

<p style="text-align: center;">Stream 1:</p> <p style="text-align: center;">Walking into the future for the profession by acknowledging what our tipuna have passed on to us, and anticipating the challenges facing us.</p> <p style="text-align: center;"><u>The Wero</u></p> <p>In this stream we want to acknowledge our history as a profession in Aotearoa NZ; how we might build upon it and face the challenges in front of us now. We want to identify and acknowledge our innovative and unique kete of knowledge and practices as evaluators in Aotearoa NZ and celebrate our unique contribution to evaluation in the wider world.</p>	<p style="text-align: center;">Stream2:</p> <p style="text-align: center;">Methods and Ethics</p> <p style="text-align: center;">Reflecting as a profession on the challenges and opportunities in front of us now and exploring what our unique contribution is to the wider world of evaluation.</p> <p style="text-align: center;"><u>The Wero</u></p> <p>Having some honest conversations about the hard things about the doing of our work and the future profession in Aotearoa NZ.</p> <p>Acknowledging and respecting where we have come from, understanding there are often no simple answers, and some things go in cycles but are never quite the same across generations.</p>	<p style="text-align: center;">Stream 3:</p> <p style="text-align: center;">Celebrating our work of today and talking about what we have learnt and challenges being faced doing evaluative work.</p> <p style="text-align: center;"><u>The Wero</u></p> <p>Showcase and discuss the work you / your organisation has done recently or is doing or will shortly commence. What are the challenges faced, innovative ways that you have tried, the solutions that have worked for you, what have you learnt about topics, talk about the influence your work has had, or challenges you have faced in communicating your evaluation insights to key decision-makers.</p>	<p style="text-align: center;">Stream 4:</p> <p style="text-align: center;">Developing and sharing your knowledge and skills as evaluators with others.</p> <p style="text-align: center;"><u>The Wero</u></p> <p>Share your experience with your colleagues. Do you have some practical examples that you can share that provide learning opportunities for them to practice doing evaluation work, or learn tips and tricks of the trade. What would you like to have known when you started your journey, or what are the questions you would like answered from others in the profession?</p>
<p>The questions for guiding contributions for this stream:</p> <ul style="list-style-type: none"> • What does Ti Tiriti, de-colonisation and indigenous reclamation as a social movement mean for theory and practice of evaluation in Aotearoa New Zealand? • A generational change in leadership and professional experience is taking place across the board: <ul style="list-style-type: none"> a. what should it look like? b. what does it mean for what we do and who we are as a profession? c. are we really prepared? • What are the entryways into evaluation and how do we strengthen these? <ul style="list-style-type: none"> a. where are the new generation of evaluators going to come from? b. what are the skill-sets and knowledge bases that may be necessary? c. what needs to be retained? d. what needs to change? e. how is it going to happen? f. how do we deliver training and recognise evaluation skills and knowledge? • What do we need to be doing now for the next 10 years, and how might we get there? • What can Aotearoa New Zealand offer the world of evaluation? 	<p>The questions for guiding contributions for this stream:</p> <ul style="list-style-type: none"> • The development of a unique Aotearoa NZ evaluation kete of methods and what this look like, where more is needed? • The language of evaluation is changing (or is it really, and what does it mean?) • Have the evaluation boundaries as a discipline of independent assessors of value and merit blurred over the last 20 years in our quest to be relevant in policy and operational decision-makers? • Do evaluators still have a role as agents of social change or is this a blurring disciplinary rigour – and was always going to be a challenge? • What would you like the next generation of evaluators to know? • How strong are our connections to other research disciplines, what can we learn from them and does it matter? • Have evaluation methods really evolved that far or are they just marketing exercises for academics? • What are the new emerging evaluation methods and ethical issues we are facing? • Getting back to the basics: what are the essential components of evaluation in Aotearoa NZ and how is it done well? • How has, and in what way is, the profession evolving? 	<p>Contributions should link to the whakataukī and contribute to a discussion about:</p> <ul style="list-style-type: none"> • Methods being used • Theoretical frameworks that guide practice • Topics/programmes being evaluated • Skills-sets and knowledge bases being drawn upon • Cross-agency work • Cross-cultural work • The challenges faced and overcome • Innovative things being tried • What have we learnt during Covid-19 and how we have done our work in during a pandemic? • What have we learnt, would like to share, and discuss with our peers? 	<p>We invite expressions of interest for delivery of learning opportunities for evaluators (at different levels) to learn about the practice of evaluation from their peers.</p> <p>This may be through a mix of in-conference or pre or post conference workshops / extended sessions.</p> <p>Areas of interest are (but not exclusive to):</p> <ul style="list-style-type: none"> • The practice of evaluation in a range of settings: <ul style="list-style-type: none"> a. Kaupapa Māori methods b. Pasifika methods c. Mixed methods d. Qualitative methods e. Quantitative methods f. Community evaluation g. Cross-agency evaluation or topic areas, such as: <ul style="list-style-type: none"> h. Commissioning evaluations and contract management i. Effective responses to RFPs j. Effective logic model and rubric design k. Conducting robust value judgements. • Subject matter expertise on topics, such as (but not exclusive to): <ul style="list-style-type: none"> a. Drug and alcohol b. Hard to reach groups c. Vulnerable communities d. Education/International education.