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

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 5

Program support ……………..Stakeholder Group

Friday 11 November 2011 ……………Time / Date Place

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

I play a similar role to CT - Developing trusting relationships with kids We work alongside them Especially with boys who are incredibly shy

These kids seem to be divided into two opposites Some have “ got it “ and others not “ got it “ There seems to be no middle ground I see this program as a way to bring hope into the lives of the lost and the not ‘got it “

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

Key messages are consistently delivered

We see the potential in you ; We help them to dream ( about things they would otherwise not even consider ) You are the solution

**3 WHO contributes to PIMSIP delivery ?**

I see CT putting in long hours into other school activities Rugby coaching; Student Services meeting contributions; Student – Teacher competitions ; Mental health stuff –( help Notes shoddy )

**4 WHO benefits from PIMSIP?**

**5 WHAT results have been achieved**

I’ve seen strength developed in the girls

Many more students want to be here.

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

Keep what works ,

* I have enjoyed working with the team to improve my skills and absorbing different ways of thinking /acting in the face of constant challenges of kids behavior .The program replicates( in part )the Primary school where one teacher builds the relationships with a group of kids. ; Kids get frustrated in secondary where there is constant change of teacher and expectations . This program provides some consistency about expectations and trusting relationships.

Modify

* The impact of the inflexibility of a large school organization and the constant change in structures and leadership personnel that constantly impact on program delivery