



'Spaces and Relationships'

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"I just sat down in the tunnel and the others followed and sat down next to me."

"It was cool."

"It was our space. Quiet."

The spaces we choose to 'be' in support the process of our relationship building. We seek out the environments that allow for small groups to gather and to share in our experiences, memories and connectedness.

In our designs of our environments we need to consciously develop structures and spaces that support the building of relationships. It is within these spaces that we develop a sense of connectedness to others and a feeling of belonging.

Our educational routines also need to provide ample time for children to explore their social interactions. Experiential learning is not limited to knowledge access but should involve and evoke emotional and social growth. It is within these experiences that children explore the social dynamics of friendship, communication and conflict.

Therefore we as teachers are there as resources and support structures. We are there to provide an emotional environment that reflects the safety and well being of their physical environment. Our communication is one of honesty and authenticity. "How can I help you?" Our aim is to listen carefully and with acceptance. We give value to negotiation as a strategy of the possible. Through this process the children explore their multiple identities of who they are, and more importantly, who they are in relation to others.

We value creating a sense of belonging and partaking, not only for families but for everyone. We provide spaces, languages and more generally organisational methods and strategies that engender a certain sense of indefiniteness and ample spaces of possibility.

"When are we having another meeting."

"Look at this spread. We sure are having a party."

"Next time we want to bring our sleeping bags so we can sleep here too."

The school becomes a hub of connectedness not only for the children but for their parents as well. It sees children as interrelated individuals within a context of culture and relationships. We see the development and growth of parents, teachers and families as part of the educational process.

Learning is part of living and living is integral to our learning. Welcome to relationship based education. Welcome to Synergy Schooling.

