



SUPPORTING THE NETWORK OF OUT-OF-SCHOOL PROGRAMMES
ISSUE 65 TERM 2 2010

**INCLUSION
THE PLUG
RAISING
GRANDCHILDREN
SELF-REGULATION
THE SECOND
CORE STRENGTH**



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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CHILDREN PREFER THE MUD TO VIDEOGAMES

Children would rather get muddy playing outside with their friends than spend hours inside being entertained by computer games, a survey has shown. More than 540 kids aged seven to 14 were quizzed about their play preferences.

And the findings counter countless media reports, which say modern children are unhealthy because they prefer to stay in and play on their computers.

Playing outside was picked by 86% of children in the poll and 72% said they wish they got the chance more often.

Adrian Voce, director of the Children's Play Council, said: "What children are telling us is that they want more opportunities to play out, in stimulating natural spaces where they can have fun, be with their friends and use their imagination."

The majority of respondents (82%) said they liked to play in natural spaces such as parks, gardens and adventure playground instead of streets and car parks.

THANK YOU

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

- Ministry of Social Development
- Christchurch City Council
- Canterbury Community Trust
- Lottery Grants Board
- Community Organisation Grants
- Pub Charity
- Mainland Foundation
- Tertiary Education Commission
- Zeald.com

TEN QUESTIONS TO ASK YOURSELF AND YOUR BOARD

1. **Do we have the resources we need on our board?**
 - Do we have the right skills? Are they being applied?
 - Do our board members have enough time to do the job properly?
 - How diverse are we?
2. **Does every board member understand his/her role and responsibility as a trustee generally?**
 - Do they understand the contribution expected of them for this charity?
3. **Does the board do what it should?**
 - Does it ensure compliance with regulation?
 - Does it try to improve the long term performance of the group?
 - Does it, where possible, avoid discussing operational detail?
4. **How good is our induction process?**
 - Does every board member receive an induction?
 - Is it comprehensive?
5. **How open and constructive are our relationships?**
 - What are relationships like among board members?
 - What is the relationship like between the board and the management team?
6. **Do we have the best governance structure?**
 - Does the board delegate appropriately?
 - Does the board benefit from expert advisors where possible?
 - Does every member of the board understand the basis for all board decisions?
7. **How well-run are board meetings?**
 - Are they held regularly enough with full attendance?
 - Are board papers prepared in good time and to high standard, with useful information about the board's achievements and challenges?
 - Are all members able to make a full contribution?
 - Are decisions made collectively?
8. **How well do we plan and manage recruitment and succession?**
 - Do we use the best recruitment method for finding the type of trustees we are looking for?
 - Do we have succession plans?
9. **Do we know how well we are doing?**
 - Do we review our individual performance?
 - Do we evaluate the performance of the board as a whole?
10. **Are our board processes, decisions and impact transparent to staff and outsiders?**
 - How do we communicate our impact with others?
 - What do others say about our board?

Source New Philanthropy(NPC) research into trusteeship found that few boards evaluate their performance. However, those that do are more likely to practice good governance. These questions are intended to be starting point for boards who want to review their work and think about how they could improve. For more information, see NPC's review of charity trusteeship in the UK, Board matters, available at www.philanthropycapital.org

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"DON'T UNDERESTIMATE THE VALUE OF DOING NOTHING, OF JUST GOING ALONG, LISTENING TO ALL THE THINGS YOU CAN'T HEAR, AND NOT BOTHERING."

PIGLET, POOH'S LITTLE INSTRUCTION BOOK, INSPIRED BY A. A. MILNE

INFORMATION & RESOURCES

DVD FOR FATHERS

We found this web site and related DVD recently and thought you might be interested.

<http://www.greatfathers.org.nz/greatfathers>
Male Call donald@cammen.org.nz

KIWI START-UP

Kiwi start-up delivers world's first 'Fathers Pack'. www.DIYFather.com is giving away Fathers Packs, a box filled with free products and information to new dads. For many years now baby packs have been given to new mothers in hospital - DIYFather believes the time has come for fathers packs to help them on their fatherhood journey. The packs include products and information new dads will find very useful when looking after their babies and partners.

DIYFather also has a book 'Call me Dad' available.

For further information contact scott@diyfather.com

HOW NON-PROFITS CAN HELP DONORS CLAIM THEIR TAX CREDITS.

Anyone who makes a donation of \$5 or more to an approved 'donee' organisation can claim a tax credit from Inland Revenue - provided the claim is supported by a valid receipt. If you're a donee organisation, now is a good time to consider how your receipts measure up. Will your contributors be able to quickly make a successful claim at the end of the financial year? You can help them by issuing valid receipts.

[http://www.inspiringcommunities.org.nz/
community-news/273-time-banking-reveals-real-
wealth-in-communities](http://www.inspiringcommunities.org.nz/community-news/273-time-banking-reveals-real-wealth-in-communities)

TIME BANKING REVEALS REAL WEALTH IN COMMUNITIES.

Time Banking is transforming New Zealand communities one hour at a time. Based on the core value of reciprocity, Time Banking is also getting health, social service and other organisations excited about its potential to create more effective and meaningful partnerships with the community. Time

Banking is a way of exchanging skills in a community that uses time as the measurement tool, not money. More than just a trading system, it is a way of building relationships and trust and for people to have their needs met from within their community. It also encourages local networking and enables people to benefit from non-market skills and talent.

To read the full article by Anneleise Hall, go to:
[http://www.inspiringcommunities.org.nz/
community-news/273-time-banking-reveals-real-
wealth-in-communities/communitycentre/news/
national/timebanking.htm](http://www.inspiringcommunities.org.nz/community-news/273-time-banking-reveals-real-wealth-in-communities/communitycentre/news/national/timebanking.htm)

FAMILY SERVICES DIRECTORY.

Looking for support for you and your family or community? The Family Services Directory lists over 6,000 organisations who can help. As a community or government organisation, you will find the directory useful when you want to refer clients, or if you would like to give them more information about an issue.

<http://www.familyservices.govt.nz/directory>

WORKPLACE LITERACY: SUBSIDY AVAILABLE

The Tertiary Education Commission's Workplace Literacy* Fund helps eligible employees boost literacy, language and numeracy skills. Businesses can qualify for 85% of the cost of a literacy programme.

*Workforce literacy refers to the skills needed for effective performance in workplaces, including: speaking, listening, numeracy, using technology, reading, writing, problem solving and critical thinking.

