# Workplace Literacy Train the TrainerWorkshop 1 – Trainer guide

Last revised 21 September 2017





## 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 (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

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 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.

### Introduction and recap

| **Minutes** | **Focus** | **Aim** | **Activity** | **Grouping** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| 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 workshopsSet learners’ expectations of trainingLearners know how to use workbook | Discussion | Whole group | PPT 3WBK p1 |
| 2 | Transition from introduction to evaluation | Give learners the chance to recognise a shift in topic |  | Whole group | PPT 4 |

### Evaluate your workshop

| **Minutes** | **Focus** | **Aim** | **Activity** | **Grouping** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| 5 | Issues and objectives | Learners have a strong understanding of what they’re actually evaluating | Discussion, written answers | Whole group, Individual | PPT 5WBK p3 |
| 5 | Reflection | Learners complete a reflection on the workshop (this should already be completed) | Written | Individual | PPT 6WBK p3 |
| 10 | Critical friends | Learners understand how they can benefit from working with a critical friendLearners understand how they can be a good critical friend | ReadingDiscussion | Whole groupWhole group | PPT 7-8WBK p4 |
| 50 = 2x20 plus 10 | Analysis | Learners analyse their documentation with a critical friendLearners understand where they have some gaps | DiscussionReadingWritingDiscussion | PairsWhole group | WBK p4-5 |
| 10 | BREAK |  |  |  |  |

### Support longer-term outcomes

| **Minutes** | **Focus** | **Aim** | **Activity** | **Grouping** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| 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 trainingLearners identify the kind of activity they can engage in during follow up | ReadingWritingDiscussion | Whole groupIndependentPairs | PPT 10WBK p7 |
| 15 | Coach supervisors | Learners understand how they can collaborate with workplace supervisors to support the training | ReadingWritingDiscussion | Whole groupIndependentPairs | PPT 10WBK 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 10WBK p9 |

### Use techniques for engaging learners

| **Minutes** | **Focus** | **Aim** | **Activity** | **Grouping** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| 1 | Transition from “support LT 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 | DiscussionWriting | Whole group | PPT 12-13WBK p10 |
| 10 | Barriers to engagement | Learners recognise barriers to engagement | DiscussionWriting | PairsWhole group | PPT 14WBK p10-11 |
| 30 | Techniques to engage learners | Learners re-familiarise themselves with the principles of adult learningLearners recognise how to avoid and overcome barriers | ReadingDiscussionWritingDiscussion | IndividualPairsIndividualPairs, whole group | PPT 15-20WBK p12-14 |
| 30 | LUNCH |  |  |  |  |

### Identify and work with tricky group dynamics

| **Minutes** | **Focus** | **Aim** | **Activity** | **Grouping** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| 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.  | DiscussionWritingReading | Whole group or pairsIndividual | PPT 22WBK p15-16 |

### Report on your training session(s)

| **Minutes** | **Focus** | **Aim** | **Activity** | **Grouping** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| 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 | IndividualPairs for editing | PPT 24WBK p17-19 |
| 10 | BREAK |  |  |  |  |

### Design a short training session

| **Minutes** | **Focus** | **Aim** | **Activity** | **Grouping** | **Resources** |
| --- | --- | --- | --- | --- | --- |
| 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 | WritingDiscussion | IndividualPairs | PPT 26WBK p20 |
|  | Step 2 - Structuring and sequencing | Learners have basic understanding of what it is, and the importance of structuring and sequencingLearners develop the structure and sequence for for their training session | ReadingWritingDiscussion | Whole groupIndividualPairs | PPT 27WBK p21 |
|  | Step 3 – Using a session plan | Learners value a session plan to help organise their information and plan a blend of activities | WritingDiscussion | IndividualPairs | PPT 28WBK p22 |
|  | Step 4 – Plan the activities | Learners review the literacy learning cycle and choose learning activities that support a range of learning preferences  | ReadingWritingDiscussion | Whole groupIndividualPairs | PPT 29WBK p22 |
|  | Step 5 – Add times | Learners recognise the need to allow enough time | WritingDiscussion | IndividualPairs | PPT 30WBK p23 |
|  | Step 6 – Review and edit | Learners review and evaluate their training session and edit as required | ReadingWritingDiscussion | Whole groupIndividualPairs | PPT 31WBK p23 |
|  | Ste 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 | ReadingWritingDiscussion | Whole groupIndividualPairs | PPT 32WBK p24 |
|  | Finish | Where to from here and who to contact for further support or resources | Discussion | Whole group | PPT 33-35 |