

**Welcome**  
**Ngā mihi**

# **Design For Equity and Intergenerational Wellbeing:**

**Foundations Online Learning Program**

June 10 & 11 2021 Module C



Please note the content of the sessions will be recorded.  
Break out rooms will not be recorded.

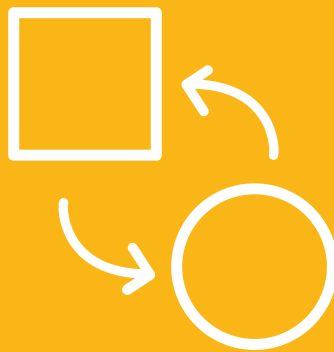


# Karakia

<b>Whakataka te hau ki te uru</b>	Get ready for the westerly
<b>Whakataka te hau ki te tonga</b>	And be prepared for the southerly
<b>Kia mākinakina ki uta</b>	It will be icy cold inland
<b>Kia mātaratara ki tai</b>	and bitterly cold on the shore
<b>Kia hī ake ana te ata kura</b>	May the dawn rise red-tipped
<b>He tio, he huka, he hauhu</b>	With ice, snow and frost
<b>Tihei mauri ora!</b>	Let there be life!



**MODULE A**  
**CONNECTING**  
**Why and how we**  
**work together**



**MODULE B**  
**MAKING**  
**From transaction to**  
**transformation**



**MODULE C**  
**LEARNING**  
**Building learning**  
**capacity**

# Kia ora Rāpare/Thursday

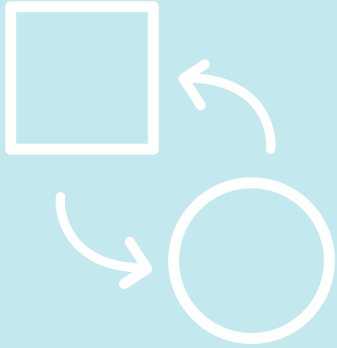
Group check in

The Slido logo is displayed in a white rectangular box. The word "slido" is written in a bold, lowercase, green sans-serif font.

How is your waka today?  
Kei te pēhea ō waka inaianei?



