



Presented by: Peter Murison

Jeppia High School for Boys | Deputy Headmaster: Student Affairs

Description: 'restoring hope' in the Pastoral Core of a school.

The workshop is aimed at engaging around the importance of Pastoral Care being at the foundation of a school's identity, and how it can contribute significantly to the improvement throughout the different elements of a school. The discussion will also consider the evolving nature of the pastoral space (and modern challenges) and how 'what really matters', still matters – and what tools schools may need to engage with to deliver it.

3 Questions Addressed by Workshop:

- **How can the right pastoral care elements contribute significantly to the academic, sporting and cultural performance of boys in our schools?**
- **How can we (boys' schools) continue to engage pastorally/meaningfully in the in the ever-changing landscape of society and education?**
 - **What really matters?**



restoring hope

IBSC AFRICA REGIONAL CONFERENCE 2020
12-14 MARCH • ST ANDREW'S SCHOOL • BLOEMFONTEIN, SOUTH AFRICA



Jeppe High School for Boys
OPEN DAY 2020
Saturday 7 March
08:00-11:00
Cnr. Roberts Ave. & Good Hope Street
Kensington



- My own assumptions of ‘what people obviously know’ are not necessarily correct.
- The concept of Pastoral Care, therefore, needs defining.
- Equally, its value cannot be assumed.



- **What is pastoral care?**
 - **Does it matter? Does it come at a cost?**
 - **Why are staff stepping back from the role?**
 - **How can we get them back into invested?**
 - **Decide 'What Really Matters.'**



- **The Pastoral Space as we know it...**



- **... I like to think of it as a focus, not one system or the other.**



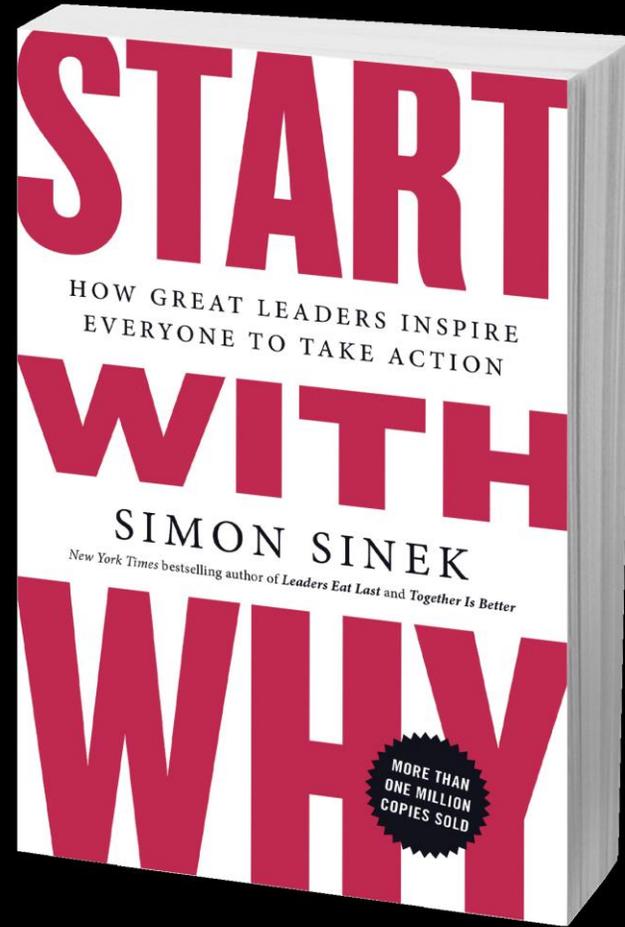
- **Good Pastoral Care is about drawing together every facet of a child life; including their academic, extra-mural and social person. It is about helping to instil the values of the school, while assisting boys in their own challenging times.**
- **It is about knowing the whole child, caring about the whole child and putting things in place to facilitate that care.**





