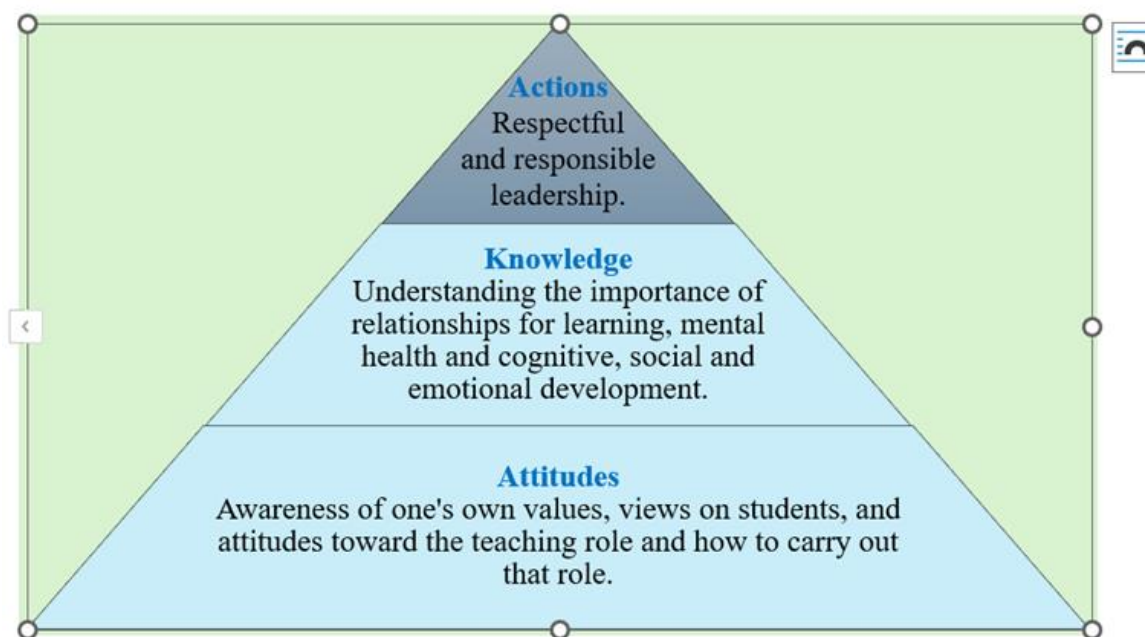


Risk factor: Relations with teachers

'Learning is a movement into something new, something unknown. For this movement to be possible, it is crucial for certain students that there is emotional support from the teacher, serving as a 'safe ground' for further development.' (Sørli & Kreyberg 2013).

If the relationship between the teacher and the students does not work well, it is the teacher's responsibility to build a positive relationship with the students.

There are three components of relational competence:



Guides for building a good relationship with students

Provide emotional support to the student:

- Create a positive classroom atmosphere by being friendly, cheerful, and respectful.
- Make sure both the teacher and the student show positive interest in each other.

Show sensitivity:

- Pay close attention to the individual student's needs, both social and academic.
- Provide a sense of security.
- Show active involvement.
- Be effective in identifying and addressing problems.

Consider the student's perspective:

- Show flexibility and maintain a student-focused approach.
- Connect the student's life experiences with academic content.
- Support independence and student leadership.
- Have conversations in a way that works for the student when it's helpful.

Regular meetings between student and teacher:

- Class teacher-student conversations once per term. Use a standard form covering topics such as academic progress, social well-being, attendance, etc.
- Subject teacher-student conversations once per term. Focus on academic progress and feedback for improvement.
- Refer to the Emotional 'Zone' illustration below: Determine the emotional 'zone' the student is in before addressing any issues or misbehavior. Make sure that the student is in a state of mind where they can respond and explain effectively.

