

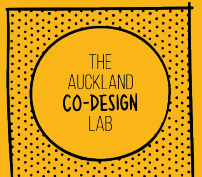
**Welcome**

**Ngā mihi**

# **Design For Equity and Intergenerational Wellbeing: Foundations Online Learning Program**



The Learning program is being hosted by The Auckland Co-design Lab in collaboration with The Southern & Western Initiative, Ngā Aho Māori Design Professionals, Tuakana Teina Evaluation Collective and Tokona te Raki.



# Introduction

The Foundations program aims to ground design-led practice within the context of equity and intergenerational wellbeing in Aotearoa.

There is an emphasis on looking beyond co-design to implementation, evaluation and systems change in the context of Aotearoa.

Along with our learning partners the program will promote patterns of values-led work and increase the visibility of strengths based, culturally grounded practice that is already happening.

While tools and methods are helpful start points, our focus will be on principles and ways of working that engage in the complexity of change and of working together differently. These are the Foundations of this emerging practice.

The program is the equivalent of a day and a half of time together. Our goal in that time is to create a space that fosters learning and connections.

We will also provide start points and opportunities for practitioners and teams wanting to develop their practice beyond this time together.

This is an experimental program and we will seek your input and feedback as we go.



# Overview

Across three modules we will explore concepts and principles on designing for equity and intergenerational wellbeing in Aotearoa.

This includes participatory and culturally grounded ways of working together that build capability, capacity and systems readiness for change. Cross sector agency connections are intentionally fostered as part of this learning and practice.

Through this process teams may identify things they would like more specific access to, information on or support with. As much as is possible we will look for ways that this can be supported beyond the Foundations program.



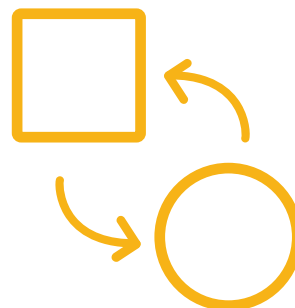
## MODULE A: CONNECTING

Why and how we work together

Thursday 13th May 9.30-11.30 am  
Friday 14th May 9.30-11.30 am

**Thursday**  
Connecting, core concepts, principles and approaches, design for equity

**Friday Clinic**  
Māori Future Making with collaborators at Tokona Te Raki.



## MODULE B: MAKING

From transaction to transformation

Thursday 27th May 9.30-11.30 am &  
Friday 28th May 9.30-11.30 am

**Thursday**  
Methods and ways of working, co-design for capability building, systems readiness

**Friday Clinic**  
Ways of knowing and working with collaborators at Ngā Aho Network of Māori Design Professionals, Desna Whaanga-Schollum.



## MODULE C: LEARNING

Building learning capacity

Thursday 10th June 9.30-11.30 am &  
Friday 11th June 9.30-11.30 am

**Thursday**  
Conditions and structures for co-design success, designing for change, integrating developmental evaluation

