OPENING

Coal Harbour, Wednesday April 11, 12.30-12.45 h

CONFERENCE OPENING
Theo Wubbels

KEYNOTE

Coal Harbour, Wednesday April 11, 12.45-13.45 h

THE OVERESTIMATION OF TEACHER EFFECTS IN EDUCATION: HOW INTERPERSONAL RELATIONSHIPS IN CLASSROOMS AFFECT ESTIMATIONS OF TEACHER EFFECTIVENESS

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PAPER 1.1. NEW APPROACHES TO THE STUDY OF STUDENT-TEACHER INTERACTION

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NAVIGATING MIDDLE GROUND: A SPATIAL PERSPECTIVE ON THE BORDERLANDS OF TEACHER-STUDENT RELATIONSHIPS IN SECONDARY SCHOOL

Anneli Frelin* & Jan Grannäs

TEACHER INTERPERSONAL BEHAVIOR AND STUDENT ENGAGEMENT: A MICROGENETIC STUDY

Helena J. M. Pennings*, Jan van Tartwijk, Jan Vermunt & Mieke Brekelmans

CULTURAL MODELS OF HOME: LESSONS FROM PHOTO-MEDIATED INTERACTIONS BETWEEN TEACHERS AND YOUNG CHILDREN FROM DIVERSE BACKGROUNDS

Martha J. Strickland* & Raeshell L. Foster

AN ATTACHMENT THEORY PERSPECTIVE ON THE TEACHER-STUDENT RELATIONSHIP: TEACHING AS CORRECTIVE EMOTIONAL EXPERIENCE

Philip Riley

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I FELT SAFE TO BE A CHILD. I WANTED TO LEARN: LOCATING CARING ADULT CHILD RELATIONSHIPS AS CORE COMPONENTS ENABLING LEARNING ACCESSIBILITY

Ann Higgins

THE ROLE OF EMOTIONS IN PROMOTING POSITIVE RELATIONSHIPS AT SCHOOL AND THE DEVELOPMENT OF A SUCCESSFUL CLASSROOM MANAGEMENT INTERVENTION

Claire W. Lyons* & Ann Higgins

FOSTERING A SOCIALLY- AND SUSTAINABILITY – CONSCIOUS SOCIETY: AN INVESTIGATION INTO PLACE-BASED LEARNING ENVIRONMENTS

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PAPER 1.3 SYMPOSIUM. TEACHER-CHILD RELATIONSHIPS FROM AN ATTACHMENT PERSPECTIVE

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TEACHER-STUDENT RELATIONSHIP PROFILES IN AUSTRALIAN KINDERGARTEN CHILDREN: A VALIDATION STUDY

Linda J. Harrison

STUDENT BEHAVIOR PROBLEMS AND TEACHER WELL-BEING: THE ROLE OF TEACHER-STUDENT RELATIONSHIPS
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- Theo Wubbels (Chair), Utrecht University, The Netherlands
- Perry den Brok, Eindhoven University of Technology, The Netherlands
- Barry Fraser, Curtin University of Technology, Australia
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- Karine Verschueren, University of Louvain, Belgium
- Kathryn Wentzel, University of Maryland, USA
- Theo Wubbels, Utrecht University, The Netherlands
- David Zandvliet, Simon Fraser University, Canada
The OVERESTIMATION OF TEACHER EFFECTS IN EDUCATION: HOW INTERPERSONAL RELATIONSHIPS IN CLASSROOMS AFFECT ESTIMATIONS OF TEACHER EFFECTIVENESS

David Berliner

In the USA teachers have been considered the most important factor in a child's' school life, without much regard for out-of-school factors such as family poverty, or neighborhood effects. But there is both a logical argument and a body of evidence suggesting that teacher effects may be found in the interactions with classroom and school peer effects. Thus, what we ordinarily call teacher main effects may be strongly dependent on the teachers' interpersonal relationships with their students.

Navigating Middle Ground: A Spatial Perspective on the Borderlands of Teacher-Student Relationships in Secondary School

Anneli Frelin* & Jan Grannäs

*University of Gävle, Sweden

Positive teacher-student relationships are important for student learning. One factor that promotes such relationship is closeness. Yet, the teacher-student relationship is a professional one and there are limits to how close teachers and students can get without crossing this professional boundary. The purpose of this paper is to use spatial theories in order to explore how teachers and students in secondary education view and navigate border territories of positive and professional teacher-student relationships. Data is drawn from a combined case study where teachers and students were interviewed.
Spatial theory aids the analysis, where we ask: Where, when and how are positive teacher-student relationships negotiated in schools, how do teachers and students reason regarding the borderlands of teacher-student relationships, and how do they navigate them? Preliminary results include instances when teachers intentionally work at attaining closeness, and when they back off to distance themselves in order to keep a professional distance. Students, although they appreciate closeness, are very sensitive to teachers trying to overstep the boundary. Both teachers and students point to informal situations and places in schools as significant for building positive relationships. The scientific significance includes the novel use of spatial theory that is fruitful for shedding new light on interpersonal processes in schools, and the results are of value for teachers as well as for future research on understanding and improving professional teacher-student relationships.

**TEACHER INTERPERSONAL BEHAVIOR AND STUDENT ENGAGEMENT: A MICROGENETIC STUDY**

Helena J. M. Pennings*, Jan van Tartwijk, Jan Vermunt & Mieke Brekelmans

*Utrecht University, Department of Education

Both academic and interpersonal teacher support is shown to be related to student engagement. Students with good perceptions of their teacher tend to be more engaged academically. Yet, little is known about processes occurring in real time classroom interactions. Gaining insight in these microscopic processes can helps us to understand how teacher behavior and student engagement affect each other and how interrelated patterns of teacher behavior and student engagement develop over time. To study moment-to-moment processes of interaction microgenetic methods of research are typically used. The main aim of the present paper is to explore the moment-to-moment process of change in teacher behavior and its’ relation to student engagement. We focus on interpersonal teacher behavior and student behavioral engagement. In the current study has we used single subject design to explore classroom processes. To observe interpersonal teacher behavior and student engagement an innovative joystick procedure was used. This joystick program generates a picture of an Cartesian plane, in which the vertical axis represents the interpersonal control dimension and the horizontal axis represents the interpersonal affiliation dimension. For student engagement the horizontal axis represents a dimension of off-task passive to on-task passive behavior and the vertical axis represents a dimension of on-task active to off-task active behavior. To analyze the data generated with the joystick procedure two different microgenetic methods were used: State Space Grid (SSG) analysis and Spectral analysis. Combination of both methods provides information about the processes underlying teacher-student interactions and student engagement in terms of within lesson variability.

The first SSG analyses show that there is a difference in variability of interpersonal teacher behavior and student engagement between the lesson start, a positive and a negative lesson fragment.
CULTURAL MODELS OF HOME: LESSONS FROM PHOTO-MEDIATED INTERACTIONS BETWEEN TEACHERS AND YOUNG CHILDREN FROM DIVERSE BACKGROUNDS

Martha J. Strickland* & Raeshell L. Foster
*The Pennsylvania State University

This mixed-methods study aimed to explore the impact of photo narrations on the relationship between teachers and young children from diverse backgrounds. Framed by sociocultural theory and Bakhtin’s understanding of dialogue and dialogic space, the interactions between teachers and young children from diverse backgrounds around child-taken photos were analyzed. The cultural models of home that the children brought into this photo narration experience exposed what teachers and children encounter when interacting in a monologic rather than dialogic space, constraining rather than enhancing their relationship. The study’s methodology and findings elucidate three key arenas of necessary work to enhance teacher-student relationships across differences. These include providing space for: the child’s voice, exposing and reshaping cultural models, and dialogue which promotes mutual understanding or intersubjectivity.

AN ATTACHMENT THEORY PERSPECTIVE ON THE TEACHER-STUDENT RELATIONSHIP: TEACHING AS CORRECTIVE EMOTIONAL EXPERIENCE

Philip Riley
Monash University, Australia

Aims: Most of the literature using attachment as basis for researching the teacher-student relationship is based on the assumption that the teacher-student relationship is uni-directional. This does not account for emerging motivation and teacher misbehaviour research. However, the adult attachment model, does account for this. Using this paragigm, this research investigated whether some people choose a teaching career seeking corrective emotional attachment experiences from their students and/or colleagues and whether an associated vulnerability exists. Method: Data were obtained from 514 (68.5%) pre-service and 236 (31.5%) experienced teachers (including 179; 23.9% Principals), (61.9%) female (N=750). Just over half (53.4%) were aged between 20-29. Results: A series of two-way between groups ANOVAs were conducted to explore differences in attachment style by Teacher Type, with a number of significant differences reported. Pre-service teachers’ unconscious processing was operationalised by measuring frequency of angry feelings for students (never, rarely, sometimes) by attractors to teaching. Only 17% reported no angry feelings. Those reporting predetermined expectations for students are more likely to report angry feelings about students. Significance of the Research: The results provide support for the hypotheses that some teachers may be both seeking and experiencing corrective emotional experiences as a result of their work. If initial motivation is predicted by an insecure attachment style of the preoccupied or fearful subtypes, it follows that a vulnerability to student rejection exists. Adding psycho-education to pre-service courses, including learning about self and others, vulnerabilities and how students might press emotional buttons in teachers, would be likely to produce more resilience in teachers entering classrooms for the first time. Teacher educators might be wise to take this into account.
I FELT SAFE TO BE A CHILD. I WANTED TO LEARN*: LOCATING CARING ADULT CHILD RELATIONSHIPS AS CORE COMPONENTS ENABLING LEARNING ACCESSIBILITY

Ann Higgins
Transforming Education through Dialogue (TED), Curriculum Development Unit, Mary Immaculate College, University of Limerick, Ireland

This longitudinal study, situated within an urban social housing project on the west coast of Ireland, pulsates with a deep understanding of the complex ecologies within which children live, grow, and learn. This study graphically describes a school-based grassroots project which emerged in the mid 1980’s, a time of high unemployment, emigration and early school leaving. This initiative, Kileely Community Project (KCP) sought to bring learning opportunities to adults and children living in this marginalised community. This paper specifically draws on the findings relating to how KCP succeeded in making learning accessible to children living with poverty, inequality and unequal access to learning opportunities.

THE ROLE OF EMOTIONS IN PROMOTING POSITIVE RELATIONSHIPS AT SCHOOL AND THE DEVELOPMENT OF A SUCCESSFUL CLASSROOM MANAGEMENT INTERVENTION

Claire W. Lyons* & Ann Higgins.
*Transforming Education through Dialogue (TED), Curriculum Development Unit, Mary Immaculate College, University of Limerick, Ireland

This paper explores how a school-university partnership implemented a research and intervention project, focused on classroom management, in 3 schools in socio-economically disadvantaged areas in Ireland over a four year period. The intervention contributed to positive behavior at school, improved relationships between children, teachers and parents, and facilitated the professional development of teachers. This paper explores the role of emotions in the development of these positive relationships. This is a participatory action research project utilising a multiple-case case study methodology. It is primarily qualitative but uses some quantiative methods. Data were gathered through semi-structured interviews, focus groups and questionnaires. The results of initial analyses indicate that the emotional content of interpersonal interaction has an impact on behavior at school, reactions to that behavior, and relationships between children, between teachers and children, between teachers and teachers, and between teachers and parents. Moreover, the interpersonal relationship between the intervention team and the teachers in participating schools was also an important factor which contributed to the success of the intervention. The positive relationships within the intervention team also contributed to sustaining momentum, generating energy and building a sense of efficacy. These results suggest that future interventions should not solely concentrate on teachers’ interpersonal skills; they should also include an exploration of teachers’ emotions and their conception of self and other.
FOSTERING A SOCIALLY- AND SUSTAINABILITY — CONSCIOUS SOCIETY: AN INVESTIGATION INTO PLACE-BASED LEARNING ENVIRONMENTS

Carlos Ormond & David Zandvliet
Simon Fraser University

Over the last century, numerous attempts have been made to reform schools. These include such non-traditional fields of education as experiential learning, constructivism, and environmental education. A relatively new and popular educational theory and instructional technique that is hoping to lead to school reform through integration into the K-12 curriculum is place-based education. Current research at the crossroads of place-based education and learning environments has noted that actual and preferred student learning environments have a much closer fit in place-based learning environments, in addition to having higher expectations, than more traditional classroom-based learning environments. The findings from this participatory study further elaborate on these findings as well as acknowledging the transformational element of place-based learning environments in fostering a more just and sustainability-minded society.

PAPER 1.3 SYMPOSIUM. TEACHER-CHILD RELATIONSHIPS FROM AN ATTACHMENT PERSPECTIVE
Seymour, Wednesday April 11, 14.00-15.30

TEACHER-STUDENT RELATIONSHIP PROFILES IN AUSTRALIAN KINDERGARTEN CHILDREN: A VALIDATION STUDY

Linda J. Harrison
Charles Sturt University, Australia

Student-teacher relationship patterns identified by Ahnert et al. (in press) were tested, replicated, and validated in a sample of 127 Australian kindergarten children. Cluster analysis of teachers’ ratings on the Student-Teacher Relationship Scale (STRS) generated four profiles. Two described a secure pattern: Proximal-Balanced which was characterized by high closeness, low conflict, low dependency; and Proximal-Dependant with high closeness, low conflict, high dependency. Two described an insecure pattern: Conflict-Dependent which was characterized by low closeness, high conflict, high dependency; and Distant-Independent with low closeness, moderate-high conflict, low dependency. Construct validity for the STRS profiles was assessed using independent measures of relationship quality provided by children’s ratings of teacher acceptance and drawings of themselves with their teacher, coded for child-teacher relational negativity. Convergent validity was assessed by examining associations between the STRS profiles and teachers’ ratings of classroom learning, socio-emotional engagement, and emotional adjustment. Divergent validity was tested using measures not expected to be related to STRS profiles, including receptive vocabulary ability, temperament, and externalizing/internalizing behaviors. Results were in line with the expectation that STRS profiles would differentiate children’s secure base functioning. Proximal-Balanced and Proximal-Dependent groups had higher scores on measures of school engagement,
learning and social adaptability, whereas Conflict-Dependent and Distant-Independent groups were rated as less successful in their adaptation to the demands of school.

**STUDENT BEHAVIOR PROBLEMS AND TEACHER WELL-BEING: THE ROLE OF TEACHER-STUDENT RELATIONSHIPS**

Helma M. Y. Koomen & Jantine L. Spilt

Research Institute of Child Development and Education, University of Amsterdam

A growing literature demonstrates the importance of affective teacher-student relationships (TSR) for students’ development, especially for behaviorally at-risk children. Also for teachers’ well-being, TSR are considered important. Teachers’ emotional involvement with students is assumed to be driven by a basic need for relatedness. Based on attachment theory, teachers’ representations of specific TSR are considered to guide their emotions and reactions in daily interactions with individual students and influence teacher well-being over time. Student misbehavior has consistently been appointed as key source of negative experiences for teachers. The aim of the present study is to investigate associations between child problem behaviors, TSR quality, and teacher well-being (teaching stress) and to identify mediation processes in school settings for children with and without severe behavior problems. Participants are 122 children (M age: 9.20; 82% boys) from 49 Dutch classes for emotional and behavioral disturbances (EBD) and 124 children (M age: 9.38; 50.8% boys) from 39 regular primary classes and their lead teachers. Teachers rated child Conduct Problems on the Strengths and Difficulties Questionnaire, relationship quality (Closeness, Conflict, and Dependency) on the Student-Teacher Relationship Scale, and Interaction Stress on the Index of Teaching Stress. Teachers reported higher levels of Conduct Problems, Conflict, Dependency, and Interaction Stress for EBD than for regular students. Path analyses revealed an indirect model in which the association between Conduct Problems and interaction Stress was fully mediated by Conflict but not by Closeness or Dependency, in both groups. These findings indicate that disruptive behavior affects teachers’ well-being because of the interpersonal conflicts arising with behavior problem students. Teachers may not necessarily experience high stress in dealing with disruptive behavior per se, but with misbehavior that is embedded in relationships characterized by discordance and mistrust. Therefore, interventions should be targeted at the level of teachers’ interpersonal relationships with these students.

**BEHAVIOR PROBLEMS IN LATER CHILDHOOD: THE ROLES OF MATERNAL ATTACHMENT AND TEACHER-CHILD RELATIONSHIPS**

Erin O’Connor, Brian Collins, & Lauren Supplee

In the present study, we investigated closeness and conflict in teacher-child relationships and externalizing and internalizing behaviors in early childhood as potential mechanisms through which early maternal attachment relationships relate to externalizing and internalizing behaviors in later childhood. We examined early externalizing and internalizing behaviors as potential pathways as well as teacher-child relationships given previous theoretical and empirical research suggesting that externalizing and internalizing behaviors in early childhood also may be important links connecting early maternal attachment relationships and externalizing and internalizing behaviors in later childhood. Thus, in order to accurately assess the role of teacher-child
relationships as mechanisms linking early maternal attachment relationships to later externalizing and internalizing behaviors, it is necessary to also consider early externalizing and internalizing behaviors. Given research suggesting that variation in children’s cumulative experience in the teacher-child relationship may be an important mechanism linking early maternal attachment relationships to later externalizing and internalizing behaviors (see O’Connor & McCartney, 2007), we first conducted person-centered analyses to identify developmental trajectories of conflict and closeness between teachers and their students from pre-kindergarten, when the majority of children in the current study began full-time school, through fifth grade.

**RELATIONSHIPS WITH MOTHER, TEACHER, AND PEERS: UNIQUE AND JOINT EFFECTS ON YOUNG CHILDREN’S SELF-CONCEPT**

**Karine Verschueren**, **Sarah Doumen**, & **Evelien Buyse**

*School Psychology and Child and Adolescent Development, Catholic University Leuven*

This study tested the unique and joint effects of three significant relationships in young children’s social lives, namely their relationships with mother, teacher, and peers, on three dimensions of self-concept (general, social, and academic). A sample of 113 children participated. Mother-child attachment quality was observed in preschool. In first grade, peer ratings of peer acceptance, teacher ratings of teacher-child relationship quality, and child reports of self-concept were administered. The results revealed domain-specific links between social relationships and self-concept dimensions. Specifically, academic self-concept related to teacher-child relationship quality, social self-concept to peer acceptance, and general self-concept to the quality of attachment to mother. Moreover, an indirect effect was revealed of earlier mother-child attachment quality on academic self-concept through its effect on current adult-child relationships in school. This way, the study uncovered the pathways through which significant social relationships shape the formation of young children’s self-concept.