More is at [www.tec.govt.nz/Funding/Fund-finder/
Workplace-Literacy/](http://www.tec.govt.nz/Funding/Fund-finder/Workplace-Literacy/)
Rural Bulletin, April 2010

FREE WEB SITE TEMPLATES

Q: Is there any way of creating a community website when there are not enough resources to pay for web design and web hosting? Are there free web solutions

out there we can use?

A: First things first, you have to ask yourself why you need a website. What is the purpose of creating one?

If your primary reason is to share and disseminate information about your group, then a single page or a brochure site would fit you. You can try www.weebly.com or www.googlesites.com and register for a free site. They have a wide array of free templates you can use. If your purpose is for member interaction, you can try setting up a free blog, wiki or a Facebook account. You don't need to worry about web design as these offer templates you can choose from.

If you want a site with several pages, different data types, news and a database, you would need a more complex site that uses Content Management System. There are good open source CMS like Joomla, Drupal and WordPress which you can use for free. However, you would need to engage someone who knows how to setup a CMS and pay for your website name (domain name) and website hosting provider. This will probably set you back around \$160 - \$200 per year.

For more information about setting up a free community site, visit www.webguide.net.nz.
From COSS Goss (Hutt COSS) April 2010

YMEDIA

yMedia is a social enterprise that works to connect students, industry and not-for-profit organisations to develop and implement new media initiatives for collective growth.

Now in its fourth year of development, yMedia has established an eight week challenge, which provides not-for-profit organisations the opportunity to increase their knowledge and use of information communication technology, with tertiary students implementing live new media projects, allowing them to gain tangible experience, while being supported by an industry professional.

To find out more about yMedia go to:
www.yMedia.co.nz

J R MCKENZIE TRUST

***** IMPORTANT! *****

FUNDING ROUND CHANGE OF DATE

As you know, this year the J R McKenzie Trust has started using a new application

process. We are most of the way through the first round of this process and have learned a great deal.

Feedback from organisations, staff and volunteers tells us that the time taken to prepare and review applications is greater than we initially expected. As a consequence we have decided to have two funding rounds per year instead of three.

This allows more time for organisations to prepare applications, for our volunteers and staff to consider these applications, and for staff to work on the J R McKenzie Trust's proactive work.

We've changed the two remaining closing dates this year. They were 31st May and 31st August; now the only closing date is 16th July. Applications already received will be processed in this round.

If you're interested in applying, please visit our website: www.jrmckenzie.org.nz to learn more about what we fund and download an Outline Application Form.

INLAND REVENUE ENHANCES WEB GUIDANCE FOR NON-PROFITS

The non-profit section of the Inland Revenue website has recently been updated in response to customer concerns in recent research.

Inland Revenue's customers said the website did not contain information directly targeted towards non-profits, so Inland Revenue changed this, adding articles written specifically for non-profit organisations.

The non-profit section of the website now has six new headings:

- Staff and volunteers
- Paying and claiming GST
- Charitable organisations
- Donations, grants and funding
- Keeping records and filing returns
- Donee organisations

There is also a non-profit-specific glossary and a 'News and updates' section. Inland Revenue's team hopes the new content will make things easier for non-profits.

If you have any feedback or suggestions for the website, please email: webmaster@ird.govt.nz.

Explore the site at www.ird.govt.nz/non-profit



Children with nature nearby their homes are more resistant to stress; have lower incidence of behavioural disorders, anxiety, and depression; and have a higher measure of self-worth. The greater the amount of nature exposure, the greater the benefits.

- Spending time in nature has been shown to reduce stress and benefit treatment of numerous health conditions.
- Symptoms of children with Attention Deficit Disorder (ADD) are relieved after contact with nature. The greener the setting, the more the relief.
- Children with views of and contact with nature score higher on tests of concentration and self-discipline. The greener, the better the scores.
- Children who play regularly in natural environments show more advanced motor fitness, including coordination, balance and agility, and they are sick less often.
- When children play in natural environments, their play is more diverse. There is a higher prevalence of imaginative and creative play that fosters language and collaborative skills.
- Exposure to natural environments improves children's cognitive development by increasing their awareness, reasoning and observational skills.
- Play in a diverse natural environment reduces or eliminates bullying.
- Nature helps children develop powers of observation and creativity, as well as a sense of peace and being at one with the world.
- Early experiences with the natural world have been positively linked with the development of imagination and the sense of wonder. Wonder is an important motivator for life long learning.
- Children who play in nature have more positive feelings about each other.
- Natural environments stimulate social interaction between children.
- Play in outdoor environments stimulates all aspects of child development more readily than indoor environments.
- An affinity to and love of nature, along with a positive environmental ethic, grow out of regular contact with and play in the natural world during early childhood.

*Compiled by Leon Smith,
Planet Earth Playscapes, 2006.*

This is an abridged summary for a full list of references please look on our website: www.oscarnetwork.org.nz



INCLU

Inclusion is the philosophy that all people have the right to be included with their peers in age-appropriate activities throughout life. It is a process in which children and adults with disabilities have the opportunity to participate fully in all community activities offered to people who do not have disabilities.



Inclusion is what results when people with and without disabilities live, learn, work, and play side-by-side. Inclusion is the philosophy that all people have the right to be included with their peers in age-appropriate activities throughout life.

For out-of-school programming to be inclusive implies that it is accessible to all youth, including youth with disabilities. Programming that is physically integrated, or physically accessible and legally accepting of individuals with disabilities, is only the beginning. A socially inclusive program goes beyond physical accessibility and fosters a sense of belonging, feelings of being valued, and support for all participants. It requires that youth feel accepted for simply being themselves and that they have the opportunity to establish friendships and other social relationships with peers without disabilities.

SOCIAL INCLUSION IMPLIES MORE THAN:

- Being in the same facility as other participants.
- Doing the same activity as other participants.
- Participating in community activities only with people who are paid to provide the youth with support.

SOCIAL INCLUSION IMPLIES:

- Experiencing a sense of belonging.
- Feeling that others value you and desire to be around you.
- Knowing that support will be available if it is needed.
- Having regular access to the community and those within it with whom you desire to be with.

INCLUSION IS:

- Having the same choices and opportunities that other people have.
- Being accepted and appreciated for who you are.
- Being with friends who share your interests, not your disability.
- Being a valued customer and a welcomed participant in community programs, regardless of ability level.
- Having facilities and areas that are accessible and easy to use by everyone.
- Providing the necessary individual adaptations, accommodations, and supports so every person can benefit equally from an experience in the community with friends.

EVERYONE BENEFITS FROM INCLUSION

A major misconception of inclusion is that it only benefits the participants with disabilities.

