Ngā mihi nui
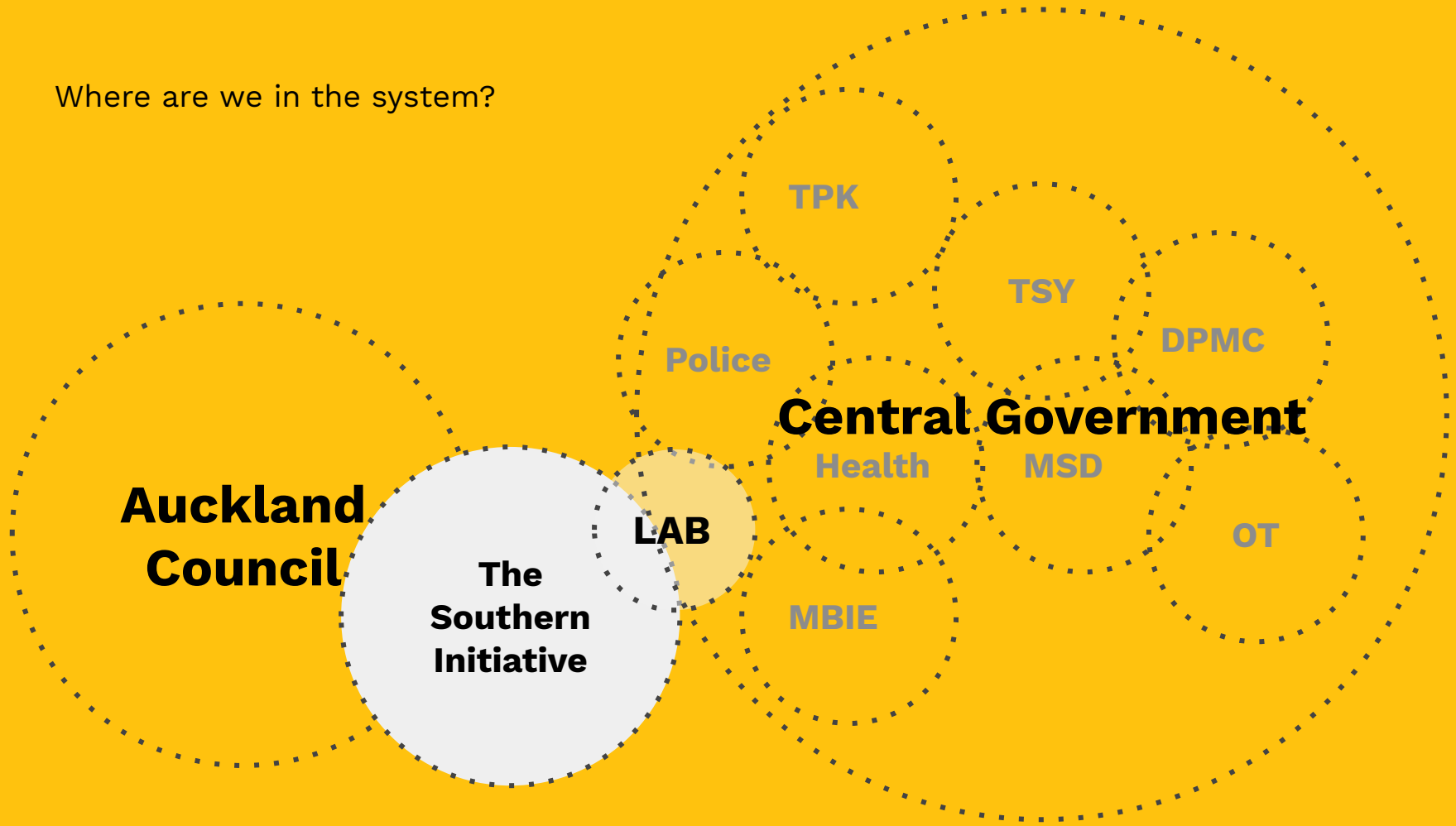# Welcome

Angie Tangaere
Angie.tangaere@aucklandcouncil.govt.nz
Social Intrapreneur

Dr Penny Hagen
penny.hagen@aucklandcouncil.govt.nz
Co-Design Lead

Auckland Co-design Lab
https://www.aucklandco-lab.nz/
The Southern Initiative
https://www.tsi.nz/

Where are we in the system?

