



IMPROVING PRACTICE AND IMPACT: 2ND EDITION OF THE SAIL TRAINING PROGRAMME EVALUATION SELF ASSESSMENT TOOLKIT

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Introductions

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- Steering Group
- Vessel Operators

Sail Training Programme Evaluation Self-Assessment Toolkit

A practical resource that all vessel operators can use to assess and improve their practice.

Self Assessment

Based on your own programme objectives and the youth development objectives of sail training . . .

1. What do we / should we do that makes a difference?
2. How can we do that better?

Sail Training and Youth Development

And being bigger than . . .

Contributing to what is known about
what makes a positive difference
for young people.

SAIL TRAINING PROGRAMME

Self-Assessment Toolkit

Sail Training International

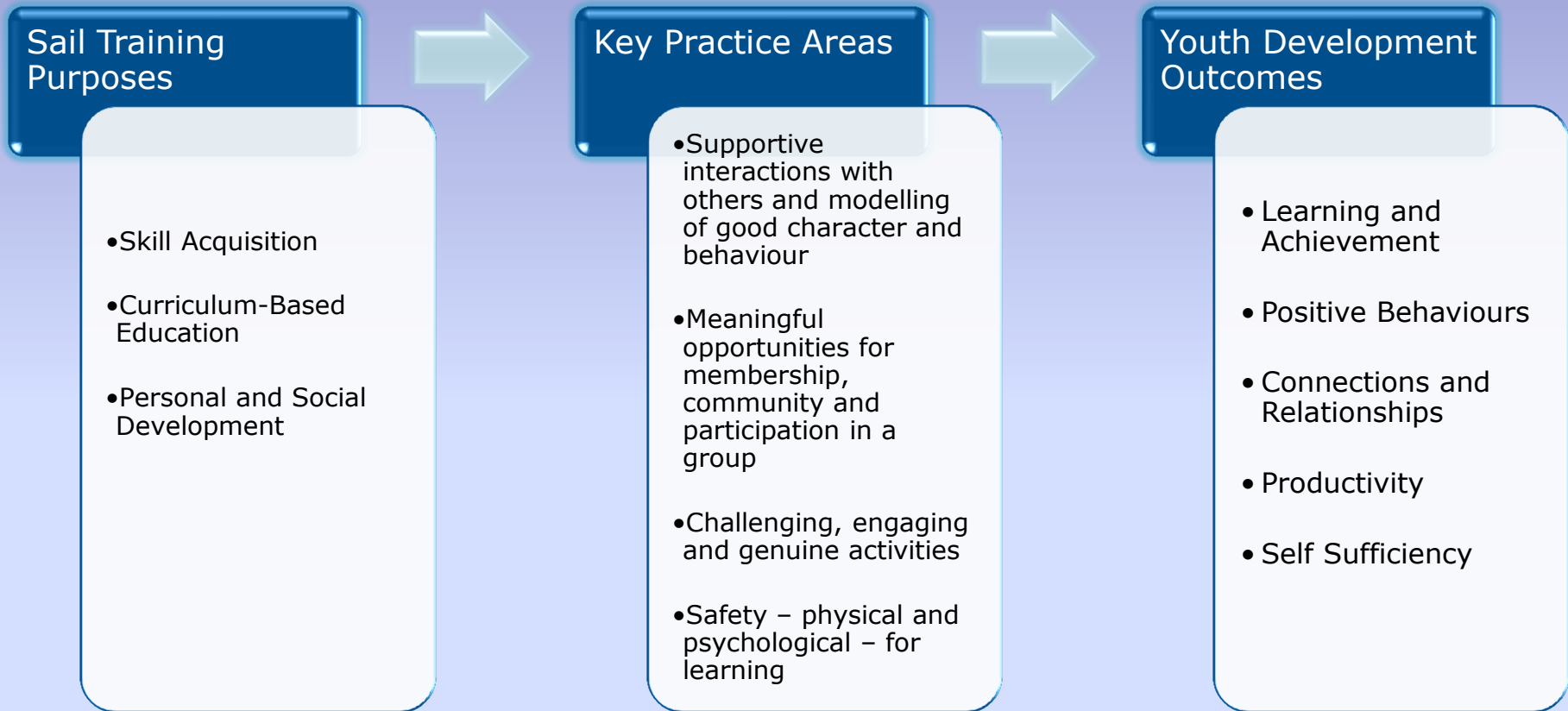
Second Edition (2011)



Sail Training International

*... the international voice of sail training
... changing young people's lives*

The Sail Training International Model: YOUTH DEVELOPMENT THROUGH SAIL TRAINING



The Sail Training International Model: YOUTH DEVELOPMENT THROUGH SAIL TRAINING

Key Practice Area 1:

Supportive interactions with others and modelling of good character and behaviour

Principle 1.1: The roles and responsibilities on board are clear and the environment is one of mutual respect

Principle 1.2: Responsible behaviour is modelled and facilitated by programme staff

Principle 1.3: All on board are provided support to fully engage in activities on board

Key Practice Area 2:

Meaningful opportunities for membership, community and participation in a group

Principle 2.1: Sail training activities create and contribute to the on board 'community'

Principle 2.2: Trainees have opportunities to take on different roles and exhibit leadership behaviour

Principle 2.3: Trainees develop an understanding of individual contributions to effective team work

Key Practice Area 3:

Challenging, engaging and genuine activities

Principle 3.1: Trainees are given opportunities to learn and participate in the different elements of a sailing voyage

Principle 3.2: The sail training programme includes elements of individual choice, preference and learning

Principle 3.3: Trainees are involved in problem solving and decision making and are accountable for appropriate elements of the voyage

Key Practice Area 4:

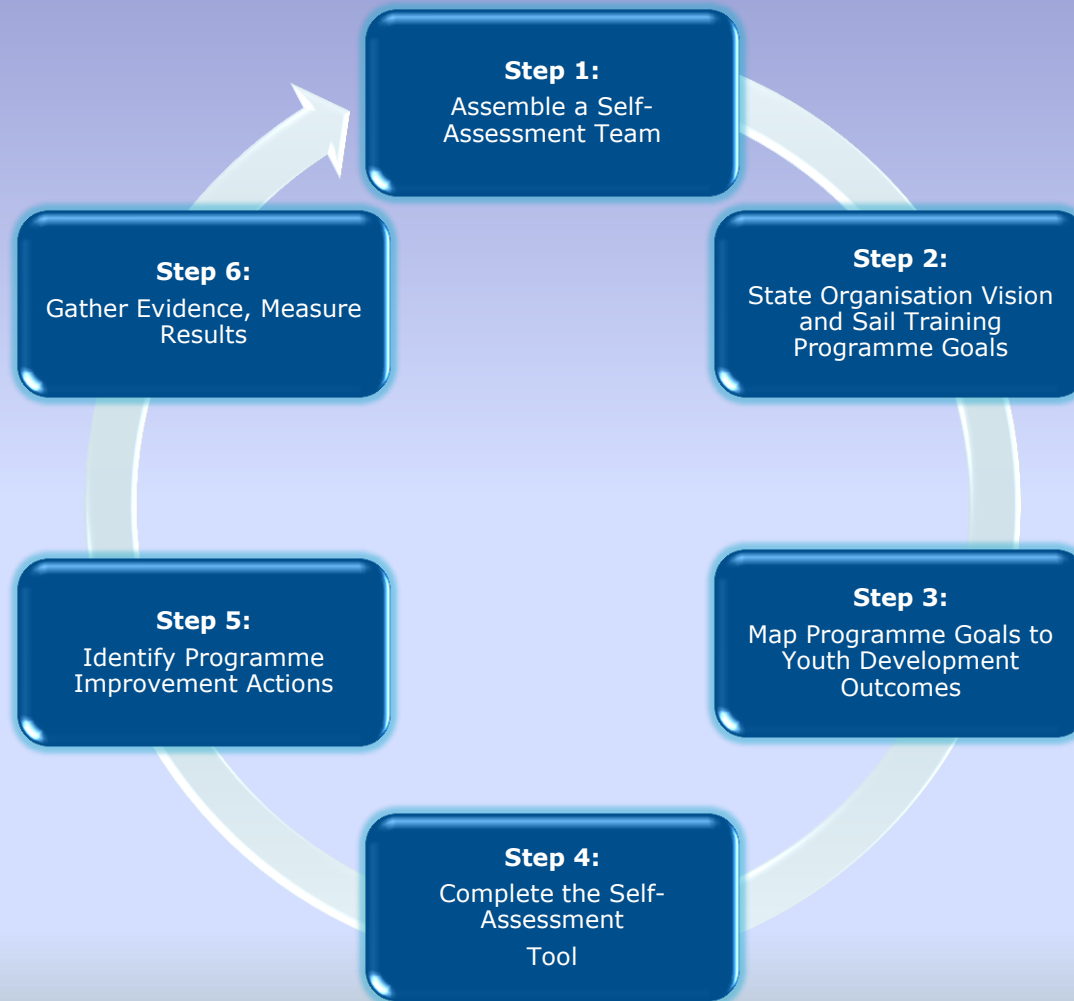
Safety – physical and psychological – for learning

Principle 4.1: Trainees are aware of and take responsibility for their own physical safety

Principle 4.2: The environment is safe for learning for all on board

Principle 4.3: Connections are made between decisions and consequences

HOW TO DO IT



Sail Training Programme Evaluation

Step 1: Assemble a Self-Assessment Team

Vessel:

Sail Training Programme:

Date of Self Assessment:

Captain

Crew

**Programme
Manager**

Volunteer

**Board
Member**

Trainee

Other

Team Leader:

Step 2: State Organisation Vision and Sail Training Programme Goals

Sail Training
Purposes

Skill
Acquisition

Curriculum-
Based
Education

Personal and
Social
Development

Organisation
Vision

Programme
Goals

Step 2: State Organisation Vision and Sail Training Programme Goals

Sail Training
Purposes

Skill
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Curriculum-
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Personal and
Social
Development

Organisation
Vision

How are
things
different?

