



QUEEN RANIA TEACHER ACADEMY

أكاديمية الملكة رانيا لتدريب المعلمين





Education Development Trust Final Report Phase II

Introduction:

Since 2012, Jordan has welcomed Syrian refugees. Many are juveniles between the ages of 6 – 18 who must be integrated into the Jordanian public-school system. The refugees are placed throughout the kingdom. Teachers face an overwhelming challenge as they are expected to maintain curricular standards, often with minimal resources, while meeting the unique needs of refugee students. Many teachers who were already struggling to develop the English language skills of Jordanian students are now faced with the daunting task of integrating Syrian students whose learning has been disrupted due to violence in their homeland.

Education Development Trust has expressed an interest in helping to ameliorate some of the effects of the influx of Syrian refugees in Jordanian public schools by targeting teachers who did not receive adequate training in English Language Teaching (ELT). In order to achieve the desired aim, QRTA proposed a training model whereby QRTA builds the capacity of a number of English supervisors from northern and middle directorates in Jordan to spread strong teaching practices. Since the target demographic consists of teachers with limited training in ELT, QRTA will use its Novice Teacher Training (NTT) module. The module was recently developed using the extensive field experience of QRTA trainers in addition to the expertise of an English Language Fellow hosted by the institution. The goal was to design a program that could meet the needs of in-service teachers in Jordan, most of whom have received very little training in teaching methodologies. The NTT module effectively increases teacher confidence, time invested in lesson preparation, and knowledge of ways to diversify instruction based on student needs. In addition to the NTT, the development of modest classroom libraries will be supported to promote literacy skills and increase student engagement.

Through this professional development program, we aim to reach the following outcomes:

- Build the capacity of 19 new local English supervisors by training them on specific coaching skills and on how to use the teacher training materials.
- Build the capacity of a cohort of 19 supervisors in Evidence Based Supervision
- Train approximately 316 teachers to more effectively implement the local curriculum.
- Increase the quality and variety of English language input and promote literacy skills through small classroom libraries and informal reading clubs.
- Support improving the quality of English Language and Literacy Teaching and the learning environment in targeted schools.



Update on the Project:

QRTA is excited to continue working with the Education Development Trust on a project whose aim is to build the capacity of in-service teachers and supervisors working with large numbers of Syrian refugees in Jordanian schools through a high quality professional development program. The expansion of the project started in July, 2017 and will end in June 2018. The core of the program is material and content that aim at having a direct impact on the quality of teaching and learning in classrooms and ongoing support at different levels for quality assurance. Dr. Richard Churches also trained all 20 supervisors and the QRTA English team in Professional Practice in Evidence-Based Supervision.



The following activities were delivered as follows:

- On September 10th through the 14th, 25 training hours were given to the 10 new supervisors by QRTA staff. The focus of the training was on Novice Teacher Training module which is subject specific, designed to meet teacher needs in the English language classroom. The aim of the training was also to help the supervisors deliver effective training to help teachers have a stronger understanding of how to develop the four skills of reading, listening, speaking and writing in their classrooms. The material also includes training on building students' grammar and vocabulary skills in a communicative approach. Finally, the supervisors learnt about different assessment



strategies and how they can be used to guide their teachers' teaching and planning activities to meet their students' needs. The supplementary classroom libraries are a direct response to the lack of English language material that is appropriate for the students' level.

- The first workshop was delivered by the 20 supervisors between October 8th and 10th to 200 teachers in the different directorates of Jordan. QRTA team visited 5 different directorates for quality assurance.
- The QRTA team and MoE colleagues visited ten directorates between the months of October and December to ensure implementation and to make sure that the supervisors are coaching and supporting the teachers.
- On October 18th and 19th, QRTA and EDT organized a two-day training with the 20 supervisors led by Dr. Richard Churches on Professional Practice in Evidence-Based Supervision. Pre-reading, an advance copy of the texts was given to the supervisors on Effective Teaching, Great Teaching and 3 chapters from Neuroscience for Teachers.
- Dr. Churches trained the QRTA English team on “Supervising the Supervisors” for two days on October 29th & 30th.
- The first reflective meeting took place on the 7th of November, QRTA team attended in 2 directorates for quality assurance and to support the supervisors and teachers.
- On November 5th, 6th and 7th, the supervisors held the first reflective meeting for all teachers in all the directorates to review the material. Participants at the reflective meeting discussed successes and challenges, shared their experiences with one another, and planned in order to build communities of practice and ensure the sustainability of the project.
- On November 19th, QRTA held the first reflective meeting with the supervisors to discuss and analyze the lesson observation forms that were completed for each school visit. The data from the Learning Because Teaching evidence statements was presented to the supervisors in order to help them select evidence-based treatment and pedagogical approaches. This will also aid the supervisors to coach teachers to connect their practices to students' learning.





