



Re-Imagining Evaluation

A Culturally Responsive Evaluation Framework for the NSW Department of Education

Michele Hall, Karen Jones, Joanne Marshall, Sally Kubiak (NSW Education)
Nathan Towney, Kath Butler (University of Newcastle)



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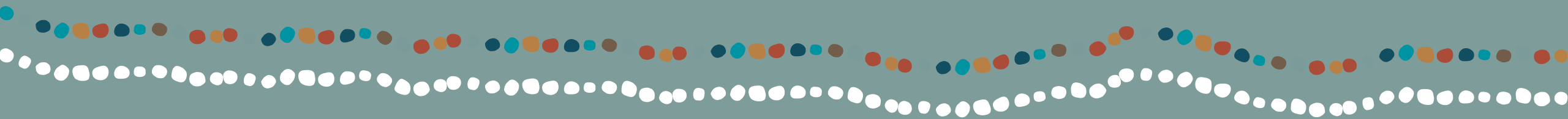
NSW
GOVERNMENT



Acknowledgement of Country

We recognise the ongoing custodians of the lands and waterways where we work and live. We pay respect to Elders past and present as ongoing teachers of knowledge, songlines and stories.

We strive to ensure every Aboriginal and Torres Strait Islander learner in NSW realise the benefits of schooling.
Body copy



“ In NSW, Aboriginal Education is everyone’s business, though we have a long way to go. ”

We need to:

Listen more deeply and enable the time required to understand impact

Ask the right questions and focus on the impact on kids and families

Be truly responsive to the needs of learners it is long term work

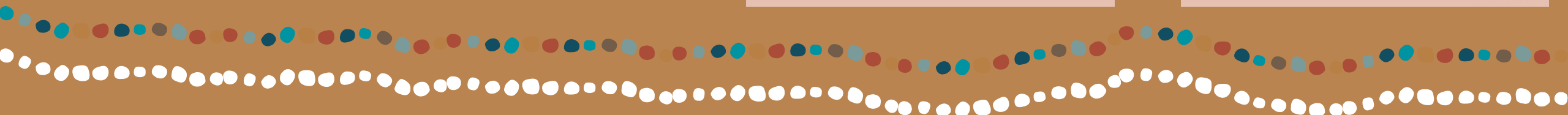
“ There is a risk that “everyone's business” can become no one’s business ”

Changing practice is hard work – If not now, then when?

““ Current evaluation processes don't get to the real problem, which is, who defines what success looks like and feels like ””

““ Evaluation is used for two purposes, 'to pat ya on the back' or 'to belt ya with it', this shouldn't be why we evaluate ””

““ We always say relationships are extremely important, but we never evaluate how well people do this across the system ””



Toward culturally responsive practice: why this Framework is needed and how it was designed

““ *Most evaluation questions are designed to get the answers they want to hear* ””

Data can be used to “blame” which risks looking internally for solutions.

We need stories not numbers!

