

“NOTHING ABOUT
ME, WITHOUT ME.”

JONAH
CONVERSATIONS WITH YOUNG PEOPLE



“Grown ups think they should hide it and shouldn’t tell us, but we want to know...”



“...We want to be involved and we want people to talk with us about what they are going to do – we could help make decisions”



STRONG AND
CONFIDENT

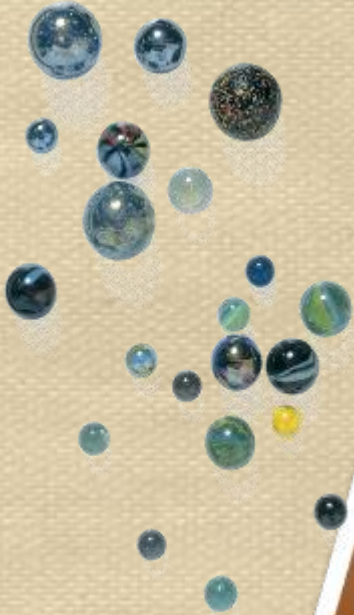
“When the social worker
listened to me, I felt
**important and
valued”**



“We need to feel that our involvement in any walk of life is noticed and valued....it is simply to help us **develop and grow**”



STRONG AND
CONFIDENT



“It gives me **strength**...
encourages me to battle on.... it
makes my life **worth** living and most
importantly it **motivates me to**
strive for the impossible”

STRONG AND
CONFIDENT

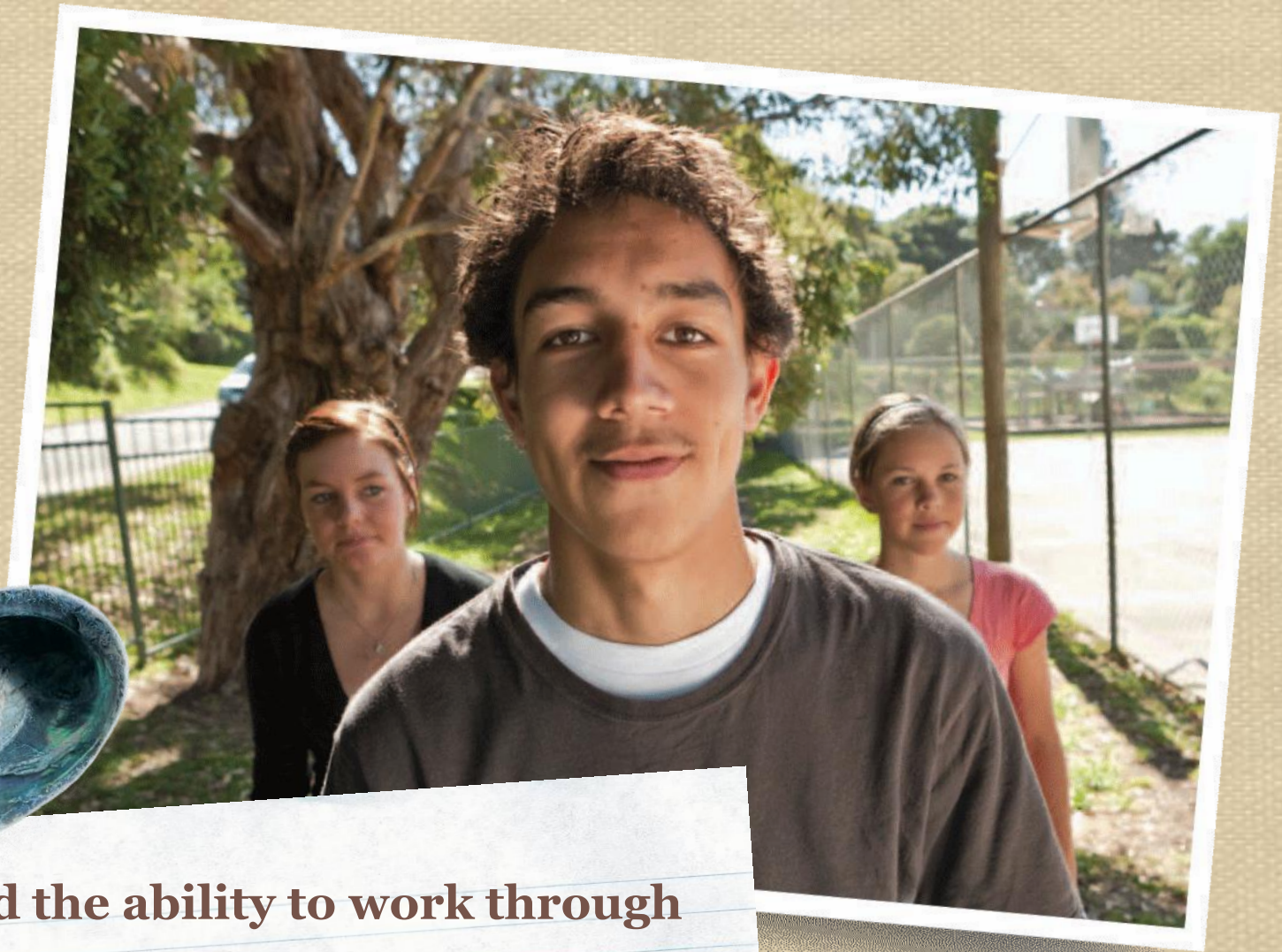
Children's active participation in finding solutions and helping make decisions is crucial to their ability to cope with the experience of domestic abuse.

