



The evaluation toolbox needs pictures: A multidisciplinary approach to ECB

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VISUALINSIGHTS

Power of pictures for engaging and learning

No. 244MM

Operating Instructions for the 1755 Printer



SCOPE

These instructions cover the installation and use of a Parr 1755 Printer with any of the Parr calorimeters and other apparatus listed in the table below. It supplements the detailed instructions provided in the 50-page Star Micronics User's Manual for DP8340 Series, Dot Matrix Printers which is furnished with each printer.

PRINTER IDENTIFICATION

The 1755 Printer is a serial, 40-column, dot matrix printer which operates on 12 volts DC. Power for the printer is drawn from a separate power supply which can be plugged directly into an AC line. For applications such as the Parr 1271 and 1281 Calorimeters and the 1760 Sulfur Analyzer, where 12 volts DC can be drawn from the unit being served, Parr furnishes a 1756 Printer, which is the same as 1755, but without a separate power supply. Instructions for the 1756 Printer are included in the operating manual for the apparatus with which the printer is used.

INSTALLATION

The printer and power module are packed separately for convenience in shipping. Unpack these units carefully and check to be sure all parts are provided, as shown on page 2 in the User's Manual.

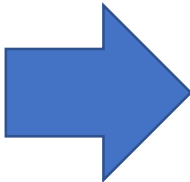
Be sure all devices are turned off before making any power connections.

Connect the power module to an AC outlet of the specified voltage and complete the power connection to the DC input connector at the rear of the printer, located as shown on page 6.

Install the paper holders and the re-roll prevention wire as shown on pages 3 and 4. Note that the paper holder is to be attached to the outmost holes at the rear of the printer with the round hubs facing each other. Install the paper roll as instructed on page 10.

CONNECTING CABLES FOR THE 1755 PRINTER

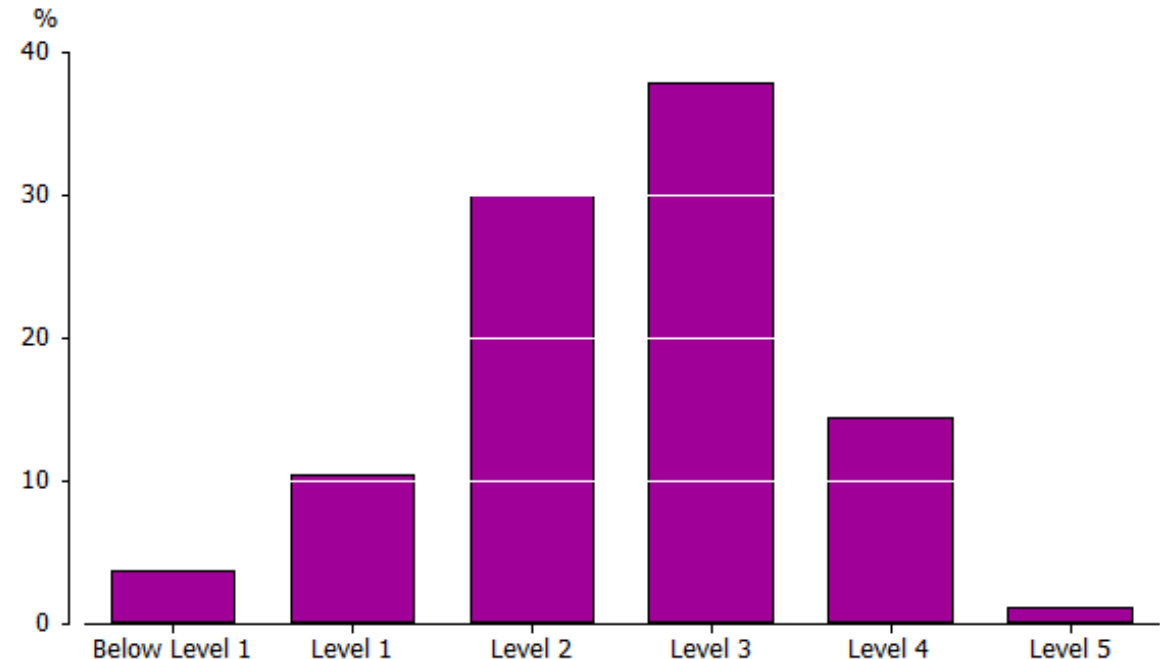
DEVICE	CABLE NUMBER
1351 Oxygen Bomb Calorimeter	A962E Use as furnished
1425 Semimicro Calorimeter	1435E Remove for adapter block
1455 Solution Calorimeter	1435E Remove for adapter block
1672 Calorimeter Thermometer	1435E Remove for adapter block
1750 Proximate Analyzer	A962E Use as furnished
1356 Calorimeter	A1507E2
1266 Calorimeter	A1507E2




Low literacy

44% of Australian adults do not have well enough developed literacy skills to read a range of different documents.

