



Teacher Training 2010 CLIL - TEACHING OTHER SUBJECTS THROUGH ENGLISH

Course Dates: 28 March – 3 April 2010	Course Location: Pilgrims Training Centre, Canterbury	Course fees: £475	Course Codes: TAC14 1 week
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Target Audience

- Non-native teachers who teach their curriculum subject(s) in English to learners aged 11 upwards
- You will need an intermediate level of English (not Elementary or Advanced)

Course Summary

Across Europe more and more schools require teachers to teach their subjects in English. The aim of this course is to help you gain confidence in your ability to get better and better at using English in relation to the content of subjects. This course is both a language and methodology course. It will **not be** subject specific but will work on language that is needed across the curriculum. However, participants will have the opportunity to teach a topic related to their teaching subject.

Programme of the training activities

- The language of classroom management and instruction
- Improving your ability to explain subjects in simple or complex English, as required
- Improvement of your English in all four skills
- Methodology that can be used across the curriculum
- Ways to help students get the most out of learning in another language

Description of training content:

Preparation

Each applicant to send in action plan 4 weeks before the course outlining hopes and objectives for achievement as a result of attending this course.

Objectives

This course aims to equip the participants with the expertise and skills necessary to teach a subject through English.

Expected results

As a result of attending this course, the participants will be more confident and more at ease dealing with the various challenges that teaching a subject through English presents.

Is this the right course for me?

- Yes, if you teach another subject through English
- Yes, if you want teaching ideas relevant to teaching any subject
- Yes, if you want to improve your own English

If this is not the right course for you, please consider the following:

- English for Primary Teachers or English for Secondary Teachers if you want a more general language improvement course

Programme of the training activities day by day:

www.sprachenmarkt.de, service@sprachenmarkt.de, Tel: +49 711-45 10 17 370

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

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00–10.30	Group Bonding	Some general issues.	Working on input 1	Key speech acts in a CLIL lesson.	Drawing conclusions
11.00–12.30	Needs Analysis and Goal Setting	The language of classroom management	Working on input 2	Explaining: providing examples to elaborate and to reduce.	Describing something/ processes
PM 14.00-15.30	What is CLIL	The language of instructions.	Explaining concepts	Evaluating: knowing how to argue and provide evidence	Week review and feedback.

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

“Teaching Other Subjects Through English” S. Deller & C. Price (OUP) 2007

“Modern Languages Across the Curriculum.” Ed. M. Grenfell (Routledge Falmer) 2002

“Learning through a Foreign Language” J. Masih (Scottish CILT) 1999

Type of the certification awarded in the language of the training:

Attendance certificate detailing topics covered and course content.

Teacher Training 2010 BRITISH LIFE, LANGUAGE & CULTURE

Course Dates: 28 March – 3 April 2010	Course Location: Pilgrims Training Centre, Canterbury	Course fees: £475	Course Codes: TBL14 1 week
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Target Audience

- For teachers who have a strong wish to learn about British Culture in a direct, experiential manner
- For those who teach British Culture to young adults and adult
- You will need **an upper intermediate to advanced level** of English to participate in this course successfully

Course Summary

- Data/information collection on British Culture
- Update on current English usage
- Practical ideas to teach British culture to your students

Classroom training will be supplemented by at least 3 guest speakers from different sectors of local society and at least 1 visit to a local institution.

Programme of the training activities

- Issues of class and gender in British society
- Youth culture
- Changes in education and their effects on parents, teachers and children
- The changing world of work
- How the British enjoy themselves
- Stereotypes of Britain and the British - how true are they?
- Multiculturalism in Britain
- The problems of today's society and what they can tell us
- The relation between language and culture

Description of training content:

Preparation

Each applicant to send in action plan 4 weeks before the course outlining hopes and objectives for achievement as a result of attending this course.

Objectives

This course aims to increase your awareness of present day British culture while offering you the opportunity to practise your own English.

Expected results

As a result of attending this course, the participants will gain a wider understanding of key issues in teaching culture in and ELT setting.

Is this the right course for me?

- Yes, if you have a special interest in language and culture.
- Yes, if you are a teacher of cultural studies.

If this is not the right course for you, please consider the following:

- **English for Primary Teachers or English for Secondary Teachers** if you want a course more exclusively focused on general language improvement.
- **Teaching Advanced Students** if you are an advanced speaker of English who wants a more specific language focused course.

www.sprachenmarkt.de, service@sprachenmarkt.de, Tel: +49 711-45 10 17 370

Programme of the training activities day by day:

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

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00– 10.30	Introductions and group bonding. Ice breakers and group formation activities	Englishness defined and deconstructed	Visiting Speaker A teenager speaks	Religion and secularism in the UK (Preparing for visit)	Listening. A variety of UK accents. Focusing upon key features
11.00– 12.30	Needs analysis and goal setting	The interface between language and culture	Analysis of content and language use from the above	Visit to a Roman Catholic priest. Religion and university life	How accent and lexis relates to the UK class system
PM 14.00- 15.30	Facts and figures A UK quiz	Four ways of analyzing cultures Schwede's paradigms	Politeness codes Negative and positive politeness	Analysis of content and language use from the above	Course review, including evaluation and farewells

Recommended Reading: Please note it is not necessary to buy these books or bring them to the course with you

“Thinking Through Cultures – expeditions in cultural psychology” R. Shweder (Harvard University Press” 1991

