



Bledisloe School

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29th August 2022

To Whom It May Concern,

I am writing in support of the Peace Foundation's Cool Schools programme which our school is proudly part of. All our staff have received training in implementing the programme in our school and classrooms have learnt about the mediation process promoted by the Peace Foundation for our students who are Year 1 – 6.

With all staff and students knowing and using the mediation process across the school, there is a common language and philosophy as to how to have conversations when we don't agree with each other. We have trained Year 5 and 6 student Peer Mediators in the playground who are available for students to approach with lower level conflicts at break times. For us this means that duty staff can monitor safety and wellness in our playground more effectively and students are also learning positive skills that enable them to deal effectively and respectfully with each other in solving conflicts. These skills support our school's values of Respect, Responsibility and Resilience, increase the value of Tuakana Teina relationships and support the PB4L and restorative justice principles that are foundation values for Bledisloe learners, staff and whānau.

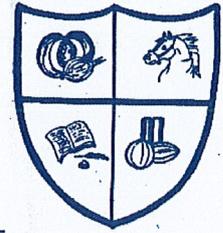
Peer Mediation with the Peace Foundation is strongly linked to the New Zealand Curriculum. The programme's goals are aligned to the learning area of Health and PE and related to closely to the Key Competencies. The peer mediation programme and the training provided by the Peace Foundation supports our Charter wellbeing goals of living a wellbeing model that reflects the culture of our school and, alongside Whare Tapa Wha, provides a supportive and cohesive framework for our students to enhance wellbeing.

I believe this programme is an important resource for our school, as part of a suite of other learning, to meet our school and community aspirations for our students. Any support that the Peace Foundation might receive to continue to provide and enhance this resource for schools would be valuable.

Nāku itinoa, nā,

Carol Bevis
Principal
Bledisloe School





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7th September 2022

TO WHOM IT MAY CONCERN

RE: **Cool Schools Peer Mediation Programme**

Buckland School implemented the Cool Schools Mediation Programme in Term 2 of this year.

The benefits for our ākonga and kaiako have been felt throughout our school community, creating a positive atmosphere and sense of wellbeing for all. Feedback has been positive and plentiful.

Peer support has always been encouraged here at Buckland School, and as a smaller community school we have enjoyed many long term family relationships. Being on board with the Peer Mediation Programme enables us to reinforce the communication platforms for our students, further enhancing our Junior and Senior school relations.

From feedback gathered from kaiako and ākonga alike we have noted:

- Resolution skills improved for both mediators and those being supported by the mediators
- Building tolerance and understanding amongst all peer groups through continual daily interactions
- Junior ākonga feeling heard and better able to identify unhealthy playground behaviours, often seeking out our mediators for advice independently
- Building confidence and leadership skills, creating healthy life skills for a balanced and happy future going forward in students' learning journeys
- Teamwork and cooperation skills enhanced through "pair scheduling" for school break times

From teaching staff:

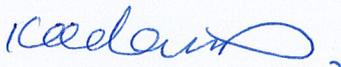
- *"Having the mediators on duty each day enables the duty kaiako to focus on the "bigger issues" during break times - first aid etc"*
- *"Seeing individual students proudly wearing their vests and enjoying utilising their mediator skills"*

From mediators:

- *"It has helped me with being more confident and using my communication skills. The best thing about peer mediation is you get to help people"* **Armani**
- *"It teaches other kids independence and how to solve their problems which will be beneficial for when they are adults. I enjoy sharing my communication skills"* **William**
- *"I like helping the kids solve their problems. And it gives me something positive to do at lunch time"* **Flynn**
- *"Since we have been doing the mediation, it feels like we aren't needed as often now. Maybe kids are sorting out their own issues better"* **Jude**
- *"There haven't been as many arguments, especially on the playground. Kids still need mediation but they do have ideas on how to solve their problems. It's made me less shy and more confident to speak to others. The best thing is probably getting to know people"* **Charley**
- *"I love doing mediation. I like helping children with their problems and seeing their smiles when you give them a sticker. Mediation helps kids have better friendships with one another. It makes the kids solve their problems by themselves"* **Tyler**

It is with much pleasure that we support the Cool Schools Peer Mediation Programme. All Aotearoa tamariki deserve to feel confident, safe and accepted in their learning environment.

