



## Who we are

The Southern Initiative (TSI) is an innovation unit embedded within Auckland Council that is focussed on enabling social and economic transformation in South Auckland. TSI works to create the conditions for a prosperous and resilient south Auckland, where tamariki and whānau thrive.

Nested inside TSI, The Auckland Co-design Lab (The Lab) is a unique collaboration between local and central government, supported by government agencies and the Auckland Council. Initially funded by the Better Public Service Innovation Seed Fund, since 2017 The Lab has been supported by the membership of the Department of Prime Minister and Cabinet (DPMC) and seven other central government agencies.

TSI and The Lab (TSI/The Lab) teams work alongside whānau and systems partners to demonstrate and understand the systems conditions for enabling culturally grounded, locally driven, equity and Te Titiri-led approaches to wellbeing. We experiment with collaborative, participatory, and place-based ways of working. A learning, innovation and capability-focused initiative, we help build the capacity and readiness of the public sector to work differently.

TSI/The Lab works as *hoa haere* (learning partner) with teams who are moving towards, building or modelling the future desired qualities of the early years system, by taking a learning approach.



## Whakapapa of the Early Years Implementation Learning Platform

TSI/The Lab is experimenting with its partners in the development of a shared learning space that brings together different agencies' system transformation efforts 'on the ground' in locality and at a systems level.

The Early Years Implementation Learning Platform under development links learning into the Child Youth and Wellbeing Strategy and will support a collective approach to the first 1000 days and create a tangible cross-agency collaboration mechanism to learn together how to reconfigure policy settings, investment, roles and ways of working to enable a whānau centred, equity focussed early years system.

Foundational partners to the Early Years Implementation Learning Platform include the DPMC Child Wellbeing Unit, ACC, Oranga Tamariki (Tākai), Health, Te Hiringa Hauora and the South Auckland Social Wellbeing Board.



### The purpose of the platform is to:

- Build, share and leverage across the system practice-based evidence about enabling whānau and tamariki wellbeing in place, connecting action and learning on the ground with whānau, with policy and commissioning innovation processes
- Build the learning capability in public sector teams and establish structures and practices that support agencies to meaningfully embed the shift toward culturally grounded and locally led ways of working we have committed to - at scale
- Build capability of public sector teams to learn alongside communities, strengthening relational, partnership based approaches and ways of working that enable reciprocal accountability and give effect to Te Tiriti obligations
- Identify and create opportunities for agencies and communities to take collective action, and to pool and share resources to support our shared aspirations for child and whānau wellbeing in the first 1000 days, to achieve the Government's vision of a holistic, integrated and whānau-centred system of supports and services.

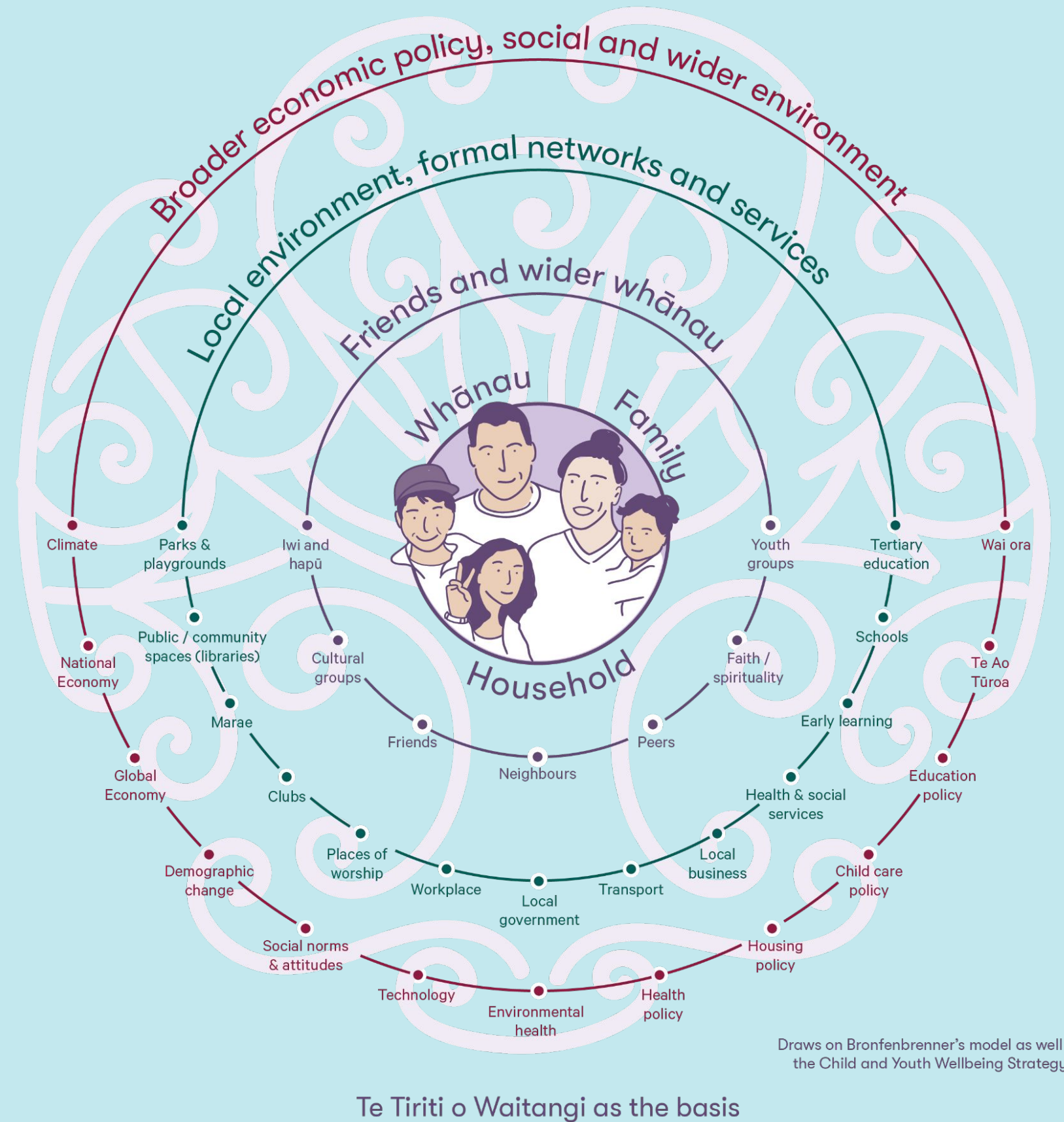
# Activating an ecology for intergenerational wellbeing : First 1000 days

