## UNIVERSITY OF SOUTHAMPTON

# FACULTY OF LAW, ARTS & SOCIAL SCIENCES

## SCHOOL OF EDUCATION

The development and Implementation of a CPD Programme for Newly

Qualified Teachers In Saudi Arabia

Ву

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Thesis for the Degree of Doctor of Philosophy in Education

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# UNIVERSITY OF SOUTHAMPTON

### <u>Abstract</u>

# FACULTY OF LAW, ARTS & SOCIAL SCIENCES SCHOOL OF EDUCATION Doctor of Philosophy

The development and Implementation of a CPD Programme for Newly

Qualified Teachers in Saudi Arabia

By Abdulaziz Alharbi

Globally, continuing professional development (CPD) is recognized as essential for promoting teacher learning and improving school effectiveness (e.g. Boyle, 2004; Cordingley et al., 2004; Guskey, 2000; Powell et al., 2003). Broad attention to CPD exists in many countries. CPD in Saudi Arabia is very much in its infancy and is characterized by an absence of sustained and progressive opportunities. This thesis seeks to investigate the development of a CPD programme that was designed by multiple stakeholders (a Steering Group) for newly qualified teachers (NQTs) in Saudi. The study sought a) to gather the perceptions of the Steering Group concerning their experiences in the design of the programme, and b) to track a sample of NQTs as they completed the CPD programme, seeking their views on the programme (content, delivery and organization etc.) and also the perceived impact of the programme on both their classroom practice and wider professional life in school.

A qualitative approach was adopted in this thesis. The study undertaken in this thesis was designed in two phases. The first phase focused on the views and experiences of the 'Steering Group' who collectively designed the programme. In the first phase, data were gathered through direct observation of the Steering Group planning meetings, and semi-structured interviews with the Steering Group members after the programme had been developed. The second phase involved the implementation of the CPD programme. Five NQTs attended the CPD sessions. They were observed in the CPD sessions and in their classrooms and interviewed across the implementation period and after each classroom observation. NQTs were also asked to keep a reflective diary to record their experiences. Data were analysed inductively using a constant comparison process. A number of themes emerged. The collaborative design process enabled many voices to be heard. Data indicated that while individual Steering Group members initially sought to influence the broader direction of the CPD programme, all participants appreciated opportunities to debate CPD provision. Steering Group

members offered many examples of 'new learning' which had emerged as a consequence of working alongside other stakeholders. NQTs were also positive regarding the content, activities and the delivery of the programme, in particular 'open discussion' as one delivery strategy. They were also positive concerning their engagement in the programme. Given that there is no mentoring arrangement in Saudi schools the programme became a place for teachers to talk and to share their experience. Many elements of the programme were taken into the classroom by the NQTs. The study conceptualizes CPD as 'collective authorship'. Serving teacher professional development needs the full engagement of all stakeholders to have a positive effect in Saudi. However, there is much to be learned concerning the 'collective authorship' of CPD programmes and the need for a coordinated collaboration between a range of stakeholders with a common interest in new teacher induction and professional development. Close attention needs to be paid to time and resources when developing and implementing such CPD programmes in the future. Suggestions for further research into and development of Saudi CPD are provided.

# List of contents

ABSTRACT	II
LIST OF CONTENTS	IV
LIST OF FIGURES	VII
LIST OF TABLES	VIII
ACKNOWLEDGEMENTS	X
CHAPTER ONE: INTRODUCTION	1
Introduction The study rationale and problems Operational definitions of the study terms Research questions Structure of the study	1 2 4 5 5
CHAPTER TWO: LITERATURE REVIEW	6
Challenges facing NQTs Teacher job satisfaction Teachers' professional development Developmental phases of teaching Teachers' concerns Features of Effective Professional Development Models of professional development Induction programmes The education system in Saudi Arabia General education system of Saudi Arabia Historical overview of teachers' education in Saudi Arabia Teacher education in the kingdom of Saudi Arabia Teachers and the need for systematic support Summary	6 10 11 11 12 14 18 27 30 42 42 42 44 44 48 50 52
INTRODUCTION CONSIDERATIONS OF RESEARCH PARADIGMS METHODOLOGICAL CONSIDERATIONS OF RESEARCH RESEARCH DESIGNS Research design Research strategies Current research design and settings Data collection Validity and reliability of research Data analysis SUMMARY	54 54 57 60 60 61 64 69 77 77 83
CHAPTER FOUR: THE FINDINGS	85
INTRODUCTION RESULT OF QUESTION ONE Site for debate Site to develop relationships New learning Broader control and focus of CPD	85 85 85 89 90

Future standing of the Steering Group	96
The internal operation	96
The external operation	97
More members	97
Limited time	98
Summary	98
Result of Question two	99
Managing the classroom with respect for students	100
Attending to students' misbehaviour	103
Addressing boredom and disengagement	104
Planning	106
Minimizing distractions	109
Developing relationships with others	110
Engaging students in learning	115
My name is in pencil	119
Building collegiality and support networks	120
Developing confidence	121
Summary	122
RESULT OF QUESTION THREE	123
Open discussion	123
Venting frustration	127
Practicality	129
Items missing or not considered	130
Encouraging reflection	132
Collaboration	134
CPD programme organization	135
Summary	141
CHAPTER FIVE: DISCUSSION	142
Introduction	142
COLLECTIVE AUTHORSHIP	
COLLECTIVE AUTHORSHIP	142
DISCOVERING WIDER SYSTEM WEAKNESSES	142 144
_	
Discovering wider system weaknesses The emergence of an eclectic model of CPD	144
DISCOVERING WIDER SYSTEM WEAKNESSES	144 145
Discovering wider system weaknesses The emergence of an eclectic model of CPD Classroom practice-based orientation	144 145 146
DISCOVERING WIDER SYSTEM WEAKNESSES THE EMERGENCE OF AN ECLECTIC MODEL OF CPD Classroom practice-based orientation Emergence of a community of practice and reflection orientation	144 145 146 147
DISCOVERING WIDER SYSTEM WEAKNESSES THE EMERGENCE OF AN ECLECTIC MODEL OF CPD Classroom practice-based orientation Emergence of a community of practice and reflection orientation Training, competence and standards orientation	144 145 146 147 148
Discovering wider system weaknesses The emergence of an eclectic model of CPD Classroom practice-based orientation Emergence of a community of practice and reflection orientation Training, competence and standards orientation A CALL FOR PARTNERSHIP	144 145 146 147 148 149
Discovering wider system weaknesses The emergence of an eclectic model of CPD Classroom practice-based orientation Emergence of a community of practice and reflection orientation Training, competence and standards orientation A call for partnership Risk of different orientations	144 145 146 147 148 149 150
Discovering wider system weaknesses The emergence of an eclectic model of CPD Classroom practice-based orientation Emergence of a community of practice and reflection orientation Training, competence and standards orientation A call for partnership Risk of different orientations Future needs: Time and resources The perceived impact of the CPD programmes on teacher practice and experiences Insights on and developments of attitudes and perceptions of new teachers	144 145 146 147 148 149 150
Discovering wider system weaknesses The emergence of an eclectic model of CPD Classroom practice-based orientation Emergence of a community of practice and reflection orientation Training, competence and standards orientation A call for partnership Risk of different orientations Future needs: time and resources The perceived impact of the CPD programmes on teacher practice and experiences	144 145 146 147 148 149 150 151
Discovering wider system weaknesses The emergence of an eclectic model of CPD Classroom practice-based orientation Emergence of a community of practice and reflection orientation Training, competence and standards orientation A call for partnership Risk of different orientations Future needs: Time and resources The perceived impact of the CPD programmes on teacher practice and experiences Insights on and developments of attitudes and perceptions of new teachers	144 145 146 147 148 149 150 151 152
Discovering wider system weaknesses The emergence of an eclectic model of CPD Classroom practice-based orientation Emergence of a community of practice and reflection orientation Training, competence and standards orientation A call for partnership Risk of different orientations Future needs: time and resources The perceived impact of the CPD programmes on teacher practice and experiences Insights on and developments of attitudes and perceptions of new teachers Perceptions of the CPD programme	144 145 146 147 148 149 150 151 152 154
Discovering wider system weaknesses The emergence of an eclectic model of CPD Classroom practice-based orientation Emergence of a community of practice and reflection orientation Training, competence and standards orientation A call for partnership Risk of different orientations Future needs: time and resources The perceived impact of the CPD programmes on teacher practice and experiences Insights on and developments of attitudes and perceptions of new teachers Perceptions of the CPD programme Summary	144 145 146 147 148 149 150 151 152 154 156 159
Discovering wider system weaknesses The emergence of an eclectic model of CPD Classroom practice-based orientation Emergence of a community of practice and reflection orientation Training, competence and standards orientation A call for partnership Risk of different orientations Future needs: time and resources The perceived impact of the CPD programmes on teacher practice and experiences Insights on and developments of attitudes and perceptions of new teachers Perceptions of the CPD programme Summary CHAPTER SIX: CONCLUSION AND RECOMMENDATION	144 145 146 147 148 149 150 151 152 154 156 159
Discovering wider system weaknesses The emergence of an eclectic model of CPD Classroom practice-based orientation Emergence of a community of practice and reflection orientation Training, competence and standards orientation A call for partnership Risk of different orientations Future needs: time and resources The perceived impact of the CPD programmes on teacher practice and experiences Insights on and developments of attitudes and perceptions of new teachers Perceptions of the CPD programme Summary  CHAPTER SIX: CONCLUSION AND RECOMMENDATION Introduction	144 145 146 147 148 149 150 151 152 154 156 159 <b>161</b>
Discovering wider system weaknesses The emergence of an eclectic model of CPD Classroom practice-based orientation Emergence of a community of practice and reflection orientation Training, competence and standards orientation A call for partnership Risk of different orientations Future needs: time and resources The perceived impact of the CPD programmes on teacher practice and experiences Insights on and developments of attitudes and perceptions of new teachers Perceptions of the CPD programme Summary  CHAPTER SIX: CONCLUSION AND RECOMMENDATION  Introduction Main conclusions	144 145 146 147 148 149 150 151 152 154 156 159 <b>161</b>
Discovering wider system weaknesses The emergence of an eclectic model of CPD Classroom practice-based orientation Emergence of a community of practice and reflection orientation Training, competence and standards orientation A call for partnership Risk of different orientations Future needs: time and resources The perceived impact of the CPD programmes on teacher practice and experiences Insights on and developments of attitudes and perceptions of new teachers Perceptions of the CPD programme Summary  CHAPTER SIX: CONCLUSION AND RECOMMENDATION  Introduction Main conclusions Conclusions of the first research question	144 145 146 147 148 149 150 151 152 154 156 159 <b>161</b> 161
Discovering wider system weaknesses The emergence of an eclectic model of CPD Classroom practice-based orientation Emergence of a community of practice and reflection orientation Training, competence and standards orientation A call for partnership Risk of different orientations Future needs: time and resources The perceived impact of the CPD programmes on teacher practice and experiences Insights on and developments of attitudes and perceptions of new teachers Perceptions of the CPD programme Summary  CHAPTER SIX: CONCLUSION AND RECOMMENDATION  Introduction Main conclusions Conclusions of the first research question Conclusions of the second research question	144 145 146 147 148 149 150 151 152 154 156 159 <b>161</b> 161 161 161
Discovering wider system weaknesses The emergence of an eclectic model of CPD Classroom practice-based orientation Emergence of a community of practice and reflection orientation Training, competence and standards orientation A CALL FOR PARTNERSHIP RISK OF DIFFERENT ORIENTATIONS FUTURE NEEDS: TIME AND RESOURCES THE PERCEIVED IMPACT OF THE CPD PROGRAMMES ON TEACHER PRACTICE AND EXPERIENCES INSIGHTS ON AND DEVELOPMENTS OF ATTITUDES AND PERCEPTIONS OF NEW TEACHERS PERCEPTIONS OF THE CPD PROGRAMME SUMMARY  CHAPTER SIX: CONCLUSION AND RECOMMENDATION  Introduction Main conclusions Conclusions of the first research question Conclusions of the second research question Conclusions of the third research question	144 145 146 147 148 149 150 151 152 154 156 159 <b>161</b> 161 161 161 162 163
Discovering wider system weaknesses The emergence of an eclectic model of CPD Classroom practice-based orientation Emergence of a community of practice and reflection orientation Training, competence and standards orientation A CALL FOR PARTNERSHIP RISK OF DIFFERENT ORIENTATIONS FUTURE NEEDS: TIME AND RESOURCES THE PERCEIVED IMPACT OF THE CPD PROGRAMMES ON TEACHER PRACTICE AND EXPERIENCES INSIGHTS ON AND DEVELOPMENTS OF ATTITUDES AND PERCEPTIONS OF NEW TEACHERS PERCEPTIONS OF THE CPD PROGRAMME SUMMARY  CHAPTER SIX: CONCLUSION AND RECOMMENDATION  INTRODUCTION MAIN CONCLUSIONS Conclusions of the first research question Conclusions of the second research question Conclusions of the third research question Conclusions and LIMITATIONS	144 145 146 147 148 149 150 151 152 154 156 159 <b>161</b> 161 161 161 162 163 164
Discovering wider system weaknesses The emergence of an eclectic model of CPD Classroom practice-based orientation Emergence of a community of practice and reflection orientation Training, competence and standards orientation A call for partnership Risk of different orientations Future needs: time and resources The perceived impact of the CPD programmes on teacher practice and experiences Insights on and developments of attitudes and perceptions of new teachers Perceptions of the CPD programme Summary  CHAPTER SIX: CONCLUSION AND RECOMMENDATION  Introduction Main conclusions Conclusions of the first research question Conclusions of the second research question Conclusions of the third research question Contributions and Limitations Contributions of this Study	144 145 146 147 148 149 150 151 152 154 156 159 <b>161</b> 161 161 161 162 163 164 164
Discovering wider system weaknesses The emergence of an eclectic model of CPD Classroom practice-based orientation Emergence of a community of practice and reflection orientation Training, competence and standards orientation A call for partnership Risk of different orientations Future needs: time and resources The perceived impact of the CPD programmes on teacher practice and experiences Insights on and developments of attitudes and perceptions of new teachers Perceptions of the CPD programme Summary  CHAPTER SIX: CONCLUSION AND RECOMMENDATION  Introduction Main conclusions Conclusions of the first research question Conclusions of the second research question Conclusions of the third research question Contributions and limitations Contributions of this Study Study Limitations	144 145 146 147 148 149 150 151 152 154 156 159 <b>161</b> 161 161 161 162 163 164 164 165
Discovering wider system weaknesses The emergence of an eclectic model of CPD Classroom practice-based orientation Emergence of a community of practice and reflection orientation Training, competence and standards orientation A call for partnership Risk of different orientations Future needs: time and resources The perceived impact of the CPD programmes on teacher practice and experiences Insights on and developments of attitudes and perceptions of new teachers Perceptions of the CPD programme Summary  CHAPTER SIX: CONCLUSION AND RECOMMENDATION  Introduction Main conclusions Conclusions of the first research question Conclusions of the second research question Conclusions of the third research question Contributions and Limitations Contributions of this Study Study Limitations Implications	144 145 146 147 148 149 150 151 152 154 156 159 <b>161</b> 161 161 161 162 163 164 164 165 166
Discovering wider system weaknesses The emergence of an eclectic model of CPD Classroom practice-based orientation Emergence of a community of practice and reflection orientation Training, competence and standards orientation A call for partnership Risk of different orientations Future needs: time and resources The perceived impact of the CPD programmes on teacher practice and experiences Insights on and developments of attitudes and perceptions of new teachers Perceptions of the CPD programme Summary  CHAPTER SIX: CONCLUSION AND RECOMMENDATION  Introduction Main conclusions Conclusions of the first research question Conclusions of the second research question Conclusions of the third research question Contributions and Limitations Contributions of this Study Study Limitations Implications for Saudi	144 145 146 147 148 149 150 151 152 154 156 159 <b>161</b> 161 161 162 163 164 164 165 166

Recommendations for the Ministry of Education	169
Recommendations for CPD providers	169
Recommendations for further studies	170
REFERENCES	172
APPENDICES	195
APPENDIX 1 THE CPD ACTIVITY, DATA COLLECTION AND THE RESEARCHER ROLE	195
APPENDIX 2 QUESTIONS FOR THE PROGRAMME INTERVIEW	196
APPENDICES 3 ETHICAL PAPERS	201
APPENDIX 4 THE CPD PROGRAMME OUTLINE	203
APPENDIX 5 SAMPLE OF VISUALIZING CATEGORIES/THEMES USING IMINDMAP	211
APPENDIX 6 SAMPLE OF VISUALIZING CATEGORIES/THEMES USING	212
IMINDMAP AND DEBRIEFING WITH SUPERVISOR	212
APPENDIX 7 SAMPLE OF THE CPD RESOURCES AND HANDOUTS	213
APPENDIX 8 CLASSROOM OBSERVATION FORM	257

# List of figures

Figure 1 The researcher's position towards the paradigm elements	57
Figure 2 first phase of the study undertaken in this thesis	57
Figure 3 The second phase of the study undertaken in this thesis	58
Figure 4 Orientations that influenced the composition of the final CPD programme. 14	46

# List of tables

Table 1 Stages of concerns	. 16
Table 2 An example of a traditional training session. (Educational training	
administration, 2007)	. 26
Table 3 School, student and teacher numbers (Ministry of Education, 2010)	. 43
Table 4 Schools of Education in Saudi universities	. 47
Table 5 Qualitative approach strategies	. 62
Table 6 information about the Steering Group members	. 65
Table 7 information about the five NQTs	. 68
Table 8 Questions which should be avoided in the interviews	. 70
Table 9 terms/references used by the researcher to refer to the data instruments	100

#### DECLARATION OF AUTHORSHIP

#### Abdulaziz Alharbi

Title of Thesis: The development and Implementation of a CPD Programme for Newly Qualfied Teachers In Saudi Arabia

And the works presented in the thesis are both my own, and have been generated by me as the result of my own original research. I confirm that:

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# Chapter one: Introduction

## Introduction

Globally, professional development is recognized as essential for promoting teacher learning and improving school effectiveness (e.g. Boyle, 2004; Craft, 2000; Darling-Hammond; 2003; Powell et al., 2003). Well-qualified teachers have been recognized as the single biggest influencing factor within the education system. Darling-Hammond (2003) has stressed the importance of the role of teachers in raising student standards and promoting student learning. She added that progress in education relies heavily on teachers. As recently indicated, the quality of teaching does make a difference to student learning (OECD, 2009).

Teaching is far from an easy task. Novice teachers are often thrown into what Lortie (2002, p. 60) refers as a 'sink or swim' situation. Teachers face many challenges that can lead to a less than satisfying experience for them. Challenges can be more acute in the first year of teaching where new teachers are likely to experience "reality shock", a complex sense of isolation, difficult working conditions, high expectations, and extra responsibilities (e.g. Gavish and Friedman, 2010; Kardos and Johnson, 2007; Milstein, 2005). Reality shock is a "complex reality which forces itself incessantly upon the new teacher day in and day out" (Veenman, 1984, p. 144). When reality shock and other challenges as mentioned above are combined with a lack of support some teachers may, in extreme cases, consider leaving the profession (Ingersoll, 2004; Smith and Ingersoll, 2004; Veenman, 1984).

A supportive environment is invaluable for the new teacher, particularly where there is access to experienced teachers and a programme of mentoring (Harrison et al., 2005). Professional support for new teachers can not only improve retention in the service, but also positively influence their practice and increase their satisfaction (Holloway, 2004). For NQTs a formal induction programme has been found to be useful in supporting these newcomers.

Induction programmes are designed to assist new teachers in making a smooth and effective transition into the teaching profession. Mullen and Dalton (1996) describe one induction programme as the facility to support new teachers to overcome the many challenges they face and to help them to "dance with sharks" (p. 56). Unfortunately, as will be evident in this thesis, not all countries have developed these elements to help NQTs in their initial career development. On completing their initial teacher education, teachers in Saudi Arabia are allocated to schools in the kingdom. A

teacher from the Southern region of the kingdom could end up teaching in a rural northern village while another may end up teaching in the capital city, Riyadh. The aforementioned challenges faced by new teachers are compounded by the fact that Saudi teachers have no choice in the school where they begin their career. This may well be in a region with very different cultural norms.

In contrast to a number of international contexts, several studies suggest in-service training programmes in Saudi Arabia suffer many problems (e.g. Aldkheel, 1992; Almazro, 2005; Alsonble et al., 2008). There is little if any systematic professional support available to teachers, in particular new teachers. Many in-service programmes can best be described as haphazard. In some local education authorities (LEAs), NQTs are provided with limited orientation, which typically involves receiving leaflets and brief lectures regarding the role of the LEA and education policy in Saudi. Support mechanisms are neither structured nor facilitate continuing improvement of the education system and its teachers in Saudi Arabia.

In sum, the current situation regarding continuing professional development in Saudi requires attention. This thesis seeks to make a contribution to this work. There is an absence of induction programmes for new teachers in the Saudi education system. Further, there is no concept of mentoring as an element of new teacher support. Occasional courses offered by training centres tend to fulfil the needs of the centre and not of the individual teachers.

Teacher professional development in Saudi Arabia also lacks cooperation and exchange of experience between relevant stakeholders. Many authors (e.g. Keay 2009; Guskey, 2002; Lowden 2005; Purdon, 2003; Stakey, 2009; Sparks and Hirsh, 1997) have reported that effective professional development can be built through the participation of multiple stakeholders who can include teachers, administrators and parents. Unfortunately, In the Saudi context, the absence of these features had led to a) pre-service programmes being provided by universities, and teachers' colleges, b) in-service programmes being provided by the Ministry of Education, and c) the absence of other stakeholder voices including teachers and parents.

# The study rationale and problems

Teachers are viewed as a significant factor within the education system and a key to the excellence or failure of schools (Darling-Hammond, 2003). In the Saudi context, a review of the literature around professional development revealed that efforts have been made by the Ministry of Education concerning teacher professional development and they indicate that the Ministry recognizes the importance of the quality of teachers (Alhajeri, 2004). The Ministry of Education recently attempted to provide tutorials and workshops for teacher training centres in all LEAs around the kingdom. However, a close review at these attempts reveals sustained professional support for teachers has not been forthcoming (Memar, 2009).

The researcher's own experience in Saudi Arabia was also significant in developing an interest in teacher CPD. Having a degree in Islamic and Arabic studies, the researcher was allocated a teaching position in a primary school having completed no initial teacher education. The researcher received little if any CPD. During three years of teaching, he was observed on four to five occasions and had no in-school support from more experienced colleagues. The researcher also had an opportunity to work for the Ministry of Education for four years. This helped the researcher to look at CPD issues from a different perspective. It gave the researcher an informed perspective on the importance of a sense of voice and power in decision making concerning CPD. This collective experience led the researcher to ask a number of related questions. For example, what types of CPD support do NQTs in Saudi Arabia require? Who would be the key stakeholders to engage in the planning and development of such a programme? What can be learned from a study of new teachers as a function of completing this programme? These questions form the basis of this thesis in seeking to make a contribution to the empirical literature on teacher professional development in Saudi.

A number of studies (e.g. Aldkheel, 1992; Almazro, 2006; Alsounble et al., 2008; Aljalal and Ahmed 1985) pointed to the ineffectiveness of content, structure and management of the current in-service teacher training programmes in Saudi. They revealed current programmes lack strategic plans to develop the knowledge and skills of teachers. While teachers were encouraged to participate in professional development activities, they were not usually involved in the planning and design of the CPD activities. As a result, such activities were likely to lack relevance to classroom practice (Colbert et al., 2008).

Not surprisingly, a Saudi study conducted by Alkatabi et al. in 2005 revealed that many of the problems classroom teachers faced were linked to insufficient professional support and weaknesses within teacher preparation programmes. Almufarej (2006) concluded that a great number of Arab teachers, particularly Saudis, are inactive in updating their knowledge and professionally developing themselves in their field of specialization.

Although lack of professional support is identified as a serious challenge for teachers, it is even more challenging for newcomers to the profession. Of relevance to this thesis, Saudi NQTs have limited access to development programmes, in particular local and national conferences and workshops (Aldosari, 2007). Musalam (2003) investigated the educational supervision efforts that provided professional support for new teachers to enable them to face professional problems. The findings revealed that the most common problems faced by new teachers were lack of appropriate professional support, difficulties in lesson planning and choosing the right teaching methods to deliver lessons, and a lack of teaching aids, materials and resources.

Current research literature on professional development suggests that the field is moving away from the pre-packaged, top-down approach, and the one-size-fits-all model with imposed professional development on teachers, to a more collaborative professional learning model that encourages teacher participation in decision-making concerning their professional development and in identifying activities that are related to their classroom practice (e.g. Colbert et al., 2008; Opler et al., 2011; Sparks 2004).

Many studies have identified the specific characteristics of effective professional development (e.g. Guskey, 2000; Garet et al., 2001). A characteristic of relevance to this thesis shows that effective professional development can be determined by multiple stakeholders. Sparks and Hirsh (1997) reported that effective professional development builds through the participation of all community members. Indeed, Lowden (2005) found effective professional development content can be determined by multiple community stakeholders, where teachers who participated in developing such professional development displayed more positive feelings about the profession. Designing CPD through the participation of multiple stakeholders supports the notion of bringing the top-down and bottom-up approaches to one table for discussion (Lieberman and Miller, 1991). This thesis intends to examine such an arrangement in the context of Saudi education.

# Operational definitions of the study terms

Continuing professional development programme: a professional development programme designed collaboratively by multiple Saudi stakeholders to support NQTs in Saudi Arabia with their classroom practice and wider professional work in schools. It consists of various sessions aimed at providing practically-based techniques and professional advice, and it encourages participants to exchange experience and knowledge and openly discuss challenges they face as newcomers to the classroom and school.

The Steering Group: a group of six individuals comprising a number of stakeholders including a university professor, an LEA presenter, a supervisor, an experienced teacher and two NQTs.

Newly Qualified Teachers: new teachers who have recently graduated, have received a Bachelor's degree from a Saudi institution and are new to the teaching profession. They may be called novice teachers or beginning teachers.

# Research questions

This qualitative study intends to answer three major questions.

- 1. What were the perceptions and responses of the Steering Group members during the design of a CPD programme for NQTs in Saudi?
- 2. What was the perceived impact of the CPD programme on the Saudi NQTs' classroom practice and wider professional work in schools?
- 3. What were the NQTs' experiences of and views on the content, delivery and organization of the CPD programme?

# Structure of the study

This study includes six chapters. The first chapter introduces the study and includes the study rationale and research questions. It includes a brief explanation of the key terms used in the study. The second chapter offers a review of the literature related to the research topic. It includes the challenges facing new teachers, teacher job satisfaction, and teacher professional development and induction programmes. It also presents an overview of the Saudi education system, teacher education in Saudi Arabia and the present status of professional development in Saudi. Chapter three describes the study methodology, including the techniques, approach and design used in the study. It outlines the data collection methods used in the study, the participants and the steps for data analysis technique, together with ethical considerations. Chapter four reports the findings of the study from the research questions. Chapter five discusses the findings of this study and Chapter six provides a conclusion. It outlines the contribution of this study, the study limitations and implications for development and research.

# Chapter two: Literature review

The literature points to many challenges facing teachers, in particular NQTs. Teachers are more likely to overcome these challenges and to feel satisfied when they feel supported. Attention to CPD exists in many countries. However, CPD in Saudi Arabia is very much in its infancy, as shown by the absence of a sustained and progressive CPD programme.

The aim of this thesis is to investigate the development of a CPD programme for NQTs which was designed by multiple stakeholders (a Steering Group) in Saudi. The study sought to a) gather the perceptions of the Steering Group regarding their experience in designing the programme, and b) seek the NQTs' perceptions of the programme, their perceptions of the programme content, delivery and organization, and also the perceived impact of the programme on both their classroom practice and wider professional life in schools.

This chapter reviews the literature concerning the challenges facing teachers, in particular NQTs, and outlines teachers' concerns and teacher development. It reviews the literature concerning professional development features and models as well as the literature concerning induction programmes, concepts, goals and elements. Providing NQTs with systematic support requires an understanding of their concerns and acknowledgment of effective professional development features. This chapter will review the features concerning effective professional development. Given that the study was carried out in Saudi, the following section provides an overview of the Saudi education system and teacher education in Saudi. It highlights the challenges to Saudi teachers, and available professional development opportunities, and argues for sustained and coherent professional support.

# Challenges facing NQTs

NQTs face many challenges that in extreme cases are likely to cause them to leave the profession, such as lack of support, reality shock and isolation. It is beyond the scope of this study to review challenges facing teachers in general. What follows are some examples of challenges facing NQTs, who form part of the participant base for this thesis.

How NQTs' expectations of teaching match the reality of their initial experience is interesting, since this seems to be an area that could pose a dilemma for beginners. Actual experiences that differ considerably from what is expected can be problematic.

With a focus on NQTs' expectations, Kyriacou and Kunc (2007) indicate that NQTs are likely to hold idealistic perspectives and inaccurate expectations about teaching. This may explain why many of these first year teachers become somewhat upset and anxious. Reality shock is a very short sharp shock: "like a swimmer who must acclimatize to cold water". Reality shock begins on day one and can be incessant (Veenman, 1984, p. 144). Reality shock is recognized as one factor leading to a high rate of teacher turnover.

Isolation from colleagues, weak relationships with school administrators, students' unwillingness to participate in the learning process and the absence of professional support to enhance teaching effectiveness have all been identified as further challenges faced by NQTs (Little, 1981). Kardos and Johnson (2007) investigated 486 NQTs to understand their experience of their work environment and relationship with colleagues. The study revealed that many NQTs were expected to perform as experienced from their first days. Based on such work, the literature around CPD could develop strategies to retain new teachers in the profession. The adoption of a qualitative approach and interview instrument would give a deeper understanding and a more detailed view of teachers' experiences beyond the exploratory and survey studies. Moreover, the study supports the view that new teachers are more likely feel they are in a healthy environment when a school supports interaction between new teachers and experienced teachers. However, a supportive school environment alone is not enough to guarantee that teachers get the opportunity to learn, exchange knowledge and experience unless they secure release time from classroom for CPD and gain support through education policy and regulation.

Cherubini (2007) used a qualitative approach with a triangulation method of teacher monthly written diaries and a survey to investigate the perceptions of 173 NQTs of their professional induction programme in Ontario in Canada over two years. The study examined how NQTs defined induction, and their perceptions concerning their professional support. NQTs described the stress of teaching due to their high levels of workload. Hobson et al. (2009), in their six-year study (2003 to 2009), explored NQTs' experience of initial teacher training induction and early professional development in England. Eleven per cent of respondents indicated that the workload had hindered them in working towards induction standards.

Students' lack of discipline and lack of readiness to learn can frustrate some teachers, especially novice teachers (Smithers and Robinson, 2001). Indeed, discipline problems and poor student motivation to learn were among the factors most cited by dissatisfied

teachers when they were asked what specifically prompted them to leave teaching. Smithers and Robinson (2001) found that secondary school teachers cited the school conditions and student behaviour as the key reasons for quitting teaching. Students' behaviour was the fourth most significant reason given by leavers among sixteen reasons cited. The study revealed leavers would have been more satisfied if there had been improvements in school management and students' behaviour. The significance of student discipline as an issue appeared in a study conducted by Smithers and Robinson (2001). The study revealed that 30 per cent of the teaching force who responded cited students' behaviour/discipline as a reason for leaving teaching. Gavish and Friedman (2010) investigated NQTs' perceptions of their work environment and how their views affected their burnout. The researcher used questionnaires which were given to NQTs at the beginning and at the end of the school year. The study revealed that a lack of recognition from students, lack of professional recognition from the community and a lack of a collaborative and supportive environment in schools were factors that contributed to NQTs' exhaustion. This study helps us to understand the origin of new teacher burnout and it provides a deeper understanding of the new teacher experience. The study outlined school organizational culture as an important player in new teacher burnout. However, the study may have benefited from some attention to the role of policymakers and education policy as they relate to teacher burnout.

Workplace conditions are a further challenge facing NQTs. Stressful conditions can eventually lead to burnout. In contrast, positive work conditions can encourage teachers' commitment to the profession (Smithers and Robinson, 2001). However, job-related stress can comprise many different areas including student discipline, paperwork, school politics, physical conditions, lack of rewards, lack of professional recognition, and class size. Workloads have also been identified as a source of stress. Teachers are required to instruct classes, grade papers, and mark students' work, develop lesson plans, meet parents, consult students in their own time, and supply detailed lesson plans for substitutes (McCoy, 2003). Smithers and Robinson (2001) found that workload; government initiatives and stress were the main reasons for leaving teaching.

Of relevance to this study, in the Saudi context, Alkatabi et al. (2005) identify stress factors among Saudi teachers in secondary schools. Marking and scoring students' work were key reasons cited by teachers for stress. Specifically, marking students' paperwork took considerable time and needed a lot of effort, especially given the large class sizes.

Novice teachers in the early days of a first teaching position can suffer from anxiety and a lack of self-confidence, and they may start doubting their ability as teachers (Milstein, 2005; Moir, 1990). Jones (2003) investigated ten NQTs' experiences of socialization during their first year of teaching. The researcher used a case study approach employing semi-structured questionnaires and interviews to gain perspectives of their attempts to develop professionally and establish positive relationships with their colleagues. The study revealed that two of the NQTs quit teaching despite their successful completion of the induction programme. The researcher argued that NQTs must be supported to be able to grow professionally and socially in the school community, which in turn could positively influence their competence and self-esteem. The researcher suggested induction programmes to address NQTs' emotional and social needs. However, the study did not point to the role of the induction programme in helping new teachers to reconcile what was professionally expected from them and which elements of an induction programme were most influential along these lines.

Darling-Hammond (2001) contends that NQTs leave because they are assigned to the most disadvantaged schools where there is a high rate of turnover and a high volume of the most educationally needy students. In addition, NQTs leave the classroom because they feel overwhelmed by classroom responsibilities such as demanding teaching loads, several extra duty assignments, few curriculum materials and no mentoring and support (Darling-Hammond, 2001).

Lack of support from colleagues and administration have been found to be a further factor that is likely to push teachers, particularly NQTs, to leave teaching (Darling-Hammond, 2001). Assigning difficult-to-teach students to NQTs, without giving them support, is a big challenge for them.

Within the Saudi context, Alnassar (2004) concluded that Saudi teachers who are not supported when dealing with student discipline were often not satisfied. Teachers were less inclined and willing to remain in the teaching profession. Lack of support is a particular factor that is likely to push NQTs to quit teaching (Darling-Hammond, 2001).

Alhajeri (2004) investigated the challenges facing Saudi teachers who attended a one-off in-service programme. The researcher used questionnaires to gain teachers' perspectives on administrative problems as well as any personal problems which trainees face. The study revealed the following challenges with the in-service training

provision which faced teachers; poor administrative support programmes that were only available for teachers once a year, a lack of communication between the training centre and teachers, and an absence of rewards that motivated teachers to attend. The study also indicated that the in-service training programmes for Saudi teachers lacked a particular focus and were very few in number. Furthermore, a study suggested school leaders and LEA supervisors did not support teachers to attend CPD programmes. The study recommended establishing an independent training centre which included the necessary facilities for funding teachers. Of interest to this thesis, Alhajeri (2004) was of the opinion that CPD courses in Saudi Arabia needed to deal with real challenges facing teachers in schools and that data should be gathered on the effectiveness of the programmes and the degree to which the instruction influenced classroom practice. The study results could benefit the CPD provider in understanding what kind of challenges teachers faced when attending CPD programmes in order to improve these programmes. However the study used a questionnaire to collect data. The questionnaire as a data collection instrument has its limitations as it is unlikely to provide in-depth detail. Also, the study did not investigate teacher perceptions of the content and the delivery of the programmes they attended. This thesis seeks to address this area of research.

# Teacher job satisfaction

One of the strongest suggestions to resolve the current patterns of teacher dissatisfaction is to improve teacher job satisfaction.

Woods and Weasmer (2002) suggest that one possible way to support the area of job satisfaction for NQTs is the implementation of structured induction programmes. The literature shows that supporting NQTs can reduce teacher attrition. For example, Moor et al. (2005) found that 70 per cent of teachers participating in early professional development (EPD) programmes registered a strong likelihood that they would continue teaching, compared with 59 per cent of a comparable sample of teachers who had not participated in the EPD.

An induction programme should include a range of support to assist a smooth transition from the pre-service to the in-service stage as teachers begin their new careers. In the UK, as in many parts of the world, teachers are afforded the opportunity to participate in an induction programme, and given direction on a number of issues, including effective classroom management techniques, the creation of successful lesson plans and the development of important teaching techniques (e.g. Draper and

Christie, 2004; Simco, 2000). The fact that no such opportunities exist for teachers in Saudi prompted the development of this thesis.

# Teachers' professional development

Definition of professional development

A review of the literature reveals that there is no agreed definition of CPD. The definition of CPD can vary according to the focal point of some authors when they write about particular issues and a specific subject which does not appear to represent the entire scope of professional development. Indeed, Evans (2002) states that "definitions of teacher development are almost entirely absent from the literature; even those who are generally considered leading writers in the field do not define precisely what they mean by the term" (p. 124).

Educational reforms around the nature of knowledge, types of activities, delivery methods, government agenda, individual agenda and models of development are all factors which have influenced the definition of professional development. For example, Grossman (1994) outlined professional development as activities such as workshops, study groups, action research and professional conversation between teachers (as cited in Evans, 2002). Craft (2000) outlined professional development in a broad sense as covering all forms of learning that teachers undertake from courses to private reading. It is used to describe the updating of teachers' knowledge and skills. Frechtling and Katzenmyer (2001) argued that CPD is not only about knowledge but also about teaching skills. These authors add that the core of professional development and its goals are to deepen and broaden subject-specific content knowledge.

Both Fenstermacher and Berliner (1983) added attitudes as a further trait to the concept of professional development. Guskey's (2000) definition of professional development supports that of Fenstermacher and Berliner (1983), in that professional development refers to knowledge, skills and attitude. However, Guskey (2000) included in his definition the continuity and sustainability aspect of professional development. He suggested that professional development is an intentional, on-going, systematic process of activities aimed at positive improvement and change. Feiman-Nemser (2001) suggests professional development means transformation in teachers' practice individually as well as with others when sharing practice and knowledge.

Although these definitions of professional development provide different perspectives, they do not contradict each other. Rather, their integration can offer an insight into definitions of professional development. Moreover, a close look at the professional

knowledge of teachers reveals that knowledge includes many different types, and subject knowledge is only one type of professional knowledge of teachers. Thus, the meaning of professional knowledge in its broadest sense needs to be addressed.

In light of the various definitions of CPD that are presented in the literature review, CPD is operationally defined for this thesis as; a range of professional activities designed by multiple stakeholders in order to support five newly qualified teachers across a period of eight weeks. The CPD programme includes four sessions and allows a period of time between sessions for teachers to reflect on their practice and for the researcher to conduct classroom observations of the newly qualified teachers.

## Developmental phases of teaching

The literature revealed that there are several developmental phases of teaching, starting from the preparation stage to the final stages in the profession. Various dimensions have been found to influence teacher professional development. An understanding of teachers' development, in particular NQTs' development and concerns, is needed to support them at an appropriate time, providing them with support according to their needs (McCormack, 1996). What follows is a review of NQTs' development concerns. The intention of this section is to shed light on the stages of teachers' development and concerns.

Teaching development can be divided into two main phases. The first phase is the preservice phase. The pre-service phase is the stage of preparation for a teaching career. The pre-service phase usually takes place and is completed at university level. Teachers normally spend between one and four years acquiring the necessary knowledge and skills to become qualified teachers in most countries, such as England and Wales, Saudi, Egypt and the US (Zeeadah, 2005).

The second phase embodies the in-service phase, which is the post-qualification period. The in-service phase includes various stages: pre-service, induction, competency building, enthusiasm and growth, career frustration, career stability, career wind-down, and career exit (Lynn, 2000).

Several theories represent the developmental stages of teachers, such as the phases of first year teaching (Moir, 1990) and Katz's (1995) developmental stages of teachers. Since this thesis concerns the first year stage, it is beyond the scope of this thesis to review all teaching stages. Moir (1990) and Katz (1995) outlined the first year teaching developmental stages.

Moir (1990) identified five phases of first year teaching: a) anticipation, b) survival, c) disillusionment, d) rejuvenation, and e) reflection. The anticipation phase begins during pre-service preparation for teaching and continues through the early period of in-service teaching. NQTs at this stage tend to be idealistic concerning their position and their expectations of their role as teachers. Teachers are often likely to demonstrate commitment to the profession and hold idealistic perspectives on how to achieve the job.

The second phase is the survival phase. Here teachers often discover their previous expectations about teaching are not accurate and they often start to question their ability while trying to survive. Teachers are likely to experience this phase during the first months of teaching. Workload, lack of time, feeling overwhelmed with the day-to-day job plus unexpected problems and challenges usually drive teachers to seek survival strategies.

The third phase is disillusionment. It is an extension of the survival phase. During this time teachers realize that their teaching is not going as planned and as hoped. Also teachers are likely to question themselves, their competency and commitments. Certain challenges such as classroom management and student discipline foster teacher anxiety. During this phase teachers were also concerned about their summative evaluation.

During the fourth phase, (rejuvenation), teacher attitudes towards teaching usually improve. Teachers are likely to experience this phase when they have time to relax and reflect on their teaching plan and practice, and when they gain a better understanding of the education policy and realities around teaching. During this phase teachers begin to develop more effective techniques to cope with and reduce challenges. Specifically, teachers are likely to develop their teaching styles and teaching behaviours.

The reflection phase is the last phase of NQTs' developmental stages as suggested by Moir (1990). During this phase NQTs reflect on their positive experiences as well as disappointing experiences. They are likely to plan changes to implement the following year. Teachers in this phase often feel encouraged since they have made it to the end. They begin to form a clear picture as to how their teaching will go next year.

Katz (1995) outlined four developmental stages of teachers. These stages are: a) survival, b) consolidation, c) renewal, and d) maturity. He suggested that NQTs go through a survival stage which might last for one year. The main concern of NQTs

during the survival stage is to survive the daily challenges they encounter. Teachers question their ability to manage the classroom, deliver lessons and deal with student discipline. They are also concerned about their relationship with others, such as colleagues and students. Feelings of responsibility and overload are likely to lead to NQTs experiencing anxiety and uncertainty.

The second stage, consolidation, as suggested by Katz (1995), comes at the end of the first year. Teachers at this stage begin to reflect on their practice. They seek to improve their planning and differentiate their teaching. Teachers often arrive at the third stage during the third or fourth year of teaching. In the third stage, (renewable), teachers use more effective strategies and are motivated to solve problems and deal with daily challenges. The last phase is maturity. By this stage teachers feel more confident in themselves as teachers and begin to reflect deeply on their practice with a view to improving it.

