

RELATIONAL TEACHING



EMPOWERING TEACHERS
TRANSFORMING BEHAVIOUR

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RELATIONAL TEACHING IS DIFFERENT

EMPOWERING TEACHERS TO
RESPOND TO DISRUPTIVE
BEHAVIOURS WITH INNOVATIVE,
EVIDENCE-BASED SKILLS.



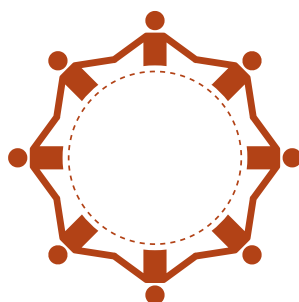
BEYOND REWARDS & CONSEQUENCES

Relational Teaching is based on the New Authority framework (also known as Non-Violent Resistance). A strength-based, trauma-aware approach, it addresses a critical gap in current behaviour management practices by providing school staff with practical, relational strategies for supporting young people with challenging behaviours, including from backgrounds of trauma, chronic stress, disadvantage, or neurodivergence—where traditional methods like rewards and sanctions often fall short.



HIGH SUPPORT / LOW CONFLICT

Teachers are supported to build meaningful connections with students—even in the face of challenging behaviour—while developing skills to uphold boundaries calmly and confidently, reducing escalation and overall conflict. This dual focus on connection and consistency empowers educators to maintain their presence and influence, even in high-stress moments.



FOCUS ON RELATIONSHIPS

Relational Teaching equips school staff with practical strategies to respond to challenging behaviour with calm authority and relational presence. It supports teachers to work collaboratively, reduce feelings of isolation, and create a consistent, connected environment where both students and staff can thrive. Through shared language and strong partnerships with families, Relational Teaching fosters safety, accountability, and lasting change.

AUTHORITY IN THE CLASSROOM



"TO CREATE A SAFE SCHOOL, WE MUST FIRST AND FOREMOST EMPOWER TEACHERS TO BE ABLE TO SET THE RULES OF BEHAVIOUR IN THE CLASSROOM, HALLWAYS, AND SCHOOL YARDS." (HAIM OMER, 2022).

In the past, teacher authority often relied on aloofness, fear, and unquestioned obedience. Today, society has shifted toward values of transparency, inclusion, and trauma-informed practice. This evolution has brought welcome changes—teachers are now expected to be empathetic, supportive, and attuned to the needs of diverse learners.

Yet this shift has created a new challenge: how do we uphold clear, consistent boundaries and respond to challenging behaviour without reverting to outdated, punitive models? Many schools continue to face rising levels of student dysregulation, classroom disruption, and teacher burnout. Educators need more than kindness—they need tools that empower them to lead with both compassion and clarity.

Relational Teaching offers that path forward. It provides a practical, relationship-focused approach that helps teachers reclaim their leadership role—not through control, but through presence, persistence, and committed care. It equips staff to respond to students with calm authority, creating safe and connected learning environments where everyone can thrive.

By focusing on relationships rather than reactions, and on connection rather than correction, Relational Teaching supports educators to hold firm boundaries without compromising empathy. It empowers schools to foster cultures of safety, respect, and shared responsibility—where both staff and students feel supported and valued.

EMPOWERING TEACHERS

"THE WELLBEING OF TEACHERS AND THE WELLBEING OF CHILDREN MUST BE ACHIEVED TOGETHER OR NOT AT ALL. TEACHERS CAN PROVIDE PROTECTION TO STUDENTS ONLY IF THEY FEEL PROTECTED AND SUPPORTED THEMSELVES." (HAIM OMER, 2021)



Relational Teaching recognises the complexity of today's classrooms and the expertise educators bring to their work. Teachers are navigating a wide range of responsibilities, often under significant time pressure and emotional load.

Relational Teaching is grounded in the belief that when we invest in teachers, we strengthen the whole school community. It provides practical, relational strategies that enhance teacher confidence, collaboration, and connection—helping staff feel more equipped and supported in their roles.

At its heart, Relational Teaching is built on a simple but powerful truth: when teachers thrive, students do too.