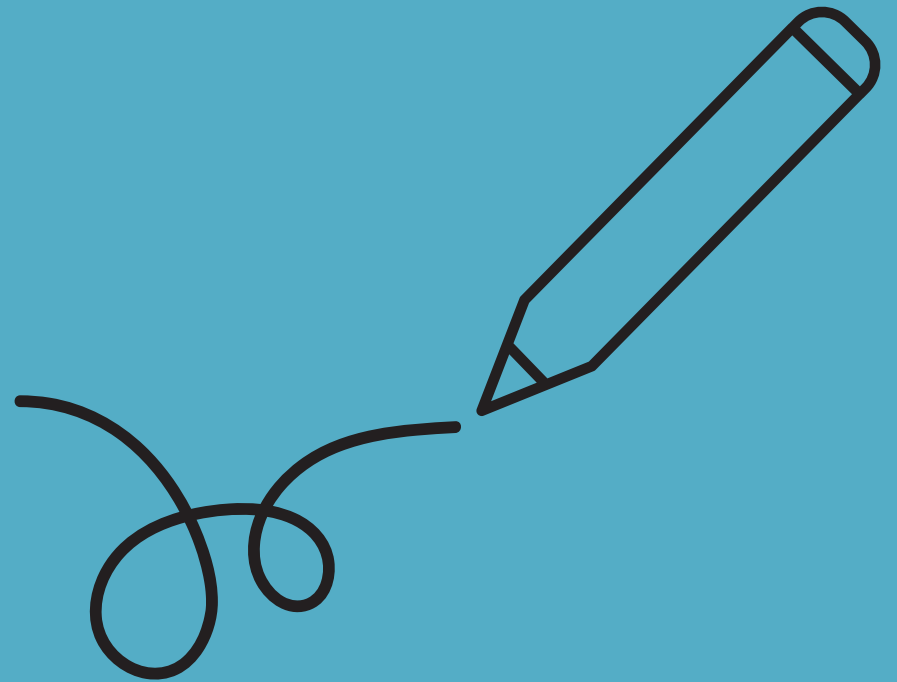
**Friday Clinic**  
Exploring developmental evaluation, with kaupapa Māori Developmental Evaluation collaborator Debbie Goodwin from Tuakana Teina Evaluation Collective.

# Pre-activity for Module A

The following pages includes a reflection activity you can do before Module A if you would like to do some thinking in advance.

This will help create a platform for some of our reflection and discussion together.

Allow 20-30 minutes and if working with a team, doing this together is a great idea.



## Pre-activity for Module A

### Holding a broader picture in everyday practice

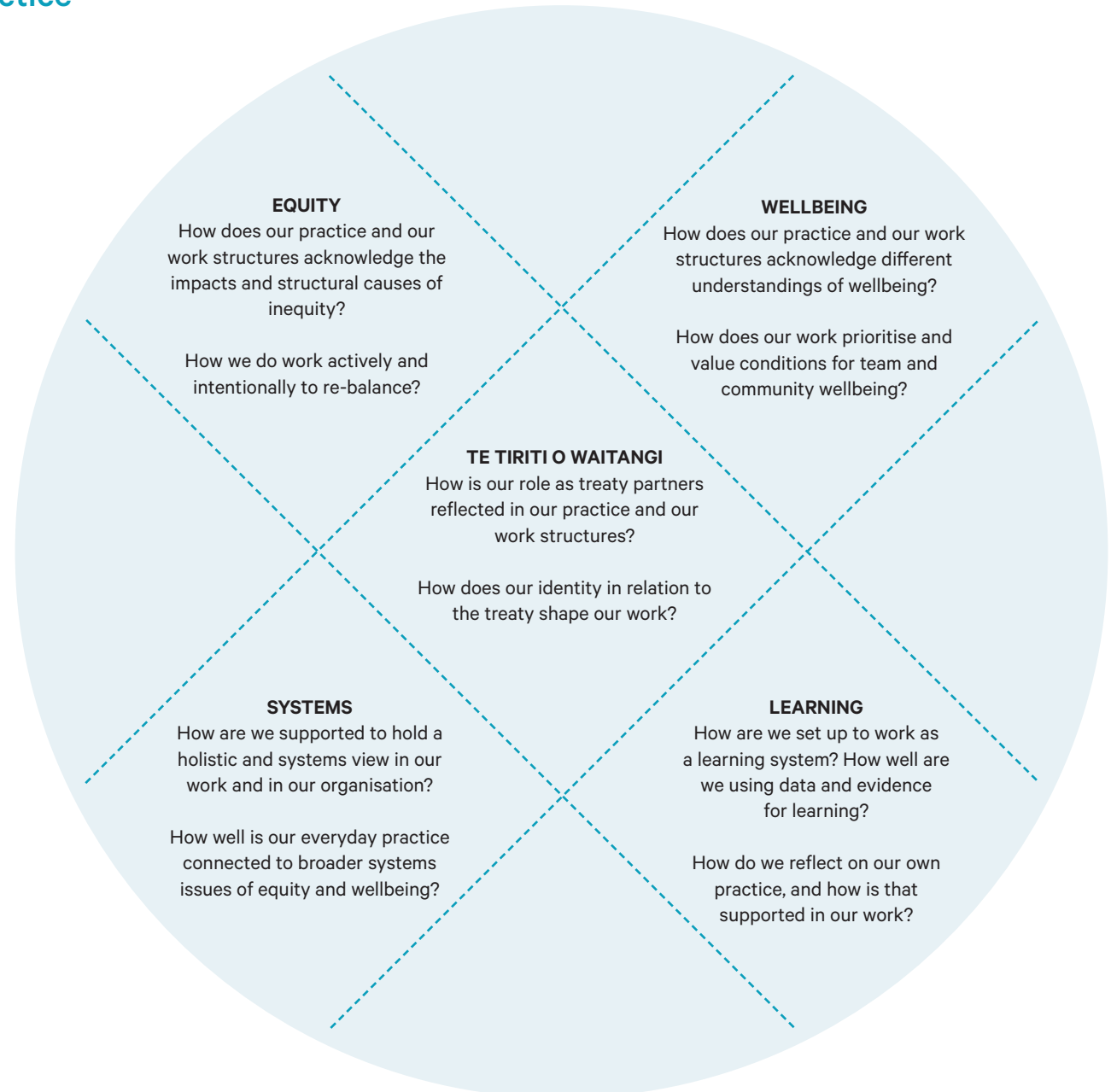
Positioning design practice within the context of equity and wellbeing requires us to locate ourselves within some bigger concepts.

