Master Trainer Workshop Evaluation

Cohort 1

Date of training: October 29 & 30 2018
Trainer: Dr. Dawne Clarke

On October 29 and 30th, 2018 the first Master Trainer workshop was held at Pioneer Ridge. Twenty-one people attended the session, 20 people completed the pre-survey, and 19 people completed the post-survey. The TBDHU project lead was the 21st attendee and did not complete the evaluation.

ATTENDEE INFORMATION

Years of Experience in Early Years

Attendees had various levels of experience working with the Early Years (children aged 0-6). The majority had been in the field between 11-15 and 20-25 years.

Figure 1: Participants' years of experience working with Early Years (children age 0-6)
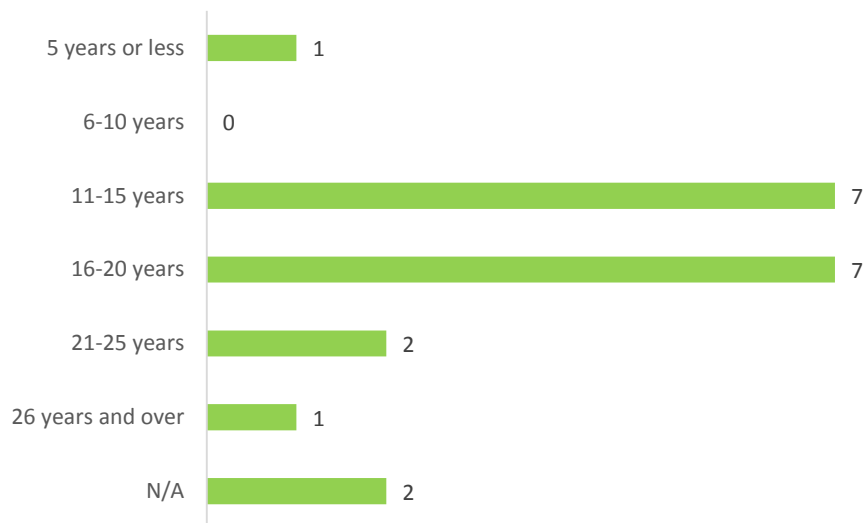
Early Year Setting

Attendees were from various Early Years settings. The majority were ECEs at a childcare facility.

Setting	Count
Early Childhood Educator (child care facility)	8
EarlyON Child and Family Centre	3
Catholic School Board	2
Director or Supervisor of a childcare centre	2
Early Childhood Educator (school)	1
Public School Board	1
Director of Training at a childcare centre	1
Family Support	1
Intermediate Lead	1

Number of children aged 0-6 (reach)

Of participants that responded (n=6), there was an average of 16 children aged 0-6 in their program. Of participants that responded (n=12), there was an average of 73 children age 0-6 in their facility. Two respondents indicated that they work for a school board, which includes 47 kindergarten classes. An approximate number of children as not indicated. In total, the respondents provide programming for 618 children.

Reach: 21 Master Trainers + 618 Children in programming = **639**

Type of programming run by facility

The majority of attendees were from facilities that ran preschool programming and various childcare programs.

Type of programming	Count
Preschool	6
Family-based licenced childcare	4
Parent participation program	4
Group child care	3
JK, SK and Gr. 1 classes	1
Full-day kindergarten	1
Before & after school childcare	1
Child and family centre	1
Co-op nature program	1
Community	1
N/A	1

Defining Physical Literacy

Participants were asked to provide a definition of physical literacy in their own words. This question was asked as part of the pre-survey and the post-survey.

> *Pre-survey:* Of the 17 participants who provided a definition of physical literacy, only one person was able to give a sufficiently correct answer.

> *Post-survey:* Of the 18 participants who provided a definition of physical literacy, 9 were able to give a sufficiently correct answer. An additional 7 participants were able to give a partially correct answer.

