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Whānau Safe Online Evaluation

Introduction

Te Mana o Kupe Charitable Trust was established in December 2013 to help improve educational outcomes through the use of digital technology in a cluster of decile one schools in Porirua East. It provides whānau with the opportunity to buy their children chromebooks through an affordable weekly payments arrangement. Since 2014 over 1,800 chromebooks have been sold. In addition, the Trust has partnered with SPARK foundation to provide affordable internet access through Skinny Jump. Students from years 4-8 in the participating schools can take their chromebooks home, bridging the home/school learning relationships. The Trust's part time administrator provides wrap around support to enable whānau to access their rights with warranties and insurance claims.

Early in 2020 the trust recieved an Internet NZ grant, along with a donation from a sponsor, to develop a programme of online safety and wellbeing workshops for whānau, to be created and facilitated by parents in a selection of schools who were part of the Te Mana o Kupe cluster.

This evaluation reports on the effectiveness of the project, drawing on information gathered from parents and students before the work commenced, the observations of the facilitaors, parents who attended the workshops, children of those parents and their teachers. The evaluation identifies some key findings about what was successful and what more needs to happen. It also found some interesting relational information about student ownership of a digital device and the link to family commitment to overseeing their chidren's participation online and an increased sense of student responsibility to look after the device and adhere to the family values and rules around usage. Whānau in this programme also have ongoing, effective connection to the internet.

Literature Review: Whānau engagement in learning - the impact of home learning

This Whānau Safe Online Project sits within the Trust's wider purpose of improving educational outcomes through the use of digital technology. The Trust's success in getting 1800 Chromebooks into homes in Porirua East has raised questions about the safety of those children in their on-line activities. The literature strongly supports the work of the Trust and the schools in embarking on this work.

Gorinski and Fraser (2006)[i] conducted a literature review on effective engagement of Pasefika parents and communities in education that pointed strongly to the need for home-school partnerships. To be effective there was a need to commit to practices to overcome barriers to these partnerships. The literature suggested a fundamental change was required in schools from a mono-cultural to a multi-cultural lens in order to promote effective community/parent/school engagement in a Pasefika context.

Parental involvement as a tutor, collaborator or co-learner is key to effective school-home interaction and Gorinski's (2005a) Pacific Island School Community Parent Liaison project case study demonstrated the value of this in the Pasefika context.

Bull, Brooking and Campbell (2008)[ii] conducted a literature review and some empirical case studies, finding that while there was little evidence of a direct link between parent-school engagement and improved student outcomes, there were a number of practices that supported better quality engagement. These included engaging parents through their children and the use of technology.

Starkey, McRae and Sylvester (2017)[iii] looked specifically at the work in Porirua East schools supported by the Trust's Chromebooks project. They found that:

The children in this study demonstrated agency and autonomy in their learning at home. They were motivated and enjoyed using their Chromebooks for homework. The parents were highly supportive of their children's learning but sometimes felt they lacked the knowledge or skills to be able to teach them or assist with the school-based tasks at home. The teachers were supportive of the parents and the students in their learning and use of the Chromebook.

They also made a number of recommendations to help overcome some challenges that the parents, students and schools faced, including: clarifying ways in which parents can support their children at home without becoming teachers at home; considering how home learning tasks can incorporate features of the Internet such as access to resources and collaboration tools to enable access to academic support that does not rely on parental expertise; clarifying the home/school boundary; exploring how all students can gain access to the e-learning portal for home learning.

The engagement with parents to help them create safe on-line environments at home was the logical next step of the Trust's programme of work and is consistent with what the literature is saying.

Information from surveys of parents and students prior to the development of the Whānau Safe Online Programme.
Online Safety and Digital Citizenship Initial Insights to Te Mana o Kupe and Generation Online Project. Anjie Webster. (attached)

Whānau Survey
In 2020 41 parents completed the survey using Google forms. Each parent was interviewed by phone answering questions on a Google form. These were families who have purchased Chromebooks through the Trust for their children. Only 4 had no access to broadband and their main reason for not having ongoing connectivity to the internet was the cost. English, Samoan, Tokelauan and Cook Island Maori were amongst the languages spoken by 29 of the participants - 29 out of 41 spoke a pacific langauge as well as English.

