



KIND Kids Thrive

Evaluation of an arts based anti-bias program in schools

Originally prepared for Kids Thrive Inc.

21 January 2014

Revised with updated content by Migrant Resource Centre North West Region

30 June 2014



Debbie King is a well-known evaluator of social programs.

She was Managing Partner of Success Works, an internationally regarded Melbourne based consultancy firm for 8 years and is a member of the Australasian Evaluation Society. She has conducted over 60 large and small evaluation projects including the Evaluation of the Sexual Assault Reform Strategy for the Victorian Department of Justice; the Evaluation of Teacher Professional Leave for the Victorian Department of Education and Early Childhood Development and the Evaluation of the Queensland Indigenous Alcohol Diversion Program for the Queensland Department of Premier and Cabinet.

David Henry is the Kind Cultural Harmony Project Worker for Migrant Resource Centre North West Region (MRCNW). He has updated Debbie King's report with specific reference to the outcomes of the Communities for Children program in fulfillment of the requirements of the contract between MRCNW and Unitingcare Lentara for the delivery of the Kind Cultural Harmony Project (2013-2014).

Contents

Introduction	1
The Kids Thrive KIND Program	1
Background	2
The Evaluation	3
Project Logic	3
Evaluation Approach	4
Evaluation Questions	4
Data Collection	4
Data Analysis	5
Evaluation Results	5
1. To what extent have children, teachers, agency staff and steering committee members participated in KIND?	5
2. What has KIND delivered?	6
3. To what extent do children demonstrate improved self-confidence as a result of KIND?	6
4. To what extent have children shared aspects of their own culture with each other?	9
5. To what extent do children demonstrate greater understanding and acceptance of difference?	10
6. To what extent have children improved their capacity to recognise unfairness?	11
7. To what extent have children improved their capacity to take constructive action to deal with unfairness against themselves or others?	13
8. To what extent have teachers and relevant agency workers improved their understanding of discrimination and the issues facing their students	15
9. To what extent have teachers and relevant agency staff developed their skills around arts based learning?	16
10. To what extent have parents/carers, schools and community agencies strengthened their connections?	17
Summary of Evaluation Results	19
Conclusion	20

Appendix A – Project Logic	21
Appendix B – Linkage between Kind short term objectives and FSP-CfC aims, objectives and outcomes	22
Appendix C - Student Progress Reports	23
Appendix D - Teacher and Principal Evaluation Survey	24

Introduction

This report presents a summative evaluation of the KIND program provided in three Hume region Catholic primary schools during 2013, with additional material added by MRCNW in reference to 2014 program delivery and the outcomes of the Communities for Children program.¹

The Kids Thrive KIND Program

Kids Thrive Inc. received funding from the Department of Immigration and Citizenship, Scanlon Foundation, Gandel Philanthropy to deliver the program. In 2013, Kids Thrive partnered with MRCNW whose involvement in the program is funded by Unitingcare Lentara through the Department of Social Services' *Communities for Children* program. Communities for Children funding has been used primarily to fund the position of a Kind Cultural Harmony Project worker (0.2) to support the delivery of the Kind Cultural Harmony program.

Children participating in KIND have created original songs in their own class group (one class selected at each school), participated in community performances at the end of each school term, firstly at their own school sites, then combining the three schools. The program includes singing, songwriting, movement, mindfulness practice, performance; facilitated reflective activities and conversations; end of term community concerts; and professional development workshops for artists, educators and multicultural agency professionals.

Program delivery has been overseen by a Steering Committee involving the three school principals plus representatives from the Catholic Education Office, Foundation House² and the Migrant Resource Centre North West Region.

The program has also provided professional development for teachers and multicultural agency workers in using the arts for education and social change.

The Kind Cultural Harmony program aims to address the needs of children experiencing disadvantage by meeting the following objectives:

- Using the arts to develop new social skills
- Promoting social inclusiveness and community connectedness
- Encouraging community cooperation and participation
- Fostering awareness and understanding of community issues
- Imagining alternative, positive pathways for children and families in environments with few perceived options
- Exploring creative approaches to transforming challenges and obstacles into opportunities for growth

These broad inter-organisational program objectives form a foundation for achievement against the outcomes and objectives identified in MRCNW's contract with Unitingcare Lentara. To this end, the program responds to the following outcomes as part of the Family Support Program:

- Families function well in nurturing and safe environments

¹ The Communities for Children funding centres on two schools Holy Child Primary, Dallas, and St. Dominic's Primary. Program partners Kids Thrive also coordinate the delivery of content to Corpus Christi Primary, Glenroy.

² Victorian Foundation for Victims of Torture

- Children and families have the knowledge and skills for life and learning
- Organisations provide integrated services and work in collaboration with other services in the community.

The program also aims to support the following Communities for Children aims and objectives:

- Supporting families and parents – support for parents to provide children with secure attachment discipline and quality environments that are stable, positive, stimulating, safe and secure.
- Creating strong child friendly communities that understand the importance of the early years and apply this capacity to maximize health, well-being and early development of young children at the local level.

Background

The KIND program is based on Derman-Spark and Edwards' (2010) anti-bias framework³. This approach recognises that anti-bias education is required because "all children live in a world that is not yet a place where all of them have equal opportunity to become all they could be" (Derman-Spark and Edwards, 2010, p3) and where "children need tools to navigate the complex issues of identity, diversity, prejudice, and power in their daily lives so that they may learn, thrive and succeed" (ibid.)

KIND has adopted the four goals of the anti-bias framework:

- Self-esteem and valuing my own culture.
- Valuing differences.
- Noticing unfair behaviour because of those differences.
- Taking action.

These goals are seen as interconnecting 'gears' with movement in one area also creating movement in others.

The anti-bias approach supports children and their teachers to recognise and value difference on the basis that "children learn prejudice from prejudice - not from learning about human diversity" (ibid, p4) and "a difference-denial approach [to teaching] which ignores children's identities and family cultures, runs the risk of making invisible the many children who do not have the social identity of the dominant group" (p5).

The framework also recognises that the early years of school are important first communities for children outside the home and that the character of those communities will influence a child's development and self-esteem. "How children expect to be treated and how they treat others is significantly shaped in the early childhood setting" (ibid, p8).

In addition, while it has not been possible to conduct a full literature review as part of this evaluation, a search of the academic databases reveals considerable literature relating to the value of arts-based education for primary school aged and younger children.

For example, a 2009 report⁴ found that quality arts education can produce positive learning outcomes, positive attitudes to learning and a greater sense of personal and cultural identity

³ Derman-Sparks, Louise and Julie Olsen Edwards, 2010 *Anti-Bias Education for Young Children and Ourselves*, National Association for the Education of Young Children, Washington DC

⁴ Alter, F, Hays, T & O'Hara, R, (2009) 'The Challenges of Implementing Primary Arts Education: What Our Teachers Say' *Australasian Journal of Early Childhood*, v34 n4 p22-30 Dec 2009

while fostering more creative and imaginative ways of thinking in young children. The same study also found that Australian primary school teachers are not well prepared for arts-based learning and teaching processes. This finding is confirmed in a more recent Australian article⁵ which also concludes that while the arts are a vital part of children's education, they have rarely been given priority in Australian schools.

International research in 2006⁶ found key differences between *educating children in the arts* and *educating children through the arts* and found particular value in using the arts as a pedagogical tool to educate children in other areas such as literacy, numeracy and technology. The same research found that arts education has a positive impact on the child, the teaching and learning environment and the community as a whole and that educating children in the arts has a benefit for their health and their socio-cultural wellbeing. The study also found that high quality arts programs in schools tend to be created through partnerships with external community based arts organisations where teachers, artists and communities share responsibility for the delivery of the program.

Research commissioned by the US President in 1999⁷ found involvement with the arts provides 'unparalleled opportunities for learning that enable young people to reach for and attain higher levels of achievement' and that for many young people, particularly those experiencing disadvantage, school is the only location for them to experience the arts. The report notes that 'activities outside of the school environment are often limited in their purpose and resulting impact. They provide recreation, but no sense of creation. They provide recess, but no sense of success'. The report concludes that 'involvement with the arts must be a basic part of the learning experience'.

In summary, then, even a quick scan of the literature confirms the validity of the KIND program, particularly its partnership approach and its focus on arts-based learning for disadvantaged children and families.

The Evaluation

This evaluation has been sought by Kids Thrive Inc. to identify the impact of the KIND program in the three Catholic primary schools in the Hume Region in 2013. Additional content was added by MRCNW in June 2014.

Project Logic

The original evaluation was been guided by a project logic. The project logic is included at **Appendix A**. The project logic makes the thinking that underlies the project explicit and exposes the underlying 'hypotheses' on which the program is based. The purpose for developing the project logic is to be clear about the activities, outputs and expected outcomes of the project so that the correct evaluation questions are identified. The project logic is developed iteratively with the program managers.

⁵ Russell-Bowie, D (2011) An Ode to Joy . . . or the Sounds of Silence? An Exploration of Arts Education Policy in Australian Primary Schools. Arts Education Policy Review; 112; p163-173, 2011

⁶ Bamford, A (2006) The Wow Factor: Global Research Compendium on the Impact of the Arts in Education. Wazmann, Munster, Germany

⁷ Fiske, E.B (Ed) (1999) Champions of Change: The Impact of the Arts on Learning, President's Committee on the Arts and the Humanities, Washington, DC.; Arts Education Partnership, Washington, DC

The project logic also provides the framework by which the short term outcomes identifiable at this stage of the program can be seen as a foundation for the aims, objectives and outcomes identified in the MRCNW-Unitingcare Lentara *Communities for Children* contract.

