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The Effectiveness of Head of Faculty in Developing Female Teachers' Practices in Al Ain Schools

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THE EFFECTIVENESS OF HEAD OF FACULTY IN
DEVELOPING FEMALE TEACHERS' PRACTICES IN AL AIN
SCHOOLS

Badreyah Sultan Rashed Saeed Alyammahi

This thesis is submitted in partial fulfillment of the requirements for the degree of
Master of Education (Educational Leadership)

Under the Supervision of Dr. Shaikah Al-Taneiji

April 2018

Declaration of Original Work

I, Badreyah Sultan Rashed Saeed Alyammahi, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this thesis entitled *"The Effectiveness of Head of Faculty in Developing Female Teachers' Practices in Al Ain Schools"*, hereby, solemnly declare that this thesis is my own original research work that has been done and prepared by me under the supervision of Dr. Shaikah Al-Taneiji, in the College of Education at UAEU. This work has not previously been presented or published, or formed the basis for the award of any academic degree, diploma or a similar title at this or any other university. Any materials borrowed from other sources (whether published or unpublished) and relied upon or included in my thesis have been properly cited and acknowledged in accordance with appropriate academic conventions. I further declare that there is no potential conflict of interest with respect to the research, data collection, authorship, presentation and/or publication of this thesis.

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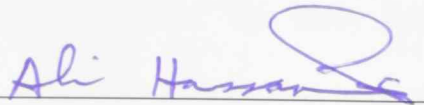Dean of the College of Education: Professor Hassan Tairab

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Abstract

This study examined the effectiveness of head of faculty (HOF) in developing female teachers' practices in Al Ain schools in the United Arab Emirates. The study incorporated both qualitative and quantitative methods for data collection. Both the questionnaire and the interview focused on the role of HOF in planning, teachers' professional development (PD) and the supervision of teachers. The results of the study indicated that there was a diversity of responses evident in questionnaires and interviews. The study found that although HOF play an important role in planning with teachers, coordinating PD programs and supervising teachers, HOF were reported not to be fulfilling these duties due to the significant administrative workload imposed upon them. Based on the findings, the researcher provided several recommendations. Firstly, the study emphasizes a much-needed update of HOF job description, as the current version published in 2014 is outdated, and does not include HOF's role in assessing teacher performance. The researcher also recommended that HOF be monitored on a regular basis by the school administration, to ensure that they are performing all their duties outlined in their job description, particularly those pertaining to teacher observations and evaluations, and the provision of teacher PD. Finally, the study supports a reduction in HOF administrative tasks to enable them sufficient time to carry out their duties effectively.

Keywords: Head of Faculty, Abu Dhabi Education Council.

Title and Abstract (in Arabic)

فاعلية رؤساء الهيئة التدريسية في تطوير ممارسات المعلمات في مدينة العين

الملخص

استهدفت الدراسة تحديد مدى فاعلية رؤساء الهيئة التدريسية في تطوير ممارسات المعلمات في مدينة العين في دولة الامارات العربية المتحدة. وقد اعتمدت الدراسة أساليب نوعية وكمية لجمع البيانات. تمثلت في أدوات محددة الاستبانة و المقابلة و ركزت الأدوات على دور رؤساء الهيئة التدريسية في التخطيط والتطوير المهني للمدرسين والإشراف على المعلمين. وأشارت نتائج الدراسة إلى وجود تنوع في الاستجابات الخاصة بالاستبانات والمقابلات. وخلصت الدراسة أنه على الرغم من أن رؤساء الهيئة التدريسية يؤدون دوراً مهماً في مساعدة المعلمين على التخطيط ، وتنسيق برامج التطوير المهني والإشراف على المعلمين ، إلا أن رؤساء الهيئة التدريسية لا يستطيعون القيام بهذه الواجبات بسبب عبء العمل الإداري الكبير المفروض عليهم. وبناءً على هذه النتائج قدمت الباحثة عددًا من التوصيات منها ضرورة تحديث التوصيف الوظيفي لرؤساء الهيئة التدريسية حيث إن الإصدار الحالي المنشور في عام 2014 قديم ولا يشمل دور رؤساء الهيئة التدريسية في تقييم أداء المعلم. كما أوصت الباحثة أيضًا بمراقبة أداء رؤساء الهيئة التدريسية بشكل منتظم من قبل إدارة المدرسة للتأكد من أداء جميع واجباتهم الموضحة في التوصيف الوظيفي ولا سيما تلك التي تتعلق بملاحظات المعلمين وتقييمهم والعمل على التطوير المهني للمعلمين وضرورة تخفيض المهام الإدارية الخاصة برؤساء الهيئة التدريسية كي يتمكنوا من أداء واجباتهم بفاعلية.

مفاهيم البحث الرئيسية: رئيس الهيئة التدريسية، مجلس أبوظبي للتعليم.

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Dedication

To my beloved parents, husband and my best friends

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List of Abbreviations

ADEC	Abu Dhabi Education Council
ADEK	Abu Dhabi Department of Education and Knowledge
HOF	Head of Faculty
MOE	Ministry of Education

Chapter 1: Introduction

1.1 Overview

The United Arab Emirates has seen rapid transformation since the launch of "Vision 2021" in 2010, which established "key themes for the Socio-economic development of the UAE" and proposed "a shift to a diversified and knowledge-based economy" (Ministry of Cabinet Affairs, 2018). This multidimensional vision aims to ensure the highest standards of wellbeing for its citizens, and is based on six national priorities, which embody the key focus sectors of government action (Ministry of Cabinet Affairs, 2018).

One of these priorities is "United in Prosperity" and aims to establish a "First-Rate Education System", with a focus on qualifications and competencies necessary for the labor market (ADEC, 2014). To achieve this priority, many changes have been introduced to the education sector, such as redefining the organizational structure in Abu Dhabi Education Council (ADEC) which was established in 2005, now named the Abu Dhabi Department of Education and Knowledge (ADEK). ADEC has worked to improve the work efficacy, performance and learning quality of the education sector in Abu Dhabi and to keep pace with Vision 2021 (Al Suwaidi & Schoepp, 2015).

In 2010, ADEC launched the New School Model (NSM) in response to Vision 2021 and Abu Dhabi Economic Vision 2030, another government policy agenda, that called for an "upgrade [of] the quality of its education system, and to increase the educational attainment rates of Nationals" (Government of Abu Dhabi, 2008, p.7). The NSM has been driven by a strong focus on a "student-centered learning approach" and is working to improve the academic outcomes of Abu Dhabi

students to "internationally competitive levels" (Al-Amry, 2015). The NSM's organizational structure has also witnessed major changes, particularly in its redefinition of the school principal's role and the introduction of new administrative roles within the schools.

One key administrative position that was introduced in the academic year of 2010- 2011 was that of Head of Faculty (HOF), identified as a senior teacher by the Ministry of Education (MOE) in 2015 (Emaratalyoum, 2015). The HOF position was introduced to provide teachers with expertise in curriculum and pedagogy in order to strengthen and improve the teaching and learning process in Abu Dhabi schools (Al Al-Amry, 2015; ADEC, 2014). The faculty members who hold this position are responsible for managing and organizing the work within their departments and providing teachers with Professional Development (Al Bloushi, 2015).

1.2 Problem Statement

The HOF position has existed in Abu Dhabi schools for eight years; however, since its introduction there has been no in-depth study or evaluation of this role's effectiveness in improving teachers' effectiveness or the development of their competencies. Given the significant role that HOF should play in enhancing teacher effectiveness and student learning, an examination of the realities of how this position is being implemented in schools is important (ADEC, 2014).

Anecdotal evidence based on the researcher's own personal communication with both school teachers and school administrators working under ADEC suggests that the introduction of HOF positions in schools has not always achieved its intended outcomes. Some teachers have voiced concern that they are not being given

enough feedback from the HOF, while others have expressed appreciation for the role of the HOF in their schools.

This diversity in opinions has been a strong motivation for conducting this study, which aims to examine the degree of effectiveness of HOF across a number of schools in Al Ain. Specifically, the study aims to explore the extent to which HOF practices have succeeded in developing teaching and learning competencies in Al Ain schools

A number of recent studies have been based on the emerging field of teacher leadership in the UAE context. These studies have contributed to a better understanding of the processes of teacher leadership in UAE schools, and the manner in which it can to assist in educational change. Stephenson, Dada and Harold's (2012) study for instance, challenges traditional notions of school leadership, by highlighting how teacher leaders are instrumental in the process of changing isolationist teaching cultures in UAE schools, that are resistant to collaboration and accountability. The study also identifies challenges that affect the professional learning process and teacher leadership development in schools. These include how leadership roles are shared, individual school and cultural concerns, motivation levels, critical reflection, knowledge of curriculum and teaching, as well as communication skills.

Al Suwaidi and Schoepp's (2015) recent study also examines teacher leadership in Abu Dhabi schools. The researchers reported that the role of teacher leadership tends to be associated with improving teaching through the provision of professional development. However, it was also found that school leadership is heavily associated with the fulfillment of administrative tasks. Al Tenaiji and

Ibrahim's (2017) mixed-method study also investigated UAE school teachers' perceptions of their leadership practices and the factors, which support and discourage teachers from adopting leadership roles. The researchers concluded that while certain leadership roles were often taken up by teachers, others such as conducting action research were uncommon. Furthermore, although the study found that school administrators tended to encourage teachers' adoption of leading roles, they depended heavily on "in-group" teachers to take on leadership activities.

In brief, the above-mentioned studies provide valuable insights into the nature of school leadership in UAE Schools; however, there remains a gap in the literature about teachers' perspectives of the effectiveness of the HOF role in UAE schools. Although a large-scale study by Adam (2009), discussed at length in chapter 2, explored the role of department heads in UAE public schools; the study was conducted before the recent introduction of ADEK's significant educational reforms. Therefore, it may be necessary to re-examine the HOF role in light of these educational changes. To examine and/or re-examine such role, an important component of the current study ought to be determined; that is the purpose of the study.

