

# Practitioners

## Teaching & Learning Module 1

➤ Teaching & Learning Modules for:  
<https://maraeacommunityresearch.com/practitioners>

Dear Learner, welcome to Module 1 for Practitioners. Remember, a practitioner is anyone who works with a child and their families. However, all are welcome to use the resources. This powerpoint presentation contains:

- Suggested learning format (slide 3)
- Names & timings of the video clusters (slide 4)
- Summary of the focus of the 8 video clusters (slides 5-6)
- Focus of each video cluster
  - Discussion topics for each video cluster
  - Suggested additional videos to help with discussion topics for each video cluster

**One suggested learning format is:**

**Learning Session One:** Watch your chosen video cluster. Then work alone or together on the first question. **Before session two: watch the video cluster again and consider question 2.**

**Learning Session Two:** Review/discuss session 1. Work alone or together on question 2. **Before session three: watch 1 or more of the videos on the 'videos to help with the discussion' slide.**

**Learning Session Three:** Review/discuss session 2. Work alone or together on question 3. Review format of learning and make changes appropriate to your unique learning environment before moving to your next chosen video cluster.

# Names of video clusters

## Working with child

- ▶ Boys, boys, boys (22mins)
- ▶ Inspiring child (11mins)
- ▶ Our work with child (20mins)
- ▶ Traditional Knowledge in programs and services (33mins)

## Supporting work with child

- ▶ Inspiring community (5mins)
- ▶ Our work with families (13mins)
- ▶ Community connection (7mins)
- ▶ Indigenous services (community health) (54mins)

\* timings approx

# Focus of video clusters

## Working with child

- ▶ Boys, boys, boys

... Holding the engagement of boys within their wellbeing journey

- ▶ Inspiring child

... Role modelling to inspire child to become a role model themselves

- ▶ Our work with child

... Nurturing the child & family through substance recovery solutions

- ▶ Traditional Knowledge in programs and services

... Inspiring a knowledge rich wellbeing journey with the child

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# Focus of video clusters

## Supporting work with child

- ▶ Inspiring community

... Inspire community initiatives and networks to engage with the child

- ▶ Our work with families

... Support child within multi-generational and diverse family dynamics

- ▶ Community connection

... how you connect child to community, and community to child

- ▶ Indigenous services (community health)

... Collaborating to create unique proposals to enhance the wellbeing journey of the child

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## Boys, boys, boys

### - meet your knowledge sharers

- ▶ Bryant, Fergus. (2017, Jul. 10). *Young fellas*. (Lisa Chant, Interviewer) [Video recording].
- ▶ Taypotat, Mel. (2019, Aug. 1). *Working with boys in residential setting*. (Lisa Chant, Interviewer) [Video recording].
- ▶ Taypotat, Mel. (2019, Aug. 1). *Completing a residential program*. (Lisa Chant, Interviewer) [Video recording].

## Focus of video cluster

- ▶ How do you hold the confidence of a young fella, and activities that suit them;
- ▶ Intertwining the cultural, educational and clinical (addictions) learning to get boys engaged;
- ▶ The challenges of getting boys to stay with the program.

## Discussion topics for **Boys, boys, boys**

- 1) What are some great ideas for activities for boys?
- 2) How might we 'intertwine' cultural, educational and clinical (addictions) learning into the activities we have identified above?
- 3) What are some ideas for gaining trust and confidence of the boys, and getting them to engage with you or the activities above?



## Videos to help with the discussion topics for **Boys, boys, boys**

- ▶ Jono Campbell, Pt:2 Where do I fit? (4.39m)

<https://maraeacommunityresearch.com/jono-campbell/>

- ▶ Vee Whitehorse, Talking about their roles as a young man (6.03m)

<https://maraeacommunityresearch.com/vee-whitehorse/>

- ▶ Mel Taypotat, Young kids - catch 'em early (2.21m)

<https://maraeacommunityresearch.com/mel/>

## Inspiring (child) - meet your knowledge sharers

- ▶ Taypotat, Mel. (2019, Aug. 1). *From client to staff member*. (Lisa Chant, Interviewer) [Video recording].
- ▶ Whitehorse, Vee. (2019, Aug. 1). *Horizontal education - Talking about their roles as a young man*. (Lisa Chant, Interviewer) [Video recording].
- ▶ Taypotat, Mel. (2019, Aug. 1). *Following up - post residential experience*. (Lisa Chant, Interviewer) [Video recording].

