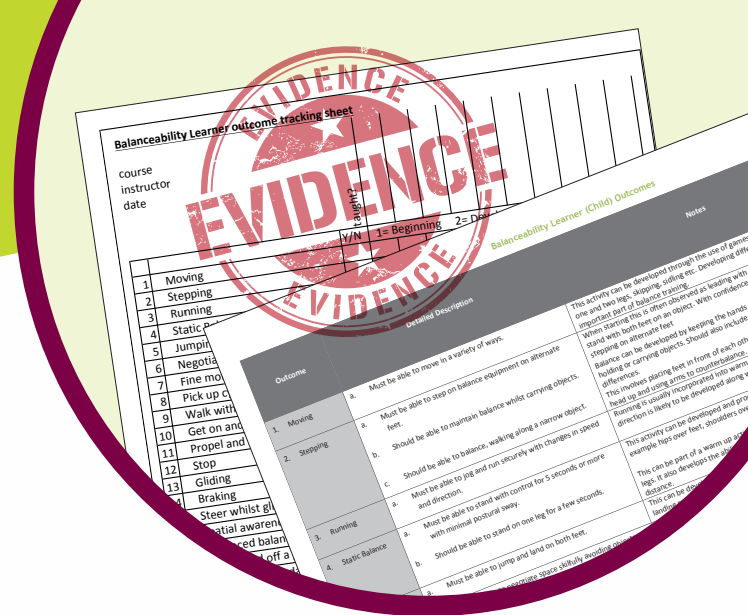


FEATURE FOCUS: Evaluation and Research

Balanceability's accredited 'Learn to Cycle' programme is based on evidence about the many benefits children gain from using balance bikes.



There are three aspects to the evaluation and research that we do.

1. First, we evaluate the training that we deliver to staff from schools, leisure centres and other organisations.
2. Second, we teach trainee instructors how to evaluate children's progress, and how to illustrate the results.
3. And finally, we keep an eye on the wider research landscape, so that the Balanceability programme is always relevant, up to date and informed.

This is useful for many reasons:

- We track changes in the skills, knowledge and attitude of the instructors we train – not just with regards to learning to cycle with balance bikes, but also on wider issues around physical literacy and health. This helps funders and Balanceability monitor the impact of our training
- Instructors learn how to monitor the effect of Balanceability on the children they work with. This can help with lesson planning and how the course is progressing.
- Our child tracking system reflects other Early Years goals and can be particularly useful in sharing progress with colleagues and parents.
- It gives schools a set of useful tools for communicating with governors, health authorities and the wider community about a range of issues.
- The data helps funders provide evidence of the impact of their investment.

1. Trainee Instructors

We evaluate the skills, knowledge and attitudes of members of staff who attend our Balanceability instructor training courses. We look at everything from their ability to fit a helmet and check a bike to whether they are confident in adapting balance and bike activities.

The following chart is a snapshot from all instructors trained in 2016, looking at the change in their ability to talk to parents about issues such as balance, motor skills and coordination.

Far more people felt that their ability to do so was either 'Excellent' or 'Good' after the course (pink bars) than before the course (light green bars).

Ability to effectively engage with parents/carers about physical literacy



Instructors learn how to monitor the effect of Balanceability on the children they work with

For more information visit our website or email:
info@balanceability.com

www.balanceability.com



FEATURE FOCUS: Evaluation and Research

2. Children

The Balanceability programme is built around a series of skills that children develop over the course of several weeks. These include outcomes such as static and dynamic balance, knowing how to pick up and manoeuvre a bike, and learning how to glide and stop on a bike. Trainee instructors learn how to identify and record these for each child. A child is either 'beginning', 'developing' or 'secure' in this skill.

We also show you how to use the raw data to produce useful information. This graph, for example, shows the cumulative change in progress over six weeks over all Balanceability outcomes for a group of pre-school nursery children. It shows that after the first week, children's ability in various skills was quite widely spread out, with quite a few children still mastering the basics. By the sixth week, though, nearly all the children were achieving the session's outcomes!

"By the sixth week, though, nearly all the children were achieving the session's outcomes!"

3. Evidence Base

Balanceability sits at the intersection of cycling, education, health and early childhood development. We keep an eye on the academic literature and policy landscape around all of these. This allows us to adapt and update our training programmes as appropriate, so that our instructor trainers are always up to speed and able to deliver first-class training.

% Children scoring Balanceability outcomes

