

AYDAN ERSÖZ

Plenary Talk Mirror, mirror on the wall ...

Teacher development can be defined as an ongoing learning process in which teachers engage voluntarily to grow. They continuously search for opportunities to learn how to better their teaching. Among all the teacher development models the reflective one seems to be the best as human beings learn from their own experience better and can come to a self-recognition. Unless they recognize their own strengths and weaknesses or explore their own experience, they do not change. This presentation aims to focus on the reflective model. It will include some sample cases where reflective approach has been used. It questions whether the reflective approach has been effective, what the reasons lying beneath are, and what can be done to successfully adopt this approach.

Workshop Understanding and Preventing Teacher Burnout

Teacher burnout is defined as a condition caused by depersonalization, emotional exhaustion and a diminished sense of accomplishment (Schwab et al. 1986). One of the most down to earth definitions described teachers as no longer considering themselves professionals, rather just paid individuals. Hence, a teacher's loss of idealism and enthusiasm for work describes teacher burnout (Matheny, Gfroerer, and Harris 2000). Obviously, when teachers are burned out the quality of their teaching suffers. But burnout also affects their quality of life. This workshop will first give short theoretical information on teacher burnout. Then participants will be asked to participate actively to discuss the causes for teacher burnout and come up with some suggestions for preventing and/or recovering from teacher burnout.

Bio

Prof. Dr. Aydan Ersöz was the head of English Language Teaching Department, Gazi Faculty of Education, Gazi University, Ankara. She retired in October 2006 after having worked for 24 years. She is currently working as a freelance. She is the President of INGED (ELEA-English Language Teaching Association) Board. Her interest areas are: teaching English to young learners; evaluating, adapting and developing teaching materials; and, teacher training. She takes active part in the in-service training programs of the Ministry of Education as a trainer and has contributed to a number of projects run by the Ministry for primary, secondary and tertiary levels. She also contributes to in-service training programs for universities.

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