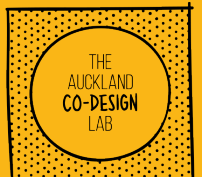**Welcome**

Ngā mihi

Design For Equity and Intergenerational Wellbeing: Foundations Online Learning Program Tool Set bundle

THE AUCKLAND CO-DESIGN LAB

What's in this Foundations Tool Set

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 promotes patterns of values-led work and increases the visibility of strengths based, culturally grounded practice that is already happening.

While tools and methods are helpful start points, our focus is 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.
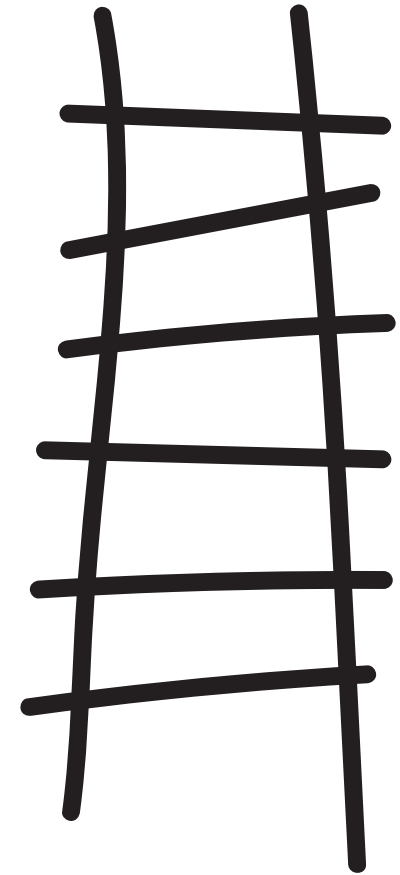
Overview

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

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

MODULE A: CONNECTING

Why and how we work together

Thursday 5th November 9.30-11.30am & Friday 6th November 9.30-11.00am

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

Friday Clinic
Māori Future Making with collaborators at Tokona Te Raki, Eruera Tarena and Madison Simons
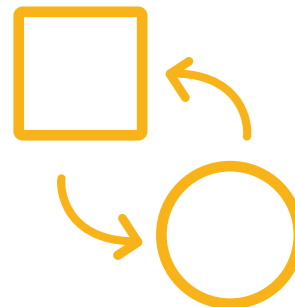
MODULE B: MAKING

From transaction to transformation

Thursday 19th November 9.30-11.30am & Friday 20th November 9.30-11.00am

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 and Lucy Tukua

MODULE C: LEARNING

Building learning capacity

Thursday 3rd December 9.30-11.30am & Friday 4th December 9.30-11.00am

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

Foundations Tool Set Bundle

Throughout the Foundations programme different tools and prompts were provided.

These tools are designed to support practitioners to introduce or go deeper into concepts with their teams.

They help teams to reflect on their current practices, and identify, celebrate and extend approaches that contribute to creating the conditions for equity and intergenerational wellbeing.

What's included in this bundle:

PRACTICE FOUNDATIONS
A way to examine and reflect on the foundations we need to bring to life in daily practice

7 THINGS THAT MATTER
Approaches to designing that help to advance equity and intergenerational wellbeing

VALUES & PRINCIPLES
What underpins and guides our work and decision-making

EXPLORING OUR RELATIONSHIP TO DATA & EVIDENCE
Unpacking how we think about evidence and how it influences and shapes our work and decision making

WHAT MATTERS TO TRACK
Building a more diverse approach to evidence, how might we collectively identify the outcomes that matter

RAPID REFLECTION
A simple tool to help start embedding a culture of reflective practice and learning

MAPPING CAPABILITY & CONDITIONS
A tool that connects concepts from all three Modules, and assists teams to assess readiness for working in this way

Practice foundations

What do we mean by design for equity and intergenerational wellbeing?

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

A key start point is in understanding the challenges that families and communities face, in terms of the broader systems settings—present and historic—that influence current outcomes.

And understanding that our actions either compound the status quo, or can help to re-balance it.

