



THE COLLABORATIVE TRUST

For Research & Training in Youth Health & Development

School Business Managers Association

Friday July 16th

Kototahitanga Embrace the Future Together as One



“Our Vision: Healthy well-developed
young people in Aotearoa, New Zealand”

- Dr Sue Bagshaw

Mihi

Ko Lion Rock Toku manga

Ko Hong Kong harbor

Toku awa

Ko Hong Kong China ahau

Ko Rangatahi Toku mahi

Ko Dean (Channel Islands/Bagshaw (North of England)Toku whanu

Ko Sue Toku ingoa

Senior Clinical Lecturer

Family Planning

Methadone

Programme

198 Youth Health

298 Youth Health



The Collaborative Trust



Began in 2003

- **Vision** healthy well developed young people
- By:
- training the adults who work with young people;
 - undertaking and disseminating research and evaluation;
 - informing and influencing policy and practice



Training

THE COLLABORATIVE TRUST

Building Skills & Relationships
for Creating Healthy Youth Development

grounded in research

youth participation

growing relationships



strengths based

development focussed

building connections

www.collaborative.org.nz

Change

- To make different
- To replace one with another (switch)
- What is left over in smaller denominations
- Transform
- Transfer – pass from one phase to another
- Alteration
- The Change



Who said?

There are only two things certain in life: death and taxes. But I'd like to add a third certainty: trash. And while some in this room might want to discuss reducing taxes, I want to talk about reducing trash. (1789)

CHANGE



Education

- A Service ?
- Or
- A Business?

- What's the Difference



SBMA

Purpose

- To provide leadership, collaboration and innovative opportunities for members, to ensure excellence in school business management, **ultimately enhancing effective teaching and learning outcomes in New Zealand schools**



Purpose the Key

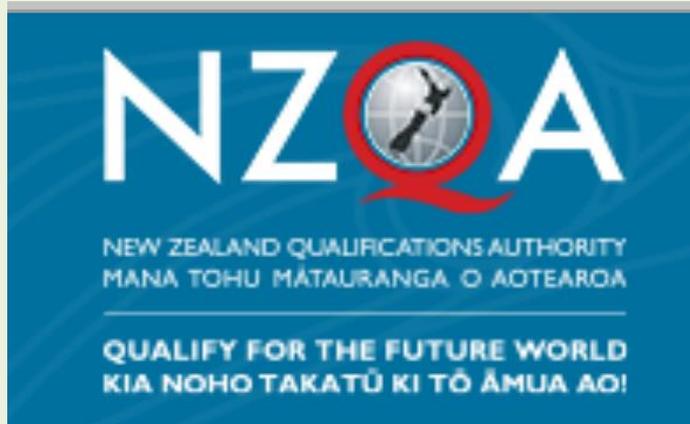
Creates unity and solidarity – kotahitanga

- Youth health
- Youth work
- Teachers
- Administration and Business Managers



Purpose of Schools?

Qualifications
Factories



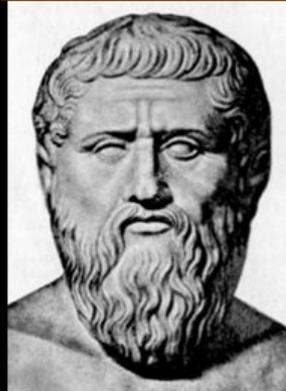
Development
Nurturers



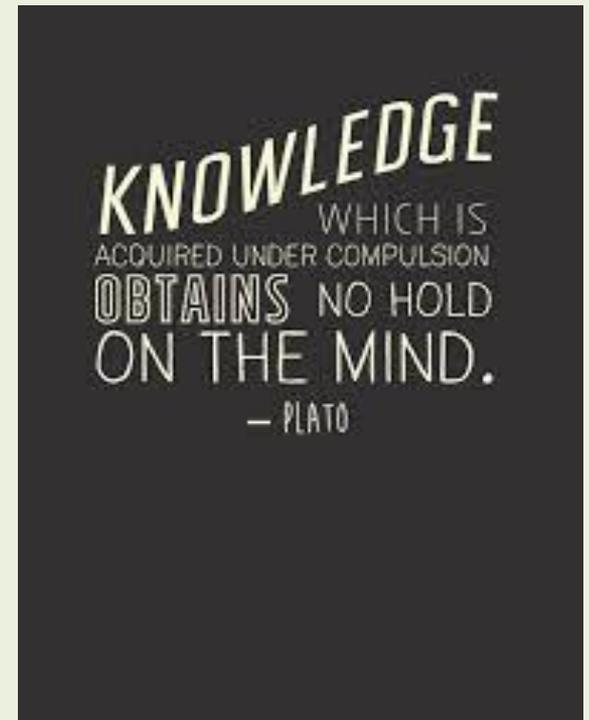
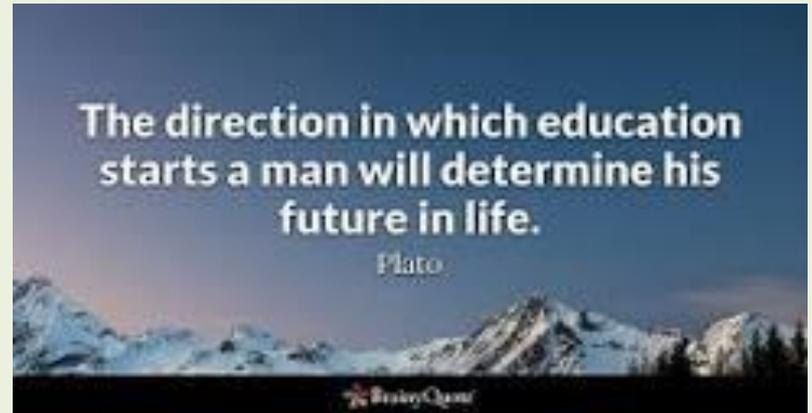
Purpose of Education?

