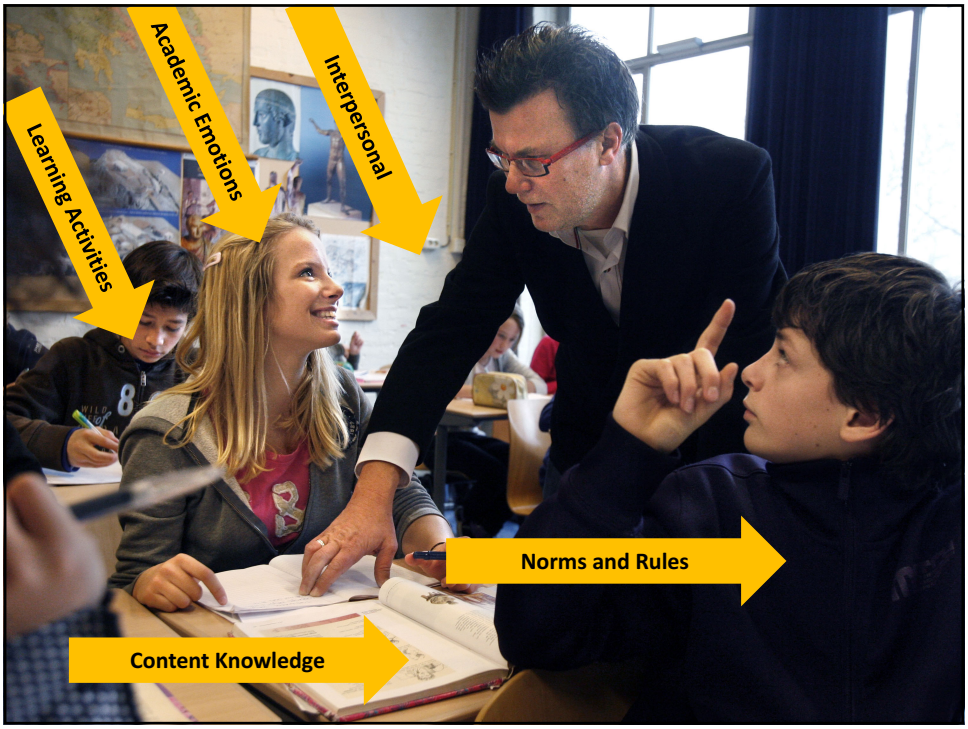
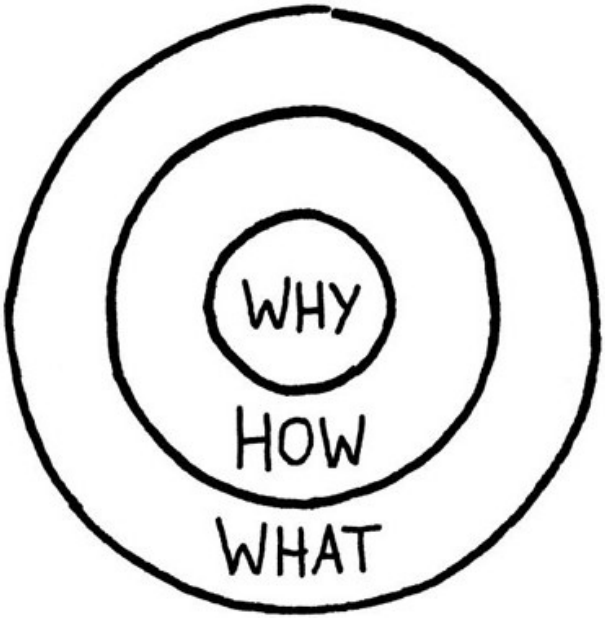
Utrecht University

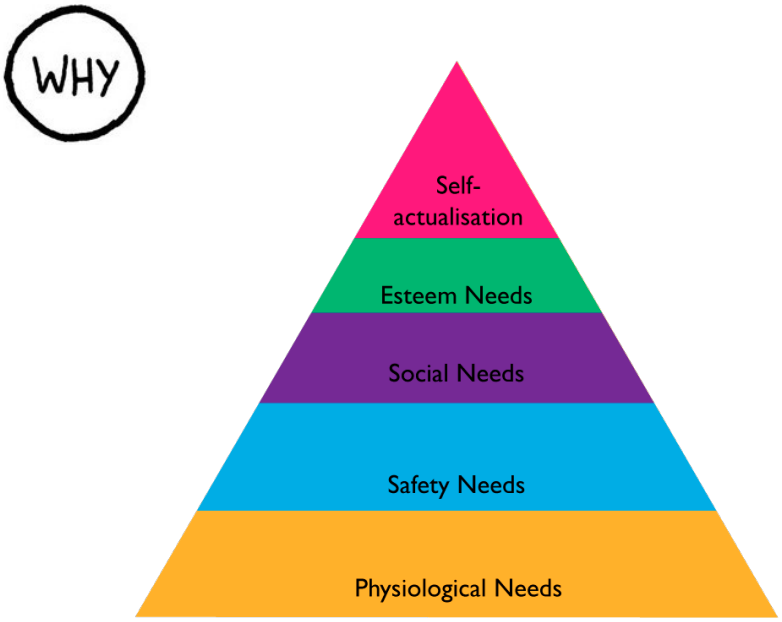
An Interpersonal Perspective on Classrooms

Interpersonelt perspektiv på klasseledelse

Tim Mainhard
m.t.mainhard@uu.nl







Maslow's hierarchy of needs

WHY

The Need to Belong: Desire for Interpersonal Attachments as a Fundamental Human Motivation

Roy F. Baumeister
Case Western Reserve University

Mark R. Leary
Wake Forest University

powerful, fundamental, extremely pervasive

WHY

+	-
• Positive affect • Enjoyment • Engagement • Free cognitive resources	• Neutral/Negative affect • Boredom, Anxiety • Reduced cognitive resources

WHY

Social perception = evolution! Fiske, Cuddy, & Glick, 2007

1. Friendly or not…?

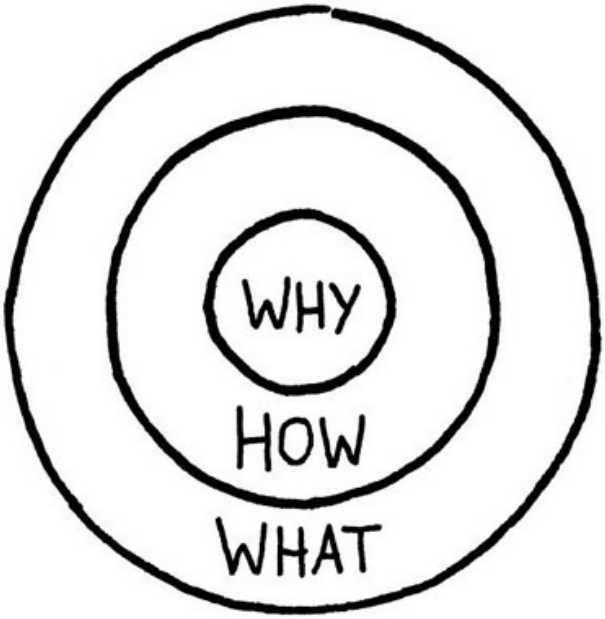
   Do I need to be afraid/watch out?
   Can I expect help or will I be hurt?

