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 11

Administration Stakeholder Group

Wednesday 16 November 2011 ……………Time / Date Place

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

Originally, PIMSIP was started to address a sharp increase in violence,,suspensions and exclusions

Focus on finding a pathway and doing something about lack of aspirations particularly with families not engaged in the school

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

Its about

Integration – How to be successful in this dominant culture given that some students have never been to Samoa

Engagement – Provide role models and leaders who give value to cultural backgrounds Be supported by the school/a person who does so in a manner consistent with school values ;

Aspiration –What else could I do to expand options beyond the very narrow life they live

**3 WHO contributes to PIMSIP delivery ?**

The truant officer /liaison officer has been incredibly proactive in engaging families , following up etc

CT ; MO and GO team

School approach to ensure fairness by treating students the same BUT funding/resources targeted to difference

**4 WHO benefits from PIMSIP?**

**5 WHAT results have been achieved**

Suggest program not successful in delivering Performance Indicators

Some of the boys from the high end spectrum who needed a little nudge to become leaders *( Have benefited ?)*

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

Keep what works ,

Role such as cultural liaison officer to build on success of Sam ‘s approach

Do differently

Reconsider the middle of the road kids ??