

# SNOOP



SUPPORTING THE NETWORK OF OUT-OF-SCHOOL PROGRAMMES  
ISSUE 60 TERM 1 2009

**FIXING HUMPTY  
DUMPTY  
LEADERSHIP  
PIE IN THE SKY  
CONFLICT  
OF INTEREST**



# THE OSCAR NETWORK IN CHRISTCHURCH INC.

We are a non-profit making organisation dedicated to providing information to O.S.C.A.R. (Out of School Care And Recreation) programmes.

The OSCAR Network provides information on training, development, mentoring, funding & finances, research, advocacy, management and staff support, resources and the general running of an Out of School programme.

The OSCAR Network in Christchurch encourages OSCAR providers to operate quality services, however it is not a function of the OSCAR Network to accredit or assess OSCAR services

The OSCAR Network in Christchurch has a well-earned reputation for working co-operatively alongside groups and agencies. We work as a team in an environment based on mutual respect and trust. It is the

combination of skills, ideas and energy, which achieves results from the consensus decision-making process. We enjoy our work by 'thinking differently'.

The OSCAR Network has been providing training specific to the needs of the OSCAR sector for the past 9 years. This training has been developed with input from providers, staff, community and an in-depth understanding of the needs of the sector. Term 2 will see the extension of our Child Behaviour Workshop to a 6 hour module, made up of three 2 hour sessions. The first workshop will be Essential Child Behaviour.

SEE THE CALENDAR ON THE BACK COVER FOR TIME AND PLACE DETAILS.

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## THANK YOU

We would like to thank our funders. The OSCAR Network could not operate without the generous support of the following funding agencies:

- Ministry of Social Development
- Christchurch City Council
- Canterbury Community Trust
- Hagley Community Education Grant
- Lottery Grants Board
- Community Organisation Grants
- Save the Children Fund
- Pub Charity
- Mainland Foundation
- Tertiary Education Commission

## MEMBERSHIP

Membership is open to any person or organisation that has an interest in or provides an OSCAR service. The service may be not-for-profit, private provider, school managed, preschool extension to OSCAR, Trust, Church, Sports group, Kohanga Reo, company or other agency.

Membership of the OSCAR Network in Christchurch is not an endorsement of the standard of care being provided in an OSCAR programme

The OSCAR Network in Christchurch encourages OSCAR providers to operate quality services, however it is not a function of the OSCAR Network to accredit or assess OSCAR services

### MEMBERSHIP PROVIDES:

- Staff and Management Professional Development training
- On-Site organisational development
- Advocacy at regional and national levels
- Resources
- Extensive library
- Website access
- Mentoring information and guidance
- Quarterly Magazine SNOOP
- Facilitation of networking meetings
- Referral service for public enquiries

### DISCOUNTS ON

- Staff and Management Professional Development Training
- Treasure Trove Trust Play Library membership
- A voucher for one free core module session for the year.

### MEMBERSHIP FEE STRUCTURE (EXCL GST)

**OSCAR NETWORK**  
\$80 per core service  
\$10 per additional programme  
\$25 Non service provider  
\$20 individual membership (if working in the sector)

### JOINT MEMBERSHIP WITH THE OSCAR FOUNDATION FEES ARE:

\$125 for core services or  
\$165 for additional programmes

## TREASURES OF TE WAI PUNAMU

On 7&8 March the OSCAR Network ran a 2 day Hui entitled "Treasures of Te Wai Pounamu".

Thank you to everyone that supported us by coming along, and the following is some of the feedback we received.

"FANTASTIC SUBJECT - VERY REALISTIC FOR MANY OF US OUT THERE!"

"I THINK IT WILL GIVE ME A LOT TO THINK ABOUT IN WAYS THINGS ARE SAID TO THE CHILDREN..."

"CLEAR AND SIMPLE, GREAT - WORKED WELL"

"VERY INTERESTING INFORMATION FROM A VERY KNOWLEDGEABLE TUTOR BUT DELIVERED IN AN 'EASY TO UNDERSTAND' WAY"

"INTERESTING THAT MOST WORKSHOPS I'VE BEEN TO THIS WEEKEND HAVE INVOLVED SOME DISCUSSION ABOUT BRAIN DEVELOPMENT"

"I NOW UNDERSTAND OUR CHILDREN A LITTLE BETTER AND WILL WORK TO THEIR STRENGTHS..."

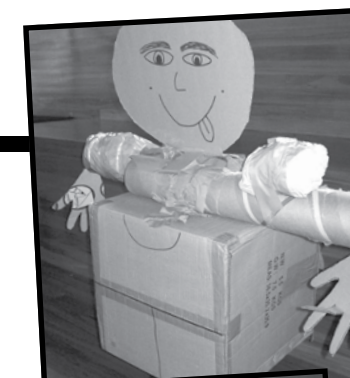
"VERY INTERESTING WORKSHOP, BUT MOST IMPORTANT THING TO LEARN FROM OSCAR POINT OF VIEW WAS HOW TO STATE DESIRED BEHAVIOUR RATHER THAN NO"

"THIS WORKSHOP WAS A GOOD REMINDER TO ALWAYS REMAIN POSITIVE WHEN DEALING WITH CHILDREN"

"A LOT OF GREAT IDEAS TO TAKE BACK AND IMPLEMENT AT WORK"

"THIS WAS INFORMATION I HAVE NEVER HEARD BEFORE IN RELATION TO WORKING WITH CHILDREN. VERY, VERY HELPFUL"

"OPENED MY EYES TO DIFFERENT WAYS OF BEING MORE AWARE"



"THIS WORKSHOP HAD SO MUCH IN IT THAT IT COULD BE EXTENDED TO A FULL DAYS SEMINAR"

"GOOD TO HAVE HANDOUTS TO TAKE HOME AND READ AT A LATER DATE"



"VERY INFORMATIVE AND LOTS OF CHANCES TO ASK QUESTIONS"

"IT WILL BE GOOD TO CARRY THE AWARENESS OF THIS INFORMATION TO WORK EACH DAY AND BE ABLE TO APPLY IT"

"THAT IMPROVING THINGS IS AN ONGOING PROCESS..."

