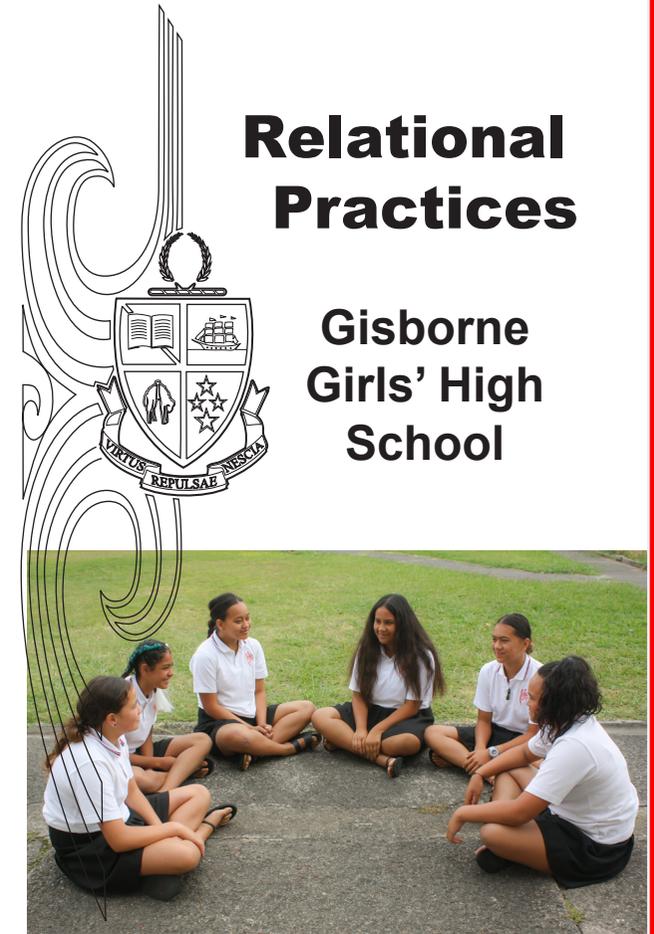


Relational Practice

- Encourages students to appreciate the consequences of their actions for others
- Enables students to make amends where their actions have harmed others
- Requires students to be accountable for their actions
- Encourages respect for all concerned
- Encourages students to develop better understanding of, and empathy for others

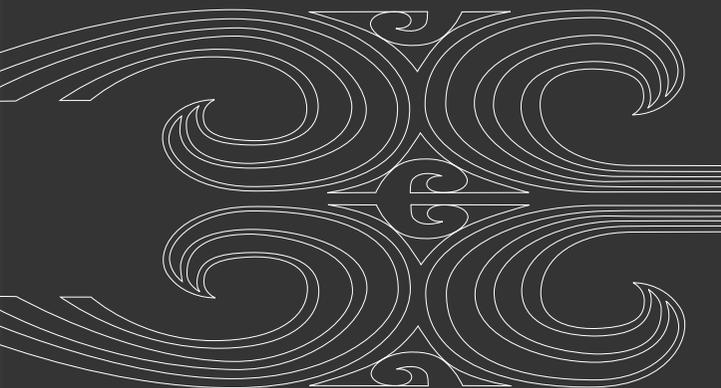


Te Kura Tuarua o Tūranga Wāhine
Gisborne Girls' High School



Relational Practices

Gisborne Girls' High School



Gisborne Girls' High School

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Gisborne Girls' High School uses Relational Practices to develop and enhance learning relationships between students, teachers, whanau and the wider community.

At GGHS we engage in Relational Practices where all participants take responsibility for whanaungatanga and connections that nurture relationships.

Our Aims are to:

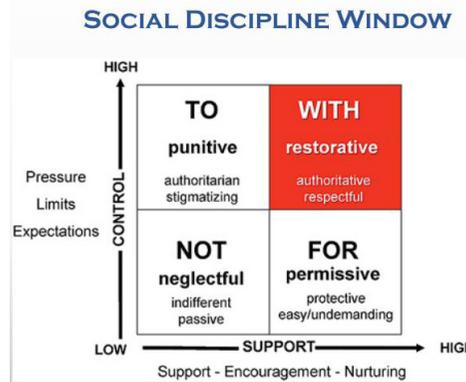
- educate students towards self-directed appropriate behaviour
- promote, nurture and protect healthy relationships among members of the community
- enable students to be accountable for the real consequences of any wrongdoing
- create reflective, responsible and accountable

We do this by:

- Having high expectations and encouraging high standards of behaviour
- Providing high levels of support and care for individuals
- Fully engaging with the Key Competencies in the New Zealand Curriculum
These are:
Thinking
Relating to others
Understanding language symbols and text
Managing self
Participating and Contributing
These competencies are all involved in the relational process.

The 'Social Discipline Window'

At the heart of Relational Practices is an understanding of the Social Discipline Window which depicts the possible ways in which teachers (or parents) could respond to undesirable behaviours in young people.



In a primarily punitive (using punishment) response, the wrongdoer is held to high standards, but without the support necessary to reach them. Such a response can be alienating and stigmatising. It can also fail to effect any real change in behaviour. In a more permissive (easy going) response, the wrongdoer may find the support they need without being held to account for their actions.

It is the aim of the Relational Approach to be operating in the top right pane of the window - holding students to high standards of behaviour while at the same time providing the support and encouragement necessary for them to meet these expectations. The Relational Approach emphasises working with students to educate them to use the right behaviour.

In this way, a Relational Approach is perceived as being authoritative, rather than authoritarian.

Students perceive this approach as being 'firm, but fair'.

Being 'Firm, but fair' involves.....

- clearly articulating and reinforcing expectations
- adhering to a fair process in dealing with all cases of conflict and wrong-doing
- recognising that wrong-doing primarily causes harm to relationships, and that this harm must be repaired in order to move forward

Te Kura Tuarua o Turanga Wāhine
Gisborne Girls' High School
Vision :
Success for All

Hinetu Profile:

Gisborne Girls' High School students, Turanga Wāhine, are our hinetu: they are confident, culturally connected, actively involved, successful lifelong learners. They achieve academic success for their future pathways. They are young women of integrity, self-reliant, yet able to relate effectively with others and eager to take individual and collective responsibility as citizens of their local, national and global communities.

Angitu te katoa - Everyone succeeding.
Tutuki ai o hiahia - Realise your aspirations.
Eke panuku! Eke angitu!