1.3 Purpose of the Study

The HOF represents a recent change in the organizational structure of ADEK schools and this change has not been sufficiently evaluated. The purpose of this study is to examine the effectiveness of HOF in developing female teachers' practices in Al Ain schools from the perspectives of teachers.

1.4 Research Question

This study was guided by one central research question:

What is the effectiveness of HOF in developing female teachers' practices in Al Ain schools through planning with the teachers, providing them with PDs, and supervising them?

Prior to responding to this question, the researcher will clarify a major research study component that may be essential to stakeholders in order to benefit from, which is the significance of the study.

1.5 Significance of the Study

This study focuses on the effectiveness of HOF in developing female teachers' practices in Al Ain schools. The findings of this study may contribute to the literature on the UAE's education sector in general, and on the effectiveness of HOF roles in Abu Dhabi schools in particular. Furthermore, this study's results would provide decision makers and stakeholders in ADEC's education system with key recommendations for enhancing HOF practices. A future focus on addressing the challenges and limitations facing HOF as reported by teachers, may in turn contribute to future changes in HOF practices, and by extension to an improvement in teaching competencies in Al Ain schools. School principals can also benefit from the results of this study, and enact recommended policies to enhance the effectiveness of the HOF role in supporting teachers in Al Ain school district, which is one of the study limitations.

1.6 Study Limitations

A number of limitations need to be considered. Firstly, this study is limited to Al Ain girls' female?? Public Schools from kindergarten to Cycle Three (Grades one to twelve), and to the perspectives of female teachers in particular. Data collection was conducted in this context, and based on female teachers due to convenience of access as a female researcher in girls' schools, and due to time constraints. Hence, research findings may not be easily generalized to the context of boys' schools, and to the experiences of male teachers.

Another possible limitation of the study is that it does not incorporate data from HOFs, which would have allowed the study to portray multiple perspectives. However, given the scope of the study, the responses of female teachers provided significant insights into the role of HOF in ADEC schools.

1.7 Organization of the Thesis

This study consists of five chapters. Following this introductory chapter, the second chapter of the thesis presents a review of the literature that is relevant to the research topic. Chapter three outlines the methodology of the thesis, and provides details about the participants, the research instruments, data analysis, and ethical considerations. Chapter four presents the results and findings, while chapter five, the discussion chapter, revisits relevant results/findings in relation to previous studies and literature, and addresses their implications.

Chapter 2: Literature Review

2.1 Introduction

This study examines the effectiveness of head of faculty in developing female teachers' practices in Al Ain schools. This study is necessitated by the gap in the research evaluating the work of HOF in the educational process, since the introduction of this role in ADEC schools. This chapter reviews the literature related to the research inquiry. The chapter begins by examining the role of HOF in the context of the distributed leadership model, and reviews international studies examining what this role entails. The chapter subsequently reviews the small body of literature on the distributed leadership model, overview of HOF Role, 4 HOF and Teacher Leadership in ADEK Schools, HOF Role in Supervising teachers & Planning, HOF Role in Teachers PD and finally the summary.

2.2 Distributed Leadership Model

School leadership is a factor that significantly influences teacher performance. An analytical framework developed by Organization of Economic Cooperation and Development (OECD) asserts that teachers can improve in their profession and in the quality of their teaching performance if school leadership is skillful and supportive of its teachers (OECD, 2002). However, school principals can no longer be expected to handle leading schools independently as their role has become increasingly intensive (Spillane, 2005), and as unprecedented demands have been placed upon schools (Lumpkin, Claxton & Wilson, 2016). Given the pressures placed on principals to fulfill a large range of responsibilities, consideration has been made for minimizing the heavy duties placed on school principals (Harris, 2013;

Spillane, 2005). In recent years, the distributed leadership model has become a popular alternative leadership structure that has been adopted in schools. The distributed leadership model is characterized by a de-centering of power, authority, and decision-making solely from school principals, to a model where these are shared with assistant principals, teachers and other school staff, to ensure the effective day-to-day running of schools (Spillane, 2006). This model has become increasingly preferred to the traditional centralized leadership model in the majority of UAE schools (Stephenson, Dada & Harold, 2012).

This has created opportunities for teachers to become leaders and to assist the school principal in achieving the schools' mission and vision (Hermann, 2016). However, studies have also recognized the importance of principals in ensuring the effectiveness of teacher leadership roles (Stephenson, Dada & Harold, 2012; Mangin, 2005) within the distributed leadership model. The following section examines the role of HOF within this contemporary distributed leadership model.

2.3 Overview of HOF Role

In general, the role of the head teacher, or HOF is to contribute to enhancing teaching and learning in schools. Smith (2013) asserts that the HOF role in schools is more or less the same as the position of *Head of the department,* while other studies have referred to this position as *Teacher Leader* (e.g. Stephenson, Dada & Harold, 2012). Although there are some minor differences, the positions of HOF and Head of department both serve the same function, which is the improvement of the teaching and learning processes. The above-mentioned terms will be utilized at times interchangeably in this chapter.

There are studies that have explored the roles and responsibilities of head teachers in school systems around the world. However, the actual role of the head of faculty does not appear to be identical across countries. To illustrate, Rapp (2010), found that while some of the roles for the head teachers are the same across countries, others were different. His comparative study of five Swedish and five English head teachers concluded that both countries took responsibility for the administrative and managerial duty for their respective schools. However, the study found that head teachers in England have a more prominent responsibility for the school's overall performance, and are required to work directly with teachers to improve teaching and learning. On the other hand, Swedish head teachers reported that they were mainly responsible for the school administration, including paperwork, office-work and planning for meetings.

Given the similarities of the UK definition of head teacher to the UAE context, this section focuses first on some of the UK-based literature on the role of head teachers. Numerous studies have explored the role of HOF/ head teachers in the UK context.

The UK's Ministry of Education outlines in the *National Standards of Excellence for Headteachers* (2015), the role of head teachers in the four identified domains of qualities and knowledge; pupils and staff; systems and processes; and the self-improving school system. The document's preamble describes head teachers as role models, who have a significant influence on the success of their schools, and on their students' education. They are described as leaders who "lead by example the professional conduct and practice of teachers in a way that minimizes unnecessary teacher workload and leaves room for high quality continuous professional

development for staff" (p.4). They are responsible for creating an environment for ideal student behavior, and are responsible for "setting standards and expectations for high academic standards within and beyond their own schools, recognizing differences and respecting cultural diversity" (p.5). Their highly influential role in the school is best described in the document, as "guardians of the nation's schools" (p.5).

The abovementioned document also identifies criteria for the head teacher role including: the ability to follow policies; understand and fulfill responsibilities and tasks; and have the skills to participate in school appraisal schemes. The head teacher must also possess teaching qualifications, have extensive PD experience, and have previous employment experience as assistant/teacher/deputy principal. More general skills and priorities required of head teachers include strategic thinking, creativity, achieving sustainability, building visions, dealing with complexity, being up-to-date with research, being inspirational, motivational, and have the capacity to work to a high standard of excellence.

The Ministry of Education in United Kingdom (2017) also describes the head teacher's role as a line manager, who is responsible for leadership and management of the school. S/he is responsible for advising and implementing rigorous academic policies, to achieve high standards of educational quality. On a day-to-day basis head teachers fulfill core responsibilities, including leading, managing, and developing teachers; ensuring the quality of educational standards; ensuring the effectiveness of the course structure; promoting strategies, aims, values, communication, and responsibilities of teachers, students, and subjects; and attending meetings of governing bodies. Head teachers also play an important role in drafting reports

detailing school activities; developing school plans; adopting policies to schools are culturally inclusive; and overlooking child protection and the safety.

Other UK-based studies have also discussed at length the role of effective head teachers. An article published by the University of Sheffield (2013) describes how the head of an academic department in schools is expected to demonstrate strong academic leadership, and management of teaching. Administrative responsibilities were identified as setting and advancing the schools' academic strategies; attending to student admission, instruction, examinations, and progress; and being involved in the development of new educational programs. The head teacher's role in pastoral care involved ensuring that quality, integrity, and ethics were upheld in the school, for instance through maximizing students' capacity for equal participation in educational opportunities, and ensuring a safe, healthy teaching and learning environment. Head teacher and teacher liaison involved evaluating teachers' performance, the provision of teacher resources, and engendering a culture of excellence. The article also emphasized the role of HOF in conducting research and PD.

Robinson (2011) on the other hand, explored changes in the head teachers' roles, and how changes in the educational agenda have affected the role of primary head teachers in England. Interviews with 21 head teachers indicated that they contributed to maintaining their schools' high performance through: conducting inspections; monitoring teachers' performance; building capacities; and securing successful external validation. Their work extended beyond supporting teachers in their schools, to those in nearby schools.

Other international studies have explored teacher leadership roles, and responsibilities. In the Organization for Economic Co-operation and Development (OECD) schools, school leaders including the head teachers are expected to develop education policies, and manage school priorities, objectives, and results (Moorman, Nusche & Pont, 2008). The OECD school model recognizes the role of the school leader in: the school's internal strategy formulation; the implementation of educational reforms; maintaining schools' autonomy; and enhancing quality of teaching and learning. Finally, Moorman et al. (2008) highlight school leaders' role in supporting, evaluating, and developing teachers' practices.

