



PACIFIC JUDICIAL DEVELOPMENT PROGRAMME

PJDP Phase 2: Advanced Training-of-Trainers Workshop Completion Report

December 2011
Margaret Barron

PJDP is implemented by the *Federal Court of Australia* with funding support from the *New Zealand Ministry of Foreign Affairs and Trade*



1.0 TRAINING SUMMARY

This Report provides an overview of progress made and any constraints relating to the Advanced Training-of-Trainers (ToT) Workshop held under the Pacific Judicial Development Programme (PJDP) in Auckland, New Zealand between the 5 and 9 December 2011.

Thirteen participants undertook the Advanced Training-of-Trainers Workshop over a five day period. **Annexure One** is a copy of the Daily Programme that outlines the content, teaching methodologies and anticipated learning outcomes for each session of the five day workshop. The Workshop was led by Margaret Barron from TAFE SA, Justice and Policing Studies and Enoka Puni from Auckland, New Zealand.

2.0 TRAINING APPROACH

2.1 TRAINING AIMS AND OBJECTIVES

The **aim** of the Advanced Training-of-Trainers Workshop was for participants to consolidate knowledge and skills from previous training and to learn more advanced training techniques.

The **outcomes** of the Workshop were that at the conclusion of the workshop participants should be reasonably able to:

- design, develop, review and evaluate a learning program for use in their court;
- deliver a 30 minute training session from the two day learning program designed for their court;
- explain the principles of adult learning and their importance;
- create actions plans to improve training outcomes;
- use advanced teaching methods including group discussions, case studies and coaching;
- develop training resources using a number of sources including the internet; and
- develop assessment tools to assess participant's achievement of learning outcomes.

2.2 TRAINING MATERIALS

Participants received a folder at the beginning of the Workshop that contained a copy of the Daily Programme. Throughout the workshop they received many handouts including session plans, case studies, checklists, assessment tasks and group exercises. Participants were given plastic sleeves for these handouts so they could build a folder of resources.

An electronic copy of all training materials has been provided to the PJDP International Programmes Manager.

2.3 METHODOLOGY

A range of teaching methodologies were employed throughout the Workshop. They included presentations to explain new information and ideas; plenary discussions to obtain participants views and opinions; group activities to enable participants to work with one another; demonstrations, role plays and case studies.

Teaching methods took into account the special needs of participants including their ability to understand difficult concepts and the desire to engage participants in a rewarding learning experience. All material was customised to the Pacific judicial context.



2.4 FACILITATORS

Margaret Barron is a lawyer and a certified workplace trainer and assessor from Justice and Policing Studies, TAFE South Australia. Margaret has over twenty years experience training in the justice and legal sector. She is the author of a textbook on Australian Business Law.

Enoka Puni was for six years a former Judge of the District Court of Samoa. An experienced trainer, he has been involved in judicial education in the Pacific for many years including facilitating previous PJDP training-of-trainers workshops. He resides in Auckland, New Zealand.

2.5 PARTICIPANTS

There were a total of thirteen participants, six females and seven males. There was one participant each from Tonga, Papua New Guinea, the Cook Islands, the Marshall Islands and Kiribati. There were two participants each from Vanuatu, Niue, Kosrae State, Federated States of Micronesia (FSM) and Chuuk State (FSM). The participants comprised a Chief Magistrate, a Magistrate, Registrars, a Deputy Registrar, a Probation Officer, a Director of a Centre for Judicial Excellence, a Justice of the Peace and a number of court clerks and court administrators. **Annexure Two** contains a full list of participants with name, gender, Pacific Island Country and occupation.

3.0 TRAINING EVALUATION

3.1 PRE-WORKSHOP ASSESSMENT

At the beginning of the Workshop participants were asked whether they had delivered training in their country since attending a PJDP ToT Workshop. They were also asked to rate their level of knowledge and skills regarding designing and delivering training programs. In addition, they were asked a series of questions regarding their understanding of certain content relating to designing and delivering a training program. **Annexure Three** and **Annexure Four** contains a full list of the responses.

3.1.1 SUMMARY OF PRE-WORKSHOP RESPONSES REGARDING DELIVERY OF TRAINING IN THEIR OWN COUNTRY

All participants had delivered some training in their country since attending a previous PJDP ToT Workshop. This was a positive response. All participants had undertaken Level 1 and 2 ToT training in the past and have put into practice, in their countries, what they have learned during this training. The training conducted included: training in customer service, creation of case reports, voter education, orientation for court clerks and court interpreters, management of cases for Magistrates, handling complaints and the processing of appeals.

