

LEADERSHIP THROUGH PEER MEDIATION

# RESEARCH DATA

ASSESSING PROGRAMME IMPACT  
IN EIGHT AUCKLAND SECONDARY SCHOOLS



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## Executive Summary

This *Research Data* document is a reference tool, designed to complement the *Research Report* on the impact of the Leadership through Peer Mediation (LtPM) programme in eight Auckland secondary schools. LtPM is a core programme of the Foundation for Peace Studies Aotearoa/New Zealand ('the Peace Foundation'). The research was conducted in the second half of 2015, and was commissioned by the Peace Foundation with funding assistance from the Metro ITP Voucher Scheme. This project 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 assessment of the impact of LtPM on school cultures and student wellbeing. The research examined a range of factors, including the key issues for which students seek mediation; the skills that student mediators find most useful in helping their peers resolve conflicts; the impact of LtPM on the personal lives of mediators, and on their professional or higher education outcomes once they leave school; the perceptions of staff regarding the impact of LtPM on student wellbeing; and 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 ranged from deciles one to ten and are located across the Auckland region, where LtPM has the strongest participation. The core data-gathering source was an online survey, which received 172 individual responses from principals; teachers; LtPM school coordinators; current and former peer mediators; and students who have used the LtPM mediation service in their school.

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 across all participant categories believed the LtPM programme had improved their schools' cultures. The programme was seen as having improved relationships within the student body, as well as having reduced bullying, thus creating a safer school environment. Former LtPM peer mediators were overwhelmingly positive about their personal experience of the programme and its impact. Many stated that LtPM-based skills had improved relationships with family and friends, and had benefitted 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 New Zealand Curriculum.

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## Introduction

This *Research Data* document presents the raw data generated by the research project *Leadership through Peer Mediation: Assessing Programme Impact in Eight Auckland Secondary Schools*. The data in the current document are intended as a reference tool to accompany the *Research Report* which summarises key findings from the project. This research project was a preliminary assessment of the Leadership through Peer Mediation (LtPM) programme of the Foundation for Peace Studies Aotearoa/New Zealand (the Peace Foundation). The research focused on the programme's impact on the school communities in which it operates, and on individual students within those communities.

The current document presents the research data generated in two formats. The first section presents quantitative data in a series of tables. These tables document responses to many of the forty-eight questions put to research participants in an online survey, via Survey Monkey. The second section presents the qualitative data generated by the research project. This constitutes all of the responses from the research participants to open-ended questions and invitations for personal comment or reflection on their experience of the LtPM programme. The unedited nature of these comments allows them to 'speak for themselves.' Many of the comments offer valuable insights into benefits of the LtPM programme, both from teachers' and students' perspectives. Comments from former peer mediators who have moved on to tertiary study or into the workforce also offer insight into the ongoing impact of the LtPM experience on their lives, both personally and professionally. The simple presentation of raw research data here—both in the quantitative, tabular form and as unedited participants' comments—provides the Peace Foundation, participating schools and other interested parties a useful reference tool to be read in concert with the project's *Research Report*, or to be used as a source for further research and/or analysis.

## Section 1: Quantitative Survey Data

### Qu. 1-3 & 46-48: All Participants

**1. [To all participants:] You are invited to participate in this online survey because your school has been involved with the Leadership through Peer Mediation (LtPM) programme. Please note that all responses are confidential and shall be used solely for research purposes. If at any point you decide to discontinue, you may click the Exit this survey link. Do you agree to proceed?**

Answer Options	Response Percent	Response Count
Yes	98.3%	172
No	1.7%	3
<b>Answered question</b>		<b>175</b>
<b>Skipped question</b>		<b>0</b>

**Table 1.** Table 1 shows a breakdown of responses to the initial consent question, with 175 responses being received from the eight participating secondary schools. Of these, 172 respondents gave their consent to participate and 3 declined.

<b>2. [To all participants:] Which school are you from?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Kelston Girls' College	6.5%	11
King's College	3.0%	5
Marcellin College	4.7%	8
Mount Roskill Grammar School	56.8%	96
One Tree Hill College	2.4%	4
Otahuhu College	8.3%	14
St. Dominic's College	13.6%	23
Waitakere College	4.7%	8
	<b>Answered question</b>	<b>169</b>
	<b>Skipped question</b>	<b>3</b>

**Table 2.** Table 2 identifies the number of respondents from each of the eight schools. In addition to these eight schools, Pukekohe High School, which has run the LtPM programme and its predecessor for five years, was invited to participate. Unfortunately, due to staff workload and other commitments, it appears the survey was not able to be distributed at Pukekohe High School. It is anticipated, however, that the school will be able to participate in the next stage of research into the LtPM programme.

<b>3. [To all participants:] What role best describes you?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Principal	1.8%	3
LtPM School Coordinator	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
<b>Answered question</b>		<b>166</b>
<b>Skipped question</b>		<b>6</b>

**Table 3.** Table 3 notes the roles which best describe each of the respondents. The highest group of respondents were classroom teachers, the majority of whom were very supportive of the LtPM programme.

<b>46. [To all participants:] How can the peer mediation service be improved?</b>	
<b>Answer Options</b>	<b>Response Count</b>
	87
<b>Answered question</b>	
<b>87</b>	
<b>Skipped question</b>	
<b>85</b>	

**Table 46.** Table 46 lists the response count to question 46, which asked all respondents to comment on how they thought the peer mediation service could be improved.

<b>47. [To all participants:] Do you have additional comments or suggestions?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Yes	8.6%	12
No	91.4%	127
<b>Answered question</b>		<b>139</b>
<b>Skipped question</b>		<b>33</b>

**Table 47.** Table 47 summarizes the responses to question 47, which asked all respondents if they had any additional comments or suggestions.

<b>48. [To all participants:] Please write your comments or suggestions here. Thank you.</b>	
<b>Answer Options</b>	<b>Response Count</b>
	13
<b>Answered question</b>	
<b>13</b>	
<b>Skipped question</b>	
<b>159</b>	

**Table 48.** Table 48 lists the response count to question 48, which invited all respondents to offer any final comments or suggestions.

## Qu. 4-7: Principals

From the eight schools surveyed, three principals completed the survey. They were from Mount Roskill Grammar School, Otahuhu College and St Dominic’s Catholic College.

4. [To principals:] What is the decile rating of your school?		
Answer Options	Response Percent	Response Count
1	33.3%	1
2	0.0%	0
3	0.0%	0
4	33.3%	1
5	33.3%	1
6	0.0%	0
7	0.0%	0
8	0.0%	0
9	0.0%	0
10	0.0%	0
<b>Answered question</b>		<b>3</b>

**Table 4.** Table 4 summarizes responses to question 4, which asked principals the decile rating of their school. Appendix 1 in the accompanying *Research Report* provides a table showing the decile ratings and the student population (broken down into male and female) of each of the eight schools, as of 1 July 2015.

<b>5. [To principals:] To what extent do you agree or disagree that as a result of the LtPM programme, the student peer mediators have shown the following:</b>							
<b>Answer Options</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Response Count</b>
Increased use of peaceful conflict resolution skills	1	2	0	0	0	0	3
Increased confidence and ability to manage conflict constructively	1	2	0	0	0	0	3
Increased self-esteem	3	0	0	0	0	0	3
Increased ability as role models in peaceful conflict resolution skills	2	1	0	0	0	0	3
Increased participation in school activities	2	1	0	0	0	0	3
Comments							1
<b>Answered question</b>							<b>3</b>

**Table 5.** Table 5 summarizes responses to question 5, which asked principals to rate the impact of the LtPM programme on student peer mediators’ performance and personal development. All three principals agreed that the programme increased students’ confidence and self-esteem, and was of benefit to student participation and skill building around peaceful conflict resolution.

