

Executive Summary

The Child and Youth Wellbeing Strategy's holistic nature and aspirational focus means it has a crucial role to play as a cohering framework for mobilising collective ownership and bringing together a united effort toward child and youth wellbeing, but this potential has not yet been realised.

There needs to be greater intentionality around how the Strategy is enacted going forward in order to overcome the power of inertia and disrupt status quo (agency led) approaches that are failing to deliver the aspirations of children, young people and their whānau.

There is strong alignment from those leading on whānau centred and community led approaches across Aotearoa that one of the biggest constraints to progress is how government works - 'business as usual' top-down approaches are contributing to holding inequity in place.

Central to achieving better and more equitable outcomes is how we share power differently with whānau and communities, and 'bring Te Tiriti alive' through the way we partner and collaborate at every level of the system, including through the development and implementation of recommendations from the Strategy review.

There is much to be hopeful about. Current reform and transformation efforts across government are helping to lay the foundation for working in ways that are more orientated around what matters to people in place, enacting Te Tiriti, prioritising equity and supporting intergenerational wellbeing.

There is a mandate to shift towards a whānau centred, locally led and centrally enabled system - but from our experience agencies are still grappling with the "how".

The process for reviewing the Strategy presents a timely opportunity to develop/evolve/mature our infrastructure and operating model to enable a more 'ground up' approach to implementation and enabling wellbeing in place - and to use this infrastructure to 'collapse the distance' between what matters to children, young people and their whānau on the ground and the planning, policy making and commissioning undertaken by central government agencies in an ongoing way.

The review of the Strategy must include a focus on creating the authorising environment, enabling conditions, focus, leadership capabilities and ultimately the accountability for central government agencies to make this shift happen.

Key Recommendations: noting they are inter-connected

What are the things we need to pay attention to, to make these kinds of shifts amidst the pressure and inertia of 'BAU'? What are the tangible next steps that will get us towards transformation?

1. Review and iterate the mechanisms for implementing the Strategy to enable a collective 'learning by doing' rather than traditional arms-length planning approach to implementation
2. Use the Strategy as the cohering force for joining up/weaving together the various transformation efforts on the ground
3. Develop more ambitious governance and leadership structures that enable power sharing arrangements (particularly with Iwi Māori) and a broader range of perspectives to inform action
4. Start small and demonstrate what it looks like for the Strategy to be activated in place. Partner with a small number of localities to galvanise the infrastructure and operating model for whānau centred, locally led, regionally supported and centrally enabled and use this learning to scale out a new 'BAU'.
5. Actively build capability and create accountability for central government agencies to make the shift towards becoming more 'centrally enabling' in order to enhance collective ownership and local activation of the Strategy in place.



Context

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.

Our relationship to the Child & Youth Wellbeing Strategy

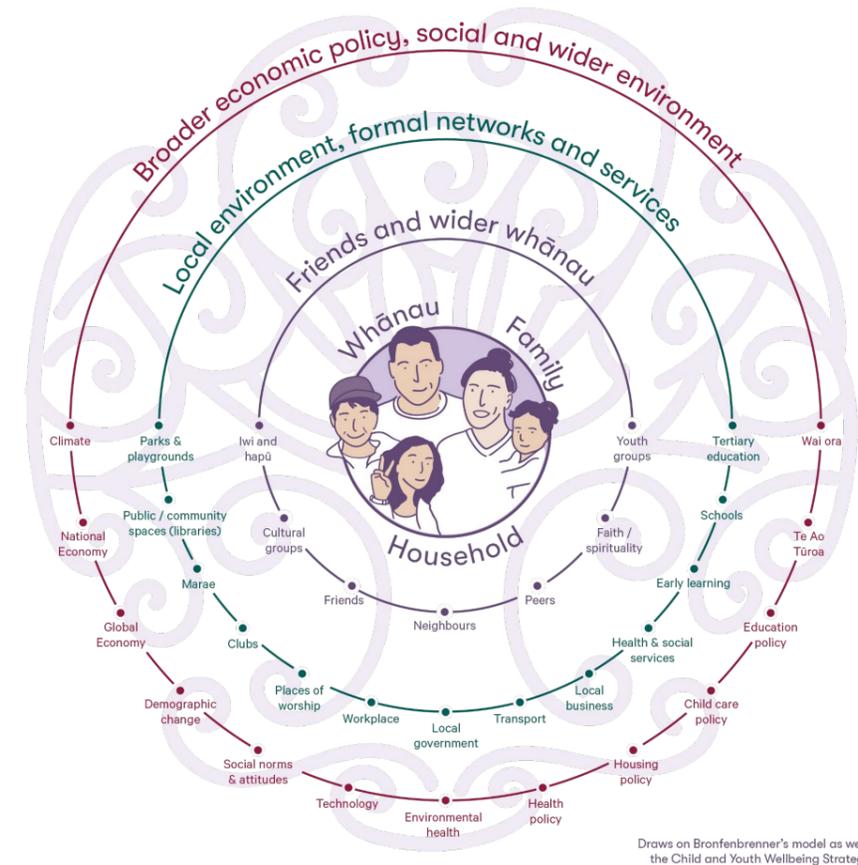
TSI was part of the reference group for the development of the Child and Youth Wellbeing Strategy, and since its launch we have been actively working to understand what it takes to activate the Strategy in place. In essence we have been acting as a think/do tank, exploring what it takes to create an activated 'ecology of wellbeing' around children, young people and their whānau.

Our Tamariki Wellbeing work has focussed in on how to activate this ecology around whānau in the critical first 1000 days of a child's life. We are taking a strengths-based approach to working with and alongside whānau and innovation partners to transform the system of support, reduce stress for families, build capability, and create the conditions for South Auckland tamariki to have a great start in life.

