



Incredible Years® Parenting Programme

**Māori and Pacific Workforce Research, Consultation
and Formative Evaluation**

FINAL REPORT

Mauri Ora Associates July 2017

Executive Summary

The Incredible Years® Parent Programme (IYP) aims to support positive relationships and assist parents in managing children's difficult behaviour, to promote positive social and educational outcomes for children. The IYP was developed in the United States and has been widely used in over 20 countries, including the United States, Canada, Europe and the United Kingdom. The programme was introduced to New Zealand in 2006.

Within New Zealand (NZ), Werry Workforce Whāraurau delivers IYP group leader training and workforce development services, including tailored support for Māori and Pacific group leaders. This project was undertaken to identify how Werry Workforce Whāraurau (Werry Workforce) can further enhance its support for the Māori and Pacific group leader workforce. The project investigated the barriers and enablers of Māori and Pacific group leader accreditation, programme and cultural fidelity in IYP delivery, and sustainability of the Māori and Pacific workforce.

The methodology included consultation by survey and interviews with group leaders, and a literature review to provide context for the data and evidence to support recommendations. Mauri Ora Associates employed a flexible approach to consultation with face to face meetings, scheduled hui and fono, individual telephone calls, and an online survey. Despite this outreach and flexibility, engagement was difficult, and the proportion of the workforce that participated was relatively low compared to the total number of Māori and Pacific group leaders who are trained. Those that participated were predominantly the most committed and qualified Māori and Pacific group leaders. This suggests there is a large pool of basic trained group leaders who are not currently engaged with Werry Workforce. Uncertainty around IYP contract continuity is likely to be impacting on this part of the workforce and their ability to work and stay engaged within the IYP system.

Key themes extracted from the Māori and Pacific group leader feedback include organisational barriers to group leader development, feelings of isolation, and a desire to collaborate with other group leaders. The lack of a cultural framework alongside the programme framework, and issues of cultural safety within the IYP training and practice environment were raised by the group leaders and the Advisory Groups. Other themes include a lack recognition and career empowerment, and a genuine desire to be able to reach and meet the needs of the most disadvantaged families/whānau in IYP delivery.

The key themes together with the literature review enable recommendations for how Werry Workforce can refine and evaluate its support for Māori and Pacific IYP group leaders into the future. Some recommendations will be able to be directly actioned by Werry Workforce, others will require dialogue and collaboration with others within the IYP system, including the programme developer in Seattle. Werry Workforce could also provide an advocacy role with current funders in regard to recommendations outside the scope of their current workforce support contract. For Werry Workforce to holistically support the Māori and Pacific IYP workforce, it needs to advocate for them within the whole IYP system. Acknowledgement by Māori and Pacific group leaders was made of the cultural enhancements and workforce initiatives already developed by Werry Workforce, and of the opportunity to provide feedback through this consultation project to how these could be further developed.

To address organisational barriers to group leader development Werry Workforce need to engage with managers who hold the contracts for IYP delivery and who support the group leaders on a day to day

basis. Managers need a greater understanding of the practicalities of IYP planning and delivery, and of group leader support and development needs. Managers also need the right funding and directives in place *within* the contract to facilitate group leader release for training and development.

With regards to group leaders' feelings of isolation and desire to collaborate, Werry Workforce needs to enable systems whereby Māori and Pacific group leaders can identify other group leaders in their region, and a platform for discussion of professional and personal challenges in IYP delivery. There is also a rich resource of experienced Māori and Pacific group leaders who should be empowered to share their practice tips and strategies.

Werry Workforce training, networking and accreditation events should be increasingly regionalised with options for remote participation. The overall coordination, training, linking and support of the Māori and Pacific group leaders would be greatly enhanced by the employment of Māori and Pacific mentors within Werry Workforce, as appropriately experienced and skilled group leaders progress to this level.

There are a number of recommendations for how Werry Workforce can support Māori and Pacific group leaders to deliver IYP in a culturally appropriate way, as well as creating a culturally safe training and practice environment for the group leaders. Cultural appropriateness and safety are critical not only because of Māori indigeneity and obligations under the Treaty of Waitangi, but also because they are related to the sustainability of the Māori and Pacific group leader workforce. Māori and Pacific group leaders are more likely to continue with IYP delivery if they believe the IYP is effective for Māori/Pacific, that the IYP training and practice environment is free from implicit bias and cultural stereotypes, and that their cultural skills are valued. Strong Māori and Pacific advisory groups that have clear Terms of Reference, clear roles and responsibilities, and adequate resourcing will assist in addressing these issues.

Part of supporting the Māori and Pacific workforce, and boosting workforce satisfaction and retention is ensuring that group leaders' IYP journey is linked with overall career development and empowerment. It is recommended that Werry Workforce explore how IYP qualifications can be linked to the NZ qualifications framework, and how leadership and professional development for group leaders can be integrated in Werry Workforce's programme.

To reach and meet the needs of the most disadvantaged families in New Zealand (disproportionately Māori and Pacific within the historical context of colonisation and migration), group leaders need support in the recruitment of parents, flexibility in programme delivery, and practical support around participating parents. Group leaders need to feel they are safe if health and social issues arise (e.g. having clear referral protocols), and to have the opportunity to emotionally debrief.

It is also recommended that resources be focused on retaining and developing the existing trained group leaders rather than continuing to train new group leaders because of poor retention. This means that Werry Workforce need to reconnect with the pool of basic trained group leaders who have disengaged and find out why they no longer use the IYP training they received.

Finally, to promote positive social and educational outcomes for Māori and Pacific children in New Zealand it is critical that Werry Workforce and the entire IYP system address the holistic needs of its Māori and Pacific group leader workforce. These workforces are taonga (treasures) as they bring the right mix of expertise across both programme and cultural domains, and have a passion for transformative change within their whānau and communities.

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Nāku te rourou, nāu te rourou, ka ora ai te iwi
(By my basket and by your basket, the people will be well)

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List of abbreviations, Māori and Pacific words

IYP	Incredible Years Parenting Programme
CAMH	Child and Adolescent Mental Health
DHB	District Health Board
NGO	Non Governmental Organisation
Hapū	Kinship group, subtribe consisting of a number of whanau sharing a common ancestor
Hui	Meeting, gathering
Iwi	Tribe
Kaimahi	Worker
Kaumātua	Male elder
Kaupapa	Topic, subject, theme, issue
Kawa	Custom, protocol
Kohanga Reo	Language nest – Māori language preschool
Kuia	Female elder
Kura Kaupapa	Māori school operating under Māori custom and using Māori language as the medium of instruction
Mamae	Hurt, pain
Marae	Meeting grounds
Mātauranga Māori	Māori knowledge
Mauri	Life force
Mihi	Greeting
Runanga	Tribal council, Iwi authority
Taonga	Treasure, valuable
Te Ao Māori	The Māori world
Te Reo Māori	The Māori language
Tikanga	Correct procedure, custom, way. The customary system of values and practices.
Tupuna	Ancestor
Waiata	Song
Wairua	Spirit, soul
Wairuatanga	Spirituality
Wananga	Forum, workshop, seminar
Whakamā	Shy, embarrassed
Whakataukī	Proverb, saying
Whakawhānaungātānga	Process of establishing relationships
Whānau	Family
Whareniui	Meeting house. Main building of a marae.
Fono	Meeting
Lotu	Prayer, religious service

1.0 PROJECT BACKGROUND AND CONTEXT

1.1 The Incredible Years® Parent Programme

The Incredible Years® Parent Programme (IYP) is a 14-20 session programme for parents of children aged 3-8 years. The primary objectives of the programme are to support positive parent-child relationships, and to assist parents in managing children's difficult behaviour to create a home environment that promotes positive social and educational outcomes. The IYP was developed at the University of Washington (United States) and is used widely internationally. This evidence-based programme was adopted in New Zealand as a result of recommendations from the New Zealand Advisory Group for Conduct Problems.

1.2 Werry Workforce Whāraurau, IYP delivery and support

Werry Workforce Whāraurau (Uniservices Auckland Ltd, University of Auckland) supports the Child and Adolescent Mental Health (CAMH) workforce in Aotearoa-New Zealand (NZ), and has been training an IYP workforce in NZ since 2006 with the endorsement of The Incredible Years® Seattle, USA.

The initial implementation of the programme was supported by Ministry of Health funding. Now the Ministry of Education and the Ministry of Health contract Werry Workforce Whāraurau (Werry Workforce) to deliver basic IYP group leader training and workforce development services for IYP group leaders in NZ. This service includes cultural support for Māori and Pacific group leaders, enabled through additional targeted funding from the 'Addressing Conduct Problems' initiative (previously 'Drivers of Crime') through the Ministry of Health.

In 2012, the IYP was adopted by the Ministry of Education for implementation throughout NZ and is currently delivered by Ministry of Education staff, District Health Board (DHB) clinicians, and by contracted non-government organisations (NGOs). Many of the contracted NGOs also provide a range of other health and social services to families/whānau.

1.3 Support of the Māori and Pacific IYP Workforce by Werry Workforce

There are 331 Māori group leaders and 91 Pacific group leaders in a total of 1452 trained IYP group leaders in NZ. Specific support for Māori and Pacific group leaders provided by Werry Workforce Whāraurau to date includes:

- The establishment of Incredible Years Māori and Pacific Advisory Groups
- Tailored resources to support Māori group leaders to deliver to Māori whānau (and subsequent independent kaupapa Māori evaluation of these resources):
 - A DVD featuring Māori whānau and group leaders describing the positive impacts of the programme
 - Translation of the IYP programme title into Te Reo Māori (Ngā Tau Mīharo)
 - Translation of the IYP parenting pyramid (fundamental principles) into Te Reo Māori

- A brochure for Māori group leaders that links IYP to Te Ao Māori concepts
- An accreditation workbook for Māori group leaders ('He Whiria He Whatu, Weaving the Strands')
- Tailored resources to support Pacific group leaders to deliver to Pacific families
 - Translation of the IYP programme title and parenting pyramid into Samoan, Tongan, Cook Islands Māori, Niuean, Fijian, Tuvaluan, Tokelauan and Kiribati
- Māori and Pacific group leader training and networking days: annual hui/fono, Māori and Pacific accreditation hui/fono, Māori and Pacific group leader consultation days, and specific Māori accreditation cohorts
- Review of accreditation tapes, and sponsorship of Māori and Pacific group leader accreditation costs
- Ongoing consultation with the IYP developer in Seattle to advocate for enhancing the IYP programme to be more culturally responsive and to gain endorsement that cultural developments described above are aligned with programme fidelity.

1.4 Werry Workforce Whāraurau Concerns

The purpose of the focused cultural support provided by Werry Workforce Whāraurau has been to develop the Māori and Pacific workforce to become self-supporting and sustainable. This is based on the view that the best outcomes will be achieved using a Māori for Māori, and Pacific for Pacific, approach. Werry Workforce Whāraurau have identified a lower rate of accreditation and progression for Māori and Pacific group leaders compared to non-Māori non-Pacific group leaders. This is concerning since accreditation is considered to be essential to maintaining IYP programme fidelity and to achieving positive outcomes for families/whānau. Further, achieving accreditation is required by group leaders to become a 'Peer Coach'. Peer Coaches are then required to support basic trained group leaders to become accredited.

Group Leaders	Māori	Pacific	Non-Māori Non-Pacific
Trained	331	91	1030
Accredited	26 (7.9%)	9 (9.9%)	146 (14.2%)
Peer Coach Level	10 (3.0%)	2 (2.2%)	45 (4.4%)

Table 1.1: Number and level of IYP group leader training by ethnicity

Werry Workforce Whāraurau are also concerned with the low numbers of Māori and Pacific group leaders attending training and networking events (annual hui and fono, consultation and accreditation days). For example, in 2016 only 13 Māori group leaders attended the annual hui, and only 12 Pacific group leaders attended the annual fono.

1.5 The Project and Key Questions

In 2017 Werry Workforce Whāraurau engaged Mauri Ora Associates to undertake a project to identify how Werry Workforce Whāraurau could further support the development of the Māori and Pacific IYP group leaders. The key questions investigated were:

- What are the barriers and enablers of Māori and Pacific group leader progress and accreditation?
- How could Werry Workforce Whāraurau better support Māori and Pacific group leaders to gain accreditation, to progress, and to deliver with programme fidelity?
- How could Werry Workforce Whāraurau best support Māori and Pacific group leaders to be able to deliver the IYP in a way that integrates cultural knowledge, values, language and identity (cultural fidelity)?
- What resource or programme enhancements could be developed (in consultation with the programme developer) to support deliver of the IYP with both programme and cultural fidelity?
- How could the sustainability of the Māori and Pacific IYP workforce be promoted?
- What cultural framework could enable future evaluation of the support provided (by Werry Workforce Whāraurau) to the Māori and Pacific IYP workforce?

2.0 METHODOLOGY

2.1 Principles of Engagement and Analysis

Mauri Ora Associates, an education and research consultancy, undertook this project which was informed by kaupapa Māori principles[♦]. The key project questions were therefore examined within the context of the Incredible Years[®] Parent Programme as a whole ‘system’. The analysis considered aspects such as where the ‘power’ lies within the IYP system, the historical context within Aotearoa-New Zealand, and how the Māori and Pacific IYP workforce can be empowered and valued.

Additional steps were taken to ensure a Pacific ‘lens’ was applied to the Pacific data collection and analysis. This included involvement of the Pacific Advisory Group in the design of the survey questions and interpretation of Pacific group leader survey and interview data.

2.2 Literature Review

Existing feedback from Māori and Pacific IYP group leaders, gathered through annual hui/fono and previous evaluation research over the last eight years, was collated. Relevant NZ-based literature (from the education and workforce development fields) were reviewed for strategies on how to best support a Māori and Pacific workforce in their learning and development.

2.3 Data Collection

Survey

An anonymous online workforce survey was developed using Survey Monkey. The survey contained a combination of structured and open-ended questions about basic IYP training, Werry Workforce Whāraurau training and networking events, accreditation, cultural fidelity, peer support and the sustainability of the Māori and Pacific group leader workforce. The survey questions were informed by the key research questions and discussion with the Māori and Pacific Advisory Groups. A draft survey was circulated to Werry Workforce and to the Advisory Groups before the questions, language used, and format were finalised.

The survey was launched by email from Werry Workforce Whāraurau to all Māori and Pacific group leaders in the Werry Workforce database. The email explained the project, and contained a link to the online survey. Two reminder emails were sent during the period that the survey was open (seven weeks, 10th March – 30th April 2017).

Interviews

Initially regional hui and fono with Māori and Pacific IYP group leaders were planned for Whangarei, Auckland, Hamilton, Rotorua and Christchurch (informed by the geographic distribution of Māori and Pacific group leaders); however the numbers indicating attendance was very low.

[♦] [Kaupapa Māori principles](#) include placing Māori at the centre of the enquiry; setting out to make a positive difference for Māori; challenging inequalities and power relationships; and critiquing victim-blaming and cultural deficit explanations.

In consultation with Werry Workforce Whāraurau a more flexible and accessible interviewing approach was undertaken involving discussions with individuals or small groups of IYP group leaders at workplaces, via Zoom videoconferencing, or by telephone. One planned fono took place in Auckland on the 14th March.

In all the interviews there was a mihi/welcome and round of introductions, along with an explanation of the key project questions. Interviews were semi-structured around the questions contained in the online survey, but participants were able to discuss other issues about their experiences as a Māori/Pacific group leader. The interviews were not recorded, but extensive notes were taken during the interviewing process.

2.4 Data Analysis

Quantitative data and responses to the rating questions within the survey were tabulated and graphed using Microsoft Excel. Open text qualitative data from the survey and interview notes were collated into tables, then read and re-read several times by the project team in order to extract themes. Similar themes were collapsed into a small number of key themes.

3.0 LITERATURE REVIEW

The following literature review summarises research that is relevant to the Māori and Pacific group leaders’ learning and ongoing workforce development. Literature about Māori is presented first, followed by the Pacific literature.

3.1 Previous Māori Group Leader Feedback

Significant work has already been undertaken over the last eight years (through annual hui and evaluation research) to gather feedback from Māori IYP group leaders as to how they could be supported to deliver quality and culturally appropriate IYP programmes. A consistent theme from Māori group leaders has been the importance of including their cultural identity and knowledge of their communities’ realities in the delivery of IYP - through the utilisation of Māori concepts, tikanga, kawa, language, metaphors, models and settings. Māori group leaders have identified barriers and enablers to quality IYP delivery and group leader development. These include¹⁻⁴:

Barriers	Enablers
<ul style="list-style-type: none"> • Time pressure; managers not understanding time-intensiveness of IYP planning and delivery • Work overload • Isolation • Lack of budget and resources (e.g. technology) • Lack of access to peer coaching, especially from Māori peer coaches 	<ul style="list-style-type: none"> • A system to stay in contact with other Māori group leaders • Time to prepare and debrief • NZ/culturally appropriate vignettes • Simple and culturally appropriate fridge notes • Include cultural competency aspects in basic training and accreditation • Formal acknowledgement of the additional work involved in delivering IYP in a culturally appropriate way • Supportive and affirming peer coaching • Access to kuia, kaumatua • Communications with iwi about the positive outcomes of the IYP programme • More group leader hui, possibly regionally • Flexible pacing (being able to take more time when necessary)

Table 3.1: Māori group leader feedback from annual hui and evaluation research

3.2 Māori Learner and Workforce Research

There is a range of NZ-based literature from the education and workforce development fields that is relevant to Māori IYP group leaders as learners and as a workforce supported by an institution (such as Werry Workforce Whāraurau). The Tertiary Education Commission has reviewed the literature on how Māori can be best supported within higher education environments⁵. Key points from the extensive literature review included the importance of:

Effective teaching:

- Interactions with the learners/workforce that show they are valued and cared-for
- The learner/workforce’s prior knowledge and experiences are acknowledged and valued
- Collective group learning is facilitated
- Active involvement of wider whānau in the learning is welcomed
- Teachers show belief in the learner/workforce and encourage them to progress and succeed.

