

Capital City Kāhui Āko

Hauora - Developing Relational Capabilities

He uri au nō Huiturangi
Ko Guggernüll te maunga
Ko Hinter-Rhein te awa
Ko Meuli te iwi
Ko Grosshaus te whare tipuna
Ko Nicholas Meuli te tangata

Ko Taranaki tōku tūrangawaewae
Ko Taranaki te maunga
Ko Waiwakaiho te awa
Ko Gordon te hapu
Ko ngāti pākehā ahau

Ko Andrew Gordon tōku ingoa

**Whakataka te hau ki te uru
Whakataka te hau ki te
tonga
Kia mākinakina ki uta
Kia mātaratara ki tai
E hī ake ana te atakura
He tio, he huka, he hau hū
Tīhei mauri ora!**

Cease the winds from the west
Cease the winds from the south
Let the breeze blow over the land
Let the breeze blow over the
ocean
Let the red-tipped dawn come with
a sharpened air.
A touch of frost, a promise of a
glorious day.

Ka kite!

Key questions

- What does Capital City Kāhui Akō know about student relational needs?
- Why is teacher relational capability so important and how can it be improved?
- How can teachers create further opportunities for students to form **mana enhancing relationships**?

What does Capital City Kāhui Akō know about students relational needs?

Three key points of interest from the data ACROSS SCHOOLS related to the Challenges

1. What are the **behaviours** that make caring, empathy, respect, acceptance and inclusion lived within the culture of the school (and how can this affect **climate**)?

— *Aggressive; School-wide; Classroom: Student*

2. (Is a lack of enjoyment/identity/loneliness/lack of interest why 14% of students **feel** like they don't belong at school?) What school actions can **foster a sense of belonging**?

— *School-wide, Community, Classroom*

3. What school wide systems support students to use strategies to manage themselves in **conflict situations** and to **feel** like conflict has been resolved when dealt with externally?

— *Student; School-wide*

Student voice

“I think everyone should have a friend in their class”.

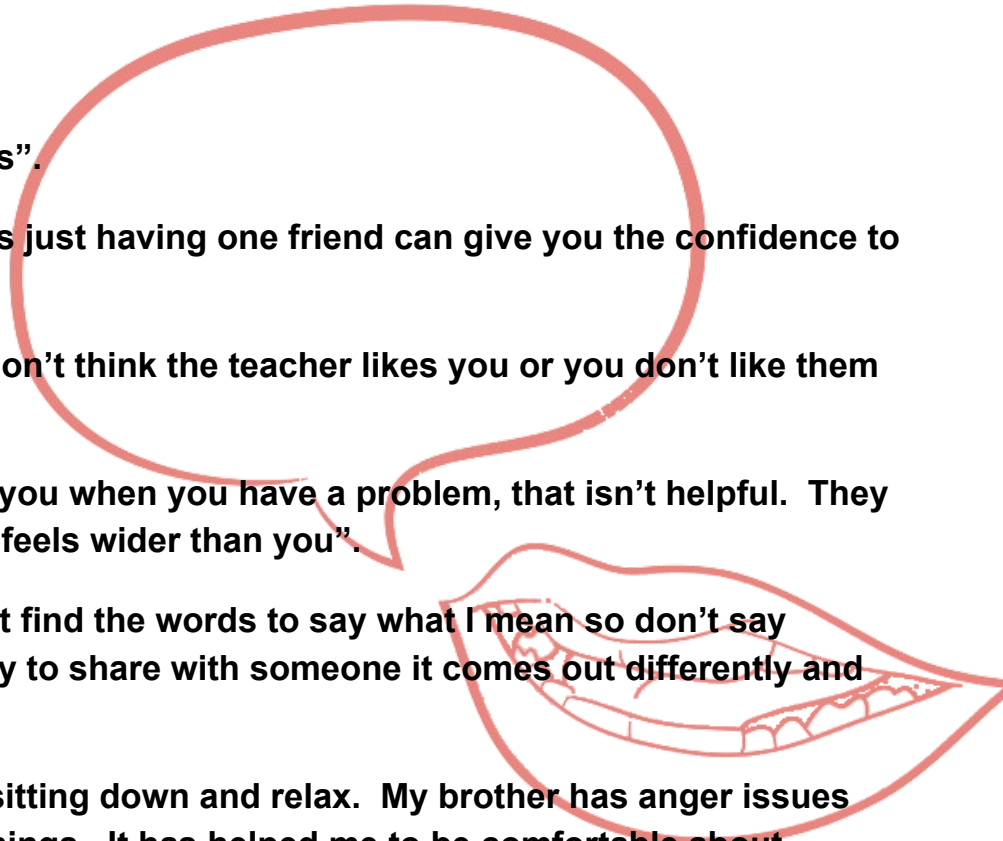
“If you don’t have a friend in your class, sometimes just having one friend can give you the confidence to make other friends”.

