



WP4: VALUE-Evaluation

Introduction

This document aims to feed the discussion on the final evaluation of the VALUE pilots.

We first repeat the deliverables of WP4.

Then we give some ideas on the final evaluation. These ideas are suggestions that should be discussed at the transnational meeting in Denmark (March, 2019).

Deliverables WP 4

Aim	Activities	Deliverables	Timing	Roles and responsibilities
Contextualizing, testing and evaluating the CPD path to <u>2 pilot services/schools in each country</u>	Selection of pilot schools → discussion about selection criteria during kick off meeting		End of March	Each partner in his own country
	Organization of stakeholdersgroup → Dissemination and sustainability of project results Participants: policy makers and other key decision make		Sept/nov	Each partner in his own country
	Development of draft evaluation frame work + guidelines mapping starting situation	Guidelines mapping starting situation	June '18	DPU
	Mapping starting situation in pilot schools + perception of relevant policy makers and other stakeholders = baseline study (the current online questionnaire)	Country reports mapping starting situation pilots (English)	Sept/oct '18	ERI, VBJK, AKF Prt/ESEIPS, DPU
	Development and implementation of CPD path		Sept '18 – June '19	VBJK + Erasmushogeschool + Karel de grotehogeschool → pilots Belgium ERI → pilots Slovenia



				AKF Prt + ESEIPS → pilots Portugal DPU + ?? → pilots Denmark
Intermediate evaluation of pilots - local = process evaluation, case description	Local intermediate evaluation reports (English)	Febr '19		ERI, VBJK, AKF Prt/ESEIPS, DPU
Transnational meeting → Exchanging experiences in pilots + discussing intermediate evaluation →		13 -15 March '19 in Denmark (all partners)		DPU: coordination and practical organization All partners: prepare their contribution
Intermediate evaluation of pilots - Overall	Overall intermediate evaluation report (English)	March '19		DPU
Final evaluation of pilots - local	Local evaluation reports pilots	Oct '19		ERI, VBJK, AKF Prt/ESEIPS, DPU
Final transnational meeting → Discussing final evaluation results + content of publications		21-22 Nov '19 in Slovenia (all partners)		VBJK: coordination & practical organization; VBJK + DPU + AKF Prt: contentwise preparation
Final evaluation of pilots - overall	Overall evaluation report pilots	Jan '20		DPU

To conclude

We see 3 steps in the WP4 - evaluation

1. **Baseline evaluation:** capturing the baseline of the pilots: what's the context of the pilot schools, what's the state of play in the pilot schools in general but also related to VALUE core concepts [such as professional identity, collaboration, diversity in team, diversity in the pupil population, educare approach, pedagogical vision on diversity in population, pedagogical vision on school-parent collaboration, professionalization (CPD, support)]
 → This is the questionnaire that is send out to the managers & staff. At the transnational meeting in Denmark the first results of the baseline study will be presented and discussed.
2. **Intermediate evaluation of the pilots; the process evaluation:** description of the process of the VALUE learning lab; what did we concretely do in the VALUE learning labs?



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- The deadline for this is March 2019. We send you guidelines to prepare the country reports. These country reports should be emailed by 4/3/2019. This gives VBJK and DPU the opportunity to look for overarching themes. These overarching themes can be discussed at the transnational meeting in Denmark, and provide input for the overall intermediate evaluation report.
- 3. **Final evaluation:** This should show what has changed in the pilot schools through the VALUE learning lab.
 - At the transnational meeting in Denmark (March, 2019) we will discuss the first ideas about this. You can find the first ideas below.



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Ideas for the development of the final evaluation

Introduction

In this document we describe the first ideas for the final evaluation. These first ideas will be discussed at the transnational meeting in Denmark (March 2019). Based on the discussion, this draft version will be adjusted and clear guidelines will be provided.

Goal of the final evaluation: Examine the influence of the VALUE learning labs in the pilot schools?

Timing: According to the deliverables in WP4, the final evaluation should take place in October 2019

To discuss at the transnational meeting: how can we develop the final evaluation?

To feed the discussion

What did we learn from the baseline evaluation that gives us input for the final evaluations?

In order to develop the final evaluation, it's important that conclusions are made on the development of the baseline evaluation.

Core concepts that should be in the final evaluation

- professional identity,
- collaboration,
- diversity in team, diversity in the pupil population,
- educare approach, pedagogical vision on diversity in population, pedagogical vision on school-parent collaboration,
- professionalization (CPD, support)

Suggested methodology

1. Focus group interviews
2. Short questionnaire on some facts and figures and on some of the VALUE core concepts: end-evaluation on Questionnaire 2 as a follow up (to staff) on professional identity), (Edu-care), (collaboration), (reflection), (characteristic of collaborative culture, and visions and questions of the VALUE project - and similar for managers
3. Case description

(1) Suggestions on the focus group interviews

Aim

Examine the influence of the VALUE learning paths in the pilot schools, with a focus on the perceptions of the involved staff.



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How

Focus groups in each pilot school with representatives of the managers, core practitioners, and assistants.

