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Power to Protect Pacific Village Content Build INSIGHTS

Talanoa with parents, families and caregivers



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Introduction

Introduction

Background:

The Power to Protect Programme (P2P) – Aotearoa New Zealand Abusive Head Trauma (AHT) / Shaken Baby Prevention Programme, aims to establish a universal prevention programme in New Zealand.

The programme promotes six key prevention messages:

1. It is normal for babies to cry, and it is normal for caregivers to get frustrated
2. It's okay to walk away. Put baby in a safe place, close the door and take a break. Do not pick up the baby until you have calmed down.
3. Never, ever shake a baby.
4. Never leave baby alone with anyone who you think may lose control.
5. Share this information with everyone who is looking after your baby.
6. If you ever think your baby has been injured, seek medical help at once.

Purpose of the report:

The Power to Protect programme engaged with Moana Connect to assist with their Pacific content build, to **inform** and **guide** the development of messages and resources for Pacific mothers, fathers, carers, and families.

The purpose of engaging with Pacific communities was to determine if Pacific peoples:

1. Knew and understood AHT;
2. Are familiar with the current messages (i.e. how do they view them, what can be done to help communities know what is AHT;
3. What are some ways the message could be shared, what are some ways to prevent AHT.

To explore the above areas, a talanoa with Pacific mothers, fathers, and caregivers was undertaken.

Overview:

A talanoa with two Pacific mothers/caregivers and two Pacific fathers/caregivers focus groups were undertaken (n=27).

The aim of the talanoa was to explore how to expand the reach of the P2P key prevention messages, and to support the development of Pacific resources that are culturally grounded and aligned to Pacific mothers, fathers, families, and caregivers.

Five key themes were explored:

1. Wellbeing aspirations
2. Parenting journey
3. Sources of parenting information
4. Coping with parenting
5. Creating the vision with P2P messages

This report provides an overview of the approach, findings and recommendations from the talanoa.

Table of Contents

Item	Page
Introduction	2
Teu: What was planned?	5
Toli: Who did we talk to?	10
Toli: What did they say?	12
Theme 1: Wellbeing aspirations	14
Theme 2: Parenting journey	15
Theme 3: Sources of parenting information	17
Theme 4: Coping with parenting	19
Power to Protect messages	22
Theme 5: Creating the vision with P2P messages	26
Luva: Conclusion	30
Luva: Recommendations	31



Teu: What was planned?

Teu: What was planned?

For the purposes of this project, there were three approaches that were implemented:

1. Kakala Framework
2. Double Diamond
3. Talanoa

The Kakala Framework and each of its steps will be used to describe the project approach.



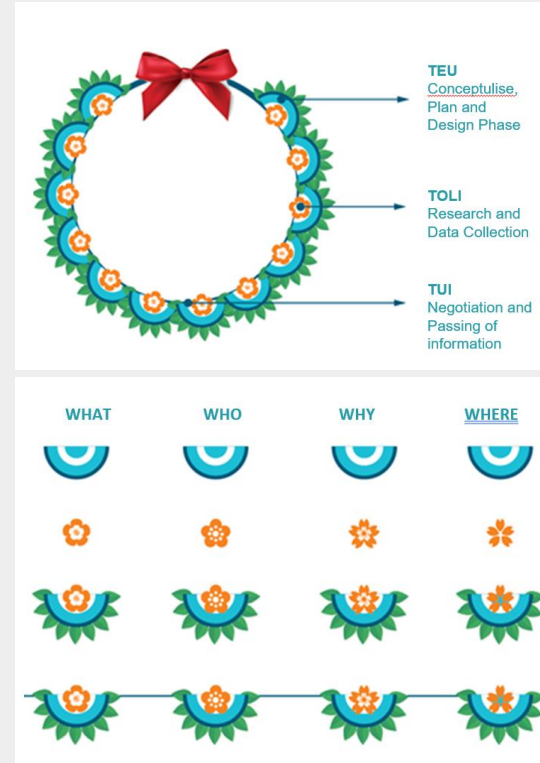
Kakala Framework

The six-stage Kakala research framework was developed by Konai Helu-Thaman and others (Johannson-Fua, 2014), and is grounded in the traditional Tongan practice of making garlands (Kakala). The framework was used to guide this project.

