

Inherent Values - Strengths Based Approach and Transparency

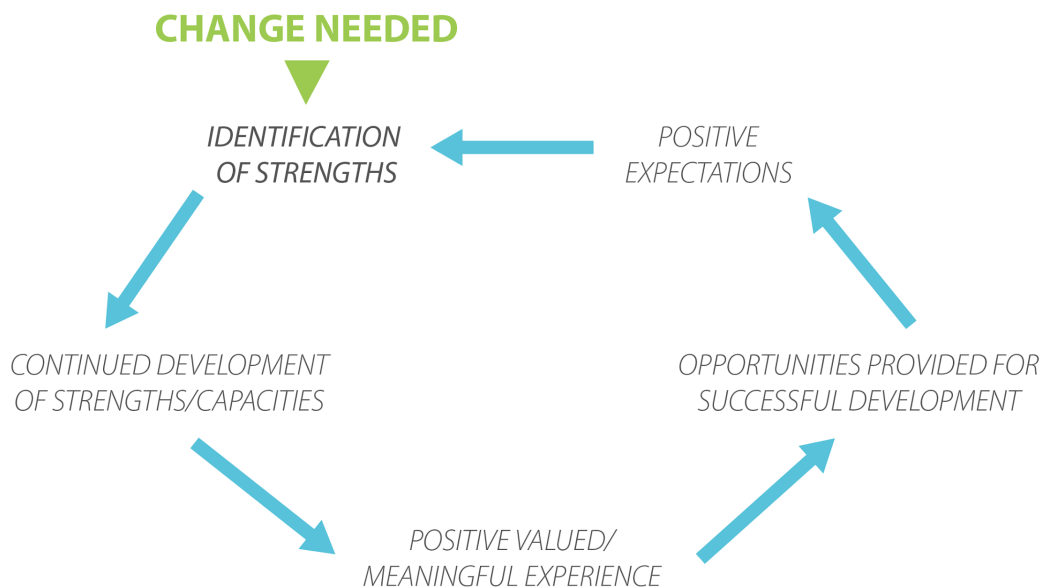
Strengths Based Approach

We believe that youth and their families have strengths and resources (internal and external) to help themselves make change. When challenges are experienced, problems and issues are acknowledged and validated, and strengths are identified and highlighted. This strengths exploration changes the story of the problem as it creates positive expectations that things can be different and opens the way for the development of competencies (McCaskey, 2008).

We look beyond perceived risk behaviours and characteristics to the potential of what can be. By using a strengths based approach, we support and empower people to take control of their own lives in healthy, meaningful and sustainable ways.

A strengths approach is a specific method of working with and resolving challenges experienced by the engaged person. It does not attempt to ignore the problems and difficulties. Rather, it attempts to identify the positive basis of the person's resources (or what may need to be added) and strengths that will lay the basis to address the challenges resulting from the problems. The strengths of a person gives one a sense of how things might be and ideas about how to bring about the desired changes. This emphasis on strengths is founded on the following beliefs (Rapp & Goscha, 2006; Alvord & Grados, 2005).

- All people have strengths and capacities
- People can change. Given the right conditions and resources, a person's capacity to learn and grow can be nurtured and realized
- People change and grow through their strengths and capacities
- People are experts of their own situation
- The problem is the problem, not the person
- Problems can blind people from noticing and appreciating their strengths and capacity to find their own meaningful solutions
- All people want good things for themselves and have good intentions
- People are doing the best they can in light of their experiences to date
- The ability to change is within us – it is our story



Transparency

We believe that transparency implies openness, ongoing communication, and public accountability.

Transparency is a metaphorical extension of the meaning 'a "transparent" object - one that can be seen through'.

Transparent procedures include open meetings, financial disclosure statements, freedom of and sharing of information, budgetary review, audits, etc.

Openness is about attitudes as well as behaviours. It means without obstruction or concealment, accessible, not secret. Openness is also a willingness or readiness to receive comments, support, help, and criticism; anything that can help build or align for better understanding and connection.

Continuous and ongoing communication between whanau, caregivers and staff lays the foundation for a collaborative relationship. It is key to creating the kind of connection that leads to broader-scale action and involvement in learning. Ongoing communication sends a signal to whanau and participants that we are open to their input and their presence. For whanau who may feel intimidated by education, positive and continuous communication can serve as a gentle reminder that we are there to support them.

Public Accountability is the acknowledgment and assumption of responsibility for actions, services, products, decisions, and policies. We are accountable for the administration and governance of our organisation. We are accountable to funders, users of our organisation and to the general public. We have an obligation to report, explain and be answerable for any resulting consequences.