2. Powerful or not…?

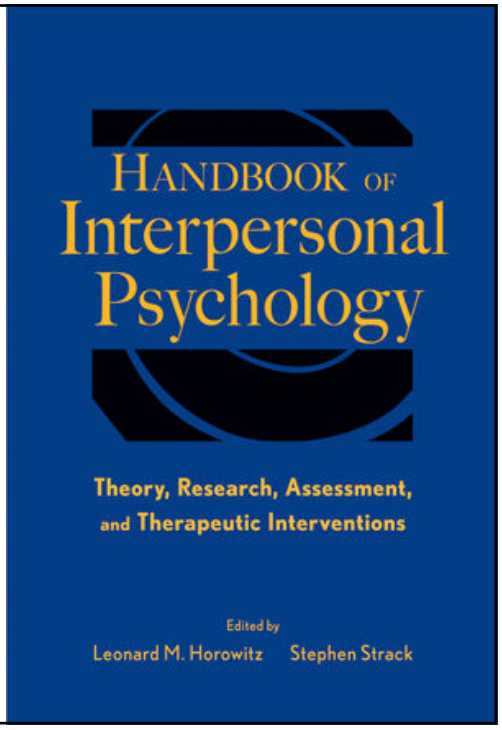
   Can this person make things happen?

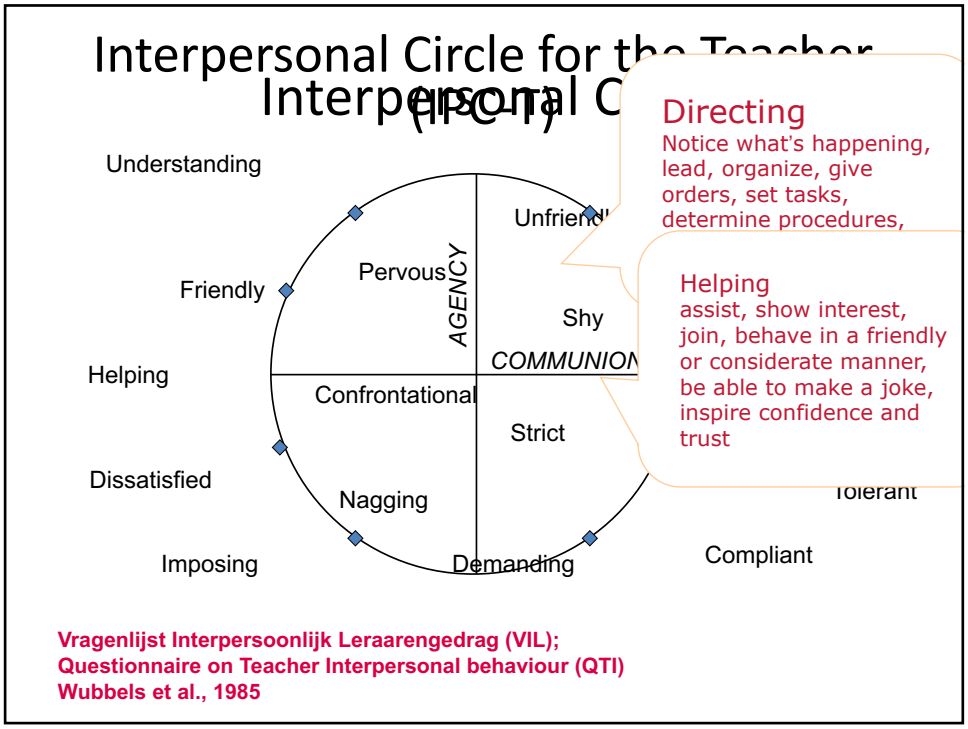
Hostile or friendly?

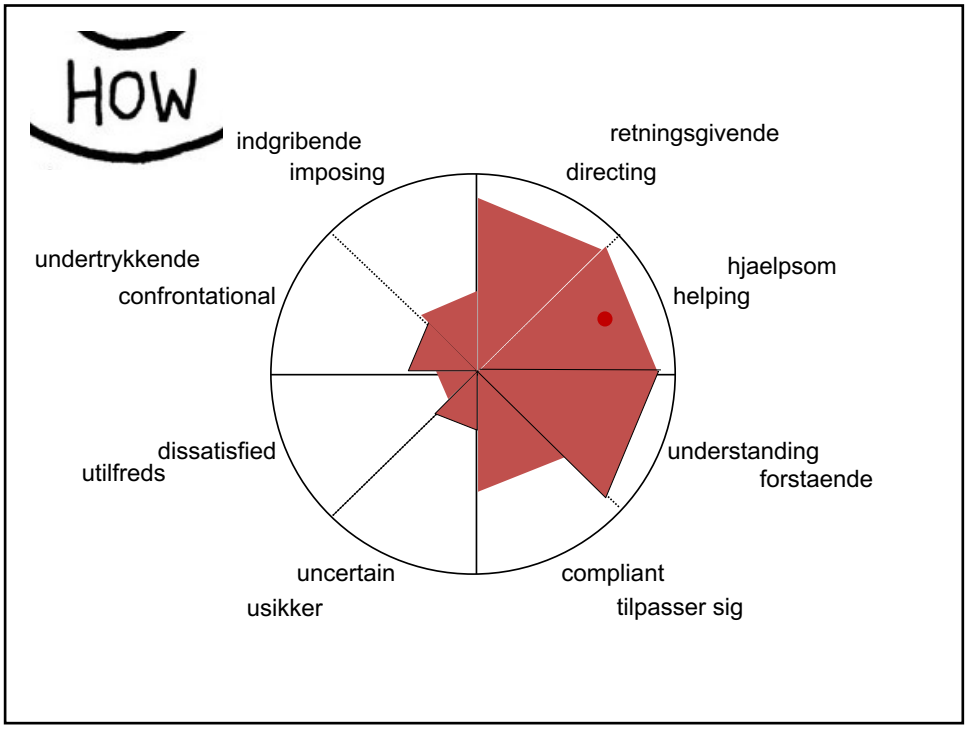
Powerfull or not?



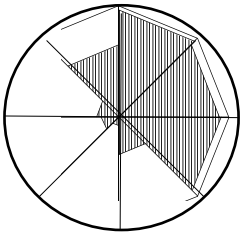
- relationships
- perception
- interaction



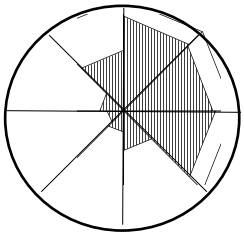

Interpersonal Circle for the Teacher
(IPC-T)
Directing
Notice what's happening, lead, organize, give orders, set tasks, determine procedures,
Helping
assist, show interest, join, behave in a friendly or considerate manner, be able to make a joke, inspire confidence and trust
Understanding
Friendly
Helping
Dissatisfied
Imposing
Pervous
AGENCY
Shy
COMMUNION
Confrontational
Strict
Nagging
Demanding
Compliant
Vragenlijst Interpersoonlijk Leraarengedrag (VIL);
Questionnaire on Teacher Interpersonal behaviour (QTI)
Wubbels et al., 1985


HOW
indgribende
imposing
retningsgivende
directing
undertrykkende
confrontational
hjaelpsom
helping
dissatisfied
utilfreds
understanding
forstaende
uncertain
usikker
compliant
tilpasser sig

