

University of Alberta

Supporting Authentic Relationships
by

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A capping exercise submitted to the Department of Educational Policy Studies
in partial fulfilment of the requirements for the degree of

Master of Education
in
Educational Administration and Leadership

Faculty of Education

Edmonton, Alberta
August 11, 2022

Abstract

Authentic relationships are essential to successful learning environments. Research has established students' learning environment experiences affect their success at school (Opdenakker & Minnaert, 2011). Educators, families and students understand the importance of authentic relationships. Having problematic relationships can be detrimental to student success. Authentic teacher-student relationships foster healthy social, emotional and intellectual functioning. In the Working Together Project study, Smyth and Dunne (2005), found authentic staff relationships were essential in helping teachers cope with the everyday challenges faced in the learning environment. This literature review analyzes the importance of relationships between teacher and student, staff members, families and the community.

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Supporting Authentic Relationships

Relationships open the door to learning. Taking the time to establish and build trusting relationships with students, staff members and parents significantly improves the quality and effectiveness of instruction. Humans are social creatures and we need to connect and belong. Positive relationships are believed to adaptively drive “students’ achievement behaviour including their self-regulation, participation, response to challenge, and strategy use” (Meyer & Turner, 2002, p. 111).

Connolly (2019) stated "educational leadership is the act of influencing others in the educational settings to achieve goals” (p. 504). I believe building trusting relationships are key to motivation and inspiration. Mombourquette (2017) reiterated the importance of leaders building trusting relationships between the school and community prior to sharing their vision. Fostering relationships builds commitment, common understandings, a sense of community, and a willingness to take risks and share ideas.

Carrington (2019) stated "great leaders build a culture of relationships” (p. 138). Effective leaders and teachers must acknowledge the importance of interpersonal relationships. Relationships between students, teachers, parents, and the community, need to be established and maintained to create a successful learning environment. Leaders in a school community are constantly faced with issues requiring resolution. “In managing these situations, the school principal makes decisions using the school context: knowledge of the nature of the school, the school community, the people involved, and themselves.” (Rinehart & Alcorn, 2019, p. 13). When leaders take the time to establish relationships with students, teachers, parents, and the community, knowledge of how to approach these decisions is readily available. Leaders can

respond to these issues, knowing they have the information needed to make decisions will promote the best possible learning environment for all students to be successful.

Background

As an educator, I have always felt the need to establish and maintain proactive relationships with students, teachers, parents, and the community. Research informing my Master's program has solidified the importance of relationships. Our cohort provided a unique shared learning experience. Since we all teach at the same school division, discussions were always relevant, enlightening and aligned with the division's mission, vision and principle beliefs. Discussing theories and issues with other educators who share a similar rural school setting has been incredibly valuable. My entire career has involved teaching in rural, remote schools in Northern Alberta. Therefore the literature was reviewed with a rural, remote lens.

Link to Leadership Quality Standard

While all nine competencies are essential to effective leadership, it can be argued there is a reason “Fostering Effective Relationships” is number one. Competency one from Alberta's Leadership Quality Standard (2020), states:

a leader builds positive working relationships with members of the school community and local community. Achievement of this competency is demonstrated by indicators such as (a) acting with fairness, respect and integrity; (b) demonstrating empathy and a genuine concern for others; (c) creating a welcoming, caring, respectful and safe learning environment; (d) creating opportunities for parents/guardians, as partners in education, to take an active role in their children's education; (e) establishing relationships with First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, local leaders and community members; (f) demonstrating a commitment to the health and well-being of all

teachers, staff and students; (g) acting consistently in the best interests of students; (h) engaging in collegial relationships while modeling and promoting open, collaborative dialogue; (i) communicating, facilitating and solving problems effectively; and (j) implementing processes for improving working relationships and dealing with conflict within the school community. (p. 3)

This literature review will examine the importance of interpersonal relationships in an academic setting. Leaders should note the importance of building and maintaining relationships as a basis for fulfilling competencies two through eight. Modeling, engaging, collaborating, engaging, creating, demonstrating, cultivating, communicating, recognizing, promoting, and sharing, are actions described in the Leadership Quality Standard. These actions can not be fulfilled with meaning without first establishing effective relationships. In order to foster productive learning environments characterized by authentic relationships, research needs to show what factors leaders can utilize to help create such environments in their schools.

