



“We R 3C, Inc. is dedicated to building and sustaining caring communities through programs which develop and celebrate respect, kindness and compassion.”

BUILDING MEANINGFUL RELATIONSHIPS WITHIN THE EDUCATIONAL COMMUNITY

There are numerous communities that each of us interact with on a daily basis. Understanding those communities and the dynamics of each, is a step towards building meaningful relationships that will be rooted in caring, kindness and respect. The educational community is one of the more dynamic communities that we all have experienced at one time or another during our personal lifetime. There are several components that interact on a daily basis. This White Paper takes a brief look at four of them; Teacher Relationships with Students, Teacher Relationships with Parents, Teacher Relationships with the Community, and finally student relationships with students. In each of the four relationships, the White Paper points out how participation in the We R 3C™ Program builds meaningful relationships.

How We R 3C™ builds meaningful teacher relationships with students, parents and the community?

The foundational core of We R 3C™ is centered on process-based programming materials that encourage the development of personal relationships as a foundation for intrinsically motivated, positive behaviors within a variety of communities. The We R 3C™ Program provides the how to, the motivation, and the encouragement to begin and sustain a behavior of caring. It is through the creation and nurturing of this behavior that meaning relationships are built and provide individuals the opportunity to learn about each other as well as recognize and appreciate what each person brings to that particular community.

Within the classroom community, the We R 3C Program nurtures relationships inclusive of but not limited to the following ways:

Teacher to Student:

1. Allows teachers to recognize and understand the “individuality” of each student.
2. Permits teachers to become cognizant of the “situational health” of the student through meaningful, reoccurring conversations.

3. Offers teachers the opportunity to “model” to students and with students in provided Exercises and Activities.
4. Encourages the building of “trust” between teacher and student by eliminating much of the mystique or fear sometimes associated with teachers by students.
5. Enables teachers to understand the “whole child” and what may affect the students in their lives so they may teach more effectively in the classroom.
6. Creates the expectation that “demonstrations of respect” should be a natural occurrence between teachers and students, students and teachers and students and students.
7. Offers teachers the opportunity to build “caring classroom communities.”
8. Offers teachers the opportunity to have students experience learning in a way that is meaningful and fun.
9. Allows teachers to share and showcase their “wisdom of age” and have students truly appreciate and respect that wisdom.
10. Offers teachers the opportunity to have students perceive them as “partners in learning” as opposed to the “provider” of learning.

Teacher to Parents:

1. Allows teachers to “value” the role of parenting because the teacher “values” the student as a person and communicates that to the parents.
2. Permits the teacher to build a meaningful relationship and partnership with parents through their participation in Exercises or Activities mutually completed at home.
3. Allows the teacher-parent relationship to be ongoing through sustained involvement.
4. Provides teachers with the opportunity to learn and understand their students in a meaningful way that can be effectively communicated to parents.
5. Permits teachers to develop and build an atmosphere of “trust” that will encourage a free-flow of information between the teacher and parents and the parents and teacher.

6. Allows the talents, abilities and/or characteristics of students which may have been inherited, encouraged or taught by the student's parents to be utilized in the classroom community.

Teacher to Community:

At the core of We R 3C, Inc.'s vision statement is the belief that through building and sustaining caring communities, the members of those varying communities will not only have the opportunity to celebrate respect, kindness and compassion, but also realize it as a common responsibility. In so doing, teachers have the opportunity to:

1. Understand that there are several communities in which their students are a part.
2. Identify with students the varying communities in which they interact and engage in that interaction with them.
3. Interact with varying communities in an effort to increase their effectiveness not only in the classroom but as responsible members of that community.
4. Interact with community connections obtained through parents.
5. Bring the community into the classroom.
6. Identify the "value" in understanding the importance of community interaction as it relates to learning, students and themselves as individuals.

Student to Student:

1. The encouragement of students to develop relationships with one another that may have never occurred.
2. The realization that students have a real duty and responsibility to learn about one another and those in their community.
3. The identification of how to depend upon the importance of each other's contribution to the community.

4. The discovery of learning how to use each other as meaningful resources that encourage admiration and appreciation of one another.
5. The identification of how to plan, develop and execute meaningful activities within the classroom and community.
6. The knowledge of how to pull other students who may be considered as “outsiders” into the community and the realization that it is a responsibility to do so.

It is through a better understanding of “relationships” and how they collectively interact, that we can better understand community and the dual and simultaneous responsibility that it has to its members and its members to the community. Those noted within this White Paper are but four of those relationships within an educational community that has many more which will become the future topic of additional White Papers.

“The relationships you build throughout life are precious parts of who you are and how you value others and they you.” We R 3C™ Program Materials

