

High-Quality Ways of Relating to Students

There is no one best method when it comes to teaching. However, there are some ways of relating to students that have been proven to be more effective in enhancing positive academic functioning. This articles presents some high-quality ways of relating to students gathered from an exhaustive literature review on motivating styles, parenting styles, attachment patterns, moral development, and pro-social orientations (Reeve, 2006).

Attunement (sensitivity)

- Adjust instruction according to students' state of being (De Wolff & van Ijzendoorn, 1997; Konchaska, 2002)
- Recognize students' inner motivational resources ([see article 19](#))
- Pay attention to what students say
- Ask students questions about their interests, dreams, hobbies etc.

Relatedness

- Sense of being close to another person
- Create conditions in which students feel special and important
- Provide a sense of warmth, affection, and approval for students (Furrer & Skinner, 2003)
- When students feel related to their teacher, they exhibit lesser negative emotions and are more engaged during lessons

Supportiveness

- Praise student when they initiate self-directed learning, goals or actions
- Encourage students and accept them as they are
- Guide them in fulfilling their goals
- Facilitate students' inner motivational resources ([see article 19](#))
- Provide informational rather than controlling feedback and instructions
- Provide opportunities for students to work in their own way
- Allow students to voice out their opinions
- Recognise and affirm progress
- Encourage effort
- Provide progress-making hints and suggestions
- Listen and respond to students' suggestions and comments

(Reeve & Jang, 2006)

Gentle discipline

- Guide and explain wrong behaviours and understandings without using demanding commands (Kochanska, Aksan, & Nichols, 2003)
- Provide explanations when correcting students or instilling discipline
- Listen to students' negative expressions

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