The results from this survey suggest that these parents had some good systems in place for keeping their children safe on line.

Approximately 67% felt strong or very strong about helping their children to keep safe and be responsible and they felt confident in keeping themselves safe online.

There was a strong indication that they were dependent on schools and friends or whanau for information.

Respondents suggested a range of topics to be covered by workshops.

Student Survey
Students in 4 schools completed Google form questionnaire for year 5 and 6 (126) and students in two schools completed a separate one for years 7&8 (49).

Results from these schools indicated a high percentage have ongoing broadband access to the internet, but again this was linked to the level of ownership of the devices.

The results from these surveys provided information contrary to many parents views, with a higher pecentage of students not feeling safe online and not confident to keep themselves safe on line. Interrogation of the results of each school and comparing the results indicated that there were variations between the schools who had a higher percentage of students who own their device and take them home and those who didn't. In the schools where students owned their own device, there was a greater confidence in how to stay safe online. They had more awareness of how to manage on line and also had relationships with whānau that made it safe to report upsetting incidents .

It was also clear from the surveys that the role of the school in running parallel sessions with teachers and students on internet safety and wellbeing in school, strengthened the whanau/school relationship around the use of technology for learning and for social purposes.

Another key area of focus in the workshops was the importance of making it safe for children to report to family about what they were experiencing online, so something could be done about it. Children don't always want to tell so this was also about encouraging parents to talk to their children about safety in ways that enabled the children to open up.

In some of the feedback from parents and students following the workshops, this was a key piece of learning. The theme of 'family values' was a key feature of the programme that was developed.

How Whānau Safe Online was developed by parent facilitators

A group of parents and teacher aides (whose children have attended or currently attend one of the schools) were approached by teachers or the principals to take this on. They met with a trainer from Online Generation who has worked in schools and with parent groups to present information on the topic. She provided some useful back ground information for the facilitators.

The parents then met as a group separately and developed their own slides and agreed to take on aspects that they felt needed to be covered with parents. Two staff from Te Mana o Kupe supported this work with information pamphlets (attached) and also organising a session with a professional facilitator to use techniques/games to keep their audiences engaged. This training helped to build their confidence in working with groups of people, which was not something they had done before.

The facilitators did one presentation to a group of parents from Windley School in Term 4 2020. They developed a quick evaluation form and this has become useful for contacting parents for further workshops and/or developing new workshop content.

In term 1 2021 they presented to three more parent workshops at two schools and are currently planning their workshops to more groups in term 2 2021.

The facilitators are paid for their work in running a session which can last between 1-2 hours.

A copy of their slideshow is attached. It is important to note that for the presenters and the whānau who attend the workshops, the personal stories of issues around internet safety are a key aspect of the success of this programme. It leads to a level of open discussion that might not happen with an outside presenter.
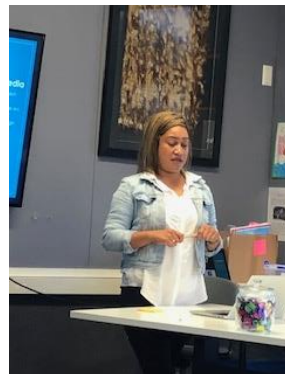
Information from participants in the programme

Facilitator feedback
Interview questions for facilitators

- *Why did you decide to do this work?/ What would have stopped you from doing this work?*
- *What did you learn that was helpful to you (or that would have been useful to learn) in becoming a facilitator?*
- *What have been the benefits for you personally? For your whānau?*
- *What suggestions do you have for others who might be interested in doing this work?*
- *What might you do differently at the next presentation?*
- *Tell us your story/ies that show how this work has changed your behaviours.*

Six facilitators were interviewed. All facilitators were approached by the school they send their children to or where they are currently working as teacher aides. They thought it was important for the community and the children they know, as reflected in the comments below.