3.1.2 SUMMARY OF PRE-WORKSHOP RESPONSES REGARDING RATING LEVEL OF KNOWLEDGE AND SKILLS

- 8% of participants felt not confident as a trainer while 31% felt quite confident. The remaining 61% felt confident as a trainer.
- 15% of participants said they had no understanding of the six developmental stages involved in designing a learning program. 70% of participants said they had a good understanding and 15% said they had a strong understanding of these stages.



- 7% of participants had no understanding of the purpose of conducting a training needs analysis. 70% of participants felt they had a good understanding and 23% felt they had a strong understanding.
- 23% of participants had no understanding of the process for identifying, analysing, selecting and sequencing the content of a learning program. 62% of participants felt they had a good understanding and 15% of participants felt they had a strong understanding.
- 15% of participants felt they had no understanding of reviewing and evaluation learning programs. 77% of participants felt they had a good understanding while 8% felt they had a strong understanding.
- 8% of participants felt they had no understanding of the knowledge or skills required to deliver a training session to a group of learners. 54% of participants felt they had a good understanding and 38% of participants felt they had a strong understanding.
- 8% of participants felt they had no understanding of a range of teaching methodologies they could use in a training session. 62% had a good understanding and 30% had a strong understanding.
- 30% of participants had no understanding of the four principles of assessment while 70% felt they had a good understanding.
- 23% of participants felt they had no understanding of how to develop assessment tools to assess learning. 70% of participants felt they had a good understanding while 7% felt they had a strong understanding.

3.1.3 SUMMARY OF PRE-WORKSHOP RESPONSES REGARDING CONTENT KNOWLEDGE

- 77% of participants were able to explain the purpose of conducting a TNA (Training Needs Analysis).
- 53% of participants were able to define an action plan and explain its purpose.
- 77% of participants were able to explain the importance of establishing learning outcomes at the beginning of training.
- 92% of participants were able to list three different teaching methodologies.
- 46% of participants were able to identify two characteristics of adult learners.
- 85% of participants were able to identify three matters that should be included in a session plan and explain the purpose assessment of training.

3.2 POST-WORKSHOP ASSESSMENT

At the conclusion of the Workshop participants completed a Post-Workshop Questionnaire that was divided into two parts. Questions in the first part dealt with the quality and value of the Workshop and questions in the second part asked students to rate their level of knowledge and skills after completing the Workshop. **Annexure Three** contains a list of the questions and **Annexure Four** contains a detailed list of the text based responses from participants.

3.2.1 SUMMARY OF RESPONSES REGARDING QUALITY AND VALUE OF THE WORKSHOPS

One participant did not complete the questions regarding the quality and value of the workshop. The following statistics represent those participants who responded to these questions.

- 8% of participants felt quite confident as a trainer after the Workshop. 42% felt confident as a trainer and 50% of participants felt very confident.



- 8% of participants felt that the aims of the Workshop were clear and had been reasonably achieved. 33% felt the aims were substantially achieved and 59% of the participants felt that the aims had been fully achieved.
- 33.3% of participants felt that the information presented during the workshop was quite useful to them as a trainer in their court and 66.6% of participants felt the information presented was extremely useful.
- 33.3% of participants felt that the materials provided by the trainers were quite relevant to the training and useful while 66.6% felt the material were extremely relevant to the training and useful.
- 25% of the participants felt that the trainers and presentations were quite effective and allowed for adequate participation and interaction while 75% of participants felt the trainers and presentations were extremely effective.
- 25% of participants were quite satisfied overall with the Workshop while 75% were extremely satisfied.

3.2.2 SUMMARY OF RESPONSES REGARDING LEVEL OF KNOWLEDGE AND SKILLS AFTER COMPLETING THE WORKSHOP

With respect to the following responses one participant did not answer these questions so the percentage reflects those participants who responded. These results indicate a significant increase in knowledge.

- 100% of participants were able to explain the purpose of conducting a TNA.
- 92% of participants were able to define an action plan and explain its purpose.
- 77% of participants were able to explain the importance of establishing learning outcomes at the beginning of training.
- 100% of participants were able to list three different teaching methodologies.
- 85% of participants were able to identify two characteristics of adult learners.
- 92% of participants were able to identify three matters that should be included in a session plan and explain the purpose of assessment of training.

With respect to the following responses, one participant did not answer these questions so the percentages reflect those percentages who responded.

- 17% of participants felt quite confident as a trainer after the Workshop while 50% of participants felt confident. The remaining 33% felt very confident as a trainer after the Workshop.
- 25% of participants said they had a good understanding of the six developmental stages involved in designing a learning program at the end of the Workshop. 50% of participants said they had a strong understanding and 25% said they had an excellent understanding of these stages.
- 16% of participants had a good understanding of the purpose of conducting a training needs analysis. 42% of participants felt they had a strong understanding and 42% felt they had an excellent understanding after the Workshop.
- 8% of participants had a good understanding of the process for identifying, analysing, selecting and sequencing the content of a learning program. 75% of participants felt they had a strong understanding and 17% of participants felt they had an excellent understanding after the Workshop.



