Test of FAIRstart Training Model

Program, guide and test material

Guidance for test of the FAIRstart training program and material

This guide comprises instructions and material for your test of the FAIRstart Training Program, developed in the FAIRstart project.

Your institution has accepted to help the FAIRstart project with the testing of the program and material, which is available now in your own language version.

The test will be carried out in the following partner countries:

- Turkey
- Cyprus
- Italy
- Spain
- Romania

The test will be carried out in all countries during July 2010.

In this guide you will find the necessary instructions for the practical arrangement of test and for reporting the results of the test. You will find:

1. Time schedule for the overall test period
2. A test design for test of the FAIRstart training program
3. A questionnaire for the instructors assessment of the training program
4. A questionnaire for the leaders assessment of the FAIRstart training, carried out in the institution. This questionnaire has a specific focus on the organisational perspectives of FAIRstart training – aims & goals, planning and resources
5. An interview guide and material for instructors group interview of staffs having participated in the test of the training program.
6. Questions for the group interview
7. A format for reporting results of group interview with the staff.

The Danish coordination team of the FAIRstart program is very grateful for your cooperation on this test and for being so enthusiastic in cooperating on the successful outcome of the Training program.

1. Program for the test period.

Test of the FAIRstart Training program takes place in child care institutions and foster care environments, cooperating with FAIRstart project partners in the 5 countries.

The following program is planned for the test:

1. The test material is developed by partner 2, ARGO Consultancy, DK
2. The test material is presented, discussed and agreed on at the partnermeeting in Girona, Spain, the 25th June 2010.
3. Each of the 5 listed partner countries carries out the test of the training program and material throughout July 2010 and on the basis of the developed test material and guide.
4. Each partner reports results of the test to the Danish coordination Team at, latest, 13th August 2010.
5. Bodil Husted, ARGO and Elisabeth Frankus, Die Berater, analyse results and write the evaluation report on the basis of test results, deadline 1st September 2010.

2. Test design for test of the FAIRstart training program

This test of the FAIRstart Training program that you are going to carry out in July 2010 comprises the following elements:

- The preliminary screening of child care practise in your institution carried out by leader and instructor and based on screening questions prepared for you - The SBM score card. The aim of the screening is to provide a clear picture of areas in the child care practise that calls for specific attention and focus in the staffs training, from a pedagogical perspective and from an organisational perspective.
- The training sessions you test
- The instructor's, the leader's and staffs' assessment of results and outcome.

The FAIRstart Training focus combines staffs achievement of child care theory with practical learning in staffs' own and well-known daily practise.

The FAIRstart program is not just about learning child care theory – it's about learning and understanding child care theory *and then* developing your everyday care practices.

The FAIRstart training has an explicit focus on involving the leader and staffs in awareness raising as for maintaining a learning approach to practise.

3. Questionnaire for the instructors assessment of the training program / training sessions, tested in your institution

*When you fill in this questionnaire please **both** tick the boxes **and** give your descriptions to deepen the answers with your own words. We need as much information as possible.*

I. Planning of the training					
I.1. The screening (SBM Scorecard)	**Not at all**	**Insuffi-ciently**	**Some-what**	**Quite a lot**	**Com-pletely**
I.1.1Did the questions, prepared for the screening worked as for mapping needs for pedagogical awareness and for changes.	○	○	○	○	○
Further comments					
I.1.2. Did you find the questions relevant for your institution?	○	○	○	○	○
Further comments					
I.1.3 Did you find the questions sufficient?	○	○	○	○	○
Further comments					
I.1.4 Did you miss any questions?	○	○	○	○	○
Further comments					
I.2. The conclusion of the SBM scorecard screening					
I.2.1 How do you assess the conclusion / the total result of the screening?	○	○	○	○	○
Further comments					

	Not at all	Insuffi-ciently	Some-what	Quite a lot	Com-pletely
I.2.2 Were there surprising / unexpected results? / which? In what way unexpected?	○	○	○	○	○
Further comments					
I.3. Screening results as platform for the training					
I.3.1 Did you benefit from the screening in your planning of training? Fx. Did it give you an awareness of special needs for attention?	○	○	○	○	○
I.3.2 If so, how did you benefit from this knowledge? How did you respond to it in your planning of training? *Further comments*					
I. 4. cooperation with leader on screening					
I.4.1 Did you discuss the screening results with the leader?	○	○	○	○	○
Further comments					
I.4.2 Do you think the screening has contributed to your dialogue / cooperation about the training?	○	○	○	○	○
Further comments					

II. The training

II.1. Selection of training sessions

In case you decided not to test all training sessions:

II.1.1 Which training sessions did you select to test?

