

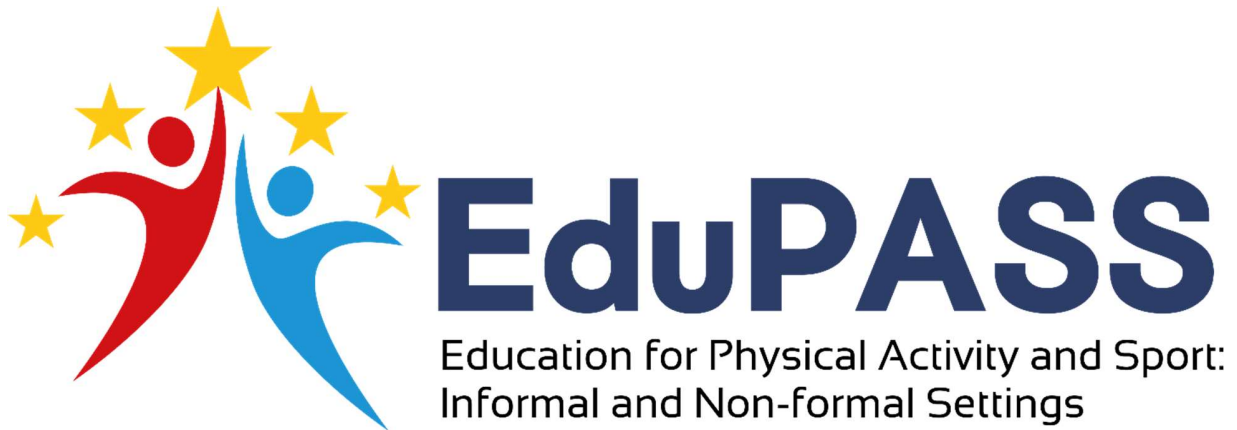


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Informal and Non-formal Settings

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Evaluation report of the 4th and 5th LTT Event in Luxembourg for Early Childhood Educators



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1 LTT EVENT IN LUXEMBOURG (22-26 JANUARY 2024)

1.1 PARTICIPANTS

A total of 4 Early Childhood Educator-Developers (3 males, 1 female; 48.75±7.63 years) and 12 Early Childhood Educators (3 males, 9 females; 27.67±7.48 years) participated in the fourth Learning and Teaching Training (LTT) Event¹ in Luxembourg. The Early Childhood Educator-Developers and the Early Childhood Educators came from all partner institutions. All the Early Childhood Educator-Developers and Early Childhood Educators were currently practising a sport/athletic activity, and all of them had extensive experience in the sports that they were practicing (29.50±16.46 years for Early Childhood Educator-Developers and 14.48±5.36 for Early Childhood Educators).

All Early Childhood Educator-Developers were currently working as Early Childhood Educators (100.0%), and they had also worked as Early Childhood Educators in the past (100.0%), with an average experience in delivering programs of 8.50±1.29 years. They were mainly working with adolescents (50.0%) and young adults (50.0%). Additionally, they had a working experience as coach educator teaching staff of 12.50±3.79 years.

On the other hand, half of the Early Childhood Educators were currently working as sport coaches (50.0%) and they had also worked as a sport coach in the past (50.0%), with an average coaching experience of 3.20±2.39 years. These Early Childhood Educators were mainly educating children (50.0%), adolescents (25.0%) and young adults (25.0%). Finally, the majority of Early Childhood Educators had previously attended Early Childhood Educator sport educator training courses (66.7%). Only 50.0% had a bachelor's degree in physical education and/or sport science, while the remaining half (50.0%) did not hold an equivalent degree.

1.2 EARLY CHILDHOOD EDUCATOR-DEVELOPERS' EVALUATION OF THE LTT EVENT

To ensure the quality of the LTT Event as well as improving it, all participants (Early Childhood Educator-Developers and Early Childhood Educators) completed the LTT Event evaluation form, which consisted of 24 items including organizational aspects (5 items), teaching and content (13 items for Early Childhood Educator-Developers and 11 items for Early Childhood Educators), implementation and feasibility of the Event (5 items), and 1 item about recommending the Event to peers. For all items a five-point Likert-type scale was used, ranging from disagree (1) to agree (5), and a not applicable (N/A) answer was also available.

