

**REPORT FROM ANNUAL HUI
FOR
MĀORI PARENT GROUP LEADERS
JUNE 2016**



"Amazing hui. Learnt a lot that I can use to enhance and strengthen my IY delivery. Feeling rejuvenated and excited about IY and look forward to trying out my new skills. Marae-based allows Māori group leaders to come together I te ao Māori and sets the platform for the way we support, awhi and manaaki each other... Mihi nui kia koutou" (quote from 2016 hui participant)

CONTENTS

EXECUTIVE SUMMARY	1
OVERVIEW AND BACKGROUND.....	2
SUMMARY OF THIS YEARS HUI.....	3
1. DAY ONE	4
PŌWHIRI.....	4
WERRY CENTRE UPDATE.....	4
WORKSHOP 1	5
WORKSHOP 2	6
2. DAY TWO - ACCREDITATION HUI	7
ACCREDITATION OVERVIEW.....	7
FIDELITY WORKSHOP	7
3. FEEDBACK FROM HUI PARTICIPANTS.....	8
RESPONDENT DEMOGRAPHCS.....	8
DAY ONE QUANTITATIVE RESULTS.....	9
DAY ONE QUALITATIVE RESULTS.....	10
DAY TWO QUANTITATIVE RESULTS	11
DAY TWO QUALITATIVE RESULTS.....	12
4. SUMMARY AND ONGOING DEVELOPMENT FOR MĀORI.....	13

FIGURES

FIGURE 1. CONCEPTS OF MAURI ORA	3
FIGURE 2. ETHNICITY OF TRAINED INCREDIBLE YEARS PARENT PROGRAMME GROUP LEADERS AS AT JUNE 2016 (N=1379)	4
FIGURE 3. ETHNICITY OF INCREDIBLE YEARS PARENT PROGRAMME ACCREDITED GROUP LEADERS AS AT JUNE 2016 (N=149)	4
FIGURE 4. ETHNICITY OF INCREDIBLE YEARS PARENT PROGRAMME TRAINED PEER COACHES AS AT JUNE 2016 (N=53)	5
FIGURE 5. PARTICIPANT'S VIEWS ON THE MEANING AND ROLE OF MAURI IN PARENT GROUP DELIVERY	6
FIGURE 6. RESPONDENT'S RATINGS ON BEFORE & AFTER ITEMS	9
FIGURE 7. RESPONDENTS RESPONSES TO QUESTIONS 1-4 & 8	100
FIGURE 8. RESPONDENT'S RATINGS ON BEFORE & AFTER ITEMS (Q5-7)	111

TABLES

TABLE 1. RESPONDENT DEMOGRAPHICS	8
TABLE 2. HUI QUALITATIVE RESPONSES.....	100
TABLE 3. ACCREDITATION QUALITATIVE RESPONSES.....	122

EXECUTIVE SUMMARY

Ngā Tau Miharo (Incredible Years) annual hui for Māori group leaders was held on June 7 and 8, 2016 at Waipapa Marae at the University of Auckland. Group leaders attended from around New Zealand and the two day event was supported by kaumātua and the Incredible Years Māori Advisory Group.

The hui provided participants with an overview of progress for Māori, cultural presentations of concepts from Te Ao Māori in relation to Ngā Tau Miharo, presentations by Māori group leaders of their group delivery and practise opportunities for core group leader skills.

Participants reported the hui as highly valuable on both personal and professional levels. Despite comparatively low attendance this year, a consistent theme was the importance of offering regular hui. These hui are valued as they reinforce the vital importance of Te Ao Māori for whānau and provide an opportunity to practice the ways in which key cultural concepts and group leader skills are interwoven.

In consultation with kaimahi Māori, and with the Ministries of Education and Health, The Werry Centre will consider how best to continue providing these hui in a cost-effective manner to ensure kaimahi Māori are fully supported in their delivery of Ngā Tau Miharo.



OVERVIEW AND BACKGROUND

The Werry Centre hosted their ninth Incredible Years parent programme hui for Māori group leaders at Waiapapa Marae, University of Auckland, on June 7 and 8, 2016.

With support from the Ministry of Education and Ministry of Health through the Drivers of Crime initiative, The Werry Centre staff have provided targeted support for Māori parent group leaders for the past five years. This support has included:

- Development of resources to support delivery of Ngā Tau Miharo by Māori to Māori
- Provision of annual hui for all Māori parent group leaders
- Provision of Ngā Tau Miharo kaupapa Māori Accreditation Hui
- Provision of a marae-based consultation hui.

Prior to 2012, hui were characterised by robust korero around the applicability and potential for adaptability of the programme for Māori. With increasing confidence in the positive outcomes offered to Māori whānau through the programme, hui since 2012 have featured the progress which has been made for Māori. This has included showcasing the successes and skills demonstrated by Māori group leaders as well as consideration of how best to support integration of Ngā Tau Miharo with Te Ao Māori.