Kind regards,



Karen Adams
Buckland School
Teacher Aide & Cool Schools Coordinator



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Friday 2 September 2022

Ministry of Health
Peace Foundation Letter of Support

To Whom it may concern

For the last two years we have been privileged to participate in the Peace Foundation School Mediation Programme at Wairau Intermediate School.

This programme has provided a platform to develop student awareness of positive resolution as students are trained to deal with conflict amongst their peers.

When observing the programme in action, I have been delighted to see the high levels of student engagement and success as they develop their roles as mediators. It has enhanced the opportunities we provide for student leadership and provides a platform for developing confidence and leadership capability in our young people.

The programme also aligns beautifully with our school values of respect, integrity, courage and empathy - all values needed by mediators. They are doing an awesome job!

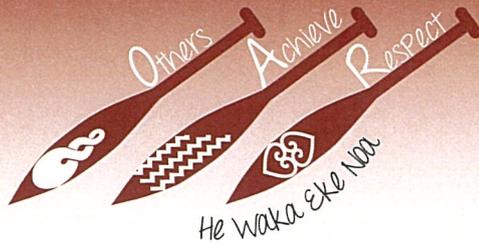
Students are highly visible at breaktimes and are seen as trusted students who can talk to and support their peers.

The programme has been well supported by our teacher who trains our students as well as by teachers across the school who support our mediators to feel confident in their role.

I hope we can continue to be part of this amazing initiative in 2023. I fully endorse the continuation of funding being made available for the Peace Foundation.

Your faithfully

Yolanda East
Principal
Wairau Intermediate School



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12 September 2022

To Whom It May Concern,

RE: Letter of Support/Recommendation for the Cool Schools Peer Mediation Programme

We are proudly a “Cool School”; the peer mediation programme fits in perfectly with our combined PB4L and Te Ara Whakamana: Mana Enhancement programmes.

I am please to say that implementing the Cool Schools Peer Mediation programme at Papakura Normal School has equipped our ākonga/learners with important life skills, including:

- leadership
- empathy
- problem-solving
- social skills
- communication
- Tuakana-teina (*a vital Māori philosophy in a school that is almost 50% Māori*)

Younger ākonga/learners know that they can rely on the peer mediators for support and guidance when they are dealing with all sorts of problems, from teasing, to being left out, to false accusations and minor disagreements. The Peer Mediators know that their job is important in fostering peaceful relationships among ākonga/learners, by providing their peers the opportunities to come up with solutions to solving their own problems.

The Cools Schools Peer Mediation programme at Papakura Normal School can be easily linked to the Key competencies, as show below:

1. **Participating and contributing** – Ākonga/learners show leadership, encouraging and listening to others and giving ideas on how to solve their problems;
2. **Relating to others** – Ākonga/learners give the chance for both disputants to share their point of view, encouraging co-operation of the mediation process, empathy and sympathy;
3. **Managing self** – Peer mediators have to be responsible when carrying out their duties, ākonga/learners are encouraged to be aware of their emotions and learn how to regulate these, analysing situations and responding accordingly;
4. **Thinking** - Ākonga/learners need to think critically about their actions and decide on logical solutions, ideally where both parties win. Ākonga/learners also need to think about how to handle their emotions and problems next time they are faced with similar situations, to avoid these problems repeating;
5. **Understanding language, symbols and text** - Peer Mediators are required to read body language when identifying ākonga/learners in the problem who might have problems, mediators and ākonga/learners also need to communicate effectively through listening and speaking.

