



Ministry of Education
SINGAPORE

The Caring Teacher – Fostering Positive TSR



Integrity, the Foundation ■ People, our Focus ■ Learning, our Passion ■ Excellence, our Pursuit

Objectives of the workshop

- To identify the qualities of a caring teacher
- To understand how TSR contributes to students' learning motivation and well-being
- To acquire key concepts and strategies to build positive TSR

Ground Rules



3 ground rules for a positive learning experience

- *One voice at any time*
- *Contribute actively to discussions*
- *Keep mobile devices to silent mode*

Check-in activity

Share your name, and

1. One way your teacher had shown care towards you when you were a student
2. One way you have shown care towards students/ colleagues during your practicum experience

Key messages

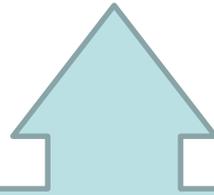
- ✎ The teacher 'being' precedes the teacher 'doing'.
- ✎ Every teacher has a fundamental duty of providing care for students.
- ✎ A caring teacher develops students holistically, believes in character building and inculcates the right values in students.

The Caring Teacher – Fostering Positive TSR

THE TEACHER'S ROLES

Teachers' Vision

Lead. Care. Inspire



A caring teacher develops students holistically, and believes in character building and inculcating the right values in students.

The Caring Teacher – Fostering Positive TSR

THE CARING TEACHER AND TEACHER-STUDENT RELATIONSHIP

Positive TSR refers to the extent to which students perceive being respected, supported and valued by their teachers.

- Doll et al., 2004



- **The Student**

***Know Your Students
Every Student Matters***

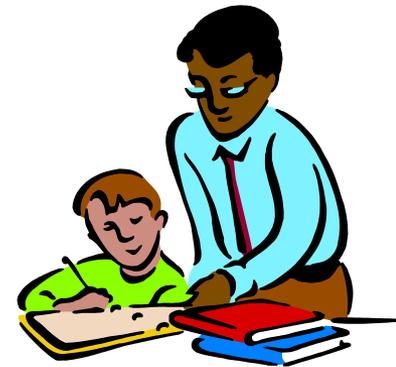
***“What is in the best
interest for this
student?”***



- **The Teacher**

***Power to Influence
Every Teacher Counts***

***“What difference will I
make today?”***



- **The Relationship**

A professional relationship

“I am first your teacher.

I am your friendly teacher.

But I am still your teacher.”



- **The School Climate**

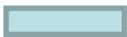
Strengthen School Connectedness

‘We-Expect-Success’ Attitude

- ***“What I am doing here is important.”***
- ***“You can do it!”***
- ***“I am not going to give up on you even if you give up on yourself.”***