It is true that youth with disabilities benefit from inclusive programming. But it is also true that youth without disabilities, parents, agencies, and the community all benefit from inclusion.

Through inclusion, everyone learns to accept and appreciate the diversity that exists around us everyday.

BENEFITS OF INCLUSION FOR ALL CHILDREN

- Make new friends.
- Learn by modelling others.
- Build interdependence and ability to deal with obstacles.
- Notice how people are similar to each other.
- Develop interpersonal skills.
- Learn to accept others as they are.

BENEFITS OF INCLUSION FOR FAMILIES

- Enable parents to work because they have access to inclusive child care services and after-school care.
- Opportunity for respite.
- Discover that others can provide a secure and nurturing environment for their children.
- Learn to accept their own child's strengths and needs.

SION



- Share common experiences.
- Develop relationships with other families.

BENEFITS OF INCLUSION FOR PROGRAM AND CARE PROVIDERS

- Develop networks of professional services and community resources.
- Develop an awareness that all people have unique strengths and needs.
- Create an enriched setting to encourage understanding and flexibility in including all children.
- Realize and appreciate differences.

Without opportunities to interact with their peers, the social opportunities for children with disabilities are typically limited to parents, caregivers, therapists and teachers. No matter how kindly this is done and regardless of whether it is in the child's best interests, the reality is that these children are always being acted upon and have little control over their own lives. They have limited choices and are given limited options.

Relationships with peers not only expand the social opportunities that youth have, but also present a number of choice making opportunities that are normally not available.

Interactions with others enrich our lives and provide us with opportunities to develop friendships which we will enjoy across our lifespan.

Adapted from: Anderson, L., Brown, C., & Soli, P. (1996). Inclusion: strategies for including people with disabilities in parks and recreation opportunities. Bismark, ND: North Dakota Parks and Recreation Department and the University of North Dakota.



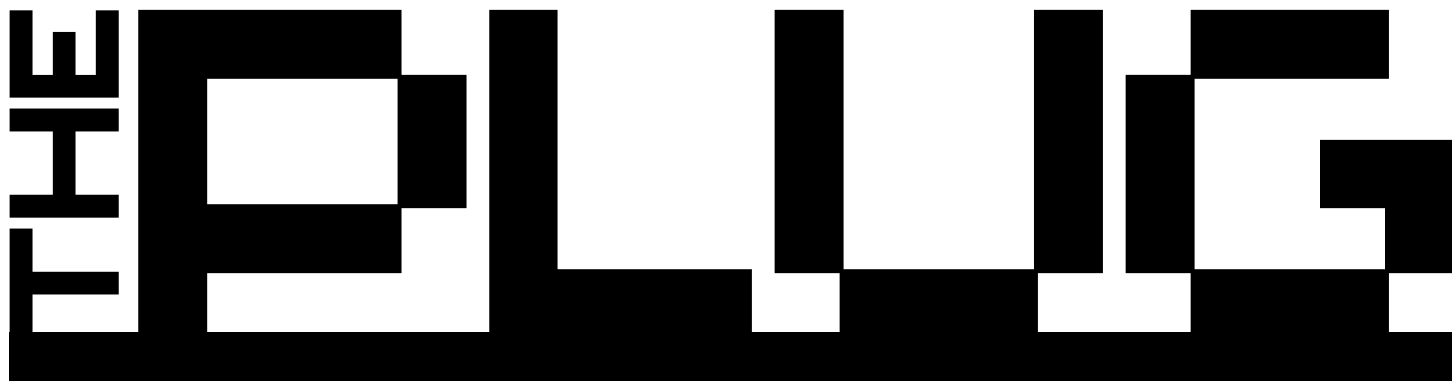
INCLUSION CHECKLIST FOR OSCAR

GOOD PRACTICE IN INCLUDING DISABLED CHILDREN:

- The attitudes and behaviour of practitioners, children and parents demonstrate how unremarkable it is that disabled children are part of a wide cross-section of the local community using the service.
- Activities are led by the interests and enthusiasms of each child who attends, and take place with regard to any likes, dislikes and specific needs each child may have.
- Everyone is welcomed on arrival and wished well on departure in a way that suits them.
- Pictures, equipment and resources reflect disabled people's lives as part of a wide representation of children's differing backgrounds and experience.
- The person in charge is committed to the active participation of children's parents/carers, team members and others to ensure good quality provision and to ensure each individual's needs are met.

- The person in charge has made time to build links with families/schools/services for disabled children by becoming directly involved with them as part of a commitment to give all local children and families a genuine choice to be part of the service.
- All practitioners have had attitudinal training around disability and other equality issues and continue to take part in training about inclusion.
- All practitioners are aware that attitudes, environments, structures and policies need attention in order that they do not disadvantage particular children.
- All practitioners have or are developing necessary skills to communicate effectively with each child and encourage all children to develop ways of communicating with each other.
- Each child has opportunities for formal and informal consultation so that they can express their views and opinions on sessions they take part in, and on the setting as a whole by using whatever communication methods they choose.
- Each parent/carer feels welcome and valued as an expert on their child with a continuing key role in helping practitioners enable their child to take a full part in the setting.
- The service has a vision of what it wants to do; policies and procedures for how it does it; and a process of monitoring and evaluation to see how well it is doing it. This includes all who are involved in the setting, in a process of continuing reflection on the development of inclusive policy and practice.

Computer games have become an important part of the culture of many children, yet there is little certainty within the play sector as to their relationship to play and play theory, their value within play provision, or their relation to the Playwork Principles. Some play providers make an almost instinctive decision not to provide computer games, while we have heard of others who use them to attract children and young people to use their setting.



There are wide and conflicting views on the effects and use of computer games on children and young people's behaviour, development and their play that may influence decisions made within the play sector.

Here we review of a range of recent research and arguments so that informed decisions can be made. We define computer games as those that must be played on a computer, hand held device or a screen.

The first televisions became commercially available in NZ 50 years ago – though few households could afford them. Today the television is no longer considered a household luxury – for many it is seen as a necessity and every socio economic group has access. Those who do not own a TV are commonly seen as eccentric and many households own several.

The first programmable computer was created in 1936. The earliest available commercial personal computers (micro-computers) were sold in kit form for technicians and hobbyists. In the 1970's, due to the invention of microchips and microprocessors and factory production costs dropping, computers became more readily available and home usage began to rise.