Recently, Keay (2009) investigated the experience of NQTs during induction. In the first two years, she used a ground theory approach and questionnaires to collect data and qualitative methods more deeply to investigate the experience of NQTs during their first two years of teaching. The data revealed that NQTs focused on survival and meeting professional standards.

The literature has indicated that during their career, teachers go through various developmental stages and stages of concern. The developmental stage begins with idealistic expectations of teaching and then moves to the survival stage where NQTs discover/encounter the complexities of teaching. When NQTs receive continuing support and develop confidence they are more likely to pass the survival stage and enter the maturity stage. Many studies (e.g. Kallery, 2004; Katz, 1995; Moir, 1990; Stroot et al., 1998) suggest that professional development can provide appropriate support to NQTs when teachers' concerns are recognized.

#### Teachers' concerns

Fuller (1969) defined teachers' concerns as the perceived problems of teachers including items such as motivation, perceptions, attitudes and feelings. Teachers' concerns are something teachers think about and would like to take personal action about (Godfrey, 2005).

Concerns vary from individual to individual. Godfrey (2005) states that different kinds of concerns depend on individual knowledge and experience. By this, he means that individuals have different perceptions and mentally contend with issues that may be

interpreted differently as either threats to well-being or as rewarding. Some might feel overwhelmed or confused owing to a lack of information regarding the reality of an issue they face. NQTs encounter numerous challenges and are concerned about several issues. For example, the hope for success, having to cope with instructional, social and organizational rules, building positive relationships with children and adults, and having good class management (Feiman-Nemser, 2003; Harrison et al., 2005; Godfrey 2005; Poulou, 2007; and Veenman, 1984).

## Fuller's theory of teachers' concerns

According to Fuller (1969), teachers potentially go through three main stages of concern. The basic assumption of Fuller's theory is that there is a shift in the intensity of concerns as teachers progress. When teachers gain more confidence in teaching, they shift from self-concerns (immediate survival needs) to task concerns. The model describes three phases of concern: (a) the pre-teaching phase or concern with self, for example, I'm not sure that I know all topics that students are to learn (Godfrey, 2005). At this stage teachers are surviving in a state where teachers' concerns centre on their personal ability to do a good job (McCormack, 1996). (b) An early teaching phase where teachers are concerned about their tasks, such as Am I able to correct all my students' homework? (c) The late teaching phase where teachers' concerns shift to concerns with the impact on their students, such as Can my students implement some skills they have learned in different situations (Godfrey, 2005)?

Based on Fuller's theory of teachers' concerns, the Concerns-Based Adoption Model (CBAM) was developed by Hall, Wallace and Dossett (1973). CBAM is an empirically-based conceptual framework that outlines the developmental process individuals experience as they start a new career. Anderson (1997) explained that the function of the model is to measure and describe changes in the experience of teachers who are engaged in implementing new initiatives and to explain the role of the people who facilitate the process of change.

According to the model, there are seven distinct stages of concern. Table No (1) demonstrates these stages. These stages originated from CBAM (Anderson, 1997: Godfrey, 2005; Hall, Wallace and Dossett, 1973; Harrison et al., 2005).

AWARENESS  In this step the individual demonstrates a little concern about the innovation or change.  One  INFORMATIONAL  The person in this step becomes aware and interested in learning about the change. The individual also becomes interested in aspects related to the innovation or change in a selfless manner.  The individual is concerned about the role they are supposed to play as an individual in the organization and in decision making. The individual is not sure about the demands on them and whether they are able to meet them.  The individual focuses on their task innovation and the appropriate way to use information and resources, with increasing concern about time management, efficiency and scheduling.  The teacher in this step starts moving from concerns about self to concerns about the influence of changes on the students. Evaluation of student outcomes and competences, and the changes outcomes, are issues with which the teacher becomes concerned.  The teacher's focus in this step is on exploring the new situation, and coordinating and working with others.  Six  REFOCUSING  The teacher's concerned in this step with gaining universal benefits from the innovation. They might make major changes, or alternatives.	Step no	Name of step	Individual state	
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coordinating and working with others.  Six REFOCUSING The teacher is concerned in this step with gaining universal benefits from the innovation. They might make major	five	COLLABORATION	The teacher's focus in this step is on	
six  REFOCUSING  The teacher is concerned in this step with gaining universal benefits from the innovation. They might make major			exploring the new situation, and	
gaining universal benefits from the innovation. They might make major			coordinating and working with others.	
innovation. They might make major	six	REFOCUSING	The teacher is concerned in this step with	
			gaining universal benefits from the	
changes, or alternatives.			innovation. They might make major	
			changes, or alternatives.	

Table 1 Stages of concerns

Several studies partly or wholly support Fuller's theory. Wayman et al. (2003) support the work of others (Fuller, 1969; Hall, Wallace and Dossett, 1973; Anderson, 1997) and

suggested that teachers potentially go through several stages in their concern, starting with concern about self and their ability to carry out the job. The researchers used a survey to ascertain the concerns of two groups of NQTs. The first group received their teaching licences through completion of a university preparation programme. The second group consisted of 154 teachers who gained their teaching licences through alternative teacher routes (a licensure programme not requiring traditional university preparation work). The findings indicated both groups of first year teachers referred to work-related concerns as a major concern, regardless of their route. The researchers also found that although the order of concerns was similar, the teachers who followed an alternative licensing route indicated higher levels of concern in almost every area.

Poulou (2007) carried out a study to explore the concerns of 59 student teachers, following their teaching experiences in the eighth semester of teaching practice in teacher training programmes in Greek universities. She used participants' journals to explore student teachers' thoughts and feelings about their teaching experience. She found that classroom management concerned teachers in the first week of teaching. She explained how teachers became more advanced in their thinking and critically examined the values of teaching over time. These teachers become more concerned about respect for individual differences, and developed their faith in their teaching mission, which involved developing responsibility among students. Such a study contributed to the CPD literature of teachers' experience and perceptions in their early development stages. The study offered some direction for CPD providers to deliver professional and emotional support that is appropriate for teachers. Going beyond self reporting, observations and interviews might further capture teacher perceptions and experience, which this Saudi-based thesis examines.

Kallery (2004) investigated factors that hindered teacher performance in the early years. She explored the perceptions of early years science teachers in terms of their task and their needs. She used a qualitative approach, which included group interviews and one take-home written task. The study revealed that NQTs faced many challenges that were related to their knowledge. They considered their insufficient knowledge of science as one of the most serious problems that affected the quality and efficiency of their work and the quality of their teaching practice (Kallery, 2004). Teachers in the early stages of their professional development expressed concerns about their mastery of content, difficult teaching situations such as class control, and the quality and efficiency of their work. Some teachers became less confident and more insecure, which accords with the findings of other studies (Dass, 2001; Fuller and Brown, 1975). Kallery's (2004) study was designed on a small scale. Participants in the study were

given one week to write their perceptions of the challenges they faced and their professional needs. A period of one week might not have been enough time. A quantitative approach to surveying teachers' perceptions of the challenges they face and their needs for early career development might be useful for this purpose. Also, it might be useful to follow the survey with an qualitative investigation to follow up the result of the survey.

Smith and Ingersoll (2004) outlined that one concern of NQTs is seeking acceptance by others in a school, including students and colleagues.

With experience, teachers' concerns are likely to shift from self through to task to impact. However, the journey of teachers' concerns is complex. For example, some experienced teachers may still have concerns with self or with task when they are already supposed to have passed those stages and moved to the impact concern stage. Likewise, some NQTs may keep shifting between self-concern and task concern, but they are at an early stage in their early career experience and are unlikely to be concerned with impact. The literature (Katz, 1995; Kallery, 2004; McCormack, 1996; Poulou, 2007; Stroot et al., 1998) has suggested that if teachers' professional development is to support NQTs, it should address teacher concerns at appropriate times, providing them with appropriate support according to their needs and the content of their concerns. It would seem appropriate that an understanding of teacher concern should inform the strategies of any professional development programme made available to new entrants to the profession. What follows is a review of some of the key literature on the effective characteristics of teacher professional development.

### Features of Effective Professional Development

This section considers what is known concerning the features of CPD. A review of the literature (e.g. Blase and Blase, 2001; Higgins and Leat, 1997) has revealed that in order to identify common features of professional development, questions related to "who, where, what, when and how" should be considered. "Who" refers to the author (s) of the professional development programme and whose agenda it meets (teachers' agenda, school agenda or government agenda). This might align with "what", which refers to the types of activities that might be selected, while "how" is concerned with how these activities are delivered as well as what is the intended role of teachers in these activities. "Where" is concerned with the location of the CPD.

CPD is driven by multiple stakeholders

Higgins and Leat (1997) stress the importance of who controls and writes a professional development agenda. They wrote: "Who is in control of the development is a crucial issue. Any approach to professional development which ignores this issue is missing a vital component" (Higgins and Leat, 1997 p. 311). Of interest to this thesis, they suggest that the possible writers of professional development agendas are (a) Individuals or teachers, (b) a school or (c) government.

In Scotland, a team called "an implementation group" was established by ministers. The aim was to allow the opportunity for employers, teacher representatives and the Scottish executive to set a direction for professional development for teachers. The group produced a document outlining the agreement reached to improve professional development, conditions of service and pay for teachers. Although the group allowed the opportunity for discussion and debate among the different interest groups represented, the absence of a teacher voice was a limitation to the group's work since new teachers had few opportunities to engage with the debate on CPD (Purdon, 2002).

Few would disagree with the inappropriateness of the "one-size-fits-all" approach in CPD. The one-size-fits-all approach typically defines the traditional approach and its ideas about how to address teacher professional development. Most traditional approaches take a short-term form (Darling-Hammond and Sykes, 1999). The traditional approach provides learners with knowledge and skills through prepackaged content. The pre-packaged content is designed and selected by experienced, not by the learners or with them.

Some (e.g. Guskey, 2002; Stakey; 2009; Sparks and Hirsh, 1997) are of the view that teachers should have a voice in decisions concerning their professional development. There are many reasons why professional development should carefully consider teachers' views and needs. Teachers may be more resistant to change when their voice is absent (Richardson, 2003). Also, teachers may resist professional development initiatives if they do not participate in discussion as they will think that the aim of professional development is to correct their teaching and the ways in which they undertake their work (Butler, 1992; Friedman et al., 2009). However, they are unlikely to resist if they are given the opportunity to participate. Indeed, they are likely to welcome the professional development initiatives (Richardson, 2003). Starkey et al. (2009) investigated the effectiveness of a standards-based assessment system of professional development that was introduced recently in New Zealand. The researchers used teacher surveys and school case studies to examine teachers'

perspectives of the aspects of effective professional development. The study revealed that teachers' input and involvement in the design of professional development, and local empowerment, were associated with a high level of satisfaction with professional development. However, the contribution of individuals in CPD activities needs to be considered carefully, as some teachers might not always have the opportunity to identify the kind of CPD that is most helpful to them.

Many (e.g. Boyle, 2004; Craft, 2000; Darling-Hammond, 2003; Powell et al., 2003) believe that professional development is an essential component in school improvement. Hirsh (2004) further emphasized that consideration of the goals of the school is essential, and any professional development plan should be written paying due attention to the aims of the school.

The CPD agenda should be recognized at national level. Therefore, CPD should be a central matter. Efforts to meet the national strategy in professional development will often differ from school to school. For example, Copland (2003) explained that some teachers in schools act as support providers and they manage to provide their colleagues with professional support. These support providers succeed to some extent in making some improvements. However, when these support providers left the school, the support for teachers most at risk was absent.

Many suggested that effective professional development can be determined by various stakeholders. Sparks and Hirsh (1997) reported that effective CPD is planned through the participation of all members of the community interested in CPD, which include teachers, administrators and parents. Further, Lowden (2005) found that effective professional development content can be determined by multiple community stakeholders. Teachers were found to be positive about the profession when participating in developing CPD. The design of CPD by a group of individuals promotes the notion of bringing the top-down and bottom-up approaches to one table for discussion (Lieberman and Miller, 1991).

Laine and Otto (2000) argued that teacher involvement in defining the content of professional development is one of the recommended features of good in-service programmes. They warned that a CPD programme should not impose topics on teachers. They also outlined that learning should be integrated into classroom practice. Higgins and Leat (1997) suggest that a model for professional development gives teachers' needs more attention and moves towards individual control over professional development. It tries to create a balance between school needs and teacher needs and

control over professional development. According to their views, professional development paid attention to school improvement and development with individuals focus on their needs and purpose of development.

Encouraging participants to develop personal and professional relationships Some of the studies (e.g. Boyle et al., 2005; Cozza, 2010) pointed to the value of encouraging participants to develop personal and professional relationships. Cozza (2010) outlined further benefits when participants are involved in designing and planning CPD activities. Participants have the opportunity to focus more on personal relationships with colleagues, beside the professional benefits participants derive from the CPD design activities. Such relationships are likely to foster the sharing of feelings and knowledge exchange that takes place when teachers meet each other and as they share information and knowledge (Ben-Peretz and Schonmann, 2000).

Starkey et al. (2009) investigated the effectiveness of a standards-based assessment system of professional development that was introduced recently in New Zealand. The researchers used a survey of teachers and school case studies to examine teacher perspectives of the aspects of effective professional development. The study revealed that there is a positive relationship between teacher satisfaction and teacher involvement in setting priorities for professional development. Teachers valued the networking opportunity as it enabled them to solve problems related to certain aspects of the new reform system. Teachers and school leaders also appreciated opportunities to discuss their professional development needs at the local level.

Jones (2003) investigated ten NQTs' experience of socialization during their first year of teaching. The study revealed the majority of teachers successfully managed to move from pre-service into in-service without major difficulties. They established positive relationships with others in schools and became members of school community professionally and socially. The researcher concluded that the failure to address NQTs' feelings of insecurity, frustration and isolation could lead NQTs to lose the motivation to stay in teaching. The researchers suggested that in order to provide opportunities for NQTs to be integrated into the school, induction programmes should address NQTs' emotional, social and professional needs.

#### Appropriate location for CPD activities

Effective professional development carefully selects an appropriate location for CPD activities and participants' meetings. The location of the CPD programme can influence teachers' decisions about whether to attend. Hobson et al. (2009) found that 78 per

cent of teachers indicated that the geographical location of professional development programmes had influenced their choice. The conditions of the location positively or negatively influence the participants' decision to attend CPD activities. Brand (1998) pointed to the influence of conditions such as light, furniture and facilities on participant perceptions. He explained that the very well lit room encouraged social interaction, where furniture and position of furniture encouraged and remove barriers between and among people.

#### Providing resources and time

Effective professional development requires appropriate resources, equipment and materials which are available to all participants. Hobson et al. (2009) found that providing and sharing resources were contributory factors associated with the NQTs' enjoyment of professional development activities and their retention in teaching. Teachers were also positive about the refreshments provided such as coffee, tea and snack.

Hustler et al. (2003) investigated teachers' perceptions of CPD and found that the time available for teachers to undertake professional development is a main concern for teachers. They found that 49 per cent said that teachers needed time to reflect on classroom practice. Furthermore, 47 per cent of teachers thought that teachers needed more non-contact time to help them set objectives for their professional development. They also found that time is not only a concern of teachers but also of mentors, where seven out of ten mentors had experienced some degree of difficulty with the time to contribute to induction programmes. The study contributes to the literature around NQT professional needs and perceptions of professional development. Teachers were positive about CPD and they were more concerned about the pedagogical knowledge and teaching skills required at an early stage.

#### Recognizing teacher developmental stages

Effective professional development recognizes the development stages and concerns of teachers. As indicated, the literature (e.g. Katz, 1995; Kallery, 2004; Moir, 1990; Stroot et al., 1998) has revealed that teachers go through various developmental stages and stages of concern, beginning with idealistic expectations of teaching and then moving to the survival stage where NQTs discover/encounter the difficulties of teaching. When NQTs receive support and have confidence they are likely to pass through the survival stage to the maturity stage.

Professional development can provide appropriate support to teachers when teachers concerns are recognized. Stroot et al. (1998) referred to the limited ability of NQTs to plan during the early stages of their development, where they typically stuck rigidly to their lesson plans, not changing them even if they needed to do so.

#### Practicality and hands-on activities

NQTs are likely to find CPD effective when it emphasizes practicality and hands-on activities, as opposite to theoretical aspects and educational theory. Dillon (2000) has observed that teachers wanted CPD to be hands on activities to provide practical activities rather than centre on theory. Draper and Christie (2004), in their research on the implementation of teacher induction arrangements in Scotland, found that the NQTs were looking for practical advice that they could apply immediately. Teachers participate in activities that meet their needs and make learning meaningful to them (Sparks and Loucks-Horsley, 1989).

#### Effective professional development is sustained

Effective professional development is sustained. Richardson (2003) called for professional development programmes which emphasize a long-term focus that incorporates follow-up and reflection on the implementation of newly acquired skills. Hustler et al. (2003), in an investigation of teachers' perceptions of CPD, found that the amount of time spent on professional development was related to a perceived high impact on teachers' overall classroom practice.

The total number of hours that teachers spend in CPD activities appears to have an impact on teacher learning. Desimone et al. (2002) examined the relationship between features of professional development (core features and structural features) and self-reported change in teachers' knowledge, skills and classroom teaching practices. Structural features included: (a) the form of the activity (b) the duration of the activity, and (c) the degree to which the activity emphasized the collective participation of groups of teachers. There are three core features of professional development activities: (a) the degree to which the activity has a content focus (b) the extent to which the activity offers opportunities for active learning, and (c) the degree to which the activity promotes coherence in teachers' professional development. They found that time spent and the numbers of contact hours have independent effects on teachers' opportunities for active leaning and coherence in teachers' professional development, which means that duration of CPD is important. They concluded that duration and collective participation are important elements in improving CPD. Sinelnikov (2009) investigated the effectiveness of an on-site professional

development programme for Russian teachers in physical education. The professional development plan included providing teachers with resources for physical education, workshop, classroom observation and briefing, and a debriefing session for teachers. Of relevance to this thesis, the findings of his study demonstrated the importance of time and sustainability for CPD to be effective. He stated:

"Although the findings demonstrated the effectiveness of professional development in this study, the disadvantages of the suggested method of delivery of professional development lie in the considerable time demand required from both sides of the programme; the teacher and the person delivering the professional development programme" (p. 108). This study contributed to the literature in that engaging teachers in active learning and relevant CPD content were valued elements. However, the study did not refer to the on-going feedback that can be gained from participants around sustained CPD in order to further improve the CPD available to teachers.

Effective CPD promotes collaborative work, knowledge and practice-sharing Effective professional development encourages teachers to be active learners. CPD activities emphasize collaboration, action research, inquiry activities, reflection, and mentoring or peer observation. As a function of the social activities, some teachers have been able to rethink their practice.

Kardos et al. (2001) conducted a quantitative study to understand NQTs' experience of the professional culture of their schools. The study revealed NQTs were more likely to stay in teaching when they worked in a supportive environment which offered an integrated professional culture. This culture promoted interaction among staff members and encouraged interaction between experienced and novice teachers and recognized NQTs' needs. It suggested a framework to understand NQTs' experience of the professional culture of their schools. The study outlined the importance of the school culture and new teachers' learning and growth. It outlined the benefits of what they describe as integrated professional cultures. However, the study focused on professional instruction without enough focus on the social interaction between new teachers, and between them and more experienced teachers in the school.

Sanderson (2003) examined five NQTs who participated in a group established to support NQTs during their first days in schools. The group consisted of the five teachers and the leader of the group, their university supervisor. The aim of the group was to offer a forum for professional dialogue between NQTs to a) help them overcome challenges they faced as newcomers to teaching; b) encourage collaborative work to suggest some solutions to the challenges the NQTs faced, and c) promote professional

growth. Participants were teaching in four different primary schools in the US, three in Pennsylvania State and one in New Jersey State. The group agreed to keep in touch by e-mail. The group was encouraged to seek help and advice about any challenges and problems they faced. The group also agreed to meet monthly in a semi-structured meeting with an agenda and topics from the challenges, problems and situations that group members were facing. The NQTs were also asked to keep a daily diary of any challenges, incidents and questions in various categories such as isolation, classroom management and display, relationship with colleagues, lack of support time, and communication with parents. The data suggested that classroom management, discipline, relationship with colleagues, isolation and feelings of loneliness were the most common topics discussed. The data also revealed that overall NQTs' experience at the beginning was difficult and they struggled. They were not satisfied with student achievement and students disobeyed classroom routine and showed disrespect. NQTs felt isolated from others during lunchtime and faculty meetings. For example, one teacher reported that he felt isolated when he was not invited with the others to a party. The findings indicated that NQTs experience feelings of insecurity and fear of failure during the first weeks. The findings also indicated that the dialogues teachers had through e-mail was very positive, sharing their experiences and seeking solutions. NQTs realized that there are more situations and problems that are similar than are different. One particular shared challenge for these NQTs was lack of time. Through discussion with the NQTs the researcher found that many teachers were only getting five to six hours of sleep a night due lack of time. The findings indicated that NQTs enjoyed the informal meetings. They shared ideas and helped each other during these meetings. Topics discussed during these meetings were generally about classroom management and routine. The researcher concluded that the NQTs' support group provided teachers with a safe place and the opportunity to freely discuss their feelings without being controlled, judged or looked down on.

Of relevance to this study, the following example gives a description of a one-day training session in the teachers' training centre in Tabok, Saudi. The title of the training session is Classroom Management. The training session lasts three hours. The content includes four main components. The session is delivered by a trainer. The programme content is as follows:

Session	Activities	Break	Delivery
			method
1	Classroom communication	10	
	□ Class management definition	minutes	
	□ Class management components		
	□ Classroom management manners		
	□ Classroom interaction		
	□ Communication basics		
	□ Communication components		Lecture
2	Skills of dealing with students	10	
	□ Students learning growth	minutes	
	☐ Human relationships		
	☐ Building relationship skills		Lecture
3	Classroom management	10	
	☐ Manners of classroom management	minutes	
	□ Classroom management strategies		
	□ Students' behaviour problems		
	☐ Dealing with classroom problems		
	☐ Classroom management types		Lecture
4	Skills of delivering lessons		Lecture

Table 2 An example of a traditional training session. (Educational training administration, 2007).

This one-day training session is an example of the one-off workshops provided to teachers in Saudi. First, the session was designed by an outside school experienced (from the training centre). The session was delivered using a lecture approach. The content appears to be too much for learners in three hours. Teacher involvement in cooperative/collaborative work seems to be very limited since the lecture is the main delivery strategy. There is no mention of teachers' participation in group discussions or teaching demonstrations.

Richardson's (1990) work is an example of effective teacher involvement in CPD activities. He carried out a study to find out the relationship between teachers' beliefs and their practices. The teachers' role was to review the theories and the research literature. Participant teachers were asked to be videotaped while giving a class. Later on, teachers watched the tape and were asked to reflect on their teaching and actions in the class. The researcher presented related theories and methods that the teachers had already reviewed. Teachers were encouraged to consider their practice based on

these related theories and methods in order to determine what new methods they would try in the classroom. Finally, teachers collaboratively supported each other through class observations and peer visits. Richardson (1990) found that the research-based practice model resulted in a positive change in teachers' practice.

To sum up, there are several features of professional development. Some of these features are related to the design and agenda of the CPD, but the other features are related to delivery, content and location. The section shows that effective professional development can be designed by collaborative efforts involving all partners – teachers, schools and government. As suggested by Higgins and Leat (1997), professional development is based on teachers' needs, paying attention to the context in which teachers work. Also, professional development needs to support teachers according to their needs in order to improve their performance.. At the same time, for professional development to be effective, it requires a supportive school that offers a proper learning environment for teachers.

#### Models of professional development

There are several models of in-service professional development. These models differ, depending on the underlying theories. For example, the conservative theory sees participants as active learners who can contribute to personal growth. It believes that teachers bring their beliefs, previous knowledge and experience with them to any learning situation. Therefore knowledge must be meaningful; otherwise it does not make any sense (Butler, 1992). What follows are some examples of different models of professional development.

#### Inquiry model

Teachers in this model use their research skills to seek answers to questions. No prepackaged content is provided. Individuals can work alone, investigating some issues which are related to the teaching profession. Individuals can also work with others in a group, such as colleagues in the school.

Sparks and Loucks-Horsley (1989) state that there are three assumptions underlying the inquiry model. These three assumptions are as follows: a) teachers have the ability to explore the literature; b) teachers have, besides their ability to investigate problems, a further advantage as experienced practising teaching, therefore they reflect on data to formulate solutions; and c) teachers, when they answer their questions and inquiries, find solutions to their problems that change their practice.

Some studies have been undertaken to investigate the advantages of using inquiry models in professional development for teachers, and have confirmed that the inquiry model can result in improving teachers' practice. For example, Smith and Sela (2005) carried out a study in Israel to facilitate the transition of NQTs during the induction period. NQTs were asked to participate in a compulsory professional course. The course was designed to provide NQTs with the necessary research skills to help them undertake action research. They were helped by the researchers to put research tools into practice through conducting action research in various topics. The findings of the research revealed that teachers became more reflective and analytical about their teaching. They began to regard themselves as teachers and researchers, not just teachers.

#### Observation model

The observation model is based on the important role of teachers as active learners in professional development. In the observation model, teachers act as the 'eyes and ears' of their colleagues. They attend each other's classes, observing and providing feedback to their colleagues (Garet et al, 2001). Cooperative observation of teachers can be seen as a form of peer coaching, when peers work together towards improving their practice (Joyce and Showers, 2002).

Sparks and Loucks-Horsley (1989) state that the advantage of using the observation model lies in the feedback that teachers gain after observation, which they can reflect on in order to improve performance and consequently student achievement.

Joyce and Showers (2002) found that few participants gained knowledge and skills when trained using a one-day presentation session, but they gained more knowledge and skills when they were provided with modelling and training, followed by practice and coaching by the study team respectively. This result indicated that participants were able to learn 85 per cent of required knowledge and demonstrate 18 per cent of skills when they experienced both the one-day presentation session and modelling. The participant level of gaining knowledge was dramatically raised (85 per cent) when they trained using three components of training: presentation, modelling, and practice and feedback from colleagues. Participants were able to learn 90 per cent of knowledge and demonstrate 90 per cent of skills when they trained using four components of training; these are presentation, modelling, practice and feedback from colleagues and the coaching study team.

#### Deficit model

The deficit model reflects a more traditional approach to the nature of teachers' professional development. The deficit model is normally a top-down approach that often reduces the teachers' opportunity to be active learners. According to Clark and Florio-Ruane (2001), the deficit model is potentially negative. Teachers do not have an opportunity to express their opinion of professional development, so they are likely to feel manipulated by an external person who does not work in the class as they do. It considers teachers as the 'cause' of the weaknesses of the education system and "diseased or defective components in an otherwise excellently designed learning production and control system" (p. 5). The deficit model assumes that teacher weakness can be overcome by specifically addressing a perceived deficit in their performance (Kennedy, 2005).

The deficit model's assumption that teachers' performance underlies the poor standard of the organization and poor achievement of students is not accurate. Rhodes and Beneicke (2003) analysed the causes of poor teacher performance. They concluded that there are other factors the teachers could attribute to poor performance of a school, such as social interaction within individual schools, and local stakeholder expectations.

#### Training model

The training model is considered the most common model of professional development (Kennedy, 2005). The agenda in a training model is set by an outside Experienced who decides the content of the training session. Workshop-type and presentation are typically two common forms of training session, in which an Experienced supervisor is usually chosen to deliver pre-determined objectives and learner outcomes. Training sessions for teachers can take place either within the institution that teachers work in or outside, which is the often the case (Kennedy, 2005).

There are generally three assumptions underlying the training model as identified by Sparks and Loucks-Horsley (1989). These three assumptions are the following: (a) the subject of the training session, the presenter, and delivery methods must be decided in advance by the Experienced; (b) what is planned for the session and selected is of value for teachers to implement in their classes; (c) teachers will effectively apply the given strategies in their classes.

The training model can be powerful in helping teachers to meet national standards but it maintains a narrow view of teaching (Kennedy, 2005). The training model can act as a transmission model of professional development. Therefore, its ability to foster teachers' growth is limited. Kennedy (2005) states that the training model supports a skills-based, technocratic view of teaching whereby CPD provides teachers with the opportunity to update their skills in order to be able to demonstrate their competence. The model supports a high degree of central control, often veiled as quality assurance, where the focus is firmly on coherence and standardization (p. 237).

Despite these drawbacks, many criticisms can be avoided when a training model is coupled with other models. For example, a training session might be followed by an inquiry model. Teachers can then take some concepts they gain from the training sessions and explore the literature to improve their work. A training model can also be coupled with class observation.

Induction programmes are a form of professional development designed for NQTs. The literature indicated that induction can contribute to a smoother transition for entering teachers as they begin their new careers, by providing a range of support which in part may reduce teacher turnover rates (e.g. Smith and Ingersoll 2004). The following section reviews the literature concerning the induction programme concept, the historical development of the induction programme, the goals of induction and the induction elements.

## Induction programmes

The concept of induction

The concept of induction was influenced by the research literature regarding the needs of NQTs and assessment against performance standards and socialization.

In their definition of induction, Barnett et al. (2002) claimed induction to be a systematic process created to provide assistance to teachers in the first year of teaching. Bubb et al. (2002), argue that induction is not only about support but also about the assessment of an NQT. They state, "The term induction is taken to mean supported and assessed entry to full professional teacher status...to meet the needs of the NQTs and assessment against performance standards" (Bubb et al., 2002; p. 87). Definitions of induction tend to agree rather than disagree. Those who describe induction as a support process do not disagree with those who define induction as a training programme. Smith and Ingersoll (2004) view induction as a programme offering on-going support through mentoring, guidance and an orientation for novice

teachers. For those who focus on teachers' socialization as a means of delivering novice teachers' professional development, induction is a supportive programme for NQTs to enable them to cope with the community and schools. Seeing induction from a teacher–socialization point of view, Lynn (2002) further supports the view that the induction stage is a social process "when the teacher is socialized into the professional and social fabric of the school and community" (p. 180).

In the light of the literature, the researcher offers a definition that may suit the purpose of the current study, stating that induction is a systematic support programme designed for those who are in the first year of teaching, implemented by a school and consisting of various supportive activities beyond just orientation, and which pays attention to professional development stages and all individual needs and matter.

### Examples of induction programmes

The researcher presents a brief history of teacher induction in the UK and the USA, as earlier efforts in creating and developing induction programmes largely took place in these two countries.

#### Teacher Induction Programmes in the UK

In 1944, the principle of assessing NQTs' competence was established by the McNair Report (Simco, 2000). It aimed at encouraging the provision of professional support and monitoring in schools for NQTs. However, as Simco (2000) mentioned, the focus was on probation rather than induction, and the NQTs were assessed during support and monitoring. Many schools did provide some help and support. However, they differed in the amount of help and support offered. Some schools were supportive and others provided little help (Simco, 2000). Turner (1994) suggested that a new climate of professional development for NQTs was created when the then Secretary of State for Education, Kenneth Clarke, announced that no formal assessment of the first year of teaching would take place. The new policy led LEAs (local education authorities) to focus on providing NQTs with the necessary help and support rather than focus on assessment. LEA policies moved from being passive to being more organized and centrally controlled, with a greater focus on individual paths of professional development. However, that policy did not reflect a consistent reality of good systematic professional development (Simco, 2000).

In the UK, 1999 was an important year in the history of induction policy. In particular, Circular 5/99, The Induction Period for NQTs, was published. It consisted of two main

principles which together set the framework for induction. These principles were (a) a set of national guidelines for the minimum entitlement of NQTs in terms of professional development and support, and (b) the summative assessment of NQTs against defined national standards (Simco, 2000, p. 7).

In 2001, the Department for Education and Skills (DfES) produced DfES Circular 582/2001. The revised Guidance replaced Guidance 90/00 and described arrangements for new teachers to complete a period of induction to qualify to work in schools in England. Some of the roles and responsibilities in Circular 582/2001 are as follows (pp. 7–10):

- The head teacher, along with the Appropriate Body, is responsible for ensuring that the NQT has an appropriate induction programme.
- The induction tutor should be able to individualize the induction programme observe and follow up review meetings and make rigorous and fair judgments about the NQT's performance.
- 90 per cent timetables of teaching duties for NQTs and funding of at least £1000 per term to meet the costs incurred in supporting the induction period.
- The NQT should participate fully in the programme of monitoring, support and assessment that is agreed with the induction tutor.
- The NQT must have the Career Entry Profile.
- The induction period for a full-time NQT will usually be one academic year.

The TDA (2007) (The Training and Development Agency) introduced Professional Standards for Teachers in England. The framework sets out standards for the whole school workforce. It defines the characteristics of teachers at each career stage and provides professional standards for (a) the award of Qualified Teacher Status, (b) teachers on the main scale, (c) teachers on the upper pay scale, (d) Excellent Teachers and (e) Advanced Skills Teachers. The standards clarify the professional characteristics that a teacher is expected to maintain and to build on at their current career stage (p. 2). The standards outline a framework of many areas on which the NQT should work, such as relationships with children and young people, knowledge and understanding of the professional duties of teachers, communicating and working with others and working with colleagues, and sharing the development of effective practice. At the time of writing, the standards for England and Wales were being reviewed by the coalition government.

Teacher induction programmes in the US

The 1990s were characterized by a flourishing period of induction programmes in the US. In 1999, at least 27 states had initiated legislation on teacher induction (Fideler and Hasselkom, 1999). More recently, Darling-Hammond (2003) has identified 33 states that have mentoring and/or induction programmes.

In the US, teacher induction is a state responsibility. There are some programmes which are state-run and others are district-run. Also, some universities provide induction programmes in partnership with schools. Some schools run their own induction programmes to ensure the first teaching year is successful.

#### Induction goals

Induction can provide two major types of support for first year teachers. The first kind of support is "instructional-related support" and the second is "psychological support" (Gold, 1996: p. 561). Instructional-related support includes facilitating NQTs in their transition to a new organization, thus improving teacher performance. It also develops competence, encouraging a commitment to the profession, and teaches the teacher how to improve professionally and learn. Psychological support promotes the personal and professional comfort of novice teachers. In addition, it includes improving teachers' attitudes toward themselves and the profession, assisting them with confidence building and providing them with methods for coping with stress (Gold, 1996; Feiman-Nemser, 2003; Stansbury, 2000). NQTs, as newcomers to the organization, are likely to experience isolation. Experienced teachers can emotionally support NQTs by offering sympathy, providing advice and promoting NQTs' personal and professional well-being (Stansbury, 2000).

Easing the transition of NQTs into teaching is one of the main goals of the induction programme. Novice teachers need to be supported during their transition period, which teachers often find difficult (Smith and Ingersoll, 2004). Although pre-service programmes prepare student teachers to enter the teaching profession, they are unlikely to help NQTs encounter the serious challenges of real environments. As Feiman-Nemser (2001) has argued, during pre-service training novices learned about teaching while teacher induction is a time when novices must learn how to teach.

Cherubini (2007) used a qualitative approach to investigate the perceptions of 173 NQTs of their early professional development in Ontario in Canada over two years. The findings pointed to a gap between the professional development NQTs needed and what was delivered, although NQTs also indicated that the induction helped them

make the transition from pre-service to in-service by providing coping strategies, particularly in the first eight weeks of their job. The findings of the study could contribute to the improvement of such programmes as it identifies how new teachers perceive induction programmes. An important contribution was the importance of emotional support and the role of school leaders in emotionally supporting teachers. However, the study did not determine which element of induction most influenced new teachers. Also, the study noted that new teachers appreciate the induction programme since it includes collaborative dialogue but it is not clear what kinds of collaboration teachers appreciated most, whether on planning, collaboration in sharing knowledge or exchanging experience. Also it is not clear whether teachers were positive about collaboration within the same school or collaboration with other teachers across different schools.

Attempts to retain teachers in the profession drew attention to the issues of NQTs and induction programmes (Darling-Hammond, 2003). Many have suggested that one possible way to support teachers' retention, especially among NQTs, is the implementation of a structured induction programme. Smith and Ingersoll (2004) found that the more support an induction programme offers, the higher the rate of teacher retention. They also found a relationship between the likelihood of moving to another school or quitting the profession and NQTs receiving focused induction and mentoring.

Improving teaching performance and effectiveness is also a common goal of the induction programme. Veenman's (1984) study concluded that improving performance, and developing pedagogical knowledge, abilities and instructional strategies were viewed as the most the important needs of first year teachers.

Hobson et al. (2009) conducted a six-year long recession project (2003 to 2009) to explore NQTs' experience of initial teacher training induction and EPD in England. The study used a mixed method qualitative and quantitative approach. For data collection, it used an annual survey, a face-to-face case study interview and regular e-mail exchanges. The majority of NQTs (88 per cent) said that they had access to a formal induction programme, and were also positive about support they received in schools. The finding revealed that 93 per cent of NQTs were positive about teaching. The study outlined that there are many reasons associated with teachers being positive about teaching, including a good relationship with mentors and colleagues who support them.

Researchers at the American Federation of Teachers (2001) analysed induction policy across 50 states. They explained how induction can help NQTs to improve their performance. They concluded that induction provides a hands-on opportunity for NQTs – under the guidance of experienced mentors – to link the theory learned in teacher preparation programmes with the practice of classroom teaching (p. 3).

#### Induction elements

The literature identifies several elements which appear within induction programmes. Induction programmes vary in content, activities, structure, period and location. In terms of activities, some induction programmes include action research, or case-based discussion, whereas others focus on training sessions and university coursework in various subjects, such as evaluation of the student's achievement and student behaviour (Darling-Hammond, 2003). In addition, induction programmes differ in structure.

Induction programmes are also different in terms of where supportive contexts take place. Programmes vary according to the education policy which reflects the priorities, reform efforts, needs and commitment of the school system. Finance for induction programmes varies and usually depends on specific components or the overall approach. Induction elements traditionally comprise orientation, mentoring, collegiality, courses and workshops.

#### Orientation

Orientation is a short introductory programme that usually takes place in schools for a few days before the school year begins, lasting from one day to one week (Arends and Regazio-DiGilio, 2000). Some schools usually start their induction programme for NQTs with orientation days (Arends and Regazio-DiGilio, 2000). Orientation is found to be useful in terms of introducing NQTs to schools as it gives novice teachers the opportunity to recognize the basic school procedures and policies and their role in implementing these policies (Partlow, 2006). It also gives newcomers the opportunity to have a tour around the new environment, for example by taking NQTs around the building. During orientation, schools typically distribute handbooks that may include policies, benefits, calendars, staff directories and newsletters. Through such activities, NQTs will also be introduced to the school's culture.

Introducing teachers to a school's culture can help teachers to deal with "culture shock" (Oberg, 1960, p. 177, as cited in Milstein, 2005). Culture shock can drive some NQTs to feelings of isolation, anxiety and self-doubt. Orientation programmes can

reduce these initial adjustment problems (Fideler and Haselkorn, 1999) by offering introductory activities such as staff meetings, when all teachers and administrators get together in an effort to build professional relationships. Orientation programmes were therefore seen as an important factor in facilitating teachers' socialization.

Although orientation can help to introduce NQTs to an organization and provide some information and support, one to two hours without follow up and systematic support is not likely to help NQTs overcome the difficulties they might face. In summary, a –one-off approach to induction is rarely effective (Loucks-Horsley et al., 1989, as cited in Horn and Subhan, 2002).

#### Mentoring

Mentoring is a process of establishing a professional relationship between experienced teachers (mentors) and NQTs (Darling-Hammond, 2009). Mentors work with NQTs, both in the classroom through observation and outside the classroom when working with them in workshop sessions or providing post-lesson feedback (Feiman-Nemser, 2003). For some, mentoring is recognized as the most common component in an induction programme. As Horn and Subhan (2002) state, "mentoring is often the most prominent characteristic of induction programmes" (p. 8).

Working with mentors should be an interactive and collaborative process. Reflecting on practice is one activity commonly used in mentoring. NQTs need to consider the results of their work. For example, they need to reflect on the advantages and disadvantages of using some methods in the classroom, their successes and failures with student discipline, and their efforts to enhance student learning. Mentoring should aim to support NQTs according to their needs at different stages of their professional development. Professional programmes therefore address teacher concerns at appropriate times, and give them experience according to their individual needs (McCormack, 1996).

An example of a mentoring and coaching programme model is the Beginning Teacher Support and Assessment (BTSA) in the USA. BTSA is based on research from the California New Teacher Project (CNTP), which identified the need for support of NQTs through a focused induction programme that must take place at a sufficient level of intensity to address the performance, retention and satisfaction of NQTs. (California Commission on Teacher Credentialing and the California Department of Education, 2008).

In BTSA, NQTs are collectively supported by qualified mentors or support providers, and mentors engage with NQTs in various activities, such as weekly and monthly meetings, which last about one hour. There are also monthly meetings. Mentors are required to make notes of the meetings. In order to enable NQTs to invest enough time for professional development, they are given release time so that they can engage in conferences, observations, orientation, or any other professional development activities. Mentors are also given two release days, provided by the district, to observe and assist the participating teachers. In the context of this thesis, there is no concept of mentoring in the Saudi school system.

#### Collegiality

Colleagues and the workplace culture have an influence on NQTs (Kardos et al. 2001). Formal and informal engagement of NQTs should provide the novice with opportunities for interaction with others. In an induction programme, NQTs can also learn from each other through their induction activities (Eick, 2002). To foster teachers' collegiality, induction programmes should include some activities where newcomers can share their experiences with other newcomers as well as with experienced teachers (Moir and Gless, 2001).

In addition, induction programmes, through collaboration, give NQTs the opportunity to develop important relationships with colleagues. Collaboration can take many forms. For example, providing teachers with feedback about their class is one possible aspect of collaboration. Collaboration may also include subjective interpersonal exchanges between teachers and administrators (Cordingley, 2004).

For collaboration to take place in schools, it requires good working conditions where NQTs can share experiences and learn from and with each other, feeling secure in discussing their experiences. NQTs are likely to share their experiences and discuss issues in a safe environment where no one is judged or evaluated (Eick, 2002). Indeed, the literature suggests that NQTs are likely to improve professionally when they work in an integrated and supportive environment where they learn from other teachers (Johnson and Birkeland, 2003).

#### Courses and workshops

Courses and workshops are a common component of many induction programmes (Fresko and Abu Alhija, 2009). Courses and workshops in induction programmes differ according to the needs of NQTs. Therefore, there are no standard contents of courses and workshops that induction should include. However, a review of the literature

suggests that NQTs usually need courses and workshops on student discipline, classroom management, time management, assessment and learning styles (Robinson, 1999).

