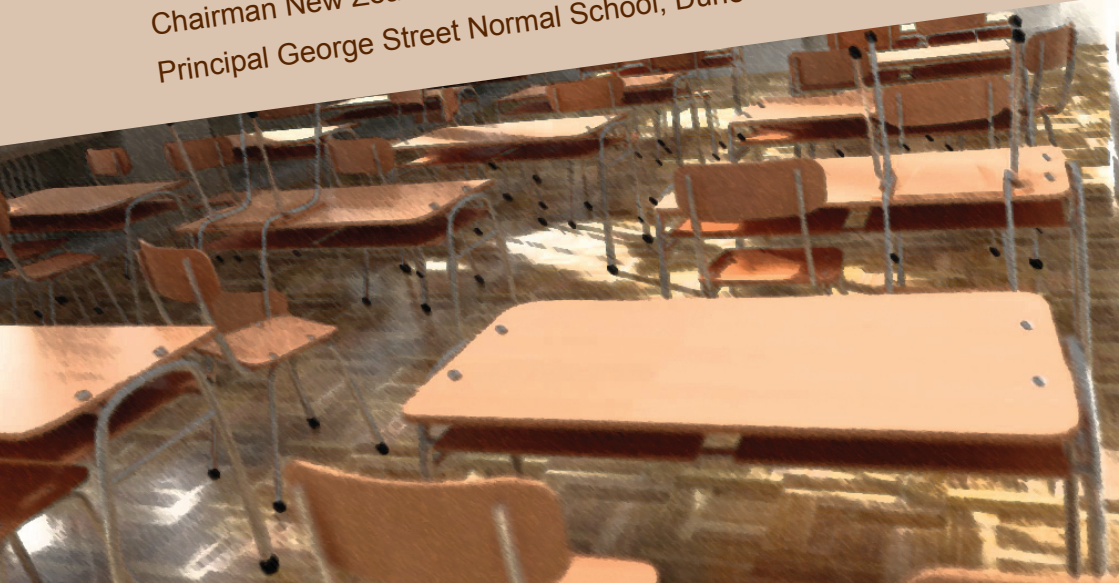


Making Sense of Managing Self

Teaching Responsibility to Improve
Student Learning and Behaviour
in New Zealand Schools

Rod Galloway

Chairman New Zealand Foundation for Character Education
Principal George Street Normal School, Dunedin



Also by Rod Galloway:

Character in the Classroom

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Foreword

How do busy schools implement the Key Competency *Managing Self*? This publication has been prepared in the hope that teachers who are already overburdened won't need to reinvent the wheel. Schools looking for evidence based, teacher friendly and successful strategies for improving student engagement will be interested to know...

- The background to why we have this set of 'key competencies' in the revised New Zealand Curriculum and where these came from
- Why it's important to promote a behavioural aspect of *Managing Self* for successful teaching and learning cultures
- The impact of changing family structures on teaching *Managing Self*
- How *Managing Self* has been successfully implemented using the Cornerstone Values approach to character education.

Four appendices are offered for photocopying without restriction to assist teachers in developing character education approaches in their school.

Further resources are available from www.cornerstonevalues.org

Rod Galloway



Introduction

School photo day is always a bit chaotic. Groups of children are asked to be suitably turned out, wait quietly, stand closely together and of course smile sweetly at the appropriate moment.

One class photo taken at our school in 2006 captured the teacher with a rather strained look. Standing beside her was a six-year-old who wouldn't even look at the camera, let alone smile. Moments earlier a simple instruction to move into rows and face the camera had become the catalyst for a major confrontation. Then without warning the six-year-old suddenly declared he was not taking part. An experienced and understanding teacher reasoned with the boy to join the class. This confrontation with a strong-willed and defiant child led to the teacher being physically struck. While she was trying to restrain and calm the boy, he spat in her face.

Clearly this was not the behaviour our school expects, deals with often or tolerates. Nor was it the photo opportunity the teacher had been hoping for! During the days that followed this incident, a familiar pattern of events and discussion occurred. When students cannot manage their behaviour they are often stood down from class, parents are spoken to about rights and responsibilities and the children may even, as in this case, change schools. Sadly for this child, as with many, disruptive behaviour means disrupted learning.

The recently released Ministry of Education report, *Student Engagement 2007* celebrates a combined reduction in the number of student suspensions and stand-downs (temporary suspensions) in the last seven years. But within the range of statistics presented it is evident that in primary schools alone there has been a large increase in the number of disciplinary actions since 2000. It has been surprising to some that the increase of 37% in primary school suspensions and stand-downs during this period has received no official acknowledgement or comment.

