



# PREDYS

SUPPORTING CHILDREN AT RISK OF DYSLEXIA AT THE TRANSITION PERIOD FROM

PRE-PRIMARY TO PRIMARY SCHOOL

PROJECT N°2019 – 1 - ES01 – KA201 – 065691

# PILOTING GUIDE



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## DOCUMENT INFORMATION

**Name of Document:** PILOTING GUIDE  
**Responsible Partner:** KPDONE- TURKEY

## CONTENTS

<b>INTRODUCTION.....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
<b>1. AIMS AND OBJECTIVES .....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
<b>2. TARGET GROUPS.....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
<b>3. TIME FRAME.....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
<b>4. PARTICIPANTS' RECRUITMENT .....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
<b>5. STRUCTURE OF THE TRAINING SESSIONS.....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
<b>6. PILOT TESTING REPORT .....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
<b>ANNEX.....</b>	<b>6</b>
<b>FEEDBACK QUESTIONNAIRE .....</b>	<b>6</b>



## **INTRODUCTION:**

The aim of the guide is to provide partners with common standards for organising the pilot training.

### **Output 3 will be realised in several steps:**

**1/ Developing a Pilot Guide (in ENG)** - to set the equal standard for all partners for organizing the Pilot training. It will gather partners' experience from previous projects, and will define the structure and the steps of the Piloting phase: participants' recruitment, training sessions, implementation, etc. -KPDONE

**2/ Pilot training** – To train a group of pre-primary and primary school teachers to use the new developed materials. The training will be provided face to face, in all partner countries. A group of parents of children at risk of dyslexia who are in the transition period between pre-primary and primary school will be identified; for them will be organised a seminar in each partner country based on Guide for parents: how to provide better support to their children. Each partner will be responsible for recruitment of participants (min 30 teachers and min 30 parents per partner). - **Led by KPDONE**

**3/ On-site testing of the PreDys Tool Kit** – Teachers, who have participated in the Pilot training will be asked to apply the Check list for school readiness with children in the last year of pre-school. With some small adaptations the Check list could be applied to 1st grade students, who are at the very beginning of the literacy acquisition process. Parents who have taken part in the seminars and instructed on how to use the Guide for Parents, will be asked to try some of the suggested techniques and exercises with children at home.

Monitoring and evaluation will continue for several months (starting in March 2021 and till the end of the project period). Although this period includes summer months when children are not at school, but these months will be used by parents to further develop their children's skills. In many school some extra curriculum activities are organised for small students after the end of the school year, too.

At the beginning of the new school year (deadline : 31 st May, 2022) the Check list will be applied again to the same kids in order to compare the results and evaluate the progress they have made. - **Led by KPDONE**



**4/ Workshops:** As a second part of piloting, a workshop for students and parents will be organised. At least 20 children from pre-primary and 10 children from 1st grade with learning difficulties will take part in this workshop in each country together with their parents. The Workshops will be facilitated by teachers who have taken part in the Short term joint staff training in January 2021 –Online (see LTT1).The aim is to give the participants an example of how the Predys Support Kit (O2) can be implemented in practice. Based on the feedback collected from the user groups the necessary changes/amendments of the PreDys Tool Kit components will be done. - **Led by Agrupamento de escolas de Mangualde**

**5/ At the end of the pilot studies a feedback will be collected from all participants (teachers, parents and students) –** using Questionnaires or structured interview. The results will be summarised and analysed in order to prepare the national pilot report. All national reports will be then submitted to the leading this activity partner (**KPDoNe**).

**6/ The national pilot reports** and the discussions will be used to form the Project Pilot Report (**by KPDoNE**) which will be presented in the multiplier events in all partner countries.

#### **TARGET GROUPS :**

Higher education qualification in Classroom Teaching, Ability to develop interpersonal skills, Ability to work in a positive and constructive manner, Flexibility, Innovation and/or willingness to accept new ideas and innovative practices, Willingness and ability to design curriculum materials and programs to meet students' needs, basic computer skills. Parents who will be invited to take part in the Piloting should cover only one criterion: to have children at risk of dyslexia in the transition period between pre-primary and primary school.

Training will be done in face-to-face Instructor-Led sessions with elements of seminars (at least 20 hours). Participants will be provided with some informational materials on the topic before the start of the training, so they can come more prepared and to participate in an active way. It is cost effective, especially if trainers have their own stories to tell. Stories can also make sessions more personal if they involve people trainees know.



### **TIME FRAME:**

The action will be planned and streamlined in the form of Training Workshop until 30th April 2022. Each partner will develop their own schedule for the training sessions.

### **PILOTING REPORT :**

At the end of the pilot studies a feedback will be collected from all participants (teachers, parents and students) – using Questionnaires or structured interview. The results will be summarised and analysed in order to prepare the national pilot report. All national reports will be then submitted to the leading this activity partner (**KPDoNe**).

The national pilot reports and the discussions will be used to form the Project Pilot Report (**by KPDoNE**) which will be presented in the multiplier events in all partner countries.



## ANNEX

### Feedback Questionnaire

As we come to the end of the training course, we would like you to participate in a final evaluation by answering the questions below. Please circle the most appropriate answer to each of the questions using the code given, which gives the extent to which you either agree or disagree with the statements.

Strongly agree = 1

Agree = 2

Neither disagree nor agree = 3

Disagree = 4

Strongly disagree = 5

#### A. Objectives of the training course

1. I was given sufficient information on the objectives of the training course before my arrival.
2. The objectives of the course were achieved.

**Please write any other comments you may have on methods used:**

#### B. The training atmosphere

3. The general atmosphere during the course enhanced the learning process.
4. The course fostered teamwork and cooperation among participants.

#### C. Trainers

5. Trainers have sufficient knowledge.



6.Trainers communicate well.

7.Trainers are open, honest and fair to all.

**Please write any other comments you may have about the trainers:**

#### D. Time management

8.Enough time was devoted

#### E. Your opinion

9. Which part of the course did you enjoy most? Can you say why?:

10. How will the training course be of use to you in your future work?:

THANK YOU