Appendix B demonstrates the projected relationship between Kind Cultural Harmony project short term objectives and the FSP-CfC aims, objectives and outcomes.

Evaluation Approach

This evaluation uses a summative approach aimed at determining the impact of the KIND program for its participants during 2013. Summative evaluation is a method of judging the worth of a program at the end of the program's activities. The focus is on the outcomes achieved and the difference that has been made.

Evaluation Questions

Based on the project logic the following summative evaluation questions have been developed for this evaluation. The questions are based on the project outputs and short term outcomes identified in the project logic:

1. To what extent have children, teachers, agency staff and steering committee members participated in KIND?
2. What has KIND delivered?
3. To what extent do children demonstrate improved self-confidence as a result of KIND?
4. To what extent have children shared aspects of their own culture with each other?
5. To what extent do children demonstrate greater understanding and acceptance of difference?
6. To what extent have children improved their capacity to recognise unfairness?
7. To what extent have children improved their capacity to take constructive action to deal with unfairness against themselves or others?
8. To what extent have teachers and relevant agency workers improved their understanding of discrimination and the issues facing their students?
9. To what extent have teachers and relevant agency staff developed their skills around arts based learning?
10. To what extent have parents/carers, schools and community agencies strengthened their connections?

These questions form the framework for the presentation of the Evaluation Results in the next section.

Data Collection

The following data has been collated and analysed for this evaluation

- Steering Committee and "frontline workers" evaluation feedback (collated by the Kid's Thrive team at the end of Terms 3 and 4, 2013)
- Steering Committee Minutes

- Student Progress Reports - these detailed reports were completed by the three teachers for each child in their class detailing each child's progress as a result of KIND in relation to eleven dimensions - A copy of the progress report format is provided at **Appendix C**⁸.
- Teacher and Principal Evaluation Survey - a copy of the survey tool is attached as **Appendix D**.
- End of Year Interviews with children conducted by the Kids Thrive artists.

Data Analysis

Data has been analysed using a constructivist approach. Constructivism is based on the understanding that the “truth” of a situation is individually and collectively *constructed* by the people who experience it⁹. In constructivist evaluation it is assumed that there are many different ways of interpreting or understanding the intent and impact of an activity and that to understand the activity the evaluator must gather together those understandings from a range of sources. For a constructivist evaluator the truth of the situation is what the people who experience it describe.

For this reason, the evaluation relies on triangulating data supplied by a range of stakeholders and obtained through the examination of documents and other data. As a constructivist evaluator it is also important to acknowledge that the data collection process will have been influenced by the experience, attitudes and perspectives of the data collectors and the data analysis will have been influenced by my background and age, gender and cultural perspectives. For this reason the evaluation is open for review by others with the invitation for them to offer alternative interpretations to the data analysis.

Evaluation Results

In this section each evaluation question is answered based on an analysis of the data. A summary of the results is provided at the end of the section.

1. To what extent have children, teachers, agency staff and steering committee members participated in KIND?

Over the course of the 2013 and 2014 programs the program has involved:

- 156 children from the three schools¹⁰
- Three school sites
- 10 teachers
- One school well-being teacher

⁸ While the same tool was used by all three teachers, one teacher used a different marking system that has made comparison of all three schools across the same dimensions impossible. Results based on the Student Progress Reports in the next section of the report are therefore presented in two formats - one for St Dominic's and Holy Child combined (a total of 43 children) and one for Corpus Christi (24 children).

⁹ The other major approaches to evaluation are positivist or post positivist. These approaches start from an understanding that truth is objectively knowable (positivism) or able to be accurately approximated (postpositivism).

¹⁰ A total of 106 of these students received direct CfC delivery as residents of the City of Hume, the remainder were students of Corpus Christi Glenroy. In the 2013 study, data was available for 67 children; 24 students at each of Corpus Christi and St Dominic's plus 19 at Holy Child.

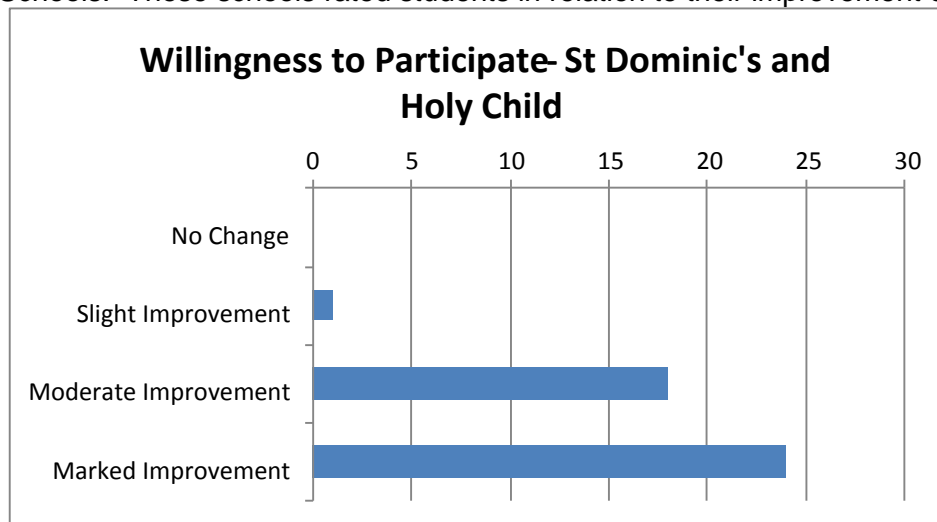
- One community hub coordinator
- Three principals (one from each school)
- One representative from the Catholic Education Office
- One representative from Foundation House
- One manager from the Migrant Resource Centre, North West Region.
- One worker from the Migrant Resource Centre

A review of the minutes of Steering Committee meetings indicates the following:

- 19 Steering Committee meetings between 22 January 2013 and 30 June 2014
- Regular attendance by the three Principals, the Catholic Education Office and Kids Thrive representatives.
- Less regular attendance by the multicultural agencies.

In their Student Progress Reports teachers rated children on their willingness to participate in the KIND program.

The following chart details the overall finding for students at St Dominic's and Holy Child Schools. These schools rated students in relation to their improvement over the year:



2. What has KIND delivered?

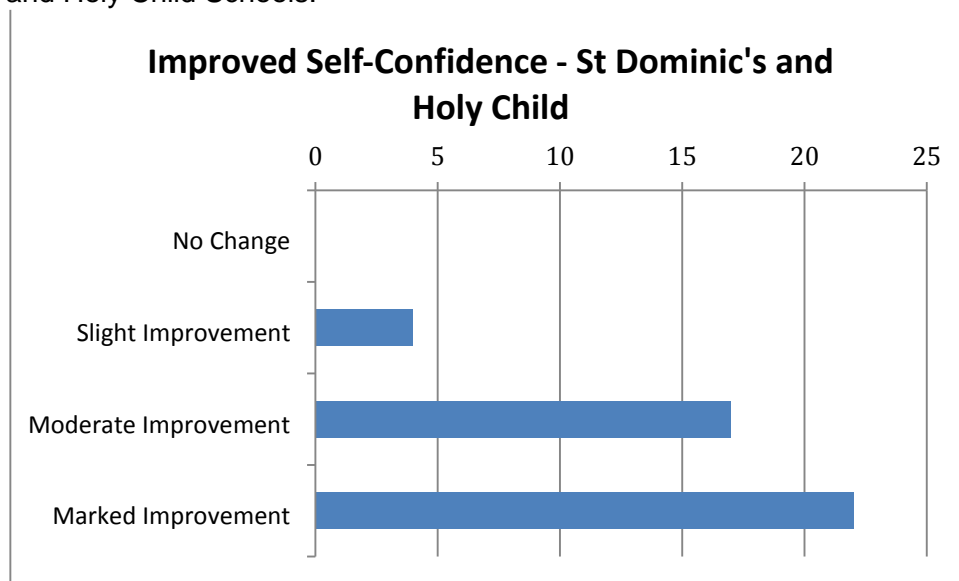
Kids Thrive Inc. report that KIND has delivered:

- 8 original songs, 13 cultural songs brought from home
- 91 x 45 minute workshops and sessions with students, teachers, and parents.
- 4 community engagement events/performances by participants to 800+ community audience
- 6 pre-workshop community engagement concerts by Kids Thrive
- 5 professional development sessions for the teachers and community agency workers

3. To what extent do children demonstrate improved self-confidence as a result of KIND?

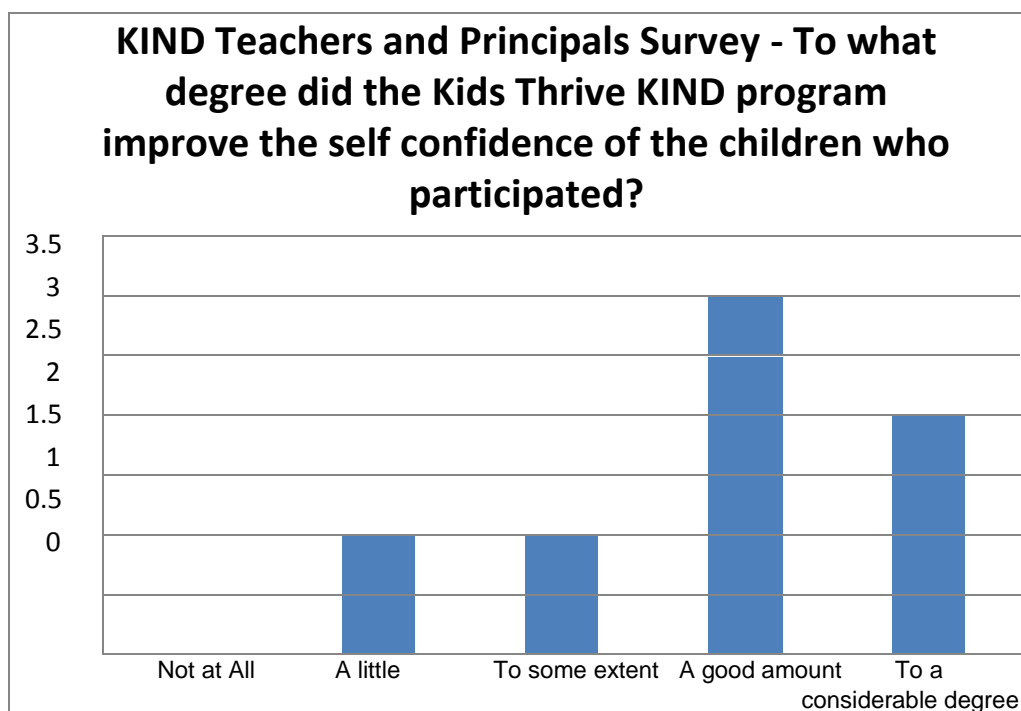
Using the data generated by the Student Progress Reports it is possible to isolate the perceived impact, as assessed by their teachers, on each individual child's self-confidence.

