

Case study: Mauku School

DHB: Counties-Manukau, facilitator Meliame Cocker

Name of school/school community?

Mauku School

Brief background

The digital and collaborative learning innovation of introducing the use of Google classroom that I have implemented at Mauku School is a measure that has been put in place to help solve an identified problem. The problem was identified towards the end of Term 2 2016 after analysing the results from our school wide Health Promoting Schools community survey.

At Mauku School sharing successes has been undertaken in traditional settings such as through parent teacher interviews and formal reports. These events are undertaken infrequently and are used to report termly successes back to the community. Weekly assemblies are used to celebrate more short term successes highlighting a few children from all areas of the school. However only between 5 and 8 families regularly attend these assemblies. For over 40 families who live in Pukekohe North (around 15 minutes away by car) these assemblies are not easily attended due to work commitments and transport issues. Due to these issues I wanted to utilise an online platform to share incremental success from all children with families and whanau that could be accessible at home.

Role of the HPS facilitator

As our facilitator Meliame has been to provided support and guidance in numerous ways. Initially she assisted in undertaking the HPS Community Survey and she was an invaluable guide in assisting with interpreting the data and identifying future action. She has been supportive in assisting us as a school to implement future action with our digital focus including creating a response design and success criteria, all the while highlighting our progress through the HPS taxonomy.

Baseline data/evidence

Our school community completed an opinion survey on a range of topics including home school partnerships, belonging, inclusive learning, and cultural responsiveness. After analysing the results of the 88% response rate, we identified the schools biggest area for improvement was around inclusive learning practices. It was identified that 46% of our community either didn't at all or only mildly believed that "the school regularly contacts me to share my child's successes."

What contributing factors were identified?

The major contributing factor to the inequity that exists at our school is based around distance and accessibility to school. Approx. 60 children come to school each day from the Pukekohe North area. A large proportion of the families in this demographic struggle with transport and time due to work constraints to visit our school. We also found that for the families that live locally a large proportion struggled to find time to visit school due to work and family time constraints. 11 children each day travel by school bus to after school care. There is an additional bus supplied by the school in the morning to get another 8 approx. children to school.

Identification of need/challenge (Who decided on the need? Range of voices?)

The need was identified after listening to the opinions /voices of our community from the results of our community survey. The need was decided upon by school senior management with assistance from Meliame based on the quantitative results received from our survey.

What are the outcomes the community is seeking?

The community is seeking greater evidence of the successes made by their tamariki in an incremental regular way. The community is seeking a way to comment as part of a forum on these successes and to ultimately be part of setting children's learning goals (as identified by the results of the HPS community survey).

What conditions/processes were created to achieve the desired outcome?

The desired outcome was achieved by creating usable Google Classroom accounts for all Room 4 students. These accounts were created to be accessed at home. A termly focus on using Google Classroom in class was undertaken by me to upskill the children to be able to utilise the platform and on spread the knowledge to their families.

Impact- Who is benefiting the most? And in what areas? Were there any unforeseen consequences?

Children are primarily benefiting as they have gained a new platform to share their incremental successes with the families and whanau. They gained a wider audience scope with their published work incorporating not only their teacher and peers, but also all Mauku teachers and support staff, and family and whanau at home.

Teachers benefit from the change initiative as they have the ability to offer a greater audience to children's work and enter into online communication with families and whanau via the Google Classroom page. Teachers also benefit by being members of all the other Google Classroom pages

within the school and viewing progress being made in other classes with the possibility of commenting and making suggestions to children outside their class on their work.

Family and Whanau benefit by being included into seeing the incremental successes their tamariki are making and being offered the opportunity to take part in a range of discussions about their children's learning.

The greater community benefits because there is a more common share of equity within the community with a greater number of people being actively involved with the school.

New picture: What was the impact (includes impact on student attendance, retention, engagement/achievement)? Was it the impact sought? How can you tell?

The impact in the test class was increased school – family /whanau communication concerning children's school successes. Term 3's Country Life day saw the highest ever attendance to the event and a 100% turn out from at least one family member in support of the children from that class. Country Life Day also saw the highest amount of child participation at the event, thanks primarily to the participation of the children of the test class in the Kiwiana play performed on the day. This play was created by children on Google Classroom with dialogue, storyline, costume etc... organised and practice times booked online with the assistance of family and whanau.

There was no noticeable impact on attendance though attendance for the year from the test class was of a good standard. Only 3 families in the test class were identified as having an unacceptable attendance record. The test class lost 2 children through school transfer during the year.

Engagement in learning was increased. A greater level of self-management was established and an increased in children's learning was observed through the ability children had to publish their published work and successes online. The synergies between Google docs and slides work undertaken, and the ease of sharing completed work through Google Classroom increased children's determination to complete tasks and share their success with their families and whanau.

The initiative had the greatest impact on literacy as many of the items published onto Google Classroom were literacy based pieces, either story writing, or slideshow presentations. Improvement in achievement against the national standard was seen in all students, in particularly with children who had historically been performing below or well below the national standard.

The impact sought was to share successes with family and whanau and begin to receive feedback from family and whanau back through the Google Classroom page. In my opinion this was achieved as can be seen by the quantitative breakdown of Google Classroom Usage for the test class. Another impact was observed through the increase in engagement and motivation from the children of the test class. This impact was initially sought but a greater impact was observed than had been anticipated. This was seen in the children's motivation to use Google Classroom to collaborate in group tasks, share work with the Google classroom community and share successes.

The broadest reaching impact of the initiative was that using google classroom for the ways detailed became the culture of the classroom and became a usable communication line to connect children, teachers, and family and whanau.