Embedding evaluative practice

TSI's Niho Taniwha Learning Journey and Framework

24 November 2021

THE AUCKLAND CO-DESIGN LAB

The Southern Initiative

Today

Sharing Niho Taniwha:
Developing a learning and evaluative practice

The journey in practice - Tamariki Wellbeing

In your world?
A kōrero with others

Embedding practice Niho Taniwha toolset

Q and A

Please put pātai/questions in the chat

A kete of resources after - Niho Taniwha Framework and toolset, article, answers to your pātai

Our moemoea:

Supporting a prosperous, resilient south and west Auckland where tamariki and whānau thrive and lead their own change.

New norms and new narratives

Place-based local responses

Indigenous knowledge systems integrated and as source of innovation and prosperity

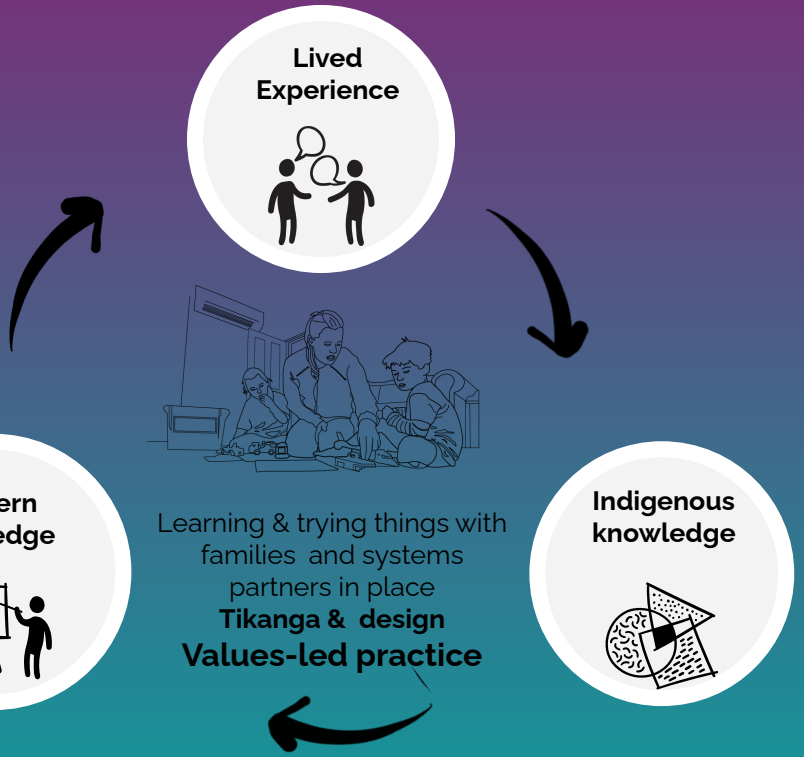
Homes, community spaces and environments enable and promote wairua, hauora and positive health

Narratives are shifted

Increased incomes, prosperity, safety and security

Embedding learning systems and mindset to help achieve change

Learning with people and partners in place:



NAVIGATING in COMPLEXITY

An evaluative learning practice that would reflect the practice and values of the team and communities we serve.

Starts with values, tikanga

Prioritises **indigenous knowledge, place and lived experience**

Based on us **acting and learning together** with whānau and systems partners

Focused on **systems changes** as well as whānau change

Tracks what matters to whānau and communities

THREE **FOCUS AREAS**

ACROSS OUR JOURNEY WE PAY ATTENTION TO:

Outcomes for Whānau

System changes

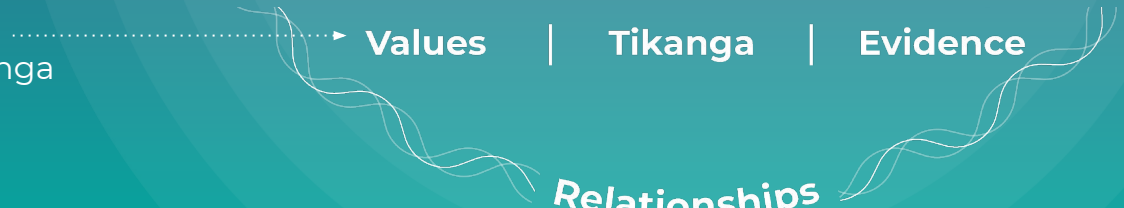
Strategic learning

- **Connect up** learning and outcomes across teams
- Rigorous **practice-based evidence** as...

THE NIHO TANIWHA

THREE WĀHI AKO

Whāriki
The foundational values, tikanga and evidence that guide the mahi



THE NIHO TANIWHA

THREE WĀHI AKO

Wāhi Ako tahi
Learning through prototypes/programmes

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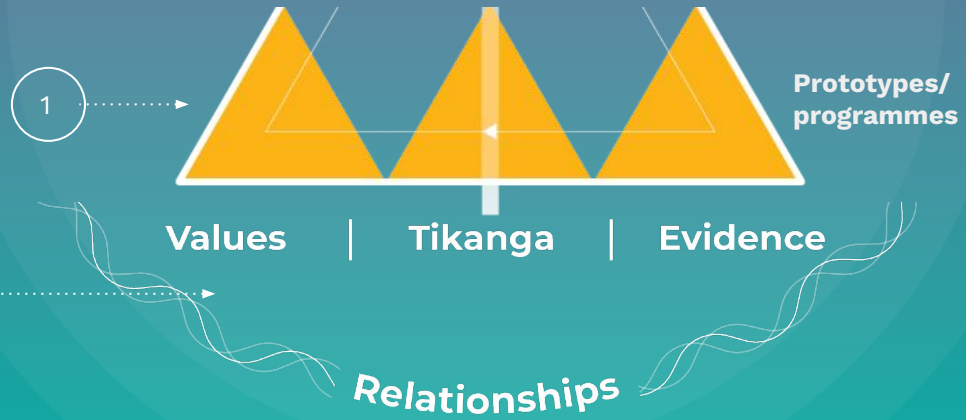
The foundational values, tikanga and evidence that guide the mahi



