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Nota di contenuto	Preliminary Material -- Introduction -- Teacher Professionality -- A Relational Approach -- The Exploration -- Teachers' Relational Practices I -- Adding Analytical Layers I: Negotiating teacher-student educational relationships -- Teachers' Relational Practices II -- Adding Analytical Layers II: Negotiating educational communities among students -- Teachers' Practice and Relational Complexities -- Relational Professionalism in Schools -- References.
Sommario/riassunto	How is it that some teachers have just "got it"? They walk into a room and the atmosphere changes. They get through to students in a way that no-one else can. The author has sought answers to this question by observing and interviewing teachers from preschool to upper secondary school levels. Having intensively studied the highly influential but underestimated relational dimension of teaching, her contention is that these teachers successfully use relational practices to build educational relationships with their students and educational communities among them. Moreover, she finds that what may come across as a teacher's personal traits is actually a sensible professional approach. These teachers haven't "got it" - they "get it". This book explains how teachers carry out their relational practices, and contains an abundance of everyday examples from all stages of education. The deep theoretical reasoning departs from these examples to create a

compelling argument for a teacher's relational professionalism that is possible to learn and teach. New relational perspectives and concepts are introduced for the purpose of facilitating professional conversations about the profound dimension of relationships in education.
