On November 11 and 12, 2019 the third Master Trainer workshop was held at Little Lions Waldorf Child and Family Centre - Training Center on Clarke Street. Twenty-two people attended the session, 19 people completed the pre-survey, and 20 people completed the post-survey. The TBDHU project lead 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. Note that the majority of the attendees (n=16) were students I the ECE program at the college.

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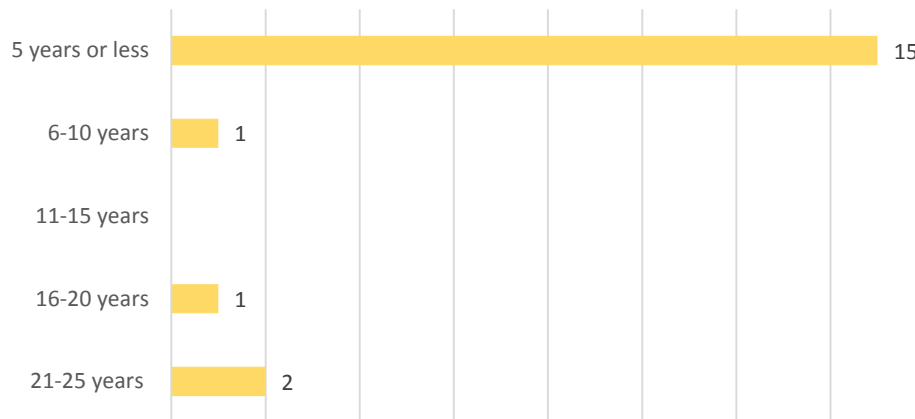
Early Year Setting

Attendees were from various Early Years settings. The majority were students from Confederation College ECE program.

Setting	Count
ECE Student (Confederation College)	12
ECE (School)	2
Resource Teacher Consultant	1
Infant Child Development	1
ECE (Childcare)	1
Recreation Provider, ECE (childcare) and Respite Care	1

Number of children aged 0-6 in programming (reach)

Six respondents answered the question. Of the 6 responses there was an average of 23 children aged 0-6 in their programming. In total, the respondents provide programming for 137 children.

Reach: 22 Master Trainers + 137 Children in programming = **159**

Type of programming run by facility

The majority of attendees were from facilities that ran group child care programs. It is unclear if the students who provided answers are employed in those settings, or were recording their school placement settings.

Type of programming	Count
Parent Participation Program	1
Pre-school	3
Group Child Care	6
Family-based licenced child-care	2
Kindergarten	2
EKLP program	1
Children's Mental Health	1
Respite Care	1
No Answer	2

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 10 participants who provided a definition of physical literacy, 4 were able to give a partially correct answer.

> *Post-survey:* Of the 17 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. Zero people responded to the question. This can be interpreted as a lack of training in any of the 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 = 2.61). After the training, this area had an average of 4.2.

