

Cambridge English Trainer Framework Summary



	From Teacher to Trainer	Autonomous Trainer	Lead Trainer
Understanding of individuals and situations	Conducts training in familiar or predictable situations largely based on the trainer's own teaching experience. Deals with predictable individual needs using basic strategies. Demonstrates basic sensitivity to diversity when planning and conducting training.	Conducts training for diverse groups in a variety of situations based on their own and others' teaching experience. Plans in advance to deal with individual needs and attempts to deal with emergent needs using a range of strategies. Demonstrates a diversity-oriented approach to planning and conducting training.	Based on thorough advance needs analysis, often in unfamiliar situations, efficiently deals with needs of individuals, including emergent needs, using a wide range of strategies. Demonstrates deep sensitivity to diversity when planning and conducting training.
Knowledge of teaching, training and teacher development	Demonstrates a clear understanding of language systems, including basic language analysis strategies, and core principles of effective teaching practice, which in turn informs their training. Is aware that training differs from teaching. Demonstrates basic training principles. Uses a limited range of resources.	Understands a number of language analysis strategies. Demonstrates a range of effective core teaching principles and practices. Is aware of non-core teaching practices. Demonstrates a clear understanding of how training is different from teaching. Demonstrates effective training principles. Uses a wide range of resources.	Uses a wide range of language analysis strategies. Demonstrates a wide range of effective core and non-core teaching principles and practice. Demonstrates a range of training approaches, in-depth understanding of a wide range of theoretical concepts in the field as well as practical know-how. Uses an extensive range of resources.
Planning, conducting and evaluating training activities	Conducts pre-prepared training activities with given materials with support. Demonstrates a basic ability to plan, conduct and evaluate teacher training activities.	Adapts given training materials for a particular audience appropriately. Demonstrates a clear and coherent approach to and rationale for planning, conducting and evaluating teacher training activities.	Designs, through principled application and innovation, learning units and courses to meet a wide range of individual needs. Manages the complex interplay of situational factors related to planning, conducting and evaluating training activities.
Supporting, observing, feeding back on and assessing teaching	Sets up and conducts classroom observations using given tools and procedures. Offers general feedback on areas for improvement in teaching and suggests basic strategies for teacher learning. Generally applies given assessment criteria accurately.	Employs a range of observation methods. Applies given observation tools and procedures appropriately. Offers specific feedback on areas for improvement. Suggests clear and appropriate strategies for teacher learning. Consistently applies assessment criteria accurately. Critically appraises given assessment criteria and feeds into their development where necessary.	Creates, through principled application and innovation, tools and procedures for observing and giving feedback. Nurtures specific needs, including emergent needs, and suggests a wide range of clear and appropriate strategies for teacher learning. Researches assessment tool effectiveness and develops assessment criteria for specific situations.
Professional development and values	Uses beliefs about own teaching practice to inform training values and practice. Responds positively to feedback on their training and demonstrates basic understanding of trainer and teacher-in-training roles in the training process. Is aware of resources available to support trainer professional development.	Uses own and others' teaching practice and beliefs as a basis for reflection and developing training values and practice. Seeks feedback on their own training and demonstrates good understanding of trainer and teacher-in-training roles in the training process. Is actively exploring avenues for their own development and specialisation within the field of teacher training.	Exemplifies own values and clearly defined beliefs through training practice. Acknowledges diverse viewpoints and encourages the articulation of emerging beliefs of teachers-in-training. Builds feedback on their own training into the training process and demonstrates a deep understanding of trainer and teacher-in-training roles. Uses contemporary research and critical reflection to continue own professional development while supporting others in developing appropriate specialisms.

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