Master Trainer Workshop Evaluation

Cohort 2

Date of training: May 14 & 15 2019

Trainer: Dr. Dawne Clarke

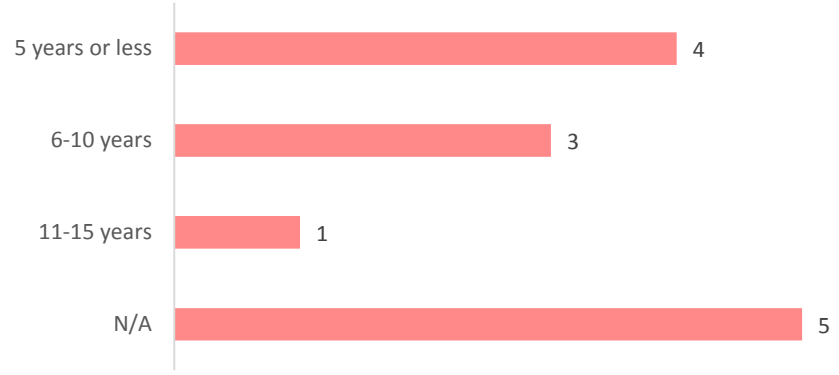
On May 14 and 15, 2019 the second Master Trainer workshop was held at Little Lions Waldorf Child and Family Centre - Training Center on Clarke Street. Fourteen people attended the session, 13 people completed the pre-survey, and 12 people completed the post-survey. The TBDHU project lead and an MPH student attended to help with administration & logistics.

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 5 years or less. 5 survey participants did not provide an answer.

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 recreation providers. Recreation providers did not initially regard them selves as "early years providers," and the training was more tailored to ECE's. Dawne was able to adapt to be more appropriate to Recreation Providers as well. In future sessions, the planning team will communicate more clearly who will be in attendance at each training session.

Setting	Count
Recreation Provider	7
Dance Program Provider/Instructor	2
Public Health Nurse	1
Resource Educator	1
Special Education Learning Supports Resource Teacher	1
Senior Kindergarten Teacher	1

Number of children aged 0-6 (reach)

Four of the 6 respondents who answered this question reported an average of 17 children aged 0-6 in their program. One respondent indicated that they reached 130 students, and another respondent replied "various." In total, the respondents provide programming for 97 children.

Reach: 14 Master Trainers + 97 Children in programming = **111**

Type of programming run by facility

The majority of attendees were from facilities that ran parent participation programs. Respondents could reply with more than one answer.

Type of programming	Count
Parent Participation Program	5
Group Child Care	1
Summer Youth Camp	1
School-based Programming	1
Child Dance Programs, Drop-in Play Centre	1
Sport Team/Children Organization	1
Hockey League	1
Health Unit Schools Team	1
No Answer	3

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 12 participants who provided a definition of physical literacy, 3 were able to give a sufficiently correct answer and 2 were able to give a partially correct answer.
>
> *Post-survey:* Of the 12 participants who provided a definition of physical literacy, 10 were able to give a sufficiently 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. 10 people responded to this question and we able to select multiple answers. 9 had previous training in physical activity, 6 had previous training in physical literacy, and 4 has previous training in fundamental movement skills.