**POSTERS 2**

Coal Harbour, Wednesday April 11, 16.00-17.00 h

**HOW TO ESTABLISH AN EFFECTIVE INTERPERSONAL RELATIONSHIP IN ONLINE SYNCHRONOUS AND/OR ASYNCHRONOUS ONLINE DISCUSSIONS?**

**Andreas Rupp**

Reutlingen University

Most online and virtual classes engage several forms of communication. These communications can include e-mail, postings, streaming video and chat rooms and synchronous and asynchronous online discussions. But we have to look very careful which form we are using. For example the asynchronous communication is the shift from spoken communication to the written communication and causes often a lot of problems. It is a special challenge in an e-learning context to establish for example a interpersonal relationship. Written communication lacks a sense of directness especially there will be no nonverbal communication. Nonverbal communication helps us in a „face to face situation“ to understand much better what is going on. Establishing a interpersonal
relationship with written words can be problematic. On the other side e-learning software provides teachers and experts alike with the capabilities needed to create and deliver compelling, self-paced online courses, conduct highly interactive virtual classes. In such a e-learning context with virtual classrooms you can establish synchronous online discussions which means there will be no lack of directness and immediacy. But it could be also difficult do establish a interpersonal relationship. One of the most popular communication methods in e-learning context is asynchronous discussion. But we will look also on synchronous discussions. Discussion in the traditional classroom have many benefits, e.g. students learn from each other. Very little is know about the interpersonal competence of students in synchronous or asynchronous online discussions. The objective of this research is to look at the challenge how to establish an effective interpersonal relationship in online synchronous and/or asynchronous online discussions.

AN ASSESSMENT OF RISK COMMUNICATION PRACTICE IN ETHIOPIA: VEHICLE ACCIDENTS AT THE METROPOLITAN

Hailemichael Tesfaye
Addis Ababa University

Ethiopia is now having far-reaching problems in vehicle accidents. Having the highest record of death rolls in the world, Ethiopia is losing productive and contributing citizens due to vehicle accident. Every year there are 2,200 deaths and 8,000 casualties in Ethiopia (The Reporter, 2011). The metropolitan takes the lion share of the report. Everyday about 15-20 people died of vehicle accidents in Ethiopia. The problem is highly grave in the metropolitan and has caught government close attention as it has shadowed the image of the Ethiopian political and economic growth. To reverse the phenomenon, TV dramas, advertisements, even beauty contests are launched on its name. The study attempts to figure out the perception and reaction of the at-risk population who are communicated through the national –TV and radio. The national TV broadcasts vehicle accident reports everyday in the evening where residents are believed to have an ideal time to see TV at home with the family. All FM radio channels everyday report a 24 hour vehicle accidents of death and causalities in the metropolitan.

VIRTUALLY SOCIAL NEGOTIATIONS

Hunter Gehlbach*, Geoff Marietta, Aaron King, Jacob Pritt, & Christopher Dede

*Harvard Graduate School of Education

Our capacity to effectively negotiate mutually agreeable, or even beneficial, agreements is paramount to our personal lives and to democratic society more broadly. As a means to ultimately understanding how we might improve individuals’ negotiation aptitude, we investigated two promising mechanisms – social perspective taking and similarity in a virtual negotiation environment. Participants (N=83) joined the study through Amazon’s Mechanical Turk. Results indicated that participants’ confidence that they could accurately take the perspective of their partner was consistently associated with our negotiation outcomes. Their perceived similarity to their partner was associated with the positivity of the relationship that they formed during the negotiation.
THE INTERDEPENDENCY OF TEACHERS’ SELF-PERCEPTIONS OF CONTROL AND AFFILIATION AND THE CLASSROOM SOCIAL CLIMATE

Tim Mainhard*, Mieke Brekelmans, & Roel Bosker
*Utrecht University, Department of Education

Studying teacher self-perceptions can contribute to the understanding of the interplay between teacher intentions and teacher behavior. Studying student perceptions contributes to the understanding of the interplay between teacher behavior and student outcomes (e.g., Shuell, 1996). The correspondence between teacher self-perceptions and student perceptions has however received little attention. A related question is whether teacher self-perceptions reflect actual classroom practice or merely a teacher’s more general and stable self-image. Therefore, this study investigates the degree to which teacher-self perceptions are a function of the teacher, a specific classroom he or she is teaching, or the combination of a specific teacher and a specific classroom group. Special attention is paid to reciprocity of teacher self-perceptions and the classroom social climate as perceived by students, that is, if a teacher thinks he or she is very warm and supportive is she perceived that way by her students too? Data is analyzed according to the Social Relations Model (SRM; Kenny, 1994).

THE EFFECTS OF LEARNING ENVIRONMENT DESIGN ON SALIVARY ALPHA-AMYLASE AND SUBJECTIVE STRESS LEVELS DURING MENTAL ARITHMETIC TASK ON INDIVIDUAL, COLLABORATIVE AND COMPETITIVE SETTINGS

Sonomi Hirata* & Makoto Ishikawa
*Faculty of Education, Hakuoh University

Background: Social-self preservation theory demonstrated that conditions which threaten the social-self trigger specific psychological and cortisol changes. Recently similar to cortisol, the salivary enzyme of alpha-amylase (sAA) activity has been proposed as a non-invasive index of stress-induced bodily changes. The purpose of this study is to examine the effect of social situations of learning environment in one’s performance on the mental arithmetic task, using the salivary alpha-amylase (sAA) activity. Method: participants of Japanese students were required to challenge a perfect score on the arithmetic calculation displayed on the computer in a soundproof chamber under the following three conditions; (a) participants conducted the calculation task alone (Individual), (b) participants were requested to compete with another participant for the task score (Competitive), (c) participants in teams of two were requested to compete against another pair for the task score (Collaborative). Psychological measurements were also administered to the participants. Result: The authors have already reported some related results (Hirata, Ishikawa, & Mazumdar, 2011) that [1] Participants conducted the calculation task with the other observers monitoring the participants’ calculation performances successively presenting on the screen increased immediately after the task both in sAA and subjective stress levels. By contrast, those in the Individual settings did not show increases in neither sAA nor subjective stress levels. [2] High arithmetic task score group showed the greater effect of the presence of the other both in sAA and subjective stress levels. The present study then will add the more detail findings with the characteristics of presence of the other, i.e., collaborative and competitive settings. Discussion & Conclusion: In the light of several harmful proof of
prolonged or chronic threat in social evaluation, we should better consider psychobiological approaches when designing learning environment for every single student with honors, or at risk.

NOVICE GENERALIST AND CONTENT TEACHERS’ PERCEPTIONS OF THE IMPACT OF INTERPERSONAL RELATIONSHIPS ON PERSONAL TEACHING EFFICACY

Dorleen Hooten* & Kellie Cude
*Texas A&M University-Central Texas

New teachers begin the school year with optimism and enthusiasm, but their excitement quickly wanes as they encounter the realities of the everyday life of a teacher. When they do not experience the successes they predicted, many begin to doubt their capabilities, which results in a lowered sense of teaching efficacy. This descriptive study was designed to identify the contextual factors novice teachers perceive as influences on personal teaching efficacy and to examine the relationships between the factors. A grounded theory approach that utilizes Interactive Qualitative Analysis (IQA) methodology was used. IQA is a systems approach to qualitative research that combines the rigor of quantitative research with a qualitative design of data collection and analysis. Two groups of novice teachers who were concurrently enrolled in a post-baccalaureate accelerated educator preparation program and working as first-year teachers were the participants in the study. Data were gathered for the study through focus group activities, twice weekly journal entries completed during the teaching year, and a culminating “lessons learned” paper written during the last month of the first year of teaching. Each of the two focus groups identified nine contextual factors they perceived to affect personal teaching efficacy. In each of the groups, no less than three affinities were concerned with interpersonal relationships. The findings concerning the impact of interpersonal relationships will be discussed, including between group comparisons.

BUILDING A CULTURE OF POSITIVE INTERPERSONAL RELATIONSHIPS IN TEACHER EDUCATION THROUGH A PROCESS OF REFLECTIVE MENTORING

Margaret Plunkett & Michael Dyson
Monash University, Australia

This presentation outlines the refinement of an innovative process of reflective mentoring (Dyson, 2002) implemented within a regional campus of one of Australia’s largest universities to assist preservice teachers and their school mentors to build positive interpersonal relationships. The process was originally developed in 2002 but over time has evolved to become the underpinning philosophical and procedural approach used within primary teacher education programs at Monash University, particularly relating to the internship model. Reflective mentoring in this context was specifically influenced by Korthagen’s (1999) ALACT model of teacher reflection and then expanded through incorporation of Bauman’s (2001) theory of tertiary learning, Arendt’s (1990) social interaction theory and Glasser’s (1998) Choice theory. Pre service teachers (PSTs) and their mentors are introduced to reflective mentoring through a range of approaches including modelling, continuous engagement with professional learning and a series of face to face and online university based discussion forums.
Research within the internship program illustrates that targeted and continual engagement with professional learning relating to this form of mentoring is particularly important in assisting the development of positive interpersonal relationships between school mentor teachers’ and their preservice teacher mentees.

**EFFECTS OF CLASSROOM MANAGEMENT OF COOPERATIVE LEARNING ON STUDENT ENGAGEMENT IN HIGH SCHOOL MATHEMATICS CLASSROOMS**

Monica H. Kendall* & H. Jerome Freiberg

*Houston Independent School District

Classroom management often becomes a barrier to the implementation of cooperative learning and other active learning. Using a mixed methods design, five high school mathematics classrooms were observed, and 134 students surveyed and interviewed, to determine whether classroom management of cooperative learning in high school mathematics classrooms affected student on-/off-task engagement and whether these students confirmed observers’ reports of on-/off-task behavior. Findings from this case study indicated: (1) observed student off-task behaviors during cooperative learning increased from observation 1 to 2 and, with instructional coaching, decreased from observation 2 to 3; (2) the optimal engaged time for cooperative learning is approximately 12-15 minutes; and (3) the student survey and interviews, together with post-observational written reflections, confirmed the observation data.

