Trainer Development

Overview and Outcomes

The 30-hour **NILE Trainer Development** course will familiarise you with the skills and qualities needed by teacher trainers and teacher educators and raise your awareness of different models and practices in the area of Continuing Professional Development.

You will evaluate and design your own materials as well as a short, in-service training course for a specific context, and look at issues in managing INSETT. The different requirements of pre- and in-service training courses will be examined as well as good practice in classroom observation, supervision and mentoring.

Content

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

- **How teachers learn**
- **Qualities and skills teacher educators need**
- **Teachers' professional life cycles and Continuing Professional Development**
- **Making use of supportive trainer talk**
- **Teacher education session planning and design**
- **Planning and evaluating teacher education courses**
- **Lesson observation and feedback**
- **Reflecting on your own learning and future development**

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?

- trainers with considerable experience as a teacher trainers and who see themselves as at Autonomous Trainer level or above on the Cambridge Teacher Training Framework
- 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.

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.

NILE and British Council are committed to offering the best in language teacher education. NILE and British Council's highly experienced trainers are experts, not only in their fields, but also in working interactively with teachers for continuing professional development which has lasting and meaningful impact.

Schedule

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

Session 1: Orientation and Introductions	Session 2: How to teachers learn and what qualities and skills does a teacher educator need?
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. We will introduce ourselves, get a general overview of the content and your training contexts and think about metaphors for teacher training.	In this session, you will start by exploring the concepts of teacher training, teacher development and teacher education. Then you will analyse different models of teacher learning and reflect on the different requirements of pre-service (PRESET) and in-service (INSET) courses. Finally, you will explore key differences between the knowledge and skills needed to teach school-aged learners and the knowledge and skills needed to teach teachers.
Session 3: What issues and opinions are there in continuing professional development?	**Sessions 4 and 5:** How can I provide input, stimulate thinking and plan processes when I work with teachers?
You will start this session by reading about influences on one person's career and then reflecting on your own career pathway. After having considered and discussed some issues and options in CPD, you will think about some necessary and desirable qualities of a CPD facilitator within an organisation. Then you will turn to individual CPD and analyse some options and explore some online resources that could be useful to you and your colleagues.	In these sessions, we will be analysing types of input, task and processes when working with teachers. You will produce your own tasks and input, and will consider different relationships between processes, objectives and content when planning INSET sessions for the teachers you work with.
Session 6: What principles underpin the design and evaluation of sessions for teachers?	**Session 7:** How can I plan and evaluate teacher education courses?
In this session you will build on and extend the focus of sessions 4 and 5 by considering principles and practice of effective session design for teachers. You will consider aspects of effective session design, produce a session plan, and will evaluate the session plan of a colleague on the course.	In this session, you will be analysing and applying frameworks through which we can plan and evaluate teacher education courses. You will plan a course and a course evaluation, justify your thinking, and share your plans with your course colleagues and tutor.
Session 8: What is supportive trainer talk?	**Sessions 9 and 10:** How can I observe lessons and provide post-lesson feedback?
In this session, you will consider features and purposes of supportive trainer talk. You will start by using your own experience and a transcript extract from a training session to do this. You will then listen to a discussion which focuses on ingredients of effective trainer talk, and on issues and options to consider when investigating your own or colleagues' trainer talk. Finally, you will apply theory to practice by analysing key features and purposes of an extract of trainer talk and reflect on points of interest arising and questions you have about supportive trainer talk as a result of doing this task.	In this session, you will be identifying characteristics of effective lesson observation, reasons for observing lessons, and focuses for observing lessons. You'll then consider the pros and cons of different styles of post-lesson feedback, and analyse the use of a framework for providing post-lesson feedback on a real lesson. Finally, you will look back at the course, reflect on what you have learnt, and consider the implications of your learning for your own professional context and future action planning.

Optional Assignment Trinity Certificate for Practising Teachers (NB. Additional fee applies)
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: • Evaluate teaching/training resources, making suggestions that will help meet the needs of a specified learner group • Adapt teaching/training resources to meet the needs of a specified learner group • Create teaching/training resources to meet the needs of a specified learner group • Reflect on pedagogical decisions made to meet the needs of a specified learner group

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 Eaquals 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 Eaquals.