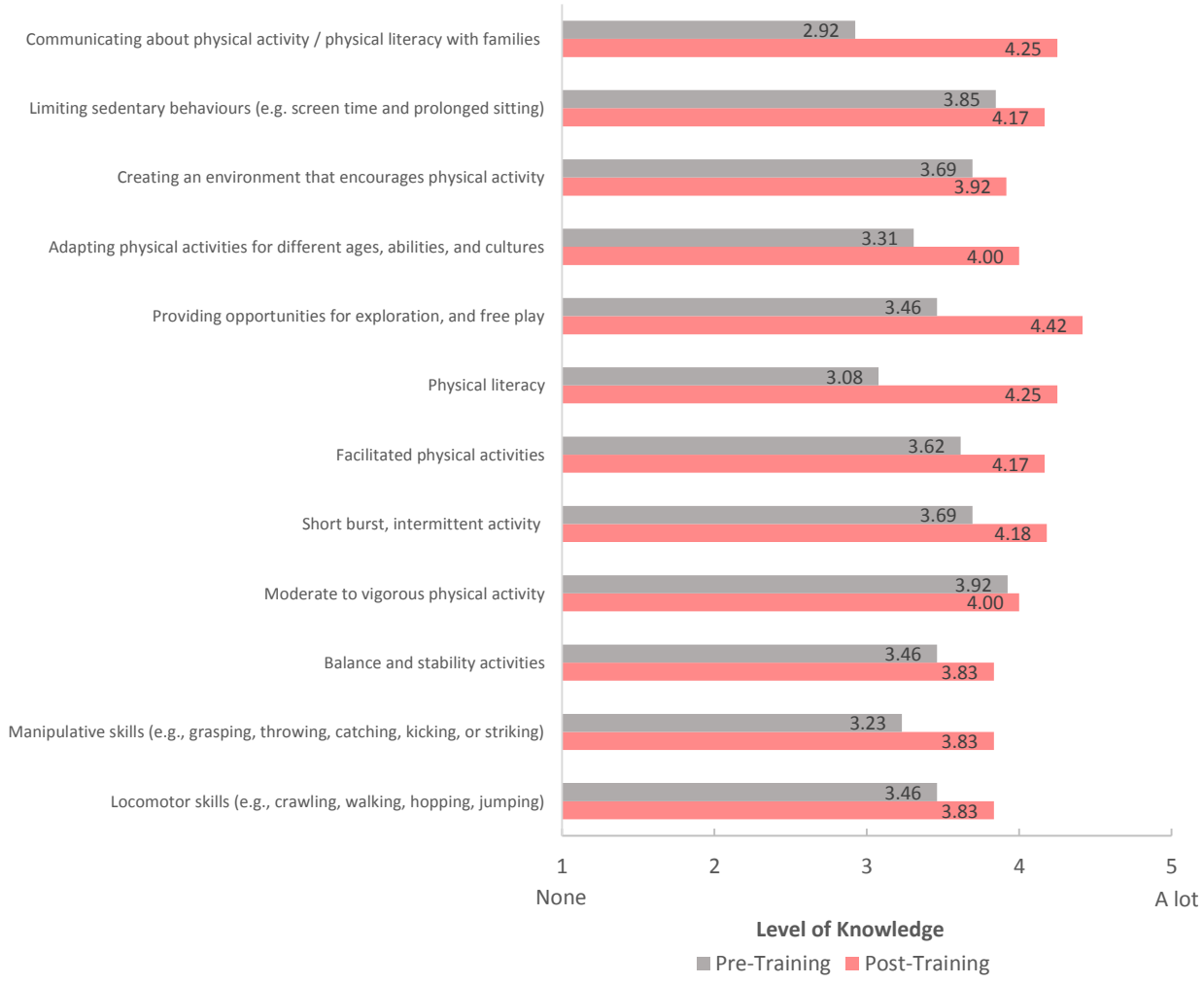
COMPARISON: KNOWLEDGE AND CONFIDENCE ABOUT PHYSICAL LITERACY

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 areas where participants had the least knowledge were communicating about physical activity and literacy with families (average = 2.92) and physical literacy (average = 3.08). After the training, these areas both had average responses of 4.25.