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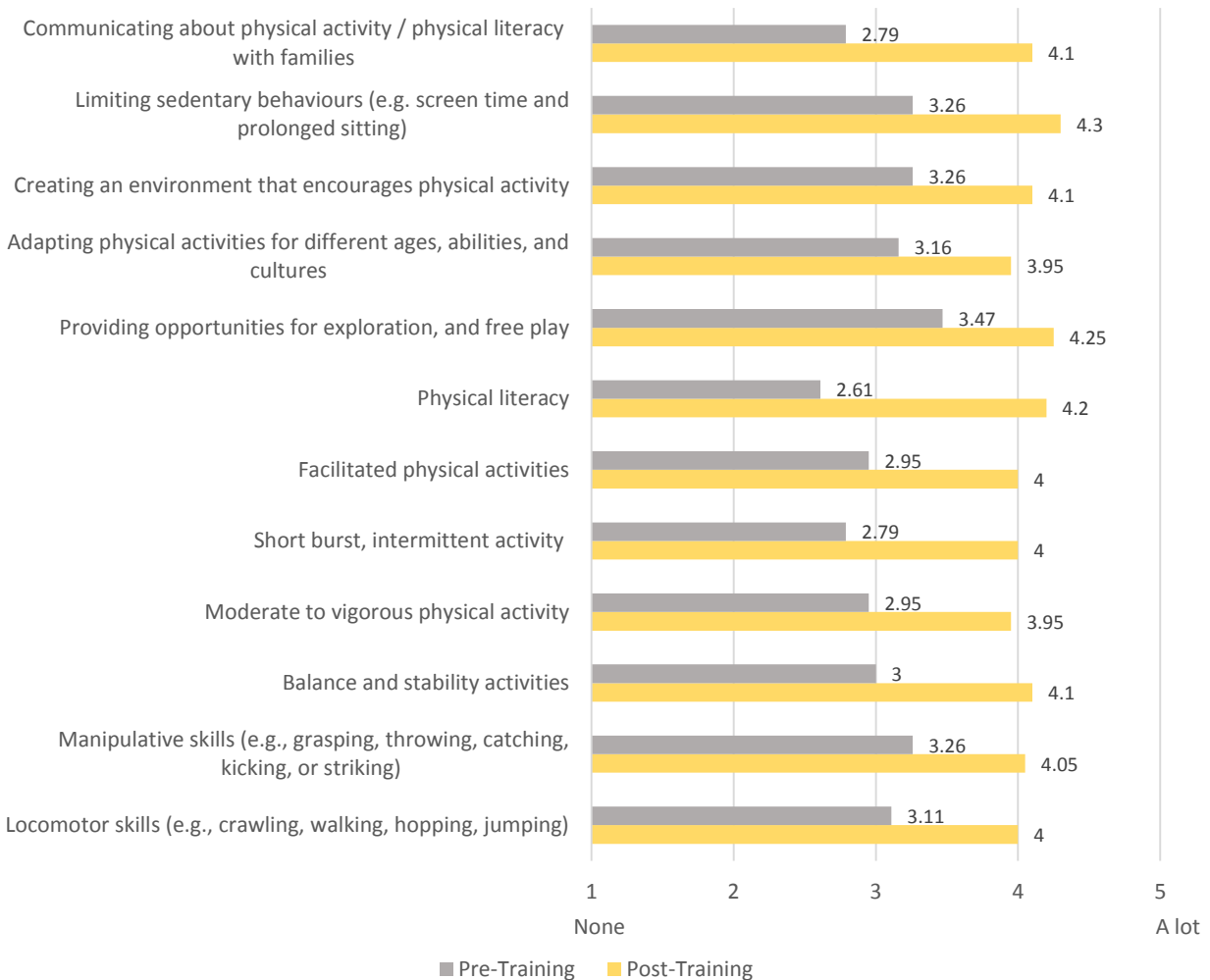
Confidence in ability to provide programming