Proportion at each literacy level—2011–12



7.3 million

ABS Report No. 4228.0. 2013





1

CatholicCare NT – Visual Insights Progress report 2 The journey – 2017



2



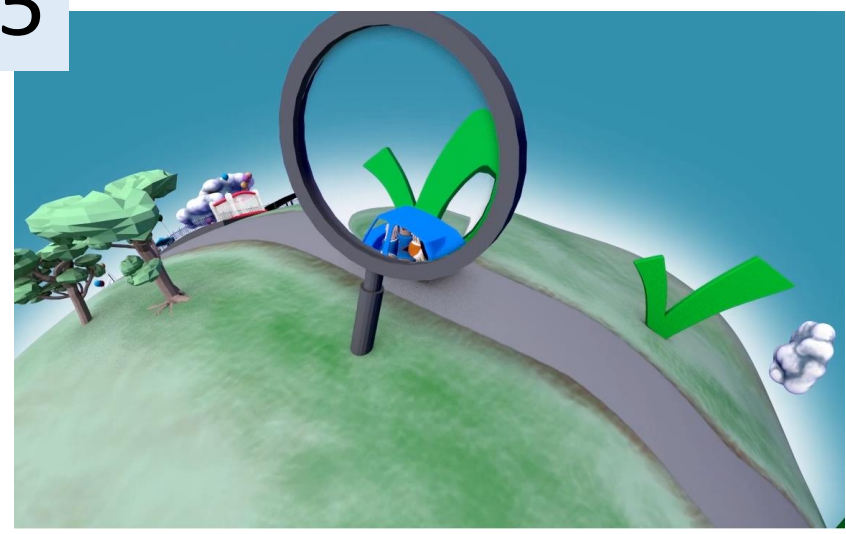
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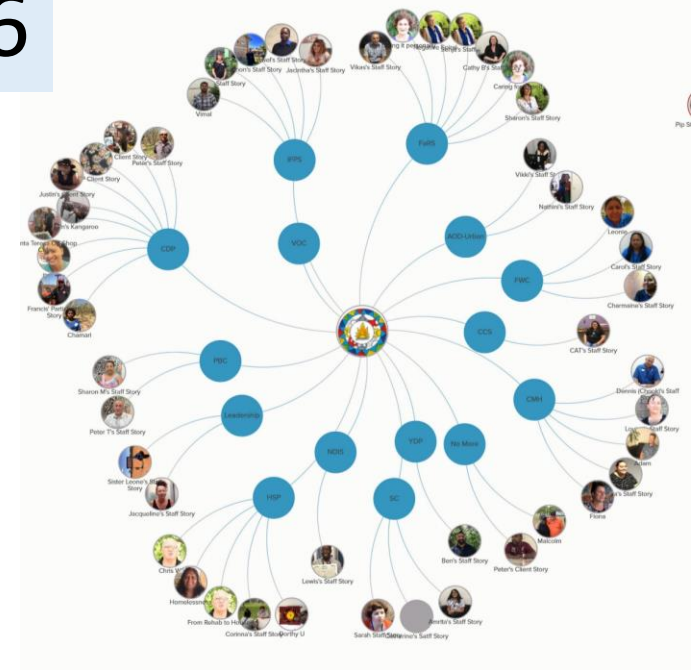
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6



A long, straight dirt road stretches into the distance under a cloudy sky. The road is reddish-brown and shows deep tire tracks. The landscape is flat with sparse vegetation and a line of trees in the far distance.

CatholicCare NT – Visual Insights
Progress report 2
The journey – 2017

1 How it was developed – Progress video



1

The role – Progress videos

- To reinforce goal and key messages
- To bring together
- Transparency
- To address concerns
- To show progress



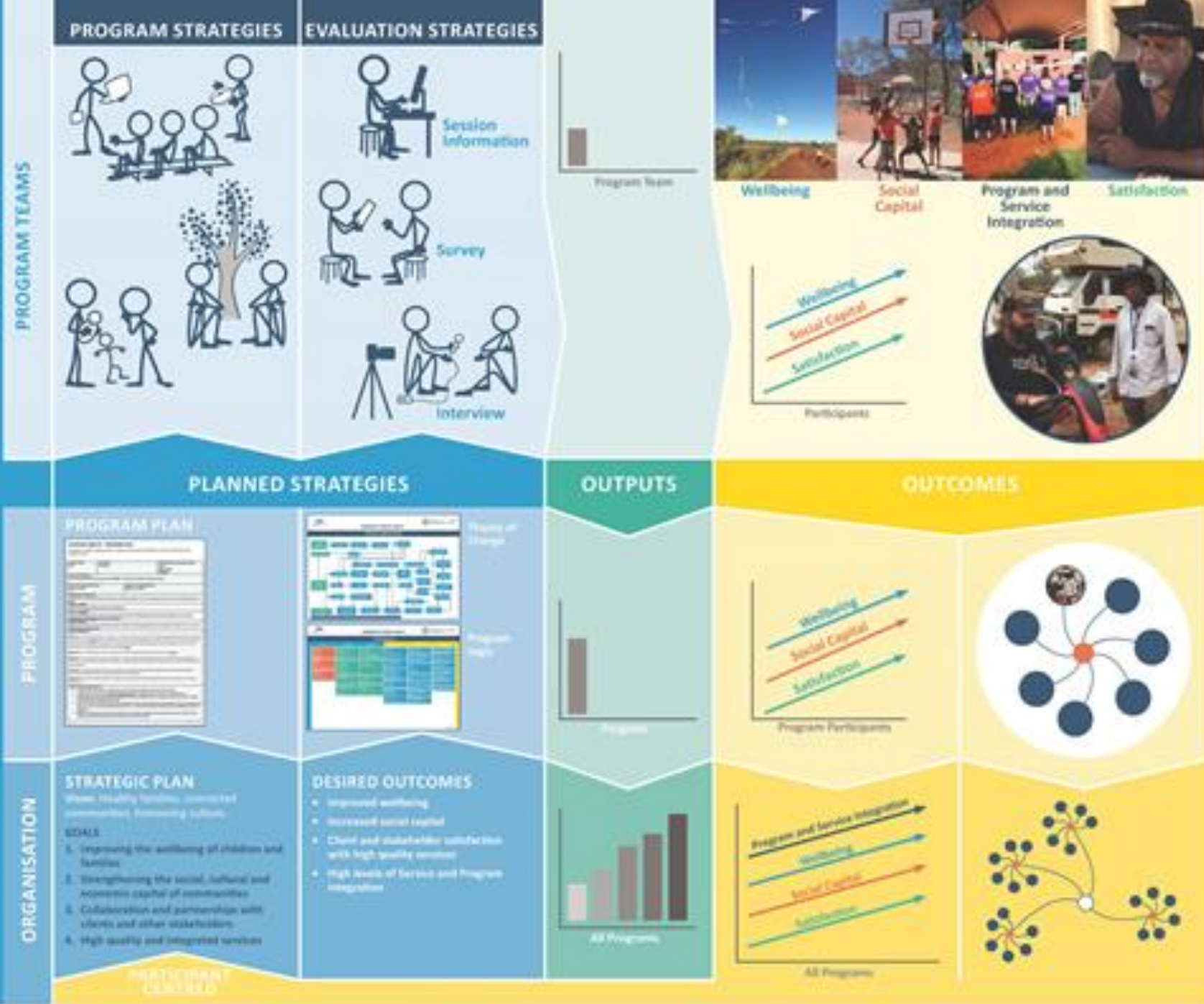
Learnings

- Staff engage with visuals of people
 - leadership message
 - self and team
- Brings it all together- see where they fit
 - within organisation
 - within broader sector
- Helped initial understanding of evaluation methods
 - Interview/Survey
 - Stages and rigour- sampling, data collection

