

Teacher-Child Relationships

This book highlights the ways a responsive, sensitive teacher can help a child to overcome their self-doubt. It shows how a teacher’s subtle, yet powerful support can inspire a child’s creativity as well as their ability to encourage and help others.

CORE SKILL OBJECTIVES INTENTIONAL TEACHING PRACTICES

	Children will:	Teachers will:
RELATE 	<ul style="list-style-type: none"> ◆ Use Adults as a Resource ◆ Engage in and Maintain Positive Interactions and Relationships with Adults 	<ul style="list-style-type: none"> ◆ Help Children See You as a Resource

TEACHING TIP

Children’s ability to seek help from adults depends on how receptive and understanding adults are as soon as issues arise. When teachers show empathy or offer assistance that works, they help children see them as a resource. This is especially true if teachers partner with children to find solutions/success together instead forcing their own solutions/ideas. Teachers can do this through their words (e.g., “If it’s okay, I’m happy to help. Can we figure this out together?”) or actions (e.g., giving children scaffolded tasks that provide the right balance of support and challenge to encourage them to persist).

1. INTRODUCE

- ◆ “Trying or doing something that you don’t think that you’re good at can be hard! But teachers (like me!) can work with you and help you. Show me a thumbs up if you have been able to do something because a teacher helped you. In this book, *The Dot*, we’re going to see how a teacher helps a child do something that they don’t think they can do.”

2. READ THE BOOK

- ◆ Pause occasionally to comment on ways the teacher supports and helps the child.
- ◆ Acknowledge the ways children can see teachers as a source of support when they need comfort or guidance.

Help Children See You as a Resource 

<p>Read: “Vashti thought for a moment. ‘Well, maybe I can’t draw but I CAN sign my name.’”</p> <p>Comment: “It seems like Vashti is really frustrated because she doesn’t think she can draw. So, her teacher helps her by asking her to do something that she <i>can</i> do – write her name.”</p>	<p>Read: “‘Hmmp! I can make a better dot than THAT!’”</p> <p>Comment: “Wow, the teacher hung up Vashti’s dot in a fancy frame above her desk. Vashti was surprised. I think that it helped, or encouraged, her to try to draw some more. Let’s keep reading to see if she tries to draw more because of what her teacher did.”</p>	<p>Read: “Vashti stared at the boy’s squiggle. And then she said... ‘Sign it.’”</p> <p>Comment: “I see what Vashti did there! Just like her teacher helped her to succeed even when she thought she couldn’t, she’s helping the boy in the same way. She’s being like her teacher and supporting him. She’s being a helper just like her teacher was!”</p>
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3. REVIEW

- ◆ “Whenever you’re having a hard time or don’t think that you can do something, let me know. I’m your teacher. I’m here to help you and work with you. We can figure things out together and solve problems by helping one another.”

4. KEEP IT GOING

- ◆ When children come to you with an issue or problem, show empathy and acceptance of their feelings. Consider ways to offer support or assistance and include them in the problem-solving. Let them know that you are there to help (if they want it) and that you can work together to find a solution. If children do not come to you when they’re struggling, be aware of the signs that indicate they need help. Offer help by providing a visual to help them communicate their needs, or by prompting with a question, “Do you need help?”