

**Transformative Teaching: An Examination Of Relational Pedagogy In The Film 'To Sir, With Love' Directed By James Clavell And Its Impact On Students' Attitudes And Behaviours****Félix Fernandes Coutinho**

Instituto São João De Brito, Timorleste

felixsjcoutho21@gmail.com

INFO ARTIKEL**Kata Kunci:** Relational Pedagogy, Transformative Teaching, and Students behaviours and attitudes**ABSTRAK**

This research, titled “Transformative Teaching: An Examination of Relational Pedagogy in the Film ‘To Sir, with Love’,” explores the impact of Mr. Thackeray’s relational pedagogy on students’ attitudes and behaviors. The study addresses two key questions: 1) How are the key elements of relational pedagogy—care, attentive presence, interpersonal communication, and trust—portrayed in the film? 2) How do these elements impact students’ behaviors and attitudes, particularly for Pamela, Potter, and Denham? Using a qualitative approach, the research employs document analysis and thematic analysis. The findings reveal that Mr. Thackeray effectively implemented the four key elements of relational pedagogy, resulting in positive changes even among disengaged and resistant students. His approach fostered greater commitment, politeness, enthusiasm, and cooperation, as well as deepened his understanding of students’ perspectives. By integrating students’ viewpoints into classroom discussions, Thackeray empowered them to freely express themselves without fear of marginalization. These pedagogical strategies led to notable transformations in students’ behaviors and attitudes, particularly for Pamela, Potter, and Denham. In conclusion, the research highlights the effectiveness of relational pedagogy in promoting positive change in student behavior and attitudes, emphasizing care, attentive presence, communication, and trust as essential components for transformative teaching.

PENDAHULUAN

Education is one of the powerful factors capable of transforming individuals into a good person in society. (Yépez-Reyes et al., 2021) believed that education has a transformative character that enables students to become good citizens with a good sense of solidarity with others. He further addressed that education can also form students’ minds and hearts to be critical, sensitive, and compassionate because education aims to change people not only to become better person only for themselves but also for the good of the community. Additionally, Pope Francis addressed the International Commission on the Apostolate of Education of the Society of Jesus (ICAJE) in the Vatican on 24 May 2024, about what true education is all about. Pope Francis said, “This is true education: accompanying young people so that they discover in service to others and in academic rigor the construction of the common good.”(Vatican News, 2024).

Therefore, in education, teachers play essential roles in shaping, changing, and influencing students for academic development, personal growth, and character formation, including students’ behavior and attitude. Beyond the classroom, teachers often serve as mentors, guides, and role models, leaving an indelible impact that extends far beyond the curriculum (Raj, 2023). Furthermore, The transformation can become effective if educators use an effective methodology and pedagogy in teaching that not only focuses on helping students’ academic performance but also contributes to their personal growth and character formation. This highlights the importance of transformative teaching at

Transformative Teaching: An Examination Of Relational Pedagogy In The Film 'To Sir, With Love' Directed By James Clavell And Its Impact On Students' Attitudes And Behaviours

school. (Slavich & Zimbardo, 2012) stated that transformative teaching is an approach that addresses meaningful connections between the students, the teacher, and the subject matter being taught. The goal of transformative teaching is to create more engaging learning that not only affects students' knowledge but also helps personal development and growth for the students. This must be highlighted as a principal goal of teachers. As (Hooks, 2014) stated, as educators, their work is not solely to share information but to share in the intellectual and spiritual growth of their students. He further emphasizes that educators need to teach in a manner that respects and cares for the necessary conditions where learning can most deeply and intimately begin. This highlights that the development of students' academic performance and holistic formation in educational fields depends largely on teachers. However, transformative teaching can happen if teachers adopt an effective pedagogy in addressing their students, especially when dealing with challenging students in terms of their behaviours and attitudes, to help their students effectively. As a point of reference for teachers, teachers can adopt Mr. Thackeray's relational pedagogy in the film 'To Sir, With Love'.

This film 'To Sir, With Love' was produced based on a novel entitled E.R. Braithwaite's autobiographical. This film was directed by James Clavel and was released in 1967. It explored the transformative power of education through the experience of an energetic and well-carried self of a young man named Thackeray at an inner-city secondary school in the East End, London. Furthermore, The film also addresses themes of racial and social issues, the power of education, and the impact a dedicated teacher can have on students' lives.

Mr. Thackeray had to face students, who can be considered unruly and rebellious. The students also are characterized by the school as undisciplined, disobedient, and disrespectful. Therefore, he encountered challenges with students' misbehaviour, lack of moral values, and motivation, but he continued to persevere in his efforts to educate them wholeheartedly. Initially, he taught a normal subject like Mathematics, Science, English, History, and Geography, but it was not compatible with the student's situation. They responded with hostility and defiance. Recognizing the students' context, struggles, and needs, he shifted his approach. He started treating the students as adults, fostering open dialogue, and addressing their emotional and social needs alongside academic requirements. He also incorporated lessons on life skills, respect, and responsibility into the curriculum. This unique pedagogical approach, grounded in empathy, respect, and personal engagement, can be described as relational pedagogy. It created a classroom environment where students are valued, understood, and motivated to learn. Through this approach, Mr. Thackeray slowly earned the students' trust, leading to positive transformations in their behaviours and attitudes, particularly within the contexts shaped by societal and cultural factors.

In today's world, many teachers face challenges in managing students, especially those who come as undisciplined due to their negative attitudes and behaviours. However, some teachers have a tendency to judge, punish, or scold these students without investigating the underlying causes of their misconduct. As (Orlando, 2019) explains, sometimes teachers tend to label students who miss work and fail in their courses as lazy or worse. Furthermore, (Orlando, 2019) also addresses that it is easy for teachers to forget that students also face many challenges in their lives. Challenges like breakups, illness, problems at home, addictions, and struggles with depression. This type of approach is not in line with the relational pedagogy shown by Mr. Thackeray because relational pedagogy emphasizes creating and maintaining a caring, trusting, and autonomous classroom environment (Hollweck et al., 2019) and fostering respect (Ljungblad, 2021). It creates a classroom environment where students feel motivated to learn, valued, and understood by their teachers.

Relational pedagogy, as highlighted in the film, offers an alternative to the traditional way of teaching which uses an authoritarian teaching method but relational pedagogy prioritizes the development of meaningful, trust-based relationships between teachers and students. As Bovil (2020) stated relational pedagogy emphasizes more on building trust, empathy, mutual respect, and understanding as a foundation for a successful learning process. This approach has the potential to address student indiscipline and transform their attitudes and behaviours. Despite the compelling portrayal of relational pedagogy in the film, there remains a scholarly gap in analyzing how these teaching methods can be effectively applied in modern educational contexts, particularly in dealing with undisciplined students.

The study aims to address this gap by focusing on transformative teaching in Thackeray's use of relational pedagogy, such as the situated practice of care, attentive presence, interpersonal communication, and trust, and its potential for transforming student attitudes and behaviours, especially in the life of Pamela and Denham. By examining the practical application of this approach in contemporary educational settings, the research seeks to provide insights into effective strategies for managing student indiscipline and fostering a positive learning environment. Precisely, the researcher will examine the key scenes, characters' interactions, and social-cultural context of the film. For this, the researcher will identify the elements of Mr. Thackeray's method that contribute to changing students' behaviour and attitude, particularly on Pamela, Potter, and Denham.

Therefore, understanding the impact of Mr. Thackeray's relational pedagogy, such as the situated practice of care, attentive presence, interpersonal communication, and trust, can lead to several insights: first, it provides insights into the effectiveness of relational pedagogy as a teaching method, demonstrating how empathy, respect, and personal engagement can transform students' behaviour, attitude, and academic outcomes; second, it awakens educators' awareness to appreciate the value of student-centered learning, where the focus is on the holistic development of students rather than solely on academic achievement, and at the same time, educators can construct meaningful relationships with students where trust and mutual respect play a crucial role in effective teaching and learning; and finally, it offers valuable advice for educators on the importance of developing personal connections with students to foster a supportive and effective learning environment.

Since the film 'To Sir, With Love' offers a timeless example of how relational pedagogy can lead to meaningful and lasting student transformation, this study will certainly contribute to the existing body of literature, especially on effective teaching practices. It also creates a sense of understanding for educators that they are the key aspect for the transformation of their students' behaviours and attitudes in a school setting through meaningful relationships with their students, built on trust, empathy, and mutual respect as the foundation of successful learning environments.

The film "To Sir, With Love" is an educational movie. It explored the transformative power of education through the experience of an energetic and well-carried self of a young man named Thackeray. He encountered challenges with students' misbehaviour, lack of moral values, and motivation at an inner-city secondary school in the East End, London. Many of these students came from terrible backgrounds and experienced rejection in society and from other schools. This led them to a lack of motivation and poor behavior that has caused several teachers to resign from their actual school. Despite these challenges, Mr. Thackeray was determined to educate his students. He employs relational pedagogy, focusing on care, communication, active presence, and trust to manage and transform the classroom, particularly impacting students like Pamela, Potter, and Denham. These methods build a strong relationship between the teacher and the students as emphasized in Relational Pedagogy. This teaching method, which emphasizes building supportive, empathetic, and respectful relationships, is depicted as transformative for the student's behaviour and attitudes, especially on Pamela, Potter, and Denham. While the film showcases positive outcomes, there is limited detailed analysis of the mechanisms of relational pedagogy and its broader implications for educational practice. This study aims to bridge this gap by examining the specific elements of Mr. Thackeray's relational pedagogy, such as the situated practice of care, attentive presence, interpersonal communication, and trust, that contribute to changing student behaviour and attitudes, particularly on Pamela, Potter, and Denham, and how these can be applied in today's educational environments.