THEMES FROM ANNUAL HUI 2009 – 2016:

2009-2011	Consideration of the applicability of Incredible Years for Māori. Consideration of variety of models to support programme adaptation (e.g. Te Whare Tapa Wha, Te Whare)
2012	Launch of new group leader resources for Māori. Inclusion of consultation process to showcase skills of Māori group leaders.
2013	Presentation of evaluation report of new Māori resources. Presentation of a simple framework using the waka metaphor to assist group leaders in identifying strengths and barriers to their skill development.
2014	Launch of new bilingual 3-dimensional pyramid resource.
2015	Use of takarangi cultural concepts ¹ to provide a framework for supporting the weaving together of Te Ao Māori and group leader skills in Accreditation.
2016	Successful use of a small number of takarangi cultural concepts to provide guidance in fidelity; Importance of continuing to offer support within a culturally responsive environment; Need to consider a range of options for how this support is provided

¹ Nga Pukenga Ahurea (Takarangi Competency Framework) – published by Matua Raki 2009

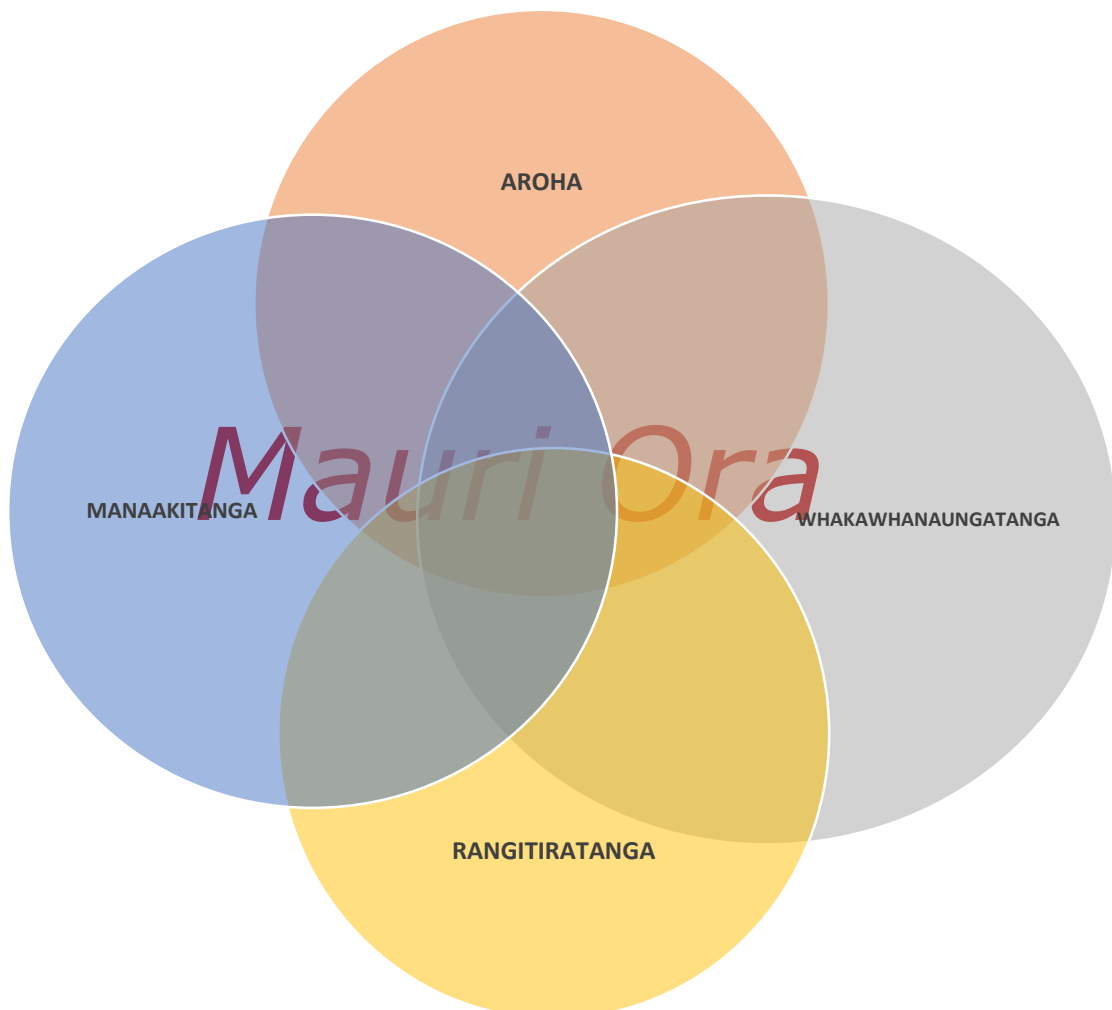
SUMMARY OF THIS YEARS HUI

Consistent with the focus in previous years, the goal of this year's hui was to:

- Whakawhānaungatanga between kaimahi Māori from across Aotearoa
- Reflect on the progress so far for Māori in Incredible Years and acknowledge those achieving Accreditation
- Build resilience and restoration of wairua for kaimahi Māori through manaaki, aroha and tautoko
- Share experiences of delivering Ngā Tau Miharo to Māori whānau
- Increase skills for accreditation
- To trial and seek feedback from kaimahi Māori regarding the effectiveness of using Takarangi concepts as a framework for enhanced cultural support to Māori seeking accreditation.

In 2015, endorsement for the effectiveness of the Takarangi concepts as a framework for skill development was provided. This supported the focus for this year's hui in which the IY Māori Advisory Group identified four core Takarangi concepts to trial as a support for kaimahi Māori in their cultural and group leader skill development. These concepts were *aroha*, *whakawhānaungatanga*, *manaakitanga* and *rangitiratanga*. These would be presented within an overarching korowai of *mauri ora*.