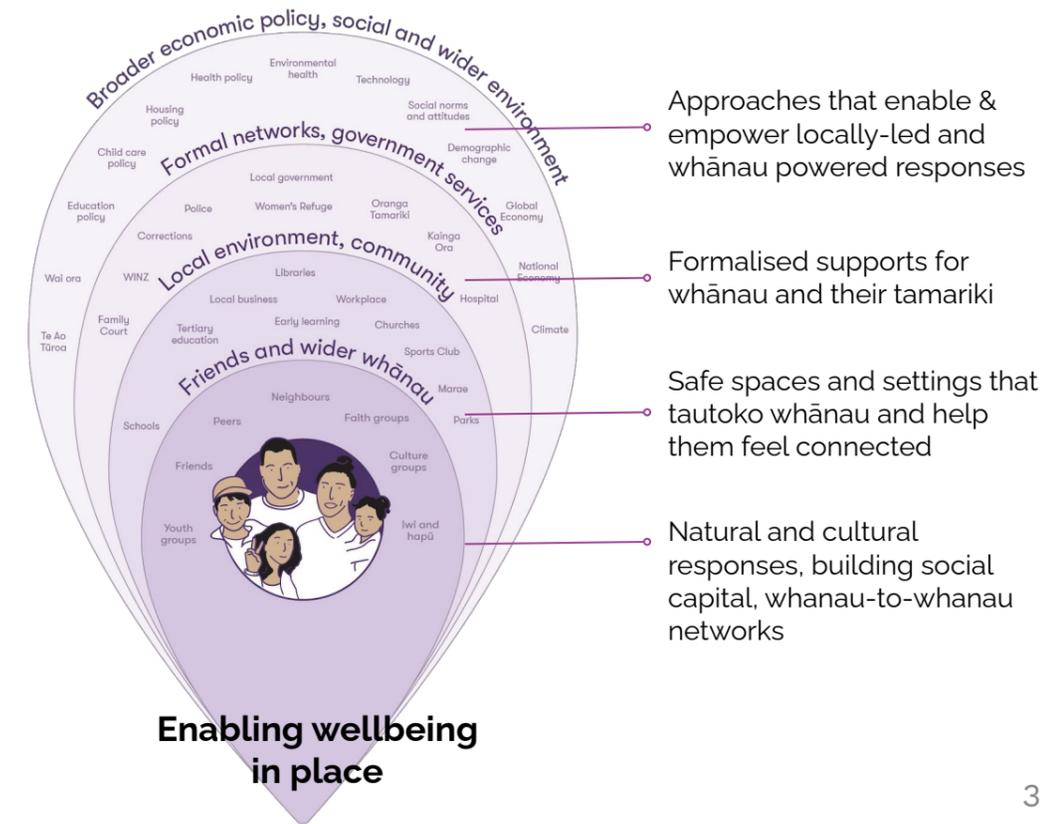
Through this work we have brought together organisations and whānau to co-design compelling alternatives to the status quo that can help disrupt inequity and support intergenerational wellbeing. We believe whānau are best placed to innovate local, fit for purpose solutions to our most complex challenges.

A critical component of our tikanga-led innovation practice is bringing public service leaders - those with power and influence within the system - together with whānau to co-create solutions with impact. We are learning how to safely collapse the distance between centralised decision-making power and those that are experiencing the most inequity in our communities. This way of working has benefits that extend well beyond the immediate solutions generated. Whānau say this is a healing and empowering process that enables them to feel heard and to make a meaningful contribution towards positive outcomes for tamariki and whānau.

A summary of what we have learned through working directly with whānau in South Auckland can be found in Appendix B.



Te Tiriti o Waitangi as the basis



Enabling wellbeing in place

Past, Present, Future

What we did

TSI/The Lab partnered with the Child Wellbeing and Poverty Reduction Unit to:

- clarify existing learnings from whānau-centred, community-led, localised and centrally-enabled initiatives
- consolidate known implications for communities (platforms and backbones), regional/local leadership and governance, central government, and overall learning system/s (to bridge policy and reality)

Our approach: Sources we have drawn from to synthesise recommendations for the Strategy going forward

This report draws together recent work to consolidate learnings with whānau and system partners to create the conditions for wellbeing in place, including:

- Practice-based evidence from our innovation work across the early years and rangatahi wellbeing over the last six years
- Acting as a hoa haere/learning partner to central government agencies such as ACC, Health, Oranga Tamariki (Tākaia), MSD and Te Hiringa Hauora, and the recent establishment of our Early Years Implementation Learning Platform (a cross agency learning initiative - further information on this in Appendix C)
- Wānanga and kōrero with key stakeholders leading on whānau centred and community led approaches across the motu including: TOI Foundation, Inspiring Communities, The Change and Innovation Agency, Brainwave Trust, Manaaki Tairāwhiti, South Auckland Social Wellbeing Board, Waikato Wellbeing Project, Te Hiringa Hauora and the Panel for the Review into the Future of Local Government.
- Workshops with senior leaders from 13 government agencies at South Auckland Social Wellbeing Board (Governance Board workshop and Senior Management Group) to socialise and 'stress test' an emerging way of describing the infrastructure and operating model needed for enabling wellbeing in place (outlined on page 7)

- Key questions we grappled with included:
 - What are the things we need to pay attention to, to make these kinds of shifts amidst the pressures and inertia of our BAU?
 - What immediate priorities and/or opportunities can you see?
 - What do we need to build towards to enable sustainable change?
 - What else do we need? What could be done to create a container for enabling a transition toward transformation?
- **Some disclaimers:** This was a rapid piece of work completed at pace to support the development of advice around reviewing the Strategy. As a result only a small subgroup of the many people and organisations we would have liked to engage with had the opportunity to participate.

Insights on the case for change

These insights have been articulated by TSI, and validated with participants.

There was strong agreement on the need for more intentionality on how the Strategy is enacted going forward to disrupt the status quo and overcome the power of inertia

Where are we now?

Our status quo is continuing to produce inequitable outcomes particularly for Māori and Pasifika - and isn't necessarily working well for 'all New Zealanders' either. We have a long way to go to fully enact our Te Tiriti obligations, and the potential of mātauranga Māori to generate breakthrough solutions has not been fully realised.

Traditional policy and investment approaches have largely been top down - decisions are made very far away from the lived realities of whānau, with limited active involvement of whānau, iwi, hāpori (communities). Siloed policy making and commissioning perpetuates fragmentation and master-servant dynamics that continue to constrain local leaders from being able to configure wellbeing efforts coherently so that they make sense in locality.

This means that too often, efforts aren't mutually reinforcing on the ground. Often resulting in a confused array of services, programmes and supports that are hard to navigate with missed opportunities to get upstream of wellbeing challenges. There is a huge burden on local actors to weave and hold together disparate wellbeing responses with limited capacity to do so.

There are bright spots of promising practice where 'backbone functions' have been established, yet in general the leadership, collaboration and thinking capacity ('social R & D') in locality has not been appropriately resourced and supported.

Much of our investment is focussed on downstream issues and responding to crisis, rather than prevention, strengthening and healing. There is significant latent potential in rebalancing our efforts and activating the 'ecology' around whānau where they live their lives to create the conditions for wellbeing.

*"Traditional approaches to unprecedented challenges aren't going to get us there"
(workshop participant)*

*"It's supposed to be a partnership, there is no 'centrally supporting'"
(interview participant)*

*"Trying to influence central government is like trying to push shit uphill with a rake"
(interview participant)*

*"Decentering lies with government, connect cloud city with ground city"
(workshop participant)*

Insights on the case for change cont.

Where are we headed?

