

THE JOURNEY PROGRAM (JP)

EVALUATION REPORT: June 2008

By

RUTH RICE

Researcher: Ruth Rice

Position: Year 2/3 Class Teacher Upper Swan Primary School

The Evaluation Project

This evaluation was conducted by the classroom teacher. The evaluation was initiated by the classroom teacher as part of a pilot study to provide an assessment of the JP suitability and effectiveness as part of the Pastoral Care and Health Program in the classroom, thus enhancing the learning outcomes for all students. The assessment process was designed to encompass key aspects of Assessment in the Curriculum Framework: valid, educative, explicit, fair and comprehensive. The central thrust of the evaluation remained with the task of ascertaining learners' perception on learners' satisfaction and achievement.

The classroom teacher has 26 years experience as an educator and has completed three Professional Learning modules of the Journey Program. In 2007, the classroom teacher initiated the inclusion of The Journey Program in a Year Two class with support from three qualified Journey Practitioners as part of the classroom Pastoral Care and Health Programs.

The learning goals of The Journey program encompass academic development, social awareness, resiliency and life skills, the development of broad competencies such as problem solving, critical thinking and communicating.

Aims and Objectives

The purposes of this evaluation are to describe the program in action and report on its achievements, partly with a view to accountability of the program to the potential fund provider, DET. The data provided valuable information from the students to the teacher of their perceptions about themselves and these findings could contribute to the formal reporting process. Completing the questionnaire enabled the students to engage in the reflective process.

Strategic Objectives

- To interact with learners on program delivery and quality
- To better understand the learning contexts of the learners and educators with reference to The Journey Program with a view to strengthening support for them
- To identify challenges and successes during the program, and ways it might be improved
- To disseminate findings in a report to Upper Swan Primary School, DET and to The Journey management.

The Evaluation Process

A combination of qualitative and quantitative data was used to comprehensively assess the program. The heart of the qualitative aspect consisted of class room observations, to provide insight into and information about learners and the teaching methods of the program. The questionnaires that were administered to learners provided descriptive information and ratings of the program. Questionnaires are amenable to a collation and quantification of responses and therefore provide a weighted picture of participants' views. The questionnaires were supplemented with observations and interviews, to elaborate the quantitative dimensions. The class teacher was present to ensure that learners understood the questions in the questionnaire and to provide clarity.

Description of Evaluation Sample

Questionnaires were administered to

- Room 4 class, Year 2/3 cohort

Questionnaires were completed at the beginning and end of Semester One.

Classroom observations and interviews were conducted throughout the semester during both specific weekly Journey sessions and other structured and unstructured learning and interaction experiences e.g. Daily Fitness. A questionnaire was administered to the sample learners to collect the data. Students also regularly responded in a personal Journey Journal and during class meeting times.

The questionnaires and interviews elicited responses concerning

- The impact of The Journey Program on learners' social and academic development
- The implementation of the program by educators

Twenty two questionnaires were administered to the sample of learners. This was the primary data used in this evaluation. The evaluation aimed at determining the impact of the Journey Program, if any, on the learners.

The evaluation combined qualitative and quantitative methodologies as a deeper understanding of how The Journey Program was impacting learners was sought. The evaluation was primarily phenomenological. This method seeks for participants' identification and perception of what The

Journey Program was like for them. The setting was naturalistic; I took the program context as it really was, as it actually happened.

Data Analysis

To analyse the data from the questionnaire, a coding schedule was developed from the open-ended questions in the questionnaire. Data capturing was done using a spreadsheet program, with each questionnaire coded manually and thereafter captured. Data from the interviews were interpreted according to common themes that emerged. The data will be organised as follows: questionnaire responses of learners, interviews with learners and testimonial from class teacher.

Learners' Responses

All statements were structured with a rating of one to ten as a response. The higher the numerical response, the more they agreed with the statement. The statements related to;

- Particular Learning Areas
- Attitude towards school
- Learning process
- Academic progress
- Organisational skills
- Work habits
- Social development
- Emotional development
- Sleep patterns
- Values
- The Journey Program

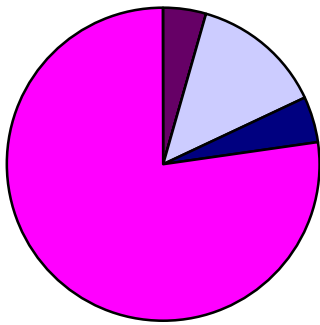
The Questionnaire was titled, 'The Journey Survey'. Each statement was read to the class and clarified preceding thinking and recording time. The written instructions to the students were as follows. The teacher emphasized verbally that there were no right or wrong answers, that they should feel comfortable to give their personal thoughts and opinions.

HOW I FEEL and THINK NOW

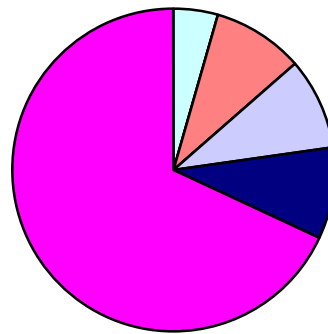
Tick the number of boxes to show how much you feel or think about each statement.

The responses are shown in a pie chart. The key is numbered 1 – 10 with a corresponding colour to represent the response selected. The proportion of students who selected that response is represented visually by the portion coloured to match that response.

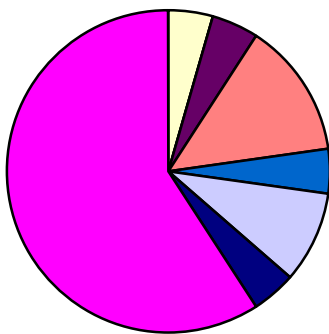
Maths



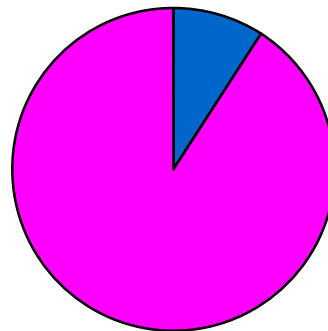
Printing



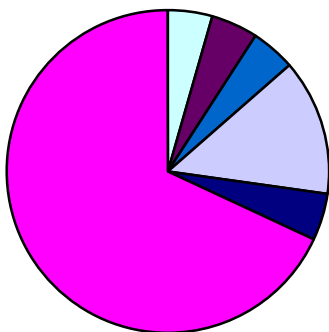
Reading



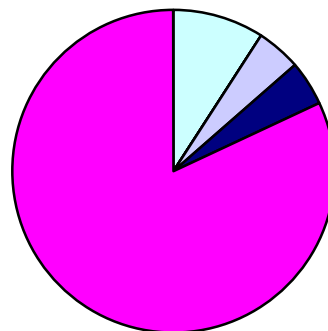
Sport



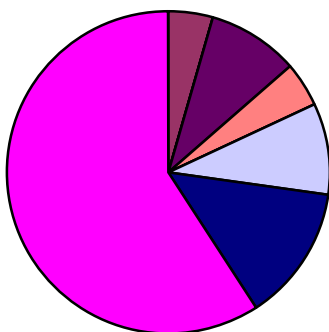
Writing



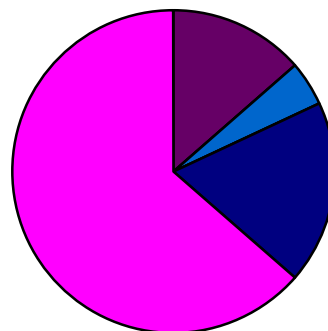
Computer

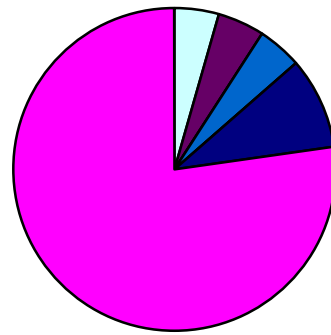
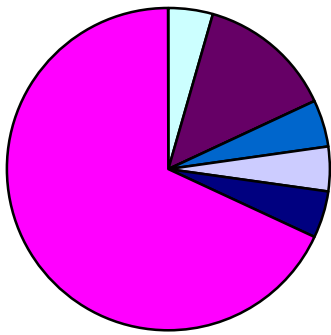