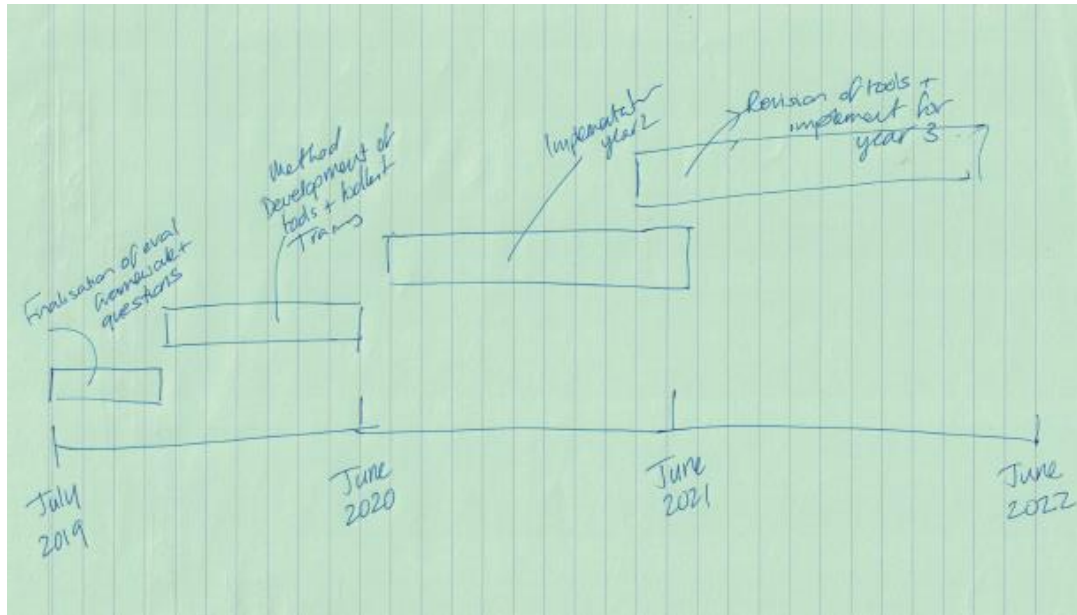




CatholicCare NT



A rare 'simple' case of design



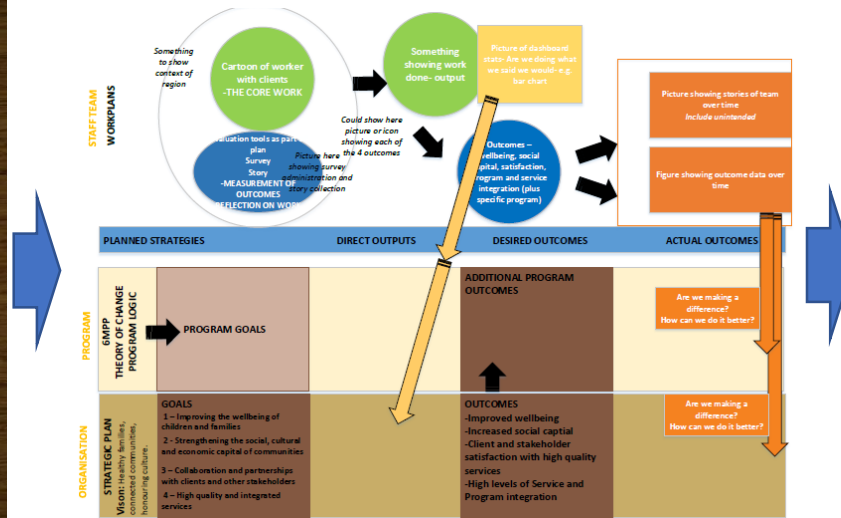
How it was developed

“Can you show how this all fits together in a visual?”
Leadership team October 2017

November 2017- First concept



February 2018



April 2018



The role- to SHOW...

- How the “doing” fitted with organisation strategy
- How all parts of the evaluation fitted together
 - TOCs, PLs, Outcomes
 - Outcome tools, Interview, Story
 - Digital
- Where all staff fit with initiative
- AND a visual reminder –
A promotional and marketing tool!



Learnings

- Provided communication tool to leaders
- A central point of reference
- A visual constant
- Didn't stand alone- Was complex, needed script
- Had a time limit- important for 12 months, then superseded

The image displays three components related to the 'OUR OUTCOMES APPROACH' report:

- Top Panel:** The report cover, featuring the CatholicCare NT logo and the title 'OUR OUTCOMES APPROACH' with the subtitle 'A visual guide'.
- Middle Panel:** A video frame showing a man in a blue shirt speaking, likely providing context or commentary on the report.
- Bottom Panel:** A page from the report showing the 'STRATEGIC PLAN' and 'DESIRED OUTCOMES'.

ORGANISATION	STRATEGIC PLAN	DESIRED OUTCOMES
	<p>Vision: Healthy families, connected communities, thriving culture</p> <p>GOALS</p> <ol style="list-style-type: none"> 1. Improving the wellbeing of children and families 2. Strengthening the social, cultural and economic capital of communities 3. Collaboration and partnerships with clients and other stakeholders 4. High quality and integrated services 	<ul style="list-style-type: none"> • Improved wellbeing • Increased social capital • Client and stakeholder satisfaction with high quality services • High levels of Service and Program integration

Orientation

Where are we?