## Focus of video cluster

- ▶ Inspiring graduates to be staff members; welcoming returnees;
- ▶ “If we have cultural, language, kinship & practices ... they will know their part and place in that circle of that ceremony”;
- ▶ Keeping in touch; aftercare programs; welcoming returnees.

## Discussion topics for Inspiring child

- 1) Discuss/debate the strengths and challenges of having a graduate/client (or person with a similar relationship to you or your organisation) come and work with you.
- 2) Brainstorm how you can create some 'cultural, language, kinship & practices' in your working context (think particularly about people you work with who don't have a natural access to the connections that might facilitate these relationships). Discuss how this approach to your workplace might benefit the worker/organisation relationship with any child you work with.
- 3) What are some ideas for inspiring a child to feel they can call on you (and your organisation) for further support? What are the contributions your ideas from question 2 might make to this 'inspiration pathway' for a child.

## Videos to help with the discussion topics for Inspiring Child

- ▶ Clayton Rangitutia, Kapa Haka (12.04m)

<https://maraeacommunityresearch.com/clayton-rangitutia/>

- ▶ Mike Cash, Camping and the outdoor classroom (8.49m)

<https://maraeacommunityresearch.com/mike-cash/>

## Our work (with child) - meet your knowledge sharers

- ▶ Bluecorn. (2017, Jul. 22). *Kids and substances*. (Lisa Chant, Interviewer) [Video recording].
- ▶ Sedick, Kem. (2017, Aug. 3). *Children and connection - being consistent*. (Lisa Chant, Interviewer) [Video recording].
- ▶ Rudderham, Colleen. (2019, Jul. 26). *Advice for working with children*. (Lisa Chant, Interviewer) [Video recording].

## Focus of video cluster

- ▶ "What can we do to wake up our kids. The kids know what effects each one of these drug have. But it's just that they consume it, and it is all just like a cancer, it's a rush";
- ▶ "We might be the only adult that this child has had a non-abusive relationship with. We might be the only person that has not prosecuted this relationship for our own benefit. And that is an amazingly scary thing for the child";
- ▶ "Trust, and gaining it, is huge. We need to give them respect. It is important because all they want to do is be heard, they want to be seen, they want to be loved".

## Discussion topics for **Our work with child**

- 1) Collaboratively create a strategy for how you get child misusing substances and their family/community to collaborate with you towards ending the child's substance misuse.
- 2) Kem said "... there is nothing about being a nurturing parent [definition supplied previously] that doesn't hold true for a senior leader." Decide as a group how senior leaders might practice 'nurturing parent' in the workplace appropriately.
- 3) What are some ideas for resolving a child's addiction to negative attention (to share with their family/with their school/with their sports team)?

## Videos to help with the discussion topics for **Our work with child**

- ▶ Mike Cash, Behavioural Management System (5.08m)  
<https://maraeacommunityresearch.com/mike-cash/>
- ▶ Vee Whitehorse, What are you dressed up in? (8.43m)  
<https://maraeacommunityresearch.com/vee-whitehorse/>
- ▶ Debra Dell, Looking after little children (with misuse issues) 5.34m  
<https://maraeacommunityresearch.com/debs/>

# Traditional knowledge in programs & services - meet your knowledge sharers

## Focus of video cluster

- ▶ Whitehorse, Vee. (2019, Aug. 1). *Explaining horizontal education - Our old people - How they used to teach.* (Lisa Chant, Interviewer) [Video recording].
- ▶ Stephens, Lewis. (2017, May. 8). *Old Stories for Young People.* (Lisa Chant, Interviewer) [Video recording].
- ▶ Campbell, Jono. (2017, Apr. 28). *Pt.3. Mana enhancing - caught not taught.* (Lisa Chant, Interviewer) [Video recording].
- ▶ How using his old peoples knowledge to teach and prepare curricula resulted in amazing outcomes for the kids;
- ▶ How a group of "rough as guts, but good kids" learned traditions from the old stories, and new experiences, ;
- ▶ "Over the years we have picked up, well what does an indigenous model of youth work, youth development look like in this urban context where we have young people who are often raised in a single parent family, who have two or three generations disconnected from any form of cultural identity or value?"