6. [To principals:] To what extent do you agree or disagree that the LtPM programme has had the following influence on the school's culture?							
Answer Options	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	Response Count
Improved relationships among students and teachers	1	2	0	0	0	0	3
Students demonstrating improved citizenship	1	2	0	0	0	0	3
Increased respect for diversity	2	1	0	0	0	0	3
Safer physical and emotional environment at school	2	1	0	0	0	0	3
Reduced bullying and violence	2	1	0	0	0	0	3
Comments							1
<b>Answered question</b>							<b>3</b>

**Table 6.** Table 6 summarizes responses to question 6, which asked principals to rate the impact of the LtPM programme on the school's culture. All three principals agreed that the programme was of benefit to the culture of the school, helped improve relationships within the student population, and appeared to reduce bullying, thus creating a safer environment.

<b>7. [To principals:] Overall, how satisfied are you with the LtPM programme at your school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Very Satisfied	66.7%	2
Satisfied	33.3%	1
Somewhat Satisfied	0.0%	0
Somewhat Dissatisfied	0.0%	0
Dissatisfied	0.0%	0
Very Dissatisfied	0.0%	0
Comments		1
<b>Answered question</b>		<b>3</b>

**Table 7.** Table 7 summarizes responses to question 7, which asked principals to rate how satisfied they were with the LtPM programme within their school. All three principals were satisfied with the LtPM programme.

## Qu. 8-11: LtPM School Coordinators

From the eight schools surveyed, nine LtPM school coordinators (some of which were from the same school) completed the survey.

8. [To LtPM school coordinators:] How long has your school been implementing the LtPM programme?		
Answer Options	Response Percent	Response Count
Less than a year	20.0%	2
1-3 years	0.0%	0
4-6 years	10.0%	1
7-9 years	50.0%	5
10-12 years	0.0%	0
13-15 years	0.0%	0
16 years and above	20.0%	2
<b>Answered question</b>		<b>10<sup>1</sup></b>

**Table 8.** Table 8 summarizes responses to question 8, which asked the LtPM school coordinators how long their schools had been implementing the LtPM programme. Mount Roskill Grammar School has the longest history of peer meditation with twenty-two years, and King’s College is the most recent school to implement the programme, with LtPM now having operated for two years in the school.

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<sup>1</sup> There is a small discrepancy between the number of respondents who identified themselves in question three as LtPM school coordinators (9) and the number of respondents who answered question eight (10). It appears likely that in addition to the school coordinators, another staff member mistakenly answered question eight.

9. [To LtPM school coordinators:] 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	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	Response Count
Increased use of peaceful conflict resolution skills	3	6	0	0	0	0	9
Increased confidence and ability to manage conflict constructively	4	5	0	0	0	0	9
Increased self-esteem	5	3	1	0	0	0	9
Increased ability as role models in peaceful conflict resolution skills	4	5	0	0	0	0	9
Increased participation in school activities	3	5	1	0	0	0	9
Comments							2
<b>Answered question</b>							<b>9</b>

**Table 9.** Table 9 summarizes responses to question 9, which asked LtPM school coordinators to rate the impact of the LtPM programme on student peer mediators’ performance and personal development. On the whole, the nine LtPM school coordinators agreed that the LtPM training was of benefit to student participation and skill building around peaceful conflict resolution, as well as increasing students’ confidence and self-esteem.

10. [To LtPM school coordinators:] To what extent do you agree or disagree that the LtPM programme has had the following influence on the school's culture?							
Answer Options	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	Response Count
Improved relationships among students and teachers	3	4	2	0	0	0	9
Students demonstrating improved citizenship	3	6	0	0	0	0	9
Increased respect for diversity	4	4	1	0	0	0	9
Safer physical and emotional environment at school	4	4	1	0	0	0	9
Reduced bullying and violence	4	5	0	0	0	0	9
Comments							0
<b>Answered question</b>							<b>9</b>

**Table 10.** Table 10 summarizes responses to question 10, which asked LtPM school coordinators to rate the impact of the LtPM programme on the school's culture. Overall, the nine LtPM school coordinators were in general agreement that the programme was of benefit to the culture of the school, helped improve relationships within the student population and appeared to reduce bullying, creating a safer environment.

**11. [To LtPM school coordinators:] Overall, how satisfied are you with the LtPM programme at your school?**

Answer Options	Response Percent	Response Count
Very Satisfied	44.4%	4
Satisfied	33.3%	3
Somewhat Satisfied	22.2%	2
Somewhat Dissatisfied	0.0%	0
Dissatisfied	0.0%	0
Very Dissatisfied	0.0%	0
Comments		4
<b>Answered question</b>		<b>9</b>

**Table 11.** Table 11 summarizes responses to question 11, which asked LtPM school coordinators to rate how satisfied they were with the LtPM programme within their school. Overall, the nine LtPM school coordinators were satisfied with the LtPM programme within their schools, with 44.4% being very satisfied.

## Qu. 12-15: Teachers

From the eight schools surveyed, sixty teachers completed the survey, although not all of them completed each question.

<b>12. [To teachers:] Are you aware of the LtPM (Leadership through Peer Mediation) programme at your school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Yes	84.5%	49
No	15.5%	9
<b>Answered question</b>		<b>58</b>

**Table 12.** Table 12 summarizes responses to question 12, which asked teachers whether or not they were aware of the LtPM programme within their schools. Of the 58 teachers who responded, a strong majority were aware of the programme. Unfortunately, though, 15.5% of teachers were not aware of the LtPM programme. This could be an issue around the orientation of new teachers, or indicative of the need for higher profiling of the programme within schools.

**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	Agree	Somewhat Agree	Somewhat Disagree	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 role models 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
<b>Answered question</b>							<b>43</b>

**Table 13.** Table 13 summarizes responses to question 13, which asked teachers to rate the impact of the LtPM programme on student peer mediators' performance and personal development. Of the 43 teachers who responded to question 13, the majority agreed that the programme was of benefit to student participation and skill building around peaceful conflict resolution, and increased students' confidence and self-esteem.

14. [To teachers:] To what extent do you agree or disagree that the LtPM programme has had the following influence on the school's culture?							
Answer Options	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	Response Count
Improved relationships among students and teachers	11	23	7	1	1	0	43
Students demonstrating improved citizenship	15	19	5	3	1	0	43
Increased respect for diversity	20	12	9	1	1	0	43
Safer physical and emotional environment at school	18	14	7	2	1	1	43
Reduced bullying and violence	12	19	6	3	3	0	43
Comments							4
<b>Answered question</b>							<b>43</b>

**Table 14.** Table 14 summarizes responses to question 14, which asked teachers to rate the impact of the LtPM programme on the school's culture. Of the 43 teachers who responded to question 14, the majority agreed that the programme was of benefit to the culture of the school.

<b>15. [To teachers:] Overall, how satisfied are you with the LtPM programme at your school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Very Satisfied	40.9%	18
Satisfied	36.4%	16
Somewhat Satisfied	18.2%	8
Somewhat Dissatisfied	2.3%	1
Dissatisfied	0.0%	0
Very Dissatisfied	2.3%	1
Comments		8
<b>Answered question</b>		<b>44</b>

**Table 15.** Table 15 summarizes responses to question 15, which asked teachers to rate how satisfied they were with the LtPM programme within their school. Of the 44 teachers who responded to this question, the majority were either very satisfied or satisfied.

## Qu. 16-24: Current LtPM Peer Mediators

From the eight schools surveyed, thirty-seven current LtPM peer mediators completed the survey.

16. [To Current LtPM Peer Mediators:] Are you male or female?		
Answer Options	Response Percent	Response Count
Male	24.3%	9
Female	75.7%	28
<b>Answered question</b>		<b>37</b>

**Table 16.** Table 16 summarizes responses to question 16, which asked current LtPM peer mediators to identify their gender. Among research participants, the majority of students who have trained as peer mediators are female.

