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Indian Ocean Tuna Commission
Commission des Thons de l'Océan Indien



OBSERVER PROGRAM DEVELOPMENT and OBSERVER LOGISTICAL COORDINATION WORKSHOP

Day 1 : [dd Month – dd Month yyyy]
[City, Country]



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Plan, Organise and Deliver a Training Session

IOTC ROS OLC TR10.1

Category: Training and assessing Observers

[IOTC ROS OLC TR10]



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Plan, Organise and Deliver a Training Session

1. Interpret learning environment and delivery requirements;
2. Prepare session plans;
3. Prepare resources for delivery;
4. Deliver and facilitate training sessions;
5. Support and monitor learning.



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Interpret learning environment and delivery requirements

- Access, read and interpret documentation related to the learning programme to determine delivery requirements
- Use available information and documentation to identify group and individual learner needs and learner characteristics
- Identify and assess constraints and risks to delivery
- Confirm personal role and responsibilities in planning and delivering training with relevant personnel



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Prepare session plans

- Refine existing learning objectives according to programme requirements and specific needs of individual learners
- Develop session plans and document these for each segment of the learning program
- Use knowledge of learning principles and theories to generate ideas for managing session delivery



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Prepare resources for delivery

- Contextualise existing learning materials to meet the needs of the specific learner group
- Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions
- Confirm overall delivery arrangements with relevant personnel





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Deliver and facilitate training sessions

- Conduct each session according to session plan, modified where appropriate to meet learner needs
- Use the diversity of the group as another resource to support learning
- Employ a range of delivery methods as training aids to optimize learner experiences
- Demonstrate effective facilitation skills to ensure effective participation and group management



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Support and monitor learning

- Monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met
- Make adjustments to the delivery sessions to reflect specific needs and circumstances
- Manage inappropriate behaviour to ensure learning can take place
- Maintain and store learner records according to organizational requirements



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Required knowledge

- Basic knowledge of learning principles and learner styles
- IOTC ROS Standards: Basic Observer Training curriculum and subject matter of the delivery
- Learner group profile, including characteristics and needs of individual learners in the group
- Content and requirements of the learning programme and/or delivery plan
- Different delivery methods and techniques appropriate to face-to-face group delivery
- Techniques for the recognition and resolution of inappropriate behaviours
- Behaviours in learners that may indicate learner difficulties
- Organisational record-management systems and reporting requirements



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LEARNING PRINCIPLES

- Guidelines for the ways in which people learn most effectively.
- The more they are reflected in training, the more effective training will be.
- 5 principles of learning are:

1. Participation

4. Transference

2. Repetition

5. Feedback

3. Relevance





1. Participation

- Participation improves motivation and reinforces the learning process.

By participating trainees learn more quickly and retain that learning longer.



E.g: most people never forget how to ride a bicycle because they actively participated in the learning process.



- **Learning activities should be experiential rather than just informational.**
- **Trainers should arrange the physical surroundings to facilitate small group interaction and promote the sharing of ideas.**

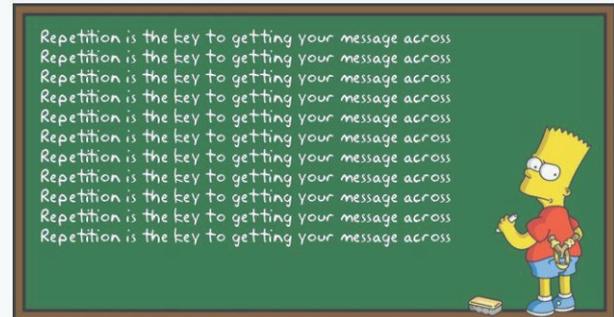




2. Repetition

- Trainees learn best and retain information longer when they have meaningful practice and repetition.

By applying what they have been told and shown trainees learn more quickly and retain that learning longer.



- **Repetition should include recall, review and summary exercises, manual drill and physical applications.**
- **Trainer should provide the learner with the opportunity for practice and repetition.**

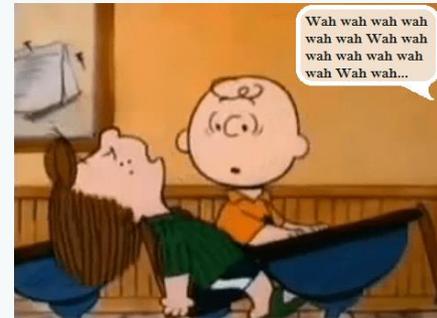




3. Relevance

- Trainees are motivated to learn when training is immediately relevant to them.
- Things learned 1st are learned easily and remain, without effort, in trainees mind.

Learning something just because someone says “it is important” it is not motivating.



- **Training should be problem-centered rather than content centered.**
- **Material to be learned should be meaningful.**
- **Start teaching most important fundamentals and avoiding information of secondary importance.**

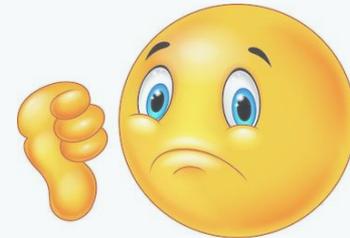




4. Transference

- Trainees are motivated to learn when learning will transfer to their job situation.

If the learning in one setting does not transfer to the actual job situation, the training has failed.



- **Transfer of training occurs when trainees can apply the knowledge and skills learned in training course to their jobs.**





5. Feedback

- Feedback gives trainees information on their progress.
- Performance feedback is a necessary prerequisite for learning.

Knowledge of results is a positive reinforcement itself.

Learning activities have more intrinsic interest if the feedback is available.



- **Transfer of training occurs when trainees can apply the knowledge and skills learned in training course to their jobs.**
- **Feedback improves performance not only by helping learners correct their mistakes but also by providing reinforcement for learning.**





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THANK YOU FOR YOUR PARTICIPATION