II.1.2 Why did you select exactly these training sessions?					
	Not at all	**Insuffi-ciently**	**Some-what**	**Quite a lot**	**Com-pletely**
II.1.3 Did you make the selection by your own decision?	○	○	○	○	○
Further comments					
II.1.4 Did you discuss the selection of sessions with the leader?	○	○	○	○	○
Further comments					
II.1.5 Did you select the training sessions in cooperation with the leader?	○	○	○	○	○
Further comments					

III. The training material					
III.1. The Web-site					
III.1.1 How do you assess the web-site? http://www.fairstart.net/training as for lay out?	○	○	○	○	○
Further comments					
III.1.2 How do you assess the web-site? http://www.fairstart.net/training as for accessibility?	○	○	○	○	○

Further comments					
III.1.3 How do you assess the web-site? http://www.fairstart.net/training as for identification of your own practise (especially the pictures and videos – could the staff identify with it? – did they see, that it was about their practise?).	○	○	○	○	○
Further comments					
III.2. The texts	**Not at all**	**Insuffi-ciently**	**Some-what**	**Quite a lot**	**Com-pletely**
III.2.1.1 How do you assess the texts in the training sessions as to length, level of understanding due to participants' preconditions: sufficient?	○	○	○	○	○
Further comments					
III.2.1.2 How do you assess the texts in the training sessions as to length, level of understanding due to participants' preconditions: too long?	○	○	○	○	○
Further comments					
III.2.1.3 How do you assess the texts in the training sessions as to length, level of understanding due to participants' preconditions: too short?	○	○	○	○	○
Further comments					
III.2.2.1 Is the content relevant?	○	○	○	○	○
Further comments					

	Not at all	Insuffi-ciently	Some-what	Quite a lot	Com-pletely
III.2.2.2 Is there some content not relevant?	○	○	○	○	○
III.2.2.3 Is there some content missing?	○	○	○	○	○
Further comments, suggestions					
III.2.3 Is the text understandable?	○	○	○	○	○
Further comments					
III.2.4 Did you decide to cut some of the content from the training session when you tested it? If so, which part?					
III.2.5 Did you use the possibility of prolonging the training session in order to cover all the content of the training session?	○	○	○	○	○
If so, which part needed more time? Further comments					
III.2.5 Did you use the possibility of prolonging the training session in order to cover all the content of the training session?	○	○	○	○	○

Which part needed more time? Further comments

III.3 The videos & photos	**Not at all**	**Insuffi-ciently**	**Some-what**	**Quite a lot**	**Com-pletely**
III.3.1 How do you assess the videos?	○	○	○	○	○
Further comments					
III.3.2 Did they illustrate what the text told about?	○	○	○	○	○
Further comments					
III.3.3. Did the staff recognise their own practise in the videos and photos?	○	○	○	○	○
Further comments					
III.4 The planning of the session					
III.4.1 When planning the training did you then follow the planning, given by the TS or did you make your own planning?	○	○	○	○	○
Further comments					
III.4.2 Was planning of training a topic for cooperation between you and the leader?	○	○	○	○	○
If, yes – what did you cooperate about? Further comments					

III.4.3 Did the Handbook provide any help for you as for cooperation between you and the leader?	○	○	○	○	○
Further comments					
III.4.4 Do you have any suggestions for improving this topic in the Handbook?					
Further comments					
III.5 The guidance material for the instructor (Handbook and website)	**Not at all**	**Insuffi-ciently**	**Some-what**	**Quite a lot**	**Com-pletely**
III.5.1 Did you feel safe and well guided in your planning of training / teaching in terms of the Handbook?	○	○	○	○	○
Further comments					
III.5.2 In terms of the web-site - did you miss any kind of guidance regarding	○	○	○	○	○
topics?	○	○	○	○	○
methods?	○	○	○	○	○
inspiration?	○	○	○	○	○
background understanding provided by the Handbook?	○	○	○	○	○
Further comments					

III.5.3 Do you any suggestions for adjustments and improvements of the Handbook content?	○	○	○	○	○
If so, please specify here. Further comments					

