

# 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.

This 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's highly experienced trainers are experts, not only in their fields, but also in working online with teachers for continuing professional development. Read more about NILE's trainers, their experience and interests at [The NILE Team](#) on the [NILE website](#).

## 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 broken down into individual units and activities, forming a clear structure.
- Tasks are interactive, involving live online sessions, forums and other collaborative tools, and utilise a range of multimedia including images, audio files and videos.

## Assessment and Certification

- NILE Online Certificate courses have a four-week assignment-writing period at the end of the taught part of the course. It is the only assessed part of the course and is optional. You can complete an assignment if you have achieved the required 80% participation on the course. The assignment is a further chance for you to apply what you have learnt on the course to your professional context.
- Your end-of-course NILE certificate details the areas covered on your course and includes your assignment grade (Pass or Distinction) where relevant.
- 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.

## Requirements and Resources

- Participants need a computer, a headset (with microphone) and an Internet connection. You can do much of the course on a tablet or mobile device, but will need a computer for certain activities.
- All participants have access to NILE's extensive ELT e-Library and the NILE digital learning platform during the course and for a further six months, to access materials and keep in touch with your new colleagues. We also encourage you to sign up to the NILE Membership platform, which provides a great range of free resources for ELT professionals and is updated monthly.

## Content

*From Teacher to Trainer* covers the following areas:

- 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 8 units, each introduced and completed over a week, Thursday to Wednesday, with an optional 4-week NILE Online assignment or 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 NILE Online platform was developed specifically for teacher development courses, and upholds the NILE tradition of excellence in tutoring, materials, support and engagement.

## Schedule

This course consists of 8 units, plus an optional end-of-course assignment. Each unit requires approximately 5-7 hours work per week. Live sessions will be held at a time agreed with participants, and recorded for those who cannot attend.

From Teacher to Trainer	
<p><b>Unit 1: Orientation and Introductions</b></p> <p>In this unit you will settle into your course, make contact with your tutor, get to know other course participants and discover how to make the most of the online learning platform. The unit 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. An overview of key concepts and terms in teacher education is also introduced.</p>	<p><b>Unit 2: Me and the Teachers I will Work with</b></p> <p>In this unit 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. You will also reflect on what you have learned on the course so far.</p>
<p><b>Unit 3: Planning and Designing Training Sessions</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 this unit, 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><b>Unit 4: Ways of Training 1</b></p> <p>In this unit 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><b>Unit 5: Lesson Observation and Feedback</b></p> <p>In this unit, 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><b>Unit 6: Ways of Training 2</b></p> <p>In this unit, 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><b>Unit 7: Evaluating Teacher Training</b></p> <p>In this unit, 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 online From Teacher to Trainer course and try out two evaluation instruments by taking part in a feedback activity. You will round up Unit 7 by adapting or designing suitable instruments that be used to evaluate the training courses that you hope to run in the future.</p>	<p><b>Unit 8: Course Review and Assignment</b></p> <p>In this unit, you will review the content of your course and your analysis of your (likely) teacher training context. You will then go on to find out about your assessed course assignment. You will relate the requirements of the assignment to a suitable project for your training context and produce some initial ideas. You will start your Pre-Assignment Task and get feedback from your tutor later. Finally, there will be an opportunity for you to say a proper goodbye to your colleagues and your tutor.</p>
Assignment	
<p><b>Option A</b></p> <p>Plan a three-hour in-service or pre-service teacher training workshop that you believe meets some of the training needs of teachers in your working context.</p>	<p><b>Option B</b></p> <p>Plan, deliver and reflect on some in-service teacher training that you believe meets some needs of teachers in your working context.</p>

At NILE we are committed to offering the best in language teacher training. As such, NILE Online courses were developed specifically to recreate the classroom experience and thus, we provide two-way tutorial contact in our online courses. Online participants will benefit from tutor interaction, support and feedback in each unit they take.

NILE Online is the first online course provider aligned to the Cambridge English Teaching Framework. NILE Online courses are also formally aligned to the Equals Framework for Language Teacher Training and Development, and the effort we take to make the NILE Online experience both positive and productive has been recognised by inspections from AQUEDUTO, The Association for Quality Education and Training Online.