In addition, the key findings of three sector group reports on student behaviour in New Zealand schools released over the past year provide background to the Ministry of Education figures. These results also show that the numbers of disruptive students were higher than had been previously reported and that children spitting at their teacher was not uncommon.

The ideals and direction towards a knowledge society are well documented and accepted in New Zealand, and for many countries, including ours, lifelong learning has become a priority. There is clearly an economic rationale for this, but we must also measure



the success of any nation by its social capital. For without a well-functioning society in which each member contributes, cares about others and follows agreed rules, any economic success will be shallow if it happens at all.

Is there a common set of behavioural and learning competencies that all children should have? If so, what is their relative importance?

If the foundations of building social capital begin in the family and then more formally in larger groups at school, how do we decide what priorities and approaches will best succeed in New Zealand classrooms?

Why Key Competencies?

When New Zealand's Minister of Education launched the revised national curriculum in November 2007, he claimed the document was a major milestone for the nation's education system.

He may have claimed this because the revision of the content had taken so long. An unprecedented five-year investigation had begun with a wide ranging curriculum review and finished with nine comprehensive consultation processes, involving input from more than 15,000 New Zealanders. But perhaps the minister was also referring to a new direction in the curriculum.

In outlining the essence of the new document, the Education Minister of the time, Chris Carter mentioned five Key Competencies that students would be expected to develop at school. Where did these five ideas of competency come from, why would they be included in a national curriculum and what is their significance?

The Curriculum Stocktake

After twenty years of curriculum updates and implementation models that left New Zealand teachers exhausted and frustrated, the government undertook a major review known as the "Curriculum Stocktake". Included in its final recommendations were several suggestions for the reorganisation and prioritisation of the 1993 New Zealand Curriculum Framework's list of Essential Skills. Fifty-seven skills, in eight groupings, had been deemed important if primary and secondary students were to achieve their potential and take full part in society. Perhaps because they realised this set of skills was not being implemented, that there was still not enough social cohesion, and that



students needed to be better prepared for an unknown future, the government came up with these recommendations:

- To reduce the number of skills, so there would be a clearer sense of purpose and ease of integration
- To ensure a robustness with internationally referenced concepts
- To establish stronger links with the existing Early Childhood curriculum skills
- To refine skills further to address thinking and literacy issues and participation in a knowledge society
- To enhance social cohesion, civics, citizenship and respect for others
- To promote a lifelong learning model.

(Ministry of Education, 2003)

Which Skills?

Throughout history we've seen many attempts to identify, list and describe what individuals should know and be able to do in order to lead a successful life in a well-functioning society. For some, the commandments listed in Exodus sum up the skills needed; while others have looked for direction to the thinking of the ancient philosophers.

But after studying a number of civilisations, CS Lewis (1978) may have been the first person to suggest a framework of eight objective values common to all successful societies. Regardless of debate over racial, religious, traditional or historical contexts, this objective natural law or *Tao* according to Lewis (Lewis as cited by Heenan, 2002) is the way in which the universe continues and the how things finally work out. Successfully implemented in a growing number of schools, Cornerstone Values (see appendix 1) which are based on Lewis's research provide a well-resourced, no-nonsense and effective approach to building strong character that is appreciated by both teachers and community.

The Lutheran-based *Search Institute* in the USA has also looked at the question of what young people need to achieve their potential. Their initial survey of 350,000 6th to 12th graders in 600 American and Canadian communities from 1990 until 1995 has now extended to two million adolescents. From the results of this survey, a list the *Search Institute* describe as *40 Developmental Assets* was generated. They suggested there was a strong and consistent link between the number of assets a person had and the degree to which they would develop healthy and positive lives. The fewer assets young people had, they said, the more vulnerable they became. Their major finding was that across this large sample, the average number of assets for American youth was only 19 out of their ideal 40. This, they asserted was cause for much social concern.



The 1996 UNESCO publication *Learning the Treasure Within*, prepared by an International Commission on Education for the 21st Century, also promoted ideas for positive and productive lives. Education throughout life, they suggested, consisted of learning to know, learning to do, learning to live together and learning to be.

Adding to these examples of possible ways to equip our children for the present and prepare them for an uncertain future, is the work of member countries of the Organisation for Economic Co-operation and Development (OECD). In 1997 the OECD established the Programme for International Student Assessment (PISA) to monitor the extent to which students in member countries were acquiring the knowledge and skills to fully take part in society. PISA assessments in a range of curriculum areas have been used since this time to evaluate relative progress by several countries. But these assessments have happened with an understanding that success in life will depend not just on academic achievement, but also on a variety of influences and the adoption of skills or competencies (OECD, 2005). Further investigation was needed and the OECD's Definition and Selection of Competencies (DeSeCo) project was set up. The project directors were charged with reporting to member countries the answer to a central question: What competencies are needed for a successful life and a well-functioning society?

