NIHO TANIWHA **TOOLSET**

Applying the Niho Taniwha is a practice, a muscle to develop, and this toolset is your guide. It presents:

- Key messages from this toolset
- What it looks like to use the Niho Taniwha
- An overview of each tool
- Links to templates, examples and guidance on ethical considerations

We will iterate these tools based on what works for our teams and cultural contexts.

THE AUCKLAND CO-DESIGN LAB

The Southern Initiative

The Western Initiative

Auckland Council
Te Kaunihera o Tāmaki Makaurau

KEY MESSAGES FROM THIS TOOLSET

The essence of the practice outlined in this toolset for teams is to:

- Ground your mahi in existing knowledge and evidence – indigenous, Western, local/lived experience
- Have a Zone 2 theory of change to guide your prototypes and decision-making
- Do a short or long canvas for projects/prototypes that articulates what is being tried and tested from the theory of change
- Collect basic data on what you are doing (what, with who, how much etc)
- Reflect regularly on your mahi and record this in one place
- Seek participant and partner input on outcomes and learning (reality test)
- Synthesise outcomes and learning (impact summary) regularly and use this to update your theory of change and evidence-base
- Share and embed outcomes, insights and learning (ako) internally and externally

APPLYING THE TOOLS

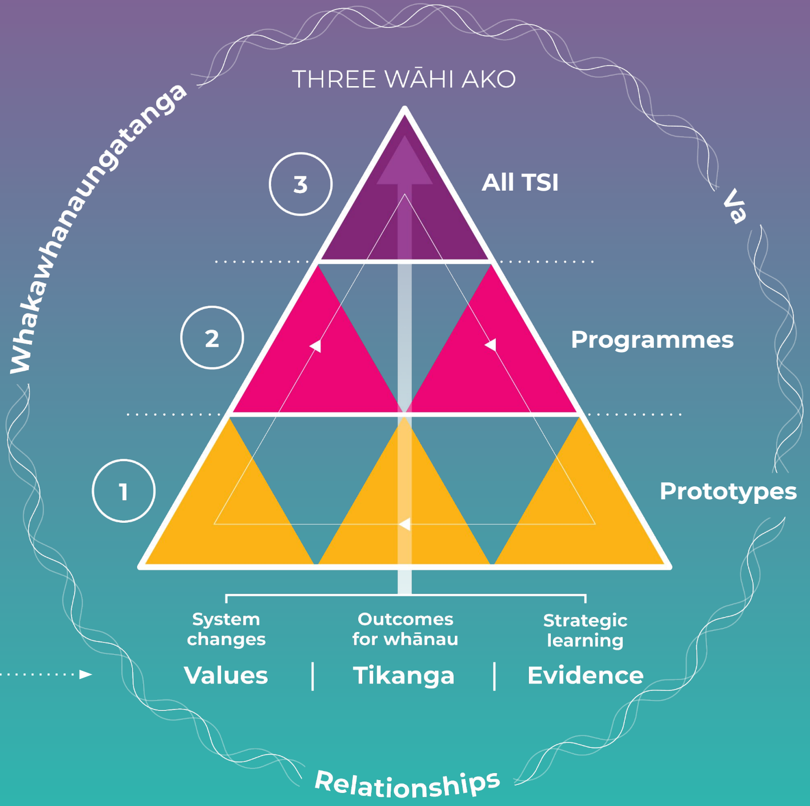
This toolset is focused on supporting mahi at Wāhi Ako Tahi and Rua (Zones one and two).

Wāhi Ako Toru Zone 3
Longer term outcomes and learning laddered up from TSI's mahi, to guide our collective moemoea.

Wāhi Ako Toru Zone 2
Learning and outcomes at programme level, developed with whānau and partners from mahi on the ground.

