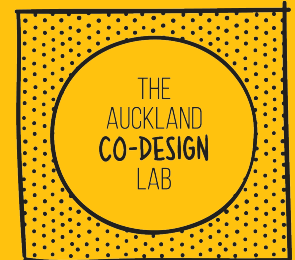


Ngā mihi nui Welcome



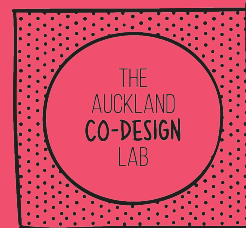
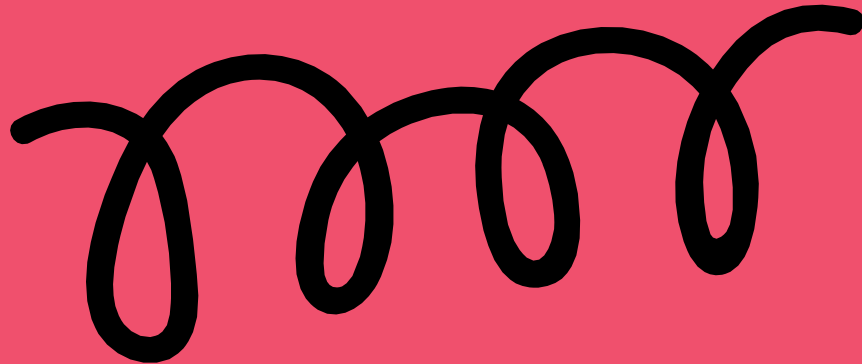
The
**Southern
Initiative**
—————



Co-design for authentic participation

Ngā mihi nui to the colleagues and families who have shared their work and reflections.

Dr Penny Hagen (smallfire.co.nz)
penny.hagen@aucklandcouncil.govt.nz
Co-design Lead, Auckland Co-design Lab
@pennyhagen @CodesignLab_AKL



How we will work

Building our
collective
knowledge

Love the
xylophone



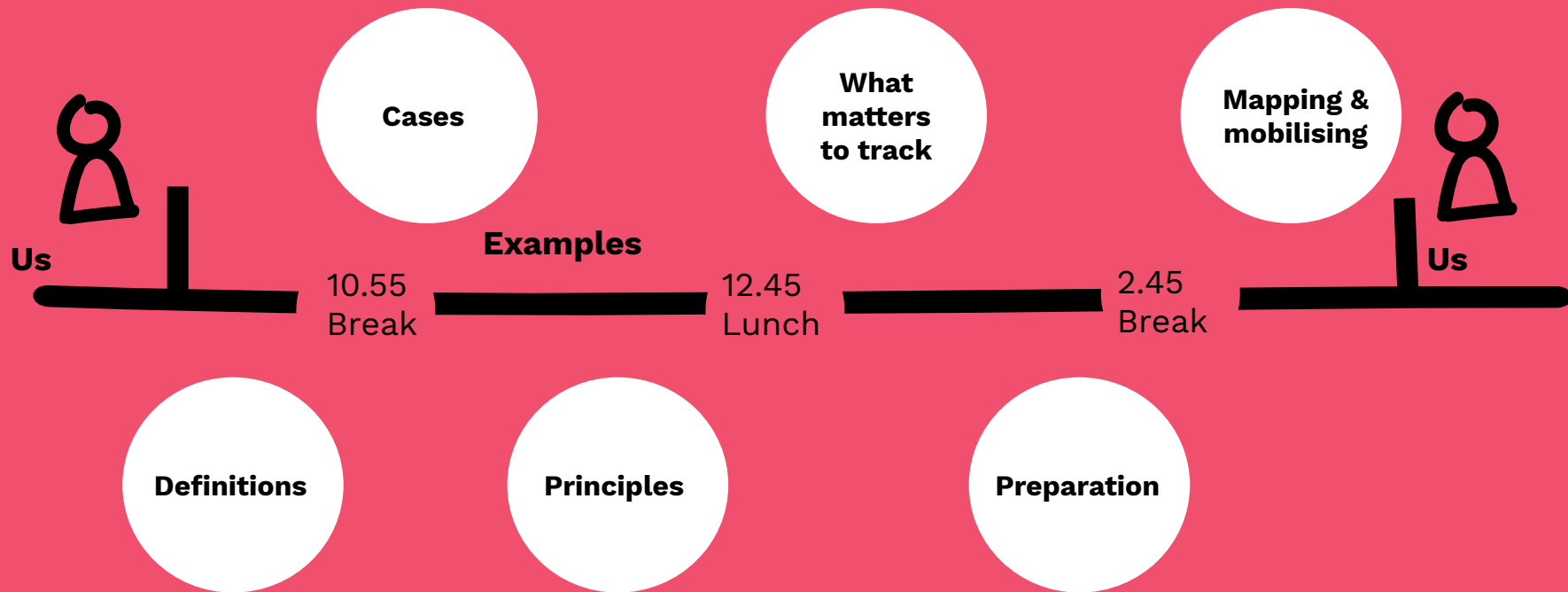
Try some tools
(lightly)

Generous and
frugal

Celebrate &
challenge

Contestable,
explorative

The Day



Who are we?

Connecting into
mindsets



Skill sets & mind sets

transdisciplinary

Creating new knowledge through shared learning
and multiple perspectives



manaakitanga

Hosting in a way that empowers
Removing barriers to participation
Avoiding trauma triggers
Providing respite from toxic stress



curiosity, optimism, creativity

Being radically open minded
Looking at problems from different angles
Working with polarities and tensions



making it happen

Finding ways through when under pressure
Providing support
Behaviour change
Coordinating action
Implementation



storytelling

Using visuals and stories to convey meaning
and compel action
Bringing others along on the journey



developing insights with people

Contextual research
Interviews
Observations
Relationships



connecting to community & place

Drawing on local knowledge and strengths
Building credibility and connections
Establishing local needs



outcomes-seeker

Looking for the biggest opportunity
Pragmatic and strategic
Identifying energy and opportunity for change
Responsive to changing landscape
(not precious)



Get the set from here: <https://www.aucklandco-lab.nz/resources/>
‘Capabilities and mindset cards’

From today



Please capture

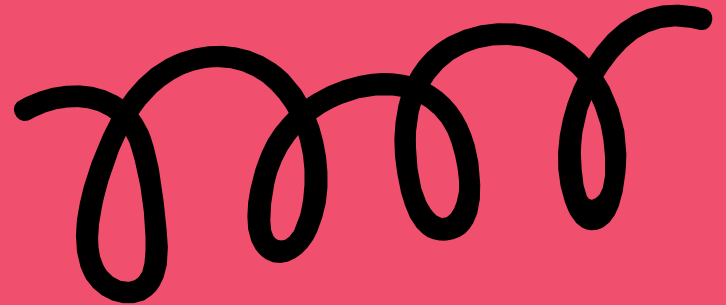
A question that you bring
today

or

Something you would
like to explore today?

Foundations of practice

Definitions...





Values-led for wellbeing

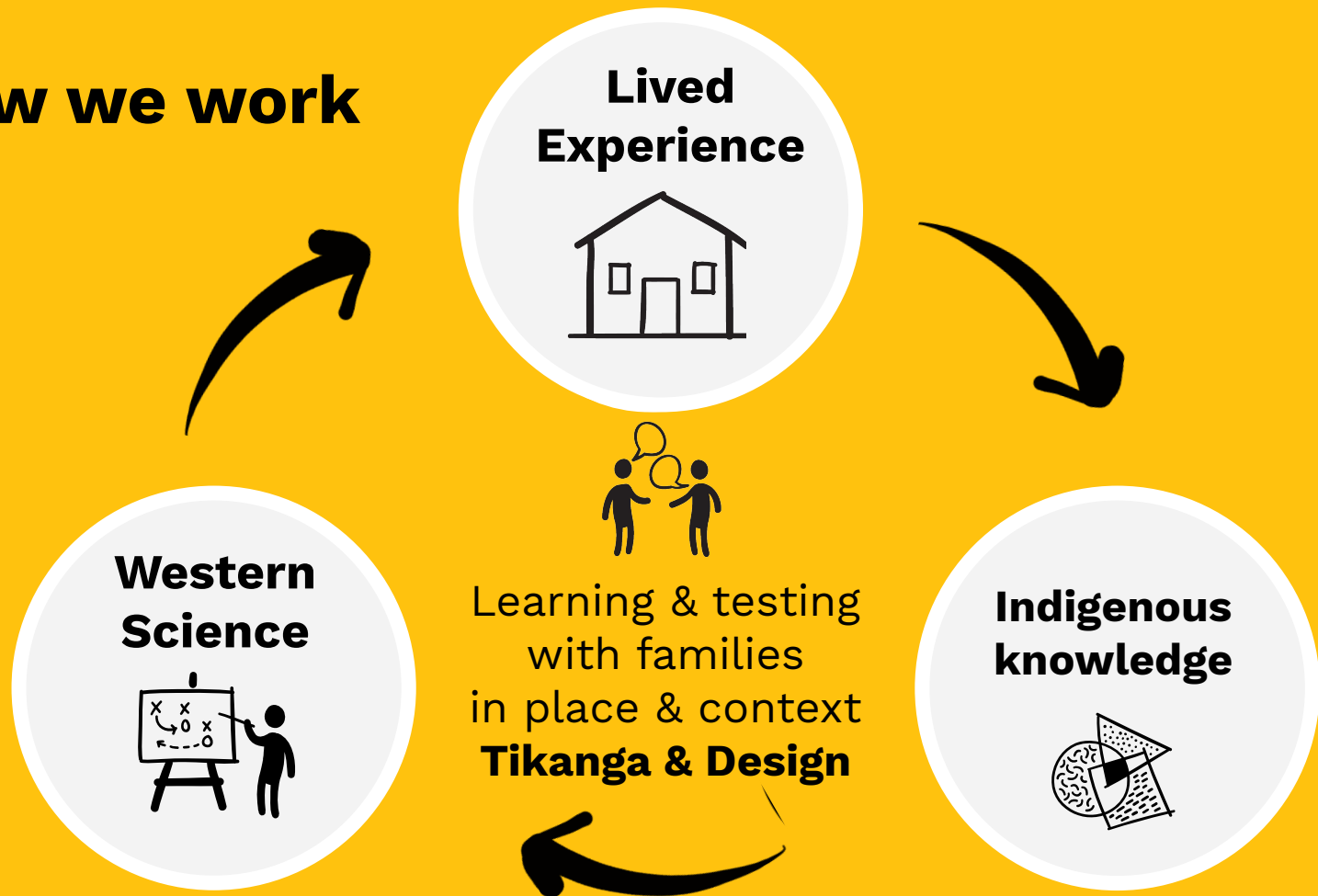
Image care of TSI

A vibrant mural on a dark, textured wall depicts two hands, rendered in shades of pink, red, and orange, reaching towards each other to form a heart shape. The hands are detailed with black outlines and shading. The background of the mural is a deep, dark blue or black. To the left of the mural is a white-framed window with multiple panes. To the right is another white-framed window, with a person visible inside. The entire image is framed by a thick yellow border.