Improving our approach to child and youth wellbeing is a complex not a complicated challenge - this has implications for how we need to tackle it. Complexity-informed approaches place emphasis on learning by doing (not planning), innovation and actively involving those who are least well served by current systems in the (re)design of solutions.

We need to start from the perspective of people in place and work backwards to create the system settings that enable, rather than constrain, whānau centred and locally led ways of working. There is an opportunity to galvanise a more intentional infrastructure and operating model to power up whānau centred and locally led ways of working so we can create the conditions for children, young people and whānau to thrive.

There is a mandate from Ministers and SWB to shift toward a whānau centred, locally led and centrally enabled system, and is a growing mindset shift amongst some central government leaders that this is the direction that we need to move. There are now several strategies and work programmes that commit to working in a locally led way, yet there's a gap between that intent and implementation of it. Much of the reform and system changes underway such as Pae Ora Health Reforms (including a focus on locality based working), the establishment of Regional Public Service Commissioners, Oranga Tamariki Action Plan and the implementation of Te Aorerekura including Integrated Community-led Responses require new ways of working.

The big focus for implementing the Strategy going forward needs to be galvanising these efforts and creating the authorising environment, enabling conditions and accountability for government to transition to new ways of working that 'bring Te Tiriti alive' and power up whānau and community-led approaches to achieve the Strategy's outcomes.

"This Strategy could have a role in making the system work - the in between spaces"
(workshop participant)

"We need to enact Te Tiriti and bring it alive - be the partner"
(workshop participant)

"This made me wonder what is happening to mine all the strategies for alignment and what the different strategies have that are similar challenges to get traction and impact in community and whānau led approaches"
(workshop participant)

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

Emerging Infrastructure and Operating Model for Enabling Wellbeing in Place

Learnings from TSI and the South Auckland Social Wellbeing Board

We have been working to make more explicit the infrastructure and operating model required for whānau centred and locally led ways of working, so we can create the conditions for children, young people and whānau to thrive.

System change and transformation needs to be grounded in place and in the lived realities of people's lives to deliver meaningful change. We need to understand what works in place and "reverse engineer" our system settings to grow the conditions for wellbeing and respond to what matters to children, young people and their whānau.

We have been working to synthesise learning to date across TSI and the South Auckland Social Wellbeing Board (SASWB) to understand what it takes to enable whānau centred and locally led ways of working.

The following five features are how we are beginning to define the 'active ingredients' to do what it takes in locality.

Crucially, our approach to strengthening the infrastructure and operating model must build on the strengths that already exist in community and add capacity and resource in ways that feel useful to those leading on wellbeing in place - not be imposed on them.

This emerging model has been developed collaboratively by the TSI and SASWB Implementation Office teams, and was tested with Social Wellbeing Board leadership 28 and 29 June, including the Regional Public Service Commissioner for Tāmaki Makaurau.

Defining the 'active ingredients'

1. Community-level Platform

Whānau, mana whenua, marae, NGOs, local agency leaders, and other key 'anchor' institutions in locality co-creating and shaping fit-for-purpose wellbeing supports designed around what matters and makes the difference to children, young people and whānau.

2. Backbone function

The backbone function is a key enabler to successfully embed new, collaborative and whānau-led ways of working. This requires dedicated time, resource and leadership that is focused on driving collective action and is able to challenge national, local & regional barriers to whānau wellbeing.

3. Active leadership and governance

Building on what exists (particularly at a regional level) to create more ambitious leadership and governance arrangements that give effect to Te Tiriti and enable whānau and community to be at the table. Requires active leadership and willingness to work in different ways, listen and share power differently. High trust approach, willing to measure/count things that matter to whānau.

4. Responsive national system stewardship

Creating an authorising environment to reconfigure investment around what matters to whānau and a mandate to do things differently on the ground and rebalance toward equity. Not just 'getting out of the way' - involves being in active relationship with community and two-way accountability for acting on implications for policy and investment settings. Requires investment into growing capability, resourcing local leadership and learning infrastructure as valid and critical foundations for meaningful change.

5. Learning System

Flexible 'learning and doing' function at levels that enables a dynamic, culturally grounded approach to implementation. Connects local, regional and national learning, supporting the embedding of new ways of working and giving effect to Te Tiriti.

Key recommendations and concrete next steps

Moving intentionally toward a new status quo.

The following key recommendations are overlapping and come together to form a coherent suite of actions that we think has the best chance of delivering transformational change.

1. Review and iterate the mechanisms for implementing the Strategy to enable a collective 'learning by doing' rather than traditional planning approach to strategic priority areas

- Move away from a static and arms-length "Programme of Action" toward establishing a dynamic implementation learning system that creates an infrastructure for delivering on strategic priorities and the Strategy as a whole.
- This involves investing in opportunities for learning that will enable us to work differently, share power, prioritise equity and indigenous and whānau leadership and mātauranga Māori. This means learning through implementing, starting with shifting the internal capabilities and capacities of government so we have the capacity to utilise our levers and influence differently. It also means building and recognising the capacities of communities as wellbeing partners.
- We have initiated an Early Years Implementation Learning Platform that is prototyping how agencies can be supported to bring together their transformation efforts in the first 1000 days. There are opportunities for this platform to be leveraged and legitimised as a mechanism for Strategy implementation going forward, and it provides a live example for how learning around other Strategy priority areas could be supported. Further information can be found in Appendix C.
- A critical focus of the learning system is to support government in transitioning to new ways of working. We recommend the establishment of an intermediary/backbone function to work alongside DPMC to support learning and sense making up and down the system and build capability for new ways of working.

2. Use the Strategy as the cohering force for joining up the various transformation efforts on the ground and create the authorising environment and enabling conditions for government to work in fundamentally different ways with whānau, Iwi and communities to activate fit-for-purpose wellbeing ecologies in place.

Participants in our engagement process talked about the potential of the Strategy to create more focus and a united effort toward child and youth wellbeing that is owned at a local level - to act as the "stabilising muscles", "interstitial fluid" and the "invisible glue" for a collective and joined up approach.

A sensible starting point for this would be to mine existing and emerging strategies and transformation efforts to understand their alignment to the Strategy, and create meaningful connections between the different platforms and forums for cross sector collaboration (national, regional, local - government, Iwi Māori and non-government). This would include for example the priorities being identified by Regional Public Service Commissioners, establishment of the Health reforms (including localities approach and Iwi Māori Partnership Boards).

Key recommendations cont.

3. **Develop more ambitious governance and leadership structures that enable power sharing arrangements (particularly with Iwi Māori) and a broader range of perspectives to inform action** - including the lived experience of those experiencing the most inequity.

