From teacher to trainer and beyond

The Cambridge English Trainer Framework
developed in collaboration with
Norwich Institute of Language Education (NILE)
Overview

- Why we developed a Trainer Framework
- The structure and content of the Trainer Framework
- Using the Trainer Framework to create a development plan
- Resources available for your plan and your development
# Cambridge English Teaching Framework

<table>
<thead>
<tr>
<th></th>
<th>Foundation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning and the Learner</strong></td>
<td>Has a basic understanding of some language-learning concepts. Demonstrates a little of this understanding when planning and teaching.</td>
<td>Has a reasonable understanding of many language-learning concepts. Demonstrates some of this understanding when planning and teaching.</td>
<td>Has a good understanding of many language-learning concepts. Frequently demonstrates this understanding when planning and teaching.</td>
<td>Has a sophisticated understanding of language-learning concepts. Consistently demonstrates this understanding when planning and teaching.</td>
</tr>
<tr>
<td><strong>Teaching, Learning and Assessment</strong></td>
<td>Has a basic understanding of some key principles of teaching, learning and assessment. Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques. Can use available tests and basic assessment procedures to support and promote learning.</td>
<td>Has a reasonable understanding of many key principles of teaching, learning and assessment. Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques. Can design simple tests and use some assessment procedures to support and promote learning.</td>
<td>Has a good understanding of key principles of teaching, learning and assessment. Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques. Can design effective tests and use a range of assessment procedures to support and promote learning.</td>
<td>Has a sophisticated understanding of key principles of teaching, learning and assessment. Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques. Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.</td>
</tr>
<tr>
<td><strong>Language Ability</strong></td>
<td>Provides accurate examples of language points taught at A1 and A2 levels. Uses basic classroom language which is mostly accurate.</td>
<td>Provides accurate examples of language points taught at A1, A2 and B1 levels. Uses classroom language which is mostly accurate.</td>
<td>Provides accurate examples of language points taught at A1, A2, B1 and B2 levels. Uses classroom language which is consistently accurate throughout the lesson.</td>
<td>Provides accurate examples of language points taught at A1–C2 levels. Uses a wide range of classroom language which is consistently accurate throughout the lesson.</td>
</tr>
<tr>
<td><strong>Language Knowledge and Awareness</strong></td>
<td>Is aware of some key terms for describing language. Can answer simple learner questions with the help of reference materials.</td>
<td>Has reasonable knowledge of many key terms for describing language. Can answer most learner questions with the help of reference materials.</td>
<td>Has good knowledge of key terms for describing language. Can answer most learner questions with minimal use of reference materials.</td>
<td>Has sophisticated knowledge of key terms for describing language. Can answer most learner questions in detail with minimal use of reference materials.</td>
</tr>
<tr>
<td><strong>Professional Development and Values</strong></td>
<td>Can reflect on a lesson with guidance and learn from feedback. Requires guidance in self-assessing own needs.</td>
<td>Can reflect on a lesson without guidance and respond positively to feedback. Can self-assess own needs and identify some areas for improvement.</td>
<td>Can reflect critically and actively seeks feedback. Can identify own strengths and weaknesses as a teacher, and can support other teachers.</td>
<td>Consistently reflects critically, observes other colleagues and is highly committed to professional development. Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.</td>
</tr>
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</table>
Is highly aware of own strengths and weaknesses and actively supports the development of teachers.

Can identify own strengths and weaknesses as a teacher and can support other teachers.
# The Trainer Framework

<table>
<thead>
<tr>
<th>Category 1</th>
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<th>Stage 3</th>
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<tr>
<td>Category 5</td>
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</table>
How is training the same as teaching?
Some similarities

Trainers need to:
• know the development needs of the trainees
Some similarities

Trainers need to:
• know the development needs of the trainees
• be aware of trainee beliefs and motivations
Some similarities

Trainers need to:

• know the development needs of the trainees
• be aware of trainee beliefs and motivations
• build on what participants know and construct learning activities to help them develop
Some similarities

Trainers need to:

• know the development needs of the trainees
• be aware of trainee beliefs and motivations
• build on what participants know and construct learning activities to help them develop
• assess stage of development
How is training different from teaching?
Some differences

• The nature of the concepts involved in training
Some differences

• The nature of the concepts involved in training
• The nature of teaching skill development
Some differences

- The nature of the concepts involved in training
- The nature of teaching skill development
- Planning for teacher change
Some differences

- The nature of the concepts involved in training
- The nature of teaching skill development
- Planning for teacher change
- Feedback and counselling skills
Some differences

- The nature of the concepts involved in training
- The nature of teaching skill development
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- Feedback and counselling skills
- People and change management skills
Some differences

• The nature of the concepts involved in training
• The nature of teaching skill development
• Planning for teacher change
• Feedback and counselling skills
• People and change management skills
• Trainer resources
Five categories

Which five categories would you include as areas that a trainer develops over time?

