

Output 3: Report on tasks and effects¹

TOOLBOX: final tool to disseminate and train the trainer programmes

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Completed Tasks

The work covered by Output 3 took place between September 2019 and August 2020. Within this phase we had to tasks to realize:

- 1) to disseminate a **final tool of the project**
- 2) to prepare and realize and **train the trainer programmes**

All tasks were realized, however it should be noted that due the outbreak Covid-19 pandemic it was necessary to conduct some of the activities remotely, so in form of online trainings and workshops. We seek also to opportunity to continue these activities after finishing the project.

Final tool to disseminate

In the TRACKs project we planned to prepare a comprehensive toolbox for all ECEC professionals: teachers, educators, child care workers and pedagogical coordinators. Moreover the toolbox of the video coaching method is useful also for students in their training programmes. We decided to prepare two publications:

- *Toolbox. Outlines for using video analysis and video coaching as a tool for professionalizing ECEC workforce and training future ECEC professionals* which constitutes the Output 2. The process of *Toolbox* preparing is described in [Progress Report on the Output 2 of the TRACKs project](#) available on our webpage in all project languages (http://www.tracks.socjologia.uj.edu.pl/en_GB/rezultaty).
- Publication [Lessons learnt from case studies. Toolbox of knowledge, experiences and good practices](#) prepared within the O3 phase. This repository gathers all the knowledge, experiences, good practices, do's and don'ts, manuals, guidelines, that are the lessons learned from the three tools of the three countries.

“Train the trainer” programmes

The second task in this Output was to organize “train the trainer” sessions / meetings to disseminate the method, present it to different interested groups, analyse our experiences with video coaching and discuss the whole process. In this phase we organized in each country 'train the trainer' sessions for guidance services, pedagogical supporters, other persons working for

or in ECEC institutions (e.g. organizing some extra activities etc.), schools, teacher training institutes and students in teacher training/ internship. For the 'train the trainer' sessions the *Toolbox* and *Lessons learnt...* repository were finalized and edited, ready-for-use. We prepared the tools in English so that each toolbox would be available for the other countries (and beyond the partners) and in project partners' local languages. Each country organized different sessions and seminars for different trainers. We focused on the very practice of the tool - not just information sessions. The 'feel' and 'touch' of the toolbox should be incorporated by the trainers via in-depth try-outs. Each country prepared also local materials for the “train the trainer” sessions according to needs (brochure / leaflet with the most important information, scenarios and materials for participants. Below you will find the table with the list of events and some example materials (the full versions are kept in the project documentation).

List of “train the trainer” activities

No.	“Train the trainer” session	Date / place	Country	No of participants
1	Lecture (2 hrs) on video-coaching within the module of <i>Active Learning And Didactic Methodologies</i> (Initial training for pre/primary school teachers) - online	20.04.2020 UNIBO, Bologna	Italy (Lucia Balduzzi, UNIBO)	136
2	Workshop with prospective early childhood educators (24 hours) - online	22.04-20.05.2020 (6 meetings) UNIBO, Bologna	Italy (Arianna Lazzari, UNIBO)	25
3	Training for prospective / active forest kindergarten teachers	10-12.07.2020 (10 hours) Przyłęków	Poland (Monika Rościszewska-Woźniak, Komensky Institute)	21
4	Training for teachers / child care workers in nursery and kindergarten MADURAR	7.07.2020 (10 hours) Warsaw	Poland (Monika Rościszewska-Woźniak, Komensky Institute)	8
5	Workshop for JU students interested / in training for work with multicultural / diverse children groups (part of them already in their teacher training)	12.11.2019 and 19.11.2019 (4 hours)	Poland (Magdalena Ślusarczyk, JU)	18 - 20