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 activity (0.99 increase).
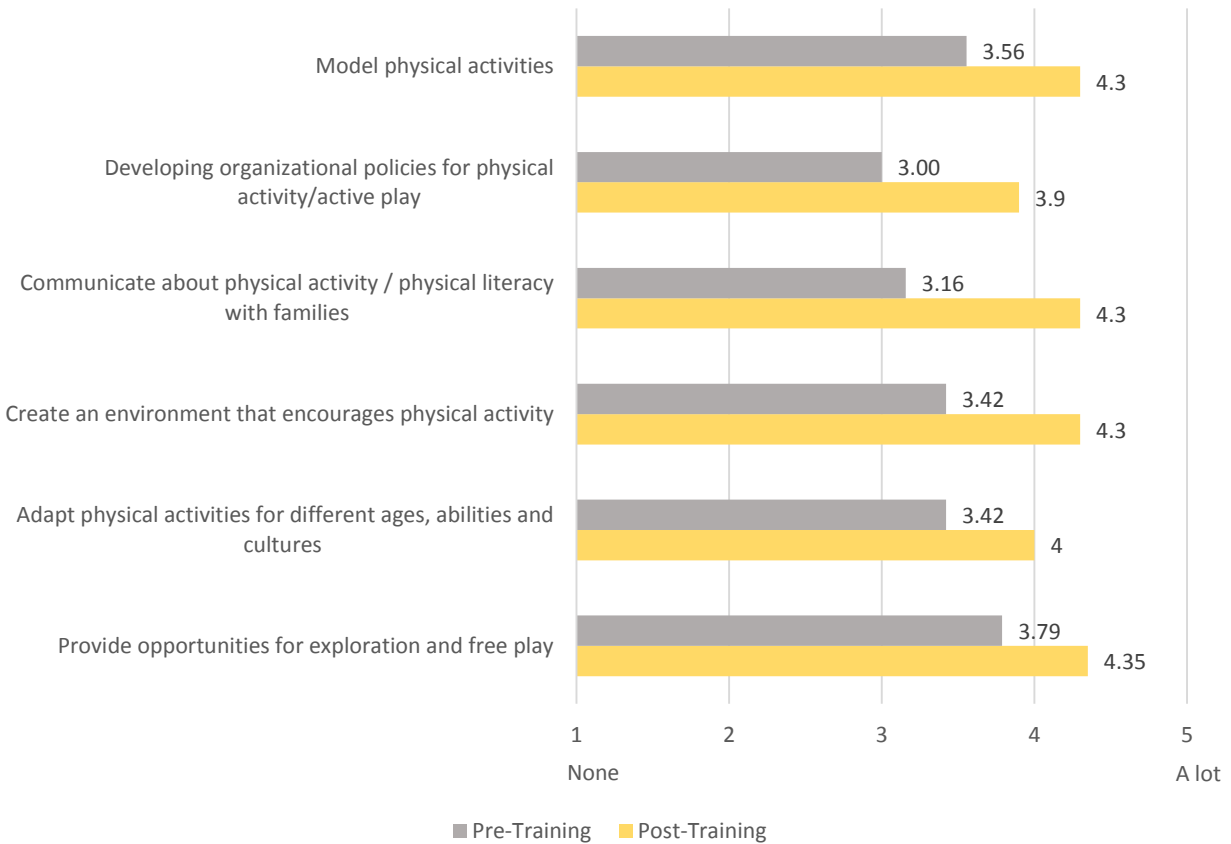
Figure 3: Confidence in