“Watching the English” Kate Fox (Hodder and Stoughton) 2004

“Culture in Second Language Teaching and Learning” Eli Hinkel (CUP) 2000

Type of the certification awarded in the language of the training:

Attendance certificate detailing topics covered and course content

**Teacher Training 2010
CREATIVE METHODOLOGY FOR THE CLASSROOM**

Course Dates: 28 March – 3 April 201	Course Location: Pilgrims Training Centre, Canterbury	Course fees: £475	Course Codes: TCT14 1 week
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Target Audience

- Experienced native and non-native teachers who teach young adults and adults
- Please note that this course
- You need an intermediate level of English or above to participate in this course
- **Please note that this course is not specifically designed for teachers of young learners (pre-teens)**

Course Summary

This course has been designed for experienced teachers (with 3 years' + teaching experience). As this is a methodology course, the approaches to teaching and learning will also be of interest not only to teachers of English but teachers of other languages. Occasionally, the course attracts native-speaking teachers from the U.K.

Programme of the training activities

- Adapting your teaching to different learning styles & learning needs
- Putting life into course book exercises
- Adapting activities & tasks for different purposes and levels
- Learner autonomy and independent learning
- Student generated teaching
- Storytelling, music, songs, visuals, drama and movement
- Introductions to one or more of the following approaches to teaching and learning: NLP, The Silent Way, Community Language Learning, Total Physical Response, Psychodrama Linguistic, Task Based Learning Suggestopedia and The Lexical Approach

Reference may be made to other current issues in teaching and learning e.g. Lateral Thinking after de Bono / Howard Gardener's 'Multiple Intelligences'.

Description of training content:

Preparation

Each applicant to send in action plan 4 weeks before the course outlining hopes and objectives for achievement as a result of attending this course.

Objectives

The course aims to energise you and to offer you some alternative activities, strategies and approaches to teaching & learning.

Expected results

As a result of attending this course, the participants will be more creative professionals who will be able to design lessons and materials that are motivating, challenging and effective.

Is this the right course for me?

- Yes, if you are an experienced teacher who wants to participate on a course which will both widen your range of teaching options and promote your own creative abilities
- Yes, if you want to participate in a course committed to humanistic principles and approaches

If this is not the right course for you, please consider one of the following:

- **Teaching English Through Multiple Intelligences** - a course which investigates both the theory of Multiple Intelligences and provides you with approaches to teaching different learner styles more effectively
- **NLP for Teachers** - a course specialising in using NLP for personal and professional development
- **Methodology and Language for Secondary Teachers** or **Methodology and Language for Primary Teachers** if you want a course more specifically guided towards a specific age group

Programme of the training activities day by day:

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

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00– 10.30	Introductions and group bonding. Ice breakers and group formation activities	Teaching with no materials 1	Deep learning	Introduction to Task Based Learning	Creativity Strategies: keeping it simple
11.00– 12.30	Needs analysis and goal setting	Teaching with no materials 2	Working with texts	Teaching Vocabulary	Language play and language learning
PM 14.00– 15.30	Creativity and motivational issues	Fun in the classroom	Jazzing up your course book	Teaching with realia	Course review, including feedback and farewells

Recommended Reading: Please note it is not necessary to buy or bring these books to the course.

“Humanising your Coursebook” M. Rinvolutri (Delta Publishing) 2002

“Lessons from the Learner” S. Deller (Pilgrims/Longman) 1990

“Once Upon a Time” M. Rinvolutri & J. Morgan (CUP) 1983

Type of the certification awarded in the language of the training:

Attendance certificate detailing topics covered and course content.

Teacher Training 2010 IMPROVING ENGLISH THROUGH HUMOUR

Course Dates: 25 July – 31 July 2010	Course Location: The University of Kent	Course Fees: Course Code: £485 TFL31
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Target Audience

- Native and non-native teachers from secondary to tertiary levels
- You will need an upper intermediate to advanced level of English to participate on this course
- Please note: This course is **not** designed for Primary Teachers

Course Summary

The course will offer you a wide range of creative, humorous and stimulating techniques and activities to enliven your classroom, your teaching and your students.

Programme of the training activities

- Group dynamics: building and maintaining a fun loving atmosphere
- Healthy fun and laughter: laughing with people not at them
- Using jokes for listening and speaking practice
- Language play: puns, (word play) ambiguity and nonsense
- Humour and literature: prose and poetry
- The "English Sense of Humour"
- Laughter as a therapeutic channel
- Drama activities
- Culture and humour: different perspective
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Description of training content:

Preparation

Each applicant to send in action plan 4 weeks before the course outlining hopes and objectives for achievement as a result of attending this course.

Objectives

This short, highly intensive methodology course aims to show you how fun and laughter can be two fundamental sources for effective and memorable learning.

Expected results

As a result of attending this course, the participants will be able to use a variety of techniques around humour and fun that will be motivating and highly effective.

Is this the right course for me?

