

DCI 2023 SUMMIT

READY...SET...ACTION!

Developing Strong Relationships through Collective Leadership


**Presenters: Jeff Freeland
Dr. Grace Milano**





When leaders prioritize developing strong relationships, students, teachers, and administrators grow as leaders. Strong relationships are the foundation to a strong climate and culture of continued academic success. **Participants will learn strategies for building positive relationships within their district and buildings.**

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Why should we be
concerned about building
positive teacher-student
relationships?

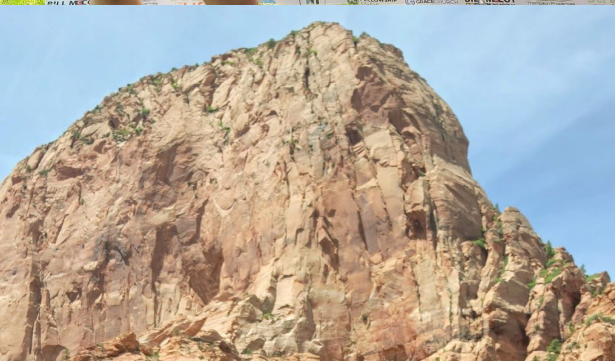


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“We are not thinking machines that feel, we are feeling machines that think.”

-Antonio R. Damasio







“Building relations with students implies agency, efficacy, respect by the teacher for what the child brings to the class (from home, culture, peers) and allowing the experiences of the child to be recognized in the classroom. Further, developing relationships requires skill by the teacher – such as the skills of listening, empathy, caring and having positive regard for others.”



Hattie (2009)

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Teacher-Student Relationships

Teacher Skills

Developing relationships requires teacher skills such as;

listening
empathy
caring
positive regard for others

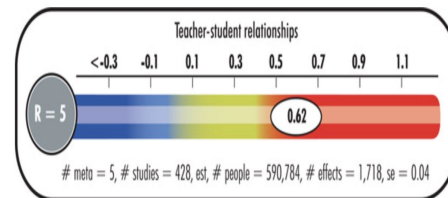
(Hattie, 2009)

Never let the demands of your job or the curriculum cause you to forget that each one of your students is a feeling - thinking human being. For education to be effective, it must be personal.

(George Isaac Brown, 2016)

The Research

Teacher-student relationships



Teacher-Student Relationships

Give Students a Voice
Create an environment where students feel safe to engage in authentic interactions.



What do you think would make this better?

Learn Their World
Strive for an understanding and appreciation of the students' life outside the classroom.



What did you do last night?

Classroom Culture
Establish connections and belonging within the classroom walls.



Let's work together to think of our class rules.

Listen to Students
Listen, understand and validate students needs, questions and concerns.



I understand you are frustrated with his project. How can I help you?

No significant learning occurs without a significant relationship.

(Comer, 1995)



Effective Teacher-Student Relationships

- ↑ Increase levels of students' interests and enjoyment of the class.
- ↑ Increase levels of students' academic achievement. (Murray, 2002)
- ↓ Decrease the occurrence of classroom disruptions. (Phelan, 1992)