Peer mentoring and learning communities:

- The programme/institution is proactive in establishing Māori peer mentors, Māori specific tutorials/workshops, and Māori learning communities/networks.

Māori cultural values and tikanga are central to learning:

- Strong involvement from staff that are knowledgeable in tikanga Māori
- Learning within Māori specific environments (e.g. Marae)
- Te Ao Māori integrated into assessment, to reinforce its importance and relevance.

Programmes are relevant and responsive to Māori:

- Programme is responsive to holistic needs, and supports learners to progress alongside their other commitments
- Programme is supported by the involvement of iwi and Māori communities
- Programmes enable learners/workforce to develop their cultural knowledge and identity, and to advance their knowledge of Te Reo Māori and mātauranga Māori.

Leadership and management committed to Māori success:

- Institution-wide commitment, policies and strategies to achieve equity and improve Māori learner/workforce success
- Māori present in institution leadership and management
- Commitment to advancement of Te Reo and Te Ao Māori within the institution, with professional development focussed on building staff cultural competency.

Furthermore Curtis and Wikaire’s research on Māori students in higher education stresses the importance of creating a culturally safe* learning environment. This means that institutions must address unconscious bias, stereotyping and racism within programmes and learning environments, including attitudes of Non-Māori learners toward Māori learners and toward Māori content within the learning programme⁶⁻¹⁰.

In terms of retention in the IYP workforce post-training, the 2007 report ‘Rauringa Raupa’ outlines factors that influence retention of Māori in the health and disability workforce^{11,12}. Factors that are relevant to the IYP context are summarised in the table below:

Factors that decrease retention of Māori in the workforce	Factors that increase retention of Māori in the workforce
<ul style="list-style-type: none"> • Little flexibility • Dual responsibilities to employers and communities • Unrealistic workloads and subsequent burnout • Isolation from other Māori colleagues • Low levels of cultural competence amongst colleagues • Experience of racism/discrimination in the workplace • Lack of value given to Māori cultural competency • Lack of access to cultural supervision • Lack of access to professional development and a clear career pathway 	<ul style="list-style-type: none"> • Having Māori role models, and opportunities to network with other Māori colleagues • Recognition, and valuing of Māori cultural competence and practice models • Access to cultural supervision • Opportunity to work in Māori settings • Access to professional development and clear career pathways

Table 3.2: Factors that influence Māori workforce retention

* Cultural safety, as defined by Irihapeti Ramsden, is a concept defined by those that receive the ‘service’. Safety comes by giving the person experiencing the service the power to determine safety. In the context of this project, cultural safety refers to a safe experience for group leaders (as determined by the group leaders) within the IYP training and practice environment.

3.3 Previous Pacific Group Leader Feedback

Pacific group leader feedback at annual fono since 2013 has consistently highlighted the importance of being able to share/network with other Pacific group leaders. The less experienced group leaders appreciated the opportunity to hear from the experienced group leaders - their tips and strategies for delivering to Pacific families, and advice about going through the accreditation process. Other things that Pacific group leaders have said are barriers and enablers (or would potentially enable) quality IYP delivery and group leader development include¹³:

Barriers	Enablers
<ul style="list-style-type: none"> • Parent group session times (2 hours) are too short. Group leaders deal with English language issues and other complexities. Adequate time is needed to build meaningful relationships with parents 	<ul style="list-style-type: none"> • Incorporation of Pacific values and beliefs, such as family, respect, spirituality; and being able to use culturally relevant metaphors, analogies • Being able to translate IYP language and concepts into Pacific languages so that it is understandable for Pacific parents • Access to live accreditation review • Resource suggestions have included <ul style="list-style-type: none"> ○ Translated refrigerator notes ○ Culturally appropriate vignettes ○ Pacific DVD featuring Pacific families and group leaders

Table 3.3: Pacific group leader feedback from annual fono

3.4 Pacific Learner and Workforce Research

The key points from the Tertiary Education Commission literature review on how to support Māori learners in higher education⁵ are also applicable to supporting Pacific Island learners, and are reflected in Pacific Island led research and literature review¹⁴.

Pacific Island workforce research highlights the following factors as important in workforce development and retention¹⁵⁻¹⁸:

Factors that decrease retention of Pacific in the workforce	Factors that increase retention of Pacific in the workforce
<ul style="list-style-type: none"> • Costs of study and training; and limited access to funding for resources and professional development • Personal commitments outside work (e.g. family, church related) • Inappropriate judgements by colleagues about Pacific workers' skills and competencies • Feelings of isolation • Lack of managerial/organisational support • Lack of self-confidence • English language difficulties +/- lack of foundation academic skills • Lack of supervision 	<ul style="list-style-type: none"> • Managers/organisations valuing professional development and giving opportunities for training and career development • Access to Pacific role models in the workforce • Organisation recognising and affirming Pacific cultural values • Networking and access to culturally appropriate peer support • Scholarships for training and study

Table 3.4: Factors that influence Pacific workforce retention

4.0 Results

4.1 Māori Group Leader Survey and Interviews

4.1.1 Number of Respondents (n=46)

Fifteen (15) Māori group leaders were interviewed either face-to-face, via videoconference or by telephone. These group leaders were located in Northland, Auckland, Waikato and the Bay of Plenty. Thirty-eight (38) Māori group leaders completed the online survey, including seven (7) who had already been interviewed, giving an additional thirty one (31) respondents via survey. Thus, in total, feedback was obtained from forty-six (46) Māori group leaders.

The total trained Māori group leader pool is 331, therefore feedback was obtained from 13.9% of Māori who have been trained in the Incredible Years® Programme and who are listed in the Werry Workforce Whāraurau database.

4.1.2 Ethnicities of the Respondents

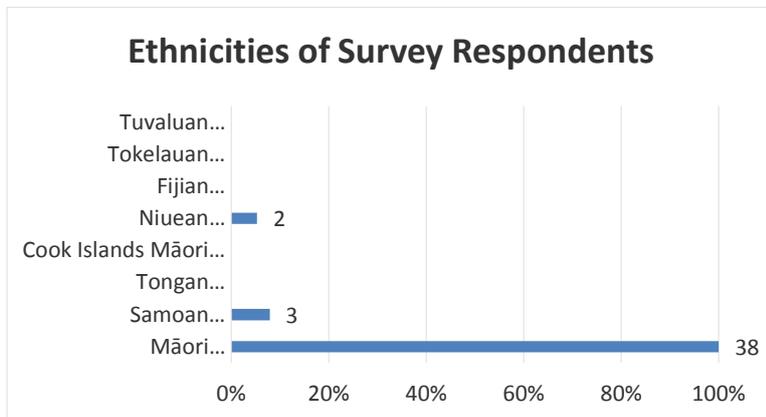


Figure 4.1: Ethnicity of survey respondents

All of the group leaders who were interviewed and completed the survey in the Māori component of this project identified ethnically as Māori. A small number (5) also identified as other Pacific Island ethnicities, including Samoan and Niuean.

4.1.3 Level of Involvement in the Incredible Years® Programme

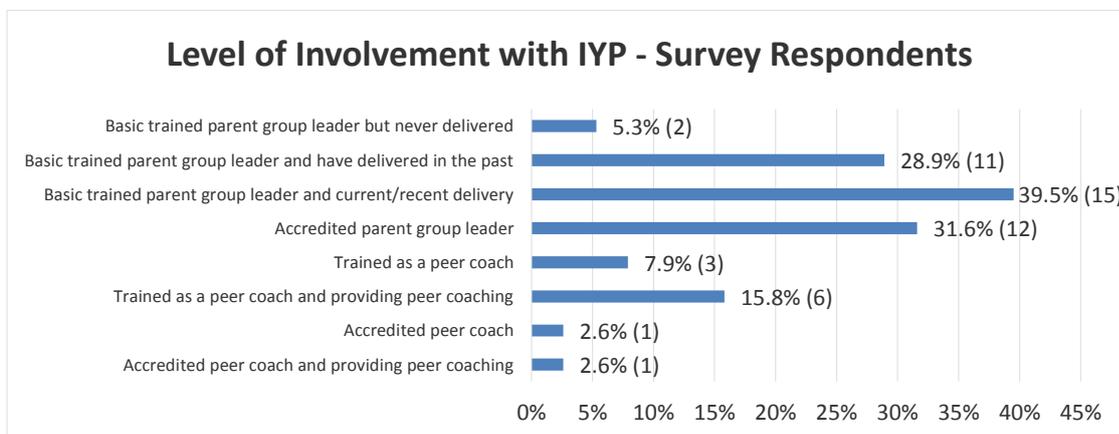


Figure 4.2: Level of involvement in IYP of survey respondents

Because survey respondents may have ticked more than one category for their level of involvement in the IYP (e.g. ‘accredited parent group leader’ and ‘trained as a peer coach’), figure 4.2 percentages add to over 100%. It is clear from figure 4.2, and from the level of training amongst interviewees, that there was a bias toward the more engaged and experienced Māori group leaders, particularly those who are already accredited and those who are providing peer coaching.

Conversely, respondents who had basic training but did not go on to deliver the IYP (i.e. likely to be the least engaged and least experienced group leaders) were very few. It is important to bear this in mind when interpreting the remainder of the results.

4.1.4 Workplaces of the Respondents

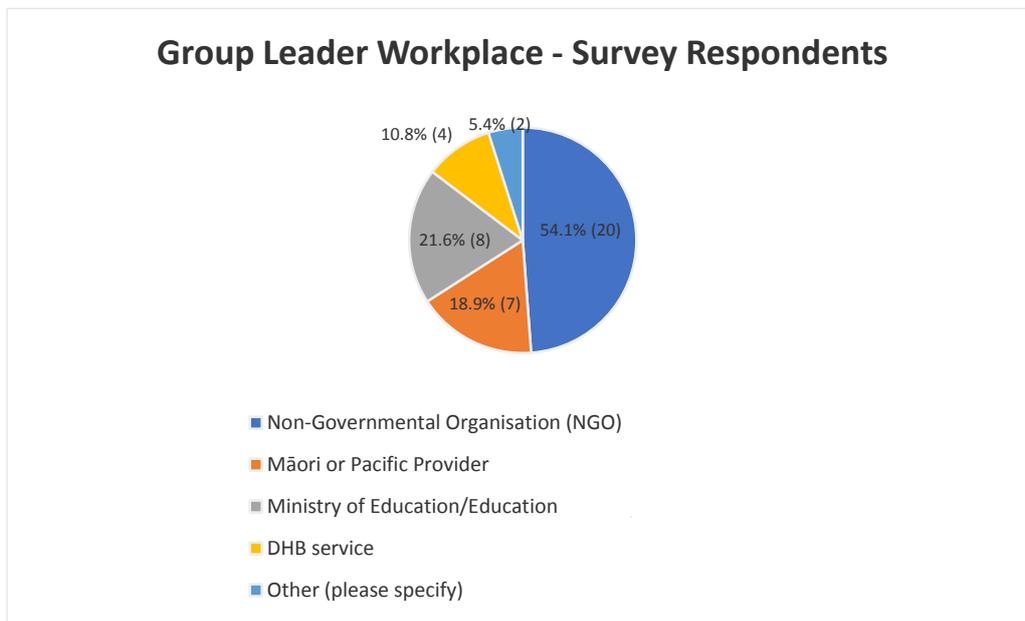


Figure 4.3: Workplaces of the survey respondents

Again, since survey respondents may have ticked more than one category (e.g. NGO and Māori Provider) percentages in figure 4.3 add to more than 100%. NGOs were the setting for 54% of the survey respondents, and interviewees were also mainly based in the NGO sector. 19% of survey respondents worked in a Māori or Pacific provider, approximately 20% worked in the education sector and 10% in the health sector. Of those that completed the survey there were a small number (2) who were trained in the IYP but who were not currently employed by a provider or organisation.

4.1.5 Feedback on Basic Training for the Incredible Years® Programme

In the survey, respondents were asked to rate their agreement with two statements about how they felt after completing basic IYP training. The first statement was “*I felt confident I could deliver IY in a way that was true to the programme fidelity*”. Figure 4.4 below shows that 78% of the respondents strongly agreed or agreed that they felt confident they could deliver with programme fidelity after basic training, 8% felt neutral, and 13.5% disagreed or strongly disagreed with this statement.

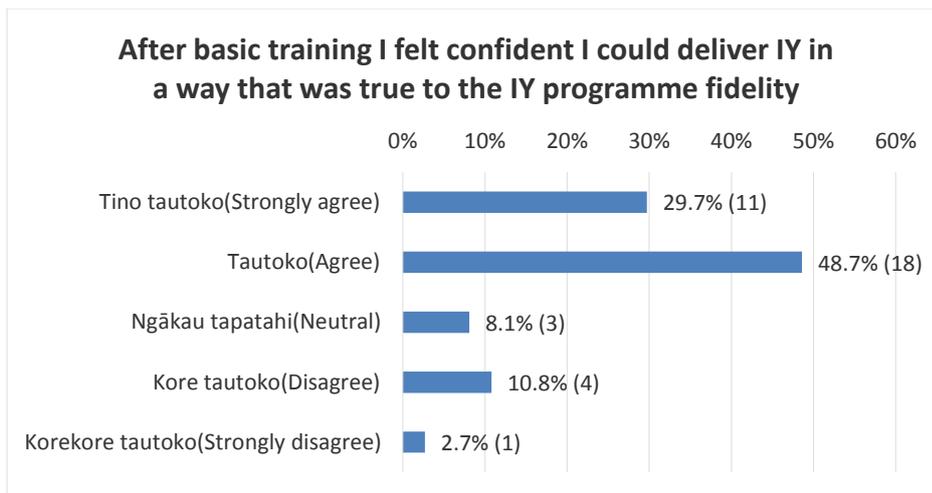


Figure 4.4: Confidence in delivery with programme fidelity after basic training

The second statement in the survey about group leaders' feelings after basic training was *"I felt confident I could deliver IY in a way that fit with my culture and the culture(s) of the whānau I work with"*. Figure 4.5 below shows that 66% of group leaders strongly agreed or agreed with the statement, 24% felt 'neutral' about this statement, and 10% disagreed or strongly disagreed.

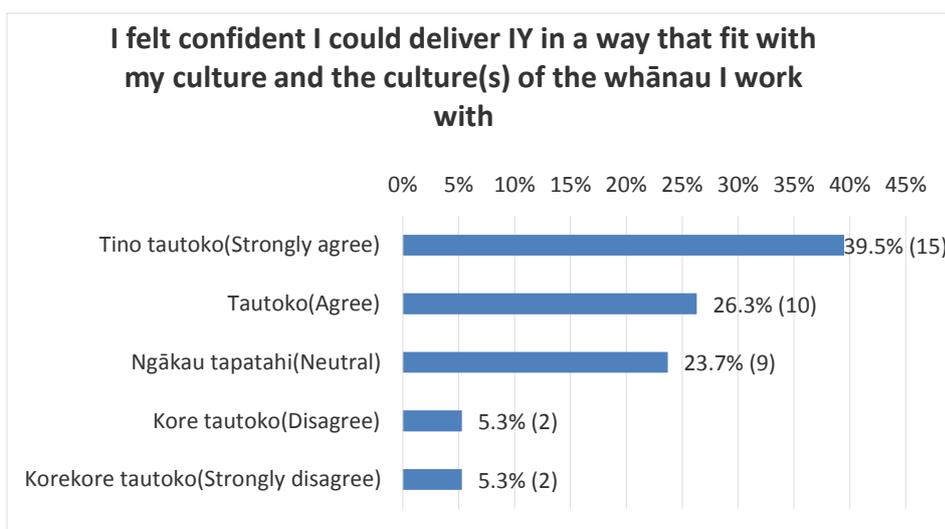


Figure 4.5: Confidence in delivery with cultural fidelity after basic training

Survey respondents were then asked for feedback on what could be improved in basic IYP training to better enable delivery of the IYP with both programme and cultural fidelity. The following table collates this feedback – along with the feedback from interviewees about basic training. Ideas or points that were mentioned several times by the group leaders are marked as follows:

- Mentioned more than five times by the group leaders, marked*****
- Mentioned 2-5 times by the group leaders, marked***

Enablers and Ideas

Basic training delivered by a Māori peer coach/mentor***

Specific session/focus in basic training on how to weave together IYP with culturally appropriate delivery or a Māori world view***

Examples of success stories/tips/strategies from skilled and experienced Māori group leaders on how to connect with, and make it relevant for Māori parents***

Training good for content, but need to sit down with an experienced Māori group leader to talk about how to make it work for Māori whānau***

Basic training delivered in marae setting and/or bilingually

Tips on how to work together as Māori and Pakeha co-facilitators

Time to sit with an experienced group leader to go through the large basic training manual and talk about how to use it and apply it effectively

More time for discovery and exploration, not just teaching/imparting information

Rationalise the basic training manual – it is very large, repetitive and time consuming

Additional notes:

Some positive comments were made that the discussion of cultural concepts in basic training has improved over time

Table 4.1: Improving basic training to support programme and cultural fidelity

4.1.6 Feedback on Werry Workforce Whāraurau Training and Networking Events

In the survey, respondents were asked to rate their agreement with two statements about Werry Workforce Whāraurau training and networking events. The first statement was “*I find it easy to attend IY training/networking events*”. Figure 4.6 below shows that 37% of group leaders strongly agreed or agreed that it was easy to get to events, 26% were neutral, and 37% disagreed or strongly disagreed with the statement.