Wilmot's (2017) qualitative, interview-based study in Jamaica explored what role eight English Language Heads of Department believed they played in teachers' efficacy and development. Results demonstrated that head teachers played a significant role in teachers' efficacy and development while others did not. The study recommended that head of department a comprehensive system of training. Similar findings were reported in an Ontario-based study (Clarke, 2009), which relied on interview data from six heads of departments concentrating on strategies, leadership role and what supports them in directing their roles. Head teacher reported some difficulties in carrying out their position. As with Wilmot's (2017) study, Clarke (2009) recommended the provision of PD for department heads to help them fulfill their role more effectively. The study also found that the department heads perceived their leadership role was perceived to be a part of teaching.

A growing number of recent UAE-based studies have concentrated on teacher leadership in general. As mentioned in chapter one, a key study relevant to the current study, was conducted by Adam (2009), on the role of department heads in

UAE schools, and their role as agents for educational reform. This two-phase study consisted of having department heads profiling themselves from self, superior, and subordinate perspectives. Adam concluded that effective change agents for department heads were: priorities for implementing change, nature of teacher support, having a collaborative leadership style and skills for motivating, energizing and encouraging teachers. The researcher then focused on department heads identified as ineffective, as in-depth case studies for the second phase of the study.

Adam (2009) concluded that effective department heads tended to be active in the process of teacher supervision, empowered teachers, and had effective interpersonal and technical expertise. They were also proactive in providing resources, solving problems collaboratively, facilitating, supporting and organizing the processes of teaching and learning. In contrast, ineffective department heads were identified as giving support only when asked, were passive, and were perceived as traditional teachers. Although Adam's (2009) large-scale study provides important insights into how department heads enact their roles in UAE schools, the study did not occur in the context of the educational reforms introduced into Abu Dhabi's education system in 2011.

Another UAE-based study was conducted by Al Marri's (2015) who examined the management culture of educational leaders in Al Ain city government schools, based on the variables of sex, grade, and academic qualifications. Via quantitative surveys of a sample of 110 leaders in Al Ain schools, Al Amarri (2015) found that leaders achieved a high rating for empowerment, in the areas of administrative and technical factors. The study found no significant statistical differences for all study dimensions based on the variables of sex or educational

stage, indicating that these variables did not influence leaders' perceptions and practices of management culture in their schools. However, the study did identify a statistical significance for the variable of academic qualifications when examining technical expertise of leaders.

Three recent studies additionally explored the general process of teacher leadership development in the UAE, and the factors that support and impede this process. Stephenson, Dada and Harold's (2012) study echoed Adam's (2009) argument that teacher leadership was instrumental in the process of educational reform, particularly in moving teachers towards an education system characterized by collaboration and accountability (Stephenson, Dada and Harold, 2012; p.62).

Al Teneiji and Ibrahim's (2017) UAE-based study identified constraints that discouraged teachers from adopting leadership roles, including time pressures, language barriers, and leadership styles. Al Suwaidi and Schoepp's (2015) qualitative research concluded that teacher leadership was perceived by teachers to be associated with enhancing classroom practices through PD, but in reality, their role was dominated by an administrative focus. These studies have made important contributions to the emerging field of teacher leadership research, but they do not explore teachers' experiences with working alongside HOF in Abu Dhabi schools.

2.4 HOF and Teacher Leadership in ADEK Schools

The head teachers' position, named Head of Faculty was introduced in 2011 as part of ADEK schools' shift from a traditional centralized school leadership model to a distributed leadership model. The HOF's role in school's organizational structure was mainly to support the school principal in fulfilling his/her role. Al-Amry (2015)

points out that the HOF position was adopted at the same time as the introduction of the bilingual model of education, and the position was designed to have a strong academic and leadership focus. Al-Amry (2015) conducted interviews with Abu Dhabi Council employees who are responsible for the HOF, and emphasized that the position had been introduced in Abu Dhabi schools, to serve as a link between teachers and management.

Many similarities can be noted in the role of HOF in ADEK schools, and those of head teachers and lead teachers described in the international literature above. The duties of the HOF according to the job description issued by ADEC for the HOF position are: *managerial role, organizational role* and *functional role.*

The managerial role includes: planning and scheduling for their subject areas; assisting teachers in performing their duties within the subject area; keeping pace with academic programs; and carrying out HOF's roles using available resources. This role also includes providing training opportunities for teachers to acquire the skills needed to raise performance and making revisions to ensure that the quality of the academic services were in line with ADEK's policies and procedures (ADEC, 2014).

The organizational role includes: setting goals, proposing the budget for teachers; reporting to the vice principal; ensuring the use of technology by teachers; developing their subject area according to the set curriculum; building cooperation and relations among teachers; and developing positive relationships with parents (ADEC, 2014).

The final role of HOF, as identified by ADEK is the functional role which includes: leading PD and implementing teaching and learning approaches that motivate student engagement in learning; assisting teachers in their teaching; reviewing teaching plans designed by teachers; developing model lessons; organizing regular meetings; ensuring the inclusion of UAE culture in the subject area; encouraging lessons outside the classroom; training teachers to analyze students' records; and performing substitute teaching as needed.

Al-Amry (2015) describes HOF as responsible for the school environment, for teacher and student guidance, teacher evaluation, and supervision of the process of implementing educational plans and systems. Al-Amry (2015) also reports that HOF are expected to provide educational leadership, develop educational plans, lead school subjects, support new teaching strategies, and ensure the achievement of educational objectives. The above study highlighted how the primary tasks of HOF depend on their respective school faculties, who may have specific sets of priorities depending on their needs. However, these tasks generally included: teacher training and development; ensuring teachers understand subject matter in both Arabic and English, supervising teachers' performance to improve teaching practices, deciding on the appropriate teaching methods; and setting alternative solutions for school issues related to teachers and students.

One of the important day-to-day responsibilities of HOF as outlined by Al-Amry (2015) involves student learning and evaluation, which further contributes to the broader goal of improving teaching and learning outcomes. HOF in liaison with teachers, are expected to introduce new strategies for more engaging school activities. They are also involved in student evaluation, and grading where student performance is also used as a measure of class quality. This data is then used to

evaluate learning experiences, and to develop targeted programs for teacher training and workshops to address identified weaknesses. This process in turn enables the HOF to evaluate the school's performance, and its overall impact on the student and by extension equips the schools with knowledge of the issues that need to be addressed, and work to solve these.

Given the complexity and wide-ranging nature of these tasks, and responsibilities, the HOF position is often perceived as demanding and difficult in the UAE. Furthermore, it is a relatively new position. For these reasons, ADEK has sought the support of higher level educational institutions along with educational experts. These institutions include the Vanderbilt University, Florida University, Idyoklaster Institution in Finland, and other European educational trainers' institutions (Al-Amry, 2015).

Although the Al-Amry's study provided valuable, in-depth information about the role of HOF in schools, its principal aim was not to evaluate how this position was being implemented in ADEK schools. As can be seen, this study is largely descriptive and theoretical in nature, and therefore did not portray the day-to-day realities experienced by teachers who work with HOF in ADEK schools. Few studies in fact have explored the effectiveness of the HOF in ADEK schools.

2.5 HOF Role in Supervising Teachers & Planning

Overall, the responsibilities of HOF are quite extensive in the area of teacher supervision. They are expected to be representatives of their respective departments in the schools and are responsible for ensuring the quality of teaching from all the teachers, by supporting teachers in presenting the subject content in a manner that

maximizes student engagement and learning. Their role incorporates practices such as: leading by example, praising teachers, protecting teachers, deploying teachers wisely, exploiting the available resources efficiently, and goal setting for each term/semester/year.

In fact, the HOF is a teacher who has a comparatively higher level of knowledge, skills, and abilities than his/her colleagues. Therefore, s/he is expected to have thorough knowledge of the specific subject, and an extensive awareness of all the other courses that make up the curriculum.

Numerous studies have emphasized the role of head teachers in the supervision of teachers for the goal of improving teacher performance (Chapman, Burton & Werner, 2010). Studies highlight the benefits of classroom visits for monitoring purposes, for enhancing teaching. Without supervision, teachers may not have opportunities for mentoring and guidance, which lead to identifying problems in the ongoing process of improving the quality of teaching.

Knezevich (1984) considered supervising teaching performance as an essential element for improving teacher performance. Classroom observation and subsequent discussion assists in improving teaching and instruction, and in effect also enhances student learning. Owolabi (2000) asserts that without supervision, teachers might not deliver the desired quality of teaching for their students. In fact, studies identify a link between the academic success of private schools, and regular supervision of teachers.

Owolabi & Edzii (2000) outlined the specific processes involved in head teachers' supervision of teachers. These include regularly reviewing lesson notes;

routine classroom visits for observing teacher lesson delivery and issuing confidential feedback; as well as monitoring teachers' attendance and punctuality. Amina (2015, p.4) elaborates on how head teachers must also regularly check students' work to evaluate teachers' work output, monitor pupils' assessment record books to determine how teachers utilize continuous assessment, maintain record scores, and regularly visit bookshop, library, and canteen.

The position of HOF entails an extensive range of day-to-day practices and responsibilities. A key role of head teachers is in planning, as they first adopt whole-school management approach in order to focus on improving students' performance (Wekesa, 1993). School management includes involvement in the process of developing schools' strategic plans in collaboration with the school staff. A review of studies conducted by Murphy's (1989) pointed out that effective leaders should monitor teachers to ensure to adoption of procedures, provide teachers with feedback and merge these procedures with evaluation and goal setting. The school leader is also responsible for managing the curriculum and teaching programs. This involves contribution to developing course curriculum by defining course content, textbooks, students' feedback, and course offerings.

2.6 HOF Role in Teachers PD

Studies also highlight the role of HOF in the process of in teacher supervision, in the evaluating school and teacher performance (Bennett & Gabriel, 1999), and in PD provision for teachers. Siskin (1991) reports on how departments are important sources of PD initiatives that can be independent of either their schools or districts. Secondary school subject teachers are often members of informal, same-subject networks across schools and districts; and they typically belong to

professional subject associations, which provide PD opportunities. These new ideas in the subject field and how to teach it can be passed through departments via PD initiatives of both schools and districts.