The Kakala Framework demands quality in all research steps and processes. Kakala consists of six stages (Teu, Toli, Tui, Luva, Mālie and Māfana) that align with the steps of garland-making and, when followed, ensure the delivery of a meaningful, high-quality product through a considered and carefully undertaken process.

It is imperative that each step is carried out in a way that adheres to the relevant Tongan values and principles in order to generate authentic results that make an impact.

1. **Teu** – to conceptualise what the garland will look like (preparing to undertake the research by reviewing relevant documentation, developing evaluation frameworks and protocols, and narrowing down the requirements and questions)
2. **Toli** – to pick the flowers required (gathering and selecting data from sources appropriate to the purpose)
3. **Tui** - to weave the flowers (analysing and interpreting the information before bringing the findings together in writing)
4. **Luva** – to gift the garland (presenting the findings back to the community/communities for whom they were prepared)
5. **Mālie and Māfana** - to respond and generate warmth/appreciation (making recommendations and participating in the advocacy that follows)

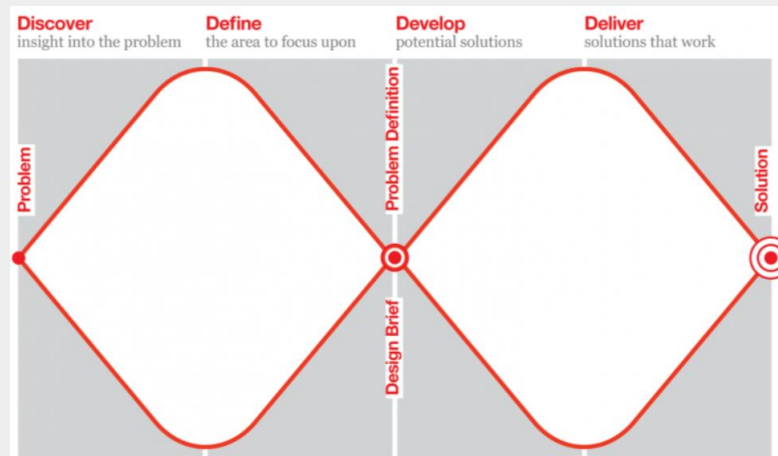


Double Diamond

This double diamond is a visual representation of the design and innovation process using four phases. This project incorporated the first two 'D's of Discover and Define.

1. **Discover** – involves seeking to understand the problem rather than assuming the context of the problem. This involves exploratory research and includes planning with stakeholders, conducting research with customers, individuals and relevant experts, or utilising existing research through secondary or desktop reviews.
2. **Define** – the goal of this phase is to turn research data gathered from the discovery phase into a conquerable problem. This involves analysing research data and forming insights, and identifying customer wants vs needs.
3. **Develop** – the goal is to generate potential solutions for the problem identified. Key activities include sketching, wireframing, and prototyping; collaborating with stakeholders; or forming hypothesis and designing experiments.
4. **Deliver** – the final phase is to validate the solutions that work for release into the real world through testing prototypes; iterating and preparing assets for launch; or launching pilots.

Because the intention of this project was to develop resources that align with the P2P messages, it was important to understand the parenting journey of parents and how the P2P messages were understood by parents which is outlined in the 'discovery' phase.



Talanoa

Talanoa as an engaging and reciprocal exchange concept is widely accepted by different Pacific ethnicities.

By enabling an environment that is culturally aligned and welcoming, participants were made to feel comfortable to share their perspectives and ideas.

The table below provides an overview of the demographic of those interviewed.

Method	Number (n=30)	Insight
Talanoa focus groups	<p>Mothers, fathers and caregivers</p> <ul style="list-style-type: none">• 2x focus groups for mothers/caregivers• 2x focus groups for fathers/caregivers	<p>Seeking views from mothers, fathers and caregivers to understand their parenting journey, understanding AHT messages, and ways the AHT messages can be shared</p>





Toli: Who did we talk to?

Toli: Who did we talk to?

The following two tables provide a demographic overview of participants involved in the talanoa. A total of 27 parents and caregivers were involved with the majority identifying as female (66.6%) and aged between 25-34 years (40.7%).

While most identified as Samoan (81.5%), participants also identified as Tongan (14.8%), Māori (11.1%), and Niue (3.7%) descent. More than half were also born in New Zealand (55.5%).

