THE LEARNING ENVIRONMENT

Evaluation Toolkit

2023

This Evaluation Toolkit provides guidance and tools to enable a cohesive approach to measuring impact across our organisation and within the community.

The toolkit informs our Annual Impact Story which we produce each year at Pūanga/Matariki to share with our community and key stakeholders.

This Evaluation Toolkit was developed in collaboration with the Learning Environment team members and Melatest International - Evaluation Consultants.

The first part of this toolkit includes our organisation's Theory of Change and Logic Model which demonstrate how and why we are making impact.

The second part includes a Measurement Framework and a set of tools for collecting data on our outcomes.

Kia whakatōmuri te haere whakamua

'I walk backwards into the future with my eyes fixed on my past'

A Theory of Change is an illustration of how and why a desired change is expected to happen in a particular context. A rough sketch of our Theory of Change is illustrated below. This sets out the theory behind how we are making impact at the Learning Environment. This model demonstrates the nested systems we are in, being Place, Organisation, Learning Environment, and Learning. It shows how if each of these four spheres are in healthy relationship then we contribute to wider equity, resilience and wellbeing.

We are informed by and in relationship with the place when are in and the and people of place. Our organisation is led by the needs and aspirations of our local community, and contributes to the realisation of those aspirations. The Organisation holds an intergenerational vision, contains non-physical organisational infrastructure, and prioritises wellbeing.

The organisation is creating a built and biological 'Learning Environment' which enhances and enables the primary focus, which is Learning. We facilitate multidisciplinary learning experiences that engage the whole person, empower learners, and offer opportunities for the development of skills and knowledge. Learners become local actors who are contributing to equity, resilience and wellbeing.

LOGIC MODEL

This Logic model has been created to show the relationships between resources, activities, outputs and outcomes. This has supp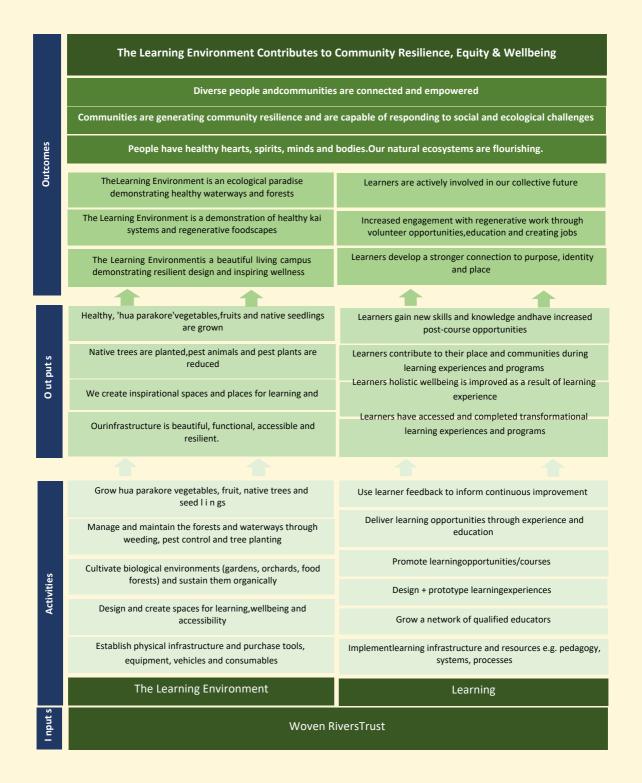orted our organisation to think about what we are doing, what we hope to achieve and what we need to do to get there. It is grouped by our four key spheres of influence, this page looks at 'Our Relationship with Place' and 'Our Organisation'.

Outcomes

The Learning Environment Contributes to Community Resilience, Equity & Wellbeing

Diverse people andcommunities are connected and empowered

Communities are generating community resilience and are capable of responding to social and ecological challenges

People have healthy hearts, spirits, minds and bodies.Our natural ecosystems are flourishing.

Communities feel supported andenabled by gifts and services of WRT

Communities feel they have influence and ownership over community facility

The organisationis healthy and sustainable

We are engaged in network of deep reciprocal relationships and we contributeto reaslisation of wider community aspirations

Our staff are achieving the vision and contribute to achieving organisation outcomes

Outputs

Community recieves koha from WRT in form of service, kai, nativeseeds, seedlings

Revenue is generated -includings education, sales of native trees, kai,ecological services and wellbeing services

Community is deeply engaged in WRT

Our decisionsare informed by community and cultural context

High levels of staff wellbeing and staff retention

Wehave icreased organisational awareness of historical and cultural contextof Whanganui Catchment

Teams and staff are empowered and supported

Activities

Offer community engagement opportunities through events, and koha (kai, native seeds, seedlings and service)

Source funding and contracts to grow teams and infrastructure

Grow anadvisory group that is representative of the community and enable co-design and community collaboration

Establish diverse teams and team coordinators

Developan organisational structure tosupport funding, planning, organisation functions and responsibilities

Learn about historical and cultural context of place

Put in place legal, financial and health and safety systems

Nuture collaborative relationships with local communities and organisations

Establish a governance structure reflecting the legal responsibilities of Woven Rivers Trust

Our Relationship with Place

Or g a nisa t ion

Inputs

Woven RiversTrust

This table explores the last two spheres of influence of our 'Theory of Change' being 'The Learning Environment' and 'Learning'. The Learning Environment is the built and biological environment that is intentionally designed to support Learning. The sphere of 'Learning' includes the programmes, learning network, learners, learning infrastructure as well as implicit learning that happens through volunteering, staffing and visitors.

