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Leadership Through Peer Mediation:

Research Report

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LEADERSHIP THROUGH PEER MEDIATION: RESEARCH REPORT

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ABSTRACT

This report presents the findings of preliminary research into the perceptions of overall stakeholder satisfaction of eight Auckland secondary schools of the Leadership through Peer Mediation (LtPM) programme, a core programme of the Foundation for Peace Studies Aotearoa New Zealand (the Peace Foundation). The research was commissioned by the Peace Foundation with funding assistance from the Metro ITP Voucher Scheme, and was conducted in the second half of 2015. This research is an expression of the Peace Foundation's commitment to regular programme evaluation and improvement.

A core aim of the LtPM programme is to empower students as 'ambassadors of social justice'. The programme trains students in the mediation processes and leadership skills needed to assist peers to resolve personal conflicts in a peaceful manner. The training covers issues such as personal responsibility, rapport building, and active, empathic communication. This research report offers a preliminary, qualitative assessment of the perceptions of LtPM on school cultures and student wellbeing. The report is unable to contend whether or not LtPM has had a significant impact on changes in the levels of bullying and the like, though anecdotes from participants and LtPM coordinators suggest it may have some impact on the ways students relate to one another.

INTRODUCTION

The research project examined a range of factors, including 1) the key issues for which students seek mediation; 2) the skills that student mediators find most useful in helping their peers resolve conflicts; 3) the impact of LtPM on the personal lives of mediators, and on their professional or higher education outcomes once they leave school; 4) the perceptions of staff regarding the impact of LtPM on student wellbeing; and 5) the perceptions of staff and students about the impact of LtPM on their schools' cultures overall.

In terms of research sample, the participating secondary schools range from deciles one to ten and are located across the Auckland region, where LtPM has the strongest participation. The core data source was an online survey, which received 172 individual responses from principals, teachers, LtPM school co-ordinators, current and former peer mediators, and students who have used the LtPM mediation service.

At both the personal and school wide levels, the research findings represent a strong endorsement of the LtPM programme and the skills it teaches. A majority of respondents across all participant categories believed the LtPM programme had improved their schools' cultures. Respondents also stated that the programme had improved relationships within the student body and had reduced bullying, thus creating a safer school environment. Former LtPM peer mediators were positive about their personal experience of the programme and its influence. Many stated that LtPM based skills had improved relationships with family and friends, and had benefited their tertiary educational outcomes in fields such as law, medicine and psychology. The findings strongly suggest that LtPM is achieving its objective of empowering young New Zealanders as ambassadors of social justice. The findings also suggest that the programme contributes significantly to the creation of the "confident, connected, actively involved" students envisioned in the Aotearoa New Zealand Curriculum (Ministry of Education, 2007).

PART ONE

ABOUT PEACE EDUCATION

Peace education is both a philosophy and a process, involving skills including listening, reflection, problem solving, co-operation and conflict resolution (Harris & Morrison, 2013, p. 11). It tries to inoculate students against the effects of violence by teaching them skills to manage their conflicts non violently, and by motivating them to choose peace when faced with conflict (Harris & Morrison, 2013, p. 12). Conflict can be understood either negatively, when it is coupled with violence, or positively, when it enables conflicting parties to express their opposition or disagreement through dialogue, without resorting to violence. The LtPM programme thus starts with the premise that conflict is a part of everyday life; it is how you deal with conflict that makes the difference (The Peace Foundation, 2014, p. 1).

Violence in schools is a global phenomenon (Benbenishty & Astor, 2008) and many governments worldwide are implementing peer mediation programmes to peacefully resolve conflict among students. Mediation involves the intervention of a third party to assist with the resolution of a conflict. It is a voluntary process, in which the conflicting parties retain control over the outcome (Benbenishty & Astor, 2008). Peer mediation involves trained student leaders helping their peers work together to resolve everyday disputes (Cohen, 2014). It is a common student led problem solving approach in Aotearoa New Zealand and internationally (Ministry of Education, 2012, p. 9). Since the Peace Foundation pioneered the approach in Aotearoa New Zealand schools in 1994, the LtPM programme and its predecessor – Cool Schools Secondary – have been delivered to more than 100 secondary schools nationwide ('Cool Schools' and Student Peer Mediation – Facilitating Conflict Resolution, 2013). The Ministry of Health has been a core funder of the programme since 2004, and the Ministry of Education also contributed funding support between 2005 and 2009 (Carroll Lind, 2009).

Two studies have been conducted in Canada to determine the impact of peer mediation programmes in the school setting. The first study evaluated the Saskatoon Community Mediation Services programme, which provides training on conflict resolution and peer mediation. While the results of the study indicated that peer mediation has been well received, they also suggested that much more needs to be done to develop the programme, especially on training and greater funding (Gauley, 2006). The second study

(Vankoughnett, 1998) aimed to determine the impact of peer mediation training on conflict in schools. Although the small sample size prevented the researchers from making conclusive statements, the study found a positive correlation between peer mediation training and constructive outcomes in conflict situations for trainees in their interpersonal associations.¹

Peace Education in Schools

The Peace Foundation is a non profit organisation working to build peaceful relationships among people of all ages and cultures, from personal to global, through education, research and action. Established in 1975, the Foundation provides practical tools for peaceful living by encouraging peace education as an integral part of both the education system and the wider community (Peace Foundation, n.d.).

One of the Peace Foundation's core peace education programmes is secondary level peer mediation training. This was initially known as 'Cool Schools Secondary' when it was introduced in 1994 (School News, n.d). Mount Roskill Grammar School – one of the participants in the current research – was the first Aotearoa New Zealand secondary school to get involved in the programme that year. In 2013, the programme was updated and renamed Leadership through Peer Mediation (LtPM), in response to feedback from peer mediators and teacher co-ordinators regarding the importance of students taking leadership roles at the secondary level (LtPM Annual Report 2013–14). After two years of implementing the updated LtPM programme, the Peace Foundation commissioned the current research as a preliminary means of assessing its impact in secondary schools.