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

How well are we set up to engage with these concepts in our work? Use the visual and prompting questions overleaf to explore this with your team.

EQUITY

WELLBEING

TE TIRITI O WAITANGI

SYSTEMS

LEARNING
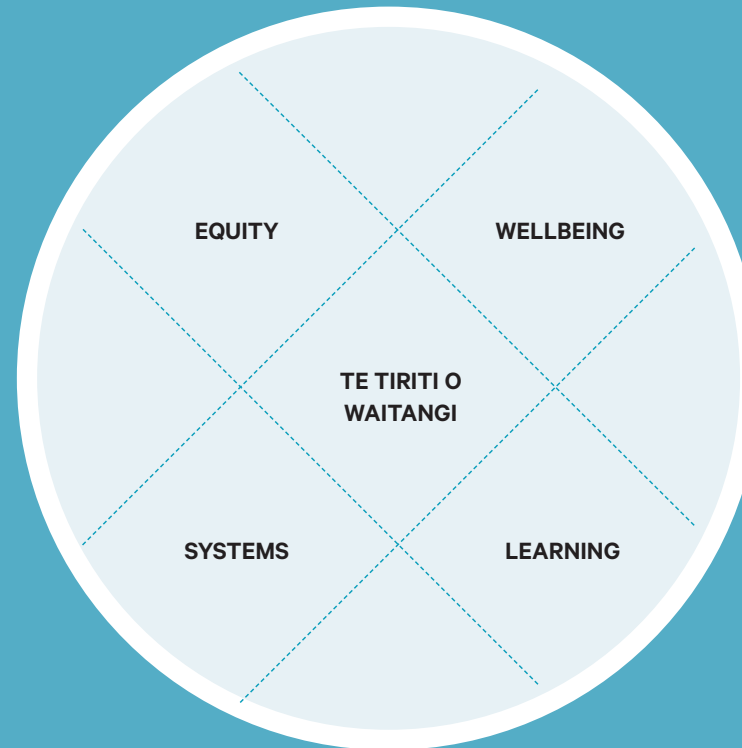
Practice Foundations

Practice foundations
Holding the broader view in everyday practice

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? This could be in terms of skills and mindsets, or structures and broader conditions.

- What are the bigger challenges? What is promising practice?

EQUITY
How does our practice and our work structures acknowledge the impacts and structural causes of inequity?

How we do work actively and intentionally to re-balance?

WELLBEING
How does our practice and our work structures acknowledge different understandings of wellbeing?

How does our work prioritise and value conditions for team and community wellbeing?

TE TIRITI O WAITANGI
How is our role as treaty partners reflected in our practice and our work structures?

How does our identity in relation to the treaty shape our work?

SYSTEMS
How are we supported to hold a holistic and systems view in our work and in our organisation?

How well is our everyday practice connected to broader systems issues of equity and wellbeing?

LEARNING
How are we set up to work as a learning system? How well are we using data and evidence for learning?

How do we reflect on our own practice, and how is that supported in our work?

7 things that matter

We are interested in ways of working that help us to keep our feet on the ground, whilst holding the dynamic, complex and interconnected bigger picture in view.

The 7 things that matter are practices that we have found important to anchoring our approach to design and innovation in the context of equity and intergenerational wellbeing.

They encourage and enable different kinds of starting points, orientating design practice towards helping to re-balance equity rather than compounding it.

Review the 7 things that matter (overleaf) and as a team, consider:

- What do you feel strongly connect to here?

- What is missing? What else would your team include?

- What do you feel confident in?

- What do you want to know more about or build capacity in?

7 things that matter

Practices that we have found advance equity and intergenerational wellbeing

1. ANCHORED IN PLACE
Anchored to story and history of place and whenua—acknowledging historic trauma and ongoing effects of colonisation and building on connection to and sense of place.

2. CULTURALLY GROUNDED
Starting with a holistic view, our approaches, actions and concepts of value are guided by the cultural context of the place and people, starting with te ao Māori.

3. STRENGTHS-BASED
A focus on enhancing protective factors and building on capacities of people and place, whilst also acknowledging and understanding the challenging issues and realities whānau and communities experience.

