



Sharing The Caring News

the NZ curricula in enhancing the capabilities of living and lifelong learning.

Te Whakaritorito have a research mentor who is aiming to include the perspectives of all participants in mentoring relationships – students, mentors, principals and lead teachers. This will provide a form of triangulation, with the principal/teacher focusing on any changes/benefits/problems they've noticed. The inclusion of the mentor in this action research process should facilitate an opportunity for critical reflection on their practice, as well as identify any problems, and possible solutions which the Trust or host could provide. In addition, when the mentors are included in this way, they will feel more involved as active participants, rather than feeling judged by the researcher.

An initial survey of all parties is undertaken during the mentoring period, as opposed to afterwards. This allows for feedback to be analysed, reflected upon and actioned during the project, leading to enhanced practice. As such, it can generate immediate reflection and improvement of practise, while also producing outcomes relevant for external eyes such as program sponsors. This process of collecting feedback from students, service partners and critical reflection from the youth mentor can then be incorporated into standard practice for the Trust's mentors at training Wananga and Hui. By encouraging critical reflection of all involved, both in asking questions and considering results enables the service to be comprehensively improved relevant to everyone's learning needs. When a learning by doing school activity has run its course, mentoring can continue at an after school club, school or alternative venue to enable students to upskill further.

Youth Mentors' Coach

We require a **Youth Mentors' Coach** to support mentors and promote mentoring services to Hastings schools and community groups. Every student needs opportunities to be heard and discover their cultural identity. Different group activities give principals new ways to help children attain leadership skills and increase self-confidence. We offer workshops and team get-togethers where mentors interact, share positive experiences and solve issues together. Youth mentoring unlocks the skills and hidden strengths of young people. Reporting to the Community Mentor, you will manage and develop new partnerships with schools, community agencies and provide mentoring activities that benefit children and youth.

If interested ring or text Roger on 027 2324700 and/or

Email your CV to info@mentor.kiwi.nz

CORE VALUES

Caring
Integrity
Humility
Respect
Forgiveness
Compassion
Justice



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

What Sparks Children To Achieve Mastery?

Quote: "The mind is not a vessel to be filled but a fire to be kindled" Plutarch

When you envision your children's future and what you want for them such as happiness, health, mastery and what they need in the way of informed, sensitive attention, then you yourself need to be happy, concerned and contented enough within yourself to be awake to what children are really asking you in the here and now.

New research conducted at the Search Institute has found young people are highly motivated by relationships with parents, teachers and other adults when five actions occur with the relationship:

- 1) Experiencing care – "Show me you like me and want the best from me"
- 2) Challenging growth - "Insist that I try to continuously improve"
- 3) Provide support - "Help me complete tasks and achieve goals"
- 4) Sharing Power – "Hear my voice and let me share in making decisions"
- 5) Expanding possibilities – "Expand my horizons and connect me to opportunities"

It is the sharing of power with children appropriate for their developmental ages and stages that most predicts how well they are seen to be doing educationally and in other ways. In schools, students who have stronger developmental relationships with teachers do significantly better on measures of motivation and executive function essential for educational success.

What is educational function?

It is the capacity to control one's behavior and direct it toward longer term goals. Adults can easily do many things to promote the growth of executive function in children keeping in mind the acronym SOAR:

Support imagination
Offer choices within limits
Assist reflection
Raise activity levels download

Through the work of Search Institute in schools, family, activities and youth clubs, they are learning when adults take time to talk with young people about what sparks them such as their talents, interests and goals, students are passionate about – it dramatically strengthens relationships and has tremendous motivational impact.

June 2015
Ngai-Tawi-Pipiri-
Aonui-Ahi-Ka-Ea

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Warming Hearts
Inspiring Minds

News Desk:

Editors:
Roger McNeill
Ann Gieskens

This may seem like common sense but actually adults that do two or more of the five recommended actions recommended above are actually rare. Search Institute in a study of more than 89,000 6th to 12th grade students in 26 states found just 22% of students experienced both a caring school climate and high expectations from teachers. For the rest of the students, school was a place defined by challenge without much caring or by caring without much challenge.