A core aim of LtPM is to empower students as 'ambassadors of social justice.' The objective is to help students become leaders in their school community, promoting fairness and respect for all students, watching out for harassment and bullying, and helping students to get any support they may need. This includes providing a safe, confidential peer mediation service. In this context, students who are trained in the appropriate skills offer support to their peers, helping students to find peaceful ways to resolve their playground and classroom conflicts (The Peace Foundation, School Programmes, n.d.). The LtPM programme also aims to:

1. Raise awareness across the school community of conflict and conflict responses.

1 Survey respondents were 18 grades 11 and 12 peer mediators; seven were also interviewed.

2. Develop empathy so that individuals listen to each other with understanding.
3. Teach lifelong conflict management skills.
4. Develop leadership in giving service to others through peer mediation.
5. Empower individuals in making positive choices for building successful relationships.
6. Grow respectful, global citizens who value diversity and human rights (The Peace Foundation Manual, 2011, p. 1)

In a six hour training package, LtPM student participants receive training in nine key learning areas – defining conflict, conflict response options, qualities of a mediator, the mediation process, building rapport, active listening, using “I” statements, effective questioning and mediation techniques. The 2007 Aotearoa New Zealand Curriculum Framework aims to foster students who are “confident, connected, actively involved” (Ministry of Education, 2007, p. 7). In 2013, a study of the predecessor and model for LtPM, the Cool Schools Secondary programme, found that it was a ‘game changer’ in terms of its positive impact on students (Lotfy, 2013, p. 3). The study showed with very high level of statistical significance, in schools which actively implemented Cool Schools Secondary, students participated more actively in the lives of their schools; were more confident about taking autonomous action to deal with their conflicts; and had both more regular and more positive interactions with their teachers. While these findings are a strong endorsement of the programme with regard to these specific attributes, no study has yet assessed the ‘whole of school’ impact of the LtPM programme. The current research helps address this lack. This research report evaluates the individual and school wide impacts of the LtPM programme, and identifies areas of the LtPM programme that could benefit from further development.

PART TWO

RESEARCH PROCESS

Research Objectives

The purpose of this research was to evaluate the LtPM programme in eight Auckland secondary schools, on a whole

of school basis. Specifically, the study sought to evaluate the programme in terms of the following questions:

- What are the key issues for which students seek mediation?
- What skills covered in the LtPM training have been useful to peer mediators in helping disputants resolve their conflicts?
- How has the LtPM programme impacted on the personal and professional lives of current and former mediators?
- How do the respondents perceive the impact of the LtPM programme on their school’s culture?

A further objective of this research was to further analyse and utilise the data collected via the surveys to form the foundation of subsequent research, subject to availability of funding. Future research could also include other data collected via in depth video recorded interviews with current and former mediators, LtPM school co-ordinators, and teachers in LtPM schools.

This research report document presents a summary of key findings and themes that emerged from the preliminary study.

Selection Process for Participating Schools

There are 366 secondary schools across ten education regions in Aotearoa New Zealand.² The region with the largest number of these schools is Auckland, from which the participating schools were selected. The LtPM programme database indicates that 41 secondary schools in the Auckland region have implemented the Cool Schools Secondary or LtPM programme between 2001 and 2015.

The researchers, in collaboration with the Peace Foundation, selected eight secondary schools from across the Auckland region for participation in this study.³ The rationale for the selection of these schools was threefold. First, the eight schools all engaged in a ‘Revisit Training’ between January and June 2015. This demonstrates that the LtPM programme was actively being implemented in the schools, ensuring that research participants could provide up to date,

² Tai Tokerau, 19, Auckland, 92, Waikato, 34, Bay of Plenty/Rotorua/Taupo, 25, Taranaki/Whanganui/Manawatu, 32, Hawkes Bay/Gisborne, 26, Wellington, 46, Nelson/Marlborough/West Coast, 16, Canterbury, 40, Otago/Southland, 36. *School Deciles*, 2016.

³ In fact, nine Auckland secondary schools were selected to participate, including Pukekohe High School, which has run the LtPM programme and its predecessor for five years. Unfortunately, due to staff workload and other commitments, it appears the survey was unable to be distributed at this school. It is anticipated, however, that Pukekohe High School will be able to participate in the next stage of research into the LtPM programme.



Image 1. Advanced LtPM (Leadership through Peer Mediation) training group at Mount Roskill Grammar School on the 24th of March.
By The Peace Foundation

relevant feedback about their experiences of the programme and its impacts. Second, the eight schools selected represent a broad socio economic range of Auckland society as defined by the schools' decile ratings. These ratings measure the socio economic position of a school's student community relative to other schools throughout the country. Decile 1 schools are the ten percent of schools with the highest proportion of students from low socio economic communities, whereas decile 10 schools are the ten percent of schools with the lowest proportion of these students (Ministry of Education, 2016). In the current study, participants included one decile 1 school (indicating the lowest socio economic status); two decile 2 schools; two decile 3 schools; one decile 4 school; one decile 6 school; and one decile 10 school. Two of the schools were single-sex and the remainder were co educational. Third, as discussed below, the schools were chosen due their ability to reflect the ethnically and culturally diverse demographics that increasingly characterise contemporary Aotearoa New Zealand.⁴

A letter was sent to the principals from schools selected for participation, via the LtPM school co-ordinators

(see Appendix 3 for a copy of the letter). The letter explained the purpose of the study, and that the research would involve principals, LtPM school co-ordinators, teachers, current and former peer mediators, and students who have used the LtPM peer mediation service. The letter also explained that participants would need to complete a short, online survey. Once agreement on participation was reached with individual schools, the relevant LtPM school co-ordinator forwarded the link to the online survey to the target study groups.

Description of Participating Schools

The research participants came from Kelston Girls' College, King's College, Marcellin College, Mount Roskill Grammar School, One Tree Hill College, Ōtāhuhu College, St. Dominic's Catholic College and Waitakere College. The following section provides a brief, demographic summary of the student population of these schools, and the length of their participation in the Peace Foundation's peer mediation

⁴ The 2013 Census found that of the 1,415,550 people who usually live in Auckland Region, NZ European/Pākehā make up 59.3%; Māori 10.7%; Pacific Peoples 14.6%; Asian 23.1% and Middle Eastern, Latin American and African 1.9% (Statistics New Zealand, 2013).

programmes.⁵ (See Appendix 2 for more details on the schools.)

Kelston Girls' College

Kelston Girls' College is a state school (Years 9–13) situated in Kelston, West Auckland. It has a school roll of 569, with the majority of the girls (339) identifying as Pasifika.

The Peace Foundation's peer mediation programmes have been implemented at Kelston Girls' College for eight years.

King's College

King's College is a private school (Years 9–13) situated in Ōtāhuhu, South Auckland, with a predominantly male student population (817 out of 936 students). The majority of students at the school identify as New Zealand European/Pākehā (573 students), with the remaining students identifying as Asian (170 students), Māori (91 students), Pasifika (59), and 'Other' (7 students in total; the 'Other' category includes, among other ethnicities, Middle Eastern, Latin American and African). There are also 37 international students at King's College.

