Output 3: Report on tasks and effects[1]

TOOLBOX: final tool to disseminate and train the trainer programmes

Document's title	**Output 3: Report on tasks and effects from the TRACKs project**
Status	Final
Relation to the TRACKS goals	O3
Document type	Report
Publication date- English	August 2020
Responsible Partner	University of Bologna – Department of Education 'G.M. Bertin' (UNIBO) – Italy
Authors	Lucia Balduzzi, Arianna Lazzari, Magdalena Ślusarczyk, Jan de Mets, Sofie Verschaeve, Monika Rościszewska-Woźniak, Urszula Majerska, Chiara Dalledonne Vandini
Dissemination level	Public

[1] The research and activities leading to these results received funding from the Erasmus+ Programme operated by the Foundation for the Development of the Education System (FRSE) in the frame of Project Contract No. 2017- 1-PL01-KA201-038560. KA2 - Cooperation for Innovation and the Exchange of Good Practices; KA201 - Strategic Partnerships for school education.
Document could be used according to the CC Attribution License (CC-BY).
The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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 he '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).

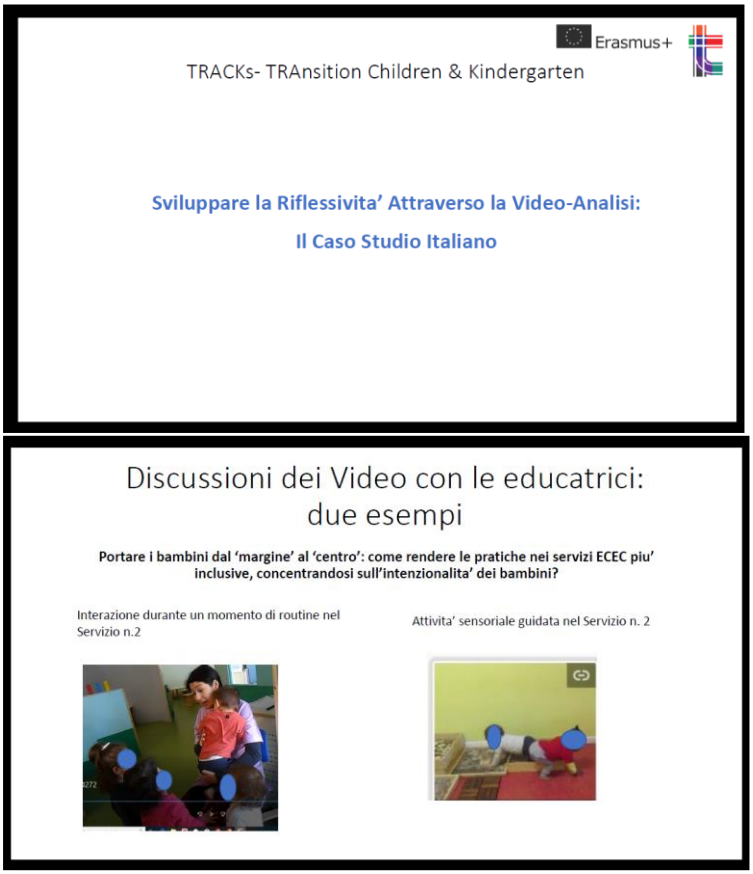
List of "train the trainer" activities

No.	"Train the trainer" session	Date / place	Country	No of participants
1	Lecture (2 hrs) on video-coaching within the module of *Active Learning And Didactic Methodologies* (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 *International Days Bachelor Pre-school Education* 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:

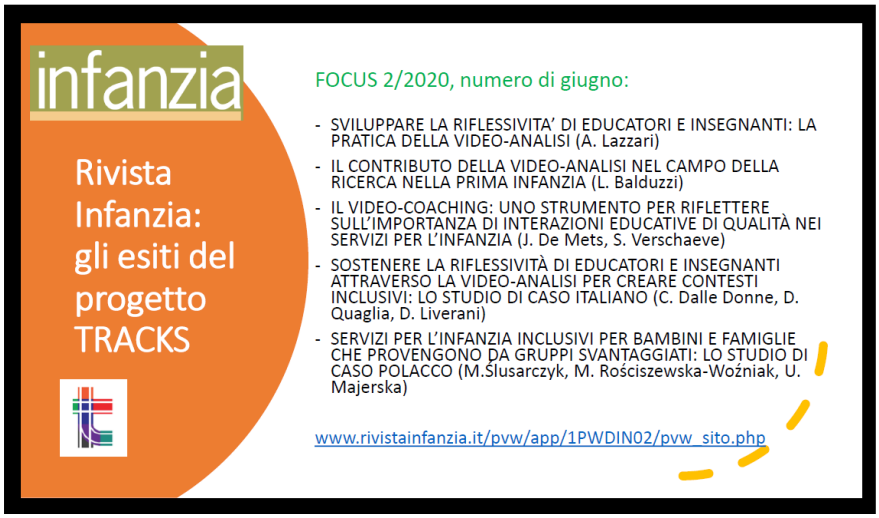
Ad 1.