Rudimentary computer games existed from the 1950's and the first electronic arcade games and commercial home video games consoles were created in the 1970's. Many older people remember Screen Tennis or

Space Invaders with affection as their first encounter with an electronic game. With the invention of microchip technology, this decade saw significant advances and electronic devices were made more efficient and powerful. The microchip and microprocessors led to more and more sophisticated and less 'clunky' hardware and software for electronic games.

Email was developed on a small scale as early as 1965. The term 'Internet' was adopted in 1974 to describe developing technology and systems that allowed information sharing between computers. Widespread use of the Internet began in the 1990's and by 2009. More than a million New Zealand homes used broadband to connect to the internet according to Statistics NZ in 2009, double the number of three years ago, 80% of people used the internet, up from 69% in 2006, 72% sent or received emails, up from 62% in 2006, 43% made an online purchase, up from 29% in 2006, according to Statistics New Zealand.

In recent years children and young people have gained increased access to online games, multiplayer online games (where many people play together from remote computers) and social networking sites.

CONSUMERISM

Companies such as Sony, Nintendo and Microsoft spend a great deal of money advertising their computer games – making them appear exciting and 'cool', a lifestyle choice as much as a game. In order to make

more money, their consoles and games soon become obsolete and consumers are encouraged to buy 'newer' and 'better' products. Children and young people are very keen to fit in with their peers, to appear 'cool', to own the latest electronic gadgets and to play the latest games. Parents and carers can tend to collude - they don't wish their children to feel deprived or to be excluded from the social currency shared between other children. This may be particularly the case with parents and carers of disabled or disadvantaged children.

ESCAPING

There is a theory that children and young people use electronic media and gaming to play and socialise because this is one of the 'strategies of escape from, and resistance to, control which children employ in their everyday social lives'. (McNamee, 2000)

There is a common perception that children and young people are at risk in public places – they are more likely to be under the 'protective accompaniment and control of adults ... independent and unsupervised opportunities for social contacts are less available.' (Buchner, 1990) Therefore unsupervised Internet access, and playing computer games, where adults are unlikely to interfere or intervene, can be seen as providing a free space to interact.

Where children have fewer chances (in terms of time, permission/support or locality) to escape to places where they can create and discover 'new worlds', playing online

games with friends or becoming involved in a virtual world can provide a means of escape. This is particularly the case for some disabled children whose freedom of movement might be more restricted than that of non-disabled children.

BEING IN CONTROL

It may be argued that because adults increasingly colonise, timetable and supervise children's lives, even their leisure time, opportunities for children to control and influence their environment are fewer now than hitherto. Playing computer games allows children to gain some element of control and mastery within one aspect of

their lives. In other words, children and young people exploit the 'digital divide' between themselves and less confident or less knowledgeable adults, to gain control. Pal Andree Aarsand writes of children using the digital divide to keep adults 'on the edge of the playing field.' (Aarsand, 2007)

WHY IS IT SO COOL?

From observational and anecdotal evidence we can see that for some disabled children in particular, the sense of empowerment in being able to solve problems independently, the sense of their own competence, the ability to have mastery within a virtual environment, and the virtual 'freedom of movement' afforded within computer games often contrast with negative experiences in 'real life'.

IS IT PLAY?

There is no doubt, to anyone who observes children and young people playing with some computer games that they are experiencing or expressing some elements of what we might recognise as play types and behaviours.

However, many of us understand play to be something that encompasses first hand experiences and there are those who believe that virtual gaming is a poor substitute for 'real life' play. Imagine, for instance, the range of physical sensations, skills and emotions involved in having a snowboard race, compared with those involved in playing a virtual snowboarding game – the fun of swinging next to a friend in the park



as compared to that of swinging in a virtual environment. What happens within a game is not meant or understood to be a substitute for real life, even for disabled children or disadvantaged children for whom it might be impossible to experience the activities they can be part of on screen, but sometimes children's immersion in a game can shut out real life experiences and choices.

There are those who define play as freely chosen, personally directed and intrinsically motivated (Welsh Assembly Government Play Policy, 2002) and here we begin to reach difficult territory in terms of computer gaming. While children may freely choose to take part, we know that many games are deliberately designed to induce a state of flow (where the player becomes completely immersed and oblivious to what is happening around him or her) (Games Cultures and Play, Futurelab, Bristol University). Does this indicate free choice? Who makes the rules and negotiates the parameters of the game, the child or the designer? And how much of the game they are playing will be personally directed – while there may be choices within the game is the player really directing the play him or her? In terms of being intrinsically motivated (performed for no reward) many games have reward systems that induce the player to continue playing and striving to attain the next goal. These goals and rules

are rarely set by children, but by the adult designers of the game.

ASK THE CHILDREN WHAT THEY WANT

Manufacturers spend millions of pounds promoting and marketing consoles and games to children and young people, who naturally respond. When, as play providers we consult with children and young people to find out what they want to experience within a play space we need to take this factor into account.

We need to be aware that children respond to market and peer pressure (just as we do) but they may lack wider experience of what might be available in terms of play opportunities. They can only ask for what they know of. What they ask for may be limited by their experience and the choices normally available to them. What play provision can offer is a choice of a wide range of 'hands on' play experiences. Sometimes we have to use our judgment and say that we know best because we have more experience and a better idea of all the available possibilities that can extend children's play.

COMPENSATION

A play setting compensates children for lack of opportunity and access to environments that support a wide range of choices for play – many children have access to computer

games in other places. Where children don't have access to computer games at home, many play in schools, public libraries and in friend's houses.

It might be assumed that there is less ownership of computer games among financially poorer socio-economic groups, however there is research that suggests that the highest ownership of new media products is among 'the middle to lower socio economic groups... In contrast these same screen entertainment media are not taken up to the same extent by the more educated, ...or by the poor.' (Livingstone 2002)

There is anecdotal evidence to suggest that ... The British are remarkably effective in disguising their poverty ... (a journalist found)... a children's bedroom with the latest electronic games, so the kids didn't feel ashamed at school, but with a mattress on the floor being the only piece of furniture. (Joseph Rowntree Foundation, 2008)

Some parents (and particularly lone parents [Livingstone, 2002]) will prioritise spending on consumer goods that elevate or boost the social status of their children within their peer group, by 'going without', by borrowing or by neglecting other household needs.

THE AGE DIFFERENCE

Games are more likely to affect perceptions and expectations of the real world amongst younger children because of their less developed ability to distinguish between fact and fiction (due to the immaturity of the frontal cortex). (Byron, 2008)

There is a rating system for computer games, which suggests the age that children and young people should have reached before they play. This rating system is often disregarded, and within a play setting it is very difficult to provide the kind of games that older children desire and enjoy, while excluding children who are deemed too young to take part or watch.

