# Workplace Literacy Train the Trainer Workshop 1 – Trainer guide

Last revised 20 February 2018



## Session outcomes

At the end of the session learners will be able to understand:

* What we mean by workplace literacy
* How training session are documented
* The content of each toolkit
* The key principles of adult learning
* The literacy learning cycle
* Preparation for a workshop
* How to seek feedback and reflect on a workshop

## Resources required

* Whiteboard, markers and eraser
* Timer
* Trainer guide a copy for the trainer (this document)
* Workbook a copy for each learner
* A copy of each toolkit for each learner
* A copy of the Androgogy handout for each learner
* Pens for learners
* Highlighters
* Name tags
* Registration form
* Evaluation forms

## Duration

Workshop 1 – 6 hours

Workshop 2 – 6 hours

## Learner group

People delivering in-house training

## Context

To be held as two stand-alone training sessions

Trainer may be contacted for queries and support between workshops 1 and 2

## Suggested session running sheet

| **Time** | **Topic** | **Duration** |
| --- | --- | --- |
|  | Introduction | 10 |
|  | What we mean by workplace Aliteracy? | 30 |
|  | How training session are documented | 20 |
|  | Break | 10 |
|  | The content of each toolkit | 60 |
|  | The key principles of adult learning | 60 |
|  | Lunch | 30 |
|  | Learning preferences | 15 |
|  | Putting it all together | 15 |
|  | The literacy learning cycle | 30 |
|  | Break | 10 |
|  | Preparation for a workshop | 20 |
|  | How to seek feedback and reflect on a workshop | 30 |
|  | What next? | 10 |
|  | Close | 10 |
|  | Finish |  |

## Session Plan – Workshop 1

**IMPORTANT**Work from the powerpoint first and then refer to the workbook as indicated. The workbook often consolidates what was discussed in response to the powerpoint.

| **Minutes** | **Focus** | **Aim** | **Activity** | **Grouping** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| 10 | Introduction | Learners understand purpose of session  Learners introduce themselves  (Ice breaker if desired)  Set learners’ expectations of training | Discussion | Whole group | PPT 1, 2  WBK p1 |
| 28 | What we mean by workplace literacy? | Literacy, language and numeracy in context of workplace  Language specific to the workplace  Signs that someone has literacy concerns | Discussion, written answers, take notes | Individual, pairs, whole group | PPT 3-7  WBK p3 |
| 2 | Transition from workplace literacy topic to session documents | Give learners the chance to recognise a shift in topic |  | Whole group | PPT 8 |
| 18 | Training session documents | Each Toolkit has a Trainer Guide and a Learner Workbook  Give out both parts for 1 Toolkit  Explore components of the trainer guide and learner guide | Discussion, written answers, take notes | Whole group, Pairs | PPT 9-14  WBK p4  1 Toolkit for each learner |
| 2 | Transition from session documents to toolkit contents | Give learners the chance to recognise a shift in topic |  | Whole group | PPT 15 |
| 10 | BREAK | | | | |
| Total 60  Introduction 5  Research 15  Sharing  10 each | Explore the toolkits  Be strict on timing! | Learners develop some familiarity with each of the Toolkits by working in small groups to research one of the Toolkits (different one for each subgroup), then sharing with the whole group  Learners begin to think about types of activities they can use by exploring Jigsaw Activities | Jigsaw - Discussion, written answers, take notes | Pairs and whole group | PPT 16-18  WBK p5-7  All toolkits for each learner |
| 2 | Transition from Toolkit contents to Androgogy | Give learners the chance to recognise a shift in topic |  | Whole group | PPT 19 |
| 60 | Andragogy – adult learning | Participants understand why these assumptions will help them deliver and develop good training materials.  Through a Jigsaw Activity, learners research each principle.  Through a practical activity, explore and discuss how the principles are applied in the Toolkits. Back together for a discussion.  Video - Watch the first 50 seconds | Discussion, written answers, take notes, reading, video | Pairs and whole group | PPT 20-22  WBK p8-12  All Toolkits for each learner |
| 30 | BREAK | | | | |
| 15 | Learning preferences | Understand that different people have different preferences for how they learn.  Participants complete the survey to ascertain their own.  They then extrapolate from that to think about how a mixed group will need several ways of learning.  Discuss the different learning styles and the importance a blend of activities will have on engagement in training |  | Individual and whole group | PPT 23  WBK p13-18 |
| 13 | Bringing it all together | Apply principles of adult learning and learning preferences to a workplace situation. |  |  | PPT 24  WBK p18 |
| 2 | Transition from adult learning to the literacy learning cycle | Give learners the chance to recognise a shift in topic |  | Whole group | PPT 25 |
| 28 | The literacy learning cycle | Learners understand the importance of spending time in each stage of the cycle.  Learners recognise that practice is essential to skills development – the Toolkits won’t solve workplace documentation problems unless structured workplace feedback is provided. | Discussion, written answers, take notes, reading | Whole group | PPT 22  WBK p20-21  All Toolkits for each learner |
| 2 | Transition from the literacy learning cycle to Preparation for a workshop | Give learners the chance to recognise a shift in topic |  | Whole group | PPT 27 |
| 10 | BREAK | | | | |
| 18 | Preparation for a workshop | Learners understand what they need to do to be organised for each session. | Discussion, written answers, take notes, reading | Pairs, whole group | PPT 28-31  WBK p22-24  Checklists |
| 2 | Transition from the Preparation for a workshop to Seeking Feedback | Give learners the chance to recognise a shift in topic |  | Whole group | PPT 32 |
| 28 | Overview of evaluation – focus on seeking feedback and reflecting | Learners understand the importance of evaluating their workshop  Learners are comfortable to complete the information in the workbook, after their training session and before the next TTT session  Next session learners bring completed:   * Issue * Learner feedback summary * Self-reflection * Workplace supervisor feedback   We look at analysis in workshop 2 | Discussion  Looking through pages | Whole group | PPT 33  WBK p26-31 |
| 2 | Summarise topics covered | Give learners the chance to recognise a shift in topic |  | Whole group | PPT 34 |
| 10 | Before the next workshop | Learners understand expectation before next workshop   1. Call trainer if you need any assistance 2. Run a Toolkit session 3. Next session bring completed:  * Issue (p 27) * Learner feedback summary (p 29) * Self-reflection (p 30) * Workplace supervisor feedback (p 31)   **Day 2 – GIVE DATE, VENUE & TIME** | Discussion | Whole group | PPT 35-26  WBK p 32 |