



Contextualisation of Toddler Wellbeing Training Event
 14th - 18th March 2016

Name: *Helen Sutherland* **Evaluation Form:**

Partner: *Kingston University*

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
1	Quality of the training element	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"> • The extent to which each partner contributes to the event • The evidence of partners sharing roles and responsibilities during the event 	✓			
1.2	Links between the aims of the event and the overall aims of the project	<ul style="list-style-type: none"> • Mutual understanding amongst partners about the project and event rationale and the short term and long term objectives of the event • Clear evidence in the event programme of real synergy with the overall objectives of the project 	✓			
1.3	Development of positive attitudes towards Europe	<ul style="list-style-type: none"> • Opportunities for the development of positive attitudes towards Europe and towards transnational activities • The extent and quality of the intercultural dimension • The extent of opportunities for participants to share information about their own countries and education systems 	✓			
1.4	Promotion of other languages	<ul style="list-style-type: none"> • Extent and quality of the opportunities for the use of various languages both by trainers and by participants • Evidence of strategies for overcoming language difficulties 	✓			

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

No	Performance Indicator	Themes	4	3	2	1
3	Materials, resources and equipment	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"> Evidence of appropriate prior information being issued to participants Relevance and quality of materials issued during the event Sufficiency, range and suitability of other resources, including, where appropriate, ICT Provision of support and assistance for technology users Extent to which technology and other resources are used effectively and with innovation 		✓		

No	Performance Indicator	Themes	4	3	2	1
4	Quality of the domestic arrangements	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"> Attention to practical details and catering Suitability of the working venue Quality of overnight accommodation, if appropriate Evidence of special requirements (dietary for example) being met 		✓		

No	Performance Indicator	Themes	4	3	2	1
5	Quality of Intellectual Outputs	4 = excellent, 3 = good, 2 satisfactory and 1 = poor				
5.1	TODDLER materials update KU, UiS, URL	<ul style="list-style-type: none"> Use and content of the materials in your home language 			✓	
Comments on the materials: It was good that the materials were in home languages but I feel that it was a bit 'bitty' in the folders so may have lacked clarity for readers.						
5.2	Website KU	<ul style="list-style-type: none"> Structure, design and layout of the Public access and Private access Accessing the website and submission of work Understanding of your role and contribution required for the site 		✓		
Comments on the materials: Nicole went through areas. Partners have started to register.						
5.3	Toddlers' Wellbeing KU	<ul style="list-style-type: none"> Quality of the materials and information they provide Ability to use and implement them Understanding of your role and contribution to these materials 		✓		
Comments on the materials: Powerpoint to support use of material. We did activities/discussion to support engagement.						
5.4	Toddlers' Voice and Expressions UiS	<ul style="list-style-type: none"> Quality of the materials and information they provide 				

		<ul style="list-style-type: none"> • Ability to use and implement them • Understanding of your role and contribution to these materials 	✓		
	Comments on the materials: Well delivered with DVD to support use of materials good				
5.5	Toddlers' Meal Times URL	<ul style="list-style-type: none"> • Quality of the materials and information they provide • Ability to use and implement them • Understanding of your role and contribution to these materials 	✓		
	Comments on the materials: Translated well so presentation clear DVD to support use of materials good.				
5.6	Toddlers' Additional Language(s) URL	<ul style="list-style-type: none"> • Quality of the materials and information they provide • Ability to use and implement them • Understanding of your role and contribution to these materials 	✓		
	Comments on the materials: Well presented with activities to support use of the materials. Activities in all home languages.				
5.7	Case Study Impact Report of ToWe UIS	<ul style="list-style-type: none"> • Reflective session • Yours and others contribution to the discussion • Did you feel listened to 	✓		
	Comments on the materials: Support- and explanation given regarding questionnaire				

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