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 10

Administration TEAM ……………..Stakeholder Group

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

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

Getting better QCE outcomes for targeted students . Reducing negative behavior ; Reducing suspensions

Build on the progress made by the school in developing better pathways,a more educated community ( parents have had a number of students through the school ) making better choices for OP /QCE pathways .

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

I don’t know what they do ?? I don’t understand the cultural focus. While there has to be some allowances for cultural differences, we consciously try to treat everybody the same.

**3 WHO contributes to PIMSIP delivery ?**

Everybody makes a contribution and hard to attribute activities/results to a single program.

**4 WHO benefits from PIMSIP?**

**5 WHAT results have been achieved**

ESL barriers for PI students not always addressed through targeted resource arrangements.

I do see a boys program and a girls group started this year.

I do not see behavior change outside the program. Some referred student did not get the home visits I expected to occur Little improvement in parent involvement in schools

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

Keep what works ,

* Its good for the kids to have someone to go to from all cultural subgroups Tonga Cook IS ,Vietnamese etc Having someone from the ethnic group who can establish and sustain contact with parents Truancy officer who keeps the relationships with parents ,reliable is what we want as a school.