Participants

A selection of school staff involved in the VALUE learning path (i.e. representatives of managers, core practitioners, and assistants). Max 8 persons per focus group (If more than 8 persons are involved, then organise 2 focus groups)

Timing

- June: VBJK & DPU develop clear guidelines for the focus group interviews
- Beginning of September: all partners make arrangement with the pilot schools for the focus group interviews
- End of September - beginning of October: interviews
- Mid October: all partners report to VBJK and DPU and perform an analysis per country
- End of October: VBJK and DPU develop an overall analysis

Duration of the focus group

Approx. 90 min

Analyse and report the results

- Provide the main core ideas per question; also provide interesting quotes
- Deadline for the report: mid October 2019

Examples of questions

- Perceptions on the VALUE learning path
 - o How did the VALUE learning path influence
 - your daily work?
 - How you work in the team (e.g. on collaboration, collaboration between teacher and assistant)
 - The school vision (e.g. on diversity, educare, school-parent collaboration)?
 - ...
- What was the main strength of the VALUE learning path?
- What hindered the VALUE learning path?
- Crucial conditions for team teaching are ... How did the facilitator secure these
 - o engagement
 - o strong leadership
 - o ownership
 - o facilitator
 - o safe context
 - o time for planning and reflection
 - o tailor made
 - o what after the project?
- Broad closing questions

Met opmerkingen [HH1]: Maybe specify this more based on the areas of change at the individual and interpersonal level (see draft framework)

Met opmerkingen [HH2]: Maybe specify this more based on the areas of change at the institutional and team level (see draft framework)

Met opmerkingen [BJ3]: We have these questions already – I suggest to follow up in Questionnaire 2, and add open questions

Met opmerkingen [BJ4]: We also have these questions already



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Concrete guidelines

Concrete guidelines are needed for the focus groups (e.g. clear guidelines on the content/broad questions, practical info such as who should be interviewed; but also clear guidelines on how to analyse the results and report on them). VBJK and DPU will develop this if all partners agree on the methodology of the final evaluation.

(2) Short questionnaire

Aim

Examine the influence of the VALUE learning paths in the pilot schools, compared to the baseline study. Examine changes in the VALUE core concepts compared to the baseline study.

How

Short online questionnaire with questions on the core themes of VALUE

Participants – for who?

All participants of the VALUE learning path

Content

Similar questions then in the baseline study on

- professional identity,
- collaboration,
- diversity in team, diversity in the pupil population,
- educare approach, pedagogical vision on diversity in population, pedagogical vision on school-parent collaboration,
- professionalization (CPD, support)

Timing

- June 2019: DPU develops the questionnaire
- September 2019: arrangements are made, practical information (i.e. mailaddresses of the participants) is gathered and send to DPU
- End of September 2019: questionnaires are filled in
- October 2019: DPU analyses the quantitative data and provides a report

(3) Case description

Aim

Describe the cases in order to evaluate the processes of the VALUE learning paths

How

Description of the process

Written by the facilitators, based on the gathered documentation throughout the VALUE learning paths and the intermediate evaluation reports.



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Content – see the guidelines below

Guidelines for the final process evaluation – the case description

Introduction

This document provides guidelines for the final report on the process of the VALUE pathways.

General guidelines

- Max. XXXp
- Times New Roman 12 – interline 1,15 – 0,5 margin
- Deadline: / / 2019

The pilot

Contextualisation

Facts and figures on the pilot school

- School size (pupils, staff)
- Relevant information for VALUE (composition of the staff team, number of assistants)
- Information on diversity in the pupil population and staff

The school as a pilot for VALUE

- Description of the reasons why this school is chosen as a pilot. What makes the school special in the context of VALUE?
- Description of why this school is eager to participate in VALUE

Description of the culture of the school

- Description of the vision and the practice on equal opportunities for pupils
- Description of the vision and the practice of the school on educate
- Description of the vision and the practice of the school on teamwork / collaboration (with specific focus on collaboration between preschool teachers and assistants)
- Description of other aspects which you think are really important to share on the culture of the school

The VALUE pathways

AIMS

What are the aims of the VALUE pathway? What did you hope to reach at the end of the VALUE pathways?

METHODS

How did you want to reach this aim? In which way will you support the pilot school to reach the aim?

Met opmerkingen [BJ5]: I think we should explain that this is a follow up on the intermediate evaluation report that will be conducted in march – and the follow consist of looking back – especially on the learning and sction phase, the consolidating phase and the role and impact of stakeholders.



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PROCESS

Specific on preparation phase

- Who was involved?
- How many times did you meet?
- What was the content of the meetings? What was discussed?
- Which methods were used?
- Did this lead to activities or specific output?
- What was the result of this phase in terms of mapping the starting situation and the development of an action plan ?

Specific on the learning and action phase

- Who was involved?
- How many times did you meet?
- What was the content of the meetings? What was discussed?
- Which methods were used? How did you encourage shared reflection?
- What was implemented – including documentation (observations, pictures, interviews, teachers journals, ...)?

Specific on the consolidation phase

- Who was involved?
- How many times did you meet?
- What was the content of the meetings? What was discussed?
- Which methods were used?

Specific on the stakeholders group

- **Aim:** What are the aims you want to reach with the stakeholders group
- **Participants:** Who is part of this group?
- **Process**
 - o How many times did you meet?
 - o What was discussed?
 - o What were the results of the discussions – output?

CHALLENGES

Challenges in the process: what challenged

- the facilitators,
- the members of the VALUE learning paths
- other involved actors

Did the initial point of view changed? If so, how?

CONDITIONS

Describe the conditions supporting sustainable change and how you cope with them (see framework VALUE professional learning path)

- engagement
- strong leadership



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- ownership
- facilitator
- safe context
- time for planning and reflection
- tailor made
- what after the project?

REFLECTIONS

What really made a difference? What works? Impact on children, families, teachers, organisations,

Reflection and critical evaluation