The Child and Youth Wellbeing Strategy helps us think about the potential of the ecology - to influence outcomes and set the conditions for whānau and tamariki wellbeing

How well is the system orientated to nurture whānau and tamariki in the first 1000 days?

What are the different roles we can play in enabling this ecology?

How does the current state make it harder?



Draws on Bronfenbrenner's model as well as the Child and Youth Wellbeing Strategy

Te Tiriti o Waitangi as the basis



# Early Years Implementation Learning Platform

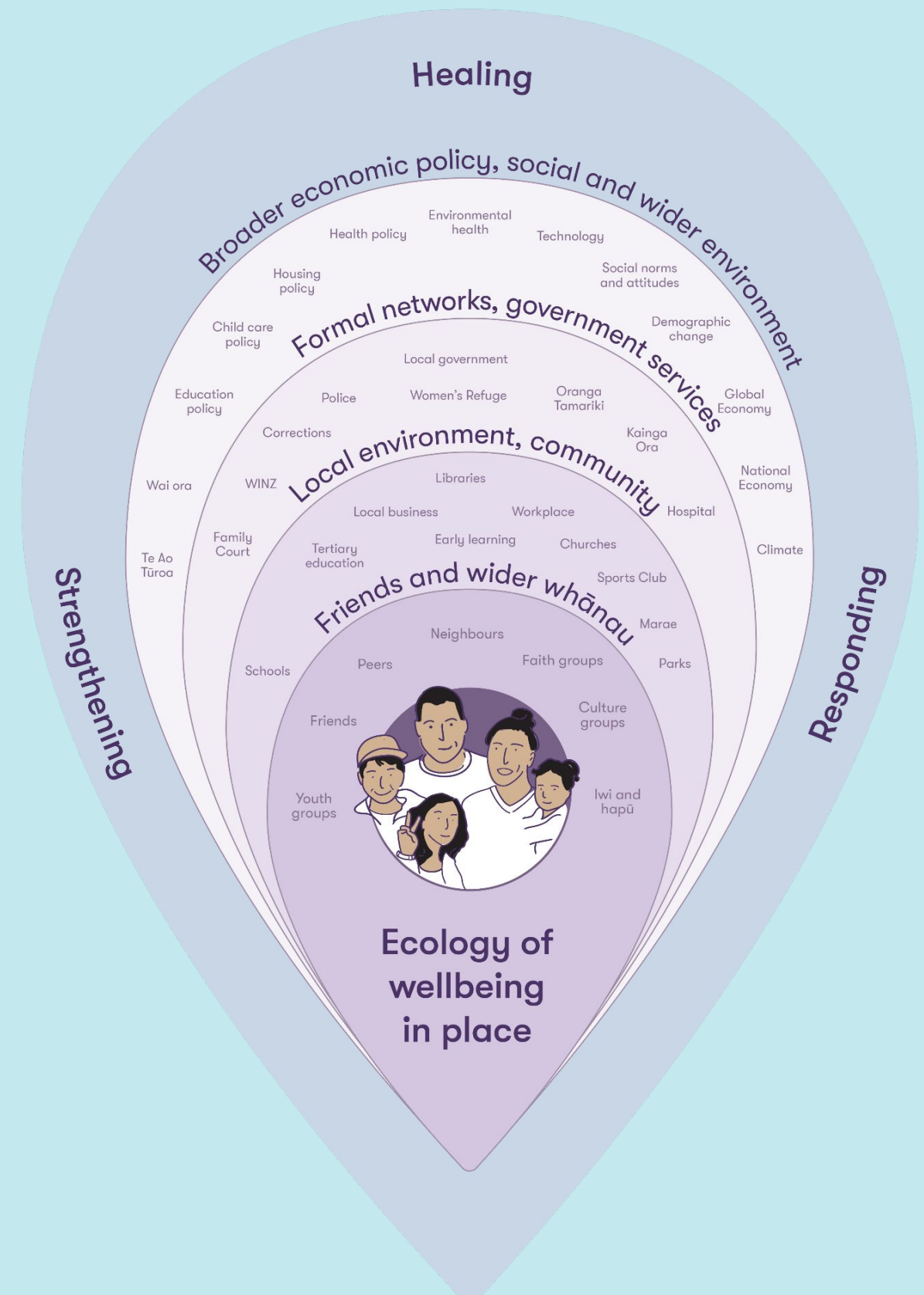
## The catalyst

A genuine shift towards a centrally enabled and locally led wellbeing approach requires significant changes in the capability and capacities of our public sector including:

Re-organising central and local government structures and process

Shifting investment and attention toward growing the conditions for wellbeing rather than services and programmes to 'deliver' wellbeing

