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GENDER PERSPECTIVES IN EDUCATION



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**Understanding Relationships With In The
School – Child-Child, Teacher-Child and
Teacher Peer Group Relationships From
The Perspective Of Gender**

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The social and relational experiences of early childhood strongly affect the prospects of scholastic success (or fail-ure), both in the near term and the long term. Such experi-ences, in fact, beginning in nursery school, are crucial in developing high levels of linguistic, social, and cultural competence . The relevant literature agrees that the good quality of the teacher-pupil relationship is a central factor in the child’s successful development of various competences. A high quality relationship with the pupil correlates with the positive development of language and literacy skills , with the development of social skills, and with a successful adjustment to school. The teacher-pupil relationship can therefore be described as a micro-system of fundamental importance for the individual’s successful development. Interaction with the teacher, both from an eco-cultural and a purely affective point of view, differs in some respects from the other kinds of relationships experienced by the child. Unlike the relationship with parents, siblings, and relatives in general, the relationship with the teacher is first of all an asymmetrical relationship, in which the adult acts out an explicit guiding role, with an obvious directive function. It is the teacher who manages the cultural and social context, in which there are

frequent interactions with the pupils and amongst the pupils themselves. Various studies underline that the frequency, the reciprocity, and the quality of such interaction can be considered predictors of the quality of the relationship established with the pupil. On this point, many research projects of different kinds indicate that a positive teacher/pupil relationship predisposes the pupil to scholastic success, both from the curricular point of view and from the social and behavioral one. By contrast, a low quality teacher/pupil relationship would correlate with lower school performance amongst pupils.

Keywords

Female teacher, male teacher, teacher-child relationship, teacher gender.

Having a positive teacher-student relationship is vital for an enriched learning experience. Teachers help develop professional, communication, and other skills in students. Likewise, students also assist teachers to modify curriculums by providing feedback on various courses. However, this relationship has evolved in recent years. Now, teachers are not the only source of knowledge for students. Learners can take inspiration from anywhere. Moreover, awareness of child psychology has also influenced positive teacher-student relationships.

In addition, parents are also concerned about the holistic development of their children. As a result, they are seeking schools with a good teacher-student ratio to ensure personalized and interactive learning. Therefore, it becomes crucial for schools to have a positive teacher-student relationship. This goal can be achieved by leveraging technology and providing schools with state-of-the-art LMS and ERP systems.

Improving the teacher-student ratio is a prime requirement to develop a positive teacher-student relationship. Unfortunately, there has not been an increase in this ratio over the past few years.

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As a result, students do not get enough attention from their teachers. Moreover, teachers also face challenges in understanding the progress of their students. But all these problems can be solved by integrating technology into the education system. Technology helps teachers spend more time with individual students. Moreover, they are more likely to understand the areas that need improvement. Tracking the progress and suggesting remedial measures become easy for teachers.

School management apps help teachers see their students' performance on mobile devices. Therefore, they can see the progress report anytime in a few taps. In this way, they can understand the top and low-performing students. In addition, teachers can set benchmarks for student evaluation. Digital interaction improves the teacher-student relationship and brings a positive change in the classroom.

Conventional classrooms encourage passive learning. In a typical classroom, a teacher delivers lectures, and students take notes. This may look like an ideal learning environment, but it is not. In this setup, understanding the learning curve of every student becomes difficult. Moreover, only a few students interact with the teacher and ask questions. Most students fear asking questions due to a feeling of getting judged by their teachers and peers. But technology takes care of such feelings by allowing students to ask questions outside the classroom. Discussion forums can eliminate the feeling of insecurity; thus, strengthening positive teacher-student relationships.

Technology has stretched knowledge outside the classroom walls. Now students can learn at their pace without worrying about completing the course within the thirty-minute timeline. Features like digital content sharing ensure that students remain engaged while learning. Student engagement improves learning abilities and helps them gear up for excellent academic performance. Also,

it connects students with their teachers at a personal level; thus, fostering a positive teacher-student relationship.

Ways to improve the teacher-student relationship

Some practical and easy to follow methods to support a robust teacher-student relationship are:

Understand students' need

Try to know about your students and what they need. Having a deeper understanding of their requirements will help you establish a positive teacher-student relationship. Moreover, you will get to know about their learning objectives and pace. School management systems help you understand and track your students' learning progress.

