

Embedding evaluative practice

TSI's Niho Taniwha Learning Journey and Framework



24 November 2021



The
**Southern
Initiative**
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Today

Sharing Niho Taniwha:

Developing a learning and evaluative practice

The journey in practice - Tamariki Wellbeing

In your world?

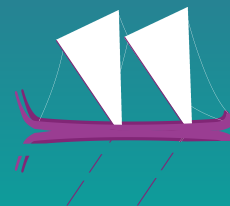
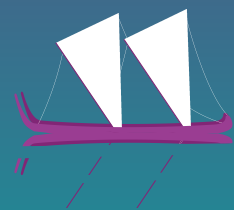
A kōrero with others

Embedding practice Niho Taniwha toolset

Q and A

Please put pātai/questions in the chat

A kete of resources after - Niho Taniwha Framework and toolset, article, answers to your pātai



Our moemoea:

Supporting a prosperous, resilient south and west Auckland where tamariki and whānau thrive and lead their own change.



New norms and new narratives

Place-based local responses

Indigenous knowledge systems integrated and as source of innovation and prosperity

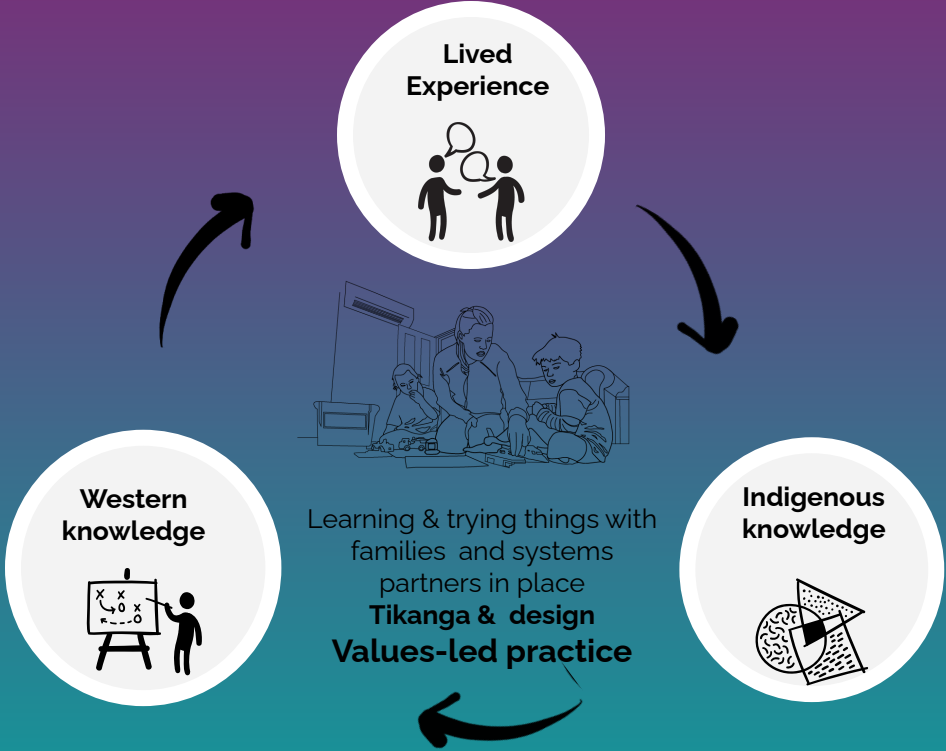
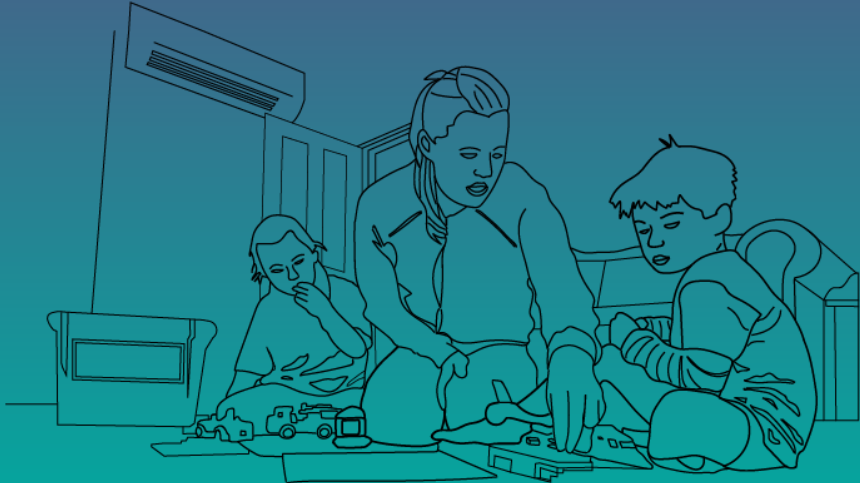
Homes, community spaces and environments enable and promote wairua, hauora and positive health

Narratives are shifted

Increased incomes, prosperity, safety and security

Embedding learning systems and mindset to help achieve change

Learning with people and partners in place:



NAVIGATINGⁱⁿ COMPLEXITY



An evaluative learning practice that would reflect the practice and values of the team and communities we serve.

Starts with values, tikanga

Prioritises **indigenous knowledge, place and lived experience**

Based on us **acting and learning together** with whānau and systems partners

Focused on **systems changes** as well as whānau change

Tracks what matters to whānau and communities

THREE **FOCUS** AREAS



ACROSS OUR JOURNEY WE PAY ATTENTION TO:



Outcomes for Whānau



System changes



Strategic learning

- ▶ **Connect up** learning and outcomes across teams
- ▶ Rigorous **practice-based evidence** as...