Three broad competency categories were nominated:

- i Using Tools Interactively:
 - a. Language and texts
 - b. Knowledge and information
 - c. Technology
- ii Interacting in Heterogeneous Groups:
 - a. Relating well to others
 - b. Co-operating, working in teams
 - c. Managing and resolving conflicts
- iii Acting Autonomously:
 - a. Acting within the big picture
 - b. Forming and conducting life plans and personal projects
 - c. Defending and asserting rights, interests, limits and needs.

(OECD, 2005)



The DeSoCo report admitted that identifying a set of common competencies for a group of countries diverse in culture, and even for diverse cultures within a single country, was a significant challenge. However their set of conclusions has provided a contemporary framework that countries and cultures could conceptualise for themselves. There were also several connections that could be made to other lists such as the Cornerstone Values, the 40 Developmental Assets, and even the Ten Commandments.

A potential match to a New Zealand context and some of the Curriculum Stocktake recommendations was quickly recognised. Apart from a change to one draft competency name, the following list was generated.

OECD DeSoLo Project Competencies	Key Competencies of the Revised New Zealand Curriculum
Using Tools Interactively	Using Language, Symbols and Texts
Acting Autonomously	Managing Self
Functioning in Socially Heterogeneous groups	Relating to Others
	Participating and Contributing
Thinking (listed across Competencies)	Thinking

(Hipkins, 2006)

These overarching and interconnected competencies were intended to replace the list of Essential Skills from the 1993 Curriculum. It was also hoped that by implementing the Key Competencies, teachers would more easily integrate all aspects of learning, offer an alternative view of the curriculum, and have a clearer focus for teaching practice. But just how schools choose to interpret these headings remains to be seen. Schools are deciding the ways in which the revised curriculum might be delivered, assessed and reported on under the Key Competency headings.

Although no priority order has been suggested, schools will consider their needs, making professional development and resourcing decisions based on what they perceive to be most important. One of these Key Competencies is likely to take immediate precedence.



A Case For Managing Self

According to the revised New Zealand Curriculum, the Key Competency of *Managing Self* is associated with self-motivation, a “can-do” attitude and students seeing themselves as capable learners. The thinking behind this competency is linked to the DeSeCo work around developing autonomy and therefore lifelong learning. Developing identity as a learner encompasses a broad set of behaviours. These can include aspects of personal health and fitness, organisation, goal setting, reflection and identifying strengths and weaknesses. In managing themselves as successful learners, students need to become enterprising, reliable, resourceful and resilient – behaviours most students cannot develop on their own.

Zimmerman (Zimmerman and Kitsatas, 1997) argues that self management is something to be taught, and describes the following four stage process that helps students to become self regulated learners.

- Observing the teacher – modelling
- Imitation – attempts with feedback as required
- Self control – independence
- Self regulation – adapting to new challenges.

But it’s not just learning that needs to be self-managed. Increasing autonomy requires appropriate behavioural outcomes to ensure positive engagement. Co-operation and participation are essential in most successful learning environments. *Managing Self*, then, is also about equipping students with strategies for meeting challenges and knowing when and how to follow someone else’s lead or make their own, well-informed choices (MOE, 2006). While *Managing Self* should not be reduced to a simple behaviour management tool, it is clear that if students are being stood down from school because of their behaviour, or disrupting their own or others’ learning in class, behavioural aspects of *Managing Self* will be vital to the overall success of this and other competencies.

How much weight different schools will give to the various competencies may depend on a number of factors. For example, the key findings of three sector group reports on student behaviour in New Zealand schools, released between July 2007 and March 2008, show why for some schools *Managing Self* (and especially the behavioural aspects of this competency) might become a first priority as a way to improve student engagement.



1. Post Primary Teachers Association (PPTA)

Concern over the increasing incidents of challenging behaviour in New Zealand secondary school classrooms has been raised in a variety of forums since 1995. As a result of this growing concern the PPTA report *Best Practice Behaviour Management – A view from the literature* (Towl, 2007) sought to describe problems and possible solutions.

Key findings in this report (Towl, 2007) include:

- Secondary teachers are working in a more threatening environment than in the past. Benefield (2002) provides evidence of this by claiming that in a sample of 112 New Zealand secondary schools during 2001, 86 percent of teachers surveyed were verbally abused, 48 percent of teachers surveyed felt physically threatened and 15 percent were physically assaulted
- Teachers' time and energy should not be wasted on behaviour management initiatives and programmes that are not adequately funded or evaluated
- A teacher's ability to manage the classroom learning environment is the single most important factor in determining the quality of learning.