17. [To Current LtPM Peer Mediators:] What is your year level?		
Answer Options	Response Percent	Response Count
Year 9	0.0%	0
Year 10	0.0%	0
Year 11	11.4%	4
Year 12	42.9%	15
Year 13	45.7%	16
<b>Answered question</b>		<b>35</b>

**Table 17.** Table 17 summarizes responses to question 17, which asked current LtPM peer mediators to identify their year group. The majority of research participants who have trained as peer mediators are in year 12 or 13.

<b>18. [To Current LtPM Peer Mediators:] What is your ethnicity? Select all that apply.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
NZ European/Pākehā	11.1%	4
Māori	0.0%	0
Pacific Islander	33.3%	12
Asian (Chinese, Indian, Filipino, etc.)	50.0%	18
MELAA (Middle Eastern, Latin American, African)	5.6%	2
Other (please specify)	11.1%	4
<b>Answered question</b>		<b>36</b>

**Table 18.** Table 18 summarizes responses to question 18, which asked current LtPM peer mediators to identify their ethnicity(ies). The majority of peer mediators identified as Asian (Chinese, Indian, Filipino, etc.) with the second largest group identifying as Pasifika. In this regard, it is worth noting that the majority of student respondents were from Mount Roskill Grammar School, which has a large number of students (1,076) who identify as Asian.

<b>19. [To Current LtPM Peer Mediators:] How long have you been an LtPM peer mediator at your school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Less than a year	34.3%	12
1 year	31.4%	11
2 years	25.7%	9
3 years	2.9%	1
4 years	2.9%	1
5 years	2.9%	1
<b>Answered question</b>		<b>35</b>

**Table 19.** Table 19 summarizes responses to question 19, which asked current LtPM peer mediators to state how long they had been LtPM peer mediators. The majority of students had been mediators between one and two years.

**20. [To Current LtPM Peer Mediators:] What do you think are the skills that a student leader should possess? Select all that apply.**

Answer Options	Response Percent	Response Count
Project planning	51.4%	18
Self-reflection and evaluation	82.9%	29
Problem solving	91.4%	32
Team building	91.4%	32
Decision making	68.6%	24
Goal setting	65.7%	23
Time management	68.6%	24
Good citizenship and role model for others	91.4%	32
Effective communication	94.3%	33
Peaceful conflict resolution	88.6%	31
Diversity awareness	71.4%	25
Self-confidence	88.6%	31
Other (please specify)		5
<b>Answered question</b>		<b>35</b>

**Table 20.** Table 20 summarizes responses to question 20, which asked current LtPM peer mediators to identify the skills they thought student leaders should possess. Interestingly, of the 35 who responded, 94.3% rated effective communication as a key skill for student leaders. Problem solving, team building, good citizenship and role modelling were also ranked quite highly. Project planning was deemed the least important skill.

**21. [To Current LtPM Peer Mediators:] To what extent do you agree or disagree that your role as an LtPM peer mediator has enhanced your leadership skills?**

Answer Options	Response Percent	Response Count
Strongly Agree	44.1%	15
Agree	44.1%	15
Somewhat Agree	5.9%	2
Somewhat Disagree	0.0%	0
Disagree	2.9%	1
Strongly Disagree	2.9%	1
Comments		5
<b>Answered question</b>		<b>34</b>

**Table 21.** Table 21 summarizes responses to question 21, which asked current LtPM peer mediators whether or not they thought being an LtPM peer mediator enhanced their leadership skills. The vast majority either agreed or strongly agreed that LtPM training had enhanced their leadership skills.

**22. [To Current LtPM Peer Mediators:] For each of the following learning areas covered during the LtPM training, indicate the extent to which you agree or disagree that it has been useful in your role as a peer mediator.**

Answer Options	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	Response Count
Defining conflict	8	18	5	0	0	0	31
Conflict response options (the 5 animals)	10	16	4	1	0	0	31
The qualities of a mediator (a mediator is / a mediator is not...)	14	13	3	1	0	0	31
The mediation process	14	15	2	0	0	0	31
Building rapport	13	13	4	1	0	0	31
Active listening (Reflective listening)	17	13	1	0	0	0	31
Using 'I' statements	13	13	5	0	0	0	31
Effective questioning	14	17	0	0	0	0	31
Mediation techniques	15	15	1	0	0	0	31
Comments							1
<b>Answered question</b>							<b>31</b>

**Table 22.** Table 22 summarizes responses to question 22, which asked current LtPM peer mediators to rate the usefulness of the learning areas covered in the LtPM training. Active and reflective listening was rated as being the most useful skill taught by LtPM.

23. [To Current LtPM Peer Mediators:] How has your skill as an LtPM peer mediator affected your relationships with others? (For example, peers, friends, family, etc.) Give an explanation.	
Answer Options	Response Count
	28
<b>Answered question</b>	
	<b>28</b>

**Table 23.** Table 23 shows the response count to question 23, which asked current LtPM peer mediators to consider whether or not being an LtPM peer mediator hand affected their relationships with others, and offer an explanation of their response.

24. [To Current LtPM Peer Mediators:] Overall, how satisfied are you with the LtPM programme at your school?		
Answer Options	Response Percent	Response Count
Very Satisfied	46.9%	15
Satisfied	40.6%	13
Somewhat Satisfied	9.4%	3
Somewhat Dissatisfied	0.0%	0
Dissatisfied	0.0%	0
Very Dissatisfied	3.1%	1
Comments		3
<b>Answered question</b>		<b>32</b>

**Table 24.** Table 24 summarizes responses to question 24, which asked current LtPM peer mediators to rate how satisfied they were with the LtPM programme within their school. Overwhelmingly, current LtPM peer mediators indicated being very satisfied or satisfied with the LtPM programme. The high rating is reinforced in the commentary made by the peer mediators in question 23, and demonstrates the significance of the programme in both their academic and personal lives.

## Qu. 25-38: Former LtPM Peer Mediators

From the eight schools surveyed, twenty-nine former peer mediators completed the survey.

25. [To Former LtPM Peer Mediators:] Are you male or female?		
Answer Options	Response Percent	Response Count
Male	62.1%	18
Female	37.9%	11
<b>Answered question</b>		<b>29</b>

**Table 25.** Table 25 summarizes responses to question 25, which asked former LtPM peer mediators to identify their gender. In the *former* LtPM peer mediator cohort, there were more males, compared to the *current* LtPM peer mediator groups where there are more females (see responses to question 16, above).

26. [To Former LtPM Peer Mediators:] What is your ethnicity? Select all that apply.		
Answer Options	Response Percent	Response Count
NZ European/Pākehā	31.0%	9
Māori	3.4%	1
Pacific Islander	13.8%	4
Asian (Chinese, Indian, Filipino, etc.)	55.2%	16
MELAA (Middle Eastern, Latin American, African)	0.0%	0
Other (please specify)	0.0%	0
<b>Answered question</b>		<b>29</b>

**Table 26.** Table 26 summarizes responses to question 26, which asked former LtPM peer mediators to identify their ethnicity(ies). As with the current LtPM peer mediators, the majority of former peer mediators identified as Asian (Chinese, Indian, Filipino, etc.). Whilst the second largest group of *current* peer mediators identified as Pasifika, the second largest group of *former* peer mediators identified as NZ European/Pākehā. Another difference in the two groups was that none of the *former* peer mediators identified as MELAA (Middle Eastern, Latin American, African).

Latin American and African). These figures correlate with Auckland’s diverse and changing population make-up, particularly with regard to the number of people identifying as MELAA which has significantly increased between 2006 and 2013.<sup>2</sup>

<b>27. [To Former LtPM Peer Mediators:] How long were you an LtPM peer mediator at secondary school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Less than a year	0.0%	0
1 year	3.4%	1
2 years	13.8%	4
3 years	75.9%	22
4 years	6.9%	2
5 years	0.0%	0
<b>Answered question</b>		<b>29</b>

**Table 27.** Table 27 summarizes responses to question 27, which asked former LtPM peer mediators to state how long they were LtPM mediators at their school. The majority of the former LtPM peer mediators were in this role for three years, which demonstrates a significant commitment to the programme.