EVALUATION PURPOSE/QUESTIONS



FRAMEWORKS - TOCs & PLs



OUTCOMES & OUTPUT MONITORING



OUTCOMES & OUTPUT EVIDENCE



ROUTINE DATA
COLLECTION
OUTPUTS



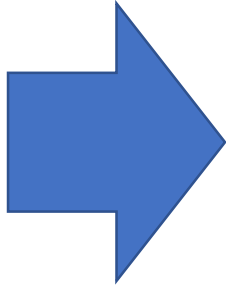
SURVEY
OUTCOMES



INTERVIEW
FOR STORY
OUTCOMES

DIGITAL
METHODS

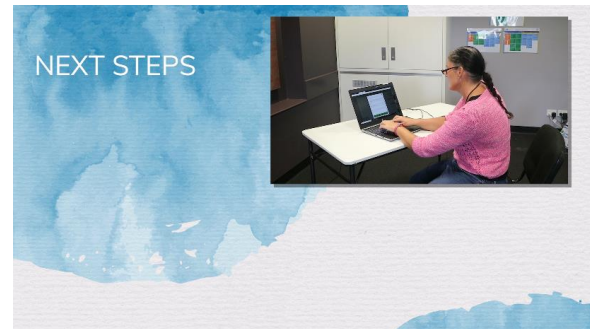
USING EVIDENCE FOR PURPOSE/QUESTIONS



3 How it was developed – Training videos



Ben Mack & Billy McKenzie CCNT Tennant Creek
PWI wrong way FINAL VIDEO



The role – Training videos

- Visually demonstrate each part of Toolkit
- Guide staff in “doing” the evaluation
- Use in teams and individually
- Use for staff induction

Client declined Reason

Outcome Measurement Tools – Global Life Satisfaction (GLS-1 SC)

The following question asks how happy you are with your life overall.

Global Life Satisfaction (GLS) your worker will circle the relevant number you choose.

VERY SAD 0 1 2 3 4 5 6 7 8 9 10 VERY HAPPY

1. How happy are you with your life overall?

PREPARING to survey – PWI-SC and GLS-SC

- The PWI-SC is administered with all participants aged 6 years or over.
- The PWI-SC is administered when we first see the participant, every 2 months and on exit.
- The GLS-SC is administered at the commencement of the first session of the week.
- The PWI-SC and GLS-SC are never administered to unregistered group participants.
- The surveys are administered at the start of the session.
- Read through the survey questions, script, use of notes section and prompts before the participant arrives.
- Establish English language competence. Offer and arrange an interpreter if needed.

DID YOU KNOW
The PWI-SC takes about 10 minutes and the GLS-SC less than 5 minutes.

WATCH the video “Administering the PWI the Right Way”.

- When administering the surveys, make sure you have 2 copies - one for yourself and one for the participant.
- The PWI-SC and GLS-SC script and questions are always read out and written by the worker.

Use your Outlook calendar to set a reminder for when you need to administer the PWI-SC to your participants (every 2 months).

DID YOU KNOW

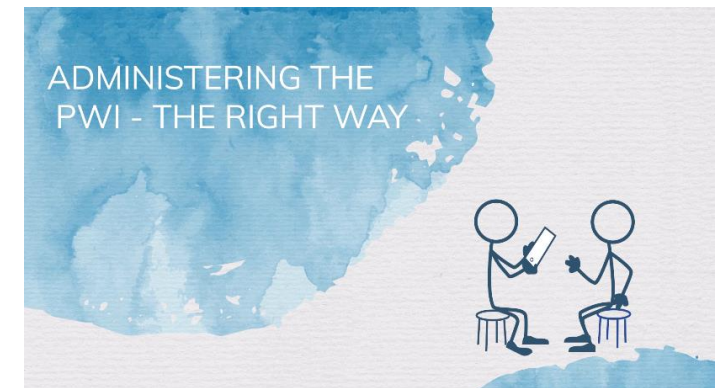
- The GLS-SC is never administered more than once a week.
- The GLS-SC is never administered on the same day as the PWI-SC.

Client feedback is important to all our jobs

Print out a copy of the PWI-SC and, reading it out loud, fill it in yourself.

Ask at least 2 of your CatholicCare NT peers about their experience of administering the PWI-SC.