This visual shares in a simple form complex ideas and contexts that shape some of background to our work, and how we practice and act.

### ACTIVITY

As a starting point to begin exploring our practice in these terms, we invite teams to consider the following:

- How visible are these concepts in your work right now? This could be in your everyday work, or in the broader strategic goals that guide your mahi.
- How well supported are you currently to engage with these different dimensions as part of your work?



## Pre-activity for Module A

### Values and principles-led practice

How we work and what we value and prioritise is just as important as what we are working on.

Our values and principles guide our decision-making and ideas about success, and are critical to how we think change happens. An alignment of principles and values will be the basis of partnerships and collaborations.

Sometimes values and principles are explicit, and sometimes these are implicit. Identifying the values or principles that underpin your practice is part of design for equity and wellbeing. How well we hold to our principles is part of how we evaluate and understand our work and practice.

## REFLECTION

Consider for yourself and your team or agency

What principles, values or world views underpin and guide the approach you take in your work?

Where do these come from?

How are they enacted and enabled in the work in everyday practice with how we make decisions or choices? What are some specific examples?

How do they influence our approach to working with communities and partners? What are some specific examples?

How do they influence how we determine success? What are some specific examples?

## Pre-activity for Module A

### Values and principles-led practice

Drawing on kaupapa Māori principles, The Southern Initiative Tamariki Wellbeing team is guided by a tikanga approach to their work with whānau and systems partners. This approach is led by Māori practitioners, and continues to evolve through learning and working with whānau.

These act as living principles which help to shape how we act in our work. Staying true to these principles is considered part of what helps makes change successful. They also guide that kinds of outcomes that are considered valuable.

