**THE WHY QUESTION**

**Focus on values /assumptions /assertions /working hypothesis and beliefs across boundary partner groups**

 WHAT WE FOUND in response to the research question **WHY are you participating in the PIMSIP program [[1]](#footnote-1)?**

The following summary responses are drawn from the strategic conversations completed with

STUDENTS ;PIMSIP DESIGNERS/IMPLEMENTERS ;SHOOL BASED STUDENT SERVICES PERSONNEL ;SCHOOL ADMINISTRATION TEAM MEMBERS ;COMMUNITY SUPPORT WORKERS FROM INALA YOUTH SERVICES

STUDENTS

Students from each intervention group had a strong appreciation of the reasons for their involvement

*I was chosen as a charismatic leader and a peer role model ( Inspiration group)*

*Selected by Mis Harvey We are pretty good girls with leadership potential.We were selected for our leadership ; Good grades OK behavior We had pride in what we did (Aspiration group)*

*Because our behavior wasn’t very good (Engagement group )*

PIMSIP DESIGNERS/IMPLEMENTERS

The Relate CDP community partners reflecting on 2010 implementation intentions indicated

*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*

The co -designer of PIMSIP recalled that the 2009 focus was originally to

*Develop self efficacy for minority groups;*

And a successful $25, 000 Seed Funding Award[[2]](#footnote-2) provided by NAB Schools First in 2010

*was completed within the parameters set by the funding body and written to a philosophic framework to deliver a wrap around approach embedded in the school system;(Students to give back to the school and community through volunteering*

*Take students out of their comfort zone and engage through avenues other than sport)*

The teacher responsible for aligning VAL to PIMSIP reported a strong commitment to

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

The principal as program champion expressed a need for VAL

*Strengthen the school community partnerships and enhance community perception of the school*

SHOOL BASED STUDENT SERVICES PERSONNEL ;

Staff from the Student Services team observed that

*I see this program as a way to bring hope into the lives of the lost and the not ‘got it*

*Help kids become empowered There are no magic wands*

*“ learning and living the Samoan way is a struggle” .*

*Keeping the Samoan way doesn’t work. I’m trying to teach them how to live in Australia*

 *I would also love my kids to know their own culture and fit in to the rules of the school.*

SCHOOL ADMINISTRATION TEAM MEMBERS

The school administration team reported that

*PIMSIP was started to address a sharp increase in violence,,suspensions and exclusions in 2009 ;Focus on finding a pathway and doing something about lack of aspirations particularly with families not engaged in the school*

And their expectations for the program could be summarized as

*Getting better QCE outcomes for targeted students .*

*Reducing negative behavior ; Reducing suspensions*

COMMUNITY SUPPORT WORKERS FROM INALA YOUTH SERVICES

Community support workers from |Inala Support services expressed the belief that

*“ traditional ‘wrap around “support provided by the parents/the village –where mother figures ;father figures provided the trust ( is ) NOT always present in the lives of young people here. 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.*

SO WHAT have we learned from these responses ?;- **Key learnings**

* PIMSIP SPONSORS PERCEPTIONS
	+ ??
* COMMUNITY PARTNERS PERCEPTION
	+ ???
* ACTION RESEARCHERS PERCEPTION
	+ There seems to be some different views about the “ moral purpose” of PIMSIP
		- “ GET THE STUDENTS READY FOR SCHOOL /CHANGE SCHOOL PRACTICES TO FIT CULTURAL NEEDS OF PI STUDENTS “
	+ The statements below are not mutually exclusive BUT they are different enough to indicate a need for clarification and debate about the congruence of intent



NOW WHAT we will do to inform our ‘next practice “? :-

The Australian Government is committed to ensuring that all Australians have the

opportunity to be active and equal members of our society, free to maintain their cultural

traditions, subject to Australian law

**Human Rights Council**

**Seventeenth session**

Agenda item 6

**Universal Periodic Review**

**Report of the Working Group on the Universal**

**Periodic Review**\*

**Australia** 24 March 2011

1. http://cmapspublic.ihmc.us/rid=1K3MG8RSP-23BHZDR-1K84/RESEARCH%20QUESTION%201%20%20WHY.cmap [↑](#footnote-ref-1)
2. School: Forest Lake State High School (QLD) Partner: Relate Community Development Projects

<http://www.schoolsfirst.edu.au/sf-2010-schools/forest-lake-state-high-school.phps> [↑](#footnote-ref-2)