- Yes - if you want to participate in a high energy, life-affirming one-week methodology course
- Yes - if you want to inject humour and vitality into your lessons
- Yes - if you want to motivate students tired of an overly academic syllabus

If this is not the right course for you, please consider the following:

- ***Creative Methodology for the Classroom*** if you want a more general methodology course
- ***English for Primary Teachers*** or ***English for Secondary Teachers*** if you want a more specific language improvement course
- ***Teaching Drama*** if you want a course which specialises more on this area of teaching

Programme of the training activities day by day:

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

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00– 10.30	Introductions and group bonding. Ice breakers and group formation activities	Retelling urban myths. (Learnt from homework) Reordering texts through listening and movement	Exploiting jokes and witticisms in the classroom In a productive manner	Political correctness. What it is and how it is expressed	The shadow side of humour. Epitaphs, graffiti and “Doctor doctor...” jokes
11.00– 12.30	Different types of humour and they can be exploited to build healthy group dynamics	Homonyms, homographs and homophones as a source of humour	Ludic language. Language creativity through minimalism and restriction	The boundaries of meaning. Nonsense and ambiguity	Native speaker errors and correcting “howlers” In texts
PM 14.00– 15.30	Listening and narrative building. Using humorous urban myths in the classroom	Kinaesthetic activities for practicing grammar and vocabulary	Humour and culture. Examining the quintessential nature of English humour	Simple drama techniques to enliven the classroom.	Course review, including evaluation and farewells

Recommended reading: Please note it is not necessary to buy or bring these books to the course.

“Lessons with Laughter” G. Wollard (LTP) 1996

“Laughing Matters” P. Medgyes (CUP) 2002

“Language Play, Language Learning” G. Cook (OUP) 2000

Type of the certification awarded in the language of the training:

Attendance certificate detailing topics covered and course content.

Teacher Training 2010 HOW TO BE A TEACHER TRAINER

Course Dates:	Course Location:	Course Fees:
	Course Code:	
1 Aug - 14 Aug 2010	The University of Kent at Canterbury	£855
		THT32

Target Audience

- Native speakers and non-native speakers with an upper-intermediate to advanced level of English.
- 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. 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. The trainer will hold a "needs and wants" session on the first day to ensure the group has a central part to play in negotiating course content.

At the beginning of your course you will also be given a free copy of "The Teacher Trainer," a Pilgrims resource magazine for teacher trainers.

Programme of the training activities

- 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
- Deal with "difficult people"
- 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

Description of training content:

Preparation

Each applicant to send in action plan 4 weeks before the course outlining hopes and objectives for achievement as a result of attending this course.

Objectives

The course aims to provide an analysis of key issues related to Teacher Training and Teacher Development.

Expected results

As a result of attending this course, the participants will develop the expertise and the skills to design and run their own Teacher Training/Teacher Development sessions.

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

Participants receive a complimentary 1 year free subscription to our journal The Teacher Trainer

If this is not the right course for you, please consider the following:

- **NLP for Teachers** - if you are interested in exploring NLP and learning styles in more depth
- **Creative Methodology for the Classroom** - if your needs and interests relate more generally to methodology in the classroom

Programme of the training activities day by day:

Please note this is an **example** of a daily programme. course content may often be usefully adapted to Incorporate the needs of each specific group.

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00– 10.30	Introductions and group bonding. Ice breakers and group formation activities	From language teacher to teacher trainer Similarities and differences	Planning effective training sessions. The key ingredients	What comprises effective feedback. Different approaches to spoken feedback	Teaching beliefs and values and their potential impact on training styles
11.00– 12.30	Needs analysis and goal setting	Identifying current teaching strengths that will help when training teachers	Workshop. Micro teaching in groups. Giving and receiving feedback	Observation skills. Commentary and evaluation. Written feedback. (From a videoed lesson)	Lecturer, facilitator and animator roles
PM 14.00– 15.30	The qualities of a good teacher trainer identified and discussed	Strategies for building and maintaining healthy group dynamics (Homework: Planning for micro teaching)	Reflection on responses to feedback on micro teaching. Affective responses	Comparing written feedback from morning session. Analysis of language used	Review of week one, including feedback and goal setting for week two

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00– 10.30	Planning training sessions. Loop input	NLP in teacher training. Some practical applicati	Mentoring approaches and techniques	When it all goes wrong. Giving difficult feedback	Co counselling as a strategy for self managem

11.00– 12.30	Learning styles. An overview	Different training contexts Pre service and in service teacher training	Maintaining trainee and trainer motivation	Reconstructing a “disastrous lesson”	Strategies for post course development. Ways into training through peer observation and teacher discussion groups
PM 14.00- 15.30	How to cater for various learning styles	Active listening skills to help build rapport	Effective tutorials and goal setting	Dealing with “difficult people”	Course review, including feedback and farewells

Recommended Reading: Please note it is not necessary to buy these books or bring them to the course with you

“Tasks for Language Teachers” M. Parrott (CUP) 1993

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

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

Type of the certification awarded in the language of the training:

Attendance certificate detailing topics covered and course content.

Teacher Training 2010 METHODOLOGY AND LANGUAGE FOR KINDERGARTEN TEACHERS

Course Dates:	Course Location:	Course Fees:
Course Code:		
4 July – 17 July 2010	The University of Kent at Canterbury	£855 TKI 28
18 July – 31 July 2010	The University of Kent at Canterbury	£855 TKI 30

Target Audience

- Non-native and native teachers of Very Young Learners (3-6)
- Non-native Primary school teachers who need to teach English to Very Young Learners
- You will need at least a lower intermediate level (not elementary or beginner)

Course Summary

The course is for teachers of Very Young Learners who need to Improve their own ability and confidence in their use of English and develop their teaching skills for Very Young Learners.

