



Sharing The Caring News

connections with co-mentees may play a crucial role in promoting positive benefits as well. According to principals' observations, group activities can help develop leadership qualities such as how to create a positive climate, training in actively listening, making eye contact, provide support, enable students to take risks and become aware of vulnerable feelings. We've also found mentors can be more effective in groups where principals and team leaders are sensitive to students' activity preferences as opposed to just choosing any students who are challenging and disengaged.

Allowing young people to have input into the activities and creating a warm, less-structured context, doesn't imply the mentor should take a laissez-faire approach. Senior staff have been training mentors to compile a plan of their activities over say ten sessions. This enables a brochure to be designed outlining the benefits of the activity and gives principals an upfront understanding of how goals relevant to their school's culture, staff and resources can be improved. The importance of taking the time to help young people and adults better understand what is expected of them enables them to be better motivated, respectful and engaged.

Lewis Richmond, a psychiatrist who led youth therapy groups for 35 years reflected on what he felt worked (and didn't work) when leading groups. He suggested group leaders need to enjoy and have sufficient energy to deal with youth and be:

Knowledgeable about contemporary youth culture "from tooth paste preferences to rap groups"; able to relate and communicate clearly; willing to use disclosure appropriately with honesty and openness; being relatively comfortable with one's self; be willing to learn from youth; be action-oriented and comfortable in being directive; be friendly but not act like a peer; able to provide factual information; an appropriate role model - particularly in areas of stability and dependability; careful when using humour and sarcasm so as not to hurt the youth's feelings; be sensitive to the dynamics of the group.

Richmond argued the leader of youth groups has many roles, including being a coach to give advice and constructive criticism; traffic cop to direct the flow of interactions; interpreter to clarify communications between group members; director to develop the group into a functional unit; lion tamer to maintain control; chess master to anticipate or plan future moves in the group and a gardener to cultivate growth.

The aim of Te Whakaritorito trustees is to develop relationships of trust with mentors, young people and community agency principals/team leaders. That way everyone has maximum opportunities to learn from mistakes and understand one another better on the mentoring journey.



Roger McNeill, Community Mentor



Trust Projects

Facilitate an independent transformative action process with schools building inclusive cultures

Enable youth to discover their capacities, and strengths for particular projects & activities

Encourage facilitators to support new ventures that challenge and extend the capabilities of youth

Deliver cultural services focussing on work themes of concern to youth mentors

Better use networking to help volunteers form friendly alliances with one another

Mentor troubled youth to prevent them being abused or stereotyped

Communicate with youth leaders providing worthwhile activities valued by young people and whanau



Te Whakaritorito News

Family Friendly Schools

Larry Brendtro and Martin Mitchell

While rhetoric about parent-school partnerships fills the educational literature, educators like residential staff have steadily increased professional distance from both students and their families. As schools adopted the factory model, it was inevitable close relationships with students and their families would suffer.

"Everything important has been thought of before; the difficulty is to think of it again," said the German philosopher Goethe. Lost wisdom can be recovered by turning to Theory and Practice of Teaching, penned in 1847 by David Page. This classic work was the most widely used education textbook in the nineteenth century. Here four of Page's guidelines are summarized which demonstrate how far contemporary practice has strayed from traditional standards for close relations with parents:



1. Teachers seek frequent opportunities to reach out to parents.

The teacher must lead the way, calling parents at their homes in the spirit of the vocation, and conversing with them freely about the duty of the teacher to their children and to the parents. It may be very useful to have an interview with parents who have been disturbed by some administration of discipline. If there could be a meeting of parents as co-workers for the child's welfare, it would always be attended with good results.

2. Teachers are willing to explain all plans to the parents.

The teacher cannot expect spontaneous confidence from parents. They wish to know the teacher's designs. Many a parent, upon the first announcement of a measure in school, has stoutly opposed it. Upon a little explanatory conversation, they entertain a different opinion, and ever after are ready to support it. Parents frequently entertain a suspicious spirit. Would this disappear if there was no mystery about the school?

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Mahuru Tapere

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**Warming Hearts
Inspiring Minds**

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3. Teachers encourage parents to visit frequently.

Teachers should early invite parents to come in, and not simply in general terms—fix the time. When such visits are made, the teacher should not depart from the usual course on their account. The teacher should faithfully exhibit the school just as it is, its highs and its shadows, so that parents may see all its workings, its trials as well as its encouragements. But if the teacher makes a false appearance and unusual airs, parents will discover this hypocrisy and will despise the teacher for an attempt to deceive them.