Find a personal connection

Try to connect with your students personally. You may ask them about their favorite hobbies, colors, and other choices. Establishing a personal connection with your students will help you develop strong and positive teacher-student relationships.

Conduct a values analysis discussion

Teachers can select a current topic or event to discuss with their students. This encourages participation and helps students express their views. However, there must be specific rules in value analysis discussions. For example, if a speaker is expressing their point, all other students must listen to them carefully. Other students can respond with their opinion, but they must not criticize each other.

Provide positive feedback

Teachers must provide constructive feedback to students. They can provide positive comments when they notice their students' efforts, helping behavior, and other worthwhile attempts. It motivates students to perform better and helps them build

personal relationships with teachers.

Be positive and enthusiastic when teaching

Students like it when their teachers are in a happy mood. It fuels the class with positivity and makes learning fun and interactive. Moreover, it stimulates a healthy and positive teacher-student relationship. To keep the classroom brimming with joy, having a high-spirited teacher is vital.

Avoid threats and punishments

Avoid punishments in the classroom. Teachers may innovate new ways to control the disruptive behavior of students. For example, instead of penalization, teachers can use a time-out procedure. Once the time-out procedure is over, they can sit with respective students to discuss their behavior. They may ask them about their feelings and the reasons for their overwhelming behavior.

Show students that you care for them

Understanding your students' behavior and needs are vital to building a robust teacher-student relationship. In addition, it is crucial to show that you care for them. But the important question here is how to show students that you are there for them. Talk to your students individually to give them the required attention. You can ask students about their comfort levels and feelings about the course.

These are a few of many activities that teachers can perform to foster a healthy, positive, and robust teacher-student relationship. The tips mentioned above are not an exhaustive list; instead, it shows ways to establish good teacher-student relationships. Mutual understanding and empathy, along with technology-integrated learning, ensure a positive teacher-student relationship.

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Good relationships are important for many reasons in life and in school can often times make the difference between success and failure. The approach teachers should take from day one, is one that is transparent to the students that the teacher is firm but kind. With firmness, teachers can show that the classroom is a place for learning, where knowledge is important, and communication works to improve our time management, organizational, and problem solving skills. With kindness, teachers can demonstrate to students that they may ask any questions (within reason of course!) and that teachers are in the classroom to bring out the best in the students and not make them feel bad about themselves or the mistakes they make!

Kindness opens the door to improved communication between teachers and students and begins to foster the all important trust that is necessary to begin the student-teacher relationship. When students begin to believe that their teacher cares about them, they can begin to trust them.

Firmness or Kindness - Which Comes First in Teaching?

Before the students come into the classroom, teachers should have it organized in a way that shows students it is a warm and welcoming place, but that it also a place where learning happens that is firmness! Teachers should of course show kindness when first meeting their students and getting to know who they are! Much like the food we eat, there must be a balance of attributes teachers show students. Teachers who are memorable to their students know how to keep the right balance between firmness and kindness with their students. In other words, even when the teacher is being firm with them, students never forget that their teacher is also kind.

Finding the Right Balance in School

This blog contains affiliate links to highlighted websites and/or resources. By clicking on the link and making a purchase

we may earn a small commission at no extra cost to you. You can also use your journal to note the four important elements for building success in any relationship.

Elements for Success in Building the Teacher - Student Relationship

- Respect
- Communication
- Intuition
- Attitude

These elements come in no particular order, but for the sake of this article we are keeping mind the student-teacher relationship.

Respect

The word respect comes with some important weight. Students who are in their early years in school, tend to give this (i.e. respect) out freely to teachers and students alike. Yet when they seem to get older – not so much.

But why is this the case? Students in their early years are coming from the environment where their parents have more of an influence over their behavior. However, as they spend more time in school they are more influenced by their peers around them. Generally speaking parents teach their children to respect their elders and those around them. The teacher also continues this expectation and is firm with this when establishing classroom rules and proper behavior. As students spend more time around their peers, their attentions shifts more from earning the respect of their teacher, to earning the respect of their peers.

How then can teachers maintain a good relationship with students as they get older? By being more transparent with their expectations as they require students to carry more responsibility.

Transparency is Key

Teachers expect students to be transparent in all that they do in the classroom. Teachers should also show. In other words, teachers should do as they say, and be the role model of good behavior they expect from their students. Teachers who adopt the “do as I say, not as I do” mentality will have students who are disrespectful. Teachers need to lead by example if they want students to respect them. Those who respect their students show a firmness of character when they expect their students to show them respect. This helps build kindness that both will seek, and will make communicating with each other all the more easy.

