**EFFECTIVE INSTRUCTION TEACHING MODEL – Relationships**

**Focus Question – How well do I build and maintain productive and respectful relationships with my students?**

**What it looks like –** Building productive and respectful relationships with students is an effective way to create a supportive and positive classroom environment. Many relationships are organic, but teachers should consciously maintain an approach to building relationships with all students – even those that take longer and may be more difficult to build. Teacher student relationships which are effective are built on mutual respect and are supportive and productive for the student.

**The Relationships model**

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| * Teacher greets and welcomes students with a personable and personalised manner (names, comments, etc.).
* Teacher uses strategies (vocal, proximity, physical, scaffolding) to ensure students who are not ready to start work can be attended to without disrupting others.
* Teacher clearly communicates and models respectful relationship interactions.

**Displaying an interest in students** * Teacher consistently demonstrates courtesy and politeness to all students, and uses humour with students when appropriate.
* Teacher uses positive non-verbal language (smile, nod, etc.).
* Teacher informally talks (briefly, when appropriate) with students about topics in which they are interested.
* Teacher demonstrates a knowledge of students’ lives, experiences, interests and personal goals.
* Teacher acknowledges academic and personal efforts of students.
* Teacher demonstrates acceptance of differences.

**Maintaining a professional influence** * Teacher uses respectful language with a calm, firm, measured voice and appropriate body language and intonation as required.
* Teacher demonstrates relational strategies to resolve incidences;
* Not taking personal offence at student behaviour.
* Choosing to not engage with secondary behaviours (such as talking back, refusal, storytelling, negotiating).
* Using restorative practice to discuss incidences.
* Providing opportunities to repair relationships.
* Teacher follows through on commitments made earlier to students.
* Teacher uses parting formalities to farewell students.
 | **Student Evidence*** Students greet teacher with a personable but respectful manner.
* Student respond respectfully toward the teacher/ supervising adult.
* Students act co-operatively with the teacher/ supervising adult.
* Students smile, nod, laugh and use appropriate humour.
* Students demonstrate risk taking learning behaviours;
* Trying a challenging task.
* Asking questions in class.
* Requesting assistance.
* Volunteer in front of class.
* When asked students say the teacher is being interested in them as an individual.
* When asked students describe the teacher treats them fairly.
* When asked students state they feel valued as a class member.
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**Proficiency Scale**

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| --- | --- | --- | --- | --- | --- |
|  | **Not Using** | **Beginning** | **Developing** | **Applying** | **Highly Accomplished** |
|  **1 ………… 1½ …….…… 2 ………… 2½ …….…… 3 ……..….3½ …….…… 4 …….… 4½ ………… 5** |
| **Building relationships** | Teacher has not yet constructed a mutually productive relationship.  | Teacher’s manner is professional but becomes inconsistent in some circumstances. Teacher attempts to be personable, but is not always convincing. | Teacher manner is consistently professional and has a generally personable manner to students. Some students may not feel included. | There are many obvious professional but personable and productive relationships which underpin the classroom. A student may have chosen to not be included. | In addition to previous criteria the teacher finds and exploits opportunities to build relationships with all students. |