Programme
Goals

How do we
aim to make
a difference?

Step 2: State Organisation Vision and Sail Training Programme Goals

Sail Training Purposes

Skill Acquisition

Curriculum-Based Education

Personal and Social Development

Organisation Vision

Every young person, whatever their background or ability, is given the chance to fulfil their true potential and become a valued member of their community.

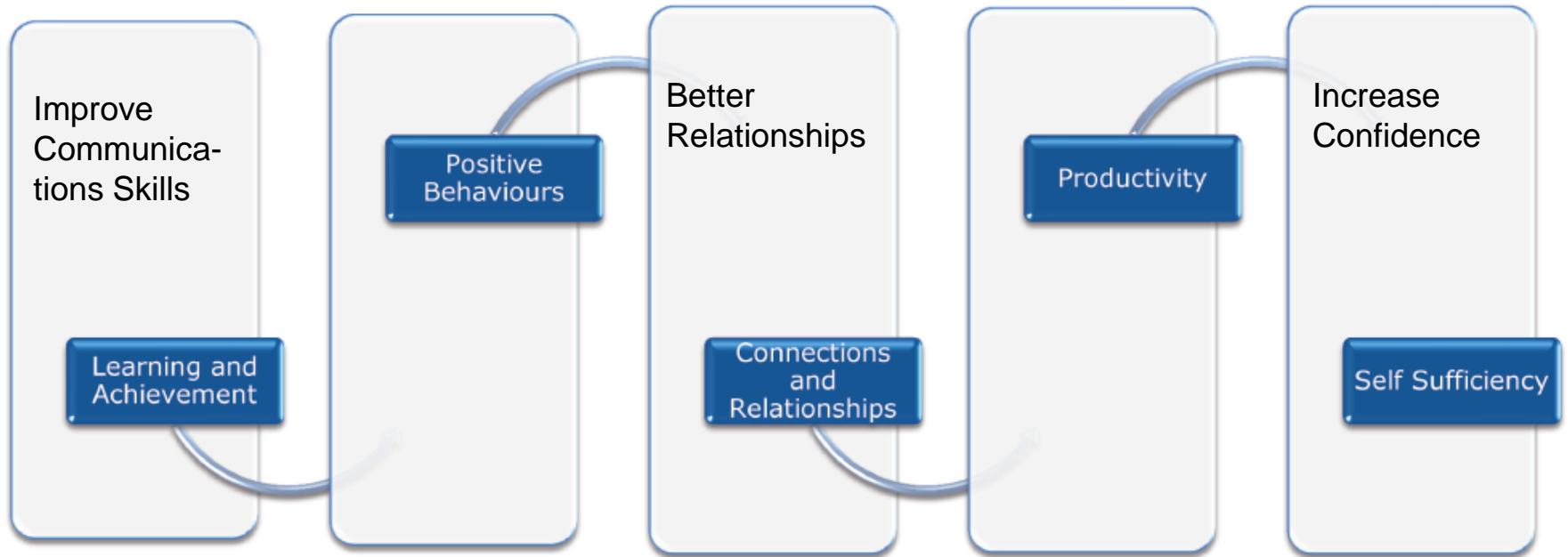
Programme Goals

Increase Confidence

Improve Communications Skills

Develop Better Relationships

Step 3: Map Sail Training Programme Goals to Youth Development Outcomes



Key Practice Area 1: Supportive interactions with others and modelling of good character and behaviour

What this means:

Sail training is about learning through the interactions between people on board and between the trainees and the sailing experience. Captain, crew and others (whether paid or volunteer – the ‘programme staff’) help trainees make sense of the experience and support their learning throughout the voyage. Responsible others are both inspiration and guide as they demonstrate their own genuine engagement in the sailing activities. They model good character and virtue by showing their interest in young people’s and their own learning and welfare.

Why this matters:

- ✚ Clear roles and responsibilities contribute to relationships of mutual respect between instructor and learner, and the relationships are key to positive character development.
- ✚ Trainees experience values in practice through responsible facilitation of expectations and experiences, acceptance and non-judgment, and by observing others’ good behaviours.
- ✚ Trust between people, in particular between young people and adults, can be built on the basis of shared experiences and through receiving and providing support.