Objectives of this study 1. To identify and analyze the key elements of Mr. Thackeray's relational pedagogy, such as the situated practice of care, attentive presence, interpersonal communication, and trust, depicted in the film "To Sir, With Love". 2. To examine the impact of Mr. Thackeray's use of relational pedagogy, such as the situated practice of care, attentive presence, interpersonal communication, and trust, on the behaviours and attitudes of students in the film, particularly on Pamela, Potter, and Denham.

Indra (2021) from the University Islan Rian conducted a thesis paper entitled "An Analysis of Directive Speech Act in Mark Thackeray's Dialogue into Sir, With Love Movie" was authored by Indra (2021). This study aimed to classify and elucidate the forms and motivations behind Mark Thackeray's use of directive speech acts, utilizing Searle's theory and employing a descriptive research methodology. The study employed a qualitative approach, with the script of the movie 'To Sir, With Love' as the primary source. The finding of this study was Mr. Thackeray used four classifications of directive

Transformative Teaching: An Examination Of Relational Pedagogy In The Film 'To Sir, With Love' Directed By James Clavell And Its Impact On Students' Attitudes And Behaviours

speech acts in the movie: "Commanding" appeared 51 times; "Suggestion" was used 24 times; "Warning" appeared 25 times; "Requesting" appeared 32 times. In terms of grammatical form, Mr. Thackeray's directive speech acts were categorized as follows: The imperative form appeared 71 times; the interrogative form was used 35 times; the declarative form was used 28 times.

First, Hickey and Riddle (2022) explored "Relational Pedagogy and the Role of Informality in Facilitating Learning and Teaching Interactions" to understand how informal interactions can create inclusive and socially just learning environments. Their research, based on ethnographic studies in alternative learning settings, revealed that informality significantly influenced pedagogical interactions, nurturing strong bonds between students and teachers and improving learning experiences. The study emphasized the importance of informal interactions at the 'interface' of students, teachers, and learning to promote relationality. The findings underscore the essential role of relational pedagogy in engaging young learners across diverse learning contexts.

METODE PENELITIAN

In this study, the researcher will use a qualitative research design, as described by Creswell (2014), which focuses on non-numerical data such as text and images. This approach involves multiple steps in data analysis, including skimming, reading, and interpretation to ensure the accuracy and validity of the data. It is suitable for understanding Mr. Thackeray's relational pedagogy in the film *To Sir, with Love* and its impact on students' behaviors and attitudes, particularly Pamela, Potter, and Denham. Additionally, the study will incorporate document analysis, following Bowen's (2009) definition of document analysis as a systematic process for evaluating both printed and electronic sources. This will include books, articles, journals, and transcripts of the film, providing detailed data to support a deeper analysis of Thackeray's pedagogical practices and their effects on the transformation of his students. Through this method, the researcher will gain valuable insights into the impact of relational pedagogy on student behavior and attitudes.

HASIL DAN PEMBAHASAN

The film "To Sir, With Love" is an educational movie. It explored the transformative power of education through the experience of an energetic and well-carried self of a young man named Thackeray. He encountered challenges with students' misbehaviour, lack of moral values, and motivation at an inner-city secondary school in the East End, London. However, he perseveres in his efforts to educate them. Therefore, he employed relational pedagogy in his teaching which emphasized on the situated practice of care, attentive presence, interpersonal communication, and trust, to manage and transform a classroom of undisciplined students, especially in the lives of Pamela, Potter, and Denham. This teaching method was depicted as transformative for the students's behaviours and attitudes, especially on Pamela, Potter, and Denham. Therefore, this chapter IV, The researcher employs this study using thematic analysis. Moreover, the researcher analyses the specific images of the scenes that present the key elements of Mr. Thackeray's relational pedagogy, such as the situated practice of care, attentive presence, interpersonal communication, and trust, depicted in the film "To Sir, With Love" and its impacts on the behaviours and attitudes of students in the film, particularly on Pamela, Potter, and Denham.

The Key Elements of Mr. Thackeray's Relational Pedagogy, such as the Situated Practice of Care, Attentive Presence, Interpersonal Communication, and Trust

Problem 1: the key elements of Mr. Thackeray's relational pedagogy, such as the situated practice of care, attentive presence, interpersonal communication, and trust, portrayed in the film "To Sir, With Love"

The Situated Practice of Care

The situated Practice of Care has emphasized the importance of educators creating a relational space to encourage meaningful teacher-student interactions, transcending the confines of the physical classroom into the "in-between" spaces where such interactions occur (Crownover and Jones, 2018, and Ljungblab, 2019). Engaging in the practice of situated care, instructors prioritize understanding students' present circumstances, focusing on guiding them to mature and responsible adulthood through

the vehicle of relationships, with an emphasis on their long-term growth and development (Noddings, 1984). This involves investing time in comprehending students' historical and cultural backgrounds, as well as their nature, particularly when facilitating service-learning activities (Chika-James, 2020). The practice of situated care also encompasses actively listening to students, responding empathetically to their emotions, observing their interactions with others, and being attentive to their nonverbal cues to gain insight into their individuality and current state (Chika-James, 2020).

Based on this analysis, the element of the situated practice of care which Mr. Thackeray had employed in his teaching can be found in 8 scenes of the film "To Sir, With Love".

Context of the 1st scene: Mr. Thackeray began his first class with the students. He aimed to understand their academic abilities and current intellectual level by having them read aloud what they liked when he called their names.	
Dialogue of Scene (Direct quote):	Mr. Thackeray: <i>"I don't know how much you know, so we'll start from scratch. First, as I call your name. Will you read anything you like from one of your schoolbooks?" (13:19)</i>
Analysis and discussion of the scene: Relational pedagogy draws from relational ontology (Hickey and Riddle, 2023), which posits that people share a social living space with others (Ljungblad, 2019), and implies that knowledge acquisition and learning happen through human interaction (Bingham & Sidorkin, 2004). This scene depicts Mr. Thackeray' application of relational pedagogy in his class which shows through his interaction with his students that emphasize on his practice of care. When Mr. Thackeray began his first class with his secondary school students in East London, he did not jump straight into teaching. Though, as a caring teacher, he decided to measure their academic levels first. To do this, he asked the students to read aloud from their books, taking note of their reading skills. This approach showed that he cared about meeting his students where they were and adapting his teaching to their needs. By applying this method of teaching, Mr. Thackeray demonstrates his care for his students' growth because the practice of care means that instructors prioritize understanding students' present circumstances, focusing on guiding them toward mature and responsible adulthood through the vehicle of relationships, thereby emphasizing their long-term growth and development (Noddings, 1984). As a result, this practice of care that Mr. Thackeray shows to his students will undoubtedly lead them to feel comfortable expressing their voices, as he fosters a supportive learning environment (Chika-James, 2020).	
Context of the 2nd scene: Mr. Thackeray fostered a culture of courtesy and mutual respect within the classroom by addressing his students in a manner becoming responsible adults.	
Dialogue of Scene (Direct quote):	Mr. Thackeray: 1 st dialogue: <i>"Those are out. They are useless to you. I realized you are not children. You will be adults in a few weeks, with all the responsibilities. From now on, you will be treated as such by me and by each other as adults. Responsible adults. Next, we'll be reasonable with each other. We are just going to talk, you and I. You will listen without interruption. And when I am finished, one of you may have your say without interruptions". (31:40 – 32:15)</i> 2 nd dialogue: <i>"Next. we are all going to observe certain courtesies in this classroom. You will call me Sir or Mr. Thackeray. The young ladies will be addressed as Miss, the boys by their surnames". (33:23 – 33:35)</i>
Analysis and discussion of the scene: In this third scene, Mr. Thackeray introduces a new teaching approach. He treats his students with respect and makes them like responsible adults. Instead of referring to them as children, he addresses them as "Miss" followed by their last names for girls and last names for boys. Mr. Thackeray highlights the importance of listening to others and being respectful in this scene. Mr. Thackeray also asked his students to follow specific rules. He asked his students to address him properly as "Sir" or "Mr. Thackeray" and treat each other respectfully. This moment is considered a turning point in his relationship with his students which sets a respectful tone for the rest of the school year. In relational pedagogy, the development of the teacher-student relationship greatly relies on the teacher's relational skills (Aspelin, 2012; Ljungblad, 2019), which include creating and utilizing	

Transformative Teaching: An Examination Of Relational Pedagogy In The Film 'To Sir, With Love' Directed By James Clavell And Its Impact On Students' Attitudes And Behaviours

relational spaces to build trust and respect between teachers and students (Chica-James, 2020). This scene clearly illustrates Mr. Thackeray's deep care for his students, aiming to help them grow both morally and intellectually. This demonstrates Mr. Thackeray's initiative in building trust and respect among his students. He actively listens to them, responds empathetically to their emotions, observes their interactions with others, and pays attention to their nonverbal cues to gain insight into their individuality and current state (Chica-James, 2020). This exemplifies the qualities of an authentic and effective teacher because a good teacher means not only to share information but to share in their student's intellectual and spiritual growth. It emphasizes that educators must teach in a manner that respects and cares for the necessary conditions where learning can begin most deeply and intimately (Hooks, 2014).

