Values in Action:
Growing Character Through Service

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This is us...

Presbyterian K – 8
Independent
Holistic focus
500 students
Other campuses;
Pre-school
Girls K – 8
College 7 - 13
Kiwi Culture and the R W C
Kiwi Culture; Real men!

★ Male suicide rate 4th in OECD
★ Assaults on persons 5th out of 30
★ Youth alcohol consumption rising
★ The strong silent stereotype
★ Go anywhere innovators
Bullying; the starting point

- Reluctance to report
- Failure of interventions

When desperation exceeds our fears, progress begins!
Frequency of being bullied

Survey data (1997)
Survey data (1997)

Transparency

![Bar chart showing transparency data between 'Told' and 'Did not tell' categories. The 'Did not tell' category has a significantly higher percentage than the 'Told' category.]
Survey data (1997)

What happened when the school was informed?

- Don't know: 60%
- Improved: 30%
- No change: 10%
- Worse: 0%
What concerns you most about the social environment on your campus?
Our Action Plan

леч Promote a pro-social climate

 леч Break the code of silence

 леч Find a proven method for bullying
The Values Team

- Task: Monitor and enhance climate
- Membership: Boys, staff & parents
- Outreach: Service to community
The Core Values

Respect
Integrity
Service
Excellence
in
Love
The Core Values

THE SKY'S THE LIMIT!

2007

SKE

SERVICE

REACH FOR THE STARS

EXCELLENCE
In the Saint Kentigern community you have:

1. The right to be yourself ..... 
   and the responsibility to respect individual differences

2. The right to participate and be included ..... 
   and the responsibility to be courteous and know appropriate behaviours

3. The right to receive encouragement and praise ..... 
   and the responsibility to strive to work to the best of your ability

4. The right to your own feelings ..... 
   and the responsibility to manage those feelings in a positive way

5. The right to be heard ..... 
   and the responsibility to listen

6. The right to individual space, time and property ..... 
   and the responsibility to be organised, punctual and considerate of others and their property
THE SAINT KENTIGERN WAY CHARTER

The Charter is based on the Saint Kentigern School Core Values. The purpose of having a Charter is to guide the boys in living The Saint Kentigern Way. Class teachers assist their boys to draw up a class Charter at the beginning of each year. This Charter is owned by each class and is displayed in the classroom for reference. Ownership of the decisions involved in the Charter is an important aspect of our democratic society. In this way we promote an awareness of each person’s responsibility to abide by the standards and expectations that become the hallmark of a Saint Kentigern boy.
The Saint Kentigern Way (2)

Respect

and they will

Love

feeling,

Integrity

Owning/standing up

Excellence

Strive to be your best

Service

Help others all you can, in

always, try to achieve your

targets and never give up!

Remember it’s the little things that count.
How have you given your students ownership of the values and culture of your schools?
Meet me under the Big Tree
Symbolism: The Big Tree

Respect  Integrity  Service  Excellence  in  Love
Inclusivity & Connectedness
Inclusivity & Connectedness
Service & Nurture
Service & Responsibility
Service & empathy
Service & Emotional Intelligence
Service & Cooperation
What strategies have you used to connect the emotional intelligence of your boys with their character development?
Symbolism and EQ
Small Bird: Big Task

Miromiro
Young Boy: Big Responsibility
The Miromiro Badge
A Bullying Remedy that Works

• Identification and punishment don’t work
• Ownership by the peer group is the key
• Assisted problem solving is the strategy
• Effective learning is the result
The Peer Accountability Method

Step One
Talk with the victim

• Teacher listens to the victim and encourages victim to be reflective
• Explains process ensuring that victim understands and gives consent
• Contacts parents of victim and explains process
• Identify group: Bullies, Friends, Others
The Peer Accountability Method

Step Two
Convene a Meeting

• Boys who have been identified, including those who are in a supportive role, are brought together
• Victim does not attend meeting
• Choose a quiet area away from classroom setting
• It takes time and planning
The Peer Accountability Method

Step Three
Explain the Problem

• Teacher explains that he/she has a problem and recounts the story of the victim’s unhappiness by using writing or drawing

• Details of the incidents or allocation of blame as to who is responsible are not discussed
Step Four
Share Responsibility

• When the account is finished the following statements are made to the group:
  • “No one is in trouble or going to be punished
  • There is a joint responsibility to help the victim to be happy and safe
  • The group has been convened to help solve the problem”
The Peer Accountability Method

Step Five
Ask for Solutions

• Power of the group shifts from “bully leader” to the group as a whole.
• Each member encouraged to suggest a way in which the victim could be helped to feel happier.
• These are stated in the “I” language of intention.
Step Six
Leave it up to them

- Teacher ends meeting by passing over the responsibility to solve the problem to the group
- No written record is made – it is left as a matter of trust
The Peer Accountability Method

Step Seven
Informal Monitoring

• About a week later the teacher discusses with each student individually, including victim, how things have been going
• This allows for monitoring and keeps the people involved in the process
Discussion point

How has your school engaged with the problem of bullying and social isolation?
How do we know it works?

Frequency of being bullied

% of students

Several/week

1996
2000
2005
How do we know it works?

• “...I would like to thank you again for the wonderful support we had from you when James was experiencing his bad times. I thoroughly endorse the No Blame programme as an effective management system and I expect that it will help any others who may experience similar problems.”

*Parent, 2001*
How do we know it works?
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