(Humphreys, 2008)



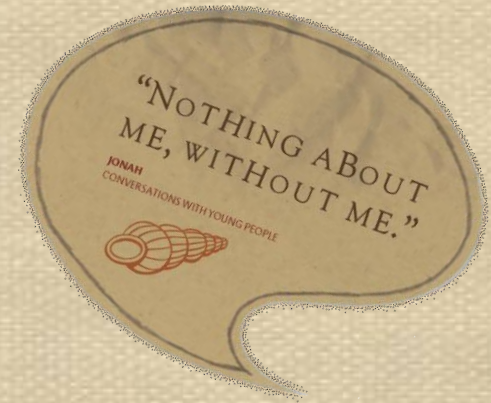


“It’s important to build trust, and that takes putting the time in, talking to us, keeping in contact, doing the groundwork that builds a foundation to work from.”



“You need the ability to work through the unspoken word and help the young person express themselves – not just accept a ‘grunt’.”

“There’s all kinds of ways you can ensure a child’s voice is still heard if they’re not attending an FGC – through letters, powerpoint presentations, or pictures they’ve drawn.”





“It’s good to have someone there who you know is on your side, and who can help you get your point across”




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“The social worker talked to me out about my strengths, worries and hopes and dreams. I think that’s helped her understand me a little more.”