**TOWARD RENEWED RELATIONSHIPS: AN EXPLORATION OF ABORIGINAL/NON-ABORIGINAL RELATIONSHIP BUILDING IN CANADIAN EDUCATION CONTEXTS**

Sadie Donovan

Simon Fraser University

Is the legacy of colonialism an insurmountable obstacle to renewed Aboriginal and non-Aboriginal relations? How do Aboriginal and non-Aboriginal people work together in ways that create positive social change? These questions, within the context of education, are central to my research. This presentation will share beginning insights from my doctoral study which seeks to examine how Aboriginal and non-Aboriginal educators build positive, productive relationships in Aboriginal education contexts. This exploration entails engaging participants in examining and deconstructing taken-for-granted narratives about Aboriginal people with the intent of figuring out ways to move beyond the colonial impasse that has defined Aboriginal and non-Aboriginal relations for so long. In working with educators who have thought deeply about the ways in which they relate to each other in Aboriginal education contexts, it is hoped that, together, we can think about strategies for accomplishing positive change and moving towards renewed relationships.

**CASE STUDIES IN PLACE-BASED LEARNING AND PARTICIPATORY ACTION RESEARCH**

David Zandvliet*, Carlos Ormond, Jonathan Dyck, Vanessa Cloutie, Ryan Barfoot, & Karin Westland

*Simon Fraser University
To access information about students’ perceptions of their learning environment, a robust instrument for describing and measuring student perceptions of environmental education in place-based educational settings has previously been developed and validated. The instrument, termed the Place-Based Learning and Constructivist Environment Survey (PLACES) is now part of an ongoing process of participatory action research involving teachers and environmental educators. Our research and professional development program helped both teachers and researchers to explore (from an educator’s perspective) the factors viewed most important to environmental learning and most likely to influence the unique type of learning environments fostered in place-based or community-based environmental education programs. In this interactive poster session, several case studies of teacher action research are presented and the implications of these data for future research within environmental education, place-based education and teacher education programs are discussed.

**A CROSS-CULTURAL STUDY OF GOAL STRUCTURES IN ALL-GIRL SCHOOLS**

Shirin Khosropour et al.

Austin Community College

We examined learning goal orientation among 210 girls near the end of their 6th grade year in all-girl public schools in Texas and in Tehran, Iran. All students responded to the Patterns of Adaptive Learning Skills (PALS) questionnaire. At the Texas school, 73% of students were Hispanic or African-American, and 59% qualified for free or reduced lunch due to their families’ low incomes. Scores indicate the Texas students to be at the high ends of scales that relate to adaptive learning skills. They are oriented toward a mastery goal orientation, have high self-efficacy, their parents and teachers press them for mastery and understanding, and they perceive their classrooms to be centered toward mastery rather than performance. Their scores on scales that have been shown to be detrimental to adaptive learning structures are at the low ends of the scale. The students report that they are not skeptical about the relevance of school to their future success, they do not keep their peers from knowing how well they are doing in school, and they don’t perceive a dissonance between their home life and school. As educators in the US are increasingly engaged in inflamed debates about the academic efficacy of single-sex education, it is important to also examine factors beyond academic performance gains. An orientation toward mastery goals is related to motivational, affective, and behavioral outcomes that are important for lifelong learning.

**ROUND TABLES 3.1**

Coal Harbour, Thursday April 12, 8.00-9.30 h

**THE USE OF MULTILEVEL MODELLING IN CLASSROOM ENVIRONMENT RESEARCH.**

Jeffrey Dorman

Monash University

Research on the relationships between classroom environment dimensions and attitude to subject in a sample of Australian secondary school students was conducted. The sample consisted of 2,071 year 11 and 12 students nested in 126 classes from 21
secondary schools in Queensland, Australia. Six classes were surveyed in each school. The What Is Happening In this Class was used to assess seven classroom environment dimensions: student cohesiveness, teacher support, involvement, investigation, task orientation, cooperation, and equity. This paper demonstrated the effective use of multilevel analysis when analysing hierarchical data in classroom environment data. Three types of models were studied: null, random intercept and fixed slope, and random intercept and random slope. Result revealed four significant positive predictors of attitude to subject: teacher support, investigation, task orientation and equity. Regression lines between equity and attitude to subject for each of the 126 classes illustrated the differences in this relationship among the classes. As such this research demonstrated the importance of multilevel analysis to learning environment research.

CLASSROOM COMPOSITION AND DEVELOPMENT OF MOTIVATION AND ACHIEVEMENT IN PRIMARY SCHOOL

Lisette Hornstra*, Ineke van der Veen, Thea Peetsma, & Monique Volman

* Research Institute of Child Development and Education, University of Amsterdam

The present study focused on the effects of socio-economic and ethnic classroom composition on developments in primary school students’ motivation and achievement in language and math. A total of 722 students completed questionnaires during four measurements. It was found that for all students, a higher percentage of low SES students related positively to different aspects of motivation, after controlling for individual SES, ethnicity, gender and IQ. For low SES students, language achievement and well-being was negatively affected. A higher number of ethnic minority students positively affected developments in motivation and achievement of ethnic minority students after controlling for individual ethnicity, SES, gender and IQ, but negatively affected developments in motivation and achievement of Dutch background students. These findings support the assumption that in segregated classrooms, teachers are better able to adapt their strategies to the specific needs of their classroom population.

MAKING THE TEACHER’S INVISIBLE HAND VISIBLE: HOW TEACHER-CHILD INTERACTIONS ARE RELATED TO THE CHILD’S SOCIAL STATUS IN CLASS

Marloes Hendrickx*, Tim Mainhard, Henrike Klip, Eliane Segers, Toon Cillesen, & Mieke Brekelmans

*Utrecht University, Department of Education

Both peer relationships and teacher-student relationships are important for children’s development. Where the influences of these two types of relationships have mainly been studied separately, this study combines the two in an investigation of what kinds of teacher-child interactions influence children’s social status among their peers, and how. In the first phase of the study the social climate of four classrooms is analyzed using sociometric procedures and naturalistic video observations. In the second phase individual interviews are held with children in order to more thoroughly unravel how teacher-child interaction influences a child’s social status. Insights in the types of interaction that influence peer liking can guide interventions aimed at increasing children's social status.
**CLASSROOM MANAGEMENT: HOW PRE-SERVICE TEACHERS' THINKING AND THEIR DISCIPLINE STRATEGIES ARE CONNECTED**

Romi de Jong*, Jan van Tartwijk, Theo Wubbels, Ietje Veldman, & Nico Verloop  
*ICLON, Leiden University

Background. Although classroom management and discipline strategies are well-documented phenomena, the attempts to identify its predictors are scarce. Considering the fact that many pre-service teachers experience difficulties with discipline strategies, they are the subjects of this paper. Aims. The purpose of the present study was to examine the relationship between pre-service teachers’ thinking (pupil control orientation, anticipated student responses and self-perception) and their discipline strategies as perceived by their students.

Sample. 120 pre-service teachers, engaged in teacher education programmes, participated in the study. Method. Pupil control orientation, anticipated student responses and self-perception were assessed with teacher questionnaires; discipline strategies with student questionnaires.

Results. Results revealed that all aspects of teachers’ thinking were significantly correlated with at least one of the discipline strategies, with the exception of anticipated student responses on affiliation. Regression analyses provided a more thorough understanding of theses connections by distinguishing the relative contribution of teachers’ thinking to their use of discipline strategies.

Conclusion. The present study provides relevant and new insights to the research fields of classroom management and interpersonal relationships in education by identifying predictors of discipline strategies. Since the separate discipline strategies have different effects on students and classroom atmosphere, some of them are more preferable than others. In that sense, results might also be helpful for teacher educators, especially when guiding pre-service teachers with discipline problems.

**INTERPERSONAL SPACES IN TEACHER EDUCATION**

Walter Doyle* & Bruce Johnson  
*Department of Teaching, Learning, and Sociocultural Studies, The University of Arizona

This paper is based on data from the study of a bridging teacher education project in which university teacher educators and content specialists, school-based mentor teachers, and preservice teachers work closely together in common spaces during the clinical phase of teacher preparation. The emphasis in the project is on bringing the often-separate discourses together in co-educational spaces so that they can map onto each other in ways that promote preservice teacher learning and development. The analysis highlights the enormous complexities of the multiple interpersonal spaces occupied by participants in teacher education. It also indicates that a co-educational design, by bridging conventional boundaries, increases interpersonal visibility and scrutiny within these teacher education spaces and this visibility has consequences for all participants and particularly preservice teachers. Studying the interpersonal effects
of visibility, however, presents unique methodological challenges, which we hope to explore together with the ICIRE participants.

**TEACHER RELATIONAL SCHEMAS OF TEACHER STUDENT RELATIONSHIPS: A COMPARISON BETWEEN DIFFERENT CAREER PHASES**

Luce Claessens*, Jan van Tartwijk, Perry den Brok, Nico Verloop & Theo Wubbels

*Utrecht University, Department of Education

In all phases of the teaching profession positive relationships with students are central to teachers’ self-efficacy and ability to teach well. Our study aims to uncover differences in teacher knowledge of teacher student relationships, in particular relational schemas they hold of these relationships. A relational schema is an interconnected web of knowledge consisting of a self schema, a other schema, and a script. The self and other schema represent self and other in a specific type of interaction and can be regarded as associative networks of declarative knowledge. They are linked by both being embedded in a typical pattern of interaction, called a script. Relational schemas become activated when interacting with another person, and they guide attention and subsequent behavior. In order to investigate relational schemas of teachers, we interviewed thirty teachers at different stages of their career and of different interpersonal abilities. Our focus was on relationships they had with students and on thoughts they had concerning students while teaching. Interview excerpts were analyzed according to the components of relational schemas. Preliminary results illustrate the interconnectedness between the three components of the relational schema and show differences between teachers on multiple aspects located in all three components. These differences may improve our understanding of teachers’ choices for certain strategies (while teaching) and, more generally, our understanding of teachers’ roles in the creation of positive teacher student relationships.