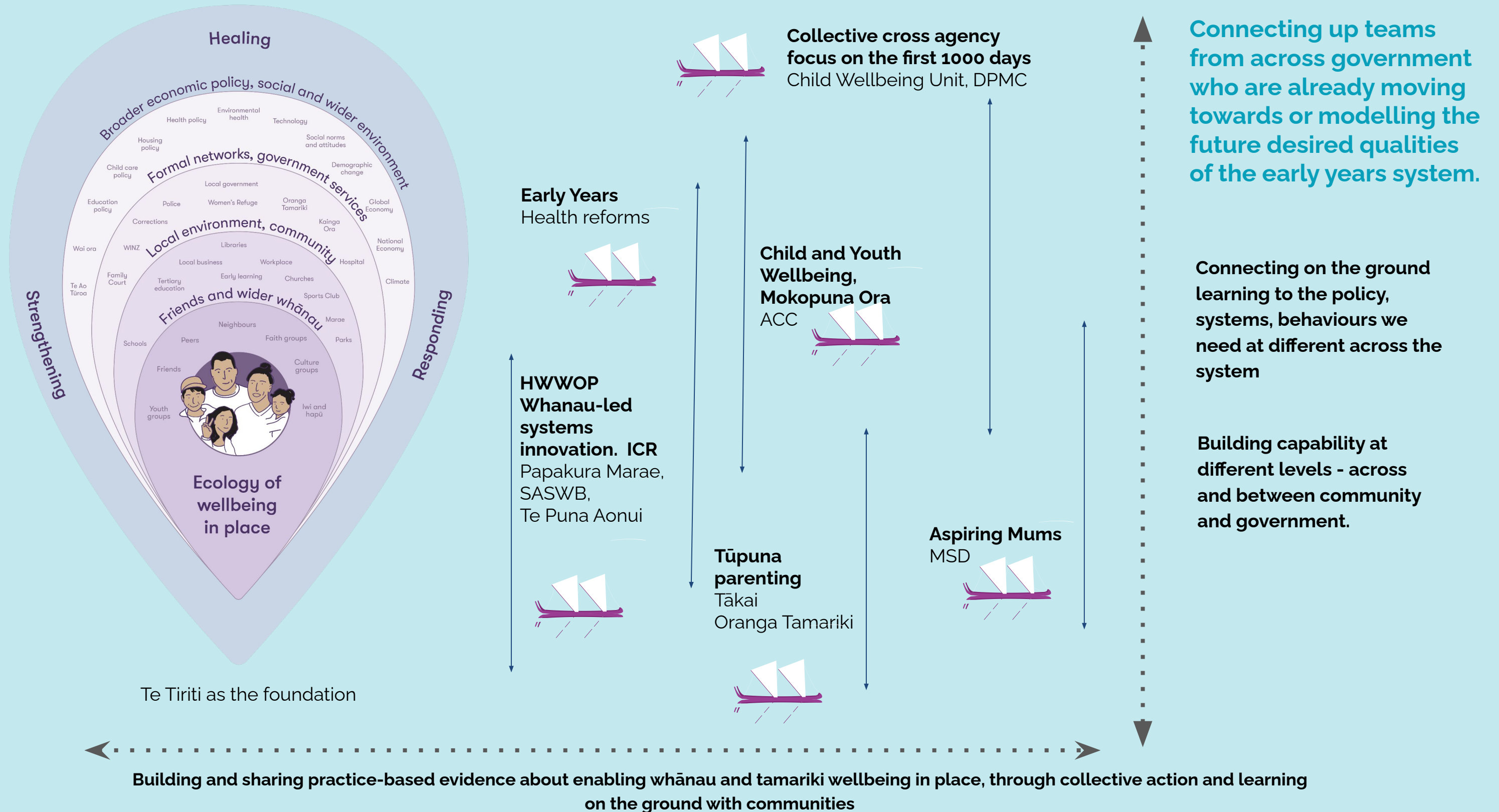
The learning and unlearning processes to get us there



Te Tiriti as the foundation

# Early Years Implementation Learning Platform

The Early Years platform helps to join up and accelerate existing efforts across public sector agencies to transition our capabilities and approach towards locally led and centrally enabled place-based approaches to tamariki and whānau ora





# Critical shifts required to achieve the Government's ambitions for a "A whānau-centred system that is locally-led and centrally-enabled"

Developed with a range of agency leaders as part of a series of workshops held in 2021 to develop advice on enabling a collective approach to the First 1000 days (co-hosted by DPMC and TSI/The Lab)

## 1 Policies

### FROM

- Centralised policy development and decision-making that privileges mainstream approaches and focuses primarily on service development and implementation
- Prescriptive or rigid policy settings that focus narrowly on individual issues and people as individuals
- Lack of investment in and focus on prevention, creating gaps in our approach to the first 1000 days

### TO

- Flexible policy settings that reflect a whānau-centred approach, and nurture and promote innovation
- Prioritisation of the first 1000 days across government as an opportunity for intergenerational change that benefits all of society

## 2 Practices

### FROM

- Fragmentation and siloes within and between agencies
- Deficit focus

### TO

- Recognising and working together towards common goals with a learning culture
- Strengths-based approaches

## 3 Resource flows

### FROM

- Contracting underpinned by risk management and lack of focus on innovation and relationships
- Resource flows largely based on service delivery/commissioning settings

### TO

- Trusting and empowering communities to lead design and delivery
- Locally-led investment decisions with new forms of accountability

## 4 Relationships & Connections

### FROM

- Government connections are largely short-term and transactional, with low or inconsistent capability to empower Māori and Pacific-led approaches

### TO

- A different relationship between central government and communities – where communities and whānau are at the centre of change and advice to Ministers
- Long-term, trusting relationships between govt and communities, and within communities (with deliberate investment and effort into strengthening our ability to partner meaningfully)

## 5 Power dynamics

### FROM

- Central government holds the power – with accountability structures that create barriers for trusting relationships

### TO

- Whānau and communities have the power to influence system change – agencies are accountable for responding to whānau aspiration