If we include computer games in the setting, we put ourselves in a position of having to 'police' the use of games to make sure that the content is age appropriate to all the people using the setting.

SOCIALISING

It may be argued that one of the primary functions of a play setting is to provide a



space where children and young people can socialise. Observation tells us that social play is threaded through almost everything that children do when they play. Playworkers support this by keeping the space safe from outside intrusions and dominant social mores, so that children can explore their social surroundings and boundaries. If a quality playsetting is a social setting in itself and contains a wealth of opportunities for social play, why do we need to embellish this by adding in computer games or online networking to meet this need? A play setting can provide face-to face, real time relationships and conversations that children might not find elsewhere

ELECTRONIC PLAYWORKER

It is argued that some adults use the screen and computer games as a convenient 'electronic babysitter' (Palmer, 2006); they use children's attraction to computer games so that they themselves have freedom to do something they deem more important, or to give themselves an 'easier life'. This can be particularly the case for some playworkers who are challenged by boys' boisterous behaviour within a play setting, and who use their attraction to computer games to distract and pacify. It is the role of the playworker to help children to meet their play needs, not to pacify, occupy them or control them through the use of electronic distractions.

ESCAPE AND CONTROL

Computer games may provide opportunities for virtual escape and control – but attending quality play settings supported by playworkers should provide a time, permission/support and a place where any child can escape, explore, and 'create new worlds.' Although there are adults present, the playworker's job is to protect the time and the place, to enhance and support all children's opportunity to 'escape' and to control their environment.

ARE COMPUTER GAMES GOOD OR BAD?

Very careful consideration is needed before computer games are included in play provision, if at all. As adults we need to examine our motives, work out how we will manage the risks involved, and think about how computer games might influence the play within the play setting. The most important consideration is children's play and how it might be affected by the introduction of computer games.

This is an abridged version produced by © Play Wales (Any reproduction of this publication, or extracts from it must be attributed to PlayWales).

This paper was researched and written by Gill Evans with the support of the Play Wales team.

Play Wales is the national organisation for children's play, an independent charity supported by Welsh Assembly Government to uphold children's right to play and to provide advice and guidance on play-related matters. March 2009.

www.playwales.org.uk

FOR A FULL COPY OF THE PUBLICATION AND REFERENCES LOOK ON OUR WEBSITE WWW.OSCARNETWORK.ORG.NZ

"MAYBE LATER" CHILDREN

Hectic work schedules are creating a generation of "maybe later" children whose parents never have enough time to play with them, according to a new survey of 3,000 working parents and their children by insurers Admiral. While most parents insist their children are their "main priority", 62% admit they often say "maybe later" when they ask for attention. The average child gets just 36 minutes a day alone with their mother or father because many spend evenings writing emails, working, cooking or cleaning.

Two-thirds of the children said they would like it if their parents had more time to play with them and almost eight out of ten said they resented being parked in front of the television instead; 60% said they wished their parents worked less.

BEYOND POLITICAL CORRECTNESS

We are all made up of many characteristics. Few of us want to be identified by only one of our many characteristics. For example, you wouldn't want to be identified solely on the basis of your ability to play cricket ("Softball Playing Kisha") or your love of pizza ("Pizza Eating Janice"). These characteristics are only one part of your whole self.

This is true of individuals with disabilities as well. When speaking or writing, remember that children or adults with disabilities are like everyone else, except for the fact that they have a disability. Sometimes how you say something communicates more than what you say. This is why we need to use "person first" language.

HERE ARE A FEW HELPFUL HINTS ABOUT DISABILITY ETIQUETTE.

- Speak of the person first, then the child's disability (e.g., a child with Down syndrome, instead of the Down syndrome child).
- Emphasize abilities, not limitations (e.g., Cody is a wonderful artist, instead of Cody uses crutches).
- Do not label people as part of a disability group (e.g., Dorlissa who likes dancing, instead of Dorlissa, the blind teenager).
- Remember that a person is not a condition (e.g., identify Shelby as Shelby, the 8-year-old, instead of Shelby, the epileptic).
- Don't give excessive praise or attention to a person with a disability; don't patronize them (e.g., Would you want to be praised for something that you do every day, like go to work?).
- Avoid treating people with disabilities as if they want to be the recipients of charity or pity. They want to participate equally with the rest of the community (e.g., ask Jasper if he wants to play, instead of saying how sad it is that Jasper needs help with lots of things).
- Let the person do or speak for herself as much as possible (e.g., if one child asks why another uses a wheelchair, let her



SOMETIMES HOW YOU SAY SOMETHING COMMUNICATES MORE THAN WHAT YOU SAY.

answer for herself, instead of answering for her).

- Don't assume that an individual with a disability needs help. Offer assistance, but wait until your offer is accepted before you help (e.g., ask an individual with a disability if he would like you to hold the door open for him, instead of assuming that he needs you to do it for him).
- Remember that a person who has a disability isn't necessarily chronically sick or unhealthy (e.g., a person with an intellectual disability is not sick or unhealthy, she may experience difficulty in learning at times).
- Make certain that activities are accessible, both architecturally and programmatically, to all participants (e.g., programs, as well as buildings, need to be welcoming and accommodating).

Remember that a disability is a functional limitation that interferes with a person's ability to walk, hear, talk, learn, etc. A disability is a situation or a barrier imposed by society, the environment, or oneself (e.g., an inaccessible facility is a disability to the individual with a disability to participate in an activity at that facility).

Relax! Don't be embarrassed if you use common expressions such as "see ya later" or "gotta run," to an individual who has a visual impairment or uses a wheelchair, respectively (i.e., continue on with your social conversation).

"IF I COULD CHANGE ONE THING..."

Every Disabled Child Matters (EDCM) is the UK campaign to get rights and justice for every disabled child. During summer 2007, EDCM asked disabled children and young people, and their parents and carers: "If you could change one thing for disabled children, young people, and their families, what would it be?"

The top three things disabled children and young people wanted to change were:

1. to have more fun things to do
2. to change negative attitudes to disability
3. to make it everyone's right to get a good education.

The top three things that parents wanted to change were:

1. to not have to fight for support
2. to be included in their communities
3. to be able to find educational provision that meets their child's needs.

What children and young people said they would change:

- 'The time and chance to be understood for being like I am.'
- 'More activities available, with inclusion of everyone.'
- 'I want to be able to do more fun things in life.'
- 'I want disabled kids to have good friends and people who don't pick on them.'
- 'It should be easier to get help at school, without going through lots of fights, and before it's too late and you have lots of catching up to do.'
- 'I would make people listen to us!'