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## NEWS//ISSUES//RESOURCES

### WHAT'S NEW IN EMPLOYMENT LEGISLATION

#### TRIAL PERIODS

From 1 March 2009, employers who employ 19 or fewer employees will be able to employ new employees on a trial period of up to 90 calendar days.

Any trial period must be agreed to by the employer and employee in good faith and in writing as part of the employment agreement. The employer and employee must both bargain in a fair way about a proposed trial period. This includes considering and responding to any issues raised by the new employee.

An employer and employee may agree to a trial period only if the employee has not previously been employed by the employer. If any employment relationship problem arises during the trial period, or if the employee is dismissed, the employee and the employer can access mediation services [<http://www.ers.govt.nz/problem/mediation.html>].

An employee who is given notice of dismissal before the end of a trial period cannot raise a personal grievance on the grounds of unjustified dismissal. He or she may, however, raise a personal grievance on other grounds, such as discrimination or harassment or an unjustified action by the employer that disadvantaged the employee

If an employee agrees to a trial period, this does not affect his or her entitlements to holidays and leave.

#### REST AND MEAL BREAKS

From 1 April 2009, employers are required to provide workers with paid rest breaks and unpaid meal breaks.

Workers are entitled to the following paid rest breaks:

- one 10-minute paid rest break if their work period is between two and four hours;
- one 10-minute paid rest break and one unpaid 30-minute meal break if their work period is from four to six hours;
- two 10-minute paid rest breaks and one 30-minute unpaid meal break if their work period is from six to eight hours.

Where employees work for periods longer than eight hours, these provisions automatically re-apply to each succeeding work period.

The legislation does not define the term rest break, but the intent of a rest break is to ensure that employees have the opportunity for rest and refreshment, and to attend to personal needs. The details as to how an employee's work might be managed and the level of connection they need to have with their work while on their rest break will depend on the type of job that the employee does. For this reason, it is best that an employer and employee discuss how work will be managed during the break.

Employees and employers can agree to the timing of the breaks. Where such agreement cannot be reached however, the rest and meal breaks must be evenly spread throughout the work period where reasonable and practicable.

#### INFANT FEEDING

From 1 April 2009, employers will be required to provide unpaid breaks (in addition to rest and meal breaks) and appropriate facilities for women who wish to breastfeed their babies during a work period.

The length and frequency of breaks is a matter for negotiation between employer and employee.

The term "appropriate facilities" is not defined in the Act. However, appropriate facilities are likely to include a separate space with sufficient privacy for mothers to breastfeed or express away from the view of others without disrupting normal business operations. If a mother is expressing she will require access to a fridge or chilly bin to store milk in.

Breastfeeding provides the best start for New Zealand infants and is important for both infant and maternal health. Until now the provision of facilities for women who wish to breastfeed in the workplace has been spasmodic. The lack of facilities (and explicit support for) breastfeeding has acted as disincentive for women to make an early return to the workforce after having children.

## WEB RESOURCES

#### LEARNING TO GIVE

Educates youth/children about the importance of philanthropy, the civil society sector, and civic engagement. The Learning to Give web site offers over 1,200 K-12 lessons and educational resources for teachers, parents, youth workers, faith groups and community leaders free of charge. Check out this giving game.

[http://www.learningtogive.org/teachers/giving\\_game.asp](http://www.learningtogive.org/teachers/giving_game.asp)

<http://www.learningtogive.org/>

#### DONATIONS TOOLKIT DEVELOPED BY CREATIVE NZ.

This toolkit explains the changes to tax rules, how you can benefit from them, suggestions on how to find the right donor, plus a video interview with a donations arts success story. Explore the online donations toolkit: [www.creativenz.govt.nz/Resources/Donationstoolkit](http://www.creativenz.govt.nz/Resources/Donationstoolkit)

#### FUNDING RESOURCE

Great funding resource with contacts of a lot of funding organisations, some specific to Selwyn area.

[www.selwyn.govt.nz/funding-rt/2009booklet.pdf](http://www.selwyn.govt.nz/funding-rt/2009booklet.pdf)

#### PLAY IDEAS

[www.gameskidsplay.net](http://www.gameskidsplay.net)

[www.free-party-games.com/childrengames.html](http://www.free-party-games.com/childrengames.html)

#### HAZARD HANDLER ONLINE TOOL CAN HELP STAFF AND VOLUNTEERS STAY SAFE

The Hazard Handler Online Tool is a free resource that provides small organisations with guidance on:

- managing workplace health and safety
- identifying common hazards in the workplace.

The Hazard Handler is designed to help kick-start hazard management - providing practical information on how to identify and handle both generic, and industry specific, health and safety issues. The Hazard Handler online tool should take up to 60 minutes to complete, and when you finish, you can download a personalised Hazard Register.

» Try the online Hazard Handler @ <http://www.dol.govt.nz/onlinetools/hazard.asp>

**If any of you come across any good resources you would like to share contact:**  
**[liz@oscornetwork.org.nz](mailto:liz@oscornetwork.org.nz)**

# ENCOURAGING LEADERSHIP IN CHILDREN

ADAPTED FROM THE NETWORK NEWS  
(NEWSLETTER OF THE NETWORK  
OF COMMUNITY ACTIVITIES)  
SEPTEMBER 2007  
"THE FUTURE IS CHANGED  
ONE CONVERSATION AT A TIME."  
PETER BLOCK

I was watching a group of kids playing on a couch. At first they were simply just jumping on it and having a good time. Finally one of the kids had this ingenious idea of purposely falling off the highest point of the couch head first and having their hands in front of them to save them as they rolled over onto their backs.

This probably was not the safest or smartest thing they could have done, but it really reminded me of something that many of us struggle with as leaders - taking risks.

A lot of the time as a leader we think being "safe" will make our job easier - and it might in the short term. Sometimes taking risks will lead to an injury, but children often cry it off and get right back to action. We should ask ourselves - it is worthwhile allowing them to take a few risks? When you see a child's face light up because they realize that they have done something amazing, maybe it is worthwhile. I am not suggesting that we just let the kids have a free for all, but maybe we should think about relaxing a bit and assessing the real risk in kids rough and tumble play.