IV. Training methods					
IV.1 Staff's involvement	**Not at all**	**Insuffi-ciently**	**Some-what**	**Quite a lot**	**Com-pletely**
IV.1.1 How do you assess the methods and tools when it comes to the active involvement of staff?	○	○	○	○	○
Further comments					
IV.1. 2 Did the methods work – in terms of encouraging staff to be active?	○	○	○	○	○
Further comments					
IV.1.3 which methods would you use again?					
IV.1.4 Were there any methods that did not work well in terms of staffs' active involvement? Which? Why did they not work? Further comments					
IV.1.4 Did you find all the help you needed for practising the methods?	○	○	○	○	○
Further comments					

IV.1.5 Was anything missing?	○	○	○	○	○
If so - what? Further comments					
IV.2 Variation of methods, suggested	**Not at all**	**Insuffi-ciently**	**Some-what**	**Quite a lot**	**Com-pletely**
IV.2.1 Do you think the variation of methods – group work, question for the individual staff, games, evaluation methods - suggested in the training sessions are sufficient?	○	○	○	○	○
Further comments					
IV.2.2 Do you think the variation of methods – group work, question for the individual staff, games, evaluation methods - suggested in the training sessions could be better?	○	○	○	○	○
Further comments, any suggestion?					
IV.3 appropriateness of methods – target group	**Not at all**	**Insuffi-ciently**	**Some-what**	**Quite a lot**	**Com-pletely**
IV.3.1 Do you think the methods suggested in the training sessions are the right ones for the staff – compared to pre-conditions?	○	○	○	○	○
Further comments					
IV.3.2 Do you have any suggestions for change of methods?	○	○	○	○	○
If so specify here. Further comments					

V. Practical planning – daily work tasks					
V.1. concern of daily work tasks	**Not at all**	**Insuffi-ciently**	**Some-what**	**Quite a lot**	**Com-pletely**
V.1.1 Did you experience any problems between the training and the daily work tasks during the training?	○	○	○	○	○
If so specify here. Further comments					
V.I.2 How were the work tasks planned while staff was trained?					

VI. Outcome of training
V.1.1 How do you consider the outcome of training compared to your expectations?
V.1.2 How to you consider the outcome of training compared to staffs' expectations?
V.1.3 What do you think was the most successful outcome?
V.1.4 Anything you would do different next time?

Test of FAIRstart Training Program, July 2010

Questionnaire for the leader's assessment of the training program, tested in the institution

I. Information to staff					
I.1. How did you inform the staff about the training, they were going to take part in? – At a meeting? – written information? Or any other kind of arrangement?					
I.2 What did you highlight in your information?					
II. Planning of training	**Not at all**	**Insuffi-ciently**	**Some-what**	**Quite a lot**	**Com-pletely**
II.1. Did the screening of institutions child care practise raise special awareness for you on specific needs for development?	○	○	○	○	○
Further comments					
II.2. Did you and the instructor cooperate on the planning of training according to such eventually special needs?	○	○	○	○	○
Further comments					
II.3. Which practical arrangement was made to ensure the daily tasks of child care when staffs' training took place?					
II.4. Did any unforeseen problems occur?	○	○	○	○	○
If so, specify here. How were they soled? Further comments					

III Assessment of training model
III.1. How do you assess the idea of the training model - that training takes place in close interaction with staffs' daily practise?

IV. The Handbook	Not at all	Insuffi-ciently	Some-what	Quite a lot	Com-pletely
IV.1 Do you think the Handbook offers the proper guidance for you as a leader?	○	○	○	○	○
Further comments					
IV.2 Are the topics sufficiently described?	○	○	○	○	○
Further comments					
IV.3 Is anything missing in the content?	○	○	○	○	○
If so, specify here. Further comments					

V. Results and outcome					
V.1 Has it been possible to observe results and outcome of staffs' training in your institution – perhaps you have observed changes in staffs' daily practise?	○	○	○	○	○
Further comments					
V.2. Have you talked with staff about their outcome of training?	○	○	○	○	○

Further comments
V.2. How do you assess the possibilities for continuing staffs' training in terms of the FAIRstart training model?

5. Interview guide for group interview with staffs, having participated in the training program.

Preparation

This guide describes how you can ensure a safe and comfortable atmosphere for the group interview with staff that you are going to make.