2. New Zealand Educational Institute (NZEI)

NZEI is the largest union in New Zealand, with a current membership of 45,752 primary and intermediate teachers and support staff. In 2006 NZEI became aware of an increase in the instances of reported physical assault and aggressive verbal confrontation by students and parents or caregivers. The results of a national survey commissioned by NZEI were released in the report *Physical and Verbal Aggression towards Primary and Intermediate Staff* prepared by the New Zealand Council for Educational Research.

Key findings of this report (Croft, 2007) included:

- One in seven primary teachers surveyed reported being physically assaulted in the previous year
- Most assaults were from five, six and seven-year-old boys
- 58 percent of teachers and 27 percent of support staff surveyed reported aggressive verbal confrontation with children in the previous year. Being shouted or sworn at were the most common forms of abuse and refusing to follow instructions a frequent context.

3. Hawke's Bay Primary Principals' Association (HBPPA)

In 2007 the HBPPA asked the New Zealand Council for Education Research to survey teachers in their region to find out the extent of disruptive behaviour, the impact these students had, and the support available. Responses were gained from 525 teachers working in 79 schools.

Key findings of this report (Wylie and Hodgen, 2007) included:

- One in five of the students represented in the schools surveyed displayed behaviour that led to at least one of the following results:
 - Other students were threatened
 - The student's learning was hindered
 - The class was interrupted
 - The students was rejected by peers
 - Property was damaged (or could have been if they were not stopped)
- Eighty-four percent of teachers surveyed taught at least one student in their class whose behaviour had one or more negative outcomes in their day. The range of students displaying these outcomes was from none to 29, with an average of 5.5 per class.

The combined results of these three reports, all published around the time the revised New Zealand Curriculum was released, present a potentially serious and growing concern in New Zealand schools. While the extremes of stand downs (temporary suspension), suspensions, exclusions and expulsions amount to one percent of the student population, with another four percent who are often violent and difficult to handle (NZEI, 2006), the broader picture of behaviour that disrupts learning, according to the findings of these three reports, could be as high as 20 percent.

According to Hipkins (2006) a compelling reason to value Managing Self is that it is "highly correlated with learning success in school and in tertiary study" (Hipkins, 2006, p34). Life-long learning is a widely-held objective of the revised New Zealand Curriculum and articulated as a focus for the Key Competencies. It will rely on students actively managing their own learning and behaviour. Teaching Managing Self may be viewed by many as essential for lifelong academic and social success.

Successful teaching outcomes will, however, depend on foundations laid in the home. Indeed changes in parenting styles are a barrier to learning that many schools encounter.



Trouble At Home

New Zealand principals claim disruptive behaviour is the most common classroom barrier to learning that they have to deal with (Ministry of Education, 2006). According to New Zealand Ministry of Education statistics, since the introduction of stand-downs in 1999, the number of primary aged students involved has risen significantly. Violence and continual disobedience feature as the most common stand-down violations (Ministry of Education, 2007). Whether the rise in these figures means schools have become less tolerant of these offences or whether it means an actual increase in disruptive behaviour, some important questions emerge.

Asked whether schools were well enough resourced to cope with the increasing demands of disruptive behaviour, former Minister of Education Steve Maharey pointed out that these were also parent and community issues (NZEI, 2007). He suggested it was time to say to parents in this country “It’s your job to parent” (p5). Few would disagree, but improvements are unlikely if we rely on the job some parents are doing based the overwhelming evidence that the differences between behaviours in many New Zealand homes and the behaviours that are expected for successful engagement at school are greater than ever before. Several writers point to some dramatic shifts in parenting styles that may contribute to this widening gap.

Mary Grant, one of New Zealand’s most well-known parenting commentators, believes modern parents struggle with exhaustion, high expectations and financial stress. Clinical psychologist Patricia Dalton (2007) suggests there are two possible outcomes of such issues that often arise together. She describes one of these outcomes as “over-parenting”.

In his recent book *Under Pressure: How the epidemic of hyper-parenting is endangering childhood*, Charles Honoré (2008) claims children are besieged by more parental anxiety and intervention than ever before. Parents are feeling the pressure of high expectations promoted through the media, schools, other parents and governments to micro-manage children’s lives for success in everything. He claims that in various parts of the world these parents are known by a variety of names such as:

- *Helicopter Parents* who hover overhead of their children watching every move. Honoré cites the example of how the average distance British children are allowed to wander by themselves has reduced by 90 percent since the 1970s (p5)
- *Curling Parents* who sweep the path in front of their children, removing all difficulties and opportunities to develop problem-solving skills



- *Education Mothers* who closely monitor every detail of school projects, homework and grades, pushing for extension and gifted programmes. Some Asian countries now offer junior “MBA” programmes for children as young as ten. Such is the intensity of providing extra opportunities, that simple chores around the home that once were seen as essential to building character are sometimes replaced with children watching television, exhausted by endless swimming, ballet and music lessons. Parents who involve themselves in finding ways to fill every moment of the child’s time, constantly building self-esteem, pushing academic and sporting excellence and doing too much for their children, run the risk of causing problems later in life. These problems can be addressed by some of the skills nominated in *Managing Self* such as creating an independent life, handling rejection, managing time and following rules.