4. Teachers are frank in all representations concerning their children.

Let a particular answer and a true one, be always given to the inquiry, "How does my child get along?" The parent has a right to know and the teacher has no right to conceal the truth. Tell the whole story plainly and frankly. While the teacher should make the conversations constructive, assume no airs of superior learning or infallible authority. Remember this truth in human nature: People are pleased to learn without being reminded they are learners.

From Parents as Life Plan Experts by Larry K. Brendtro, PhD, dean of the Starr Institute for Training which produces resilience-focused and trauma-informed research and publications and Martin L. Mitchell, EdD, president and CEO of Starr Commonwealth, Albion, Michigan



Warming Hearts
Inspiring Minds

Te Whakaritorito Trust
PO Box 264 Hastings
Youth Mentors

We're seeking youth mentors to work in schools. You need experience working with groups of school children in a particular activity such as Kapa Haka, Pasifika, creative dance, self-defence, the arts, crafts, music, organic vegetable gardening.

You need to be caring, an active listener, self-motivated and creative with children from different cultural backgrounds. By fostering social interaction, encouraging children to be responsible for their own learning and imparting leadership skills you can become a much needed role model for children wanting to discover their cultural identity and increase self-confidence.

The Trust provides free training with positive feedback enabling you to evaluate your progress in unique ways. These are part-time paid positions on a weekly basis and you need to have a full NZ driver's license.

If you're interested in youth mentoring please:
Ring Roger on (06) 8706448
Text him on 027 2324700
Or email your CV to info@mentor.kiwi.nz

What Is Group Mentoring?



The notion of placing young people in groups with one or more caring adults isn't new. Youth have long participated in skills-training groups camps, team sports, outdoor adventure programs, scouts, Boys and Girls clubs and a myriad of other activities where one or more adults meet with youth in small, time-limited groups on a regular basis. It may be some youth groups of yesterday are being "repackaged" as group mentoring programs today. What group mentoring is and how it's different from previous group activities is complicated. Group mentoring programs show considerable variation in size, the number of adults and youth who comprise the group, the amount of time the group spends together, the fluidity of the membership, the structure imposed and the activities in which they engage.

Despite these definitional issues, it's important to take stock of current group mentoring programs. In recent times we've had operating in Hawkes Bay Project K, Brothers and Sisters, ASDAN and freelance tutors. Selected trustees and mentors have benefited from being involved with these mentoring programs. From our experience Te Whakaritorito group mentoring programs tend to attract volunteers who-by virtue of their jobs, families, age or other circumstances feel they're at a turning point in their lives. By this I mean that although they have a track record in a particular activity and have worked with young people before, this time they're looking for support from a community agency to do things somewhat differently than in the past. They're looking for a school or community agency willing to take a team or cooperative approach to what they have to offer rather than just using them so teachers or team leaders can have a break. This includes a greater proportion of volunteers who are older, lower income, female and Maori or Pasifika. Thus, rather than competing for the limited pool of individuals willing to mentor for one-to-one relationships, group mentoring is attracting a different pool of people.

Most of our mentoring programs operate out of schools or other youth-serving organizations. This enables activities to include the knowledge, referrals, mentoring and support of other adults already in the setting and simplify the services job of

forming and monitoring relationships. Because the Trust organises regular training workshops and hui, mentors working in different fields benefit from sharing with their peers. The same applies to students in group mentoring activities. They benefit from sharing and contributing to their peers in the group. Peer cooperation may be the biggest advantage of group mentoring because many other activities in a school or agency are individualistic, competitive and curricula driven so young people sense they're constantly being fitted into a mould rather than having the luxury of feeling responsible or taking ownership of an activity. To the extent group mentoring can help with peer relationships, it's likely to have far-reaching effects. So although principals have fed back observations young people feel more engaged and confident in their other school activities, group mentoring is particularly helpful to students having difficulties with peer relationships. Being in the group may help youth better understand social processes and give them a safe context to develop social skills in relating to peers. Additionally, group mentoring appears to strengthen mentees' ties with other important adults, such as parents and teachers. When parents are involved with an agreed upon goal for the activities such as an in house performance, trip or community event, mentoring relationships lead to increases in the levels of intimacy, communication and trust young people feel toward their parents or care-givers.

One policy Te Whakaritorito Trust has begun to implement is the provision of activity centres and studios that enable children and young people to carry on with mentoring activities learnt at school in their spare time after school. This enables the relationship between young people and their mentors to continue, and for their skills in a particular activity to be increased. Overseas research has shown the longevity and strength of the mentoring bond is directly proportional to positive change in youth and





Pedagogies For Improving Self-Efficacy

Establish specific, short-term goals that will challenge the students, yet are still viewed as attainable. [Schunk and Pajares, 2002]

Help students lay out a specific learning strategy and have them verbalize their plan. As students proceed through the task, ask students to note their progress and verbalize the next steps. [Schunk and Pajares, 2002]

COMPARE STUDENT PERFORMANCE TO THE GOALS SET FOR THAT STUDENT, RATHER THAN COMPARING ONE STUDENT AGAINST ANOTHER OR COMPARING ONE STUDENT TO THE REST OF THE CLASS([BANDURA](#) ([MORE INFO](#))).



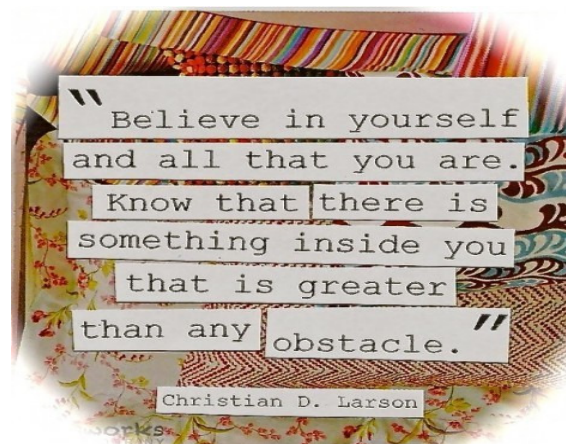
Tips To Improve Self-Efficacy For Struggling Students

- **Use moderately difficult tasks**
If the task is too easy will be boring or embarrassing and may communicate the feeling that the teacher doubts their abilities; a too-difficult task will re-enforce low self-efficacy. The target for difficulty is slightly above the students' current ability level.
- **Use peer models**
Students can learn by watching a peer succeed at a task. Peers may be drawn from groups as defined by gender, ethnicity, social circles, interests, achievement level, clothing, or age.

- **Teach specific learning strategies**
Give students a concrete plan of attack for working on an assignment, rather than simply turning them loose. This may apply to overall study skills, such as preparing for an exam, or to a specific assignment or project.
- **Capitalize on students' interests**
Tie the course material or concepts to student interests such as sports, pop culture, movies or technology.
- **Allow students to make their own choices**
Set up some areas of the course that allow students to make their own decisions, such as with flexible grading, assignment options or self-determined due dates.
- **Encourage students to try**
Give them consistent, credible and specific encouragement, such as, "You can do this. We've set up an outline for how to write a lab report and a schedule for what to do each week - now follow the plan and you will be successful."
- **Give frequent, focused feedback**
Giving praise and encouragement is very important, however it must be credible. Use praise when earned and avoid hyperbole. When giving feedback on student performance, compare to past performances by the same student, don't make comparisons between students.
- **Encourage accurate attributions**
Help students understand that they don't fail because they're dumb, they fail because they didn't follow instructions, they didn't spend enough time on the task, or they didn't follow through on the learning strategy.

(from Margolis and McCabe, 2006)

<http://serc.carleton.edu/NAGTWorkshops/affective/efficacy.html>



STRENGTHS

Attachment

- ☐ trust
- ☐ friendliness
- ☐ warmth
- ☐ cooperation
- ☐ acceptance

Achievement

- ☐ talent
- ☐ concentration
- ☐ comprehension
- ☐ organization
- ☐ coping

Autonomy

- ☐ responsibility
- ☐ confidence
- ☐ assertiveness
- ☐ self-control
- ☐ leadership

Altruism

- ☐ respect
- ☐ kindness
- ☐ empathy
- ☐ forgiveness
- ☐ purpose

Restore

PROBLEMS

Alienation

- ☐ distrust
- ☐ withdrawal
- ☐ detachment
- ☐ antagonism
- ☐ rejection

Incompetence

- ☐ inadequacy
- ☐ disinterest
- ☐ confusion
- ☐ chaos
- ☐ defeat

Irresponsibility

- ☐ unreliability
- ☐ helplessness
- ☐ easily misled
- ☐ recklessness
- ☐ defiance

Selfishness

- ☐ disrespect
- ☐ hostility
- ☐ indifference
- ☐ revenge
- ☐ emptiness



GOALS

Belonging

- a.
- b.

