Introduction to Train the Trainers

Theme 1: Becoming a Tutor/Trainer – skills, experiences and motivation

Tutor/Trainer – skills, experiences and motivation

Theme 3: Group Dynamics and Learning Styles

Theme 3: Micro-teaching Sessions

Welcome and Introduction

These materials accompany and outline the course *Introduction to Train the Trainers* and are primarily intended as a resource for adult education tutor/trainers working in a community context. This community context will be a varied one and tutor/trainers will be working with course participants from diverse backgrounds and with different experiences and expectations.

The aim of the course is to build confidence, skills and knowledge of teaching and learning methods and approaches within an active citizenship context. This course is designed for participants who are interested in becoming adult educators, and those who are active in their community and want to explore tutor/training, as well as active citizenship, further.

Many participants might be thinking about this pathway for the very first time and may be keen to develop skills through future modules such as Introduction to Active Citizenship and the City and Guilds, Preparing to Teach in the Lifelong Learning Sector. This course is an introduction to that (optional) teaching and learning journey.

Tutor/trainers delivering this course may themselves be extremely experienced in adult education but be relatively unfamiliar with some of the 'active citizenship' themes and approaches. Thus one of our aims in producing this course has also been to provide a best practice model on which the experienced tutor/trainer can develop and build.

For all of those working through this course, whether as tutor/trainers or course participants, we hope that it helps to stimulate effective teaching and learning amongst active and engaged citizens.

Using the Materials

These materials offer a structure and outline for a 10 hour non-accredited course: Introduction to Train the Trainers. Included is a Scheme of Work, course content – in the form of tutor/trainer points, ideas for activities and some resource information.

The materials indicate the main area of delivery from the tutor/trainer as well as associated activities. These are timed. It is likely that tutor/trainers will use these materials flexibly depending on the needs and interests of participant groups.

The course can be delivered in a number of different ways – in 2 five hour blocks as day schools, over a number of linked evenings, or in any other way appropriate to a group of participants. Again, flexibility is important. If taught over 2 sessions of 5 hours per session, the time allocated for two 'getting started' and two 'wrap up and evaluation' slots can be distributed amongst the other sessions or used for different purposes.

Resources

In Section 5.4 can be found a range of handouts to support activities and further investigation around the training of tutor/trainers and active citizenship. Tutor/trainers will want to add their own handouts and resources and customise them according to the particular groups with whom they are working.

Introduction to Train the Trainers

Course Aims:

- To introduce participants to the roles, responsibilities and boundaries of a tutor/trainer
- To encourage and motivate participants to share their own experiences, skills and knowledge and relate these to their own community involvement and practice
- To explore ideas, definitions and meanings of active citizenship
- To explore some of the barriers and obstacles faced by adult learners and identify ways of addressing them
- To introduce participants to session planning and presentation skills
- To provide participants with information about progression opportunities and to encourage them, if relevant, to consider becoming an active citizenship tutor/trainer

Course Learning Outcomes:

Participants will be able to:

- Identify the role, responsibilities and boundaries of a tutor/trainer within an adult education context
- Define what is meant by active citizenship and understand active citizenship values and practice
- Engage with ideas/definitions in relation to their own experiences and expectations
- Explore the potential of moving on to the City and Guilds in Preparing to Teach in the Lifelong Learning Sector

Theme 1:

Becoming a tutor/trainer - skills, experiences and motivation (2.5 hours)

1.1 Getting Started: (35 minutes)

Words & Ideas: Developing ground rules, identifying starting points and expectations

A short session including:

- Housekeeping
- Course overview – what's it all about?
- Introducing students to each other
- Identifying participants' starting points and expectations
- Producing group ground rules

Tutor/trainer points:

- Tutor/trainers need to introduce the course, cover housekeeping and run a short icebreaker whereby participants introduce themselves to each other and share their expectations about the course. These might be flipcharted by the tutor. Different variants of ice-breakers can be used.

- Tutor/trainers should say something, broadly, about the purpose, aims and objectives of the course and map out the session and the course.

- Tutor/trainers should establish whether or not participants have completed the course Introduction to Active Citizenship. If not, space should be made to include a dedicated activity (see Resources below).

- They should also stress that the day/session is not only about learning but also about sharing experiences and thinking about what it really means to be a citizen.

- Tutor/trainers should include an activity that identifies participants' starting points and expectations.