Another possible outcome of parental exhaustion is what has been described as “under-disciplining”. While it would seem every generation has had concerns about the behaviour of the next, the continual increase in the number of New Zealand’s disruptive students raises the issue of parental discipline. As many families have moved away from a stay-at-home parent model, age-old traditions of child rearing passed on through extended family members may no longer be working. This might help to explain the popularity of a global parenting industry that seeks to provide quick fix solutions for busy, tired parents. The online retailer amazon.com, for example, currently lists 87,709 books offering parenting advice from a wide variety of philosophical views. While it seems an entirely natural right of any parent to investigate and ultimately raise a child in a manner they deem to be appropriate, sooner or later societal norms, such as behaviour at school, will emerge.

Dalton does not advocate authoritarian parenting, but claims the level of respect children have for their parents is not as it once was. In response to children wanting their own way, colourful phrases such as “Do you think I am made of money?” or even a simple “No!” have been forgotten by some modern parents who seem to need their children to like them. It is hard to imagine for example, children appreciating a piece of fruit as a Christmas gift as they once did. New Zealand families with children now spend an estimated average of \$1,100 at Christmas.



Another clinical psychologist Stephen Poulter (2007) also believes the number of mothers who want to be best friends with their children is on the rise. This is supported by a recent American poll that showed 62 percent of parents surveyed claimed their children considered them to be their best friend (Smiley, 2006). Poulter points out that the roles of best friend and parent often conflict, with possible long term and negative consequences. Children who lack respect for their parents, shown by physical and verbal abuse and repeated disobedience, can potentially bring this set of challenges to the classroom, especially upon entry to school. This may explain why the biggest group who physically and verbally abuse teachers and support staff in New Zealand schools are five, six and seven year olds.

With New Zealanders working the second longest hours in the OECD and 30 percent of our mothers with school-age children working full time, it might also be that many parents are just too tired at the end of a long working day for major conflict.

It seems ironic that although the discipline required for *Managing Self* is fundamental to the notion of lifelong learning, some parents who want the best for their children could be the greatest threat to this outcome. If unrealistic, high expectations result in over-parenting, and exhaustion contributes to under-disciplining, Poulter suggests families consider returning to traditional roles. In the meantime, New Zealand schools will be exploring ways to meet these ongoing challenges, perhaps through evidence-based models of delivering *Managing Self*.

Fig 1

A Code of Responsibility

If I open it I'll close it, if I turn it on I'll turn it off,
If I make a mess I'll tidy it, if I did it I'll own up to it,
If I borrow it I'll bring it back, if I use it I'll put it away,
If I start it I'll finish it, if I make a mistake I'll learn from it,
If I hurt someone I'll apologise, if I want a friend I'll be a friend,
If I don't understand I'll ask for help, if I want to improve
I'll ask where to next?
If I manage my own behaviour and learning I'll know
what being responsible really means.



Successfully Implementing Managing Self

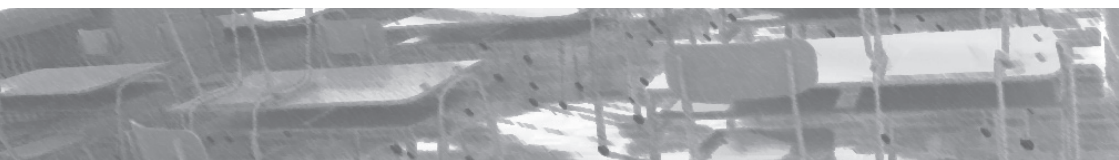
One of the reasons suggested for the apparent failure of the 57 Essential Skills that preceded the Key Competencies was that there were too many of them in an already crowded curriculum. Despite the reduction to five and the perception by some that they may already be covered, we cannot assume there will be an easy and seamless fit of the Key Competencies into classroom programmes.

While there will always be many ways to integrate this learning, and clearly that is the intention, there is a risk that a tick-box called Managing Self placed at the bottom of a unit plan could dilute any explicit outcomes. *The Quality Teaching for Diverse Students in Schooling - Best Evidence Synthesis* (Alton-Lee, 2003) nominates self-regulated learning as one of the ten characteristics of quality teaching. This suggests that this competency must be specifically taught (p79).