All participants provided responses to the following questions.

- 31% of participants felt they had a good understanding of reviewing and evaluation of learning programs. 31% of participants felt they had a strong understanding while 38% felt they had an excellent understanding.
- 8% of participants felt they had a good understanding of the knowledge and skills required to deliver a training session to a group of learners. 38% of participants felt they had a strong understanding and 54% of participants felt they had an excellent understanding.
- 46% of participants felt they had a strong understanding of a range of teaching methodologies they could use in a training session while 54% felt they had an excellent understanding.
- 23% of participants had good understanding of the four principles of assessment, 70% felt they had a strong understanding while 17% felt they had a good excellent understanding.
- 23% of participants felt they had a good understanding of how to develop assessment tools to assess learning. 46% of participants felt they had a strong understanding while 31% felt they had an excellent understanding.

Participants found the most useful experience of the workshop was revising material covered in previous training, sharing ideas and experiences with the group and conducting the 30 minute training presentation.

A number of the participants felt the training space was too small given that all participants were using laptop computers. One participant was particularly stressed because they knew from day one they would be presenting a training session on the last day of the Workshop.

Some suggestions were made for improving the workshop including increasing the length of training to two weeks, holding the training in a Pacific Island Country, and providing a forum for Level 3 participants to discuss their strengths and weaknesses as trainers. The overwhelming view however was that the workshop was delivered to a high standard and the teaching methods encouraged participation and aided understanding.

At the conclusion of the Workshop all participants received a 'Certificate of Training Competence' issued by PJDP for attendance and participation in the Advanced ToT Workshop.

4.0 ADVISER INPUTS AT THE COMPLETION OF TRAINING

Trainer	Contracted Inputs	Inputs To-date	Balance Remaining
Barron_Margaret	56 days	35 input- days	21 input- days
Puni_Enoka	8 days	8 input- days	0 input- days

5.0 CROSS-CUTTING ISSUES RELATING TO THE TOT

5.1 SUSTAINABILITY

It was pleasing that all participants had conducted some training in their country since they last attended a ToT workshop. All participants have now completed three ToT workshops and should feel confident regarding delivering training in their country.



In order to ensure that material covered at the Workshop was meaningful and could be used by participants for in-country training in the future, prior to the commencement of the Workshop, participants were sent Briefing Documents (**Annexure Five**) asking them to prepare a Training Needs Analysis for their court and to bring the resulting data with them to the Workshop. This data formed the basis for the creation during the Workshop of a two day learning program that could be delivered in their country on a training need identified by their TNA. During the Workshop participants prepared a 30 minute training session from this program and delivered this as a training session on the last day of the Workshop.

Another measure taken to ensure that participants return home and continue training in their country was to ask participants to write a postcard that contained the following information: name, date, email address, and the following statement "In the next 3 months I will take the following steps to ensure training takes place in my country:".

The Facilitator has emailed each participant their postcard and will email them again in 3 months time to ascertain if the anticipated steps have been undertaken by each participant. **Annexure Six** contains an example of the postcard.

5.2 GENDER

All activities in the Workshop encouraged equal participation for both males and females. Case studies throughout the workshop showed equal representation by males and females.

It was noted that of thirteen participants, six were females and seven were males.

5.3 DOMESTIC VIOLENCE AND HUMAN RIGHTS

To illustrate using role play as a teaching method the facilitators engaged in a role play that addressed the issue of domestic violence. A group discussion followed the role play and participants acknowledged the problem of domestic violence in Pacific countries. The focus of the discussion was however on using role play as teaching method as opposed to analysing the content of the role play which focussed on the issue of domestic violence.

With regards to human rights concerning quality and ready access to justice, the whole purpose of the ToT programme is to provide the means through proper and effective training to bring about desired behavioural changes in terms of improved knowledge, skills and values of judicial officers and court officers and to continually enhance and improve the quality and ready access to justice at national and regional levels in the Pacific. This theme was emphasised and incorporated into the training throughout the workshop

6.0 LESSONS

6.1 PARTICIPANTS

This was an advanced ToT Workshop. This follows the endorsement by the PEC at the last meeting to replace the three level approach taken under PJDP Phase 1 with a 'Capacity Building' approach. This was due to accreditation difficulties.



One of the difficulties was conducting training so long after some participants had completed Level 2. For some participants, it was eight years since they had completed Level 2 training. The pre-training questionnaires show a significant number of participants had no confidence as a trainer and little knowledge of basic training concepts. It was necessary to revise and reinforce material that had been covered in Levels 1 and 2. This took a significant amount of time and only allowed participants to conduct one thirty minute training session during the five day Workshop.