Spelling



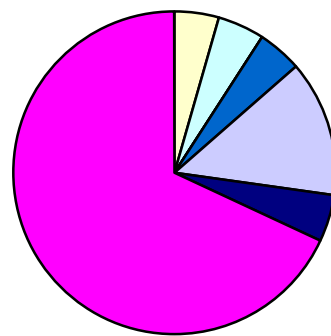
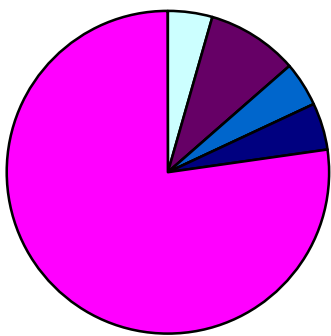
Library





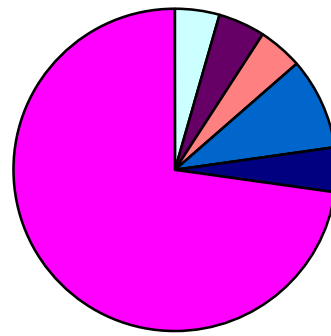
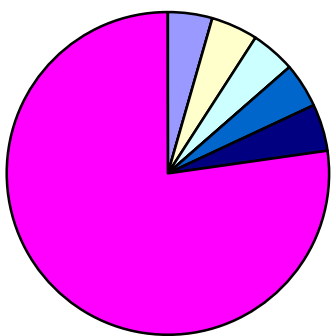
Art

Theme work



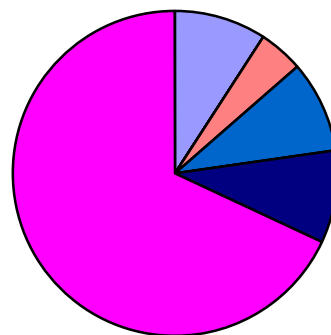
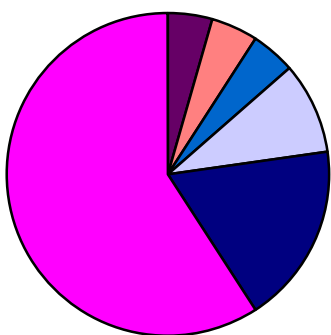
Dance

News

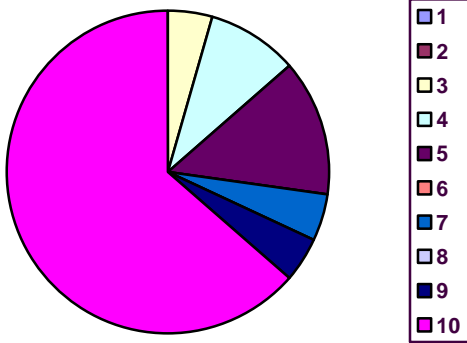


Listening

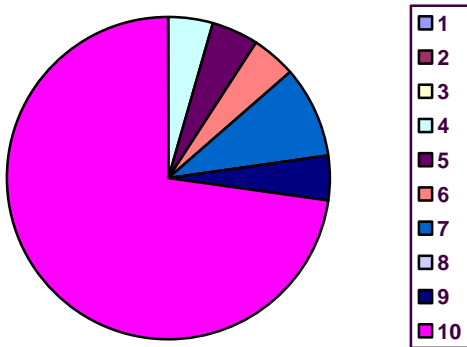
Speaking



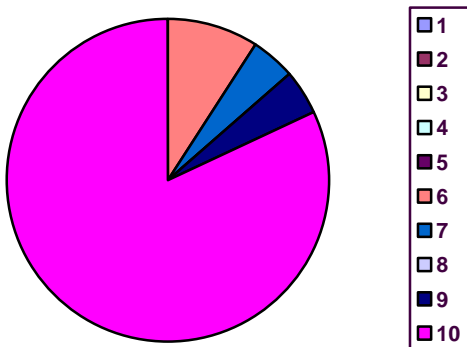
Interest in school



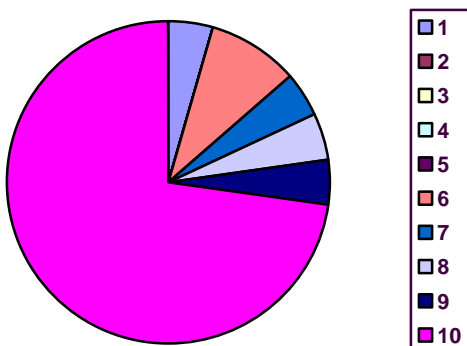
Coming to school



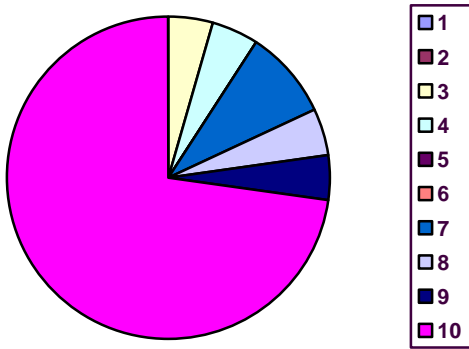
Go to school



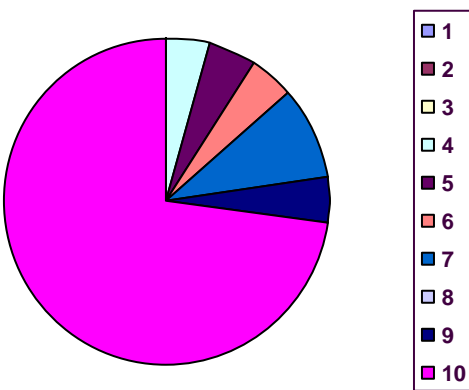
Get to class on time after breaks



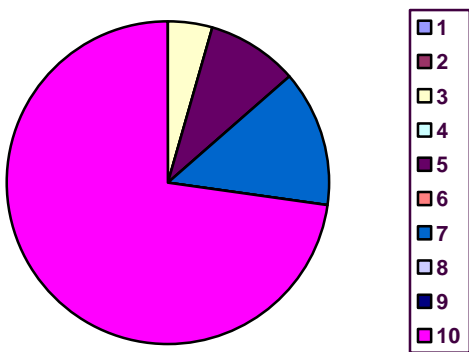
How much I learn



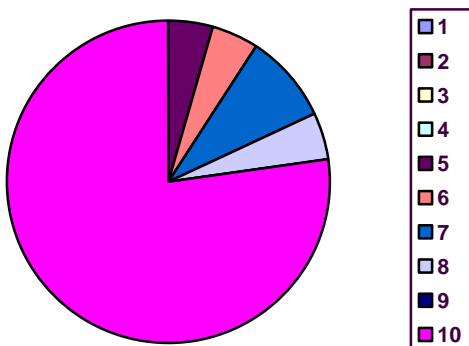
How I learn



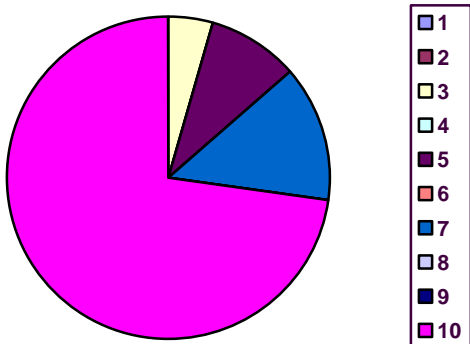
Learnt more difficult skills and knowledge



