

# From Teacher to Trainer

## Overview and Outcomes

A promising path for growth and advancement in the English Language Teaching career is moving into teacher training. However, the shift from being a language teacher to becoming a teacher trainer entails much more than just a change in job title.

The 30-hour **NILE From Teacher to Trainer** course will introduce you to key concepts and principles in the field of teacher training, offer practical guidance on training approaches, methodology and materials, and provide a framework for reflecting on your roles and responsibilities as a teacher trainer within your unique professional context.

The course will help you transition smoothly from being a teacher to assuming the role of a teacher trainer, and for those of you who already work as teacher trainers, it will increase your knowledge and confidence in your current position and inspire you with new ideas and perspectives.



### Trainers

NILE and British Council's highly experienced trainers are experts, not only in their fields, but also in working with teachers for continuing professional development.

### Teaching approaches

- We make courses practical and 'hands-on', with reference to relevant theory.
- Our courses are participant-centred and collaborative, designed to build knowledge and confidence.
- We use activities and tasks to help you apply the course content to your setting.
- Courses are divided into individual sessions and activities, each with specified learning outcomes, forming a clear structure.
- Teaching is interactive and utilises a range of multimedia including image and video.

### Certification

- Your end-of-course NILE certificate details all the areas covered on your course. It comes with recommendations for sharing what you have learnt and implementing your action plan at your institution.
- The course can be extended to include [The Trinity Certificate for Practising Teachers](#)

[\(CertPT\)](#) - awarded upon completing an 8-week assignment after the course, fulfilling the skills and knowledge descriptors as set out by Trinity College London.

### Who should apply?

- Teachers who are considering moving into teacher training or who already have a little experience as a teacher trainer
- Participants should have a minimum language level corresponding to B2 on the Common European Framework.

### Venue and Facilities

- The course takes place in British Council Bogotá's fully-equipped teaching venue. All course materials are provided.
- All participants have access to NILE's extensive ELT eLibrary and the NILE digital learning platform during the course and for a further six months, to access course materials and other resources. We also encourage you to sign up to NILE Membership Area, which provides a great range of free resources for ELT professionals.

## Content

From Teacher to Trainer includes content drawn from some or all of the following areas, according to participants' needs and interests:

- Key terms and concepts in teacher training
- The skills and knowledge needed to be a teacher trainer
- The role of teacher beliefs, attitudes and behaviour when planning and delivering teacher training
- The stages involved in planning teacher training sessions
- Different frameworks and approaches for teacher training
- How to build in variety and interest when planning training sessions
- How to make appropriate choices of methods and materials for training sessions
- How to choose appropriate instruments to evaluate training sessions or courses
- Approaches and procedures for observing lessons and giving feedback

**Each course has a maximum** of 18 participants and consists of 10 sessions, each scheduled on a Monday, with an optional 8-week Trinity College London assignment at the end.

**Time will be built into the course** for reflection, to consider how to adapt the content to your own professional context. We then support you in creating a strategy for putting your ideas into practice in your institution.

**The complementary NILE Online platform** which is available to all course participants contains all course materials, plus additional resources including videos and academic journals and e-books.

## Schedule

This course consists of 10 sessions. Each session lasts 3 hours and takes place on Mondays at British Council Bogotá teaching centre.