- *The school [a teacher] asked me to join the whanau safety workshop group. I wanted help with the settings and the teacher. I know I was a bit anxious about the kids going online. I thought I'd learn a lot about the course. Learning about everything and with the group. Hearing the messages. I didn't have much experience at this - I started the sessions with a karakia. For others [new people] I think it would be a good idea and help get some experience behind them. The feedback has been positive. We could pass on our information. The testimonials are really good, keeping everything to bullet points. I have used all of this information. We talk about our family values and apply them at home.*
- *We were asked by the school and thought it was important for our community and for children we know (3). We asked another presenter to come in when one couldn't do it and we trained him up. He was happy to do it. I had personal reasons - because of my boy. What would stop me is sometimes having the time, family commitments. Social media - finding out more info about using those apps. The team leader felt confident enough and she believed in the team. Information that has been presented for my second girl and grandchild . What to keep doing with my children - the handouts. Lisa and Rebecca got the good handouts. Enjoyed engaging with families loved how open and honest comments were. Need a strong team - everyone's skills and life skills all into one presentation -'magic'. This has helped to grow confidence and research skills. At some stage well have to update the information. Have thought about the possible negative impact - might feel its the environment - if someone was to challenge. Need to look to where they' re coming from. My boy goes into a room puts on his head phones - have cut that out. Workshops are for parents, letting parents know about the loop holes. Enjoyed doing the workshops. Reality is that our team can make a difference for those parents who don't know about this stuff. Its making a difference*

Participant feedback (Whānau who attended)
Interview questions for participants at workshops
- *What did you hope to learn by coming to the meeting today/tonight? Was this achieved?*
- *How well did the session help you? What more would you like?*
- *What will you do at home with your child/children about internet safety as a result of this hui?*
- *Please rate the success of this hui -*
  "This internet safety hui has really helped me support my child/children with staying safe online
  Strongly disagree...Strongly agree
  (Tell me more about why you have rated it in that way)"
- *Tell us your story/ies that show how this workshop has changed your behaviours*

Nine parents who attended the workshops responded to the questions above.

Eight parents 'strongly agreed' and one 'agreed' with the statement "This internet safety hui has really helped me support my child/children with staying safe online".

Their comments included:

- *I found this very useful. I know how to protect my child better now. In the future will attend more, I want to still know more things. My son doesn't know about using the CB at home yet - it is for learning. I would like to have workshops where we can use the CB with them to make the changes - practically demonstrate on the device - its easier to do it at the time. Sometimes people don't know how to us ethe settings - need to read the papers but we don't have much time so we can actually do it at the workshop. Its was very useful I look forward to more.*
- *Just to know how to prevent it from happening [bullying or inappropriate sites]. Stop it from happening - knowing what to do. The pamphlets had very good information. Just want to know if there will be more workshops show my child the dangers of the internet and of apps. Other parents are interested in coming. Yeah the kids have to earn their internet. I have the parent app so if they try to sign in to an app I know what they are doing. I did already know quite a bit but you have to be aware and be one step ahead. We like the parent facilitators, don't want experts I would rather have people come who have had experiences to share.*
- *I came just so my son could get his chromebook to take home and to be tech savvy - how to protect my son from the internet. Yes I did achieve that. I did have a lot of that information but I really enjoyed hearing the personal stories. No won't change anything at home but I will start using the Google App - never used that before. The pamphlets and information they gave were good. I liked the personal touch I think sometimes ICT people have the terminology but I prefer the personal touch.*
- *I came to find out how to keep the kids safe online. I did know a little bit but it has opened up and I feel more informed. I will keep a better eye on the kids. I know when he's on a site. I will also talk to the dad because he has let him play 'Grand Theft Auto'. I would like to know how to manage his time on it. Now I don't let him take it upstairs - only has it in the living room. I have set up a contract with both the kids and his dad. I really enjoyed it, hearing stories of others is helpful.*
- *I came for safety for my daughter. She's 8. At first I didn't want her to have a chromebook because of what's online. I felt I had to get her a chromebook because everyone else had one. When she comes home from school I tell her to put it away . She wants to watch flowers but we sit together at night tome . I set an alarm. It is good to know early about what to do because eI see it with my nieces and nephews . They have cellphones so the family can contact them but you have to know the settings so you can block you tube. Always sit together with the chromebook.*

