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THE OSCAR NETWORK

We are an organisation dedicated to providing information to O.S.C.A.R. (Out of School Care And Recreation) programmes.

Our aim is to support, promote and network safe quality, accessible OSCAR services which are professional and centre around the needs of the child and their whanau. 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 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 has a well-earned reputation for working co-operatively alongside other 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'.

THANK YOU 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; Lottery Grants Board; Community Organisation Grants Scheme; United Way.

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TALKING TO PARENTS ABOUT THE HARD ISSUES

As an OOSH provider, your relationship with parents is important and you do not want to ruin a good relationship. However, there are times when you will need to talk to parents/guardians about difficult issues.

This could be related to:

- Child's behaviour
- Child protection
- Children's relationships
- Incidents at the centre
- Discussion

SOME KEY THINGS TO CONSIDER...

IDENTIFY THE APPROPRIATE PERSON TO TALK TO THE PARENT

It is important that all staff is clear about their role in relation to communicating with parents. Often it best for the carer who has the best knowledge of the issue to be involved in the discussion or at the very least complete a written report.

BE PROFESSIONAL

Identify a space with privacy - parents will have different reactions to information presented to them. In most situations you are seeking parent support. Identify the best time and sometimes the end of the day when everyone is tired may not be the ideal time. Respect their feelings and make them feel as comfortable as possible.

PLAN FOR THE MEETING

A good meeting starts with planning – what is the message you want to get across?

Write down some notes, stick to the facts for example describe the behaviours you have seen. Include parents in the discussion after all the parent may be able to assist with solutions. Listen to the parents point a view.

If is a difficult situation which could be confronting you might want to involve two members of staff so that someone can take notes!

BE HONEST AND DIRECT

At the start of the meeting be clear about the purpose. If you or the service has or intends to take any action present this to the parents clearly. Follow up in writing if necessary. It is good to get the parents to sign what has been agreed. Make sure the parent has a copy.

COMMUNICATION WITH THE CHILD

Be clear with the child about what is going to happen and any action. This is a way to build trust between you and the child. Remember to be fair and consistent with all children.

ASSURE CONFIDENTIALITY

All issues require professionalism and confidentiality – staff needs to be very aware of this and never discuss another child with other parents. Every family has the right to privacy. Gossip can undermine the trust between the family and centre.

Assure the parents of your ongoing support. Keep parents informed of progress and give updates as needed.

Thanks to Network of Out school activities Australia

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Supporting Resettled Refugees

Globally around 24 million people are refugees or displaced persons fleeing war, conflict and discrimination. Around one third of these are children and adolescents, and 10% are less than 5 years of age. Infants and children are amongst the most vulnerable in situations of war and conflict. Children are both direct and indirect victims of war and conflict and are particularly vulnerable to exploitation and abuse.

It is important not to lose sight of the traumatic experiences that refugees who have resettled in New Zealand may have experienced. Many resettled refugees will require ongoing support as they begin life in a new and often very different culture.

Many resettled refugees in New Zealand are likely to have experienced significant trauma in their lives. The nature of these traumatic events is as varied as the circumstances from which these individuals come, however, common sources of trauma may include:

- Being suppressed in their home country (i.e., basic rights, belief systems, freedom of speech, etc.)
- Exposure to violence and conflict
- Being separated from friends and family
- Death or illness amongst friends and family
- Stressful travel/fleeing circumstances
- Ongoing stress during processing or detention

Experiences such as these can lead to on-going mental, physical, social, and psychological problems even once the resettlement process has been completed. These problems are especially likely to occur in younger people,

as they are less psychologically equipped to deal with traumatic events.

On-going struggles for resettled refugees may include:

- Becoming overly-concerned regarding safety and health of family members
- Withdrawing from the local community
- Separation anxiety
- Difficulties forming new friendships and support networks
- Easily becoming angry or frustrated with others
- Difficulties relating to the experiences of others
- Poor academic results and/or future employment prospects
- Lack of a sense of belonging and purpose
- Self-harm or suicidal behaviours

Appropriate ongoing support can assist and has been demonstrated to lead to post-traumatic growth and recovery. When supporting resettled refugees, the factors likely to provide the most benefit include:

- Assisting people in rebuilding a sense of safety and security
- Fostering a sense of belonging to the local community

- Maintaining and promoting their cultural identity
- Opening up lines of communication about past traumatic experiences, preferably with qualified professionals

The impact of the refugee experience on children

These prolonged and cumulative stressors have a lasting and negative impact on children, young people and families.

Research has shown that exposure to severe trauma, such as violence and ongoing fear of safety, have lasting negative impacts on the physical and mental health of children that last into adolescence and adulthood. Research has also shown that there is a cumulative effect in terms of trauma and adversity. That is, the greater number of traumatic or adverse experiences that a child has, the more likely they are to develop a trauma response or develop physical and or mental health difficulties. Trauma manifests in many different ways and there are many difficulties that a child may face as a result of trauma, that may be interpreted by others as being a behavioural or emotional problem of the child.

Some of the responses that you may see from younger children include:

- Separation anxiety in young children. Wanting to be close to family members all the time. Not being able to sleep alone.
- Difficulty in forming friendships and social relationships with others.
- Developmental difficulties. The child may have not been able to receive the developmental opportunities needed for normal development.

Some of the responses that you may see from older children include:

- Feelings of responsibility in caring for or looking after other people in the family
- Difficulties in making and maintaining friendships.
- Academic difficulties due to little schooling and also due to the cognitive impact of prolonged exposure to trauma and adversity.
- Missing school due to wanting to stay close to family, not feeling safe in their new environment.
- Isolation from peers.
- Acting out behaviours resulting from stress, feelings of powerlessness and overwhelming memories and emotions.
- Nightmares.
- Depression
- Anxiety

Some of the responses that you may see from adolescents include:

- Family conflict due to the pressure to adapt to the new culture and its conflict with the culture of the family.
- Academic difficulties.
- Difficulty in maintaining supportive friendships.
- Isolation.
- Acting out behaviours due to feelings of frustration, difficulties in dealing with emotions and difficulties in understanding and being understood in the new culture.

