

WORKPLACE LITERACY Train the Trainer

Learner Workbook 2

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About the program

This training program is an action from the NDS Tasmanian Disability Workforce Strategy and Action Plan version 2. The development and delivery of the program is funded by 26TEN.

The aim is to train people in the disability workforce to be able to deliver in-house sessions that are designed to strengthen workplace documentation.

The training program involves two workshops. This booklet is for learners to use in workshop 2.

Session outcomes

At the end of workshop 2, you will have learnt how to:

- Evaluate your workshop delivery
- Support longer term outcomes
- Use techniques for engaging learners
- Identify and work with tricky group dynamics
- Report on your training
- Design a short training session

Participation requirements

- Complete the learner workbooks during the workshops
- Develop and deliver a training session in your workplace with at least two colleagues/team members in attendance
- Participate in evaluation

Bring your laptop and workbook 1 to assist with activities in workshop 2

This is your learner guide to keep. Take notes, highlight sections, complete the activities and you will have a valuable resource to refer to back in the workplace.

Train the trainer word-search

Z F S T J G E D Z L M U C P C
 F E O T E H N R D M D R L H Y
 R E F L E C T I O N I E A N G
 S D A R N A H Z T T G L R Y O
 C B N L G I A N I R L I V A G
 I A A C A O V C I E O K S A O
 M C L T G U A E N Q E P C E R
 A K Y O E L C G P R U D E T D
 N K S Q M N E I U H V E T R N
 Y J E S E S L T L R P J S E A
 D L R I N E C A L P K R O W G
 I U D P T U E V A L U A T E B
 S U N Y R S E M O C T U O P I
 A Z U T S E Q U E N C E T H F
 Z N S Y J G T M S S E C C U S

Analyse

Androgogy

Audience

Challenges

Critical

Design

Dynamics

Engagement

Evaluate

Feedback

Outcomes

Reflection

Reporting

Sequence

Structure

Success

Techniques

Workplace

Evaluate your workshop delivery

In the first workshop, we learnt: “evaluation is a systematic process to inform decision-making and improve programs.”

During evaluation we ask ourselves:

- What were the outcomes of our activity?
- Did our activity help to address the issue we started with?

In the workshop we looked at a five-step evaluation process.

STEP 1 Define the issue

Remind yourself of the workplace issue you planned to address. You did this during the first workshop on page 27 of workbook 1.

What were the desired objectives of the workshop you conducted? This is in the front of the trainer guide you used. Add any others that were important to you.

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STEP 2 Seek feedback from learners

You should have completed the templates from pages 28 and 29 of workbook 1, and brought them with you to this session. You will use these during analysis in Step 5.

STEP 3 Reflect on the session

In workbook 1, there is a reflection worksheet on page 30. If you haven't completed this, please do so now. There will always be something you can improve on. If nothing comes to mind, discuss this during analysis in Step 5.

STEP 4 Ask workplace supervisors for feedback

If the people who attended your training were supervised by other people, it can be useful to get their feedback. In workbook 1, there is a worksheet on page 31 with questions. Hopefully you have completed this and can look through it during Step 5.

STEP 5 Analyse the information

The final step is to look at all the information from Steps 2-4 and think about this in relation to the issue you were trying to address. You'll do this step with a critical friend.

Critical friends

A critical friend is someone you trust who asks provocative questions and offers critiques of your work as a friend. They take the time to understand the context of your work and the outcomes you are working toward. Your critical friend is an advocate for the success of your work.

Critical friends:

- Work together as equals
- Are trusted and respected
- Listen and observe
- Ask probing and stretch questions
- Hold a balance between support and challenge
- Provide honest, critical feedback
- Provide different perspectives

Critical friends don't:

- Be bossy or authoritative
- Give direction
- Offer solutions or quick fixes
- Rush to judge
- Shift the focus to themselves

Discussion activity

What might be difficult working with a critical friend? Think about this from the perspective of both roles - the person who did the workshop, and the person helping with analysis.

Analysis activity

With your critical friend, read through the training session information you collected.

These should include:

- Your issue and outcomes
- Preparation checklist
- Attendance list
- Training feedback from completed by the learners
- Your reflection
- Feedback from the learners' supervisor

In a constructive and supportive way, read through your documentation and discuss the information. Identify ideas to strengthen your training session next time. Taking notes during this discussion might be helpful later in this workshop when we look at reporting.

2. Coach the learners' supervisors

If the learners' supervisors don't understand what was covered in the workshop, all your efforts can be undone.

It is important that supervisors do not give conflicting instruction, and that they know how to actively reinforce what you have taught.

Discussion activity

Thinking about the session you conducted, what information would be useful to share with supervisors before the session?

What information would be useful to share with supervisors after the session?

Discuss your ideas with your critical friend and add any new ideas.

Techniques for engagement

It can be difficult to make sure that all the learners are actively participating in a training session. Active participation is sometimes referred to as engagement.