The Post-Training Questionnaires show that confidence as a trainer and level of knowledge and skills increased significantly as a result of undertaking this workshop.

6.2 COMPETENCE OF PARTICIPANTS

All participants received a Certificate of Training Competence at the conclusion of the Workshop. However, it is not possible to say that all participants were at the same level of competence. There was one group of highly skilled trainers while a second group, (competent trainers) were not at the same level. It is noted that a number of participants had difficulties communicating in English.

6.3 FUTURE TRAINING

A further capacity building ToT Workshop will be held in the Cook Islands in late February 2012. Decisions need to be made regarding how participants will be selected for this training. There should be criteria that must be met by participants and it should include a requirement that participants want to deliver training and feel comfortable speaking in public.

A decision also needs to be made as to whether participants in the Cook Islands Workshop will achieve 'competency' as a trainer generally or whether there should be levels of competency. A preferred approach is that criteria be established for Levels of Competency before the Workshop and at the end of the Workshop participants will receive a Certificate indicating Competency at Level 1, 2 or 3. Participants would need to be informed at the beginning of the Workshop of the levels and the criteria to achieve each level.

It is suggested that participants who will attend the Cook Islands Workshop be sent a Briefing Document before they attend that will explain what will be covered and to introduce them to some of the concepts in advance. They should arrange to meet with a 'Certified Trainer' from their country to discuss a number of matters that will be set out in the briefing. In this way, participants will not come to training 'cold' and will have some knowledge of training terms.

6.4 REGIONAL TRAINING TEAM (RTT)

It is not clear as to the criteria for a trainer to become a member of the RTT. This needs clarification before the next ToT Workshop. If a level of competency approach is adopted then membership of a RTT could be linked to achievement of Competency as a trainer at Level 3.



6.5 REFRESHER TRAINING

It is important that trainers receive regular training to maintain their skills and knowledge. Thought should be given to conducting refresher training for PJDP Certified Trainers on a regular basis.

6.6 SUPPORT

Confidence as a trainer can only be gained by delivering training regularly. Participants must be supported and encouraged to deliver training regularly. There needs to be regular monitoring and follow up of participants when they return to their country regarding the opportunities to conduct training and the support available for doing so. This would include releasing many participants from their other duties in order to conduct training.

6.7 COMMUNITY OF PRACTICE

It is important that all PJDP Certified Trainers feel part of a group and that they are able to communicate with one another regarding training. Some thought should be given to establishing an online 'community of practice' that enables participants to talk to one another about training, share training resources, seek assistance and feel supported in their role as a trainer. An online social networking site such as Facebook could be used to establish a 'PJDP Trainers page' or an open source platform such as Moodle could be used for this purpose.

One of the Workshop participants in their post-training questionnaire expressed the view that there should be a Level 3 Forum where participants could talk with one another. The suggestion above would cater for this request.

7.0 CONCLUSION

The Workshop was successful with the thirteen participants receiving a Certificate of Training Competence. Participants significantly increased their level of knowledge and skill as a trainer and felt more confident about their role. They have the necessary knowledge and skills to deliver training and each has designed a two day learning program on a training topic identified as needed by a TNA. Whether future training takes place and whether such training ultimately results in an improved quality of justice services will be dependent on many factors. Time will tell.



ANNEX ONE: DAILY PROGRAMME

PACIFIC JUDICIAL DEVELOPMENT PROGRAMME (PJDP) Advanced Trainer of Trainers Workshop 5 – 9 December, 2011: Auckland, New Zealand

Workshop Aim: for participants to learn more advanced training techniques including how to assess participants.

Workshop Objective: that participants will significantly improve their knowledge and skills as a trainer.

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Day One: Monday, 5th December, 2011

<i>Time</i>	<i>Topic</i>	<i>Learning Outcomes</i>
<i>8.00-8.30am</i>	<i>Arrival</i>	
8.30-9.30	<p>Workshop Opening and Orientation</p> <ul style="list-style-type: none"> ◆ Introduction <p>Overview of Workshop</p> <ul style="list-style-type: none"> ◆ Facilitators ◆ Aim and Objectives ◆ Learning resources <p>Certification</p> <ul style="list-style-type: none"> ◆ Assessment ◆ Accreditation <p>PJDP Phase 2</p>	<ul style="list-style-type: none"> ◆ Feel welcomed to the workshop and be introduced to the facilitators and other participants ◆ Complete a pre-training questionnaire ◆ Understand the aims and objectives of the workshop ◆ Understand the learning resources that you will be supplied with ◆ Understand the structure of the program, assessment and certification requirements. ◆ To understand the aims of PJDP Phase 2.
9.30-10.30	Presentation by participants	<ul style="list-style-type: none"> ◆ Participants are to confidently deliver a report regarding training conducted in country outlining challenges in organising and delivering: conducting TNA; developing and designing the training program; preparing and delivering training and evaluation of same.
<i>10.30-11.00</i>	<i>Morning tea</i>	
11.00-11.30	Presentation by participants continued	<ul style="list-style-type: none"> ◆ Same as above
11.30-12.30	Action Plans	<ul style="list-style-type: none"> ◆ Define an action plan and explain why they are used