4. COMPLEXITY INFORMED
Mindsets and approaches that hold and work with complexity, and are focused on learning, rather than seek to over-simplify, reduce or control things.

5. LOCALISED EVIDENCE-BASE
Wellbeing as defined by whānau, and drawing on multiple forms of expertise, evidence and knowledge.

6. LOCAL VIEW SYSTEMS LENS
Understanding and working with the specifics of place, whilst holding in view and engaging with the interconnected, wider influencing ecology and systems conditions, past, present and future.

7. PRINCIPLES-LED
Starting with values and principles that set the direction of how we work and what matters.

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. They are also a critical part of working and navigating in complexity, when we can't plan for all the different potential dynamics or responses that may emerge, principles and values help guide and anchor decision-making.

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 intergenerational wellbeing.

How well we hold to our principles is part of how we evaluate and understand our work and practice.
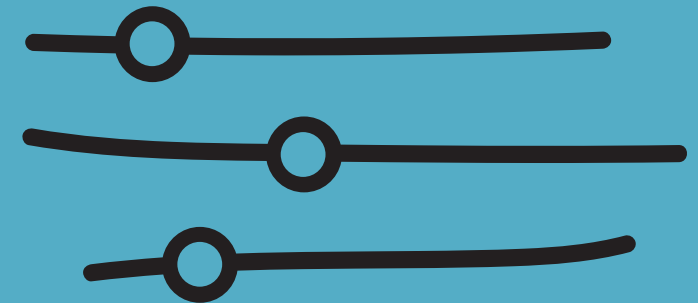
Values and principles-led practice

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?

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
Manaakitanga The process of showing respect, generosity and care for others.	• Asking how we might make the process the most convenient for whānau • Hosting whānau in a way that empowers them, and removes barriers to participation, reduces stress and whānau feel welcome • Taking some morning or afternoon tea, picking up a coffee or asking whānau what we can bring
Whakawhanaungatanga Process of establishing relationships, relating well to others.	• Taking time to build relationships, valuing whakawhanaungatanga as part of the process and the outcome. • Engaging with whānau in ways that build trust • Inviting other whānau members to participate
Tino Rangatiratanga Ensuring we are sharing power and control where possible.	• Whānau set the rules of engagement and define their own criteria for success, whānau leading • Thinking about how whānau can have decision making power in this process. Co-deciding as well as co-designing
Whakamana Whānau are the experts of their own lives	• Acknowledging whānau as experts in their lived experience and in their communities • Working in a relationship of reciprocity with whānau • Goals of the process includes building whānau capability, capital, connections in ways important to whānau
Ako A mutually reinforcing learning environment.	• Acknowledging the potential to learn from whānau and community (stepping away from the expert model) • Inviting whānau to learn alongside us in the whānau centric co-design process

Exploring our relationship to data and evidence

An important part of design and innovation for equity and intergenerational wellbeing is considering how we think about evidence, and the kinds of evidence needed to support learning, experimentation and decision-making in complex settings.

We may need to challenge, or at least explore and question assumptions and norms about evidence, how it is constituted, who validates knowledge, what knowledge systems are privileged and who gets to decide.

A place to start the conversation is in exploring some of the relationships we have to data and evidence.

This tool is intended to help teams to identify and think about the different forms of evidence and data, and how it is currently used and valued in our daily work.

The link between evidence & accountability

The norms, habits, perspectives and assumptions we have about data and evidence greatly influence our approach to what we track, measure and value and our dominant systems of accountability.

The activity that follows, 'What Matters to Track' builds on this conversation about evidence. It asks us to look at how our understanding of evidence influences our approach to reporting, tracking and defining measures of success

More information on practice-based evidence in the context of social innovation is available in this blog post "Evidence for Innovation" https://blogs.rch.org.au/ccch/2019/05/06/theme-4-evidence-for-innovation/

Exploring our relationship to data and evidence

The following 10 circles describe some of the different types of data or systems of collecting data and evidence that are drawn upon or developed are part of research, design and government consultation and decision making.

