

# Master Trainer Workshop Evaluation

## Cohort 4

Date of training: Feb 12 & 13 2020

Trainer: Dr. Dawne Clarke

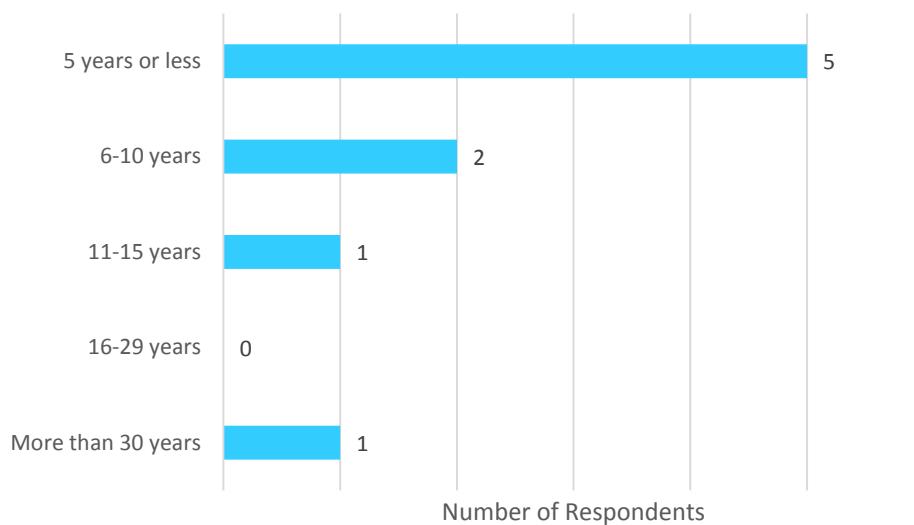
On February 12 and 13 2020, the fourth and final Master Trainer workshop was held at the Lakehead University Conference Center. Due to ongoing labour disruptions, recruitment of participants was lower than anticipated. Nine people attended the training, and all participants completed both the pre and post surveys. 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.

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



#### ***Early Year Setting***

Attendees were from various Early Years settings.

Setting	Count
Teacher	3
Recreation provider	2
Occupational Therapist	1
Coach	1
Retired Teacher	1
ECE/ youth coordinator in primary care	1

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

Five respondents answered the question. Of the 5 responses there was an average of 22 children aged 0-6 in their programming. In total, the respondents provide programming for 95 children.

Reach: 9 Master Trainers + 95 Children in programming = **104**

### ***Type of programming run by facility***

The majority of attendees were from facilities that ran sport and recreation programming.

<b>Type of programming</b>	<b>Count</b>
Sport/Recreation	5
Parent Participation Program	2
School	1
Personal interest	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 8 participants who provided a definition of physical literacy, 3 were able to give a mostly correct answer and 2 were able to give a partially correct answer.

*Post-survey:* Of the 7 participants who provided a definition of physical literacy, all 7 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. Six respondents indicated they had received training in physical activity, 4 reported receiving training in fundamental movement skills, and only 2 respondents indicated receiving training in physical literacy.