Figure 1. Concepts of Mauri Ora



1. DAY ONE

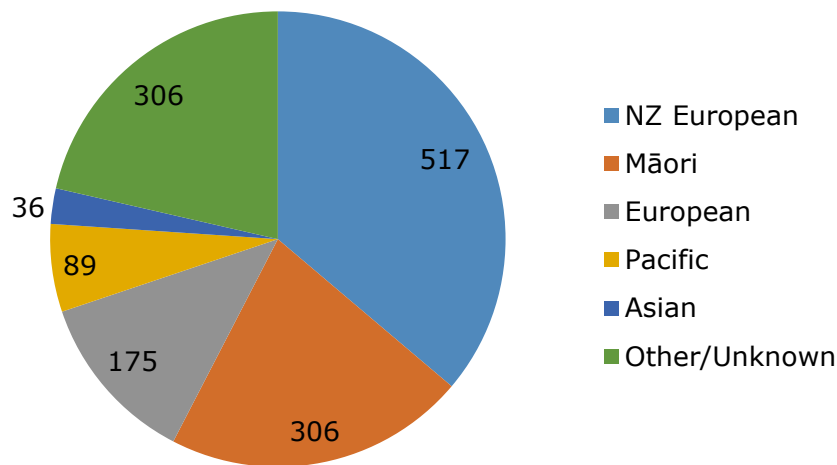
PŌWHIRI

The day began with a formal powhiri welcome and whakawhanaungatanga process.

WERRY CENTRE UPDATE

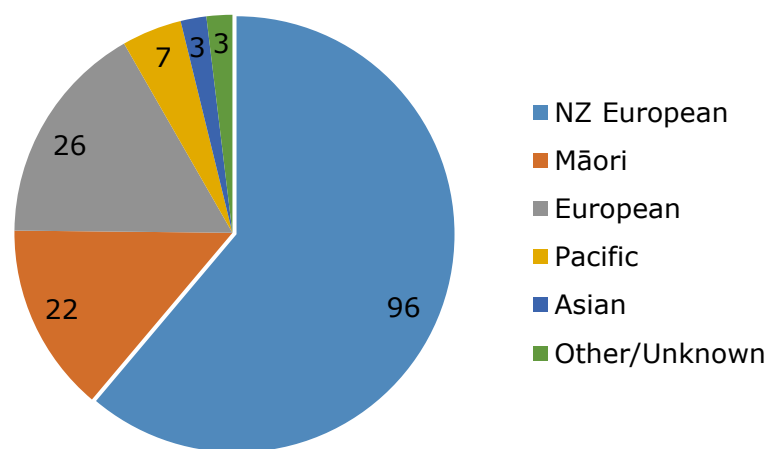
Participants were given a national update on progress for Māori Group Leaders. Just under a quarter of trained parent group leaders identify as Māori. This proportion drops to 1 in 6 accredited group leaders and around 1 in 6 group leaders trained as peer coaches identifying as Māori. No Māori peer coaches have as yet reached their accreditation.

Figure 2. Ethnicity of Trained Incredible Years Parent Programme Group Leaders as at June 2016 (n=1379)



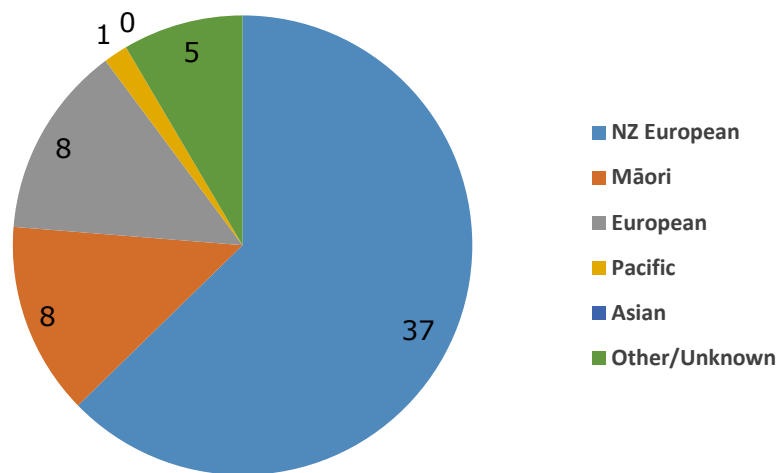
Please note that some people have listed more than one ethnicity

Figure 3. Ethnicity of Incredible Years Parent Programme Accredited Group Leaders as at June 2016 (n=149)



Please note that some people have listed more than one ethnicity

Figure 4. Ethnicity of Incredible Years Parent Programme Trained Peer Coaches as at June 2016 (n=53)



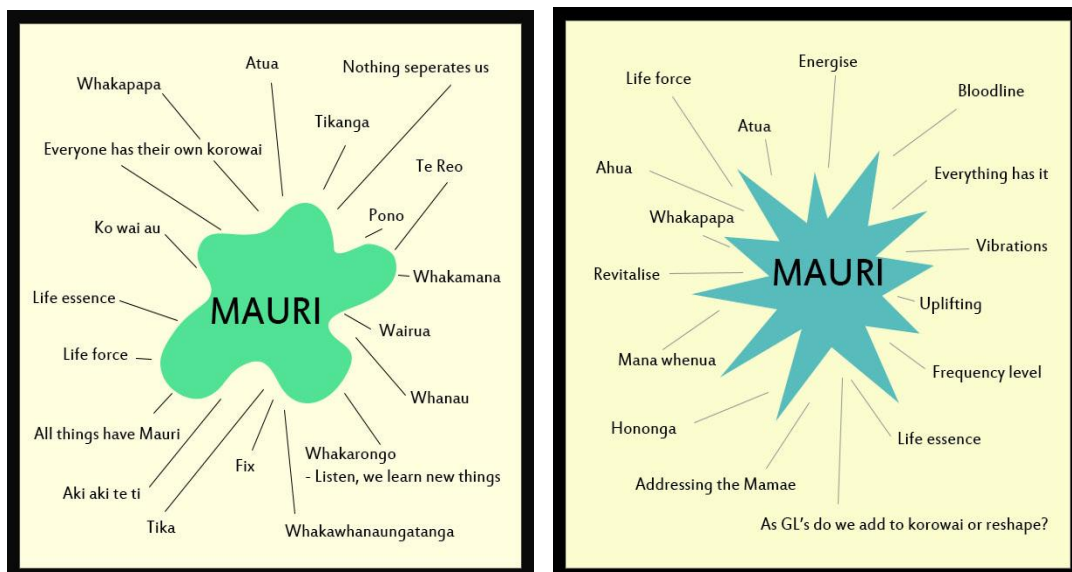
Please note that some people have listed more than one ethnicity

