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THE PERCEIVED IMPACT OF THE EMPOWERMENT (TAMKEEN) TRAINING PROGRAMME ON IMPROVING CYCLE TWO TEACHERS' COMPETENCIES IN AL-AIN CITY UNITED ARAB EMIRATES

Salma Mousabbeh Mohammed Rashed Al Dhaheri

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

Under the Supervision of Dr. Shaikah Al-Taneiji

November 2017

Declaration of Original Work

I, Salma Mousabbeh Mohammed Rashed Al Dhaheri, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this thesis entitled *"The Perceived Impact of the Empowerment (Tamkeen) Training Programme on Improving Cycle Two Teachers' Competencies in Al-Ain City United Arab Emirates"* 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 the 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 Any materials borrowed from other sources (whether published or unpublished) and relied upon or included in my thesis have been properly cited and acknowledged in accordance with appropriate academic conventions.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.

Student's Signature: _Salma_ Date: 17.12.2017

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Abstract

At a time of significant educational reform in the United Arab Emirates (UAE), teacher professional development (PD) plays an instrumental role in equipping teachers with the knowledge, teaching practice, skills and competencies to improve students' learning outcomes. This study explores the impact of *Tamkeen: Empowering Educators Programme*, which was a large-scale teacher PD training initiative by the Abu Dhabi Education and Knowledge (ADEK) PD Division. Carried out from 2012 to 2016, the programme was designed to improve participating teachers' competencies. This qualitative study was based on the perspectives of teachers who had participated in the programme, from eleven female schools and six male schools in Al Ain ADEK. The study incorporated the perspectives of participating teachers, and was based on three focus groups, and interviews with fourteen teachers.

A number of conclusions are drawn in the study. Firstly, findings indicate that ADEK's large-scale Tamkeen Training Programme had made perceived impact on teachers' competencies. It was also found to have contributed to better teaching practices, had helped to foster more positive relationships between teachers and principals, colleagues, parents and students. Secondly, the study indicated that female teachers reported an improvement in their teaching skills, and in students' learning and classroom behaviours, whereas male teachers were less positive about the impact of the training, particularly in improving their students' academic performance and general behaviour. Finally, the study outlines some of the limitations of the training programme, and concludes with recommendations for future PD training endeavours.

Keywords: Training programme, Tamkeen, Teacher's competencies, Cycle 2, ADEK, Al-Ain.

Title and Abstract (in Arabic)

أثر برنامج تمكين التدريبي في تطوير كفاءات معلمين الحلقة الثانية في مدينة العين من وجهة نظرهم

الملخص

تعد التنمية المهنية احدى عمليات الإصلاح التربوي الذي يساعد في تطوير معارف وممارسات ومهارت وأيضا كفاءة المعلمين والذي ينتج عنه تطوير تعلم الطلاب. تهدف هذه الدراسة إلى التعرف على أثر برنامج تمكين التدريبي في تطوير كفاءة المعلمين من وجهة نظرهم. استخدمت الباحثة في هذه الدراسة المنهج الوصفي وتم جمع المعلومات من خلال المقابلات في إحدى عشرة مدرسة إناث وستة مدارس ذكور في مدينة العين من خلال المقابلات الفردية والجماعية. أظهرت نتائج الدراسة أن برنامج تمكين التدريبي ساهم في تطوير المعلمين في الجوانب التالية: الممارسات الصفية، تقييم المعلم، تعلما لطلبة، علاقة المعلمين بزملائهم المعلمين في العمل، علاقة المعلمين بالطلاب، وأيضا علاقة المعلمين بالمدير. وكما أيضا أظهرت نتائج هذه الدراسة أن هناك اختلافات في أثر برنامج تمكين التدريبي على المعلمين والمعلمات والتي أوضحت أن المعلمين وجدو أن أثر برنامج تمكين التدريبي اقتصر على الطلاب الذي فقط لديهم الرغبة للتعلم وكذلك أيضا أظهرت أن المعلمين الذكور بحاجة أكثر للتعلم عن طريق التطبيق في البرنامج من المعلمات .وفي النهاية خلصت نتائج الدراسة بالعديد من المقترحات التي اقترحا المشاركون في تحسين برامج التنمية المهنية المستقبلية للمعلمين ومنها : التدرب على المنهاج الجديدة لمجلس أبوظبي للتعليم واستخدم المصادر التعليمة الموجودة على صفحة الإلكترونية لمجلس أبوظبي للتعليم بشكل فاعل ، برنامج التنمية المهنية عن طريق الشبكة الإلكترونية ، وأيضا أن يكون هناك برنامج تمكين لأولياء الأمور.

مفاهيم البحث الرئيسية: تمكين، كفاءة المعلمين، الحلقة الثانية ، مدينة العين ، دائرة التعليم والمعرفة، البرنامج التدريبي .

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Dedication

To my beloved parents
To my sisters and brothers
To my country

Table of Contents

List of Abbreviations

ADEK   The Abu Dhabi Department of Education and Knowledge

PD   Professional Development

UAE   United Arab Emirates

UAEU   United Arab Emirates University

Chapter 1: Introduction

1.1 Overview

This study explores the impact of the *"Tamkeen Programme"*, a recent professional development (PD) programme, which was adopted by the Abu Dhabi Department of Education and Knowledge (ADEK) (previously called ADEC or the Abu Dhabi Education Council) to improve teacher competencies. Teacher competencies, as defined by ADEK refers to teachers' performance based on a set standard of performance, pertaining to *profession, curriculum, classroom* and *community*. This introductory chapter provides a background to the research topic by introducing the programme, within the broader context of ADEK's vision. The chapter also provides a statement of the problem, and outlines the purpose of the study, the research questions, and its significance. It concludes with definitions of key terms and the study's limitations.

1.2 The Importance of Professional Development in Education

The 21st century has been marked by rapid changes in the world of technology and innovations, which have presented the education sector with both challenges and opportunities. The rapid rate of change has meant that teachers need to continually update and improve their knowledge and skills, as never before through PD. This PD enables teachers to prepare for change, by allowing them to develop their professional knowledge (Craft, 2000, p.6). Al Aleem (2008) argues that the need for teacher PD is very essential in the current era, which has been profoundly changed by the technological revolution. Hence, teachers must play a role in preparing students effectively for such a future. Teacher PD allows teachers to keep up with technological

change, and innovations in education. Effective teacher PD plays a significant role in improving the quality of education, and by extension has a positive influence on the learners. Zepeda (2008) argues that the quality of education depends on the quality of professional learning opportunities that are available for teachers.

Moreover, Maduboli (2002) indicates that in-service training helps to improve teachers' skills and knowledge, which leads to an improvement in competencies. Birman, Desimoe, Porter and Garet (2000) also argue that PD improves teaching and enhances learning, while Murray (2010) states that PD empowers teachers through adding new knowledge and skills that help them to improve their teaching.

1.3 Professional Development with ADEK

ADEK has embarked on a complete transformation of its education system through a ten-year strategic plan (2009 -2018), which is a part of the broader Abu Dhabi Vision 2030. The aim of ADEK is to create a high-quality education based on world standards and expertise (ADEK, 2013). ADEK's mission, as expressed on its official website, is "Producing world class learners who embody a strong sense of culture and heritage and are prepared to meet global challenges" (ADEK, 2013).

ADEK has also articulated its vision to be, "recognized as a world class education system that supports all learners in reaching their full potential to compete in the global market" (ADEK, 2013). The teachers are key players in successfully achieving these ambitious outcomes, so ADEK has had to address the need for provision of training for its teachers.

Accordingly, ADEK initiated the first steps towards improving the quality of teaching by establishing the Professional Standards for Teachers (ADEK, 2017). These Professional Standards are defined in a descriptive statement, where the professional knowledge, skills, and expectations required of teachers, as professional educators are identified. ADEK's Professional Standards for Teachers consist of four key areas, which focus on the learner as the centre of the learning process, namely: the profession; the curriculum; the classrooms; and the community. Under these broad key areas, competencies based on professional qualities, knowledge and skills are outlined, and are further elaborated through indicators.

Teachers' performances are evaluated based on these standards, as measured through real evidence (ADEK, 2017). For example, teachers as professionals are engaged in a professional development plan, where they: reflect on their practices; follow the ADEK code of conduct; are involved in building a learning community through professional collaboration and communication; and articulate an understanding of how learners learn and create a positive classroom environment where children are given opportunities to be creative (ADEK, 2013). Teachers who are curriculum competent should demonstrate some of the following skills: modify plans and classroom practice; use appropriate and meaningful resources to support effective learning; build on students' prior knowledge; and apply new knowledge to meet the learning objectives (ADEK, 2013).

Teachers as classroom managers should demonstrate some of the following: provide opportunities for students to learn through multiple pathways; collect data and use it to inform student learning including formative and summative assessment and

record keeping. The teachers as participants in the community should demonstrate the following: establish positive relationship with the stakeholders; utilize the resources available in the community; and provide evidence of regular and effective recording and reporting to parents (See Appendix A).

1.4 Tamkeen Programme and the Professional Development for ADEK

To support teachers in achieving these goals, several programmes were introduced by ADEK, one of which was the *Tamkeen: Empowering Educators Programme*, launched during the academic year of 2012/2013. This programme was initiated by the ADEK Professional Development Division, and provided training to school leadership teams, who subsequently trained teachers (ADEK, 2013) Through developing the professional performance of its educators, ADEK aimed to enhance its students' educational outcomes. The overall goal of the Tamkeen Training Programme was to improve teachers' performance through providing them with the skills, knowledge and experiences needed to improve their competencies. Its content was linked to the professional Teacher's Standards in alignment with ADEK's vision and mission. For example, Differentiation, Assessment, Planning and 21st Century Skills were some of the topics covered by the Tamkeen Training Programme, and which were also addressed in Teacher's Standards (See Appendix B).

The Tamkeen initiative served 248 schools, delivering a total of over 300,000 hours of training to school leaders and teachers in ADEK government schools (ADEK, 2013). A total of 11, 246 teachers received training, with the programme lasting four years. It was conducted during school time, which was extended to provide PD for teachers at the end of the school day.

Teachers attended the training two hours, twice weekly. This was coupled with a reduction in teachers' vacation time, to allow for three sessions of PD during the academic year.

1.5 Statement of the Problem

ADEK launched the Tamkeen initiative in 2012 to improve teachers' competencies and the programme ended in 2016. However, although significant financial resources were invested by ADEK into this training initiative, the Tamkeen Training Programme ended at the time, without any study or evaluation of its overall impact on teachers' competencies. More recently however, two studies addressed aspects of the Tamkeen Training Programme. The first was Al Taneiji's (2014) small-scale qualitative study, which was concerned with all the PD initiatives that were being offered by ADEK for its teachers. Al Taneiji (2014) study examined the Tamkeen Training Programme as part of a broader study concerned with evaluating ADEK's program components.

The second study (Bond, 2016) examined the Tamkeen Training Programme with a focus on the structural components of the programme, and its delivery. Both of these studies are discussed in more depth in the Literature Review Chapter. Although both studies provided some important insight about the programme, they were not concerned with the impact of Tamkeen training on teachers' competencies. Without such impact studies, the lessons learned from running such a large-scale, far-reaching programme would have gone undocumented, and future training programmes would have been uninformed by the successes and failures of the Tamkeen Training Programme. Furthermore, a study of the relative successes and weaknesses of the

programme is a valuable resource for ADEK and other stakeholders, who have invested significant resources into its implementation. Thus, this research aimed to address this gap in the research.

1.6 Purpose of the Study

The study aims to explore the impact of the Tamkeen Training Program in improving teachers' competencies based on teachers' perspectives. The principal aims of the study was to explore the extent to which the Tamkeen Training Programme had achieved its aims of enhancing participating teachers' competencies; to examine some of its strengths and failures; as well as highlight implications for planning and implementing future teacher PD. Hence, findings from this study provide important documentation of the effectiveness and limitations of the training program, which will benefit stakeholders in Abu Dhabi's education system.

1.7 Research Questions

The study was guided by the following research questions:

1) *According to teachers, what was the impact of the Tamkeen Training Programme on improving teachers' competencies?*

2) *Were there any differences in the perception of male and female teachers towards the programme*?

3) *What were teachers' suggestions regarding possible improvements to the training programme*?

1.8 Significance of the study

During the 2012-2013 academic year, ADEK launched the Tamkeen Training Programme, which was its first in-service training programme designed to improve

teacher's competencies. However as mentioned previously, no subsequent studies were conducted to explore the impact of this programme in improving teachers' competencies. This study is one of the few studies that have sought to achieve this. The findings of this study provide important insights from teachers' experiences, about this training programme, which allows ADEK to more effectively assess and respond to teachers' PD needs. Information about the perceived strengths and weakness of this programme also support more effective planning, and facilitation of future PD training programmes. More broadly, this study will also contribute the literature in the field of teacher PD, particularly in the context of the UAE, where few such studies have been conducted.

1.9 Limitations of the Study

The study has a few limitations in that it was conducted with a population of teachers from Al-Ain cycle two ADEK schools, and the results may not be easily generalizable for all cycles. Thus, the findings are limited to only one cycle of schools in Al-Ain city, Abu Dhabi under ADEK's authority. Another possible limitation of the study is the relatively small number of participating teachers, which may not be reflective of the experiences of all teachers who participated in the training. However, given the qualitative nature of the study, there is an emphasis on the in-depth quality of the data, which may not be gained through qualitative means, which would access a comparatively larger sample.

1.10 Definition of Terms

- **Tamkeen**: An Empowering Educators Programme, which supports the development of qualified and skilled school leaders and teachers who can

support the Emirate as it aims to enhance the quality of educational outcomes achieved by students (ADEK, 2013).

- **Competencies**: Blandford (2000) defines competence as a description of something, which a person working in a particular job area should be able to do. It is the description of an action, outcome or behavior through the person's ability to perform work activities according to the standards, which that job requires. According to AEDK, *competencies* is defined as teachers preforming at a high level according to given standards of performance.

- **Cycle Two**: Cycle Two of ADEK's education system caters to students in grades 6 to 9, who are between the ages of 11 and 14. The overall aim of this stage of education is to nurture young students for the future, and help them start to become fully rounded members of society.

1.11 Organization of the Study

This study consists of five chapters. This introductory chapter included the research topic, a statement of the problem, and the purpose of the study. It also outlined the research questions, and the study's significance. Chapter two presents the relevant studies that have examined the research topic of teacher PD. Chapter three subsequently identifies the research design, the sample size, the research instrument, data collection, data analysis and research procedures. Chapter four presents the results of the study based on the major themes drawn from the interviews, while chapter five, the discussion chapter discusses the results of the study in relation to the relevant studies discussed in chapter two. The final chapter also makes recommendations and reports on the implications of the study for future research.

