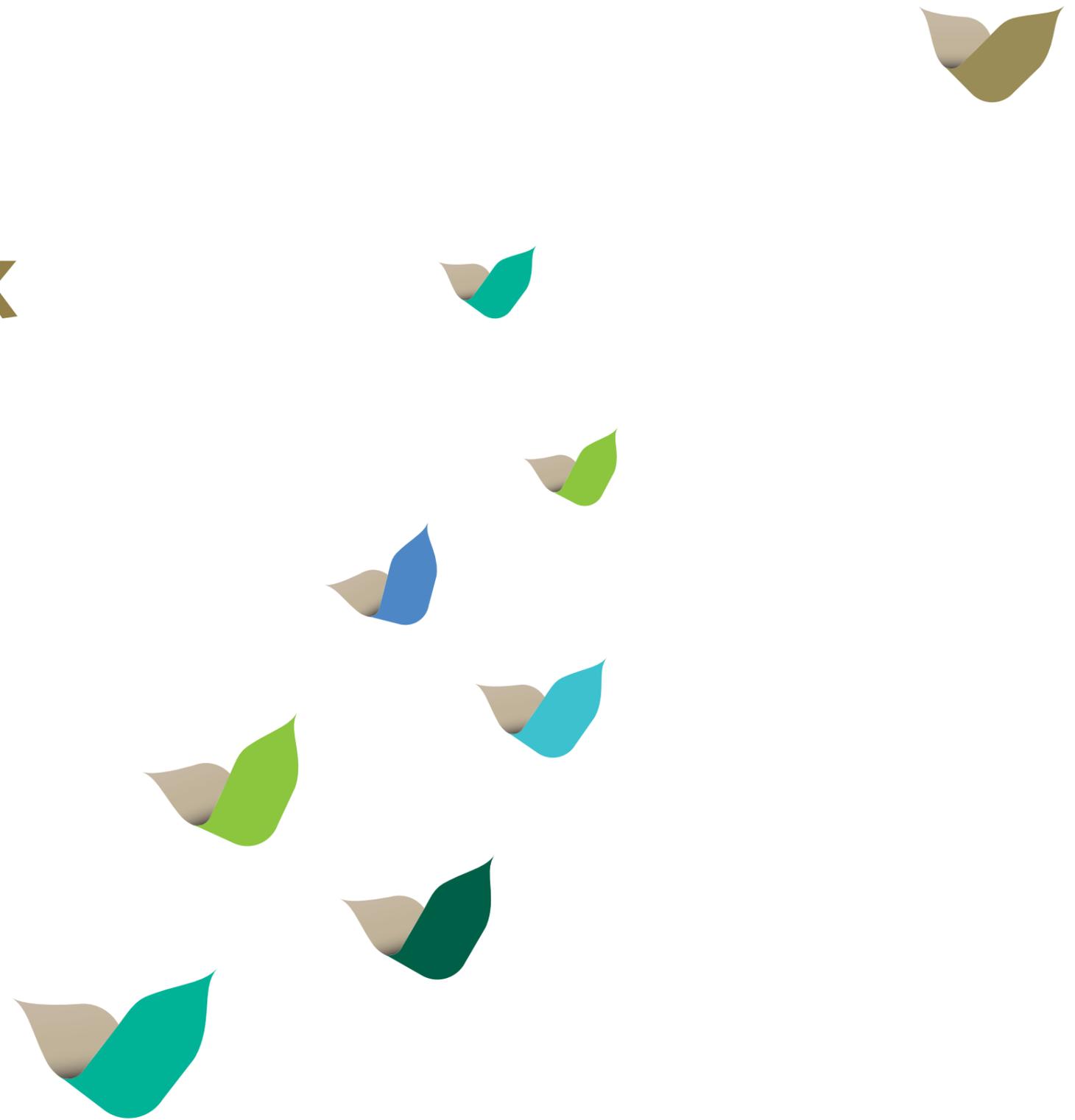


# Cambridge English Trainer Framework

Developed in collaboration with NILE  
(Norwich Institute for Language Education)



