

A Nati Whanau.
Navigating the Digital Divide

Darryl Crawford
2007 eFellow

Contents Page

Page 2	He Mihi.
Page 3	Abstract.
Page 4	Who I am.
Page 7	How I got into this.
Page 10	ICTs and Ngati Porou
Page 12	Te Rangitawaea
Page 14	The Nati Awards
Page 16	ICT in Uawa
Page 19	Why?
Page 20	Participants
Page 21	Methodology and Findings
Page 32	Conclusion

He Mihi

He mihi aroha kia koutou katoa.

Firstly thanks to my principal Nori Parata for allowing me to be a part of the 2007 e-fellows and for her support and guidance through out my years at Tolaga Bay Area School. Thanks also to the Board of Trustees of Tolaga Bay Area School for everything.

Secondly thanks to Vince Ham for his guidance and help in those sticky situations. To Dorothy and Russell Burt for coming down and seeing what all the fuss is about for the Nati Awards.

To all the other e-fellows this year, Jane, Jonathon, Gavin and Trevor.
Many thanks to Michael and Ann also.

Thanks to all of those at Core-Education especially Mu and Krissie.

Many thanks and gratitude to all of those who let me video you and make you feel uncomfortable, thanks for making this possible.

Thanks to Tarn and the kids and my baby for all your love and support.

Last but not least to all the kids I've worked with and worked for....thanks for teaching me so much over the years.

Ka nui te mihi, ka nui te aroha kia koutou katoa...

Cheers Whanau!!!!

Abstract

This survey is aimed at finding out what whanau/ family members in the small Ngati Porou East Coast township of Uawa, otherwise known as Tolaga Bay, know about ICT's.

What they know or don't know about ICT's at Tolaga Bay Area School and if they know anything about ICT's and their use for learning.

This research will also discover what the attitudes of this small predominately Ngati Porou – Te Aitanga a Hauiti community, are towards ICT's.

Whether or not they see the introduction of modern technology into their school as a good thing or as a bad thing?

Ko Hikurangi te maunga
Ko Waiapu te awa
Ko Ngati Porou te iwi

Ko Orangi te maunga
Ko Te Ewe te awa
Ko Ngati Hinepua, Ngati Hine, Ngati Ipu nga hapu
Ko Ngati Kahungunu te iwi

Ko Marua te Rangi te maunga
Ko Hikuwai te awa
Ko Ngati Kuranui te iwi



Ko Titirangi te maunga
Ko Uawa te awa
Ko Te Aitanga A Hauiti te iwi

This korero is an expression of who I am and where I come from. On my mothers side I am a descendant of Ngati Hinepua, Ngati Hine, Ngati Ipu and Ngati Kahungunu and from her I originate from a stunning place called Whakaki. From my father I am of Te Aitanga A Hauiti, Ngati Kuranui and Ngati Porou descent and I come from a beautiful township called Uawa, more commonly known to others as Tolaga Bay, but to me this is my home.

In this report I want to give you a brief insight into me as a person and as a learner and into my beliefs and values that pertain to learning and teaching. Hopefully you will see what my views are in regards to my whanau and my idea of what whanau is and what my whanau mean to me. I will give you an idea on how the whole “ICT thing” started within Ngati Porou and more specifically Tolaga Bay Area School and Te Aitanga a Hauiti, and the benefits it has had for our children’s learning and their development. By the end I would have presented findings I have gathered as part of my research as an eFellow. Finally, I hope that you will see how we as an iwi have begun, or at least are trying to use today’s technology to develop our children’s learning and involving our whanau and community in that learning. Holding onto our traditions in order to maintain our identity as Te Aitanga A Hauiti and Ngati Porou for the betterment of ourselves, the future of our children and Ngati Porou and Te Aitanga a Hauiti as a whole.

It is important for me to know who I am and where I come from. My people, my culture, my heritage, my whakapapa and my whanau are all vital to me and to my existence, especially my whanau. My Mum and Dad, my brother, my sister, my partner and her children, my Bobbi-Atawhai, my nieces and nephews, my aunts and uncles, cousins, nannies and papas, they are all my whanau.

My whanau have taught me many things in life. I can remember stuff that my dad has shown me, lessons my mother has taught me and a whole basket full of do’s and don’ts that my whanau have shared with me. Everyday there is something new to be shared, something to be learnt and something to be taught. For me I have and always will share what I know, learn what I know and teach what I know. By doing so I hope that what I share, learn and teach I will also understand more and help those around me to understand, to share, to teach and to learn.

I started as a teacher at Tolaga Bay Area School in 2000 as a year 3 teacher. In 2002 I started teaching year 6 students while training as a Reading Recovery Teacher. Half way through that year I moved into the Secondary school to teach Te Reo Maori, P.E and the Arts while continuing my Reading Recovery training. In 2003 I taught year 6 in the mornings and NCEA Level 1 Art in the afternoons. In 2004 I became a full time Secondary teacher teaching NCEA Art, NCEA Design Technology, Year 7-10 arts and technology and Year7-10 Maths. Since 2005 I have taught NCEA L1, L2 and L3 Design Technology – A multimedia course designed by Natcoll Design School. Year7-10 Technology focusing on design and multimedia production as well as Year7-10 English, Literacy and Maths.

I have been the ICT leader at Tolaga Bay Area School since 2004 and enjoy teaching the Multimedia courses and using ICTs to deliver or ‘disguise’ the curriculum or the learning intentions when working with our children in Technology.