## Discussion topics for Traditional knowledge in programs and services

- 1) Vee said: *“Because what I always tell about knowledge and wisdom, I tell them is that I can't give you wisdom, I can give you knowledge, when you get that knowledge, the more you practice that knowledge it becomes a wisdom”*. Design a short program/activity for a child that would embody the above idea and try it out on your colleagues to see how they think a child might respond to it.
- 2) Thinking about the child's community, in what ways might you be able inspire connection to their community through local traditions? Try doing this individually, then brainstorm with colleagues to hear their ideas.
- 3) Collaboratively with your colleagues, create an activity to bring a child through the taiohi learning journey towards realising their rangatahi potential.

## Videos to help with the discussion topics for Traditional knowledge in programs and services

- ▶ Vee Whitehorse, How would my grandparents say it? (8.06m)  
<https://maraeacommunityresearch.com/vee-whitehorse/>
- ▶ Jono Campbell, Part 1: Kaupapa whanau - Understanding connection (4.58m) <https://maraeacommunityresearch.com/jono-campbell/>

## Inspiring (community) - meet your knowledge sharer

- ▶ Taypotat, Mel. (2019, Aug. 1). *Sharing knowledge and networking*. (Lisa Chant, Interviewer) [Video recording].
- ▶ Taypotat, Mel. (2019, Aug. 1). *Suicide prevention based on your community teaching*. (Lisa Chant, Interviewer) [Video recording].

## Focus of video cluster

- ▶ “It really brings a lot of self confidence knowing that you are networking with the right peoples”;
- ▶ “...having a suicide prevention program, community suicide prevention program that is focused on strictly your teachings ... seems to help a lot.”

## Discussion topics for Inspiring Community

- 1) Brainstorm as a group who you might like to make connections with to share knowledge about your work and experiences. What are some strategies you can employ to build a viable relationship with the people/organisations you have identified?
- 2) Investigate the suicide prevention programs/services available in or for the community you live in or work with. Make a list of what you think might work well, or might not work well, for the community you are considering.
- 3) What ideas can you come up with that might help the suicide prevention programs/services from Q2 be more viable in your community, and decide how you might facilitate these improvements. Can you use strategies from Q1 here?

## Videos to help with the discussion topics for **Inspiring community**

- ▶ Tonya Fuscheti, Sniffers & supply reduction in Far North Queensland. (4.34m)

<https://maraeacommunityresearch.com/tonya/>

- ▶ Bluecorn, Village parenting (10.51m)

<https://maraeacommunityresearch.com/bluecorn/>

- ▶ Mel Taypotat, Thoughts on marijuana decriminalisation (3.50m)

<https://maraeacommunityresearch.com/mel/>

## Our work (with families) - meet your knowledge sharers

- ▶ Rudderham, Colleen. (2019, Jul. 26). *Advice for working with families*. (Lisa Chant, Interviewer) [Video recording].
- ▶ Bluecorn. (2017, Jul. 22). *We are gifts*. (Lisa Chant, Interviewer) [Video recording].
- ▶ Becroft, Judge Andrew; Buchanan, Awhina. (2017, May. 12). *A pakeha practitioner perspective of differing worldviews*. (Lisa Chant, Interviewer) [Video recording].

## Focus of video cluster

- ▶ Family dynamics;
- ▶ “And poor things, some of them are born addicted to it, and we don't choose to be born, I guess I mean, we are gifts”;
- ▶ “when we are working with indigenous children, younger children in particular, we have got to be alert to the fact, and committed to the proposition that there is a different worldview, and that starting point is most likely better to engage children, whanau, hapu and iwi”.

## Discussion topics for Our work with families

- 1) Thinking about family dynamics that you have encountered previously, what are the nearby networks you might be able to facilitate to support families with children under 13 who misuse substances?
- 2) What are strategies for helping multi-generational members of a family understand that they are all gifts so that they find ways to support each other?
- 3) Thinking about families that you have worked with, try to explain to your colleagues some of the differing worldviews you have encountered that might have shaped each family member that you met. Do you think families have shared worldviews, or differing worldviews, and how might this impact your practices when working with them?