Previous Training

Before the training, participants were asked if they had previous training in areas of physical activity, physical literacy, or fundamental movement skills. Only 5 people responded to this question: 3 had previous training in physical activity and physical literacy, and 2 has previous training in fundamental movement skills. It can be interpreted that the 15 people who did not respond to this question did not have any previous training in these areas.

COMPARISON: KNOWLEDGE AND CONFIDENCE ABOUT PHYSICAL LITERACY

The following sections include a series of questions that were asked pre-training and post-training. The intent was to determine the amount of change in participants' level of knowledge and confidence that can be correlated to the training.

Knowledge of physical activity areas

Participants were asked to rank their knowledge of several areas of physical activity on a scale of 1-5, where 1 is no knowledge and 5 is a lot of knowledge. The responses were averaged to determine a pre-training and post-training numerical score. Participants reported an increase in their level of knowledge in all areas. Before the training, the area where participants had the least knowledge was physical literacy (average = 2.6). After the training, this area had an average response of 4.2.

Figure 2: Knowledge of physical activity areas, pre and post training
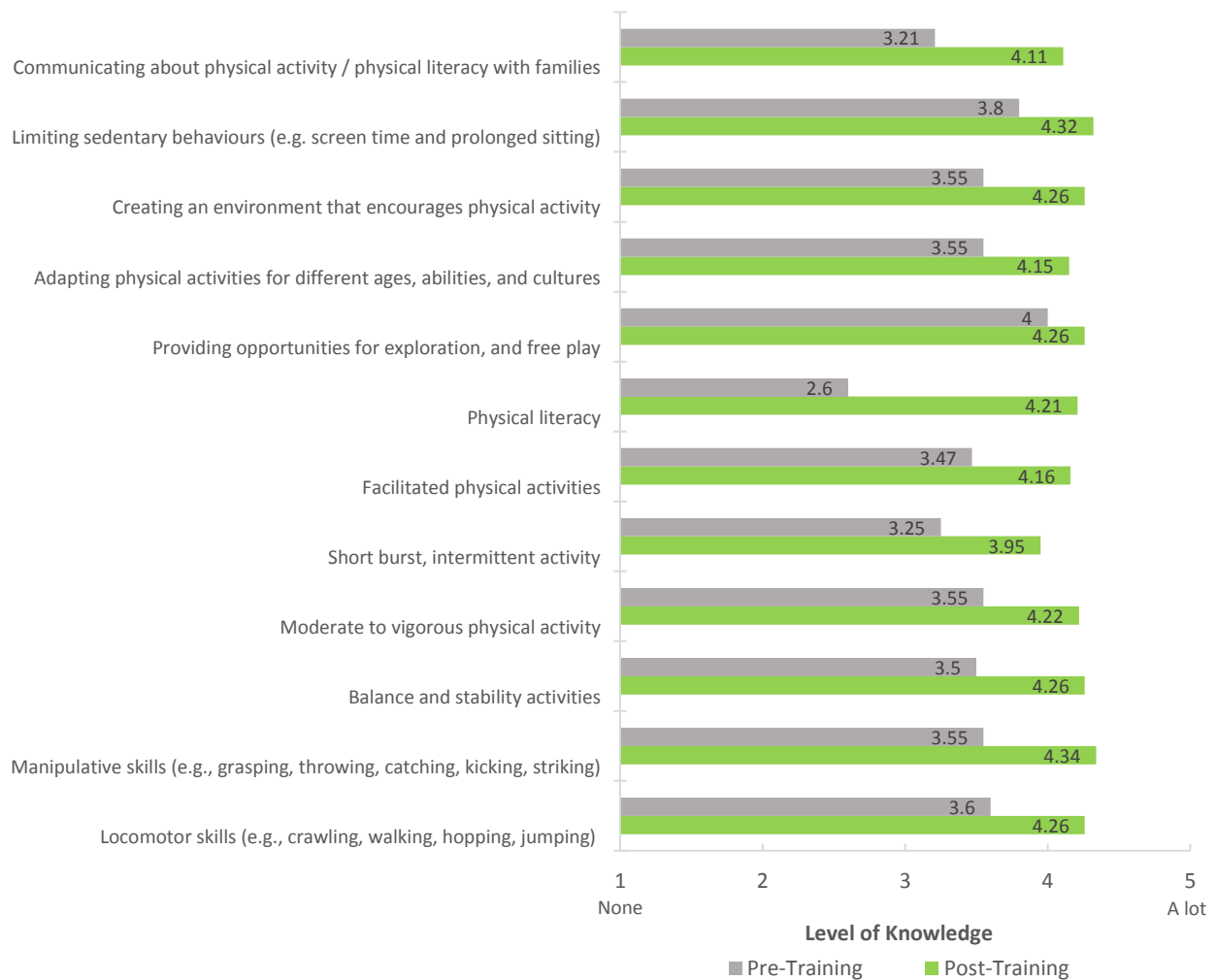
Confidence in ability to provide programming