Discussion activity

Answer the following questions through discussion, make notes, and then look at the responses on the powerpoint together.

How can you tell if a learner is engaged?

How can you tell if a learner is not engaged?

Discussion activity

In pairs, look through the following list and see how many you have already identified.

Techniques to maximise engagement

The training materials

- Clearly explain how the training applies to specific workplace duties
- Think about the audience as you develop the materials
- What do they already know? What is their experience with the topic?
- Do they have the literacy and numeracy skills, or do these need to be taught?
- Use a clear structure with headings and explicit transitions
- Work out the order in which you need to cover topics - sequencing
- Use a variety of methods to accommodate different learning preferences
- Allow learners to draw on existing knowledge, rather than telling them everything
- Update your materials regularly on the basis of feedback

The training environment

- Make sure the room is a good temperature, with good lighting
- Make sure learners have food and drink as needed
- In general, the group should not be more than about 10-12 people

Before the session

- Make sure learners won't be interrupted
- Ask supervisor to arrange cover and encourage the learner to participate
- Get a heads up from the supervisor about any dynamics or issues in the group that you should know about
- Make sure learners know the location, start and finish times, as well as break times
- Make sure you have a good knowledge of the topic and are really familiar with the training materials

During the session

- Start on time
- Suggest turning phones off, and give time during breaks to check
- Use an icebreaker activity to have a laugh and give everyone the chance to introduce themselves
- Let learners know that asking questions is fantastic!
- Make sure timing is appropriate, adjust throughout session as appropriate
- Speak clearly, pause as needed

Identify & work with tricky group dynamics

During your workshop you may have encountered some tricky group dynamics.

Below are 7 issues that could impact a training session. Beside each of them, list a solution you could use. Discuss your answers with the group.

ISSUE	SOLUTION
You are aware that two learners who don't get along are attending the session	
One of the learners keeps steering the session off topic	
One of the learners is answering all of the questions and the others are becoming disinterested	
One of the learners is not paying attention or participating	
People are having their own conversations while you are delivering the training material	
Learners aren't taking the training seriously	
Learners have different levels of skills and training on the topic	

Problem solving

Group dynamics is a complex area of training and teaching. There is no way to predict all issues that might arise, and there's no guarantee that any solution will work.

The important thing is to apply a problem solving approach.

- Think about why the situation is happening and how you might be able to resolve it
- Test out one small change at a time and monitor the response until something works
- Don't stick rigidly to your session plan if it's really clear that it isn't working
- Sometimes it's worth making a decision to just cover some of the material well, rather than trying to get through all of it and nobody understanding any of it – often it's more important to get the foundations sorted, and come back another time to fill in the detail



Nobody has all the answers, it's just a matter of experience, and even with years of experience you'll still be surprised.

Report on your training

Reporting is the most useful way to let others know what you achieved with your training and to share the learnings identified during evaluation.

It gives you a chance to collate all your feedback and put your reflection into a context that will help you clearly see what worked and what can be improved for future training workshops.

When you are writing your report it often helps to start with some headings.

Your report will look at the success and challenges you experienced with your workshop delivery. Where to from here with the training and how can it be even better next time?

Use your evaluation data and the notes you made during the conversation you had with your critical friend. Also, draw on what you have just learnt about engagement and tricky dynamics, as relevant.

Written activity

Following the format on the next page, draft a report about your training session(s).

You may do this on the notes page at the end of this workbook, or directly on your computer.

When you've finished, swap your report with your critical friend, and ask them to edit it for you.

Having someone edit your work is probably the best way to get better at writing. Don't take anything personally, it's your critical friend, and they want only the best for you.

Sample training report

Report on staff training - Writing with bullet points

Overview

A one-hour training session was conducted by Simone de Beauvoir on 12th November during the day support team meeting. Six team members attended including: Elvis Costello, Brian Brown, Minnie Driver, Jason Donovan, Nicole Kidman and Susan Renouf.

The session aimed to train staff to use bullet points when completing progress notes for each shift.

Outcomes

75% of attendees reported that the material was relevant to their role; and they intended to make changes in their work as a result of the training.

Team Leader, Kate Winslett, reported that she noticed a positive difference in the way support workers were documenting progress notes immediately after training. However, changes were not lasting, as a month later two members of the team had not continued with the approach.

Recommendations to strengthen outcomes

1. Trainer to follow up with team members 1:1 in the workplace while they are writing progress notes during their shift to reinforce learning.
2. Trainer to follow up with the team leader to discuss how she can support her team members to continue using this approach.
3. Remove discussion from the last activity. The session went overtime by 5 minutes.
4. Trainer needs to schedule 30 minutes to prepare the room and check all resources before commencement of session. The room did not have a whiteboard or butchers paper, which will be needed in the future.
5. In the future, staff should not have training scheduled when they are overly tired. One-on-one training can be scheduled to cover this contingency. One of the team members was very tired having just come off an awake night shift. This caused some unexpected behaviour and interaction in the group was not optimal.

