

The means for positive and genuine relationships between students, teachers and families accounts for the continuity and interchangeability of learning, teaching and academic success (Baskerville, 2011). Developing a good rapport with students allows teachers to delve deeper into understanding their students' individuality (Cole, 2008). This means, teachers are able to connect with their students more effectively, as they can create tasks and participate in a dialogue that is more socially relevant and interesting to their students (Baskerville 2011; Cole, 2008). Researches suggest that when students develop a strong relationship with a role model that is approachable, a more thorough understanding of one another is achieved (Yeo, et al., 2016). It also "enhances their ability to reflect, understand, listen and interact" (Baskerville, 2011, p107). The Australian Institute for Teaching and School Leadership requires teachers to "know their students and how they learn" (AISTL, 2014). By demonstrating this, teachers can provide students with opportunities to learn the required curriculum-based content, in authentic and meaningful ways. Similarly, the relationships formed with students, should hold the same importance as forming bonds with their families. The Department of Education, Employment and Workplace Relations have constituted a framework that dictates the importance of family-school partnerships (DEEWR, 2015). The framework acknowledges that families are the first educators of their children, therefore it is of utmost importance that teachers tap into this rich source of information and expertise, by building solid relationships with the people that know the students best (DEEWR, 2015; Bowes & Grace, 2012). In fitting with Bronfrenbrenner's theory, that a child's microsystem is of most importance and that their family plays a crucial role in this system, the relationship between parents and teachers can only enhance the positive understandings and attitudes the child has about school (Bowes & Grace, 2012). Researchers stress that the basis of a healthy classroom environment is the mutual respect and understanding of the people directly involved in the community.