- *Being informed about safety - peoples' different experiences . I always ask my granddaughter what she's going on. I want to be informed. Hearing the personal stories - putting it out there. I want my daughter to come and her partner. He does a lot of gaming - needs to stop. I want to learn how to block some sites - learning more about the settings. I will talk to my granddaughter about what might pop up like tiktok and what to do.*

- *I came to get a better understanding of the apps -what they are for and what the age limit was. I learned a lot of things, especially how to link my email to their Google drive so I can see what they are downloading. I strongly agree with the statement. Can't think of anything else I'd like to learn. After that workshop we sat around at home and talked about what I had learned re: age limits for social media apps. I asked them which ones they were on and why they were on them. I didn't stop them from being on but they had to give me good reasons for why they were and how they used them. I wanted to be open and for them to share with me. I talked about how the 'virtual life' is different to reality. They need to understand that reality is where good and bad things can happen. For example, what to do when people pop up on Google chat that they don't know. I really liked the way the facilitators presented - fun and interactive. This is so important to get advice for social media. One of the other things that has happened is that my parents (there are three generations in our household) learned a lot about how wifi works. They get to see what their grandchildren are doing online . they know how to link up with the camera. The children signed them up on Messenger and know they can chat to their sisters and relations in Samoa and America. I am more confident in helping them with that because the internet is ok for all ages. It was a really positive experience for them and their grandchildren.*

- *I thought it was going to be something different like how to use the apps. It was all about safety . I already had the Gmail link to the apps on the Chromebook. I don't let my daughter have social media apps on her Chromebook. I know that students can access stuff. I've got it sorted at home I am asking parents to be responsible , they need to be careful . I tell them to come to these workshops . they need to be out of their comfort zone. This [technology] is the new way. I think Big Brother is watching .*
  The workshops (just by themselves) don't make the children secure. The family could do the right thing but sometimes our kids go to other houses and they might have platforms that I don't agree with. I think we should push it (workshops) just so we can be on top of it. Our kids generation is smart. I think the school should have a big expo on all the technology they use and all the parents should come.

- *I came because I know that the programme is important. I know the way our children go online and sometimes the parents don't understand what their children are doing on their chromebook. It is important to me to know how they are doing especially with the Messenger and Facebook. Sometimes they could be hiding things from parents. My son tells me about the things other children are doing on their chromebook. My children already have strict routines for the chromebook. The only time they are using the chromebook is for learning. I need to extend my learning on using the chromebook - the settings and the internet.*

Student Feedback

Interview questions for students of whānau who attend workshops

- *Do you have people at home help you when you're working online? How do they help you?*
- *What sort of rules are there in your household about going on the internet? Has anything changed since the whānau workshop?*
- *Tell us you story/ies that show how the workshop you parents went to change their, and your behaviours, with the internet or chromebook usage.*

Twelve students were interviewed.

The year 4 students (3) don't take their Chromebooks home yet.