**DIFFERENCES BETWEEN NOVICE AND EXPERT TEACHERS’ VISUAL PERCEPTION OF CLASSROOM EVENTS: AN EYE-TRACK STUDY**

Niek van den Bogert*, Jan van Bruggen, Danny Kostons, & Wim Jochems

*Eindhoven School of Education, University of Technology Eindhoven

Effective classroom management is essential for effective teaching. Furthermore, an adequate level of mastery of this competency results in the subsequent growth of other competencies (Berliner, 2001; Endsley, 2004). However, student-teachers often fail to perceive relevant cues for teacher action, which begs the question whether experienced teachers visually perceive classroom events differently than novices do. This study investigates how experienced teachers’ visual perception of classroom events differs from the visual perception of student-teachers. This paper reports on the results of our study using eye-tracking apparatus to assess differences between these two groups of secondary school teachers while watching eight video fragments of classroom events. Results show that experienced teachers have short fixations, which are indicative of faster information processing. Experienced teachers check-up on pupils more often. Furthermore, experienced teachers divide their attention more evenly across the classroom, whereas novices mostly look at one or two pupils and as such lose track of the broader picture. Data on the cognitions behind the physiological eye-movements were
obtained through a stimulated recall procedure. This data is still being analyzed at the moment of writing this proposal, but we expect we will have it ready for the ICIRE 2012. Practical and scientific relevance is discussed.

**PAPER 3.3 SYMPOSIUM. THE CENTRAL ROLE OF TEACHERS IN STUDENT GUIDANCE**

Seymour, Thursday April 12, 8.00-9.30 h

**AN INTEGRATED APPROACH TO GUIDANCE: THE CENTRAL ROLE OF THE TEACHER AND THE SUPPORTIVE NETWORK AT SCHOOL**

Elke Struyf*, Karen Jacobs, & Stefanie Adriaensens  
*Antwerp University

Proper student guidance in school is considered a condition for effective and efficient learning (Aluede & Egbochuku, 2007) and has a positive impact on students' development, behavior and attitude towards school (Gysbers, Lapan, & Jones, 2000). This first paper addresses the central concept of this symposium: integrated or comprehensive guidance. These models all emphasize the central role of the teacher to guidance. Guidance in schools has evolved from an isolated position taken on by one or a few specialized persons to a comprehensive programme that is part of the educational system. Guidance is considered as the whole of activities integrated into the curriculum that aim to stimulate the cognitive, personal and social development of every student (Best et al., 1995). Taking the central role of the teacher into account, we argue that teachers’ task perception and self-efficacy or competences with regard to guidance and a supportive network at school are important elements to consider when implementing an integrated guidance policy. Although in international literature integrated or comprehensive guidance is described as worth striving for, in reality student guidance is often fragmented and initiated by voluntary people (Gysbers, Lapan, & Jones, 2000). In this symposium results of different researches regarding (the implementation of) integrated guidance are presented and discussed.

**INTEGRATED SOCIAL AND EMOTIONAL GUIDANCE: WHAT DO TEACHERS THINK? RESEARCH INTO TEACHERS’ TASK PERCEPTION AND GUIDING COMPETENCES, AND THE EFFECT OF A SUPPORTIVE NETWORK AT SCHOOL**

Karen Jacobs* & Elke Struyf  
*Antwerp University

Since research indicates that the affective and social development of students has an influence on their cognitive development, guidance as integral part of the curriculum should also be concerned with promoting the social and emotional development of students. This study therefore examines the perceptions of teachers on integrated socio-emotional guidance because as with integrated guidance teachers are supposed to play a key role. The task perception, guiding competence and the influence of a supportive network at school of 3336 Flemish secondary education teachers were investigated using the Socio-Emotional Guidance questionnaire (SEG-Q; Jacobs & Struyf, 2010). The data were analyzed using descriptive statistics and multiple regression analyses. The results are promising showing that teachers consider socio-emotional guidance of
students as part of their responsibility. They exhibit a broad rather than a narrow task perception meaning that they agree that pupils should be able to discover themselves at school, that teachers must assist people on their road to adulthood and that developing social skills is as important as developing intellectual skills. Despite these promising results, however this study also points out that still some work has to be done; future research should pay attention to the effectiveness of socio-emotional guidance programs and the perception of the students, teachers should warrant that socio-emotional guidance is not just a willingness but also the actual guidance of students, schools need to work on a collaborative climate with a clear and shared vision, and educational policy should pay more attention to professionalization opportunities and bring clarity about the specific task of the teacher in guiding students. This will enable all teachers to effectively tackle socio-emotional issues, which according to our findings, is not yet the case.

**SCHOOL PROFILES REGARDING THE ROLE OF GUIDANCE COUNSELORS IN PRIMARY AND SECONDARY SCHOOLS.**

Stefanie Adriaensens*, Elke Struyf, Karine Verschueren, & Pieter Verachtert

*Antwerp University

Due to the international trend towards more inclusive education and comprehensive guidance, the responsibilities of the guidance counselor in schools have changed. The traditional more narrow set of tasks in which the remedial teaching of student with special educational needs is emphasized, has given way to a more comprehensive set of tasks regarding to students and their parents, their teaching colleagues and external care services (Agaliotis & Kalyva, 2010). The current study therefore also investigates which tasks the guidance counselors perform in schools, using hierarchical cluster analyses (Ward’s method) and its relation with classroom teachers task perception and guiding competences. Respondents were 2035 classroom teachers (Mperschool = 12.88, SD = 6.36) and 207 guidance counselors from 166 primary schools and 1859 classroom teachers (Mperschool = 24.46, SD = 15.55) and 109 guidance counselors from 82 secondary schools. The hierarchical cluster analyses revealed six clusters. The most present profile in our participating schools is the profile which reflects high average scores on the set of tasks regarding students counseling and cooperation with parents, teachers and external partners (‘first and second line guidance counseling’). The profile whereby the guidance counselor acts mainly as second-line counselor – he/she mostly works with teachers, parents and external services and less with students - is the least present. Different profiles appeared to be most apparent in primary and secondary schools. Almost 60% of the primary schools fitted in the profiles ‘strongly present guidance counseling’ and ‘first and second-line guidance counseling’ with (very) high scores on the four sets of tasks. On the contrary, more than 50% of the secondary school fitted in the profiles ‘externally oriented guidance counseling’ (with emphasis on cooperation with parents and external partners and less on school internal support), and ‘relatively absent guidance counseling’ (with low scores on the four sets of tasks). Furthermore results generally showed that more teacher support of the guidance counselor is related with a higher perceived classroom teachers’ guidance competence and a broad task perception, two important constructs which are required to establish a more integrated guidance counseling.
THE EFFECT OF INTEGRATED STUDENT GUIDANCE ON STUDENT ENGAGEMENT

Karine Verschueren*, Sofie Wouters, & Karen Jacobs

*School Psychology and Child and Adolescent Development, Catholic University Leuven

Integrated or comprehensive student guidance is assumed to promote students’ successful development and learning at school (Aluede, Imonikhe, & Afen-Akpaida, 2007). However, the effect of integrated guidance on students has remained largely unexplored. In line with the central role that comprehensive student guidance models assign to the teacher, the current study tested whether characteristics of integrated guidance at the school level predict students’ classroom engagement, through their effect on teachers’ self-efficacy with regard to providing guidance. In motivational models, engagement is considered the primary pathway by which motivational processes contribute to learning and development (Furrer & Skinner, 2003). The current study focuses on two dimensions: behavioral and emotional engagement (Skinner, Kindermann, & Furrer, 2009). Based on motivational theories and research, we tested two models, one in which guidance affects emotional engagement through its effect on students’ emotional security (sense of connectedness) with the classroom teacher, and one in which guidance affects behavioral engagement through its effect on students’ autonomous motivation for learning. Respondents were 1677 students from 153 classes in 15 secondary schools (Mage = 15.4 years, SD = 26 months). Classroom teachers rated the school’s vision regarding integrated student guidance and the availability of structures and procedures supporting an integrated guidance policy, as well as their feelings of self-efficacy concerning student guidance. A few weeks after the teacher assessment, the students of the participating teachers rated their emotional security with the classroom teacher, their autonomous motivation for learning, and their emotional and behavioral engagement. The hypothesized path models were tested using Mplus and standard errors were corrected for nesting of students in teachers/classrooms. Results generally revealed that availability of structures and procedures in school predicted teachers’ self-efficacy which, in turn, indirectly affected students’ emotional and behavioral engagement, through student’s emotional security and autonomous motivation, respectively.

KEYNOTE

Coal Harbour, Thursday April 12, 9.45-10.45 h

INTERPERSONAL RELATIONSHIPS AND STUDENT DEVELOPMENT: WHAT OUTCOMES PEERS, PARENTS, AND TEACHERS DO AND DO NOT IMPACT

Andrew Martin

This presentation draws on a number of large-scale research projects investigating the shared and unique influence of interpersonal relationships on students’ academic and non-academic outcomes. It connects key elements of social-cognitive theories to the importance of interpersonal relationships in developmental competence. Data are then presented exploring the distinct impact of same-sex and opposite-sex peers, parents and teachers on academic buoyancy, motivation, engagement, classroom climate, school attendance, achievement, self-esteem, life satisfaction, and mental health. The
presentation concludes with a discussion of the role of diverse sources of interpersonal relatedness to optimally map onto the many important factors that traverse student development.

ROUNDTABLE 4.1
Coal Harbour, Thursday April 12, 11.00 -12.30 h

BIG LESSONS FROM SMALL PLACES: ATTENDING TO PEACE AND MULTICULTURALISM AT CAMP AND IN NORWAY

Tove I. Dahl*, Lisa Sethre-Hofstad, & Gavriel Salomon
*University of Tromsø

What do young participants attending a non-formal cultural and language immersion program report learning in terms of (1) peace and multiculturalism, (2) how they learn what they learn, and (3) what impact such learning may have? What are the educational and interpersonal parameters in which this learning occurs? What can we learn from a Norwegian national crisis about our findings’ relevance? Our answers will be found in this last piece of a three-part project based on extended interviews with 59 current and past, short-and long-term participants at Skogfjorden, one of 15 cultural and language immersion programs offered in a summer camp setting by the Concordia Language Villages (CLV). CLV’s educational mission statement to prepare young people for responsible global citizenship drives all programs’ primary learning goals. How the learning goals are pursued in each of CLV’s language programs, on the other hand, is guided by culturally-grounded parameters for interpersonal interactions. Therefore, the learning parameters at Skogfjorden are distinctly informed by Norwegian cultural norms. Values are more easily expressed when probed or challenged. So, to assess the cultural validity of our Skogfjorden findings, we will compare (1) values represented by CLV and Skogfjorden and (2) the kind of learning reported by Skogfjorden youth with (3) the interpersonal values expressed in the rhetoric of Norway’s national leadership in responses to the July 22nd, 2011 shooting of young summer camp participants who, like Skogfjorden youth, support the nurturing of multicultural societies. In the spirit of finding effective ways to promote peace and multiculturalism, lessons from these analyses are informative for how to design learning environments that promote positively impactful interpersonal interactions. Likewise, understanding how this works in non-formal environments is important for informing our broader understanding of learning possibilities for all environments – especially formal learning environments like schools.

MULTIDIMENSIONAL ENGAGEMENT: EXPLORING INDIVIDUAL AND CONTEXTUAL FACTORS IN THE SECONDARY MATH AND ENGLISH CLASSROOM

Nir Madjar* & Helen M. G. Watt
*Faculty of Education, Monash University

The study is grounded in a multidimensional conceptualization of student engagement (Fredricks et al., 2004) encompassing cognitive, emotional and behavioral dimensions. Previously validated measures corresponded to each of the different aspects:
achievement goal orientations tapped the cognitive aspect, intrinsic value the emotional, and educational aspirations the behavioral aspect. Based on the theoretical framework for student engagement, we selected student attributes and contextual characteristics to examine simultaneously, which have been previously identified as influential within the literature: (a) perceived classroom goal structure; (b) student-reported teachers’ perceptions about their talent; (c) students’ own talent perceptions; (d) student and teacher gender; and (e) previous performance. All measures were assessed within two domains: math and English. Participants were 1,086 Australian secondary students (Ns = 380, 369, 337 in each of grades 9, 10, and 11 respectively; 44% female), within 60 Math and 61 English classes, from 3 middle-class predominantly Anglo-Australian coeducational secondary schools in metropolitan Sydney matched for socioeconomic status. Hierarchal linear models (HLMs) were utilized to analyze effects of perceived teacher talent perceptions and classroom goal structures on engagement outcomes (achievement goals, intrinsic value, aspired enrollments) at each of the student level, and aggregated at the classroom level. The most consistent contextual factor that explained dimensions of student engagement was student-reported teachers’ perceptions of talent (both in Math and English), over and above other variables included in the models. In math this was significant at both student and classroom levels; in English it was mostly at the classroom level. Therefore, in addition to continued focus on students’ individual perceptions, educators should also aim to promote classroom level interventions to target teacher beliefs concerning their students.

THE ENACTMENT AND APPLICATION OF EMPATHY TO THE NEGOTIATION OF STUDENT-TEACHER INTERACTIONS BETWEEN WHITE FEMALE TEACHERS AND BLACK MALE STUDENTS

Chezare Warren
University of Illinois at Chicago

Multicultural education scholars advocate the teacher’s use of empathy to build strategic relationships, develop partnerships with parents, and to frame professionally informed perspectives of students, their communities, and their cultural background. This research explores how White female teachers conceive of empathy and how those conceptions inform various aspects of their teaching practice with Black male students. This mixed methods study includes 4 White female teachers teaching in a large, urban school district and a cohort of their Black male students. Findings from the study have implications for 1) the professional preparation and development of pre-service and in-service teachers; and 2) identifying strategies for acquiring the cultural perspectives, behavioral, and attitudinal disposition necessary for the successful implementation of culturally responsive pedagogy.
THE SOCIAL FABRIC OF ELEMENTARY SCHOOLS: A NETWORK TYPOLOGY OF INTERPERSONAL RELATIONSHIPS AMONG TEACHERS

Nienke M. Moolenaar*, Alan J. Daly, & Peter J.C. Sleegers
*Education Studies, *University of California, San Diego

Around the world, scholars are increasingly using social network analysis to gain understanding of the pattern of interpersonal relationships among teachers. While studies are often examining a wide variety of different social networks (e.g., collaboration networks, friendship networks) to examine how social network structure may facilitate the exchange of resources among teachers, knowledge on the differences and similarities between various types of networks is limited. The goal of this study is to understand the dimensionality that may underlie various types of social networks in schools. We assessed seven types of social interaction using social network data of 775 educators from 53 Dutch elementary schools. We used the Quadratic Assignment Procedure (QAP), Multidimensional Scaling (MDS), and network visualizations to discern underlying dimensions that may explain the interrelatedness of these seven types of social networks. Findings suggest small to moderate similarity between the seven forms of social interaction. Results support a distinction between instrumental and expressive networks and suggest a second dimension of mutual in(ter)dependence to explain differences in social interaction among teachers. Implications for practice and research on teacher collaboration are discussed.

DISTANCE IN SCHOOLS: THE INFLUENCE OF DISTANCE ON TEACHERS’ TRUST IN MANAGEMENT, ORGANIZATIONAL COMMITMENT AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR

Maren Thomsen
University of Amsterdam

This study aimed to examine the relationship between structural and perceived psychological distance of teachers and management in Dutch VET schools and teachers’ affective organizational commitment (AOC) and organizational citizenship behavior (OCB). Referring to social exchange theory interpersonal trust between teachers and management was hypothesized to have a mediating role. Further, openness and adequacy of communication was hypothesized to reduce perceived psychological distance. 877 teachers of 10 VET schools completed a questionnaire. The data was analyzed using structural equation modeling. Perceived psychological distance had a negative effect on trust in management. Only trust in the supervisor had a significant effect on AOC and OCB towards colleagues. Trust in higher management did neither influence teachers’ AOC nor OCB. Structural distance did not influence teachers’ AOC or OCB nor did it influence teachers’ trust in management. Accuracy and openness of communication reduced teachers’ perceived psychological distance to management. In addition, communication positively influenced teachers’ trust in management directly. The results are discussed in light of previous findings and the specific context of the
study. Overall, the findings suggest that psychological distance in schools might be harmful to the effectiveness of school.

### AN INVESTIGATION OF THE RELATIONSHIP BETWEEN PROFESSIONAL LEARNING COMMUNITY PRACTICES AND STUDENT ACHIEVEMENT IN AN EASTERN CANADIAN SCHOOL BOARD

Noel Hurley*, Bruce Sheppard & Tim Seifert  
*Memorial University of Newfoundland

This study employs a model to investigate individual factors that have been claimed by PLC advocates to positively impact student learning. These factors were described in a survey developed by Sheppard and Brown (2009) and have been used to gather data. The factors were: Democratic environment - the degree to which the school is perceived as democratic; Collaborative culture - the degree to which the school is perceived as collaborative; Teacher collaboration - the degree to which teachers in the school collaborate; Teacher efficacy and confidence - teachers' sense of being able to influence student learning; Feeling valued – teachers feel valued; Collaborative school leadership – the degree to which the school leaders are perceived as collaborative. These factors were then used to analyze any relationship between PLC practice usage and student achievement in reading as measured by criterion referenced tests used to assess student learning in each school. Survey results were retained from a 2006 survey and 2009 survey and changes in the level of PLC practice usage were determined at the school level. In spite of a heavy emphasis by school board leaders and the collaborative development, introduction, and implementation of PLC practices before and during the study period, no significant measurable effect on student learning was identified.