- Tutor/trainers should work with the group to draw up group agreements (ground rules).

Who are you working with?

Most people feel a bit anxious about meeting new people and often don't know what to expect. An ice-breaker is a useful way to make people feel comfortable. You need to tailor icebreakers to the situation and you should also ensure that it is relevant and not seen as something separate. Most important of all, it should be fun. Laughing is the best ice-breaker.

Resources:

- Examples of ice-breakers (See examples in Handout 5.4.1.)
- Example of developing group agreements (See example in Handout 5.4.2)
- Example of mapping expectations activity (see example in Handout 5.4.3)
- Example of active citizenship activity (see examples Handouts 5.4.4 and 5.4.5) and Theme 1 – 1.2 Activity 1, Active Citizenship course materials.

1.2 Reflecting on Skills and Experiences (25 mins)

The purpose of this activity is to help participants to identify the strengths they already have, and that they can start using as a tutor/trainer, as well as the strengths they would like to develop throughout the course.

Tutor/trainer points:

- Ask for whole-group feedback, drawing out common points.
- Ask participants to keep the completed handout in their folders so that they can reflect on it throughout the course. Explain that this is a learning tool which will enable them to reflect on their progress.

Activity 1

Please identify up to 5 strengths and areas for improvement that will help you begin your work or develop your skills as a tutor. Complete the handout individually and then pair up with another participant to share each other's findings.

Resources:

- See Handout 5.4.6

1.3 What is Learning (45 minutes)

The aim of this session is to encourage participants to think about the nature of learning, as well as how adults learn best (what makes a positive learning experience?).

> **Words & Ideas: how adults learn, what makes a positive learning experience, how these experiences have influenced our everyday lives, interests and motivations.**

Who are you working with?

How we learn is often connected to how we feel, what's going on in our lives and what our reasons and motivations to learn are.

Learning is situated in our everyday lives as well as in formal organisations.

A discussion on preferred 'learning styles' here, rather than later on in the course, might be useful.

Tutor/trainer points:

- Tutor/trainers should stress that there are a number of ideas and theories on how adults learn which have been around for a long time. However this activity is based on the experience of participants.

- Tutor/trainers should also stress that there are no 'wrong' answers to these questions and that participant responses will reflect 'where they are coming from' and their own understanding of what learning is. Learning is influenced by what is going on in our lives. All experiences will differ.

- People learn differently at different points in their lives. Tutor/trainers might ask if 'learning' as an active citizen is different from other types of learning.

- Tutor/trainers might want to offer their own examples.

- Begin with a 'group brainstorm'. What do participants think that learning is? Where does it take place? Prompt with questions if needed:

  - Do you do it by yourself or with others?

  - Do you learn from experts?

  - Do you learn from people, TV, books?

- Flipchart the answers. Explain that we all learn in different ways, different skills call for different ways to learn. Introduce students to some of the ideas on the Handout: What is Learning? (5.4.7)

- Tutor/trainers can then facilitate the responses and feedback to Activity 2.

Activity 1

Participants should break into small groups and be provided with post-its and flipchart paper.

Groups should consider:

- Something each group member found easy to learn (could be making a cake, a sport, maths etc), how they learnt it and what/who helped?=

- Groups should then consider something each group member found difficult to learn. What was it? How did they learn, what/who helped?

- What made some learning positive and other learning not positive?

- Whole group should feed back to the larger group. Compare the findings. Identify informal and formal learning opportunities. Draw out common points to help or hinder learning.

Resources:

- Post it notes and flip chart paper
- Handout 5.4.7

1.4 Reflecting on Learning (25 minutes)

> **Words & Ideas: the value of reflecting on learning, keeping a learning journal**

One of the aims of this course is to encourage participants to become reflective practitioners. Keeping a reflective learning journal can help to facilitate this.

Tutor/trainer points:

- If possible give examples of such a journal – written, pictorial, audio.
- You may need to unpick what 'being reflective' means and how it aids learning.
- Ask participants to discuss the idea. How do they think it could be useful to them? What questions might they want to ask? What might a journal look like?

Activity 3

Participants should either use handout 5.4.8 or design their own questions to be used in the form of a learning journal. These are likely to include:

- What do I personally want to get out of the course?
- What I enjoyed about the session
- What I didn't like about the session
- What I'm taking away from the session

Resources:

- Handout 5.4.8

1.5 Session Review and Evaluation (10 mins)

Words & Ideas: the value of reflecting on learning, keeping a learning journal

This is a short feedback session which can be delivered or not depending on how the course is organised.