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<sup>2</sup> The Latin American ethnic group almost doubled in size between the 2006 and 2013 Censuses, increasing from 6,654 people to 13,182. Other ethnic groups within the Middle Eastern/Latin American/African major ethnic group that also increased in size between 2006 and 2013 were: Middle Eastern ethnic group – up from 17,514 to 20,406 and the African ethnic group – up from 10,647 to 13,464. Middle Eastern/Latin American/African ethnic grouping, Statistics New Zealand. Census 2013.

**28. [To Former LtPM Peer Mediators:] What do you think are the skills that a student leader should possess? Select all that apply.**

Answer Options	Response Percent	Response Count
Project planning	37.9%	11
Self-reflection and evaluation	86.2%	25
Problem solving	86.2%	25
Team building	89.7%	26
Decision making	65.5%	19
Goal setting	62.1%	18
Time management	69.0%	20
Good citizenship and role model for others	75.9%	22
Effective communication	96.6%	28
Peaceful conflict resolution	93.1%	27
Diversity awareness	93.1%	27
Self-confidence	58.6%	17
Other (please specify)		3
<b>Answered question</b>		<b>29</b>

**Table 28.** Table 28 summarizes responses to question 28, which asked former LtPM peer mediators to identify the skills they thought a student leader should possess.

**29. [To Former LtPM Peer Mediators:] To what extent do you agree or disagree that your role as an LtPM peer mediator has enhanced your leadership skills?**

Answer Options	Response Percent	Response Count
Strongly Agree	48.3%	14
Agree	37.9%	11
Somewhat Agree	6.9%	2
Somewhat Disagree	3.4%	1
Disagree	0.0%	0
Strongly Disagree	3.4%	1
Comments		2
<b>Answered question</b>		<b>29</b>

**Table 29.** Table 29 summarizes responses to question 29, which asked former LtPM peer mediators whether or not they thought being an LtPM peer mediator had enhanced their leadership skills.

**30. [To Former LtPM Peer Mediators:] For each of the following learning areas covered during the LtPM training, indicate the extent to which you agree or disagree that they were useful in your role as a peer mediator.**

Answer Options	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	Response Count
Defining conflict	9	14	6	0	0	0	29
Conflict response options (the 5 animals)	8	11	8	1	1	0	29
Qualities of a mediator (a mediator is ... a mediator is not...)	12	9	7	1	0	0	29
The mediation process	15	11	3	0	0	0	29
Building rapport	20	6	3	0	0	0	29
Active (reflective) listening	19	7	3	0	0	0	29
Using 'I' statements	13	11	5	0	0	0	29
Effective questioning	13	13	3	0	0	0	29
Mediation techniques	15	11	3	0	0	0	29
Comments							0
<b>Answered question</b>							<b>29</b>

**Table 30.** Table 30 summarizes responses to question 30, which asked former LtPM peer mediators to rate the usefulness of the learning areas covered during their LtPM training.

**31. [To Former LtPM Peer Mediators:] Describe what it was like for you being an LtPM peer mediator at secondary school.**

Answer Options	Response Count
	26
<b>Answered question</b>	
	<b>26</b>

**Table 31.** Table 31 shows the number of responses to question 31, which asked former LtPM peer mediators to describe what it was like for them being an LtPM peer mediator in their school.

**32. [To Former LtPM Peer Mediators:] How has your experience as an LtPM peer mediator at secondary school affected you as a person?**

Answer Options	Response Count
	25
<b>Answered question</b>	<b>25</b>

**Table 32.** Table 32 shows the number of responses to question 32, which asked former LtPM peer mediators to describe how being an LtPM peer mediator affected them at a personal level.

**33. [To Former LtPM Peer Mediators:] How has your experience as an LtPM peer mediator at secondary school affected your relationships with others?**

Answer Options	Response Count
	24
<b>Answered question</b>	<b>24</b>

**Table 33.** Table 33 shows the number of responses to question 33, which asked former LtPM peer mediators to comment on how being an LtPM peer mediator had affected their relationships with others.

**34. [To Former LtPM Peer Mediators:] Has your experience as an LtPM peer mediator helped you since leaving secondary school? If so, how?**

Answer Options	Response Count
	24
<b>Answered question</b>	<b>24</b>

**Table 34.** Table 34 shows the number of responses to question 34, which asked former LtPM peer mediators to comment on how their experiences of being an LtPM peer mediator had helped them since leaving school.

**35. [To Former LtPM Peer Mediators:] Has your experience as an LtPM peer mediator at secondary school influenced your choices in life, both personally and professionally? If so, how?**

Answer Options	Response Count
	17
<b><i>Answered question</i></b>	<b>17</b>

**Table 35.** Table 35 shows the number of responses to question 35, which asked former LtPM peer mediators to comment on whether or not their experiences of being an LtPM peer mediator had influenced their lives, both personally and professionally.

**36. [To Former LtPM Peer Mediators:] How have you used your peer mediation skills at home and/or in the workplace?**

Answer Options	Response Count
	18
<b><i>Answered question</i></b>	<b>18</b>

**Table 36.** Table 36 shows the number of responses to question 36, which asked former LtPM peer mediators to comment on ways in which they have used their peer mediation skills at home and/or in the workplace.

<b>37. [To Former LtPM Peer Mediators:] Overall, how satisfied were you with the LtPM programme at your school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Very Satisfied	56.0%	14
Satisfied	36.0%	9
Somewhat Satisfied	8.0%	2
Somewhat Dissatisfied	0.0%	0
Dissatisfied	0.0%	0
Very Dissatisfied	0.0%	0
Comments		4
<b>Answered question</b>		<b>25</b>

**Table 37.** Table 37 shows the responses to question 37, which asked former LtPM peer mediators to rate how satisfied they were with the LtPM programme in their school. Overwhelmingly, the majority felt very satisfied or satisfied that about the LtPM programme in their former schools.

<b>38. [To Former LtPM Peer Mediators:] As a former LtPM peer mediator, are you interested in participating (at your convenience) in a video-recorded interview with a researcher?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Yes	52.0%	13
No	48.0%	12
If YES, please provide your name and phone number or email address so we can contact you.		12
<b>Answered question</b>		<b>25</b>

**Table 38.** Table 38 shows the responses to question 38, which asked former LtPM peer mediators whether or not they would be interested in participating in further research about peer-mediation. A number of former LtPM mediators provided their email addresses and phone contacts, indicating they would be interested in being contacted for further research into the LtPM peer mediation programme.

## Qu. 39-45: Students Who Have Used LtPM Service

From the eight schools surveyed, twenty-eight students who had used the LtPM peer mediation service completed the survey.

39. [To students who used LtPM service:] Are you male or female?		
Answer Options	Response Percent	Response Count
Male	29.6%	8
Female	70.4%	19
<b>Answered question</b>		<b>27</b>

**Table 39.** Table 39 summarizes responses to question 39, which asked students who had used the LtPM peer mediation service to identify their gender. The strong majority of students who had used LtPM peer mediation are female.

40. [To students who used LtPM service:] What is your ethnicity? Select all that apply.		
Answer Options	Response Percent	Response Count
NZ European/Pākehā	33.3%	9
Māori	11.1%	3
Pacific Islander	22.2%	6
Asian (Chinese, Indian, Filipino, etc.)	33.3%	9
MELAA (Middle Eastern, Latin American, African)	0.0%	0
Other (please specify)	11.1%	3
<b>Answered question</b>		<b>27</b>

**Table 40.** Table 40 summarizes responses to question 40, which asked students who had used LtPM peer mediation service to identify their ethnicity(ies). Students identifying as NZ European/Pākehā and Asian had used the LtPM peer mediation service the most, followed by Pasifika students and then Māori students.

<b>41. [To students who used LtPM service:] What is your year level?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Year 9	0.0%	0
Year 10	7.7%	2
Year 11	23.1%	6
Year 12	23.1%	6
Year 13	46.2%	12
<b>Answered question</b>		<b>26</b>

**Table 41.** Table 41 summarizes responses to question 41, which asked students who had used LtPM peer mediation service to identify the year level they were in. The majority of students who had used LtPM peer mediation were in Year 13.

<b>42. [To students who used LtPM service:] Describe what the peer mediation experience was like for you.</b>	
<b>Answer Options</b>	<b>Response Count</b>
[See students' comments, further below.]	18
<b>Answered question</b>	
<b>18</b>	

**Table 42.** Table 42 summarizes responses to question 42, which asked students who had used LtPM peer mediation service to describe their experience of peer mediation.

<b>43. [To students who used LtPM service:] Was the peer mediation service helpful?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Yes	95.2%	20
No	4.8%	1
Comments		5
<b>Answered question</b>		<b>21</b>

**Table 43.** Table 43 summarizes the responses to question 43, which asked students who had used the LtPM peer mediation service to state whether or not the peer mediation service had been helpful for them. 95% of students who used the service found it helpful.

<b>44. [To students who used LtPM service:] Would you recommend the peer mediation service to your friends?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Yes	66.7%	14
No	9.5%	2
Maybe	23.8%	5
Comments		3
<b>Answered question</b>		<b>21</b>

**Table 44.** Table 44 summarizes the responses to question 44, which asked students who had used the LtPM peer mediation service whether or not they would recommend the service to their friends. The majority stated they would recommend the service to their friends.

<b>45. [To students who used LtPM service:] Overall, how satisfied are you with the peer mediation service at your school?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Very Satisfied	57.1%	12
Satisfied	23.8%	5
Somewhat Satisfied	14.3%	3
Somewhat Dissatisfied	4.8%	1
Dissatisfied	0.0%	0
Very Dissatisfied	0.0%	0
Comments		3
<b>Answered question</b>		<b>21</b>

**Table 45.** Table 45 summarizes the responses to question 45, which asked students who had used LtPM peer mediation service to rate how satisfied they were with the peer mediation service at their school. The majority of the students were either very satisfied or satisfied with the service.

## Section 2: Participants' Comments

This second half of this Research Data document reproduces all of the comments received in response to the online survey. To protect the anonymity of participants, the schools from which the comments come have not been identified.

### Qu. 7, 11 & 15: Staff — Satisfaction with LtPM

**Question numbers seven to ten asked principals, LtPM school coordinators and teachers respectively: “Overall, how satisfied are you with the LtPM programme at your school?”**

**In addition, these questions invited staff to offer their own comments in this context. These comments are reproduced below.**

#### Principals

- ✈ Would like more students involved but resources are limited

#### LtPM School Coordinators

- ✈ I would like more staff support by way of referring students caught in conflict to the peer mediation service.
- ✈ It has been frustrating trying to arrange a time for Christina to present to staff, our school is very busy and creating a time for this has proved problematic. Christina has been very accommodating and we hope to have her here soon.
- ✈ As the coordinator and [with] a heavy load of guidance counselling work it is often difficult to devote enough time to peer mediation
- ✈ I'd like to develop awareness more time to commit to the programme - mediators presenting to staff and students

#### Teachers

- ✈ I think that students should be called on more often to mediate conflicts between students

- ✈ 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.
- ✈ Maybe needs more timetabled reviews throughout the year.
- ✈ 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 the diversity of our community at MRGS.
- ✈ It's time away from learning. If a student is dedicated then train after school or on a weekend.
- ✈ 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.

## Qu. 23: Current LtPM Peer Mediators — Impact on Relationships

**Question 23 – Current LtPM Peer Mediators: “How has your skill as an LtPM peer mediator affected your relationships with others? (For example, peers, friends, family, etc.) Give an explanation.”**

- ✈ I now know how to handle conflict between family and/or friends, and even between myself and someone else, as using 'I' statements makes us really think about our actions and how it affects others and gets it into their heads that their actions are wrong/ unpleasant towards others. Rapport also helps when you are talking to someone one on one as it makes them feel more comfortable

with/around you and also in a group. My relationships with others has gone stronger, and I feel more joyful that we are getting closer, like me and my sister :)

- ✈ 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.
- ✈ More confident, know how to solve problems, friend, family, teamwork, leadership skills, positive
- ✈ I gained more confidence in talking in front of people and the year 9's. I made new friends, gained lots of open gates for different kind of opportunities.
- ✈ It has made me more confident towards others
- ✈ As an LtPM peer mediator I have been able to make better decisions and make decisions for myself.
- ✈ It's made me a confident candidate. I make my peers happy and that makes me a person they can approach. And it's created a better relationship to the students.
- ✈ By making right choices, asking right questions, using the animals and making my relationships with them stronger.
- ✈ It helped me manage my relationships with other people more positively. My way of thinking and view of the world have become much healthier in my opinion. Mediation also helped me make me friends.
- ✈ Enhanced them. I have found that I can help others work through their problems and not them having to work the problems by themselves
- ✈ Made me become more aware of conflict solutions
- ✈ It has given me a better way to deal with the sibling rivalry at home and conflicts between my circles of friends.
- ✈ It has enabled me to be more sympathetic and empathetic to other's situations. It has also enhanced my listening skills while being able to help others and give back to my school.

- ✈ Able to communicate better. Active Listening, Reflecting, Clarifying.
- ✈ Through mentoring I have been given the opportunity to meet new people and also to build closer relationships with them not as just students in which I attend the same school but as friends and a Pacific family within my school
- ✈ More able to relate to others
- ✈ One time, I came upon two of my friends having an argument about a girl that one of them was accusing the other of liking. Instead of before, where I might have backed off out of fear, I stepped in and helped them sort it out.
- ✈ With new people, I've definitely been more enthusiastic talking to them/ meeting them. Just the confidence I've gotten from meeting other mediators and that they like me for who I am. With friends, you start to look more at the perspectives too, which is good in building stronger friendships. Personally, I get along fine with my family so no effects here.
- ✈ It has made me more aware of how I speak and how I act. It has definitely given me more confidence in speaking my mind and understanding the other perspective to reach a compromise.
- ✈ Yes, I am not afraid to sort out any problems I have with friends. Instead I normally would shy away from it.
- ✈ Helping friends
- ✈ Not much.
- ✈ Relationship become more smooth, more trust and respect gained
- ✈ I am more aware of the different personality types and the different sides to a story and are able to help resolve conflict better.
- ✈ It has allowed me to peacefully resolve conflicts within my personal life with my family and friends and made me more open to listening.
- ✈ It's helped me resolve problems with my friends and family.
- ✈ It has had a positive impact on me as a whole. I have been able to be more open minded about people's opinions and belief's. I have made so many friends. And it

feels good when you know you have made a difference in someone else's life. And you have helped them solve whatever problems or disagreements they have or had.

## Qu. 31-36: Former LtPM Peer Mediators — Various Comments

### Question 31 – Former LtPM Peer Mediators: “Describe what it was like for you being an LtPM Peer Mediator at secondary school.”

- ✈ It was a great experience for myself to help out the younger students who may be needing help and I think it helped the younger students build more confidence as they get to see the role models we are for them as leaders of the school.
- ✈ It was an incredibly beneficial experience for me, as I was given the opportunity to develop myself personally and as a leader. I was also extremely grateful for the opportunity to help others through being a mediator and through mediation.
- ✈ Proud, that my school is trying to help people with issues, it didn't help me as much in school but the stuff I learnt I use within my relationships.
- ✈ Being an LtPM was a truly rewarding experience. It enabled a good trust relationship between students which strengthened the environment between student to student. Great leadership skills and problem solving skills are gained from being an LtPM and it enabled me to learn how different students live differently and how we all grow and learn in different ways.
- ✈ It was fun and informative at the same time. I learned many skills I would not have otherwise
- ✈ Provided a great way to effectively communicate and resolve conflict between parties.
- ✈ I was never called on to do a mediation, I was one of a few hundred mediators
- ✈ An experience which I have gratefully benefitted from in the future. Built a lot of leadership experience and was actually able to realistically make a change in the lives of many who I was luckily able to come across.