Children are fascinating to watch in the way they interact with each other whether in the playground or in indoor environment in the OSCAR programme. The dynamics may vary - some will follow what the group does, other will spend their time causing problems between children, but some will stand out by helping their comrades. These 'other' children are the ones that will be tomorrow's leaders; they help by setting the right example, or simply explaining situations to their friends less able to deal with them. These are true leadership qualities.

#### HOW CAN WE ENCOURAGE THESE QUALITIES IN CHILDREN?

##### BE A BOOSTER:

Confidence comes from being told, "I know you can do it!" - and then - "You did it, that's terrific!"

##### GIVE THEM A CHANCE:

Leadership needs to be sharpened by practice - an aspiring leader needs opportunities to nurture leadership skills. Why not let them conduct the roll session with supervision, or organize the younger children's activity, or write something for the newsletter.

##### TEACH THE THREE R'S:

Respect, resourcefulness, responsibility. Being a good leader includes understanding and abiding by the rules (being respectful); trying new ideas as when there's a setback (resourcefulness) and facing up to the consequences of their actions. (responsibility).

#### ENCOURAGE CHILDREN TO SELF EVALUATE:

Its okay to say "Good job, Billy" but it may be more effective to say, "How do you think you did?" "How did you figure that one out?"; How do you feel about yourself now?"; "Would you do it any different next time?"

Nutrition experts tell us that if you want a healthy child, you provide a healthy diet - what you put in is what you get back. That applies to character development as well. The possibility of leadership is cooked into kids by adult expectations. As significant adults in the lives of children in our care, we need to be positive role models by displaying good leadership skills in the hope that they rub off on the leaders of tomorrow.

#### WHAT MAKES A GOOD TEAM LEADER

Teamwork in an OSCAR programme is an important factor for the successful operation of the service and the way a team is led will have a major impact upon the success or otherwise of the team - which in an OSCAR programme, includes staff, management committee, children and parents.

When asked what they want from a team leader, team members will often identify several values they would want a leader to have:

- Commitment to people, as well as talk, is the first key element.
- Desire to support and serve the team as well as lead from the front.
- Enthusiasm, energy, inspiration and sufficient expertise.
- Willingness to should responsibility rather than pass the buck

**“LEADERSHIP IS AN ACTIVE, LIVING PROCESS. IT IS ROOTED IN CHARACTER, FORGED BY EXPERIENCE, AND COMMUNICATED BY EXAMPLE”**  
JOHN BALDORI

- Ability to make the team come together to achieve more than a group of individuals

#### LETS LOOK AT EACH OF THESE FACTORS IN MORE DETAIL:

##### COMMITMENT TO PEOPLE

Most team members are primarily concerned about relationships and about being valued as a team member, before they are concerned about the task that the team is to undertake. Feeling secure in a group environment is an important pre-requisite before individual contribution. The good team leader is able to spend time building the team, not only when the team is first established, but when a newcomer joins an existing team.

##### DESIRE TO SUPPORT AND SERVE

Whilst team members want to see the ability to lead from the front, they are also strongly motivated by the ability to lead from the back! This means that there should be a willingness to take on any tasks that abound in an OSCAR programme.

##### ENTHUSIASM, ENERGY INSPIRATION AND EXPERTISE

Not surprisingly, team members want to be inspired and motivated by a leader who has the energy and enthusiasm to fire them up. However, they also want to feel confident that the team leader has the necessary expertise to lead the team in the right direction. The leader doesn't have to be the most knowledgeable person on a particular subject, but if they are not, they must show that they are willing to encourage the input of others.

##### WILLINGNESS TO SHOULDER RESPONSIBILITY

Team leaders are tested under pressure. When challenges arise, as they inevitable will, the leader will need to take responsibility to

ensure that the challenge is met and that the team is strengthened as a result. This does not mean that the leader should admit that issues beyond their control are in any way their fault, (although they should be honest in admitting their mistake), but rather adopt a proactive stance to ensure the team is not deflected from its course.

##### ABILITY TO ACHIEVE MORE AS A TEAM

Teams only become a team once there is some synergy within the group - that it - when the team is working together to achieve the goals of the organization and not just their own goals within the programme. This requires the leader to share the leadership role within the team, to have an understanding of different individuals team roles, strengths and gifts, establish a mutual accountability within the team, and to create a team environment which is open, fun and allows healthy and productive discussion.