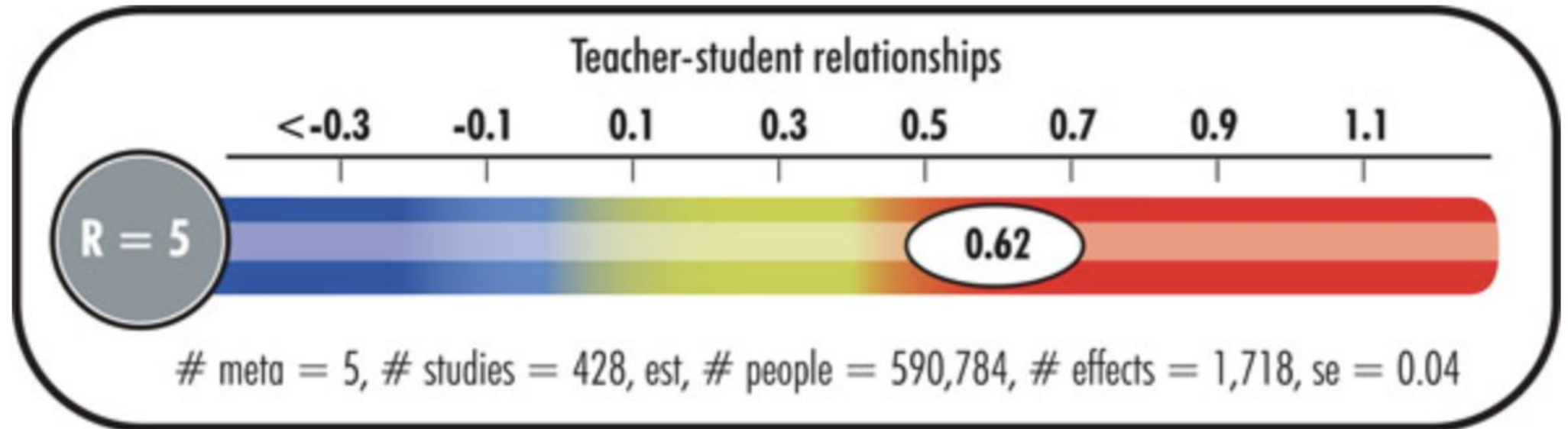




Teacher-student relationships

“It is teachers who have created positive teacher student relationships that are more likely to have the above average effects on student achievement.”

John Hattie



Teacher

and

Child

I have come to the frightening conclusion that I am the decisive element. It is my personal approach that creates the climate. It is my daily mood that makes the weather. I possess tremendous power to make life miserable or joyous. I can be a tool of torture or an instrument of inspiration, I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis is escalated or de-escalated, and a person is humanized or de-humanized. If we treat people as they are, we make them worse. If we treat people as they ought to be, we help them become what they are capable of becoming.



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Ginott, 1972



Learning Partnership

“Rapport + Alliance = Cognitive Insight”

~Zaretta Hammond (2015)

"No significant learning occurs without a significant relationship."

James Comer

Building a respectful relationship doesn't mean becoming the student's buddy. It means that teachers both insist on high-quality work and offer support.



What do positive teacher-student relationships look and feel like in the classroom?

Give Students a voice.

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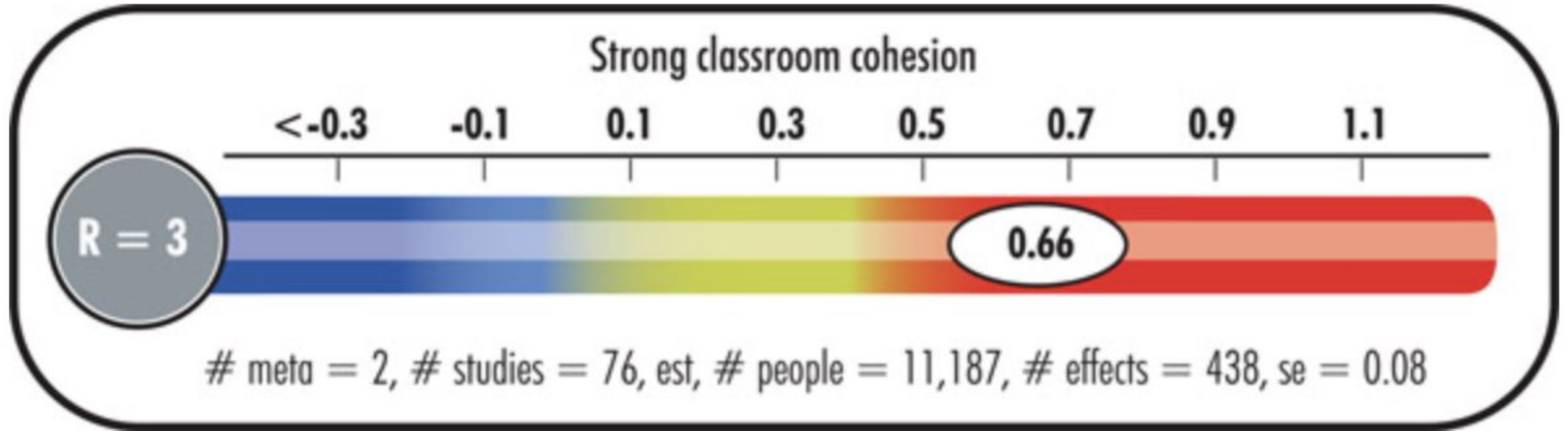
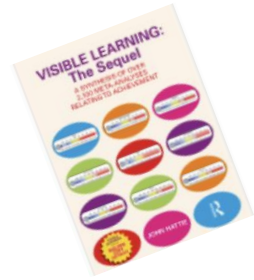


I understand you are frustrated with his project. How can I help you?