The Peace Foundation's peer mediation programmes have been implemented at King's College for two years.

Marcellin College

Marcellin College is a state integrated, Catholic, co educational school (Years 7–13) situated in Mount Albert, Auckland Central. It has a school roll of 590, with the majority of the students (359) identifying as Pasifika.

The Peace Foundation's peer mediation programmes have been implemented at Marcellin College for twelve years.

Mount Roskill Grammar School

Mount Roskill Grammar School (MRGS) is a co educational state school (Years 9–13) situated in Mount Roskill, Auckland Central. It has a school roll of 2141, of which roughly half (1076) identify as Asian. The remainder of the roll is made up of 472 students who identify as Pasifika, 262 who identify as NZ European/Pākehā, 121 who identify as Māori and 108 identifying with ethnicities in the Ministry of Education's 'Other' category. There are also 102 international students at MRGS.

The Peace Foundation's peer mediation programmes have been implemented at MRGS for twenty two years.

One Tree Hill College

One Tree Hill College is a coeducational state school (Years 9–13) situated in Greenlane, Auckland Central. Of its 999 students, the largest group (379) identifies as Pasifika. Other significant ethnic groups at the school include 279 students who identify as Asian, 188 who identify as Māori and 93 who identify as New Zealand European/Pākehā. Thirty-two students identify as 'Other' ethnicities. The school also has 23 international students.

The Peace Foundation's peer mediation programmes have been implemented at One Tree Hill College for two years.

Ōtāhuhu College

Ōtāhuhu College is a coeducational state school (Years 9–13) situated in Ōtāhuhu, South Auckland. It has a school roll of 1159, with the large majority of students (864) identifying as Pasifika. Additionally, a significant number of students (173) identify as Māori, with the next largest group being the 104 students who identify as Asian. Eleven students are in the New Zealand European/Pākehā category and seven are from 'Other' ethnicities.

The Peace Foundation's peer mediation programmes have been implemented at Ōtāhuhu College for eight years.

St Dominic's Catholic College

St Dominic's Catholic College is a state integrated girls' school (Years 7–13) situated in Henderson, West Auckland. It has a school roll of 876 students, of which the largest group identifies as New Zealand European/Pākehā. The next largest groups identify as Asian (212 students), Pasifika (184), Māori (87) and 'Other' (42). There are also 39 international students at the school.

The Peace Foundation's peer mediation programmes have been implemented at St Dominic's Catholic College for eight years.

Waitakere College

Waitakere College is a coeducational state school (Years 9–13) situated in Henderson, West Auckland, with a school roll of 1351. The largest ethnic group at the school identifies as NZ European/Pākehā (406 students), closely followed by Pasifika students (403). There are also 298 students who identify as Māori, 176 who identify as Asian, 54 who identify as 'Other' ethnicities and 14 international students.

⁵ The data regarding the ethnic mix at participating schools were retrieved using the 'Search for a School' function of the Ministry of Education website, *Education Counts*.



Image 2. Training students in the LtPM programme at Mount Roskill Grammar School on the 24th of March.
By The Peace Foundation

The Peace Foundation’s peer mediation programmes have been implemented at Waitakere College for five years.

Data Collection Method

All respondents were asked to reply to a set of forty eight quantitative and qualitative questions prepared by the researchers, presented in an online questionnaire using Survey Monkey. Participants were asked to provide personal demographic information, and to answer questions about their experiences of the LtPM programme.

The respondents can be categorised into two sub groups for analytical purposes: school staff (principals, LtPM school co-ordinators and teachers); current and former students (aged 16 and above), current and former peer mediators, and students who have used the peer mediation service.

Sampling

In terms of sample, the survey was completed by a total of 172 individuals affiliated with the eight participating schools. Table 1. summarises the breakdown of respondents by their role within the LtPM programme on the following page:

PART THREE: KEY RESEARCH THEMES

A number of themes emerged from the research regarding factors that contribute to the overall health of the LtPM programme, and a trend of very positive staff responses to the programme. These are outlined on the following page.

3. [To all participants] What role best describes you?

| Answer Options | Response | Response |
|--|----------|------------|
| Principal | 1.8% | 3 |
| | 5.4% | 9 |
| Teacher | 36.1% | 60 |
| Current LtPM Peer Mediator | 22.3% | 37 |
| Former LtPM Peer Mediator | 17.5% | 29 |
| Students who have used the LtPM peer mediation service | 16.9% | 28 |
| Answered question | | 166 |
| Skipped question | | 6 |

Table 1. Numbers of respondents by role

Consistently High Staff Satisfaction with LtPM

Survey responses show that in participating schools, the LtPM programme enjoys consistently high satisfaction ratings across all three categories of staff – principals, teachers and LtPM school co-ordinators. Seventy-eight percent of both LtPM school co-ordinators and teachers who responded were either satisfied or very satisfied with the programme. No school co-ordinators expressed dissatisfaction with the programme, and a total of only two teachers (.05% of those responding) expressed some dissatisfaction.

While only three principals completed the online survey, all three were very positive about the LtPM programme, its impact on their students, and its impact on the culture of their schools. The principals agreed that the programme helped improve relationships within the student population and appeared to reduce bullying, thus creating a safer learning environment. One principal of a single sex girls' school also noted that the LtPM programme appeared to dovetail nicely with the school's focus on restorative practice:

I think [the peer mediators] are doing an excellent job as is – they are an integral part of our school's community and support our Restorative Practice philosophy. If we did not have these young women trained in peer mediation by experts, I know that the impact on the school community would be severely minimised.

For any extracurricular programme to survive in a school, it must have the support of the principal and other

members of the senior leadership team, as these are the people responsible for resourcing, budgeting, timetabling and promotion of such programmes. The strong endorsement of LtPM by the principals who participated in this research is therefore very encouraging. It will be important, however, to make an effort to secure wider participation from principals in any future research.

A strong majority of teachers surveyed (77.3%) were either satisfied or very satisfied with the LtPM programme at their school, while another 18.2% stated that they were 'somewhat satisfied'. Responses also suggest that LtPM has good visibility among teachers – 84.5% of teachers reported that they were aware of the LtPM programme in their schools. Table 2, on the following page, provides a detailed breakdown of teachers' views about the impact of LtPM training on student mediators. The results show that the vast majority of teachers surveyed agreed to varying degrees that the LtPM training benefited students in terms of their participation at school, increased confidence and self esteem, and skill building around peaceful conflict resolution. Since the LtPM programme needs the support of teaching staff in order to thrive, these findings suggest that the prospects for the ongoing success of the programme are good.