School teachers have such powers that prime ministers can only dream about

~ Plato ~

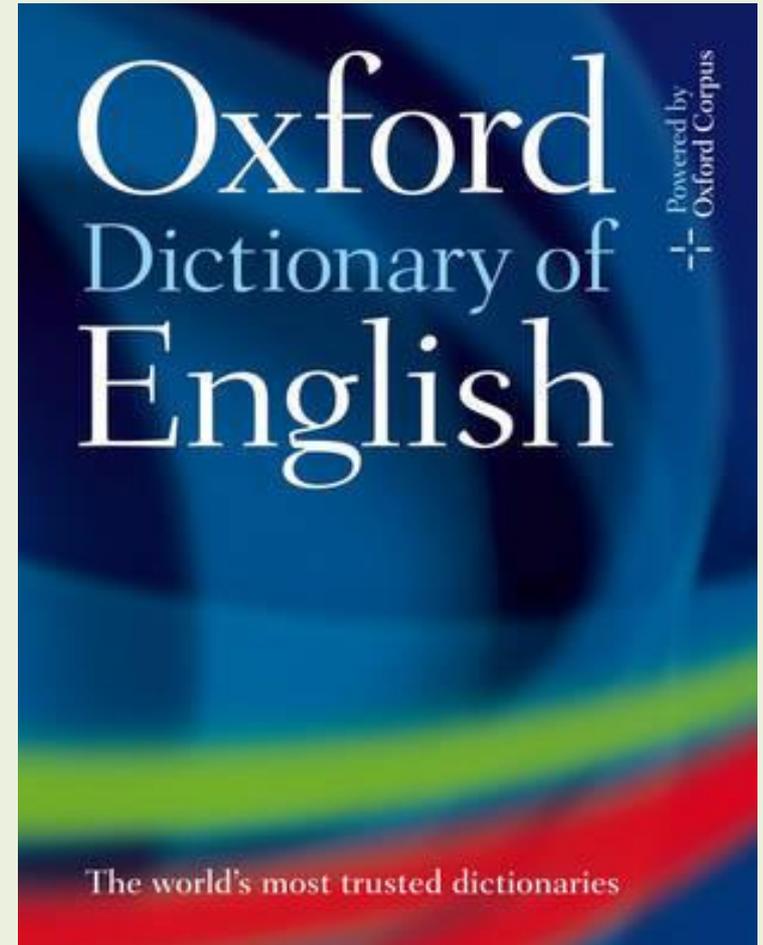


www.StatusMind.com



Oxford English Dictionary

- The process of receiving or giving systematic instruction, especially at a school or university
- An enlightening experience



Many views

- Edification
- Acquisition of knowledge Also behaviour, values, skills, beliefs, habits
- Fulfilment of personal development potential
- A means to achieve justice (Plato)
- Get qualifications to get a job



What's the Point?



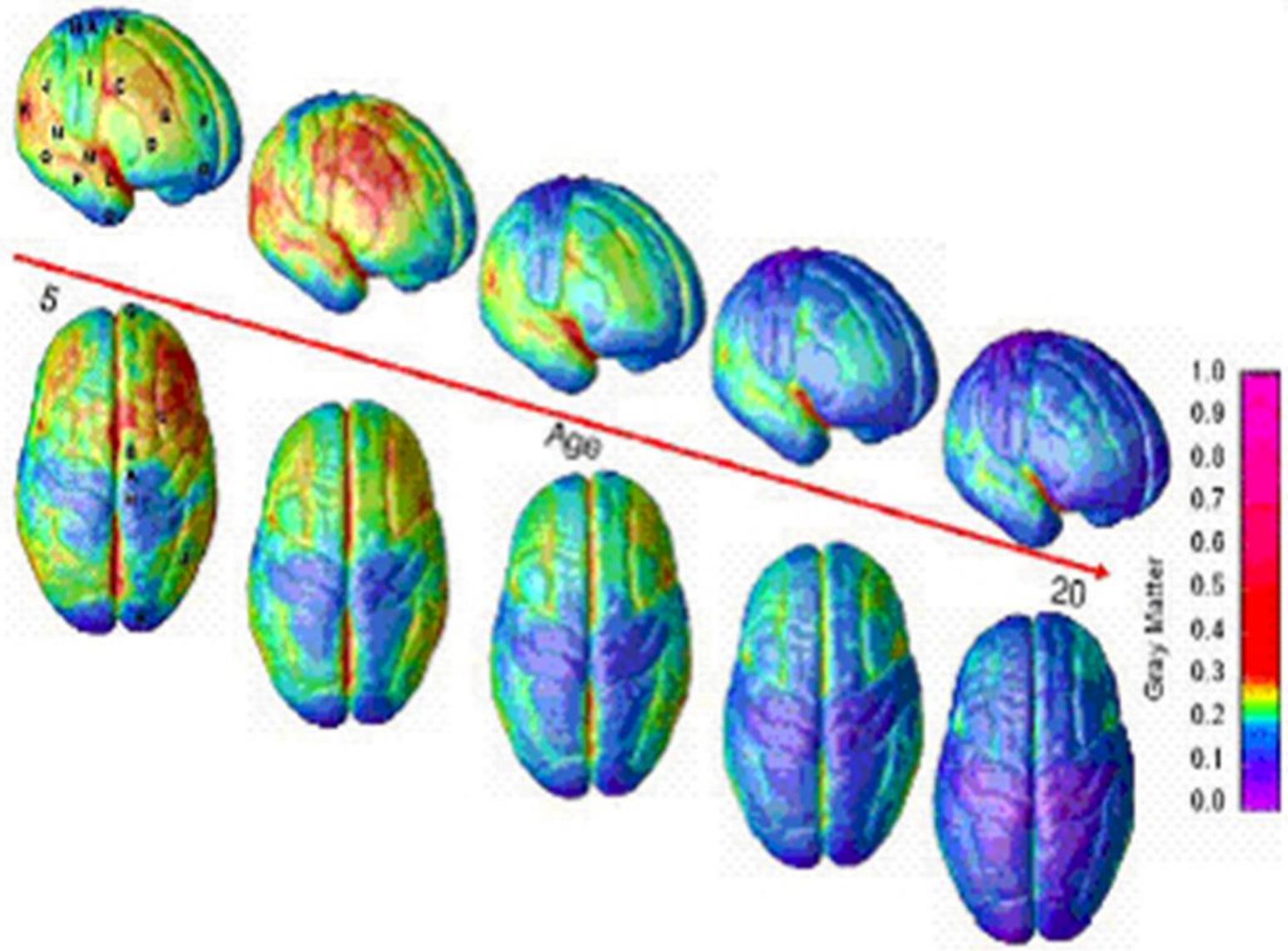
He who learns but does not think, is lost! He who thinks but does not learn is in great danger.

(Confucius)