Chapter 2: Literature Review

2.1 Introduction

This chapter reviews a selection of literature relevant to the study. It begins by examining some of the prevalent literature in the field of PD for improving teacher competencies, particularly with reference to impact studies of PD training for teachers. It subsequently provides an analysis of the prevalent rationales for PD, in terms of the specific ways that it positively enhances teaching and learning. The second part of the chapter examines the literature that identifies factors that contribute to effective teacher PD. Finally, the chapter discusses the space for this study, by situating it in the current body of literature.

2.2 The Characteristics of Effective Training Programs

A number of studies have identified the characteristics that enhance the effectiveness of training programs. Studies discussed in this section, have emphasized various aspects of the planning, and implementation phases of the training and have highlighted elements of training that enhance the degree of success.

In a general article about training programs, Kluczny (2016) outlines key characteristics that enhance effectiveness to include the following: the manager of the program has the ability to motivate others to improve themselves; the needs of the organization have been clearly identified; and the needs are aligned with those of the organization. Kluczny (2016) also highlights the importance of explicitly outlining goals and metrics to ensure data reports are available for analysis and progress reviews; that the content is relevant, applicable and timely; and that there is an element

of creativity to add a level of fun and familiarity to the program.

In a study on trainer effectiveness, Leong (2007) emphasizes the role of the trainer in determining the success of a training program. The writer identifies enthusiasm and humour as important ingredients that separate good trainers from the others. Enthusiasm is expressed by the trainer in the words that are used (71%), the tone of voice (38%) and the body language (55%). Leong (2007) also points out that a good trainer must be knowledgeable about the subject matter, must stick to the goals and objectives of the training, and have good communication skills.

Meanwhile, Biech (2009) focuses on the importance of creating an engaging learning environment in order to enhance the success of training programs, particularly, through incorporating activities that encourage trainee participation. The researcher (2009) points to the importance of designing activities that incorporate various small groups, buzz groups, pairs, as well as adopting other pedagogical strategies in the delivery of training.

Numerous studies have also examined the factors that contribute to effective teacher PD training. Firstly, there are a number of factors that have been shown to affect teachers' participation in PD activities. Kwakman (2003) implemented a study that aimed to elicit factors relating to teacher learning conceptualized as participation in activity. The researcher used a quantitative method, with surveys, which were completed by 367 male teachers and 170 female teachers. Echoing Biech (2009) who emphasized the role of delivery, Kwakman (2003) found that variations in professional learning activities, such as collaborative activities, individual activities and instructional activities, affected teacher participation.

Impact studies of PD training programmes have also indicated that they are effective if certain intrinsic or extrinsic motivational circumstances are present. Tunio and Aziz (2012) identified factors that improved the effectiveness of teacher PD. The researcher used mixed- methods including interviews and surveys with 200 teachers, to evaluate the effectiveness of an English language-training programme. The findings showed that the training was effective only for teachers who had wanted to gain academic knowledge from the programme in order to improve chances of better remuneration.

Aligning PD with evaluation criteria has also been found to enhance PD effectiveness. Hoag and Richardson (2015), who utilized a mixed-method approach including questionnaires and focus groups, explored teachers' perceptions of PD and its impact on their instructional practice, motivation, effectiveness and students' learning. The findings of the study emphasized aligning PD with evaluation criteria to enhance both teachers' performance and students' outcomes.

Similarly, Casale (2011) found that teacher PD training was effective when the topics for PD were chosen and facilitated by teachers. Successful PD experiences were those where teachers were given the opportunity to apply what they had learned, and were given time to meet with facilitators to discuss strategies employed. Meanwhile, Stephenson's (2010) UAE-based ethnographic study identified key factors contributing to the effectiveness of teacher PD experiences including: providing on-site PD opportunities; fostering collaboration between stakeholders; clearly identifying learning objectives; and the provision of necessary resources.

On the other hand, several impact studies that had found their respective teacher PD training programmes to be ineffective in enhancing teachers' practices identified factors, which contributed to this. Brown's qualitative study (2013) explored teachers' experiences, attitudes, feelings, and beliefs regarding PD in order to plan for future PD training through focus group and interview data. The study concluded that teachers who were less positive about the role of PD in improved teacher quality and/or students' learning, identified three key factors contributing to this, namely, a lack of accountability, sustainability, and focus on the training.

Heath's (2010) study examined whether PD training about cooperative learning had changed teachers' perception of this learning style. This quantitative survey-based study concluded that the training had failed to change teachers' perceptions of cooperative learning, and attributed this failure to a lack of teacher efficacy. Similarly, studies by Brown (2013) and Heath (2010) highlighted that the impact of PD was only for teachers who had a sense of self-efficacy, and who wanted to gain academic knowledge from the programme to improve their chances of better remuneration. Stephenson (2010) also identified limiting factors of PD to include some teachers' expectations of accessing prescriptive guidelines for how to do things, and the tendency of PD to be comprised mainly of stand-and-deliver workshops as opposed to more collaborative PD models.

Overall, various studies on training programmes in general, and those concerned with teacher training in particular, have identified key features that contribute to their enhanced effectiveness. Features identified in the studies above include: the role of the trainer, the learning environment, the alignment of learning objectives and learning tasks, the nature and diversity of the learning tasks, learner

efficacy, and the general relevance, applicability and timeliness of the training. These elements discussed in the literature ought to be considered in the planning and implementation phases of teacher PD training.

2.3 Tamkeen Training Program

ADEK has undertaken various recent initiatives to improve teachers' performance. One of these initiatives was the launch of the Tamkeen Training Program in 2012, which aimed to improve the professional performance of school leadership and teachers, and to assist them in achieving the ADEK Professional Standards. The Tamkeen Training Program was consistent with ADEK's educational reform measures, which supported its vision and mission to educate and enable students to compete at the international level.

This large-scale training programme delivered PD to 567 school leaders (principals and vice principals) and 10,803 teachers in 253 schools in Abu Dhabi, Al Ain and the Western Region of Abu Dhabi. Six partner companies were involved in the delivery of educational services for the Tamkeen Training Programme. They were the Centre for British Teacher Education, Cognition Education, GEMS Education Solution of Premier School International, Nord Anglia Education and Specialist School and Academies Trust (ADEK, 2017).

The Tamkeen Training Programme sought to achieve three main objectives, the first of which was to support teachers in adapting to international standards for best practices in teaching and learning. By extension, the second objective was to provide teachers with strategies to ensure that their pedagogy was aligned with these global best practices. The third objective was to support professional dialogue by

incorporating different learning strategies, such as peer observation, lesson study and professional learning communities (ADEK, 2017).

The training program was implemented through three levels of training, which were large group, small group and school level coaching. The program attempted to provide teachers with training that addressed their needs, and was based on their individual PD plans, which were drawn from their annual performance. Annual teacher performance is in turn framed by ADEK's Professional Teacher's standards (ADEK, 2017).

2.4 ADEK's Professional Teacher's Standards

ADEK established the Teacher's Professional Standards as a core component for ongoing teacher PD and performance. These Professional Standards are statements of professional attributes, professional knowledge and understanding, and professional skills required of teachers. The Standards also align teacher performance with international best practices.

These standards are used to evaluate teachers based on the four standards of *the profession, the curriculum, the classroom* and *the community*. Each standard outlines a number of the areas of performance. In the standard of Profession, teachers must focus on aspects of self-reflection, collaboration and leadership. For the curriculum standard, teachers are required to focus on improving knowledge, learning resources, planning, and assessment. The third standard of classroom, allows teachers to show effective teaching and learning through the application of differentiation, classroom management and safe learning environment.

In the fourth standard of community, the teacher must work on effective interactions with parents, through reporting and general communicating. The teacher's application of these four standards are subsequently assessed through evidence of performance. Based on teachers' performance, the principal provides formative feedback to the teacher. The result of the evaluation serves as the basis for teacher's individualized PD plan. (ADEK, 2017).

2.5 Impact of Professional Development on Teaching

Numerous studies, from different parts of the world have reported on the positive impact of PD in improving teacher competencies (Al Asmari, 2016; Ferreira, 2015; Aziz & Akhtar, 2014; Robinson, 2013). Gissy (2010) quantitatively surveyed 140 teachers in PD school model perceived PD and its impact on their teaching, and compared them with 177 teachers from non-PD schools. This US-based study indicated that for participating teachers, PD played a significant role in improving teaching practices and in improving students' learning. Further findings showed that there was a statistically significant difference between teachers who participated in PD and those who did not, with the former group more likely to perceive PD as a contributory factor in enabling them to adopt new teaching. Similarly, in a Pakistan-based study, Aziz and Akhtar (2014) who quantitatively analysed the impact of faculty PD programmes on teachers' competencies between trained teachers and those without PD training.

Several studies have also concluded that PD training has specifically improved teachers' classroom practices and student learning (Barlow, Frick, Barker & Phelps, 2014; Hearn, 2012; Casale, 2011).

Others have also illustrated the effective impact of PD on teachers' knowledge, experiences and students' outcomes (Al Thauser, 2015; Aminudin, 2012; Robinson, 2011; Evans, 2010; Yates, 2007; Hearn, 2003). The efficacy of PD in improving teacher quality has been evidenced amongst both experienced and inexperienced teachers. Ravhuhali, Kutame and Mustshaeni (2015) for instance, conducted a mix-method study to investigate teachers' perceptions of the impact of continuing PD on improving the quality of teaching and learning. 200 teachers completed questionnaires, and 10 teachers were interviewed. The results showed a positive impact of PD for both experienced and inexperienced teachers in broadening pedagogical content knowledge, teaching skills and strategies, which helped to improve student's learning.

A number of studies have echoed similar findings of the relationship between PD and improvement in teacher practices. Casale (2011) who studied the impact of PD from teachers' perspectives via an online survey completed by 1,000 teachers, found that PD was reported to have had a positive effect on their practices, as it provided them with opportunities to apply what had been learned. Hearn (2003) who conducted a quantitative, survey-based study to explore teachers' perceptions of their PD experiences also concluded that they had perceived PD to have had a positive effect on their classroom practices. In another mix-method qualitative study, Aminudin (2012) who investigated primary school teachers' perceptions of PD on their teaching practice, found that it had improved as a result of their PD training.

Evans (2010) implemented a qualitative study on teachers' perceptions of school-based PD, where teachers were interviewed to examine their attitudes, beliefs, and perceptions of a year-long PD workshop training. The findings showed that PD was perceived by teachers to have given them an opportunity to apply what they had

learned, and had improved their teacher practices. Similarly, Yates (2007) conducted a large-scale study, which reported on survey findings of 395 primary and secondary teacher's perceptions of PD activities. The study concluded that teachers believed their quality of teaching had improved as a result of renewed skills and knowledge that they had learned and applied from their PD training.

Furthermore, studies that have evaluated PD programmes have highlighted how the given training had, led to an improvement in teacher competencies, with teachers reporting an improvement in their knowledge, skills, attitudes and beliefs. Al Asmari (2016) used quantitative questionnaire-based study of 121 teachers to explore how English language teachers in Saudi Arabia could play a more active role by participating in a continuous PD, and how such continuous PD can foster teacher learning in a professional learning community. The researcher reported that teachers acknowledged how continuous PD had provided them with opportunities to challenge and change their knowledge, skills, attitudes and beliefs. Teachers reported that networking with colleagues, instructions from experts and discussion had helped them in solving their classroom issues.

As with studies mentioned above, Robinson's mixed – method (2011) study also reported on the positive impact of PD on classroom practices. Via focus groups and surveys, Robinson (2011) examined teachers' perceptions of the impact of PD on students' learning and their classroom practices. The findings indicated that PD activities were perceived by teachers to have impacted positively on teachers' practices. Similar findings were also reported by Al Thauser (2015) who investigated the impact of a two-year PD programme about Mathematics and the relationship between teachers' personal and general efficacy in teaching this subject. This study

found that the PD programme had increased both general and personal teacher efficacy.

Other studies have evaluated the role of PD in developing teachers' instructional, and assessment practices. Barlow, Frick, Barker and Phelps (2014) conducted a qualitative study on the impact of PD on modelling instruction, and examined teachers' subsequent instructional practices. The study concluded the PD had been effective in developing the participating teachers' instructional practices. McCray (2016) also implemented a qualitative case study, which investigated and reported on the views of 10 teachers regarding the positive effect of PD on specific aspects of teacher practices, including positive changes in lesson planning, instruction and assessment.

Studies have also demonstrated the role of PD in improving teacher knowledge. Robinson (2013) implemented a qualitative research study, using a survey and observation checklist to determine whether a relationship existed between PD and teacher effectiveness. The findings of the study showed that PD had enhanced the quality of teaching through improved teacher knowledge and practices. Drawing similar conclusions, Ferreira's (2015) mixed-method study with 30 participating teachers, found that a PD programme had successfully improved a group of elementary teachers' science content and pedagogical knowledge.

Some studies have identified some differences in the effects of PD on male compared to female teachers. Moyer (2015) who conducted a quantitative, survey-based study of 44 teachers, examined teacher efficacy, perceptions of PD activities offered, and how they affect student learning. The findings of the study indicated that females had a slightly higher PD score than males.

Meanwhile, another study showed different results. Gibbs' (2004) quantitative survey-based study of 47,105 public school teachers concluded that the impact of PD on male teachers was more effective than on the females. The researcher investigated the relationship between PD and changes in teaching practices using race, gender and level of school as control variables. The study indicated that there was a significant relationship between gender and changing practices, with male teachers more likely to change their practices than female teachers.

Overall, these studies demonstrate the important role of PD training in enhancing teacher competencies, practices, and pedagogical and content knowledge.

2.6 Impact of Professional Development on Student Learning

The above-mentioned studies have not only reported on the positive impact of PD on teachers, but have also emphasized the relationship between teacher PD and enhanced student learning (e.g., Ravhuhali et al., 2015; Aminudin, 2012; Casale, 2011; Evans, 2010). Similarly, some authors have described the correlation between teachers' PD training and an improvement in students' outcomes (e.g., Al Thauser, 2015; Robinson, 2011; Yate, 2007).

Other studies have echoed these findings. Bucanski, and Haansen (2010) studied the impact of PD intervention on students' science and teachers' practices at the end of a four-year PD intervention. The participants of this study included 118 experienced teachers from low-performing schools and 30,434 students, and was based on data from pre-professional development focus groups, pre- and post-subject matter test, teacher surveys and classroom observations. The findings showed that PD had contributed to developing in teachers, a deeper understanding of content, a stronger

commitment to inquiry- based learning activities, and most importantly, higher achievement scores amongst the students of participating teachers.