THE NIHO TANIWHA

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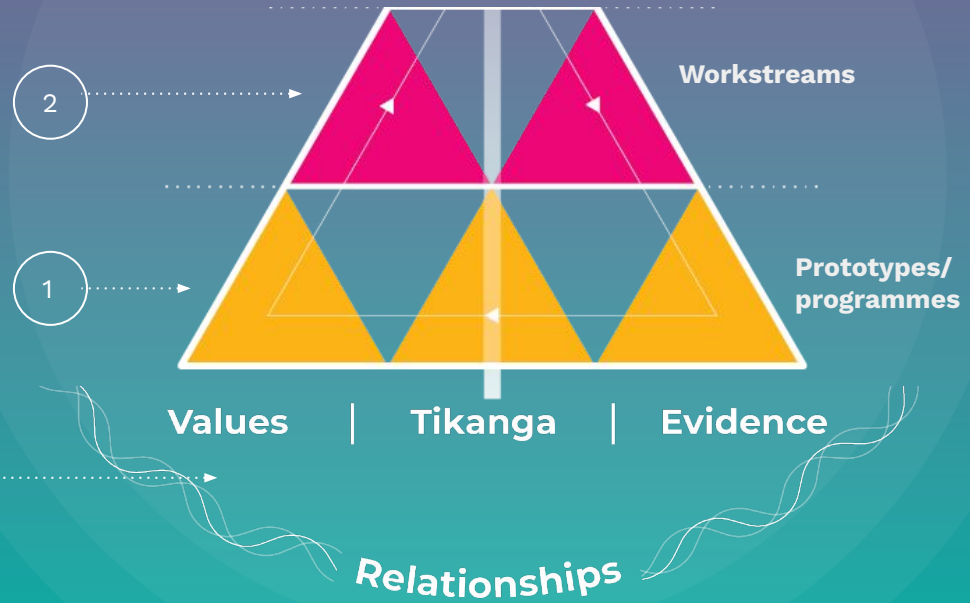


