

West Melton School
Report on the Kia Kaha Programme
by Karen Sinclair

1. Introduction

The purpose of this report is to maintain communication between the West Melton School community and the wider community as a whole by informing them of current programmes of learning, and its usefulness.

Kia Kaha is a series of programmes designed to help schools create communities where everyone feels safe, respected and valued, and where bullying is not tolerated. The programmes have been developed by the Youth Education Service (YES) of the New Zealand Police, working in close association with the Specialist Education Services (SES).

It was taught by West Melton School staff as part of the Inquiry Learning journey for term one of 2009. Three programmes were taught in our school over this period, which are specific to particular year levels.

- Year 0 – 3 Building a Safe, Happy Classroom
- Years 4 – 6 A Bully-Free Zone
- Years 7 – 8 Safer Communities Together

Each programme is made up of a series of modules, culminating in a full terms worth of work.

2. Discussion

Prior to undertaking the programmes a meeting was convened and attended by the Police Education Officer, Senior Constable Meg Moynihan, and teachers who delivered the classroom programmes. A formal agreement was then signed by Sue Jackson, our school principal, and the Police Education Officer. Individual teachers were also required to sign a separate agreement stating that they were committed to the successful completion of Kia Kaha in partnership with the Police Education Officer. A letter was then sent home to parents outlining the programme along with a Kia Kaha pamphlet.

Near the end of the learning journey feedback on the usefulness and relevance of this programme of learning was sought from both staff and students and has been recorded below. For the purpose of this report, the feedback has been broken down into three headings. They are:

- Positive aspects of the programme
- Issues arising with the teaching and learning
- Interesting aspects of the programme.

2.1 Feedback - Positive aspects of the programme

Staff

- Given the topics covered by the programme, the beginning of the school year was an excellent time to be doing this inquiry.

- It fits in well with the establishment of class rules and behaviour expectations.
- The boxed teaching kits have all the resources needed to complete the programme.
- Nice to have family contact/involvement from the word go.
- New Entrants particularly enjoyed the visit from Constable Meg.
- Many modules generated some interesting discussion from the senior children.
- Many of the curriculum areas are integrated in this programme.

Students

- Doing sheets with people at home was great.
- Bringing photos from home to share was fun.
- We liked doing the bullying role plays.
- Good to make welcoming slogans/words for our class.
- We learned lots.
- Learned about bullies and what to do if you get bullied.
- Good to have Constable Meg visit and help us to work out the bullying story.
- Enjoyed making posters, drawing and colouring.
- Interesting to learn about good and bad choices.
- You are learning about some stuff you didn't know
- Learning about ways to deal with bullying
- Learning how to look after yourself and to stand up for yourself
- Learning what to say to bullies
- Understanding that bullies can be anyone, not just people who look like bullies

2.2 Feedback - Issues arising with the teaching and learning

Staff

- Nil

Students

- Some of us found the role plays hard.
- Doing the sheets at home made extra homework for us.
- Doing self portraits were hard.
- There was too much colouring and it hurt my hand.
- Lots of writing hurts my hand.
- Too much sitting on the mat and talking.
- Doing some stuff like we have other years; it is a bit like Keeping Ourselves Safe and we do the same every year

2.3 Feedback - Interesting aspects of the programme.

Staff

- It was a great opportunity to tweak the things that are already happening in the school i.e hedge play etc.

- It was great to do this in place of a regular inquiry at the beginning of the year.
- Good lead in to cyber bullying discussions for senior students.
- Will be interesting to see feedback from Term 2 bullying survey after doing this learning.

Students

- Role plays. Acting out helped learn it.
- Sometimes you don't know how you are special so it helped to think about it.
- Bullying pictures were interesting to look at and talk about.
- Interesting learning about bullying and how being friends is important.
- Constable Meg's visit was interesting.
- I liked doing the Kia Kaha bullying survey with our class.
- I enjoyed all the learning.
- It was good doing the choices homework sheet.
- It was fun finding out about each other when we were small.
- Kia Kaha can mean lots of different things
- Finding out what our parents said about bullying
- Finding out about cyber bullying

Feedback from Constable Meg Moynihan was given orally at the time of one of her visits. Her comments were:

It was good to maintain contact with one staff member. This allowed for ease of planning, including the establishment of a timetable for class visits. This allowed her to plan for activities that were specific to the module classes were working on and relevant to the ability of the children she interacted with. She always enjoys working with the children from West Melton School, finding them polite, motivated, questioning and keen to learn. She was glad to be of service to our school and is more than happy to come back anytime her services may be of use.

3. Conclusion

- 3.1** This programme of learning covers very topical issues for schools and the wider community as a whole i.e bullying. It has been effective in that it covers subjects which are relevant to any school environment whereby a variety of cultures, values and personalities come together and are required to work in harmony for the benefit of all.
- 3.2** It enhances the establishment of routines and expectations for the year ahead using quality resources, allowing positive interactions and relationships to be fostered between students and staff, the wider community, and the New Zealand Police.

3.3 From a teaching point of view there were no negative aspects to the programme and any issues arising from the students' feedback will be taken into consideration when the programme is next visited.