



SUPPORTING THE NETWORK OF OUT-OF-SCHOOL PROGRAMMES
ISSUE 63 TERM 4 2009

OSCAR Network
Christchurch

ANGRY
CHILDREN
CULTURAL
DIFFERENCES
KALTRINA'S
STORY
REDUCING
CONFLICT



ENHANCING CHILDREN'S PLAY : WHAKAREWA / TE TAAKAROA TAMARIKI ●●●●●●●●●●●●●●●●

THE OSCAR NETWORK IN CHRISTCHURCH INC.

We are a 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 its 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 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 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'.

SEE THE CALENDAR ON THE BACK COVER FOR TIME AND PLACE DETAILS OF OSCAR NETWORK TRAINING AND EVENTS.

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THANK YOU

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- 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



SETTING THE SCENE GOOD ROLE MODELING

IN ORDER TO BE A GOOD ROLE MODEL YOU MUST;

- Be the child's adult carer NOT their mate
- Respect the children, their families and other staff
- Have an interest in and enjoy being with children
- Be capable of hearing children express their true feelings without getting unduly upset
- Be dependable, consistent, flexible and show good judgment in dealing with children
- Have good and constant communication with other staff
- Be able to keep yourself and other staff safe
- Understand and respect other cultures
- Hold children's confidences safe
- Always look for and reinforce positive behaviour choices
- Be age appropriate when dealing with children
- Admit mistakes straight away and don't try to fudge them
- Be aware of where and what the children are up to all the time
- Be there 100% for the children
 - No personal cell phone calls
 - Don't bring your personal life to the programme PARK
 - No adult conversations in front of children
 - Never talk about other staff, the children or their families in front of other children.

DECEMBER DIVERSITY

WHILE CHRISTMAS SPRINGS TO MY MIND WHEN THINKING ABOUT 'SPECIAL TIMES' HAPPENING IN DECEMBER, THERE ARE ALSO OTHERS...

Chanukah is a festival of lights observed by the Jewish community. The Right day festival begins on the evening of the twenty-fifth day of the month of Kislev. This year Chanukah starts at sunset on December 11th and lasts for eight day finishing at sunset on December 19th. Maoz Tzur is the universal song of Chanukah. It traces Jewish history and struggles through the eras of Egypt, Babylon, Haman and the Syrian-Greeks.

The menorah is a nine branch candelabra, which is a special part of Chanukah. On each night one more candle is added and lit. The whole family and guests should be present for the lighting. The dreidel (a four-sided spinning top) was introduced as a special treat for children. During Chanukah children also receive money and/or presents.

Winter solstice is the time of the longest night and shortest day in the year in the Northern hemisphere. In Europe the solstice is celebrated sometime between the 21st and 23rd of December, the same time that we are having the Summer solstice, the longest day and shortest night of the year. People of many cultures, where lifestyles revolve around nature's cycles, place a great deal of importance on the phases of the moon and the marking of the seasons. The term "solstice" comes from Europe and the age-old Pagan religions. People who celebrate the December solstice use many colourful symbols and celebratory rituals inspired by the records of Pagan activities, and inspired by the colours and images associated with the seasons.

Christmas celebrations are mainly focused on the 24th and 15th of December and often include the retelling of the Nativity story. This

practice apparently began in Italy, around 1224, when real animals and people were used in the enactment. In some European countries children make clay miniatures of the nativity story characters or grow beds of wheat or lentil seeds to make the 'grass' around the miniature manger scenes. The rich 19th century English Christmas with its warmth, jollity and generosity, became the image of Christmas throughout the English speaking world. Some of its customs, like gift giving, log fires, boughs of evergreens and midwinter feasting, even stretch back to pre-Roman times. Other customs were borrowed from Europe. The Christmas tree comes from Germany, and the Christmas card, mince pies, Christmas puddings and kissing under the mistletoe were all English inventions. The custom of lighting candles in windows and decorating houses with strings of coloured lights is said to come from the Irish. They used to burn a large red candle in the window all night on Christmas eve as a welcoming sign to Joseph and Mary and anyone else seeking shelter.

And in the days before running water, Christmas week was the time for the annual bath!!!

SCHOOL AGE NOTES

"YOU ARE TROUBLED AT SEEING HIM SPEND HIS EARLY YEARS IN DOING NOTHING. WHAT! IS IT NOTHING TO BE HAPPY? IS IT NOTHING TO SKIP, PLAY, AND RUN AROUND ALL DAY LONG? NEVER IN HIS LIFE WILL HE BE SO BUSY AS NOW."

JEAN-JACQUES ROUSSEAU,
ÉMILE: OR, CONCERNING EDUCATION, 1883

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"WE DO NOT STOP PLAYING BECAUSE WE GROW OLD; WE GROW OLD BECAUSE WE STOP PLAYING."

AUTHOR UNKNOWN

NEWS & ISSUES

CHANGES PROPOSED TO VOLUNTEER RE-IMBURSEMENT PROVISIONS TAX BILL

Parliament's Finance and Expenditure Committee which considered the Taxation Bill containing the volunteer re-imburement expenses section has proposed two amendments to the provisions. One will enable one payment to cover both re-imburement of expenses and an honorarium payment. If such payments are made to volunteers, the part which relates to expenses reimbursement will not be subject to taxation but the other part will. The organisation making the payment will have to be able to identify the expense element and to deduct withholding tax from the balance.

The other change is to remove the requirement that a 'volunteer' be a NZ resident in terms of the legislation. The Committee was informed by Inland Revenue that non-residents who earn NZ sourced income are required to make a tax return. If a non-resident receives a re-imburement for voluntary services, the payment must be declared as income and the income incurred claimed as a deduction. The Committee's recommendation would mean no return would be required if this was the only form of income received by the non-resident.

THE CIRCULAR, SEPTEMBER 2009

DEALING WITH TEXT BULLYING

Telecom now has processes in place to respond to TXT bullying concerns. If bullying persists or is especially concerning call Telecom on 123* and they will give a new number, send a warning to the bully or block the bully from the Telecom network by terminating their service. Telecom

has a call investigation centre (0800 809 806) where some text bullying calls can be referred. This number is open Mon - Fri 9am – 4pm with a mailbox for after hours, which is checked daily.