Smith and Sela (2005) carried out a study in Israel to facilitate the transition of NQTs during the induction period. NQTs were asked to participate in a compulsory professional course. The course aimed at helping NQTs to bridge the gap between theory and practice and to examine their own teaching systematically. The course was designed to provide NQTs with the necessary research skills that would help them undertake action research. Towards that end, NQTs were given a theoretical background to education research that included research types such as quantitative and qualitative, models of research, mixed research paradigms and research methodology. They were also helped by the researchers to put research tools into practice by conducting action research in various topics. The course consisted of many topics, such as teaching as a profession, tools for critical self-reflection and reflective identification of the problems at school. The findings of the research revealed that teachers became more reflective and analytical about their teaching. They began to regard themselves as teachers and researchers, not just teachers. NQTs also reported learning in the areas of curriculum, collaboration and the action research process as well as classroom practice.

Workshops and courses aim to give NQTs the opportunity to gain additional knowledge on student development, effective teaching strategies, student support and communication. The Early Professional Development (EPD) pilot scheme was designed to promote the professional growth of NQTs and increase their collaboration in professional learning activities, through courses, workshops and mentoring. The pilot programme, which was made available to EPD to teachers in the second and third years of their careers, was launched by the DfES in 12 LEAs in September 2001 and ran for three years until July 2004. The EPD scheme made a very positive impact on teachers, who were given funding to develop themselves, and could use the funding to address their own professional development needs. Activities were comprehensive, and included professional networking, lesson observations and team teaching. Some of the activities were specially designed for EPD teachers and attendance on these courses was exclusive to EPD teachers who were in their first, second and third years of teaching. Other courses were open to all teachers.

A study was carried out by Manchester Metropolitan University and Education Data Surveys in 2001 and 2002, investigating teachers' previous experience of CPD, their

current attitudes and their future expectations. The study used a questionnaire survey, a case study and CPD pen-portraits. It revealed that, overall, teachers, regardless of their age, experience, gender or phase of education, were likely to think of courses, conferences and workshops as the most helpful activities of CPD (Hustler, 2003).

#### Release time

For NQTs and mentors to engage effectively in induction programme activities, they need plenty of time. Release time is a programme component that is common to most induction programmes (Curran and Goldrick (2002).

MacLeod (2005) used both questionnaires and interviews with primary teachers to investigate how they could be supported in their efforts to provide individualized programmes for students with special needs in the classroom. He found that release time for teachers to create individualized programme plans (IPPs), programme planning, collaboration with other teachers and staff in the school and opportunities to increase their knowledge base were the areas of support most commonly identified. MacLeod's (2005) study recommended increasing release time for teachers during induction so that they can collaborate and share knowledge.

Release time offers NQTs the opportunity to communicate professionally with the school administration. Release time not only allows NQTs to communicate with their mentors and school administrators but also enables them to collaborate with teachers who share similar teaching responsibilities (Little, 2003).

#### School administration support

School administrators, especially head teacher, play an initial part in supporting NQTs during induction. In their study, Billingsley and Cross (1992 as cited in Billingsley, 2004) found that those teachers who are satisfied and willing to remain in the profession report a high level of principal support. They found that 25 per cent of teachers who quit teaching cited dissatisfaction with support from the central administration and that 20 per cent indicated that they left teaching as result of dissatisfaction with principal support. In contrast, they found that teachers were less likely to report dissatisfaction, as they received support from central administrators. Also, assisting NQTs with classroom management is a further form of support that principals can provide for NQTs, for example with student discipline problems. Head teacher can provide this by promoting and backing teachers by implementing school rules and laws in order to improve classroom conditions (Billingsley, 2004).

Principals can provide personal support for NQTs as well as supporting their professional growth (Johnson and Birkeland, 2003). NQTs, as newcomers to the profession, are likely to feel stressed and overwhelmed, which could lead them to lose confidence in their ability (Gold, 1996). NQTs feel supported when principals set out to talk to them and recognize their efforts and to explain school policy, their responsibilities as a principal, the school goals and procedures (Blase and Blase, 2001; Boyer and Gillespie, 2000).

The researcher accepts that CPD for newly qualified teachers is further developed in many parts of the world such as in the UK and the USA. In comparison to Saudi Arabia, some teachers in many parts of the world share similar concerns as Saudi teachers about CPD. Many studies have reported some teachers have difficulties with their CPD, as the following review illustrates.

In the US, Fry (2010) outlined that although induction can limit attrition among new teachers, induction does not always provide appropriate support. She conducted a qualitative study and used a case study approach to investigate the experience of a female beginning teacher who participated in induction programmes and eventually left teaching. The findings indicated that the induction programme was helpful since the teachers received money and time, however she felt the CPD meetings she was required to attend were not helpful, as the topics were already known to her. Further, the topics of induction were already predetermined by her school and weren't based on her needs. The induction also did not encourage her to develop a professional relationship with administrators. Moreover, her mentor did not share with her common planning time and they did not meet regularly.

In Australia, Sharp (2006) conducted a study to investigate 24 beginning teachers' perspectives concerning their competence based on participation in an induction program. He found that teachers who received induction were happy and felt supported and were equipped to deal with teaching while, those who did not receive any induction had a lot of "self -doubts" about their ability teach (p19). However, teachers who received induction reported they do not receive adequate support since that provided was irrelevant to their needs. He concluded that there was a deficit in the provision and quality of induction programmes.

Beam (2009) carried out a mixed method study in the US to investigate teachers' perceptions of their needs and the match between these needs and the support offered by their induction programme. Thirty-four new teachers participated in a pre- and

post-survey and in a focus group over a three month period. The researcher also interviewed the program coaches. The findings revealed that components of induction did not align with the perceived needs/concerns of the new teachers.

Joiner and Edwards (2008) argue that in some cases induction programmes failed to promote socialization for new teachers. In some cases induction programmes had not established socialization practices or became "surface-level district orientation sessions, random workshops or introductory level training sessions" (p 45). This finding is supported by Abualhija and Fresko (2010) in their study of Israeli induction programmes for new teachers where the impact of induction is limited and therefore needs further investigation

In Canada, Harding and Parson (2011), pointed out that one problem of induction is that it does not exist in every school. Schools that provide induction do not always provide formal structured mentorship or induction programmes and a friendly environment for new teachers. They outlined that many induction programme unfortunately focus on content rather than on humans.

In England, Totterdell et al (2002) evaluated the effectiveness of statutory arrangements for the induction of new teachers. They found that although it provided a bridge between initial teacher education and in-service teaching, however, there was less evidence that induction was effective. A fifth of newly qualified teachers did not receive a reduced timetable as was the intent of the induction arrangements. Moreover, many teachers did not find the tutor gave them useful advice. This is further supported by Kyriacou and O'Connor (2003) who carried out a study to explore NQT perspectives and experiences of the induction year in England. The study explored how well the induction was implemented and whether the mentoring was adequate. Forty-three primary teachers participated and completed two questionnaires. The findings showed that although the intention was that teachers should teach 90% timetable for the whole induction period and receive time way from their teaching commitment for CPD, 37% of participants did not have arrangements for their reduced timetable. Also, the findings indicated that the funding was problematic. The arrangements of induction suggests that NQTs are entitled to receive funding for CPD training or advice from professionals outside the schools and in Higher education. The researchers also found that the support system was a further limitation for the effectiveness of induction. The arrangements specify that every NQT should have an induction tutor, however, the role of the induction tutor remained unclear to many tutors involved in the process. Moreover, 12% of NQTs felt the input from their tutor was poor. The findings showed

that none of the employing schools had sight of the profile prior to the NQT year. Although the CEP (Career Entry Profile) is one feature of the induction arrangements, the purpose of the CEP is to inform the employ schools areas of strengths and needs for CPD and to set targets throughout the induction.

Considering the fact that the study will be carried out in Saudi, the following section provides an overview of the Saudi education system and teachers' education in Saudi. It highlights the challenges for Saudi teachers, the available professional development opportunities and the need for sustained and coherent professional support.

# The education system in Saudi Arabia

The aim of this section is to provide information about the context in which this study was undertaken for this thesis. It gives a general background of the country in terms of location, population and the government system. Of relevance to this thesis, a historical overview of teacher education in Saudi Arabia is outlined. It also highlights Saudi teacher challenges and current CPD opportunities available for its teachers.

## Brief background to Saudi Arabia

The kingdom of Saudi Arabia is an independent monarchy located in the Middle East. Saudi Arabia is one of the Persian Gulf countries. Arabic is the national language, and Islam is the religion. The land area is around 830,000 square miles with a fast-growing population that is estimated at 22.7 million (The Ministry of Economy and

is estimated at 22.7 million (The Ministry of Economy and Planning, http://www.mep.gov.sa, date accessed 15.07.2008). It has borders with Qatar, Oman, Emirates, Kuwait, Iraq, Jordan and Yemen. Saudi Arabia is located between the Persian Gulf to the northeast and the Red Sea to its west (Ministry of Foreign Affairs, www.mofa.gov.sa, date accessed 15.07.2008). Health services, social services and education are provided by the government of Saudi Arabia.

General education system of Saudi Arabia
Saudi's nationwide education system consists of approximately
14,923 boys' schools, 199,062 boys' teachers, 16,875 girls'
schools and 226,281 girls' teachers (Ministry of Education,
www.moe.gov.sa, date accessed 27.11.2010). The education





system comprises a number of education and training institutions. Saudi education is open to every citizen and provides students with free education, books and health services. The government allocates over 25 per cent of the total budget to education, including vocational training (Ministry of Foreign Affairs, <a href="www.mofa.gov.sa">www.mofa.gov.sa</a>, date accessed 27.07.2008). It is estimated that the government investment in education for the next five years will be 12 billion Riyals (approximately £1.66 billion) (Ministry of Education, <a href="www.moe.gov.sa">www.moe.gov.sa</a>, date accessed 27.11.2010). Primary, middle and secondary are the three levels of Saudi schools. They are free for all children – Saudi and non-Saudi. Private schools are also available, as well as international schools for children aged up to 16 years.

The Saudi education system aims to ensure that nationwide economic and social needs are met (Ministry of Education, 2008).

General education consist of four levels: (a) kindergarten for children who are aged 2 to 6 years old; (b) primary school for children from 7 years old to 12 years old; (c) middle school for children from 13 years old to 15 years old; secondary school which provides three years of education for children who are 16 to 18 years old. Students are assessed twice a year through comprehensive exams. Students progress throughout each level by passing their exams (Alhogail, 2003). However, in primary schools, apart from the final year (year six), students are not required to take any exams as they are assessed through the whole year by continuing assessment (Ministry of Education, 2007).

As a result of the impact of population growth and government policy to establish schools in every village and town, the Saudi education system was forced to increase the number of schools as student numbers were increasing. The government policy to establish schools in every village and town is designed to ensure that no child is left behind (Alhogail, 2003). Table No (3) below shows school, student and teacher numbers in 2010.

Sex	Schools (No.)	Students (No.)	Teachers (No.)
Girls	17,659	2,499,886	251,270
Boys	15,291	2,565,533	231,438

Table 3 School, student and teacher numbers (Ministry of Education, 2010)

The aforementioned government policy to help every child to go to school necessitates increasing teacher numbers. Owing to the massive expansion in education in Saudi, the government of Saudi Arabia has been trying to meet schools' needs for teachers, and to achieve that, various efforts have been made. First, teachers from Arab countries such as Egypt, Iraq and Sudan were offered the opportunity to teach in Saudi schools. Second, a fast track development of teacher training programmes was established (Alhogail, 2003).

Historical overview of teachers' education in Saudi Arabia Education and teacher education in Saudi Arabia are single-sex. Male pupils study exclusively in boys schools while female pupils study in female schools (Metwalee, 2005). As the study is interested in Saudi male teachers, the researcher focused on male teacher education.

According to Alhogail (2003), the "Madrasah", which means school, was founded in 1065–67. It was founded during Islamic rule in large cities like Bagdad. The Madrasah was considered a professional centre where a comprehensive education took place. Alhogail (2003) suggest that the Madrasah, in its time, was considered by many scholars as the most comprehensive place where knowledge in various fields was taught. Students were taught mathematics, science, Arabic studies, Islamic studies and physics.

Alhogail (2003) contends that although there was no systematic preparation for teachers at that time, scholars nominated some of their excellent students to be teachers. The nomination was usually based on the candidate's level of knowledge as well as their ability to teach. In order for NQTs to teach, they needed a recommendation letter which was known at that time as "ijaza". Ijaza is sometimes given to students to teach a certain subject, for example, an ijaza in the interpretation of the Holy Quran. NQTs can establish a new Ktateeb or Halakah (the Arabic name of the traditional classroom takes place in mosque).

#### Teacher education in the kingdom of Saudi Arabia

The year1926 was seen as seen as the start of the current education system in Saudi Arabia when the founder of the kingdom, King Abdulaziz, established an education directorate in Makkah (Alhameed, 2005) .The new education system was founded to introduce new national values and philosophy (Ministry of Education, 1981). The duty of the new directorate was to set a comprehensive plan for an education system for the new nation. The new directorate was responsible for establishing schools all over the

country. Lack of experience, lack of materials, and lack of people's awareness of the importance of education were challenges that the directorate faced at that time, as well as a shortage of teachers (Ben Dohaish, 1987).

Many attempts were made to address teacher shortage. Among these was the decision to employ as teachers individuals who could write and read, regardless of their capability to teach. This policy was known at the time as the necessary teachers. However, the directorate was aware of the importance of providing schools with qualified teachers so it founded the first teacher preparation programme in the kingdom of Saudi in the mid-1920's.

According to some writers (Bagdadi, 1985; Ben Dewheesh 1987), The Saudi Elmi Institute, which was founded in 1926, was the first Saudi institute to be responsible for teacher education.

The directorate realized the importance of establishing further institutes in different parts of the country. in 1945 a new institute was set up, named Dar Altawhid institute. It was located in Taif city. Unlike the Saudi Elmi institute, the duty of the Dar Altawhid institute was twofold. Its first duty was to prepare teachers to teach in primary schools, and the second was to prepare them to go into higher education. In Unayazh city, in 1946, an institution was established to serve the mid part of the kingdom. The following year another new institute was established in Al Maddenah, to serve the North West part of the kingdom (Zeeadah, 2005).

According to Alhogail (2003), Shariah College was opened in 1945 in Makkah. The Shariah College was the first college in the kingdom's history. The aim of opening the college was to provide a national higher education establishment, since there was no higher education at that time in the kingdom. Shariah College focused on preparing judges, qualified officers and specialists in Islamic and Arabic studies. However, in 1961, the college plan was improved with the aim of preparing qualified teachers in various subjects such as history, English language and social sciences.

The directorate realized that some graduates from did not enter the teaching profession. Some of them preferred to go into other professions (Zeeadah, 2005). Thus, the directorate decided in 1953 to establish "primary institute". The primary institute specialized in preparing teachers to teach various subjects such as Arabic studies, applied science and Islamic studies in primary schools (Alhogail, 2003).

Later on, a decision was made to expand the primary institutes in sixteen different cities in the north, south and east of the kingdom. The number of institutes increased in 1961 to 37 institutes, with 164 classes and approximately 4,395 students. Students with a primary school certificate can join these institutes for three years, after which they are able to teach in a primary schools (Alhogail, 2003). However, according to Assallom (1991), a decision was made to replace these institutions with secondary institutes, with a new study plan.

Secondary institutes admitted students who held intermediate stage certificates, to prepare them, over three years, for teaching. The institutes spread over many parts of the kingdom, to reach a total of seventeen institutes in 1975 with 636 teachers, 286 classes and approximately 8,629 students. English language, mathematics, science, psychology, special education, art education, social science and physical education were examples of the subjects taught in these institutes (Zeeadah, 2005).

The Ministry of Education decided to replace teachers' preparation institutes with what was called at that time "junior colleges". The purpose of establishing the junior colleges was twofold; to admit secondary certificate holders instead of intermediate certificate holders and to offer professional development to school teachers with poor qualifications. The number of junior colleges increased from two in 1976–1977 to seventeen in 1989, with approximately 9,305 students and 161 classes.

Zeeadah (2005) indicated that the junior colleges were upgraded to Teacher Colleges in 1990. The seventeen teachers' colleges were the only specialist colleges in the kingdom that were responsible for preparing primary school teachers. Unlike those from junior colleges, graduates from teachers' colleges are awarded baccalaureate degrees in various subjects. The study plan in the teachers' colleges implements a semester model, where the academic year consists of two semesters. Four years with a total of eight semesters comprises the period of study in the teachers' colleges. In 2005, a decision was made to charge the Ministry of Higher Education with the supervision of Teacher Colleges, instead of remaining under Ministry of Education supervision.

#### Saudi Colleges of Education

According to Abdullah (1973), the first College of Education in the kingdom was established in 1949. The number of Colleges of Education increased to six and they were linked to four universities in the four counties of Saudi Arabia - south, middle,

east and west. The following table demonstrates the date of establishment of these schools, their locations and to which universities they are linked.

The location of colleges	Establishment date	Linked university
Makkah	1961-1962	Um Al-Qura University
*AlMaddenah	1977-1978	Taibah University
Riyadh	1966-1976	King Saud University
**Abha	1976-1977	King Khalid University
***Taif	1981-1082	Umm alqura University
Alhsa	1980-1981	King Faisal University

Table 4 Schools of Education in Saudi universities

(Ministry of Higher Education, 2008; Ministry of Higher Education, 2008)

- \* It used to be linked to the King Abdulaziz University until 2005 when it became part of the supervision of the newly established university, Taibah University.
- \*\* It used to be linked to the King Saud University till 2005, when it came under the supervision of the new King Khalid University.
- \*\*\* It used to be linked to the King Abdulaziz University till 2005 when it became part of the newly established Taif University.

Although these colleges are different in terms of their admission policies, study plans and graduate requirements, they share similarities in many aspects. In terms of teacher education, all Colleges of Education aim to prepare learners to teach in intermediate and secondary schools. Some of these colleges also aim to provide in-service teachers with some training courses. The admission policy is almost the same: candidates must have a secondary certificate with the required grade and must pass the interview. However, Colleges of Education differ in terms of their planned study. Some colleges provide learners with an integrated programme where learners are given education courses beside their specialization courses. Other Colleges of Education offer education courses only and send learners to other colleges in the university for their specialization courses. For example, School of Education learners who are specializing in biology, chemistry and physics take their specialist courses in the school of science.

Learners in Colleges of Education are required to undertake teaching practice. They must practise teaching in a local school for one semester.

Although significant efforts are being made to prepare teachers in Saudi, the Ministry of Education faces various challenges in supplying schools with qualified teachers.

Finding sufficient NQTs to staff all classes is not an easy task owing to the national teacher shortage. A further challenge is to retain teachers – especially NQTs – who might leave because of the challenges they face in the teaching profession, and the absence of a national induction programme and mentoring scheme.

#### Teacher professional development in Saudi Arabia

The existing Saudi education policy refers to the importance of teacher preparation and teacher in-service training and rehabilitation. Specifically, Chapter four, section five of the education policy document in Saudi Arabia emphasized the importance of teacher professional development. Paragraph seven of the education policy document refers to the ongoing training of teachers, including training unskilled teachers, according to specific plans and help for qualified teachers to raise their level and refresh their experience. Paragraph five allowed teachers to complete their study to develop themselves and become qualified for a higher ranking in their subject. Paragraph 5 also encouraged the LEA to establish the necessary regulation to facilitate teacher self-development (Ministry of Education, 2010).

The Ministry of Education in Saudi Arabia paid attention to educational supervision and training and established a system for the administration of training and scholarships. Centres to carry out the administration were established in each LEA. A historical overview of the educational supervision and training of teachers in Saudi Arabia can be presented in a number of stages (Ministry of Education, 2010)

First stage: Management Inspection (1957)

The administrative inspector visited the school to check administrative instructional aspects and the extent that schools were committed to the Ministry of Education regulations and instructions. The aim was to diagnose problems and question the school about any potential errors.

Second stage: Training Inspection (1964)

similar to the previous stage (management inspection), the inspector visited a school to observe teachers in the classroom and give guidance. The inspector also reviewed the school processes to ensure these were in accordance with the Ministry of Education regulations.

Third stage: Educational Instruction (1967)

The Ministry of Education sought at this stage to strengthen the relationship between the instructors and teachers and between instructors and school leaders. Therefore, the inspection was changed to focus more on teaching.

Fourth stage: Educational Supervision and Training (1981– to present). At this stage, teachers were supervised by supervisors from the Department of Supervision at the LEA. Supervisors should supervise teachers who are specialists in the same area. The role of supervisors is to visit classrooms and provide guidance, instruction and feedback.

The Saudi educational supervision and training policy goals are (Educational training guide, 2006):

- 1. Train teachers to follow new methods and use modern equipment.
- 2. Enable trainers to apply new ideas and opinions to bridge the gap between theory and practice.
- 3. Meet training needs of workers in education and educational leadership.
- 4. Train the trainees in how to meet their responsibilities and play their roles.

The following section gives a brief historical overview of the nature of in-service training courses and programmes implemented by the Ministry of Education in Saudi Arabia.

In-service training courses and programmes

1. Summer Courses (1963-1995).

Until 1965 these courses took place for 50 days in each year for two years. A study plan included 36 hours a week and consisted of education, psychology-based and scientific courses.

2. Teachers' Night Institutions (1955–1965).

The institutions aimed at upgrading in-service teachers who entered teaching without sufficient qualifications. Study at the teachers' night institutions lasted three years. The study plan was aimed at providing teachers with appropriate knowledge of local culture and preliminary principles in education, psychology and teaching methods. These institutions were closed in 1965.

#### 3. Multiple Sessions (1965-1966)

Multiple short courses were held by the Ministry of Education for teachers who graduated from summer courses and for night institution teacher graduates.

#### 4. Supplementary Studies Centre (1965–1966).

These centres were established in two cities: Riyadh and Taif. The aimed to upgrade old elementary teacher institution graduates. A programme of study consisted of three periods. Each period lasted seven months. These centres were shut down in 1980.

- 5. Teaching Qualification Programme for Unqualified Teachers (1973–1974). The programme aimed at providing a diploma degree for those teachers who did not have a teaching qualification. The programme duration was one year. This programme was implemented in King Saud University and Um Al-Qura University.
- 6. Short Summer Courses outside Saudi Arabia (1973–1974).
  A group of teachers of English were sent to the United Kingdom to improve their English language and teaching methods.

### 7. Multiple short courses (1980- to present).

The Ministry provides a variety of packaged short courses. These courses are provided by the supervision and training department in each LEA and are usually delivered by supervisors and trainers. The aim of these courses usually is to provide new ideas. They are typically one-day workshops. Schools in Saudi Arabia are not allowed to offer CPD in-house.

Teachers and the need for systematic support

Many studies (e.g. Almasodi 2004, Washah, 2004) refer to the challenges facing Saudi teachers. Examples of these problems include a shortage of qualified teachers, negative attitudes towards teaching among many graduates, an absence of teacher participation in decision-making and no participatory atmosphere in schools. Teacher preparation programmes are weak. It is beyond the scope of this study to review indepth the Saudi literature concerning Saudi teacher problems. Given the topic of this thesis, it therefore focuses on issues related to professional development for new teachers.

Professional development programmes in Saudi Arabia are designed nationally and delivered through LEAs. In each county, LEAs schedule these programmes and the details of these programmes are sent to school principals. It is up to school leaders to

allow teachers access to professional development activities. Alhajeri (2004) investigated the challenges facing teachers who attended some professional development activities and revealed that many school leaders did not support teachers in attending professional development activities because of the difficulties in covering teacher absence.

Effective professional development needs to encourage collaboration, knowledge and practice sharing and active learning. However, the current situation in the Saudi education system does not encourage sustained and coherent professional development. Short courses prevail and a top-down approach does not link to relevant professional development experiences for teachers (Peckover et al., 2006)

Further factors contribute to difficulties with teacher professional development in Saudi. Increasing the number of schools because of rising students numbers led to a need for more teachers (Alhameed et al., 2005). Providing schools with teachers (qualified or otherwise) was seen to be more important than supporting NQTs. The number of schools increased sharply from very few schools in 1926 to more than 15,291 boys' schools and more than 17,695 girls' schools in 2010. The Ministry of Education in Saudi Arabia at that time also reported that it would need more teachers over the next five years, as student enrolment was expected to reach over 9,746,579 by 2012. This would require growth in the teaching force of around 75,000 over the next five years, which would also compensate for the expected rise in the level of teacher retirement. (www.moe.gov.sa).

In Saudi, not choosing teaching as a career or leaving teaching are further factors contributing to the shortage of teachers. Some studies reveal that college students refrain from entering the teaching profession, or, even if they do enter teaching, they leave in a short period of time. The study of Alazoz et al. (1983) investigated the attitudes of male and female students at Teacher Colleges and Colleges of Education towards teaching. The study revealed 41 per cent of teachers were thinking of leaving the teaching profession. A high negative attitude towards the teaching profession was also identified.

Some studies have revealed that the Saudi Ministry of Education has encountered great difficulties in its attempts to fill vacant teaching positions with qualified teachers (Algameedi, 2001). Fewer students select teaching as a career in colleges because other career fields have opened up doors of opportunity for college students, offering more lucrative salaries and attractive working conditions (Washah, 2004).

To address the somewhat negative image of teaching, in 2007 the Ministry of Education established a new national scheme to consolidate the position of teachers in society. The scheme aimed to demonstrate the high status of teachers in society. It encouraged teachers to remain in the teaching profession, as well as rewarding retired teachers who had been in post for a long time. The researcher is of the view that the scheme sought to enhance the image of teaching which until recently was considered a "profession of trouble".

The absence of a national scheme to retain teachers, especially NQTs once they are appointed, is a further factor contributing to the NQTs' problems in Saudi Arabia. Little attention has been given to support and retention of NQTs (Almasodi , 2004). And as indicated, no notion of induction or focused mentoring is currently in place.

# Summary

This chapter has set the basis for the study undertaken in this thesis by reviewing and presenting the relevant literature. It began with a review of the literature regarding the challenges NQTs face in Saudi. The Saudi literature revealed that teachers could, in extreme cases, leave at any stage of their career due to these many challenges and due, as seen elsewhere, to other factors such as teachers' attitudes towards the teaching profession (e.g. Kyriacou and Kunc, 2007) and workplace factors (e.g. Smithers and Robinson (2001). As elsewhere, the literature indicates that a lack of support can frustrate some teachers, especially novice teachers, and possibly lead to job dissatisfaction (e.g. Darling-Hammond, 2003). On the other hand, the literature indicates that job satisfaction can make a large contribution to encouraging teachers' commitment (Woods and Weasmer, 2002). Offering professional support to teachers was found to raise teacher satisfaction and reduce teacher resignations (e.g. Moor et al., 2005). The literature concerning NQTs suggests that one possible way to support NQTs is through relevant CPD and induction programmes (e.g. Woods and Weasmer, 2002). Research has revealed that an understanding of teacher concerns should inform the content of any CPD if it is to make a valuable contribution to new entrants to the profession (Hall, George and Rutherford, 1997). This chapter discussed literature regarding the concept of CPD, CPD activities, components of CPD, CPD models and CPD features. The chapter also outlined the literature regarding induction programmes, NQTs' first stage of CPD.

In the light of this review, several issues have been raised. These issues have prompted the study undertaken in this thesis. First, the current vision of CPD in Saudi Arabia can

be described as not fit for purpose. In some countries, such as the UK and those in North America, NQTs have the opportunity to experience some form of induction/CPD and mentoring process. However in the Saudi Arabia context, opportunities of induction/CPD and mentoring process are entirely absent.

The literature reviewed in this chapter also indicated that there are established principles of effective CPD. Few of these elements have been adopted in CPD for teachers in Saudi. CPD in Saudi Arabia is not sustained or coherent. The review of the literature in this chapter has identified examples where multiple stakeholders have been engaged in a process of CPD design. Unfortunately, CPD in Saudi Arabia is designed nationally and delivered through LEAs with an absence of the voice of "others". It can be described as one size fits all, as will become evident in this thesis. The inclusion of NQTs within the development process is deemed a step forward in planning more effective CPD for Saudi teachers with a range of stakeholders. Also, the literature indicated that CPD for teachers in the Saudi context is very limited. In the Saudi education system there is no mentoring programme available for NQTs and there is no notion of induction. Therefore, there is a real need for Saudi CPD providers to consider a form of CPD available for new entrants that both acknowledges the effective features of CPD and recognizes the potential contribution from a number of stakeholders with interests in in-service teachers. This is a line of research and development this thesis seeks to address.

# Chapter three: Methodology

### Introduction

The aim of this thesis is to investigate the development of a CPD programme for NQTs designed by multiple stakeholders (the Steering Group) in Saudi Arabia.

This qualitative study intends to answer three major questions.

- 1. What were the perceptions and responses of the Steering Group members during the design of a CPD programme for NQTs in Saudi Arabia?
- 2. What was the perceived impact of the CPD programme on the Saudi Arabian NQTs' classroom practice and wider professional work in schools?
- 3. What were the NQTs' experiences with and views on the content, delivery and organization of the CPD programme?

A qualitative approach was adopted in this thesis and the study undertaken focused on two phases. The first phase focused on the views and experience of the Steering Group who collectively designed the programme. Data were gathered through direct observation of the Steering Group planning meetings and semi-structured interviews with individual members after the programme had been developed. The second phase involved the implementation of the CPD programme. Five NQTs attended the CPD sessions. They were observed in the CPD sessions and in their classrooms by the researcher and interviewed across the implementation period and after each classroom observation. NQTs were also asked to keep a reflective diary to record their experiences.

The purpose of this chapter is to outline the methodology for the study. It discusses a range of available research approaches and paradigms in terms of concepts, principles, advantages and disadvantages. The researcher seeks to justify the chosen paradigm (the qualitative research paradigm), followed by an explanation of the research design process, the tools used for data collection and the data analysis process used in this thesis. This chapter concludes by highlighting issues of validity and reliability in the qualitative approach, followed by a description of how ethical issues were considered and addressed.

# Considerations of research paradigms

A paradigm serves as the vehicle for the research and it outlines the research to be undertaken. It should not limit the research but rather make clear the intention of the

research and enhance the ultimate outcome by guiding the research with laser precision (Maxwell, 2005).

In conducting research, there are three dimensions that form the basis for the research paradigms. Denzin and Lincoln (2003) define the three dimensions: ontological, epistemological and methodological. The basic belief system is the definition of the research paradigm on which the ontological, epistemological and methodological elements are based. A framework refers to ontology, whereas epistemology sets out questions concerning the method of obtaining knowledge and the certainty and trust resulting from that knowledge, and methodology is the way by which the ontology and epistemology can be examined (Denzin and Lincoln, 2003). Ontological study is concerned with the question of individual consciousness, and whether reality is external to the individual or is a product of individual experience. In contributing to the construction of the paradigm, the focal point of the epistemological dimension asks whether knowledge can be acquired or needs to be experienced.

In guiding investigators to the methodologies, the paradigms are classified in various ways to reflect belief systems. Bassey (1999) states that there are two possible paradigms for classifying the complexity of terms: the positivist and the interpretative paradigms.

Creswell (2003) explains that the positivist paradigm regards knowledge as detached and objective from human understanding. From the positivist perspective, since methods, hypothesis testing and statistical methods can be used to obtain knowledge, it may also be possible to obtain knowledge through empirical research and developing numeric measures of observations. Everything may be quantifiable.

A counter paradigm, interpretive, is concerned with responses to some of the ways in which the positivist paradigm interprets knowledge. According to Lincoln and Guba (2000), constructivism argues that social phenomena are constantly framed by social interactions, and that what researchers actually study is not an objective world but an inter-subjective socially constructed world. Unlike the positivist paradigm, the post-positivist constructivist paradigm rejects that knowledge is disengaged and external from human experience. Instead, constructivist theory, according to Lincoln and Guba (2000), advocates the presentation of a version of reality instead of definitive reality. Brown (1995) states the post-positivist stance is "premised on the perception that the world is not objective and external to the observer, but socially contracted and given meaning by people" (p. 143).

A vigorous debate continues between advocates of the positivist paradigm and the constructivist paradigm. This debate between the two groups is understood by some as an attempt to control each other so that one practice is dominant (Lincoln and Guba 2000). However, this debate has reduced in intensity over time (Tashakkori and Teddlie, 1998). Although the paradigms seem logically mutually exclusive, some writers believe that there has been some exaggeration of the differences between these paradigms. Indeed, the notion of "the compatibility thesis" was suggested by Tashkkori and Teddlie (1998, p. 11). The compatibility thesis was taken up by many researchers who argued that both these paradigms can exist (House, 1994). Furthermore, the concept of "pragmatism" was supported, which allowed both of these paradigms to co-exist and also to be applied in harmony based on common objective, nature and data (Reichardt and Rallis, 1994). Since some phenomena are clearly objective and quantifiable, and some more subjective and socially constructed, and since any presentation of objective data carries within it a social construction of those data, attention to both objective data and subjective interpretation is relevant.

The paradigmatic course of a person's research is positioned in the clarification of choices, and made during the research process to establish the nature of the knowledge which is likely to be the outcome of the process (Bassey, 1999).

Miles and Huberman (1994) argue that early in the research process, locating one's research within an exact paradigm is not an easy process. They state that, "In the actual practice of empirical research we believe that all of us realists, interpretative, critical theorists are closer to the centre, with multiple overlaps" (p. 4). By this they suggest the boundaries that distinguish the positivist paradigm and the post-positivist paradigm are neither clear nor distinct, and there may be substantial consistency between the viewpoints.

Linked to the post-positivist paradigm, ontology, epistemology and methodology, the researcher tends to determine his position regarding the construction paradigm. However, this determination of the researcher's position is not to limit but to provide a framework for the research. The figure below illustrates the researcher's position towards the paradigm's elements. It should be noted that there could be an overlap between these elements.

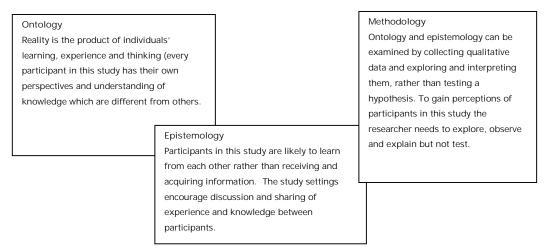


Figure 1 The researcher's position towards the paradigm elements.

# Methodological considerations of research

Some researchers referred to a qualitative research approach or a quantitative approach as a paradigm of their research. Denzin and Lincoln (2000) suggest that qualitative and quantitative approaches describe the methodology of the research rather than the paradigm. In their view, both qualitative and quantitative approaches can be used within any research paradigm. However, the positivist paradigm tends to use a quantitative approach to obtain data and analyse concepts associated with the subject undertaken. It uses the quantitative approach to obtain and understand knowledge. Positivism considers knowledge as valid only when it depends on observable facts. This is supported through the investigation of the social reality that is employed by natural scientists. In contrast, as explained by Creswell (2003), postpositivism or the interpretative paradigm perceives that the knowledge can be understood while interaction with people takes place. According to post-positivism, by gaining people's understanding and views regarding a particular concept, researchers can access knowledge; indeed, this is the core of knowledge in the post-positivist paradigm. Such a view is relevant to this work, which aims to focus attention on both a small group of NQTs in Saudi Arabia and the views of the group who designed the CPD programme.

The nature of the research problem determines the research method applied. Blaxter et al. (2006) suggest that the collected data can be grouped into situations, circumstances and individuals encircling a phenomenon. Collected data can also be categorized as the "qualitative" approach or "quantitative" approach. The quantitative approach is illustrated through the structure of measurements, numbers and counts, which hence tries to give accuracy to a set of observations.

With the advantages of quantitative methods, researchers can measure and account for distorting factors when collecting numerical data. The quantitative method is also beneficial to the awareness of the nature of social phenomena. As Hakim (2000) and Bryman (1988) hold, the quantitative approach is visible, accessible and is reproducible through different theoretical standpoints. And the quantitative approach makes it easy to see not only the direction of causal effects and phenomena but also to quantify the magnitude of that relationship. The quantitative approach is therefore capable of further development to contribute to the building of social knowledge. The quantitative approach does, however, have certain limitations. A lack of quality of information is a drawback of the quantitative approach, especially when evaluated against comprehensive interviews (Hakim, 2000). Not everything is quantifiable, and attempting to make it so simply dilutes the quality and depth of the data. Best and Kahn (2003) argue that some behavioural researchers who follow the physical scientist approach in their measurement of behaviour find it "easy to measure elements of behaviour" (p.278). They contend that quantitative methods measure a part of investigated behaviour but do not measure the real behaviour as well as the qualitative approach.

Stake (1995) proposes that there are three significant differences between the qualitative and quantitative interests: "(a) the difference between explanation, and understanding, as the reason of inquiry; (b) the distinction among a personal and impersonal role for the researcher; and (c) a difference linking knowledge discovered and knowledge constructed" (p. 37).

What has been called the "qualitative-quantitative debate" (Bryman, 1988; Reichardt and Rallis, 1994) has been foremost in the debate about positivist and post-positivist paradigms. From the positivist point of view, as mentioned earlier, all knowledge is based on sensory understanding and can thus only be moved forward through direct observation and experiments. On the other hand, the "Interpretative" approach states that, in a social context, knowledge can be assumed from the individual's viewpoint since they are part of the action that is being considered (Cohen et al., 2003). When the attempt is to explain, understand and analyse behaviour, it is vital to take into account people's perception of things. Therefore, some, like Bryman (1988), argue that the literature on methodology seems to draw a clear distinction between the two approaches. Some researchers, like Tashakkori and Teddlie (1998), support Bryman's (1988) argument, as they believe that the differences between the two approaches are well documented.

This thesis seeks to gather opinions and experiences of participants in this study. Many authors advocate that one of the major objectives of the qualitative approach is to make available to the researcher a rich description and deep contextual understanding of the meaning of views which are being explored, in this case of the Saudi participants (Bryman, 1988). It therefore follows that the qualitative analysis gives way to further methods appropriate for the situation being investigated, by searching for contextual insights.

Some suggest that there is opposition between the qualitative and quantitative approaches. Gorard (2002) argues that this opposition is manufactured, pointless and mistaken. He further holds that the "wars" between the two approaches stem from careless fear of the unknown "leading to pointless methodological schism" (p. 2). Therefore, this researcher tends to follow Pring (2000) in his point of view where he argues that the fact of the matter is that there is a distinction rather than opposition and dichotomies between quantitative and qualitative approaches.

House (1994) argues that it is possible to regard the opposition between positivism and post-positivism as less important. There is a potential for a mixture of paradigms in research design (Gorard, 2002). It is also possible to argue that a distinction between the qualitative and quantitative approaches is less important, as the two approaches can complement each other.

Remenyi (1998) argues that research sometimes requires a compilation of complex evidence in order to answer some questions, such as 'how', 'why' and 'what'. The quantitative and qualitative approaches can frequently be used in combination with each other as complementary approaches. Pring (2000) has argued, "the qualitative investigation can clear the ground for the quantitative, and the quantitative be suggestive of differences to be explored in a more interpretive mode" (p. 55).

As mentioned earlier, the selection of research method depends on the nature of the research problem. This study adopts a qualitative and interpretative approach. The decision was made based on certain intentions and design parameters. The interest of the study is to obtain perceptions, ideas and experiences of participants regarding the design and experience of a CPD programme. The study does not seek to collect numerical data. The plan of the study is not to seek participants' responses to a questionnaire that counts, for example, how many participants experience isolation during their first year of teaching or how many participants attend a particular workshop, as factors of their professional development. The researcher is not

attempting to collect frequency data or measuring data or testing hypotheses. The study is interested in a deep and rich investigation of meanings and perceptions, and observing individuals in a range of specific settings (meeting rooms, CPD training rooms and classrooms).

# Research designs

#### Research design

Research design can be identified, according to Kerlinger (1986), as "a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete scheme or program of the research. It includes an outline of what the investigator will do, from writing the hypotheses and their operational implications to the final analysis of data" (p. 279).

Research design plays an important role in achieving research aims. The literature reveals (e.g. Cohen, 2003; Denzin and Lincolns, 2003; Kerlinger, 1986; Maxwell, 2005) that research design sets a plan of the research process and the approach of the research. Moreover, research design concerns many issues surrounding the research, such as validity and reliability as well as ethical issues.

Research design can take many forms depending on the aims and objectives of the research to be conducted. The "fitness of purpose" governs the planning of the research, which demonstrates that there are various research designs (Cohen, 2003; p. 47). To illustrate this point, Cohen uses the example of making generalizable comments which would require a survey approach or research to map a field which would need a different design. There are therefore various models that may be desired, such as the action or experimental research model, depending on a particular situation and the proposed question. However, Bell (2005) suggests that one should not take the methodology approach as an initial step of designing the research, but should instead consider the reasons for the research being conducted. He says,

"The initial question is not which methodology? But what do I need to know and why? Only then do you ask what the best way to collect information is? And when I have this information, what shall I do with it" (p. 116). In Bell's view, research design is a product of research intent, and is not designed arbitrarily ahead of time.

Creswell (2003) devised three questions which are: "(1) what knowledge claims are being made by the researcher (including a theoretical perspective)? (2) What strategies of inquiry will inform the procedures? (3) What methods of data collection and analysis will be used?" (p. 5).

#### Research strategies

There are several strategies that are associated with the qualitative and quantitative approaches. Strategies that are associated with the quantitative approach according to Creswell (2003) are, "This includes the true experiments and the less rigorous experiments called quasi-experiments and correlation studies (Campbell and Stanley, 1963), and specific single subject experiments (Cooper, Heron and Heward, 1987; Neuman and McCormick, 1995)" (p. 13).

Creswell (2003) provides explanations of the quantitative research through two strategies, which are experiments and survey. He suggests that experiments consist of three types of strategies: (a) pure experiments, (b) random project of issues to treatment conditions, and (c) quasi-experiments which are of non-random designs. He then proceeds to outline the survey strategy of the quantitative approach. A survey includes cross-sectional and longitudinal studies.

Since a qualitative approach was chosen for the study undertaken in this thesis, the following section outlines the strategies used with the quantitative approach and provides more insights concerning the case study used in this thesis within the qualitative research framework.

#### Qualitative approach strategies

There are certain strategies that can be adopted when conducting qualitative research. Creswell (2003) suggests that there are five different strategies that may be utilized when undertaking research of a qualitative nature. These strategies are summarized in the following table.

Ethnographies	The ethnographies approach collects
	data in a natural environment over a
	period of time. The researcher is
	usually entirely involved and flexible.
	Basey (1999) suggests that
	ethnography researchers come to the
	field with participant observation.
	Ethnography is concerned with the
	study of the social world (Pring, 2000).
Grounded theory	In this strategy, the research is
	attempting to build theory through
	data obtained through the actions and
	interactions of participants.