Tutor/trainer points:

- Tutor/trainers should introduce the idea that evaluation is key to a good learning experience.
- Quickfire activities can be used – such as the 'traffic light system' with green, amber and red stickers to evaluate against the session outline or main themes that are important to the group.
- Participants might want to say if they would like more or less of something i.e. more listening, more participation, more time for discussion….
- Tutor/trainers can map the views of participants against their expectations – though it may be too soon to do this.

Theme 2:

What do Tutor/Trainers do?

2.1 Getting Started: (5 minutes)

- Welcome and recap on last week's sessions – any thoughts?
- Overview of the session

2.2 The Role and Skills of the Tutor/trainer (35 mins)

Tutor/ trainers should ask participants to differentiate between the range of teaching roles and how these vary between helpful and unhelpful roles in relation to adult learning.

> ## Words & Ideas: Exploring the distinctive role, responsibilities and skills of the tutor/trainer

Tutor/trainer points:

- Tutor/trainers can flipchart the responses of group participants as they answer the question: What do you understand by the terms: facilitator, trainer, tutor and teacher? These are both roles and processes! Definitions might include:

  - **A facilitator:** someone who helps a group of people to understand their common objectives and assists them to plan to achieve them without taking a particular position in the discussion. A facilitator will try to assist a group in achieving a consensus on any disagreements that emerge in a meeting, so that it has a strong basis for future action.

  - **A trainer:** someone who formally helps to train others to acquire specific, often vocational, skills.

  - **A tutor:** someone who instructs and guides other in their learning, which is likely to be wider than the acquisition of formal skills.

  - **A teacher:** often deemed to be a formal education professional working with pre-16 year olds.

- Tutor/trainers might ask participants: What are the strengths and weaknesses of each role? When is it more appropriate to be a facilitator than a tutor and vice versa?

- Tutor/trainers can ask participants to differentiate between what are seen as helpful and unhelpful roles. Generally helpful roles might include: tutor, facilitator, organiser, someone with resources, people who are supportive, challenging and enabling. Unhelpful roles tend to be seen as experts, someone who professes to have all the answers, therapist, a 'friend' taking all the responsibility for the group and learning.

● Tutor/trainers should stress that tutor/trainers are not expected to be experts. It is more beneficial to have access to information, and use your skills in making this information accessible to participants, than always being an expert. Remember that the role is to facilitate learning processes as well as delivering information. Sometimes it is helpful not to have all the answers as this can prevent the group finding their own.

Activity 4

Participants can work in small groups and:

● Make a list of what a tutor/trainer is responsible for

● Make a list of the different tasks and activities you might undertake as a tutor/ trainer

● Consider what skills and qualities tutor/trainers need

● Consider what skills and experiences you can bring to the role of tutor/trainer

Groups can report back to the wider group in preparation for discussion.

2.3 Exploring Boundaries (30minutes)

Tutor/trainers have a responsibility to maintain appropriate boundaries within groups and this session explores ways of understanding and doing this.

> **Words & Ideas: Identifying boundaries using a case study approach**

Tutor/trainer points:

- Tutor/trainers can remind participants that boundaries exist to help us experience safety, consistency and to define areas of work. Within our roles as tutor/trainers we come across many different kinds of boundaries, whether they are situational, around our levels of competence or our personal limits. It is often worth considering where we stand on these issues.

- Tutor/trainers can then ask the whole group: what is meant by the term boundary? What is the purpose of a boundary? What happens when boundaries are unclear or non-existent? Flipchart responses.

- Tutor/trainers can also ask what boundaries the group thinks it has. Refer back to the group agreement and consider how facilitators/trainers/tutors can establish good boundaries.

- Often when boundaries are confused it is useful to ask yourself questions. Developing clear boundaries often relies on us being clear about our roles. To help develop clear boundaries it can be useful to ask the following:

    - Why am I doing this?

    - Whose interest am I serving? The groups, individuals within the group, my own?

    - How do I feel about this?

    - Do I need to acknowledge this situation and/or do I need to act on it?

    - What resources/support do I need - if any?

- Stress how it can also be helpful to identify priorities. What can you do? What can't you do right now? What happens if you overstep your personal limits? Do you or the group function effectively?