THE NIHO TANIWHA

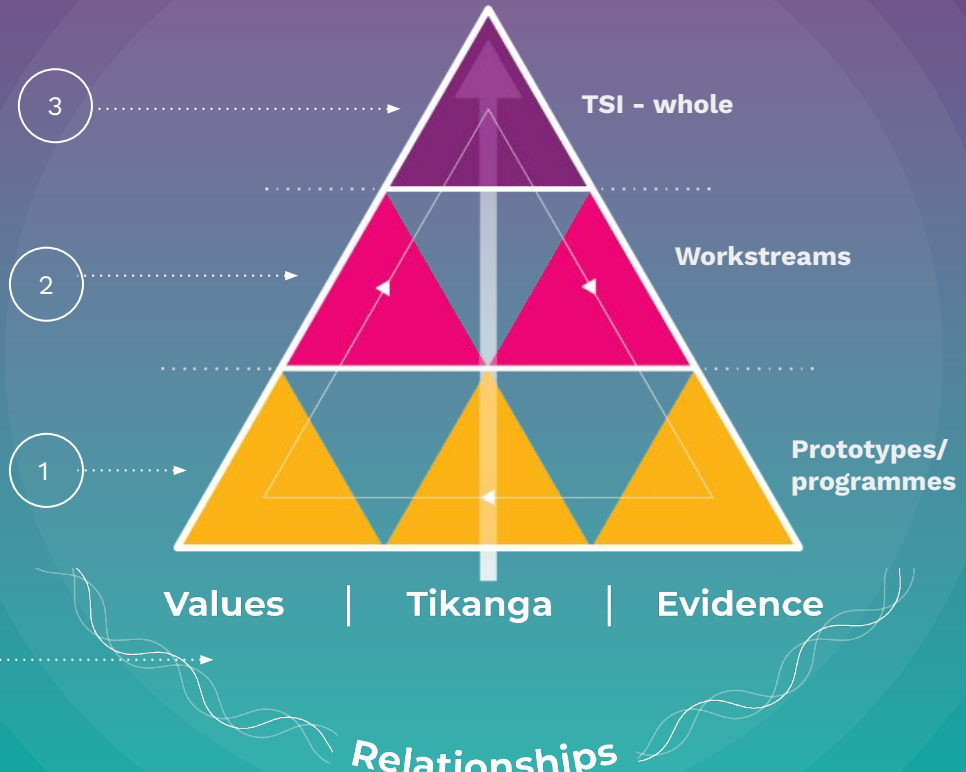
THREE WĀHI AKO

Wāhi Ako toru
Learning across the whole team/org

Wāhi Ako rua
Learning across prototypes/programmes

Wāhi Ako tahi
Learning through prototypes/programmes

Whāriki
The foundational values, tikanga and evidence that guide the mahi



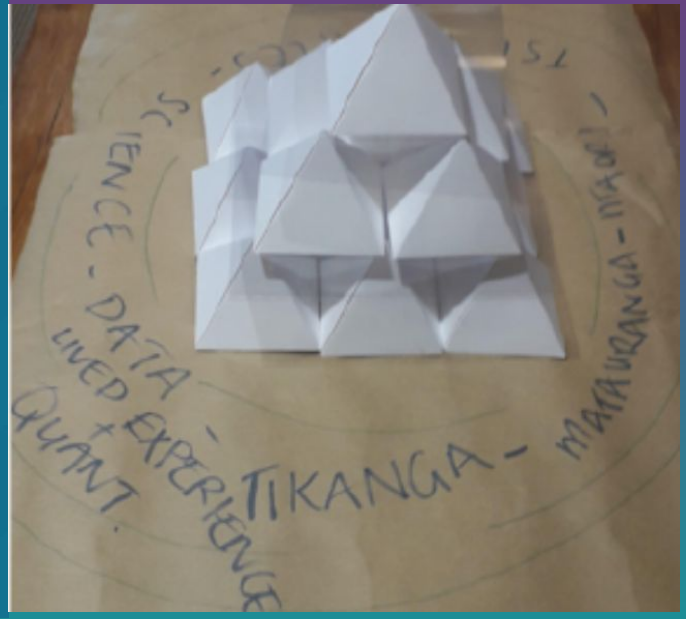
What started to emerge as a learning system

Guided by Matua Rereata Makiha in understanding this as a journey of wayfinding.

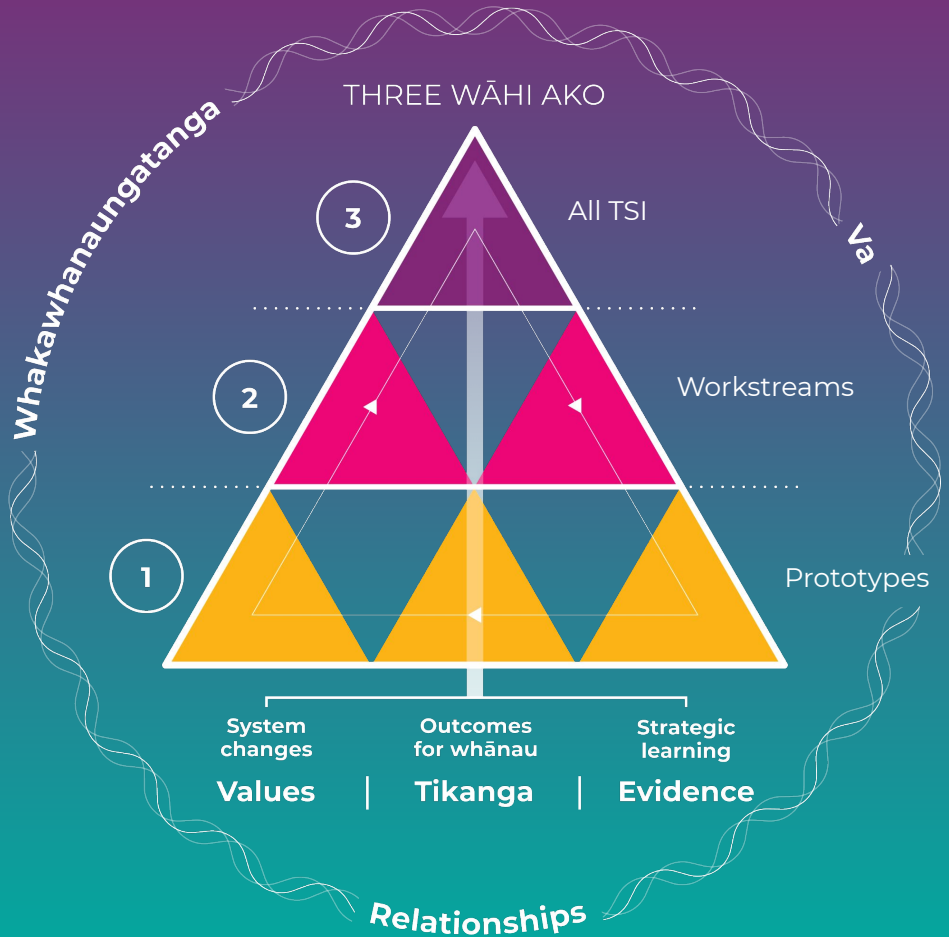
Niho Taniwha

Explored the history, context and relationships of Niho Taniwha. Pūrākau, carvers, weavers, dancers, kaumātua. Niho Taniwha captures our learning about the journey.

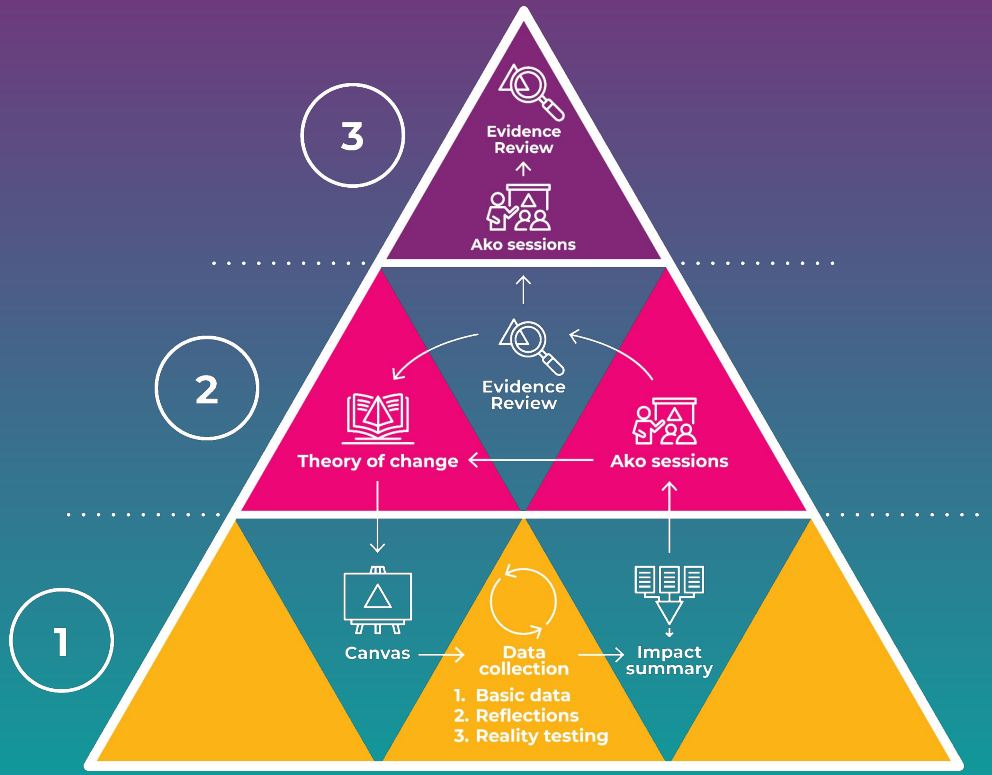
What started to emerge as a learning system



