

Gabriel Diaz Maggioli



The New School University, New York

About the Speaker:

Dr. Gabriel Diaz Maggioli is a teacher who applies the lessons learned in the classroom to his roles as educational administrator, teacher educator and writer. He is currently the Dean of the School of Language Learning and Teaching, at The New School, a progressive university in New York, founded by John Dewey in 1919. There, he also directs the MA in TESOL program in which he teaches the Methods and Learner Assessment courses. Gabriel's main research interest is the elaboration of a viable pedagogy for teacher education. His most recent publication, *Teaching Language Teachers: Scaffolding Professional Learning* (2012, Rowman & Littlefield Education, USA)

is an initial attempt at outlining some of the principles of such pedagogy. He is also author of *Teacher-Centered Professional Development* (2004). Gabriel is an active presenter at various international professional development events. He has acted as keynote or guest speaker for TESOL-related organizations in North, South, and Central America; Europe, and other countries around the world. He is also active in professional organizations, having occupied leadership positions in TESOL International and IATEFL.

About the Presentations

Teacher Education at the Crossroads: The Role of Theory and Practice

Teacher training and education practices in language teaching have tended to oscillate between either an emphasis on practice or an emphasis on theory. In this ongoing "tug of war" among traditions, three perspectives can be clearly deemed: (a) Look and learn – with a strong emphasis on practice, (b) Read and learn – with a strong emphasis on theory, (c) Think and learn – the first attempt at bringing theory and practice together. I want to propose a fourth perspective, which I call "Participate and Learn," which allows teacher educators and aspiring teachers to engage in cycles in which they practice theory and theorize practice. In this session, we will explore the main tenets of this fourth perspective and offer concrete, tried-and-tested means through which teachers can theorize their practice.

Supervisors with Supervision

In this workshop, we will explore a redefinition of the role of the observer in classroom observations (Director of Studies, Mentor, Coordinators, Teacher Educators), which explores sociocultural tools and procedures that put teacher learning at the center of the supervisory process. After an examination of current practices, we will advance two tools that help both the observer and the observed: a "map" that establishes a safe environment for the interaction to take place and a "compass" that outlines possible interventions during the feedback session. Participants will have the opportunity to try these out by collaboratively engaging in role-playing so as to experience how the tools can help teachers practice theory while theorizing practice.

I'm still here! (Pecha Kucha)

Good times, and bad times – I've seen them all, and I'm here. A cavalcade through the history of language teaching (with a light touch).