The Good Man Journey: A Case Study involving staff mentoring boys

Christopher J Luman PhD [Education]
MED[Education Management – Leadership]
The Good Man Journey: A Case Study involving staff mentoring boys

> Definition and illustration of the unique “good man journey” that each boy travels.

> Examine why and how school leaders can implement such a character-based education mentoring program.

> Discuss interesting, beneficial case study evidence, with a major focus on well-being.
Who am I?

Christopher J Luman PhD [Education] MED[Education Management – Leadership
‘A "good man" consistently demonstrates integrity and moral courage, regardless of external influences. He may take actions that are not always pleasant or popular, but he does so because he believes it is the right thing to do’ Anonymous [2023]
CHARACTERISTICS OF A GOOD MAN

➢ Trustworthy & honest
➢ Loyal
➢ Courageous
➢ Integrity
➢ Knows who he is
KEY CONCEPTS

➢ Mentorship
➢ Mentor & Mentee
[ educator and learner ]
➢ Character Education
➢ Wellness/wellbeing
BACKGROUND

‘The Good Man Journey ‘

Christopher J Luman PhD [Education] MED[Education Management – Leadership]
INTRODUCTION

What is “The Good Man Journey”?
Why the need for ‘The Good Man Journey’?
Why the need for ‘The Good Man Journey?’

Research statistics:

➢ Only 31% of black children aged 0 - 17 live with their biological father
➢ Only 51% of coloured children
➢ 80% of white children
➢ 86% of Indian children

[STATS SA, 2020]

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How is ‘The Good Man Journey’ implemented?
What is the role of father or suitable male role model in ‘The Good Man Journey’?

BE THERE!

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What happens to teenage boys if fathers are NOT present in their lives?

➢ **POOR EDUCATIONAL ACHIEVEMENT**  - 71% of high school dropouts

➢ **DRUG AND ALCOHOL ABUSE** - 75% in rehab

➢ **RESORT TO CRIME** - 85% of all youths in prison

➢ **YOUTH SUICIDE** - 63%

➢ **HOMELESS & RUNAWAYS** - 90%

➢ **INCREASED SEXUAL ACTIVITY AND TEENAGE PREGNANCY**

[US DEPT OF HEALTH & HUMAN SERVICES, 2018]
1. Do you think that the introduction of the character-based education mentor system (The Good Man Journey) programme has been a positive initiative for the boys at Maritzburg College
   YES 95%

2. Have you found the system to be beneficial in your mentoring relationship with the boys
   YES 89%

3. From your experience as an educator, do you think that the boys have bought into the system
   YES 60% [could be higher]

4. Have you experienced an improvement in behaviour in the classroom through positive reinforcement and acknowledgement and mentoring
   YES 70%

5. Would you recommend a similar character-based mentor system to other schools
   YES 81%

Suggestions: General comment - More time should be allocated to the programme
1. Do you think that the introduction of the **character-based education mentor system** (The Good Man Journey) has been a positive initiative for the boys at Maritzburg College?
   - **YES**
     - **F5** 77%
     - **F2** 88%

2. Have you personally **bought into** the mentor system?
   - **YES**
     - **F5** 69%
     - **F2** 70%

3. Are your **teachers being supportive** during these mentor sessions?
   - **YES**
     - **F5** 95%
     - **F2** 92%

4. Do you think that your **behaviour improves** when you receive positive comments and merits from your teacher?
   - **YES**
     - **F5** 88%
     - **F2** 89%

5. Would you **recommend** a similar character-based mentor system to other schools?
   - **YES**
     - **F5** 83%
     - **F2** 80%

*Suggestions: More time to be allocated and topic to be presented and discussed in forms*
# Building Culture: “The Good Man Journey”

<table>
<thead>
<tr>
<th>Character as The Whole Work of The School</th>
<th>Character-Based Mentoring Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integrity</strong></td>
<td><strong>Self-Management</strong></td>
</tr>
<tr>
<td>Educators and learners follow school values – 79%</td>
<td>70% of Grade 8 and 68% of Grade 11 had personally bought into the system which is encouraging. 60% of the mentors felt that the boys had bought into the system.</td>
</tr>
<tr>
<td>A significant majority of boys and educators are striving to live out the core values (honesty, respect, integrity, self-discipline and commitment).</td>
<td></td>
</tr>
<tr>
<td>§I agree that my school does its best to live out its moral and true identity.</td>
<td></td>
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</table>
## Building Leadership: “The Good Man Journey”

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<tbody>
<tr>
<td><strong>Empathy</strong></td>
<td><strong>Modelling</strong></td>
</tr>
<tr>
<td><em>Educators treat students fairly – 58%</em></td>
<td><em>Teacher-student mentor system is being augmented by senior-junior peer support pilot programs in the day school as well as the boarding houses.</em></td>
</tr>
<tr>
<td><em>I feel free to be myself at school – 70%</em></td>
<td></td>
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</table>

A significant majority of students feel safe to be themselves and to express themselves without victimization.
### Building Strategy: “The Good Man Journey”