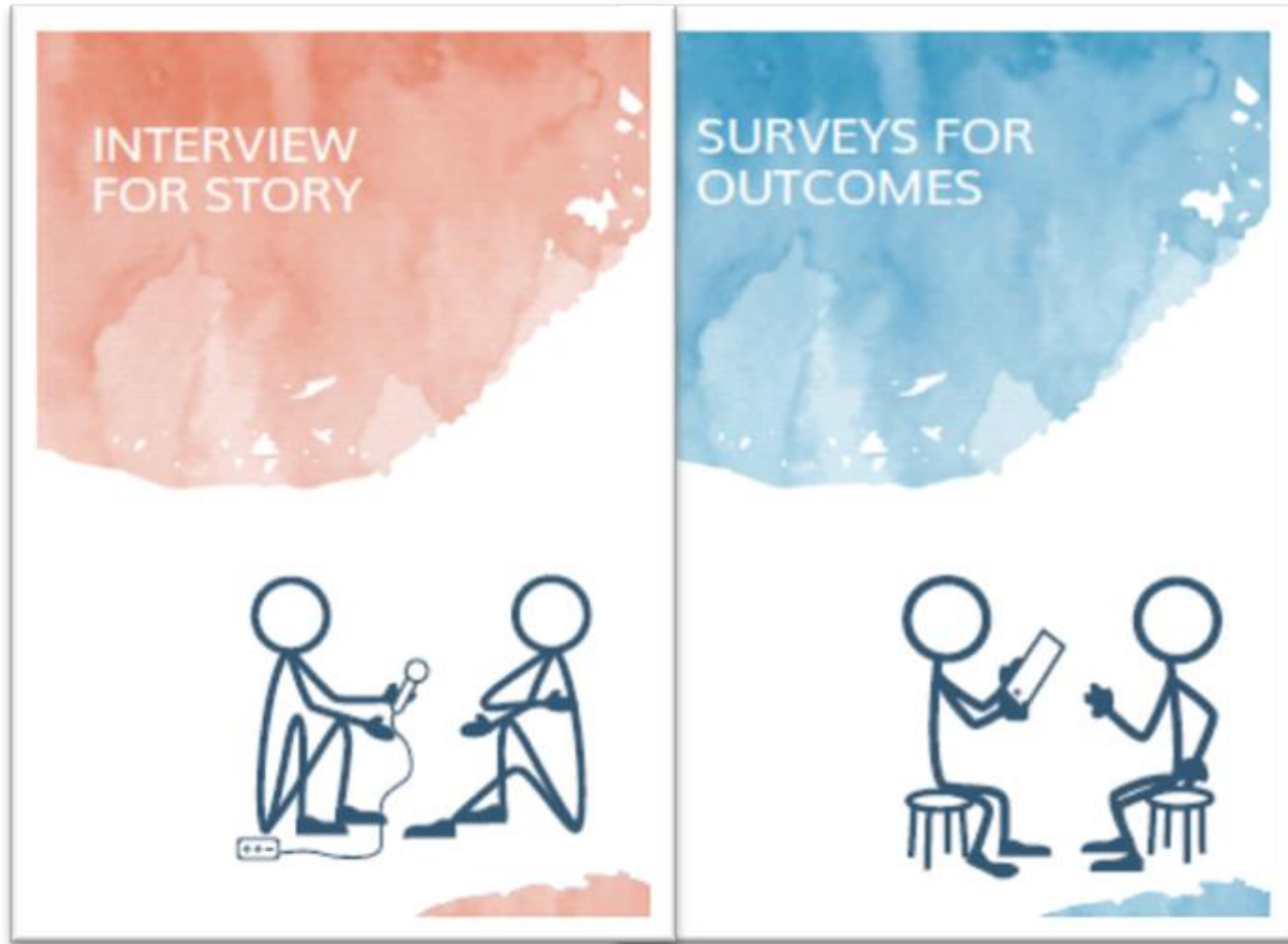
SURVEYS FOR OUTCOMES 5



3 The learnings – Training videos

- Process is helping leaders step up to their role in evaluation
- Staff are learning as they work with the script
- Creating clarity through the process

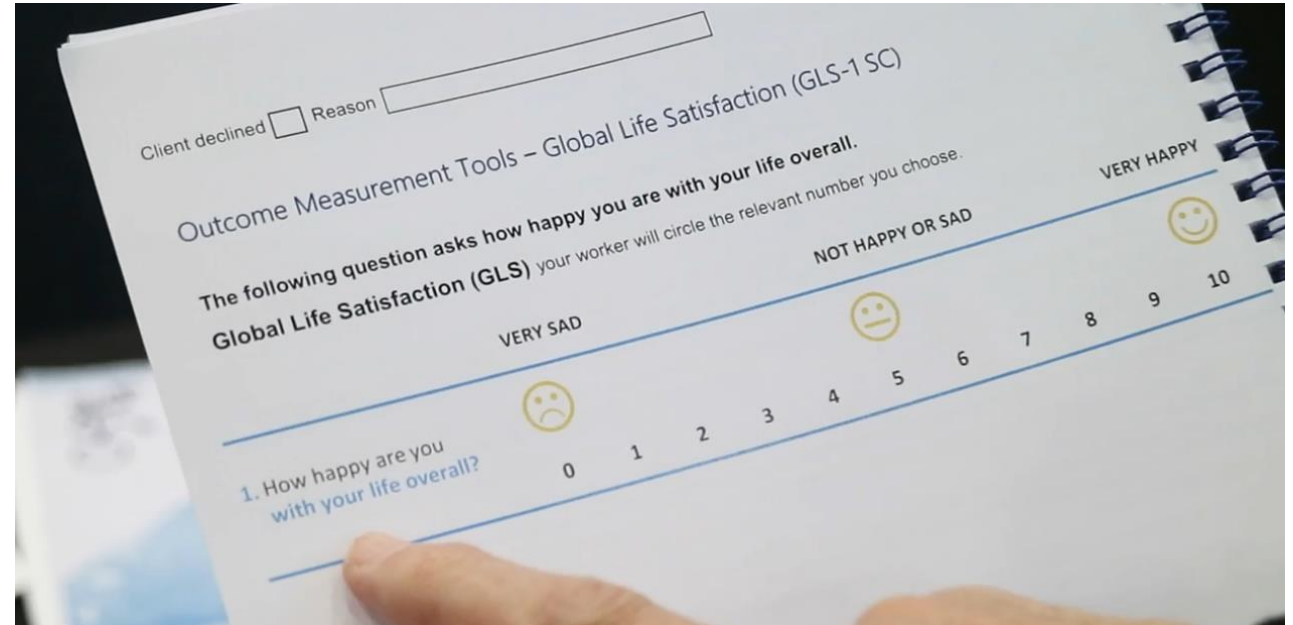




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The role - Toolkit

- Clarify the processes
- Embed the evaluation
- Connect the dots
 - To policy and procedures
 - To tools
 - To training videos
- Internalise evaluation
- Symbol of passing on skills

