



TEACHER EDUCATION
PROFESSIONAL DIPLOMA

QUEEN RANIA TEACHER ACADEMY
أكاديمية الملكة رانيا لتدريب المعلمين

Teacher Education Professional Diploma

Cohort 3 Evaluation Report November 2019





TEPD PY3 Annual Evaluation Report 2018/19

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1. Introduction

This report presents the findings from the monitoring and evaluation of the third year of the Teacher Education Professional Diploma (TEPD) which is the first of its kind pre-service teacher training programme in Jordan. This report was prepared by the Monitoring and Evaluation team at Queen Rania Teacher Academy (QRTA) in collaboration with the academics from University College London (UCL), Institute of Education (IOE). Data was collected through the year from a range of stakeholders, including student teachers, teacher educators, and school mentors and was triangulated between these groups to provide rigorous and comprehensive information about the different components of the programme. The findings aim to enhance and inform further development of the diploma through a set of recommendations. Guided by the theoretical framework of impact indicators drawn from best practices of teacher training in 43 countries, this evaluation incorporated both quantitative and qualitative data related to the principles of good teaching and teacher effectiveness, content and organisation of the diploma, and the partnership between the academy and cooperating mentoring schools. The report also provides an overview of student teachers' and school mentors' characteristics as well as teacher educators' feedback on their experience with the third cohort.

The key findings clearly show the positive change the diploma had not only on student teachers, but also on school mentors. Taking part in the diploma in either role improved participants' pedagogical and subject specific knowledge, and developed their teaching practice, as well as encouraged a reflective and holistic approach to education. A range of quotes from both student teachers and school mentors provide unrivalled perspective of the diploma:

A selection of student teachers quotes:

- *"The diploma increased my skills and expertise, it made me learn how to plan for the lesson and made me a specialized teacher who knows the methods and strategies"*
- *"Before the diploma, I had a short experience in teaching, and I really feel that I was unjust with my students after what I learned in the diploma, here we are, learned a lot. It strengthened my personality and helped me on the personal aspect, I now do reflections on my life and all my choices"*
- *"It's a transformation in my life, personally and to my vision towards my career as a teacher for the early grades. The diploma changed the way I think and my vision towards things, relationships, planning and assessment. Everything about my career has changed"*

A selection of school mentors quotes:

- *"My experience as a mentor was a wonderful experience that opened up new horizons for me in the educational process as a result of benefiting from the teaching strategies used by the student teachers"*
- *"The teacher is a role model for pupils, but we now became more committed in the classroom. Our discussions with the student teachers increased our"*



knowledge and experience, and we also benefited from the Academy's supervisors' feedback to the student teachers"

- *"My work as a mentor guided me to recall the concepts and terms in education that I did not use in my years, and encouraged me to motivate and think of new practices and ideas that serve the educational process by following the strategies of teaching and evaluation"*

2. Acknowledgement

The Monitoring and Evaluation M&E team at Queen Rania Teacher Academy QRTA would like to acknowledge the efforts of all parties who participated in the evaluation of the third year of the diploma. The production of this annual evaluation report and ongoing M&E work through the past year would not have been possible without the support of the Ministry of Education MoE, our main partner, who facilitated the cooperation between the TEPD team and other stakeholders in the field. The collaborating public and private schools who hosted the student teachers, and the school mentors who played a vital role in developing student teachers' knowledge and understanding of teaching in real life and provided their feedback which was integral to further improvement of the diploma. The depth and breadth of information provided by teacher educators encompassed different aspects of their work with student teachers and the content of the diploma. Student teachers who shared their views and honest opinions of the diploma, which was instrumental to shaping its further development. Senior leaders, who were highly committed to using the data and feedback provided by the M&E team for their periodic reviews of the progress of the diploma. The continued support from the UCL/IOE to the M&E team was ongoing and professional with high standards. Lastly, to QRTA management, whose belief in the importance of M&E, and the empowerment of this function enabled the team to provide rigorous research-based evidence to best support the success of the TEPD.

3. Theoretical framework and indicators of good practice

QRTA recognises the importance of Monitoring and Evaluation (M&E) to ensure evidence-based revision and changes to the programme. M&E helps assess relevance, effectiveness, impact, and sustainability of interventions and allows for lessons learned and success stories to be shared more easily to inform decision making.

To ensure robust theoretical and conceptual foundation for the evaluation of TEPD, a literature review of best practices of teacher training in 43 countries was undertaken and this led to the development of impact indicators framework used to monitor the programme. Based around two themes: the principles of good teaching and teacher effectiveness and the features of successful academy-school partnership and mentoring, evaluation also responds to the needs of programme leaders reviewing and continuously improving the content and the organisational side of the diploma. Quantitative and qualitative data collected from surveys and focus groups from a range of stakeholders, including student teachers, teacher



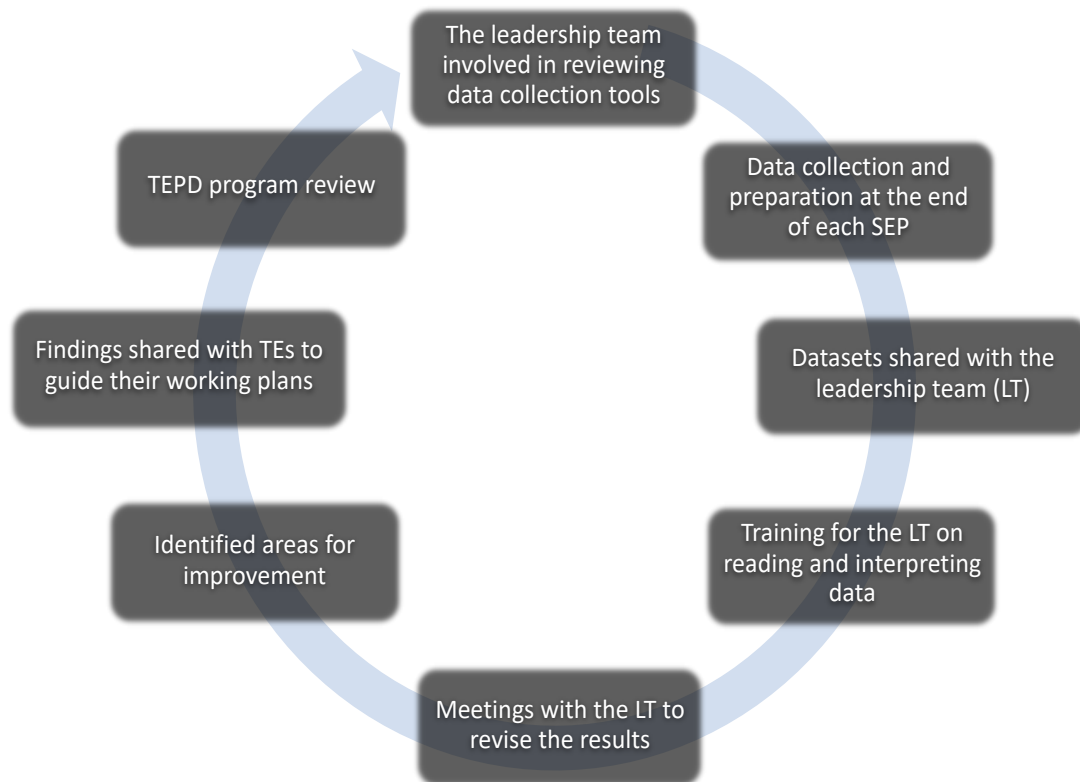
educators, and school mentors, was triangulated between these groups to provide rigorous and comprehensive information about the different components of the programme.

Data presented here were collected from a variety of sources to triangulate the findings:

- Student teacher survey undertaken at the end of SEP1, SEP2, and SEP3 - qualitative and quantitative data reviewed after each SEP by the M&E team and the relevant Team Leaders.
- School mentor survey undertaken at the end of SEP1, SEP2, and SEP3 - qualitative and quantitative data reviewed after each SEP by the M&E team and the relevant Team Leaders.
- Teacher educators' survey undertaken at the end of SEP3 - predominantly qualitative responses.

Student teachers were asked to complete a survey at the end of each school experience. This involved expressing their views and opinions about their experiences on the TEPD so far, including concepts explored in the academic part of the diploma (Pedagogies for Learning and Teaching (PLT), Subject Didactics), as well as the practical school experiences. School mentors provided their insight into the programme three times a year, while teacher educators completed their predominantly qualitative survey at the end of the year. As some indicators required information about a number of aspects to address them fully, presented data includes these findings. Monitoring processes are very closely linked with the programme and its reviewing, which means that some issues were pertinent only in one or two SEPs, not across all three.

Based on the recommendations from the previous year, several adjustments took place to ensure closer engagement of the leadership team (LT) with the data collected in the M&E processes to provide an empirical base for decision making. The LT team were involved in reviewing data collection tools and ensuring their alignment with the diploma. Datasets collected at the end of each SEP were shared with the LT team. This was supported by regular meetings to review the results and provide training to the relevant team leaders on interpreting and analysing these data. These findings were shared with the relevant TEs to guide their working plans. During each of such revisions areas for improvement were identified, including the relevant data and these findings were compared between each of the end of the SEP datasets to give an overall picture of the progression in these areas over the academic year. This continuous communication between M&E and the LT team equipped middle leads and team leads with skills necessary to engage with these data and provided research-based evidence for the TEPD program review at the end of the third year. The below chart shows M&E work process with the LT team.



4. Key findings

The findings of this evaluation evidence the high quality of the diploma and its effectiveness in not only training student teachers, but also preparing and developing school mentors as well as teacher educators. Measurement against a range of impact indicators showed a progressive advancement of student teacher’s professional skills and scholarship. This progression was apparent throughout three data collection points in impact indicators related to developing student teachers’ learning skills to access the content of the programme, knowledge and understanding of learner development and diversity of learning, teaching practice, reflection, and wider professional responsibilities. Student teachers reported that they benefitted from the range of tutorials and skills related studies helped them develop their writing, reading, and the ability to search literature and use VLE.

In terms of procedural characteristics of the academy-school partnership, most student teachers (between 80% and 96%) were paired with mentors from the same subject. A majority of student teachers had four weekly meetings with their mentor in SEP1 and this number grew to five or six in the following SEPs. From mostly one formal observation in SEP1, most respondents reported two of such observations in SEP2 and three in SEP3. Even though high numbers of mentors (87%-92%) reported that the training prepared them well to fulfilling their role, qualitative data from student teachers showed that many of them found that some mentors were not sufficiently knowledgeable to effectively support them in their learning, while some others were resistant to the novel pedagogies.



When student teachers spoke about the challenges, the most pronounced were time limitations, caused by the workload of the diploma, or the logistics of attending the programme. Other mentioned issues were: accessing the content in English, academic writing, or working with school mentors.

Working with teacher educators – high levels of satisfaction between student teachers, the educators themselves greatly valued the relationships they built with their students. Some student teachers also said in focus groups that when facing challenges, they reached out to their tutors and received appropriate support. In their responses to the survey, teacher educators spoke passionately about their commitment to the diploma and their belief of it being the vehicle to improve the education in Jordan. They also spoke about the challenges they faced in their work such as the workload, including marking or language difficulties, and proposed a number of initiatives to improve the organisation and content of TEPD.

5. Recommendations

These recommendations are based on the analyses of all data collected in monitoring and evaluation processes and supported by the regular reviews of these data with the TEPD team leads. Levels of priority for the recommendations were aligned with the prevalence of particular areas; their importance for the comprehensive and high quality preparation of new teachers, or addressing historically challenging issues.