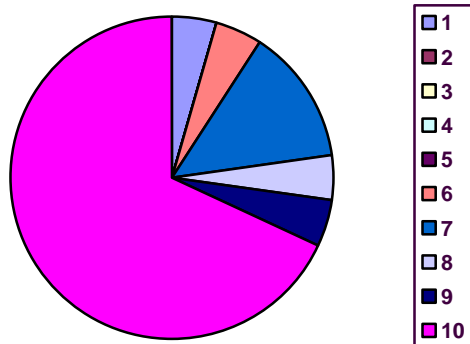
Using my brain



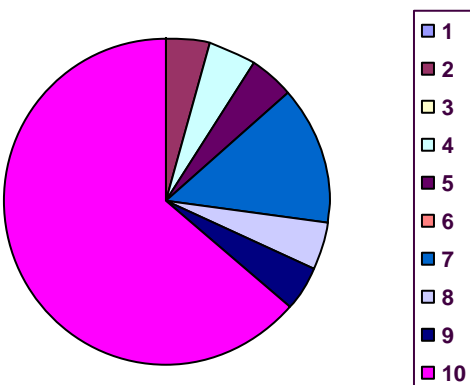
Organised at school



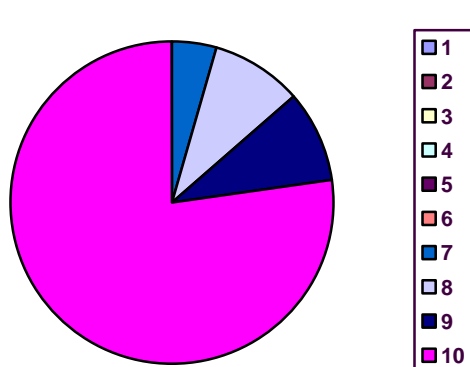
Problem Solving



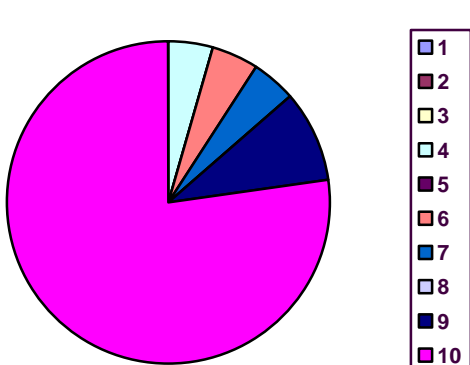
Work independently



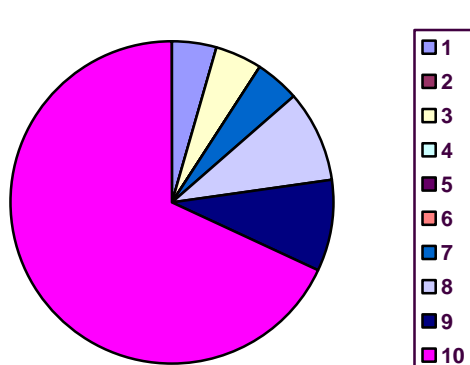
On task



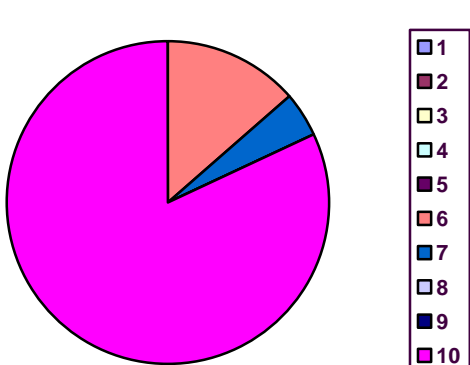
Have a go



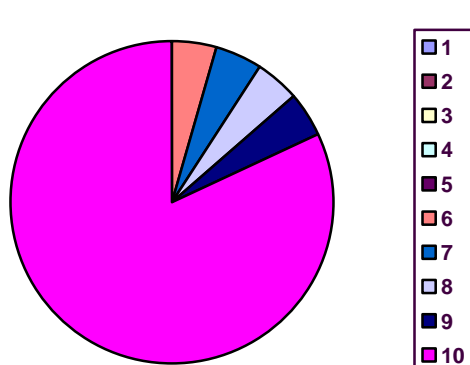
Finish work



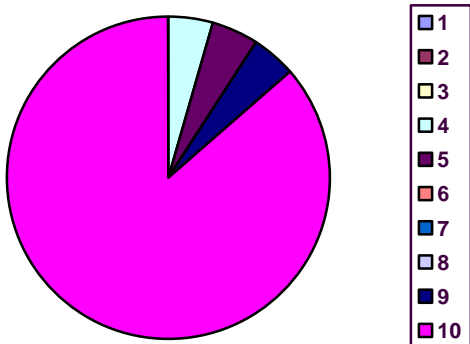
Try new things



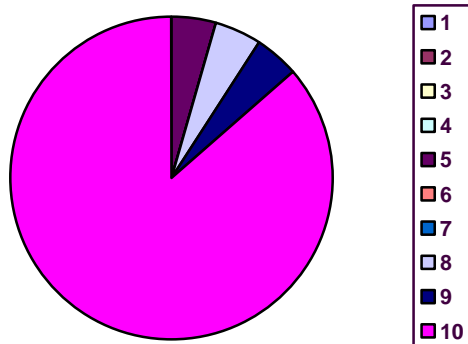
Work quicker



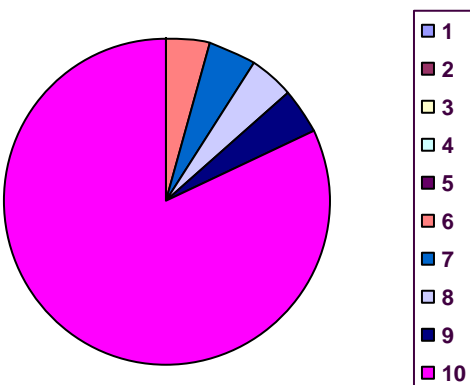
Number of friends



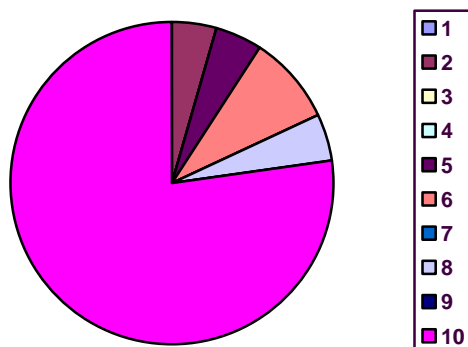
Number of people I like



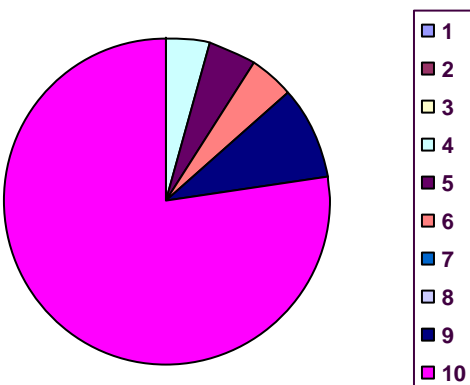
Making friends



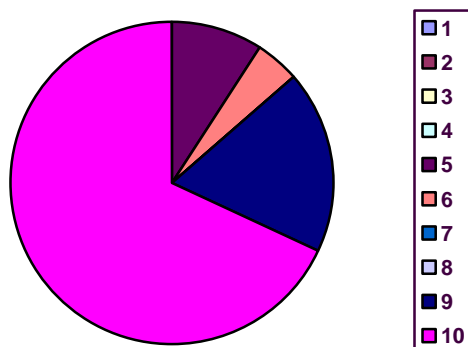
Others like me



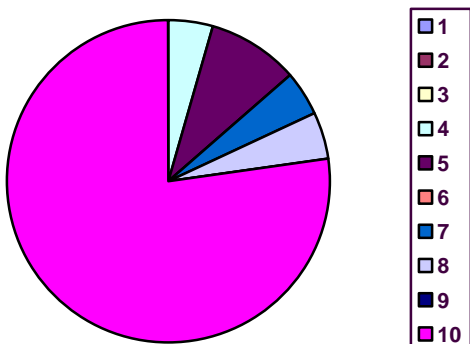
Sorting out problems with other people



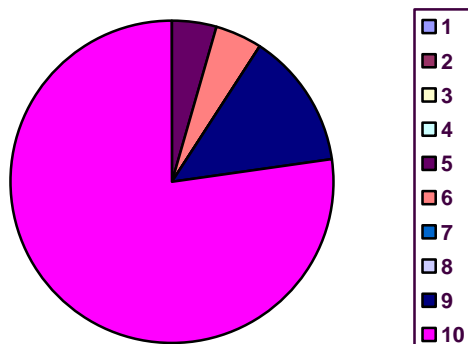
Take personal responsibility

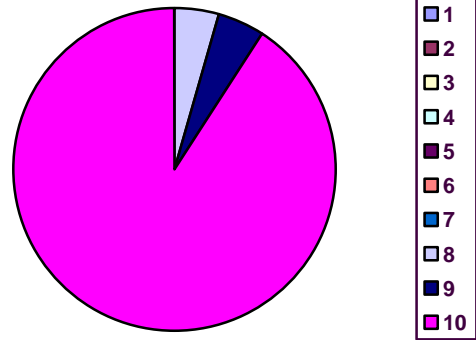
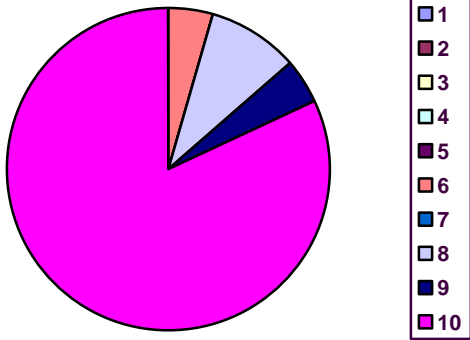