	<ul style="list-style-type: none"> ◆ What is an action plan? Why use them? How to design action plans? 	<ul style="list-style-type: none"> ◆ Create an action plan to improve training and to ensure training aims are achieved.
12.30-1.30pm	Lunch	
1.30-3.00	Training Needs Analysis (TNA) Revisited <ul style="list-style-type: none"> ◆ Definition ◆ Methods and documentation ◆ Selection of subjects ◆ Action plan for improvements 	<ul style="list-style-type: none"> ◆ Improve significantly their knowledge and skills in formulating training needs by conducting a TNA ◆ Significantly improve their methodologies in gathering TNA data and improve the creation of TNA documents including selection of subjects ◆ Formulate an action plan for improvements in planning, developing TNA documents, acquiring and interpreting data ◆ Review the TNA data collected prior to the workshop.
3.00-3.15	Afternoon tea	
3.15-4.15	Designing a Learning Program Revisited <ul style="list-style-type: none"> ◆ Six steps in developing a learning program ◆ Daily plans ◆ Session plans 	<ul style="list-style-type: none"> ◆ Reinforce their knowledge and understanding of the six steps in developing a learning program ◆ Significantly improve their knowledge and skills in developing Daily Programs and session plans ◆ Design a learning program of two days duration for delivery in your country.
4.15-4.30	3-2-1 <ul style="list-style-type: none"> ◆ 3 important things I learned today? ◆ 2 questions I still have? ◆ 1 thing that really supported my learning today? 	<ul style="list-style-type: none"> ◆ To review and evaluate Day 1 of the workshop.
4.30-4.45	Daily wrap-up, feedback and close	



Day Two: Tuesday, 6th December, 2011

<i>Time</i>	<i>Topic</i>	<i>Learning Outcomes</i>
8.00-8.30am	Arrival	
8.30-10.30	Learning aims and outcomes revisited <ul style="list-style-type: none"> ◆ Types, difference of aims and objectives, how to formulate, action plan for improvement 	<ul style="list-style-type: none"> ◆ Significantly improve their knowledge and skills in formulating learning aims and outcomes for training programs.
10.30-11.00	Morning tea	
11.00-12.30	Session plans <ul style="list-style-type: none"> ◆ Purpose of session plan ◆ Pro-forma session plan ◆ Timing 	<ul style="list-style-type: none"> ◆ Significantly improve your knowledge and skills in developing training proposals ◆ Significantly improve their knowledge and skills in creating session plans ◆ Create a thirty minute session plan on a topic selected from the TNA conducted before the workshop.
12.30-1.30pm	Lunch	
1.30-3.00	Principles of adult learning revisited <ul style="list-style-type: none"> ◆ Explanation of adult learning principles ◆ Why these principles are important? 	<ul style="list-style-type: none"> ◆ Describe and explain the importance of the principles of adult learning including meaningful material, active participation, multi-sensory learning, practice, reinforcement, feedback and reward ◆ Plan a 30 minute training session that takes into consideration the principles of adult learning.
3.00-3.15	Afternoon tea	
3.15-4.15	Advanced teaching methods 1: Group Discussions <ul style="list-style-type: none"> ◆ Types of group discussions ◆ Purpose of group discussions ◆ 8 step guide to creating group discussion 	<ul style="list-style-type: none"> ◆ Describe the different types of group discussions ◆ Explain the purpose of conducting a group discussion ◆ Identify the skills needed to facilitate a group discussion ◆ Using the 8 step guide create a group discussion topic for the 30 minute training session.
4.15-4.30	3-2-1 <ul style="list-style-type: none"> ◆ 3 important things I learned today? ◆ 2 questions I still have? ◆ 1 thing that really supported my learning today? 	<ul style="list-style-type: none"> ◆ To review and evaluate Day 2 of the workshop.
4.30-4.45	Daily wrap-up, feedback and close	