Context of the 3rd scene: Seales was visibly frustrated due to his mother's grave illness in the hospital. Recognizing Seales' distress, Mr. Thackeray approached him and demonstrated empathy by inquiring about the issue.

Dialogue of Scene (Direct quote):	<p>Mr. Thackeray: <i>"Something is matter, Seales? Seales, is something wrong? Speak up?"</i></p> <p>Seales: <i>"It's my mum. She's awful sick."</i></p> <p>Mr. Thackeray: <i>"I'm sorry. Anything I can do?"</i></p> <p>Seales: <i>"Nothing! She's English."</i></p> <p>Mr. Thackeray: <i>"I see."</i></p> <p>Seales: <i>"You're like my old man, except bigger and younger. Rotten bastard!"</i></p> <p>Mr. Thackeray: <i>"You shouldn't speak like that about your father."</i></p> <p>Seales: <i>"You know nothing. I hate him! Why not? Never forgive him for what he did to my mum. Never! He married her, didn't he? Didn't he?" (24:22 - 25:02)</i></p>
--	---

Analysis and discussion of the scene:

In this scene, Mr. Thackeray demonstrates deep concern for his students beyond the classroom. When he notices Seales standing alone outside, looking frustrated, he approaches him and asks what's wrong, showing empathy (1:10:06 – 1:10:36). His compassion deepens when Seales shares the tragic news of his mother's death, encouraging him to openly express his feelings. This scene highlights that Mr. Thackeray's care extends beyond academic concerns, embodying Raj's (2023) view that teachers can serve as mentors and role models, influencing students beyond the curriculum. His actions reflect his genuine commitment to his students' well-being, both inside and outside the classroom. As Chica-James (2020) notes, the practice of situated care involves actively listening to students, responding empathetically, and being attentive to their emotional and nonverbal cues. Mr. Thackeray's holistic approach to caring ensures that students feel supported, fostering a comfortable learning environment that builds positive relationships. Through his actions and expressions, he creates an atmosphere where students feel safe and valued, which is essential for enhancing engagement and promoting emotional growth (Chica-James, 2020).

Context of the 4th scene: In a private interaction, Mr. Thackeray approached Pamela to talk about Pamela's misbehaviour at home. Additionally, Mr. Thackeray encouraged Pamela to extend forgiveness towards her mother.

Dialogue of Scene (Direct quote):	<p>Mr. Thackeray: <i>Sit down. I'd like to talk to you.</i></p> <p>Pamela: <i>Has my mum been here?</i></p> <p>Mr. Thackeray: <i>Yes.</i></p> <p>Pamela: <i>The funeral's Saturday, 10:30. About my mum, Sir?</i></p> <p>Mr. Thackeray: <i>She's very worried about you, Miss Dare.</i></p> <p>Pamela: <i>Couldn't you call me Pamela? I think not, for the moment.</i></p> <p>Mr. Thackeray: <i>She says that you've been staying out, late. I've just been to Gran's.</i></p> <p>Pamela: <i>It is just around the corner, not far.</i></p> <p>Mr. Thackeray: <i>Why haven't you told your mother?</i></p> <p>Pamela: <i>She doesn't care about me.</i></p> <p>Mr. Thackeray: <i>You know that's not true. You're not in trouble, are you? (1:19:31 – 1:20:19):</i></p>
--	--

Analysis and discussion of the scene:

In this scene, Mr. Thackeray shows his commitment to supporting all his students, including Pamela. After Pamela's mother expressed concern about her behavior, Mr. Thackeray took the time to have a private conversation with Pamela (1:15:45 – 1:17:14). Although Pamela was initially defensive, Mr. Thackeray emphasized understanding and forgiveness, demonstrating his dedication to her well-being. This interaction reflects Chica-James' (2020) view that the practice of care involves actively listening, responding empathetically, and observing students' nonverbal cues to understand their individual needs. Furthermore, care, as an aspect of relational competency, requires teachers to show genuine concern for students' development (Margonis, 2004; Thayer-Bacon, 2004). Mr. Thackeray's approach aligns with these principles, as he invests in understanding Pamela's struggles and offers personalized advice. His ability to create a supportive environment, even in the face of resistance, fosters openness to transformation. As Chica-James (2020) recommends, educators must strive to create a space where students feel safe to express themselves, which is evident in this scene, where Mr. Thackeray provides the necessary emotional support for Pamela's growth.

Attentive Presence

According to Romano (2004) stated that an attentive presence means that the educator is observant of each student, attuned to their expressed emotions, and responsive to their needs. This encompasses actively engaging with students, acknowledging their input, encouraging them to elaborate, and being approachable and available to address any concerns. Similarly, Margonis's (2004) study highlights how a teacher's attentive presence and interactions can positively influence even the most disengaged and resistant students, fostering greater commitment, politeness, enthusiasm, and cooperation.

Based on this analysis, the element of attentive presence that Mr. Thackeray employed in his teaching can be found in 4 scenes of the film "To Sir, With Love".

Context of the 1st scene: While the student Morian Joseph read, Potter and Denham did not pay attention to the class but were busy playing with their toy. Recognizing their lack of focus, Mr. Thackeray approached the two students to ascertain the nature of their activities and redirect their attention to the lesson at hand.

Dialogue of Scene (Direct quote): Mr. Thackeray: *"Put that away, please!"* (14:31)

Analysis and discussion of the scene:

Romano (2004) stated an attentive presence means that the educator is observant of each student, attuned to their expressed emotions, and responsive to their needs. This attentive presence encompasses actively engaging with students, acknowledging their input, encouraging them to elaborate, and being approachable and available to address any concerns.

In this scene, Mr. Thackeray showed his attentive presence as a teacher during his first class with his students. He noticed that Denham and Potter were not paying attention to their friend Moriam Joseph's reading. To get them back on track, Mr. Thackeray approached the distracted students and redirected their focus.

This moment highlights Mr. Thackeray's attentiveness in the classroom and his skill in keeping his students engaged. This method can have a positive impact on students' engagement. As Margonis (2004) highlighted, a teacher's attentive presence and interactions can positively influence even the most disengaged and resistant students, fostering greater commitment, politeness, enthusiasm, and cooperation. Therefore, Mr. Thackeray's attentive presence in his teaching is very essential because, as Jensen, Skibsted, and Christensen (2015) believe, it can develop a more profound understanding of teachers' students.

Context of the 2nd scene: During the lesson, Potter disrupted the classroom environment by noisily shaking his desk, thereby distracting Mr. Thackeray's explanation.

Dialogue of Scene (Direct quote):
 Mr. Thakeray: *"Potter. Must you do that"*
 Potter: *"I can't help it, Sir. It's my desk."*
 Mr. Thakeray: *"Sit down!"* (18:50 - 19:18)

Analysis and discussion of the scene:

In this scene, Mr. Thackeray continued demonstrating his ability to manage his classroom, even with challenging students like Potter. In this scene demonstrated that while Mr. Thackeray was

Transformative Teaching: An Examination Of Relational Pedagogy In The Film 'To Sir, With Love' Directed By James Clavell And Its Impact On Students' Attitudes And Behaviours

teaching, Potter, who did not like him, tried to disrupt the class by noisily shaking his desk. When Mr. Thackeray noticed the disturbance, he calmly asked Potter why he was making so much noise. Despite Potter's attempts to argue, Mr. Thackeray regained control of the classroom.

This incident highlighted Mr. Thackeray's skill in handling student behavior and maintaining a productive learning environment, even in the face of deliberate disruptions. As Chika-James (2020) stated, educators engaging in service learning will encounter a heterogeneous student body characterized by diverse sociocultural backgrounds, varying skill levels, and disparate life experiences. However, Mr. Thackeray did not take it as a big challenge but as a good teacher who is attentively present in the classroom, he shows his responsibility to manage his class by the quick and professional response to an unruly situation caused by Potter. This act shows Mr. Thackeray's attentive presence in fostering greater commitment, politeness, enthusiasm, and cooperation (Margonis, 2004).

Interpersonal Communication

Interpersonal communication in education involves the collaborative exchange of ideas and knowledge between teachers and students (Biesta, 20004). To facilitate this, teachers need to exhibit continuous communicative competence, which entails recognizing and addressing students' emotions in the context of educational objectives (Aspelin and Jonsson, 2019). Furthermore, Ljungblad (2019), it is essential not only to listen to and value each student's voice but also to integrate their perspectives into discussions in response to the input of others.

Based on this analysis, the element of interpersonal communication that Mr. Thackeray employed in his teaching can be found in 3 scenes of the film "To Sir, With Love".

Context of the 1st scene: Mr. Thackeray lovingly answered Palmer's question about the new lesson they will learn in Mr. Thackeray's class.

Dialogue of Scene (Direct quote):	Palmar: <i>"what are we going to talk about, Sir?"</i> Mr. Thackeray: <i>"About life, survival, love, death, sex marriage, rebellion. Anything you want."</i> (36:25 - 36:41)
--	--

Analysis and discussion of the scene:

In this scene, Mr. Thackeray showed his strong communication skills by handling his students' questions with openness and thoughtfulness. When Palmer asked about the upcoming lesson, Mr. Thackeray responded in a way that addressed Palmer's curiosity and also considered the interests of the entire class.