This is achieved by:

- Building teacher confidence and capability through evidence-based strategies that support calm, consistent responses to behaviours that disrupt learning
- Strengthening teacher presence across all school environments—from the classroom to the corridors to the school yard
- Fostering meaningful connections with colleagues, families, and the wider school community to create a strong, united network that reinforces and supports staff actions

SKILLS & STRATEGIES



RELATIONAL TEACHING IN ACTION: CALM, CONNECTED, CONSISTENT

Relational Teaching focuses on four core elements of the New Authority approach:

- **De-escalation** – Teachers learn how to stay calm and avoid power struggles, using strategies that reduce conflict and create space for thoughtful responses rather than reactive ones.
- **School presence** – Educators are supported to increase their visibility and relational presence across the school environment, sending a clear message of consistency, availability, and care.
- **Active resistance** – Staff are equipped to respond to harmful behaviours with non-punitive but firm actions that uphold safety and respect, reinforcing boundaries without resorting to control or aggression.
- **Activating networks of support** – The approach emphasises collaboration, encouraging schools to build strong alliances with colleagues, leadership, families, and the wider community to create a unified, supportive response around each young person.

THE RELATIONAL TEACHING PROGRAM

Method

Implementation of the Relational Teaching framework is tailored to the unique needs of each school. A customised plan will be co-developed in collaboration with leadership and staff, and may include:

- Targeted support plans for identified students
- Professional learning sessions introducing the Relational Teaching framework and its core practices
- On-site support, working alongside a targeted group of teachers
- In-class mentoring, modelling, and side-by-side coaching to support real-time implementation
- Scheduled phone or video coaching, offering ongoing guidance and reflection

Aims

- To increase teachers' knowledge and skills for supporting the management of student challenging behaviours
- To reduce student disruptive behaviours in the classroom
- To increase in teachers' sense of self-efficacy

Measures

- The Teachers' Sense of Efficacy Scale
- Direct Behaviour Scale: Standard Behaviours
- Qualitative and quantitative feedback at the end of each program day and at the end of the program



ABOUT THE NEW AUTHORITY



"IN THE NEW AUTHORITY, WE NO LONGER FOCUS ON THE REACTIONS OF THE CHILD, BUT RATHER THE ACTIONS OF THE ADULT...ONE'S AUTHORITY DOES NOT DEPEND ON CONTROLLING THE CHILD." (HAIM OMER, 2021)

New Authority is an innovative and systemic approach to serious and harmful behaviour problems in young people. It was initially developed by Professor Haim Omer and his team at the University of Tel Aviv 20 years ago. The approach has been adapted for a large number of applications, including school violence, school refusal, residential care, out of home care, aggression and violence, ADHD, anxiety disorders, eating disorders, suicidality, and more.

In all the fields the approach not only led to improvements in the child's problematic behaviours, but also reduced escalation, improved adult self-control, and promoted better adult-child relations.

New Authority has transformed education in mainstream primary and secondary schools, as well as in special educational environments in a number of European countries. The city of Zurich has adopted New Authority as its central behavioural model for all of its schools.

New Authority, and by extension Relational Teaching, equips teachers with the tools to reclaim their confidence, voice, and influence in a changing educational landscape. In a time of shifting expectations, growing complexity, and increasing professional demands, this approach supports educators to stand strong—connected, purposeful, and empowered in their role.

ABOUT TAMAR SLOAN

B APPLIED SCIENCE (RESOURCE AND ENVIRONMENTAL SCIENCE)

GRAD DIP EDUCATION (SECONDARY)

GRAD DIP PSYCHOLOGY

B SOCIAL SCIENCE (PSYCHOLOGY)(HONOURS)

NVR (NON-VIOLENT RESISTANCE) LEVEL IV ACCREDITED

SPACE (SUPPORTIVE PARENTING OF ANXIOUS CHILDHOOD EMOTIONS)

CERTIFIED

MEMBER OF NVR UK



TAMAR SLOAN

Psychologist | Certified NVR Trainer

Tamar Sloan is a psychologist, educator, and accredited NVR trainer with over 25 years' experience supporting children, families, and schools. With a background in both teaching and therapeutic practice, Tamar brings a deep understanding of student behaviour, relational dynamics, and the power of calm, consistent adult presence. She developed the Relational Presence framework to help educators respond to challenging behaviour with clarity, compassion, and connection—because every teacher deserves to feel empowered, and every student deserves to feel safe, seen, and supported.



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