



## Briefing Note: Ngā Tau Mīharo Incredible Years Aotearoa Forum 2023

<b>To:</b>	Hon Jan Tinetti, Minister of Education		
<b>Date:</b>	1 June 2023	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1311149
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<b>Messaging seen by Communications team:</b>	Yes	<b>Round Robin:</b>	No

### Purpose of Briefing

This briefing provides information, including speech notes, to support your attendance at the Incredible Years forum on Thursday 15 June 2023.

### Summary

- The IY (Incredible Years®) forum will take place in Auckland at Jetpark hotel on 15 and 16 June 2023.
- The IY suite of programmes provides universal and targeted support for children aged zero to eight years, their caregivers, whānau and teachers. Approximately 410 programmes are running annually.
- The purpose of this forum is to strengthen the IY networks by celebrating the achievements of the IY workforce across Aotearoa, highlighting delivery of the different suite of IY programmes in different settings (Māori medium, Pacific settings, schools, early learning, and health).
- You have agreed to attend and speak to up to 300 people, including representatives from Non Government Organisations, Resource Teachers: Learning and Behaviour (RTLb), Ministry of Education staff including Learning Support practitioners, and staff members from Oranga Tamariki and the Ministry of Health, on the first day of the forum from 9.15-10.15 am.
- The IY forum will inspire and motivate the workforce to continue the accreditation pathway so the programmes will be delivered with fidelity to get best outcomes for participants of all the IY suite of programmes delivered by the Ministry.
- It is an opportunity to increase interest in and commitment to Kaupapa Māori delivery to fulfil our obligations under Te Tiriti o Waitangi and Ka Hikitia Education Strategy.

## Proactive Release

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- a **agree** that the Ministry of Education release this briefing in full once it has been considered by you.

Agree / Disagree



Helen Hurst  
**General Manager Service Delivery**  
Te Pae Aronui

01/06/2023



Hon Jan Tinetti  
**Minister of Education**

12/06/2023

## Background

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1. The Incredible Years (IY) suite is part of the Positive Behaviour for Learning (PB4L) suite of initiatives.
2. The Ministry of Education has been offering IY programmes for caregivers and teachers since 2010.
3. In 2018, the Ministry led the implementation of IY Autism programme, which is one of the three investing in social wellbeing initiatives funded through Budget 17.
4. In 2022, the Ministry started delivering the IY Beginnings programme, which is one of the Social and Emotional Learning initiatives funded through Budget 21.
5. Budget 22 has provided the Ministry with cost pressure funding to compensate all current NGO contract holders and increase the disbursements related cost for the programme delivery according to the Consumer Price Index increase of 19.4% over the last 11-year period from 2011 until 2021.
6. The IY suite of programmes supports caregivers, whānau, schools, and early learning services to improve wellbeing and increase education, engagement, and achievement for tamariki.
7. IY teacher programmes provide strategies to support positive relationships with their tamariki, proactively preventing disruptive behaviour, motivating, and helping tamariki learn problem solving, social skills and empathy. IY parent programmes aim to improve tamariki communication skills, emotional regulation, and improve parental wellbeing.
8. The initiative has a direct impact on capability building and parent and teacher wellbeing, to better support tamariki with learning support needs and autism.
9. The IY suite includes:
  - IY parent programme for caregivers of tamariki aged 3 – 8
  - IY teacher programme for teachers of tamariki aged 3 – 8
  - IY toddler programme for caregivers of tamariki aged 0 – 3
  - IY autism parent programme for caregivers of tamariki with autism aged 2 – 5
  - IY autism teacher programme for kaiako of tamariki with autism aged 2 – 5
  - IY school age programme for caregivers of tamariki aged 6 – 12
  - Incredible Beginnings for kaiako of tamariki aged 1 – 5, currently running as a pilot as part of the Social and Emotional Learning initiative.
10. Programmes are delivered by learning support practitioners, Resource Teachers: Learning and Behaviour (RTLb), by other social and health sector agencies, iwi-based organisations, and Non-Governmental Organisations (NGOs). There are 116 contracted providers across Aotearoa.
11. Around 35,000 caregivers and 40,000 teachers have attended a programme from the IY suite since its inception in 2010.

12. The initiative links to all six high-level wellbeing outcomes from the Child and Youth Wellbeing Strategy as the initiative delivers early, targeted support and is focused on children's needs.
13. The caregivers of young children with early signs of needs, including autism, experience higher level of stress. By supporting the skills and confidence of the key adults in the lives of children, the programme aims to promote children's emotional regulation, positive social interactions, and language development. Social and emotional learning and self-regulation are well established predictors of success in adulthood. Social and emotional learning is recognised as a key contributor towards a socially cohesive society.
14. The IY suite contributes to the Learning Support Action Plan (LSAP) Priority 3: Early Intervention and 4: Flexible Supports for Neurodiverse Learners. It also makes an important contribution to the Attendance and Engagement Strategy.

### Key Risks and Benefits

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15. Budget 22 provided cost pressures funding for the IY suite of programmes. Contract prices for NGOs and disbursements had not increased in the last 11 years, and this has had a direct impact on the NGOs ability to meet the costs of delivering these programmes. Budget 22 has provided the Ministry to compensate for the CPI increase of 19.4% over the last 11-year period. This funding increase is across all current programme contracts and disbursements delivered by Te Mahau and RTLB. The funding has been baselined, and there is a small increase every year until 2024/25.
16. This increase to mitigate the cost pressure ensures that funding for the suite of IY programmes remains comparable across the suite and allows regions to make flexible decisions about the best programme to deliver based on local needs.
17. Budget 22 funding also enables the Ministry to support Ministry, RTLB, and NGO practitioners' accreditation costs, supervision costs, and professional development.