		Cracow, Jagiellonian University		
6	Workshop for JU students interested in inclusive education (focus “disability and integration”) - online	12.05.2020 (2 hours) Cracow, Jagiellonian University	Poland (Magdalena Ślusarczyk, JU)	17
7	“Train the trainer” workshop for students during <i>International Days Bachelor Pre-school Education</i> at Artevelde University College	6.11.2020 (2 groups - 2 hours each) Ghent	Belgium (Jan de Mets – UGhent and Sofie Verschaeve – Atreveldehogeschool)	24 26 (total 50)
8	TRACKs Train the trainer - Pedagogical Counseling Team Child Care City of Ghent	20.01.2020 Ghent	Belgium (Jan de Mets – UGhent and Sofie Verschaeve – Atreveldehogeschool)	11
9	TRACKs Train the trainer online, Artevelde University College, meeting smartgroup internship	23.04.2020 Ghent	Belgium (Sofie Verschaeve – Atreveldehogeschool)	8
10	TRACKs Train the Trainer, Centre for Diversity and Learning, Ghent University,	3.07.2020 Ghent	Belgium (Jan de Mets – UGhent and Sofie Verschaeve – Atreveldehogeschool)	9

Examples of the material used by “Train the trainer” activities:

Ad 1.



Ad. 2.

- 1st meeting - presenting the video-coaching as professional development method
- 2nd meeting - discussing conceptual framework of TRACKS project and first analysis of videos by students in groups
- 3rd meeting - analyzing and reflecting upon the video fragments by using a structured observation
- 4th meeting - focusing on inclusive practice from different countries (analyzing and reflecting within students' groups)
- 5th meeting - reflecting on the professional learning trajectory of each group of students by elaborating a documentation to present in plenary in the final meeting

- 6th meeting: each groups presented the documentation they prepared and discussed it in plenary + participatory evaluation of the workshop by the students

LABORATORIO DI FORMAZIONE PROFESSIONALE PER L'EDUCATORE SOCIALE E CULTURALE

e

PER L'EDUCATORE NEI SERVIZI PER L'INFANZIA

Uno sfondo comune, ma percorsi diversificati...

SOTTOGRUPPI DI LAVORO (ESI / ESC) su TEAMS:

i video proposti all'interno di ciascun percorso fanno specifico riferimento alla realtà dei servizi per l'infanzia e alla realtà dei servizi socio-educativi (anche interventi educativi a distanza)

- Valorizzazione delle esperienze pregresse dei partecipanti (*esperienze lavorative, di volontariato, tirocinio...*)
- Dispositivi a supporto della riflessione calibrati sulla specificità dei contesti: osservazione e documentazione, progettazione partecipata...



TRACKs – come abbiamo utilizzato il video-coaching all'interno del progetto?



Ricerca: → *osservazioni all'interno dei servizi* per familiarizzare con i bambini, con le educatrici e con il contesto educativo
 → *analisi dei temi emersi* dalle osservazioni all'interno del gruppo di ricerca

Formazione: → *registrazione video da parte delle educatrici* rispetto a momenti per loro significativi (*attività strutturate, lettura...*)
 → *selezione dei video insieme alla coordinatrice pedagogica* sulla base della loro rilevanza per il gruppo di lavoro

Ricerca-Form-Azione → visione e discussione collettiva dei video che ha coinvolto educatori, coordinatori pedagogici, ricercatori
 → *problematizzazione dei nodi critici* (es. coinvolgimento/non coinvolgimento dei bambini nelle attività)
 → *co-progettazione di piste di lavoro per il miglioramento* (es. come rendere proposte educative maggiormente inclusive valorizzando l'intenzionalità dei bambini*?)






infanzia

Rivista
Infanzia:
gli esiti del
progetto
TRACKS



FOCUS 2/2020, numero di giugno:

- SVILUPPARE LA RIFLESSIVITA' DI EDUCATORI E INSEGNANTI: LA PRATICA DELLA VIDEO-ANALISI (A. Lazzari)
- IL CONTRIBUTO DELLA VIDEO-ANALISI NEL CAMPO DELLA RICERCA NELLA PRIMA INFANZIA (L. Balduzzi)
- IL VIDEO-COACHING: UNO STRUMENTO PER RIFLETTERE SULL'IMPORTANZA DI INTERAZIONI EDUCATIVE DI QUALITÀ NEI SERVIZI PER L'INFANZIA (J. De Mets, S. Verschaeve)
- SOSTENERE LA RIFLESSIVITÀ DI EDUCATORI E INSEGNANTI ATTRAVERSO LA VIDEO-ANALISI PER CREARE CONTESTI INCLUSIVI: LO STUDIO DI CASO ITALIANO (C. Dalle Donne, D. Quaglia, D. Liverani)
- SERVIZI PER L'INFANZIA INCLUSIVI PER BAMBINI E FAMIGLIE CHE PROVENGONO DA GRUPPI SVANTAGGIATI: LO STUDIO DI CASO POLACCO (M. Slusarczyk, M. Rościszewska-Woźniak, U. Majerska)