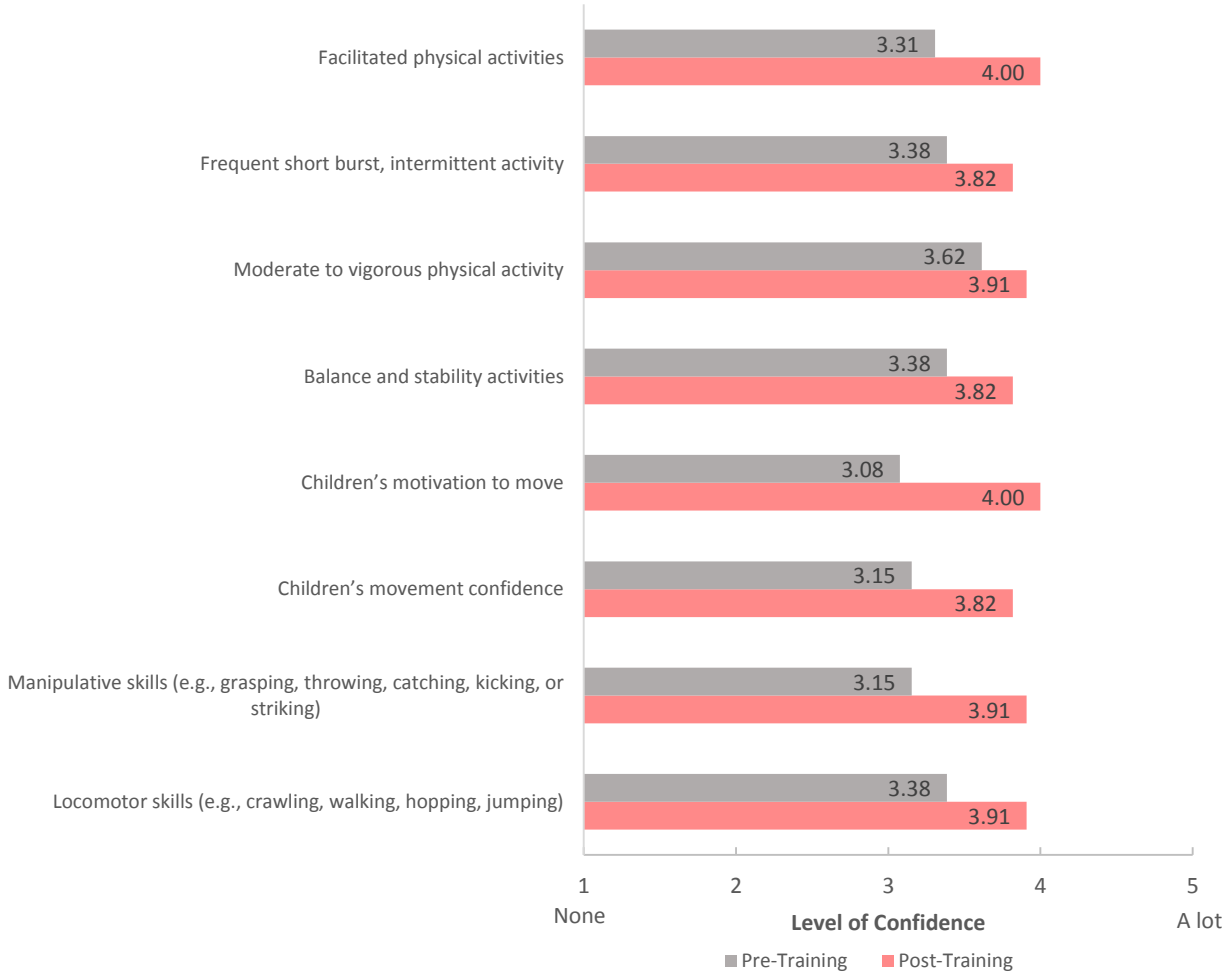
Figure 2: Knowledge of physical activity areas, pre and post training



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 Children's motivation to move (0.93 increase).

