



# Professional Development Webinar

(Term 3, 2016)

## Teacher-Student Trust vs Teacher-Student Alienation

# Teacher-Student Trust

A key dynamic in the relationship

**Shapes** how we act,  
learn and teach

**Essential element**  
in vibrant, well-  
performing schools

**Just how important is trust?**

**Underpins**  
Interpersonal connections  
and cooperative behaviour

# Teacher-Student Trust

A key dynamic in the relationship

Relationships of  
interdependence

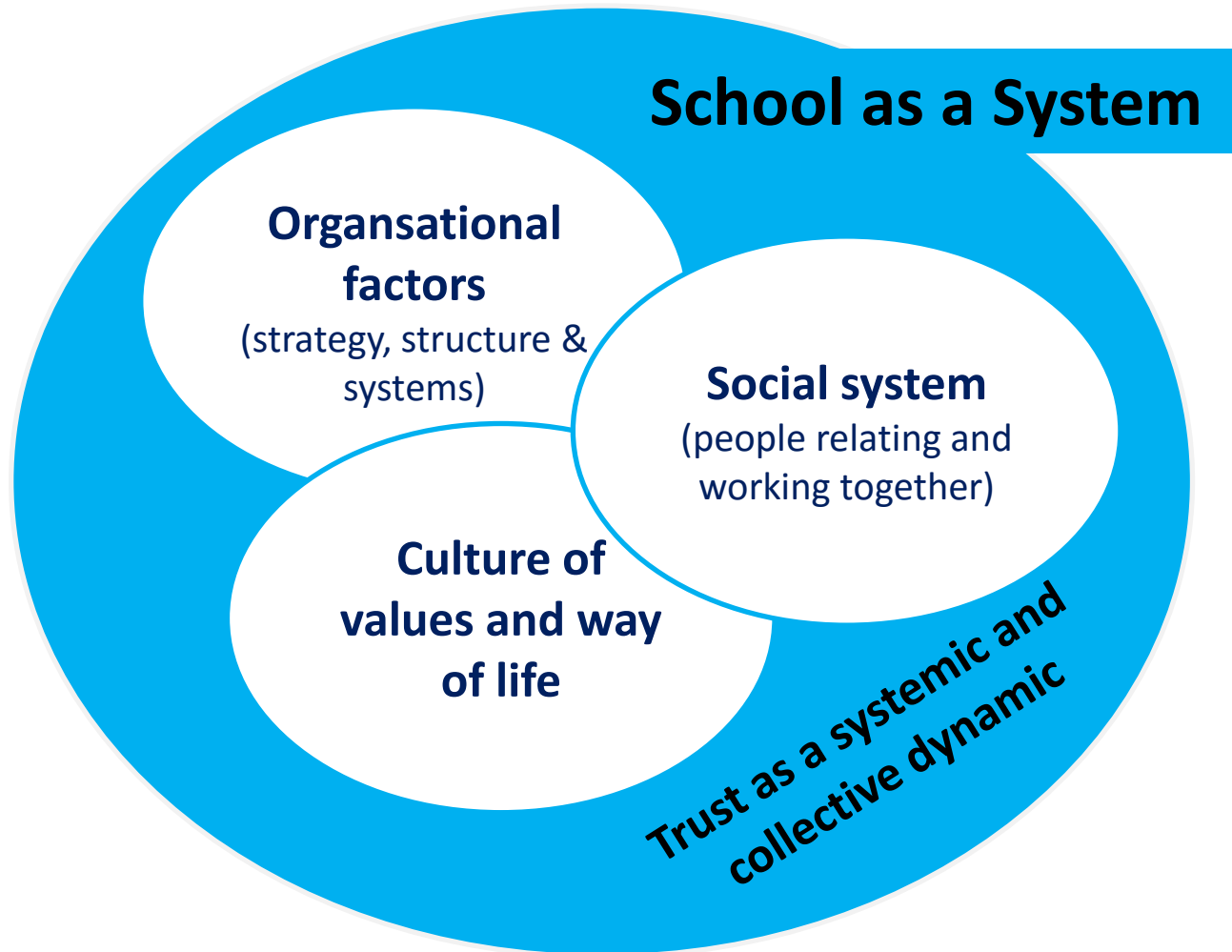


## Trust Components

1. Confidence in one person (the teacher)