He waka eke noa • We are in this together



The four underlying concepts of the health and physical curriculum can also be demonstrated through the Cool Schools Peer Mediation Programme at Papakura Normal School when children carry out their roles as Peer Mediators:

- **Hauora** – this is an important concept where all four dimensions of *Te Whare Tapa Wha* are enacted to encompass good health. Peer mediation focuses on areas that encourage mental and emotional well-being (taha hinengaro) and social well-being (taha whānau).
- **Attitudes and values** – Mediators are responsible citizens of our school who show care and concern for others. They have a sense of social justice and encourage others to have responsible attitudes too.
- **Socio-ecological perspective** – Mediators care about and foster good relationships between ākonga/learners and their peers.
- **Health promotion** – Peer Mediators help to develop a safe and positive environment at Papakura Normal School, and understand their role is important in achieving this.

As the relatively new principal at Papakura Normal School, I have spent my first two years at the school trying to ‘de-Europeanise’ the school so that it becomes a culturally inclusive school that has its foundations in a uniquely New Zealand school where te ao Māori and British cultures are on an equal footing.

As such the school’s motto is now “He waka eka noa” and we work to teach our ākonga/learners that we all need to work together to make a success of our educational journey. The analogy is simple:

- the waka is our school, and
- those onboard are our ākonga/learners, teachers/Kaiako and our whānau/families.

In order to propel our waka forward we need to paddle it, in our school scenario we use an OAR. Each person on the waka is expected to use his or her oar in unison, co-operation effectively to ensure a speedy smooth path forward. It is a set of common values that bring people together and at Papakura Normal School the OAR forms our values; **O**thers, **A**chieve and **R**espect.

In today’s era children at school and increasingly those that joining us as 5-year old’s lack resilience and find working in a school community very difficult. This programme helps to teach resiliency.

We, at Papakura Normal School, have found that the Cool Schools Peer Mediation programme not only underpins, but also supports us to achieve, our Papakura Normal School way.

I am only too happy to further elaborate on the content of this open letter of support should it be required, and I urge you to support the programme please.

Yours sincerely



Derek Linington
Principal

He waka eke noa • We are in this together





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WAIUKU

12 September 2022

Letter of Support for the Peace Foundation's Cool Schools Peer Mediation Programme

To Whom it May Concern,

Pukeoware School has successfully been implementing the Cool Schools Peer Mediation Programme for five years. Currently, we have a committed team of 36 Year 4 – 8 students who serve as playground Peer Mediators or Play Buddies, to support our school of approximately 180 Year 0 – Year 8 students.

As our school's programme co-ordinator, I'm encouraged that our students choose to engage with this development and leadership opportunity, turning up for their rostered duties and debrief / training meetings each week. They demonstrate commitment and ownership, effectively organising themselves to cover students if they are unable to carry out their duties.

These students are learning invaluable life-long skills in helping others to resolve their conflicts. This programme strengthens communication and mediation skills and gives students an opportunity to play an active role in the promotion of a positive school culture.

When we first implemented this programme, our students were unsettled and there were daily conflict situations for our Peer Mediators to mediate. A year into the programme, the students decided they would like to implement a Play Buddy system to support our younger students with learning positive play skills. Simply put, the students felt they had done themselves out of job! The Play Buddies initiative was planned together with the students and gives them an opportunity to model positive play.

Our partnership with the Peace Foundation has given Pukeoware School further opportunities. In Term 2 of this year, we were invited to take part in a film project to update the student training resources. We're looking forward to seeing the videos when they come out later this month. As part of this process, students gave their voice about the effectiveness of the Peer Mediator Programme:

Our weekly Peer Mediator meetings give us a chance to talk about conflict issues and think about how ideas can be solved.

We have some Peer Mediators who are rostered on to be Play Buddies. They help students who need help with how to play well with others. The Play Buddies are great role models.

Peer Mediators help other people solve their problems – they don't do it for them. Students learn important skills so they can hopefully solve their own problems next time without help.

Peer Mediators help keep the playground settled, and free the duty teachers up to deal with more serious conflict situations.

I recommend the Peer Mediation Programme without hesitation. This has made a positive and sustainable impact, both in our students' lives and across our school.



Yours sincerely,

A handwritten signature in black ink that reads "Dianna". The signature is written in a cursive style with a long, sweeping underline.

Dianna Cotter
DP/Junior Team Leader/SENCO Pukeoware School
Across School Teacher for Waiuku Kāhui Ako