The interview guide'

The interview guide (section 6) is prepared with a number of questions to each topic. When you make the interview try to inspire the participants to have a dialogue on the questions.

This is more important than actually asking them all the single questions. The questions are also meant as an inspiration to you to cover the various aspects of the topic. Of course, you are welcome to deepen questions more than other if you see that staffs is specifically concerned about some topics / questions.

Try to make the participants argue for their answers – to get as many aspects as possible – for instance to the questions of learning outcome. It's very valuable – and highly interesting – what each individual participant experiences as learning outcome.

For instance:
"What was the most important *learning outcome for you?" – "Could you give an example"? "In which situation did you experience this relevance for your daily practise?"* "What *made you realise this learning outcome?"* And so on. The principle of this kind of questioning is to make clear the concrete situation in which the learning outcome was experienced. Thereby a platform is established for mutually inspiration in the group - other participants might associate to similar experience and thereby, reflecting in common on these examples might generate new experience in the group.

- Make sure that the questions are asked as *open* as possible in order to inspire to reflections and not just to answering *yes or no*.

The practical arrangement

- Make an optimal arrangement for participants sitting during the group interview, for instance place chairs in a circle which stimulates to dialogue in the group. This is also a non-hierarchical arrangement which mirrors the basic principle of the reflective and dialogue approach to the interview.

- Arrange if possible that another person helps you documenting the interview – or you can choose to videotape the interview. But then you need to ask the participants at first if they accept this.

- Consider before the interview how you will make sure that all participants are involved in the dialogue.

The interview

- Introduce the interview – welcome to all participants. Make clear what is going to happen and for what purpose. Tell how long the interview will take. Tell participants what the result of the group interview is meant to be used for. Tell them that their opinions and assessments are extremely important and valuable for the finalisation of the FAIRstart Training Program.

- Try to introduce and to maintain an appreciative atmosphere in the dialogue, not because of trying to avoid criticism but on the contrary to inspire to a more constructive and positive way of ensuring open and free dialogue which might in the end also contribute to improve staffs' daily practice and cooperation.

To finish the interview

- Make sure that you have come around all the aspects of the topics.
- Ask all participants to add eventually what they feel have been missing in the dialogue.
- You might wish to ask how they experienced the interview.
- Thank you to all for having given their valuable contribution!
- Tell the participants how you plan to follow up on the results of the group interview, like for instance – "There will be a short report and I will send it to all of you". Or maybe you intend to use the results as a basis for transnational cooperation, or a follow up activity could be to write an article about learning in placement in a professional newsletter, or the plan could be to send a small report to the hosting organisation with a summary of the focus groups reflection, or….

Good luck with the group interview – and thank you to all staff from the FAIRstart project!

6. Questions for the group interview with staffs

Topic	Question
I. Information on the training	1. How did you experience the information that was given before the training? 2. What kind of thoughts and expectations did the information give you? 3. Did you understand why you should take part in this training? 4. Was it clear and understandable what the aims of the training were for your institution? – for your child care practise?
II. The planning of training	1. What do think about the way the training was planned – the 2 hour training sessions? – and the time in between the training sessions? 2. Did you have any other worries about how the daily tasks would be carried out? 3. Did you have other worries about the training?
III. The training arrangement	1. How do think about the way the training sessions were arranged? 2. What do you think about the methods, like for instance group work? Discussions in groups? Discussions all together? The use of videos? 3. Do you think the training was about your practise? – gave room for you to discuss your thought about daily practise? 4. Do you think it is easy or difficult to use the training programme (www.fairstart.net/training?
IV. The content of training	1. Did you find all stuff relevant for your practise? 2. Were any parts of the stuff irrelevant for your practise? 3. Did you recognise situations from videos and photos in your practise? 4. What do you think about the videos and the photos?
V. The outcome of training	1. What would each of you mention as the most important thing you have learnt in the training?

	2. Why was it important? 3. What does it mean for your child care? 4. What does it mean for your cooperation with colleagues?
VI. The future training and development of practise	1. What is your expectation for the future development of child care practise in your institution? 2. Would you like to continue with this kind of training? 3. How do your consider the possibilities for maintaining the outcome of the training in your daily practise? (for not falling back to old habits?)

7. Report of interview results

Topic	Answer – essence of staffs comments and reflections
I. Information on the training	
II. The planning of training	
III. The training arrangement	
IV. The content of training	
V. The outcome of training	
VI. The future training and development of practise	