NIHO TANIWHA



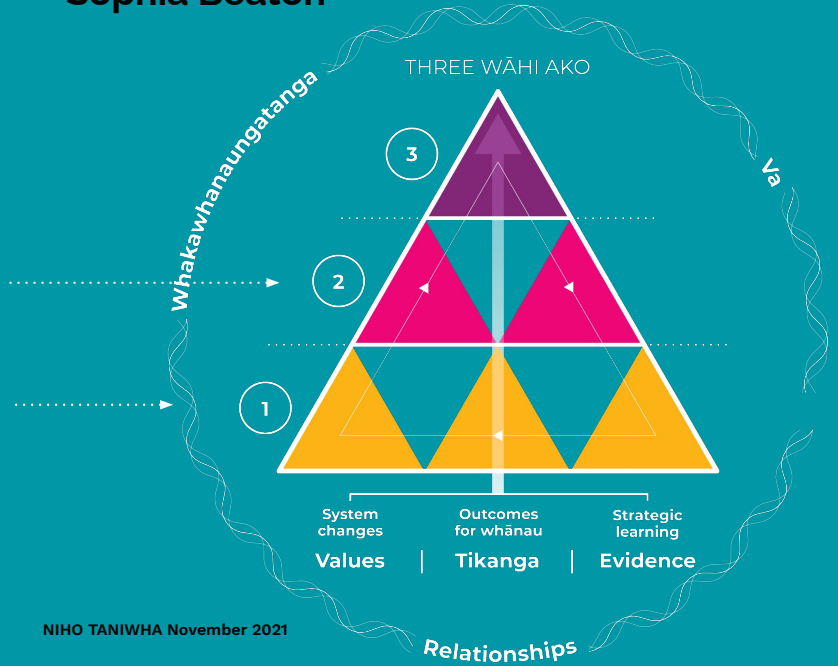
NIHO TANIWHA

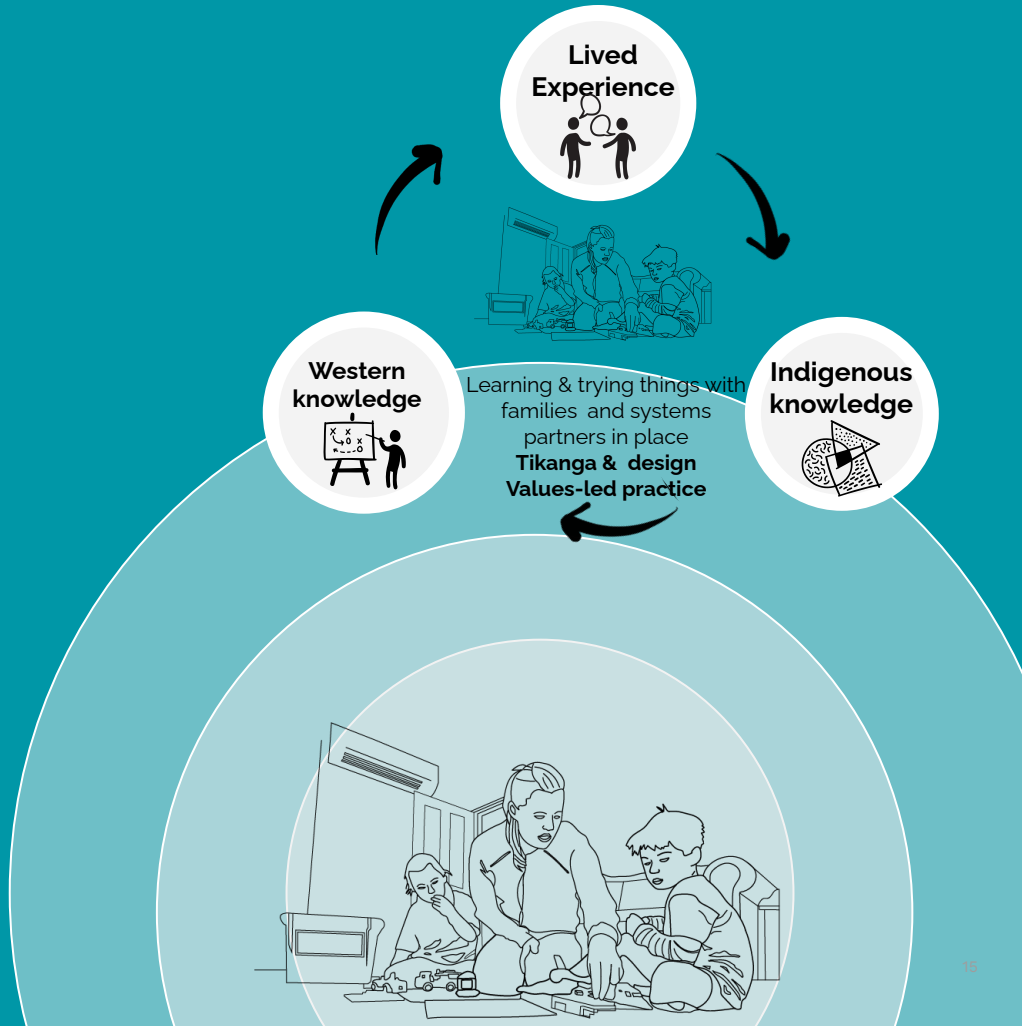


Building a learning culture

Examples from Tamariki Wellbeing

Sophia Beaton





Tamariki wellbeing

Drawing on multiple forms of evidence to identify a working 'theory of change'