IZQuotes

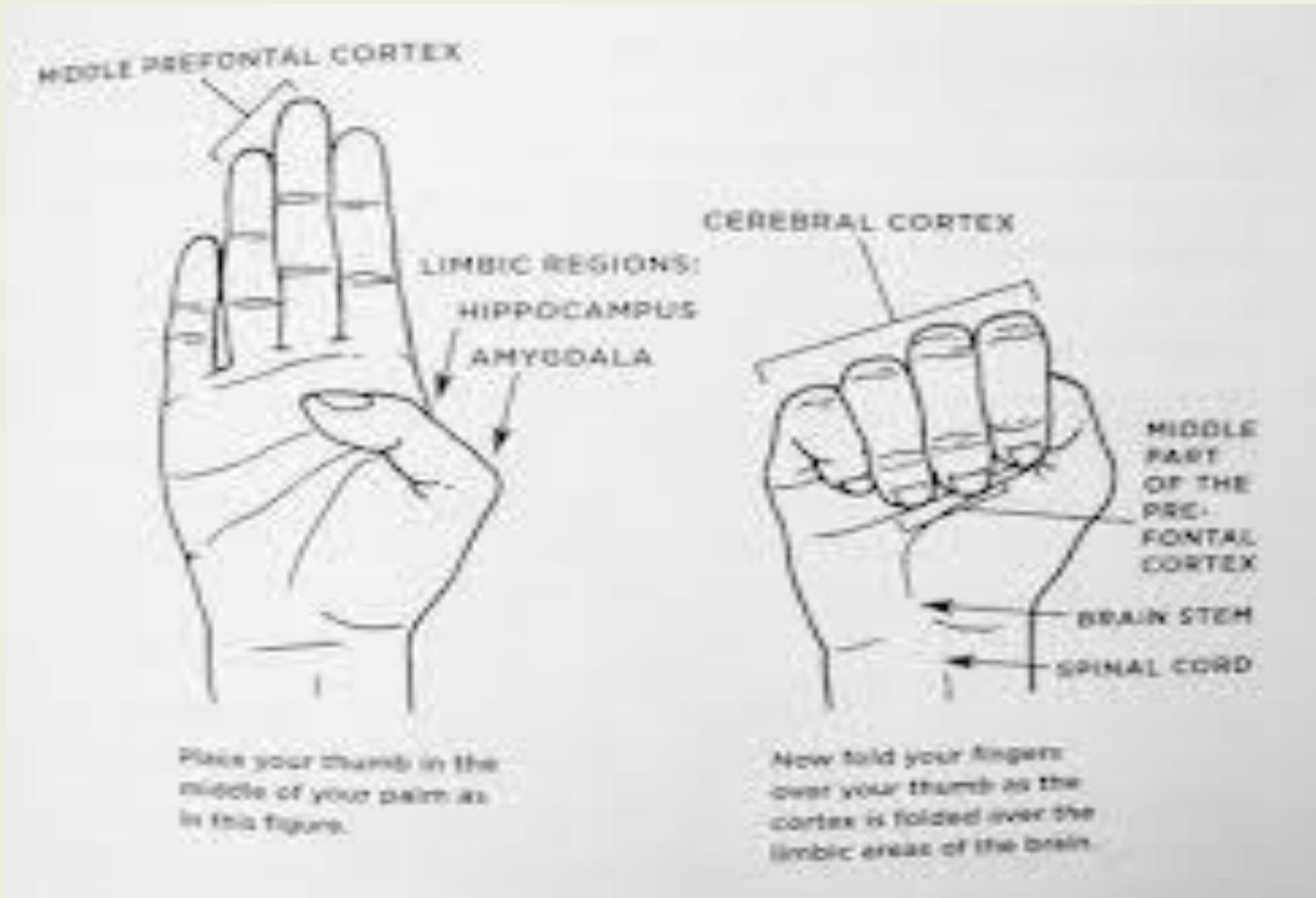
**School only a small part of nurturing development
Or
Could that change?**