As I look back on my teaching experience at Tolaga Bay Area School I cant help but laugh. However teaching a range of subject areas and teaching in both primary and secondary areas has not only given me a solid foundation as a teacher but more importantly an opportunity to strengthen and develop the relationships with the children that I teach as well their whanau in the hope that eventually our small community becomes more like a whanau where thoughts, feelings and more importantly learning can be freely shared amongst ourselves.

To this day I am still taught by my whanau. My principal is my teacher and my colleagues and work mates are my teachers. I maybe classed as a teacher at Tolaga Bay Area School but I consider myself to be more of a learner than a teacher. My students have and always will be my greatest teachers. They have taught me flexibility, but also shown me skills in time management. They have taught me literacy and yet shown me how to communicate better with and “to them”. They have shown me how to plan better then how to change it to help them and the syndicate leader who checks it. They have taught me discipline and how and when to relax.

It is only fair that I thank all of those that I have mentioned, especially my students for contributing to my life either individually or collectively to help me develop as a teacher but more importantly as a learner.

To me this is what my fellowship has been all about, my Whanau and finding out how we can learn more together using ICTs.

How I got into this.

When I walk into school even during my fellowship year off, I always get a “Kia Ora Sir”, or a “What’s up Matua” or some cheeky comment from one or more of the kids and there’s always the ones that I have another kind of relationship with and one day or another we share our secret handshakes. Those are the moments that I like to share at school, trying to make a student feel good about themselves. However, nothing makes a student feel better, than them knowing they’ve taught a teacher something new. You can give students free time, tuck shop vouchers or whatever but to me the satisfaction of them knowing that they have taught a teacher something new is pretty hard to beat. Its one of those things they’ll remember for a long time.

Nearly all of the students I have been involved with over the past 7 years have taught me something new and no matter how big or small it is it’s helped me during my time at Tolaga Bay Area School. With regards to ICTs and today’s rapidly changing technology there’s been the professional development on using ICTs, the clusters and attending the odd conference or two but I cant go past what my students and I have learned together when using ICTs as a learning tool. They have helped to keep our school up to date with what we believe are the necessary tools and equipment to address our educational and learning needs, the needs of students at Tolaga Bay Area School, students who are Maori, but more importantly, students who affiliate to Te Aitanga a Hauiti and Ngati Porou. These are the students who have helped keep me up to date with today’s modern technology and which ones are the best ones to use in our classroom, the latest gadgets, the newest programmes, the cool and the not so cool stuff. However, no sooner do we get the latest ICT, moments later there’s a newer, faster and better version somewhere out there.

Our students are happy with what we have available after all its not what you’ve got its how you use it. When it comes to their learning they absolutely love using these “flash” tools to help them. They can confidently use pens and pencils and now it’s the same with a mouse and a key board, they’ve been drawing pictures on paper now they can do it on screen or snap it with a 6.0 mega pixel camera. They love it and our kids love talking about the things they love, and the things they’re good at.

At school they talk about it to their peers and their mates their best friend or their worst enemy. They share it with the office staff or the cleaners; they discuss it with the principal and even the teachers. If it’s me they tell it more like bragging and almost saying “can you do that Matua”? They always talk about what they can do and how they did it and they do it with enthusiasm, laughter and with passion. But those of us who see this happening between 8.30am and 3.05pm everyday know what’s going on. And for someone like me who uses ICT everyday at school I know what goes on at school, I know what happens in my

classroom, I know what our kids can do, I know what we have, and I know what our kids and our school need, but what about after 3.05pm.

Do they share what they've done with the people at home? Do they share it with their siblings, their nannies and papas? Do they talk about it with their mum and dad? Does their whanau actually know what we do at school with ICT??? Does their whanau even know what ICT is??

Because I consider myself more of a learner than a teacher I regard others as teachers and because my whanau have taught me numerous things my expectation is that other whanau in our community are teaching and learning from each other, and they are doing it for the benefit of their whanau. I realise this may not be the case for some of our whanau and a lot of our whanau rely heavily upon our school and the teachers at our school to be the source of all knowledge. If we want a child to learn more then we should all help that child, we should all work together to ensure the child is getting the best education possible both at school and at home. Research indicates quite clearly that effective learning takes place when the school, teacher, student and whanau have a positive and interactive relationship.

However, how can we expect our whanau at home to help our students with their learning with regards to ICT and their use for learning, when we have no real idea or knowledge of what they know about ICT? Actively engaging our whanau in their children's learning is not a new approach, but nonetheless it is still difficult to achieve and sustain. ICTs are an engaging tool and could be the catalyst for developing healthier relationships with our whanau that spin off into other areas of Learning.

The addition and integration of ICT into the curriculum is still relatively new and our school is always reviewing and assessing the value of ICT as a worthwhile tool to use to develop the learning of our students. We at Tolaga Bay Area School are also finding new and different ways of using ICT to enhance our children's leaning and finding out what our local whanau know and don't know is for us a step in the right direction to creating better learning environments for our children and whanau.

There is a perception amongst our Maori people that we are whakama or a shy people. That is certainly no different for us as Te Aitanga A Hauiti and Ngati Porou, although we have been known to produce a few extroverts and pakiwaha (big mouths). Generally though our whanau are shy and most are shy when re entering school life as parents or as whanau support. This shyness is even harder to overcome if parents have had bad experiences throughout their time at school and unfortunately this is primarily what some of our whanau base their understanding of their children's learning experiences on.

