

# Student Perception Survey on Teaching Effectiveness

Sample Resource



# Q1 | This teacher treats me with respect

## Why it's Important

A classroom built on mutual respect between teacher and students is essential for optimal learning, as it reduces the time needed for behaviour management. Rather than waiting for respect from students, a teacher should initiate this reciprocal relationship by making their respect for learners explicit. When students feel that their ideas and concerns are respected, they are more likely to accept and participate in the classroom culture as well as trust that their teacher has their best interest at heart. Simply stated, students are not likely to follow the guidance of a teacher they perceive as not respecting them. Furthermore, mutual respect facilitates productive discussions in which students feel safe to express themselves, allowing the teacher to accurately gauge student needs, understanding, and interests.

## What it Looks Like in the Classroom

### Teacher:

- Allows students time to formulate thoughtful responses.
- Emphasises the value in making mistakes.
- Consistently models positive behaviours.
- Takes an interest in students' lives beyond the classroom.
- Addresses misbehaviour calmly and constructively.
- Focuses on the outcome of negative behaviour rather than the student.

### Students are able to:

- Ask and answer questions confidently.
- Seek out help from their teacher and classmates.
- Evaluate the success of classroom rules and their own behaviour management plans.
- Identify why certain behaviours are positive or appropriate.
- Express ideas without ridicule.

## What three things can I apply to my classroom tomorrow?

- 1 **Greet students individually**—if not at the beginning, at some point during your class.
- 2 **Notice and comment on positive behaviours** rather than just focusing on the negative ones.
- 3 **Smile!** This may seem self-evident, but a smile can be a powerful signal of your mood and attitude towards your students.

## Additional Strategies to Improve Your Practice

Based on your level of mastery, you can find more strategies below:

	LEVEL 1 Developing	LEVEL 2 On Target	LEVEL 3 Exceeding Target
<b>Get to know your students</b>	Choose three different students daily to engage in a personal conversation. Ask students about their families, interests, or hobbies. Where appropriate, follow up on the conversation the next day.	While continuing to facilitate personal conversations with students during class time, set aside dedicated time for more in-depth discussions. For early primary students, you might invite students to eat lunch with the teacher as a reward, or let students sign up for a teacher chat before school.	Make a habit of having personal conversations with students in the classroom as time allows and commit to setting aside time for in-depth discussions. Make a note in your teaching diary of these conversations and review it throughout the year. Bringing up these details in later conversations will show students that you care about them.
<b>Set routines</b>	Create consistency in classroom management through classroom rules. Review classroom rules frequently. Periodically have students model what these rules look like in the classroom. When reprimanding students express clearly which classroom rule they are breaking. You may be able to point to a shared 'classroom conduct' poster that is displayed on your classroom wall.	When practicing classroom management, provide both positive and negative feedback to students by explicitly explaining how their behaviour applies to the classroom rules. Focus on different students to ensure that the rules are being applied equally to all, and not just a few individuals. A general approach might be to provide three pieces of positive feedback per one piece of negative feedback given	Once classroom rules are fully established in the classroom, choose a classroom rule to focus on for a short period of time (a few weeks to a term). During this time, have students work together to brainstorm ways to improve behaviour in the chosen area. Allow students to lead the work and establish criteria for how you will assess the efficacy of the strategies.
<b>Make learning relevant for your students</b>	Have students complete questionnaires regarding their preferred learning styles and interests. Keep the responses in mind as you plan curriculum and class routines.	Use student input regarding their preferred learning styles, learning environment, and interests, as well as your own observations about your students' needs, to redesign necessary elements in your classroom, such as curriculum content and delivery, seating arrangements, and assessment strategies.	Based on student feedback and your own observations, if possible allow for flexibility in your classroom's curriculum, procedures, and physical environment. Take notes on how different students respond to different classroom opportunities and methods. Work with individual students to create learning plans in which you and the student specify the strategies that will best help them learn

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<b>Check in regularly</b>	Implement a weekly classroom meeting to close the week. Allow students to share positive experiences they had in the classroom, exciting news, or something they would like to learn next week. Allow volunteers to contribute to the discussion and encourage each student to listen respectfully.	Implement classroom meetings to open and close each week. In the first meeting, have each student set a personal goal for the week. Take note of these goals so that you can check in with students throughout the week. In the second meeting have students reflect on whether they reached their goals. Encourage each student to participate respectfully. Allow time for students (and teacher) to share personal experiences or news.	Implement classroom meetings as necessary. Discuss personal matters, such as plans, goals, or interests. Incorporate socio-emotional learning activities in which students can discuss positive and negative experiences in a safe environment. Encourage each student to participate respectfully. Join the discussions yourself, revealing your personal feelings or insights.
<b>Include time for creativity</b>	Allow students to express themselves creatively when they have free time. Students might draw, write a story, or sculpt with modeling dough. Show and active interest in student creations by asking them questions and praising their creativity.	Set aside time each day, even just five or ten minutes, to allow students to express themselves creatively. Respond to student artwork and allow the artists to share their work with the class if they so desire.	Incorporate creativity in classwork. Discuss and implement ways students can share their work outside the classroom, such as hanging drawings in the hallway or reading stories aloud to a neighbouring classroom.

## Professional Actions You Can Take

In order to set goals, track action steps, and promote positive change, return to the Pivot platform and complete the following (highly recommended):

- Identify a focus area based on the outcomes from your survey data. A Focus area may be getting to know your students interests or emphasising learning as the value of making mistakes.
- Set a measurable goal related to this focus area. For example “This term I will ask at least one student each lesson what they do on their weekends” or “I will make at least one positive comment every lesson for effort made regardless of achievement”
- Outline specific action steps that you will take to achieve this goal.
- Select an achievable timeframe to complete the action steps related to this goal.
- Highlight success indicators to be evaluated within the timeframe allotted.
- Return to the platform regularly to review your goals and track your progress.
- Share your goals with a colleague.
- Request colleague observations that will allow for outside feedback specifically related to the goals that you have set for yourself.

