



## Sharing The Caring News



Warming Hearts  
Inspiring Minds

### Calling For New Trustees

We're seeking new trustees skilled in one of the following areas: administration, governance, iwi liaison, fundraising, counselling, social media. Trustees offer group mentoring activities with children and young people to encourage personal fulfilment and self-identity.

In 2013, 9.8% of students were absent from Hawkes Bay schools because of stand-downs, suspensions or exclusions. The national average is 10.1%. For those attending, not all their development needs were met as they were trying to fit in with curricula expectations not of their own choice. With the impact of social media, children identify much earlier learning aspirations that need encouragement to prepare them for high school and beyond.

Mentors aim to provide teambuilding, leadership and cooperative learning skills that build self-identity for secondary readiness leading to worthwhile citizens. This is achieved by working in partnership with community groups, schools and offering safe mentors with a track record in a chosen activity. An agreed-upon goal enables parents and caregivers to receive adequate notice to support their child at a school performance, trip or display.

The Trust provides interactive training for mentors and volunteers; e.g communication skills, group facilitation, cultural awareness, cooperative learning and social media. A youth mentor coach provides ongoing support to mentors relevant to their personal needs.

When young people take ownership of an activity, they feel more worthwhile and experience increased self-confidence. They learn new vocabulary from a cultural activity based on personal experience and peer support. Enjoying participating in a team activity transfers to other pursuits giving children an increased sense of belonging to their school or group. Ongoing benefits and improvements are arrived at through feedback from principals, lead teachers, mentors and students.

**If you are interested in being a trustees which would involve you attending 7 board meetings a year, please contact the Community Mentor, Roger McNeill at Mobile 027 2324700 or email your CV to [info@mentor.kiwi.nz](mailto:info@mentor.kiwi.nz)**



This newsletter was sponsored by  
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## CORE VALUES

Caring  
Compassion  
Forgiveness  
Humility  
Integrity  
Justice  
Respect

### 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

### Cooperative Learning in Schools

In today's society, social skills are needed to function successfully with others in our community, in everything from building relationships with parents, spouses, friends, and children to working effectively with colleagues. Teamwork skills are required for work in society. When people are in a group, participants attend to teamwork, seek and share information, communicate with teammates, think creatively and try to get along with teammates. Many national curricula include ways to prepare students to recognize, understand and improve their social skills. For example, "relating to others" is one of the key competencies in the New Zealand Curriculum (MOE, 2007). Cooperative Learning is in the business of developing student's social skills.



Cooperative Learning is a dynamic pedagogical model that can teach diverse content to students at different grade levels. Students work together in structured, small, heterogeneous groups to master subject matter content. The students are responsible for learning the material and also for helping their group-mates learn. Research has shown Cooperative Learning emphasizes active learning, involving processes of decision making, social interaction, and cognitive understanding for students (Dyson & Casey, 2012).

**The 5 essential elements of Cooperative Learning** The literature has reported five essential elements in Cooperative Learning: Positive interdependence, Individual accountability, Promotive face-to-face interaction, Interpersonal and small group skills, and Group processing (Dyson & Casey, 2012; Johnson & Johnson, 2009). These are what Goodyear (2013) has called 'nonnegotiables' in Cooperative Learning. Positive interdependence refers to each group member learning to depend on the rest of the group while working together to complete the task. This is exemplified by the saying "We sink or swim together". All students contribute to group work.

Have you ever been in a team? If you have ever relied on others in the team to pass you the ball, set you up for the goal, or congratulate you when you're successful, then you've experienced being positively interdependent on others. We as mentors are good at developing positive interdependence and many folks in Cooperative Learning use sports team analogies when trying to explain positive

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Warming Hearts  
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Editors:  
Roger McNeill  
Ann Gieskens



interdependence. Individual accountability refers to the “answerability” of the task, such as when the teacher checks to find out whether a student has completed it.