The HOF can be instrumental in this process, by encouraging teacher membership in these initiatives, and by being a point of contact, and information about relevant PD opportunities available in nearby schools and through professional associations. Furthermore, the school's leader can directly deploy external training institutions that address the PD requirements of their teachers, which have been identified through teacher evaluation procedures.

This liaising role is also emphasized in Du Plessis' (2014) qualitative study, which was undertaken from a distributed leadership theory perspective, and attempted to understand how heads of department developed educators in their organizational context. In addition to highlighting the role that the department head played as a link between teachers and school principals, the study also emphasized the role of department heads in the provision of teacher PD. The study further underscored the importance of improving teacher PD provided by heads of department. Finally, school leaders are responsible for fostering collaborative work cultures through their networking role. School leaders should promote teamwork between teachers, and promote a collaborative work culture to maximize student learning and achievement.

Overall, the above-mentioned studies have emphasized the numerous HOF responsibilities both internationally and in the UAE content. These studies identified HOF role in the process of school strategic and curriculum planning, in promoting links with administrative bodies and teachers, and in fostering collaborative cultures

in schools. These studies also highlight the crucial role that HOF play in the provision of teacher PD, and in teacher supervision, monitoring and evaluation.

This chapter also reviewed a number of previous studies that are relevant to the area of teacher leadership in the UAE context. Given the limited number of evaluative studies that have looked at how HOF carry out their responsibilities in schools in Abu Dhabi, there is a need for conducting further research to examine how effectivelyeducational leaders / HOF carry out their roles.

2.7 Summary

This chapter reviewed the literature concerned with the HOF role and responsibilities both in the international and UAE context. It categorized some of the key roles identified in the literature as: strategic and curriculum planning, teacher supervision, monitoring and evaluation; the provision of teacher PD; and fostering collaborative school cultures. Additionally, it outlined a space for the current research based on the gap in the literature in the UAE context. The following chapter presents the methodology of the study.

Chapter 3: Methodology

3.1 Introduction

The purpose of this study is to examine the effectiveness of head of faculty in developing female teachers' practices in Al Ain schools. This chapter describes the mixed method approach that was adopted, and describes the data collection, sampling, the instrument, validity and reliability, ethical considerations and limitations of this study.

3.2 Study Design

The study was based on a mixed-method approach to research, which complements both the strengths of both quantitative and qualitative research methods to achieve its aims. Historically, there has been considerable debate between advocates of quantitative versus qualitative methods, and both groups posit that their paradigm is ideal for research (Johnson & Onwuegbuzie, 2004). However, more recent scholarship has proposed mixed-method approaches, not in order to replace quantitative or qualitative approaches, but to draw on both their respective strengths, and minimize the weaknesses. Therefore, although these two methods differ, they complement one another. Mixed-method studies adopt a position of "methodological pluralism or eclecticism", which has been described as producing potentially better research than traditional "mono-method" research (Johnson & Onwuegbuzie, 2004).

Therefore, by drawing on questionnaire, and interview data, this study has attempted to incorporate the strengths of both quantitative and qualitative research approaches in its design. On the one hand, the study's incorporation of

questionnaires has generated "statistically manipulable" data that is context free (Cohen, Manion & Morrison, 2007, p. 84). On the other hand, interview data portrays an in-depth manner and deep understanding, teachers' "multiple interpretations of, and perspectives, single events and situations" (Cohen et al., 2007, p.21).

3.3 Participants

The population of the study consisted of female teachers employed in Al Ain girls' public schools. According to 2016 statistics from ADEK's Research Department disclosed to the researcher, there were 1914 female teachers employed in ADEK schools. The questionnaire was sent to all female school teachers through the schools' official emails, which the researcher also obtained from ADEK's Research Department. A total of 497 respondents, or 25.9% of the total number of female teachers responded to the email, and completed the questionnaire.

To enrich the current study, the researcher also conducted ten follow-up semi-structured interviews with participating teachers. The interview participants were selected based on a convenience sampling method, and therefore the sample depended on the availability and willingness of teachers to participate in these interviews. Alphabetical coding for the ten teachers from A to J was used to ensure teacher anonymity in the study. The table below summarizes the participating teachers' qualifications, years of teaching experience, and the grades taught.

Table 3.1: Qualitative Participant

Teacher	Qualification/s	Years of teaching experience & Grades
A	Bachelor of Education	7 years (KG)
B	Bachelor of Education, Master of Education	3 years (KG)
C	Bachelor of Education	2 years (Cycle 2)
D	Bachelor of Education	3 years (Cycle 3)
E	Bachelor of Education, Master of Education	5 years (Cycle 3)
F	Bachelor of Education, Master of Education	4 years (Cycle 2)
G	Bachelor of Education, Master of Education	5 years (KG)
H	Bachelor of Education	6 years (Cycle 1)
I	Bachelor of Education	2 years (Cycle 2)
J	Bachelor of Education	3 years (Cycle 2)

As illustrated in the table above, six of the interviewees had undergraduate qualifications in the field of education, while four teachers had completed master's degrees in education. The participants' teaching experiences ranged from two to seven years, and had been teaching different grade levels, both at the primary and secondary levels. This broad range of experiences amongst interviewees, contributed to an enrichment of the data and diversity of responses. This diversity of experiences in teaching backgrounds represented by the different interviewees meant that the data portrayed a broad range of experiences and perspectives.

3.4 Research Instruments

A questionnaire was designed based on the job description for HOF in ADEK schools (see Appendix A). The first section of the questionnaire comprised of

questions seeking demographic information, and included: age, school cycle taught, school type, years of experience and qualifications of the participant. The second section consisted of 22 items divided into three themes. The first theme contained items pertaining to the role of HOF in planning, which included items such as: *The HOF helps in developing plans and objectives for the curriculum she supervises,* and *The HOF defines strategic plans to improve the teaching and learning process.* The second theme involved statements related to HOF's role in teachers' PD. Examples of items in this section included: *Helps in evaluating teachers' performance and analyses teachers' performance.* The last theme focused on the HOF's role in supervising teachers, with such items as: *The HOF meets regularly with teachers to discuss issues related to students' learning* and *The HOF supervises in merging the UAE culture within the curriculum.* Respondents were required to respond to the items by indicating their level of agreement on a five-point Likert scale, with the following choices: Always (5), Frequently (4), Sometimes (3), Seldom (2), and Never (1).

Upon the completion of data collection, using the questionnaire, a general trend was evident in the findings, which required further explorations of teachers' perspectives of the role of HOF in their schools. A predominant finding of the survey responses indicated that teachers viewed the HOF's role to have been largely effective. In order to triangulate the data, and to ensure that teachers were given opportunities to reflect in an in-depth understanding about the role of the HOF, the researcher subsequently conducted ten semi-structured teacher interviews. Interviews provided the researcher with an opportunity to access more interactive and in-depth responses from teachers, and it also enabled teachers to further reflect, justify and provide extended responses to questions about the role of the HOF in their schools.

Furthermore, it gave teachers a chance to express their opinions in a safe space with reassurance from the researcher that their responses would remain confidential.

Poggenpoel & Myburgh (2003) argued that a higher degree of trust can be achieved between the interview and interviewee during one-to-one human interactions, than through impersonal electronic distribution of surveys. Hence, despite reassurances of utmost confidentiality in survey responses, teachers may have been relatively more comfortable in expressing themselves in these one-to-one interview settings. Furthermore, research has highlighted the therapeutic effect for interviewees, as they are given the opportunity to voice their opinions, and be heard (Poggenpoel & Myburgh, 2003, p. 418). This positive effect of interviews on participants may not be felt with completion of online surveys.

The interview questions were designed to enable the researcher to further understand and explore the HOF's role in planning, teachers' PD and supervising teachers. Interview questions were based on the following three key questions: (1) How does the HOF help in planning for improving the teaching and learning process? (2) How does the HOF assist in teachers' PD? And (3) How does the HOF supervise and follow-up with teachers? These questions were also followed by sub questions for each.

The participants, who contributed to this study, and played the role of co-researchers, were contacted via email or phone and had been asked to have bee interviewed. A mutually convenient time was agreed upon, and interviews or conversations were conducted deliberated via telephone, which was convenient for both the researcher and the participants. The average duration of the interviews was

approximately 30 minutes. Teachers were informed beforehand that detailed notes of the interviews would be made for data analysis purposes.

3.4.1 Validity & Reliability

To ensure the validity (I suggest toy define Validity. Use a research methodology of the research instrument, copies of the questionnaires were presented to lecturers from the United Arab Emirates University at the College of Education for content validity. These lecturers provided important suggestions for modifications, which were addressed by the researcher. Recommendations for modifications were mainly related to improving the clarity of the questionnaire items. After editing the questionnaire based on the given feedback, the questionnaire was subsequently re-sent to the researcher's supervisor for final approval. This intensive process enhances the validity of this research instrument.

To ensure the reliability and internal consistency of the study the researcher used Cronbach alpha for the 22 items in the questionnaire. According to the Table 3.2, Cronbach alpha values were almost the same for the three roles (0.96), which are high values of coefficient.

Table 3.2: Reliability of the research instrument for the three roles

Theme 1: HoF's role in planning	0.966
Theme 2: HoF's role in teachers' PD	0.962
Theme 3" HoF's role in supervising teachers	0.966

3.4.2 Trustworthiness

Interviewees were purposefully chosen based on their willingness to participate in the research, and were given space to speak without interruption. The findings for the interview were based on participants' responses, and the researcher adopted a range of strategies to avoid possible researcher bias or personal motivations. Studies have highlighted bias management as a challenge in qualitative research (Chenail, 2011). This is particularly the case when studies incorporate interviewing as a data collection tool and where the researcher/interviewer has been described as "the instrument through which the data for their studies are collected or generated" (Poggenpoel & Myburgh, 2003, Chenail, 2011).