- Dr. Churches and the QRTA team gave Workshop II for 4 days on Teacher Effectiveness with all supervisors attending with one group of teachers. The training consisted of two days in Karak with 10 supervisors and approximately 20 teachers and two days in Amman with 10 supervisors and approximately 20 teachers. Following this training, the supervisors independently trained the rest of the groups.



- During the months of November and December 2017, the supervisors visited each school/teacher to support and coach them as well as to make sure that teachers are implementing effectively with their students.
- Workshop II was held for three days on February 11th-13th, 2018. Attendance was very high and teachers were very active learners.
- The QRTA team attended many workshop and meetings for quality assurance, M&E team visited 7 schools in different directorates for students' observations.
- The second reflective meeting took place on the 28th of February 2018, QRTA team attended in 2 directorates for quality assurance and to support the supervisors and teachers. Furthermore, group 1 from phase 1 was included in the second reflective meeting for sustainability. The team felt that, after training the supervisors with Dr. Churches, the joint reflective meeting added more benefit to the participants.
- Supervisors collected evidence for their portfolios; they handed in videos, observation sheets and an article about their experience after the training with Richard. Based on their feedback the training helped them develop their coaching skills.
- Supervisors attended TSF in March, 2018 that was funded by EDT as an appreciation to their work and to encourage them excel in their role as coaches and supporters to the teachers.
- On April 29, 2018 the last reflective meeting took place in all the directorates.
- On May 5th and 6th of 2018 a make-up workshop was scheduled and 10 participants out of 11 attended in the Middle directorates and 8 out of 9 attended in the North Directorates.



The certificates are delivered to all the directorates to be distributed to the schools/participants.



A variety of textbooks of different genres and levels from Collins which were approved by the Ministry of Education were distributed to 87 schools in phase II. Each school received 85 books during the second semester.

QRTA trained the supervisors, who in return trained the teachers on how to use the English stories with their students to improve their English language skills.

Kits were also distributed to each teacher and supervisors to be used as resources in their classrooms. Each kit consisted of flip charts, speakers, A4 colored papers, colored markers and 6 different posters.

EDT team and QRTA planned a joint research/case studies starting April 16,2018 till April 24, 2018. A schedule was planned to collect the data based on interviews, and focus groups with supervisors, principals, teachers and students.

The first week started with meeting 5 supervisors in Irbid from different directorate (Ramtha, Ajloun and Irbid). The first part was interviewing 2 of them, the second part was a focus group.

On the 17th of April EDT team had two focus groups at QRTA, the first was with teachers who were trained by Richard, and the second group who received the training from the supervisors, on the same day EDT team interviewed two members from QRTA.

The second week QRTA and EDT spent three days visiting schools, the first day they visited a school in Marka, day two in Ajloun and day 3 in Amman, the school visits started with interviewing the school principals, followed by interviewing two teachers, then 2 students interviews and ended with observing a lesson.

Monitoring and Evaluation:

To ensure the quality of the training program and maintain successful implementation to achieve planned results; the M&E team at QRTA performed ongoing M&E activities throughout the project according to the agreed M&E plan. Several data collection tools were deployed to collect data on progress. Feedbacks after each workshop, observations for teachers and students, and end of program satisfaction survey. Data analysis results showed that the training program had impact on improving the performance of teachers and students' engagement as seen during classroom observations.

A research study in the form of a case study was also included in the design of the M&E plan. The study is being carried out by EDT and QRTA research teams to provide more data on the impact of the program. According to agreed design and methodology, data collection was completed and data analysis was initiated.

