



Module 2 – Australia
Day 14



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Session Outline

Program Schedule:	Module 2 - Australia		
Day:	14		
Specialists:	Chisholm Lead Facilitator Chisholm Institute LLN Specialists		
Session Topic:	<ul style="list-style-type: none"> • LLN challenges, strategies • Development of session plans 		
Session:	Workshop	Field visit	Presentation
Time:	1.00pm – 4.30pm		9.00am – 12.30 pm

Learning outcomes:

Upon completion of this session participants will have:

- Identified LLN challenges, models that apply to African TVET context
- Evaluated LLN inclusion in Learning Program
- Developed a strategy to lead others in LLN strategies
- Skill and knowledge in the purpose and development of session plans

Content:

The topics covered in this session include:

- Discussing the LLN challenges and issues facing participants in country
- Reviewing a number of LLN models and strategies that participants may be able to use and incorporate in their Learning Program
- Developing a strategy to lead others in LLN programs
- Evaluating participants WPR and learning program to ensure consideration of LLN requirements
- Developing session plans for delivery

Resources:

The following resources have been provided for this session to support your learning:

- Activity materials
- Power point slides
- LLN handouts (supplied by LLN specialists)
- Group and individual assessment A6



Activities/Assessment:

- Activity 1 – Reflection on the LLN information provided by Chisholm LLN specialists
- Group and individual assessment A6
- Activity 2 – What is inclusive communication?
 - What does diversity and inclusion mean to you?
 - How can you utilise and apply diversity and inclusion into your WPR?

ACTIVITY

Details

1: Reflect on the presentation/workshop by Chisholm Institute LLN specialists. What do you consider are the core LLN skill requirements identified during the workshop?



2: What learning strategies will you need to consider within LP to assist learners to develop required core LLN skills identified in question 1?

3: How will you monitor and evaluate that the approach taken within your strategy is effective and what measures will you put in place to determine areas for improvement?



4: Can you identify resources and tools that may assist you to ensure LLN is addressed when you implement your Learning Program?



ACTIVITY 2

Details

1: Read the following statement and take a moment to reflect on your favourite teacher, work supervisor or manager and then list down the things that they did to make you feel inclusive? Be prepared to discuss your list with the group.

Statement:

Inclusive communication treats everybody with respect. Language can be used to exclude others, often unintentionally, based on word choice, body language and a lack of understanding of the listener.

2: Watch the video and then reflect and write down what diversity and inclusion means to you? How can Dr Steve Robins' viewpoint coupled with your interpretation of diversity and inclusion, be applied to implementing and embedding your LP project ?

<http://www.youtube.com/watch?v=MDLtVoXNqK8&feature=related>

Present Deliver – Session Plan power point notes

Present & develop session plan

TAE40110 - Assessments *Chisholm*

Session Plan

Organisation:

Title of Training Session:

Brief explanation of training session it is linked to WPR project

.....

.....

Location for training:	Date/s of training:	Time of training:
.....
.....

Chisholm

Notes:

Before developing your plan to deliver group based learning – you may wish to consider:

What

- type of content
- training facilities, rooms and resources
- assessment requirements
- learning supports
- OHS and other regulatory requirements.

Who

- learners
- other trainers
- workplace management
- stakeholders.

How

- content delivery methods
- session times and schedules
- workplace arrangements.

Chisholm

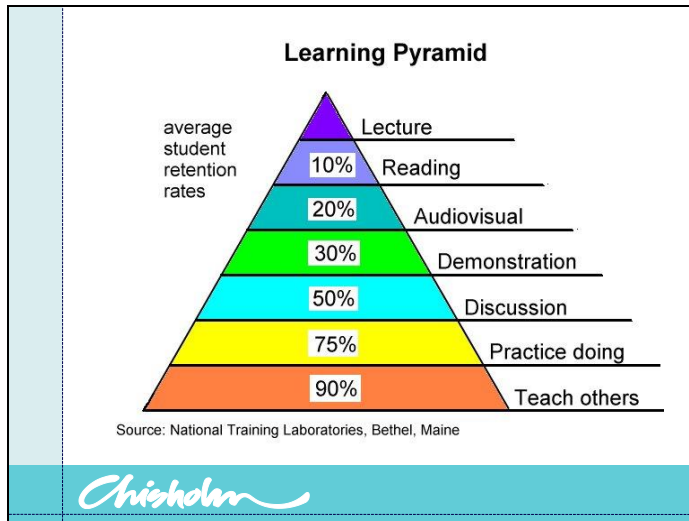
Notes:

Developing your Plan

- 1: Learning outcomes
- 2: Sequence content – skills and knowledge
- 3: Choose facilitation methods and learner activities – include timelines and resources
- 4: Develop or organise learning resources
- 4: Review the plan – confirm it meets requirements

Chisholm

Notes:



Notes:

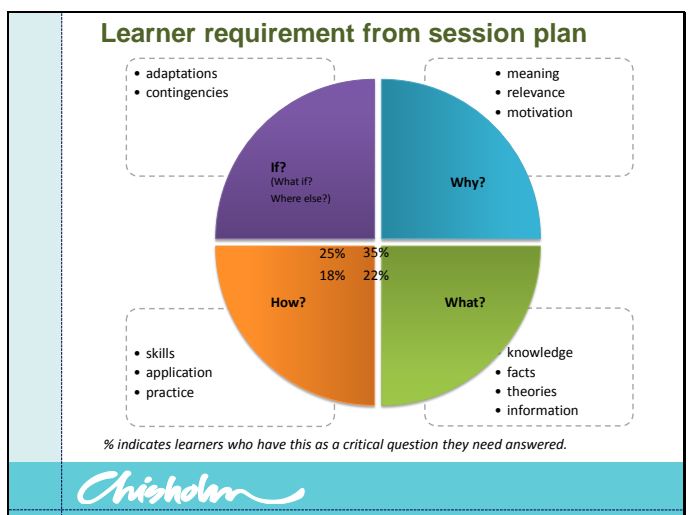
Session plans

are detailed plans of how the sessions for a learning program are to be conducted.

- outcomes to achieve
- content (points to be covered)
- timeframe
- learning activities
- resources needed.

Chisholm

Notes:



Notes:

Introduction for a session

Interest – grab interest of learners

Need – relevance for learners

Topic

Range – key topic areas

Outcome – at the end the learner should be able to...

Assessment

Safety and housekeeping – facilities and evacuation.

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Notes:

Body for the session should include

Explanation – main points of information

Activity – learners apply information

Summary

Trial – learner achievement of outcome.

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Notes:

Ending your session

Outcome – review achievement of learning outcome

Feedback – to learners about achievement and from learners about session and trainer


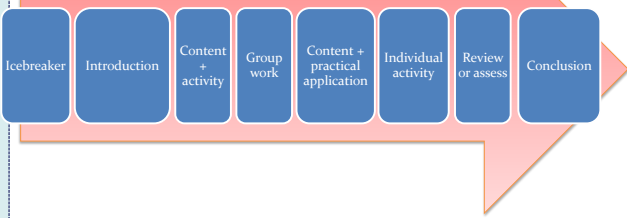
Future – next session and relate to workplace.

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Notes:

Facilitate a session

Sample session procedure:










Icebreaker Introduction Content + activity Group work Content + practical application Individual activity Review or assess Conclusion

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Notes:


Facilitate a skills-based session

D	• Demonstrate at normal speed	
E	• Explain key points	
D	• Demonstrate slowly	
I	• Imitate – learners copy trainer	
C	• Coach – trainer assists learners practise	
T	• Trial – learners perform skill.	


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Notes:

Preparing material




chunking
sequencing
contextualisation
skills-based delivery:
Demonstration
Explanation
Employability Skills.



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Notes:

Sequencing content




Known to the unknown	Global to specific	Practical example to theory
<ul style="list-style-type: none"> review existing material relate to new material launch into new material. 	<ul style="list-style-type: none"> begin with the 'big picture' 'dig' down into the details. 	<ul style="list-style-type: none"> begin with practical examples relate to theory and to new content.

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Notes:

Facilitating content




Voice Control

Pace	Posture
Pitch	Practice



Questioning

Open	Closed	Leading
Direct	Indirect	Probing



Body language

Verbal	Non-verbal	Posture	Gesture
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Notes:

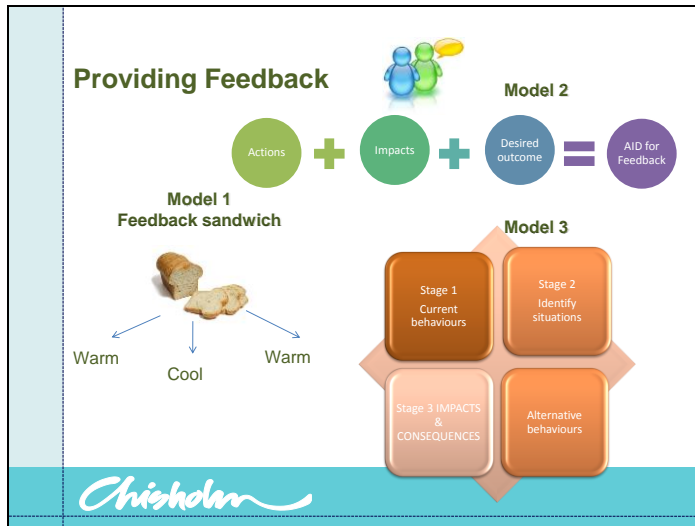
Conveying the content of the session

Element	Percentage
Body Language	55%
Style	38%
Words	7%

Mehrabian, A. (1981) Silent messages

Chisholm

Notes:



Notes:

Candidate Name/s:

ID: Number/s:

**Group & individual
assessment**

A6

Group & individual assessment A6

**Assessment
Description:**

Prepare and deliver a series of training sessions, following the learning program design and session plans which have been developed to support the implementation and embedding of your WPR.

