
Unit At-a-Glance

This unit engages novices in learning the practice of *building respectful relationships with students*. In it, novices are introduced to the practice and learn why it is important. They then have an opportunity to develop skill at planning and enacting one critical aspect of the practice: small, one-on-one relationship building conversations with children.

Introduce¹: Novices are introduced to the practice of building respectful relationships and develop their skill at enacting one critical aspect of the practice: planning for and engaging in small, one-on-one relationship building conversations with children.

Activity #1: Examining Relational Work in the Classroom

In this activity, novices brainstorm different ways teachers might build relationships with children during the school day and interrogate assumptions about what “respectful” relationships look like and entail.

Activity #2: Interrogating the Self

In this activity, novices complete and discuss a survey that asks them to interrogate the relationship between their identity and experiences and their relational work with children.

Activity #3: Decomposing the Practice of Building Respectful Relationships

This activity introduces novices to the decomposition of the practice of building respectful relationships and engages them in a video analysis activity related to the practice.

Activity #4: Introduction to Relationship-Building Small Conversations

Novices are introduced one-on-one relationship-building conversations with children, which it calls “small conversations.” They then engage in a transcript sort activity to learn about the key features of small conversations.

Prepare¹: Novices prepare to engage in one-on-one relationship-building conversations with students by planning and practicing in small groups, and then by engaging in a whole group rehearsal activity.

Activity #5: Practicing Relationship-Building Conversations in Small Groups

In this activity, novices work in small groups to enact and provide feedback on one another’s simulated small conversations by engaging in peer run-throughs.

Activity #6: Simulation/Rehearsal of Small Conversations

¹ Lampert, M., Franke, M. L., Kazemi, E., Ghouseini, H., Turrou, A. C., Beasley, H., Cunard, A., & Crowe, K. (2013). Keeping it complex: Using rehearsals to support novice teacher learning of ambitious teaching. *Journal of Teacher Education*, 64(3), 226-243.

McDonald, M., Kazemi, E., & Kavanagh, S. S. (2013). Core practices and pedagogies of teacher education: A call for a common language and collective activity. *Journal of Teacher Education*, 64(5), 378-386.

Teacher Education by Design. (2014). University of Washington College of Education.

This activity is a cross between a simulated student interaction and a rehearsal. Novices simulate the role of teacher or student and receive expert coaching during rehearsals of small conversations.

Enact¹: In this activity, novices enact one-on-one small relationship-building conversations with children in an authentic classroom context, recording them for later analysis.

Activity #7: Enacting Small Conversations in the Field

In this activity, novices plan, enact, and record multiple one-on-one small relationship-building conversations with real children in authentic teaching contexts.

Analyze¹: Novices analyze their recordings of relationship-building conversations with children and use their analyses to identify next steps for developing their skill at the practice of building respectful relationships.

Activity #8: Analyzing Small Conversations from the Field

Novices transcribe and analyze the small conversations with children they enacted and recorded in the field, and use their analysis to help them set goals for future relational practice.