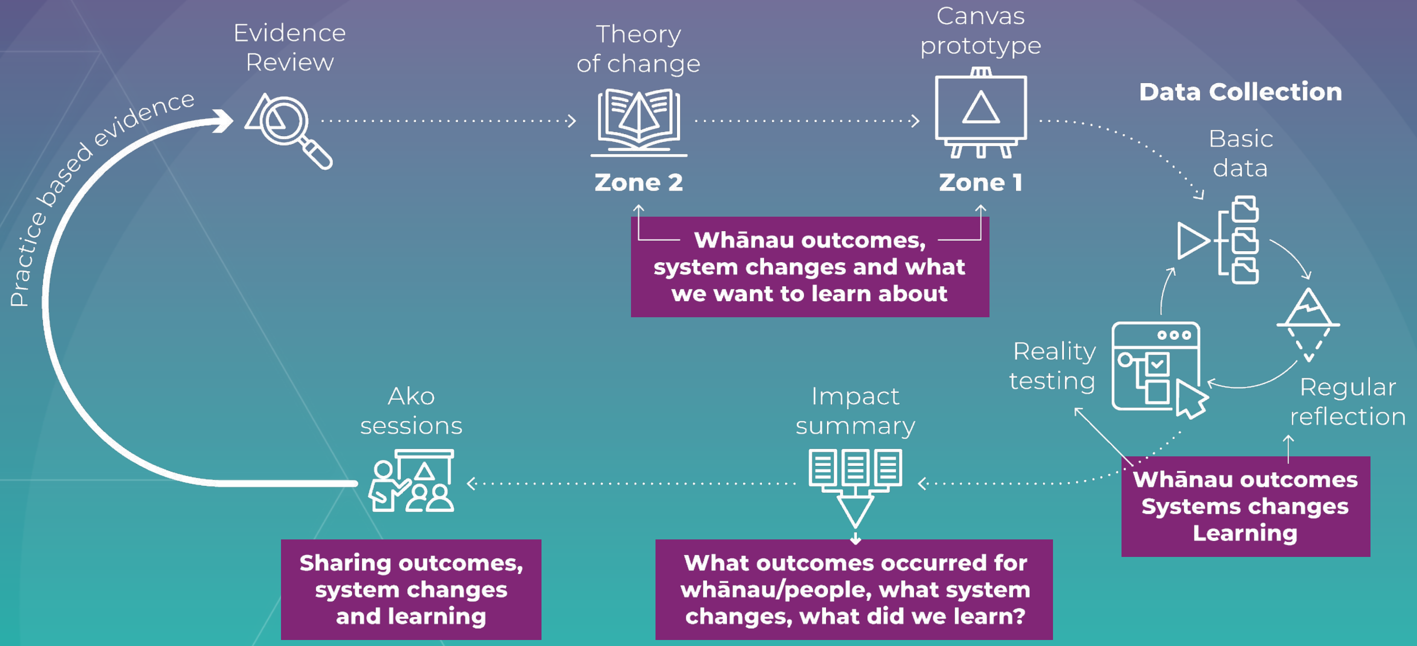
Wāhi Ako Toru Zone 1
Learning and outcomes from specific projects and prototypes.

Whāriki
The foundational values, tikanga and evidence that guides the mahi.



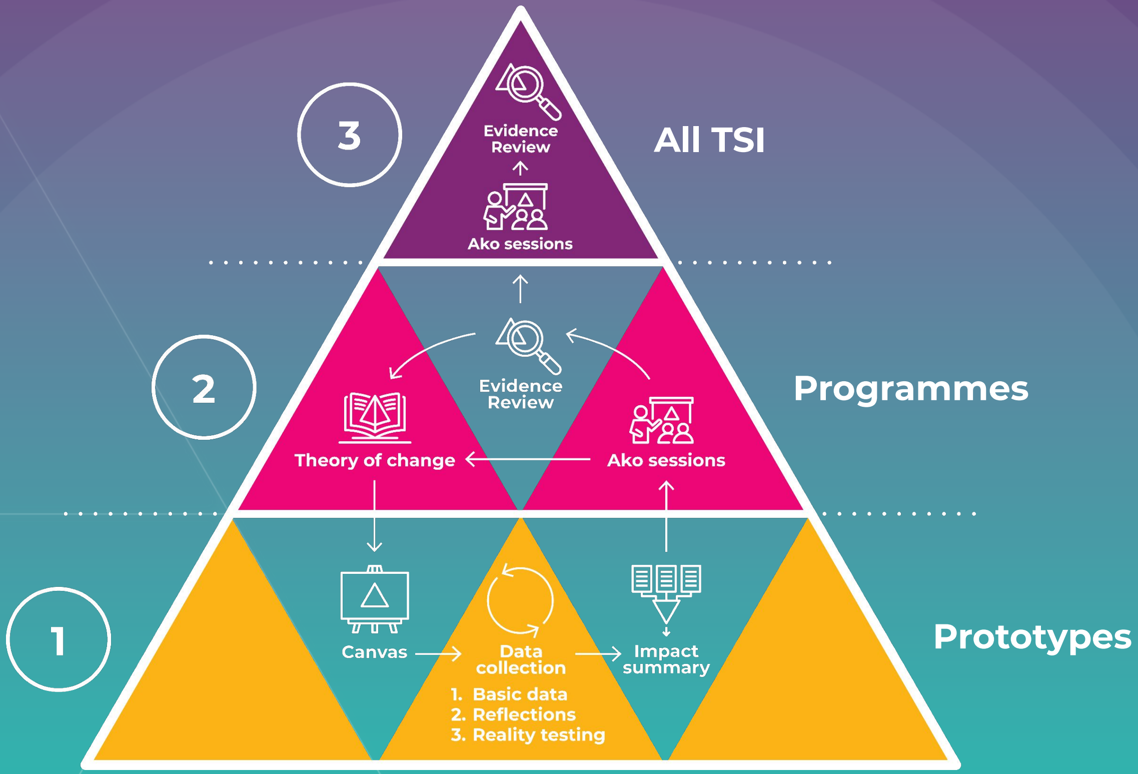
WHAT IT LOOKS LIKE TO USE THE NIHO TANIWHA