All other students said they had someone who helps them at home when they are online. They help in the following ways:
- *My mother reads my learning and helps me if I don't understand. Its feedback.*
- *I do reading with my mum and my brother on EPIC. He shows me how to get the information. They help me if something goes wrong with the chromebook or the phone. I do reading with my younger sister.*
- *Sometimes mum and my brother help. They taught me how to use the chromebook when I first got it. My brother helps me and I ask him questions when I get stuck. He shows me. After the workshop my mum gave me some papers to read*
- *My brother helps me. If I am struggling with some research he will help me by explaining what the research means*

Students had a number of ways parents set up rules for the use of the chromebooks. Some of these were new following the workshops.
- *I'm only allowed for one hour on my chromebook at home (2)*
- *On the weekend Im allowed to go on fun things but only after I've done my chores (3)*
- *You have to be with an adult . I have to stay in the lounge.*
- *They check in when you are online (x4). My Dad comes in and out of the room to check what I'm doing.*
- *We hardly go on the internet - sometimes my mum turns it off.*
- *Now our chromebooks is set up for adults - not kids [reference to google family].*
- *We have rules (x 2) - don't do ads on you tube, no CB before bed., keep them downstairs. That happened when my Nan went to the workshop . No going on You tube.The amount of time - she is still thinking about that one. My mum wants there to be rules. Do my homework all night*
- *No one has been mean to me online*
- *Some rules are*
  - *Don't go on websites that are for older people . I'm only 12*
  - *Don't go on stupid stuff*
  - *I can't go on internet after 9.00pm*
  - *No one is allowed to use my chromebook*
- *My Mum tells me to get off the internet at 9pm. I have to put my chromebook in the basket. I have to ask permission to take it out. Not allowed to eat or drink while I'm using it. If my*

brother wants to use it he has to ask Mum. Not allowed on FaceBook or Snapchat and others like that. She [Mum] just told me the rules. I used to be on PS4 till very late but not so much now.

Teacher feedback to evaluation questions

Teachers were asked the following questions

- *How much of a difference has the parent-led workshops made to addressing issues around internet safety? How do you know?*
- *How have the workshops supported student learning and well being in the short term?*
- *How have the workshops improved whānau agency in dealing with issues around their children's use of devices for learning and socially?*

Eight teachers were interviewed for this evaluation. They are the teachers of the students whose parents attended the workshops.

All teachers felt it was too soon to make a comment on whether the workshops had significantly changed student behaviours in relation to online safety and well being. One teacher has year 4 students who have only just started using their devices in class and don't take them home yet. The following observations were made by the other teachers:

- *In my class 5 parents attended the workshop and the children do 'show heightened awareness' - particularly the children of one of the presenters. This is 'catching'. Student A said "I can take my chromebook home now because I know what I can and can't do". Opportunities for supporting wellbeing and learning have been offered in the short term. It is too early to say how this has improved whānau agency but the fact that they have attended and enjoyed them is a start.*
- *One child came up to me after the workshop and said "Miss I want to get rid of these ads". Children who own their devices and take them home do tend to look after them better. The parents who attend those meetings also tend to have children who are more engaged.*
- *One child has become very protective of her password and lets everyone in the class know that they shouldn't share their passwords. I haven't had feedback from parents yet about whether they feel more confident.*
- *I think these workshops add to the kete that parents are building - the messages are repeated and reinforces parents having active roles in managing and supporting them [students] to be safe citizens. Most are already actively involved . For example, one parent and I had a conversation about her child's 'experience' online. One other child has talked to me about their family being on 'Family Zone'. They loved posting their learning during lock down. I'm trying to set up an anonymous reporting template using Google forms so students can report incidents. I don't have evidence that Whānau agency has improved but I'm sure it must help.*

How well did this project meet the Key Evaluation Questions (findings)

1) To what extent has the activity achieved the intended outcomes?
   Ultimately the goal is to change behaviour to improve children's safety on-line and see that behaviour reflected both in the classroom and at home, but the intended outcomes were slightly different for different groups.

   For facilitators and participants the intended outcomes were for them to feel that their individual goals around learning ways to keep their children safe, were achieved, but they also wanted to improve their understanding and use of digital devices.