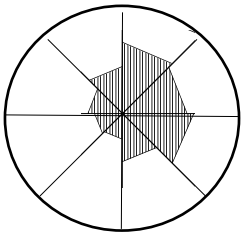
Teacher ideal



Teacher self perception

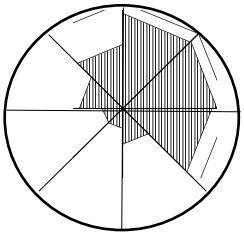


Students' perception

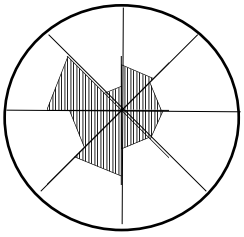


Wishful thinking

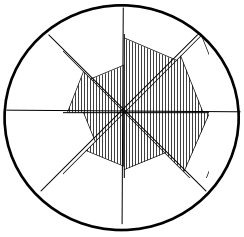
Teacher ideal

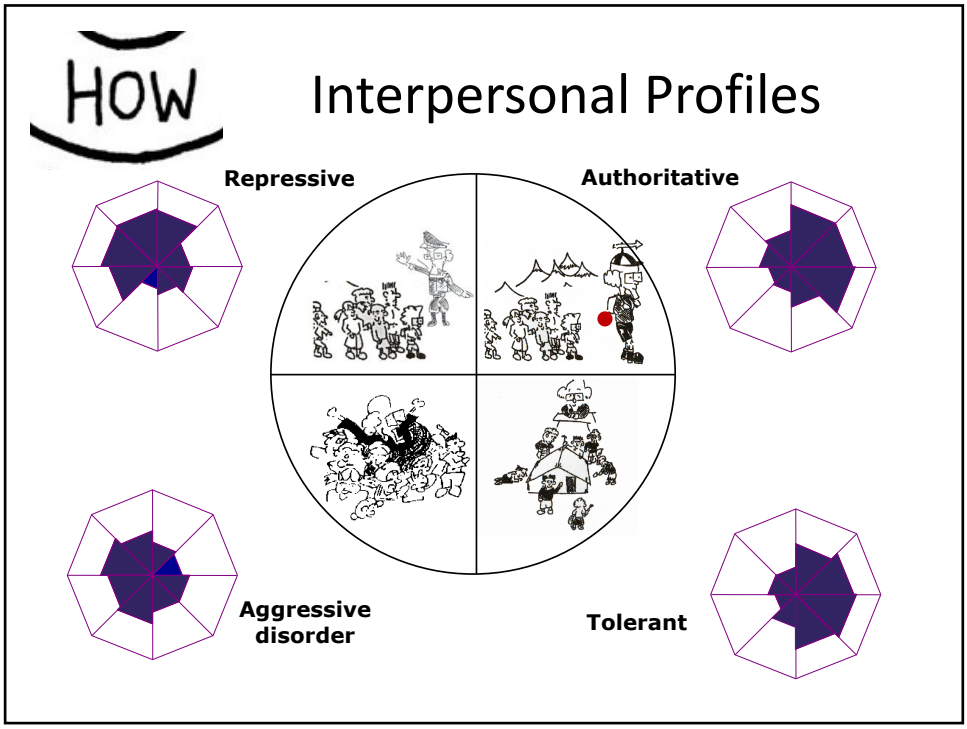


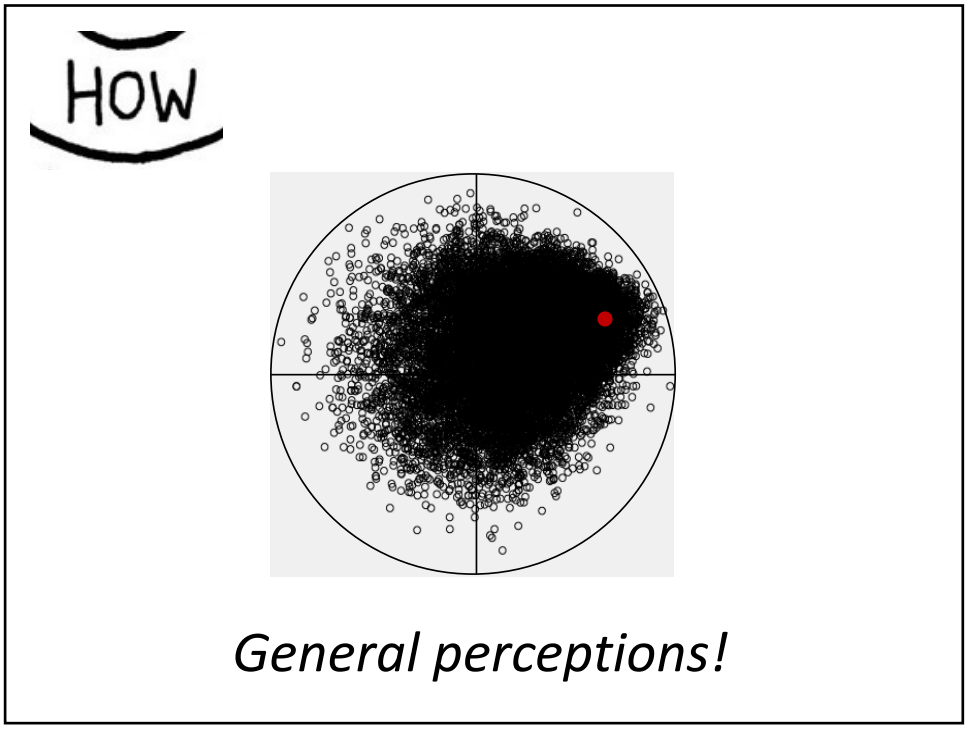
Teacher self perception

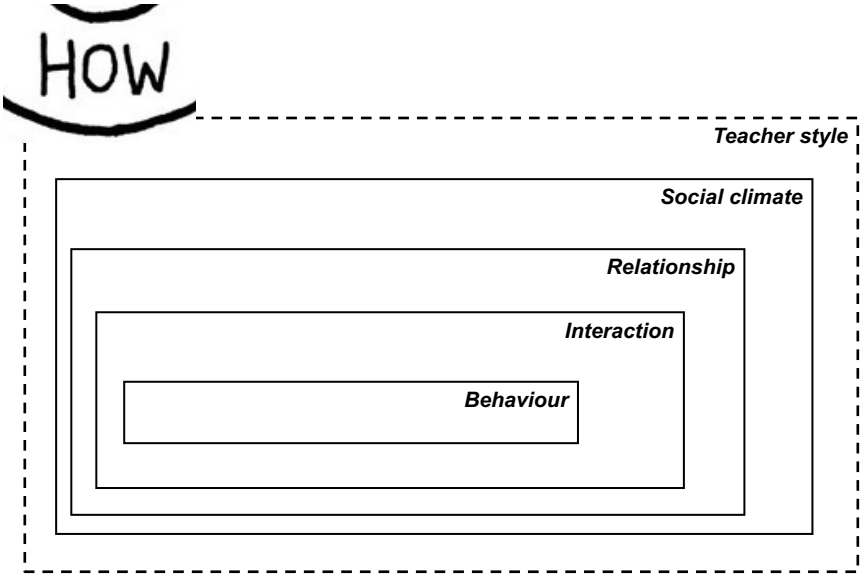


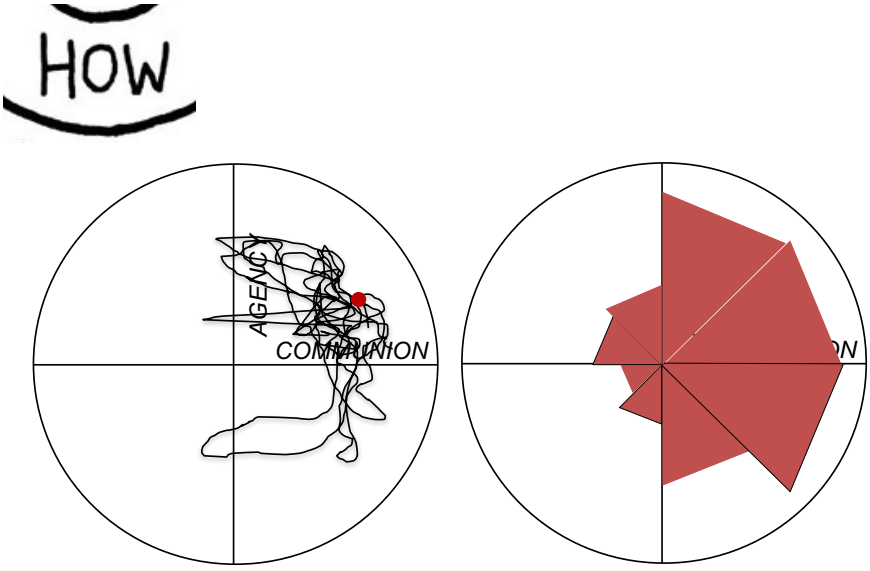
Students' perception




HOW
Interpersonal Profiles
Repressive
Authoritative
Aggressive disorder
Tolerant


HOW
General perceptions!


