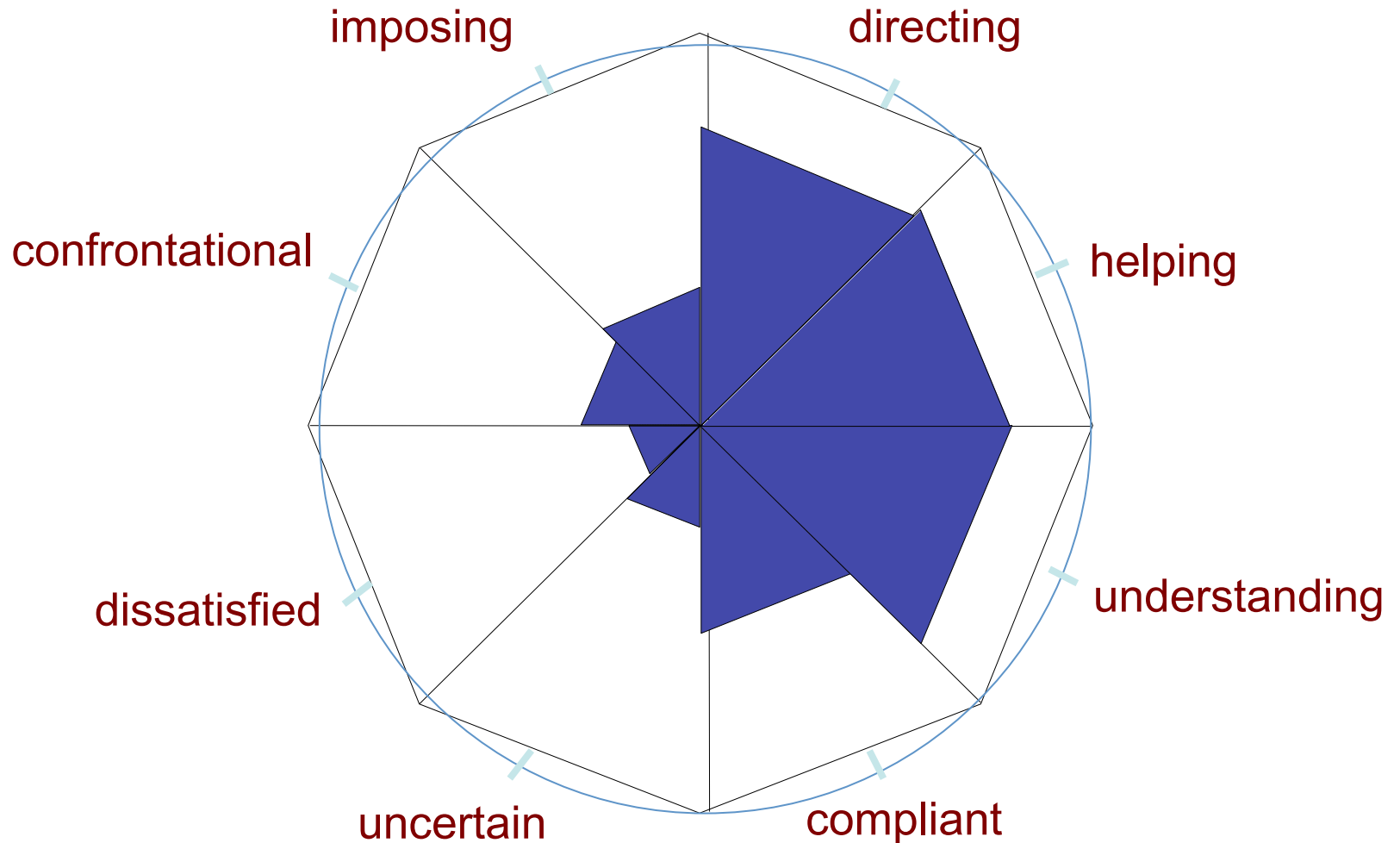
The Questionnaire on Teacher Interaction

QTI

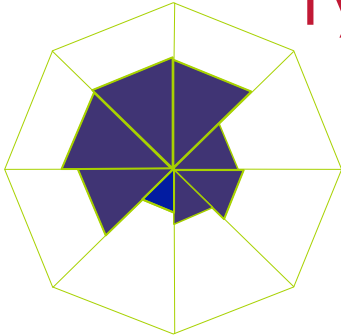
- ◆ 24-77 questions; 6-10 per sector
- ◆ thirty languages