The course is practical and includes living/doing activities designed for the Kindergarten, and other pre-primary contexts, so as to experience the methodology from the Very Young Learner’s perspective.

Programme of the training activities

- Methodology for teaching very Young Learners ages 3-6
- Addressing the challenge of meeting the needs of Very Young Learners
- Classroom management skills
- Imitation and 'learning by doing' - chants, songs, rhymes, storytelling and creative activities for the classroom
- Using communicative learning activities in Very Young Learner contexts – Listening and Speaking Skills
- Pronunciation for teachers and learners
- Building confidence in and through English – (particularly through drama activities)
- Teacher's confidence building and language development

Description of training content:

Preparation

Each applicant to send in action plan 4 weeks before the course outlining hopes and objectives for achievement as a result of attending this course.

Objectives

This course aims to focus on the needs of the Kindergarten teacher by combining language improvement with practical methodology.

Expected results

As a result of attending this course, the participants will be more knowledgeable and competent teachers and more confident users of English.

Is this the right course for me?

- Yes, if you want to improve both your language ability and extend your range of teaching techniques, activities and approaches

If this is not the right course for you, please consider the following:

- **English for Primary Teachers** if you have at least a lower intermediate (not elementary or beginner) level of English and want to focus more exclusively on your language skills
- **Methodology and Language For Primary Teachers** if you teach Young Learners above the age of 6

Programme of the training activities day by day:

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

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00– 10.30	Group Bonding	How kids learn and what makes them tick	Organizing the classroom	Establishing routines	Drama
11.00– 12.30	Needs analysis and goal setting	The needs of young kids	Effective classroom management	Storytelling 1	Movement
PM 14.00-	Teaching VYL:	Getting their	Giving instruction	Storytelling 2	Week review and feedback

15.30	main issues	attention and helping them keep it	s, demonstrating		
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Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00– 10.30	Creativity on the classroom	Working on pronunciation	Setting up learning centres	TPR	Group project
11.00– 12.30	Working on speaking skills	Dealing with difficult kids	Playing games	Introduction to Multiple Intelligences theory	Feedback and group project
PM 14.00- 15.30	Working on listening skills	Rhymes and chants	Drawing and painting	Arts and crafts	Final feedback and farewells

Recommended reading: Please note it is not necessary to buy these books or bring them to the course with you

“Teaching Very Young Children, Pre School and Primary G. Roth (Richmond Publishing) 1998

“Very Young Learners” V. Reilly and S. Ward (OUP) 1997

Type of the certification awarded in the language of the training:

Attendance certificate detailing topics covered and course content.



**Teacher Training 2010
Literature**

Course Dates: Code:	Course Location:	Course Fees:	Course
18 July – 24 July 2010	The University of Kent in Canterbury	£485	TLI30

Target Audience

- Experienced non-native teachers who teach teenagers and adults.
- Participants with at least an upper intermediate level of English
- Please note: this course is not suitable for teachers of young learners (pre-teen)

Course Summary

This course has been designed for experienced teachers who would like to try out and discuss new ways of handling English literature in class.

Programme of the training activities

- Enabling learners to read literature in English for pleasure.
- Giving you ways of helping learners to overcome the feeling that the literary text is alien.
- Ways of helping learners discover their creativity in a foreign language.
- Introducing ways of exploiting literary texts to make learning about literature an active and stimulating experience.

- Ways of boosting learner self-knowledge through literature.
- Ways in which literature can make the language come alive and increase language development.
- Ways of helping learners develop independence of work habits and imagination.
- Ways in which you can modify your behaviour and attitude as a teacher to facilitate creativity in your learners.

Description of training content:

Preparation

Each applicant to send in action plan 4 weeks before the course outlining hopes and objectives for achievement as a result of attending this course.

Objectives

The course places both you and your learners in an active position vis a vis the literary texts. You will gain a wide range of strategies to help your learners appreciate and respond creatively to these texts.

Expected results

As a result of attending this course, the participants will be more creative in their teaching of literature in English and will be able to select literary materials, and design teaching materials and lesson plans that are motivating, personally rewarding and effective.

Is this the right course for me?

- Yes, if you are an experienced teacher who wants to participate on a course which will both widen your range of teaching options and promote your own creative abilities.
- Yes, if you want to participate in a course committed to humanistic principles and approaches.

If this is not the right course for you, please consider the following:

- Creative Methodology
- NLP for teachers

Programme of the training activities day by day:

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

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00 - 10.30	Introductions Ice breakers Autobiographies	Story telling and re- telling	Literature, music & song	Literature and locality: Projects	Literature as a window on culture
11.00 - 12.30	Needs analysis and goal setting	Putting the learner in an active role	Relating literature to life	Re- making the text	Making poetry active
PM 14.00 - 15.30	Motivating learners to read literary texts: Reading for pleasure	Drama: making the text active	Creativity from different genres	Grammar and vocabula ry through literature	Literature in film

Recommended reading: Please note it is not necessary to buy or bring these books to the course.

“Literature” A. Duff & A. Maley (OUP 2007)

“Literature and Language Teaching” G. Lazar (CUP 1993)

“Active Reading” B. Knights & C. Thurgar-Dawson (Continuum 2006)

Type of the certification awarded in the language of the training:

Attendance certificate detailing topics covered and course content.

