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

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 12

 Community Service Stakeholder Group

Thursday 17 November 2011 ……………Time / Date Place

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

Belief that young people are a product of their culture and backgrounds.

Students with backgrounds of homelessness, family breakdown ,peer issues, don’t leave that at the door of the school School can be a safe place, a haven an island of calm in young people’s lives. For some ‘at risk’ young people, school can sometimes become a safe place to act out or test boundaries in a place where responses are relatively safe and predictable.

1. **WHAT activities are delivered by PIMSIP?**

The PI group approach provides a link between outside of school and inside school

**WHO contributes to PIMSIP delivery ?**

Workers who are aware of cultural complexities / can develop trust and rapport with community and ; complement work of other members of the student services team. – his understanding of the complexities of the case has changed the way the team thinks about their work. CT as a resource.

**4 WHO benefits from PIMSIP? 5 WHAT results have been achieved**

The project provides a bridge between a classically western model of education and a young person’s home and community expectations. It allows young people to celebrate and engage with their culture in a positive way.

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

Provide opportunities for professional development on a regular basis for teachers who may unintentionally alienate young people by reacting to student behavior without being aware of the cultural context of that behavior.