# Recap

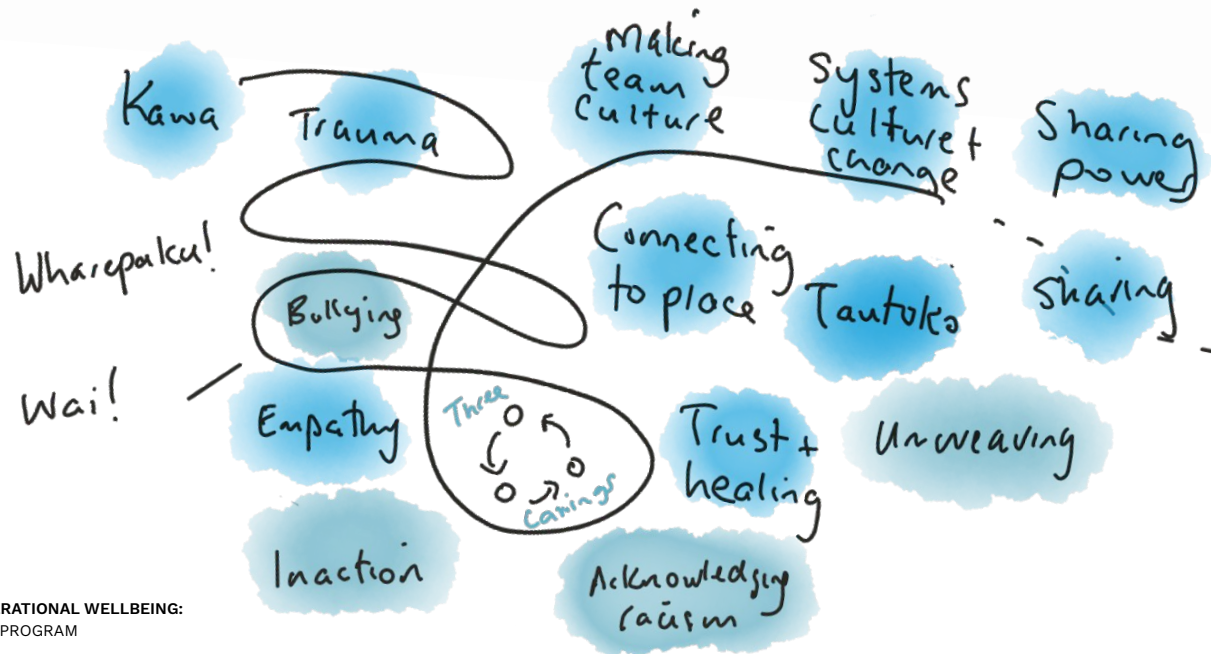


**MODULE B**  
**MAKING**  
**From transaction to**  
**transformation**

# We thought...

WORK WITH TEAM TO IDENTIFY WHĀNAU  
CENTRED PRACTICE OPPORTUNITIES

# We got...





## **KAUPAPA MĀORI**

A strategy by which we can work collaboratively to enhance our cultural landscapes so we can better see our faces in our places.

# Transaction



# Transformation

From services

To ecosystems

From things

To capacity  
and capability

From prescribing

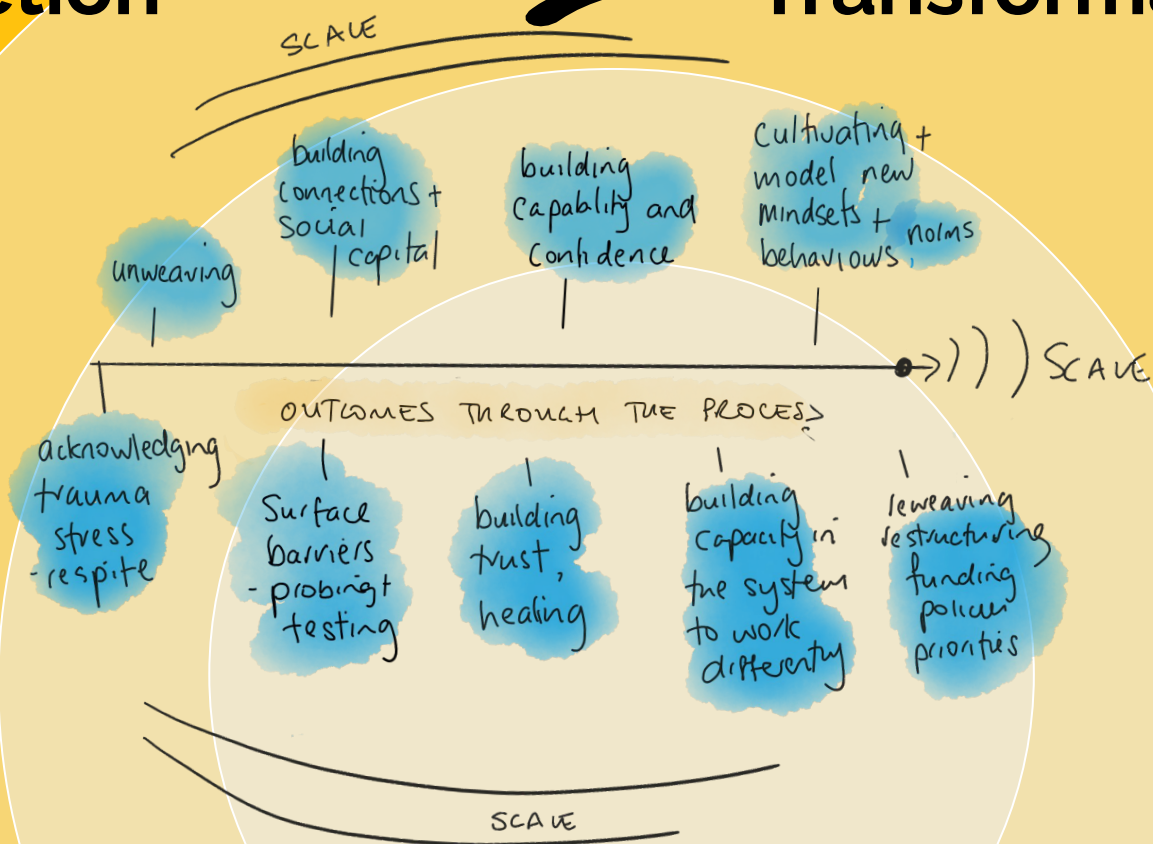
To platforming  
and partnering



# Transaction



# Transformation



## A snapshot of reflections

Acknowledging where we are starting from

*We've got a **huge opportunity to be part of redressing the Crown's shortcomings, but the much easier route is to ignore our historical context.** And that path will continue to perpetuate that inequity.*

A lens of **past, present and future** helps us acknowledge, recognise and aspire

*Slowing down, having more patience, being more grounded, thinking intergenerationally, **Like a kauri tree**, centering more on Manaaki...*

Challenging mindsets as the "**problem solver**" - moving away from "quick fixes"

Balance of **thinking wider in systems** and keeping moving forward

Opportunity of **developing values and principles** and outcomes together

**Scaling practices** and ways of working, rather than the things that come out of it

Localised evidence - **what makes sense and what matters in place?** What does wellbeing mean to whānau? Bringing in the knowledge of people and place.