- Recognise there are negotiable and non-negotiable boundaries, i.e., learners cannot smoke during lessons, but the group could participate in deciding how to tackle a certain topic.

- If we can be clear about ourselves, our roles, our limits and expectations as tutor, we can communicate this clearly. If we cannot, we risk giving out mixed messages to groups e.g. telling them we accept them arriving late, but really feeling irritated by it. It is important that our thoughts, words and body language match, and therefore we send clear messages to participants.

- If there are issues in the group on which we are not clear, and for which we do not have a solution, it does not mean we cannot raise it with the group. It may be worth acknowledging difficult situations and the fact that there are no solutions at present.

Activity 5 - Exploring Boundaries

Participants can work in pairs and decide what the boundaries might be in the case studies referred to in the handout.

Groups can report back to the wider group and participate in the general discussion.

Resources:

- Handout 5.4.9

2.4 Exploring Boundaries (30minutes)

This session is concerned to explore barriers to learning and participation through taking a case study approach. It also looks at a key theory – that of Maslow – to understand the 'hierarchy of need'.

> ## Words & Ideas: Identifying barriers to participation, working towards inclusion, Maslow's hierarchy of need

Tutor/trainer points:

- Tutor/trainers can refer to earlier activities that explored positive learning experiences. Recap by flip charting some of the issues that make learning easy or difficult.

- In the whole group, draw out these common problems and flipchart how the challenges can be addressed by removing some of the barriers and encouraging inclusion.

- After completion of Activity 6, tutor/trainers can distribute a handout demonstrating Maslow's Hierarchy of Need. This reinforces some of the issues and concerns around barriers and exclusion already discussed.

> ## Activity 6 - Case Studies on Barriers
>
> Ask participants in their groups to list, as they look at the case studies, what the barriers are that learners face. Divide the possible barriers according to:
>
> **Physical - e.g**.   Venue might be cold and unwelcoming
>
> **Social - e.g.**   Learner may feel uncomfortable in the group
>
> **Cognitive - e.g.** Memory problems
>
> **Attitudinal - e.g.** Learner may have a defeatist or passive attitude
>
> Groups can report back to the wider group.
>
> ### Resources:
> - Handout 5.4.10
> - Handout 5.4.11

2.5 Session Planning and Learning Cycles (30 mins)

This is a preparatory session for the micro teaching session that all participants will be expected to deliver.

Tutor/trainer points:

- Introduce the idea that in the final session all participants will have the opportunity to deliver a 15 minute micro-teaching session. This could take the form of an activity or presentation. The method is up to each individual and the size of the group will impact upon the time available for the micro-teach.

  - Make sure that participants know that they are free to arrange the room and the 'students' as they wish when they do their session. They need to avoid simply giving a talk – part of the point of the exercise is to give them the opportunity to practise (or try out) interactive ways of teaching and learning. In preparation for their micro-session participants should include :

  - A session plan, with learning outcomes, timings, resources, activities, content

  - An introduction, development and conclusion

  - A selection of teaching and learning approaches that will engage and motivate learners

- Draw attention to some of the teaching and learning activities that have been used so far (ice-breaker/paired etc). Ask participants to think about a theme and activity which embraces some aspect of active citizenship. Make time for questions and answers on this. If people don't have any ideas by the following week make time to talk to them individually – remind them about being on the Take Part Trainers register.

- Introduce students to the 'learning cycle'.

- Take participants through the session plan and adapt it for the micro-teaching session.

> ### Ideas might include:
>
> • Being an active citizen – what does it mean?
>
> • How to be active
>
> • Examples of active citizenship activity
>
> • Supporting active citizens
>
> • Examples of community activity
>
> • Active citizenship – a case study

Resources:

- Handout 5.4.12
- Handout 5.4.13

Theme 3:

Group Dynamics and Learning Styles

3.1 Getting Started: (5 minutes)

- Welcome and recap on last week's sessions – any thoughts?
- Overview of today's session

3.2 Group Dynamics (40mins)

This session explores the idea of how tutor/trainers can facilitate strong and effective group dynamics.

Tutor/trainer points:

- Introduce the group to Tuckman's Model of Group Dynamics . Go through Handout 5.4.14 with the group. Ask participants if they can identify with this model through past experience of groups and ask for examples.