In an ideal Cooperative Learning lesson, each member of the team is accountable for his/her job to contribute to the team completing its task. A team member does what they need to do to individually contribute for the greater good of the team. Individual accountability takes many forms in teaching: verbal praise, recognition, monitoring students’ behaviour, public acknowledgment, peer assessment, self-assessment, or grades and tests. One of the differences between group mentoring and Cooperative Learning is that in mentoring there is group/team accountability while in Cooperative Learning the emphasis is on individual accountability. Tasks are designed to hold students accountable. The students must do their share of the work and contribute and, if checked on, demonstrate their accountability to the task. For example, a student might say: “My job was to lead the boys in kapa haka.” Promotive face-to-face interaction is literally head-to-head discussion around the group in close proximity to each other. So in Cooperative Learning we work in small groups. Promotive means promoting and encouraging one another, in or out of the group. Interpersonal and small group skills are developed through tasks in which students participate.

**Group processing.** If you are familiar with Outdoor Education and Adventure Based Learning you will be familiar with the process of ‘the debrief’. What is meant is an open reflective dialogue with students and teachers. It is the time allocated to discuss how well the group members achieved their goals and maintained effective working relationships. One of the main characteristics of Cooperative Learning is a student-centered focus. There is a clear emphasis on student-centered learning in contrast to traditional teacher-centered pedagogy. As a teacher, often it’s difficult to move from the teacher-centered instruction that’s more familiar, to a more student-centered approach that increases students’ choice and responsibility for how they managed the learning experiences. The teacher uses tasks to purposefully shift responsibility to the students.

One teacher, Lisa, stated, “Instead of learning from their teacher they’re learning from a peer so they are so much more engaged.” (Continued page 3)



Warming Hearts  
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**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](mailto:info@mentor.kiwi.nz)**

## WHAT'S VOLUNTEERING LIKE IN PRACTICE?

A few weeks ago I went to a workshop where everyone shared how they engaged their volunteers in practice. We focussed on matching the needs of one another's services to the skills and talents each volunteer wants to share. For Te Whakaritorito, it is an ongoing collaboration with the Community Mentor for an intended and assessable result. Because as volunteers and staff work together they can see they're making a difference to the effectiveness of youth mentoring services.

A variety of opportunities are available to choose from such as supporting a youth mentor in children's activities, writing a newsletter article, taking photos or videos of events, writing a website blog, fundraising, trusteeship, budgeting, growing seedlings, supporting kapa haka, networking with Trust supporters. We can also create a volunteer position that uniquely matches a person's passion, character strengths and interests. Volunteers are welcome to attend hui and workshops enabling them to become effective practitioners. Examples of themes covered are communication skills, facilitating a group, cooperative learning, cultural awareness and new technology. We are keen to hold new workshops on practices that resolve issues mentors and volunteers are experiencing in their work.

It's not long before collaboration with a volunteer becomes a partnership with staff where everyone helps one another out with achieving their expectations. Volunteers become full team members and with time may want to find paid work in the role they've been experiencing. Then we help a volunteer to update their CV with personal objectives so they can market themselves to a chosen organisation. Right at the start, we offer to pay travel expenses which ensures volunteers aren't out of pocket when volunteering at the Trust centre.

If you'd like to volunteer, please contact Roger on 027 2324700 or Email him with your CV on [info@mentor.kiwi.nz](mailto:info@mentor.kiwi.nz)

## Mind-Body-Soul Connections

**Saturday 28th March**

**9.30am to 2pm**

**Green Shed Seminar Room**

**Centre for Land & Water**

**21 Ruahapia Rd, RD10, Hastings**

**Welcome and sharing briefly about ourselves**

**Introduction to breathing & explanation of exercises**

**Morning Tea**

**Body-talk using Cortices Technique for energy change, balance and stress reduction**

**Various benefits**

**12 pm Lunch**

**Group Sharing and Future Workshops**

***A donation of \$10 is appreciated as morning tea and lunch are provided!***

**The workshop is limited to 20 participants**

**For catering purposes,  
Please indicate whether you're coming  
By emailing Roger McNeill at  
[info@mentor.kiwi.nz](mailto:info@mentor.kiwi.nz)  
ring 8706448 or text 0272324700**