##### KEY ELEMENTS OF A TEAM LEADER:

### BE-KNOW-DO

**BE** a professional - display loyalty to the organization and take responsibility

**BE** a professional who possesses good character traits - honesty, competence, commitment, and integrity.

**KNOW** yourself - strengths, weaknesses, knowledge, skills.

**KNOW** human nature - needs, emotions and how people respond to stress.

**KNOW** your job - be proficient and be able to train others in their tasks.

**DO** provide direction - goal setting, problem solving, decision making, planning.

**DO** implement - supervision, communication, evaluation.

**DO** motivate - develop morale, coach, counsel, train.



### CHOCOLATE QUOTES

**PUT “EAT CHOCOLATE” AT THE TOP OF YOUR LIST OF THINGS TO DO TODAY. THAT WAY, AT LEAST YOU’LL GET ONE THING DONE.**

**THERE’S NOTHING BETTER THAN A GOOD FRIEND, EXCEPT A GOOD FRIEND WITH CHOCOLATE.**

**RESEARCH TELLS US FOURTEEN OUT OF ANY TEN INDIVIDUALS LIKES CHOCOLATE.**

**A LITTLE TOO MUCH CHOCOLATE IS JUST ABOUT RIGHT**

**IF CHOCOLATE IS THE ANSWER, THE QUESTION IS IRRELEVANT.**

**DIP IT IN CHOCOLATE; IT’LL BE FINE.**

**NEVER EAT MORE CHOCOLATE THAN YOU CAN LIFT.**

**A BALANCED DIET IS A CHOCOLATE IN EACH HAND!**

**DIET TIP: EAT A CHOCOLATE BAR BEFORE EACH MEAL. IT’LL TAKE THE EDGE OFF YOUR APPETITE, AND YOU’LL EAT LESS.**

**EMPTY CALORIES: A HOLLOW CHOCOLATE BUNNY?**

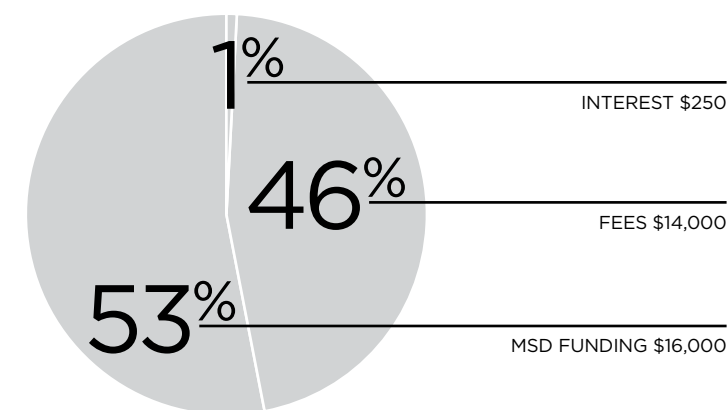
**HOLLOW CHOCOLATE HAS NO CALORIES.**

# COSTING FOR A BEFORE SCHOOL PROGRAMME

**PIE IN THE SKY**

This breakdown is for a programme with 14 children attending per day at a cost of \$5 per session per child.

#### BEFORE SCHOOL INCOME

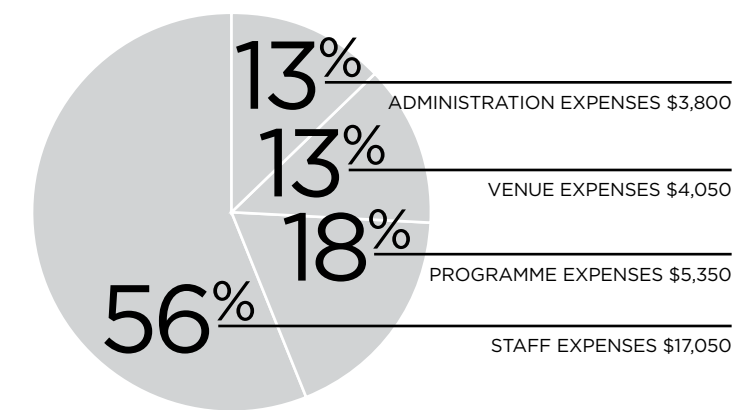


**STAFF EXPENSES** The Supervisor is paid \$18 an hour and the Assistant \$15. Both are paid for 10 hours per week. Holiday pay 8% and a training budget of \$1350 (including wages) for each staff member.

**ADMINISTRATION EXPENSES** include Manager's wage of \$23 for 2 hours a week, stationery, advertising, contribution to audit expenses, volunteer management expenses and ACC contributions.

**VENUE EXPENSES** include rent at \$30 a day, cleaning, electricity and maintenance/repairs

#### BEFORE SCHOOL EXPENDITURE



**PROGRAMME EXPENSES** include equipment/resources, sport and art & craft expenses food and petty cash.

For a more comprehensive breakdown of the OSCAR Network income and expenditure budget sample email Pam at [pam@OSCARnetwork.org.nz](mailto:pam@OSCARnetwork.org.nz)

**LOOK FOR AN AFTER SCHOOL PIE IN THE SKY IN THE NEXT SNOOP - COMING SOON**

**“THE GREATEST GIFT YOU CAN GIVE ANOTHER IS NOT JUST TO SHARE YOUR RICHES, BUT TO REVEAL TO THEM THEIR OWN.”**  
DISRAELI



# FIXING HUMPTY DUMPTY

ADAPTED FROM ARTICLE BY KIM THOMAS FUTURELAB.OTG.NZ

THE NETWORK HAS A COPY OF TIM GILLS BOOK  
"NO FEAR GROWING UP IN A RISK AVERSE SOCIETY".

## Growing up in a risk averse society

Tim Gill is interested in what he calls “the shrinking horizons of childhood”. For 15 years, he has been looking at the question of how children’s freedom and independence are being slowly eroded, to the extent that for many children, the experience of being allowed to play in the open, unsupervised, is extremely rare.

Instead of looking at the benefits of letting children decide what they want to do in their own space and time, he says, we increasingly look at children as “empty vessels or creatures to be managed.” Part of his mission is “to persuade decision-makers and the wider public that it is a good thing for kids to be out and about, that is a sign of a healthy and society that is at ease with itself, rather than being a source of anxiety.”

The change has been brought about by “a big kind of swirling set of social, cultural, economic and physical factors.” Part of the cautiousness has arisen from the increase in the number of cars on the road, making streets more dangerous to play in, he argues. But there are other factors too, such as changes to family working patterns, which mean that there are fewer mothers at home to provide “a safe haven and a snack, who can let kids in and out”; the explosion in screen-based entertainment offers; the rise in central heating, which makes bedrooms much more attractive places to be than in the 1950s and 1960s; and an adult perception that the outside world is

a dangerous place to be: “We don’t spend as much time walking and cycling and just pottering around in our streets. For many people the only time they’re in their street is when they walk from their front door to the car. Because of that, neighborhoods feel less safe even if they aren’t particularly, and then fear of pedophilia can be amplified because there isn’t any reality check to compare with it. And the media has ratcheted up the emotional power of its reporting of extreme and rare cases, which hasn’t helped readers to take a proportionate view of the risk.”

The consequence of this over-protectiveness, he argues, is that children find it increasingly difficult to cope with life’s challenges: “There seems to be a growing feeling that adolescents’ mental health is in decline; and we’re seeing greater levels on the one hand of anxiety and depression, and on the other hand, of what psychologists call conduct disorder, and what others call ‘going off the rails’.” Adults tend to respond to emotional and health problems among children by attempting to address each problem individually – what Tim calls a “Humpty-

Dumpty” approach of putting childhood back together again in a piecemeal way: “We say, ‘The kids aren’t regulating their emotions, so we need to give them emotional literacy; they’re not developing social skills so we need to teach them how to get along with each other; they’re not developing higher order discovery learning approaches or their curiosity seems to be waning, so we’ll give them curiosity lessons,’ and at the very least I want to ask the question: Are we tackling the symptoms rather than the cause?” Children haven’t always had these problems, he points out: “There are lots of things that children throughout history appear to have learnt fairly well without anybody teaching them.