THE NIHO TANIWHA Δ THREE WĀHI AKO

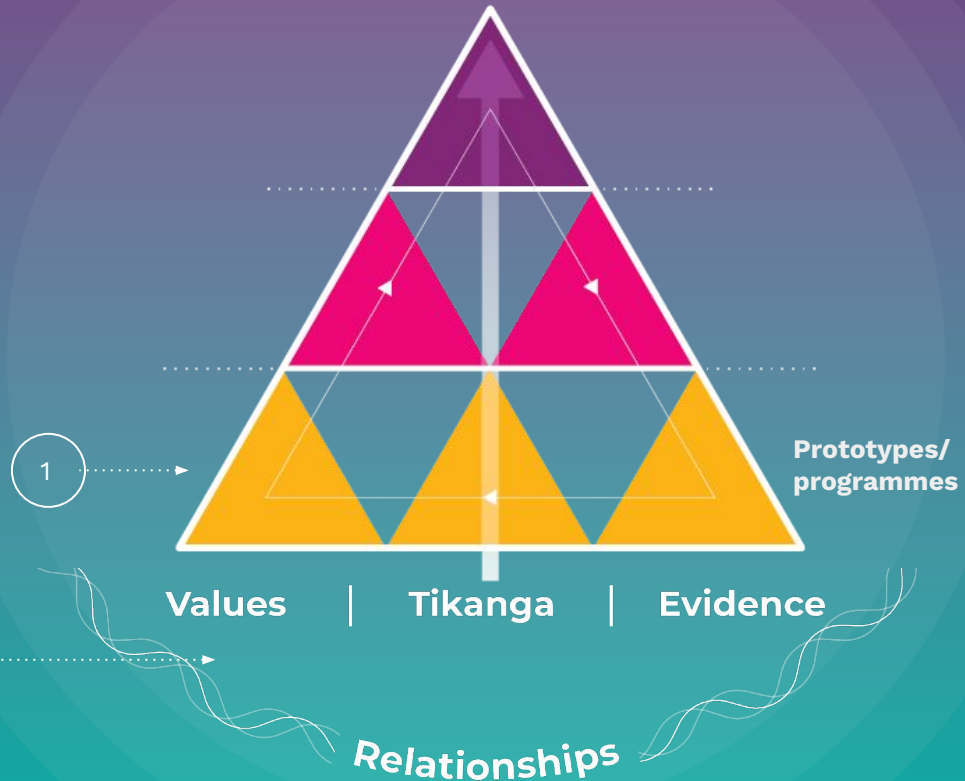
Whāriki

The foundational values, tikanga and evidence that guide the mahi



THE NIHO TANIWHA Δ

THREE WĀHI AKO



Wāhi Ako tahi

Learning through
prototypes/programmes

Whāriki

The foundational values, tikanga
and evidence that guide the mahi

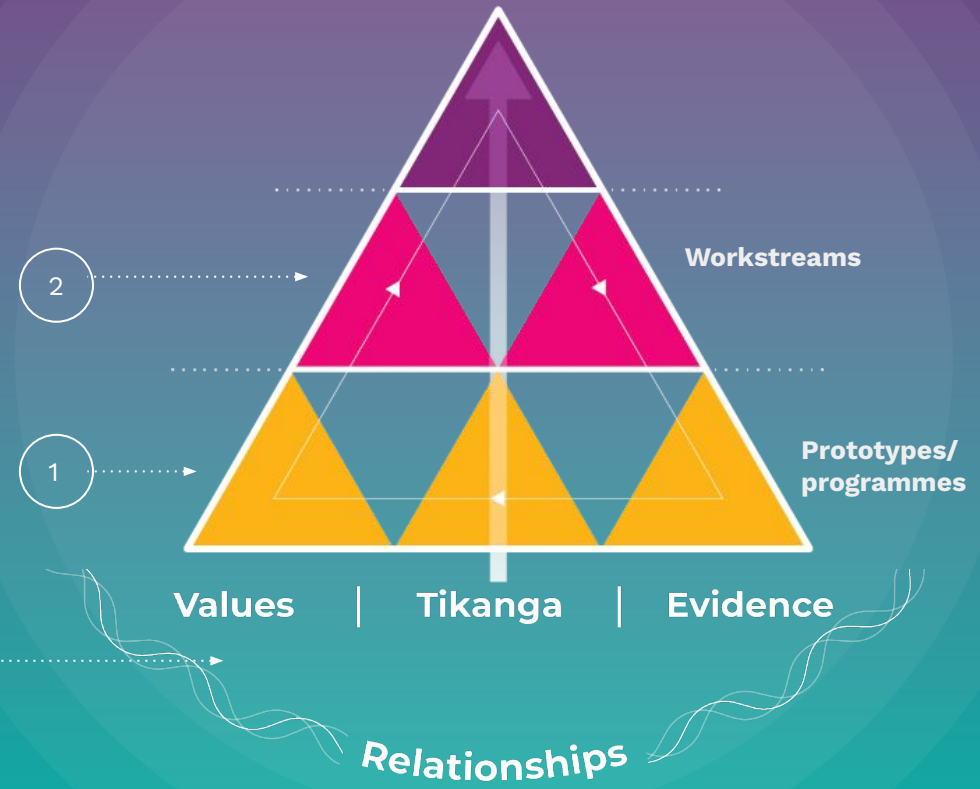
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Whāriki
The foundational values, tikanga
and evidence that guide the mahi