Like our students our whanau also have strengths and areas that need development some of our whanau who are farmhands have knowledge of the land, the agriculture and farming, others who work on the forestry are fit healthy and have an insight into our local economy. However, our whanau are not so good at realising that they do have knowledge that they can share with others. Sometimes our whanau because they feel inadequate the shyness towards school life together with feelings of inadequacy can be overcome if we encourage after whanau to become more actively involved and experience more of the positives aspects that our school has to offer.

My research will identify if there is a digital divide between whanau expectations and understanding and actual child experiences of e-learning and learning with ICT in their school environment. It will also explore options for increasing the ICT/e-learning relationships between teacher, student, school and whanau.

ICTs and Ngati Porou.



Ko Hikurangi te maunga
Ko Waiapu te awa
Ko Ngati Porou te iwi

We Ngati Porou are a proud iwi. Often we have been accused by other iwi of being proud to a point where we are in love with ourselves but nonetheless we are proud of who we are and where we come from and we all know, who we are and where we are from.

In 1997 ERO gave our iwi a damning report on the quality of education given to Ngati Porou East Coast students. Although I was not living at home then it still hurt to see my iwi, my old school and the people of my home publicity questioned on the TVNZ news about our educational system and how we taught our children. But was it “our” educational system? I don’t think so! We needed change and for the better of our children for our future.

“Whaia te iti Kahurangi, me tuohu koe me he maunga teitei”

“Strive for excellence if you should bow your head let it be to a lofty mountain.”

To me this saying / proverb means exactly what it says and in terms of our education this is what our Iwi has done. Our Iwi wanted better for our children, they wanted excellence and they still do. We wanted an educational system that suits us that meets and addresses our needs and that preserves our oral histories, traditions and culture.

This extract is taken from a report done by NZCER from when they were contracted to undertake formative evaluation of the progress and impact of the initiatives of Whaia te iti Kahurangi and it best describes what exactly happened and why.

“Whaia te iti Kahurangi – Strive for the ultimate is a set of initiatives focused on improving learning and learning opportunities for Ngati Porou East Coast. It was founded in 1998 within an innovative partnership formally recorded in a memorandum of agreement between Te Runanga O Ngati Porou and the Ministry of Education.”

“Whaia te iti Kahurangi began in 1998 with the contracting of Gardiner Parata to provide a framework for change management, to address the issues raised by ERO in its 1997 report on the quality of education received by Ngati Porou East Coast students. They organised community consultations about the future of education in Ngati Porou. These consultations led to a strategic plan at the end of 1998. Professional development became a major focus in 2000 and the introduction of ICT equipment and training in 2001.”

Although there was a recognition that the 1997 ERO report on the quality of schools on the East Coast had led, through the pro-active responses of Ngati Porou and the Ministry of Education, to something positive, the pain associated with this report and the public manner of its release remained. However, with the many initiatives brought in by Whaia te iti Kahurangi we can now celebrate our children’s learning as well as their success.

Te Rangitawaea.

One of the most successful initiatives introduced by Whaia Te Iti Kahurangi is Te Rangitawaea. Te Rangitawaea was established in 2001 bringing with it the introduction of new computer and digital technology equipment. Giving schools in our area access to all of this new equipment gave them windows to new opportunities it provided access to a wide range of tools and digital resources that could enhance our learning outcomes. It enabled teachers within the region to work collaboratively in terms of planning and delivery of learning. It also provided learning and professional development opportunities through distance learning for both students and teachers.



Although Te Rangitawaea has provided schools with computers, digital equipment and professional development for teachers on how to use ICT in the end it these are still tools for learning some teachers and schools have taken these tools and use them everyday while others are not as confident.

Te Rangitawaea currently operates in 18 schools on 20 sites and includes approximately 1,400 students. A Ngati Porou-wide computer network has been set up so that all schools are in e-mail contact.

During 2001/2002, all secondary schools also received a suite of multimedia equipment and software including a computer, a video camera, a scanner, an A3 printer, a digital camera, and a VHS player and editing software.

The oral history tradition of Ngati Porou has been a defining element of the project. The initiative takes its name from a significant Ngati Porou ancestral figure and is a carefully chosen play on words, as Te Rangitawaea can be interpreted to mean 'the ability to connect digitally'. Other elements of the strategy have also been named after significant figures in Ngati Porou history to establish a strong sense of cultural connection and resonance.

Digital resources are also being developed under Te Rangitawaea for the Ngati Porou Curriculum, which is a unique aspect of Whaia te iti Kahurangi. This

curriculum is based on Maturanga Ngati Porou, and will support all East Coast schools to deliver Ngati Porou specific learning programmes using digital resources based on Ngati Porou oral tradition, history and whakapapa. The schools themselves are actively engaged in the development of these resources

The “NATI” Awards

From the success of Te Rangitawaea and through the integration and use of ICT within school students and teachers were beginning to build banks of digital resources of oral histories and both students and teachers needed to be challenged. They need to develop the quality and depth of their critical thinking and content. This led to the establishment of the annual event the Te Rangitawaea festival more commonly known as the Nati Awards. This festival celebrates and recognises excellence in ICT across all Ngati Porou East Coast Schools. Every year since 2004 our schools compete for a Nati Award in a range of ICT areas – film making, web design, digital animation, and digital photography. with the hope of using this competition as a catalyst for setting new benchmarks for achievement among students and schools within our region. Every school is encouraged to integrate ICTs and the competition into their normal classroom programme so that it is not seen as an ‘add on’. The festival provides an ongoing opportunity for our students to experience success and symbolises the progress the schools have made in a relatively short time.

