



The Incredible Years

Ngā Tau Miharo Hui

held at Waipapa Marae, Auckland

April 2011



*Parapara waerea a ururua,
Kia tupu whakaritorito te tupu o te harakeke
Clear away the overgrowth,
So that the flax will put forth many young shoots*

The Werry Centre held their fourth Incredible Years Parent programme hui for Māori group leaders at Waipapa Marae, University of Auckland on April 13 and 14, 2011. The hui provided opportunities for group leaders to share their experience of delivering to Māori whānau and to explore a Māori model of assessing this intervention. The following report provides an outline of the kōrero and presentations which occurred over the two days. Suggestions and recommendations for future development in Incredible Years Parent programmes will be outlined.

BACKGROUND

PREVIOUS INCREDIBLE YEARS PARENT PROGRAMME HUI

Since the first Incredible Years hui in 2008, there have been four meetings of Māori group leaders in Aotearoa. Much discussion has been focused on the challenge of applying the Incredible Years model in a New Zealand setting, and in particular the relevance of delivering Incredible Years to Māori whānau. Evidence of considerable progress has been made in New Zealand demonstrating successful and culturally responsive group delivery. Incredible Years appears to be well established as a programme which can provide positive outcomes for Māori.

MARAE BASED EVALUATION

Positive experiences of working with Māori whānau by some of our first New Zealand Incredible Years group leaders were very optimistic. Ingrid Altena (Werry Centre) and Traceyanne Herewini (ADHB) have delivered 3 marae-based Incredible Years programmes in Auckland. They evaluated each programme using a Te Whare Tapa Wha model of assessment. These evaluations demonstrated successful outcomes for whānau attending these groups. A report outlining their findings was presented at the 2009 Hui and is available on the Werry Centre website (www.werrycentre.org.nz). Sample sessions from these programmes have also been viewed by the developer, Carolyn Webster-Stratton. She confirmed that these programmes had been delivered with fidelity to the Incredible Years model and the culturally enhanced delivery ensuring a good fit for Māori was also seen by the developer as a welcome addition and an integral part of fidelity.

2010 WAIPAPA MARAE HUI

Aboriginal Delivery of Incredible Years

During the 2010 hui, participants were delighted to hear a presentation from Alison Friedrich and Tracey Gowans from Adelaide in Australia. Tracey and Ali provided a presentation on delivering Incredible Years successfully to Aboriginal families in their local Ngunga tribe. They highlighted their experience of successful outcomes with the young Aboriginal mothers involved. Although markedly different in culture, many parallels were evident for Māori in terms of indigenous processes to ensure engagement and participation in Incredible Years groups.

Ministry of Education Research – Māori Group Leader Experiences

Paul Woller, from Poutama Pounamu Research Whānau, Ministry of Education, provided valuable feedback regarding Māori facilitators' experiences of delivering to Māori whānau. He concluded that given adequate time and resources, IY parenting programmes were seen as satisfying to Māori group leaders and very effective in terms of parenting outcomes for Māori whānau.

A strong message from the 2010 hui was the need for celebration of the innovations in programme delivery utilized by Māori group leaders. The cultural innovations which were discussed as 'under the radar' were validated as essential tools to engaging and retaining Māori whānau to access the learning opportunities present in Incredible Years parenting programmes. The recommended focus for the 2011 requested by the participants was on developing skills in presenting Incredible Years to Māori whānau. A complete list of recommendations from this hui are outlined in the 2010 Hui report which can be found on the Werry Centre website. Progress following the 2010 hui include ;

- Several Māori group leaders working towards their Accreditation in Incredible Years group delivery.
- The Werry Centre having provided two Cultural Supervision workshops in IY delivery to Māori and Pacific leaders working towards Accreditation
- The Incredible Years Poster, 'Nga Tāu Miharo' developed and presented at an international indigenous conference. Currently available as a download on the Werry Centre website and available in poster form via the Werry Centre.
- Workshops have been developed together with the Werry Centre kaumatua to provide to group leaders to increase cultural awareness and competence. Piloted with new group leaders working towards Accreditation and Peer Coaches in 2011.