¹ A **Learning and Teaching Training** event typically focuses on enhancing Early Childhood Educators' instructional skills and pedagogical strategies. It aims to provide them with new insights, techniques, and approaches to improve their effectiveness in delivering programs and student engagement.



In most of the items the Early Childhood Educator-Developers answered that they agreed and/or rather agreed. For example, 80.0% of the Early Childhood Educator-Developers agreed that the Event was adequately and logically structured, 80.0% agreed that it was well designed, and a cumulative percentage of 80.0% of them rather agreed (40.0%) and agreed (40.0%) that the content was presented in a clear and understandable way. Furthermore, the Early Childhood Educator-Developers also agreed (100.0% cumulative of rather agree and agree) that the overall and specific contents of the Event referred well to the related practice activities.

It was further important to notice that the EduPASS resources were considered useful as they could be easily implemented during teaching (100.0% rather agree) and the Early Childhood Educator-Developers could imagine themselves implementing EduPASS resources with other Early Childhood Educators (100.0% cumulative of rather agree and agree). On the other hand, the topics presented during the Event were not new to them and they were familiar with these topics (only 20.0% cumulative of rather agree and agree). Finally, most Early Childhood Educator-Developers rather agreed (80.0%) that they would recommend this LTT Event to other Early Childhood Educators and Early Childhood Educator-Developers.

Additionally, to gain a deeper insight and understanding on what the participants (Early Childhood Educator-Developers and Early Childhood Educators) thought about the Event, four open-ended questions were included regarding the best features of the Event, things the participants did not like, potential changes that could be implemented, and specific comments about the LTT Event. The positive comments/feedback regarding the event were the hands-on teaching and practical experiences (especially the ones implemented by Sport Ireland), as well as the debriefing and reflection opportunities provided following the learning experiences.

On the other hand, the main highlighted challenge was that the main aim of this LTT Event sometimes was not very evident and had to be communicated more clearly to the participants (both Early Childhood Educators and Early Childhood Educator-Developers). One of the participants specifically stated: "There was a lack of an overall learning objective, and while all presented content was relevant, a clearer approach was needed to make more evident how everything was relevant to Early Childhood Educators' actual learning/teaching settings". Finally, it was once more mentioned that there were many theoretical presentations, and a more adequate balance between practical and theoretical activities could have enhanced the effectiveness of the Event.

1.3 EARLY CHILDHOOD EDUCATORS' EVALUATION OF THE LTT EVENT

The answers of Early Childhood Educators were slightly different than the ones provided by Early Childhood Educator-Developers. For example, 50.0% of the Early Childhood Educators rather agreed and agreed that the materials and resources were well prepared, 75.0% agreed that the teaching enabled them to attain the learning outcomes, and a cumulative percentage of 75.0% of them rather agreed (50.0%) and agreed (25.0%) that the content was presented in a clear and understandable way. Furthermore, the Early Childhood Educators agreed (83.3% cumulative of rather agree and agree) that they were able to improve their knowledge and skills, and they were able to gain new knowledge and information for their teaching practices. In addition, only 25.0%



of the coaches rather agreed and 25.0% agreed the topics presented during the Event were new to them and they were never taught before these topics (50.0% cumulative). Taking into account that most Early Childhood Educators had some coaching experience (i.e., 3.20±2.39 years) and half of them were already working as Early Childhood Educators, it could be easily understood that the Event and the topics presented were not very beneficial to most of them as they seemed to be already familiar with and had prior knowledge of the topics discussed. Finally, they all agreed (100.0%) that they enjoyed the Event, and they would recommend it to other Early Childhood Educators.

From the few open-ended questions, it was evident that the event was successful; however, there were certain aspects that could be considered for further improvement in future similar events. The Early Childhood Educators highlighted the adequate combination of theoretical and practical sessions, as well as the international/European exchange and the insights provided into other concepts and national approaches. The Early Childhood Educators also mentioned the positive Early Childhood Educator-Developers' involvement (highlighting the involvement and presentation skills of specific Early Childhood Educator-Developers), and the presentation of the MOBAK (basic motor skills) topic.

The main negative aspect of the LTT Event was that the theoretical teaching units were considered a bit too extensive. In addition, some of the discussion sessions and reflection methods used were considered a bit superficial, as there was considered to be a lack of exchange and insights at country level. Also, the direct goal/outcome of the LTT event was not communicated clearly to some of the participants.