Conclusion

Overall the outcome of the training is positive, and is worthwhile conducting with other teams. Follow up in the workplace with team members and the team leader should become a standard way of conducting this training to ensure a lasting impact.

Design a short training session

Designing your session can be done in a series of steps. Between each step, it is useful to ask your critical friend for feedback.

It is really important to ask yourself some questions before you start writing out your training plan. These will make sure that your training materials will suit your audience and meet your purpose.

Step 1 - Recognise your purpose

1. What workplace task(s) does the training aim to address?

2. What workplace issue(s) are you trying to solve?

**3. Who will you train? What do they already know about the workplace task(s)?
What training have they already done on this topic?**

4. What is the title of your training session?

Discussion activity

Discuss your initial ideas with your critical friend and get their feedback.

Step 3 – Use the session plan

Once you have worked out your main topics, subtopics and their order, you can enter these into your session plan. Use the template on the next page or the electronic template provided by your trainer.

Next, describe your intended outcomes for each subtopic.

Discussion activity

Show your draft structure to your critical friend and get their feedback.

Step 4 – Plan the activities

Remember the literacy learning cycle from workshop 1. See page 20 of the first workbook.

Activities are most engaging when learners are working on something that they will use in their workplace. This is not always possible, but whenever it is, make learning activities relate to a workplace task.

Types of activities

Plan at least one activity for each subtopic. Remember to use a variety of activity types to meet the diverse learning preferences of the group.

Minimise teacher talk! Get the learners to give the information and you can plug any gaps. This is so much more interesting for them than listening to you tell them things they already know. Summarise their feedback and share with the group (as with our discussion around techniques to engage learners).

Discussion activities can be time consuming if you open them up to the whole group. Dividing into small groups or pairs and reporting back to the whole group, can halve discussion time, and achieve the same result. Further, it gives everyone a chance to have a say, whereas in a whole group, some people can stay quiet for a number of reasons.

It's generally harder to think of practical activities in a formal training environment. Some suggestions are:

- Discuss a manual task as you do it
- Let students do the task, don't just show them
- Work across multiple documents to synthesise information
- Write short notes to summarise a discussion
- Provide highlighters to use when reading
- Move around the room to form different groupings
- Take reasonably regular breaks and keep sessions as short as possible

Step 5 – Add times

Add times to each activity. Remember that activities generally take more time than you expect. Allow plenty of time, or you'll risk running over.

Step 6 – Review and edit the activities and topics in light of the time

You might need to go back and remove some sections to fit within your allotted time. Remember, it's more useful to spend time on the foundations and follow up on advanced topics in a second session.

Discussion activity

Discuss your plan so far with your critical friend, and edit to incorporate their feedback.

IMPORTANT

You can't transmit knowledge – it's impossible. Think about it.

You can only foster learning. Always ask yourself, "How can I best support this particular person's learning on this particular topic, in this particular environment?"

Think of learning as growing, and teaching as gardening. You can't grow for the plants. You can only nurture them and give them what they need so they can grow themselves.

People learn themselves. Good teachers give them what they need to learn.

Step 7 – Develop your teaching and learning materials

It is recommended that you create some handouts for learners, and/or a powerpoint to complement discussion and explanation.

A learner guide provides learners with something to refer back to in the workplace. It also provides kinaesthetic learners with something to “do”.

A powerpoint presentation, or butchers paper provides visual learners with something to hold their attention.

Remember to apply the Principles of Adult Learning:

1. **The need to know.** Adults need to know why they need to learn something before undertaking to learn it
2. **The learner’s self-concept.** Adults have a self-concept of being responsible for their own decisions, for their own lives.
3. **The role of the learner’s experience.** Adults come into an educational activity with both a greater volume and a different quality of experience from that of youths.
4. **Readiness to learn.** Adults become ready to learn those things they need to know and be able to do in order to cope effectively with their real-life situations.
5. **Orientation to learning.** Adults are life-centred (or task-centred or problem-centred) in their orientation to learning.
6. **Motivation.** Adults are responsive to some external motivators (such as, better jobs, promotions, higher salaries) but the most potent motivators are internal pressures (such as, the desire for increased job satisfaction, self-esteem, quality)

Hints

- Use authentic workplace documents and templates wherever possible
- Follow the structure and sequence of your plan
- Use the same wording for headings across all documents and throughout the texts
- Use clear headings with a consistent larger font
- Use Plain English – complicated is not clever
- White space is good – don’t clutter pages
- Number pages and cross reference between documents as required, otherwise you’ll spend the session trying to get everyone literally on the same page.
- Use images to make documents cheery – but make sure they’re explicitly related to the topic
- Make sure images have a consistent look and feel:
 - Same style font
 - Same style images
- Have someone edit your work

SESSION PLAN

Time	Subtopic	Outcome	Activity	Grouping	Resources
Main topic:					
Main topic:					

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Time	Subtopic	Outcome	Activity	Grouping	Resources
Main topic:					
Main topic:					