Similarly, Rahman, Jumani, Akhter, Chisthi and Ajnal (2011) conducted a survey-based research to examine the attitude of teachers who had received PD training towards teaching, and its correlation with students' test results to determine the impact of PD on students' learning. The findings showed a positive attitude amongst teachers towards teaching and learning, and also an improvement in student learning.

2.7 Research on the Tamkeen Training Programme

A number of recent research projects studied the impact of ADEK's PD for teachers and specifically, the Tamkeen Training Programme according to its structure components. In a recent study, Al Taneiji (2014) explored the live experiences of PD activities that ADEK used to improve teacher performance in New Model Schools in Abu Dhabi. Via a qualitative method, seven teachers from Cycle 1 and 2 were interviewed. The findings of the study indicated that there were some factors that influenced how teachers responded to PD activities, including: the importance of long-term PD; the need to consider external motivation; the role of the school leadership in promoting the participation of teachers in PD; the need to create a collaborative culture; and consideration of appropriate allotted time for training. However, the study aimed to explore all PD activities that were generally provided by ADEK to improve teachers' performance and did not focus specifically on the Tamkeen Training Program. The study was also small in scale, and incorporated a relatively small number of participants.

Bond (2015) also conducted another important study about the Tamkeen Training Programme, which explored participant satisfaction with the PD training. The study aimed to describe the results and identify relationships between variables in a teacher satisfaction survey. A total of 2, 567 teachers completed the survey for this study, with a 25% response rate. The findings of the study showed that there were significant differences in overall satisfaction between the different demographic groups. It also indicated that Cycle 2 teachers had higher reported satisfaction than teachers in other cycles.

The study concluded that expatriate teachers, male teachers, and those teachers from the Western region of the UAE, tended to express higher levels of satisfaction with the training programme compared to those teachers from Abu Dhabi and Al-Ain, and Emirati teachers (Bond, 2015, p.1654). Although this impact study provided some important feedback about the training programme, it was quantitative in nature, and hence did not incorporate in-depth, descriptive perspectives that more qualitative methods are able to provide.

2.8 Chapter Summary

This chapter reviewed the findings of numerous teacher PD impact studies, and outlined findings from studies pertaining to the benefits of PD for teaching and learning as well as the factors that improve and inhibit PD effectiveness. Finally, the chapter also evaluated two impact studies, which were conducted on ADEK's Tamkeen Training Programme.

To sum up the finding of the previous studies, PD has been found to have a positive impact on teachers' practices and students' learning.

It has been found to enhance teachers' competencies and efficacy through improving knowledge, practice, and skills. Studies have also shown some of the factors that improve or inhibit PD effectiveness. On the one hand, studies indicated that aligning PD with teachers' performance criteria has a significant impact on improving teacher performance and students' outcomes, and there is a high correlation between the impact of training and teachers' sense of self-efficacy. On the other hand, factors such as the lack of accountability, sustainability and focus related to PD were identified as inhibiting factors. Other studies have pointed to practical factors that motivate teachers to participate in PD, such as conducting PD seeking higher remuneration.

Finally, studies indicated that there are some factors that affect teachers' participation in PD learning activities, including the presence of collaborative activities, individual activities and instructional activities. Moreover, studies have also shown some gender differences in PD effectiveness, with females having a slightly higher PD score than males, while others have shown that male teachers more readily changed their practices than their female colleagues.

As can be seen from the literature reviewed above, there has been a growing body of much needed research in the field of impact studies on teacher PD in the international context, but a comparatively smaller body of literature on PD in the UAE. Apart from the two above-mentioned studies, very little work has focused on this important area of PD in the context of the UAE's primary and secondary schools. Hence there is a need for more impact studies on existing training for teachers in the UAE.

The current study differs from other studies that have focused on ADEK's Tamkeen Training Programme, which at the time of its completion, had not been sufficiently evaluated in terms of its impact on teachers' competencies. While Al Taneiji's (2014) qualitative study (discussed above) explored the efficacy of ADEK's PD activities in general, it did not sufficiently focus on the Tamkeen Training Program. Furthermore, although it included two school cycles (Cycle 1 and Cycle 2), it was a relatively small-scale study, which depended on a small sample of teachers.

On the other hand, Bond's (2015; 2016) large-scale study was quantitative in nature, and therefore incorporated a broad range of responses from a large sample. However, as a quantitative study, its findings did not provide an in-depth, interpretive perspective that a qualitative study can provide. It also evaluated the Tamkeen Training Programme according to the components of effective training programs in general with relatively small focus on whether or not the program had succeeded in achieving its intended outcomes of improving teacher competencies. In contrast, this study specifically focuses on the degree to which participating teachers perceived that the training program had succeeded in improving their competencies.

Thus, this impact study attempts to provide a much-needed, relatively large-scale qualitative study about the impact of the Tamkeen Training Programme. By doing this, the study will also contribute to a more informed discussion on PD for teachers in the UAE, as its evaluation of this particular program can help to enhance the quality of other PD training efforts in the UAE. Its findings will also inform policy makers, and designers of PD in their future efforts to provide more personalized, and effective PD opportunities.

Finally, this chapter has provided a review of the relevant body of literature in the field of teacher PD, and has situated the current study within this literature. The following chapter details the methodology of the study.

Chapter 3: Methodology

3.1 Introduction

This chapter describes the main research methodology that was adopted to explore the impact of the Tamkeen Training Programme on improving teachers' competencies in Cycle 2 schools in the city of Al-Ain in the UAE. The study was guided by three main research questions namely: (1) Based on teachers' perceptions, what was the impact of the Tamkeen Training Programme in improving teachers' competencies? (2) Were there any differences in the perception of male and female teachers towards the programme? (3) What were teachers' suggestions regarding possible improvements to the training programme?

This chapter begins by outlining the design of the study, the population and sample selection technique. It subsequently describes the research instruments, data collection, and procedures. Finally, the chapter discusses the process of data analysis, and the trustworthiness of the study.

3.2 Research Design

The theoretical framework for the current study is based on a social constructivist view of reality, where individuals seek understanding of the world in which they live and work. Based on this framework, individuals are believed to develop subjective meanings to their experiences; which are varied and multiple, leading the research to look for the complexity of view rather than narrowing meaning into a few categories or ideas (Cresswell, 2013, p.8).

Based on this theoretical framework, the research design of this study utilized a qualitative method. Qualitative research is an approach to scientific inquiry that

allows researchers to explore human experiences in personal and social contexts, and to gain greater understanding of the factors influencing these experiences (Gelling, 2015). The rationale for adopting a qualitative method was based on the overarching aim of the study, which was to explore teachers' views about the efficacy of the Tamkeen Training Programme in improving teachers' competencies. Focusing on teachers' perceptions requires an understanding of their experiences. A qualitative rather than a quantitative approach is more suitable for this study as it enables the researcher to explore and understand the "…meaning individuals or groups ascribe to a social or human problem" (Cresswell, 2013, p.4).

This study used focus groups and individual interviews as instruments for exploring teachers' perceptions of the Tamkeen Training Programme, and its efficacy in improving teachers' competencies. On the one hand, the focus groups provided the researcher with data from a large number of teachers, which allowed the study to encompass a broad range of experiences (Bloom & Crabtrey, 2006). On the other hand, the individual research interviews also enabled the researcher to look deeply into participants' personal viewpoints, "to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view" (Cohen, Manion & Morrison, 2007, p.349).

3.3 Participants

The study incorporated the views and experiences of fourteen female and male teachers from ADEK Cycle Two government schools in Al Ain through individual semi-structured interviews and three focus groups that each included six participants. I selected Cycle Two due the findings from a study conducted by Bond (2016) about the Tamkeen Training Programme. The study entitled, *Participant satisfaction with*

professional development in the Abu Dhabi school model found that Cycle 2 schools reported higher levels of satisfaction with the Tamkeen Programme amongst teachers than those in other cycles. This finding may be attributed to the Tamkeen Programme's perceived success in meeting teachers' expectations. However, this finding motivated me to explore in more depth, the impact of the Tamkeen Programme on the PD and competencies of this particular group of teachers.

The sample for this study incorporated two focus groups with female teachers, and one with male teachers, with each focus group comprising of 6 participants. This number was chosen as Lichtman (2010, p.152) points out that most researchers who utilize focus group interviewing as a research tool, recommend the size of focus groups to be between 6 and 12 people. The study also used individual interviews with 9 female and 5 male teachers. Creswell (2013, p. 239) recommends that the best sample size for individual interviews is between 3 and 10 interviewees. He also recommends that researchers stop collecting data when categories are saturated, or when gathering fresh data no longer sparks new insights. Thus, the researcher stopped collecting data with this number of participants, as new information was no longer received from new participants.

The sample was selected purposively and based on the criteria that the teachers had attended the Tamkeen training regularly, and had worked in ADEK Cycle 2 schools. The participants were assigned symbols as pseudonyms to protect their privacy. Female teachers were assigned the symbol *F1* to *F9* and the two female focus groups were named *FG1* and *FG2*. On the other hand, the male teachers were assigned the symbols *M1* to *M5* and the male focus group was assigned the symbol of *MG*.

All the participants had 10 or more years of teaching experience. Two of the participants had Master's degrees in Curriculum Studies. The participants specialized in different subjects including English, Math, Arabic, Geography, IT and Science. The two female focus groups comprised of twelve teachers altogether, and the male focus group had six teachers. The participants in the male group had 10 or more years of teaching experience and one of the participants had a Master's degree in English. They were from different teaching subjects namely Arabic, English, Islamic studies, Social studies, Math and Science.

3.4 Research Instrument

The study employed a qualitative method to collect the data using focus groups and interviews. The research interview is defined as "a two -person conversation initiated by the interviewer for the specific purpose of obtaining research -relevant information" (Cohen et al, 2007, p.351). The interview questions were in-depth, and semi-structured. In-depth, semi-structured questions were based on a range of pre-set open-ended questions, but also included questions, which may emerge during the actual interview (Bloom and Crabtree, 2006),

The researcher used individual and focus group interviews, which contained open-ended questions based on the ADEK Teacher's Professional Standards and the content of training programme topics which were described in Chapter One.The interview questions included a range of questions including, how has the Tamkeen Training Programme developed your teaching practices? and How did the Tamkeen Training improve your annual performance? (See Appendix C).

3.5 Data Collection

Data were collected during the fall and spring semesters of the 2016- 2017 academic year. The individual interviews were between 25 and 35 minutes in duration and the focus group interviews took approximately one hour. During the interview, the researcher took notes and recorded the interviews for later transcription and analysis of the data.

3.6 Procedures

The first step was getting permission from UAEU to conduct the research, and to collect the data from schools. After this, a facilitation letter was sent from UAEU to ADEK to gain permission to conduct the interviews in the schools (See appendix D&E). Teachers were subsequently informed about the study, and were invited to participate. Interviews were conducted in Arabic. With the teachers' permission, the interviews were recorded and subsequently transcribed. Then, the researcher read the through the transcripts and drew connections between the discrete pieces of data and created themes. Finally, the analysis was translated into English.

3.7 Data Analysis

ADEK's Professional Teacher's standards were an important starting point for the analysis of data. The researcher identified themes that were related to the Professional Teacher's Standards in the process of reading and re-reading the interview and focus group transcripts. Qualitative research requires three steps for data analysis or the three Cs, which are: coding, categorizing and identifying concepts (Lichtman, 2010, p.197). These steps were adopted in the analysis of data for this study. The researcher collected the repeated words and categorized them under themes.

The identified themes were as follows: improving teachers' classroom practices, improving teachers' annual performance, and improving students' learning, improving teachers' relationship with their colleagues, improving teachers' relationship with their principal, improving teachers' communication with parents, and improving teachers' relationships with students.

3.8 Trustworthiness

Trustworthiness is defined as the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Connelly, 2016). Therefore, the researcher used the member checking strategy identified by Creswell (2013, p.342) to ensure the validity of the findings and the interpretation of data. The researcher checked with a member of faculty at UAEU who reviewed the themes that were identified, and examined the connection to the quotations and pointed out those which needed to be clarified. To further enhance the trustworthiness of data interpretation, the researcher also listened to the recordings of the interviews along with a colleague to ensure that the identified themes were accurately interpreted and reflected participants' responses.

3.9 Ethical Considerations

To ensure that ethical standards were maintained, a number of measures were adopted. Firstly, the researcher ensured that she gained informed consent from the participants. Permission was also sought to record the interviews, and the researcher informed the participants that the records would only be used for research purposes and then be destroyed after the research was complete. The researcher also used symbols as pseudonyms to protect participants' privacy.

3.10 Summary

This chapter reported on the methodological approaches of the study. Overall, a qualitative method was adopted to achieve the objectives of this research and a rationale for adopting this method was presented. As discussed in the chapter, the research utilized interviews as research instruments for collecting and analysing data through themes and codes. The chapter concluded by reporting on strategies used to validate the instruments, and by discussing ethical considerations of the study. The following chapter presents the results of the research.

Chapter 4: Results

Introduction

This chapter documents the results of the study, which aimed to explore the impact of ADEK's Tamkeen Training Programme, conducted in the public schools in Abu Dhabi. The findings reported in this chapter are based on interviews with 14 teachers who participated in this programme, and three focus groups, from Cycle Two boys' and girls' schools. As outlined in chapter One, the study aimed to investigate the following questions: (i) According to teachers, what was the impact of the Tamkeen Training Programme in improving teachers' competencies; (ii) Were there any differences in the perception of male and female teachers towards the programme? And (iii) What were teachers' suggestions regarding possible improvements to the training programme? A content analysis of the data from both the interviews and focus groups was conducted. This chapter reports on the results from these two data collection instruments in relation in these research questions.

4.1 The Result of Question One

Q.1 According to teachers, what was the impact of the Tamkeen Training Programme in improving teachers' competencies?

Teachers identified numerous competencies that they gained as a result of participating in this programme. Seven major themes were extrapolated from the participants' responses. These themes were related to improving: i) teacher's classroom practices, ii) teacher's annual performances iii) student learning iv) teacher's relationship with colleagues, v) teacher's relationship with the principal, vi) teacher's communication with parent vii) and teacher's relationship with students. The findings from the interviews and focus groups respectively are further discussed in relation to these themes below.