Cultural identity and children's wellbeing

A strong cultural identity is important to a child's mental health and wellbeing. Having a strong sense of their own cultural history and traditions helps children build a positive cultural identity for themselves, gives them a sense of belonging and self-esteem and supports their overall wellbeing.

When children have a strong cultural identity, they are well-placed to make social

connections with others and develop a sense of belonging to their community, even if the community's cultures are different to their family culture.

Having a positive sense of belonging in both settings helps children move between cultures with greater ease and confidence, and can increase their engagement. In turn, belonging builds children's self-esteem and resilience, and reduces the likelihood they will experience depression and anxiety. To be able to get on well in a culture that is different



to their family culture, children often need to understand and respond to different expectations. For example, the expectations around body language can be very different across various cultures. In many Asian cultures, making direct eye contact with an adult is viewed as a sign of disrespect or a challenge to that adult's authority.

It can be complex, and sometimes confusing, for a child from a different cultural background to their school culture to make sense of the different expectations. In some cases children may experience 'cultural conflict' and feel that they have to choose one culture or the other, even though they have to live in both. This can be stressful for children and have negative impacts on their mental health and wellbeing.

However, when children have a positive sense of belonging to cultures, their mental health and wellbeing is supported and so is their learning.

What can health and community professionals do to support cultural diversity? The experiences of children and families in a health and community setting can also have

a positive effect on their sense of belonging and engagement with the wider community. A child's sense of their own cultural identity is also strengthened when this diversity is recognised, respected and valued in their interactions with health and community professionals.

Here's some ways for you to support cultural diversity in your professional life:

- Talking directly to people to find out how to best include children from diverse

cultural communities and how to respect their cultural needs.

- Respecting individual differences – don't assume that membership of a cultural group means everyone within that group has the same values and needs.
- Promoting and modelling inclusive behaviour, for instance, by providing information in a number of appropriate languages for parents and carers.
- Working with interpreters or multilingual aids to ensure accurate communication with children, parents or carers whose English language skills are limited.
- Reflecting on how your own cultural values can impact your approach to understanding and working with those from other cultures communities.
- Effectively addressing problems of discrimination when they occur.

<https://www.kidsmatter.edu.au/mental-health-matters/cultural-diversity-special-resource-schools/thinking-about-cultural-diversity>
http://tgn.anu.edu.au/wp-content/uploads/2014/10/Refugees-and-asylum-seekers-Supporting-recovery-from-trauma_0.pdf
<https://www.youtube.com/watch?v=kSIkII22h18>



10 Superpowers of Highly Sensitive Children

By Renee Jain, MAPP

So you're a highly sensitive child—you're affected by loud noises, you don't love crowded places, you're more likely to notice different scents, and you might even have very particular eating tendencies. You process information and your environment, including sound, sight, smell, touch, and taste more deeply than others. While it's true that your nervous system is on high alert – and sometimes the world can feel too big, too loud, too mean, or too fast – you also have some incredible talents—superpowers, in fact.

HERE ARE 10 SUPERPOWERS OF HIGHLY SENSITIVE CHILDREN:

1. YOU HAVE “SPIDEY” SENSES

Just like Spiderman, you notice small but important details that other people overlook. In fact, you experience your surroundings very deeply. Sometimes that means noticing a fallen bird's nest that needs help getting back into its tree. Or maybe that means finding every lucky penny on the sidewalk. Paying attention in this way allows you to notice some very special things.

2. YOU'RE A GREAT STORYTELLER

The best stories are the ones with the kind of attention to detail that make you feel like you're right inside the story. Because of your ability to take in the world so deeply,

you have the words to narrate stories with exquisite detail.

3. YOU'RE ALMOST NEVER BORED

When there are so many stimuli, like sounds and smells and people and colours and textures to take in around you, it's never hard for your mind to find something interesting to dwell on.

4. YOU CAN HELP OTHERS GET ALONG

You are usually able to notice and empathize with other people's perspectives, because you listen to what they're saying. You hone in on what really matters to someone, and can then explain it to others. This makes you a natural mediator of conflicts.

5. YOU'RE AN AWESOME FRIEND

You're so open to noticing and even experiencing others' emotions, that you make an awesome friend. You also strive not to hurt the feelings of others.

6. YOU ARE CURIOUS

You are always noticing things, making connections, and learning about the world. That makes you want to know how all this stuff is going to turn out! You are curious about the world around you.

7. YOU ARE INCREDIBLY CREATIVE

You have a vibrant imagination—a trait that makes a great artist. You may not be great at colouring, or even drawing a straight line, but you have a certain depth to your way

of thinking and feeling that comes through via creative outlets. Make sure you get to be creative as often as possible to harness this gift.

8. YOU APPRECIATE STORIES

You understand the characters in books or movies so well because you really understand the struggles or joys that the characters experience.

9. YOU HAVE A RICH INNER LIFE

You have an incredibly rich inner life! Your internal monologue, the way you reflect on events, and the way you process details is thorough and interesting. You have a tendency to daydream and fantasize. And your dreams at night may often be full of intricacy and emotion because you have so much going on inside your mind.

10. YOU CARE DEEPLY AND CAN HAVE AMAZING RELATIONSHIPS

Think about other words that have similar meanings to the term sensitive: complex, thoughtful, emotional, understanding. These are all qualities that, when harnessed and practiced, will help you grow stronger relationships and attachments to those you care about. You are very attuned to those you love, and they will appreciate you for it.

