

Kids Thrive KIND in Hume 2015 – Outcomes Evaluation

Kids Thrive Inc received funding from the Australia Council for the Arts, Ian Potter Foundation, Hume City Council, RE Ross Trust, and participating school Campbellfield Heights Primary during 2015. Partner agency the Migrant Resource Centre, North West Region, and through them Lentara UnitingCare, funded the project's key Cultural Conversation Leader role.

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 in Hume** participated in arts activities, held conversations about diversity and empathy, created original songs, and participated in community performances at the end of each school term. The program also provided professional development training for teachers and multicultural agency workers in the anti-bias framework, and using the arts for education and social change.

The evaluation identified the impact of the **KIND in Hume** program at Campbellfield Heights Primary School, based in the Hume region, in 2015.

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 Kids Thrive artists.

RESULTS

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

KIND in Hume involved:

- 75 children from 3 grades at Campbellfield Heights Primary School and their significant adults
- 1 primary school site
- 3 teachers
- 1 principal
- 1 assistant principal
- 1 Hume-based agency (Migrant Resource Centre, North West Region)
- 1 cultural conversation leader

- 10 artists
- 1 refugee student mentor / translator
- 1 community hub leader
- 1 school council/ parent representative
- 5 steering committee meetings

2. What has KIND in Hume delivered?

KIND in Hume has delivered:

- 6 original songs, 3 raps
- 72 workshops
- 3 community engagement events/performances by participants to 200+ family and community members
- 2 professional development sessions for teachers and community agency workers
- 9 steering committee and frontline meetings

3. What are the impacts of the KIND in Hume program?

As a result of participating in the **KIND in Hume** program, 92% of students demonstrated an improved ability to recognise unfairness both in the behaviour of others and themselves.

Students demonstrated improvement in the following areas:

94% improved self-confidence.

83% capacity to self regulate behavior.

77% demonstrated improved empathy.

83% increased capacity to participate in teamwork.

60% demonstrated greater willingness to share aspects of their own culture.

83% demonstrated greater respect for others.

74% showed greater respect of diversity.

92% improved ability to recognise unfairness both in the behaviour of others and themselves.

72% demonstrated greater capacity to take action to address unfairness when they recognised it.

63% 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 improved their understanding of discrimination and the issues facing the children as a result of **KIND in Hume**.

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

100% of teachers, principals and agency staff said they had improved their knowledge and skills around arts-based education as a result of **KIND in Hume**, with 100% using these skills in their professional settings.

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

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

Comparison with 2014

In this section the results of the evaluation for 2015 are compared with the results for the previous year. The following table sets out the results of the 2015 and 2014 evaluations and identifies the variations between them.

Evaluation Question	2015 Result	2014 Result	Variation
To what extent have children, teachers, agency staff and steering committee members participated in KIND?	75 children participated in 2015. Teachers, community agency workers and principals fully engaged with the program.	79 children participated in 2014. Teachers, community agency workers and principals fully engaged with the program.	-4 children
What has KIND delivered?	6 original songs; 3 raps; 72 workshops; 3 community engagement events/performances; 2 professional development workshops	4 original songs; 13 cultural songs; 66 workshops; 6 community engagement events/performances; 3 professional development workshops	+2 original songs +3 raps -13 cultural songs shared +6 workshops -3 community engagement events -1 professional development workshops
To what extent do children demonstrate improved self-confidence and behaviour?	93% increased self-confidence; 83% improved teamwork; 76% improved empathy and 83% improved self-regulation of behaviour	100% increased self-confidence; 100% improved teamwork; 100% improved empathy and 100% improved self-regulation of behaviour	-7% self-confidence -13% teamwork -24% empathy -17% self-regulation of behaviour
To what extent have children shared aspects of their own culture with others?	60% shared aspects of their own culture	99% shared aspects of their own culture	-39% sharing personal culture
To what extent have children demonstrated greater understanding and acceptance of difference?	73% showed greater respect of diversity	99% showed greater respect of diversity	-26% diversity
To what extent have children improved their capacity to recognise unfairness?	92% improved their capacity to recognise unfairness	100% improved their capacity to recognise unfairness?	-8% recognise unfairness
To what extent have children improved their capacity to take constructive action to deal with unfairness against themselves or others?	72% made improvements in their capacity to take action to address unfairness	99% made improvements in their capacity to take action to address unfairness.	-27% taking action against unfairness
To what extent have	100% of teachers,	100% of teachers,	same

teachers and relevant agency workers improved their understanding of discrimination and the issues facing their students	principals and agency workers improved their understanding of discrimination and the issues facing their students	principals and agency workers improved their understanding of discrimination and the issues facing their students	
To what extent have parents/carers had a positive engagement and improved participation with their child's education?	64% of families' improved engagement	73% of families' improved engagement	Same
To what extent have parents/carers, schools and community agencies strengthened their connections?	Moderate impact	Moderate impact	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 report the development and use of new skills	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).

2015 saw KIND delivered in a new school in the Hume region. It was also delivered across three classes in the one school, as compared to a single grade in three different schools in 2014.

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.

As expected 2015 outcomes were lower than 2014 results, being the first year of delivery in a new school. 2014 outcomes were outstanding, and the result of 3 schools which were participating in the program for the 2nd year. We continue to encourage schools to participate in the program over a period of 2-3 years if possible.

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