# Cambridge English Trainer Framework

		From Teacher to Trainer	Autonomous Trainer	Lead Trainer
Understanding of individuals and situations	Analysing teacher needs	<p>Has understanding of a specific training situation.</p> <p>Identifies basic strengths and weaknesses of trainees through informal contact with trainees and shared experience in the teaching situation.</p> <p>Acknowledges that teachers have different experiences and attitudes to teaching and learning.</p> <p>Acknowledges emergent needs and is in the process of building strategies to deal with them.</p> <p>Knows that adults in training situations learn in many different ways.</p>	<p>Has an understanding of the individual, teaching and institutional cultures of a range of specific training situations.</p> <p>Identifies trainees' strengths and weaknesses based on information about the situation supplied, or initial analysis prior to, or at the beginning of the course. Plans accordingly.</p> <p>Incorporates different experiences and attitudes to plan and conduct sessions.</p> <p>Demonstrates flexibility of approach by attempting to deal with emergent needs.</p> <p>Articulates specific differences in the ways that adults learn and uses this knowledge to plan and conduct sessions.</p>	<p>Can draw and act on comparisons between a variety of training and teaching situations. Has a deep understanding of their individual, teaching and institutional cultures.</p> <p>Identifies trainees' strengths and weaknesses by using a variety of needs-analysis tools before, and throughout a course. Plans and conducts sessions accordingly.</p> <p>Uses teachers' experience and attitudes as a core component of training principles.</p> <p>Deals flexibly and efficiently with emergent needs.</p> <p>Evaluates the different ways in which specific participants learn. Uses a variety of strategies and tasks to meet the participants' needs and preferences.</p>
	Dealing with individual differences	<p>Demonstrates sensitivity to the individual, institutional and cultural differences in their own teaching environment.</p> <p>Describes training groups in terms of their general characteristics.</p> <p>Takes individual differences into account when planning and conducting training activities.</p>	<p>Demonstrates experience of dealing with individual, institutional and cultural aspects of training environments.</p> <p>Describes trainee groups in terms of their individual differences.</p> <p>Uses a range of strategies to take individual differences into account when planning and conducting training activities.</p>	<p>Demonstrates a deep knowledge of, and sensitivity to individual, institutional and cultural aspects across a wide range of teaching and training environments.</p> <p>Description of trainee groups shows deep analysis of individual differences.</p> <p>Actively develops the awareness of individual differences in trainees using a wide range of strategies.</p>

		From Teacher to Trainer	Autonomous Trainer	Lead Trainer
Knowledge of teaching, training and teacher development	Knowledge of teaching	<p>Demonstrates a basic range of core principles of effective teaching.</p> <p>Provides rationale for classroom practice based on own experience.</p> <p>Clarifies purpose of a limited range of classroom practice.</p> <p>Gives accurate and appropriate information about language form, meaning and use (e.g. parts of speech, tenses, usage, functional-notional language).</p>	<p>Demonstrates a good range of core principles of effective teaching. Is aware of non-core teaching practices.</p> <p>Provides rationale for classroom practice based on own and others' experience.</p> <p>Clarifies purpose of classroom activities with reference to varied lesson frameworks.</p> <p>Gives accurate and appropriate information about different ways of describing language (e.g. grammaticalised lexis rather than lexicalised grammar).</p>	<p>Demonstrates a wide range of effective core and non-core teaching principles and practices.</p> <p>Refers to a range of established and current theories underpinning classroom practice.</p> <p>Relates classroom practice to a range of varied theoretical models of learning.</p> <p>Demonstrates knowledge of a range of theoretical models of language description (e.g. discourse analysis, pragmatics, systemic functional linguistics).</p>
	Knowledge of training	<p>Acknowledges that it takes time and effort for teachers to change their practice.</p> <p>Acknowledges the challenges involved in changing teaching practice.</p> <p>Knows and uses basic training practices.</p>	<p>Understands basic processes involved in changing teaching practice and provides practical guidance that will help teachers integrate appropriate changes into their practice.</p> <p>Supports teachers in meeting the challenges involved in changing teaching practice.</p> <p>Knows and uses a range of training practices.</p>	<p>Has a deep understanding of processes involved in changing teaching practice. Makes use of specific techniques to bring to the surface teacher beliefs about teaching and learning to facilitate deep change appropriately in their teaching practice.</p> <p>Accepts and deals purposefully and empathetically with challenges involved in changing teaching practice, using a range of strategies.</p> <p>Knows and uses a wide range of training practices and approaches.</p>
	Knowledge of teacher development	<p>Acknowledges that professional development takes different forms and is a career-long process. Provides suggestions of a limited range of teaching resources.</p> <p>Is aware of external pressures on teachers from education ministries, training activity sponsors, parents and the media.</p> <p>Is aware of key research in teacher development.</p>	<p>Has a broad understanding of the field of teacher development. Provides a wide range of suggestions for courses and resources that can contribute to professional development.</p> <p>Advises teachers on strategies for dealing with external pressures.</p> <p>Has read a range of teacher development research.</p>	<p>Has a deep understanding of the specific development needs of individuals. Provides information on long-term development pathways for teachers. Provides an extensive range of resources, including specialisms.</p> <p>Engages with external pressure agents to manage expectations while actively engaging teachers in developing strategies for dealing with external pressures.</p> <p>Regularly refers to a broad range of teacher development research.</p>