WAIPAPA MARAE – APRIL 2011

The 2011 Waipapa marae hui was opened with a pōwhiri led by Kaumatua Rāwiri Wharemate (Werry Centre), followed by the whakaWhānaungatanga process to welcome our 50 participants from around New Zealand.

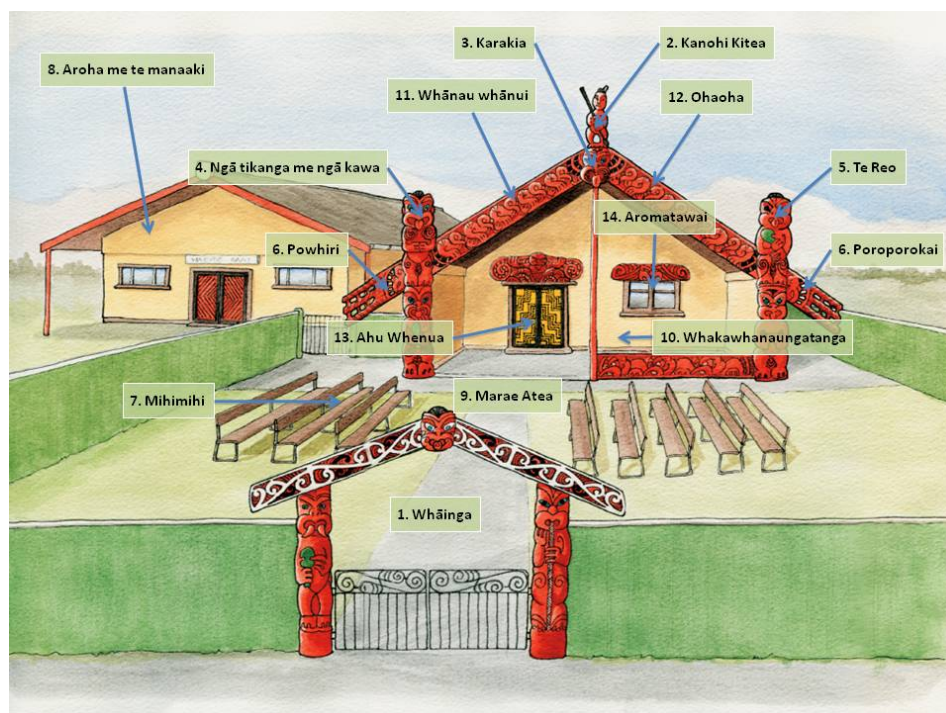
WERRY CENTRE PRESENTATION

Debbi Tohill (Werry Centre National Manager) provided an overview of Incredible Years in New Zealand, updating participants on progress since the last hui in 2010. From the pool of 810 trained Incredible Years parent group leaders in New Zealand, 136 of these identify themselves as Māori. Within this group four have achieved Accredited status, with a further three still working towards their Accreditation through the Werry Centre in 2011. Several more Māori Incredible Years group leaders are anticipated to commence their Accreditation in the Werry Centre's next intake scheduled for July 2011.

PRESENTATION OF CULTURAL FRAMEWORK

Beau Rewiti and Sonja McFarlane (Ministry of Education) presented a Cultural Framework for discussion. The framework had been developed in response to the need for supporting increased participation in Incredible Years of Māori whānau. The framework was designed as a tool to assist with the cultural enhancement of Incredible Years delivery. Following the presentation, participants were divided into small groups to discuss how they might make use of the cultural framework in their own practice. Feedback from the groups included Key cultural concepts commonly used on the marae as a vehicle to enact tikanga (Māori cultural fidelity) in the IYs programme.