**Culturally
grounded
Place-based**

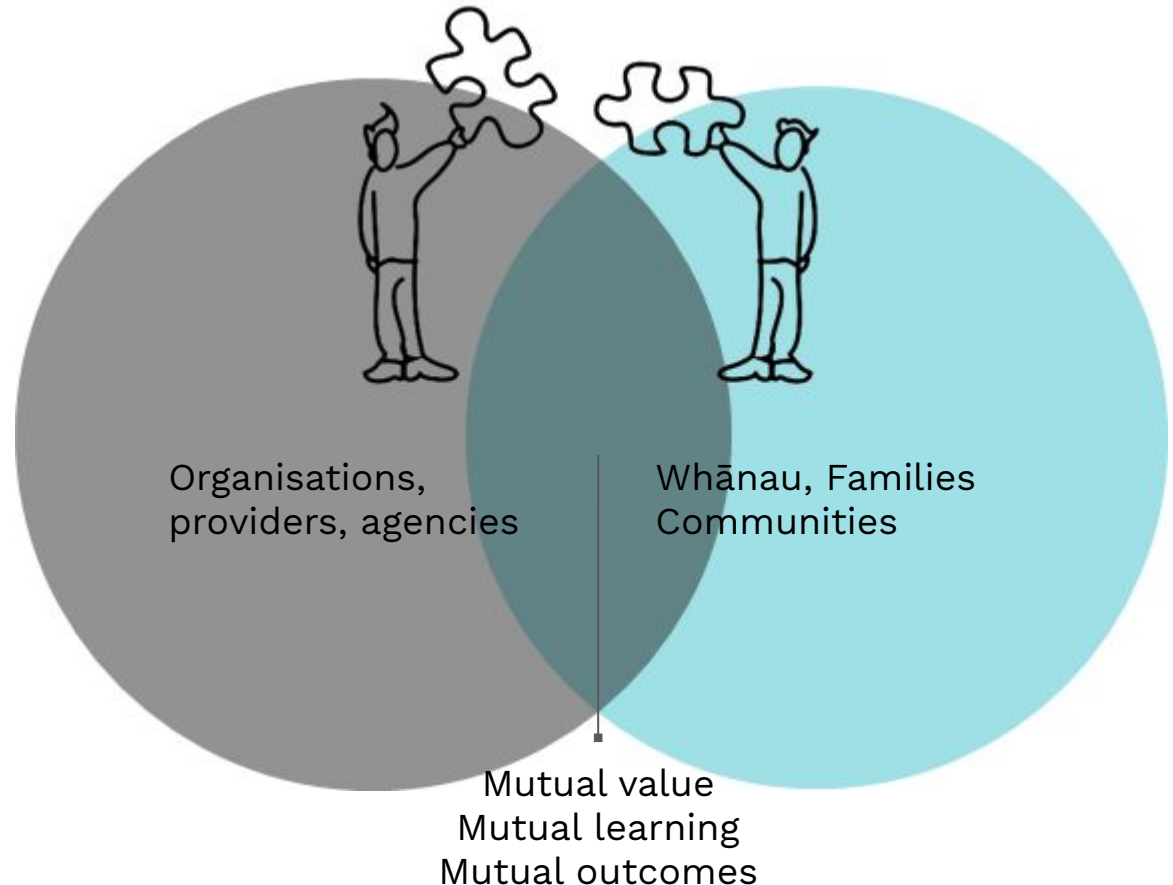
Image care of Auckland Council

How we work



'A' definition

Increasing impact by working *with* people, families, whānau and stakeholders to collectively design and implement new ways of working and doing.

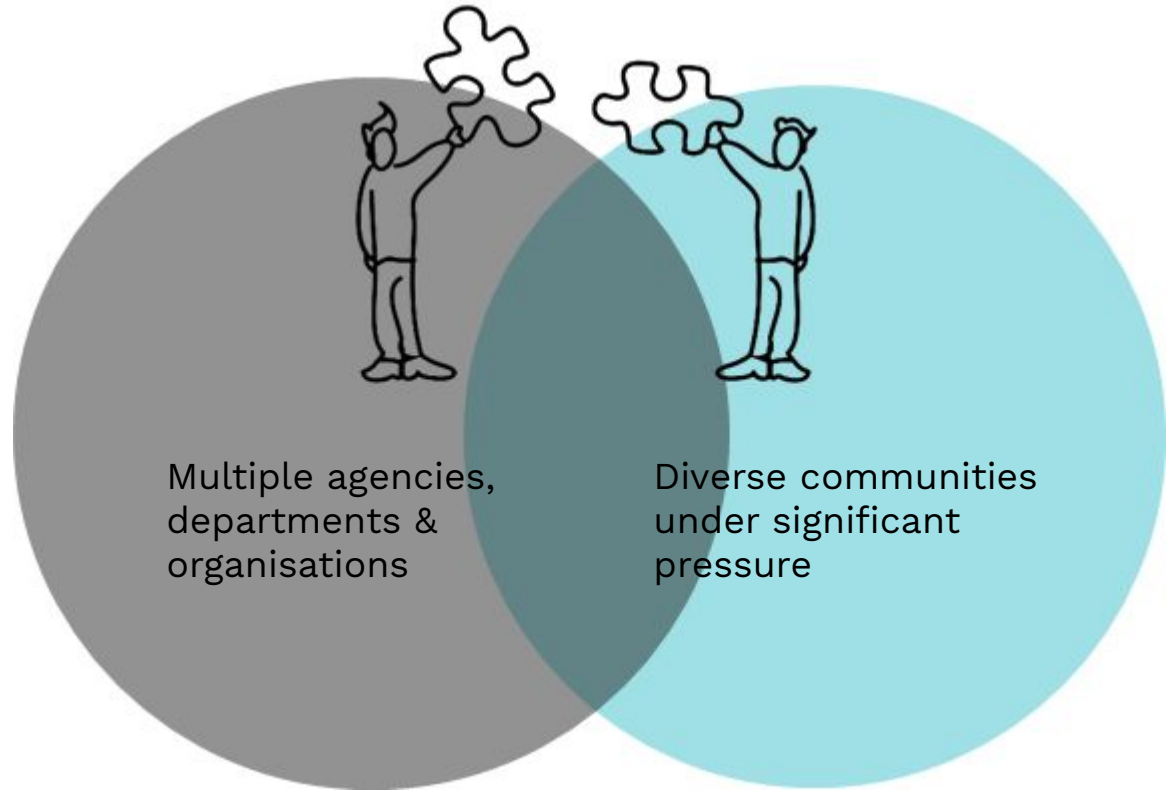


Co-design

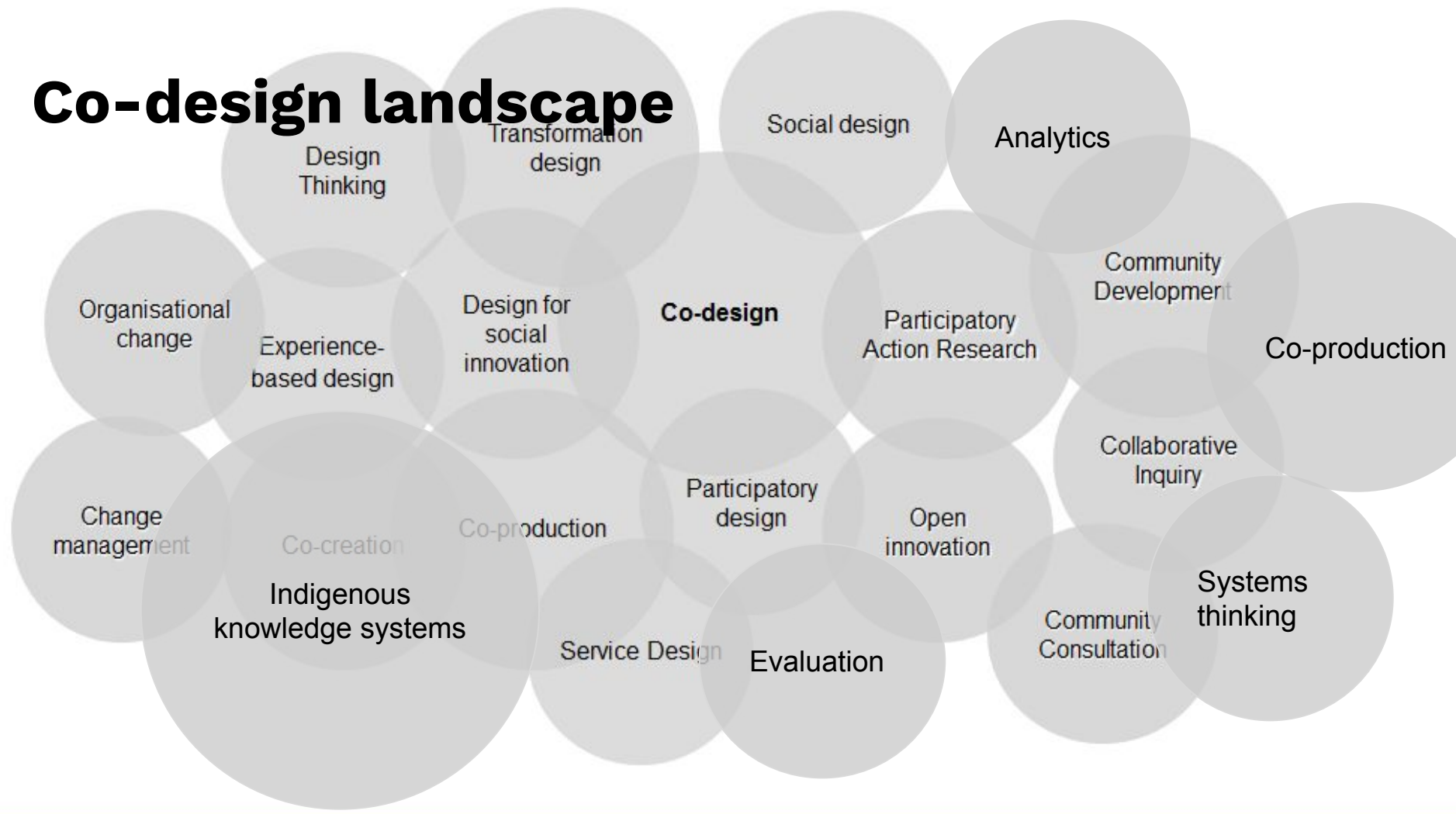
Active participation and partnerships.