A fuller exploration of what could be taught as part of Managing Self illustrates a potential complexity of how teachers will for example, provide opportunities for students to:

- Become self motivated
- Develop a can-do attitude
- Manage impulsiveness
- Become enterprising
- Develop resourcefulness
- Develop reliability
- Develop resiliency
- Have strategies for meeting challenges
- Know when to lead
- Know when to follow someone else's lead
- Know when and how to act independently
- Make well-informed choices through rational decision making
- Consider consequences before taking action

While the New Zealand Ministry of Education has given schools until January 2010 to consider how they might do this, New Zealand Normal schools were chosen to take part in a Ministry of Education sponsored *Extending High Standards Across Schools* (EHSAS) project exploring the Key Competencies. As we were one of these early



adopter schools, teachers at our school have successfully implemented the following strategies over a three year period:

- Focussing on one Key Competency per term that also coincides with a relevant “Value of the Term”. While eventually this delivery may be too restricting, during an introduction period it allows teachers and students to carry out specific interpretations and related activities in a manageable way
- Looking for a match between existing school practices and the Key Competencies. Eventually schools might move beyond only what is known, but it’s important that teachers build on what is already in place and working. At our school the Cornerstone Values (CSV) approach to building character provided an ideal application for *Managing Self* under the broad heading of Responsibility taught as the Value of the Term on a two-yearly cycle. *Managing Self* is a dubious title for children, since it lacks a precise definition and can have various interpretations. If, however, *Responsibility* is taught as the Cornerstone Value of the Term, as the main skill of *Managing Self*, teachers provide students with a more specific character vocabulary and an intended behavioural outcome. Teachers can apply the many proven strategies (see Appendix 4), including widely accepted definitions that have been documented in the CSV approach. Ultimately, taking responsibility for one’s own actions, for setting goals, and for exercising initiative is the underlying principle of *Managing Self*. The eight Cornerstone Values would seem to find a natural correlation to the following three Key Competencies listed in the revised New Zealand curriculum

Three Key Competencies in the Revised New Zealand Curriculum	Cornerstone Values
Managing Self	Responsibility, Honesty, Obedience ¹
Relating to Others	Respect, Kindness, Compassion, Consideration, Honesty
Participating and Contributing	Duty, Respect, Responsibility

Interestingly, the same Cornerstone Values are also a comfortable match with the Values suggested in the revised New Zealand Curriculum (see Appendix 2). For the busy classroom teacher, easy and logical connections between Key Competency and Values teaching will contribute to an ongoing, positive learning environment. This is a strength of the Cornerstone Values approach as applied to the revised Curriculum

¹ Continual disobedience features annually as the one of most frequent reason for student stand-downs, suspensions, exclusions and expulsions in



- At the beginning of the term whole staff professional development sessions provide background and ideas to implement each particular competency. Towards the end of the term there is also a sharing opportunity that is documented and stored as a teacher resource
- Teams of teachers consider aspects of delivery. This may include preparing shared units of work that focus on the nominated competency/value of the term and providing opportunities for presentation and reflection
- Teachers develop descriptions of how they are teaching each competency. Delivering *Managing Self* by teaching Responsibility has included such strategies as:
 - a. Developing classroom systems and strategies that allow children to be more accountable for their own behaviour and learning (see Appendix 3 as an example of a copy and answer activity sheet that encourages students who have not done the right thing to reflect on what good behaviour and good character are. This is a meaningful withdrawal time activity that even younger or less able students can manage part of)
 - b. Establishing manageable goal-setting processes
 - c. Exploring ways to help children understand themselves better and how to take initiative (see figure 1 on page 13 as an example)
 - d. Teaching time management
- The Key Competencies and related Value of the Term are highly visible within the learning culture of the school.

In light of the reported success of these strategies we support the Ministry of Education's suggestion that three curriculum design questions be asked in every New Zealand school:

- Have we clarified what each Key Competency means for our students and the conditions that will help to develop each competency?
- Does our curriculum explain how the Key Competencies are to be developed across all learning activities and programmes?
- Does our curriculum provide guidance on how to help students monitor their development and demonstration of the Key Competencies?

Educational change expert Michael Fullan reminds us that issues of overload have to be considered when schools are trying to transform any part of their culture. As with all curriculum initiatives, concerns around leadership, professional development, ownership, sustainability and resourcing need careful negotiation and monitoring. When this happens, according to Hipkins, Boyd and Joyce (2005), there will be a well supported and appropriate implementation of the Key Competencies.