## 6 Mental models

### FROM

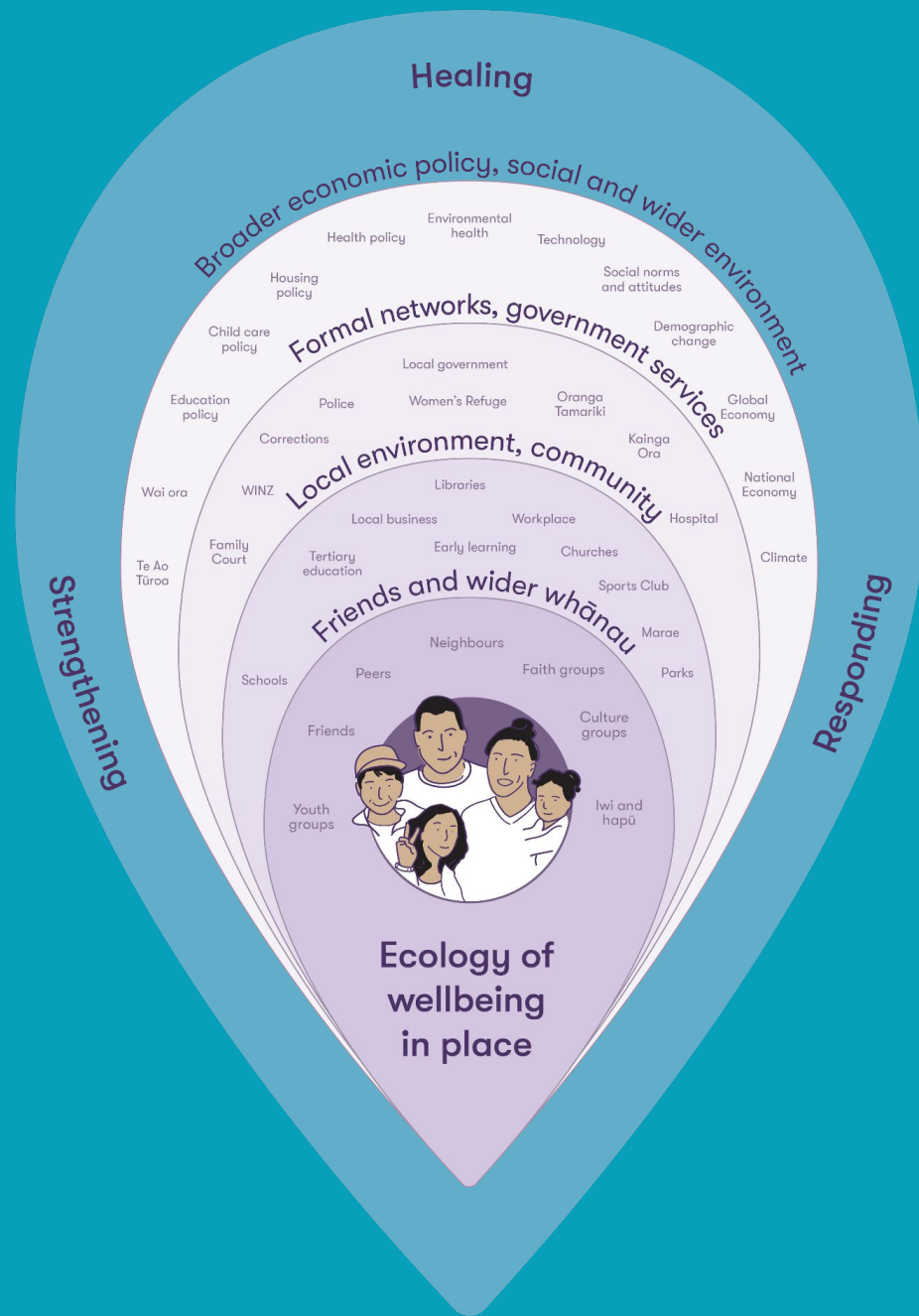
- Government determines what people need, influenced heavily by Western approaches which use a deficit lens and tends to assume services are the solution

### TO

- Indigenous wisdom guides the way, and government trusts that whānau and community have the answers. Relationships are the critical success factor