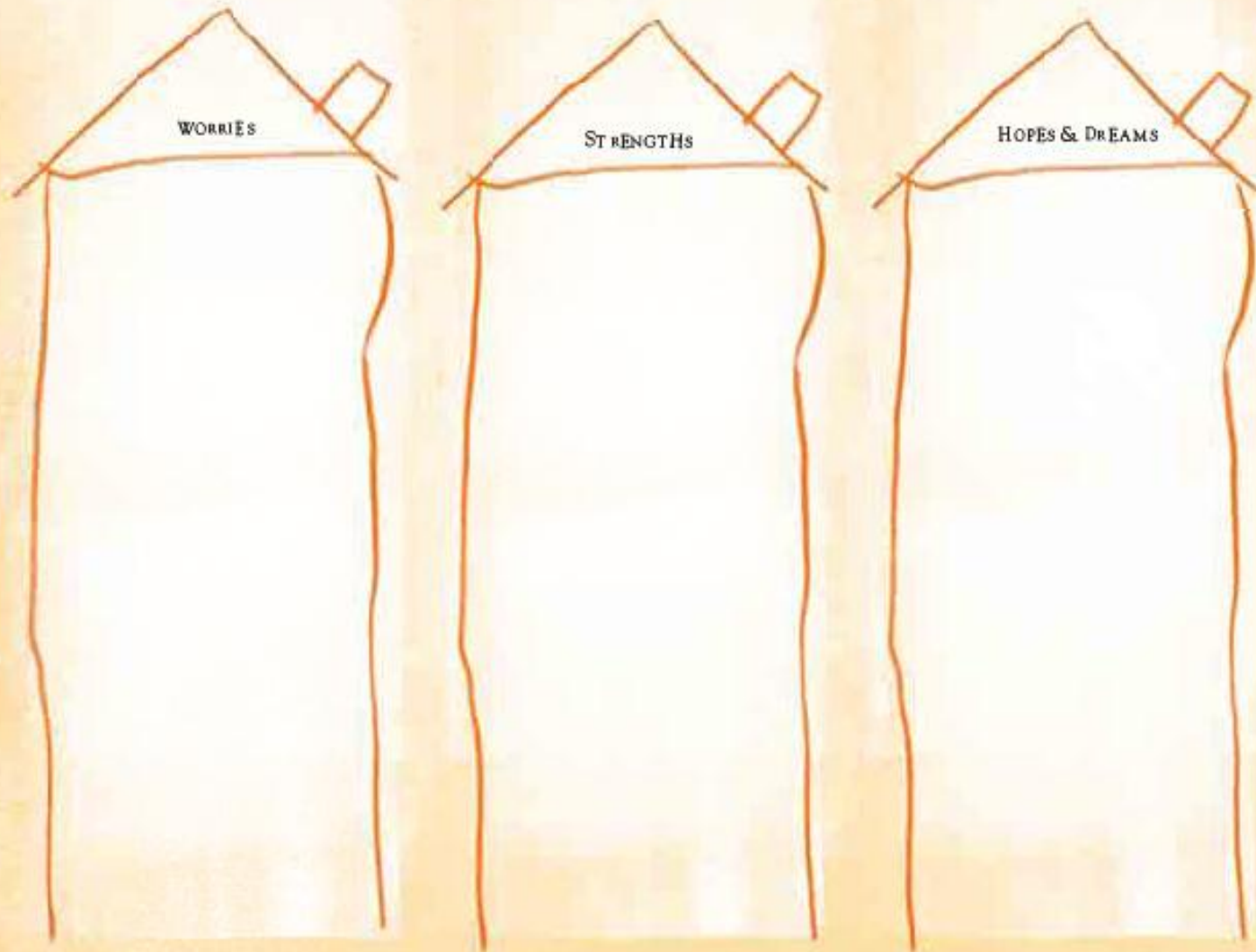


“My social worker **listened** when we said we wanted to see our family more. She listened and **did something**. She got meetings **together** and we started seeing more of our family, our cousins stayed over one night. That was **so cool**.”

Young person



an engagement tool to build rapport and create a process of working with children and young people and gathering information from their perspective



3 HOUSES

YOUR USUAL DAY

PEOPLE IN YOUR LIFE

BELIEFS AND BEHAVIOUR

OFFENDING BEHAVIOUR

WHERE YOU LIVE

YOUR HEALTH



GOOD



NOT SO GOOD



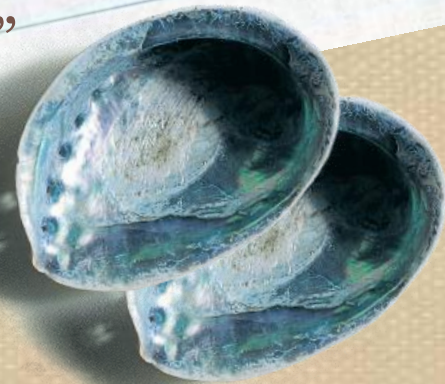
**HOPES AND DREAMS
FOR THE FUTURE**



WHAT NEEDS TO HAPPEN TO GET THERE AND WHO CAN HELP?

“The children said the Three Houses helped them say what they wanted to say without hurting anyone's feelings or blaming them. They felt safe to write things down, for me to read their strengths, vulnerabilities and dreams to the family during the FGC.

One child said she was happy her family were able to plan the future instead of fighting in the FGC.”



Hart's Ladder

provides an easy way to evaluate the quality of youth participation in any project.

Key Questions

Which level of Hart's Ladder is our project on?

Which level of Hart's Ladder should our project be on?

What do we need to do to move to the right level on the ladder for our project?

NON-PARTICIPATION

It is important to remember that tokenism, decoration and manipulation are not examples of youth participation. You do have the choice to move away from these methods towards more meaningful participation.



equal partners.

Young people have the initial idea and decide how the project is to be carried out. Adults are available and trust in the leadership of young people.

A group of students get permission from their principal to run an environmental day. The students make the decisions, and the school provides support.

Adults have the initial idea, and young people are involved in making decisions, planning and implementing the project.