- Whaingā (rationale for proceeding)
- Kanohi ki te kanohi (face to face)
- Karakia (transition – calling upon wairua (spirituality) to guide proceedings and acknowledging Atua (the Creator) through prayer)
- Ngā tikanga me ngā kawa (exercising Māori traditional protocols and values)
- Te reo (appropriate use of Māori language and effective communication)
- Pōwhiri and poroporoakī (Engagement/welcome and farewell processes)
- Mihimihi (Introduction of kaupapa and links)
- Aroha and manaaki (nurturing others, providing hospitality and encouragement)
- Marae Ātea (a safe place to air views and perspectives)
- WhakaWhānaunga (Making whakapapa links and building relationships of trust)
- Whānau whānui (Inclusion of the wider whānau)
- Ohaoha (genuine partnership and power sharing – a collaborative approach)
- Ahu Whenua (Connectedness with the environment)
- Aromatawai (Assessing and seeking improved pathways)



This marae model provides a cultural foundation to guide IYs future development and delivery for Māori best practise. These important cultural concepts included in the IYs programme strengthen its' applicability for Māori whānau.

GROUP KŌRERO FACILITATED BY RĀWIRI WHAREMATE

Hui participants were asked to reflect on the cultural framework presented and to consider their own practices to support Māori kaupapa. They were asked to consider how this might relate to their experiences of Incredible Years delivery, including what works best for Māori. Key themes that arose from this korero are summarized and listed below.

There are general principles which work best for Māori attending an IYs programme.

The application of the following principles will promote engagement and participation with Māori; “Mana (Respect/Pride), Tikanga (Integrity), Valuing everyone’s whakaaro (contributions), whānau (family/community) focussed, give from yourself (appropriate self disclosure), using Whakakoakoa (humour) and gentle pacing to allow weaving in of key ideas to ‘avoid holes in your kete’ (basket of knowledge), appropriate programme venues (the marae may not always be the best venue).”

Specific practices for Māori:

- Karakia and Waiata (Prayer and song) Whakapapa whakaWhānaungatanga (acknowledge ancestry to enhance connections).
- Working with indigenous metaphors – (for example Mahi harakeke)
- Kai ki te whakanoa (the importance of food for nurturing and lifting tapu)
- Tuakana/teina processes (Dual role of teacher and learner – collaborative process)
- Manaaki (Hospitality)
- Kotahitanga (Unity)
- Wairuatanga pono te wā (the sacredness and spiritual nature of the work)
- Whakarongo ki nga korero o tetahi (listening and sharing everyone’s stories)
- Aroha tētahi ki tētahi (love of one another)
- Kaumatua / kuia pono (respect for elders and leaders)

Accreditation for Māori IY Group Leaders – how can this be encouraged?

Participants felt that there needed to be a focus on increasing Incredible Years Accreditation for Māori group leaders. Suggestions for how this might be achieved specifically for Māori included ;

- acknowledging the extra mahi (workload) required in working with Māori whānau
- increased recognition of the cultural input by Māori facilitators
- consideration of Kaumatua/kuia oversight of Accreditation process
- ultimately Māori reviewing DVDs for Māori.

Hui Participants also recommended the following cultural needs;

- the idea of cultural accreditation for both Māori and non-Māori (Te Pūmaomao)

- offering cultural supervision for non-Māori
- including a cultural component in Accreditation (cultural competency)

Cultural supervision

Considerable interest was expressed in the concept of Cultural Supervision. A range of recommendations relating to how this may be developed were discussed including:

- the utilisation of the Cultural Enhancement Framework to guide supervision, the importance of utilizing trained cultural supervisors to maintain cultural safety,
- the possibility of establishing a national Māori supervision group to provide flexible wānanga-style, frequent and ongoing supervision.
- There was also discussion around how Pākehā facilitators could be monitored and supervised by Māori on their performance and delivery (outcomes) to Māori.
- Acknowledgement was made of the variable levels of cultural understanding and awareness in the Māori community and the need to allow for this in cultural supervision.
- Some concerns related to whether adherence to IY fidelity could be effective in ensuring cultural fidelity, and the issue of ownership of cultural intellectual property. Participants also queried whether a Māori cultural component could be added to the Basic Training and a cultural appropriateness question be included in the training evaluation

Utility of the Cultural Framework

Positive feedback was received for the cultural enhancement framework presented by Beau and Sonja. Participants supported the use of the framework to enhance the programme and agreed that there needed to be variation and flexibility in its use across different regions, by both Māori and non-Māori. The importance of management support and integration of the framework into existing infrastructure was acknowledged.



