



**The 8th ELTAM – IATEFL – TESOL International Conference**  
Skopje, October 31-November 2, 2014



**PRE-CONFERENCE EVENT**  
**PANEL DISCUSSION**

**Date:** October 31, 2014  
**Time:** 3 p.m. – 5 p.m.

**Venue:** University American College Skopje, Treta Makedonska Brigada no. 60

**Focus:** CONTINUOUS PROFESSIONAL DEVELOPMENT

**Theme:** “MODELS OF PROFESSIONAL DEVELOPMENT”

Question: How can we achieve the level of professionalism needed for a successful teaching – learning process?

The panel discussion will focus on different models of professional development and examine their advantages and disadvantages in different teaching contexts.

**Moderator:** **Branko Stojanovic**, *Cambridge University Press, Belgrade*

**Panelists:** **Zora Busovska**, *English Language Advisor, Bureau for the Development of Education, Regional Office in Ohrid*

**Kate Mulvey**, *US Fellow, University of Prishtina,*

**Elena Ončevska Ager (PhD)**, *Ss. Cyril and Methodius University Skopje*

**Participants:** ELTAM Conference participants

**Fee:** Free of charge for registered conference participants (non-conference participants have to pay €10 fee)

*“The ultimate outcome of well planned continuing professional development is that it safeguards the public, the employer, the professional and the professional’s career. The importance of continuing professional development should not be underestimated – it is a career-long obligation for practicing professionals.”*

*Vivian Kloosterman*

## **Examples of proposed models for professional development:**

**ACTION RESEARCH** a disciplined inquiry/investigation focused on a work-related (teaching and learning) question, topic, concern, or issue where data is collected, analyzed, interpreted, and action is taken to improve practice.

**FACILITATED DISCUSSION GROUPS** interdependent individuals with different points of view who present, evaluate, and analyze predetermined topics, questions, issues, or concerns within a group setting utilizing a facilitator who strives for whole group participation.

**MENTORING/COACHING** a formal or informal process carried out within the context of an ongoing, caring relationship in which an experienced person (serving as a role model) teaches, coaches, sponsors, encourages, counsels, and befriends a less experienced/new person for the purpose of promoting mutual reflection that results in professional and/or personal development for both.

**REFLECTIVE JOURNALING** analysis of recording method (e.g., written, audio, video, web-based, etc.) utilized to capture experiences, feelings, insights, lessons learned, and thinking based on an ongoing process of self-understanding/discovery to identify growth and/or meaningful patterns over time in order to interpret the significance for an individual's future work and/or to celebrate accomplishments.

**DISTANCE LEARNING** using internet and other technologies, text, audio, and/or video learning modules to access, share, and process new information and/or skills "off-site" or at a "distance" from "instructor" and "classmates".

**CRITICAL FRIENDSHIPS: PEER OBSERVATION** – classroom observation conducted by a trusted colleague with the purpose of getting a novel perspective on one's own professional classroom decision-making, with or without previously established guidelines about what aspects of the interaction in the classroom are to be observed more closely.