- **Has it changed?**
- **Has it evolved?**







- **Do the right pastoral care elements contribute significantly to the academic, sporting and cultural performance of boys in our schools?**



**'Happy' student = better performance.
Accountability = more involvement.
Relationships = fewer discipline issues...
Involved staff = identifying a crisis in a boy life before it
escalates.**





Staff members also rolled up their sleeves to contribute to the @theSANBS blood drive at @jeppesboys today. We managed to convince Deputy Mr Murison to participate-making the total count a new record of 70 bags!! A massive THANK YOU to everyone involved 🥰 #jeppesblood #savealife



Tweet your reply





HATES CHILDREN

BECOMES TEACHER



- **Can we continue to engage pastorally/meaningfully in the ever-changing landscape of society and education?**
- **Is the evolving educational and pastoral space pushing teachers away from their Pastoral Roles?**

CHECKED OUT



CULTURE CONCERNS

- Lack of interest - **"I teach chemistry, not values."**
- 'Lack of time' and 'opportunity'... too much marking.
- Too much stress***.
- It is some one else's job – outsource discipline / pastoral care.

MANAGEMENT CONCERNS

- Uncomfortable being exposed in that space – saying or doing the wrong thing.
- Scared of getting attached, or of saying the wrong thing.



Stressed

- | | | |
|--------------------|---|----------|
| • Novelty | - | Normal |
| • Unpredictability | - | Unfazed |
| • Threat to ego | - | Trusting |
| • Self-esteem | - | Secure |



What really matters?

If it matters... understand stress and facilitate solutions

- **CULTURE CONCERNS**
- Structures and support must be in place. All departments working together for the same Pastoral Goal.
- Expectations and accountability for staff.
- Clear 'Pastoral Identity' of the school.

MANAGEMENT CONCERNS

- Empowering / educating and engaging with staff to be proactive engages and not fearful bystanders. *
- Remove stress... if you can't, facilitate what they can do.



Staff roles are essential... how do we get to the 'Bradshaw point'?

- **Clarity** - of roles / vision / responsibilities = **boundaries**
- **Communication** - of roles / vision / responsibilities = **accountability**
- **Consistency** - of roles / vision / responsibilities = **confidence and trust**
- **Current(cy)** - of roles / vision / responsibilities = **avoids complacency**



- **What really matters?**

MATTERS



How will you assess your school at the end of it all?

What WILL matter is not what games you won or awards you achieved, but how many lives you made better. Not where you ranked on a manufactured list, but how much you built a child's character.

What will matter is not your tangible success, but your significance in the lives of those in your care.
What will matter is not what you received, but what you taught young men about living.

What will matter is every act of care, meaning, strength, resolve and integrity which you role-modelled and, by doing so, therefore enriched, empowered or encouraged the best of us to emulate your example.

What will matter is not your competence in the classroom, but the way in which you taught.

What will matter is not how many people think your school is successful, but how many young men are better husbands, fathers, partners and citizens because they walked through your gates.

What will matter is not the memories staff have,
but how they are remembered by those who were entrusted into their care.

What will matter is how long the values remain in the hearts of the next generation – how they live their lives, how they treat people and the impact they make on the world.

What remains true, however... is that meaningful 'Success' like this doesn't happen by accident.

It's not a matter of circumstance but of choice.

What will matter is whether we prepare young men to live and act in a Way that Matters.



And so each venture
Is a new beginning, a raid on the inarticulate
With shabby equipment always deteriorating
In the general mess of imprecision of feeling,
Undisciplined squads of emotion.
And what there is to conquer by strength and
submission, has already been discovered... Once or
twice, or several times, by men whom one cannot
hope To emulate—but there is no competition—

There is only the fight to recover what has been lost
And found and lost again and again: and now,
under conditions
That seem unpropitious. But perhaps neither gain
nor loss...

For us, there is only the trying. The rest is not our
business.



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