	Characteristics of this theory are
	theoretical samplings of different
	groups as well as the constant
	comparison of data.
Case studies	The researcher in this kind of strategy
	is deeply concerned with a
	programme, event, an activity or a
	process. The researcher explores an
	individual's life in depth using various
	instruments to collect the data, such
	as interviews and observations (Stake,
	1995).
Phenomenological research	The researcher describes human
	experiences though the participants in
	the study, by understanding the life
	experiences of the researcher as well
	as those of the participants. To
	understand the experience of the
	participants, the researcher
	incorporates their own experiences
	into the study.
Narrative research	The researcher is attempting to tell a
	story about the participant. The
	researcher reflects on the information
	and re-interprets the data collected
	into a narrative chronology. Ultimately,
	the finished narrative encompasses
	views from the participants' lives as
	well as those of the researcher, in a
	joint narrative.

Table 5 Qualitative approach strategies.

## Case studies

The use of case study in education is quite modern compared to other fields of study, such as law, psychology, anthropology, history, and medicine (Simons, 1980). The case study has been differently identified across fields and researchers, therefore a precise definition is not easy to obtain. In attempting to define a case study, various definitions have been proposed. Stake (1995) stated that a case study "is the study of

the particularity and activity of a single case, coming to understand its activity within important circumstance" (p. xi). Conversely, according to Yin (2003, p. 13), a case study is "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident".

In considering the use of case study by a particular researcher, a case study is better utilized when posing "how" or "why" questions. Stake (1995) explains that the main use of a case study is to gain descriptions and interpretations of individuals' knowledge. In a case study, Stake (1995) also suggests, the researchers have minimal power over the events undertaken as their focal point is not the events.

Stake (1995) stated, "We are interested in it, not because by studying it we learn about other cases or about some general problem, but because we need to learn about that particular case. We have an intrinsic interest in the case" (p. 3).

For researchers to select the type of case study, they need to consider the aims and objectives of the research to ensure the proper outcome is obtained. Yin (2003) outlines the importance of research questions in influencing the choice of the study identified. Even though there are different types of case studies, because of the similarities in these studies, they can often be used in harmony. Cohen et al. (2003) stated that case studies "can also be used to complement other, more coarsely grained – often large scale – kinds of research. Case study material in this sense can provide powerful human-scale data on ..., fusing theory and practice" (p. 138). Yin (2003) supports this idea by saying that "even though each strategy has its distinctive characteristics, there are large overlaps" (p. 5).

Adelman (1980) discusses possible advantages of the case study approach. Case studies are strong in reality, recognize complexity, and provide scope for generalizations. A further advantage of the case study is that it begins in action and contributes to it. It also presents research in a publicly accessible form. When utilizing a case study approach, Hamel et al. (1993) suggested problems of representation and a lack of rigour. The mistrust of the use of case studies in evaluative research was prevalent in the writing of Simons (1996), in which she appeared to favour the search for legitimacy from large samples. Simons (1996) also suggests that "by contrast, the case study celebrates the particular and the unique and frequently yields outcomes that are inconclusive" (p. 227). Difficulties in challenging the generalizations from case

study data, in addition to issues of validity and sampling, have been raised in relation to case study methodology (Stake 1995; Wellington, 2000; Yin, 2003).

#### Current research design and settings

After considering which paradigm to adopt for this research, the decision to adopt an interpretative paradigm was made. This thesis used case study methodology within a qualitative research framework to explore many cases, among which is the case of the Steering Group experience of collective design of the CPD programme. The decision was made for the following reasons: (a) the intention of the study is to investigate NQTs' perceptions regarding the CPD programme; (b) the researcher is not attempting to measure data or test hypotheses; (c) the plan of the study is neither to control nor manipulate conditions of activities in which NQTs participate; and (d) the intention of the study is to a) gather the perceptions of the Steering Group in relation to in the design of the programme, and b) track the NQTs as they completed the CPD programme to obtain their perception of the programme (content, delivery and organization etc.) and also the perceived impact of the programme on both their classroom practice and wider professional life in school. A diagram of the current research plan is outlined (see figure 1 p.57).

Much research on professional development for new teachers has been conducted using the qualitative approach (e.g. Hammond, 2001; Kardos, 2001; O'Brien, 2005; Poulou, 2007; Williams et al., 2001). Qualitative research provides insights into the research problem and investigates participants' experience and perceptions in depth. Qualitative research is commonly used in the case study method (Cohan et al., 2003). This thesis used case study methodology within a qualitative research framework to explore many cases, among which is the case of Steering Group experience of the design of the CPD programme. This study also used to provide an in-depth description of new teachers in terms of their experience as newcomers to teaching, their practice development and their perceptions of the provided CPD programme (Creswell, 2007; Merriam, 1998; Stake, 1995; Yin, 2003).

The study undertaken in this thesis includes two phases. The first phase was programme design, undertaken collectively by a team known as the Steering Group, which consisted of the following participants: a supervisor who works for an LEA as a part-time trainer; an experienced classroom teacher; two existing NQTs; a professor from a university, and a member of the LEA.

Steering group member	Age	Gender	Qualification	Background	
NQT1	24	Male	B.A. (Islamic studies)	Has been working in the primary school for a year	
NQT2	25	Male	B.A. (Islamic studies)	Has been working in the primary school for a year	
Experienced teacher	38	Male	B.A. (Arabic and Islamic studies)	Has been teaching in primary school for nine years	
The supervisor	42	Male	B.A. (Arabic and Islamic studies)	Supervisor has been teaching in primary and secondary school for six years followed by two years as a Supervisor	
LEA	37	Male	Social science	No teaching experience has worked for the LEA for 12 years	
University professor	52	Male	PhD (curriculum and instruction)	Ph.D. overseas has teaching qualification, worked in teacher education at the university level for four years.	

Table 6 information about the Steering Group members.

Upon getting permission from the local authority and the school, the researcher worked with the local authorities and the university to obtain a sample that was partly purposive and partly snowball (Cohen et al., 2003). The researcher knew the professor and the experienced teacher. The researcher contacted the supervisor, who was willing to participate. The researcher then contacted the LEA to help him identify other possible members of the Steering Group. This led to securing help from the two NQTs in the Steering Group and a member of the LEA. Upon identifying Steering Group members, the researcher contacted the Steering Group members introducing himself and briefly outlined the study. The researcher also sought Steering Group members' opinion of a convenient time and location for the first meeting. The researcher found a private room and made sure all facilities including refreshments were in place. Following explanation of the study, agreement and informed consent from participants willing to participate in the study was secured. Participants had the opportunity to answer questions, seek clarification and inquire as to the nature of their involvement in the research was and were happy with the information given to them.

Before programme planning began, the researcher reminded the Steering Group of the parameters of the task, which had already been explained to them during the recruitment. The parameters were that the Steering Group:

A) was charged with developing a CPD programme suitable for NQTs in Saudi Arabia that would last for no longer than 8 weeks; B) had complete freedom to develop the programme content and activities that NQTs would participate in; C) could determine delivery and organizational aspects of the programme throughout; D) could call on the researcher to clarify points of uncertainty; E) could call on the researcher to help to find possible resources/materials and help with translation from English to Arabic when necessary; and F) was encouraged to design the CPD sessions with sufficient gaps to allow the researcher to observe participants in the classroom.

The Steering Group had four meetings that lasted approximately fifteen hours in total. During these meetings, the Steering Group discussed the CPD programme design. They discussed the sessions' content, activities and delivery strategies. A summary outlining the entire programme is found in appendix 4. The CPD programme lasted for approximately 22 hours in total across the four sessions. An experienced teacher volunteered to deliver the first and second sessions. The third session was delivered and managed by the supervisor, who also delivered the fourth session with the researcher in support if needed. However, the researcher did not make a any decisions about content, activities or the delivery of that session. The researcher acted mostly as an assistant and as a translator of some resources. The researcher helped with a) preparing the hall for the session b) translating from English to Arabic, and c) distributing papers and facilitating the NQTs' engagement in activities. Although the Steering Group decided on the CPD programme content, activities and delivery strategies before the programme started, they were ready to make small appropriate changes. They met for a short time (approximately one hour) three times during the delivery of the programme. They met respectively before the second, third and fourth sessions to receive general feedback from the researcher about the progress of the programme and the NQTs' participation. This allowed the Group the opportunity to improve the forthcoming sessions.

Designing a CPD programme by various stakeholders, with a special role for teachers and primary educators, is supported in the literature. For example, Sparks and Hirsh (1997) reported that effective professional development builds through the participation of all community members, which include teachers, administrators and parents. Further, Lowden (2005) found that effective professional development content can be determined by multiple community stakeholders. Teachers who participated in

developing such professional development displayed positive feeling about the profession.

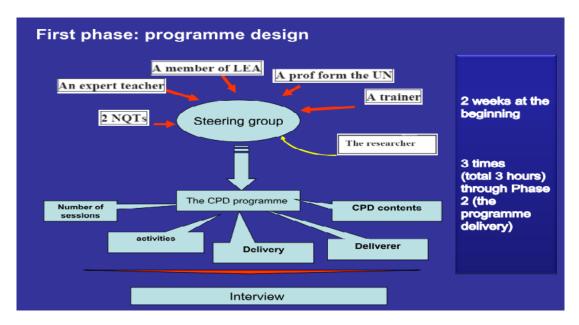


Figure 2 first phase of the study undertaken in this thesis.

The second phase involved the implementation of the CPD programme. NQTs known to have taken up their first position in the region of Saudi Arabia, where the proposed research was to take place, were contacted to see if they would be willing to volunteer by completing the CPD programme. Five NQT volunteers were recruited, informed and convinced to take part and gave consent to participate (see table 7 p.68). Participation would involve a) attending all planned CPD sessions, b) observation by the researcher of teaching undertaken, c) interviews with the researcher at three points across the implementation period and after each classroom observation, and d) keeping a reflective diary to record their experience. The observations were conducted in three primary schools located in a city in the west region of the kingdom of Saudi Arabia. The teachers were teaching at the primary level (ages 11–12).

Teacher	Age	School	Gender	Qualification
Omar	23	а	male	Islamic studies
Mike	24	b	male	Islamic studies
John	23	С	male	Islamic studies
Rami	23	С	male	Islamic studies
Ali	24	b	male	Islamic studies

Table 7 information about the five NQTs.

The following figure shows the second phase of the programme

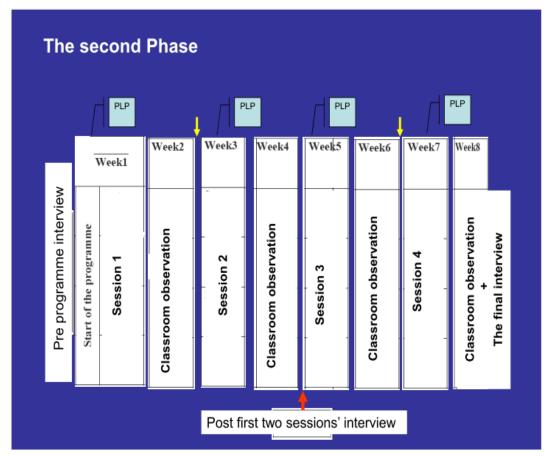


Figure 3 The second phase of the study undertaken in this thesis.

PLP= prior lesson plan

Yellow arrows= post lesson interview

Keay (2009) notes that the influence during induction is an important issue to be investigated, to look for efforts that positively influence new teachers' practice and to deal with poor practice. Guskey (2000) pointed out that obtaining participants'

perceptions of professional development can improve the design and the delivery of CPD in the future.

While measuring the impact of professional development on student achievement is a key factor in determining the effectiveness of CPD programmes (Guskey, 2000), the researcher chose to focus on investigating participants' perceptions through observation, a reflective diary and interview, and leave any investigation on students' achievement for further study. Investigating student achievement was impossible for many reasons. Firstly, there is sensitivity to accessing data on student achievement. Secondly, measuring the impact of CPD on student achievement was seen as a possible development of this thesis, giving the stage of CPD development in Saudi. Thirdly, the time available for the researcher to conduct his study was limited to 10 to 11 weeks and it ended before it would have been possible to access data on students' learning progress and achievement as part of the education timetable in the schools. Some studies outline the difficulty of evaluating professional development based on learners' achievement due to the complexity of such an evaluation (Darling-Hammond and Sykes, 1999). Moreover, Heath et al. (2010) explained that a close look at the levels of professional development evaluation identified by Guskey (2000) shows that identifying the professional development impact on teachers is a required stage in determining if the professional development will contribute to students' learning.

# Data collection

This section describes and presents the rationale of the methods used to collect qualitative data in this thesis. The researcher decided to use three methods; interview, observation and reflective diary. More details about these methods are explained in the relevant subsections. The researcher did not use other methods such as questionnaires; although questionnaires would allow one to consider whether the events were enjoyable and successful, questionnaires are limited to investigating participants' knowledge and change in practice (Creswell, 2003). A second limitation of the questionnaire is that it basically provides quantitative data from the perspectives of the participants themselves. This second limitation would be eased with a greater number of participants (N= five) i.e. teachers.

#### Interview

Interviews played a significant part in this thesis, "one(s) initiated by the interviewer for the specific purpose of obtaining research-relevant information and focused by him on content specified by research objectives of systematic description, prediction or explanation" (Cohen et al. (2003; p. 269). According to Cohen et al. (2003), "The

research interview has been defined as a two person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information" (p. 269). However, the conversation is influenced by various factors, which include shared trust, social distance and finally the control of the interviewer.

In considering appropriate questions for this thesis, attention is given to Best and Kahn (2003), Cohen (2003) and Kvale (1996) who stated that some kinds of questions should be avoided in interviews. These are:

not the entire question, ring a partial answer.	
ring a partial answer.	
ions based on different	
t the same time.	
Usage of words that may be unfamiliar to	
Ise of simple words is	
to confusion.	
nould avoid forcing	
certain subject matter.	
archer attempts to avoid	
archer attempts to avoid	
terviewee's personal	
)	

Table 8 Questions which should be avoided in the interviews

Robson (2000, p. 232) suggested various points about conducting interviews which were helpful to the researcher in this study. These points are:

- (a) Listen more than speak to the interviewee as most interviewers talk too much. The interview is not a platform for the interviewers' personal experiences and opinions but a platform for the researcher to collect relevant data from the interviewee.
- (b) Put questions in a straightforward, comprehensible and non-threatening way. If people are puzzled or suspicious of the question, then the researcher may not get the information needed. (c) Eliminate questions that could possibly lead interviewees to respond in a particular way. Many interviewees will attempt to please the interviewer by stating information that they believe the researcher would like to hear. (d) Take pleasure in the interview; do not send out the message the interviewer is bored or nervous. Vary voice and facial expressions to ensure the interviewee is comfortable.

The decision must be made regarding which type of interview is suitable for the proposed research as interviews can take various forms. According to Gall et al. (1996), Robson (2000) and Wragg (1994), the main forms are structured interview, semi-structured interview and unstructured interview.

# Interview types

#### The structured interview

A structured interview consists of a series of short-answer choices or closed questions that may be answered by 'yes' or 'no'. The researchers in this type of interview will not be able to follow up on participants' responses and therefore this type allows for little insight. As a result, the researchers are likely to miss information (Gall et al., 1996). In contrast, unstructured interviews give more space for the researcher to ask more questions in order to obtain extra information which they think is relevant.

#### The semi-structured interview

The semi-structured interview consists of a series of structured questions, but it allows the researchers to obtain more in-depth information from the participants when they feel it is of particular relevance by probing further (Robson, 2000). The interviewer begins with an initial question and then, based on the respondent's answer, they may ask different questions to probe the subject matter further. An advantage of this form of interview is that it provides standard data across respondents but with greater depth, compared with the structured interview (Robson, 2000).

This thesis sought to gain Saudi Arabian participants' perceptions of and responses to the development and implementation of one CPD programme. The researcher therefore employed the semi-structured interview to enable respondents to express themselves at some length, and at the same time encouraging the researcher to probe respondents in more depth.

#### The unstructured interview

The interviewer, in this form, asks questions that gradually lead the respondent to give the desired information, as it does not involve a detailed interview guide. In general, the information required is complicated for the respondent to explain or is sensitive on a psychological level. Therefore, the researcher conducting the interview should adjust continuously to the respondent's state of mind. The disadvantage of this format is that it needs more time, and the validity may be questioned owing to the subjective matter.

Development of the research interviews in this thesis

In this thesis the researcher used the semi-structured interview because it allows the researcher to probe respondents in more depth and freedom for the respondents to express themselves at some length. A review of the literature reveals that this form of interview was used in many studies to investigate teacher perceptions of professional development (e.g. Hammond, 2001; Keay, 2009; O'Brien, 2005; Williams, 2001).

The researcher met the five NQTs separately, and briefly explained to them the overall objective of the interview. The strict confidentiality of the interviews was confirmed and anonymity guaranteed to the interviewees. The researcher sought and received permission for all interviews to be taped, given the advantages of doing so. Gall et al. (1996) state, "The use of tape recorders has several advantages over note-taking for recording interview data for research. Most important, it reduces the tendency of interviewers to make an unconscious selection of data favouring their biases. Tape recording provides a complete verbal record, and it can be studied much more thoroughly than data in the form of interviewer notes. A tape recorder also speeds up the interview process." (p. 256).

The interview questions were identified initially based on the existing literature and in the light of the research aims as they emerged through the study. Peer debriefing with the thesis supervisor, who played devil's advocate and challenged the suggested questions, helped with the identification of the questions.

To pilot the interview questions, the researcher gave the interview questions to some of his Saudi PhD colleagues. The researcher asked them to look at the interview questions in terms of appropriateness and to offer any suggestion or comments. They offered a few suggestions. For example, they suggested some edits to question number one for the pre-program interview which was "what do you think about teaching career?" to "you are about to start your teaching career. Tell me, what is on your mind? [See appendix 2 – A p.196]. Also, they suggested some changes to question number seven and the first two post-session interview questions from "do you think CPD sessions helped you?" To "in what ways have the CPD sessions helped your practice?" [See appendix 2 – C p.199]. They also suggested adding a question to the pre-program interview questions about challenges participants think they may face in the classroom. The researcher added the following question "what challenges do you think you might face in the classroom? How might you deal with them? [See appendix 2 – A p.196] The researcher also added clause (f) about the location within question number six in the final interview questions for NQTs [see Appendix D p.200]. Following

an opportunity to pilot the questions, the researcher built their suggestion in the interview protocol which is Appendix 2 p.196]. The researcher also added clause (f) about the location within question number six in the final interview questions for NQTs see appendix D p.200]. Following an opportunity to pilot the questions, the researcher built their suggestion in the interview protocol which is Appendix 2 p.196.

Interview questions were translated from English into Arabic. The questions assigned in a way permitted the researcher to put both the English and Arabic versions side by side, as this helped in decreasing the translation problems that can result from misunderstandings by the researchers. All translations were double checked by two PhD colleagues from Saudi Arabia

# Participant interviews

All Steering Group members were interviewed individually to gain their views on the CPD planning process. Each interview lasted between 20 and 27 minutes.

The NQTs were interviewed five times (see appendix 2 p. 196). The first interview took place at the beginning of the study prior to the implementation of the programme. The aim of the first interview was to seek NQTs' perceptions and expectations concerning teaching, their existing concerns and professional support. The second interview took place immediately after the first classroom observation conducted by the researcher (post lesson interview). The aim was to seek participants' perceptions of the CPD session that they had attended recently and some assessment of what they were able to introduce in their classrooms. The follow-up interview helped the researcher to check his understanding of the observation. The third interview took place after the second observation. The aim was to a) seek participants' perceptions of the CPD session that they had attended recently, b) discuss what the teacher had introduced in their classroom, c) give the researcher the opportunity to ask questions about his observation, and d) gain participants' views of the first two sessions of the CPD programme in which they had participated, in terms of the activities, delivery and content, and how the sessions informed their classroom practice. The fourth interview was conducted immediately after the third classroom observation. The aim was to seek participants' perceptions of the session that they had attended recently and what they were able to introduce in their classroom, and to give the researcher the opportunity to ask questions about his observation. The fifth interview took place at the end of the CPD programme. The aim was to investigate their overall teaching efforts and to seek NQTs' perceptions of the CPD sessions. (For all interviews conducted in the CPD programme please see table 9 page 100).

#### Observation

Adler and Adler (1994, cited in Neergaard, 2006) defined observation as "the act of noting a phenomenon, often with instruments, and recording it for scientific or other purposes" (p. 406). Researchers can use all their senses while conducting observations, beside using their visual senses in gathering data. They can use anything from touch, taste, hearing and smell (Denzin and Lincoln, 2000). Simpson and Tuson (1997) claim to see is to think; the researcher can explicitly state their understanding of the event by reflecting on the information to be collected and by writing down their assumptions.

# Observation types

There are various types of observation that are available to researchers. The first type is called non-participant observation (Robson, 2000). Researchers are concerned with charting the incidence, occurrence and existence of factors (Cohen et al., 2003). The researcher in non-participant observation stands outside the field and solely observes the situation.

The second type of observation is participant or unstructured observation. This kind of observation, unlike the structured observation, allows more space for the observer to consider many types of information, including note-taking as well as recording. The researcher can keep a diary of data about the informants. This information is complex and follows no set structure, therefore it requires the researcher to organize as well as synthesize the data (Robson, 2000). It also needs the researcher to be open-minded during the process of determining their observation. The researcher can do so by checking with observed participants and by doing further observations (Simpson and Tuson, 1997).

The roles of researchers in observations can be (a) the complete participant, (b) the participant-as-observer, (c) the observer-as-participant, and (d) the complete observer. It is also possible to argue that all research can be regarded as participant observation since one cannot study the world without being in it (Cohen et al., 2003). In order to get a more beneficial understanding of the relationship between both of these types of observations, the role of the researcher in this thesis was partly a participant observer in all meetings with the Steering Group, as well as in the CPD sessions, but in the NQTs' classroom the researcher did not make any decisions or intervene to change the direction of the CPD programme. In the first phase he gave clarification of uncertainty if needed. If asked by the Steering Group he had to find resources and help with translation from English to Arabic. In the second phase the

researcher remained as an observer and did not intervene. He helped with the translation from English to Arabic when needed during the session and acted as assistant at the last session of the CPD programme.

#### Conducting observations

There are certain things that the observer must consider when conducting the observation. The researcher should take into account the location, the time and the preparation of the recorders, as well as ethical issues regarding the obtaining of permission to the field (Creswell, 2007). Wajnryb (1992) further suggests that the observer needs to be aware and maintain a sensitive awareness of any possible weakness that predictably goes with the observation of teaching.

# Observation strengths and weaknesses

Most data collection has strengths and weaknesses; since observations gather live data from live situations, they can provide a real understanding of the context of the event and can help to identify the problem and see things from the inside (Hitchcock and Hughes, 1995). (Robson, 2000) maintains that directness is a great advantage to observation as a technique. Also, observation provides the researchers with first-hand information as it gathers a direct experience while other methods obtain second-hand data (Summerhill and Taylor, 1992). Validity is one of the main issues for which observation is criticized. The observation may be biased, as the researcher may base the agreement on their thoughts rather than what really happened or because the researcher fails to notice an important occurrence (Simpson and Tuson, 1997). Furthermore, an observer can be coerced to build on their own perspective without gaining the analysis of others. Therefore, their interpretation of the event being observed may be subject to bias (Cohen et al., 2003; Denzin and Lincoln, 2000). In this thesis, the researcher used triangulation methods (interviews, observation and reflective diary) to help him with his observation of the event.

Many measures have been put forward to address potential problems of validity. First and foremost, using triangulation methods, namely of time and space, and then using them in order to help the observer generate evidence which is reliable and can add to the observer's interpretation of the events or behaviour (Cohen et al., 2003). Different types of data collection instruments can also resolve potential problems; for example, the observer can interview certain participants based on experience and situation and then examine his perspectives (Denzin and Lincoln 2000; Simpson and Tuson, 1997).

Displacement of reliability is another disadvantage of observational research. The effect of chance and lack of reality, without statistical analysis to demonstrate observed turns or patterns, is a strong criticism (Denzin and Lincoln, 2000). Cohen et al. (2003) suggest that a solution to the lack of reliability could be "the greater the number of observations, the greater the reliability of the data might be, enabling emergent categories to be verified" (p. 314). In this study each of the five NQTs was observed four times in the classroom. The researcher observed Steering Group meetings for approximately fifteen hours, approximately twenty-two hours of CPD training sessions and ten hours observing NQTs in the classroom.

#### Development of current research observation

Participant observation was used in the two phases of this study. In the first phase, the researcher observed the Steering Group planning sessions, noting where possible what was discussed, who said what, and describing the setting. In the second phase the researcher observed the NQTs as they completed the individual sessions in the CPD programme, noting what the NQTs did and said. At the end of each session the researcher sat with NQTs individually and asked them to outline what they would like to take from the CPD session to their classroom practice. The researcher developed an observation sheet to take notes of each interaction. The observation sheet was divided into three sections. The first section included information about the participant. The second section contained participant choices and opinions of what would they like to take into their classroom practice and to demonstrate. The third section was for the researcher's classroom observation. It included notes of the activities in the classroom and notes of what teachers did and said. Observations were of the teachers teaching Islamic studies to students.

# Reflective diary/journal

The NQTs this study maintained a reflective diary across the period of the CPD programme. Ezzy (2002) argues reflective journals and memos enhance researchers' understanding of the study as they "are systematic attempts to facilitate the integrative of the process that is at the heart of qualitative research (p. 71).

Moon (1999) refers to the various purposes of using a reflective journal. These purposes are to (a) increase learning quality and encourage the development of critical thinking, (b) help learners to recognize their learning process, (c) encourage learners to participate fully in the process of learning, (d) give the opportunity to those who do not feel comfortable expressing themselves verbally to express themselves in writing, (e) improve the self-autonomy of learners, (f) allow participants to express themselves

openly, and (g) improve professional practice. The last, improve professional practice, is relevant to the current study. In this study participants had the opportunity to reflect on their experience of the CPD programme and their classroom practice. They were encouraged to record/write their reflections and were asked to make at least one entry per CPD session (maximum of four)

#### Validity and reliability of research

The concept of validity has two issues that need to be discussed. Validity has been identified as "the degree to which the researcher has measured what he set out to measure" (Smith, 1991, p. 106, as cited in Kumar, 2005, p. 153). There are various validity criteria, depending on the research types and the process research stages. To address some conflicts about validity that surround research, some have suggested two ways. These two ways are triangulation and respondent validation. Flick (2002) states that triangulation means, "the combination of different methods, study groups, local and temporal settings and different theoretical perspectives in dealing with a phenomenon" (2002, p. 389). There are many benefits of triangulation in raising the validity of the research. It gives the researcher the opportunity to address broad issues. It is also likely to lead the study to become more convincing and precise (Yin, 2003). Marshall and Roseman (1989) also suggest that triangulation strengthens the study outcomes. The matching of research aims and questions is also presented as a way of maintaining the validity of the research (Gall, 1996).

In this thesis, the researcher took the following steps: a) the researcher used triangulation to triangulate interviews, observation and the reflective diary; b) the researcher observed the Steering Group on certain occasions and observation was used four times in the CPD sessions and twenty times collectively to observe teachers in their classrooms; c) the researcher spent approximately fifteen hours observing the Steering Group and approximately 22 hours observing CPD sessions and approximately ten hours in total observing NQTs in their classrooms; and d) the researcher interviewed the NQTs five times.

# Data analysis

Glesne and Peshkin (1992) suggest qualitative analysis is a process through which the researcher makes sense of what they have heard, observed and read. It requires the researcher to hypothesize, categorize and search for patterns in order to interpret data, develop theories and link data to each other and to other data.

Berg (2004) indicated that there are several different approaches that can be used to analyse qualitative research. Interpretative approaches take the context as a text to

interpret data collected by interviews and observations. The second approach is the social or the anthropological approach, which interprets data based on a special understanding of material collected, understanding of the participants and the participants' context. These analysis processes may entail various sources of data, for example, interviews, observations and reflective diaries. The final type of analytical data collection can be the collaborative social research approach. This type collects data in a collaborative way with the help of the participants in the study.

The analysis involves various steps. Creswell (2007) suggests that there are several preparatory stages of analysing qualitative research. Organization and preparation of the data are the initial steps, which then lead to the reduction of the data into a codified structure. These codes then need to be concentrated into different themes based on the concepts of the research. Finally, data with rich themes need to be represented in several ways. These representations could be by way of a discussion, figures or tables.

This thesis acknowledges that individuals construct their own understanding of the context and situation based on their interaction with social settings. Data in this thesis were inductively analysed utilizing data constructs over time during the research progress. Ezzy (2002) proposes that theories can be produced as part of qualitative data analysis. Themes can be identified within the day, in one of two ways – the inductive method or a detective data. The latter starts with a link to existing theory. The recognized themes tend to be driven by the researcher's analytic interest and theoretical perspectives. In contrast, in the inductive approach, although data is collected for a specific purpose, it is linked to the data itself and themes emerge and are induced from the data, driven by the researcher in the light of objectives and research questions without trying to fit them into a pre-existing theory or frame.

Methods for analysing and interpreting qualitative data differ depending on the research questions, objectives and the research circumstances. Many researchers (e.g. Creswell, 2007; Cohen et al., 2003) suggest a variety of methods to analyse qualitative data, for example, grounded theory, content analysis and constant comparison. Leedey and Ormrod (2005) define constant comparison as a process through which the researcher analyses data by moving forwards and backwards within data in an attempt to create codes, develop categories and establish a relationship between categories. Through constant comparison process the researcher should reach themes to address the research questions. In this thesis, the researcher chose constant comparison to analyse qualitative data for many reasons: a) it allows the analysis process to be

conducted within the data themselves which limits the researcher's subjectivity and already recognized theory to affect the emergence of results; b) it allows the researcher to create categories and cluster these categories to develop themes; c) it enables researchers to compare new findings with existing findings within data, for example, it gives the researcher the opportunity to compare categories and themes that emerged from the data of one participant with other categories emerging from other data obtained from other participants; and d) it allows the researchers to recognize the relationship between identified categories and themes to make sense of data.

The researcher's analysis of the qualitative data in this thesis started with an initial look at transcripts, notes and memos that were taken during data collection. The researcher focused on data that served the research questions and objectives.

Glaser and Strauss (1999); Leedy and Ormrod (2005) and Merriam (1998) all stated that the constant comparison process involves several procedures. Reading and rereading transcripts, notes and memos is an early stage. It also involves an open coding process to develop categories and subcategories. Also, constant comparison includes comparing data across participants and across categories in an effort to understand the relationship between categories. The researcher should eventually be able to integrate categories into themes to make sense of data.

Concerning data coding, there are two ways to code qualitative analysis. The first way is to start with a list of codes that the researcher identified from the existing literature and their own experience before analysing the qualitative data (Miles and Huberman, 1994). The second way is to code data using the constant comparison method (Glaser and Strauss, 1999) where codes, categories and themes emerge from within the data themselves. One limitation of the first way (the previously identified list) is that applying previously identified themes and categories might prevent new categories and themes from emerging. In contrast, the second method, constant comparison, allows new categories and themes to emerge from within the data, i.e. they are grounded within the data. This way was employed in this thesis.

Strauss and Corbin (1998) suggested many steps to code qualitative data using the constant comparative method. These steps are as follows: a) open coding which is an analytical process through which words and concepts that have admissions related to the research are highlighted; b) axial coding, where the researcher links identified

categories and subcategories to gain a better understanding and clarification; and c) clustering the identified categories and subcategories under themes.

In this thesis, the researcher conducted many steps to analyse data. These steps, described below, were informed by Glaser and Strauss (1999), Leedy and Ormrod (2005) and Merriam (1998), who identified steps in analysing qualitative data using the constant comparison method (Boeiji, 2002).

- a) The researcher listened and re-listened to the interviews without transcribing them.
- b) The researcher used a DSS player to transcribe interviews. The DSS player helped the researcher to stop, go forward and backward when transcribing the interviews.
- c) The researcher coded a transcript of data from one of the participants by identifying a word, concept or phrase. Sentences or fragments were highlighted and given a label. The researcher made further comparisons to find similarities and differences between fragments and clustered them. The researcher followed this procedure to treat the remaining participants' data transcripts.
- d) The researcher compared fragments, categories and themes that were identified in one transcript of one of the participants with fragments, categories and themes identified in other participants' data transcripts. The researcher was looking for answers to some questions concerning similarities and differences between one participant's perspective and experience and another participant's perspective and experience. This led to the addition under one category of similar fragments from all participants who were interviewed. The researcher utilized iMindMap software, which helped the researcher to visualize, link and cluster categories and themes. Debriefing with the supervisor also helped the researcher to consider and reconsider the link and relationship between categories and themes.
- e) Over time, this constant comparison between participant data was conducted by the researcher (Boeiji, 2002). The overall aim of constant comparison here was to track any development of participants' perspectives, practice and experience. This step was done by comparing fragments and themes that were identified from participants at the beginning of the research with data obtained in the middle and at the end of the research. Over time, constant comparison allowed the researcher the opportunity to recognize the accrued development of participants' perspectives on planning the CPD sessions, the perceived impact

of the CPD on classroom practice and opinions concerning the CPD program itself.

An example of the analysis steps undertaken

The researcher identified some words or phrases in the data of one of the NQTs -"friends", "my colleague" and "colleagues". The researcher grouped these in one group and named it (friendship/colleagues/peer relationship). The researcher identified words or phrases such as "keep in touch", "among people" and "become close to each other". The researcher grouped them in another group and named it (collegiality/network/support friends). The researcher followed this procedure to treat the rest of the other participants' data transcripts and identified words or phrases like "made friends", "colleagues" and "my brothers". The researcher grouped these in another group and named it colleagues/brotherhood. The researcher continued looking for more words or phrases and identified some words and phrases like "who like me", "people are the same", "check with them" and "we observed each other ". The researcher grouped these in a group and named it collegiality/network/peer supports. The researcher compared these categories (friendship/colleagues/peer relationship) with other categories (network/collegiality/peer supports). Given that there is a similarity between these categories the researcher clustered them under one theme and named it "building collegiality and support network". Over time, constant comparison helped the researcher to understand the development of participants' experience and perspectives. For example, data collected at the beginning of the research indicated that the NQTs "were quite conservative at the beginning". The data in the middle of the programme suggested, as one of the NQTs stated, "the atmosphere was friendly". In further developments of the relationships between the NQTs, at the end of the programme the data indicated that they "told jokes" and "shared contact" and "observed each other".

In conclusion, this section was about the steps by which the researcher analysed the qualitative data in this thesis. It explained that qualitative data can be analysed by various methods depending on the nature of the research, research questions and research objectives. One of these methods is constant comparison, which the researcher used in this thesis. It involves reading and rereading data, coding data to develop categories and subcategories and linking the identified categories and themes. Comparison was undertaken within a single transcript, across participants, data collection tools and over time. (Boeiji, 2002)

#### Ethical issues

Consideration of the ethical issues comes in the context of the rights of human beings that might be affected as a result of conducting the research. Ethical issues include potential effects on the organization. Consideration of ethical issues includes the safety and wellbeing of the researcher, and matters of ethics regarding the proposed research are considered in the following sections.

Cohen (2003) suggests the stem of ethics issues can be the subject itself as well as the methods being used in the study. Lipson (1994, as cited in Creswell, 2007) categorizes ethical issues into various points: (a) informed consent actions; (b) undeclared activities; (c) privacy of participants; (d) advantages of the research to the participants; and (e) participants' right to be unknown.

#### Informed consent

Nachmias and Nachmias (1996) assert that the researcher is supposed to make sure participants are not at risk of physical or emotional harm. However, they contend that being aware of the potential risk that the study can cause does not mean that there is no absolute risk regarding the topic. Informed consent can be understood as a protection policy of all people who are participating in the research, including the researcher themselves. Cohen (2003) believes that informed consent is concerned with gaining permission from participants/subjects to carry out the research. Individuals who are invited to take part in the study have the right to refuse. They are also free to withdraw at any point without penalty.

Cohen (2003) offers guidance for the researcher concerning informed consent, which was considered in this study. This guidance is as follows: (a) the researcher is to introduce their study to the participant, explaining their aims; (b) any possible risk and any harm as well as advantages should be demonstrated by the researcher; (c) the researcher should welcome any questions from participants regarding their participation; and (d) the researcher is to inform participants that it is their right to quit from participation in the project.

#### Avoiding negative impact

Creswell (2007) refers to various issues to which the researcher in this thesis paid attention: a) the researcher kept participants' real names and positions anonymous; b) researchers kept private and did not broadcast the gathered data to a third party; c) gathered data will be destroyed once the study is completed in order to protect participants' rights and reduce the possibility of data discharge; and d) the researcher

avoided action that might affect participants' responses. To avoid this kind of sharing information and expressing ideas leading to affecting participants responses

# Gaining access

As mentioned earlier, some researchers, owing to their devotion, might become unaware of participants' rights while conducting their study. Thus, some researchers think that it is their right to gain access to an organization and to individuals. Cohen (2003) points out that it is not the researcher's right to access organizations unless permission is given. He suggests that researchers should identify themselves and outline their study proposal before seeking access to collect data about a certain subject. Cohen (2003) further suggests that a researcher could obtain access by initially writing an official letter to the LEA. If it is applicable, a researcher is also asked to request access in writing from all the people who are taking part in the study, such as head teachers, teachers, students or organizations.

In this thesis access was achieved as follows. The researcher applied to the Saudi Arabia Cultural Office for ethical approval in order to conduct the study in Saudi Arabia. A letter from the School of Education at the researcher's sponsoring institution was sent to the researcher's sponsor at the Saudi Arabia Cultural Office, regarding the conduct of the study. The researcher applied to the International Research Go-Kart assessment (IRGA) and the Risk Assessment Forum to gain ethical approval for the research. The application and ethics review was approved by the researcher's supervisor and the necessary checklist was completed. The researcher received approval from the Saudi Cultural Office, IRGA and the Risk Assessment Forum. Approval from the University's Research Governance office was also obtained. The researcher sought and received local authority permission to implement the study, as well as from the schools in which the study was conducted. Upon getting permission from the local authority and the schools, the researcher worked with the local authority to identify potential NQTs. The researcher contacted participants, asking them to participate in the study. Following explanation of the study, agreement and informed consent from participants willing to participate in the study was secured. Participants had the opportunity to answer questions and seek clarification about the study, and the nature of their involvement in the research was clearly explained.

# Summary

This chapter discussed the methodology used to carry out the study undertaken in this thesis. It outlined the research design. It justified the use of the qualitative approach which was chosen to conduct the study. This thesis used case study methodology

within a qualitative research framework to explore many cases, among which is the case of the Steering Group's experience of collective design of the CPD programme. This study also used the methodology to provide an in-depth description of new teachers' cases in terms of their experience as newcomers to teaching, their practice development and their perceptions of the CPD programme. It gave some examples of many studies of professional development for teachers that used the qualitative approach. Gathering data instruments, such as interviews and observation as well as reflective diaries, were also outlined.

The study undertaken in this thesis was designed in two phases. The first phase focused on the view and experience of the Steering Group who collectively designed the CPD programme. Data were gathered through direct observation of the Steering Group planning meetings and semi-structured interviews after the programme had been developed. The second phase involved the implementation of the CPD programme. Five NQTs attended the CPD sessions. They were observed in their classrooms by the researcher and interviewed across the implementation period and after each classroom observation. NQTs were also asked to keep a reflective diary to record their experiences. This chapter discussed the procedures of data analysis which inductively analysed data using constant comparison process. Ethical issues related to this research were outlined. The following chapter presents the findings of the study undertaken in this thesis.

# Chapter four: The findings

# Introduction

The aim of this chapter is to present the results following data collection. The results are presented through research questions as follows.

This qualitative study intends to answer three major questions:

- 1. What were the perceptions and responses of the Steering Group members during the design of a CPD programme for NQTs in Saudi?
- 2. What was the perceived impact of the CPD programme on the Saudi NQTs' classroom practice and wider professional work in schools?
- 3. What were the NQTs' experiences with and views on the content, delivery and organization of the CPD programme?

# Result of question one

Question one of this thesis asked: what were the perceptions and responses of the Steering Group members during the design of a CPD programme for NQTs in Saudi? Several themes emerged as result of the analysis of this question. These themes are as follows.

#### Site for debate

Given that Steering Group members came to the task from different backgrounds and experiences, they had different perspectives. This theme is about how the Steering Group became a site for debate between members. They agreed and disagreed with each other on various issues. The debate sometimes led some members to critique each other's organizations and at other times led to a call for more cooperation.

Steering Group members recognized that they came to the programme design task from various backgrounds and experiences in education, which they referred to when discussing what the CPD programme should include. Some drew on their own practice in schools. The experienced teacher explained, "I worked in three different schools for years. My contribution initially stemmed from my experience, which I shared with others" (experienced teacher interview).

Other Steering Group members referred to their knowledge of the literature on professional development for NQTs in describing their contribution to the task. The university professor, whose experience does not include working in schools, stated,

".. I'm happy with my experience...I'm a Professor, other members have different experience. We are a kind of mixture between academic and practitioners, who know about it, you know. I have experience in issues such as teacher education and professional development" (university professor interview).

While interviews with the individual Steering Group members consistently pointed to the perceived value of a range of experiences among members, debate and disagreement between members were evident on a number of issues, such as the content, activities and delivery of the programme. One particular disagreement was in regard to programme content. Researcher observation suggested that the LEA member tried to convince others to include a session on education policy, the duty of teachers and ethics related to the teaching profession (meeting one observation). Other members (such as the professor and all teachers) disagreed and instead preferred the CPD programme to professionally support NQTs and address common challenges. The LEA member shared his reaction at interview:"... I think the Steering Group provided the right content; however, my debate was that the CPD should focus on issues about education policy, their duty in schools, their responsibility and the educational regulation and system" (LEA member interview).

The professor referred to this debate in his interview, "the four sessions I think were what teachers needed. I don't believe that this programme should be about telling teachers about education policy or that they have to obey the regulation in schools and that kind of thing" (university professor interview).

The experienced teacher had a debate with one of the NQTs in the Steering Group concerning the possible content and activities within the session on planning and preparing lessons. The researcher observed that the experienced teacher tended to disagree with the two NQTs in their suggestion to include input on software which assists teachers in planning lessons (meeting three observation). One of the NQTs referred to his experience in his interview, "... some people who do not use computer software or online in their work did not support that. I use computer-based software and sometimes online to plan my lessons. It is in general facilitating teacher work and saves time. I'm happy with my contribution and that it was included in the session" (NQT2 interview).

Debate between members did not just centre on the content of the programme but was sometimes about possible activities within the programme. For example, the

supervisor, the experienced teacher and the two NQTs argued that all activities should be included in the sessions, and participants would work collaboratively when completing this work. In contrast, the professor proposed session activities such as undertaking a mini investigation, writing a report or completing an assignment on an issue from the session, which new teachers would do outside the sessions (meeting three observation). He stated, "Small research, report or a small assignment, whatever it might be called, in my point of view is an important activity that the programme should include" (university professor interview). Teachers argued that asking NQTs to complete a small research project or report on some issues could increase their workload and turn them away from focusing on their classroom practice (meeting three observation).