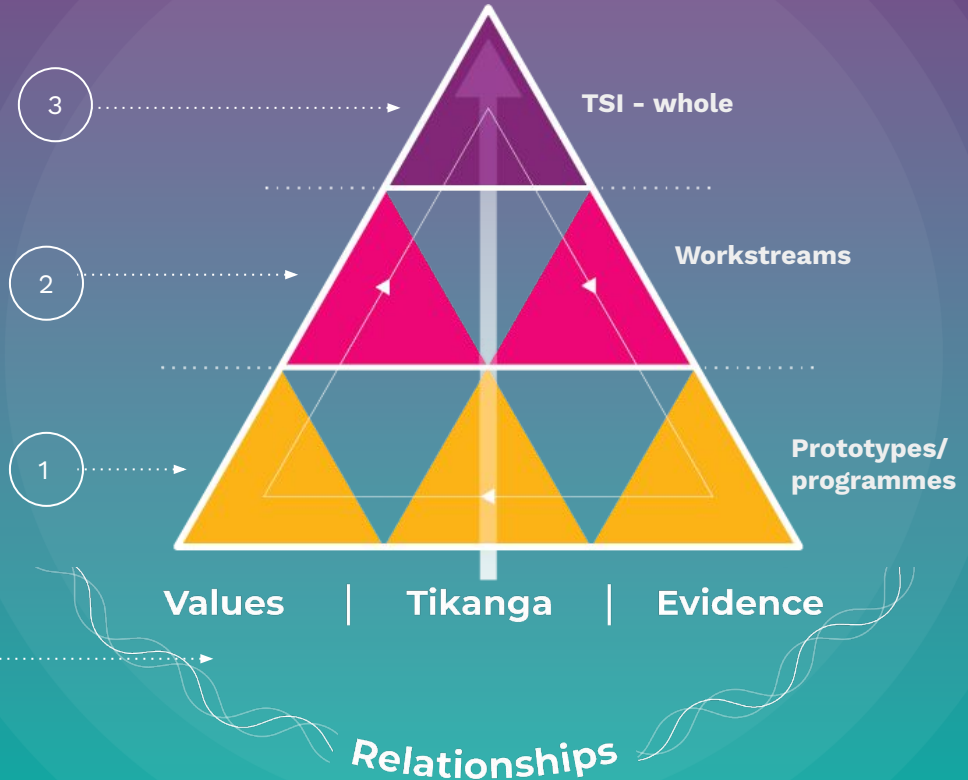


THE NIHO TANIWHA Δ

THREE WĀHI AKO

- Wāhi Ako toru**
Learning across the whole team/org
- Wāhi Ako rua**
Learning across prototypes/programmes
- Wāhi Ako tahi**
Learning through prototypes/programmes

Whāriki
The foundational values, tikanga and evidence that guide the mahi



What started to emerge as a learning system



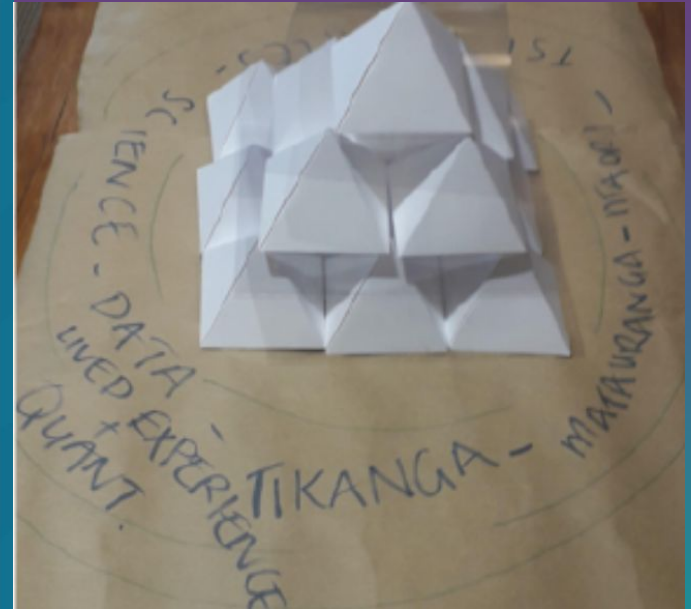
Guided by Matua Rereata Makiha in understanding this as a journey of wayfinding.