“Relationships with teachers is important. If you don’t think the teacher likes you or you don’t like them then that affects how you do in that subject”.

“When teachers make you feel that the problem is you when you have a problem, that isn’t helpful. They can make you feel that it is you when the situation feels wider than you”.

“Sometimes I feel I need to hide emotions as I can’t find the words to say what I mean so don’t say anything - it makes sense in my brain but when I try to share with someone it comes out differently and they don’t get it”.

“Sometimes breathing in and out, being yourself, sitting down and relax. My brother has anger issues and my mum has helped me learn some of these things. It has helped me to be comfortable about yourself”.



Findings

Friendships and **having company is vital** to student wellbeing

Praise coming from teachers leads to feeling good at school and achieving success

Student enjoyment of classes / subjects can be **affected significantly by the relationship with the teacher**

Having strong **relationships with peers in the classroom affects students' ability to learn** in a way that isn't teacher dependant

Students need **support to adapt to change** that occurs between classes (from year to year) or within the context of a classroom (if the teacher changes mid-year).

Participation in extra-curricular activities benefits student wellbeing and belonging

Student (collective) **values are intrinsic to students** / behaviours and not necessarily aligned with school values

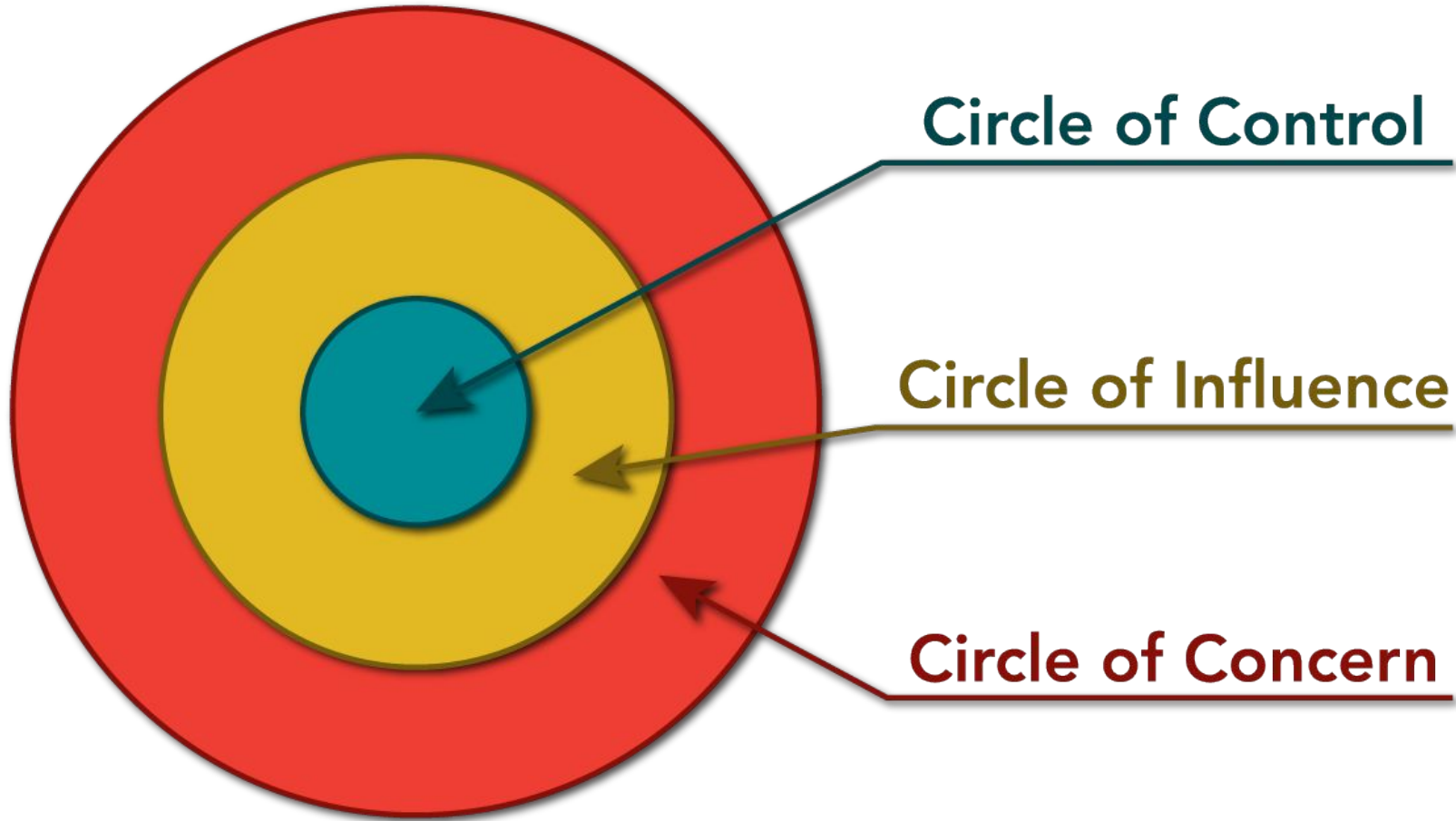
Strong sense that there are **limited strategies beyond getting a teacher** to help

Students are finding it **difficult to communicate how they are feeling** and finding ways to express this with people.