This means going beyond the establishment of a single advisory group, and requires leadership and governance approaches that are genuinely different (for example, the Fa'afaletui approach that was shared in our workshop which creates a meaningful way for different perspectives to come to the table). More work needs to be done to consider how dynamic approaches to governance could be established as part of the learning system recommendation.

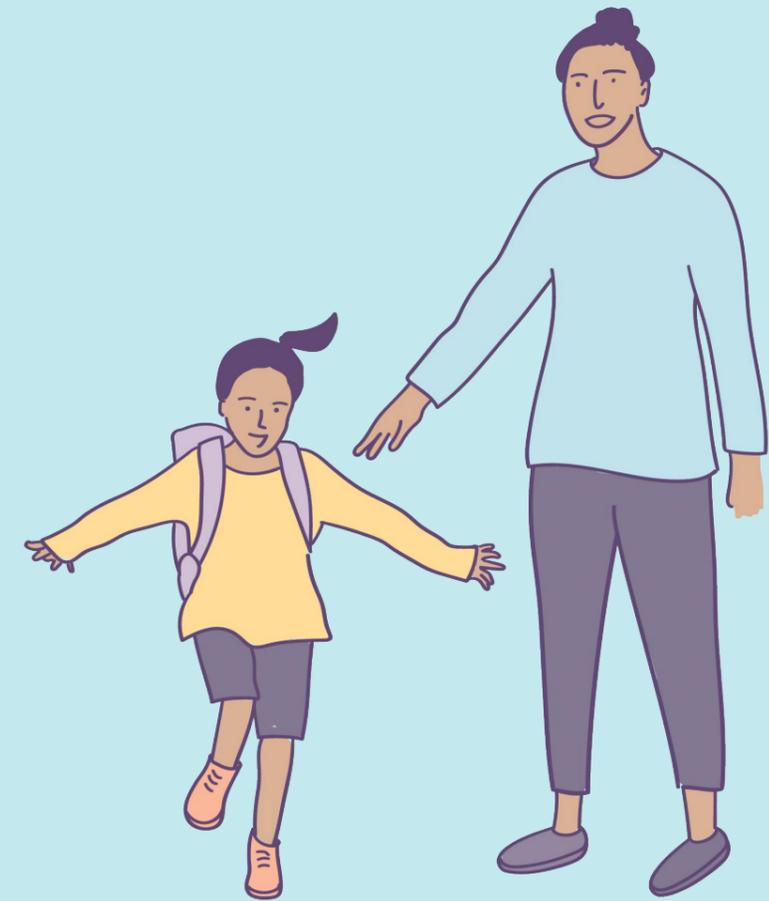
4. **Demonstrate what's possible when the Strategy is activated by starting small "on the ground" with a small number of localities and use this learning to scale out a new BAU.** The First 1000 Days Localised System Learning Approach agreed with Ministers is a great starting point to demonstrate this. This could involve:
- Mapping of investment - at a local level this means making more visible what it is that government is collectively investing in that directly or indirectly contributes to child and youth wellbeing
 - Assessing where there might be the readiness and sufficient enabling conditions to demonstrate or galvanise new ways of working on the ground (including working with Regional Public Service Commissioners, locality based health reforms, existing place-based initiatives/backbone structures etc)
 - Giving permission to reconfigure resources and effort around what matters to children, young people and whānau in the context of their lived realities. The big opportunity here is to bring to life an infrastructure and operating model for enabling wellbeing in place (outlined on page 7).
 - Exploring how existing data and measurement could be leveraged to support localised action
 - Pooling resources to strengthen the backbone functions required for this work and creating a solid foundation for partnering well and building capability for whānau and community led ways of working. A summary of emerging practices we need to nurture (and the shifts these practices enable) is provided in Appendix A.



Key recommendations (continued)

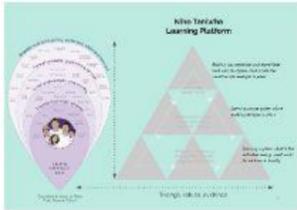
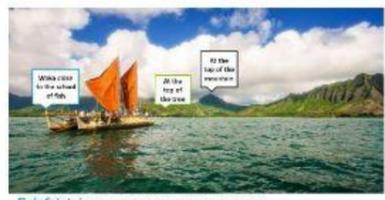
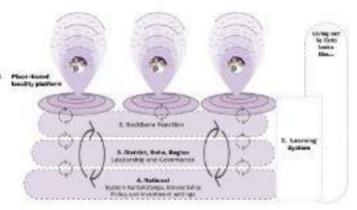
5. Actively build capability and create accountability for central government agencies to make the shift towards becoming more 'centrally enabling' in order to enhance collective ownership and local activation of the Strategy in place.

- This involves creating mechanisms to better understand and respond to local priorities, aspirations and emerging intel around how policy, legislative, system settings could be better configured.
- Be in active relationship with local and regional stakeholders, creating a shift towards two-way accountability
- Enable active, rather than passive leadership - changing the orientation from top down to bottom up, underpinned by a learning system
- Spot light existing future practice now - pay attention to where different is emerging, nurture and support that, break down barriers and constraining factors
- Celebrate examples of government working differently and what this is enabling
- Create accountability for and celebrate examples of shifts in practice, cultivate more complexity consistent and Te Tiriti-dynamic forms of leadership.



Appendices

Exploring pockets of future practice now: what do we need to focus on?

Orientating our efforts towards what matters to whānau	Whānau-led systems innovation practice	'Centrally enabling' the conditions for wellbeing in place	Learning system - Niho Tiritiwha	Rethinking Governance - Fa'afaletui	Operating model for whānau centred, locally led and centrally enabling
 <p>Prioritise what matters to whānau, reshaping the way we invest towards healing and strengthening</p> <p>Recognising different world views and perspectives</p> <p>From the perspective of whānau</p> <p>Investing in the long term</p>	 <p>Whānau-led-practice (tikanga-led) and platforms in place that creates the safe and welcoming spaces and processes for whānau to design, test and implement strengths-based, indigenous-led, outcomes.</p> <p>Compelling alternatives for supporting whānau based on what matters to them.</p>	 <p>Investing in conditions for deep local responses, investing in mātauranga-led, social and cultural infrastructure</p> <p>Centrally enabling and two way accountability</p> <p>Understanding ACC's role in the system</p> <p>Rethinking levers and crown agency in a Te Tiriti partnership</p>	 <p>Provides a way to connect learning and practice-based evidence on the ground with active reforms and investment activity</p> <p>Prioritises whānau experience and diverse forms of evidence</p> <p>Helping to embed a learning orientation, build systems learning capability based on values and tikanga.</p>	 <p>Fa'afaletui: An example of a culturally grounded approach to rethinking governance and sharing power differently</p> <p>Disrupting traditional power structures and enabling a diversity of perspectives to be at the table</p> <p>What we are learning about power and decision making to enable community and whanau leadership and enact Te Tiriti?</p>	 <p>Active ingredients and operating model for enacting a whānau centred, locally led, centrally enabled system. Identified through a synthesis of TSI and South Auckland Social Wellbeing Board's learning to date</p> <p>Creating the platform in locality that will support whānau-led in place and enable a coherent wellbeing system that can better support outcomes for children and young people.</p>