Participants were asked to rank their confidence in delivering various physical activity programming on a scale of 1-5, where 1 is no confidence and 5 is a lot of confidence. The responses were averaged to determine a pre-training and post-training numerical score. Participants reported an increase in their level of confidence in all programming areas. The greatest increase was reported for frequent short burst intermittent activities.

Figure 3: Confidence in ability to provide programming, pre and post training
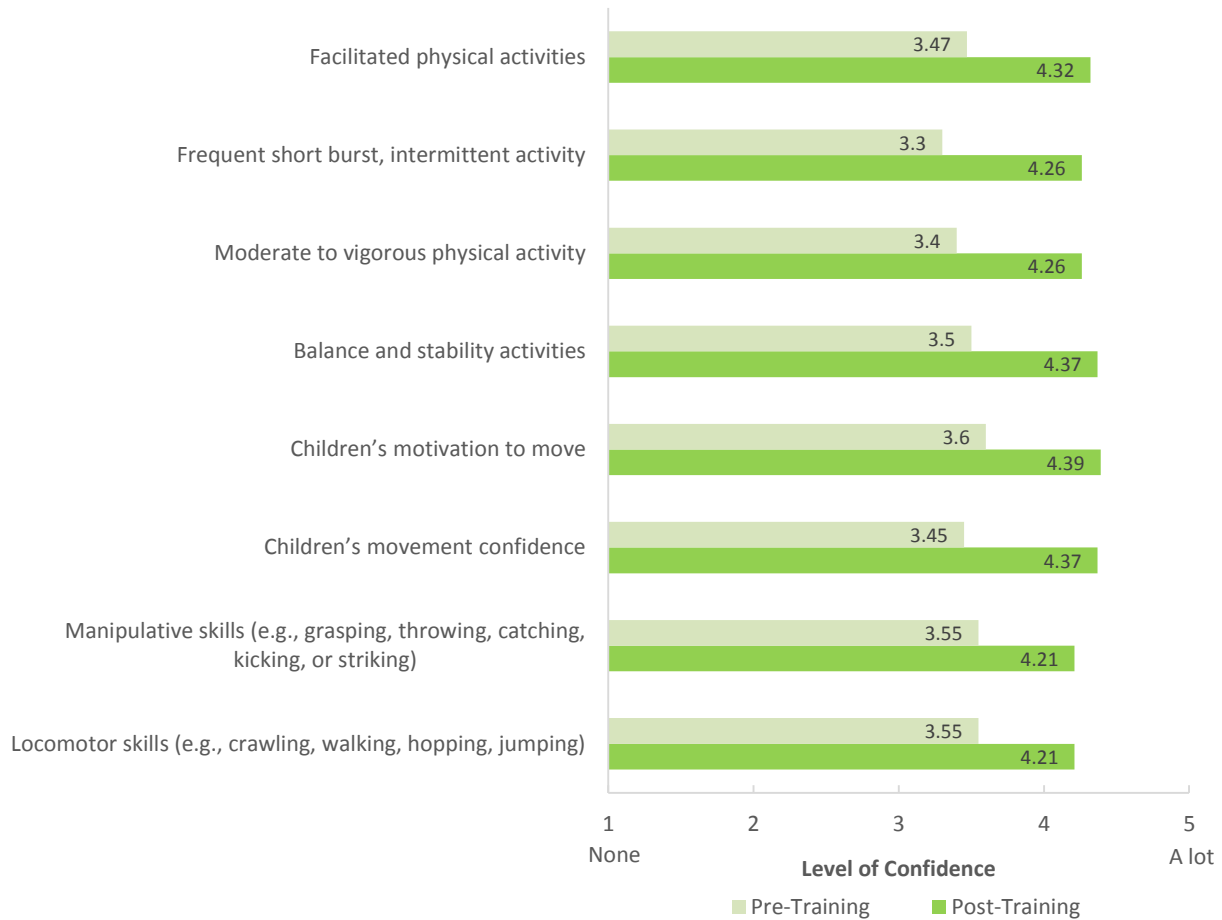
Confidence in ability as an Early Years provider