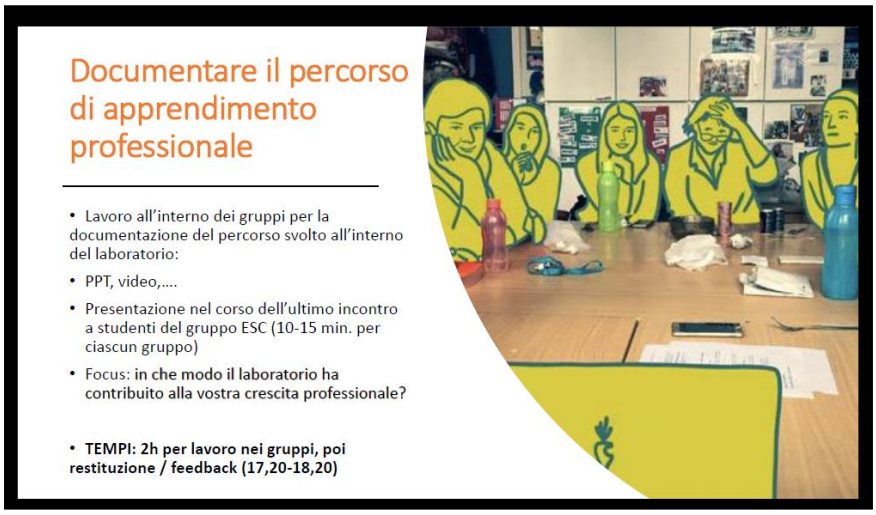


Ad. 2.

- 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





The excerpt from the reflective grid:

Traccia per la discussione dei video nei gruppi

PRIMA VISIONE DEL VIDEO IN PLENARIA

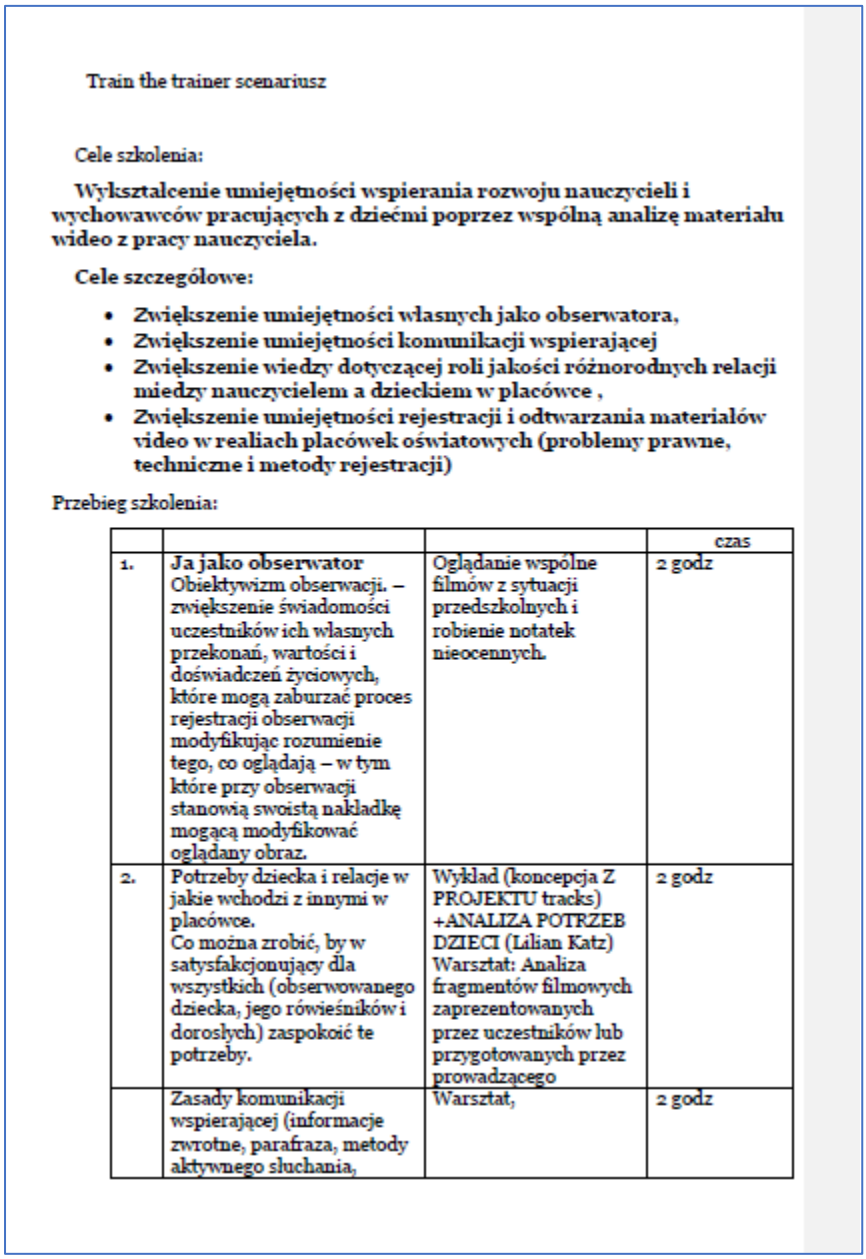
Durante la visione del video ciascun studente prende appunti su ciò che ha osservato rispetto alla situazione in esso riportata.

