# ****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>