What parents said they would change:

- 'Our children should be valued, celebrated and included right from the start, and not become just a funding issue.'
- 'To actually get the services, equipment and info that you and your child are entitled to without having to a) find out about it by chance b) fight till you are exhausted c) have to go begging.'
- 'For my lovely son to just be included and really accepted for who he is.'
- 'If I could change one thing for my child, and all disabled children, it would be to be able to look forward to a bright future.'

All throughout human history, grandparents have raised the young while parents supplied the basic needs for survival. Parents and grandparent served as a family “team” supporting and nurturing the young. Lately however, the family team has broken apart for many with the result that over the last several decades the numbers of children being raised by grandparents, either solely, or part-time, has been on the increase.

“RAISING GRANDCHILDREN”



GROWING CHALLENGE FOR GRANDPARENTS

The dramatic increase in the number of children who need to be cared for by their grandparents during the last several decades poses an important challenge for grandparents today. For many it involves making a life-changing decision to dedicate one's life to raising a child at a time in life when one may be looking forward to more leisure and less responsibility (Minckler & Roe, 1993). The rise in grandparent-headed households reflects both a parent's understandable need for help with childcare and, in the worst case “parental failure.”

THE CAUSE: PARENTAL NEED OR FAILURE

When parents falter, nature has arranged it so children naturally fall into the laps of their grandparents. Caring for a grandchild may be temporary, for example when a parent is ill or in turmoil. It can also be permanent, as in the case of death, serious substance abuse, or incarceration. Following are some of the common circumstances that place children in jeopardy, forcing them to seek the sanctuary of their grandparents.

Abandonment of the child by the parent. Parental illness (mental and physical). Teenage pregnancy. Substance abuse. Unemployment. Homelessness. Incarceration. Death of a parent. Divorce. Family violence. Child abuse and neglect. Poverty.

THE EFFECT: GRANDPARENTS TO THE RESCUE

Many grandparents faced with raising a grandchild experience ambivalent feelings. They become concerned about the welfare of their own child (the parent) as well as their grandchild. They also have to deal with the reality that taking on the

responsibility of caring for a grandchild will turn their lives topsy-turvy. This decision is further influenced by their personality type, values, priorities, life circumstances, how much time and effort will be required to raise a grandchild, how much help and support they can count on from their family and society, their financial status, their health, housing situation, and the amount of responsibility assumed and/or authority they have.

Some grandparents perceive taking on a parental role late in life as a blessing and are grateful for the opportunity to form a deeper bond with their grandchild. Other grandparents while enjoying its pleasures, still resent the responsibility and attendant inconveniences that are involved in raising a grandchild. The health effects of raising a grandchild depend on the basic health and vitality of the grandparent.

Many have to deal with their resentment toward the grandchild's parents for thrusting the responsibility upon them. Others view the failure of the parent as their own failure and feel responsible and overwhelmed with guilt. Many other grandparents express concern about the fate of their grandchild if they die or become too ill to care for the child.

Naturally, the lives of grandparents undergo great change when their grandchild moves in with them. Instead of spending time with their friends, they become immersed in the social life and schoolwork of their grandchild. And it can be especially difficult when a grandparent has a grandchild with emotional or behavioural difficulties. Some complain about being tired and overworked and resent it. Others feel that raising a

grandchild has given them new meaning which compensates for the fatigue they feel.

LEGAL CONSIDERATIONS

The legal status of children raised by grandparents can be tenuous. For example, many children who live with their grandparents because of a parental substance abuse problem that waxes and wanes are often fearful because their parents still have legal custody. This tenuous situation makes children frightened of being taken from their grandparents by a parent in the process of recovering from a drug problem because of the fear of relapse. Bouncing back and forth between grandpa's house and a frequently relapsing parent is very disruptive to children. This “revolving door” syndrome is common. Parents with unresolved drug problems reclaim their children when they are in a period of remission. Then, when a relapse occurs, they abandon the youngster once again. When this happens the child gets confused about where he belongs and fearful that his living routine will be disrupted. That is why grandparents raising grandchild should obtain some kind of legal custody for their grandchildren until they are assured the parent is able to take over.

“EACH FAMILY IS SO COMPLEX AS TO BE KNOWN AND UNDERSTOOD ONLY IN PART EVEN BY ITS OWN MEMBERS. FAMILIES STRUGGLE WITH CONTRADICTIONS AS MASSIVE AS EVEREST, AS FLUID AND CHANGING AS THE MISSISSIPPI... YET WHEN PRACTICAL THE PREFERENCE SHOULD BE FOR FAMILY.”

MAYA ANGELOU

PARENT OR GRANDPARENT?

Caring for a grandchild challenges generational identity. The difficult and tricky task is to maintain grandparent identity while acting as a parent. Research shows (Kennedy & Keeny 1988) shows that children raised by grandparents would prefer their grandparents to remain grandparents. Even if they want to, children cannot banish their parents from their minds and hearts; it is common knowledge that children who lose their parents create dreams and fantasies to deal with the loss, such as idealizing their parents, having fantasies of being reunited with them, etc. Just as they may project anger onto a custodial parent as a result of the pain of divorce, children may rationalize the loss of parents and even blame grandparents for their loss. Therefore, grandparents must be very careful not to be caught in the battle zone between their grandchild and the psychological work he or she has to do to resolve issues with the parent.

Whatever his or her experience with a parent, your grandchild has a need to have a healthy and loving parent. As a grandparent who is aware of this fact, try to defer your own needs to those of your grandchild. Demonstrate flexibility by moving in and out of the various roles you may be required to play, such as nurturer, mentor, role model, playmate and "parent." Your support and love can help your grandchild work through the difficult issues they may be grappling with.

The "magical" ingredients of the grandparent-grandchild relationship-- the unconditional love, playfulness, spoiling, and loving "conspiracy" against the middle generation will probably not be present when grandparents act in a parental role. These are qualities that are usually rooted in the grandparent's lack of direct responsibility for their grandchild. Children need behavioural limits and lacking a parent to enforce the rules. Grandparents who raise their grandchildren do tend to lose some of the "magical" qualities of their relationship with their grandchild, but at the same time also experience a degree of intimacy that might not otherwise be attained.

From "The Grandparent Guide" by Dr. Kornhaber on "Raising Grandchildren".