Feel ok after



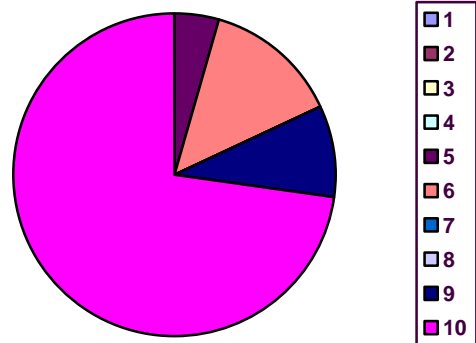
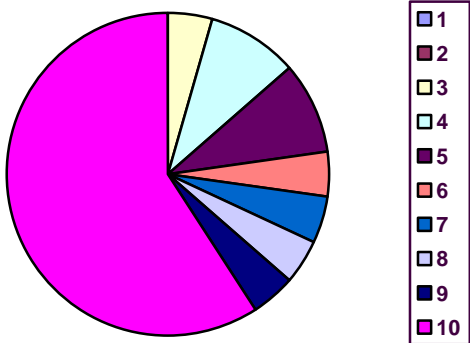
Tell the truth





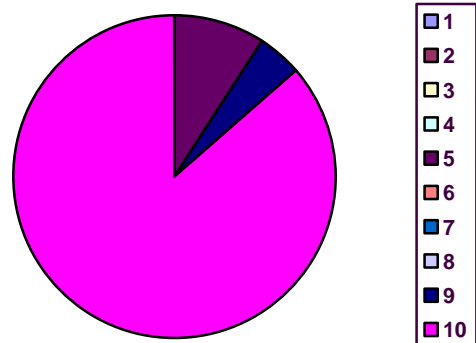
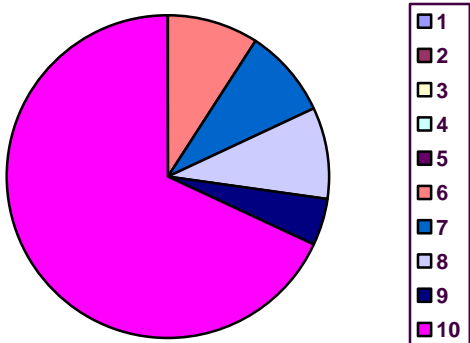
Less confused

Worry less



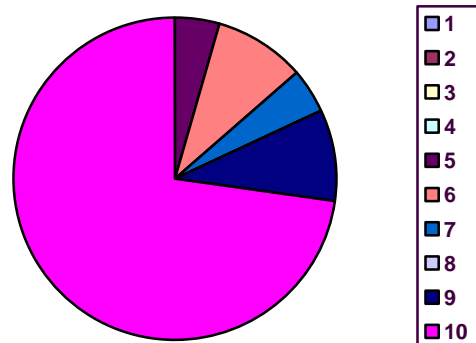
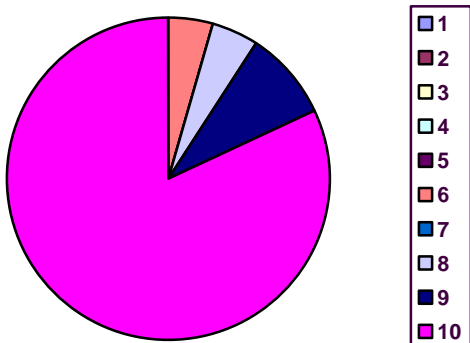
Sad less

