



Now create a bar chart from your total scores!

Score					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
0					
	Controlling Parent	Nurturing Parent	Adult	Natural Child	Adapted Child

Your use of personal styles is clearly significant in considering how you relate to groups of learners. The point of becoming aware of your personal style preferences is to move from using them unconsciously to taking more control of them. TA suggests the reason we inhabit a particular style at any one time may be because we feel comfortable with that style, because it confirms the view of the world we developed as a young child. Or it may be as a result of a *transaction* with someone else where their behaviour has triggered us to switch to a complementary personal style. For instance, as a mentor, a learner's sulky, non-compliant behaviour (*Adapted Child*) might provoke you, unconsciously, to flip into *Controlling Parent* in an attempt to exert authority over the learner.

It's useful to be aware of your personal style preferences and then to work on adapting your personal style to suit the circumstances. All of them may be employed by a mentor or teacher and the key to using them effectively is to be able to switch personal styles as appropriate. It's also important to recognize and handle others' personal styles. You need to review how balanced your use of personal styles is and to be wary of being driven internally to adopt, for example, *Nurturing Parent*, when circumstances suggest it would be more appropriate to adopt, say, *Adult*. Equally, look out for whether the behaviours of learners provoke you into a particular personal style as in the example above.

From Alan Mortiboys, (2005) *"Teaching with Emotional Intelligence"* p20, Routledge, Great Britain

CORE VALUES

Caring
Sharing
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

LINKING KEY COMPETENCIES WITH LEARNING EXPERIENCES

The old measures of future success are no longer adequate to the task of driving a school's contribution to its students and their community's future wellbeing. Schools and their communities need to undertake a process of rigorous imagining taking the seeds of different ideas about the future and pushing them further and further to see where they might lead to. It's important to be able to emotionally occupy the spaces of our imagined possible futures. All of us need to take the emotional dimensions of our thinking seriously with regard to visioning about the future whether these manifest as fear and anxiety, hopefulness and cheerful optimism or even the innate human tendency to prefer the known and to avoid the less well known.

This is happening on a vast scale today and inherent human conservatism suggests we all want to continue with things as they are. In order to achieve this we will sometimes actively tune out the signals that are informing us of very real dangers ahead. We need to wake up, take a good hard look at the possible futures we're facing, shake off the urge to hide our heads in the sand and get on with imagining and creating the future we want.



As future building educators we'll need to actively cultivate our own resilience to get us through these complex and challenging times. What if we saw our responsibility as mentors not only about supporting young people to creatively plan for their futures but supporting the whole system to move towards a new configuration more likely to build a better future for ourselves and the environment. Seeing the future isn't just something that will happen to us but something we collectively make happen. We need to help ourselves and mentors to take on a more empowered and active stance towards creating the future we want to see. If students or mentees are to take on the role of managing and assessing their own learning stories and experiences; teachers and mentors must be willing and able to share control and responsibility for learning based on trusting and mutually respectful relationships. Ideally this means varying the range of opportunities and experiences available through an elected theme, unit of work or activity. This ensures students have



AUGUST
Here Turi Koka

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Warming Hearts
Inspiring Minds

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extensive opportunities to develop their knowledge of expected learning as well as apply knowledge to their own work so they can take interpretative action to close the gap between current and expected performance.

In the United Kingdom, the Assessment Reform Group argued that using assessment to improve learning, requires five elements to be in place:

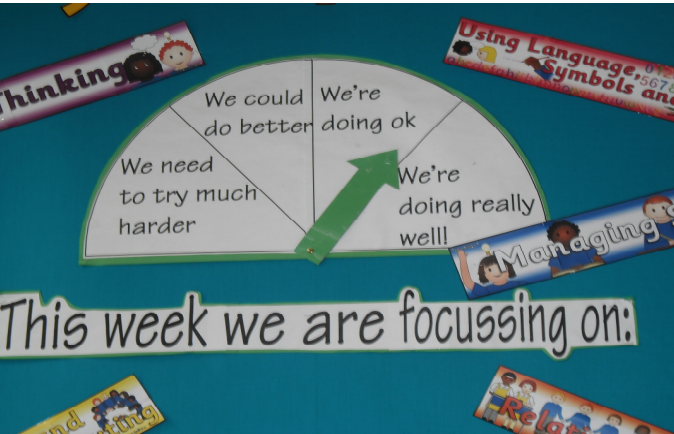
The provision of effective feedback to students
The active involvement of students in their own learning