ability to provide programming, pre and post training
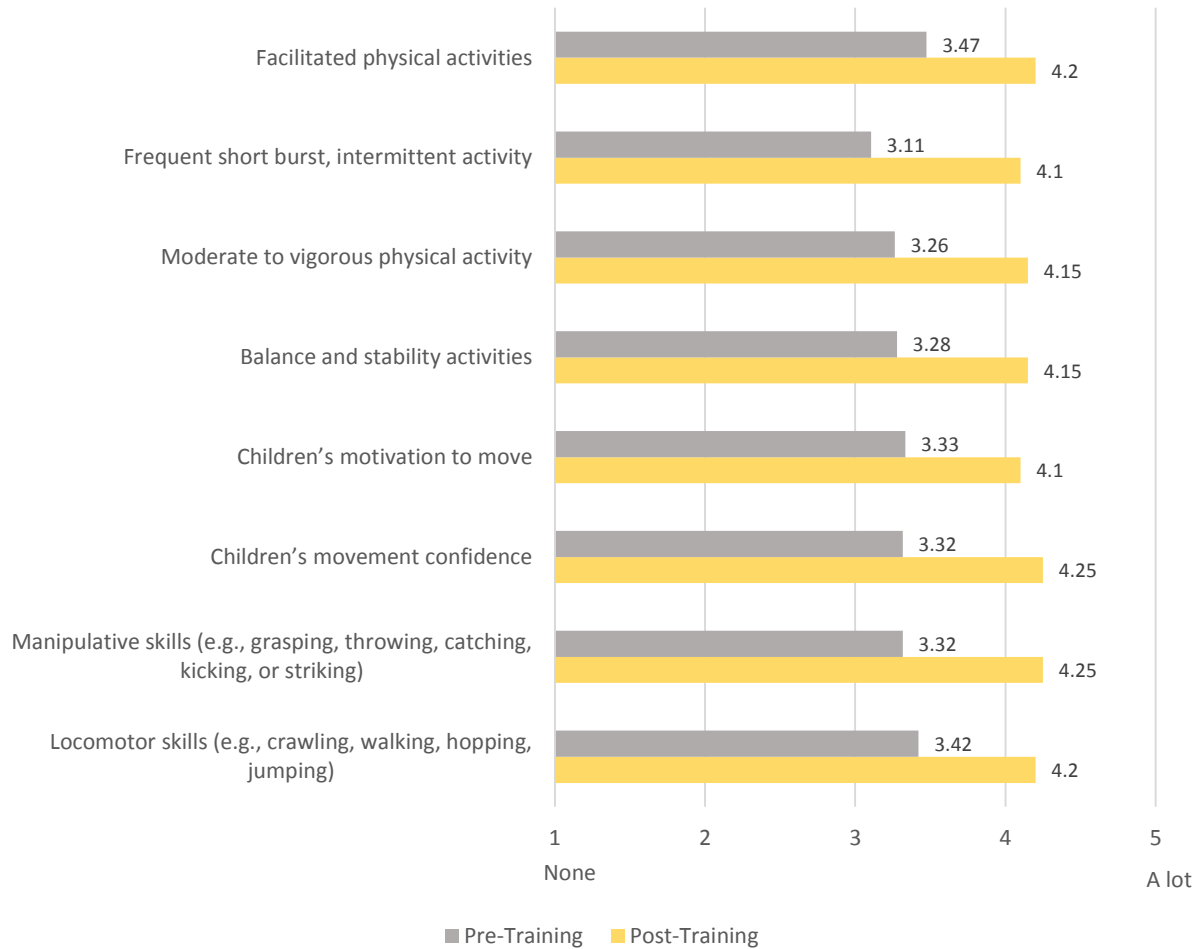
Confidence in ability as an Early Years provider

