

TORQAID TRAIN LIKE A CHAMPION (TLC)¹ WORKSHOP 2020



- ✓ ***Are you a global development or humanitarian practitioner, or otherwise interested individual, who wants to improve your teaching, training or facilitation skills ?***

If so, then this Train like a Champion (TLC) workshop² is for you.

The TLC Workshop

This is a practical two day workshop, and is designed for up to 24 participants. The first morning focuses on teaching principles and tips outlined in the TorqAid article 'Train like a Champion'³. The first afternoon then allows participants to prepare, either individually or in groups, for their presentations on the second day morning. The final afternoon then looks at a combination of the stakeholders past experiences of teaching or training across Australia and overseas, and also is an opportunity for the sharing of challenges and ideas about future forthcoming teaching/training initiatives.

Facilitator

Mr Chris Piper, TorqAid (www.torgaid.com) Director and Senior Trainer/Facilitator, with assistance from the contracted client agency as requested.

Fees and Costs

Fees and costs for this workshop will be negotiated between TorqAid and the client agency in question.

Further Information

See TorqAid Contact Details on page 4.

Participants

The clientele for this TLC workshop include development or humanitarian practitioners, from the not-for-profit, government, and private sectors; as well as consultants, volunteers, students or others wanting to improve their teaching, training and facilitation skills.

Outcomes

The intended outcome of this TLC workshop is:

To provide the required understanding and skills to enable the TLC course participant to better understand; prepare for; deliver; and evaluate more effective, cross-culturally sensitive, training initiatives across Australia (including remote locations) and overseas.

¹ The inspiration for this name comes from Doug Lemov's publication 'Teach like a Champion', see <https://teachlikeachampion.com/>

² See www.torgaid.com/tlc-workshop

³ www.torgaid.com/train-like-a-champion

TLC Overview

This is a new TorqAid workshop, but it is built on the experience of the 110 TorqAid Participatory Disaster Risk Management (PDRM)⁴ and Participatory Project Management (PPM) workshops⁵ which have been facilitated across Australia and overseas since 1992⁶. The TLC also draws down on the skills and experience of the facilitator as a university lecturer and secondary education teacher.

A summary of the two day program is included on the next page, with the details of the teaching material on the first morning in the appendix. The first morning focuses in on the five teaching principles, and twelve teaching tips covered in the 'Train Like a Champion' one pager. The principles include an understanding of andragogy (adult learning) techniques. The twelve tips include practical advice for the trainer or facilitator, whether he or she teaches in a 'high-tech' advanced economy environment, or an under-resourced situation out in the bush.

The afternoon focuses on preparation for presentations which the participants will deliver on the second morning, these ideally drawing down on the teaching principles and tips learnt. Presentations can either be by individual participants (averaging 3-5 minutes), or longer (20+ minutes) by groups of students.

The second day morning will be focussed around these presentations, with the opportunity for all concerned to make comments and learn from each other. The second day afternoon will then be a shared experience of past learning/teaching initiatives carried out across Australia or overseas, combined with group work, if required, on future challenging training/facilitation opportunities.

Feedback from previous PDRM & PPM participants

This workshop helped me understand DRR in a very in-depth way. A must attend workshop for all practitioners. *Melinda Thom, World Vision PNG, Port Moresby PDRM*

The online TorqAid DRM course has been nothing short of terrific. It is comprehensive, intellectually fascinating and immersive. With the holistic approach to disaster risk management that this course has canvassed, I feel well-equipped to understand and continue learning how to effectively assist with humanitarian disasters and complex emergencies. *Dr Michael Keem, Melbourne Health, on-line PDRM*

The workshop reminded me of useful tools (eg TST) that I have not used for a long time, and introduced me to new ones (eg LF Matrix). I'll be recommending to my team members to undertake this training in the future. *Jean Roberts, Kimberly Aboriginal Medical Services Council, Alice Springs PPM*

Chris, you are an outstanding facilitator, and I do like your teaching approach. DRM is really important for our type of environment in Afghanistan. *Mohammad Shoaib, Managing Director, OFRD Afghanistan, Melbourne PDRM*

⁴ Before 2019, they were called Disaster Risk Management (DRM) workshops

⁵ As well as nearly 70 Participatory Project Management (PPM) workshops – see www.torqaid.com/ppm-generic

⁶ Complementary to the PDRM and PPM workshops is an accredited PDRM online program, the details of which are www.torqaid.com/online-drm-program

Workshop Itinerary

The TLC is an intensive, participatory, two day workshop, structured as follows. This can however be modified, expanded or contracted, depending on the needs and requests of the client in question. Details of the training material covered in the morning of the first are included in the appendix.

Morning/Afternoon sessions	Day 1	Day 2
Morning	<p>Introductions & Definitions⁷</p> <p>Five key Teaching Principles</p> <p>Twelve Key Teaching Tips</p>	<p>Presentations by participants, by a combination of individuals and groups</p>
Afternoon	<p>Preparation of presentations for Day 2 by a combination of individuals and groups</p>	<p>Case studies of past teaching/training initiatives across Australia and overseas.</p> <p>Discussion and possible group work on future teaching/training initiatives.</p>



⁷ eg the differences between teaching, training, facilitation, capacity building

TorqAid/Workshop Facilitator

This course will be largely facilitated by Mr Chris Piper, the TorqAid Director and Senior Trainer/Facilitator, although he may well be supported by the client organisation in question. Chris is a skilled and qualified global humanitarian practitioner⁸, and teacher/trainer/facilitator⁹.



Bibliography/Follow-up Material

A bibliography of useful teaching, training and facilitation resources will be included with the course material. A larger compendium of background global development and humanitarian resources is included in the TorqAid Toolkit – see www.torqaid.com/torqaid-toolkit

TorqAid Contact Details

Interested in finding out more about this contracted workshop? If so, contact:

Mr Chris Piper, TorqAid Director, PO Box 13, Torquay VIC 3228, Australia.

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Photos:

Page 3: Chris facilitating PDRM workshop in Vanuatu – © Anglican Overseas Aid/luma Bani

Page 4: Chris on UN Mission in Cox's Bazar, Bangladesh



⁸ See the link www.torqaid.com/chris-piper-ghp for an overview of his skills and experience

⁹ Similarly note the link www.torqaid.com/cp-teacher-trainer-facilitator for appropriate overview

APPENDIX. SUMMARY OF THE TEACHING MATERIAL COVERED IN THE FIRST DAY MORNING

Details of training material covered in Day 1 morning

1. Five Key Teaching Principles

- A high standard of relevant academic, professional and/or technical expertise
- An understanding of pedagogy and andragogy¹⁰ principles
- Good personal and inter-personal attributes and skills
- Good organisational skills
- Good facilitation skills

2. Twelve Teaching Tips

- Knowing your subject matter well
- Being clear on what to teach, and to what level
- No substitute for hard work
- Planning your lessons carefully
- Checking everything beforehand
- Understanding the students' backgrounds, names and expectations
- Teaching with passion, skill, flair and enjoyment
- Setting high standards of discipline. Earning respect
- Great variety of teaching techniques
- Getting students to talk, share experiences, and get as a group
- Being sensitive and responsive to language and cross-cultural differences
- Measuring teaching and learning outcomes

¹⁰ Adult learning