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Five categories

• Understanding of individuals and situations
• Knowledge of teaching, training and learning
• Supporting, observing, feeding back on and assessing teaching
• Professional development and values
Five categories

- Understanding of individuals and situations
- Knowledge of teaching, training and learning
- Planning, conducting and evaluating training sessions and courses
- Supporting, observing, feeding back on and assessing teaching
- Professional development and values
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The Trainer Framework

Conducts pre-prepared training sessions with given materials with support. Demonstrates a basic ability to plan, conduct and evaluate teacher training sessions.
The Trainer Framework

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Planning, conducting and evaluating training sessions and courses

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<td>Conducts <strong>pre-prepared training sessions</strong> with given materials with support. Demonstrates a basic ability to plan, conduct and evaluate teacher training sessions.</td>
<td><strong>Adapts</strong> given training materials for a <strong>particular audience</strong> appropriately. Demonstrates a clear and coherent approach to and rationale for planning, conducting and evaluating teacher training sessions and courses.</td>
<td>Designs, through <strong>principled application and innovation</strong>, learning units and courses to meet a wide range of individual needs. Manages the complex interplay of contextual factors related to planning, conducting and evaluating training sessions and courses.</td>
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Assessing your stage

Planning, conducting and evaluating training sessions and courses

Which stage do you feel you are at?

a) Teacher to Trainer
b) Autonomous Trainer
c) Lead Trainer
Planning, conducting and evaluating training sessions and courses

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Successful self-assessment

• Think of concrete examples
Successful self-assessment

- Think of concrete examples
- Discuss your self-assessed stage with a peer
Successful self-assessment

- Think of concrete examples
- Discuss your self-assessed stage with a peer
- Be honest and realistic
Successful self-assessment

- Think of concrete examples
- Discuss your self-assessed stage with a peer
- Be honest and realistic
- Remember that ‘jagged’ profiles are the norm
Successful self-assessment

- Think of concrete examples
- Discuss your self-assessed stage with a peer
- Be honest and realistic
- Remember that ‘jagged’ profiles are the norm
- Set your own development agenda
Setting your own agenda

Which particular aspects of planning, conducting and evaluating training sessions and courses do you feel you need to work on to improve your skills as a trainer?
Conducting training sessions and courses

From Teacher to Trainer
Conducting training sessions and courses
Conducting training sessions and courses

- Training environment
- Delivering sessions
Conducting training sessions and courses

- Training environment
- Delivering sessions
- Setting up activities
Conducting training sessions and courses

- Training environment
- Delivering sessions
- Setting up activities
- Monitor tasks
- Conducting training sessions
- Delivering courses
Conducting training sessions and courses

- Training environment
- Delivering sessions
- Setting up activities
- Monitor tasks
- Group dynamics
Conducting training sessions and courses

- Training environment
- Delivering sessions
- Setting up activities
- Monitor tasks
- Group dynamics
- Learning space
Conducting training sessions and courses

- Training environment
- Delivering sessions
- Critical and creative thinking
- Setting up activities
- Monitor tasks
- Learning space
- Group dynamics
Conducting training sessions and courses

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<tr>
<th>From Teacher to Trainer</th>
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<tr>
<td>Creates a training environment conducive to learning.</td>
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**Conducting training sessions and courses**

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<td>Creates a training environment conducive to learning.</td>
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## Conducting training sessions and courses

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## Conducting training sessions and courses

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<td>Uses a range of strategies to maintain a positive environment throughout training.</td>
<td>Uses knowledge of individuals and group dynamics to maximise learning, manage problems and deal with conflict in the training room.</td>
</tr>
</tbody>
</table>
### Conducting training sessions and courses

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<th>From Teacher to Trainer</th>
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## Conducting training sessions and courses

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<td>Varies timing and set-up of activities based on</td>
<td>Makes principled, spontaneous decisions to vary plan and adapt activities</td>
</tr>
<tr>
<td>trainee reactions and group dynamics.</td>
<td>during sessions as needs arise in reaction to emergent cognitive or affective</td>
</tr>
<tr>
<td></td>
<td>teacher needs of the group.</td>
</tr>
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</table>
Cambridge English Trainer Framework

• Clear progression
Cambridge English Trainer Framework

- Clear progression
- Discrete actions and behaviours characterise each stage
Cambridge English Trainer Framework

- Clear progression
- Discrete actions and behaviours characterise each stage
- Useful to identify your stage of development
Cambridge English Trainer Framework

- Clear progression
- Discrete actions and behaviours characterise each stage
- Useful to identify your stage of development
- Helps set your own development priorities
Cambridge English Trainer Framework