Reciprocity

Necessarily a *sharing of power and influence*



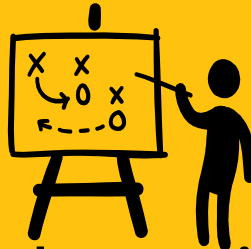
Co-design landscape



(co)Design qualities



**Human lens,
Systems view**



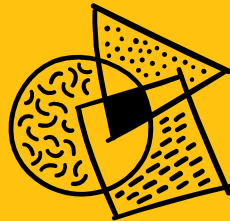
Visual & Tangible



**Iterative, Emergent
& Developmental**



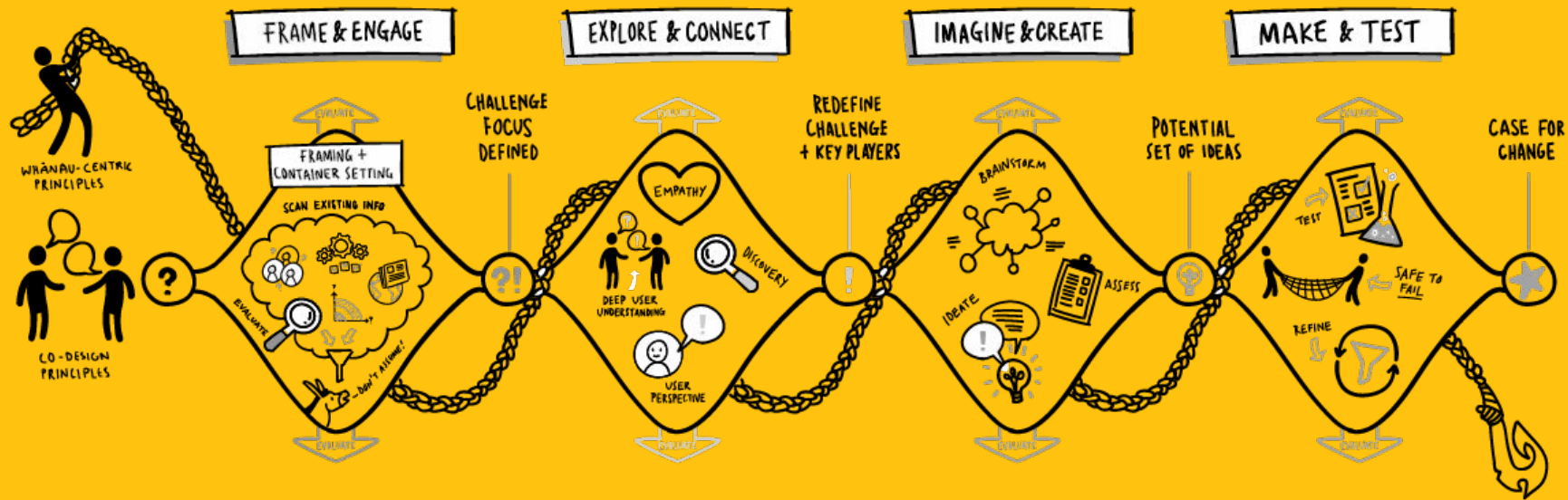
**Outcomes focused
Values-based**



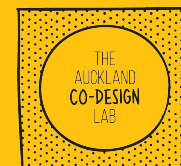
**Collaborative &
Participatory**

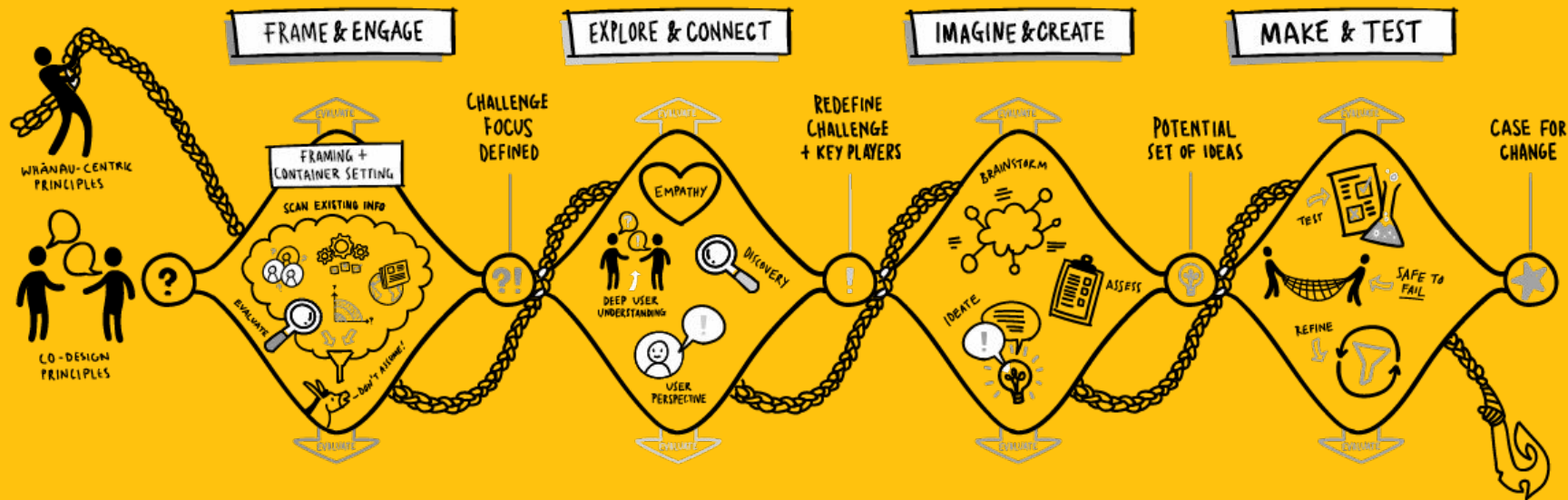


**Strengths-based,
Capacity building**



Version of the design process from Auckland Co-design Lab





What do we already know about the issue?

Who needs to be involved?

What is people's current experience?

What are the barriers and opportunities for change?

How might things be different?

What can we try?

What is and isn't working? What needs changing?

What is needed ongoing?

Cheat sheet

FRAME & ENGAGE

Clarifying the intent: who needs to be involved & how?

- What is important to those impacted?
- Who needs to be involved and how (and who decides this?)
- What is the readiness of those involved for the process and for the change?
- What do we already know about the issue?
- What are the cultural contexts we are working in?
- What assumptions might we hold?
- What principles will we be held by?
- How might we track success?
- What is currently happening in this space?
- What are some of the root causes?

EXPLORE & CONNECT

Working with whānau and stakeholders to develop new insights & understanding

- How might we learn together with whānau about people's current experiences?
- What is working well now and what is not, why?
- How can we work with our stakeholders and whānau to prioritise and reframe the opportunity?
- What are the implications and relevance of the local context?
- What are our shared success measures?
- What are the potential levers for change and who needs to be involved?

IMAGINE & CREATE

Working with whānau and stakeholders to explore possible responses

- How might we work together with stakeholders and whānau to generate and explore possible responses?
- What might we try?
- What does existing evidence tell us about what has been tried and might work best?
- What are the practice changes that might be required to achieve these ideas?
- What will we prioritise?

MAKE & TEST

Testing new ideas and prototypes in principle and in practice

- How can we engage stakeholders and whānau in testing and evaluating concepts and solutions?
- What do we want to learn and how will we learn that?
- Who needs to be involved?
- What is and isn't working in the prototype? What needs changing?
- What are the outputs from the prototyping?
- What are we learning about the capacities and capabilities needed to embed change and how might we help build these?
- What biodegradable supports are needed to support change and implementation?
- What needs to come next? What might transition to BAU involve?
- How are we building whānau and organisational capacity through our engagements?