1. An overarching recommendation necessary for the continued improvement of the diploma – very high priority			
Create a system which would hold individual student teachers' data throughout their student journey from recruitment, through characteristics and attainment, to the completion of the diploma. At the moment these data are recorded in three different places which makes it impossible to track individual STs, to isolate data related to groups of students with particular characteristics, or track any information related to the quality of work with particular school mentors or teacher educators.			
2. Academic Issues	Percentage of answers: 'disagree' and 'strongly disagree'		
	SEP1 EG&LG	SEP2 EG&LG	SEP3 EG&LG
DATA - Short time for written assignments, academic reading and diploma requirements, big workload	15%	41%	35%
Recommendation - Consider if it is possible to introduce assignments earlier on and give student teachers more time to complete them, more time between the revision of assignments and the deadline for final submissions, ensure that all assignments and other resources are uploaded to VLE in a timely manner. Revise the timing of the submission of M2 and M3 assignments, revise M3 assessment question, guide and grading instructions, review the number of tasks given to STs throughout the limited period of time that we have in a TEPD. Level of priority - high			
DATA - My mentor worked with me to consider the individuality and diversity of pupils to be able to engage them and support their learning in my subject	19%EG, 24% LG	7%EG, 9% LG	9%EG, 10% LG
Recommendation - Give greater attention to diversity and inclusion of pupils with a variety of needs in both, academic and practical, parts of the programme. Level of priority - medium			
3. Working with schools			

DATA - The targets I have been given by my school mentor were related to the Teachers' Standards	14% EG, 9% EG	17% LG, 11% LG	12% EG, 9% LG
Recommendation - Provide STs and SMs with greater understanding of Teachers' Standards either through an addition of a model in the guides or expanding training around TS. Level of priority - high			
DATA - I have had opportunities to discuss my experiences with school mentors from other schools	28% SEP1	33% SEP2	31% SEP3
Recommendation - Create and promote a network in which SMs can discuss their experiences and challenges, find solutions, further their understanding of the programme, and support each other. If possible, facilitation from TEs would ensure the quality of such work. Level of priority - high			
DATA - I have had support from my school mentor in planning and teaching episodes of lessons	17% EG, 12% EG	22% LG, 10% LG	11% EG, 11% LG
Recommendation - Ensure that mentors' duties in relation to working with STs are clearly defined and all related processes (completing forms, communication with STs and TEs, other administrative needs) are structured to not to take their time unnecessarily. Since this has been a problem from the beginning of TEPD, should QRTA attempt to negotiate with the policy makers some release from the usual teaching to fulfil mentoring duties or other means of compensation? Level of priority - high			
DATA - The target setting weekly meetings I had with my school mentor have been useful in developing my classroom practice - The targets I have been given by my school mentor were related to the Teachers' Standards	18% EG, 20% EG 14% EG, 17% EG,	11% LG, 11% LG, 9% LG, 11% LG	13% EG, 9% LG 12% EG, 9% LG
Recommendation - Training for SMs should allow them to get a better understanding of the theoretical principles of the diploma and how to link this with SEPs, mentors should attend all/most meetings between STs and TEs during SEPs to support links between the academic and practical parts of the diploma. Provide STs and SMs with greater understanding of Teachers' Standards. Attach a model of identifying appropriate targets to Professional and Mentor guides to help STs and SMs.			
DATA - Observations by my school mentor were focused on specific aspects of teaching with clear objectives agreed before and discussed after the lesson	10% EG, 16% LG,	3% EG, 6% LG	5% EG, 5% LG
Recommendation - Revise school mentor selection criteria to recruit high quality mentors. Establish greater clarity on what is expected from SMs. Level of priority - medium			



DATA - The target setting weekly meetings I had with my school mentor have been useful in developing my classroom practice	18% EG, 11% EG,	20% LG, 11% LG,	13% EG, 9% LG
Recommendation - Attach a model of identifying appropriate targets to Professional and Mentor guides to help STs and SMs. Further training for SMs. Level of priority - medium			
DATA - I have been emotionally and technically supported and encouraged very well by my school mentor	13% EG, 14% LG	3% EG, 5% LG,	7% EG, 5% LG
Recommendation - Ensure that SM take part in feedback sessions with TEs, create a clear policy on this and share it with all stakeholders (SMs, STs, and TEs). Level of priority - medium			
Difficulties with TEPD forms	9%	4%	3%
Recommendation - review the forms with an intention of simplifying them. Creating a SMs network (as per recommendations by quantitative data) would help with issues like this one. Level of priority - medium			
Long distance between STs local areas and QRTA or the schools during their SEP	25%	10%	16%
Recommendation - as far as possible continue to send student teachers to SEPs close to their localities Level of priority - medium			
Organisational issues			
DATA - I can easily find the resources on VLE Qualitative data - <i>it sometimes didn't work; too few suitable resources; difficult to search for things, especially new activities; I feel that VLE is not organised; many technical issues; I wish there was a specific place to find homework/ activities/ resources; haven't received enough information from TEs; the papers were uploaded very late – didn't give us enough time to read it</i>	24% EG, 16% LG	8% EG, 10% LG	9% EG, 7% LG
Recommendation – better prepare ST to use VLE. All necessary documents/activities MUST be uploaded to VLE in a timely manner. Review how well VLE is organised and make relevant changes. Consider whether there is a possibility of STs receiving notifications once new activities are uploaded. Level of priority - high			



Too long lectures and too short breaks	17%	7%	12%
Recommendation - plan the timetable so different groups of students have break at different times Level of priority - medium			
DATA - The pre- and post- sessions activities on VLE have helped me to develop my understanding of PLT Qualitative data - <i>problems with technology; I couldn't log in; I couldn't find things on VLE; the material was in English; there was a delay in activating VLE; the content was late after the first week of SEP (data from SEPI)</i>	5%	No data	No data
Recommendation – Introduce a monitoring system to ensure that VLE is working and the appropriate material is regularly updated. Level of priority - low			

Recommendations based on the findings from teacher educators 's survey (qualitative data)	
Technology:	Level of priority
<ul style="list-style-type: none"> Create a powerful SIS that would reduce the time spent on renaming, uploading, emailing ... documents, so TEs could spend that time more efficiently on other tasks. Only 50% of TEs found SIS really easy to use. TEs reported that they faced a lot of challenges in working with SIS: there was a delay in system set up, no training for TEs how to use SIS; data keeps changing after saving; we face problems in saving data; it doesn't allow to see students' progress and their marks and achievements; this system is not practical; some challenges when we can't reach the system or marks can't be saved; the program needs to be better developed; a lot of times it didn't work, avoid duplicating our work. 	Very high
<ul style="list-style-type: none"> Add blended learning through using technology; more online courses that support STs in English and academic writing for essays due to the lack in them. 	medium
<ul style="list-style-type: none"> Make following students' work on VLE easier, for example to give TE an ability to search for his Students' work by using their names or ID. 	low
<ul style="list-style-type: none"> Students' work and specifically their portfolios need to be e-copies rather than hard-copies; as much as possible reduce the paper handling and the trend to electronic dealing 	low
Personnel:	

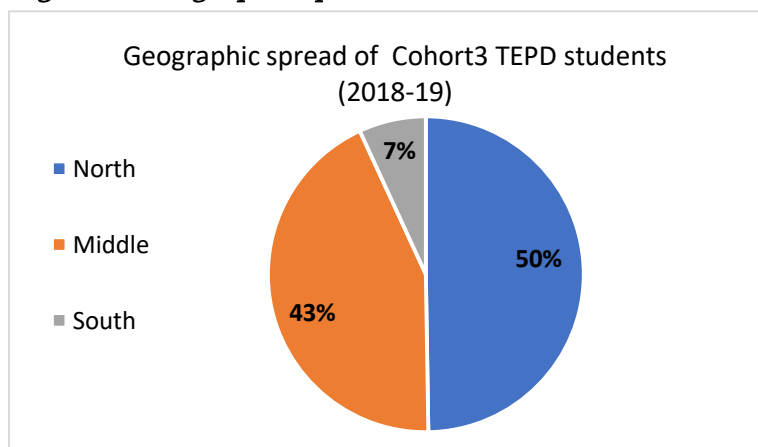


<ul style="list-style-type: none">• Reduce workload, reduce bureaucracy, and ensure that systems and procedures do not make us double our work.	high
<ul style="list-style-type: none">• Ensure consistency in capacity between all teacher educators.	low
<ul style="list-style-type: none">• Have some form of scrutinising subject leads to ensure that the team is not struggling. May be a meeting with the team could be arranged to understand what issues they are facing.	medium
<ul style="list-style-type: none">• Ensure equality between TE's, explain the criteria by which people are appointed or chosen to perform different tasks. Pay more attention to the psychological feelings of staff. Professional feedback not a personal one. Pay attention to suggestions that support the development of professional staff; there is a need to schedule and structure CPD for all more effectively.	medium
Procedures:	
<ul style="list-style-type: none">• Make quality assurance system more effective.	medium
<ul style="list-style-type: none">• Ensure that TE teaching schedules are set from the beginning and not subject to changes because of last-minute changes. A TE to be given a schedule at the beginning of the semester.	low
<ul style="list-style-type: none">• Better coordination between M1 and M2, do not repeat lectures between M1 and M2.	low

6. Student teachers' characteristics

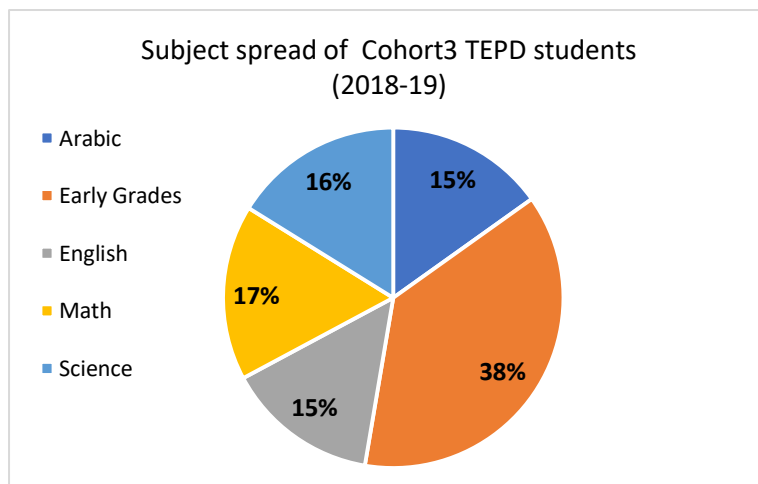
Out of 2,821 verified applications received from the Civil Service Bureau to the TEPD, 800 applicants were accepted out of them 786 applicants have enrolled and studied in the diploma, which is a 28% acceptance rate. Most (99%) student teachers were female (780) whereas only 1% (6) were male. 780 students successfully passed the diploma - 99%, where three student teachers have postponed the diploma for the next academic year from Early Grades, English and Mathematics subjects, and 3 student teachers failed, and they studied Early Grades.

Figure 1: Geographic spread of TEPD students



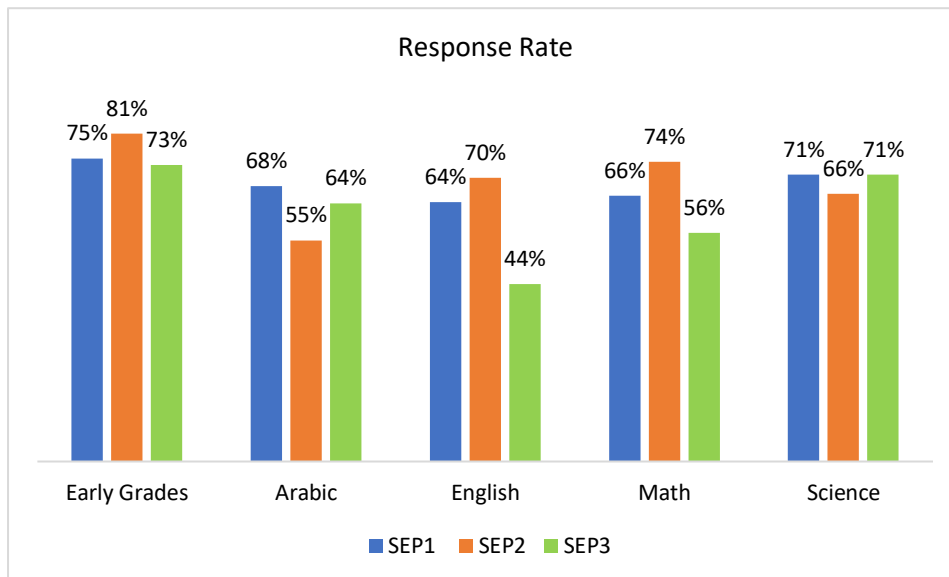
Student teachers came predominantly from the north part of Jordan – 391, which made 50% of the cohort. There were 341 from the middle of the country – 43%, and only 54 from the south (7%) as presented in Figure 1.

Figure 2: Subject spread of TEPD students



The highest number of student teachers were from Early grades, and as for the rest of the subjects there was an even spread of students: Mathematics (17%), Science (16%), Arabic (15%), and English (15%) – see Figure 2.