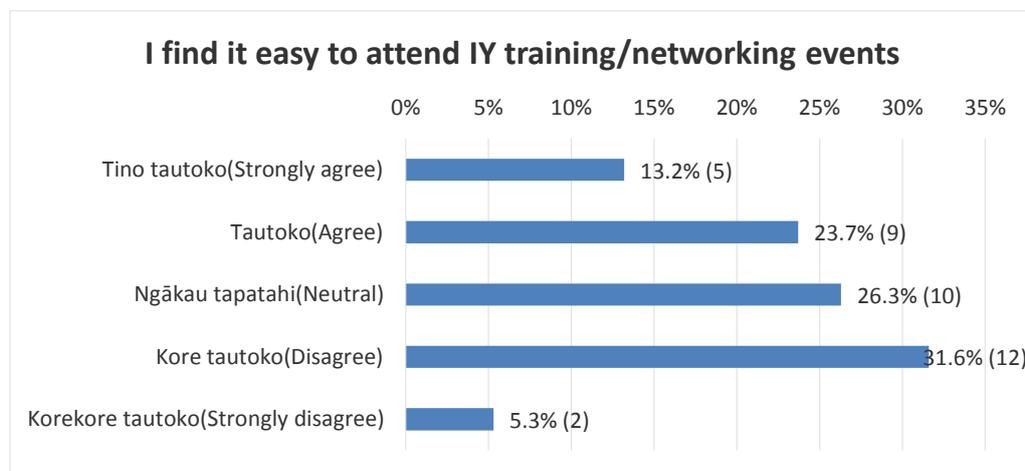


Figure 4.6: Ease of getting to training/networking events

The second statement in the survey was “I feel there is value for me in attending IY training/networking events”. Figure 4.7 below shows that 82% of group leaders who completed the survey strongly agreed or agreed that there was value for them in attending IY training and networking events, 13% felt neutral and 5% disagreed with the statement.

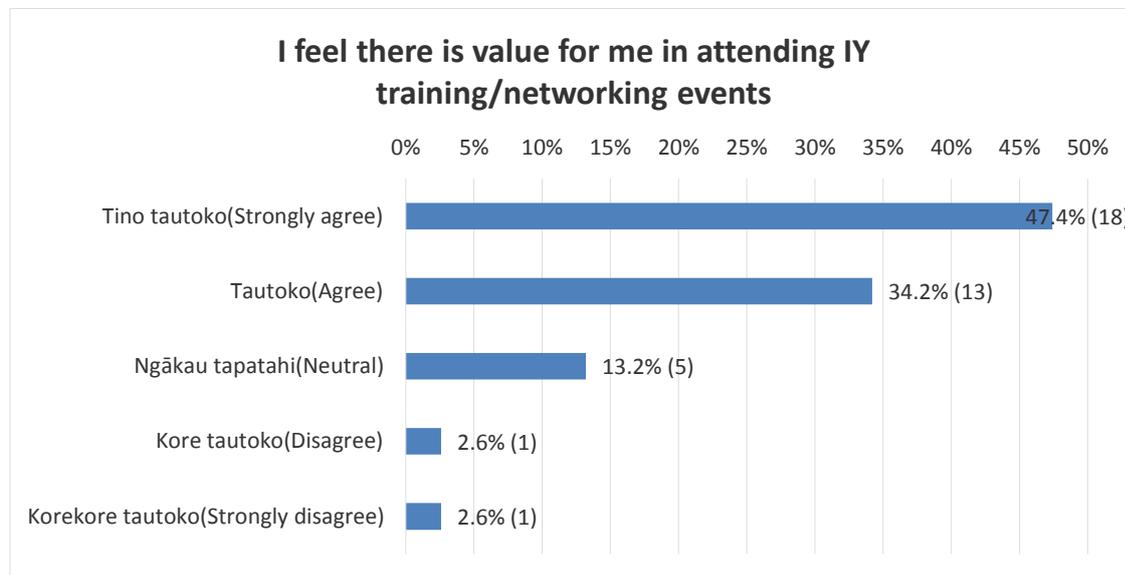


Figure 4.7: Value in attending IY training/networking events

Survey respondents were then asked for feedback about barriers and enablers to attending Werry Workforce Whāraurau training/networking events, and about what would motivate them to attend events. Table 4.2 collates this feedback – along with the feedback from interviewees. Ideas that were mentioned several times by the group leaders are marked as follows:

- Mentioned more than five times by the group leaders, marked*****
- Mentioned 2-5 times by the group leaders, marked***

Barriers to attendance	Enablers, Ideas, motivators to attend
Heavy workload – having to deliver IYP in addition to other work/contracts within their organisation*****	Holding local and regional events*****
Being able to get time off work*****	Werry Workforce Whāraurau (and contract funder) need to make managers understand the importance of group leaders being able to attend training*****
Organisational budget does not provide for funding to attend events, especially those outside the region*****	Being able to access some funding for travel and accommodation costs associated with attending training events*****
Delivering an IY programme at the time of Werry Workforce Whāraurau events, and no one else in workplace who can step in***	Events held after hours, weekends or in school holidays (when IYP sessions not running)***
Events being held outside their region***	Plenty of advance notice, and a choice of times and places to accommodate group leaders’ availability***
Shyness at being the “only Māori” at general training events***	Would be helpful to have the opportunity to learn from other Māori group leaders’ experience, and to see snippets of how other group leaders deliver***

<p>Small NGOs – may not have access to a work vehicle or travel support</p> <p>Knowing what the role of Werry Workforce Whāraurau is and what they can offer</p> <p>Managing to get the timing right with work schedules that can change at short notice</p> <p>Being a single parent</p> <p>Content of the training events not always relevant to Māori group leader needs</p> <p>Whakama, lack of confidence in own cultural grounding, knowledge and skills</p>	<p>Being able to discuss the complex issues that participating whānau are facing and how to manage this in IYP delivery***</p> <p>Having more opportunity to practice and get on the spot feedback on IYP delivery</p> <p>Consult with Māori group leaders about what should be included in the training events to meet their needs</p> <p>Some training on delivering IYP to parents of children with a trauma history; and to children where there is a psychopathological component to their behaviour</p> <p>Incentives to attend</p> <p>Being able to develop cultural grounding (e.g. learning mihi) would give more confidence to attend training/networking events</p> <p>Marae based hui locally and/or having accommodation available</p> <p>Opportunity to Zoom in (or connect electronically) if not able to attend in person</p> <p>Put out to NGOs to run regional/local training events. May help to get better buy in and attendance</p> <p>Discussion about fathers in the IYP programme, and the potential of male-female group leader co-facilitation</p>
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Table 4.2: Barriers, enablers and motivators to attending Werry Workforce Whāraurau events

4.1.7 Feedback on Group Leader Progress and Accreditation

In the survey, respondents were asked to rate their agreement with the statement “*I feel confident I could/will fulfill the requirements for accreditation*”. Figure 4.8 shows that 83% of the survey respondents strongly agreed or agreed with this statement. 17% were neutral or disagreed.

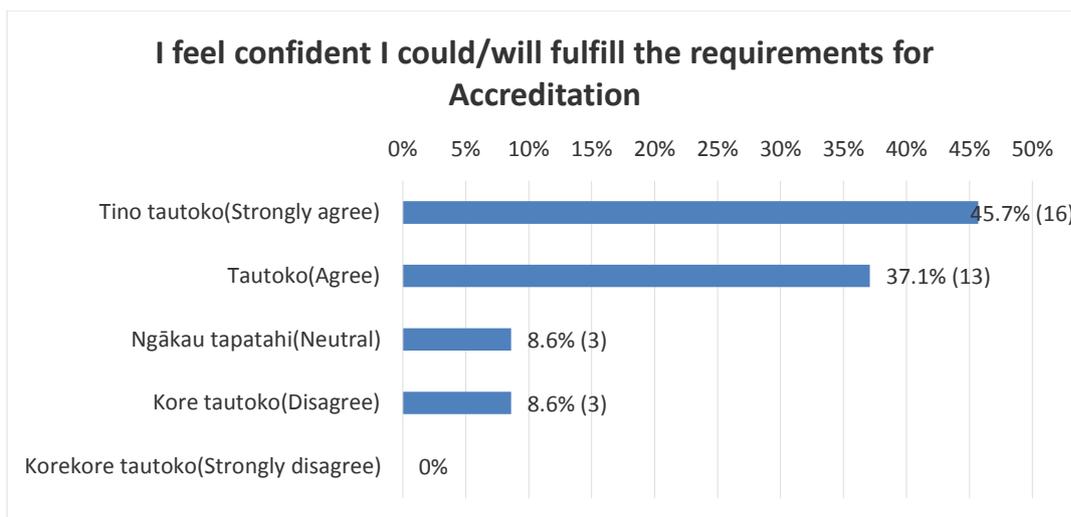


Figure 4.8: Confidence in getting accreditation

Survey respondents were then asked for feedback about barriers and enablers to accreditation and about what would motivate them to become accredited. Table 4.3 below collates this feedback – along with the feedback from interviewees. Ideas that were mentioned several times by the group leaders are marked as follows:

- Mentioned more than five times by the group leaders, marked*****
- Mentioned 2-5 times by the group leaders, marked***

Barriers to Accreditation	Enablers and Ideas
The time and energy commitment involved in achieving accreditation was on top of a busy workload, and insufficient allocation of time by organisations (e.g. to plan and review)*****	More one on one support and opportunity to work with trainers/coaches a number of times*****
The many hours of extra work put in to gaining accreditation is not recognised with transferable qualifications or salary increase***	More access to Māori peer coaches***
Having to use video equipment and technology – either having no access to the equipment, or difficulty in managing the equipment***	Having the time to sit and review videos by self, and then with someone else who is experienced, and also time to practice***
Retention/turnover of group leaders. Co-facilitators keep changing. Have to focus on bringing them up to speed rather than focussing on demonstrating collaborative skills and other requirements of accreditation***	Having supportive managers (who recognise the time requirement) and supportive co-facilitators***
Discomfort with videoing self and/or difficulty getting whānau to agree to being videoed***	Recognise accreditation with a salary increase***
Having to work through privacy policies of workplace to allow videoing of group sessions	It would help to be able to look and listen to other Māori group leaders who are confident in their delivery, and to see examples of others' work that they have submitted for review
	Being able to share and support each other on the accreditation journey
	If the programme had more relevance to NZ and the Māori world then it would motivate group leaders to progress

<p>Not enough Māori peer coaches</p> <p>Feels like you ‘lose a bit of yourself’ because the accreditation only focusses on programme fidelity requirements (not cultural fidelity)</p> <p>Peer coaches required to only work with two group leaders at a time. This is a barrier to collaborative learning and learning off each other. Best if 4-6 group leaders can come together</p> <p>Understanding what is fidelity</p> <p>Having to have a certain number of parent participants completing the programme – difficulty recruiting and retaining parents</p> <p>Unsupportive organisation/management who do not know what IYP delivery involves on the ground, and the amount of planning and reflecting that is required to develop/progress</p> <p>Being basic trained but not an employee of an established organisation that holds and IYP contract – turned away from training?</p> <p>Having to spend time recruiting parents in high needs communities is time and energy intensive, takes away the focus on accreditation</p> <p>Small NGOs struggle to access everything they need to get to training days and become accredited, e.g. access to: referrals for recruiting parents, photocopier, video recorder, venues, work vehicle, travel and accommodation funding support. Some contract money is absorbed into NGOs for administration, further diluting resource availability</p>	<p>Goal setting</p> <p>Having live accreditation review rather than having to video sessions, and fewer paperwork requirements</p> <p>Having a really good, encouraging and supportive supervisor, peer coach or mentor</p> <p>Make it a requirement of organisations holding the contract that group leaders must be adequately supported to work toward accreditation</p> <p>Having fidelity workshops for Māori group leaders on their own (separate from non-Maori)</p> <p>It would be helpful and motivating if the IYP was not such an isolated kaupapa – but more connected with other work (e.g. Dunedin Longitudinal Study)</p> <p>More Māori group leaders accredited and peer coaching</p> <p>Having iwi/hapu/Māori organisations recruiting and supporting parents in their attendance, so that the group leader can just focus on delivery and achieving accreditation</p> <p>More support after accreditation. Group leaders are pushed to gain accreditation but then the support drops off</p> <p>Capturing positive feedback from whānau is motivating</p>
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Table 4.3: Barriers, enablers and motivators for accreditation

4.1.8 Feedback on Culturally Appropriate IYP Delivery for Māori Whānau

In the survey, respondents were asked to rate their agreement with two statements. The first statement was *‘I feel confident I can deliver this programme in a culturally appropriate way’*. Figure 4.9 below shows that 87% of survey respondents strongly agreed or agreed with this statement. 13% were neutral or disagreed.

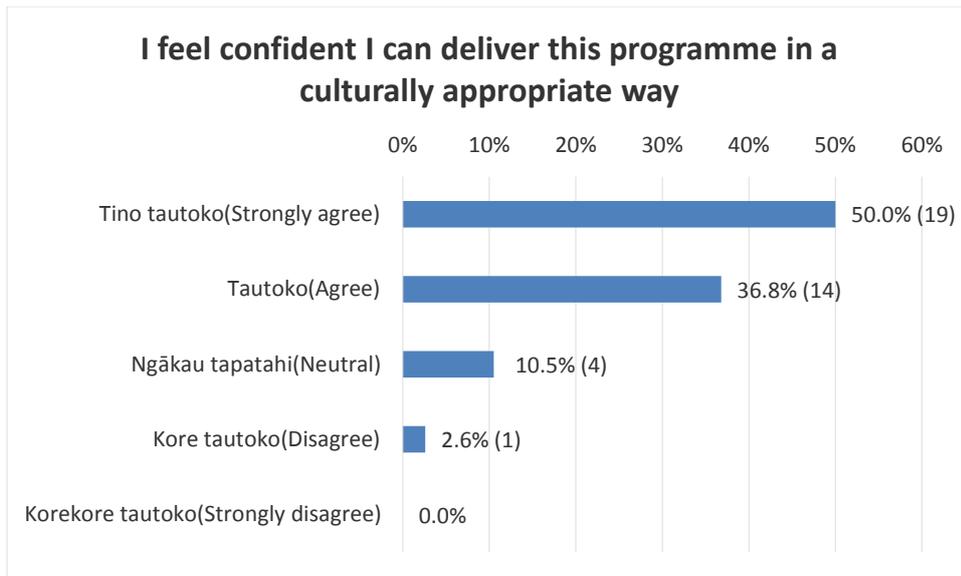


Figure 4.9: Confidence in culturally appropriate delivery

The second statement in the survey was *'I feel I am supported by Werry Workforce Whāraurau to deliver this programme in a culturally appropriate way'*. Figure 4.10 below shows that 60% strongly agreed or agreed with the statement, 40% of the respondents felt neutral about this statement.