EVALUATIVE MINDSET

What changes have come already from our engagements / What capacities are being built / What barriers have we encountered
What does this tell us about opportunities/enablers/direction and what is needed to achieve the outcome / What are we learning about the system
What levers or approaches are likely to have the greatest impact now and in the future / What risks need to be managed
What are the collective changes and outcomes we need to be aiming for / How might we measure those

Design inherent in indigenous knowledge systems

Kaupapa Māori Co-design



*Image from Presentation by:
Crystal Pekepo (Ngāti Vara, Ngāti Kahungunu) -
Toi Tangata Co-Design*

*'Co-design and Community Development:
Kōrero and Insights from Māori Co-designers'
Community Research Webinar'*

Link

<http://www.communityresearch.org.nz/webinar-co-design-community-development-korero-in-sights-maori-co-designers/>

Examples of tikanga Māori articulations of co-design, see also for example: <http://www.ngaaho.maori.nz/page.php?m=187>

A continuum of practice



Engagement
User Centred
Design
Human Centred
design

Co-design
Mutual learning
Mutual outcomes
Capability & Capacity
Building

Family-led
Youth-led
Community-leading
Co-production

A service/individual
oriented approach to
wellbeing



Approaches to wellbeing
that are locally responsive,
strengths-based,
community-led and
systems orientated

Co-design as a process
for new ideas & services



‘Co-design’ as a means to
build capacity and
capability for change
across the system

Whānau centric principles



Manaakitanga

Hosting whānau in a way that empowers them, and removes any barriers to participation.

Whanaungatanga

Establishing meaningful relationships in culturally appropriate ways. Engaging whānau in a way which builds trust.

Tino Rangatiratanga

Whānau has the autonomy to decide how and when they will participate. Co-decide as well as co-design.

Mana

Whānau are the experts in their lives. Ensuring a balance of power.

Ako

Mutually reinforcing learning.

Co-design principles



Human-centred space



Create a neutral, creative, empowering space



Be user/whānau-centred rather than system-centred



Embrace ambiguity: we don't know the question let alone the answer

Humble, curious, empathic mind set



Beginner's mindset: humility not expertise, suspend judgment



Empathy: immerse, observe engage, ask why



Seek to understand drivers and emotions beneath the surface

Radical collaboration



Seek and harness a diverse range of skills and experiences



Partnership: Design 'with' not 'for'



Start with lived experience



Redefine the question to reflect diverse perspectives, then work together to generate multiple ideas

Iterative learning



Build capability in partners as well as learning from them



Bias towards action; learn by doing



Use the power of duos and groups



Build to think - harness kinaesthetic skills



Iterate and test in multiple rounds of empathy using tangible prototypes

In practice



Creating the space

- Create safe spaces - physical, emotional, spiritual, cultural
- Provide respite from toxic stress *i.e. a calm space away from worries with all immediate needs catered for*
- Reduce whānau-defined barriers to participation e.g. enabling tamariki to attend, within school hours
- Avoid trauma triggers e.g. institutional settings and symbols



Relationship and nurture

- Invite people in a way that shows that they are valued
- Never judge
- Practice deep empathy *i.e. listening, accepting*
- Show respect
- Establish genuine, consistent and caring connections e.g. same people each time, real relationships



Flipping assumptions and sharing power

Demonstrate that whānau are:

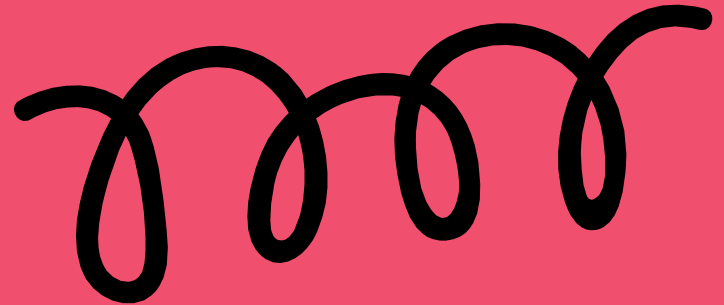
- An asset not a problem
- Partners not subjects or recipients
- Co-deciders and co-producers not just co-designers
- The experts in their own lives not the beneficiaries of experts' knowledge/advice
- Professionals share power and act as conduits, partners, container builders, coaches and learners.



Intentional skill building

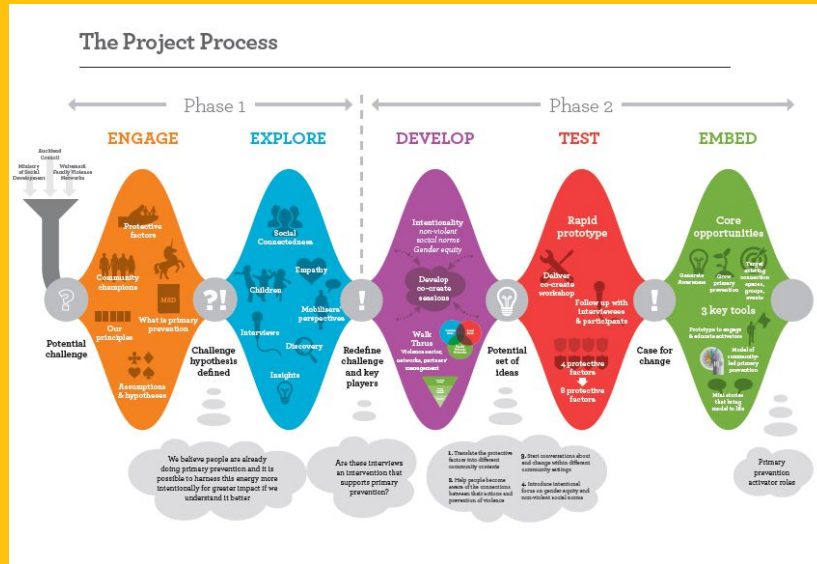
- Deploy skillful coaching and deliberate confidence and skill building
- Provide 'biodegradable' support that fosters independence not dependence
- Allow people to be reflective and to build self-awareness
- Provide the conditions and container for peer-to-peer learning
- Create opportunities for learning through doing

**Diving into to some
examples**



Wellbeing in Waitematā project

A physical walk through



Project information and tools

<https://library.nzfvc.org.nz/cgi-bin/koha/opac-detail.pl?biblionumber=5246>

Reflection



How does this process sit for people as an experience of co-design?

Are these points familiar/unfamiliar?

What questions does it raise for people?

Strengths and weaknesses

Reflection



How do the strengths and weaknesses show up in your work?

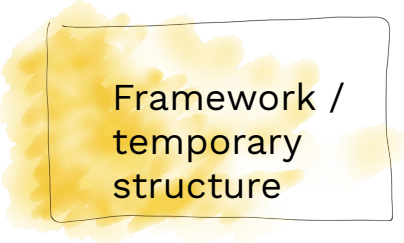
Are they similar/familiar?

Reflection

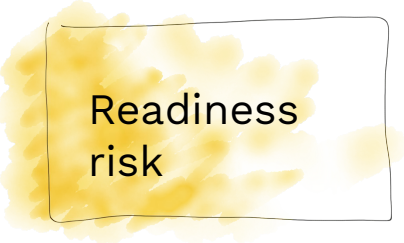


Is there an opportunity to celebrate or challenge what you are doing now?

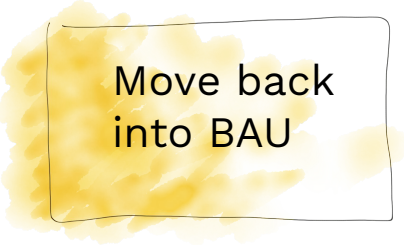
What might you do more of or less of?