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. Communicating about physical activity/physical literacy with families had the greatest increase in confidence (1.4 increase).

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

	Pre-Training	Post-Training
Model physical activities	3.56	4.3
Developing organizational policies for physical activity/active play	3.00	3.9
Communicate about physical activity / physical literacy with families	3.16	4.3
Create an environment that encourages physical activity	3.42	4.3
Adapt physical activities for different ages, abilities and cultures	3.42	4
Provide opportunities for exploration and free play	3.79	4.35

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 22% felt they had a few of the tools needed and 61% felt they had some of the tools they need. After the training, the majority of respondents (94.45%) indicated that they had most or all of the tools they needed. There was a 56% increase in respondents who said they had most of the tools they needed, and a 22% 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.
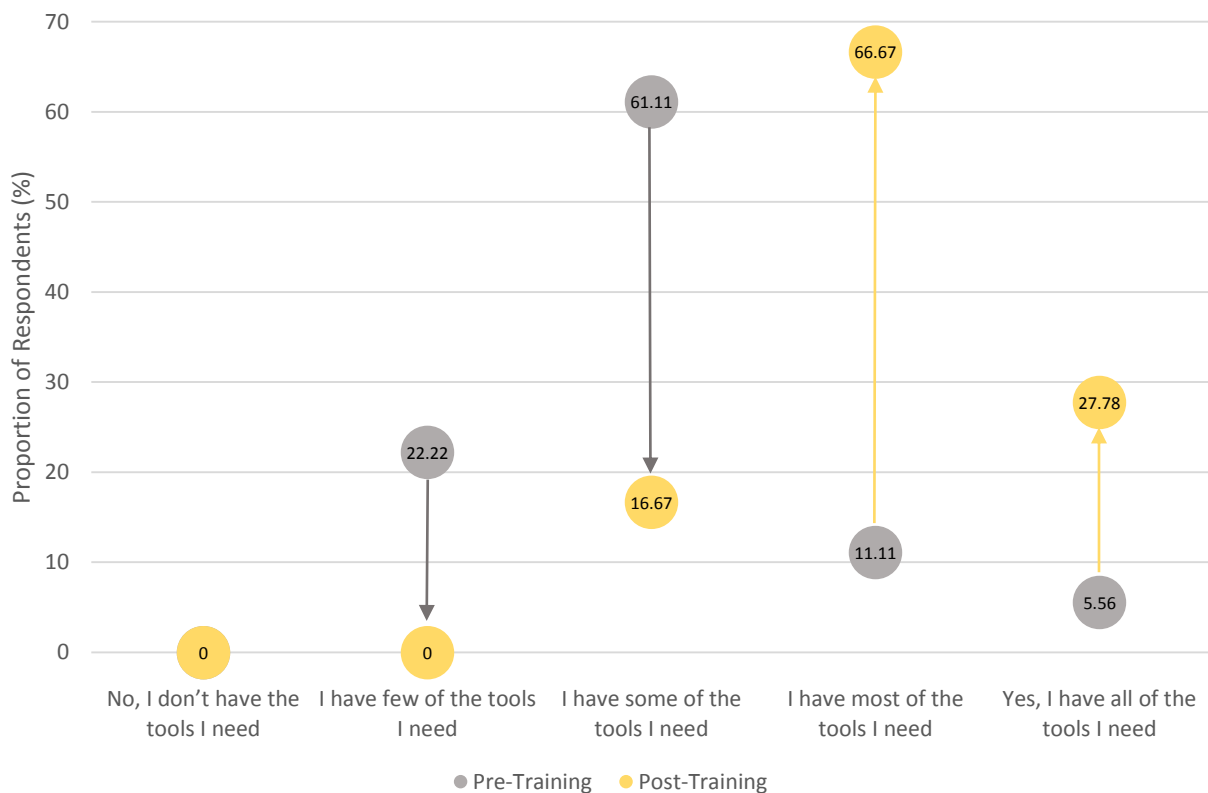
Ability to incorporate physical literacy into programming

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 40% felt they were somewhat able, and 40% were no more or no less able. After the training, these categories dropped to 0%. After training 100% of respondents said they felt quite able or very able, with an increase of 55% and 25%, respectively.