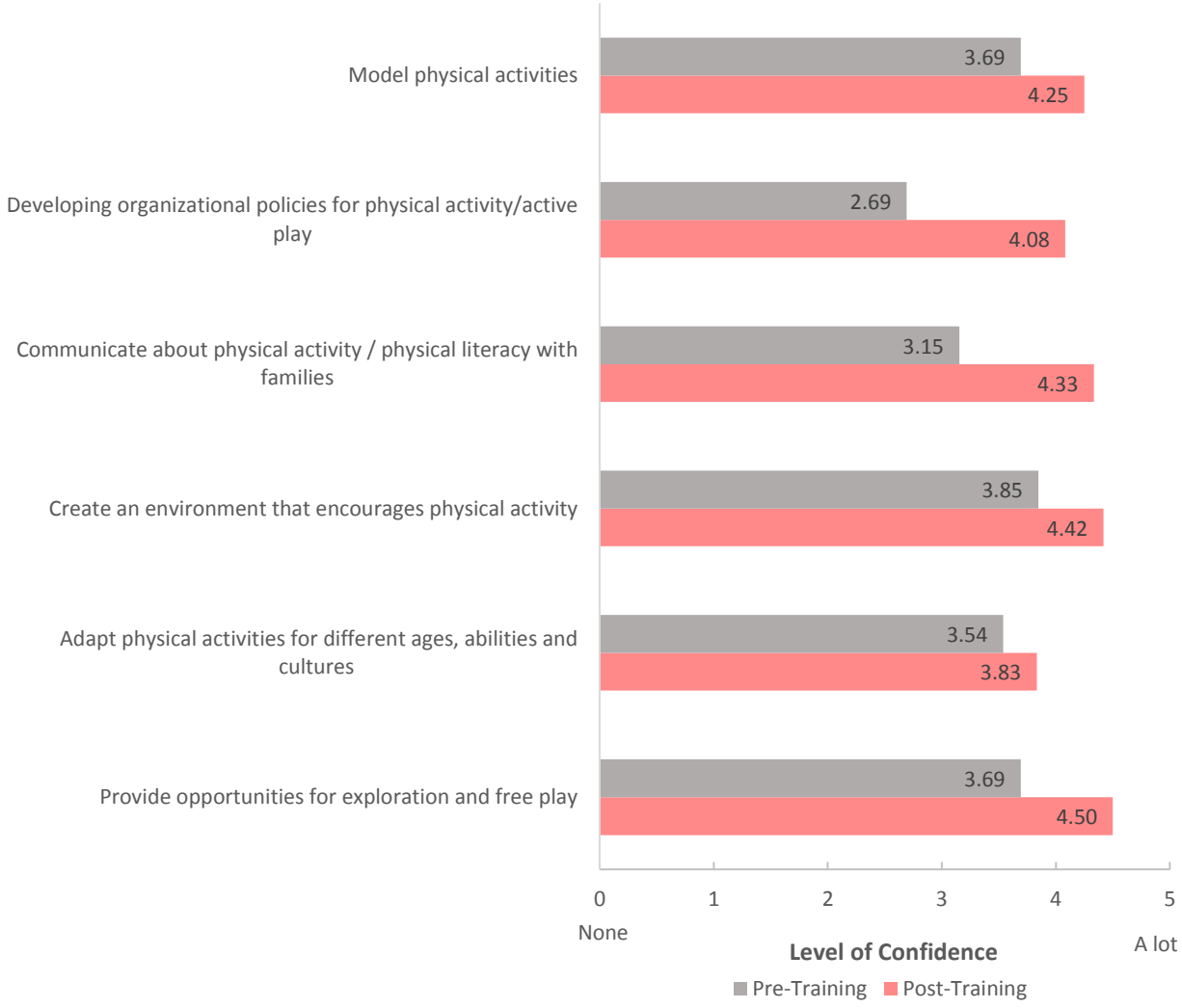
Figure 3: Confidence in ability to provide programming, pre and post training



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. Developing organizational policies for physical activity/active play had the greatest increase in confidence (1.4 increase).