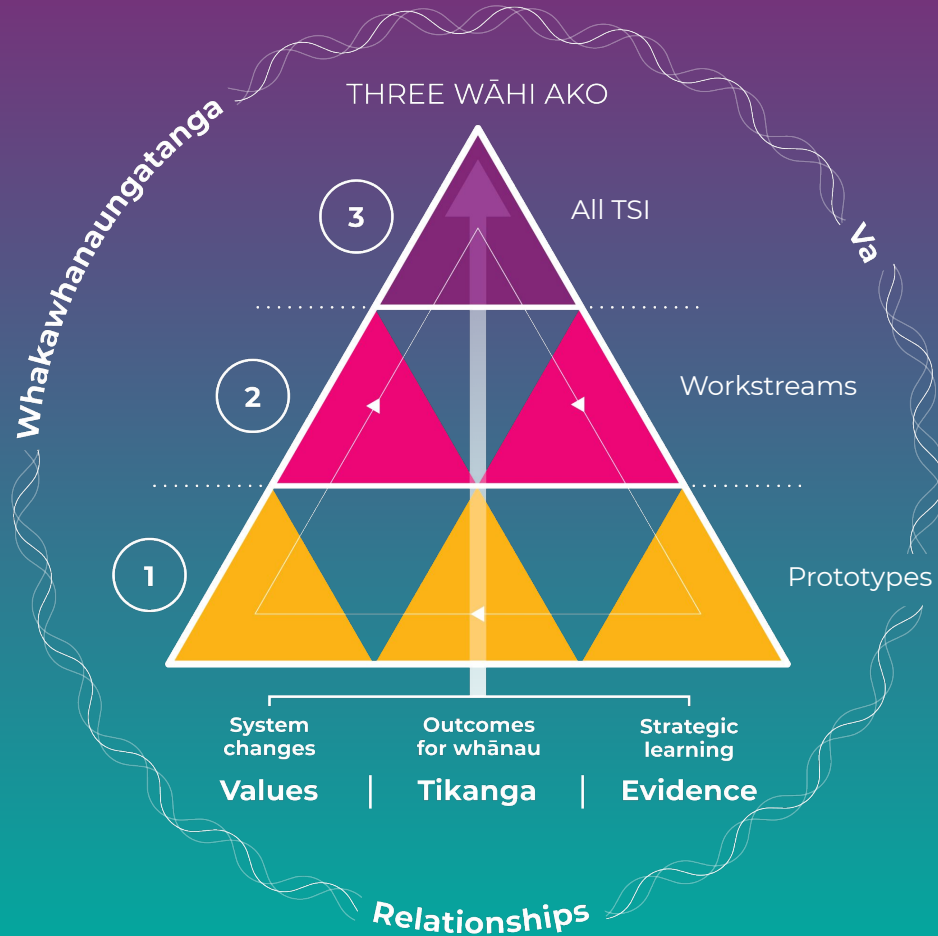
Niho Taniwha

Explored the history, context and relationships of Niho Taniwha. Pūrākau, carvers, weavers, dancers, kaumātua. Niho Taniwha captures our learning about the journey.

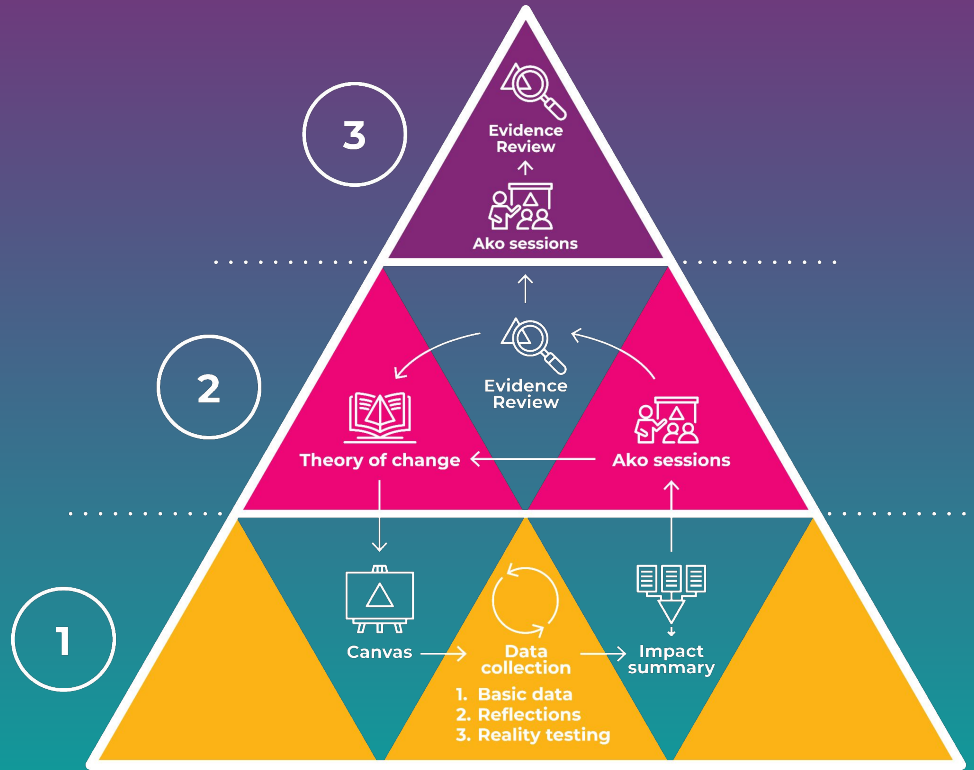
What started to emerge as a learning system