HOW
Teacher style
Social climate
Relationship
Interaction
Behaviour

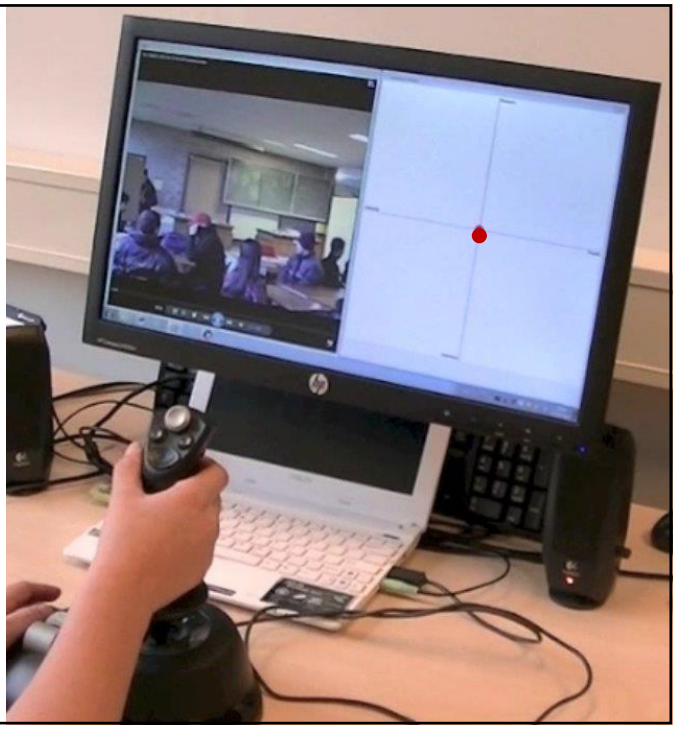

HOW
AGENCY
COMMUNION
Behaviour
General perceptions

Behaviour

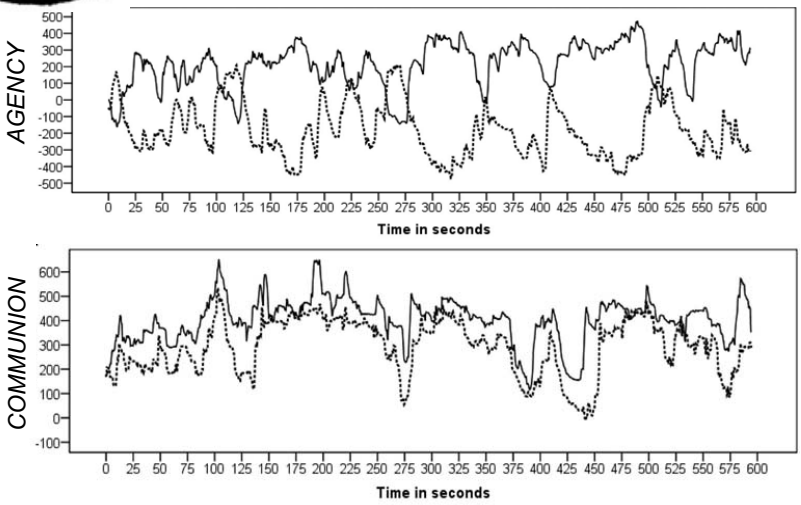
Continuous Assessment of Interpersonal Dynamics (CAID)