Have fun

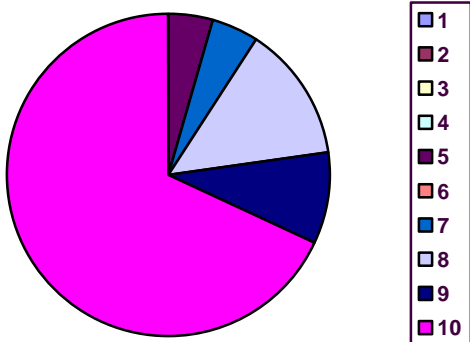


Smile

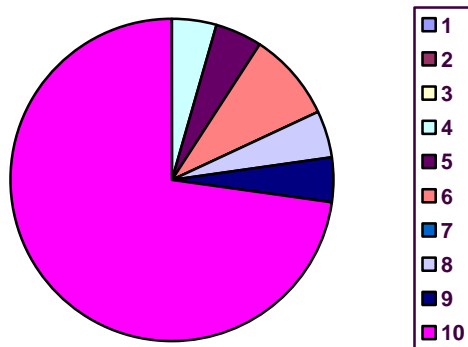
Respect others



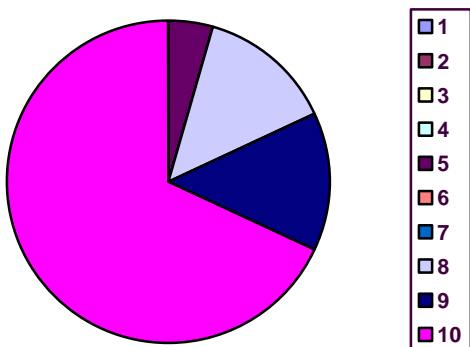
Appropriate behaviour



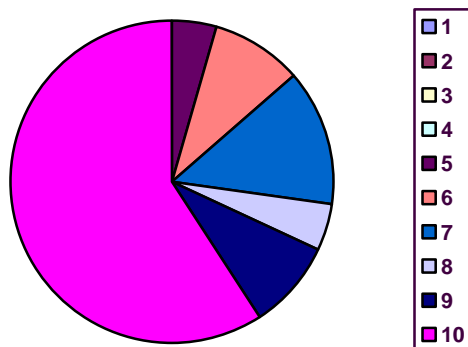
Accept it's OK to make mistakes



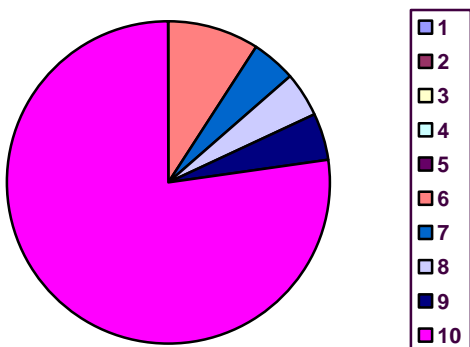
Make good decisions



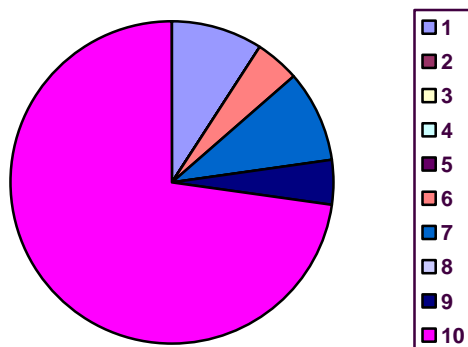
People want me to join in



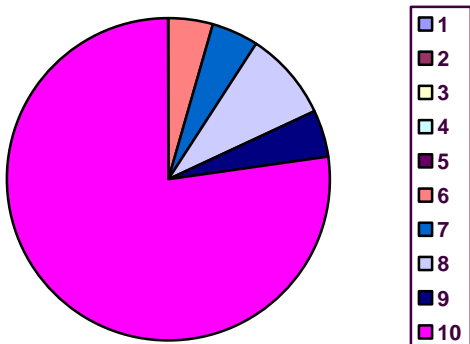
Feel calm



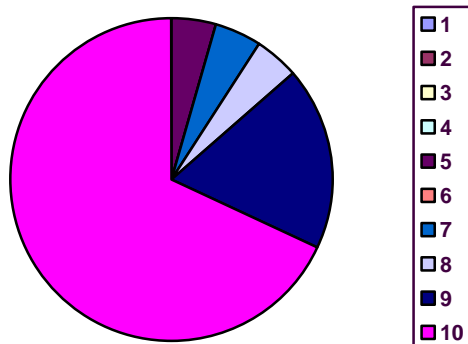
I like myself



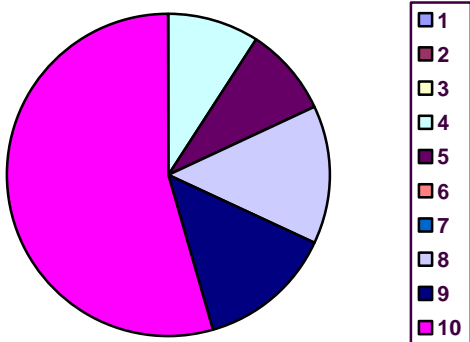
Feel less angry



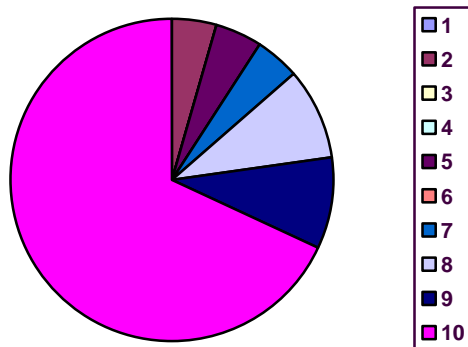
I've become a better person



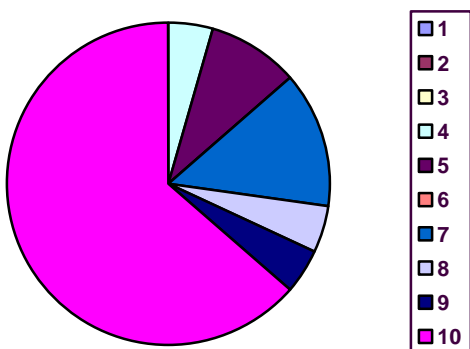
Less frustrated



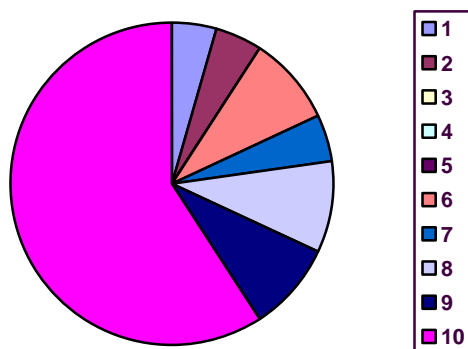
Forgive myself and others



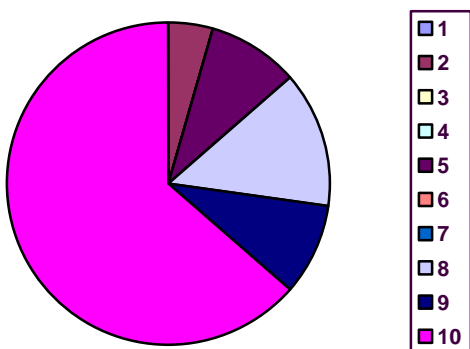
Less stressed



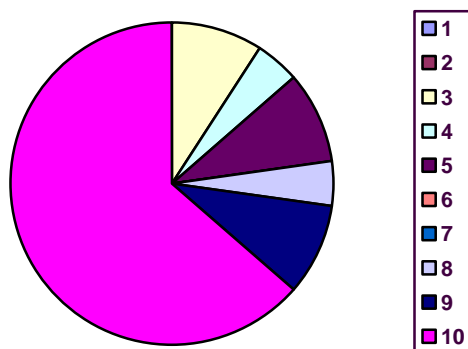
Love



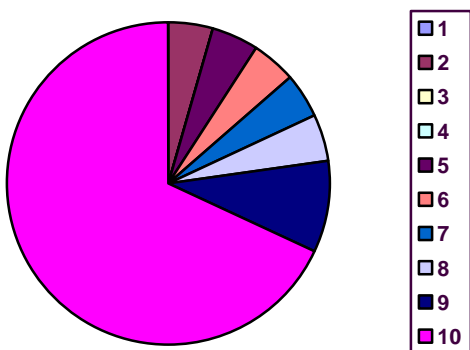
Talk about my feelings and worries



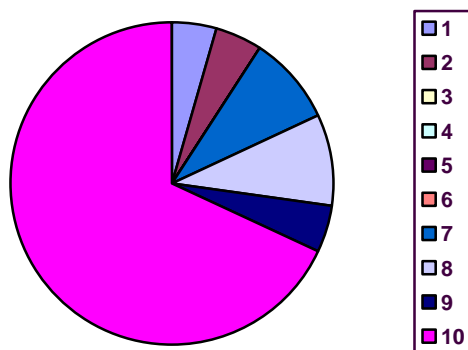
Less fighting



Relaxed

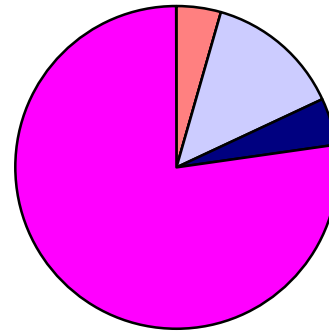
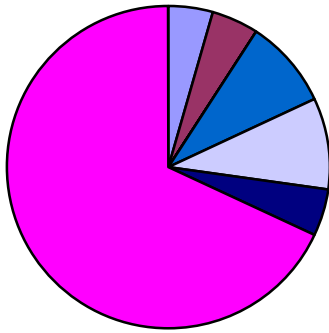


Obedience



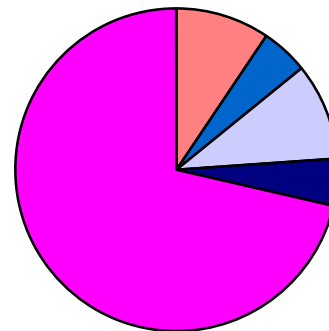
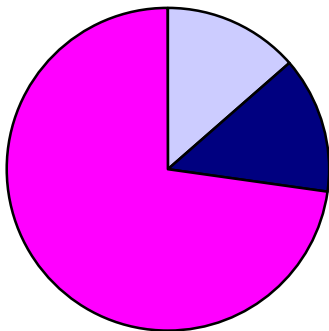
Confidence

Supported



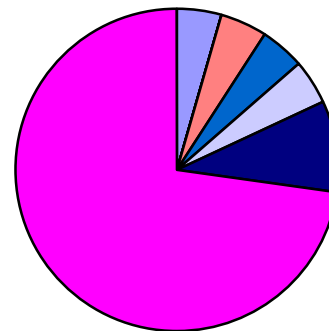
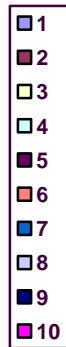
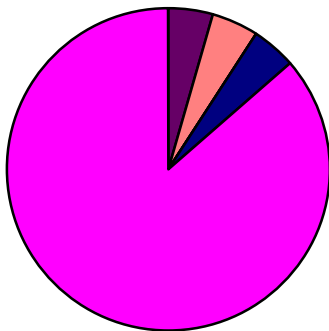
Relationship with family

People listen to me



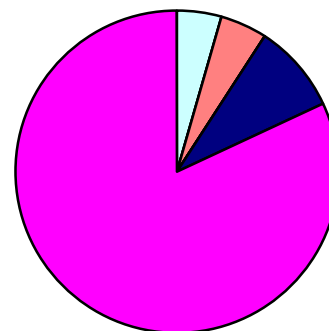
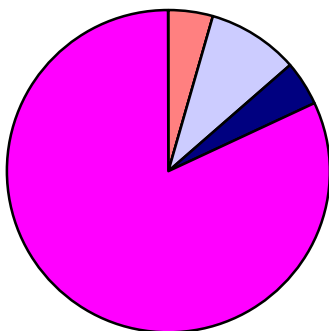
Relationship with teacher