# Team recap



Tavis Milner - DIA



Shaq Milner Tearikiau - NZ  
Police

# Break out check in: Evidence & learning

Introduce yourself, kōrerorero

*What does 'evidence' mean in  
your world?*

*What learning or reflective  
practices are already part of your  
day to day mahi?*



## Relationship to evidence

**Rapid Reflection**  
Learning loops with the team

Date: \_\_\_\_\_  
Rapid: \_\_\_\_\_

<p><b>What did we do and with whom?</b> Summarize the key activities in bullet points. What did we do and with whom over this reflection period? (include specific demographics)</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>What is going well?</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>What new questions were raised?</b></p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Surprises, tensions, challenges or pivots</b> What key tensions, surprises or challenges have emerged?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>What did we learn?</b> Capture the key learning the team has identified.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>So what? What next? What needs to change or be followed up as a result?</b></p> <p>_____</p> <p>_____</p> <p>_____</p>

## Learning and reflective practice

# Share back

What surfaced?

What is emerging?



Share a thought in the chat for  
the group

What were you excited to hear or  
to share?

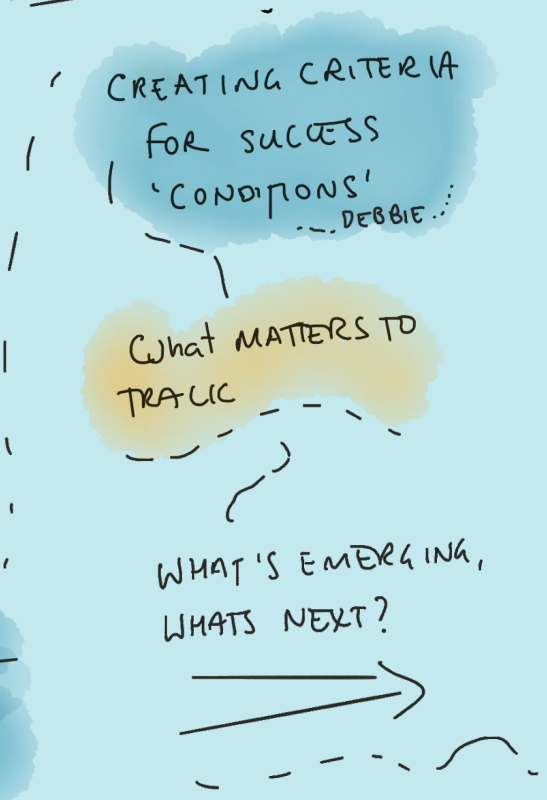


# MODULE C LEARNING Building learning capacity

RĀPARE | THURSDAY



RĀMERE | FRIDAY



# Building our learning capacity

Working in complexity

**Localising the evidence**, and working with different forms of evidence



**Tracking systems** changes as well as other outcomes

**Role of learning** - its importance in systems innovation







# Localising evidence, different perspectives and forms of evidence



Localising the existing evidence base in place with whānau



Surfacing indigenous knowledge, understanding through an indigenous lens



Testing things on the ground with whānau and systems partners



Generating new, culturally grounded, whānau centric knowledge and ways of working

