

Are relationships at the heart of education?



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Session Outline

Background

Some questions

Some stories

Restorative approaches

Lots of discussion



Learning requires effort and one of the best predictors of effort and engagement is the relationships students have with their teachers.

Osterman 2000



Deborah Stipek's research over 30 years has confirmed a broad body of research that has demonstrated that students function more effectively when they feel respected and valued and function poorly when they feel disrespected and marginalised .

Being a caring and supportive teacher means holding students accountable whilst giving them the support they need to succeed

Stipek 2006



The existence of neural wiring between the thinking and emotional centres of the brain suggests that emotions can either enhance or inhibit the brain's ability to learn.
(Ashcroft & Kirk, 2001)



When two people interact, their emotional centres influence each other, for better or for worse.



High anxiety shrinks the brain's systems for learning, whereas boredom under activates these systems.
(Beilock & Carr, 2005).



The strengthening of a school community takes place when everyone develops essential personal skills: self-awareness, stress and anger management, empathy, strategies for working out disagreements constructively, and decision making.



Students learn better in a more positive emotional climate

Goleman 2006

Questions to discuss

- What drives you to learn
- How important are relationships to learning
- How can we most effectively build and maintain relationships
- What would an education system look like with relationships at their heart



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