Biesta (2004), stated, interpersonal communication in education involves the collaborative exchange of ideas and knowledge between teachers and students. This interaction demonstrates Mr. Thackeray's genuine concern for his students' learning and his skill in fostering effective communication. Therefore, he collaborate his ideas in answering Pamelas question regarding to upcoming lesson. This act creates an environment where students feel comfortable sharing their ideas by listening actively and encouraging discussion because he integrates students' opinion and ideas in the class and it is very essential in learning process. According to Ljungblad (2019), it is essential not only to listen to and value each student's voice but also to integrate their perspectives into discussions in response to the input of others. This approach not only showed Mr. Thackeray's attentiveness but also enriched the classroom experience, making it more dynamic and engaging.

Description of the 2nd scene: Mr. Thackeray politely responded to Denham's cynical question.

Dialogue of Scene (Direct quote):	Potter: <i>"Are you from South Africa?"</i> Denham: <i>"Of course not. South Africans is white, isn't they?"</i> Mr. Thackeray: <i>"A South African is a native of South Africa, regardless of colour. I was born in British Guiana."</i> (39:24 – 39:37)
--	---

Analysis and discussion of the scene:

In this scene, Denham posed a sarcastic question about African clothing, clearly trying to provoke Mr. Thackeray. Despite Denham's resistance, Mr. Thackeray responded with respect and kindness, showcasing his strong communication skills.

Mr. Thackeray's calm and professional response, even in the face of provocation, it highlighted his ability to handle challenging situations effectively. As Biesta (2004) stated, interpersonal communication in education involves the collaborative exchange of ideas and knowledge between teachers and students. To facilitate this, teachers need to exhibit continuous communicative competence, which entails recognizing and addressing students' emotions in the context of educational objectives (Aspelin and Jonsson, 2019).

Mr. Thackeray was good at interpersonal communication; he never abandoned any of his students' concerns. Even when Denham attempted to ask a sarcastic question, Mr. Thackeray responded calmly because he understood Denham's emotions. This approach is crucial for teachers as it helps maintain classroom management and build student trust. This can be used as a foundation for a successful learning process (Bovil, 2020). By staying respectful and composed, Mr. Thackeray demonstrated the importance of good communication skills in teaching.

Description of the 3rd scene: Mr. Thackeray taught the students about how to make a salad.

Dialogue of Scene (Direct quote):	<p>Mr. Thackeray: <i>"Today, I'm gonna show you how to make salad."</i></p> <p>Jackson: <i>"You mean we've to cook and all?"</i></p> <p>Mr. Thackeray: <i>"Sure, why not?"</i></p> <p>Denham: <i>"My old man never cooked in his life. He says that's women's work, the kitchen and all."</i></p> <p>Mr. Thackeray: <i>"But suppose you're on your own, as you certainly will be shortly. You'll have to do it for yourself sometimes, won't you? This is survival training."</i>(56:12 - 56:45)</p>
--	--

Analysis and discussion of the scene:

In this scene, Mr. Thackeray demonstrated how to make a salad. He went beyond just giving instructions by motivating his students and emphasizing the practical value of the lesson. Although some students were initially hesitant, Mr. Thackeray took the time to explain the goals and purpose of the activity, which helped spark their interest and engagement.

Mr. Thackeray's approach showed his strong communication skills. He was not only used formal teaching in the classroom as a way of communicating but he extended it to an creative activity of making salad. As Chika-James (2020) and Ljungblad (2019) stated, ongoing interpersonal communication extends beyond face-to-face interaction. It also encouraged open dialogue and the exchange of ideas, which made students feel more involved and responsible for their learning. This was an effective approach because interpersonal communication in education involves the collaborative exchange of ideas and knowledge between teachers and students (Biesta, 2004). This method not only enhanced their enthusiasm but also supported their development of critical thinking skills.

Therefore, this scene underscores how effective communication can make a big difference in education. By combining content delivery with positive interaction, Mr. Thackeray created a more engaging and supportive learning environment.

Trust

The trust serves as an intrinsic element within the teacher-student dynamic, providing students with the confidence to accept guidance, counsel, and support from their educators (Bingham and Sidorkin, 2004; Crownover and Jones, 2018). Additionally, trust is fundamental in fostering an environment that empowers students to freely express their perspectives without the fear of marginalization or disparagement (Aspelin and Jonsson, 2019).

Based on this analysis, the element of interpersonal communication that Mr. Thackeray employed in his teaching can be found in 4 scenes of the film "To Sir, With Love".

Context of the 1st scene: Mr. Thackeray told Mr. Florian that he would make sure his students behaved well during their visit to the Museum.

Dialogue of Scene (Direct quote):	<p>Mr. Florian: <i>"It wouldn't work. It's not the sort of risk, we would dare to take at North Quay."</i></p> <p>Mr. Thackeray: <i>"I would like to try, Sir."</i></p> <p>Mr. Florian: <i>"The best of pupils are inclined to show off in public. Your class? You'd never be able to supervise them. When I took this job."</i></p>
--	--

Transformative Teaching: An Examination Of Relational Pedagogy In The Film 'To Sir, With Love' Directed By James Clavell And Its Impact On Students' Attitudes And Behaviours

	<p>Mr. Thackeray: <i>“You said you wouldn't interfere as long as I stayed within your framework.”</i></p> <p>Mr. Florian: <i>“If you can get another staff member to go with you, I'll approach the council. I see little hope of approval.”</i> (41:35 - 42:10)</p>
<p>Analysis and discussion of the scene:</p> <p>Mr. Thackeray's students were viewed by the school as undisciplined and rebellious, which made Mr. Florian, the principal, worry about Mr. Thackeray's plan to take them to the museum. Despite these negative perceptions, Mr. Thackeray remained optimistic and assured Mr. Florian that he would manage the students' behavior during the trip.</p> <p>In the context of relational pedagogy, trust helps as an intrinsic element within the teacher-student dynamic, providing students with the confidence to accept guidance, counsel, and support from their educators (Bingham and Sidorkin, 2004; Crownover and Jones, 2018). As the school viewed Mr. Thackeray's students as undisciplined and rebellious, yet Mr. Thackeray assured the principal that his students could be guided and listen to him. This highlighted Mr. Thackeray's trust in his students, even though they were considered challenging to supervise. He believed they deserved opportunities to grow through educational experiences, which he hoped would aid in their maturity and academic development.</p>	
<p>Context of the 2nd scene: Mr. Thackeray demonstrated his trust in Ingram by entrusting him to oversee the class, while Mr. Thackeray himself attended to the emotional needs of Seales, who was grieving the loss of his mother.</p>	
Dialogue of Scene (Direct quote):	Mr. Thackeray: <i>“Ingram, take over the class.”</i> (1:10:34)
<p>Analysis and discussion of the scene:</p> <p>In this scene, Seales arrived at class with the heartbreaking news that his mother had passed away. Seeing Seales' distress, Mr. Thackeray immediately offered comfort with a hug. While comforting Seales, Mr. Thackeray asked Ingram to take over the class. This decision showed his confidence in his students to maintain a positive classroom atmosphere even in his absence. He trusted Ingram to manage the class effectively.</p> <p>In the context of relational pedagogy, trust serves as an intrinsic element within the teacher-student dynamic, providing students with the confidence to accept guidance, counsel, and support from their educators (Bingham and Sidorkin, 2004; Crownover and Jones, 2018). This moment highlighted Mr. Thackeray's deep trust in his students as well as his students to him. On one hand, Sales who was in the grave of his mother's death was trusted to approach Mr. Thackeray because he needed somebody to comfort him. He empowered his student Sales to express his emotions and perspective without fearing marginalization or disparagement (Aspelin and Jonsson, 2019). On the other hand, he also entrusted his student who was represented by Ingram, as he comforted Sales. This trust was an important part of Mr. Thackeray's approach to supporting and empowering his students. He also built a strong relationship with his students because teaching is about forming connections; without a strong bond between the teacher and student, meaningful teaching cannot occur (Aspelin, 2014)</p>	
<p>Context of the 3rd scene: Mr. Thackeray demonstrated his trust in Denham by empowering him to instruct the students on the proper techniques and etiquette of boxing.</p>	
Dialogue of Scene (Direct quote):	<p>Mr. Thackeray: <i>“Would you like a part-time job next term teaching the youngsters how to box? If you like, I can speak with Mr. Florian. I'm sure, there will be some fee, money for you.”</i></p> <p>Denham: <i>“Me? A bleeding teacher?”</i></p> <p>Mr. Thackeray: <i>“It's important the youngsters know how to defend themselves.”</i></p> <p>Denham: <i>“Why are you doing this?”</i></p> <p>Mr. Thackeray: <i>“Good luck with your barrow. Denham.”</i> (1:27:47 - 1:28:11)</p>
<p>Analysis and discussion of the scene:</p> <p>Before this scene, Denham and Mr. Thackeray had a boxing match where Denham aimed to hurt Mr. Thackeray, but Mr. Thackeray refrained from hitting back (1:24:29 - 1:26:19). Eventually, Mr. Thackeray did hit Denham in the stomach in order to stop Denham. This incident made Denham realize</p>	


that Mr. Thackeray cared about him. After the match, both apologized to each other. Despite the earlier conflict, Mr. Thackeray showed his trust in Denham by asking him to help teach younger students.