2. Willingness to take risks by the other (the student)

# Trust within Schools

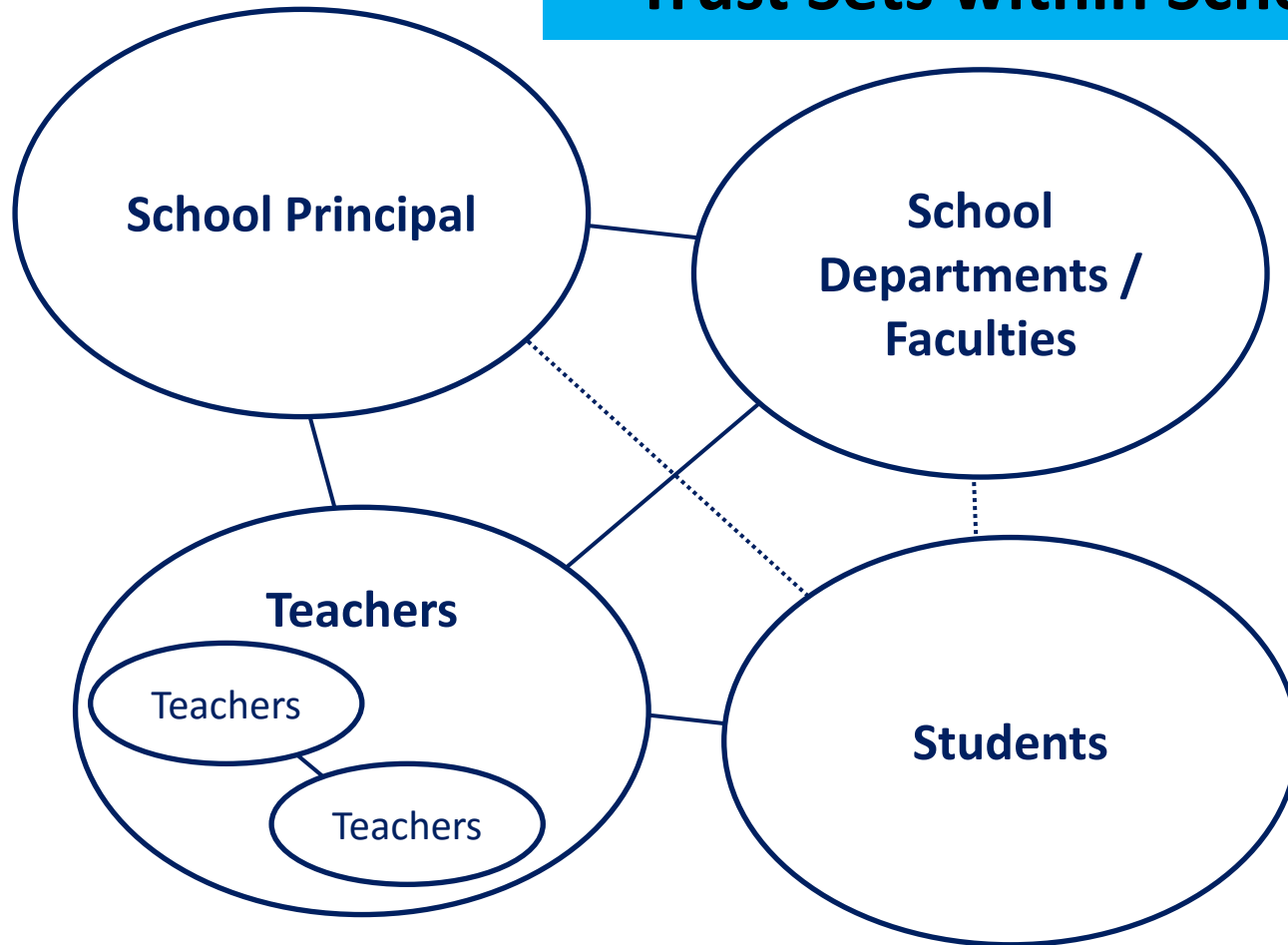
A fundamental factor



# Trust within Schools

A fundamental factor

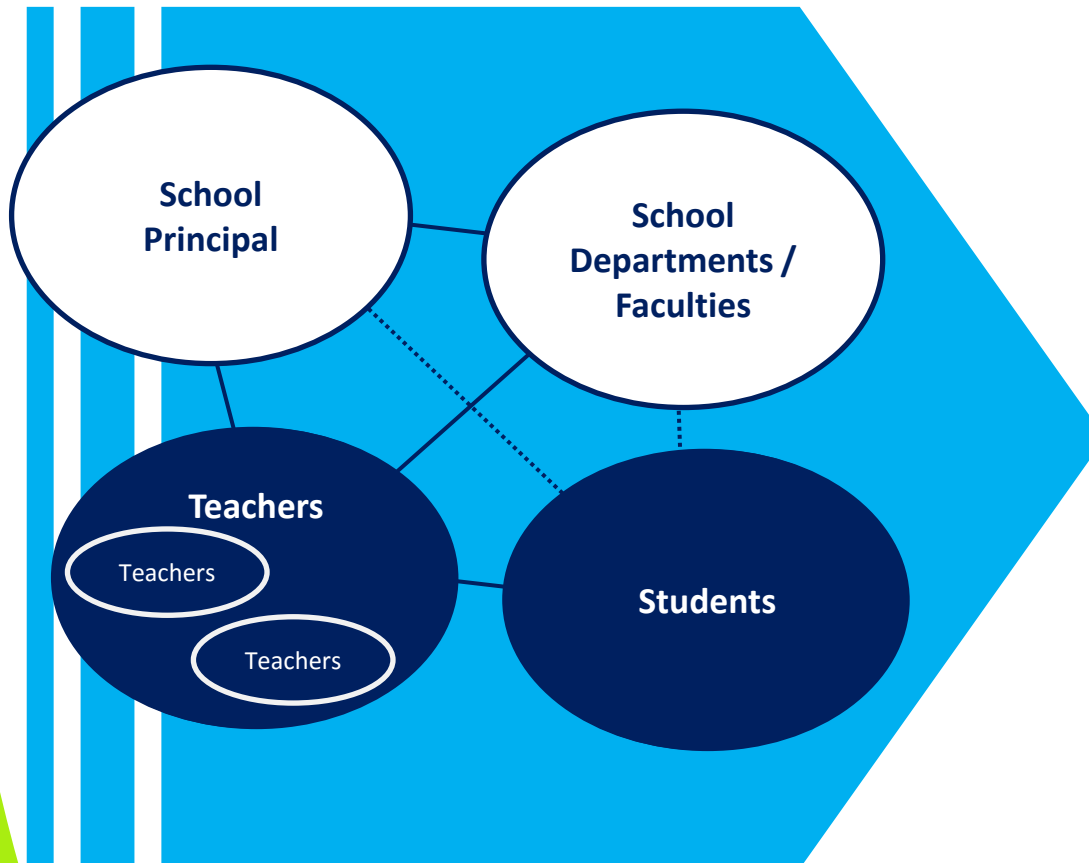
## Trust Sets within Schools



# Trust within Schools

A fundamental factor

Trust Sets within Schools



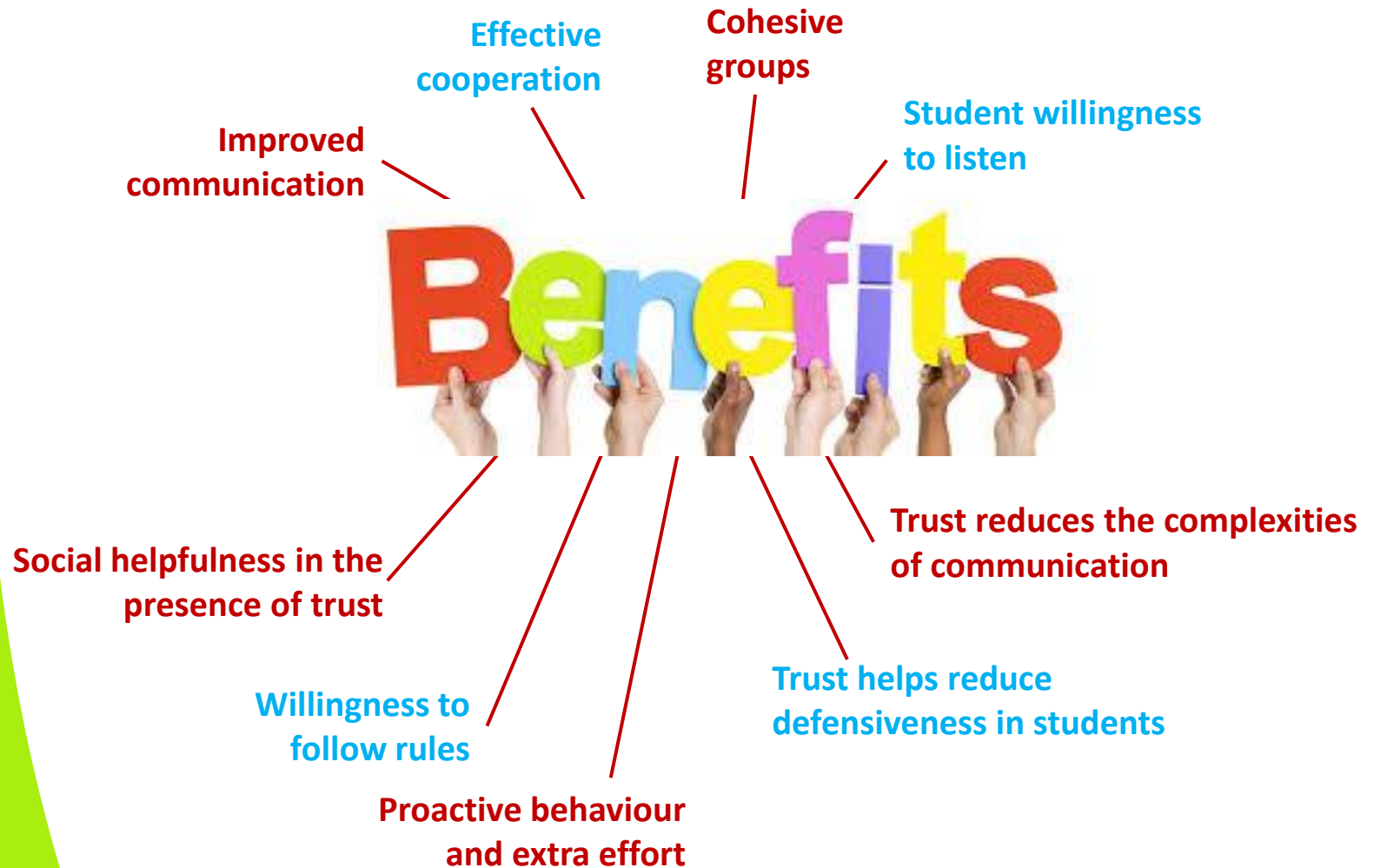
Student  
Achievement

75%

Trust is an essential  
element of  
productive schools

# Benefits of Trust

## Students and Teachers



# Trust Elements

What elements are considered when judging whether to trust others?