Figure 3: Response rate among the subjects

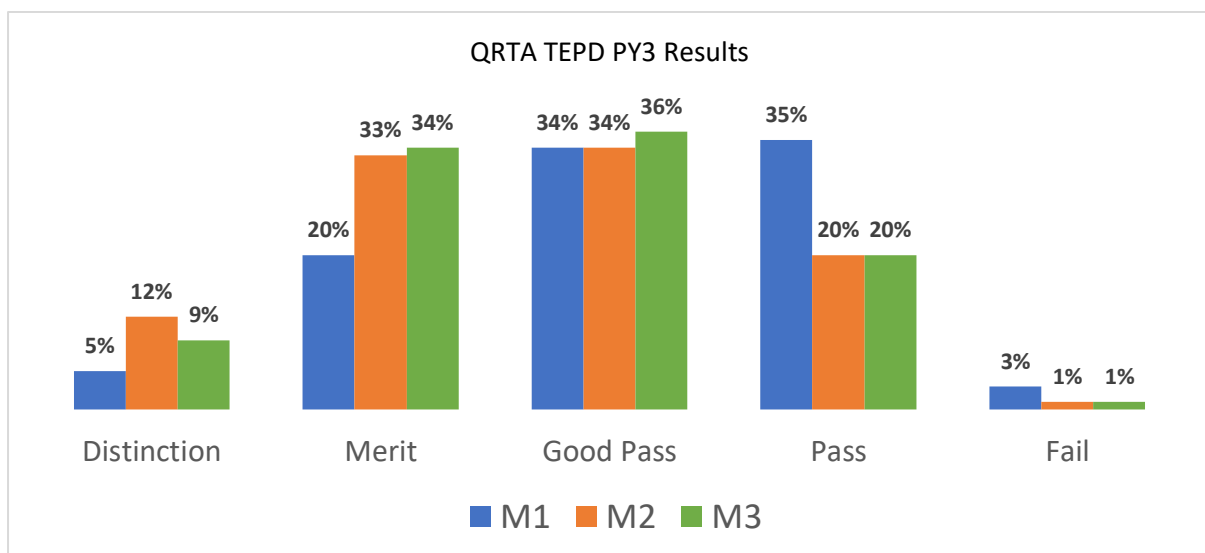


SEP1 student teacher survey response rate was 70%, compared to 72% in SEP2 and 64% in SEP3. The highest response rates in the three SEPs were in Early Grades (75%, 81% and 73%). The

lowest response rates were in English (64% and 44%) during SEP1 and SEP3 and in Arabic (55%) for SEP2 – see Figure 3.

Student teachers' attainment was mostly (69%) at "pass" and "good pass" level during M1. This improved in M2 and M3 to respectively 67% and 70% students achieving "good pass" and "merit" - see Figure 4.

Figure 4: Student teachers' attainment in PY3





7. School mentors' characteristics

In the third year of the diploma, TEPD worked with 1,508 mentors from private and public schools and taught Early Grade, Mathematics, Arabic, English, and Science - table 1. For the first school experience, student teachers went to private schools while they spent their second and third school experience at public schools.

Table 1: Distribution of school mentors

Subject	Public Schools Mentors	Private Schools Mentors	Grand Total
Early Grade	297	23	527
Math	132	118	250
Science	127	126	253
English	114	109	223
Arabic	116	139	255
Grand Total	786	722	1,508

Selection of school mentors started with these mentors who worked with the diploma in the first year, confirming their commitment and nominating new mentors. This was followed by outreaching schools through visits for school principals and meetings with teachers in Amman and South of Jordan. For public schools, this was matched to the geographical distribution of student teachers, while private schools were mainly recruited in Amman. However, since transportation is more challenging in the south region, in PY3 some private schools were recruited locally to address this challenge. A set of criteria was adhered to in selecting school mentors: at least 3 to 5 years of teaching experience, thoughtful and supportive practitioner who is willing to accept the challenge.

Challenges with recruiting mentors for PY3:

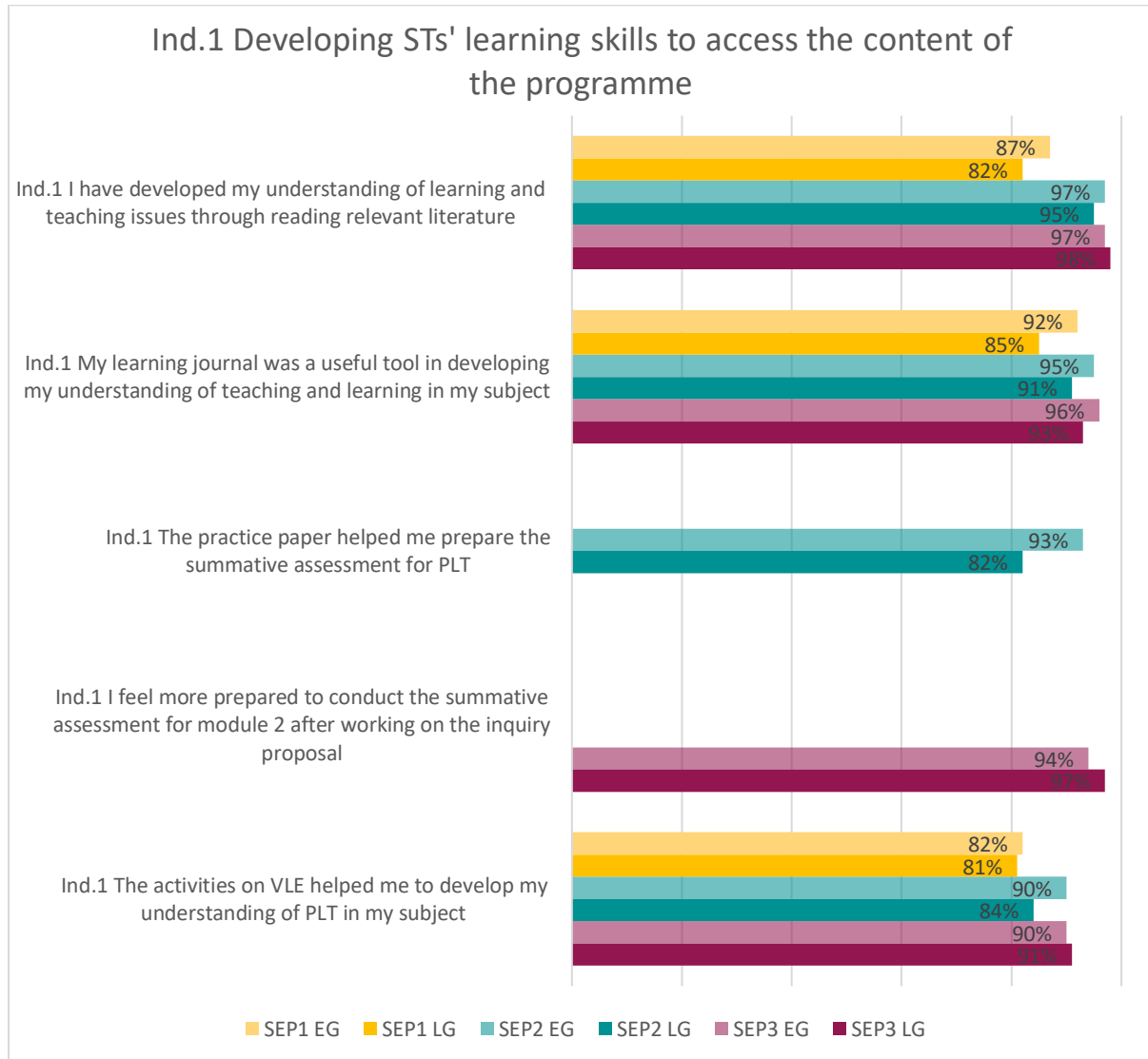
- Some of the mentors refused to continue as they felt they were not acknowledged enough during previous years. These teachers influenced some newly nominated teachers who decided not to join.
- Delayed response from the schools regarding their partnership, commitment and the number of nominated teachers.
- Some mentors were forced by their school management to be part of the mentorship program.
- A number of teachers nominated by their schools did not turn up for the mentors training which meant that new schools had to be reached in a very short period of time to nominate mentors.
- Some challenges appear in allocating STs on schools for SEP2 and SEP3 because STs asked to make schools near to their home addresses.



8. The principles of good teaching and teacher effectiveness

The principles of good teaching and teacher effectiveness	
1	Developing student teachers' learning skills to access the content of the programme including the curriculum and pedagogy knowledge
2	Knowledge and understanding of learner development and diversity of learning
2a	A curriculum grounded in knowledge of child and adolescent development, learning theory, cognition, pedagogy, and motivation which provides student teachers with understanding of the various ways in which children learn and ways of introducing learner-centered philosophy
2b	Blending the theory, subject-matter knowledge, and subject-specific pedagogical knowledge, with practice which helps student teachers to develop the ability to apply theoretical knowledge into teaching practice
3	Teaching practice
3a	Planning
3b	Instruction
3c	Assessment
4	Reflection on teaching practice
	Reflecting on the relationship between teaching and learning and its effectiveness on all students
5	Wide professional responsibilities
	Creating professional learning community and contribution to the teaching culture in school

Developing student teachers' learning skills to access the content of the programme including the curriculum and pedagogy knowledge



Indicator 1

In commenting on developing student teachers' learning skills to access the content of the programme most students strongly agreed or agreed that the programme has helped them develop their pedagogy knowledge and teaching skills in a variety of ways. Most students from both early and later grades (from 82% in SEP1 and 98% in SEP3) mentioned that reading relevant literature was beneficial in developing their understanding of teaching and learning.

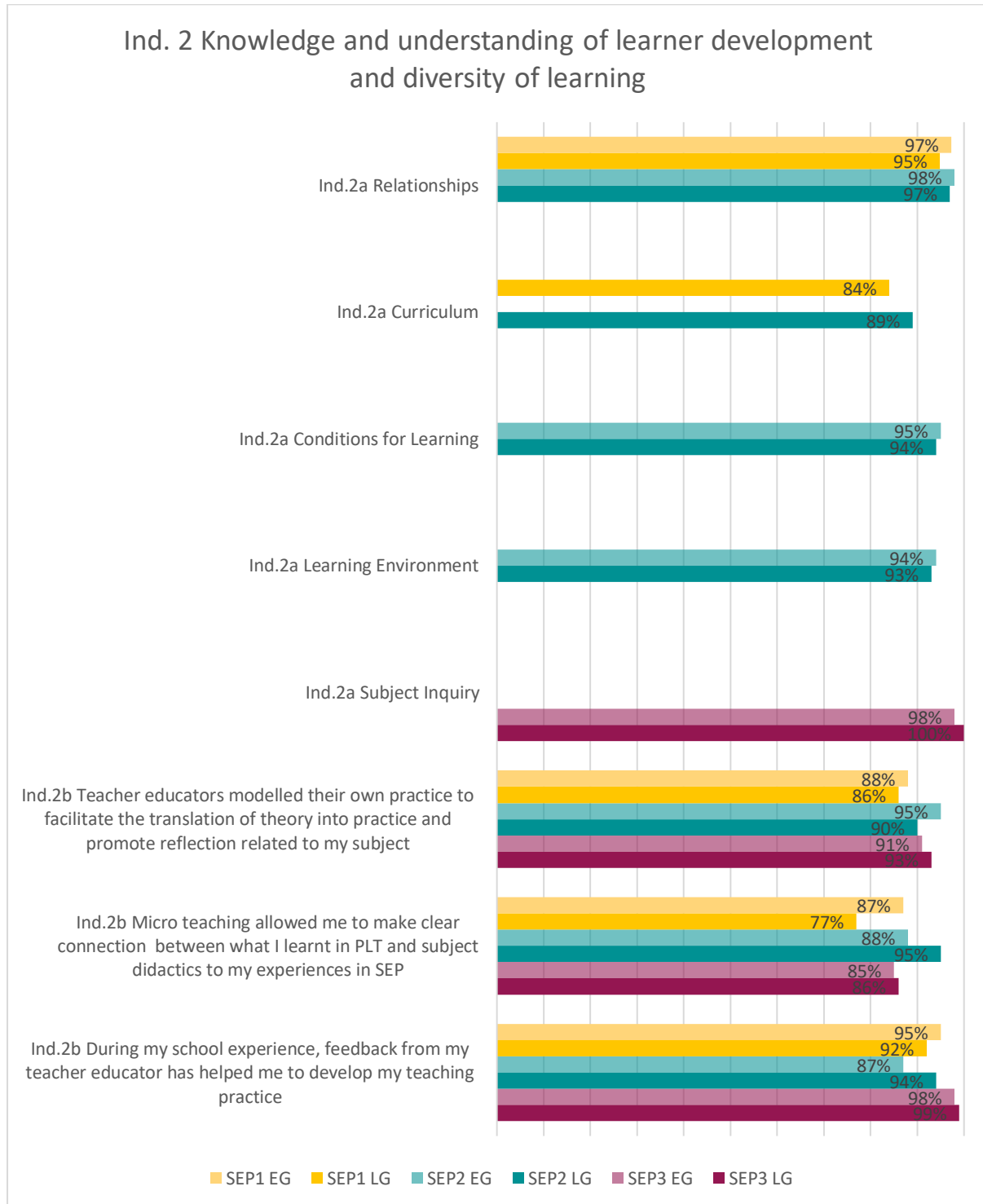
Also, most student teachers (89% in SEP1, 93% in SEP2 and 95% in SEP3) said that the learning journal was a useful tool in their professional development. During SEP2, the majority of early grades (93%) and later grade students (82%), reported that the practice paper helped them in the summative assessment for PLT, and during SEP3 96% of students stated that they feel more prepared to conduct the summative assessment for module 2 after working on the inquiry proposal. In addition, the activities on VLE helped most of student teachers (82%



in SEP1, 87% in SEP2 and 91% in SEP3) to develop their understanding of PLT in their subject.