This gesture demonstrated Mr. Thackeray’s belief in Denham’s potential, strengthening their bond and helping them become closer friends. Mr. Thackeray’s trust, even after the conflict, was crucial in building their relationship and showing that he believed in Denham’s growth. Mr. Thackeray’s trust in Denham led Denham to have a sense of accepting guidance, counsel, and support from Mr. Thackeray. As Bingham and Sidorkin (2004) and Crownover and Jones (2018) stated, In the context of relational pedagogy, trust serves as an intrinsic element within the teacher-student dynamic, providing students with the confidence to accept guidance, counsel, and support from their educators. This condition freed Denham to freely express his perspectives without fearing marginalization or disparagement (Aspelin and Jonsson, 2019).

Impacts on Students’ Behaviour and Attitude, Particularly on Pamela, Potter, and Denham

Problem 2: Mr. Thackeray’s use of relational pedagogy, such as the situated practice of care, attentive presence, interpersonal communication, and trust, impacts the students’ behaviour and attitude, particularly on Pamela, Potter, and Denham

Pamela

Before		
Context of the scenes:		
Scene 1: Pamela intentionally disturbed the class by making her books fall. She also showed disrespect to Mr. Thackeray by making fun of his name and using inappropriate language in class.		
Scene 2: Pamela arrived late at school.		
Scene 3: Pamela was afraid to participate in Seales' mother's funeral because of her racist attitude.		
Attitude: lack of respect, lack of responsibility, disregard for rules and authority, fearful and racist		Behaviour: disruptive behavior such as disrespecting the teacher and peers, arriving late at school, and silence of being fear.
Scene 1	Scene 2	Scene 3
		
Dialogue of Scenes (Direct quote):		
<p>Scene 1: Mr. Thackeray: “<i>Today, let's take a look at South America</i>”. Pamela: “<i>I'm sorry, Mr. Fackeray. The bloody things just slipped</i>”. Mr. Thackeray: “<i>The name is Thackeray, and they are not "bloody things". They were a pile of books</i>”. (25:21 – 25:36)</p>	<p>Scene 2: Pamela: “<i>What a morning! Everything's gone wrong. The alarm didn't go off. Then I had to wait hours for a bus. I must've stood there three bleeding hours waiting for the bus.</i>” (32:16)</p>	<p>Scene 3: Denham: “<i>Well, will you buy the wreath? Send it down when the time's right</i>”. Mr. Thackeray: “<i>Send it? Aren't you going to take it?</i>” Denham: “<i>Then feels like girls could take it, do you?</i>” Mr. Thackeray: “<i>Well, why not?</i>” Joseph: “<i>Well, what people would say, Sir? What the family would say if they saw us going into a coloured person's home, sir?</i>”(1:12:45 – 1:13:28)</p>
Analysis and discussion of the scene:		
<p>In the first scene, Pamela showed her disruptive and disrespectful behavior towards both Mr. Thackeray and her classmates. The scene projected that while the teacher was teaching, Pamela intentionally dropped her books in order to distract the class and her rebellious against Mr. Thackeray. She also revealed her lack of respect toward Mr. Thackeray by using inappropriate language, muttering "the bloody things just slipped" (25:28), and even mocking Mr. Thackeray's name, calling him "Mr. Fackeray" instead of the proper address.</p> <p>Pamela's disruptive actions extended beyond the classroom. She once arrived late to school, showing as a bad example for her peers. Rather than apologizing for her lateness, Pamela would enter</p>		

Transformative Teaching: An Examination Of Relational Pedagogy In The Film 'To Sir, With Love' Directed By James Clavell And Its Impact On Students' Attitudes And Behaviours

the classroom noisily, disturbing the entire class (scene 2, 32:16). This pattern of disruptive, inconsiderate behavior revealed her lack of respect and interest toward Mr. Thackeray's class.

Furthermore, Pamela's disruptive conduct was intensified by her fearful and racist attitudes. This attitude was revealed concretely when the class discussed attending Seales' mother's funeral, a black woman, Pamela remained silent and hesitant to make a decision (scene 3, 1:12:52 – 1:14:14). This showed that she had prejudiced views on colour people.

While Pamela's behavior was highly problematic, it is important to recognize that such conduct often came from complex emotional, relational, and social factors. As Potter (2000) notes, disruptive actions can be a student's response to their relationship with the teacher or how they perceive attempts at correction. Agrawal (2023) further highlights how a range of social, familial, and personal influences can shape a student's attitudes and behaviors.

Consequently, transforming Pamela would require Mr. Thackeray to take a patient, student-centered approach and tried to create a meaningful connection with Pamela instead of punishing. As Slavic and Zimbardo (2012) stated that transformative teaching is an approach that fosters meaningful connections between the teacher, students, and the subject matter being taught. Therefore, He would need to understand the root causes of her disruptive tendencies and prejudiced views and work to reshape her perspectives through meaningful engagement and guidance.

After

Context of the scenes:

Scene 1: She obediently followed what Mr. Thackeray instruct her to do.

Scene 2: Pamela voluntarily tidied up Mr. Thackeray's desk.

Scene 3: Pamela showed bravery by challenging herself to take the flowers and participate in Seales' mother's funeral, even though Seales' mother was a woman of color.

Attitude: Respectful, obedient, gentle, voluntary, kind, brave, and motivated

Behaviour: Obey Mr. Thackeray's instructions, voluntarily tidy up the teacher's desk, and go beyond her fear.

Scene 1



Scene 2



Scene 3



Dialogue of Scenes (Direct quote):

Scene 1:

Mr. Thackeray: *"Example! There are two ways to enter a room. One is like an adult, a lady with dignity. The other is like a brat. Miss Dare's shown the second way. Perhaps you'd demonstrate the first?"* (32:26)

Scene 2:

Pamela: *"Sir, Perhaps I could tidy your desk"*.
Mr. Thackeray: *"Oh, no. That's alright"*.
Pamela: *"Don't worry about your desk. I'll tidy it for you every day."* (53:23)

Scene 3:




Pamela: *"I'll take the flowers."*
Mr. Thackeray: *"Why should you do that, Miss Dare? Wouldn't that make you subject to gossip?"*
Pamela: *"Gossip don't worry me. I've known Seales since kindergarten. I'll take the flowers."* (1:14:29 – 1:14:46)

Analysis and discussion of the scene:




As Asghar et al. (2018) emphasized, factors such as effective teaching methods, instructor encouragement, and the use of the target language can foster positive student attitudes. This was clearly demonstrated in Pamela's transformation under Mr. Thackeray's relational pedagogy. Initially, Pamela exhibited disrespectful behavior, arriving late to class. However, when Mr. Thackeray asked her to re-enter the classroom respectfully, she complied (32:26 - 33:19), marking the beginning of her positive change. By the third scene, Pamela began volunteering to tidy Mr. Thackeray's desk and addressed him properly as "sir," demonstrating her growing respect and trust in him. Research supports that teachers who show care, attentiveness, and strong communication foster academic and emotional growth in students (Hughes, 2012; Roorda et al., 2017). Pamela's evolution extended to overcoming her initial racist attitudes. Despite her hesitation, she courageously attended Seales' black mother's funeral (1:12:52 - 1:14:14, 1:30:26), inspiring her classmates to confront their own biases. Pamela's transformation was thus a direct result of Mr. Thackeray's relational pedagogy, which encouraged

respect, trust, and personal growth. This case exemplifies how a teacher's student-centered methods can foster profound change in students.

Potter








Before		
<p>Context of the scenes: Scene 1: Potter was not paying attention in the class instead reading a magazine with Denham. Scene 2: Potter tried to disturb the whole class by shaking his table. Scene 3: Potter, Ingram, and Denham tried to hurt Mr. Thackeray by throwing a water balloon at him from their classroom window while he was walking outside.</p>		
<p>Attitude: Lack of interest and attention, rebelliousness, disrespect for authority, passive, stubborn</p>	<p>Behaviour: not paying attention to the class, and not sitting properly in the class, disrespectful behaviour such as noising his table while Mr. Thackeray explained the lesson, and unpolite answer to Mr. Thackeray, and attempted to hurt Mr. Thackeray by throwing a water balloon at him from their classroom window while he was walking outside.</p>	
Scene 1	Scene 2	Scene 3
		
Dialogue of Scenes (Direct quote):		
<p>Scene 1: Mr. Thackeray: "Potter?" Potter: "Yeah." (12:43)</p>	<p>Scene 2: Mr. Thackeray: "About multiplying there are a few valuable tricks to know. Say that you're offered roast beef at seven shillings per pound. (While Mr. Thackeray was explaining the lesson, Potter started shaking his table to disturb the class: Time: 18:45). Potter! Must you do that?" Potter: "I can't help it, Sir. It's my desk. (18:39 – 18:55)</p>	<p>Scene 3: N/A</p>
<p>Analysis and discussion of the scene: In the first scene of <i>To Sir, With Love</i>, Mr. Thackeray meets his new class for the first time, but Potter immediately demonstrates a lack of respect for Mr. Thackeray's presence, appearing uninterested and passively engaged in learning. Instead of paying attention, Potter and Denham occupy themselves by reading a magazine together, and Potter sits improperly in his seat (12:43). According to Porter (2000), disruptive behavior refers to unsafe acts, property damage, aggression, disengagement, demanding tasks, and violations of behavioral agreements, which can significantly hinder students' learning. In this context, Potter's disruptive behavior is evident in the second scene, where he interrupts the class by shaking his desk and making noise (18:45), signaling a lack of interest in Mr. Thackeray's instruction and an attempt to undermine the teacher's authority. This behavior escalates in the third scene when Potter, Denham, and Ingram throw a water balloon at Mr. Thackeray from the classroom window (28:42), displaying a rebellious attitude toward the teacher and further minimizing his learning opportunities (Porter, 2000). These actions reflect Potter's resistance to Mr. Thackeray's authority before the teacher's relational pedagogy begins to transform him. Potter's disruptive behavior may be a sign of his attempt to avoid activities he dislikes in class. However, his negative actions were not isolated but influenced by various factors, including family dynamics, peer interactions, the school environment, and broader community influences (Wellbeing, 2023). In summary, Potter's initial disrespectful behavior highlights the challenges Mr. Thackeray faces in establishing authority and fostering a positive learning environment, and understanding the underlying factors contributing to Potter's behavior is essential for addressing these challenges.</p>		
After		
<p>Context of the scenes: Scene 1: Potter politely addressed His friend Pegg as "Miss Pegg". Scene 2: Potter began to actively engage with class activity.</p>		