www.rivistainfanzia.it/pvw/app/1PWDIN02/pvw_sito.php

Documentare il percorso di apprendimento professionale

- Lavoro all'interno dei gruppi per la documentazione del percorso svolto all'interno del laboratorio:
- PPT, video,....
- Presentazione nel corso dell'ultimo incontro a studenti del gruppo ESC (10-15 min. per ciascun gruppo)
- Focus: in che modo il laboratorio ha contribuito alla vostra crescita professionale?
- TEMPI: 2h per lavoro nei gruppi, poi restituzione / feedback (17,20-18,20)



The excerpt from the reflective grid:

Traccia per la discussione dei video nei gruppi

PRIMA VISIONE DEL VIDEO IN PLENARIA

Durante la visione del video ciascun studente prende appunti su ciò che ha osservato rispetto alla situazione in esso riportata.

Che cosa vedi oggettivamente, senza dare interpretazioni personali? (spazi, tempi, raggruppamenti, materiali, tipologia di attività)

Gli appunti con le osservazioni di ciascuno vengono condivisi e discussi all'interno del gruppo (10 min)

Inserisci qui il resoconto di quanto emerso dalla discussione in gruppo (verbalizzatore)



Ad. 3 and 4 – Excerpt from the training scenario

Train the trainer scenariusz

Cele szkolenia:

Wykształcenie umiejętności wspierania rozwoju nauczycieli i wychowawców pracujących z dziećmi poprzez wspólną analizę materiału wideo z pracy nauczyciela.

Cele szczegółowe:

- Zwiększenie umiejętności własnych jako obserwatora,
- Zwiększenie umiejętności komunikacji wspierającej
- Zwiększenie wiedzy dotyczącej roli jakości różnorodnych relacji między nauczycielem a dzieckiem w placówce ,
- Zwiększenie umiejętności rejestracji i odtwarzania materiałów wideo w realiach placówek oświatowych (problemy prawne, techniczne i metody rejestracji)

Przebieg szkolenia:

			czas
1.	Ja jako obserwator Obiektywizm obserwacji. – zwiększenie świadomości uczestników ich własnych przekonań, wartości i doświadczeń życiowych, które mogą zaburzać proces rejestracji obserwacji modyfikując rozumienie tego, co oglądają – w tym które przy obserwacji stanowią swoistą nakładkę mogącą modyfikować oglądany obraz.	Oglądanie wspólne filmów z sytuacji przedszkolnych i robienie notatek nieocennych.	2 godz
2.	Potrzeby dziecka i relacje w jakie wchodzi z innymi w placówce. Co można zrobić, by w satisfakcjonujący dla wszystkich (obserwowanego dziecka, jego rówieśników i dorosłych) zaspokoić te potrzeby.	Wykład (koncepcja Z PROJEKTU tracks) +ANALIZA POTRZEB DZIECI (Lilian Katz) Warsztat: Analiza fragmentów filmowych zaprezentowanych przez uczestników lub przygotowanych przez prowadzącego	2 godz
	Zasady komunikacji wspierającej (informacje zwrotne, parafraza, metody aktywnego słuchania,	Warsztat,	2 godz

Ad. 5 and 6

PRZYPADEK POLSKI – SCHEMAT

Badania i coaching:
Kraków / Katowice – 2 przedszkola
Podkarpacie – 4 przedszkola

Dlaczego?
Różne środowiska
Różne formy organizacyjne
Finansowanie

Założenia
Zróżnicowanie statusu społeczno-ekonomicznego rodzin
Przyjmowanie dzieci z niepełnosprawnościami