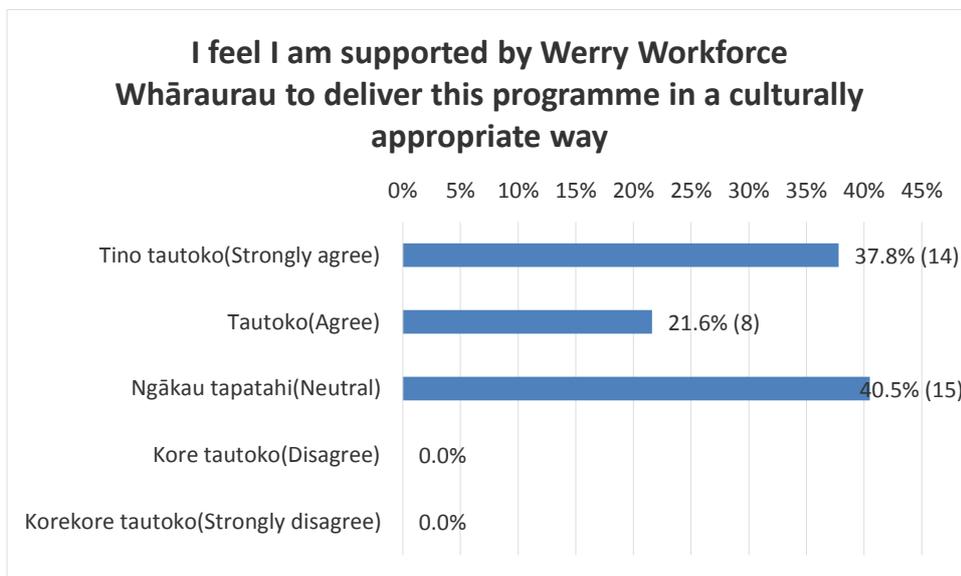


Figure 4.10: Feel supported by Werry Workforce in culturally appropriate delivery

Survey respondents were then asked for feedback about barriers and enablers to culturally appropriate IYP delivery. Table 4.4 collates this feedback – along with the feedback from interviewees. Ideas that were mentioned several times by the group leaders are marked as follows:

- Mentioned more than five times by the group leaders, marked*****
- Mentioned 2-5 times by the group leaders, marked***

Barriers to culturally appropriate IYP delivery	Enablers and Ideas
<p>Access to appropriate venues (e.g. marae) especially if working in a mainstream organisation***</p>	<p>Vignettes that are more relatable to, and reflective of, Māori whānau*****</p>
<p>Time pressure – the programme is very full in the time allocated. Sometimes need more time when emotions run high or complex issues arise***</p>	<p>Having access to other Māori group leaders to bounce ideas off, and to be able to see and hear their delivery, tips and strategies (maybe even create some resources where experienced Māori group leaders show and talk to how they weave in cultural fidelity)*****</p>
<p>Delivering to multicultural groups, takes away from the focus on cultural support and appropriateness for Māori***</p>	<p>Annual hui refreshing, uplifting and helps to maintain mauri***</p>
<p>Limited resources, especially in Te Reo. Also the translation of IYP words into Māori (e.g. whakarongo for listening) does not capture the full meaning. For example, whakarongo means listening with all of your senses, mind and spirit; and is derived from Rongoma-tane one of the Māori atua/gods***</p>	<p>Having a separate cultural fidelity stream alongside programme fidelity, and having cultural competency training***</p>
<p>A certain amount of time is spent just interpreting the vignettes to align with an Aotearoa-NZ context</p>	<p>More hui/wananga***</p>
<p>Lack of flexibility in IYP delivery structure/format. For some whānau it would be better to have an evening or weekend programme</p>	<p>A longer/more intensive programme for whānau with complex needs. IYP is meant to be a prevention programme but some whānau have already ‘gone off the cliff’ (e.g. had children taken into care)***</p>
<p>Non-recognition of the realities and barriers for whānau trying to get to IYP sessions, e.g may not have a vehicle or petrol money</p>	<p>Better awareness of, and involvement in, the IYP programme by hapu, iwi, Runanga, Kohanga, Kura and other Māori providers and institutions***</p>
<p>Non-Māori co-facilitators or management that are not committed to culturally appropriate delivery</p>	<p>Acknowledging the historical context – positive Māori parenting in pre-European times, the impact of colonisation, the Treaty of Waitangi, and the hurt (mamae) that parents/whānau bring with them to the IYP that are linked to these historical factors</p>
<p>Being limited in own grounding, knowledge and confidence in things Māori</p>	<p>Training where experienced Māori group leaders bring their expertise and tips to share</p>
<p>Not knowing how to weave in cultural aspects whilst still retaining programme fidelity</p>	<p>Enablers of culturally appropriate delivery include inclusion of karakia, whakatauki, waiata, Te Reo, wairuatanga, being holistic, and being able to draw on knowledge of the Māori world and Māori models</p>
<p>Lack of male group leaders to positively role model</p>	<p>Ngā Tau Mīharo resources are great ‘hook’ for engaging with Māori whānau</p>
	<p>Session headings in Te Reo Māori, being able to use Te Reo in sessions</p>
	<p>Having a dedicated whakawhānaungātānga session</p>
	<p>Seeing the delivery space as a Marae – people bring their tupuna (ancestors)</p>
	<p>Would be good to be able to do an initial interview</p>

	<p>with whānau to gain insight into their world view, so can deliver appropriately</p> <p>Being able to hold Māori only parent groups as well as mixed culture parent groups</p> <p>Being able to build and develop own cultural grounding and knowledge of Te Ao Māori</p> <p>Having a graduation/celebration ceremony for parents at the end of the 14 weeks</p> <p>More support for engaging with low decile communities to recruit parents in the greatest need of parenting support</p> <p>More male group leaders, or male-female group facilitation</p> <p>A quality co-facilitation relationship, and passion for transformative change for whānau</p>
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Table 4.4: Barriers, enablers and ideas for culturally appropriate IYP delivery

Then survey respondents were also asked if they could think of any resource or programme changes/additions that would support both programme and cultural fidelity. Table 4.5 collates this feedback – along with the feedback from interviewees on this topic.

Suggestions and Ideas on Resource or Programme Changes
<p>Update or replace the vignettes so they are more contemporary and relevant to Māori, Pacific and NZ families, so that parents can ‘recognise’ themselves*****</p> <p>A different approach to role playing that is not so exposing/uncomfortable for parents***</p> <p>Create some resources where experienced Māori group leaders show and talk to cultural fidelity, and share their tips and strategies</p> <p>Redesign parent evaluation forms (e.g. use a Māori model to gain feedback). Forms currently only capture feedback on mainstream aspects of programme and delivery, and thus to do capture all the effort and skill of the culturally appropriate group leader</p> <p>Simplify the language used in the IYP to aid better understanding by parents</p> <p>Laminated whakataukī, and other handouts/resources the reflect and value Māori culture and language</p> <p>Greater flexibility in programme format to suit whānau needs e.g. a longer programme, a shorter more intensive programme, weekend or evening programmes</p> <p>Māori are the indigenous people of NZ and attention to Te Ao Māori must not be optional</p> <p>Allocated funding is tight and has not changed in some years. It is a challenge to fully cover all the costs of a 14 week programme, e.g. parent incentives, child-care, food etc</p> <p>Access to the right settings to deliver IYP – it can be powerful for parents and group leaders working and learning in the space of a whareniui</p>

Table 4.5: Suggested resource/programme changes to support programme and cultural fidelity

4.1.9 Feedback on Ability to Support Each Other, and Workforce Sustainability

In the survey, respondents were asked to rate their agreement with two statements. The first statement was *'I find it easy to get and give support to other Māori/Pacific group leaders'*. Figure 4.11 below shows that 73% strongly agree or agreed with this statement, 16% felt neutral, and 11% disagree or strongly disagree that they find it easy to give and get support from other group leaders.

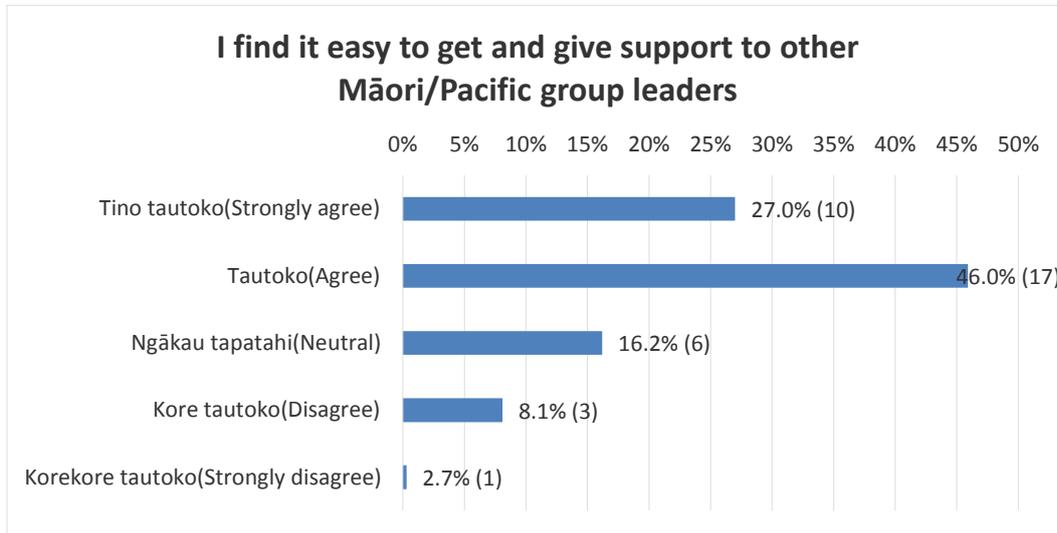


Figure 4.11: Ease of getting and giving support to other group leaders

The second statement in the survey was *'I think that the Māori/Pacific IY workforce is strong and sustainable into the future'*. Figure 4.12 below shows that 24% of respondents strongly agreed and 29.7% agreed with this statement. 35% felt neutral, and 11% disagreed or strongly disagreed that the workforce is strong and sustainable into the future.

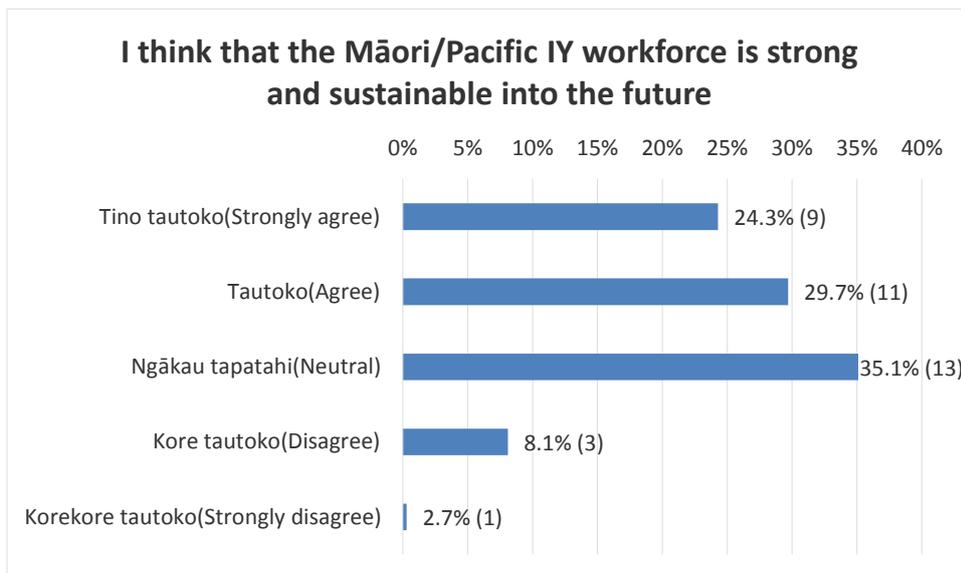


Figure 4.12: Sustainability of the workforce into the future

Survey respondents were then asked for feedback about barriers and enablers for linking with and supporting other group leaders. Table 4.6 collates this feedback – along with the feedback from interviewees. Ideas that were mentioned several times by the group leaders are marked as follows:

- Mentioned more than five times by the group leaders, marked*****
- Mentioned 2-5 times by the group leaders, marked***

Barriers to linking with other group leaders	Enablers and Ideas
Not knowing who other Māori/Pacific group leaders are, or where they are*****	Regional contact list, phone tree, email group, chat group or web platform – so you know who and where people are and can connect with them*****
Only a few Māori group leaders in some regions and they are often over-committed – hard to get together. Feeling distanced and isolated*****	Local and regional hui/meetings to share work*****
Organisations competing for funding and contracts, so not a collaborative environment***	Better overall coordination of Māori group leader workforce
Time constraints/workload***	Experienced Māori group leaders able to support group leaders in the regions
The most qualified Māori group leaders give a lot of support to others, but they don't have appropriate people at their level to support them	Advocacy with managers/organisations about the importance of group leaders being able to meet and support each other

Table 4.6 Barriers and enablers to supporting each other as group leaders

Survey respondents were also asked for their ideas on how Werry Workforce Whāraurau can support a thriving Māori and Pacific IYP group leader workforce into the future. Survey and interview responses are collated below in table 4.7.

Suggestions and Ideas for a Thriving Maori and Pacific IYP Workforce
More liaison and advocacy with organisations and managers around group leaders needs, e.g. sufficient time and support, release to attend training and get peer support etc
A Māori equivalent of Tania's role employed within Werry Workforce Whāraurau, and/or more Māori in leadership roles within Werry Workforce, and succession planning for those employed currently
Recognition that it is emotionally taxing dealing with stories of whānau separation, domestic violence, mental illness and other social issues – provide for appropriate emotional support/debriefing for group leaders
Need to reimburse/recognise time and input given voluntarily by Māori group leaders (and advisors) in developing IYP and trying to ensure its success in NZ – not just rely on goodwill
Continue to keep connected with and seek feedback from Māori group leaders (positive feedback given on this project and the survey)
Reduce the feelings of isolation amongst Māori group leaders, especially regionally
Having incentives for group leaders to stay with IYP and to progress

Need to address the group of unengaged and frustrated Māori kaimahi who feel that IYP training (+/- delivery) has been pushed upon them, and who are uncertain of how to make it work for Māori whānau

Having funding support for the travel and accommodation costs of attending Werry Workforce Whāraurau training and events

Having trainings and workshops in cultural settings and formats (e.g. wananga, on marae)

Helping with Māori group leaders' desire to recruit Māori parents from disadvantaged communities

Having a national employment agreement that covers all group leaders

There were comments that Werry Workforce Whāraurau does a good job supporting Māori group leaders but that the Ministry of Education (as contract provider) could do more to support group leaders.
Coordinate/combine Werry Workforce and MOE support?

Table 4.7: Suggestions for creating a thriving, sustainable workforce

4.2 Pacific Group Leader Survey and Interviews

4.2.1 Number of Respondents (n=13)

Five (5) Pacific group leaders were interviewed either face-to-face, or by telephone. These group leaders were located in Auckland, Wellington, and the South Island. Nine (9) Pacific group leaders completed the online survey, including one (1) who had already been interviewed. Thus, in total, feedback was obtained from thirteen (13) Pacific group leaders. The total trained Pacific group leader pool is 91, therefore feedback was obtained from 14.3% of Pacific group leaders who have been trained in the Incredible Years® Programme.

4.2.2 Ethnicities of the Respondents

Ethnicities of those who were interviewed included Tongan, Samoan, Fijian and Niuean. Ethnicities of those completing the survey included Samoan, Niuean and Cook Island Māori. Five (5) of the nine (9) who completed the survey also identified as Māori in addition to identifying as a Pacific ethnicity.

4.2.3 Level of Involvement in the Incredible Years® Programme

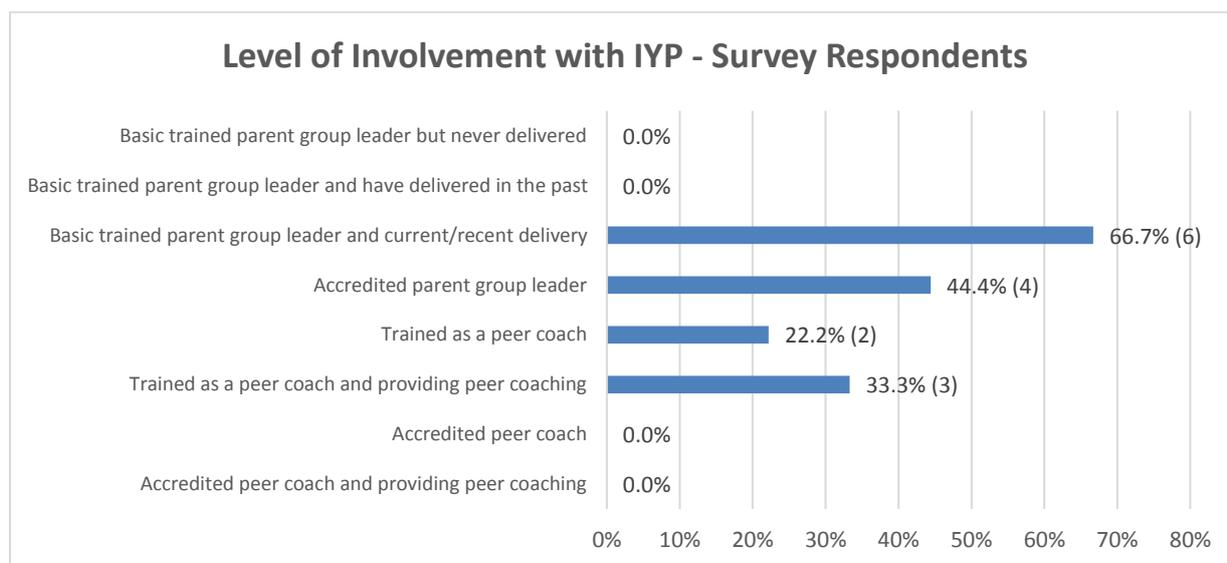


Figure 4.13: Level of involvement in IYP of survey respondents

Because survey respondents may have ticked more than one category for their level of involvement in the IYP, figure 4.13 percentages add to over 100%. As with the Māori group leader survey respondents and interviewees, Pacific group leaders who participated were skewed toward the more engaged, experienced, and highly trained Pacific group leaders. There were no survey responses from basic trained Pacific group leaders who have never delivered or who are no longer delivering.