Moment-to moment

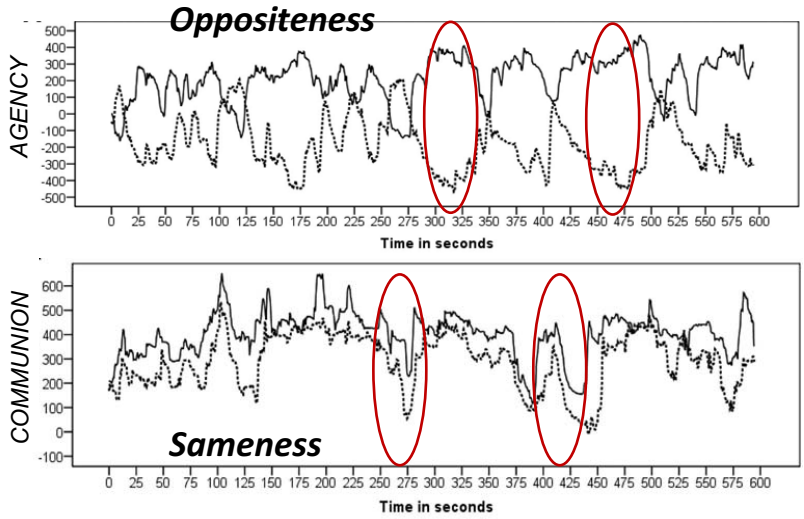
Teacher and Class



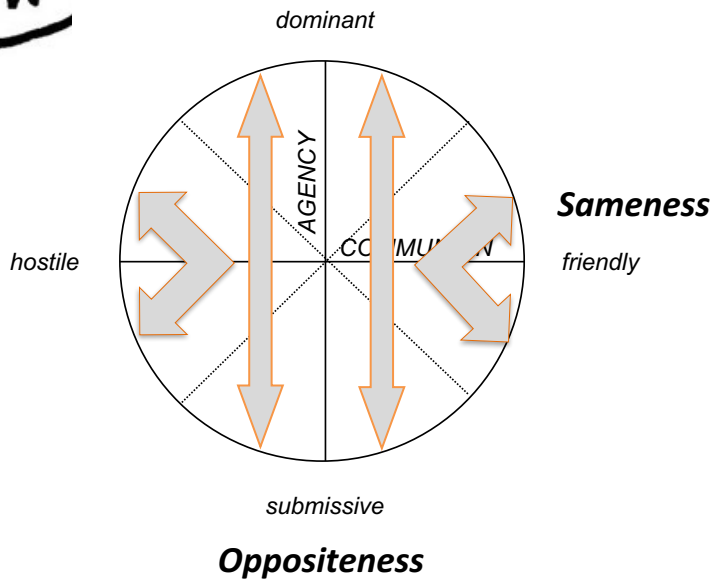
Interpersonal behaviour

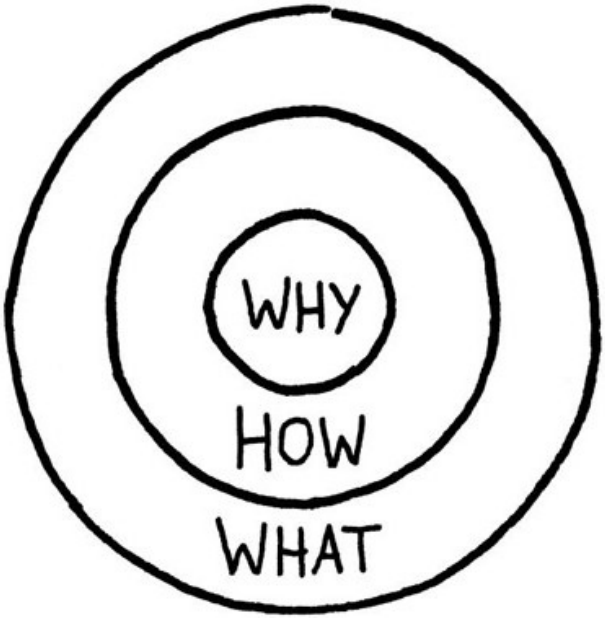


Interpersonal Complementarity



Complementarity





WHAT

Classroom Climate

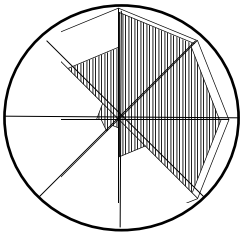
Why do classrooms differ in Agency and Communion?

Where do differences in Agency and Communion ratings come from?

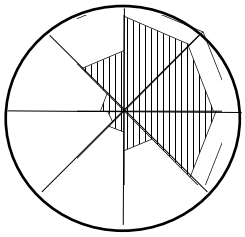
WHAT

Classroom Climate

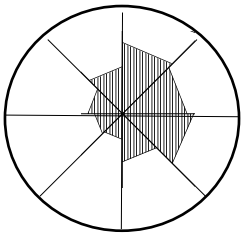
Teacher ideal



Teacher self perception



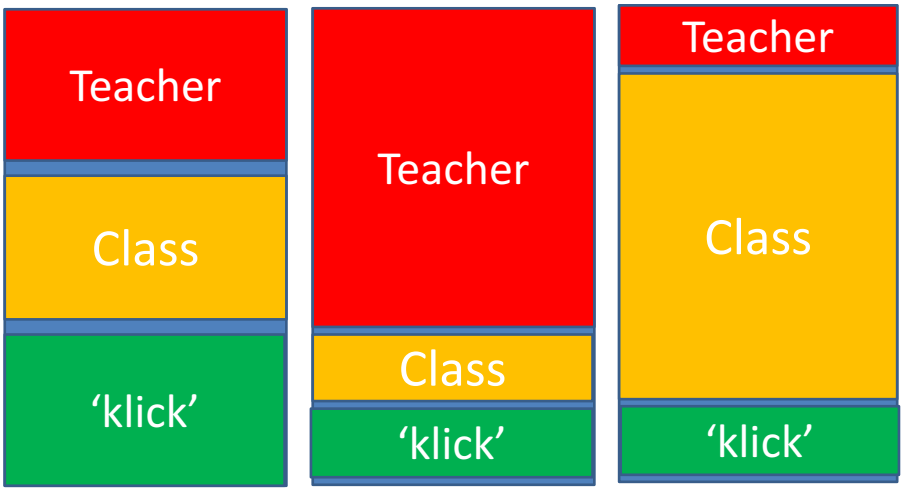
Students' perception



	M	SD	min	max
Agency				
Self-perception	0.58	0.60	-1.31	1.84
Classroom perception	0.43	0.40	-0.76	1.45
Communion				
Self-perception	0.58	0.68	-1.74	1.90
Classroom perception	0.45	0.62	-0.99	1.75

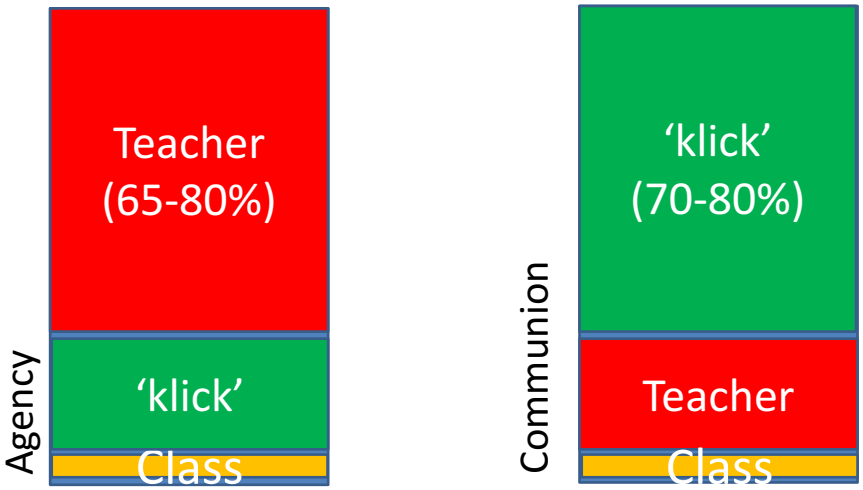
WHAT

Classroom Climate



WHAT

Classroom climate



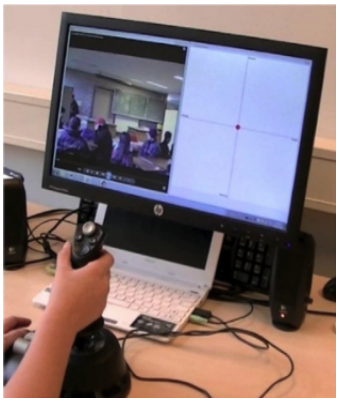
WHAT

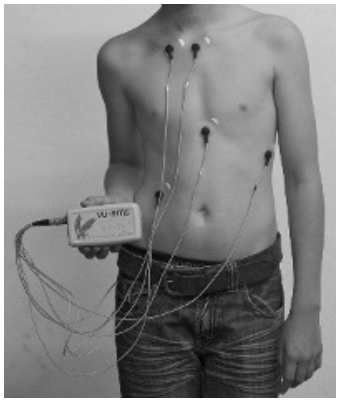
Teacher Emotions and Wellbeing (Monika Donker)

- Emotional processes are inherently interpersonal (Butler, 2015; Van Kleef, 2009)
- Teacher-student interaction influences teachers' emotions and wellbeing (Hagenauer et al., 2015; Spilt et al., 2011)

WHAT

- Continuous Assessment of Interpersonal Dynamics (CAID)
  (Pennings et al., 2014)
- VU University – Ambulatory Monitoring System (VU-AMS)
  (Willemsen et al., 1995)