The adjustment of mentoring to take into account the results of feedback and assessment

The recognition of the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences in learning

The ability for students to assess themselves and understand how to improve. (Dylan William, 2011 “What is assessment for Learning”)

Williams writes effective feedback is very difficult. “Get it wrong and students give up, reject the feedback or choose an easier goal. Even when the students engage with the feedback, there’s still a danger the focus is shifted to short term rather than long term goals”. Authentic learning lies at the heart of student centred integration as questions



about self and the world are encouraged and learning is co-constructed allowing students to perceive an immediate sense of relevance. When curricula is organised around central themes as it is experienced through life, watching TV, family events, exploring the Internet; children become interested in topics with more emotive elements such as relationships, health, pollution, disasters, war and child hunger. The inclusion of vision, planning with achievable steps, values and principles help craft the experiences of key

competencies as a learning journey. To do this effectively will require teachers and mentors to rethink different ways they can facilitate activities to better include children, parents, friends and peers with quality feedback that builds the child’s recognition of learning and self-management.

Ron Rowe, Guest Mentor at Trust AGM

Nominated as one of New Zealand’s leading trainers, Ron has extensive practical experience in all facets of adult training over a number of years. His career in adult education began when, in the Royal NZ Navy, he successfully completed the year-long programme at the Royal Australian Naval College graduating as a senior instructor.

With a strong background teaching at the tertiary level in; adult learning and development, applied management, marketing and tourism, he has been an international faculty member in Leadership and facilitated programmes both in NZ and overseas. Many non-profit organisations have used Ron’s abilities, skills and knowledge to scope, design, develop and deliver a range of workshop, seminars and related programmes.

A Business Mentor, Ron has a significant background as a director of successful commercial organisations, is a JP and a **Life Fellow of the NZ Institute of Management**, one of only thirty such designations nationally.

Ron has participated in Maori learning and training programmes and facilitated numerous programmes for Maori on Marae as part of Polytechnic and regional community tutorial courses. He is a past chairperson of Te Whakaritorito Trust. **Trustees and mentors are fortunate to be able to welcome Ron back home as our guest facilitator for a visioning process at our AGM to be held 6.30am, Thursday 24th September at the Cornwall Park Cricket Pavilion, Hastings. All welcome.**



Mentoring Styles

A personal style, also known as an 'ego-state', is part of the theory of Transactional Analysis (TA) created by Eric Berne. A personal style describes how you’re thinking, feeling and behaving at any one moment. There are three broad categories of personal style: *Parent*, *Adult* and *Child*. When you adopt the *Parent* personal style, you’re thinking, feeling and behaving in ways you associate with being a parent, which you absorbed in your very early years from those who were responsible for your upbringing.

When you’re using the *Child* personal style, you’re replaying the thoughts, feelings and behaviours you recall from the years when you were a young child. When you adopt the personal style of *Adult*, your thoughts, feelings and behaviours are based on what is happening here and now, rather than on your experiences of long ago.

There are two subdivisions of the personal styles *Parent* and *Child*: *Controlling Parent* and *Nurturing Parent* and *Natural Child* and *Adapted Child*. Here are the characteristics of each of the five personal styles and examples of the kinds of things you might say as a mentor in each style:

Controlling Parent — directing, firm

`Get into groups'
`I'm going to stop you here because we must get on to the next activity'
Nurturing Parent — caring, reassuring`
Don't worry if you can't finish this'
Do you need me to explain that again?'
Adult — problem solving logical
`That's an interesting question'
`How do you think we should approach this problem?'
Natural Child — spontaneous, creative, fun-loving
`Let's have some fun with this exercise'
`I'm really excited about what you've just said'
Adapted Child — compliant, polite OR rebellious, sulking
`Is it OK to open the windows?'

'I would be very grateful if you could fill in this form before you leave'

(The key to Adapted *Child* behaviour is that it's always in response to parental expectations.)

To find out more about your use of personal styles as a mentor, complete the following questionnaire. Each statement relates to you and your learners during a sharing session.

