

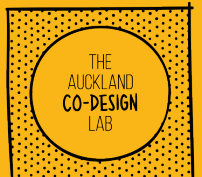
Welcome

Ngā mihi

**Design For Equity and
Intergenerational Wellbeing:
Foundations Online Learning Program
Prep for Module C**



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.



Overview

Included in this prep pack:

- Module C Pre-activity: What We Track

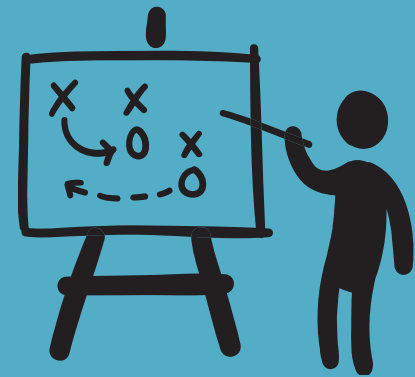
Tools for the team repeated from Module A and B prep packs:

- Mapping Capability and Conditions—to be used with the Module A, B, C Prompt Cards
- Rapid Reflections tool



Pre-activity for Module C

What we value and track



What matters to track?

This tool invites you to think about how we define the outcomes and criteria for ‘success’ in our work or initiatives. These are the things that we track and measure.

It builds on a previous tool, Exploring our Relationship to Evidence and Data. It is helpful to use that tool first, which introduces different kinds of evidence and data, and prompts us to think about what we use and value, and why. It also helps us to consider whose voices and perspective is represented in the ‘evidence’, and the way that issues and outcomes are defined.


Often our measures and indicators are top down, pre-defined with little room for learning and iteration. They may also be service driven and disconnected from to the things that matter or make a difference for whānau.

One of the key ways we can reshape a system is to be more critical around how we define success criteria and from whose perspective.

What Matters to Track builds on the earlier tool: Exploring our relationship to evidence and data

Pre-activity for Module B
Looking at different types of evidence and data

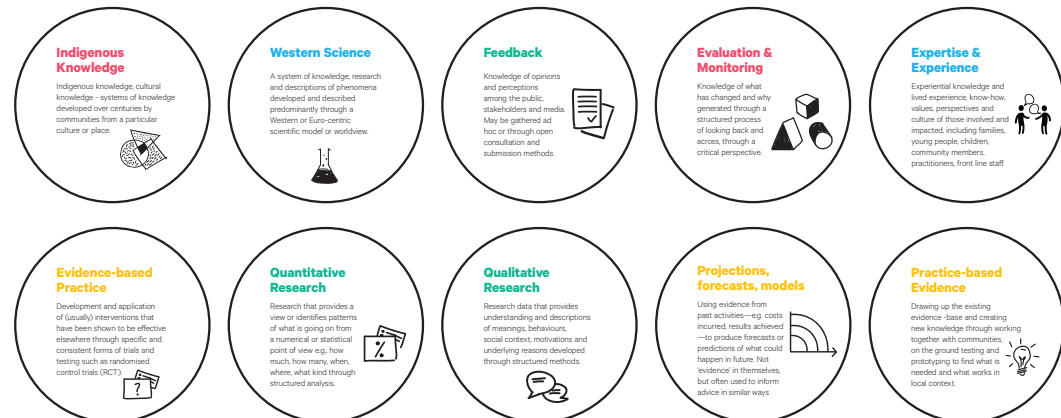
Looking at the different forms of data and evidence, consider and discuss with your team:



Which of these are you comfortable with? What do you draw upon more regularly in your work, personally or as a team/agency?
What do you use for decision-making and/or reporting?
How are these different forms of data or evidence valued or perceived in your world? Which of these are prioritised and why?
What are some of the unwritten rules that exist about data that guide what and how it is used in our workplaces?
What opportunities might exist to expand and incorporate other forms of evidence in your work, or how has this already been supported?

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Pre-activity for Module C

What Matters to Track?

The following tool can be used with the team to reflect on your current approach to the development and tracking of measures and outcomes.

1. Outcomes

First think about some of the outcomes that you would typically measure against, capture, report on or pay attention to. Capture these in the middle as examples.

2. Current Practice

Then think about the current state: Use the questions to consider what informs or defines those outcomes or measures? Capture this on the left hand side.

3. Potential Practice

Then think about a possible future state: what perspectives and processes could be included? Especially the perspectives and voices of those impacted by the change we are trying to achieve? How might that change things? Capture this on the right hand side.