Communication

In communicating between one another, teachers and students need to be aware of their intentions for saying what they mean, and meaning what they say. Once again, students take their cues from teachers. When teachers are open and honest with students in communication, trust is built and students will learn how best to communicate with each other. Choosing the correct way to say something to a student, whether it be good or bad, can make for a big impact on a student’s mental health.

Often times, if the intention is not clear, misunderstandings can cause problems for both teachers and students. That is why when communicating, it is best to know when to listen, and when to speak.

Timing is Everything

Choosing the right time to say something can be tricky for both students and teachers, especially if problems with discipline or classroom management begin to show.

Students who are causing disruptions in class, shouldn’t be dismissed as trouble makers and sent packing to the office. Instead they should be heard and learn that if they want to be

heard, that they also need to listen to others. Taking a calm and rational approach to communicating means teachers can use their intuition to see when best to ask the right kinds of questions. The right kinds of questions being those that allow students to trust that what they say will be heard and understood by their teachers. Teachers who are open to learning from their students make for more caring and compassionate teachers. By openly acknowledging to their students that they are willing to learn from their students, they begin to showcase one important skill that of intuition.

Intuition

A teacher's best skill is intuition. Why? In a classroom full of students not every child is the same. Not every child will tell you what they think.

Those students who have a hard time with sharing their thoughts or ideas need different approaches or timing to allow them to shine through.

On the other hand, students who find it easy to share what they think may give an insight to the teacher when it is best to either call on these students or avoid calling on these students during teacher evaluations! Therefore it is better for teachers to use their intuition to either solve problems or avoid ones from starting!

Emotions in Relationships

As you have just read, intuition is not an easy skill to master since it requires the teacher to actually care about the students in the classroom enough to make such distinctions between students. Teachers, just like comedians, use their intuition for perfectly timed jokes that make everyone laugh and relaxed enough to take in what is being said so learning can take place. Allowing for emotions to help with learning can work to strengthen the

relationship students and teachers form for most of the school year and perhaps for the rest of their lives.

Dealing with emotions from students may be challenging, especially when the words they have chosen to share may be hurtful to the teacher or to others. And so responding to challenging words requires intelligence in the choice of words and the right kind of attitude, which let's face it, like a good pair of shoes, is not always easy to find.

Attitude

A good pair of shoes is essential for teachers, even more so than coffee, because a good pair of shoes can keep you as a teacher comfortable enough to face whatever comes your way! As part to the teaching field, knowing how to calm a situation involving students, or parents when school policy is not part of the equation all comes down to attitude.

Teachers and their attitudes towards students (and parents) means that teachers of recent generations are walking a tight rope. Even with the best intentions, the wrong word can cause problems that no one could have foreseen. Therefore, as with most aspects to teaching, finding the right words to say is as challenging as finding the right pair of shoes that will keep you feeling comfortable all day long.

The Right Pair of Shoes

If you think about it, our feet are our first line of defense when it comes to feeling comfortable. If we are not comfortable we may not be the best company to be around.

Teachers who have been in the field for many years will agree that in taking care of your feet, you can find the energy needed to take care of those students who need more attention than most. Even with bad weather, teachers know that with a good pair of shoes, pretending to enjoy, what you deem as bad

weather, may just get a little easier with time. Note for the experienced teacher; you will know which words need to be replaced and with what words to replace them with in the previous statement.

The points mentioned above state the importance of school management systems in bringing a positive change in the student-teacher relationship. Moreover, technology-integrated learning also widens the knowledge base of students. There fore, school management systems are crucial when it comes to strengthening teacher-student relationships.

The teacher-pupil relationship is regarded here, in the perspective of multiple attachment bonds, as one of the fundamental modes of expression of a bond of crucial importance for the child's emotive and cognitive develop-ment. While the contextualist approach had the merit of emphasizing that developmental processes are necessarily mediated by the dynamics of interaction established by indi-viduals in the social and cultural micro-contexts of which they are part , the studies carried out by Pianta later attributed to the teacher-pupil relationship an essential developmental role in the adaptation of the child of preschool and primary school age and beyond. It is therefore desirable for the teacher to offer the pupil a solid reference point with which to identify, serving as a model who can inspire efficacious ways of self-regulating its behavior.

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