Outcomes	The Learning Environment Contributes to Community Resilience, Equity & Wellbeing	
	Diverse people andcommunities are connected and empowered	
	Communities are generating community resilience and are capable of responding to social and ecological challenges	
	People have healthy hearts, spirits, minds and bodies.Our natural ecosystems are flourishing.	
	TheLearning Environment is an ecological paradise demonstrating healthy waterways and forests	Learners are actively involved in our collective future
	The Learning Environment is a demonstration of healthy kai systems and regenerative foodscapes	Increased engagement with regenerative work through volunteer opportunities,education and creating jobs
	The Learning Environmentis a beautiful living campus demonstrating resilient design and inspiring wellness	Learners develop a stronger connection to purpose, identity and place

Outputs	Healthy, 'hua parakore'vegetables,fruits and native seedlings are grown	Learners gain new skills and knowledge andhave increased post-course opportunities
	Native trees are planted,pest animals and pest plants are reduced	Learners contribute to their place and communities during learning experiences and programs
	We create inspirational spaces and places for learning and	Learners holistic wellbeing is improved as a result of learning experience
	Ourinfrastructure is beautiful, functional, accessible and resilient.	Learners have accessed and completed transformational learning experiences and programs

Activities	Grow hua parakore vegetables, fruit, native trees and seed l i n gs	Use learner feedback to inform continuous improvement
	Manage and maintain the forests and waterways through weeding, pest control and tree planting	Deliver learning opportunities through experience and education
	Cultivate biological environments (gardens, orchards, food forests) and sustain them organically	Promote learningopportunities/courses
	Design and create spaces for learning,wellbeing and accessibility	Design + prototype learningexperiences
	Establish physical infrastructure and purchase tools, equipment, vehicles and consumables	Grow a network of qualified educators
		Implementlearning infrastructure and resources e.g. pedagogy, systems, processes
	The Learning Environment	Learning

Inputs	Woven RiversTrust	

MEASUREMENT FRAMEWORK

This framework provides an outline of the tools used to measure each of the four spheres; Place, Organisation, Learning Environment and Learning

Our Relationship with Place and Community:

Is the organisaton and its activities embedded in Place?			
	Activites	Evidence	Information
Do communities feel they have influence and ownership over the community facility?	• Advisory group represents community and place • Community co-design opportunities • Community participation in engagement activities • Community feedback • Description of activities that reflect place	• Advisory group demographics reflect the community • Advisory group minutes and meeting attendance • Engagement in community co-design • Demographic profile of those engaging and numbers	• Advisory group minutes – meeting attendance and key discussion points • Community feedback • Narrative descriptions of activities
Are there opportunities for our employees to learn more about the wider 'place' they are in?	• Staff are culturally competent and have access to the professional development they require	• Staff qualifications/ amount of PD, type of PD • Staff demographic profile	• Staff feedback forms (annual)
Are we actively participating, supporting and enabling our wider community?	• Hosting events and opportunities for people to engage • Attending other community events • Acts of service to other community groups	• Number of events held and attended • Services gifted • Gifts to the community (seeds, seedlings, fruit + veges)	• Testimonials /letters of support • Tracking spreadsheet of services and gifts

Our Organisation

Is the organisaton healthy and sustainable?			
	Activites	Evidence	Information
Are the governance and organisation functions in place?	• Organisational structure supports organisation functions • Governance structure Legal, financial and safety systems are in place • Revenue is adequate to meet goals	• Organisation flowchart – roles, full-time equivalent paid hours • Governance meeting minutes	• Statement of Service Performance (Charities register) Annual report / • Financial returns • Organisation records
The staff are achieving the vision and contribute to achieving organisation outcomes	• Teams and staff feel empowered and supported • High staff retention rates	• Staff feedback • Responses to staff feedback • Retention numbers	• Annual staff survey • staff records

Learning Environment

Have we developed a Living Campus demonstrating resilient design and land stewardship?			
	Activites	Evidence	Information
Is the Health and Wellbeing of the River being improved?	Protecting and increasing biodiversity through: • Tree planting, weed control, pest control • Native tree propagation	• Number of pests controlled • Number of trees grown/planted • Water Quality • Soil quality	• Photo points - change over time • Bird counts • Soil testingDOC testing
Is the physical infrastructure in place?	• Physical structures • Design, planning, consents • Gardens and orchards	• Solar power generated • Number of buildings • Number of new structures • Carbon footprint	• Testimonials/narrative • Hua Parakore verified area • Food cultivation size area
Have we got the physical resources we need to do everyday operations?	• Teams have the resources and tools they need • Teams can function daily tasks	• Number/financial amount of assets • Staff identification of any barriers/ lack of resources limiting their work	• Staff annual survey • Team meeting discussions

Learning

What outcomes have been generated through learning activities?			
	Activites	Evidence	Information
What are the diverse educational offerings that we are providing?	• The range of different programmes • Educators • Collaborators	• Types of courses • Learner participant days • Total number of learners • No of education Programmes	• Learner feedback forms • Testimonials and narrative • Course records
Are we providing equitable opportunities in our courses?	• There are no barriers for people to participate in our courses	• Demographics of learners • Barriers identified by learners • Number of Scholarships gifted	• Learner feedback forms
Are Learners lives are improved after the program?	• Learners' employment and education after our courses, types of jobs, overall wellbeing	• Learners become staff, volunteers or educators	• Stories of impact/change from learners over time