PIMSIP EVALUATION STRATEGIC CONVERSATION SCAFFOLD

Background

The methodology of this evaluation is based on the following assumptions

Principles/Assumptions

1) Reflection */*Critical conversation

Develop shared meaning through conversation   make explicit the interpretations, biases, assumptions and concerns upon which judgments are made

2) Collaboration

Participants in an action research project are co-researchers. - Each person’s ideas are equally significant

3) Reporting

 A report is the beginning point for ongoing discussion among collaborators, rather than a final conclusion of fact.

4) Theory, Practice, Transformation

For action researchers, theory informs practice, practice refines theory, in a continuous transformation.

This scaffold has been trialed with two year 12 students and a small group of Year 11 boys .and minor adjustments made to conversation process

WHAT I HAVE DONE

1. Take notes as we talked
2. Summarised these to the headings
3. Emailed them to you for feedback

WHAT WE NEED YOU TO DO

1. Read the summary
2. Add any ideas you have thought about since the conversation / I have missed recording
3. Change anything you believe is incorrect
4. Email back your approval/changes [Bill.Brown@thesmithfamily.com.au](mailto:Bill.Brown@thesmithfamily.com.au)

WHAT WILL HAPPEN NEXT

1. Each conversation is summarized by the external evaluator then coded to program intended outcomes to identify THE KEY ISSUES
2. A DRAFT REPORT will be provided to the evaluation team to inform decisions about program operation in 2012.

## SUMMARY RECORD OF CONVERSATION 16

Program delivery team ……………..Stakeholder Group

Wednesday 23 November 2011 ……………Time / Date Place

**1 WHY are you participating in the PIMSIP program ?**

Every child has a right to fulfill the dream I want to provide a platform for that Specifically help kids with multiple disadvantages who get teared apart and can’t manage the system .

Test myself; mix it with people from an academic background in a teacher /education professional environment where there was pressure to perform

**2 WHAT activities are delivered by PIMSIP?**

Historical context

2009

Term 4 Incidents of violence between PI students ; Girls fired up .Car park brawl of boys resulted in 6/7 suspensions and some public anger at the way things were handled.and scared caucasians. A parent’s experience with previous work of Relate cdp and their capacity to add value led to a referral to Principal; Exploration of potential contributions between school and Relate CDp resulted in MOU signing that focused on outputs important to the school rather than longer term solutions.

Program design for 2010 implementation

* I Space year 8 focus on re engagement of referred students
* Leadership groups Year 9 /10 ??? Focus on Aspire and cultural identity
* Inspire Yr 11/12 ?/ Focus on Active Volunteering qualification ( a new initiative of the school )

2010 delivery

* Relationship development focus for the year in original intentions
* Funding submission to One School
* Decision to use Active Volunteering as the curriculum vehicle resulted in some 60 hours of community partner time in aligning the original PIMSIP design , the MOU expectations and the One School funding criteria

2011

Shift in focus from longer term thinking to PRIDE delivered with Poly flavor in 6/8 week blocks 1 hour per week to identified students No template for content /delivery . Referral form designed but not completed at referral point .Minimal discussions,no input by program staff in referral process Cross cultural training reduced to a few 10 minute sessions during regular staff meetings ..No contact with HOD’s /teachers All communication and contact through Admin staff which is bizarre. It fell on its arse Leadership program to be run in student own time at lunch I was not prepared to fill out the forms Do the yellow slips as these administrative requirements of collecting students rather than the students taking responsibility to get to student services on time changed the student responsibility requirements. The program became boring and required a revisit to the approach of

* developing core values by using the real behavior of students ( ie Students began by leaving a mess in the room I did my nut and made them clean up rubbish ; show respect by being on time)
* Conduct the sessions through cultural approach Lots of laughter; lots of activity
* Build trust and behavior expectations

Key outcomes the PIMSIp implementation team aimed at

Male stuff Stand on your own two feet.; Be proud of what you stand for

Develop your own goals and vision ; Develop group trust

Culturally appropriate approach Use mats Sit on the floor ;Use learning circle approach to gradually get deeper into the sharing and building trust within the group and with the staff leaders

**3 WHO contributes to PIMSIP delivery ?**

The group supports the group members and make significant contributions to each others wellbeing. Support crosses boy/girl;cultural ;age segmentations.

2 Go’s very supportive as has been the Student Services team

Go + N + Ct wrote successful funding submission for One School $25K

N + Inala Youth Services a survey of teacher perceptions that focused on a need to fix problems with the kids I can’t engage with The magic wand approach to fixing behavior ,uniforms etc

**4 WHO benefits from PIMSIP?**

**5 WHAT results have been achieved**

Critical incident

R an unengaged young man who was a leader of PI students ( not always positive leadership ) ;Sole parent family ; History of older brothers in remand /prison Sisters pregnant at young age Sharing circle incident in VAL group where R reduced to tears in sharing an issue ,Open discussion was facilitated and R earned respect of the group. R not re referred for second session and individual relationship maintained outside the program

All of the kids referred attended and participated

Created a home for PI students in the Student Services Pod Increased trust of PI students in GO staff More self referral ; Increased exposure of school nurse ( These services poorly accessed by PI students previously )

**6 HOW do we use our learning** about Pacific Islander and Maori Student Intervention Programs to inform 2012 planning

Keep what works ,

* Direct contact with the principal as sponsor to ensure things get done ; Once this link is broken by absences etc the agenda gets blurred .
* Attitude is 200% of everything The core values drive the change The message of enduring hope
* Develop and keep a link to community sector and an internal support group who bring school knowledge to complement community /cultural knowledge .

Do differently

* The constant changes in leadership positions in the school made program integrity extremely difficult Appreciate the tight frameworks that the sponsor works within and how to survive in that environment
* Know the horse you are choosing ; What drives the leaders and ,the environment they find themselves in .
* The unsustainable expectations of teachers/leaders who seem to think they need to be perceived as all knowing /all seeing .
* Manage scope – Contain what I need to do then scale response to time and resources provided by the sponsoring group.
* I hour X 1 day a week for 6/8 weeks is insufficient to make real change for students This is particularly true if program run in lunch time as an extra
* Re look and rethink engagement ; This is not about managing community perception of the school as the school wishes to be seen .Its about embracing diversity and difference We need a really clear process of acknowledging this difference and a clear purpose for engagement It is a two way door where both sides can be acknowledged and accepted. A revolving door – not just an exit to the community but a reentry as well.
* Provide some security of funding All the cogs are moving – the drivers are just not connected Everybody working in a silo that is self consuming and sucks the energy Most directed to self serving leadership based on a fear of losing control ;The divide and conquer strategy applied to dismantle the groups that form around common values/passion /interests