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Feedback Interview with school representatives: Interview Schedule

Purpose: To gather feedback on the School-FERST feedback template and format and inform the feedback systems approach for monitoring school food environments in New Zealand

Participant:

Position held:

School type:

Interviewer: Researcher, Erica D'Souza (PhD Student, Epidemiology and Biostatistics, School of Population Health)

Mode: Face-to-face

Location: On school grounds

Researcher: *"Thank you once again for participating in the School-FERST national study. Thank you also for agreeing to participate in a feedback interview. The information you will provide is crucial to the on-going development of our tools and methods for monitoring food environments and supporting schools for creating healthier food environments for students. Once again, a reminder, that your identity will remain anonymous".*

Feedback on School-FERST

1. Motivation for participating and completing this survey

What was the main reason you chose to complete this survey?

Would you participate in a similar study again?

How would you rate this as a review tool to evaluate the healthiness of school food environments?

“Recognizing competing interests and priorities, as well as schools being so busy throughout the academic year....”

...how might we increase participation with schools?

What is the best time to administer/conduct such a large-scale research project?

2. Ease of understanding and completing questionnaire, average time taken

How easy was it to understand and complete the questionnaire?

Did you find the questionnaire time consuming?

Who is the best person in your school to fill out such a questionnaire?

Was it easy to access the questionnaire online? Any technical difficulties?

3. Areas of the questionnaire that were most time consuming, difficult to complete, irrelevant

Were there any sections or questions in particular that took up a lot of your time to complete?

Were there any sections or questions that were particularly hard to understand?

Were there any sections or questions you think are irrelevant?

Are there any questions lacking in the questionnaire that might be relevant in regards to measuring food environments in schools?

Discussion to inform how the information from the survey will be fed back to schools – feedback systems approach

“A key part of this nationwide study is ensuring that we provide schools with meaningful feedback. We want to ensure we give schools information that is easy to understand, and useful to support schools to create healthier food environments for students.

We have designed a School-FERST results exemplar [show exemplar] of how the results will be fed back to schools. Please take a short moment to have a look over it. Any feedback you can provide would be very useful.”

Feedback Content

[Show our results/feedback template]

- *What aspects do you like? Why?*
- *What aspects do you dislike? Why?*
- *We have proposed to make comparisons by school type, so secondary schools will be compared with other secondary schools across the country. We are also going to include comparisons by decile and Ministry of Education Area (show map of 10 areas).*
 - *Would you find this useful? Why?*
 - *Would you find any other comparisons useful? (Eg: location, suburb, etc)*
- *We aim to include stories of ‘role model schools’ in the feedback form – those schools who are using their creativity and innovation to build healthier food and nutrition environments for their students. This is also an opportunity for schools to get ideas on how they can improve their school environments....*
 - *Would you find this useful? Why?*
- *In terms of the balance between visually depicting information and written – which one would be easiest for you to get a quick overview of your school results? For example, would you prefer more graphs and diagrams over text?*
 - *Would you also still like some text to interpret/explain the graphs/diagrams?*

Types of feedback received in the past:

“With regards to the feedback you have received in the past – perhaps from similar research projects or participation in service evaluation activities and programmes – thinking back to the type of feedback you have received....

- *What has been useful? Why?*
- *What is not useful? Why?*
- *Who had access to this feedback? Did the principal pass it on to the rest of the school?*
- *How was the feedback communicated across the school community*
- *How was the feedback used? (Eg: were the results used in decision making)*
- *What is the best time of the year for schools to receive feedback?*

Feedback Dissemination and Access

- *What is the best way to provide your school with feedback – email, hardcopy via post?*
- *We envision that results from School-FERST will be evidence to be used in decision making. With regards to key decisions being made about various aspects of the school, around what part of the academic year does this usually take place (beginning term 1 of new year OR end of academic year term 4)*
- *We are discussing the possibility of launching a website or database, where schools can enter their details and access their results, especially since we hope that this tool can be used in future, say every couple of years to evaluate food environments and allow schools to receive helpful results. There would also be an opportunity to connect with other schools/staff through discussion board, share stories and have a constant update of role model schools. Perhaps featuring the Top 100 schools in the country, etc.....*
 - *Would this appeal to you? Why?*
- *As mentioned in the participant information sheet, the results from this study will be shared with public health organizations that work closely with schools, such as DHBs, The Heart Foundation, Healthy Families and other such NGOs. The reason we are doing this is to ensure that schools stay supported as they continue to improve their food and nutrition environments.*
 - *What are your thoughts on the usefulness of doing this?*
 - *Do you have any concerns, in terms of your results being shared with other public health organisations?*
 - *Have you had experience working with any of these organisations in the past? What has been helpful/not been helpful?*
- *With regards to external support (for example from other public health organisations in your community) – has your school received such support in the past? If yes, in what way? (example of how they have received support)*
 - *Similarly, thinking about improving your school food and nutrition environment, what kind of support would you like to receive?*
 - *Are there any instances when the support you have received has not been helpful? How so?*

Feedback Format

“We are looking at the possibility of providing schools with an overall score, grade or medal system to acknowledge their participation, recognizing their efforts and also as another method of evaluating their achievement. What are your thoughts on using the information gathered in the survey to provide your school with a

- *Score, for example out of 20*
- *A grade, similar to what we see in restaurants (A – F)*
- *Medal system – a gold, silver or bronze award or none*
- *According to you would the opportunity to be evaluated and scored, thus being compared to other schools around the country, act as a motivator or deterrent for schools to participate?*
- *In terms of rewarding/acknowledging schools with an award system or certificate of achievement – which governing body (City Council, Heart Foundation, DHBs, MoH, MoE, etc) would you most like to receive recognition from?*

- *In terms of making these scores/grades publicly available – would this act as a motivator or deterrent for schools to participate in such research?*
- *Thinking about human nature and enjoying being publicly recognized, and thus further motivated, when doing well – whereas feeling the opposite when not achieving high standards... how are we best able to navigate around such tensions. Our aim is to motivate and encourage schools with less healthy environments to achieve better and improve outcomes. What are some of the ways in which we can do this while ensuring that we are supporting, rather than, shaming them?*

Using feedback for evidence-based decision making

Decision making in schools

In terms of making key decisions in your school, such as establishing and reviewing school policies, changing curriculum, developing new activities and practices....

- *What are the main motivators/factors that bring certain topics/issues to the forefront of the schools agenda for consultation and review?*
- *Who is consulted when key decisions are being made? Ultimately who does the final decision lie with?*
- *Is research and other forms of evidence used to guide the decision making process/taken into consideration when making key decisions*
- *Who is consulted when making key decision regarding the school food and nutrition environment? Any outside stakeholders consulted –eg: nutritionists, the heart foundation, etc*
- *Sometimes even though schools want to make positive changes, for example, introducing healthier options, they are met with resistance – either internally from other staff or senior management, but more often than not students and parents. What are some of the strategies in place to navigate such tensions to ensure that the decision making process can proceed:*
 - *Explore tensions between teachers vs. senior management*
 - *Explore tensions between school vs. parents*
 - *Explore tensions between school vs. students*
 - *Explore tensions between BoT vs. staff + students*

Thank you very much for your time and sharing with me information that will enable me ensure School-FERST is a tool that will be valuable to schools. Also, thank you to your school for participating in this nationwide project. Please feel free to contact me if you have any more questions or concerns [Ensure that they have researcher details or provide details to them]