The three focus areas **(outcomes for whānau, system changes and strategic learning)** weave through the tools as follows.



FLOW OF THE TOOLS

THREE WĀHI AKO



OVERVIEW OF NIHO TANIWHA TOOLSET

Next we give a summary of each tool

Templates, case studies and examples at the end of this overview show them in action.

01 Evidence Review

02 Theory of change

03 Canvas

04 Basic data

05 Regular reflection

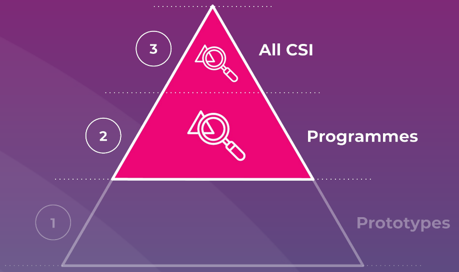
06 Reality testing

07 Impact summary

08 Ako sessions

EVIDENCE REVIEW

A shared starting point and rationale for our mahi.



Reviewing existing evidence helps us identify what to do and what to avoid.

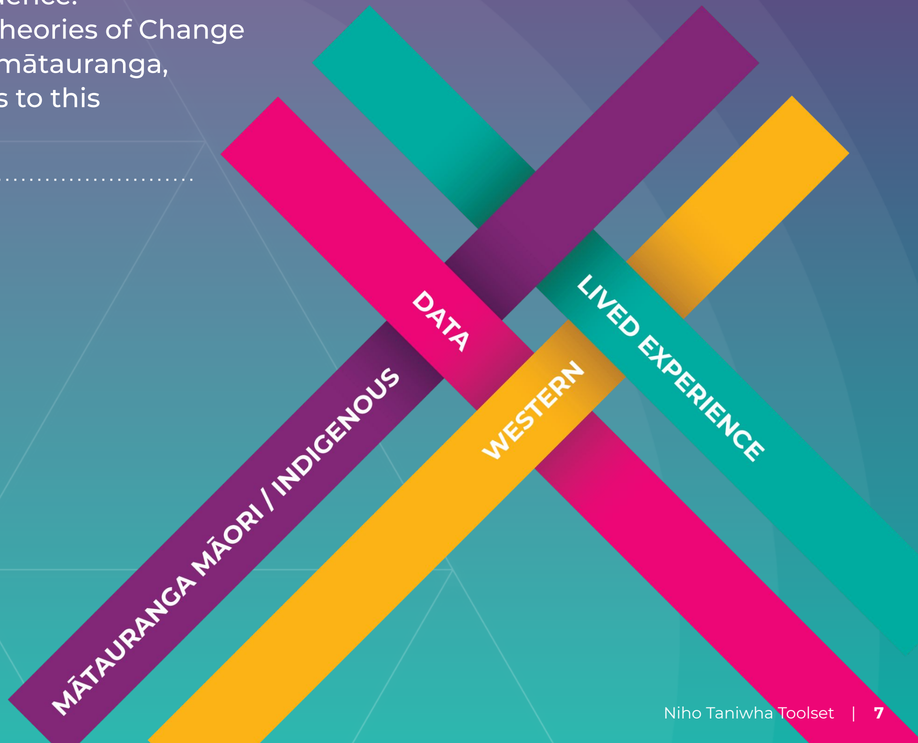
Evidence reviews reflect TSI understanding of current evidence. They should guide the development and iteration of our Theories of Change and prototypes/projects. Evidence should be drawn from mātauranga, Pacific, Western knowledge and lived experience. TSI adds to this evidence base through our mahi.

