

Team-Teach - analysis of feedback from participants

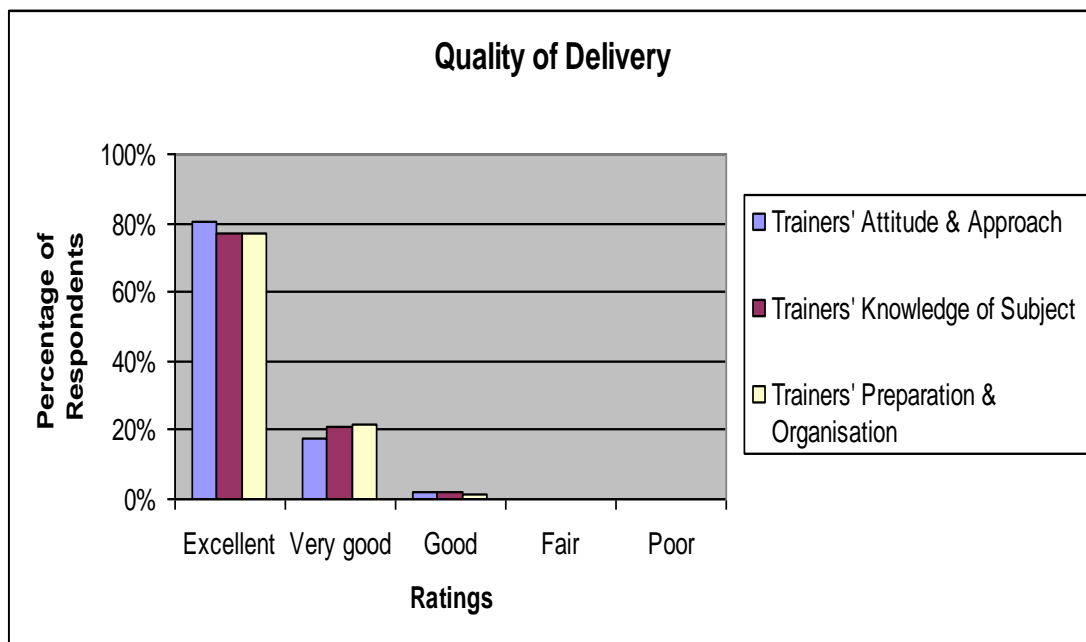
As described above (See Summary of Training and Support for Schools on Physical Interventions (Team-Teach), Legal Issues, De-escalation and Diffusion Strategies) training has now been delivered in many Camden schools.

Following every session, all participants were asked to provide feedback on the training. Feedback was sought on the perceived value and pertinence of the training, the outcomes in terms of enhanced skills and knowledge of participants, and the quality of delivery of the training. The questionnaire used to gain feedback was generated by the Team Teach organisation, and responses were also provided to Team Teach to allow central monitoring and quality control of the training delivered in Camden.

A total of 379 evaluation forms have so far been collated. The collated data is included at the end of this document. The information provided below provides an evaluation of the feedback received. This evaluation covers three aspects: the quality of delivery, the overall value of the training, and specific outcomes identified by participants.

Quality of Delivery

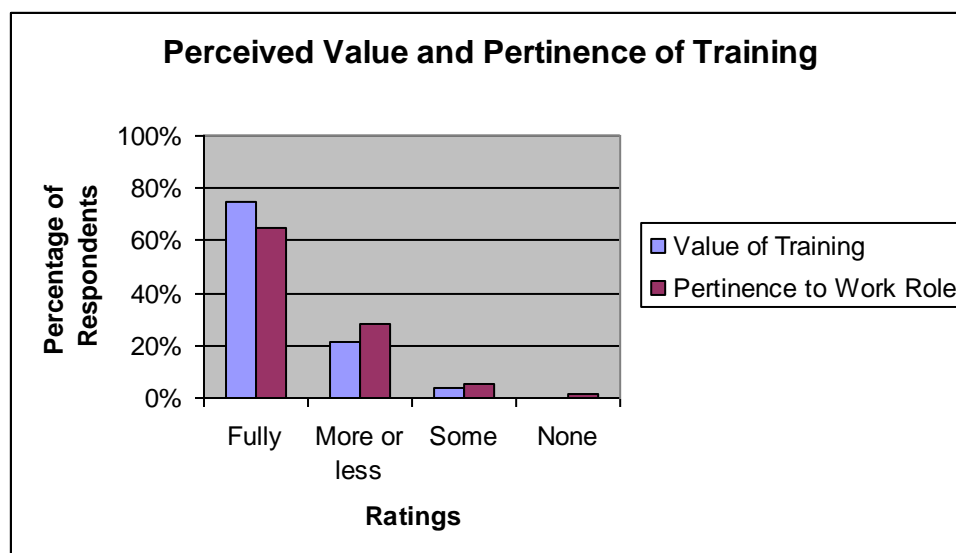
Feedback indicates a very high quality of delivery of the training: all the aspects of the trainers work that were assessed (attitude, approach, knowledge, preparation and organisation) were rated as 'very good' or 'excellent' by more than 97% of respondents.