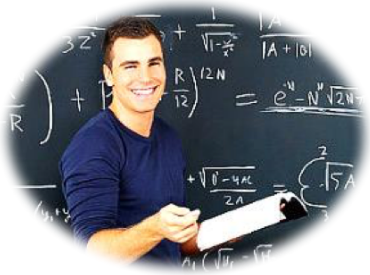
WHAT

Low score on Relaxation
High score on Anxiety

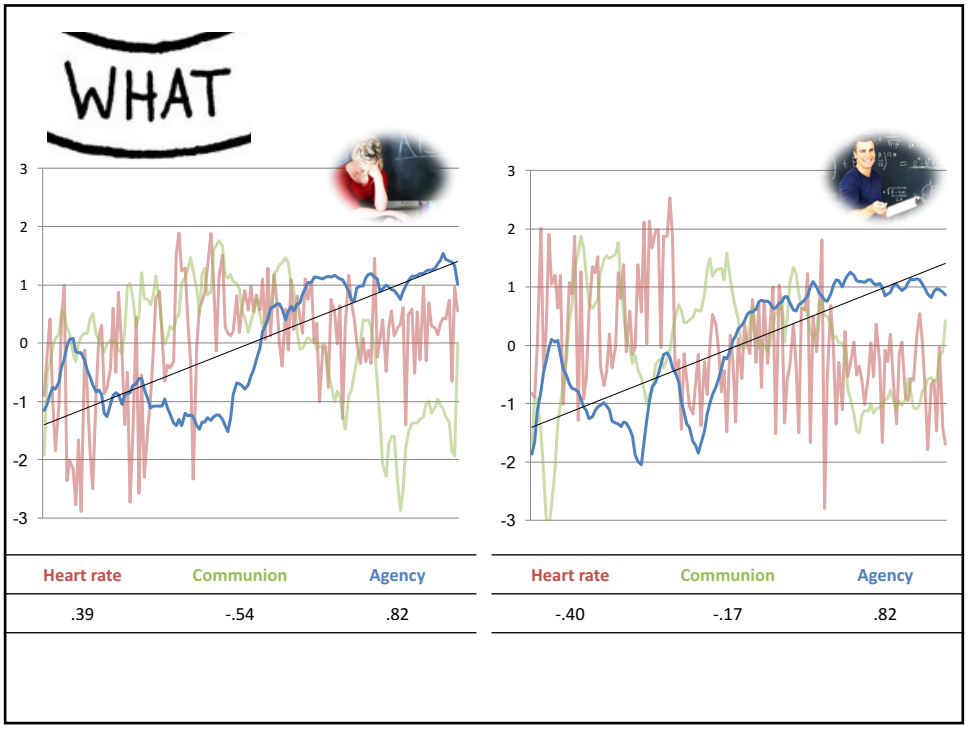
High on burnout

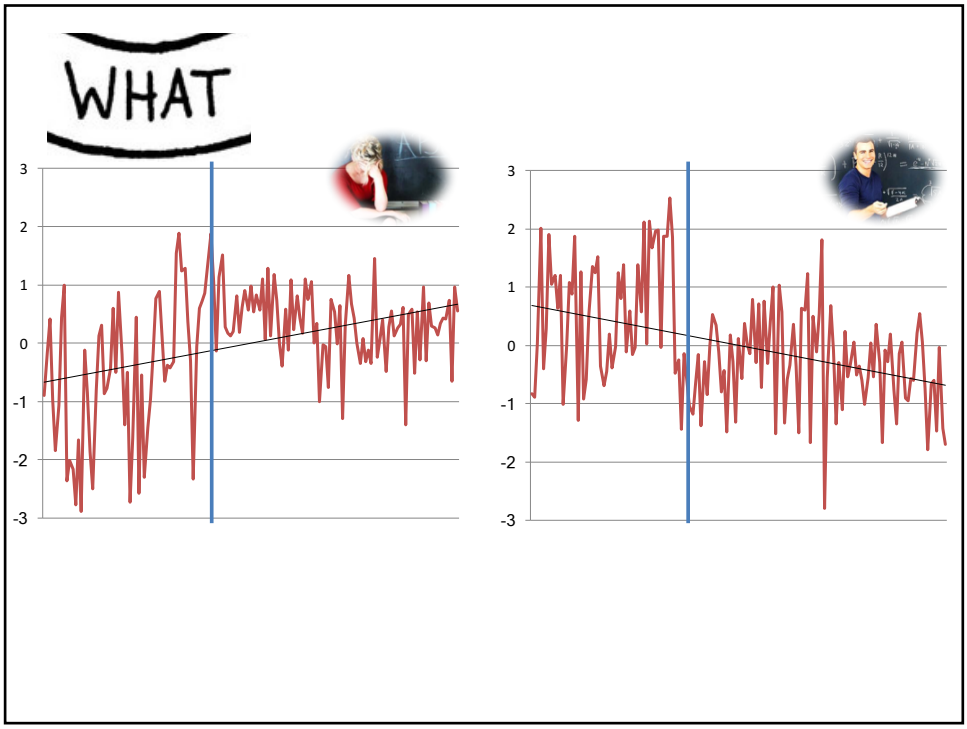
High score on Relaxation
Low score on Anxiety