Teacher Training 2010 LEADERSHIP

Course Dates:	Course Location:	Course Fees:
Course Code: 11 July- 17 July 2010 TLL29	The University of Kent at Canterbury	£485

Target Audience

- Teachers of English, especially from Secondary Level and above
- Teacher Trainers
- Academic Managers
- School owners and principals

You will need an advanced level of English to participate on this course

Course Summary

This is a practical course in the newly emerging “post heroic” styles of leading. “Leadership” is seen as the way we influence people and events through all of our daily activities, whether our style is behind-the-scenes or up-front. “Life enhancing” refers to leadership styles that draw out the best from people, that help them face problems, that make use of the intelligence in the community, and that rely on diversity.

Such leadership styles are rooted in a learning approach to people and situations and involve power with people rather than power over people. They rely on relationship and connection rather than hierarchy and distance, and aspire to serve human flourishing rather than the interests of a few.

While teachers have not generally associated themselves with traditional models of leadership, this newly emerging paradigm of “post heroic” leadership is of special relevance and immediate practicality to all educators who are ready to look beyond the specific techniques they need in their lessons.

Target Audience

- Learning from your personal experience of leadership and followership, what works and what doesn't
- The new leadership practices, establishing a team or organisation that learns, women's leadership, self-knowledge and personal maturity. servant leadership, authenticity and personal presence in leadership, action inquiry as a leadership tool
- Liberating intelligence that already exists in your team, class, staff room, or school
- Developing your personalised leadership styles that embodies your deep values adds purpose and joy to your work, and serves others
- Specific ways of putting this into practice, including personalised action experiments developed during the workshop for use back at work

Description of training content:

Preparation

Each applicant to send in action plan 4 weeks before the course outlining hopes and objectives for achievement as a result of attending this course.

Objectives

This course aims to focus on the teacher as leader, and examines various leadership styles.

Expected results

As a result of attending this course, the participants will be more confident group leaders and will be able to deal more effectively with their everyday challenges as teachers and educators.

Is this the right course for me?

- Yes – if you are committed to making a difference at this time
- Yes - if you want to do this through your work
- Yes – if you want to re-connect your work with your life purpose

If this is not the right course for you, please consider the following:

- **NLP for Teachers** – if you want to focus more specifically on this exciting and challenging “Study of excellence” (a two week course)
- **Building Positive Group Dynamics** – if you want to become more proficient in facilitating and maintaining groups (a one week course)

Programme of the training activities day by day:

Please note this is an **example** of a daily programme. course content may often be usefully adapted to Incorporate the needs of each specific group.

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00– 10.30	Introductions and group bonding. Ice breakers and group formation activities	Newly emerging “post heroic” models of leadership	New leadership paradigms 2 Servant leadership, authenticity and personal presence	Examining your personal values	Maintaining and sustaining relationship and connections
11.00– 12.30	Needs analysis and goal setting	Learning from experience Leadership	Action enquiry as a leadership tool	Incorporating these values productively into your own	Making post course action plans.

		and followership		leadership style (see p.m.)	
PM 14.00-15.30	Traditional roles of leadership examined	New leadership paradigms 1 Women's leadership, self-knowledge and personal maturity	Liberating intelligence already existing in your team, class, staff room or school	Continuation of above (see a.m.)	Course review, including evaluation and farewells

Recommended reading: Please note it is not necessary to buy these books or bring them to the course with you.

“Learning to Lead” W. Bennis & J. Goldsmith (Nicholas Brearley) 1997

“The New Leaders” D. Goleman (Time Warner) 2002

“Action Inquiry: The Secret of Timely and Transforming Leadership” (Berret Koehler) 2004

“Leadership and the New Science” M. Wheatley (Berret Koehler) 1992

Type of the certification awarded in the language of the training:

Attendance certificate detailing topics covered and course content.

Teacher Training 2010 TEACHING ENGLISH THROUGH MULTIPLE INTELLIGENCES

Course Dates: Course Code:	Course Location:	Course Fees:
18 July – 31 July 2010	The University of Kent at Canterbury	£855 TMI 30

Target Audience

- Native and non-native speaking teachers of all levels - from secondary to adult
- Participants should have an upper-intermediate to advanced level of English

Course Summary

This course is designed to help you understand more about how your students learn. The course will bring you into contact with recent thinking and approaches to teaching related to Multiple Intelligences and NLP.

During the course, you will become familiar with the different intelligences, learn how to recognise them in yourself and your students and adapt your teaching to accommodate them. The course will also help you reflect on creating a successful climate for learning which, in turn, will enhance your own enjoyment of teaching.

Materials will be created for the group by the main trainer, supplemented by published materials and by work presented by the participants themselves.

Programme of the training activities

- Applying the theory of Multiple Intelligences to the classroom
- Identifying and adapting your teaching for different intelligences
- Sensory awareness and empowerment
- An evaluation of the place of Suggestopaedia in a school curriculum
- Contacting and using the brain's potential more fully

- The concept of 'understanding' and how we can teach for 'understanding'
- Entry Points
- Raising student self-esteem
- The artful use of the metaphor
- Portfolio evaluation as a means of testing genuine understanding

Description of training content:

Preparation

Each applicant to send in action plan 4 weeks before the course outlining hopes and objectives for achievement as a result of attending this course.

Objectives

The course combines theoretical input (What is MI? What's an intelligence? Can it be developed? (etc) with practical classroom applications.