Auckland Council

The Southern Initiative

LAB

Central Government
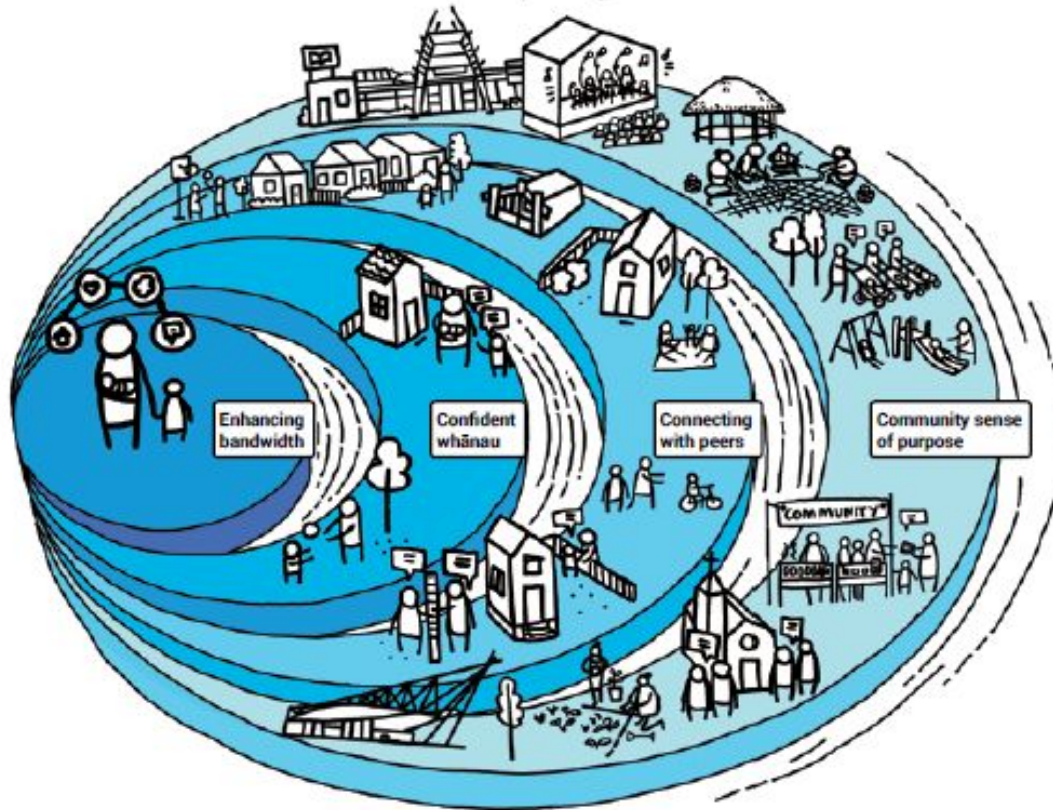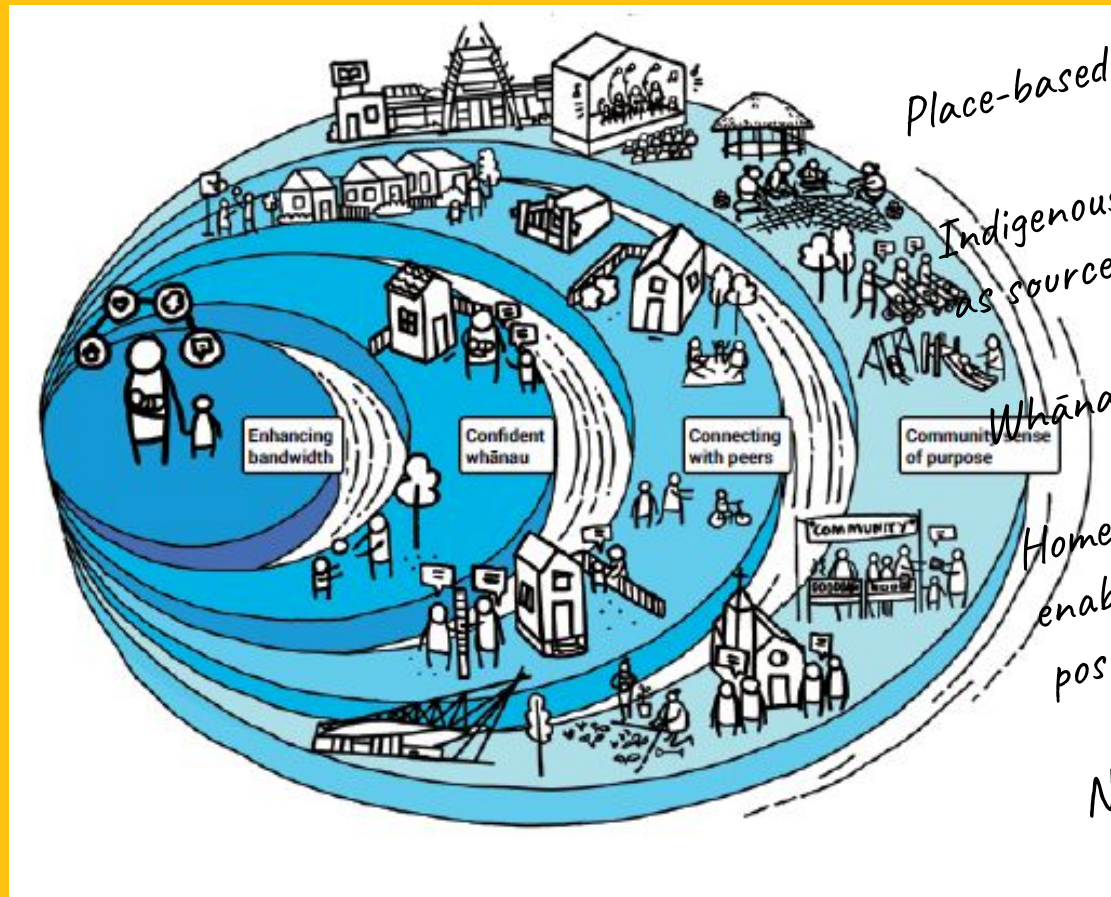
TPK
TSY
DPMC
Police
Health
MSD
OT
MBIE