However when adults take time to talk with young people about their sparks – the talents, interests and goals students are passionate about – it dramatically strengthens relationships that can have tremendous motivational impact. Students whose sparks are nurtured by adults in their lives are 68% more likely to want to master what they're learning at school and 50% more likely to give their best effort at school.

The motivating power of sparks can be even stronger if the adult periodically brings up the young person's spark during later conversations without waiting for the young person or circumstances to prompt the discussion. When the adult proactively talks or asks about the young person's spark, the young person is likely to feel authentically seen and known and an important step toward a deeper and more developmental relationship has been taken.

A Research Report released last year on the connection between perseverance and relationships found in order for students who had dropped out of high school "to reach up to a place where higher order investment in the future is possible", they desperately needed "connections with peers who cared about them, people who provided support and guidance...." Unfortunately, the authors observed that although those students were generally trying to bounce back from adversity, "they were trying in most cases alone". While perseverance is ultimately an individual act – a personal decision to stick with something in the service of a larger value or goal – young people most powerfully develop the capacity to persevere through relationships with others. It is developmental relationships that convince young people perseverance often pays off and that it is possible and empowering. Even more fundamentally it is developmental relationships that show young people they are not trying alone.

Information for this article has been derived from a report written by Kent Pekel and Peter Skaes of the Search Institute see www.search-institute.org



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
Ring Roger on (06) 8706448
Text him on 027 2324700
Or email your CV to info@mentor.kiwi.nz



S o u l
 The soul is ultimately responsible for giving the body its life force. In subtle ways, it guides and directs our behaviour and actions in the physical form. When the soul chooses to leave the physical body, the body perishes. The soul is driven by wisdom, love and universal service.

M i n d
 The next level is the mind, the interactive mechanism between the body and soul. The mind registers and filters emotion (the language of the soul) and registers nerve impulses generated by the body. The degree of communication between the body and mind, and soul and mind depends on your ability to manipulate your mind to work for you. When the mind is functioning as intended, it is self-aware, focused and quiet as required. So the mind has two choices: to block out sensation or to listen to it. If the mind is smart, it listens.

B o d y
 And finally, the body, our outer shell, is a product of both the mind and soul and how it is cared for on a daily basis. The body's magic formula for survival - sleep, diet, environment and exercise - can be used to prolong life or shorten it. You can learn and apply ways to sustain and energise your body - it's your choice.

<http://www.my-holistic-healing.com/holistic-healing-blog.html>

Mentoring To Nurture Learning Partnerships

Children don't feel they're fully engaged or belong in school life in keeping with their capabilities and strengths. When children are sad, grumpy and challenging or don't want to fit into classroom culture because they have personal problems or special needs; they act out and in appearing to challenge the system can end up being stood down, suspended, excluded for a time or expelled.

Not all teachers have been trained to communicate with children who have special needs or different learning styles. Rather than expecting all children to fit into a supposed mainstream culture of the classroom, making changes in teaching practices to cater for each challenged child is another option to consider. If teachers are going to be inclusive, it's not just how children do their school work, it's who they are as a person as well that needs to be acknowledged.



When children and parents take a deficit approach to their children experiencing learning problems by cutting off communication, sending them to the principal's office, cutting them adrift in some other way or playing the blame game, these same children can unload on one of their peers with abuse, bullying or turn on themselves by taking drugs and alcohol. They may stay away from school voluntarily, go on the run and get into bad company.

Our solution at Te Whakaritorito is to offer group mentoring services with a range of different activities that children enjoy and which help enhance the diversity of each school culture being partnered with. These group mentoring activities have a better chance of enabling children to draw on their traditional upbringing, cultural knowledge, attitudes and values that lead to action in terms of managing self, relating more effectively to others, discovering new ways of participating, interacting and contributing to group life - all key competencies emphasised by

Mind-Body-Soul Connections



Our last workshop was facilitated by Katrina North on mind-body-soul connections. Katrina North, who recently lived in Auckland has now moved to Hawkes Bay and 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.