NIHO TANIWHA

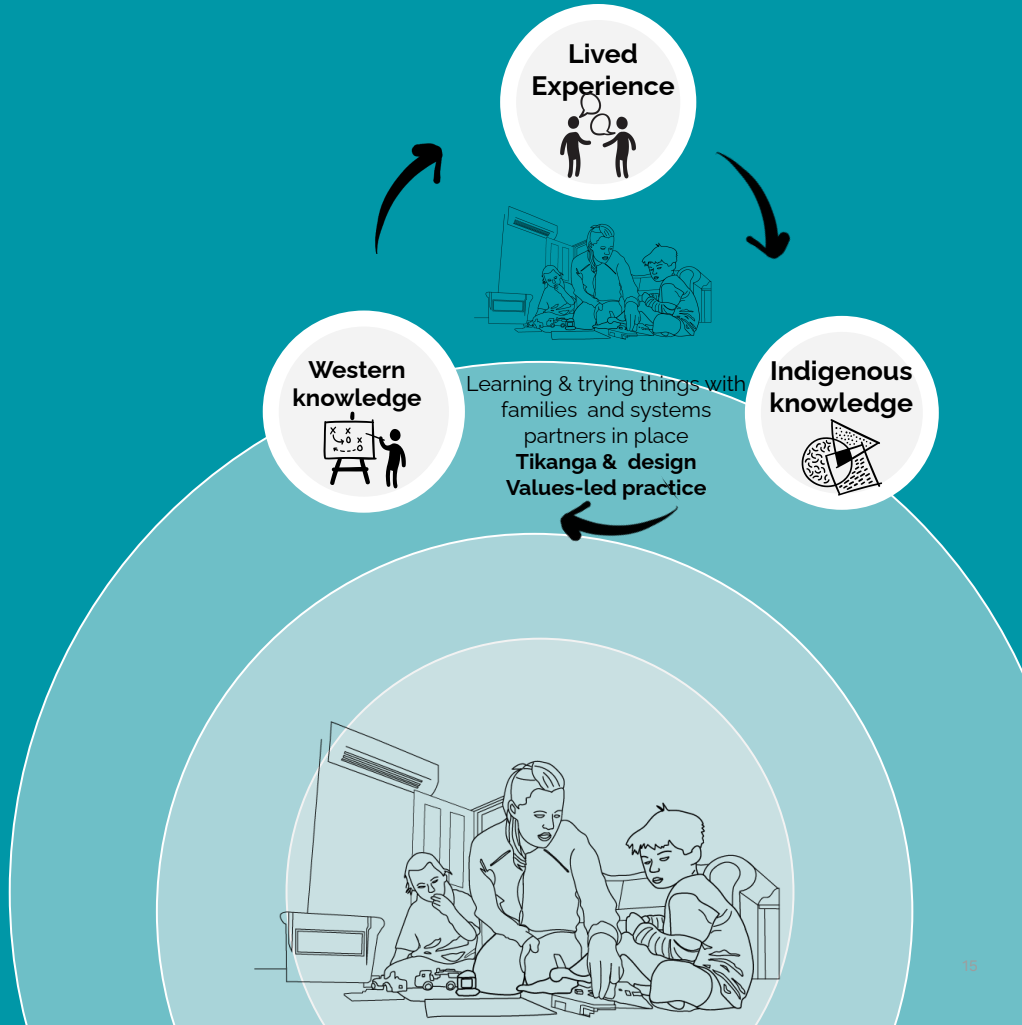
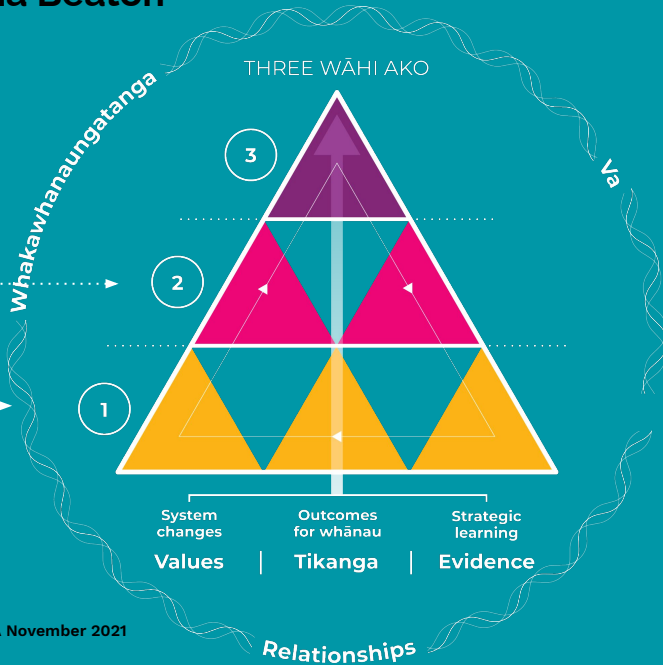


NIHO TANIWHA



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

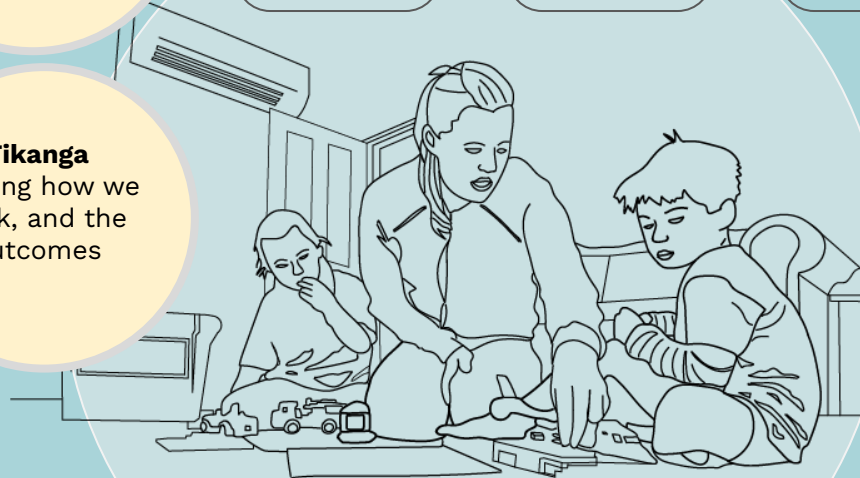
Traditional parenting practices

Practice-based evidence

Families & partners testing and learning out in the world

Tikanga

Guiding how we work, and the outcomes



Tracking multi-level outcomes

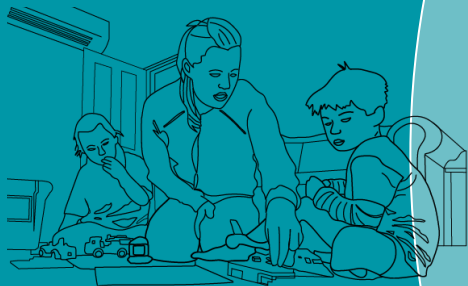
If we..