Knowledge and understanding of learner development and diversity of learning



Indicator 2a

The design of the curriculum for the TEPD is based on three modules which together cover a range of themes pertinent to initial teacher education, including the learning environment, planning, relationships, assessing pupils' progress and understanding the cognition of learning. Whilst the TEPD is modular by design



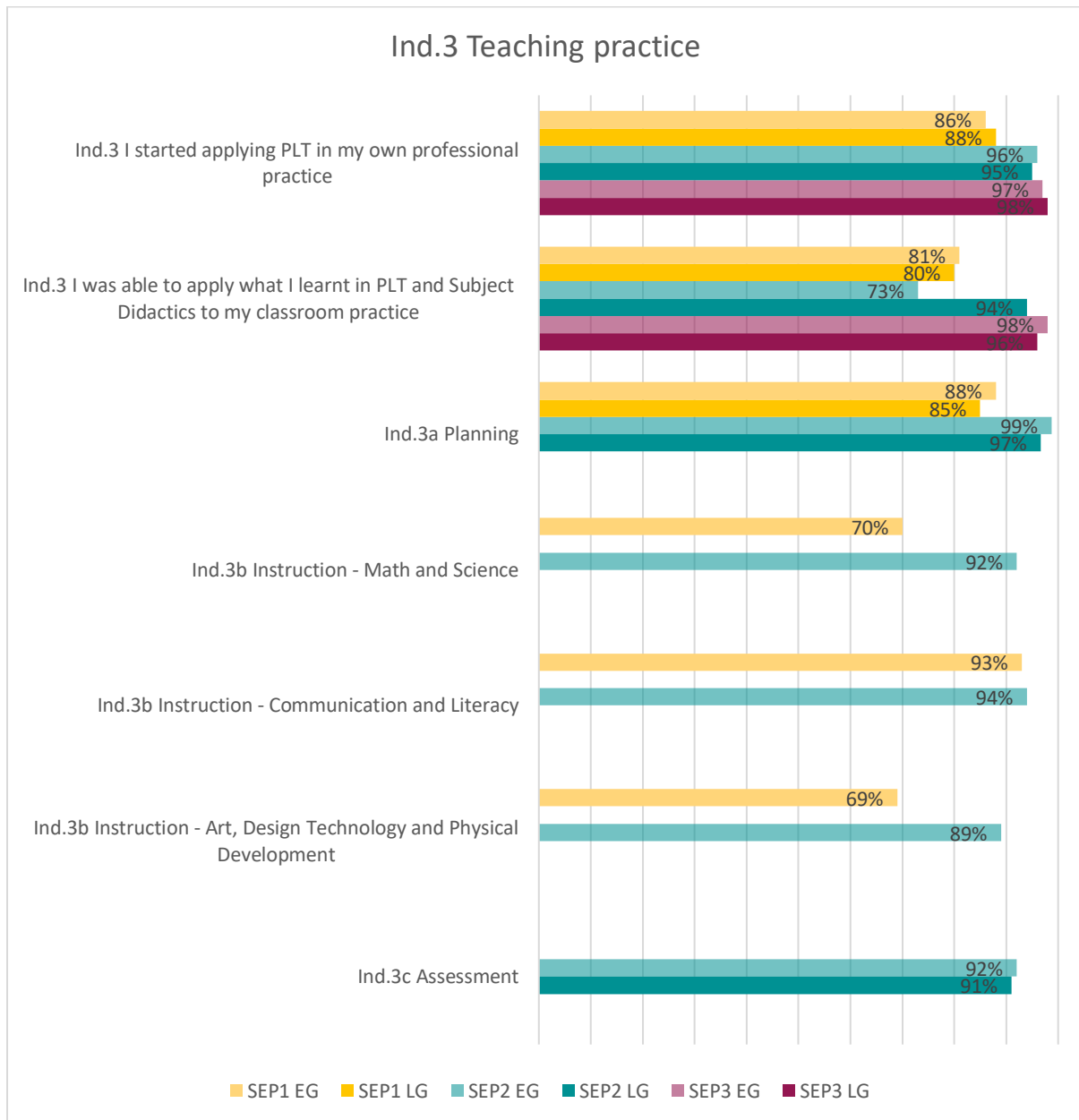
and assessment, these themes recur across the modules so that the student teachers experience a spiral curriculum where educational concepts are revisited in different contexts. In this way, the teaching of the modules is approached in a more holistic way rather than a linear fashion so that the student teachers can see the connections between the content of the different modules. The rationale behind such an approach is so that the student teacher begins to make sense of the complexity of learning.

In regard to developing student teachers' knowledge and understanding of learner development and diversity of learning the majority of participants from both early and later grades in SEP2 (96%) and SEP3 (98%) said that they have developed their understanding of building classroom relationships. Additionally, 87% of later grade students in SEP1 and SEP2 have developed their understanding of subject didactics, while during SEP2, the majority of student teachers said that they have developed their understating of conditions for learning (95%) and of learning environment (94%). In SEP3, most students (94% early and 93% later grades) strongly agreed or agreed that the diploma has helped them to develop their understanding of aspects of subject didactics with reference to subject inquiry.

Indicator 2b

One of the goals of the TEPD was to blend the theoretical knowledge of pedagogy with subject matter knowledge and subject specific content, and to apply it in teaching practice. These skills are developed throughout the TEPD and the ability to use them in the classroom is complemented during SEPs. Both, early and later grade student teachers reported that teacher educators modelled their own practice to facilitate the translation of theory into practice and promote reflection and this was found useful by most respondents and this has increased from 87% in SEP1, to 93% in SEP2, and 92% in SEP3. Also, between 82% student teachers in SEP1 and 86% in SEP3 agreed or strongly agreed that micro-teaching, which they experienced at QRTA, allowed them to make clear connections between what they learnt in PLT and subject didactics and their school experiences. The majority of student teachers (above 90% across all three SEPs), highly valued the feedback they received from teacher educators during the school experiences as it helped them to develop their teaching practice.

Teaching practice



Indicator 3

During SEP1, 87% of student teachers said that they started applying PLT and subject didactics in their own professional practice, while in SEP2 and SEP3 it was the majority of students – respectively 96% and 98%. Also 81% of student teachers in SEP1 explained that they were able to apply what they learnt in PLT and subject didactics to their classroom practice, and this number increased to 84% in SEP2 and 96% in SEP3.

Indicator 3a

In commenting on pedagogies for learning and teaching (PLT) after SEP1, most students strongly agreed or agreed that the programme has helped them develop a range of teaching skills in a variety of ways. During SEP1, 87% student teachers



said that they had developed their understanding of planning. After SEP2, this increased to 99% of early grade and 97% of later grade student teachers.

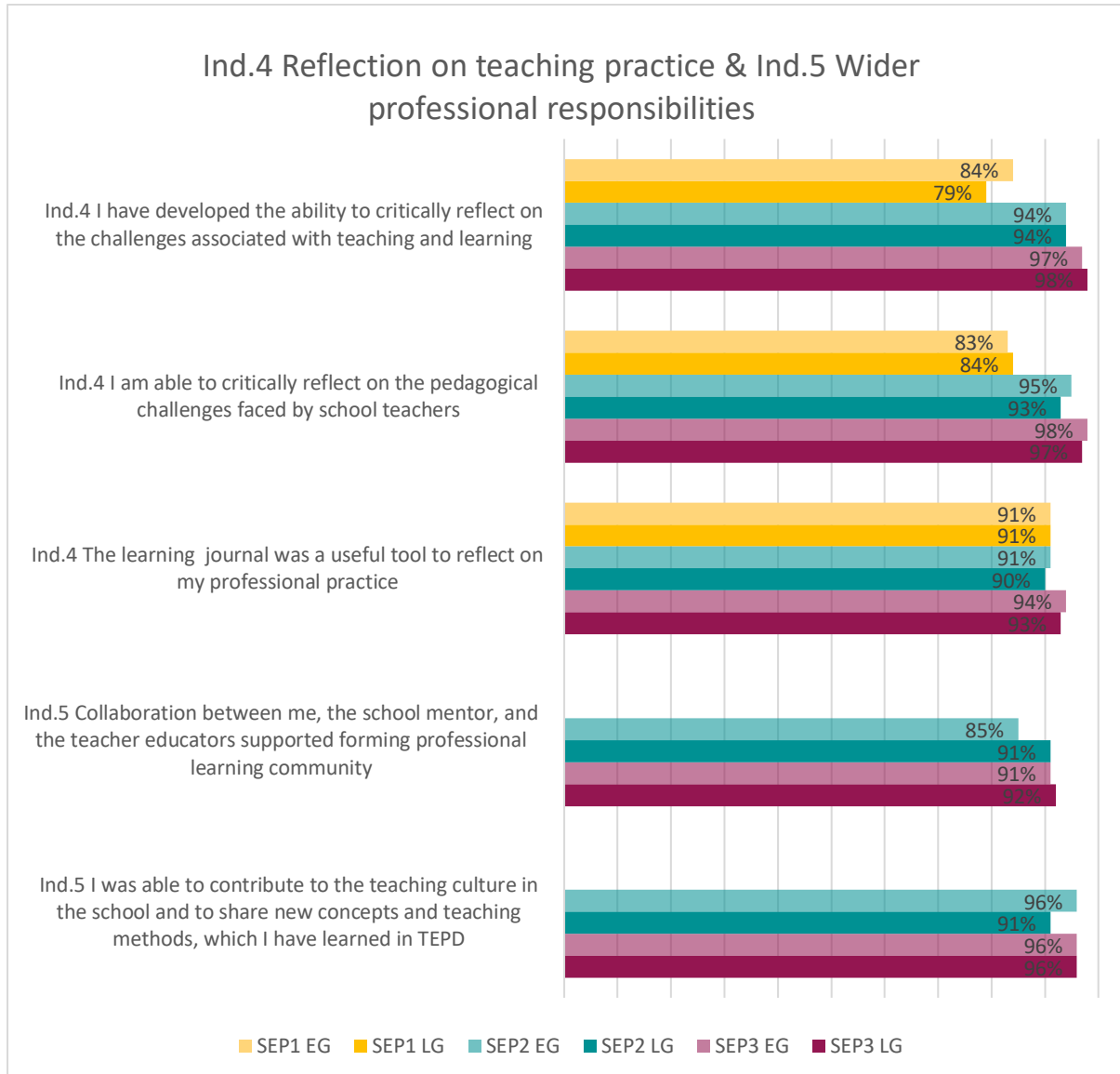
Indicator 3b

Since this year was the first year for the early grades diploma, student teachers were asked more specific questions regarding their understanding of subject didactics typical for the early grades. After SEP1, 70% early grade students strongly agreed or agreed that programme have helped them to develop their instructional practices in teaching math and science subjects. After SEP2, greater numbers of students have agreed or strongly agreed with this statement (92%). This was also true for instruction in communication and literacy with the majority of early grade student teachers agreeing or strongly agreeing with this after SEP1 (93%) and SEP2 (94%), as well as for art, design technology, and physical development, which changed from 69% in SEP1 to 89% in SEP2.

Indicator 3c

Assessment is an important tool to be used by teachers to understand individual and class needs, track individual and class learning progress, as well as feed into their own teaching practice. After SEP2, the majority of student teachers (92%) said that they have developed their classroom practice with reference to assessment. This was further confirmed by school mentors during all three school experiences, 92% of whom said that they discussed assessment for learning and setting next learning steps with the student teachers. Also, most of school mentors (88%) strongly agreed and agreed that they guided student teachers to understand data from formative assessment.

Reflection on teaching practice & wide professional responsibilities



Indicator 4

Throughout TEPD, student teachers are encouraged to regularly reflect on their and others teaching practice and there is a range of activities that enables them to do so. In SEP1, 82% of student teachers agreed or strongly agreed that they were able to critically reflect on the challenges associated with teaching and learning, and this number increased after SEP2 to 94% and SEP3 to 98%. Also, most of student teachers in SEP1 (84%) reported that they were able to critically reflect on the pedagogical challenges faced by school teachers and this became more prominent in SEP2 (94%) and SEP3 (98%). 91% of student teachers in both SEP1 and SEP2 also found the learning journal a useful tool to reflect on their professional practice, and this increased slightly to 92% in SEP3.



Indicator 5

The majority of student teachers from SEP2 (87%) and SEP3 (92%) claimed that collaboration between them, the school mentor, and the teacher educators supported forming professional learning community (PLC). Moreover, 97% of school mentors reported that the school was generally aware of the presence of student teachers and welcomed them to join any learning opportunities, such as attending other teacher's classroom. Finally, most student teachers (94% in SEP2, and 96% in SEP3) said that they were able to contribute to the current teaching culture in the school and to share new concepts and teaching methods which they have learned in TEPD.