The following chart identifies the impact of KIND on children's self-confidence at St Dominic's and Holy Child Schools:



This chart shows that teachers at the two schools identified improved self-confidence in 100% of the children with 68% showing a moderate or marked improvement.

In addition to the individual ratings provided by teachers, principals and teachers were also asked a question about the impact of the program on children's self-confidence as part of the Teacher and Principal Evaluation Survey. The following chart shows that all teachers and principals agreed the KIND program had some impact on the self-confidence of the children who participated with 5 out of 7 agreeing that the impact was of a good amount or more.



In response to an open ended question in the Survey about the main achievements of KIND one respondent made the following comment:

Developing the confidence of children. Seeing children shine in a different setting from the classroom.

In response to a different question about the main things the children have gained from their participation in KIND, four respondents (out of 7) specifically mentioned improved selfconfidence:

Confidence and respect for one another

Confidence. A sense of happiness to let themselves go without ridicule from others. Risk taking to try new things.

Confidence and the knowledge that they could perform in a safe environment, as well as the chance to talk about equality and fairness.

Confidence, collaborative work ethic, acceptance, tolerance and perseverance.

Interviewed by Kids Thrive artists at the end of the year, the children also commented on their improved confidence:

At the start of Kids Thrive I thought it was babyish. Now I'm good at it. I feel more confident.

Before Kids Thrive I got stage fright. And when we did our concert at our school (before the final combined concert) I cried because I was so scared I couldn't think that I could do it. At our last concert I didn't feel scared at all. I had fun.

After Kids Thrive I know I have a specialty – songwriting and dancing. Before, I didn't have a specialty

Being a songwriter feels exhilarating because you can express yourself and be who you really are

I learnt to dance. I never did that before. Because I knew I was bad at it I never did it. If I went somewhere and there was music I would sit on the side and watch. Now, as soon as there is music I dance

As did their teachers:

We had one little chap that really struggles (with anxiety) and he started off ready for a fight ... and then...gets up in the performance and dances freeform out the front of the group four times! I was, like, how does that happen?

All the children were just so relaxed before the concert, it was amazing. I think that all we did with the games for meeting each other and having our own roles and feeling like we had a purpose to share our songs rather than just perform, made it a pretty special event for all those children.

... I loved that when the children left their final session they were so open-hearted; making eye contact I'm just so happy to see how "from the heart" they've become.

Added together the School Progress Report results for all three schools shows that 95%¹¹ of students had some level of improvement in their self-confidence as a result of KIND. It is therefore possible to conclude that in the opinion of their teachers and principals, almost all students had an increase in their self-confidence which was directly attributable to their participation in KIND.

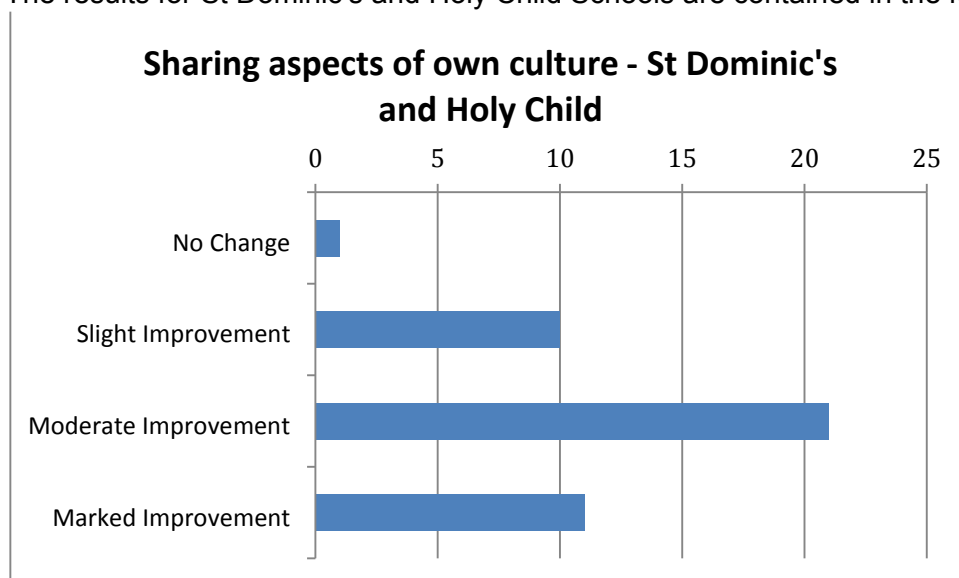
¹¹ Figure calculated by adding together the 43 out of 43 St Dominic's and Holy Child students with the 21 out of 24 Corpus Christi students who showed some level of improvement in self confidence and then calculating the percentage of all students.

4. To what extent have children shared aspects of their own culture with each other?

In addition to building self-esteem and self-confidence in children, sharing aspects of one's own culture with others is the first of the four goals within the anti-bias framework on which KIND is based.

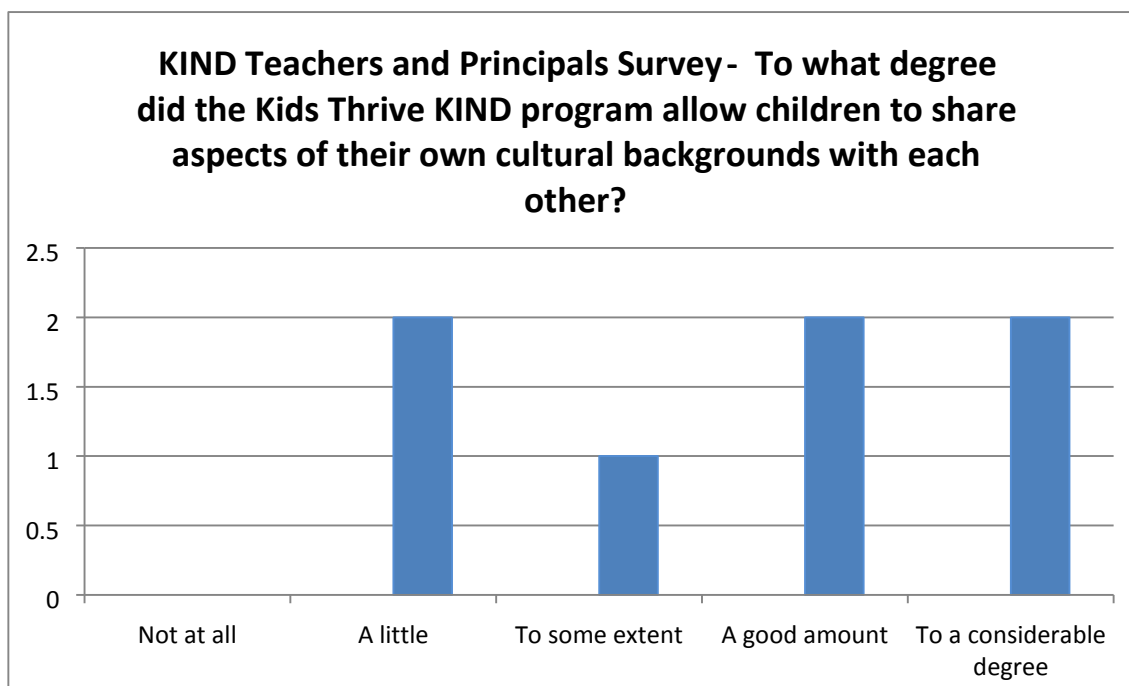
The Student Progress Reports provided by the three teachers identifies the degree to which each individual student has been able to share their cultural backgrounds with each other.

The results for St Dominic's and Holy Child Schools are contained in the following chart:



This chart shows that teachers at the two schools identified some improvement in 98% of children with 74% of children showing a moderate or marked improvement in their capacity to share aspects of their own culture with their peers as a result of KIND.

As part of the Teacher and Principal Evaluation Survey, teachers and principals were also asked to rate the degree to which KIND had allowed children to share aspects of their culture with each other. As the following chart indicates, all teachers and principals identified at least some degree of impact with four out of 7 indicating the impact had been a good amount or above.



As part of their response to an open ended question in the survey, one respondent made the following comment in relation to the main achievements of KIND:

Providing a platform for students to express themselves. These students may not have had an opportunity in the day to day life of school to shine like they have in Kids Thrive.