When questions related to where participants were most likely to search for information related to the health of their child/children/grandchild, most selected family member (51.6%), followed by GP or nurse (22.2%), website (18.5%) and social media (18.5%).

Most participants had also heard of 'shaken baby syndrome' with 70 percent stating 'yes.'

Demographics (n=27)	Frequency	%
Gender		
Male	9	33.3%
Female	18	66.6%
Age group (years)		
16-24	2	7.4%
25-34	11	40.7%
35-44	6	22.2%
45-54	2	7.4%
55-64	3	11.1%
65+	3	11.1%
Ethnicity*		
Māori	3	11.1%
Samoan	22	81.5%
Tongan	4	14.8%
Niue	1	3.7%

* Unless otherwise indicated and participants could nominate more than one ethnicity

Demographics (n=27)	Frequency	%
Born in NZ?		
Yes	15	55.5%
No	12	44.4%
Where are you most likely to search for information related to the health of your child/children/grandchild? *		
Family member	14	51.6%
GP or nurse	6	22.2%
Website	5	18.5%
Social media	5	18.5%
Have you heard of shaken baby syndrome before?		
Yes	19	70.4%
No	8	29.6%



Toli: What did they say?

Toli: What did they say?

There were four overarching themes that were used to capture the views and insights from mothers, fathers, caregivers and grandparents:

1. Wellbeing aspirations
2. Parenting journey
3. Sources of parenting information
4. Coping with parenting

Each theme is colour coded with **orange boxes representing insights from mothers, grandparents and/or caregivers**; **blue boxes representing insights from fathers, grandparents and/or caregivers**; and **green boxes representing insights that were aligned across both the mothers and fathers focus groups**.

The six '**Power to Protect**' messages were also tested with individuals with an overview of insights and feedback provided for each message. A fifth theme 'Creating the vision with P2P messages' concludes the insights.



1. Wellbeing aspirations

This key theme discusses the wellbeing aspirations parents had for their children and grandchildren.

Much of the responses centred on parents needing to understand what their children wanted, and not pushing their children into pathways they did not want to undertake. This required listening to their children and having a good relationship where “open conversations” were had and parents were able to guide and teach their children from a young age.

While all parents and caregivers wanted their children and grandchildren to do well, what was important was ensuring they were “grounded in culture & faith”, and “well supported” ensuring they had a loving and safe space where they could thrive confidently.

Being embedded in ones culture was especially important as many kids were born in New Zealand and represented more than one ethnicity. Fathers and grandfathers saw the role of the church as an important space where kids could learn cultural values and establish good respectful relationships with others.

“Right path”

“Role model”

“Well supported”

“I guess in this case it to be in a loving space, a safe space”

“Grounded in culture & faith”

“Open conversations”

“I really want them to just believe in themselves wherever they go, you know to not be influenced by what their peers are doing... just be them and just be unique in their self and be confident in their own skin and be proud of who they are. That's what I'd like them to all be and do.”

“Confident”

2. Parenting journey

This key theme explores the parenting journey and discusses five sub themes: (1) keeping track of technology use & incorporating boundaries; (2) cultural and family tensions; (3) intergenerational change; (4) learning journey; and (5) first time mothers and expectations.

1. Keeping track of technology use & incorporating boundaries

There was acknowledgement from both the mothers and fathers groups that technology was fast changing the way parents were raising their children. While technology was important for children to understand the digital world, parents described needing to place boundaries and monitor how much screen time children were having. One parent felt technology was competing with their Christian values, which also related to the content their children were being exposed to and reemphasised the need to 'monitor' their children as devices could easily be used as 'babysitters'. Parents also described how their children were increasingly accessing information on the internet to inform subject areas parents were traditionally able to provide.

Although parents needed to be mindful of technology use, grandparents described how their grandchildren helped teach them how to use technology and encouraged more communication intergenerationally.

2. Cultural & family tensions

Parents described the cultural and family tensions that arose which impacted on their relationship. One mother described the tension with her husband as the eldest son of Samoan parents and the expectations as an eldest child beyond their own immediate family which was challenging, adding financial pressures to their existing situation.

Other tensions also included living in intergenerational households and the tensions of trying to raise their child without the interference of other family members. Even when parents were incorporating strategies to deal with their crying baby, it was not always well received by other family members in the household.