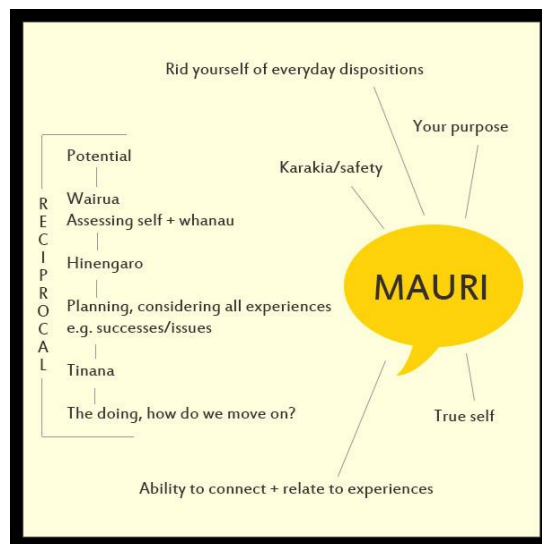
WORKSHOP 1

The role of Mauri in parent group delivery

Kaumātua Rawiri Wharemate and Māori Advisor Stacey Porter presented an overview of the concept of *mauri* and its importance for group leaders when delivering the programme. In small groups, hui participants were encouraged to consider the meaning of *mauri* and its role in parent group delivery. Themes arising from small group discussions are outlined below:

Figure 5. Participant's Views on the Meaning and Role of Mauri in Parent Group Delivery





WORKSHOP 2

Identifying Key Components of Group Delivery for Māori – Aroha, Whakawhanaungatanga, Rangitiratanga, Manaakitanga

Experienced group leaders (Lisa Herewini and Gil Paki) presented filmed segments of their work. Using these examples, hui participants identified group leader skills being demonstrated within the context of four core cultural components – aroha, whakawhanaungatanga, rangitiratanga, manaakitanga.

MANAAKITANGA

- Being parent-led; eg the conversation around when to explain timeout (Whakaronga te Whānau)
- Asking lots of questions to open up their korero (whakamana te whaea, knowing the group)
- Checking in to what was said by whānau and writing it word for word, giving value to their korero by detailing their words (re-assuring/enhancing)
- Being reassuring and encouraging
- Mana enhancing; building the mauri of that mother i.e. “You’re gonna do this so good” – whakamana
- Using clear, simple instructions
- Whakarongo – showing that through the way she paraphrased
- Being descriptive in giving the roles in the practice
- Using eye contact
- Debriefing after the practice to check in how role players felt
- Doubling up the praise

RANGATIRATANGA

- Giving the parent ability to speak and choose a scenario (modelling – parent led)
- Giving choices/hearing their voice
- Empowering parents
- Being calm and controlled
- Being patient

- Listening/whakarongo
- Connecting - knowing your parents and affirming them
- Using simple language
- Being fully present

AROHA

- Using simple/common language allowing parents to feel safe and comfortable
- Using praise
- Being calm and patient
- Validate their sharing
- Ensure parents feel supported by your presence
- Being accepting and respecting
- Paraphrasing to indicate you are listening
- Gentle refocussing, using humour

WHAKAWHĀNAUNGATANGA

- Requesting that parents give feedback (korero o te ropu)
- Ensuring everyone feels included
- Focus on building trust and rapport
- Invite to everyone to help eg with the script for the roleplay
- Preparation to establish trust/rapport with parents – creates open dynamic
- Know your parents – assists in identifying parents who would role play well.
- Identification of individual/whānau skills and strengths

2. DAY TWO - ACCREDITATION HUI

ACCREDITATION OVERVIEW

Tania provided an overview of programme fidelity requirements and the competency areas needed for achieving Accreditation –

- Collaborative skills
- Capturing gems, principles, taonga from whānau
- Reviewing whānau home activities
- Mediating vignettes
- Setting up practices.

FIDELITY WORKSHOP

Participants spent the rest of the day practising each of the key competency areas, reflecting on key learnings using *He Whiria He Whatu*² and the IY collaborative checklist. Linkages between key fidelity requirements and the concepts of aroha, whakawhanaungatanga, rangitiratanga, manaakitanga were made. In particular,

² He Whiria He Whatu – Accreditation Workbook for Māori Group Leaders – produced by The Werry Centre 2013

participants discussed the specific ways in which these core components from Te Ao Māori may be demonstrated and how these skills align with fidelity in group delivery.