How can we reverse the trend? Tim thinks that many parents now in their 30s and 40s are struck by the contrast between the freedoms they enjoyed and the lack of freedom experienced by their children, giving us a window of opportunity to rethink our attitudes to children. One part of the solution is to create more child-friendly communities, with plenty of outdoor spaces where children can play



**“PLAY HAS THE GREATEST VALUE FOR THE CHILD WHEN IT IS FREE AND HIS OWN”**

## WHY RISK IS SO IMPORTANT

- You cannot be creative without taking a risk.
- You cannot discover your limits without taking a risk.
- You cannot declare or consummate a relationship without taking a risk.
- You cannot be passionate about anything without taking a risk.
- You cannot lead without taking a risk.

Many NZ people are passionate about sports and bemoan the lack of success by national teams. Sportsmen & women are pushing their physical & mental boundaries more than most and have to take risks to do so. Where will our future athletes come from if we don’t allow children to explore their boundaries and fulfil their potential?

If you don’t take a risk you won’t ever know the feeling of success or the cost of failure. Best that you should learn about this in a gentle way, as on a playground with some managed level of risk, than that you first encounter it in real life where you might really come a cropper.

Risk entails almost certainly the experience of failure (unrequited love, a friendship rejected, a fall from a step misjudged); the inevitability of making mistakes, of being thwarted in one’s endeavours; of not meeting a challenge one has set oneself.

In other words, concepts such as ‘resilience’ and ‘self-confidence’ come to life, in part, through pain (physical/emotional) and failure. What follows, is that we must take care not to prevent every fall (physical/emotional), nor attempt to intervene to prevent every mistake about to be made.

You cannot develop resilience in the absence of having something to be resilient about.

You cannot get up and dust yourself down, if you have never stumbled ●

unsupervised Another is simply to interfere less in children’s lives: “Our first response to children’s problems should be, ‘See if you can work it out for yourself,’ and that equally goes for social disputes and emotional issues.” And we should also, he argues, “move away from a philosophy of protection to a philosophy of resilience. A philosophy of resilience means being prepared to accept adverse outcomes, to accept that sometimes children get hurt or upset, and occasionally something might go badly wrong, and just because something’s gone badly wrong doesn’t mean someone else is to blame. So adopting a philosophy of resilience has to run right the way down the chain of command.”

It’s not easy to reverse a very rapid and widespread trend: children’s lives have narrowed rapidly in the space of 30 years. But it may be essential if, as Tim puts it in ‘No Fear’, children are to grow up as “engaged, self-confident, responsible, resilient citizens: people who both feel they have some control over their destinies and are alive to the consequences of their actions ●

The need for risk crosses all boundaries (much like play itself). It is not gender specific, though the types of risk favoured may be. It is not racially specific, though different cultures do have different attitudes. It has nothing to do with ability or disability. Indeed it is probably more important the less able bodied a person is.

Perhaps most importantly the fulfilment of the individual is dependant on their capacity to take risks, which makes the capacity to manage and enjoy risk taking a vital building block of cohesive and vibrant communities.

Different people have different attitudes to risk – some like to jump out of aeroplanes with not much more than a rucksack stuffed with a bed sheet on their back at weekends, for others a walk in the park is racy enough. Children are the same and we shouldn’t try to enforce a “one size fit’s all” regime on them. Just because some children seek out extra risk in innovative ways that scares us, doesn’t mean that we should remove that facility for other children.



# HE WAHI RIRIKI NOA NEI TO TATOU AO, NO TE AO MARAMA OUR WORLD IS ONLY A SMALL PART OF THE UNIVERSE

## Whakapapa.

Papa is anything broad, flat and hard such as a flat rock, a slab or a board. “Whakapapa” is to place in layers, lay one upon another. Hence the term Whakapapa is used to describe both the recitation in proper order of genealogies, and also to name the genealogies.

The visualisation is of building layer by layer upon the past towards the present, and on into the future. The whakapapa include not just the genealogies but the many spiritual, mythological and human stories that flesh out the genealogical backbone.

Before the coming of the Pakeha [European] to New Zealand with his superior technology, all literature in Maori was oral. Its transmission to succeeding generations was also oral and a great body of literature, which includes haka [dance], waiata [song], tauparapara [chant], karanga [chant], poroporoaki [farewell], paki waitara [stories], whakapapa [genealogy], whakatauki [proverbs] and pepeha [tribal sayings], was retained and learnt by each new generation.”

Timoti Karetu, “Language and Protocol of the Marae [meeting place], in Te Ao Hurihuri, ed Michael King, 1975, Longman Paul, Auckland.

Whakapapa binds us together, gives us our connections to the land, establishes our identity to the whenua and ties us to people. Whakapapa is also our history, for in learning our whakapapa an integral part of that is learning our history, of who we are, of the deeds and actions of our tupuna and how they have shaped who we are today.

KA HINGA ATU HE TETEKURA - KA ARA  
MAI HE TETEKURA  
AS ONE FERN FROND (PERSON) DIES -  
ONE IS BORN TO TAKE THEIR PLACE

These days, some whanau are using modern resources such as computers and electronic storage to ensure their whakapapa is safe and accessible. Everyone - whether they are Maori or not - can construct their own whakapapa or family history using resources such as:

- Knowledge held by whanau (family members and relations)
- Old family photograph albums, letters, scrapbooks and other records
- Information held by genealogy organisations
- The internet

It is important to be mindful of protocol when dealing with your whakapapa and this includes an awareness of tapu (sacred) and noa (without tapu). The two most basic points to remember are:

- Whakapapa should not be viewed while consuming food or drink

## LAYER BY LAYER UPON THE PAST TOWARDS THE PRESENT, AND ON INTO THE FUTURE

- Dissemination of whakapapa should be carefully considered. It is a taonga and not to be treated lightly

Traditionally, whakapapa was an oral history to be memorised and recited on appropriate occasions sometimes with the help of a rakau whakapapa - a carved staff with knots, each representing a unique ancestry.

OSCAR programmes could also look at developing its own whakapapa or genealogy. Remember the history and those that have come before you and laid the foundations for your programme. Some of you are now employing staff who were children attending your programme. What a fantastic resource for you to acknowledge your past and a lovely gift to your present children and staff ●

REFERENCES  
MATARIKI BOOKLET BY KORERO MAORI  
WWW.KOREROMAORI.CO.NZ  
WWW.MAAORI.COM/WHAKAPAPA

# CONFLICT OF INTEREST & GOVERNANCE

Conflict of interest refers to a conflict or the appearance of same between the private and personal interests and the official responsibilities of a person in a position of trust.

