

Teachers as Trainers Competencies

Area	Descriptor	Competencies
1. Presenting	Can engage a large audience through the successful delivery of a time defined and compelling presentation.	<ul style="list-style-type: none"> • Remains positive and in control throughout the presentation • Communicates clearly and succinctly • Constructs and illustrates a convincing narrative which is responsive to the audience • Structures the presentation so that it is relevant, coherent and accessible
2. Delivering	Can engage a group to convey information or insights with integrity and expertise.	<ul style="list-style-type: none"> • Demonstrates full and informed understanding of material • Communicates the material in a coherent, structured way • Manages questions and feedback authoritatively • Adjusts content and delivery to the perceived needs of the group
3. Modelling	Can choose, or be given, an area of interest or need and, through a mix of carefully executed activities take a group to an agreed end	<ul style="list-style-type: none"> • Shows understanding of the needs and interests of the group • Builds rapport throughout • Designs activities which, in combination, develop and extend the group • Interacts meaning fully with the group, showing flexibility in adjusting tasks
4. Training	Can research participants' needs beforehand and, consequently, design and deliver a mix of beneficial experiences over time and to an agreed end	<ul style="list-style-type: none"> • Can research participants' needs beforehand • Can design and deliver a balance of appropriate developmental experiences based on researched needs • Remains positive throughout in overcoming barriers to achieving success
5. Facilitating	Can negotiate participants' needs and manage a loosely structured, open programme of development activities	<ul style="list-style-type: none"> • Can consult with a client and, drawing on insight and experience agree a set of development activities • Can design and deliver the agreed activities • Can facilitate groups purposefully
6. Developing	Can, as part of a long-term relationship, research, design and deliver a flexible programme of development activities with an emphasis on process, practical application and reflection.	<ul style="list-style-type: none"> • Can form a relationship with a client and, drawing on insight and experience agree a beneficial programme • Can design and deliver an agreed programme • Builds opportunities to share participants' professional experience and reflect • Creates opportunities for transfer into the work environment • Evaluates the success of the programme
7. Observing	Can observe the performance of others in a variety of practical contexts, form and share insightful judgments of worth to the observed.	<ul style="list-style-type: none"> • Can agree and protocols of professional observation • Shows insight into professional practice • Gives feedback purposefully and with understanding • Can agree a viable action-plan
8. Coaching	Can, sustain a positive developmental relationship over time with an individual or group and, by skilled questioning and feedback, generate insights for improvement	<ul style="list-style-type: none"> • Knows how and when to intervene • Asks a range of carefully considered questions • Uses feedback opportunities to help the client gain personal and professional insights
9. Mentoring	Can utilise one's own experience, knowledge and insights to guide and develop others	<ul style="list-style-type: none"> • Has recent relevant experience with appropriate levels of professional understanding • Can give guidance and advice with sensitivity • Can structure and manage a professional dialogue
10. Researching	Can apply an understanding of practical research methods to one's own work context in a purposeful and beneficial way	<ul style="list-style-type: none"> • Understands research methods • Can undertake practical work based research • Can share the findings of research in a purposeful way