- Draw participants' attention to the fact that each stage of Tuckman's model may reflect aspects of Maslow's Hierarchy of Need

- Stress (and flipchart) the stages of effective group development and the tutor/ trainer's role in this. The following points need to be addressed and discussed in any teaching/learning situation:

1. Clarify the responsibility of group facilitation.

2. The purpose/mission of the group must be clear to all members and the purpose/mission should be periodically revisited.

3. Ground rules should be established and monitored.

4. Help group understand that 'conflict'(conflict in a positive way) is a normal and perhaps necessary part of group development.

5. Group must be reminded to 'listen' to each other.

6. Wrap-up at the end of each session should be comprised of meaningful and constructive comments relative to group process.

7. Everyone must contribute and work to make the group a 'learning team'.

1 Tutor/trainers should remind participants that Tuckman's model is one amongst many. there is John Adair's Task, Individual, Group model.

Activity 7 - Tuckman and the 5 stages of group dynamics

Ask participants to break into small groups and consider what the role of the tutor/ trainer is at each stage of Tuckman's model. Flipchart their answers then present back to the whole group and discuss.

Extension Activity

If the group works through this activity quickly, tutor /trainers may want to consider either giving them case studies, and asking them to work in pairs or small groups and think of ways to respond to them as tutor/trainers, or work from their own experiences. The aim is to consider ways tutor/trainers can manage each stage of group dynamics. This should also be linked to the boundaries and roles discussed in Session 2.

Resources

- Handout 5.4.14

3.3 Learning Styles (60 mins)

This session is concerned to explore the idea of learning styles with participants. How do learning styles vary and how can tutor/trainers accommodate different styles?

> **Words & Ideas: How adults learn, ways of learning, reflecting on learning styles**

Tutor/trainer points:

- Introduce the idea of learning styles to the group. Relate this back to Session One when participants focussed on different ways that they learned.

- Participants should be reminded that although the VARK questionnaire and learning style model is explored in this session, there are many other competing models and theories, for example Honey & Mumford etc.

- It is also important to stress that whilst recognising that people learn in different ways, this is not simply a way of categorising people. Information about learning style needs to be used to empower the learner rather than being a constraint on learning.

- Participants should then be introduced to VARK which is based on the senses that we use to process information – visual (seeing), auditory (hearing), kinaesthetic (feeling/tactile). (Handout 5.4.15) Thus:

  - **Visual learners** use information that is presented visually, in the form of diagrams, pictures, slides, overhead transparencies, flashcards, videos, demonstrations. Reading printed texts may be a preferred style.

  - **Auditory learners** use information that is spoken in the form of talks, discussions, audiotapes/CDs.

  - **Kinaesthetic learners** prefer learning by doing, moving and touch, i.e. through hands-on activities, practical exercises, projects, field work, visits, modelling, anything which involves movement.

- It should also be stressed that whilst people learn through all three channels, many have one or two learning styles which dominate. These are often related to the educational model used in the educational system of the learner. Different systems obviously encourage and develop certain learning responses. When planning a session it is important to try to develop the repertoire of styles available to each learner and make sure activities will cater for all learning styles and experiences.

Activity 8 - How Adults Learn - Learning Styles

Part 1

- Ask participants to think about how they learn best and then complete the questionnaire individually.

- Once they have completed the questionnaire they can get into pairs and compare their findings

- Ask if the information surprised them or if they were aware of their style.

Part 2

Ask participants to work in small groups to consider some different ways they could tutor the following topics depending on their learning style preferences and the diverse nature of learning styles.

1. Operate a DVD

2. Learn about Picasso's work

3. Do long division sums

4. Learn to play a card game

5. Write a short story

6. Learn to tango

7. Learn about the history of Ireland

Tutor/trainers may want to think of their own examples and flipchart them or give them as a handout.

Come together as a whole group and compare findings. Draw out different ways that any one subject can be taught so as to engage as many learners as possible.

Resources:

- Handout 5.4.15

- Handout 5.4.16

3.4 Teaching Methods (20 mins)

In this short session participants will reflect on various teaching methods and think about their advantages and disadvantages in the light of previous discussion.

> **Words & Ideas: Thinking about teaching methods, how they can be used and their advantages and disadvantages**

> **Activity 9 - Teaching Methods**
>
> Ask pairs of participants to complete Handout 5.4.16. This short activity can be delivered separately or even as part of Activity 8. Responses can be flipcharted by tutor/trainers.
>
> Resources
> ● **Handout 5.4.16**

3.5 Session Review (15 mins)

Check that participants are completing journals and ask for any extracts, responses, examples and thoughts about the session. Check that everything is ready for the final session. What are participants looking forward to in terms of their micro-teaching and what are they concerned about?

