



Kura Kino Kē!

Cool Schools Coordinators Toolkit – Support for the Training & Maintaining of School Peer Mediators

Hei taunaki i ngā kaiwhakahaere

Ngā Ihirangi

Contents

He kupu whakataki Foreword	03
Action, communication, and celebration	04
Te kōwhiri me te whakangungu i ngā kaitakawaenga Select and train peer mediators	05
Qualities of mediators	05
Numbers	06
Recruitment	06
Te waihanga me te whakaputa i tō ratonga takawaenga aropā Create and publicise your peer mediation service	07
First meeting	07
Present at assembly	07
Road Show	07
Identification	07
Tasks, duties and rosters	08
Te toitū – te matapaki, te arotake, me te whakapai ake Maintenance – debrief, evaluate and improve	09
Regular meetings	09
Mediation Agreement form	09
Mediator Evaluation form	09
Tā te kaiako arotakenga Teacher evaluation	09
Kura and school support and recognition	09
Support from The Peace Foundation	09
Te whakahihiko me te tiaki i ngā kaitakawaenga aropā Motivate and value peer mediators	10
Positive action and service awards	10
News and views	11
Friendship seat	11
Special events	11
Teina-Tuakana	11
Leadership	11
Tuakana-Teina – supporting Hononga, Hinengaro, Ōkiko and Mana Motuhake	12
Additional tips and tricks – self discovery	13

I orea te tuatara ka puta ki waho

—
A problem is solved by continuing to find solutions

He kupu whakataki

Foreword

If you are reading this Foreword, then I say congratulations! You have made a great choice to take on the role of Cool Schools Coordinator at your school. I was in the same position, some years ago, wondering what I had done in accepting the role as a busy, senior teacher of Year 7 and 8 ākonga in a full primary school.

On reflection, it was the best thing that ever happened to me! I not only had the opportunity to train and work with awesome school peer mediators, but I was able to thoroughly learn and embrace the skills of mediation. This positively impacted my professional and personal relationships. Taking the skills home was truly transformative with my whānau! Conflict is a part of everyday life; it is how you deal with it that makes the difference.

Years of experience in the role of Cool Schools Coordinator taught me these important things:

1. It is wise to participate in a Cool Schools Primary Teacher training with a Peace Foundation (PF) facilitator as soon as possible. This day provides knowledge and skills to help you train a team of school peer mediators.
2. Whenever possible, make the most of any support the PF provides in the form of Cool Schools Coordinator workshops, school revisits and teacher training to refresh your awareness, confidence, and skills. Check the PF's website for upcoming events.
www.peacefoundation.org.nz > Events

3. Share the role with another colleague or two.
A job shared is a job halved.
4. School management need to support you by providing release time to train and have regular hui with your team of peer mediators. You also need an annual Cool Schools budget. Having your needs met in this role makes a huge difference to feeling valued and doing the mahi well.
5. Cool Schools is a whole school programme. Encourage teachers to regularly reinforce the essential skills (kaupapa) in their classrooms and to support the peer mediators on duty in the playground.
6. Strive to make a positive difference in your school. Challenge yourself to leave a legacy in this role.

The contents of this Toolkit are ideas sourced from Cool Schools Coordinators, throughout Aotearoa. I am sure you will add your own flavour to the role that will suit your unique school culture. Wishing you all the best for this exciting journey ahead.

Christina Barruel

Head of Peace Education

The Peace Foundation – Te Rōpū Rongomau o Aotearoa

Action, communication, and celebration

Use this checklist to guide the process of establishing a Cool Schools Peer Mediation Programme in your school or kura.

1. Gain support of principal, Board of Trustees and staff	<input type="checkbox"/>
2. Inform whānau	<input type="checkbox"/>
3. Kaiako training and appoint a Coordinator (if not appointed)	<input type="checkbox"/>
4. Ākonga learning: skills and mediation process taught in all classes	<input type="checkbox"/>
5. Selection of school peer mediators (classroom mediators optional)	<input type="checkbox"/>
6. Additional mediator training during school time	<input type="checkbox"/>
7. Publicity: mediators talk to assembly about what they offer	<input type="checkbox"/>
8. Present mediators with training certificates, vests, and clipboards	<input type="checkbox"/>
9. Design posters and/or brochures to promote service in your kura or school	<input type="checkbox"/>
10. Cool Schools Road Show by mediators around classrooms	<input type="checkbox"/>
11. Appoint Mediator Managers to help with administration (optional)	<input type="checkbox"/>
12. Mediators on rostered duty in playground	<input type="checkbox"/>
13. Coordinator's meeting for debriefing and ongoing training (weekly)	<input type="checkbox"/>
14. Train new mediators with experienced mediators during term four	<input type="checkbox"/>
15. Mediators identify and reward positive behaviour and attitude while on duty	<input type="checkbox"/>
16. Value and acknowledge mediators (ongoing, especially end of year)	<input type="checkbox"/>
17. Graduation assembly during term four	<input type="checkbox"/>
18. Book regional Peace Foundation facilitator for a revisit.	<input type="checkbox"/>

Refer to **Cool Schools Peer Mediation Programme – Manual for Primary Teachers** for more ideas and suggestions for planning and delivering the peer mediation programme in your school or kura.