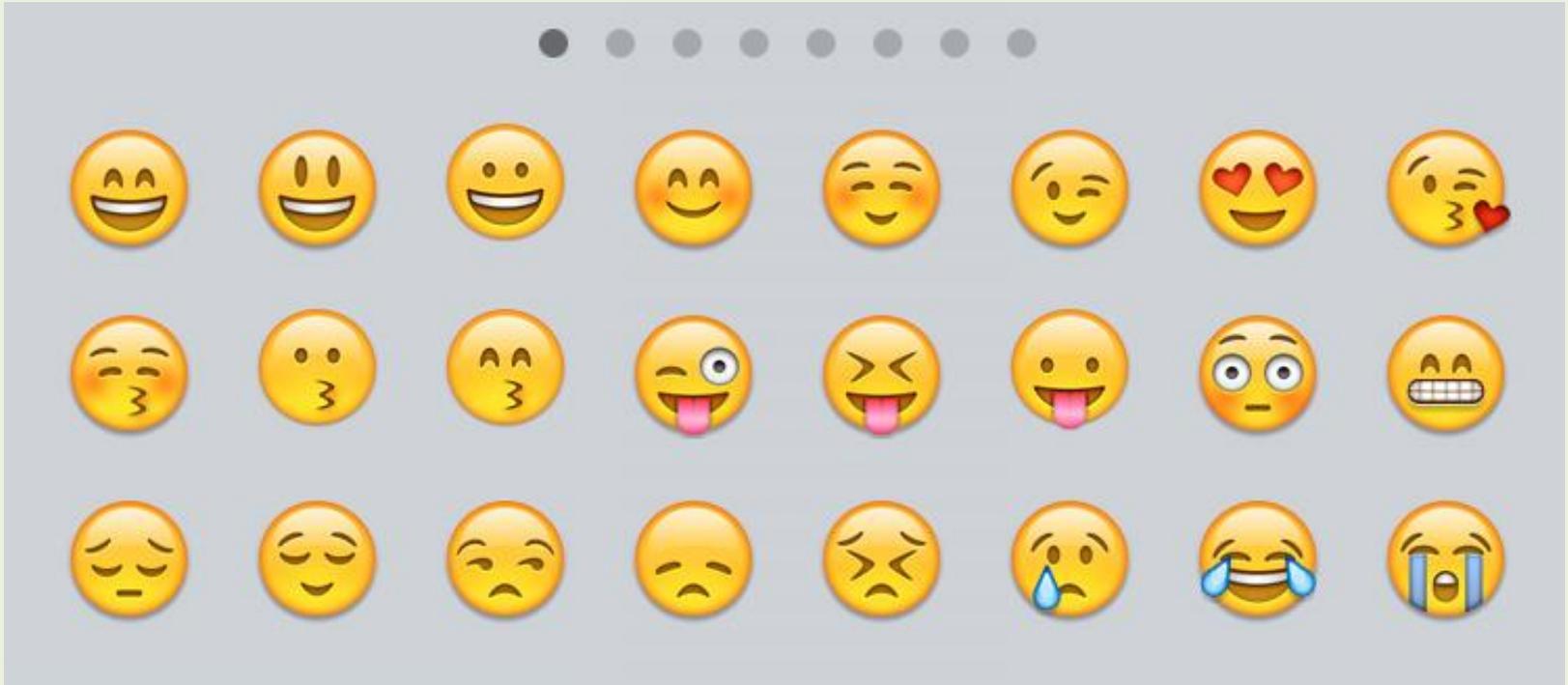


Handy Model

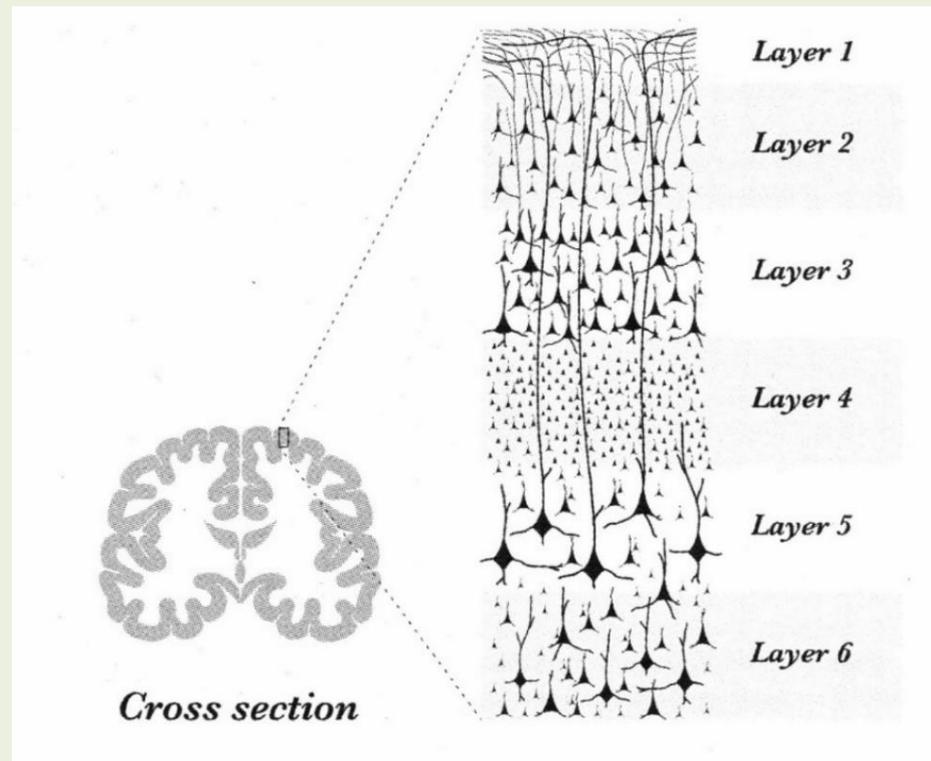
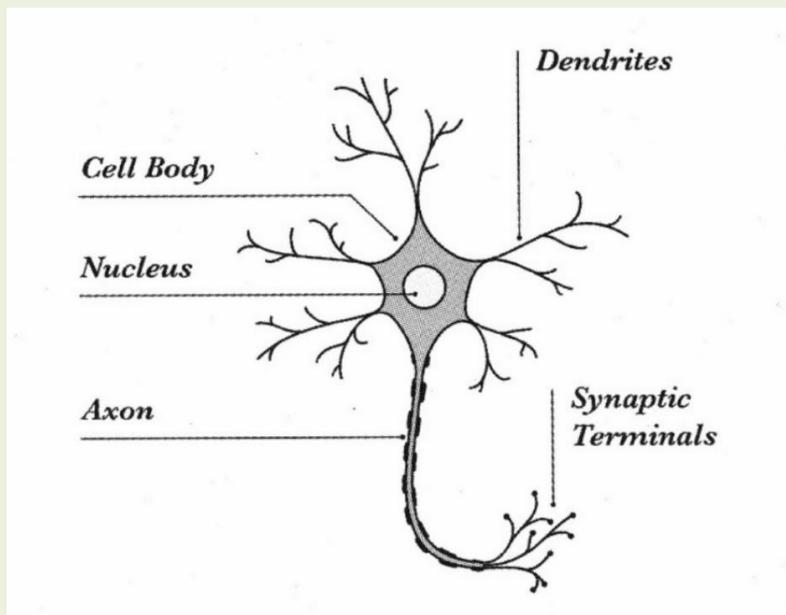
(Mindsight by Daniel Siegel)



Regulating Emotions



Neural Networks and Connections



Teens think with their Amygdala

- Sensing emotions
- Fear
- Threat
- Danger

Cognition and Communication

- Acknowledge Emotion
- Future thinking
- Concrete/abstract
- Complexity of thinking



Challenges in Brain Development

- A Dopamine Deficiency syndrome
- Less GABA
- Frontal lobe disconnection
- Overload of Oxytocin
- Sex Hormones
- Mismatch of different bits developing at different times



Speeding up Development

- Opportunities to contribute
- Connection to a caring adult
- Connection to school
- Connection to whanau
- Prosocial friends
- Sense of Identity - whakapapa
- Membership of a group
- Skill development
- High Challenge and High Support
- Family meals



The Ultimate Cheatsheet for Critical Thinking

Want to exercise critical thinking skills? Ask these questions whenever you discover or discuss new information. These are broad and versatile questions that have limitless applications!



Who	<ul style="list-style-type: none"> ... benefits from this? ... is this harmful to? ... makes decisions about this? ... is most directly affected? 	<ul style="list-style-type: none"> ... have you also heard discuss this? ... would be the best person to consult? ... will be the key people in this? ... deserves recognition for this?
What	<ul style="list-style-type: none"> ... are the strengths/weaknesses? ... is another perspective? ... is another alternative? ... would be a counter-argument? 	<ul style="list-style-type: none"> ... is the best/worst case scenario? ... is most/least important? ... can we do to make a positive change? ... is getting in the way of our action?
Where	<ul style="list-style-type: none"> ... would we see this in the real world? ... are there similar concepts/situations? ... is there the most need for this? ... in the world would this be a problem? 	<ul style="list-style-type: none"> ... can we get more information? ... do we go for help with this? ... will this idea take us? ... are the areas for improvement?
When	<ul style="list-style-type: none"> ... is this acceptable/unacceptable? ... would this benefit our society? ... would this cause a problem? ... is the best time to take action? 	<ul style="list-style-type: none"> ... will we know we've succeeded? ... has this played a part in our history? ... can we expect this to change? ... should we ask for help with this?
Why	<ul style="list-style-type: none"> ... is this a problem/challenge? ... is it relevant to me/others? ... is this the best/worst scenario? ... are people influenced by this? 	<ul style="list-style-type: none"> ... should people know about this? ... has it been this way for so long? ... have we allowed this to happen? ... is there a need for this today?
How	<ul style="list-style-type: none"> ... is this similar to _____? ... does this disrupt things? ... do we know the truth about this? ... will we approach this safely? 	<ul style="list-style-type: none"> ... does this benefit us/others? ... does this harm us/others? ... do we see this in the future? ... can we change this for our good?

The Need for Change

- School Health Services
 - Inequity in Health and Education
 - Education/Development = preparation for Life
- What World are we preparing children and young people for?