# Exploring localised wellbeing indicators

Whānau outcomes

## **whanaungatanga**

*'I know more people in my street'*

## **whanaungatanga**

*'My relationships and connections are more positive'*

## **mana**

*'My kids are in kapa haka'*

## **manaakitanga**

*'Can you help my friend?'*

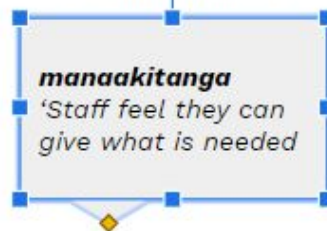
## **rangatiratanga**

*'I have more time, I am trying new things'*

## **manaakitanga**

*'I have more patience for my kids'*

Systems changes



## **manaakitanga**

*'Staff feel they can give what is needed'*

## **rangatiratanga**

*'Engaging with whānau as whānau, not just recipients of services'*

## **mana**

*'Language changes from 'client' to 'whānau''*

## **rangatiratanga**

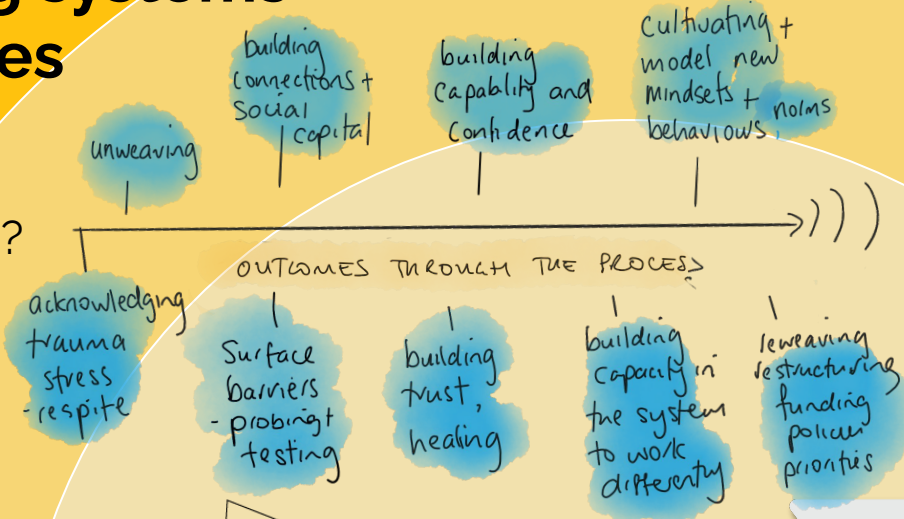
*'There is room for whānau input to shape things'*

## **manaakitanga**

*'Manaakitanga is prioritised'*

# Tracking systems outcomes

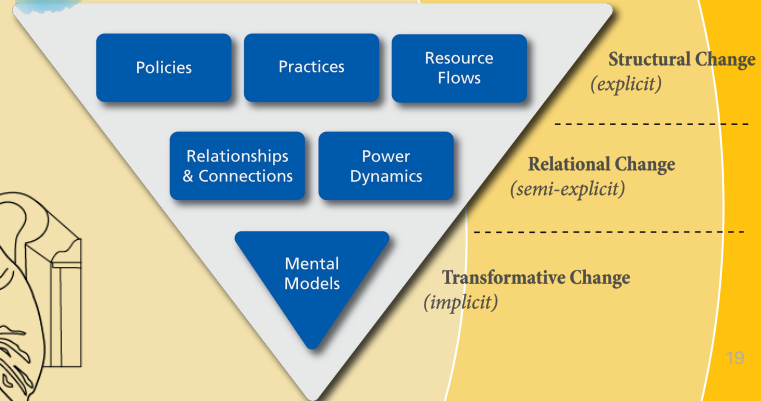
What is shifting in the system?



## Systems shifts:

- Policies
- Practices
- Power dynamics
- Behaviours
- Relationships
- Mindsets
- Mental models

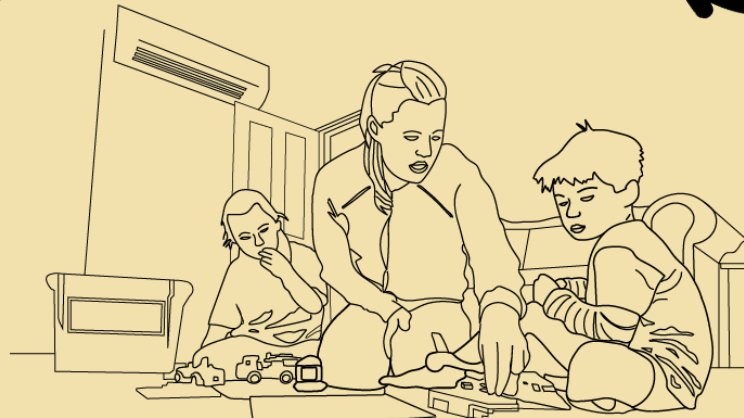
## Six Conditions of Systems Change



# Role of learning: Building our learning infrastructure

Evaluative practice that supports learning through out, guides direction and decision-making and produces practice-based evidence

(not just at the end)



**Lived Experience**



Learning & trying things  
with families and  
systems  
partners in place &  
context