Longitudinal data
1200 SA families Growing Up in NZ Study

Neuroscience
development, self regulation, toxic stress, 'serve & return'

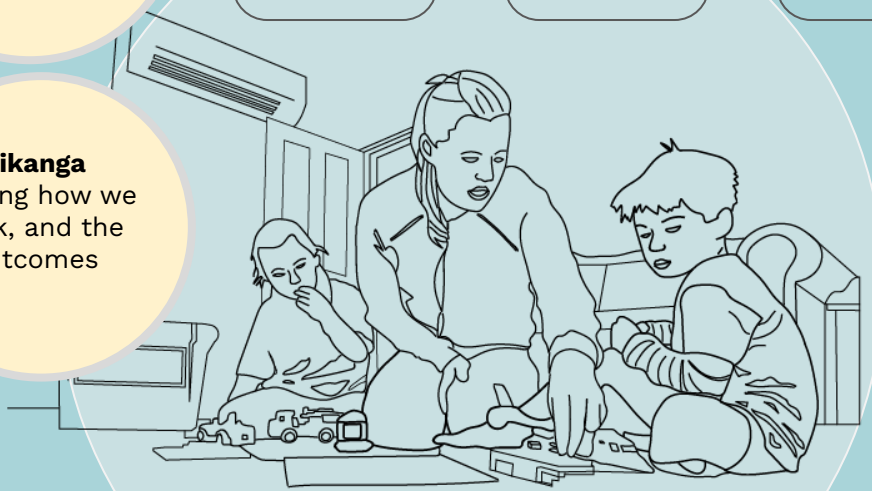
Lived experience
of families & their strengths & know-how

Mātauranga
Traditional parenting practices

Practice-based evidence
Families & partners testing and learning out in the world

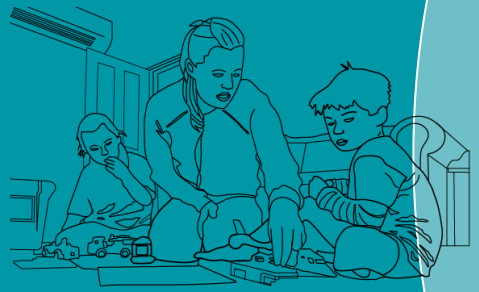
Tikanga
Guiding how we work, and the outcomes

If we... → **By...** → **Then...**



Tracking multi-level outcomes

If we.. → **By...** →



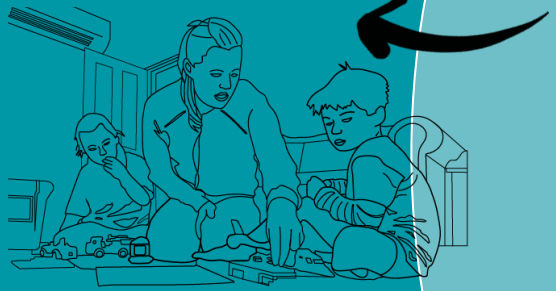
Strategic Learning (what are we learning about change - practice-based evidence)

Changes at system level that promote conditions for whānau wellbeing e.g mindsets, power, connections, policies, resources, practices?

Whānau outcomes Contributing to outcomes that make the difference and matter to whānau

Tracking multi-level outcomes

If we... → **By...**



NIHO TANIWHA November 2021

Strategic Learning what we are learning about change (practice-based evidence)

- *Rethinking protective factors*
- *Sharing risk and sharing power*
- *Whānau to whānau led practice*
- *Leading with mātauranga*

Changes at system level that promote conditions for whānau wellbeing e.g mindsets, power, connections, policies, resources, practices?

- *Changes in language*
- *Reorienting to indigenous knowledge*
- *Power sharing with whānau/ communities*
- *Spaces and policy more responsive to whānau*
- *Resource shifts*

Whānau outcomes Contributing to outcomes that make the difference and matter to whānau

- *Strong social connections, friendships*
- *Manaakitanga, sense welcome*
- *Increased confidence*
- *Reclaiming & celebrating traditional parenting practices*
- *Having different kinds of conversations*

Reflection, data gathering as we go....

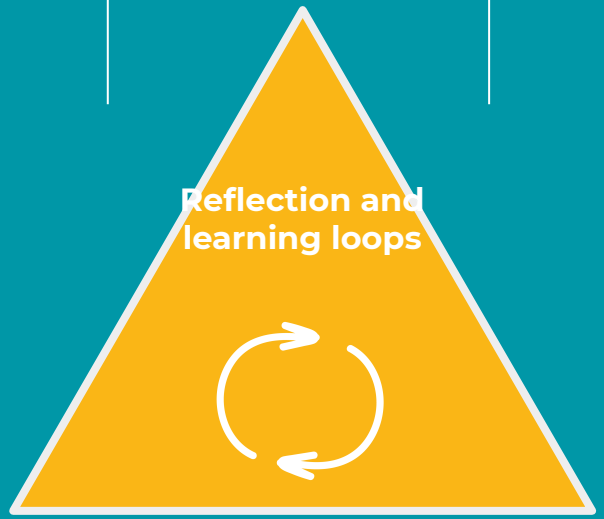
Regular **external Reality Testing**
(What's changing for whānau, systems)

What learning questions do we need to answer?