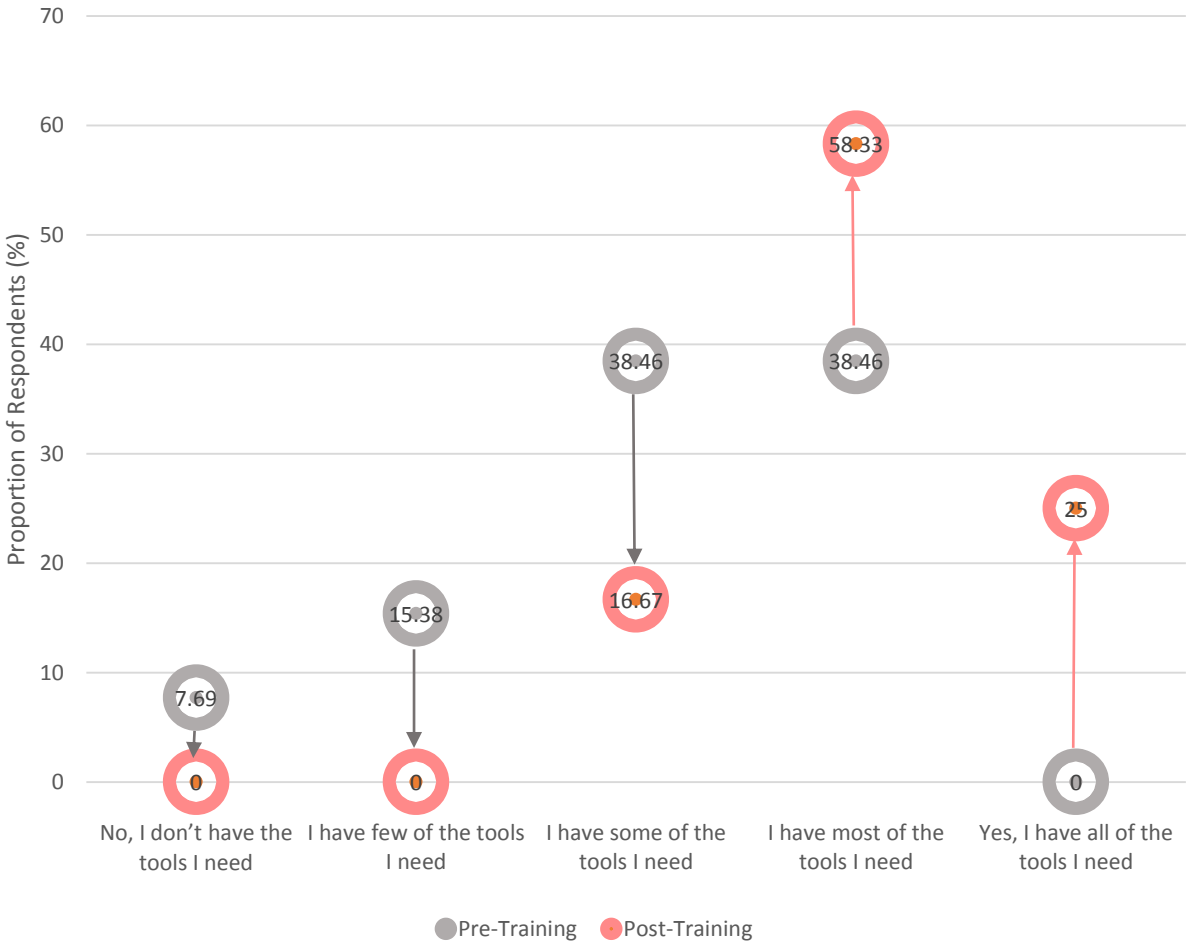
Figure 4: Confidence in abilities as an Early Years provider, pre and post training



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 23% felt they had none of or a few of the tools needed. After the training, these categories dropped to 0%. There was a 19.87% increase in respondents who said they had most of the tools they needed, and a 25% increase in respondents who said they had all of the tools they needed.