- ✈ It was a privilege as I was able to help my friends and family whenever there was a conflict. I was taught important skills that I still use to this day.
- ✈ Super cool! Not only was I able to help with a conflict within a class - I was able to build relationships and trust with the younger students at school. Definitely one of my high school highlights.
- ✈ Life changing! I found I grew as a person, from a quiet shy individual to someone who was happy to take charge of a situation with confidence.
- ✈ It was a chance to make a difference in you immediate community, a position which holds great responsibility
- ✈ It was an extremely beneficial and interesting learning and development experience that I am continually grateful for. I was given opportunities to do a range of things that were helpful in building my skills within and beyond mediation.
- ✈ It was a good learning experience. It was an opportunity for me to learn about myself and how to resolve conflict and become a better person.
- ✈ Being a mediator was an excellent experience because through it I built friendships, enjoyed learning the skills and process of mediation and was able to apply those skills to help resolve conflicts.
- ✈ It was great to learn all the skills and then utilize and incorporate them into daily life.
- ✈ 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 MRGS, especially since I was able to mentor younger mediators as well.
- ✈ Empowering to be equipped with the knowledge and understanding of a win-win, positive, reflective and autonomous conflict resolution model.
- ✈ It was a good opportunity to interact with students and help them out in situations where a matter had to be resolved. Majority of the times we were successful in getting

through to the students by resolving the matter at hand which gave us a sense of accomplishment and in a way encouraged us to continue helping more students out.

- ✈ Great
- ✈ It was tough, but as a mediator you build a relationship with other students and makes them feel comfortable in coming to you for help.
- ✈ It gave me a sense of responsibility, as well as confidence as they were transferable skills that I could use in other parts of my life. It also trained good community engagement skills
- ✈ I felt I had a role at school being someone that was given skills that I could use to help those around me. Empowered me as I was given the idea that students were able to be an effective support person to other students.
- ✈ Saw it as a leadership role and a way to do something about minority groups at my school
- ✈ Though I was never a part of an official peer mediation, the skills taught to me in the training helped me to decrease negative confrontation in my everyday life.

**Question 32 – Former LtPM Peer Mediators: “How has your experience as an LtPM peer mediator at secondary school affected you as a person?”**

- ✈ 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.
- ✈ It's helped me develop my leadership skills, as well as helped me build more confidence and self-esteem. Being able to identify conflict and create positive outcomes from conflict has also helped a lot.
- ✈ Just helped me understand people better.

- ✈ 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.
- ✈ It has made me more neutral towards situations, and I have noticed many of my friends talk to me about things because they know that I will not give them advice, but simply listen to them.
- ✈ Improved my communication
- ✈ Not much
- ✈ Have learnt a lot about how to control conflict and how to negotiate with people. 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 currently studying Law at the University of Auckland and skills such as advocacy, negotiation, and mediation are even career skills. I have greatly benefitted from mediation and will recommend to anyone interested.
- ✈ I am more calm and able to analyse stressful situations quickly, and usually I am able to fix the problem before it leads to a large conflict.
- ✈ It's allowed me to be more open. Instead of jumping to conclusions, rather, communicate and come to an effective conclusion for both teams. I've learnt to become more effective when listening to others and putting myself in their position.
- ✈ Influenced my career choice, prior to being a peer mediator I was happy to pick up a trade however, after being part of the program I opted to work with people and currently work as a Youth Alcohol and Drug counsellor
- ✈ Still use some of the skills, especially active listening, mediation process and I statements
- ✈ 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 also met many people through the service who would greatly influence who I am today
- ✈ It allowed me to teach and interact with other students of all ages and created a friendly and approachable relationships between us that allowed them to open up and talk to us when they wanted to.
- ✈ I've definitely developed skills that has improved my relations with not only my friends but with new people I have met. I am constantly aware of the need to build rapport, especially when meeting new people.
- ✈ 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 personally 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.
- ✈ Taught me valuable interpersonal skills
- ✈ It's helped me to be more aware of diversities within the school and how to better look out for those in need. It's also made me the person that I am today
- ✈ 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.
- ✈ Increased my confidence and desire to help others. Given me the understanding that truly those closest to you can be most effective. Given me the skills to help resolve conflicts and life struggles in a positive up lifting way. Peaceful resolutions are the way forward
- ✈ Much better at making choices than I think I would have been without them. Better at recognising conflict when it arises.

- ✈ It has given me skills to deal with confrontation and disagreement in a peaceful and productive manner.

**Question 33 – Former LtPM Peer Mediators: “How has your experience as an LtPM peer mediator at secondary school affected your relationships with others?”**

- ✈ Being a peer supporter taught me how to deal with bad situations and help others. I've learned to think about how I treat people and how I can treat people in different situations which makes a lot of my relationships with others outside of my comfort zone much easier.
- ✈ I've been able to identify potential conflict early and resolve it early. My relationships with others has also been made better by me being able to understand others' points of view.
- ✈ Helped to improve communication.
- ✈ I have great skills to recognise the emotions of others and connect with them on a deeper level to enable me to understand the person.
- ✈ I have been able to be a more reliable friend by being there for people and listening to them
- ✈ Developed an unbiased way to resolve issues. People will approach me for an opinion viewing both sides of the conflict
- ✈ Very little
- ✈ I have greatly benefitted from being a mediator in my personal relationships since mediation has taught me about trust and how to be more empathetic with diversity. People often have troubles and I am ready to listen and negotiate well.
- ✈ I have learnt to build rapport and this has definitely helped me with meeting new people.
- ✈ Definitely allowed me to be better at communicating when it comes to my relationships. I've learnt how vital listening is. Not hearing, but listening.

- ✈ The experience has allowed me to value what others have to say, their thoughts and feelings. Quiet often I would forget this with my immediate family because it was easy to take them for granted. The program acted as a constant reminder that I needed to place myself in others shoes to understand where they were coming from.
- ✈ Yes, positively
- ✈ Positively since I am better at dealing with conflict and difficult situations.
- ✈ I am able to build better rapport with new people, hold friendships and better resolve disputes within my close relationships
- ✈ It has taught me that conflict is in almost all relationships and the methods of dealing with them and that individual. Also allows me put myself in other people's shoes.
- ✈ As per my previous responses.
- ✈ Absolutely! And very positively too.
- ✈ Yes. It has had a positive impact on me.
- ✈ Understanding and patience
- ✈ It's improved it for the better. It has allowed me to be more open to other and how I approach them. It's also brought me and my mates closer together
- ✈ As someone who is naturally quite argumentative, it helped me self-manage when dealing with difficult situations or people
- ✈ I have become a better listener understanding the unspoken need that every person has. The desire to be heard and given the time.
- ✈ Yes I have less tolerant of being mistreated by those around me.

**Question 34 – Former LtPM Peer Mediators: “Has your experience as an LtPM peer mediator helped you since leaving secondary school? If so, how?”**

- ✈ Yes, it's taught me how to be a leader and how I can help people. I've learned that I don't have to be like an adult as a peer supporter but I can also just be a friend and support person and I think that's important.

- ✈ 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.
- ✈ Yes, heaps in the way that I help family and friends with the stresses that they are going through.
- ✈ It has definitely helped me since leaving school, I studied Forensic Psychology after leaving School and to this day I still utilize the tools I was taught as an LtPM.
- ✈ Not in a certain aspect, but in general I believe it has made me a better person in terms of being able to handle conflicts
- ✈ Yes, improved my communication and problem solving
- ✈ Yes, looks good in CV and scholarship applications
- ✈ Have worked in teams and have been able to help resolve conflict when there is disagreement. Often helpful to have the plan of attack to ensure that everyone is content with working together.
- ✈ Yes, all the skills taught in the training are life-long skills and I only wish everyone was taught this at school.
- ✈ Now being in the workforce and now being faced with different types of conflicts. I've been able to apply the different lessons learnt, eg: building rapport with customers I come face to face with on a daily basis.
- ✈ I currently work in schools with groups of young people. Conflict is an inevitable part of working within these groups, the skills I've learnt in the program help me facilitate these groups and resolve said conflict in order to carry on with the tasks at hand.
- ✈ It has, it has taught me useful life skills, which I have again relearned through the Youthline personal development course
- ✈ Yes. 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.