Who can help us answer them?

How might we check in with them?

What specific questions might we ask?



What have we been doing and with who?

What's going well and why?

What new questions were raised?

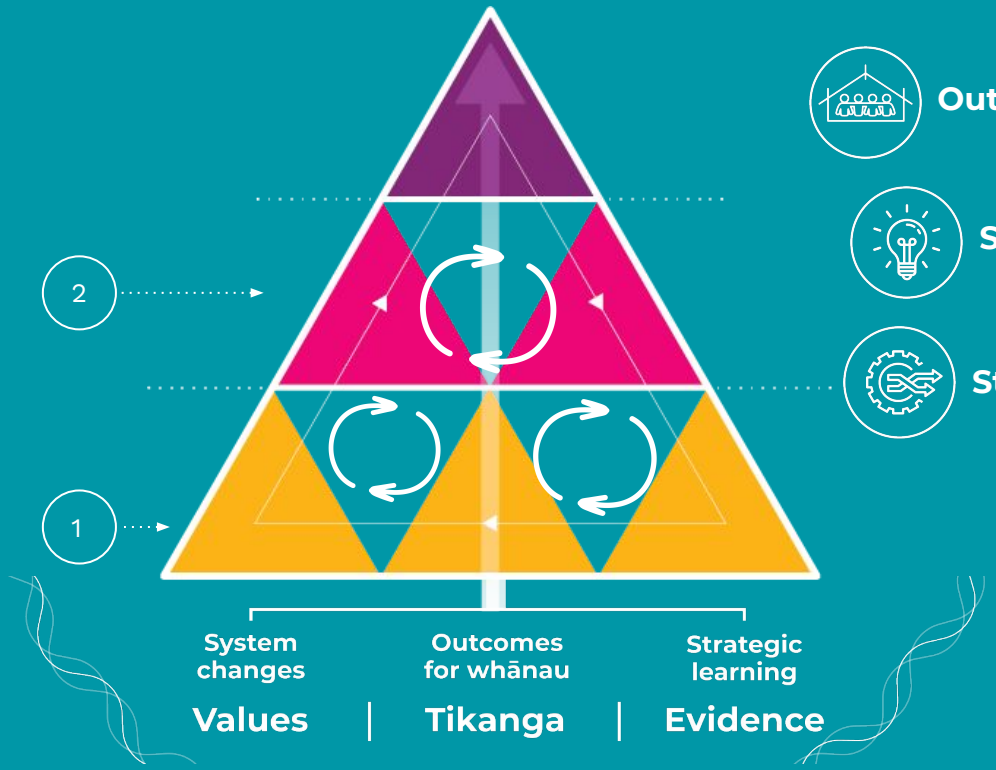
What's shifted/ changed?

Rapid cycles of **internal** reflection
(what are we noticing)

Collective learning for change

Wāhi Ako rua
Learning across prototypes/programmes

Wāhi Ako tahi
Learning through prototypes/programmes



Outcomes for Whānau

System changes

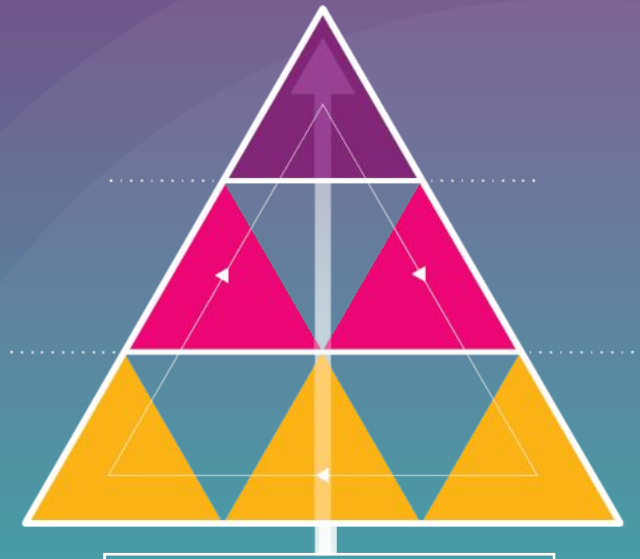
Strategic learning

In your world

Wāhi Ako Toru
All mahi

Wāhi Ako Rua
Workstreams

Wāhi Ako Tahi
Prototypes



We pay attention to:

Our whāriki

System changes | Outcomes for whānau | Strategic learning

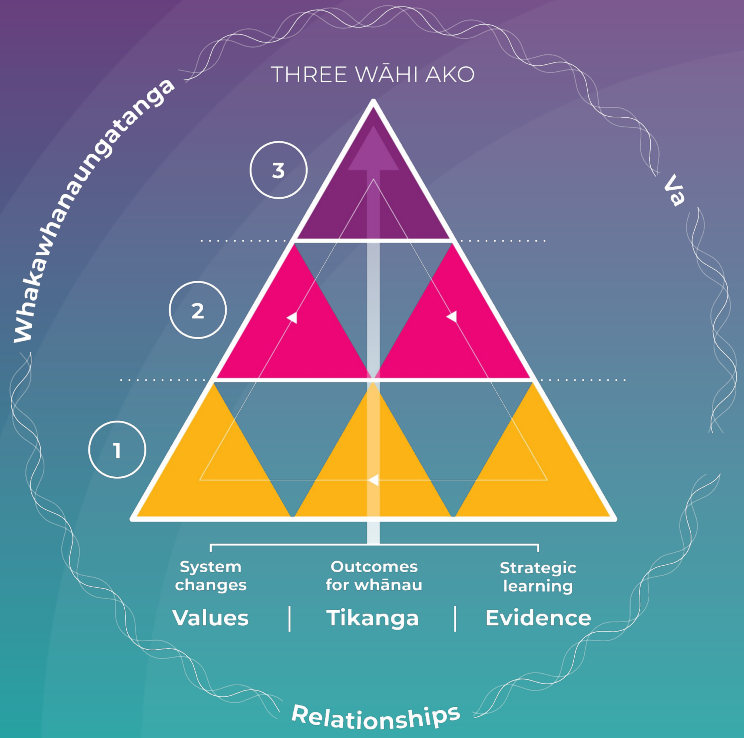
Values | **Tikanga** | **Evidence**

Whāriki:
What is the whakapapa of your mahi? What values, tikanga, knowledge, evidence or perspectives guide the work?

Learning:
How intentionally is learning and reflection embedded into your practice?

Attention on:
What eyes do you have on whānau outcomes, systems changes and strategic learning?

Break outs

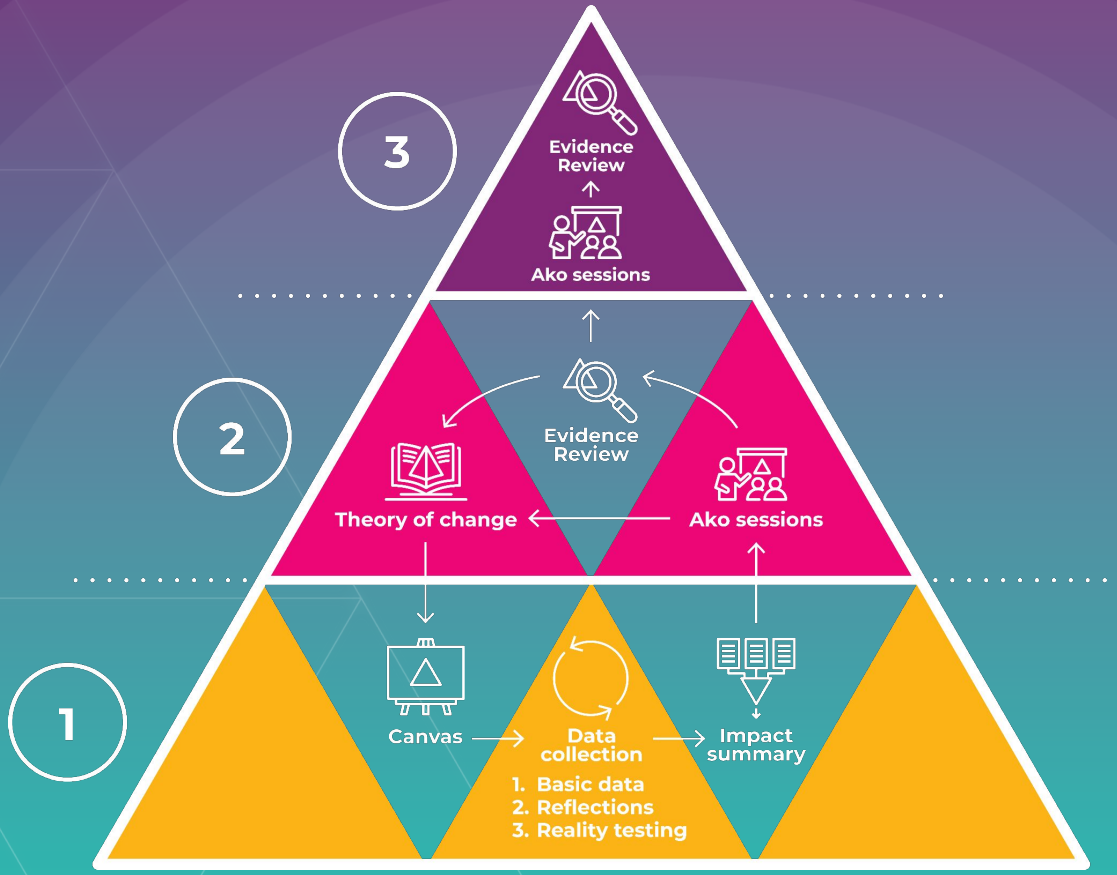


Briefly introduce yourself

What came up for you?

What questions were raised for you?

NIHO TANIWHA **TOOLSET**



NIHO TANIWHA
TOOLSET

THE NIHO TANIWHA IS APPLIED THROUGH THESE TOOLS.

How we land on what we do and how we do it

Evidence Review

Theory of change

Canvas

How we gather information about our prototypes

Basic data

Regular reflection

Reality testing

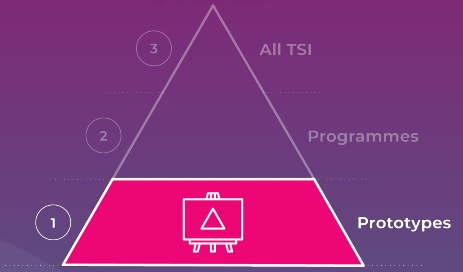
How we summarise and share impact and learning

Impact summary

Ako sessions

(LEARNING) CANVAS

A plan to guide the mahi at Wāhi Ako 1



What are we testing from our theory of change? Short and long term outcomes?

What are we trying to learn, how and with who?

Reflection and learning loops

What data is needed to evidence and support our learning as we go? How will we collect this?