9. The features of successful academy-school partnership and mentoring

The features of successful academy-school partnerships and mentoring	
Meaningful academy-school partnership where knowledge and understanding of good teaching is unified and shared. Extended field experiences which are carefully prepared, progressive, and aligned with coursework to foster student teachers' acquisition of practical skills	
6	Procedural characteristics
6a	Appropriate mentor student pairing, if possible, within the same subject
6b	Providing professional development has an emphasis on assistance rather than assessment, working around a set of goals discussed with student teachers and periodically revisited
6c	Commitment to quality education and developing student teacher capacity as defined by the Teaching Standards
6d	Focusing observations on specific aspects of teaching with clear objectives agreed before and discussed after the lesson
6e	Providing time for reflection on practice that focuses on pre-service teacher development and identity, and pupils' learning
6f	Helping student teacher with whole school environment, including site administration communication and understanding the way school and administration work
6g	Giving student teachers an appropriate degree of autonomy
6h	Providing student teachers with emotional support and encouragement
7	Mentors' knowledge and skills
7a	Collaborative planning individual lessons and broader schemes
7b	Discussing subject content and its relationship to teaching and student learning
7c	Modelling practice and explaining the choice of used strategies and materials
7d	Helping student teachers with differentiating instruction
7e	Discussing teaching with student teachers which explores a range of teaching and learning issues
8	Training and ongoing support for mentors
8a	Awareness and understanding of TEPD concepts and Teacher Standards



8b	Knowledge and skills to fulfil the role of mentor
8c	Clarity of training programme and Mentoring handbook

Procedural characteristics of the academy-school partnership

At the end of each of the three SEPs, student teachers were asked to rate their level of confidence about their understanding of the role of the teacher, the survey results showed that student teachers felt increasing confident about teaching throughout three SEPs. Table 2 shows the students ratings after each SEP. In the focus groups, student teachers explained how training provided during the diploma influenced their confidence to teach: *“Through good planning, and through determining the goals and strategies”*; *“I have the ability and confidence to teach any class and to stand against any problem”*; *“I didn’t believe in the strategies in SEP1, In SEP2 and SEP3 I tried them despite the rejection, I observed their impact and now I trust them”*; *“Thanks to knowing about methods, strategies, relationships, and classroom management we enter the classroom with confidence”*.

Table 2: Level of confidence about teaching between student teachers

How confident do you feel about your understanding of the role of the teacher after SEP?	‘Agree’ and ‘strongly agree’ answers
SEP1 EG	92%
SEP1 LG	88%
SEP2 EG	88%
SEP2 LG	85%
SEP3 EG	96%
SEP3 LG	100%

Indicator 6a

Once asked about appropriate mentor student pairing in the TEPD, students reported that in SEP1 most of them (80%) had school mentors from the same subject, and this number increased to 96% in early grades and 82% in later grades in SEP3 - see table 3. This was confirmed by school mentors - 92% of respondents agreed with this statement in SEP1, 96% in SEP2, and 96% in SEP3).

Table 3: Subject pairing

My school mentor was a teacher of the same subject as me?						
	SEP1 EG	SEP1 LG	SEP2 EG	SEP2 LG	SEP3 EG	SEP3 LG
Yes	81%	80%	81%	84%	96%	82%
No	19%	20%	19%	16%	4%	18%



Indicator 6b

During the school experience student teachers discussed the goals and directed activities during weekly meetings with their school mentors. During SEP1 most student teachers reported that they had four of such meetings, and this number grew for most to five or six during SEP2, and to six in SEP3. These numbers were very similar for earlier and later grades students - see table 4.

Table 4: Number of targets setting weekly meetings

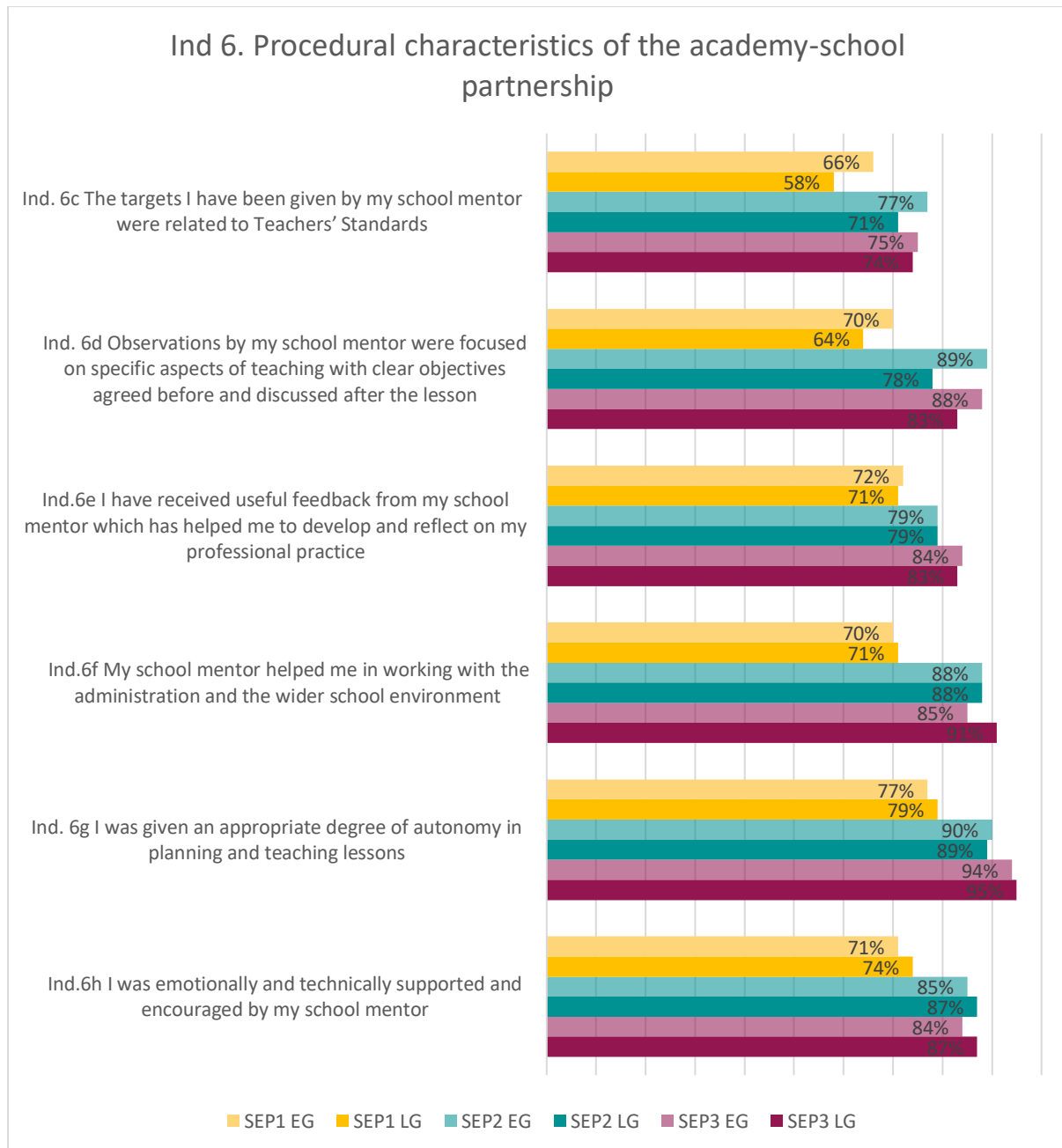
How many targets setting weekly meetings did you have with your school mentor?						
	SEP1 EG	SEP1 LG	SEP2 EG	SEP2 LG	SEP3 EG	SEP3 LG
zero	3%	2%	1%	2%	3%	2%
one	12%	10%	5%	9%	9%	6%
two	7%	8%	4%	6%	3%	6%
three	9%	14%	3%	4%	4%	3%
four	67%	60%	8%	7%	4%	3%
five	2%	3%	13%	20%	8%	13%
six	0%	2%	67%	52%	68%	67%

Also, student teachers were asked about how many formal observations they had by the end of each SEP. Talking about SEP1, most of early grades (45%) and later grades (48%) student teachers said that they have had one observation while (30%) of early grades and (34%) of later grades students reported that they had two observations. In SEP2, early grades students reported to have had two (75%) or three (20%) formal observations, also (68%) of later grades had two and (21%) of them had three formal observations. During SEP3, majority of early grades (93%) and later grades (86%) students reported to have had three formal observations and only (2%) reported one formal observations – see Table 5.

Table 5: Number of formal observations

How many formal observations did you have from your school mentor?						
	SEP1 EG	SEP1 LG	SEP2 EG	SEP2 LG	SEP3 EG	SEP3 LG
zero	3%	3%	1%	2%	1%	0%
one	45%	48%	4%	9%	2%	2%
two	30%	34%	75%	68%	4%	11%
three	22%	15%	20%	21%	93%	86%

During SEP2 and SEP3, school mentors were asked whether, in setting up students' goals, they have been guided by student teachers' areas for improvement from previous SEP and 93% of respondents strongly agreed with this in SEP2 and 97% in SEP3. Also, most of school mentors (90% in SEP1, 96% in SEP2 and SEP3) stated that their student teachers achieved the goals identified for improvement during their school experience.



Indicator 6c

Talking about commitment to quality education and developing student teacher capacity as defined by the teaching standards, student teachers mentioned that the targets they have been given by their school mentor were related to Teachers' Standards, the percentage of student teachers who strongly agree and agree was 58% for later grades and 66% for early grades during SEP1, but it increased during SEP2 and in SEP3 except for early grades were the percentage slightly decreased by 3% compared to SEP2. While the majority of school mentors (96%) responded with agree or strongly agree when they were asked if their mentoring activities such as observations, or weekly target setting were based on QRTA/TEPD Teachers' Standards.



Indicator 6d

Student teachers agreed that the observations by school mentors were focused on specific aspects of teaching with clear objectives agreed before and discussed after the lesson and this has increased during SEP2 and SEP3. The highest percentage of student teachers who responded by strongly agree and agree was 88% in SEP2 for early grade students' and 83% in SEP3 for later grade students. 95% of school mentors agreed or strongly agreed, that the lesson observations were focused on specific aspects of teaching guided by the Teacher Standards with clear objectives agreed with their student teachers before and discussed after the lesson.

Indicator 6e

As reflection is an important concept in the TEPD, student teachers were provided with time for reflection on their practices. During SEP1, on average, 71% of student teachers agreed or strongly agreed that they received useful feedback from their school mentors which helped them to develop their professional practice and the percentage grew during SEP3 to 84% for early grade and 83% for later grade students. During meetings with student teachers across all three school experiences, 94% of school mentors either strongly agreed or agreed that they provided time for reflection on learning and teaching experienced during the lesson, while only 1% disagreed.

Indicator 6f

Moreover, during SEP1 many of student teachers (71%) from both early grade and later grade mentioned that their school mentors helped them in working with the administration and the wider school environment, while in SEP3 the majority of students (88%) agreed with this statement. This was confirmed by majority of school mentors (98%) during the school practicum experiences as they reported that they helped the student teachers with the whole school environment, including site administration and explained teachers' wider professional responsibilities.

Indicator 6g

In terms of being given an appropriate degree of autonomy in planning and teaching episodes of lessons, in SEP1, 77% of early grade and 79% later grade students agreed or strongly agreed, and these percentages increased in following school experiences to 90% in SEP2 and 94% in SEP3. Additionally, the majority of school mentors (98%) felt that they have given student teachers an appropriate degree of autonomy in terms of applying directed activities, discussing new methods of teachings.