Vodafone also offers a free TXT help service for customers targeted by bullies. TXT the word 'bully' to 4001 and Vodafone will get in touch to discuss and investigate the problem. Like Telecom, Vodafone has a number of strategies available. Customers can also get assistance by calling 777.

THE CIRCULAR, SEPTEMBER 2009

FREE ACCOUNTING ADVICE & SERVICES FOR NOT-FOR-PROFIT GROUPS

Christchurch Community Accounting are offering free accounting advice and services to not-for-profit groups. This includes help with setting up financial systems (or tidying up existing ones) help prepare accounts for audit, one-on-one time with treasurers or other committee members to help them understand records and bookkeeping, and whatever else groups may need help with. The work is predominantly done by CPIT accounting students, supervised by qualified accountants, who all donate their time.

For more info ring 982 2440, or email harald@fatherandchild.org.nz

WELCOSS SEPTEMBER 2009

SHAREHOOD - GREAT ILLUSTRATION IN SOCIAL CAPITAL BUILDING

This is a group all about getting neighbours to talk to each other, to share resources such as babysitting, tools, compost heaps,

absolutely anything and everything.

Their website: www.thesharehood.org/ encourages people to start a community and share resources.

They have a draft letter you can use on their site. As neighbours start to respond, they join the site, listing their skills, goods available for lending, garden produce and anything they might want as well as information about themselves.

You can also post forums, events and photos to the site, making it a great community space for people to communicate with their neighbours. But it is not all online, events like picnics or barbeques are organised in order for people to get to know each other.

WELCOSS SEPTEMBER 2009

FAMILIES COMMISSION RELEASES STATISTICS REPORT ON FAMILY VIOLENCE

The Families Commission have released a 350 page statistical document from a range of government and community sources directly involved in family violence work.

This report contains data from 2002-2006 and is the first step in gathering all relevant information together for analysis. This report is a significant step forwards in the formation of a baseline on which future trends will be measured. The report also publishes the most recent Crime and Safety Survey on interpersonal violence.

A summary of the Families Commission is available at <http://www.nzfvc.org.nz/14544.pub>

A full copy of the Families Commission Report is available at <http://www.familiescommission.govt.nz/files/family-violence-statistics-report.pdf>

“NOT EVERYTHING THAT COUNTS CAN BE MEASURED. NOT EVERYTHING THAT CAN BE MEASURED COUNTS”

ALBERT EINSTEIN

HOW GAMES CAN BENEFIT CHILDREN

How important are games at your programme? Are they planned as part of your programme, or seen as a way of filling in time when nothing else is happening, or to keep the children focused in that last half hour leading up to when the centre closes for the day?

Playing games can be a fun and motivating way to learn and reinforce skills and can provide an opportunity for everyone to play together or for staff to have 'special time' with one child. Skills learnt and mastered at the programme can be played at home, at school and with friends on the weekends. Playing a game can be useful as a reward and can provide the chance to praise a child for achievements such as taking turns and helping with packing up.

WHAT SKILLS ARE BEING PROMOTED WHEN CHILD IS HAVING FUN PLAYING A GAME?

SOCIAL SKILLS: Learning to take turns, coping with winning and losing, being patient.

VISUAL SKILLS: visual scanning, spot the difference, and coordination

ORGANISATIONAL SKILLS: Setting up and packing away a game, following a task from beginning to end, concentrating, listening, following instructions, decision making, planning strategies, problem solving and logical reasoning.

MOTOR SKILLS: Fine motor skills when throwing dice, moving pieces, dealing, turning cards, and gross motor skills such as body awareness and balance.

LANGUAGE SKILLS: Many games help to develop language skills, eye contact, making requests and naming, and can provide the opportunity for a child to explain the game to another child.

THE BENEFITS OF ACTIVE GAMES

In addition to being physically healthier, engaging in physical activity can benefit children in other ways:

- Greater self-esteem
- Joy from feeling involved and included
- Recognition for something good they have done and progress they have made

- A sense of optimism and hope - children who participate in organised activities tend to have greater aspirations for the future
- A sense of contributing to the greater good - when children participate in a group setting they have a sense of being a part of something bigger
- Fun!
- More friends! Games give children an opportunity to meet new people who like the same things that they do.

Group games offer a way to safely unload angry feelings. Kids can kick a ball (instead of another kid or a staff member) and use up all that pent up energy by playing hard. Group games help children learn about self-control and getting on with others. If you just do what you like, when you like it, you are not likely to win or be liked by others. Games that children can play alone (computer games, golf, solitaire) allow them to practice managing their feelings.

ENSURE THAT EVERYONE CAN PARTICIPATE

You need to choose games carefully, giving consideration to the age and developmental level of the children. To ensure that all children have an opportunity to participate in the games, you might need to think about ways to modify your original ideas. By taking an extra few minutes in the planning stage, you will ensure that the game gets as much mileage as it deserves. Remember to think about how you can include any children with special needs. Because special needs children have much in common with their peers, they will enjoy participating in the same activities that their peers enjoy. Participation of a special needs child usually requires minimal modifications in the activities that occur. The modifications may require:

- A change in the rules to make the activity more or less challenging
- A change in the time allowed so the game can be completion
- Equipment may need to be modified
- The process may need to be stressed instead of the product - in other words, the purpose of playing the game is to have fun, rather than always resulting in someone winning.

BUILDING RELATIONSHIPS WITH CHILDREN THROUGH GAMES

When playing with children, be attentive and follow their lead. Avoid taking over the game. For example, if a boy is playing with action figures and asks you to be a particular character, go along with his request. You can let the child know that you are focused on him by describing what you see he is doing in his game - for example, when he is playing with the action figures you might say, "It looks like you're rescuing the townspeople from the bad guy." Describing what you think is happening will often encourage children to explain or expand on what they are doing. Describing what you think is happening will also help you to follow the child's lead instead of telling him what to do.

When you play board games or sports with children, emphasise playing just for the fun of it. If a child puts herself down or gets angry for making a mistake, remind her that it is just a game and getting too serious about winning just spoils the fun. Also, do not criticise or belittle yourself when you make a mistake or lose. Children model what they see. Being a good sport and having a sense of humour will help make your relationship with the children better. When using games, your instructions need to be clear and precise - otherwise children spend time doing the wrong thing. As with all instructions, you need to check that they understand, for example, after explaining what to do you, can ask the children to explain the game back to you. Another option is to give a demonstration of the game by playing it yourself with a few of the children while the others watch.