2. CURRENT PRACTICE: CAPTURE THESE ON THE LEFT

1. OUTCOMES: CAPTURE THESE IN THE MIDDLE, LIST SOME EXAMPLES OF OUTCOMES YOU TRACK, PAY ATTENTION TO AND REPORT ON

3. POTENTIAL PRACTICE: CAPTURE THESE ON THE RIGHT

Pre-Activity for Module C
What Matters to Track?

OUTCOMES
Examples of things we have defined as success criteria and things we report on and track

CURRENT PRACTICE
Think about current practice on this side

What sources have contributed?
Whose voice or perspectives have contributed?
Whose criteria for good is used?

Consider:
How were these developed or defined?
Who decided and whose perspective do they represent?
How do we use this data to improve and change now?

What value systems or worldviews underpin these?

POTENTIAL PRACTICE
Think about potential practice on this side

Who has a stake?
Whose perspective matters?
How could those impacted be involved?
What do those impacted care about?
How do those impacted define success?
How might these be tracked?

Consider:
How do we track our learning about what matters? About what makes a difference?
How are we tracking changes or shifts in system behaviours and norms that are critical to change?
How does this inform future iterations and learning about what works?

What value systems or worldviews could underpin these?

DIFFERENT POTENTIAL SOURCES:

- Indigenous Knowledge
- Western Science
- Practice-based Evidence
- Evidence-based Practice
- Qualitative Research
- Quantitative Research
- Expertise & Experience
- Feedback
- Evaluation & Monitoring
- Projections, forecasts, models

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Pre-Activity for Module C

What Matters to Track?

OUTCOMES

Examples of things we have defined as success criteria and things we report on and track

CURRENT PRACTICE

Think about current practice on this side

- What sources have contributed?
- Whose voice or perspectives have contributed?
- Whose criteria for good is used?

Consider:

- How were these developed or defined?
- Who decided and whose perspective do they represent?
- How do we use this data to improve and change now?

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POTENTIAL PRACTICE

Think about potential practice on this side

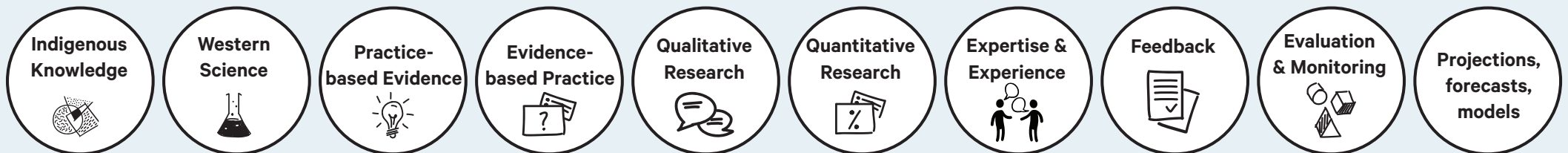
- Who has a stake?
- Whose perspective matters?
- How could those impacted be involved?
- What do those impacted care about?
- How do those impacted define success?
- How might these be tracked?

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- How do we track our learning about what matters? About what makes a difference?
- How are we tracking changes or shifts in system behaviours and norms that are critical to change?
- How does this inform future iterations and learning about what works?

What value systems or worldviews could underpin these?

DIFFERENT POTENTIAL SOURCES:



Tools for the team

Mapping Capability and Conditions

Helping teams identify the capabilities and conditions needed to do this work, and identify areas for development.

(Use this tool with the Module A, B and C Prompt Cards)

Rapid Reflection

Learning loops with the team.



Overview

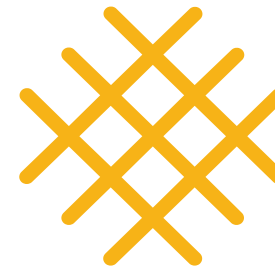
Each of the Foundation modules focuses on an aspect of design-led practice for equity and intergenerational wellbeing.

The Mapping Capabilities and Conditions tool is designed to help teams explore the capabilities and conditions that are important to this work. We have provided a series of questions or prompt cards for each module that teams can use to pause, unpack and reflect on current practice and enabling conditions in their work context.

It can be as simple as picking a couple of cards to discuss. For a more intentional action planning process use the prompt cards alongside the framework provided in this document to map team and organisational capability and conditions, identify existing 'leading light' practice and agree on priority areas for development.

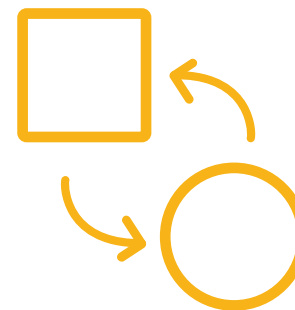
There may be other questions that you think are important to explore and map with your team as well. Feel free to suggest and add other questions.