		From Teacher to Trainer	Autonomous Trainer	Lead Trainer
Planning, conducting and evaluating training activities	Planning training activities	<p>Plans according to materials provided for training activities.</p> <p>Articulates aims clearly.</p> <p>Achieves aims of activities in the time allotted (with occasional over running or under running).</p>	<p>Appropriately adapts materials provided for training activities. Produces own activities for specific purposes.</p> <p>Clearly articulates training aims in relation to trainee needs.</p> <p>Achieves aims of activities in the time allotted.</p> <p>Selects content relevant to the stated aims.</p> <p>Includes different input types and ways of organising learning activities.</p> <p>Demonstrates awareness of sequencing to achieve main aims.</p> <p>Anticipates problems related to content and process and adapts materials appropriately.</p>	<p>Plans and conducts independently designed training activities for a clearly specified audience.</p> <p>Clearly articulates training aims in relation to trainee needs, beliefs, values and the training situation.</p> <p>Flexibly manages time to focus on trainee learning priorities while achieving session aims.</p> <p>Uses relevant content to design a range of activity types with reference to principles of training course design, the training situation, and own beliefs and values.</p> <p>Uses a wide range of techniques to scaffold learning.</p> <p>Designs activities with anticipated problems of content and process in mind.</p>
	Conducting training activities	<p>Creates a learning environment conducive to learning.</p> <p>Delivers training activities as planned.</p> <p>Sets up activities in a way which is clear to learners.</p> <p>Grades language appropriately.</p> <p>Monitors tasks and keeps teachers on task.</p> <p>Displays awareness of group dynamics.</p> <p>Manages learning space appropriately.</p> <p>Is aware of the need to stimulate critical and creative thinking.</p>	<p>Uses a range of strategies to maintain a positive environment throughout training.</p> <p>Varies timing and set-up of activities based on trainee reactions and group dynamics.</p> <p>Raises trainee awareness about grading their own language.</p> <p>Uses information from monitoring tasks to inform future activities.</p> <p>Uses different forms of group dynamics for different activities.</p> <p>Uses different room set-ups for different purposes.</p> <p>Stimulates critical and creative thinking.</p>	<p>Uses knowledge of individuals and group dynamics to maximise learning, manage problems and deal with conflict in the training room.</p> <p>Makes principled, spontaneous decisions to vary plan and adapt activities during sessions as needs arise in reaction to emergent cognitive or affective teacher needs of the group.</p> <p>Develops trainee language awareness through the training course.</p> <p>Consistently integrates trainee-generated input throughout training.</p> <p>Skilfully integrates different group-dynamic activities purposefully throughout training.</p> <p>Skilfully uses the physical space of the training venue for a variety of purposes.</p> <p>Systematically integrates creative and critical thinking skills development throughout training.</p>
	Evaluating training activities	<p>Collects post-session feedback from trainees.</p> <p>Reflects on own training and participant feedback post activity.</p> <p>Identifies key areas for improvement in activities conducted. Uses feedback to inform future training.</p>	<p>Integrates some feedback stages during training.</p> <p>Reflects on own and others' feedback as it is collected during the course.</p> <p>Uses feedback to adapt training activity content as it progresses.</p>	<p>Uses a range of techniques to collect feedback throughout training.</p> <p>Synthesises own reflections, post-task trainee feedback and external requirements (education ministry/sponsor organisation) as they arise during the training activity.</p> <p>Uses feedback to negotiate training with participants as training progresses. Integrates institutional and organisational goals.</p>