Visit [Peace Foundation | Te Rōpū Rongomau o Aotearoa](#) and Sign In as a Membership School to access the Shop, training videos for ākonga/peer mediators and additional resources. If you are not a member school, then follow the tab Get Involved > Become a Member > School Membership Application.

Te kōwhiri me te whakangungu i ngā kaitakawaenga

Select and train peer mediators

Training should take place during school time for both kaiako and ākonga.

The Cool Schools Coordinator's role is primarily focussed on:

- group training of mediators – maintaining basic mediation skills
- practising the mediation process to build competency and confidence
- facilitating discussions about handling difficult situations
- providing incentives to keep mediators motivated and happy
- supporting kaiako to teach the kaupapa in their classrooms

Ākonga selected for the role of school peer mediator should:

- ✓ understand and practice manaakitanga
- ✓ reflect the school's population (ethnicity and gender)
- ✓ include ākonga from the top two or three year levels
- ✓ include several year levels to ensure continuity
- ✓ recognise this as a leadership opportunity
- ✓ include a mix of diligent, and rebellious or restless students
- ✓ identify and be happy to work alongside ākonga with different skills
- ✓ understand the criteria for success
- ✓ participate in a trial period
- ✓ not feel obligated if they are uncomfortable or not competent
- ✓ be available for duty and understand the level of commitment expected.

Qualities of mediators

Peer mediators should demonstrate:

- ✓ good listening skills
- ✓ respect for peers
- ✓ good verbal skills
- ✓ initiative and self-management
- ✓ willingness to try new things
- ✓ ability to sustain commitment
- ✓ positive attitude
- ✓ trustworthiness.



Numbers

Peer mediators are on duty at lunchtime and sometimes at morning interval. Training 25 peer mediators allows two pairs on duty each day with one reserve. This will also depend on school or kura size. Mediators need to be on duty regularly to maintain their confidence and skills.

Recruitment

Actions for recruiting peer mediators:

- Coordinator visits senior classes or presents at senior assembly
- review **Cool Schools Peer Mediation Programme – Manual for Primary Teachers** for ideas
- revisit the mediation process, mediator role, and answer questions
- include job descriptions and applications in the recruitment process – *Why I want to be a mediator*
- accept ākongā who volunteer or are nominated for selection
- train peer mediators in term four so that leavers can co-train.

Intermediate schools

Whole school implementation helps embed peer mediation into the school culture. Peace Foundation training of all kaiako supports them to teach the kaupapa in their classrooms to cement school-wide awareness. Refer to the *Cool Schools Peer Mediation Programme Manual for Primary Teachers* and the *Cool Schools Peer Mediation Programme Toolkit for Primary Students* for additional ideas and guidance.



Te waihanga me te whakaputa i tō ratonga takawaenga aropā

Create and publicise your peer mediation service

First meeting

After training, meet with the mediators to talk about and organise the schedule, location for mediations, weekly meeting time, publicity, using the mediation forms, and the check-back arrangements. Mediators can also discuss what they would like their uniform to look like. Hang a team photo of your peer mediators, with names, in the office foyer.

Present at assembly

- Plan and prepare a presentation for assembly. Mediators introduce themselves and their role. Get creative and use a roleplay, song or rap, slide show, or puppets to present key ideas about your Peer Mediation Service.
- Include updates and reminders in future assemblies and school notices.
- Present trained mediator certificates, badges or mediator IDs when the mediators have established a reliable Peer Mediation service and invite whānau to join you.
- Introduce a *value/virtue* of the week at assembly and acknowledge students who put this *value/virtue* into action.

Road Show

The aim is to build rapport between the mediators and other ākonga.

- After assembly, and before peer mediators start scheduled duties, teams of four mediators share a road show presentation with each class. They talk about their role in the school, demonstrate peer mediation using role play and discuss how their peers can support them to do their job well.
- Ākonga can ask questions.
- Visit the New Entrant / Year One class a few times to meet new ākonga or hold a hui for all new ākonga. Using puppets works well for peer mediation role play at this level.



Identification

Mediators on duty need to be easy to identify, for example, by wearing vests and badges from The Peace Foundation, or their own uniform (such as t-shirts with a logo sponsored by local business). Mediators can also wear these during assembly or class presentations.

