



## 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	TNP28
1 Aug – 14 Aug 2010	The University of Kent at Canterbury	£855	TNP32

### Target Audience

- Teachers of all age groups
- Educational managers, writers and educational publishers
- Teacher trainers
- Participants should have a 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. Anchoring techniques	What makes a good coach? Improving your coaching skills
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 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> 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. Rinvulcri & 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.