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:

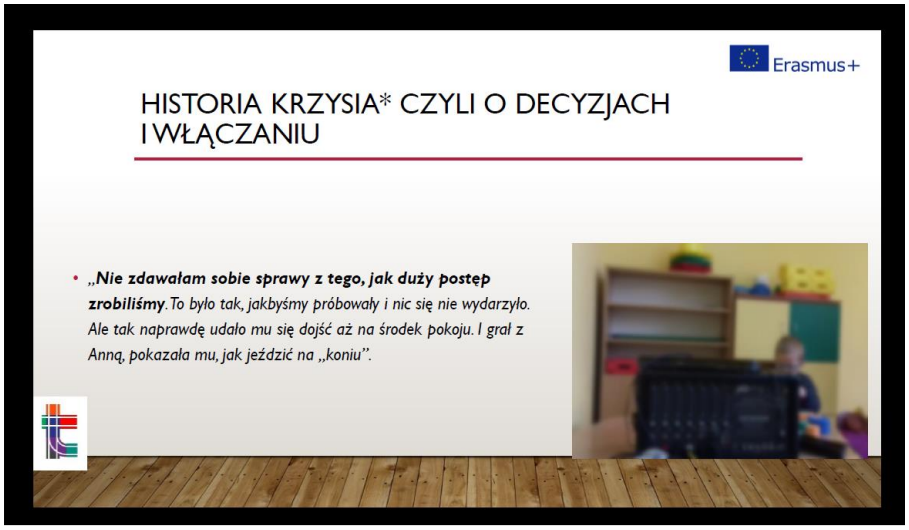
- **Zwiększenie umiejętności własnych jako obserwatora,**
- **Zwiększenie umiejętności komunikacji wspierającej**
- **Zwiększenie wiedzy dotyczącej roli jakości różnorodnych relacji miedzy nauczycielem a dzieckiem w placówce ,**
- **Zwiększenie umiejętności rejestracji i odtwarzania materiałów video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

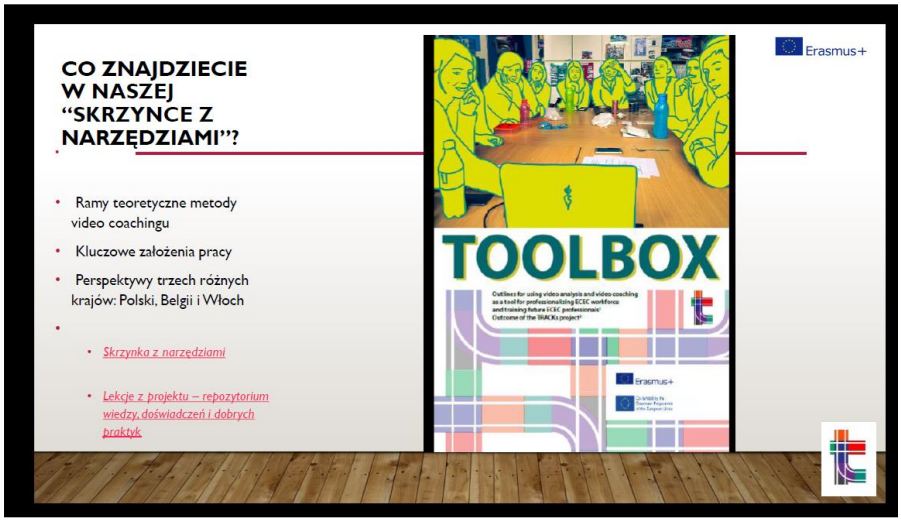
Przebieg szkolenia:

			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 satysfakcjonujący 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

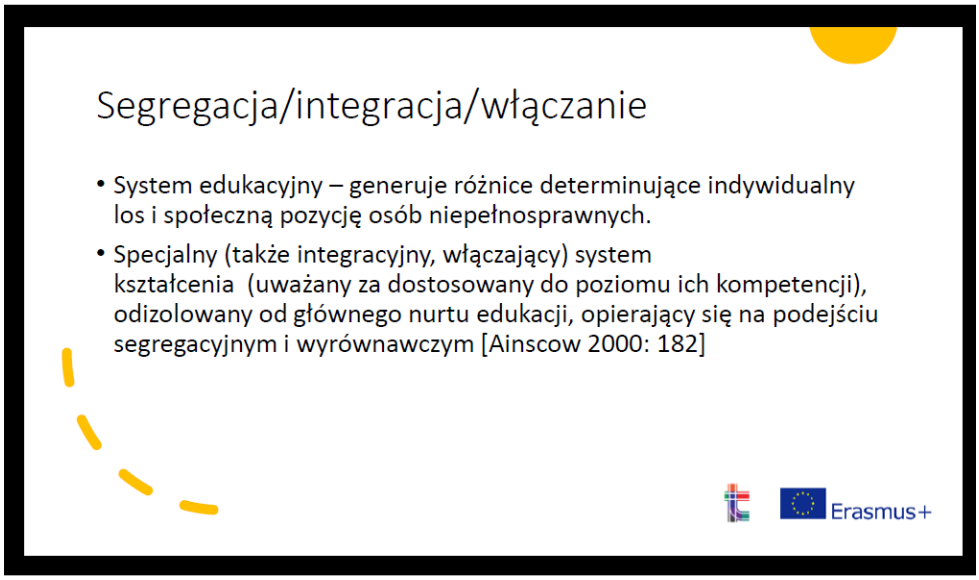
Ad. 5 and 6

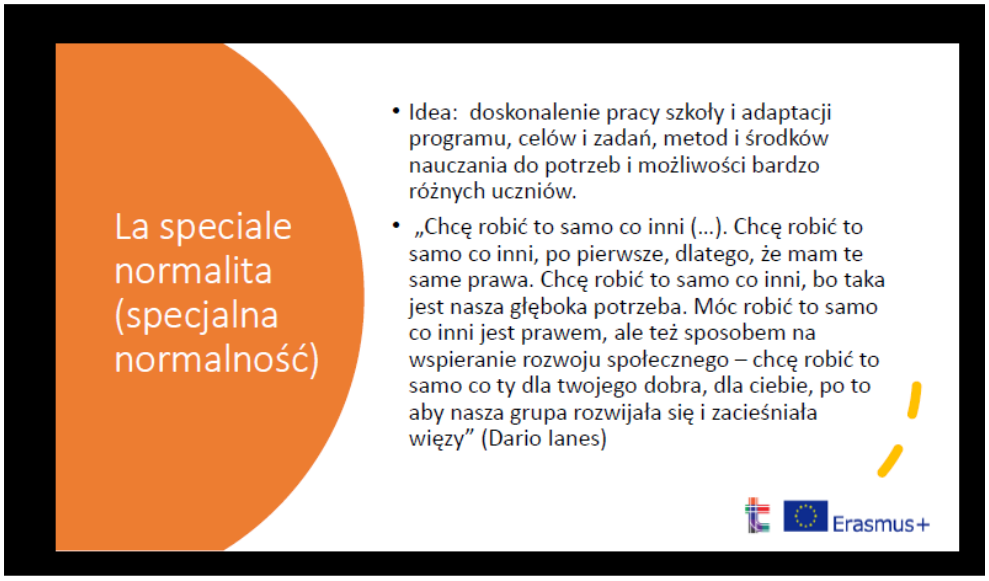
PRZYPADEK POLSKI – SCHEMAT
rozmowa wstępna z nauczycielem /nauczycielką: przedstawienie
nagranie - kilka sekwencji po 10-15 minut
analiza nagrania przez osobę prowadzącą video coaching
proces coachingu z nauczycielem / nauczycielką
Reakcja zwrotna, identyfikacja dobrych praktyk / potencjału wzrostu
Badania 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
Erasmus+