Tāmaki Herehere ki te Tonga

The Southern Initiative

Local government place-based initiative

Social, economic, community, environmental and cultural innovation

Place-based local responses

Indigenous knowledge systems integrated and as source of innovation and prosperity

Whānau led their own change

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

Narratives are shifted

Increased incomes, safety and security

In short, we want 'new norms'

prototyping
demonstrating,
modelling &
sharing new ways
of working

+

growing
& building the
capacity for new
ways of working

Joining up and
connecting

Leveraging,
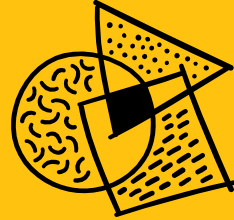influencing and
incentivising

Characteristics common to this work [social innovation for transformation]

Place-based

Cross sector

Reconfiguration (beyond services)

Indigenous knowledge systems

Strengths-based
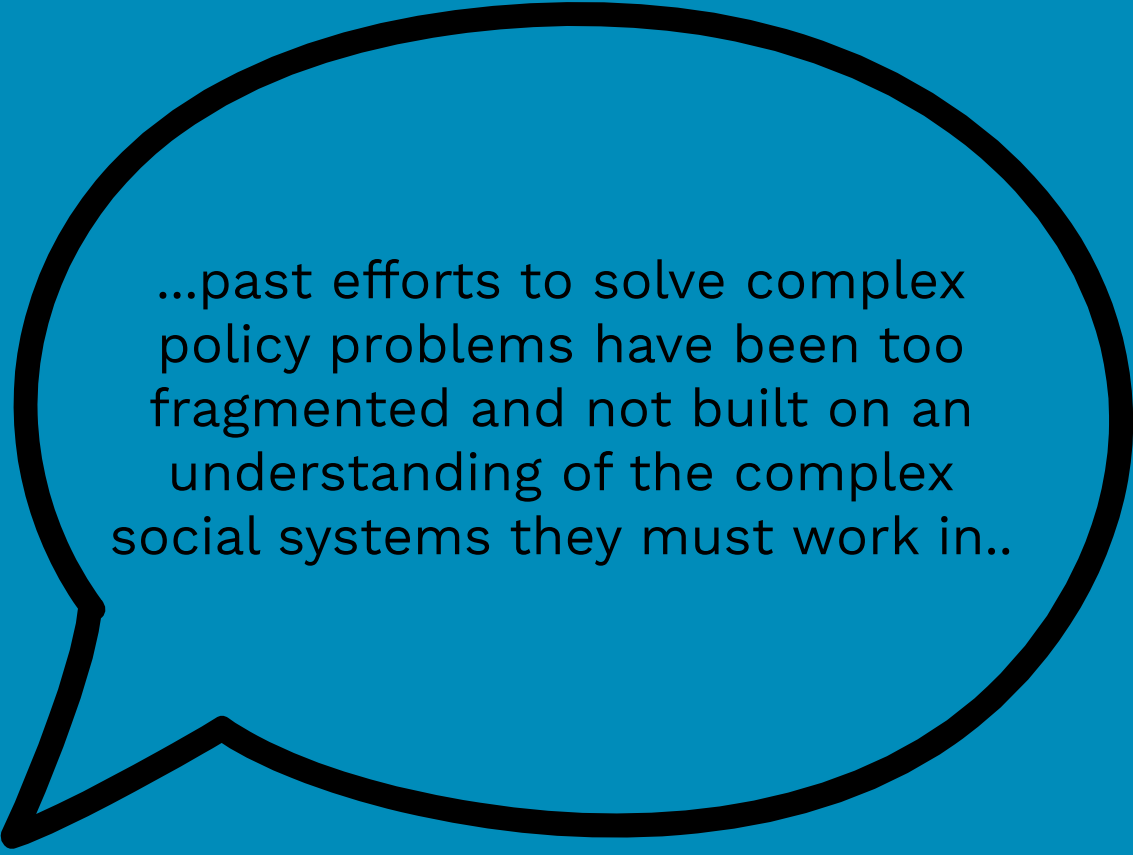
Co-design

Systems focused
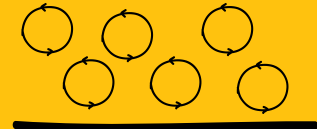
Platform not programme

The landscape

Where do you and your teams operate across this landscape currently?

Adoption

Policy-Led

Delivery-Led

Define & Develop | Options/Approach | Design & Deliver | Evaluate & Monitor

POLICY STAGES

Download the map https://auckland-colab.squarespace.com/s/Policy-by-Design-Value-Map.pdf
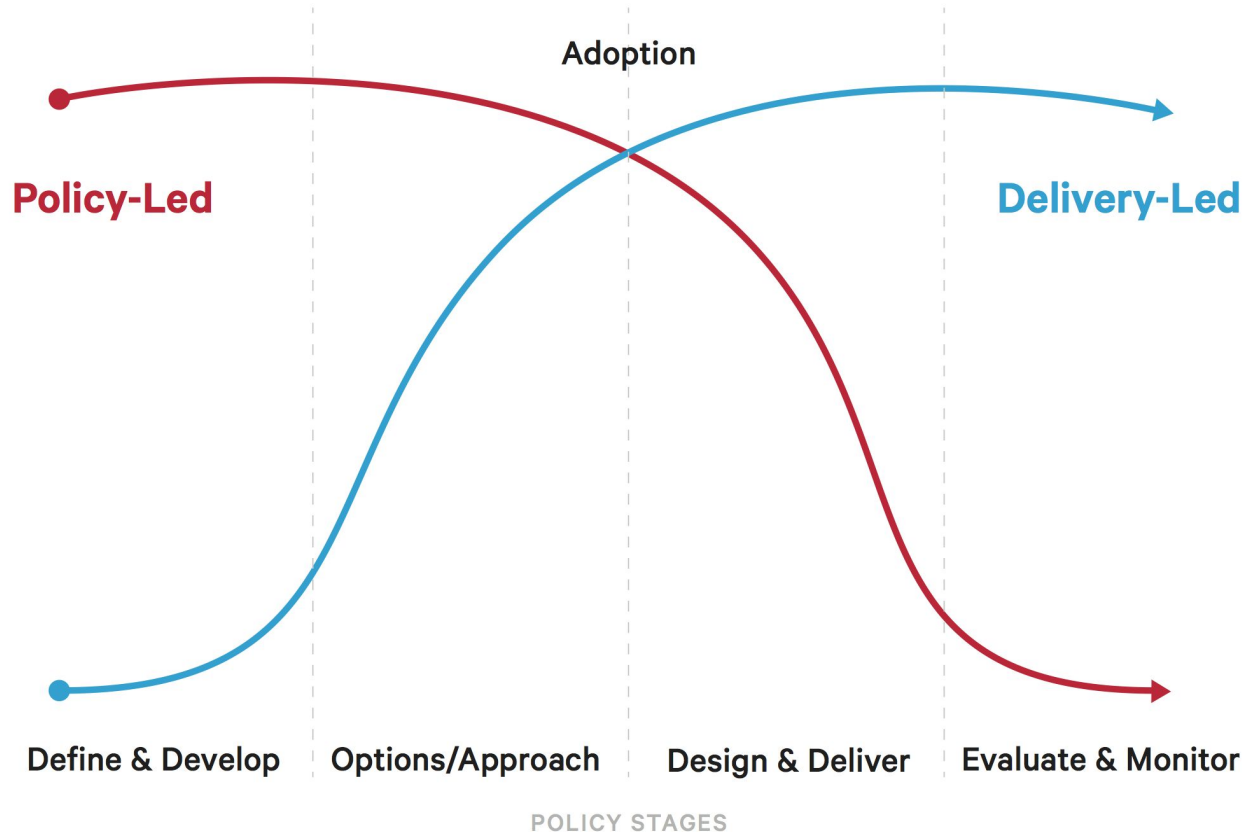
Where on the map are you?