**Values-led practice**

**Mātauranga  
Traditional or  
indigenous  
knowledge**



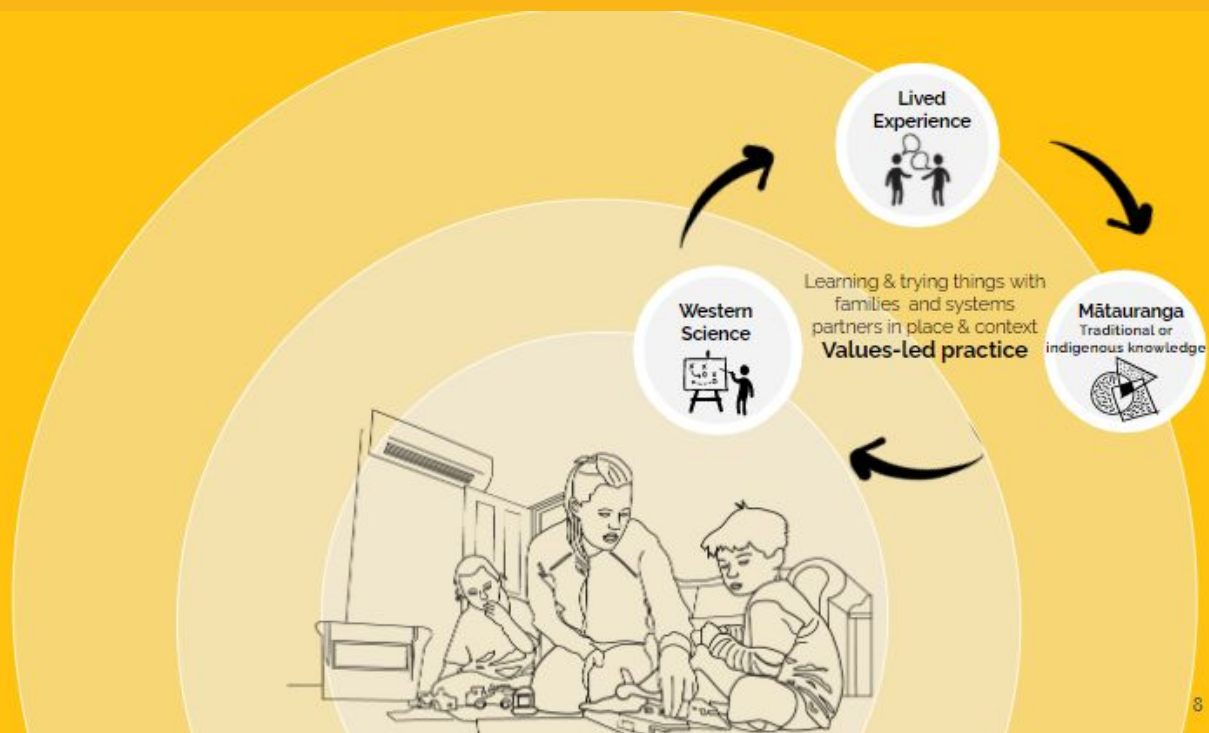
**Western  
Science**



# 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

**If we...**

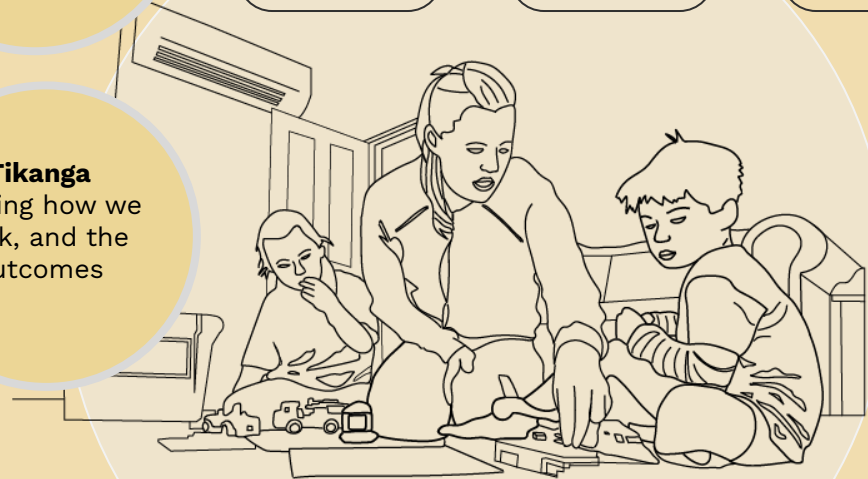
**By...**

**Then...**

**Mātauranga**  
Traditional parenting practices

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

**Tikanga**  
Guiding how we work, and the outcomes



# 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...



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

*Rethinking protective factors*

*Sharing risk and sharing power*

*Whānau to whānau led practice*

*Rules versus discretion*