SUMMARY AND RECOMMENDATIONS BY HUI PARTICIPANTS

This hui provided an opportunity for Māori group leaders to share their successes and challenges in delivering the Incredible Years parent programmes to Māori Whānau. A particular goal for this hui was to continue to move forward from the excellent progress already made at previous Werry Centre hui.

It was noteworthy that only a small number of group leaders present at the 2011 hui had also attended in 2010 when the request for a supervision style hui was set. As a result of this, many themes addressed in previous hui arose again in discussion. In particular many of the newly trained Māori group leaders were exploring the applicability of Incredible Years with Māori Whānau. This initial querying as to the relevance of IYrs to themselves as Māori and to the Whānau they work alongside is a necessary process requiring the time for exploration before any of the actual practice (Supervision skills) can commence.

As in previous hui, Māori participants found great value in sharing with other group leaders what works best for themselves as Māori in working with Māori whānau. A key point in discussion was to consider the best ways to weave together cultural and Incredible Years fidelity. Feedback from Māori group leaders acknowledged the many successes and positive outcomes leaders have experienced in delivering IY to Māori whānau.

Participants at this hui were given an opportunity to discuss the cultural framework presented by Beau Rewiti and Sonja McFarlane (Ministry of Education). Consideration was given to how the framework could be used to directly benefit Māori whānau by increasing the likelihood of a good “cultural fit” of Incredible Years. The framework could also be used to support collaboration between Māori and non-Māori in delivering IY to Māori whānau by offering a transparent process of evaluation. Participants were encouraged to see the framework as something to be developed and adapted as needed in order to be most useful to their own situations and contexts. There was considerable kōrero throughout the hui around Accreditation and how best to support increasing the number of Accredited Māori group leaders in New Zealand.

Suggestions and recommendations made by Hui participants for how these processes could be developed included ;

Increasing Accreditation for Māori

- Providing more support to Māori group leaders seeking accreditation
- Acknowledgement by managers of the extra workload involved in working with Māori Whānau
- Consider Māori input in the accreditation process such as Kaumatua/Kuia oversight
- Include a cultural component into accreditation such as cultural supervision for non-Māori
- Consider the idea of “cultural accreditation”

Cultural Supervision

Participants supported the idea of ongoing cultural supervision for both Māori and non-Māori and the value of this for all facilitators. Suggestions included:

- The importance of utilizing appropriately trained Māori cultural supervisors to increase cultural acceptability and safety
- the value of using the cultural framework presented at this hui during cultural supervision
- consider the inclusion of the cultural framework into basic training
- include cultural appropriateness into evaluation of Basic training

Cultural Framework

A range of perspectives were expressed throughout the hui around the utility of the cultural framework presented by Sonja McFarlane and Beau Rewiti. Additional models of assessing cultural fit for Māori group leaders were also mentioned as valid and acceptable alternatives to the framework presented. As the Cultural Framework had already been developed by GSE the hui participants in general supported its use as a method to enhance the delivery of IYs for Māori Whānau.

It was acknowledged that the framework could be utilized flexibly to ensure responsiveness to the needs of whānau across diverse communities, and across differing levels of understanding and awareness.