<p>Moving away from a system that prioritises crisis response and clinical formal services</p> <p>Prioritising and sharing responsibility for healing and strengthening</p> <p>Taking a broader view of what we invest in to support wellbeing</p> <p>Respecting and resourcing families, communities and indigenous led responses</p> <p>Sharing learning about how we support that in place</p>	<p>Collapsing the distance between whānau and centralised power. Power Sharing</p> <p>Challenges crisis intervention, deficit approaches and services as the best way to support whānau</p> <p>Compelling Alternatives Identifies the local conditions and capabilities for a wellbeing approach</p>	<p>Re-orienting resources to healing and strengthening - to what matters for whānau.</p> <p>Increasing capacity for mātauranga-led approaches</p> <p>Increasing capacity for learning and acting as a Crown agency in a Te Tiriti partnership</p> <p>Increase capacity for a learning and capability system (as opposed procure and deliver)</p> <p>Developing and tracking different indicators around relationships and conditions</p>	<p>Challenges what we value and track helps to prioritise what matters to whānau, tracks back into systems change</p> <p>Helps build government accountability into the change process</p> <p>Shifts in policy development collective and developmental - live connections with implementation in place</p> <p>Emphasis on learning our way into change, an investment in the learning process</p>	<p>Creating a mechanism for whānau to be at the decision making table and part of setting the direction</p> <p>Enables a more ecological view, where the different perspectives of people are valued - from the lived reality on the ground right through to the context of central government</p>	<p>Reconfiguring power towards locality and whānau</p> <p>Creating the opportunities to define value and indicators based on what is important to whānau</p> <p>Creating the platform for whānau and agency leaders to co-decide</p> <p>Part of a learning system that helps us understand system capability that is orientated towards what matters in locality</p>
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Appendix B: Summary of what we have learned through working directly with whānau in South Auckland

We can cultivate environments and interactions that support early brain development

Spaces that support thriving interactions, regulation

“First 1000 days is for whānau too”