What kinds of relationships are you able to have across the map?

What kinds of relationships does your work have to community experiences on the ground?
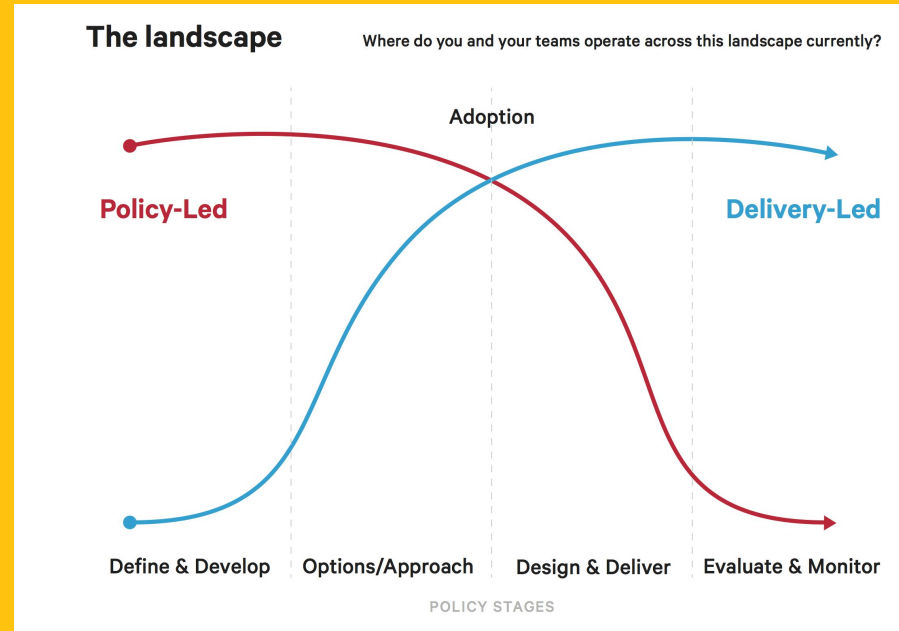
The landscape

Where do you and your teams operate across this landscape currently?

Adoption

Policy-Led

Delivery-Led

Define & Develop | Options/Approach | Design & Deliver | Evaluate & Monitor

POLICY STAGES

The landscape

Where do you and your teams operate across this landscape currently?