Conflict of interest relates broadly to ethical behaviour, which includes legal issues and considerations in every aspect of governance. Conflict of interest exists in the context of the best interests of the organisation.

There is certainly potential for board members to be at odds with the best interests of the organisation. Board members are likely to be affiliated with other organisations in their communities, both on a professional and personal basis, so it is not unusual for actual or potential conflict of interest to arise.

Trustees are bound to serve the interests of the organisation over their own personal interests. The board should be seen as making decisions that are based on a fair process. Organisations serve the broad public/community good and trustees must exercise reasonable care in their oversight of the organisation or they are not living up to their public/community trust.

In addition, trustees have a legal responsibility to ensure the prudent management of the organisation's resources; therefore a breach of their fiduciary duties can place a trustee in a position of personal liability for conflict of interest. This places them in a vulnerable position to legal challenges and public misunderstanding, along with the loss of public confidence and damaged reputation.

## CONFLICT OF INTEREST MAY ARISE WHEN:

- The board's decision could lead to employment for a board or family member.
- A board member stands to gain financially from any business dealings, programmes

- or services provided to the organisation.
- Information provided to the board in confidence might give an advantage to your business if they decide to seek a contract with that organisation or make some financial gain.
- A trustee serves on two boards in the community and finds they are seeking funding for both boards from the same grant maker.

## CERTAIN TRANSACTIONS ARE ACCEPTABLE WHEN:

- They benefit the organisation and the decisions are made in an objective and informed manner.

## METHODS OF PREVENTING AND MANAGING CONFLICT OF INTEREST:

- Develop a conflict of interest policy.
- Establish checks and balances to circumvent actual or potential conflict of interest.

## IF A BOARD MEMBER OFFERS THEIR SERVICES TO THAT ORGANISATION OR SEEKS A CONTRACT, THEY SHOULD:

- Contribute their services voluntarily.
- Declare a conflict of interest and abstain from discussions and the agreement/voting process when the board is seeking this type of expertise.

## CONFLICT OF INTEREST POLICY EXAMPLE:

The purpose of the Conflict of Interest policy is to ensure that decisions made for an organisation are made in the interest of the organisation when contemplating entering into a transaction, contract or arrangement that might benefit the private or personal interest of a board member.

A board member may not use their position to obtain information in order to achieve financial benefit for themselves or another close family member or friend or for another community organisation. The family of any individual shall include anyone related by blood, marriage or domestic partnership. Board members shall act at all times in the best interests of this organisation.

No board members shall directly or indirectly receive any profit from his or her position. Any financial interest must be disclosed. A person has a financial interest if the person has directly or indirectly, through business, investment or family an existing or potential investment in any entity with which the organisation has a transaction, contract or other arrangement.

All disclosure and declaration of conflict of interest must be recorded in the meetings of the minutes of the meeting.

## THERE MAY BE CONFLICT OF INTEREST WHEN:

- A board member is related to a staff or board member by blood, marriage or domestic partnership.
- A board member stands to benefit from an organisational transaction.
- A board member involved with another organisation receives grant funding from this organisation.
- A board member is a governing member or grant maker to this organisation.
- A board member is considering employment with the organisation.

SOURCES: KUMARA VINE DEC. 08;  
WWW.BOARDSOURCE.ORG

# THE TEN BASIC RESPONSIBILITIES OF A COMMITTEE

- 1 DETERMINE THE ORGANISATION'S MISSION AND PURPOSE**  
The Committee must develop and regularly review a mission statement that articulates the organisation's goals, means, and primary constituents.
- 2 SELECT THE CO-ORDINATOR**  
The Committee must determine the Co-ordinator's job description and recruit and appoint the most qualified individual for the position.
- 3 SUPPORT THE CO-ORDINATOR**  
The Committee must provide the Co-ordinator with adequate supervision, training and support and regular performance reviews.
- 4 ENSURE EFFECTIVE ORGANISATIONAL PLANNING**  
The Committee co-ordinates overall planning and provides strategic direction for the organisation and helps staff implement goals.
- 5 ENSURE ADEQUATE RESOURCES**  
The Committee must provide adequate resources for the organisation to fulfil its mission.
- 6 MANAGE RESOURCES EFFECTIVELY**  
The Committee must help with developing the annual budget and ensuring that proper financial controls are in place.
- 7 PLAN, MONITOR AND EVALUATE PROGRAMMES AND SERVICES**  
The Committee's role in this area is to determine which programmes are most consistent with an organisation's mission and monitor their effectiveness.
- 8 ENHANCE THE ORGANISATION'S PUBLIC IMAGE**  
As representatives of the organisation it is the Committee's responsibility to provide a positive public image and to develop a comprehensive public relations strategy.
- 9 SERVE AS A COURT OF APPEAL**  
Except in the direst of circumstances, the Committee must serve as a court of appeal in personal dispute and grievance claims.
- 10 ASSESS ITS OWN PERFORMANCE**  
By evaluating its performance in fulfilling responsibilities, the Committee can recognise achievements and identify areas for improvement.

## FIVE WAYS TO WELLBEING

A review of the most up-to-date evidence suggests that building the following five actions into our day-to-day lives is important for well-being:

### CONNECT...

With the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in developing them. Building these connections will support and enrich you every day.

### BE ACTIVE...

Go for a walk or run. Step outside. Cycle. Play a game. Garden. Dance. Exercising makes you feel good. Most importantly, discover a physical activity you enjoy and that suits your level of mobility and fitness.

### TAKE NOTICE...

Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment, whether you are walking to work, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.

### KEEP LEARNING...

Try something new. Rediscover an old interest. Sign up for that course. Take on a different responsibility at work. Fix a bike. Learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy achieving. Learning new things will make you more confident as well as being fun.

### GIVE...

Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Join a community group. Look out, as well as in. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and creates connections with the people around you.