<http://blogs.psychcentral.com/stress-better/2016/05/11-superpowers-of-highly-sensitive-children/>

A Meltdown is not a Tantrum in ASD

Extract from Anxiety to Meltdown: By Deborah Lipsky

Recognising and managing meltdowns and tantrums is vital to support people with an ASD. Every child with an ASD will experience very individual symptoms that are unique to them. Not all individuals with an ASD will experience a “meltdown” and instead may “shut down.” It is very important you are familiar with each child’s triggers and responses.

The book *From Anxiety to Meltdown* by Deborah Lipsky is full of insight, information, strategies and more. It will give you the keys to differentiating between a meltdown and tantrum, and more importantly how to deal with them effectively. Below are some great excerpts from the book.

“Meltdowns and catastrophic reactions are involuntary responses while tantrums are purposeful manipulations of behaviour to achieve an intended end result. Whereas meltdowns are an unconscious reaction, tantrums are a voluntary choice. Understanding the difference between a meltdown and tantrum is critical because the interventions are completely opposite, and using the wrong strategy will only worsen the situation in both cases.” (pg 108)

“Meltdowns are extreme emotional and/or behavioural responses to a stressful situation. They are always involuntary. Meltdowns come from prolonged exposure to sensory

triggers or cognitive overload without a chance to get away from the overwhelming stimulation. Usually there will be signs of increasing frustration with accompanying anxiety that slowly starts to escalate if the situation is ignored. Catastrophic reactions on the other hand are explosive immediate involuntary reactions to something having gone off script or not according to plan. One moment the individual is content and the very next completely out of control with no forewarning of such an intense reaction.” (pg 112, 113)

What Causes a Meltdown? (pg 187)

- Sudden abrupt changes (novel situations)
- Transitions
- Sensory overload
- Cognitive overload
- Being given too many choices at once
- Vague or unclear instructions and/or commands
- Being asked open ended questions that are too broad
- Being forced to be in a prolonged stressful environment
- Being in a stressful setting or situations without any calming tools
- Being given an unrealistic task that exceeds capabilities or limitation
- Going to or being the centre of a surprise party
- Crowded places and/or events and activities with a high noise level

- Being rushed or hurried to do or finish something
- Miscommunications: a) not understanding the meaning of a metaphor b) not using concrete, precise, and literal language c) not getting understandable answers to questions d) using literal timeframes in a way open to interpretation, such as wait a minute
- Being given a time limit
- Going off script
- Being forced to socialise during lunch periods at school

What is the difference between a Meltdown and a Tantrum? (Adapted from pg 140, 141)

- Tantrums are a conscious deliberate choice to behave a certain way to manipulate others
- In a tantrum the physical movements are controlled and easily altered to achieve a desired outcome – i.e. aggression towards a specific individual
- A tantrum can stop instantly at any time
- Tantrums act as defiance
- In a tantrum they may try to bargain
- In a tantrum the individual has excellent recall of the episode with little or no physical exhaustion
- Please note a tantrum can develop into a meltdown

What to do with a Meltdown

To effectively deal with meltdowns you must be proactive and not reactive. Identifying the child’s anxiety and it’s cause is your starting point. Then try to calm the child as this will reduce the chances of a full-blown meltdown. The book offers a range of great strategies to help calm from solitude to reassurance. Once the meltdown has started all you can do is make sure everyone is safe, reduce stimulation levels and if possible address the problem at hand. PLEASE never attempt to restrain a child with an ASD from self-harm during a meltdown. They will only fight against your attempts and increase the intensity of self-aggression and aggression towards you! It is too late to stop the meltdown – simply let the meltdown take its course. (Read more on pg 219 “How to control such behaviour in a safe manner without restraint?”)

<http://a.smartmailpro.com/file/p241hfs/80m0k7gsbo/Newsletter%20May%202016.pdf>

How Happy Brains Respond to Negative Things

Recent research provides a whole new understanding of the brain's amygdala—and suggests that happy people take the bad with the good.

By Summer Allen and Jeremy Adam Smith

You drop a glass while making breakfast. You get stuck in traffic on your way to work. Your boss yells at you for being late. Congratulations! You're having a bad morning. It happens to everyone, at one time or another. But how we react to the bad things in life reveals a lot about our brains.

It might seem to go without saying, but people with sunnier dispositions are better able to regulate their emotions than people with gloomier personalities, who are more likely to be thrown by unpleasant events.

Why is this?

There are several possibilities. One is that happier people wear metaphorical “rose-coloured glasses” that allow them to focus on positive things and filter out negative ones. Another possibility is that happier people are just better at savouring the good things and allowing them to lift their mood, while still seeing the bad.

Why does this question matter? Because of its implications for the way you view your life. Is it better to ignore the negatives and setbacks altogether, or to strengthen your ability to zero in on the good without glossing over the bad?

One way to test these hypotheses is to look at activity in the amygdala—a small, almond-shaped brain region—in people with different emotional styles. For years, neuroscientists have thought of it as the primitive “fear centre” of the brain, always

on the lookout for potential threats. In some people, increased amygdala activity has been linked to depression and anxiety. However, less is known about how the amygdala responds to positive stimuli—and how this activity might relate to feeling positive emotions.

That's what psychologists William Cunningham at the University of Toronto and Alexander Todorov of Princeton University are exploring with their colleagues. In a series of recent studies, they've discovered a whole new amygdala—one that's implicated in human connection, compassion, and happiness. According to their research to date, the happiest people don't ignore threats. They just might be better at seeing the good.

What is the amygdala for?

A wild zebra must constantly be on the lookout for lions and other predators, even while it is in the process of pursuing a goal, such as looking for water or a mate. Scientists have traditionally tied this looking-out function to the amygdala. However, recent research suggests that the amygdala is also active when people are trying to meet so-called “appetitive goals,” like our zebra's interest in drinking, eating, and mating.

Because threatening situations can have lethal consequences, it makes sense that the amygdala would be tuned to react to all fearful stimuli. But does the amygdala respond to all positive stimuli as well? Would

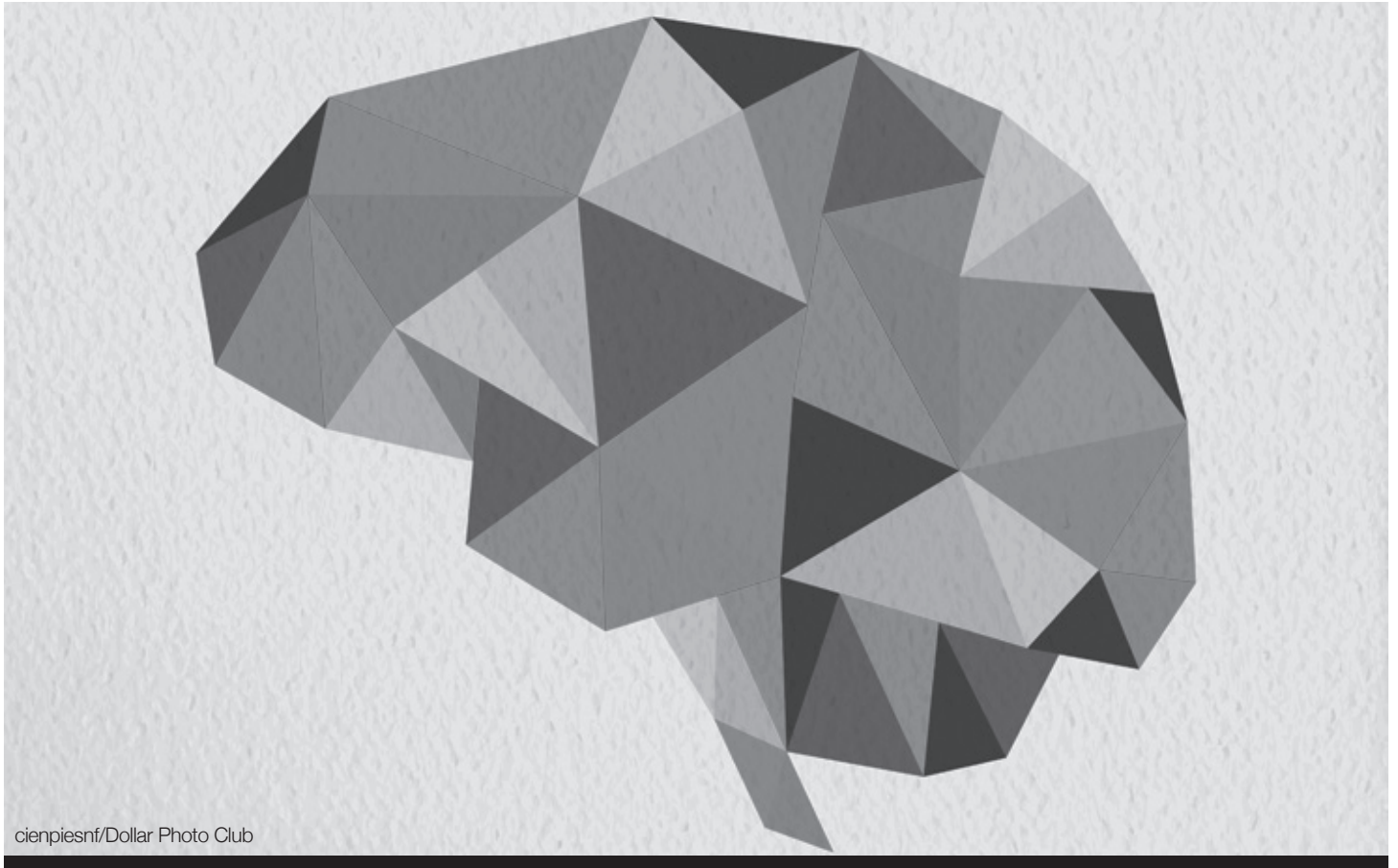
our zebra's amygdala activate every time it sees a watering hole, even though it's a good thing, not a bad thing?

Cunningham and colleagues took on these questions in a study published last year in the *Journal of Cognitive Neuroscience*. They displayed a series of side-by-side images to study participants—15 people in total—while recording their amygdala activity using functional magnetic resonance imaging (fMRI). The pictures varied in their emotional content (positive, negative, or neutral) as well as the extremity of the emotion they evoked.

From the fMRI data, Cunningham and colleagues found that negative images did provoke amygdala activity, as expected. The positive images did as well—but only when the participants were explicitly told to focus on them.

Humans have a negativity bias, a tendency to focus on threats. But this research suggests that people may be able to compensate for it by consciously trying to focus more on the positive. As the authors put it in their paper, “while people do automatically attend to negative stimuli, given the proper ability and motivation, they can show the same sensitivity to positive stimuli.”

Another study by a team that included Cunningham and Todorov, found that the amygdala “may also be at the heart of compassion.” The researchers scanned



participants' brains as they viewed pictures of people who might be useful in pursuing a goal—or in need of help. The team found that amygdala activity spiked when participants perceived people in need. Not surprisingly, this was especially true for participants who scored high in empathy.

As the authors note, other research has linked the ability to connect with and help others to personal well-being. Taken together, these studies suggest that humans possess a subconscious “compassionate instinct”—an urge to help people that exists even in parts of the brain that are sometimes referred to as “primitive” or “reptilian.” The paper concludes:

This research project builds on the idea that our evolutionarily older brain systems are not solely a source of immorality and selfishness, but when tuned by our goals, can contribute to moral and just behaviour. Thus, human flourishing does not come from the suppression of aspects of the self, but rather through the integration of all relevant processes together into a unified response.