Erasmus+
HISTORIA KRZYSIA* CZYLI O DECYZJACH I WŁĄCZANIU
„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".

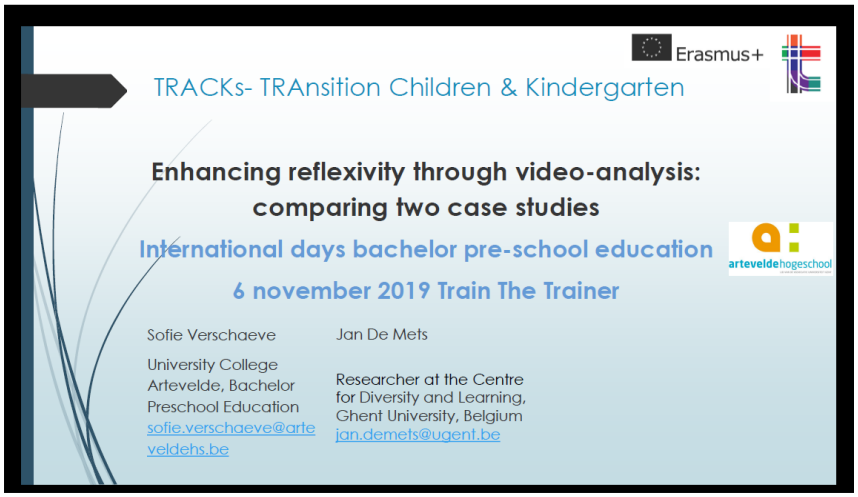

CO ZNAJDZIECIE W NASZEJ "SKRZYNCE Z NARZĘDZIAMI"?
Ramy teoretyczne metody video coachingu
Kluczowe założenia pracy
Perspektywy trzech różnych krajów: Polski, Belgii i Włoch
Skrzynka z narzędziami
Lekcje z projektu – repozytorium wiedzy, doświadczeń i dobrych praktyk
Erasmus+
TOOLBOX

Ad. 6 (disability and inclusion focus)





Ad. 7


Erasmus+
TRACKs- TRAnsition Children & Kindergarten
Enhancing reflexivity through video-analysis: comparing two case studies
International days bachelor pre-school education
6 november 2019 Train The Trainer
artevelde hogeschool
Sofie Verschaeve
University College Artevelde, Bachelor Preschool Education
sofie.verschaeve@arteveldehs.be
Jan De Mets
Researcher at the Centre for Diversity and Learning, Ghent University, Belgium
jan.demets@ugent.be

Reflection Team

Ad. 8

Erasmus+
TRACKs
TRAnsition Children & Kindergarten
Met videocoaching aan de slag
Met videocoaching 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
Sofie Verschaeve, Arteveldehogeschool, Educatieve Bachelor Kleuteronderwijs
sofie.verschaeve@arteveldehs.be
Jan De Mets, Steunpunt Diversiteit en Leren, UGent
jan.demets@ugent.be

Ad. 9

Erasmus+
TRACKs
TRAnsition Children & Kindergarten
Met videocoaching aan de slag
Met videocoaching de reflectiecultuur versterken
(Train the trainer)
SMARTgroep 23 april 2020
Sofie Verschaeve
Arteveldehogeschool, Educatieve Bachelor Kleuteronderwijs
sofie.verschaeve@arteveldehs.be

Erasmus+
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
Erasmus+
Projectteam TRACKS:
Jan De Mets
Steunpunt Diversiteit en Leren, UGent
jan.demets@ugent.be
Projectteam TRACKS:
Sofie Verschaeve
Arteveldehogeschool, Educatieve bachelor kleuteronderwijs
sofie.verschaeve@arteveldehs.be
steunpunt diversiteit & leren
artevelde

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
Erasmus+
steunpunt diversiteit & leren
artevelde