The very widespread support for LtPM among teachers was conveyed in a number of affirmative comments, including regarding the programme's capacity to develop leadership and mentoring skills in peer mediators:

It is an excellent programme for all leadership skills where empathy and compassion are integral to the role. This is reflected in the respect to the younger students have for the senior girls which manifests itself in greater

Q. 13. [To teachers] To what extent do you agree or disagree that as a result of the LtPM programme, the student peer mediators have demonstrated the following:

| Answer Options | Strongly Agree | Somewhat Agree | Agree | Disagree | Somewhat Disagree | Strongly Disagree | Response Count |
|--|----------------|----------------|-------|----------|-------------------|-------------------|----------------|
| Increased use of peaceful conflict resolution skills | 14 | 25 | 3 | 1 | 0 | 0 | 43 |
| Increased confidence and ability to manage conflict constructively | 14 | 26 | 2 | 1 | 0 | 0 | 43 |
| Increased self esteem | 15 | 25 | 2 | 1 | 0 | 0 | 43 |
| Increased ability as rolemodels in peaceful conflict resolution skills | 17 | 19 | 5 | 2 | 0 | 0 | 43 |
| Increased participation in school activities | 15 | 19 | 6 | 2 | 1 | 0 | 43 |
| Comments | | | | | | | 4 |
| Answered question | | | | | | | 43 |

Table 2. Teachers' responses – impact of ltpm programme on peer mediators

and more willing participation in school life at all year levels.

Peer mediation and the leadership within our school makes a significant contribution to two of our core values whanaungatanga and manaakitanga. I also like that this leadership opportunity is offered to some more “unlikely” students to assist with how they process positive responses in difficult situations. It has been incredibly rewarding to see students thrive, grow in confidence and feel that their own dignity is enhanced.

the diversity of our community at MRGS.

The research identified that LtPM co-ordinators considered the programme to benefit students not just in terms of skill building around peaceful conflict resolution, but also in terms of increased confidence and self esteem. It is unsurprising, therefore, that LtPM co-ordinators from several schools stated they would like to see the programme expanded, as the comments below attest:

I would like more staff support by way of referring students caught in conflict to the peer mediation service.

I'd like to develop awareness – more time to commit to the programme – mediators presenting to staff and students.

Importance of Supporting LtPM School Co-ordinators

The research findings suggest that it is important to the overall success of the LtPM programme that schools support their LtPM school co-ordinators with appropriate financial and pedagogical resources. The LtPM programme depends on these school co-ordinators for its successful administration, promotion and advancement. At Mount Roskill Grammar School, for example, which has had great success with LtPM, staff and students' comments reflected their admiration for the commitment and efforts of LtPM coordinator, Donna Hourigan-Johnston. One teacher stated:

Donna takes much time on the selection process at the beginning of each year making sure the mediators are of high quality. She also ensures the chosen group reflects

Although very supportive of the programme, however, several LtPM school co-ordinators raised concerns about workload and trying to balance their roles as school counsellors and LtPM school co-ordinators:

As the co-ordinator and [with] a heavy load of guidance counselling work it is often difficult to devote enough time to peer mediation.

These comments reinforce the importance, in order for LtPM to achieve its goal of helping build safe, peaceful school cultures, of ensuring appropriate resourcing and support for LtPM school co-ordinators.

Importance of Schools' Peace Week

Another theme emerging from the research was the importance of the Peace Foundation's annual Schools' Peace Week, which celebrates students' achievements in working for peace, including through the LtPM programme. In 2016, Schools' Peace Week saw participation from 264 schools around the world, including Aotearoa New Zealand, China, Jordan, New Caledonia, Pakistan and the United States (Peace Foundation, 2016). The high profile promotion of LtPM that this opportunity provides helps the programme to thrive and to achieve its aim of helping to create safe, peaceful school environments. Mount Roskill Grammar School strongly supports Schools' Peace Week, and has participated in the event for the past 10 years. Donna Hourigan-Johnston, the Guidance Counsellor at Mount Roskill Grammar, comments:

Our 240 Peer Mediators believe Peace Week is important because it spreads the message of peace and kindness throughout the school and is an opportunity for the

school to work together as a whole creating a sense of belonging and connection with each other. During Peace Week, the Peer Mediators plan and organise a number of school activities including assembly presentations, peace songs, peace banners, peace t-shirts, wearing white ribbons, a peace march, random acts of kindness, face painting, and an antiviolence day where there are stalls of different agencies promoting the message that violence is not ok. (Peace Foundation, 2014).

Auckland's Diverse Population

The diversity of Auckland's population was reflected in the findings regarding participation in the LtPM programme. Notably, there was a high percentage of Asian students who became leaders in the LtPM programme – not only from Mount Roskill Grammar School, which has a high percentage of Asian students, but also from other schools. The research also found that significant numbers of Pasifika students



Image 3. Training students in the LtPM programme at Mount Roskill Grammar School on the 24th of March (The Peace Foundation).

had undertaken LtPM training, while figures for Māori students undertaking the training were considerably lower in comparison. Many Pākehā students also undertook LtPM training, especially in schools where they were a dominant group. Students who identified with the MELAA (Middle Eastern, Latin American and African) ethnic grouping were relatively absent from the findings. This is likely to change in the future, however, as there has been a significant increase in immigration to Aotearoa New Zealand from these regions over the last decade.

Given these observations, it is noteworthy that a recurring theme in participants' comments was the way in which LtPM supports intercultural understanding, as the examples below demonstrate:

I feel that trained Mediators show a real feeling of acceptance of students at school and their different cultures and backgrounds and the wanting to make a positive difference in the school, their home and in their community [comment from teacher].

I learned how to deal with conflict that may arise from issues such as: race, religion and culture [comment from student who has used LtPM service].

PART FOUR

IMPACT AND IMPLICATIONS FOR FURTHER RESEARCH

The broad aim of this research project was to assess the impact of the Peace Foundation's LtPM peer mediation programme in eight Auckland secondary schools, as well as its impact on former mediators once they leave school. The data gathered suggests LtPM is a vibrant, successful programme. It impacts positively on the culture of participating schools and on levels of safety in these schools, helping to build a philosophy and practice of peaceful relationships marked by a sense of social justice and respectfulness. The findings suggest that LtPM empowers students to engage in meaningful dialogue about conflict, and to generate their own win win solutions to the interpersonal conflicts they experience. Consequently, staff workload is reduced, as staff are no longer required to attend to the resolution of the more minor conflicts that arise. The research also supports the conclusion that LtPM impacts positively on the personal lives of student mediators both at and beyond school.