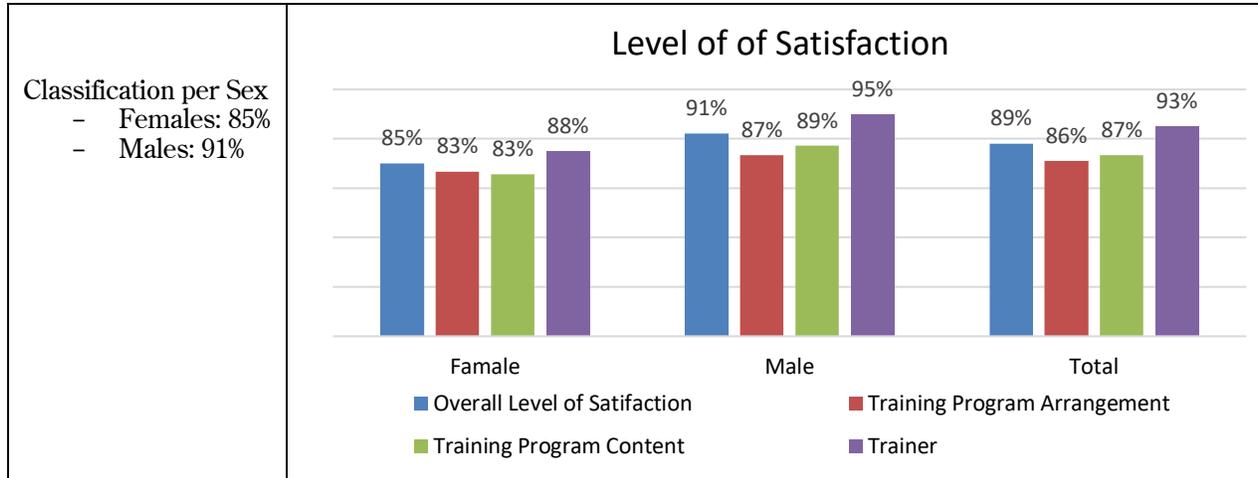


Participants level of satisfaction of

training workshops

Supervisors' ToT workshop: Supervisors who took the ToT workshop completed the feedbacks. The overall level of satisfaction for the TOT training was at 89%. Level of satisfaction is measured by 3 main domains:

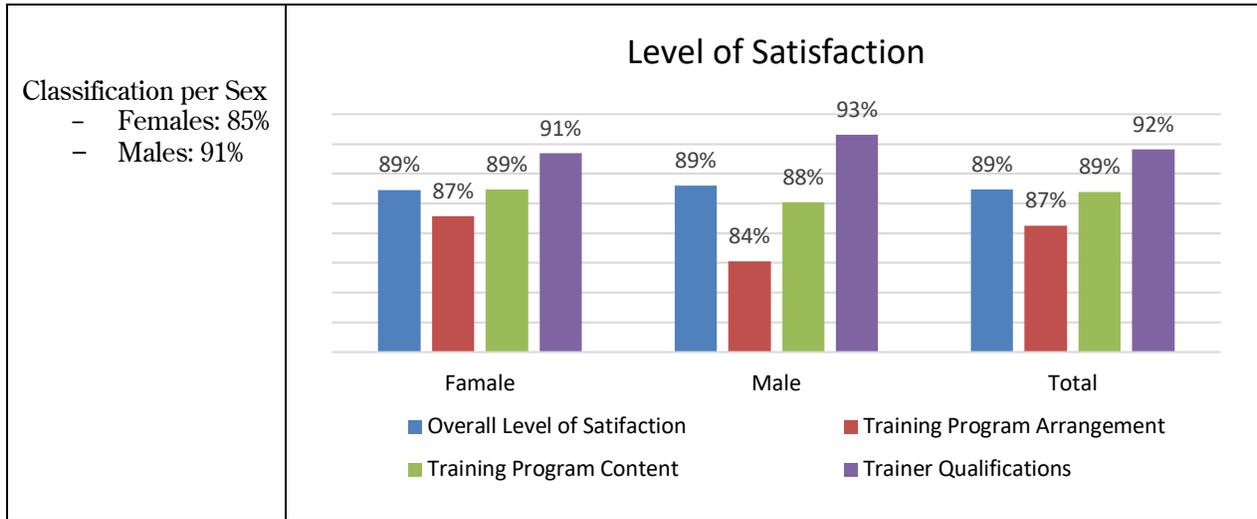
1. Training Program Arrangements: 86%
2. Training Program Content: 87%
3. Trainers Qualifications: 93%



Supervisors also attended a coaching workshop to learn more about how to do coaching to teachers in the classroom. Supervisors also reported a high level of satisfaction for the coaching workshop which was on average at 91%. Supervisors also answered some questions related the knowledge they gained from the workshop. They were requested to rate their level of knowledge before the training and then after the training. Baseline results showed that the level of knowledge before the training was on average at 82%. After completing the training workshop, post results showed that the level of knowledge increased and was on average at 95%.

