TAKE PART IN COURSES ORGANIZED BY NGO TRAINERS' ASSOCIATION - ONE OF THE LARGEST ORGANISATION FOR TRAINERS AND EDUCATORS IN POLAND

IMPROVE YOUR SKILLS AND COMPETENCIES! CHOOSE FROM OUR 4 COURSES:

- Difficult situations in trainers practice as an opportunity for growth and development

- Designing change at organizational level

- Designing long educational cycle

- How to teach in digital context? Digital skills for teachers in adult education

stop

STOWARZYSZENIE TRENERÓW ORGANIZACJI POZARZĄDOWYCH

WWW.STOWARZYSZENIESTOP.PL

TRAINING ORGANIZER

Stowarzyszenie Trenerów Organizacji Pozarządowych (NGO Trainers' Association)

NGO Trainers' Association is Polish national, independent non-governmental organization. Since 1998 we help trainers working for the development of civil society at different stages of their careers. We run Trainers' School (primary, advanced and specialized) as well as individual and group supervisions.

We are actively working on the quality of learning process in non-formal education. We participate in international projects. We support sharing information and experiences in adult information, promote new trends, valuable sources of knowledge, ways and methods of coaching work, the use of modern technology in teaching adults. We are active in searching for innovations in the field of training, education, development in Poland and abroad. We work with organizations, institutions, experts. We implement projects financed from external resources and training to order specific groups.

COST

The cost include attendence of 5 days course, educational materials and coffee breaks. The price for full course for one person: 350 euro.

ARE YOU INTERESTED?

Do you want to take part in this course or your organization chose our course as part of the Erasmus + KA1 proposal? Let us know. Register for courses:

1.   https://goo.gl/forms/QyAgfm2ovWAig6Nd2 (Difficult situations)

2.   https://goo.gl/forms/pMNLf2VNJQNglSyo1 (Designing change)

3.   https://goo.gl/forms/67vL6ZCkZyNnTFks2 (Educational cycle)

4.   https://goo.gl/forms/Vya5IJI41pxAdkfm1 (Digital skills)

LANGUAGE

All courses are taught in English by our experienced trainers and supervisors, who have several years of practice in working with adult learners.

<—— CONTACT US

1

DIFFICULT SITUATIONS IN TRAINERS PRACTICE AS AN OPPORTUNITY FOR GROWTH AND DEVELOPMENT

This course is an opportunity for trainers, educators and facilitators to develop, analyze and better understand difficult situation connected with working with groups and use them as an opportunity for growth and professional development.

Supervision is an important tool for professionals working with groups, no matter what is the area of interests or specialization. Trainers and educators participating in the course will have the opportunity to deepen their understanding of difficult situations and learn methods, tools and techniques for group supervision, peer to peer supervision as well as a self-supervision (auto-evaluation).

We will use different approaches: cognitive-behavioral, systemic and interpersonal as well as diverse methods helpful in trainers and facilitators development. During the training we will focus on methods and tools that can be used by each trainer and educator after the training in everyday practice. We do not expect participant to have any supervision experience nor certificate. Participants will have the opportunity to gain new knowledge and exchange their experiences and examples of good practice with other trainers and educators.

OUTCOMES

After completing the course, participants will be able to:

- know what is the supervision and how can it help in growth and professional development
- understand different forms of supervision: peer to peer, auto-supervision, group supervision
- analyze difficult group situations from different angels and perspectives
- apply supervision methods and tools in everyday work

CONTENT

- difficult situation or difficult participant/group – differences and consequences,
- difficult situations analysis (what happened) and hypotheses (why it happened)
- typical difficult situations in group work and how to deal with them,
- tools and methods for self-supervision in a frame of cognitive-behavioral approach: self-talk, cognitive distortions and thinking patterns (ABC model),
- peer to peer supervision: feedback and feedforward,
- metaphor and drama techniques for group supervision,
- dealing with trainers and group emotions during difficult situations,
- group process and difficult situations,
- working with group resistance to change,
- supervision as a tool for professional and personal development.

TARGET GROUP(S)

Trainers, educators, facilitators working with groups and adult learners in non-formal context.

2

DESIGNING CHANGE AT ORGANIZATIONAL LEVEL

This course is an opportunity for NGO trainers, educators and facilitators to learn how to act as a consultants for non-governmental organizations.

Very often trainers and facilitators are invited by organizations to conduct training during which comes clear that more complex and process demanding interventions are needed. Sometimes difficulties and organizational challenges are not named clearly, for example NGO is asking for a training on communication or strategic planning and it appears many organizational issues needs to be address in other forms then training itself – for example action learning sessions, leaders coaching, team coaching, structural change process etc.