For each statement, score as follows:

not true for me 0
partially true for me 1
substantially true for me 2
completely true for me 3

- 1 I encourage learners to work things out for themselves.
- 2 I make myself available to offer help to any individuals who have problems.
- 3 I dress as **I** imagine learners would expect me to.
- 4 **I** make a point of welcoming individuals as they arrive.
- 5 **I** expect to learn from the learners in any session.
- 6 **I** deal firmly with learners who cause problems.
- 7 **I** encourage open-ended discussion.
- 8 **I** go to lengths to reassure learners during a session.
- 9 For any group activity, **I** give full and clear details about the task, the time allocation and the outcomes.
- 10 I make sure there is always some humour in my session.
- 11 I offer follow-up support to all.
- 12 I ensure there are no physical barriers between me and them.
- 13 I am respectful of learners' experience.
- 14 I stick to the schedule.
- 15 I** always look for something new to try in a session.
- 16 I am always polite and courteous.
- 17 I am keen that learners enjoy themselves.
- 18 I do not allow deviations from the topic.
- 19 I feel essentially friendly towards learners.
- 20 I seek permission from the learners before making any changes to the programme.

Scoring

Put your score for each statement against the statement number in the columns below

Controlling parent	Nurturing Parent	Adult	Natural Child	Adapted Child
6	2	1	10	3
9	4	5	15	13
14	8	7	17	16
18	11	12	19	20

Introducing a New Member of our Team

Katrina North, is the new Youth Mentor Coach whose purpose is to support our team of mentors working in schools and other community agencies. Katrina has worked as a pre-school teacher in kindergartens and experienced in Randstad education which helps do relief work with child care centres. Katrina has worked with Lifeline studying suicide intervention and practices as a Reiki practitioner. She is passionate about helping mentors realise their full potential by role modelling good communication and be emotionally caring in holistic ways.



The Digital Generation

Technology is taking over the world and is blooming continuously in children. Is it safe? That's the main question. Another is it healthy? Well we can all answer that with a simple maybe. If you limit the usage of technology yes. Too much time in front of a screen is bad for both your eyes and brain as well as your child's behaviour. In rare cases children tend to not care of anything else unless it's technology. Though as much as parents, teachers and many others have tried to pull kids away from the screen, most have been unsuccessful. In some cases children have developed learning and listening disabilities which puts their schooling at risk. But if you limit usage, technology is completely safe and healthy.

Then the question was asked can we teach children through technology? Just recently many schools are embracing technology in a smart and safe way. Like showing videos through projectors and giving students access to printers and computers for school work. Allowing students to use their phones, iPads etc to do their school work. Like searching for information and typing out projects. Though of course they've blocked many sites to ensure students are only using their internet resources for school work. Though many other teachers disagree with this new learning and teaching way, it has many times proven successful and is a step forward in teaching and educational facilities. But students have limited time to use the Internet and are still using books. And by limiting the time usage teachers are making sure the students' time being on their technology is healthy.

After long periods of time using technology, teachers encourage children to then go outside and do hands on learning to give them a fresh break off the Internet, be aware of other natural things around them and stay in touch with reality. Although technology can seem like another world, it can consume a person and take away what matters most which is what is really there.

So is this method going to stay around? We don't know but what we do know is everything around us is constantly changing. And so are we. Another issue that's come up and is so overlooked is sitting for long periods is very bad for your health. The human body is made to move. And sitting or staying still is horrible for health. It's a medical worry for school since so many children are sitting in a classroom for long periods of time without body movement or stimulation. It's recommended when on the computer to stand and straighten your spine. And try your best not to sit for a long time. Alternatives are go for a walk or make sure your body gets movement everyday even if's the smallest amount you can handle. It will help ensure a happier healthier you.

- Chyna-Rose Solomon

Experience of Low Self-Esteem

I helped preside at a tangi recently where a young man supposedly committed suicide. I'd known in my head suicide rates in Hawke's Bay and Northland were abnormally high. But this whanau member dying struck to my heart's core with pain and when I was sitting around home after the tangi grieving, I got to thinking how could this have been prevented? One thing I knew for sure! We can no longer bring our children up like we were brought up as we live in a very different world.



My Dad when he got angry, went out into the garden to prune a tree or dig the ground to plant veges. Often he'd take me with him to help out. But when Dad was away for several days servicing office equipment in different towns, Mum got stressed out handling me and my brother which had a sad affect on both of us in different ways. Luckily, when I got to have a varsity education I immersed myself in human relations workshops where I was able to overcome negative thoughts like I wasn't good enough. So unlike my peers who became victims of verbal or physical abuse, I didn't blame my parents for what happened to me. They did their best within the cultural frame of reference of their days when physical punishment or getting caned at school weren't criminal offences. Luckily, I only occasionally received punishment and my parents hardly ever hit me. The physical abuse I received at a private boarding school happened to everyone when we first arrived

so I got over it. But looking back verbal abuse seemed just as bad because of the associated pain in feeling rejected as a child by a stressed parent or care-giver. However, in our better moments when we think things through, we know deep down our parents do actually love us as stress is all around us.

