



15th
ANGLO
CONGRESS

Issues that have marked the last 15 years in the field of ELT: TEACHER DEVELOPMENT



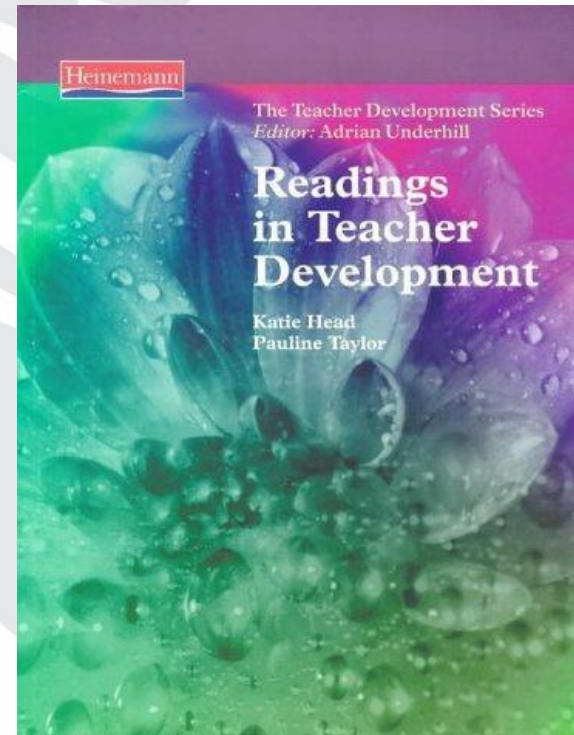
ANGLO
CELEBRATING 85 YEARS



Cambridge Assessment
English

Authorised Platinum Exam Centre

**Readings in
Teacher Development**
Katie Head & Pauline Taylor
Macmillan Heinemann ELT, 1997



5 factors contributing to the emergence of TD (Bolitho, 1988)

- a) Expansion of the language teaching industry & lack of career structure
- b) The 'mid-life crisis' experienced by many teachers
- c) Low pay and poor conditions of service
- d) An increasing preoccupation with qualifications
- e) Influence of 'humanistic' views of language teaching

Teacher Development (Underhill, 1986)

“Teacher development is the process of becoming the best kind of teacher that I personally can be”

Teacher Development (Underhill, 1988)

“I teach only as well as the atmosphere that I engender. I believe that education is change and that I will not be able to educate unless I am also able to change, otherwise my work will come to have a static quality about it that is not good for me or for my students.”

“It is the ‘me’ who operates my pedagogic skills and my knowledge of the topic that primarily influences their effectiveness.”

IATEFL

The International Association of Teachers of English as a Foreign Language has been linking, **developing** and supporting ELT professionals worldwide since 1967.

Teacher Development (Ur, 2017)

Teacher Development should not be based on miracle slogans but rather asking teachers to look at what they have seen in their own classrooms, what they have experienced as teachers or learners and take decisions based on that.

I would like to make a plea for **teachers making localized decisions** based on their own situations.

Teacher Training & Teacher Development: A useful dichotomy? (Ur, 1997)

Teacher training and teacher development are **of optimal value when they come together.**

A proper model of professional learning needs to take into account both **internal and external sources of input.**

Teacher Training & Teacher Development: A useful dichotomy? (Ur, 1997)

Your own experience can be enriched by hearing, seeing or reading about the experiences of others. Such knowledge, however, cannot be taken on board simply through reading or hearing about it. **You need to process it through your own experience, reflection, conceptualization, and experimentation and to construct your own understanding of it so that you can own that knowledge.**

Teacher Empowerment (Rebolledo, 2019)

Teachers feel empowered when they **learn, share, are able to innovate and when they see their students are learning.**

*“Teachers feel empowered when they **discover or create new meanings that will have an impact on their students’ learning.** When this happens teachers are energised, as if they had recharged their professional batteries.” (Valazza, just now!)*

Teacher Development (Valazza, this morning)

“I hope the Anglo Congress encourages you to leave your comfort zone, step into the fear zone, walk through the learning zone and discover new meanings that will have an impact on your daily work so that you extend your comfort zone and grow as a professional.”

Bibliography

- Bolitho R, 1988. “The emergence of a teacher development movement in ELT in the UK” (unpublished paper).
- Head K & Taylor P, 1997. Readings in Teacher Development. Macmillan Heinemann ELT.
- Rebolledo P, 2019. IATEFL Annual Conference, plenary session.
- Underhill A, 1986. Editorial in *Teacher Development Newsletter 1*.
- Underhill A, 1988. “Training, development and teacher education” in *Teacher Development Newsletter 9*.
- Ur P, 1997. “Teacher Training and Teacher Development: a useful dichotomy?” in *The Language Teacher (Japanese Association for Language Teaching)*.
- Ur P, 2017. Presentation at conference organised by Cambridge Assessment English.



15th
ANGLO
CONGRESS

THANK YOU!