Finally, to improve similar future events, Early Childhood Educators suggested that it would be important to have more practical sessions and provide more critical feedback and adequately structured reflection moments following these sessions, focusing more on attitudes and values of the participants. Also, it was suggested that a clearer agenda and transparency regarding the expected outcomes could have improved the overall delivery of the LTT Event.

1.4 EARLY CHILDHOOD EDUCATOR-DEVELOPERS' EVALUATION OF THE TEACHING UNITS

To evaluate the teaching units delivered during the LTT Event, all participants completed an evaluation form which contained items regarding the learning, teaching, assessment, feedback, workload, skills development, management, learning environment and overall satisfaction with the module (26 items). For all items a five-point Likert-type scale was used, ranging from very dissatisfied (1) to very satisfied (5), and a not applicable (N/A) answer was also available. Furthermore, one additional question was used about recommending the module to other Early Childhood Educators, with possible answers ranging from disagree (1) to agree (5). Items that received 30.0% or more of not applicable (N/A) answers were excluded from further analysis (i.e., 2 items).

A total of 37 teaching units' evaluation forms were completed during the LTT Event, and 9 teaching units were evaluated, namely:



- FUNdamental Play
- Fundamental Movement Skills
- Inclusive Teaching in Physical Education
- I Educate Kids
- PA Educator Toolkit
- Motor Ability Assessment: Motor Abilities in Childhood and Youth
- PA Educator Toolkit
- MOBAK Assessment
- Importance of Daily PA for Health Promotion

The data for all teaching units taught were analysed collectively (and not separately for every teaching unit). In general, all Early Childhood Educator-Developers were either satisfied or very satisfied with the various elements of the teaching units taught (80.0% cumulative or higher), and there was low “very dissatisfied” answers for most items (<10.0%). For example, 85.7% of the Early Childhood Educator-Developers were satisfied or very satisfied with the overall teaching of the teaching units, 80.0% with the clarity of the teaching units, 88.6% with the organisational arrangements, and 85.7% would recommend these teaching units to other Early Childhood Educator-Developers. On the other hand, 2 items (i.e., items 11 and 12 regarding the assessment method) were excluded from the analysis since these questions were not considered applicable/suitable in this specific context. The detailed descriptive analysis of all items is presented in Table 1.

Table 1. Descriptive statistics of the Early Childhood Educator-Developers’ teaching unit evaluation form items.

Items	Percentage (%)					M (SD)
	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	
1. The overall teaching of the teaching unit.	8.6	0.0	5.7	37.1	48.6	4.17 (1.15)
2. The delivery of the teaching unit (e.g., lectures, practical sessions, group discussions, sharing of ideas and experiences, etc.).	8.6	2.9	8.6	31.4	48.6	4.09 (1.22)
3. The pedagogical approaches presented to teaching sports.	8.6	2.9	2.9	37.1	48.6	4.14 (1.19)
4. The description of the teaching unit.	8.6	0.0	8.6	45.7	37.1	4.03 (1.12)
5. The content of the teaching unit.	8.6	0.0	2.9	40.0	48.6	4.20 (1.13)
6. The clarity of the teaching unit content.	8.6	2.9	8.6	37.1	42.9	4.03 (1.20)
7. The balance between theory and practice.	8.6	8.6	5.7	22.9	54.3	4.06 (1.33)