A community co-ordinator asks young people for event ideas for Youth Week. The young people suggest having a skating event. The co-ordinator and young people work together to make decisions and apply

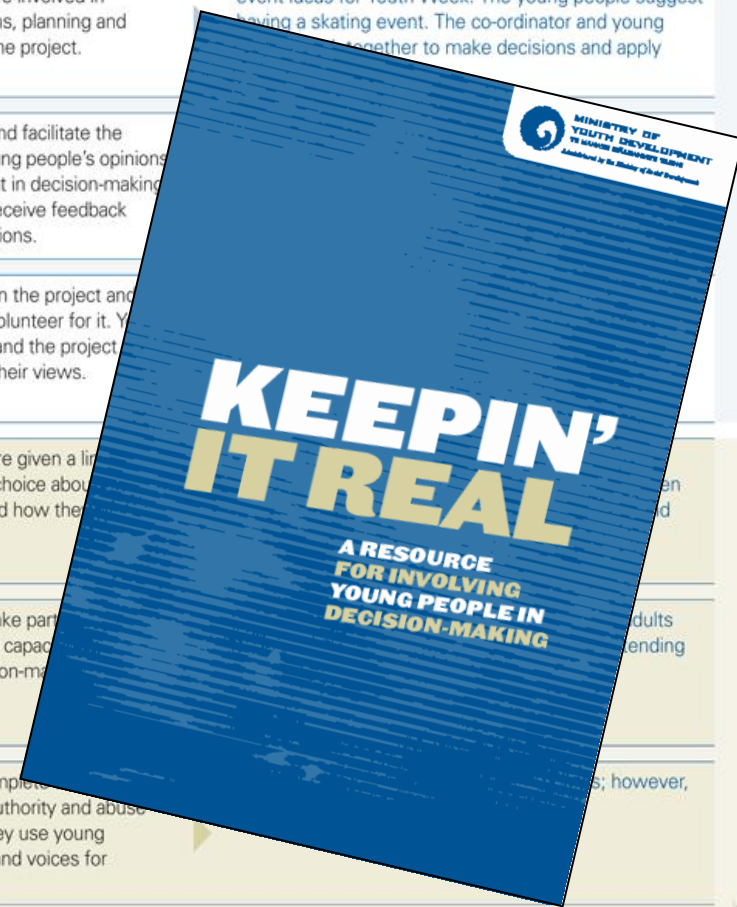
Adults design and facilitate the project, and young people's opinions are given weight in decision-making. Young people receive feedback about their opinions.

Adults decide on the project and young people volunteer for it. Young people understand the project and adults respect their views.

Young people are given a limited voice and little choice about what they can say and how they communicate.

Young people take part in a very limited capacity and have no role in decision-making.

Adults have complete and unchallenged authority and abuse their power. They use young people's ideas and voices for their own gain.

