NILE ONLINE

Trainer Development

NILE — PART OF THE **INTO** GROUP

Overview and Outcomes

This 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 inservice training courses will be examined as well as good practice in classroom observation, supervision and mentoring.

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 community walls, and utilise a range of multimedia including images, audio files and videos.

Content

Trainer Development covers the following areas:

- 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

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.

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.

Accredited Member **AQUEDUTO**

Who should apply?

- Considerable experience as a teacher trainer and see themselves as at Autonomous Trainer level or above on the Cambridge Teacher Training FrameworkParticipants 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.

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.

Trainer Development

Unit 1: Introductions	Unit 2: How to teachers learn and what qualities and skills does a teacher educator need?
In this unit, you will explore the learning platform, introduce yourself and start moving forward with a general overview of content and the assignments, and sharing your experiences of working with teachers.	In this unit, 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-age learners and the knowledge and skills needed to teach teachers.
Unit 3: What issues and opinions are there in continuing professional development?	Unit 4: How can I provide input, stimulate thinking and plan processes when I work with teachers?
You will start this unit 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 this unit, 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.
Unit 5: What principles underpin the design and evaluation of sessions for teachers?	Unit 6: How can I plan and evaluate teacher education courses?
In this unit you willl build on and extend the focus of Unit 4 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 unit 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 comment on the work of your colleagues.
Unit 7: What is supportive trainer talk?	Unit 8: How can I observe lessons and provide post-lesson feedback?
In this unit, you will consider features 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 You will reflect on points of interest arising and questions you have about supportive trainer talk as a result of doing this task.	In this unit, 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 look ahead to the assignments.
Assignment	
Option A	**Option B**
Plan a one or two-hour teacher training workshop that you believe meets some of the training needs of teachers in your working context.	Briefly outline a teaching context and a teacher profile and observation purpose you are familiar with or interested in. Design a set of guidelines for observing teachers and providing feedback.

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 Eaquals 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.