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
3. Change anything you believe is incorrect
4. Email back your approval/changes

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 4

 Program implementation team ……………..Stakeholder Group

Friday 11 November 2011 ……………Time / Date Place

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

Develop self efficacy for minority groups; Confidence and personal character NOT Active Volunteering skills ; Social justice principles to counteract the double disadvantage low SES ( new migrants with low skill sets in our cultural terms = low paid jobs ) & ESL disadvantage resulting from parent background .

Help students know who they are as people and live within our culture AND retain all their cultural values

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

 Focus on developing personal relationships and developing an ethos of mutual respect within the classroom; The activities are focused on this result and are vehicles for delivery of focused intended outcomes rather than ends in themselves/ activity for activity sake. Hence, the activities have not been developed into an integrated program design at this stage of program design. There are clips from U Tube ,research articles on best practice Pacifica interventions and personally developed resources available .( this needs to be done to support teacher delivery )

**3 WHO contributes to PIMSIP delivery ?**

The school provides the time and space within the timetable and the VAL program legitimizes the space within the recognized curriculum

Community groups such as Inala Youth Services and guest speakers who have given of their time ( Was this free ?? Do we have this list so we can develop a community contribution network diagram ??)

Person skills and abilities of the team make complementary contributions to program success ; Cultural knowledge of CT and TA + the knowledge of curriculum and school process provided by teacher involvement.

**4 WHO benefits from PIMSIP?**

**5 WHAT results have been achieved**

These students have each other as mutual support ; You can see the increased confidence in the students interactions in the school

8 students in Yr 12 have gained the extra 2 points from completing VAL competencies that have been critical to the attainment of QCE for them.

29 students ( help Erin Couldn’t write fast enough !)

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

Keep what works ,

* The VAL curriculum can provide the flexible legitimizing curriculum frame for delivering PIMSIP?????( *help This could read We need a legitimizing curriculum* frame )! )
* This is a people driven program that requires a program/Philosophy congruence between personal value sets and program intent that focuses on cultural identity development AND personal development AND VAL objectives Program success is not just a clinical/professional delivery of given activities ????( we had some debate about this !)

Modify

* Develop the shared understating about program outcomes that remains constant over at least a three year program life expectancy Every stakeholder group needs to be on the same page re the interdependencies between stated intent/ inputs and activities /what success really looks like ie Current disconnect between shifting priorities hinders program delivery
	+ Increased community engagement,( Admin ) school brand enhancement( Admin )
	+ strengthening cultural identity ( program implementers ),
	+ delivering VAL outcomes in a technical sense ( Volunteering QLD )
	+ Service learning and expectations of the potential for the program to change student learning approaches ( Metro region pathways team
* Nominate a single point of responsibility( The person with the legitimate authority /delegated/devolved responsibility // ) to drive the program ;manage outcome accountabilities AND lead a team approach that harnesses the complementary skill sets of curriculum design and delivery, school organisational parameters ,cultural credibility.
* Consider time demands on QCS students who sometimes struggle with competing pressures from QCS/. VAL competition for time
* Modify Volunteering Qld resources to meet ESL , the visual literacy capabilities of disadvantaged groups ( This is especially true if non QCS student predominate )

Add

* A wholistic school approach
	+ the appreciation of program intent ie Valuing cultural diversity
	+ The importance of a consistent school culture and the implications for the behavior of individuals irrespective of their role /position .
	+ A way to deal with the inevitable “ failure ‘ of students/teachers/ admin/parents to deal with every eventuality
* Community groups such as Inala Youth Services with its Pacifica Lipi program could be invited to be formal partners in program design and delivery
	+ Share goals of culturally appropriate social support for PI students
	+ School contribution by “in kind “ resourcing
		- provision of expertise in curriculum design and delivery organisational constraints of school systems and in kind physical space
		- Single point of aggregation of young people
	+ Community contribution of
		- recognized cultural credibility and
		- better access to shared funding from area such as Communities etc not normally available to schools
* Immediate consideration of risk management strategy
	+ Given the complementary skill sets required to deliver this program there is an immediate need to identify people with skill /will to lead program implementation
	+ Year 10/11 student expectations need to be managed