Debate between Steering Group members also emerged concerning the delivery of the programme. The researcher noted that the LEA member suggested delivering the entire programme as a one-off in one week. However, the rest of the Group did not agree. They supported the parameters which were set for the CPD programme by the researcher. They were of the opinion that the CPD programme should be delivered over several weeks with gaps between sessions (meeting one observation). The professor explained, "...few days in between sessions. Participants had a chance, I think, to reflect ...My colleagues in the Group and I listened to their voice.... That was good and we too, you know, it gives us a reason to think about our thoughts" (university professor interview).

Debate between Steering Group members was sometimes lengthy. One particular example of a lengthy debate concerned the title of the second session. The Steering Group was divided on this issue. One part believed the second session should be about communication with others, while the others called for the second session to be about planning and preparing lessons. The researcher noticed both groups debated their case and tried to convince each other, each with good reason (meeting three observation). A supporter of the view that the planning and preparing lessons session should be the second session explained, "NQTs in their early days are usually concerned about their planning and preparation for their lessons, lesson notes and plans, which usually, as you know, a school leader/supervisor requests sometime during the year. ... I thought that was a good time for the Steering Group to provide them with this" (NQT1 interview).

Opponents of this proposal were of the view that NQTs at the beginning of their career usually need support in how they can effectively communicate with others (meeting

two observation). The supervisor explained, "I think NQTs need communication skills to better communicate with others and to avoid any complicated relationship with parents and the school community, especially with a school leader" (the supervisor interview).

However, the researcher noticed that sometimes, especially in the later meetings, the Group appeared to spend less time debating an issue (meetings three and four observation). The observation of this trend was supported by an interview with one of the Steering Group members who provided an explanation. "The conversation with some members was at the beginning quite difficult until we knew each other's perception" (NQT2 interview).

On one occasion, the debate between the Steering Group became a site for criticizing current education policy in Saudi, especially that which was related to teacher professional development. The debate involved several members, including the two NQTs and the professor who criticized the Ministry of Education over limited opportunities for professional development. In a particular conversation the researcher saw the professor and the LEA member being particularly critical of each other. The professor criticized the Ministry of Education not only for failing to develop relevant and sustained professional development programmes for NQTs, but also for their monopoly of professional development schemes that did not always meet NQT needs (meeting one observation). The researcher mentioned this debate in the interview with the LEA member.

"Some members want to put the entire blame on the Ministry of Education policy... universities should take a big part of the blame [smiling] because teachers are their product" (LEA member interview).

Sometimes debate in the Group led to the establishment of new ideas on which both sides could agree. An example of this was the debate mentioned earlier between the LEA member and the professor. The researcher observed that this debate led to a call for the establishment of "partnership" between schools and universities. The professor found it very hard to blame universities for the current arrangement for teacher professional development (meeting two observation). Each side admitted both were responsible for the problems and challenges, as the professor explained, "...but I have to say at the same time that you know, honestly, universities have problems...and do not have a partnership with schools" (professor interview).

Although the Steering Group did not discuss in detail their particular vision of partnership, they referred to the university role in conducting educational research to improve schools and teachers. For example, the supervisor said, "I believe research can do a lot. Universities can work together with the Ministry to improve professional development for teachers" (supervisor interview).

# Site to develop relationships

Steering Group members pointed out that the Group was a good experience as they not only learned from each other but they also developed a protective relationship.

For example, the professor stated, "I think we developed a good relationship with people from different sectors. I think such work requires a good relationship and trust between all members" (professor interview).

The Group was a place where professional relationships were established. Later, the professional relationship developed into friendship. The experienced teacher said, "it was better to know how to work with such people. We met twice and discussed it together. I still meet him (the supervisor) and sometimes with others for a coffee" (experienced teacher interview).

In the later meetings, the researcher noticed that the relationship between the Group members had developed over time. For example, in the first and second meetings, when members hardly knew each other, they were quite careful in their suggestions and formal in their language. For example, Steering Group members used to call the professor Dr X (meetings one and two observation). However, in later meetings, the researcher noted that members called each other Abu which means their oldest child's name, and sometimes with their first name without being formal. (In Arabic culture, calling someone by his/her oldest child's name shows a close and perhaps warm relationship.)

The researcher also observed that some members over time became more engaged in the discussion. For example, NQT1 preferred to listen rather than engage in the discussion. He rarely took the initiative to engage in discussion. At one stage, when the Group debated the broad direction of the programme, the supervisor realized, as the researcher understands it, that the NQT1 to some extent did not engage as others did in the discussion. The supervisor therefore asked him, "What do you think?" (meeting one observation) However, the researcher noted that this changed in later

meetings when the NQT1 became more involved in the discussion (meetings three and four observation).

#### New learning

As indicated, meetings of the Steering Group served as a site for debate and for developing relationships. However, the Group was also a site of new learning. Steering Group members, as claimed, gained knowledge and learned something new from each other. "I've learned from others about reflection. Actually, thinking about it, I found it interesting and applicable in any job" (LEA member interview).

Some members stated that meetings served to help them question their perspectives. One member stated, "good experience, I'm aware now of the need to set a Group of people whose contribution would add to what I already have" (supervisor interview).

The experienced teacher described what he had learned, "I suggested some techniques that NQTs can implement to deal with bad behaviour in the classroom.. I learned from others more techniques" (experienced teacher interview).

Some Steering Group members claimed to have gained planning skills. One Steering Group member indicated that he had not been involved in any kind of planning activities before. "I've never been involved in any kind of planning and development of sessions and that stuff for NQTs before, but now I know what it looks like" (NQT2 interview). Learning how to plan and to set out a lengthy programme was also discussed by the experienced teacher. "Yes I do know how to plan, I have been planning and preparing lessons and some school-based activities for a long-time. But setting a whole programme – this is something, honestly, I gained from the task" (experienced teacher interview).

While the professor claimed to have had previous experience, he said, "planning and setting is not something completely new to me, but this work, since it is with a group of people who are from different experiences and backgrounds, I have learned things from them if you see what I mean" (university professor interview).

A further example of the new learning involved some members of the Group reading about a topic outside the meetings. For example, the NQT1 explained that discussion encouraged him to go back to do more reading and researching. "Many times I went back to read a book to learn more about some issues that had been discussed in the

meetings, to extend my knowledge about some issues. And sometimes I do so by simply browsing the net" (NQT1 interview).

Members were struggling in the early meetings to reach a decision when they disagreed with each other (meeting one observation). Researcher observation suggested that the Group learned over time how to overcome disagreements in order to save time and proceed with the task. For example, the researcher noticed that the Group members used a vote technique to handle difficult disagreements. Further, the Group sought an acceptable level of agreement, not absolute agreement (meetings two, three and four observation). However, some members were not happy with the Group since they believed a particular issue had not been given enough time to be considered. The following statement from the LEA member illustrates this. "More time should be given to consider disagreements rather than have a vote on it" (LEA interview).

#### Broader control and focus of CPD

Although the Steering Group agreed that the programme was for the betterment of the NQTs, observation and interview data of Steering Group members revealed that there were some strategic attempts to control the CPD. This theme is about the ways in which individuals tried to establish control and influence the direction of the CPD at a broader level. It also showed how a group of individuals from different backgrounds reached agreement on some disputed issues.

The researcher observed in the first meeting that the LEA member wanted the CPD programme to include a session about education policy and school regulations (meeting one observation). He said, "I still believe that newly qualified teachers should be given at the beginning of their career some guidance about their duty in schools, their responsibility, their rights etc., and the educational regulations and system" (LEA member interview). In his attempt to influence others, the LEA member used various strategies. For example, he drew the Group's attention to the "Charter of Teaching" (Ministry of Education, 2006) that the Ministry of Education had published recently. The Charter of Teaching is a guidance document for teachers, especially NQTs, about the morality of teaching and education policy in Saudi. The researcher also noted some of what he said during one observation. "It forms the programme direction. We must start from here" (LEA member interview) (meeting two observation). He also reminded the Group of the authority of the Ministry of Education. In the interview, he stated, "my argument was... that the programme would be implemented in schools, and therefore it should consider what the profession and employer requires a teacher to

bear in mind at the beginning of their career and pass some messages to them" (LEA member interview).

A further strategy the LEA member used to influence others was the notion of speaking with authority. He employed what could be viewed as powerful language in his argument to impose a certain perspective. Here are examples of the language he used during the discussion: "we must" "this ought to be" "the right thing to do is" (meetings one, two and three observation) The researcher's observation was supported by NQT2's statement, when he said, "...you know, some people on some occasions imposed their perspectives, speaking with a kind of authority or power" (NQT2 interview).

The LEA member was not alone in his attempt at broader control of the programme. The supervisor partly supported the LEA in his argument. However, he disagreed with the LEA member about the programme being informative (meeting one observation). He said, "since the programme is to assist NQTs I think it should focus on good teaching features and be informed by current professional performance requirements in accordance with the supervision and teacher training plan, and follow teacher training centre policy" (supervisor interview). During the meetings, the supervisor referred to the Ministry of Education's training policy and in-service programmes, and repeated some words such as "the teachers' training centre is aware of the in-service training matter" and "my experience in supervision and training is telling me" (meetings one, two, three and four observation)

When the researcher followed this up with him, he explained, "We need to acknowledge the Ministry of Education's aims and plan; as you know, it should somewhat be linked to supervision and assessment of teachers in a way that serves the educational process" (supervisor interview).

However, the professor disagreed with the supervisor about basing the programme in accordance with competence, current training policy vision and in-service programmes (meetings one and two observation). When the researcher followed this up with him the professor said, "I think to help NQTs to help themselves we should encourage them to be active learners through discussion and exchange. Such a programme is not to bring an already packed vision and try to implement it" (university professor interview).

The researcher noted especially in the first and the second meetings that the professor focused on trying to encourage elements of discussion, a community of practice,

discussion and reflection. The researcher also noted that he was a major advocate of an educational lecturer style of programme delivery. He said, "get them to learn together some skills, then ask them to take them to the classroom and reflect on them. I am glad the Group eventually supported my vision. It was great that teachers liked it." (university professor interview).

In a brief discussion over coffee time in the second meeting of the Steering Group, the professor told the researcher that if the Group chose to design the programme on a "give and receive basis" he wouldn't see any change (meeting two observation)

The researcher noticed that the professor referred to the literature on CPD during the discussion in the second meeting. He brought in some books and papers about professional development (meeting two observation). At interview, he said, "It helped me to spread out my philosophy [smiling] you know people respect and admire books! [smiling]" (university professor interview). The professor also, on a different occasion, referred to some CPD programmes in other countries, for example he referred to a CPD programme in a western country (meeting one observation). He explained the mentoring programmes and how NQTs work with mentors and each other, sharing their experience, reflecting on their work and receiving emotional and professional support from their mentors. Although Steering Group members liked the idea of mentoring, they recognized the difficulty in applying the mentoring model to the programme in the schools, given existing restrictions (meeting two observation).

Practising teachers tended to support the professor's view. However, they also attempted to control the broader direction of the programme. They argued that the programme should be based on classroom practice, with practical advice and hands-on activities. They argued that, as teachers, they knew what their colleagues needed and how they felt in the classroom situation. They suggested, for example, the programme should focus entirely on practical instruction and guidance suitable for NQTs, that teachers can implement in their classroom immediately (meetings one and two observation). They reminded the Group of their recent and relevant experience in the classroom. For example, NQT2 said, "I have been there in the classroom where NQTs are. I know what it looks like" (NQT2 interview)

However, the LEA member disagreed with these teachers' attempt to set the programme. For example, the researcher noted some of what the LEA member said during the observation. He said, "with all respect I disagree with you. In such a programme you can not rely solely on your experience in the classroom" (meeting one

observation). There was a moment where members' voices were raised. In response to the experienced teacher question when he asked the LEA member, "why?", the LEA member responded, "because I frankly doubt that all teachers will fully recognize and meet the Ministry policy" (meeting one observation). In fact the LEA member this time was not alone. The professor also disagreed with teachers on this matter. The professor and the LEA member were both of the view that the CPD programme should not be limited to what teachers think they need, neither should it be limited to what NQTs themselves think that they need (meetings one and two observation).

However, in the later meetings the researcher noticed that the group tended to agree more than disagree. For example, although the supervisor did not change his argument, his perspectives moved closer to those of the professor. He referred, unlike last time, to the benefit of peer learning, where individuals exchange practice and have open discussion. However, the LEA member emphasized that the programme should inform the NQTs of education policy, school regulations and teaching ethics. However, the LEA member agreed with the supervisor about good teaching features and performance in accordance with a training and supervision plan. The two NQTs supported the professor's suggestion concerning the sense of community, of practice, reflection and discussion. However, they pointed out that the programme should not be too theoretically based (meetings two and three observation). NQT2 further explained his perspective in the interview, "I think in my argument I tried to emphasize the practicality which the CPD should provide, which my colleagues liked" (NQT2 interview).

The researcher noted there were different levels of negotiation. The difficult negotiation was the negotiation with the LEA member about including in the CPD programme a session on education policy and school regulations. The group agreed to include in the four sessions elements about education policy in Saudi, the teacher role in school and school regulations.

The researcher's observation suggested that the group made several attempts to resolve disagreements between members. For example, the supervisor tried to resolve teacher-teacher and teacher-professor disagreements, while the professor helped resolve teacher-supervisor disagreements.

The data revealed that Steering Group discussions in the third and fourth meetings were mostly about the content, activities and delivery of the sessions, unlike early meetings. The researcher observed that the Steering Group, in these meetings,

employed thought showering to identify the outline of the CPD programme structure. The researcher observed that the Steering Group made a list of all ideas and elements. The Steering Group decided on the structure of each session. For example, they agreed to include break time/coffee twice in each session. Also, they agreed to include open discussion in each session and to end each session with a summary to conclude the open discussion (meetings two and three observation). The experienced teacher was positive about the open discussion; he explained, "I feel that the NQTs liked the discussion. However, they were quite conservative at the beginning" (experienced teacher interview). NQT2 stated "I think the group succeeded and chose the right strategies" (NQT2 interview). The group agreed on the four session topics, which were classroom management, planning and preparing lessons, using technology and teaching aids, and communication skills respectively (meeting two observation). The supervisor explained, "I would say yes, these are the main areas NQTs need" (supervisor interview). They succeeded to identify the elements of content, activities and delivery strategies of each session. The final touch about the details of each session's content and activities were left to the instructor of each session (meetings three and for observation)

The Steering Group listened to the researcher's feedback and made some decisions to improve the sessions. For example, the Steering Group decided in later meetings to include a sample of the teacher assessment/competence sheet and the supervision visit in the second session to discuss it with the NQTs. The NQTs also asked the researcher to provide them with feedback about their classroom practice; however the researcher felt that it was not his job to provide them with feedback. The researcher informed the Steering Group of the NQTs' request. The Steering Group decided to provide approximately 30 minutes at the beginning of each session to provide anonymous general feedback.

In summary, the early Steering Group meetings involved a lot of debate concerning the broad direction of and the focus of the CPD programme. Debate and disagreement appeared more often in the earlier meetings; however, in the later meetings there was an emergence of agreement on the session topics. Steering Group discussion in the third and fourth meetings was mostly about the content, activities and delivery of the sessions (meetings three and four observation). The Steering Group decided on the topics of the four sessions and discussed the elements of content and activities of these sessions. The Group received feedback from the researcher and had an opportunity to improve the sessions.

# Future standing of the Steering Group

The Group recognized the importance of the future existence of the Group. Some members offered some suggestions to improve the work of the Steering Group. This theme is presented in two parts: a) internal operation of the group, setting out matters such as leadership and specific roles of the Group members; and b) external agency of the Group and its management structure, its standing and location in the existing education structure in Saudi.

#### The internal operation

The internal matters comprise organizational and leadership matters such as setting a budget for the Group activities, assignment of a note taker and a coordinator.

The Steering Group members discussed the need for administrative staff such as a note taker, an IT specialist and a coordinator of the task. For example, the professor recommended a note taker for the Group meetings since the members would be busy in discussion and planning. He said, "a note taker to take notes of members' suggestions, and so on, is one of the future improvements of the Steering Group I recommend" (university professor interview). The LEA member raised the need for a note taker during the Group meetings. He said that, "there should be Minutes of the meetings and someone to write them down" (LEA member interview).

Some Steering Group members also suggested a coordinator of the task. The Group coordinator job, as perceived by the Group, was twofold: to arrange the Steering Group meetings and follow up the programme implementation. As explained by the supervisor, the coordinator job is "to schedule the Steering Group meetings, to make sure that all members are invited to the meeting" (supervisor interview). Others, like the professor, perceived the role of the coordinator as "a person who could make the necessary communications on the Group's behalf with related people" (university professor interview). The LEA member perceived the coordinator role within the Group as being to "make sure that the place and the necessary materials are available for the Group and also play a role of connection between members themselves and the assistance members need, like the IT specialist" (LEA member interview).

The experienced teacher also suggested an IT specialist. He had reported a difficulty in dealing with the PowerPoint software and stated, "One difficulty I faced was preparing a PowerPoint presentation, in particular inserting video. I'm not familiar with this stuff." He suggested, " In the future I would rather prefer to give the technology matters to someone who works for the group" (experienced teacher interview).

The researcher noted that the Group faced some difficulties in terms of resources and materials for the sessions, in particular video clips. Therefore, the Steering Group asked the researcher to help them to find some suitable related video clips and translate them afterwards (meetings three and four observation).

The Steering Group discussed the need for securing and setting a budget for the Group in the future. The professor said, "...Setting a budget for the Group would help the Group to spend on the design activities and on the programme activities" (university professor interview).

A budget for the group activities was discussed during the Steering Group meetings. For example, the researcher noted that the professor proposed that the Ministry of Education should invest in the Group since it is responsible for teachers in Saudi

# The external operation

The Steering Group faced difficulties in determining a possible "home" for the Group if it were to be replicated in the future, i.e. to whom it belongs. They also agreed on what they perceived as "the necessary niche" (university professor interview) for Steering Group to function. The group were in agreement and some official recognition was required, given the group's limited authority (meetings two and three observation). For example, the researcher noted that when the Group discussed the possibility of implementing a certain issue, some members, like the supervisor said, "If we were official we might be able to do that" (meeting two observation) and "to implement this or that you would need to officiate it" (meeting one observation). The experienced teacher mentioned this issue during the interview. He stated, "I would suggest an official recognition of the Group. That would help actually the Group to accomplish the task" (experienced teacher interview).

#### More members

One of the Steering Group members stated that the Steering Group might wish to consider a school principal's involvement in the Group. School principals are important stakeholders in Saudi who should be involved in the task. As the LEA member said, "school leaders can offer a lot".

Also, the university professor said, "School leader contribution is vital for the Steering Group. For them, being with us is an encouragement" (university professor interview).

#### Limited time

The data revealed that time was problematic for many reasons. Steering Group members were asked to design the programme based on a time imposed by the researcher. The Steering Group members felt that this time was quite limited and therefore they felt under pressure. For example, the professor expressed his concern with time. He said, "Design of the programme would not be a problem with more time" (university professor interview). The following statement from the experienced teacher interview also indicates that time was problematic for him. "The time was limited and critical. We did eventually do it but it was not easy. It was a lot of work, discussing planning and preparing for sessions" (experienced teacher interview). The issue of time was not only about the limitation of the time available for Steering Group members to accomplish the task but was also about the meetings themselves (meeting two observation). One of the Steering Group members said, "The Steering Group had no way but to agree to meet at some times which were not always good for me and it was not convenient sometimes for other members" (experienced teacher interview). From the point of view of the Steering Group members, time limitation was not only problematic in terms of the available time to design the programme, but it was also problematic in terms of available time for delivering each session. The LEA only agreed to give the NQTs one day off for each session, which from the Steering Group's perspective was not enough. One Steering Group member said, "The thing I'd like to see in the future is the CPD session last much longer than one day for each session, so that far more content and activities can be included" (supervisor interview).

# Summary

Research question one examined the perceptions and responses of the Steering Group members during the design of the CPD programme for five NQTs in Saudi. The data revealed that the Steering Group members were positive about their experience although negotiation between the Group members was at times difficult. However, they recognized the importance of working together. They reported that they learned from each other. They produced the best version they could produce, given the challenges they faced such as limited time and a lack of resources. The CPD programme includes various elements and activities the Group perceived as important and that would support the NQTs' classroom practice and their wider professional work. They concluded there is a need for partnership. The Group recognized the importance of replicating the work in the future and provided some recommendations as to how to improve the work in the future. They were largely positive about participation in the development of the CPD programme.

# Result of question two

Question two of this study asked: what was the perceived impact of the CPD programme on the Saudi NQTs' classroom practice and wider professional work in schools? This question seeks to ascertain both the ways in which these teachers attempted to transfer curricular elements of the CPD programme into their classroom practice and their opinions on their efforts. A number of themes emerged from the rich data, illustrating the perceived contributions of the CPD programme to the five teachers' classroom practice. Data were collected by means of classroom observation of lessons, formal and informal interviews with the teacher and teachers' reflective diaries across the observation periods.

The following table illustrates the terms/references the researcher used to refer to the data collection instrument used to answer this question.

Classroom observation	
Observation time	Terms/reference used by the researcher
One	Classroom observation one
Two	Classroom observation two
Three	Classroom observation three
Four	Classroom observation four
CPD sessions observation	
Session	Terms/reference used by the researcher
One	Session one observation
Two	Session two observation
Three	Session three observation
Four	Session four observation
Interview	
Interview time	Terms/reference used by the researcher
Prior programme interview	Interview one
Post lesson one	Interview two
Post lesson 2 + post first	Interview three

two sessions		
Post lesson three	Interview four	
Post lesson four + the final interview	Interview five	
Reflective diary		
reflective diary number	Terms/reference used by the researcher	
One	Reflective diary one	
Two	Reflective diary two	
Three	Reflective diary three	
Four	Reflective diary four	

Table 9 terms/references used by the researcher to refer to the data instruments.

## Managing the classroom with respect for students

Data indicated the CPD programme had a perceived positive impact on how the five managed their classroom and how they managed them with respect for students. All teachers referred to the CPD sessions as helping them employ some new techniques, which were designed to further enhance mutual respect with students. Teachers used these techniques to manage their classroom when the class was orderly, and when it was more problematic in terms of students' behaviour.

Giving students space and time to think and redeem their misbehaviour was a technique some teachers took from the CPD sessions in an effort to build trust and respect when managing their classroom. One observation of Omar saw him with a student who was not working collaboratively on a group task; "Excuse me ...you either join your group and work with them as anybody or step away, do nothing and get nothing at the end" (classroom observation, two). Omar maintained used of this strategy and at the end of the programme he wrote that he learned "some students feel like they are being humiliated when I stop them and talk to them about their behaviour and that can go even more badly; it is better if I make a decision about how they redeem their bad behaviour" (reflective diary, four).

Ali, John and Mike all attempted to use respect techniques they had learned in the communication skills session. One was known as "I listen to you but I have got my plan". These teachers used this technique in slightly different ways. Ali tried to be a

good listener with his students. For example he said, "yes, go on, I'm listening to (a student speaking)....yes all right (a student speaking)....okay I understand what you mean ... But I want you to do..." (classroom observation, four). Mike also used a similar technique when one of his students suggested doing something Mike had not planned for. He replied, "Thank you. Not a bad idea. Okay but I need to arrange for it... it's not in my plan today, maybe we can do it later on" (classroom observation, four). Similarly, John said to one of his students, "this is great.... but I do not think that we can discuss it today in time" (classroom observation, four). When the researcher followed up with John, he said, "I think it is of respect to show students that I'm listening to them, encouraging them to speak and letting them suggest whatever" (interview, five). Ali wrote in his reflective diary, "No harm for a teacher to say 'no' but with thank you and a few words about why he rejected it. First I think this will not put him (his students) down.... and second I think that it would show them my respect to them" (reflective diary, four).

All teachers chose to demonstrate how to use a technique to remember student names. The researcher observation suggested that John, for example, asked his students to write their name on a small piece of paper in front of them (classroom observation one). In the interview he explained, "that was a helpful technique I learned from the programme to remember students' names" (interview, two).

John outlined the benefits of calling students by their first name. "Other than showing them your respect when you are calling them by their first name, it can help in building a better relationship" (interview, five). Teachers learned that it was not only important to refer to a student by name, but also to use the student's correct name. The researcher observed that Omar shared his story. He told his colleagues that on Tuesday at the end of the day he had a call on from the head teacher. He received an informal complaint from one of the student's parents. The complaint was about calling a student by his nickname (session four observation). John, in the interview, referred to Omar's story, "... One teacher told his story about calling one of his students by his nickname...Calling a student by his nickname is something I'm not going to do" (interview, five)

Omar attempted to implement the "mutual respect technique" and "setting a good example" to manage his classroom. The researcher observed that Omar thanked his students not only for being positive and for answering a question correctly but also he thanked his students who followed the rule and put their hand up (classroom observation, one). Omar wrote in his diary, "...I believe in modelling good behaviour.

What I will get is what I give. Just like the holy Koran told us about how prophet Mohamed managed to teach his companion" (reflective diary two).

Further observations of Omar also saw him continuing to use this approach with his students (classroom observation, three). He continued to discuss this development at interview; "Setting an example is always good for me and for my students. For me, it is to do the right thing to implement what I'm asking students to do. For my students it is to see the behaviour in practice" (interview, four). Mike also reflected on the technique in the classroom; "setting a good example...Explain to him and show him that you appreciate it. I feel my students like it" (reflective diary, four).

Mike, Rami and Ali all used the "creating a kind excuse for students" technique. Mike spotted a student who was busy and not following instructions. He smiled at him and said "I guess you are busy working on this but attention please" (classroom observation, two). Mike later referred to this classroom interaction, saying, "This technique works for me since it is polite and makes students feel I do not want to embarrass them. However, to be honest, I'm more likely to use it with well-behaved students" (interview, three).

Participants used gesturing with the hand and not with a finger as a way to express their respect to students. Observation of Mike saw him gesturing at students (classroom observation, one). At the interview he stated, "I used to actually point at students using my finger, which I thought was quite impolite. So I used my hand instead" (interview, two). Further observation of Mike's class revealed he sustained using his hand in gesturing at students (classroom observation, four). The researcher observation suggested that using gestures in teaching was mentioned in the classroom management session and communication skills session as a way to communicate with students (sessions one and four observation).

An observation saw one student answer a question before Rami allowed him to answer. Rami smiled at the student and stopped for a while and said, "Thank you [smiling], I understand that you are very keen and in a hurry to answer the question. But I would appreciate it if you would put your hand up next time" (classroom observation, one). Rami explained why he had used this technique, and what he had learned; "...to keep it flowing. It's not too bad at least that the student is active. A student came to me and told me he was sorry about what he had done" (interview, two).

The CPD sessions not only helped teachers employ some strategies aimed at further developing respect for students but they also helped them focus on respect where behaviour was more problematic. Rami stopped one of his students when he behaved badly. He gave him a choice to redeem his bad behaviour, since the student had broken one of the classroom rules. He said to him, "I expect you tomorrow to show me good behaviour and I'm sure you will make a good choice" (classroom observation, three). Rami explained how he had tried to implement the "giving a choice technique". He said, "yes, I give the student space to think about his behaviour and I hope that he will take the right choice to redeem himself" (interview, four).

Omar outlined that he talked to some students on some occasions about their behaviour. He explained, "Some students felt very embarrassed when I talked to them about their behaviour, So rather than talking to them in front of their colleagues, I talk to them on their own " (interview, five).

This theme has been about the CPD programme and its perceived contribution to how teachers treated their students. Data revealed that the participants valued various techniques they had learned in the CPD programme, designed to develop students' respect in the classroom. Calling students by their first name and teachers modelling good behaviour themselves were just two examples of participants demonstrating respect for their students. Participants also talked about learning to allow time and giving choices to students to respond. Listening to students and encouraging them to discuss the teacher's ideas later also served as a way of respecting students that teachers felt inclined to introduce into their classes.

## Attending to students' misbehaviour

Observation of lessons revealed that students were generally well-behaved. However teachers talked about what they saw as minor incidences of students' misbehaviour. All stated that CPD programme techniques helped them with student misbehaviour. Participants used several techniques to deal with student behaviour. These techniques includes modelling, eye contact, verbal warnings, contacting the head teacher. Examples of teacher use of these techniques are mentioned under many themes in this chapter; for example, the researcher's observation of Omar that saw him with a student who was not working collaboratively on a group task with his Group. "Excuse me ...you either join your Group and work with them as anybody or step away, do nothing and get nothing at the end" (classroom observation, two).

In the first session, the researcher observed participants working together after they watched the video clip on classroom management, which suggested some techniques that they believed could apply to their classroom practice. For example, Mike suggested that his concern was to be consistent in emphasizing the classroom rules. The researcher observed that Mike wrote golden rules of the class on a board in the right-hand corner of the classroom in front of the students (classroom observation, one). He explained, "I noticed students are aware of the rules. Incidents became less frequent... it (Golden rules) helped me to focus on teaching activities" (interview, two).

"Chasing a first incident" was a technique used by Ali to manage a difficult situation in his classroom. In one observation, a student threw his pen on the table. Ali warned him about his behaviour and asked him to stop it. Ali saw the second incident and he did not let it go. He stopped for a while and discussed the first incident. He wrote the student's name on a board with a picture of a sad face (classroom observation, two).

Rami outlined that he used the strategy of contacting the head teacher to deal with some misbehaviour incidents. "I send them [students] to the head teacher" (interview, two).

Addressing boredom and disengagement

Teachers felt inclined to discuss the issue of student boredom they encountered in the class.

Changing the routine was a technique used some by teachers to keep students interested and active during a lesson. For example, the researcher observed that Mike formed four groups, consisting of approximately six students in each. Students were asked to work collaboratively on a task. Mike gave a brief instruction and offered some guidance. He checked students' work and took questions (classroom observation, two). Mike talked about this new routine. "I wanted to try to change the traditional classroom setting. I think it was quite stimulating and encouraged them to be more active learners" (interview, three).

The researcher observed that some students in Rami's class were not following him. For example, two of the students were resting on their hands. Some students were staring at the board and they were not following his movement in the class. Rami noticed that he had lost the concentration of some of his students. He stopped and changed the task (classroom observation, three). When the researcher followed up the situation with Rami he stated, "... perhaps because I provided a very long explanation

...I was trying to re-catch their attention, stimulate students' thinking and keep them with me" (interview, four).

The researcher observed that the second session, planning and preparing lessons, and the fourth session, communication skills, included some techniques to address students' boredom and disengagement. The teachers spent some time discussing and developing some examples of these techniques. Asking student questions, varying the level of teacher voice, using technology and resources, teaching using group work, changing the classroom routine and using jokes are some examples of techniques the teachers discussed in the sessions.

Observation of Mike's classroom suggested that he used asking questions as a technique to deal with student disengagement and boredom (classroom observation two). Mike wrote, "asking students questions and making them think is something I took to my class. It works, especially if I feel my students are bored" (reflective diary, two).

Also, Ali, who was concerned at the beginning of the programme about students being " ... disengaged and unwilling to learn" (interview, one), used the same technique. He recorded " ...one particular strategy that I used to stimulate my students' thinking, particularly when I felt that they wanted me to shut up and stop talking, was to challenge them and ask them questions to tell me something they have learned" (reflective diary, two). The researcher observed that Omar pointed out in the third session that he used this technique. He shared his experience with others in using this technique and suggested two matters to be considered in the future, that the teacher firstly should choose the right time to ask a challenging question and, secondly, should be ready to promise a reward if his challenge was met (session three observation).

John also attempted some group work and was positive about the outcome for some of his learners but not all: "...some students did not feel like they were learning when working in a group... Some liked it in terms of discussing with others and competing with other groups was exciting" (interview, four).

Telling some jokes and talking about recent events such as sport or current news, or using a story, were further techniques that teachers used. During the four visits to Omar's class, the researcher observed that he told jokes to his students and

sometimes he talked about cars! (classroom observation, two). Mike shared his story with students about diving trips to the Red Sea (classroom observation, three). Ali talked about his favourite sport (classroom observation, four). Rami also talked about sport and some PSP games that he played (classroom observation, two).

## **Planning**

The participants explained that the CPD programme had helped with their lesson planning in a number of ways. It helped participants to plan for the lessons using feedback from students, technology resources, and appropriate teaching aids and hence to create a productive learning environment. Participants stated that they also became more aware of the wider significance and meaning of planning and preparing lessons.

## Acting on students' understanding

Data revealed that some teachers used students' understanding to plan further lessons. Rami reflected on his efforts: "...in the planning and preparing lessons session, it was suggested, for example, that one can use some feedback information about students' understanding to plan and prepare for future lessons" (interview, three). During the planning and preparing lesson sessions, the researcher observed participants worked in groups and discussed techniques that could be used to plan and prepare future lessons. Observation, questions, checking students' answers during the classroom activities and correcting homework were some examples that the teachers felt would support their future planning. The researcher observed that Mike used verbal questions and answers to assess his students during the lesson (classroom observation, two). Mike indicated that assessing students' understanding during the lesson was not only beneficial for him but also for students. He said "...it is a really good way for both students and me to check progress as it helped me with my planning, to modify or adjust my future teaching strategies and techniques if needed and for students to tell me about their understanding to check their learning progress" (interview, three).

Omar pointed out that increasing the emphasis on monitoring students' understanding during the lessons led him to discover that "some popular methods are not necessarily good for all students. I discovered that students understand me better when I used a certain teaching method" (interview five)

The researcher observed that all participants except Rami wrote the lesson objectives on the board for students. The researcher observed that it was something the

participants did not do in the first observation (classroom observation, two). All chose to display the lesson objectives in the first slide of his PowerPoint presentation (classroom observation, three). The researcher noticed that displaying the objectives of lessons was something that had been discussed in the planning and preparing lessons session in the CPD programme (session two observation)

Mike was of the view that the CPD programme has helped him with planning lessons by recognizing the importance of students. He wrote, "... stimulating students' thinking before starting the lesson is a part of the lesson that I am more aware of now. Also making sure that everything was settled for the learning operation to take place" (reflective diary, two)

Mike stated that the CPD programme helped him to be consistent. He explained that it "...helped me by using a form to write down a record about students. A record includes some details about, for example, student progress, engagement in the classroom, behaviour and so on. I started using this form... it is very helpful in recording information about students" (interview, five).

Planning for and the use of technology resources and teaching aids

Participants pointed out how the CPD programme had helped with the way they had

planned to use and had used technology and teaching aids in the classroom and with

ways to present the materials to their students.

Rami reflected on his experience and how the CPD programme, especially the technology and teaching aids session, had helped him with various activities and games that can be used in the class. He wrote, "... my plan for this week included the use of PowerPoint to show students at the beginning of the lesson a picture to warm up their thinking as a start for the lesson. I used it as an introduction to get into the lesson" (reflective diary, three)

The researcher observed that John used the Betakat game (it is similar to a splat game). He wrote various words on the board and divided the class into two groups. He asked a member of the first group to pick a card from the box, for the group to provide some information about what was written on the card (e.g. words/ question) If the information was sufficient and good enough the group would score 10 out 10, or less if the information was not quite sufficient (classroom observation, three).

When the researcher followed up this technique with John, he stated "it's new to students as they haven't used it before and because it's easy to prepare" (interview, four).

The researcher observed that Omar (who was proficient in computer use) designed his own game to play with his students in the classroom. The game was a multiple choice game with 60 questions. He divided the class into four groups. When a group got the question right, they scored a point (classroom observation, four). Omar revealed,

"... I designed it myself. I talked to the technology session tutor who encouraged me to design this sample game, which I gave a copy of to some of my colleagues. The only difficulty that I faced was about the time to design and to prepare the questions" (interview, five).

Similarly, the researcher observed that Omar, at the beginning of the lesson, distributed cards to the class. He asked them to discuss them in pairs (classroom observation, three). When the researcher followed up with him later on, Rami stated that "... I used it to get students brainstorming and to get ready for the lesson" (interview, four).

Providing students with handouts is something the researcher observed many teachers use. The researcher observed that part of the technology and teaching aids session was about developing handouts. Participants worked together to develop handouts. The researcher observed that some participants, like Omar, provided handouts (classroom observation, three). Omar explained, "...I found it very helpful and many students like it. However, it takes time and effort. But with technology it is much easier you know" (interview, four).

Participants stated the CPD programme helped them to be creative about homework. John gave his students homework at the end of lesson. It was true or false cards (classroom observation, three). He commented, "Homework from the textbook. I found that giving them different activities such as true or false cards to work on... they like it" (interview, four). In his first observation of the teachers' classrooms, the researcher observed that all teachers used exercises in the textbook for homework. However, further observation showed that the teachers gave more choices for homework. Mike asked students to either complete two of the exercises in their book or do some research (classroom observation, two). Mike discussed his efforts: "I thought that would be about giving students some options" (interview, three). Ali used the same

technique. He prepared a worksheet and asked students to link cut and paste pictures with concepts and words (classroom observation, two).

Ali, who pointed out earlier that he was "concerned about using different methods and various resources" (interview, one), explained the CPD programme helped him to vary methods and resources in the class. For example, the researcher observed that Ali used Power point presentation with a video clip for about ten minutes (classroom observation, four). Afterwards, Ali used the board and eventually distributed some handouts.

Rami reflected on his experience on how the technology and teaching aids session helped him. For example, the researcher observed that Rami use different colours to write on the board. He also drew arrows to connect and to refer to some sentences and words (classroom observation, three). When the researcher asked Rami about this activity "... it was something I picked up from the session. Some students like coloured writing with different arrows and lines to connect in between. But some students liked me to have them discuss it rather than colouring and that stuff" (interview, four).

## Minimizing distractions

Some teachers indicated how the planning sessions helped them to manage time effectively and to address interruptions. For example, John explained how he benefited from the CPD programme specifically about how to deal with late students. "I continue my lesson and discuss it with them later" (reflective diary, four). The researcher observed that Rami developed a routine where he asked his students to close their books and to hide every single piece of paper on the table (classroom observation, one). Rami stated, "that was to remove any distraction whenever I felt that students, or some of them, do not follow me" (interview, two). The researcher observed that Ali also used the same technique, removing distractions. However, the researcher observed that Ali did it slightly differently. He asked some students to put their material under the table but not all the class (classroom observation, two).

This theme demonstrated that there was a perceived impact of the CPD programme on participants' understanding of planning for teaching. Data revealed that there were three ways in which participants attempted to demonstrate their ability to plan for their teaching. Planning for lessons by preparing resources and teaching aids, and using lesson templates for example to create a comprehensive plan for the lesson, was one of the impacts of the CPD programme on their practice. Also, participants utilized the CPD programme hands out to plan for a peaceful environment for learning and prevent

any disruption. Some participants used what they had learned during the CPD programme to plan and prepare for enhancing students' learning, for example by using technology and developing group work opportunities.

## Developing relationships with others

Participants were initially concerned about developing professional relationships with others, for example parents, administrators and students. They found that the CPD programme helped them build positive relationships with students and to understand how to deal with members of the school community.

## Relationships with parents

Participants expressed concern at the beginning of the CPD programme about dealing with parents. Mike stated, "...dealing with parents and discussing with them their child's behaviour, achievement or progress, yes, it's actually a concern" (interview, one). Omar also expressed the same view; "I am concerned about dealing with parents and students especially if there is a problem" (interview, one). Rami shared in the communication skills session what he saw as an added pressure on him. He stated, "... parents, I've been told, could make it even worse" (session four observation).

Ali told the researcher during coffee time at the beginning of the programme that he did not feel confident about dealing with parents. When the researcher asked him about his preference, he stated that it would be good to leave it to the head teacher to deal with them (session one observation). Omar suggested that new teachers are new to the school and are the youngest, and that dealing with others needs experience, especially in some situations (session three observation). An earlier observation suggested that Rami hesitated in reporting a student to his parents because he thought the parents would think that the teacher cannot deal with the child, so he must not be qualified (session one observation).

Rami shared one experience with parents. He stated, "unfortunately I felt that some parents did not want me for their kids" (session three observation). The researcher observed that Rami brought this issue for discussion in the communication skills session (session three observation). Rami spoke later about this matter: "maybe some parents prefer an experienced teacher for their children and it is not a personal issue really" (interview, four).

The CPD programme, especially the session on communication skills, provided teachers with a technique to deal with parents, particularly what could be regarded as

demanding parents. John explained, "it's about confidence... I used to avoid any direct contact with parents. Some techniques I learned in the programme, like face-to-face contact, were good to establish a working relationship with parents" (interview, five).

Some teachers claimed the overall CPD programme had increased their self-confidence. Mike stated, "I learned that the world is not as bad as I see it....sometimes I do remember during the first days that I felt quite sensitive. But I received a lot of support from the CPD programme concerning relationships with others and how to develop, improve it and maintain them" (interview five).

Ali pointed out his attempt to communicate with parents. He explained that he sent "a positive note to parents about a student" (interview, five).

Omar pointed to the importance of relationships with parents. He wanted to develop a good relationship with parents. "Having a good relationship with parents is very helpful for me as a way to avoid any complaints against me! [Smiling]" (interview five). The notion of developing a positive relationship with parents was important for Mike as he explained; "most people are concerned about students' parents. Obviously I wanted to please them" (interview, five).

## Relationship with Administration and Teacher Colleagues

The participants also found the CPD programme useful in fostering their relationship with administrators. John shared his experience; "it is mainly neutral...I feel sometimes reluctant to discuss my concerns with him" (interview, three). However, at the end of the CPD programme John wrote, "I think I feel more confident than ever before. I found out when I talk to my colleagues and tutors during the programme they share the same concerns. Their advice about Being confident and discuss my concerns openly with the head teacher was rely good" (reflective diary, four)

Omar was concerned about his relationships with the head teacher at the beginning of the programme. He explained, "I am thinking about dealing with the head teacher and how he would view me as a new teacher and whether we would click with each other" (interview, one). He later described a "cold relationship with his head teacher". He explained

"I didn't feel that the principal was effective in supporting me as a new teacher. My relationship with him was quite a cold relationship. His focus is really on checking in and out. His main concern was about teachers being in school in the morning and that no teacher is absent etc." (interview, three).

Rami explained how the classroom management session had been a contributing factor in gaining respect from his head teacher. He explained, "when I started to deal with student discipline instead of sending them to the head teacher, I think that contributed to gaining the head teacher's respect" (interview, five).

The participants also discussed their relationship with their colleagues in school. Omar, who explained at the beginning of the programme that he would talk to an experienced teacher about any challenges that he might face (interview, one), recounted one disappointing experience with some teachers in his school. He stated,

"I felt that some teachers tended to be together and did not include me in the social life inside the school.... for example during breakfast, coffee time I felt they did not encourage me to be a part of their conversation. I think some of them regarded me as not equal to them, basically because I am a new teacher and they are experienced" (interview, three).