Theme One: Improving Teacher's Classroom Practice

13 out of the 14 teachers agreed that the Tamkeen training programme had developed their teaching practices as they learn new teaching strategies. The following excerpt from F6 is representative of responses given by these teachers "The Tamkeen Training Programme changed my teaching methods and renewed my teaching strategies. It made me focus on group work, and pair work which were new teaching strategies for me". The programme was also reported to have improved teachers' knowledge and practices. To illustrate, F2 reported: "Not only provided me with new concepts like differentiation but also improved my teaching practices through applying new teaching strategies".

One teacher also pointed out that the Tamkeen Training Programme had been a factor in changing his perception of his role from teacher to that of facilitator, which was reflected by the quoted statement: "Applying Tamkeen teaching strategies helped me to change my role from being teacher centred to student centred which means becoming a facilitator*" (M1).*

Another teacher pointed out that participating in the Tamkeen training had encouraged him to be more active and had improved his teaching, stating:

> I did not have time to look at new strategies, because of work all day. Tamkeen came and it made it easy for us by providing us with new approaches in teaching that made us to be active through applying these new strategies. It also provided me with the best ways to deal with students (M3).

F4 echoed M3's statement about the role of the programme in developing her teaching strategies.

> Teaching strategies was the most important thing that I learned it from Tamkeen Training Programme. I started to consider changing my teaching practices. I also focused on some concepts that I did

not study in university such as cooperative learning and pairs learning.

Similarly, all females in the focus groups (FG1 and FG2), agreed that the Tamkeen Training Programme had helped them to improve their teaching practices by providing them with new teaching strategies which they adopted. Teachers reported "From Tamkeen training programme, I learned new methods of teaching, and I left the traditional way of teaching which was spoon feeding'' *(FB1)*. "I leaned new concepts and I applied new ways in teaching from the Tamkeen Training Programme" *(FB2)*.

However, not all participants agreed that the Tamkeen Training Programme had informed their teaching practices, or that it had equipped them with knowledge of practical application of pedagogical concepts. To illustrate, F5 indicated that:
"The Tamkeen Training Programme reminded me of the concepts and theories of teaching that I studied in the Master of Curriculum in UAE University".

Two participants from the male focus group (GM1 and GM5) pointed out that the programme had only provided them with knowledge about teaching strategies without sufficient reference to its practical application. Teachers reported the following:
"The Tamkeen Training Programme provided me with the theoretical side and did not provide me with the application for these theoretical parts. That is why it was not effective for me" *(MG1)* "The Tamkeen Training Programme was not very effective. It only provided me with new concepts without any application or steps to apply the strategies''*(MG5)*.

Overall, although the vast majority of participants highlighted the perceived improvement in their teaching due to this training, an area of weakness identified in the programme was the need for an increased focus on linking concepts with relevant teaching application.

Theme Two: Improving Teacher's Annual Performance.

Participants indicated that the Tamkeen Training Programme had not only improved their teaching practices in general, but had also contributed to a perceived improvement in their annual performance. 12 out of 14 teachers who participated in this study expressed in positive terms, their perceptions of the impact of the training programme on their annual performance. To illustrate, F5 described how the programme had played an important role in improving her performance across all of the four standards identified in Teachers' Professional Standards:

> When the Tamkeen Training Programme started, my annual performance started to be excellent in all the standards. The Tamkeen Training Programme helped me to improve my professional standards through leading the training and sharing the practices with teachers. In the classroom standard, the Tamkeen Training Programme helped me to create an effective learning environment. In the curriculum standard, I applied different Tamkeen strategies such as differentiation and assessment. Finally, the programme improved my skills and change my personality from an isolated teacher to an active participant inside and outside my school community.

Similarly, F3 reported,

> There was a big change in my annual performance because of Tamkeen. Tamkeen added to my teaching practices, many new strategies. It also provided me with different ways to deal with my students. Sharing practices with other teachers improved my profession.

The participants perceived the programme to be effective in improving their performance, as it focused on, and provided ideas for the 4 standards of performance. M4 pointed out that "The Tamkeen Training programme provided us with keys ideas that helped us to improve the four standards of our performance".

Similar findings were also evident from the focus group respondents. All the focus group participants perceived that the training programme had contributed to improving their performance, with the following responses: "The Tamkeen Training Programme built upon our needs which included our performance, and that played an important role on improving our performance in all the standards" (FA1). "Tamkeen targeted the areas that we need to improve, which helped us to improve" (MG3). There were 3 teachers who did not report any positive impact of the training on their performance. F5 reported:

> There was no change on my annual performance, because my performance before and after Tamkeen was excellent. The reason for this was that I applied what I learned from my Master's programme at UAE University. Tamkeen only reminded me of what I had studied.

> F8 also indicated that there had been no differences in her performance after participating in the Tamkeen Training Programme, stating, "No, the Tamkeen Training Programme had no impact on my performance, because I had always read and applied new strategies before Tamkeen".

Theme Three: Improving Student's Learning.

As discussed in the literature review section, there is a strong correlation between improving teachers' practices and performance through PD, and subsequent improvements in students' learning. The participants in this study echoed this correlation as 13 out 14 teachers agreed that the Tamkeen Training Programme had improved their teaching, which in turn had assisted in enhancing student learning.

To illustrate, F9 and F4 stated that the training programme had helped their students to better understand the lessons, as stated: "By applying Tamkeen strategies in my teaching, all students of different levels could understand the lesson easily" (F9). "The

Tamkeen strategies helped students to analyse and apply information, which led them to understand the information more clearly" (F4).

Teachers also indicated that the training had assisted in improving their students' skills, as reflected by the statements made by F3 and M2 below: "Tamkeen strategies helped students to think out of the box and to be more creative and innovative''.

"Using Tamkeen different strategies helped to improve students' skills, because these strategies met their needs".

There were 3 teachers who found that the Tamkeen Training Programme had had a positive effect on students' behaviours, as F2 reported: "The Tamkeen Training Programme helped to change students' behaviours to be positive behaviours."
Similar responses were evident amongst the focus group respondents (FG1 and FG2), where all participants unanimously agreed that the training programme had helped to improve student behaviour and learning. This is evident in the following excerpts: ''By applying the Tamkeen Training Programme students' personalities improved and their confidence increased" (FA3). ''Applying the Tamkeen Training Programme helped to engage students in learning and improved their independent learning. It also improved students' understanding which helped to improve their academic level" (FB3).

Some participants however, perceived the impact of the Tamkeen training to be only evident amongst students who already had high levels of motivation to learn. M4 reported that "Tamkeen strategies were beneficial for the students who have the desire to learn".

In contrast, 4 participants in the male focus group (MG1), reported that the training had not had a positive effect on students' academic performance, while one teacher reported, "The impact of Tamkeen training programme on students was that they were active learners but there was no impact on their academic performance".

Theme Four: Improving Teacher's Relationships with Colleagues.

All the teachers who participated in the study reported that the Tamkeen Training Programme had given them the opportunities to develop positive relationships with colleagues, as it allowed them to interact, collaborate and discuss topics related to their work. Accordingly, F1 stated: "We discussed and asked the teachers about their practices which was the best way to improve our relationships with colleagues". F3 also described how the programme had fostered an environment of sharing:

> With the Tamkeen Training Programme, teachers started to share their practices with each other. Before Tamkeen, teachers did not like to share their best practices. The Tamkeen Training Programme encouraged the teachers to share and discuss their practices, which led to an improvement in our relationships.

Other teachers echoed the view that the programme had allowed them to expand their professional networks, improve relationships, and had given them opportunities to share their experiences with teachers from other subject areas. M3 reported,

> The Tamkeen Training Programme provided us with a time to meet all the teachers from different subjects, and we sat with each other to discuss our best practices, which helped to improve our relationships with teachers from different subjects.

Similarly, M5 stated:

> The programme had focused on exchanging classroom visits not only with teachers from the same subject that we teach but also with other teachers from different subjects to watch their best practice and to learn from each other. After the visits, we provided each other with feedback to improve our teaching. These visits built bridges of respect, and shared experiences.

Findings from the focus groups also reinforced these findings. M3 reported that "The programme created a space for us to better collaborate and increased team work", while FA2 stated, ''The programme became the time that we all met to discuss our practices, which

made us feel that all of us shared the same goal, and we were working with each other toward this goal". Similarly, FB5 described how the programme had provided her with networking opportunities with teachers from other schools. "Some parts of the training programme were outside my school, which helped us to share practices with teachers from different schools. It expanded our networks

Theme Five: Improving Teacher's Relationships with Principal

The majority of interviewees reported that the training programme had also improved communication and rapport between school administration and teachers, which was one of the objectives of the programme. Teachers reported that participating in this programme had improved their relationship with their principals in a number of ways. This was achieved through principals jointly participating in the Tamkeen training with teachers. This gave teachers and principals a platform from which to communicate their respective views, to voice their concerns, and to encourage each other in fulfilling their respective roles. To illustrate, M4 stated "The principal attended the training with us. He participated, and he listened to our discussion about our teaching practices. This made me feel that principal was close to us, which created mutual respect and a supportive environment".

Similarly, F3 described how participating in the programme, which introduced new teaching strategies, had enabled the school principal to change his views regarding these. This in turn created an environment of understanding:

> The Tamkeen Training Programme provided the principal with knowledge of teaching strategies, which helped her to understand them better. Before Tamkeen, the principal looked at students' group discussions as an indication that the teacher needed to improve her classroom management. Now after Tamkeen, the principal looked at it as a kind of collaborative learning, which helped to develop more positive, and mutually supportive relationships.

Secondly, teachers reported that the Tamkeen Training had improved the way that principals gave teachers feedback. M2 stated:

> With Tamkeen, the principal improved the way he gave us feedback. He started to look at both sides, and he gave us the points of strength and weakness that we needed to improve. In this way, the principal encouraged us, which motivated us to apply more teaching strategies. I can say that customer service training was very effective in improving our principal's relationship with the teachers.

This encouraging role that principals played in turn helped to improve teacher's relationships with principals. F6 stated

> Through applying Tamkeen teaching strategies, the relationship with the principal improved. When the principal attended my classroom to see how I applied Tamkeen strategies, she encouraged me and this increased my motivation. The principal's encouragement really helped to improve our relationship.

Another participant who is F9 also echoed this statement "After attending my classroom, the principal encouraged me, and she told other teachers about my ideas in applying Tamkeen strategies, and I felt the relationship with the principal was more positive".

Another way that the Tamkeen training had improved teacher -principal relations was by giving teachers leadership roles. F8 stated:

> When the principal chose me to be a coach in the Tamkeen Training Programme, the trust between me and the principal increased. The principal started to notice my leading role, and she depended on me to do some work. Leading the Tamkeen Training Programme helped to improve my relationship with principal.

Leading Tamkeen helped to create a positive image to principal, F4 stated: "Leading training in the Tamkeen programme made the principal see that I am a

cooperative person who can share and serve the school community, which resulted in improving our relationship."

Similarly, F2 reported "The Tamkeen Training Programme improved my relationship with the principal. By leading the Tamkeen Training Programme, I started to be close to the principal in the process of discussing the training with her".

The Tamkeen Training Programme also improved relationships through joint participation in school planning. F7 felt that the training programme had helped her to improve the relationship with the principal through playing an active role in the school community:

> With Tamkeen, I felt that I was playing an active part in the school's development plan, which helped to improve the relationship with the principal. Before Tamkeen, teachers were not involved with the principal in forming the school development plan. Now, I feel that I am a part of this school community.

Focus group data also paralleled with the interview responses. In female focus group FG1, all the participants agreed that the programme had improved the relationship with principal through joint participation in school development planning. FB6 reported: "The Tamkeen Training Programme helped the teachers' and principal's views become better aligned on the point of the school's development plan, which helped us to focus on shared goals and to improve our relationship".

It was also described as having improved principals' confidence in their teachers' teaching practices. FB3 stated: "When the principal visited the classroom, and she saw how teachers improved their ways of teaching through applying the Tamkeen Training Programme concepts, the principal's confidence in the teachers improved".

In the MG focus group, 3 of the 6 participants also agreed that Tamkeen Training Programme had helped to improve teacher principal relationship through

improved communication. MG4 reported: "Tamkeen definitely improved communication between us.

With the Tamkeen training, the principal communicated with teachers more during the training''.

Like the interviewees, focus group participants (FG2) highlighted an improvement in communication with their principal, though they were not unanimous in this view. To illustrate, F5 stated: "There was no improvement in my relationship with the principal because of the Tamkeen Training Programme. I always applied new teaching strategies and my relationship with the principal was and is still excellent".

Similarly, in the male focus group, three participants reported that the training programme had not played any role in improving the relationship with their principal. MG2 reported that "The school principal is a successful principal in dealing with teachers. He loved all the teachers before and after the Tamkeen Training Programme".

Moreover, in the female focus group FG2, five participants agreed that there was no improvement in the relationship with the principal as a result of participating in the training programme. This view was evident in the following statements: "I did not see that Tamkeen lead to any improvement in the relationship with our principal, because my school principal is aware of research in education, loves professional development, and makes innovative changes in the school" (FA2).

> Before the Tamkeen Training Programme, the school principal always provided us with expert trainers to train us to incorporate new teaching strategies, and always communicated with us effectively, So I did not see any impact of the Tamkeen Training Programme on our relationship with the principal (FA5).

Theme Six: Improving Teacher's Relationships with Students.

The majority of the participants stated that applying the Tamkeen teaching strategies was perceived to have helped to create a positive relationship with students,

with reports that the Tamkeen teaching strategies had improved student motivation, and enjoyment in the subject. M5 highlighted how the strategies in the programme increased teachers' popularity amongst students:

> Before the Tamkeen Training Programme, the sport teacher was loved by all the students in the school, because they play in his class and the students love to play. Tamkeen provided us with strategies where students can learn and have fun such as learning through games, which motivated students to learn. Now, my students love Tamkeen strategies and they love my class and me as much as they love their sport teacher's class.

Similarly, M3 agreed that the Tamkeen training had helped to create a fun learning environment, which motivated students: "By applying Tamkeen teaching strategies, students loved the class and the teacher more".

Moreover, training programme was reported to have assisted in helping teachers to improve communication with students. M2 mentioned, "When I applied Tamkeen teaching strategies, communication with the students increased and the respect increased too".

Another participant also indicated that the relationship with her students had improved through more effective communication. F9 stated: "My relationship with students improved through applying Tamkeen teaching strategies such as discussion and group work, which opened the door for the students to communicate with me, and this helped to improve our relationship".