Day Three: Wednesday, 7th December, 2011

<i>Time</i>	<i>Topic</i>	<i>Learning Outcomes</i>
8.00-8.30am	Arrival	
8.30-10.30	Assessment and evaluation of training <ul style="list-style-type: none"> ◆ Four key principles of assessment- validity, reliability, flexibility and fairness ◆ Types of assessment methods for assessing knowledge, skills and attitudes ◆ Creating and assessment 	<ul style="list-style-type: none"> ◆ Explain the four principles of assessment ◆ Identify the most appropriate methods of assessing knowledge, skills and attitudes ◆ Create an assessment tool to assess achievement of learning outcomes for 30 minute training session ◆ Explain different type of evaluation methods and the purpose of conducting evaluations.
10.30-11.00	Morning tea	
11.00-12.30	Assessment continued	<ul style="list-style-type: none"> ◆ As above
12.30-1.30pm	Lunch	
1.30-3.00	Teaching aids <ul style="list-style-type: none"> ◆ Where to find training resources? ◆ Powerpoints ◆ Games 	<ul style="list-style-type: none"> ◆ Significantly improve their knowledge and skills in locating teaching resources ◆ Significantly improve their knowledge of using games as a teaching methodology ◆ Increase their awareness of overuse of Powerpoint.
3.00-3.15	Afternoon tea	
3.15-4.15	Advanced teaching methods 2: Case studies and role plays <ul style="list-style-type: none"> ◆ Difference between a case study and a role play ◆ 10 steps in writing a case/study or role play 	<ul style="list-style-type: none"> ◆ Explain the differences between a case study and a role play ◆ Identify the situations in which it would be appropriate to use a case study or role play in training ◆ Write a case study or role play or a cross cutting issue.
4.15-4.30	3-2-1 <ul style="list-style-type: none"> ◆ 3 important things I learned today? ◆ 2 questions I still have? ◆ 1 thing that really supported my learning today? 	<ul style="list-style-type: none"> ◆ To review and evaluate Day 3 of the workshop.
4.30-4.45	Daily wrap-up, feedback and close	



Day Four: Thursday, 8th December, 2011

<i>Time</i>	<i>Topic</i>	<i>Learning Outcomes</i>
<i>8.00-8.30am</i>	<i>Arrival</i>	
8.30-10.30	Advanced Teaching Methods 3 <ul style="list-style-type: none"> ◆ Teaching a skill ◆ Definition of coaching ◆ Coaching model 	<ul style="list-style-type: none"> ◆ Improve significantly their knowledge of coaching as a teaching methodology ◆ To conduct a short coaching session teaching.
<i>10.30-11.00</i>	<i>Morning tea</i>	
11.00-12.30	Planning for 30 minute teaching session <ul style="list-style-type: none"> ◆ Explanation of task 	
<i>12.30-1.30pm</i>	<i>Lunch</i>	
1.30-3.00	Final preparation for 30 minute training session	
<i>3.00-3.15</i>	<i>Afternoon tea</i>	
3.15-4.15	Final preparation for 30 minute training session	
4.15-4.30	3-2-1 <ul style="list-style-type: none"> ◆ 3 important things I learned today? ◆ 2 questions I still have? ◆ 1 thing that really supported my learning today? 	<ul style="list-style-type: none"> ◆ To review and evaluate Day 4 of the workshop.
<i>4.30-4.45</i>	<i>Daily wrap-up, feedback and close</i>	



Day Five: Friday, 9th December, 2011

<i>Time</i>	<i>Topic</i>	<i>Learning Outcomes</i>
<i>8.00-8.30am</i>	<i>Arrival</i>	
8.30-10.30	Presentation by participants of a 30 minute training session	<ul style="list-style-type: none"> ◆ Professionally deliver a 30 minute training session following a session plan including a group discussion and an assessment to determine if learning outcomes have been met.
<i>10.30-11.00</i>	<i>Morning tea</i>	
11.00-12.30	Presentations continued	
<i>12.30-1.30pm</i>	<i>Lunch</i>	
1.30-3.00	Presentations continued	
<i>3.00-3.15</i>	<i>Afternoon tea</i>	
3.15-4.15	Wrap up of training: <ul style="list-style-type: none"> ◆ Review learning outcomes ◆ Completion of post-training questionnaire ◆ What did I learn? ◆ What did I like? 	<ul style="list-style-type: none"> ◆ To thoroughly review and evaluate the learning objectives of the workshop ◆ To complete the post training questionnaire ◆ To participant in a group discussion of what you learned and liked about the workshop.
<i>4.15-4.30</i>	<i>Daily wrap-up, feedback and close</i>	