There are a number of aspects involved in the festival. During the day schools exhibit their work in an ICT expo where they get to showcase their skills and talent to the public allowing them to see exactly what they do at school and how they are using ICTs to help them.



Another part of the day's events is the ICT challenge where each school puts in 4 team members in both primary and secondary to compete in a mystery challenge. Each team is given 2 and a half hours to complete the challenge and then 10mins to present their project to a full house in the Ngata Memorial College Hall. Teams are judged on presentation, use of ICT and of course the ‘Natiness’ of their work. The winner receives one of the prestigious supreme nati awards later on in the evening.

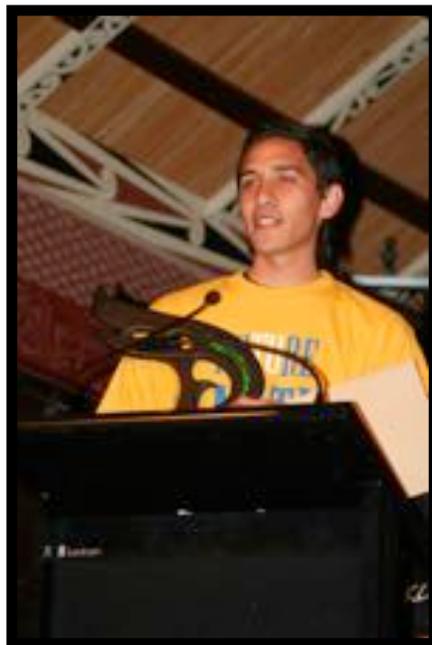


To the end of the day there is an Oscar type awards evening where our people get to see the actual finished products of the best of the best in each category. Awards or Natis are awarded for best music video, best documentary, best short film, best advertisement, best animations (graphic and clay), best original music composition, best digital photo, best slideshow, best graphic posters in both junior and senior categories. Also there are the supreme awards for the ICT challenge for both primary and secondary, which are called Whakarakura and Whakatakura. The supreme award for best junior school and the supreme award for best senior school called Te Rangitawaea.



This event is without a doubt one of the biggest events in the Ngati Porou calendar and is not only well attended by our own Nati whanau but also dignitaries from within our own Iwi and the M.O.E. It's a Nati way of enjoying and celebrating the success of our children.

Since its inception Tolaga Bay Area School has experienced huge success in both junior and senior categories and has also won the Supreme ICT award, an award, which recognises the school that has integrated ICT into the curriculum with the most success, since the beginning of the festival.



ICT in UAWA

Tolaga Bay Area School (TBAS) or Te Kura A Rohe O Uawa is a rural, decile 2 school located on the East Coast of the North Island. The current roll is 320 with an age range of 5 years through to 18 years of age. Over 90% of students enrolled at our school are of Te Aitanga A Hauiti and Ngati Porou descent and therefore are the tangata whenua of the area in which they are being educated.

Over the last 7 years Tolaga Bay Area School has made a huge investment in the infrastructure needed to develop innovative use of ICT in learning programmes that would assist in raising student achievement. This initiative is driven by an underpinning philosophy that highly developed ICT skills are essential in the range of contemporary skills needed to be a successful 21st century learner.

There has also been a high level of investment in professional development for teaching staff. What has been very noticeable is that the student's level of skill, and aptitude for innovative ICT use far exceeds the level of skill of their teachers. This in itself is changing traditional classroom practise where the teacher is becoming or already has become the learner. For some teachers this is a bit beyond their comfort zone although for others it is recognised as a chance to use the tools that ICT can offer to grow, to develop and more importantly learn together.

From Years 1 – 6 ICT are integrated into the curriculum and in Year 7-10 it is taught in Technology and integrated into all other subject areas, from year 11-13 we teach a L1-3 multimedia course, print design and computing, there is also integration of ICT into the arts as well as the other subject areas offered at this level. Our year 13 students in 2007 have all shown a vast array of skill ability and knowledge with the use of ICT. However, to me the ones to watch out for are our 6 and 7 year olds. Some of these students have already shown promise with the use of ICT not just word and other basic applications and programmes but with video editing programmes and clay animation. Their level of creativity and skill is evident and is visually brought to the fore when seen during the stages of production and in the final product.



Our students have a growing reputation within the education sector as a result of their ICT achievement. The Ministry of Education has tied these achievements as examples of best practise of integration of ICT into the curriculum. Although we have this reputation, especially amongst the schools within the boundaries of Ngati Porou, what exactly do our local whanau know about our school and our children when it comes to ICT??

Considering that our children and our school have a high profile with the use of ICT at school I wanted to find out what our local whanau know about ICT and what their attitudes are towards them.

I wanted to find out what their level of knowledge was in terms of what ICT are, what Tolaga Bay Area School uses them for and if they knew how we use ICT to develop the learning of our students. Whether some of our whanau know more than our students or not, whether or not they knew what Apple Mac's were, whether or not they knew about broadband, if they had broadband, if they could use ICT or not, what's a pc, can they use digital cameras.

