# Foundations: Design for Equity and Intergenerational Wellbeing

## Module A: Connecting–How and why we work together

THE AUCKLAND CO-DESIGN LAB

**How comfortable and skilled are we in honouring the commitment that Māori are able to participate as Māori?**

**How comfortable are the team in supporting reflective practices for themselves and others e.g. reflecting on the backgrounds, bias, assumptions and skills that they bring?**

**How comfortable are we at reflecting on who we are and where we are in relation to ourselves and our work?**

**How do we acknowledge that people are the experts in their own lives, how do we show this through our interactions?**

**How are we using lived experience with other data to build a people and systems view of what is driving current behaviours and outcomes?**

**How well do we value and use diverse forms of knowledge and evidence including lived experience and mātauranga Māori?**

# What do we pay attention to in our work? What is valued?

# How are we supported to engage in issues of equity and wellbeing in our everyday work?

**What is our scope for influence, what levers are available to us to grow or model the conditions for wellbeing at big and small scale?**

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## Module B: Making–from transaction to transformation
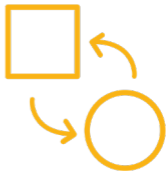
**Who is involved and what kinds of skills and approaches are needed in this context? Do we or our partners have the cultural grounding, competency, credibility experience and relationships necessary?**

**Are we dedicating the right time and people to developing and maintaining relationships with iwi, organisations, whānau and community we are working with?**

**How confident are we in using inclusive and participatory practices that are responsive to place and culture?**

**How well do we demonstrate transparency and accountability to whānau and stakeholders about the process, their input and their level of influence?**

**How well do we build and hold safe spaces where whānau and stakeholders can work together in new and creative ways?**

# How are we consciously supporting capacity building for whānau and for systems partners through the process?

**How well do we build and hold brave spaces that disrupt traditional power dynamics and allow for new connections and actions to emerge?**

**How well do we understand the different cultural contexts we are working in and across?**

**Are whānau, hapū, iwi positioned as partners in the change process or as recipients?**

**How much influence do iwi, whānau, community have in shaping the agenda, process, outcomes and success measures? Including setting the rules of engagement?**

**How is mutual learning between different stakeholders supported through the process?**

**How are we using the design process to identify and support the adoption of new practices for teams, whānau and stakeholders?**

# How are we bringing a systems lens to identifying challenges and opportunities for change?

**How are we modeling the values and ways of working we want to support through the process?**

**How do our processes and approach acknowledge and build on the expertise, strengths, assets and aspirations of whānau?**

**Is building trust and relationships valued and given the time and resource needed? e.g. Is responsibility for engagement and relationship building built into roles across the organisation?**

# Are there funds, resources, structures in place to support safe, ethical inclusive engagement?

**How well are we set up to develop, sustain and maintain relationships and connections beyond "project" timelines?**

# Is there a capacity to support community-led initiatives and community partnership?

**How transparent are we being about the level of power sharing that is possible?**

**What is our level of readiness to learn about and be responsive to partner needs (which may be different from our expectations?)**

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## Module C: Learning–Building learning capacity

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**How is success being defined? Are iwi-Māori, whānau or community involved in or leading, defining and determining approach and success?**

# How does culture and place shape our approach to evaluative practice?

**Are theories of change explicit? Developed based on existing and contextual evidence and informed by lived experience?**

**How are we tracking and capturing the new capacities being built through the design process?**

**How are we investing in an evaluative and learning culture? How is testing, iterating and sharing learning supported?**

**How are learning and feedback loops embedding and supported across all levels of practice to improve service, policy and process knowledge?**

**Are channels in place for connecting learning between practice (lived experience) up into policy reviews or formation?**

**Do contract structures account for and support learning and change of direction as we go, as insights into outcomes and better directions emerge?**

**How well are contracts and commissions set up for learning and developmental processes? Is this valued in the process?**

**How are government teams reflecting on and building their own capacity to support change? What is our role in setting the conditions for success?**

**How are evaluation and design teams and processes being supported to work together to support successful outcomes?**