## BITS AND BOBS

### STRESS MANAGEMENT

A lecturer was explaining stress management. Raising a glass of water he asked "How heavy is this glass of water?" Answers ranged from 20 to 500g. The lecturer replied "The absolute weight doesn't matter. It depends on how long you try to hold it. If I hold it for a minute, that's not a problem. If I hold it for an hour, I'll have an ache in my arm. If I hold it for a day, you'll have to call an ambulance. That's the way it is with stress management. If you're stressed, you have to put the burden down for a while and rest before picking it up again".

### 2009/10 ACC LEVY RATES GO UP

The Earners' Account Levy (paid by all employees and self-employed to cover their non-work, non-motor vehicle injuries) will increase from \$1.40 to \$1.70 (including GST) per \$100 of liable earnings.

A person on the average wage of \$47,000 per year currently pays \$658 a year or \$12.61 a week to ACC for the Earners' Levy. The new rate will be \$799 per year or \$15.31 a week. The new rates take effect on 1 April 2009.

RURAL BULLETIN FEBRUARY 2009

### IT'S TIME TO START TELLING THESE STORIES

A book telling the life stories of eight New Zealanders who grew up with family violence is the latest initiative from the It's not OK campaign team to bring debate and understanding about family violence into the open. The stories illustrate the effects of family violence but also give hope that lives can be healed and the cycle of violence can be broken.

The book will be distributed to libraries, family violence prevention agencies, agencies working with children and through community networks. It is intended to help others who have suffered from family violence and to help New Zealanders understand the impact of family violence on individuals, their families and their communities.

Copies of the stories will be available soon on the campaign website: [www.areyouok.org.nz](http://www.areyouok.org.nz).

### BEYONDBLUE: TAKING CARE OF YOURSELF AFTER RETRENCHMENT OR FINANCIAL LOSS.

Looking after your health and well-being - and that of your family - in the current financial situation. This booklet has been prepared to address the fallout of the financial crisis and the subsequent loss of employment confronting many Australians, but it is equally applicable to New Zealanders.

It contains questionnaires that people can fill out in the privacy of their homes to make sure many of the important issues associated with changes in their lives are addressed. Go to for more information about this booklet [www.beyondblue.org.au](http://www.beyondblue.org.au)

### DEPARTMENT OF INTERNAL AFFAIRS - SUPPORT FOR VOLUNTEERING FUND

The Support for Volunteering Fund (SVF) was established in 2001 to promote and support volunteering in Aotearoa/New Zealand. It is one of many government-funded schemes designed to build strong, sustainable communities/hap/iwi.

SVF will have one funding round which closes Monday 20 April 2009 at 4.00 pm.

For further details: [www.dia.govt.nz](http://www.dia.govt.nz) (search for 'Support for Volunteering Fund'). For more information contact: Wasantha Marasinghe 0800 824824 x5547 or 04 494 0547.

**"WHAT A CHILD DOESN'T RECEIVE HE CAN SELDOM LATER GIVE"**  
P.D. JAMES,  
TIME TO BE IN EARNEST

SNOOP



The OSCAR Foundation is now servicing the Canterbury region directly for advisory services. The OSCAR Foundation Advisors for Canterbury, West Coast, still working very closely with the OSCAR Network are Ariana Sour and Amanda Murray. The Advisors will be out visiting programmes, providing training and networking in the rural areas of South Canterbury, Selwyn and Waimakariri Districts and will also be attending many of the OSCAR Networks events.

The Advisors are working out of the Disraeli Street offices down in shared premises with Treasure Trove. The office is open 10am – 2pm Wednesday and Thursday however appointments can be made outside of these hours.

Reminder that if your Child Youth and Families approval audit is coming up please review your policies and procedures to ensure you meet the standards. The OSCAR Foundation Advisors are available to review them as required however 2 weeks is an appropriate timeframe for this process. It is recommended that you have your policies in the same order as the standards as it is easier to see if something is missing.

Please contact one of the advisors for any further assistance.

Ariana Sour  
021 607 427  
[ariana@OSCAR.org.nz](mailto:ariana@OSCAR.org.nz)

Amanda Murray  
021 636 836  
[amanda@OSCAR.org.nz](mailto:amanda@OSCAR.org.nz)

OSCAR Foundation Christchurch office:  
03 3749075

OSCAR Foundation National office:  
0800 GO OSCAR (0800 466 7227)



# MAKE A RECYCLED PLAY HOUSE

First of all don't call it a doll's house! It doesn't just have to be a girls-only activity. You can theme the house to be a haunted mansion, a superhero's secret hideout, a fortress, etc.

Start with a large cardboard box - the bigger the better because you can make more rooms. Or you can use a number of smaller boxes stapled together, each acting as a separate room. Shoeboxes would be great for this.

Off cuts of "contact" sticky paper can be turned into floor coverings, bench tops (especially if they have a wood grain or marbled pattern) or you can use scraps of fabric to make rugs or curtains.

Margarine containers make great bathtubs (or spas), while small yoghurt cups are good for sinks or laundry basins. Egg cartons can be turned into stools, sofas, or even a toilet! A jar lid makes a good kitchen table top and liners from inside bottle lids make great plates. Aluminium foil can be used to create stainless steel appliances and mirrors. Tea boxes, especially the small ones that hold 10 teabags can be used to make all sorts of furniture. Foam meat trays are easy to cut into useful shapes - make sure that they are properly cleaned first. Wrapping paper can be used to make a wallpapered "feature" wall, while pictures cut out of magazines can be made into artworks by cutting a frame out of contrasting cardboard. You can also cut pictures of rooms from home decorating magazines to use as a background.

See what other great ideas the kids can come up with. Once you show them a few examples their imaginations will run wild with new uses for "old rubbish". You can limit it to use what you already have in the centre or ask parents to bring extra things in. Make sure to put the components into the recycling bin once you are finished with the house.

IDEAS KINDLY DONATED BY NETWORK NEWS  
NEWSLETTER OF NETWORK OF COMMUNITY  
ACTIVITIES

## AUTOGRAPH BOOKS

Nobody knows when people started collecting autographs, but it has been a popular pastime for more than 200 years. I still have several autograph books dating back to my primary school days that are filled with witty poems and sayings that transport me back in time when I read through them - do you remember this one?

Kings want Gold ships  
Queens want Silver ships  
Princes want War ships  
I want FRIENDSHIPS!