Example teacher profile



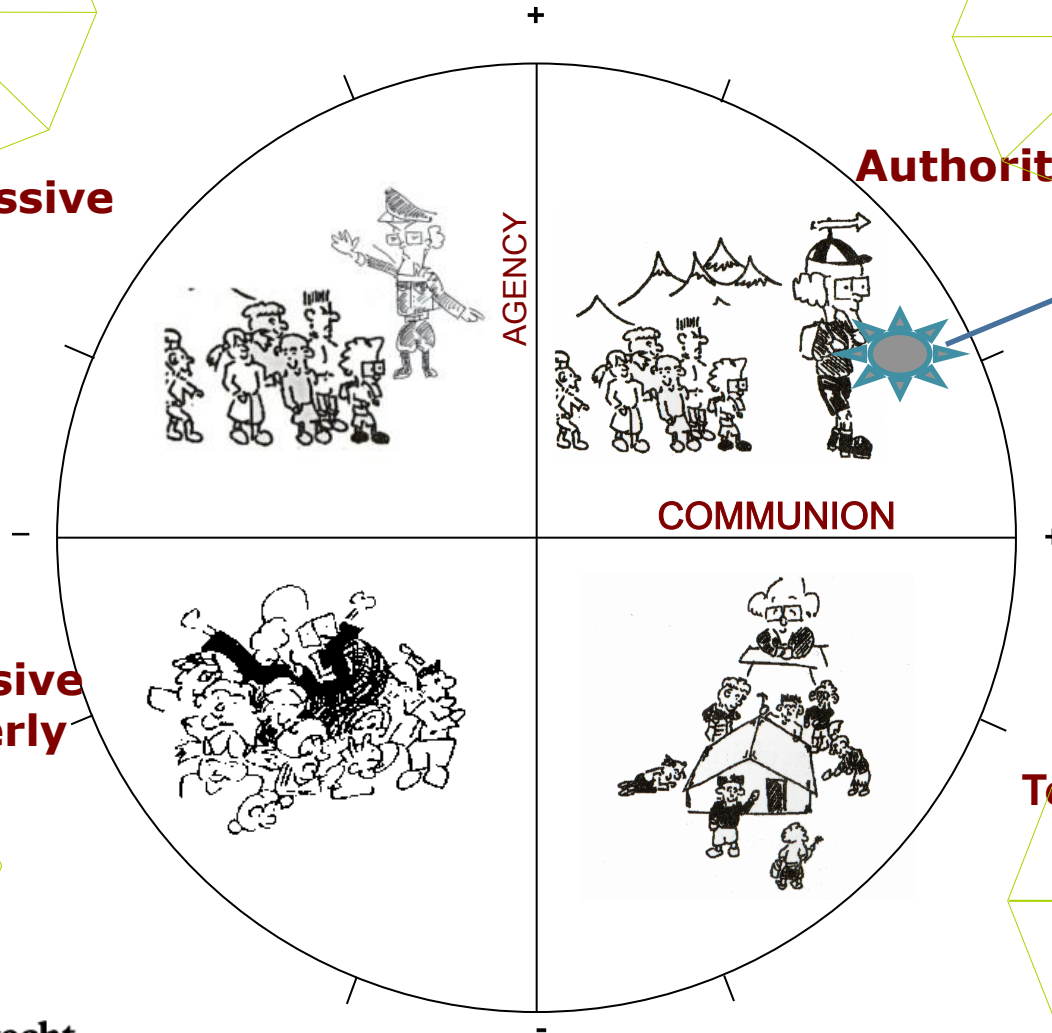
Types of Interpersonal Profiles



Repressive



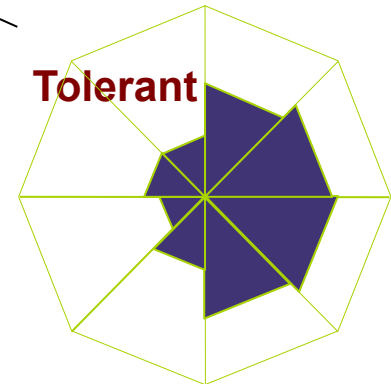
Authoritative



Ideal

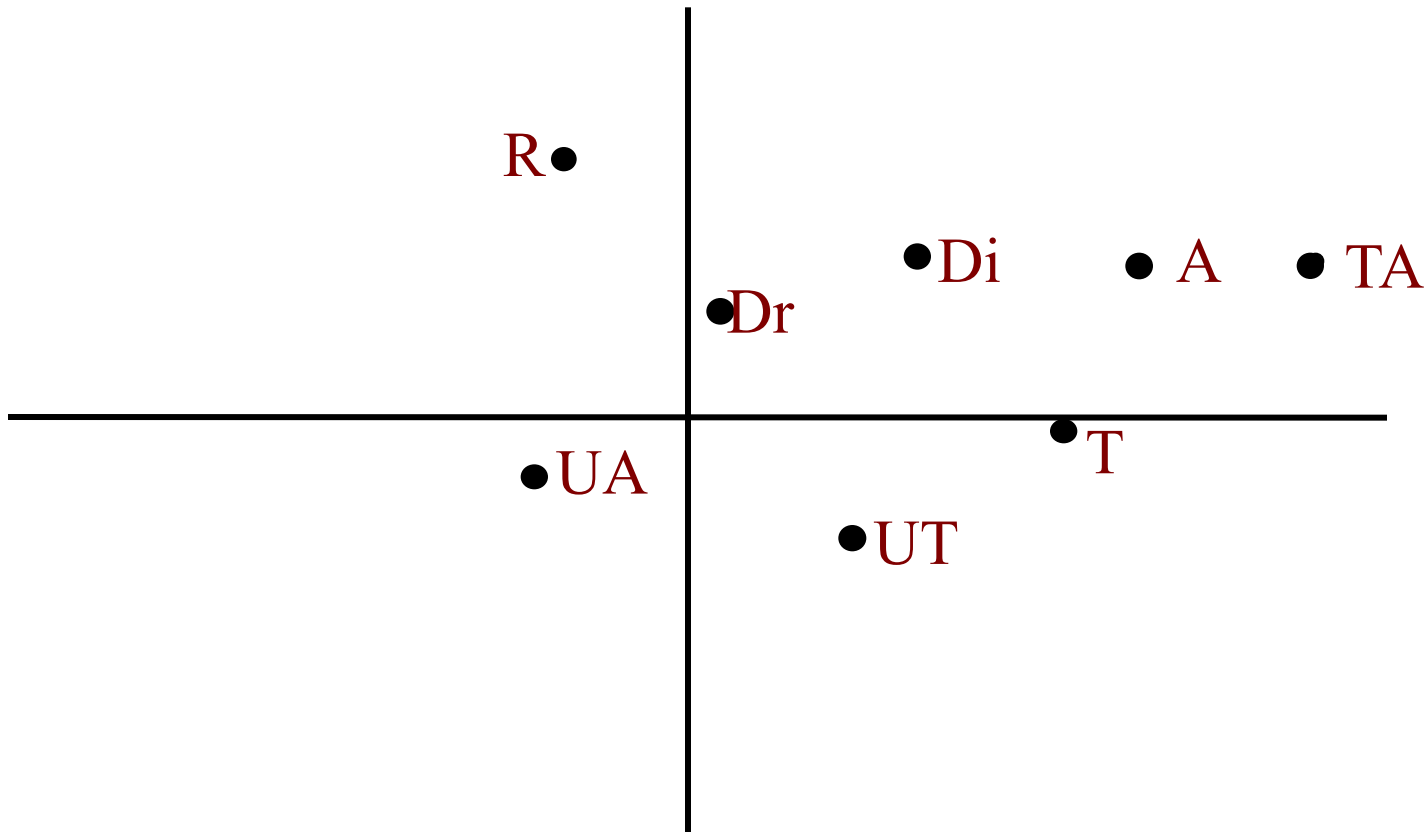


Aggressive Disorderly

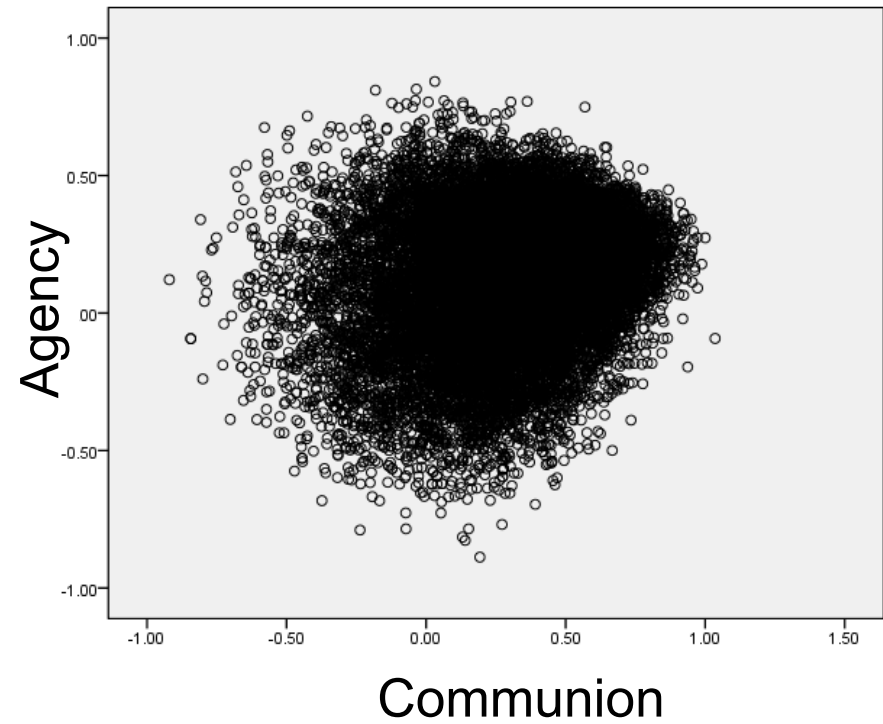
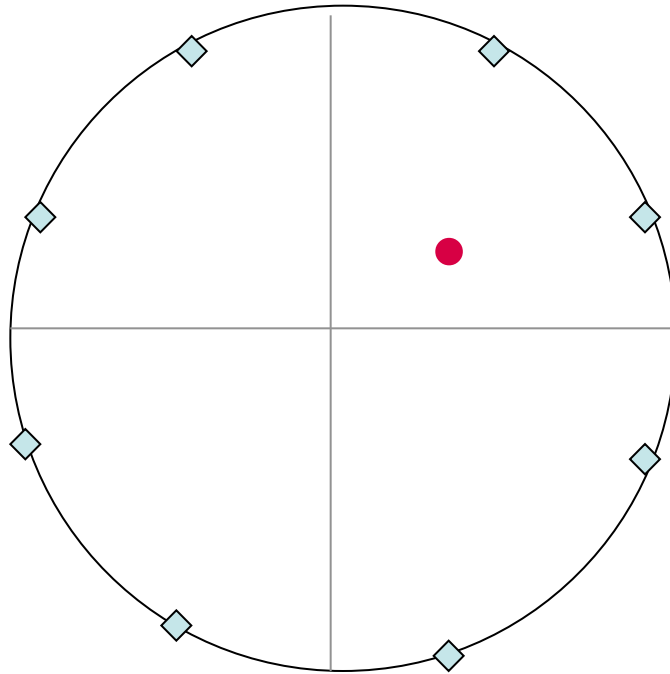


Tolerant



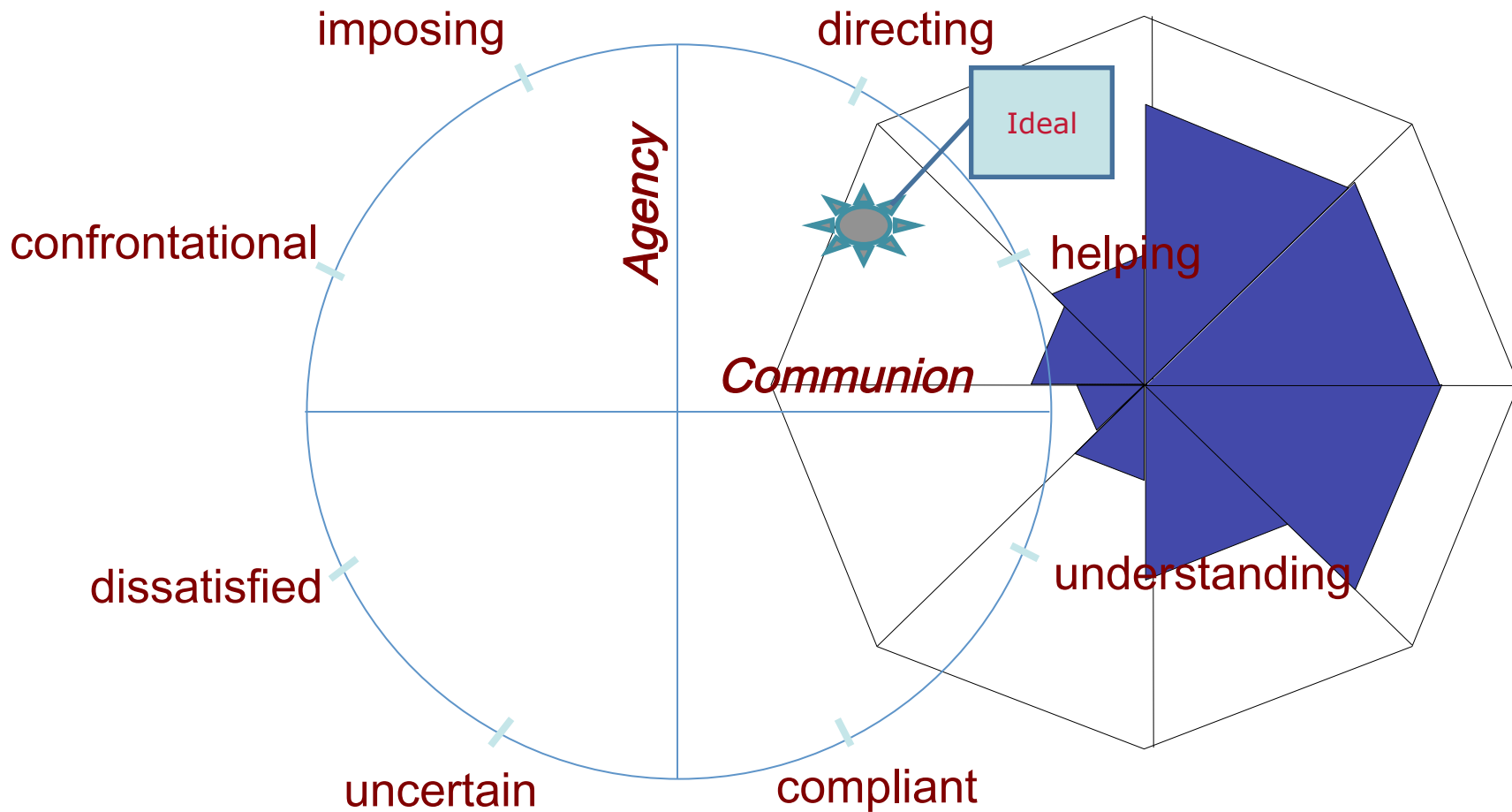


Interpersonal Profiles



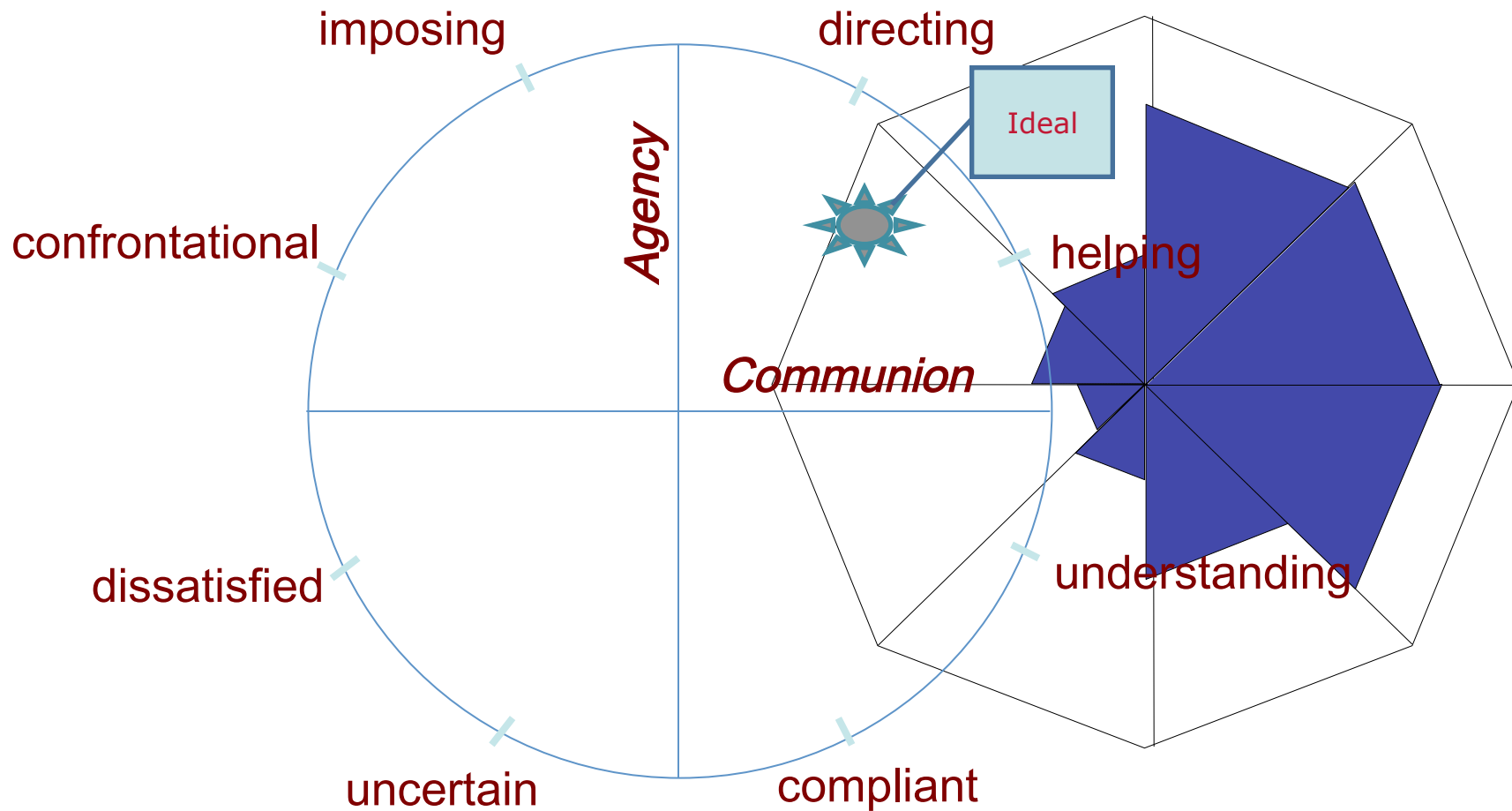
Teacher Expertise

Teacher preferences

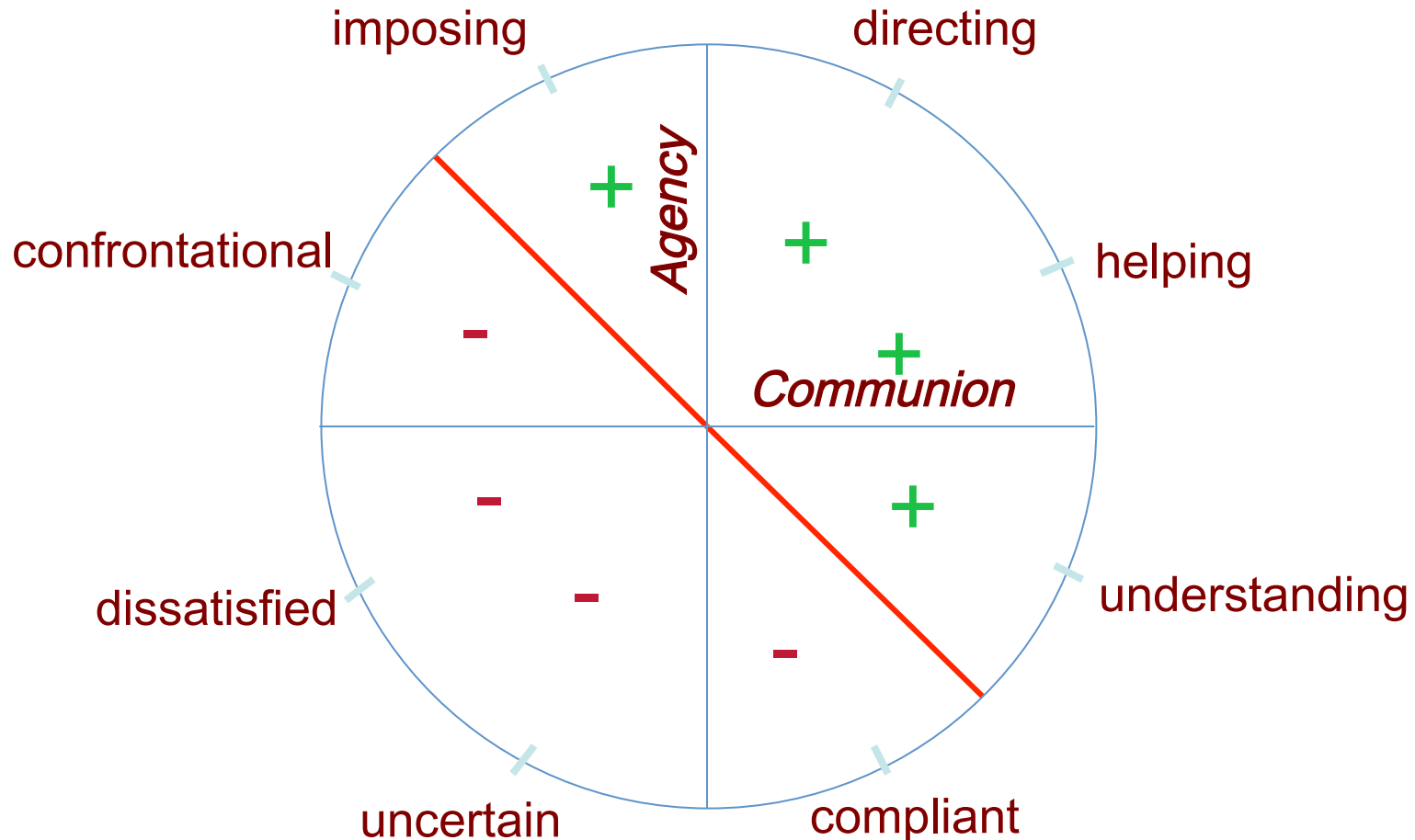


Teacher Expertise

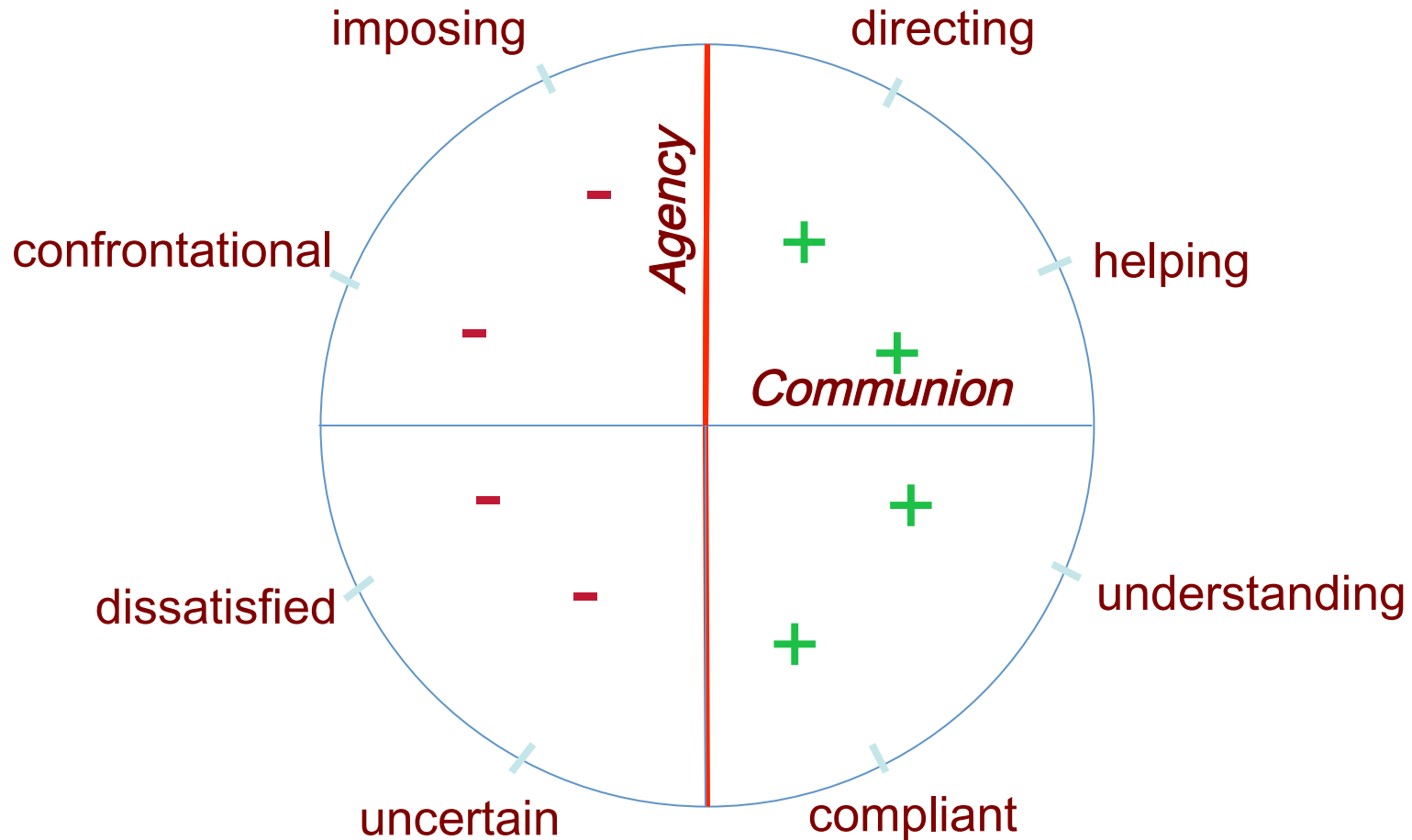
Student preferences



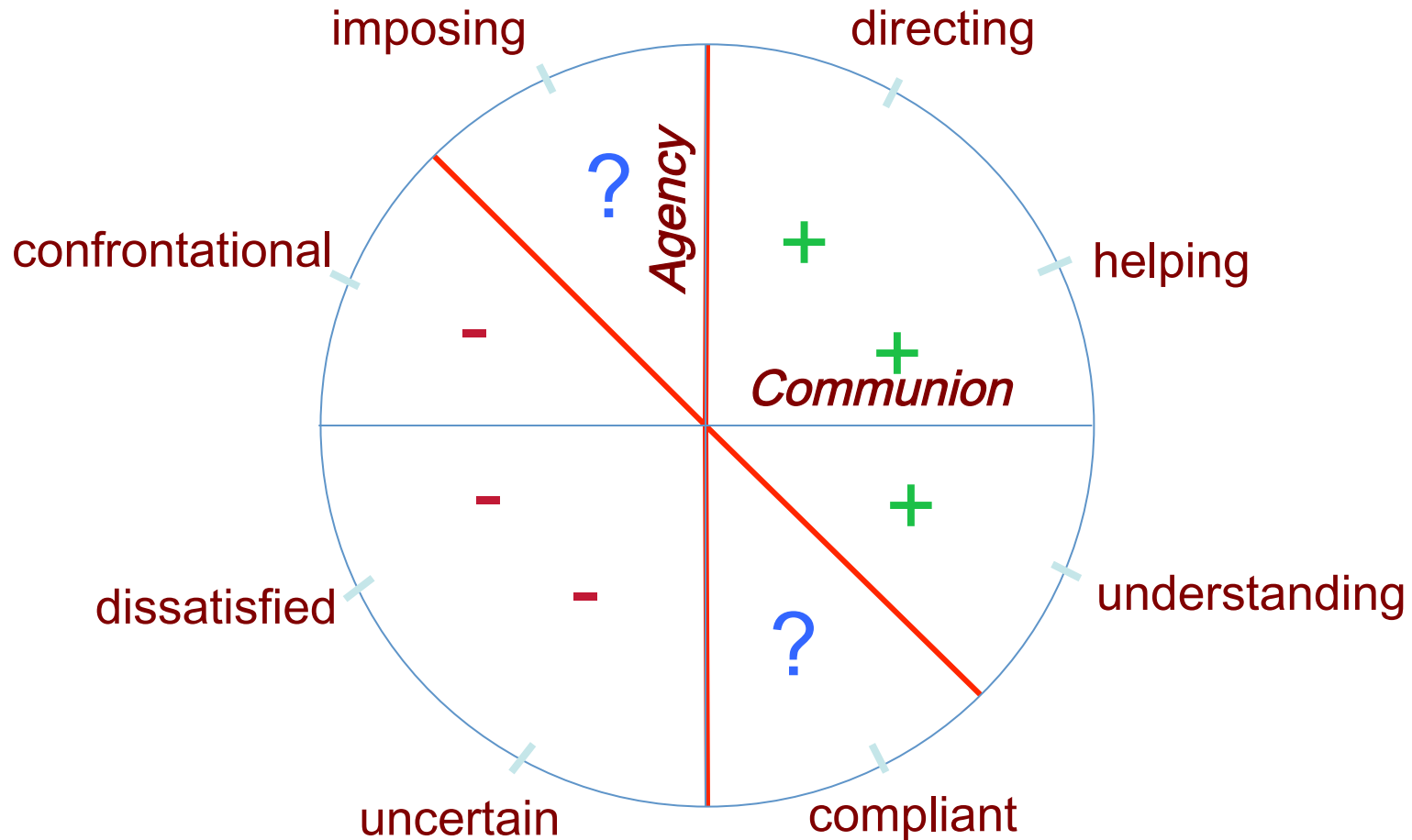