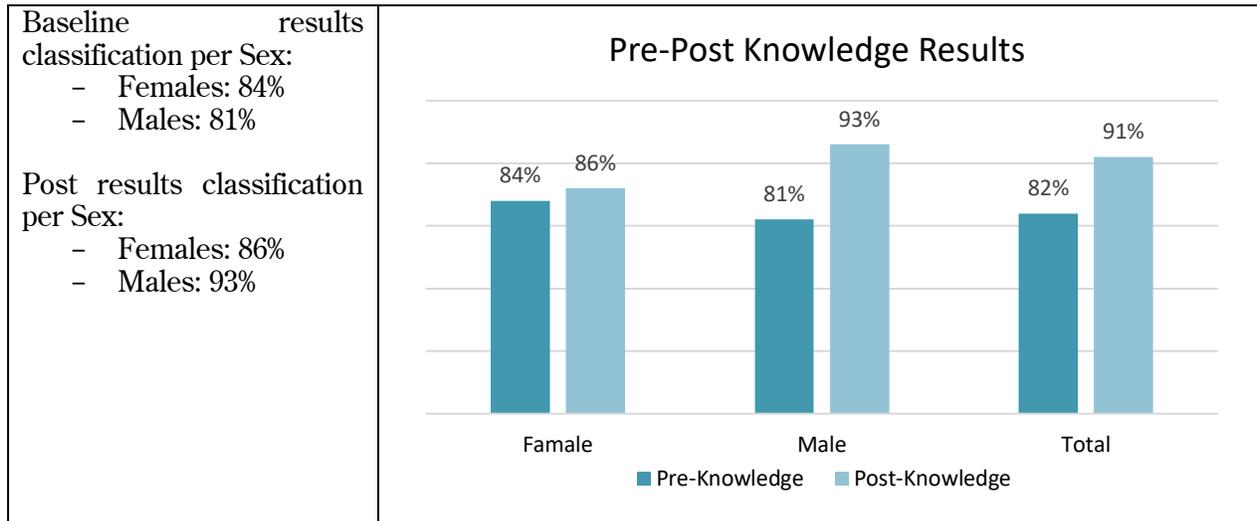
Teachers' workshops: Teachers who took the training workshops completed the feedbacks. The overall level of satisfaction for teachers training was at 89%. Level of satisfaction is measured by 3 main domains:

1. Training Program Arrangements: 87%
2. Training Program Content: 89%
3. Trainers Qualifications: 92%



Participants Level of Knowledge from the training workshops

Supervisors’ ToT workshop: Supervisors completed the feedbacks where they answered some questions related the knowledge they gained from the workshop. They were requested to rate their level of knowledge before the training and then after the training. Baseline results showed that the level of knowledge before the training was on average at 82%. Baseline for females was 84% and for males 81%. After completing the training workshop, post results showed that the level of knowledge increased and was on average at 91%. Females’ results increased from 84% to 86%, while males’ results increased from 81% to 93%.

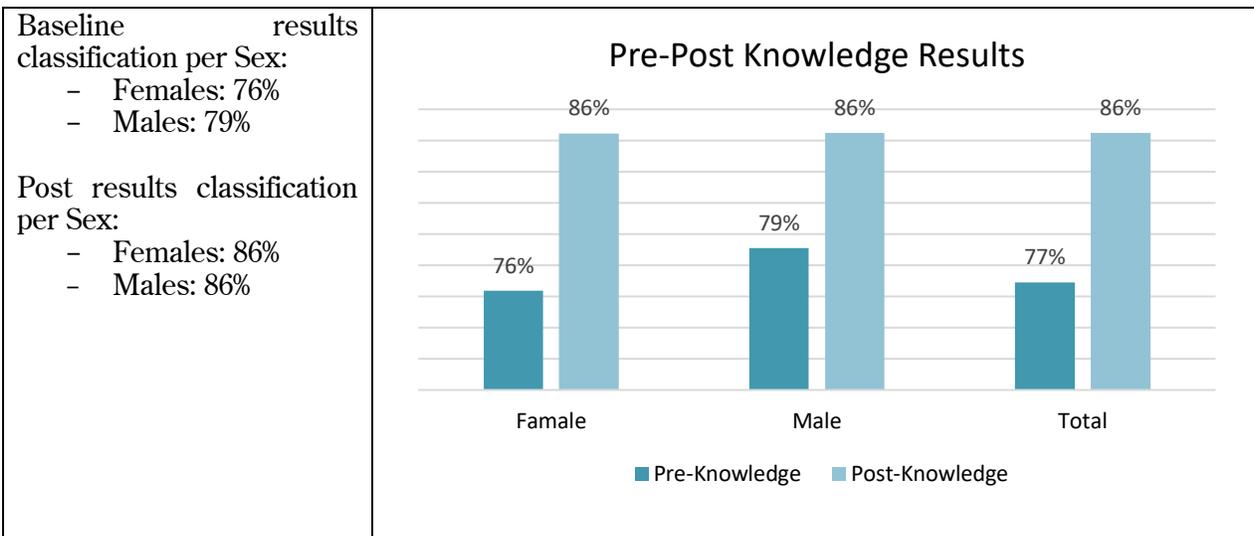




Main findings and recommendations as received from supervisors

Supervisors said that they have learned new strategies and activities which they can use such as Jazz chant assessment activities, effective questioning, providing good feedback, GROW model, coaching strategies and how to do coaching. One supervisors suggested that the examples on coaching sessions should be taken from the context of teaching English as a foreign language in Jordanian schools.