Happy people take the good with the bad

But this research raises another question: Does human happiness depend on filtering out the negative things in life? Or in brain

science terms: Do we want to avoid the stress of amygdala activation, even when it comes to perceiving people in distress? How do happy people respond to the dropped glass, traffic jams, threats from the boss—or even the sight of homeless people on the street?

That's the question tackled in another study published in the journal *Social Cognitive and Affective Neuroscience*, where Cunningham and Ph.D. student Tabitha Kirkland sought to determine whether the amygdalae of happier people respond differently to positive and negative stimuli when compared with less-happy people.

Cunningham and Kirkland recorded the amygdala activity of 42 participants as they viewed series of positive, negative, and neutral pictures. Participants also filled out surveys to determine their subjective happiness levels. Was there anything distinctive about the way happy people's brains responded to the different types of photos?

Indeed, when compared with less-happy people, the researchers found that happier people had greater amygdala activation in response to positive photographs. But they did not have a decreased response to negative

images, as would be predicted by the “rose-coloured glasses” view of happiness.

In fact, the researchers found that “amygdala activation among happier participants was equally high for positive and negative stimuli.” According to the paper, this suggests that “happier people are not necessarily naïve or blind to negativity, but rather may respond adaptively to the world, recognizing both good and bad things in life.”

This is a particularly interesting finding because it suggests that being able to sense and respond to negative information may actually be an important component of happiness. The authors' conclusion from this study: “Happy people are joyful, yet balanced.”

The upshot of this research is that our amygdala can no longer be viewed simply as the brain's fear centre. Instead, it seems that even at a very deep, instinctive level, we are wired to see people in need and help each other out—and that doing so might help us to be happy.

<http://www.mindful.org/happy-brains-respond-negative-things>

10 RECRUITMENT MISTAKES

HOW TO AVOID WASTING TIME AND MONEY WHEN HIRING

MARK SAT WITH HIS HEAD IN HIS HANDS AND GROANED, DREADING WHAT WAS COMING NEXT. IN A FEW MINUTES HE WOULD BE LETTING ALISON GO, JUST A COUPLE OF MONTHS AFTER HIRING HER. HOW HAD IT COME TO THIS?

She'd applied with a great resume, interviewed well, and seemingly ticked every box. And yet she'd failed to hit targets, caused disruption in the team, and just not delivered in any area. With a sigh, Mark leaned back in his chair and waited for Alison to knock on his office door...

According to a study by the Centre for American Progress, it costs about 20 percent of an employee's salary to replace him or her. If your organization has a high turnover of staff, that can be very costly. You can attract the best candidate for the job and for your organization if you look out for a few common pitfalls. In this article, we explore 10 recruitment mistakes, and how to avoid making them. There is no guaranteed process for successful recruitment, but knowing the obstacles and potential problems that you might face can help you to avoid them, or deal with them if they do arise.

MISTAKE 1: NOT CREATING AN ACCURATE JOB DESCRIPTION

Describe the job accurately and honestly in your advertisement. If you don't, you'll less likely attract candidates with the qualities and abilities that you're looking for. A good job description is more than a simple list of duties; it should describe the role in terms of its overall purpose and identify key areas of responsibility. Don't "oversell" the position, either, and lead applicants to believe that it offers more opportunities than it actually does. For example, don't imply that there's a likelihood of quick promotion if there isn't. If you do, your ambitious new recruit may feel let down and leave.

MISTAKE 2: FAILING TO CONSIDER RECRUITING FROM WITHIN

Sometimes, the best candidates could be right under your nose! It can make economic sense to fill roles internally, as it cuts the costs and time associated with advertising for external

candidates. Also, an existing staff member will be familiar with your organization's processes, values and mission. Chances are, he would get "up to speed" in a new role more quickly than an outsider would. Another potential benefit is that promoting and training up your own people can boost their morale and productivity. Recruiting from within can also protect important knowledge that would be lost when people leave your team or organization.

MISTAKE 3: RELYING TOO MUCH ON THE INTERVIEW

Some managers use only an interview to evaluate potential candidates, but is it the best method? In his 2015 book, *Work Rules!*, senior Google executive Laszlo Bock says, "Most interviews are a waste of time," as interviewers can spend most of their time trying to confirm the impression they formed of applicants in the first 10 seconds of meeting them. A candidate may say or do anything to get the job that you're offering. Consider giving her a test or exercise to find out how she might perform "on the job."

MISTAKE 4: USING UNCONSCIOUS BIAS

Recruitment relies on your decision-making abilities, which means that you must avoid unconscious bias. You may unwittingly discriminate against certain candidates in favour of people who share your background, social class, ethnicity, age, or gender. Accepting candidates regardless of any of those characteristics means that you have a larger pool of talent to draw from, improving your chances of recruiting the best person for the job.

MISTAKE 5: HIRING PEOPLE LESS QUALIFIED THAN YOU

In a New York Times interview, American entrepreneur Guy Kawasaki said, "A' players hire 'A+' players. But others hire

below their skills to make themselves look good. So 'B' players hire 'C' players. 'C' players hire 'D' players." Some managers are afraid of taking on someone who is more confident or talented than they are, because they feel that he may be a threat to their position. But smart managers know that they need bright people to share their insights and bring their strengths to the team. Hiring people who are better than you can improve your own skills and drive your business forward. A good example to follow is that of renowned U.S. automotive executive Lee Iacocca, who said, "I hire people brighter than me and then I get out of their way."

MISTAKE 6: REJECTING AN OVERQUALIFIED CANDIDATE

It's tempting to reject an overqualified candidate, either for the same reason as in Mistake 5 above, or because you're afraid that she will become bored and leave your organization for a more satisfying challenge elsewhere. But highly experienced and talented people may have the skills and ability to help you to develop your team – even if they don't stay long. And to encourage her to be loyal to your organization, think about what opportunities for development, progression or reward you might be able to offer to this exceptional person.