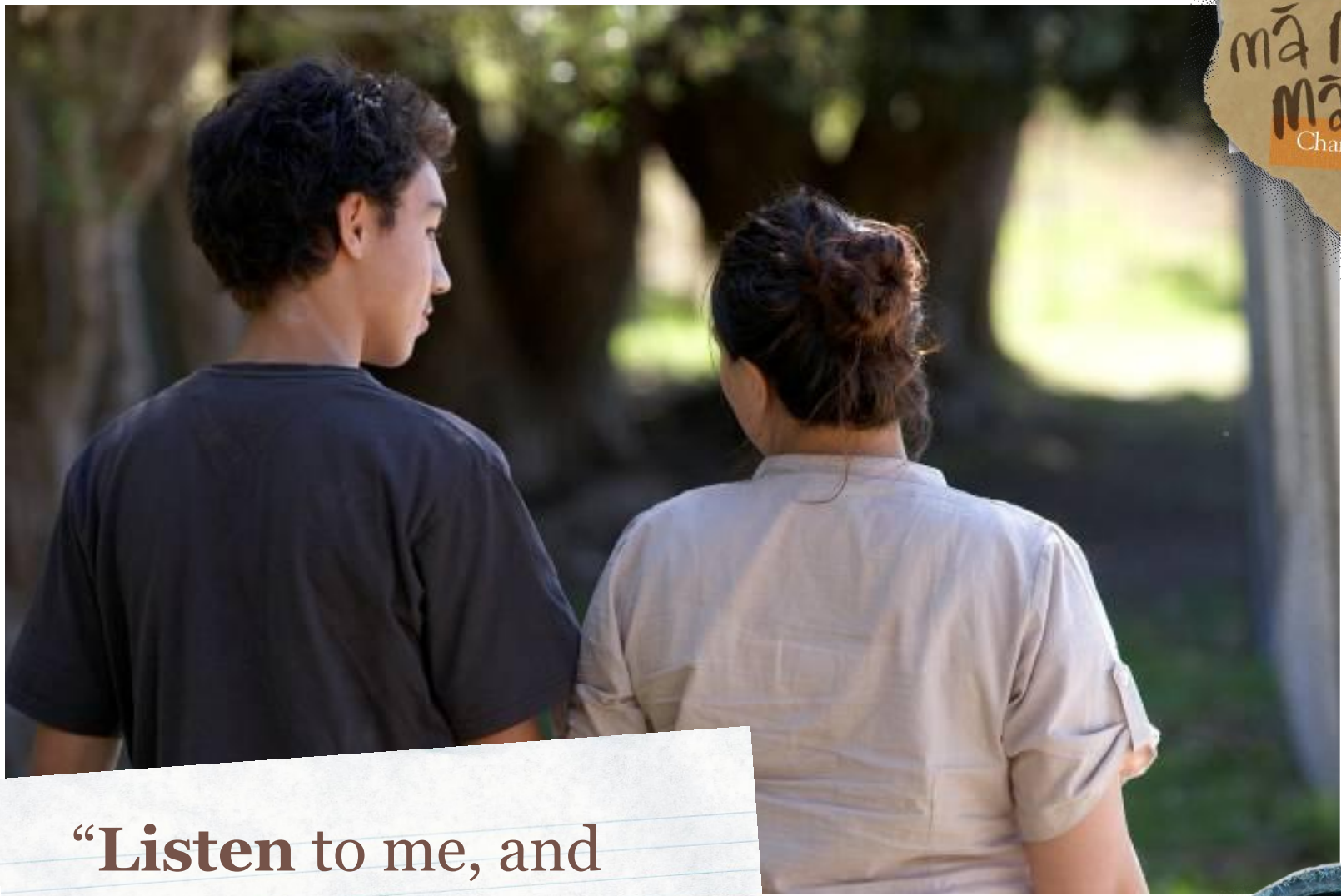


Our Commitment

mā mātou
mā tātou
Changing young lives

- > Our strategic plan, *Mā mātou mā tātou – changing young lives*, is our commitment to involving children and young people at every level of the work we do with them.
- > It's our job to ensure children and young people have the right opportunities to tell us how we are doing and what needs to happen to improve the services they receive.
- > That involves paying attention to what they are saying, and making sure their needs are central to every decision affecting their lives.





mā mātou
mā tātou
Changing young lives



“**Listen** to me, and
tell me you have
heard what I said.”



What's happening

mā mātou
mā tātou
Changing young lives



involving children and young people in recruitment panels

.....asking children and young people what they think about our service

bringing life to what children and young people are telling us is important

holding regular video-conferences so the young people in our 8 Residences can share ideas with each other and the Management team



what children and young people say

We need our social workers to:

- > visit us
- > be confident
- > know about me
- > be able to make decisions or know what is possible
- > be respectful
- > give us choices
- > Listen – *tell us you have heard us*

When you visit:

- > be prepared
- > be relaxed
- > focus on me
- > keep it moving forward



“Talk to our caregivers – they know us best”