Another commented that their main learning came through seeing:

Children expressing themselves through song. The children feeling comfortable and open to share their ideas and thoughts in a risk free environment. Seeing the consolidation of confidence especially from individuals who are very reserved in the classroom.

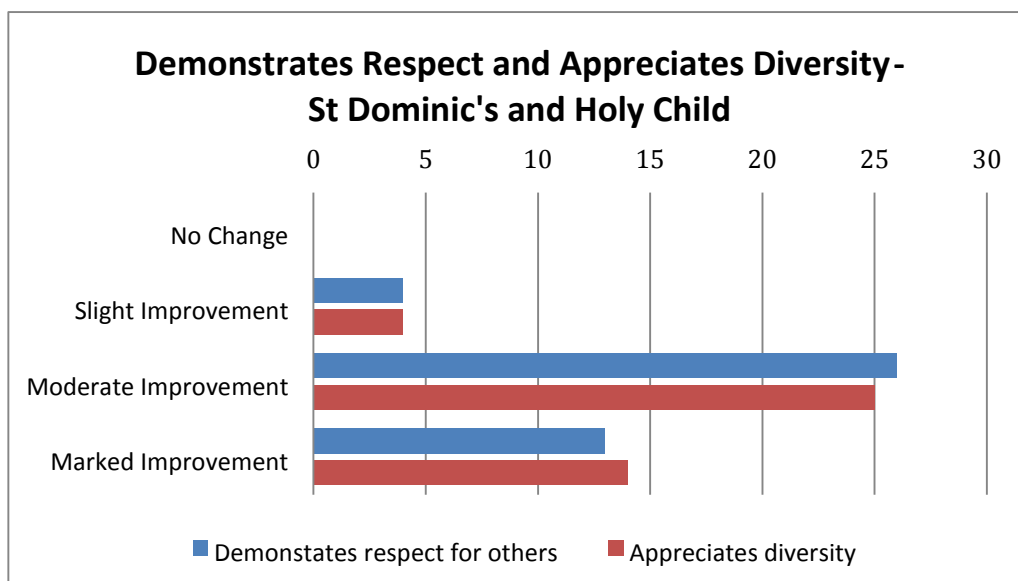
In summary, the data indicates that KIND has allowed 75%¹² of children to express aspects of their own cultures with each other.

5. To what extent do children demonstrate greater understanding and acceptance of difference?

Valuing difference is the second goal within the anti-bias framework being pursued through KIND. Two questions within the individualised Student Progress Reports address aspects relevant to this outcome area - 'demonstrates respect' and 'appreciates diversity'.

The Student Progress Reports for St Dominic's and Holy Child Schools showed the following results for these two areas:

¹² Calculated by adding 42 out of 43 students at St Dominic's and Holy Child with 16 out of 24 students at Corpus Christi



All students showed some improvement in both their capacity to demonstrate respect to others and to appreciate diversity. The majority (91%) showed a moderate or marked improvement in these areas.

At their final Evaluation Meeting at the end of Term 4, a member of the Steering Committee made the following observation about the power of improved respect for each other:

Small intersections of understanding can lead to really strong connections between the kids.

The benefits from this year is that we have a student ...who, because of his physical (disability) would not shine in any other setting and he has been the absolute star of Kids Thrive – doing a solo freeform dance at the concert and becoming a leader in the sessions.

In their end of year interviews with Kids Thrive artists, the children also spoke of their improved understanding and acceptance of difference:

I learnt that I can join in and let people see who I really am. Before I didn't let people see who I am, but when we danced and sang and no-one laughed I realised that everyone is kind. Everyone's different and we're all the same.

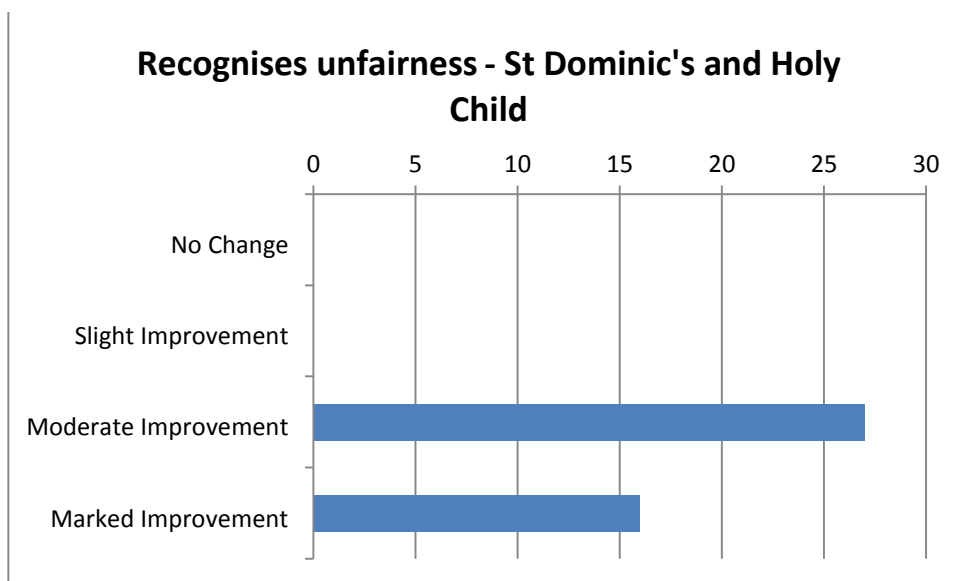
In Kids Thrive I learnt that everyone is different and it makes me more patient with my sister. Just cos she's doing something a different way doesn't make it bad. We're all different. We do different things. "It would be boring, if we were the same." (quoting lyrics from St Dom's Rap).

In summary, KIND has supported 100% of children to improve their demonstration of respect for each other and their appreciation of diversity and difference.

6. To what extent have children improved their capacity to recognise unfairness?

The third goal of the anti-bias framework is for children to be able to recognise unfairness.

The Student Progress Report data for St Dominic's and Holy Child shows that 100% of the children made moderate or marked improvements in their capacity to recognise unfairness:

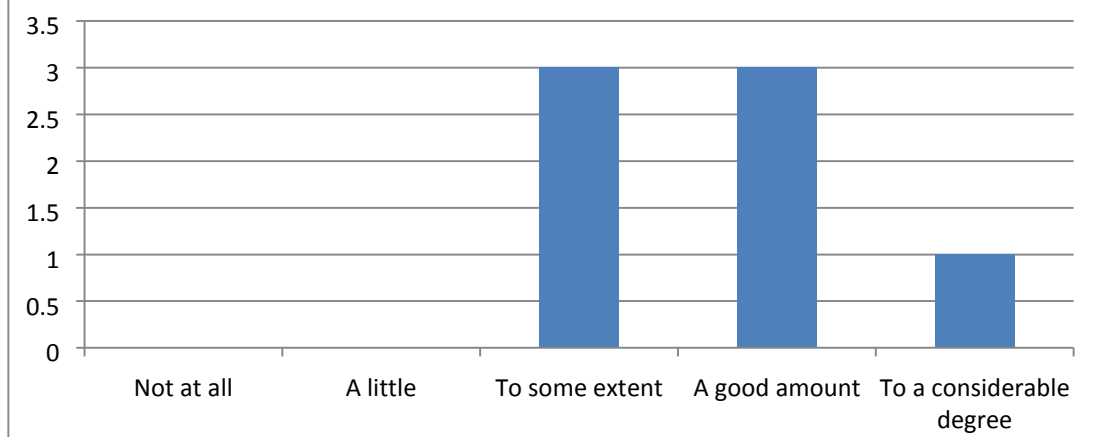


Teachers and Principals also answered a question in their Evaluation Survey about children's capacity to recognise unfairness. The following chart shows that all respondents felt that children had improved their capacity to recognise unfairness to at least some extent with 4 out of 7 indicating that change had been of a good amount or higher.

In 2014, MRCNW added a module to the program specifically targeting students' understanding of Islam and Muslim people. While there is no data available at this stage as to the impact of this module on student attitudes, student responses are indicative of a positive response. See for example, the following quotations from participants' songs in this session

Just because someone is not in your family, they're still part of your world
Our opinions are not always facts
My neighbor is a Muslim and I play with him in the street

KIND Teachers and Principals Survey- To what degree did the Kids Thrive KIND program improve the capacity for the children who participated to recognise unfairness?



Some respondents to the Teacher and Principal Evaluation Survey also made reference to children's capacity to recognise unfairness in their responses to open-ended questions. One identified that the learnings from KIND were being applied more broadly within the school through:

Conflict resolution in the classroom and playground. "Is this fair?" At

the Evaluation Meeting at the end of Term 4 one participant observed:

[Child's name] said he stopped kicking and punching people because it's unfair. He wanted to come in and tell us that the songs were teaching him that he shouldn't pick on people, because it takes him to a bad place.

At the same meeting another participant added that:

Some of the kids have changed the way they treat their siblings – realising it's unfair to treat them badly for doing things differently. That it's unfair to be rude to them.