8. The defined learning outcomes and/or objectives were adequately explained.	8.6	2.9	8.6	34.3	45.7	4.06 (1.21)
9. The learning materials (e.g., handouts, workshop material, case studies, websites, etc.).	8.6	2.9	11.4	37.1	40.0	3.97 (1.20)
10. The appropriateness of the assignments.	9.4	6.3	6.3	28.1	50.0	4.03 (1.31)
11. The explanation of the assessment criteria.	(N/A=32.4)	-	-	-	-	-
12. The assessment methods effectiveness in identifying Early Childhood Educators' strengths and areas for future development.	(N/A=32.4)	-	-	-	-	-
13. The communication of the learning outcomes and assessment model.	8.8	0.0	11.8	38.2	41.2	4.03 (1.68)
14. The collaboration through shared knowledge with peers.	9.1	0.0	15.2	33.3	42.4	4.00 (1.20)
15. The overall workload (achievable, realistic, adequate).	9.1	0.0	3.0	36.4	51.5	4.21 (1.17)
16. The effectiveness of the module in raising Early Childhood Educators' professional development.	8.8	2.9	8.8	26.5	52.9	4.12 (1.25)
17. The quality of the support given by the teaching staff on assignments.	9.4	0.0	9.4	34.4	46.9	4.09 (1.20)
18. The preparation of the teaching staff.	8.8	2.9	0.0	32.4	55.9	4.24 (1.21)
19. The approachability and support of teaching staff (i.e., instructive, inspiring, encouraging, and motivating).	8.6	2.9	0.0	28.6	60.0	4.29 (1.20)
20. The organisational arrangements for the teaching unit.	11.4	0.0	0.0	45.7	42.9	4.09 (1.22)
21. The relevance of the teaching unit in raising Early Childhood Educators' professional development (knowledge and practice).	8.8	0.0	0.0	32.4	58.8	4.32 (1.15)
22. The transferability of the lessons learnt in the teaching unit to practice.	8.6	0.0	5.7	37.1	48.6	4.17 (1.15)
23. The development of new skills and/or teaching	8.6	2.9	8.6	31.4	48.6	4.09 (1.22)



strategies due to this teaching unit.						
24. The increase of my motivation to learn due to this teaching unit.	11.4	0.0	5.7	28.6	54.3	4.14 (1.29)
25. The overall knowledge gained by the teaching unit.	8.8	2.9	8.8	38.2	41.2	4.00 (1.21)
26. My overall satisfaction with the teaching unit.	8.6	2.9	5.7	31.4	51.4	4.14 (1.22)
27. I would recommend this teaching unit to Early Childhood Educator-Developers and teaching staff.	2.9	0.0	11.4	14.3	71.4	4.51 (0.92)

Similar to the evaluation of the LTT Event, participants (Early Childhood Educator-Developers and Early Childhood Educators) were invited to answer five open-ended questions regarding the best features of the teaching units, things they did not like, potential changes that could be implemented, items that they would implement in their own Early Childhood Education practices, and specific comments about the teaching unit.

Positive aspects of the teaching units were, in general, the following:

- Holistic development. The teaching units emphasized holistic development, recognizing that Physical Education (PE) and Physical Activity. Movement, Play and Sports (PAMPS) go beyond just physical skills. By integrating theoretical principles with practical sessions, educators fostered not only physical abilities but also cognitive, social, and emotional growth in learners.
- Application of theory into practice. The teaching units effectively bridged the gap between theory and practice. Educators encouraged learners to apply theoretical concepts directly in practical settings, enhancing their understanding and skill acquisition. This hands-on approach ensured that knowledge was not abstract but immediately applicable.
- Variety of teaching techniques. Early Childhood Educator-Developers employed a variety of teaching techniques, including free play, catch games, and fundamental play. This diversity kept learners engaged and allowed for personalized instruction.
- Emphasis on practical teaching opportunities. The practical sessions provided valuable teaching opportunities for most learners. By observing and participating in PE classes, Early Childhood Educators gained first-hand experience and refined their skills in delivering programs.
- Inclusion techniques. The teaching units incorporated inclusion techniques (such as the 6+1 model) to ensure that every learner felt valued and included. Early Childhood Educators were presented with a variety of strategies to adapt their delivery methods to accommodate diverse abilities.
- Relevance of topics. The choice of topics aligned with current trends and research in PE. Early Childhood Educator-Developers explored relevant areas such as Long-Term Athlete Development (LTAD), fundamental movement skills, and the use of specific tools.
- Observation of PE classes. The inclusion of observation experiences in actual PE classes allowed Early Childhood Educators to learn from experienced practitioners. Observing



teaching methods, classroom management, and student interactions provided valuable insights for their own practice.

On the other hand, a few concerns and constructive criticism were raised, which are essential aspects for future improvements of the teaching units.

- More of a practice orientation could be beneficial. It was suggested to incorporate more practical exercises and hands-on activities throughout the teaching units, as practical examples and real-world scenarios reinforce theoretical concepts and enhance learning.
- Exclusivity of "A" for Athlete. There is a need to broaden the focus beyond competitive athletes. Consider the use a more inclusive term, such as "Active Participants" or "All Learners."
- Traditional teaching approach and overreliance on instructor presentations. There was a suggestion to move away from solely lecture-based teaching, diversify teaching methods, and include peer-led presentations, group discussions, and interactive activities. Learners could benefit from different perspectives and teaching styles.
- Finally, time constraints. There should be an allocation of sufficient time for each topic presented. Prioritize essential content and streamline delivery and consider extending sessions or breaking content into smaller segments.

