# ****Example Training of Trainers Agenda****

**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.

**Day One: Date**

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| ***Time*** | ***Topic*** | ***Learning Outcomes*** |
| ***8.00-8.30am*** | ***Arrival*** | |
| 8.30-9.30 | ***Workshop Opening and Orientation***   * Introduction   ***Overview of Workshop***   * Facilitators * Aim and Objectives * Learning resources   ***Certification***   * Assessment * Accreditation | * 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. |
| 9.30-10.30 | **Presentation by participants** | * 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. |
| ***10.30-11.00*** | **Morning tea** | |
| 11.00-11.30 | **Presentation by participants continued** | * Same as above |
| 11.30-12.30 | **Action Plans**   * What is an action plan? Why use them? How to design action plans? | * Define an action plan and explain why they are used * 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**   * Definition * Methods and documentation * Selection of subjects * Action plan for improvements | * 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**   * Six steps in developing a learning programs * Daily plans * Session plans | * 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**   * 3 important things I learned today? * 2 questions I still have? * 1 thing that really supported my learning today? | * To review and evaluate Day 1 of the workshop. |
| ***4.30-4.45*** | ***Daily wrap-up, feedback and close*** | |

**Day Two: Date**

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| ***Time*** | ***Topic*** | ***Learning Outcomes*** |
| ***8.00-8.30am*** | ***Arrival*** | |
| 8.30-10.30 | **Learning aims and outcomes revisited**   * Types, difference of aims and objectives, how to formulate, action plan for improvement | * 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**   * Purpose of session plan * Pro-forma session plan * Timing | * 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**   * Explanation of adult learning principles * Why these principles are important? | * 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**   * Types of group discussions * Purpose of group discussions * 8 step guide to creating group discussion | * 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**   * 3 important things I learned today? * 2 questions I still have? * 1 thing that really supported my learning today? | * To review and evaluate Day 2 of the workshop. |
| ***4.30-4.45*** | ***Daily wrap-up, feedback and close*** | |

**Day Three: Date**

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| ***Time*** | ***Topic*** | ***Learning Outcomes*** |
| ***8.00-8.30am*** | ***Arrival*** | |
| 8.30-10.30 | **Assessment and evaluation of training**   * Four key principles of assessment- validity, reliability, flexibility and fairness * Types of assessment methods for assessing knowledge, skills and attitudes * Creating and assessment | * 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** | * As above |
| ***12.30-1.30pm*** | ***Lunch*** | |
| 1.30-3.00 | **Teaching aids**   * Where to find training resources? * Powerpoints * Games | * 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**   * Difference between a case study and a role play * 10 steps in writing a case/study or role play | * 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**   * 3 important things I learned today? * 2 questions I still have? * 1 thing that really supported my learning today? | * To review and evaluate Day 3 of the workshop. |
| ***4.30-4.45*** | ***Daily wrap-up, feedback and close*** | |

**Day Four: Date**

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| ***Time*** | ***Topic*** | ***Learning Outcomes*** |
| ***8.00-8.30am*** | ***Arrival*** | |
| 8.30-10.30 | **Advanced Teaching Methods 3**   * Teaching a skill * Definition of coaching * Coaching model | * Improve significantly their knowledge of coaching as a teaching methodology * To conduct a short coaching session teaching. |
| ***10.30-11.00*** | **Morning tea** | |
| 11.00-12.30 | **Planning for 30 minute teaching session**   * Explanation of task |  |
| ***12.30-1.30pm*** | ***Lunch*** | |
| 1.30-3.00 | **Final preparation for 30 minute training session** |  |
| ***3.00-3.15*** | ***Afternoon tea*** | |
| 3.15-4.15 | **Final preparation for 30 minute training session** |  |
| 4.15-4.30 | **3-2-1**   * 3 important things I learned today? * 2 questions I still have? * 1 thing that really supported my learning today? | * To review and evaluate Day 4 of the workshop. |
| ***4.30-4.45*** | ***Daily wrap-up, feedback and close*** | |

**Day Five: Date**

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| ***Time*** | ***Topic*** | ***Learning Outcomes*** |
| ***8.00-8.30am*** | ***Arrival*** | |
| 8.30-10.30 | **Presentation by participants of a 30 minute training session** | * 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. |
| ***10.30-11.00*** | **Morning tea** | |
| 11.00-12.30 | **Presentations continued** |  |
| ***12.30-1.30pm*** | ***Lunch*** | |
| 1.30-3.00 | **Presentations continued** |  |
| ***3.00-3.15*** | ***Afternoon tea*** | |
| 3.15-4.15 | **Wrap up of training:**   * Review learning outcomes * Completion of post-training questionnaire * What did I learn? * What did I like? | * 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. |
| ***4.15-4.30*** | ***Daily wrap-up, feedback and close*** | |

**Extract from the *PJSI Training-of-Trainer’s Toolkit*, 2020**. The full Toolkit is available here: <https://www.fedcourt.gov.au/pjsi/resources/toolkits>