We were given relaxation and breathing exercises to practice. Apparently, mind-body talk is compatible with the latest discoveries in neuro-physics and helps each person achieve an improved work-life balance. We were given two crystals and handouts of further information. Learning how to balance and understand our mind-body-soul connections was fantastic.

The workshop was positively enriching helped by the Green Shed venue which looks out onto Te Mata Peak. Participants found the workshop informative and easy to understand. Everyone enjoyed the friendly warm atmosphere, fellowship and camaraderie over a shared lunch together. It was a delightful experience, which I would gladly repeat given the opportunity.

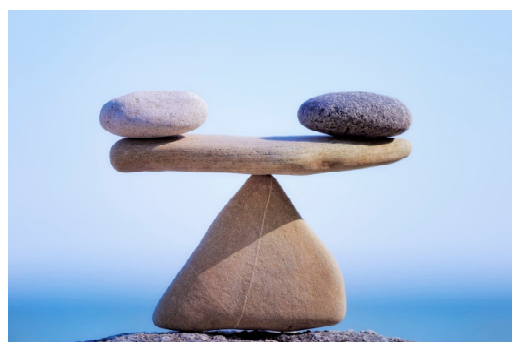
Ann Gieskens



How does body, mind and soul fit together?

The body, mind and soul work as a system of energy. We connect our body, mind and soul to keep energy flowing within us. This energy flow can be abundant or restricted, depending on our 'state of being' in each moment and it changes constantly.

The Goal - What is my 'state of being'?



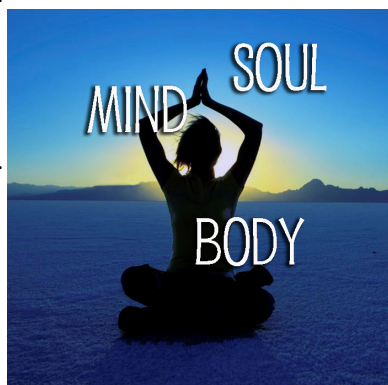
Our state of being is our overall feeling of health and wellness. It refers to how balanced we feel on all levels of our being. Whether we are happy or sad, sick or well, disconnected from spirit or not, we are either in or out of alignment with who we really are.

When in alignment we:

Experience joy in everything we do
Treat others with love and respect
Treat ourselves and our bodies with love and respect
Have a sense of purpose and universal service
And when we're out of alignment, we experience the exact opposite of all these things! The goal is to harmonise your state of being so that you can effortlessly create the life you want. Here's how the body, mind and soul fits together...

The Whole Picture - What creates my state of being?

There are components of the body, mind and soul that contribute to the flow of energy at each level. And there are 'bridging mechanisms' which contribute to the overall balance and flow of energy between each level. In other words, there are things we do in each moment that facilitate or go against our natural flow.



Massey Health Professor calls for Changed strategy towards Healthcare

I consider myself fortunate to have heard Professor Paul McDonald speak in Havelock North last month when he called for a dramatic shift in the Government's approach to healthcare. I'd always suspected our healthcare strategy was rapidly becoming unsustainable and the arguments Paul conveyed to Hawke's Bay alumni gave me no doubt this is true not only in NZ but in the rest of the world because of rising healthcare costs.

Healthcare spending across OECD countries is expected to increase from 7% to 13% of GDP over the next 40 years. NZ already spends 10.3% of its GDP on health, 9th highest of 33 OECD countries. "Over the last decade the NZ healthcare budget went up by an average of 4.2 per cent per year, which is unsustainable in the long-term.

Apparently, what's causing health expenditure to rise are the increase in chronic diseases such as diabetes, cancer, asthma, COPD, dementia, schizophrenia, Parkinsons, heart disease and stroke. From 2000 to 2009, OECD drug costs rose by 50%. Consumption rates were up 175% for statins, 75% for antidepressants and anti-diabetics but only 7% for antibiotics. Drug costs are rising faster than chronic disease rates. Six of the ten most prescribed medicines in NZ are for chronic conditions.

"We've got to stop blaming seniors for increases in healthcare costs. We have to spend a lot of money on individuals in the last six months of their lives, no matter what age they are and we assume therefore it must be because of population ageing," said Paul McDonald. But after controlling for chronic diseases and end of life care, ageing is only responsible for 0.1% annual increases in health costs!