Whānau and child wellbeing are interdependent

The start point might be healing

Healing comes in many forms, cultural, natural, spaces

The most powerful responses come from other whānau

Social capital, affirmation of cultural parenting practices



It's a time of motivation & aspiration for whānau

Support aspirations

Current support system is focused on crisis, deficit, and can compound inequity

Strengthening, cultural responses

Siloed services don't help or engage with the whole

Whānau are best placed to design for complexity

Early Years Implementation Learning Platform

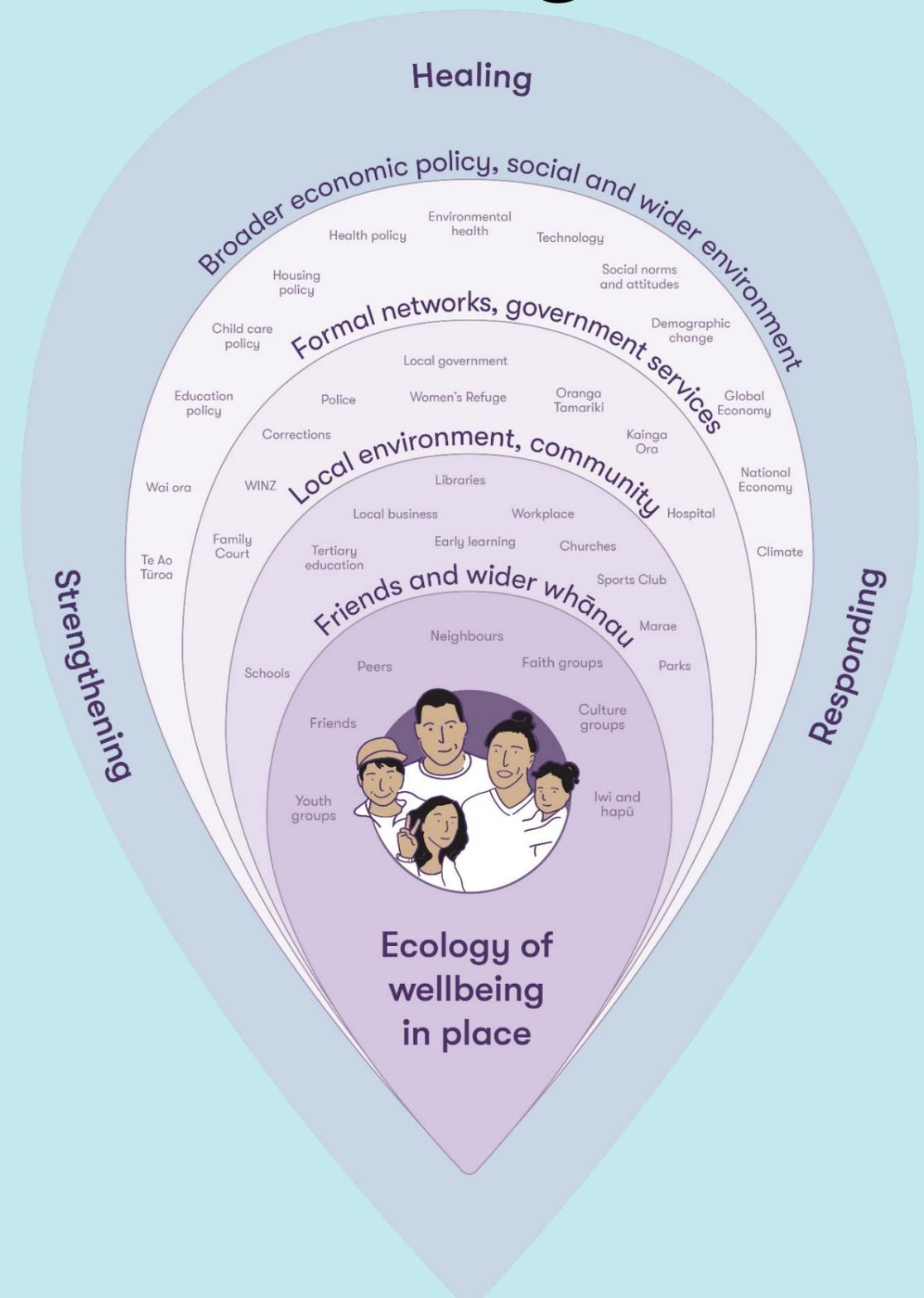
The catalyst

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

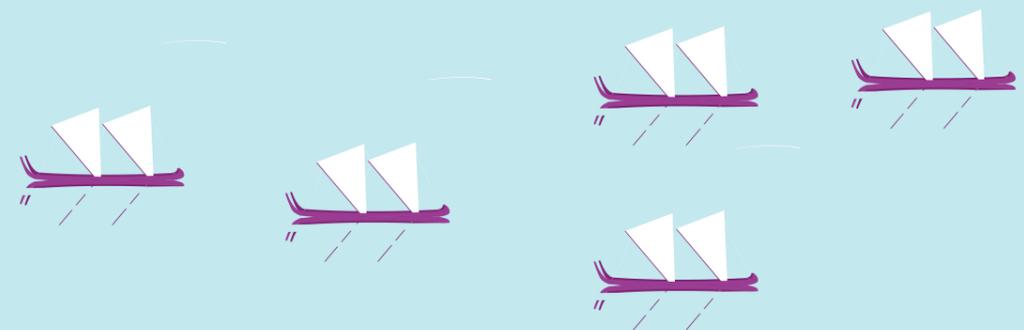


Whakapapa of the Early Years Implementation Learning Platform

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.

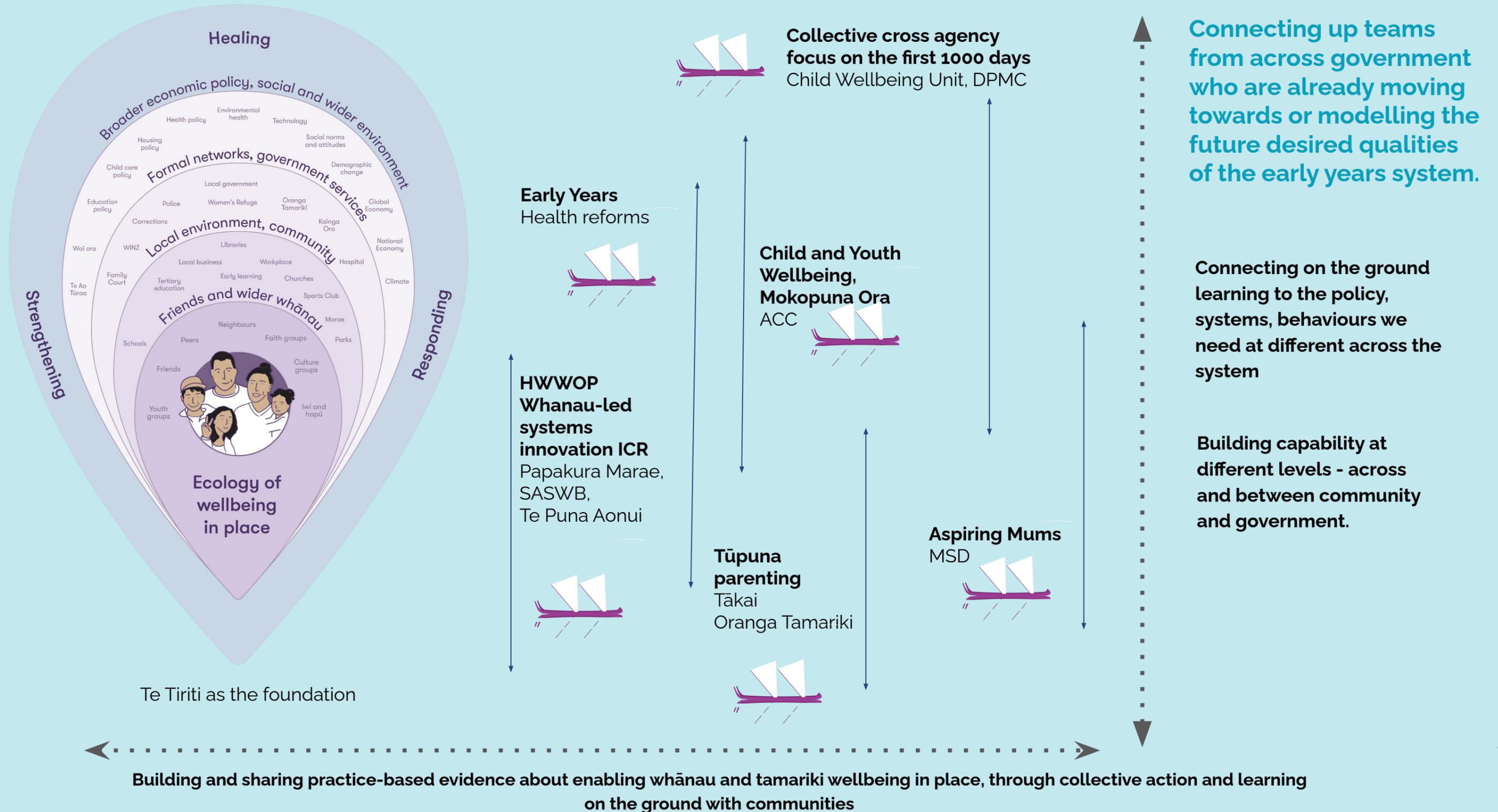
The purpose of the platform is to:

- 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.