These different definitions are just to help prompt us in considering with a critical eye what is most commonly used in our work now, how it is used and why.

Take a look at these different types of data and evidence and then consider the questions over the page.

Indigenous Knowledge

Indigenous knowledge, cultural knowledge - systems of knowledge developed over centuries by communities from a particular culture or place.

Western Science

A system of knowledge, research and descriptions of phenomena developed and described predominantly through a Western or Euro-centric scientific model or worldview.

Practice-based Evidence

Drawing up the existing evidence -base and creating new knowledge through working together with communities, on the ground testing and prototyping to find what is needed and what works in local context.

Evidence-based Practice

Development and application of (usually) interventions that have been shown to be effective elsewhere through specific and consistent forms of trials and testing such as randomised control trials (RCT).

Exploring our relationship to data and evidence

Qualitative Research

Research data that provides understanding and descriptions of meanings, behaviours, social context, motivations and underlying reasons developed through structured methods.

Quantitative Research

Research that provides a view or identifies patterns of what is going on from a numerical or statistical point of view e.g., how much, how many, when, where, what kind through structured analysis.

Expertise & Experience

Experiential knowledge and lived experience, know-how, values, perspectives and culture of those involved and impacted, including families, young people, children, community members, practitioners, front line staff.

Exploring our relationship to data and evidence

Feedback

Knowledge of opinions and perceptions among the public, stakeholders and media. May be gathered ad hoc or through open consultation and submission methods.

Evaluation & Monitoring

Knowledge of what has changed and why generated through a structured process of looking back and across, through a critical perspective.
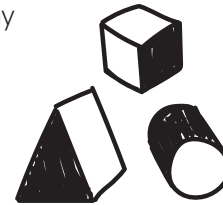
Projections, forecasts, models

Using evidence from past activities—e.g. costs incurred, results achieved —to produce forecasts or predictions of what could happen in future. Not 'evidence' in themselves, but often used to inform advice in similar ways
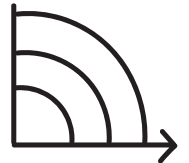
Exploring our relationship to data and evidence

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?
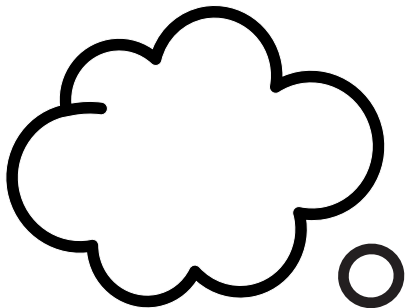
What matters to track?

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.

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 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.

This tool builds on the previous tool, Exploring our Relationship to Evidence and Data. It is helpful to use that tool first. It 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 are represented in the 'evidence', and the way that issues and outcomes are defined.