He said the Government should invest less money in healthcare and more money in social services, education and reducing poverty. For example, half of the reduction in heart disease deaths since the 1980's is due to public health measures whilst the other half is due to advances in

clinical medical treatment. But, over the same period more than 90% of health expenditures have been on medical care and less than 5% of expenditure has been on public health. As a result investments in social programs, environmental protection and health education have been falling or stagnated.

"We think if we give people enough pills or use enough technology, that's the best way to treat the problem. We need to rethink the way we approach health and healthcare. We think about health as a series of medical challenges that sometimes can have social consequences. We would be better served by thinking of health as a series of social challenges and opportunities that sometimes have medical consequences."

It was better to treat a patient while considering his or her wider environment, he said. "Any given individual's health is very much a function of the health and wellbeing of all the people in their social communities. It illustrates we're interconnected with one another, including perfect strangers. For example after controlling for peer influences, never smoker students who "often see other students smoking near their school" are 62% more susceptible to start smoking, Professor McDonald said. Dieting with friends doesn't help lose weight whereas dieting with friends of friends is effective by shifting network boundaries to safely shelter the dieter in a cluster of low BMI people. "Our actions need to be collective in nature. We have to use policy as an instrument. "It has to be aimed at increasing education and reducing poverty." Professor McDonald is an award-winning health researcher and scholar.

Report by Roger McNeill





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Communicating with Teenagers



Does this sound familiar? Your teenager is taking forever in the bathroom (again), but you need him to get ready so you can get to work on time. You're thinking, "How could I have raised such an inconsiderate child? He's so disrespectful!" Meanwhile, your child is locked in the bathroom, consumed with his image in the mirror. He's thinking, "No way am I going to school with this pimple on my nose." Outside in the hallway, you start pounding on the door, yelling at him to hurry up. He screams, "God, you just don't understand! Leave me alone!" When he finally emerges, he gives you the silent treatment. Not only that, he's missed the bus, so you have to drive him to school. You end up late for work and completely overwhelmed, wondering, "Why doesn't my kid listen to me? Does he have to fight me on everything?"

Distance and explosiveness are often the only ways your teen knows how to communicate when things get intense—which only causes more conflict.

You and your teen: two different worlds, two different perspectives—and a giant disconnect that can make communicating a real mystery. As a therapist and the mother of three teenagers myself, I know first-hand the more you push your kids, the more they get defensive and dig in their heels; they become reactive in the form of explosiveness or shutting down. And they're thinking, "My parents don't have a clue, so what's the point of trying to explain myself? I'll just tune them out." Clamming up or exploding are both ways your teenagers attempt to manage their

stress and defend themselves. That's because distance and explosiveness are often the only ways your teen knows how to communicate when things get intense—which of course only causes more conflict.

Here are 5 secrets I've found to be really helpful personally for communicating with kids through the difficult teenage years:-

1. The secret to opening your child's ears: Here's a simple secret that will help you in everything you do with your teen: No matter how hard it might be, try to start all interactions with your child with understanding, even if you don't fully agree or even quite comprehend what they're talking about. Here's an example: Your teenage daughter is not doing her schoolwork and instead is online with friends chatting. It drives you crazy because you're thinking, "If she fails another test, her average will go down and she'll never get into college. What kind of future will she have?" Your teen, on the other hand is thinking, "I have to get online and talk with Skyler. If we don't make up after the fight we had in the hall today, all the other girls will be against me and I'll have no one to hang out with at school tomorrow." Again, two different worlds. Try to start by saying, "I understand how difficult it is for you when you have a fight with one of your friends. I also know you need to pass this test tomorrow. Schoolwork is your job and it's your responsibility to do it to the best of your abilities. Let's sit down and think of a good way you can manage your time tonight." Be sure not to say "I understand, but..." which will simply disqualify what you've just said. Start from a place of understanding and try to put yourself in your child's shoes first before telling her what needs to change. I've found that doing this tends to "open kids' ears." Instead of feeling like they have to defend themselves against you, they actually listen.

