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## Motivational conversation between teacher and student

Keep up to date with the latest daily buzz with the BuzzFeed Daily newsletter! Photo (c) monkey business - Getty Images Getting the best out of students and teachers is a daunting task, but a new study explores how teacher promotion programs can positively impact student learning outcomes. According to a new study conducted by researchers from the University of California, Riverside, teacher incentive programs can benefit both students and teachers if they are carefully planned and prepared. Finding the right system/System programs to simulate Theakers have been under control in recent years, since the method has not always given the best results; in some cases, they have cost schools more than what they put into them. However, researcher Ozkan Eren chose to evaluate the TAP (Teacher Progress Program) method used by Louisiana schools between 2005 and 2011 to see how effective it is in promoting better educational outcomes. Eren looked at 40 district schools to understand the potential benefits of TAP, which essentially pairs teachers for mentoring. The idea is that additional motivation and support from fellow teachers can help improve student outcomes. Teachers also have the ability to make more money based on certain learning outcomes or practices they use in classrooms. The best way to determine tap's success is to look at students' grades over the course of the study. Although nothing exactly happens on the bat, Eren noticed that longer teachers use TAP, the better the learning outcomes. Eren noted that many teachers report being more adaptive in the classroom after tap administration. As a result, students also excelled in mathematics and history, while results in English and science remained relatively the same. Ultimately, Eren believes that programs like TAP and others can be effective in promoting better student learning outcomes, as teachers feel more motivated to change classroom habits and approach things from new angles when they have a tangible incentive that can make a difference. Keeping teachers motivatedMany researchers have used teachers as a subject of training since late, since the profession has recently had employees leaving in droves. One such study found that many teachers plan to leave their jobs after just 10 years because the workload and pressure to succeed students has become too stressful. In an attempt to boost teachers' moods -- especially when the school is in session, the researchers found that taking an outdoor lesson for an hour a week can be effective for teachers' mental health and to help children perform better when they return to the classroom. Initially, some teachers had reservations about transferring the classroom outdoors, but once outdoor learning was embedded in the curriculum, they talked about improved work and personal well-being, said researcher Emily Marchant, Dr. This is a really important conclusion given the current concerns around teacher retention rates. Here's the first of the series I want to try here called Teacher Tips by our friend Skye. If you remember, Skye is a middle school teacher who has been adjusting classroom procedures and lessons for years for his students. Tuesday's teacher tips for ADD/ADHD student #1Important: The opinions and opinions expressed in this article are those of the author, not the daily health. Paulette Nowell has been a teacher for more than 20 years and now teaches a STEM textbook that was designed for all 460 students at Sussex Elementary School in Sussex County, Virginia. More than 80% of students at her provincial school are black and, due to the COVID-19 pandemic, have not been in the classroom since March 16. Here, Toll shares what he wants to say to his students if they were together now. Actually, I grew up in the county where I teach now. As a little girl, I wasn't exposed to many career opportunities, so my opinion of what I could do was a little limited. When I was in college, I was exposed to professional people who looked like me, which showed me, Hey, I can do that, too. I also had some great teachers who grew up that had an impact on my life. They took time to get to know me and open me up to opportunities I might not have had if they weren't for teachers like them. So I came back to try to make the same impact on the students I contacted. I'd tell them I miss them more than ever. My heart broke in front of my children because as a primary school teacher, these are my babies. It's so hard because of COVID, it's not there to see them, embrace them and love them. When COVID started, we were worried about our children, who were not enough to eat, were not monitored, and then received their academics. And now, I have to worry about police brutality in the news and protests related to the murder of George Floyd, as well as the pandemic, makes me wonder how they're going to take it. As a STEM teacher, I have all pre-K to fifth grade students in class for 40 minutes a week. In this regular classroom, the teacher will focus on basic topics such as reading, maths, science, history and writing. In STEM classes, which means science, technology, engineering and mathematics, we use project-based learning to work on 21st-century learning skills. These include cooperation, communication, critical thinking, creativity and citizenship. This means that when we get back to school, I will be able to start having these difficult conversations with my students that will allow these children to really express how they feel. I just want them to be able to process it and to talk about these things. Some of our students may not have this opportunity at home to share how they feel with an adult they trust. Even adults sometimes don't know what's right to say, but we have our student counselors who are trained in trauma. So, although you may have someone to talk to, I'm not sure if they have the best strategy. I'll tell them I'm working to educate myself. Before I say anything to my students, I must first sign up for all the problems or foresadd in myself. It is important for me to reveal hidden prejudices that I can have such a shape, how I see the world, how I think, or how to respond. Even though we're not in the classroom right now, I'm making a real effort to address one of my my own biases. I don't want any of my beliefs to negatively affect the lives of my students. To this end, four friends and I began to read legends: revealing the hidden prejudices we see, think and make of Jennifer Eberhardt as a literary club. We push our ideas away from each other to deal with our problems and talk about it. Because as teachers, we have to talk to someone. I'd tell them to stand up for themselves and others. If we were in the classroom together, I know I wouldn't share the video of George Floyd's murder, because at this level of maturity, I wouldn't want to show them something that's traumatic. But I ask them to share their thoughts and raw emotions. I would ask them to write, draw a picture or make a poster for their feelings so I can get a baseline where they are and open up a space for discussion. I'd let them know that there will be people in the world who might not like you because of the color of your skin, because of your body type, your ethnicity, but you can't let that negativity swallow you up. That's how you treat others, which determines who you are. That's how you treat others, which determines who you are. I'd talk to them about abuse, too. When you see harassment, for example, you may not want to intervene or it may not be safe to intervene. But, by all means, talk and tell someone about it. If we hadn't seen the video that a 17-year-old girl shot, then we don't know what the result would have been. You're going to help someone, and in this case, you can change the world. I will certainly tell my students to stand up for what you believe in and that there is strength in the numbers. And I would also focus on character education and be kind, respectful and open. I'd talk about love. Love covers many mistakes. If you treat someone how you want to be treated, it makes a difference that can change someone's whole trajectory. I'd tell them it's important to share their feelings. I want to tell them everything's fine. Talk to adults about what they feel. Often our children will isolate themselves and deal with their own problems internally. Find someone you trust, find someone you feel comfortable talking to and share with them what your heart is. It's good to seek advice. We can't worry about scientists and not worry about the socio-emotional state of the child. When we get back to school in the fall, this will be the first step. My colleagues and I are always aware that if we do not teach training that was a life based on trauma, cultural responsiveness and cultural competence, then we do not serve our children. So before we do any reading, maths, science, history or STEM, we'll talk about social and emotional learning and help them scroll through everything that's happened since we were last together. We have to turn to the whole child. We can't worry about scientists and not worry about the socio-emotional state of the child. I do my business to build relationships with my students so I can learn everything about their culture and how they do things at home, because their home environment can be completely different from how I do things at school. And it is absolutely key that your students believe and depend on you. I'm going to find out about all these things that make up this kid. And it helps me prepare a lesson plan that is of cultural importance to every child. This content is created and supported by a third party and imported on this page to help users provide their email addresses. You may find more information about this and similar content on piano.io piano.io