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

*Changes in language*

*Manaakitanga is a valued responsibility*

*Use of diverse forms of evidence*

*Power sharing with whānau/ communities*

*Spaces and policy more responsive to whānau*

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

*Strong social connections, friendships*

*Manaakitanga, sense welcome*

*Increased confidence to try new things*

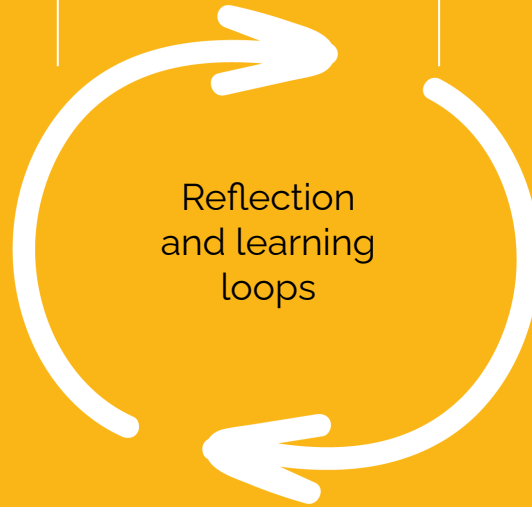
*Stepping into leadership*

*Sharing my knowledge with others*



# Reflection, data gathering as we go....

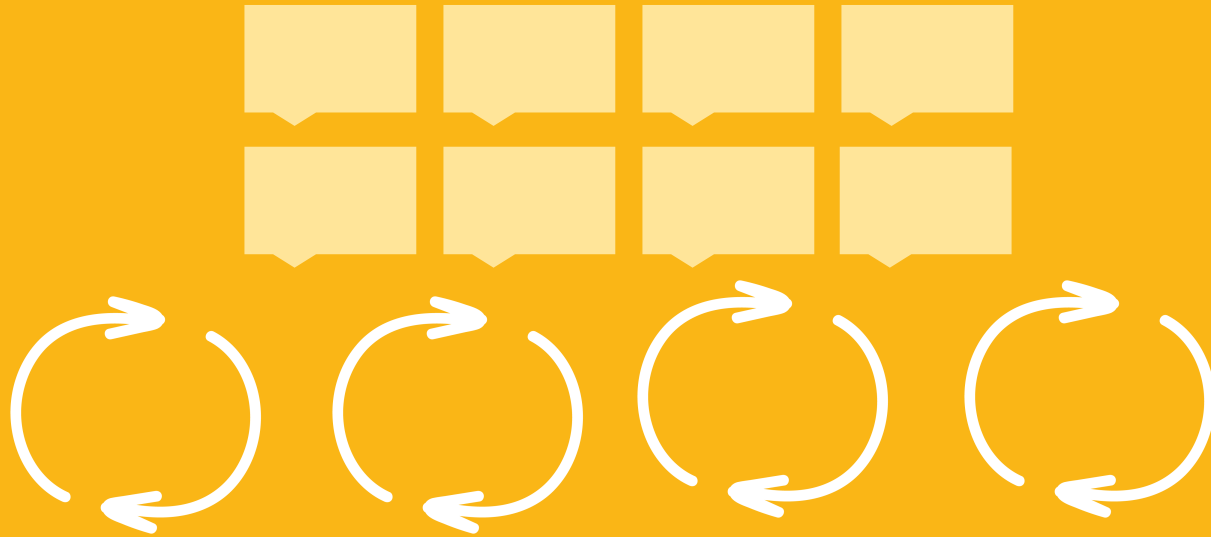
Regular **external** Reality Testing  
(What's changing for whānau, systems)