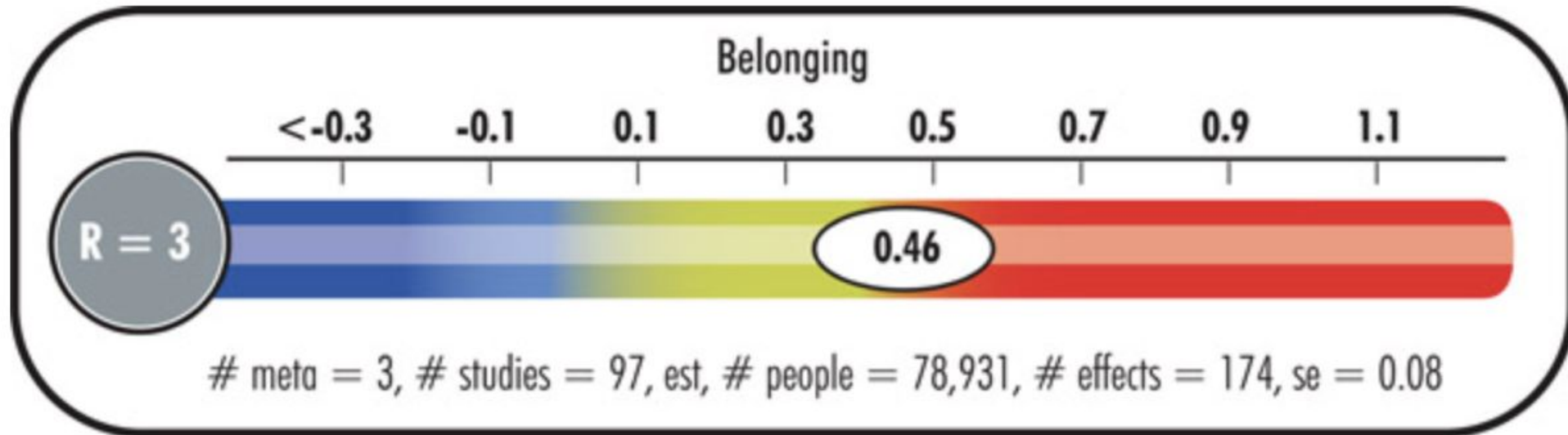
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Classroom cohesion



“Creating a sense of cohesion and positive relations between teacher and student and among students leads to high trust such that students can fail quickly, learn from failure, and feel comfortable not knowing and, thus, receptive to the impact of the teacher” Hattie (2023).

Belonging



“It is less about the structure and the composition of the students within the class and more about the climate, the culture, the sense of belonging, and the class being an inviting place for students to want to come (back) to” *Hattie (2023).*



Staying vulnerable is a risk we have
to take if we want to experience
connection.

— Brené Brown —

AZ QUOTES



What do positive teacher-student relationships look and feel like in the classroom?

**MUTUAL RESPECT - KIND, POLITE
AND RESPECTFUL INTERACTION**

*Simple gestures
shared*

Teacher believes in each student

Empathy

*Individuality of each
student is valued*



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Teacher-Student Relationship Discussion

1. I interact with students in a responsive and respectful manner.
2. I know and demonstrate knowledge of individual student's backgrounds, interests, emotional strengths and academic levels.
3. I seldom show irritability or aggravation toward students.
4. My students feel that they can trust me.

