

Progress Report

WEEK 7 - 21/03 - 25/03

Project aim

“Enhance students’ engagement in the online learning environment”

About us!

What are your hobbies?

Siobhan: too many! learning to sew, anything music related.

Mai: Playing piano

Mai:

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Siobhan:

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STUDENT ENGAGEMENT @ OAC



Hi everyone! It's Mai and Siobhan again with another update! It's week 7 and after hearing from staff and students we've been working on the project strategy: the (temporarily named) Student Strengths Profile! We'd love to hear your name ideas!

If you haven't already, check the bulletin or the school website to see a summary of our needs analysis findings!

What we did this week:

- Held a discussion group with students to hear what you'd like from the Student Strengths Profile!
- Spoke to students in Monday Student social about what they'd like included in the profile
- Met with OAC's fantastic youth workers!
- Started drafting a profile for Primary and High School students
- Compiled a list of engagement strategies for students to accompany the profile
- Attended Kite Day!

WHAT IS OT ANYWAY?

Occupational therapy is an allied health profession aimed at supporting the participation of people and communities in everyday activities



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This week's achievements

- Developed a first draft for the Strengths Profile
- Got input on the profile from staff and students

What comes next?

- Finalising the Strengths Profile draft
- Developing a guide for staff and home supervisors to use the profile
- Reporting back to the community and agency!

Activities	Outcomes	Implications
<p>Attended the Monday Social – hosted an interactive activity to gain input on the Strengths Profile</p>	<p>Students were updated and have increased awareness of the project progress and selected strategy</p> <p>Students spoke and used the whiteboard to give input on categories/questions they would like included in the profile.</p> <p>Input from the community is being incorporated into the product (student profile)</p>	<p>Creates an opportunity for community members to have input and voice in the decision-making process. This ensures the product is informed by the community and is something they can feel ownership of.</p> <p>Providing regular updates promotes awareness, transparency and accountability to the community – this is critical step in the ongoing process of dissemination</p>
<p>Meeting with youth workers</p>	<p>Students were updated on the project progress and selected strategy</p> <p>Gained feedback and input on the Strengths Profile - its content and the logistics of implementation</p>	<p>Understanding the feasibility of the Profile and how it could best fit is a key step in implementation</p> <p>Through interaction with a wide range of students in their role, the youth workers are well positioned to advocate for and represent students' interests.</p> <p>Speaking to staff ensures the product will be compatible with OAC processes, human resources and staff practice.</p>

<p>Continued examining the comparative need by researching other online schools across Australia and NZ</p>	<p>Gained a greater understanding of strategies used at other online schools.</p> <p>Facilitators have a greater understanding of established knowledge and practices to then build upon.</p>	<p>Contributes to a more comprehensive and streamlined approach.</p> <p>Support cross-school information sharing and reduce redundancy.</p>
<p>Meeting with agency supervisor</p>	<ul style="list-style-type: none"> • Supervisor was updated on project progress and findings • Gained feedback and input on the Strengths Profile • Gained feedback and advice on most appropriate mediums for distribution and use – 	<p>Agency feedback provides insight into what is feasible within their resources, and where the OT perspective is most needed.</p> <p>This is a critical step in the ongoing process of dissemination – promoting accountability and transparency</p>
<p>Hosted a discussion group with students – what would students like from the Strengths Profile</p>	<ul style="list-style-type: none"> • 2 high school students attended • Students were updated and have increased awareness of the project progress and selected strategy • Students spoke and used the whiteboard to give input on categories/questions they would like included in the profile. • Input from the community is being incorporated into the product (student profile) 	<p>Maximising community member involvement and input is a critical aspect of the projects' approach.</p> <p>This ensures the product is informed by the community and is something they can feel ownership of.</p>

<p>Meeting with university supervisor</p>	<ul style="list-style-type: none"> • Provided updates on the progress and direction of the project • Gained feedback on the direction of the project 	<p>This gives us an opportunity to reflect on our practice and how we can best serve the community</p>
<p>Student Strengths Profile: Early stages of development</p>	<ul style="list-style-type: none"> • Identified a range of opportunities for students to be involved in discussions and decisions about the Strengths Profile • These include: naming the profile, categories and questions they would like included, preferred language, design and presentation. • Developed a framework for the profile in line with the 'Model of Human Occupation' • Developed a first draft for the Strengths Profile (Middle-high school) – this will additionally form the basis for a second, simplified version. 	<p>The project is underpinned by community development principles. That means ensuring we maximise opportunities for students (the community!) to have voice and input in decisions that concern them is essential.</p> <p>Consultation and collaboration with students will be essential to ensure the final product is something they (the community) feel a sense of ownership over.</p> <p>Having two versions of the Strengths</p>
<p>Researching Occupational therapy models and frameworks for the Student Strengths Profile</p>	<ul style="list-style-type: none"> • The Student Strengths Profile will be informed by occupational therapy frameworks – particularly the Model of Human Occupation (MOHO) • Questions and sections of the Strengths Profile will align with aspects of the MOHO. • The Strengths Profile will additionally reflect a 'strengths-based' approach 	<p>This is important to ensure the profile provides an occupational therapy lens and is imbedded in evidence-based practice.</p> <p>A 'strengths-based' approach entails supporting students to identify, develop and recruit their strengths – Applying this lens to the Strengths Profile aims to</p>

		create a holistic and empowering tool to support engagement.
Attended Kite Day	Met and assisted students and family members to make kites Built rapport with students and family	Building further rapport with community members mean that our project can be further established within the community. Additionally, rapport building is an important evaluation measure for the project process.

What went well: It was great to speak to students again during Monday Social and the student discussion group. The community gave invaluable input on what questions and categories they would like included, as well as some strategies they use to support their own engagement! We're now working to incorporate this into the Strengths Profile draft.

Challenges and obstacles: This week we've been exploring the logistics of implementing the Strengths Profile. Particularly where this may fit in pre-existing school processes when and how this should be completed (e.g. care groups, student induction). It will also be critical to ensure the completed profiles are easy for teachers to access and utilise. This will be critical to ensure the Strengths Profile is effective and sustainable. We're also new to the design aspects of creating the Strengths Profile document.

Contingency Plans:

- Creating a comprehensive evaluation plan in case we don't finish the Strengths Profile.