Conclusion

The New Zealand Government claims the revised New Zealand Curriculum has received widespread support. This may simply be due to the reduced prescription. But it may also be because its future focussed ideas will lead to New Zealand becoming a more knowledge based society by encouraging lifelong learning.

In order for students to develop this set of nominated competencies, schools may need to shift toward evidenced based approaches that are more student centred and use specific character traits. Why not call them what they are? For example if we are to help students to self regulate their learning and behave better in the classroom and playground, we need to teach, resource and model a greater sense of *responsibility*.

Will this be enough to prevent children from spitting at their teachers and refusing to obey simple instructions? Experts and the media have repeatedly documented descriptions of these problems and the statistics that accompany them. By contrast, few real answers are ever offered. But for our school and an increasing number of other New Zealand schools that have implemented Character Education, there have been very positive results well documented by the Education Review Office (see www.cornerstonevalues.org). These results only occur when a whole school community agrees to proactively teach, resource and model a greater sense of respect and responsibility. This in turn becomes an educational environment that allows good teachers to teach and good children to learn.

Successfully implementing the Key Competencies through the Cornerstone Values approach to building character is an answer to more social cohesion in a time of need. *Managing Self* taught as responsibility must find a more important place in every school as a context for building good character. For as long as children cannot make good choices, act appropriately and take responsibility for their actions, little else of substance will be achieved.



Appendix 1

The Eight Cornerstone Values

1. **Honesty and Truthfulness**

Willingness not to steal, cheat, lie or be unfair

This means telling the truth

2. **Kindness**

Willingness to help, show concern for and be friendly to others

This means being a friend

3. **Consideration**

Willingness to be kind, thoughtful and consider the interest of others before oneself

This means thinking of others

4. **Compassion**

Willingness to help, empathise with, or show mercy to those who suffer

This means helping those in trouble

5. **Obedience**

Willingness to obey rightful authority

This means doing what one is asked for those who care

6. **Responsibility**

Willingness to be answerable, to be trustworthy and accountable for one's conduct and behaviour.

This means being trustworthy

7. **Respect**

Willingness to treat with courtesy; to hold in high regard; to honour; to care about oneself and others

This means being caring

8. **Duty**

Willingness to do what is right or what a person ought to do; obligation

This means doing the right thing

Resources to support the Cornerstone Values approach to building character are available from www.cornerstonevalues.org



Appendix 2

Values suggested in the NZC	How corresponding Cornerstone Values match NZC community consultation ideas
Diversity <i>Rereketanga</i>	Respect and Consideration , to promote the value of others and their views, beliefs and cultures, inclusion, cultural safety and wairua.
Community <i>Porihangā</i>	Responsibility, Compassion, Consideration, Kindness, Concern, Duty, Obedience and Respect to promote community, belonging, civic mindedness, connectedness, participation, family, whānau, justice, negotiation, reconciliation, unity, solidarity, common good, kotahitanga, citizenship, cooperation and hospitality.
Respect and Caring <i>Manaaki / Awhi</i>	Compassion, Consideration, Kindness, and Respect to promote human dignity, personhood, individual rights, freedom, personal autonomy, human rights, compassion, aroha, consideration, concern, empathy, respect for self and others, self-esteem, self-respect, self-belief/self discipline, respect for property, mana, safety, physical, spiritual, mental and emotional wellbeing and hauora.
Equity/Fairness <i>Tika / Pono</i>	Respect to promote social justice, fairness, equity (race, gender, age) and equal opportunity.
Integrity <i>Ngakau tapatahi</i>	Responsibility, Duty, Honesty and Truthfulness to promote accountability, reliability, commitment, honesty, truthfulness, trustworthy, ethical, doing right and moral courage.
Environmental sustainability	Respect and Responsibility to promote environment, harmony with nature/sustainability and kaitiakitanga.
Inquiry/Curiosity <i>Pokirehau/ Whakamatemate</i>	Responsibility to promote inquiry, curiosity, truth, wisdom, open-mindedness, critical mindedness, flexibility, adaptability, innovation, entrepreneurship, beauty, aesthetics and creativity.
Excellence <i>Hiranga</i>	Responsibility, Obedience, Duty to promote achievement, excellence, doing your best, perseverance and resiliency.



Appendix 3

Becoming the Best Person I Can Be

A STORY TO COPY AND ANSWER

by:

I must be good at school. This means not hurting others, doing what my teacher says and following the rules.

When I am good it makes everyone happy. Good children help the school to be a safe place. Good children help the school to be a place where everyone is cared for. Good children help the school be a place where everyone can learn and get along together.

Question 1

Why should children be good at school?

I know that my teacher has lots of children to teach and look after so it makes them pleased when I am good.