Literature Review

In this study, the academic and behaviour impact of authentic relationships between teacher and student will be examined. The importance of authentic relationships with families will also be explored. A section will be dedicated to assessing the effect of authentic relationships in minimizing teacher burnout. Finally, authentic relationships between leaders and staff members and the effect on management will be discussed.

Authentic Relationships Affect Student Learning

Students need relationships as, “human beings have a pervasive drive to form and maintain at least a minimum quantity of lasting, positive, and significant interpersonal relationships” (Baumeister & Leary, 1995, p. 497). When this fundamental need is satisfied

students will engage with their learning and feel safe to take risks (Baker, 2006). This will also provide the safety net they need to problem solve during challenging situations.

“Students of the view that their teacher cares for them also report learning more” (Teven & McCroskey, 1997, p. 3). The results of Teven and McCroskey’s study “clearly support the theory that perceived caring generates more positive teacher evaluations and influences levels of learning of both affective and cognitive learning in a positive way” (p. 8).

Attendance is often set aside during professional learning conversations as something we can not control. Martin (2013) explained poorer relationships with teachers predicted higher absenteeism. His study found that students could navigate through the day avoiding negative student relationships. However, they could not avoid negative teacher-student relationships which led to higher absenteeism rates. Many rural, remote schools only have one teacher for each grade level. The option of transferring teachers does not exist. This finding speaks to the importance of building authentic relationships with every student.

When balancing multiple teacher-student relationships, Martin (2013), reported the teacher’s interest in the individual student significantly predicted the student’s motivation and engagement; but the teacher’s interest in the class had no impact on the individual student’s motivation and engagement. This finding supports the idea that one-on-one relationship building is essential. Teachers must seek to balance their attention to each student in their classroom. While this may seem to add another thing to an already overflowing list of duties, research shows building relationships impact students' motivation and engagement. Some students will need a better relationship than others. Educators must ensure they are meeting those specific needs while ensuring the rest of the students are receiving equitable attention. The focus being to build positive interpersonal relationships into everyday pedagogy.

The concept of connective instruction was developed to provide guidance on how to effectively integrate authentic relationships into everyday pedagogy (Martin 2013). Educators will never have enough time to commit to building authentic relationships with every student every day. Martin (2013), noted some students will need closer authentic relationships than others to ensure their individual needs are being met.

Connective instruction connects the teacher and student on three levels: interpersonal, substantive, and pedagogical. Martin (2013), compared the three elements to a musical composition: a great singer (who), a great song (what), and great singing (how). Students are engaged when they connect to who the teacher is, what the teacher is saying and how the teacher is delivering the message. Martin created self-audit sheets for teachers on connective instruction (see Appendices A, B, and C; also downloaded from www.lifelongachievement.com). These sheets enable teachers to identify strengths for the teacher to sustain and areas of improvement on which the teacher might like to focus for improvement.

Academic Impact of Authentic Relationships

Most studies of teacher-child relationships refer to attachment theory (Bowlby, 1982), which posit children need positive relationships with significant others to learn about themselves and the world around them. A positive teacher-child relationship fulfils the attachment requirement. “Relationships characterized by high degrees of warmth and trust are associated with positive school adjustment and academic achievement in the early school years” (Baker, 2006, p. 213). Unfortunately, little is known about the relationships between teacher and student in upper elementary school years. According to Pianta (1999), positive teacher-child relationships provide a feeling of safety which allows students to fully engage in the learning activities. Baker studied 1310 kindergarten through fifth-grade students in the United States. He

found students with high levels of behaviour problems performed better academically when they had a positive relationship with a teacher. Preventive interventions should be targeted for challenging students starting with building a positive relationship with the teacher.