For trust to form, students must experience

**confidence** in the teacher to  
deliver on the trust elements of:



**Kindness**  
**Honesty**  
**Openness**  
**Reliability**  
**Competence**

*Students must be willing to  
be **vulnerable** to the  
teacher and believe that  
the teacher will, and  
proves to be, kind, honest,  
open, reliable, and  
competent*



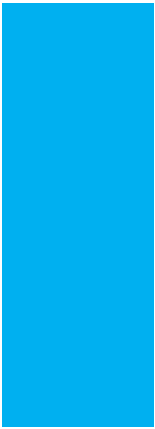
# Trust Elements

What elements are considered when judging whether to trust others?



## Kindness

Confidence that a student's needs and well-being will be protected

- 
- Care and benevolence
  - Expressing appreciation
  - Being fair
  - Unconditional positive regard

# Trust Elements

What elements are considered when judging whether to trust others?



## Reliability

At its most basic level, trust has to do with predictability of behaviour - knowing what to expect from others

- 
- **Predictability**
  - **Consistency**
  - **Dependability**
  - **Commitment**
  - **Dedication**
  - **Diligence**

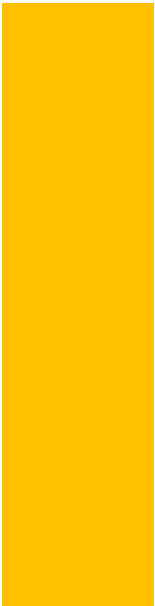
# Trust Elements

What elements are considered when judging whether to trust others?