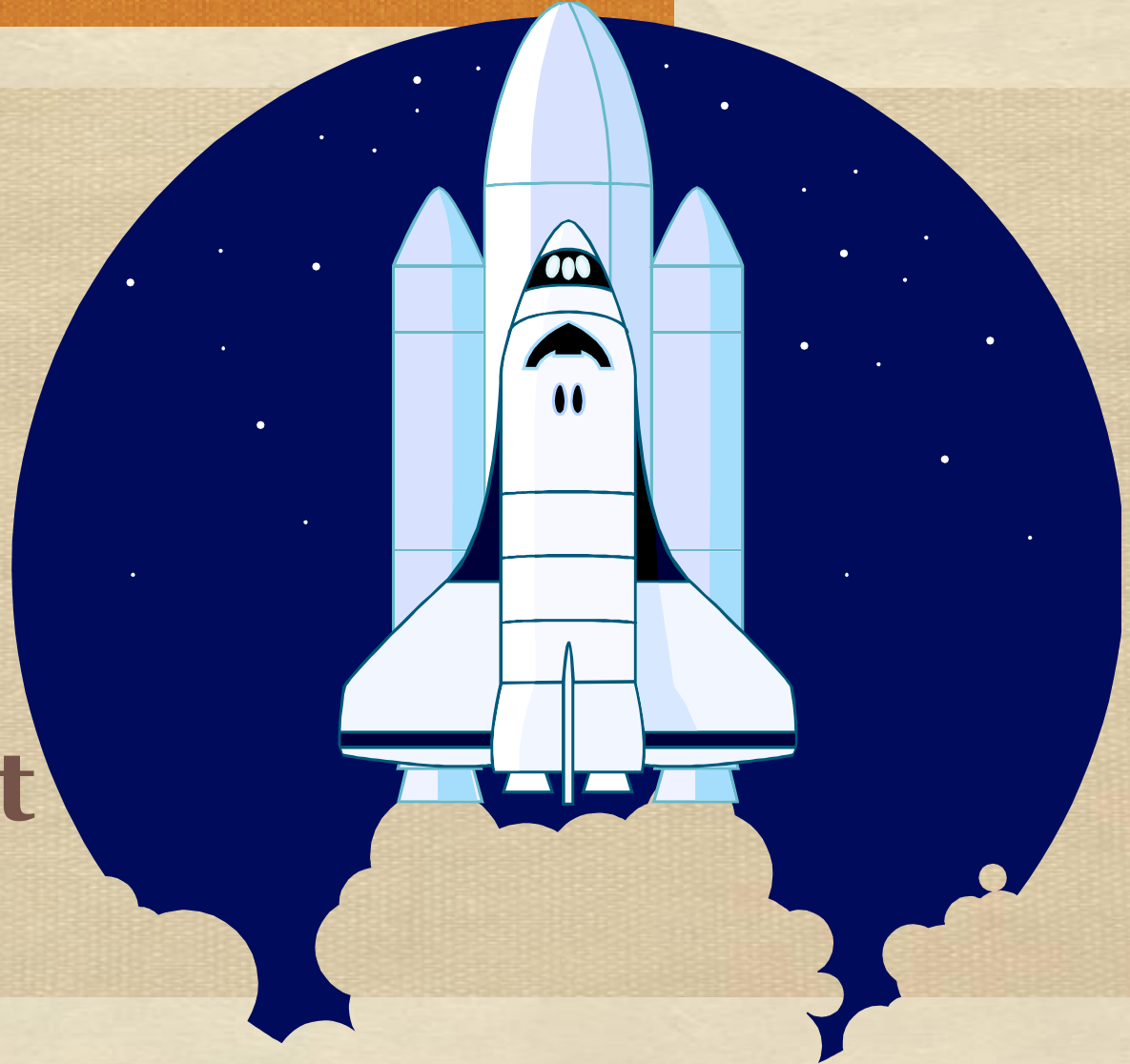
mā mātou
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Changing young lives



“Even if I can’t get (my way) I still feel like I’ve been listened to, it’s because they’re explaining it without me having to ask why I can’t do that, or they might work around it.”

its not rocket science

**But
it is a
basic
human right**



*Take care of our **children***

*Take care of what they **hear***

*Take care of what they **see***

*Take care of what they **feel***

For how the children grow

*so will the **shape of Aotearoa***

Dame Whina Cooper



More information and resources

- > **Child, Youth and Family's practice centre – tools to support work with children and young people** <http://cyf-practice-centre.ssi.govt.nz/policy/practice-tools/resources/three-houses-tool.html>
- > **Child, Youth and Family's internet – strategic plan, including children's participation** <http://www.cyf.govt.nz/documents/about-us/publications/reports/our-strategy-final.pdf>
- > **United Nations Convention on the Rights of the Child,** <http://www.msd.govt.nz/what-we-can-do/children-young-people/uncroc/index.html>
- > **Social Work Now – Child, Youth and Family's journal. Articles on the Three Houses (issue 29) and Children's Participation (issue 49)** <http://doogie.ssi.govt.nz/resources/publications/internal-publications/journals/social-work-now/>
- > **Ministry of Youth Development** <http://www.myd.govt.nz/working-with-young-people/>