### PAPER 4.3. PERCEPTIONS OF STUDENTS AND TEACHERS

Seymour, Thursday April 12, 11.00-12.30 h

**Perceptions of Birds of a Feather: Actual vs. Perceived Similarity in Teacher-Student Relationships**

Hunter Gehlbach*, Maureen Brinkworth, & Anna Harris  
*Harvard Graduate School of Education

Similarity is a powerful mechanism which promotes liking within relationships. Because of the importance of teacher-student relationships to a host of important student outcomes, we investigated similarity as a potential enhancer of these relationships. Through two studies we examined racial and perceived similarity between teachers and students and their associations with teacher-student relationships. In Study 1 (N=134 high school students, 27 teachers) we found that racial similarity between students and teachers had minimal association with their teacher-student relationship; in contrast, students' perceived similarity had a robust association. Through a longitudinal approach in Study 2 (N=119 middle school students and their 31 teachers), we found no association between racial similarity and teacher-student relationships, but replicated the robust association of perceived similarity.
**DISCORDANCE IN TEACHER-STUDENT RELATIONSHIPS**

Maureen Brinkworth*, Hunter Gehlbach, & Anna Harris

*Harvard University

Evidence suggests that teacher-student relationships (TSR) may play a powerful role in adolescents’ academic and social-emotional well-being. Given their reciprocal nature (Pianta, 1999) explorations of TSR must take both teachers’ and students’ perspectives into account. The present study examines TSR valence and discordance between these multiple perspectives, as well as their power to predict students’ academic and motivational outcomes in secondary school samples. Results indicate that absolute discordance is negatively associated with relationships valence. Furthermore, item-level analyses indicate that students’ responses to certain positive TSR items are significantly higher than teachers’. Finally, discordance significantly predicted outcomes such as school belonging, class participation, and class-related affect. Implications of these findings are discussed.

**DO SUPERVISORS HAVE A SPECIFIC INTERPERSONAL STYLE? VARIANCE IN STUDENT PERCEPTIONS OF THE INTERPERSONAL SUPERVISOR-STUDENT RELATIONSHIP AND FEEDBACK PERCEPTIONS**

Renske de Kleijn*, Paulien Meijer, Albert Pilot, & Mieke Brekelmans

*Utrecht University, Department of Education

Previous studies have indicated that two important elements of master’s thesis supervision are student perceptions of feedback and of the interpersonal relationship. However, it has not been investigated yet whether these perceptions describe a more general characteristic of the supervisor or a more specific characteristic of the interaction between a supervisor and a specific student. Therefore, in this study 97 students of 21 supervisors filled out two questionnaires regarding feedback perceptions (i.e. focus, elaboration, and goal-relatedness of feedback) and the interpersonal supervisor-student relationship (i.e. control and affiliation) indicating a multiple perceive one target (one-with-many) design. By means of multilevel modeling it was investigated per variable whether a second level improved the model, whether the second level variance was significant, and the intraclass correlation was computed. The results indicated that only for perceived goal-relatedness of feedback a multilevel structure would be needed (partner effect), indicating that these perceptions can assumed to be influenced a characteristic of the supervisor in general. For both feedback perceptions and interpersonal perceptions two explanations are described; either the supervisor exhibits the same behaviour in the supervision of all students, but students perceive this behaviour differently (actor effect) and/or the supervisor exhibits different kinds of behaviour in supervising students, which leads to student perceptions of the same supervisor differing from each other (relationship effect). Future research is needed in order to gain more understanding in how these findings can be best explained in terms of these two effects or (more plausible) a combination of both.
WHAT DO HIGHLY AFFILIATED SUPERVISOR–STUDENT RELATIONS LOOK LIKE AND WHAT IS THESE SUPERVISORS’ VIEW ON SUPERVISOR–STUDENT RELATIONS?

Renske de Kleijn*, Paulien Meijer, Albert Pilot, & Mieke Brekelmans

*Utrecht University, Department of Education

The supervisor–student relationship is an important element of research supervision in terms of research efficiency and effectiveness. Interpersonal relationships can be described in two dimensions, control and affiliation. Previous research has indicated that Affiliation was linearly and strongly related to student satisfaction and perceived supervisor contribution to learning. Dynamic systems theory and motivation systems theory informed this study to investigate the relation between affiliated relationships, supervisor behavior and supervisor goal-orientations in research supervision. In this study we videotaped a supervision meeting of 12 dyads and individually interviewed 12 both supervisors and dyads. The interviews concerned goals of a master’s thesis project, of the supervision process and the specific supervision meeting that was videotaped. Also student perceptions of supervisor affiliation were collected. In order to gain more insight in what highly affiliated supervisor-student relationships look like we aim to analyze the observation and interview data in relation to the affiliation scores. First, based on the interview data preliminary results are presented. During the round table session these will be put forward and discussed in terms theoretical and practical significance. Second, during the round table session it will be discussed how the observation data can be analyzed in order gain insight in what characterizes a highly affiliation supervisor-student relationship.

NAVIGATING THE TRANSITION TO AND THROUGH COLLEGE: INCREASING EDUCATIONAL ACCESS AND OPPORTUNITY THROUGH INTERPERSONAL RELATIONSHIPS

Season Mussey

School of Education - Curriculum & Instruction, Texas A&M University

Recently, both K-12 and institutions of higher education have made efforts to increase educational access and opportunities for all students. One particular effort is a college preparatory charter school for students from low income backgrounds who will be first generation college students. One key element in this school’s design is their advisory program. The advisory teacher develops strong interpersonal relationships with the students, families, and academic teachers. Through this program, students engage in a strong academic and social network where they receive the necessary academic and social scaffolds and coping strategies that nurture their academic and social success in high school and college. Using a qualitative research design, the author conducted a study to investigate how these students enact the coping strategies that they were explicitly taught during the advisory program to achieve success within the context of their university courses. Participants in this study attribute much of their academic success to their advisory experience in high school, an integral part of this experience being the relationship with the advisory teacher. The advisory program prepared
students for college in the areas of: 1) Academics; 2) Processes, and 3) Social life. One implication for policy and practice would be to offer this type of college preparatory program more widely to students in America. One example is the Advancement Via Individual Determination (AVID) high school and postsecondary program. The author of this study is currently engaged in implementing AVID at her college. AVID postsecondary intends to have a distinctive impact on the campus culture by reducing institutional barriers to student success and creating a common culture around academic rigor with supports. Much of the implementation of this program involves relationship building.

**DEVELOPING ACTION RESEARCH TOOLS FOR TEACHERS: THE PLACE-BASED LEARNING AND CONSTRUCTIVIST ENVIRONMENT SURVEY (PLACES)**

David Zandvliet & Carlos Ormond
Simon Fraser University

Learning environment studies acknowledge first that learning takes place within the social realm and that social conditions contribute to the quality of both learning and experience. This can be said to be especially true for environmental learning programs. To access information about students’ perceptions of their learning environment, a robust instrument for describing and measuring student perceptions of environmental education in place-based educational settings was developed and validated in this study. Focus groups with environmental educators were formed to explore (from teachers’ perspective) the factors viewed most important to environmental learning and most likely to influence the unique type of learning environments fostered in place-based or community-based environmental education programs. Analysis of qualitative work resulted in the inclusion of eight scales developed/ adapted from previous learning environment surveys for use in a new instrument: the Place-Based Learning and Constructivist Environment Survey (PLACES) for use in secondary settings. In this paper, validity and reliability data for this instrument are presented as well as future developments for inquiry in this area.

**PAPER 5.2. INTERPERSONAL RELATIONSHIPS AND STUDENT OUTCOMES**

Grouse, Thursday April 12, 13.30 - 15.00 h

**MY FRIENDS MADE ME DO IT: HOW TEENS’ SOCIAL IDENTITY INFLUENCES EDUCATIONAL OUTCOMES**

Heather E. Price
University of Notre Dame, Center for Research on Educational Opportunities

Studies find that social capital, specifically the significant influence of others’, greatly affects student achievement and attainment. This study uses nationally representative data from the National Study of Youth and Religion (NSYR) to explore the influence of social identity as the mechanism behind these social capital effects. This study shows that students with social identities that align with school-based identities have better educational outcomes. The influence of students’ peer groups is stronger than individual friends’ influence. And, the students’ personal identity maintains an independent pull on the schooling outcomes. Moreover, students who have only church-based friendships
Suffer educational losses, including lower grade point averages, lower college aspirations, more class cutting, and more suspensions from school.

**Supportive and Constructive Teacher-Student Interactions in Primary Education: Their Importance to Students' Academic Engagement**

Marie-Christine Opdenakker* & Alexander Minnaert

*University of Groningen, GION

Supportive and constructive teacher-student interactions are characteristics of a productive learning environment and are supposed to contribute to student learning. In this study, the relationship between learning environment characteristics (LEC) referring to supportive and constructive teacher-student interactions and students' academic engagement at the end of primary education is investigated. In addition, attention is paid to interactions between LEC and student background. By doing this, social justice issues can be addressed. Participants of the study were 777 grade 6 children of 41 classes in The Netherlands. Questionnaires were used to tap learning environment perceptions of children, their academic engagement, and their ethnic-cultural background. The grounding of the learning environment questionnaire is derived from the International System for Teacher Observation and Feedback (ISTOF). Factor analysis revealed the existence of three factors: The teacher as a helpful and good instructor (having good instructional skills, clear instruction), the teacher as promoter of active learning and differentiation, and the teacher as manager and organizer of classroom activities. All these factors refer to aspects of supportive and constructive learning environments and teacher-student interactions, having each its own focus. Multilevel analysis indicated that about 12% of the differences in academic engagement between students was related to their learning environment. All the mentioned LEC played a role in the explanation of differences in engagement. Together, they explained about 28% of the differences in engagement between students. Furthermore, the teacher as a helpful, good instructor was found to be most important followed by the teacher as promoter of active learning and differentiation. In addition, the results also indicated that an important part of the effects of the LEC was a joint effect, which underlines the importance of supportive and constructive teacher-student interactions as a whole. No evidence was found for significant interaction effects between LEC and student background.