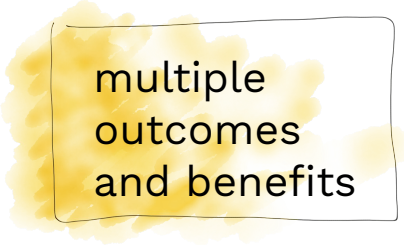
Framework /
temporary
structure



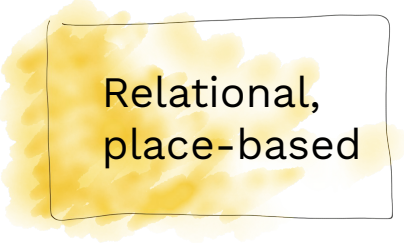
Readiness
risk



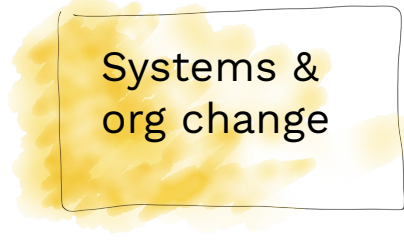
Move back
into BAU



multiple
outcomes
and benefits

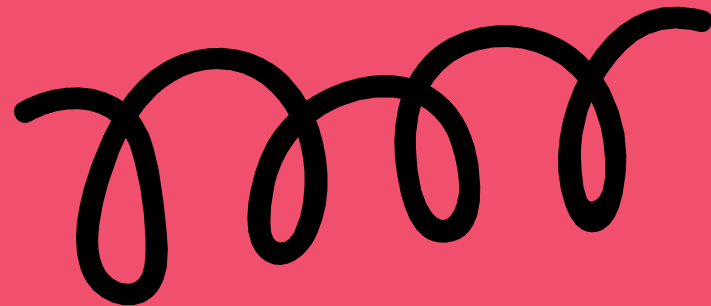


Relational,
place-based



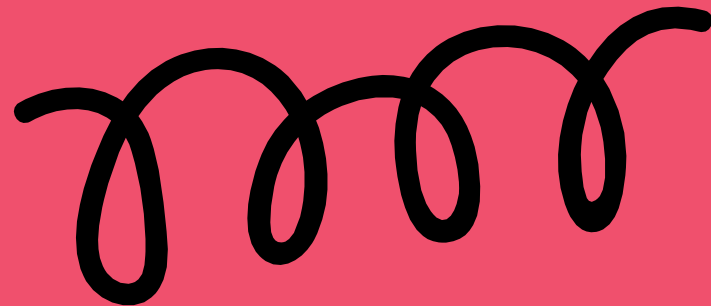
Systems &
org change

Break
10.55-11.20



11.20-12.00

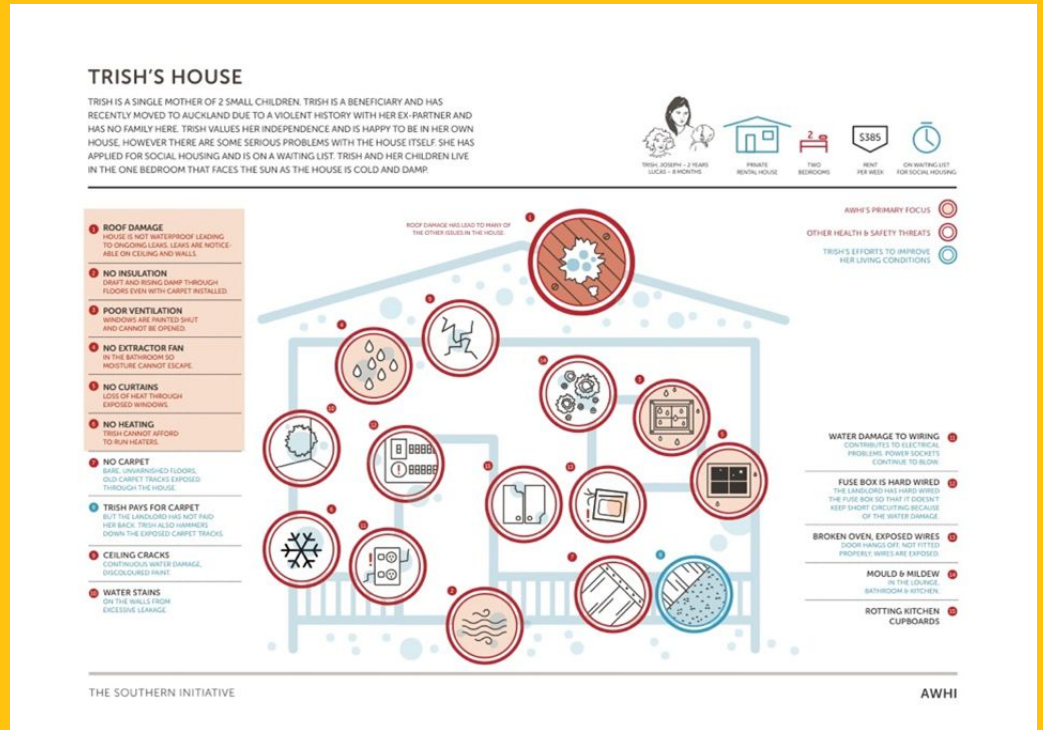
Case 2



Healthy Homes

“Interventions for whānau experiencing poor housing conditions”

TSI, MOH, BEACON, ADHB, Whānau



Project Documentation/Reports

<https://www.health.govt.nz/publication/healthy-homes-initiative-auckland-codesign-stage1>

<https://www.health.govt.nz/publication/healthy-homes-initiative-auckland-codesign-stage2>

https://www.aucklandco-lab.nz/s/Learning-In-Complex-Settings_InnovationBriefMay2019.pdf

<https://www.tsi.nz/s/Kootuitui-Case-Study>

Healthy Homes

Understanding
people's
current
experiences

"Yeah, we all sleep in rooms now...We used to all sleep in the lounge."



Above: Mould in one of the whānau's homes.

"We can't afford to turn on the heater anyway."



Above: Inadequate curtain installation that does not achieve desired outcome for whānau.

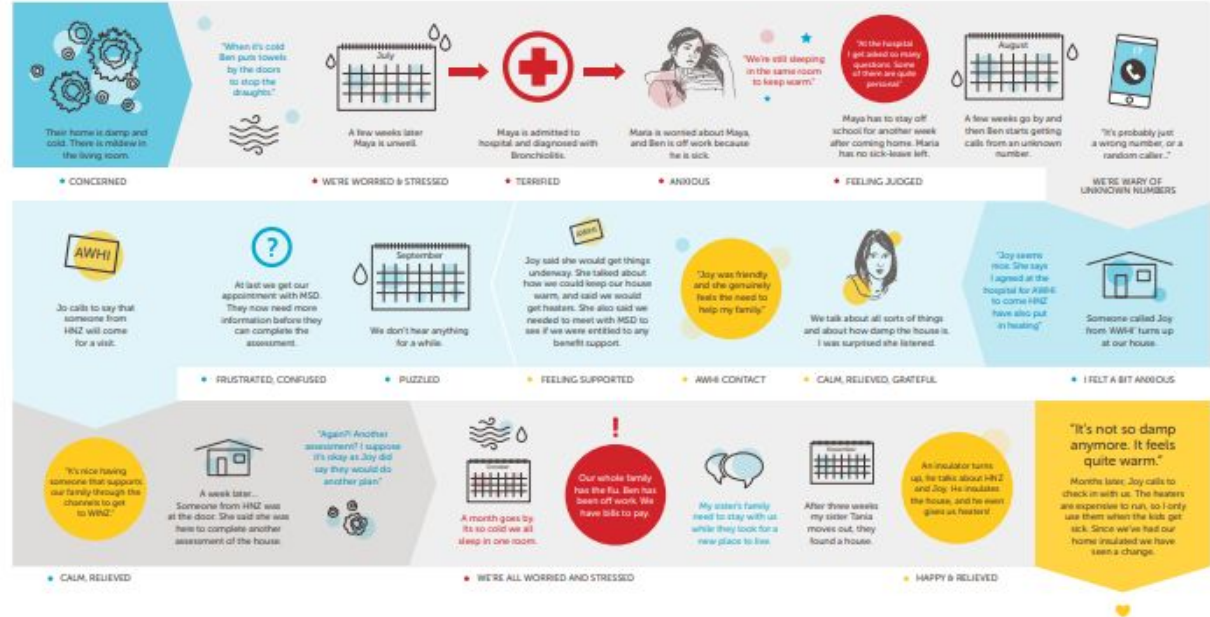
Healthy Homes

Community family experiences and implications of service and policy plays out and interacts on the ground

THE TAMATOA FAMILY JOURNEY

THE TAMATOA FAMILY HAVE RECENTLY MOVED INTO THEIR THREE BEDROOM HOUSING NEW ZEALAND HOME. THEY'VE FOUND IT SO COLD THAT THEY'VE BEEN SLEEPING IN THE SAME ROOM TO KEEP WARM.

THE TAMATOAS: BEN & MARIA, MAYA 7 AND ANARI 3 YEARS OLD.



THE SOUTHERN INITIATIVE

AWHI

Potential responses

Workshops with stakeholders

Identifying potential responses and prototypes

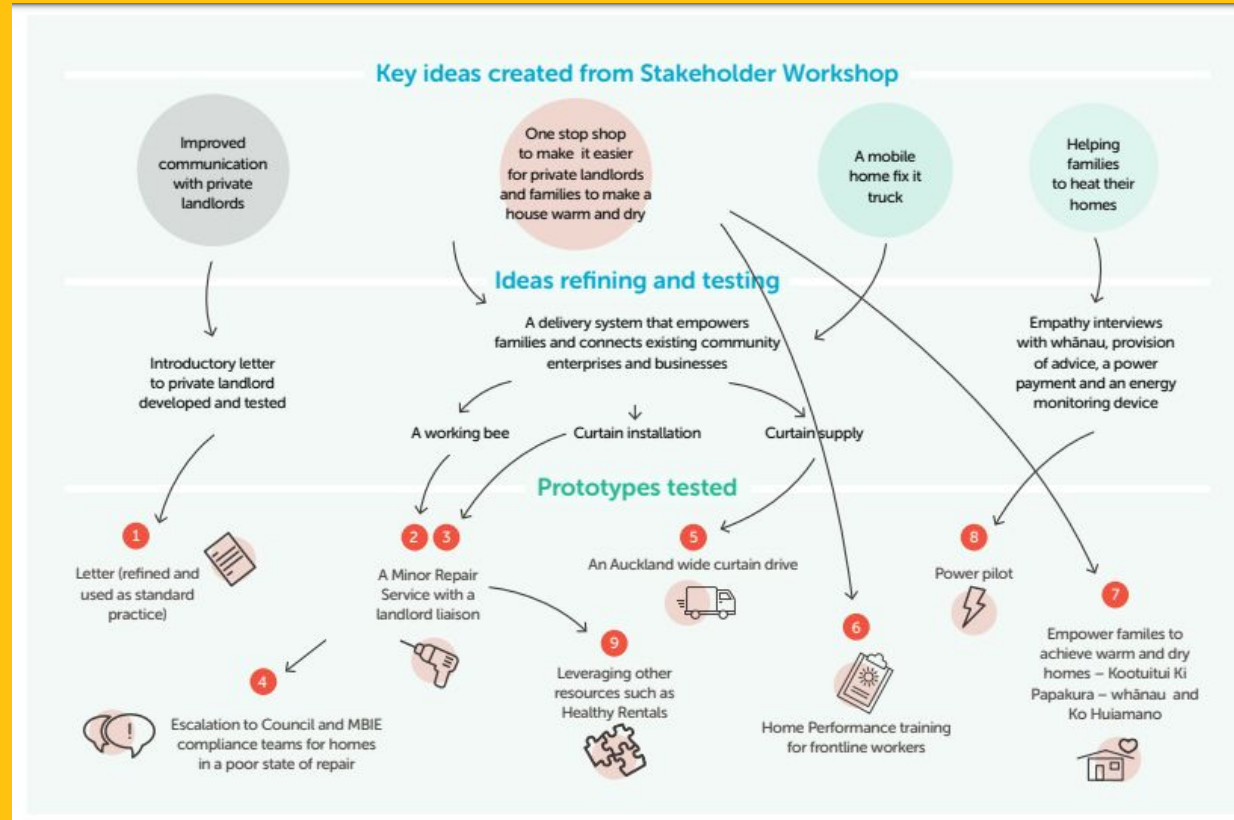


Above: Ideation workshop participants developing ideas for prototyping.