Early Years Implementation Learning Platform

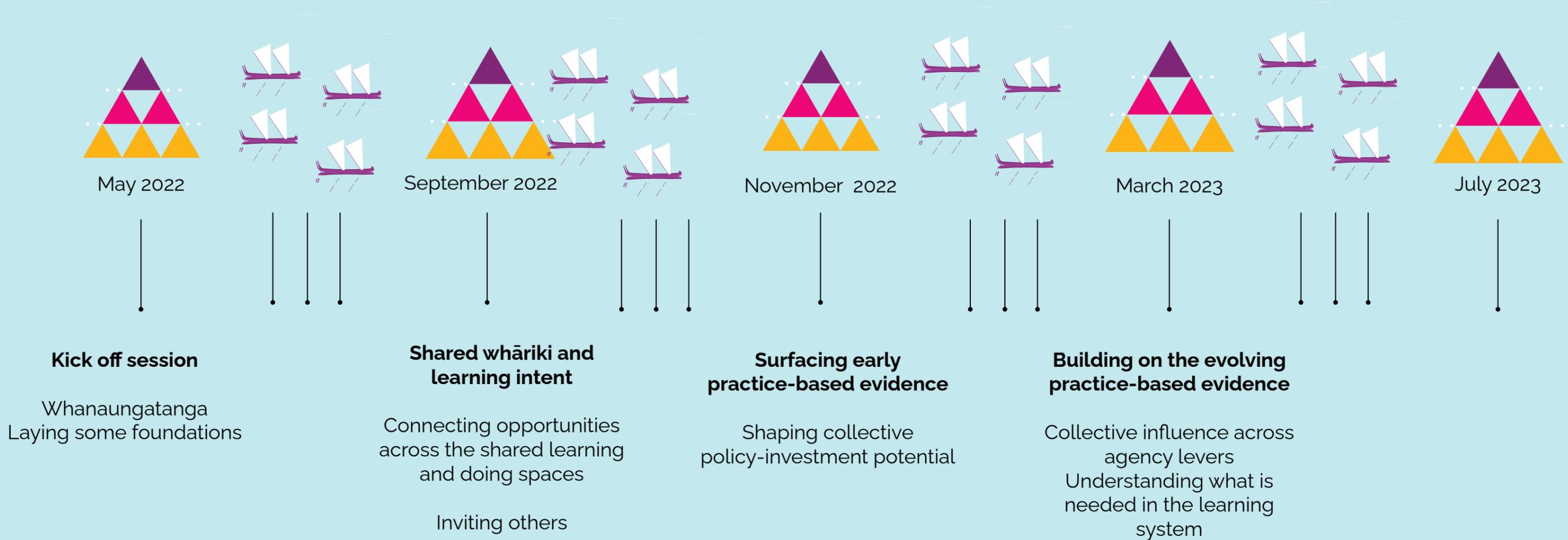
The Early Years platform helps to join up and accelerate existing efforts across public sector agencies to transition our capabilities and approach towards locally led and centrally enabled place-based approaches to tamariki and whānau ora



Moving forward together we propose...

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

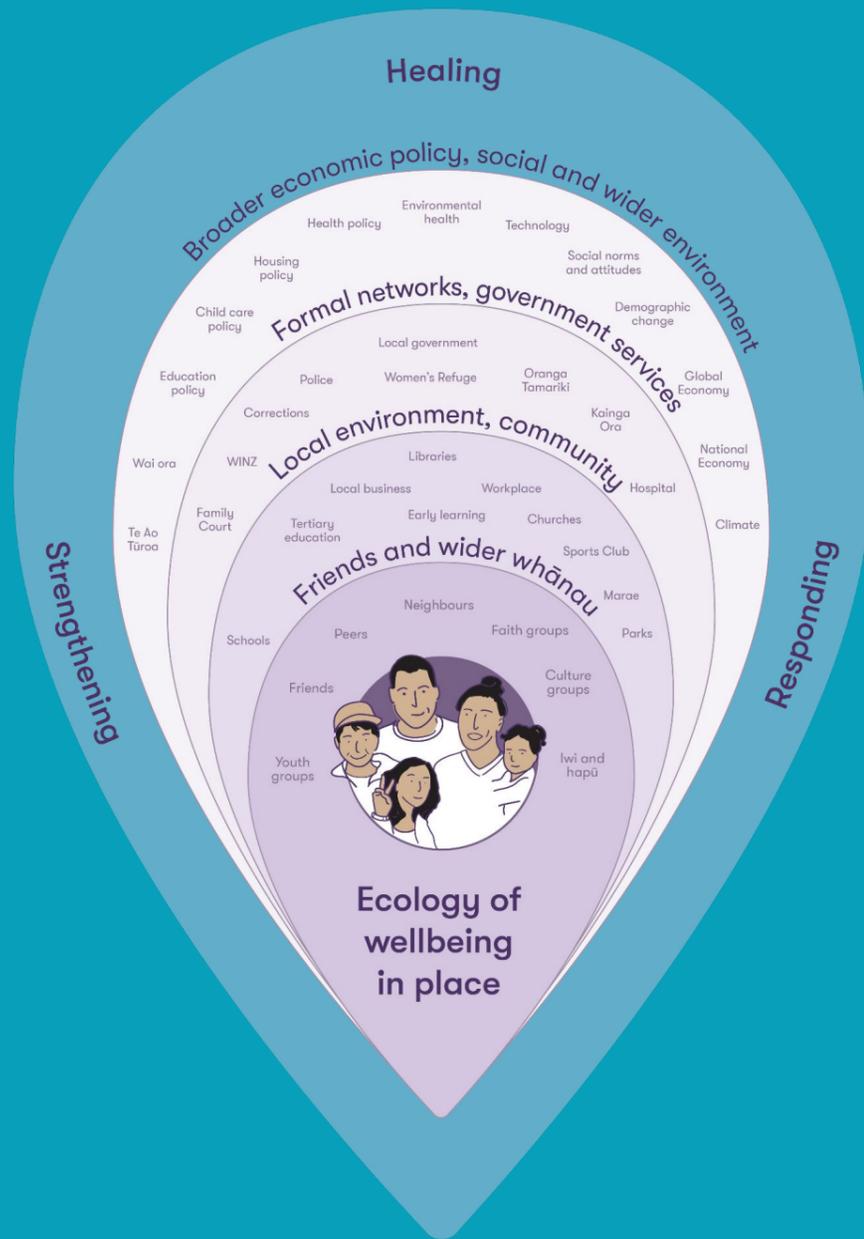
We work as **hoa haere** to support teams to develop their own **whāriki and learning pātai** about your mahi - what is shared and what is unique to each context



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.