		From Teacher to Trainer	Autonomous Trainer	Lead Trainer
Supporting, observing, feeding back on and assessing teaching	Supporting teachers	<p>Discusses strengths and needs with teachers.</p> <p>Suggests general strategies for development.</p> <p>Supports teachers with relevant and up-to-date resources and tools.</p>	<p>Elicits specific strengths and needs from teachers.</p> <p>Suggests clear and appropriate strategies for development based on e.g. dialogue with teachers, co-planning, observation of teaching practice.</p> <p>Actively supports teachers by having them critically engage with relevant, up-to-date resources and tools.</p>	<p>Elicits individual strengths and needs from teachers throughout training, including nurturing emergent needs.</p> <p>Helps teachers, through negotiation, to define their own clear and appropriate strategies and activities for development.</p> <p>Leads and motivates teachers. Initiates development programmes for teachers. Enables them to critically and creatively engage with relevant, up-to-date resources and tools.</p>
	Observing teaching	<p>Schedules classroom observations.</p> <p>Uses given observation tools appropriately.</p>	<p>Sets up classroom observations with an awareness of different trainer roles before and during observations, e.g. discussion of lesson plan.</p> <p>Adapts available observation tools where appropriate.</p>	<p>Plans and sets up classroom observations, with joint agreement of outcomes and practical considerations, e.g. trainer role in classroom.</p> <p>Designs appropriate observation tools, criteria and documentation.</p>
	Feeding back on teaching	<p>Offers general and constructive feedback.</p> <p>Identifies a number of areas for improvement.</p> <p>May avoid negative feedback.</p> <p>Generally relates feedback to available assessment criteria.</p>	<p>Offers clear, constructive and sensitive feedback.</p> <p>Identifies key steps and gives concrete advice for improvement, with some attempt to involve the teacher.</p> <p>Approaches negative feedback sensitively.</p> <p>Generally relates feedback to available assessment criteria and agreed action points.</p>	<p>Offers clear, constructive and sensitive feedback, using a range of styles.</p> <p>Elicits key steps and concrete strategies for improvement, prioritising a clear development pathway with an achievable number of next steps as appropriate.</p> <p>Uses a range of strategies for dealing with and managing negative feedback.</p> <p>Consistently relates feedback specifically to available assessment criteria and agreed action points.</p>
	Assessing teaching	<p>Generally applies given assessment criteria accurately to a training situation.</p>	<p>Consistently applies given assessment criteria accurately to a training situation.</p> <p>Critically appraises given assessment criteria and feeds into their development where necessary.</p>	<p>Critically and accurately applies given criteria to a training situation.</p> <p>Researches assessment tool effectiveness, suggesting modifications as necessary and designing assessment tools for specific purposes, as appropriate.</p>

		From Teacher to Trainer	Autonomous Trainer	Lead Trainer
Professional development and values	Professional development	<p>Questions and reflects on own teaching practice to inform training activities.</p> <p>Has a basic understanding of teacher-in-training and trainer roles and responsibilities.</p> <p>Is becoming aware of the scope of the field of teacher training.</p> <p>Is becoming aware of training support available e.g. colleagues, reference books and journals, internet sites, conferences.</p> <p>Is discovering options and strategies for own professional development as a trainer.</p> <p>Is becoming aware of the need to keep up to date with developments in the field (e.g. technology, new research, emerging teaching approaches).</p>	<p>Regularly questions and reflects on own and others' teaching and training practice.</p> <p>Clearly articulates teacher-in-training and trainer roles and responsibilities.</p> <p>Actively develops own knowledge of different areas within the field of teacher training.</p> <p>Effectively uses the support and resources available to inform own practices.</p> <p>Makes conscious and informed decisions about own trainer professional development options.</p> <p>Is aware of areas of development in the field with direct relevance to own teaching and training situation. Develops strategies to keep up to date with these developments.</p>	<p>Uses experimental practice (reflection, questioning and action) as the basis of a continuous cycle of improvement.</p> <p>Demonstrates a deep understanding of and sensitivity to teacher-in-training and trainer roles and responsibilities.</p> <p>Is determining own place/specialism within the field of teacher training based on identified areas of specific interest and strengths.</p> <p>Is becoming aware of own potential for contributing to the field beyond own training situations (e.g. supporting colleagues, contributing to journals and online resources, participating in conferences).</p> <p>Seeks out and contributes to trainer professional development options for self and others.</p> <p>Keeps up to date with developments across the field. Specialises in some areas of contemporary development and critically evaluates these in the light of own training practice.</p>
	Professional values	<p>Has a clear rationale about what constitutes good and ineffective teaching practice. Has a basic rationale for training practice based on own experience.</p> <p>Articulates beliefs clearly and appropriately.</p> <p>Beliefs are largely based on own teaching practice and experience as a teacher and experience as a trainee.</p> <p>Values and practices are somewhat aligned.</p>	<p>Has clear rationale on effective and ineffective practice in both teaching and training situations.</p> <p>Articulates beliefs clearly and appropriately.</p> <p>Encourages others to share their contrasting beliefs.</p> <p>Beliefs are becoming influenced and shaped by training experience, observation of others and reading in the field.</p> <p>Values and practices are mostly aligned.</p>	<p>Has clear, research-based opinions about effective and ineffective practice in teaching and training.</p> <p>Uses beliefs as a tool for training, and helps others develop and articulate their own beliefs, even if they are not shared.</p> <p>Beliefs are based on a wide range of teaching and training experiences, observed practices, reading and research within the field.</p> <p>Values and practices are highly aligned.</p>