MISTAKE 7: WAITING FOR THE PERFECT CANDIDATE

You may have a picture of the ideal employee in your mind but, as you wait for him to appear, you may be jeopardizing your team's productivity by keeping it understaffed for too long. Your team members may have to pick up the extra workload or work overtime, which can affect their morale. Recruiters call perfect candidates "purple squirrels," because they are so rare! Instead of waiting for someone who fits the role exactly, it's usually best to hire someone who meets most of your key requirements, who fits your culture, and who has good soft skills. He can pick up job-specific skills once she's in place.

MISTAKE 8: RUSHING THE HIRE

OK, the perfect candidate may not exist. That doesn't mean you should rush to hire just anyone. Take your time. Think about what it's going to cost in time and money to hire and train someone, only to find that she's not up to the job. You could end up having to repeat the whole process. Interview twice if you have to and, if necessary, arrange for

SUCCESSFUL INDUCTION

GETTING NEW TEAM MEMBERS OFF TO A GREAT START!

HIRING A NEW MEMBER OF YOUR TEAM CAN BE TIME-CONSUMING AND COSTLY - SO YOU WANT THEM TO SETTLE IN AND START WORKING PRODUCTIVELY AS SOON AS POSSIBLE.

a freelance or external contractor to cover the role until you've got the best person that you can.

MISTAKE 9: RELYING TOO MUCH ON REFERENCES

How much can you trust the information on a résumé? Almost 60 percent of employers have discovered a lie on a résumé, according to a survey of more than 2,000 HR and recruitment managers, commissioned by U.S. recruitment specialist CareerBuilder. For example, a candidate who claimed to be a construction supervisor admitted in his interview that he had only built a doghouse in a backyard!

So, while applicants may have listed excellent experience and qualifications, you'll likely want to check some of the details they've provided. However, don't place too much weight on these references, good or bad. Someone's positive experience at one organization does not mean that he will automatically shine at yours. And a negative reference from a previous employer does not mean that he won't thrive on your team. As we suggested earlier, you can find out if a candidate has the right skills for your team by setting her a test or exercise that is relevant to the role that you are advertising.

MISTAKE 10: EXPECTING TOO MUCH, TOO SOON FROM A NEW RECRUIT

Typically, it takes a new starter about three months to become fully integrated into the team and to begin producing results. It's understandable to want her to "hit the ground running," especially if the position has been vacant for a while or if the hiring process has taken a long time, but this can mean that you don't give her the time to "learn the ropes" properly. During the first few weeks, it's important to help your new recruit to familiarize himself with the organization's and team's goals, and to

support him as he learns. Make him feel welcome on his first day, and introduce him to the team. Let him know that he can ask questions and seek advice, and arrange regular meetings to see how he's doing. See next article on induction.

KEY POINTS

Hiring new staff can be an expensive and time-consuming process, so it's important to get it right. You want to make sure that you recruit someone who's the best person for the job and who fits into your organization, so that you're not facing continual turnover.

Here's our list of 10 common recruitment mistakes.

1. Not creating an accurate job description.
2. Failing to consider recruiting from within.
3. Relying too much on the interview.
4. Using unconscious bias.
5. Hiring people less qualified than you.
6. Rejecting an overqualified candidate.
7. Waiting for the perfect candidate.
8. Rushing the hire.
9. Relying too much on references.
10. Expecting too much, too soon from a new recruit.

Important reference is Safer recruitment Safer children Guidance for choosing safe people to work with children:

<http://childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Recruitment-Safer-Children.pdf>
<https://www.mindtools.com/pages/article/10-recruitment-mistakes.htm>

After all, if you had spent time sourcing and choosing an expensive new piece of machinery, you wouldn't just leave it in its box when it was delivered, and hope it would just start being productive! The solution is a well-thought out induction process that helps ensure that new hires feel comfortable in their new job and start working effectively as soon as possible. Traditionally, employee induction was looked at as the time needed to fill out personnel records, show new employees the washrooms, introduce them to a few co-workers, and wish them well. That doesn't work anymore. New team members expect, and deserve, more!

COMMON COMPLAINTS...

The most frequent complaints new people have about their induction experiences are that they are overwhelmed, are bored, or are left to sink or swim on their own. The result is often a confused new employee who takes a long time to become productive, or becomes frustrated and quickly leaves the organization. An effective, carefully-planned orientation will not only teach technical skills, but it will educate new team members about the organisation's values, the history, and provide valuable information about "who is who" in the organisation. Organisations that have good induction programs get new people up to speed faster, have better alignment between what new people do and what the organization needs them to do, have happier employees, and have lower staff turnover rates.

When you know the "why" of employee induction, it is much easier to design an effective program that will welcome new employees with sincerity. When you take the time and make the effort to deliver an effective induction you also convey the message that you are committed to employee development and to providing the training and resources needed to do a great job from the Day 1. Here are some "how's" for doing just that.

TIPS FOR NEW EMPLOYEE INDUCTION PLANNING

Consider key orientation planning questions before implementing or revamping a current program. Important questions to ask are:

- What does the new employee need to know about this work environment to feel comfortable and confident?
- What impression do you want new

employees to have on their first day?

- What policies and procedures should new employees learn about on the first day or the first month? This vital information must be included in the orientation process.
- How can new employees be introduced to their co-workers without feeling overwhelmed and intimidated?
- What special things (desk, work area, equipment, and special instructions) can you provide to make new employees feel comfortable, welcome, and secure?
- How can you ensure that the new employee's supervisor is available to assist him or her on the first day; and provides enough time and attention to let him or her know that he or she is valued an important addition to the work team?

Ask for feedback from recent hires. Find out how they perceived the orientation process and make changes based on those recommendations.

TIP:

Once you have a list of areas to cover, divide them up according to when they should be covered in the induction process: before the new hire starts, on Day 1, in Week 1, or in the first month. One of the most important things that you may need to do before Day 1 is to get the new hire to complete a Training Needs Analysis document. This allows you to arrange training in advance and book it into the new person's schedule when they start. Doing this will reduce their anxiety about unfamiliar systems. And by being able to schedule training earlier, you'll have them up to speed and productive sooner.

TIP:

One of the main points of an effective induction program is to give the new member of your team a great first impression of your organisation. This begins as soon as the offer letter of employment is sent. Make sure your letter sets out the expectations of the job and provides an open avenue of communication before the employee's first day.

EXECUTION

Once you have a good idea of the purpose of your program and what you want to cover, then you begin the design process. Here are some ideas for orientation:

BEFORE THEY START

- Make sure the new employee's work area is ready and comfortable.

- Make sure key co-workers know the employee is starting and encourage them to come to say "hello" before orientation begins.
- Name cards on top of your computer monitors can help new people learn names in their own time. They are particularly useful if you all sit in an open plan office. Make one for the new starter too!
- Assign a mentor or partner to show the new person around and make introductions. A mentor need not deliver all – or even any – of the training, but will be there to guide the new starter to training sessions.

ON DAY 1

- Cover off all the essentials: forms, computer access, ID cards, parking, office supplies, etc. Don't do this all at once, though. Intersperse these housekeeping activities with other parts of the induction process that require greater levels of concentration.
- Start with the basics. Don't overwhelm the employee and don't cram everything they need to know into a one-hour session. People become productive sooner if they are firmly grounded in the basic knowledge they need to understand their job. Focus on the why, when, where, and how of the position before handing them any assignments or project.
- Provide an orientation packet that includes samples of forms as well as the job description.
- Give the new starter a checklist of what they should have been told or shown by the end of Day 1, the end of Week 1 and by the end of their first month, and who is responsible for covering this with them (HR, supervisor or mentor). This will help reduce their anxiety about "unknown unknowns".
- If you have a digital camera available, take photos of each team member, and other people too, and make up a sheet matching names to photos to give to new starters on their first day. Take a photo of the new starter on their first day, so you can update the sheet for the next person.
- Provide a list of FAQs with a contact person/department, and phone number or extension. This should always include the number of the IT helpdesk!
- Plan to take the new employee to lunch (or join him or her for lunch), and ask the supervisor and available co-workers to join you. There is nothing more uncomfortable than facing a lunchroom

of strangers or slinking out for a solitary lunch on your first day.

BY THE END OF MONTH 1

- Keep it fun: consider incorporating some ice breaker exercises at the start of the first group meeting after the new hire starts.
- Give the new person some responsibility for his or her own orientation. Offer opportunities for self-directed learning under appropriate supervision.
- Ensure that the mentor has scheduled ongoing meetings with the new starter up until the end of their first month to answer questions which they might prefer not to ask their line manager.

An effective induction program – or the lack of one – will make a significant difference in how quickly a new employee becomes productive and feels part of the team. Good orientation takes energy, time and commitment; however it usually pays off for the individual employee, the department, and the organization. Make sure your new employees feel that they are valued and that you want them to come back the next day, and the day after that, and the day after that.

TIP:

The quality of your induction process significantly affects the rate at which your company can grow. If you can quickly train people, and keep hold of them once they're on board, you can grow your company quickly. If it takes a long time for people to become productive and you're continually losing key members of your team, you may find your business shrinking instead of growing. What's more, this will be an incredibly stressful, overworked time for those who are left!

KEY POINTS

Effective induction helps new employees to settle into their new job faster and become productive sooner. Employees who take on mentoring roles often find this rewarding, but should nevertheless have this work formally recognized in their annual appraisal. After all mentoring takes time that could otherwise be used to complete work. Develop induction checklists for your department or team, and use these to save time in preparing for the induction of a new starter, and to ensure that everything is covered. Update these with feedback from new starters regularly.

https://www.mindtools.com/pages/article/newTMM_99.htm



'TWO-MINUTE WARNINGS' MAKE TURNING OFF THE TV HARDER

BY KJ DELL'ANTONIA

TWO-MINUTE WARNINGS MAY WORK WELL IN SPORTS, BUT THEY DON'T, APPARENTLY, WORK FOR CHILDREN.

New research shows that giving a child a "two-minute warning" before turning off a video game or TV show does not make it easier for a child to turn away from a screen. In fact, it makes it harder.

To learn more about how families manage a child's screen time, researchers from the University of Washington's Computing for Healthy Living & Learning Lab interviewed 27 families with children ages 1 to 5 about how they limit and end a child's viewing time. They then asked a separate set of 28 families to fill out a diary describing each time their child interacted with a screen over a period of two weeks, including how the screen time experience ended, whether the child was upset with the ending, and how the screen time fit into a child's ordinary routine.

Parents reported that their children were significantly more upset, more often, when given a warning that screen time was about to end than when screen time was stopped without a warning.

It's a small study, but a detailed one, and its results surprised the researchers.

"We had thought that giving kids a little bit of a warning to set expectations would help things go better, and it actually made

them much worse," said the lead author, Alexis Hiniker, a University of Washington doctoral candidate in human-centred design and engineering.

Julie Kientz, associate professor of human-centred design and engineering at the University of Washington and the paper's senior author, said the researchers had a theory: maybe instead of easing a child's transition away from screens, a two-minute warning prepares them to fight it.

"This is definitely the age where parents are trying to avoid power struggles and kids are very welcoming to them," said Dr. Kientz. "We think possibly that the two-minute warning kind of primed them for knowing that there was going to be this battle."