When?

All Zone 2 programmes should have evidence reviews, and as resources and need dictate for Zones 1 and 3.

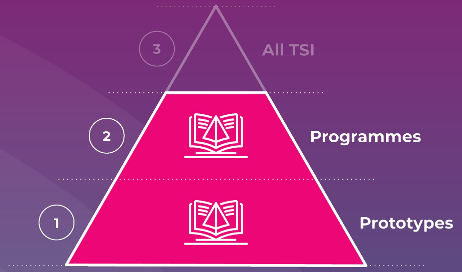
Who?

Teams do evidence reviews with internal support or commission them externally. The Lab can help.



THEORY OF CHANGE

A navigational path.



A theory of change (TOC) makes visible what we want to achieve, what we are testing and how we think change will happen. It is iterated over time as we build our understanding. Our values, tikanga and evidence underpinning our TOC should be explicit.

When?

All Zone 2 programmes need a TOC.
For very significant Zone 1 prototypes a TOC may be helpful (linked to the Zone 2 TOC).
Prototypes at Zone 1 test the Zone 2 TOC and help iterate it.

Who?

TOCs should be created together through a facilitated process (internal or external), referred to often and adapted over time.

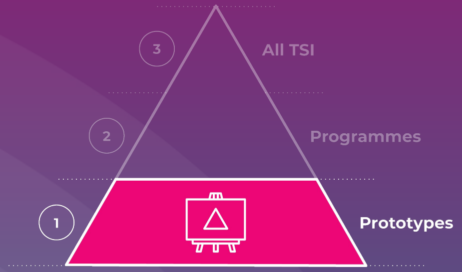
TOCs have these basic elements:

- If we (our change strategies)
- By (key initiatives/prototypes)
- Then (short term outcomes for whānau and system)
- And then (longer term outcomes for whānau and system)
- And eventually (vision statement)

Include or link to focusing questions (what you want to learn more about) and to values, tikanga and core evidence.

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.

When?

Complete a canvas for every prototype you want to capture results for (ideally before it starts). Two types of canvas are provided - long and short. Use the long canvas for larger, more complex, longer term, resource intensive prototypes. Use the short canvas for smaller, faster prototypes.

Who?

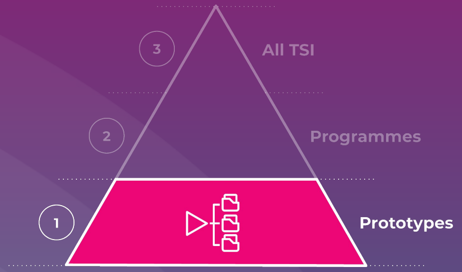
Develop the canvas with the core design team, involving partners, whānau and stakeholders as appropriate. Amend it as appropriate over time.

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?

BASIC DATA

Basic information about our activity (what, how much, with whom, reach, participation).



Basic data is the core monitoring information to capture for each prototype – including the things often asked for by funders and partners (demographic information, numbers and outputs). They tend to cover similar ground but may look different for each prototype. Basic data helps to describe, quantify and evidence what you did, with whom.

When & who?

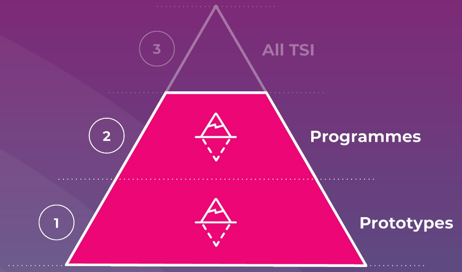
Basic data to collect should be identified in the canvas, with project leads responsible for ensuring it is collected throughout the life of the prototype.

