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 6

School Admin ……………..Stakeholder Group

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

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

Aimed at individual intervention and direct links with families – We have not got that.Kids are still slipping through

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

Program took a long time to get started . Door not always open in the program delivery ; While the program is different, it is a school The program needs to fit in with the school and not isolate kids

A number of Yr 9 students referred to the program did not get the expected support

**3 WHO contributes to PIMSIP delivery ?**

CT when he does interact with the students , he gets due respect ( because of cultural background )

The truancy officer has picked up many of the referrals that have slipped through

**4 WHO benefits from PIMSIP?**

**5 WHAT results have been achieved**

Yr 8 have “done’ the program and enjoyed it They felt connected but not much happens outside the program

A number of students have turned it around though this can be attributed to many things rather than simply the PIMSIP program

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

Keep what works ,

* Some of the bringing culture into the school ( dance) “ is nice stuff
* The provision of a male mentor with cultural knowledge is important. Truancy officer approach may be a better option - Be there for the kids when they need it Not be anybody’s hero and being firm and fair to support school behavior standards as well as being culturally sensitive.

Modify

* Rethink Yr 10 support ???