Transformative Teaching: An Examination Of Relational Pedagogy In The Film 'To Sir, With Love' Directed By James Clavell And Its Impact On Students' Attitudes And Behaviours

Scene 3: Mr. Thackeray asked Potter to take responsibility for his misbehavior towards Mr. Bell. Therefore, Mr. Thackeray asked him to apologize to Mr. Bell.		
Attitude: Respectful, Enthusiastic, cooperative, forgiving, and open-minded to accept personal fault.	Behaviour: Use proper language in addressing his peers, actively participate in the class program, acknowledge mistakes, listen actively, and apologize sincerely.	
Scene 1	Scene 2	Scene 3
		
Dialogue of Scenes (Direct quote):		
Scene 1: Potter: "May I have the pleasure of this dance, miss Pegg?" (37:50)	Scene 2: Pamela: "Why don't you take us? We could go in the morning." Mr. Thackeray: "Who would like that?" Potter: "What a drag!" Denham: "Don't you want a day off? Put your hand up." (41:14 – 41:32)	Scene 3: Mr. Thackeray: "Potter, I can't think of anything that could excuse your behaviour." Potter: "But it was him. He made Fat do it. Fat said he couldn't do it. A bloody bully always had it in for him". Mr. Thackeray: "I am not concerned with Mr. Bell's behaviour, but yours. Suppose and instead of a piece of wood a gun or knife had been handy, what then?" (1:07:22 – 1:07:39) Mr. Thackeray: "You owe Mr. Bell an apology (1:07:54).
Analysis and discussion of the scene: Relational pedagogy emphasizes creating and maintaining a caring, trusting, and autonomous classroom environment (Hollweck et al., 2019) while fostering respect (Ljungblad, 2021). This approach encourages teachers to demonstrate care for their students, which is manifested through three pedagogical themes: nurturing care, interpersonal care, and academic care, all aimed at promoting student growth and societal change (Adam, 2018). In the film <i>To Sir, With Love</i> , Mr. Thackeray's relational pedagogy significantly transforms Potter's life. By applying transformative teaching methods, he fulfills the primary goal of transformative education, which is to enhance learners academically, socially, and spiritually (Rosebrough & Leverett, 2011). Potter's transformation becomes evident in a scene where he begins addressing his classmates with respect, referring to Pegg as "Miss Pegg" (37:50), signaling his openness to personal growth and respect for Mr. Thackeray's expectations. This shift was made possible through trust-building efforts initiated by Thackeray, such as encouraging open dialogue and treating students as mature individuals (31:34–36:45). Potter's further transformation occurs when, initially disinterested in class activities (12:43, 18:39–18:55), he begins to show enthusiasm and cooperation, particularly during a class trip to the museum. This positive change, where Potter ignores Denham's negative influence, highlights the crucial role teachers play in not only instructing but shaping students for academic and personal growth.		

1.1.1. Denham

Before	
Context of the scenes: Scene 1: Denham smoked at school Scene 2: While Joseph, one of the students, was reading for the class, Denham and Potter were busy playing with their toys, ignoring the class. Scene 3: Denham was disrupting the class by asking to leave the room and disrespecting Mr. Thackeray by inappropriately calling Mr. Thackeray's name. Scene 4: Denham used sarcastic words to insult Mr. Thackeray.	
Attitude: Disrespect, rebelliousness, lack of interest and focus, disobedient, racist, and sarcastic.	Behaviour: Smoking at school, playing with the toy and ignoring the class, making noise, using inappropriate names for the teacher, slamming the door, and attempting to bully Mr. Thackeray who is a colour man.

Scene 1		Scene 2		Scene 3		Scene 4	
							
Dialogue of Scene (Direct quote):							
Scene 1: N/A	Scene 2: Mr. Thackeray: "Put that away, please!" (14:32)	Scene 3 Denham: "Please can I leave the room, guv?" Mr. Thackeray: "Yes, and it is Thackeray". Mr. Thackeray (Explained the lesson), Denham (hardly slaps the door): "I am sorry Mr. Fackeray."(18:10 - 18:37)			Scene 4: Potter: "Are you from South Africa?" Denham: "Of course not. South Africans is white, isn't they?" (39:24 – 39:26)		
Analysis and discussion of the scene: Chika-James (2020) highlighted that educators engaging in service learning face a diverse student body, marked by varied sociocultural backgrounds, skills, and life experiences, which can include disruptive behaviors such as aggression, disengagement, and violations of behavioral agreements (Porter, 2000). In the film <i>To Sir, with Love</i> , Denham exemplifies such disruptive behavior before Mr. Thackeray's relational pedagogy begins to influence him. Initially, Denham's disrespect and rebellion are evident. In the first scene, he is caught smoking in class (4:43), and in subsequent scenes, his immaturity and disengagement with the lesson are clear. For instance, Denham is seen playing with toys instead of participating in class activities (18:12, 18:32). His antagonistic attitude escalates when he uses derogatory nicknames for Mr. Thackeray, such as "guv" and "Mr. Fackeray," and slams the door as he exits (18:29), showing his deep disrespect. Moreover, Denham expresses overtly racist views, dismissing South Africans as "white" (39:26) and refusing to attend his classmate Seales' black mother's funeral (1:14:17), revealing his prejudices. These behaviors stem from a complex mix of factors, including family dynamics, peer influence, and societal factors.							
After							
Description of the scenes: Scene 1: Denham acknowledged his fault and began to have a good relationship with Mr. Thackeray. Scene 2: Denham organized the school event and invited Mr. Thackeray to the party. Scene 3: Denham and his peers went to Seales' mother's funeral.							
Attitude: Humble, increasing self-awareness, moderate in speaking, respectful, and openminded				Behaviour: politely approached the teacher and acknowledged his fault, engaged in school activities,			
Scene 1		Scene 2		Scene 3			
							
Dialogue of Scene (Direct quote):							
Scene 1: Denhan: "Can I ask you something? How many times did you hit me?" Mr. Thackeray: "Once. I'm sorry. I didn't mean to hurt you. I just lost my temper." Denham: "I was meant to hurt you." (1:26:50 – 1:26:59)				Scene 2: Denham: "About the party. We have got a group and all in here. And the girls is fixing the grub. You coming?" (1:29:25 - 1:29:31)		Scene 3: N/A	
Analysis and discussion of the scenes: Pope Francis, in his address to the International Commission on the Apostolate of Education of the Society of Jesus (ICAJE) on May 24, 2024, emphasized that true education involves guiding young people to serve others and pursue academic rigor for the common good (Vatican News, 2024). This							

Transformative Teaching: An Examination Of Relational Pedagogy In The Film 'To Sir, With Love' Directed By James Clavell And Its Impact On Students' Attitudes And Behaviours

perspective aligns with the transformational power of relational pedagogy, which focuses on creating a caring, trusting, and autonomous classroom environment (Hollweck et al., 2019) while fostering respect (Ljungblad, 2021). In the film *To Sir, with Love*, Mr. Thackeray embodies this approach, particularly through his interaction with Denham. During their boxing match (1:24:29 – 1:26:19), Denham experiences Mr. Thackeray's genuine care and concern, which significantly shifts his attitude towards the teacher. This encounter marks a profound transformation in Denham's behavior, as he moves from being racist, rebellious, and disrespectful to addressing Mr. Thackeray with greater politeness and composure (1:26:50 – 1:26:59). This change exemplifies the positive impact of relational pedagogy, fostering a supportive learning environment and nurturing a stronger student-teacher relationship (Chica-James, 2020). Denham's evolving attitude underscores the power of education in shaping both individual character and relationships for the common good.

KESIMPULAN

The film *To Sir, With Love* explores the transformative power of education through the experience of Thackeray, a young teacher who faces challenges with misbehaving, unmotivated students at a secondary school in East End, London. Many of these students come from troubled backgrounds, rejected by society and previous schools, resulting in poor behavior and lack of motivation. However, Thackeray is determined to educate them and uses relational pedagogy, focusing on care, communication, active presence, and trust to manage the classroom and positively impact students like Pamela, Potter, and Denham. Relational pedagogy, rooted in relational ontology, emphasizes the importance of building supportive, respectful relationships, as learning occurs through human interaction. This approach fosters an environment where students feel valued, leading to changes in their behavior and attitudes. The study investigates how Thackeray's relational pedagogy, through practices of care, presence, communication, and trust, influences his students' behavior. The findings suggest that Thackeray's methods successfully build strong relationships with his students, leading to positive transformations in their attitudes and behaviors, demonstrating the effectiveness of relational pedagogy in overcoming challenges in an educational setting.

