

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	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