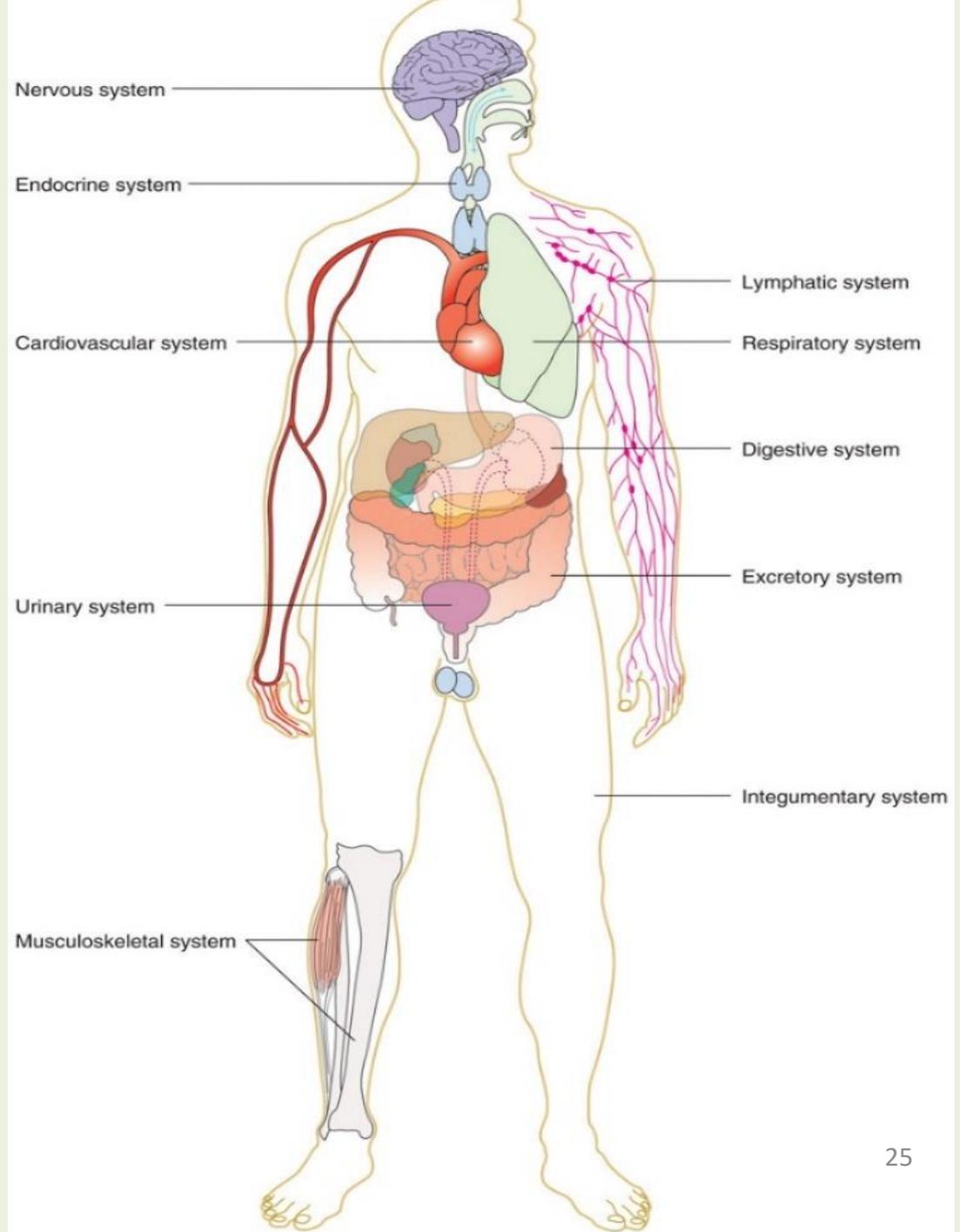
Adverse Childhood Experiences

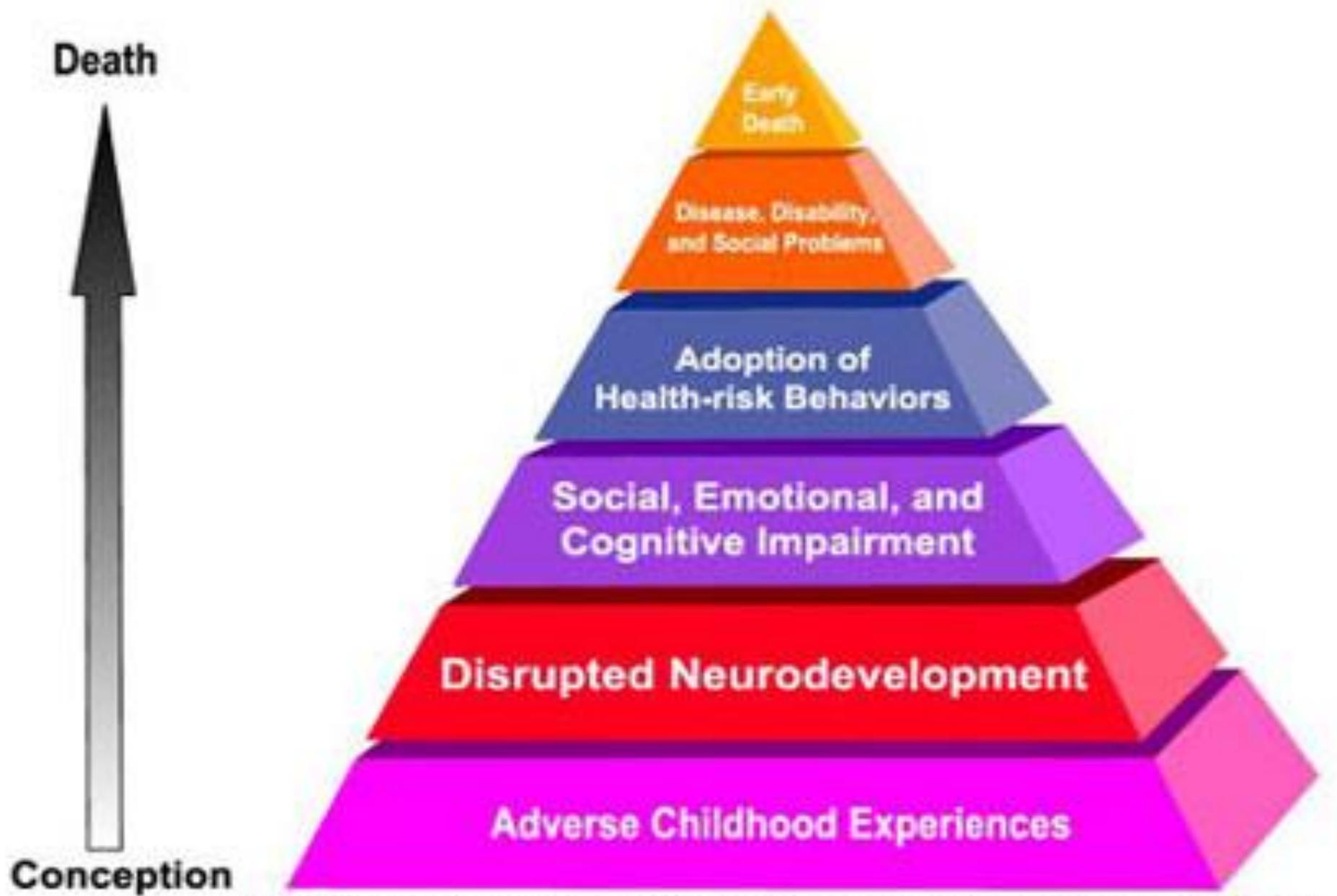
- **Growing up (prior to age 18) in a household with:**
 - Recurrent physical abuse.
 - Recurrent emotional abuse.
 - Sexual abuse.
 - Emotional or physical neglect.
 - An alcohol or drug abuser
 - An incarcerated household member.
 - Someone who is chronically depressed, suicidal, institutionalized or mentally ill.
 - Mother being treated violently.
 - One or no parents.



The Effects of Stress

Adrenaline
Noradrenaline
Cortisol





Mechanisms by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

Balance of Effects

Safety/vulnerability

- Parents who aren't present – in jail, intoxicated, at work all the time
- Victim of any kind of abuse or neglect
- Witnessing violence
- Witnessing natural disaster

Strengths Protection

- A caring adult to talk to
- Belonging to a group
- Developing a skill
- Prosocial friends
- Some sort of structure in life



How does Behaviour Change?

