

# St Mary's School



## Living the Charism

# Values of St Mary's School:

At St Mary's School we try to live by the values of Christ and His followers as they are recorded in the Gospels. These **Gospel Values** are underpinned by the school's Charism, structures, curriculum, classroom environments and relationships. They are encouraged and modelled within the school's **Charism of Unity, Respect and Compassion.**

## **Unity/kotahitanga**

- developing whakawhanaungatanga – in the sense of whānau and school working together to reflect community values
- being part of a community of practice (***Community and participation/porihanga***)
- recognising different cultures, languages and heritages (***Diversity/rerekētanga***)

**This means that at St Mary's School we will:**

- **Work together as a community/whanau.**
- **Be inclusive and accept diversity.**
- **Follow the gospel values.**
- **Kia kaha at all times.**

## Respect/manaaki and awhi

- including respect for themselves, others and human rights
- aiming high and persevering in the face of difficulties (*Excellence/hiranga*)
- being honest, responsible, accountable and acting ethically (*Integrity/ngākau tapatahi*)
- including care for the environment/whenua (*Ecological Sustainability/kaitiātanga*)

This means that at St Mary's School we will:

- Demonstrate the school's Charism.
- Act in the best interests of everyone and everything.
- Respect human rights being aware of cultural diversity.
- Respect the environment.
- Act in the best interests of the environment and cultural diversity.

## Compassion/aroha

- showing empathy, love, kindness and consideration to others
- demonstrating fairness and social justice (*Equity/tika, pono*)
- thinking critically, creatively and reflectively (*Innovation, inquiry and curiosity/wairua auaha, wairua uiui*).

This means that at St Mary's School we will:

- Show love and kindness.
- Be open to differences.
- Put others before self.
- Speak up for being fair.
- Serve and support others.

**This document represents staff and student voice.**

**May/June 2013**

**Student Voice:**

- Students valued the opportunity to develop the Golden Rules using the school's Charism.
- Students felt it was a privilege being part of the discussion process helped them to understand the Five Golden Rules better.
- Students glad to elaborate the School's Charism to develop the Five Golden Rules.
- Students glad to make a little difference by changing the Five Golden Rules.
- Students valued having ownership of their input.
- Students glad that they could have a say and it was not just the Teachers' voice in the document.
- Students recognised that it was great to be part of a diverse group, i.e. age, gender, language, culture.

**Teacher Voice:**

- Teachers were impressed by the words used to describe St Mary's Charism. They thought students demonstrated great articulation of the subject.
- Teachers recognised that the students found changing the Guideline Booklet was a moving, progressing and developing process.
- Teachers applauded that the students were keen to share their experience of a Focus Group with their peers. The students had very relevant discussions about the Five Golden Rules.

# **St Mary's Five Golden Indicators**

**At St Mary's School the Charism of unity, respect and compassion is valued.**

**This looks like:**

- 1. Listening to the speaker.**
- 2. Contributing in appropriate ways.**
- 3. Applying oneself fully to the learning.**
- 4. Responding positively to directions the first time.**
- 5. Acting with compassion. Kia kaha. Be positive.**

**Star of the Week awards will be given at School Assembly to ONE student per class who has been nominated by teachers and students. This student has demonstrated St Mary's Charism through word and action.**

# Common Agreement across the Learning Community

## Unity

SMS Community shows Unity by:

- Keeping in the designated areas of the buildings and playground. Know the correct place to be at all times.
- Taking care when walking around the school.
- Walking on the path in Tane's Trail.
- Following the bell times and moving to the appropriate place.
- Eating food as a community on the top playground at break times.
- Following the signs for the correct place to assemble after school. Walk in two lines to designation.
- Walking safely around the hall side of the church and using the path of the Parish House.
- Waiting at the classroom if being collected by an adult.
- Being supervised by an adult in the carparks.
- Using the correct exit doors.

## Respect

SMS Learning Community respects God in each other and the world by:



- Respecting the people in the Learning Community.
- Keeping personal property named.
- Knowing what personal belongings are permitted at school.
- Caring for the property of the school.
- Caring for the buildings.
- Respecting other people's belongings.
- Respecting the environment- recycle, reduce and reuse.
- Following the wet day procedures.
- Following the bus procedures.

## Compassion

SMS Learning Community shows compassion by:

- Being quiet around buildings where people are learning.
- Walking safely around the buildings.
- Playing appropriately in the correct places.
- Knowing where to enter and exit the school.
- Being considerate to other people.
- Being a fair player.

Check the Procedures File for more information on: Uniforms; Break times; Wet Days; Common Areas; Buses.

<div>Reflections on my behaviour.      Name: _____      Date: _____</div> <div>The thinking time takes into account my reflections on what happened. The talking/sharing time involves talking about what happened with the persons involved and/or the teacher. Finally the writing time involves actions I can take to make amends or resolve the issue in the future.</div>			
Unity Respect Compassion	<div> Thinking: <b>What happened.</b></div>	<div> Talking: <b>What happened.</b></div>	<div> Writing: <b>Making things better.</b></div>
Adult Response	<div>Teacher Comment:</div>	<div>Parent Comment:</div>	

# **Guidelines for Managing Conflict**

## **To the Offender:**

- Can you tell me what happened?
- What were you thinking at the time?
- What have you thought about since then?
- Who do you think has been affected by your behaviour?
- How do you think they have been affected?

## **To the person who has been affected:**

- What was your reaction at the time of the incident?
- How do you feel about what happened?
- What did you think at the time/
- What have you thought since then?
- How have you been affected?
- What has been the hardest thing for you?

## **To the Person who has done the harm:**

- Is there anything else you want to say?

## **To each person:**

- What would you like to see happen to repair the damage?
- Is this fair?
- Is this realistic and achievable?

*(Could formally record and sign an agreement at this stage.)*

## **To both people:**

Is there anything else you would like to say?

## **Mediator:**

*I would like to thank you for the way we have worked through the issues. Maybe we could meet again to see how things are going.*