Furthermore, 3 teachers reported that the training programme had allowed them to better understand their students' needs, and by extension helped to improve their relationships with students. F7 reported:

> The Tamkeen Training Programme helped me to know my students' needs. For example, knowing students' multiple intelligences as visual-spatial, bodily- kinaesthetic, musical, interpersonal, intrapersonal, linguistic and logical- mathematical. Addressing these students' needs made my students more interactive, and they loved the class.

Similarly, F3 stated that knowing students' needs led to a more understanding environment:

> Through applying some of the Tamkeen Training Programme concepts, such as differentiation, I started to understand my students more than before. Looking at my students' needs made my students feel that I cared for them, which resulted in them liking my class more.

In addition, Tamkeen helped the teachers to change their views about their students' behaviour. It also taught them effective classroom management strategies. F8 reported,

> I had a problem in managing my classroom. I used to always say that my students were impolite, but after the Tamkeen Training Programme, and applying the training and procedures that I learned about classroom management, my students' behaviours improved. They also started to work better and enjoyed my class.

Similarly, both female focus group participants agreed that Tamkeen training had enhanced teachers' relationships with the students, through improving communication, interaction and through better meeting students' needs. FA1 stated: "The Tamkeen teaching strategies focused on developing communication with students through discussion, which helped students to see that the teacher is like a mother figure when they discussed their point of view".

Similarly, FB2 reported,

"Meeting students' needs, which I learned from Tamkeen training programme

helped to improve my relationship with the students. Students felt important, because

their needs were being met".

Similarly, 4 of the 6 male focus group participants reported that the relationship with their students improved through the application of Tamkeen teaching strategies. MG5

reported: "It helped me focus more on the individual students, which created a caring relationship. Everyone should learn. They felt that were important and they loved the class''. MG1 also stated,

"I used many of the Tamkeen strategies with my students and that helped to create an interactive relationship with my students".

However, a minority of teachers argued that the Tamkeen training had not helped to improve their relationships with their students. F5 attributed her positive teacher-student relationships to her own efforts prior to the training. She indicated, "Before the Tamkeen Training Programme, my relationship with students was excellent, because I applied many teaching strategies. The training programme only reminded me of what I have studied.''

In the male focus group, two participants also shared this belief: "There was no relationship between the Tamkeen Training Programme and an improvement in my relationship with the students. This was a result of my self-improvement, which was based on my reading and research about such pedagogical issues" (MG5).

Theme Seven: Improving Teacher's Communication with Parents.

The majority of participants also reported that the Tamkeen training had helped to improve the relationship with parents through enhancing teachers' communication skills. M3 reported:

> I can say that the Tamkeen Training Programme helped me to better understand the communication process with parents. Now, I understand that the communication with parents should not be only for the weak students, but also for the students who have problems, or not behaving well, or who do not participate in the class.

F7 also agreed that the training had helped her to better communicate with parents.

The role of Tamkeen Training Programme was effective in the area of communication with parents. After the training, I changed my way of communication with parents, as I had only communicated in the past with the parents to tell them the problems with their daughter. But after Tamkeen, I communicated with all the parents; so, they would know everything about their daughters.

In addition, teachers stated that the Tamkeen Training Programme had emphasized the importance of communicating with parents about gifted and talented students: "Tamkeen training added to my knowledge that communication with parents must also include a focus on the gifted and talented students" (F6).

Moreover, the programme was also perceived to have helped teachers to know how to deal with parents more effectively through its incorporation of customer service training. F1 stated, "From the Tamkeen training, I learned what to say to parents and how to send more effective notes to them, and I learned these through the customer services training''. The training programme also emphasised the involvement of parents in the learning process, which assisted in strengthening relationships between school and home:

The Tamkeen Training Programme increased communication with parents. It focused on the communication with parents and it opened our eyes to its important role in students' learning. I invited parents to attend my classroom and I noticed the impact on the students. They felt that there was a big relationship between school and home, which helped to increase students' motivation when they saw their parents proud of them. I can say this was a result of participating in Tamkeen and my belief in change (F8).

In addition, the training highlighted the importance of communication with parents. It helped teachers to better understand issues affecting students. F3 stated,

From the Tamkeen Training Programme, I applied many methods of communication with parents for issues related to academic performance and behaviour. I remembered the role of the Tamkeen Training Programme in differentiation training, which highlighted that involving parents could

help to solve a student's problem. I had a problem with one student who I noticed was constantly thinking and distracted during class time. When, I communicated with her parents, they told me that she was suffering from family problems. Then, I changed the way I dealt with this student. Really, I felt that the Tamkeen training programme had an effective role in educating us about the importance of communication with parents.

Similar responses were reported in the focus groups, with the 2 female groups (FG1 and FG2) agreeing that the training programme had improved communication with parents and encouraged them to become more involved in the training process. FA1 stated:

I started to communicate with parents about academic and behaviour issues. Before, I only communicated with parents of the weak students. After Tamkeen, I learned to involve the parents in the learning process and I invited them to attend the class and to participate in their children's learning.

FB1 also echoed this response: "Before the Tamkeen Training Programme, I did not know how to communicate with parents effectively, but the programme created an environment that was more conducive to communication".

In the male focus group, 3 participants reported similar views. M5 stated: "The Tamkeen Training Programme helped me to try many ways to communicate effectively with parents".

On the other hand, 2 participants argued that the programme had not provided them with practical strategies for effective communication with parents. F9 pointed out, "I did not remember the Tamkeen Training Programme specifically presenting any examples of communication with parents. It only mentioned parent communication during the differentiation training".

Teachers also described how this focus on theoretical knowledge in the training meant that they had to then be creative in applying this knowledge in their teaching, and interactions with students and parents. F4 reported:

> Tamkeen only provided us with simple guidelines to communicate with parents with some of training topics. And there was no application or example of effective strategies for communicating with parents. All the ways that I applied were based on my own ideas, which helped me to be creative.

Similarly, M3 reported,

> Tamkeen only provided us with simple ways to communicate with parents. These ways were only theoretical ideas discussed during the training, and there was not reference to their application or examples of how to apply them in actual communication with parents.

Similar findings were evident in the focus group discussions with half of the participants in the male focus group also agreeing that the training programme had only provided them with theoretical concepts concerning parent-teacher communication.

4.2 The Results of Question Two

Q.2: Were there any differences in the perception of male and female teachers towards the programme?

To address this research question, a comparison of the data from male and female participants in the study was conducted. When the two groups' responses were compared, differences in male and female teachers' perceptions of the Tamkeen Training Programme's efficacy were evident. Differences in perceptions were particularly evident in the role of the program in improving student learning. It was found that eight of the nine female participants agreed that participating in the

programme had correlated with an improvement in their students' learning. F9 stated

"By applying Tamkeen strategies in my teaching, all students of different levels are able to understand the lesson much more easily".

Moreover, the female teachers were more likely to report how the training programme had led an improvement in their students' skills. F3 reported "Tamkeen strategies helped students to think freely and to be creative and innovative".

Female teachers were also more likely than their male counterparts to report an improvement in students' behaviours as a result of their training, with statements such as: "Tamkeen helped to change students' behaviours to be positive behaviours" (F2).

Male teachers on the other hand, felt that the impact of Tamkeen Training Programme was limited to those students who were motivated to learn. M4 reported: "We face problems with students' behaviours. Tamkeen strategies were beneficial for the students who have the desire to learn".

Moreover, in male focus group MG1, 4 participants reported that their Tamkeen training had had no positive impact on their students' academic performance. MG1 stated: "The impact of Tamkeen Training Programme on students was that it allowed students to be more active learners but there was no impact on their academic profile".

The data also indicated that the majority of the male teachers perceived the Tamkeen Training Programme to be ineffective, due to its overemphasis on theories at the expense of addressing their practical teaching application. MG1 stated the following: "The Tamkeen Training Programme provided me with knowledge from a theoretical perspective, but did not provide me with the application for these. That is why it was not effective for me".

MG5 echoed this response, "Tamkeen Training Programme was not very effective. It only provided me with new concepts without any application or steps to apply the strategies".

In a similar vein, M3 discussed how the Tamkeen training had not sufficiently focused on the practical strategies for effective teacher-parent communication:

> Tamkeen only provided us with simple ways to communicate with parents. These were only theoretical ways that Tamkeen discussed during some of training, and there was no reference to application or examples of how to apply these in communication with parents.

In contrast, the majority of female teachers did not voice these concerns expressed by the male teachers. Although they pointed out that the Tamkeen Training Programme had focused on theoretical knowledge, they tended not to see this as a limitation. They described how they had been able to successfully apply the theoretical knowledge discussed in the training in their own teaching. F4 reported:

> Teaching strategies were the most important thing that I learned from Tamkeen. I started to have to think about changing my teaching practices. I also focused on learning styles that I did not study in university such cooperative learning and pair work.

Similarly, FB2 stated "I learned new concepts and I applied my new ways in teaching from the Tamkeen Training Programme"

While the male teachers were concerned about the limited practical focus on communication with parents, the female teachers discussed how they had filled the gap between theory and practical application on their own. F4 reported:

> The Tamkeen training programme only provided us with theatrical information about communication with parents in some of the training topics, and there was no application or example of effective ways to communicate with parents. All the methods that I applied were based on my ideas, and that helped me to be a more creative teacher.

4.3 The Results of Question Three

Q.3 What were teachers' suggestions regarding possible improvements to the training programme?

Overall, the findings from of the study provided some important data for future improvement in the Tamkeen Training Programme. The majority of teachers suggested topics that they perceived to be useful for achieving ADEK's objectives for improving student learning. Teachers' recommendations for future training are discussed in some detail below:

Incorporating Training about the New Curriculum

The majority of teachers highlighted the need for future training to focus on ADEK's new curriculum, with one participant stating:

> Now, I need Tamkeen training that focuses on the new curriculum and how to prepare effectively for this new curriculum. Teachers have started to feel of pressure of being overloaded with work, and as a teacher, I do not have the time and energy to learn more about the new curriculum. The teacher must become an octopus to do everything, and she does not have enough time to focus on the new curriculum (F3).

F4 who also echoed F3's response, pointed out that the Tamkeen training had provided her with many teaching strategies, but had not sufficiently focused on the new curriculum:

> The changes in the new curriculum made me feel that I need training about these changes to teach it effectively. The problem is that I have to spend too much time reading, just to understand the curriculum and I do not have enough time to do this. The Tamkeen Training Programme was effective in providing us with a variety of teaching strategies that really improved our practices, but I hope that we will have Tamkeen training for the curriculum.

The female focus group participants voiced similar feedback. FB3 reported: "The curriculum has changed, and we did not get training on how to apply the new curriculum effectively. I need training about applying the outcomes of the curriculum in useful ways".

In the focus group, one female group (FG1) and the male group (MG) not only suggested training about the new curriculum, but also training on how to effectively use resources on ADEK's portal. FA1 pointed out that "Tamkeen did not focus on the new curriculum and how to apply the outcomes. Also, we did not have any training on how to use the [online] resources effectively".

FA1 pointed out that "The Tamkeen did not focus on the new curriculum and how to apply the outcomes in effective ways".

Improving Students' Skills, Academic Performance and Behaviour

Some of the participants commented that they needed training to address ADEK's requirements for improving students' skills, in areas like technology use. M5 reported, "Nowadays, technology has become very important in learning. It leads to innovation, which is one of ADEK's objectives".

FA2 highlighted the importance of technology and the notion of innovation, but pointed out that she needed to gain expertise in these areas in order to more effectively teach it to her students.

> Innovation is a new topic that we should as teachers improve students' skills in. I need to understand innovation more with examples that I can apply with my students. Technology is also an important topic. Nowadays, students love technology and they have many devices at home. I think if I know strategies for integrating technology in the learning process, it will attract my students more in their learning.

Moreover, some teachers stated that they need training to help them to improve students' academic performance and behaviour. F2 mentioned,

> After this training which focused on teaching strategies, I really felt that a second part was missing, which was focusing on improving students'

academic levels. Tamkeen focused on teaching strategies that motivate students to learn, and missed the part about how to improve their academic side, which I feel l needed to learn more about.

F9 confirmed the statement above: "After learning these effective strategies, I need training that can help me in dealing with weak students and how to improve their [academic] performance".

Ensuring Future Training is Culturally Relevant

A key point that was raised through the interview and focus group data was that the training programme needed to have a more explicit focus on the practical application of theoretical concepts raised. As discussed above, this limitation of the training was highlighted by the majority of male participants, and some the females. This was a key recommendation that was identified by teachers for future improvement of ADEK teacher training programmes.

Another important point raised by teachers concerned the nature of the training materials used, with two participants emphasizing that these were not entirely relevant to the context of ADEK schools. According to M4,

> The training programme provided us with materials and examples, which, were not based on our cultural context or from our schools. Therefore, we need examples that suit our culture and school to enable us to better identify with them. I think this will encourage us to apply the ideas, and it will make the impact of training programme more effective.

MG3 echoed this response: "Sharing the examples of local schools' experiences and generalizing it to all schools will make the training programme more effective than using foreign examples. I hope the new training programme will focus on local examples".

Moreover, to make the teacher training more accessible and convenient for teachers, participants also recommended the use of online webinars and conferences to be used as platforms for future training. One female teacher suggested webinar

training stating: "For future teacher professional training programmes, I hope we as teacher will have accredited online training, such as webinar training to create flexibility and to use our time effectively".

The future Tamkeen Training programmes should, according to two teachers (F7 and F8) also focus on helping to improving teacher's personalities. F7 explained: "I need Tamkeen training that will focus on improving the teacher's personality and behaviour, because the teacher is the basis for learning, and learning to deal with others is more important than learning about teaching strategies".

Introducing Training Programmes for Parents

Three of the participants also proposed that future Tamkeen should be designed for parents. FB2 recommended:

> I feel that I learned enough teaching strategies from Tamkeen that helped me to improve my teaching practice. Now, I think we need Tamkeen training for parents to help them understand more about students learning and behaviour, which will help to improve students both academically and behaviourally. With training aimed at educating parents, the goals and efforts of both teachers and parents to improve students' learning experiences could be better aligned.

Conclusion

This chapter reported on the findings of the study with reference to data from teachers who participated in interviews and focus groups. The data was reported in relation to the three overarching research questions. The following chapter provides a discussion of the key findings with reference to the literature in the field, and draws some implications and recommendations based on the findings of the study.

Chapter 5: Discussion

5.1 Introduction

Between 2012 and 2016, ADEK embarked on a new teacher training initiative, known as the Tamkeen Training Programme, which aimed to improve teacher competencies. As discussed in the Introduction chapter, although ADEK had invested significant human and financial resources in this large-scale training programme, which involved hundreds of schools, with thousands of hours of training, the programme ended with few impact studies to determine its relative success in achieving its intended outcomes.