ANNEX TWO: FULL LIST OF PARTICIPANTS AND FACILITATORS

Country	Title	Name	Position	Email
Vanuatu	Mr	Stephen Felix	Chief Magistrate	fstephen@vanuatu.gov.vu
Vanuatu	Mr	John Obed	Registrar	joalilee@vanuatu.gov.vu
Tonga	Ms	Temaleti Manakovi Pahulu	Chief Registrar	chief_reg@hotmail.com
Cook Islands	Mr	John Kenning	Justice of the Peace	johnk@oyster.net.ck
Federated States of Micronesia	Mr	Marciano Wakuk	Court Administrator	marfinsrem@hotmail.com
Federated States of Micronesia	Ms	Shrue Lonno	Chief Clerk of Court	srueclar@hotmail.com
Federated States of Micronesia	Mr	Alex Elias	Probation Officer	alex.elias89@yahoo.com
Federated States of Micronesia	Mr	Kency Conrad	Chief Clerk of Court	kency.conrad@gmail.com
Marshall Islands	Ms	Ingrid Kabua	Chief Clerk of Court	ikkabua@gmail.com
Niue	Mr	Darren Tohovaka	Deputy Registrar	darren.tohovaka@mail.gov.nu
Niue	Mrs	Valentine Mautama	Court Administrator	valentine.mautama@mail.gov.nu
Kiribati	Mrs	Tirita Toatu	Magistrate	tirtoatu@gmail.com
Papua New Guinea	Ms	Regina Sagu	Director - PngCJE	rsagu_pngcje@pngjudiciary.gov.pg
Australia	Ms	Margaret Barron	Lead ToT Facilitator	margaret.barron@tafesa.edu.au
New Zealand	Mr	Enoka Puni	ToT Facilitator	e_puni@xtra.co.nz
Australia	Ms	Nicole Cherry	Project Officer	nicole.cherry@fedcourt.gov.au



ANNEX THREE: PRE & POST TRAINING QUESTIONNAIRES

PJDP - ADVANCED TRAINER OF TRAINERS WORKSHOP

5 - 9 December, 2011: Auckland, New Zealand

Pre-training Questionnaire

Please answer the following questions. This questionnaire will help in working out what areas we need to focus on in this workshop and will also help us to understand your particular training needs. It will also be used at the conclusion of the training to assess what you have learned from the training.

Question 1: Since attending previous PJDP Trainer of Trainers Workshops have you delivered training in your country? If yes, list the training programs you have delivered.

Question 2: What is the purpose of conducting a training needs analysis?

Question 3: What is an action plan? How can an action plan be used to ensure that training aims are achieved?

Question 4: Why is it important to set learning objectives at the beginning of a training session?

Question 5: List three different teaching methodologies.

Question 6: State two characteristics of adult learners.

Question 7: List three matters that should be included in a session plan.



Question 8: What is the purpose of assessment?

Please rate your level of knowledge and skills *before* the Advanced Level ToT Workshop regarding the following matters by ticking / checking ONE square per question only:

Question 9: Having previously completed Level 1 and 2 ToT training, how confident do you feel as a trainer?

Not Confident

Quite Confident

Confident

Very Confident

Question 10: The six developmental stages involved in designing a learning program.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 11: The process of conducting a training needs analysis.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 12: The process of identifying, analysing, selecting and sequencing the content of a learning program.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 13: Reviewing and evaluating learning programs.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 14: Delivering a training session to a group of learners.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 15: Knowledge of a range of teaching methodologies you could use in a training session.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 16: The four main principles of assessment.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 17: Development of assessment tools to assess learning.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Thank you for your time and assistance with completing this form!



PJDP - ADVANCED TRAINER OF TRAINERS WORKSHOP
5 - 9 December, 2011: Auckland, New Zealand

Post-training Questionnaire

Question 1: What is the purpose of conducting a training needs analysis?

Question 2: What is an action plan? How can an action plan be used to ensure that training aims are achieved?

Question 3: Why is it important to set learning objectives at the beginning of a training session?

Question 4: List three different teaching methodologies.

Question 5: State two characteristics of adult learners.

Question 6: List three matters that should be included in a session plan.

Question 7: What is the purpose of assessment?



Please rate your satisfaction regarding the quality and value to you of the Advanced Level ToT Workshop by ticking / checking ONE square per question only:

Question 1: Having completed the Advanced ToT Workshop, how confident do you feel as a trainer?

Not Confident

Quite Confident

Confident

Very Confident

Question 2: Were the aims of the Advanced ToT Workshop clear, and were they achieved?

Not Achieved

Reasonably Achieved

Substantially Achieved

Fully Achieved

Question 3: Was the information presented practical and useful to you as a trainer in your court?

Not Useful

Limited Usefulness

Quite Useful

Extremely Useful

Question 4: Were the materials provided by the trainers relevant to the training and useful?

Not Relevant

Limited Relevance

Quite Relevant

Extremely Relevant

Question 5: Did you find that the trainers and the presentation were effective and allowed for adequate participation, discussion, practical presentations, and interaction?

Not Effective

Limited Effectiveness

Quite Effective

Extremely Effective

Question 6: Overall, were you satisfied with the Advanced ToT Workshop?

Not Satisfied

Reasonably Satisfied

Quite Satisfied

Extremely Satisfied

Please rate your level of knowledge and skills *after* the Advanced Level ToT Workshop regarding the following matters by ticking / checking ONE square per question only:

Question 7: How confident do you feel as a trainer?