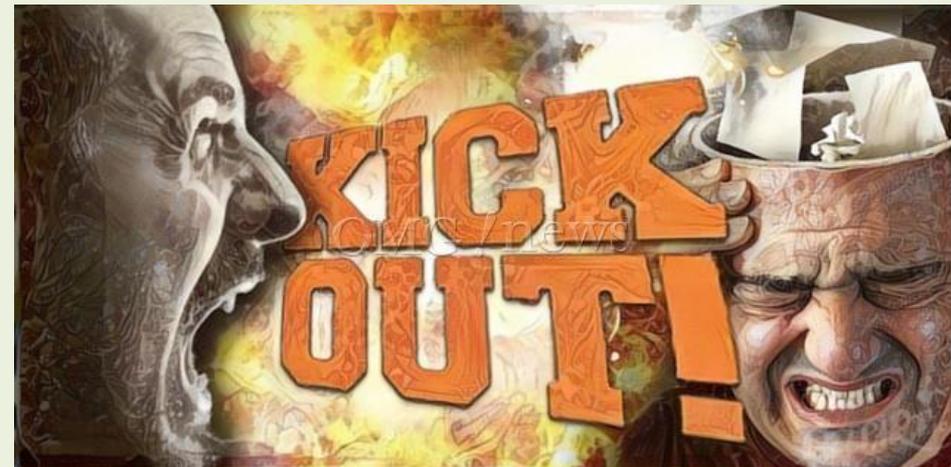
- Helpful behavior for change
- Unhelpful behavior for change

Before you speak....

T H I N K !

T - is it true?
h - is it helpful?
i - is it inspiring?
n - is it necessary?
k - is it kind?

FREE YOUR MIND and THINK



Talk to your neighbour

- Why is change Hard?



Change

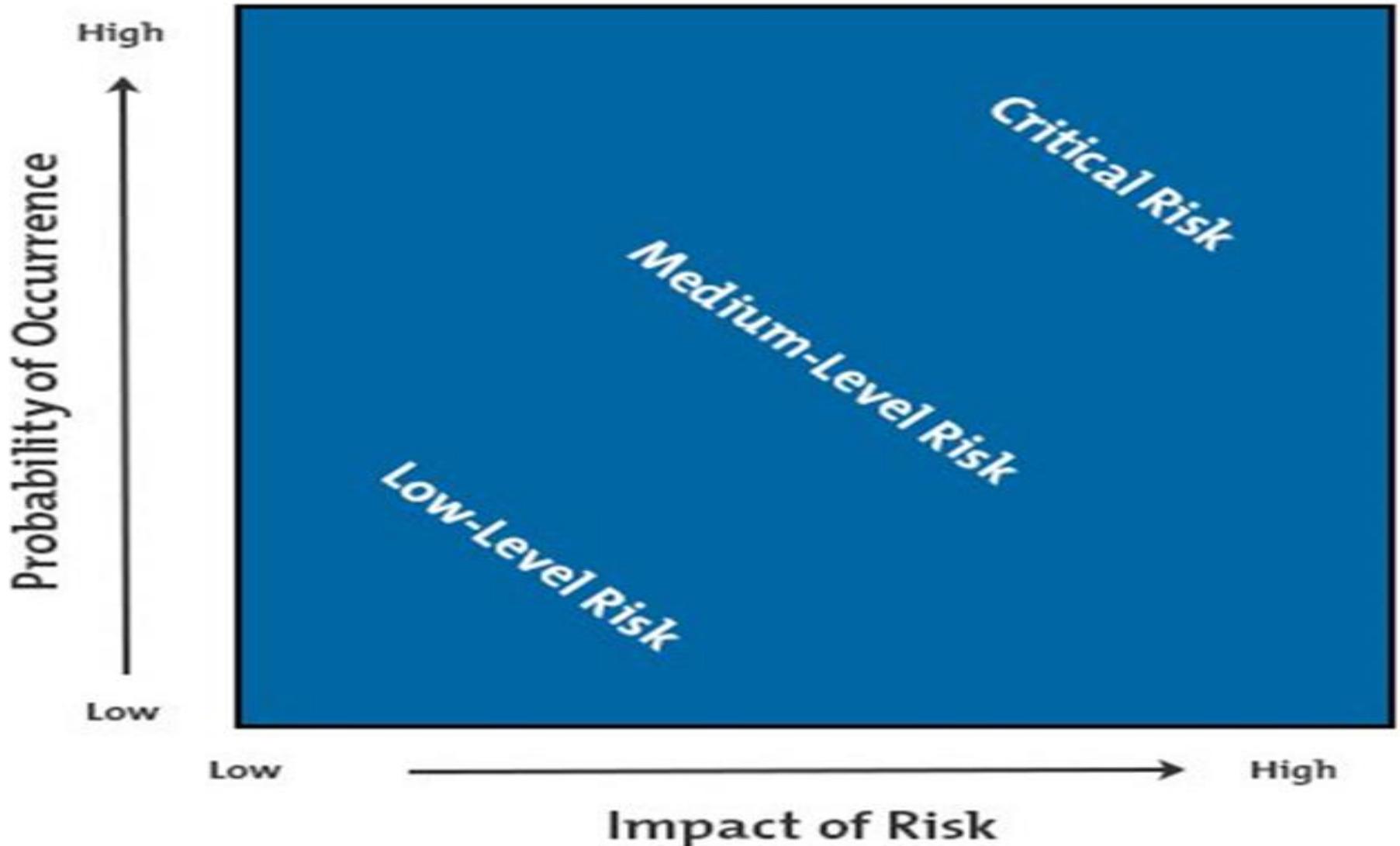
“I’VE LEARNED THAT THINGS CHANGE, PEOPLE CHANGE, AND IT DOESN’T MEAN YOU FORGET THE PAST OR TRY TO COVER IT UP IT SIMPLY MEANS THAT YOU MOVE ON AND TREASURE THE MEMORIES. LETTING GO DOESN’T MEAN GIVING UP... IT MEANS ACCEPTING THAT SOME THINGS WEREN’T MEANT TO BE.”

