

Build relationships with students based on trust and mutual respect

A suggestion for implementing the strategy

'Foster positive relationships and partnerships' from the Guide: [Behaviour and learning](#)

Includes:

- Build students up
- Ensure every student is known
- Aim for robust relationships
- Use student information intentionally
- Reflection questions
- Useful resources

Inclusive Education

From

Guide: [Behaviour and learning](#)

Strategy: [Foster positive relationships and partnerships](#)

Suggestion: [Build relationships with students based on trust and mutual respect](#)

Date

27 April 2024

Link

inclusive.tki.org.nz/guides/behaviour-and-learning/build-relationships-with-students-based-on-trust-and-mutual-respect

Build students up

Hamish describes the positive impact of a teacher knowing him well.

He also describes the negative impact of a different teacher's behaviour.



Video hosted on Youtube <http://youtu.be/McAgVbOsLnc>

Closed Captions

Source:

[IEAG \(NZ\)](#)

<https://www.youtube.com/channel/UCX1QySxIT-oKv3oVnsNwIlg>

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Ensure every student is known

Reflect on what you know about the students you teach.

If there are gaps in your knowledge, make a plan to fill them.

Use this list as a prompt.

For Māori students, learn about their tribal structures and cultural practice:

- whakapapa (genealogy)
- who they consider to be whānau
- tikanga – cultural values and practices they use (language, customs, traditions)
- about their marae.

People in the student's life:

- important people in the student's life
- who lives at home
- the best methods and times to communicate with parents and whānau
- education or medical professionals that provide support
- who can give support for learning at home.

Practical elements:

- language/s spoken at home
- medications and allergies
- access to wifi and technology at home
- part-time jobs and responsibilities at home.

Personal preferences:

- their likes, their interests, what they're good at, and what they need help with
- their dislikes, what can upset them and how they express this, and their calming skills
- their favourite hobbies, books, songs, sports and TV programmes.

Hopes and aspirations:

- short and long term goals
- ideas for work
- future dreams.

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Use student information intentionally

Consider how well you know and understand your students: their whakapapa, interests, passions, strengths, sensitivities, and differences.

Reflect on how you use that information to:

- congratulate a student on an achievement outside school
- make personal connections to a student's whakapapa
- create opportunities for students to share and develop gifts and talents that could remain hidden in school
- share a kind word when a student is feeling low
- eliminate or minimise situations that may cause unnecessary stress
- identify the student's personal signs of stress or unhappiness and intervene early
- have a timely conversation with a student about what you have noticed and how to develop coping strategies
- more accurately interpret wider classroom/playground behaviour and pre-empt potential areas of conflict.

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Useful resources



Positive youth development in Aotearoa. “Weaving connections – Tuhonohono rangatahi”

Read time: 87 min

This Positive Youth Development in Aotearoa (PYDA) framework seeks to explore the confluence between the various approaches to PYD documented in local and international literature, with the grass roots experiences of young people and organisations in Aotearoa / New Zealand.

Publisher: Wayne Francis Charitable Trust

[Visit website](#)



Student survey: Intermediate and secondary

Multi-choice wellbeing survey for students years 7–13.

Publisher: Wellbeing @ School

[Download PDF](#)



Having a teacher mentor

A past student reflects on a teachers’ ability to get to know them and the difference it makes.

[Visit website](#)

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