WORKPLACE LITERACY
Train the Trainer

Trainer guide 2

February 2018

26TEN
Get the tools for life

NDS National Disability Services

About the program

Session outcomes

At the end of workshop 2, learners will understand 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

Resources required

- Whiteboard, markers and eraser
- Timer
- Trainer guide a copy for the trainer (this document)
- Workbook a copy for each learner (and their workbook from workshop 1)
- A copy of each toolkit for each learner
- 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

Participation requirements

Learners need to:

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

Suggested session running sheet

Time	Topic	Duration
	Introduction and recap	15
	Evaluate your workshop	70
	Break	10
	Support longer-term outcomes	35
	Use techniques to engage learners	50
	Lunch	30
	Identify and work with tricky group dynamics	30
	Report on your training session(s)	50
	Break	10
	Design a short training session	60
	Finish	

SESSION PLAN – Workshop 2

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
Introduction and recap					
5	Welcome	Learners introduce themselves	Discussion	Whole group	PPT 1
5	Recap	Learners remember what they learnt in the last workshop	Discussion	Whole group	PPT 2
5	Today's outcomes	Learners understand purpose of this workshops Set learners' expectations of training Learners know how to use workbook	Discussion	Whole group	PPT 3 WBK p1
2	Transition from introduction to evaluation	Give learners the chance to recognise a shift in topic			PPT 4
Evaluate your workshop					
5	Issues and objectives	Learners have a strong understanding of what they're actually evaluating	Discussion, written answers	Whole group, Individual	PPT 5 WBK p3
5	Reflection	Learners complete a reflection on the workshop (this should already be completed)	Written	Individual	PPT 6 WBK p3
10	Critical friends	Learners understand how they can benefit from working with a critical friend Learners understand how they can be a good critical friend	Reading Discussion	Whole group Whole group	PPT 7-8 WBK p4
50 = 2x20 plus 10	Analysis	Learners analyse their documentation with a critical friend Learners understand where they have some gaps	Discussion Reading Writing Discussion	Pairs Whole group	WBK p4-5
10	BREAK				

Minutes	Focus	Aim	Activity	Grouping	Resources
Support longer-term outcomes					
1	Transition from evaluation to "support longer-term outcomes"	Give learners the chance to recognise a shift in topic		Whole group	PPT 9
15	Follow up with learners in workplace	Learners understand how to avoid neglecting this aspect of workplace training Learners identify the kind of activity they can engage in during follow up	Reading Writing Discussion	Whole group Independent Pairs	PPT 10 WBK p7
15	Coach supervisors	Learners understand how they can collaborate with workplace supervisors to support the training	Reading Writing Discussion	Whole group Independent Pairs	PPT 10 WBK p8
4	Reflection	Learners identify anything they can do to follow up on their last session, which they can add to their evaluation report	Writing	Independent	PPT 10 WBK p9
Use techniques for engaging learners					
1	Transition from "support long-term outcomes" to "Techniques for engagement"	Give learners the chance to recognise a shift in topic		Whole group	PPT 11
10	What is engagement?	Learners recognise characteristics of an engaged learner and a disengaged learner	Discussion Writing	Whole group	PPT 12-13 WBK p10
10	Barriers to engagement	Learners recognise barriers to engagement	Discussion Writing	Pairs Whole group	PPT 14 WBK p10-11
30	Techniques to engage learners	Learners re-familiarise themselves with the principles of adult learning Learners recognise how to avoid and overcome barriers	Reading Discussion Writing Discussion	Individual Pairs Individual Pairs, whole group	PPT 15-20 WBK p12-14
30	LUNCH				

Minutes	Focus	Aim	Activity	Grouping	Resources
Identify and work with tricky group dynamics					
2	Transition from "techniques for engaging learners" to "tricky group dynamics"	Give learners the chance to recognise a shift in topic		Whole group	PPT 21
30	Tricky dynamics	Learners apply a problem solving approach to resolving tricky situations in training.	Discussion Writing Reading	Whole group or pairs Individual	PPT 22 WBK p15-16
Report on your training session(s)					
2	Transition from "tricky group dynamics" to "reporting"	Give learners the chance to recognise a shift in topic		Whole group	PPT 23
45	Report writing	Learners develop a draft report, based on the analysis of their session	Writing	Individual Pairs for editing	PPT 24 WBK p17-19
10	Break				
Design a short training session					
2	Transition from "reporting" to "design a short session"	Give learners the chance to recognise a shift in topic		Whole group	PPT 25
	Step 1 - Planning	Learners have basic understanding of the importance of defining the purpose of the training, ie what it is designed to achieve? Learners identify purpose for their training session	Writing Discussion	Individual Pairs	PPT 26 WBK p20
	Step 2 - Structuring and sequencing	Learners have basic understanding of what it is, and the importance of structuring and sequencing Learners develop the structure and sequence for for their training session	Reading Writing Discussion	Whole group Individual Pairs	PPT 27 WBK p21

Minutes	Focus	Aim	Activity	Grouping	Resources
	Step 3 – Using a session plan	Learners value a session plan to help organise their information and plan a blend of activities	Writing Discussion	Individual Pairs	PPT 28 WBK p22
	Step 4 – Plan the activities	Learners review the literacy learning cycle and choose learning activities that support a range of learning preferences	Reading Writing Discussion	Whole group Individual Pairs	PPT 29 WBK p22
	Step 5 – Add times	Learners recognise the need to allow enough time	Writing Discussion	Individual Pairs	PPT 30 WBK p23
	Step 6 – Review and edit	Learners review and evaluate their training session and edit as required	Reading Writing Discussion	Whole group Individual Pairs	PPT 31 WBK p23
	Step 7 - Develop your materials	Learners identify what materials they are going to create to support a training session in line with the principles of adult learning	Reading Writing Discussion	Whole group Individual Pairs	PPT 32 WBK p24
	Finish	Where to from here and who to contact for further support or resources	Discussion	Whole group	PPT 33-35