### Other Relevant Information

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18. Nga Tau Mīharo Incredible Years Aotearoa Māori Advisory Group will launch a new IY visual identity at the IY forum. The Kaupapa Māori IY programme supports IY practitioners to deliver the programmes in Te Ao Māori values and Whānau Ora principles. New promotion brochures, posters and flags will be made available in te reo Māori. The advisory group will also introduce the New Zealand bird puppets as new programme resources.
19. Budget 17 provided the Ministry \$4.19 million to deliver IY Autism programmes to support children aged 2 – 5 years. This was part of a budget package and joined-up approach to deliver support for children earlier, to achieve better short term and longer-term outcomes. The package included funding for the IY Autism programme, Oral Language and Literacy initiative, and Expanding Behaviour Services.
20. Budget 22 provided an \$18.9 million boost to refresh PB4L School-Wide and expand implementation of Te Mana Tikitiki and Check & Connect: Te Hononga. This includes \$11.2 million to deliver 14 new School-Wide practitioners so the 1,125 schools and kura that are already using the programme receive high quality support tailored to their needs.

21. Budget 22 included \$7.7 million to fund a further roll-out of Te Mana Tikitiki – a programme designed to increase opportunities for ākonga Māori in years 4 to 8 to excel at school. The funding also enables an expansion of Check & Connect: Te Hononga, to help more year 8 to 11 learners to improve their attendance and engagement in learning.
22. All this mahi across the PB4L suite complements the wider strategy we launched recently to get every one of our learners attending school regularly; and participating in their learning.

## Annexes

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Annex 1: Run Sheet

Annex 2: Attendees

Annex 3: Speech

## Annex 1: Run Sheet

1. There will be a karakia and mihi at the beginning of the day. The opening starts at 9am and you will be introduced to the audience at 9.30 am.

Time	Activity
9:00	Arrive at the Jet Park hotel
9:20	Introduction
9:30	Opening speech by Minister Tinetti
9:45	Finish speech
9:50	Rebrand Video + Waiata
10:00	Morning Tea

2. The key contact on your arrival is:

**Name:** Akari Miyamoto  
**Contact Number:** 9(2)(a) [REDACTED]

## **Annex 2: Attendees**

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The key people attending this event are:

**Ministry of Education staff - 40 staff members from ten education regions**

- a) PB4L advisors and coordinators
- b) Early intervention teachers
- c) Educational psychologists
- d) Specialist leads
- e) National office Partner Services

**NGOs including iwi providers contracted by the Ministry to deliver services – 62**

**Other agencies – 9 people**

- f) Te Whatu Ora Health New Zealand
- g) Oranga Tamariki

**Resource Teachers: Learning and Behaviour – 85 people**

**Kindergarten Associations – 35 people**

**Whāraurau Auckland Uni Service – 13 people**

**Grand Total 244**

### Annex 3: Speech Notes

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- Ata mārie. Good morning, everyone.
- Thank you for your welcome. I am delighted to be here today.
- First, I want to thank you all for the important work you do every day supporting all children and young people to succeed in education and life. For your genuine dedication and passion as Ministry learning support practitioners and as teachers and as NGOs or service providers.
- The government has a vision for an inclusive education system where all ākonga:
  - feel a sense of belonging
  - are present
  - make progress
  - have their wellbeing safeguarded and promoted
  - get the right support at the right time
- Those of us working in education are united by a common purpose of nurturing the potential of ākonga or learners.
- We are moving away from diagnostic or criteria-based service provision and moving towards collaborative design and delivery of inclusive, culturally enhancing supports and services underpinned by local input.
- We understand that it is the key adults in a child's life who have the biggest impact on their wellbeing. The Incredible Years initiative helps both caregivers and teachers increase their capability and confidence in supporting children's learning and social, emotional and communication skills. As a result of this initiative, we have seen children's engagement in learning improve and social and emotional competence and wellbeing increase.
- Two years ago, I attended a meeting with the Incredible Years Autism parent group in Tauranga. I heard caregivers say the programme changed their lives, their children were engaging in education and better supported by their parents and teachers.
- We know there is growing demand for early support for children who have communication, behaviour, development, or disability needs. We want to make sure they receive support in a timely way.
- It is important that we support the development and learning of young children with learning needs before they start school. Early intervention can make a significant, lasting difference to language development, social interactions, and behaviour, as well as engagement, participation and achievement in the later years of life.



- In an inclusive education system, the focus for ākonga is on being at school, and having lots of opportunities to connect and belong, build friendships, to participate and experience wellbeing, to learn, progress and achieve.
- Social connection matters. This might be connecting within a class community or school community or in the wider community. There are lots of people who can help and lots of different ways and places to support connection and learning.
- If the world is becoming an increasingly complex place for adults, imagine what it is like for ākonga today.
- While schools cannot take away that complexity, they can be a protective place of calm, connection and learning and fun.
- Small changes to the way the school or class environment is structured and the way kaiako interact with ākonga can make a significant difference to whether ākonga flourish or flounder in an increasingly complex world.
- Budget 22 had a focus on preventing children and young people from disengaging from their learning. At the universal level, we continue to support shifts in school cultures and practices, to move towards a more child-centred, inclusive mindset with a stronger sense of collective responsibility for supporting all ākonga to be engaged. A critical success factor for this shift has been the strengthening of relationships between schools, families and whānau.
- Budget 22 provided \$7.8 million to address cost pressures in the Incredible Years programmes. This funding has alleviated cost pressures to run programmes from the contracted services enabling them to reduce barriers for participants.
- The Incredible Years mahi matters. You make a huge difference for tamariki at risk of disengaging from learning and education.
- Thank you for your work in helping to realise the potential of our most vulnerable tamariki.