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

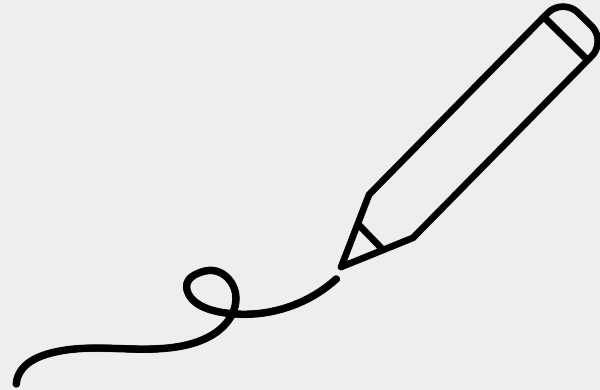


# Collective learning for change



# Pause

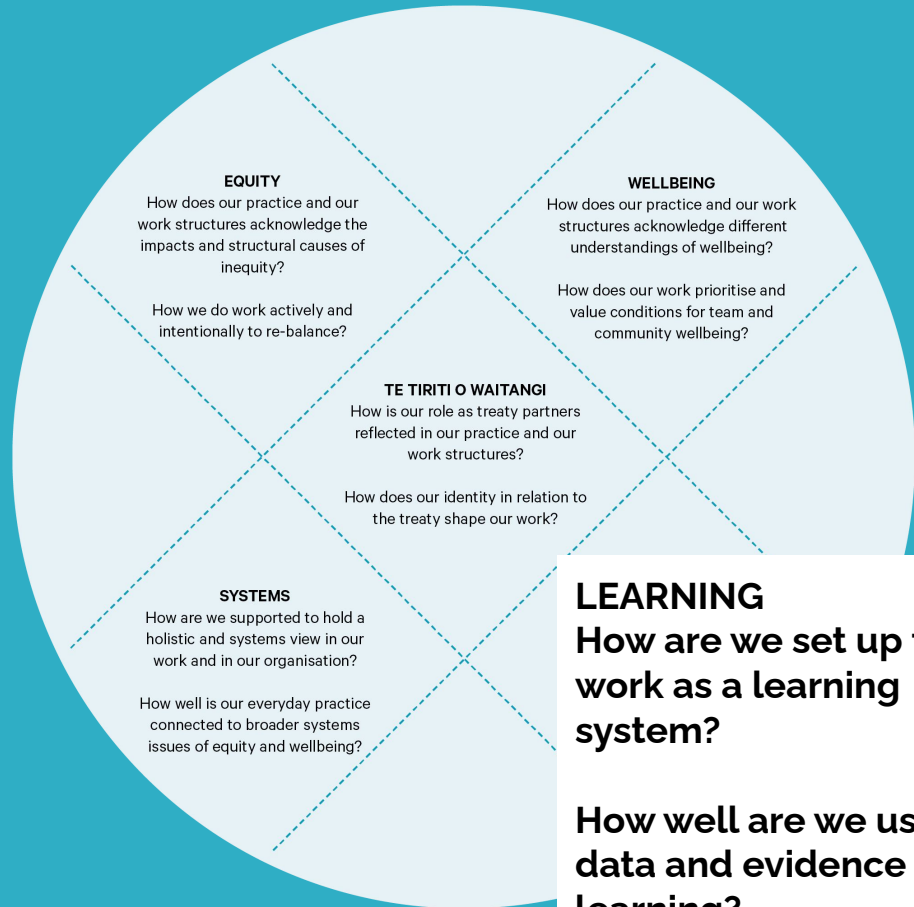
Capture three things that stood out



# Break

# Unpack

## Building our learning infrastructure



**Our learning practice: how we use reflection, data and evidence for learning**

**As Is:**  
Now we often

**To Be:**  
In the future we will

**as is**

now we often...

.....

.....

.....

.....

DRAW IT!

tool derived from [moveworkshop.com](http://moveworkshop.com)

**to be**

in the future we will...

.....

.....

.....

.....

DRAW IT!

Auckland Co-Design Lab

AS IS TO BE CARDS

# Breakout unpack

## Building our learning capacity

What are teams doing now?

What promising practice can we learn from each other?

**as is**  
now we often...

.....

.....

.....

**to be**  
in the future we will...

.....

.....

.....

**DRAW IT!**

**DRAW IT!**

tool derived from moveworkshop.com

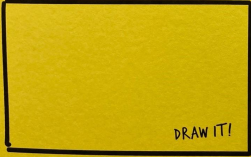
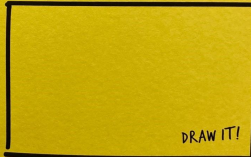
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AS IS TO BE CARDS



# Drop in chat

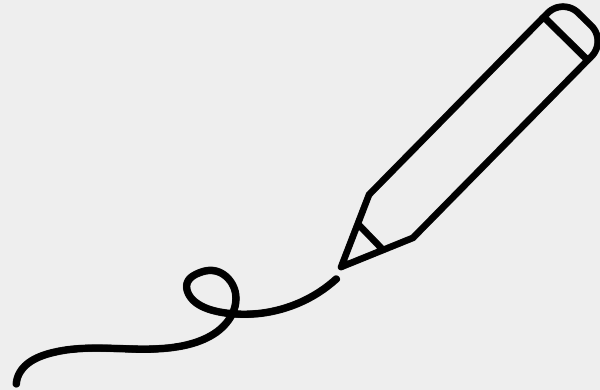
Any examples of your

<b>as is</b> now we often...	<b>to be</b> in the future we will...
.....	.....
.....	.....
.....	.....
.....	.....
	