Adoption

Policy-Led

Delivery-Led

Define & Develop | Options/Approach | Design & Deliver | Evaluate & Monitor

POLICY STAGES
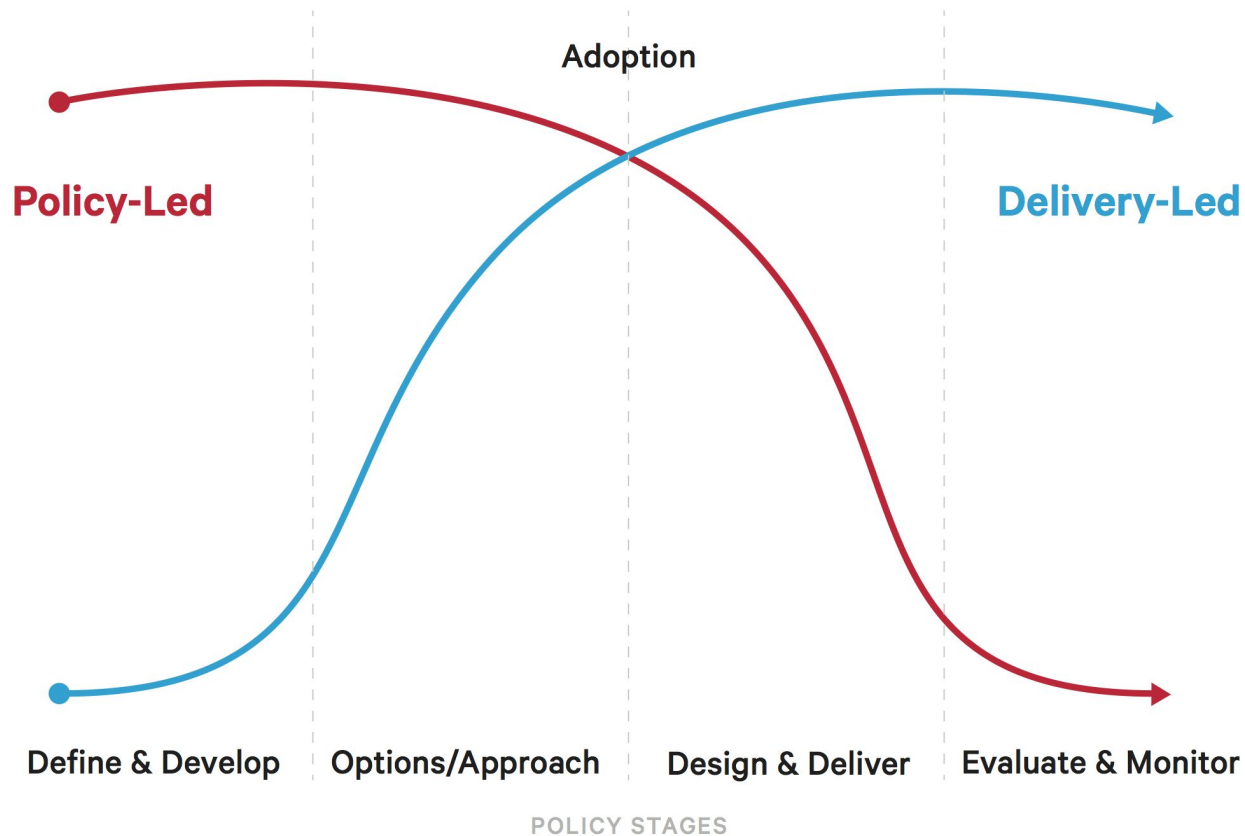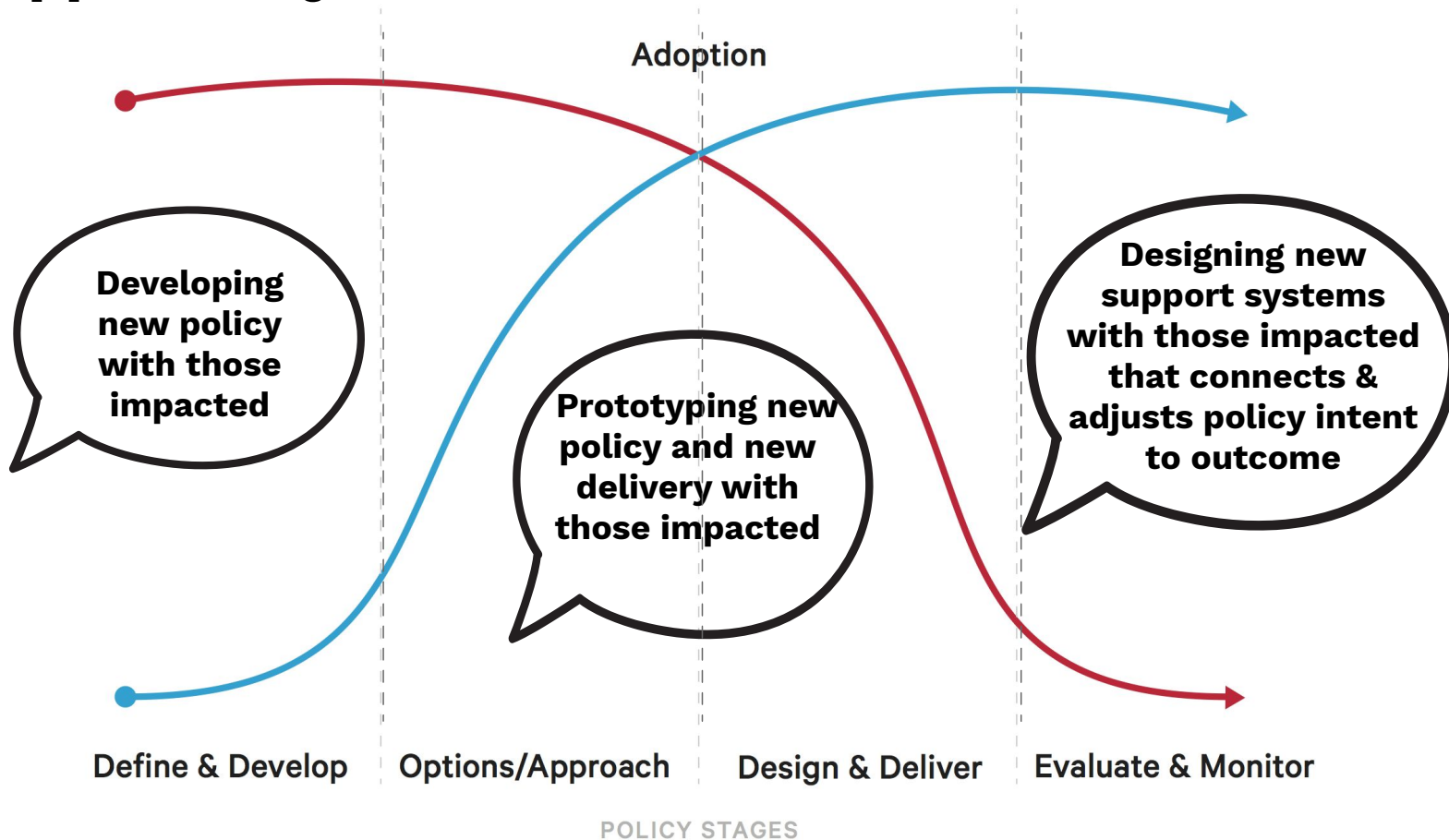
System settings