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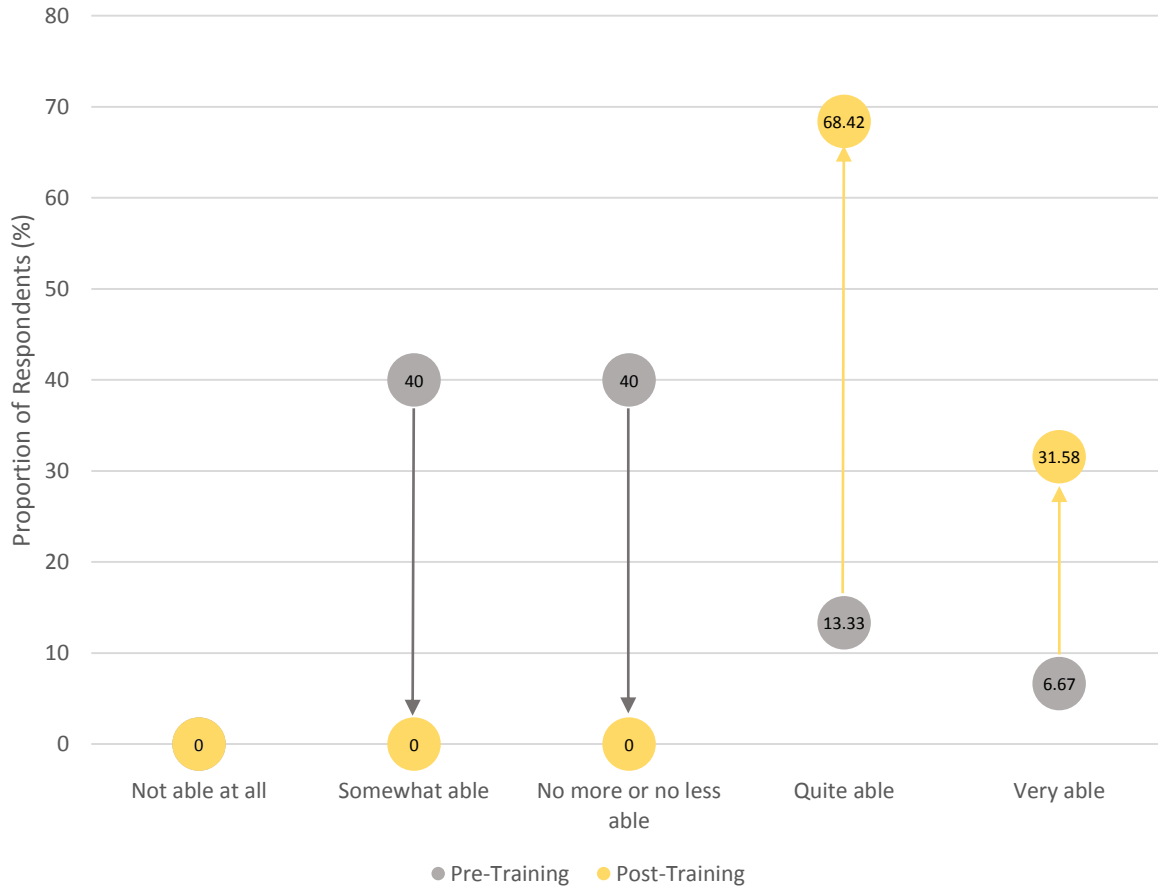
Ability to provide guidance to colleagues related to physical literacy programming