To address this concern, the researcher adopted a number of measures. For instance, during the data analysis of the interview data, the researcher participated in debriefing sessions with the supervisor. During these sessions, the identified themes were checked to ensure they reflected the ideas and interpretations of the data, and to identify potential biases (Shenton, 2004). The researcher also participated in debriefing sessions with a colleague where major and mutual themes and interpretations of the data in the notes were discussed.

Furthermore, the researcher made detailed notes of the interviewees' responses and propped during the interviews. At the end of the interview, the researcher verbally summed up the main points of the interviewees to have confirmed those notes that matched with the responses of the study respondents. In this way, the researcher attempted to ensure that potential misrepresentation, or misunderstanding of the interview responses were kept to a minimum.

Both questionnaires and interviews as quantitative as well as qualitative research methods for data collection ensured some triangulation of the data. Triangulation refers to the use of more than one particular approach to access richer data, and/or to confirm research results (Wilson, 2014). Follow-up interviews enabled the researcher to ask interviewees to elaborate on questionnaire responses, and as a result provided more in-depth, rich data from the participants. The use of different methods also assisted in compensating for the individual limitations of data collection methods.

3.5 Procedures

Upon obtaining an approval from ADEK, the questionnaire was sent to female school teachers via the schools' official email addresses, which were obtained from the research department in ADEK. The researcher subsequently contacted teachers via telephone in order to communicate directly with the school teachers, and to elicit more responses for the study.

As has already been mentioned, the interviews were conducted with ten teachers via telephone. Interviewees' responses were also written down, in the form of detailed notes, during the interviews, and a thematic analysis for the interviewees' responses was subsequentlycompleted. The interviews were semi-structured in nature, and comprised of three main questions, each with the sub-questions or propping questions which had lead to emerging themes. The researcher attempted as much as possible to keep the interviewers on the same track by asking the same questions, and sub-questions. However, due to the semi-structured nature of the interview schedules, teachers were also given opportunities to respond to the questions in their own way, which also enabled them to raise points that may not

have been foreseen by the researcher. Interviews were conducted in Arabic with the teachers, and were subsequently translated into English.

3.6 Ethical Considerations

Copies of the questionnaire was presented to the UAE's Research Ethics Committee for clearance, and it was checked to ensure that it did not potentially breech moral codes or that it may contain any potential biases. The participants were given information about the purposes of the research, what was expected of them, and how the data would be disseminated. Furthermore, all participants were clearly informed that they were free to decide whether or not to participate in the study without consequence and were also able to withdraw at any time without explanation.

The researcher also adopted various measures to ensure that questionnaire data remained anonymous, and interview data was confidential. Pseudonyms were used for participating teachers, and potentially identifying details of teachers, or schools were omitted from the thesis. Teachers were also assured that they would not face any harm as a result of participating in the study; their responses would only be used for study purposes.

3.7 Data Analysis

Quantitative data was collected and entered into the statistical software SPSS, the most commonly used statistical analysis software in educational research (Muijs, 2010). The surveys attempted to represent attitudes and beliefs of teachers, through statistical analysis of statements, which they rated on Likert scales. The software was used to calculate the mean and standard deviation for each questionnaire theme in

general, and then specifically for key theme identified by the researcher. These themes were as follows: *Planning with teacher; providing teachers with PD; and supervising teachers.* However, as the researcher found almost all the responses were similar, there wasn't any chance to connect the demographic information to the three themes and even with the items in each theme.

Interview data was analyzed via a content analysis of key themes in teachers' responses. According to Lichtman (2010,), the qualitative data could be analyzed in three main steps, which are: coding, categorizing and identifying concepts. Multiple readings of the interview notes had been copmpleted by the researcher to have gained familiarity with the data. The researcher formulated codes to categorize the items, and arranged the data in order to make some connections with the results and the demographic information. The themes were somewhat consistent with and similar to the questionnaire themes, which were: HOF's role in planning, HOF's role in teachers' PD and HOFs role in supervising teachers. Teachers' responses to the interview questions were then matched to the HOF duties according to ADEK's job description for HOF.

3.8 Limitations

As discussed in Chapter One, the sample was based on female teachers working in ADEK schools in the city of Al Ain, who were employed in female schools. This focus was largely due to the capacity of the researcher to recruit female participants, as a female researcher in a cultural context where it would be more difficult to conduct research with male participants. Combine both paragraphs…

Beyond these criteria, choices were based on the availability and willingness of teachers to participate in the study, and hence the resulting sample of participants was opportunistic. Hence, the study's findings may not be easily generalizable to the realities of male teachers in ADEK's boys' schools.

Another possible limitation of the study pertains to the differences in the patterns of responses between the questionnaires and interviews. Overall, the questionnaire responses indicated that teachers were generally satisfied with HOF performance, while interview responses tended to be more diverse. These differences may be due to a number of reasons. First, the period of time in which the questionnaire was distributed and completed by teachers, was at the end of the second semester, and then at the beginning of the spring break. These periods in the semester are busy for teachers, due to assessments and curriculum planning, and possible time constraints may have meant little time for teachers to thoughtfully reflect on their responses.

Second, unlike the interviews, questionnaires depended on the teachers' self-reports, and did not give the researcher opportunities to access in-depth, open-ended responses. In retrospect, it may have been valuable to incorporate open-ended questions in the survey, which would have allowed teachers to elaborate on their responses. However, the interviews may have better enabled teachers to explore aspects of HOF role that needed improvement, which is obviously not possible in closed-ended questionnaire responses. In short, the follow-up interviews enabled the researcher to overcome this possible limitation of the survey, by allowing teachers to elaborate on their responses, which resulted in more nuanced, in-depth, and fuller findings, than was possible in the questionnaire responses.

Despite the limitations reported above, the study has been effective in providing a snapshot of teachers' experiences, and perceptions of working with HOF in their respective schools.

3.9 Summary

This chapter outlined the methodology for the study. It described the mixed-method approach adopted in the study, its participants, research instruments, procedures and methods for data analysis. It also described the study's ethical considerations, as well as processes and measures employed to enhance its reliability, validity and trustworthiness. The following chapter reports on the results of the study.

Chapter 4: Results and Findings

4.1 Introduction

This study examines the effectiveness of heads of faculty (HOF) in developing female teachers' practices from the perspectives of female teachers in Al Ain schools. . Overall, the questionnaire findings portrayed a positive perception of the role of HOF, the interview findings reflected perceptions that were not so positive. As reported in the methodology chapter, the differences between the patterns of responses may have been due to the time in which the questionnaires were distributed, and to inherent differences between the two data collection instruments (see Section 3.8). While quantitative methods statistically illustrated teacher attitudes and beliefs, qualitative methods, in this case interviews, portrayed teachers' realities in more in-depth, nuanced ways. This chapter reports in an in-depth manner on the findings of these two sets of data.

4.2 Questionnaire Findings

As discussed in Chapter Three, the questionnaire was comprised of the following three main themes: (1) HOF's role in planning; (2) HOF's role in teachers' PD; (3) and HOF's role in supervising teachers. The standard deviation and mean were calculated for the items in these themes.

Table 4.1: The mean and standard Deviation for the three themes

Questionnaire themes	Mean	Standard Deviation
HOF role in planning	3.78	1.25
HOF role in teachers' PD	3.76	1.3
HOF role in supervising teachers	3.6	1.39

As shown in Table 4.1, the three themes had different responses, which tended to range between *often* and *sometimes* for the HOF's role in general. Specifically, the table indicated the highest rating for HOF's role was for planning at a mean of 4.78, which is between often and sometimes. On the other hand, the lowest rating was associated with the HOF's role in supervising teachers. The next section of the chapter analyzes the data for the three themes of the questionnaire in more detail.

4.2.1 Theme 1 - HOF Role in Planning

The first theme of the question contained statements pertaining to the role of HOF in the planning of teaching and learning. According to Table 4.2, all of the statements in this resulted in mean ratings of between *often* and *sometimes*. The highest mean rating was 3.95 for the first statement, which was: *The HOF helps in developing plans and objectives for the curriculum she supervises*. The remaining statements resulted in means of between 3.90 and 3.76. On the other hand, the lowest mean rating was for statement six (*The HOF makes plans for teacher's PD program*s) and statement eight *(The HOF makes the needs assessment for subject teachers).*

Table 4.2: Mean & standard Deviation for theme 1 (HOF role in planning)

Statement	Mean	Std. Deviation
1. Helps in developing plans and objectives for the curriculum she supervises	3.95	1.08
2. Identifies teaching strategies to improve teaching and learning	3.9	1.24
3. Suggests PD allocations to meet the faculty members' needs	3.82	1.25
4. Checks availability of all basic technological needs for faculty members	3.91	1.22
5. Develops a PD plan for teachers	3.76	1.29
6. Develops induction programs for the new teachers in the school	3.68	1.37
7. Develops action plans with teachers to improve student performance	3.78	1.29
8. Makes the needs assessment for subject teachers	3.68	1.32

4.2.2 Theme 2 – HOF Role in Teacher PD

According to Table 4.3, all the means of the statements in this theme of the questionnaire were between *often* and *sometimes* in relation to statements about the HOF's role in teacher' PD. The highest mean rating was for statement 13 *(The HOF encourages the teachers to exchange best teaching practices with each other)*, while the lowest mean rating of 3.56 was for statement 16 *(The HOF trains the teachers to use the eSIS program)*. The means for the remaining statements in this theme ranged from 3.65 to 3.84.