Overall, the findings thus suggest that the LtPM

programme is a very worthwhile initiative, and can be a useful resource for principals and senior leadership teams seeking to build a safe, peaceful school culture. The data confirms that LtPM is achieving its objective of empowering students as ambassadors of social justice, as well as teaching them the skills needed to help their peers resolve conflicts in peaceful, respectful ways. The following sections summarise some of the most prominent patterns in the preliminary research data.

Impact of the LtPM Programme

Positive Impact of Peaceful Conflict Resolution Skills

All categories of respondent – principals, LtPM school co-ordinators, teachers, current and former peer mediators and students who had used the peer mediation service – were confirmatory about the value of the peaceful conflict resolution skills that students learned through the LtPM programme. In addition, the vast majority of students who used the LtPM service (95.2 %) found it helpful. Among principals, there was common agreement that LtPM had improved relationships among students and teachers; resulted in students demonstrating improved citizenship; increased respect for diversity in their schools; helped create a safer physical and emotional school environment; and reduced bullying and violence.

In terms of the impact on the mediators themselves, 100% of principals and school co-ordinators surveyed either agreed or strongly agreed that the LtPM training had increased peer mediators' use of peaceful conflict resolution skills, increased their personal confidence and ability to manage conflict constructively, increased their ability to act as role models for peaceful conflict resolution and increased their participation in school activities more broadly.

Current and past mediators affirmed the great benefit they had derived from LtPM based conflict resolution skills in their personal and professional lives. The following quotes from current and past LtPM mediators exemplify the impact of learning these skills:

My skills as a peer mediator have really brought a positive change in me. These skills have helped me communicate well with other students, my peers and my family members. These skills have also effectively helped me solve conflicts between my friends that are sometimes not on good terms.



Image 4. Cool Schools (The Peace Foundation).

Being a mediator definitely allowed me to develop the skills I needed to improve my relations with the people around me. I feel like not very many people are conscious of the importance of skills like reflective listening, rapport building and using “I” statements, especially in daily situations. Safe to say, I definitely learned a lot being an LtPM mediator at [school name], especially since I was able to mentor younger mediators as well.

Increased Confidence and Self Esteem among Students

The Aotearoa New Zealand secondary school curriculum aims to create “confident, connected, actively involved, life long learners” (Ministry of Education, 2007). The survey findings from the current research, along with very positive comments from principals, school co-ordinators, teachers, current and

former peer mediators, and students who had used the LtPM service strongly suggest that LtPM is an effective tool for advancing this vision of the Aotearoa New Zealand curriculum. Principals, for example, unanimously agreed that LtPM training increased students’ self esteem, while 89% of school co-ordinators also believed this to be the case. In terms of the comments from research participants, the following selection is indicative of the types of responses received:

It’s made me a more confident person and from my training I am able to apply all that I learned in a lot of situations in my life and I would hope that I could say the same about how much I have taught my younger peers [comment from former LtPM peer mediator].

Yes, all the skills taught in the training are life long skills and I only wish everyone was taught this at school [comment from former LtPM peer mediator].

The peer mediation training and programme contributes significantly to student wellbeing! It creates belonging, connectedness and social responsibility [comment from teacher].

how different students live differently and how we all grow and learn in different ways [comment from former LtPM peer mediator].

It has enabled me to grow and become a better person and understand all walks of life. It has given me great leadership skills and prompted me to study Forensic Psychology at University in the past [comment from former LtPM peer mediator].

It made me an effective communicator. Helped me make new and life lasting friends both at school and university. I can handle stressful situations better and therefore have performed really well in part time work and internships [comment from former LtPM peer mediator].

Active listening and building rapport have been two specific skills that have helped me immensely in situations where I've led projects, been a member of a team, and even in job interviews [comment from former LtPM peer mediator].

Impact on the Culture of the School

The data collected suggest that the LtPM programme is an effective means for schools to contribute to their legal obligation to provide a safe learning environment for all students. The majority of respondents, for example, felt that LtPM was of benefit to the culture of their school. LtPM was seen as helpful in improving relationships within the student population, and appeared to reduce bullying. A small number of teachers, however – two out of the 44 respondents in this category, or 5% – expressed dissenting opinions about the benefits of LtPM to the school culture. A question to pose to this group in future research could be framed as such: Looking at records of the incidence of bullying in schools before and after the implementation of the LtPM programme were there any perceivable changes around bullying behaviours?

Impact on Mediators: Leadership Skills, Relationships and Life after School

Current and former LtPM peer mediators overwhelmingly agreed that their training and experience of peer mediation impacted positively on their lives at school and beyond. A number of the comments also mentioned improved relationships with family and friends, and feeling more confident to tackle conflict when it arises. Several former peer mediators commented on the usefulness of the LtPM training in their professional lives or in tertiary study. Staff also found multiple positive benefits of the programme on peer mediators. Of the numerous comments that support these conclusions, the following provide a good, overall summary:

It is an excellent programme for all leadership skills where empathy and compassion are integral to the role. This is reflected in the respect the younger students have for the senior girls which manifests itself in greater and more willing participation in school life at all year levels [comment from teacher].

Great leadership skills and problem solving skills are gained from being an LtPM and it enabled me to learn

Summaries of key questions

Key Issues for which Students Seek Mediation

The first key research question was, what are the key issues for which students seek mediation?

From the eight schools surveyed, a total of 28 students who had used LtPM peer mediation services completed the survey. The majority of these students were female (70.4%). Students identifying as New Zealand European/Pākehā (33.3%) and Asian (33.3%) had used the LtPM peer mediation service the most, followed by Pasifika students (22.2%) and then Māori students (11.1%). The majority of students who had used LtPM peer mediation services (46.2%) were in Year 13, possibly suggesting they were more confident in seeking peer mediation and/or more familiar with the service.