Cognitive outcomes



Affective outcomes



Student outcomes



1985-2009



1985-1989



1990-1994



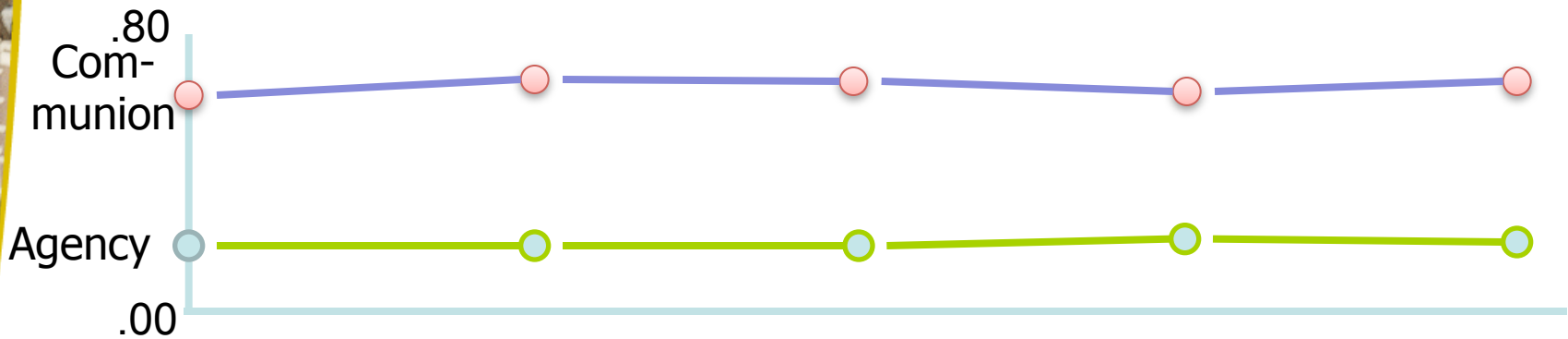
1995-1999



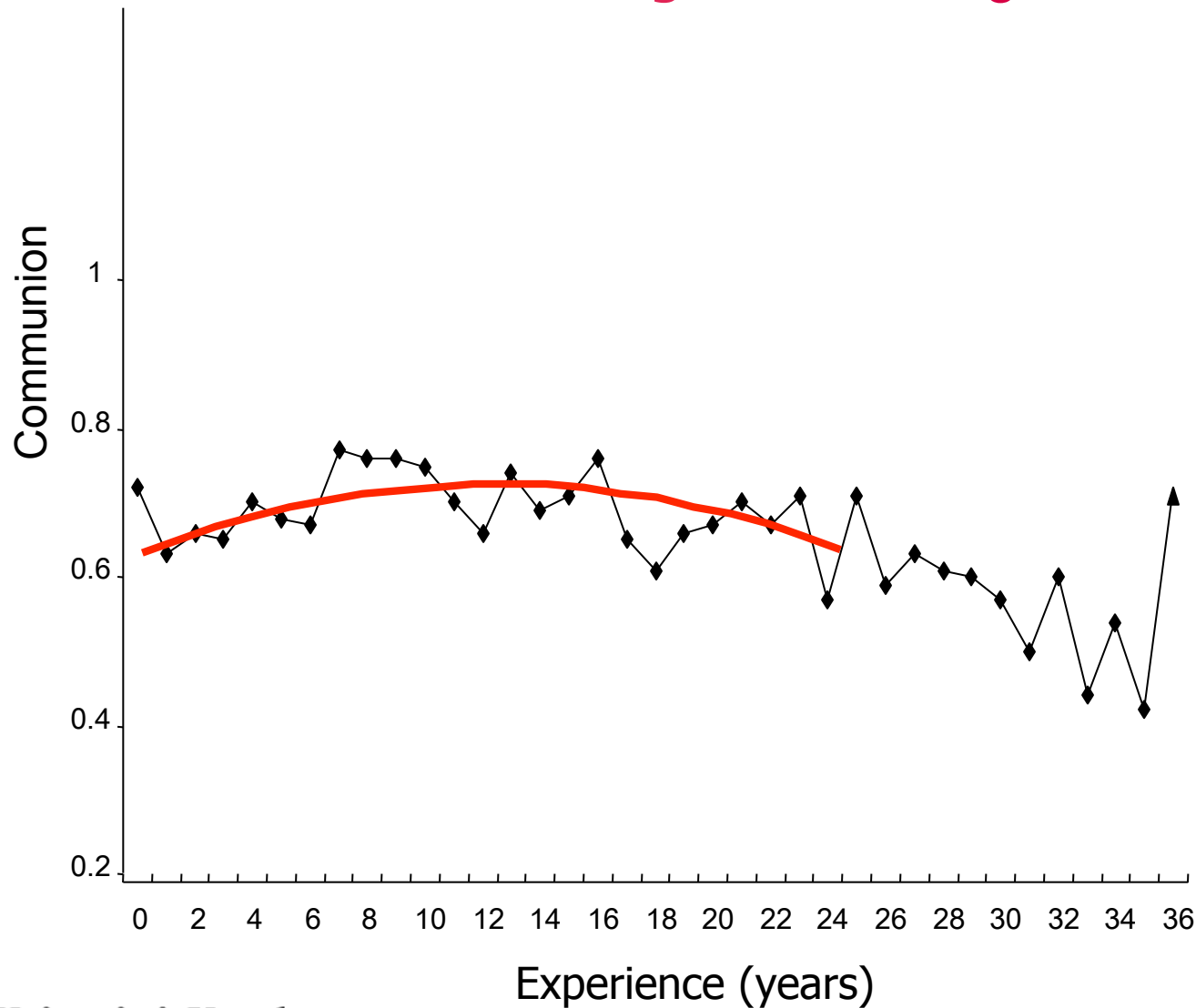
2000-2004



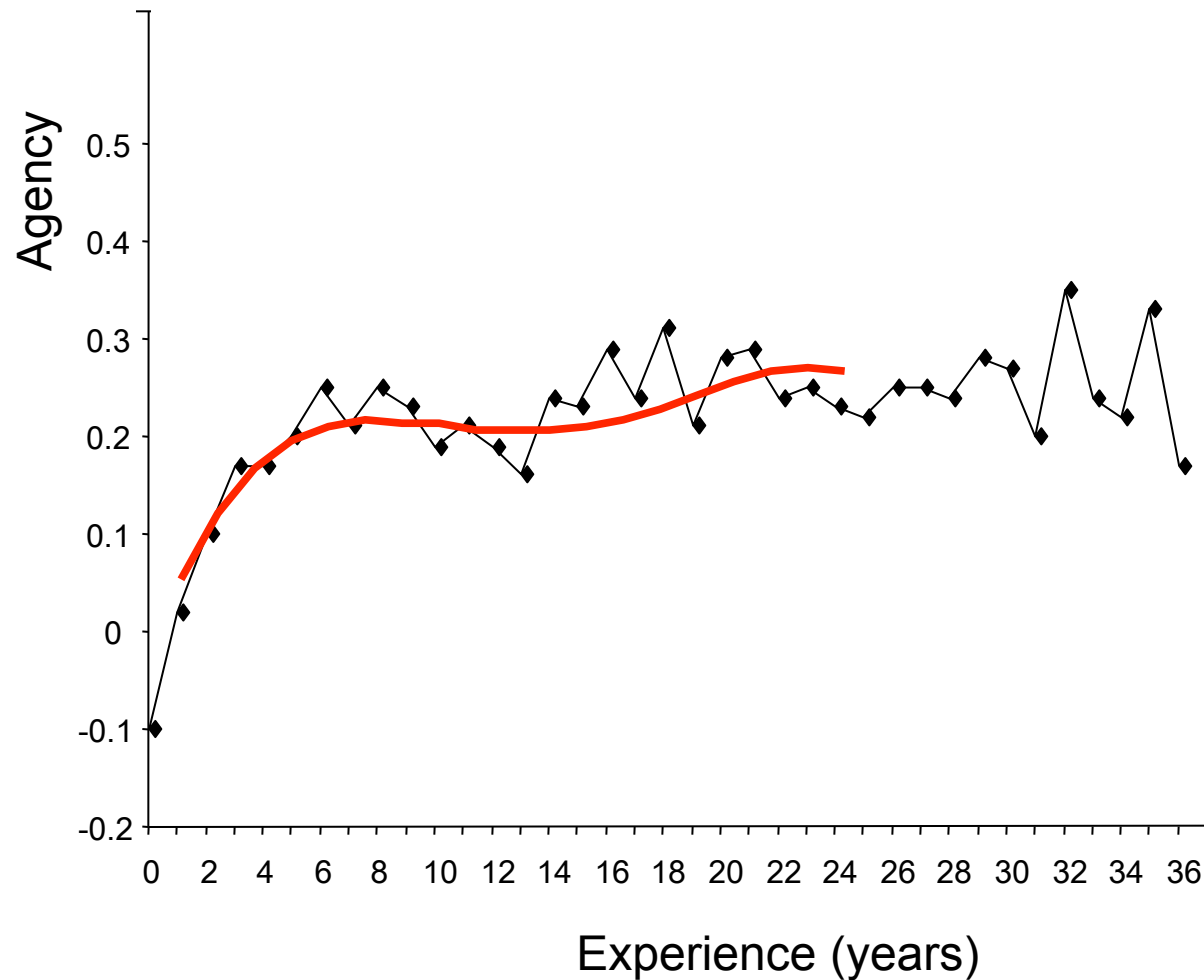
2005-2009



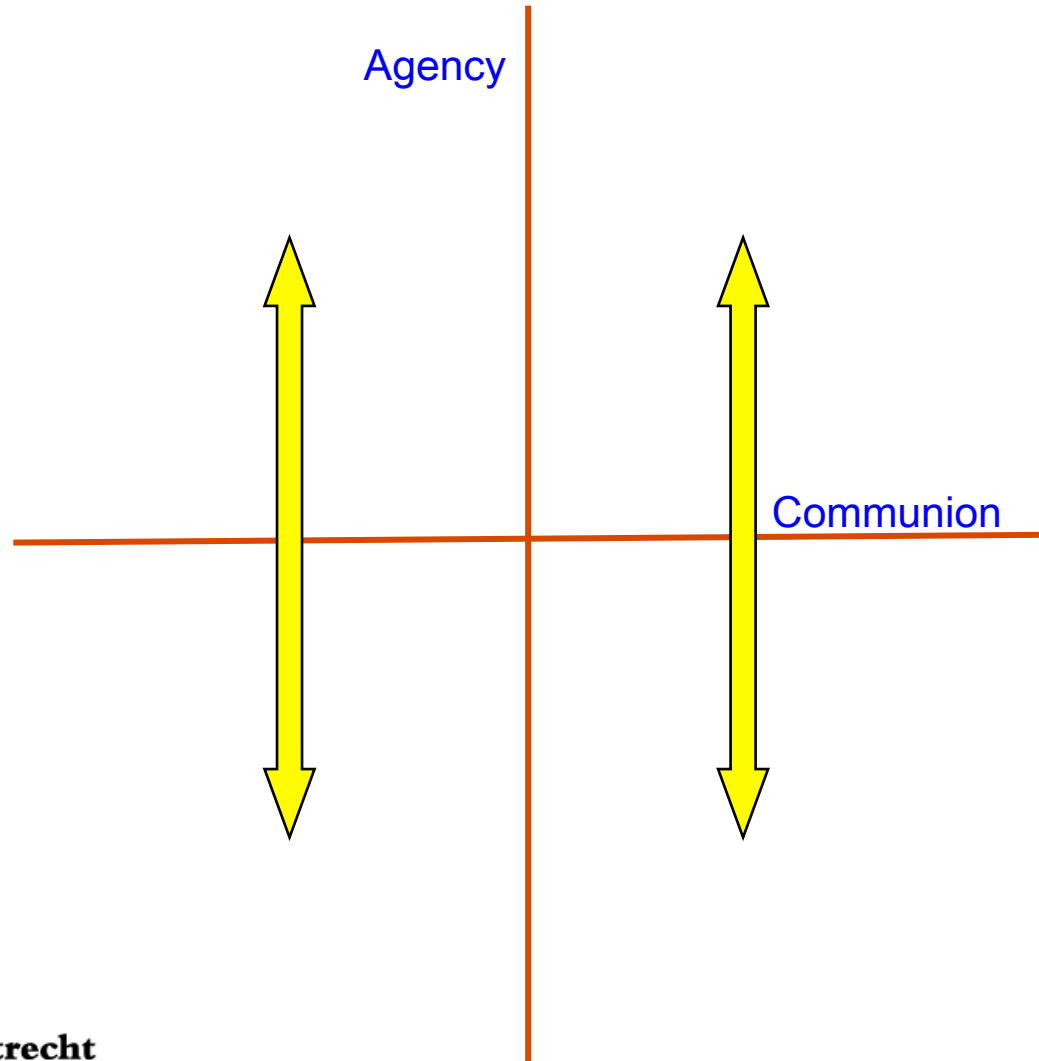