This mapping tool has been adapted from our more in-depth capabilities and conditions framework. (Which you can access here: <https://www.aucklandco-lab.nz/resources>)



MODULE A: CONNECTING

Why and how we
work together



MODULE B: MAKING

From transaction to
transformation




MODULE C: LEARNING

Building learning
capacity

Mapping capabilities and conditions prompt cards and framework

The framework is intended to support teams to unpack in more detail the different kinds of capabilities and conditions needed and define for yourselves what good practice looks like in your context. It is aimed at the capability of teams, rather than individuals. It asks you to consider the current skills and strengths of the team (capabilities) as well as the boarder conditions and capacity of the organisation and agency to support these practices.

Not all teams will need to build capability in all areas. Use this tool and the associated prompt cards to work together to explore and map where you are now, identify existing strengths and 'leading lights' in practice. Then use this as the basis for mapping where you would like to get to, and what actions and strategies might help you to get there.

PRINT ME 

Mapping Capabilities and Conditions Framework

	Undeveloped	Understanding	Developing	Mature	Leading	Action Plan
Individual / Teams	●	●	●	●	●	●
Organisation	●					
System wide	●					

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How to use

1. Print out the framework at A3 or larger
2. Using the Module prompt cards, pick a question or questions to consider with your team. For example “How do we acknowledge that people are the experts in their own lives, how do we show this through our interactions?”
3. As a team discuss your response to the question. Where would you consider your practice to be on the continuum of underdeveloped to leading and why?
4. Identify specific examples, note these on a post it and map them on the framework. It may be that some projects provide leading examples of practice, others less developed—so you may be on the continuum in more than one place as a response to one question
5. Consider also whether the capability is embedded organisationally, or only at a team level, or strong throughout
6. Also discuss, what would more developed, mature or leading practice look like, are there examples of that within your team or organisation already that you could amplify or grow?
7. Once you have mapped some of the current capabilities and examples, use this to consider what you would like to grow or develop as a team. Create an action plan that specifies what you are trying to achieve, and what you will test or try to do this.

Important note:

The tool is not intended as a process of judgement. It's about helping teams to critically and honestly make an assessment of where practice is currently, where we would like to get to and why, and what some specific and achievable next steps for action would be to help us get there.

The axis are just to help with discussion and you may like to rename them.

The horizontal axis helps teams consider if the level of development is consistent from individual team to organisation or system level.

It might be that at an individual or team level the skills, capability or commitment is strong, but the conditions are not in place systemically.

Alternatively, it could be that there is mandate, but the on the ground skills and practice still needs to be developed.

Mapping Capabilities and Conditions Framework

	Undeveloped	Understanding	Developing	Mature	Leading	Action Plan
Individual / Teams	●					
Organisation						
System wide						

