

Hi everyone! I'm Mai and Siobhan again with another update! We're in week 4 of our project. Thanks to you, we have found invaluable information regarding student engagement. We are preparing a poster to show you all of our findings from the past 4 weeks. It's coming next week so please keep an eye out on your email! We will also hold focus groups soon to develop a strategy to address issues in our needs analysis. If you want to be involved, please email us!

<p>We have 55 responses to the student surveys! We got to do arts and crafts with some of you in-person at the Craft Circle!</p>	<p>Sending out</p>
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<p>Interviews/meetings with teachers and support staff to discuss student engagement</p>	<p>Summaries have been written for each interview and emailed to the participant for comment (member checking)</p>	
<p>Scheduled meetings with teachers and support staff to discuss project</p>	<p>Built rapport with staff members</p> <p>Increased staff awareness of project</p> <p>Gained a greater understanding of community needs and challenges</p> <p>Learned about different staff perspectives on project topic</p>	

In depth summary: Week 4

Stage of project: Step 1 |

In depth summary: Week 4

<p>stakeholder (Occupational Therapist)</p>	<p>Learned more about her role in the department and where she sees the future of OT in the education sector</p>	<p>dfcZYgg]c bU` k \c X]XbÑhk cf_UhOAC. She showed us a self-regulation model which helped us think about strategies and approaches to take in the action plan.</p>
<p>Exploring state education department wellbeing and mindfulness resources, and literature on self-regulation</p>	<p>Compiled a range of high-quality educational resources</p>	<p>Progress towards short term outcomes Minimising redundancy avoid duplicating fYgc i fWYgh\UhUfYbÑhi gYX VYWU i gY h\YmUfYbÑhd fUWhjWU`</p>
<p>Meeting with home supervisor to discuss engagement</p>	<p>Gained an understanding of the need from the perspective of families particularly remote and medical contexts. Gained an understanding of supports and barriers for parent h g j d d c f h b [h \ Y] f W \] X Ñ g engagement</p>	<p>The project has a community development focus. Understanding the need as felt by the community (OAC family/students) will be essential to this (and client-centredness). T\Y gh XYbhgÑUbX h\Y]f ZUa]]Yg (community) felt need will inform the action plan and direction of the project.</p>

We got to meet students in-person at the Craft Circle. This was the first time we had engaged with students face-to-face. We had a lot of fun and were able to ask students about their engagement. The student survey has garnered a wide range of responses with common themes already emerging. This is a crucial step in our needs analysis, as we are starting to gather community input. Furthermore, there is growing interest from the student cohort to be further involved in our project. We want to create a focus group of students to help us carry out this next step of the needs analysis. We also got to talk to students in the Access Gazette and asked students what they thought about their current engagement levels and what could be done to support engagement further.

We are transitioning from the needs analysis stage to the development of the action plan stage. This is challenging as we want to balance what students, staff and parents want. We also need to work out the best way to engage stakeholders to develop strategies together. Everyone has different workloads and timelines, which means it might be difficult to hold focus groups.

Our action plan can focus on building the capacity of teachers and support staff, which in turn will indirectly support the community

Keeping directions for the action plan flexible to accommodate later input from community members