In their end of year interview with Kids Thrive artists, one child made the following comment:

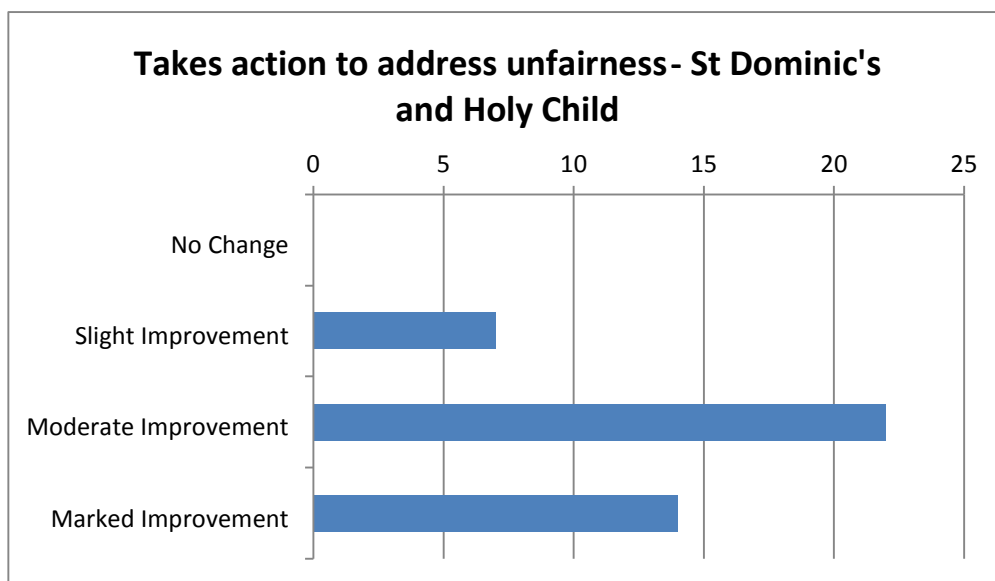
In our song we said "I'm lucky that my mother's always there". Then we said it again. I thought that that was unfair to mention our mums twice and not our dads, so we changed the second line to "I'm lucky that my father's always there".

In summary, KIND has improved the capacity of 95%¹⁴ of children to recognise unfairness, both in the behaviour of others and themselves.

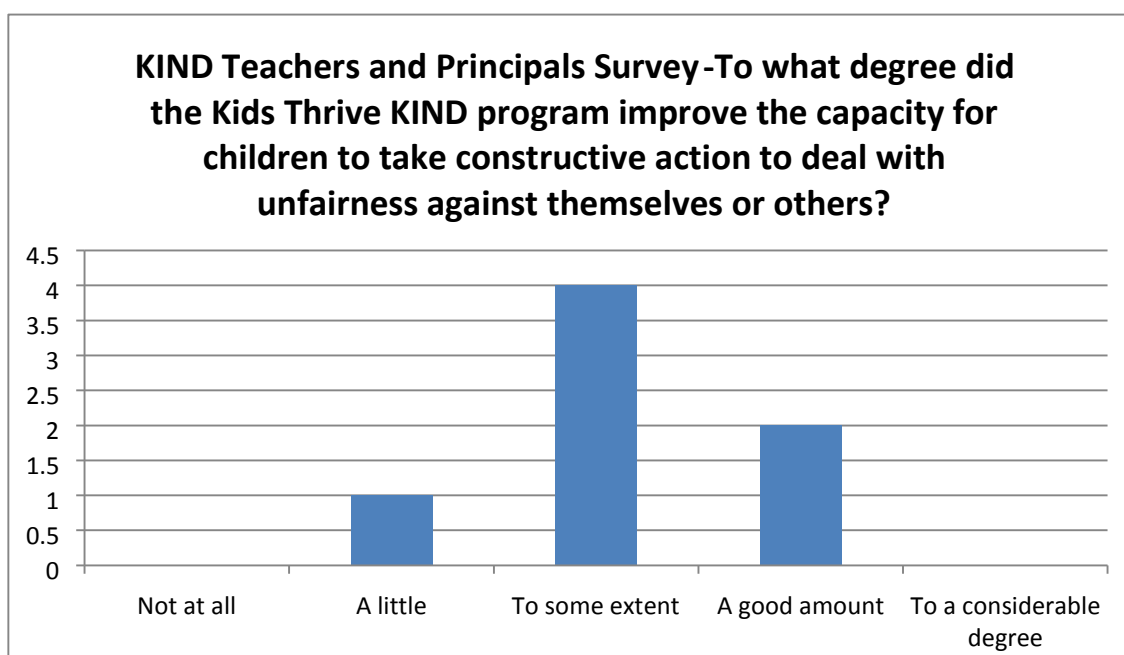
7. To what extent have children improved their capacity to take constructive action to deal with unfairness against themselves or others?

The fourth goal within the anti-bias framework is for children to be able to take action to address unfairness when they see or experience it.

The Student Progress Report data for St Dominic's and Holy Child shows that, in the opinion of their teachers, all children made some improvement in their capacity to take action to address unfairness, with 84% showing a moderate improvement or higher.



The Teachers and Principals Evaluation Survey responses also shows that KIND has had some level of impact on children's capacity to take action to address unfairness.



One respondent to the Teachers and Principals Evaluation Survey made the following observation about what the children had gained from their participation in KIND:

They learnt that things can be different or the same but it makes no difference to how we treat each other and that some things are fair and others aren't and that we can take action against unfairness.

At the Evaluation Meeting at the end of Term 4 one participant observed:

Schoolyard incidents have decreased with this group in Kids Thrive. There are some very challenging boys in that group and they seem to have more sense of getting along.

In their end of year interviews with Kids Thrive artists, several children also touched on their capacity to take action to deal with unfairness:

I learnt not to hit and kick because it's not fair and things get bad. I learnt that from our songs.

I help my mother more at home now, because that's fair to not let her do all the work for us

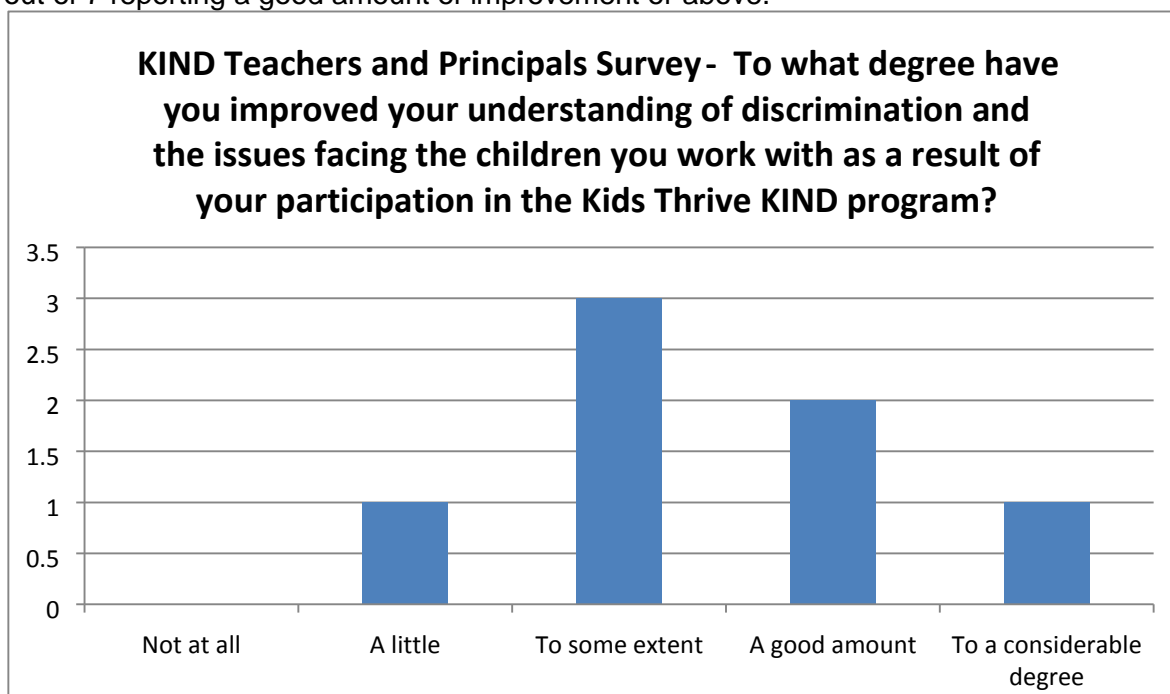
I clean up my bedroom because that's unfair for my mum to do it;; it's my things. I make the mess.

In summary, KIND has supported 95%¹⁵ of children to make improvements in their capacity to take action to address unfairness.

8. To what extent have teachers and relevant agency workers improved their understanding of discrimination and the issues facing their students

As part of the Evaluation survey, teachers and principals were asked to what degree they had improved their own understanding of discrimination and the issues facing the children they work with as a result of their participation in the KIND program. This reflects an aspect of the anti-bias framework which emphasises the need for teachers to 'know themselves' (Derman-Sparks and Edwards, p8) and avoid 'tourist curriculum' (p9) which includes 'tokenism, trivialising, misrepresenting and stereotyping' (ibid) other cultures. The attitudes and knowledge of teachers and principals is therefore vital for ensuring children achieve improvements in their understanding and acceptance of difference.

The survey results show that all teachers and principals reported some degree of improvement in their understanding of discrimination and issues faced by the children with 3 out of 7 reporting a good amount of improvement or above.



In response to the question about their own learnings from their involvement in KIND one respondent made the following comment:

I learnt a lot about my students' cultures, abilities and interests, as well as what works for them in a learning environment.

¹⁵ 43 out of 43 students at St Dominic's and Holy Child and 21 out of 24 students at Corpus Christi

At the Evaluation Meeting at the end of Term 4 one participant observed:

I think, for me, I've had a chance to see other things in kids that can be challenging and I've become more patient with them generally;; appreciating them more.

In summary, 100% of teachers and principals have improved their understanding of discrimination and the issues facing the children as a result of KIND.