This research aimed to contribute to a better understanding of the training programme's impact, and efficacy in improving participating teachers' competencies. The previous chapter provided an analysis of the key findings that emerged from the study. This chapter presents a discussion of the major findings with reference to literature in the field. It also outlines some of the key implications of the study, identifies recommendations for stakeholders, and suggests areas for future research.

5.2 Research Discussion

Q.1: According to teachers, what was the impact of the Tamkeen Training Programme on improving teachers' competencies?

The findings of the study indicated that there was some improvement in teachers' competencies as a result of participation in the Tamkeen Training Programme. A key finding of the study was that the training had succeeded in having a positive impact on teachers' classroom practices, a finding which echoed the conclusions of other impact studies of teacher PD (Barlow, Barker & Phelps, 2014;

Hearn, 2003; Casale, 2011). The Tamkeen Training Programme was found to have impacted teachers positively in the following areas: teachers' classroom practices; teacher relationships with colleagues; principals, parents, and students, teachers' performance; and students' learning. These are discussed below.

5.3 Classroom Practices

The study indicated that the majority of participating teachers believed that their classroom practices had improved in varying degrees, as a result of the Tamkeen Training Programme, as it helped them to change their teaching methods and to modify their teaching roles to be better suit students' learning. This was due to the variety of teaching strategies taught in the programme, which helped teachers to improve classroom practices. Evidence of this can be found in the way teachers reported adapting their role to that of facilitator by changing classroom practices, from a teacher centred to a more student-centred approach. This was one of the stated goals of the Tamkeen Training Programme, which was to improve teachers' skills with reference to the Teachers' Professional Standards where students are the centre of learning. The only respondent who did not attribute any positive change in her practices to Tamkeen, had recently completed a Master's degree in Curriculum Studies, and the course contents had overlapped with Tamkeen training content.

In addition to this, the majority of participants reported that the Tamkeen Training Programme had targeted all of ADEK's teachers' Professional Standards, which they believed had helped them to improve their annual performance. This finding re-iterated that the Tamkeen Training Programme had been based on ADEK's Teachers' Professional Standards, which is a key strength of the training programme.

Richardson (2015) study also emphasized the importance of aligning PD with a performance criterion to improve PD effectiveness, and in turn improve teacher performance and students' outcomes.

However, 2 of the participants perceived the Tamkeen Training Programme had had little effect on their annual performance, but that their positive performance had been a result of their own self-improvement through research, reading and ongoing learning. This finding may reflect a limitation of the Tamkeen training, which focused more on training, with comparatively less emphasis on independent, teacher-led learning through further reading, research, attending classes, and conferences.

Perceptions of an improvement in teachers' practices and performance in turn meant students' learning improved, which correlated with the findings of other PD impact studies (e.g., Al Thauser, 2015; Ravhuhali et al, 2015; Aminudin, 2012; Casale, 2011; Robinson, 2011; Evans, 2010; Yates, 2007). The study found that some teachers perceived that their students' learning process, skills, achievements and behaviour had improved after applying Tamkeen's teaching strategies which had focused on developing students' skills and meeting their needs, through such strategies as differentiation.

On the other hand, findings were not unanimous in the study. Firstly, some of the participants in this study pointed out that the impact of the training was only evident amongst those students who had high levels of motivation for learning. This finding may also highlight another potential weakness of the Tamkeen training, where there was a comparatively higher level of focus on teaching strategies, at the expense of addressing some key factors inhibiting student learning, including student motivation levels.

Secondly, 4 participants perceived that although the training had focused on developing more active learners, which was one of the Tamkeen goals, it did not sufficiently focus on engaging students academically. This may also be due the fact there were differences in types of exams developed by ADEK, and those which were endorsed through the Tamkeen training. Although, differentiation and assessment were clearly important aspects of the Tamkeen Training Programme's focus, teachers were trained to focus on students' unique levels and needs, whereas in reality, the ADEK exams are standardized in nature, and do not take into account student differences. Furthermore, ADEK exams tend to focus more on testing students' knowledge rather than their skills, whereas the Tamkeen training had focused more intensively on how teachers could build student's skills.

5.4 Improving Relationships

Another key finding of the study was teachers' perception that participating in the training had improved relationships with their fellow teachers, principals, and their students. Several studies (e.g., Al Taneiji, 2014; DeMonte, 2013; Stephenson, 2010) have highlighted that a key factor contributing to the effectiveness of teacher PD experiences was fostering collaboration between stakeholders. This key strength of the programme was also identified by teachers, who highlighted how the programme had given them much-needed opportunities to meet, discuss, and share knowledge and experiences of best practices with colleagues (both teachers and principals) from within their schools, and from other schools.

Additionally, the majority of the participants reported that the training programme had improved their relationship with their principal who had actively

encouraged teacher participation, or who had actively collaborated in the training, and had regularly attended training with teachers. The training also enabled principals to better understand teachers' viewpoints, and recognized the potential leadership roles that teachers could play. The programme was also reported to have equipped principals with effective strategies for teacher feedback, which in turn also improved relationships. This contrasts with Al Ghafri's (2014) findings on ADEK's leadership training for principals, which identified one of the weaknesses in training was its lack of emphasis on motivating teachers, and staff in schools (p.78). Those teachers who did not report any changes in their relationships with principals indicated that their principal had already been proactive in improving themselves through various PD strategies. Hence, the findings of the study showed that the Tamkeen Programme had been valuable for those principals who were most in need of this support and training opportunity, and had succeeded in fostering a more collaborative relationship between teachers, and principals.

Relationships with students were reported by the majority of participants to have also improved through applying the knowledge and skills learned from the Tamkeen Training Programme. Specifically, teachers reported that communication with students had improved, their classroom management was more effective, and they were more cognizant of students' needs as a result of participation in the programme. These findings may reflect the success of the programme in emphasizing to teachers, the need to shift their focus to students as centre of the learning process. It may also illustrate the effectiveness of the programme in training teachers about differentiation strategies, which aids in better understanding and addressing students' needs.

The minority of teachers who did not attribute an improvement in relationships with students to the training were those who were already involved in self-directed learning. This may be due to the fact that teacher participation in the Tamkeen Training Programme was mandatory for all teachers, regardless of their levels of skills, knowledge or experience. This would suggest that the programme may have needed to better address the diverse training requirements of those teachers already involved in self-directed learning to better add value to this group.

In the same vein, the majority of teachers also stated that communication with parents had improved through implementing skills and knowledge from the Tamkeen training, which focused on communication strategies, and involving parents in the learning process through a customer service and differentiation approach. On the other hand, some teachers were dissatisfied with this aspect of the training, as they believed it was approached in a theoretical manner, without examining specific, or practical issues experienced by teachers. This result highlights Kluczny's (2016) point that a key characteristics of a successful training program is the applicability of the content of training, which will ensure that participants benefit from the experience.

It appears that teachers were seeking PD training that enabled them to focus on issues relevant to their teaching, and giving them opportunities to build on what they already know, instead of a heavy emphasis on building theoretical knowledge. This correlated with DeMonte (2013) assertion that "high -quality professional learning does so with an eye on using what teachers already know and building on the expertise to improve their teaching – it is not about pouring content into teachers and then expecting them to instantly use what they learn" (p.20). Teachers were concerned

about the programme's emphasis on theory at the expense of practically addressing the most relevant issues that they faced in their day-to-day teaching. Hence, this lack of practical application seems to have been a weakness of the Tamkeen Training Program, as perceived by teachers.

Q.2 Were there any differences in the perceptions of male and female teachers towards the programme?

The results revealed that perceptions of the impact of the Tamkeen Training Programme differed to some extent between the male and female participants, particularly in its effect on students' learning. The study indicated that female teachers were more likely to report that their students' skills, learning process, achievements and behaviours had improved through applying what teachers had learnt from the Tamkeen Training Programme. In contrast, male teachers tended to report that an impact from the Tamkeen Training Programme was evident only amongst students who initially had the desire to learn. This may be attributed to differences in behaviours of male vs. female students, as teachers viewed the male students to have more problems with motivation than their female counterparts. This finding correlated with Bugler, McGeown and Thomas' (2013) study which found that girls reported higher levels of academic motivation and behaviour than boys.

Moreover, male teachers reported needing more practical input during training, whereas the female teachers were relatively less likely to communicate concern about the training's focus on theoretical knowledge. The majority of male teachers felt that the Tamkeen Training Programme was not effective, because it did not provide them with practical experience, application or steps for teaching practice. These findings may be attributed to the tendency of trainers of the Tamkeen Training Programme to

deliver training in a manner designed to motivate teachers to think of and apply strategies independently. This manner of delivery, and also the characteristics of individual trainers are important. Leong (2007) highlights the important role that trainers play in determining the success of a training program, with highly enthusiastic, humorous, and knowledgeable trainers being deemed more effective in their delivery. However, varying levels of satisfaction between male and female teachers, may also be explained by differences in their preferred learning styles, or between their different teaching experiences in the male and female schools. However, a larger sample size, which can allow us to compare findings about learning styles preferred by male vs. female teachers, may be needed to further substantiate these findings through future research projects.

Q.3: What were teachers' suggestions regarding possible improvements to the training programme?

The participants in this study suggested many ways to improve the Tamkeen Training Programme. A key factor that teachers identified was that the training needed to better address their needs including: more training on ADEK's new curriculum; how to implement ADEK's new requirements, such as enhancing students' interest in innovation and technology; and how to effectively use the resources in ADEK's portal. Other more general needs discussed by teachers, which they felt were not sufficiently addressed were: student behaviour management; training for parents about how to better support their children's education: exploring effective teacher personality traits, and professional behaviour; and raising students' levels of learning.

These needs can be justified by the continuous changes in ADEK's curriculum, which have left teachers with little time and resources to understand and implement the changes effectively. This suggests the need for future training opportunities to be better aligned with teachers' needs, which was a limitation of the Tamkeen Training Programme. This can be achieved through consultation with teachers and other stakeholders in the planning phase of the PD training. This correlates with and supports Al Ghafri's (2014) study of principals' PD training through ADEK, which concluded that, "both principals and teachers called for involving them and other stakeholders in designing, attending, providing, and evaluating the PD plans and programmes" (p.77).

These findings also suggest that the Tamkeen Training Programme did not sufficiently focus on training teachers about its new requirements, and to help teachers to better understand and apply it effectively. Furthermore, some teachers suggested studying through webinars (online) training, which would allow teachers to train at a convenient time to them, as some teachers expressed dissatisfaction with the timing of the training sessions. As discussed in Chapter 1, the Tamkeen training was held at the end of the school day, and during teachers' vacation time which was reduced to enable teachers to participate in the training. Having access to training online would give teachers more flexibility to choose a time that suitable for them.

Another key recommendation made by teachers was the need to incorporate more culturally and contextually relevant materials, contents and examples in the training. They stated that the Tamkeen Training Programme had provided the teachers with examples and videos that were not culturally relevant to the UAE culture, which discouraged teachers from applying the relevant knowledge or skills. This is due to the fact that the Tamkeen Training Programme had been delivered by six different partner

companies, all of which were foreign, and would have drawn on materials and examples from their own cultural contexts. Participants suggested that providing local example of experiences from ADEK's schools would help to make the training more effective, and relevant to their needs.

5.5 Recommendations for Practice and Future Research

The findings from the study clearly suggested recommendations for practice and future research. First, the implications for practice include:

- Training programmes should focus on a needs' assessment before administrating any PD programmes to avoid repetition, and to ensure that content is relevant to teachers' and other stakeholders' needs. This highlights the need for teachers and other stakeholders to be consulted during the planning phase of PD training.

- Teachers need to be specifically trained on ADEK's new curriculum and not only on general teaching strategies. Although the training had targeted and effectively trained teachers on some aspects of ADEK's teachers' Professional Standards, there needed to be a more concrete focus on raising teachers' knowledge of the new curriculum changes being implemented by ADEK.

- Male teachers communicated the need for more training managing students' behaviour and on strategies for enhancing student motivation.

- The theoretical focus of the training programme should be limited, and training should instead involve more hands-on activities, and build on teachers' experiences and knowledge.

- Teachers need to be given opportunities to conduct further PD, based on the needs that they have identified in this research. Opportunities for accredited

online training programmes are preferred, as they have the flexibility to be completed by teachers at a time that is convenient to them.

- Parents, as key stakeholders in their children's education, should be provided by ADEK on their supportive role in the education process.

- Future training programmes must be culturally sensitive, appropriate, and relevant to the experiences of teachers in the UAE context. If internationally designed training programmes are adopted, it is necessary to modify them to ensure that they meet these important criteria.

Second, based on the findings of this study, future research could include the following:

- To examine the impact of PD training programmes on students' learning using quantitative or mixed-methods for the purpose of generalization;

- To conduct action research that documents effective PD, based on facilitators' and teachers' experiences;

- to conduct more impact studies of teacher PD and teacher education, which focus on practical questions concerned with the design, implementation and this period of rapid educational reform.

5.6 Conclusion

In the face of significant educational reforms that have occurred in the Abu Dhabi Emirate of the UAE, teacher PD plays an important role in ensuring the successful implementation of these changes. Given the recent substantial financial investment in PD training for teachers by the Abu Dhabi government, it is imperative to ensure that the training opportunities achieve their intended outcomes of improving teacher practices, and competencies, and by extension improving student learning.

Based on the findings of this study, it can be stated that ADEK's large-scale Tamkeen Training programme had succeeded to some extent, in making a positive impact on teacher practices, in fostering more positive relationships between different stakeholders, and by extension also enhancing student learning. However, the study also extensively outlined some of the limitations of training programme identified by teachers. Most importantly, the study has concluded with some key recommendations to minimize these limitations in future PD training endeavours.

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Appendix A

مجـلـس أبـوظبـي للتعليم
Abu Dhabi Education Council
Education First الـتـعـليـم أولاً

Professional Standards

for Teachers

PROFESSIONAL REQUIREMENTS FOR TEACHERS

Teachers recruited to work in the schools of the Emirate of Abu Dhabi must qualify to hold an Abu Dhabi Teachers License.

THE ROLE OF THE TEACHER

The teacher is the first learner in the classroom.

The core role of the teacher is to provide highly effective teaching and learning opportunities, and to promote a secure environment in which students achieve at or above expected levels.

To achieve success a teacher must establish a high quality learning environment that realises and maximizes the potential of all students.

Teachers must establish a culture that promotes excellence, equality and high expectations of all students.

The teacher must be professional at all times and participate in a shared vision for the school.