## Videos to help with the discussion topics for Our work with families

- ▶ Mel Taypotat, Thoughts on verbal de-escalation (6.09m)

<https://maraeacommunityresearch.com/mel/>

- ▶ Colleen Rudderham, Holding on to hope as parents (2m)

<https://maraeacommunityresearch.com/colleen-rudderham/>

- ▶ Lewis Stephens, Finding an Anchor (10.15m)

<https://maraeacommunityresearch.com/lewis-stephens/>



## Connection community - meet your knowledge sharers

- ▶ Taypotat, Mel. (2019, Aug. 1). *Transitioning from residential program back to school*. (Lisa Chant, Interviewer) [Video recording].
- ▶ Rudderham, Colleen. (2019, Jul. 26). *Co-ordination with native workers in communities*. (Lisa Chant, Interviewer) [Video recording].
- ▶ Rudderham, Colleen. (2019, Jul. 26). *Supporting children in the community*. (Lisa Chant, Interviewer) [Video recording].

## Focus of video cluster

- ▶ How the graduate child can improve the health of their school community;
- ▶ Connecting child with a National Native Alcohol & Drug Abuse Program Counsellor in community;
- ▶ Connecting graduate child with community supports that effect their re-engagement with school and education

# Discussion topics for Connection Community

- 1) During an interview, Colleen Rudderham suggested that for some of the children she works with *“Life skills is missing. There's a lot of gaps. It's up to the community to figure out what those gaps are. What do we need to do, and leadership needs to talk, they need to step up and say what do we need to do to make our community healthy, what do we need to do for our people. And then come up with solutions”* (personal communication, July 26, 2019). As a group, consider what life-skills you think might be missing with the children you work with?
- 2) Take the life-skills you identified in Q1 above and identify what the gaps preventing these life-skills being a normal part of the child’s experience of their community might be.
- 3) Propose ‘community health’ solutions to address the ‘life-skills/gaps’ identified in Q1 & Q2. Work alongside the child’s community to offer your proposals for their use, then co-create, co-facilitate and co-evaluate the (now hopefully community driven) solutions alongside the child’s community.

## Videos to help with the discussion topics for Connection community

- ▶ Colleen Rudderham, Horses as therapy (1.05m)  
<https://maraeacommunityresearch.com/colleen-rudderham/>
- ▶ Fergus Bryant, What are we doing for the under 13's (7.44m)  
<https://maraeacommunityresearch.com/fergus-bryant/>
- ▶ Vee Whitehorse, Horizontal education is the old ways of teaching (5.36m) <https://maraeacommunityresearch.com/vee-whitehorse/>

## Indigenous services (community health) - meet your knowledge sharers

- ▶ Rangitutia, Clayton. (2019, May. 23). *Get the kids to pick the oysters*. (Lisa Chant, Interviewer) [Video recording].
- ▶ Bryant, Fergus. (2017, Jul. 10). *Working with kids through a Maori community health provider*. (Lisa Chant, Interviewer) [Video recording].
- ▶ Bryant, Fergus. (2017, Jul. 10). *Waka ama - kids & Maori culture*. (Lisa Chant, Interviewer) [Video recording].

## Focus of video cluster

- ▶ A tribal wellbeing initiative for 11-18's using the concept of tribal reconnection and identity;
- ▶ Young parents/small children learning in the great outdoors; heading off children from becoming career criminals through mentoring;
- ▶ Indigenous culture based activities to establish relationships between child & family and community organisation

## Discussion topics for Indigenous services (community health)

- 1) Brainstorm/discuss wellbeing initiatives that you have heard of that work well for young children who misuse substances (and come up with new ideas as well). Then discuss how traditional/tribal/indigenous or other deep knowledge (that might be useful to the child, particularly in their own community) could be partnered with these initiatives to work best with the child.
- 2) Network among yourselves to figure out how to go sleuthing to find out what wellbeing initiatives for young children who misuse substances are being delivered in a region/country that you don't work in. Compare contrast your findings from Q2 with what you came up with in Q1 and decide as a group which are the best, based on criteria you agree to as a group.
- 3) Using the information you have from Q1 & Q2 create some outlines for wellbeing initiatives that might work for the children in the communities you work with. What are the pathways and barriers to getting an initiative underway? Brainstorm solutions to understand how to get initiatives underway.

## Videos to help with the discussion topics for Indigenous services (community health)

- ▶ Office of the Children's Commissioner, Seeing the potential and opportunity in children (6.10m)  
<https://maraeacommunityresearch.com/office-of-the-childrens-commission/>
- ▶ Mel Taypotat, Why Leading Thunderbird Lodge is a good program (1.22m)  
<https://maraeacommunityresearch.com/mel/>
- ▶ Mel Taypotat, Talking about rights and advocacy with children (2.06m)  
<https://maraeacommunityresearch.com/mel/>