Keeping track of technology use & incorporating boundaries

"It's very easy you know you to just pass them the iPad, put on YouTube and let them watch... then you slowly find out you know it's not good for them and then you end up you know screaming at them at times then you remember it's your fault."

"I think the digital devices now are just, um, we kind of use them as babysitters."

"Back in to 90's or earlier than that parents were the main source of information aside from school... now my children are getting more information not only just from school, not only from their parents, but they're also getting information from the internet."

Cultural & family tensions

"my husband's he's a typical island boy you know...he went to high school got his NCEA level 1,2 and 3, straight to work, get the money, give to the family...he carried a lot of those burdens...he took it out on our relationship."

"we were living at my in-laws and we were only there for half a year or so, but I would like leave her to have a little cry because I'm the one that's having to deal with her type of day but then there's my in-laws like oh go get her like don't leave her to cry like that, but it's like sorry are you going to deal with her during the day, like I can do it my way because I'm the one having to deal with her 24/7."

2. Parenting journey

3. Intergenerational change

Several parents compared being raised in the islands and raising their own children in New Zealand, and acknowledged it was a great foundation for “*learning culture and Fa’a Samoa*.” There was a perception that children being raised in New Zealand had everything “*handed to them on a plate now*.” Upon reflection, parents also described needing to shift how they were raising their own children, as not all approaches were seen as positive. Even one father’s reflected on how his own upbringing influenced the way he is a parent and noted how change was needed so they wouldn’t go down that same pathway.

4. Learning journey

Fathers shared openly about their role and how they were constantly on a journey learning about how to be a better father, and husband. Fathers were conscious of their responsibility as a father with one highlighting the need to surround himself with other likeminded men who also had the same goals.

5. First time mothers & expectations

Mothers who were first time parents shared how it was a difficult transition as they needed to adjust to having a new born baby stating “*everything was completely unknown to me*” and “*I was all over the place all the time with my phone*.”

Mothers also stated the transition made it a vulnerable period for them as they did not feel they were prepared enough for parenthood, especially with the sleepless night.

Intergenerational change

“at my house I’m the strict one. I know I need to you know just try to relax a little bit but I’ve just, it’s just how I am, how I’ve seen it done from my father”

Learning journey

“I think I’m still learning my role as a father you know learning all the time and I’m improving hopefully”

“I am a dad and it’s a big responsibility and I know that um and I know there are going to be times where I’m going to trip up sometimes. But I thank God you know that sometimes it’s about surrounding myself with people who are along the same path and trying to be better at parenting, a better father and husband”

First time mothers & expectations

“It ’s hard the first time but that’s part of being a parent and you know you wanted it, so you got to face the consequences of sleeping maybe 4 hours, 5 hours.”

3. Sources of parenting information

This key theme explores the sources of parenting information and discusses three sub themes: (1) family and friends; (2) mobile health; and (3) social media & online.

1. Family and friends

Those who had good relationships with their partners, mothers and other family members described leaning on these individuals for invaluable parenting support and advice. Families and friends were seen as 'knowledgeable' due to their own experience and were considered more trusted as a source.

2. Mobile health

Aside from family and friends, mothers were more likely to describe using mHealth (mobile health) options with one mother stating she used a pregnancy app for pregnancy information as she hadn't yet told her family about her pregnancy. Another mother mentioned using Healthline to ask questions she wasn't sure about.

These sources were important especially when anonymity needed to be upheld and health professionals were not readily available to answer questions.

Family and friends

"it's just really conversations with my wife, also you know cousins, and just having conversations with social groups"

"All the information I got from my sister"

"I ask my aunty she's a nurse"

"I didn't really use many resources online. Yeah, I had my old man and so, my father in-law and mother in-law basically both parents, helping us along the way. Teaching us what to do, and what not to do."

Mobile health

"I didn't tell my mum until I was four months [pregnant] but it was kind of like rocky and so I think there was an app called 'what to expect', that was my best friend, and I was using social media."

"When my baby was a new-born, I didn't know if the sounds she was making was okay, or if she having problems breathing when she was feeding so I used to call like my postpartum midwife or Healthline and asking all these really, silly questions, but for me they were very important because I didn't know."

3. Sources of parenting information

3. Social media & online

There were several mothers who shared social media was an important source of information as family members were not always a first choice. A few mothers described how connected they felt with other mothers online when reading comments or posts that resonated with them.