Students sought mediation for several key issues, though the central issue can be summarised as conflict in its various manifestations, including conflict around race, religion and culture. Given the ethnic diversity of Auckland schools, it is unsurprising that conflict has arisen around race, as well as around cultural issues regarding religion and how different religions are perceived. Other issues for which students sought mediation included trying to find solutions to personal problems and difficulties. As the majority of the students who used peer mediation identified as female

and either New Zealand European/Pākehā or Asian, one can speculate that issues for which students sought mediation may include not only cross cultural conflict, but also gendered conflict. This cannot be concluded firmly, however, as the sample is not statistically representative of the Auckland school population.

Useful Skills for Helping Resolve Peers' Conflicts

The second research question was, what skills covered in the LtPM training have been useful to peer mediators in helping disputants resolve their conflicts?

Interestingly, of the 35 current LtPM peer mediators who responded to the online survey, 94.3% rated effective communication as the key skill for LtPM leaders. Problem solving, team building, good citizenship and role modelling also ranked quite highly. Active and reflective listening was rated as being the most useful skill in the training. Twenty-six out of 31 current LtPM peer mediators who responded to a question about defining conflict either agreed or strongly agreed that it was a useful skill in their role. This reflects the fact that LtPM peer mediators are primarily concerned with addressing conflict. Project planning was deemed the least important skill.

A range of comments on communication skills demonstrate how important this skill is to help disputants resolve their conflicts:

It has enabled me to be more sympathetic and empathetic to other's [sic] situations. It has also enhanced my listening skills while being able to help others.

Able to communicate better. Active Listening, Reflecting, Clarifying.

Provided a great way to effectively communicate and resolve conflict between parties.

Impact of LtPM on Students' Personal and Professional Development

The third research question was, how has the LtPM programme impacted on the personal and professional lives of the former mediators?

There was a favourable response from former mediators regarding the impact of the LtPM experience on both their personal and professional lives. Many commented

on how their personal lives and relationships with family and friends had improved and how there had been an added benefit when it came to their professional lives. The following quotes illustrate these findings:

Mediation teaches not to judge and to be professional and empathetic with the people you are working with. I have learnt a lot from school counsellors, other mediators and most importantly myself during my development as a mediator.

I am current studying Law at the University of Auckland and skills such as advocacy, negotiation, and mediation are even career skills. I have greatly benefited from mediation and will recommend to anyone interested.

I deal with situations differently (better) than I would have without this training. I am more confident and it grew my belief in humanity.

Being a mediator was an excellent experience. I learned invaluable skills that I am now using both in my personal life and my career.

I use the skills I've learnt in my personal life all the time. As a trainee doctor being able to build rapport and understand different personality types has been invaluable. I still reference my peer mediation training when we have professional and communication skills assessments!

My experience as a peer mediator has made me a more empathetic person, which is useful in understanding the other person's point of view. I have also gained the valuable skill of quickly developing rapport with strangers by being a good listener.

Currently one of my strongest skill sets is group facilitation. That was developed mostly through trainings and opportunities from mediation. I also was involved in personal coaching, which also used many of those skills.

It has enabled me to grow and become a better person and understand all walks of life. It has given me great leadership skills and prompted me to study Forensic Psychology at University in the past.

Impact of LtPM on School Culture

The fourth and final research question was, how do the respondents perceive the impact of the LtPM programme on the school culture?

The research found that the majority of the respondents in all categories (principals, LtPM School co-ordinators, teachers, current and former peer mediators, and students who have used the LtPM service) felt LtPM was of benefit to the culture of their school. LtPM was viewed as being helpful in improving relationships within the student population and appeared to reduce bullying, creating a safer environment. The following comment articulates this sense of the impact of LtPM on the culture of the school and also the school communities:

I feel that trained Mediators show a real feeling of acceptance of students at school and their different cultures and backgrounds and the wanting to make a positive difference in the school, their home and in their community.

Clearly, the impact of LtPM on the culture of the schools surveyed has been significant and meaningful. However, if it is to survive, the programme needs more resourcing, a point eloquently captured by a teacher from Mount Roskill Grammar School:

The Peace Foundation needs more funding to be able to train more students. I think it would benefit the school community as a whole if more students could train to be Mediators. There are only limited spaces each year because of funding. More students could benefit from the training where the skills they learn have a ripple effect into their homes and our community helping our young people to be more caring, understanding, accepting citizens.

Future Research Directions

LtPM is an organic programme, designed to be refreshed and developed in response to the changing needs of schools and students. (The programme's name and content change to LtPM, in response to feedback about the importance of students developing leadership skills, reflects this point.) The Peace Foundation sees the current research as an expression of the Foundation's commitment to ensuring

regular programme evaluation and development. The discussion below highlights an important recent programme development, notes some of the suggestions from research participants for programme improvement, and presents the authors' suggestions for possible avenues for future research to assist with programme development.

LtPM has recently given rise to an exciting new peaceful conflict resolution programme, Kia Tau te Rangimarie (may peace be with you). Kia Tau te Rangimarie is taught entirely in te reo Māori – the language of Aotearoa New Zealand's tangata whenua (first peoples of the land), and has its foundations in tikanga Māori (roughly, the Māori worldview). The programme was fostered by Māori educator, and former Peace Foundation employee, whaea Carol Smith.

Kia Tau te Rangimarie incorporates a kanohi ki te kanohi (face-to-face) process called hohou rongo, a process of mediation which allows for mana (self empowerment) to be restored and enhanced. The programme has been designed to work alongside LtPM, so that there can be a sharing of cultures between its mediators and those trained through LtPM. By viewing conflict resolution through an alternative cultural lens, students expand their worldview and sense of empathy, as well as gaining a first hand experience of biculturalism – a core principle underpinning contemporary Aotearoa New Zealand identity (Peace Foundation, 2015). The ongoing development of Kia Tau te Rangimarie will help to address the need for more Māori content in schools.

Turning to the research participants' suggestions for how the LtPM programme could be improved, these can be summarised along the following lines:

- More time allocation for staff to undertake the training and lead LtPM
- More time allocation for students to participate
- Offer the LtPM training beyond the school environment
- More involvement and resourcing from the Ministry of Education
- Increase the profile of LtPM via school assemblies, form time and the like
- More practice opportunities for the peer mediators
- Stronger relationships with alumni

These comments offer a variety of ideas for programme improvement and development, many of which are practical suggestions that would be relatively simple to implement. In terms of avenues for future research, while the current study sampled only a small number of schools, it nevertheless amassed a large amount of data. These data sets,



Image 5. Philip Bruce Goff CNZM is the Mayor of Auckland (The Peace Foundation).

along with the finding discussed in this report, provide useful material to guide future research into the LtPM programme, and other programmes run by the Peace Foundation. Below, the authors of this report offer several recommendations in this regard.