**Teacher Profiles of Autonomy-Support Behaviours and Consequences for Student Belonging and Affect**

Helen M. G. Watt*, Paul W. Richardson, & Juliette Spearman

*Faculty of Education, Monash University

Predictors of teacher-reported student belonging and negative affect were examined in the form of teachers' reported autonomy-supportive behaviours measured by the Teacher Style Scale (TSS; Watt & Richardson, 2007): classroom structure, achievement expectations, behavioural expectations; and, selected self-efficacy dimensions from the Self-Efficacy for Teaching scale (SET; Watt & Richardson, 2003): student engagement, managing disruption, and class routines. Participants were 336 Australian secondary/primary teachers within their first 5 years. Four teacher clusters were
identified: high confidence high autonomy supporters, moderate confidence moderate autonomy supporters, and low confidence low autonomy supporters. A mixed profile was low confidence moderate autonomy supporters. High confidence high autonomy supporters reported their students to feel the highest levels of belonging, followed by moderate confidence moderate autonomy supporters, low confidence moderate autonomy supporters, and last, the low confidence low autonomy supporters. For the dependent variable of student negative affect that order was reversed. Both teachers' autonomy support behaviours and self-efficacy were critical to student belonging and affect; the mixed profile showed moderate autonomy support to be ineffective, unless accompanied by correspondingly positive levels of self-efficacy.

**WITHIN-YEAR INVESTIGATION OF TEACHER-STUDENT INTERPERSONAL RELATIONSHIPS IN INDONESIA: DOES IT CHANGE AND LINK WITH ACADEMIC MOTIVATION?**

Ridwan Maulana*, Marie-Christine Opdenakker, & Roel Bosker  
*GION, University of Groningen

The present study investigated within-year changes in teacher-student interpersonal relationships (TSIR) and links with academic motivation among first-grade secondary school students in Indonesia. Surveys were conducted in five different waves across the school year, from 504 students of 16 Mathematics and English as Foreign Language (EFL) classes, from two secondary schools in the west of Indonesia. Multilevel growth curve modelling was applied. Analysis of within-year changes in TSIR showed that the quality of TSIR increased over time. The increase was slightly more pronounced for Proximity than that for Influence. Moreover, the level of students’ controlled motivation increased slightly with a small deceleration, while that of autonomous motivation decreased systematically over time. Teacher Influence and Proximity were significant predictors of academic motivation. The effects were even stronger for a more self-determined motivation (autonomous motivation) compared to a more controlled motivation. Several personal and contextual characteristics like student gender and class type could explain differences and changes in developmental trajectories of both interpersonal relationships and academic motivation over time.

**PAPER 5.3 SYMPOSIUM. SCHOOL INTERVENTIONS AND THE ROLE OF TEACHER-STUDENT INTERACTION**

Seymour, Thursday April 12, 13.30 - 15.00 h

**USING INTERPERSONAL THEORY TO CHANGE INTERACTIONS BETWEEN TEACHERS AND BEHAVIORALLY DIFFERENT KINDERGARTNERS**

Debora L. Roorda*, Helma M. Y. Koomen, & Frans J. Oort  
*Research Institute of Child Development and Education, University of Amsterdam

In a short-term longitudinal intervention study, it was investigated whether a short teacher training in the complementarity principle (Interpersonal Skills Training; IST) could be used to change interactions between teachers and behaviorally different
kindergartners. The effectiveness of the IST was compared with an alternative training targeted at teachers’ mental representations of relationships with individual children (Relationship-Focused Reflection Program; RFRP). Our sample consisted of 188 kindergartners (101 boys) and their 47 regular teachers. Each teacher was observed with four children with different behavior profiles. Observations took place in a small-group task setting within the classroom, on five occasions (pretest 1, pretest 2, posttest 1, posttest 2, and follow-up) each two weeks apart. In the IST, it was explained that teachers could elicit more friendliness from children by being more friendly to themselves and more (or less) initiative by being less (or more) dominant. Both the IST and RFRP consisted of a long (four meetings) and a short version (two meetings). Independent observers rated teachers’ and children’s interactive behaviors (control and affiliation) in five-second episodes. Teacher control decreased in both the long RFRP and long IST at posttest 1 and 2, and at posttest 2 also in the short IST. However, these training effects diminished at follow-up. There was a temporary increase in child control for the long RFRP at posttest 1 and for the short IST at posttest 2. Furthermore, both the long and short IST and the long RFRP resulted in a (relative) increase in teacher affiliation at follow-up. Both the short and long IST produced an increase in child affiliation at posttest 2, whereas this increase was not found for the long RFRP. However, the effects of the IST on child affiliation extinguished at follow-up. Surprisingly, most training effects were stronger for the short IST than for the long training conditions.

A COMPUTER-BASED TUTOR-ASSISTED INTERVENTION FOR CHILDREN AT RISK OF READING PROBLEMS: EFFECTS OF INTERVENTION INTEGRITY AND INTERACTION QUALITY ON READING OUTCOMES

A. H. Zijlstra*, H. Koomen & A. van der Leij

*Research Institute of Child Development and Education, University of Amsterdam

How well interventions to reading are implemented is generally based on quantitative aspects, such as number of repetitions. Interaction quality as factor influencing intervention outcomes is an underexposed issue. A subsample of 40 first grade children with a high risk for developing reading problems was selected from the children participating in the computer-based tutor-assisted intervention program “Build (Bouw!)”. We analyzed the interactions between non-professional tutors (i.e., parent, volunteer, older student) and children that may influence the effectiveness of a computer-based tutor-assisted intervention to reading problems. Tutor-child interaction quality was measured in terms of observed tutor support, child persistence, child responsiveness and enthusiasm. We used information from the digital logs in the program to assess intervention integrity. Results showed that observed child persistence was a significant predictor of reading fluency at the end of first grade, but that intervention integrity was a stronger predictor. Especially the number of completed program levels was an important predictor of reading fluency. Significant interaction effects were found between interaction quality and intervention integrity. Results suggest that evaluations of intervention integrity together with interaction quality within tutor-assisted interventions have important implications for remedial practice as well as for the interpretation of experimental studies on the effectiveness of intervention programs to reading. Results are discussed in terms of source of differences in response-to-intervention
**Teacher Behavior and the Teacher-Student Relationship: A Study on the Effects of a Classroom-Based Intervention**


*Yulius Academy, Yulius Mental Health

Teachers play an important role in creating an efficient educational context, as positive teacher-student interaction can contribute to student behavior and their academic achievement. As students with psychiatric problems are a challenging group for teachers, teachers educating these students may benefit from a school-based intervention aimed at improving teacher behavior. Aim of the present paper is to gain more knowledge about the association between the teacher-student relationship and teacher behavior, and to what extent this behavior can be optimized by implementing a school-based intervention, the Good Behavior Game (GBG). Data were collected among two cohort samples, at five measurement points over two academic years. In total, 140 special education teachers and 882 special education students participated in the study. The teacher-student relationship is assessed from both student and teacher perspective, using the QTI and the STRS. Classroom observations are conducted to assess teacher behavior. Preliminary results indicate an association between teacher behavior and the teacher-student relationship. Longitudinal effects will be examined by means of a latent growth modeling analysis on both concepts, to gain insight in to what extent the GBG influences the development of teacher behavior and, consequently, the teacher-student relationship.

**Keynote Disruptive Behavior in Special Education Classrooms: The Effect of a Classroom-Based Intervention and the Role of the Teacher-Student Relationship.**


*Yulius Academy, Yulius Mental Health

Teaching children in special education can be considered a challenging task. Aim of the 4U Study project was to test the effects of a classroom-based intervention, the Good Behavior Game (GBG), on student and teacher behaviors and the teacher-student relationship in special education. Aim of the present paper is to study the effects of the GBG on the development of students’ disruptive behavior and the role of the teacher-student relationship. Data was collected for 547 children from twelve schools for special primary education at baseline, halfway and at the end of the school year. Disruptive behavior was measured using the Problem Behavior At Schools Interview (PBSI; Erasmus, 2000). Also, the teacher-student relationship was examined from both teacher and student perspective, using the Student-Teacher Relationship Scale (STRS; Koomen, Verschueren, & Pianta, 2007), and the Questionnaire on Teacher Interaction (QTI; Wubbels, Creton, & Hooymans, 1992). To identify developmental trajectories of disruptive behavior, we applied Growth Mixture Modeling (GMM) using Mplus. Results showed a main effect of the GBG; Children in the intervention group generally displayed more disruptive behavior at baseline, but showed more improvement over time than the control group. Three classes of children with different trajectories of disruptive behavior.
could be distinguished in both the intervention and the control group: (1) children with low levels of disruptive behavior, relatively stable over time (40%), (2) children with high levels of disruptive behavior, declining over time (9%), and (3) children with high levels of disruptive behavior, increasing over time (51%). The probability of being classified in class 2 compared to being classified in class 3 was highly related to improvement in the teacher-student relationship over time, from the child point-of-view, as well as teachers’ point-of-view. This study showed that improved classroom behavior is more likely when the teacher-student relationship improves over time.

**KEYNOTE**

Coal Harbour, Thursday April 12, 15.15 – 16.15 h

**LET’S MAKE THINGS BETTER - 2**

Mieke Brekelmans

Two years ago on the first ICIRE-conference in Boulder Theo Wubbels’ invited address was entitled “Let’s make things better”, a title he borrowed from the mission of Philips, a Dutch multinational. Despite considerable progress in the study of interpersonal relationships in education in the previous two decades, he showed us that a great deal of work remains to make things better, particularly on the theoretical basis and the dynamics of interpersonal relationships. In my contribution to this conference I want to share with you some ideas to make these “things” even better.