# Learning system

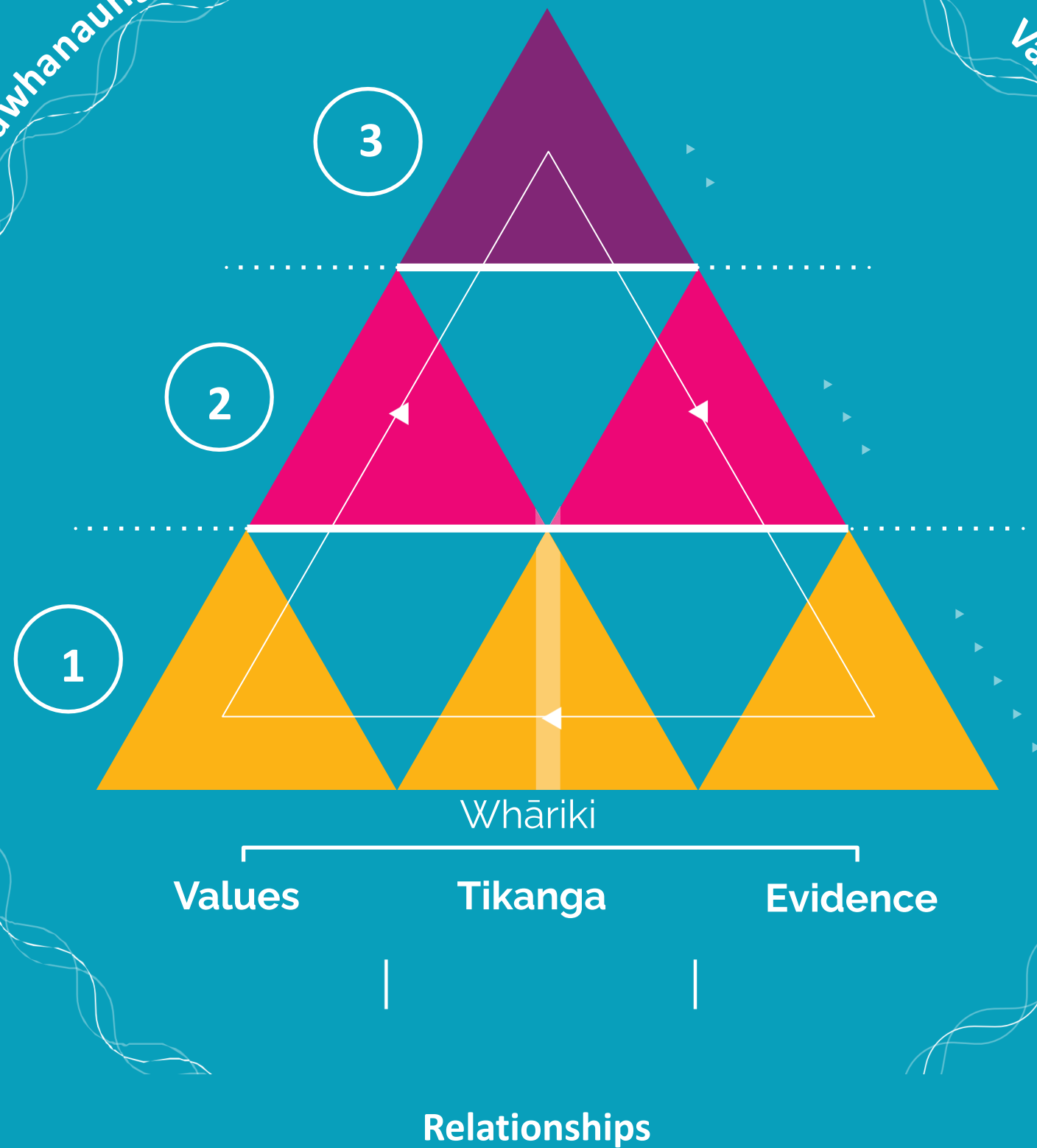
## Niho Taniwha



Te Tiriti as the foundation

Whakawhanaungatanga

Three Wāhi Ako





# Learning system

## Niho Taniwha

An approach to learning and evaluative practice

Focused on **whānau outcomes** and **systems** conditions and readiness - complexity informed

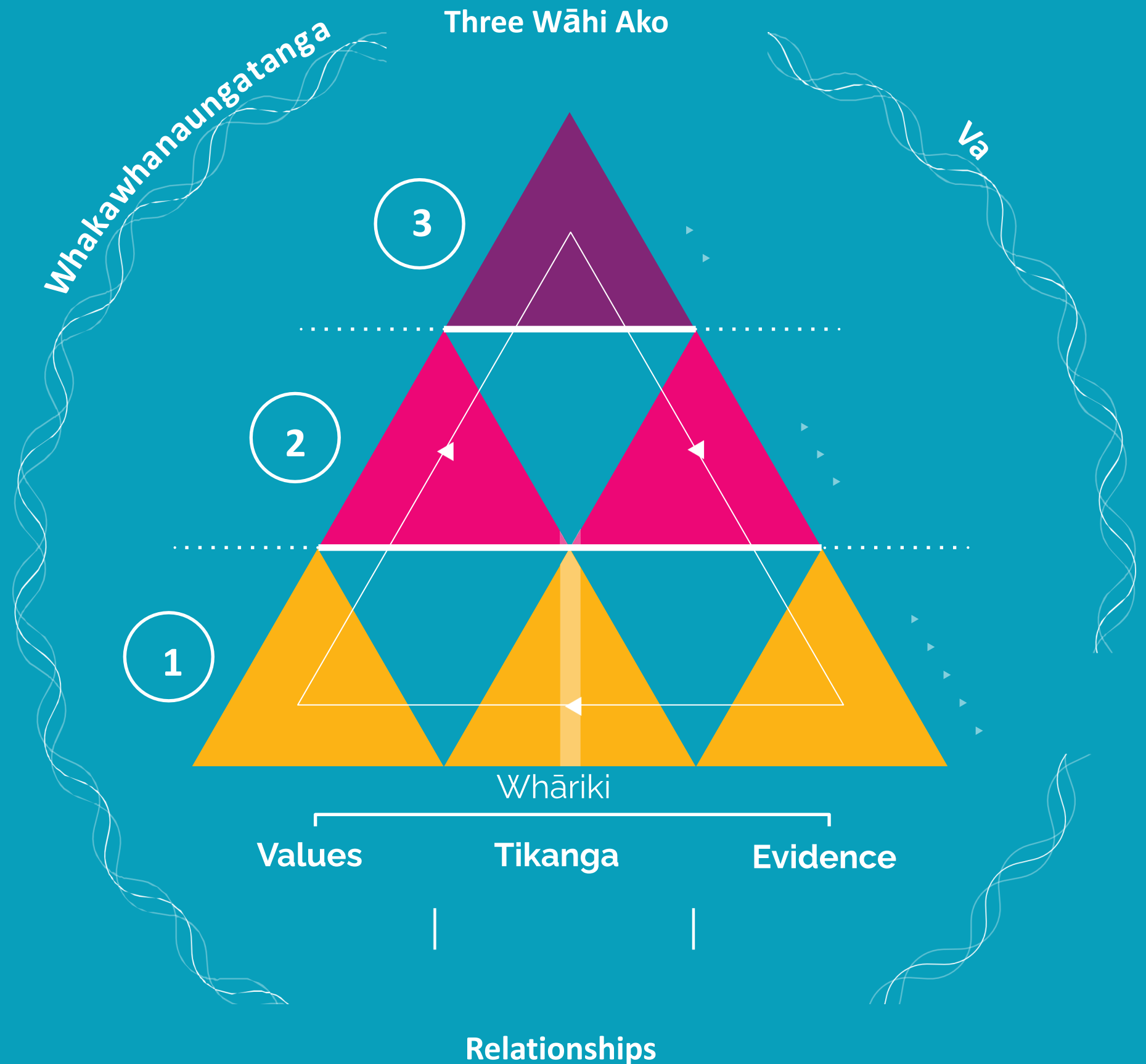
Starts in values and tikanga, drawing on **lived experience, mātauranga** and **western** forms of evidence