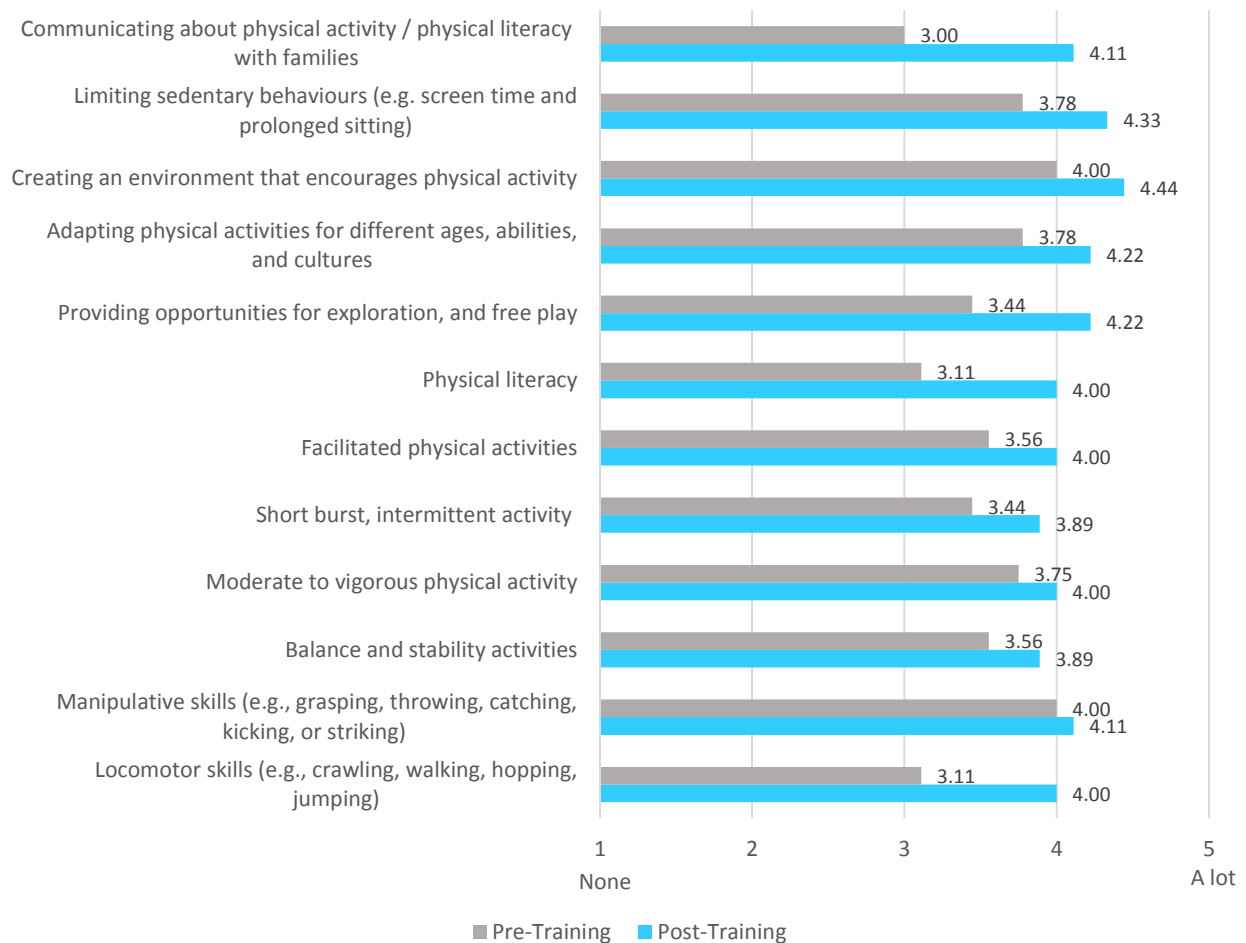
## **COMPARISON: KNOWLEDGE AND CONFIDENCE ABOUT PHYSICAL LITERACY**

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 communicating about physical activity/ physical literacy with families (average = 3). After the training, this area had an average of 4.11, a 1.11-point increase.