The Foundation for Grandparenting:

www.grandparenting.org

New Zealand Resource:

www.raisinggrandchildren.org.nz

MAORI GRANDPARENTS

Grandparents often whangai their grandchildren to keep the extended family together. For whatever reason when a whangai relationship is established, positive value and connotations are attached to this customary practice. Children that are whangai of their grandparents or older whanau members are sometimes chosen as repositories of whanau and hapu knowledge, ancestral lineage, tikanga and tribal history.¹

Grandparents are just one group within whanau (extended family) that can assume care of children; aunts, uncles, older siblings, great uncles and great aunts can also assume care of children. Numerous arrangements exist in whanau, where grandparents, uncles and aunts can live under the one roof or jointly sharing care of mokopuna between parents and grandparents. These arrangements reflect kainga living where children were communally raised.

KO TATOU NGA KANOHI ME NGA WAHA KORERO O RATOU MA KUA NGARO KI TE PO

WE ARE BUT THE SEEING EYES AND SPEAKING MOUTHS OF THOSE WHO HAVE PASSED ON

The same idea is conveyed when people are greeted as "nga kanohi ora o ratou ma kua wehe atu" - literally "the living faces of those who have gone on before us", or when an elder greets a young person by saying "tena koutou". This form of greeting applies to many people, not just to an individual, so when greeted in this way the young person understands that she or he is being greeted along with all their ancestors.

CHILDREN BELONG TO WHANAU, HAPU AND IWI

The notion that children are not the property of their parents, but rather belong to the whanau, hapu and iwi is one that has been expressed many times over. One such explanation is as follows In Maori thinking, children are not the exclusive possession of their parents. Indeed the ideas of possession and exclusion, separately or in association, outrage Maori sensibilities. Children belong not only to their parents but also to the whanau, and beyond that to the hapu and

iwi. They are 'a tatou tamariki (the children of us many) as well as 'a taua tamariki' (the children of us two)... They belong to a descent group but at any given time are held by individuals on its behalf, in trust for future generations.²

According to tikanga Maori, it is quite normal for members of the whanau other than the birth parents to make important decisions about the child's future, in whanau, which are functioning as they ought, parents are expected and expect to share the care and control of their children with other whanau members. Sometimes, especially with the firstborn, this means relinquishing their daily care and/or legal control over them to grandparents or other senior relatives, either temporarily or permanently.

Generally, it means that other whanau members do whatever parents do for their children, from feeding, tending and cuddling them to disciplining and giving them orders, in everyday and crisis situations, whether their parents are present or not.

In public and private gatherings, children are attended to by whichever relatives are closest to hand and quickest off the mark. When children have only one parent for any reason, the lack is supplied by other whanau members; as long as the whanau is functioning effectively, they have no lack of role models. Other members of the whanau share in the guardianship of parents or other primary care-givers while the latter are exercising it. In most cases they are supplementary or additional guardians, not substitutes for the parents.

AS JOHN RANGIHOU NOTED, "MAORI CHILDREN KNOW MANY HOMES BUT STILL ONE WHANAU".

1. McRae K and Nikora L, 2006

2. Durie-Hall, D. & Metge, J. "Ka Tu te Puehu, Kia Mau: Maori Aspirations and Family Law" in Henaghan, M. & Atkin, W. (eds) *Family Law Policy in New Zealand* (1992) 54, 63. The same sentiment is expressed in *Puao-te-atatu* (Ministerial Advisory Committee on a Maori perspective for the Department of Social Welfare, 1988) 29

KEEP THE COOL IN PROGRAMME: **SELF-REGULATION - THE SECOND CORE STRENGTH**

“Mine! Mine!” The 6-year-old yelled, stamped his feet, grabbed at the toy, pushed his classmate, and finally collapsed to the floor sobbing and inconsolable. This was his third “tantrum” in the last two days.

The ability to self-regulate is the second of six core strengths that are an essential part of healthy emotional development. This article explores self-regulation and how it contributes to preventing aggression and antisocial behaviours in children.

A just-fed newborn, rocking in the arms of her loving parent, is warm, full, calm, and safe. Her needs are met - for now. But soon, her body will use all of the food, her mother will put her down, and a loud bang will startle her. When this happens, her body tells her – “I’m hungry, alone, and in danger”. She feels distress and unable to regulate herself. Her only response is to cry out, hoping that a responsive adult will come to protect and feed her.

Again and again, attentive teachers respond to the needs of the dependent child. When infants and children are incapable of meeting their own needs, they depend upon the external regulation that comes from attentive, caring adults. In this context, a special bond grows between the dependent child and the teacher. A responsive adult provides the stimulation that helps the child’s brain develop the capacity for healthy emotional relationships. At the same time, in these same interactions, other crucial areas of the infant’s brain are being shaped-the “stress-response systems”.

RESPONDING TO STRESS

The brain is continually sensing and responding to the needs of the body. Specialized “thermostats” monitor our internal (for instance, levels of oxygen and sugar in the blood) and external worlds. When they sense something is wrong (that

the body is “stressed”), they activate the brain’s alarm systems. These stress-response systems then act to help the body get what it needs.

Much of this regulation takes place automatically-beyond our awareness. But as we mature, our brain requires that we actively participate in our own regulation. When the internal world needs food or water or the external world is overwhelming, or threatening, our body “tells” us. If we thirst, we seek water; when afraid, we prepare to fight or flee. In short, we “self-regulate.” We act in response to the sensations and feelings that arise from our brain’s alarm systems.

When these systems develop normally, we are able to deal with challenging situations with age-appropriate solutions. When a child’s capacity for self-regulation does not develop normally, he will be at risk for many problems-from persistent tantrums to impulsive behaviours to difficulty regulating sleep and diet.

What helps the “stress-response systems” develop in an optimal way is repetitive exposure to controllable “challenges.” Every time a child is introduced to something new, a low-level alarm response is activated. But with repetition comes mastery, and what the brain once interpreted as a potential threat is now familiar and tolerable. It is not bad for the child to experience low levels of “anxiety” or distress when he is in a safe and responsive setting. Moderate, predictable stress in this responsive, controllable environment leads to resilience. Children become capable

of tolerating significant distress. In turn, unpredictable or severe stress can lead to a hyper-reactive stress-response system and a host of problems. Central to the process of healthy development of stress-response capability is that children learn to read their bodies’ signals.