Participants were asked to rank their confidence in their abilities as an Early Years provider on a scale of 1-5, where 1 is no confidence and 5 is a lot of confidence. The responses were averaged to determine a pre-training and post-training numerical score. Participants reported an increase in their level of confidence in all programming areas. Communicating about physical activity/physical literacy with families had the greatest increase in confidence.

Figure 4: Confidence in abilities as an Early Years provider, pre and post training
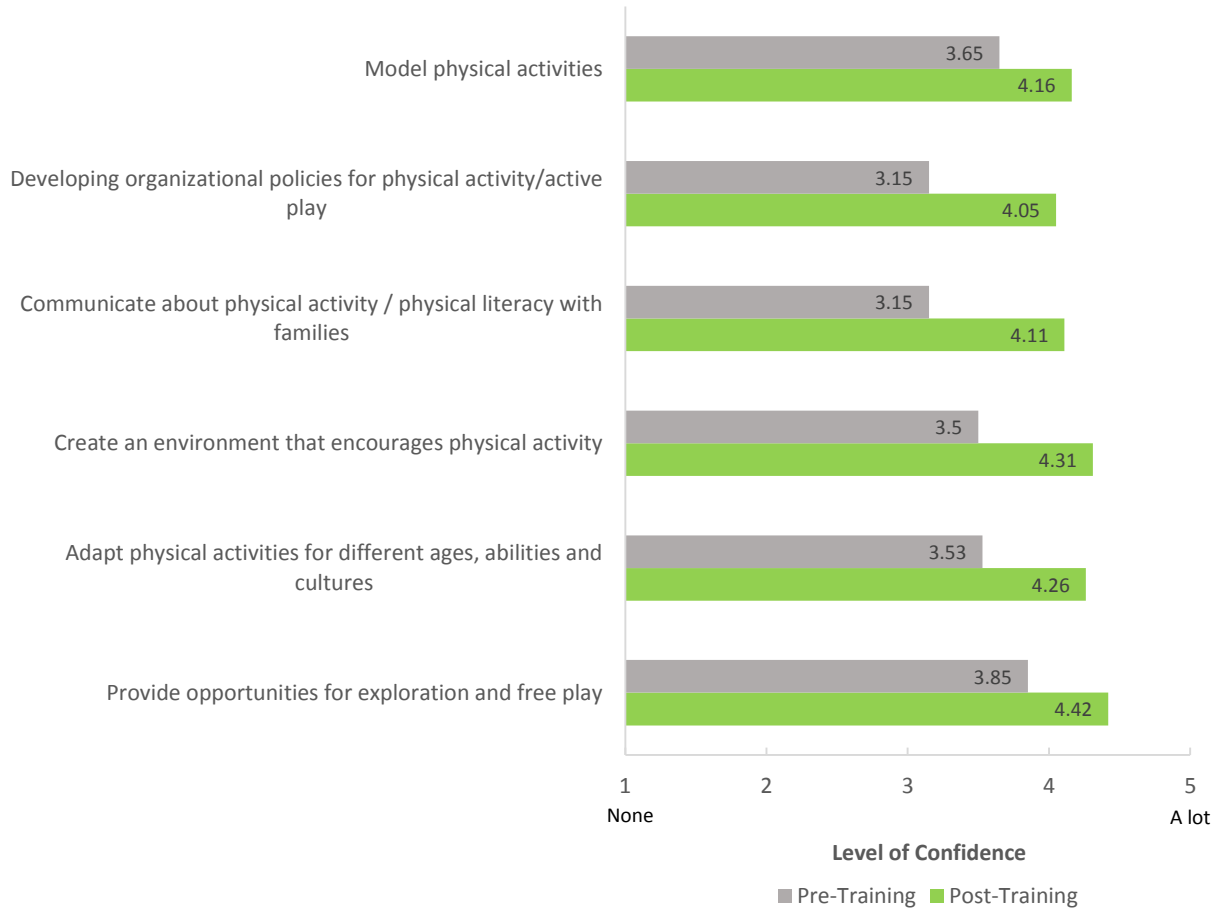
Resources or tools needed to promote physical activity and physical literacy