Children love funny stories, jokes and poems, so why not have them make an autograph book so they can start a collection?



## UNDERSTANDING EPILEPSY SEMINARS

The content includes information on Epilepsy NZ and information on Epilepsy-including causes, prevalence, triggers, types of seizures and basic first aid.

**Seminars will be held Wednesday of each month 10.30-12.00pm**  
Community House, 141 Hereford Street, Christchurch

### SEMINAR DATES FOR 2009

April 22nd  
May 13th  
June 17th  
July 17th

August 19th  
September 16th  
October 14th  
November 18th

**PHONE 03 798 175  
TO REGISTER**

# A BIT OF PERFUME

**Giving Praise.** "To see things in the seed, that is genius", said Lao-tzu, Chinese philosopher. This is what we now refer to as Appreciative Intelligence, to describe the capacity by certain individuals to see the positive inherent potential of situations or people - it is the ability to see a breakthrough product, top talent, or valuable solution of the future that is not readily visible in the present situation. In short, it is the ability to see the mighty oak in the acorn.

Appreciative intelligence is a mental ability of individuals who have a knack for reframing situations (the glass half full/half empty) and a keen eye for spotting what's valuable and positive in a situation or in people. And these individuals go one step further: they are able to envision how the positive aspects can be used to create a better future.

Such a culture would fuel employees' motivation. Surveys of what employees want consistently rank "appreciation for work well done" high up on the motivation index - well above "good wages".

Other surveys show that one of the reasons employees leave organisations is because of lack of praise and recognition.

**IMPORTANCE:** giving people a sense of importance about who they are and about their role in the organization;

**TOUCH:** feeling that the leader genuinely cares about them, feeling a connection with the leader;

**GRATITUDE:** being appreciated for their contributions and sacrifices; receiving genuine gratitude;

**FAIRNESS:** knowing that leaders ensure equal and fair distribution of rewards.

Recognition and praise are indeed high octane fuel for the soul. When we receive a genuine compliment, we experience an inner glow - it's a warm, magical feeling that makes us break into a smile. It makes us want to go the extra mile for the person who bestowed the sincere compliment.

Here are some pointers for practicing this important skill:

Sometimes, withholding praise is simply due to a lack of time for leaders who are required to handle an ever increasing number of issues during the course of a harried day. Showing your people you care about them needs to move up on the list of items in your "to do" list. It takes less than 10 seconds to say, "I appreciate the time and thought you put into this report. It is exceptional. Thank you."

Praise has a limited "best before" date. Don't delay its expression or wait until performance review time - when you see something that is worthy of praising, do so promptly after the event.

Make your genuine words memorable for your staff by being specific about the achievement. Not many of us remember the perfunctory "job well done", but we all would remember someone who tells us "This was pure genius," or "I would have

missed this if you hadn't picked it up." The praise does not have to be elaborate. It just needs to be genuine.

Deliver the praise and leave. Come back later for discussions on other matters. This gives the praise its moment of honour and heightens its value in the eyes of the recipient.

Apply the dynamic concept of appreciative intelligence on yourself. What are your talents? Practicing appreciating our talents and gifts opens us up to appreciating others' greatness

Perhaps the ultimate appreciation is letting people know that their work - no matter how far removed they are from the top of the pyramid - is important to the organization. It's about making everyone feel like an owner and helping them understand how their work contributes to the overall purpose of the organisation. Excellence involves everyone.

There is another lovely Chinese quote that says, "A bit of perfume always clings to the hand that gives roses." As leaders, when we make people feel great about themselves, paradoxically we elevate ourselves to greatness as well ●



# OSCAR NETWORK TRAINING AND EVENT CALENDAR TERM 2 2009

EVENT	BRIEF RUN-DOWN	DATE	TIME & PLACE	COST (GST INCLUSIVE)
<b>Play Workshop</b>	Exploring play through a child's eyes – suitable for all staff	<b>Thursday 7th May</b>	<b>10am – 12 noon</b> 25 Disraeli Street, Addington	\$20 first staff member \$10 additional staff \$60 non members
<b>Cluster North West</b>	Suitable for all Staff and Management	<b>Tuesday 12th May</b>	<b>10am – 12 noon</b> Fendalton Service Centre Cnr Jeffreys & Clyde Rds	Free
<b>Cluster South East</b>	Suitable for all Staff and Management	<b>Wednesday 13th May</b>	<b>10am – 12 noon</b> New Brighton Boardroom Cnr Union & Beresford Sts	Free
<b>Cluster Selwyn District</b>	Suitable for all Staff and Management	<b>Thursday 14th May</b>	<b>10am – 12 noon</b> Rolleston Community Centre, Rolleston Drive	Free
<b>Training Day</b>	Suitable for all staff and Management. Detailed Brochure out nearer the time	<b>Saturday 23rd May</b>	<b>9am – 2.30pm</b> Knox Centre, 28 Bealey Ave	\$40 first staff member \$30 Additional staff \$120 Non-members
<b>Open Polytechnic Certificate in OSCAR</b>	This is suitable for all staff – you do not have to be already doing the certificate	<b>Tuesday 9th June</b>	<b>9.30 – 10.15am</b> Introduction to course <b>10.15–12.30pm</b> Working with children Working Professionally 25 Disraeli St,	Free
<b>Play Workshop</b>	Exploring play through an adult's eyes – suitable for all staff	<b>Thursday 11th June</b>	<b>10am – 12 noon</b> 25 Disraeli Street, Addington	\$20 first staff member \$10 additional staff \$60 non members
<b>Core Training</b>	Emergency Procedures	<b>Tuesday 23rd June</b>	<b>10 – 12 noon</b> Knox Centre, 28 Bealey Ave	\$20 first staff member \$10 additional staff \$60 non members
<b>Evening Training</b>	Staff – Child Behaviour Level 1 Management - Forum	<b>Thursday 25th June</b>	<b>7 – 9 pm</b> Knox Centre, 28 Bealey Ave	\$20 first staff member \$10 additional staff \$60 non members
<b>OSCAR AGM</b>	Open invitation to all – drinks & nibbles provided	<b>Tuesday 30th June</b>	<b>6.30 – 7.30pm</b> Knox Centre, 28 Bealey Ave	