First, a common theme in participants' comments was around challenges arising from cultural difference. Improving our understanding of the diverse perspectives on conflict resolution offered by different cultures and relatedly, ethnicities and religions would thus be a pertinent starting point for further research in the context of LtPM. Such research might consider, for example, how to address growing challenges around immigration. Adelowo (2012) writes that African women she interviewed reported that they and their families had experienced extensive interpersonal and institutional racism in Aotearoa New Zealand, in the form of verbal abuse, discrimination and marginalisation.

Another study published the same year found that children from refugee backgrounds often experienced verbal forms of racism such as being taunted for the ways they looked, the clothes they wore and their accents (DeSouza, 2012). DeSouza also suggests that there may have been an increase in Islamophobia in Aotearoa New Zealand schools, with many Muslim parents reporting that their children have been subjected to prejudice due to their religion. It is

possible that some students from Muslim backgrounds have sought peer mediation in relation to such challenges, though the findings did not speak to this point specifically. These issues around religion, ethnicity and culture are important questions that increasingly affect school environments around Aotearoa New Zealand as the country's population becomes more diverse. It would be useful for future research to consider these issues, as well as the question of how the LtPM programme might adapt and respond positively to the evolving ethnic and religious mix in Auckland, and in other areas of Aotearoa New Zealand.

Second, as a means of exploring the above and other issues, it would be appropriate to capture in more detail the perspectives and collective wisdom of former LtPM mediators about their experience of the LtPM programme at school, and its impact on them beyond school. The authors therefore propose that 18 former mediators, comprising two former mediators from each of the participating schools – and ideally, one male and one female in the cases of the co educational schools – be invited to take part in a video recorded interview.

Third, it would also be useful to further investigate the experiences of students who use the LtPM mediation service. This research should explicitly address, among other things, the questions raised above about challenges arising

from increased diversity of ethnicity, religion and culture in the student population in Aotearoa New Zealand. Additionally, it would be useful to explore one trend in the existing data: despite 95.2% of students who used the LtPM service saying it was helpful in resolving their conflicts, only 66.7% said they would recommend the service to their friends. Future research might explore why this is the case, and whether this finding is representative of a broader trend, or merely an aberration.

Fourth, the Peace Foundation may wish to carry out a case study of Mount Roskill Grammar School (MRGS). The school has run the Peace Foundation's peer mediation programmes for 22 years, and was presented with the Foundation's Excellence in Peace Education Leadership award in 2014. The results of the current survey clearly identified MRGS as a 'stand out' success in the implementation of the LtPM programme. A case study of MRGS would help to identify why the LtPM programme and its predecessor have been such successes at the school, including why they have been so strongly supported by staff and students alike. As a first step towards such a case study, one former MRGS student, Akshat Chugh, has already offered a personal essay on his journey as an advanced peer mediator and peer mentor at MRGS – see Appendix 4, below.

Finally, it is proposed that staff from the Peace Foundation, including the former and the current heads of Peace Education programmes, be interviewed in an in depth format, to capture their experience and knowledge of the LtPM programme. This would be an interesting collective biographical piece of research, capturing personal and professional stories of commitment to both peace education and the LtPM programme.

Auckland secondary schools. In particular, the research aimed to assess whether LtPM is successful in its kaupapa (underpinning philosophy) to make a positive difference to school communities by training students to become leaders and peer mediators capable of applying peaceful conflict resolution skills among their peers. The research results clearly endorse the value of LtPM and reinforce its importance as a programme in its own right, but also as a counterpart to the school curriculum, which it both complements and enhances.

CONCLUDING COMMENTS

The LtPM programme is designed to empower students to become ambassadors of social justice, and to be student leaders within their school communities. It is a peaceful conflict resolution programme, which promotes respect for all people. LtPM trains student mediators in essential conflict resolution skills, enabling them to help their peers resolve conflicts in a peaceful way, via a transparent and fair mediation process. As a result, LtPM student mediators are seen by their peers, as well as by their teachers and principals, as models for personal responsibility and agents of positive social change.

The overall purpose of this research was to determine the impact of the LtPM programme in eight

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The research report acknowledges Leo Buccahan (co-author) and Dr Lyndon Burford (Consultant) who both contributed significant time and energy to the research.

The Research also wishes to acknowledge and thank the eight Auckland secondary schools that participated in the research project: Kelston Girls' College; King's College; Marcellin College; Mount Roskill Grammar School; One Tree Hill College; Otahuhu College; St. Dominic's Catholic College; and Waitakere College. Without the support of these schools and of their LtPM coordinators and teachers, this project would not have been possible. A special thank you goes to Donna Hourigan-Johnston, Guidance Counsellor and LtPM coordinator at Mount Roskill Grammar School. Donna is a passionate advocate of the LtPM programme and was instrumental in initiating this research. We would also like to acknowledge past and present school mediators who supported this project.

Further acknowledgement and thanks go to Janine Edge, mediator and founder of the UK-based charity, TalkingWorks, which brings mediation skills into schools in the United Kingdom and several staff at the Peace Foundation who championed this project, including Caroline Ongleo-Calub (former General Manager); Christina Barruel (Head of Peace Education); and Chikita Kokikal (Intern at the Peace Foundation).

APPENDICES

Appendix 1

Introduction to the Metro ITP Voucher Scheme

Aotearoa New Zealand's six largest Institutes of Technology and Polytechnics have collectively established the Metro ITP Group. Under the Metro ITP Voucher Scheme, small or medium-sized enterprises or not-for-profit organisations can apply to Metro ITP providers for assistance to conduct research to further their commercial or community-sector vision. As a registered charity, the Peace Foundation was eligible to apply for a Metro ITP voucher, which it did via Unitec Institute of Technology. For more information on the Metro ITP Group and its voucher scheme, visit the Group's webpage: <http://metros.ac.nz/>

Appendix 2

List of Participating Schools

| School | Decile* | School Population** | | |
|--------------------------------|---------|---------------------|--------|-------|
| | | Male | Female | TOTAL |
| Kelston Girls' College | 2 | 0 | 569 | 569 |
| King's College | 10 | 936 | 0 | 936 |
| Marcellin College | 2 | 327 | 263 | 590 |
| Mount Roskill Grammar School | 4 | 1,160 | 981 | 2141 |
| One Tree Hill College | 3 | 555 | 444 | 999 |
| Ōtāhuhu College | 1 | 559 | 600 | 1159 |
| St. Dominic's Catholic College | 5 | 0 | 894 | 894 |
| Waitakere College | 3 | 688 | 663 | 1351 |

*Decile figures as of 1 July 2015, retrieved from: <http://www.educationcounts.govt.nz/find school/school/population/year?school=89&district=7617®ion=2>

** School population figures as of 1 July 2015, retrieved from: <http://www.educationcounts.govt.nz/find school/school/population/year?school=89&district=7617®ion=2>

Appendix 3

Invitation to Participate – Letter to Schools

August 2015

Re: LtPM Research Project

Kia Ora

The Peace Foundation, in collaboration with Unitec Institute of Technology, is conducting some research to determine the impact of the Leadership through Peer Mediation (LtPM) programme in a range of secondary schools in Auckland. This research will involve principals, LtPM programme coordinators, teachers, current and former peer mediators, students who have used the peer mediation service, and TPF's Director and the current and former heads of Peace Education.