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?

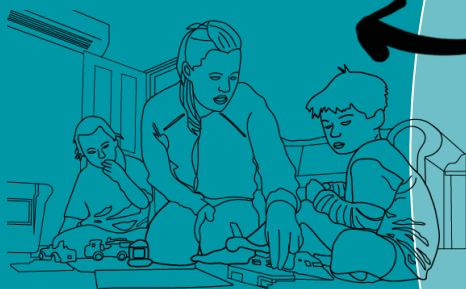
Whānau outcomes Contributing to outcomes that make the difference and matter to whānau



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

Leading with mātauranga

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

Changes in language

Reorienting to indigenous knowledge

Power sharing with whānau/ communities

Spaces and policy more responsive to whānau

Resource shifts

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

Strong social connections, friendships

Manaakitanga, sense welcome

Increased confidence

Reclaiming & celebrating traditional parenting practices

Having different kinds of conversations

Reflection, data gathering as we go....

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

What learning questions do we need to answer?

Who can help us answer them?

How might we check in with them?

What specific questions might we ask?

Reflection and learning loops



What have we been doing and with who?

What's going well and why?

What new questions were raised?

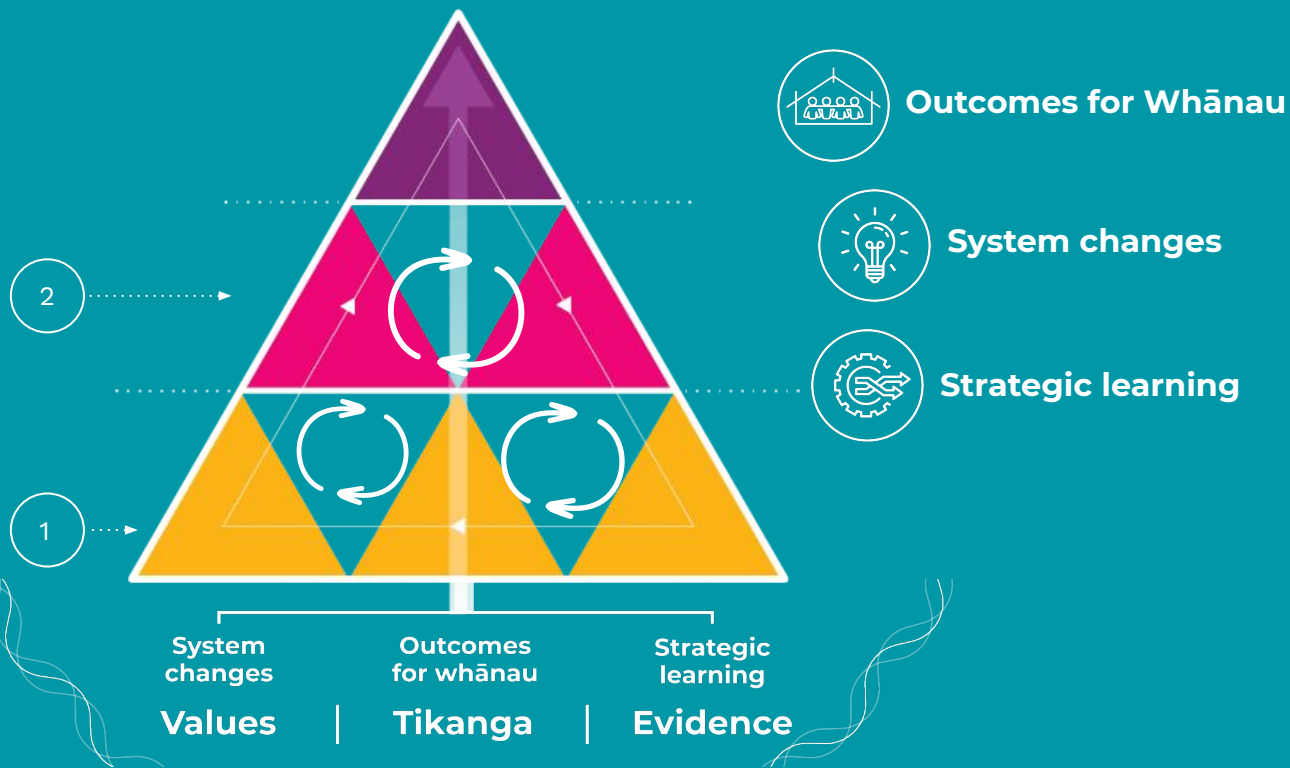
What's shifted/changed?

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

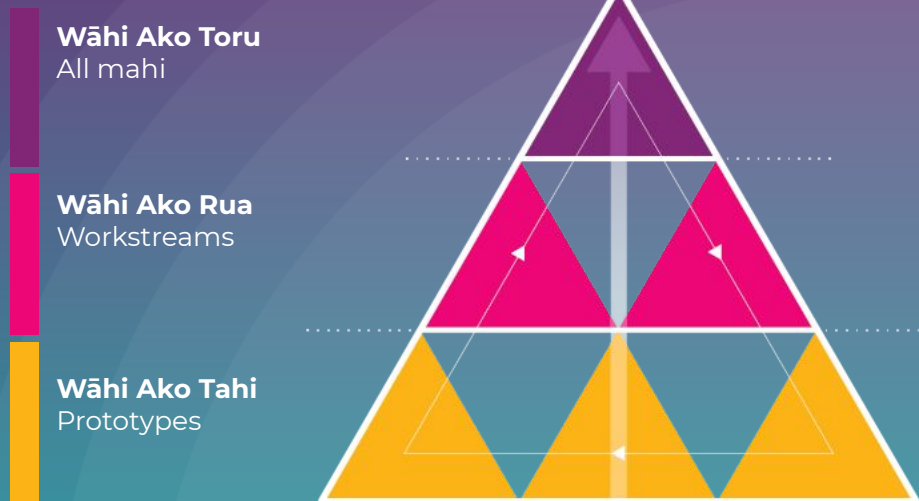
Collective learning for change

Wāhi Ako rua
Learning across prototypes/programmes

Wāhi Ako tahi
Learning through prototypes/programmes



In your world



We pay attention to:

Our whāriki

System
changes

Values

Outcomes
for whānau

Tikanga

Strategic
learning

Evidence

Whāriki:

What is the whakapapa of your mahi? What values, tikanga, knowledge, evidence or perspectives guide the work?

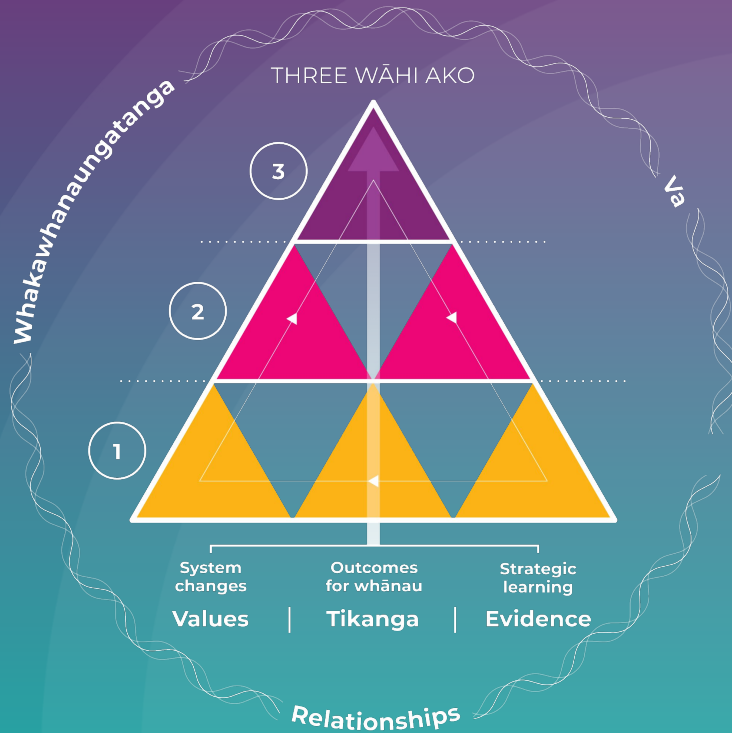
Learning:

How intentionally is learning and reflection embedded into your practice?

Attention on:

What eyes do you have on whānau outcomes, systems changes and strategic learning?

Break outs

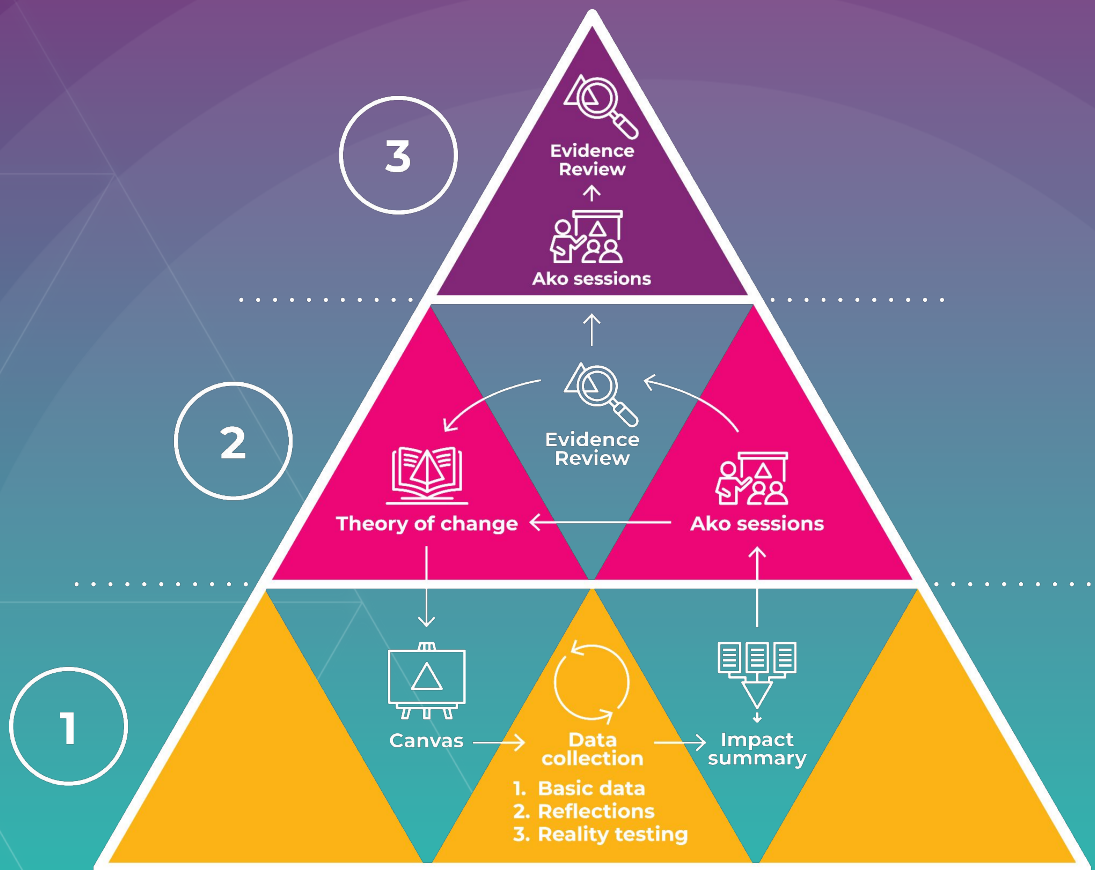


Briefly introduce yourself

What came up for you?