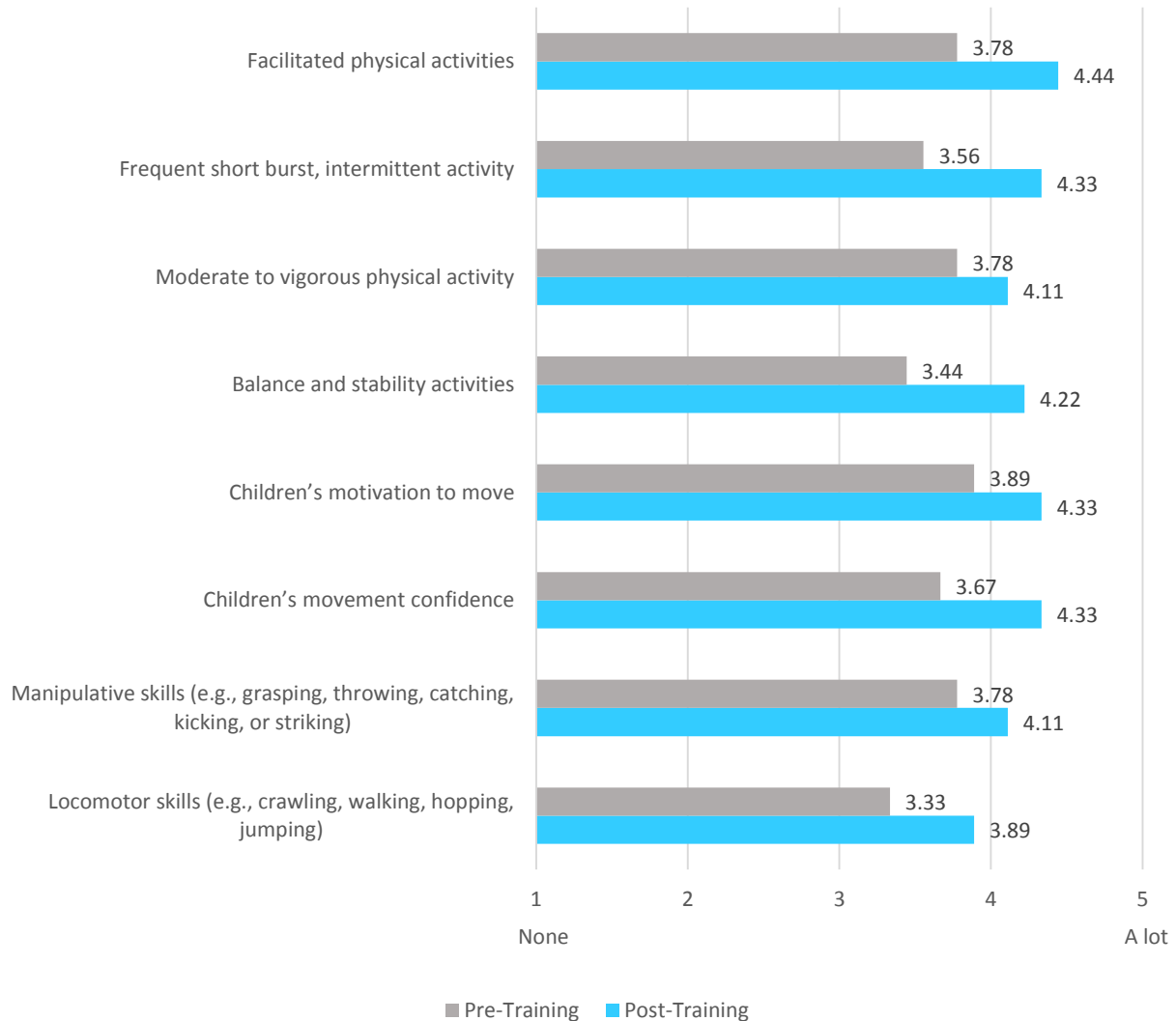
**Figure 2: Knowledge of physical activity areas, pre and post training**