Theme 4:

Micro-teaching Sessions

4.1 Getting Started: (5 minutes)

- Recap on previous session
- Allocate times and a running order
- Provide a model for feedback as below

4.2 Ways of Providing Feedback (10 mins)

Providing feedback is an important function of tutor/training. Learners need to know how they are doing, what they need to do to improve and how far they have progressed. Good feedback can foster motivation and provide significant support for meeting new challenges.

Tutor/trainer points:

- Tutor/trainers should preface the micro-teaching sessions by introducing a task for participants – giving feedback on each other's sessions. This will also give participants practice in preparation for their own tutor/training.

- Remind participants that the first stage of feedback is to assess whether, and what, learning has taken place, either against assessment criteria (on accredited courses) or against learning outcomes (on non-accredited courses)

- Tutor/trainers should alert participants to different types of feedback:

  - **Written feedback.** Tutor/trainers are often expected to provide this on accredited courses, and possibly on other courses when learners hand in pieces of written work. Feedback should be given within 2 weeks at most. Feedback should be written on a separate piece of paper, not on the learner's script.

  - **Verbal feedback.** This is an integral element of every teaching session. You will be checking learning and giving brief informal feedback to learners every time you say "yes, that's right, but have you thought of........". It is particularly important in practical, craft or movement classes when learners may need very specific individual feedback on the skill they are learning.

  - **Peer feedback.** It is always worth encouraging learners to give each other feedback. Allocate a few minutes to discuss this with them and get them to think about how to give feedback to each other. In all cases start with the positive:You've expressed that very well. Then select one or two things they could improve; "Have you thought of putting......." and, "You could try........". Feedback should always end on a positive note (especially in written feedback) such as, "I think you showed that very clearly…".

It can be a good idea to ask learners what kind of feedback they want i.e. do they want the tutor/trainer to correct their spelling, grammar and punctuation, what kind of suggestions do they want about how to improve their technique (e.g. in a craft class).

Before the micro-teaching sessions begin, ask participants to consider each other's mini presentations according to:

1. Strengths: preparation, delivery, use of methods and resources, topic, etc

2. Areas for improvement: preparation, delivery, use of methods and resources, topic, etc

Resources
● **Handout 5.4.16**

4.3 Micro-teaching Sessions (100 mins)

In this session participants have the opportunity to demonstrate a short piece of teaching and then analyse it and get tutor and peer feedback on how it went. The micro-teach has its limitations - it is only a small snippet of teaching, sometimes out of a larger session or course - however it is a live situation and participants will learn from the session by trying out methods and ideas.

Tutor/trainer points:
● Introduce each participant and time them carefully. Signal in advance (on a piece of paper) when they have 3 minutes of their presentation time remaining.

● When they have finished, invite feedback from the group. Allow a few minutes per participant for feedback. If you have a very large group you will have to decide how best to manage this process. It may be appropriate to have a longer session.

● If time is very tight you could ask participants to write feedback down and give it to the person who does the activity. It would also be a good idea for you to provide some written feedback.

● Ask each participant who has completed the activity to give themselves feedback in their learning journal: what went well, what would they do differently next time?

4.4 Future Pathways (10 mins)

Tutor/trainer points:

- Ask participants to review their progress against the baseline assessment carried out in Session One. Or they can develop an action plan. (5.4.18)

- Ask them to identify what they would like to do next in terms of formal, informal learning or the active citizenship agenda. Provide information about the Take Part project or relevant progression, including the C&G 7303 Next Steps services.

Resources

- **Handout 5.4.18**

4.5 Wrap up and Evaluation (15 mins)

Tutor/trainer points:

- Course Evaluation – handout TP/WEA evaluation papers and ask participants to complete them.

- Ask participants to contribute one thing they are going to take away with them from the group

- Thank participants for coming and close.