Pianta (1992), used the extended attachment perspective to explain how negative relationships between teacher and student evoke feelings of distress and therefore limit the student's ability to learn academically and socially. Wentzel (1999), found that when students had authentic relationships with their teachers they were more likely to internalise the academic goals set out by their teacher.

Split et al. (2012) studied teacher-student relationships in elementary school to predict academic success. They found that low warmth was associated with lower academic gains. In addition, "increases in conflict over time were significantly related to less academic growth (Split et al., 2012, p. 1189). Their findings showed that girls had more authentic relationships with teachers than boys. Conflict between teacher and students was more detrimental to girls than boys. However, boys' low academic achievement was associated with low warmth, unlike girls. The authors explained that girls are more likely to seek out authentic relationships with teachers and are therefore more aware of lack of warmth than boys. Their findings prove that authentic relationships provide the "emotional security, which supports positive self-views, makes them confident to face academic challenges and promotes engagement and performance" (Split et al., 2012, p. 1192).

Behavioural Impact of Authentic Relationships

Rudasill et al. (2010) examined student-teacher relationships in grades four, five, and six. Their evidence indicated students were more likely to have conflict and engage in risky behaviour when they did not have a positive relationship with a teacher. They defined risky behaviours in adolescents as sexual intercourse, physical violence, drug use and alcohol consumption. “Evidence suggests that students who feel connected to the school through positive relationships with teachers are more likely to behave prosocially and responsibly and, therefore, are less likely to engage in risky behaviour” (Rudasill et al., p. 393).

It is important for leaders to note the impact they can have on their student’s future, especially students with a difficult home. A positive teacher-child relationship extends beyond the school environment to act as a protective layer when faced with choices impacting their future. The authors speak to the importance of the teacher’s role in establishing preventive strategies, rather than reactive strategies to cultivate positive teacher-child relationships. Leaders should use relationship-building strategies as interventions with students who are at risk.

Hughes, Cavell and Jackson (1999) examined teacher-student relationships in second and third grade focusing on highly aggressive students. The study offered empirical evidence, the “quality of teacher-student relationships predicts aggressive children’s developmental trajectories” (Hughes et al., 1999, p.180). The authors suggested aggressive students be matched with teachers who are successful at building and maintaining positive teacher-child relationships with such children.

Authentic Relationships with Vulnerable Students

“Learning accessibility is understood as the individual’s personal circumstances and experiences located within and across contexts which impede or support that person in accessing learning” (Higgins, 2008, p. 11). Students need to have their basic needs met before they can become successful at school. Freire (2005), argues “our relationships with learners demand that we respect them and demand equally that we be aware of the concrete conditions of their world, the conditions that shape them” (p. 102). Educators have a responsibility to ensure all their students are successful not only academically but also emotionally and physically. Liew et al. (2010), spoke to the importance of authentic teacher-student relationships. They note “although the characteristics that students bring into the classroom may influence their learning, characteristics of the learning environment may also directly or indirectly influence students’ achievement” (p. 51).

“In order for students to achieve it is essential that schools remain committed to providing opportunities for teachers to establish and enhance their skills so that they can effectively work with First Nations children” (Steinhauer, 2019, p. 23). Wilson (1998) believes it is the responsibility of every teacher training program to provide culturally responsive training to ensure authentic relationships can be fostered and maintained. “The negative impact that residential schools left on First Nations throughout Canada is indisputable, but changing the future will require a concerted effort by all parties.” (Steinhauer, 2019, p. 119).

Authentic Relationships with Challenging Students

Time is necessary at the beginning of the school year to build authentic relationships with students. Research shows if an increase in behaviour problems did occur, it was associated with a decrease in teacher-child emotional closeness (Baker, 2006). The challenging student acts out, and the relationship becomes a series of non-negotiables and consequences, resulting in a mostly

negative relationship. Effective leaders ensure educators are using positive experiences in order to build and foster authentic relationships. Students must be checked in on by leaders to ensure the perceived authentic relationship is reciprocal.

Research supports the idea of challenging students benefiting from positive teacher relationships. Doumen et al. (2008) use coercion theory to explain the “negative vicious cycle of deteriorating teacher-child relationships and escalating child problem behaviour” (p. 589). The authors note future research is needed to identify “the features that may worsen or ameliorate the negative cycle between teacher and child” (Doumen et al., p. 597). A limitation of this study was the involvement of only female teachers. Their results show the authentic relationship between teacher and students was negatively affected by behaviour problems.

Behaviour problems impact teacher-to-student relationships. Students with behaviour problems are often labeled as tough or hard-to-love. In general education, it has been found a single disruptive child may disrupt the education process of all children in class (Carrel & Hoekstra, 2010). Behaviour issues disrupt the learning environment. Several studies have also shown children’s disruptive behaviour has a negative impact on the relationship these children have with their teachers. Building caring, supportive relationships with behaviour students will reduce unwanted behaviours. Baker (2006) has found children with developmental vulnerabilities and an emotionally close teacher-child relationship, significantly improved relative to similarly affected peers who lacked such relationships.

The Working Together Project was a project designed as a practical response to educators’ requests for further research in the area of classroom management. Smyth and Dunne (2005), found children’s feelings of liking or disliking schools were linked to emotional reactions to their teachers and to the quality of their relationships with their teachers. Teachers and parents who

participated in the project acknowledged the importance of authentic relationships between teacher and student in creating a positive school experience. Smyth and Dunne (2005), explained regardless of the severity of behaviour, all intervention required authentic relationships. Especially important was the ability of a teacher to build relationships with challenging students

Authentic Relationships with Families

Most educators would agree family support is essential. “Learning accessibility is understood as the individual’s personal circumstances and experiences located within and across contexts which impede or support that person in accessing learning” (Higgins, 2008, p. 11). If relationships have not been established, families may not feel comfortable asking for or accepting help. Leaders must make the extra effort to establish relationships with suffering families. It may not be what they do for the family but simply the act of reaching out. Freire (2005) states “our relationships with learners demand that we respect them and demand equally that we be aware of the concrete conditions of their world, the conditions that shape them” (p. 102).

“Many of the adults had negative school experiences as children and some had even negative experiences engaging with schools as parents” (Zandvliet et al., 2014, p. 78). Trust and communication play a key role in promoting a feeling of safety in the academic setting. If these relationships are established and fostered, parents will begin to feel empowered to value and support education.

Toste (2012) discusses the difference between ‘working relationships’ and ‘working alliances’. How do you build not only relationships but alliances with your students? For example, do you create classroom rules together? What value does a ‘working alliance’ have in

the classroom? Would a 'working alliance' improve student engagement and motivation? Toste confirms the "importance of teacher-student relationships, stating that warmth, trust, and bond that define an emotional connection, a positive working relationship also include a sense of collaboration and partnership shared between the teacher and the student" (p. 23).

Maxine Greene (1995) uses the perspective framework to discuss how teachers and leaders must remember to 'see big' when dealing with issues at school. "In seeing big we see life from the other's point of view and understand them within the context of their life circumstances" (Greene, p. 10).

Authentic Relationships Minimize Teacher Burnout

Hopman et al.(2018) conducted an exploratory study investigating the levels of teacher exhaustion over the course of one school year as a function of unwanted behaviours. Dealing with unwanted behaviours creates stress which leads to teacher exhaustion. The participants were all teachers working in a specialized education setting. This is a limitation of the study because the teachers spent a large portion of the day developing socio-emotional development, which may have led to a closer teacher-student relationship than in a mainstream education setting. While this is a limitation of the study it is essential to note teacher-student relationships may become closer when topics not academically related are shared. For example, casual conversations about hobbies before school starts or during recess.

The study's findings are consistent with previous studies, "as positive relationships with students seem to be related to low levels of several burnout symptoms" (Hopman et al., 2018, p. 28). Teachers who did not have positive teacher-student relationships "reported increases in

emotional exhaustion” (Hopman et. al, p. 28). This evidence indicates positive teacher-student relationships are necessary to not only help students be successful but also to make teaching less stressful. The authors identify a need for “teachers to use preventive techniques which may add to their level of involvement, and therefore protect them against feeling emotionally exhausted” (Hopman et al, p. 29). Using these preventative strategies would prevent the negative cycle of increased behaviour and decreased teacher-student closeness which would decrease stress and teacher exhaustion.

Authentic Relationships with Staff

When individuals have positive relationships with their team members they are more likely to collaborate, take risks and question the status quo. Harris and Jones (2018) argued, “true organisational capacity is built, sustained and enhanced through professional collaboration and when authentic professional learning communities develop within and between schools, where teachers learn to connect” (p. 55). When educators share authentic relationships barriers are broken down and real conversations can occur. What if questions can be debated and contemporary strategies/methods can be brainstormed with ease.

Wahlstorm and Louis (2008) note “principals can build trust indirectly through supportive behaviour, but they cannot make teachers trust one another through direct action” (p. 462). Leaders must be mindful that trust takes time to build. For real change to occur, the time it takes should be honoured. Wilson (2018), “reminded educational leaders and reformers that it takes considerable time to achieve real changes, advising that it ... is generational work” (p. 106). It will be a slow process but will have great rewards. Successful mentorship relationships will transition into collaborative collegial relationships. In order to prepare students for fast-changing

and uncertain times educators will need to engage in the “continuous process of reflection, anticipation and action” (Duignan, p. 88).

It is easier to continue teaching the way you have always taught and to build schools the way we have always built them. However, taking the easy route does a disservice to our students. Our world is changing at an incredibly rapid rate. Educators are tasked with the job of preparing students for jobs which have not even been created yet. Kelly (2017), urges leaders to “persevere when the pressure is on, to stand firm under fire from naysayers, and to persist in what you believe is right” (pp. 91-92). Once leaders have established authentic relationships with their team members they can set goals to foster change and reimagine what education looks like. “Together with a clear mind and good heart we can create (not discover) the educational path forward that will maximize opportunities for all our students.” (Duignan, 2020, p.88).

“Stability in schools provides levels of trust and confidence in school leaders from the school community that support learning and growth, for students, for the school and for the principal” (Rinehart & Alcorn, 2019, p.13). Educators will need to trust their leader can continue to effectively manage and respond appropriately to issues to keep operations at the school running smoothly as they move their school through a culture of change. Cranston (2018) explains, “while leadership and management are very different responsibilities, neither is achievable without the other” (Cranston, p.7). Effective management strengthens relationships among members of the school community by building trust. Trust involves team members’ willingness to make themselves vulnerable and be open, and confidence in their leader to consider their interests in their absence (Tschannen-Moran & Gareis, 2015).

Kelly (2017), discussed the importance of leaders to be authentic, transparent and to keep listening and learning (p. 62). When leaders are transparent, it allows their team members to see

who they are. According to Starr (2016), transparent leaders need to be clear on what the issue is and the supporting data, who is going to be involved in the decision making, who has final say, what the timeline is for a decision, and how the decision will be monitored and even modified. Authentic relationships amongst staff members will ensure the information is clear to everyone and reinforced as needed. Transparency strengthens the relationship between leaders and team members.

Kelly stressed the importance of building trust with staff members and designating roles they will be successful at. Thornburg and Mungai (2011) propose reframing teacher resistance into teacher empowerment, suggesting teachers can then take on the role of experts guiding the process. When individuals are given a role they can succeed at, they feel empowered and become less resistant. Effective leaders understand their staff members' strengths and delegate tasks accordingly. Leaders must also provide assistance, resources and check in to ensure accountability and maintain trust.

Inspiring leaders respect their teachers and provide them opportunities to grow professionally. Woodland and Mazur (2019) state professional learning community (PLC) meetings “function as one of the most effective ways for an instructional force to access and make sense of the knowledge and expertise that moves practice forward” (p. 831). PLCs foster shared ownership, high expectations, gap analysis, common assessments, and most importantly, a continued drive to improve teaching to ensure student success.

Tschannen-Moran and Gareis (2015) state a “school-wide culture of trust, especially trust in the principal, has been found to be an important precondition for the development of professional learning communities (p. 267). Ethical leadership is essential to quality leadership. Leaders must build trusting relationships with team members and make decisions in the best

interest of the team, students and community. Mutual respect must exist between staff members. Ethical leadership also requires fidelity to your own beliefs, school culture and the mission and vision statements at a school level, division level and provincial level.

A study conducted by Schwabsky et al. (2019), revealed “in schools where teacher collective efficacy is high, and where they trust their colleagues, the principal, the students, and the parents, teachers tend to report greater levels of school innovation” (p. 256). It may be unrealistic to believe all staff members will like each other and build supportive teacher-to-teacher relationships, but there must be trust and respect. According to Tschannen-Moran and Gareis (2015), “In schools where principals, teachers, students, and parents trust each other, a climate of success is more likely. When principals are trustworthy, they set a tone that influences how teachers relate to one another, to students, and to the community at large” (p. 258). Small, rural schools have many challenges, but they also have many advantages. Preston and Barnes (2017) state “rural principals are in the ideal position to build trust among staff, promote collaboration among staff, and support student achievement goals (p. 8.). Leaders of small schools often have teaching assignments. They collaborate with their staff and know all of the students and parents. Essentially, they have skin in the game.

Looking Forward

Current research stresses the importance for all educators to adopt a collegial responsibility for all students’ behaviour (Baker, 2006; Higgins, 2008). Their described experiences showed the importance of interpersonal relationships in an academic setting. The most valuable support a leader of a rural, remote school can do is foster a relationship focused culture with their team. Leaders of rural, remote schools must check in with all their educators to ensure teacher burnout is not occurring. Rural, remote schools are unique since every teacher

knows every student. Therefore, cultivating authentic relationships with all students and families is achievable.

“Re-culturing is the most effective way to bring about lasting change in schools because no permanent change will be embedded in a school until it becomes part of that school’s culture (Duignan, 2020, p. 66). Fostering a culture of change requires authentic relationships among educators and with the leader of the school. Authentic relationships are key to motivate and inspire. Marcella Bremer (2018), stated “a culture of change happens when people get together” (p. 13). Authentic relationships must be in place and maintained, for lasting change to occur. Laying the groundwork by building trusting relationships with your team is key. Fostering relationships builds commitment, common understandings, a sense of community and a willingness to take risks and share ideas. Moving from a traditional “cells and bells” school towards 21-century education will require community support. It is essential the school has support from the community prior to reimagining education. “The why for doing what you do when shared, ...keeps you focused on your path and is an inspiration for others” (Duignan, p. 87). Fostering a culture of change will require all members of the team to buy into a shared vision for moving forward.

Many schools have educators who can be labeled saboteurs or resisters of change. Successful leaders will choose to see big when dealing with these individuals. Large scale thinking will provide insight into their hesitation towards change. Wooten and Cameron (2010), describe a positive psychology approach in which the leader’s role includes discovering the positive core in each employee in order to promote and support employee development. Focusing on the positive, providing encouragement and subtle persuasion may help shift the mindset of some resisters from fixed to growth.

Current research supports the idea that authentic relationships are key to success. Educators are tasked with the challenge of ensuring students are succeeding physically, emotionally and academically. This challenge is minimized when an authentic teacher-student relationship is maintained. Research also proved the importance of fostering authentic relationships with family and the community. Education is a social enterprise. Successful leaders understand the importance of building relationships with students, families and community and will seek to foster and maintain these authentic relationships throughout their career.

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Appendix A: Connective Instruction - Interpersonal Relationships

Students' Relationship with the Teacher ('the Singer')

(adapted with permission from Martin, A.J. (2010). *Building Classroom Success: Eliminating Academic Fear and Failure*. London: Continuum)

	STRENGTH "I do this well and it is a part of my regular practice"	NOT APPLICABLE/ RELEVANT/ IMPORTANT	COULD DO BETTER "I don't do this very much or very well"
	TICK ONE (✓)		
1. I make an effort to listen to my students' views			
2. A good teacher-student relationship is one of my priorities			
3. I give my students input into things & decisions that affect them			
4. I enjoy working with young people			

Students' relationship with the message/content/assessment ('the Song')
 (reproduced with permission from Lifelong Achievement Group – visit
www.lifelongachievement.com to download)

	<i>STRENGTH</i> "I do this well and it is a part of my regular practice"	<i>NOT APPLICABLE/ RELEVANT/ IMPORTANT</i>	<i>COULD DO BETTER</i> "I don't do this very much or very well"
	TICK ONE (✓)		
I set work that is challenging but not too difficult			
Where possible, I set work that is important and significant			
I inject variety into my teaching content			
I inject variety into my assessment tasks			
I provide students with interesting work			
I use broad and authentic (relevant and meaningful) assessment			
I try to ensure that my teaching content is not boring to young people			
In class and assigned work, I reduce monotony as much as possible			
Where possible I draw on material that is fun to learn			
Where possible I use material that arouses my students' curiosity			
TALLY			

Appendix B: Connective Instruction - Substantive Relationships

Students' Relationship with the Message/Content/Assessment ('the Song')

(adapted with permission from Martin, A.J. (2010). *Building Classroom Success: Eliminating Academic Fear and Failure*. London: Continuum)

	<i>STRENGTH</i> "I do this well and it is a part of my regular practice"	<i>NOT APPLICABLE/ RELEVANT/ IMPORTANT</i>	<i>COULD DO BETTER</i> "I don't do this very much or very well"
	TICK ONE (✓)		
1. I set work that is challenging but not too difficult			

Appendix C: Connective Instruction - Pedagogical Relationships

Students' Relationship with the Teaching/Pedagogy ('the Singing')

(adapted with permission from Martin, A.J. (2010). *Building Classroom Success: Eliminating Academic Fear and Failure*. London: Continuum)

	<i>STRENGTH</i>	<i>NOT APPLICABLE/ RELEVANT/ IMPORTANT</i>	<i>COULD DO BETTER</i>
	"I do this well and it is a part of my regular practice"		"I don't do this very much or very well"

Students' Relationship with the Teaching/Pedagogy ('the Singing')

(adapted with permission from Martin, A.J. (2010). *Building Classroom Success: Eliminating Academic Fear and Failure*. London: Continuum)

	<i>STRENGTH</i> "I do this well and it is a part of my regular practice"	<i>NOT APPLICABLE/ RELEVANT/ IMPORTANT</i>	<i>COULD DO BETTER</i> "I don't do this very much or very well"
	TICK ONE (✓)		
1. I get students to do something well as much as possible and provide support needed to do this			
2. I have multiple indicators of success in schoolwork (marks, effort, group work, reaching goals, improve)			
3. I provide clear feedback to students focusing on how they can improve			
4. I make an effort to explain things clearly and carefully			
5. I inject variety into my teaching methods and reduce repetition or monotony			
6. I encourage my students to learn from their mistakes			
7. I aim for mastery by all students			
8. I show students how schoolwork is relevant and/or meaningful			
9. I make sure all students keep up with work and give opportunities to catch up or go over difficult work			
10. I don't rush my lessons or my explanations			
TALLY			