And so in various crises I felt emotional conflict within until one day in my later twenties I asked myself what if there's an argument and it's not the other person's fault? What if it isn't my fault? What if it's no-one's fault? What if we both just messed up? What if when we've both cooled down we can find another time and space where we can safely discuss what's upsetting both of us in different ways? What if we didn't explain ourselves properly the first time and we just misunderstood one another "cause we didn't properly hear what each of us was trying to say behind what we were actually saying in the first place? By not blaming myself and not blaming the other person for what happened, I was able to let go a lot of anger towards myself and others. And I found it a lot easier to be at peace with myself and others when all hell let loose.

The other day I was grateful to hear Michael King speak at the Havelock North Community Centre where whanau and young people attended. Mike explained how his low self-esteem was helped as a comedian by him seeking approval from others. This happened partly 'cause if you felt bad about yourself it was a sign of weakness if you went to a counsellor. And as a man he wanted to be courageous.

However, Mike says he finally found someone able to help him be honest with himself and take responsibility for his actions instead of blaming other people.

Yes, it's difficult to find someone who can actually empathise with your unique situation and background. I've found in different situations when professionals are consulted they either cost more



RECOGNIZING OUR STRENGTHS



than people can afford to go long enough to realise their benefits. If they're free through working with an agency subsidised by government funding; they're so overloaded they decide instead of the client when to terminate the support process so they can move on with helping someone supposedly worse than you. In other situations where sadness and emotional pain are complicated by smoking, drug, alcohol or sugar addiction there's a waiting list 'cause so many people's emotional sadness and low self-esteem is masked by co-dependence where people seek out people who smoke like them, take drugs like them or drink and eat like them.

However, Mike King has made good resources available through his charitable trust a "Key to Life" with free handouts such as "Teenagers Guide to Depression", "A Parent's Guide to Depression" (tips and tools for helping yourself or a friend), "15 things You should Never Say to Someone with Depression and 15 Better Ways to Say it". The website is www.keytolife.org.nz.

Two other good sites to look at are www.commonground.org.nz (a place of support) and www.mentalhealth.org.nz

Roger McNeill Community Mentor



GOALS:

- To recognize our individual strengths.
- To learn to feel comfortable presenting these strengths to others.

RATIONALE:

In our society it's generally not considered acceptable to talk openly about our strengths. However, our level of self esteem depends, in part, on others recognizing our abilities and positive qualities. This lesson is designed to encourage participants to discover strengths in themselves and others, and to present these strengths with pride.

MATERIALS NEEDED: Flipchart, markers; for each participant coloured paper, pens, magazines, glue, scissors.

METHOD:

Warm up: Superlatives:

Prepare a flipchart with a long list of superlatives. Give participants a piece of coloured paper on which to write their name, plus one superlative. Cross off superlatives from the list as they are chosen, so that one is assigned to each participant. Ask participants in turn to announce their name plus one superlative.



Exercise 1: Brag Tag

Divide participants into triads. Instruct each person to make a Brag Tag by writing on the back of the name tag "one thing I am good at is . . .".

Ask each person in turn to stand up in front of their small group and announce their strength. This activity is processed in the large group using questions such as:

- How easy was it to pick an adjective that seemed right for you?
- How did you feel about telling the group your name with that adjective?

Theory: To be drawn from participants. Discuss with group and flipchart responses to questions:

- What is bragging?
- Looking back to your childhood, what messages did you receive about bragging and being proud of

your strengths?
• What is positive about bragging?

Exercise 2: Group Brag

Ask each participant to imagine themselves in front of a mirror saying "I am good at . . .", followed by writing down as many strengths as possible. Remind participants that strengths can be found in 'being' as well as 'doing'. Focus discussion on the process of enumerating and presenting one's strengths using questions such as:

- How did it feel to brag about yourself to the rest of the small group?
- What sort of feelings did you have?
Can you name 3 different feelings or more?
- Did anyone find this difficult? Anyone else?
Can you say what was difficult about it or made it hard to do?
- What did you learn about yourself?
- How did the rest of the group feel about someone bragging to them?



Exercise 3: Collage

Hand out magazines, paper, scissors and glue and ask participants to choose pictures, words or symbols which illustrate their positive qualities as individuals. Give each participant the opportunity to share their collage with the group, or in other words, to brag.

Note: It's important to allow ample time to make the collages.

EVALUATION:

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