The respondents will need to complete a short online survey that will assist us with our data collection.

[Survey Monkey web link]

If you have any concerns at any time about the research project, please contact me at the Peace Foundation on: (09) 373 2379 or email christina@peacefoundation.org.nz or Helene Connor at Unitec at email hconnor@unitec.ac.nz.

Te hau koutou,

Christina Barruel
Head of Peace Education

Appendix 4

Mediation – A Personal Journey, by Akshat Chugh

Former Advanced Mediator, Peer Mentor and Body Image Leader, Mount Roskill Grammar School

Mediation teaches a vast range of skills. The reason why mediation holds such a strong reputation at Mount Roskill Grammar School at least, is merited on its consistent high level of organisation and its inclusiveness to the student body. Student leaders as mediators are trained by the Peace Foundation and as a result there is a minimum standard of achievement that has to be obtained in ensuring such a vital service is delivered properly.

Mediation is not often regarded as a very social activity, but one of the main things I enjoyed about being involved in this service was the amount of talent, humour, and passion that I came across from other mediators, both at Mount Roskill Grammar and at other schools.

Each year the mediation service exceeds itself to being accessible to the diversity of students that it has to cater for. This is especially a challenge at a school like Mount Roskill Grammar School with its highly diverse school population. Mediation is greatly assisted by each of the school counsellors who provide guidance and mentorship. I have developed relationships with many of the school counsellors during my time at high school and have seen many peers gratefully appreciate the strength and wisdom they have provided. The key difference that mediation works however, in my personal experience, is its teachings beyond the scope of student services.

I am currently in the second year of a five year commitment to a University degree and from time to time have to attend employer presentations from recruitment companies and agencies. It is of no surprise that there is the standard list of having appropriate work experience, some form of academic achievements and extracurricular involvement. However, what is most often the key area to distinguish between candidates is evaluation on leadership skills and how you relate to others. Mediation teaches you to be culturally and socially sensitive to the needs of others, and to not reach any judgment regardless of whatever situation you are faced with. The lessons I have learnt from Donna, Kalani, Margaret, Graham, Katie, as well as many other mediators, peer mentors and two body image leader teams, about kindness, empathy, and leadership, have been lessons I have taken with me for self-improvement and for navigating key decisions.

I have learnt about diversity and the value of appreciating this diversity. One of my favourite features of mediation was inclusivity. I loved how Donna would tailor Peace Week to make sure that everyone involved was able to shine. The various Peace Week conference anthems, songs and chants amplified the pace of the event and proved that everyone has a role to uphold in the ultimate goal of upholding peace.

Most of all, mediation is about leadership. Leadership means different things to everyone and there is never a simple right answer. I was given the advice at the start of my final year of high school during a prefect orientation that “to lead means to serve.” Over the years, I have reevaluated my own styles of leadership and have contrasted between what works and what often does not. Yet my initial understanding is still reflective of what I was told almost three years ago. To anyone thinking of becoming a mediator, don’t limit yourself. Be bold!

Thank you, Donna Hourigan-Johnston, for all your guidance over the years. I speak on behalf of many mediators, past and present, when I simply say, thank you.

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Dr Helene Connor, PhD, MEd (1st class hon), PGDip Women's Studies, Dip Tchg (secondary), BA, RPN, is of Māori, Irish and English descent. She has whakapapa (genealogy) links to Te Atiawa and Ngati Ruanui iwi (tribes) and Ngati Rahiri and Ngati Te Whiti hapu (sub-tribes). Helene has a long-term interest in Peace Education. She undertook a special topic in Peace Education at the University of Auckland as an undergraduate student and incorporated Peace Education into her social studies classes when she worked as a secondary school teacher. Helene was involved in both the preliminary and concluding stages of this research project. She assisted with writing up the research proposal and offered advice on the research questions for the online survey used in data gathering. She has also assisted with analysing the data and writing up the final report. At the time of researching this project, Helene was a Senior Lecturer and Programme Leader in the Department of Social Practice, Unitec Institute of Technology, Auckland, Aotearoa New Zealand. Helene is currently a Senior Lecturer in the Faculty of Education and Social Work, University of Auckland.

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Leo Buccahan, MA, grew up in Malabing Valley in Northern Luzon, Philippines. He was a Rotary World Peace Fellow from 2014 to 2015. Leo completed his MA in Peace, Conflict and Development Studies at the University of Bradford, England in 2015. From July to September 2015, Leo held a three month internship in Peace Education at the Peace Foundation. Leo was very involved in the preliminary aspects of the research project. He assisted with writing the research proposal and designed the survey used in data gathering. Leo currently holds the position of Secretariat Co-ordinator of the Civil Society Coalition on the UN Convention on the Rights of the Child, based at the Ateneo de Manila University in the Philippines.

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Dr Lyndon Burford, PhD, MA (1st class hon), BA (1st class hon), CELTA, is an international-award winning scholar with a PhD in International Relations from the University of Auckland, Aotearoa New Zealand. His doctoral thesis examined the nuclear disarmament policies of Canada and Aotearoa New Zealand, focusing on the policy influence of prevalent visions of national identity in the two countries. Since 2006, Lyndon has variously volunteered, interned and worked for the Peace Foundation as a researcher, report writer, editor and consultant. He has assisted with editing and updating the Cool Schools Primary classroom and teacher materials, and has served as a regular consultant and occasional presenter for the REACT programme, which aims to empower secondary students as informed global citizens in their responses to armed conflict. Following the data collection phase of the current project, Lyndon was consulted to assist with final editing of the research report and the accompanying research data document.

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