When playing games with children, it is important for staff to:

- Be enthusiastic and join in
- Wear appropriate clothing so they can be involved
- Balance out fast and slow games
- Don't over-emphasise winners
- Start physically active games with a short warm up activity
- Play a variety of non-competitive games
- Change the game as interest wanes
- Encourage participation through simple games that break the ice – minimum rules, random movement, a little confusion and lots of laughter!

NETWORK NEWS - JULY 2009

DEALING WITH ANGRY CHILDREN

Handling children's anger can be puzzling, draining, and distressing for adults. In fact, one of the major problems in dealing with anger in children is the angry feelings that are often stirred up in us.

It has been said that we as parents, teachers, counsellors, and administrators need to remind ourselves that we were not always taught how to deal with anger as a fact of life during our own childhood. We were led to believe that to be angry was to be bad, and we were often made to feel guilty for expressing anger.

It will be easier to deal with children's anger if we get rid of this notion. Our goal is not to repress or destroy angry feelings in children—or in ourselves—but rather to accept the feelings and to help channel and direct them to constructive ends.

Parents and teachers must allow children to feel all their feelings. Adult skills can then be directed toward showing children acceptable ways of expressing their feelings. Strong feelings cannot be denied, and angry outbursts should not always be viewed as a sign of serious problems; they should be recognized and treated with respect.

To respond effectively to overly aggressive behaviour in children we need to have some ideas about what may have triggered an outburst. Anger may be a defence to

avoid painful feelings; it may be associated with failure, low self-esteem, and feelings of isolation; or it may be related to anxiety about situations over which the child has no control.

Angry defiance may also be associated with feelings of dependency, and anger may be associated with sadness and depression. In childhood, anger and sadness are very close to one another, and it is important to remember that much of what an adult experiences as sadness is expressed by a child as anger.

Before we look at specific ways to manage aggressive and angry outbursts, several points should be highlighted:

- We should distinguish between anger and aggression. Anger is a temporary emotional state caused by frustration; aggression is often an attempt to hurt a person or to destroy property.
- Anger and aggression do not have to be dirty words. In other words, in looking at aggressive behaviour in children, we must be careful to distinguish between behaviour that indicates emotional problems and behaviour that is normal.

In dealing with angry children, our actions should be motivated by the need to protect and to reach, not by a desire to punish. Parents and teachers should show a child that they accept his or her feelings, while suggesting other ways to express them.

RESPONDING TO THE ANGRY CHILD

Some of the following suggestions for dealing with the angry child were taken from *The Aggressive Child* by Fritz Redl and David Wineman. They should be considered helpful ideas and not be seen as a “bag of tricks.”

Catch the child being good. Tell the child what behaviours please you. Respond to positive efforts and reinforce good behaviour. An observing and sensitive adult will find countless opportunities during the day to make such comments as “I like the way you come in for dinner without being reminded”; “I appreciate your hanging up your bag and jacket even though you were in a hurry to get out to play”; “I like the way you're able to think of others”; and “Thank you for telling the truth about what really happened.”

Similarly, teachers can positively reinforce good behavior with statements like “I know it was difficult for you to wait your turn, and I'm pleased that you could do it”; “You were thoughtful in offering to help Johnny”; “You worked hard on that project, and I admire your effort.”

Deliberately ignore inappropriate behaviour



that can be tolerated. This doesn't mean that you should ignore the child, just the behaviour. The “ignoring” has to be planned and consistent. Even though this behaviour may be tolerated, the child must recognize that it is inappropriate.

Provide physical outlets and other alternatives. It is important for children to have opportunities for physical exercise and movement.

Manipulate the surroundings. Aggressive behaviour can be encouraged by placing children in tough, tempting situations. We should try to plan the surroundings so that certain things are less apt to happen. Stop a “problem” activity and substitute, temporarily, a more desirable one. Sometimes rules and regulations, as well as physical space, may be too confining.

Use closeness and touching. Move physically closer to the child to curb his or her angry impulse. Young children are often calmed by having an adult come close by and express interest in the child's activities. Children naturally try to involve adults in what they are doing, and the adult is often annoyed at

being bothered. Very young children (and children who are emotionally deprived) seem to need much more adult involvement in their interests. A child about to use a toy or tool in a destructive way is sometimes easily stopped by an adult who expresses interest in having it shown to him. An outburst from an older child struggling with a difficult activity can be prevented by a caring adult who moves near the child to say, “Show me what is giving you trouble.”

Be ready to show affection. Sometimes all that is needed for any angry child to regain control is a sudden hug or other impulsive show of affection. Children with serious emotional problems, however, may have trouble accepting affection.

Ease tension through humour. Kidding the child out of a temper tantrum or outburst offers the child an opportunity to “save face.” However, it is important to distinguish between face-saving humour and sarcasm, teasing, or ridicule.

Appeal directly to the child. Tell him or her how you feel and ask for consideration. For example, a parent or a teacher may gain a child's cooperation by saying, “I know that noise you're making doesn't usually bother me, but today I've got a headache, so could you find something else you'd enjoy doing?” Explain situations. Help the child understand the cause of a stressed situation. We often fail to realize how easily young children can begin to react properly once they understand the cause of their frustration.

Use physical restraint. Occasionally a child may lose control so completely that he has to be physically restrained or removed from the scene to prevent him from hurting himself or others. This may also “save face” for the child. Physical restraint or removal from the scene should not be viewed by the child as punishment but as a means of saying, “You can't do that.” In such situations, an adult cannot afford to lose his or her temper and unfriendly remarks by other children should not be tolerated.

Encourage children to see their strengths as well as their weaknesses. Help them to see that they can reach their goals.

Use promises and rewards. Promises of future pleasure can be used both to start and to stop behaviour. This approach

should not be compared with bribery. We must know what the child likes—what brings him pleasure—and we must deliver on our promises.

Say “NO!” Limits should be clearly explained and enforced. Children should be free to function within those limits. Tell the child that you accept his or her angry feelings, but offer other suggestions for expressing them. Teach children to put their angry feelings into words, rather than fists. Build a positive self-image. Encourage children to see themselves as valued and valuable people.

Use punishment cautiously. There is a fine line between punishment that is hostile toward a child and punishment that is educational.

