WORKPLACE LITERACY
Train the Trainer

Trainer guide 1

February 2018

26TEN
Get the tools for life

NDS National Disability Services

About the program

Session outcomes

At the end of workshop 1, learners will 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
- Electronic copies of checklists/templates
- Pens for learners
- Highlighters
- Name tags
- Registration form
- Evaluation forms

Duration

To be held as two stand-alone training sessions

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

Workshop 1 – 6 hours
Workshop 2 – 6 hours

Learner group

People delivering in-house training

Note

This program could be used to support delivery and assessment of *SIRXTAD001 Train others in frontline tasks*.

Suggested session running sheet

Time	Topic	Duration
	Introduction	10
	What we mean by workplace literacy?	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				

Minutes	Focus	Aim	Activity	Grouping	Resources
Total 60 Intro 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

Minutes	Focus	Aim	Activity	Grouping	Resources
13	Bringing it all together	Apply principles of adult learning and learning preferences to a workplace situation.			PPT 24 WBK p19
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 26 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				
10	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
8	During the session	Learners think about how to approach the training, and the importance of timing.	Reading and discussion	Whole group	PPT 31 WBK 31
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

Minutes	Focus	Aim	Activity	Grouping	Resources
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