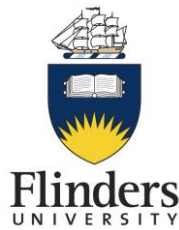


FLINDERS UNIVERSITY
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Flinders Human Behaviour & Health Research Unit

Releasing Children's Shining Potential

**Improving the social and emotional wellbeing of
primary school children through Journeywork**

Journey into Schools Report
August 2010

Conclusion

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ISBN 978 1 920966 21 8

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How to Cite this Reference:

Beattie J, Carne A, Dowd S, Leeder-Morale S, George C, Henderson J. (August, 2010). *Releasing children's shining potential. Improving the social and emotional wellbeing of primary school children through Journeywork. Journey into Schools Report.* Flinders Human Behaviour and Health Research Unit, Flinders University of South Australia and *Jill Beattie Performance Enhancement Consultancy*, Victoria. Website: <http://www.emotional-wellbeing.com.au>

Chapter 12

Conclusion

Our child's feedback has been fantastic. Your program is doing wonders and we hope it will continue to be taught and allow other children the opportunity to go through their amazing journey.

This study achieved its aim. As a result of their participation in Journeywork, the social and emotional wellbeing of the majority of participant primary school children improved. Furthermore, the more sessions that were attended, the greater the improvement in wellbeing, that is, there was a statistically significant relationship between the number of Journey sessions attended and improvement in social and emotional wellbeing.

The children were supported by experienced practitioners, who taught a range of strategies and provided a variety of tools enabling the children to deal with daily life events and emotions. In addition, the children were left happy and at ease immediately following each Journey session.

The specific objective of evaluating the effectiveness of conducting Journey sessions on the children once they were back in their own classroom and in the school yard was difficult to achieve. Teachers had so many other children to care for, that they did not feel that they could accurately complete the teacher questionnaires. Results from the telephone interviews with the teachers supported conducting whole-of-classroom Journey sessions, which was the initial intent of this study.

Evaluating the effectiveness of conducting Journeywork sessions on the academic progress of children was achieved however, without access to actual marks (raw scores), only an overview of academic progression was possible.

The Journey Accredited Practitioners conducting the Journey Program were highly experienced in Journeywork and were able to provide a flexible, user-friendly program that was adaptable to the needs of this particular group of children. In addition, adequate numbers of practitioners (2 to 4) were available to conduct the program for the numbers of participating children (n=24). The fact that the school was looking for new ideas and assistance with wellbeing programs, enabled the program to be implemented in this school. The main barrier to implementing the program fully within the school community was the difficulty in engaging the busy teachers and parents so that they could learn the tools to reinforce with the children in the classroom, school yard and at home. Even so, the majority of children demonstrated their resilience by attending the sessions and sharing their learnings following Journeywork.

Even with the small numbers showing change, the findings of this study are promising, suggesting that with regular Journeywork over time, children's emotional wellbeing can improve. A larger sample size would have provided enough power to enable more conclusive findings. Considering the statistical results along with the qualitative results provides an increased understanding and statistical and practical significance of the positive impact of Journeywork on the social and emotional wellbeing of the participating children.