Model appropriate behaviour. Parents and teachers should be aware of the powerful influence of their actions on a child's or group's behaviour.

Teach children to express themselves verbally. Talking helps a child have control and thus reduces acting out behaviour. Encourage the child to say, for example, “I don't like your taking my pencil. I don't feel like sharing just now.”

THE ROLE OF DISCIPLINE

Good discipline includes creating an atmosphere of quiet firmness, clarity, and conscientiousness, while using reasoning. Bad discipline involves punishment which is unduly harsh and inappropriate, and it is often associated with verbal ridicule and attacks on the child's integrity.

As one year 4 teacher put it: “One of the most important goals we strive for as parents, educators, and mental health professionals is to help children develop respect for themselves and others.” While arriving at this goal takes years of patient practice, it is a vital process in which parents, teachers, and all caring adults can play a crucial and exciting role. In order to accomplish this, we must see children as worthy human beings and be sincere in dealing with them.

ADAPTED FROM “THE AGGRESSIVE CHILD” BY LULEEN S. ANDERSON, PHD, WHICH APPEARED IN *CHILDREN TODAY* (JAN-FEB 1978) AND PUBLISHED BY THE CHILDREN'S BUREAU, ACYF, DHEW. (REPRINTING PERMISSION UNNECESSARY.)

WORKING WITH CULTURAL DIFFERENCES: **INDIVIDUALISM AND COLLECTIVISM**

By Janet Gonzalez-Mena



Imagine a caregiver watching a 2-year-old struggle to put on her own shoes. The caregiver is silently cheering because this little girl has never shown any inclination toward learning self-help skills since she arrived in this infant-toddler centre. She always waits passively until someone helps her, but today is different.

When she sees her mother coming up the walk, she runs to get her shoes, then sits on the floor by the door and tries to put them on. The caregiver stands back so as not to interfere. When the mother comes in the door and sees what her child is doing, she glares at the caregiver, rushes over, squats down, takes a shoe out of her daughters hand and proceeds to put it on herself. The caregiver is annoyed, and so is the mother. How can this incident be explained? Why

are these two adults unhappy with each other? The caregiver would tell you that she is trying to encourage self-help skills so that each child in her programme makes strides toward becoming an independent individual. The mother would say that independence is last on her list of priorities. Her daughter is just a baby and needs help. By helping her she lets her daughter know that she is vitally connected to others. When the caregiver stresses independence,

she gets in the way of the lessons the mother is trying to teach.

It's a small incident, but it illustrates a huge gap in thinking about what's best for children in general and for this little girl in particular. A way to make sense of these differences is to put them in theoretical framework as did Patricia Greenfield (Greenfield, 1994).

On one end of the continuum is individualism and on the other is collectivism. The caregiver in the scene above represents someone with a more individualistic orientation, and the mother represents a more collectivistic orientation. The Individualist believes that becoming an individual is an important childhood task and must be taught. The goal is to get children to stand on their own two feet, and eventually take charge of their own lives.

The fear is that children will grow up overly dependent if the spark of independence is not fanned.

The Collectivist has a different perspective. The goal is for children to see themselves first and foremost as a member of the group rather than a separate self. The vital



connections last a lifetime, not just until adulthood. The lessons in connectedness must start early as babies are born with a raging flame of independence. If that flame is fanned children will grow apart from the group. The fear is the child will be too full of "self" to understand the responsibilities and obligations that come with being part of a group.

In a project called "Bridging Cultures" (Trumbull, Rothstein-Fisch, Greenfield & Quiroz, 2001) researchers in California documented points of contrast between the individualist orientation and the collectivist one as they occurred in public school classrooms. They came up with a number of contrasting concepts. For example, an individualist tends to foster personal achievement and encourages children to say, "I did it all be myself!" In contrast, a collectivist downplays individual achievement and focuses instead on group success. The message, both spoken and unspoken, is: "Help others before helping yourself" and "Don't put yourself in the spotlight!" An individualist promotes self-expression thinking. The messages are "What do you think?" "Speak up!" "Say

how you fell." "Use your words." An individualist stresses personal choice. The messages are, "Pick the one you want." "You have the power to decide for yourself." The overall message, spoken or unspoken is "Be your own person." In contrast, the collectivist tends to teach adherence to norms, respect for authority, harmony, and group consensus. The messages, spoken or unspoken are, "Be good." "Be respectful." "Obey." "Don't just think of yourself." "Don't be selfish."

Although the opening scene is rather limited in scope, it shows a simple example of a child caught between a parent who has collectivist tendencies and a caregiver who is a strong individualist. Caregivers must pay close attention to both identity development and cultural ties; they need to know just what each family wants for its children.

Of course both collectivists and individuals want their children to relate to others, learn respect, be able to express themselves, and stay within the bounds of safe and acceptable behaviour. It's how the lessons are taught, what has priority, what is emphasised and to what degree that can cause dissension. Timing makes a difference too. Lessons one group believes should be learned in infancy are put off until much later in the other group or never occur at all. Some learning's in both groups are believed to happen naturally and never even become lessons.

Although the way to understand the differences in orientation is to contrast

them, doing so puts them into an either/or framework. In reality, although some people are on the far ends of the continuum, most are not.

So, what can the caregiver in the opening scene do? She can first become aware that the shoe incident brought up a point of contention that probably goes a lot deeper than the incident itself. If she respects the mother she will suspend judgment and instead seek to understand why the mother behaved as she did. An attitude of respect helps the two build their relationship so they can talk about their differences. They can't figure out what to do until they truly understand each other.

Nobody expects caregivers to become cultural experts. The secret is for caregivers to focus on the process of communicating with families they serve. By increasing their ability to communicate in open-minded ways they can learn more about those families, their children and where differences in perspectives might lie.

A final note: when I try to make a case for understanding collectivism for those who see themselves on the individualistic end of the continuum, I'm not asking anyone to give up what he or she believes in. I am instead pointing out the advantages of suspending judgment long enough to expand one's own picture in order to incorporate new ideas. My goal is to move beyond either/or thinking and learn to look for ever larger pictures. It's a big world. There's room enough for all our diversity.

"THERE IS NO DIFFERENCE BETWEEN LIVING AND LEARNING... IT IS IMPOSSIBLE AND MISLEADING AND HARMFUL TO THINK OF THEM AS BEING SEPARATE"

JOHN HOLT, WHAT DO I DO MONDAY?



APPRECIATING DIFFERENT LIFE STORIES: **BEING A REFUGEE**

KALTRINA'S STORY

Kaltrina is a 30 year old woman with two children, Jimmy and Olenka. At the time that they left their country Jimmy was 3 and Olenka was 15 months.

When we heard that war was coming we didn't believe it, we didn't run or try to move. We thought, we have money, we have a life here, surely war will not touch us. But it did. I remember lying in bed one night and I heard a loud boom, it was like something I had never heard before, the walls of our house shook and the children started to cry. I looked out my window and I could see a fire in the distance. The noises continued all night. In the morning my neighbour came over and said they she was going to leave, that she had heard on the radio that the invaders were coming. We looked around our beautiful house and I thought "leave, I can't leave what will I take." Then we heard the rumble of tanks, I heard people shouting and crying, glass was breaking and things were crashing. My husband and I started to argue about what we would pack, it was a very confusing time.

But it was too late the soldiers were there in minutes. The soldiers went straight to my neighbour's house. I didn't see what happened but there was lots of screaming, the soldiers started to dig a mass grave in my neighbour's backyard, they threw my neighbour in and they threw her baby in after her. That baby was buried alive, I sat in my house for 3 days too scared to move while the soldiers were patrolling our streets and tossing more bodies into that grave, all I could hear for three days was that baby's crying. My children didn't understand why I didn't leave to go and help the baby but I was too scared for my own life and the life of my children. I don't think I will ever forgive myself for that.

On the forth day the soldiers came into our house, they beat my husband with

their guns and then they raped me in front of my husband and my children. The children were screaming and my husband was crying. The soldiers stayed in our house with us for 2 days and then when there was no food left they set it on fire. We managed to hide in the back of the house then ran for our lives out of our town until we reached a wood. We hid in the woods for 1 week, we had no food and no nappies, we ate leaves and grass, and drank water from puddles. We were too scared to leave the woods. It was very difficult to keep the children quiet for all of this time.

After 1 week we decided to walk, it was difficult walking the children were tired and Ismail and I were hurt. We walked until we found a road, the road was filled with hundreds of trucks filled with people trying to leave our country and get to a safe neighbouring country. We couldn't fit on the trucks so we decided to walk in the direction they were heading. We walked for two days, stepping over dead bodies, at first I felt bad that we didn't stop to bury them, especially the children. Olenka cried nearly the whole time she hugged me so tightly that my arms were bleeding from her nails digging into my arms and Jimmy stopped asking what was going on and why everyone was bleeding, as a matter of fact Jimmy stopped talking at all.

After 2 days of walking someone died on one of the trucks and the body was tossed out. This meant there was room for me and the children to get on. I kissed Ismail goodbye and hopped on the truck. The truck took us to a refugee camp where I waited for Ismail for one week, somehow he made it to us (though he has never

told me what happened during this time), and we were airlifted to the safe haven in Victoria. When the safe haven closed we went to a detention centre for 6 months and after that had a temporary VISA for 5 years, we found out last year that we can now become permanent residents, because it means we can get a bank loan to buy a house and start to make plans to return to our country to find my parents. We have been in Melbourne now for 8 years, I have had another child. It took 3 years for me to leave the house, except for taking Jimmy to school, I think I had a type of depression. Now I feel a bit better and Olenka has just started at school and Victoria is at child care for one day a week so that I can sleep and go to counselling. Night time is the worst time in our house, Jimmy still wakes screaming and he wets his bed when he hears the rubbish truck come down the street, I hear Ismail smoking and pacing in the lounge room all night. The child care staff are very nice, but I have not told them about my past, how can you tell people such terrible things. When they try to tell me that I am spoiling my children I just smile at them.

MELINDA CHAPMAN
(NETWORK NEWS AUSTRALIA)

**Please note that the names of people involved have been changes to protect their identity.*

SETTLEMENT ISSUES

This is not an unusual story but one not shared by many refugees as they rarely feel comfortable to tell this type of story that is so horrendous we can only begin to imagine the suffering and the pain experiences by the family. The burden of guilt "Is my child suffering because I could not protect them?" will not allow many families the freedom to ask for help or receive it.

Under the government's annual Refugee Quota Programme New Zealand currently

accepts up to 750 refugees each year. It is set each year by Cabinet on the advice of the Minister of Immigration and relevant Government departments. It is important to recognise that many refugees as a result of their long stays in refugee camps identify themselves by their language, not their cultural practices or country of origin. Often their country of origin was in a detention camp and so traditional practices have been lost. An example of this loss of culture is the idea of traditional recipes and cooking, many long term refugees only have had access to rice as a source of food and so no longer have the recipes that express the wonderful cultural diversity offered through food, that we take for granted. Upon arrival in New Zealand newly arrived families often experience the following issues:

- Learning the English language
- Difficulty understanding the education and care systems
- Transient and temporary housing
- Not understanding access to health and early intervention
- Prejudice and racism
- Isolation
- Lack of family support
- Finding employment
- Memories of country of origin
- Navigating complex government systems

Refugee Services provides practical support for refugees once they arrive in New Zealand. Their staff includes social workers, cross-cultural workers and trainers of community volunteers. They provide a wide range of services to assist refugees with the many challenges of adjusting to a new culture and society.

www.refugeeservices.org.nz/home

ADAPTED FROM NETWORK NEWS AUSTRALIA



VALUING DIVERSITY

WHY VALUE DIVERSITY?

Most of us working with children are aware that children's lives are shaped by their experiences. This includes what happens at OSCAR. Remember, children can spend up to 25 hours a week at before and after school programmes and even longer in holiday programmes. It is important NOT to underestimate how this time can influence children.

QUESTIONS TO CONSIDER WHEN

THINKING ABOUT CHILDREN'S NEEDS:

- What does the OSCAR programme offer children?
- Is it an environment which welcomes everyone?
- Are the children recognised for their own uniqueness?
- Does the centre acknowledge the various cultures that make up your local community and the world in general?
- Are there opportunities to take risks and make mistakes?

Children in middle childhood are naturally curious – wanting to ask questions on just about everything. They are fact finders and interested in understanding about

different attitudes and beliefs. The OSCAR programme has an important role to play in challenging negative images and encouraging children to value and respect each other.

