



Strategies to Support a Positive School Climate

Positive Teacher-Student Relationships

Positive teacher-student relationships refer to the extent to which students experience both fair and supportive interactions with their teachers. Educators have regular opportunities to support their students both socially and academically, and quality relationships between students and teachers are closely related to positive student outcomes (Baker et al., 2008).



Why is it important?

- Students with positive teacher-student relationships have a greater motivation to perform well academically compared with those who have poor teacher-student relationships (Hughes et al., 2001).
- Positive teacher-student relationships are strongly related to the intellectual engagement of students (Dunleavy et al., 2012).
- Teacher student-relationships are positively associated with student self-esteem (Martin et al., 2007).

In Practice

School leaders can facilitate teacher-student bonds by supplying educators with support and guidance to become more responsive to their students' emotional and academic needs.



What can schools do?

When addressing teacher-student relationships, schools should provide sufficient training by:

- Encouraging staff to develop a rapport with students by getting to know them as distinct individuals with unique preferences and perspectives.
- Building-out opportunities for teaching staff to have one-on-one time with each student to allow for deeper conversation concerning their learning needs.
- Advocating for inclusive classroom settings where individual differences are accepted, and all students have equal rights.
- Guiding educators to implement effective teaching practices to ensure that students reach their full potential (e.g., instructional clarity, relevance, rigour, and regular feedback).



In the Classroom

When addressing teacher-student relationships, school leaders should encourage the following:

- Being dependable, listening intently, and providing warm encouragement and praise.
- Pushing students to do their best by holding them accountable for their actions and encouraging them to learn from their mistakes.
- Advocating for and empowering students to achieve their goals through appropriate guidance and boundaries.
- Demonstrating respect through collaboration, shared decision-making, and leadership opportunities.
- Inspiring students and connecting them to broader possibilities and experiences.

Through these deliberate actions, educators can build transformative relationships that will help students reach their full potential (Scales et al., 2020).

References

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