Could it be possible that whanau within our community knew all about file types, mega pixels, Photoshop – working with layers how to make digital movies? The majority of our town are labourers, forestry workers, farmers, fishermen or travel to town to work in the meat works. What would they know about ICT?? Is this like a foreign language to them or do some of them actually know more than I give them credit for. Do they know more than those of us who are in charge of teaching our children? Do they know more than our children?

My assumptions were that the majority of our whanau would have a limited knowledge of what ICT are at our school and how we at Tolaga Bay Area School use them for learning. Was I wrong?

I wanted to find out what the attitudes amongst our Uawa whanau are towards ICTs, whether they were positive or negative, good or bad or for or against ICTs? Most of our community are very supportive towards initiatives that happen at Tolaga Bay Area School. You will always get the odd one or two who are opposed to whatever is new or different but generally our whanau are supportive which is probably no different to any other rural community.

In our school when things are going well there is generally a good feeling amongst the town and our whanau. Positive comments are thrown around and there are always smiles and a general feeling of satisfaction around the place. When issues arise or attitudes change whanau will always come in and let us know what's wrong or mostly what's going well.

I have had a number of parents talk about ICT. Although very brief in their discussion the general feeling is that it's positive and that it's a good thing. But to me that's not really enough. I need to know more about their attitudes and from a wider range of our whanau. The pat on the back is ok, but for me I would like to have more specific feedback than just the passing comments.

Attitude is huge, I tell my students everyday that it's all about attitude. If you have knowledge, skill and ability but the wrong attitude towards learning how can you possibly learn more. But if you have limited knowledge, skill and ability but the right attitudes to learn then you have the world at your fingertips. The same has to be said for our parents and whanau. How can we all as educators move on with teaching and learning with our children if the attitude of the parents does not allow us to? To answer this we must first find out exactly what the attitudes of our whanau are towards ICT.

My initial hypothesis was that the attitudes of our whanau towards ICTs and their use for learning would be positive, but not necessarily based on a deep knowledge, either of many ICTs or of what they were being used for in the school.

WHY?

As I have said before that when whanau, and in particular our whanau, and school are all actively involved with educating our children the learning is more effective. If this is true then surely if all parties involved have knowledge of certain area that are the same and their attitudes towards this are all positive then surely our children will benefit the most. If we as teachers have the full support of our whanau at school and at home then this indeed will benefit our kids the most. If our whanau are helping at home, learning at home then surely our children will gain more knowledge.

Finding out what our whanau know about ICT and what their attitude will let us know where our strengths are and where our areas for development are. It will tell us what strengths our whanau have if they are keen to share there knowledge for the benefit of their and our children's learning more and in a different capacity to coaching or the fundraising will instil a confidence in them and help them to become more actively engaged and involved in their child's development both at school and at home. If this should happen then we might have more of our whanau over come their shyness and come into school more often. Could ICT be the catalyst for all of this to happen? It's exciting, it's new, its innovative and when used very effectively it engages our children. Could it also engage our whanau into helping us learn more together?

Research Aims

The aims of this research project were to find out our local whanau's knowledge and attitudes towards ICTs and their use for learning at Tolaga Bay Area School. It sought to find out if there is a digital divide between whanau knowledge and understandings and actual child experiences of e-learning within our school environment.

Key Questions

What do our whanau know about ICTs, and their use for learning?

What are our whanau's attitudes towards ICTs, and their use for learning?

Participants

I wanted to survey a range of whanau those who I know really well and others who I know to just say a friendly Kia ora to. I wanted to talk to people that I see in school almost every other day and people who I feel contribute effectively to the education of their children. But I also wanted people who I rarely see, even out of school time. People I see at the rugby but never at school, whanau I've seen in

the pub or the clubrooms, but never at school. I wanted their knowledge, their questions, their answers and their attitudes about the whole ICT thing.



The participants I surveyed all have children who attend our school and some of the participants even attended our school during their school years. Some participants worked with our youth, others worked for government agencies. Some were artists and some worked as receptionists, while some of them were unemployed. Regardless of what they did for a living they were all locals who could affiliate to Te Aitanga a Hauiti and Ngati Porou in one way or another.

Methodology

The whanau or community at the core of my research project is my hometown of Uawa, Tolaga Bay. With a population of around 880 with over 90% being of Te Aitanga A Hauiti, Ngati Porou descent and we are the first township heading north into the Ngati Porou region. We are situated 54km north of Gisborne where some of our residents travel to work everyday although the main source of

employment is within the agriculture industry through farming or forestry. We are a tight knit community just like any other East Coast town who generally work together to make a better place to live in. We are a town where everyone knows everyone and its safe enough to leave your car unlocked while you grab a few things from the old Aunty Dolly's shop. Our parents and whanau are supportive towards the school and just like any other school, we have whanau who come into the school in support of their children's learning each and everyday. They give the school and their children unflinching support. But like all other schools we have those parents and whanau who you rarely see. I surveyed 18 whanau within my community, which involved getting out into their homes and conducting audio and video interviews with each participant. Interviews lasted between 10 to 15 minutes, although one interview lasted 29 minutes.

Findings

Once all interviews were completed I saved them as iMovie files and then decided to convert them into Quicktime files so that they would be easier to manipulate and move from various hard drives to the various computers I had been collecting from the Core Education in Christchurch. I had been experiencing a lot of issues with technology myself and I still do. iBooks were crashing and Telecom's broadband just wasn't doing it, which seems to happen a lot these days. I was beginning to get worried that all my recordings and the only evidence I have would all be lost and that I would have to do it all over again. Thankfully, I now have copies of all my interviews in iMovie and Quicktime formats – and as I said before working, with Quicktime files proved to be easy to fiddle with when it came to transferring and analysing data.