1.5 EARLY CHILDHOOD EDUCATORS' EVALUATION OF THE TEACHING UNITS

A total of 46 teaching unit evaluation forms were completed during the LTT Event, and 9 teaching units were evaluated, namely:

- FUNdamental Play
- Fundamental Movement Skills
- Inclusive Teaching in Physical Education
- I Educate Kids
- PA Educator Toolkit
- Motor Ability Assessment: Motor Abilities in Childhood and Youth
- PA Educator Toolkit
- MOBAK Assessment
- Importance of Daily PA for Health Promotion

Items that received 30.0% or more of not applicable (N/A) answers were excluded from further analysis (i.e., 4 items). Table 2 presents the detailed descriptive analysis, and it can be noted that there was a balance of Early Childhood Educators who were dissatisfied and satisfied with aspects of the teaching units. The participants were mostly dissatisfied with the balance between theory and practice (44.3%), the learning materials (43.3%), the increase of their motivation to learn due to this teaching unit (44.2%), and the overall knowledge gained by the teaching unit (47.0%). Potentially these items require further attention and improvement during the development and finalization of the teaching units.



On the other hand, Early Childhood Educators were mostly satisfied with the pedagogical approaches presented (60.6%), the clarity of the teaching unit content (67.7%), and the preparation of the teaching staff (60.6). Even though there was a mix of answers, and the Early Childhood Educators were partially satisfied (according to their answers) with the teaching units, the majority (73.5%) would recommend all the teaching units to other Early Childhood Educators and fellows.

Four items (i.e., items 10-13 regarding the assignments and assessment method) were excluded from the analysis since these questions were not considered applicable/suitable in this specific context.

Table 2. Descriptive statistics of the Early Childhood Education teaching unit evaluation form items.

Items	Percentage (%)					M (SD)
	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	
1. The overall teaching of the teaching unit.	24.2	6.1	15.2	27.3	27.3	3.27 (1.55)
2. The delivery of the teaching unit (e.g., lectures, practical sessions, group discussions, sharing of ideas and experiences, etc.).	26.5	2.9	14.7	26.5	29.4	3.29 (1.59)
3. The pedagogical approaches presented to teaching sports.	24.2	0.0	15.2	27.3	33.3	3.45 (1.56)
4. The description of the teaching unit.	31.0	3.4	13.8	20.7	31.0	3.17 (1.67)
5. The content of the teaching unit.	23.5	2.9	14.7	23.5	35.5	3.44 (1.58)
6. The clarity of the teaching unit content.	23.5	0.0	8.8	20.6	47.1	3.68 (1.63)
7. The balance between theory and practice.	35.5	8.8	14.7	11.8	29.4	2.91 (1.69)
8. The defined learning outcomes and/or objectives were adequately explained.	26.5	8.8	5.9	26.5	32.4	3.29 (1.64)
9. The learning materials (e.g., handouts, workshop material, case studies, websites, etc.).	30.0	13.3	6.7	16.7	33.3	3.10 (1.71)
10. The appropriateness of the assignments.	(N/A=32.6)	-	-	-	-	-
11. The explanation of the assessment criteria.	(N/A=32.6)	-	-	-	-	-
12. The assessment methods effectiveness in identifying my strengths and areas for future development.	(N/A=30.5)	-	-	-	-	-