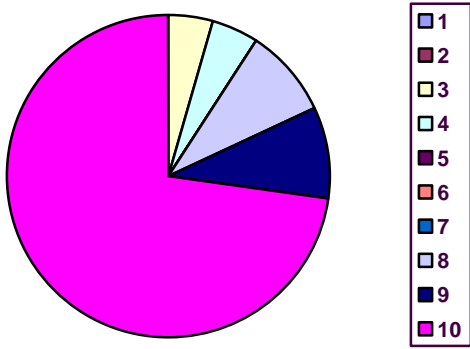
People understand me



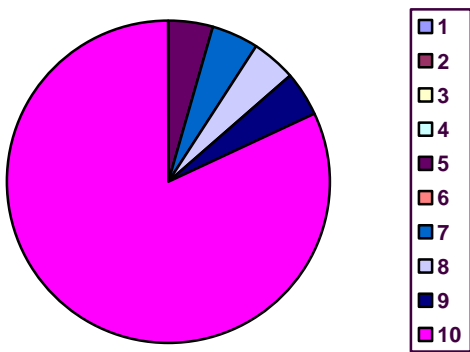
Excited

I bully and tease less



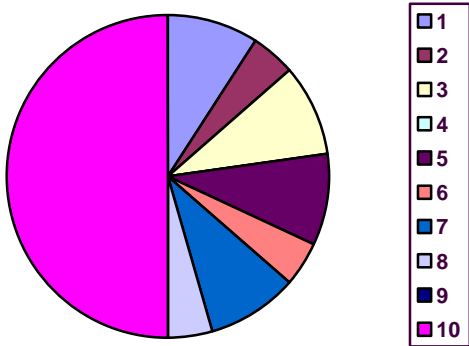


Laugh

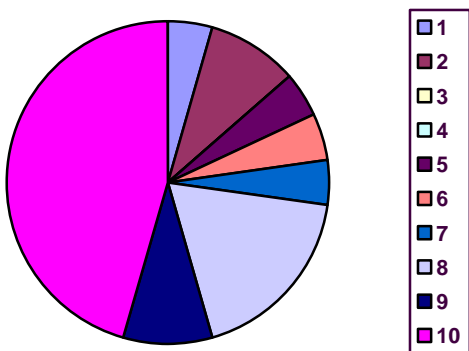


Sleep patterns

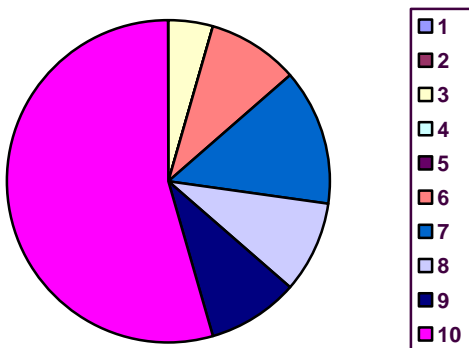
Get to sleep



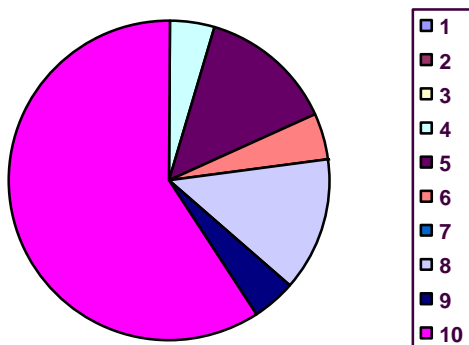
Sleep well



Wake up feeling good

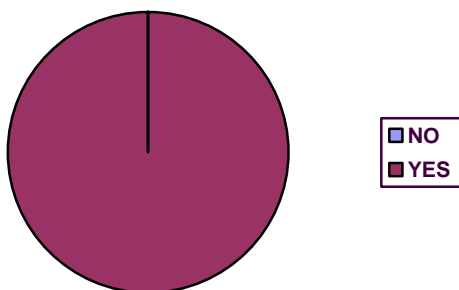


Using the Journey Process

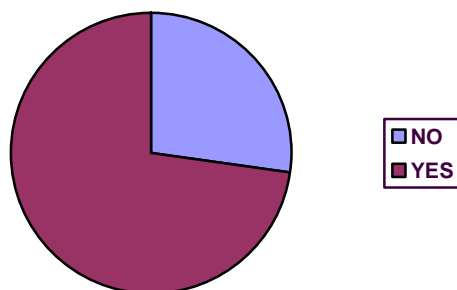


The following responses came from questions 81 – 85. They were compiled into a list and all students were asked to respond to each statement with either a YES or NO.

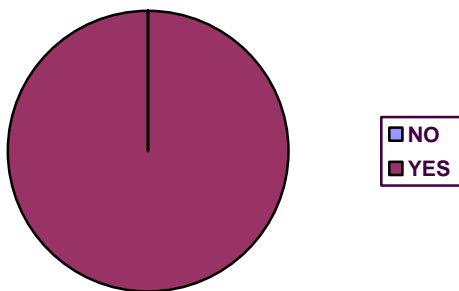
Think the Journey Program is important



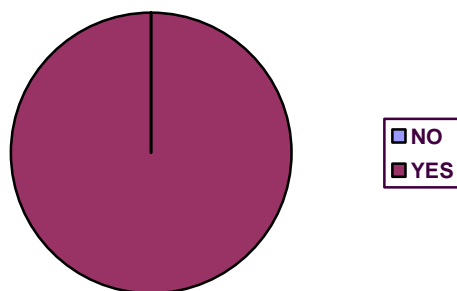
Get to say how you feel, forgive and move on



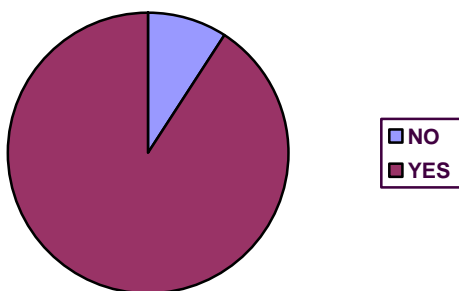
Helps people



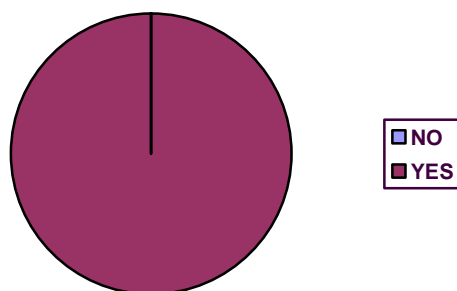
Interesting



Improves feelings

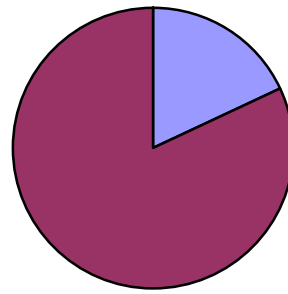
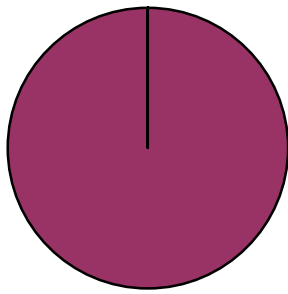


Happy



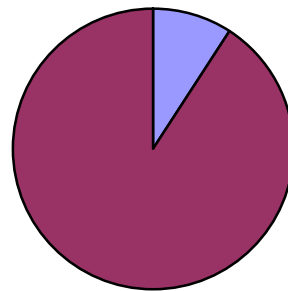
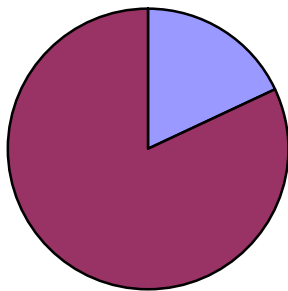
Relaxed

Love



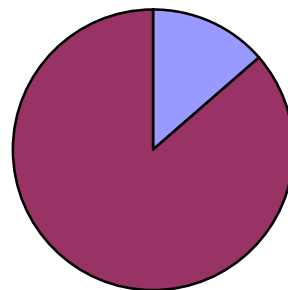
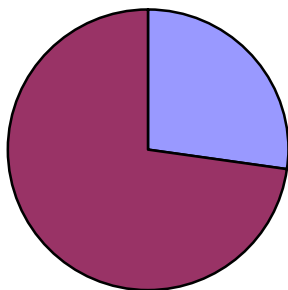
Be friendlier

Fun



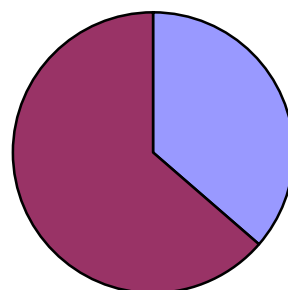
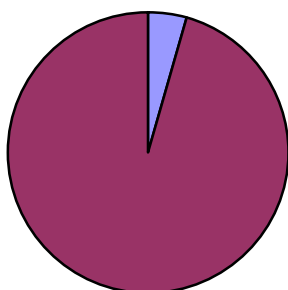
Tell the truth