### **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 AND balance and stability activities (0.78 increase).

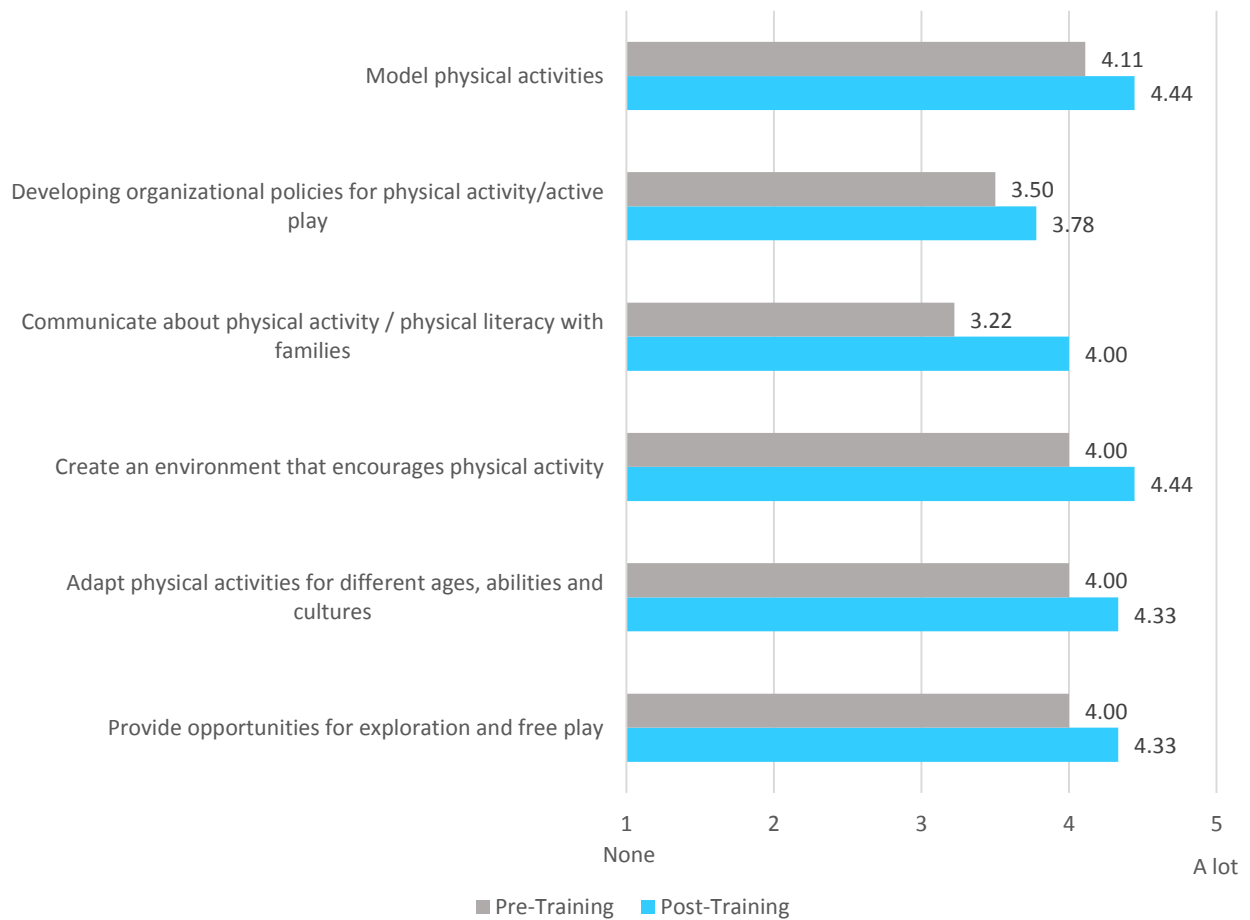
**Figure 3: Confidence in ability to provide programming, pre and post training**



