

5678 Film Club Program Evaluation Project 2017 Highlight Statement

- 5678 Film Club is a three-year film-making project that meets weekly after school at St Joseph's Primary School in Collingwood, VIC.
- The program supports school transition of young people aged 10-14 years (Grades 5,6,7, and 8) at risk of school disengagement and social isolation, in particular those from culturally and linguistically diverse backgrounds.
- Polyglot engages professional filmmakers to undertake creative workshops, mentoring and develop a peer network of young people to design, produce, and present short films.

What we know so far...

In 2016 and 2017, researchers interviewed or gave surveys to over half of the students who participated in Film Club.

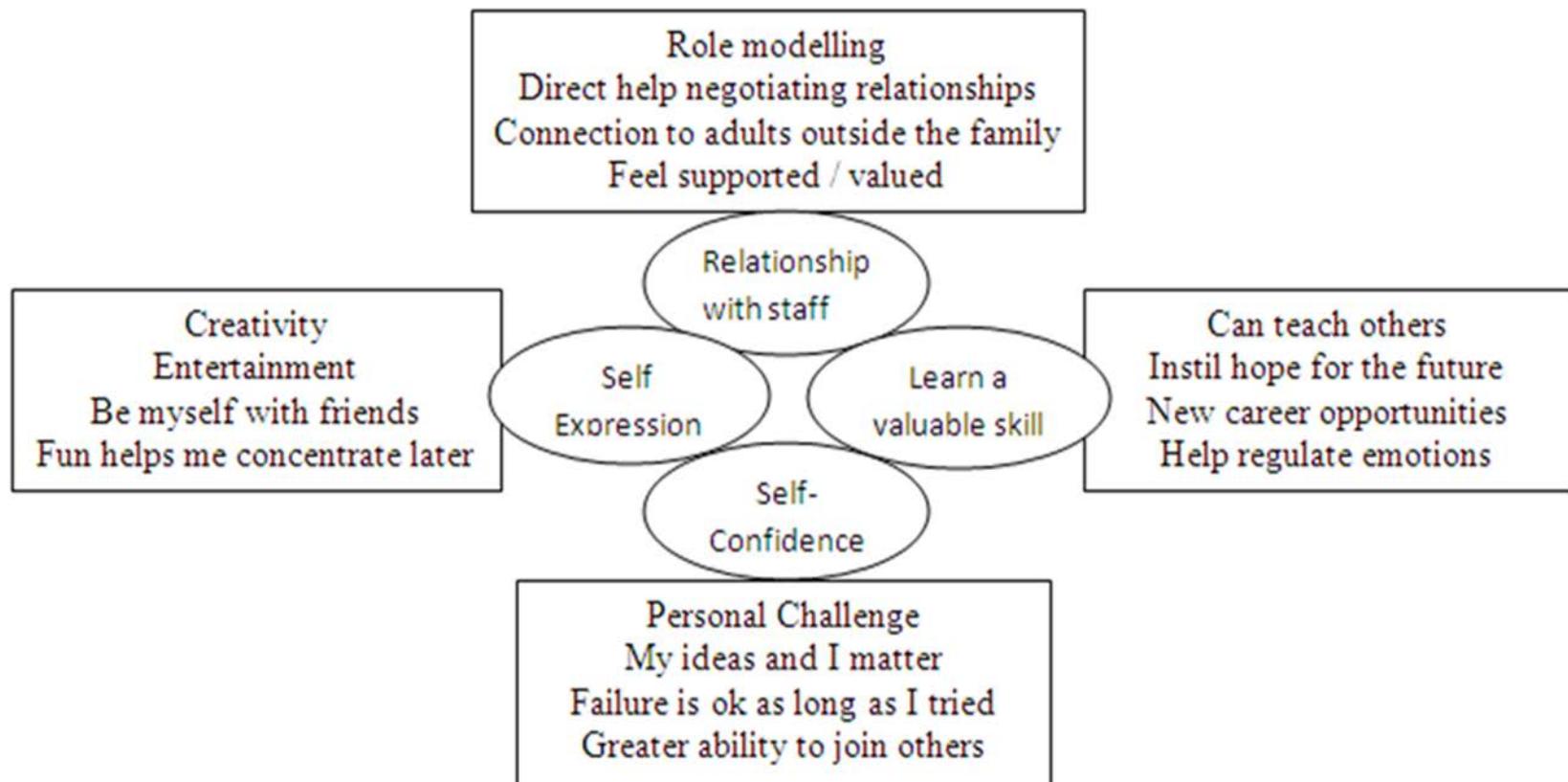
There are a number of emerging themes:

- Film Club supports the socioemotional growth of students in areas that are relevant to school engagement, school transition, and resilience.
- In order to enhance school engagement, students should be given some freedom over their learning and assisted to take risks by way of balancing structure with freedom.
- Areas of growth match published theories of children's needs during adolescence.
- Creative groups provide opportunities for collaborative peer learning, learning flexible enough to seize opportunities for teachable moments, and social inclusion learning.
- Participants saw Film Club as being flexible to their input and learning needs; thereby making it a non-traditional extracurricular activity.
- Film Club has legitimacy as a resilience-building program.

