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 9

Support services ……………..Stakeholder Group

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

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

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

**3 WHO contributes to PIMSIP delivery ?**

School simply reflects community attitudes ;

**4 WHO benefits from PIMSIP?**

**5 WHAT results have been achieved**

The kids report to us that they enjoy the program Comments are positive Kids want to go

We see kids in a different light where developing resilience to cope is important The program helps getting a bit of a run up down the hill to get the momentum up the hard slope . Better than getting stuck at the bottom where it all becomes too hard /Is it worth it ????

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

Keep what works ,

* Focus on building the relationships
* )

Do differently

* Address the huge learning curve for schools in terms of Focus on learning styles ( rather than “cultural difference ??) For these student it is “ kinetic learning –show me and I’ll do . Give and I will give back Everybody needs cultural understanding to appreciate the subtleties of what is going on in the back of PI kids heads when PI students fail to see the relevance of particular activities and are not persuaded by the proffered rationale and resist. Teachers perceive not doing something as challenging teacher authority and escalate interventions to use a sledgehammer approach to a minor problem .
* We don’t need to find the next driver of the bus so everybody else can just sit there –
* We do need to keep the momentum ;engage everybody in contributing to change over time.A whole of school,seamless program ,funded for a longer period of time, where each person/group dovetails into whatever needs to happen to make things work. NOT a quick fix . where a self contained program is established to “fix “ the student /behavior that is causing issues to the school etc