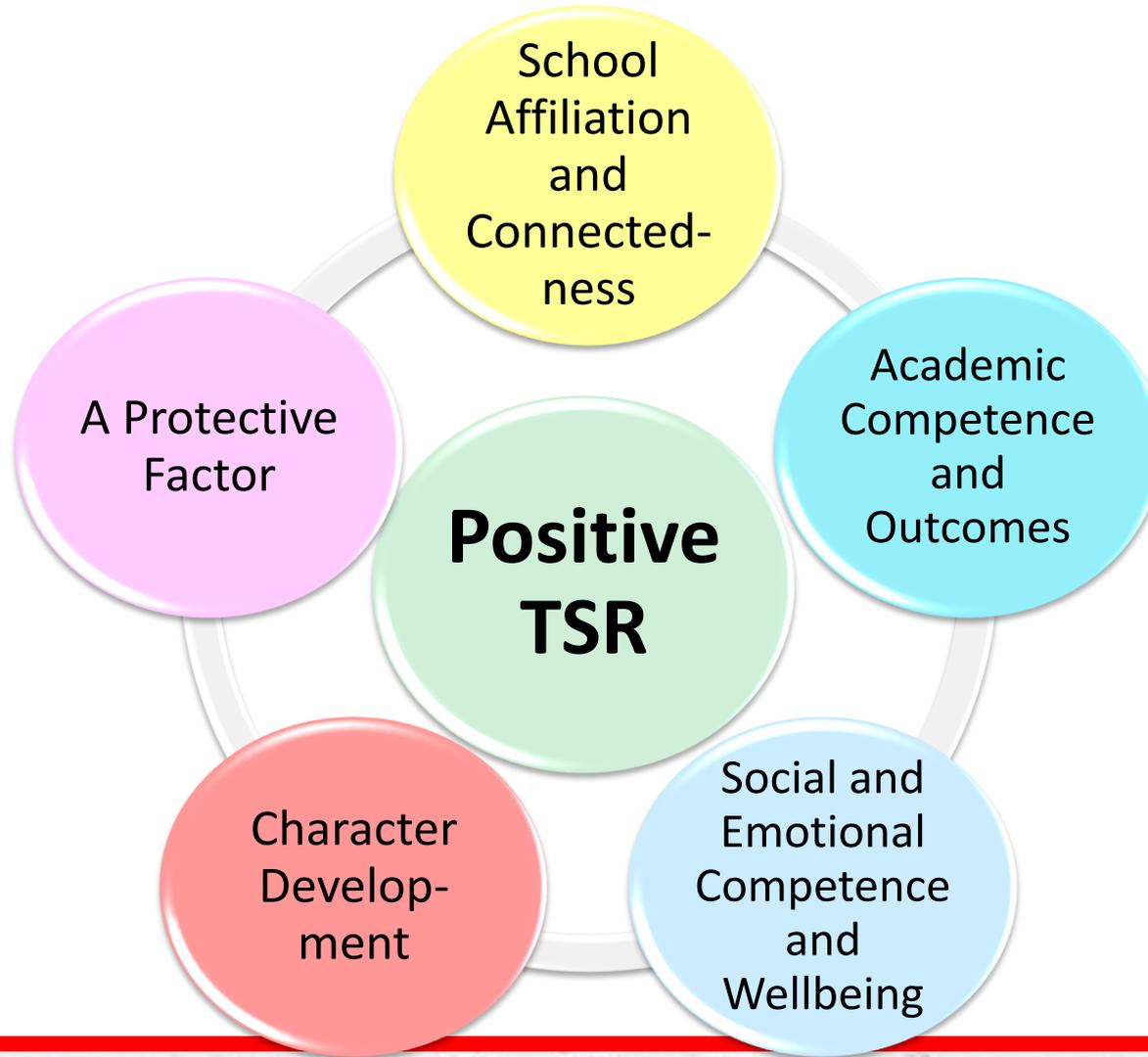


IMPORTANCE OF A POSITIVE SCHOOL ENVIRONMENT

School Environment			
Home environment			
Child's Risk Level	 low high		

<http://repository.nie.edu.sg/jspui/bitstream/10497/771/3/ChanEdwinYewHeng.htm>

The Benefits of Positive TSR





4 Key Ingredients for Effective TSR

- Teachers with **certain qualities** (warm, engaged, responsive, open and willing to provide academic and emotional support).
- Teachers who are **socially and emotionally competent**.
- Teachers who practise good **classroom management**.
- Teachers who have **supportive structures** to interact with students regularly.

Key Messages

- ✎ A caring teacher possesses the necessary qualities and attributes to build positive Teacher-Student Relationship (TSR).
- ✎ Positive TSR refers to the extent to which students perceive being respected, supported and valued by their teachers.
 - The teacher needs to know his or her students.
 - The teacher has the power to influence.
 - TSR is based on a professional relationship at all times.
 - TSR contributes to building a supportive school culture of care.
- ✎ Positive TSR impacts learning motivation and social-emotional competence and well-being of students.

The Caring Teacher – Fostering Positive TSR

KEY CONCEPTS/ STRATEGIES FOR THE CARING TEACHER

Learning Together (Part 1 – 10 min)

As a group, you will learn more about a concept/strategy which you can use as a caring teacher.