FEEDBACK

Many thanks to all of the hui participants who offered generous feedback on aspects of the hui they found most valuable. In summary, these include;

- Listening to others ideas and networking
- “the opportunity to voice my concerns and wero, hearing others experiences and concerns allowed me to reflect on myself”
- The cultural framework “marae model- I can identify with this mahi, I live and breathe it”
- The speed dating was very fun - “I loved the group I was in, we were all on the same page in our take”, “it was an effective way to produce kōrero”, “it gave us a chance to quickly explore and discuss a wide range of areas”
- “I found the whole hui useful – I will go home with a full kete”
- “Everything was mīharo”,
- “Exceptional kōrero useful to enhance my mahi”
- Acknowledgement of progress so far and moving forward – “the interaction between everyone at the hui was important and I loved the discussion on how we can move on”.

FUTURE DEVELOPMENTS

In response to the discussion at the hui and recommendations made by participants, The Werry Centre plans to ;

- Provide another Māori cultural leaders hui in 2012 with a focus on skills development integrating Māori perspectives.
- Incorporate a Consultation Day as a part of the Māori Cultural Hui for 2012 – all those group leaders who present their group work (DVD format preferred) to their peers will receive a Certificate of Attendance at a Consultation Day. (Presenting to peers at a Consultation Day is an Accreditation requirement).
- Provide additional assessment and coaching options to Māori group leaders working towards Accreditation, for example live peer coaching sessions for group leaders (and Whānau participants) preferring this option. ‘Live reviews’ of group work for formal review are another assessment option for Māori group leaders.
- Provide additional cultural supervision workshops specifically for Māori group leaders working towards Accreditation
- Provide a one day practice based hui following training for new Māori IY group leaders with the purpose to explore the cultural fit of the programme for themselves as Māori and how they might present this to Māori Whānau.
- In the long term the Werry Centre aims to provide additional support and encouragement to nurture strong Māori leaders along the Incredible Years developmental pathway. This will include additional support to Māori group leaders working towards Accreditation, to

encourage follow through in Peer Coach training, and to achieve New Zealand's own Māori Incredible Years Mentor able to provide Basic Training workshops. The Werry Centre believe this level of support and training is required to more effectively meet the needs of Māori group leaders. "Māori providing their own training and Supervision needs for Māori" is the goal of The Werry Centre to progress Incredible Years Parent Programmes in New Zealand.

- The Werry Centre piloted the inclusion of cultural aspects into training for Accredited Group Leaders and for those working towards Accreditation. The purpose of this is to assess which inclusions may be incorporated into the Incredible Years Basic Training in New Zealand without detracting from the required course content.
- The Werry Centre have been consulting with cultural leaders to look at ways of assessing cultural competency. Ongoing development is envisaged in this area to ensure cultural needs are included in all future planning.
- The development of Māori and bicultural resources available for distribution to those working with Māori whānau will commence in 2011.
- The development and implementation of an Incredible Years Māori advisory panel to oversee development of resources and cultural competency training will begin in 2011.

ACKNOWLEDGEMENTS

Thank you to everyone who participated in this event. We are extremely grateful for the sharing of your knowledge, resources and experiences. Special thanks to our presenters Beau Rewiti and Sonja McFarlane who provided a wonderful impetus for much discussion. Huge thanks are due to our valuable Kaumatua Rāwiri Wharemate - we highly value your leadership and contributions to our Hui. You inspire us with your wisdom and vision matua! Thank you to Debbi Tohill (National Manager), Sue Treanor (Director), Tania Anstiss (Incredible Years Practice Advisor) and Janice Beazley (Māori Clinical Advisor) who supported this hui. Special thanks to Nicola Peeperkoorn (Incredible Years Project Coordinator) and Jess McMinn (Administrative Support) who provided so much behind-the-scenes support. Acknowledgement also to Ingrid Altena (Incredible Years Project Manager) who was unfortunately unable to attend the Hui at the last minute, but whose significant input and commitment to Incredible Years has ensured the success of this and previous Hui.

He aha te mea nui o te a o? He tangata, he tangata, he tangata

What is the most important thing? It is people, people, people.