What questions were raised for you?

NIHO TANIWHA TOOLSET



NIHO TANIWHA Δ

TOOLSET

THE NIHO TANIWHA IS APPLIED THROUGH THESE TOOLS.

How we land on
what we do and
how we do it



Evidence Review



Theory of change



Canvas

How we gather
information about
our prototypes



Basic data



Regular reflection



Reality testing

How we summarise
and share impact and
learning



Impact summary

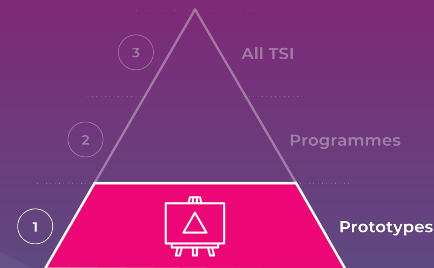


Ako sessions



(LEARNING) CANVAS

A plan to guide the mahi at Wāhi Ako 1



What are we testing from our theory of change? Short and long term outcomes?

What are we trying to learn, how and with who?

What data is needed to evidence and support our learning as we go? How will we collect this?

Reflection and learning loops



What are our tikanga and values?

What is our evidence base (lived experience, mātauranga and western knowledge?)

A way to design and describe a prototype/programme:

Bringing the team together around:

Our whāriki

What we are testing, why, how, with whom

What we hope to achieve - short and longer term outcomes (and who defines them)

How we will gather data and evidence.

Our plan for tracking impact and learning.



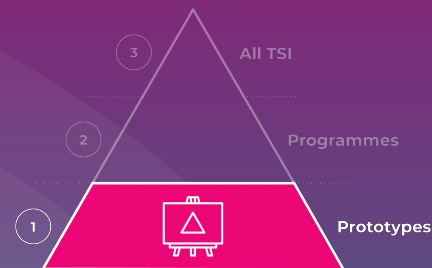
CANVAS

A plan to guide the mahi.

A canvas is used to design and describe a prototype. It provides a way to think through what we are testing, why, how, with whom, what we hope to achieve and how we will gather data and evidence. A canvas is also your evaluation and learning plan, setting out how you will track impact and learning.

Short canvas content:

- Background to the prototype
- Links to the relevant Zone 2 TOC outcomes
- Short term outcomes sought for whānau
- Short term system changes sought
- What are we learning about?
- How will we evidence outcomes and learning?





REFLECTION TOOLS

Regular reflection, Reality Testing

Rapid internal reflection

What did we do? With whom? What did we see/hear/feel?

Surprises? Tensions

Any changes or outcomes for people/whānau? How do you know (evidence sources)?

Any system changes or outcomes? How do you know (evidence source/s)?

What are we trying to learn, how and with who?

Reflection and learning loops



Regular shorter learning loops

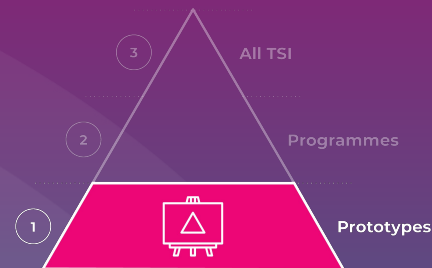
Bigger periodic learning loops

Reality Testing (external)

What is the experience of our partners?

Any changes or **outcomes for people/whānau?** How do you know (evidence sources)?

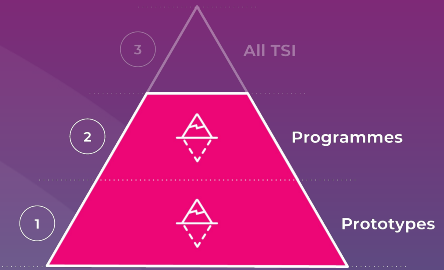
Any **system changes or outcomes?** How do you know (evidence source/s)?





REGULAR REFLECTION

A regular team feedback loop to test, evidence and shape the work.



Reflection questions have been developed and tested from TSI practice.

What did we do (core activities)? With whom (be specific, numbers, demographics)?

What are we seeing, hearing, feeling?

What is going well?

Challenges, tensions, surprises, pivots

Any changes or outcomes for people/whānau? How do you know (evidence sources)?

Any system changes or outcomes? How do you know (evidence source/s)? Use six conditions of systems change lens*

What are we learning and sensing?

What next?

*Resource flows, policies, practices, relationships, power dynamics, mental models. See https://www.fsg.org/publications/water_of_systems_change.

KEY MESSAGES

Can do big and small versions

It is a discipline, may need to build the muscles (we still are!)

Need to make the time, for learning to be folded back in

Helps to have people dedicated to holding the reflection space

We can all bring a learning orientation to our mahi, it's not just an innovation remit

Learning our way into it is the only way we will be able to make our most ambitious shifts

PĀTAI



Thoughts/

Q and A

Strategies others are using?



Ngā mihi nui

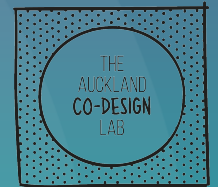
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