## Competence

When a person is dependent on another who is not quite up to standard, an individual who means well, may nonetheless not be trusted.

- 
- **Trusted knowledge**
  - **Handling conflict**
  - **Managing difficult situations**
  - **Pressing for results**
  - **Solving problems**
  - **Being structured but flexible**

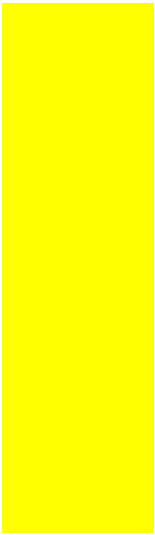
# Trust Elements

What elements are considered when judging whether to trust others?



## Honesty

Honesty speaks to a person's character, integrity, and authenticity

- 
- Integrity and Authenticity
  - Telling the truth
  - Following through on promises
  - Keeping agreements
  - Accepting responsibility

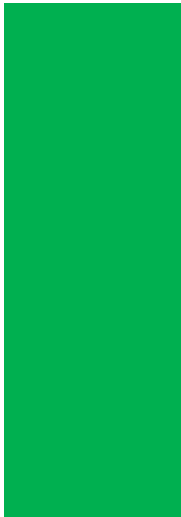
# Trust Elements

What elements are considered when judging whether to trust others?



## Openness

Openness is about making information available. It is also the process by which teachers make themselves vulnerable to others by sharing personal information

- 
- **Open communication**
  - **Sharing important (even personal) information**
  - **Entrustment of duties**
  - **Shared decision making**
  - **Sharing power**

# Trust Erosion

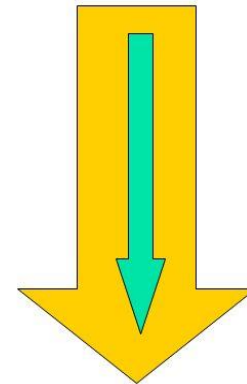
Trust can be eroded by teachers, often unintentionally!

Trust involves students, consciously or unconsciously placing themselves in the **care or control** of teachers

But what if student  
expectations  
are not met?

What if the one who is trusted acts accidentally, egotistically or even opportunistically and has a negative effect?