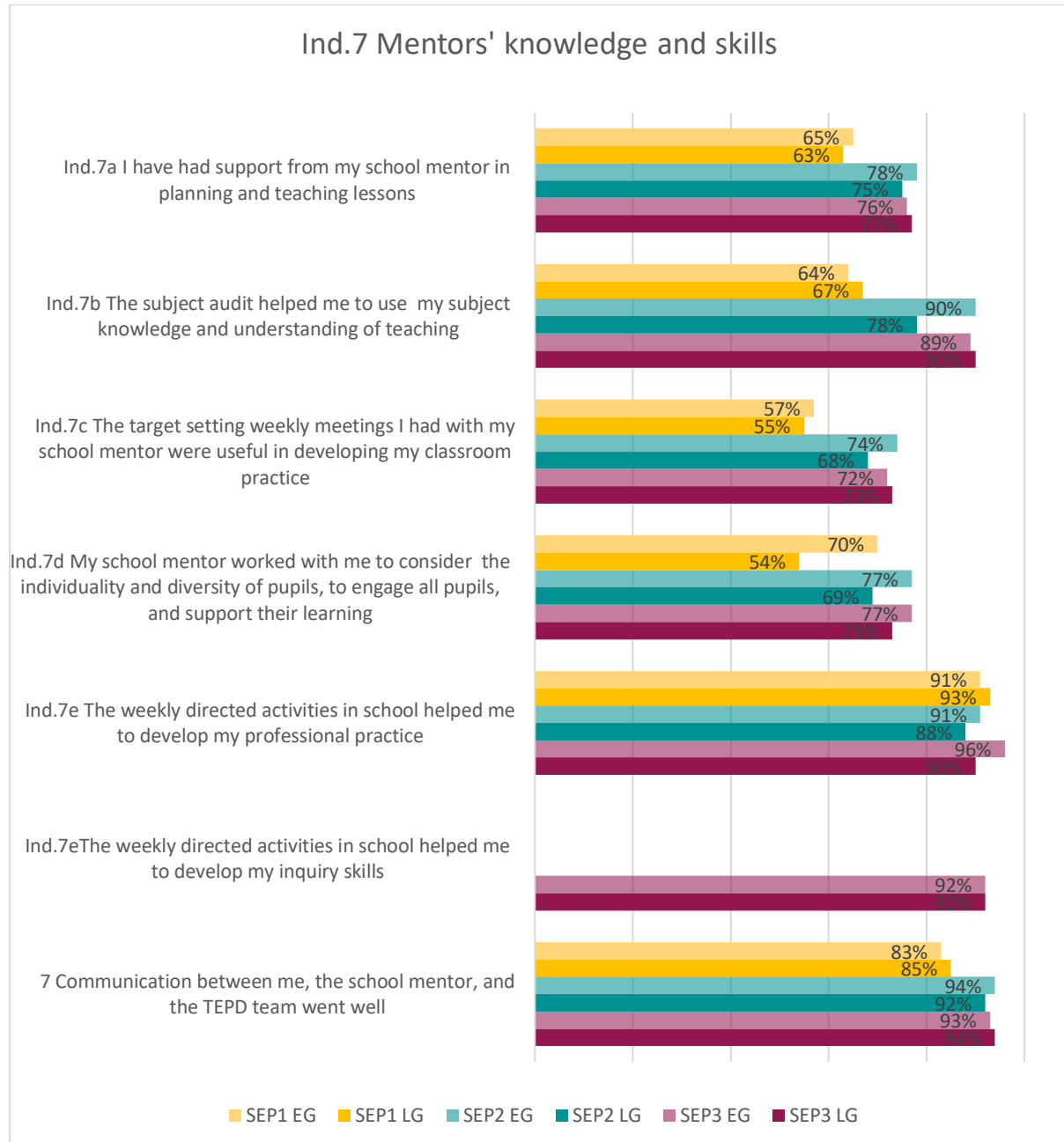
Indicator 6h

After SEP1, 72% of students reported they felt that they were emotionally and technically supported and encouraged very well by their school mentor. 87% of later grade students in SEP2 and SEP3 agreed or strongly agreed with this statement, compared to 85% and 84% of early grade students in SEP2 and SEP3 respectively. Almost all school mentors (99%) across all three school experiences



strongly agreed or agreed that they have provided student teachers with emotional support and encouragement. This proportion was much higher than that reported by students.

Mentors' knowledge and skills



Indicator 7a

During SEP1, 64% of student teachers from both early grade and later grades strongly agreed and agreed that they had received support from their school mentors in planning and teaching episodes of lessons. In SEP2 and SEP3 these percentages increased to 77%. The highest percentage of students who disagreed or strongly disagreed with this statement was in SEP1 – 22% of later grade students followed by 17% of early grade students. Most school mentors said they



had collaborated with student teachers in planning individual lessons and broader schemes - 96% in SEP1, 95% in SEP2, and 96% in SEP3. While planning, 96% of mentors during the three SEPs discussed subject content with student teachers and its relationship to teaching and learning. These numbers show discrepancies between student teachers' and school mentors' perceptions which suggests a rift between the two groups of stakeholders, and it would be advisable to better understand these practices in the future.

Indicator 7b

During SEP1, 64% of early grade and 67% of later grade students said that the subject audit was helpful in testing their subject knowledge and understanding how to teach effectively. These percentages grew in SEP2 and in SEP3, when most of students (90%) from both early and later grades agreed with this statement. Also, the majority of school mentors (96%) said that while planning the lessons, they discussed this with student teachers, alongside the subject content and its relationship to teaching and learning.

Indicator 7c

Reflecting on teaching practice and explaining the choice of used strategies and materials is very important for student teachers learning during the school experience and in TEPD, this happens during target setting weekly meetings. In SEP1, 57% of early grade and 55% of later grade students strongly agreed or agreed that these weekly meetings were useful in developing their classroom practice. These percentages continued to increase in SEP2 (71%) and SEP3 (73%) for both early and later grades. 95% of school mentors across all three school experiences also felt that they created opportunities to model teaching practice and discuss the choice of used strategies and materials with student teachers.

Indicator 7d

After SEP1, 70% of early grade and 58% of later grade student teachers agreed or strongly agreed that their school mentor worked with them to consider the individuality and diversity of pupils, which led to being able to engage them and support their learning. In SEP2 and SEP3, respectively, 73% and 75% of student teachers agreed or strongly agreed with this. 22% of SEP1 respondents disagreed or strongly disagreed with this statement and this number went down to 9% for SEP2 and 10% for SEP3. This was viewed differently by school mentors, 95% of whom claimed that they have worked with student teachers to help them understand the individuality and diversity of pupils and assisted them in applying differentiation.

Indicator 7e

Discussing teaching with student teachers which explores a range of teaching and learning issues is very important for their progress and most of student teachers from SEP1 (93%), SEP2 (90%) and SEP3 (92%) highly valued weekly directed activities, which helped them to develop their professional practice. Also, the majority of school mentors (96%) said that they have discussed with the student teachers a variety of teaching strategies to engage and encourage all pupils and effectively manage their behaviour. Additionally, most students in SEP3 (92%)



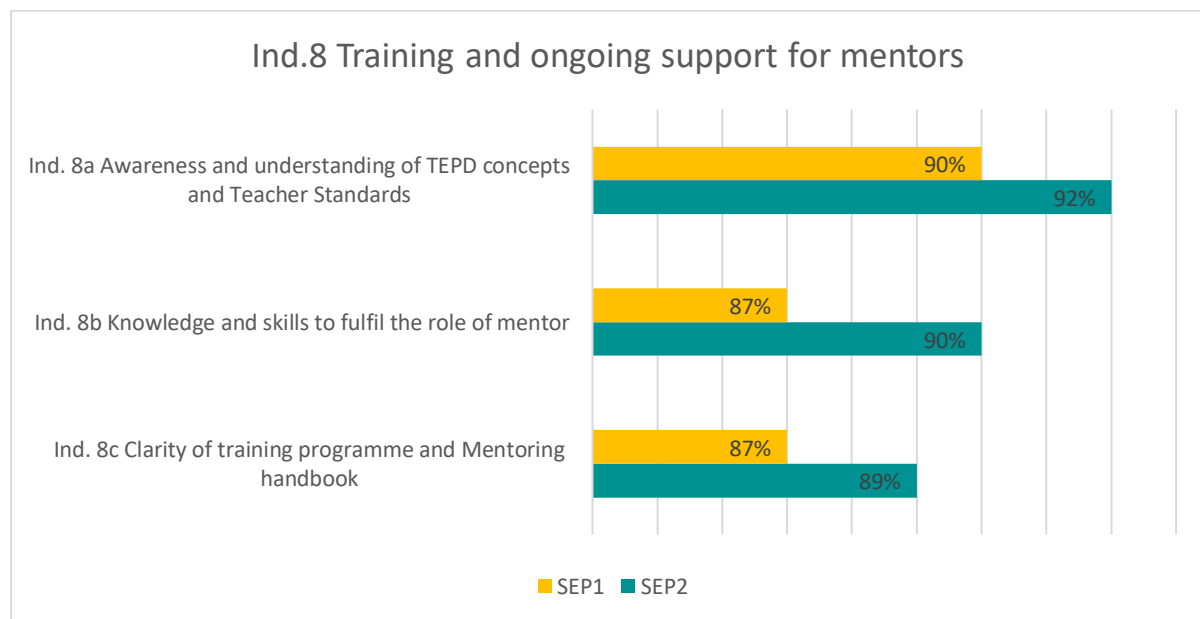
from both, early and later grades, found that weekly directed activities were a useful tool in developing their inquiry skills.

Indicator 7

For most student teachers (84% in SEP1, 93% in SEP2 and 94% in SEP3) communication between them, the school mentor, and the TEPD team went well. Also, the majority of school mentors (97%) said that the communication with student teachers was easy, and most of them (87%) mentioned that the communication with teacher educators and the administration of TEPD was easy as well. Moreover, on average 84% of school mentors said that the school's leadership supported them in their role as mentors, and on average 80% felt that they were supported in their role of a school mentor by teacher educators. In terms of having opportunities to discuss their experiences with mentors from other schools only 42% during the school experience mentioned that they had such opportunity.

Overall, 89% of school mentors from SEP1, SEP2 and SEP3 found being a school mentor interesting and felt that it benefited their own teaching.

Training and ongoing support for mentors



Indicator 8a

More than 90% of school mentors who took part in the programme said that the training they were provided with, raised their awareness and understanding of concepts and Teacher Standards. Moreover, training provided school mentors with good understanding of pedagogical principals and what is covered in the TEPD, which allowed them to align support for student teachers with what they have been taught at the academy.



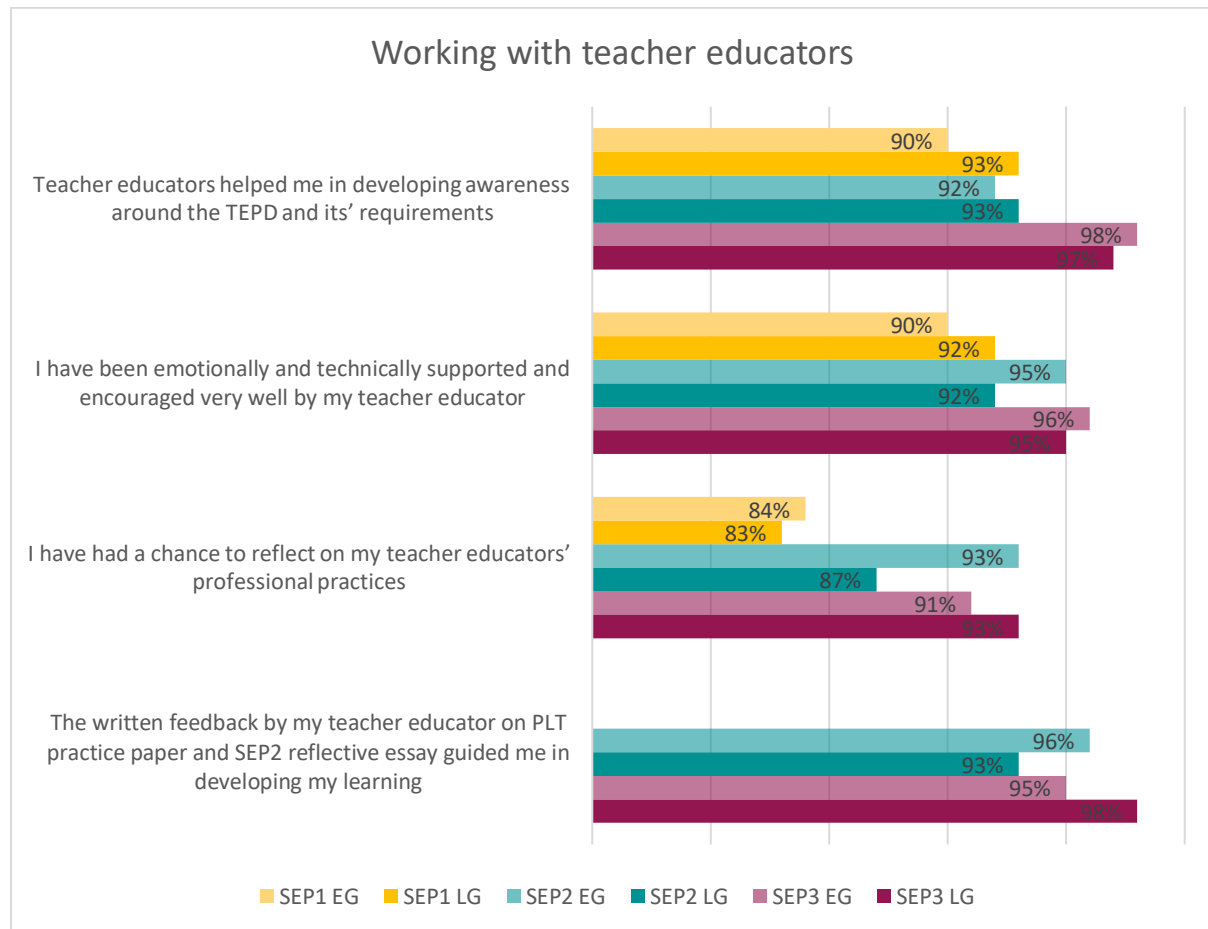
Indicator 8b

87% of school mentors in SEP1 and 90% in SEP2 reported that training provided them with a sufficient amount of knowledge and skills to fulfil their mentoring role, and that they were prepared to complete the required documentation.

Indicator 8c

On average, 88% of school mentors in SEP1 and SEP2 said that the mentoring handbook they received during training presented the information/ forms in a very clear structure and it was easily accessible.