Although not all mothers responded or replied to the online content, they appreciated being able access, read and save information conveniently which then allowed them to re-read information when time allowed as one mother stated *“on your phone, it’s just easy to access.”*

Mothers also liked the anonymity when asking questions or reading posts, removing any guilt or judgment about the way they parented with one mother stating *“you start to feel oh ok it’s not just me and then you know you start to think of other people and ask them for help. I feel like it’s easier that way.”*

Social media and online sources was a quick and easy open to access information using their phone. Social media pages also provided a variety of experiences from different mothers and was a space that was considered ‘safer’ than the information provided by family members.

Social media & online

“it’s like a connection kind of way... there’s so many mums that come on the platform seeking for advice or help...you just know that you don’t feel alone I guess that’s what it is.”

“I would’ve loved it to be like my sisters or my mum, but I am second youngest out of eight [siblings] and half of them were born and raised in Tonga... the language barrier was different, the upbringing was really different so for me it was always social media, it was you know Instagram.”

“At the click of a button you’re on a page and then you’re watching videos and then they’re teaching you all these things that you never knew before, so just being on social media and being in mum groups, mums, and bubs, breastfeeding groups has really helped me get through my new baby.”

“If it’s not from my mum, sometimes I’ll just go on the website on Google you know just to just to reassure myself.”

4. Coping with parenting

This key theme explores 'coping with parenting' and discusses six sub themes: (1) it takes a village; (2) supportive partner who understood signs; (3) communication (4) understanding baby; and (5) self-care.

1. It takes a village

Mothers talked about drawing on the right support people to help raise their children. Partners were the most common person to share the parenting load (see next sub-theme), as well as parents, especially for single parents.

Participants felt it was important to have people support them as parenting was not an easy journey with one parent noting it was *"to have the right state of mind"* and another sharing *"helps me to cope...just making sure I take time out for myself"*. Having the support network from their village had important mental and emotional wellbeing associations for mothers.

2. Supportive partner who understood wellbeing signs

There is no doubt mothers leaned on their partners and husbands for support with parenting. Importantly, for several mothers, they also made sure their partners were aware of their emotional wellbeing. One mother shared she was scared of having depression and wanted her husband to be mindful of changes in her moods out of fear there would be consequences with their child.

Although the previous theme recognised having the right support people was important, equally critical was ensuring their partner was aware of their emotional wellbeing.

It takes a village

"For me personally 100% it's been having your family support around"

"You need your village that help you raise your kids"

Supportive partner who understood wellbeing signs

"I asked my husband if you ever notice that I am moody or just a little bit grumpy or I'm not making any sense, just make sure like the baby's safe. So...cos I wasn't aware of what will happen to me, so he was reading a lot."

4. Coping with parenting

3. Communication

Mothers described how communication was important with their partners to ensure they understood their needs, as well as the challenges and tensions that arose when living with other family members. For example, one mother shared that although letting her baby cry sounded harsh, it was important family members knew this was ok.

Being able to communicate with family also helped maintain relationships. If mothers felt there was an issue, it was important to discuss matters with the family.

4. Understanding your baby

Mothers and fathers described how communicating with their baby through cuddles and touch was important as baby's did not have the ability to tell parents what was wrong with them. Equally it was seen as a way of showing love, affection and comfort to their child.

Touched enabled meaningful communication to be established with parents

Communication

"When I was living with my in laws...I had to kind of just get my partner to speak to them and just tell them it's okay like you know baby will be alright um yeah (name) gives it about like 5 10 minutes for baby to you know have a cry and falls asleep for good but then she knows to go down."

"I just think it's one of those things, maybe just having a chat with family...It sometimes it could be the smallest thing...at least you know where you guys stand or where you stand with them and stuff like that. So just having a bit of communication"

Understanding your baby

"Don't worry don't panic, just keep calm, breathe in and out then try and feed the baby."

"It's a baby it needs caring, it needs comfort, it needs love, it doesn't need anything else."

4. Coping with parenting

5. Self-care

Mothers highlighted making time for themselves was an excellent way of ensuring they were receiving self-care. Small acts of self-care varied from going to the gym, having a nap or going for walks. The balance made them physically, mentally, and emotionally available to their families acknowledging being a mother was a 24/7 responsibility.

Having an established routine enabled mothers to ensure they were able to include self-care activities into their daily routine.