What are our tikanga and values?

What is our evidence base (lived experience, mātauranga and western knowledge?)

A way to design and describe a prototype/programme:
Bringing the team together around:

Our whāriki

What we are testing, why, how, with whom

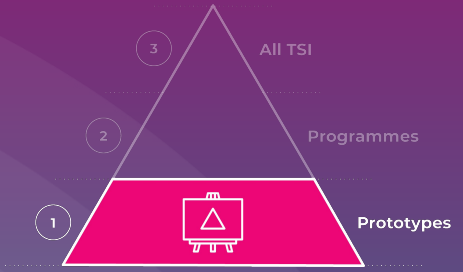
What we hope to achieve - short and longer term outcomes (and who defines them)

How we will gather data and evidence.

Our plan for tracking impact and learning.

CANVAS

A plan to guide the mahi.



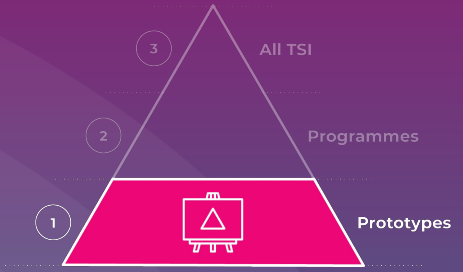
A canvas is used to design and describe a prototype. It provides a way to think through what we are testing, why, how, with whom, what we hope to achieve and how we will gather data and evidence. A canvas is also your evaluation and learning plan, setting out how you will track impact and learning.

Short canvas content:

- Background to the prototype
- Links to the relevant Zone 2 TOC outcomes
- Short term outcomes sought for whānau
- Short term system changes sought
- What are we learning about?
- How will we evidence outcomes and learning?

REFLECTION TOOLS

Regular reflection, Reality Testing

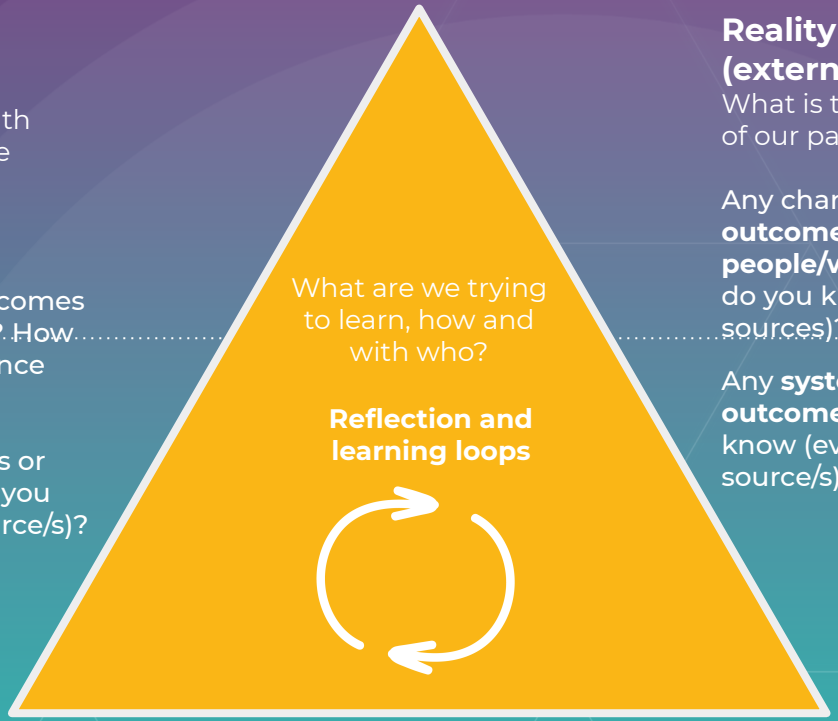


Rapid internal reflection
What did we do? With whom? What did we see/hear/feel?

Surprises? Tensions

Any changes or outcomes for people/whānau? How do you know (evidence sources)?

Any system changes or outcomes? How do you know (evidence source/s)?



Reality Testing (external)
What is the experience of our partners?

Any changes or **outcomes for people/whānau?** How do you know (evidence sources)?

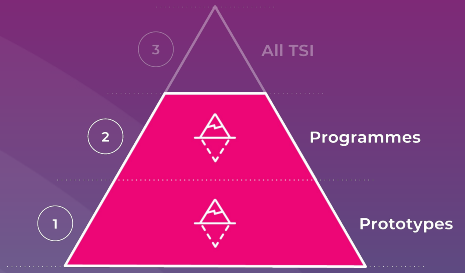
Any **system changes or outcomes?** How do you know (evidence source/s)?

Regular shorter learning loops

Bigger periodic learning loops

REGULAR REFLECTION

A regular team feedback loop to test, evidence and shape the work.



Reflection questions have been developed and tested from TSI practice.

What did we do (core activities)? With whom (be specific, numbers, demographics)?

What are we seeing, hearing, feeling?

What is going well?

Challenges, tensions, surprises, pivots

Any changes or outcomes for people/whānau? How do you know (evidence sources)?

Any system changes or outcomes? How do you know (evidence source/s)? Use six conditions of systems change lens*

What are we learning and sensing?

What next?

*Resource flows, policies, practices, relationships, power dynamics, mental models. See https://www.fsg.org/publications/water_of_systems_change.

PĀTAI...?

Some Closing Thoughts

Can do big and small versions

It is a discipline, may need to build the muscles (we still are!)

Need to make the time, for learning to be folded back in

Helps to have people dedicated to holding the reflection space

We can all bring a learning orientation to our mahi, it's not just an innovation remit

Learning our way into it is the only way we will be able to make our most ambitious shifts

Ngā mihi nui

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