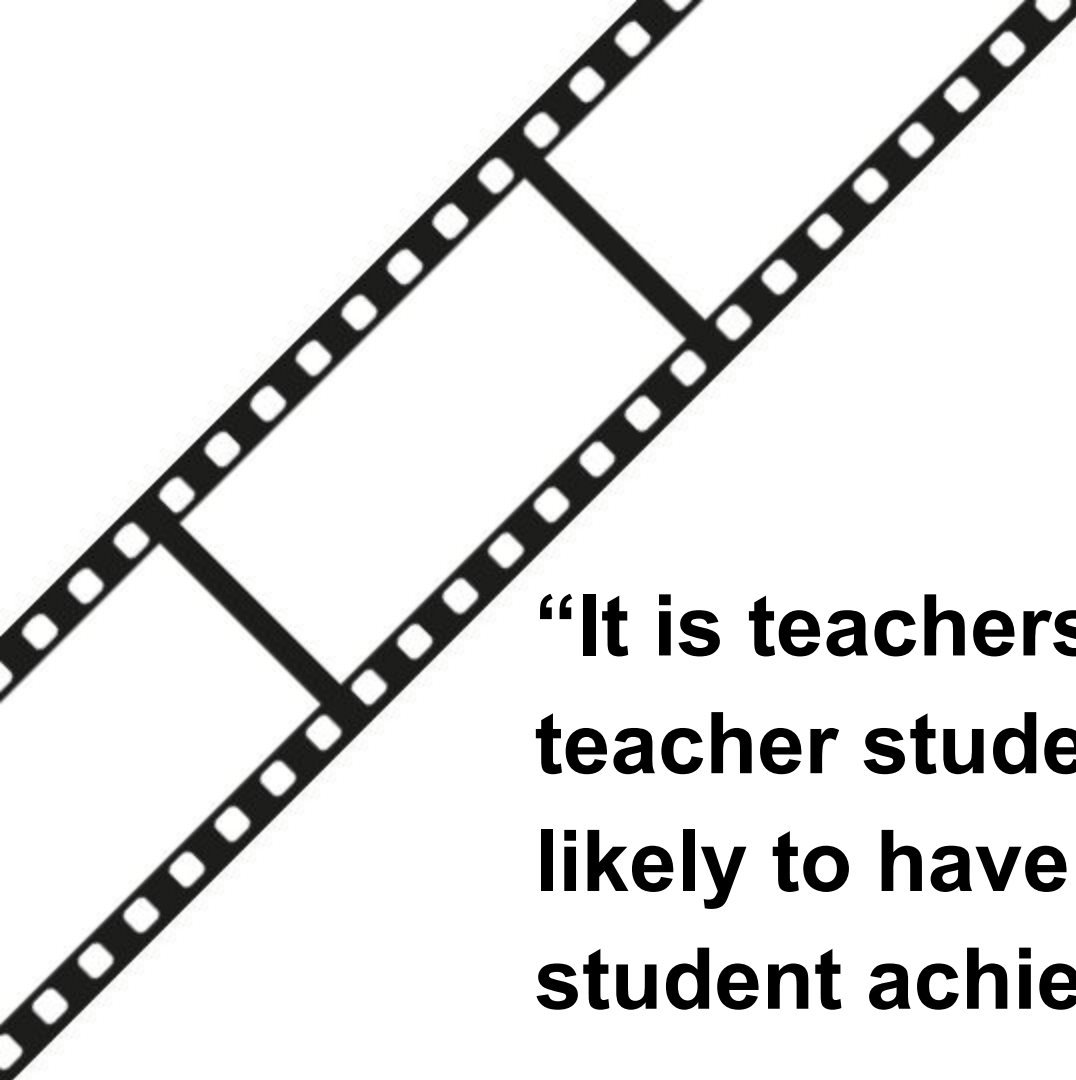




Reflection

Based on what you have learned today

- What steps might you take in order to develop strong, positive relationships with your students/staff?
- What potential challenges do you foresee? How might these be overcome?
- What strategies, practices and/or resources might you use to ensure that your relationships are positive and lasting?



“It is teachers who have created positive teacher student relationships that are more likely to have the above average effects on student achievement.”

John Hattie



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“If students want anything from a teacher, they want to know us, they want to be safe to learn, they want to see the teacher as competent, and they want fairness in reducing misbehavior and promoting learning” *Hattie (2023).*




Contact Information

THANK
YOU



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