The teacher is responsible for:

- Identifying priorities in their teaching for continuous improvement
- The raising of student standards
- Ensuring that resources are used effectively in their teaching to enhance learning at every opportunity
- Engaging students in learning through inspirational teaching
- Following all policies and practices of the workplace and sharing collective responsibility for their implementation

PROFESSIONAL STANDARDS FOR TEACHERS

These Professional Standards are statements of a teacher's professional attributes, professional knowledge and understanding and professional skills. They provide clarity of the expectations of teachers in the role as a professional educator. The Standards are not to be confused with, and do not replace, contractual obligations or written policy.

The Standards are set in **four** key **areas which focus on the learner.** These four key areas, when taken together, represent the role of the teacher.

- The Profession
- The Curriculum
- The Classroom
- The Community

The following outlines the Professional Standards that are the expected for all teachers.

The Professional Standards should be used as a core part of the process of continual professional development and appraisal of teachers.

The Indicators are intended to clarify what should be happening in classrooms as teachers meet the Professional Standards.

The Profession

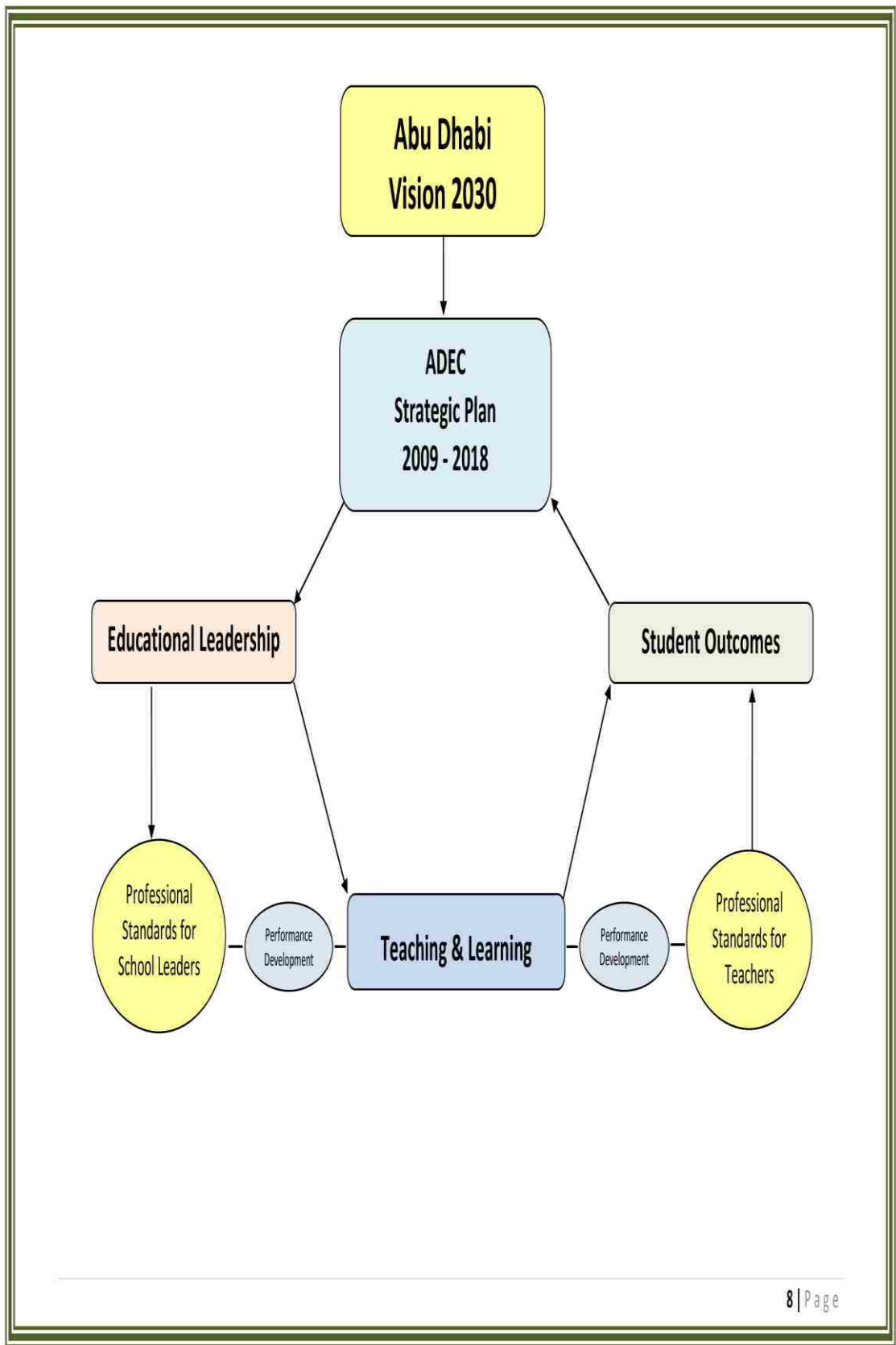| Competencies	Indicators
Professional Qualities *Is committed to:* • The school's vision, mission, processes for improvement and School Improvement Plans (SIP) • Continuous professional development • Reflective teaching practice and adjusts practice accordingly • ADEC's code of conduct • Undertaking the required professional duties and responsibilities of teachers • Professional accountability • Contributing to a learning community	• Supports vision and mission through the implementation of the School Improvement Plans • Follows an ongoing performance development plan developed with the Principal or their designee • Demonstrates evidence of improvement of their practice as a result of self-reflection • Demonstrates adherence to the ADEC code of conduct • Undertakes professional duties and responsibilities as directed • Accepts personal responsibility for student learning • Is actively involved in building a learning community through professional collaboration and communication
Professional Knowledge *Understands:* • The learning process • The learner • The importance of self-improvement • The heritage and culture of the UAE • The policies and practices of the workplace and shares in the collective responsibility for their implementation • Understands the need for collaboration in a learning community	• Articulates an understanding of how learners learn • Articulates a comprehensive understanding of the children they teach • Demonstrates a desire to improve • Teaches with a UAE heritage and cultural perspective • Demonstrates professional compliance in daily routines • Sets targets for improvement based on evidence • Regularly participates in collaborative planning and school improvement efforts
Professional Skills *Demonstrates ability to:* • Be respectful of the cultural and historical context of the UAE • Promote positive values, attitudes and behaviours • Communicate effectively • Be creative and have a critical approach towards innovation • Share in the collective responsibility for the implementation of policy and practice • Enact continuous performance development within a learning community context	• Creates a classroom environment where children are given opportunities to be creative • Demonstrates personal commitment to the cultural and historical context of the UAE • Models positive values, attitudes and behaviours • Communicates effectively with all stakeholders and is an active listener • Demonstrates a resourceful and innovative approach to teaching and learning • Works effectively with others to implement policy and practice • Revises practice in the light of new evidence

The Curriculum

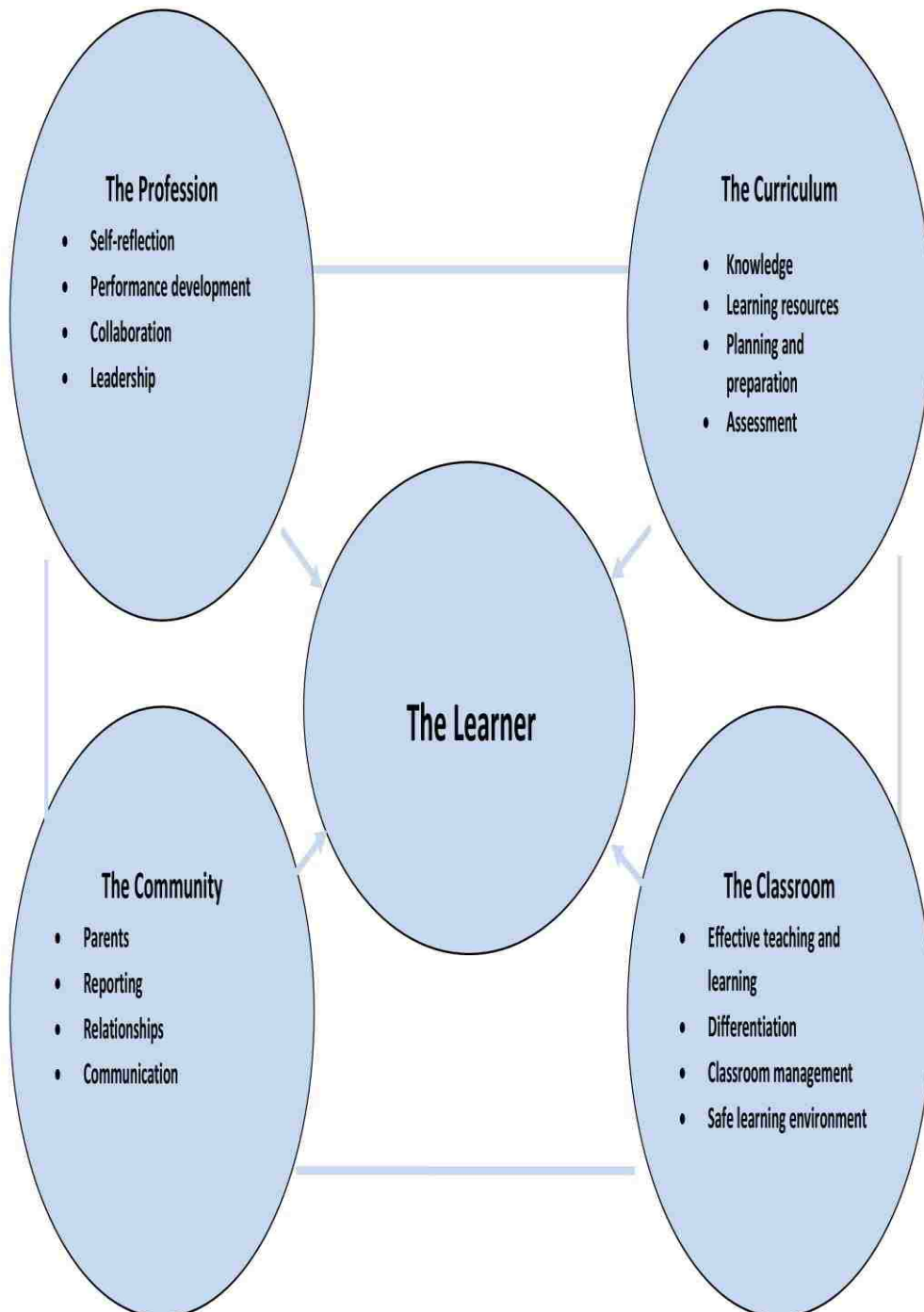| Competencies	Indicators
Professional Qualities *Is committed to:* • The successful implementation of the ADEC Curriculum • Planning for progression across the age and ability range • Evaluating the effectiveness of their own teaching on all learners	• Follows the ADEC curriculum and published teaching guidelines (Ie.., Pedagogy Matrix for NSM, etc..) for their subject and level • Plans ensure progression across age and ability range • Modification of plans and classroom practice is evident
Professional Knowledge *Understands:* • The philosophy that underpins the ADEC curriculum • The relevance and importance of the Standards Continuum • Pedagogy that allows for differentiated learning across age and ability range • How to design effective learning sequences within and across a series of learning experiences • How to implement a variety of appropriate resources to enhance the learning objectives	• Classroom practice reflects ADEC philosophy and policy • ADEC Standards and published guidelines are used in a meaningful and authentic context • Adjusts teaching practice for different levels of ability and learning styles • Plans sequential learning experiences to support effective learning • Uses appropriate and meaningful resources to support effective learning
Professional Skills *Demonstrates the ability to:* • Manage and modify learning for individual groups and whole classes • Design opportunities for learners to develop their skills and knowledge in their assigned field of instruction • Build on prior learning, and apply new knowledge, understanding and skills to meet learning objectives • Use the Curriculum Standards to assess student attainment and progress	• Teaching practice demonstrates a knowledge of individual learners, groups and whole classes • Uses a range of appropriate strategies to promote learners' progress and consolidate learning in their assigned field of instruction • Builds on students' prior knowledge and applies new knowledge to meet learning objectives • Uses the ADEC Curriculum Standards and instructional guidelines to assess student attainment and progress

The Classroom

Competencies	Indicators
Professional Qualities *Is committed to:* • Promoting high expectations for students • A fair, respectful and inclusive environment • Collaborative and cooperative learning • Providing a safe environment that recognizes and meets the needs of all students • Effective personalized approaches to learning	 • Students understand and can articulate the expectations of the teacher • A classroom code of conduct which is fair and consistent with ADEC teaching guidelines is implemented • Students are safe and treated with respect • Effectively uses a range of teaching, learning and behavior strategies that includes cooperative learning
Professional Knowledge *Understands:* • The multiple pathways through which students develop and learn • The management of the learning of individuals, groups and whole classes • The importance of delivering the curriculum in a safe and stimulating environment • The use of data to evaluate the effectiveness of their teaching	 • Provides opportunities for students to learn through multiple pathways • The use of a variety of activities that appeal to a range of learning styles and meet individual student needs • The environment shows evidence of current student work and students' rights are protected • Data is regularly collected and used to inform student learning, including formative and summative assessment and record keeping
Professional Skills *Demonstrates the ability to:* • Assess and plan for the needs of students in order to set challenging learning objectives • Use a range of teaching strategies and resources, including ICT, taking account of diversity and inclusion • Support and guide learners to reflect on their learning and behavior, identifying the progress they have made and their future learning needs • Makes responsible decisions to ensure student safety	• Sets challenging learning objectives that meet students' needs through appropriate differentiation • Sets challenging learning targets using a range of activities, including ICT, to meet learning goals • Engages students in reflection and self assessment activities that enhance the student's capability to self-direct • Responds appropriately to classroom situations to ensure students are safe and feel secure

The Community

Competencies	Indicators
Professional Qualities *Is committed to:* • Valuing the heritage and culture of the UAE • Partnerships with stakeholders and understanding their interests • The need to utilize the resources available in the community • Promoting the school in a positive way	 • Actively participates in cultural events • Establishes positive relationships with the stakeholders • Utilizes the resources available in the community • Has effective and regular communication to promote the school
Professional Knowledge *Understands:* • The local and national context in which the school operates • The importance of clear and regular communication • That education is a partnership between teachers, parents/family, and students • The importance of establishing appropriate relationships with the wider and global community	 • Demonstrates sensitivity to the local and national context in which the school operates • Communicates regularly, effectively and appropriately • Is accessible to parents and students and is proactive in promoting this partnership • Has forged links with the wider community
Professional Skills *Demonstrates the ability to:* • Communicate effectively with stakeholders • Recognize and respect parents and other stakeholders and their contribution • Provide meaningful feedback to parents • Involve stakeholders appropriately for the benefit of students	 • Models positive relationships with stakeholders • Provides recognition for support provided by parents and the community • Provides evidence of regular and effective recording and reporting to parents • Provides evidence of interaction with the local community

Abu Dhabi
Vision 2030

ADEC
Strategic Plan
2009 - 2018

Educational Leadership

Student Outcomes

Professional
Standards for
School Leaders

Performance
Development

Teaching & Learning

Performance
Development

Professional
Standards for
Teachers

The Framework for Professional Standards for Teachers

The Profession
- Self-reflection
- Performance development
- Collaboration
- Leadership

The Curriculum
- Knowledge
- Learning resources
- Planning and preparation
- Assessment

The Learner

The Community
- Parents
- Reporting
- Relationships
- Communication

The Classroom
- Effective teaching and learning
- Differentiation
- Classroom management
- Safe learning environment

Appendix B

TAMKEEN:

EMPOWERING

EDUCATORS

Training Materials Numbering Key

Facilitated Teacher Training - KEY

Training Module Name = The name given to the module by the original developer. It may include jargon or terminology unique to the project (e.g., NSM2).