*"I have changed a lot. I've improved in my acting. So before I went to Film Club, I was very nervous and I did this nervous laugh. After Film Club, I actually got better at everything, like confidence, I'm not worried to be in front of the camera, I'm not scared."
--2016 student*

*"In Film Club, it's different because we have more freedom to be ourselves and use our imagination... in Film Club we can bring out our ideas more. So even if it isn't something that is generally logical, it can still be done in Film Club."
--2016 student*

How does Film Club impact students? Findings from 2017



In their words...

Adult relationships

"It's very hard [filming] and like you have to try again, even [Polyglot staff] have to do it again and again."

[Polyglot staff were] nice and not yelling at me, there was one time I think they wanted to kick me out but they didn't and yeah I want to be here."

"I don't like to tell if I don't like something, it's like because I don't want them to get angry at me but I still do tell them just to make me feel a little bit better like a lot of weight lifted from my shoulders as I don't have to keep it a secret that much".

"They [Polyglot staff] know sometimes I get angry here with the other students but everyone else here treats me with respect and they are also caring."

Self-confidence

"I used to be really scared like [my film] might be shown ... and what would people think of me and all that bad stuff but like now I don't care what people think of me all that much, I do it anyway."

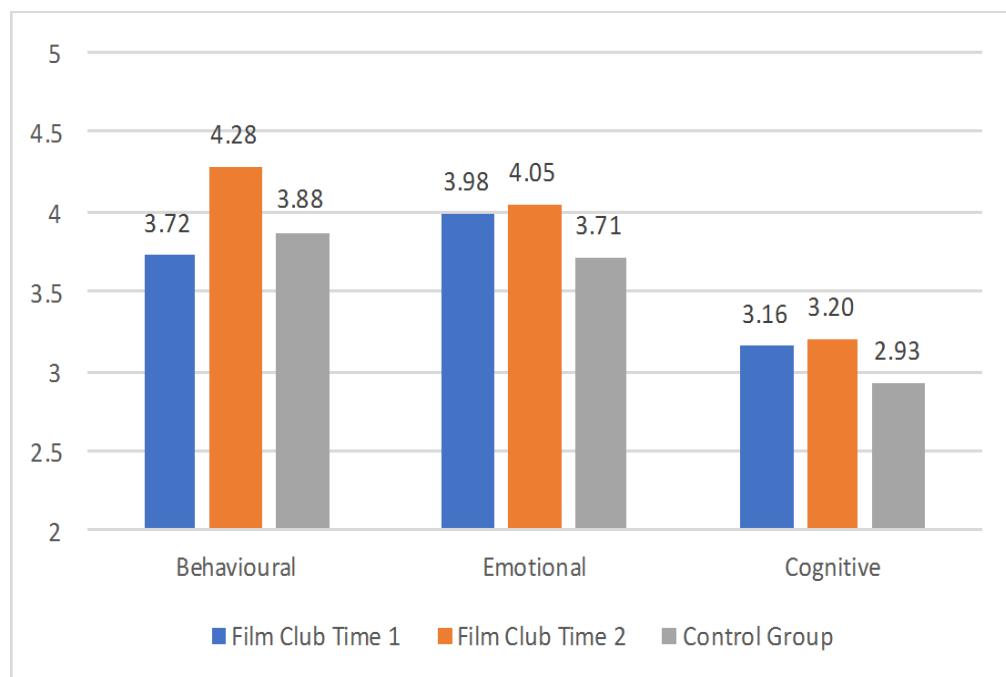
"[Film Club] made me more confident cos I didn't think that I could go in front of a camera cos I sounded weird and I didn't know what I was doing but then after I tried that after Film Club I felt greater and more confident."

"I used to think what should I write, what should I write, but then Film Club changed that and now I know what to write every single time I have a thought in my head!"

"I still have that proudness in me that I've done it, even when it didn't turn out that great I still did it, and I'm ok with that now."

2017 Survey: School engagement

- Three types of school engagement were explored (see bar chart opposite)
- A small sample size (only 9 in each group) made it difficult to detect statistically significant differences between time points and groups in school engagement
- However, there appears to be a positive trend with behavioural engagement increasing for the Film Club students



Conclusions and recommendations

- Film Club participants benefit from positive relationships and develop social and emotional skills that cross-over into the classroom
- It is too early to know if Film Club impacts the transition to secondary school via school engagement, but students report in interviews that they Film Club ways they have grown that they say have impacted their classroom behaviours and attitudes
- Autonomy, creativity, and flexibility were important to the Film Club participants and it is recommended this should be maintained
- Adult leaders are central to the success of Film Club and the relationship with the students should remain at the centre of the program
 - Leaders could potentially focus on developing the developmental assets through weekly activities

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