

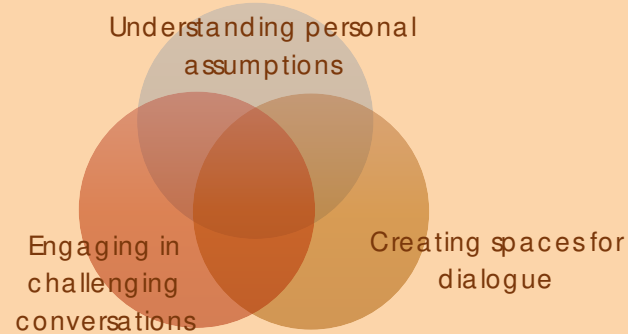
# The High-Expectations Relationships Behavioural Index



A relationship is anchored by high expectations when we have the compassion to be fair and the courage to be firm.

1	<p><b>Understand self and acceptance with critical feedback</b></p> <ul style="list-style-type: none"> <li>▶ Understand the specific dispositions, strengths, weaknesses and cultural assumptions that shape 'self'.</li> <li>▶ Seek feedback, and accept and act on challenging feedback</li> </ul>	4	<p><b>Engage in robust conversations</b></p> <ul style="list-style-type: none"> <li>▶ Challenge deficit conversations – in a respectful way.</li> <li>▶ Create spaces for open and free discussion where everyone can explore different perspectives</li> </ul>
2	<p><b>Know the Individual</b></p> <ul style="list-style-type: none"> <li>▶ Know your students, and your colleagues and show interest in the lives and interests</li> <li>▶ Understand the unique circumstances of students' families and how they may impact on student wellbeing and learning</li> <li>▶ Use your knowledge of students to create leaning opportunities that meet their needs and interests</li> </ul>	5	<p><b>Share the importance of High-Expectations Relationships</b></p> <ul style="list-style-type: none"> <li>▶ Talk to students about being firm and fair compassionate and courageous.</li> <li>▶ Use a common terminology and language with parents and staff.</li> <li>▶ Use Stronger Smarter as an underlying approach for the school.</li> </ul>
3	<p><b>Establish equitable power relationships'</b></p> <ul style="list-style-type: none"> <li>▶ Tap into your students' sense of cultural pride – acknowledge all the strengths they bring to the classroom (including those that are not immediately obvious in a western education system).</li> <li>▶ Build an equitable classroom – where all your students feel welcome and feel they have a voice.</li> <li>▶ Build an equitable workplace – where all staff feel they are valued and have a voice.</li> </ul>	6	<p><b>Celebrate results and effort</b></p> <ul style="list-style-type: none"> <li>▶ Share your personal results with others</li> <li>▶ Regularly recognise and celebrate the results and efforts of your colleagues and your students.</li> <li>▶ Work with the community to co-create celebrations or performances and events.</li> </ul>

# High Expectations Relationships Behaviour Index (HERBI)



## Personal

- ▶ Put a mirror up to yourself - take personal accountability and have high expectations of yourself
- ▶ When challenged –respond with possibility
- ▶ Be willing to admit when you need help and seek advice from your colleagues.
- ▶ Celebrate and share your results and achievements.

## Colleagues

- ▶ Check in with your colleagues – take opportunities to learn more about them and create opportunities to
- ▶ Share ideas, ask for help, offer help to others.
- ▶ Find ways to keep the staff room talk positive and avoid deficit conversations.
- ▶ Build relationships with Indigenous teacher aides.

## Students

- ▶ Find out more about your students – use check ins, student surveys, run a class cultural action plan.
- ▶ Make all your actions strength-based – see the whole student and their strengths, not a set of behaviours.
- ▶ Ensure all voices are heard in your classroom.
- ▶ Expect that all students can learn every day and switch the teaching around if necessary.

## Parents

- ▶ Listen to what parents want and expect for their children.
- ▶ Talk to parents at the school gate.
- ▶ Make a friendly call to parents to check-in and provide positive stories about their child – build the emotional bank account – but be prepared to have honest conversations.
- ▶ Make sure conversations are strength-based.

## Community

- ▶ Go outside the school gate and knock on doors to build a bank account with parents.
- ▶ Run activities in the local community or take opportunities to participate in community events.
- ▶ Find ways to involve the local community in school activities.
- ▶ Set up a community yarning circle.



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	Personal	Colleagues	Students	Parents	Community
Understanding self	Critical self-reflection	Accept and act on challenging feedback	Be aware of your own deficit discourses	Understand your own patterns of behaviour and relationships.	Ensure you have a strength-based approach
Know the individual	Understand your own cultural assumptions	Seek to understand your colleagues strengths	Seek to understand your students' strengths	Talk regularly to parents	Participate in local community events
Equitable power relationships	Share your preferences and interests with others	Approach others with a desire to learn	Organise classrooms where all students can have a voice	Provide regular positive feedback to parents	Involve community members in school and classroom
Robust conversations	Create safe spaces for open and free discussion	Engage in discussion about deficit conversations	Engage students in developing challenging goals	Co-develop goals and aspirations for students	Be involved or lead community discussion forums
Share high-expectations	Be able to explain your own high expectations	Ensure a shared understanding of high expectations	Talk to students about being firm and fair	Co-create high expectations strategies	Discuss high expectations with the community
Celebrate results	Celebrate your own results	Recognise and celebrate your colleagues' results	Celebrate success and effort in the classroom	Involve parents in celebrations.	Co-create student performances and events



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“It’s the dialogue between staff, staff and community, with the students, built on respect and really listening to what people have to say, and those people knowing you will listen to what they have to say, and you will consider it from their perspective. People feel valued in that situation. When there is a problem people know they can come and talk without being upset, or indeed if they are upset that’s OK, we can talk through it.

**Lesley, Principal, NSW**

We talk about the performance line. There are lots of things below the performance line, and they are all excuses. You can blame someone else, you can justify, you can deny, you can hand over, you can hand ball. Above the performance line there is only one thing and that is personal responsibility.

**Saeed, Principal, WA.**

We work in such a triangular, top-down structure in our organisations that it can be quite daunting to take the edges off that triangle and circle up”, he says. “That triangle approach is so branded in our minds that there’s a long way to go before we can actually say we trust each other enough to go with our feelings, and speak about our thoughts without worrying about what the other person or the supervisor might be thinking and might be filing away for later.”

**Steve, Principal, NSW**

“I needed to speak with community people. To knock on doors, introduce myself, go out and say ‘hello’ – to have the positive stories, so that had a bank account of things to draw on, and start building the relationship.”

**Ken, Principal, Victoria**

“I see every student as an individual and understand where they come from, their backgrounds and why they may have difficulties, and sometimes it does involve talking to parents and working things out. Everyone’s different. So my assumptions were challenged - that you just can’t treat or teach all children the same way or the same thing at the same time. There’s so many things going on for kids that affect their learning, so I definitely try to be more patient, more empathetic, I’ll switch things around if I think one kid might be having a hard time doing something.”

**Melanie, Teacher, NSW**