To be certain that the behaviour was related to the two-minute warning, the researchers culled through their data, looking for other associations. Did the parents offer the two-minute warning only before less pleasant activities, or before parents were getting ready to leave? But they weren't able to find any associations other than the warnings themselves.

Ms. Hiniker said programs that automatically repeat or show previews immediately after a show is over can make it difficult for a child to turn away from a screen. Parents were also successful in easing transitions by blaming the technology, declaring the battery dead, the Wi-Fi broken, or pretending that a

program a child watched on vacation was not available at home.

"What the technology itself did made a huge difference," said Ms. Hiniker. "If the technology was backing the parent up, and kind of saying 'screen time is done now,' then things went better than if the parent just told the child 'you're done.'"

Making screen time part of a routine also eased the transition away from it, the researchers said. If a screen was always turned off at a particular stage — for example, when breakfast was ready — children rarely objected. But parents, they said, were reluctant to use that as a tool, worried that it would "cement screen time into their schedule" and lead to more.

One final surprise for the researchers, and for the parents who participated in the research: In general, the transitions away from screen time went remarkably well. And in about one in four screen sessions, children turned screens off on their own, something many parents interviewed said had never happened before — suggesting that parents may be putting too much weight on a few negative experiences when they think about screen time.

"About 80 percent of the transitions were totally fine," said Ms. Hiniker. "In fact a lot of the time kids were happy about it — they were excited to do whatever was coming next."

THE LETTER YOUR TEENAGER CAN'T WRITE YOU

Dear Parent:

This is the letter I wish I could write.

This fight we are in right now. I need it. I need this fight. I can't tell you this because I don't have the language for it and it wouldn't make sense anyway. But I need this fight. Badly. I need to hate you right now and I need you to survive it. I need you to survive my hating you and you hating me. I need this fight even though I hate it too. It doesn't matter what this fight is even about: curfew, homework, laundry, my messy room, going out, staying in, leaving, not leaving, boyfriend, girlfriend, no friends, bad friends. It doesn't matter. I need to fight you on it and I need you to fight me back.

I desperately need you to hold the other end of the rope. To hang on tightly while I thrash on the other end—while I find the handholds and footholds in this new world I feel like I am in. I used to know who I was, who you were, who we were. But right now I don't. Right now I am looking for my edges and I can sometimes only find them when I am pulling on you. When I push everything I used to know to its edge. Then I feel like I exist and for a minute I can breathe. I know you long for the sweeter kid that I was. I know this because I long for that kid too, and some of that longing is what is so painful for me right now.

I need this fight and I need to see that no matter how bad or big my feelings are—they won't destroy you or me. I need you to love me even at my worst, even when it looks like I don't love you. I need you to love yourself and me for the both of us right now. I know it sucks to be disliked and labelled the bad guy. I feel the same way on the inside, but I need you to tolerate it and get other grownups to help you. Because I can't right now. If you want to get all of your grown up friends together and have a 'surviving-your-teenager-support-group-rage-fest' that's fine with me. Or talk about me behind my back—I don't care. Just don't give up on me. Don't give up on this fight. I need it.

This is the fight that will teach me that my shadow is not bigger than my light. This is the fight that will teach me that bad feelings don't mean the end of a relationship. This is the fight that will teach me how to listen to myself, even when it might disappoint others.

And this particular fight will end. Like any storm, it will blow over. And I will forget and you will forget. And then it will come back. And I will need you to hang on to the rope again. I will need this over and over for years.

I know there is nothing inherently satisfying in this job for you. I know I will likely never thank you for it or even acknowledge your side of it. In fact I will probably criticize you for all this hard work. It will seem like nothing you do will be enough. And yet, I am relying entirely on your ability to stay in this fight. No matter how much I argue. No matter how much I sulk. No matter how silent I get.

Please hang on to the other end of the rope. And know that you are doing the most important job that anyone could possibly be doing for me right now.

Love, Your Teenager



When you are a child all that you want to do is grow up. Despite the fact every grown up you meet tells you how lucky you are to be a kid, and how they would love to go back to their own childhood, if only for a day. Being a child is a majestic experience, everything is so new, and all of the rules of society still seem so unimportant. Getting your hands dirty and enjoying a good belly laugh are enough to get your spirits high. The innocence and joy children sparkle with pairs perfectly with the beauty of our natural world. These photos from all over the world show how children use whatever resources are available to have a good time.



OSCAR NETWORK TRAINING AND EVENT CALENDAR TERM 4 2016

EVENT/TRAINING	DATE	TIME & PLACE	COST (GST INCLUDED)
NETWORK HUI			
Saturday: <ul style="list-style-type: none"> Sexualised Behaviour in Children Child Protection Autism in Children Developing your Emergency Plan Creative Junk Craft Activities Running Games 	Saturday 29 October	The Atrium 455 Hagley Avenue Christchurch	Full conference: \$175 first member then \$150 each additional site member \$250 non-members Saturday only: \$100 members \$175 non-members Sunday only: \$50 members \$75 non-members
Sunday: <ul style="list-style-type: none"> Anxiety in Children Health & Safety 	Sunday 30 October		
Full & Refresher First Aid MediTrain CYF approved	Saturday 5 November	Full: 8.30am – 4.30pm Refresher 8.30am – 12.30pm St Columbus Parish Centre 452 Main South Rd, Hornby	Full: \$175 Refresher: \$98
Networking Meeting	Wednesday 30 November	10am – 12 noon St Marks Cnr Vincent Place & Opawa Rd	Free

THE OSCAR NETWORK WILL CLOSE ON WEDNESDAY 21 DECEMBER AND REOPEN ON MONDAY 16 JANUARY 2017

FOR TRAINING UPDATES CHECK OUT WWW.OSCARNETWORK.ORG.NZ/TRAININEVENTS.HTML