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

Prioritises **what matters to whānau**

Helps us **reverse engineer** from **what is working** on the ground back into systems

Built to **connect** practice-based evidence from on the ground into systems learning and change (learning up and down and across)



# Learning system

## Niho Taniwha

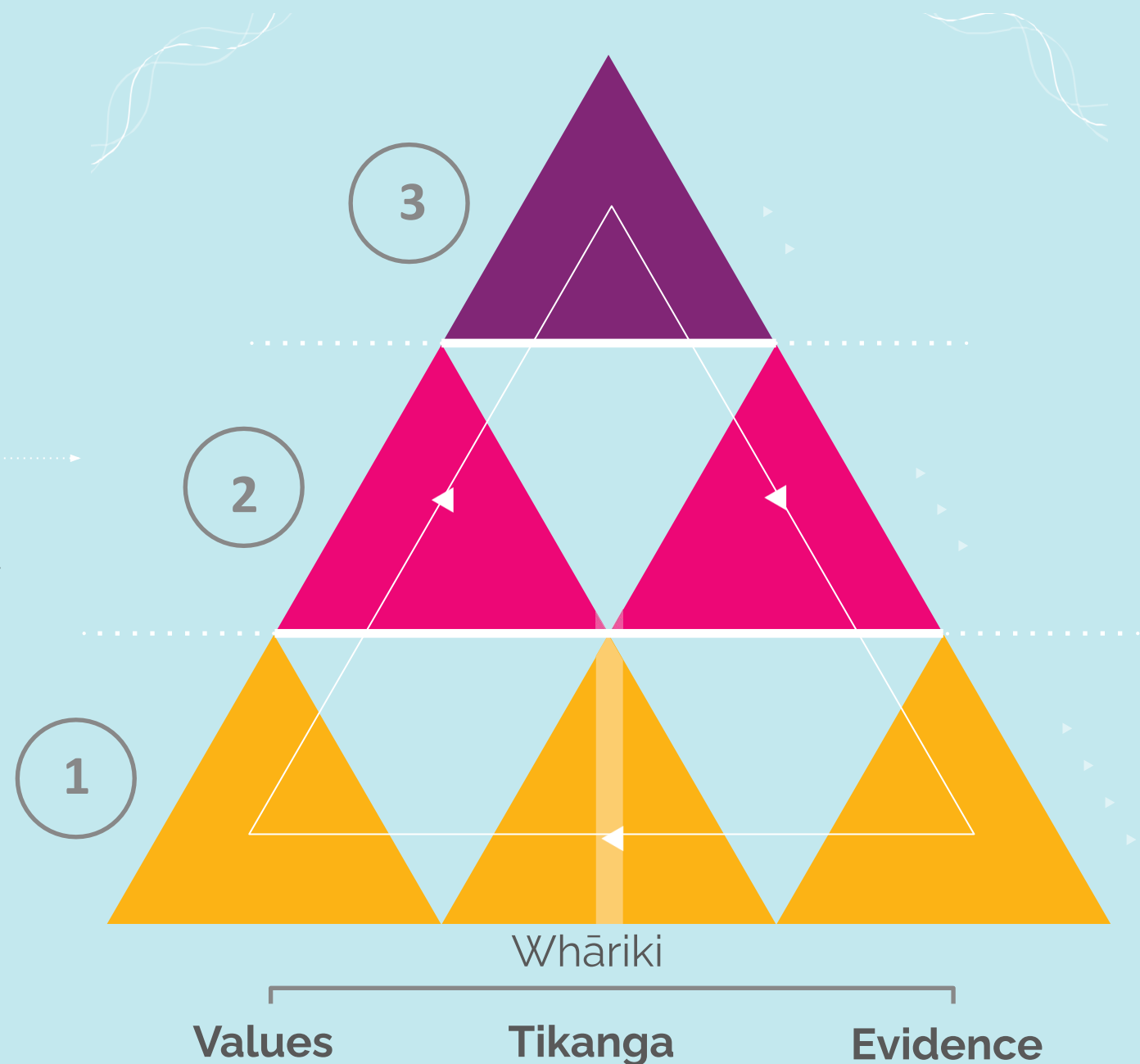
### Three Wāhi Ako

**Wāhi Ako Tuatoru** Strategic questions that this collective mahi can influence and inform, e.g how we iterate and build policy and strategy settings to enact role of central government as enabler, Te Tiriti based practice

**Wāhi Ako Tuarua** Our collective learning spaces, what we learn together from across on the ground activities, e.g conditions and capacities needed in systems and community for locally led, indigenous led approaches

**Wāhi Ako Tuatahi** Learning at prototype/programme level - developed through trying and testing things on the ground, in place. with whānau and communities - each initiative its own Wāhi Ako Tuatahi

**Te Whāriki**, the foundations, whakapapa, values, tikanga and evidence that guides the mahi, and therefore what is valuable and important individually and collectively.



# Learning system

## Niho Taniwha

Guided by learning pātai: What are we trying to learn through this mahi, independently and collectively?

**Strategic pātai about investment, policy implications and capacities and conditions needed in the system - what teams might need to focus on themselves**

- What does an active learning system for early years look like?
- What is our role individually and collectively in activating an ecology of wellbeing in place and what are the capacities we need to build?

**Collective pātai about systems patterns and opportunities we can see across a range of different place-based initiatives**

- What helps to build readiness within whānau and communities, and within the system?
- What are the conditions and indicators we need to foster and track?