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<tr>
<th>Character as The Whole Work of The School</th>
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<tbody>
<tr>
<td><strong>Inclusion</strong></td>
<td><strong>Community</strong></td>
</tr>
<tr>
<td><em>I feel I belong at school – 81%</em></td>
<td>A convincing majority of all three groups felt strongly (Grade 8: 80%; Grade 11: 83% and Mentors: 81%) and would recommend the character-education based mentor system to other schools.</td>
</tr>
<tr>
<td>§ College makes me feel at home and I have never had a problem fitting in I have achieved a lot and I can proudly say I’m a college boy</td>
<td></td>
</tr>
<tr>
<td>§ College has taught me a lot of self respect, knowledge and self discipline. It has printed in me their core values, honesty, integrity, courage, self discipline, and commitment.</td>
<td></td>
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# Building Learning: “The Good Man Journey”

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<td><strong>Growth</strong></td>
<td><strong>Self-Regulation</strong></td>
</tr>
<tr>
<td>I am learning how to be resilient, to show perseverance and not to give up when the going gets tough – 77%</td>
<td>Both Grade 8 (89%) and Grade 11: 87% overwhelmingly concur that their behaviour improved through the aforementioned as well, which suggests that this is an essential part of the effective classroom management practice. 70% of mentors had experienced an improvement in behaviour in the classroom through positive reinforcement, acknowledgement and mentoring which is pleasing.</td>
</tr>
<tr>
<td>A significant majority of students believe that their learning is grounded in strong performance character.</td>
<td></td>
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Building Performance: “The Good Man Journey”

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<th>Character as The Whole Work of The School</th>
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<tr>
<td><strong>Progress</strong></td>
<td><strong>Achievement and Success</strong></td>
</tr>
<tr>
<td><strong>Learners have a say in what happens at school — 60%</strong></td>
<td>The majority of all three groups felt strongly (Grade 8: 70%; Grade 11: 77% and Mentors: 94%) that the introduction of the <strong>character-based education mentor</strong> system programme has been a positive initiative.</td>
</tr>
<tr>
<td>A reasonable majority believes that the school consults students regularly and uses student voice to provide feedback and help both teachers and themselves improve outcomes.</td>
<td></td>
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“THE GOOD MAN JOURNEY”:
MENTOR SURVEY FEEDBACK MAY 2023

1. I treat members of the school community and guests with respect and make sure that no one is left out or left behind because of who they are, regardless of personal background, culture, language, religion, gender, appearance or ability. 96%

   * Our school depicts the rainbow nation and it is crucial that boys learn to respect each other as there is great creativity that lies within diversity.

2. I stand up and take action when I see bullying, harassment or other wrongdoing. 87%

3. I am accessible to students and demonstrate a friendly and approachable demeanour so that I can be a trusted adult whom students could go to for help with a school problem or a personal concern. 93%

   * Connecting with students and establishing relationships is crucial in the learning environment.

4. At our school, there is a strong culture of collaboration and improvement in the classroom, co-curriculum, and in student advisory, pastoral care, wellness and support services. 65% - could be higher

5. At our school, we are all custodians of the honourable traditions and culture of our community. 75%

6. Teachers at our school build positive relationships to inspire, challenge and support all students to progress steadily and successfully. 74%
7. Teachers at our school exercise positive leadership in a variety of settings and responsibilities. 70%

8. I recognise, understand and seek to model the core values of the school. 97% - superb!
   * It is very important to understand the core values of the school and to try and maintain these core values

9. I give students opportunities to develop and demonstrate through their words and actions the character, competency and wellness that corresponds to the values of our school. 98% - superb!

10. I notice and affirm the potential and growth of character, competency and wellness of each student in my care. 90%

11. I encourage students to learn from and take responsibility for the consequences of their mistakes and I let them know that I am there to counsel and support them with compassion and respect. 93%

12. I help students to develop empathy and understanding for others, and to monitor and control their emotional reactions and responses in difficult situations. 91%
“Change is the law of life and those who look only to the past are certain to miss the future “

J F Kennedy
FURTHER READING:

The role of mentoring in secondary schools:
https://www.dropbox.com/scl/fi/0cz37mj96w3wmg10m6g3/The-role-of-mentoring-in-secondary-schools-from-a-leadership-perspective.pdf?rlkey=hyjg223lz7g41vo12622wgzvk&st=23euhpha&dl=0

The role of mentoring from a leadership perspective:
https://www.dropbox.com/scl/fi/t5py8gwennp4vg3g408ju/The-role-of-mentoring-from-a-leadership-perspective.pdf?rlkey=e6jbyh6cmvh87q8i61m20ysqy&st=v6t9s0wh&dl=0

Should South African secondary boys’ school implement a character-based educational strategy that features a mentoring programme?:

Managing learner behaviour of Grade 9 boys at a public fee paying school in Pietermaritzburg, KZN:
https://www.dropbox.com/scl/fi/47krrhwqismyn3p7t62x/Final-Thesis_.pdf?rlkey=smy4gdbdjrpb1s1jip6yo03xgn&st=7v5fi5bw&dl=0

Managing an effective character-based education mentoring system for Grade 8 boys in South Africa:
https://www.dropbox.com/scl/fi/7ahiqnrvx2v7lkigxwqm/Final-Dissertation-CJLuman.pdf?rlkey=31oq8f782waacdd64s89659jhi&st=2ndu96xo&dl=0
RESEARCH READING:


RESEARCH READING:


