



Unit(s)	TAEDEL401A Plan, organise and deliver group-based learning TAEDES401A Design and develop learning programs TAEDEL301A Provide work skill instruction
Qualification	TAE40110 Delivery Cluster

General Session Details

Trainer	Top Gun
Session Date & Time	Delivery Cluster Workshop 2: Delivery Essentials - REPEAT session
Location	9:00 – 12 o'clock Monday 4 May 2015

Training Objectives

<p>Session Planning:</p> <ul style="list-style-type: none"> Structuring and formatting sessions; Risk control; Blooms Taxonomy <p>Facilitating training:</p> <ul style="list-style-type: none"> Effective lecturers; IL strategies; Questioning; Behaviour management; Reviewing and evaluating training.

Session Details

Time	Content, methods & activities	Resources
9:00	<p>Introduction <i>Icebreaker: Two Truths and a Lie</i></p> <ol style="list-style-type: none"> Give students a couple of minutes to think about two truths and one 'lie' about themselves (not an obvious lie) Each person then reveals their three things and the other students have to guess which one is the lie. <p>Discuss why Icebreakers like this are effective delivery strategies</p>	IL Strategies Booklet
9:10	<p>Overview of today's workshop (PPT slide 2) '<i>The What and the How</i>'</p> <ul style="list-style-type: none"> See Chapter 5 of the TAE text book for further information 	
9:15	<p>The What (slides 3 & 4) Interpreting delivery requirements</p> <ul style="list-style-type: none"> Getting prepared – LAS, Learning Program, Lecturer's Guide, K Drive, resources Learner characteristics and needs – Client needs, learning styles... <ul style="list-style-type: none"> Revise Learning Styles – use checklist (Text bk p120) <p>The learning environment:</p>	<p>LP46 PowerPoint for Group based learning</p> <p>Lecturer's Guide K Drive access LP56 Learning Style checklist</p>
9:35	<ul style="list-style-type: none"> Constraints and risks - Think Pair Share activity: <ul style="list-style-type: none"> What type of risks might you need to consider? (Text bk p121 & 2) Case Study - Risk control (Knowledge based assessment) <ul style="list-style-type: none"> Show on OHP screen, discuss sections and complete in pairs 	Case Study KBA Handout
9:55	<p>Middle The How (slide 5) Preparing Session Plans: (Text bk p125 - 128)</p> <ul style="list-style-type: none"> Finding resources – refer to Handout How do we learn? Learning Theories (slide 6) <ul style="list-style-type: none"> Blooms Taxonomy (refer to slide 7) 	LP6 Finding and developing resources

Session Plan - Example

Ref: LG309E1

	<ul style="list-style-type: none"> ○ Taxonomy examples (slide 8) ○ Activity: <ul style="list-style-type: none"> ▪ Think about an activity you use / plan to use with your students: ▪ <i>What level of Blooms taxonomy is it?</i> Round table discussion ○ Other theories (slide 9) (Text bk p99) 	
10:20	Morning tea (15 mins)	
10:35	Round off this section: <ul style="list-style-type: none"> • Other points to consider (slide 10) 	
10:45	Session Plan development (Text bk p129 - 139) <ul style="list-style-type: none"> • GLOSS – OFF model (slide 11) • Session Plan example (slide 12) - Pass around mine 	
11:05	Facilitating training sessions (slides 13 & 14) (Text bk p139 – 144) <ul style="list-style-type: none"> • Seinfeld video clip (6 ½ minutes) <i>Why show this video? Concept Attainment strategy – what isn't helps us to learn what is.</i> • <i>What does make an effective lecturer?</i> – Graffiti brainstorm • List of points (slide 15) • Behaviour Management (Text bk p148) <ul style="list-style-type: none"> ○ Prevention and response (slide 16) ○ Reasons for misbehaviour (slide 17 and Instructional Intelligence booklet – Theory of BUMPS page 31) ○ Effective facilitation model (slide 18) 	LP61 Seinfeld video clip Butcher's paper textas LP4 II Booklets
11:25	Questioning techniques (Text bk p146) <ul style="list-style-type: none"> • Boring Economics Teacher YouTube video (1 ½ minutes) https://www.youtube.com/watch?v=dxPVyieptwA • The 6 Ps of Questioning (slide 20) <ul style="list-style-type: none"> ○ POSE ○ PAUSE ○ PICK ○ PONDER ○ PROBE ○ PRAISE 	LP60 YouTube video
11:45	Monitoring learner progress (slide 21) (Text bk p145 - 150) <ul style="list-style-type: none"> • Supporting learning (slide 22) <ul style="list-style-type: none"> ○ The Feedback Sandwich model (Planning for Feedback Text p139) 	LP47 Providing Feedback
11:50	Reviewing training <ul style="list-style-type: none"> • Process and ideas (slides 23 & 24) 	
11:55	Conclusion A recipe for success (slide 25)	
12:00	Ticket out the door: <i>A new idea or tip from today's session that you are taking away to improve your delivery</i>	

Follow Up and Review of Session

Address any questions or points raised that weren't covered during the session via email or when catching up individually with lecturer.