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 8

Support services ……………..Stakeholder Group

Tuesday 15 November 2011 ……………Time / Date Place

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

Program designer translated the program sponsor’s ( The principal) ideas

* Student to give back to the school and community through volunteering
* Take students out of their comfort zone and engage through avenues other than sport

A successful Schools First submission for $25 K within a two week timeframe.” We won the money !”

The submission was completed within the parameters set by the funding body and written to a philosophic framework. (a cross cultural framework of practice ? ) wrap around approach embedded in the school system

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

The program provides an integrated system of support to cater for different stages of development Engage ;Aspire ;Inspire

*Not going to replicate here ATTACHMENT A in the full report (Does this exist in some document other than the pin board version ?? )*

**3 WHO contributes to PIMSIP delivery ?**

I make sure I am seen with CT and do things with CT and the PI community As students see you there as part of their community you gain trust and respect.

CT has charisma and standing When he spoke the students did listen.

Program designers, sponsors and key staff implementing the program have considerable time constraints ,different ideas/ideals and skills needed for delivery. The direct result is that delivery does not necessarily mirror philosophic intent.

Withdrawal models can be perceived as giving teachers respite rather than seeing the program as complementing class teacher contributions

**4 WHO benefits from PIMSIP?**

**5 WHAT results have been achieved**

Student interventions

* There are always students who are willing and ready to help Not there yet in terms of full benefit to rest of the school of the PIMSIP leadership initiative
* The VAL program seems to fit the original philosophic intent despite it being an “add on” in 2011. Has credibility and seems to be building leaders.The VAL team has done a great job with students developing a sense of belonging as a group. and gaining credit towards QCE
* There has been an increase in PI students accessing my services . This may not be replicated with school nurse /chaplain as more time needed for them to become part of PI community

Teacher training

* Jack Ryan excellent But training has been sporadic and not followed through ??
* Some teachers went to Samoa

Volunteering Manual

* Development through half hour meetings here and there \Development not resourced

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

Keep what works ,

* Time and effort of individuals to develop relationships within culture ( Can’t buy trust and respect nor can it be delegated to a role ??? )

Do differently

* Take time to develop a systems approach where everybody knows expectations and program integrated – Not a stop gap band aid approach
* Train our teachers Some teachers planning to conduct study tours to homelands that students /parents have never visited.
* Get out there into the churches and the community
* Conduct focus groups with all cultural groups ( Vietnamese, ATSI African etc ) so we can engage families