It usually includes:

- A description of the type and scale of activities
- Number of people participating, how often
- Who is participating (age, ethnicity, gender etc)
- Patterns of participation (how it varies over time)

REGULAR REFLECTION

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



This tool provides questions and a process for the core team (even if 1 or 2 people) to reflect on progress and learning. Regular reflection provides the core of your evidence base and shapes the work as it goes.

When & who?

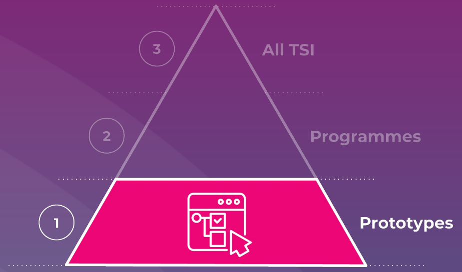
Do regular reflection for mahi you need to gather evidence for and learn about. Teams decide how to cluster mahi for reflection purposes – at Zone 2 level by theme or clusters of prototypes, or for each Zone 1 prototype/project. Identify how regularly to reflect on what (weekly, fortnightly, monthly), depending on the flow of the work. Also clarify who needs to be involved outside of team members.

Reflection questions have been developed and tested from TSI practice. Amend or add as you like but retain the essence and synthesise reflections regularly.

- 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?

REALITY TESTING

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



Reality testing gathers the perspectives of whānau/participants, partners and stakeholders.

It tests our assumptions, surfaces outcomes and learning we might not know about, informs direction and strengthens evidence of impact. Methods can include surveys, wānanga, talanoa, interviews, online tools and feedback from events and workshops.

When?

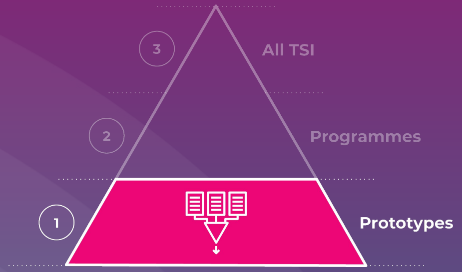
At Zone 1 or Zone 2 (for multiple prototypes), when it makes sense to do a reality check on assumptions, progress and impact, especially after significant activity. You can also capture feedback as you go (eg via events or workshops).

Who?

With as many people closely involved as possible, especially direct participants and partners. Reality testing can be done in-house, though ideally it is undertaken by an independent outsider, such as a research or evaluation specialist.

IMPACT SUMMARY

Evidence outcomes and learning at Zone 1.



This tool helps us track learning and outcomes from our prototypes as we go. It is a summary of outcomes for whānau, system changes and learning to date. This information is drawn from reflections, basic data and reality testing (and any other sources). Impact summaries are based on outcomes and learning foci identified in your canvas.

Impact summaries reflect outcomes and areas of learning identified in your canvas.

When?

At key points during the prototype/initiative (e.g 6 monthly) to consolidate learning and outcomes and adapt as you go, and at the end.

Who?

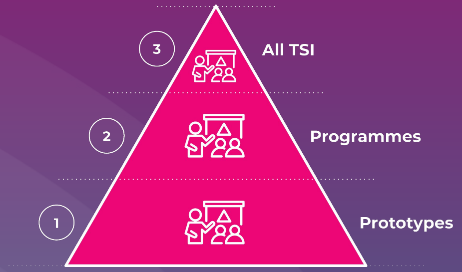
While a team member should ensure it is completed, impact summary content needs to be collectively agreed and tested by the core team. The team can enlist the support of a research or evaluation specialist as appropriate.

Impact Summary

- Based on a synthesis of reflections, reality testing and basic data
- What can you say about the outcomes and system changes in your canvas?
- Are there additional outcomes?
- What learning has been generated about whānau, systems or practice?

AKO SESSIONS

Share and ladder impact and learning across TSI.



Ako or learning and sensing processes are the main vehicle for sharing impact and learning across TSI teams. It is through these sessions that we synthesise and share:

- Evidence of outcomes for people/whānau
- Evidence of system changes
- What we are learning and sensing across the mahi

These processes can happen around shared kaupapa or interest areas, such as whanau-centred practice, youth enterprise or effecting systems change.

When? At all zones, with timing of sessions driven by the needs of the mahi.

Who? Ako sessions should be co-designed, involve whānau and partners as appropriate and be facilitated by people external to the team concerned, so they can all participate.