Tikanga Māori Principle	Practical application
<b>Manaakitanga</b> The process of showing respect, generosity and care for others.	<ul style="list-style-type: none"> <li>• Asking how we might make the process the most convenient for whānau</li> <li>• Hosting whānau in a way that empowers them, and removes barriers to participation, reduces stress and whānau feel welcome</li> <li>• Taking some morning or afternoon tea, picking up a coffee or asking whānau what we can bring</li> </ul>
<b>Whakawhanaungatanga</b> Process of establishing relationships, relating well to others.	<ul style="list-style-type: none"> <li>• Taking the time to contact and potentially meet the whānau prior to an interview</li> <li>• Taking time to build relationships, valuing whakawhanaungatanga as part of the process and the outcome.</li> <li>• Engaging with whānau in ways that build trust</li> <li>• Inviting other whānau members to participate</li> <li>• Starting an interview in a relaxed manner, with a focus on getting to know each other</li> </ul>
<b>Tino Rangatiratanga</b> Ensuring we are sharing power and control where possible.	<ul style="list-style-type: none"> <li>• Whānau set the rules of engagement and define their own criteria for success, whānau leading</li> <li>• Thinking about how whānau can have decision making power in this process. Co-deciding as well as co-designing</li> </ul>
<b>Whakamana</b> Whānau are the experts of their own lives	<ul style="list-style-type: none"> <li>• Acknowledging whānau as experts in their lived experience and in their communities</li> <li>• Working in a relationship of reciprocity with whānau</li> <li>• Goals of the process includes building whānau capability, capital, connections in ways important to whānau</li> </ul>
<b>Ako</b> A mutually reinforcing learning environment.	<ul style="list-style-type: none"> <li>• Acknowledging the potential to learn from whānau and community (stepping away from the expert model)</li> <li>• Inviting whānau to learn alongside us in the whānau centric co-design process</li> </ul>

# Tools for the team

Throughout the program we will be sharing different tools and resources that might be useful for your team to test, try or adapt.

You might also have tools that you find useful that you are happy to share with others.

One step fast moving teams can take to develop and deepen their practice is to create time for regular internal reflections.

Eventually this can be connected to a bigger more systemic evaluative practice.

Overleaf is the basis of the reflection questions that teams we work with ask themselves each week (though these evolve and are adapted over time).

Once we start the program together, we'd like you to experiment with using this template, or one like it with a small group or team regularly over the 5 week period.

If you are just starting out with reflections, don't worry too much about the format or exactly how you capture things. Over time you will be able to refine and become more practiced at the questions, reflection and documentation. The starting point is just to begin having these conversations regularly and documenting them.

You can do them on paper, but eventually it's easier for analysis to have them in digital format.





# Rapid Reflection

## Learning loops with the team

### Purpose?

We know that sometimes identifying what works and why is a tricky process. This tool provides some thought-starters and key questions to help the core design team to come together and regularly reflect on what is happening, what they are learning, doing and changing.

This tool will help the design team make sense of what is occurring, particularly when in the chaos of running an initiative and when there is information overload.

It is evidence that will contribute to strategic learning and makes project documentation lots easier as we do it as we go (not all at the end!).

### When?

Agree with the core design team how regularly you want to come together to reflect. It may be weekly, fortnightly, or monthly.

### Who?

The best reflection occurs in groups. Do not use this tool alone – work with the core design team, which may include partners and whānau. Over time this allows for deeper reflection and becomes habit.

YOU CAN PRINT ME, OR  
MAKE A DIGITAL VERSION!



**Rapid Reflection:  
Learning loops with the team**

Date: \_\_\_\_\_  
Rōpū: \_\_\_\_\_

**What did we do and with whom?**  
Summarise the key activities in bullet points. What did we do and with who over this reflection period? (Include specific demographics)

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**What is going well?**

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**What new questions were raised?**

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**Surprises, tensions, challenges or pivots**  
What key tensions, surprises or challenges have emerged?

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**What did we learn?**  
Capture the key learning the team has identified.

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**So what? What next? What needs to change or be followed up as a result?**

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DESIGN FOR EQUITY & INTERGENERATIONAL WELLBEING  
FOUNDACTIONS ONLINE LEARNING PROGRAM

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# Rapid Reflection

## Learning loops with the team

Date:

Rōpū:

### What did we do and with whom?

Summarise the key activities in bullet points. What did we do and with who over this reflection period? (Include specific demographics)

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### What is going well?

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### What new questions were raised?

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