



LEADERSHIP HERE SAYS,

**“BRING STUDENTS INTO
YOUR CALM. DON’T LET
THEM BRING YOU INTO
THEIR STORM.”**

And it’s been beneficial for them to watch me calm down before I talk. *They learn about emotions and how to regulate them, and they can watch the process through me.*

Caroline Combs
Teacher

Dear students, get to know your teachers.

Some people can see significant gaps in the approach to education in Australia. Universities and schools are getting one particular aspect terribly wrong, and it can be easily fixed.

Teachers are *pushed* to develop relationships with their students, yet students are not coached to form intentional relationships with their teachers, their bosses, or perhaps anyone.

More responsibility **must** be placed on the student to develop relationships if students are to achieve their potential – All students will benefit from a desire to intentionally develop relationships with the leaders in their life.

Where education is concerned, besides placing teachers in roles that they are passionate about, teachers can achieve improved relationships with students by improving/developing their charisma - With regular professional development for teachers around self-identity and contemporary culture (Trends) they are primed to attract students effortlessly. For example, with an understanding of the culture of mainstream teens (particularly in their school) teachers can present as insightful, innovative and caring (a willingness to do a *Tik Tok* with students or wear a particular pair of shoes, hat, t-shirt that students recognise, or get the most current haircut, etc.).

From here, you can reach out to the fringe students who are disinterested in mainstream culture. Once the teacher has a quality relationship with their students, it is common knowledge that students are more likely to perform in class and behave appropriately. That’s when teachers get to teach!

The detriment of this is that some teachers may be inundated with too many students wanting to develop relationships and learn from them.

Therefore, professional development on managing a scope of relationships is vital to maintaining any relationship the student desires to develop with their teacher. The implementation of a generic method (not just policy but a program) to foster student-teacher relationships is imperative if schools are planning for success. I.e. a platform similar to social media but designed especially for schools and corporations to network, for example, the “My Village” app.

In addition to a holistic approach, teachers can implement strategies in their classroom. For example, the classroom photo board is a visual stimulus that displays one passion from each student (they can change it regularly if they desire); a pin board with a 6x4 photo of their passion and their name on it. The teacher can use this as a reference/reminder what each student likes to talk about.

Schools need less high-fives upon entry to the classroom, less smiley and sad faces on the wall, more high-fives for quality work, more personalised classrooms, more student centred approaches and more stimulating conversation that attracts students to their classroom.

The student will desire to develop a relationship with a charismatic teacher when the student is effectively taught to do this and the teacher is effectively taught to facilitate this.



The Centre for P.E.A.C.E.
Research and Development