Q 5.3

**Give ONE example of how and where your work on a school development project had a positive impact on relationships in the school community.**

As a Year head, I was frustrated by the inconsistencies in how teachers were interpreting and implementing the Code of Behaviour in our school. Students were confused by one teacher taking a stand on something that another teacher ignored. In some cases the stand taken by a teacher was over the top and in some cases the teacher who ignored an incident of misbehaviour was letting down his colleagues and undermining the discipline system. Also, some teachers were reporting events to Year Heads that they should be handling themselves in the classroom.

I expressed my frustration to the principal, deputy principal and the other year heads at one of our weekly meetings and offered to develop a staff workshop to address the issue and asked for my colleagues to help me. Everyone present was enthusiastic about the idea and felt an effective workshop would be an ideal way to bring more consistency to our approaches.

With the other year heads, we drew up a list of the type of issues that were reported to us and we decided to select the 10 most prominent issues that we have to deal with. Together, we formulated what we felt should happen in each case and the appropriate ways of dealing with them.

The principal arranged the two-hour staff meeting. We split the staff into groups of 5 people and we asked them to consider each scenario and determine what they felt should happen. We then discussed the answers from each group and ironed out the huge variations in approaches by staff members. After a lot of discussion we finally managed to agree the appropriate responses in each case. We wrote up the scenarios with the agreed answers and uploaded them to the staff portal.

The staff agreed that this was a fantastic way to deal with the issue and at subsequent meetings of staff and year heads, the plaudits have been flying in my direction. A survey of students has shown that they feel our behaviour system has improved and the student-teacher relationships are stronger, even though the students were unaware of our staff workshop.

Year heads have also reported that their relationships with teachers that they had previously found to be annoying are also much more positive.