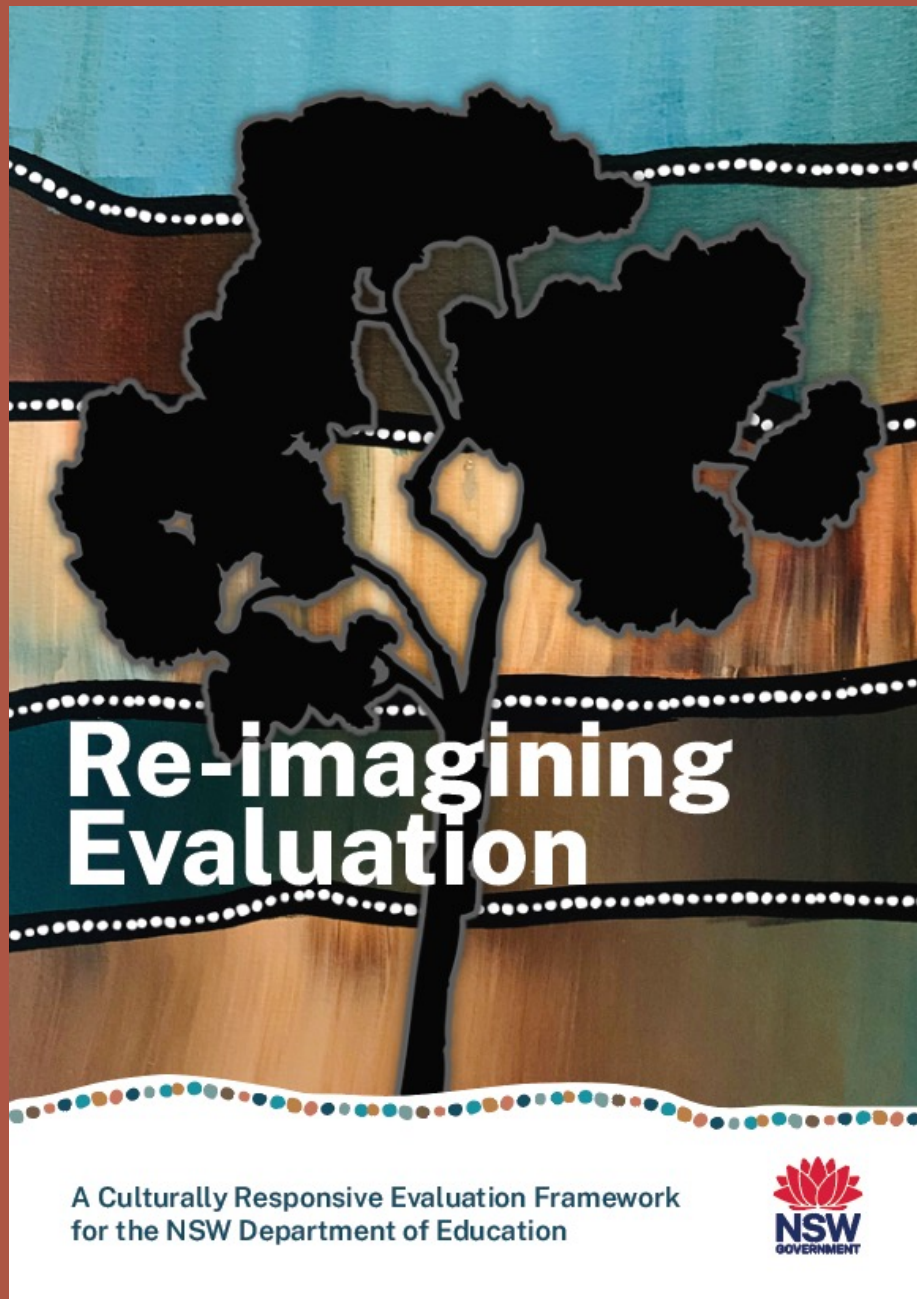
Who decides what success looks like?



Framework Principles



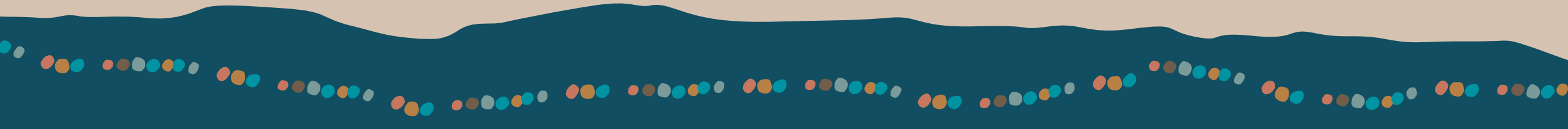
1. Our Students & Aboriginal Family Sovereignty
2. Relationships
3. Place
4. Yarning
5. Responsibility and Credibility
6. Empowering Change



**What does it
look like in
practice?**

Overview of the Expanded Connected Communities Strategy

- Whole-of-government commitment to working in partnership with NSW communities to achieve educational and social aspirations for all students, and particularly Aboriginal children and young people.
- Aims to establish schools as community and service hubs and build stronger partnerships between schools, the local community and government agencies.



“ A phased approach to evaluation engagement and delivery ”

Stage One

Make connections with stakeholder groups to build rapport and trust. Discuss the evaluation framework, purpose, top-level questions and data collection methods with participants – this consultation process is also used to guide the final evaluation plan

Stage Two

Conduct fieldwork at school sites according to evaluation plan. Anticipated to be a mix of 1-on-1, f-2-f interviews, discussion groups and yarning circles with the option of online/phone survey

Stage Three

A validation/sense-making opportunity with participants at school sites to test findings, celebrate successes and co-develop enhancements





**Reflecting on
the journey
so far:**

Observations

Reflecting on the journey: Challenges



The principles ascribe responsibility for DoE to:

- **Communicate** evaluation findings to communities in a range of appropriate and accessible mediums
- **Co-develop and implement** evaluation recommendations in partnership with those impacted by them.

The principles can facilitate empowerment by:

- **Capacity building Department of Education** staff and evaluators in culturally responsive practice
- Providing visible and meaningful inclusion of **Aboriginal priorities and perspectives**
- Ensuring wherever possible that Aboriginal people themselves are **undertaking evaluation process**

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**Implementing
change takes time,
and champions! -
where to from here?**



Questions?