DAFTAR PUSTAKA

- Adams, K.L. (2018). *Relational Pedagogy in Higher Education*. Dissertation. University of Oklahoma: Department of Instructional Leadership and academic curriculum
- Agrawal, N. (2023, January 20). *Attitude formation*. <https://upscwithnikhil.com/article/ethics/attitude-formation>. Accessed 29/05/2024
- Abrams, M. H. (2012). *A Glossary of Literary Terms* (7th ed.). Eari McPeck.
- Alexander, R. (2009). Towards a Comparative Pedagogy. In R. Cowen and A.M. Kazamias (Eds.), *International Handbook of Comparative Education*(pp. 923-942). New York: Springer.
- Asghar, A., Jamil, I., Iqbal, A., & Yasmin, M. (2018). Learner Attitude towards EFL Learning: A Response from Art and Design. *Open Journal of Social Sciences*, 06(05), 81–88. <https://doi.org/10.4236/jss.2018.65007>
- Aspelin, J. (2012). How do relationships influence student achievement? Understanding student performance from a general, social psychological standpoint. *International Studies in Sociology of Education*, 22(1), 41–56. <https://doi.org/10.1080/09620214.2012.680327>
- Aspelin, J. (2014). Beyond individualised teaching. *Education Enquiry*, 5(2), 23926. <https://doi.org/10.3402/edui.v5.23926>
- Aspelin, J., & Jonsson, A. (2019). Relational competence in teacher education. Concept analysis and report from a pilot study. *Teacher Development: An International Journal of Teachers' Professional Development*, 23(2), 264–283 <https://doi.org/10.1080/13664530.2019.1570323>
- Aspelin, J. (2021). Teaching as a way of bonding: A contribution to the relational theory of teaching. *Educational Philosophy and Theory*, 53(6), 588–596. <https://doi.org/10.1080/00131857.2020.1798758>
- Baldick, C. (2001). *The Concise Oxford Dictionary of Literary Terms*. New York: Oxford University Press

- Borja, Chinebeth (2016). *Attitude In English And Competence Of Students At Integrated Refinery Petro-Chemical Complex (Irpct) Technological College, Rayong, Thailand* (Unpublish master's thesis). Ifugao State University Lamut, Ifugao, Philippines.
- Bennett, A., & Royle, N. (2004). *Literature, Criticism and Theory (Third edition)*. Great Britain: Pearson Longman.
- Bennett, T. (2020). *Running the room: The teacher's guide to behaviour*. John Catt Educational.
- Biesta, G. 2004. "Mind the Gap! Communication and the Educational Relation." In *No Education Without Relation*, edited by C. Bingham and A. M. Sidorkin, pp. 11–22. New York: Peter Lang Publishing.
- Biesta, G. 2006. *Beyond Learning. Democratic Education for a Human Future*. Boulder: Paradigm.
- Biesta, Gert. (2010). *Good education in an age of measurement : ethics, politics, democracy*. Boulder, Colo. :Paradigm Publishers.
- Bingham, C., and A. M. Sidorkin, eds. 2004. *No Education Without Relation*. New York: Peter Lang Publishing.
- Behaviour In Isolated School of SMPN Satap Tojabi. ... *Journal of English Education and ...*, pdfs.semanticscholar.org,
- Biesta, G. J. (2013). Giving Teaching back to Education: responding to the disappearance of the teacher. *Phenomenology & Practice*, 6(2), 35–49. <https://doi.org/10.29173/pandpr19860>
- Bovill, C. (2019). Co-creation in learning and teaching: the case for a whole-class approach in higher education. *Higher Education*, 79(6), 1023–1037. <https://doi.org/10.1007/s10734-019-00453-w>. Accessed 15/05/2024
- Buber, M. (1970). *I and thou* (W. Kaufman, Trans.). New York: Charles Scribner's Sons. Celio, C.I., Durlak, J., & Dymnicki, A. (2011). A meta-analysis of the impact of service-learning on students. *Journal of Experiential Education*, 34(2), 164–181. <https://doi.org/10.1177/1053825913513721>
- Chika-James, TA (2020). Facilitating service-learning through competencies associated with relational pedagogy: a personal reflection. *Higher Education Pedagogies*, Taylor & Francis, <https://doi.org/10.1080/23752696.2020.1820886>
- Colman, M. (2015). *Oxford Dictionary of Psychology* (4th ed). Oxford University Press.
- Crownover, A, & Jones, JR (2018). A relational pedagogy: A call for teacher educators to rethink how teacher candidates are trained to combat bullying. *Journal of Thought*, JSTOR, <https://www.jstor.org/stable/90022688>
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage
- Cuban, L. (1993). *How teachers taught: constancy and change in American classrooms, 1890-1990*. 2nd ed. New York, Teachers College Press.
- Carroll, M. (2014). Models of Teaching and Learning. In M. Carroll and M. McCulloch (Eds.), *Understanding Teaching and Learning in Primary Education*(pp. 40-55).London: Sage.
- Cornelius-White, J. and Harbaugh, A. (2010). *Learner-centered instruction: Building relationships for student success*. Thousand Oaks: Sage.
- Dawadi, S. (2020). Thematic Analysis Approach: A Step by Step Guide. *Journal of NELTA*, 62-71,
- Denholm, J. (2023, August 30). *Positive Versus Negative Behaviour in the Classroom: Which ones should we focus on? Your Teacher's Pet Creature*.
- Elen, J., Clarebout, G., Leonard, R. and Lowyck, J. (2007). Student-centred and teacher-centred learning environments: what students think. *Teaching in Higher Education*, 12(1), 105-117.
- Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Seabury Press
- Fishbein, M., & Ajzen, I. (1975). Belief, attitude, intention, and behavior: an introduction to theory and research. Reading (Mass.): Addison-Wesley, p. 6
- Gravett, K, Taylor, CA, & Fairchild, N (2024). Pedagogies of mattering: Re-conceptualising relational pedagogies in higher education. *Teaching in Higher Education*, Taylor & Francis, <https://doi.org/10.1080/13562517.2021.1989580>
- Glenn A. Bowen, (2009), "Document Analysis as a Qualitative Research Method", *Qualitative Research Journal*, Vol. 9 Iss 2 pp. 27 – 40,
- Hooks, B. (1994). *Teaching to Transgress: Educational as the Practice of Freedom*. New York: Routledge.

Transformative Teaching: An Examination Of Relational Pedagogy In The Film 'To Sir, With Love' Directed By James Clavell And Its Impact On Students' Attitudes And Behaviours

- Hattie, J. and Zierer, K. (2018). *10 Mindframes for Visible Learning: Teaching for Success*. New York: Routledge
- Häggröm, M (2022). Learning About And Through Sustainability: Relational Pedagogy And Storyline As A Teaching Foundation. *International Journal of Arts Humanities and Social ...*, *ijahss.com*, <http://www.ijahss.com/Paper/07042022/1179451631.pdf>
- Hollweck, T, Reimer, K, & Bouchard, K (2019). A missing piece: Embedding restorative justice and relational pedagogy into the teacher education classroom. *The New Educator*, Taylor & Francis, <https://doi.org/10.1080/1547688X.2019.1626678>
- Hinz, J., Stephens, J. P., & Van Oosten, E. B. (2022). Toward a pedagogy of connection: A critical view of being relational in listening. *Management Learning*, 53(1), 76–97. <https://doi.org/10.1177/13505076211047506>
- Hickey, A, & Riddle, S (2023). Proposing a conceptual framework for relational pedagogy: pedagogical informality, interface, exchange and enactment. *International Journal of Inclusive Education*, Taylor & Francis, <https://doi.org/10.1080/13603116.2023.2259906>
- Hickey, A., & Riddle, S. (2023). The practice of relationality in classrooms: beyond relational pedagogy as empty signifier. *Teachers and Teaching*, 29(7–8), 821–832. <https://doi.org/10.1080/13540602.2023.2202389>
- Hickey, A, & Riddle, S (2022). Relational pedagogy and the role of informality in renegotiating learning and teaching encounters. *Pedagogy, Culture & Society*, Taylor & Francis, <https://doi.org/10.1080/14681366.2021.1875261>.
- Hollweck, T, Reimer, K, & Bouchard, K (2019). A missing piece: Embedding restorative justice and relational pedagogy into the teacher education classroom. *The New Educator*, Taylor & Francis, <https://doi.org/10.1080/1547688X.2019.1626678>
- Hughes, JN (2012). Teacher–student relationships and school adjustment: Progress and remaining challenges. *Attachment & human development*, Taylor & Francis, <https://doi.org/10.1080/14616734.2012.672288>
- Hornby, A. S., Lea, D., & Bradbery, J. (2020). *Oxford Advanced Learner's Dictionary of Current English* (Tenth edition). Oxford University Press.
- Indra, DP (2021). *An Analysis Of Directive Speech Act In Mark Thackeray's Dialogue In To Sir, With Love Movie.*, repository.uir.ac.id,
- Implicit vs. Explicit Attitudes: Definition, Examples & Pros/Cons - Lesson | Study.com.* (n.d.). study.com.
- Inclusive Education. *Understanding Behaviour.* (2019).
- Jamilah, R, & Suryadi, R (2020). The Analysis of Students' Learning
- Jensen, E., Skibsted, E. B., & Christensen, M. V. (2015). Educating teachers focusing on the development of reflective and relational competences. *Educational Research for Policy and Practice*, 14(3), 201–212. <https://doi.org/10.1007/s10671-015-9185-0>
- Jack Westin. (2020, June 6). *Factors that affect attitude change - Theories of Attitude and Behaviour Change - MCAT content.*
- Kabulova, ZK (2023). The History of Pedagogy as a Teaching Subject. *Web of Teachers: Inderscience Research*, webofjournals.com.
- Key Element 4: Understanding individual student behaviour – Supporting Positive Behaviour.* (n.d.).
- Lattimer, H. (2015). Translating theory into practice: Making meaning of learner centered education frameworks for classroombased practitioners. *International Journal of Educational Development*, 45, 65-76.
- Lui, R., Qiao X. and Liu, Y. (2006). A paradigm shift of learner-centered teaching style: Reality or illusion? "Arizona Working Papers in SLAT, 13: 77-91.
- Ljungblad, A.-L. (2016). *Takt och hållning – en relationell studie om det oberäkneliga i matematikundervisningen* [Tact and Stance – A Relational Study About the Incalculable in Mathematics Teaching]. PhD diss., Gothenburg Studies in Educational Sciences, 381. Gothenburg: Acta Universitatis Gothoburgensis.