In business sector these methods are widely use, while in NGO world this forms are usually too expensive or unknown for NGO trainers and facilitators. The course will be a chance to understand systemic approach to organizations, designing organizational change and defining consultant role in this process. NGO trainers and educators participating in the course will have the opportunity to deepen their understanding of specifics of change process, analyze typical difficult situations at organizational level by working on case studies, for example organizational resistance to change or leaders and other roles in a process of change.

OUTCOMES

After completing the course, participants will be able to:

- know what is the organizational change process,
- understand other than training forms of interventions,
- design and analyze organizational change from different angels and perspectives,
- act as an organizational consultant.

CONTENT

- systemic perspective in understanding organization,
- process of change at organizational level,
- typical roles important in designing or analyzing change,
- defining a role of a consultant in organization (specifics and limitations),
- organizational culture – Kim s. Cameron I Robert E. Quinn approach for analyzing culture of organization,
- group process and difficult situations,
- working with group resistance to change,
- typical difficult situations in group work and how to deal with them,
- useful methods and technics: action learning, team coaching, working with leaders.

TARGET GROUP(S)

Trainers, educators, facilitators working with groups and NGOs.

3

DESIGNING LONG EDUCATIONAL CYCLE

This course is an opportunity for NGO trainers, educators and facilitators who face the challenge of designing and developing educational cycle for one group which is more complex and longer than two meetings, each at least two days long (group is working more than four days all together).

Most of the trainers and facilitators participating in ToTs or trainers' school learn how to design and prepare a training – a form taking from few hours up to few days. In many cases and educational fields one meeting is not enough, we need to designs educational process which needs to have a form of a cycle consisting more than one educational method (training, project group, one to one consultations, coaching etc).

Trainers and educators participating in the course will have the opportunity to learn what are the specifics of longer educational process comparing to single training. During the course we will answer strategic questions: how to design longer educational process, what are specific needs of participants in longer process, how often people should meet, what other forms of education should be design, what are the specific challenges in longer process and how to deal with them, what kind of regulations should be developed, how to boost participants' motivation, what kind of online tools and application are useful and how to use them during the process. Participants will have the opportunity to gain new knowledge and exchange their experiences and examples of good practice with other trainers and educators.

OUTCOMES

After completing the course, participants will be able to:

- know how to design effective educational cycle
- know regulations and rules of work with group in educational cycle
- understand different roles in educational cycle: coordinator, supervisor, process assistant
- analyze difficult group situations from different angels and perspectives
- apply supervision methods and tools to support individuals during educational cycle

CONTENT

- designing educational cycle, online tools and application useful in educational cycle,
- specific roles in educational cycle – coordinator, supervisor, process assistant
- regulations and rules to work with group in educational cycle,
- managing and supporting the team of trainers in educational cycle, communication within a team,
- tools and methods for supporting individuals during educational cycle: tutoring, consultations, supervision, individual action plan
- group process in an educational cycle, typical difficult situations and challenges in educational cycle,
- team supervision as a tool in a longer process.

TARGET GROUP(S)

Trainers, educators, facilitators working with groups and adult learners in non-formal context.

4

HOW TO TEACH IN DIGITAL CONTEXT? DIGITAL SKILLS FOR TEACHERS IN ADULT EDUCATION

This course is an opportunity for teachers to recognize and (further) develop essential set of digital skills:

1. needed for effective teaching in digital or blended learning environments
2. improving their work by constructive and intentional use of digital tools.

As workplace changes so does the skills adults need to strive in it. Increasingly those skills include automatisation, managing information and data, digital and virtual presence, remote, intercultural collaboration and coworking with more and more advanced software and machines. Those apply not only IT companies but how adults want (with support of such technologies i.e. mobile apps, VR games) or need (with increasingly fast paced workforce trainings and occupation changes) to learn.

This workshops will focus on experience and getting better understanding of how technology impacts learning and how specific digital skills can be applied to make both individual and collaborative teaching more effective. This will allow participants to explore their own personal traits as experienced educators in context of both soft and hard IT in context of teaching adults.

OUTCOMES

After completing the course, participants will be able to:

- collaborate and communicate better with other educators and their recipients using digital tools
- test, evaluate and choose digital tools and teaching methods according to their recipients needs
- apply digital and blended teaching methods to their work
- increase their effectiveness by more intentional use of digital tools

CONTENT

- Needs analysis
- Team work in digital era
- Online collaboration and digital information management tools
- Collaborative innovation and design thinking with digital tools
- Teaching in and for hybrid workplaces
- Evaluating digital tools for teaching and support
- Role of online presence for teachers in adult education (from webinars to use of social media)

TARGET GROUP(S)

- trainers, educators, teachers working with adult learners in both a formal and non-formal context
- staff in education institutions working with adult learners
- teacher trainers