Teachers’ workshops: Teachers completed the feedbacks where they answered some questions related the knowledge they gained from the workshop. They were requested to rate their level of knowledge before the training and then after the training. Baseline results showed that the level of knowledge before the training was on average at 77%. Baseline for females was 76% and for males 79%. After completing the training workshop, post results showed that the level of knowledge increased and was on average at 86%. Females’ results increased from 76% to 86%, while males’ results increased from 79% to 86%.



Main findings and recommendations as received from teachers

Teachers said that they have learned new strategies and activities which they can use such as, how to make the students more effective and active inside the classroom, the difference between teacher’s responsibility and the students roles, new strategies to explain the meaning of the words, how to teach productive and receptive skills, how to develop communicative lessons for listening and reading for use with the Action Pack curriculum, how to improve students writing and speaking, how to be positive in dealing with students and motivate them, and how to use activities that enable students to participate and learn such as using more student interactions group or pair work during English lessons. Some teachers also said that they would like to take more courses related to the assessment. 10 teachers from Ramtha directorate asked for the possibility of Providing their schools with suitable equipment and tools for English classes.



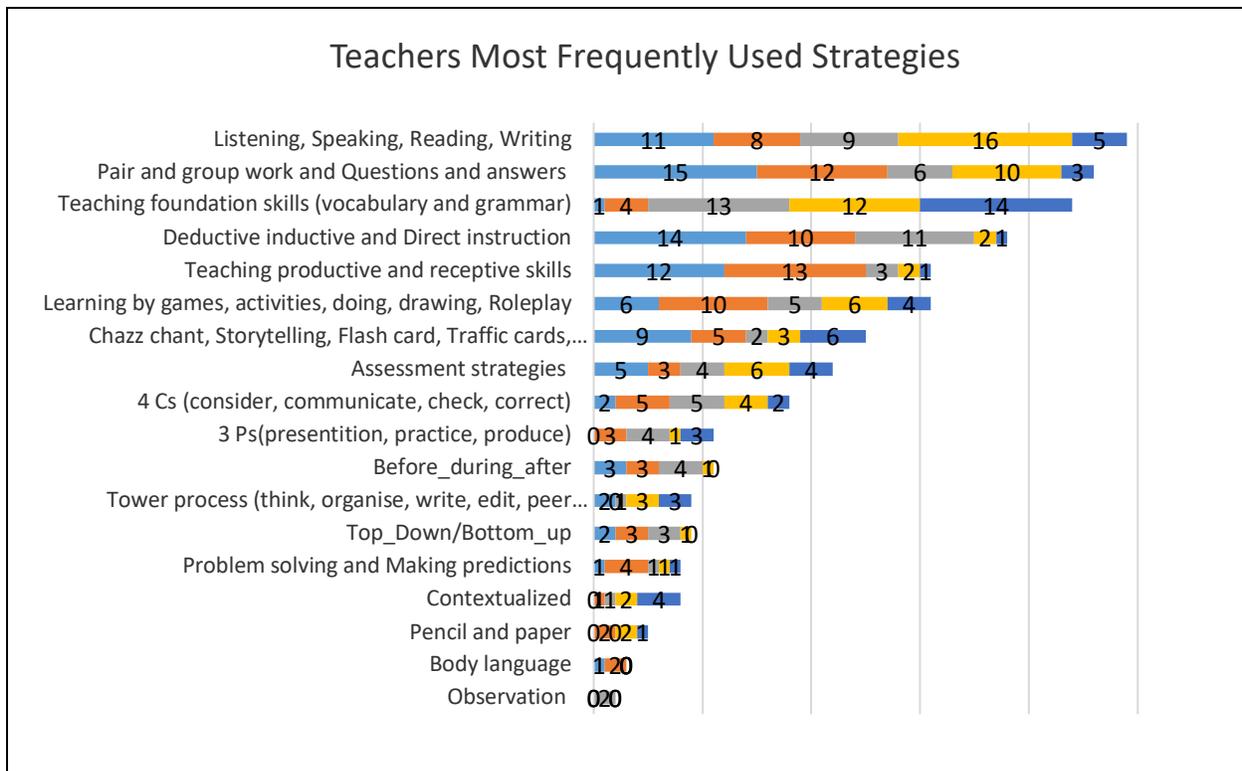
Participants level of satisfaction of

training workshops

An end of program survey was also deployed at the end of the training program and was sent to all participating teachers. The survey was complete by 99 teachers which response a response rate of 52%.

Most frequently used strategies

Teachers were asked to list the top five strategies used from training. They ranked the strategies from 'first most frequently used' down to 'fifth most frequently used'. The below chart outlines the strategies that were frequently used by ten or more teachers. The most popular and frequently used strategy was listening, reading speaking, and writing strategies, pair and group work and questions and answers, teaching foundation skills (vocabulary and grammar), deductive/ inductive and direct instruction, teaching productive and receptive skills, and learning by games, activities, doing, drawing, roleplay.



Most Successful Strategies

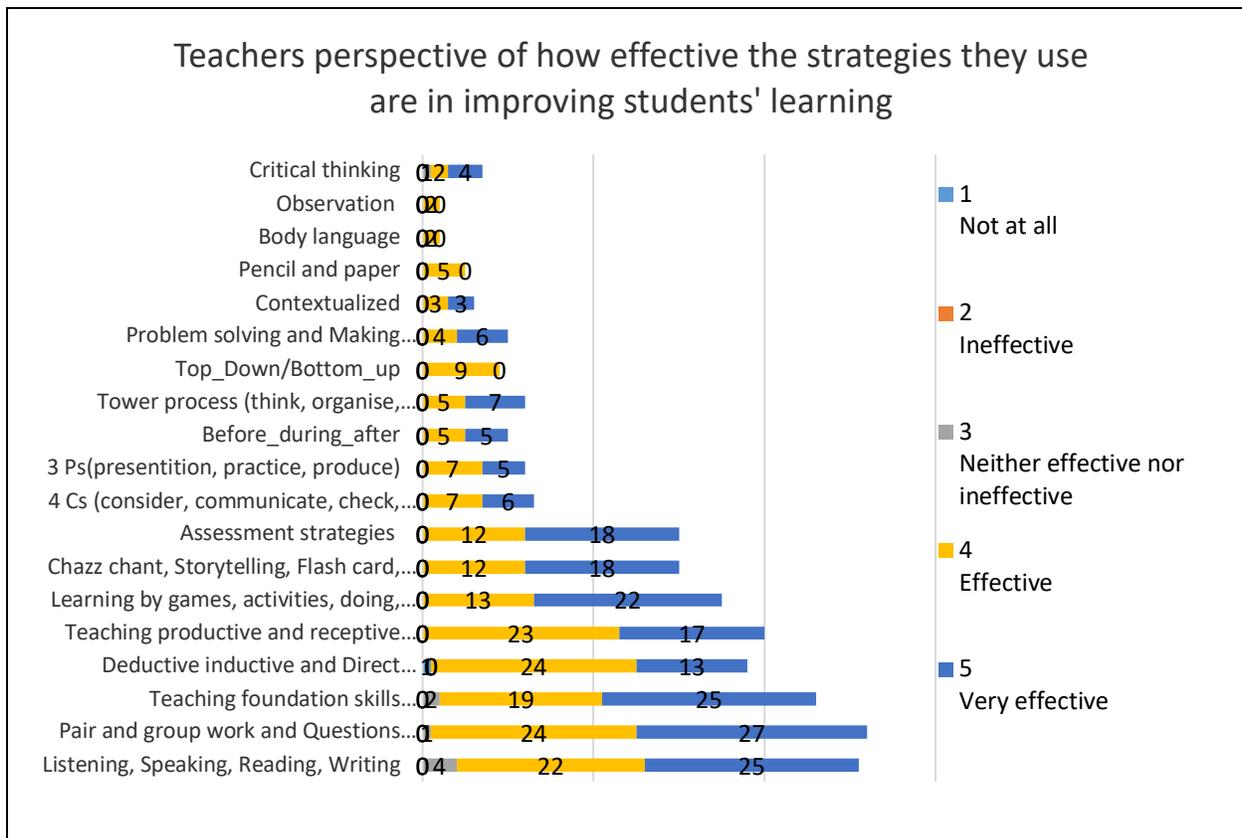
When asked what strategies were most successful the majority of teachers referenced those in the above table. Below some quotes from teachers:

- Using pair work (good students help weak students which makes improvement in students learning).
- Story telling is motivating to students because ss can learn English easily.
- Assessment strategies were very successful, they improve learning outcomes.



- Before, during and after because the teacher knows how to teach the lesson step by step. (firstly, in reading skill the teacher has to begin with the title or pictures as before. Then, reading the lesson and answer the questions as during. Finally, in after the students should write what they have learnt in this lesson).
- JAZZ chant because it is interesting and motivating them to know the new vocabulary.
- Games.... to change the traditional methods of teaching.

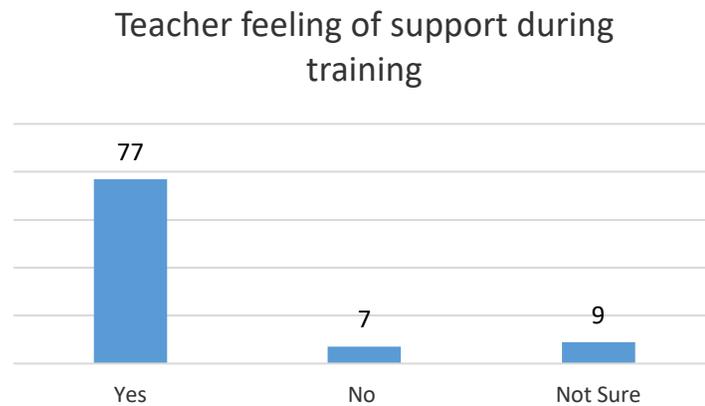
The below chart outlines how effective teachers considered each strategy to be. The most effective was pair and group work and questions and answers, with 27 teachers indicating this strategy was 'very effective', and a further 24 teachers considering it to be 'effective'. The second most effective was listening, speaking, reading, writing with 25 teachers indicating this strategy was 'very effective', and a further 22 teachers considering it to be 'effective'. Teaching foundation skills (vocabulary and grammar) was ranked in 3rd place with 25 teachers indicating this strategy was 'very effective', and a further 19 teachers considering it to be 'effective'.



Support for Teachers During Training



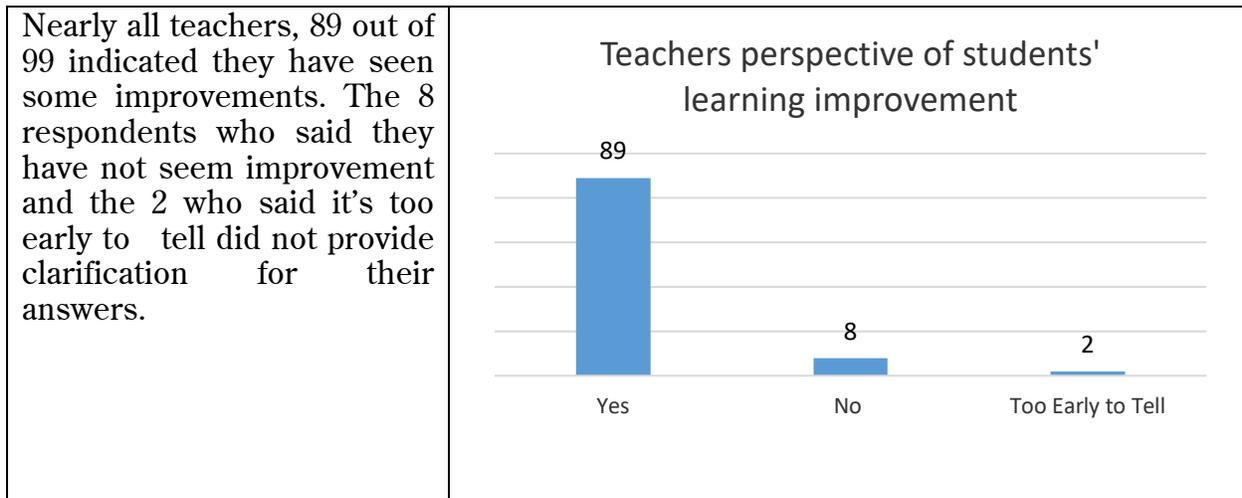
Teachers were asked how supported they felt during training. Out of the 99 teacher who responded, 77 teachers stated they felt supported throughout the training, 7 said they did not, and 9 were unsure. The reasons for not feeling supported included needing more 'subject training 'to improve English language. Teachers stated they had limited resources/ equipment's at schools to complete some activities and require more support in this area.



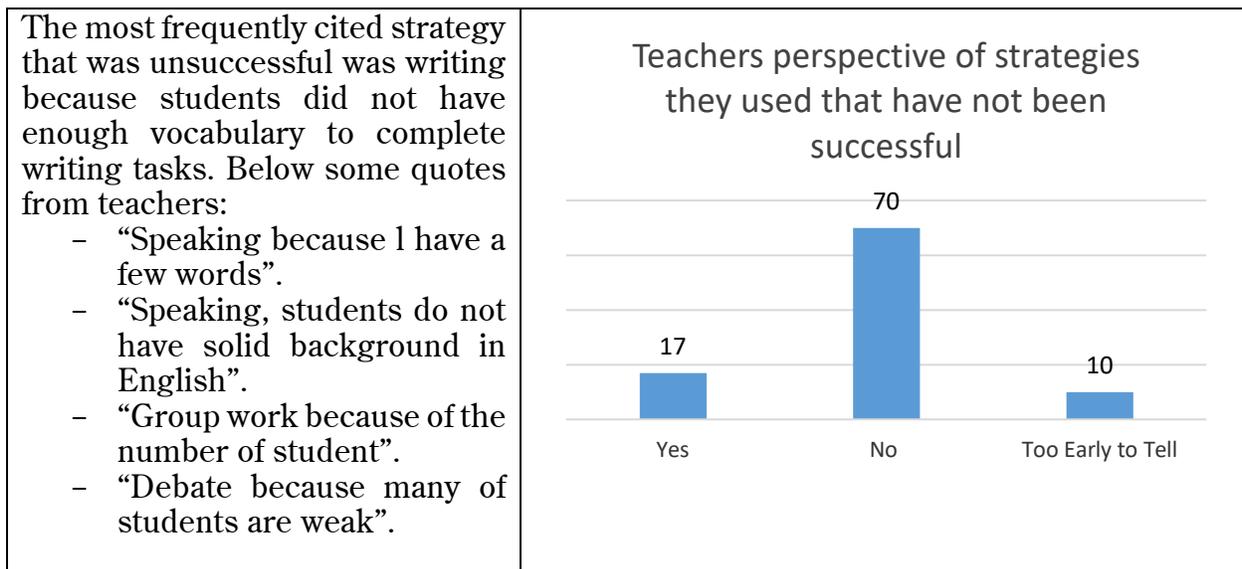
Improvements in Students

Teachers were asked whether they have seen a difference in their students as a result of these strategies. Below some quotes from teachers:

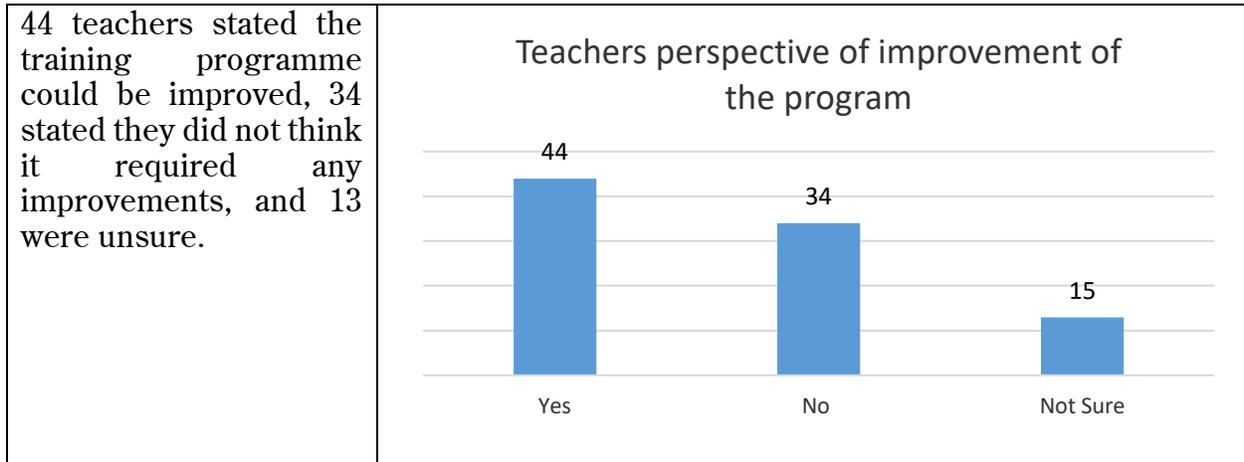
- "There are a few changes, they still attention to their teacher. They learn from each other. It's good to those who are very shy".
- "At the beginning They like to learn English via translation but later they enjoyed learning the story in English".
- "I notice that some weak students try to participate in any way"
- "Law achievement students started to pay more attention to their partners, trying to get involve, breaking their ice. In one incident one of the very law achievers managed to form a short story of three lines that held a meaning"
- "I find my student improve in writing more because when I teach grammar I ask them to write their own sentences".
- "I feel satisfied with the programme, one of my students was low ability student he didn't know anything in English and his parents too. I told my supervisor he gave me some solutions and I used one of them it was very useful".



Teachers were also asked if any strategies had been unsuccessful. 17 teachers indicated there were certain strategies that were unsuccessful. These strategies were considered unsuccessful because students were not at the right level on English to engage with them.



Teacher said that the program could also be improved to provide more training opportunities to them.



Although the majority of teachers indicated the project could be improved, this mostly related to teachers wanting more training and more time to implement strategies and apply what they had learnt. Common suggestions from participants for improving the training included:

- Supporting teachers with materials because according to them there were not enough materials;
- More training programs, example was given for Phonics;
- Availability of more equipment's and supplying teachers with the technological tools that help them in the teaching process;
- More training on to deal with the low levels of students;
- More practical training;
- The material should start with foundational skills rather than receptive skills;
- This workshop should be given to new teachers.

