Repairing Relationships – “having the end in mind”

2 things you did well this week?

Howyagoin?
Bingo!

1. Shoe size
2. Favourite hobby
3. Eye colour
4. Most admired person
5. Favourite food

*When you get 5 matches call out bingo!*
How are you feelin’ now?

....and if something goes wrong?

“Process a broken agreement”

Take responsibility – fess up

Work with those affected – face up

Make things right – fix up

Change behaviour – follow up

Thanks Marg Thorsborne and Charlie Pelleren!
Taking a Relational Approach

- Teaching & learning
- Trust & safety
- Conflict resolution
- Cooperation, communication & feedback
- Community building & positive support
- Explicit relational practice

Individual Relational Outcomes

- Maximising outcomes
- Healthy relationships
- Problem solving & oral language skills
- Emotional intelligence & social competence
- Knowing about self & others
- Safe & Supportive community

Behaviour Matters 2015
Relationships are crucial to brain development & neural functioning throughout the lifecycle. Fishbane, 2007

The brain becomes literally constructed by interactions with others. Our neural machinery is by evolution, designed to be altered by relationship experience. Dan Siegal, 2003

The Relational Continuum

‘Relationship Development’

Tuckman’s group dynamics (1965)

Forming

Storming

Norming

Performing

Mourning

What is our purpose?
Who are we?

What do we value?
How will our needs be met?

How will we treat each other?
What are the rules?
When things go wrong what happens?

How can we support each other and our learning?
How will we know?

How do we affirm each other and move on?

Establishing relationships
Sustaining & strengthening relationships
Repairing relationships
Repairing & restoring relationships

What sort of relationships are we aiming for?

Cooperative, respectful & productive relationship?

Obedience?
Productive, respectful, & cooperative relationships
What have you heard so far?
discuss for 2 minutes
Defining positive relationships

Positive Teacher – Student Relationships

- Speaking to students with respect & providing students with a voice
- Acknowledgement that positive relationships are a professional responsibility
- Expectations and limit setting delivered through "fair process"
- Being authentic & building integrity
- Having fun, sharing positive moments & celebrating learning
- Effective classroom management that focuses on building a sense of community through a relational focus
- Teachers acting as student mentors & advocates
- An engaging curriculum with a focus on student strengths
- Brain development & neural function
- Classroom dialogue based on "participatory democracy"
- Taking a personal interest in students. Knowing and understanding students as individuals with a life beyond
- Students have more contact time with fewer teachers to build relationships

Behaviour Matters 2015
Positive Teacher – Parent Relationships

- Speaking to parents with respect & providing parents with a voice
- Teacher acceptance that positive relationships & attachments are our responsibility
- Being authentic & building integrity
- Having fun, sharing positive moments & celebrating learning
- Effective communication strategies that focuses on building a sense of community through a relational focus
- Teachers acting as parent mentors & advocates
- A focus on parent strengths & providing engaging meetings
- Understanding & management of affect & attachments
- Parents have more contact time with fewer teachers to build relationships
- Taking a personal interest in parents. Knowing and understanding parenting needs

Positive Teacher – Teacher Relationships

- Teachers speaking respectfully with each other & staff having a voice
- Teacher acceptance that productive & respectful relationships are a shared responsibility
- Being authentic & building integrity
- Having fun, sharing positive moments & celebrating our craft
- Effective communication strategies that focuses on building a sense of community through a relational focus
- Teachers acting as mentors & coaches
- A focus on learning outcomes & providing engaging meetings
- Understanding conflict & dispute resolution approaches
- Teachers being supervised/coached respectfully & constructively
- Taking a personal interest in colleagues. Knowing and understanding professional needs

Behaviour Matters 2015
If I don’t get some lunch I will stab him with this pencil!