<p style="text-align: center;"><b>Session 1:</b> <b>Orientation and Introductions</b></p>	<p style="text-align: center;"><b>Session 2:</b> <b>Me and the Teachers I will Work with</b></p>
<p>This session will introduce you to the course structure, content and learning outcomes. You will also find out what you can expect from us and what we expect from you, and learn how to access the supplementary digital resource platform.</p> <p>We will introduce ourselves, get a general overview of the content and your training contexts. The session will also help you to explore the differences between being a teacher and a teacher trainer. It taps into your memories of teacher trainers you have known, and encourages you to consider your route into teacher training. You will survey different paradigms of learning, teaching and teacher training and relate them to your own perceptions of these concepts, as well as reviewing key concepts and terms in teacher education.</p>	<p>In this session, you will critically examine your teaching skills and knowledge and consider how they may help you in becoming a teacher trainer. You will investigate the significance of teachers' beliefs in terms of how they can influence training decisions, and explore and share some of your own teaching beliefs. Your focus will be on your present or future training context and you will be asked to envisage the kind of training course you may work on and the likely nature of your teacher training target groups.</p>
<p style="text-align: center;"><b>Session 3 and 4:</b> <b>Planning and Designing Training Sessions</b></p>	<p style="text-align: center;"><b>Session 5:</b> <b>Ways of Training 1</b></p>
<p>As a teacher trainer, we can sometimes find ourselves in situations where we are given a training plan to follow. However, more often than not, we are required to write our own training plans. In these sessions, you will think about some of the different factors we need to consider when planning a training session. You will examine four different methodological approaches that can be used for training session planning and will analyse a teacher training session that is organised around one of these frameworks. You will then have a go at planning, in outline, a short training session for teachers in your own context, using one of the four models.</p>	<p>In this session you will consider the role of a teacher trainer. You will explore different ways of providing input. Then you will focus on a sample training room activity and analyse the benefits of taking part in such an activity for teachers on training courses. You will identify the topics, input modes, activity types and interaction patterns used to date in this course. You will look at different methods of training and activities, and consider the role of variety in the choice of training methods. You will also think about topics for training courses, and evaluate their potential for your context.</p>
<p style="text-align: center;"><b>Session 6 and 7:</b> <b>Lesson Observation and Feedback</b></p>	<p style="text-align: center;"><b>Session 8:</b> <b>Ways of Training 2</b></p>
<p>In these sessions, you will think about lesson observation, starting with reasons for lessons to be observed and the possible roles of lesson observers. You will look at a typical pattern for lesson observation cycles, and also ways of making a pre-lesson teacher and observer conference successful, including the part played by lesson plans. Next, you will focus on appropriate observer behaviour during an observed lesson and get to know some different means of recording lesson events. You will investigate teacher self-evaluation of lessons and its value and finally you will work on tasks to help you provide tactful, yet clear, feedback on observed lessons.</p>	<p>In this session, you will try out two classroom activities adapted for use in a teacher training context. You will go on to consider the nature of experiential training. You will deepen your understanding of the relationship between content and process in training and become familiar with a key teacher training technique. You will then locate sources of materials to integrate into your own teacher training session plans and seek to identify a piece of material appropriate to your context and training situation..</p>
<p style="text-align: center;"><b>Session 9:</b> <b>Evaluating Teacher Training</b></p>	<p style="text-align: center;"><b>Session 10:</b> <b>Course Review and Action Planning</b></p>
<p>In this session, you will look closely at reasons for evaluating teacher training courses and workshops, consider who should evaluate them, what can be evaluated, and when and how evaluation should take place. You will then move on to analyse instruments for data collection and become aware of what they can and cannot tell us about a course, and about teacher learning as a result of that course. Next, you will think about assessing your learning on this From Teacher to Trainer course and try out two evaluation instruments by taking part in a feedback activity. You will round up the session by adapting or designing suitable instruments that be used to evaluate the training courses that you hope to run in the future.</p>	<p>In this session, you will review the content of your course and your analysis of your (likely) teacher training context. You will be encouraged to self-assess against the intended learning outcomes, and consider the implications of your learning for your own professional context and future action planning.</p>
<p><b>Optional Assignment Trinity Certificate for Practising Teachers</b> (NB. Additional fee applies)</p>	
<p>The Trinity Certificate for Practising Teachers (CertPT) is an in-service vocational teaching qualification at Level 6 on Ofqual's Regulated Qualifications Framework (RQF). It is defined around pedagogical outcomes and requires the completion of four practical teaching assignments related to the teacher's professional context:</p> <ul style="list-style-type: none"> <li>• Evaluate teaching/training resources, making suggestions that will help meet the needs of a specified learner group</li> <li>• Adapt teaching/training resources to meet the needs of a specified learner group</li> <li>• Create teaching/training resources to meet the needs of a specified learner group</li> <li>• Reflect on pedagogical decisions made to meet the needs of a specified learner group</li> </ul>	

**At NILE we are committed to offering the best in language teacher education. NILE courses have been developed specifically to maximise the classroom experience and harness participants' own experience, knowledge and ideas to co-construct the learning experience. Participants will benefit from tutor expertise, extensive resources and tailored materials, and the support of fellow course participants in every session. NILE courses are formally aligned to the Equals Framework for Language Teacher Training and Development, and the effort we take to make the NILE experience both positive and productive has been recognised by inspections from AccreditationUK and Equals.**