Prototyping In principle and in practice

Workshops with
providers etc

Starting to prototype
the prototypes



Healthy Homes

*Live
Prototyping*



Healthy Homes

*Kootuitui
Whānau-led
responses*



Prototyping peer to peer

See <https://www.tsi.nz/s/Kootuitui-Case-Study>

Healthy Homes Case Study

Part 1

Working together

Part 2

Prototyping in complexity

Part 3

Whānau-led solutions Kootuitui whānau

Read and consider:

What did you see or hear that is valuable about this approach?

What were the considerations that needed to be taken into account?

What challenges might have been encountered?

(In this context or in your context)

Discuss



Read and consider:

What did you see or hear that is valuable about this approach?

What were the considerations that needed to be taken into account?

What challenges might have been encountered?

(In this context or in your context)

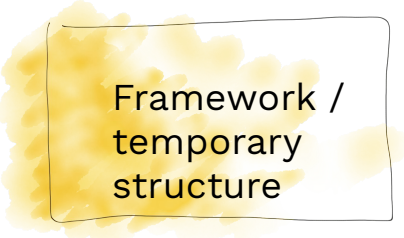
Share back



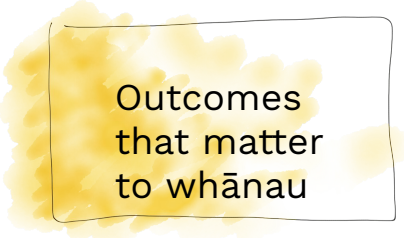
What came up for people?

Reflections?


Questions?




Framework /
temporary
structure



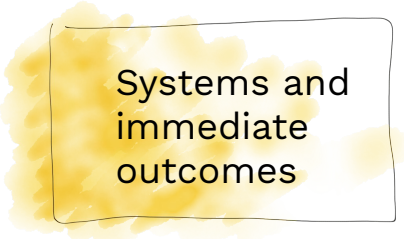
Outcomes
that matter
to whānau




Power
(Voice, influence,
expertise)



Mutual
learning



Systems and
immediate
outcomes



Safe & brave
(capital)

Reflection



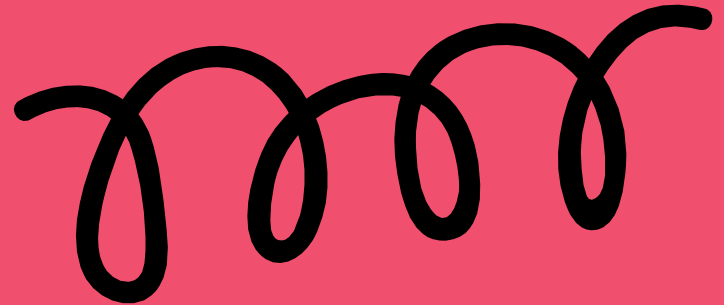
Check in...

Questions this raises so far?

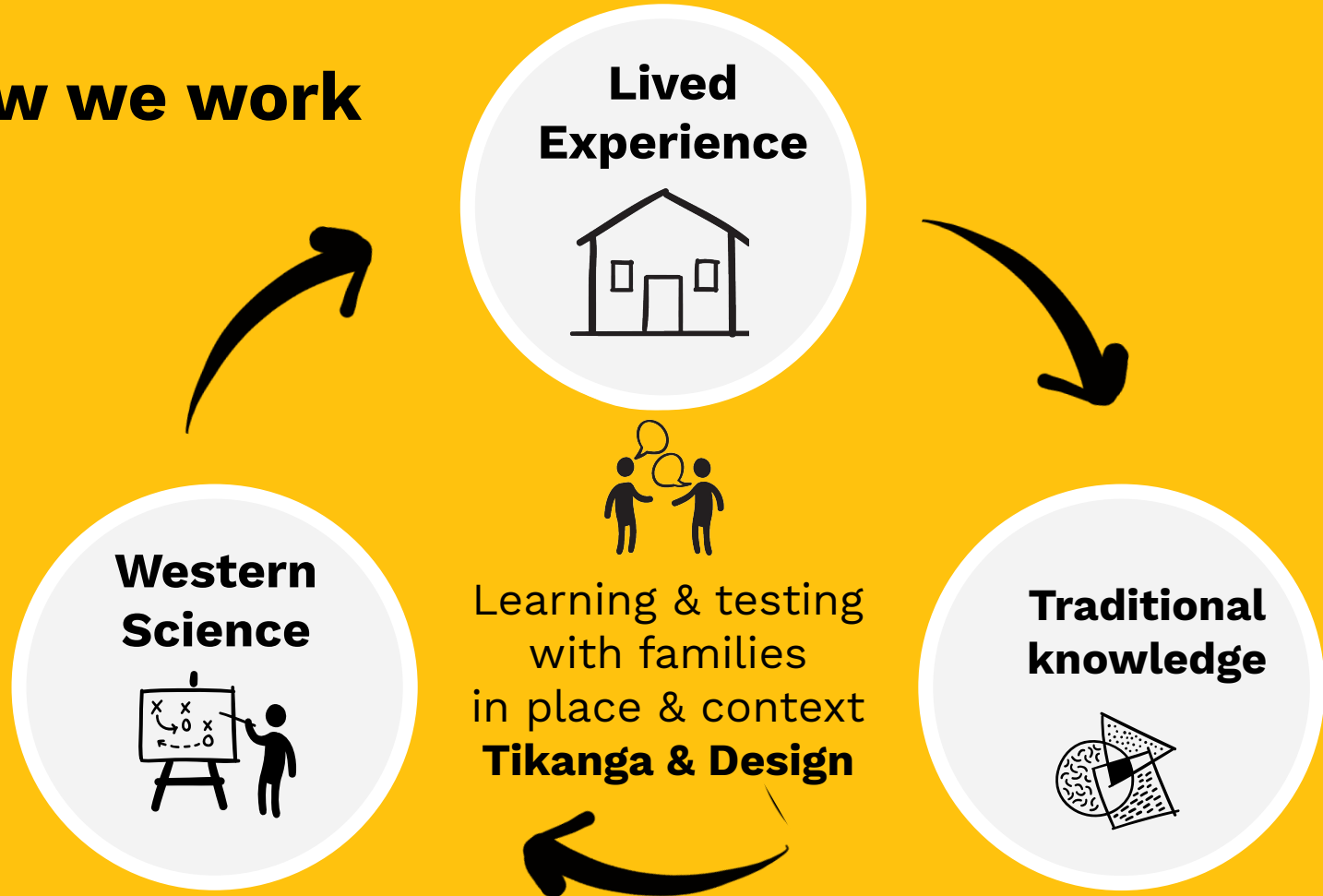
12.00-12.45

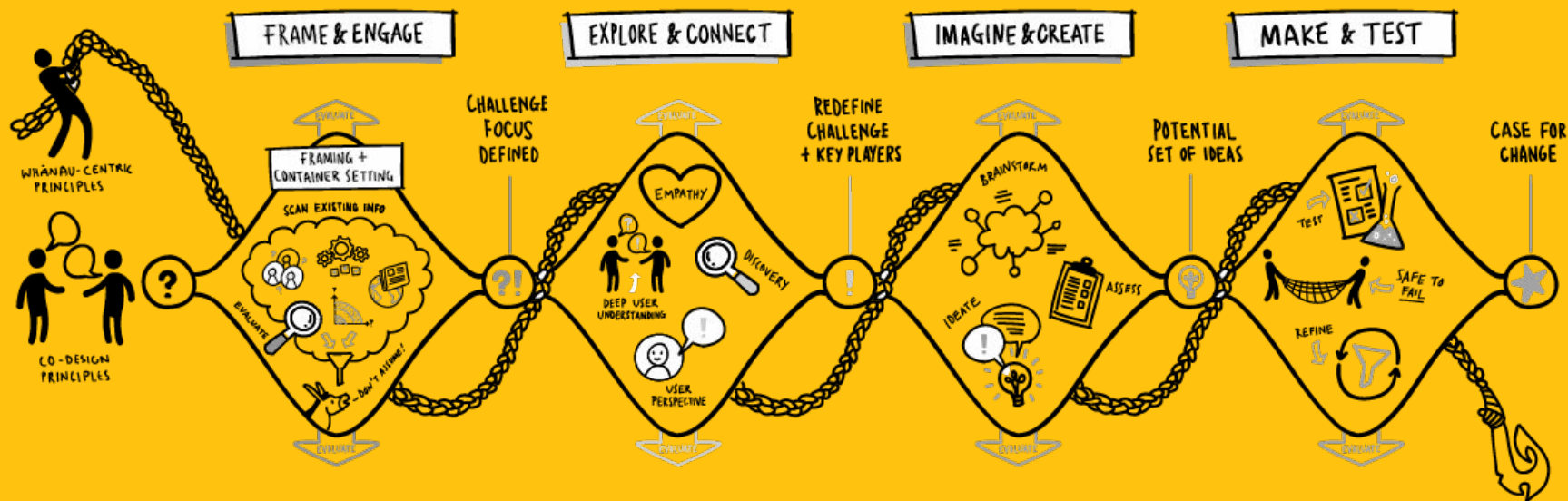
Principles and practice

Modelling values based practice



How we work





Whānau centric principles



Manaakitanga

Hosting whānau in a way that empowers them, and removes any barriers to participation.

Whanaungatanga

Establishing meaningful relationships in culturally appropriate ways. Engaging whānau in a way which builds trust.

Tino Rangatiratanga

Whānau have the autonomy to decide how and when they will participate. Co-decide as well as co-design.

Mana

Whānau are the experts in their lives. Ensuring a balance of power.

Ako

Mutually reinforcing learning.