**Specific learning pātai that we are testing out through working with whānau in place**

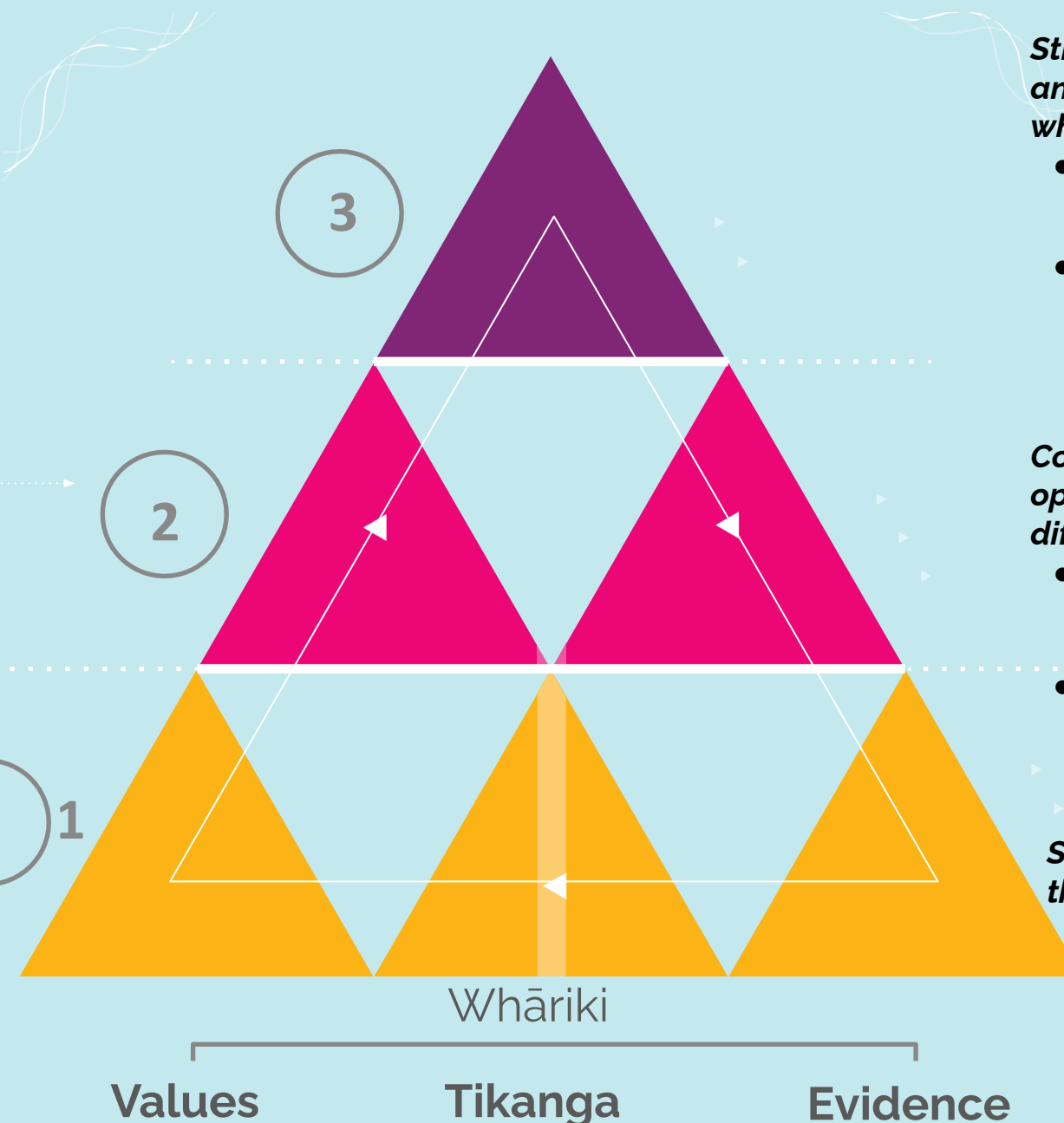
- What does whānau-led systems innovation for ICR look like?
- How can tūpuna parenting practices be activated to strengthening the village