Communion during the teaching career



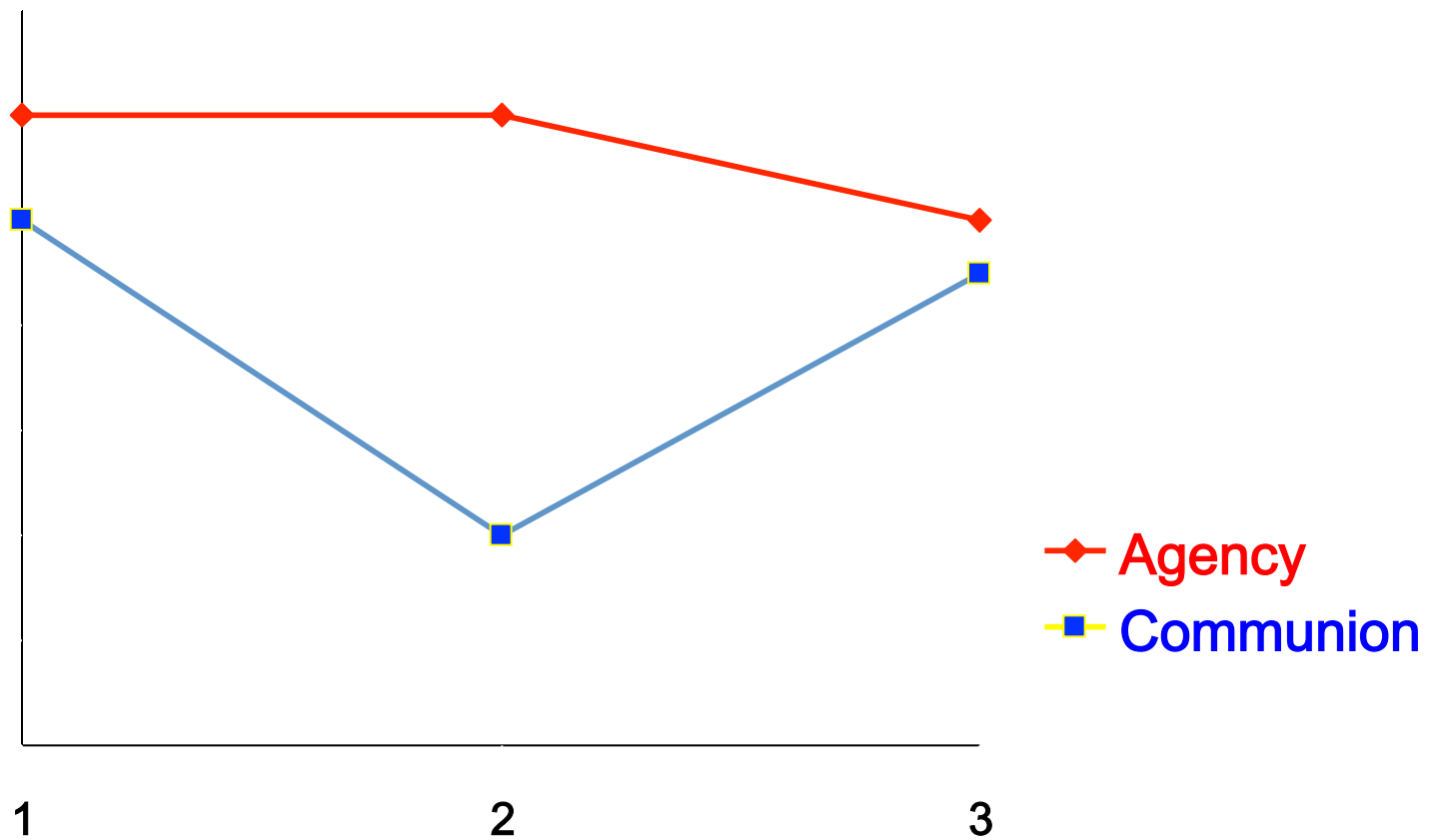
Agency during the teaching career



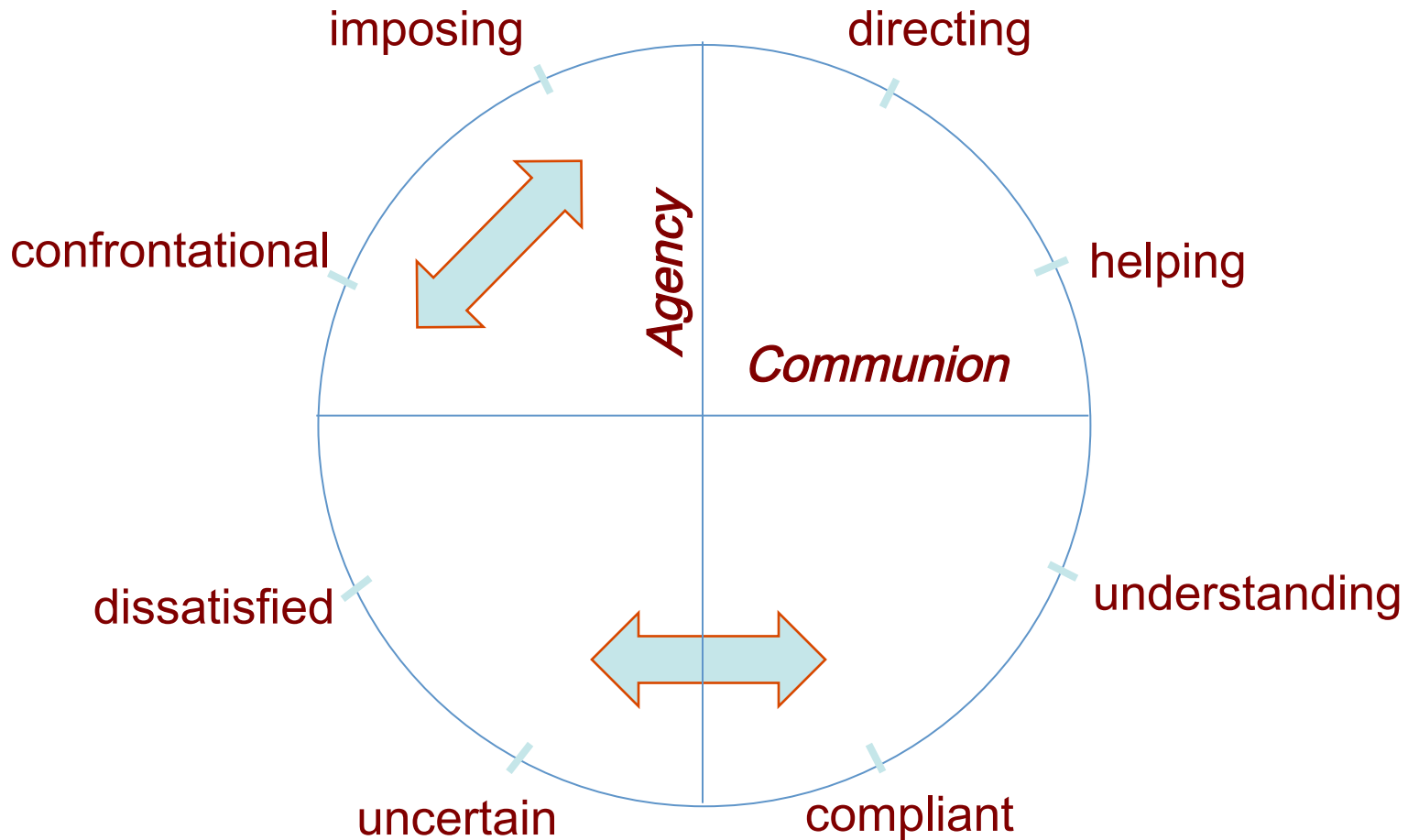
complementarity



Teacher-student relationship after coercive teacher action



Teacher education



Two interpersonal pitfalls

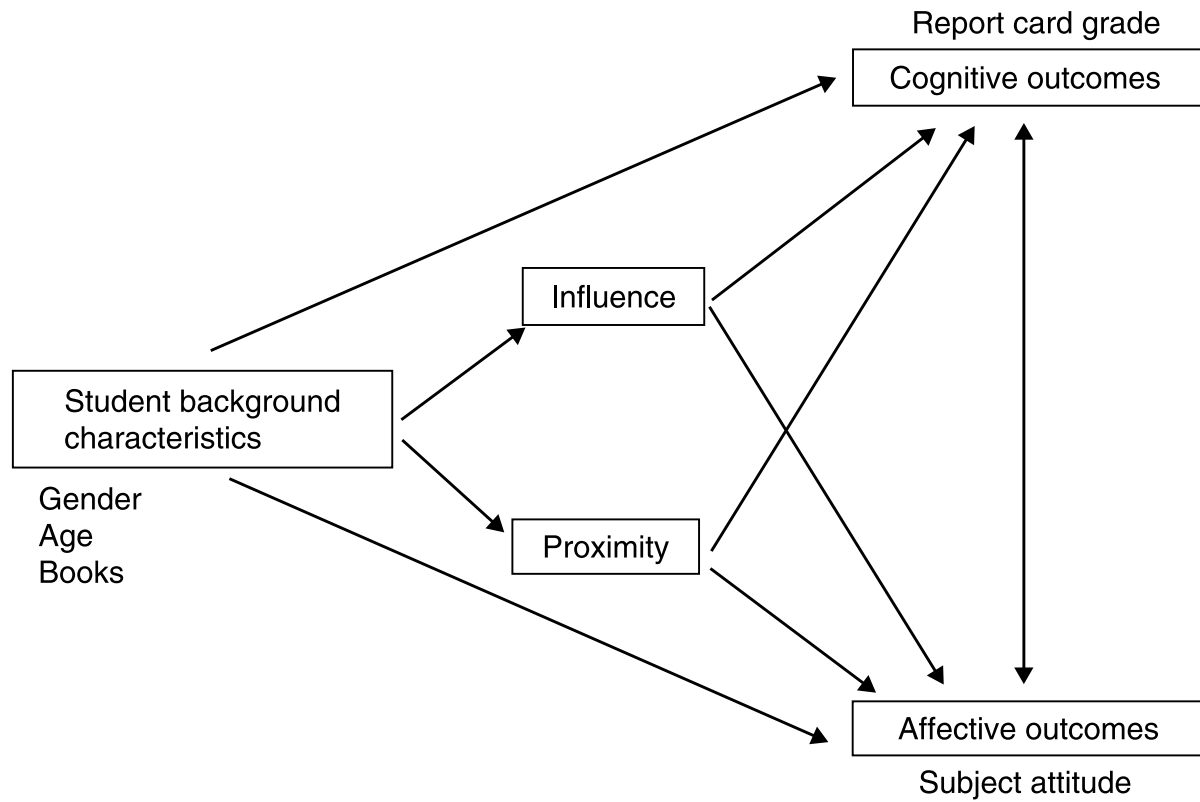