- ✈ Yes, I use mediation skills while working with patients through my medical training as well as helping deal with conflicts within my family and relationships
- ✈ All the skills mentioned already can be applied every-day in almost every situation and will be utilised throughout the rest of my life.
- ✈ Again, as per my previous answers in meeting new people at work, conferences, University events etc. It makes for very good networking in particular with employers!
- ✈ The skills are invaluable to my career.
- ✈ Yes. It has helped me in the past few years at uni. I landed a summer clerkship because of the skills and traits I learnt from being a peer mediator. I have been known for being a team player which has helped me gain positions on a number of executive boards.
- ✈ Understanding people and looking beyond yourself
- ✈ A bit. It's helped out with how I communicate with others and also finding work as well
- ✈ Family life, and communication. Team management and leadership while at university. Overseas, foreign country communication. Workplace, corporate etiquette
- ✈ Yes when people need someone to talk to I find it easier because I have had training in listening and understand another body language
- ✈ I think it is a big contributor to my current interest in counselling as a future training option
- ✈ Employers like that I have put in the time and effort to develop interpersonal and diplomatic skills.

**Question 35 – Former LtPM Peer Mediators: “Has your experience as an LtPM peer mediator at secondary school influenced your choices in life, both personally and professionally? If so, how?”**

- ✈ I've become heavily involved with social and environmental change movements, largely because of my experience with mediation at secondary school.
- ✈ Personally yes, because of relationships. Professional no but I do want to learn more about the stuff for personal reasons.

- ✈ Yes, I studied Forensic Psychology once leaving School because I felt a deep need to help people grow and learn.
- ✈ Have been more aware of recognising and dealing with conflict and how to work well with others. People are often silent about their issues and mediation helps to reason well with others and how to achieve the best outcomes for all. A huge skill at University and in the work sphere.
- ✈ No
- ✈ As mentioned earlier, it played a big part in my career choice, changed from wanting to be a mechanic to working with people
- ✈ no not really
- ✈ Yes. I believe in helping people and have more faith in humanity which are reflected in my decisions.
- ✈ I wouldn't say it has influenced my choices as much as it has given me the skills to make better decisions
- ✈ I can't say that it has. Since high school I have known where I wanted to go, and I'm glad that my experience as an LtPM was able to give me valuable skills for me to pursue my chosen path further.
- ✈ Yes, definitely. A big part of choosing to study Medicine was realising how much I enjoyed interacting, listening to and facilitating constructive ways to help people.
- ✈ Yes it has. It has allowed me to plan out properly what I want to do as career later on in my years
- ✈ It has pushed me to be more people savvy and focused when trying to achieve goals.
- ✈ Yes it has. I approach life differently and I try and understand others. Professionally and personally I have a desire to help those most marginalised in our society
- ✈ Currently looking at social justice issues in education for disabled people. Peer mediation was a big contributor in keeping minorities on my radar and making me aware that I was in a position to address social injustices for the less fortunate.

**Question 36 – Former LtPM Peer Mediators: “How have you used your peer mediation skills at home and/or in the workplace?”**

- ✈ Not much at home or in the workplace.
- ✈ When there has been a miss communication at home it has helped me to see each point of view and help others to see them as well.
- ✈ Yes both at home and in the workplace I find the tools useful and highly regarded.
- ✈ Conflict resolution
- ✈ No
- ✈ Yes. Have had meetings in team projects where some were unhappy with the performance of others and have used peer mediation skills to assist with negotiation.
- ✈ Issues at workplaces arise when people do things by mistakes but are accused on doing it on purpose. It has been great that I am able to act as a mediator and listen to both parties and let both speak what they want freely and this usually solves the problem without me having to do anything.
- ✈ I use the skills every-day in my current job to facilitate therapeutic groups.
- ✈ conflict resolution and finding idle ground
- ✈ Conflict resolution and communication. Can handle stressful situations better and command control more effectively
- ✈ Yes, at home mostly
- ✈ By recognising when there is a conflict or when something may eventuate into a conflict, placing myself in the other person(s) shoes and then acting appropriately to try resolve or prevent conflict. Also teaches me a lot about different people's perspectives and personalities.
- ✈ Yes all the time!
- ✈ In instances where an argument (or a disagreement) is started by another colleague, instead of losing temper or replying with spiteful comments, I deal with the situation with a calm mind. It has helped at home, work and at uni.
- ✈ Yes I have. Mainly in the work place. When little problems come up

- ✈ Yes I have
- ✈ Less confident with using them now than I used to be. I use them to be aware of what is going on around me but wouldn't say I am in much of a position to act on my findings.

## Qu. 42-43: Students Who Use LtPM Service — Various Comments

### Qu. 42 – Students Who Have Used LtPM Service: “Describe what the Peer Mediation experience was like for you.”

- ✈ It was a new experience for me meeting different students and helping to provide a solution to their problems.
- ✈ The peer mediation experience was a life-changing opportunity for me as a Year 12 student, to develop new skills and to gain self-confidence. This experience truly equipped me with vital skills that I need to blossom into a passionate, confident and independent young woman. I am so thankful and humbled to have been a peer mediator this year and I will truly cherish this life-changing experience.
- ✈ It was a great leadership experience that helped me boost my skills and confidence with working with young students and just help mentor them
- ✈ Good
- ✈ It has been great, it has made sure that I am on track with my credits and that I am organising and preparing properly.
- ✈ I helped me develop me confidence. It also made me want to become an ambassador as well, so it opened more doors for me. I was able to want to do more things for the school and spread positivity.
- ✈ The peer mediation experience made me more aware of the difficult situations other people went through, and how to properly deal with them. The experience also helped me to understand myself more through helping others in their difficulties.
- ✈ A great experience to develop your skill set

- ✈ It was good but when I had to apply it to real life situations, some of it was relevant while other weren't - most of the time an agreement when both people are happy is not reached. People don't just forget their annoyance and anger through one talk.
- ✈ it was good they help me a lot with my problems that I was going through
- ✈ Helpful, I think I only used it once when I was a year 7 but it fixed the problem.
- ✈ It was cool and I got learn new things about people.
- ✈ It gives students a chance to solve their problems and also gives mediators a chance to help others
- ✈ Awkward
- ✈ It's was the best thing ever
- ✈ It was good. Was able to express thoughts and hear both sides of the problem in a controlled environment
- ✈ They were awesome and friendly to talk to

**Qu. 43 –Students who Have Used LtPM Service: “Was the peer mediation service helpful?”**

- ✈ Peer mediation isn't really a big thing in our school as we have a great guidance counsellor
- ✈ Very helpful indeed. I learned how to deal with conflict that may arise from issues such as: race, religion and culture.
- ✈ It was helpful as I had strong role models that I could look up to around the school. It made me want to become a role model to someone else as well.
- ✈ Somewhat - kind of unrealistic in some ways.

## Qu. 46: All Participants — Suggestions for Improvement

Question 46 asked all participants to offer suggestions in response to the following: “How can the Peer Mediation service be improved?” The responses received are reproduced below, grouped according to the respondents’ roles.

### Principals

- ✈ More students involved
- ✈ I think they 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.