Mastery

- a.
- b.

Independence

- a.
- b.

Generosity

- a.
- b.

Transformative Justice

The Babemba tribe of Africa believes that each human being comes into the world as good. Each one of us only desiring safety, love, peace and happiness. But sometimes, in the pursuit of these things, people make mistakes.

When a person acts irresponsibly or unjustly, he/she is placed in the center of the village, alone, unfettered. All work ceases. All gather around the accused individual. Then each person of every age, begins to talk out loud to the accused. One at a time, each person tells all the good things the one in the center ever did in his/her lifetime.

Every incident, every experience that can be recalled with any detail and accuracy, is recounted. All positive attributes, good deeds, strengths, and kindnesses are recited carefully and at length.

The tribal ceremony often lasts several days, not ceasing until everyone is drained of every positive comment that can be mustered. At the end, the tribal circle is broken, a joyous celebration takes place, and the person is symbolically and literally welcomed back into the tribe. Necessity for such ceremonies is rare!



This story is originally from the book, *Contact, The First Four Minutes* by Leonard Sunin. The Babemba or Bemba people make their home in an area of Africa that includes Zambia and the Congo.

Another source: <http://tinyurl.com/nt5xydr>
Photo by Jessica Hilltout.



Art Therapy is a safe, supportive therapy aimed at building, restoring and maintaining the mental, emotional, physical and spiritual well-being of people. Based on the belief that the creative processes involved in self-expression through the arts are healing and life-enhancing, art therapy combines psychotherapeutic support from a therapist with the exploration of issues using art materials and practices.

Through creating art, and reflection on the process and product within the therapeutic relationship, people can:

- * Express concerns, feelings, thoughts that can be hard to express verbally
- * Work through traumatic experiences
- * Resolve conflict and problems
- * Unblock, let go, adapt, and move forward
- * De-stress/ relax
- * Relieve depression, anxiety and fear
- * Enjoy engaging their creativity
- * Explore personal potential
- * Gain insight and self-awareness
- * Increase self-esteem
- * Connect inner and outer worlds
- * Develop interpersonal skills and improve interpersonal relationships
- * Stimulate mental and physical activity
- * Experience positive feedback and recognition of unique worth

Art therapy really is for anyone, regardless of challenge, age, or ability. People need no art experience or special skill to benefit. Once you try it, you realize how easy and effective it is!

Art Therapy can help people with:

- Anxiety
- Depression
- Stress
- Emotional Challenges/ Disorders
- Substance Abuse
- Addictions
- Family and Relationship Issues
- Abuse and Domestic Violence
- Social or Psychosocial Difficulties
- Disabilities
- Body-Image Issues
- Illness
- Trauma
- Grief/Loss
- Cognitive and Neurological Problems
- Learning Difficulties
- Overwhelm
- Loneliness
- Verbal, Language or Communication Challenges and more!!



<http://www.arttherapy.co.nz/art-therapy-info.html>



Self-Efficacy

Self efficacy is commonly defined as the belief in one's capabilities to achieve a goal or an outcome. Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated. These students will put forth a high degree of effort in order to meet their commitments, and attribute failure to things which are in their control, rather than blaming external factors. Self-efficacious students also recover quickly from setbacks, and ultimately are likely to achieve their personal goals. Students with low self-efficacy, on the other hand, believe they cannot be successful and thus are less likely to make a concerted, extended effort and may consider challenging tasks as threats that are to be avoided. Thus, students with poor self-efficacy have low aspirations which may result in disappointing academic performances becoming part of a self-fulfilling feedback cycle.

([Bandura \(more info\)](#)) ([Margolis and McCabe, 2006](#))



How Can Students Gain Self-Efficacy?

There are four sources of self-efficacy. Teachers can use strategies to build self-efficacy in various ways.

Mastery experiences - Students' successful experiences boost self-efficacy, while failures erode it. This is the most robust source of self-efficacy.

Vicarious experience - Observing a peer succeed at a task can strengthen beliefs in one's own abilities.

Verbal persuasion - Teachers can boost self-efficacy with credible communication and feedback to guide the student through the task or motivate them to make their best effort.

Emotional state - A positive mood can boost one's beliefs in self-efficacy, while anxiety can undermine it. A certain level of emotional stimulation can create an energizing feeling that can contribute to strong performances. Teachers can help by reducing stressful situations and lowering anxiety surrounding events like exams or presentations. ([Margolis and McCabe, 2006](#)) and ([Bandura \(more info\)](#))