Table 4.3: Mean & standard Deviation for theme 2 (HOF role in teachers' PD)

Statement	Mean	Std. Deviation
9. Helps in evaluating teachers' performance	3.84	1.23
10. Analyzes teachers' performance	3.7	1.3
11. Provides appropriate training opportunities for teachers outside the school	3.79	1.27
12. Trains teachers inside the school	3.85	1.22
13. Encourage teachers to exchange best teaching practices	3.86	1.27
14. Performs typical observation classes for teachers	3.81	1.28
15. Trains teachers to analyze students' results	3.65	1.37
16. Trains teachers on eSIS program	3.56	1.46

4.2.3 Theme 3 – HOF Role in Supervising Teachers

Echoing the findings for the items in the first two questionnaire themes, all of the means for the statements concerning the role of HOF in supervising teachers ranged between *often* and *sometimes* as shown in Table 4.4. The highest mean rating (3.77) for statement 17, concerned the role of HOF in meeting with teachers to discuss issues concerning students' learning. On the other hand, the lowest mean range (3.44) was for the role of HOF in supervising with the curricular integration of Emirati culture (Statement 19). The remainder of the statements ranged from a mean of 3.71 to 3.45.

Table 4.4: Mean & standard Deviation for theme 3 (HOF role in teacher supervision)

Statement	Mean	Std. Deviation
17. Meets regularly with teachers to discuss topics that affect the performance of students' academic achievement	3.77	1.24
18. Ensures that teachers are committed to daily teaching plans	3.71	1.27
19. Oversees the integration of Emirati culture and heritage in the subjects	3.44	1.58
20. Instructs teachers to carry out extracurricular activities	3.65	1.34
21. Follows up with teachers' supervision of students on trips outside the school	3.56	1.39
22. Substitutes for teachers when needed	3.45	1.47

Overall, the means for the different items of the questionnaire indicated that teachers had largely positive perceptions of the role of HOF, and in their capacity to fulfill their responsibilities in the areas of planning with teachers, in organizing PD for teachers, and in teacher supervision.

4.3 Interview Findings

For accessing qualitative data, the researcher relied on three main interview questions, which covered the three key roles of HOF in ADEK schools. These roles were identified based on the duties outlined in ADEK's job description for this position, and were as follows: *Planning with teachers*; *Teachers' PD*; and *Supervising teachers*. In contrast to the largely positive findings evident from the questionnaire responses, interview data revealed a more diverse range of responses from teachers. These findings are discussed in detail below.

4.3.1 HOF Support in Teacher Planning

The majority of the teachers' responses indicated that the school HOF played a significant role in the planning of teaching and learning, echoing responses evident in the quantitative data discussed above. This was particularly case when discussing collaboration with new teachers. In common with the majority of interviewees, Teacher C stated that, "The HOF in her school helps in planning for the induction programs for the teachers, which is for the new teachers", and added, "The HOF meets with the teachers to set plans for weak students to improve their performances".

Teachers also provided specific examples of what this role entailed. To illustrate, Teacher I stated, "My HOF provides me with samples and guidance in making my own lesson plans", while Teacher H reported that the HOF "provides me with strategies in writing my lesson plans". Other teachers discussed the important role of HOF in supporting principals in developing broader, long-term school policies. Teacher B commented, "I am currently helping the school administration in making planning for the school strategy and I found that the HOF has a remarkable role in planning for the school strategy".

However, not all interview responses concerning the role of HOF in supporting teachers were positive. Three teachers expressed concern that the HOF was not playing a constructive or active role in planning with teachers. For example, Teacher E stated indicated that HOF largely oversaw the final product of the planning, rather than being active in the planning process. She reported, "I always

wanted someone to help me in planning for the lessons, my HOF only reviews my lesson plans, and asks me to change it without assisting me in planning'.

At the same time however, Teacher E attempted to rationalize the limited input of the HOF in the planning process, by recognizing the time constraints and administrative workload imposed on the HOF: "This might be because of the busy schedule of the HOF, as they are mostly busy with the school administration" Teacher E said. Similar responses were also expressed by Teacher F and teacher J. Teacher G, who also commented on the limited input of the HOF in the planning phases of teaching attributed this to the pressures that came with the realities of having a large number of teachers to support, and few HOF to share this load: "There are many teachers in the school and there are only two HOF which makes her too busy to help us" Teacher E added.

Similarly, although teachers commended the HOF for their important role in planning, three teachers also criticized the limited support that HOF gave to more experienced teachers, with much of the attention and support reported to be given to the new teachers at their schools. To illustrate, Teacher G; who had five years teaching experience, expressed a desire to develop her teaching practices but did not perceive that she was able to liaise with her HOF in order to achieve this. She indicated that HOF contact tended to be limited to overseeing teaching programs:

> I always wanted someone to assist me in learning about, and implementing new strategies in the teaching and learning process. The HOF reviews with me the daily and weekly plans, but I always find it difficult to implement new strategies. I have to depend on self-research for that.

Similar responses concerning the lack of input received from the HOF were reported by Teachers A, E and J, who had 7, 5 and 3 years of teaching experience respectively. These reports suggest that HOF appear to be prioritizing the need to support new teachers, and less attention is given to the more experienced teachers. This may be due to time constraints experienced by HOF, coupled with the administrative work demands, which they must meet. These responses also appear to highlight a gap in the much-needed support mechanisms available for more experienced teachers, particularly in light of current educational reform trends.

4.3.2 HOF Support in Teacher PD

Teachers were asked in the interviews to reflect on the role of HOF in supporting PD. Overall, teachers' responses concerning this aspect of HOF's role varied across the different schools.

On the one hand, all teachers agreed that the HOF were active in informing teachers about available PD opportunities, and supported them to attend these sessions. Five of the interviewed teachers agreed that the HOF provided PD opportunities that catered to their specific learning needs. Teacher C explained that, "After the HOF visits my class, she highlights my weak points and suggests PD sessions that I need", a statement which paralleled with those of three other interviewees (Teachers H, I, and F). Furthermore, teacher C reported, "My HOF contacts other school and lets us attend PD sessions from nearby schools to benefit from them".

Five of the interviewees discussed how their HOF address their role in the school in allocating PD opportunities effectively based on teachers' needs, and on a

rotational basis. Teacher E stated, "My HOF makes a needs assessment for our PD needs and we select the field we feel we need to improve in." Furthermore, Teacher I reported, "My HOF tries to give chances to attend the PD to different groups of teachers, to make sure that everyone has the opportunity to attend".

In addition to recommending PD based on teacher needs, three teachers pointed out that their HOF encouraged teachers to give PD to other teachers, in order to share best practices. Teacher C narrated the following, "When my HOF notes a teaching strategy that I have mastered, she encourages me to provide a PD session for other teachers to make them benefit from my strategy".

By contrast, the other five teachers indicated that their HOF did not fulfilling their role in providing teachers with relevant PD to enhance teaching practices. For example, although Teacher A agreed that the HOF played an important role in PD provision, she voiced concern that, "For the PD, we are only being informed of and forced to attend PD sessions, even if we have already mastered the skill [covered]". Teacher D supported this point: "At the beginning of the year we fill out an assessment needs form for the PD programs we want, but unfortunately not all teachers get suitable programs that match their needs'. On the other hand, Teacher J and G added that the HOF provided PD sessions generally, and that these sessions were regularly attended by teachers, who needed them.

4.3.3 HOF as Evaluator of Teacher Performance

When asked about the role of HOF in evaluating teacher performance, the majority of teachers agreed that the HOF performed this role in varying degrees. Teachers reported that HOF made regular class visits to conduct teacher observations

for evaluation purposes, as it is an ADEK requirement. The majority of respondents discussed the HOF role as an evaluator in positive terms, and believed that their HOF had effectively addressed this ADEK requirement. To illustrate, Teacher A and C recalled that the HOF made regular class visit, during which she highlighted the strengths and weaknesses that she identified in lessons observed. Similarly, Teacher C stated, "After the HOF visits my classroom, she sits with me and focuses on competences that I need to develop by giving me some suggestions. For the next visit the HOF focuses on these suggestions". Similar responses were made by Teacher I and F.

Teacher F elaborated on the active role that HOF played in developing teaching competencies, through evaluation, and the subsequent provision of relevant PD opportunities: "My HOF usually conducts a walk-through, which means that she attends 5 minutes in each class in the school, where she focuses on a specific element of teaching and learning, for example; classroom environment or closure of the lesson. Then she provides a PD session that she feels most of the teachers need". This strategy helped the HOF to elicit the teachers who still need assistance in these aspects of teaching, in order to provide them with suitable PD training.

Despite the perceived importance of HOF in evaluating teachers' competencies, six of the interviewees argued that they needed their HOF to move beyond an evaluating role, to also providing constructive feedback for improving performance. Four of the ten interviewees stressed this point. Teacher B argued, "The HOF visits my classroom only for evaluation purpose which is required from the school administration." She added, "You rarely find the HOF in my school free to discuss with her our lesson plans or other suggestions". This lack of availability

was a recurring concern for interviewees, with some of the teachers raising the point that there was limited face-to-face contact with their HOF. Teacher G stated, "The HOF provides me with online comments about my performance and doesn't meet with me".

Four teachers voiced concerns about the manner in which HOF performed their roles in their schools. Firstly, Six teachers expressed dissatisfaction with the discouraging approach adopted by HOF in the evaluation process. They argued that the process tended to focus on their weaknesses, and did not sufficiently recognize their strengths. To illustrate, Teacher F acknowledged that although her HOF made regular visits to her class, she was disappointed with the negative focus of the HOF: "When I meet with my HOF after each visit, she discusses all my negative points and how to improve them, more so than praising my points of strength, which is a bit disappointing for me".

