



## Contextualisation of Toddler Wellbeing Training Event 14<sup>th</sup> - 18<sup>th</sup> March 2016

### Evaluation Form:

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The aim of this training event is to introduce Setting Partners and their Early Years Practitioners:

- To the updated TODDLER Project materials;
- Provide an opportunity to explore the context of wellbeing and the projects content and materials;
- It provides EYPs with the opportunity to create a reflective dialogue which will continue through the use of the discussion board and Job Shadowing.

### How good is the event?

No	Performance Indicator	Themes	4	3	2	1
<b>1</b>	<b>Quality of the training element</b>	4 = excellent, 3 = good, 2 satisfactory and 1 = poor				
1.1	Input into the event by the project partners	<ul style="list-style-type: none"> <li>• The extent to which each partner contributes to the event</li> <li>• The evidence of partners sharing roles and responsibilities during the event</li> </ul>	X			
1.2	Links between the aims of the event and the overall aims of the project	<ul style="list-style-type: none"> <li>• Mutual understanding amongst partners about the project and event rationale and the short term and long term objectives of the event</li> <li>• Clear evidence in the event programme of real synergy with the overall objectives of the project</li> </ul>	X			
1.3	Development of positive attitudes towards Europe	<ul style="list-style-type: none"> <li>• Opportunities for the development of positive attitudes towards Europe and towards transnational activities</li> <li>• The extent and quality of the intercultural dimension</li> <li>• The extent of opportunities for participants to share information about their own countries and education systems</li> </ul>	X			
1.4	Promotion of other languages	<ul style="list-style-type: none"> <li>• Extent and quality of the opportunities for the use of various languages both by trainers and by participants</li> <li>• Evidence of strategies for overcoming language difficulties</li> </ul>	X			

No	Performance Indicator	Themes	4	3	2	1
<b>2</b>	<b>Structure, content and delivery of the event</b>	4 = excellent, 3 = good, 2 satisfactory and 1 = poor				
2.1	Organisation of the training event	<ul style="list-style-type: none"> <li>Evidence of clear planning</li> <li>Realistic timescales</li> </ul>	X			
2.2	Effectiveness of content and appropriate range and balance of activities	<ul style="list-style-type: none"> <li>Appropriate content, clearly related to the aims and objectives of the event</li> <li>Relevant mixture of activities e.g. icebreaking activities, didactic sessions, workshops, social activities, free time</li> <li>Appropriateness of the social programme</li> </ul>	X			
2.3	Effectiveness of the delivery by trainers, workshop leaders etc.	<ul style="list-style-type: none"> <li>Trainers and leaders have the appropriate subject competence and knowledge</li> <li>Trainers and leaders are good communicators with the necessary language skills</li> <li>Trainers and leaders have the appropriate didactic experience for delivering professional development</li> </ul>	X			
2.4	Effectiveness of shared ownership of the event	<ul style="list-style-type: none"> <li>Evidence that the needs and expectations of participants have been taken into account</li> <li>Evidence that participants have the opportunity to contribute their own expertise</li> </ul>	X			
2.5	Effectiveness of the process of monitoring and evaluation	<ul style="list-style-type: none"> <li>Quality of the mechanism for evaluation both short term and long term including follow-up activities, if appropriate</li> <li>Evidence of on-going assistance to participants, if appropriate</li> </ul>	X			

No	Performance Indicator	Themes	4	3	2	1
<b>3</b>	<b>Materials, resources and equipment</b>	4 = excellent, 3 = good, 2 satisfactory and 1 = poor				
3.1	Provision and suitability of materials, resources and equipment	<ul style="list-style-type: none"> <li>Evidence of appropriate prior information being issued to participants</li> <li>Relevance and quality of materials issued during the event</li> <li>Sufficiency, range and suitability of other resources, including, where appropriate, ICT</li> <li>Provision of support and assistance for technology users</li> <li>Extent to which technology and other resources are used effectively and with innovation</li> </ul>	X			

No	Performance Indicator	Themes	4	3	2	1
4	<b>Quality of the domestic arrangements</b>	4 = excellent, 3 = good, 2 satisfactory and 1 = poor				
4.1	Quality and appropriateness of the domestic arrangements and the comfort factor	<ul style="list-style-type: none"> <li>Attention to practical details and catering</li> <li>Suitability of the working venue</li> <li>Quality of overnight accommodation, if appropriate</li> <li>Evidence of special requirements (dietary for example) being met</li> </ul>	X			

No	Performance Indicator	Themes	4	3	2	1
5	<b>Quality of Intellectual Outputs</b>	4 = excellent, 3 = good, 2 satisfactory and 1 = poor				
5.1	TODDLER materials update KU, Uis, URL	<ul style="list-style-type: none"> <li>Use and content of the materials in your home language</li> </ul>	X			
Comments on the materials: I feel that it may still be a bit difficult for practitioners to see the connection between TODDLER & TOWE materials.						
5.2	Website KU	<ul style="list-style-type: none"> <li>Structure, design and layout of the Public access and Private access</li> <li>Accessing the website and submission of work</li> <li>Understanding of your role and contribution required for the site</li> </ul>	X			
Comments on the materials:						
5.3	Toddlers' Wellbeing KU	<ul style="list-style-type: none"> <li>Quality of the materials and information they provide</li> <li>Ability to use and implement them</li> <li>Understanding of your role and contribution to these materials</li> </ul>	X			
Comments on the materials: I feel the discussion on this topic was very interesting & it allowed us to expand our own definition. A very good learning experience.						
5.4	Toddlers' Voice and Expressions Uis	<ul style="list-style-type: none"> <li>Quality of the materials and information they provide</li> </ul>	X			

		<ul style="list-style-type: none"> <li>• Ability to use and implement them</li> <li>• Understanding of your role and contribution to these materials</li> </ul>					
Comments on the materials: I feel the session was very clear and useful. Especially the videos were very interesting to discuss.							
5.5	Toddlers' Meal Times URL	<ul style="list-style-type: none"> <li>• Quality of the materials and information they provide</li> <li>• Ability to use and implement them</li> <li>• Understanding of your role and contribution to these materials</li> </ul>	X				
Comments on the materials: For this topic there is an element of intercultural comparison that makes it extremely interesting.							
5.6	Toddlers' Additional Language(s) URL	<ul style="list-style-type: none"> <li>• Quality of the materials and information they provide</li> <li>• Ability to use and implement them</li> <li>• Understanding of your role and contribution to these materials</li> </ul>	X				
Comments on the materials: My perception on how the session went is quite positive. I feel there was a good balance between content presentation & activities to experience some aspects directly with.							
5.7	Case Study Impact Report of ToWe UIS	<ul style="list-style-type: none"> <li>• Reflective session</li> <li>• Yours and others contribution to the discussion</li> <li>• Did you feel listened to</li> </ul>	X				
Comments on the materials: Aims & process were clearly explained.							

**Example:**

**'Quality of the training element' (1.1)**

This performance indicator is concerned with:

- The extent to which each partner contributes to the event
- The evidence of partners sharing roles and responsibilities during the event

**A performance meriting Level 4 would be illustrated by:**

1. Each partner plays a role in the preparation and delivery of the event according to an agreed prior division of roles and responsibilities
2. There is clear evidence of a collaborative approach with strong team work

**A performance meriting Level 1 would be illustrated by:**

1. There is a lack of clarity in the partners' division of roles and responsibilities and consequently there may be evidence of a failure to contribute as required
2. Where problems have arisen, there is a lack of commitment to finding a mutually acceptable compromise