13. The communication of the learning outcomes and assessment model.	(N/A=30.5)	-	-	-	-	-
14. The collaboration through shared knowledge with peers.	30.3	6.1	15.2	27.3	21.2	3.03 (1.57)
15. The overall workload (achievable, realistic, adequate).	23.5	5.9	14.7	23.5	32.4	3.35 (1.57)
16. The effectiveness of the module in raising my professional development.	26.5	11.8	23.5	14.7	23.5	2.97 (1.53)
17. The quality of the support given by the teaching staff on assignments.	24.2	6.1	15.2	21.2	33.3	3.33 (1.59)
18. The preparation of the teaching staff.	24.2	0.0	15.2	30.3	30.3	3.42 (1.54)
19. The approachability and support of the teaching staff (i.e., instructive, inspiring, encouraging, and motivating).	24.2	3.0	21.2	9.1	42.4	3.42 (1.64)
20. The organisational arrangements for the teaching unit.	30.3	6.1	9.1	27.3	27.3	3.15 (1.64)
21. The relevance of the teaching unit to raising my professional development (knowledge and practice).	26.5	11.8	11.8	29.4	20.6	3.06 (1.54)
22. The transferability of the lessons learnt in the teaching unit to practice.	24.2	15.2	6.1	30.3	24.2	3.15 (1.56)
23. The development of new skills and/or teaching strategies due to this teaching unit.	35.3	2.9	11.8	35.3	14.7	2.91 (1.56)
24. The increase of my motivation to learn due to this teaching unit.	32.4	11.8	14.7	14.7	26.5	2.91 (1.56)
25. The overall knowledge gained by the teaching unit.	38.2	8.8	17.6	17.6	17.6	2.68 (1.57)
26. My overall satisfaction with the teaching unit.	29.4	5.9	20.6	20.6	23.5	3.03 (1.57)
27. I would recommend this teaching unit to other Early Childhood Educators.	0.0	5.9	20.6	23.5	50.0	4.18 (0.97)



Based on the answers to the open-ended questions, the Early Childhood Educators mentioned the following positive aspects of the teaching units:

- Integration of the 6+1 Model. The incorporation of the 6+1 model was commendable. This framework recognizes not only physical development but also social, emotional, and cognitive aspects. By addressing the holistic needs of learners, Early Childhood Educators can create positive PE and PAMPS experiences.
- Practical sessions and game-based learning. The practical sessions and interactive games provided valuable hands-on experience. Learners engaged directly with the content, reinforcing theoretical concepts, and developing practical skills.
- Age-appropriate tasks for children. Designing tasks suitable for kids aged 5-6 years ensured developmentally appropriate learning. These activities aligned with children's motor abilities, attention spans, and interests.
- PAMPS (Perceptual-Motor Abilities Program) integration. The inclusion of PAMPS introduced Early Childhood Educators to evidence-based practices.
- Emphasis on inclusion and inclusive sports. Recognizing the difference between inclusion in sport and inclusive sport was important. Early Childhood Educators were introduced with strategies to accommodate diverse abilities, ensuring that all students feel valued and included in PA.
- Pedagogical knowledge and reflective practice. The emphasis on pedagogical knowledge encouraged participants to reflect on their teaching methods.
- Real-world teaching observation and opportunities. Experiencing a gym setting and observing real PE classes provided invaluable insights. Early Childhood Educators observed effective teaching techniques, classroom management, and student interactions.
- Engaging lesson starts with exercise. Commencing lessons with physical activation set a positive tone. Learners were immediately engaged, and the concise introduction allowed for more practical implementation time.
- Interaction with experienced Early Childhood Educator-Developers. Conversations with experienced Early Childhood Educator-Developers provided mentorship and insights. Learning from their expertise enriched Early Childhood Educators' understanding of effective teaching practices.

In addition, the following challenges and concerns were raised, as well as suggestions to improve future LTT events:

- The approach followed to daily reflection lacked effectiveness for this group and participants did not have enough time to formulate questions. Based on this, there was a suggestion to revise the reflection process, by providing clear prompts or questions that encourage deeper self-analysis and critical thinking. Furthermore, more time should be allocated for question preparation and follow-up discussions.
- The role of Early Childhood Educators and their interaction dynamics required further improvement. There was a request to foster more active student participation, encouraging collaborative learning, peer feedback, and group activities.
- Participants did not have adequate time to actively practice and instruct test exercises. More time could have been allocated for hands-on practice. On the other hand, the intensity of a day's schedule (Tuesday) led participants to overload. Thus said, it was



suggested to distribute active and passive learning experiences more evenly throughout the week and prioritize quality over quantity to prevent participants' fatigue.

- The transfer level from the units to actual teaching practice required further improvement. Participants suggested to include more explicit discussions on how to apply learned concepts in various teaching contexts and to provide practical strategies for adapting content to different age groups and settings.
- The 90 minutes of observation for the same task can be considered excessive. For this reason, it was suggested to optimize observation time and focus on key aspects and allow for variety in tasks to maintain engagement.
- There was a lack of advance materials (e.g., PowerPoint presentations) that might have affected preparation. The sharing of relevant materials beforehand could have allowed participants to review and engage more actively during sessions.