Location

- Roving pairs of mediators can have designated duty areas such as the junior, middle or senior school.
- Peer mediators create a Mediation Station (e.g., sun umbrella and chairs) where mediations can be conducted. This works well in the junior area of the school.
- Choose a location that is easily supervised by duty staff, and free from distractions.
- One mediator pair can stay at the Mediation Station while another pair roams. They should swap locations once or twice during the duty period.

Tasks, duties and rosters

Equipment

Duty mediators need:

- uniform vest (supplied by the Peace Foundation via website Shop)
- pen and a clipboard
- forms:
 - Mediation Process
 - Mediation Agreement form
 - a list of open questions to support solution finding.

Note: The Peace Foundation Shop sells lanyards with both the process and open questions attached to support kaiako and peer mediators on duty.

Mediator Managers (MMs)

Appoint two responsible mediators to support the Peer Mediation service by communicating the names of mediators for daily notices, preparing daily clipboards, supporting duty mediators, maintaining schedules, identifying absences, and informing reserve mediators. MMs can be rostered. They support the kaiako Coordinator with the day-to-day administration of the service.

Rosters

For example, four duty peer mediators (two pairs) and one reserve mediator for each day of the week.

- daily – identify absent mediators.
- inform Reserve Mediator or delegate to Mediator Manager
- make a copy of the roster for all classrooms, office, and staffroom
- remind duty mediators to introduce themselves to the duty kaiako
- mediators to sign-in and log duty (online or book) include date, signature, actions, and check-backs
- check-in with new mediators (during and after duty) until they feel confident
- new mediators will need weekly debriefs to talk through challenges.



Possible check-in questions

- ? What do you think went well?
- ? What do you need to work on or improve?
- ? Are there ways you and your co-mediator could help each other more?
- ? Was the agreement a good one? Why or why not?
- ? Do you think the disputants were happy with the resolution?
- ? Are there ways you could have helped them listen to each other better?
- ? Do you think they felt heard? How could you tell?

Te toitū – te matapaki, te arotake, me te whakapai ake

Maintenance – debrief, evaluate and improve

Regular meetings

After training, meet with the mediators to talk about and organise the schedule, location for mediations, weekly meeting time, publicity, using the mediation forms, and the check-back arrangements. Mediators can also discuss what they would like their uniform to look like. Hang a team photo of your peer mediators, with names, in the office foyer.

All peer mediators and the kaiako Coordinator meet during school time, once a week to:

- discuss successes and challenges
- discuss feelings about their duty experiences
- share ideas about serious conflicts that are referred to duty kaiako
- discuss the problems (not names) of ākonga involved in conflict
- discuss scenarios where it is appropriate to ask for support from a duty teacher or Coordinator.

Regular meetings also offer opportunities for Coordinators to:

- provide additional skills training
- build the team and express manaakitanga, praise and encouragement

Offer peer mediators the opportunity to provide either verbal or written feedback.



Tā te kaiako arotakenga Teacher evaluation

Feedback from kaiako informs programme improvements and provides an opportunity to evaluate the success of the programme in your kura or school.

Mediation Agreement form

Mediators should complete a Mediation Agreement form for each mediation. The Mediation Agreement form can be found on page 28 of the *Cool Schools Peer Mediation Programme Manual for Primary Teachers*. These are given to the Cool Schools Coordinator at the end of their duty. The data will be used to understand what works and what doesn't. The statistics can be shared at staff meetings.

Mediator Evaluation form

It is recommended that the Coordinator creates a Mediator Evaluation form to identify role challenges and therefore, skill training needs. This information can also be discussed at the weekly mediators meeting. Get mediators to fill this out on a regular basis, especially when the team is new.

Kura and school support and recognition

The energy and enthusiasm of mediators can be supported by affirming and recognising their contribution by presenting awards, certificates, and sharing success stories.

Support from The Peace Foundation

New staff can attend a full primary teacher training on or off-site. A regional facilitator will revisit a kura or school to spend time with the Coordinator, peer mediators and provide updates and upskilling for staff at a staff meeting. Revisits are designed to meet the specific needs of the school. Coordinator workshops are facilitated in regions throughout Aotearoa so that Coordinators can share successes, innovations and problem solve their challenges together.

Visit: www.peacefoundation.org.nz > Events

Te whakahihiko me te tiaki i ngā kaitakawaenga aropā

Motivate and value peer mediators

After initial training and induction, motivation may wane. Boredom can also be a problem when the programme is going well and there are few conflicts in the playground.