Table 2

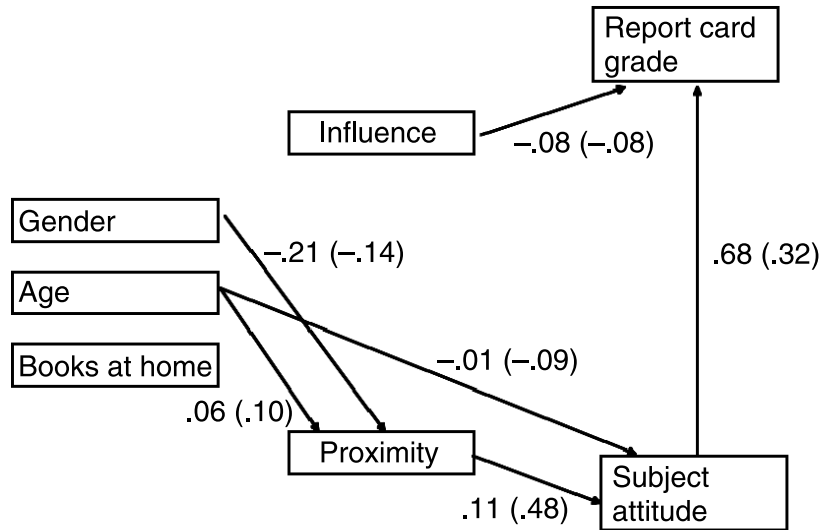
Competencies and strategies for classroom management in multicultural classrooms

Competency	Groupings of strategies
Monitoring and managing student behaviour (t12-s230)	Monitor student activities (t5-s12)
	Be clear (t12-s73)
	Put limits to students (t11-s48)*