### **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 (0.78 increase).

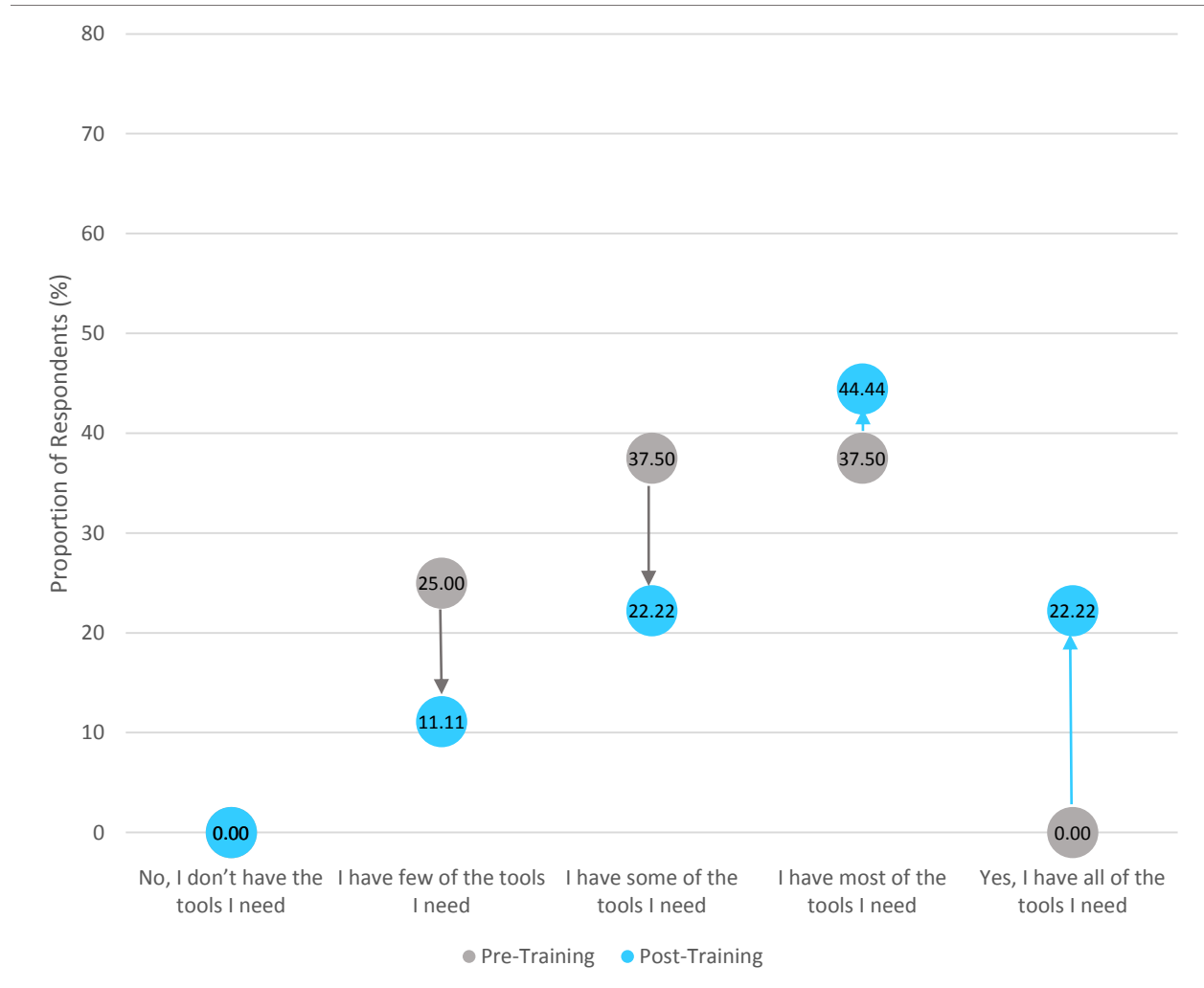
**Figure 4: Confidence in abilities as an Early Years provider, pre and post training**



### 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 25% felt they had a few of the tools needed and 37.5% felt they had some of the tools they need. After the training, the majority of respondents (66.66%) indicated that they had most or all of the tools they needed.

