

"It's a motivator, it's a management strategy, and it's a formally researched way to turn a student from a negative to a positive influence." -Rick Smith

2 x 10 Relationship Building Strategy

The 2 x 10 strategy is simple: Spend two minutes per day for ten days in a row talking to an at-risk student about anything they want to talk about, other than academics and discipline.

Teachers know how important teacher-student relationships are to creating an effective learning environment that fosters a true love for learning. John Hattie says "it is teachers who have created positive teacher-student relationships that are more likely to have above average effects on student achievement" (2009).

Sometimes it may be difficult to know where to start with relationship building in the classroom, especially in a highly disruptive atmosphere, ripe with behaviour issues. The 2 x 10 strategy can be a good place to start, as it works on mutual respect, creating an opportunity to cause a positive shift in the environment. For a student, disappointing a teacher that has shown they care about their opinions and interests can be a more powerful behaviour deterrent than anger or the threat of punishment.

Some teachers have described the 2 x 10 strategy

as a simple, but "miraculous" relationship building tool, which works at all grade levels. Not only is a teacher building rapport with a student when intentionally and strategically employing this strategy, but they are showing care for who they are as a person. Many times behaviour issues in the classroom can be linked to experiences that have skewed a student's perception and trust in adults. Such things have been discovered by teachers employing this strategy, with hopes of healing and/or strengthening their "invisible classroom" (Olsen, 2014). In some cases, it has led to students opening up and engaging in much deeper conversations.

Beyond motivating and building student trust, Thomas and Oldfather argue "If {teachers} have a genuine sense of respect for the integrity of students' minds and engage in connected knowing (Belenky et al., 1986), such teachers can 'share ownership of knowing' with students, honour their voices, and create classroom cultures that embody genuine respect for student sense-making" (1997). Keeping these theories in mind, one can see how the 2 x 10 strategy positively impacts both fronts of a



teacher-student relationship to increase achievement. "By knowing students better, teachers are likely to worry more about their failure, provide more help directed toward improvement, take responsibility for disciplining everyone, and invest more fully in improving the whole school" (Lee & Loeb, 2000).



ADDITIONAL RESOURCES

Book - 'The Invisible Classroom: Relationships, Neuroscience & Mindfulness In School' by Kirke Olsen (2014)

<http://books.wwnorton.com/books/The-Invisible-Classroom/>

Academic Research & Professional Development - 'Visible Learning Plus: 250+ Influences on Student Achievement' by John Hattie (2018)

<https://www.visiblelearningplus.com/content/research-john-hattie>

Article - 'Education Update: The Two-Minute Relationship Builder' by Sarah McKibben, Association for Supervision and Curriculum Development (2014)

http://www.ascd.org/publications/newsletters/education_update/jul4/vol56/num07/The_Two-Minute_Relationship_Builder.aspx