What best supports learning loops between practice and policy?

Whānau outcomes

EVIDENCE FOR INNOVATION

Exploring our relationship to evidence and data

What constitutes evidence?

What is favoured?

What is needed?

Image from: **Evidence for Innovation Blog Link:** https://blogs.rch.org.au/ccch/2019/05/06/theme-4-evidence-for-innovation/

Informed and mediated by
DATA

Big data

Thick data

Expertise

Traditional knowledge

and
PROCESS

Evidence-based practice

The development and use of evidence and interventions that have been tested (usually) through trials and have been shown to be effective in particular settings.

Practice-based evidence

The development and use of evidence about how things are, and what works on the ground developed through iterations of doing things together. Prototyping, testing and working things out in context with communities and stakeholders impacted.

16

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.

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.

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.

Feedback

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

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.

Unpacking...

What do you draw upon more regularly in your work?

What do you use for decision-making?

How are these different forms of data or evidence valued or perceived in your world?

What are some of the unwritten rules that exist about data?

Share back

What came up for people?

Our relationship to evidence

what can hold us back?

Design approaches not perceived as legitimate or rigorous. The difference between design, co-design and research not being well understood.

Auckland Co-Design Lab

PBD CHALLENGE CARDS

Open Practices: lessons from co-design of public services for behaviour change, Dilemmas of co-design O'Rafferty, DeEyto, Lewis, 2016

what can hold us back?

A bias towards quantitative data. Lived experience is not perceived as evidence in conventional policy and service development.

Auckland Co-Design Lab

PBD CHALLENGE CARDS

Exploring Policy Innovation: Tools, Techniques + Approaches, Brookfield Institute for Innovation and entrepreneurship, 2018

Legitimacy, Bias

Our relationship to evidence

"Different research approaches do different things and offer different kinds of validity, to allow policy officials and ministers to reach decisions. But in the culture of policy making, the deductive logic has the **allure of offering definitive evidence.**"

Applying Design Approaches to Policy Making: Discovering Policy Lab, Lucy Kimbell 2016

"There are **"phantom rules"** or orthodoxies in government around what is allowable and qualifies as valid evidence that may inhibit policy professionals from innovating."

Exploring Policy Innovation: Tools, Techniques + Approaches. (2018) Brookfield Institute for Innovation and Entrepreneurship

Evidence-based practice & practice based evidence

EBP a critically important evidence base.

And some of the common methods have limitations in the context of complex social systems

"Real-world implementation of interventions are infinitely more complex (and unpredictable) than a research study in which multiple variables have been controlled or corrected for."

Identified limitations

Focus on impact over implementation

Standardisation and reduction of variables

Expert models over families agency or capacity

Particular voices and world views absent

Culture & context from one to another ignored

Successful by whose criteria?

EVIDENCE FOR INNOVATION

An approach to developing practice-based evidence

Lived Experience

Western Science

Traditional knowledge

Learning & testing with families in place & context
Tikanga & Design

Engages in the complexity of people, place and policy interacting together.