Whānau centric principles



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Co-design principles



Human-centred space



Create a neutral, creative, empowering space



Be user/whānau-centred rather than system-centred



Embrace ambiguity: we don't know the question let alone the answer

Humble, curious, empathic mind set



Beginner's mindset: humility not expertise, suspend judgment



Empathy: immerse, observe engage, ask why



Seek to understand drivers and emotions beneath the surface

Radical collaboration



Seek and harness a diverse range of skills and experiences



Partnership: Design 'with' not 'for'



Start with lived experience



Redefine the question to reflect diverse perspectives, then work together to generate multiple ideas

Iterative learning



Build capability in partners as well as learning from them



Bias towards action; learn by doing



Use the power of duos and groups



Build to think - harness kinaesthetic skills



Iterate and test in multiple rounds of empathy using tangible prototypes

In practice



Creating the space

- Create safe spaces - physical, emotional, spiritual, cultural
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- Reduce whānau-defined barriers to participation *e.g. enabling tamariki to attend, within school hours*
- Avoid trauma triggers *e.g. institutional settings and symbols*



Relationship and nurture

- Invite people in a way that shows that they are valued
- Never judge
- Practice deep empathy *i.e. listening, accepting*
- Show respect
- Establish genuine, consistent and caring connections *e.g. same people each time, real relationships*



Flipping assumptions and sharing power

Demonstrate that whānau are:

- An asset not a problem
- Partners not subjects or recipients
- Co-deciders and co-producers not just co-designers
- The experts in their own lives not the beneficiaries of experts' knowledge/advice
- As professionals cede power and act as conduits, partners, container builders, coaches, learners.



Intentional skill building

- Deploy skillful coaching and deliberate confidence and skill building
- Provide 'biodegradable' support that fosters independence not dependence
- Allow people to be reflective and to build self-awareness
- Provide the conditions and container for peer-to-peer learning
- Create opportunities for learning through doing

Prototyping terms of engagement



Modelling



Reflecting

Use the worksheet as a prompt:

How do these map to your world?

What are you already doing?

**Your own
principles of
practice?**

**What do ways of
working do you
want to model?**

What are your versions of these?

What do you, or could you model in your practice?

What is something that you could try?

[Prompt cards too]

something we could try...

something we could try is

.....

.....

.....

we believe this would result in

.....

.....

.....

this is important because

.....

.....

.....

DRAW IT!

Auckland Co-Design Lab ② ④ ⑥

CONCEPT CARDS

Download the tool
<https://www.aucklandco-lab.nz/s/Co-Design-Toolkit-Concept-Cards-135x90-AW.pdf>

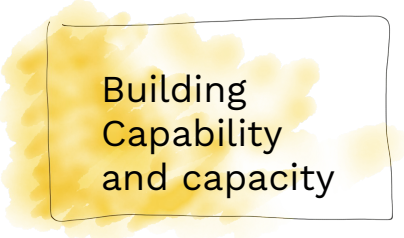
Reflection/ Share



What came up for people?

What is the opportunity in your own work for modelling practice?

What could we challenge ourselves to try or extend?



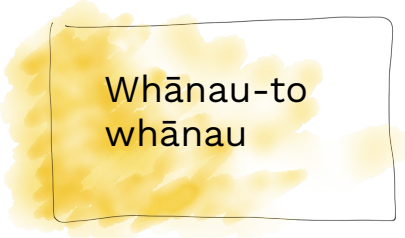
Building
Capability
and capacity



Reconfiguring



Story of
place



Whānau-to
whānau



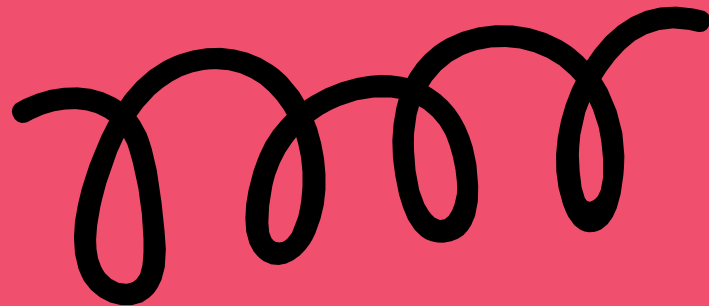
Culturally
grounded



Beyond
services

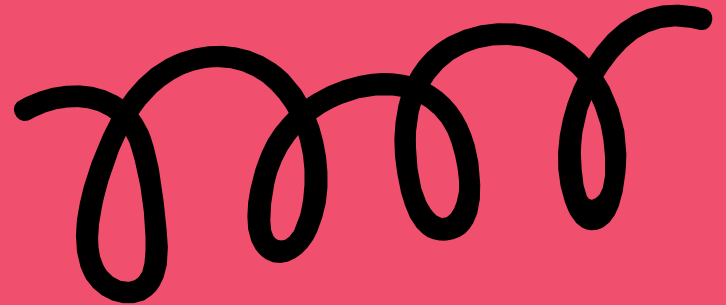
12.45-1.30

LUNCH



1.30-2.00

Outcomes (that matter to whānau)



The Early Years

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



Designing and learning in complexity



↓
**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**

Designing 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?



values

what principles, values or world views underpin this?



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?



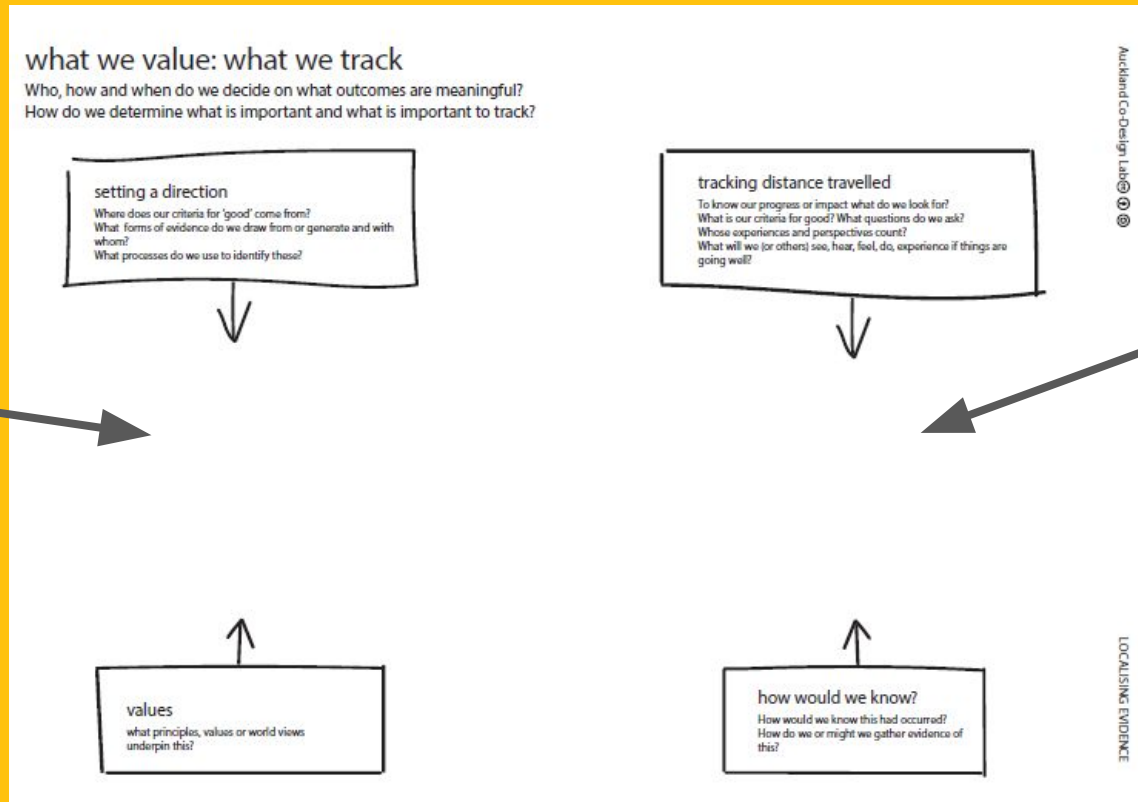
how would we know?

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



**Use the
prompts to
think about:**

**What
different
sources
contribute to
this?**



**What data do you
collect now?**

**How do whānau
contribute to
defining
outcomes or
whether they are
achieved?**

What sources or processes do you use or draw from to determine what's important?

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.



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.



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.



Reflection



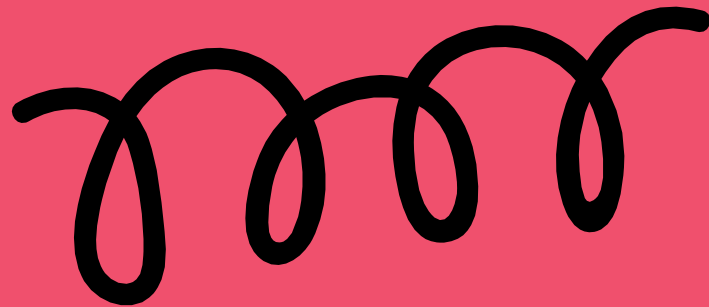
What comes up for people?

What are people already doing in this space?

What are some other ways to think about it?

2.00ish-2.45

Readiness - Preparation



Readiness for this work - promising practice

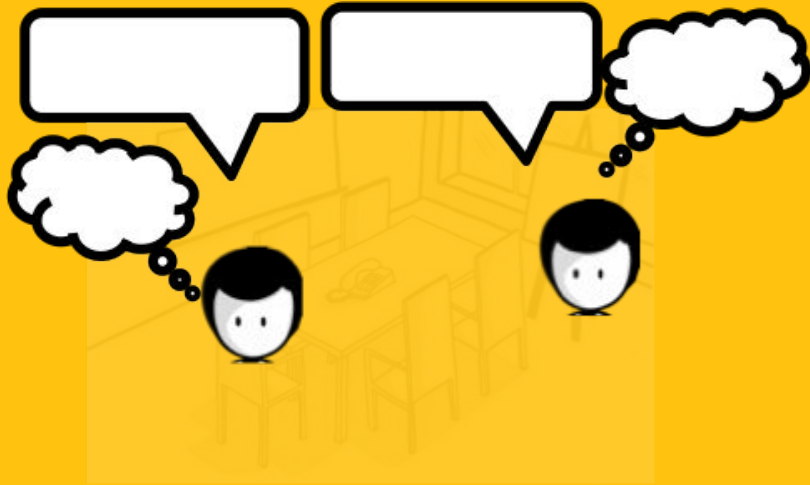
Reflecting on
the principles
and things you
model in your
practice already

3 mins

What is an example
of promising practice
- something that
reflects participatory
ways of working

Capture some
examples.