3. FEEDBACK FROM HUI PARTICIPANTS

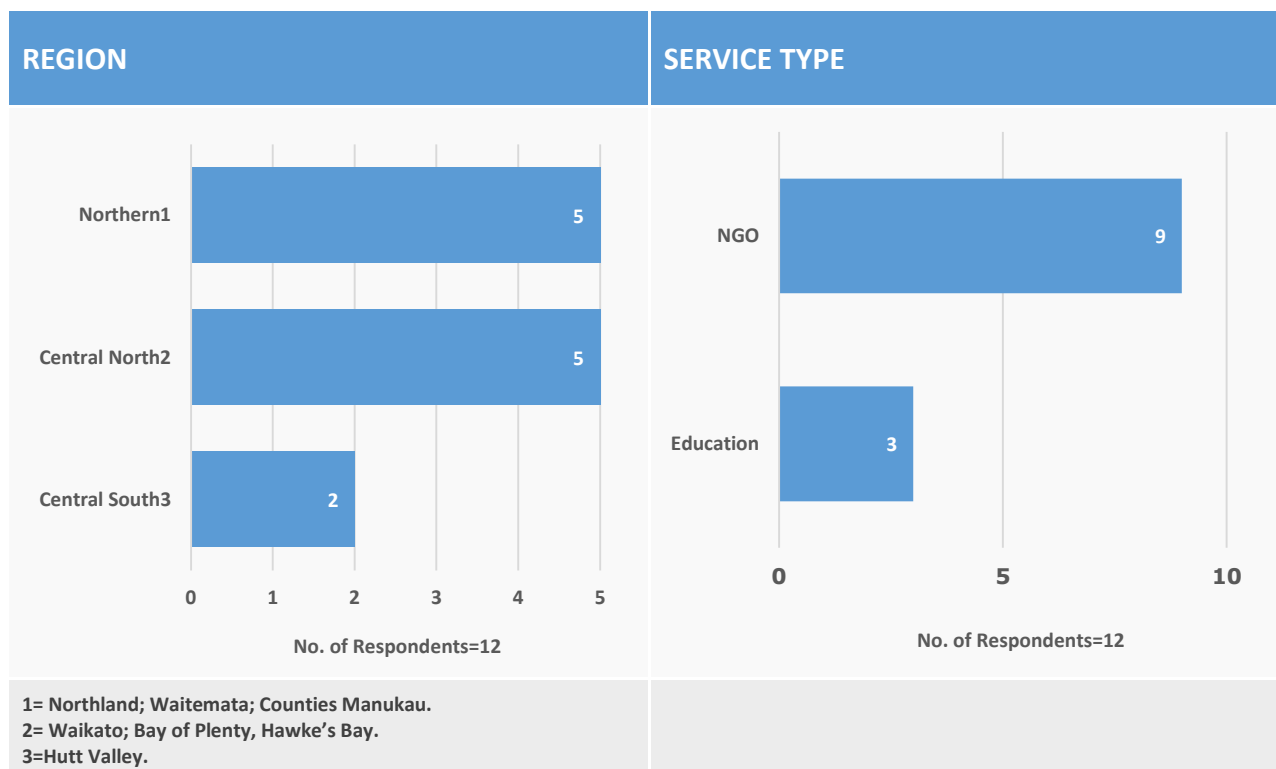
As part of our ongoing monitoring of the effectiveness and appropriateness of our annual hui in responding to the needs of kaimahi Māori, anonymous feedback from all participants was sought. Evaluation forms were completed by participants at the end of each day of the hui.

- 13 people attended the Hui on the 7th of June and 14 people attended the accreditation hui on the 8th. Since the majority of the Hui attendees were the same people who attended the accreditation day, *Respondents Demographics* is only presented for the accreditation day respondents.
- Out of the 13 people that attended the first day of the hui, a total of 10 people responded to the *Evaluation Questionnaire* giving a 77% response rate. A Werry Centre evaluation form was used to evaluate this day
- Out of the 14 people that attended the day two accreditation hui, a total of 12 people responded to the *Evaluation Questionnaire* giving an 86% response rate. A Werry Centre evaluation form was used to evaluate this day

RESPONDENT DEMOGRAPHICS

- All respondents identified as Māori.
- The majority were in Kaiawhina/Kaiatawai, Whānau Ora and Kaitakawaenga roles.

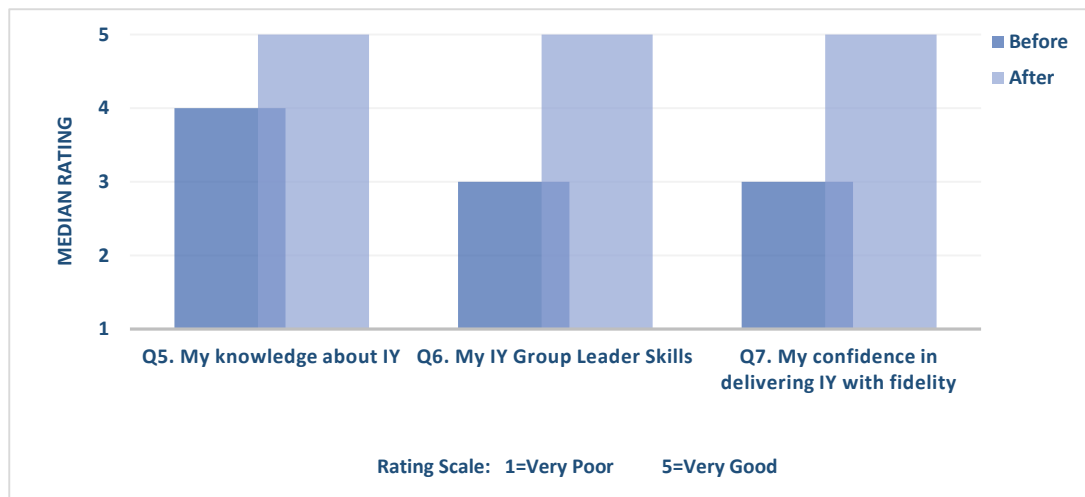
Table 1. Respondent Demographics



DAY ONE QUANTITATIVE RESULTS:

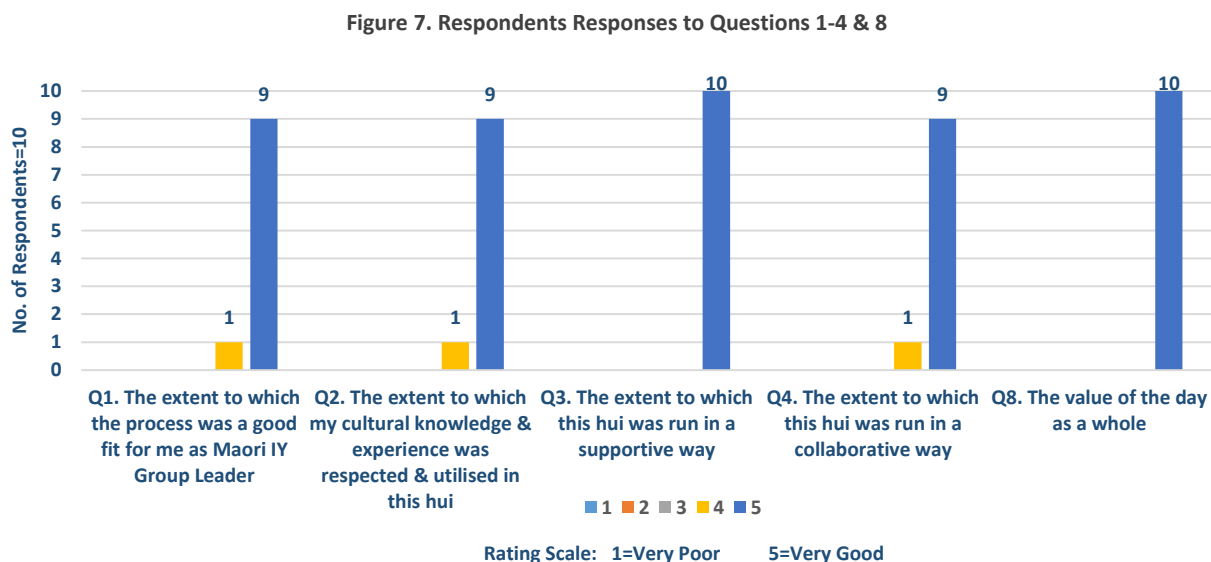
- Participants were required to provide 'Before' and 'After' ratings on the following statements on a Likert type rating scale of 1 to 5 where 1 = 'Very Poor' and 5 = 'Very Good'. Due to the ordinal nature of the data and a non-normal distribution as indicated by normality tests), a non-parametric test (Wilcoxon Signed-Rank Test) was deemed the most appropriate statistic to use for analysis. Data was analysed using SPSS software package (version 22). Results are as follows (see Figure 6):
 - **My knowledge about IY:** Wilcoxon Signed-Rank Test showed a statistically significant improvement in Respondent's knowledge about IY as a result of the training, $z = 2.64$, $p = .008$ with a large effect size ($r = .59$). The median rating for this item increased from 4 before the training to 5 after the training.
 - **My IY Group Leader Skills:** Wilcoxon Signed-Rank Test showed a statistically significant improvement in Respondent's Group Leader skills as a result of the training, $z = 2.46$, $p = .014$; with a large effect size ($r = .55$). The median rating for this item increased from 3 before the training to 5 after the training.
 - **My confidence in delivering IY with fidelity:** Wilcoxon Signed-Rank Test showed a statistically significant improvement in Respondent's confidence in delivering IY with fidelity as the result of the training, $z = 2.46$, $p = .014$; with a large effect size ($r = .55$). The median rating for this item increased from 3 before the training to 5 after the training.

Figure 6. Respondent's Ratings on before & after Items



*Significant at $p=0.5$

- All of the Respondents rated the following aspects of the workshop as *Good* and *Very Good* (Ratings of 4 & 5) (see Figure 7):
 - ***The extent to which the process was a good fit for me as a Māori IY Group Leader.***
 - ***The extent to which my cultural knowledge & experience was respected & utilised in this hui.***
 - ***The extent to which this hui was run in a supportive way.***
 - ***The extent to which the hui was run in a collaborative way.***
 - ***The value of the day as a whole.***



DAY TWO QUALITATIVE RESULTS

Participants were also asked to provide comments about the workshop. The Results are presented in the following Tables:

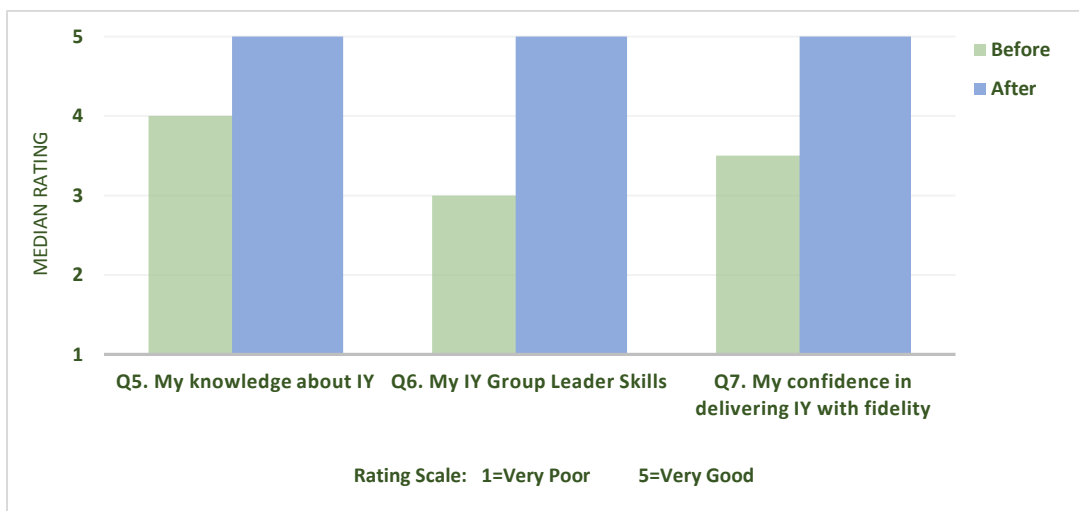
Table 2. Hui Qualitative Responses

Q9. DO YOU HAVE ANY OVERALL COMMENTS ABOUT THE HUI?
<p>ENJOYABLE:</p> <ul style="list-style-type: none"> • <i>Interactive group games and plays.</i> • <i>Awesome presentation, kai/whanaungatanga.</i> • <i>Awesome to be around strong, confident "Māori" group leaders.</i> • <i>Really enjoyed the korero about mauri. Nga mihi kia koutou.</i> • <i>I love the idea that there are others with the same challenges as me. Its Māoritanga.</i> • <i>Really enjoying my time here, cannot wait to go to basic training June 21-22 in Taupo. Today is day one for me.</i> • <i>Rahore!</i> • <i>Wonderful to participate again in these hui. Always learn from everyone. Appreciate the opportunity to continue to learn and grown with IY.</i>
Q10. DO YOU HAVE ANY SUGGESTIONS FOR FUTURE IY HUIS?
<ul style="list-style-type: none"> • <i>Longer hui/noho.</i> • <i>If possible maybe held nearer the weekend or school holidays</i> • <i>Continue to have annually</i> • <i>Invite more people, encourage more to attend</i> • <i>More whakari me kemu (especially after kai)</i> • <i>Maybe should look at holding consultation for people doing accreditation</i> • <i>More</i>

DAY TWO QUANTITATIVE RESULTS:

- Participants were required to provide 'Before' and 'After' ratings on the following statements on a Likert type rating scale of 1 to 5 where 1 = 'Very Poor' and 5 = 'Very Good' (see Appendix B). Due to the ordinal nature of the data and a non-normal distribution as indicated by normality tests), a non-parametric test (Wilcoxon Signed-Rank Test) was deemed the most appropriate statistic to use for analysis. Data was analysed using SPSS software package (version 22). Results are as follows (see Figure 8):
 - **My Knowledge about IY:** Wilcoxon Signed-Rank Test showed a statistically significant improvement in Respondent's knowledge about IY as a result of the training, $z = 2.57, p = .010$ with a large effect size ($r = .52$). The median rating for this item increased from 4 before the training to 5 after the training.
 - **My Group Leader Skills:** Wilcoxon Signed-Rank Test showed a statistically significant improvement in Respondent's Group Leader skills as a result of the training, $z = 2.86, p = .004$; with a large effect size ($r = .58$). The median rating for this item increased from 3 before the training to 5 after the training.
 - **My Confidence in Delivering IY with Fidelity:** Wilcoxon Signed-Rank Test showed a statistically significant improvement in Respondent's confidence in delivering IY with fidelity as the result of the training, $z = 2.71, p = .007$; with a large effect size ($r = .55$). The median rating for this item increased from 3.5 before the training to 5 after the training.

Figure 8. Respondent's Ratings on Before & After Items (Q5-7)



*Significant at $p=0.5$

- All of the Respondents rated the following aspects of the workshop as *Very Good* (Rating of 5):
 - ***The extent to which the process was a good fit for me as a Māori IY Group Leader.***
 - ***The extent to which my cultural knowledge & experience was respected & utilised in this hui.***
 - ***The extent to which this hui was run in a supportive way.***
 - ***The extent to which the hui was run in a collaborative way.***
 - ***The value of the day as a whole.***

DAY TWO QUALITATIVE RESULTS

Participants were also asked to provide comments about the workshop. The Results are presented in the following Tables:

Table 3. Accreditation Hui Qualitative Responses

Q7. DO YOU HAVE ANY OVERALL COMMENTS ABOUT THE HUI?
<p>LEARNT A LOT:</p> <ul style="list-style-type: none"><i>I have thoroughly enjoyed the waananga and have learn more in the last two day that I will be able to take the new skills back to group.</i><i>Amazing hui. Learnt a lot that I can use to enhance and strengthen my IY delivery. Feeling rejuvenated and excited about IY's and look forward to trying out my new skills. Marae-based allows Māori group leaders to come together I te ao Māori and sets the platform for the way we support, awahi and manaaki each other... Mihi nui kia koutou.</i><i>By Māori for Māori. I love the learnings that I got out of it, especially specific challenges. Learning how to pull out gems. How to collaborate with the other facilitator and the whānau. What the roles are with role play i.e. who does what. Questions to ask to watch and get out of vignette.</i><i>Thoroughly enjoyed the two days! I found this very valuable for my learning in the way I deliver the program incorporating tikaanga + kaupapa Māori. Also great korero, ideas and journey into the IY program.</i><i>I love waananga, I feel I learn a lot through noho marae and this hui will definitely boost my confidence to become an inspiring leader/facilitator for my chosen rohe/pathway to empower our whānau/people.</i>
<p>STRENGTHENS MĀORI PRACTICE:</p> <ul style="list-style-type: none"><i>These hui enable us to function as Māori and encourage us to bring out the best in us. Mauri, manaaki, aroha ad rangatiratanga keep us in check and validates our skills and knowledge that we have.</i><i>This hui has been and always be valuable to me as an IY facilitator but also as a Māori. It is a chance for us to look at ourselves as Māori and to be available to deliver as Māori. It is a great time for us to be together, sharing our knowledge, building one another up.</i>
<p>INSPIRATIONAL:</p> <ul style="list-style-type: none"><i>This has boosted my confidence so much, the inspiration from all our accredited group leaders. Māori. Mauri Ora!!</i><i>This hui is an inspiration and it supports all the mahi that we are doing in our lives.</i>
<p>OTHER:</p> <ul style="list-style-type: none"><i>Really awesome.</i><i>Thanks to Matua Rawiri, Tania, Lisa, Stacey and all. Beautiful kai, whānau sharing, aroha, experiences.</i><i>Tenei he mihi aroha ki-a Tania mo tona tautoko I roto I tenu kaupapa ia wa, ia wa. He wahine toa! Kapai!</i><i>A huge thanks to Tania, Lisa, Matua Gillies and Matua Rawiri. Look forward to next years waanga. Kia ora.</i><i>Kai as amazing also.</i>
Q8. SUGGESTIONS FOR FUTURE IY HUI?
<p>CONTINUE TO RUN THE HUI:</p> <ul style="list-style-type: none"><i>To keep the mauri in us all as Māori. Ngā tau miharo hui continually needs to be held each year.</i><i>Keep doing Ngā tau miharo, it's a good support system for Māori group leaders. Mauri tu, mauri toa, mauri ora.</i><i>Keep these going. This is a safer environment for me to learn off.</i><i>Continue with annual hui. Perhaps have the hui at different areas with an opportunity to learn about purakau of that area. Keep the focus on Te Ao Māori as this is what rejuvenates us and is part of our growth and well-being as group leaders.</i><i>I want this hui to continue.</i><i>Can we please have regular hui/waananga to aki te ti (ignite the light within ourselves) to refresh and revise and come together as one. Mauri Ora :) xo</i>
<p>OTHER:</p> <ul style="list-style-type: none"><i>Comfortable chairs/seating. Te tiriti o waitangi hikoi/waananga. Keep leftovers from lunch for dinner.</i><i>Maybe a weekend hui, fri, sat or school holidays.</i><i>Offer hui during school holidays.</i>

4. SUMMARY AND ONGOING DEVELOPMENT FOR MĀORI

Feedback from participants at this year's hui was very positive with strong support for continuing to provide these events for Māori. Concern was expressed by participants regarding the low number of attendees and the risk that these hui may not be offered in the future. As indicated in the feedback above, key benefits of the hui included:

- increased confidence in delivering with fidelity
- respect and validation of cultural knowledge
- usefulness of the learning
- strengthening of māori practice
- feeling inspired in their group delivery

The focus on this year's hui was to build on progress made in previous years, in particular in the use of Takarangi concepts to support Māori group leaders in enhancing their group delivery to Māori. Participant feedback provided endorsement for the use of the concept of mauri ("purpose", "true self", "korowai") as a framework for supporting group leaders to identify and strengthen their unique presence as a group leader. Within the overarching concept of mauri, four tikanga concepts were used during the hui to highlight core group leader skills in live and filmed parent group examples. Participant feedback suggested this workshop activity was successful in assisting them to identify the synergies between fidelity and tikanga.

Recommendations from participants included requests for more hui, longer hui and to have more participants attending. The low participant numbers at this hui do indicate there is value in considering other options for supporting Māori group leaders, such as smaller one-day regional hui which may be more cost-effective and perhaps reduce barriers to attendance.

In response to discussions and recommendations from this and previous hui, The Werry Centre will:

- Continue to advocate for the Incredible Years as an effective programme for Māori whānau
- Continue to build the number of Māori achieving accreditation in the programme by -
 - providing wide access to marae-based accreditation hui and consultation days, as an additional choice above mainstream workshops
 - identification and support of Māori "IY champions" to be trained as Peer Coaches, and to promote a tuakana teina approach for developing skills amongst Māori
 - Ensure all Māori have access to the resources developed by the Werry Centre
 - Provide kaumātua and kuia support for kaimahi Māori
- In consultation with the Ministry of Education, Ministry of Health and the Incredible Years Māori Advisory Group, consider fresh ideas for engagement and fidelity support to improve accreditation rates in Māori group leaders – for example, training peer coaches or experienced accredited Māori group leaders to provide smaller regional one-day IY hui to reduce barriers, and providing manager "IY information days" to ensure they are well equipped to support Māori group leaders
- Survey and audit the Māori IY workforce to assess strengths, gaps and opportunities for more effectively supporting Māori group leaders

- Maintain ongoing contact with the programme developer, Carolyn Webster Stratton, regarding all further Māori programme enhancements.

In the remainder of 2016, the Werry Centre will offer a consultation day for Māori group leaders as planned.

Planning for the 2017 workplan will also begin during this period. The Werry Centre propose that the feedback and information obtained through the aforementioned survey and audit will inform next year's workplan, with a view to ensuring we are maximising our support for Māori.