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

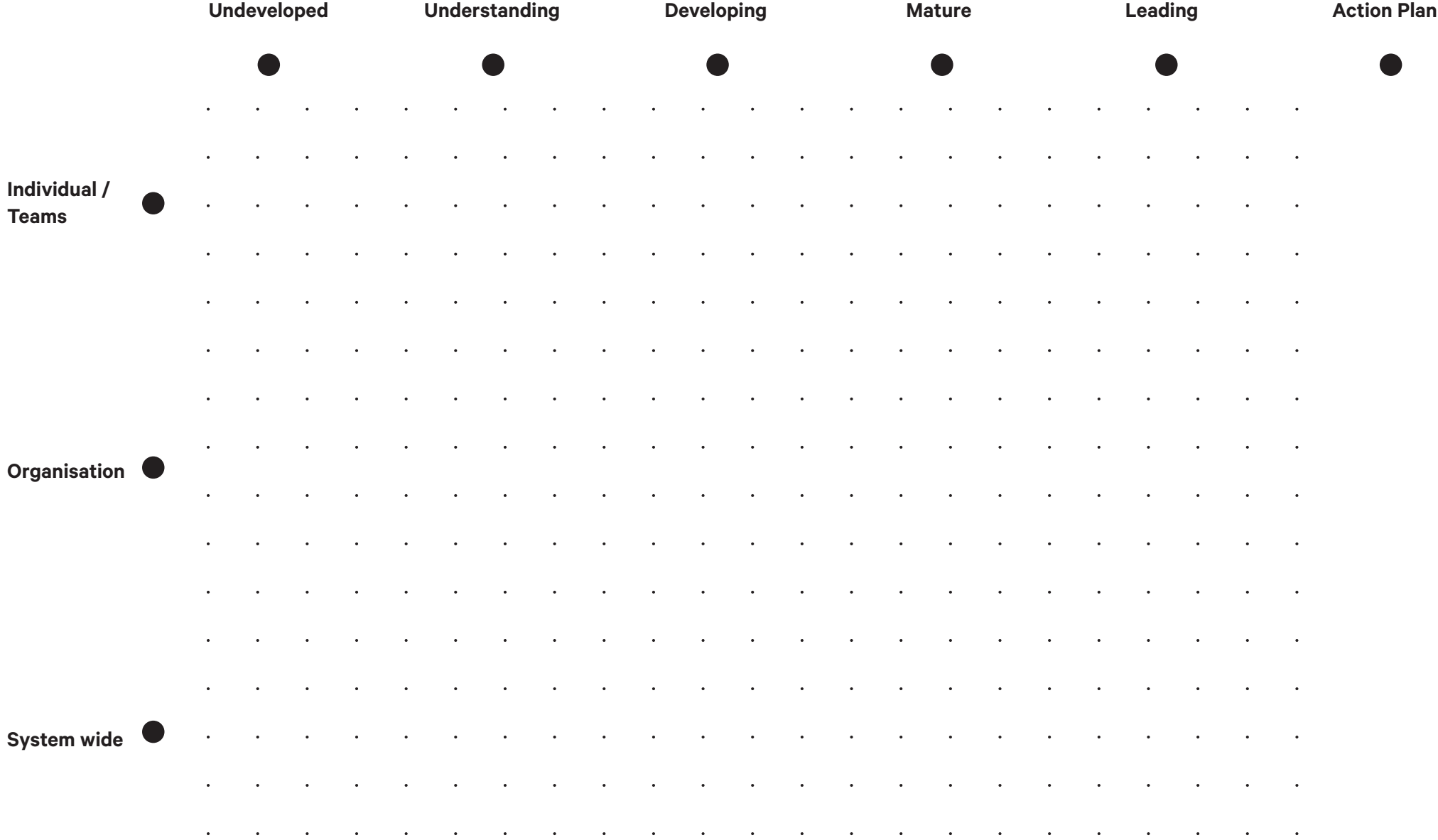
Are there family, resource structures in place to support safe, ethical, inclusive engagement?

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

WE MUST BE ABLE TO START NEW CAPABILITIES FIRST AT INDIVIDUAL LEVEL

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Mapping Capabilities and Conditions Framework



What we need to do this work

A Tip for Action Planning

1. Identify what the team wants to focus on (what do you want to shift) and why this is important
2. Use this card to identify the different ways you could get that shift

We often go to training is a default way to achieve practice shifts in our organisations. But we should also consider other levels for change, such as resourcing or policy or mindsets.

For example some teams have identified needing to be more confident to say they don't know the answer (a mindset shift), other teams have identified needing to build stronger relationships with iwi and Māori communities outside project timelines as critical to shifting practice (a focus on connections).

Things we need to do this work

I/We need	Area/s of change
.....	<input type="radio"/> Skill
.....	<input type="radio"/> Knowledge
.....	<input type="radio"/> Roles
.....	<input type="radio"/> Mindsets
.....	<input type="radio"/> Resources
.....	<input type="radio"/> Infrastructure
This is important because	<input type="radio"/> Mandate
.....	<input type="radio"/> Rules/Policy
.....	<input type="radio"/> Connections
.....	

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PBD CAPABILITIES & CONDITIONS

You can download and print this card from The Lab website:
<https://static1.squarespace.com/static/55ac5ee5e4b08d4c25220f4b/t/5b7502176d2a73417a171e54/1534394903985/PBD+Capabilities+and+Conditions+Cards+A6.pdf>

Rapid Reflection

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).

You can test these questions out with your team after key activities, or on a regular weekly or fortnightly basis. This helps to build moments and space for critical reflection and learning into your regular work pattern.

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: _____

<p>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)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What is going well?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What new questions were raised?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Surprises, tensions, challenges or pivots What key tensions, surprises or challenges have emerged?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What did we learn? Capture the key learning the team has identified.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>So what? What next? What needs to change or be followed up as a result?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

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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)

What is going well?

What new questions were raised?

Surprises, tensions, challenges or pivots

What key tensions, surprises or challenges have emerged?

What did we learn?

Capture the key learning the team has identified.

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