Promising practice



8 mins

Using the scenes
pack

Bring this promising practice to life,
how does this manifest in practice?

What does it look like as an
interaction on the ground?

Who is there? What are they saying
or doing or thinking or feeling?

Scenes



Readiness for/preparation for....

**Capital for working
in complex &
sensitive settings**

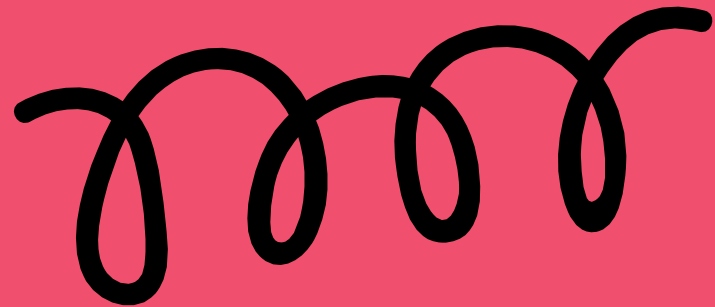
Sharing power

**Capability,
mindsets and
confidence for
reconfiguring**

Services not
services/Spaces
as services

2.45-3.15

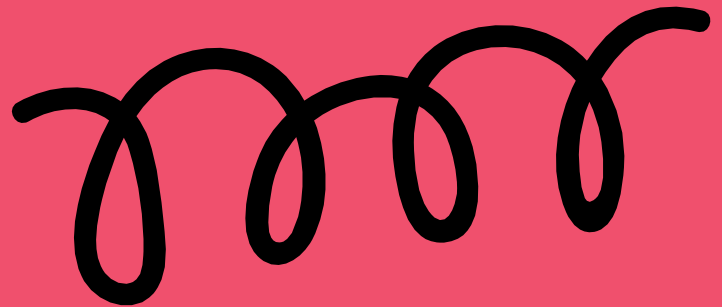
Break



3.15-4.00

Helping teams do this work

Building capabilities &
conditions



Mapping and mobilising

FELLOWSHIP WORKSHOP 20 DIFFERENT PRACTITIONERS FROM ACROSS DIFFERENT SECTORS



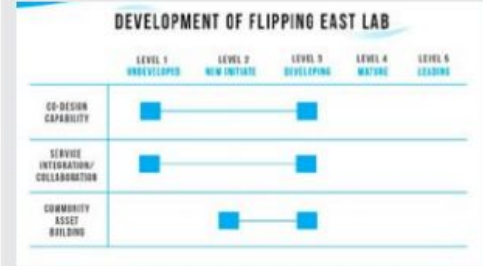
WORKSHOP WITH A LARGE ORGANISATION - TEAM MEMBERS FROM ACROSS THE ORGANISATION



Teams from across a large educational institute used the tool to map out current practice and identify areas of focus for the future and specific actions.

Teams wrote specific examples of projects and

FLIPPING EAST MID POINT EVALUATION



Flipping East, a Youth Wellbeing Lab in Tāmaki used the tool to support the team to map and evaluate the progress of the social lab as an intervention, the nature of its contribution and how it had changed over time. They used the rubric to map the whole social lab process, as well as the change created by each Lab initiative.

<https://www.flippingeast.com>

Co-design capability and conditions



Stream 1.

How we work with people, whānau & stakeholders

How are whānau and other stakeholders involved in design and delivery of outcomes?



Stream 2.

How we design & innovate

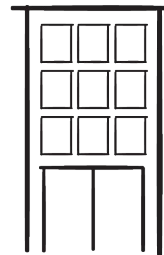
How do we apply design and evaluative approaches to identify, iterate and embed responses and the capacities needed to



Stream 3.

Our organisational integration & responsiveness

How do we manage responsively and work together to build our learning?




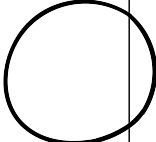
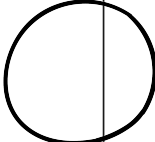

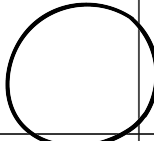

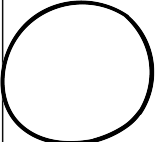

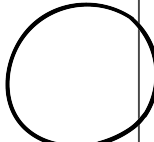
Stream 4.

Our structural conditions

How do our structures, policies, funding, resourcing and measures enable participatory and whānau-led approaches?

Download the framework and the cards under Co-design Capability Building
<https://www.aucklandco-lab.nz/practice/>

Mapping our Co-Design capability & conditions: worksheet

	Undeveloped	Understanding	Developing	Mature	Leading	Action Plan
1. Working with people and whānau How are whānau and other stakeholders involved in design and delivery of outcomes? 						
2. Design and innovation How do we apply design and evaluative approaches to identify, iterate and embed responses and the capacities needed to deliver them? 						
3. Organisational integration and responsiveness How do we manage responsively and work together to build our learning? 						
4. Our structural conditions How do our structures, policies, funding, resourcing and measures enable participatory and whānau-led approaches? 						

The framework

In groups

Take a look at the streams:

How might they apply to your context?

What might practice look like across the continuum in the context of your work?

In teams: Where are we now?

Identify which stream you'd like to dive into in your group

In teams discuss & map:

Where are we now? Where are we already strong?

FIRSTLY

Identify a prompt card each you'd like to talk to

THEN

Use the cards to help think through and map where your teams practice currently sits

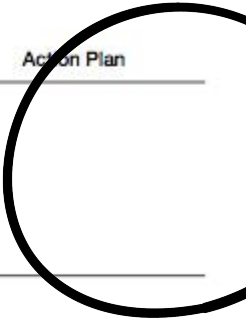
Aim to provide specific evidence of examples of practice

A capture “leading lights”

Where to next?

worksheet

Leading	Action Plan



Have a go

Identifying a potential focus area for a shift in practice relevant to your work

**What did you
discover?**

Reflections and thoughts
about the tool?

What we've found using it

A generative tool that allows teams to have open and constructive discussions

Helps teams to identify leading lights

Allows safe discussion and planning about structural challenges

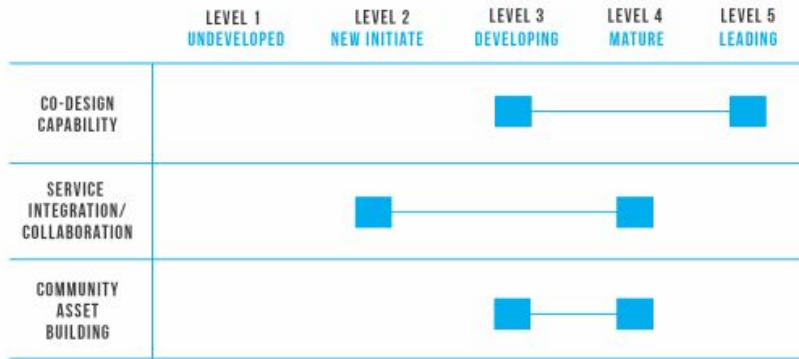
Useful across different contexts and readily customised to different settings



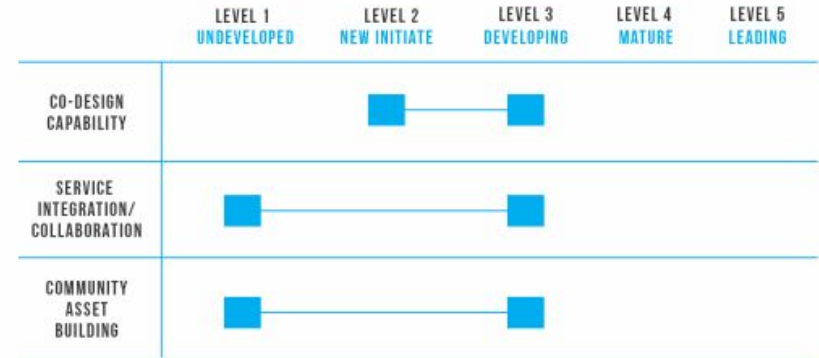
Take up

Adoption

NO SIX



YOUTH VOICE



Young people have been involved in the design of the youth voice prototype since the foundation hui two months ago. Young people at the hui jumped off from the starting theme

Source <https://www.flippingeast.com/> project report

**Returning to the
beginning**

Skill sets & mind sets

transdisciplinary

Creating new knowledge through shared learning
and multiple perspectives



manaakitanga

Hosting in a way that empowers
Removing barriers to participation
Avoiding trauma triggers
Providing respite from toxic stress



curiosity, optimism, creativity

Being radically open minded
Looking at problems from different angles
Working with polarities and tensions



making it happen

Finding ways through when under pressure
Providing support
Behaviour change
Coordinating action
Implementation



storytelling

Using visuals and stories to convey meaning
and compel action
Bringing others along on the journey



developing insights with people

Contextual research
Interviews
Observations
Relationships



connecting to community & place

Drawing on local knowledge and strengths
Building credibility and connections
Establishing local needs



outcomes-seeker

Looking for the biggest opportunity
Pragmatic and strategic
Identifying energy and opportunity for change
Responsive to changing landscape
(not precious)



Get the set from here: <https://www.aucklandco-lab.nz/resources/>
‘Capabilities and mindset cards’

**Final reflections,
questions..**



Check out

One thing I take away
or want to share



Thank you

**& thanks to all our fellow collaborators who share
their learning, energy and experiences with us**

penny.hagen@aucklandcouncil.govt.nz

Tools & Resources



Download some of the design tools we used in the workshop here:

<https://www.aucklandco-lab.nz/resources/>