2. Take the emotionality out of the equation. Emotion is your enemy when you're trying to get through to your teen. Remind yourself that what he says and does is not a reflection on you. You may not like how he's behaving—or even how he's thinking—but keep your emotions out of it, even if their behaviour impacts you. I'm not saying this is an easy thing to do; it's tough, but it's a skill you can learn just like any other. In fact, I tell parents to repeat this slogan to themselves before talking to their kids: "This is just like a business transaction; it's nothing personal." When you really think about it, there's no reason to be mad at your child for being himself. He may be making a poor choice, but the truth is, he might not yet have the skill set to make a better one. So your job is to help guide him to better choices so he can in turn develop a better skill set. When you realize what your job is as a parent,



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it will help you be less emotional. When you feel frustrated, remember, don't take it personally. Tell yourself this is simply a problem to solve and part of "parenting business as usual."

3. Ask curious questions...not loaded questions. Ask your teen for his ideas and be collaborative. Let him see you believe in him and you're not mad at him for struggling in his life. When you let him see you have faith in his abilities and he has the space to work things out on his own, you will begin to develop true confidence in him. Don't ask loaded questions that put your child on the defensive like, "Why can't you get up on time? What's wrong with you?" Instead, try opening a conversation with, "Eli, do you have any ideas for how you might get up on time?" If he says he doesn't know, offer a few of your own and ask which one would work for him. Let your teen know that his problems are *his* to solve. Don't step into his "box." Rather, you are there to help him figure out solutions and to let him deal with the natural consequences of his behaviour. Your goal is to help your child think for himself, which will in turn help him feel like he has some control over his world. Listen openly to what he says and ask him to think critically about each choice. What will work and what will be problematic about each decision? What would be the natural consequences of each choice and how would he feel about dealing with that?

4. Don't be needy; stand on your own two feet. Don't "need" your teen's cooperation, validation, or good behaviour. As soon as you need something from your child so that you can feel better, you have put yourself in a vulnerable position because he does not have to give it to you. When you need something and don't get it, you will naturally try harder by controlling and manipulating more. And your teen will become more and more defiant or passively compliant—neither of which is good.

The truth is, you don't need anyone else to prop you up. You can validate yourself and solve your own problems. So if your child is acting out, that's his problem. *Your* problem is to decide how you'll choose to behave toward him. That's in your hands, not his. Ask yourself, "How do I want to act, no matter how he's acting? What can I put up with and what can't I?" Take back your power and say to yourself, "If my child is screaming at me, instead of needing him to stop, I can turn around, walk away and not engage." Let him know you won't talk with him until he can approach you with civility. Here's the truth: when you aren't trying to get your child to change or shape up, you will be able to think of better choices for yourself. And your child will be less defiant because he will have no one to resist. When

you're not trying to control him and you're not reacting to him, he will have to wrestle with himself rather than with you.

5. Don't do anything until you're both calm. Another rule of thumb is to avoid doing *anything* until you and your child have both calmed down. The fact is, you don't have to respond to your child when you are upset, or when your child is upset and in your face. You just don't. You can say nothing. You can take a few minutes or more if you need to. When emotions have evened out, you can sit down and talk with him. It's never good to try to bring up a difficult subject or resolve a conflict in the heat of the moment. So if either you or your child is upset, pause and come back when you can address things in a calmer way.

If you attempt a conversation with your child and he's rude or out of line, that's when you have to hold on to yourself and make sure you don't get dragged into a fight. If your relationship with your child is such that it's impossible to have an open, respectful conversation at this point in time, remember it's still your job to stay firmly planted. Have a slogan you say to yourself like, "I'm not going there no matter what." If you can do that consistently, over time the baiting and antagonism should calm down. And don't feel badly if you get pulled back in occasionally—staying strong isn't easy. The good news is that the more you refuse to engage, the easier it will get to stay calm.

by Debbie Pincus, MS LMHC

Read more:
www.empoweringparents.com/five-secrets-for-communicating-with-teenagers.php#ixzz3acY6XdAd