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 43.75% felt they were somewhat able, and 37.5% were no more or no less able. After the training, there was a 36.25% increase in respondents who said they felt quite able, and a 30% 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
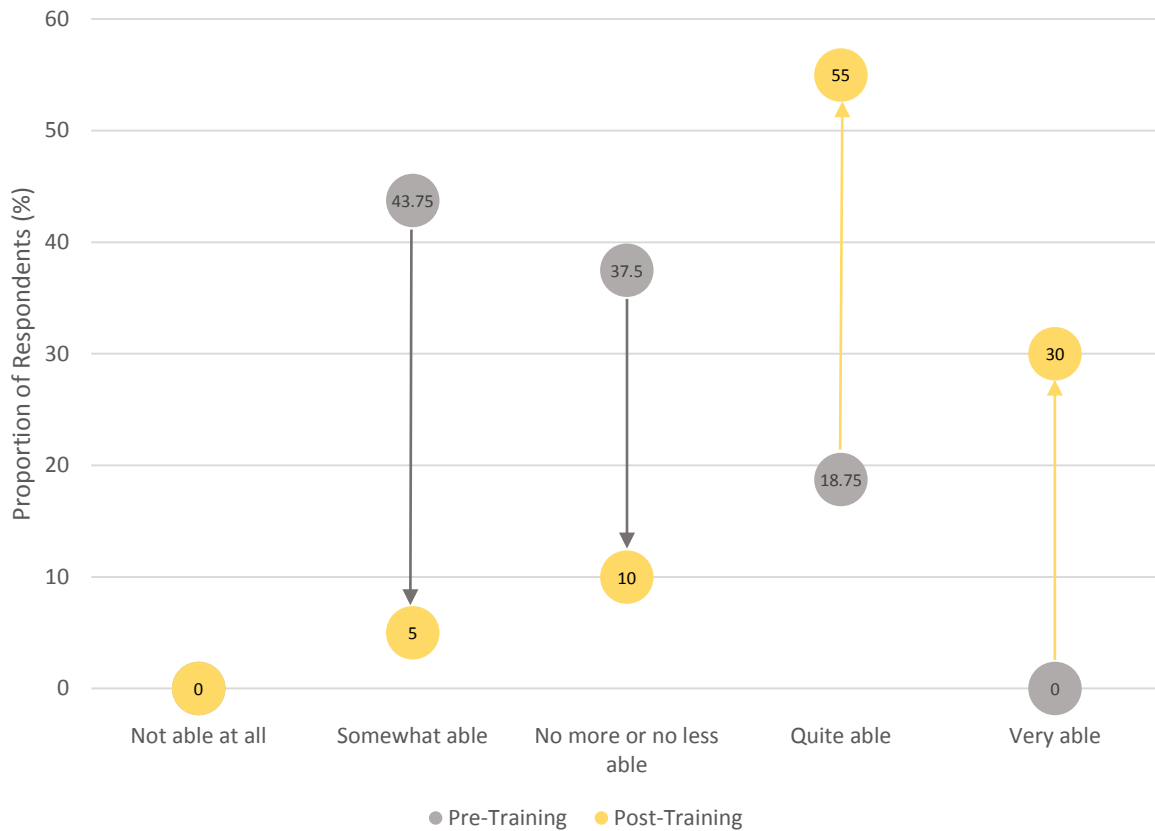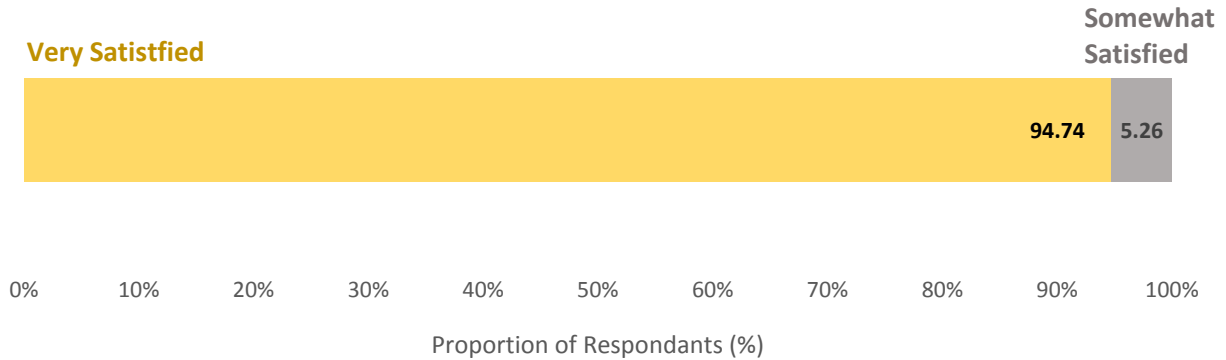
POST-TRAINING SURVEY RESULTS

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.

Very Satistfied

Somewhat Satisfied

94.74   5.26

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

Proportion of Respondants (%)

What did participants like?

Participants gave positive feedback on interactive nature of the training and relevant knowledge gained from the training. There was positive feedback about the trainer, Dr. Dawne Clark, and her wealth of knowledge. Several respondents also mentioned enjoying the observation component of the training in the daycare setting.

What could be improved?

Most respondents indicated that they did not have any suggestions for improvements. There were a few suggestions including: more hands on activities, a more comfortable setting (this session was held at Little Lions Training centre), as well as targeted efforts to recruit school board staff into training.

Were learning goals met?

Of the 16 participants that answered this question, 100% indicated that their learning goals had been met.