9. To what extent have teachers and relevant agency staff developed their skills around arts based learning?

As an additional outcome over and above the implementation of the anti-bias framework. KIND has aimed to improve the skills of teachers and relevant agency staff in the delivery of arts-based education.

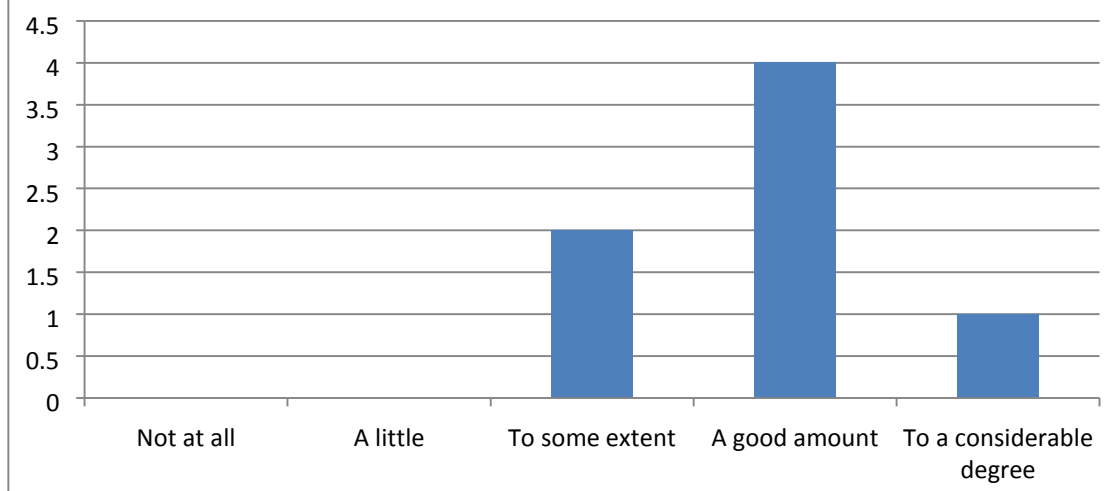
Literature shows that arts-based education can produce positive learning outcomes, positive attitudes to learning and a greater sense of personal and cultural identity while fostering more creative and imaginative ways of thinking in young children¹³. Using the arts within education can also assist children to improve their literacy, numeracy and technology skills¹⁴.

The Teacher and Principal Evaluation Survey asked respondents to identify the impact of KIND on their knowledge and skills around arts based learning. The following chart shows that all respondents identified some level of improvement as a result of KIND with 5 out of 7 suggesting that level of improvement was of a good amount or higher.

¹³ Alter, F, Hays, T & O'Hara, R, (2009) 'The Challenges of Implementing Primary Arts Education: What Our Teachers Say' Australasian Journal of Early Childhood, v34 n4 p22-30 Dec 2009

¹⁴ Bamford, A (2006) The Wow Factor: Global Research Compendium on the Impact of the Arts in Education. Wazmann, Munster, Germany

KIND Teachers and Principals Survey- To what degree have you improved your knowledge and skills around arts based learning as a result of your participation in the Kids Thrive KIND program?



In their responses to open ended questions in the Evaluation Survey, several respondents commented on their own learning.

One noted the following:

Teachers were "pushed gently" out of their comfort zone. A valuable experience to know what it feels like when we stretch students out of their comfort zones.

Two others made observations about seeing the children in a different light through the arts:

I learnt that children can be talented song writers when guided. That children respond differently when the final performance happens. I learnt to persevere and encourage those children who aren't getting involved.

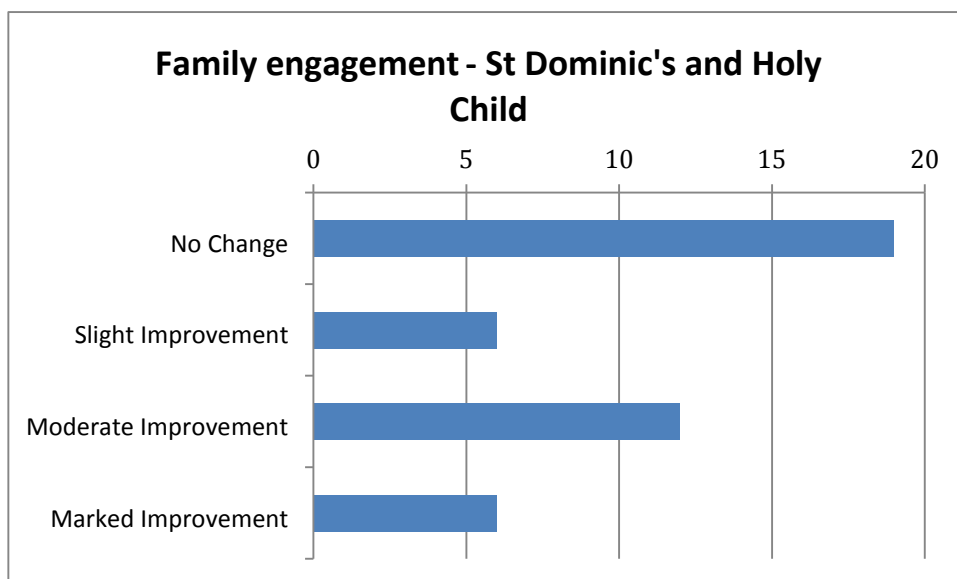
If we provide the right setting and learning opportunities children can show us potential we didn't realise they had. Every child has a talent and will express it in different ways when given the chance.

In summary, 100% of teachers and principals said they had improved their knowledge and skills around arts based education as a result of KIND.

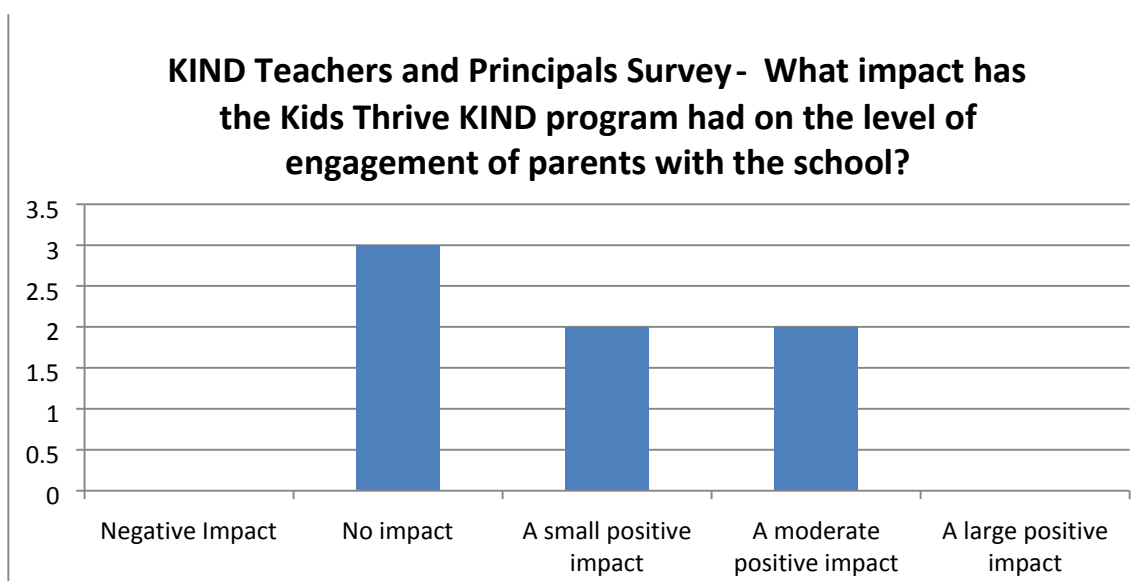
10. To what extent have parents/carers, schools and community agencies strengthened their connections?

A final outcome identified for KIND was the improvement of connections between families and the schools and between schools and the relevant multicultural community agencies. The formation of new connections between the families and the multicultural community agencies is also an aim.

The Student Progress Report data for St Dominic's and Holy Child shows that there was some improvement in the level of engagement between families and the schools for 56% of the children involved.



In their Evaluation Survey responses, teachers and principals were also asked to rate the impact of KIND on the level of family engagement with the school. As indicated in the chart below, 4 out of 7 teachers and principals identified some positive impact.



At their final evaluation meeting, a steering committee member made the following observation in relation to the difficulty of gaining family engagement:

For a lot of people in the community it has to be explicit. It really has to be a clear invitation to participate. Unfortunately, things can sometimes get caught up in the accountability issues for the different agencies and organisations. It has to be userfriendly.