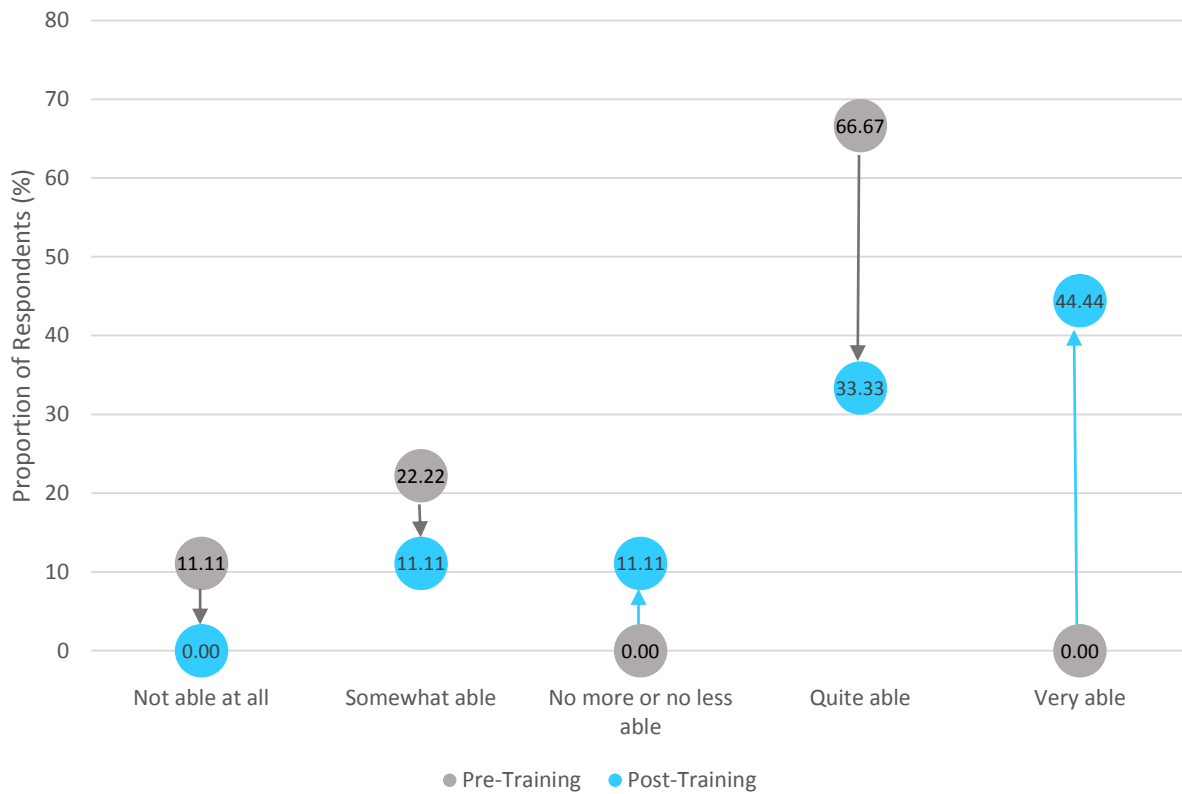
Figure 5: Respondents' perceptions of resources and tools needed to promote physical activity and physical literacy, pre and post training.



### Ability to incorporate physical literacy into programming

Participants were asked to what degree they felt they were able to incorporate physical literacy into their programming before and after the training. Pre-training results indicated a high baseline of 66.67% of respondents feeling quite able to incorporate physical literacy. After the training, this number dropped to 33.33%, however 44.44% of respondents indicated feeling very able after the training. The categories of “not able at all” or “somewhat able” both decreased, indicating a shift in perception of ability.

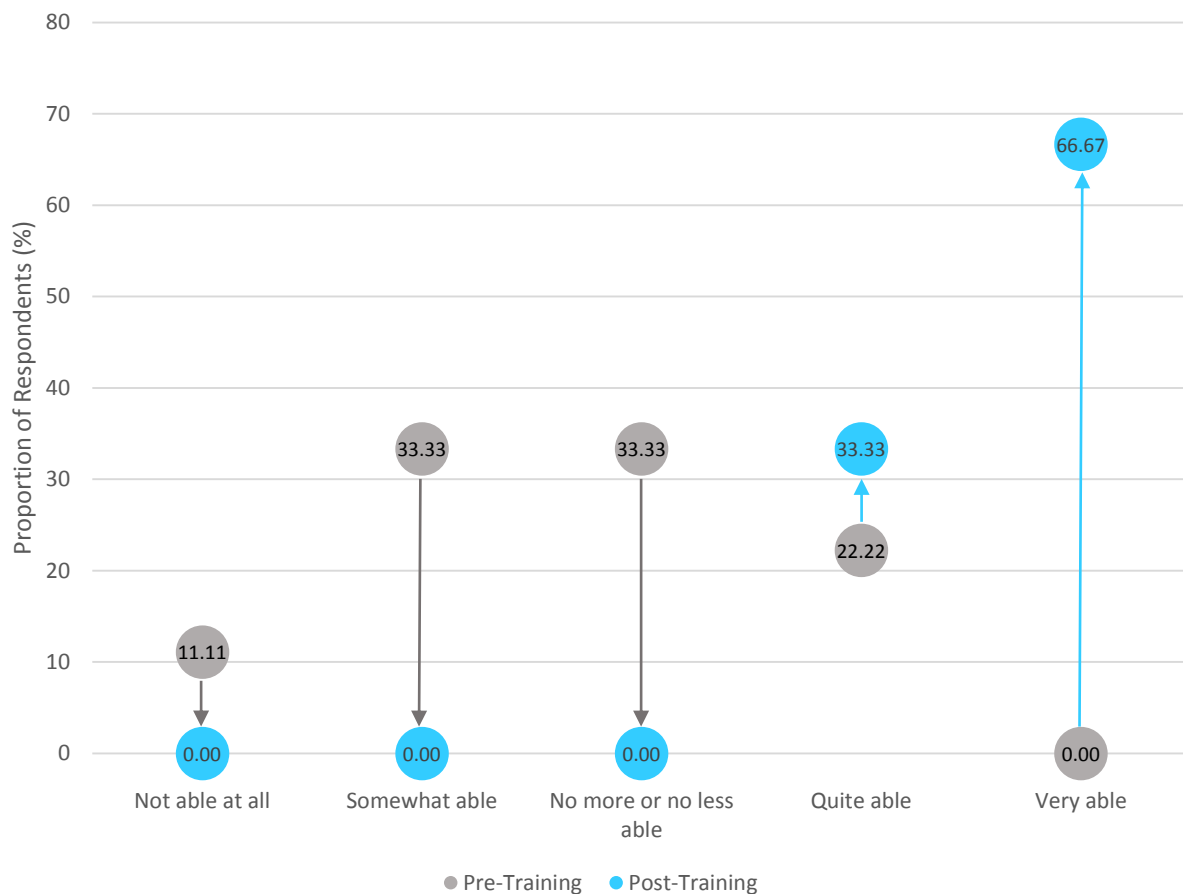
Figure 6: Respondents' ability to incorporate physical literacy into their programming, pre and post training