When it came time to analyse the video footage I got a computer that worked or hooked the camera up to the TV and just sat there watching and listening to what was being shared. Obviously it became very monotonous especially after the fifth or sixth interview. However, after listening and analysing interview after interview it became apparent that our whanau did know a thing or two about ICTs and that they had a pretty encouraging attitude towards them.

During the analysis I used the table below to help me write down and piece everything together. When someone said something in regards to what they know about ICTs I would jot down what they had said in the Knowledge box. When we discussed attitude those comments would go into the appropriate box depending on if it was a positive or a negative comment.

KNOWLEDGE	ATTITUDE	
	POSITIVE	NEGATIVE
OF R/T'S	OF R/T'S	OF R/T'S
OF R/T'S IN SCHOOLS	OF R/T'S IN SCHOOLS	OF R/T'S IN SCHOOLS
OF R/T'S THEIR USE FOR LEARNING	OF R/T'S THEIR USE FOR LEARNING	OF R/T'S THEIR USE FOR LEARNING

For the purpose of this report I have summarised what I have found for each category and used a small number of quotes to support my summary. In the case of Negative statements I decided to summarise these all as one.

Knowledge of ICTs

Of the participants surveyed all had a good knowledge of ICT, some had limited knowledge while others had more in depth knowledge of what types of ICT were out there in today's world.

The most common theme that was evident was communication. They were familiar with and could confidentially use cell phones for calling, txting and pxting. All participants knew how to send and receive emails. Five participants had their own bebo page and used this as a means to communicate with other whanau and friends. One participant also had a bebo used msn messenger yahoo and chatted frequently online.

"I know about emails I use bebo as well Microsoft office nothing too flash we have payroll system and accounting package as well."

"I know that it's relevant for today I know that it's used in every workplace in terms of your ability to communicate with people throughout the nation and throughout the world... I know that it speeds up processes and makes communication worldwide a lot quicker."

"It's a communication tool using computers its developing at a exponential rate I suppose and its everywhere people have and are getting access to it there seems to be a bit of an under current of people wanting to get access to it."

Word processing was another familiar theme. All participants were confident with creating and using a word document only on pc. 9 participants had made powerpoints and were confident users of this software and 5 of those nine were familiar with other Microsoft office applications such as excel and outlook as well as accounting and payroll packages which were used as part of their everyday work.

" We use a lot of excel mainly for reporting data, databases... Microsoft word for minutes... word processing for letters, reports.
I use mostly word, excel, power point, outlook, email, internet to monitor our website...very basic updating of website."

4 participants knew the basic hardware components and how to connect the monitor, mouse, hard drive and keyboard and make things happen. Two of these participants could also fix and maintain basic errors or malfunctions within their system. Both admitted that they were not technicians. However, they knew enough to fix basic problems.

“Umm.. I know you need have a hard drive for a computer, keyboard, monitor, and mouse. I know how to rig those up I know how to start up a computer I know how to use net um yeah just those basic things oh yea and video camering.”

The internet proved popular amongst all participants with only the frequency in which it was accessed and the types of sites visited being the only differences. Some used the net once or twice a day while others used it less frequently being at least once a week. Internet banking, trademe, sports sites, airnz, and downloading from various other sites were also mentioned.

“ I had a whiz on trademe that’s sort of what I’m interested in I haven’t had a jack at those things.”

“Um.. downloading, peer to peer, file sharing, chatting.... Yahoo , msn messenger, bebo, ICQ.”

Other ICT that participants said that they were familiar with were :

- Digital photography and video
- Photoshop
- Scanning
- Widgets
- Nati awards
- Apple Macs
- I movie

Knowledge of ICTs at Tolaga Bay Area School

All participants had a good level and range of knowledge of ICT at Tolaga Bay Area School whether it had been from school panui, hearing it from their children or other children or just through the local kumara vine we have here.

All participants knew that Tolaga Bay Area School students were using ICT. However, some of them only knew the basic details of what the kids were doing or could do, while others knew that the kids at school had a lot of ability and skill when using today's technology.

“Well the things I've seen like the end of term and all those things they did by themselves they just got the technology but they're doing it themselves.”

8 participants mentioned the how capable our students were with digital movie making and photography. They had all seen, at one stage or another children making films and all of these eight participants were aware of the equipment our school had from the cameras through to the equipment and the computers.

“What I've seen from the Tolaga Bay kids and that is right from junior level the fact that they are not scared to use a digital camera, use a editing suite, use a computer so if it starts there and you've got juniors now, by the time they get to seniors they'll be far more superior to the kids you've got at senior level now....
And they've got wicked gears.”

“I find that our kids are quite skilled very skilled in fact in what they do and some of the work that's come out, that I've seen has been excellent, I just wish I was their age again and go back and do it.”

All participants knew about the Nati Awards with half of them knowing more of what the Nati Awards was all about. They knew we had been the top school since the beginning of the festival and they knew that we had won various categories throughout the years.

“The level of ICT in this school I think is really high they can do anything that’s all the kids across the board.... The poster competition for the Nati Awards some of those kids could go out to work... their work was high standard.”

“These kids have got access to that sort of information and those sort of skills and that sort of equipment at their fingertips that some of the other schools wouldn’t have and nor would they be trusted with it.”