WEA SCHEME OF WORK

Course title
Introduction to Train the Trainers

Tutor

Course Learning Outcomes

1. Demonstrate an understanding of the roles and responsibilities of a tutor/trainer
2. Identify ways to promote inclusive learning
3. Demonstrate an understanding of group dynamics
4. Demonstrate an understanding of learning styles
5. Assess your own development as a tutor/trainer

Theme	Topics	Activities	Assessments/LOS	Resources
1	Introductions & ice-breaker Housekeeping & H & S Course outline, aims and content Group agreement What is learning? What makes a good/bad learning experience? Introducing the learning journal Reflect & evaluate the session	Presentation Pair work Small group work	To recognize how learning takes place in a wide variety of contexts To understand the role or tutor/trainer	Handouts
2	Recap on Session I The role of the tutor/trainer Exploring boundaries How to address barriers to participation/ learning Introduction to session planning, the micro-teaching activity and learning cycles Reflect & evaluate session	Pair work Small group work Case studies	Define tutor/training roles and responsibilities Be clear about professional boundaries Identify ways to address barriers to learning and participation Identify ways to motivate, understand and plan learning	Handouts

WEA SCHEME OF WORK

Theme	Topics	Activities	Assessments/LOS	Resources
3	Recap on Session 2 Tuckman's model – active learning Learning styles Teaching methods Reflect & evaluate session	Tutor/trainer exposition Role play Case study Small group work Individual activity/questionnaires. Learning Styles Presentations and peer review Small group work	Demonstrate understanding of Tuckman's model of group dynamics Demonstrate an understanding of learning styles and how these might be related to diverse teaching methods Understand how to plan learning, carry out teaching/learning activities and evaluate them	Handouts
4	Recap on Session 3 Understanding feedback Micro-teaching sessions Next steps Review Wrap up and evaluation		Demonstrate an ability to present/facilitate/ tutor a planned micro-teaching session – responding to the participant's own A/C interests Identify next steps for individual and, where relevant, group, and action plan	Handouts

WEA SESSION PLAN

Course Title	Introduction to Train the Trainers
Session 1 (2.5 hours)	Theme 1 – Becoming a tutor/trainer: skills, experience and motivation
Session Learning Outcomes	• To encourage participants to define their own skills and experience • To encourage participants to identify existing skills and those they need to develop • To demonstrate an understanding of learning across contexts • To demonstrate an awareness of factors that influence learning
Resources	Flipchart, Handouts

Time	Objectives	Tutor/trainer Activity (Teaching Methods)	Participant Activity	Methods for checking learning
35 mins	Welcome Induction process including health & safety Outline of the course Introductions & icebreaker Develop a group agreement	Tutor/trainer introduction Tutor/trainer provides information on: H & S, WEA, enrolment forms Tutor/trainer outlines the session Set up ice-breaker activity/introductions	Participate, share information and feedback Active citizenship activity for participants unfamiliar with the area	Report back and discussion
25 mins	Reflecting on skills & experiences	Tutor introduction	Activity 1 Individual written activity Work in pairs to discuss experiences & skills	Group discussion
10 mins	Break			
45 mins	What is learning? What makes a good/ bad learning experience?	Tutor/trainer exposition	Activity 2 Work in small group and feedback to whole group	Discussion and groupwork

WEA SESSION PLAN

Time	Objectives	Tutor/trainer Activity (Teaching Methods)	Participant Activity	Methods for checking learning
25 mins	Reflecting on learning	Tutor/trainer exposition	Activity 3 Brainstorm ideas Reflect on learning diaries Participant activity and reflection	Examples of reflective diaries Video? Pro-forma
10 mins	Session review		Whole group response	Questions, answers, reflection

WEA SESSION PLAN

Course Title	Introduction to Train the Trainers
Session 2 (2.5 hours)	Theme 2: What do tutor/trainers do?
Session Learning Outcomes	• Understand the roles and responsibilities of a tutor/trainer • Understand barriers to learning and how to address them • Understand the importance of boundaries and how to establish and maintain them • Consider session planning, micro-teaching and learning cycles
Resources	

Time	Objectives	Tutor/trainer Activity (Teaching Methods)	Participant Activity	Methods for checking learning
5 mins	Recap on previous session – check reflective diaries	Tutor/trainer-led discussion	Feedback	Discussion
35 mins	The role of tutor/trainer	Tutor /trainer exposition	Activity 4 Participate in discussion	Discussion
30 mins	Exploring boundaries	Tutor /trainer exposition	Feedback	Discussion
35 mins	Exploring boundaries	Tutor /trainer exposition	Activity 5 Participate in discussion	Feedback and discussion
10 mins	Break			
30 mins	Barriers to participation and promoting inclusion Hierarchies of need	Being inclusive Case studies – small group work	Activity 6 Paired/small group activity – work on case studies Whole group activity around Maslow's hierarchy of need Whole group feedback	Discussion