4.2.4 Workplaces of the Respondents

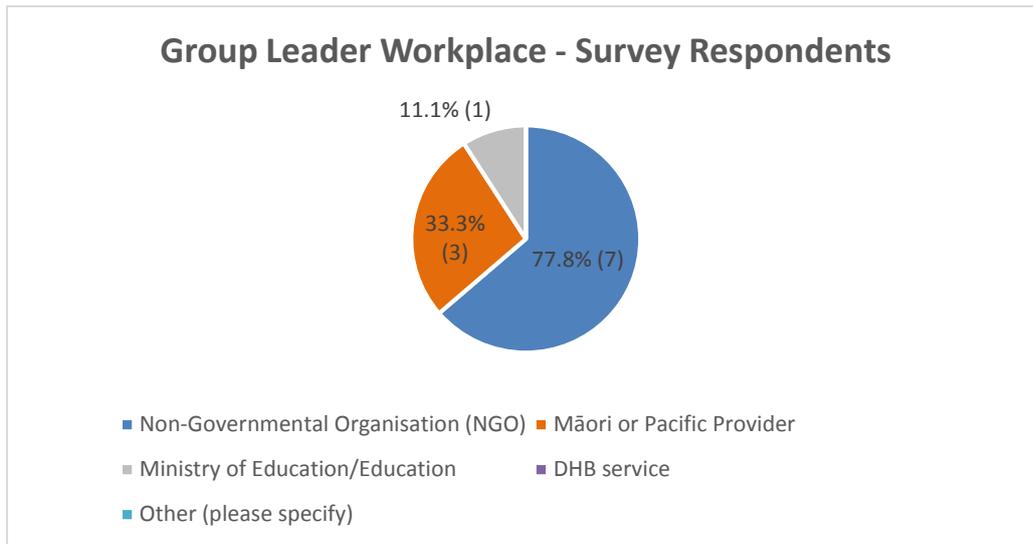


Figure 4.14: Workplaces of the survey respondents

Again, since survey respondents may have ticked more than one category, percentages in figure 4.14 are more than 100%. The NGO sector was the setting for 78% of the survey respondents. Interviewees also included Pacific group leaders who are working in District Health Board (DHB) services.

4.2.5 Feedback on Basic Training for the Incredible Years® Programme

In the survey, respondents were asked to rate their agreement with two statements about how they felt after completing basic IYP training. The first statement was *“I felt confident I could deliver IY in a way that was true to the programme fidelity”*. Figure 4.15 below shows that 89% of the respondents strongly agreed or agreed that they felt confident they could deliver with programme fidelity after basic training, 11% felt neutral about the statement.

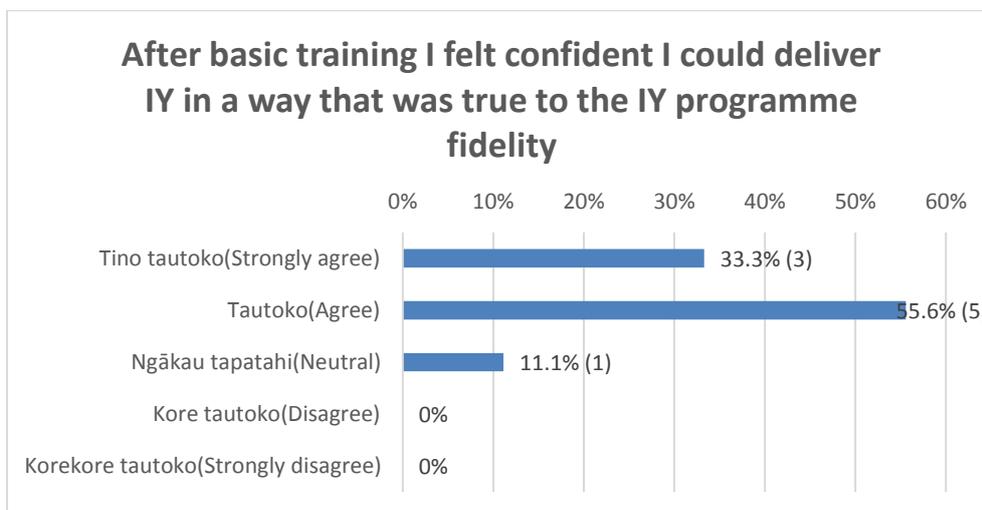


Figure 4.15: Confidence in delivery with programme fidelity after basic training

The second statement in the survey about group leaders' feelings after basic training was *"I felt confident I could deliver IY in a way that fit with my culture and the culture(s) of the whānau I work with"*. Figure 4.16 below shows that 50% of group leaders strongly agreed with the statement and 50% felt 'neutral' about this statement. One respondent skipped the question.

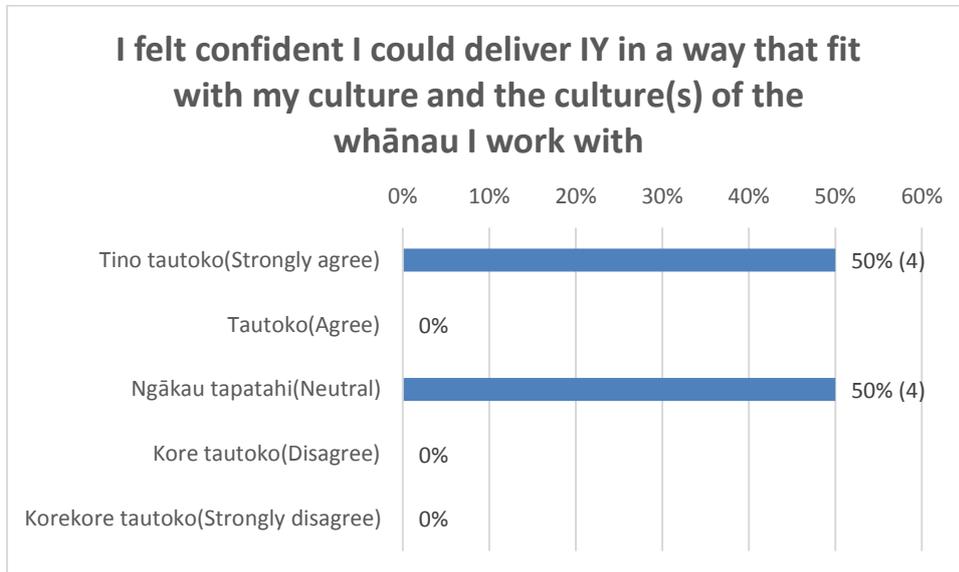


Figure 4.16: Confidence in delivery with cultural fidelity after basic training

Survey respondents were then asked for feedback on what could be improved in basic IYP training to better enable delivery of the IYP with both programme and cultural fidelity. The following table collates this feedback – along with the feedback from Pacific interviewees about basic training. Ideas or points that were mentioned several times by the group leaders are marked as follows:

- Mentioned 3+ times by the group leaders, marked***
- Mentioned two times by the group leaders, marked**

Enablers and Ideas
Examples of success stories/tips/strategies from other Pacific group leaders on how to weave together cultural and programme fidelity, and how to keep parents motivated***
Acknowledgement of Pacific values and protocols in basic training**
Basic training delivered by a Pacific peer coach/mentor
Holding basic training in cultural formats/settings (e.g. wananga)
Explore how Pacific-Pakeha group leader co-facilitation/collaboration relationship can best work

Table 4.8: Improving basic training to support delivery of IYP with programme and cultural fidelity

4.2.6 Feedback on Werry Workforce Whāraurau Training and Networking Events

In the survey, respondents were asked to rate their agreement with two statements about Werry Workforce Whāraurau training and networking events. The first statement was “*I find it easy to attend IY training/networking events*”. Figure 4.17 below shows that 56% of group leaders strongly agreed or agreed that it was easy to get to events, 11% were neutral, and 33% disagreed that it was easy to attend training/networking events.

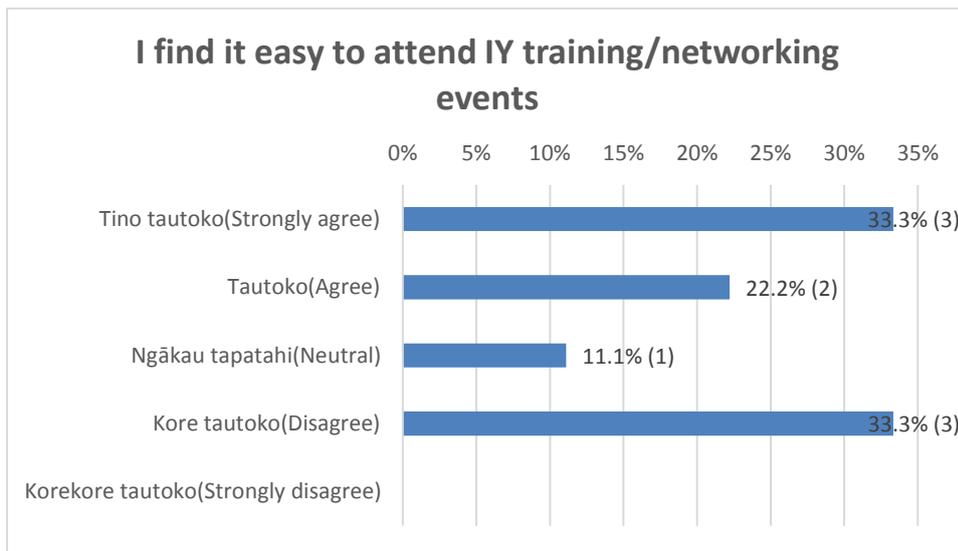


Figure 4.17: Ease of getting to training/networking events

The second statement in the survey was “*I feel there is value for me in attending IY training/networking events*”. Figure 4.18 below shows that 78% of group leaders who completed the survey strongly agreed, and 22% agreed that there was value for them in attending IY training/networking events.

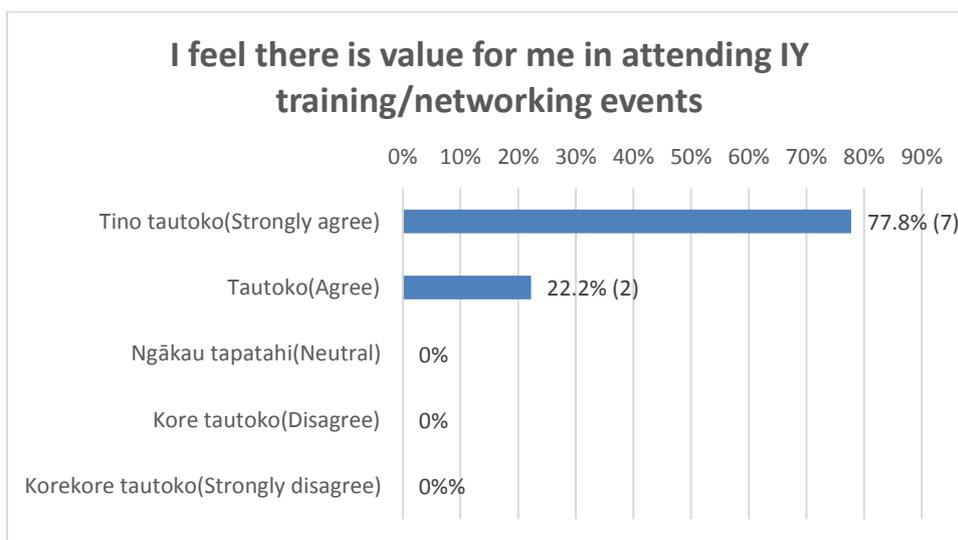


Figure 4.18: Value in attending IY training/networking events

Survey respondents were then asked for feedback about barriers and enablers to attending Werry Workforce Whāraurau training/networking events, and about what would motivate them to attend events. Table 4.9 collates this feedback – along with the feedback from interviewees. Ideas that were mentioned several times by the group leaders are marked as follows:

- Mentioned 3+ times by the group leaders, marked***
- Mentioned two times by the group leaders, marked**

Barriers to attendance	Enablers, Ideas, motivators to attend
Organisations/managers who do not understand the IYP and who are not supportive of group leader development***	Funding support for travel and accommodation*** Holding local and regional events**
Heavy workload – having to deliver IYP in addition to other work/contracts within their organisation***	Being able to participate remotely in meetings (e.g. via ZOOM)**
Lack of access to funding support to attend***	Plenty of advance notice, and a choice of times and places to accommodate group leaders’ availability**
Delivering an IYP programme at the time of Werry Workforce Whāraurau events, and no one else in workplace who can step in**	Make group leader attendance at training a mandatory part of IYP contract
Events being held outside their region	Having a supportive organisation enables attendance at events
Family obligations for Pacific people are heavy – impacts on time and energy	

Table 4.9: Barriers, enablers and motivators to attending Werry Workforce Whāraurau events

4.2.7 Feedback on Group Leader Progress and Accreditation

In the survey, respondents were asked to rate their agreement with the statement “I feel confident I could/will fulfill the requirements for accreditation”. Figure 4.19 shows that 56% of the survey respondents strongly agreed, and 44% agreed with this statement.



Figure 4.19: Confidence in getting accreditation

Survey respondents were then asked for feedback about barriers and enablers to accreditation and about what would motivate them to become accredited. Table 4.10 below collates this feedback – along with the feedback from interviewees.

Barriers to Accreditation	Enablers and Ideas
Having to video-record a session for review***	Live session review/assessment***
Co-facilitator – disorganisation and lack of support	Training and accreditation workshops where Pacific and Māori group leaders who have already been accredited talk about their journey***
Lack of access to Pacific peer coaches	Having a supportive organisation**
Understanding what is required to achieve accreditation	Recognition of accreditation with a pay increase, an incentive, or by linking to an externally recognised qualification**
Unsupportive organisation/management	Being able to learn from other Pacific/Māori group leaders
Being basic trained but then not having a paid contract to deliver	More access to Pacific peer coaches
Not having access to necessary equipment, e.g. a video-recorder	Goal setting
Lack of confidence with role-playing, and feeling that role-playing is not a good fit for Pacific and Māori whānau	Having positive feedback from families is motivating
Lack of time	
Fear of failing	
Having to pay an accreditation fee	

Table 4.10: Barriers, enablers and motivators for accreditation

4.2.8 Feedback on Culturally Appropriate IYP Delivery for Pacific Families

In the survey, respondents were asked to rate their agreement with two statements. The first statement was *'I feel confident I can deliver this programme in a culturally appropriate way'*. Figure 4.20 below shows that 56% of survey respondents strongly agreed, 22% agreed, and 22% were neutral about this statement.

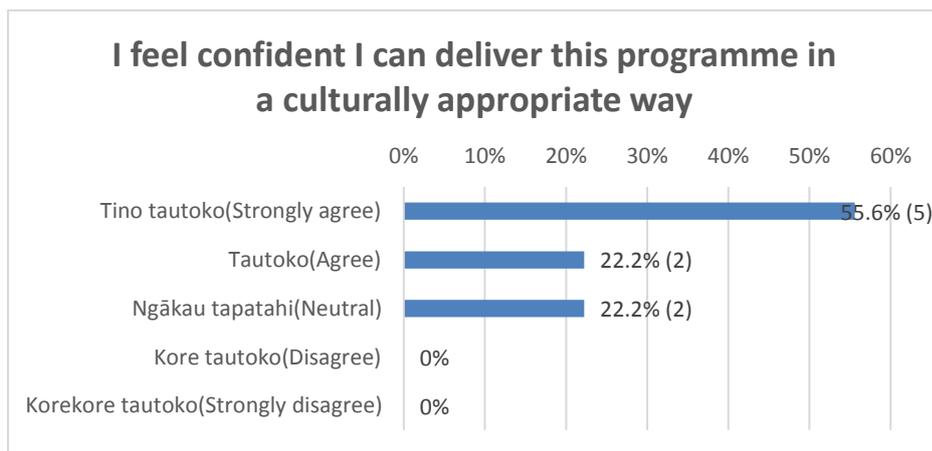


Figure 4.20: Confidence in culturally appropriate delivery

The second statement in the survey was *'I feel I am supported by Werry Workforce Whāraurau to deliver this programme in a culturally appropriate way'*. Figure 4.21 below shows that 33% strongly agreed, 22% agreed, and 44% of the respondents felt neutral about this statement.