Part 1: Individual Scoring and Averages

Rate each practice on a scale from 0 to 4 based on how well your programme performs the practice. Describe examples that support your rating. Calculate an average rating for each of the principles of practice.

0	1	2	3	4
This does not apply in our programme	We are not good at this practice	We are ok but need to improve	We do this well but have room for improvement	We do this very well

Key Practices	Rating 0 to 4	Examples
<p>Principle 1.1: The roles and responsibilities on board are clear and the environment is one of mutual respect</p> <p>a) Sail trainees are encouraged and have opportunities to interact with the captain and programme staff during the voyage.</p> <p>b) Captain and programme staff communicate about their individual qualifications, roles and responsibilities with trainees.</p> <p>c) Captain and programme staff communicate with trainees about what is happening throughout the voyage.</p> <p>d) Captain and programme staff are clear about their expectations for individual trainee behaviour.</p> <p>e) Captain and programme staff are clear about what trainees can expect of them.</p>	<div style="background-color: black; height: 20px; width: 100%;"></div> <div style="background-color: black; height: 20px; width: 100%;"></div> <div style="background-color: black; height: 20px; width: 100%;"></div> <div style="background-color: black; height: 20px; width: 100%;"></div> <div style="background-color: black; height: 20px; width: 100%;"></div> <div style="background-color: black; height: 20px; width: 100%;"></div>	
	<p>Principle 1.1: Average Rating Total of Ratings divided by 5</p>	

Part 2: Calculate Self-Assessment Team Averages

If you are completing the self assessment on your own, go now to Part 3. If you have several members of a Self-Assessment Team completing the tool, calculate the averages of all ratings for the principles. These averages will be used for Part 3.

Principles of Practice	Average Ratings of Self-Assessment Team Members						
	1	2	3	4	5	6	7
Principle 1.1: The roles and responsibilities on board are clear and the environment is one of mutual respect							
	Principle 1.1: Average Total of ratings divided by how many are on team						
Principle 1.2: Responsible behaviour is modelled and facilitated by programme staff							
	Principle 1.2: Average Total of ratings divided by how many are on team						
Principle 1.3: All on board are provided support to fully engage in activities on board							
	Principle 1.3: Average Total of ratings divided by how many are on team						

Part 3: Prioritising Practice Principles and Identifying Action Needed

Using the average ratings from Parts 1 and 2 above as your guide, rank each of the principles as 1 for what your programme is best at, 2 for the next best, and 3 for the next best. Each principle will have a rank and each ranking will only be used once – every principle will have a different ranking. Then rank the principles in an order that reflects the ideal priorities in order for you to achieve your programme objectives. Identify any actions needed to bring the actual ranking in line with the ideal ranking or to improve the ratings of key practices under each principle.

Key Practice Area 1: Supportive interactions with others and modelling of good character and behaviour

Principle 1.1: The roles and responsibilities on board are clear and the environment is one of mutual respect

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Actual Ranking	Ideal Ranking	Action(s) Needed
1:	1:	
2:	2:	
3:	3:	

Step 5: Identify Programme Improvement Actions

Key Practice Area 1: Supportive interactions with others and modelling of good character and behaviour

	Action(s) Needed	Person Responsible	Timescales and Deadlines	Resources Required
Principle 1.1: The roles and responsibilities on board are clear and the environment is one of mutual respect				
Principle 1.2: Responsible behaviour is modelled and facilitated by programme staff				
Principle 1.3: All on board are provided support to fully engage in activities on board				

Step 6: Gather Evidence and Measure Results

	Learning and Achievement	0	1	2	3	4	Examples	Principles of Practice
1.1	I got to practice and learn a new skill (or two or three) during the voyage – something I did not know before.							3.1
1.2	I learned something new about sailing during the voyage.							3.1
1.3	I learned something new about life on board.							4.3
1.4	I did something I did not think I could do.							1.3 3.1
1.5	I learned something about being with people and being part of a group.							2.1 2.3
1.6	I learned about being on a team and what role I can play.							2.1 2.3
1.7	I know more now about what I am capable of doing.							1.3 3.1
1.8	I feel more confident now about what I can do.							1.3 3.1 3.2
1.9	I believe I achieved something during the voyage.							2.1 3.1 3.3

Questions and Support

What questions do you have about the toolkit and self assessment?

What support do you need?

Next Steps

A toolkit that 'lives', growing and changing based on actual use and evolving good practice.

Supported by Sail Training International and NSTOs by having people 'trained' to facilitate self-assessment.

More research to connect trainee feedback with outcomes and practices.

On-Going Support



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