rozмова wstępna z nauczycielem /nauczycielką: przedstawienie

nagranie - kilka sekwencji po 10-15 minut

analiza nagrania przez osobę prowadzącą video coaching

proces coachingu z nauczycielem / nauczycielką

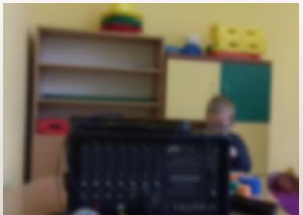

Reakcja zwrotna, identyfikacja dobrych praktyk / potencjału wzrostu



HISTORIA KRZYSIA* CZYLI O DECYZJACH I WŁĄCZANIU


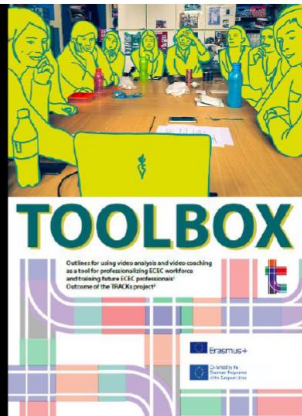

Erasmus+

„**Nie zdawałam sobie sprawy z tego, jak duży postęp zrobiliśmy. To było tak, jakbyśmy próbowały i nic się nie wydarzyło. Ale tak naprawdę udało mu się dojść aż na środek pokoju. I grał z Anną, pokazała mu, jak jeździć na „koniu”.**”

CO ZNAJDZIECIE W NASZEJ “SKRZYŃCE Z NARZĘDZIAMI”?

- Ramy teoretyczne metody video coachingu
- Kluczowe założenia pracy
- Perspektywy trzech różnych krajów: Polski, Belgii i Włoch
- [Skrzynka z narzędziami](#)
- [Lekcje z projektu – repozytorium wiedzy, doświadczeń i dobrych praktyk](#)

Ad. 6 (disability and inclusion focus)

Segregacja/integracja/włączanie

- System edukacyjny – generuje różnice determinujące indywidualny los i społeczną pozycję osób niepełnosprawnych.
- Specjalny (także integracyjny, włączający) system kształcenia (uważany za dostosowany do poziomu ich kompetencji), odizolowany od głównego nurtu edukacji, opierający się na podejściu segregacyjnym i wyrównawczym [Ainscow 2000: 182]

La speciale normalita (specjalna normalność)

- Idea: doskonalenie pracy szkoły i adaptacji programu, celów i zadań, metod i środków nauczania do potrzeb i możliwości bardzo różnych uczniów.
- „Chcę robić to samo co inni (...). Chcę robić to samo co inni, po pierwsze, dlatego, że mam te same prawa. Chcę robić to samo co inni, bo taka jest nasza głęboka potrzeba. Móc robić to samo co inni jest prawem, ale też sposobem na wspieranie rozwoju społecznego – chcę robić to samo co ty dla twojego dobra, dla ciebie, po to aby nasza grupa rozwijała się i zacieśniała więzy” (Dario lanes)

Ad. 7



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TRACKS- TRAnstition Children & Kindergarten

**Enhancing reflexivity through video-analysis:
comparing two case studies**

International days bachelor pre-school education

6 november 2019 Train The Trainer

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Reflection Team



Ad. 8



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**TRACKS
TRAnstition Children & Kindergarten**

Met video coaching aan de slag

Met video coaching de reflectiecultuur versterken

**Train the trainer, PBD KIDO (Kinder- en buitenschoolse opvang) Stad
Gent, 20 januari 2020**

Mede georganiseerd door:
Wibrich Bruyninckx
PBD KIDO
Stad Gent

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Ad. 9



TRACKS
TRAnSition Children & Kindergarten

Met videocoaching aan de slag
Met videocoaching de reflectiecultuur versterken
(Train the trainer)
SMARTgroep 23 april 2020

Sofie Verschaeve
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In team naar beeldfragmenten kijken



Ad. 10



TRACKS Train the Trainer 3 juli 2020
voor Onderzoekers en Valorisatoren van Steunpunt
Diversiteit en Leren (SDL) - Universiteit Gent



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steunpunt
diversiteit
& leren

artevelde
hogeschool

4 |



In een veilige omgeving...

- ✓ Individueel of per twee
- ✓ Waarderend
- ✓ Groeigericht en GEEN evaluatie!!!
- ✓ Kijkkader om naar beelden te kijken

'MANIFEST' VAN VIDEOCOACHING

VEILIGHEID
EIGENAARSCHAP
TRANSPARANTIE

14 | Bracke, G., Hostyn, I., Steverlynck, A., & Verschaeve, S. (2018).
VerBEELDing. Interactie in beeld, interactie in gesprek. [website]
Gent: Arteveldehogeschool



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