Respect

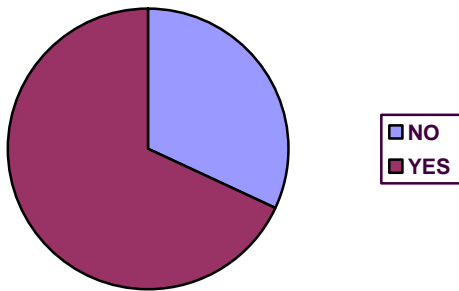


Be kinder

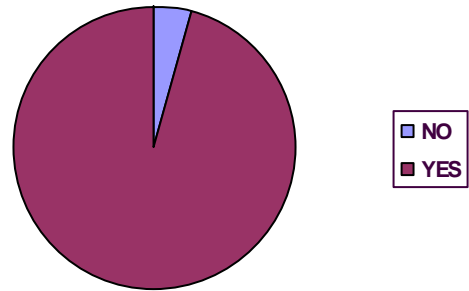
Comfort



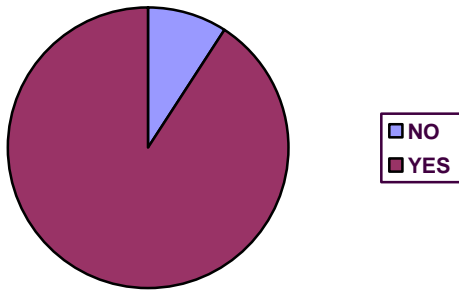
Feel safe



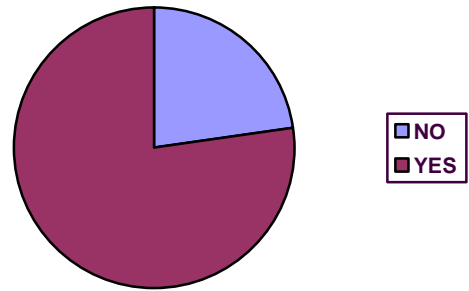
Share my problems



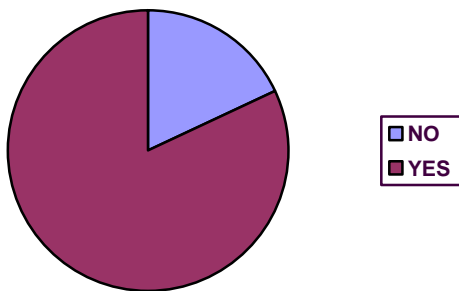
Better listening



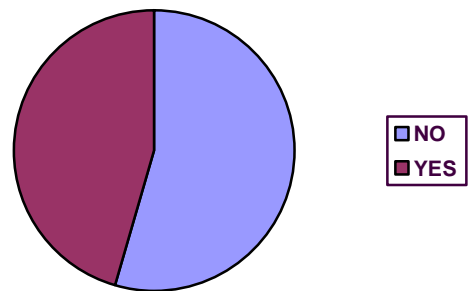
Share my things



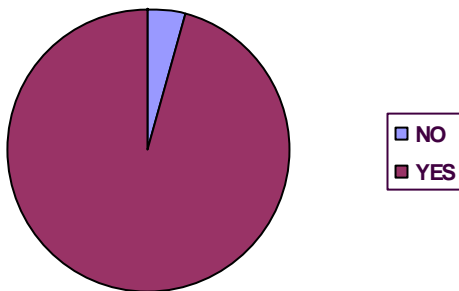
Smile



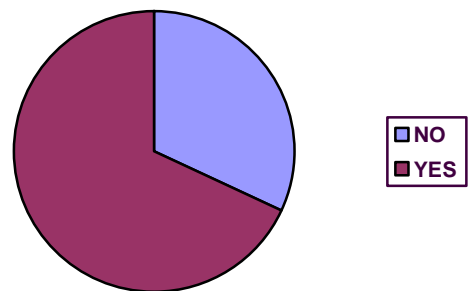
My Mum and Dad do it now



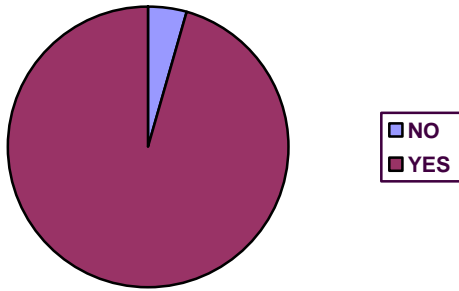
Love it



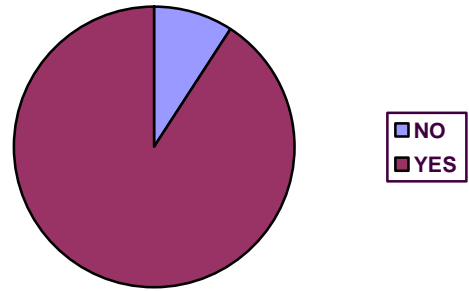
Tell my parents my problems



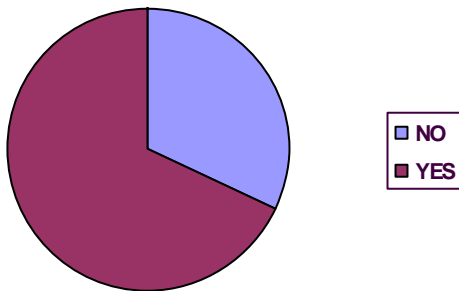
Like the Journey story book



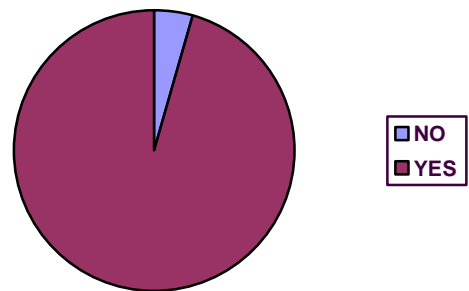
I get to lie down



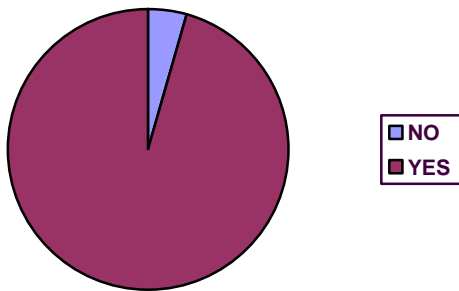
***Like going down the staircase
(Part of the visualisation process)***



