



## **Implementing Self-assessment Strategies in Teacher Development Programmes**

**Dorota Nowacka**

Adam Mickiewicz University (Poland)

[ndorota@wa.amu.edu.pl](mailto:ndorota@wa.amu.edu.pl)

### **Abstract**

Most novice teachers are full of ardent enthusiasm which is sometimes difficult to maintain throughout their careers. Their lessons become more or less predictable and that may dent even the most avid enthusiasm and engagement in teaching. To avoid this, foreign language teachers should engage in professional development. Apart from formal training such as e.g. in-service training programmes, there are other techniques that a teacher can use to ensure professional growth. This poster aims at presenting some strategies that prompt development, namely: self-assessment strategies. Research conducted in Poland has shown that most of EFL teachers realize the need for teacher development, yet not everyone knows where to start and what to do. This poster will illustrate step-by-step procedures of implementing self-assessment in teacher education. The development scheme will be accompanied by some samples of teacher-produced data collected during the research. The poster will present, in graphs and diagrams, some data gathered in the pre-training period and compare it to the post-training results, showing the potential of selected strategies. Finally, this poster presentation will evaluate these selected self-assessment strategies and will provide some guidelines for preparing a training session in the use of the strategies.