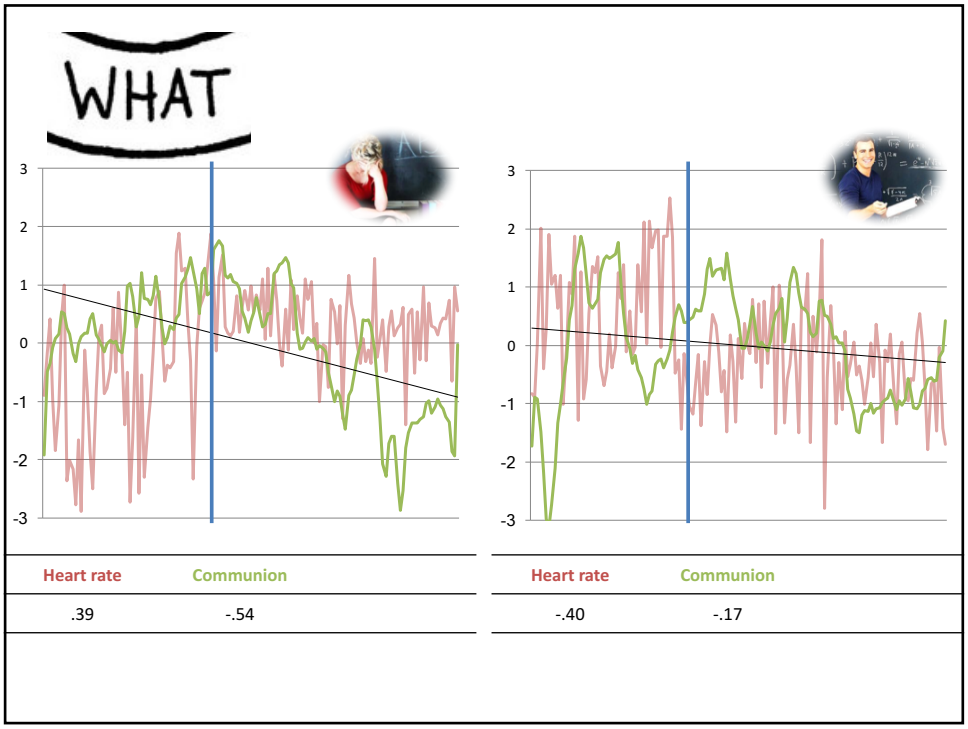
Low on burnout

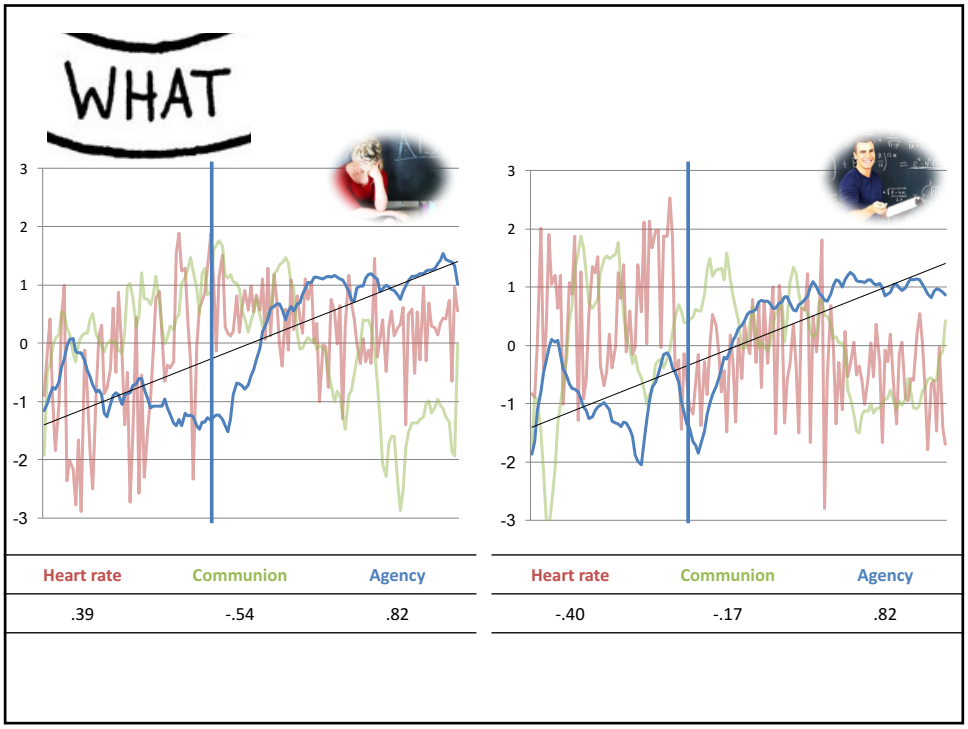


Same Agency & Communion


WHAT
3
2
1
0
-1
-2
-3
Heart rate
Communion
Agency
.39
-.54
.82
Heart rate
Communion
Agency
-.40
-.17
.82


WHAT
3
2
1
0
-1
-2
-3


WHAT
3
2
1
0
-1
-2
-3
Heart rate
Communion
.39
-.54
Heart rate
Communion
-.40
-.17


WHAT
3
2
1
0
-1
-2
-3
Heart rate
Communion
Agency
.39
-.54
.82
Heart rate
Communion
Agency
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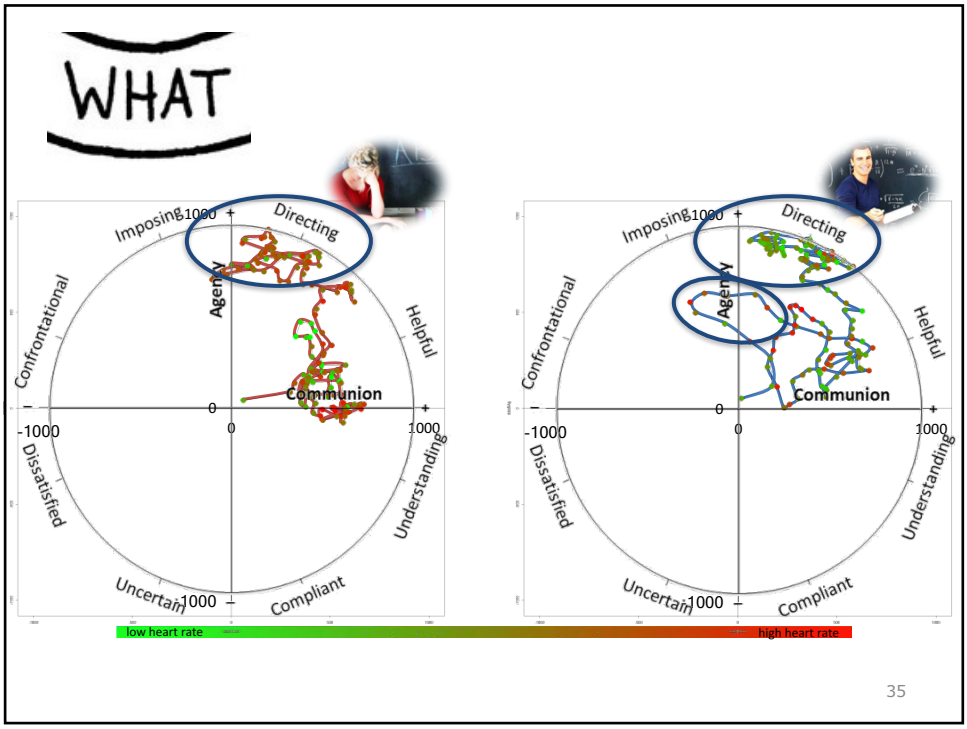
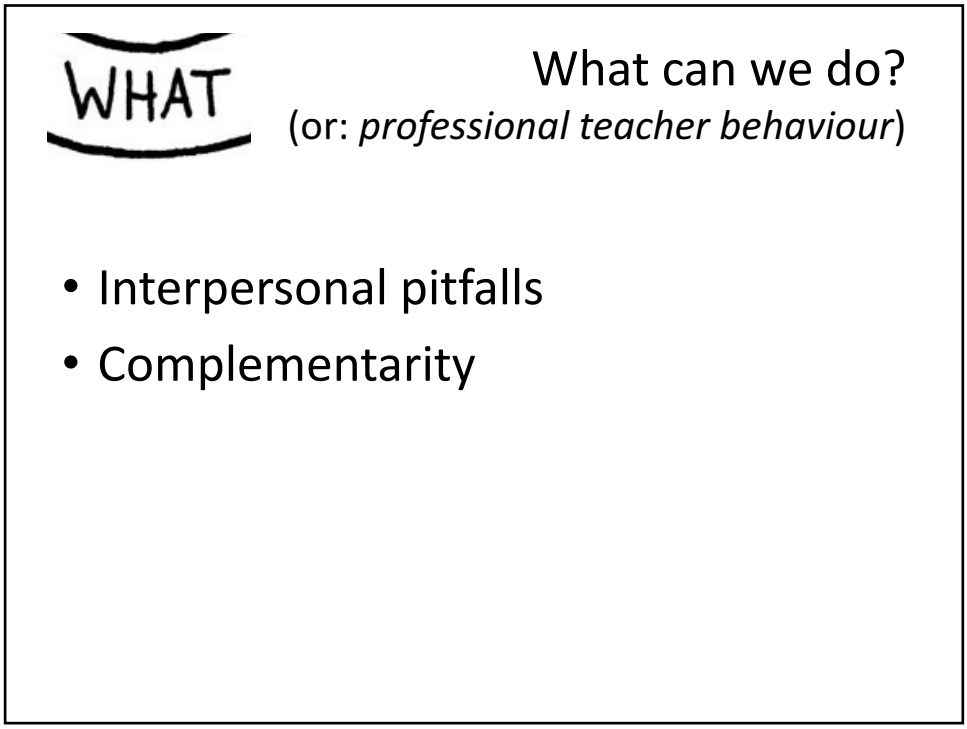
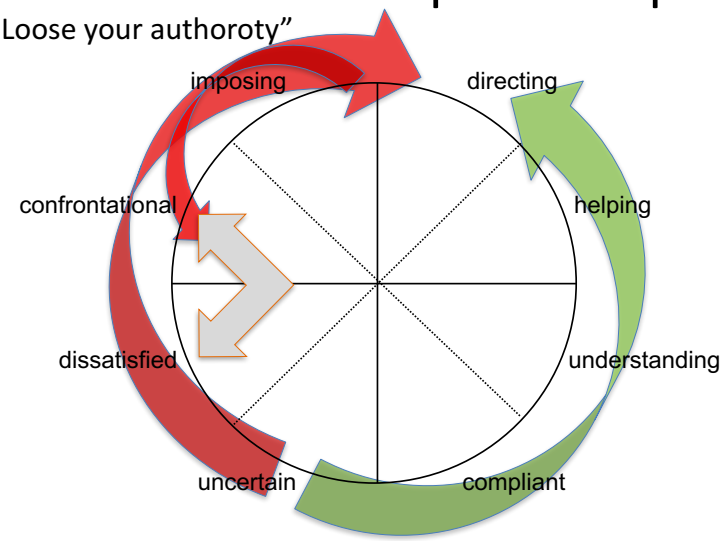
-.17
.82


WHAT
Imposing
Directing
Confrontational
Helpful
Agency
Communion
Dissatisfied
Understanding
Uncertain
Compliant
-1000
1000
0
low heart rate
high heart rate
35


WHAT
What can we do?
(or: *professional teacher behaviour*)
• Interpersonal pitfalls
• Complementarity

Interpersonal pitfalls

2. ”Loose your authoroty”



CHALLENGE OR THREAT?