**All youth mentors and volunteers are encouraged to attend this event!**

**Katrina North, facilitator has worked as a pre-school teacher. She is experienced in Randstad education which helps do relief work for child-care centres. Katrina is training to be a suicide intervention trainer and Reiki practitioner. She is passionate about helping people realise their full potential and life balance through energy work**



## Developing Self Worth



Healthy self-esteem is like an armour against the challenges of the world. People who know their strengths and weaknesses and feel good about themselves seem to have an easier time handling conflicts and resisting negative pressures. They tend to smile more readily and enjoy life. These people are realistic and generally optimistic.

In contrast, people with low self-esteem can find challenges to be sources of major anxiety and frustration. Those who think poorly of themselves have a hard time finding solutions to problems. If given to self-critical thoughts such as "I'm no good" or "I can't do anything right," they may become passive, withdrawn, or depressed. Faced with a new challenge, their immediate response might be "I can't."

## How can C4U Help?



Their team of practitioners offer workshops for children, teens & adults - currently in the Wellington region. Their qualified therapists and workshop leaders are experts at teaching strategies to people, enabling them to manage and understand their emotions, overcome anxiety and improve their communication skills to name a few.

Posted by [C4U - Christina Longley](http://www.c4u.org.nz/)  
on July 17, 2013 <http://www.c4u.org.nz/>



## Stranded on an Island

**Summary:** A teambuilding activity that asks children to identify what object they would bring if they were stranded on a deserted island. Each person discusses why they brought the object. Within groups people decide how to improve their chances of survival by combining various objects. Recommended number of people for each group is 5-10.

Stranded on an island is a useful group activity to help children get to know one another better. This activity is for groups of about 5 to 10 children. Give the following instructions: "Unfortunately you will be relocated and stranded on an island for an indefinite period of time. You may only bring one item to the island and you have only a few minutes notice. What will you bring? Share with your group your object, why you chose it and what you plan to do with it. Have each person briefly share their item, why it is important to them and what they plan to do with it."

After everyone has shared, instruct the groups to figure out how they can improve their chances of survival by combining the items in creative ways. Allow ten to fifteen minutes of brainstorming time and then have each group present their ideas. Give a prize to the winner if appropriate.



The Cooperative Learning research has demonstrated benefits of social outcomes, such as: positive group relationships, the capability to work collaboratively, the development of decision making, and problem solving skills. The teacher encourages learnings that have potential to provide students with more of a holistic education and this should include social, physical, and cognitive learning. Dyson (2001) reported that students can: learn social skills, work as a team, help group members improve their skills, and take responsibility for their own learning. Research also reports several potential problems with the implementation of Cooperative Learning: the balance between the traditional activities, interpersonal problems with groups, lack of student participation, and little or inappropriate group processing. In our observations students have reported encouraging their teammates, which helped build their confidence and increase their motivation to participate in different activities.

At Raureka School, a Pasifica Youth Mentor was observed to shift the responsibility for learning to the students, with high involvement in decision-making on particular moves. negotiating and group processing with students developing a strong sense of their ownership for the learning tasks. When initiating Group Mentoring in practice we suggest starting with team building or "learning by doing" activities to build trust and cohesion within the groups. The next step is to stand back from your comfort zone in a particular activity to reflect in smaller groups on the process.

Cooperative Learning would involve students working in pairs, using reciprocal teaching. That is, "I mentor you and then you mentor me". This reciprocal teaching style enhances the role of the learner and mentor within the pair of students. Once students are comfortable with reciprocal teaching, they can move into groups of four. The careful grouping of students, encouraging appropriate social interactions and frequent monitoring of students to ensure whole group involvement in completing the task, can reduce what Slavin (1996) calls 'free riders'. Teaching Social Skills In most schools there is a diverse

range of students in classes and a proportion of students often don't have high levels of interpersonal or social skills. Many teachers assume if students work in a group they will automatically learn appropriate social skills.

Over the years Dyson and Dryden noticed students are aware of social skills but need a supportive and encouraging environment to learn these interpersonal and small group skills and that we must purposely plan for social skill development. Social skills the teacher might focus on may include listening to one another, shared decision making, taking responsibility for jobs, learning to give and receive feedback appropriately, and learning to encourage one another. Students need to be explicitly taught what social skills look like and sound like.

As one teacher, Kasha, stated "Patience, waiting, encouragement and praise each other, feedback, just basically every social skill that's involved in all classes is what I'm trying to teach them explicitly." We've found with Trust activities when student groups were given task sheets or folders with explicit tasks and are afforded an opportunity to create their own tasks, they take more ownership for completing their task.



In another example one primary teacher from Wakaaranga Primary in NZ, Wendy, states: "You need to develop praise phrases as a common language with the kids." Wendy will have the students move way beyond just giving each other high-fives. One of her student groups created a praise phrase with actions they called "X-Stream." The action looks like: all students in the group made an X with their hands and then all students in the group wave their hands up and down like water in a stream. The student's reaction to the encouraging praise phrase is supportive. Sebrena commented "we learn how to work together, encourage, praise and we learn how to respect others and not be rude."

But we must be careful that developing social skills doesn't become insincere or artificial, but rather genuine and supportive. Social skills are directly related to building and maintaining good relationships. One teacher Keri reflected: "I think communication is a huge social skill. To be able to have a voice...I think Cooperative Learning gives them that voice...It gives them a chance to talk...so they all have a voice, equally participating." To enhance social skills, suggest the mentor models ways to develop strong relationships with students (Cornelius, 2007). These skills include getting to know each other, talking to



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and listening to each other appropriately, accepting or supporting each other and constructively resolving conflicts.

Dyson & Dryden found one of the most beneficial strategies is to provide 'student talk time' in the form of group processing during each activity. In group processing you want to discuss: What went well for you as a group? What did you have trouble with? What do you need to work on? Students commented that the group processing time is important. Cameron said "To listen and to talk. So you have to give everyone else a chance but you can have a chance as well so everyone gets a go." and Alice added "We learn how to work together, listen to each other and listen to whoever's taking us for our activity. Listen to our team mates and if they're talking cooperate with them." We want students to learn how to listen to each other, take responsibility, work together, share ideas, and respect each other. At Papatoetoe South school students are encouraged to: Take risks with my learning Ask questions, Co-operate with others,



Listen to the ideas of others, Set goals and next steps for my learning, Always do my best, Focus to complete the task, Listen to and follow instructions carefully.

**Papatoetoe South interpersonal skills for the classroom** Your challenge, we realize any change in your program is difficult, so don't worry about a few mistakes. Expect good and bad things to happen in your lessons. Wendy, a teacher, suggested: "Don't be afraid to make mistakes. You won't get it right the first time and things will surprise you." Invariably in mentoring, things don't always go according to plan.

With time and practice using Cooperative Learning, you will develop an approach suiting

you, your situation and context. Having all the equipment, task sheets, and groups ready when the students enter the activity room/gymnasium is key to the success of any lesson. Your enthusiasm will transfer over to the students' willingness to buy into this innovative method of instruction. Initially the implementation of Cooperative Learning will be labour intensive and potentially frustrating as you and the students negotiate and modify a formula that works for your group.

Professional development in the form of workshops, reading literature, and searching the Internet will add to your understanding and expertise. The process of designing lessons, creating task sheets, and reflecting on this Cooperative Learning practice, we hope, will be invaluable. "The marked change in the teacher's role in Cooperative Learning and in the type of interaction between teacher and students requires time, commitment, repeated practice, and a network of support, encouragement, and feedback" (Sharan 2010 p. 305).

