



Becoming a Teacher Trainer

This course description is an overview of the type of content you can expect to cover in this programme. Courses are tailored according to the teaching context of the participants. All courses support key outcomes required under the Europe 2020 Strategy in various formats with Europass available.

Who is this course for?

This course is aimed at experienced English language teachers who are considering becoming ELT trainers at primary, secondary, or tertiary level. Please note it is NOT a teaching methodology course. Participants should be at Common European Framework Level C1 (Advanced).

Course outcomes:

- Improvement of participants' key competencies and skills for work
- Opportunity for post-course dissemination of good practice to other teachers at local and national level
- Increased understanding of how to foster quality improvements to teaching and learning
- Opportunities to promote innovative teacher development and practice internationally
- Development of linguistic skills and intercultural awareness
- Enhancement of international cooperation and development in education

Course aims

- To help participants develop the skills they need to run formal pre-service and in-service teacher training courses, and to run less formal workshops for teacher development programmes.
- To address the needs of teachers with different first languages and those working in a variety of contexts.

Course programme

The course will be delivered through seminars and workshops, lectures and demonstrations. Participants will be expected to play a very active role in the course through participation, discussion, experience, practice, observation, reflection, evaluation and feedback. This may include materials design, observation, session planning, peer teaching and giving feedback.

Topics typically include:

- Different approaches to training and development
- Training course design
- Needs analysis
- Seminar and workshop planning and delivery
- Course design and delivery
- Preparation of course materials
- Evaluation of teaching
- Approaches to lesson observation
- Feedback & counselling skills
- Introduction to key training texts
- Dealing with difficult training situations

Bell Teacher Campus



This course takes place at Bell Teacher Campus in Cambridge, based at Homerton College, part of the University of Cambridge. Homerton College is an outstandingly beautiful college in secluded wooded grounds with easy access to Cambridge town centre. It has first-class learning and social facilities. Half-board accommodation is available in single en-suite rooms on site. The training staff at Bell Teacher Campus are all highly qualified, many of whom are materials writers and conference speakers. Afternoons entail a conference style approach with participants able to join an interesting variety of workshops, cultural talks and a weekly lecture each from a prominent speaker.



Sample timetable – week 1

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 – 10.30	Introduction to the course Needs analysis What is “teacher training”? Training vs development	From teacher to teacher educator – a route map Steps, stages and roadblocks	Principles and practices of teacher observation (1): Aims Noticing what is happening in class Assessing teaching	Principles and practices of teacher observation (2): Practical exercises Using observation instruments	Listening and helping skills: An introduction to Six Category Intervention Analysis
COFFEE					
11.00 – 12.30	Three key areas: seminars, observation, feedback Deconstructing the ‘good teacher’ – skills and knowledge	A framework for planning teacher training seminars: “Present – Apply – Review” Procedural options for seminars	Teacher Training Methods: Experiential learning and other strategies	Teacher Training Methods: Loop input	Being catalytic: Practical exercises in feedback styles Evaluation of week 1 Planning week 2
LUNCH					
14.00 – 15.30	Core training strategies	** Campus Conference	X Key Lecture	** Campus Conference	Special Teacher's Excursion
15.30	Optional talks, cultural activities, social programme or study time				

** Campus Conference - choose from a range of workshops and talks on topical issues and/or aspects of British Life and Culture.

X Key Lecture. Talks by well-known plenary speakers and writers.

Sample timetable – week 2

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 – 10.30	Giving feedback (1): Protocols – setting up an observation and feedback cycle	Facilitating teacher development: How to support and enable	How to give the “bad news”. The confronting category: Practical exercises	Getting it wrong: some common problems and dangers in training	Staff development programmes: assessing needs, planning and implementing
COFFEE					
11.00 – 12.30	Giving feedback (2): Principles and procedures	Practical training skills cycle: Participant seminar presentations Feedback Feedback on feedback	Practical training skills cycle: Participant seminar presentations Feedback Feedback on feedback	Practical training skills cycle: Participant seminar presentations Feedback Feedback on feedback	Course evaluation Action plan Closing Ceremony
LUNCH					
14.00 – 15.30	Preparation for experiential work: Preparing seminars and feedback	** Campus Conference	X Key Lecture	** Campus Conference	Special Teacher's Excursion
15.30	Optional talks, cultural activities, social programme or study time				

Please note that this is a sample timetable. Your trainer will negotiate and agree a timetable specifically designed for your group's needs. Your course is likely to be different from the sample timetable.

Further information

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