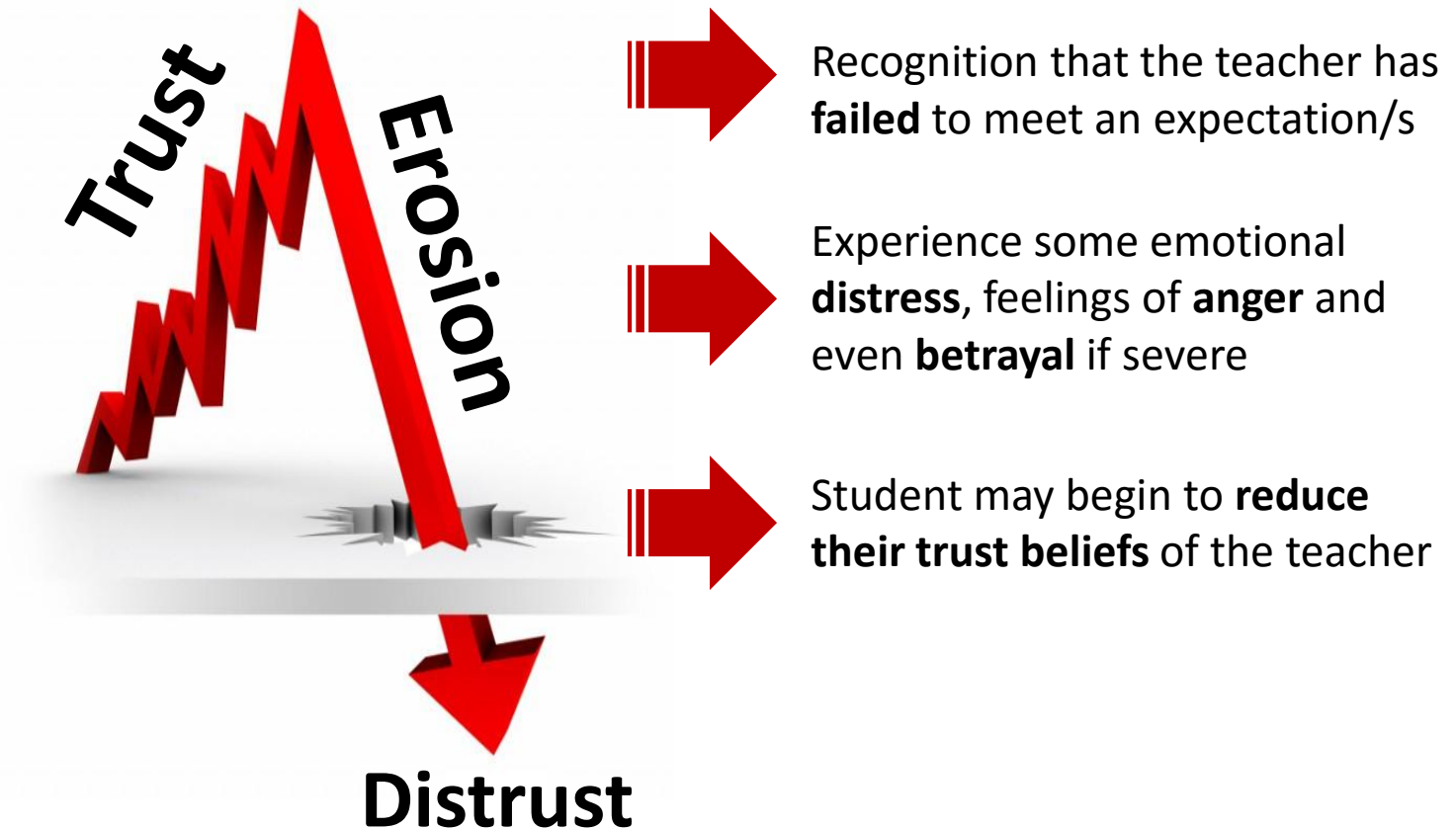
Diminished  
Trust



Expectations  
Not Met

# Trust Erosion

Trust can be eroded by teachers, often unintentionally!



Unaddressed trust violations

Repeated trust issues and failed expectations

# Trust Erosion

Trust can be eroded by teachers, often unintentionally!

## Examples across the trust elements



- Not showing compassion when a child is ill (lack of kindness)
- Not being available to clarify and answer student questions (lack of dependability)
- Not following through with information that was promised to a student (lack of integrity)
- Being overly rigid and not accommodating individual student needs (lack of competence)
- Not inviting students to provide alternative ideas or counter-arguments (lack of openness)



# Behavioural Tendencies

Dispositional factors that influence trustworthiness

## Behavioural Tendencies

- Under normal circumstances these characteristics may actually be **strengths**
- However, when one is tired, pressured, bored, or otherwise distracted, these risk factors may **impede effectiveness** and **erode** the quality of your relationships
- Negative **impact on trust** for others such as students



### About Behavioural Tendencies

- Outside realm of awareness
- Robust patterns of behaviour
- Difficult to change

### Best Way of Dealing with them

1. Gain insight using valid assessment
2. Learn to manage them

# Behavioural Tendencies



## Teacher Behaviour:

- Prone to emotional outbursts
- Critical and easily annoyed when inconvenienced
- Moody, inconsistent and unpredictable
- Vacillates between optimism and pessimism

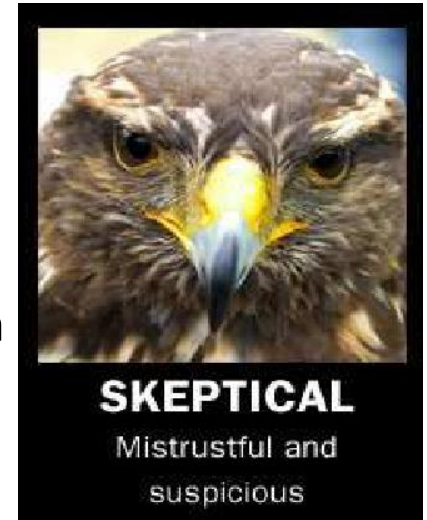
## Student Reaction:

- **Trust and connection is weakened in the presence of unpredictable behaviours.**
- Others are tentative when they first approach you, attempting to figure out if you're in the right mood.
- They will tend to hold back in their interactions with you, due to lack of confidence that their needs will be met with care and consideration.