   Other intended outcomes being sought by either the Trust and Digital NZ were:
   - That the activity contributed towards digital inclusion.
   - That knowledge and skills in using digital devices increased
   - That there would be an increase in the level of trust between participants and confidence in sharing their issues

   The pre workshop survey indicated that a majority of parents felt strongly about the need for good internet safety for their children and felt that they already had good systems in place, although they tended to be dependent on schools, whānau and friends for information. All the participants who responded either 'strongly agreed' or 'agreed' that the workshops had helped them with ways to keep their children safe on-line.

   The facilitators were looking to improve their own knowledge and the parents who attended were also looking to learn better ways for keeping their children safe. Comments were very positive about the information provided, both in the pamphlets and the presentations.

   Both participating parents and facilitators felt that their individual goals were achieved, and while teachers felt it was too early to comment on whether their students' behaviour had changed, their comments did suggest a positive impact.

   In their pre-workshop survey students had reported feeling much less safe on-line prior to the workshops than their parents' responses might have suggested. Following the workshops they reported positive interventions from their parents, particularly in new rules and how the rules were applied.

   The findings from the surveys and interviews suggests that the knowledge and skills in digital devices by the facilitators and participants in the workshop has increased and that they have a better understanding of how their children's digital devices work. Teachers reported 'heightened awareness' among parents and students while the participants themselves reported greater understanding of things like pop-ups and how to monitor their children's downloads. The pre-workshop survey and post workshop responses also suggest that these advances are building on a reasonable basis of awareness among parents, but they did learn new things.

The levels of trust and confidence between the participants also seem to have been enhanced. This comment from a facilitator seems to sum this up: "Enjoyed engaging with families, loved how open and honest comments were".

The progress made in achieving these outcomes suggest that the cause of digital inclusion has been boosted by this activity. The facilitators and participants in the workshops were from the socio-economically stressed area of Porirua East and from Pasifika backgrounds. The activity was designed to meet their needs, particularly given the leadership provided by the facilitators from the community. The work of the Trust and participating schools to promote digital competence in Porirua East through the Chromebooks in homes scheme has been helped by these workshops and together they are promoting digital inclusion.

2) What are the unintended outcomes?
We did not observe any unintended outcomes at this stage of the project. However as it develops and widens we will continue to monitor opportunities for new learning.

3) How well is the initiative implemented?
The implementation of the initiative has gone well. We had good levels of participation from whānau, both as workshop participants and facilitators. This also extended to participation in the surveys and interviews.

The pre-workshop surveys provided a good basis for the workshops, which were able to address the issues that parents raised. The facilitators report that the training they received was appropriate and useful, while the use of whānau in these roles appears to have helped participating parents understand and accept the information provided. The facilitators were able to tailor the information to their audience and were more easily accepted by the participants.

4) How can the initiative be improved to lift participation and engagement?

We will be running further workshops in June and as we have had 2 facilitators pull out since this first round we will need to ensure that we have replacements organised and trained. To be successful this project needs to be an ongoing process, rather than a short burst of workshops, and to ensure that we will need to have ongoing training of facilitators as well.

If the programme is going to have a long term future it will also be important to target those parents who are recent purchasers of chromebooks for their children, so they have the information early. We may have to refine the presentations to work with smaller groups or even have one-to-one sessions in order to ensure that the engagement with whānau happens early after the Chromebooks are supplied.

The feedback from whānau suggests that we need more workshops providing hands on experiences with devices.

TE MANA O KUPE

[i] Gorinski, R. & Fraser, C. (2006) Literature Review on the Effective Engagement of Pasifika Parents and Communities in Education, Pacific Coast Applied Research Centre, *Report to the Ministry of Education*

[ii] Bull, A., Brooking, K. & Campbell, R. (2008) Successful Home-School Partnerships, NZCER, *Report for the Ministry of Education*

[iii] Starkey, L, McRae, H. & Sylvester, A. (2017) *School Initiated Learning at Home in a Digital Age*, Victoria University of Wellington.