Expected results

As a result of attending this course, the participants will be more knowledgeable practitioners and will acquire new tools they need to reach out to all their students.

Is this the right course for me?

- Yes, if you want to participate in a course that provides you with a wide range of new approaches to teaching and learning
- Yes, if you feel that "traditional" approaches to teaching need to be improved through creativity and innovation
- Yes, if "learning how to learn" is an area that fascinates and excites you

If this is not the right course for you, please consider the following:

- **NLP for Teachers** if you want to focus more specifically on this exciting and challenging "study of excellence"

Programme of the training activities day by day:

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

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00– 10.30	Introductions and group bonding. Ice breakers and group formation activities	Background to MIT: Howard Gardner and Project Zero	Myths and misconceptions	What is understanding ?	Working with the students' strengths in mind
11.00– 12.30	Needs analysis and goal setting	The 8 Intelligences	Idiot Savants	Understanding in practice	Entry Points 1
PM 14.00- 15.30	The ABC of MIT	Characteristics of each Intelligence	The Intelligence s profile	MI and Learning Styles	Review of first week, including feedback and goal setting for week two

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00– 10.30	Entry points 2	Portfolio assessment	The Intelligence s less catered for	Exercises around bodily-kinaesthetic intelligence	Group project

11.00– 12.30	Teaching Implicati ons	Portfolio assessm ent	Exercises around musical intellige nces	How to cater for kinaesthetic learners	Group project
PM 14.00- 15.30	MI and course books	Group project	Preparation for final group project	Preparation for final group project	Course review, evaluati on and farewell s

Recommended Reading: Please note it is not necessary to buy or bring these books to the course.

“Intelligences Reframed: Intelligences for the 21st Century.” Howard Gardner (Basic Books, New York) 2001

“Multiple Intelligences in EFL” H. Puchta & M. Rinvolucris (Helbling Languages) 2005

“Outsmarting IQ: The Emerging Science of Learnable Intelligence” D. Perkins. (Free Press) 1995

Type of the certification awarded in the language of the training:

Attendance certificate detailing topics covered and course content.

**Teacher Training 2010
TEACHING THROUGH MUSIC AND VISUAL ART**

Course Dates: 18 July – 31 July 2010	Course Location: University of Kent at Canterbury	Course fees: £855	Course Codes: TMV30
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Target Audience

- Experienced native and non-native teachers who teach young adults and adults
- You need an intermediate level of English or above to participate in this course
- **Please note that this course is not specifically designed for teachers of young learners (pre teens)**

Course Summary

This course has been designed for experienced teachers (with 3 years' + teaching experience). The course aims to give teachers an insight into how they can integrate music and art into their teaching so as to stimulate learners' desire to learn and to open often unexpected channels into mind, body, and spirit connections.

It is designed for teachers who are looking for new dimensions in their teaching. As this is a methodology course, the approaches to teaching and learning will also be of interest not only to teachers of English but teachers of other languages. Occasionally, the course attracts native-speaking teachers from the U.K.

Programme of the training activities

- Using art as a stimulus for task based learning and integrated skills teaching
- Putting life into course book exercises and filling in the gaps often missing in the course book content
- Using music in as an aid to classroom management and for working with different levels of energy throughout the day
- Ways of using the arts to enable more effective learning with “difficult” or unmotivated students.
- Using music to enhance areas of learning such as pronunciation, vocabulary, and fluency practice
- Using art and music as a basis for storytelling, drama and movement
- Introductions to one or more of the following approaches to teaching and learning: Multiple Intelligences, Psychodrama Linguistic, Task Based Learning Suggestopedia.

Description of training content:

Preparation

Each applicant to send in action plan 4 weeks before the course outlining hopes and objectives for achievement as a result of attending this course.

Objectives

In this course you will see how music and art can be used to supplement your book and how they can both help your students develop beyond just the language.

Expected results

As a result of attending this course, the participants will be able to draw from recent insights into language learning and design lessons based on the power of music and art to cater for the great diversity of their classes.

Is this the right course for me?

- Yes, if you are an experienced teacher who wants to participate on a course which will both widen your range of teaching options and promote your own creative abilities
- Yes, if you want to participate in a course committed to humanistic principles and approaches

If this is not the right course for you, please consider one of the following:

- **Teaching English Through Multiple Intelligences** - a course which investigates both the theory of Multiple Intelligences and provides you with approaches to teaching different learner styles more effectively
- **Methodology and Language for Secondary Teachers** or **Methodology and Language for Primary Teachers** if you want a course more specifically guided towards a specific age group
- **Creative Methodology in the Classroom** – a course which explores several approaches, helps you boost your own creative power and teach lessons that are effective and fun

Programme of the training activities day by day:

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

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00– 10.30	Bonding activities	Exploring Art 1	Task Based Learning 1	Music and Classroom Dynamics	Lessons from Psycholinguistics Dramaturgy?
11.00– 12.30	Group formation	Exploring Art 2	Task Based Learning 2	Music-based lessons 1: beyond the gap fill format	Lessons from Multiple Intelligences theory
PM 14.00- 15.30	Goal setting and needs analysis	What skills are required?	Using Art to supplement the course book	Music-based lessons 2: beyond the gap	Week review and goal setting for week two

				fill format	
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Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00– 10.30	Storytelling	Using pictures 1	Lessons from Suggestopedia 2	Helping the students go beyond the language 2	
11.00– 12.30	Drama	Using pictures 2	Dealing with difficult learners	Art and Music and movement 1	
PM 14.00– 15.30	Creative Writing	Lessons from Suggestopedia 1	Helping students go beyond the language 1	Art and Music and movement 2	Course review and final feedback

Recommended Reading: Please note it is not necessary to buy or bring these books to the course.