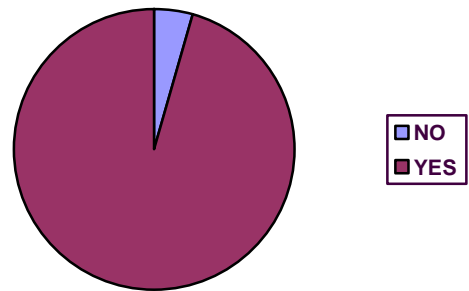
Learned lots this semester



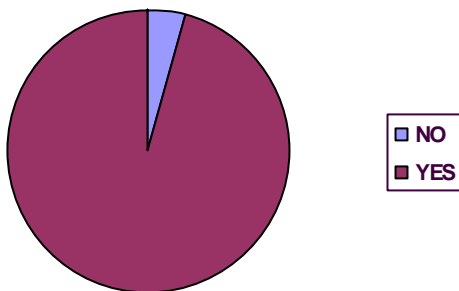
Helps me learn



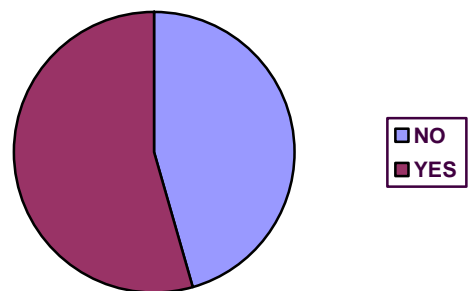
It's lovely, great, I love it



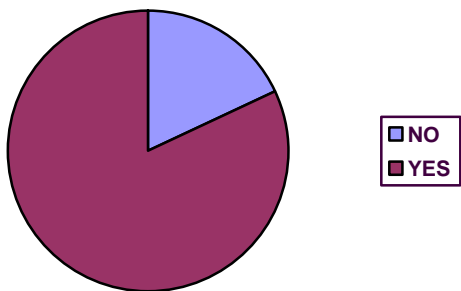
I'm calmer



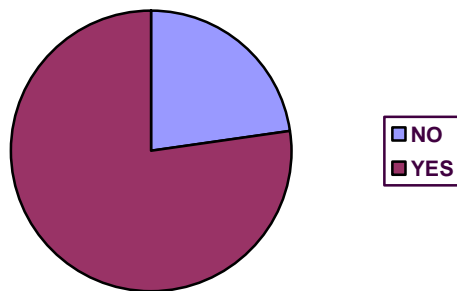
I can get to sleep now



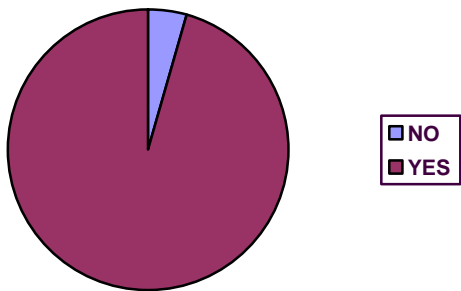
Speak better



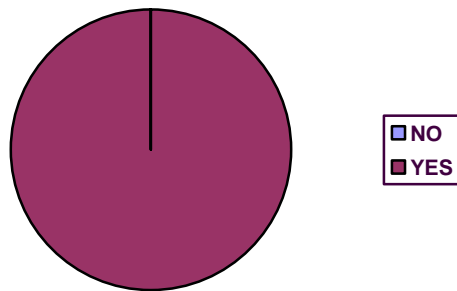
Gets bad memories out



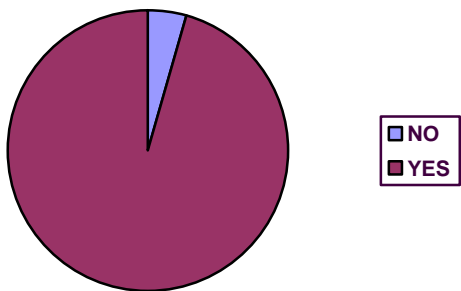
Helps if you are upset



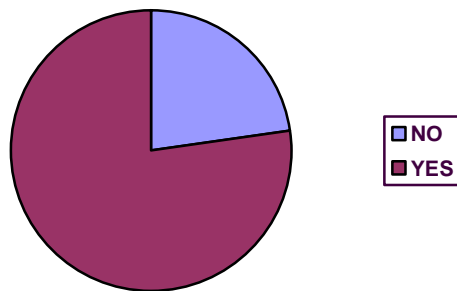
Helps you be a good person



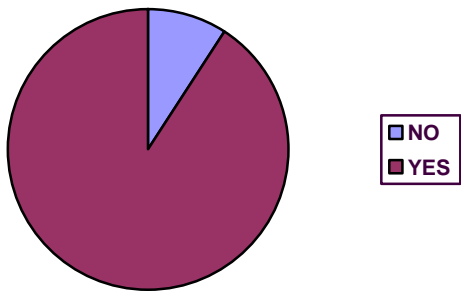
Have more friends



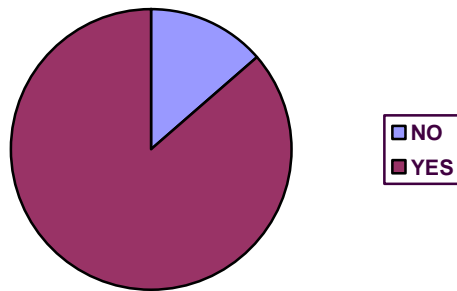
Like using the Journey CD to process



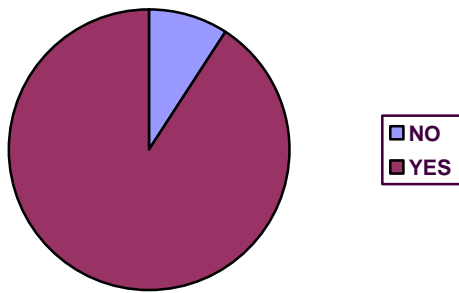
Students are better behaved



Like the teacher to lead the process



Gives me time to think



Educator's responses

1. it is a very positive program
2. student centred
3. can see a physical and emotional transformation
4. students showed greater interest in their academic work
5. significant academic improvement and progress
6. learning skills improved
7. improved attitude
8. relationships had improved significantly
9. students became more open in their communication
10. improved active listening
11. greater respect for one another
12. improvement in 'sportsmanship'
13. greater support for each other
14. released some emotional baggage that was holding them back
15. happier, more laughter and fun
16. resolved issues more effectively
17. more resilient – 'bounced back'
18. more focussed
19. better time management
20. improved self management and self discipline skills
21. 'feelings' vocabulary improved, giving them the language to be able to converse
22. students appeared 'freer'
23. improved enjoyment and participation
24. improved problem solving
25. values education
26. teaches self acceptance
27. improved social skills
28. made teaching easier and more rewarding
29. made learning easier
30. makes them more aware of life in a broader perspective
31. assisted in student/teacher rapport
32. enabled me to counsel my students and parents
33. attendance and punctuality improved
34. students more enthusiastic
35. improved goal setting and achievement
36. parents noted improvement or positive difference in their child

Conclusion and recommendations

The data showed that the Journey Program is a very successful program in the classroom as a practise in terms of developing learners socially and academically. The program is intense and well regarded by all participants. The teacher and learners enjoyed the program, found it of benefit and liberating.

I offer the following recommendations:

- on-going evaluation of learners experiences
- the introduction of The Journey Program in the school's curriculum
- funding for Practitioner Training for the teacher involved (Ruth Rice)
- Further Professional Development for interested teachers
- Survey the parents
- Journey Practitioners provide Professional Development
- Data obtained could be used in SAER files.

REFLECTION on **THE JOURNEY** in the classroom.

By **Ruth Rice**
Classroom Teacher Year 2
Upper Swan Primary School 2007

I was introduced to The Journey by my sister-in-law, a mother, partner, psychologist and counsellor. Being aware of my interest and passion to help students who were 'stuck', she generously paid for me to attend the 'Kids' workshop with her as a birthday present. What an ongoing present it has been. I met two facilitators in Sabine Valas and Judy Burrows, who were qualified to work with children, and so the link was forged, with the approval of the Deputy Principal at my school, to invite The Journey into my classroom. What impressed me about the personal development process particular to The Journey, was the user friendliness approach both for the child and the facilitator, it's meaningful delivery, success, ripple effect benefits and the fact that a child, once familiar with the process, a child can select to use it independent of assistance. One night, my five year old niece was having a sleep over with me, and being unable to sleep, I took her on a Journey process, she said "Auntie Ruth, I know how to do this, this is fun", and within 5 minutes, she had relaxed sufficiently to nod off to sleep.

When introduced to the class, the students fully embraced it within weeks, asking "is it Journey Day today?" and arriving at class on time to greet Sabine and Judy and prepare for the session. Following the guided process, they had the opportunity to record their experience in journal form using illustrations, symbols and writing, as well as group and one on one reflection.

By the end of the program, which spanned three terms, I observed and recorded my observations and written feedback from the students using checklists and socio-grams.

I saw improvements across the board in areas of behaviour, academic progress, social and emotional development. The major outcome evident, being in the application of Values education. When I compared Semester One Formal Reports with those of Semester Two, there were overall improvements, and I believe that The Journey program could have been a major contributing factor. For some students, particular aspects were more pronounced. To demonstrate this, I have presented my findings in table form below, and attributing a number to each of the students for the sake of confidentiality. Attributes noted as having developed significantly for each particular student have been highlighted.

On the basis of the results and observed benefits, I would have no hesitation in using The Journey in my classroom again, I would encourage others to do so also, and if possible, I would like to pursue continued professional development in becoming a facilitator and/or trainer. Such a program has a place in our education system, and as such, is an extremely valuable tool and life skill for students and educators alike.

Ruth JL Rice

RUTH RICE *Evaluation of The Journey Program: June 2008*

ATTRIBUTE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
academic achievement																								
animation in body language, facial expressions																								
behaviour																								
compassion																								
competitiveness																								
confidence																								
cooperative																								
effort																								
engagement																								
friendships																								
fun/pleasure																								
happy and content																								
humour																								
inclusive in groups																								
interaction in lessons																								
manner/disposition																								
maturity																								
mothering / rescuing of others to feel important																								
motivation																								
open about feelings																								
participation																								
patience																								
personal standards																								
problem solving																								
relaxed																								
resilience																								
resolving social and emotional issues																								
risk taking																								
self awareness																								
self discipline																								
self image/ self esteem																								
settled																								
social interaction																								
talking about feelings and experiences																								
tolerance/acceptance of self and/or others																								
trust																								
verbal skills																								
work completion																								
work standard																								
independence																								