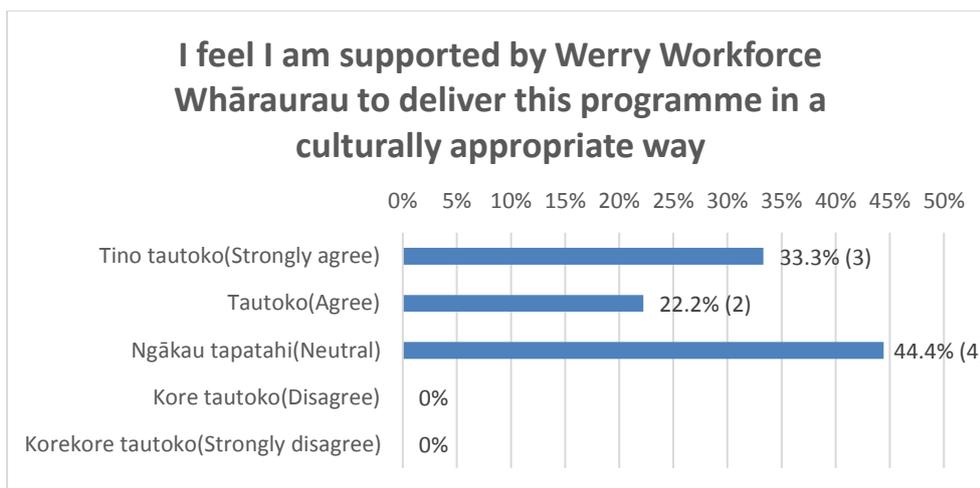


Figure 4.21: Feel supported by Werry Workforce in culturally appropriate delivery

Survey respondents were then asked for feedback about barriers and enablers to culturally appropriate IYP delivery. Table 4.11 collates this feedback – along with the feedback from interviewees. Ideas that were mentioned several times by the group leaders are marked as follows:

- Mentioned 3+ times by the group leaders, marked***
- Mentioned two times by the group leaders, marked**

Barriers to culturally appropriate IYP delivery	Enablers and Ideas
Not enough time in two hour sessions to be able to explain all IYP concepts/language, especially when English is a second language**	Being able to see and hear about tips and strategies that other Pacific group leaders use to engage with Pacific, and having some resources to support this***
Vignettes – dated, and some contain culturally inappropriate actions (e.g. playing on the table which should be only a place for eating)**	Being confident and grounded in own culture**
Complicated language of the IYP when English is a second language; also some parents can't read IYP book chapters	Regular fono, preferably twice per year**
Group leaders not having access to cultural development to become more grounded in their own Pacific culture	Having a relationship with, and support from, local Pacific/Māori elders
Isolation – not being able to get together with other Pacific group leaders to share ideas and approaches	Having more training on how to fully engage with parents through delivery style
IYP does not have in-depth understanding of the diversity and complexity of seven different Pacific cultures	Perhaps run groups for each Pacific ethnicity, e.g. Tongan for Tongan, Samoan for Samoan etc
In Pakeha-Pacific co-facilitation – Western style of delivery can dominate	Support from wider Pacific community to recruit Pacific parents to IYP programmes
Being asked to add a Pacific 'flavour' is disrespectful of holistic cultural identity	Use of Pacific language, lotu, metaphors, singing, humour, sharing food, prayers, proverbs, biblical quotes; and knowledge of social dynamics (e.g. if a chief or minister is present)
Feeling of scrutiny and lack of freedom with respect to USA programme base and requirements	Pacific IYP resources are appreciated
	Being able to deliver in a non-clinical setting (e.g. church)
	Translate the IYP book

Table 4.11: Barriers, enablers and ideas for culturally appropriate IYP delivery

Then survey respondents were also asked if they could think of any resource or programme changes/additions that would support both programme and cultural fidelity. Table 4.12 collates this feedback – along with the feedback from interviewees on this topic.

Suggestions and Ideas on Resource or Programme Changes
Update or replace the vignettes so they are more contemporary and relevant to Pacific, Māori and NZ families
A different approach to role playing so that it is culturally relatable for families, or more of a conversation
Redesign parent evaluation forms so that they capture feedback on all the effort and skills brought by the culturally appropriate group leader. Important to understand how culture impacts on learning
Translation of refrigerator notes and home activities into Pacific languages
Cultural guidelines around Pacific things
A video showing Pacific group leaders and Pacific families talking about the IYP programme

Table 4.12 Suggested resource/programme changes to support programme and cultural fidelity

4.2.9 Feedback on Ability to Support Each Other, and Workforce Sustainability

In the survey, respondents were asked to rate their agreement with two statements. The first statement was *'I find it easy to get and give support to other Māori/Pacific group leaders'*. Figure 4.22 below shows that 44% strongly agree with this statement, 44% agreed, and 11% felt neutral about the statement.

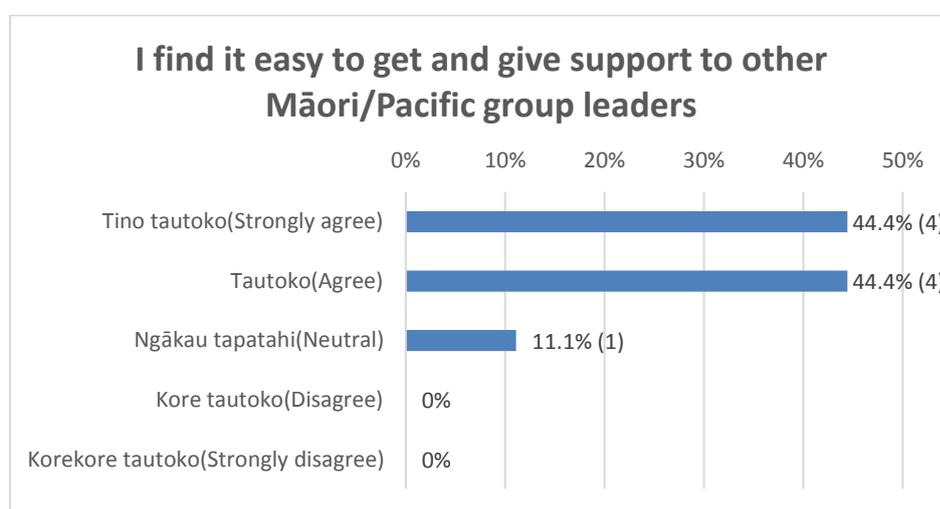


Figure 4.22: Ease of getting and giving support to other group leaders

The second statement in the survey was *'I think that the Māori/Pacific IY workforce is strong and sustainable into the future'*. Figure 4.23 below shows that 22% of respondents strongly agreed and 22% agreed with this statement. 56% felt neutral about workforce strength and sustainability into the future.

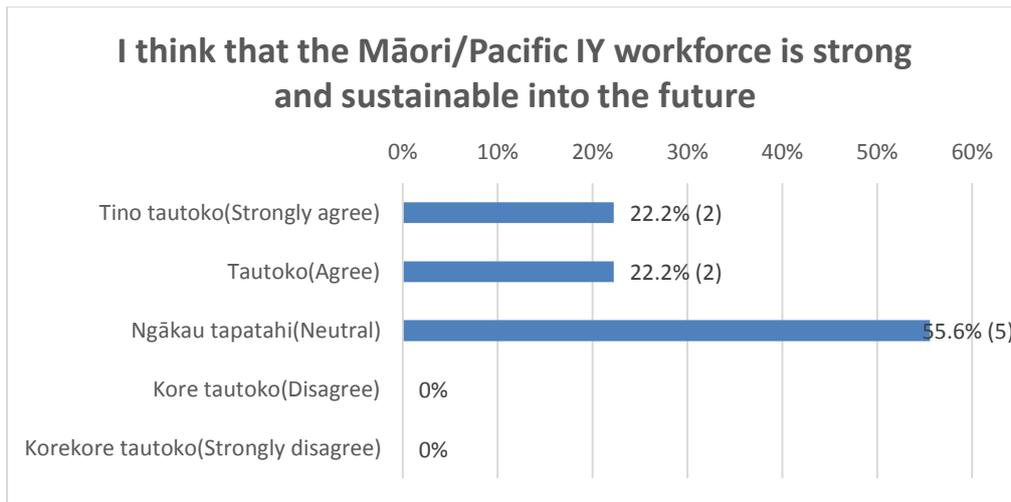


Figure 4.23: Sustainability of the workforce into the future – survey respondents

Survey respondents were then asked for feedback about barriers and enablers for linking with and supporting other group leaders. Table 4.13 collates this feedback – along with the feedback from interviewees. Ideas that were mentioned several times by the group leaders are marked as follows:

- Mentioned 3+ times by the group leaders, marked***
- Mentioned two times by the group leaders, marked**

Barriers to linking with other group leaders	Enablers and Ideas
Limited time and support from organisation	More regional fono and workshops, as well as informal get-togethers***
Not knowing who else is delivering IYP and where they are	A system that allows group leaders to know who other group leaders are, and where they are**
Can't formally support other Pacific group leaders unless you are accredited	Advocacy to organisations/managers about the importance of group leaders getting together and learning from each other**
	Annual fono very useful

Table 4.13: Barriers and enablers to supporting each other as group leaders

Survey respondents were also asked for their ideas on how Werry Workforce Whāraurau can support a thriving Māori and Pacific IYP group leader workforce into the future. Survey and interview responses are collated below in table 4.14.

Suggestions and Ideas for a Thriving Maori and Pacific IYP Workforce

Some recognition for the extra hard work, time, effort and skills that Pacific and Māori group leaders put in to make IYP engaging and relevant for Pacific and Māori whanau. This is not currently recognised/captured in the accreditation process or in parent evaluation forms

Advocate with organisations and managers around group leader development needs

Valuing group leaders who are being used in an advisory/consulting capacity

Feed-back to Pacific group leaders about consultations, and what has (or will) change as a result of the issues and needs that Pacific group leaders have raised

Make the contracting process simple, fair, transparent and coordinated – perhaps done by an independent organisation

Table 4.14: Suggestions for creating a thriving, sustainable workforce

5.0 Analysis and Recommendations

Limitations of the research should be kept in mind within the analysis and the subsequent recommendations, including:

- In the consultation, relatively low workforce participation, and an under-representation of group leaders who have been basic trained but have not gone on to deliver IYP
- Lack of a Pacific researcher in the project team (though additional steps were taken to include a Pacific 'lens' in data interpretation)
- Recommendations on culturally appropriate IYP delivery and resource/programme enhancements are informed by group leader feedback only and do not include the views of Māori and Pacific parent participants
- The research has not fully explored or articulated the *diversity* of beliefs as to how the IYP can be delivered in a more culturally appropriate way. Māori tikanga varies by iwi and is based on the teachings of kaumatua. These teachings can and will vary by person, whānau, hapu and iwi. Pacific community cultural beliefs are also very diverse.

5.1 Group Leader Themes

Open text qualitative data from the survey and interview notes were read and re-read by the project team to extract key themes from the group leader engagement and feedback. These themes highlight issues that are likely to be impacting on Māori and Pacific group leader recruitment, retention, development, accreditation, and to the sustainability of the Māori and Pacific IYP workforce going into the future.

5.1.1 Māori Group Leader Themes

<p>Cohort of unengaged group leaders</p>	<ul style="list-style-type: none"> • The low response rate to both the survey and the planned consultation hui indicates a relatively large group of basic trained Māori group leaders who are no longer engaged with Werry Workforce Whāraurau • There was a suggestion that some Māori group leaders felt that IYP had been pushed on them by their organisation, and they felt unsure of how it would work for Māori whānau
<p>Organisational barriers to group leader development</p>	<ul style="list-style-type: none"> • Many Māori group leaders felt that the IYP was not well understood by their organisations/managers. In particular the organisations did not understand the time needed to prepare, debrief/review, and to work toward accreditation. Also, sometimes IYP delivery is put on top of an already busy workload • Some organisations did not understand, or were not supportive of group leaders meeting across providers, or taking time/funding to attend ongoing training and networking events • There is an uneven playing field across organisations. Some organisations are well set up to provide referrals (to recruit parents), and to provide venues and equipment. Other organisations are less able to provide for these things which puts an extra burden on the group leaders, detracting from group leader delivery and development

Feelings of isolation	<ul style="list-style-type: none"> • Many group leaders do not know the other Māori group leaders who are delivering in their region, and there may be only 1-2 people trained in IYP within their workplace • Some group leaders do not have a good understanding of the support systems around them for IYP – i.e. what support is available from Werry Workforce Whāraurau and/or Ministry of Education/Health • Having to deal at times with complex whānau issues, without the opportunity to emotionally debrief, contributes to feelings of isolation and/or feeling unsafe • Some group leaders feel that the IYP is isolated from other whānau initiatives in the health and social sectors; and also that it is not well integrated/understood by Māori networks such as iwi and hapu organisations
Desire to collaborate	<ul style="list-style-type: none"> • Māori group leaders have a strong desire to learn from each other. They want to share tips and strategies for making IYP relevant and engaging for Māori whānau. They want to hear from the more experienced and culturally skilled Māori group leaders
Indigeneity, cultural safety and cultural appropriateness of the IYP	<ul style="list-style-type: none"> • Issues with the cultural appropriateness of IYP: <ul style="list-style-type: none"> ○ Difficulty focussing on Māori in multicultural parent groups ○ Lack of a framework to guide cultural fidelity within IYP context – what it looks like, how it should be assessed and by whom ○ Vignettes are not relatable in a Māori/Aotearoa context • Issues with the cultural safety of IYP environment for Māori group leaders: <ul style="list-style-type: none"> ○ The positive parenting history of Māori in pre-european times is not discussed (strength-based perspective)¹⁹⁻²¹ ○ Obligations to Māori under the Treaty of Waitangi as indigenous people is not discussed²²⁻²³ ○ In Pakeha-Māori group leader co-facilitation relationship, Western ideology can dominate
Recognition and career empowerment	<ul style="list-style-type: none"> • The accreditation process, and parent evaluation forms do not capture all the work and skill that Māori group leaders bring to make IYP engaging for whānau. This means that opportunities for positive feedback to Māori group leaders from parents and reviewers are missed • Accreditation and further IYP progression are not linked with any NZ qualifications framework, and thus does not fit into an overarching career development/empowerment pathway for Māori workers. Progression is also not necessarily rewarded with salary increases
Targeting and flexibility	<ul style="list-style-type: none"> • Māori group leaders expressed a desire to reach high needs/disadvantaged Māori communities and wanted assistance with this • Māori group leaders also raised that flexibility in timing, format, and wider support around the whānau during IYP would help when leading parent groups with complex issues and needs

5.1.2 Pacific Group Leader Themes

The following themes were identified from the Pacific group leaders results. These themes overlap significantly with the themes that emerged from the Māori group leader feedback.

Cohort of unengaged group leaders	<ul style="list-style-type: none"> The low response rate to both the survey and the planned consultation fono indicates a relatively large group of basic trained Pacific group leaders who are not engaged with Werry Workforce
Organisational barriers to group leader development	<ul style="list-style-type: none"> Many Pacific group leaders felt that the IYP was not well understood by their organisations/managers. The organisations did not understand the time needed to prepare, debrief/review, and to work toward accreditation. Also, sometimes IYP delivery is put on top of an already busy workload Some organisations also did not understand, or were not supportive of group leaders meeting across providers, or taking time/funding to attend ongoing training and networking events Equipment like photocopiers, and video-players and recorders were not always available within their organisations
Feelings of isolation and desire to collaborate	<ul style="list-style-type: none"> Many group leaders do not know the other Pacific group leaders who are delivering in their region, and there may be only 1-2 people trained in IYP within their workplace Pacific group leaders have a strong desire to learn from each other. They want to share tips and strategies for making IYP relevant and engaging for Pacific and Māori whānau. They want to hear from the more experienced and culturally skilled Pacific and Māori group leaders
Cultural safety and cultural appropriateness of the IYP	<ul style="list-style-type: none"> Issues with the cultural appropriateness of the IYP: <ul style="list-style-type: none"> Complex language within the IYP a difficulty when Pacific parents may have English as a second language Vignettes are not grounded within a Pacific/Aotearoa context, and are sometimes culturally inappropriate. Also discomfort with role-playing for both group leaders and parents No discussion of Pacific values and protocols in basic training, nor guidelines around Pacific culture Pacific people are not homogenous and require their own language and practices to support their specific populations Desire for parents to be able to choose a Pacific only parent group Issues with the cultural safety of IYP environment for Pacific group leaders In Pakeha-Pacific group leader co-facilitation relationship, Western ideology can dominate
Recognition and career empowerment	<ul style="list-style-type: none"> The accreditation process, and parent evaluation forms do not currently capture all the work and skill that Pacific group leaders bring to make IYP engaging and relevant for parents/whānau. This means that opportunities for positive feedback to Pacific group leaders from parents and reviewers are missed

	<ul style="list-style-type: none"> • Accreditation and further IYP progression are not linked with any NZ qualifications framework, and thus do not fit with an overarching career development/empowerment pathway for Pacific workers. Progression is also not necessarily rewarded with salary increases
Technical barriers	<ul style="list-style-type: none"> • Having to video-record sessions for accreditation review is a barrier – from the perspective of having access to video equipment, mastering the technology, and retaining the privacy of parents and group leaders when videos may be assessed in the USA

5.2 Recommendations

The following section outlines recommendations for how Werry Workforce Whāraurau could further develop its package of support for Māori and Pacific IYP group leaders to enable quality and equity-promoting delivery of the IYP in the NZ context. Recommendations arise from a synthesis of the key themes and the literature review.

A logical next step would be for Werry Workforce Whāraurau to develop a Māori and Pacific group leader workforce development plan which incorporates these recommendations. The workforce development plan could be staggered over a three year period to ensure that many of these issues are able to be addressed.

Recommendations are structured under the headings of the key questions and expected research outcomes posed at the beginning of the project. Recommendations are listed separately for Māori and Pacific group leaders even though there is significant overlap in content. This is because the context of Indigeneity, colonisation, and the Treaty of Waitangi have specific implications for the Māori group leader workforce.

Some of these recommendations can be actioned by Werry Workforce Whāraurau directly, others are less under their control and are areas where Werry Workforce can play an advocacy role with the other organisations who control and contract within the IYP system. Some recommendations will also require close collaboration with the IYP developer in Seattle who holds the copyright to programme content and training protocols. Recommendations that can be actioned by Werry Workforce Whāraurau are marked with ^(W); and those where Werry Workforce can play an advocacy role are marked with ^(A).

5.2.1 Māori Group Leader Workforce Support and Development

Key Questions:

What are the barriers and enablers of Māori group leader progress and accreditation?

How could Werry Workforce Whāraurau better support Māori group leaders to gain accreditation, to progress, and to deliver with programme fidelity?