It is important that the OSCAR environment encourages opportunities for children to discuss their thoughts and feelings rather than inhibiting them. We learn more with understanding and support.

Take time out to monitor what is happening at your OSCAR programme. This can be a very interesting and informative exercise for future planning and making improvements!

Do you try to have a balance between male to female staff? Hard to achieve sometimes, but worth trying to implement!

WATCH OUT FOR SIGNS OF A 'TOURIST' PROGRAMME:

Trivialising - organising activities only around holidays or only around food - only involving parents for food and holiday activities.

Tokenism - cultural activities should be woven into your everyday programme and not highlighted as separate activities.

Stereotyping - showing images of ethnic groups only in traditional dress - not having relevant posters and resources which show people from different cultures in a variety of environments, both past and present.

"WE ALL LIVE WITH THE OBJECTIVE OF BEING HAPPY; OUR LIVES ARE ALL DIFFERENT AND YET THE SAME."

ANNE FRANK

TO AGM OR NOT TO AGM?

It is often assumed that every community & voluntary organisation holds an Annual General Meeting (AGM), and that the reasons for doing so are widely understood.

However, there are many organisations that do not hold AGMs, and many more that hold them simply because they always have. Why is this? AGMs are a legal requirement for any organisation that includes membership as part of its structure, and examples of these organisations can be found in the community & voluntary sector (incorporated societies), as well as in the public sector (city or district councils) & the private sector (ie; Fonterra). AGMs provide a variety of very important functions for community & voluntary agencies, and some not so immediately obvious opportunities.

The provision for an AGM to be held is also one of the main differences between a Charitable Trust and an Incorporated Society. However, many Charitable Trusts now also hold AGMs, regardless of whether or not membership is part of their structure. AGMs are thus increasingly becoming part of good practice for the community & voluntary sector.

Whether or not your organisation is legally required by its founding document (Trust Deed or Constitution) to hold an AGM, consider the following reasons holding one might be a good idea. The AGM provides:

- The annual opportunity for the organisation's members to have a say in the running of the organisation;
- Trustee elections
- Presentation & adoption of annual accounts
- Presentation & adoption of annual reports from the Chairperson & Chief Executive
- Appointment of auditors for next financial year

- Membership fees
- Any changes to the Trust Deed or Constitution
- The opportunity for the organisation's stakeholders to engage with the people who are actively involved in it on an operational level – whether this be in a paid or voluntary capacity.
- A form of transparent accountability for the community in which the organisation operates
- A forum to introduce new members (ie; Trustees, staff or volunteers) to the stakeholders and community, and to induct new members into the organisation
- An opportunity to build relationships and networks with stakeholders
- A platform to publicly showcase the organisation, its work, and the sector within which it operates
- Direct fundraising via;
- Promoting membership
- Product sales
- Donations
- An opportunity to engage in social and team building activities
- An opportunity to bring in external information (ie; a guest speaker) to add experience, knowledge or stimulate discussion.

“IT IS NOT THE STRONGEST OF THE SPECIES THAT SURVIVES, NOR THE MOST INTELLIGENT THAT SURVIVES. IT IS THE ONE THAT IS THE MOST ADAPTABLE TO CHANGE.”

CHARLES DARWIN

Whatever your reasons for holding an AGM, its important to remember that the more we as a sector question our norms, the more robust we become. With this in mind, have a discussion with your board or committee about the points raised here, and think about reviewing what you've always done.

PROCEDURAL MATTERS AGENDAS

The basis of any meeting is the agenda. An agenda gives a meeting direction, structure and purpose. The responsibility for preparing the agenda lies ultimately with the secretary with some assistance from the chairperson (and treasurer) where appropriate. The AGM agenda will depend on the legal structure of an organisation, how actively it's been operating over the last year and how much engagement the board is seeking from those using the services provided.

Regardless of which type of agenda is chosen, preparation is vital so that the meeting runs smoothly and achieves what's needed. The chair, in particular, needs to be well-briefed and prepared to manage the proceedings to meet its objectives.

ANNUAL GENERAL MEETINGS, TE PUNI KOKIRI

The following information is taken directly from Section 10 of the Community Resource Kit. You can access this information and more from www.community.net.nz

A TYPICAL AGM AGENDA MIGHT LOOK LIKE THIS:

- welcome by chairperson
- apologies
- confirmation of minutes of the previous AGM
- business arising from the minutes
- correspondence
- chairperson's report
- treasurer's report and presentation of audited financial statement
- chairperson stands aside if required
- election of office bearers
- general business
- guest speaker
- date of next meeting
- close and refreshments.

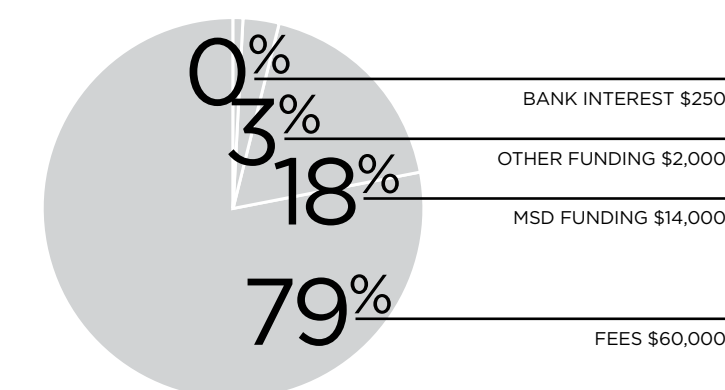
TIPS FOR TOOL KIT VOL 26, APRIL 2009
COMMUNITY WAIKATO
WWW.COMMUNITYWAIKATO.ORG.NZ

COSTINGS FOR AN AFTER SCHOOL PROGRAMME

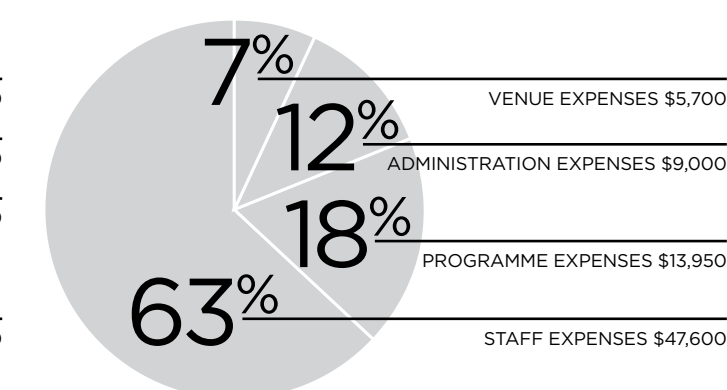
This breakdown is for a programme with 25 children attending per day at a cost of \$12.00 per session per child. The programme is open 2 ½ hours daily.