- Each group is assigned a concept/strategy.
- Read the article that explains the concept/strategy.
- Share your understanding with the group.
- Now that you are the experts for this concept/strategy, summarise the main ideas as a group. Help the whole class understand this concept/strategy better.

Learning Together

(Part 2 – 10 min)

As a group, discuss the scenario assigned to your group and answer the following questions:

- How would you react if you were Ms Kwang? Why?
- Apply the concept/strategy you were assigned to this case study. How would you use it to inform the decision that you make or help you to respond differently?
- Each group will be given 5 min to present both part 1 and 2.

GROUP PRESENTATION

1

Ladder of Inference

WE DO SOMETHING
BECAUSE OF OUR
BELIEFS AND
ASSUMPTIONS.

WE DEVELOP BELIEFS AND
ASSUMPTIONS BASED ON
THE MEANING WE ADD.

WE ADD MEANING TO THE
SELECTED FACTS AND
REALITY.
(CULTURAL AND PERSONAL)

WE SELECT CERTAIN
FACTS AND REALITY.

FACTS AND REALITY AROUND US.

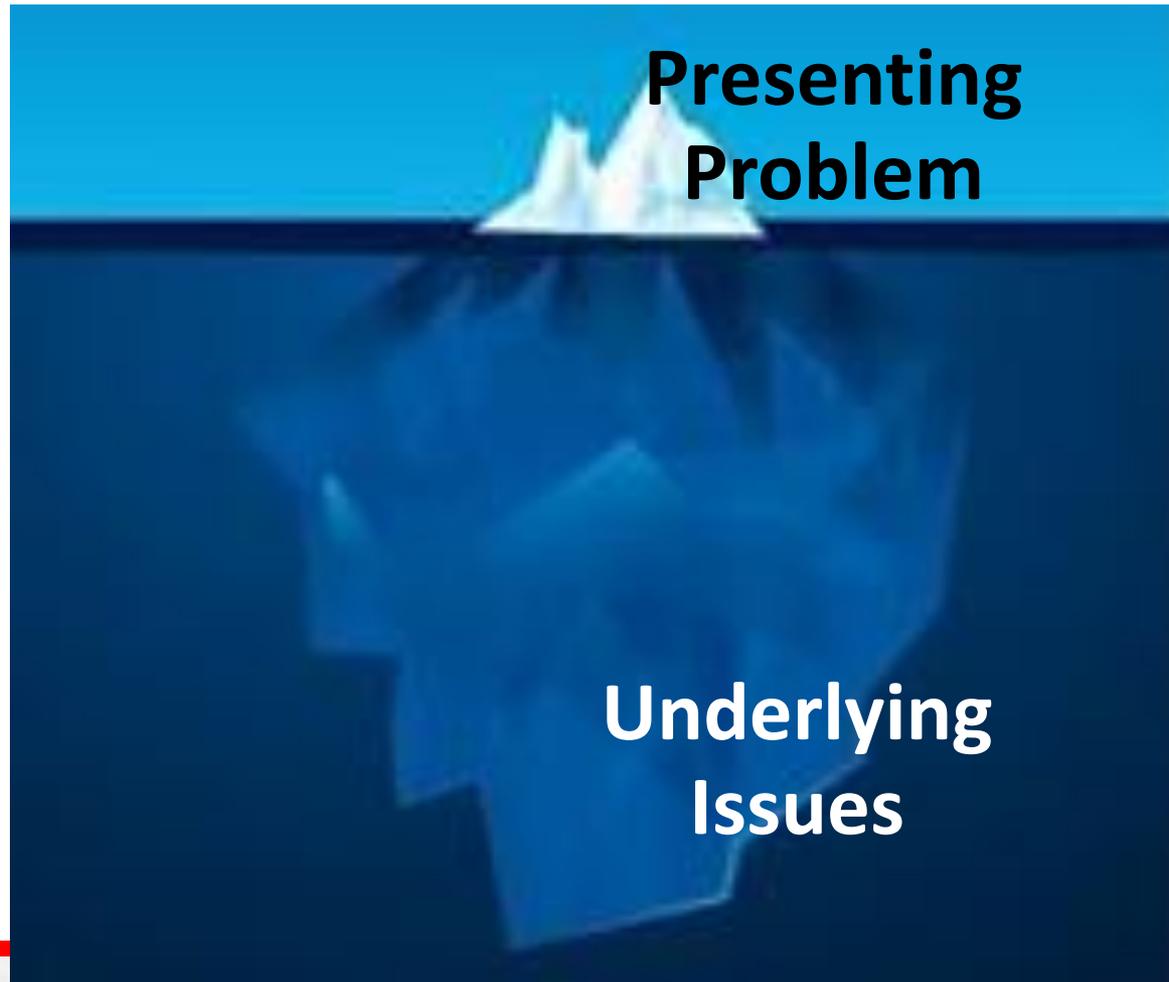
THE REFLEXIVE LOOP

OUR BELIEFS AND
ASSUMPTIONS
AFFECT WHAT FACTS
AND REALITY WE
SELECT NEXT TIME.



2

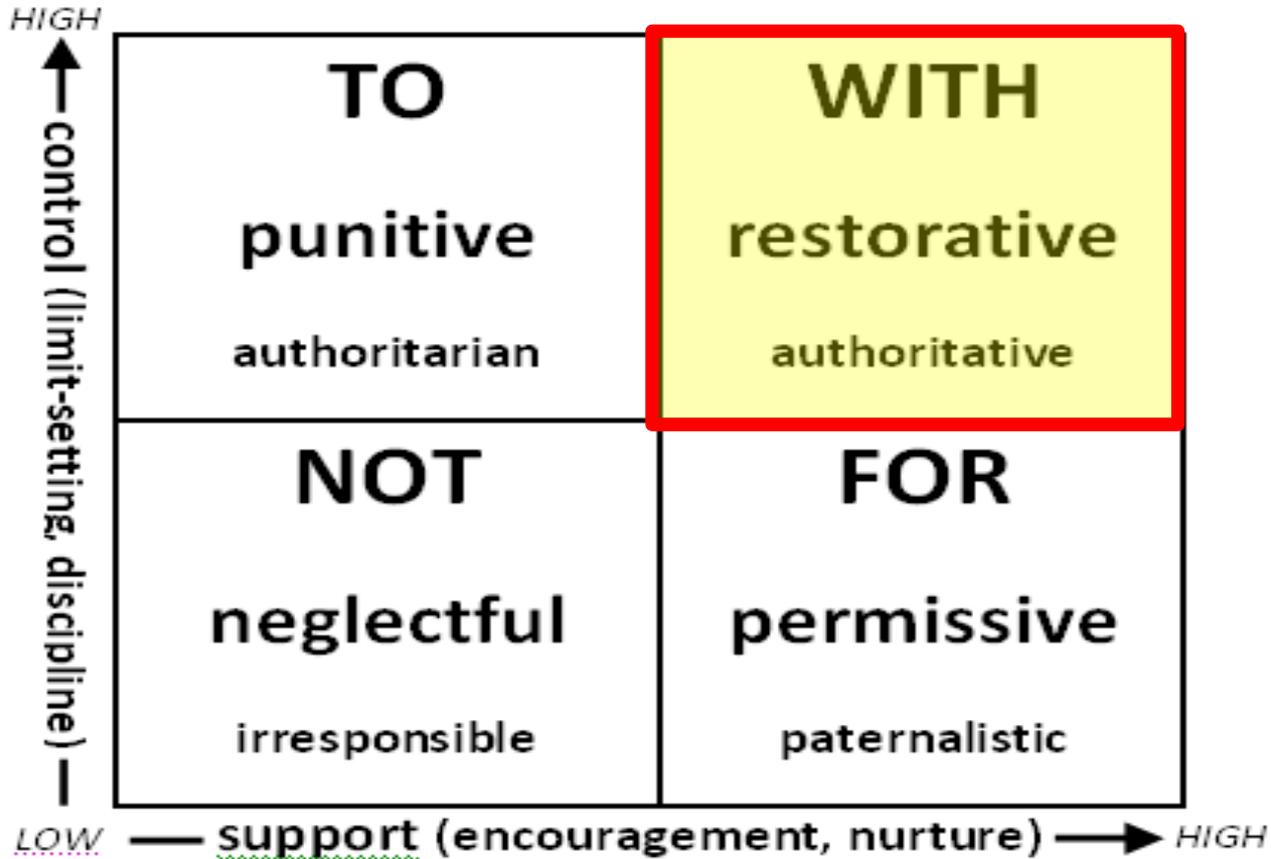
Understand your students' needs Looking beneath the tip of the Iceberg



3

Social Discipline Window

Believe in Your Students –
Have high expectations and provide high support



Wachtel, T. & McCold, P. (2004).

4

Active Constructive Responding

Active

Passive

Constructive

Enthusiastic support
Eye Contact
Authentic

Great news! I knew you'd do it. How do you feel?



Low Energy
Delayed Response
Quiet

Oh cool, that's nice...good for you.



Destructive

Quashing the event!
Dismissive
Demeaning

I don't believe you! It sounds stressful.



Turns focus inward
Avoiding
Ignore Speaker

Huh. Well, I just got a new video game.



Illustrated by GoStrengths.com

5

Using 'I' Messages

1. Express personal feelings “I feel...”
2. State what is the behavior that you are not happy with “... when...”
3. State what you want to happen (desired response). “I want/ what I would like...”

I Message Sentence Starters

- **I want ...**
- **I feel ...**
- **I would appreciate it if ...**
- **I think ...**
- **I need ...**
- **I expect ...**
- **I wish ...**
- **I understood you to say ...**
- **I thought you said ...**
- **It was my understanding that ...**
- **I guess I misheard. Please ...**
- **I would like it very much if ...**

Guiding Principles

-  Every student is an individual. To **protect their physical and psychological well-being**, we need to:
- Understand their needs and act in the best interest and welfare of the child.
 - Recognise and respect the dignity and worth of every student.
-  When in doubt, always **ask/clarify**.