-LISA BROOKS

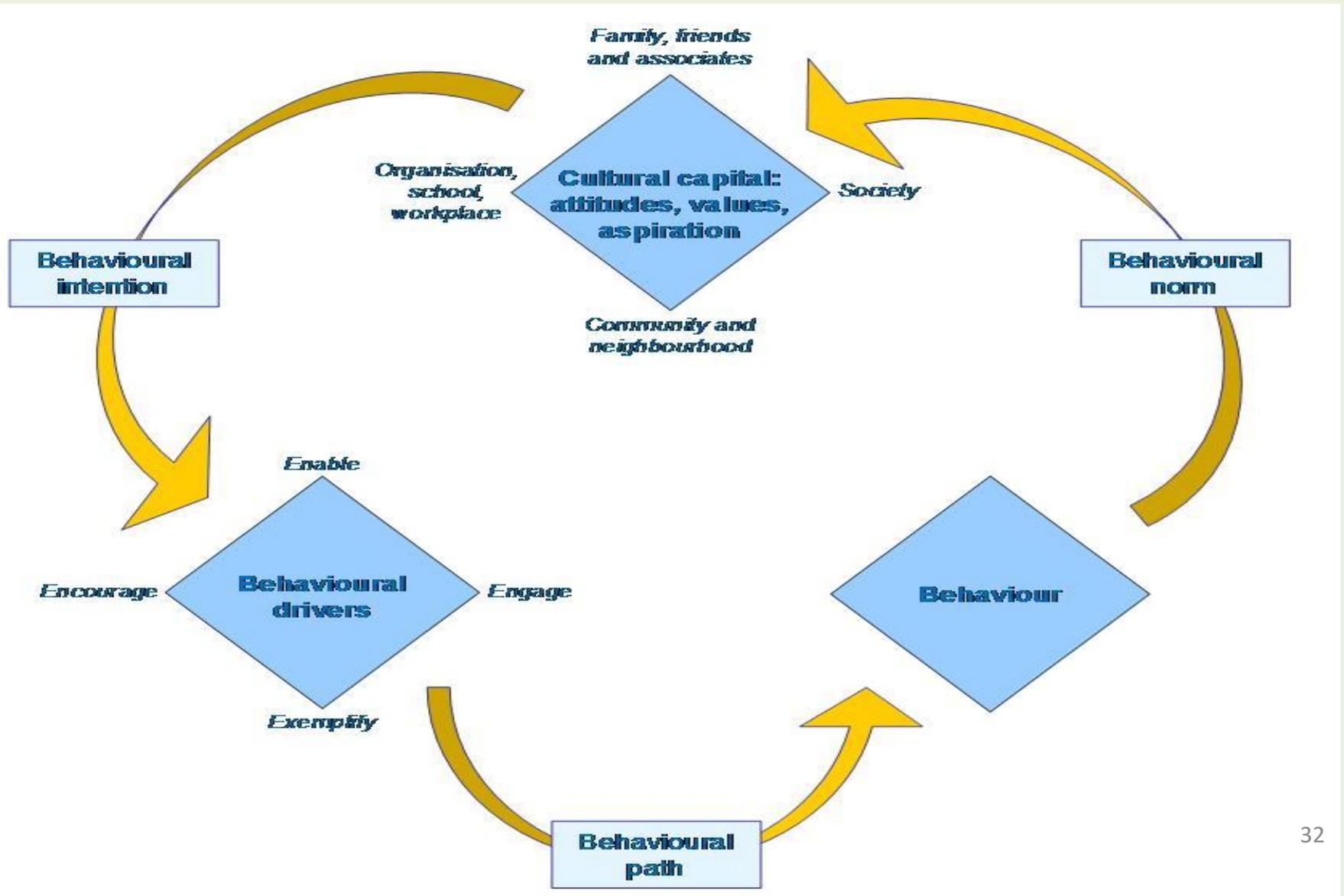
WWW.LIVELIFEHAPPY.COM



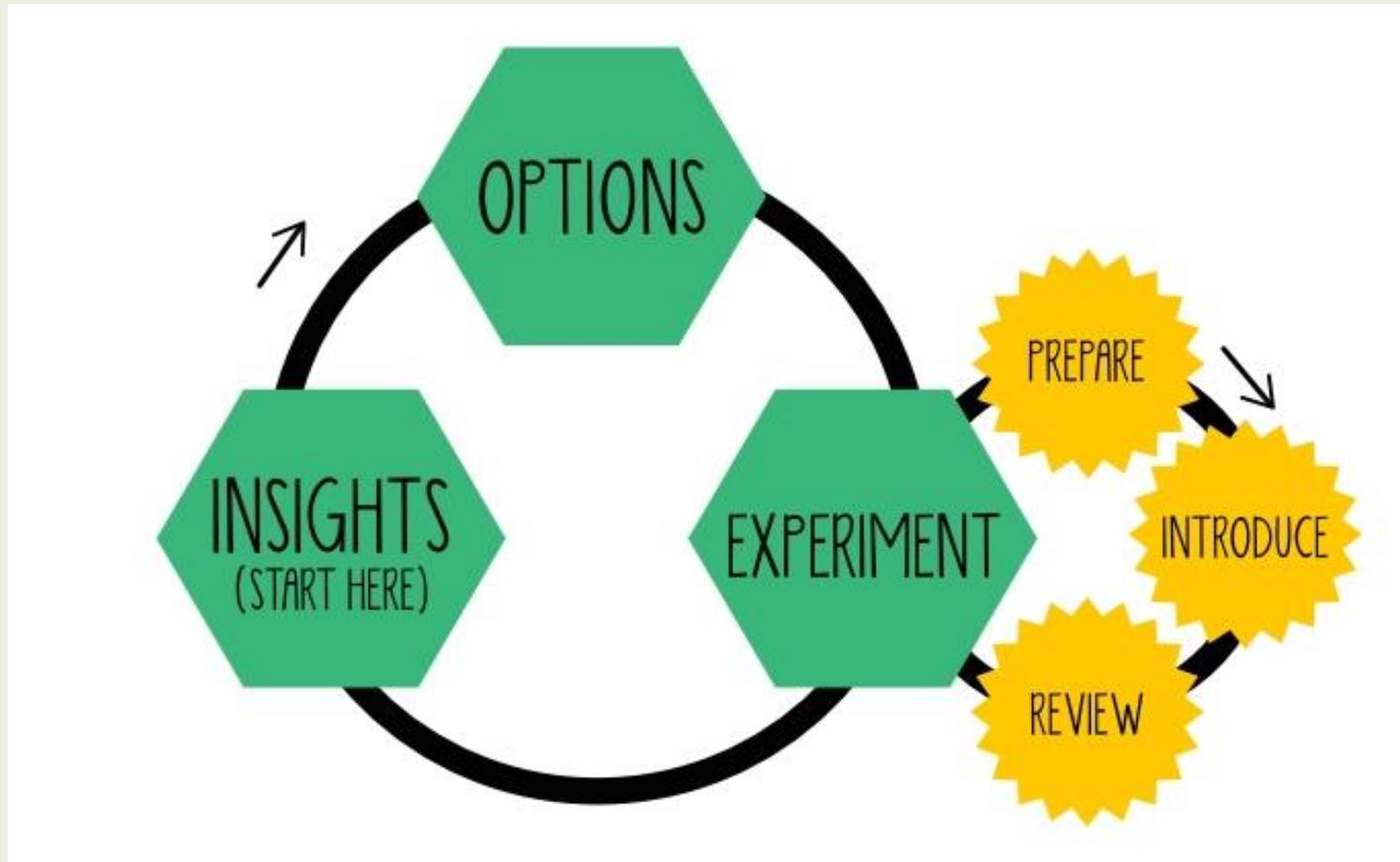
Risk Analysis



BEHAVIOUR



Controlled Change



Ecosystem

Creative

Adaptive

Permeable

Dynamic

Systemic

Self-Correcting

Industrial

Contained

Controlled

Predictable

Scalable

Repeatable

Measurable

**What /
Who is
needed to
help
change
run
smoothly**



Resilience

- Small groups
- What do you think resilience is?



What is Resilience?