10. Working with teacher educators



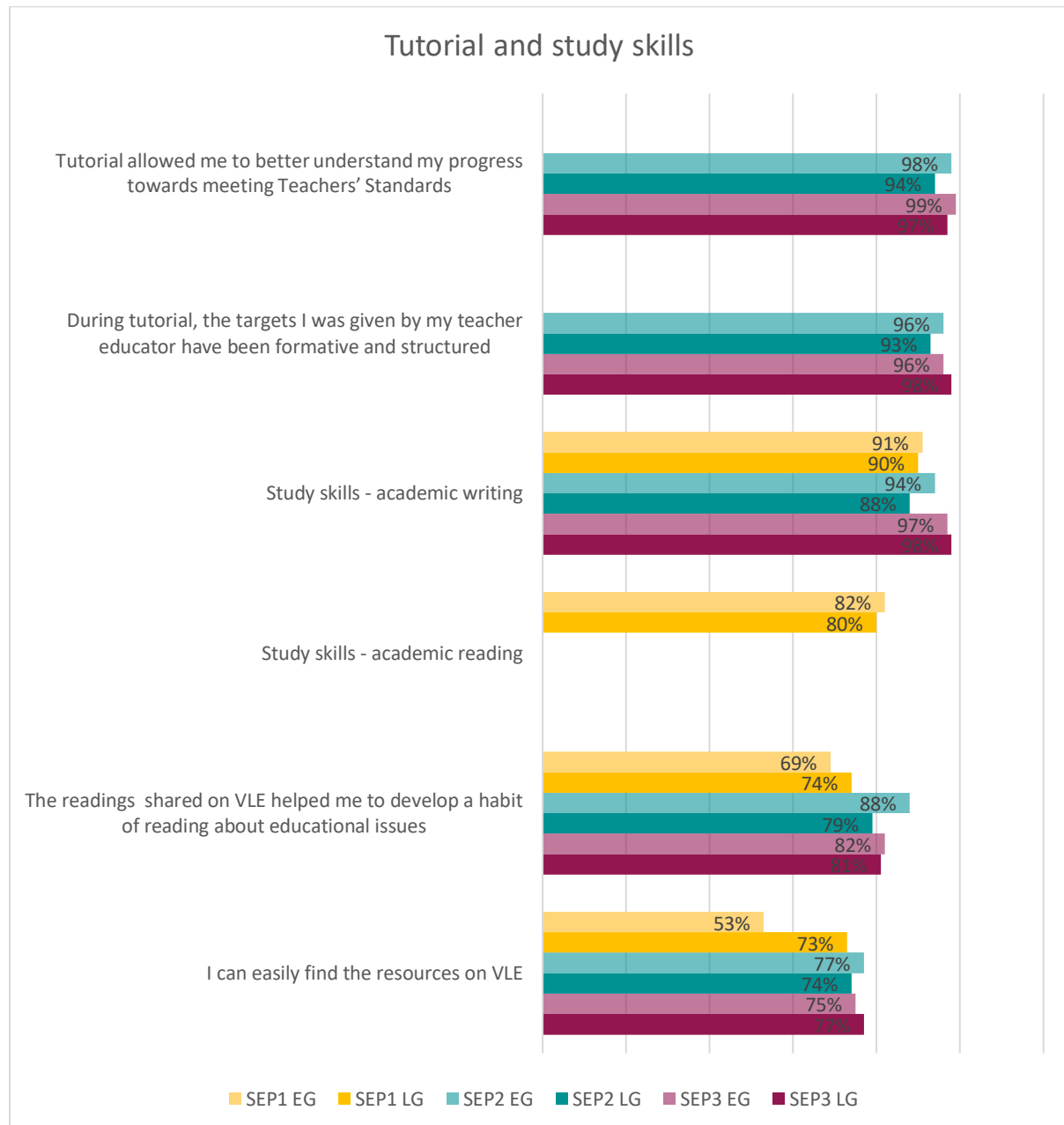
During the diploma, more than 90% of student teachers from both early and later grades, mentioned that teacher educators helped them in developing awareness around the TEPD and its requirements. The majority of student teachers (over 90%) highly valued the emotional and technical support, as well as the encouragement from their teacher educators.

Moreover, student teachers talked about being able to reflect on teacher educators' professional practices, with 84%, 90%, and 92% respondents respectively in SEP1, SEP2, and SEP3 agreeing or strongly agreeing that they had a chance to consider and discuss this.



An average of 95% of SEP2 student teachers from both early and later grades, agreed or strongly agreed that the written feedback by teacher educators on their PLT practice paper and SEP2 reflective essay, guided them in developing their academic performance. During SEP3, the majority of student teachers (97%) found that the written feedback useful in their development as a teacher.

11. Tutorial and study skills



In SEP2 and SEP3, nearly all student teachers reported that the tutorials allowed them to better understand their progress towards meeting the Teachers' Standards. Also, during tutorials, the targets they were given by the teacher educator appeared to have been formative and structured as confirmed by the majority of student teachers (over 95%).



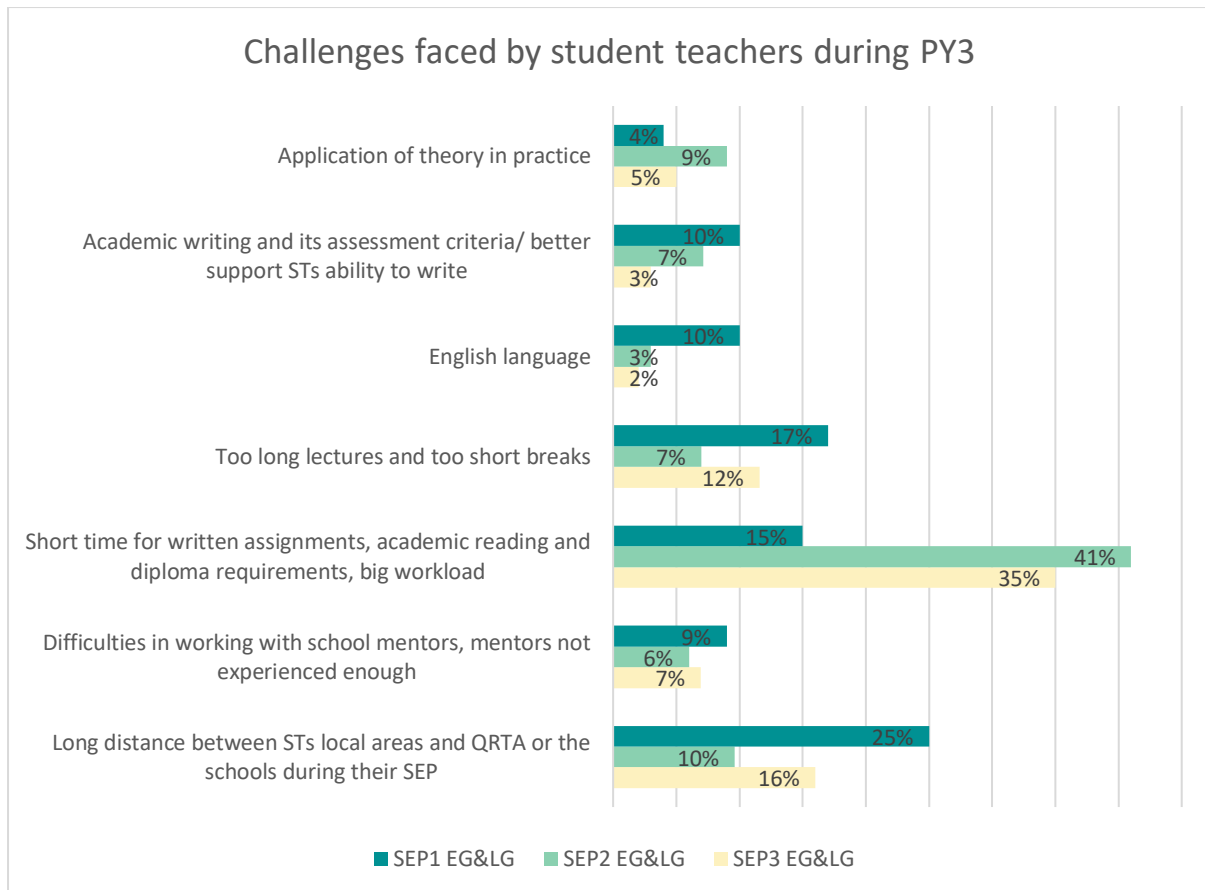
There was a strong sense of agreement between student teachers that the TEPD developed their academic writing skills. Most of SEP1 students (91%) mentioned that they have developed their understanding of academic honesty and plagiarism. Moreover, 91% of students in SEP2 agreed and strongly agreed that the academic writing session was beneficial to developing their writing skills and the majority of SEP3 students (98%) mentioned that they have developed their skills to critically engage with academic literature and incorporate it in their writing.

Additionally, more than 80% of student teachers said after SEP1 that they have developed their skills in reading academic literature through sessions focused on academic reading skills. The average of 79% of student teachers mentioned that the readings shared on VLE helped them in developing the habit of reading about educational issues.

Student teachers from both, early and later grades, reported low satisfaction regarding how easily they can find resources on VLE. In SEP1 only 63% of student teachers have agreed or strongly agreed that they can easily find these resources, and this percentage increased to 76% during SEP2 and SEP3, which means that another quarter of student teachers still struggled with this.

12. Qualitative findings from student teachers

In all three surveys, student teachers were given a chance to describe some areas of their learning in open text so that it could provide an in-depth insight into their perceptions and issues they were facing.



Between challenges spoken about by the participants varied between SEPs, the most pronounced were time limitations, either in terms of academic performance and its workload, or the logistics of attending the programme. This was also the main focus during the focus groups with the difficulties related to the workload and travel being pointed out the most often by the participants. The level of difficulty in terms of other listed issues, such as accessing the content in English, academic writing, or working with school mentors, continued to reduce throughout the diploma.

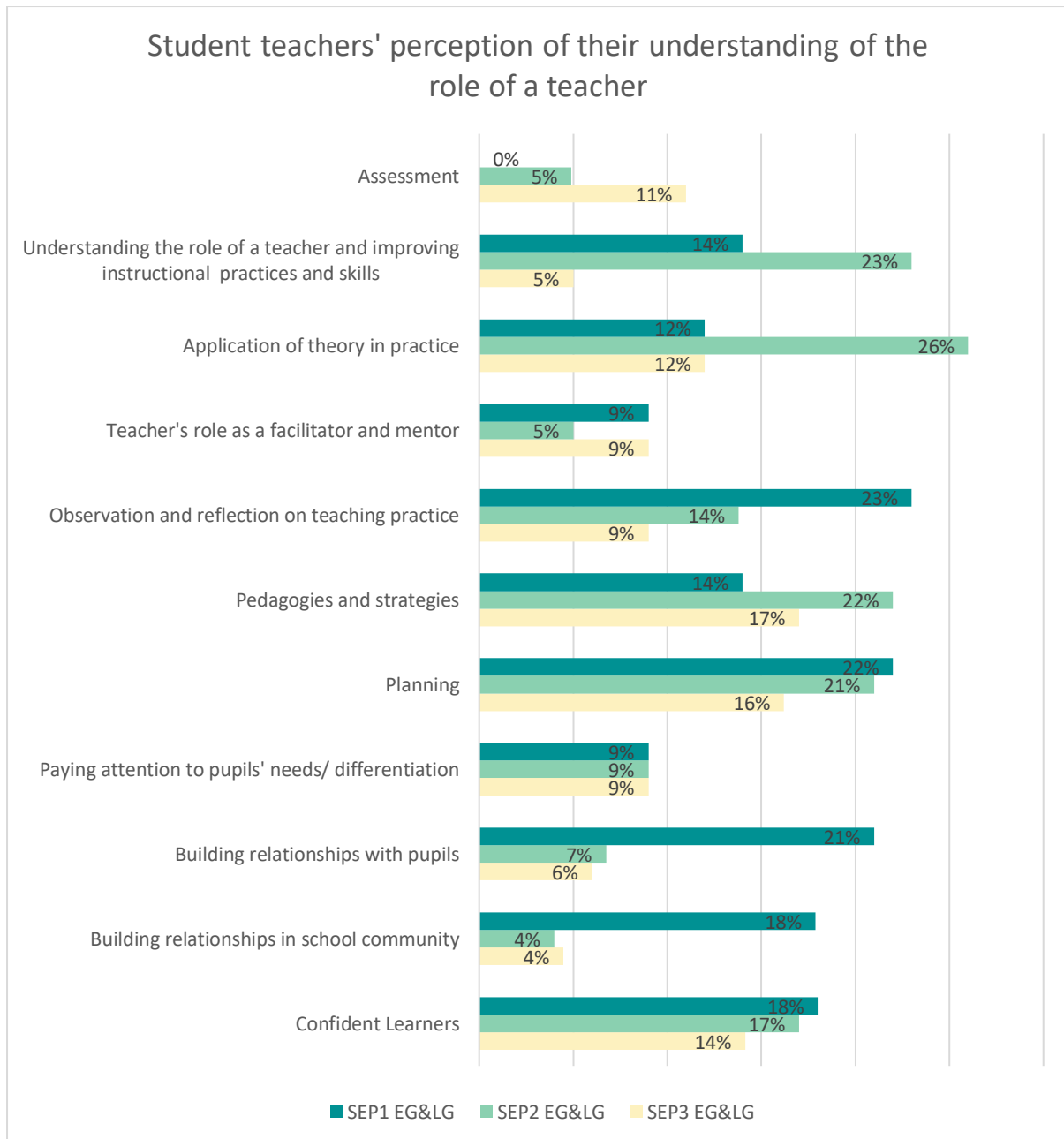
When asked during the focus groups whether there was any support that student teachers needed but did not receive, the responses to this question were not varied. 42% of the participants said that all the educational staff provided their best help in any problem. 13% of the participants complained about the lack of a cafeteria in the academy. At a lower level, 5% of the participants asked to consider the person conditions like surgeries /family situation, and to distribute the allowance monthly, not after finishing the diploma. Regarding the communication with the academy, 5% of the participants said that they faced difficulties in communication with the academic supervisor who did not answer WhatsApp messages or follow-up with the participant project. Also, 4% of the participants asked to have a psychological counsellor to help the students to overcome the difficulties, and another 4% of the participants tried to move to another school but the academy refused. Finally, 2% of the participants asked to allow them to use the schools' resources to do the activities, to extend the break time between lectures and to make a nursery for our children here at the academy