- Ljungblad, AL (2019). Pedagogical Relational Teachership (PeRT)—a multi-relational perspective. *International Journal of Inclusive Education*, Taylor & Francis, <https://doi.org/10.1080/13603116.2019.1581280>
- Lusted, D. 1986. “Why Pedagogy?” *Screen* 27 (5): 2–16. <https://doi.org/10.1093/screen/27.5.2>
- Morgan, W. J., & Guilherme, A. (2012). I and Thou: The educational lessons of Martin Buber’s dialogue with the conflicts of his times. *Educational Philosophy and Theory*, 44(9), 979–996. <https://doi.org/10.1111/j.1469-5812.2010.00681.x>
- Muschalik, C., Elfeddali, I., Candel, M. J. J. M., Crutzen, R., & De Vries, H. (2019). Does the discrepancy between implicit and explicit attitudes moderate the relationships between explicit attitude and (intention to) being physically active? *BMC Psychology*, 7(1). <https://doi.org/10.1186/s40359-019-0322-z>. Accessed 17/05/2024
- Margonis, F. 2007. “A Relational Ethic of Solidarity?” *Philosophy of Education Archive*.” Featured Essays, 62–70
- Murphy, P. (2008). Defining Pedagogy. In K. Hall, P. Murphy and J. Soler (Eds.), *Pedagogy and Practice: Culture and Identities* (pp. 28-39). UK: The Open University and SAGE.
- Margonis, F. (2004). From student resistance to educative engagement: A case study in building powerful student-teacher relationships. In C.W. Bingham & A.M. Sidorkin (Eds.), *No education without relation* (pp. 39–53). New York: Peter Lang
- Noddings, N. (1984). *Caring: A feminine approach to ethics and moral education*. Berkeley, CA: University of California Press.
- Noddings, N. (2012). The caring relation in teaching. *Oxford Review of Education*, 38(6), 771–781.
- Noddings, N. 1999. “Care, Justice and Equity.” In *Justice and Caring: The Search for Common Ground in Education*, edited by M. Katz et al., 7–20. New York: Teachers College Press.
- Orlando, J., PhD. (2019, January 25). *Why are we so quick to judge our students?* Faculty Focus | Higher Ed Teaching & Learning.
- Pereira, S. O. (2018). *The Integration of the Ignatian Pedagogical Paradigm in Teaching*. Scholar’s Press
- Porter, L. (2000). *Student behaviour: Theory and practice for teachers* (2nd ed.). St Leonards, NSW: Allen & Unwin.
- Pavlov, I. (1927). *Conditioned reflexes: An investigation of the physiological activity of the cerebral cortex*. New York: Dover
- Pearce, J., & Down, B. (2011). Relational pedagogy for student engagement and success at university. *The Australian Educational Researcher*, 38(4), 483–494.
- Pereira, V. G. (2021). *The Impact of Corporal Punishment for Timorese High School Graduates*. Graduate Theses and Dissertations Retrieved from
- Popescu, G. (2014). Human Behaviour, from Psychology to a Trans disciplinary Insight. *Procedia: Social & Behavioural Sciences*, 128, 442–446.
- Positive teacher–student relationships: Their role in classroom management. (2023, December 4). Australian Education Research Organization.
- Pfeiffer, L. (2024, May 25). *To Sir, with Love | Drama, Sidney Poitier, London*. Encyclopedia Britannica.
- Raj, P. (2023, August 9). *Role of teachers in shaping students’ lives*. *Relational pedagogy*. (n.d.). Melbourne School of Design.
- Romano, R.M. (2004). Reading relations. In C.W. Bingham & A.M. Sidorkin (Eds.), *No education without relation* (pp. 153–163). New York: Peter Lang.
- Riddle, S, & Hickey, A (2023). Reclaiming relationality in education policy: towards a more authentic relational pedagogy. *Critical Studies in Education*, Taylor & Francis,
- Roorda, DL, Jak, S, Zee, M, Oort, FJ, & ... (2017). Affective teacher–student relationships and students’ engagement and achievement: A meta-analytic update and test of the mediating role of engagement. *School psychology ...*, meridian.allenpress.com,
- Rosebrough TR, Leverett RG. *Transformational teaching in the information age: Making why and how we teach relevant to students*. Association for Supervision and Curriculum Development; Alexandria: 2011.
- Saldaña, Johnny. 2015. *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage.

Transformative Teaching: An Examination Of Relational Pedagogy In The Film 'To Sir, With Love' Directed By James Clavell And Its Impact On Students' Attitudes And Behaviours

- Säfsström, C.-A. 2005. Skillnadens pedagogik. Nya vägar i den pedagogiska teorin. Lund: Studentlitteratur
- Schweisfurth, M. (2013). *Learner-centered Education in International Perspective: Whose Pedagogy for Whose Development?* London and New York: Routledge.
- Spacey, J. (2023, October 25). *95 Examples of student attitudes*. Simplicable.
- STUDENT PUBLIC ATTITUDE (ATTITUDE) YOU MUST HAVE – Universitas Teknokrat Indonesia*. (n.d.).
- Shah, RK, & Campus, S (2021). Conceptualizing and defining pedagogy. *IOSR journal of research & method in education*, tnteu.ac.in,
- Slavich, G. M., & Zimbardo, P. G. (2012). Transformational teaching: theoretical underpinnings, basic principles, and core methods. *Educational Psychology Review*, 24(4), 569–608.
- Slavich G,M. Transformational teaching. *E-xcellence in Teaching*. 2005 Oct;Volume 5 Retrieved from
- Smith, D., Frey, N., Pumpian, I., & Fisher, D. (2017). *Building equity: Policies and practices to empower all learners*. Alexandria, VA: ASCD.
- Sidelezio Ornai Pereira, S. (2018). *The Integration of the Ignatian Pedagogical Paradigm in Teaching*.
- Sriprakash, A. (2012). *Pedagogies for development: The politics and practice of child-centred education in India*. London, New York: Springer.
- Smith, D., Frey, N., Pumpian, I., & Fisher, D. (2017). *Building equity: Policies and practices to empower all learners*. Alexandria, VA: ASCD.
- Thayer-Bacon, B.J. (2004). Personal and social relations in education. In C.W. Bingham & A.M. Sidorkin (Eds.), *No education without relation* (pp. 165–179). New York: Peter Lang
- Tabulawa, R. (2013). *Teaching and learning in context: Why pedagogical reforms fail in Sub-Saharan Africa*. Senegal: Council for the Development of Social Science Research in Africa.
- Tabulawa, R. (2003). International Aid Agencies, Learner-Centred Pedagogy and Political Democratisation: A critique. *Comparative Education*, 39 (1), 7-26.
- Taherdoost, H (2021). Data collection methods and tools for research; a step-by-step guide to choose data collection technique for academic and business research projects. *International Journal of Academic Research in ...*, hal.science,
- UNICEF Timor-Leste (02 November 2018). *Bringing new life into the classroom in Timor-Leste*. UNICEF.
- Von Wright, M. 2006. "The Punctual Fallacy of Participation." *Educational Philosophy and Theory* 38 (2): 159–170.
- Vatican News. (2024, May 24). Pope to Jesuit educators: Always put the person at the centre. *Vatican News*.
- W. Bolton , K., Hall, J., & Lehmann, P. (2022). *THEORETICAL PERSPECTIVES FRO DIRECT SOCIAL WORK PRACTICE (Fourth Edition)*. New York: Springer Publishing Company, LLC
- Weimer, M. (2002) *Learner-centered teaching: Five key changes to practice*. San Francisco: Jossey-Bass.
- Westbrook J., Durrani N., Brown R., Orr D., Pryor J., Boddy J. and Salvi F. (2013). *Pedagogy, curriculum, teaching practices and teacher education in developing countries: Education Rigorous Literature Review*. UK: Department for International Development.
- Wellbeing, I. A. (2023, November 24). *Factors influencing behaviour*.
- Zhou, M. and Brown, D. (2015) *Educational Learning Theories (2ndEd.)*. Education Open Textbooks
- © 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>)