Self-care

“Once the kids are down I would go to the gym and just do something for myself. Always at home 24/7 going crazy but having a bit of time whether it’s the weekend or just like when the kids are down, having a set routine, being able to do a little bit for yourself um has been good”

“having like a me time...reading a book, uh having a nap, going for a walk or things like that used to help me in order to get my mind together.”



Power to Protect Messages

Parents were asked to feedback on the six Power to Protect messages.

Their general responses are outlined in the following three slides.

Power to Protect Messages

*It is normal for babies to cry,
and it is normal for caregivers
to get frustrated*

*It's okay to walk away.
Put baby in a safe place, close
the door and take a break.
Do not pick up the baby until
you have calmed down.*

Agree – it is normal for babies and its their way of communicating; especially as a new parent

“I don't think I can put her in her cot and walk away”
“I'll feel guilty”

Difficult if living in intergenerational households
Other family members might not understand your approaches of walking away which speaks to the importance of involving everyone in the village messaging.

Power to Protect Messages

Never, ever shake a baby.

Important but say why...
Provide visuals – PI people are visual similar to smoking ad campaigns and effect on children

Never leave baby alone with anyone who you think may lose control.

Depends on family circumstances e.g. single parent and who is able to care for baby if you're working.

Power to Protect Messages

*Share this information
with everyone who is
looking after your baby.*

Share respectfully but
important to include
everyone that looks after
baby

*If you ever think your
baby has been injured,
seek medical help at
once.*

Agree

5. Creating the vision with P2P messages

Following the review of the P2P messages, participants were given the opportunity to explore how each message could resonate with Pacific families. Four key areas were highlighted.



Involve the whole village with P2P messages



Use relatable experiences and tips



Provide more opportunities for men to talanoa



Break down messages – there's lots to learn as a new parent!



Luva: Conclusion & Recommendations

Luva: Conclusion

This project has identified key insights that will help strengthen the Power to Protect programme and messages for Pacific communities. The findings from the talanoa provide an important overview of a parents journey and reiterates the continued work that is needed to ensure parents and caregivers are supported following the birth of their baby.

While family and friends were a trusted and useful source of parenting information for mothers, online information and social media has become just as influential due to its convenience, anonymity, non judgmental approach, and breadth of information and experience provided from other mothers and parents. Notably, fathers felt there was an overwhelming amount of information available for mothers, with information targeting fathers missing. Fathers enjoyed the talanoa and acknowledged it was a good way to share and learn from other fathers, contrasting what mothers suggested which focused on social media and online information.

Parents highlighted the need for good support systems, communication, understanding your baby, and self care as a few ways to cope with the demands of parenting. Of note, mothers acknowledged the support their partners provided, especially when they were able to understand their emotional and mental wellbeing needs. In following, participants were able to create their vision of how the Power to Protect messages should be promoted.

We acknowledge the significant work the Power to Protect team have undertaken with clinical staff and parents within hospitals to promote the key messages. The insights, vision, and key recommendations included in this report, provides a unique opportunity for the Power to Protect programme to continue aligning their messages with what Pacific parents and caregivers have shared. Importantly, the messages and how it is accepted among Pacific communities must be subject to constant review as the contexts of families constantly evolve.

Luva: Key Recommendations

Messaging

1. Focus on parents wellbeing and the wellbeing aspirations parents have for their baby / children
2. Describe the WHY behind each P2P message and use visuals to make it engaging.
3. Share messages respectfully (tone, approach, delivery, facilitator, timing).
4. Breakdown messages – there's lots to learn as new parents!
5. Encourage the use of social media for promoting messages.
 - Use Pacific influencers and ambassadors.
 - Ensure messages are coupled with real life experiences and tips.
 - Explore the use of vlogs from parents / mothers (provides relatable experiences).
6. Take advantage of the spaces where parents and families already gather (e.g. rugby clubs, ECE's, churches).
7. Reduce the use of pamphlets especially after discharge from hospital.

Support for parents

1. Focus on parents wellbeing and the wellbeing aspirations parents have for their baby / children
2. Make sure parents feel connected, supported and informed.
3. Create a dedicated space where men can connect and talanoa.
4. Build on village and cultural concepts for parents.
5. Provide opportunities for parents to learn about communication and relationships.
6. Ensure ongoing support and tips are provided for first time parents, especially around mental and emotional wellbeing.

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