(Note: structure of facilitated sessions will combine both group and individual sessions)

Due date:

Week 8 of program - Facilitated sessions

Week 10 of program – Evaluate sessions

Purpose of Assessment:

Facilitate group-based learning using the Learning Program and Session Plans you have developed

Assessment Method:

The assessment requires a series of facilitated sessions to be conducted (e.g. 40-60 minutes) across different learner groups.

To meet this requirement you will be assessed as follows:

- 1: You will be formed into groups (LP outcomes) to develop a session plan for facilitation of the session to be conducted to the entire workshop.
- 2: The group facilitated session will be peer reviewed, and feedback provided allowing your group to make any changes for continuous improvement.

Note: Group sessions have been designed to allow you to practice your facilitated delivery and develop a similar group session plan which you can easily adapt to suit the needs of your WPR project.

3: Prepare your individual LP session plan that you will follow to facilitate the implementation of your project in your country.

The review of your facilitated session(s) will be evaluated as part of the activities in Module 3

Instructions:

Step 1: Develop the session plan to facilitate a training to workshop participants taking into consideration a number of additional specifications which are listed below:

- Breakdown of task and allocation and timing of who will present each part of the training
- Consideration of diversity and cultural differences of the learners
- Ensure that you provide a safe learning environment
- Learning materials, resources and equipment have been properly identified, sourced and used in accordance with any stipulated specifications
- Interpersonal skills are used when conducting demonstration or presenting to engage the learners
- Learning characteristics and needs of the learners have been identified and learning delivery adjusted to meet the characteristics, learning styles and needs
- Presentation aids and instructions are used to engage and deliver a dynamic demonstration
- Ensure that the session plan outcomes have been covered and achieved
- Opportunities have been provided for two way communication to occur during or after facilitated session
- Feedback is sought and captured at the end of the session and reviewed by the all participants.

Step 2: Group facilitates their session to the workshop.

Step 3: Be prepared to review the outcomes of the group session with learners and program facilitator/assessor, responding to and collecting information and comments based on feedback and questioning. Complete Appendix 3 feedback.

Timeframe:

Group facilitated session:

- Each group will have 60 minutes to plan and document the requirements of their session plan, using the attached template
- Groups will then have 10 minutes to review and prepare for facilitated delivery
- 40 minutes has been allocated for groups to facilitate their session plans
- Groups will have a further 10 minutes to collect and review feedback from workshop group

Individual facilitated session: *(to be completed between Module 2 and Module 3)*

- Using the group facilitated session as the trial example for facilitating a learning session you are individually required to prepare, facilitate and review a session plan to implement your WPR project outcome in your country, before Module 3 starts in week 9 of program schedule.
- You will be required to collect feedback on your session from participants. This will be evaluated as part of Module 3 activity in Week 10.

Session Plan

Organisation:

Title of Training Session:

Brief explanation of training session which is linked to WPR project

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Location for training:

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Date/s of training:

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Time of training:

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Training Purpose: *(brief explanation why the training is being undertaken)*

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Learning outcomes required: *(list the outcome/s that you are hoping to achieve from the training session)*

- *
- *
- *
- *

<p>Number of Learner/s:</p>	<p>Learner/s characteristics: <i>(detail any specific characteristics that may assist you when planning and delivering work skill instruction program)</i></p>	<p>Learner/s special needs: <i>(list any special needs that your trainees may require or need assistance with when delivering the work skill instruction)</i></p>	<p>OHS requirements: <i>(consider all OHS requirements and resources for the training environment – including PPE, training resources and equipment, training location)</i></p>	<p>OHS planning and contingencies: <i>(list any contingencies that you may need to have in place to ensure a safe training environment and the welfare of your trainees)</i></p>

Time	Sequencing of delivery	Overview of skills / knowledge	Resources & equipment required
	<p>Introduction</p> <p><i>I – grab the learner/s interest</i></p> <p><i>N – explain the need for the training</i></p> <p><i>T – provide details of the timing of the program</i></p> <p><i>R – what is the range of activity that will be covered during the training?</i></p> <p><i>O – what outcome do you expect to be achieved at the end of the training?</i></p>		

	Topic 1	Overview of Skills / Knowledge	Resources & Equipment required

	Topic 2	Overview of skills	Resources & equipment

	Topic 3	Overview of skills / knowledge	Resources & equipment required

	Topic 4	Overview of skills / knowledge	Resources & Equipment required
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	<p>Training Conclusion</p> <p>O – <i>(were the outcomes of the training achieved?)</i></p> <p>F – <i>(provide feedback to learner/s and seek feedback from learner/s)</i></p> <p>F – <i>(explain what happens next or how they can apply the training in the context of their role)</i></p>		
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Appendix Three: Feedback from participants

Aspects of the facilitated session that were effectively included:

Aspects that were not effectively included:

To improve the effectiveness of future sessions the facilitators could:

Other comments: