

School Networks (2009 – present)

The School Networks Program is developed in concert with leaders in educational innovation at Teachers College. Fifteen (15) networks were established focusing on three content areas for teachers and leadership and coaching skills for school principals and education supervisors. QRTA launched one experimental network focused on the teaching of Arabic in 2013. In addition to the structured network activities such as teacher and school leader training workshops, network meetings, communities of professional development at the school and directorate level and onsite support activities.

State- of- the- Art Sessions (2009 – present)

QRTA organizes state-of-the-art sessions in English, Science, Math and Leadership. These are a series of a one day seminar offered to educators in the private and public sector. The State-of-the-Art sessions aim to keep educators in Jordan updated in new developments in the field of teacher education, reach more teachers, and complement the intensive QRTA professional development programs.

Short Courses (2009 – present)

QRTA offers a range of workshops during the winter and summer holidays to create opportunities for teachers, in both public and private schools, to enhance their professional skills and thus increasing its outreach to more teachers in Jordan. Such courses, range in duration from three days to one week, engage teachers in knowledge-sharing discussions and activities tackling a comprehensive range of subjects.

International Baccalaureate (IB) Workshops (2010 – present)

In 2010, QRTA has been recognized as an official professional development provider. In 2010-2011, QRTA had successfully presented 13 different IB training workshops. Since then, QRTA organized and hosted IB professional development workshops twice every year, reaching IB teachers, coordinators, and administrators. These workshops are geared at IB educators in the Africa, Europe, and Middle East (AEM) region. QRTA has thus far conducted 15 workshops in 2012, 24 workshops in 2013, and 29 workshops in 2014.

Teach Like a Champion (2012 – present)

QRTA launched a unique training program based on “Teach Like a Champion”, a New York Times bestseller authored by Doug Lemov. Lemov came to QRTA in October 2012 to both launch the translated book and deliver a 3-day workshop to over 100 teachers from the Jordanian Ministry of Education, between principals, supervisors, and teachers.

The book provides the basis for creating a powerful learning environment that helps educators improve their teaching techniques dramatically. The 49 techniques outlined in the book could help teachers master such foundational skills.

The Teacher Skills Forum (2014 – present)

The Teacher Skills Forum is an initiative of QRTA, it aims to provide teachers with opportunities and access to: learn new teaching strategies and techniques; to discuss possible action points and goals for enhancing classroom and school communities; to share and apply best teaching practices; to network and create lasting relationships based on a shared vision; to provide teachers with the skills to develop modern, innovative lessons that incorporate technologies into classroom instruction; and finally, to support teachers to prepare students to compete in a knowledge driven economy.

Scaling-Up Teacher Professional Development (2015 – 2019)

Project undertaken with the financial support of the Government of Canada provided through the Department of Foreign Affairs, Trade and Development (DFATD)

The Queen Rania Teacher Academy (QRTA) entered into a partnership with the Department of Foreign Affairs, Trade and Development (DFATD) on December 29, 2014 to implement 1 5-year project entitled “Scaling-Up Teacher Professional Development”. The project aims to improve learning outcomes through programs that promote excellence in teaching in Jordan's public school system from the primary level to grade ten. This will be achieved through two strategic objectives:

- Improve instructional practices among teachers and school leaders in Jordanian schools.
- Improve environmental practices in Jordanian schools.

The school network model is the central pillar of QRTA’s approach. The network model establishes subject specific networks of 15 - 20 schools that offer regular professional development workshops, on-site support, and opportunities for collaboration across schools. A number of other programs will be delivered within this intervention, targeting novice teachers, school principals, as well as other MoE educators in specific thematic areas. The expected reach of the project is approximately 30,000 teachers and educators.

Early Grade Reading and Math Project (RAMP) (2015 – 2019)

RAMP is a nationwide effort designed to improve the reading and math skills of children in Jordan in grades K-3. Specifically, the project will work with the Ministry of Education to; develop and distribute improved learning materials to every K-3 classroom in Jordan, develop improved curricula, train teachers, Principals, Supervisors, and Field Directorate and MoE Administrators to provide more effective instruction, promote community participation in reading and math education, and support nationwide adoption of early grade reading and math policies, standards, curricula, and assessments. The project, which will be carried out over five years, expects to deliver improved reading and math instruction to all public school students in Jordan in grades K-3—about 400,000 children.

Blended Approach to Teacher Training (BATT) (2015 – 2017)

With such positive repercussions linked to the accomplishments of the initial project titled the Emergency Support to Safeguard Education Quality for Syrian Students in Jordan, UNESCO and QRTA are partnering to stimulate a second phase and augment the original project by developing a technologically Blended Approach to Teacher Training (BATT) project. The program can serve as a foundational training

course for all teachers offering focused training for teachers on how to manage large numbers of students, promote dialogue, detect early signs of behavioral problems, and ensure inclusion of all children. The BATT project is motivated by the need to enhance the materials and ideologies of the initial project, incorporate a specialized science and math component and reach a wider audience of teachers in Jordan and the region.

Cultivating Inclusive and Supportive Learning Environments (CISLE) (2013 – 2015)

Funded by USAID, Cultivating Inclusive and Supportive Learning Environments (CISLE) project aims to ensure that all children – local residents and Syrian refugees – are afforded an equal opportunity to acquire a purposeful and meaningful education in a safe, inclusive and supportive learning environment. The two tracks of which this project comprises focus on developing teachers' capacity to address the psycho-social and learning needs of displaced Syrian students, as well as further enhancing the capacity of teachers by creating Model Community Schools (MCSs) to which the practices are spread.