Lastly, Early Childhood Educators mentioned that they found interesting and useful certain aspects of the teaching units, and they will try to implement the following aspects in their actual teaching practices:

- Adaptation of environment, materials, and space. Early Childhood Educators could tailor their teaching environment to accommodate diverse learners, and consider factors such as physical space, lighting, and equipment accessibility. They could further adapt sports equipment and materials to meet individual needs (e.g., use softer balls for children with sensory sensitivities).
- Adapted activities and opportunities. A differentiated instruction approach with a variety of activities to address different skill levels and learning styles. Set personalized goals for each child, considering their fitness level, interests, and abilities. Also, encourage collaborative learning through peer support and teamwork during activities.
- Effective teaching practises (i.e., implementation of 6+1 model). Early Childhood Educators should have a solid understanding of the subject matter, be able to develop well-structured lesson plans that align with learning objectives, and regularly assess student progress and provide constructive feedback.
- Methods of explanation and grouping. Early Childhood Educators could attempt to explain instructions to their students using simple language and visual cues. They could further divide students into smaller groups to facilitate active participation and individualized attention.
- Physical activity monitoring. Try to assess children's physical fitness levels before the sports season begins, with the use standardized tests or observations (if possible). Following the fitness assessment, it is important to clearly communicate the purpose of each exercise to students, and gradually increase the complexity of the activities to challenge students while ensuring safety.

Embracing these strategies will empower future Early Childhood Educators to create inclusive, engaging, and effective PE and PAMPS experiences for all children. By prioritizing adaptation, effective teaching practices, and holistic well-being, Early Childhood Educators can contribute to a healthier and more active generation.



1.6 RECOMMENDATIONS FROM THE EVALUATION OF THE LTT EVENT

The evaluation report of the 4th and 5th LTT event in Luxembourg provided valuable insights into the perspectives of Early Childhood Educator-Developers and Early Childhood Educators regarding the event and the teaching units. While both groups generally agreed that the event was well-structured and presented content effectively, there were notable differences in their evaluations. It further highlighted several key insights and recommendations for improving similar future events.

The event was generally well-received by both Early Childhood Educator-Developers and Early Childhood Educators. Participants appreciated the combination of theoretical and practical sessions, the international exchange, and the usefulness of the EduPASS resources. Early Childhood Educator-Developers were particularly satisfied with the teaching units, finding the content clear and the balance between theory and practice appropriate.

However, some challenges were identified that should be addressed. The main aim of the event was not always communicated clearly to participants, leading to some confusion about the learning objectives and outcomes. Early Childhood Educators in particular expressed a perceived imbalance between practical and theoretical activities, with participants suggesting more hands-on sessions and opportunities for critical feedback and structured reflection. Also, they were not very satisfied with the learning materials, motivation to learn, and overall knowledge gained, indicating a need to diversify teaching methods and ensure sufficient time is allocated for key topics.

As it can be noted, differences were observed between the perspectives of Early Childhood Educator-Developers and Early Childhood Educators. While Early Childhood Educator-Developers generally had a more positive evaluation of the event and teaching units, Early Childhood Educators expressed concerns about the balance between theory and practice, learning materials, motivation to learn, and overall knowledge gained. These differences underscore the importance of considering the perspectives of both groups to improve future events effectively.

To address these challenges and build on the positive aspects, the report provides several recommendations:

- Clearly communicate the main aim and expected outcomes of the LTT event to all participants.
- Achieve a more adequate balance between practical and theoretical activities, with more hands-on sessions.
- Provide more critical feedback and structured reflection moments, focusing on attitudes and value.
- Improve the transparency of the agenda and expected outcome.
- Enhance the quality and diversity of learning materials and teaching methods.



By implementing the recommendations provided in the report and addressing the challenges identified, organizers of future similar events can work towards creating a more enriching and effective learning experience for both Early Childhood Educator-Developers and Early Childhood Educators, ensuring that the objectives are clearly communicated, the activities are well-balanced, and the feedback and reflection opportunities are enhanced. By doing this, they will be able to address the differing needs and perspectives of these main key stakeholders.