Secondly, two teachers were concerned that teacher evaluations appeared to be the sole responsibility of HOF, which may not always be completely unbiased, reliable, or fair. Teacher C pointed out," My HOF is the only one who makes my evaluation by herself, not with the school administration although they should attend with the HOF for the evaluation". This concern is justified considering the ADEK stipulation that HOF work in collaboration with other school heads (principals and head teachers) in the teacher evaluation process.

4.4 Summary

This chapter reported the findings of the study based on questionnaire and interview responses. Overall, results from the questionnaire portrayed the role of

HOF in largely positive terms, with respondents positively rating many items describing the role of HOF in planning teaching, in the provision of teacher PD, and in supervising teachers. On the other hand, interview responses were more diverse; with teachers identifying both the strengths and the weaknesses of the HOF position, as they perceived it was currently practiced in ADEK schools. Weaknesses largely reflected the time constraints, and the wide array of roles that HOF was expected to fulfill, which may be affecting their capacity to fulfill their responsibilities effectively. The following chapter reiterates the key findings of the study, in relation to the literature in the field. The chapter also highlights the study's implication and recommendations.

Chapter 5: Discussion

5.1 Introduction

The study aimed to examine the effectiveness of the HOF practices in developing teaching and learning competencies of teachers in the city of Al Ain Abu Dhabi, based on the perspectives of female teachers, in all-girls schools. Specifically, the study explored the extent to which HOF practices have been effective in enhancing teachers' competencies, and outlined some of the strengths and failures in current HOF practices. This discussion chapter summarizes the key findings of the study in relation to the literature. It also highlights the implications of the study, and outlines recommendations in terms of policy and practice for key stakeholders in ADEK's education system. The chapter concludes by making recommendations for future research.

5.2 Results Discussion

As discussed in chapter five, questionnaire and interview responses portrayed the effectiveness of the HOF role in varying degrees. On the one hand, questionnaire, and a large proportion of interview responses indicated that teachers perceived HOF to be effectively fulfilling their roles in planning with teachers, coordinating teachers' PD programs and in teacher supervision. However, interview respondents raised important points concerning the challenges faced by HOF in fulfilling these responsibilities, and the current limitations of the HOF role as practiced in ADEK schools. Overall, the interview responses were comparatively less positive, than the questionnaire data. This was an unforeseen result for the researcher, who had not expected the two research instruments to produce different data patterns.

A number of possible factors may explain the differing responses evident in the two research instruments, which were presented at length in Chapter Three (Section 3.8). As discussed earlier, a key justification for these different patterns may pertain to the different types of responses that are possible in the quantitative versus qualitative research. Hong, Pluye, Bujold, & Wassef (2017) argue that using qualitative evidence in research is better than the quantitative as it tends to be more complete, in-depth and elaborated. These features of qualitative data enable the researcher to gain "…a better understanding of the impact of contextual factors, helping to focus on outcomes …and the population and exploring the diversity of effects across studies". At the same time however, the quantitative data from the questionnaires provided the researcher with an overview of attitudes and beliefs of teachers, but it did not give them opportunities to express their concerns.

Hence, adopting a mixed-method approach has enabled the study to access both quantitative and qualitative data. Questionnaires depended on teachers' self-reflection, whereas the interviews enabled the interviewer to ask follow-up questions, and to ask teachers to explain their responses. Hence, while the quantitative questionnaire may have portrayed a general view of teachers' perceptions, the qualitative interview data enabled the study to show the complexities of teachers' work in schools, and their perceptions of effective supervision and evaluation. Key findings of the study in relation to the literature are discussed below.

HOF Role in Planning

Firstly, questionnaire and interview responses generally indicated that teachers perceived HOF to be playing an effective role in planning. However,

interview data also suggested that teachers perceived HOF to be mainly focused on administrative work, and tended to collaborate more with administration than with teachers in strategic and curriculum planning. The teachers voiced some concern that the HOF are often busy with the school administration, in work related to strategic planning, and administrative duties. This meant they spent comparatively less time collaborating with or supporting teachers.

Teachers' interview responses indicated that HOF role in planning tended to be dominated by the school's administrative work rather than the HOF's direct role with teachers. The data emphasizes the need for HOF to prioritize working with teachers, which would have a more direct and positive impact in teaching and learning process.

Teachers explained this lack of focus on teachers to HOF's busy schedule, and to the fact that there are only two HOF in the schools, who are expected to work with a large teaching population. As a result, interview data indicated that many teachers depended on themselves and their colleagues for lesson planning and identifying new teaching strategies, which in some respects reflected a good learning community in their schools. However, this process may not be occurring in schools, where collaborative cultures are not the norm.

According to the job description of the HOF, which was issued by ADEK in 2014, the HOF has a clear role in planning lessons with teachers. Also, they have a role in planning for teaching strategies with the administration. These responses largely indicate that the HOFs were fulfilling some aspects of their roles more fully than others.

In some respects, the interview findings parallel with those of Al Al Suwaidi & Schoepp (2015) who concluded that teacher leadership tended to be limited to the completion of additional administrative duties in the school. It also echoes the findings of Adam (2009) who pointed out that time constraints affected head teachers' capacity to collaborate and work more effectively with teachers.

HOF Role in PD

In the past, ADEK had provided PD programs in collaboration with external providers, such as the *Tamkeen: Empowering Educators Program* (2012 – 2016), which served 248 schools and 11, 246 teachers over a period of 4 years (Al Dhaheri, 2017). However, such PD programs are no longer available for ADEK teachers, who now rely on HOF to provide PD opportunities.

The HOF role in PD was clear in schools based on teachers' questionnaire and interview responses. The importance of PD is also stressed by ADEK, as in theory, "Teachers are provided with targeted training to address needs identified through the school improvement planning process, individual professional development plans, and site-based needs identified by school leadership" (ADEC, 2013). Al Suwaidi & Schoepp (2015), also stress the importance of this HOF role, stating that PD opportunities provided by "teacher leaders positively impact school reform and student learning".

Questionnaire responses and half of the interview data concerning the role of the HOF in the provision of PD indicated that teachers had positive perceptions of the effectiveness of HOF in fulfilling this responsibility. These responses indicated that the HOF are aware of their role in teachers' PD, and attempted to fulfill this role

effectively by providing teachers with PDs that are related to their needs. These findings parallel with those of Du Plessis' (2014) qualitative study, which also found that heads of department played an essential role in developing relevant PD opportunities for teachers.

Linking this option in the questionnaire to the teachers' responses in the interview, one of the teachers stated that much of the PD for teachers, taking place in the schools depended on the HOF's identification of good practice in classroom visits. Some teachers reported being satisfied with the HOF's strategies for providing PD opportunities for teachers. These included assigning teachers to deliver PD sessions, or sending teachers to nearby schools to attend PD.

The HOF was reported to be selecting teachers who were experts in a teaching strategy and encouraging them to provide a PD session about this strategy for other teachers. However, this role was not a part of the HOF's job description, though it was discussed at length during the teacher interviews and was identified as an additional HOF role by the researcher. This may be due to the fact that PD provision is a compulsory requirement stipulated by ADEK, and that schools often apply practices that they witness being adopted in other schools. Furthermore, organizing in-house PD may be a convenient approach to fulfilling this ADEK requirement.

These findings also indicate that some duties are not mentioned or recognized in HOF job description, even though HOF have adopted these as part of their role. This also reflects Adam's (2009) concern that there tended to be role ambiguity for

department heads in UAE schools, or that "Department head job descriptions do not reflect the reality of the job" (p.177).

Furthermore, although teachers discussed the role of HOF in PD provision, there were concerns about the nature and relevance of PD that was made available to them. Some of the interviewees indicated that not all PD sessions provided specifically catered to their needs, despite having completed PD needs assessment. They reported that the HOF were often too busy with the administrative work, which meant that they had insufficient time to follow up with teachers' needs assessment, and provide teachers with relevant, and suitable PD training.

Teachers expressed frustration at the fact that they were often subsequently be required to participate in the available PD opportunities, regardless of their relevance. Interviewees reported that although the HOF tended to be willing to help teachers in the provision of relevant PD, their busy schedule due to their heavy workload with the school administration hindered their capacity to do so.

HOF Role in Supervising Teachers

The final focus area of the research related to the HOF role in supervising teachers. The questionnaire responses and some of the interview data indicated that teachers perceived HOF as effective in supervising teachers. As reported, HOF made regular visits to teachers' classes, provided them with feedback, and followed up with them to address identified weaknesses. This expectation was justified in the literature, given the important role of teacher supervision in improving teaching practices. Owolabi (2000) for instance, asserts the importance of head teachers' supervision consisting of regular classroom visits, teaching observations and of

providing teachers with feedback of performance, to improve future practice. He argues that without such regular classroom visits, and supervision, teachers may be unable to deliver the desired quality of teaching to students.

However, while some of the respondents reported weekly classroom visits by their HOF, others indicated that the HOF focused on the teacher evaluation process and visited their classrooms only twice yearly for this purpose. Teachers attributed limited visits by HOF, to their busy schedules, and having few HOF allocated to a large number of teachers. This suggests that HOF are often facing time constraints, which is affecting their ability to conduct regular visits to all teachers, and limiting teacher contact for the purpose of actually improving teaching practices. This trend was also reported by Adam (2005), who concluded, "Time constraints impede their [department heads'] role as an internal change agent of educational reform" (p.254).

Additionally, it was found that some duties were performed by the HOF, which are not mentioned in their job description, such as handling teachers' evaluation alone without the assistance of the school administration. This contradicted ADEK's HOF job description, where evaluation of teachers is described as a shared duty with the school administration. Justifiably, this practice was a source of concern for interviewees, who believed that having the HOF individually completing their evaluations diminished the reliability of the evaluation process. Hence, there appears to be some ambiguity or misunderstanding with regard to the specific roles that HOF are expected to play in their respective schools, and in some cases, HOF are not following ADEK guidelines with respect to how they fulfill their roles. This role ambiguity also concurred with Adam's (2005) findings.