Participants were asked to what degree they felt they had the tools or resources needed to promote physical activity and physical literacy in their program. Pre-training results indicated that 35% felt they had none of or a few of the tools needed. After the training, these categories dropped to 0%. There was a 13.39% increase in respondents who said they had most of the tools they needed, and a 27.78% increase in respondents who said they had all of the tools they needed.

Figure 5: Respondents' perceptions of resources and tools needed to promote physical activity and physical literacy, pre and post training.
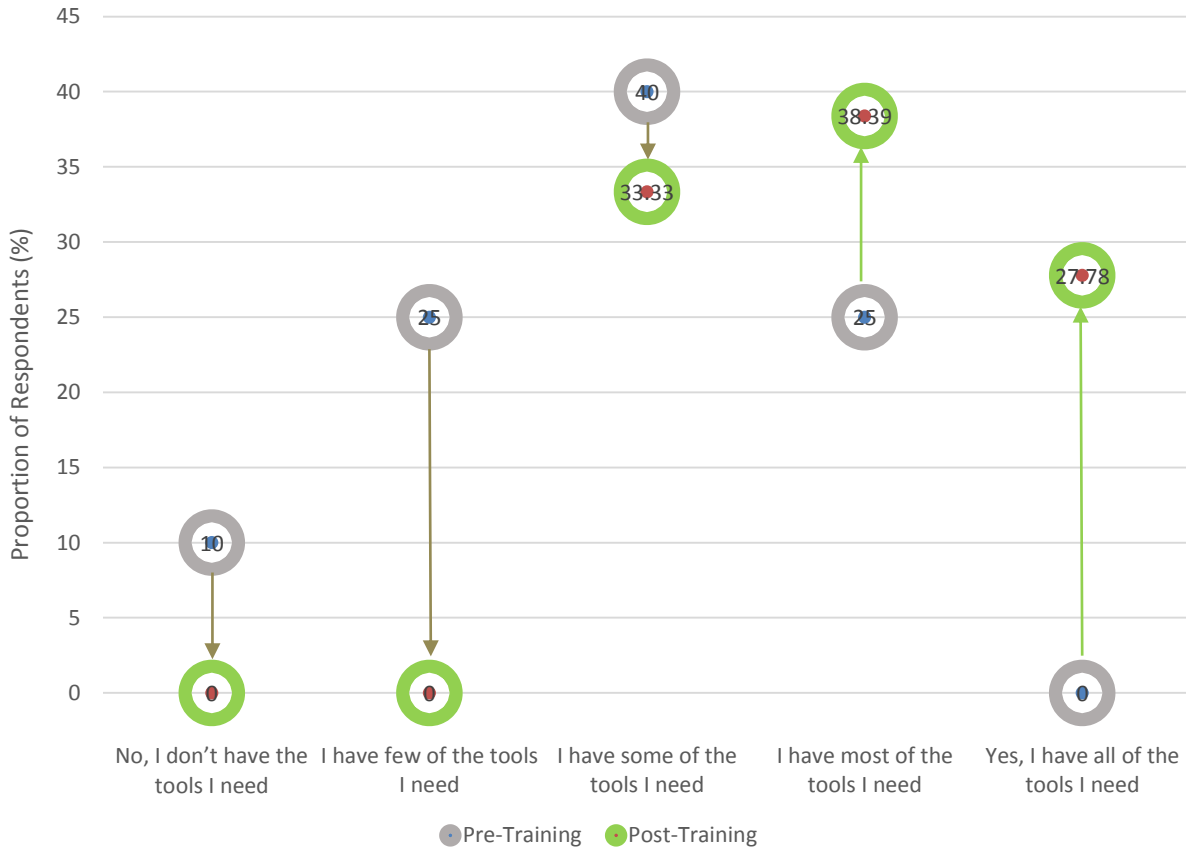
Ability to incorporate physical literacy into programming