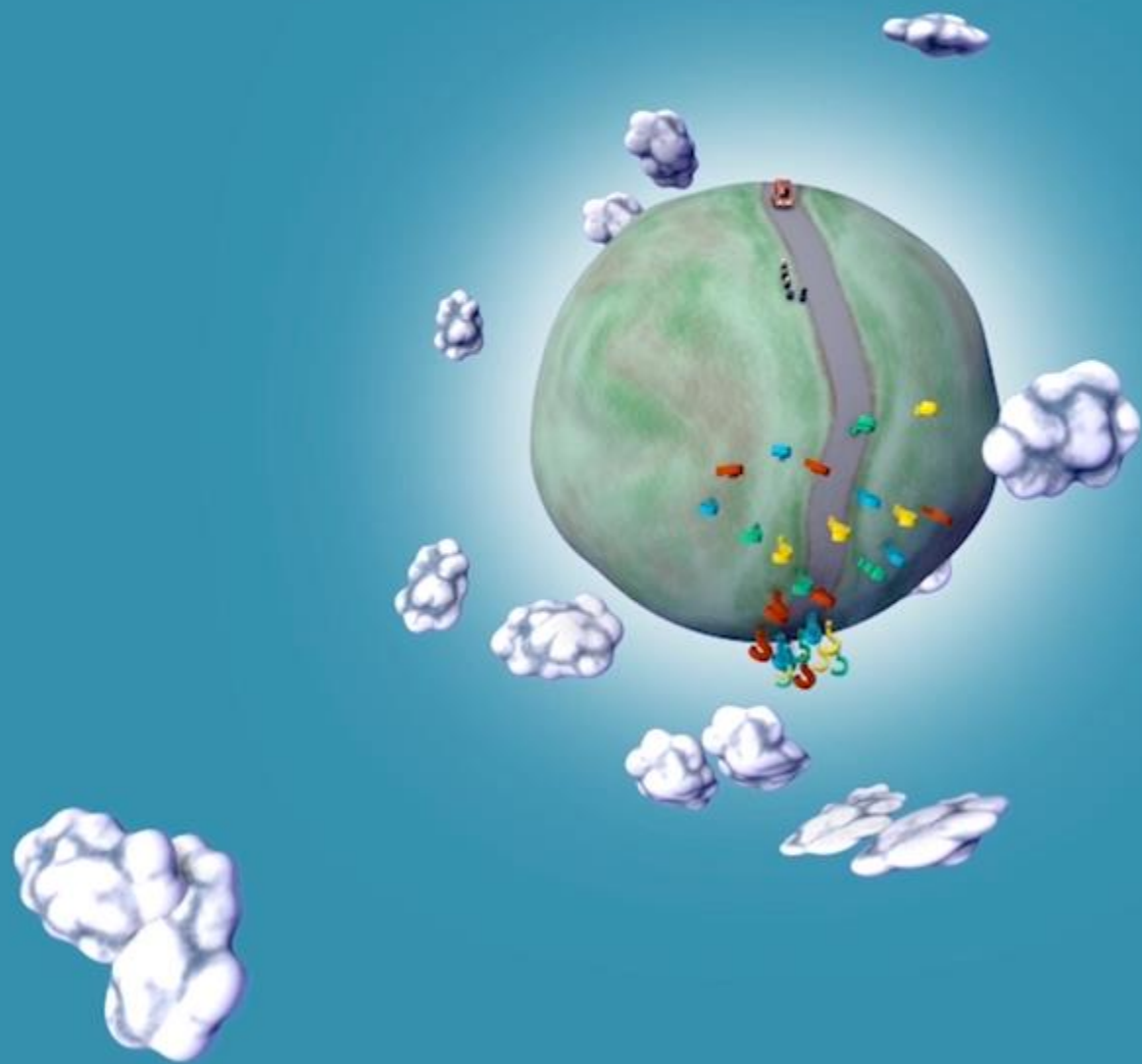


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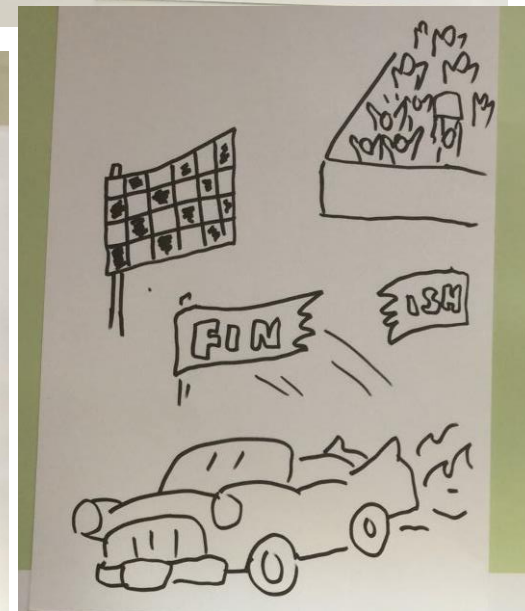
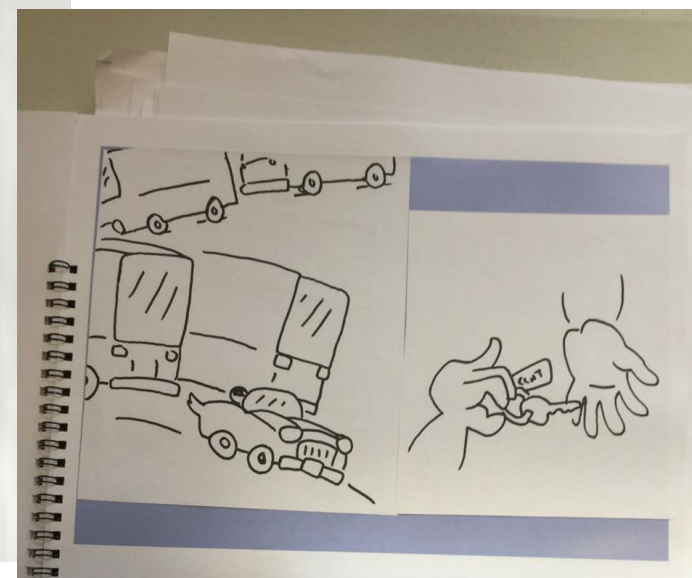
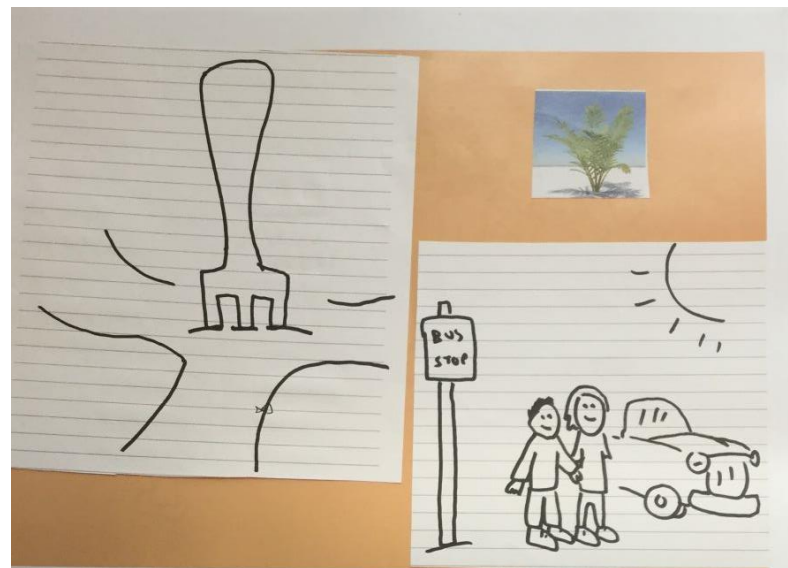