Knowledge of ICTs and their use for learning

All participants agreed that ICTs are a good tool for learning and they all realised it has potential if used in the correct manner. They all knew that their children were using ICTs to help them with their learning and some had expressed that they wished that they had all this type of technology when they were at school. Some knew that the ICTs were available throughout the school from year 1 through to year 13 and that ICTs were used almost every single day.

4 whanau commented on using ICT to learn te reo and had received advice on how to use ICT to enhance their child’s language development with Te Reo o Ngati Porou.

“For me being a parent its good for my son to learn the reo and technology at a younger age so yeah.”

All of them agreed that beginning at a young age was ideal for our children, However, ongoing development was crucial in order for them to develop their skill, ability and more importantly their learning.

“Maybe its about the depth of what’s behind, you know what they can use the programmes for as far as their storylines or the actual use and the skills, um associated with it, because at the end of the day it’s a tool aye I think ICT is a tool that they’re very good at using them, so the challenge is to come with what they do with those yeah.”

“I think it starts at a young age like our youngest two daughters um just giving them access to things like our laptops, our cell phones I mean they’re really good at pxting and they’ve figured out all sorts on the phone that we haven’t bothered to check up on but because they’re interested in it and you just cant help but grow that interest”

One participant commented on the learning the students gained from actually using the equipment, responsibility, honesty, and trust were all valuable lessons that the students had learned just by simply being allowed to venture out and work independently with this equipment.

“Built into that whole learning of doing a video is the fact that they know that they’re in a position of adulthood, of responsibility and they have an obligation to step up so you know there’s a whole lot of key learning that happens in and around the use of technology.”

“The learning is alongside as well as by themselves um and they not often..... It’s sort of like a whanau interaction learning and that’s not often present.

Positive Attitude Towards ICTs

All participants had positive attitudes towards ICT and thought that it had major benefits for not only our children but the adults in our community as well. It could help them with communicating with whanau who live away from home it made things happen a lot faster and it has also made things a lot more convenient. Some participants commented that it was awesome for our kids and one whanau member went as far as saying that it was better than rugby for her kids.

“Nah I love it, if there was a choice between computers and sports both my children would go towards the ICT.”

“Attitude is good. It has its relevance in the world.”

“Nah absolutely it has its relevance, it’s a huge tool in terms of communication, and the technology that’s available is just gonna get more and more advanced um and so its part and parcel of everyday life now.”

“If I had a spare 50grand I’d invest it in technology, you know that’s where I think the future lies.”

“Nah it’s awesome for our kids to get that um hands on with the computers and all that.”

Its great, its awesome, its their world and it’s the way of the future, comments like these and many others indicated quite clearly that all participants interviewed had a very positive attitude towards ICT.

Positive Attitude ICTs at Tolaga Bay Area School

All participants were also very positive towards ICT in schools. A major point that was evident from almost all of the whanau I had interviewed was that because of the kids and schools use of ICT at Tolaga Bay Area School, we were keeping up with the rest of the schools in New Zealand. All whanau agreed that it was definitely good thing to be using all of this up to date technology because we weren't falling behind other schools within our own region and within our own country.

“Yes it's a good thing for the kids on the coast it keeps them up to date with modern technology and plus um we're not behind the rest of the schools in New Zealand.”

Some felt positive knowing that the technology was being used throughout the school and that students used ICT to complete homework after school and more importantly in their own time.

“Their computer suite used really well and with the homework classes in the library at their use, that's the best part.”

“I love it I love it I've seen my 8 year old son make a power point presentation he's also done a Photoshop um where he had put himself in the photo and water falling behind him with ripples of clouds going through him as well which is really amazing.”

Other participants mentioned that they were happy that there was a definite push for the use of ICT within the school and that is was becoming or is a priority.

“I think the kids are a lot more on to it than we were when we were at school as far as I know the ICT is a priority aye.”

“We're really lucky that we have ICT in the school cos I think if we were just relying on our cyber centre they'd be missing out.”

Positive Attitude towards ICTs and their use for learning.

All participants agreed ICT are definitely a great tool for learning and again all whanau members that I had interviewed had positive attitudes towards ICT and their use for learning. Although most of them were unsure about integration into the school programme they agreed that it is definitely a tool that can enhance their child's development.

“Oh its their world.”

“No definitely you cant do without it you um have to teach parents more than you have to teach kids and um... but it is a tool at the end of the day its like a pen.”

“They use it for the right reasons to go and learn and find out more information on what work they're doing.”

3 participants commented on the fact that our school has a bank of good examples of work created by senior students, which were available for use and to learn from for our juniors.

“They're starting at baby level now so the juniors are also producing quality work and I guess that comes down from watching the seniors or it being part of the whole curriculum.”

1 participant mentioned that after seeing the students work she realised there's a lot of thought that goes into it and a depth of thinking when creating and learning with ICT.

“There's a depth behind what they're doing with those skills.”

Another whanau member felt the students were motivated to learn, had a positive attitude towards using ICTs because of the emphasis the school has on the use of ICTs.

“ If your schools not gonna push something your kids aren't gonna be passionate about it so I think that reflects in the kids attitude towards ICT”

“Like an ICT career path which could be anything like graphic design or movie making or even right down to technology you know making the stuff you know building computers its important to let them know what those options are like I said before it's the way out of the world.”

Negative Attitude towards ICTs

The attitudes of all the whanau that I had interviewed were all very positive and uplifting towards ICTs and it was difficult to find negativity in their statements.