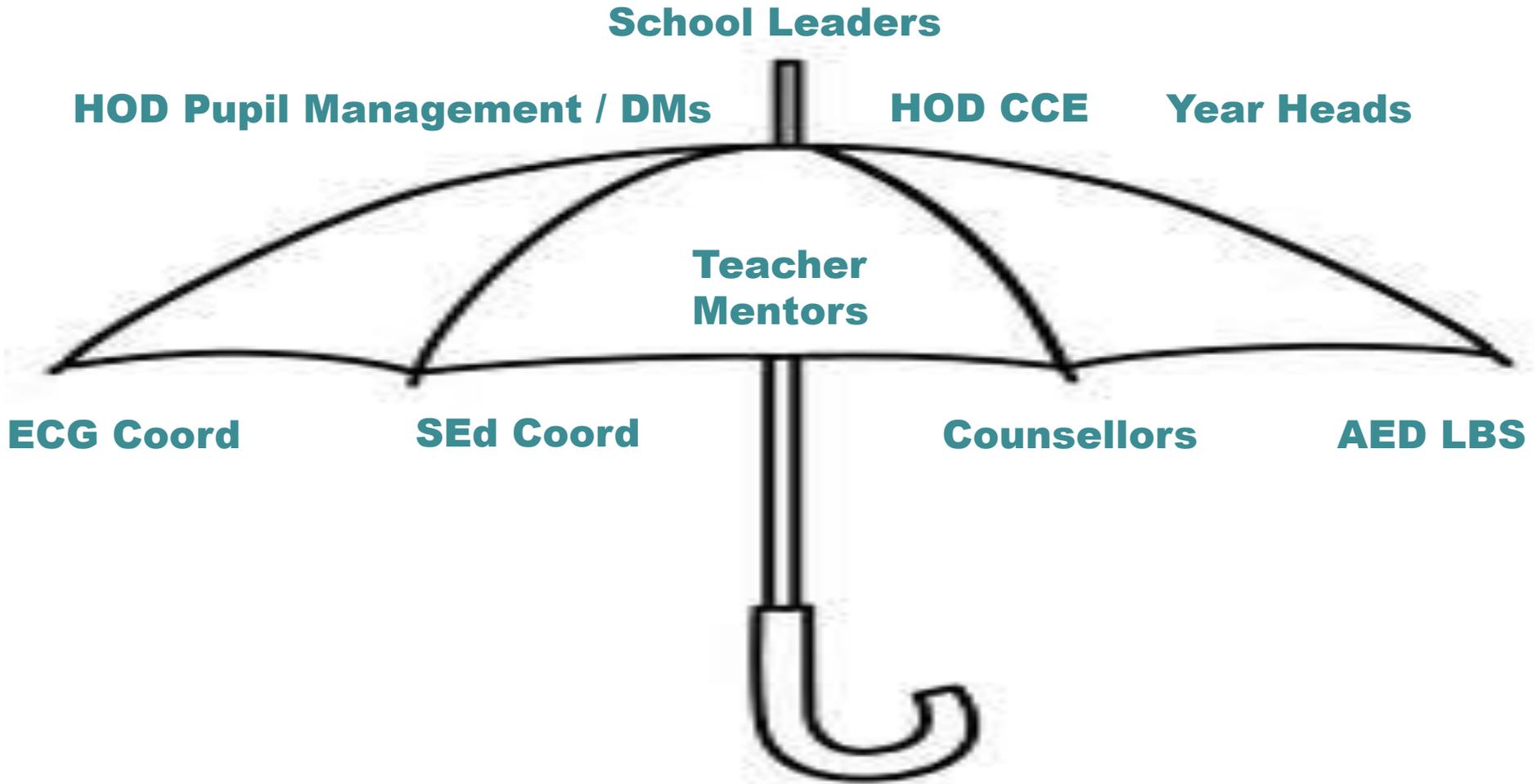
Key messages

-  A caring teacher communicates that he or she values students through various ways, such as:
- Understanding their needs and challenges and avoiding making assumptions
 - Showing an interest in them
 - Communicating high expectations and providing high support and,
 - Using effective communication skills.

Caring Teacher – Fostering Positive TSR

YOU ARE NOT ALONE

School Referral System



iCARE Workshops by AST

- Mindfulness for Personal and Professional Growth
- Creating and Sustaining a Positive Workplace
- Developing Emotional Resilience
- Positive you - Increase Personal Effectiveness at Work.
- Growing from Within (2-day workshop)

Courses by AST and NIE on TSR/SEL

- Enhancing TSR with Basic Counselling Skills for Beginning Teachers
- Classroom Management for Beginning Teachers
- Strengthening Positive Teacher-Student Relationship
- Enhancing the Social and Emotional Competencies of Teachers
- Empowering Student SE Competencies and Lifeskills
- Cultivating Confidence: Classroom Connections

TSR Resources

- You could access the TSR resources on OPAL following the steps below:
 - Type www.opal.moe.edu.sg in the address bar and login.
 - Click on the following paths to access the resources:
Websites > Subjects > Guidance Areas > Positive Relationships > Teacher-Student Relationships
- <http://subjects.opal.moe.edu.sg/guidance-areas/support-n-intervention/positive-relationships/teacher-student-relationships/introduction>

Guidance Branch contacts

For queries on **Student Discipline and Behaviour Management**, please contact:

Ms Liew Pei Chin Liew_Pei_Chin@moe.gov.sg 6831 9711

For queries on the **School Culture of Care and Teacher-Student Relationships**, please contact:

Ms Carolyn Tan Carolyn_Tan@moe.gov.sg 6838 6595

For queries on **Peer Support and Relationships**, please contact:

Ms Vanessa Seah Vanessa_Seah@moe.gov.sg 6838 6598

For queries on **Student Mental Health and Resilience**, please contact:

Ms Joanna Tan Ee Na Tan_Ee_Na@moe.gov.sg 6831 9717