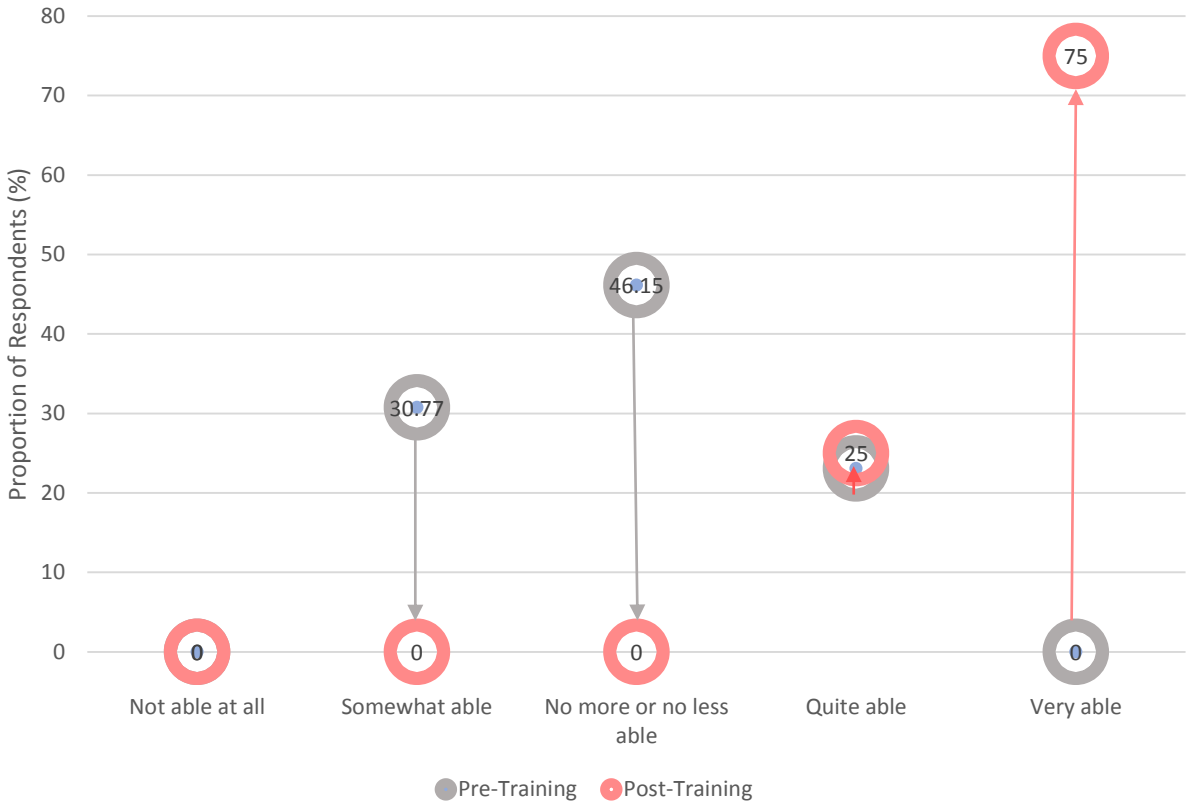
Figure 5: Respondents' perceptions of resources and tools needed to promote physical activity and physical literacy, pre and post training.



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 30% felt they were somewhat able, and 46% were no more or no less able. After the training, these categories dropped to 0%. There was a 75% increase in respondents who said they felt very able.