Even with further analysis and discussions I still only managed to find minimal comments or phrases that indicated negativity towards ICTs, ICTs at Tolaga Bay Area School and their use for learning.

Two of the participants both commented on ICT having no consequence and because there was no face to face contact when something was shared using ICTs you didn't have any immediate responsibility to what was said, written or texted. They felt that ICT could let someone take on another persona and use ICTs to be hurtful or malicious to others. They said also because our youth lack the maturity or skills to deal with people who are sending these types of messages they may find these types of behaviours difficult to deal with. They agreed that when ICT were in this manner it was definitely a negative.

“It's without consequence aye there's very little consequence or you sending texts or emails you know there's no immediate consequence.”

“If there is a damaging text or email that's going around the speed at which it goes around can pretty much damage a person's character within minutes or even seconds you know it's just not there it's wide so it can have quite a tremendous impact on whoever the victim is.”

“For adults it's hard to take an email that sort of puts you in a space where you think oh gee what were they thinking when they wrote that out but for kids it would be worse they would take it even more personal than we would because they don't have as much life experience to.”

Another negative statement that one whanau member revealed was the amount of junk that's out there, such as pop-ups on websites, false competitions and of course spam or annoying emails.

“I think when you're getting 200 email a day it has a real bit of a bummer because some of those email aren't as relevant as they need to be it's just sort of conversations.”

Another participant said that ICT could cause the user to become isolated and caught up in what ever it is they were doing and may find it hard communicating with others.

“You can become a little isolated from the rest society if you choose to.... You can have trouble snapping out of it they kind of get tunnelled in to it.”

Four other participants made further comments and these were in regard to inappropriate downloading, maintenance, not working when you need it to, availability, cost and knowing if our kids are doing what they suppose to when they are using ICTs.

“ Its alright to a certain extent if you use it for the purpose that its there for.”



Mucking around or doing what they're supposed to be doing?
Neither really, just a couple of our kid's on their way to the 2007 Nati Awards,
I just like the picture

Conclusion: So What did I find out?

Personally I am happy knowing that the participants I interviewed have a good knowledge base about ICTs. There are those that I have interviewed that know a lot more about others I had spoken to, and they probably know more than I do, but our whanau do know something's about ICTs and what they can and are used for at Tolaga Bay Area School.

I was actually surprised at some of our whanau because my initial thoughts before interviewing some of them, were that their knowledge of ICTs was very limited and that they probably knew or know very little. So it was heart warming to hear them talk about ICQ, peer to peer file sharing, skype, dead pixels, the different features and capabilities of a digital camera, white balance and computer programming. They know a lot more than I gave them credit for about what we do in our school with ICTs. Even some of the parents that I interviewed that don't come into the school as often as those that do know the basics of what we are doing and more importantly what their child or children are learning.

They know that ICTs are a tool to help learning, whether it be their children's learning or their own learning. Our whanau are also aware that like everything else ICTs have their good points and they also have their bad points as well. While they realise it is good to have the latest 24 inch 2.4 GHz Mac intel 'flash as' wide screen computer, they also realise they're not cheap.

Of course they're not the same price as a text book, but if you want the best, and the best for your child you need to get the best. Just like the average car the ICTs need maintenance and at times need to be traded in for a better model that gives you a better ride or gets you from where you want to a lot more faster. When whanau spoke to me about cyber/text bullying and made reference to ICTs my immediate response was that a good set of values need to be installed into those that do and not a program that blocks it. Values like respect and manaakitanga (caring for others). But that's another story, what's good for me is to know that our whanau know about all of this, they know things about the ICTs that are out here and they are willing to know more.

For me knowing that the participants that I have interviewed have encouraging and positive attitude towards ICTs is heart warming. To me attitude is everything – its what I tell our kids everyday. You can have all the skills, all the flashiest computers and cameras and all the ability in the world, but if your attitude sucks, we'll you're not going to get much done - are you? Attitude is everything!! So its comforting to know that our whanau have positive and encouraging, and definitely helpful attitudes towards ICTs. As a number of them said – “they love it!” In my experience when our whanau and community love what's happening around or something good is happening with their kids they'll get in behind it 100%. When our children love doing what they do at school it's only a matter of time before the whanau get into it as well.

SO IS THERE A DIGITAL DIVIDE?

Of course there is – its just not as big as I thought it was. Our whanau know enough, some know more than enough about ICTs, about ICTs at Tolaga Bay Area School and ICTs and their use as a tool for learning. Obviously they, like us as educators, need to know more but for now I'm confident that our whanau in our community know enough. They have supportive and encouraging attitudes and this is always a blessing when you're trying hard to introduce something new into peoples lives. They love it – I know they do.

So yes there is a Digital Divide between whanau and school, but it's not just a Digital Divide. Personally I think the divide happens between our whanau/community and the school anyway – just like any other school. For our school I think we do a great job of informing our parents about what's going on at school. Whanau are always invited to come in and see for themselves what's happening and they are always welcome. Our whanau need to come in more often of course – there are those who come in often – but for those who don't, they need to come in and discuss what we can all do to help our children's learning.

For us to move ahead we really need to work together for the benefit of ourselves, our children and the future of Tolaga Bay Area School, Te Aitanga a Hauiti and Ngati Porou.

As usual I'll leave the last word to our kids with a quote from their 2007 Nati Awards t-shirts.



“ Your future is created by what you do today, not tomorrow”