1. **A characteristic of a person** – ability to bounce back in the face of adversity
2. **Something young people gain** as they develop from being able to contribute, feel connected and have choices
3. **An interaction between the young person** and their environment as development occurs
4. **Perseverance**

- The ability to know what you need when you feel bad
- To know where to get what you need
- To be able to negotiate getting it

Paraphrase Michael Ungar

Resilience

- Resilience does not come from rare and special qualities, but from the everyday magic of ordinary, normative human resources in the minds, brains and bodies of children, in their families and relationships, and in their communities . . . It follows that efforts to promote competence and resilience in children at risk should focus on strategies that protect or restore the efficacy of these basic systems. (Masten 2001, p. 227)



Ways to create Resilience

Acute

- **Listen,**
- convey compassion,
- assess needs,
- ensure basic physical needs are met,
- do not force talking,
- provide or mobilise company from preferably family or significant others
- Promote sense of safety

Chronic

- Promote calming
- Promote sense of self and collective efficacy
- Promote connectedness
- Promote hope
- encourage but do not force social support, protect from further harm.
- Focus on hope and the future

(Hobfoll et al, Psychiatry, Winter, 2007)



Connectedness Barber et al 2008

- ◎ Connection – a tie that provides a sense of belonging – consistent, positive, predictable, loving support
- ◎ Regulation – appropriate structure around behaviour, adjust, adapt, organise and supervise behaviour
- ◎ Respect for Individuality – avoid intrusion on psychological autonomy
- ◎ Focus on what environments and relationships can achieve



Environment Matters

- Talk to your neighbours about how you can create a “connected” environment



Environments in schools and Families Matter

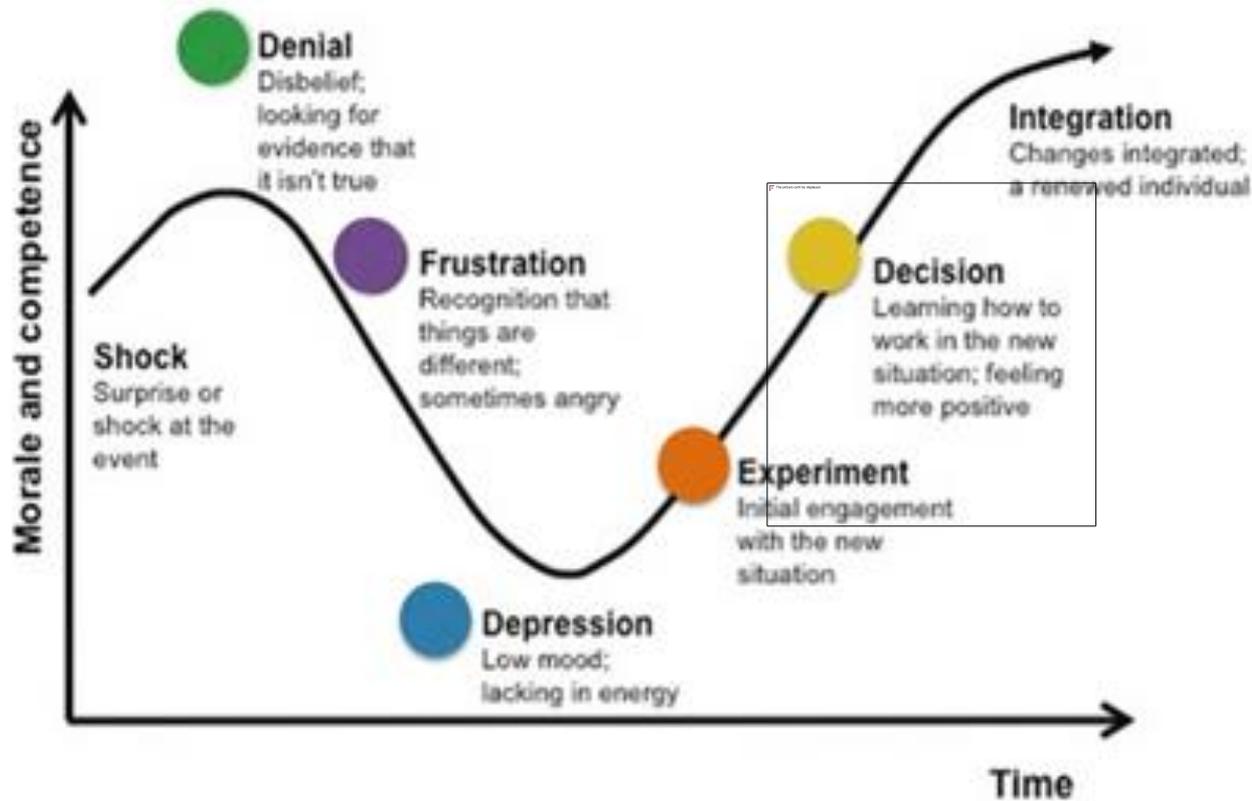
Kerka concluded that proactive families:

- are well-organized, cohesive, and expressive;
- are extroverted and manage conflict positively;
- seek out ways to grow;
- make decisions through the democratic process;
- are sociable and emotionally engaged
- encourage individual development;
- are willing to work with their child, school authorities, and community and government agencies.

Beaumrind

- parental communication of warmth,
- clear verbal explanations,
- moderate and realistic limit setting,
- consequences other than physical punishment,
- reasonable consistency,
- involvement.

The Kübler-Ross change curve



Create Alignment

Maximize Communication

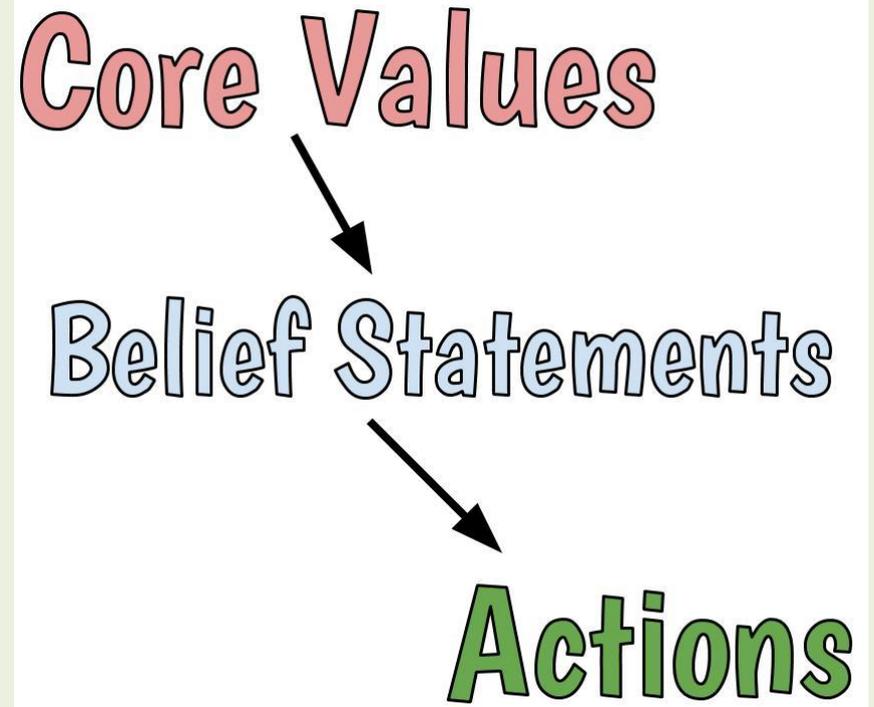
Spark Motivation

Develop Capability

Share Knowledge

Use your Values

- Family
- Personal
- School
- Past
- Present



Self Care- Preservation



Mental Health

- Mental health is a multi-dimensional construct comprising emotional, cognitive and behavioural components (Keyes, 2002). It is defined by the World Health Organization (2014) as:
- **“a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”**



TŪMANAKO

HOPE

Kia mau ki te tūmanako,
te whakapono me te aroha

Hold fast to hope,
faith and love

