**Establishing Strong Teacher-Student Relationships**

Jerel Joseph

Old Dominion University

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Dr. Beck

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In today’s world, good relationships and interactions between student achievement and teacher practices are considered vital elements that guarantee high academic performance. However, it is worth stating that these reports shun the stereotypical assumptions about the relationship being based on the learner’s view of their teacher or the teacher’s personality. Nowadays, the connections are founded on teachers’ abilities to create positive classroom dynamics, their awareness of learners’ needs, and the learner’s levels of cooperation and collaboration (Nishioka, 2019). In effect, these relationships have resulted in increased student engagement and an improved sense of connection and belonging. They have also contributed to creating an inclusive and welcoming school climate that improves learning outcomes while nurturing a platform that guarantees academic success (Nishioka, 2019). Although this paper will discuss how engaging instruction and a positive learning environment promote academic success, it will also discuss three activities I will use to build a rapport with my students throughout the school year by nurturing emotional and social learning.

Marzano and colleagues (2003) stated “One might make the case that teacher student relationships are the keystone for the other factors. If a teacher has a good relationship with students, then students more readily accept rules and procedures and the disciplinary actions that follow for their violations” (p. #). Dynamic, caring, and supportive classroom environments are especially essential when teachers are striving to achieve a long-term relationship impact. Today, the education system has pressured teachers to tackle many job-related duties and cover syllabus (Nishioka, 2019). But, I have realized that capitalizing on my time early and often to learn about my learners while making small and significant classroom changes creates a learning atmosphere where my students will feel motivated to be successful. I will learn my students’ names correctly and quickly get to know them and establish a better rapport with them. Notably, on the first school reporting day, I will have my learners create name tents and enunciate their names properly for me. Doing so will prevent me from pronouncing their names incorrectly (Woodard, 2019).

Circle time Mondays will be the first activity I will engage my students in. Notably, this activity will occur every Monday morning, where my students will stand in a circle and pass a balloon around. The student with the balloon will then share what they did over the weekend, discuss their feelings at the moment and why, and share a compliment of another student in the circle. I will also engage in the activity and share my experiences as a teacher. Although every minute is meant for sharing academic content, I have realized that spending ten minutes once a week to learn and compliment one another will be invaluable to my learners and help establish a culture of appreciation in my classroom (Woodard, 2019).

 Creating a post-it bulletin board will be the second activity. Generally, reminding students of their value while highlighting their work through pictures is a great way to foster learning (Woodard, 2019). In my classroom, my learners will participate in a show-and-tell demonstration of painted pottery, vessels and clothing and I, as their teacher, will snap various pictures of them to post. The photos will later be printed and posted on the class board that will remain all year long. The expectation is that my students will love seeing their growth over the year because they will see that their progress is not only physical but also emotional and intellectual (Woodard, 2019). Additionally, my students will be proud when their significant work projects and tasks are exhibited and celebrated.

 The third activity will involve creating a classroom movie. Since this will be a big project, all students must work cohesively. Accordingly, this team-building task will require students to divide themselves into teams. My students and I will write the movie synopsis, and later, they will vote for the best outline and separate themselves according to character roles. Each team will then fix and get their costumes. Preparing the scenes and plot flow will come next. Later we will film and edit the scenes. After successful completion, we will organize a movie night. Although this activity has plenty of tasks, it will be the perfect exercise that teaches my students to be creative and work together (Woodard, 2019).

**Conclusion**

Investing time in building relationships guarantees students and teachers will still know one another in the subsequent school year. Engaging in trust games and team-building activities on the first day of school and ensuing weeks and months enables a successful rapport that is carried forward throughout the entire year. The students’ well-being directly influences their academic achievements. Since engaged and happy students learn better, the teacher should play a vital role in their development and well-being.

**References**

Marzano, Robert J., et al. *Classroom Management That Works: Research-Based Strategies for Every Teacher*, Association for Supervision and Curriculum Development, Alexandria, VA, 2003, p. 41.

Nishioka, V. (2019). *Positive and Caring Relationships with Teachers Are Critical to Student Success*. Education Northwest. https://educationnorthwest.org/insights/positive-and-caring-relationships-teachers-are-critical-student-success.

Woodard, C. (2019). *6 Strategies for Building Better Student Relationships* https://www.edutopia.org/article/6-strategies-building-better-student-relationships.

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|  | **Exceeds Expectations(15 points)** | **Meets Expectations(10 points)** | **Does Not Meet Expectations(5 points)** | **Below Expectations(0 points)** |
| **Research Base** | **Course readings are accurately used to convey the importance of relationships.** | Course readings are somewhat accurately used to convey the importance of relationships | Course readings are somewhat inaccurately used to convey the importance of relationships. | Course readings are used inaccurately or are absent. |
| **Relationship Building Activity #1** | **Author clearly connects research to practice through including an artifact and explanation of the research-to-practice connection.** | Author clearly connects research to practice through including an artifact and explanation of the research-to-practice connection. Artifact or explanation may be incomplete or unclear. | Connection between research and practice is unclear or incomplete. | Connection between research and practice is absent. |
| **Relationship Building Activity #2** | **Author clearly connects research to practice through including an artifact and explanation of the research-to-practice connection.** | Author clearly connects research to practice through including an artifact and explanation of the research-to-practice connection. Artifact or explanation may be incomplete or unclear. | Connection between research and practice is unclear or incomplete. | Connection between research and practice is absent. |
| **Relationship Building Activity #3** | **Author clearly connects research to practice through including an artifact and explanation of the research-to-practice connection.** | Author clearly connects research to practice through including an artifact and explanation of the research-to-practice connection. Artifact or explanation may be incomplete or unclear. | Connection between research and practice is unclear or incomplete. | Connection between research and practice is absent. |
| **APA and Clarity** | **APA style is used consistently and correctly throughout the paper. The paper is clear and easy to follow.**  | APA style is used consistently and mostly correctly throughout the paper. The paper is clear and easy to follow.  | APA style is used inconsistently and somewhat correctly throughout the paper. The paper is somewhat clear and easy to follow.  | APA style is not used. And/or the paper is unclear or difficult to follow.  |

**Total points: 75/75**

 **Jerel, overall you did a great job on this assignment. There were parts of this paper where I was confused, so please note my embedded comments carefully. I also found a few small APA errors—especially in the reference list. So please take note of these so you can address them in future papers. Again, great work!**