During focus groups, student teachers were asked for their views about which elements of what they have learnt in the TEPD will be the most difficult to introduce in schools and the most often answer was differentiation and inclusion (6 people). The respondents mentioned applying differentiation techniques in the overcrowded classroom, being unprepared to deliver this, as well as finding it difficult to provide for students with special educational needs. Language barrier was also mentioned in the context of the materials being written in English and the difficulty it might cause for delivery in Arabic (5 respondents). Further challenges mentioned by the participants were: possible resistance from students, other teachers, and school management; assessment, including different assessments tools and introducing self-assessment; the application of the inquiry-based learning within the big workload; and classroom management.

In answering this question, many respondents focused on pointing out what challenges they have already faced and are predicting for their future as teachers. The most often mentioned issues were: implementing technology, lack of the internet and appropriate devices mentioned by 8 respondents, as well as dealing with large groups of students and caused by this difficulties with monitoring their progress, group work, application of strategies, learning environment (preparing the classroom for group work), and provision for students with learning difficulties mentioned by 7 student teachers. Participants also brought up that increasing the expectations of the students was hard to apply because of the big number of the students and the difficulty to follow-up with everyone.

Additionally, many student teachers spoke about the need for continuous professional development and they proposed that QRTA should provide a range of workshops for the teachers to support their continued development. Another proposition was to have a website where alumnae could suggest subjects for the workshops, exchange their experiences, and continue communicating after the diploma.



Respondents described also how the diploma allowed them to build a range of skills and knowledge to prepare them to undertake the role of a teacher. Within the first three months of the programme, student teachers developed their relationships with pupils and the school communities, started to observe and reflect on teaching practice and gained early understanding of planning lessons, which is very much aligned with the focus of the diploma. During the second trimester and SEP, student teachers became familiar with application of theory in practice, and improves their uses of different pedagogies and strategies in their instructional practice. Further advancement included assessment, while becoming a confident learner and understanding how to support students with different needs and how to best facilitate learning continued to develop throughout the diploma. A student teacher said: *“Before the TEPD I was a teacher and I remember when I first stood in front the pupils’ I couldn’t talk, but after the TEPD*



everything have changed; I became more confident inside the classroom, the way I stand and my way in presenting the information for my pupils’.

According to the focus groups analysis, 53% of the participants mentioned, that the mentors in public and private schools lacked knowledge such as teaching strategies and completing the forms, while only 18% of the participants said that the mentor was qualified/ cooperative. 22% of the participants saw that the experience in public schools was better than the private school, because some of these mentors took part in one of the QRTA network programmes and some had long teaching experience. On the other hand, 16% of the participants expressed that their experience in the private schools was different than the public schools, because the mentors were collaborative and knew the strategies. One participant summed it up: *“it’s not because of the school is public or private but, it’s about the SM”.*

In addition, 4% of the participants said that they benefited from a teacher graduated from the academy more than their mentor. 9% the participants said that the three experiences were very beneficial. However, 18% of the participants said that they faced a rejection from the SM/administration in the private schools, and this was only faced in public schools by only 4% of the participants. Talking about other issues, 9% of the participants mentioned that they suffered from the long distance travelling between their home and SEP. Also, 5% of the participants said that the application of some activities was hard because of the limited time spent at schools, while 5% of early grade student teachers hoped to teach different class level in different SEPs.

13. Data from teacher educator survey

Towards the end of the third year of TEPD, 41 teacher educators took part in the survey which asked about different elements of their work. 24 of these respondents joined TEPD in the third year of the programme. As teacher educators at TEPD, the respondents felt that they were *‘making change to the quality of education’*; and that it has allowed them to *‘make greater influence in the educational process’*; create *‘life-long learning’*; promote *‘new approach that links what we know in a theory base with application and improvement inside classes’*; *‘share knowledge’*; and *‘change mind sets regarding teaching and learning toward latest international trends’*.

When asked about the QRTA orientation process, 15 teacher educators said that it prepared them for the role of a TE very well, 21 – quite well, 4 said not very well, and 1 did not feel prepared. Most teacher educators spoke about their positive experiences: *‘The process was very precise and important as it was able to move periodically from a teacher to a teacher educator clearly and easily; From day one I was supported and equipped with all the information and supplies I needed; The orientation and training took place in phases which enabled me to understand the process well; The process of induction that I went through, at the very beginning of the year, paved the way for me to have a clear understanding of what the Diploma revolves around’.*



Even though high proportion felt that they were well prepared, there were several answers which spoke about the challenges of this: *'In the first year, there was a lot of guidance and support. This, however, has dropped down over the last two years. I mean there should be more orientation on developing an awareness of the TEPD; the process can be enhanced more; I did not receive adequate and adequate support, but was able to rely heavily on myself through reading, research and practice; my induction took place at a very later stage and not at the beginning when I joined QRTA; I was not given time to reflect without rushing to the next item on the calendar.'*

All respondents said that the role of a teacher educators was clear to them and they named several ways in which being a teacher educator contributed to their growth on a personal and professional level. Examples of personal development included: *'it made me more confident of myself; it enriched me personally by fulfilling my passion; it has helped me in developing my communication skills; it made me use reflection as a way of life, be a reader and a continuous learner; and evident growth in both interaction with others and handling daily matters, in terms of interaction with various backgrounds and accepting others without prejudice.'* On the other hand, when describing professional enhancement, respondents spoke about: *'I learned a lot about the pedagogy of teaching and learning especially in my subject; it enhanced my knowledge and practice of standardization and moderation, I read more now; I learned much, especially through the interaction with subject consultants, and through the managerial tasks we were allocated to; Helped my participation in learning communities that focus in educational change, and it was good opportunity to engage in research based teaching; I have gained a deeper understanding of the subject I teach through teaching student-teachers; and I found out about the latest learning and teaching theories, and try out new teaching practices.'*

Respondents named and explained a number of challenges they faced in their work and these could be grouped into the three main categories:

1. Workload (21 respondents)

- A big number of tasks and their tight timelines/meeting deadlines
- Paperwork/bureaucracy
- Number of visits in schools – *'managing school visits all over Jordan within a short period of time. This is specifically about SEP 3, then asked to come back to the building for a 30 minute meeting, when you have been commuting since 6 am. Management needs to employ conference calls.'*
- Number of students to follow-up – *'the number of students required follow-up, especially with the presence of students on the support plan who require visits more than once.'*

2. Language

- English (6 respondents) – challenging for student teachers and teacher educators.
- Arabic – *'reading the essays in Arabic was challenging at the beginning but not anymore.'*



3. Feedback/assessment/markings (5 respondents) – *‘assessment of essays and inquiry papers using criteria; writing feedback; assessing summative assignments in a short period of time was challenging. E.g. M2/M3 assignments in 5 days, while M1 was given 6 days’.*

Teacher educators also spoke about other difficulties, however; these were mostly individual observations: *‘Changes to roles/clarity of our roles; ambiguity in leadership structure; ambiguity in chances for development; technology; dealing with school mentors; We need to undertake educational research, which we still do not see the impact within the professional diploma program’.*

Teacher educators who responded to the survey listed a whole range of areas of TEPD which they considered very positive, for example: *‘relationship and support given to STs; connecting new knowledge to existing context and perspectives; working as a team and the relationships within the department; developing new areas like academic reading and writing; and teaching and feedback’.* One respondent spoke about far reaching impact of the programme: *‘I feel proud that I’m one of the people who are achieving the vision of Her Majesty, and also one of those who lead the change’.*

27 Respondents were very satisfied in their role of a teacher educator, 12 were quite satisfied, and 2 were not really satisfied. In terms of their career, 24 respondents would like to develop towards the leadership within TEPD, 5 would like to expand their capacity to undertake educational research, and 11 would prefer to continue being teacher educators. 32 teacher educators who provided answers in the survey were appreciative of the admin support they received, and they mentioned a range of people in different roles who helped them in their work. 9 respondents proposed that admin support they received needed improvement or that needed more support, for example in *‘uploading grades and folders to one drive, and translation’.*

All but one teacher educator said that they build good or very good relationships with school mentors and the examples of their descriptions were: *‘Very good relationship with most of the mentors. Most of them were cooperative and helpful to the student teachers; We communicate very effectively and it’s a mutual relationship of respect and support; friendly, respectful, helpful’.*

This was true of most school mentors, however, some teacher educators faced following challenges: *‘Most of them they welcomed us very well and gave our students the needed support, but of course, we had other mentors that didn’t work well with our STs or us; Not always successful. Some schools are not of a caliber we would like to continue dealing with’.*

They also proposed how to strengthen this liaison:

- *I aim to build positive relationships with school mentors and the more we educate them about TEPD, the more support we receive from them*



- *I believe we should be working more closely with mentors to inspire them in supporting our STs to best of their abilities and to follow up the progress of our STs thoroughly*
- *some mentors didn't fit their role by their knowledge and communication*
- *School mentors need to know the philosophy of assessment and teaching*

To all teacher educators, building a good relationship with student teachers was very important and they were very proud about this aspect of their work. The following quotes explain different areas of working with student teachers from knowing their personal situations to supporting them in a range of ways:

- *I had a very good relationship with my student teachers, and this helped me to communicate with them and be open to their feedback to understand their strengths and areas to develop and provide them with the needed support.*
- *During the year we built a wonderful relationship characterized by respect and mutual love. We have been in constant contact in order to provide them with the support they need at any time. I used to discuss some readings with them via skype for example.*
- *Good relationships with STs and thorough follow up inspires and motivates them to work harder and has an impact on their progress and quality of work. Role modelling is also essential to create awareness on what is expected from a future teacher.*
- *I empowered them to be long life learners.*
- *Great. I invested much time and effort in building positive relationship with my STs. Outside of working hours support through emails and WhatsApp were also helpful to strengthen the relationship and build more commitment towards the vision of TEPD.*
- *I helped students to reflect on their thinking and learning skills, demonstrate knowledge and I took into consideration individual students' backgrounds, interests, emotional and academic levels. Some of that is documented in emails and WhatsApp.*
- *My student teachers said that they learned much from the ongoing constructive feedback I gave them. This kind of feedback helped them much in developing their academic writing ability and refining their teaching practices during school practicums.*

21 participants spoke positively about help they received from their TE mentors and this ranged from professional to emotional and personal support:

- *He provided me with constant support and he was keen on my evolutionary follow-up he appreciates my interest and development.*
- *He gave me an idea about the grade criteria for marking.*
- *My mentor supported me spiritually and morally through her quick and effective response to improve my academic performance. Her interest and good spirit influenced my interaction with others. She was an excellent role model that raised my spirits and influenced my career and my personality. Thank you dear.*
- *My mentor was so supporting and encouraging.*



- *My mentor was to me as a compass that guided me to work smoothly and see clearly in all aspects of my work. He always was ready to answer any question I had about anything. He was patient and cooperative’.*

In terms of different systems that teacher educators use in their work, table below present how easy did they find this software:

	Really easy to use	Quite easy	Quite difficult	Really difficult
Outlook	30	10	1	
VLE	17	20	3	1
RAGIC	32	7	1	1
OneDrive	33	7	1	
Turnitin	28	12	1	
SIS	20	18	2	1

In answering how often did they review your files to ensure that all ST documentation is complete, 29 respondents said that they did it weekly, 4 – monthly, 1 – at the end of each SEP, and 1 – when asked to provide documents. In marking assignments, teacher educators’ confidence grew throughout the year:

	Very confident	Quite confident	Not very confident	Not confident at all
M1	28	9		
M2	30	7		
M3	32	4	1	