### LtPM School Coordinators

- ✈ By having more disputants seek out their service.
- ✈ Nothing, it is great the way it is.
- ✈ A staff member with more time
- ✈ More time available for students to do more training.
- ✈ There seems to be a lot needed from the school counselling service to implement the program which is absolutely fine if plenty of time is given. At times there seems a barrage of work to be done quickly which is stressful on a department already stretched.
- ✈ OK as it is
- ✈ Whole school engagement
- ✈ More training, outside visitors to college
- ✈ We are still in the early stages of implementation of the LtPM programme and therefore have no suggestions for improvement.
- ✈ Having experienced the program for the last 13 years I have seen many students blossom in confidence, having a strong sense of purpose, being more open-minded and

empathetic to others. They have taken these important life skills into their own personal lives, ie. friends, family, jobs, education, having a positive effect on the wider community.

## Teachers

- ✈ Students being referred more frequently to peer mediation
- ✈ Ensuring that the more capable mediators are not overused
- ✈ Could we have some introduced at each assembly?
- ✈ It would be nice to see it supported by the Ministry as a valuable way of challenging bullying and developing young people.
- ✈ More promotion in the school.
- ✈ Maybe a more visible sign for which students are trained so more random and impulse contacts made when students see the mediators around. Extend it into Year 10 in a mini-version to whet the appetite and spread the word lower down before significant responsibility is taken on.
- ✈ get the message out more often so students can identify peer mediators
- ✈ The peer mediation service needs to be given a higher profile at the school, and incorporated into student management/management systems. Recent changes in senior staff means that this is not a priority.
- ✈ More awareness of its significance.
- ✈ An increase in profiling our peer mediators at assembly. Giving them an opportunity to have a voice in school assemblies, bringing community and national issues for youth to the forefront - giving others an awareness of issues and how these can be dealt with on a singular and community level.
- ✈ By promoting it more to the students as well as teachers within the school, make sure everyone is aware what this is.
- ✈ Not really sure. Quite happy with what I know.

- ✈ Bigger profile in school, more knowledge given to students about programme at Assemblies, having a dedicated room for peer mediation etc.
- ✈ More students involved.
- ✈ More timetabled interaction with juniors and seniors throughout the terms in the year - build more in form relationships of trust and support
- ✈ Feedback more teacher information no idea who does this and what they actually do
- ✈ More resources.
- ✈ Maintain funding, please.
- ✈ As a classroom teacher it would be great to get an overview or insight into the programme.
- ✈ More mediators so one in every form class.
- ✈ More advertisement?
- ✈ I'm not sure if this happens already but each conversation should be organised through a specific channel so a record can be kept
- ✈ 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.
- ✈ 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.
- ✈ Particularly in a girls only school where emotions run high but also simmer for a long time, having access to a non-authoritarian conflict resolution method or scheme is vital. Students learn and then practise the vocabulary of constructive calm and peaceful

resolution. It sets up a place for dialogue and support that allows non-judgemental help to be available. It is the triage of the counselling services referring where necessary but helping where it can. Just as many adults do not go to the doctors with a problem until way too late, too many students do not 'tell a grown up' as early as they should. Students speaking with students is essential for an emotionally healthy school otherwise staff are the ambulance at the bottom of the cliff or, worse, we never even know.

- ✈ The adults who have been in charge of the peer mediators are nothing short of wonderful. They both have a great way of growing the belief students should have in themselves as individuals and citizens, to make this place and beyond a better place for all.
- ✈ I have nothing but praise.
- ✈ This is my 5th secondary school I've taught in, but the first time I've seen LtPM in action and it's highly successful due to the commitment from our students attending quality training courses. But I do feel a strong influence for peer mediation success comes from their leader who walks the talk and the other counsellors in the Department who fully support the mediation service.
- ✈ Students often talk about their experience/training and it is highly esteemed. Would be good to get more junior aware of this leadership opportunity too.
- ✈ The peer mediation training and programme contributes significantly to student wellbeing! It creates belonging, connectedness and social responsibility.

### **Current LtPM Peer Mediators**

- ✈ I believe that the service does not require any improvements as I have found the training very useful and effective.
- ✈ More activities outside the classroom with our year 9 (eg. camp or trip) somewhere/ thing that is fun and will be memorial to year 9's with their star leaders.
- ✈ more fun activities

- ✈ I guess not having a camp at the very beginning of our year to make strong bonds with the students had made it hard for us to have had that bond. So I guess bringing back the camps would be cool.
- ✈ More practise and techniques we feel comfortable we can use.
- ✈ having more training
- ✈ Increase in staff awareness about the whole process and how students get selected. data on number of mediations during the year, year levels, gender etc.
- ✈ I think it can be improved by having more sustained activities throughout the year.
- ✈ Initiate it, create a culture where people won't feel like it's a sign of weakness to go to a peer mediator. Or won't go because they are "too cool" for it
- ✈ The training should involve doing proper work with students and not just theory and practice
- ✈ By having more practice of real scenarios.
- ✈ Create activities that require the help of peer mediators
- ✈ By having regular meetings and skill improvement sessions.
- ✈ Having more follow up training sessions
- ✈ Given more time to spend with the group
- ✈ more time needed to meet up with our mentees
- ✈ A lot of the mediation I have done has been outside the actual mediation room, so perhaps more of a push for students that need it to come to us for help?
- ✈ Take into account what an actual situation would be like maybe...? Students may find it uncomfortable with a mediator that is using the mediation techniques taught to us, robotically and awkwardly.
- ✈ Have more awareness of it at school
- ✈ Being more active
- ✈ Solving problems the right way
- ✈ Give mediators more opportunities to perform mediations. Because of the sheer number of mediators, most mediators don't do much

- ✈ When it looks like the students are not being open...I think it would be good to build that trust with each of the two. So that they are able to open up and talk about their situation. I find that the more question you ask the similar the answers will be.

## Former LtPM Peer Mediators

- ✈ Stronger relationship with alumni. More examples of mediations. More opportunities for mediators to be involved with other clubs, sports teams, etc. Opportunities for mediators from different schools to interact and network.
- ✈ More explanation on different cultures maybe?
- ✈ It was a long time ago since I was an LtPM but feel that the programme was excellent back then as I'm sure it is to this day. But with all things there is always room for improvement.
- ✈ By finding a way to get more people involved. I was lucky enough to have had the chance to mediate quite a bit during my time, but knew of many others whom have never had a chance to.
- ✈ Have some sessions recorded online on a website so everyone can learn these skills.
- ✈ The service itself is faultless. More schools need to take it on board.
- ✈ More practice using it
- ✈ I was at school a while back - but from memory there could be more senior to junior Students mentoring and teaching.
- ✈ More emphasis should be placed on how the skills learned through mediation can be used in everyday situations, and not just in situations when a conflict needs to be solved. Students should be made more aware of the greater intrinsic value inherent in the programme.
- ✈ Provide training to people beyond school as well?
- ✈ By having catch ups with mediator a couple of times throughout the year. And a training that just confirms that mediators are keeping it true.
- ✈ More practical opportunities

- ✈ Not sure maybe getting the mediators more known within the school and what they can help with
- ✈ Including disability issues in training
- ✈ My mediator teachers and counsellors were awesome at MRGS! Keep putting those keen, sociable and enthusiastic people in those positions!
- ✈ Great work everyone.

### Students Who Have Used the LtPM Service

- ✈ I think peer mediators need more time with the Year 9s, as this will strengthen the bond between the PMs and the younger students.
- ✈ Not following the book of games because the students feel as if they are primary students. The mentors should do what they feel is suitable for the class and ask the class if they have any suggestions.
- ✈ Involve more people, more ethnicities
- ✈ Having more diverse people, who are all different, to be involved and being more involved with all the juniors so that everyone has an idea about who they are and what they do.
- ✈ Maybe take students through more seminars so they can become more comfortable and familiar with the procedure.
- ✈ Make it a half day or split it into two as it is a long course
- ✈ Maybe send a sheet to all school leaders and ask them to fill out the types of issues they have had to deal with so that situations when learning about mediation are more realistic and valuable
- ✈ the required skill of talking in depth
- ✈ More hands on experience
- ✈ I think it's good how it is
- ✈ More students