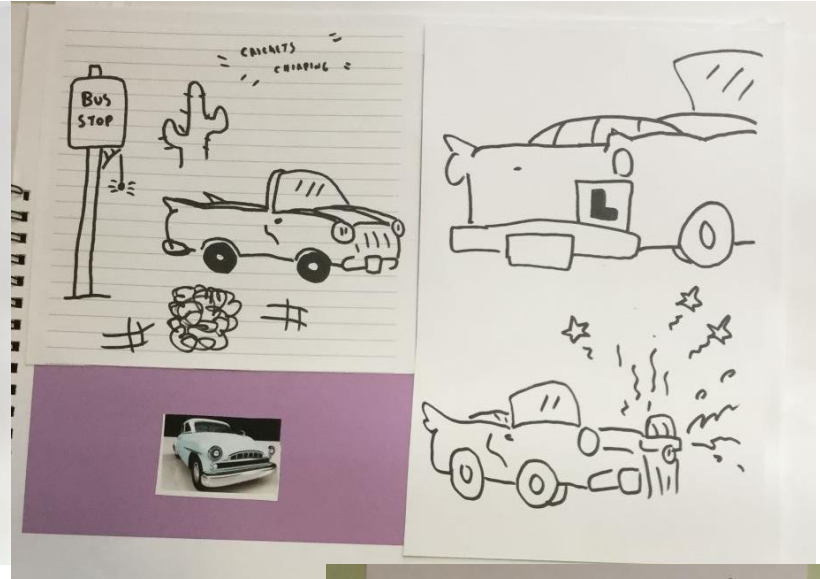
The learnings -Toolkit

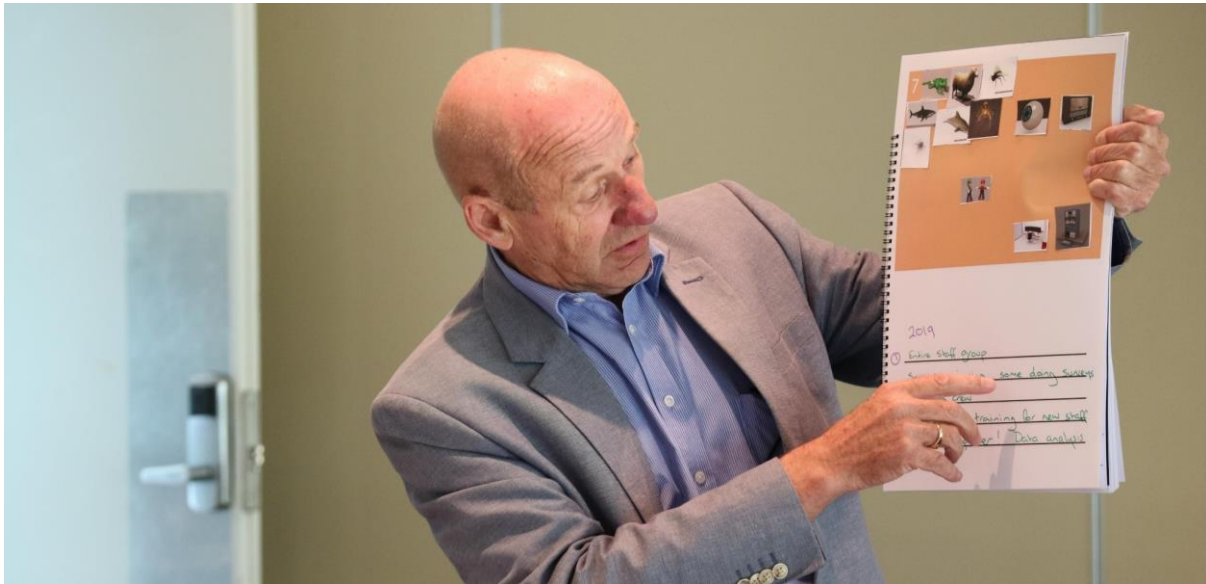
- Still evolving but seems to be working well
- Embedding skills in the process