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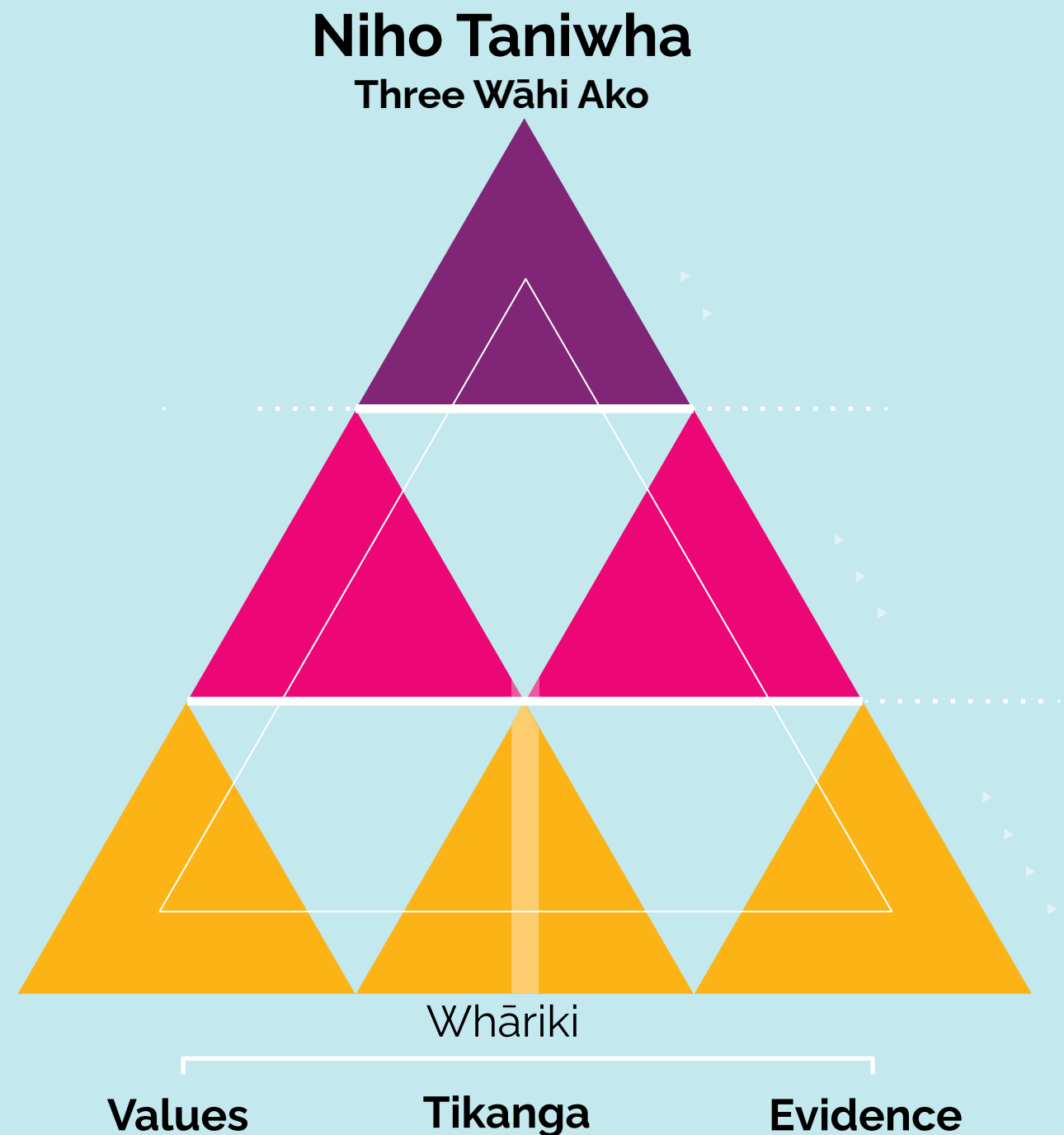
# The first step to connect different teams mahi into the platform and help develop our collective framing

We work as **hoa haere** to support teams to develop their own **whāriki and learning pātai** about your mahi

## Pātai we can work up together in between papanoho

- What is your whāriki? Values, tikanga, evidence base (mātauranga, western knowledge, lived experience)
- What are you seeking to achieve/test/do /prototype
- What are you wanting to learn (on the ground and at a strategic or policy level)

These help us understand what each team is grappling with, what is shared and what is unique to each context - and shape the papanoho and learning platform accordingly.



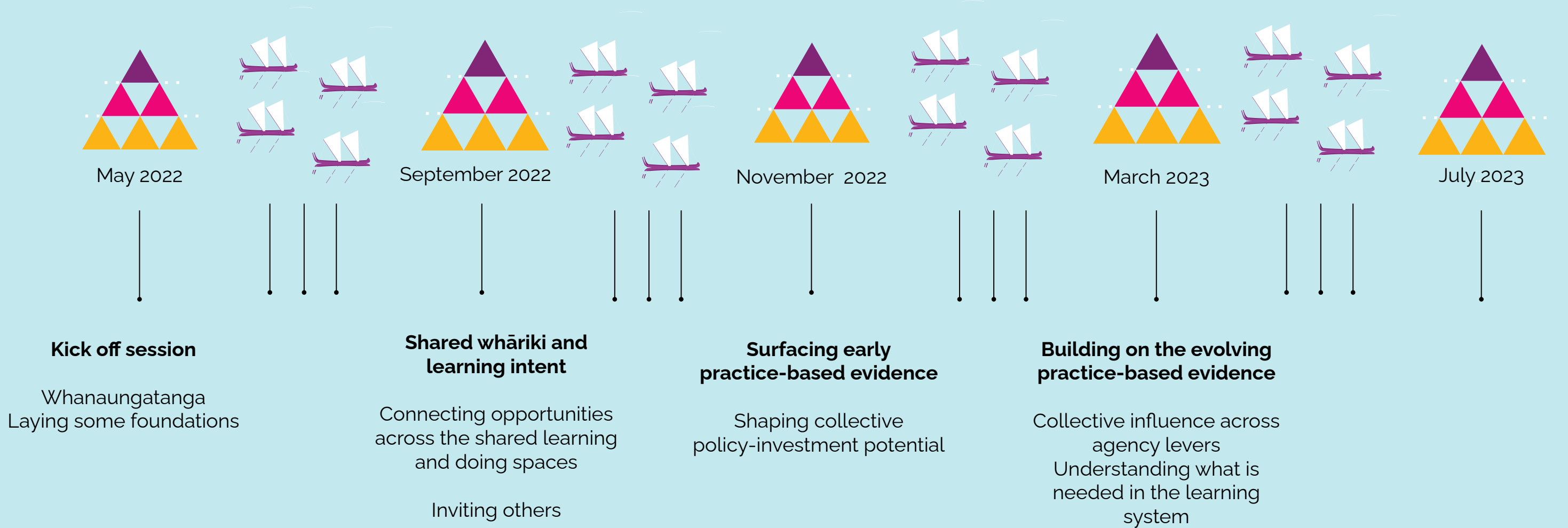
# Moving forward together we propose...

Planning for **three more papanoho** between now and July 2023 to weave the learning together and test the approach - (these are way points, mahi inbetween).

We work as **hoa haere** to support teams to develop their own **whāriki and learning pātai** about your mahi - what is shared and what is unique to each context

Understanding how the **hoa haere capacity** in different teams can be supported and enhanced to grow the learning system practice and capacity

Potentially start to bring **others** into the platform environment



*Above gives some sense of what each papanoho might focus on. But this will be guided by what emerges as the individual and the shared learning focus across the rōpū, and will be responsive the strategic issues and needs of different terms.*

# Ngā mihi nui

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