Participants were asked to what degree they felt they were able to incorporate physical literacy into their programing before and after the training. Pre-training results indicated that 25% felt they were not able at all or somewhat able, and 35% were no more or no less able. After the training, these categories dropped to 0%. There was a 28.16% increase in respondents who said they felt quite able, and a 31.84% increase in respondents who said they felt very able.

Figure 6: Respondents' ability to incorporate physical literacy into their programing, pre and post training
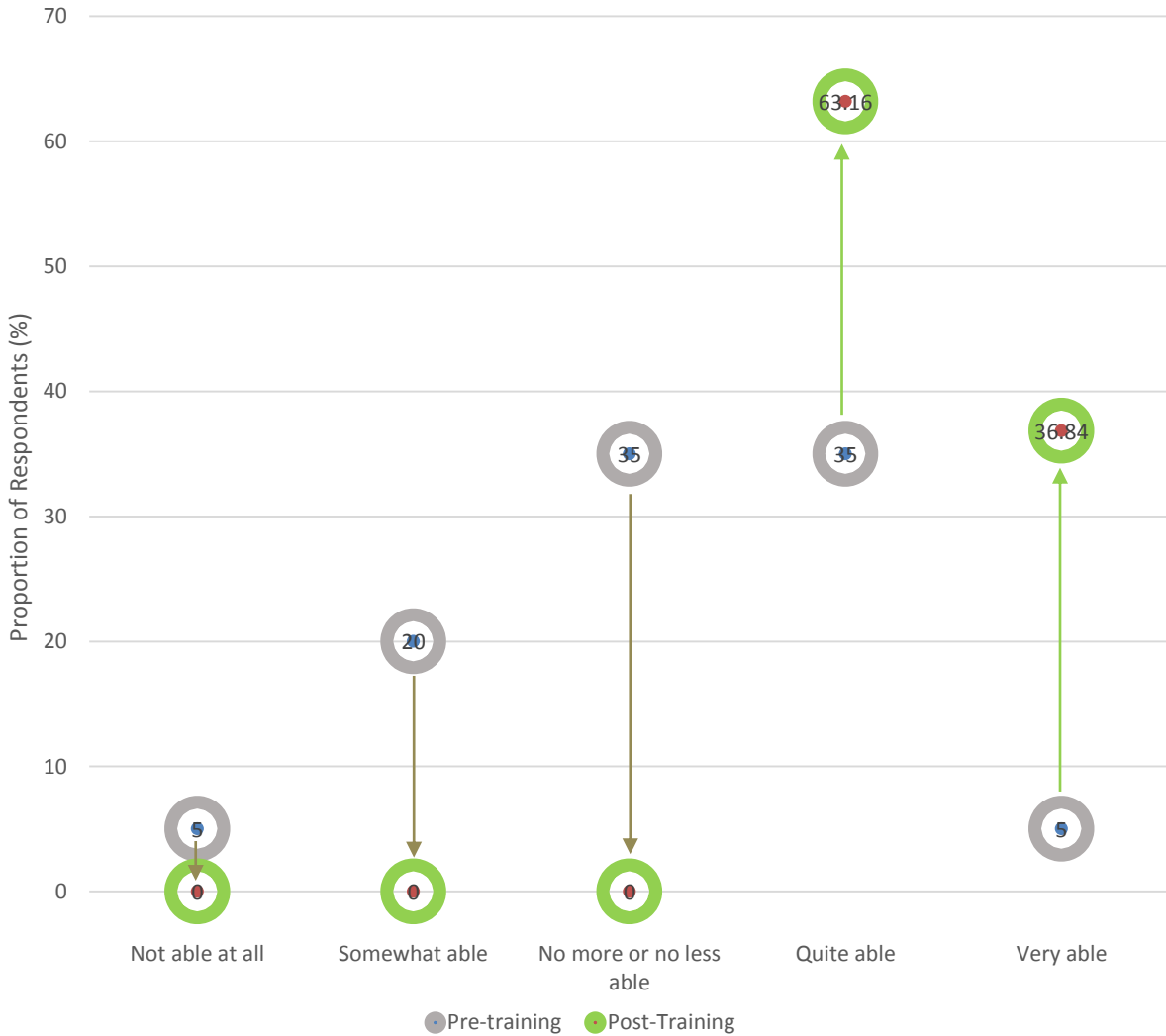
Ability to provide guidance to colleagues related to physical literacy programming