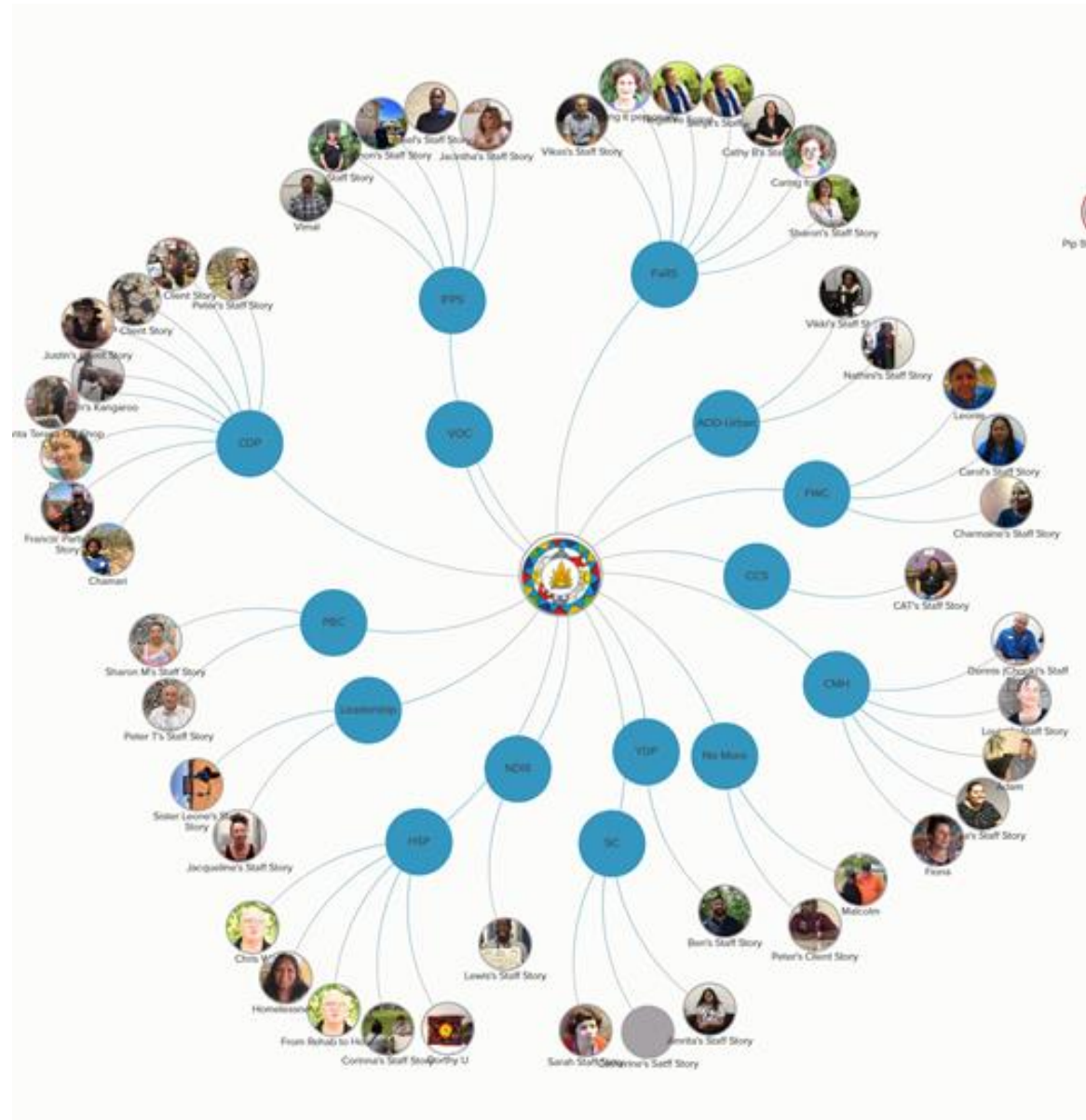




2015-2021 : Storyboards from October leadership







Page 8

Role

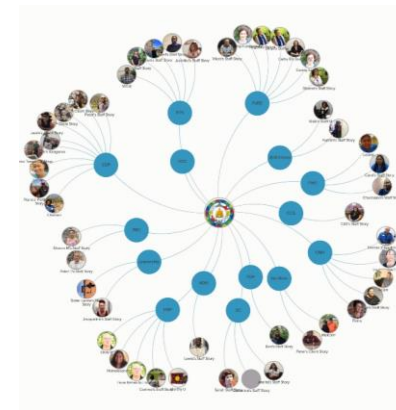
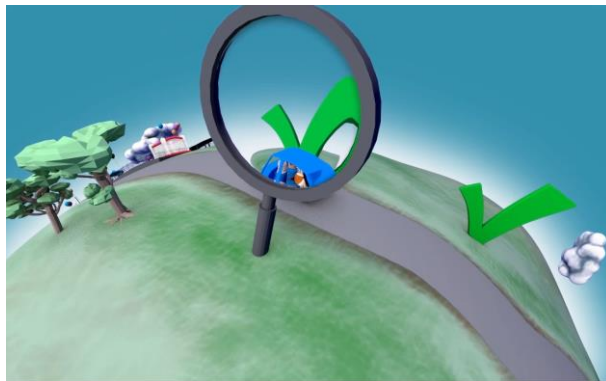
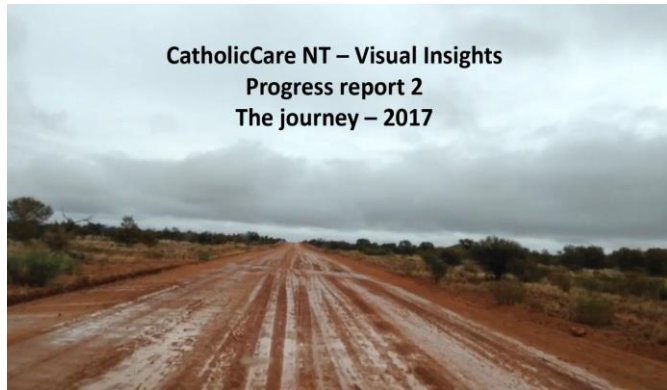
- VR- different/novelty – Engaging more staff in the story of transformation
- KUMU-Living network – novelty and community of practice

Learnings

- Different media get more people engaged
- Fun element can't be ignored!
- Both labor intensive and can be costly (esp. VR)
- Ownership of products because created by staff



Staff champion perspective – Sonja Pastor



Key learnings - Overall

- Multiple tools from multiple disciplines were key enabler to ECB
- Focus always on engagement and communication
- Being responsive was key
- Ownership through staff design and codesign
- The process of developing tools was as critical for ECB as tools themselves
- For future – embed continual evaluation of tools along the way

Thank You