Participants stated that their relationship with their colleagues in the school was typical at the beginning. However, Ali said, "... The advice was about taking a first step in to approaching people. I really liked that advice in the CPD programme about being self-confident and being myself" (reflective diary, four).

Omar also reflected on his first difficult days. "I came to realize that the difficulty of teaching sometimes does not come from the practice itself, with reading and preparing lessons and that stuff. I realized the importance of the school, the people you deal with." (reflective diary, five).

At the end of the CPD programme, Omar stated that his relationship with his teacher colleagues had developed. He explained his experience: "Different people have got different positions in the school. The CPD session helped me to understand this kind of thing and how to approach different people ... I feel it is going well. I started building a good relationship with colleagues in the school when I have my breakfast and coffee time" (interview, five).

Mike stated that that he "recently talked to some teachers and the pastoral tutor about some student achievements...I'm going to communicate with their parents to get their support" (interview five).

The researcher observed by at the end of the programme how close and strong the relationships were between the participants themselves. John stated, "I feel those guys are very close. And this is one of the advantages that everybody gained from the CPD programme. Sharing my experience within them or to ask them for support" (interview, five).

Ali's invitation to his colleagues in the CPD programme to his marriage party was another example of the close relationship between participants. Participants also made some jokes about each other. Mike was very happy when he was given a trophy at the end of the programme. Some of his colleagues told him "oh yeah it would help..." He replied; I'll show it to my fiancée" (session four observation).

## Relationships with students

Participants perceived that the CPD programme had contributed to developing productive relationships with students. Rami reflected on his experiences and the benefits of the communication skills session, and how this session had helped him. He stated, "I think that students did not like me when I was being unfair or inconsistent" (interview, five).

Data revealed that participants were all concerned about their relationship with their students. John explained, "a good relationship with students does make my job much easier. The session about communication skills was really helpful" (interview five). John also wrote about what he had learned from the CPD programme: "caring about students and making sure that they have some say, the CPD programme helped me to understand and to be aware of this" (reflective diary, four).

Teachers also drew attention to their interactions with students outside the classroom Omar offered one account.

"One technique that I learned in the CPD programme was about communicating with students outside the classroom. The classroom is completely different from communicating with them outside the classroom. It's much easier and quick in the building of a good relationship with students" (interview five).

Mike stated that engaging in outside classroom activities and school events provided an opportunity to establish good relationships with students. "Being active and present. I tried to engage with students during some activities inside the school. I found it a very good chance to connect with them" (interview, five).

Observations saw teachers using specific techniques. John invited students to share their feelings or concerns; he asked, "should anyone want to talk to me, please let me know if there is anything I can do to help" (classroom observation, four). When the researcher followed this up with him he said, "... 'Open invitation technique' to communicate with students and to let them know I really care about them" (interview, five).

Ali also emphasized the importance of the social and emotional needs of students in building a positive relationship with them. Ali wrote,

"accepting emotional issues, talking to them about it and showing them your understanding and engagement with them in a conversation. It was really useful in terms of establishing a good relationship with students" (reflective diary, four).

Omar emphasized that the CPD programme had stressed the importance of listening to students. He stated, "being a good listener is something I found very effective in establishing a positive relationship with students" (interview five).

Mike explained that both recognizing student achievement in class and working with them was one technique used to build a good relationship with students and to motivate them. He explained, "Thanking students and recognizing their efforts was something every teacher would do as a sign of rewarding students" (interview, three). The researcher's observations over time suggested all teachers used rewards or presents like candy and stickers to motivate students and recognize their achievement.

However, Mike believed he had been too friendly with his class; as he explained, "..Some students thought I'm very nice to the extent that I am actually their friend; I'm not a teacher, especially at the beginning. So I changed my strategy to balance" (interview, five).

Almost all participants stated that building a positive relationship with students was not an easy task. Rami wrote,

"... Balance is important but it's difficult. Young people sometimes do not understand my decisions. One of my students asked me to allow him to resit the quiz because he didn't have a good score. I said no, sorry. That student was really disappointed" (reflective diary, four).

Mike was of the view that being young was a ticket to his professional relationship with his class. He explained that the CPD programme gave him confidence to understand his students and to build a good relationship with them. He explained, "... he said to us [the communication skills session leader] because you are a young teacher you are likely to understand students better" (interview five).

This theme revealed that participants, in their first days of teaching, were concerned about their relationship with students, teachers, administrators and parents. Some participants had a problem with confidence, therefore some of them tried to avoid communicating with parents. Participants referred back to the CPD programme having helped them professionally and emotionally to address their concerns and to begin to build a positive relationship with others. Participants became more aware of the role of parents in education. As the data revealed, participants had not developed strong relationships with school leaders. Some participants described the relationship with the administrators as "cold" and some of teachers did not value the school role in providing the professional support they needed. Although participants were eager to feel like a member of staff, they encountered at the beginning some difficulty in gaining acceptance. The CPD programme has positively impacted on participants' relationships. Being fair, being consistent, showing care talking to students outside the classroom and recognizing students' efforts are some examples of techniques that participants took from the CPD programme to the classroom, and found helpful in building a positive relationship with students.

## Engaging students in learning

Data revealed that the phrase "engaging students in learning" was repeatedly mentioned in what teachers said and wrote. It seemed to possess a management function and a learning function. Two sessions of the CPD programme had given some attention to the notion of engaging students in their own learning; involving students more in lessons, focusing on student centeredness through group work, discussions and presentations are some examples of the perceived impact of the CPD programme on teachers who were trying to involve students in their learning process. The teachers talked about how the CPD programme changed their teaching style from being didactic to more interactive and allowed for more conversation between the teacher and students, and between students. They talked about these efforts in a number of ways.

#### John stated,

"one of the useful things I managed to pick up from the CPD programme was that students, as you know, are likely to learn better when they are engaged once they know about the subject to which they are about to listen; it is also good for students to know Why they are learning " (interview three).

In the third and fourth observation, it was seen that John focused on engaging learners in the learning process. He introduced students to the subject matter by giving them a brief background and introduction. He encouraged students to think about why they were learning. John also shared with students what they needed to know and the relevant points of the subject. John discussed this teaching efforts during an interview:

"...engaging students right from the beginning in their own learning process. Also, I thought it was good for them to know about what it is that they need to learn. Because you know some students ...generally any learner who is not convinced about what he's learning, I think he won't pay attention" (interview five).

Similarly, Mike also claimed the CPD programme had helped him to find ways to engage students in their own learning process and the classroom activities, by shaping his pedagogy to a more student-centred approach. He stated,

"... I tried and found useful, instead of me doing a summary at the end of the lesson I made them many times write the summary. Also, I tried to introduce the issue and then they discussed it in a group. Then shared this with the class to show their understanding" (interview, three).

Omar also described how he tried to shift the responsibility for learning to his students. He said,

"I made it clear to my students that I didn't want them to expect me to speak and they to listen to me. I asked a lot of questions to stimulate their thinking, I give them the chance and time to discuss amongst themselves but also with me, to ask me about my thoughts" (interview, three).

Moving to a more interactive classroom was significant for Rami.

"...I tried many times to encourage students, especially some students, to engage in the classroom... when focused more on students' learning and engaging techniques such as allowing more time and space for discussion" (interview three)

In his first observation, the researcher noticed that although students in John's class behaved quite well, they tended not to engage in the learning situation, but this changed, as observed in the third and fourth observations. For example, in the first lesson students were rarely talking to each other. Almost all of the students' interaction was directly with the teacher, typically to answer John's questions or to ask him questions. However, in later observations, the student-to-student and teacher-student interactions became more common. For example, the researcher noticed in the third classroom observation that John grouped learners into five groups, who were requested to learn more cooperatively. In the fourth visit to John's class, the researcher noticed that John maintained the same techniques and students were learning either with a peer or with a group (classroom observation four). Mike was also pleased to see his students working with each other; "it is not only good for the teacher to see them active but it's also good and valuable for student-to-student learning" (reflective diary, three).

Mike shared with others his experience when he used student group work. He suggested one should pay attention to time management. He explained that he needed more time to finish the lesson when he attempted student group work. He shared that he learned to give a certain time for students to finish the task. For example, he suggested the teacher gave students five minutes to work on the task (session two observation).

Some examples of peer teaching and learning were more evident in Omar's lesson, which was new. He used some more able students to help the less able students while Omar was working with another group of students. Omar discussed this strategy at interview; "Using some students to help others, I found it also relieved some pressure on me so I don't have to engage and answer and explain every single question" (interview, three).

Rami spoke about listening to students as one technique to engage and involve students in the learning process, which he had picked up from the CPD programme.

"I believe that if not listening to students talk, one cannot say that you have managed to engage students in the learning situation. Talk between me and them and between the students themselves, asking questions of me and of each other, this is good communication and engagement, which we had in the communication session" (interview five).

Mike spoke of the advantages of student-to-student interaction for him. He stated, "when I reflected about it, it creates enthusiasm for the subject, and most importantly I gained feedback from their interaction. I listened to them and saw what they were talking about" (interview five).

John also found student-to-student interaction an effective way to make students more interested in the subject. He wrote,

"...allowing them to lead activities and freely discuss and talk to each other and to me, I felt that it is quite risky, instead of controlling the noise, but it made them more interested in what they were doing in the class" (reflective diary, three).

Omar believed that engaging students in the learning process was not exclusive to the classroom. He talked about his efforts to engage students in their learning outside by extending this to the choice of homework;

"... I thought about a small research that might engage students in their learning so I thought it would provide them with some help to find out about their practice ... Students went and found out about a page, some information which the class shared and discussed" (interview, three).

All pointed out that his understanding of engaging students in their learning process had changed after he attended the planning and preparing lessons session, and ultimately developed over time. He explained,

"I thought student engagement means students answering my questions and paying attention to me. However, it is more than that. It's about students' contribution to their own learning. Students talk to students; students also ask students and students answer students' questions" (interview five).

For Rami, trying some of the techniques from the CPD programme that were aimed at involving students more in their learning proved somewhat difficult for students, but it started to improve.

"To be honest I'm not totally happy with the students' engagement yet. But I can tell you that it is getting better. When I first started using some techniques to encourage students to engage in their own learning, such as asking them to work in a group or with a peer, they didn't know how to work together since they weren't used to it" (interview four).

This theme has been about different ways in which teachers attempted to engage students more in their learning process by drawing on some examples from the CPD programme. Their descriptions pointed to a number of efforts. For example, teachers changed their teaching style to more cooperative learning and group activities, introduced one-to-one interaction, and encouraged greater discussion between teachers and students and among students. They also talked about the early stages of

peer assessment and peer teaching, and developing group activities both inside and outside the classroom as homework.

## My name is in pencil

This theme is about what teachers referred to as "my name is in pencil" (session one observation). Teachers were particularly concerned about their status and security as NQTs in terms of their position in the school and procedures for the assessment of their classroom practice

A senior LEA representative was invited to give a brief presentation to launch the CPD programme and welcome participants. Field notes suggested that although the LEA representative's speech was helpful, it was, in part, an unexpected scare story for NQTs, as the representative referred to their names at this stage as "in pencil". Data indicated that the phrase "in pencil" caused much anxiety among participants.

Consequently, during the open discussion time in the first and second CPD sessions, all new teachers expressed their concern about what they referred to as "my name is in pencil". Passing or failing the first year was already a major issue for participants. As Ali stated, "...that means [my name is in pencil] I could be ripped out" (interview, two). Rami added "it is [his name] in pencil...it is stressful" (interview two).

Participants explained that "my name is in pencil" meant having a temporary job. The researcher noted that participants were concerned about job security. Mike suggested, "I think everybody needs a job and being told that your job is temporary causes, you know, some stress and anxiety" (interview, three). The researcher's observation of participants' conversation in the first and the second sessions described teachers expecting to be told that long-term employment was not assured. Teachers were also anxious to know whether they would be seen as a student-teacher or a qualified teacher. Omar added, "I was interviewed when I applied for teaching, and did the efficiency exam. Now I don't think there is a need to tell me that my name is in pencil." (interview, three).

The leader of the classroom management session explained the purpose of the observation and assessment. He suggested that new teachers should be observed in the first year in order to provide support and feedback. However, Mike talked more about timing. "I think there is no harm to be observed and assessed by the LEA...however it [the assessment] shouldn't be in the first term anyway" (session one observation). Teachers asked the session leader to provide them with the teacher assessment form, which was subsequently introduced in the second session. Mike

revealed, "at least I know about the measures and what I am expected to demonstrate" (interview, three). However, Omar was of the view that "the form was quite vague since it lacked detail and that. It didn't explain what and how new teachers would to meet the standards or requirements" (interview, five).

The interviews with participants at the end of the programme suggested that teachers remained concerned about the implication of "my name is in pencil". For example, Ali explained, "I'm thinking of the inspector's visit" (interview, five). Rami stated, "also I'm preparing myself now for the LEA inspector" (interview, five). John said, "...I want to successfully pass this year" (interview, five).

## Building collegiality and support networks

Data revealed the CPD programme had positively contributed both to building a sense of collegiality and developing professional networks among the participants, between participants and instructors of the CPD programme and with colleagues in schools.

Omar indicated he would talk with his sister, who was a teacher, about teaching (interview, one). He explained that the CPD programme had contributed to forming new relationships with others; "...we [teachers] who are new to the profession, just like me, it's a fantastic opportunity to make friends and share ideas" (interview, five). Ali stated he liked to be "among people" (interview, five). He also wrote," it is a strength of the programme that you feel like you are among people who are accompanying me in the journey" (reflective diary, three). John also talked about an emerging sense of collegiality; "I think over time I developed a nice relationship with others; I felt like everybody wants to survive, everybody needs this job, so let's support each other to get through" (interview, five).

For John, "the sessions were an opportunity to chat with each other and share some solutions to common problems" (interview, three). Rami also discussed these common feelings; "I found that others shared the same things that bother me, almost the same questions – what, how, why, when" (interview, five).

The CPD programme helped teachers not only to extend their professional relationship with the other new teachers but also with the "CPD people". Rami explained, "... also I know you and you know me and I know all the lecturers who delivered the sessions and they know me. Thanks to them they were happy for me to contact them if I needed their help" (interview, five).

John worked at the same school as Rami. He explained how the programme had impacted on their relationship.

"Since we work at the same school we do discuss some strategies and techniques and we talk about the programme ...We support each other, we talk about the implementation of some techniques, we share materials etc., and to me this is a direct outcome of the programme" (interview, five).

Observations of the individual CPD sessions supported what participants told the researcher in the interviews. Relationships between participants had developed over time. Conversations between participants were short, but became longer (session three observation). Furthermore, the researcher observed that NQT participants laughed and joked more with each other during the CPD sessions over time. During coffee time participants initially stood with some distance between each other. However, over time participants tended to talk to each other and stood closer to each other. The researcher observed participants often patted each other on the back or shoulders (session four observation).

## Developing confidence

The new teachers made references to developing their confidence in a range of ways. Participants indicated that not only time within the CPD sessions had contributed to this growing sense of self confidence but also a realization that others were dealing with similar issues. Mike stated that "I didn't feel confident ...maybe because I felt more responsible as a full-time teacher who works a full timetable with overload...however the programme makes me feel better and much more confident since I know how others are doing" (interview five).

John provided a different explanation of the same feeling. He saw the CPD programme in the following way; "unlike the supervision in college, the programme has filled the gap" (interview, three).

In the first and second sessions participants were more formal in their discussions and they seemed more reluctant to discuss and express their ideas. Participants became more open and vocal during the later sessions (session three observation). Mike talked about this change and the atmosphere of developing confidence between participants; "such opportunity wasn't there during the preparation programme.. in this programme I felt more comfortable talking to others... asking questions, sharing my concerns and

fears" (interview, five). Rami also referred to the need to "open up". He pointed out, "if I hadn't talked to these people who would I talk to" (interview, five).

Some participants reported that the programme had helped them develop a greater confidence in using technology. Mike wrote, "I'm more confident now to use the computer in my classroom... for example. I learned with the others how to use PowerPoint and insert some video clips into PowerPoint" (reflective diary, four). However, Mike explained "bringing technology into the classroom is not easy" (interview, five). John added, "although I studied about technology in college I haven't yet been involved in any hands-on activities, in anything practical like I did during the programme, which has reflected on my willingness to use technology in my classroom" (interview, five). Omar discussed future developments in his knowledge; "I'm quite good at the computer and I have no problem using it; the session helped me to be confident to use it in many different ways" (interview four).

The CPD programme served to empower some of the NQTs to make a decision about what techniques they would take into the classroom. In particular Ali explained, "the environment of the programme, the way that the programme was delivered, all that collaboration work made me feel confident and relaxed" (interview, five).

## Summary

This research question has been about the contribution of the CPD programme to teachers' practice and their wider experience in school. Data revealed that NQTs were concerned about a number of issues. Teachers chose to discuss a number of issues that were significant to them. They were particularly concerned about their status and security as NQTs in terms of their position in the school and procedures for the assessment of their classroom practice. Also, the teachers pointed to classroom management and attending to students' misbehaviour. There were references to the importance of addressing student's boredom and disengagement. Acting on student feedback in order to plan lessons, planning for the use of technology and reflection on practice were further examples of the perceived impact of the CPD programme on teachers' classroom practice. Gaining confidence and developing relationship collegiality and a support network was a further major theme which emerged here.

# Result of question three

Question three of this thesis asked: what were the NQTs' experiences with and views on the content, delivery and organization of the CPD programme? This question seeks to describe participants' experience with and perceptions concerning the CPD programme in terms of its content, models of delivery and aspects of organization. Data were collected by means of observation of the CPD sessions, formal and informal interviews with participants, the content of their reflective diaries and extended notes made by the researcher during the observations. The following themes emerged from the data.

## Open discussion

Open discussion was a characteristic of the CPD programme delivery. The open discussion period was a dedicated time in each session for the NQTs to openly discuss any issues, either among the participants themselves or between the participants and the session leaders. The content of the discussion was not predetermined, although teachers were broadly encouraged to discuss issues related to being newcomers to the profession and to teaching. Open discussion time lasted about an hour in every session. The role of the session leaders was to facilitate these discussions. Data revealed that the participants' opinions concerning the open discussion time were positive and that it served a number of purposes.

Mike pointed out that open discussion time "was one of the features of the CPD I liked. We discussed, openly agreed and disagreed with each other. We explained our views and shared with the lecturers some stories and experience; it was open if you see what I mean, everything" (interview, five).

Omar claimed the discussion was "healthy debate, agreement and disagreement between participants...it [the discussion] was good for everybody to see what was good and to share some ideas as we move through the programme" (interview, three). Ali stated "the informal discussion that we had during the programme with my colleagues and the instructors was great. I always like open discussion, it was a good way to let individuals express their ideas" (interview, five).

Ali also pointed out that bringing some issues and discussing them with others was one way that he used to "face some challenges" (interview, three). John stated that he received "benefits through the discussion with others", in particular, when there was "an opportunity to bring to the discussion undiscussed issues" (interview, three). Omar explained open discussion time was a "...new experience to me.. Haven't had these

before ...time to discuss almost anything" (interview, three). For Ali open discussion was a chance to seek some reassurance in that it "gave a space to participants just to talk and ask...it's like checking with them" (interview, two).

Field notes indicated that open discussion centred on a number of issues, the most common being a) the school regulations/system, teacher role, b) maintaining order, c) using technology and teaching aids, and d) planning and students' engagement.

The researcher's observation suggested that the open discussion time was time to ask questions that we as a new comers are concerned about...such as school regulations, new teachers' system and the LEA inspector visit etc. Rami believed that participants appreciated the opportunity "to discuss and gain guidance and information about education and the school system" (interview, five). Mike's comment was typical; "I got some useful guidance and handouts about the school regulations, classroom management and communication skills, which documented some of what had been mentioned in the sessions" (interview, five).

Open discussion was a time when teachers had an opportunity to discuss their concerns about assessment and what teachers referred as "my name is in pencil", as mentioned earlier in "my name is in pencil" theme.

The researcher observed that participants had a long discussion concerning maintaining order in the classroom. Participants referred to the recent classroom management session and what they had learned about maintaining order and preventing random shouting out. They referred particularly to the "hands up" technique. Ali, for example, stated, "noise is not acceptable to me, it is a lack of control" (session one observation). Participants thought good classroom management meant no noise whatsoever. However, participants' thoughts changed when the instructor asked them to consider noise as a necessary consequence of students being active. Participants, for example, agreed that it was impossible to keep the students absolutely quiet all the time, without some noise.

Participants also discussed using PowerPoint, education software and some educational games in the classroom. They considered different types of device that can be used and technical issues like how to use video clips in a presentation without live connection to the Internet. The researcher observed that the instructor of the session tried to avoid leading the discussion. However, he involved participants in the discussion and gave his thoughts when he was invited (session three observation).

Participants discussed using students to develop teaching aids and materials that can be used in the classroom. Ali and Rami were of the opinion that there was no harm in asking students to produce materials such as cards or charts to be used in the classroom. However, Omar disagreed. From his point of view, allowing students to contribute and bring in some aids and materials might lead other students to think that they also have to contribute. Omar shared with the Group what he experienced in reality during his time as a student teacher, when he had asked students to prepare some materials and bring them to the classroom. One of his students explained that he could not afford to buy those materials. Omar pointed out that he was somewhat embarrassed since he did not want to embarrass the student's family. Mike and John supported Omar's view and they pointed out that the teacher should carefully consider his students in terms of background and income issues (session three observation).

Ali complained about "lack of resources and materials in the school" (session three observation). John Mike agreed with Ali's suggestion. The instructor proposed sharing the materials and aids between participants. The researcher observed that participants welcomed the instructor's suggestion and expressed their wish to share some materials and teaching aids between each other (session three observation).

The researcher observed that Omar was interested in continuing the discussion about technology and was more vocal in the conversation. Rami and Mike indicated that they had a problem installing software that they wanted to use in the classroom. Omar suggested that the problem was likely to be related to the system's operation update. Omar suggested they needed to update the operation system and to make sure that their laptops met the requirements of the software. The instructor suggested that some software required NET Framework software. They decided to check this out and to make sure their laptops were up to date (session three observation).

Participants discussed how teachers utilized various tools to plan lessons and engage students in the learning process. Mike suggested that he would use the web to learn about how other teachers organized their planning and preparation of lesson notes. However, he suggested that he would not use the same notes. All pointed out that he used the web as a way to find solutions and search for new ideas. Omar pointed out that there was "rubbish software" to design and plan lessons, which he advised his colleagues not to buy (session two observation).

Participants also discussed the influence of technology on teaching and the differences it can make. For example, Omar explained that he decided to use FreeMind software to

plan his lessons since it would help him to map his thoughts. The researcher observed that participants were very interested in Omar's suggestion (session two observation).

The researcher's observation suggested that all participants were interested in utilizing tools such as homework and classroom activities – quizzes etc. – to entrench the students' active learning process. Participants agreed with Mike's suggestion that overuse of group work and cooperative learning might lead to students losing interest in these interactive strategies (session two observation).

However, sometimes participants disagreed with each other. For example, John suggested that he would use some more able students to work in pairs with other students who were less able. Mike and Omar supported John in his suggestion. However, Ali and Rami expressed their concern about relying on students to teach other students (session three observation).

Observation indicated that discussion between participants sometimes did not lead to an agreement. For example, participants discussed the reality of resources and equipment in schools. All participants agreed that there was a lack of equipment and resources in the schools. However, some participants, like Ali, Mike and John, were of the view that teachers should first plan and then find the appropriate aids, resources and equipment to use. However, Rami and Omar were of the view that considering the available resources and equipment comes before planning (session two observation). Researcher observation from the earlier sessions suggested the teachers were particularly concerned about their relationship with others. Some participants, like John, expressed concern about his relationship with the head teacher who tended to distance himself. John explained that he preferred to keep the relationship "normal". All participants shared similar feelings in that they felt their head teacher was not close to them (session two observation). The researcher noticed these shared feelings were a relief to some teachers like Omar who described the relationship with his head teacher as a "cold relationship" (interview, three).

Observations suggested that participants provided different explanations for the nature of the relationship with their head teacher. All claimed some head teachers do so to impose their authority. John disagreed and instead argued that head teachers have no time to establish such relationship. It was evident that all participants wanted a "warm" relationship with their head teacher (session two observation).

Initially, participants made mention of a lack of collegiality and collaboration in school. Participants complained that the school environment was perceived as lacking support. Teachers explained that the only chance for them to get together with other colleagues in the school was during break. Being the only new teacher in his school, Omar felt that he was alone feeling this way (session three observation).

However, data over time suggested that relationships with others in the school did improve. John explained that his relationship with teacher colleagues and the head teacher was gradually improving. He explained his colleagues in the school were pleasant; however, no one would come to help him unless he asked for it (session four observation).

Mike and Ali suggested that in order to build a relationship one had to take the initiative and approach others and talk to them. The instructors supported their view. Mike and Ali shared that they attended the teachers' social event which took place one evening, and they encouraged the others to attend such events (session four observation).

Although the teachers' experience of the open discussion was positive, they also pointed to some negative aspects. Since much of the discussion was continuous, they recognized the need for a degree of agreement on how much time should be spent on each issue/topic. Mike suggested that to avoid the problem one should commit to a time and so have the opportunity to discuss other issues, rather than spending all the time in a long debate that might not finish.

On a few occasions the conversation deviated from the topic of discussion. Omar stated "...one challenge in engaging in discussion others was that some people did not adhere to the subject matter being discussed, which was really annoying" (interview, five).

# Venting frustration

The CPD programme was sometimes a place for the five NQTs to vent their frustration. Although the teachers were generally positive about teaching, describing it as a "great job" (John interview, one), "profession of prophets" (Ali interview, one), "teaching can keep you in touch with your subject" (Mike interview, one) and "I like to teach others as it makes me feel satisfied" (Omar interview, one), observation indicated that some discussions about school policy and the lack of resources and materials were less

positive. During open discussion time in the third session participants generally disapproved of the current policy of schools, since they thought that it limited their freedom. John, for example, shared his story with the head teacher who advised him not to ask students to complete homework outside of the prepared textbook (session four observation).

Rami pointed out that he "sometimes did not feel that I was supported". He claimed, "Unless there is stability and support from the school, teaching is not a comfortable profession" (interview, three). He shared his story about a head teacher who did not support him when he talked to him about achievement rewards. Rami pointed out that he eventually decided to reward his students by himself (session three observation).

Participants were particularly critical of the lack of resources and equipment in schools, and also referred to what they called the "weak efforts from school" (session three observation). All participants stated that they had to use their own computers and laptops in the classroom without any support from the school. Omar pointed out that he had no problem with that since he had his own laptop, but at the same time teachers were of the view that not everyone had a laptop and therefore it was the schools' responsibility to provide each classroom with a PC (session three observation).

Computers were not the only item missing from the classroom in participant schools. Participants reported that although they had an overhead projector for showing data, they had to move it from classroom to classroom. Participants were in agreement that the "current status of the classroom is not encouraging" (session three observation) unless schools dedicate individual time and effort. Mike explained that he donated more than 60 per cent of the cost to provide some classrooms with black curtains for windows to darken the classroom when the data show projector was used (session three observation).

Participants also discussed the continuing evaluation system, which was introduced a few years ago into primary schools. The system replaced previous arrangements, which were based on exam performance. The researcher observed that the discussion about the continuing evaluation system started when Omar asked some questions about the system. The researcher observed that participants were of the view that the continuing evaluation system was a challenge, with a considerable work load. Participants also explained that they had to write down each week a score out of four for each student's achievement (session two observation).

Participants were critical of the extra work they had to do in the school, which was compound by "not very good". Mike explained, "and with all this hard work the salary is not very good" (interview, three). Rami pointed to other responsibilities the teacher had to deal with, such as monitoring the play zone during lunchtime. Participants also briefly referred to the wider workload and paperwork (session two observation). All pointed out that correcting students' work was a "big headache" (interview, three). All participants explained that they spent a lot of time preparing lessons, correcting students' work and preparing classroom activities. Rami explained that he had to reduce his personal interests since he had to invest more time in his job (session two observation).

## Practicality

All participants were of the view that the CPD programme had been helpful because of its focus on practicality, which participants conceptualized as "hands-on activities" and as "practical tips". Mike referred to the practicality of the programme. He wrote, "I think the features I most like are about the practicality, unlike college which was theory based... the programme was all about working together and hands-on activities" (interview, five). John said, "I like the combination of the activities, you know, workshops and hands-on activities, discussion and sharing stories, etc" (interview, five).

Mike, John and Omar all pointed to the use of the mind map to plan and prepare lessons and the curriculum. Mike stated this is a "practical technique when it comes to planning and preparing a one-day lesson" (interview, three). Rami also explained that the mind map technique was a practical technique that he learned from the programme; he stated, "it was [Mind map technique] actually practical" (interview, three).

Another example of the practicality of the programme was set out by Ali who wrote that the programme

"consists of various practical activities...it was not like theory as I used to do in college around student engagement but practical tips....for example by making them work in pairs or groups, asking students their opinions, asking them to write a summary, etc." (interview, four).

Omar explained that he liked the practicality because of its emphasis on "how to use it and how it works" (reflective diary, three). Rami wrote, "considering the limitation of

time I liked to attend the sessions and pick something that was applicable to my class" (interview, five).

Mike was of the opinion that he liked the practicality because he liked "the dirty hand" that the programme had included.

"By the end of the session I realized how dirty and sticky my hands were because of the glue and the markers I had used. [Laughing] Never mind I like it...I felt that we had produced something together by the end of the day" (interview, five).

Ali explained that the programme sometimes made him think how to put some techniques into practice, and that the programme was helpful since "it was practical, it means we had a discussion in every session about how to make some strategies and techniques work in the classroom" (interview, five).

## Items missing or not considered

Participants made mention of items they felt were missing from the CPD programme, which they believed would have been helpful to them. These included teacher-led assessment (purpose of assessment, types of assessments), the teacher assessment system and immediate feedback after the observation. This theme is also about some examples of what was provided in the CPD programme that participants chose not to transfer to these respective contexts.

All participants requested that the researcher provide them with immediate feedback after each classroom observation. Mike stated, "I wish that there was some immediate feedback after the observation. I need to know what things I did right and the things I got wrong" (interview, two). Ali wrote "... the feedback though was not immediate" (reflective diary, three), while Rami wrote "... however there was no feedback after the observation unfortunately" (reflective diary, four). John addressed this point at a programme level; "... from my point of view the programme would be even stronger and better if there was feedback" (interview, five).

The researcher was of the view that it was not his role to evaluate participants' practice and provide them with such feedback. The researcher apologized to participants, and reminded them of the purpose of the research and of his role and the hope that the data might help with the future design and implementation of CPD programmes for NQTs. The researcher, however, chose to inform the Steering Group about the participants' request. Steering Group members considered this and decided to add some brief Group feedback at the beginning of the second, third and fourth CPD

sessions. The researcher provided some brief headlines to the Steering Group but did not deliver the feedback. The Steering Group decided that the instructor of each session would share some general feedback and comments with the participants about their classroom practice. To retain anonymity, none of the participants was named during this feedback. Participants were of the opinion that although they had not received specific and immediate feedback after the classroom observation, they found the general feedback and comments about practice helpful.

Participants suggested that they needed a specific session on teacher-led assessment. Though the sessions had briefly touch on this issue, Omar stated "I wish the programme was long enough to cover student assessment" (interview, five), while Mike pointed out "although we discussed some aspects of student assessment through the sessions, however I think if there was a session about student assessment that would be helpful" (interview, five).

As indicated above, not only did participants draw attention to items they claimed might have been included in the CPD programme but also the data suggested that they did not take some of what they had learned from the programme into their specific contexts. Undertaken an inquiry or a small assignment to investigate their practice was mentioned in the CPD programme, although data revealed that participants avoided this. Instead, they preferred activities that required less time. John explained he was not in favour of research; "I don't have enough time to do it" (session two observation). Omar was of a similar view; "I travel every weekend to my family. If I do research I have to go to the library and collect some references etc. ....maybe in the future but not now" (interview, three).

None of the participants took students to the school library for extended reading about the related subject, as suggested in the CPD programme. Omar revealed that the school library "books and resources are quite old" (interview, three). John provided a different explanation; "I don't think that students at this stage need it for my lessons" (interview, three). Ali instead chose to bring some related books and share these with students in the classroom (classroom observation three). Field notes indicated that the teachers did not feel comfortable taking students out the classroom because of possible noise. Ali explained, "they [students] will make enough noise to get me in trouble with the head teacher [laughing] or with teachers next door" (interview three).

Participants did not introduce "sitting on the floor" into their practice, which the CPD programme had included, as well as video clips from different countries, like the UK.

The session leader suggested teachers can use sitting on the floor to change the routine from chair work (session one observation). The researcher observed that although participants liked the idea of sitting on the floor, they explained that it was difficult as not all classrooms had space for this.

Participants used more able students to work in pairs to help less able students. Mike explained that he had previously used students to correct each other's work, but he decided to give up the technique. He explained, "it wasn't about the technique as much as about students. When I tried it, students took time to do it" (interview, five).

## Encouraging reflection

Reflection was emphasized during the CPD programme, across the four sessions. The data suggested participants were of the view that any focus on reflection within the programme had positively contributed to improving their practice. This theme describes participants' opinions concerning the significance of reflection and includes some examples from within the session's strategy that were designed to promote teachers' reflection. Some of the challenges and difficulties participants faced with reflection and practicality of keeping a reflective diary are outlined.

Observations at the beginning of the programme suggested that participant's lacked a clear understanding of the concept of reflection. When the researcher introduced the project and asked participants to keep a reflective diary about their experience of the sessions and their classroom practice, participants required an explanation of the idea of a diary. Data revealed that participants' understanding of reflection was unclear. Omar defined reflection as "hopes and wishes the teacher wants to do next time", whereas Ali defined reflection as "an approach that a teacher can use to solve teaching problems", and Mike saw reflection as "questioning of oneself" (session one observation)

Reflection was useful, but in some instances promoted some anxiety. John wrote; "... reflection about my teaching helped me to find out what I did and what I forgot to do; however, I got in a panic when I found myself doing the talked 'do not list'. When I do not do the 'do list' this makes me feel that I'm not doing very well" (interview, three).

In the main, participants talked positively about reflection in relation to their practice. Mike stated that "all that [meeting with others, reflection and collaboration work] was an opportunity to find out what works and does not work" (interview, three). All told

the researcher that he faced some fairly big challenges by "reflecting on my practice" (interview, three). He pointed out "I started asking myself and rethinking about myself as a teacher and thinking about my teaching from others' point of view" (reflective diary, five). Rami explained that reflection helped him to think not only about things he believed went wrong but also the things that he did right "... the other day I was reflecting on the rewards that I gave to my students ....you know, like whether they like this" (interview, three).

## Strategies to promote reflection

#### A diary

The researcher asked participants to keep a reflective diary to record their view of the CPD programme and of significant events in the classroom. Generally, participants were supportive of the diary as a way to draw attention to their practice. Mike stated, "keeping a reflective diary about the events and teaching made me aware of my practice" (interview, five). Rami also found the reflective diary helpful "like a self assessment for anyone who uses it regularly to improve their teaching and practice" (interview three). However, participants' reflective diaries were quite short. Data indicated participants experienced some difficulty keeping a reflective diary. For example, John explained "it is quite difficult ...I am not used to writing a reflective diary" (interview, three). Mike was "...not familiar with writing a reflective diary" (interview, three) and Omar admitted, "the challenge was that I am not used to talking about myself" (interview, five).

## Developing questions about teaching and learning

Data revealed examples of how the CPD sessions encouraged participants to reflect on their classroom practice by posing questions. The session leader encouraged teachers to ask themselves questions after the lesson, such as "Did everything today go as planned?, "Did my students learn today what I wanted them to learn?", "What were the most successful activities" and "How would I improve the lesson in the future." The session leader also asked participants to work as groups to develop more questions. These included: "Did my presentation of the lesson reflect good teaching?", "Did I manage the classroom and control the students" and "Did anybody break the rules? If so what did I do? Who were the troublemakers?" (session one observation).

Reflection also featured in the session on planning and preparing lessons. The session leader asked teachers to work collaboratively to develop some questions that would enable them to reflect on their students' learning. The participants provided some questions such as "What did students know about the subject?" "What is their strength?

Are there weaknesses?" "What do I need to do to provide them with support or help them to achieve the objectives?" The session leader then commented on their suggestion of students as a "person" and encouraged teachers to consider both the mental and emotional health of students. For example, he suggested "Do students seem interested in learning" and "What about their willingness to work with me and with others? Do they feel secure?" The session leader also encouraged questions about relationships and social life. "How do my students feel about their family; what is the education level of my students' parents?" Eventually, the session leader and teachers collaboratively designed a card of reflection on students (session two observation).

## Presenting ideas in sessions

In the technology and teaching aids session, participants worked in groups to produce some teaching aids. The session leader asked the teachers to choose one of their members to present the work. The rest of the participants were asked to critique the work and provide feedback. The presenter had an opportunity to answer questions and provide explanations. Participants then were asked to gather as a group to discuss suggested comments. The same procedure was implemented when participants were asked to demonstrate their use of technology such as PowerPoint and the overhead projector (session three observation).

#### Collaboration

Data revealed that participants valued collaboration within the CPD programme. Participants pointed out that the programme had encouraged them to work with each other and with the experienced instructors, which they believed contributed to their professional development as NQTs. Omar pointed out, "with them [the instructors] we [the new teachers] collaboratively discussed strategies and techniques with some ideas to implement in the classroom" (interview five).

While liking collaborative work teachers recognize this took time to develop; Omar said, "it sometimes challenging in terms of how to discuss with others and put the different views together but... It was a good exercise for me to work in a team" (interview, three). John believed that working with others was also a positive experience; however, he pointed out that "sometimes working collaboratively with others needs time... to get to understand people's philosophy and teaching styles" (interview, three).

Ali gave further examples of collaboration when he talked about collaboratively producing some materials during the technology and teaching aids session. He

indicated "...I felt that we altogether had produced something (classroom display) at the end of the day" (interview, four).

Participants were encouraged to try to observe each other. Ali stated, "collaboratively I worked with my colleague Mike. We did observe each other and it was helpful" (interview, five).

For Mike collaborative learning was the strength of the programme.

"I think the most I liked about the programme was the working together and hands-on activities like what we did in sessions ...we work together and I think we learned a lot from each other" (interview, five).

The idea of collaboration during the CPD programme was in contrast to the day to-day work in school. All explained that the only time he worked collaboratively with his teacher colleagues was during the programme. "In the school there is nothing like this [collaborative work on discussion]. Sometimes you really feel that you are on your own, in the school I have a limited chance to chat with other teachers" (interview three).

#### CPD programme organization

#### Content

This theme will illustrate participants' perspectives concerning the specific content of the CPD programme sessions. Participants were largely positive about the specific content of the CPD programme.

Video clips were mostly helpful, except for one segment. A video clip used in the communication skills session showed with ladies wearing short skirts and singlets. The video clips were displayed as a part of the session activity, video watch. Omar asked the leader of the session to move it forward. Participants were not happy to watch such scenes. All participants agreed, except Rami who did not support Omar's request. The session leader responded to the participants' request (session four observation).

John was of the opinion that the programme had "chosen the right area such as classroom management, preparing and planning lessons and communication with others" (interview, five).

The CPD programme appeared to help teachers. Omar said it helped "to find answers about classroom related problems; like for example, in classroom management, how to make students follow routine and rules". (interview, five). Rami explained,

"I was wondering, for example, about the assessment of new teachers. I had no idea about the assessment...in the second session I had a chance to have a look at the teachers' assessment form and ask some questions about the assessment elements" (interview, three).

All explained that he overcame some challenges by "sharing ideas and asking for further information" (interview, five).

Participants were also satisfied with the content of the CPD programme. Rami said it provided them with "guidance and information about teacher roles and rights and the school system etc." (interview, five). Rami was anxious to know whether his classroom practice was consistent with the school policy. He stated "... there are some things I wanted to do and things I would like to know I but I need to know if the school would agree" (interview one).

Mike's comment was typical; "I got some useful guidance and handouts about the school regulations, classroom management and communication skills, which documented some of what had been mentioned in the sessions" (interview, five). Omar was of the view that the CPD programme had helped him to understand some aspects of his rights and duties. He explained that the CPD programme had helped "to understand the teaching mission and recognize the hierarchy of the organization" (interview, five). He pointed to the absence of any written document on teachers' duties in his school. He earlier outlined "... what I have to do, and what would be regarded as cooperation or extra work I can work voluntarily, was not clear" (interview three).

According to the teachers the CPD programme content helped participants find solutions to problems they faced. John gave one example.

"It [the programme] helps me to find a solution to some difficulties, especially in the first days...like for example, I hate being interrupted while I am working with another group, and you know some students do not wait for me to finish. They ask questions and require explanation. Even after I told them time after time, it didn't work. I learned from the session [technology and teaching aids session] to ask students to display a red card on their desk" (interview, three).

Rami outlined that the CPD programme included some "little techniques that I found very useful, for instance, using signs and gestures in teaching. It releases the throat

pain that I suffered, although it took students some time to understand the meaning of each sign" (interview, five).

Mike stated that the content of the CPD programme consisted of

"...different techniques to deal with the planning and classroom management issues...I found some techniques were very helpful... we were encouraged during the programme to apply whatever techniques work for us" (interview, three).

John explained how the programme content influenced his own practice;

"...I started using different techniques to manage the classroom with mutual respect with students... also I benefited from the planning and preparing lessons session and how to plan more effective lessons" (interview, four).

Participants found "engaging students in their learning" a positive feature of the content of the CPD programme. Omar stated that,

"I like the idea of sharing the lesson with students and the various techniques to do this, which I think was a very important component of the CPD programme...students can learn from each other and not only from the teacher or from the book" (interview, five).

For participants, the content of the CPD programme included new knowledge and skills in ICT. Ali explained, "some of what was introduced in the CPD programme was quite new to me...for example using the web in education and teaching, and how to utilize the web to find out about teaching and classroom practice and the experience of others" (interview, four). John pointed out, "the CPD programme contributed to my knowledge and skills...the educational software like mind map and Maaref software" (interview, three). Mike had "learned with others how to use PowerPoint and how to insert some video clips into PowerPoint" (interview, three).

The CPD programme content also helped teachers with some techniques to motivate their students. All pointed out that he was "happy that the CPD programme dealt with various issues, like students' motivation...like sending a positive note to parents about a student" (interview, five).

#### Location of the CPD programme

Participants offered their views on the location of the CPD programme. Teachers pointed to some of the positive aspects. Omar stated, "I think the location is very good. I think it fits the purpose of the programme" (interview, five).

Teachers also referred to some of the facilities inside the CPD programme room. Rami stated, "I think it was very well resourced for the CPD programme..., it had the necessary equipment like the board, the flowchart board and the data projector etc." (interview, five). Mike said, "the room was big and clean and very well lit" (interview, five). John summarized, "I think the organization part of it [the CPD programme] was successful. Everything was provided, papers, materials and equipment and other things like refreshments and coffee" (interview, five).

John and Ali believed that the CPD programme should not be based at the LEA centre. Ali explained that he did not like the "current location of the CPD programme because I feel like I'm too close to them [Inspectors of the LEA[. You know... I don't like to be bumping into them" (interview, five). For John "the big disadvantage is that this location is quite far from where I live" (interview, five).

While Ali and John were not entirely happy that the CPD programme took place in the LEA centre, they were still able to offer some advantages of the location. Ali wrote, "the place was new and provided what everybody needed... for example like the toilet, the coffee room, the prayer room" (reflective diary four). Mike pointed out, "I think the place was convenient. It was easy to find and had the necessary facilities ...like, for example, car parking" (interview, five).

#### CPD programme delivery

This theme will describe participants' opinions about the delivery style and organization aspects of the CPD programme, and also their views on the session leaders who delivered the CPD programme.

Data suggested participants were generally satisfied with the delivery of the CPD programme by the instructors. The CPD programme delivery included an orientation. The purpose of the orientation was to introduce the CPD programme to participants. Teachers spoke positively about their orientation. All explained,

"it gave me as a participant an overview of the programme and what I am going through" (interview, five). Omar was of a similar opinion; "it was [orientation time] an

opportunity to learn about others, you know, names and schools and that sort of thing and know about the LEA people and their vision" (interview, five).

Participants were positive about the session leaders. The following comments are illustrative. Mike said, "the instructors were very good professionally and emotionally. They were supportive" (interview, three). John also pointed out that he was satisfied with the instructors of the programme; "If the programme was delivered as a college course I would say it was no different... the instructors of the sessions were friendly" (interview, five). Participants stated session leaders were good listeners and John described them as "very warm, who welcomed comments and questions" (interview, five). For Ali, the session leaders had a "sense of emotional support", and Rami wrote "what I liked about the programme was the teaching style of the instructors, they were helpful and they were willing to listen" (reflective diary, four).

Participants briefly discussed the atmosphere of the sessions. Mike explained, "the way that it was delivered [the sessions] made me feel relaxed" (interview, three). Rami wrote,

"Sitting in Groups and working with others created a climate for learning...Sitting arrangements added to the relaxed climate of the CPD programme. The programme positioned participants in what was for them a new and informal seating arrangement" (reflective diary, four).

Mike explained, "in the university we used to stay in a row, you know in a formal setting facing the professor. However in the CPD programme we sat in a U shape and sometimes as groups" (interview, three).

John added, "the session leaders arranged the session in a way that allowed for us to work together on a task as a team facing each other" (interview, five). Rami shared his view, writing "the delivery was better than the delivery style at the college. In this programme we were close to each other, most of the time at a table" (interview, five). Participants were of the view the delivery style within the CPD programme allowed their voice to be heard. John wrote, "they were there [the session leaders] to give and receive comments about what we think" (reflective diary, four). Omar pointed out, "I think they [the session leaders] delivered the sessions in a way that they let us discuss and talk about ourselves openly and at the same time they tried to help out" (interview, five).

The teachers offered some suggestions for future CPD programmes. Participants believed the CPD programme was not quite long enough. All explained, "I think the

length of the programme was okay, but I think it should last at least one term [16 weeks]" (interview, five). Mike pointed out,

"I would say although the four sessions were helpful I think it [the programme] needs more time to cover other areas" (interview, five). John suggested, "I wish the programme could run for longer. At least get together once a month to discuss and to talk to each other" (interview, five).

Participants were of the view that the time devoted to the individual sessions was a little short. John explained, "Some sessions needed more time, for example the classroom management session, I guess it needs around three days" (interview, five). Also, Ali suggested, "classroom management was not given sufficient time. Therefore I suggest it be delivered over two days" (interview, three).

Participants explained that the gaps between the four sessions allowed them to practice what they had learned. As Omar explained, it "allowed for learning and practice to take place... learn in the session and then you go back to the classroom for practice" (interview, five). Omar also pointed out that he "liked to practise and then come back again to the programme to share experience and know about others" (interview, five). Mike was similarly supportive; "the gap allowed time for reflection and more practice, I think it was a good idea" (interview, five).

Participants also pointed to the importance of the release time, in that the CPD programme gave them a space to learn. Rami pointed out, "I think the timing is good, a day off from school to attend the CPD programme is the right decision" (interview, five). Ali was of the view that "I don't think I would be able to do it without having a day off from school" (interview, five). John explained that he preferred to do the programme in the morning as he "wouldn't be happy if it was in the evening" (interview, five).

Although teachers wanted more time for sessions, they were of the view that the number of hours they spent in each session was about right. Rami stated "... I think more than five hours per day is exhausting for me. I don't know about others. But I think many share the same view" (interview, five). When the researcher asked Ali whether he would be happy if the sessions lasted more than five hours he responded, "no actually, I won't be happy though I felt many times that we wanted to have more conversation. I don't think it's a good idea for the session to be that long" (interview, five). John said "I think I need to spend some time to plan my lessons" (interview, five).

Some participants referred to the catering (food and coffee supplied) as a "good arrangement". Ali stated, "also, the break during the session was a good arrangement and the coffee and refreshments" (interview, five). John explained, "these [the sessions] are friendly and informal ...you can have coffee while you're chatting. The environment makes me feel confident to ask questions and share concerns" (interview, five).

Participants had some different views with regard to the time assigned for each activity in individual sessions. Some participants, like Mike, wanted more time for open discussion. He said, "Open discussion was our opportunity to talk. Therefore I think more time is needed" (interview, five). Rami, however, was of the view that the time that was given for each activity during the session was appropriate. He pointed out, "I think each activity in the session was given a suitable time. No problem with that" (interview, five).

#### Summary

Research question three examined participants' perspectives about the CPD programme in terms of its content, activities, delivery and location. Data revealed that NQTs' view of the CPD programme was largely positive. Teachers referred to the specific content of the CPD programme that helped them to answer their questions, take on board guidance and tips, transfer techniques to manage the classroom and introduce technology and teaching aids. Participants also referred positively to the location of the CPD programme, in terms of the room, refreshments and facilities. Participants made mention of positive features of the delivery such as the support from the session leaders and efforts by leaders to create a comfortable climate that allowed their voice to be heard. In terms of the CPD activities, participants pointed to a range of activities which they found helpful. They particularly referred to open discussion and generating hands on activities. The data described what participants believed was missing from the CPD programme and they offered suggestions for improving the CPD programme in terms of time devoted to individual topics and the overall length of the entire programme.

# Chapter five: Discussion

### Introduction

The aim of this thesis is to investigate the development of the CPD programme for Saudi NQTs that was designed by multiple stakeholders (Steering Group) in Saudi.

This qualitative study focused on three major questions.

- 1. What were the perceptions and responses of the Steering Group members during the design of a CPD programme for NQTs in Saudi?
- 2. What was the perceived impact of the CPD programme on the Saudi NQTs' classroom practice and wider professional work in schools?
- 3. What were the NQTs' experiences with and views on the content, delivery and organization of the CPD programme?

This study, as mentioned in Chapter 3, used three instruments – observation, semistructured interviews and reflective diary – to gather the data. This chapter discusses the results, which were presented in Chapter 4.

# Collective authorship

In this study the CPD programme was developed by a Steering Group which comprised the key stakeholders with an interest in in-service teachers in Saudi. Sparks and Hirsh (1997) similarly reported effective professional development can be built through active participation of all community members, which can include teachers, administrators and parents. Lowden's (2005) observation that effective professional development content could be determined by multiple community stakeholders is relevant in this thesis, where teachers displayed more positive feelings about the profession. The Saudi NQTs also welcomed the opportunity to participate in the planning process and made a significant contribution to the CPD programme content through the sharing of their own experiences as new entrants.

There were many organizational parallels with a study undertaken in Scotland where an implementation group collaboratively set standards for professional development, using a panel not that dissimilar to that used for this thesis. However, unlike the Scottish project, both experienced teachers and new teachers had opportunities to contribute to the planning and development of the CPD programme for the Saudi teachers. Like Freiberg et al. (1982) (when working with teachers, parents and administrators), cooperation between different Saudi stakeholders did emerge and the

Saudi programme would ultimately contain several similar elements (planning, classroom observation and communicating with learners).

Interestingly, Purdon (2001) found teachers tended to accept that "others", (not teachers), knew more about CPD. did not expect to be consulted in the development of CPD. However, this study revealed teachers were positive about their voices in the development of CPD, which led to the inclusion of a number of topics NQTs would ultimately view as important to the stage of their development. It could be argued the inclusion of the NQTs who would then go on to complete the programme would have further strengthened its authorship. However, at the beginning of the academic year, teachers in Saudi Arabia are allocated a school for their first position. The timing of this allocation followed the work of the Steering Group, so prevented such participation.

This notion of "authorship" was evident in the contributions of the respective stakeholders made explicit through the range of orientations evident in the final programme. In accordance with Purdon (2001), the promotion of collective action aimed at establishing a framework for professional development for teachers permits opportunities for a range of views to be aired. In this study, it enabled the Steering Group to recognize and appreciate the views of others and realize there were multiple perspectives on content that might be suitable for new entrants to the profession.

Aldkheel (1992) and Higgins and Leat (1997) are of the view that the process of decision making and power have to be taken into consideration when approaching professional development. When determining the make-up of the Steering Group, the researcher was mindful of both the potentially sensitive and top-down nature of the Saudi education system. Humes (2001) has discussed such links between the political and educational context. The researcher was, therefore, concerned that those who had power could have demanded that they were represented and involved in the process of programme design. The researcher thus sought to accommodate these possible tensions by establishing a group which included key members currently involved in central decision making. The findings of this study thus support the notion of the simultaneous bringing together of the top-down and bottom-up approach to one table for discussion (Lieberman and Miller, 1991).

It is acknowledged that some advocate a more individualized CPD model that is designed to meet individual teacher needs and context (e.g. Guskey, 1995; Stakey, 2009; Sparks and Hirsh, 1997). However, given that CPD and CPD design are very

much in their infancy in Saudi, the move towards CPD tailored to an individual currently seems a step too far. Therefore, CPD as a "collective authorship", personalized to Saudi Arabia through the efforts of multiple stakeholders with an interest in teacher development, certainly offers a healthy beginning.

# Discovering wider system weaknesses

The findings of the study indicated that though the Steering Group was a forum for members to learn from each other while developing the programme, it also became a forum where individuals critiqued each other's' opinions and contributions. Steering Group members discussed various systematic issues related to the training and professional development of teachers and the perceived role of the teacher. Steering Group members attempted to place blame on others for the present state of affairs in teacher education. The LEA member critiqued universities for ineffective and poor teacher education programmes, and they were responsible for teachers' problems in the classroom. He also argued universities tended to control and monopolize teacher preparation programmes in the absence of participation from the Ministry of Education. Studies (e.g. Alnassar, 2004) have suggested that teacher preparation programmes in Saudi Arabia do suffer from many problems, such as failing to prepare teachers effectively to deal with classroom management, communication with parents and using technology in the classroom. NQTs in this study reported dissatisfaction with their teacher preparation programmes and were of view that existing preparation programmes focused almost exclusively on theoretical studies and knowledge with limited application to practice. In Saudi, classroom placement occurs in the last semester without continuing supervision or guidance, and NQTs receive limited visits from their university tutors across the entire semester. Unlike Hobson et al. (2009), teachers in this study started their journey of learning how to teach with no sustained practical and real classroom experience, except for a few days of teaching during the final term of their teacher education programme. Therefore, it came as little surprise the NQTs in this thesis preferred aspects of the CPD programme which focused on practical elements of classroom practice, all teachers were motivated to attempt many of the features of the programme in their classroom. Goodall et al. (2005) spent two years evaluating the impact of CPD in schools and found groups of participants who preferred a CPD programme to be practically based and related to specific job demands. A further key reason why the Saudi NQTs liked the programme was that it included content and delivery strategies that had not featured in teacher preparation, but that, in their view, should have been included. It could, therefore, be argued that the CPD programme was making up for shortcomings in initial teaching education.

Debates during Steering Group meetings confirmed teacher preparation programmes in Saudi might benefit from collaborative work with schools to develop partnerships. Existing teacher training arrangements serve to enhance isolation in schools where teachers work, with no mentoring arrangements in place (Grieve, 2010). Numerous studies have reported some of the consequences of such isolation, including loss of interest in teaching (e.g. Collinson et al. 2004; Grieve, 2010). Indeed, the NQTs in the study reported similar examples of isolation and in particular limited opportunities to interact with more senior colleagues. On a more positive note, an agreement to develop newer partnerships was apparent in the CPD planning meeting, in particular, through conversations between the LEA member and the university professor. In view of the international literature on the benefits of school and university partnerships, this would appear to be one direction that the Saudi system might wish to pursue.

Criticism also centred on the limited arrangements for induction in Saudi's schools. The university professor critiqued the lack of structural induction for NQTs in Saudi. Some observed introductory days provided for teachers in Saudi Arabia were inadequate for several reasons, instead serving as a means by which local administration reinforced their authority, policy and control over teachers (Aldosari, 2007; Bottery, 2000).

Further critiques of Ministry of Education policy focused on what was viewed by some as a more traditional approach to professional development for teachers, which largely took the form of "training". In Saudi Arabia the centre (the Ministry of Education) is responsible for determining the training agenda and CPD which are available to teachers (Alsounble et al., 2008). The NQTs in this study believed it was their right to receive professional development support, arguing that if the Ministry must assess their classroom performance during the first year then it must also provide them with appropriate professional support to enable them to meet the expectations of the observation. In accordance with Humes (2001), Lieberman and Miller (1991) and Placier and Richardson (2001), the fact that present arrangements for CPD in Saudi Arabia are linked with government policy requires some reconsideration, points to CPD providing a path for, rather than a basis for, pedagogical innovation and wider professional initiatives for teachers.

# The emergence of an eclectic model of CPD

The final programme developed by Steering Group can best be described as an eclectic model, reflecting a number of orientations that emerged as a function of discussion among the group and the negotiations which took place. Figure 4 seeks to represent

this model. The model for the Saudi context can be interpreted in the light of Kennedy's (2005) contribution, where she attempts to categorize approaches to CPD available for education.

Figure 4 illustrates particular orientations that influenced the composition of the final CPD programme. Arrows indicate the degree of influence of each orientation, with a large arrow depicting a stronger impact. It can be seen from the Figure that the largest element within the CPD programme was classroom practice based. While it included a small element of the community of practice, the figure also shows the focus on competence and standards of the CPD programme direction and structure.

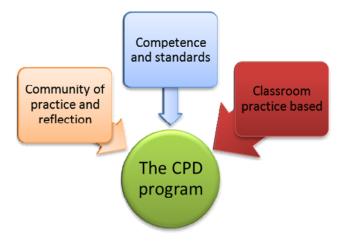


Figure 4 Orientations that influenced the composition of the final CPD programme.

Indeed, elements of a number of Kennedy's categories emerged in this thesis as a result of the work of the Steering Group.

#### Classroom practice-based orientation

The classroom practice-based orientation offers characteristics in line with the transitional model of CPD (Kennedy, 2005). This aspect was seen as focusing on teacher practice and the development of practical knowledge. Indeed, as Carter (1990) also has pointed out, the practical knowledge concerns the wider knowledge teachers have about their classroom work. Teachers who have engaged in practical thinking have tended to take suitable action to solve a particular issue. This type of knowledge also helps teachers deal with issues such as the needs of the school, community and the students (Carter, 1990). Supporters of this orientation believed that the Saudi CPD programme should focus on providing practical advice for teachers about what works in the classroom. At the same time there was a tendency to project a suggestion that the CPD programme include a small research project which would investigate issues

concerning their practice. Carter (1990) also pointed out that practical knowledge is formed through the experience and history of the teacher. Participants in this study referred to their experience during the CPD programme and it is argued that their expertise and history in teaching lead them to embrace this trend while contributing to the design of the CPD programme.

Although the findings of this study agree with other studies that refer to the importance and value of practicality and classroom-related experience in CPD (e.g. Draper and Christie, 2004; Dillon, 2000; Goodall et al., 2005; Hobson et al., 2009), the researcher claims the effectiveness of professional development might not be related to any certain model, but to some specific features. Teachers in the Steering Group preferred sessions to be delivered by an experienced teacher and to be practical and skills-based (e.g. Draper and Christie, 2004; Dillon, 2000; Goodall et al., 2005; Hobson et al., 2009). Delivery of a CPD programme by an experienced teacher and focusing on skills to be transmitted to trainees could be conceptualized as a training model. This orientation has been criticized since "it supports a skills-based technocratic view of teaching whereby CPD provides teachers with the opportunity to update their skill" (Kennedy, 2005, p. 237). Nevertheless, as the data revealed, the teachers in the Steering Group and NQTs were all positive about a number of teaching ideas and their applicability to the classroom (e.g. golden rules, ways to remember student names and routine techniques), which observations of practice confirmed.

Emergence of a community of practice and reflection orientation
As Figure 4 shows, a second orientation to be established in the CPD programme showed some elements of a community of practice and reflection orientation. This orientation was largely due to the efforts of the university professor and was supported by teachers in the Steering Group, though less support was evident from the supervisor and the LEA member. Although the university professor did not in so many words refer to his orientation as a community of practice, his suggestion for the CPD programme to include some activities such as open discussion and group activities demonstrates his tendencies towards a community of practice model. This orientation towards a community of practice appeared to reflect the university professor's perspectives on learning as a social activity (Wenger et al., 2002). Social learning theory predicts that people learn primarily through social modelling, and through watching others.

The university professor was of the opinion that the CPD programme should be based on allowing new teachers to exchange experience and practice (Wenger et al., 2002). In

the community of practice approach, teachers are given the opportunity not only to exchange experience and share practice but also to compare practice, which was certainly evident in this thesis (Dillon, 2000).

#### Training, competence and standards orientation

Kennedy (2005) explained that professional development provides teachers with the opportunity to recognize the required skills to demonstrate their competence. In this study, supporters of this orientation offered some suggestions about demonstrating competence. This was illustrated by the LEA member and the supervisor. The LEA member was of the view that the CPD programme should include a certain content related to education policy, the teaching profession, teacher requirements and regulations. The NQTs wanted to know about the school environment, the roles of the organization, the school culture and beliefs, and both written and unwritten rules (Gavish and Friedman, 2010; Vonk, 1995).

A competence-based approach as defined by McMullan et al. (2003) is a job-related approach that describes action, behaviour and the result that individuals should demonstrate in order to show competence to teach. Some believe the competencebased approach is a powerful approach to increase skills and assure quality (Wolf, 2001). Here, CPD is perceived as an opportunity to implement the concept of competence and standards. This point is particularly relevant to the direction being taken by the Ministry of Education in Saudi Arabia and specifically its desire to professionalize teaching. The Ministry of Education implemented a competence-based assessment to be taken by newcomers to teaching and by other teachers after every five years, believing there was a need to define the appropriate standards (Alhacamy, 2004). However, although the Ministry of Education implemented such an assessment there are still no identified national standards for the teaching profession against which teachers might be assessed. The NQTs did not entirely reject the idea of being assessed in the classroom. However, it was more of an issue of a more balanced approach from the Ministry (i.e. development and summative assessment). Both teachers and the Steering Group and the five NQTs welcomed the chance to view the assessment criteria, and to learn more about the expected level of performance that would be seen as good performance in the classroom. However, although teachers in the Steering Group supported this orientation, they did not agree the entire CPD programme should be structured according to the competence views and so reduce the CPD programme to one that was completely pre-packaged.

Whilst the benefits of multiple stakeholder input have already been identified, it certainly begs the question as to whether the CPD programme would have focused on competence, training and standards if it had been designed only by individuals from the Ministry of Education, or solely on social learning theory if designed and structured by academic institutions.

## A call for partnership

Despite initial attempts by individual Steering Group members to control the direction of the CPD programme, they all acknowledged the importance of better partnership between stakeholders.

It could be argued these debates broke through the surface and there was a sense that no one institution had the experience, authority, ability and financial power to support new teachers and provide them with appropriate learning opportunities. As observed elsewhere, schools, universities and local authorities can work together to provide specific professional development for teachers. (Feiman-Nemser, 200; Russell and Chapman, 2001). Working with others in a Steering Group to design the CPD programme for new teachers was clearly essential in reaching such a conclusion (the need for partnership). As Feiman-Nemser (2001) has written, there is a great opportunity for all partners to work together in providing suitable induction programmes for new teachers, by bringing together academics, schools and universities.

Although the Steering Group did not discuss in detail their particular vision of partnership, they referred to some aspects of it. Like Pring (2000), some Steering Group members talked about the universities' role in conducting educational research to improve schools and teachers. Shreeve (2004) has noted that educational research can influence schools by providing advice and offering possible solutions to challenges and problems. He also pointed out educational research can influence teacher subject knowledge. However, in this study the NQTs were quite resistant to the idea of completing any written project that was about investigating their own practice. Whilst Ginns et al. (2001) have pointed out action research undertaken by experienced teachers (as a CPD activity) was successful, new teachers are typically more concerned with survival and classroom management techniques than a focus on reviewing and updating their pedagogical knowledge.

While many studies (e.g. Russell and Chapman, 2001; Shreeve, 2004) support the value of partnership between schools and other institutions like universities, the researcher

believes a different vision of partnership might better serve the current Saudi context. Saudi schools lack independence and autonomy in both the training and mentoring of teachers. Schools are not permitted to provide CPD on-site. Therefore any establishment of partnership between the university and school should be between the centre, the Ministry of Education, and universities. Such a partnership has the potential to cover both the in-service and pre-service stages. One vision of such a partnership during the pre-service stage is the establishment of a localised partnership programme between the LEA and universities in each city. The field practice element of teacher preparation, which currently covers a few days in the last term of the teacher preparation programme in Saudi, needs to be extended and spread through the entire preparation programme period. One can envision the student teacher attending the preparation programme in university and at the same time spending some time in school. The first year student teacher could visit the school once a week, at least as an observer. In the second and third years, the student teacher could work as teaching assistant and receive professional mentoring from a qualified mentor. In the fourth year, the student teacher should teach under the mentor's supervision. One suggested vision of partnership between universities and the Ministry of Education for the inservice stage is the implementation of the current study model, i.e. designing CPD programmes collaboratively in the Steering Group, as that would enable communication between schools and the teacher preparation programme. It can be argued that over time the Steering Group experience slowly took on the image of a partnership project between stakeholders for the betterment of new teacher professional development. The study demonstrated that it is certainly possible to bring different stakeholders together to generally agree on a CPD path for new teachers. As the findings indicated, Steering Group members reported that they learned from each other and became more aware of others' interests and potential strengths and contributions. Although the overall experience of the Steering Group members was positive, there were some challenges and difficulties that members encountered, such as lack of time and facilities. Indeed, Bartholomew and Sandholtz (2009) noted that a shared purpose is not a guarantee for a partnership to operate efficiently, positively and productively.

## Risk of different orientations

This study revealed that several orientations influenced the CPD programme. Many different orientations leads to the risk of power dynamics discouraging the proceedings. The supervisor, for example, used his authority by saying things like, "the teacher training centre is aware of the in-service training matter". The use of authority and credentials was also seen on the part of the professor. It is vital to bring on board

many different perspectives, but there is a risk of certain perspectives being more welcomed and heard within the meetings than others. No matter what the programme says about collaboration, levels of hierarchy might be given to participants. For example, in the eyes of the outside world, the professors have more prestige and influence than teachers who have graduate degrees, and administrators are higher up in the organization than appointed officials.

However, in general, teachers reported and the researcher observed the value of meeting people from different backgrounds. The professor offered different perspectives on the CPD programme. This begs the question as to what would have happened if the professor was not there; would the university position have been represented, and, if not, would that have strengthened the anti-university position?

Huber (2006) notes that in nursing groups, groups can have more extreme behaviours and unexpected behaviours become rationalized. In one study, "nurses used work group norms to neutralize opposition to and reinforce behaviours of drug theft and use" (p. 566). The group members can become narrow-minded and cause participants to rally to more extreme positions than they would have if dissenters were not built into the programme. However, if members are open to different viewpoints in a setting that prevents different viewpoints from being disregarded, agreement over time between different stakeholders is possible and can reduce the risk of extreme behavior. Data in this thesis revealed that participants gained an increasing understanding of each other's' perspectives. For example, the supervisor began to emphasize peer learning, group discussion, etc., as the professor and teachers always had. The group agreed to include some time learning about the education system, to meet the LEA member's recommendation.

#### Future needs: time and resources

In this thesis no individual was formally identified as a leader of the Steering Group. Hiok and Abdullah (2010) note the role of the facilitator or supervisor is vital for professional development success. In this study, the professor largely helped to resolve conflicts. The supervisor tended to resolve teacher–teacher or teacher–professor disagreements, while the professor helped resolve teacher–supervisor disagreements. It could be argued that the group established a largely cooperative tone. The researcher was keen to minimize the establishment of hierarchies among the group.

Sork (1996) notes that power has many dynamics. The findings indicated that the Steering Group saw power and authority as essential for future work. Power indeed played out in many ways. One factor was a need for respect. The Steering Group wanted the work but also struggled to see how such a planning group would sit within existing management structures in the Saudi system.

Steering Group members volunteered to participate in this study and so gave of their time freely. For future work, a budget seems necessary for materials, handouts, resources, meetings etc. As the literature indicates, professional development requires both organizational and financial support. Laine and Otto (2000) investigated the outcomes of professional development and the staff training model within one private sector corporation, and found that organizational and leadership commitment to secure funding for professional development was essential. Lowden (2005), who used Guskey's (2002) model to evaluate professional development legislation, pointed out those Boards of Education may need to consider extra pay for professional learning for teachers. The budget should also cover the payment in time for Steering Group members. Neal (2005) identified that paying participants for their time encouraged them to participate. Bezzina (2006), who explored the perceptions of 300 primary and secondary school teachers concerning their professional development, found the lack of funding was the main reason for not implementing professional development programmes.

Davis (2008) pointed out that including an IT person to work with all decision makers who are researching technology within an educational arena is a critical point. There is a need for technology-experienced person to work with others as they can enrich the outcome of the educational product.

# The perceived impact of the CPD programmes on teacher practice and experiences

It can be deduced that the experiences of the five NQTs who participated in the CPD programme were more similar than different. From interviews with the teachers and observations of their classroom practice, a numbers of aspects emerged as a function of the CPD programme. The observed and perceived differences between teachers' classroom practices and experiences prior to and during the CPD programme can, in their view, be linked to various parts of the CPD programme input. Indeed, data collected from teachers during the first days compared with the data collected by the

end of the CPD programme revealed that teachers were able to introduce a number of strategies, ideas and issues that they had learned in the CPD programme.

Teachers consistently discussed their efforts to establish respect in the classroom. Initially, teachers regarded respect as inherent to their position as teachers, a perception also found in the work of Goodman (2009), who demonstrated that attitudes regarding respect can be seen as a teacher's defence mechanism against the possibility that their authority would be challenged in class. Respecting students was discussed at length, and the Saudi teachers learned that they needed to go beyond this defence mechanism and realize that respect in the classroom was dual-directional (Lo, 2009). The teachers were then better able internalize this concept of mutual respect and include strategies that allowed them to afford respect to their students. At the same time they realized previous actions had been disrespectful to students, such as pointing at students with their fingers, not calling students by their name, scolding students immediately in front of the class, and sharply dismissing students' ideas on how to proceed with the lesson. That these actions are disrespectful and that students find them offensive is supported by the literature (e.g. Covell, 2010; Ertesvag et al., 2010; Simmons and Page, 2010).

At the start of the study, teachers mainly employed direct instruction in the classroom. In accordance with the findings of Matthews and Farmer (2008), this is common practice not only for new teachers, but also for some experienced teachers. Interestingly, Folley (2010) and Kahl and Venette (2010) revealed that the overuse of the lecture method can potentially make the classroom learning environment boring and was more likely to decrease student motivation. Indeed, dealing with students' boredom emerged as a key issue for the new teachers in this study. After the NQTs were introduced to various strategies in lesson planning, communication skills and integrating technology aids in their lessons, they were able to exhibit greater diversity in the activities they asked their classes to complete. Teachers were also able to move away from more didactic styles of teaching towards more interactive teaching, that encouraged teacher-to-student as well as student-to-student interactions. According to the work of Vescio et al. (2008), Folley (2010) and Kahl and Venette (2010), both quantitative and qualitative evidence provide support for interactive and studentcentred teaching over teacher-centred teaching. However, it is also worth acknowledging that Pearman and Chang (2010) recently stated that an over-reliance on these "new age" teaching strategies and principles can also negatively affect students' learning experiences and outcomes. Thus, these Saudi teachers might be advised to be selective about the strategies they use for their students (teachercentred or learner-centred) in order to meet the needs of their classes. They were however able, to develop, the skill of reflecting on instructional strategies.

The CPD programme provided guidance for teachers to face the challenges of student misbehaviour and boredom, which are critical considerations in classroom management (Acee et al. 2010; McNally et al. 2009). Nett et al. (2010) revealed that despite teachers' best efforts, it is unavoidable that some students in the class will lose focus in the lesson. At the beginning of the study, the teachers were unaware of what they could do to stop students becoming bored. However, by the end of the CPD programme, teachers had developed different ways through which they were able to keep their students from becoming bored, including shifting from the current task to a different task or asking challenging questions of the students.

Data collected from classroom observations indicated that students were generally well-behaved, with only minor incidences of student misbehaviour evident across the duration of the CPD programme. Teachers claimed that the communication and lesson preparation CPD sessions had helped them address these incidences of misbehaviour more effectively. Kerr and Valenti (2009) and Bucalos and Lingo (2005) all point out that effective communication is at the core of behavioural management. In order for these Saudi teachers to be able to effect discipline in their classes, they must be able to communicate the rules of the class effectively to their students without antagonizing them (Bucalos and Lingo, 2005). Some specific practices were developed by the teachers in this study, such as being consistent with classroom rules and considering the number and escalation of incidences. The teachers realized the dangers of reprimanding students in front of their classmates, and chose not to do anything that would embarrass students. This differs from some of the teachers' initial perceptions about setting rules for discipline, which did not give as much regard to the rights of misbehaving students or to the importance of effective communication in creating a well-behaved and orderly classroom environment.

# Insights on and developments of attitudes and perceptions of new teachers

Various studies consider how new teachers carry with them a number of anxieties regarding their classroom practice and quality of teaching (Athanases and Oliveira, 2008; Alhija and Fresko, 2010; Gavish and Friedman, 2010). Kardos and Johnson (2007) explained that for a new teacher, going into a full-time teaching position is something that teachers are generally apprehensive about. In this study, teachers were

quite excited about entering the CPD programme. This was somewhat replaced by feelings of anxiety due to the mention of "my name is in pencil" and that their progress was not guaranteed. The greater responsibility of being in charge of one's own classes is something that many teachers fear (Gavish and Friedman, 2010); ;this was reflected in the initial attitudes of the teachers, and is shown best in how the teachers framed their initial relationships with colleagues and senior manager in their respective schools. The Saudi teachers did not feel particularly confident at the beginning, of their time as full-time teachers. The teachers described how they felt looked down on by other teachers because of their lack of experience, and how their relationship with head teachers was quite 'cold'. However, at the end of the CPD programme teachers explained that their relationships with their colleagues and the head teachers had improved. Giving participants a space to interact and discuss the challenges they faced, and to exchange classroom experience, gave an opportunity to provide professional and emotional support that these new teachers reported absent from their schools (Wynne and Wynne, 1986). Several of the teachers explained that they had their breakfast and coffee with their colleagues in school. Rami pointed out that the head teacher admired Rami's ability to manage his classroom and deal with student discipline, which contributed to improving his relationship with the head teacher.

Smith and Ingersoll (2004) have argued that CPD programmes should help new teachers cope with the wider community of school, by enabling them effectively to communicate with others. Of note, communication, working with others and developing good relationships with young people and children have been identified by the DCSF (Department for Children, Schools and Families, 2007) as necessary skills that new entrants should possess. Teachers showed anxiety about not being able to interact effectively with parents, and some felt at the start of the study that they were not prepared to confront parents on matters regarding students' educational progress and classroom behaviour. However, teachers' confidence was shown to improve over the CPD programme, and lessons learned from the programme were cited as one of the primary reasons for their growing confidence. In particular, the teachers discussed how attention to communication skills strengthened their confidence to interact with parents. As discussed by Alhija & Fresko (2010), teachers may sometimes feel overly conscious about speaking with parents because they are afraid that parents may make them feel inferior about their ability to communicate. However, through proper development of communication skills, teachers were able to change their attitudes concerning interacting with parents and became a little more confident in doing so (Kardos and Johnson, 2007)

# Perceptions of the CPD programme

Perceptions of the delivery

Teacher perceptions of the CPD programme delivery were generally positive. The teachers felt comfortable that they were in a group that allowed members to share their concerns and where they were able to help each other to think about ways to improve their practice. The inherent value of having different people together in a professional development experience has been cited by a number of studies (Boyle et al., 2005; Conlon, 2004; Cozza, 2010; Jones, 2003). Sanderson (2003) has argued that in addition to the professional benefits participants draw from the CPD opportunity, the opportunity to focus more on personal relationships with colleagues can also be a positive outcome for teachers. This observation was found to be true for all the teachers in this study. By the end of the CPD programme the Saudi NQTs believed they had got to know each other well and had become friends. Indeed, during the CPD programme, teachers learned to rely on each other for feedback and emotional support, in response to the various anxieties that come with being a new teacher (e.g. Kardos and Johnson, 2007). It allowed these teachers to seek a degree of reassurance through learning that others were also experiencing similar challenges and difficulties in their schools. With reference to their discussion about homework policy, there is a suggestion here that these teachers did indeed "...have the opportunities to discuss, think about, and try out new practices" (Lieberman, 1995, p. 503), even if these practices did not entirely fit with the particular policy of the schools.

Open discussion offered a forum where teachers could share their classroom experiences and activities freely without the fear of being judged or formally evaluated (Brock and Grady, 1997). Peckover et al. (2006) suggested that allowing teachers the opportunity to be involved in dialogue and collaborative work in professional development activities is likely to develop their ability to solve practice problems. Juuti et al. (2009) argued that the opportunity for participants to get involved in informal discussion should take place within any programme and not only during coffee breaks. Open discussion was particularly significant given the Saudi teachers claimed to experience some isolation, which they mostly attributed to the limited opportunities for professional contact with colleagues in their schools (e.g. Corum, 2001; Flores, 2006; Veenman, 1984).

Teachers claimed social interaction was quite limited in the school settings. This sense of isolation might explain why some new teachers sought support from outside school, particularly in the early days. Participants explained that they would talk to some family members and friends outside school in seeking advice. This is in accord with

Fox et al. (2010), who found that new teachers appreciated support from individuals outside the school, like friends and family who are interested or experienced in education.

New teachers' formal and informal support from inside and outside schools is significant in professional development as some felt that experienced teachers did not treat them as equals. There was even a suggestion that teachers felt their competence would be questioned if they shared their concerns and anxieties with senior colleagues. Not having mentoring (formal or informal) within schools seemed to reinforce the importance of open discussion that became a vital element of the CPD programme. Ben-Peretz and Schonmann (2000) described the knowledge exchanged during teachers' talk when they met each other in the teachers' lounge. In this study, open discussion acted as another congregational space for teachers to express their feelings, vent their frustrations and share their experience in a safe climate (Mawhinney, 2010).

Location of a CPD programme can influence a teacher's decision to attend. Hobson et al. (2009) found that 78 per cent of teachers indicated that the geographical location of professional development programmes had influenced their choices. In this study, teachers were supportive of the location of the facilities. However, they did not like the CPD programme location being based at the LEA centre. Their references to "my name is in pencil" might explain some of the discomfort with the CPD programme taking place at the LEA centre, where the welcome speech, in part had unnerved the NQTs.

The literature indicates professional development is most beneficial when it is school-based (Garet et al., 2001). However, it was not possible for the CPD programme to take place in the schools, as Saudi schools are not permitted to offer any CPD activities due their lack of authority to act independently. Apart from locating the CPD programme in the LEA centre, the teachers were positive about the facilities. Brand (1998) has pointed to the influence of conditions such as light, furniture and facilities on participants' perceptions and that a well lit room encouraged social interaction and furniture arrangement encouraged discussion and removed barriers between and among people. Saudi participants reported similar satisfaction with such arrangements as they were able to group together and face each other when sitting, unlike their previous or current experience where individual chairs and tables face the session leader or their students sit in rows in the classroom. Brand (1998) recommended a circle of chairs for more positive social interaction between participants, a formation which was used extensively in this study.

Teachers in this study were also positive about the available equipment and resources, such as the smart board, wide LCD screen and data show projector. Indeed, Hobson et al. (2009) found that providing and sharing resources were contributory factors associated with new teachers' enjoyment of professional development activities and their retention in the profession. Teachers were also positive about the refreshments and coffee provided. Neal (2005) pointed out that researchers can show their appreciation of participants' efforts and time by providing appropriate snacks and foods.

#### Perceptions of the programme content

Teachers were also positive about the content of the programme. Meeting their needs and helping them address some difficulties they had encountered, for example classroom management. Lewis et al. (1999) explained that inexperienced teachers are more likely to view CPD related to classroom management as important, and, as was seen here, all teachers were concerned with classroom management in the first weeks of teaching, especially their capacity to deal with behavioural problems while at the same time promoting student learning (see Poulou, 2007).

In the survival stage, new teachers focus on whether they are able to survive day-to-day challenges such as student discipline and classroom management (Katz, 1995; Stroot et al., 1998). The findings from this study concur with Fuller (1969), Katz (1995) and Moir (1990), in that these new teachers needed specific skills and practical advice to manage their classrooms, a sessions that was at the right time for these new teachers in Saudi as they focused on survival.

There is an argument the NQTs were also trying to survive because they wanted to receive a good evaluation from supervisors. "My name is in pencil" was particularly significant in that the new teachers were concerned about their assessment, and to some extent their adequacy. The researcher therefore suggests teachers' concern about their position and job contract might also be considered as an additional element within the developmental stages of teachers' concern theories as proposed by Fuller (1969), Katz (1995) and Moir (1990).

Similarly, data revealed teachers were positive about the sessions on planning and preparing lessons and using technology to develop resources. Stroot et al. (1998) referred to the limited ability of new teachers to plan during the early stages of their development, where they typically stick rigidly to their plan, not changing it even if they may need to do so. An endorsement of the Steering Group discussion to include a

session on planning and preparing lessons was evident in that teachers pointed to it as helping them improve their planning for lessons and their ability to produce effective planning sheets, which are usually submitted to the head teacher and any visiting supervisor from the LEA. Attention to technology and teaching aids met teachers interests and concerns (Sandholtz, 2001; Stroot et al., 1998).

The five NQTs were all particularly positive about the practical emphasis within the CPD programme, as opposed to theoretical aspects and educational theory. Dillon (2000) has similarly observed that teachers wanted CPD to be "hands on" and to provide practical activities rather than centre on theory. Like Draper and Christie (2004), in their research on the implementation of teacher induction arrangements in Scotland, the new Saudi teachers were also looking for practical advice that they could apply immediately, but were less positively disposed to some other elements of the CPD programme. They did not support the idea of undertaking projects investigating their own practice, saying that they did not have the time. The new teachers wished for some input on assessment strategies to use when making judgments on students' progress. Attention to assessment also included their own teaching, which led to some time during the CPD programme being devoted to expectations of teacher assessments, and more specifically what they were expected to demonstrate. It can only be speculated that issues surrounding "my name is in pencil" compounded this concern and thus promoted a request for the CPD programme to provide some input on classroom observation. An extension to the existing CPD programme might well give consideration to student assessment.

# Summary

This chapter has discussed the results of this study and compared it with the findings of previous studies that have been conducted in the field of the CPD for teachers. The study agrees with previous studies which outline the importance of including the teacher 'voice' when examining CPD. In this study, the collaborative design process enabled many voices to be heard. The presence and contribution of current practitioners certainly led to the inclusion of a number of topics that new teachers ultimately viewed as particularly important in their initial teaching. Steering Group members' perceptions of their experience of designing the CPD programme for new teachers was largely positive. Although negotiation between members of the Steering Group was at times difficult, they recognized the importance of working together and the need for partnership for the betterment of the new teachers' professional development. several recommendations were offered on how to improve the work in the future, and the benefits of replicating the work elsewhere. The provision of

resources was seen as an imperative. The Steering Group members suggested providing the group with an IT specialist in the future, as well as a budget and coordinator or leader for the group.

This study also agrees with other studies in that the existence of several orientations runs the risk of power dynamics discouraging the proceedings. Therefore, attention should be paid to this issue when establishing similar Steering Groups.

This study agreed with previous studies which indicated that NQTs face several challenges when they start teaching, such as classroom management, lesson planning and communication with others. Like other studies, new teachers were anxious about these challenges. This study argues that talking to new teachers about summative assessment in the early days could exacerbate the entrants' anxiety. Referring to the issue of "my name in pencil", this study argues that it is very important to be careful when addressing new teachers. In this study, the new teachers reported that the CPD programme content responded to their concerns and provided invaluable support and advice to many challenges they faced, such as classroom management, lesson planning, teaching aids and technology, and communication with others. NQTs found practical, hands-on activities very helpful. They were able to transfer a number of the CPD strategies to their practice, for example, using group activities, communicating the rules of their classroom effectively to their students, integrating technology and teaching aids in lessons, dealing with students' boredom and distractions, and communication with colleagues, students and parents.

NQTs were also positive about the delivery strategies used in the CPD programme designed by Steering Group, in particular open discussion and opportunities to work collaboratively with others. As discussed earlier, giving time and space for teachers to talk freely and share feelings and exchange experience provided an opportunity not only to seek professional support but also to receive emotional support from each other and vent frustration. All teachers felt isolated in their schools. However, the CPD experience subsequently provided a key support network. This study agreed with other studies that indicated the value of a safe and confident climate where teachers can share knowledge without fear of being assessed or criticized. Unlike other studies, this study outlines that providing on-going feedback to the Steering Group during the process of the CPD programme design was vital.

# Chapter six: Conclusion and recommendation

### Introduction

The purpose of this study was to investigate the development and implementation of a CPD programme for new teachers in Saudi.

Participants in this study included six individual members (the Steering Group) who designed the CPD programme. They were observed and interviewed. Five NQTs attended the CPD sessions. They were observed in their classroom by the researcher and interviewed across the implementation period and after each classroom observation. NQTs were also asked to keep a reflective diary to record their experiences.

The study undertaken in this thesis used the qualitative approach. Data were analysed inductively using the constant comparison process to answer three questions.