Overall, findings indicate that teachers' perception of the HOF' role fulfillment tended to be largely positive. However, findings also demonstrated that in some cases, HOF duties are not being consistently carried out in all schools. This is particularly in relation to the most important role that HOF should be playing, which is teacher supervision. Teachers attributed ineffective supervision and monitoring to time constraints, the range of administrative responsibilities that HOF have been expected to fulfill, and the ambiguity or misinterpretation of the HOF role, which has meant some unlisted roles have also been adopted by HOF.

5.4 Recommendations

Based on the findings of this study, the following recommendations and implications need to be considered to ensure that HOF practices UAE schools are optimal, and are effective in enhancing teaching and learning competences.

1. The most recent version of the job description for the HOF was published in 2014. There is a need for updating this version to one, which better reflects the realities of the HOF's role in ADEK schools. In the past, private external companies provided PD sessions for teachers. However, PD training is now being planned and delivered internally by the schools and HOF. The updated job description should reflect this change. Furthermore, HOF are playing an instrumental role in supporting teachers with sharing best teaching practices, which should also be recognized in the updated job description.

2. The HOF should be monitored regularly by the school administration. The data from this study suggests that not all HOFs are fulfilling their duties as described in the job description. In turn, the administration needs to be

monitored to check that they too are fulfilling their job descriptions, such as carrying out observations and evaluations in collaboration with the HOF.

3. There is a need to reduce the administrative workload expected of HOF in order to allow them to focus on the vital role of supervising and supporting teachers. This in turn can contribute to improving teacher performance, and by extension student learning. Many interviewees expressed concern that their HOF did not have time to review and provide feedback about their lessons due to the significant workload imposed on them by the school administration.

4. Findings suggest that HOF are being assigned a large number of teachers, which minimizes opportunities for one-to-one supervision and feedback. The number of HOF in each school should be set according to the number of teachers per school. This will help in ensuring that the HOF have the time to focus on all assigned teachers, and to give them the support that they need.

5.5 Recommendations for Future Research

The researcher recommends follow-up studies that can provide more in-depth, large-scale data concerning the role of HOF in ADEK schools. These include the following:

- Future quantitative studies can be large-scale and focus both on female and male teachers, as well as the perspectives of HOF and administrative staff. This will provide more generalizable data, from a large sample.

- Qualitative data from interviews proved to be very informative in this research. Future studies would benefit from adopting a mixed-method or

qualitative approach to research, as these results in detailed and in-depth data, particularly as participants may be more comfortable disclosing information in an interview setting, as opposed to an online survey which they may feel is not as secure. Furthermore, focus groups may also result in more in-depth data.

- In this study, the researcher focused on the HOF's role from the perspective of the teachers. Future research projects would also benefit from incorporating multiple perspectives from school administration, and HOF, particularly through qualitative means.

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Appendix

استبانة مدى فعالية دور رئيس هيئة التدريس في عملية التعليم والتعلم في مدارس العين

Questionnaire about the effectiveness of HOF role in teaching and learning

process in AL Ain schools

المعلم الفاضل / المعلمة الفاضلة :

السلام عليكم ورحمة الله و بركاته ...

انا بدرية اليماحي ، طالبة ماجستير قيادة تربوية ، أجري دراسة ميدانية بعنوان مدى فعالية دور رئيس هيئة التدريس في عملية التعليم و التعلم في مدارس العين و ذلك لاستكمال متطلبات الحصول على درجة الماجستير في القيادة التربوية لكلية التربية / جامعة الامارات العربية المتحدة.

يرجى الاجابة على جميع البنود في هذه الاستبانة بدقة ووضع علامة (/) في الخانة التي تعبر عن مدى موافقتكم و تستغرق الاجابة على الاستبيان من 10-15 دقيقة. وأؤكد على عدم ذكر الاسم عند تعبئتكم للاستبانة ، كما سيتم التعامل مع البيانات بسرية تامة و لأغراض البحث العلمي فقط

مع الشكر الجزيل لتعاونكم ،،

اسم الباحث : بدرية سلطان اليماحي

البريد الالكتروني : 200806727@uaeu.ac.ae

Dear Teacher,

Greetings. I am Badreyah alyammahi, Master student in Educational Leadership, conducting a study on the effectiveness of HOF role in teaching and learning process in Al Ain schools to fulfill the requirements of obtaining a master's degree in educational leadership of the Faculty of Education at UAE University.
Please answer all the items in this questionnaire carefully and tick (/) in the field that shows your approval. This survey will take you 10-15 minutes to complete . I confirm that the name will not be mentioned when you fill in the questionnaire, and the data will be handled in strict confidence and for the purposes of scientific research only.

Thank you very much for your cooperation.

Researcher Name: Badreyh Alyammahi

Email: 200806727@uaeu.ac.ae

الجزء الأول: البيانات الشخصية

First Part: Demographic information

<u>الرجاء وضع علامة (√) في المكان المناسب للإجابة عن السؤال</u>

<u>Please mark (√) in the right place to answer the question</u>

- الحلقة الدراسية التي يعمل فيها المعلم

- The cycle that the teacher teaches

رياض أطفال KG ( )   حلقة اولى Cycle 1 ( )   حلقة ثانية Cycle2 ( )   حلقة ثالثة Cycle 3 ( )

- نوع المدرسة

- School type

ذكور male( )   اناث female ( )   مختلط mixed( )

- سنوات الخبرة

- Years of experience

0-5( )   5-10( )   10-15( )   15+( )

- المؤهل الدراسي

- Qualification

دبلوم Diploma( )   بكالوريوس Bachelor ( )   ماجستير Master( )   دكتوراه PhD( )

الجزء الثاني: مدى فعالية رئيس هيئة التدريس في عملية التعليم و التعلم.

اختر الاجابة التي تمثل مدى موافقة كل عبارة التي تصف رئيس هيئة التدريس لديك في المدرسة و ذلك باختيار

الدرجة المناسبة كالتابي:

Part Two: The effectiveness of HOF role in teaching and learning process

Choose the answer that represents the extent to which each term describing your

HOF by choosing the appropriate grade:

دائماً Always	غالباً Often	أحياناً Sometime	نادراً Seldom	ابدا Never
5	4	3	2	1

First theme: Planning   **المحور الأول : التخطيط**

5	4	3	2	1	البنود Items
					1- يساعد في وضع الخطط و الاهداف اللازمة لتدريس المناهج التي يشرف عليها . 1- The HOF helps in developing plans and objectives for the curriculum she supervises
					2- يقوم بتحديد استراتيجيات التدريس لتحسين عملية التعليم والتعلم 2- Identifies teaching strategies to improve teaching and learning
					3- يقترح المخصصات النثرية لاحتياجات أعضاء هيئة التدريس. 3- suggests petty allocations the faculty members need
					4- يتأكد من توافر جميع الاحتياجات التكنولوجية الأساسية لأعضاء هيئة التدريس 4- Check availability of all basic technological needs for faculty members
					5- يضع خطة التنمية المهنية للمعلمين 5- Develops a professional development plan for teachers

					البنود
					6- يضع برامج تعريفية عن المدرسة للمعلمين الجدد 6- Develops Induction programs for the new teachers in the school
					7- يضع خطط اجرائية مع المعلمين لتحسين أداء الطلبة 7- Develops action plans with teachers to improve student performance
					8- يقوم بتحديد الاحتياجات التدريبية لمعلمي التخصص 8- The HOF makes the needs assessment for subject teachers

Second theme: Professional development   المحور الثاني : التطوير المهني

5	4	3	2	1	البنود Items
					9- يساعد على تقييم أداء المعلمين 9- Helps in evaluating teachers' performance
					10- يقوم بتحليل أداء المعلمين 10- Analyzes teachers' performance
					11- يقوم بتوفير فرص التدريب المناسبة للمعلمين خارج المدرسة 11- Provides appropriate training opportunities for teachers outside the school
					12- يقوم بتدريب المعلمين داخل المدرسة 12- Trains teachers inside the school
					13- يشجع المعلمين على تبادل أفضل الممارسات التدريسية 13- Encourages teachers to exchange best teaching practices
					14- يقوم بإجراء حصص مشاهدة نموذجية للمعلمين 14- Performs typical observation classes for teachers
					15- يقوم بتدريب المعلمين على تحليل نتائج الطلبة 15- Trains teachers to analyze students' results
					16- يقوم بتدريب المعلمين على برنامج eSIS 16- Trains teachers on eSIS program

Third Theme: Supervising teachers   المحور الثالث : الاشراف و المتابعة

5	4	3	2	1	البنود Items
					17-يجتمع مع المعلمين بانتظام لمناقشة الموضوعات التي تؤثر على أداء التحصيل الأكاديمي للطلبة 17- Meets regularly with teachers to discuss topics that affect the performance of students' academic achievement
					18-يتأكد من التزام المعلمين بخطط التدريس اليومية 18- Ensures that teachers are committed to daily teaching plans
					19-يشرف على دمج الثقافة والتراث الإماراتي في المواد الدراسية 19- Oversees the integration of Emirati culture and heritage in the subjects
					20-يوجه المعلمين لتنفيذ نشاطات خارج الفصول الدراسية 20- Instructs teachers to carry out extracurricular activities
					21-يتابع اشراف المعلمين للطلبة في الرحلات الخارجية 21- Follows up with teachers' Supervision to students on trips outside the school
					22-يشغل الحصص بدلاً عن المعلم الأصيل وحسب الحاجة 22- Holds classes instead of the original teachers as needed