**15.03.2021**

Some thoughts on evaluation, arising from the Kirkpatrick readings:

1. **We need all training opportunities to have clearly expressed goals, at behavioural and strategic levels, as well as accountability mechanisms to promote implementation of learning.**

These goals could take the WALT / SC format, which I have found useful in education settings-

**WALT** refers to the skill development goals of a specific learning opportunity, in a format starting with “We are learning to…”, while **SC** refers to success criteria, explicit statements about capability, that follow the format: “We will know we have achieved this when we can…”. These can also be situated in the context of an organisation-wide **strategic goal**, such as “ Strengthening connected communities” or “honouring our treaty obligations”, and can be effective when offered alongside a **Support Framework** that outlines the opportunities and contacts that will help people carry out their learning journey.

An example of this would be discussing the following goals during the scene setting phase of training session about using Te Reo Māori in CYS programmes:

Strategic Goals – “At WCL we honour the Treaty of Waitangi, and uphold Te Reo Māori”

Learning Goal- “We are developing our skills in te Reo Māori, for use in our preschool and school programmes.”

Success Criteria- “We will know we have achieved this when we consistently use our chosen Te Reo phrases and content in the programmes we deliver.”

Support Framework- “We know where we can go to get help with putting this learning into practice; we will check in after one month to see how we are going“

(In this example, at the end of the session, staff would make an explicit commitment to try and use some of the content which has been discussed in the training- and be advised how to to check in with a specific contact person for support and accountability)

**2. Leading Indicators regarding the success of our training approaches, and the effectiveness of our training content, need to be tracked at the level of individual learning opportunities, and of staff experiencing the training and career development system as a whole.**

Developing specific and measurable leading indicators at micro and macro levels will be a sustained and careful piece of work. Here are some initial thoughts about their content and means of assessment:

At a first guess, I think that within our particular work culture and context, leading indicators for the viability and benefit of **individual training opportunities** can be assessed though the process outlined in *Four Levels of Training Evaluation*, page 65- the validation letter approach. Similarly, I think leading indicators about staff experiences of the **wider training ecosystem** can be assessed via whole-of-organisation surveying and sentiment analysis- similarly to the higher-level picture of technology experiences which I obtained via last year’s technology survey.

I will develop some specific example questions to evaluate the effectiveness of particular training opportunities once I begin prototyping work with Stephen, this week- when we will looking over his future plans for CYS training.

Some possible evaluation statements to assess the effectiveness of the wider training system could include:

“I know what I am accountable for delivering”

“I have the skills I need to do my job”

“I receive training updates in a way that means I’m confident my skills and knowledge are up to date”

“When I am unsure, I know where to go to learn more about how to do things,”

“Working here helps me develop my skills and knowledge, and prepare for more specialised duties and roles”

“I understand the types of training I can undertake to progress towards specialised or leadership roles”

“I am given opportunities to learn and develop my skills beyond the initial training I received”

“I am given opportunities to share my knowledge with less experienced colleagues in a structured way”

“I am recognised for the work I do to support my colleagues’ learning”

“When I am a part of a training opportunity, I know what its goals are”

“After I have completed a training opportunity, I am given guidance and support on how I can put its content into practice”

“The training opportunities I have been a part of were relevant to my work”

“Where you were not able to put learning into practice, what stopped you from doing so?”

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