

Teacher Development

The Newsletter of the IATEFL Teacher Development Group No. 31 1996

LETTER FROM THE NEW TD SIG COORDINATOR, CHRIS JACQUES

Dear TD SIG members,
There have been some changes to the committee since the 1995 IATEFL conference at York:

- Dominique Vouillemin has stepped down as Coordinator and I have taken over the job.
- Rosie Tanner has taken over the job as *Newsletter* Coordinator from Melanie Ellis.
- Jenny Cooper has taken over the job of Events Coordinator.
- Janet Hilsdon has become the Reviews Editor for the *Newsletter*. She will be coordinating reviews of books in the field of Teacher Development for inclusion in future issues of the *Newsletter*.
- Katie Head, a previous TD SIG Coordinator, continues to be closely involved in the work of the committee.

As you see, your committee is full of enthusiastic people who are looking forward to making the TD SIG work well for the benefit of all its members. At the 1996 IATEFL Conference (Keele University, England from April 9-12) there will be an Open Forum for TD SIG members. This will happen on Wednesday 10th April from 1745 to 1835 (session 2.6). If you will be at Keele, you are very welcome to come to the Open Forum and I warmly invite you to do so - particularly if you live outside the UK and are not usually able to get to TD events in the UK. The SIG functions for the benefit of all its members worldwide, so it is

important that as many different voices as possible are heard.

Later in this *Newsletter*, you can read my Personal Profile which tells you who I am and what I do. I seem to have ended up as Coordinator in rather an informal way. As I understand, the TD SIG has functioned elegantly in the past without the formal paraphernalia of meeting, elections, agendas, minutes, and so on.

But in view of the recommendations passed at the SIG Coordinators' meeting (see elsewhere in this *Newsletter*), it is important that any SIG is not suspected of being a closed shop, and that any member can feel free to stand as Coordinator or for the committee, and that committee members should have the backing of their SIG members and be confirmed in their posts once a year. What I am proposing is this:

At the annual SIG Open Forum, beginning this year, each person in the TD SIG team will present their proposals for the coming year to the members present. Then we shall ask the members to confirm these people in their posts by a show of hands. If a person is opposed and there is an alternative candidate, then an election can take place. If people want to stand for a post or vote for another person, then they should be free to send in a postal application or vote which will be taken into account at the Open Forum. How does this sound?

"How do I see my role as Coordinator? Well, just that."

I appreciate that this may well reach you when the 1996 Open Forum is over. However, we can publicise this in plenty of

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RECIPES AND INGREDIENTS

Bryan Robinson

Teachers attending conferences take away lists of recipes, and then often find they can't put together all the ingredients needed to make a success of them. On the last day of the *X Jornadas Pedagogicas de Ingles*, organised by GRETA, the English Teachers' Association of Andalusia, I led a workshop intended to help people avoid this pitfall.

1. A healthy appetite

We began with a series of yoga-derived breathing and breath-movement coordination exercises (Agosta 1988).

2. Too many cooks...

Everyone completed these sentence stems (Mulligan 1988):

I should (not)...
I must (not)...
I have/ought to

and listed messages they have received from recent teacher training input. We identified the voices behind the statements: some said that it was their own voice; others identified the voices of teachers and teacher trainers they had worked with; one named the author of a book he had been reading. We left the sentences to simmer gently.

3. A kitchen of my own.

We focussed on aspects of our current work situations and draw up two lists:

Ten things I like about my work situation
and

Ten things I dislike about my work situation

We thought of our preferences within that situation, e.g. Do I prefer... working alone or in teams? ... with broad objectives or narrowly-defined ones? ... to initiate change or to carry through the ideas of others? We asked ourselves about the distinction between working with people and working with things: People (teaching), Data (exam results), People (Departmental meetings), Information (Subject magazines).

4. Place in a hot oven for 30 minutes.

As a trainer, I didn't interrupt the processes of the participants: at the end, when we were all bursting with things to communicate, we had some time for discussion.

5. Empowering the chef.

Return to the sentence stem lists (in 2). We re-read each sentence and changed the verb forms to silence the voices of others and substituted our own empowered voice. In this way, 'should' became 'can'; 'must' became 'want to'; and 'have/ought to' became 'choose to'. Each of us took control of the input we'd received.

6. Back to the Recipe Book.

We re-considered our sentences and chose one goal to achieve which was in consonance with us and the realities of the world we work in.

7. Dinner is served.

I led the group in a visualisation exercise (Agosta 1988):

"Three months have now passed by and you are now able to enjoy the success of having achieved your goal. Bathe in the pleasure this brings and consider all aspects of your success. Imagine how you perceive your success; what you can see, hear, feel, sense, smell and taste, once you have achieved it. Consider how this affects your physical well-being, relationships and selves."

8. The shopping list.

We analysed our circumstances:

*What resources do I need?
What resources are available to me?
Whose help do I need?
How many different ways are open to me in order to achieve my goal?
What are the risks involved?
What could go wrong?*

And we planned what to do and when.
Then we were ready.

We ended with one last reminder: watch the pot carefully, season to taste!

Bryan Robinson teaches Applied Linguistics in the Faculty of Translators and Interpreters of the University of Granada, Spain. In the real world, he manages to lead some TT and TD workshops, mainly for GRETA, in and around Andalusia.

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