# Behavioural Tendencies

## Teacher Behaviour:

- Prone to excessive fault finding
- Easily angered, tending to be argumentative
- Not allowing room for error or experimentation
- Generally mistrustful and defensive



## Student Reaction:

- **Trust is undermined when confidence is eroded and students are left feeling vulnerable and unappreciated.**
- They are fearful of being excessively questioned and criticised, and may spend a lot of time creating reasons (you might say excuses) to justify their actions.
- May be reluctant to bring forward new ideas or suggest alternative methods for fear these will be critiqued and rejected.

# Behavioural Tendencies



## Teacher Behaviour:

- Conservative and self doubting
- Slow to make decisions
- Reluctant to speak up or take action
- Unassertive and easily embarrassed

## Student Reaction:

- **Trust is compromised when confidence in the relationship is stifled due to your lack of commitment.**
- Unresponsiveness may be perceived as indecisive and not being consistent in behaviour.
- Diminished sense of connection and positive regard.

# Behavioural Tendencies

## Teacher Behaviour:

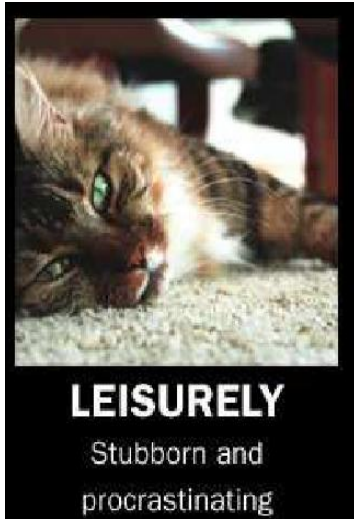
- Misread social cues
- Don't provide support when needed the most
- Lack of direction
- Missing feedback and recognition
- Uncommunicative and preoccupied



## Student Reaction:

- **Trust and connection is eroded due to perceived lack of commitment by teacher**
- Open communications and sharing becomes limited and transactional and the relationship is stifled.
- Stop working hard, putting in effort, and achieving.

# Behavioural Tendencies



## Teacher Behaviour:

- Procrastination and tardiness in following routines or meeting deadlines
- reluctance to respond to others needs
- Ignores requests for assistance or support
- Over promises and under delivers

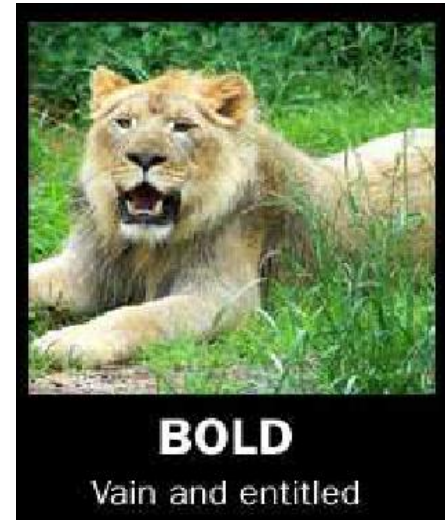
## Student Reaction:

- **Mistrust and disconnection due to teacher's evasive behaviour**
- Experience frustration because of lack of commitment
- Discouraged and unmotivated due to lack of empathy or responsiveness

# Behavioural Tendencies

## Teacher Behaviour:

- Overbearing and forthright
- Can appear intimidating to others
- Unable to admit mistakes
- Resistant to feedback from others
- Overly confident



## Student reaction:

- **Trust and connection is compromised because others find it difficult to express themselves around you.**
- Unwilling to put forward ideas unless they are sure that they fit with your perspective.
- Hesitant and reluctant to experiment or fully engage for fear of retribution.

# Behavioural Tendencies



## Teacher Behaviour:

- Makes intuitive, not fact-based decisions
- Motivated by pleasure
- Downplays mistakes
- Ignores and doesn't deliver commitments

## Student Reaction:

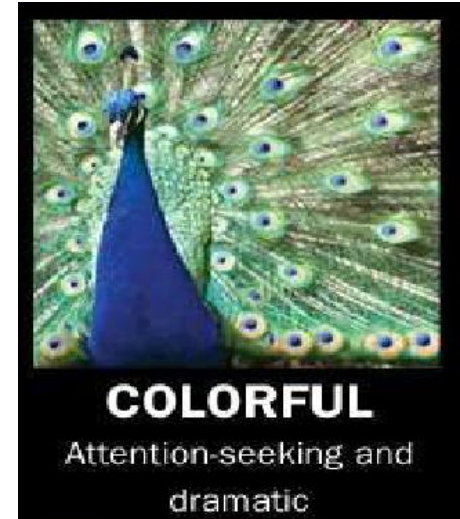
- **Mistrust and disconnection occurs when others find you unpredictable or inconsistent, and unreliable.**
- Tendency to disengage, not willing to put forward their ideas thereby risking an unpredictable response from you.
- Disappointed and demotivated by perceived lack of commitment and confused by spontaneous adhoc approach.