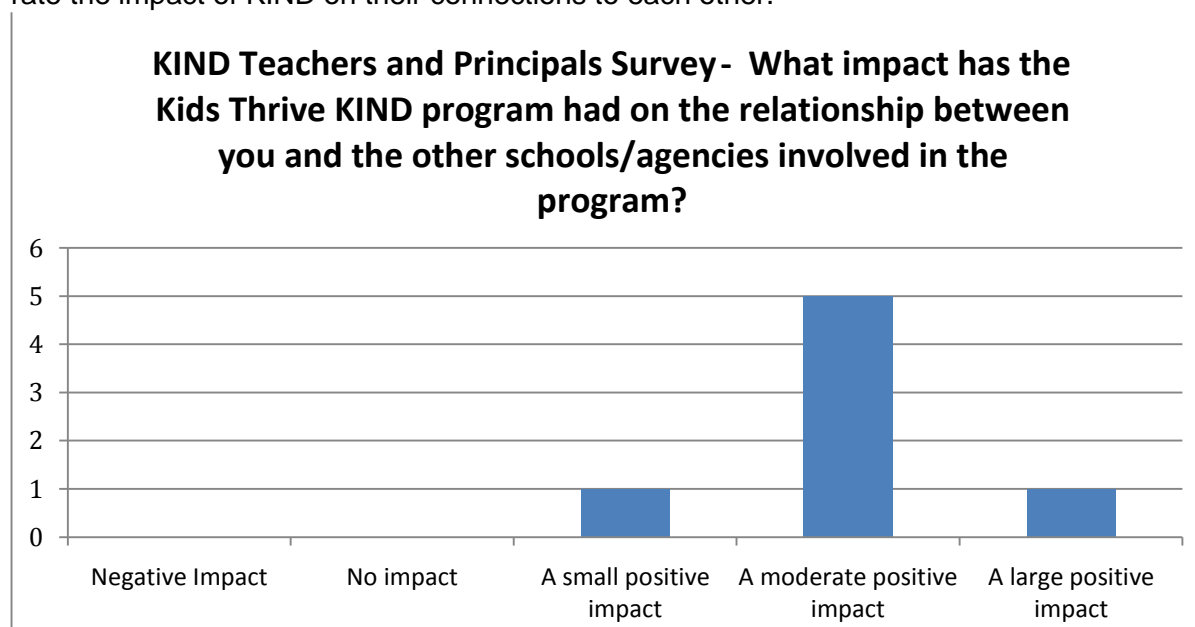
Others identified the potential value for improved engagement with parents and the creation of new connections between families and agencies:

The children and families that we are involved with are those children from refugee backgrounds. We have a lot of projects to help families to settle in the area, and we are

always helping youths and parents – but not often the children. This involvement with the project assists the families and the children.

Sharing cultural references is a step towards making that stronger connection. It would be so interesting to go beyond the kids, to the parents.

In relation to their connections with each other, teachers and principals were also asked to rate the impact of KIND on their connections to each other.



All respondents identified a positive impact with 6 out of 7 claiming the impact had been moderate or higher.

In response to an open-ended question on the main learnings of KIND for them one respondent commented on:

A great community spirit between us and the other schools.

In summary it is possible to conclude that KIND has had some positive impact on the level of engagement between families and schools and between schools and agencies but it is not possible to quantify the level of impact.

Summary of Evaluation Results

The following table presents a summary of the Evaluation Results:

Evaluation Question	Result
1. To what extent have children, teachers, agency staff and steering committee members participated in KIND?	156 children, 10 teachers, three principals and two multicultural agency staff
2. What has KIND delivered?	<ul style="list-style-type: none"> •8 original songs, 13 cultural songs brought from home •91 x 45 minute workshops and sessions with students, teachers, and parents. •4 community engagement events/performances by participants to 800+ community audience •6 pre-workshop community engagement concerts by Kids Thrive

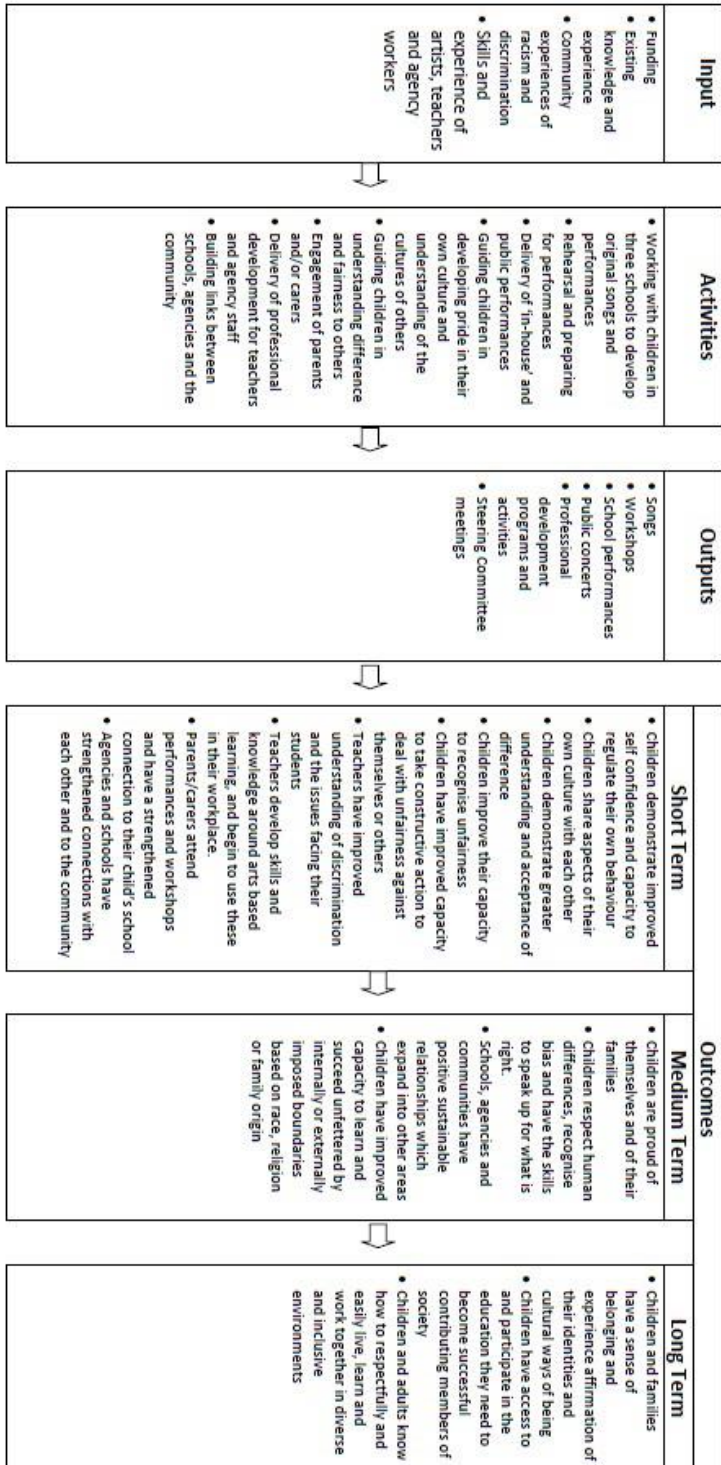
	•5 professional development sessions for the teachers and community agency workers
3. To what extent do children demonstrate improved self confidence as a result of KIND?	95% of children showed improvement
4. To what extent have children shared aspects of their own culture with each other?	75% of children showed improvement
5. To what extent do children demonstrate greater understanding and acceptance of difference?	100% of children showed improvement
6. To what extent have children improved their recognise unfairness?	95% of children showed improvement capacity to
7. To what extent have children improved their capacity to take constructive action to deal with unfairness against themselves or others?	95% of children showed improvement
8. To what extent have teachers improved their understanding of discrimination and the issues	100% of teachers and principals showed improvement facing their students
9. To what extent have teachers developed their skills skills and knowledge around arts based learning?	100% of teachers and principals developed
10. To what extent have parents/carers, schools and community agencies strengthened their connections?	Some positive impact and

Conclusion


KIND is an arts-based learning program focusing on cultural diversity and valuing differences, using the anti-bias framework developed by Derman-Sparks and Edwards (2010). In its first year KIND has delivered a significant program in three schools in the Hume Region, a disadvantaged area of Melbourne. The evidence from this evaluation suggests that the program has been successful in improving the skills and capacities of the children and their teachers and in starting the process of building the links between families, schools and multicultural community agencies.

Appendix A – Project Logic

PROJECT LOGIC - Kids Thrive – KIND



Appendix B – Linkage between Kind short term objectives and FSP-CfC aims, objectives and outcomes

Kind Cultural Harmony Program Short Term Outcomes		Related FSP and CfC-FP Aims, Objectives, and Outcomes
Children demonstrate improved self confidence and capacity to regulate their own behaviour		Families function well in nurturing and safe environments (FSP)
Children share aspects of their own culture with each other		Children and families have the knowledge and skills for life and learning (FSP)
Children demonstrate greater understanding and acceptance of difference		
Children improve their capacity to recognize unfairness		
Children have improved capacity to take constructive action to deal with unfairness against themselves or others		Create strong child-friendly communities that understand the importance of the early years and apply this capacity to maximize the health, well-being and early development of young children at the local level (CfC-FP)
Teachers have improved understanding of discrimination and the issues facing their students		Organisations provide integrated services and work in collaboration with other services and work in collaboration with other services and the community (FSP)
Teachers develop skills and knowledge around arts based learning, and begin to use these in their workplace		Create strong child-friendly communities that understand the importance of the early years and apply this capacity to maximize the health, well-being and early development of young children at the local level (CfC-FP)
Parents/carers attend performances and workshops and have a strengthened connection to their child's school		Supporting families and parents – support for parents to provide children with secure attachment, consistent discipline and quality environments that are stable, positive, stimulating, safe and secure (CfC-FP)
Agencies and schools have strengthened connection with each other and to the community		Organisations provide integrated services and work in collaboration with other services and work in collaboration with other services and the community (FSP)


Appendix C - Student Progress Reports

Kids Thrive – KIND project Term 4, 2013

Children's participation and engagement data collection tool

0 = No Change 1 = Slight Improvement 2 = Moderate Improvement 3 = Marked Improvement

Name	Willingness to participate	Demonstrates confidence	Capacity to self-regulate	Demonstrates empathy	Teamwork	Sharing aspects of own culture	Demonstrates respect for others	Appreciates diversity	Recognises unfairness	Taking action to address unfairness	Family engagement	Notes



Appendix D - Teacher and Principal Evaluation Survey

Thank you for your participation in this short survey. We are evaluating the outcomes of the Kids Thrive KIND Program and would appreciate your feedback. Your answers will remain anonymous.