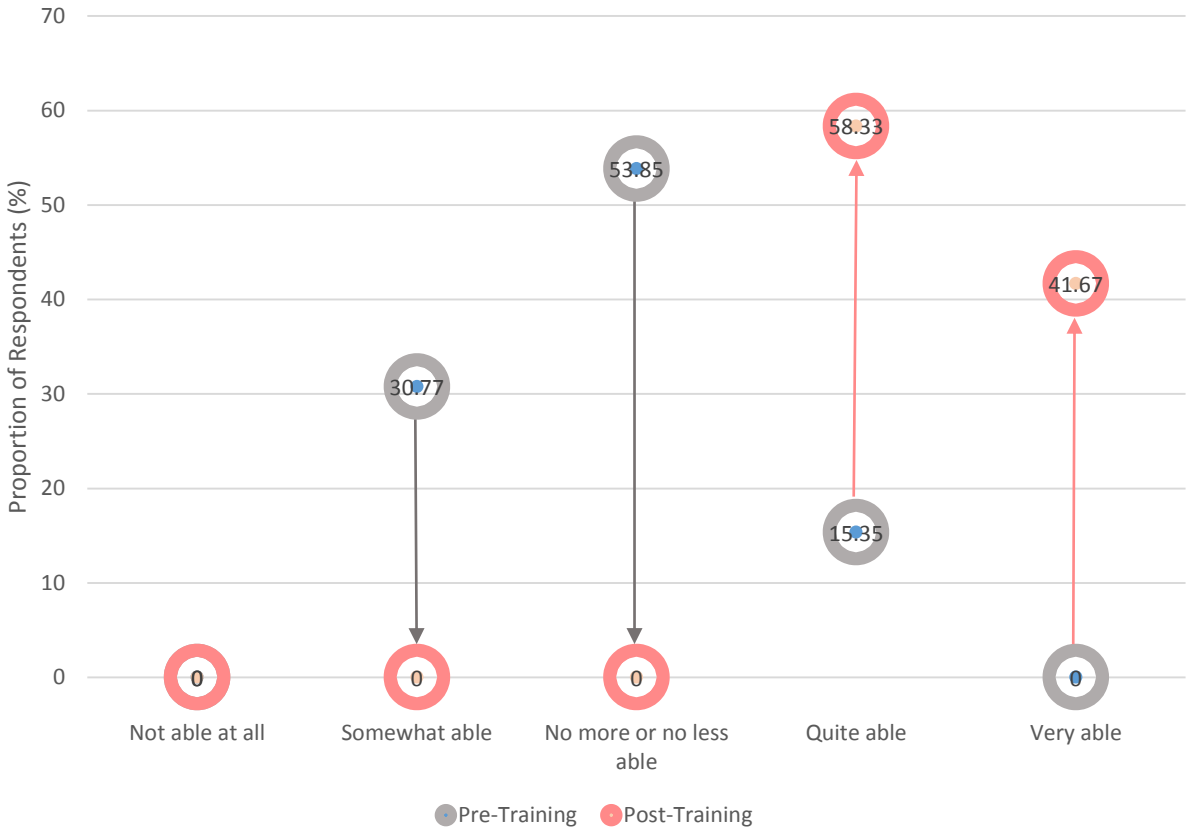
Figure 6: Respondents' ability to incorporate physical literacy into their programing, pre and post training



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 somewhat able, and 56% were no more or no less able. After the training, there was a 42.98% increase in respondents who said they felt quite able, and a 41.67% 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

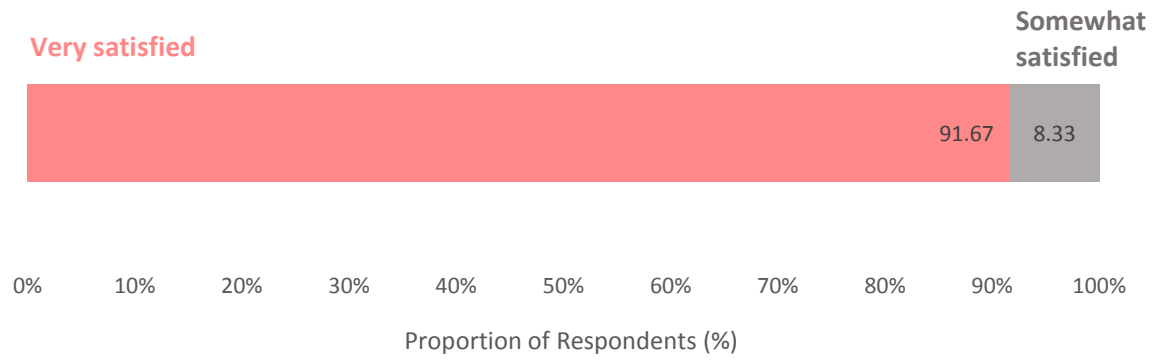


POST-TRAINING SURVEY RESULTS

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

91.67% of respondents were very satisfied with the training and 8.33% were somewhat satisfied.



What did participants like?

Participants gave positive feedback on interactive nature of the training and relevant knowledge gained from the training. They enjoyed the activities and location (Little Lions Training Centre), as well as the ability of the trainer, Dr. Dawne Clark, to adapt the content to meet participants needs. It was also mentioned that the Facilitator Guide and USB with all of the materials were valuable resources received from the training.

What could be improved?

There were several suggestions from participants, including: to make the training even longer to delve further into the manual, have more time to observe children, more opportunities to be active, and additional real life examples.

Were learning goals met?

Of the 11 participants that answered this question, 10 indicated that their learning goals had been met and 1 person listed their take-away learning from the training: “How important it is for children to have and active lifestyle, not restrict free play from them.”