

External Evaluation Liaison Group

Contextualisation of Toddler Wellbeing Training Event Materials

Evaluation Form:

**Name: Inma Piquer**

The aim of the training event was to introduce the 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.

The materials of the training event are all provided within a folder and on a USB which also contains the application for this project.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Performance Indicator** | **Themes** | **4** | **3** | **2** | **1** |
| **1** | **Materials, resources and equipment** | 4 = excellent, 3 = good, 2 satisfactory and 1 = poor | **x** |  |  |  |
| 1.1 | Provision and suitability of materials, resources and equipment for the training event | * 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
 | x |  |  |  |
| **2** | **Quality of Intellectual Output Materials for use by EYPs** | 4 = excellent, 3 = good, 2 satisfactory and 1 = poor | **x** |  |  |  |
| 2.1 | TODDLER materials updateKU, UiS, URL | * Use and content of the materials in your home language
* Reflection of this material within the ToWe materials

Pages 31-32 of the ToWe Application | **x** |  |  |  |
| Comments on the materials:Wide range of materials which cover all the areas contemplated within the project. Materials have been handed in all versions (printed, pen-drive, on-line). They are easy to access, consult and use.  |
| 2.2 | WebsiteKU | * Structure, design and layout of the Public access and Private access to date
* Accessing the website and the work submitted to date

Pages 32-33 of the ToWe Application |  | **x** |  |  |
| Comments on the materials:The website is well presented and structured. I love the logo and the initial design. However, I would recommend you, as time goes by, to enrich it with pictures, videos and more visual stuff in order to make it more attractive to teachers, parents, etc.Don’t forget to think about the different languages you are dealing with. Maybe translating everything wouldn’t be practical but I think that you should try to translate, at least, some important parts. |
| 2.3 | Toddlers’ WellbeingKU | * Quality of the materials and information they provide for use by EYPs
* Ability to use and implement them
* Relevance and use within the early years sector

Pages 33-35 of the ToWe Application | **x** |  |  |  |
| Comments on the materials:The materials are presented in parts which are hard to match as a whole. I would strongly recommend you to create a single document with an index which would help the reader to access the information through the different chapters. I haven’t been able to access pages 33-35 and didn’t find the ToWe Application but the “ToWe Presentation”. At this folder, I found the study cases of the different countries participating in the project. This is what I will comment in the following parts.About KU I consider very appropriate the study case using figures and all kind of data, pictures and references. |
| 2.4 | Toddlers' Voice and Expressions UiS | * Quality of the materials and information they provide for use by EYPs
* Ability to use and implement them
* Relevance and use within the early years sector

Pages 35-37 of the ToWe Application |  | **x** |  |  |
| Comments on the materials:Information is presented in a very thick way. I would recommend searching different strategies in order to provide a much more easy to read approach. |
| 2.5 | Toddlers' Meal TimesURL  | * Quality of the materials and information they provide for use by EYPs
* Ability to use and implement them
* Relevance and use within the early years sector

Pages 37-38 of the ToWe Application | **x** |  |  |  |
| Comments on the materials:Good presentation of data with links to relevant information. I would add some figures which would help to understand the content in a more visual way. Great selection of pictures to present the reality of the educative contexts involved in the project.This particular part of the project developed by the URV I very professional. I appreciated the translation made to the mother tongue, loved the great research, the references and the detailed rubrics presented. |
| 2.6 | Toddlers' Additional Language(s)URL | * Quality of the materials and information they provide for use by EYPs
* Ability to use and implement them
* Relevance and use within the early years sector

Pages 39-40 of the ToWe Application | **x** |  |  |  |
| Comments on the materials:As said in previous comments, a really professional presentation and a deep research which can only be applaused. |
| 2.7 | Case Study Impact Report of ToWe UiS | * Questionnaire to audit EYPs knowledge and skills
* Value of Case Study Impact Report

Pages 40-41 of the ToWe Application |  | **x** |  |  |
|  | Comments on the materials:The description offered of the context in plain and basic. Pictures help to understand better the context but I consider that a further detailed study case would be of great help. |
| **3** | **Contextualisation of Toddler Wellbeing Training Event** Did you attend any sessions of the training event **Yes/+No**If you attended the training event please answer the questions below. |
| 3.1 | Which training sessions dis you attend:TODDLER Materials and Website **Yes/No**Toddlers’ Wellbeing **Yes/No**Toddlers’ Voice and Expressions **Yes/No**Toddlers’ Meal Times **Yes/No**Toddlers Additional Languages **Yes/No**Case Study Impact Report of ToWe **Yes/No** |
| 3.2 | Input into the event by the project partners | * The extent to which each partner contributes to the event
* The evidence of partners sharing roles and responsibilities during the event
 |  |  |  |  |
| Comments on the training event: |
| 3.3 | Effectiveness of the delivery by trainers, workshop leaders etc. | * 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
 |  |  |  |  |
| Comments on the training event: |
|  | Effectiveness of content and appropriate range and balance of activities | * 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
 |  |  |  |  |
| Comments on the training event: |
| 3.4 | Effectiveness of shared ownership of the event by the Partners | * Evidence that the needs and expectations of participants have been taken into account
* Evidence that participants have the opportunity to contribute their own expertise
 |  |  |  |  |
| Comments on the training event: |

**Key:**

KU = Kingston University

UiS = University of Stavanger

URL = University of Ramon Llull

EYPs = Early Years Practitioners