1. What is your role in relation to the Kids Thrive KIND program (tick all that apply)?
 - a. Classroom teacher
 - b. School Principal
 - c. Other
2. How would you describe the main achievements of the Kids Thrive KIND program?
3. What are the main learnings for you from your involvement with Kids Thrive KIND program?
4. What do you think are the main things the children who participated in the Kids Thrive KIND program gained from their participation?
5. What other gains (or losses) have there been for your school from your participation in the Kids Thrive KIND program?
6. On a scale of one to five, how would you rate the overall achievements of the Kids Thrive KIND program at your school in 2013?
 1. Very poor
 2. Poor
 3. Neither poor nor excellent
 4. Good
 5. Excellent
7. On a scale of one to five, in your opinion to what degree did the Kids Thrive KIND program improve the self-confidence of the children who participated?
 1. Not at all
 2. A little
 3. To some extent
 4. A good amount
 5. To a considerable degree
8. On a scale of one to five, in your opinion to what degree did the Kids Thrive KIND program allow children to share aspects of their own cultural backgrounds with each other?
 1. Not at all
 2. A little
 3. To some extent
 4. A good amount
 5. To a considerable degree

9. On a scale of one to five, in your opinion to what degree did the Kids Thrive KIND program improve the capacity for the children who participated to recognise unfairness?
 1. Not at all
 2. A little
 3. To some extent
 4. A good amount
 5. To a considerable degree
10. On a scale of one to five, in your opinion to what degree did the Kids Thrive KIND program improve the capacity for children to take constructive action to deal with unfairness against themselves or others?
 1. Not at all
 2. A little
 3. To some extent
 4. A good amount
 5. To a considerable degree
11. On a scale of one to five, to what degree have you improved your understanding of discrimination and the issues facing the children you work with as a result of your participation in the Kids Thrive KIND program?
 1. Not at all
 2. A little
 3. To some extent
 4. A good amount
 5. To a considerable degree
12. On a scale of one to five, to what degree have you improved your knowledge and skills around arts based learning as a result of your participation in the Kids Thrive KIND program?
 1. Not at all
 2. A little
 3. To some extent
 4. A good amount
 5. To a considerable degree
13. On a scale of one to five, to what degree have you made use of the knowledge and skills in arts based learning gained through your participation in the Kids Thrive KIND program in other settings?
 1. Not at all
 2. A little
 3. To some extent
 4. A good amount
 5. To a considerable degree

14. On a scale of one to five, what impact has the Kids Thrive KIND program had on the level of engagement of parents with the school?
 1. Negative Impact
 2. No impact
 3. A little positive impact
 4. A moderate positive impact
 5. A large positive impact
15. On a scale of one to five, what impact has the Kids Thrive KIND program had on the relationship between you and the other agencies involved in the program?
 6. Negative impact
 7. No impact
 8. A small positive impact
 9. A moderate positive impact
 10. A large positive impact
16. Is there anything else you would like to say about the Kids Thrive KIND program?

Thank you for your participation.

Kids Thrive KIND 2014 – Outcomes Evaluation

Kids Thrive Inc. received funding from the Ian Potter Foundation, Australia Council Creative Communities Partnerships Initiative, RE Ross Trust, and the Federal Government's Communities For Children program to offer KIND during 2014.

The KIND program is based on Derman-Spark and Edwards' (2010) anti-bias framework¹ and pursues the four goals outlined in the framework:

- Self-esteem and valuing one's own culture.
- Valuing differences.
- Noticing unfair behaviour because of those differences.
- Taking action against unfair behaviour.

Children in KIND participated in arts activities, conversations about diversity and empathy, created original songs and animations, and participated in community performances at the end of each school term. The program also provided professional development for teachers and multicultural agency workers in using the arts for education and social change.

The evaluation identified the impact of the KIND program in the three Catholic primary schools in the Hume Region in 2014.

Data for the evaluation was obtained from the following sources:

- Steering Committee and "frontline workers" evaluation feedback
- Steering Committee Minutes
- Student Progress Reports - these detailed reports were completed by the three teachers for each child in their class detailing each child's progress as a result of KIND in relation to 11 dimensions.
- Teacher and Principal Evaluation
- End of Year Interviews with children conducted by the Kids Thrive artists.

RESULTS

1. To what extent have children, teachers, agency staff and steering committee members participated in KIND?

KIND involved:

- 79 children from the three schools and their significant adults
- 3 primary school sites
- 3 teachers
- 3 principals
- 1 Hume-based agency (Migrant Resource Centre)
- 1 Catholic Education Office Family Schools Partnership Convenor
- 1 Diversity Conversation Leader
- 13 artists
- 1 refugee student mentor
- 1 community hub leader
- 9 Steering Committee meetings

2. What has KIND delivered?

KIND has delivered:

- 4 original songs, 13 cultural songs shared from children's families
- 66 workshops
- 6 community engagement events/performances by participants to 600+ community audience
- 3 professional development sessions for teachers and community agency workers
- 9 steering committee and frontline meetings

3. What are the impacts of the KIND program?

As a result of participating in the KIND program, 99-100% of students demonstrated positive change in 10 of the 11 measured dimensions; with 73% experiencing improved family engagement.

Students demonstrated slight, moderate and marked improvement in the following areas:

100% improved self-confidence.

100% capacity to self regulate behaviour

100% demonstrated improved empathy.

100% increased capacity to participate in teamwork.

100% demonstrated greater willingness to share aspects of their own culture.

99% demonstrated greater respect for others.

99% showed greater respect of diversity.

100% improved ability to recognize unfairness both in the behaviour of others and themselves.

99% demonstrated greater capacity to take action to address unfairness when they recognized it.

73% of families demonstrated improved engagement with schools.

4. To what extent have teachers and principals improved their understanding of discrimination and the issues facing their students

100% of teachers and principals significantly improved their understanding of discrimination and the issues facing the children as a result of KIND.

5. To what extent have teachers and relevant agency staff developed their skills around arts based learning?

100% of teachers and principals said they had significantly improved their knowledge and skills around arts based education as a result of KIND, and were using these skills in their professional settings.

6. To what extent have parents/carers, schools and community agencies strengthened their connections?

KIND has had a moderate impact on the level of engagement between families and schools and between schools and agencies.

Comparison with 2013

In this section the results of the evaluation for 2014 are compared with the results for the previous year. The following table sets out the results of the 2014 and 2013 evaluations and identifies the variations between them.

Evaluation Question	2014 Result	2013 Result	Variation
To what extent have children, teachers, agency staff and steering committee members participated in KIND?	79 children participated in 2014. Teachers, Community Agency Workers and Principals fully engaged with the program.	81 children participated in 2013. Teachers, Community Agency Workers and Principals fully engaged with the program.	-2 children
What has KIND delivered?	4 original songs; 13 cultural songs; 66 sessions; 6 community engagement events/performances; 3 professional development workshops	4 original songs; 7 cultural songs brought from home; 51 sessions; 4 community engagement events/performances; 3 professional development workshops	+6 cultural songs shared +15 workshops +2 community engagement events professional development workshops - same
To what extent do children demonstrate improved self confidence and behaviour?	100% increased confidence; 100% improved teamwork; 100% improved empathy and 100% improved self regulation of behaviour	95% improved confidence	+5% confidence Teamwork, empathy and self-regulation previously not measured.
To what extent have children learnt and applied creative shared aspects of their own culture with others?	99% shared aspects of their own culture	75% shared aspects of their own culture	+24% sharing personal culture
To what extent have children demonstrated greater understanding and acceptance of difference?	99% showed greater respect of diversity.	100% demonstrated greater understanding and acceptance of difference	-1% diversity
To what extent have children improved their capacity to recognize unfairness?	100% improved their capacity to recognize unfairness?	95% improved capacity to recognize unfairness in the behaviour of others and themselves	+5% recognize unfairness
To what extent have children improved their capacity to take constructive action to deal with unfairness against	99% improved capacity to take action against unfairness	95% made improvements in their capacity to take action to address unfairness.	+4% taking action against unfairness

themselves or others?			
To what extent have teachers and relevant agency workers improved their understanding of discrimination and the issues facing their students	100% of teachers, principals and agency workers improved their understanding of discrimination and the issues facing their students	100% of teachers, principals and agency staff improved their understanding of discrimination and the issues facing their students.	same
To what extent have parents/carers had a positive engagement and improved participation with their child's education?	73% of families improved engagement	Improved connections between parents/carers and schools; parents/carers and agencies	Same
To what extent have parents/carers, schools and community agencies strengthened their connections?	Moderate impact	Improved connections between schools and schools; schools and agencies and agencies and agencies	Same
To what extent have teachers and agency staff developed skills around arts based learning?	100% of teachers report the development and use of new skills	100% of teachers and principals said they had improved their knowledge and skills around arts based education	Same

CONCLUSION

KIND is an arts-based learning program focusing on cultural diversity and valuing differences, using the anti-bias framework developed by Derman-Sparks and Edwards (2010).

In the first year of delivery of the full program (post the seed program in 2013) KIND delivered a significant program in the three schools, with a different cohort of students and teachers.

Evaluation evidence demonstrates that the program was highly successful in improving the skills and capacities of children and teachers, and has continued to build links between families, schools and the Migrant Resource Centre. It has also shown that the program continued to deliver significant positive outcomes for children students and staff.

¹ Derman-Sparks, Louise and Julie Olsen Edwards, 2010, Anti-Bias Education for Young Children and Ourselves, National Association for the Education of Young Children, Washington DC