When I am being good I am growing to have good character. My character is who I am, good or bad, even when no one is looking.

Question 2

What is good character?

Here are some ways that I can improve my character:



Show Kindness

This means I should help and be a friend to others.

Kindness is hard to give away because it keeps coming back to you!

I show Kindness when:



Show Honesty

This means I should not steal, cheat, tell lies or be unfair.

If you want to be trusted, tell the truth.

I show Honesty when:



Show Consideration

This means to treat others thoughtfully and not to put myself first all the time.

Beefore thinking of yourself, consider what will happen to others.

I show Consideration when:



Show Responsibility

This means that you can be trusted and can own up for what you do.

Beefore you win or loose will come what you choose.

I show Responsibility when:





Show Obedience

This means to do what I am asked by people who care about me.
It is always the right time to begin to do the right thing.

I show Obedience when:



Show Respect

This means use your manners and give people the honour they deserve.
Treat others in the way you would want to be treated.

I show Respect when:



Show Compassion

This means help anyone who is in trouble.
Become an example of how you would like others to be.

I show Compassion when:



Show Duty

This means doing the right thing and what you are meant to do.
It's never too late to begin to do the right thing.

I show Duty when:



I can keep on improving my character if I ...

1. **KNOW** what it means to be good
2. **WANT** to be good
3. **DO** things which are good

I need to remember that I come to school to learn many things. One of the most important is how to get along with other children and teachers. I want to get a **good** education but also have **good** character. Good education and good character will help make me the best person I can be. From now on this is my pledge...

Today I want to do my best
In reading, maths and all the rest
I promise to obey the rules
In my class and at this school
I'll show respect and kindness too
Responsible in all I do
I will learn all that I can
To improve who I am
When this happens you will see
The very best that I can be!

Appendix 4

40 *Proven ideas for implementing the Cornerstone Values approach to building character*

1. Focus on one Cornerstone Value per term
2. Display your value word and it's definition in all parts of the school
3. Display student's written language and art work based on an aspect of the value of the term
4. Display digital photos of students doing the right thing with appropriate captions
5. Find and sing songs that reinforce the value of the term
6. Provide a school wide aspect and local example of the value of the term at each assembly
7. Use school journal articles, poems, plays and stories to reinforce the value of the term
8. Resource your school library with books that reinforce the value of the term
9. Explain and promote each terms value in one newsletter editorial early each term as an introduction
10. Reinforce the value of the term by including a small and practical reminder in each newsletter
11. Nominate practical community projects to reinforce the value of the term
12. Devote part of a staff meeting at the beginning of the term to share ideas of the delivery of the value of the term
13. Consider becoming an accredited Cornerstone Value School
14. Ask students to write about the right thing to do (see www.lawsoflife.org)
15. Provide an annual budget for Character Education
16. Consider nominating a value per year as a planning and reporting target
17. Include "a willingness to model and/or teach good character" statement in job descriptions
18. Look for stories of heroes in the news that model good character and celebrate them
19. Conduct parent and student surveys to confirm your direction

20. Publish a character quote of the week for classroom use
21. Publish your anti-bullying strategies that incorporate your values
22. Publish your Code of Conduct incorporating your values
23. Report to parents on students' Character Development
24. Use a "Think Sheet" to get students to consider the appropriateness of their action
25. Appoint a student superhero for each value of the term (eg: the caped Crusader, Captain Kindness!)
26. Teach each value of the term unit to help students understand the definition, desire the benefit of this character trait and practice the behaviour
27. Ask students to copy and answer the activity sheet "Becoming the Best person I can Be" when they have not done the right thing. (see Appendix 3)
28. Issue Character Vouchers while on playground duty. Organise a weekly draw for students with a certain number.
29. Find practical examples of the value of the term to congratulate students at assembly
30. Explain your Character Education philosophy in your enrolment pack
31. Design and construct a classroom banner, eg: Duty – Just Do It ✓
32. Use current events to highlight the presence or absence of the value of the term
33. Role play various social situations demonstrating the value of the term
34. Focus BOT and staff training on the Why, What and How of Character Education
35. Emphasise the value of the term with your senior pupils in leadership roles (Student Council, Peer mediation, Buddy classes etc)
36. Retain classroom displays of each terms value as a reminder for the year
37. An order for the value of the term approach that works well is:
Year 1 Responsibility, Kindness, Honesty & Truthfulness, Consideration
Year 2 Respect, Compassion, Obedience, Duty
38. Encourage students to brainstorm what the value of the term sounds like, looks like and feels like
39. Equip teachers with folders of easy delivery ideas and the content for each value of the term unit. These can be added to as a growing resource.
40. Document your story. Collect data before, during and after each value of the term.



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