Fidelity of programme delivery by group leaders depends on building a good understanding of IYP programme theory and practice in basic IYP training, and then being able to access ongoing skill development. There was some feedback from group leaders that although they understood the IYP content after basic training, they did not feel prepared for the reality of 'on the ground' delivery. In terms of ongoing skill development it is clear from the results that Māori group leaders (who are engaged) value Werry Workforce Whāraurau training events (82% of survey respondents strongly agreed or agreed that there was value for them in attending); however many find it difficult to attend (over one third disagree or strongly disagree that it is easy to get to training events). Māori group leaders also struggle to find time to plan, reflect and review sessions; and to get help from other more experienced group leaders in doing this because of organisational barriers.

Recommendations

- ^(W) In collaboration with IYP Seattle consider how to incorporate the elements of effective teaching for Māori (from the literature review) into the basic training course.
- ^(W) Increase the focus on developing the *existing* IYP workforce, and reduce the training of more basic trainees.
- ^(W) Increase the number of regional training and accreditation events, and offer a range of timing options (including some in weekends and school holidays when IYP sessions are not running).
- ^(W) Offer the opportunity for group leaders to participate remotely in training events using IT (e.g. ZOOM videoconferencing).
- ^(W) Consult with Māori group leaders about what to include in their training events.
- ^(W) Continue to provide Māori only training, skill development and accreditation events, in appropriate settings, and consider partnering with a Māori workforce development agency (e.g. Te Rau Matatini) in the delivery of these events.
- ^(W) Employ a Māori mentor within Werry Workforce Whāraurau (equivalent to Tania Anstiss) who can coordinate and lead training and accreditation events for Māori group leaders; and who can provide dedicated support to Māori group leaders in their accreditation journey.
- ^(W) Investigate how the different levels of expertise within the IYP system (basic trainee, accredited, peer coach, mentor) can be recognised within the NZQA qualification framework.
- ^(W) Increase access to live accreditation review, or provide other opportunities for demonstrating skills without needing to self-video a real group session (e.g. dummy sessions with volunteers/actors) - this could also provide footage for NZ specific vignettes.
- ^{(W) (A)} Allow peer coaches to work with more than two group leaders at once, to facilitate collaborative learning and to increase access to Māori peer coaches.
- ^{(W) (A)} Given that parents with complex social issues can drop out of programmes, and that this is often outside of group leader control, allow programmes with incomplete participant completion to count toward accreditation.

- ^(w)^(A) Engage with NGO managers to increase the understanding of the IYP system, and of group leader ongoing support and development needs.
- ^(A) Make group leader release to attend training events a mandatory part of IYP contract (e.g. mandatory to attend two training events per group leader per year).
- ^(A) Include funding within the NGO contract for travel and accommodations expenses associated with group leader attendance at training.
- ^(A) Consider ways that NGOs holding IYP contracts can be supported to recruit parents/have parents referred to them (especially from Māori communities) so that group leaders can just focus on delivery, skill development, and working toward accreditation.

Key Question

How could Werry Workforce Whāraurau better support Māori group leaders to be able to deliver the IYP in a way that integrates cultural knowledge, values, language and identity (cultural fidelity)?

The committed, engaged, and mostly very experienced Māori group leaders who responded in either the survey or in interviews during this project were confident in their own ability to deliver IYP in a culturally appropriate way. However, they did have concerns about group leaders that were less grounded in their culture, and they also expressed some ambivalence about the level of support from Werry Workforce Whāraurau for culturally appropriate IYP delivery (40% felt ‘neutral’ about the statement *‘I feel I am supported by Werry Workforce Whāraurau to deliver this programme in a culturally appropriate way’*). Advisory groups need to be involved in the development of cultural fidelity in IYP. Cultural and contextual matters need to be considered and addressed to strengthen the programme and to ensure that there is ‘buy-in’ from the IYP workforce and the families/whānau within the programme.

There is also some suggestion that Māori group leaders don’t always feel completely comfortable and ‘safe’ within the Werry Workforce Whāraurau training environment and within the co-facilitation relationship with non-Māori group leaders. For example, feeling shy at being the ‘only’ Māori; comments about the lack of attention to the Treaty of Waitangi context; non-Māori co-facilitators that are not committed to culturally responsive/appropriate delivery.

Recommendations

Enabling Group Leader Cultural Appropriate IYP Delivery (cultural fidelity)

- ^(w) Enable the Māori Advisory Group to come together with culturally skilled Māori group leaders to define a set of guiding principles and practices for culturally appropriate IYP delivery for Māori whānau. Ensure a resource (e.g. DVD, online video/webinar) is developed that explains what these principles and practices mean, and what they *look like in practice* for IYP delivery.

- ^(W) Consider how the demonstration of these principles and practices by group leaders (Māori and non-Māori) could be assessed (within NZ) alongside programme fidelity assessment.
- ^(W) Continue the annual hui, but consider holding them regionally as well as in Auckland. Ensure that experienced Māori group leaders are enabled to share examples of their work.
- ^(A) Enable Māori-only parent groups for group leaders who wish to focus on Māori IYP delivery (such as the marae programmes run and evaluated by Tracey-Anne Herewini).
- ^(A) Enable Māori group leaders to be able to develop their cultural knowledge and grounding through access to cultural supervision and development.

Culturally Safe Environment for Māori Group Leaders

- ^(W) Include within basic training an acknowledgement of the positive Māori parenting traditions in pre-European times¹⁹⁻²¹, and the impacts of colonisation on Māori society and families²⁴.
- ^(W) A pre-requisite for all participants to complete an online cultural competency course before attending basic training (some are available free of charge e.g. [Foundation-course-in-cultural-competency-Māori, http://learnonline.health.nz/](http://learnonline.health.nz/)); and critical consideration by Werry Workforce Whāraurau of how unconscious bias and stereotypes⁷⁻¹⁰ can impact interactions with advisory groups, with group leaders and between group leaders (e.g. in the co-facilitation relationship)[♦].
- ^(W) Employ a Māori mentor within Werry Workforce Whāraurau (equivalent to Tania Anstiss) to support and coordinate the Māori group leader workforce.

Key Question

What resource or programme enhancements could be developed (in consultation with the programme developer) to support delivery of the IYP with both programme and cultural fidelity?

Recommendations

- ^(A) Update or replace the vignettes so that they are more contemporary and inclusive of Māori and NZ families and settings.
- ^(W) Develop resources that demonstrate ways that group leaders can explain IYP concepts and principles in understandable plain language.

[♦] Presentations and workshops on unconscious and implicit bias are available through the Equity Office. For further information contact Cathie Walsh, Staff Equity Manager by phone: +64 9 373 7599 ext 87844 or email:cathie.walsh@auckland.ac.nz

Key Question

How could the sustainability of the Māori and Pacific IYP workforce be promoted?

The sustainability of the Māori IYP workforce relies on the retention, development and leadership of Māori group leaders within the IYP system. This in turn relies on group leaders feeling that the IYP is effective for Māori whānau, that their work and their cultural skills are valued, that they are in a culturally safe environment, that their work is connected to Māori communities, and that they are on an empowering career development pathway. Furthermore, there is need to be mindful of overload and burnout within the Māori group leader workforce. Running IYP programmes is emotionally taxing, and there can be a heavy load of other work (outside IYP) expected within organisations

The survey feedback was concerning with respect to group leaders' feelings on the sustainability of the Māori and Pacific workforce into the future. 35% felt 'neutral' about sustainability, and 11% disagreed or strongly disagreed that the Māori/Pacific IYP workforce is strong and sustainable into the future. This may be reflective of some of the key themes that came through from the group leader feedback about feelings of isolation, organisational barriers, and lack of recognition.

Recommendations

- ^{(W)(A)} Enable a system whereby group leaders can identify and connect with the other Māori group leaders in their region; and enable means of getting together either in person or electronically (e.g. an online community of practice^{25,26}; access to the Werry Workforce Whāraurau ZOOM room).
- ^(A) A transparent, coordinated and simple IYP contracting process that gives providers/ organisations some certainty about how many IYP programmes they will be delivering over a longer timeframe (e.g. two years). This will allow greater continuity of delivery for group leaders and thus a better platform for retention within IYP, and skill development.
- ^(A) Consider regional hubs where parents/whānau can sign up for, or be referred, for parenting support. The regional hubs could:
 - Coordinate referral to appropriate programmes (e.g. Māori-only IYP groups, after hours programmes)
 - Ensure there are appropriate venues for providers to use for IYP delivery (including marae)
 - Coordinate the support around parents attending the programmes (e.g. childcare, transport)
- ^{(W)(A)} Facilitate better awareness of, and connections between the IYP and Māori networks such as iwi, hapu, Runanga, Kohanga Reo, Kura Kaupapa.

- ^(W) Investigate how the different levels of expertise within the IYP system (basic trainee, accredited, peer coach, mentor) can be recognised within the NZQA qualification framework, so that IYP qualifications contribute to an overall career development pathway.
- ^(W) Create a Terms of Reference for the Māori Advisory Group (MAG) that contains a clear description of purpose, specific roles, meeting frequency, meeting fees etc.
- ^(W) Undertake succession planning for MAG roles into the future, and consider a review of advisory group funding to ensure that funding is sufficient for advisory groups to achieve their purpose.
- ^(A) Encourage NGOs to develop referral protocols that group leaders can use for parents/whānau with complex or risky social issues that can compromise safety during programme delivery; and to provide group leaders with opportunities for emotional debriefing.
- ^{(W)(A)} Redesign parent evaluation forms so that they capture feedback on the group leaders' cultural and explanatory skills, to increase positive feedback to group leaders.
- ^{(W)(A)} Outreach to the unengaged group leaders (e.g. approaching each NGO individually to connect with staff who have been trained) to inform them about what support and resources Werry Workforce Whāraurau can offer.
- ^{(W)(A)} Consider having incentives for group leaders to stay with the IYP and to progress.
- ^(W) Enable access to leadership training and professional development for Māori staff within Werry Workforce Whāraurau, and for the experienced Māori group leaders who spend a lot of time supporting other group leaders and/or supporting Werry Workforce.
- ^{(W)(A)} Ensure that group leaders are aware of the discretionary funding (within IYP contract) that they can access to get the necessary resources for effective delivery (e.g. food, childcare, parent incentives, IYP resources, equipment).
- ^{(W)(A)} Create a structural chart that makes clear the respective roles and responsibilities of the stakeholders within the IYP system in NZ (Werry Workforce Whāraurau, MOE, MOH, IYP Seattle).
- ^(W) In addition to supporting cultural fidelity in programme delivery for Māori and Pacific group leaders, make a clear commitment to increasing the cultural competency of the non-Māori non-Pacific group leader workforce.

5.2.2 Pacific Group Leader Workforce Support and Development

Because there are many common points in the Māori and Pacific group leader feedback, many of the recommendations for Pacific workforce development and support overlap with the Māori group leader recommendations.

Key Questions:

What are the barriers and enablers of Pacific group leader progress and accreditation?

How could Werry Workforce Whāraurau better support Pacific group leaders to gain accreditation, to progress, and to deliver with programme fidelity?

Again, a good foundation of basic training and further access to skill development for Pacific group leaders will improve the fidelity of IYP delivery. Those Pacific group leaders who completed the survey clearly value Werry Workforce Whāraurau training events (100% strongly agreed or agreed that there was value for them in attending); however many of these group leaders do not find it easy to attend training (11% were neutral and 33% disagreed that it is easy to get to training events).

Recommendations

- ^(W) Incorporate the elements of effective teaching for Māori and Pacific people (from the literature review) into the basic training course.
- ^{(W) (A)} Engage with NGO managers to increase the understanding of the IYP system, and of group leader ongoing support and development needs.
- ^(A) Make group leader release to attend training events a mandatory part of IYP contract (e.g. mandatory to attend two training events per group leader per year).
- ^(A) Include funding within the NGO contract for travel and accommodations expenses associated with group leader attendance at training events.
- ^(W) Increase the number of regional training and accreditation events, and offer a range of timing options (including some in weekends and school holidays when IYP sessions are not running).
- ^(W) Offer the opportunity for group leaders to participate remotely in training events using IT (e.g. ZOOM videoconferencing).
- ^(W) Consult with Pacific group leaders about what should be included in their training events, and continue to provide Pacific only training, skill development and accreditation event options.
- ^(W) Increase access to live accreditation review, or provide other opportunities for demonstrating skills without needing to self-video a real group session (e.g. dummy sessions with volunteers/actors) - this could also provide footage for NZ specific vignettes.
- ^(W) Investigate how the different levels of expertise within the IYP system (basic trainee, accredited, peer coach, mentor) can be recognised within the NZQA qualification framework.

- ^(W)^(A) Allow peer coaches to work with more than two group leaders at once, to facilitate collaborative learning and to increase access to Pacific peer coaches.
- ^(W)^(A) Given that parents with complex social issues can drop out of programmes, and that this is often outside of group leader control, allow programmes with incomplete participant completion to count toward accreditation.
- ^(A) Consider ways that NGOs holding IYP contracts can be supported to recruit parents/have parents referred to them (especially from Pacific communities) so that group leaders can just focus on delivery, skill development, and working toward accreditation.
- ^(W) Consider employing a Pacific mentor within Werry Workforce Whāraurau (equivalent to Tania Anstiss) who can coordinate and lead training and accreditation events for Pacific group leaders; and who can provide dedicated support to Pacific group leaders in their accreditation journey.

Key Question

How could Werry Workforce Whāraurau better support Pacific group leaders to be able to deliver the IYP in a way that integrates cultural knowledge, values, language and identity (cultural fidelity)?

The experienced Pacific group leaders who gave feedback during this project were confident in their own ability to deliver IYP in a culturally appropriate way. However, they did have concerns about group leaders that were less grounded in their culture, and they also expressed some ambivalent feelings about the level of support from Werry Workforce Whāraurau for culturally appropriate IYP delivery (44% felt ‘neutral’ about the statement *‘I feel I am supported by Werry Workforce Whāraurau to deliver this programme in a culturally appropriate way’*). As with the Māori group leaders, the Pacific group leaders sometimes find that when co-facilitating with a Non-Māori Non-Pacific group leader that a mainstream style of delivery can dominate.

Recommendations

Enabling Group Leader Culturally Appropriate IYP Delivery (cultural fidelity)

- ^(W) Enable the Pacific Advisory Group to come together with culturally skilled Pacific group leaders to create a resource document that outlines:
 - Pacific values and protocols, and how these vary across the seven Pacific Island ethnic groups.
 - Practice tips for how to make IYP relevant and engaging for Pacific families.
- ^(W) Continue the annual fono, but consider holding them regionally as well as in Auckland. Ensure that experienced Pacific group leaders are enabled to share examples of their work.

- ^{(W)(A)} Allow group leaders to have flexibility in programme format to suit parent needs, in particular, to have longer session times when there are participants with English-as-a-second-language.
- ^(A) Enable Pacific-only and Pacific-ethnicity-specific parent groups for group leaders who wish to focus on Pacific IYP delivery.
- ^(A) Enable Pacific group leaders to be able to develop their cultural knowledge and grounding through access to cultural supervision and development.

Culturally Safe Environment for Pacific Group Leaders

- ^(W) A pre-requisite for all participants to complete an online cultural competency course before attending basic training (some are available free of charge e.g. [Foundation-course-in-cultural-competency-maori](http://learnonline.health.nz/), <http://learnonline.health.nz/>); and critical consideration by Werry Workforce Whāraurau of how unconscious bias and stereotypes⁷⁻¹⁰ can impact interactions with advisory groups, with group leaders and between group leaders (e.g. in the co-facilitation relationship)[♦].
- ^(W) Make Pacific values, protocols, and tips resource (recommended above) visible and easily accessible.

Key Question

What resource or programme enhancements could be developed (in consultation with the programme developer) to support delivery of the IYP with both programme and cultural fidelity?

Recommendations

- ^(A) Update or replace the vignettes so that they are more contemporary and inclusive of Pacific and NZ families and settings.
- ^(W) Develop resources that demonstrate ways that group leaders can explain IYP concepts and principles in understandable plain language, with tips for communicating with English-as-a-second-language parents and families.
- ^(W) Consider translation of other IYP resources into Pacific languages (e.g. refrigerator notes, IYP book). Also, a DVD showing Pacific group leaders and Pacific families talking about the IYP programme (similar to the one that has been produced for Māori).

[♦] Presentations and workshops on unconscious and implicit bias are available through the Equity Office. For further information contact Cathie Walsh, Staff Equity Manager by phone: +64 9 373 7599 ext 87844 or email:cathie.walsh@auckland.ac.nz

Key Question

How could the sustainability of the Māori and Pacific IYP workforce be promoted?

The survey feedback from Pacific group leaders on the sustainability of the Māori and Pacific workforce into the future was concerning. Over half felt 'neutral' about the Māori/Pacific IYP workforce being sustainable into the future. This is reflective of some of the key themes that came through from the Pacific group leader feedback about feelings of isolation, organisational barriers, and lack of recognition/reward.