tool derived from [moveworkshop.com](http://moveworkshop.com)

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AS IS TO BE CARDS





## MODULE C PROMPT CARDS

The prompt cards can help you dive further into how we embed learning and learning mindsets

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

Module C: Learning

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

Module C: Learning

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

Module C: Learning

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

Module C: Learning

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

Module C: Learning

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

Module C: Learning

# Evaluation for learning, innovation & equity

A perspective from Debbie Goodwin, Tuakana  
Teina Evaluation Collective

Kaupapa Māori ways of learning and being



# Capture in the chat

He pātai / whakaaro?

What questions or thoughts are people taking into tomorrow?

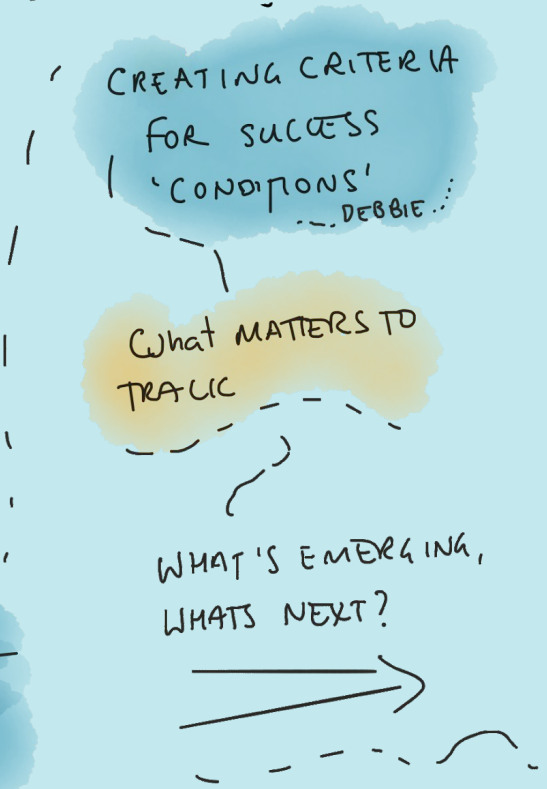


# MODULE C LEARNING Building learning capacity

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# Reading List

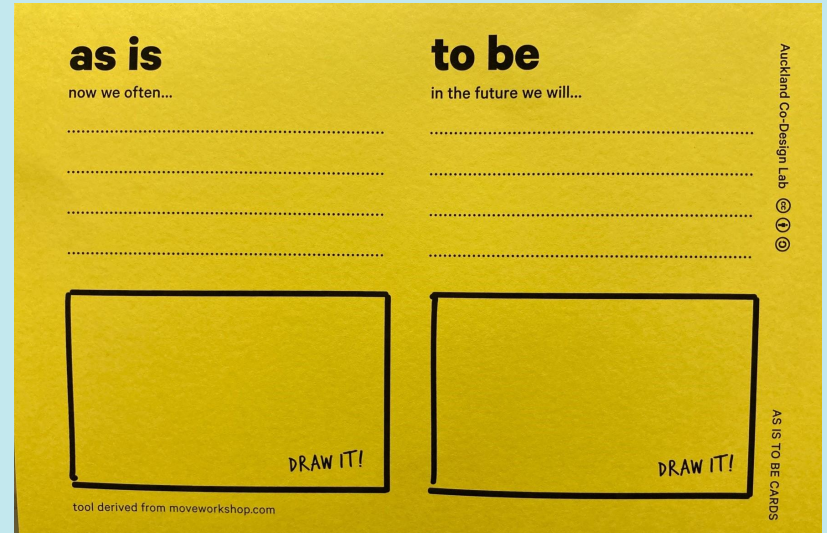
**6 Conditions of systems change in the**  
Waters of systems change

**Human Learning Systems in** Exploring the new world, practical insights for funding, commissioning and managing in complexity

[A developmental evaluation Companion](#)

Theory of Change **from Better Evaluation**

**Evidence for Innovation**



**As Is To Be cards**

# Ngā mihi nui ki a koutou