

### HOW TO BE A TEACHER TRAINER

#### Course dates

5 August - 18 August

#### Course fees

£1310

#### Course location

University of Kent

This course is liable for VAT

#### Target audience

Native speakers and non-native speakers with **at least an upper-intermediate level of English (B2)**

Experienced language teachers who want to become teacher trainers

Those new to teacher training, including directors of studies, who want to develop their skills further

#### Course summary

The course focuses on ways of helping and training teachers. The content will be practically orientated and a 'reflective' approach is taken. You will examine the major differences between language teaching and teacher training, investigate different ways of planning and presenting sessions and enhance your "people skills." By the end of the course you will have covered those key areas necessary to feel more confident either to take up a training position or to develop further in your current role. Materials will be partly customised for the group by the main trainer, supplemented by published materials. You will also become familiar with resources like HLT Mag and the Teacher Trainer Journal.



#### Course content

Identify and discuss qualities needed to be an effective teacher trainer.

Plan training sessions that value different learning styles

Heighten your observation skills and provide valuable feedback on teaching

Acknowledge and respond to feedback given to you by others

Listen to people respectfully and communicate sensitively and effectively

How to deal with "difficult people"

An introduction to "Change management"

Relate to and manage teachers on an individual and team basis

Develop teacher autonomy which encourages continuous, self-determined professional development

Maintain and expand your own development as a trainer

Incorporate core elements from "feeder fields," such as NLP, into your training

To see this course in Erasmus+ course catalogue click here:

[https://www.schooleducationgateway.eu/en/pub/teacher\\_academy/catalogue/detail.cfm?id=16615](https://www.schooleducationgateway.eu/en/pub/teacher_academy/catalogue/detail.cfm?id=16615)

### Sample Programme

Please note this is an example of a daily programme. Course content may often be usefully adapted to incorporate the needs of each group member.

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-10.30	Introductions and group bonding	From language teacher to teacher trainer	Helping teachers with change	Planning effective training	Observations and feedback 1
11.00-12.30	Needs analysis and goal setting and course objectives	Identifying current teaching strengths	More on change management	Workshops and teacher training sessions	Observations and feedback 2
14.00-15.30	Investigating teaching beliefs and values	Looking closely at trainees and identifying needs	Improving teachers	Project work – getting ready for microteaching	Review of week one
<b>Week 2</b>					
9.00-10.30	Classroom observations	Different training contexts examined	Maintaining trainee and trainer motivation	Perspectives on an ELT issue	Evaluating training outcomes
11.00-12.30	Critical methodology and 'a good' classroom	Active listening skills to help build rapport	Group dynamics	Dealing with "difficult people"	Strategies for post course development.
14.00-15.30	Lessons learnt from morning observations	Microteaching	Microteaching	Microteaching and round-up	Course review, including feedback and farewells

### Recommended reading

"The Developing Teacher" D. Foord (DELTA) 2009

"Tasks for Teacher Education" R. Tanner & C. Green (Longman) 1998

"Models and Metaphors in Language Teaching" T. Woodward (CUP) 1991

"Ways of Working with Teachers" T. Woodward (Tessa Woodward Publications) 2004

**Please note you do not need to buy or bring these books to the course with you.**

### Type of certification awarded

Attendance certificate detailing topics covered, course content and the number of training hours.



### Is this the right course for me?

Yes, if you want to become a teacher trainer or a mentor.

Yes, if you have recently become a teacher trainer, senior teacher or a director of studies and wish to develop your skills further and become more confident in your role.

### Contact

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