### ***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 programming before and after the training. After the training, 100% of respondents indicated feeling quite able or very able to provide guidance to colleagues related to physical literacy programming, an increase of 88% from pre-training results.

**Figure 7: Respondents' ability to provide guidance to colleagues related to physical literacy programming, pre and post training**



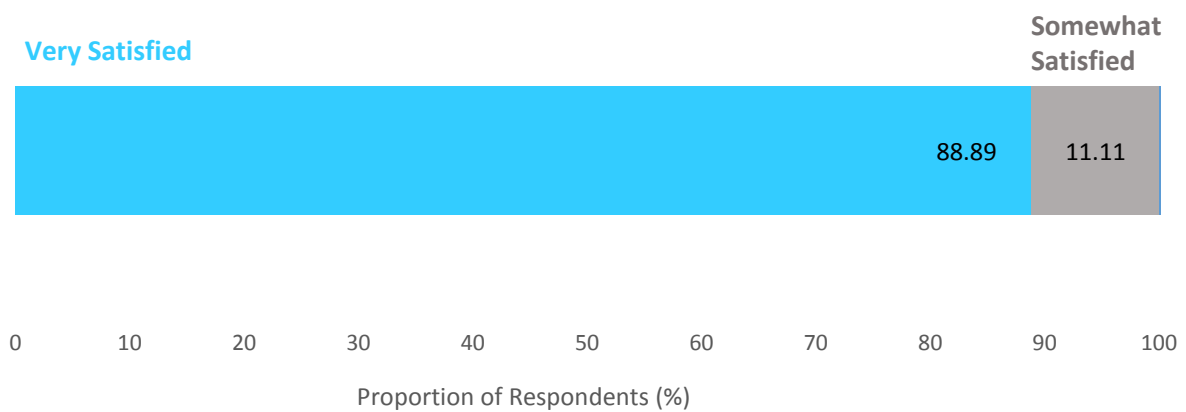


**POST-TRAINING SURVEY RESULTS**

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***

88.89% of respondents were very satisfied with the training and 11.11% were somewhat satisfied.



***What did participants like?***

Participants enjoyed having Dr. Dawne Clark as their trainer, her wealth of knowledge, and the flexibility of the training. Many respondents particular enjoyed the observation at Nanabijou Daycare, as well as the interactive activities and discussions.

***What could be improved?***

Most respondents indicated that they did not have any suggestions for improvements. There were a few suggestions including: more movement breaks, practicing activities that could be used in programming, as well as linking to physical activity for older children up to age 12. (Note that the target audience for this training is for children age 0-6).

***Were learning goals met?***

Of the 8 respondents for his question, 7 indicated that their learning goals were met. One person indicated they were interested in learning more about athlete development.