

Ethnic differences in student-teacher relationships.

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Numerous studies in educational and developmental psychology have shown that students' interactions and relationships with their teachers are important for their academic and social adjustment. Little attention has been paid to ethnic differences in student-teacher relationships. However, the available evidence (all US based) suggests that the quality of the student-teacher relationship is more important for the school adjustment of ethnic minority children compared to their majority contemporaries, and also that (some) minority students are at risk of developing less positive relationships with their teachers. Hence, minority children's relationships with their teachers seem to involve a double-edged risk, and additional research has the potential to provide important avenues for explaining and narrowing the achievement gaps reported for minority and migrant children in various Western countries. In this seminar, I will discuss fresh research on student-teacher relationships in the Netherlands. The focus will be on Turkish- and Moroccan-Dutch versus ethnic Dutch children in primary school.