Not Confident

Quite Confident

Confident

Very Confident

Question 8: The six developmental stages involved in designing a learning program.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 9: The process of conducting a training needs analysis.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 10: The process of identifying, analysing, selecting and sequencing the content of a learning program.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding



Question 11: Reviewing and evaluating learning programs.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 12: Delivering a training session to a group of learners.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 13: Knowledge of a range of teaching methodologies you could use in a training session.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 14: The four main principles of assessment.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 15: Development of assessment tools to assess learning.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 16: Briefly describe the *most* useful experience(s) of the Workshop.

Question 17: Briefly describe the *least* useful experience(s) of the Workshop.

Question 18: Do you wish to offer any other comments or suggestions for improvements for this Workshop?

Thank you for your time and assistance with completing this form!



ANNEX FOUR: SUMMARY OF TEXT-BASED RESPONSES RECEIVED

Briefly describe the most useful experience(s) of the Workshop?

- This was a great way to review/build on what I learned in Kosrae. Just going through the whole thing (planning and presenting). It gave me more confidence as a trainer.
- Most activities/programme of the week. It was useful to have internet - because some resources could be accessed via internet.
- TNA - training program, sessions plan.
- The three 'R's' - Revise, reinforce, and refine.
- To teaching as a trainer.
- The presentation we had to make at the end were a reflection of the week.
- Sharing of ideas among different jurisdictions and places.
- The warm and conducive approach of the trainers.
- Delivering the training session after years and years of waiting.
- Just the sharing of ideas and experiences between everyone.
- The presentation of the session plan.
- I liked group participant, role plays, presentation, etc.
- Delivery the presentation.

Briefly describe the least useful experience(s) of the workshop?

- None in particular.
- I found all the scenarios to be useful.
- Hardly find any.
- Being stressed out from day one about presentations on day five; the per diem was ridiculously small and insignificant.
- Being overfed.
- Not enough time and resources to PPPP (Proper Preparation Prevents Poor Performance).
- All very useful.

Do you wish to offer any other comments or suggestions for improvements for this Workshop?

- Excellent workshop. Great food. Don't forget the rice next time.
- Are there any forum for Level 3 trained (participants) to discuss strengths and weaknesses?; I was glad that this program - reinforced and revisited some ToT things I learnt in the past, it helped bring together in perspective as well as new skills to equip me. Thanks.
- To have more time.
- One week is too much everything is being cramping for a week.
- I think we need to be more culturally sensitive and acknowledge the religious aspects of the region. That's something the participants need to mention; with laptop computers becoming more prevalent, we need more room for participants.
- Thanks and keep up the good work.
- I think that the workshop should have been run over 2 weeks and in a pacific island location.
- Perhaps improve on evaluations - felt as if it was too hurriedly done and less important. It would be great to feel that our views are seriously taken on board other than that it has been a very good workshop.
- Thank you to facilitators, participants and sponsors.
- I can't think of any because I think this is the most advance I have ever attend!! Thank you.
- Thanks for the great arrangement made for this training, well done.
- The training space too small.



ANNEX FIVE: BRIEFING DOCUMENT – TRAINING NEEDS ANALYSIS

Advanced Trainer of Trainers Workshop Training Needs Analysis

Dear Participants,

During the Advanced Trainer of Trainers Workshop you will spend time planning a two day training program that you could deliver in your country. This training program will consist of a number of training sessions.

You will deliver on the final day of the workshop one of the training sessions from the program you have planned. Your training session will last for 30 minutes.

Before you come to the Workshop you will need to conduct a Training Needs Analysis to work out what you will teach in your two day training program.

Remember the purpose of a TNA is to work out what needs to be taught. This is done by conducting research and analysing that research.

What do you need to do?

You need to speak with your court administrator, divisional head or your superior. Ask them what areas should be a priority for training. If you are a Judge, you may decide for yourself what areas of training is a priority.

Identify the general problem area (the area where training is needed? What is a problem area for your court?) For example, your court might decide that customer service training is required.

You then need to conduct a **specific TNA** for that area.

How do you conduct a specific TNA?

1. **Identify your target group** – for example, who needs to be trained in customer service?
2. Make a list of the **job roles** for all court staff involved in customer service?
3. Break the tasks that court staff perform into **knowledge, skills and attitudes**.
4. Place the information into a survey or set of questions for the target group. You could do this by interviews or by a written survey.
5. Conduct the interviews or survey.
6. Analyse the survey information (identifying gaps required for training)
7. Identify the topics for training.

Please bring with you to training your completed TNA. We will use this as the basis for the training program you will design during the workshop and the 30 minute training session you will deliver on one of the topics from your program.