PIE IN THE SKY

AFTER SCHOOL INCOME



AFTER SCHOOL EXPENDITURE



STAFF EXPENSES: The Supervisor is paid \$18 an hour and the Assistant \$16 and the first worker \$15. The Supervisor is paid for 25 hours, Assistant 20 hours and the Worker 17 hours per week. Holiday pay 8%, a training budget of \$1500 (including wages) for each staff member, volunteer reimbursements and ACC contributions.

ADMINISTRATION EXPENSES include Manager's wage of \$23 for 5 hours a week, stationery, advertising, contribution to audit expenses, membership/subscriptions, and bank fees.

VENUE EXPENSES include rent at \$40 a day, cleaning, electricity and maintenance/repairs.

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

For a more comprehensive breakdown of the OSCAR Network example of this income and expenditure budget email Pam: pam@oscarnetwork.org.nz

“NOTHING WILL EVER BE ATTEMPTED, IF ALL POSSIBLE OBJECTIONS MUST FIRST BE OVERCOME”

SAMUEL JOHNSON

BEWARE - USE YOUR BUDGET OR GET IT CUT!

Many programmes start off the year with a healthy budget for their staff to attend professional development. In the Network's sample budget \$850 is allocated for before school staff, \$1500 for after school staff, \$1250 for holiday programme staff and \$970 for camp staff.

Unfortunately staff professional development is often one of the first areas to be cut when programmes do not receive the funding they budgeting for. This is a bit of a catch 22 situation. Staff professional development is seen by funding organisations as a necessary component of quality provision and if you receive on-going funding there is a risk that they will look at the figures you provided them with last year, see you have not used the professional development budget and cut your funding accordingly.

Programmes may also have a problem with the hit or miss attitude of staff choosing whether or not to attend professional development. It is strongly suggested that there is an expectation of staff attendance at professional development workshops. This can be made a requirement of employments and that staff are paid to attend all workshops they undertake. Obviously the professional development would need to fit in with the needs of both the staff and the programme.

Below is a flow chart of suggested basic professional development plan

Within first 2 years	2 – 5 years	Over 5 years
New to OSCAR	Code of Ethics	Child Behaviour 3
Child Behaviour 1	Child Behaviour 2	Health & Safety 3
Child Protection	Emergency Procedures 2	
Emergency Procedures 1	Health & Safety 2	
Health & Safety 1	Inclusion	
Treaty of Waitangi		

This framework means you can show staff when they first apply for a job the professional development expectations that will be required of them. It has the added advantage of assisting the Supervisor when planning the budget.

REDUCE CONFLICT BY MEETING DEVELOPMENTAL NEEDS

Many of the conflicts that can arise during an after-school programme, either between children and staff or children and other children, can be remedied through a relatively simple approach: creating a child-centred programme based on the specific developmental needs of school-agers.

Lets face some facts about school-age children. They're high energy (usually), they're noisy (sometimes), and they're hungry (always). I think that's a fair and accurate description. It's very easy to understand why some of them have to really work hard in a school, sitting where they have to sit, being quiet and caring when its time. However, high quality school-age programmes are run in such ways that understand and accommodate the needs of the children in their care. Unfortunately, some school-age programmes resemble more of a classroom environment than one in which children are allowed to be... well, children!

As a twenty-year veteran of school-age care, it doesn't take me too long at any programme to determine if the programme is meeting the needs of the children, or designed to meet the needs of the staff. I can assess this fairly quickly by the set up of space, the noise level (or lack there of) and a glance at the schedule. Is it unusually quiet? Are all children engaged in staff-centred activities? Do all children have the same schedule all afternoon? Are five different children begging the staff to do a number of different activities than the one offered? If the answer is yes to most of the above, then it's obvious to me that the programme is staff centred and needs to reassess whose needs are being met during the programme hours.

A true quality school-age care programme is one that is set up so that children can flow easily through their day without a lot of direction from staff. Let's face it – these children have been in school all day taking

directions from a number of adults ranging from Mum to the tuck-shop lady. The last thing I remember looking forward to at the end of my school day was more adults telling me what to do. I couldn't wait to run to my room, change my clothes and get outside to play a rousing game of Kick the Can with twenty of my closest friends.

What happens to the children as they arrive to your programme after their long day?

Do they:

- A.** Put their stuff away and sit quietly until all children arrive and attendance is taken?
- B.** Put their stuff away, check in with the Supervisor and wait for some direction about what's happening next?
- C.** Come in, put their stuff down and head outside or to an activity area...

Ok, as is typically the case, **C** is the best answer. Why make the first child come in and have to be quiet until all children get there? Is it because it's easier for the adults to take attendance? Probably. However, it certainly isn't in the best interest of the children.

Let the children go directly outside or engage in another activity. The adults will just have to find a way to take attendance that doesn't require children to sit quietly and wait. Making children wait around unnecessarily begs for behaviour issues to arise.

Food is another dead giveaway. It's like fingers on a chalkboard when I see three staff preparing and serving food to all of the children who then go back to their

assigned tables to all eat together at 3.45 like the schedule says! What if they were starved at 2.45? Why can't they help themselves to food? Is it easier for staff to do everything? Of course it is! Is it really meeting the developmental and basic needs of the children? No, it is not. Food should be available immediately when children come in and left out for most of the afternoon. The children should be involved in both the menu planning and food preparation. Children can make their own sandwiches and can also pour their own drink if you invest in some jugs. Again, food should be such that children are an integral part of the process, not just the consumers.

Every child comes with different needs after school. Why should the child who has a lot of pent-up energy and wants to run outside have to do the art project? Why does s/he have to wait for one of the adults? Can't one staff person be outside and one inside? I'll bet more than one child would choose the outside option. Choices should always be available each day and not all require adult intervention. Homework should always be an option. Set up a space for children to be able to write or read. It doesn't require one adult to supervise. When you make your choices, make sure you typically have at least one active and one quiet. Choosing between the craft project and playing board games really isn't meeting two different needs. Chances are one staff person could supervise both so that the other can be with the children who need a more active outlet.