# Behavioural Tendencies

## Teacher Behaviour:

- Impulsive and attention seeking
- Easily distracted (Confuses activity with productivity)
- Over commits
- May lack follow through
- Spontaneous and unplanned



## Student Reaction:

- **Trust and connection is hampered when confidence in teacher's reliability and dependability is in question.**
- Confusion and uncertainty about priorities and disruptive processes result in inconsistent outcomes.
- Raised anxiety inhibits thinking and performance.

# Behavioural Tendencies



## Teacher Behaviour:

- Easily bored and distractible
- Whimsical and eccentric
- Poor influence and persuasion skills
- Potentially creative but often wrong
- Unaware of how actions affect others

## Student Reaction:

- **Mistrust and disengagement occurs due to lack of confidence in teacher expertise and dependability of information and behaviour.**
- Unclear on priorities, due to the confusing way that ideas and information are expressed.
- Unsure what actions to concentrate or act upon.

# Behavioural Tendencies

## Teacher Behaviour:

- Critical and nit-picky
- Demanding and fussy about details
- Place similar priority on all tasks
- Stubborn and inflexible (fixed mindset)
- Ignores the needs of others – too task focused



## Student Reaction:

- **Trust and commitment is negatively impacted when the relationship takes second stage to activities and a transactional style dominates.**
- Uncertain of the standard required as it appears to never be good enough.
- Lose of confidence in own abilities and demotivated to extend self or try new things for fear of failure.

# Behavioural Tendencies



## Teacher Behaviour:

- Strong desire to please everyone (can't say "no")
- Too flexible and accommodating
- Withdraws from difficult situations
- Reluctant to make decisions or act independently

## Student Reaction:

- **Trust and confidence in teacher is eroded when behaviour lacks decisive, leader like qualities which are predictable and reliable.**
- Resentment builds when resolution of issues, conflict or misunderstandings between others is not addressed.
- Disengagement due to lack of reinforcing accountability both at group and individual level.

# Behavioural Tendencies

11 Types that fall into 3 distinctive groups

## Moving Away

Detached and  
unavailable

- **Excitable** - Erratic emotional outbursts
- **Skeptical** - Mistrustful and vindictive
- **Cautious** - Risk average, not clear, indecisive
- **Reserved** - Poor communicator, insensitive
- **Leisurely** - Passive-aggressive, meanness

## Moving Against

Overbearing and  
aggressive

- **Bold** - Arrogant, feelings of entitlement
- **Mischievous** - Inappropriate, careless
- **Colourful** - Reactive, attention seeking
- **Imaginative** – Unpractical, bad ideas

## Moving Towards

Overly compliant yet  
unaccommodating

- **Diligent** - Over controlling, needless detail
- **Dutiful** - Over placatory, too agreeable



# Professional Development Webinar


(Term 3, 2016)

**PROMOTIONAL OFFER**  
**Webinar Participants**

# Webinar Promotional Offer

## Assessment of Behavioural Tendencies

- Assessment of the 11 behavioural and interpersonal patterns that identifies the level of risk in terms of trust erosion with others.
- **Promotional special**: Online assessment (15 minutes), report and feedback (30 minutes) from consultant. \$300 (+GST)
- If you would like to learn how to manage these behavioural tendencies, individual coaching and support is available. Group-based feedback and development with teachers is also available.



# Professional Development Webinar

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## Teacher-Student Trust vs Teacher-Student Alienation



# Free Resources

## 1. Webinars [www.neuromite.com.au/webinars](http://www.neuromite.com.au/webinars)

- Professional Development
- NEUROMITE programs

## 2. NEUROMITE web site [www.neuromite.com.au](http://www.neuromite.com.au)

## 3. Free Subscription

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