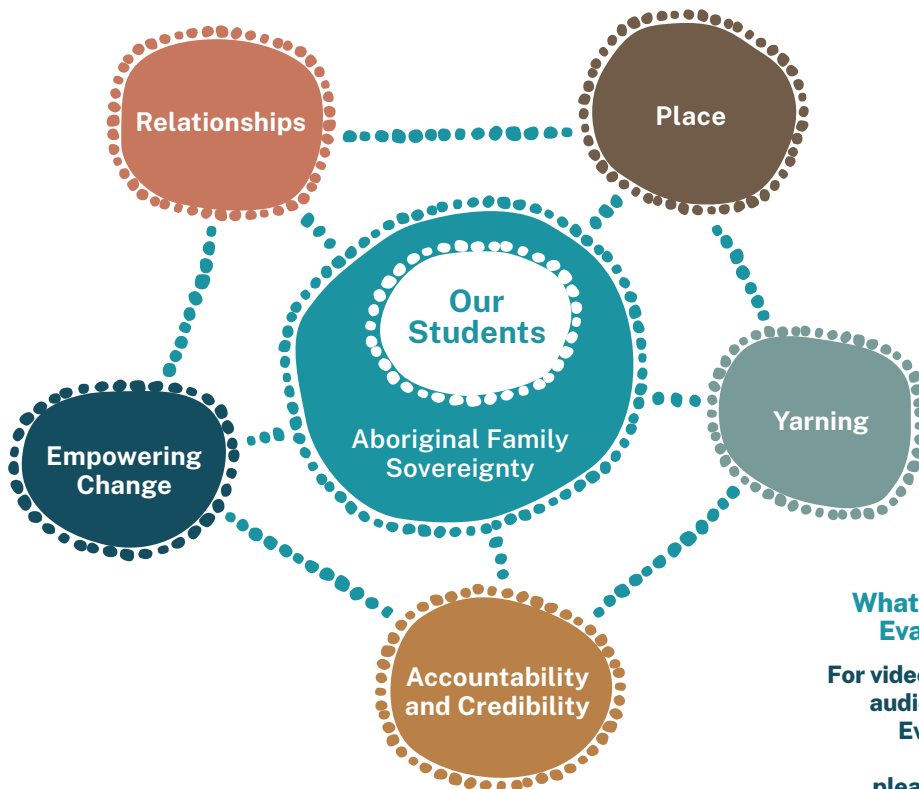


Re-imagining Evaluation Principles



Adam Manning
Deadly Layers III, 2022
mixed media on canvas and digital painting
30 cm x 22.5 cm

What does Re-imagining Evaluation sound like?

For video of the paintings and audio of the Re-imagining Evaluation soundscape by Adam Manning, please follow the QR link.



Re-imagining Evaluation Principles for the NSW Department of Education

Ongoing concerns have been raised about the efficacy of policies and programs for Aboriginal people across all domains of inquiry. It is well recognised that there has been a lack of robust evidence on the impact of initiatives on Aboriginal students, families, and communities at a system and local school level. This has extended from the most fundamental elements of what is being evaluated and by whom, to the communication and implementation of evaluation findings. Communities have often articulated that the systemic failure to address these questions constitutes a 'broken promise', which impedes the achievement of equity for Aboriginal people and their relationship with government.

The commitment to develop a Culturally Responsive Evaluation Framework represents a new approach and substantial commitment to changing the way that evaluations are undertaken, by including Aboriginal peoples as valued partners moving forward, with reference to their knowledges and perspectives that have been shaped by lived experiences.

The guiding Principles are aimed at challenging existing assumptions and power relationships in education. It centres Aboriginal people as knowers rather than subjects, and as having jurisdiction over their own lives and over the land on which government schooling and education take place.

Acknowledging the power of schooling structures and systems that influence schools.



Re-imagining Evaluation Principles

The **Re-imagining Evaluation Principles** centre students and Aboriginal families and are aimed at challenging existing assumptions and power relationships in education.

1.

Our Students and Aboriginal Family Sovereignty

Our core Principle honours the centrality of family, and encompasses the kinship structures that exist in Aboriginal people's lives. It recognises the inclusion of Aboriginal families in decision-making processes where yarning is a right, not a privilege or concession. Through respecting the aspirations of Aboriginal families, it ensures that Aboriginal family sovereignty is enhanced and not diminished.

2.

Relationships

Relationships are crucial to stakeholder willingness to participate in school activities. They take time to develop and effort to maintain, which in turn fosters an environment of trust where all parties can listen, learn, and grow together.

3.

Place

Place is an integral part of Aboriginal people's identity. The Principle of Place highlights the diversity of local peoples, cultures, connections and knowledges. It acknowledges the complexities of implementing system-wide approaches to any aspect of schooling, but insists on flexibility, differentiation and adaptation to local stakeholder needs and timeframes, as well as the adherence to community protocols around communication.

4.

Yarning

Yarning is a complex term with many layers. Yarning cannot take place without a respectful relationship established over time. It involves deep listening, honest conversation and creating an ongoing culture of reflection. Adequate resourcing should be provided to facilitate this as it takes time, space and structure.

5.

Responsibility and Credibility

Evaluation needs to satisfy internal and external reporting requirements in a timely manner at all levels. Communication of results should be in accessible formats to reach all stakeholders.

6.

Empowering Change

Evaluation identifies and promotes best practice and meaningful change. It facilitates and celebrates the strengths of Aboriginal communities and cultures, and builds capacity for all stakeholders in a spirit of walking and working together. Listening, and then changing behaviour, processes, structures etc. is an important part of building credibility with stakeholders.