Overall Value and Pertinence of Training

Positives identified

Feedback from participants about the value of the training has been overwhelmingly positive. More than 98% of respondents reported that the training was pertinent to their role, and 75% of respondents gave the training the highest possible rating in terms of its value, with only one person of the 379 indicating that the training had no value to them.



Area for development

Five of the 379 people surveyed indicated that the training was not pertinent to their role. It may be that these individuals have focused on the aspects of the training that relate to policy, classroom management, and physical intervention, whereas a key principle of the Team Teach approach is that behaviour management is the responsibility of all. Future training could make more explicit the potential role of staff who do not have direct contact with young people (for example administrative staff).

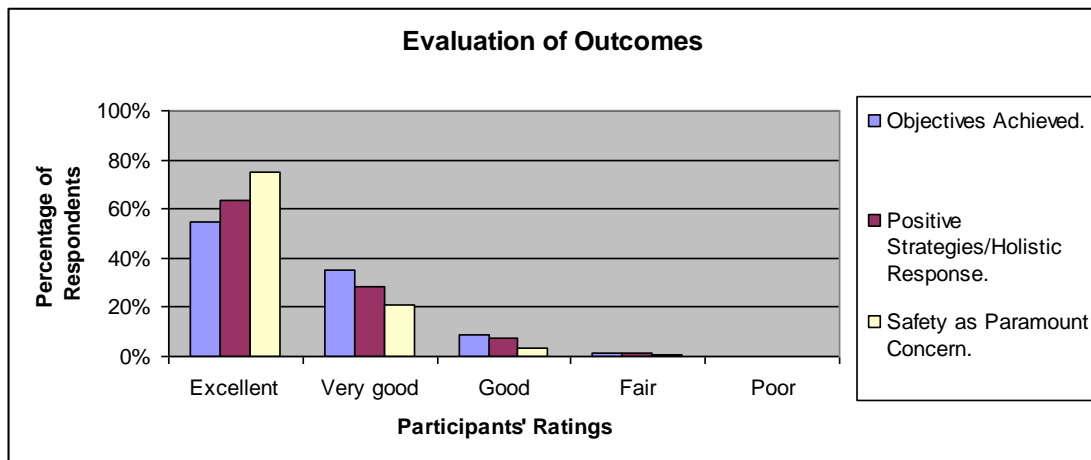
Evaluation of Outcomes

The objectives of the training are set out below:

- To provide an accredited training framework designed to reduce risk and through working together to help safeguard people and services.
- To develop shared values which promote the attitude, skill and knowledge needed to implement Team-Teach in the workplace
- To develop positive handling skills in behaviour management including verbal and non verbal communication, diversion and de-escalation and safe effective, humane physical interventions.
- To develop skills in positive listening and debrief.

Positives identified

Feedback from participants indicate that all these objectives were met to some degree, with more than 98% of respondents rating this aspect of the training as 'good' to 'excellent'. In particular, participants reported that they had acquired positive strategies as part of a holistic response to behaviour management (more than 98% of ratings 'good' to 'excellent'). It is also encouraging that the core message relating to safeguarding and reducing risk was fully understood, with more than 90% of respondents reporting that the training had conveyed that safety is the paramount concern within this approach.



Area for development

In the future it would be useful to analyse hard data on behaviour management, such as incident reports, exclusion data etc. in order to quantify the impact of Team Teach training in schools and other settings. It would also be valuable to survey individuals who have received training in order to gain feedback on its long-term impact, for example changes they have noticed in their own practice and the impact of this on the behaviour of young people in their charge.

Combined Evaluation Data

Value and Pertinence of Training	Fully	More or less	Some	None	
Value of Training	74.60%	21.69%	3.44%	0.26%	
Pertinence to Work Role	64.97%	28.61%	5.08%	1.34%	

Impact of Training	Fully	More or less	Some	None	
Overall Impact	48.47%	6.21%	0.17%	0.00%	

Outcomes	Excellent	Very good	Good	Fair	Poor
Objectives Achieved.	54.69%	35.12%	8.85%	1.34%	0.00%
Positive Strategies/Holistic Response.	63.37%	28.07%	7.22%	1.07%	0.27%
Safety as Paramount Concern.	74.87%	21.16%	3.44%	0.53%	0.00%

Quality of Delivery	Excellent	Very good	Good	Fair	Poor
Trainers' Attitude & Approach	80.64%	17.51%	1.86%	0.00%	0.00%
Trainers' Knowledge of Subject	77.04%	20.84%	2.11%	0.00%	0.00%
Trainers' Preparation & Organisation	76.72%	21.69%	1.59%	0.00%	0.00%