UNDERSTANDING BODY SIGNALS

Many of the sensations we feel when we are “out of regulation” are clear-thirst, for example. But the body tends to use a common set of “alarm” sensations for many different kinds of potential threats. The alarm response and the resulting feelings caused by frustration are very similar to those caused by fear. A fearful child may act sullen and “angry,” unaware that they are actually anxious about starting in a new classroom. A hungry child may act distracted, irritable, and noncompliant, again unaware that the internal distress they feel is hunger. We all have had times when we have mislabelled these feelings. Sleep deprivation, illness, physical exhaustion, and family distress are among the things that can activate the alarm response and result in a set of behaviours that are misunderstood by teachers and by the children themselves.

Sometimes, we just can’t get what we need right away. We must endure the discomfort related to exhaustion, hunger, thirst, or fear. Learning to tolerate this distress, to correctly label the uncomfortable sensations, and to develop appropriate, mature ways to respond to these signals is central to healthy development.

HOW SELF-REGULATION MATURES

The capacity for self-regulation matures as we grow. Infants are born with an undeveloped capacity to self-regulate. The dehydrated infant cannot use words to ask for water nor can he get water. The infant feels thirst, distress and then cries, dependent upon an attuned adult to meet his needs.

Healthy self-regulation is related to the capacity to tolerate the sensations of distress that accompany an unmet need. The first time the infant felt hunger, she felt discomfort, then distress, and then she cried. An attuned adult responded. And after thousands of cycles of hunger, discomfort, distress, response, and satisfaction, the child has learned that this

feeling of discomfort, even distress, will soon pass. An adult will come. The attuned, responsive adult helps the child build in the capacity to put a moment between the impulse and the action.

As young children learn to read and respond appropriately to these inner cues, they become much more capable of tolerating the early signs of discomfort and distress that are related to stress, hunger, fatigue, and frustration. When a child learns to tolerate some anxiety, he will be much less

reactive and impulsive. With the capacity to put a moment between a feeling and an action, the child can take time to think, plan, and usually come up with an appropriate response to the current challenge.

WHEN TO WORRY

Children with poor self regulation disrupt an entire classroom. They are often impulsive, hypersensitive to transitions, and tend to overreact to minor challenges or stressors. They may be inattentive or physically hyperactive. These children

benefit from the structure, predictability, and enrichment that programmes provide. Unfortunately this may not be enough. The degree of attention and nurturing that these children need is often beyond the capacity of a pre-programme or kindergarten setting. If these problems are extreme and persistent, or if the behaviours disrupt the class, the child should be referred for further evaluation.

Adapted from article by Bruce D. Perry MD, PhD, November, 2001. Source: Early Childhood Today

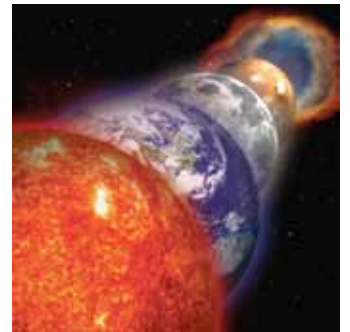
"IF I HAD TO MAKE A GENERAL RULE FOR LIVING AND WORKING WITH CHILDREN, IT MIGHT BE THIS: BE WARY OF SAYING OR DOING ANYTHING TO A CHILD THAT YOU WOULD NOT DO TO ANOTHER ADULT, WHOSE GOOD OPINION AND AFFECTION YOU VALUED."

JOHN HOLT, FREEDOM AND BEYOND

MATARIKI – MAORI NEW YEAR

WHEN IS THE MAORI NEW YEAR?

The Maori new year is marked by the rise of Matariki and the sighting of the next new moon. The pre-dawn rise of Matariki can be seen in the last few days of May every year and the new year is marked at the sighting of the next new moon which occurs during June.



There are no definitive Māori names for particular stars. The various tribes often have different names and different traditions. It is probable that each tribe had its own names for something in the vicinity of 300 stars, with some names being used more universally throughout Aotearoa. These 'universal' names were often used for different stars by different tribes. To further add to the complexity of the situation, some stars were given different names at different times of the year, or when appearing in different parts of the sky. This is a short list of names used for the Sun Moon & Planets.

SUN, MOON, AND PLANETS

RĀ	SUN
MARAMA	MOON
WHIRO	MERCURY
KŌPŪ	VENUS
PAPATŪĀNUKU	EARTH
MATAWHEREO	MARS
KŌPŪNUI	JUPITER
PAREĀRAU	SATURN
RANGIPŌ	URANUS
TANGAROA	NEPTUNE
WHIRINGA KI TAWHITI	PLUTO

*Adapted from a list compiled by C.J. Hilder, June 2000-May 2003.
URL: http://www.teapota.orcon.net.nz/maori_star_names.html*



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OSCAR NETWORK TRAINING AND EVENT CALENDAR TERM 3 2010

EVENT	BRIEF RUN-DOWN	DATE	TIME & PLACE	COST (GST INCLUSIVE)
New to OSCAR	Overview of OSCAR for all staff	Tuesday 27th July	10am - 12 noon or 7pm - 9pm 25 Disraeli St, Addington	\$30 members \$75 non-members
Open Polytechnic Certificate in OSCAR	This is suitable for all Staff. You do not have to be already doing the certificate	Tuesday 3rd August	9.30am - 10.15am Introduction 10.15am - 12.30pm Year 1 Module 4 Building Positive Relationships 25 Disraeli St, Addington	Free
Core Training	<ul style="list-style-type: none"> Health & Safety 1 Child Behaviour 3 	Tuesday 10th August	10am - 12.30pm Knox Centre, 28 Bealey Ave	\$30 members \$75 non-members
Train the Trainers Level 2	Suitable for those that have attended level 1	Tuesday 17th August	9.30am - 2pm Knox Centre, 28 Bealey Ave	\$50 members \$120 non-members
Cluster North West	Suitable for all staff and Management.	Tuesday 24th August	10am - 12 noon Fendalton Service Centre Corner Jeffreys & Clyde Rds	Free
Cluster South East	Suitable for all staff and Management	Wednesday 25th August	10am - 12 noon Beckenham Service Centre 66 Colombo St	Free
Cluster Selwyn	Suitable for all staff and Management	Thursday 26th August	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 4th September	9am - 3pm Knox Centre, 28 Bealey Ave	\$50 members \$150 non-members
Cluster & Training Rangiora	Suitable for all staff and Management	Thursday 16th September	10am - 1pm Rangiora War Memorial Hall, Albert St, Rangiora	Cluster: Free Training: \$30 members \$75 non-members
Evening Training	<ul style="list-style-type: none"> Health & Safety 2 Water Safety Management Forum 	Thursday 16th September	7pm - 9.30pm Knox Centre, 28 Bealey Ave	\$30 members \$75 non-members Forum: Free