Learning system

Niho Taniwha

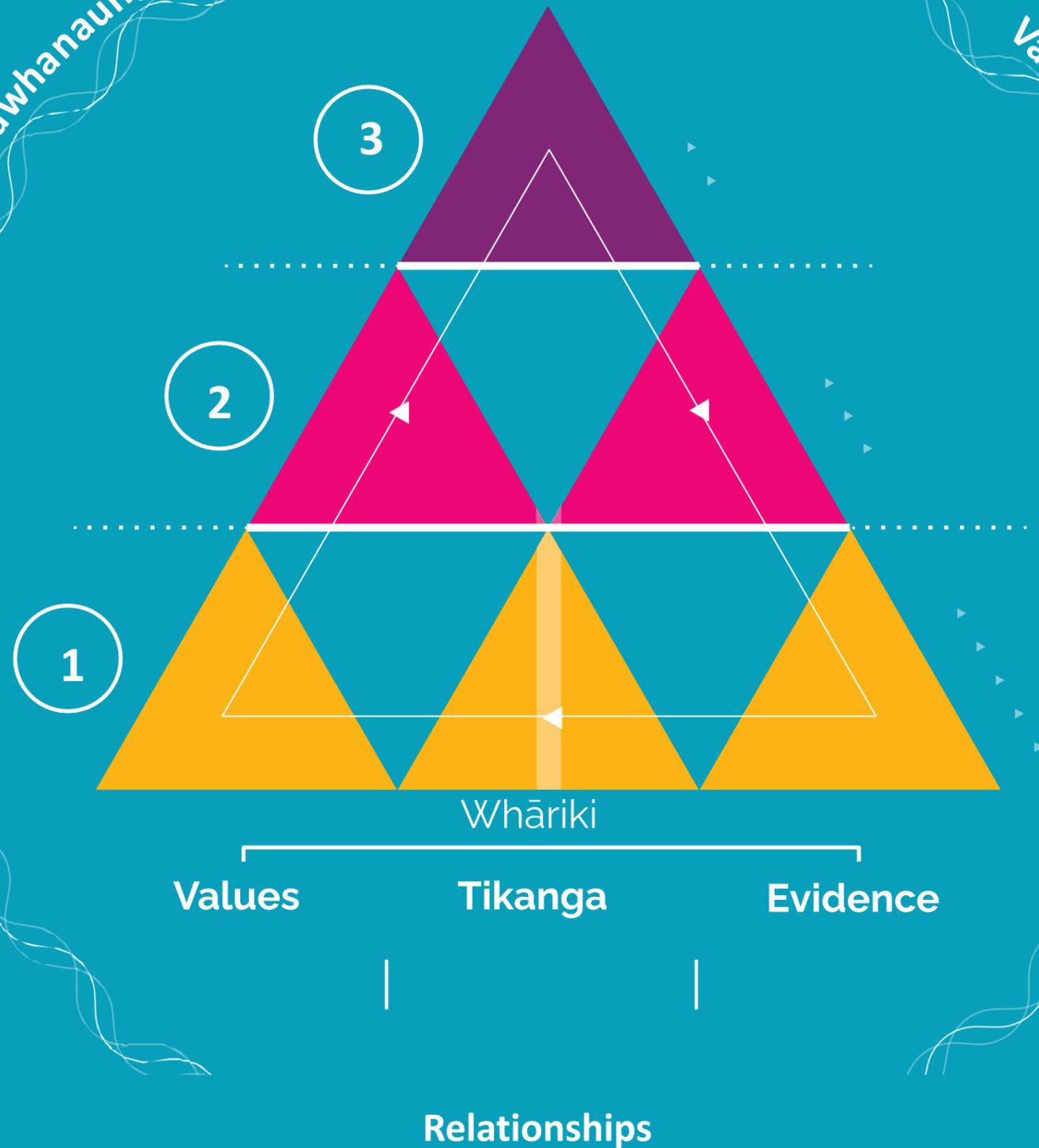


Te Tiriti as the foundation

Whakawhanaungatanga

Three Wāhi Ako

Va



Learning system

Niho Taniwha

An approach to learning and evaluative practice

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

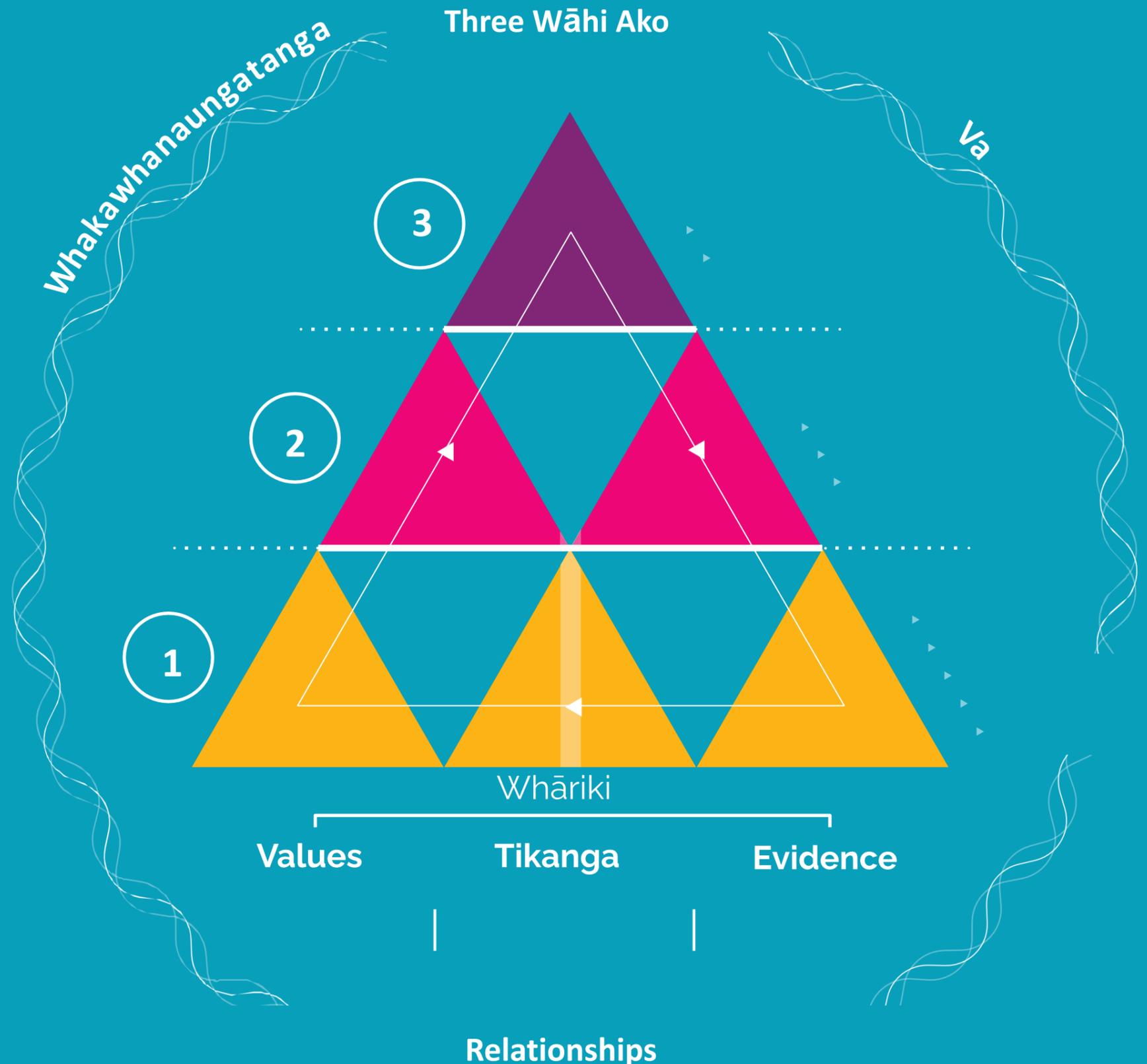
Starts in values and tikanga, drawing on **lived experience, mātauranga** and **western** forms of evidence

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)



Ngā mihi nui

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