## Strategies for Collaborating with Colleagues

Ask a colleague to observe your class and how the students participate in discussions. This may be as simple as giving your colleague a copy of your class roll on which they can tally the number of times each student speaks or puts their hand up in your class. They will be able to help you identify students who are engaged in the learning activities and contribute to discussion and those who do not. You may wish to speak to individual students privately to gauge why they are reluctant to contribute and seek to work with them to remedy this.

## Teaching Standard Alignment

### **Australian Professional Standard**

Professional Knowledge Domain

Standard 1: Know students and how they learn

Focus areas:

- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 3.1 Establish challenging learning goals
- 4.1 Support student participation
- 5.3 Make consistent and comparable judgments

## Research

The student-teacher relationship has been shown to correlate with a student’s level of school satisfaction. Students who are satisfied with their school have teachers who are “caring, respectful, and able to provide support when needed” (Coelho & Dell’Aglio, 2019). Another important factor in student school satisfaction is closely tied to this relationship: clear and fair expectations. Establishing and applying these expectations consistently give students a sense of emotional security, which plays a greater role in student success than even physical security (Coelho & Dell’Aglio, 2019).

Mutual respect between teacher and student must be created to ensure that there is an opportunity for optimal learning. Respect in the classroom is also related to the level of control in the classroom, as evidenced by the extensive Measures of Effective Teaching study (2008) of over 3,000 teachers. A Western Australian study (2014) of teachers revealed that 39% of respondents felt that they spent 20% of their classroom or work time on managing student behaviour. This is equal to one full day each week! Depending on the age of your students, you may be able to allow them to set class boundaries or guidelines, a strategy that will both empower and keep them accountable to their own 'rules'. Do as you say you will do. It can be frustrating when someone 'moves the goalposts' on us without consultation. Inform (or even involve) students in any changes of plan to help garner their respect.

### What Strategies Have Been Shown to Work in the Classroom

An accomplished teacher will be able to create an environment in which it is okay for students to fumble and make mistakes; acknowledging this is a valuable step in the learning process. A supportive climate in the classroom and a belief in the student's ability can have a lasting impact. Many of us will fondly remember an influential teacher who 'believed in me' and afforded a safe, positive and caring classroom that becomes a precursor to effective learning. Frequently remind students that you believe in them and know that they can succeed: if they can't do something yet, with hard work they will eventually get it (Beaudoin, 2008).

The classroom climate is set by the teacher and by the broader school community. Ensure that you consistently model positive behaviours, including patience, sense of humour, courtesy and manners (Backes & Ellis, 2003). Take an interest in the students' lives beyond the classroom, and work even harder to get to know "difficult" students (Bott, McCormick, Shaw 2011). In a 2017 study on student perceptions in Western Australia, a student said that teachers "earn respect by building a relationship with you, getting to know you, through knowing that they care about what they're teaching and that they care about you" (Egeberg & McConney, 2017).

Respect should be dished out democratically in your classroom. Avoid disproportionately seeking input from selected students, as other students may perceive the relationship as favouritism and lose respect for you and the student identified as the "teacher's pet" (Whittaker, 2012). Treat every student with your best student in mind. Always respond to misconduct in a deliberate way, mindful of the likely outcome of the confrontation. Wherever possible, avoid reprimanding a student in front of their peers and take some time to plan your message and deliver it in a calm manner. Seek to understand the possible reasons for any misbehaviour and emphasise the impact of the student's misbehaviour on the feelings and experiences of others. Emphasise opportunities and the expectation for the student to exhibit the right behaviours in the future (Whittaker, 2012).

## Additional Resources

- Children Full of Life
- Creating a Supportive Classroom Environment Self-Study Workbook
- Every Kid Needs a Champion
- Improving Students' Relationships with Teachers to Provide Essential Supports for Learning
- Freedoms and Responsibilities
- The Power of Relationships in Schools
- Resources for Building Teacher-Student Relationships
- What Everyone Needs to Know About High-Performance, Teacher Student Relationships

## Referenced articles, books and other great reads

- Backes, Charles E.; Ellis, Iris C. (2003) Techniques: Connecting Education and Careers, v78 n5 p22-25 May 2003
- Beaudoin, N (2008). A school for each student: personalization in a climate of high expectations. Larchmont, N.Y.: Eye On Education
- Bott, D., McCormick, A., & Shaw, J (2011). Teach Positive: Applying the science of positive psychology to the classroom. Contemporary Brilliance Publications.
- Coelho, C. C. de A., & Dell'Aglío, D. D. (2019). School climate and school satisfaction among high school adolescents. *Psicologia: Teoria e Prática*, 21(1), 265-281. doi:10.5963/1980/6906/psicologia.v21n1p265-281
- Egeberg, H., and McConney, A. (2017). What do students believe about effective classroom management? A mixed-methods investigation in Western Australian high schools. *The Australian Educational Researcher*, 1-22.
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- Gates Foundation: Measures of Effective Teaching, 2008
- Quinlan, Denise (2011). 24 Ways to Like a Difficult Child. Retrieved from <http://positivepsychologynews.com/news/denise-quinlan/2011120219925>
- Whitaker, T. (2012) (2ed.) *What Great Teachers do Differently: 17 things that matter most: Chapter 14 Base Every Decision on the Best People*