Shows *how* things actually work on the ground in context and what's important there

Identifies and builds upon local knowledge and strengths

Grounded in culture and context of place

Lived Experience

Western Science

Traditional knowledge

Learning & testing with families in place & context
Tikanga & Design

EXPERIMENTING IN COMPLEXITY & PLACE

Some aspects that underpin the approach

Multiple forms of evidence count

Working with people to test within real world settings

Families lead in decision-making over the process

Avoid perpetuating expert-led, colonial models

Experiments are grounded in place, with partners who can uptake

Grounded in culture and tikanga of place

Tamariki (Child) Wellbeing

You can learn more about the Early Years Challenge here
https://auckland-colab.squarespace.com/s/Early-Years-Challenge-report-FINAL-web.pdf

How might we support tamariki to have the best start in life?

Lived experience of families & their strengths & know-how

Longitudinal data
1200 SA families Growing Up in NZ Study

Neuroscience development, self regulation, toxic stress

Indigenous Knowledge systems
Kaupapa Māori principles

Prototyping
Families & stakeholders testing ideas out in the world

You can learn more about the Early Years Challenge here
https://auckland-colab.squarespace.com/s/Early-Years-Challenge-report-FINAL-web.pdf

Designing and learning in complexity

What forms of evidence and learning are needed for innovation?

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

What is valuable to track for child wellbeing? Are those the things that we are tracking now?

The 'right' instrument or measures for the context

The ones that matter to whānau or make the difference? (Service or output drive)

Families success criteria tells us more

Data isn't used

Not culturally grounded or contextual

Poorly interpreted - (Habisa)

Designing and learning (and 'measuring') in complexity

Who, how and when do we decide on what outcomes are meaningful?

Assessing existing 'measures" for relevance

Understanding through an indigenous lens
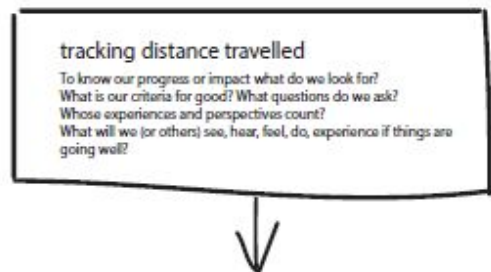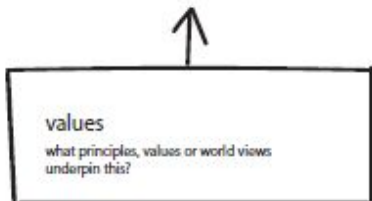
Identifying success from the perspective of whānau

Generating new, culturally grounded, whānau centric knowledge about what is valuable to track

what we value: what we track

Who, how and when do we decide on what outcomes are meaningful?
How do we determine what is important and what is important to track?

setting a direction

Where does our criteria for 'good' come from?
What forms of evidence do we draw from or generate and with whom?
What processes do we use to identify these?

tracking distance travelled

To know our progress or impact what do we look for?
What is our criteria for good? What questions do we ask?
Whose experiences and perspectives count?
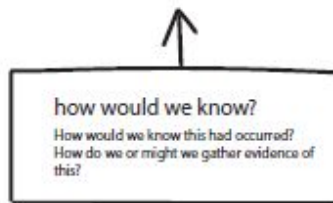What will we (or others) see, hear, feel, do, experience if things are going well?

**What sources and types of knowledge contribute?
Whose voices or perspectives?**

What do you track now and why?

How have families been involved in defining or evaluating these?

values

what principles, values or world views underpin this?

how would we know?

How would we know this had occurred?
How do we or might we gather evidence of this?

Share back

What questions does this raise for people?

What constitutes rigour in this setting?

Rigour is contextual and in complexity is defined by whether our thinking, tikanga, actions, strategies, methods and reasoning, are appropriate for the context and the purpose.

Lived Experience

Traditional knowledge

Western Science

Learning & testing with families
in place & context
Tikanga & Design

Questions?

Break

Readiness:

What does readiness for this way of working look like?

What kinds of mindsets and skill sets do we need to have in place?

What needs to be celebrated and prioritised in our workplaces?

ENABLING
GOVERNMENT

What we've observed

Role as platform & neutral partner

Generosity - space creator for reconfiguring

Holistic view & proximity

Infrastructure and support, leverage

Connect up and in

Not about services and programmes

A bridge
A metro rail
Cycle network

A key
A toilet
A logo
A photocopier

All actions are an opportunity to model practice that we think is important to family and child wellbeing

What does being enabling look like in your world?

What space are you creating?

What capital are you sharing?

What power are you ceding?

What are we modelling to ourselves and others?

What is important for you or your organisation to model?

What opportunities might exist for modelling more family-centred practice?

Final thoughts/
Questions/feedback

Thank you

Reports, tools and resources here
Auckland Co-design Lab https://www.aucklandco-lab.nz/
The Southern Initiative https://www.tsi.nz/