When implementing Cooperative Learning, you may be moving from a traditional approach of teaching that relies heavily on direct instruction, where the teacher is in complete control, to a structure that gives more responsibility to the students. The teacher facilitates learning and is in the role of active mentoring, continually monitoring and interacting with students. Mentors and students are partners in the learning process. In order for students to take more responsibility a mentor needs to take time explaining the Cooperative Learning roles, tasks, and activities involved in the "learning by doing" activity. Cooperative Learning isn't any easier than other pedagogies. Your work will be 'self-driven' and the version of Cooperative Learning you use will be suited to you and your context. You are the expert in your context and setting. At the beginning choose content you are comfortable mentoring with and focus on one element at a time. Finally, we appreciate you have taken the time to read this precis and adaption of a paper written by **Ben Dyson and Craig Dryden Auckland University, NZ**

We challenge you to 'give Cooperative Learning a go' and then email us on [info@mentor.kiwi.nz](mailto:info@mentor.kiwi.nz) to tell us how it went. You can read the full article on **page 6 of Active and Healthy magazine** which can be uploaded from [moodle.unitec.ac.nz/mod/resource/view.php?id=223437](http://moodle.unitec.ac.nz/mod/resource/view.php?id=223437)

## Sharing The Caring News

### Resilience, Confidence and Self-worth



### Introducing Caz Hendery

We are pleased to announce the appointment of a new youth mentor coach for Napier. Caz Hendery has a BA (Massey) in English and Classics and a Diploma in Video & Electronic Media from EIT. Caz is passionate about youth mentoring and enhanced her cultural awareness through learning Tikanga Maori. She has a strong interest in fine arts and enjoys being a team player.

Recently Caz initiated a hui with kaumatua, volunteers and staff from Te Whakaritorito Trust and the Napier Family Centre where it was decided to develop a community garden and fruit forest. An open day at the Napier Family Centre was held on Saturday 28<sup>th</sup> February where a mandarin and passion fruit were planted.

Caz has already started visiting schools and RTLB teachers in Napier listening to their needs for mentoring services. We are currently advertising for youth mentors for Napier. Anyone interested in youth mentoring please email Caz at [cazimir@nowmail.co.nz](mailto:cazimir@nowmail.co.nz)



**C4U** is an innovative program which aims to empower Children, Teens, Parents, Educators & Adults build resilience, confidence and self-esteem. The participants will discover their personal strengths, learn resilient skills and tools as well as positive strategies to deal with issues such as balancing emotions, getting out of depression, anxiety, overcoming sleeping challenges, better friendship & relationships, questions to assist them with life's challenges like divorce, stress and bullying plus much more. The focus is on wellbeing, emotional fitness and choice.

They offer seminars, classes and workshops for children, teens, parents, educators, professional development for teachers and individual coaching for parents, children, families and early childhood-centres – teaching stress management techniques, relationship skills, conflict resolution skills, emotional intelligence and life changing resiliency skills.

### Signs of Unhealthy Self-Worth



Self-Esteem fluctuates as we grow. It's frequently changed and fine-tuned, because it is affected by all our experiences and new perceptions. So it helps to be aware of the signs of both healthy and unhealthy self-esteem...

People with low self-esteem may not want to try new things and may speak negatively about themselves: "I'm stupid," "I'll never learn how to do this," or "What's the point? Nobody cares about me anyway." They may exhibit a low tolerance for frustration, giving up easily or waiting for somebody else to take over. They tend to be overly critical of and easily disappointed in themselves. People with low self-esteem see temporary setbacks as permanent, intolerable conditions, and a sense of pessimism prevails. This can place people at risk for stress and mental health problems, as well as real difficulties solving different kinds of problems and challenges they encounter.