Positive action and service awards

- Duty mediators can reward positive behaviour and give stickers. Mediator stickers are available on the Peace Foundation's website Shop.
- Create a positive action nominations box for the school foyer. Ask for nominations that include names, the date, and actions. Nominees can be acknowledged during assembly by mediators.
- Outstanding Service as a Peer Mediator – ask a community member or organisation to donate a cup to present at the school prize-giving at the end of each year.
- Service awards. Set criteria for bronze, silver, and gold awards. Mediators work through the criteria to receive their awards, before receiving their Graduation Certificate and Badge in a special assembly.
- Peace Ambassador Award. This is an award presented by the Peace Foundation for senior mediators who work on peace projects that leave a legacy at their kura or school. Examples: peace garden, 'kindness' wall mural, regular school website post.



News and views

- Submit video links, articles, and photos for the Peace Foundation's online newsletter.
- Submit words, pictures, audio, video about their mahi and kaupapa for the school newsletter, local newspapers, or national media.



Pūpūrangi
Avoiding



Kiwi
Accommodating



Mako
Competing



Kuri
Compromising



Ruru
Collaborating

Friendship seat

Mediators can design, organise, make and monitor 'The Friendship Seat'. This is a place where ākonga can go when they want a friend, and where manaakitanga and aroha can be shared. Mediators can help ākonga meet each other.

Special events

- Appreciation morning teas for the mediators, once a term or every now and then.
- Big Day Out – an end of year trip somewhere fun. Consider costs and fundraising.

Tuakana-Teina

Ask experienced mediators to work with new mediators. This is tuakana-teina in action – learning from each other. A good time for this training is during term four when the team for next year is known. The new team can be ready for duty in term one the following year.

Leadership

- Mediation skills can be applied to indoor frustrations and conflicts on rainy days.
- Initiate games and activities (e.g., chalk murals) during lunch time.
- Plan and organise for *te wiki rongomau a te rangatahi* / Youth Peace Week. Register on the [Peace Foundation](https://www.peacefoundation.org.nz/) website under Events before August each year.
- Plan and organise a theme week, see [The Virtues Programme](https://www.peacefoundation.org.nz/) for ideas, include kaupapa Māori like manaakitanga, kaitiakitanga, whanaungatanga.
- Design and develop posters and flyers.
- Book a regular spot in assembly to; update, inform, promote, and acknowledge.
- Design and develop an app, website, blog, or podcast and keep it up to date.
- Organise a poster competition using slogans, for example, 'Don't get mad, get a mediator!'
- Organise a Cool Schools parents information evening.
- Organise a gold coin or non-uniform fundraiser for Cool Schools projects.
- Help organise a local mediators' network gathering with other local kura and schools.
- Create a legacy project and receive a Peace Ambassador Award by the Peace Foundation. Contact admin@peacefoundation.org.nz for information.



Tuakana-Teina – supporting Hononga, Hinengaro, Ōkiko and Mana Motuhake

This table¹ shows four areas integral to children's wellbeing: Hononga, Hinengaro, Ōkiko and Mana Motuhake. Peer mediators can use these questions to help ākonga with conflict resolution or to just simply enhance relationships.

Hononga	Hinengaro	Ōkiko	Mana Motuhake
Relational – Whānau, whenua, friendships	Psychological – Motivation, emotions, thoughts	Physical – Demeanour, energy levels, physical safety	Self-concept – Cultural identity, attitude and spirit, resilience
*Are you and your friend doing okay today? *What are some things you and your Friend like to do together? *Are there any other ākonga you could play with? *Who are some people in class that can help you to make good choices? *What is a special/safe place at school that makes you feel calm? *You seem a bit down today. Would you like some company?	*Kei te pehea koe? How are you feeling today? *How can others help you feel better when you are upset? *May I show you some techniques I use when I feel a little stressed or frustrated? *How does your kaiako (teacher) help you to feel calm? *If you start feeling upset again, what would be a good way to help you calm down?	*I noticed that there was pushing and shoving happening, shall we talk about it? *Would you like to come and get a drink of water from the water fountain with me, to help you cool off? *Where is there a quieter space that is less crowded? *Are you feeling sore? Should we get a kaiako to have a closer look?	*What fun activities or hobbies do you like doing? Would you like to join a club? *What other activities could you do at lunchtime if you are unable to play your first choice? *Think about our school values and tell me about how you are using these? *What do you need right now to make you feel better? *What plan do you and your kaiako have in place for when you get angry or upset?

¹ This table was compiled by Jolene Turu (2021) and is based on a framework created by Sonja Macfarlane in 2009 to raise the possibilities for ākonga who are experiencing challenges with learning, socialising, and their own identity. The framework promotes positive relationships and interactions between schools, Māori ākonga and their whānau and was based on the principles of Te Tiriti o Waitangi.

He nuka

Additional tips and tricks – self discovery

Don't forget to share with the Peace Foundation any great ideas which might be helpful to support other Cool Schools Coordinators in their role.

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admin@peacefoundation.org.nz

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