- “Creative Resources” J. Feher and B. Tsai (IAL) 2004
- “Music and Song” T. Murphy (OUP) 1992
- “The Mind’s Eye” A. Maley, A. Duff, F. Grellet (CUP) 1980

Type of the certification awarded in the language of the training:
Attendance certificate detailing topics covered and course content.

**Teacher Training 2010
How to Motivate your Students**

Course Dates:	Course Location:	Course Fees:	Course Code:	Course
4 July – 17 July 2010	The University of Kent at Canterbury	£855		TMY28

Target Audience

- Experienced and Inexperienced Teachers of teen-agers and young adults
- You need an Intermediate (B1) level of English or above to participate in this course.

Course Summary

This course has been designed with the needs of teachers who teach at upper-primary and secondary levels. (age group: 12-18)

Programme of the training activities

- Motivation as a dynamic concept.
- What motivates teen-agers.
- Motivation and the students’ interest.
- The Teacher’s behaviour, the Teacher’s Motivation.
- Creating a safe environment.
- The importance of group processes.
- Putting the students in a situation of security.
- Helping the students deal with the affective side of learning
- Designing motivating tasks.

- The role of attention: insights from neurobiology research.

Description of training content:

Preparation

Each applicant to send in action plan 4 weeks before the course outlining hopes and objectives for achievement as a result of attending this course.

Objectives

The course aims to provide you with recent insights on motivation research and to offer you plenty of practical ideas and strategies that can be used in your classroom.

Expected results

As a result of attending this course, participants will gain a wider understanding of and reflect on key motivation principles and will be able to design tasks to implement them in their teaching.

Is this the right course for me?

- Yes, if you want to learn how to deal with demotivated and demotivating students.
- Yes, if you want to learn new ways to generate, maintain and protect the students' motivation.

If this is not the right course for you, please consider the following:

- **Teaching English Through Multiple Intelligences** - a course which investigates both the theory of Multiple Intelligences and provides you with approaches to teaching different learner styles more effectively
- **NLP for Teachers** - a course specialising in using NLP for personal and professional development
- **Methodology and Language for Secondary Teachers** or **Methodology and Language for Primary Teachers** if you want a course more specifically guided towards a specific age group

Programme of the training activities day by day:

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

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00– 10.30	Introductions and group bonding. Ice breakers and group formation activities	Demotivation, lack of interest, lack of readiness.	Creating a risk-free environment : issues and activities.	Tasks that generate students' positive attitudes.	Working on the students' feeling of competence..
11.00– 12.30	Needs analysis and goal setting	How do teenagers like to learn?	Understanding where the student comes from	Tasks that get the student's attention.	Taking risks sensibly .
PM 14.00- 15.30	What's missing in our classes?	Student's behavior	Taska that increase the student's self-esteem	Tasks that highlight the importance of surprise and	Review of week one and goal setting for week two

				novelty	
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Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00– 10.30	Review of key issues from Week one.	The teacher's motivational influence 3 : giving feedback.	Teaching in ways that are meaningful to the students.	Tasks that make learning enjoyable.	Project work.
11.00– 12.30	The teacher's motivational influence 1 : humor.	Tasks that promote self-motivating strategies.	Helping the students maintain their motivation.	Promoting students' co-operation.	Feedback on project work..
PM 14.00- 15.30	The teacher's motivational influence 2 : classroom management practices.	Tasks that increase the students' confidence.	Group Processes : norms, classroom management	Promoting learning autonomy : Offering choices	Course review, including feedback and farewells

Recommended reading: Please note it is not necessary to buy or bring these books to the course.

Motivational Strategies in the Classroom. Z. Dornyei. (CUP) 2001

Teaching and Researching Motivation. Z. Dornyei (Pearson) 2001

Type of the certification awarded in the language of the training:

Attendance certificate detailing topics covered and course content.

**Teacher Training 2010
NLP FOR TEACHERS**

Course Dates:	Course Location:	Course Fees:
Course Code:		
4 July – 17 July 2010	The University of Kent at Canterbury	£855
1 Aug – 14 Aug 2010	The University of Kent at Canterbury	£855
		TNP28
		TNP32

Target Audience

- Teachers of all age groups
- Educational managers, writers and educational publishers
- Teacher trainers

- Participants should have an upper intermediate to advanced level of English

Course Summary.

Neuro-Linguistic Programming (NLP) is an established set of principles for teaching, learning and personal development. This course will explore the core principles of NLP and how these can be applied to both your professional and personal life. NLP is "the study of excellence" and provides you with a variety of strategies for maximising both your teaching and learning potential. NLP also requires commitment and practice. Therefore, it is recommended you set aside extra time during your stay to work on your skills with other members of your group.

Programme of the training activities.

- Communicating effectively
- Building trust & confidence
- Improving learner effectiveness
- Building better relationships - especially with 'difficult people'
- Using language which improves learning potential
- Improving your coaching skills
- Recognising & working effectively with all learning styles
- Effective ways of overcoming learning blocks
- Overcoming limiting beliefs & exploring the relationship between beliefs & capabilities

Description of training content:

Preparation

Each applicant to send in action plan 4 weeks before the course outlining hopes and objectives for achievement as a result of attending this course.