- Clear progression
- Discrete actions and behaviours characterise each stage
- Useful to identify your stage of development
- Helps set your own development priorities
- Useful tool for organisational professional development
Creating a development plan

Alena’s SMART plan

<table>
<thead>
<tr>
<th>Access – how?</th>
<th>Specific</th>
<th>Measurable</th>
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Engage teachers more actively in post-lesson discussion
Creating a development plan

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I will reduce how much I talk and increase how much the teacher talks in the post-lesson discussion
## Creating a development plan

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<td>I will reduce how much I talk and increase how much the teacher talks in the post-lesson discussion</td>
<td>My school has a training video which I can watch</td>
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My school has a training video which I can watch
Creating a development plan

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I regularly give feedback to teachers
Creating a development plan

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<td>Watch a video of a post-lesson discussion by the end of the month. Write an action plan by the end of the following week. Try out new techniques in observations next month.</td>
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Watch a video of a post-lesson discussion by the end of the month.
Write an action plan by the end of the following week.
Try out new techniques in observations next month.
Creating a development plan

**Alena’s SMART plan**

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I will ask the teachers I work with for feedback
Giving feedback on a lesson
Giving feedback on a lesson

Three things are mentioned that the teacher could work on:

- giving instructions
- getting the learners to underline parts of the text which support a true/false statement
- spending less time in plenary feedback.
Giving feedback on a lesson

Who suggests these actions points?

What do you notice about the interaction between trainer and teacher?
Giving feedback on a lesson
How to develop as a trainer

- Video observations
- Developing feedback systems
- Webinars for trainers
- Face-to-face conference
- Peer observations
- Developing your own training materials
- Participating in an online teacher or trainer community
- Taking an online course
More development ideas

• Blogging
More development ideas

- Blogging
- Face-to-face meetings
More development ideas

• Blogging
• Face-to-face meetings
• Teacher associations:
  • IATEFL teacher training and education special interest group
    http://ttedsig.iatefl.org/
  • Japan Association for Language Teaching
    http://jalt.org/ted/
And more development ideas

• Observations: peer, video
• Develop your own feedback system
• Reading circles
What would you like to try?

1. More webinars
2. Writing your own blog
3. Attending a conference
4. Organising a sharing meeting
5. Joining a teacher association
6. Inviting other trainers to observe your training
7. Observing others training
8. Developing your own feedback systems
9. Organising a reading circle
Resources
Cambridge English

Teaching qualifications and courses

Our teaching qualifications and courses are widely accepted and valued by employers around the world. They are internationally respected as the quality standard.

The qualifications and courses below are listed by the stages they cover on the Cambridge English Teaching Framework, our Continuing Professional Development framework.

Qualifications and courses by framework stage

- CELTA
- TKT
- CELT-P
- CELT-S
- Language for Teaching
- ICELT
- IDLTM
- Delta
- Certificate in EMI Skills
- Train the Trainer
- Cambridge English Teacher
- Become a Cambridge English examiner

- IDLTM (until June 2016)
- Certificate in EMI Skills
- Train the Trainer
Resources

Cambridge English courses and qualifications
Resources
Cambridge English courses and qualifications
Resources

Cambridge English seminar sessions and workshop materials
NILE resources

**Foundations**
- Professional Development:
  - Discover Contemporary English
  - Intercultural Awareness in Language Teaching
  - Methods and Materials in ELT
  - Language Awareness
  - Testing, Evaluation and Assessment
  - Classroom Activities, Interaction and Motivation
  - Teaching Skills and Systems
  - Teaching English in Pre-Primary Education
  - Teaching Young Learners

**Proficient**
- NILE Online Delta
- NILE Online Masters
  - MA Language Teaching Methodology
  - MA Technology Assisted Language Learning
  - MA Teaching Young Learners
  - MA Content Language Integrated Learning
  - MA Materials Development
  - MA Developing Learner Autonomy
  - MA Testing, Evaluation and Assessment
  - MA Teaching English for Academic Purposes
  - MA Trainer Development
  - MA Management in Language Education

**Career Specialisation**
- Content Language Integrated Learning
- Materials Development
- Teaching English for Academic Purposes
- From Teacher to Trainer
Key publications

• *Teacher Trainer* magazine: [http://www.tttjournal.co.uk/](http://www.tttjournal.co.uk/)

• Special editions focusing on teacher training in Studies in Language Testing (SiLT).

• Tony Wright and Rod Bolitho: *Trainer Development* ([lulu.com](http://lulu.com))

• John Hughes: *A Practical Introduction to Teacher Training in English Language Teaching* (Pavilion Publishing and Media)
Thank you!

Do you have any questions?

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Creating effective lessons with IELTS Practice Tests
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Keep up to date with what’s new via the Cambridge English Language Assessment website:
www.cambridgeenglish.org

For information on Cambridge English webinars for teachers:
www.cambridgeenglish.org/webinars