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Altri autori (Persone)	NoamGil G
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Title page; Copyright page; Contents; Issue Authors' Notes; What is a personalized school environment? What are teacher-student relationships?; A move to personalized school environments; The challenge of personalization and teacher-student relationships; Executive Summary; Chapter One: Teacher-student relationships: A growing field of study; Chapter Two: Relationships, learning, and development: A student perspective; Chapter Three: Learning together: Teaching, relationships, and teachers' work Chapter Four: Youth development practitioners and their relationships in schools and after-school programs Chapter Five: Establishing and maintaining boundaries in teacher-student relationships; Chapter Six: The role of a student support system and the clinical consultant; Chapter Seven: Working with teachers to develop healthy relationships with students; Chapter Eight: A dialogue between an educator and psychologist; 1: Teacher-student relationships: A growing field of study; Adolescent emotional challenges; School structures challenge meaningful teacher-student interaction Relationships and school dropout Academic outcomes; Environments that enable positive teacher-student relationships; Relationships and

the struggle over boundaries; Conclusion; 2: Relationships, learning, and development: A student perspective; Teacher-student relationships and the personalized classroom; Student anxiety in the classroom; Teacher-student relationships and academic motivation; Teacher-student relationships and students' socioemotional development; Adult mentors; Teacher-student relationships as students progress; Carving out identities; Socioemotional skills; Conclusion

3: Learning together: Teaching, relationships, and teachers' work Relationships as instrumental to teaching and learning; Relationships as professional responsibility; Relationships as intrinsically rewarding; Challenges and dilemmas of these relationships: Becoming overly involved; Conclusion; 4: Youth development practitioners and their relationships in schools and after-school programs; Quantity and quality of relationships; Teachers and nonteacher educators; The youth development practitioner: Educator, mentor, connector; Youth development workers, boundaries, and training

5: Establishing and maintaining boundaries in teacher-student relationships The challenge of teacher-student relationships; Students' perspective on boundaries in relationships; Allow relationships to emerge organically; Be cautious when asking about students' personal lives; Make self-disclosure intentional; Behave in age-appropriate ways; Do not play favorites; Draw clear boundaries in close relationships; Maintain objectivity; Express care appropriately; Self-care and distance; Create clear expectations; Draw boundaries in social media environments; Conclusion

6: The role of a student support system and the clinical consultant

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## Sommario/riassunto

Explore the complexity of teacher-student relationships in secondary school settings and learn how these largely unscripted relationships function for students and teachers in their learning and socioemotional development. For teachers, the relationships provide a foundation for pedagogical and curricular endeavors and lead to their increased investment in students' growth, development, and academic success. Students who have such relationships feel more comfortable in their learning environments, interested in the material, and motivated to perform well. We discuss what these r

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