Objectives

The course aims to offer the participants an introduction to the principles of Neuro Linguistic Programming. Classroom implications will also be discussed.

Expected results

As a result of attending this course, the participants will acquire a set of new skills that will enable them to communicate more effectively in the classroom.

Is this the right course for me?

- Yes, if you want to experience a dynamic, wide-ranging model for teaching and learning
- Yes, if you want to work on your personal as well as your professional development

If this is not the right course for you, please consider the following:

- **Dealing with Difficult Learners** if you want to learn a variety of strategies and approaches which will help you teach "problem" students more effectively
- **Teaching Through Multiple Intelligences** which examines further the issue of individual differences and effective learning

Programme of the training activities day by day:

Please note this is an **example** of a daily programme. course content may often be usefully adapted to Incorporate the needs of each specific group.

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00– 10.30	Introductions and group bonding. Ice breakers and group formation activities	The presuppositions of NLP examined. Exposing myths about NLP	How NLP can help you communicate more effectively in the classroom	Effective use of language in the classroom. Giving effective instructions.	What makes a good coach? Improving your coaching skills

					Anchoring techniques	
11.00–12.30	Needs analysis and goal setting.	Representational systems and sub modalities. Visual, auditory and kinaesthetic learning styles	Rapport building strategies and maintaining healthy group dynamics	Limiting beliefs and negative internal dialogue examined	Coaching skills workshop	
PM 14.00–15.30	An historical overview of NLP. Its origins and sources	Linking NLP to MI (Multiple Intelligence Theory)	Managing “difficult learners” effectively. Who I find difficult, why I find them difficult and how to work with them effectively	Overcoming limiting beliefs and changing internal dialogue. From “I can’t to “I can”	Review of week one and goal setting for week two	

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00–10.30	Bateson’s Logical Levels. An overview	Different types of learners. Sequential and simultaneous tasks	Asking quality questions in the classroom. Working towards high yield classroom dialogue	From different points of view. 1 st , 2 nd , 3 rd perceptual positions and beyond	Revision. The terminology of NLP revisited
11.00–12.30	How the Logical Levels impact upon your teaching	Metaphor as a powerful learning tool	Lesson planning and NLP Breaking up learning into manageable chunks	TOTE Test-Operate-Test-Exit Modelling excellence in others	Goal setting. How I will take what I’ve learnt from this course into my teaching
PM 14.00–15.30	Strategies for achieving positive teaching and learning outcomes . Pacing and leading	The creative power of guided visualization. How to achieve a healthy resource state	NLP and motivation. “Towards” and “away from” motivation	Materials review Published NLP materials relevant to ELT	Course review, evaluation and farewells

Recommended reading: Please note it is not necessary to buy or bring these books to the course.

“Introducing Neuro-Linguistic-Programming” J. O’Connor (Harper Collins) 2002

“Unlocking Self-Expression through NLP” M. Rinvolucri & J. Baker (Delta Publications)

“In Your Hands” J Revell & S. Norman (Saffire Press) 2002

Type of the certification awarded in the language of the training:

Attendance certificate detailing topics covered and course content:

Teacher Training 2010 BUILDING POSITIVE GROUP DYNAMICS

Course Dates: 4 July – 10 July 2010	Course Location: The University of Kent at Canterbury	Course Fees: £485	Course Code: TPG28
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Target Audience

- Native and non-native teachers of English and other subjects
- Teacher trainers
- Mentors, supervisors and managers
- All those who work with groups
- You will need an upper intermediate to advanced level of English to participate in this course

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Course Summary

How often are we challenged in our teaching, facilitation, or leadership not because we don't know our field of expertise, but because we are unsure of what makes groups work and how to bring about that precious quality: real work? Much of teaching and facilitation lies in the realm of the relational. Though little is written on this, it *can* be learnt and understood.

Drawing on insights from humanistic psychology and philosophy, this course will give names to what we intuitively know and handles to doors on areas of knowledge we have not yet opened. We shall explore the interpersonal skill of how we meet the individual's real needs and our own. Insights gained give a practical underpinning to our objectives, planning and evaluating. Participants will have the opportunity to work with their own realities.

Programme of the training activities

- **Managing conflict and orchestrating difference**
- **Developing trust and tolerance**
- **The skills of confrontation**
- **The recognition and feedback cycle**
- **How quintessential needs are met through Time Structuring**
- **Developing your individual style of group leadership**

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Description of training content:

Preparation

Each applicant to send in action plan 4 weeks before the course outlining hopes and objectives for achievement as a result of attending this course.

Objectives

The course aims to provide participants with plenty opportunities for reflection on group processes, perhaps one of the most underrated aspects of our profession. You will learn the skills needed to help the group navigate from one stage to the other, and to spur and manage changes.

Expected results

As a result of attending this course, the participants will have a more holistic, coherent view of what group work consists of, and will be able to use a new philosophy and the skills to manage the group more effectively.

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Is this the right course for me?

- Yes - if you have ever sensed 'subterranean forces' underpinning or undermining group work and longed to know more
- Yes - if you want to use group work more effectively
- Yes - if you struggle to decide when and how to intervene in a group
- Yes - if 'motivation' and 'uncooperative students' are topics for you