Students talk about **what happens "to you"** (external punitive consequences) in regard to conflict (eg: time out or reflection).

Capital City Kāhui Akō want to develop actions and behaviours that support positive, inclusive, equitable classrooms that support student relationships.

**Why is teacher relational capability so important
and how can it be improved?**



Circle of Control

Circle of Influence

Circle of Concern

Note down 5 people who have influenced your relationships with students (directly or indirectly in your teaching practice)

	Who were / are they?	What were their key qualities?	What have they contributed to how you relate to students?
1			
2			
3			
4			
5			

“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or dehumanised.”

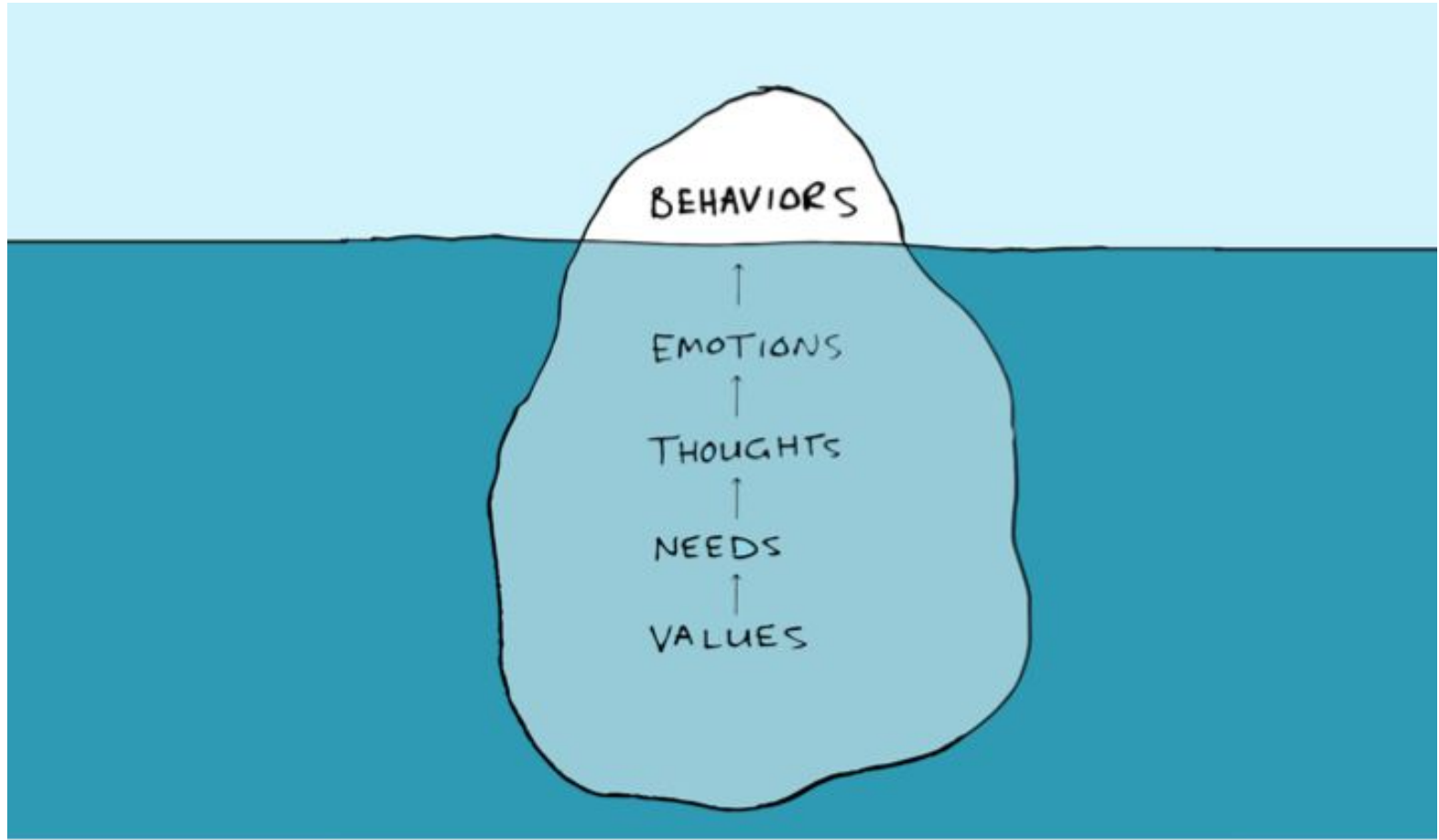
Haim Ginott

Break

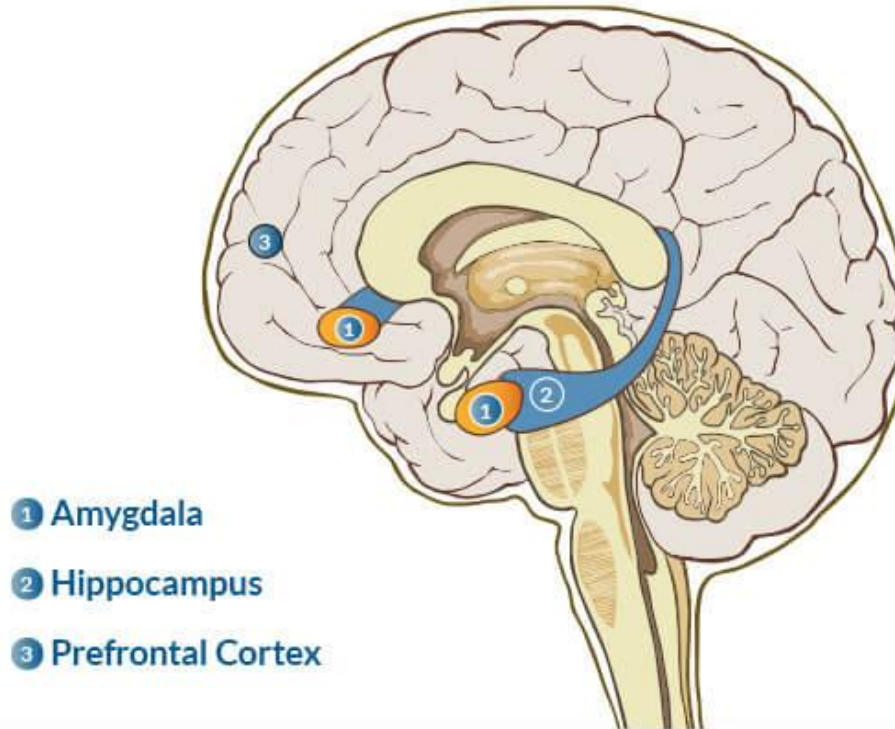
‘Seek first to understand, then to be understood’

**How do relational challenges affect teacher
relational capability?**

Iceberg model



The Handy Model



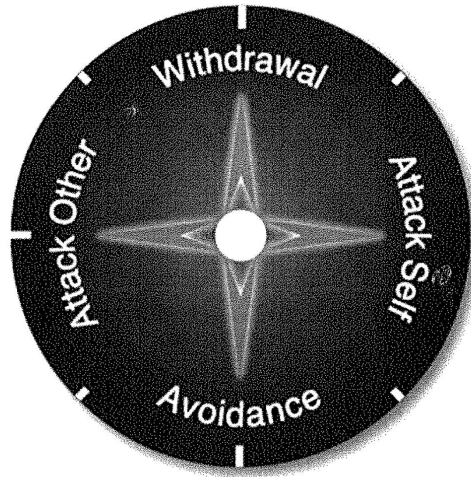
Adapted from D.L. Nathanson, Shame and Pride, 1992

Withdrawal:

- isolating oneself
- running and hiding

Attack Other:

- 'turning the tables'
- blaming the victim
- lashing out verbally or physically



Attack Self:

- self put-down
- masochism

Avoidance:

- denial
- abusing drugs and alcohol
- distraction through thrill seeking



The Corporate Athlete

Jim Loehr and Tony Schwartz 2001

How can teachers create further opportunities for students to form mana-enhancing relationships?

“I’ve learned that people will forget what you said,
people will forget what you did,
but people will never forget how you made them feel.”

Maya Angelou



Maslow's hierarchy of needs

What are the challenges students are facing when it comes to relationships with peers?

What are the challenges teachers are facing when trying to establish relationships between students?

Aligning the ASPIRATIONS with ACTION

What do I want my relationships with my students
(classroom, team / school) to be like?

List your ACTIONS (or systems that you can establish) to support this.

Mindfulness

**Ka whakairia te tapu
Kia watea ai te ara
Kia tūruki whakataha ai
Kia tūruki whakataha ai
Hui e, tāiki e.**

Restrictions are
moved aside
So the pathway is
clear
To return to everyday
activities