Participants were asked to what degree they felt they were able to provide guidance to their colleagues on physical literacy programing before and after the training. Pre-training results indicated that 30% felt they were not able at all or somewhat able, and 55% were no more or no less able. After the training, there was a 46.11% increase in respondents who said they felt quite able, and a 27.78% increase in respondents who said they felt very able.

Figure 7: Respondents' ability to provide guidance to colleagues related to physical literacy programming, pre and post training
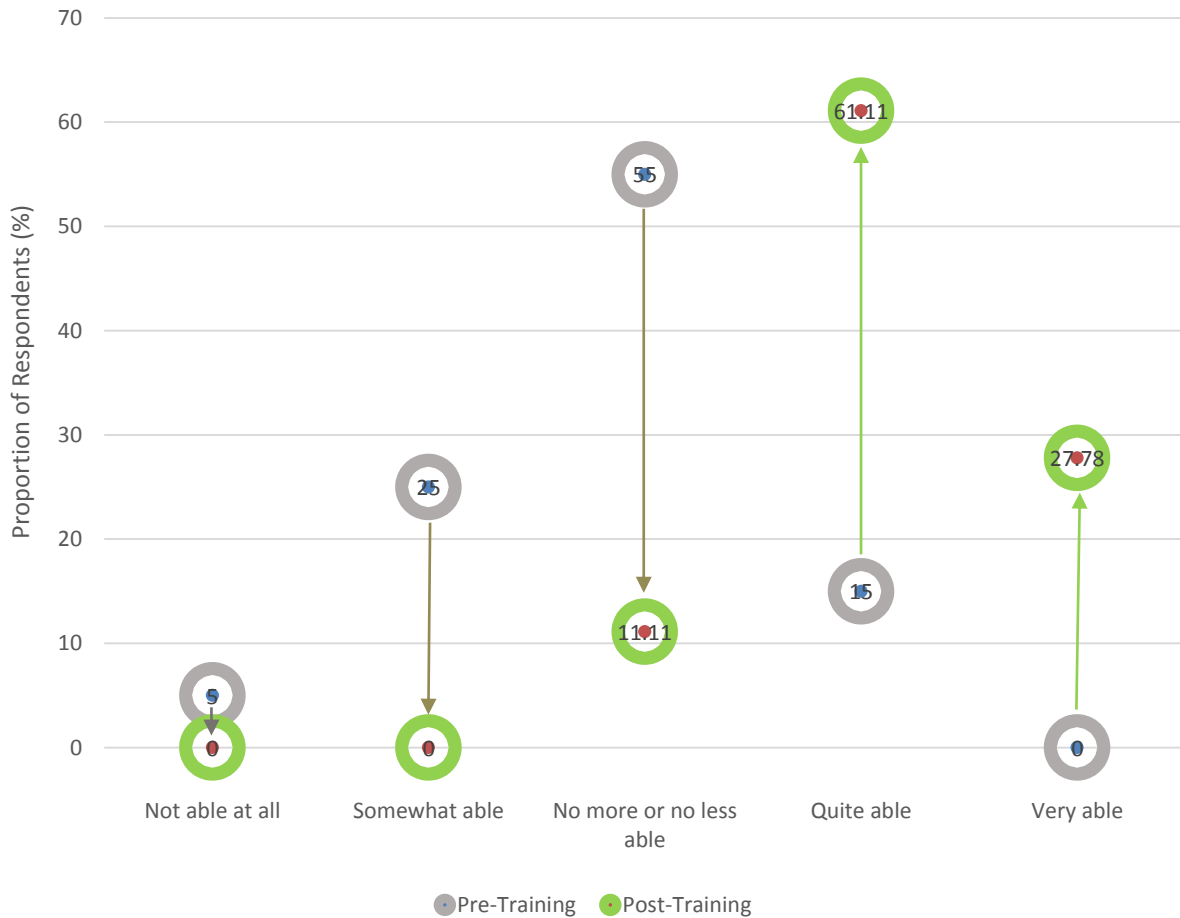
POST-TRAINING SURVEY RESULTS