WEA SESSION PLAN

Time	Objectives	Tutor/trainer Activity (Teaching Methods)	Participant Activity	Methods for checking learning
30 mins	Session planning and learning cycles Set up micro-teaching exercise for final session	Tutor/trainer exposition Q & A, examples	Pair work and group feedback	Feedback and discussion
10 mins	Session review using learning journal	Tutor/trainer asks for extracts from journals to describe learning so far.	Individual reflection	Journals

WEA SESSION PLAN

Course Title	Introduction to Train the Trainers
Session 2 (2.5 hours)	Theme 2: What do tutor/trainers do?
Session Learning Outcomes	• Understand the roles and responsibilities of a tutor/trainer • Understand barriers to learning and how to address them • Understand the importance of boundaries and how to establish and maintain them • Consider session planning, micro-teaching and learning cycles
Resources	

Time	Objectives	Tutor/trainer Activity (Teaching Methods)	Participant Activity	Methods for checking learning
5 mins	Recap on previous session – check reflective diaries	Tutor/trainer-led discussion	Feedback	Discussion
35 mins	The role of tutor/trainer	Tutor /trainer exposition	Activity 4 Participate in discussion	Discussion
30 mins	Exploring boundaries	Tutor /trainer exposition	Activity 5 Participate in discussion	Feed Back and Discussion
10 mins	Break			
30 mins	Barriers to participation and promoting inclusion Hierarchies of need	Being inclusive Case studies – small group work	Activity 6 Paired/small group activity – work on case studies Whole group activity around Maslow's hierarchy of need Whole group feedback	Discussion

WEA SESSION PLAN

Time	Objectives	Tutor/trainer Activity (Teaching Methods)	Participant Activity	Methods for checking learning
30 mins	Session planning and learning cycles Set up micro-teaching exercise for final session	Tutor/trainer exposition Q & A, examples	Pair work and group feedback	Feedback and discussion
10 mins	Session review using learning journal	Tutor/trainer asks for extracts from journals to describe learning so far.	Individual reflection	Journals

WEA SESSION PLAN

Course Title	Introduction to Train the Trainers
Session 3 (2.5)	Theme 3 – Group Dynamics and Learning Styles
Session Learning Outcomes	• Understanding learning styles • Understanding group processes • Exploring teaching methods
Resources	

Time	Objectives	Tutor/trainer Activity (Teaching Methods)	Participant Activity	Methods for checking learning
5 mins	Recap on previous session	Discussion	Discussion, participants to feedback	
40 mins	Group dynamics	Tutor /trainer exposition on Tuckman's model	Activity 7 Participate in Q & A Complete case study and feedback findings Small group activity	Case study activity Feedback
60 mins	Introduction to learning styles	Tutor /trainer exposition	Vark questionnaire Case studies Activity 8	Completion of questionnaire Small group work Discussion
10 mins	Break			
20 mins	Teaching methods	Tutor/trainer exposition	Activity 9 Handout Discussion	Completion of handout
15 mins	Reflective log and evaluation	Tutor/trainer checks journal - facilitates evaluation	Journal activity Evaluation activity	Discussion Learning journal

WEA SESSION PLAN

Course Title	Introduction to Train the Trainers
Session 4 (2.5)	Theme 4 – The mini-project
Session Learning Outcomes	• Demonstrate a mini-facilitation activity • Demonstrate effective ways to give evaluative feedback • Plan next steps • Evaluate course
Resources	

Time	Objectives	Tutor/trainer Activity (Teaching Methods)	Participant Activity	Methods for checking learning
10 mins	Recap on previous learning	Tutor/trainer exposition	Feedback	Q & A
15 mins	Ways of providing feedback	Tutor/trainer exposition	Practice giving feedback	Discussion
100 mins including break	Facilitation exercises and feedback	Tutor /trainer to facilitate	Participants carry out their activity and provide feedback	Self and peer feedback
10 mins	Next steps/future pathways	Tutor /trainer to facilitate	Review of individual progress and plan for next steps	Individual assessment
15 mins	Wrap up, evaluation and close.	Tutor /trainer to facilitate	Participants complete TP evaluation	Evaluation