	Prevent escalation (t12-s68)*
	Be flexible (t6-s19)
Creating and maintaining positive relationships (t9-s30)	Create student commitment (t5-s10)
	Build positive relationships (t7-s19)
	Maintain positive relationships (t6-s11)
Teaching for student attention and engagement (t11-s72)	Use the carrot (t9-s27)
	Adapt teaching (t11-s34)
	Make content relevant (t6-s11)





Dutch students (N = 387)



Surinamese 2nd generation students (N = 101)

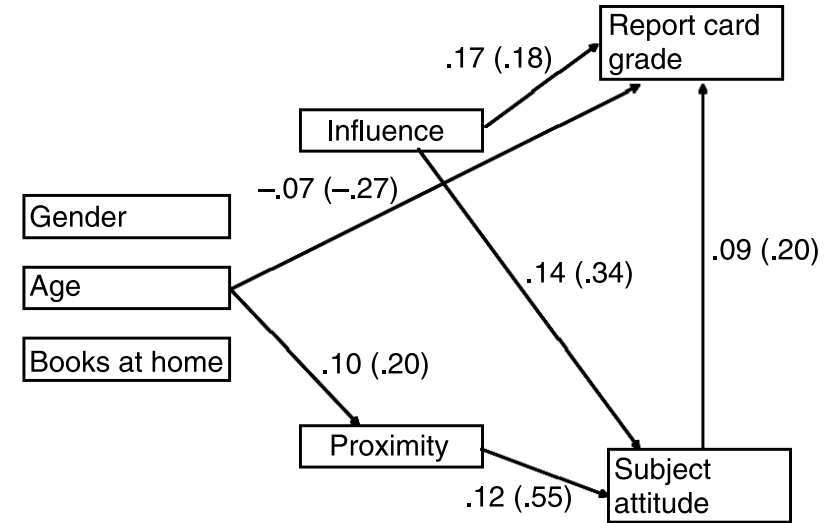


Figure 4. Structural model paths and standardized path estimates for each of the groups in the final model (effect sizes between brackets).