After completing the Master Trainer workshops, participants were asked a series of questions to gauge their satisfaction with the workshop, what they like best about the workshop, what could be improved, and if their learning goals were met.

Satisfaction with Physical Literacy training

94.74% of respondents were very satisfied with the training and 5.26% were somewhat satisfied.
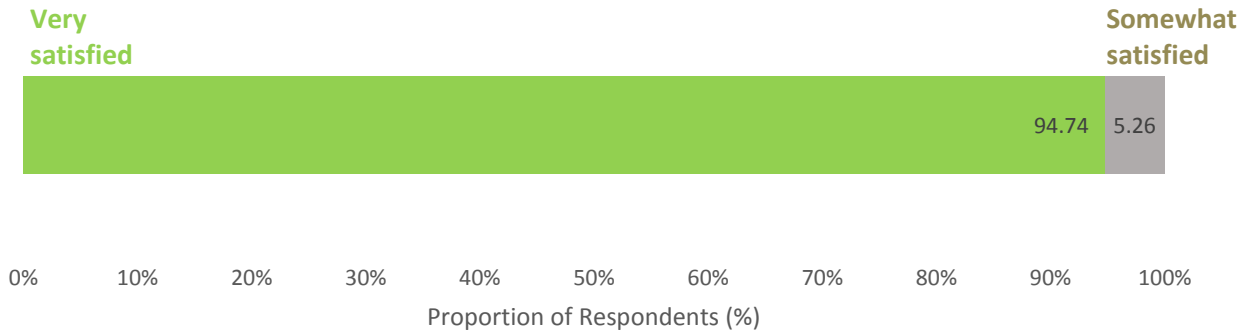
What did participants like?

Participants gave positive feedback on the level of knowledge and delivery style of the trainer, Dr. Dawne Clark. They enjoyed the interactive style, discussion, and hands-on components. It was easy to understand, interesting, and provided practical information. Many participants noted that they enjoyed to food provided at Pioneer Ridge.

What could be improved?

There were several suggestions from participants to include more examples, perhaps using videos. Additionally, a suggestion was made to switch up the groups on day 2 to be able to meet and network with more people.

Were learning goals met?

Of the 13 participants that answered this question, 12 indicated that their learning goals had been met and 1 person indicated that they were "somewhat" met.