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
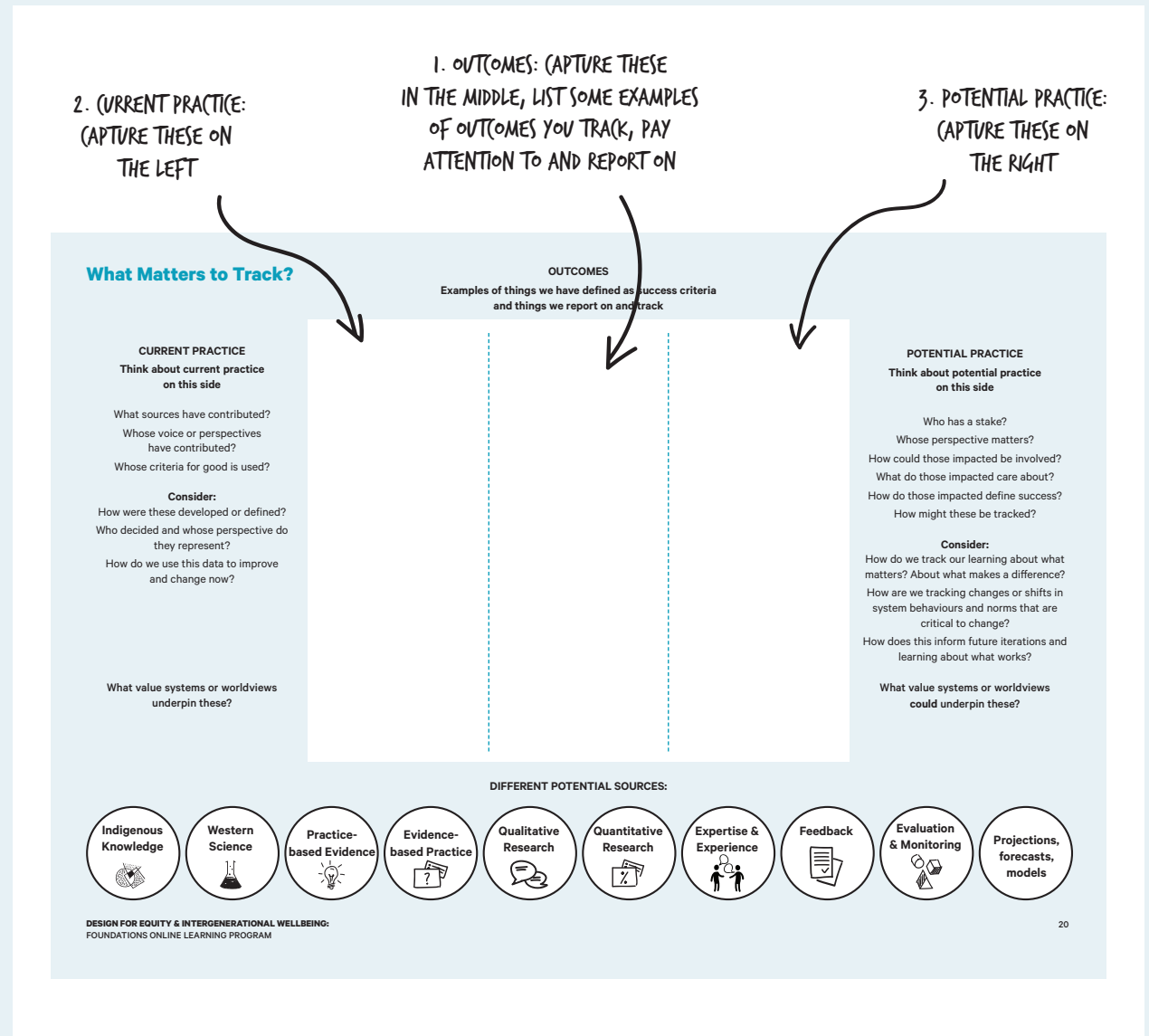
What Matters to Track?

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

DESIGN FOR EQUITY & INTERGENERATIONAL WELLBEING:
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What matters to 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?

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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

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 conservations 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)

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?

DESIGN FOR EQUITY & INTERGENERATIONAL WELLBEING:
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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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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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Mapping capabilities 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 & C Prompt Cards)

Each of the Foundation modules focused 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 related to 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 indepth capabilities and conditions framework. (Which you can access here: https://www.aucklandco-lab.nz/resources)

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.

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Mapping Capabilities and Conditions Framework

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

DESIGN FOR EQUITY & INTERGENERATIONAL WELLBEING:
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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

Mapping capabilities and conditions framework

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

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

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This is important because

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Area/s of change

○ Skill
○ Knowledge
○ Roles
○ Mindsets
○ Resources
○ Infrastructure
○ Mandate
○ Rules/Policy
○ Connections

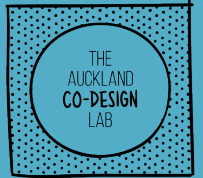Auckland Co-Design Lab ® ⓘ ©

PBD CAPABILITIES & CONDITIONS

You can download and print this card from The Lab website:
https://static1.squarespace.com/static/55ac5ee5e4b08d4c25220f4b/t/5b7502176d2a73417a17 1e54/1534394903985/PBD+Capabilities+and+Conditions+Cards+A6.pdf

Ngā mihi nui nui
Thank you

A huge thank you to our learning partners and public sector colleagues who participated and contributed to the Foundations Programme.