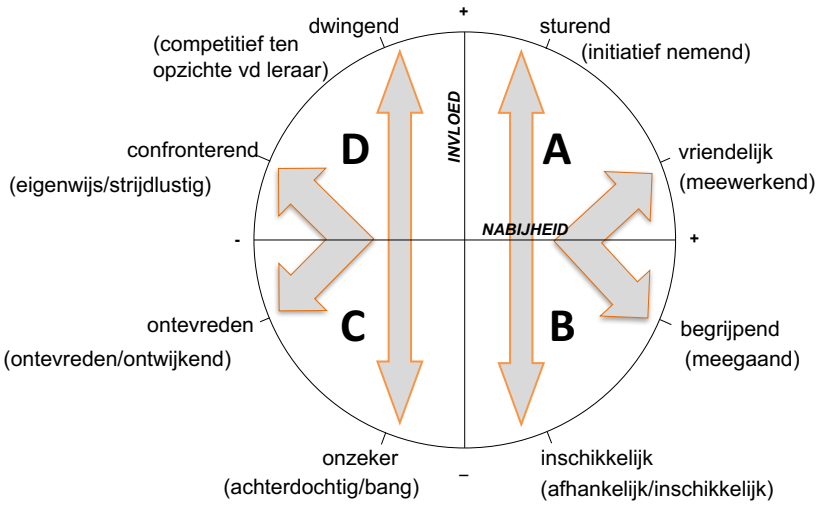
1. “the wrong side up”

Komplementaritetskort

Interpersoonlijke complementariteit als tool voor de leraar

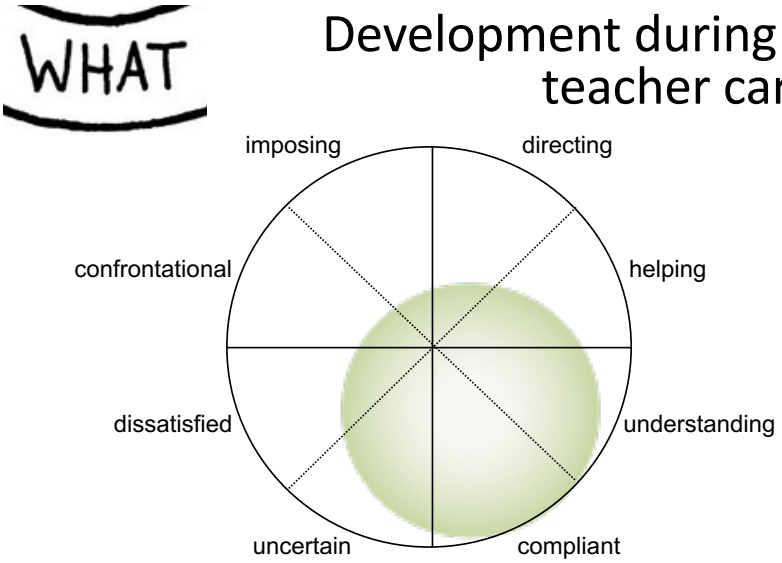
(Tim Mainhard, 2016)

Interpersonel komplementaritet som værktøj til læreren



(tussen haakjes = leerling woorden)

Interventie: bijv. : C→A=B; D→B=A; A→B= A; D→A=B



An Interpersonal Perspective on Classrooms

Et interpersonelt perspektiv på klasseværelserne

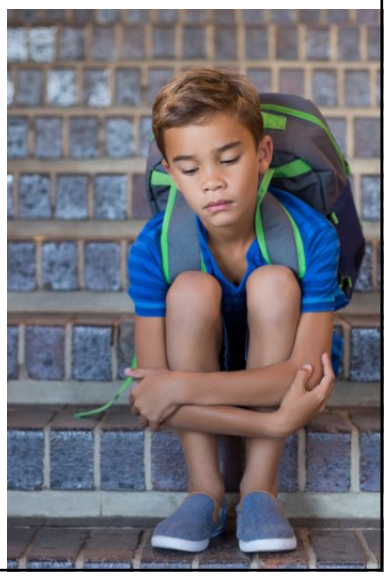
Tim Mainhard
m.t.mainhard@uu.nl

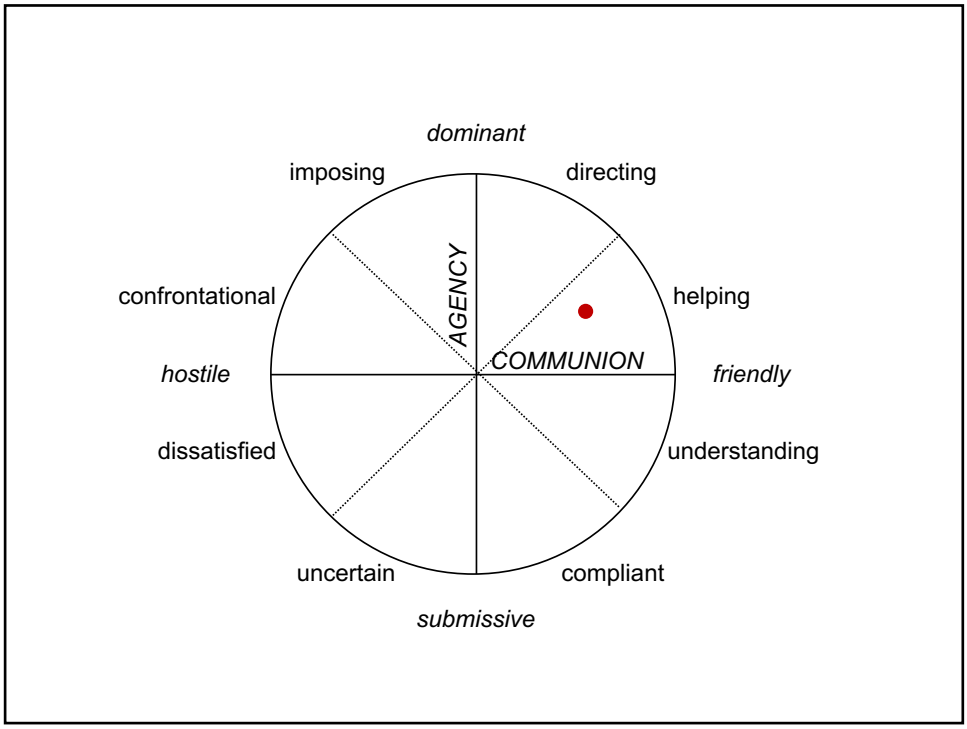
balance

Rose-coloured glasses

or panic stricken?

Rowe et al., 2006




dominant
imposing
directing
AGENCY
confrontational
helping
COMMUNION
hostile
friendly
dissatisfied
understanding
uncertain
compliant
submissive