As I stated earlier, it's easy to spot a programme that centres on the children and one that does not.

It's easy to see the differences. One is driven by adults and the other is truly driven by the needs of the children. The bottom line is that unlike preschoolers, school-age children can, and should, have a lot of say about what their programme look like each day and they need minimal adult intervention. They need to be given the freedom to act like children during the afternoon hours. Out job is to structure a programme that ensures their safety but does not stifle their energy. A programme that is too restrictive impedes developmental growth, is not necessary and most importantly, is not fun!

Lastly, a programme that is child centred will have much fewer behavioural issues than

one that is not. Making children wait around until the adults are ready, or until everyone is quiet, only causes boredom, which leads to unwanted behaviours. Why put you and your staff through that? Children who are busily engaged in activities of their liking are much less likely to become bored and therefore less likely to exhibit unwanted behaviours.

Take a look at your programme. Which is it? If you can see that it leans more toward the staff-centred approach, make some adjustments. It will take some getting use to on your part but remember, the programme is for the children.

Yes, they're noisy, hungry and very, very busy but, after all, they're school-age children!

FROM SCHOOL-AGE NOTES
AUGUST 2003 – MARSHA FARYNIARZ

CHRISTMAS & NEW YEAR PHRASES

Happy Christmas lots of love from	Nga mihi o te wa me te aroha nui, Na (name)
A Merry Christmas and Happy New Year	Nga mihi o te wa me te Tau Hou
Christmas Greetings	Nga mihi o te Kirihimete
Wishing you a very Happy Christmas	Nga mihi mo te Kirihimete
Happy New Year	Nga mihi o te Tau Hou
Wishing you all a very Happy New Year	Nga mihi o te Tau Hou ki a koutou katoa
Wishing you both a very Happy New Year	Nga mihi o te Tau Hou ki a korua

THE STAFF AND BOARD AT OSCAR NETWORK WISH YOU A SAFE AND HAPPY SUMMER BREAK.

The office will be closed from Tuesday December 18 and will re-open
9am Monday January 18 2010.

KAUPAPA

What are kaupapa Maori methodologies?

This approach is an emerging field that provides a culturally appropriate methodology to research (and evaluation in this case) in the local context. The presumptions of this methodology are that research (evaluation) must:

- Take for granted the validity and legitimacy of Maori, including the importance of Maori language and culture;
- Be connected to Maori philosophy and principles;
- Recognise the unique journey of each individual, whanau, iwi and hapu, and;
- Be concerned with the struggle for Maori autonomy over Maori cultural wellbeing (Smith, 1999).

WHAT ARE EXAMPLES OF SPECIFIC PRACTICES FOR THIS APPROACH?

- Predominant use of a kanohi ki te kanohi (face to face) approach when establishing networks, interacting and engaging with individuals and organisations

- The use of powhiri, whakatau and mihimihi processes
- The use of karakia and appropriate protocols to conduct hui
- The use and promotion of te reo Maori;
- The use of koha to participants;
- The use of protective mechanisms regarding cultural and intellectual property of participants
- The use and significance of kai;
- The use and active practice of culturally appropriate processes wherever possible.

WAYS OF INTEGRATING KAUPAPA MAORI

- Take for granted the validity and legitimacy of Maori, including the importance of Maori language and culture;
- Be connected to Maori philosophy and principles;
- Recognise the unique journey of each individual, whanau, iwi and hapu.
- Predominant use of a kanohi ki te kanohi (face to face) approach when establishing networks, interacting and engaging with individuals and organisations
- The use of powhiri, whakatau and mihimihi processes

- The use of karakia and appropriate protocols to conduct hui
- The use and promotion of te reo Maori;
- The use of koha to participants;
- The use and significance of kai;
- The use and active practice of culturally appropriate processes wherever possible.

ADAPTED FROM ARTICLE CREATED BY
ANDREA ELLIOTT-HOHEPA, OTS CONSULTING

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OSCAR NETWORK TRAINING AND EVENT CALENDAR TERM 1 2010

EVENT	BRIEF RUN-DOWN	DATE	TIME & PLACE	COST (GST INCLUSIVE)
New to OSCAR?	Overview of OSCAR for all new staff.	Tuesday 16th February	10am – 12 noon or 7pm – 9pm 25 Disraeli Street, Addington	\$30 staff members \$75 non-members
Train the Trainers	Detailed brochure in January.	Thursday 18th February	Time to be advised Knox Centre, 28 Bealey Ave	To be advised
Cluster North West District	Suitable for all staff and Management.	Tuesday 23rd February	10am – 12 noon Fendalton Service Centre Cnr Jeffreys & Clyde Rds	Free
Cluster South East District	Suitable for all staff and Management.	Wednesday 24th February	10am – 12 noon Beckenham Service Centre 66 Colombo Street	Free
Cluster Selwyn District	Suitable for all staff and Management.	Thursday 25th February	10am – 12 noon Rolleston Community Centre 94 Rolleston Drive, Rolleston	Free
Training Day	Suitable for all staff and Management. Detailed brochure out nearer the time.	Saturday 6th March	9am – 3pm Knox Centre, 28 Bealey Ave	\$50 first staff member \$40 additional staff \$150 non-member
Open Polytechnic Certificate in OSCAR	This is suitable for all Staff. You do not have to be already doing the certificate.	Tuesday 9th March	9.30am – 10.15am - Introduction 10.15am – 12.30pm Year 2 Bi-culturalism 25 Disraeli St, Addington	Free
Core Training	<ul style="list-style-type: none"> • Child Protection • Child Behaviour 1 	Tuesday 16th March	10am – 12 noon Knox Centre, 28 Bealey Ave	\$30 staff members \$75 non-members
Cluster Rangiora District	Suitable for all staff and Management.	Thursday 18th March	10am – 1pm Rangiora War Memorial Hall Albert St, Rangiora	Cluster: free Training: \$30 staff members \$75 non-members
Evening Training	<ul style="list-style-type: none"> • Emergency Procedures • Management forum Topic: Staff Professional Development Plan	Thursday 25th March	7pm – 9pm Knox Centre, 28 Bealey Ave	\$30 staff members \$75 non-members Forum: Free