The Emergency Support to Safeguard Education Quality for Syrian Students in Jordan – UNESCO (2012 – 2014)

In recognition of the growing number of Syrian students entering Jordanian schools and the increasingly overburdened education system, UNESCO (United Nations Educational, Scientific and Cultural Organization) contracted QRTA to train 50 trainers and develop the pertinent materials. The full training packaged was developed and endorsed by the Ministry of Education in March and the first workshop took place in April 2013 with the attendance of 50 teacher trainers, who were trained on delivering quality education in emergency situations. The next phase of the project, which commenced in May 2013, saw the training of 2,000 teachers and another 450 trainers across Jordan.

Environmental Education with the Public Action for Water, Energy and Environment Project (PAP) (2012 – 2014)

QRTA has been granted a USAID fund to implement a project with the Public Action for Water, Energy and Environment Project (PAP), a public education and behavioral change communication program developed to support USAID's technical and policy investments in the Jordanian water and energy sectors and solid waste, to promote environment education. The objectives of the project are to develop student's knowledge about the scarcity and limitations of resources; instill positive environmental values and attitudes within schools for both children and educators; encourage individual action that can contribute to conservation of these resources; and educate young people on how science and technology can provide alternatives to improve patterns of consumption.

Madrasati Palestine (2011 – 2014)

2011 marked the launch of the Madrasati Palestine partnership with the presentation of the first leadership training session in Jerusalem. With the creation of the Leadership Network, twenty schools from Jerusalem were incorporated into QRTA's professional development Network. The English writing, Math and Science Networks followed in September, October and November, respectively. QRTA will

continue its work in Palestine in partnership with Teachers College – Columbia University and CUMERC until March, 2014.

Professional Development Training for Private Schools

QRTA's work is not limited to supporting and developing Ministry teachers' performance, as it also supports the development of private school teachers. The private sector has always been a partner of the Ministry's and has always supported it in improving the overall Jordanian performance in Education. QRTA continues to deliver training workshops for private schools based on the individual needs of each school.

Regional Outreach

QRTA proudly serves not only Jordanian educators, but Arab educators from the region. QRTA has been approached by several Arab ministries of education and private schools to provide professional development training. Among the Arab countries QRTA has worked with are Oman, Kuwait, Palestine, the United Arab Emirates and Sudan.

Policy & Research

As part of QRTA's mission to apply its expertise in assessing educational strategies and circulating information about the best practices in teaching while promoting dialogue that enhances the quality of teaching and the status of teachers; QRTA utilizes methodical evidence-based techniques to research approaches of program delivery, collection of baseline information, result documentation, and comprehensive assessment transference, which help provide policy makers and education reform leaders through a series of roundtable discussions and conferences, the ability to support the Ministry of Education in reviewing and developing educational policies, and enhancing the quality of pre-service and in-service training for teachers.

Work with the Ministry of Education on Policy Advancement

QRTA contributed to developing the general framework of professional development policies at the Ministry of Education, as well as the reference documents pertinent to pre-service teacher training. In light of that, two outcomes were realized:

Pre-Service Teacher Training Program and Certificate

The need to ensure high-quality pre-service training for all who intend to join the teaching profession has been identified as a key priority by the Ministry of Education and is evident in the goals detailed in the Educational Reform for Knowledge Economy (ERfKE) plans. To support this measure, the Ministry of Education set out to create a 6-month Teacher Pre-Service Training Program and Certificate (TPSTPC), aimed at preparing teachers who may lack teaching qualifications to pursue a career in education.

Developing Education Policies

QRTA contributed to the development of the program's framework, regulations and standards including the development of the following papers for the Ministry of Education's consideration: "Guidelines for Training Providers" and "Guidelines for the Program Accreditation Committee."

Arab Regional Agenda on Improving Education Quality (ARAIEQ) (2012 – 2014)

The Arab Regional Agenda on Improving Education Quality (ARAIEQ) program was conceived by ALECSO with the support of the World Bank to address issues related to education quality in the Arab world, and in observance of the Doha Declaration, aiming to improve the quality and relevance of educational services and enhance learning outcomes in the region through regional collaboration. Thus one of the objectives of ARAIEQ is to promote the exchange of best practices, within the Arab Region and internationally.

ARAIEQ is composed of five sub-programs, including the Arab Program on Teacher Policies and Teacher Development (APTP), which is hosted and led by Queen Rania Teacher Academy (QRTA), in partnership with ALECSO.

QRTA-APTP invested every effort in its work with ALECSO, and its partners, over the past three years to set the scene for progress towards developing a common Arab agenda to help professionalize the act of teaching, on both the policy and practice levels.

Knowledge of the policy-making procedures and of the related analytical tools has informed APTP's three-year work plan, which included the following activities:

- Developing a database
- Conducting a Regional Stock-Taking Analysis of Teachers Professional Development Policies and Training
- Organizing a Regional Policy Forum in March 2013
- Conducting diagnostic case studies on teacher policies based on the World Bank's System Analysis for Benchmarking Educational Results (SABER) methodology, in Egypt, Tunisia and Jordan respectively. The studies were disseminated and workshops planned in conjunction with the Ministries of Education and other stakeholders to maximize national engagement. Two capacity building workshops were organized in early 2014 on developing a draft Arab framework on teacher professional standards and another on decentralization and developing a draft Arab framework on professional standards for school principals. Another workshop took place on January 8-9, to expand national engagement in policy development, with reference to the new role of teachers' unions in improving education quality.