Recommendations

- ^{(W)(A)} Enable a system whereby group leaders can identify and connect with the other Pacific group leaders in their region; and enable means of getting together either in person or electronically (e.g. an online community of practice^{25,26}; access to the Werry Workforce Whāraurau ZOOM room).
- ^(A) A transparent, coordinated and simple IYP contracting process that gives providers/organisations some certainty about how many IYP programmes they will be delivering over a longer timeframe (e.g. two years). This will allow greater continuity of delivery for group leaders and thus a better platform for retention within IYP, and skill development.
- ^(A) Consider regional hubs where parents/whānau can sign up for, or be referred, for parenting support. The regional hubs could:
 - Coordinate referral to appropriate programmes (e.g. Pacific-only IYP groups, after hours programmes)
 - Ensure there are appropriate venues for providers to use for IYP delivery
 - Coordinate the support around parents attending the programmes (e.g. childcare, transport)
- ^(W) Enable leadership training and professional development for the Pacific staff within Werry Workforce, and for the experienced Pacific group leaders who spend a lot of time supporting other group leaders and/or supporting Werry Workforce.
- ^{(W)(A)} Facilitate better awareness of, and connections between the IYP and Pacific networks (such as churches).
- ^(W) Investigate how the different levels of expertise within the IYP system (basic trainee, accredited, peer coach, mentor) can be recognised within the NZQA qualification framework, so that IYP qualifications contribute to an overall career development pathway.
- ^(W) Create a Terms of Reference for the Pacific Advisory Group (PAG) that contains a clear description of purpose, specific roles, meeting frequency, meeting fees etc.
- ^(W) Undertake succession planning for PAG roles into the future, and consider a review of advisory group funding to ensure funding is sufficient for advisory groups to achieve their purpose.

- ^(A) Encourage NGOs to develop referral protocols that group leaders can use for parents/whānau with complex or risky social issues that can compromise safety during programme delivery; and to provide group leaders with opportunities for emotional debriefing.
- ^{(W)(A)} Redesign parent evaluation forms so that they capture feedback on the group leaders' cultural and explanatory/contextualising skills.
- ^{(W)(A)} Outreach to the unengaged group leaders (e.g. approaching each NGO) to inform them about what support and resources Werry Workforce Whāraurau can offer.
- ^{(W)(A)} Consider having incentives for group leaders to stay with IYP and to progress.
- ^{(W)(A)} Ensure that group leaders are aware of the discretionary funding (within IYP contract) that they can access to get the necessary resources for effective delivery (e.g. food, childcare, parent incentives, IYP resources, equipment).
- ^{(W)(A)} Create a structural chart that makes clear the respective roles and responsibilities of the stakeholders within the IYP system in NZ (Werry Workforce Whāraurau, MOE, MOH, IYP Seattle).
- ^(W) In addition to supporting cultural fidelity in programme delivery for Māori and Pacific group leaders, make a clear commitment to increasing the cultural competency of the non-Māori non-Pacific group leader workforce.

6.0 EVALUATION FRAMEWORK

Werry Workforce Whāraurau requested that a cultural evaluation framework be proposed that can help to assess progress in supporting the Māori and Pacific IYP workforce, as Werry Workforce move forward and implement some of the recommendations contained in this report.

One approach to evaluation could be to repeat the survey (used in this project) in 18 months to two years, and compare the results to the current results. Both the level of participation in the survey, as well as the responses to the questions will be informative of how engaged and supported the group leaders feel. Alternatively, or additionally, a cultural evaluation framework is proposed below.

6.1 The Framework

The proposed evaluation framework is adapted from Sir Mason Durie's 'Te Pae Māhutonga' Māori health promotion framework²⁷. Te Pae Māhutonga is the constellation of stars known as the Southern Cross, used for hundreds of years as a navigational aid. Sir Mason Durie uses this metaphor as a framework to guide Māori health promotion. The framework consists of the four central stars and the two pointers of the Southern Cross which represent:

Mauriora – Access to Te Ao Māori/cultural identity

Te Oranga – Participation

Waiora – Healthy Environment

Toiora – Healthy Lifestyles

Ngā Manukura – Community Leadership

Te Mana Whakahaere – Autonomy

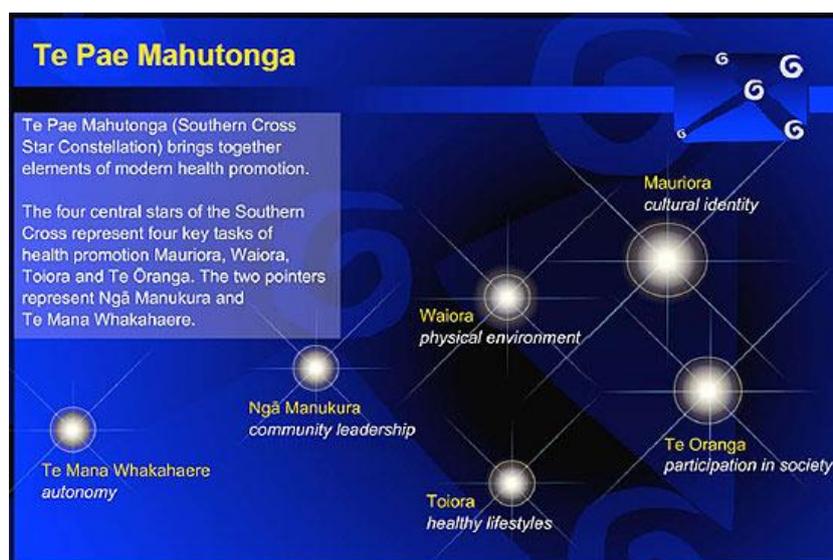


Figure 6.1: The Te Pae Māhutonga Māori Health Promotion Framework

6.2 Application of the Framework to Werry Workforce Whāraurau Evaluation of Māori and Pacific Group Leader Support

In the same way that Te Pae Māhutonga is used as a navigational aid or guide for Māori health promotion, so it can also be used to guide and evaluate Werry Workforce Whāraurau's support of the Māori and Pacific IYP workforce going into the future. In the IYP context it is proposed that the six stars encompass the following areas and measures:

Mauriora: Access to Te Ao Māori / Pacific

Definition: Strong and accessible Māori and Pacific support structures and cultural guidance for group leaders within Werry Workforce Whāraurau.

Measures could include:

- MAG and PAG have clear Terms of Reference, and review of funding has been undertaken to ensure that funding is sufficient for MAG and PAG to achieve their purpose
- Principles and practices for culturally appropriate IYP delivery for Māori have been set by MAG and experienced Māori group leaders; and a resource (e.g.video/webinar) developed that explains what these principles/practices mean, and what they *look like in practice* for IYP delivery. Consideration has been given to how this could be assessed in NZ alongside programme fidelity assessment
- PAG and experienced Pacific group leaders have created a resource that outlines Pacific values and protocols across the Pacific Island ethnic groups, and practice tips for how to make IYP relevant and engaging for Pacific families
- Parent evaluation forms have been redesigned to collect feedback on group leader cultural skills
- FROM SURVEY: An increase in the proportion of group leaders who indicate they 'agree' or 'strongly agree' with survey question 14 statement '*I feel supported by Werry Workforce Whāraurau to deliver this programme in a culturally appropriate way*'

Te Oranga: Participation

Definition: Māori and Pacific group leaders participate in Werry Workforce Whāraurau post-basic training and networking events, and are progressing in their IYP and wider career qualifications.

Measures could include:

- Numbers and proportion of Māori and Pacific group leaders attending training events
- Numbers and proportion of Māori and Pacific group leaders attending annual hui/fono
- Numbers and proportion of Māori and Pacific group leaders accredited
- Numbers and proportion of Māori and Pacific group leaders that are peer coaches
- Link between IYP qualifications and the NZQA framework explored
- FROM SURVEY: An increase in the proportion of group leaders who indicate they 'agree' or 'strongly agree' with survey question 6 '*I find it easy to attend IY training and networking events*'
- FROM SURVEY: An increase in the proportion of group leaders who indicate they 'agree' or 'strongly agree' with survey question 10 '*I feel confident I could/will fulfill the requirements for accreditation*'

Waiora: Healthy Environment

Definition: Werry Workforce Whāraurau provides, and advocates for, a professionally and culturally safe training and practice environment for Māori and Pacific group leaders.

Measures could include:

- Cultural competency training for the entire IYP workforce is part of basic IYP training
- There is discussion of the historical context for Māori families in basic training (pre-European parenting, the impact of colonisation, and the obligations that arise from the Treaty of Waitangi)
- Werry Workforce Whāraurau has engaged with Ministries/NGO managers to advocate for the support and development needs of Māori and Pacific group leaders (e.g. time allocation, need to attend training and peer support/networking events, access to cultural supervision, access to emotional debriefing, referral protocols for risky social issues)

Toiora: Healthy Lifestyles

Definition: Werry Workforce Whāraurau helps to enable Māori and Pacific group leader connections and dialogue to enable peer-to-peer programme fidelity, cultural fidelity, and emotional support.

Measures could include:

- Werry workforce Whāraurau have enabled a platform whereby group leaders know who each other are, and have opportunity to dialogue (e.g. online community of practice, contact database, ZOOM meetings)
- FROM SURVEY: An increase in the proportion of group leaders who indicate they 'agree' or 'strongly agree' with survey question 18 'I find it easy to get and give support to other Māori/Pacific group leaders'

Ngā Manukura: Community Leadership

Definition: Werry Workforce Whāraurau is undertaking (or advocating toward) engagement with Māori and Pacific networks and communities about the IYP.

Measures could include:

- Werry Workforce Whāraurau receives more enquiries from Māori and Pacific networks (e.g. iwi, hapu, Runanga, Kohanga Reo, Kura Kaupapa, Māori/Pacific NGOs, churches) about the IYP and IYP training
- Māori and Pacific group leaders report greater assistance from Māori and Pacific networks in recruiting/referring parents to IYP programmes

Te Mana Whakahaere: Autonomy

Definition: There is greater Māori and Pacific leadership within Werry Workforce Whāraurau; and more 'by Māori for Māori' and 'by Pacific for Pacific' IYP training.

- A Māori mentor has been employed within Werry Workforce Whāraurau and is included in Werry Workforce IYP executive leadership team
- Basic training, ongoing training events, and accreditation events are available - led by the Māori mentor and involving experienced Māori group leaders
- Consideration has been given to employing a Pacific mentor within Werry Workforce Whāraurau
- FROM SURVEY An increase in the proportion of group leaders who indicate they 'agree' or 'strongly agree' with survey question 18 *'I think that the Māori/Pacific IY workforce is strong and sustainable into the future'*

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Appendices

1. Survey launch email from Werry Workforce Whāraurau to Māori and Pacific Group Leaders
2. Survey

Appendix 1: Survey Launch Email

Tēnā koe, Talofa lava, Malo e lelei, Bula vinaka, Kia orana, Fakaalofa lahi atu, Malo ni, Fakatalofa atu

Please feedback on how Māori and Pacific IY group leaders can be best supported by Werry Workforce Whāraurau - **online survey, click this link:**

<https://www.surveymonkey.com/r/IncredibleYearsNZ>

Mauri Ora Associates has been asked by Werry Workforce Whāraurau to consult with Māori and Pacific Incredible Years (IY) group leaders to gain a national perspective on ways to best support Māori and Pacific group leaders in programme delivery. **We want to hear from everyone who has been trained, whether you are delivering or not.**

We would like to hear how Werry Workforce Whāraurau could help you in delivering the IY programme with fidelity and to gain accreditation, while remaining true to Māori/Pacific world-views and culture. We are consulting as widely as possible, and this feedback will inform planning for events and support provided by Werry Workforce Whāraurau to Māori and Pacific group leaders.

Here is the link again to the 10-15 minute anonymous online survey:

<https://www.surveymonkey.com/r/IncredibleYearsNZ>

Ngā mihi nui and warm Pacific gratitude - Riripeti and Hayley at Mauri Ora Associates

Appendix 2: Survey

Tēnā koe and Pacific greetings, welcome to the Incredible Years / Ngā Tau Mīharo workforce survey

We encourage you to share your ideas and feedback, your responses will be kept anonymous unless you choose to share your details with us. Responses from Māori will be reviewed by Mauri Ora Associates, and responses from Pacific will be reviewed by Mauri Ora Associates and Werry Workforce Whāraurau Pacific Advisory Group.

The survey will take about 10-15 minutes. Ngā mihi ki a koutou and warm Pacific gratitude, we greatly appreciate your time and energy in completing this survey!

Firstly, some basic information:

1. Which ethnic group do you belong to? Mark the space or spaces which apply to you

- Māori
- Samoan
- Tongan
- Cook Island Māori
- Niuean
- Fijian
- Tokelauan
- Tuvaluan

2. What is your current level of involvement with the IY programme?

- Basic trained parent group leader but never delivered
- Basic trained parent group leader and have delivered in the past
- Basic trained parent group leader and current/recent delivery
- Accredited parent group leader
- Trained as a peer coach
- Trained as a peer coach and providing peer coaching
- Accredited peer coach
- Accredited peer coach and providing peer coaching

3. Who employs you to deliver the IY programme?

- Non-Governmental Organisation (NGO)
- Māori or Pacific Provider
- Ministry of Education/Education
- DHB service
- Other (please specify

Basic Training in the IncredibleYears (IY) Programme

You may have done your 3-day basic IY training recently, or some time ago. We would like you to think back to your experiences and reflections soon after your training as you answer the following questions.

4. Please indicate how much you agree or disagree with the following statements about how you felt at the end of basic IY training.

	Tino tautoko (Strongly agree)	Tautoko (Agree)	Ngākau tapatahi (Neutral)	Kore tautoko (Disagree)	Korekore tautoko (Strongly disagree)
I felt confident I could deliver IY in a way that was true to the IY programme fidelity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt confident I could deliver IY in a way that fit with my culture and the culture(s) of the whanau I work with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. What improvements would you make to the IY basic training to help Māori/Pacific group leaders deliver in a way that is true to the IY model (programme fidelity), and true to Māori/Pacific world-views and culture (cultural fidelity)?

Building IY Knowledge and Skills after Basic Training

Werry Workforce Whāraurau provide events each year (e.g. consultation days, annual hui and fonu) to give IY group leaders a range of opportunities to build on their IY knowledge and skills, and to whakawhanaungatanga/network

6. Please indicate how much you agree or disagree with the following statements

	Tino tautoko (Strongly agree)	Tautoko (Agree)	Ngākau tapatahi (Neutral)	Kore tautoko (Disagree)	Korekore tautoko (Strongly disagree)
I find it easy to attend IY training/networking events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel there is value for me in attending IY training/networking events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Are there any barriers for you and other Māori/Pacific IY group leaders to attending IY training/networking events? If so, what are those barriers?

8. What things would help you and other Māori/Pacific IY group leaders to be able to attend IY training/networking events?

9. What would motivate you to participate in IY training/networking events?

Getting Accreditation as a Group Leader

Beyond the basic training and ongoing events offered by Werry Workforce Whāraurau, working toward *Accreditation* allows group leaders to strengthen skills so that they can maximise the quality of programme delivery and to support others in their delivery.

10. Please indicate how much you agree or disagree with the following statement

	Tino tautoko (Strongly agree)	Tautoko (Agree)	Ngākau tapatahi (Neutral)	Kore tautoko (Disagree)	Korekore tautoko (Strongly disagree)
I feel confident I could/will fulfil the requirements for Accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Are there any barriers for you and other Māori/Pacific IY group leaders to getting Accredited? If so, what are those barriers?

12. What things would help you and other Māori/Pacific IY group leaders to become Accredited?

13. What would motivate you to work toward Accreditation?

Grounding the IY Programme in the Cultural Context

These questions are about what more could be done to support and enhance the delivery of the IY programme within Māori/Pacific world views (Te Ao Māori/Pacific) and culture.

14. Please indicate how much you agree or disagree with the following statements

	Tino tautoko (Strongly agree)	Tautoko (Agree)	Ngākau tapatahi (Neutral)	Kore tautoko (Disagree)	Korekore tautoko (Strongly disagree)
I feel confident I can deliver this programme in a culturally appropriate way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I am supported by Werry Workforce Whāraurau to delivery this programme in a culturally appropriate way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Are there any barriers to you and other Māori/Pacific group leaders to delivering IY in a way that is culturally appropriate? If so, what are those barriers?

16. What would help you and other Māori/Pacific group leaders to deliver IY in a way that is culturally appropriate?

17. Can you think of any resource or programme changes/additions that would support both programme and cultural fidelity?

Supporting and Sustaining the Māori/Pacific IY Workforce

The last questions are about how the Māori/Pacific Incredible Years workforce can be sustained into the future.

18. Please indicate how much you agree or disagree with the following statements

	Tino tautoko (Strongly agree)	Tautoko (Agree)	Ngākau tapatahi (Neutral)	Kore tautoko (Disagree)	Korekore tautoko (Strongly disagree)
I find it easy to get and give support to other Māori/Pacific group leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that the Māori/Pacific IY workforce is strong and sustainable into the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Are there barriers to you getting support from other Māori/Pacific group leaders delivering the IY programme? If so, what are those barriers?

20. What would help you to link with, and support other Māori/Pacific group leaders in your region and around the country?

21. How can Werry Workforce Whāraurau better support a thriving Māori/Pacific Incredible Years workforce into the future?

22. Please use this last space to write down any further ideas or feedback that you think is important

23. If you are happy to be contacted by Mauri Ora Associates (Riripeti or Hayley) via email or phone to give more in-depth feedback then please note your name and contact details here:

Ngā mihi nui and warm Pacific gratitude - thanks for your feedback! If you know other people trained in IY (whether they are delivering or not), please encourage them to do the survey or to get in touch with us: riripeti@mauriora.co.nz