Training Title = The official title of the training to be printed on any official correspondence with trainees

Training Number (e.g., 10.1.1.A)

Example: **Year** 1 = 10; **Training** 1 = 1; **Workshop** = 1 (first workshop session); **Level** = A (initial level)

Year = Training Year (i.e., 2011/2012 = 10; 2012/2013 = 20; 2013/2014 = 30)

(100 indicates school leader training; 10 indicates teacher training; 1 indicates community events)

Training = Order of presentation during the training year; may refer to the larger SLT training or simply be chronological in the order it was submitted to ADEC.

Workshop = There may be more than one workshop on a given topic. The workshop number often indicates the order in which workshops should be presented, but it may simply indicate that there are multiple workshops on a given topic. Training notes will provide more details.

Level = Indicates the difficulty or level of prior knowledge needed to access the training. This may build in a workshop group.

Training ID	Topic	FTT Title - English
10.01.01.A	Learning	Collaborative Learning: Fostering Interdependence
10.01.02.A	Learning	Collaborative Learning: Strategies and Activities
10.01.03.A	Learning	Collaborative Learning: Assessment
10.01.04.C	**Learning**	**Collaborative Learning-Train-the-Trainer**
10.02.01.A	DDDM	Data-Driven Decision Making- Overview
10.02.02.A	DDDM	Data-Driven Decision Making-Case Study
10.02.03.A	DDDM	Data-Driven Decision Making-In the Classroom
10.02.04.C	**DDDM**	**Data-Driven Decision making- Train-the-Trainer**
10.03.02.A	Literacy	Early Literacy- The Learning Environment
10.03.03.A	Literacy	Early Literacy- Planning and Teaching

Training ID	Topic	FTT Title - English
10.03.04.A	Literacy	Early Literacy- Parental and Home Involvement (Rv)
10.03.05.C	**Literacy**	**Early Literacy Train-the-Trainer**
10.04.01.A	Boys	Engaging Boys- Understanding How Boys Learn
10.04.02.A	Boys	Engaging Boys- Strategies
10.04.03.A	Boys	Engaging Boys- Planning for Boys
10.04.04.C	**Boys**	**Engaging Boys Train-the-Trainer**
10.05.01.A	Career	Career Education *by Cycle – KG/C1/C2 3* (Wkshp 1)
10.05.02.A	Career	Career Education *by Cycle – KG/C1/C2 3* (Wkshp 2)
10.05.03.A	Career	Career Education *C2 C3 only*
10.05.04.C	**Career**	**Career Education- Train-the-Trainer**
10.06.01.A	Multiple Int	Multiple Intelligences and Learning Styles
10.06.02.A	Multiple Int	Multiple Intelligences- Theory and Overview
10.06.03.A	Multiple Int	Multiple Intelligences- Incorporation Strategies
10.06.04.A	Multiple Int	Multiple Intelligences- Case Studies

Training ID	Topic	FTT Title - English
10.06.05.C	**Multiple Int**	**Multiple Intelligences Train-the-Trainer**
10.07.01.A	SIP	School Improvement Planning
10.07.02.C	**SIP**	**School Improvement Planning Train-the-Trainer**
10.08.02.C	**T Evln**	**Teacher Evaluation Train-the-Trainer**
20.01.01.A C23	EFELT	Strategies to Promote Student Engagement
20.01.01.A_KGC1	EFELT	Strategies to Promote Student Engagement
20.01.02.A	EFELT	Positive Behavior Management
20.01.04.C	**Behaviour**	**Positive Behaviour Management - Train-the-Trainer**
20.02.01.A	ICT	ICT-E-Safety
20.02.02.A	ICT	ICT-Curriculum Integration & Photo Story
20.02.03.A	ICT	ICT- E-Learning
20.02.04.C	**ICT**	**ICT: Train-the-trainer**

Training ID	Topic	FTT Title - English
20.04.01.A	Irtiqa'a	Irtiqa'a- Overview Standard One
20.04.02.A	Irtiqa'a	Irtiqa'a- Standard 4 Curriculum
20.04.03.A	Irtiqa'a	Irtiqa'a -Standard 3 Quality of Teaching
20.04.04.A	Irtiqa'a	Irtiqa'a – Preparation for Inspection
20.04.15.C	**Irtiqa'a**	**Irtiqa'a/SEF- Train-the-Trainer**
20.05.01.A	T Evln	T Evln 2- Gathering Evidence to Show Competence
20.05.02.A	T Evln	T Evln 2- Using Feedback to Improve Practice
20.05.03.A	T Evln	T Evln 2- Peer Observation and Self Reflection
20.05.04.C	**T Evln**	**Teacher Evaluation 2 Train-the-Trainer**
20.06.01.A	AfL	Assessment for Learning- Formative Assessment
20.06.02.A	AfL	Assessment for Learning-Feedback Strategies
20.06.04.C	**Afl**	**Assessment for Learning Train-the-Trainer**
20.07.01.A	NSM	New School Model 1-Learning Environment

Training ID	Topic	FTT Title - English

Training ID	Topic	FTT Title - English
20.07.02.A	NSM	New School Model 1- Centres of Learning
20.07.03.C	**NSM**	**New School Model Train-the-Trainer**
20.08.01.A	SIP	School Improvement Planning- Guidelines (SIP2A)
20.08.02.A	SIP	The School Improvement Planning Approach (SIP2A)
20.08.03.A	SIP	School Improvement Planning- Inquiry Grps (SIP2A)
20.08.04.C	**SIP**	**School Improvement Plan - Train-the-Trainer**
20.09.01.A	NSM	New School Model 2- Gradual Release
20.09.02.A	NSM	New School Model 2 - 21st Century Skills
20.09.03.C	**NSM**	**New School Model Train-the-Trainer**
20.10.01.A	SIP	SIP- Data Analysis- Where are we now? (SIP2 B)
20.10.02.A	SIP	SIP- Monitoring Review- Where are we now? (SIP2 B)
20.10.03.A	SIP	SIP- Professional Inquiry (SIP2 B)
20.10.04.A	SIP	SIP- Action Planning-How will get there? (SIP2 B)

Appendix C

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أداة الدراسة

جامعة الإمارات العربية المتحدة

كلية الدراسات العليا

برنامج القيادة التربوية

مديري ومديرات المدارس الأفاضل ،

تحية طيبة وبعد ،

[مدارس الحلقة الثانية]تقوم الباحثة بدراسة ميدانية عنوانها **" أثر برنامج تمكين التدريبي على تطوير كفايات معلمين ومعلمات الحلقة الثانية من وجهة نظرهم"** بمدينة العين ، والتي تهدف إلى التعرف على أثر البرنامج التدريبي (تمكين) في تطوير كفايات معلمين ومعلمات برنامج (تمكين) التدريبي في مساعدة المعلمين والمعلمات في تطوير جوانب التنمية المهنية الخمسة وذلك استكمالاً لمتطلبات درجة الماجستير في برنامج القيادة التربوية .

ولتحقيق أغراض الدراسة ، قامت الباحثة بإعداد أسئلة المقابلة معتمدة على ما جاء في الدرسات ذات الصلة ، ومعايير التنمية المهنية للمعلم لمجلس ابوظبي للتعليم .

تستغرق الإجابة على أسئلة المقابلة تقريباً من ساعة إلى ساعة ونصف . كل ما يرد من إجابات سيكون موضع احترام ويعامل بسرية تامة ولن يستخدم إلا لأغراض هذا البحث العلمي فقط ، وعلية لديكم الحرية في كتابة الاسم وسوف يتم تسجيل المقابلة .

شاكرة ومقدرة لكم حسن تعاونكم،

للاستفسار عن الدراسة بإمكانكم التواصل مع الباحثة على الرقم 0502317107 أو عبر البريد الالكتروني:
200103868@uaeu.ac.ae

الباحثة : سلمى مصبح الظاهري

<u>الجزء الأول : المعلومات العامة</u>

1- الاسم : ....

2- الجنس :..

3- المؤهلات :..

4- سنوات الخبرة في العمل كمدير مدرسة :..

</div>

اسئلة المقابلة

1- ماهي مواضيع برنامج تمكين التدريبي التي تدربت عليها ؟

2-ماهي أكثر مواضيع برنامج تكمين فاعلية ؟ وكيف تم استخدامها في الصف الدراسي؟

3-كيف طور برنامج تمكين التدريبي ممارساتك في التدريس؟

4-هل لاحظت أي أثر لبرنامج تمكين التدريبي على تعلم الطلاب ؟وكيف ؟

5-كيف طور برنامج تمكين التدريب تقيمك السنوي كمعلم ؟

6- كيف طور برنامج تمكين التدريبي علاقتك مع زملائك ؟

7-كيف طور برنامج تمكين علاقتك مع طلابك؟

8-كيف طور برنامج تمكبن علاقتك مع مدير المدرسة ؟

9-كيف طور برنامج تمكين علاقتك مع اولياء الأمور؟

10-هل لديك أي معلومات اضافية عن برنامج تمكين تود أن تضيفها؟

11-في النهاية في رأيك ما هي ايجابيات تقديم برنامج تمكين وما هي السلبيات؟

Interview questions

1- What were the topics of professional development that the Tamkeen

programme covered in your training?

2- What were the effective training topics that you attended in Tamkeen training

programme? How did you use them in the classroom?

3- How has the Tamkeen Training Programme developed your teaching

practices?

4- How did the Tamkeen Training Programme impact on students' learning?

5- How did the Tamkeen Training Program improve your annual performance?

6- How did the Tamkeen training programme improve your relationship with

your colleagues?

7- How did the Tamkeen training improve your relationship with your students?

8- How did the Tamkeen Training Programme improve your relationship with

your principal?

9- How did Tamkeen training improve your relationship with parents?

10- Do you have any additional information or comments about the Tamkeen

Training Programme that you would like to add?

11- At the end, what do you think were advantages in the delivery of the

Tamkeen programme? And what were the disadvantages?

Appendix D

التاريخ:2024/10/28

السادة مجلس ابوظبي التعليم

السادة مكتب العين التعليمي

تحية طيبة، وبعد...

بداية يطيب لنا أن نتقدم لكم بأطيب تحياتنا متمنين لكم كل التوفيق والنجاح في الارتقاء بالعملية التعليمية، هذا وفي إطار التعاون بين مجلس أبوظبي للتعليم وكلية التربية بجامعة الإما ارتَّ العربية المتحدة، نود إفادتكم علمًا بأن الطالبة/ سلمي مصبحً الظاهري، مسجلة في برنامج الماجستير تخصص" القيادةَ التربويةِ و تقوم بإعداد بحث من ضمنً متطلبات الماجستيرً.لذا نرجو التكرم بالموافقة على تسهيل مهمتها البحثيةً.

شاكرين ومقدرين حسن تعاونكم.

هذا وتفضلوا بقبول فائق التحية والتقديرً.

منسق برنامج الماجستير
د. هالة الحويرص

Hala Elhowe

نسخة إلى:
-قسم أصول التربية

كلية التربية

Assistant Dean for Research مساعد العميد لشؤون البحث العلمي والدراسات العليا **College of Education**
3 971+ Tالمتحدة7 317 العربية 6621، + تـ الإمارات 131، العين7 13175551 6666 تـ ص.ب 131 ± **and Graduate Studies**
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www.cedu.uaeu.ac.ae/graduateprogram/

Appendix E

Date: 8th August 2016	التاريخ: 8 أغسطس 2016
Ref:	الرقم:
To: OFFICE PLANNING AND STRATEGIC AFFAIRS,	السادة/ مكتب التخطيط والشئون الاستراتيجية
Subject: Letter of Permission	الموضوع: تسهيل مهمة باحثين
Dear Principals,	تحية طيبة وبعد،،،
The Abu Dhabi Education Council would like to express its gratitude for your generous efforts & sincere cooperation in serving our dear students.	يطيبُ لمجلس أبوظبي للتعليم أن يتوجه لكم بخالص الشـــكر والتقدير لجهودكم الكريمة والتعاون الصــادق لخدمة أبنائنا الطلبة.
You are kindly requested to allow the researcher/ SALMA MUSABBEH MOHAMMED RASHED AL DHAHERI, to complete her research on: Evaluation of The Impact of Tamkeen Training program on improving Teacher's Competences Cycle Two Schools in Al Ain from Teachers' Perspective.	ونود إعلامكم بموافقـة مجلس أبو ظبي للتعليم على موضوع الدراسة التي ستجريها الباحثة/سلمى مصبح محمد راشد الظاهري ، بعنوان: Evaluation of The Impact of Tamkeen Training program on improving Teacher's Competences Cycle Two Schools in Al Ain from Teachers' Perspective.
Please indicate your approval of this permission by facilitating her meetings with the sample groups at your respected schools.	لذا، يرجى التكرم بتسـهيل مهمة الباحثة ومسـاعدتها على إجراء الدراسة المشار إليها.
For further information: please contact Mr Helmy Seada on 02/6150140	للاستفسـار: يرجى الاتصـال بالسيد/ حلمي سعدة على الهاتف 02/6150140
Thank you for your cooperation.	شاكرين لكم حسن تعاونكم
Sincerely yours,	وتفضلوا بقبول فائق الاحترام والتقدير،،،

محمد سالم راشد الظاهري
المدير التنفيذي لقطاع العمليات المدرسية