- 1. What were the perceptions and responses of the Steering Group members during the design of a CPD programme for NQTs in Saudi?
- 2. What was the perceived impact of the CPD programme on the Saudi NQTs' classroom practice and wider professional work in schools?
- 3. What were the NQTs' experiences with and views on the content, delivery and organization of the CPD programme?

#### Main conclusions

The following can be concluded from research question one, which investigated the experiences of the Steering Group participants during the design of the CPD provision for the new teachers.

Conclusions of the first research question

The first research question asked; what were the perceptions and responses of the Steering Group members during the design of a CPD programme for NQTs in Saudi? It could be concluded that the perceptions of the Steering Group members during the design of the CPD programme were largely positive. The collaborative design process enabled many voices to be heard. Considerable wisdom was evident as a number of different CPD orientations were considered. The authorship of the CPD was, therefore, conceptualized as collective. The presence and contribution of existing practitioners ensured that their voices remained central to discussions on possible content and modes of delivery.

It is, therefore, recommended that future design teams continue to include teachers' voices in conversations about suitable induction for new entrants in Saudi and possible reform to the structure and purpose of initial teacher preparation. Given the strong centralised nature of education in Saudi it was not surprising that negotiation between Steering Group members proved difficult. Notwithstanding this, there was a collective recognition of the importance of sustained support for new teachers, something that now seems quite critical for Saudi Steering Group members pointed to CPD development as being essential for the Saudi system in the future. Multiple perspective and agendas were evident through the various CPD orientations that initially emerged during the discussion process, hence, its eclectic nature as a form of CPD.

However, members raised several practical and helpful issues which need to be considered for this to become a reality. Recognition within the existing structure of the education system in Saudi is perhaps unclear at this stage specifically to whom a similar group should be accountable.

#### Conclusions of the second research question

The second research question asks: What was the perceived impact of the CPD programme on the Saudi NQTs' classroom practice and wider professional work in schools? Overall, Saudi new teachers were positive about the perceived impact of the CPD programme on their classroom practice and their life in schools. Teachers were quite excited about entering the CPD programme. However, this was a little tarnished by feelings of anxiety due to the unfortunate and unplanned welcome remarks by an LEA member that led to the issue of "my name is in pencil" being particularly prominent. However, the programme helped teachers in a number of ways, both professionally and emotionally.

Currently in Saudi Arabia there are no mentoring arrangements in schools. The inclusion of complementary mentoring support within the CPD programme was initially considered during the development of this thesis, but was subsequently viewed as a step too far, given the infancy of (structural) CPD in Saudi. The identification and training of experienced teachers can be viewed as a potential development of this thesis, where experienced teachers are allocated to support new teachers through professional conversations and observation of their teaching. Interestingly, it could be argued that the researcher somewhat played the role of a mentor during the research, which further confirms a mentor as a necessary ingredient of broader CPD and support for Saudi new teachers. This role now seems critical in view of the isolation and

vulnerability of the NQTs in this thesis, irrespective of the impact of CPD on individual teachers.

It is also argued that the CPD programme became a substitute mentoring forum and was a place for teachers to talk and share their experiences. One positive factor is that teachers' general confidence was shown to improve over time and the programme encountered teachers to reflect upon some aspects of their previous practice (e.g respect in the classroom)

A further conclusion of this thesis is that many of the strategies presented did become classroom practice. Practical, hands-on activities were particularly welcomed. In sum, teachers were able to transfer a number of CPD elements to their practice: a) teachers developed a different learning environment for their students, such as using group activities; b) teachers were able to communicate the rules of the class more effectively to their students without antagonizing them, while maintaining rules and language that were more manageable for the students; c) in lesson planning and in integrating technology aids in lessons, teachers were able to exhibit greater diversity in the activities they implemented in their classes and to deal with some challenges, such as students' boredom and disinterest; and d) the CPD programme began to help teachers to communicate with colleagues, their students and parents. The emergence of a "community of mutual learning" was a principal feature of these teachers' CPD experience.

#### Conclusions of the third research question

The third research question asked: What were the NQTs' experiences of and views on the content, delivery and organization of the CPD programme? This thesis concluded that the new teachers were positive about the content, activities and delivery of the CPD programme, and the data pointed to a number of characteristics of effective professional development which have been articulated in the literature (e.g. Guskey, 2000). Specifically, teachers supported the notion that the programme was sustained, and that it was delivered continuously over several weeks with sufficient space between the sessions to allow them to introduce aspects of the programme into their teaching and reflect on these efforts. The CPD location was large, clean, well lit and well resourced. The environment was positive, in addition to the provision of suitable refreshments and coffee breaks. The fact that the programme was conducted at a professional centre enabled teachers to meet together regularly. This persisting group became an emotional support network that was deemed highly essential given the isolation in school.

Teachers' suggestions for additional CPD content could lead to a lengthier programme. That NQT's wanted additional sessions to deal with further topics such as strategies for the assessment of students would appear to point to a shift in concerns away from them to an emerging concern about the impact on students.

## Contributions and limitations

#### Contributions of this Study

The results of this study make a number of contributions not only to Saudi education but further afield. This study offers one direction to shape the future of CPD in Saudi, and it is provides valuable information to policy makers in Saudi. The findings of this study offer a detailed picture, not only on the process of design of professional development (to establish appropriate CPD programmes for teachers) but also guidance on the structure and delivery of such programmes. As has been indicated there are currently very limited CPD opportunities available for teachers (in particular new teachers) in Saudi. To raise both the presence and status of CPD in Saudi Arabia will require systematic efforts to develop more effective CPD programmes, particularly for new teachers. This thesis seeks to offer a possible way forward by providing an evidence base to inform this work around both the process of programme development and the 'lived' experiences of the teachers completing such a programme.

One of the most important contributions of this study is that it is, to the researcher's knowledge, the first attempt to investigate the process of designing a CPD programme using the collective wisdom of multiple stakeholders, followed by an in-depth investigation into the perceived impact of the programme on teachers' classroom practice and their life in schools from day one of their first post. Sensitivity to existing structure around education in Saudi was taken in to account in the establishment of the Steering Group.

The collective authorship of the CPD programme in this study had the advantage of bringing together various positive elements from several orientations to structure a CPD programme for NQTs in Saudi. The combination of the practice-based elements and the top-down approach contributed to the positive structure of the CPD programme.

This study has set out one version of CPD and offers a combination of orientations concerning professional development in Saudi. It outlines the various visions of stakeholders concerning teacher professional development, and the Steering Group

was able to construct an amalgamation of these. Acknowledging the different orientations that are likely to drive the direction of CPD is vital for decision makers in teacher education and in-service education in Saudi.

# Study limitations

This study has a number of limitations. The teachers who participated in the study were allocated to schools by the LEA. The researcher then sought volunteers from schools (in one region, the Maddenah region in Saudi) to participate in the study, and ultimately identified three schools that were geographically convenient for the researcher to gain access and construct a manageable timetable for data collection.

All participants were Islamic education teachers and were observed teaching the subject during the eight weeks of the study. Therefore, different results might be found if a similar study were conducted with a sample of teachers who were to teach other subjects.

As indicated, some the Steering Group members were known to the researcher.

Therefore, generalizing this study's findings beyond this group cannot be secured.

In view of the infancy of sustained CPD for Saudi teachers, this study did not directly measure student achievement to evaluate the effectiveness of the CPD programme. Therefore, to take this research forward, collection of some evidence of student achievement would provide an even stronger evaluation of CPD. Guskey (2000) and Keay, (2009) suggested one possible way is to test the students before and after their teacher has participated in CPD in order to determine any impact of CPD on student achievement.

The researcher was present during the observation of the Steering Group meetings, the CPD sessions and the teachers in their classrooms, which may have impacted on the behaviour and views of participants. However, the researcher maintained an unobtrusive presence during the classroom observations and CPD sessions, and was only invited to contribute during Steering Group planning meetings for the purpose of clarification, to suggest possible resources and materials and also to translate from English to Arabic. The researcher did not make decisions, settle any arguments or stop debates. Time has been identified as a factor in securing reliable data (Glesne and Peshkin, 1992). The researcher spent approximately 15 hours observing planning meetings, approximately 22 hours observing CPD sessions and a total of 10 hours observing teachers in the classroom.

As has been explained already, The design of the CPD programme would be even more effective if it had included the beneficiaries themselves, i.e. new teachers.

Researcher subjectivity is declared as the researcher has a specific interest in the development of CPD in Saudi Arabia, but he implemented a number of strategies to obtain reliable and trustworthy data including a) time spent in the setting, b) triangulation across participants and methods in terms of interviews, observation and the reflective diary, c) peer debriefing with the thesis supervisor, who played devil's advocate and challenged interpretation of the data, and d) verbally sharing initial interpretation of the data with the participants to seek any views and correspondence.

# **Implications**

Implications for Saudi

That the contribution of teachers to the design of the CPD programme led to the inclusion of a number of topics that the new teachers ultimately viewed as important to their particular stages of professional development, CPD providers may wish to pay attention to the collective design of the CPD programme and appreciate teacher participation and voice when designing future CPD programmes.

Decision makers might benefit from Steering Group partnership programmes between the Ministry of Education and universities, for further collaboration and cooperation around teachers' preparation and in-service development. There is a case for the formalisation of Steering Group to provide an official presence backed by resources from the centre, clearly, connection with the Ministry of Education is needed to showcase work such as this and the impact it can have on teachers. It would seem timely to connect with the on-going work known as 'Tatweer' (a national scheme aimed at developing the education system in Saudi).

The design of the CPD programme needs further discussion, such as who will 'champion' seeking official recognition for the Steering Group, and allocate resources and budgets that are required in order to engage in such work. Presently, only the Ministry could do so, therefore, consultation with them is now vital.

Although the teachers were quite excited about entering the CPD programme, they were also anxious about being assessed. Therefore, the decision makers should seek a clearer distinction between processes for summative assessment of teaching and ongoing support for new teachers. Teacher assessment in Saudi Arabia does not take

place according to recognized national standards. Consequently, there is a need to build national standards for teaching, linked to teacher assessment.

This study revealed that there were many factors that contributed to the difficulties and challenges new teachers faced, such as workload, similar performance expectations as for experienced teachers, and lack of planned efforts to socially integrate new teachers into the school community. Decision makers might pay attention to the role of the schools in helping the CPD programmes to support new teachers within their first weeks in school. Relying solely on the CPD programme to support new teachers, without the full cooperation of schools, is likely to weaken CPD efforts to support new teachers.

Early investigation of challenges that might face the development of a CPD programme is an essential stage in the implementation of CPD programmes. The result of this study revealed many challenges when implementing a CPD programme, such as lack of resources and equipment in schools. Head teachers might consider these elements in order to support the CPD programme's aims in supporting new teachers.

It would seem timely for early consideration of a mentoring programme where individuals identified in schools provide on-going support for NQTs during their CPD programme work. One possible way is the Steering Group run a parallel CPD programme to that for NQTs for mentors. The aim for such programme would be; first, set the necessary arrangements to implements mentoring policy in schools. Second, to train mentors, who perhaps would be experienced teachers, on how to become mentors and provide them with mentoring skills. Third, to connect with those mentors in schools to further development for programmes, the CPD for NQTs and the mentoring programme. Such aims would also provide the basis for further research.

#### Implications for understanding the field

As mentioned earlier, there are many studies which have attempted to investigate teacher professional development. However, to the researcher's knowledge, this is the first attempt to investigate the collaborative design process of one CPD programme involving various stakeholders, the perceived impact of that programme on teacher classroom practice, and the participants' perceptions of the content delivery and organizational features of the CPD programme.

Some of the study results in this thesis are similar to other studies that have been carried out in different cultures and education systems (e.g. Cozza, 2010; Dillon,

2000; Goodall et al., 2005; Juuti et al., 2009; Kardos and Johnson, 2007; Lowden, 2005; Lewis et al., 1999; Mawhinney, 2010; Moir, 1990; Purdon, 2000; Stroot et al., 1998; Vescio et al., 2008). This study identified many benefits of collective authorship in designing the CPD programme for teachers. It also found that there are various orientations towards professional development in Saudi Arabia that may not have appeared without the engagement of various stakeholders in debate and collaborative work to design the CPD programme, an original aspect of this thesis.

Although this study was in a different environment and context to other studies, the result of this study agrees with the results of many of the other studies. This means that collaborative design of CPD programmes for teachers is beneficial in identifying the appropriate content and delivery strategy of CPD, despite the differences between cultures and education systems.

There is an on-going debate between educational decision makers in many countries about the role of the schools and teacher training institutions, and whether teacher preparation should be in partnership with schools or whether schools should be the "natural home" for teacher preparation (e.g. White Paper, 2010). Schools did not take any direct role in supporting the design of the CPD programme in this study. However, the study recognized the effective role that schools can play. The situation in Saudi Arabia is particularly different as schools do not offer CPD due to centralism, and schools lack the authority to act independently. Schools in Saudi Arabia are not yet on an equal footing with teacher preparation institutions. The researcher argues that the debate in Saudi should focus, at this stage, on establishing partnerships between schools, LEAs and universities, for the betterment of teacher professional development. It would therefore appear that the Saudi situation is quite far from a more schools-based CPD arrangement and that the collaborative, multiple stakeholders approach is more suited to its needs at this time.

Although Steering Group members in this study focused on professional aspects when designing the CPD programme, the open discussion element played an effective role not only in helping the new teachers to vent frustration but also in helping these new teachers to exchange knowledge and experience. Therefore the inclusion of unplanned and undetermined open discussion time for teachers both contributed to the informal learning which did not occur in this study and offered a forum that accommodated teacher's emotional support needs.

#### Recommendations

The researcher in accordance with this study recommends the following actions. Recommendations for the Ministry of Education

The Ministry of Education in Saudi Arabia would benefit from initiating induction programmes for NQTs. Programmes such as the one employed in this study offer one possible aspect of induction that could be extended to include additional topics suggested by new teachers, for example, assessment. A major benefit of this study was that not only did the teachers reflect on the effectiveness of the CPD in terms of classroom practice but they also offered comments on a number of other elements: CPD delivery, location of the CPD programme, length of CPD sessions and timing or frequency of CPD sessions. Therefore, future developments now have access to a more holistic CPD experience from which to draw in developing identical or near similar ventures.

The Ministry of Education should improve materials and resources. Teachers (particularly new teachers) would benefit from access to the necessary equipment in the classroom, including computers, smart boards and a data projector. Schools would be advised to establish an Internet service available to all teachers.

The Ministry of Education might consider the preparation and training of teachers to work as mentors with new teachers in their school, complementing CPD work undertaken beyond the school (discussion and observation of teaching). Mentors would also contribute to fulfilling the observation of the new teachers, as this study suggests.

#### Recommendations for CPD providers

CPD programmes should be designed collaboratively by representatives of various stakeholders such as universities, schools and the LEA. In the future, the participation of others, such as parents, students, school leaders and supervisors from the supervision department in the LEA, is recommended.

The dynamic power of the Steering Group during the design process should be considered very carefully. Every member of the Steering Group should have a chance to participate. The potential role of Head teachers may need to be considered, (which was not done in this thesis), given the need for the stronger CPD programme; school links for the purpose of mentoring and/or induction.

Provide Steering Group members with all the facilities they need to develop and implement CPD programmes, such as a budget that can be spent on CPD design costs and an IT specialist who can deal with technical issues.

The content of the CPD programme should be principally based on hands-on advice that teachers can immediately take to their classrooms.

The CPD programme is advised to include a gap between sessions to allow sufficient time for teachers to reflect on what they learned from sessions and to reflect on their practice over time.

The CPD programme would benefit from the inclusion of a mentoring element. Mentoring would permit the opportunity for teachers to receive feedback on their classroom practice on a formative basis.

Include specific time within the CPD programme to allow teachers to have a dialogue and openly discuss and exchange knowledge concerning teaching techniques and classroom practice.

The CPD programme should consist of on-going feedback during the implementation of the programme, to inform the Steering Group about the CPD programme process. This would allow the opportunity to make any required changes to future sessions.

#### Recommendations for further studies

After conducting this study it is evident that there is a strong need for further studies in Saudi Arabia to increase the general understanding of professional development for new teachers, in particular the potential for collective authorship of CPD programmes (both here and elsewhere). This might help decision makers progressively to plan and implement effective CPD programmes that recognize the effective features of professional development. The researcher therefore recommends the following as potential ideas for future inquiry:

- This study revealed that stakeholders had various orientations towards the CPD programme; therefore it may be beneficial to further investigate these orientations.
- The duration of this study was limited to 11–12 weeks. It is recommended to conduct a similar study for a longer period, including some of the content recommended by the new teachers in this thesis.

- This study was conducted in one region in Saudi. Therefore it may be beneficial to implement a similar study in other regions and to compare the results with this study (either direct or a systematic replication).
- This study did not include the participation of school leaders, parents or students. Therefore, it may be useful to conduct other studies to further expand the authorship of the CPD programme, which emerged as a key feature of this study.
- This study was implemented with the participation of new male teachers. It may be beneficial to replicate this study with new female teachers.
- This study targeted new teachers in primary schools. It may be beneficial to replicate or extend this study to new teachers in middle schools and high schools.
- Examine the addition of school-based mentoring element to act as a bridge to CPD, with support and advice for new teachers from more experienced teachers.
- Further evaluate the effectiveness of CPD through evidence gathered from students' progress and achievement.

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# **Appendices**

Appendix 1 the CPD activity, data collection and the researcher role

No	Activity	Data collection instrument	The researcher role
1	CPD programme design	Observation Interview	Observer Interviewer Facilitator
2	Introducing the CPD programme Post CPD interview First session	Observation Interview	Observer Interviewer Facilitator
3	Classroom observation + post-lesson interview	Observation Interview	Observer Interviewer
4	Second session	Observation	Observer
5	Classroom observation + post-lesson interview  Post first two sessions' interview questions	Observation Interview	Observer Interviewer
6	Third session	Interview Observation	Interviewer Observer
7	Classroom observation + post-lesson interview	Observation Interview	Observer Interviewer
	Fourth session	Observation	Observer Facilitator
8	Classroom observation + post-lesson interview	Observation Interview	Observer Interviewer
	End of programme interview	Interview	Interviewer

## Appendix 2 Questions for the programme interview

#### A) Questions for the pre-programme interview

- introduction
- thanks to respondents for their time
- mention the nature and the importance of the research
- assure interviewee of absolute confidentiality

Bac	ckground information
	namecode
	age

- You are about to start your teaching career. Tell me, what is in your mind?
- What do you expect teaching to be like in the first year?
- What are you concerned about now? What are you unsure about now?
- What challenges do you think you might face in the school?
- What challenges do you think you might face in the classroom? How might you deal with them?
- Why might CPD be important for you? Explain.
- In what CPD area do you think that you will need to be supported in the next three months?
- What kind of CPD do you think will be good for you worth choosing?
- If you are offered some CPD training what do you want this to be like?
- Who do you think you would speak to more about your concerns and problems?Why?
- Do you see yourself as a teacher for a long time?
- Is there anything you would like to add concerning your first appointment as a teacher?
- Other questions as necessary or as will emerge.

### b) Post-lesson interview questions

- introduction
- thanks to respondents for their time
- mention the nature and the importance of the research
- assure interviewee of absolute confidentiality

Background infor	mation	
name	code	 
age		

- To what extent do you think you were able to introduce the intended strategies, resources? Give me some examples.
- What worked the best? Why?
- List further support you think you need to be provided with?
- Any thing else you want to tell me about in relation to the lessons you have just taught?
- Other questions as necessary or as will emerge.
- Other questions as will emerge from the data.

#### c) Post first two sessions' interview questions

- introduction
- thanks to respondents for their time
- mention the nature and the importance of the research
- ensure interviewee of absolute confidentiality

Background information	
namecode	
age	

- You have spent about four weeks in school. How do you feel? Was it what you expected?
- What have you been pleased about?
- What are you concerned about right now? How does it concern you in comparison with your initial concerns on the first days in your career?
- What are your biggest challenges right now?
- How have you tried to overcome these challenges?
- Were there things you did not achieve? Why so?
- In what ways have the CPD sessions helped your practice?
- Describe the support you have received in the school.
- Reflect on the CPD. Tell me about your experience so far.
- What other support do you need?
- How might your teaching be improved?
- Other questions as necessary or as will emerge.
- Other questions as will emerge from the data.

#### d) The final interview questions for NQTs

- introduction
- thanks to respondents for their time
- mention the nature and the importance of the research
- · assure interviewee of absolute confidentiality

Bac	ckground information
	namecode
	age

- Now that you have spent weeks in post, how have the sessions gone?
- What are you concerned about right now? How does it concern you in comparison with previous days in your career?
- What are your biggest challenges right now?
- How have you tried to overcome these challenges?
- What were the most useful knowledge and skills you acquired from the CPD?
- What reaction do you have to:
- (b) delivery?
- (c) content?
- (e) activities?
- (f) location?
- How might the sessions be improved?
- Other questions as necessary or as will emerge.
- Other questions as will emerge from the data.

# e) Questions for the Steering Group interview

- introduction
- thanks to respondents for their time
- mention the nature and the importance of the research
- assure interviewee of absolute confidentiality

	Background information  Namecode
	Interview questions:
1.	Do you think that the Steering Group was able to recognize the professional development agenda for NQTs?
2.	Do you think that Steering Group was able to determine the right content for sessions?
3.	Do you think that Steering Group succeeded in selecting appropriate delivery strategies?
4.	Was there any thing you disagreed with the Steering Group about?
5.	How do you think that the Steering Group could be developed in future?
6.	What is your experience, as a member of Steering Group, in terms of working with the Group, working with members from different backgrounds and planning a programme for NQTs?
7.	What do you think about having a Steering Group to set a CPD programme for NQTs?

8. Is there any thing you would like to add?

## Appendices 3 Ethical papers



Mr Abdulaziz Alharbi School of Education 32 University of Southampton University Road Highfield Southampton SO17 1BJ

11 December 2008

RGO Ref: 5946

Dear Mr Alharbi

Project Title Newly qualified teachers' perceptions of their early professional development in Saudi Arabia secondary school

This is to confirm the University of Southampton is prepared to act as Research Sponsor for this study, and the work detailed in the protocol/study outline will be covered by the University of Southampton insurance programme.

As the sponsor's representative for the University this office is tasked with:

- 1. Ensuring the researcher has obtained the necessary approvals for the study
- Monitoring the conduct of the study
- 3. Registering and resolving any complaints arising from the study

As the researcher you are responsible for the conduct of the study and you are expected to:

- Ensure the study is conducted as described in the protocol/study outline approved by this
  office
- Advise this office of any change to the protocol, methodology, study documents, research team, participant numbers or start/end date of the study
- Report to this office as soon as possible any concern, complaint or adverse event arising from the study

Failure to do any of the above may invalidate the insurance agreement and/or affect sponsorship of your study i.e. suspension or even withdrawal.

On receipt of this letter you may commence your research but please be aware other approvals may be required by the host organisation if your research takes place outside the University. It is your responsibility to check with the host organisation and obtain the appropriate approvals before recruitment is underway in that location.

May I take this opportunity to wish you every success for your research.

Yours sincerely

Dr Lindy Dalen

Research Governance Manager

Tel: 023 8059 5058

email: rgoinfo@soton.ac.uk

Corporate Services, University of Southampton, Highfield Campus, Southampton SO17 1BJ United Kingdom Tel: +44 (0) 23 8059 4684 Fax: +44 (0) 23 8059 5781 www.southampton.ac.uk

# CONSENT FORM

study title: Study Title: The development and impernentation of a CPD Pro	gramme ro
Newly Qualfied Teachers In Saudi Arabia	
Researcher: Abdulaziz Alharbi	
RGO Ref - 5946	
Please initial the box(es) if you agree with the statement(s):	
have read and understood the information sheet (date/version no.) and have had the opportunity to ask questions about the study	
agree to take part in this research project and agree for my data to be used for the purpose of this study	
understand my participation is voluntary and I may withdraw at any time without my legal rights being affected	
Name of participant (print name)	
The researcher; Abdulaziz Alharbi	
the researcher signature:	

# Appendix 4 The CPD programme outline

Session 1 Topic: Classroom Management

Purpose of session: this session is designed to assist new teachers with classroom management. It shares some techniques to deal with managing learners, equipment and space.

#### Objectives of session:

- participants can use effective strategies to discipline students in a firm, caring and respectful manner
- participants can develop appropriate rules for the classroom
- participants acknowledge some techniques related to different sitting arrangements (for example rose, horseshoe and a group of desk)
- explore role of classroom rules in establishing an effective learning environment
- provide participants with practical strategies for promoting appropriate student behaviour, an effective learning environment and for dealing with misbehaviour/off task behaviour.

Time	Learning activities	Resources		Role of session leader		of teachers	Outcome
5 minutes	Welcome participants, introduce self, participants' names and session outline	PowerPoint	Intro	duce the on		n and cipate	Get a general idea about the session
5 minutes	Warm-up - learning activity Brainstorm activity about some aspects of classroom management e.g. what do you know about class management?	Cards	Facili leadi	tating and ng	Participate Listen to the instruction		Participants identify expecting classroom challenges and problems
30 minutes	PowerPoint presentation on:     classroom management challenges facing new teachers     principles of classroom management     classroom management strategies	PowerPoint Whiteboard Pen	Lead Facili Ask o Answ quest	questions ver	Listen Participate Discuss Ask questions Answer questions		Participants understand classroom challenges and recognize classroom management strategies
25 minutes	Learning activity Some mistakes in classroom management	Video clip Exercise paper (number 1)	Facili	tating	Watch the video clip Complete the exercise		Participants identify and discuss some mistakes in classroom management
15 minutes		Break					
40 minutes	PowerPoint presentation on:     preparing the classroom     classroom procedures     and rules     working	PowerPoint Flipchart Video clip	 	Facilitate Lead Discuss Ask question		Listen Participate Discuss Ask	Participants identified some techniques to set classroom rules/ routine and to encourage students to

	collaboratively/cooperatively classroom routine seating arrangements time management		Answer questions	questions Answer questions	be active learners
15 minutes	Group activity Preparing a list of rules/classroom routine	Exercise paper Pen	Facilitate	Complete the exercise	Participants create list of rules and routines
30 minutes	PowerPoint presentation on:  techniques to gain students' respect minimizing distractions dealing with difficult situations reflection	PowerPoint Flipchart Cards	Facilitate Lead Discuss Ask questions Answer questions	Listen Participate Ask questions	Participants recognize techniques to minimize distractions and deal with classroom difficulties. Participants recognize the importance of reflection and techniques to reflect
30 minutes	Group activity Watch video about classroom rules/routines	Video clip	Facilitate	Watch video clip View and participate in the discussion	Learn from others how to set classroom rules and routines
20	PowerPoint presentation on: Saudi school policy (e.g. punishment policy, procedures and rules)				
15 minutes			Break		
45 minutes	Open discussion  - general discussion about various issues discussed in the session  - my name is in pencil	White papers Cards Pen	Discuss and share	Facilitate the discussion between participants	Participants exchange experience and learn from each other Participants listen to each other Participants discuss freely any further issues
15 minutes	Summary and close	PowerPoint	Summarize the session	Listen and participate in summary	Recognize and identify key points of the session

Session 2 Topic: Planning and Preparing Lessons

Purpose of Session: the purpose of this session aims to provide participants with techniques on how to plan lessons.

Objectives of session:

- Learn about common mistakes in lessons planning
- Use technology and software to support the planning of lessons
- Involve and motivate students to participate in lessons.

Time	Learning activities	Resources	Role of leader	session	ession Role of teachers		Outcome		
30 minutes	Feedback from previous session	PowerPoint Board	Lead Answer questions Give feedback			en, ask stions		pants receive general ack about their practice	
5 minutes	Welcome participants, Introduce self, Participants' names and agenda	PowerPoint					Get a general idea about the session		
15 minutes	Learning activity Some common mistakes in planning lessons	Cards PowerPoint	leading		ng Participate		comm lesson	pants learn about some on mistakes in planning s and share knowledge xperience	
25 minutes	Lecture on:  • daily/monthly/ yearly lessons plans • lessons planning; process and steps	PowerPoint Whiteboard Pen	Lead Facilitat Ask que Answer questio	estions Discuss Ask		icipate cuss stions wer	daily/r lesson identif	ecognize elements of aily/monthly/yearly elements of sson planning entify business planning rocess and steps	
15 minutes	Learning activity Planning activities	Video clip	Facilitating		Wate	scuss from ot		pants watch and learn others' experience on how n a lesson	
15 minutes				Break					
25 minutes	examples of     lesson planning     template     student cantered     pedagogy     approaches     utilizing     feedback from     students to     improve     planning     student-student     learning     homework	PowerPoint Video clip Cards Handouts	deo clip irds		S S	Listen Participate Discuss Ask questions Answer questions		recognize lesson planning template     identify some techniques to motivate students     explore various ideas on how to give students more choices for homework	
10 minutes	Group activity  create a lesson template demonstrations and presentations of lesson plans	Exercise paper Pen		Facilitate		Participa create a plan tem	lesson	Participants create a lesson template and demonstrate it	

30 minutes	integrating technology in lesson planning and the use of software (mind map/free mind)	PowerPoint	Facilitate Lead Discuss Ask questions Answer questions	Listen Participate Ask questions	Learn how to use some software to plan lessons
15 minutes			Break		
40 minutes	Group activity Practice using software to plan lessons	Computer Handouts	Facilitate	Work on computer Read instruction in handouts	Exercise Preparing and planning for a listening exercise using software
55 minutes	Open discussion tissues related to the session teachers' assessment system teachers' duties and rights.	White paper Cards Pen	Discuss and share	Facilitate the discussion between participants	Participants exchange experience and learn from each other. Participants discuss freely any further issues
10 minutes	Summary and close	PowerPoint	Summarize the session	Listen Participate	Recognize key points of the session

Session 3 Topic: Using Technology and Teaching Aids in the classroom Purpose of session: this session is designed to assist new teachers to develop skills to use technology in their classroom and produce teaching aids.

#### Objectives of session:

- Develop skills to use technology and teaching aids
- Produce teaching aids for their classroom
- Share experience and learn from each other.

Time	Learning activities	Resources	Role of session leader	Role of teachers	Outcome
30 minutes	Feedback about classroom practice	PowerPoint Board	Lead Answer questions Give feedback	Listen Ask questions	Participants receive general feedback about their practice
5 minutes	Welcome participants, introduce self, participants' names and agenda	PowerPoint	Introduce the session	Listen Participate	Get a general idea about the session
7 minutes	Warm-up learning activity Why do we need technology and teaching aids? What do we need before using technology and teaching aids?	PowerPoint presentation	Facilitating and leading	Participants listen to the instruction	Participants explain, discuss their perceptions about using technology and teaching aids in the classroom
20 minutes	PowerPoint presentation on:  types of technology and teaching aids  advice and guidelines when using technology and teaching aids	PowerPoint Whiteboard Pen	Lead facilitate Ask questions Answer questions	Listen Participate Discuss Ask questions Answer questions	Participants understand the concept of technology in teaching aids. Participants recognize various types of technology and teaching aids
25 minutes	Practice using PowerPoint and data show projector	PowerPoint Flipchart Handouts Paper	Facilitate	Participate Listen Discuss	Participants learn how to use PowerPoint to deliver lessons and use the data show projector with PowerPoint

15 minutes		Break	k		
40 minutes	Learning activity  Design PowerPoint presentation	Computers Instructions in handout	Facilitate Answer questions	Participants practice designing with and using PowerPoint and the data show projector	Participants particularly learn how to use PowerPoint and the data show projector
One hour and 15 minutes	<ul> <li>hands-on activities</li> <li>demonstrating and producing teaching aids</li> </ul>	PowerPoint Flipchart Cards Materials (e.g. glue, colours, scissors, papers and cartoons)	Facilitate Observe Discuss Ask questions Answer questions	Listen Ask questions Answer questions	Participants use various items of technology equipment and produce some teaching aids
15 minutes		Break			
40 minutes	Open discussion  - continuing evaluation system for students  - workload	White paper Cards Pen	Discuss and share	Facilitate the discussion between participants	Participants exchange experience and learn from each other Participants listen to each other Participants discuss freely any further issues
10 minutes	Summary and close	PowerPoint	Summarize the session	Listen and participate in the summary	Recognize and identify any key points of the session

Session 4 Topic: Communication Skills

Purpose of session: the purpose of the session is to give new teachers tips and techniques on communication with others.

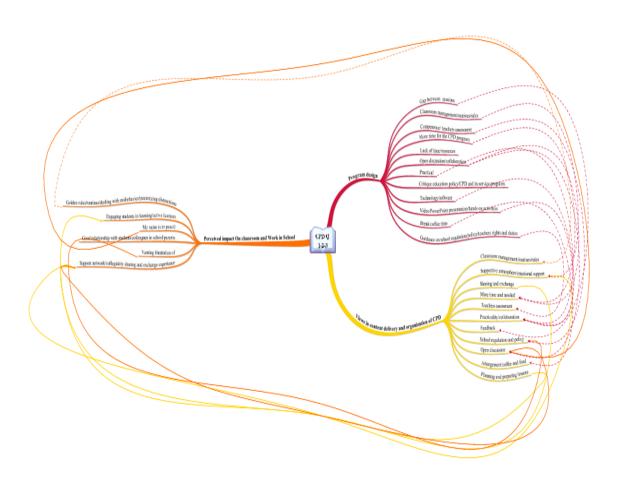
Objectives of session:

- Explore the importance of language and communication and the difference this can make in how others respond
- Recognize body language
- Get messages across clearly
- Actively listen to others and ask effective questions to ensure understanding.

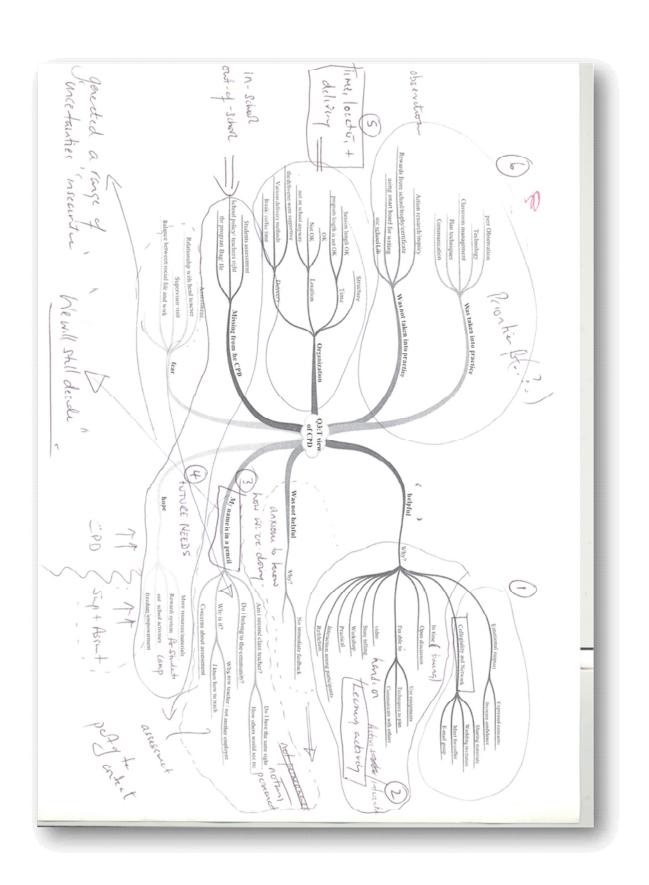
Time	Learning activities	Resources	Role	of session	Role	e of	Ou	ıtcome
			leade	er	tead	chers		
30 minutes	Feedback from previous session	PowerPoint Board		ver tions feedback	List Ask que			ticipants receive general dback about their practice
5 minutes	Welcome participants, introduce self, participants' names and agenda	PowerPoint	Introduce the session			Listen and participate		t a general idea about the ssion
10 minutes	Warm-up learning activity Power of effective communication	Video clip	Facilitating Leading		List	Watch Listen Discuss Listen,		rticipants identify the portance of communication lls for teachers
30 minutes	PowerPoint presentation on:  effective communication elements  listening skills	PowerPoint Whiteboard Pen	Answ	questions	Disc Ask que Ans	Discuss Ask questions Answer questions		arn about effective mmunication elements and tening skills and use ective questions
10 minutes	Learning activity exercise on listening skills	Exercise paper			the exe and disc	nplete rcise cuss it roups		rticipants reflect on how to plement listening skills
15minutes			Break					
40 minutes	Body language Eye contact Face expression  • using the gesture and signs • voice and tone	PowerPoint Flipchart Video clip		Facilitate Lead Discuss Ask questio Answer questions	ns	Listen Watch Discuss Ask questic Answer questic	ns	Participants learn some aspects of eye contact, body language, voice and tone
15 minutes	Group activity Demonstration of some communication skills	PowerPoint		Facilitate Answer questions		Watch Discuss		Participants demonstrate some communication skills and identify other communication skills
40 minutes	techniques to gain students' respect	PowerPoint Flipchart		Facilitate Lead		Listen Ask questic	ns	Identify techniques to respectfully communicate and deal with students,

	setting a good example     building relationship with students     communicating with parents     communicating with administration and teachers' colleagues	Cards	Discuss Ask questions Answer questions		parents and teachers' colleagues
15 minutes			Break		
10 minutes	Group activity Some common mistakes when communicating with others	Watch video PowerPoint	Facilitate Lead Explain Ask questions Receive questions	Watch Discuss Ask questions Answer questions	Learn from others' mistakes when communicating with people
45 minutes	Open discussion  - some issues related to the session  - teaching profession regulation	White papers Cards Pen	Discuss and share	Facilitate discussion between participants	Participants exchange experience and learn from each other Participants listen to each other Participants discuss freely any further issues
15 minutes	Summary and close	PowerPoint	Summarize the session	Listen Participate in summary	Recognize and identify any key points of the session

# Appendix 5 Sample of visualizing categories/themes using iMindMap



# Appendix 6 Sample of visualizing categories/themes using iMindMap and debriefing with supervisor



## Appendix 7 Sample of the CPD resources and handouts

### مهارة التعرف والاتصال بالاخرين



الق السلام على من عرفت ومن لاتعرف قدم نفسك

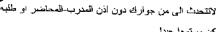
ناقش مع شريك زميك توقعاتك وطموحاتك للايام القادمة ناقش مع شريكك زميلك ما يمكن لكما التعاون فيه لصالح العمل

### قواعد للعمل مع الاخرين في البرنامج



احضر مبكرا وفمي الوقت المذاسب

اغلق الجوال أو ضعه على الصامت





لحترم وجهات نظر الاخرين وناقش بواقعية وعلمية شارك الاخرين افكارك

شجع الاخرين وحسسهم على طرح الافكار

# The "Charter of Teaching" (15 Pages)



تعد بهذا التناوم رسالة رقهدا التنان عالية المتزنة نعش يافتدم الحميية الما أيء من تأثير عطيم في حاصر الامة ومستقباها، ويجلُى معو هذه النهنة ورضعي في مضمونها الأخلافي الذي يصد مسارها المملكي، وتناتجها التربوية والتعليمية وعاشما على الفرد والعهضه والإنسانية عساء.

ومديهي أن تستمد الأمم والمجنديث أخلافيات المهنة من قيمها

ومتوناتها ومن يغشل الله نسبت أخلاقهات هذه المهنة من طبيخا الإسلامية الشرة في القرآن الكريم وقدية المطورة ، ررسول الله - يظفر من وقت ومداء اللهي مدة البيسال - في أيران يكثر أن أن أن سود الام بيس بن هذا المهنان يقتسن ما يشمر به كل مدفر أنه ينسن عليه مراهاته في أداد ترساله، وقيامه مسله قيل انباك الطلاب ورعلاته العلميي في قيمه أن الذي ترساله، وقيامه مسله قيل انباك الطلاب ورعلاته العلميي في أنهم والإنسانية جمعاء، طاعمتم «قامي من والأنه التي ينتمي إنها بوجه بشكه، وسين شقه، وحبه لهم، وشوه علمه وقال إنها بطرة

يسكه من مادك التي يشيها، وبيراعة إيصالها إليهم،

57

والمنتم المحب تعلق بطعم لد ويعد المنته فيه ويتهن عده الصحاب والمنال بيات المحب المنال المحب المنال المنال

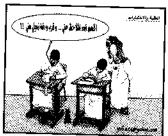
فهنظر المداه كيف مدخل إلى هارب أيشاته البرادي المسؤولها المفيها البدادة على مانته.

ومعلوم أن هاقد الشهيه لا يعطيه فالواهن لا يستطيع أن ينشع بعلم. والتهجيف لا يقدر أن يعين شوه، وأثر الدفع أن يوضي بالتسمع والتي للمربي، اذا لم يكن من وصيده من اللوة الي المعلم والأمانة والمنتق با بسع المنطعين.

ومن هذا فالعمام في المساقة الاربية السوية بتنبي إلى بد الدويتين الأاعتية أن يعلى المساقي يعيد الله على يصيرة بيراً الدويتين الأاعتية أن يعلى المسنة الذي يعيد الله على يصيرة بيراً عن المواق التفريد أو العيداء أو الإنجال وأن يكي الماتية فارد حسنه بالمواق المفريد أو المهام أو الإنجال وأن يكي الماتية والمستقيد الي الدير المفيد في قوله شاقي الرسول - الآلا على المناقبة التي بما البياً أبدأة في أناب وي الأنجاب المناقبة الأفاعات تعجد الأشرا

## الخلُّق الثالث : الرقابة الذاتية :

الرقابة الذاتية: هي إحساس الموظف والعامل بأنه مكلّف بأداء العمل ومؤتمنٌ عليه ، من غير حاجة إلى مموول يذكّره بمسؤوليته.



# أساس الرقابة الذاتية عند الموظف:

الرقابة الذاتية منطلقة من الحديث الشريف

عن ابن عسر عن النبي حسلي الله عليه وسلم- أنه قال:

( الا كلكم راع وكلكم مسئول عن رعيته فالأمير الذي على الناس راع وهو ممنول عن رعيته والمرأة راعية على بيت عن رعيته والمرأة راعية على بيت يعلها ووائده وهي مسئولة عنهم والعيد راع على مال سيده وهو مسئول عنه الا فكلكم راع وكلكم مسئول عن رعيته )

وعندما مرّ النبي - صلى الله عليه ومنه . على يلاع ببيع الطعام وقد جعل الرطب منه في الأسفل واليابس في الأعلى فقال له:

" أَفْلا جِعْلَتُهُ قُوقَ الطَّعَامِ ، مِن غَشْ قُلِيسٍ مِنَا "

كان يعلم هذا البانع أن يعتمد على نفسه في الرقابة الذائية ، ولا ينتظر أحداً يحتمب عليه.

.

الموضوعات الرئيسة للافتتاحية

أخلاقيات العمل

المعلم الجديد : الحقوق والواجبات والمحظورات.

المعلم الجديد : مسئولياته والواجبات المطلوبة منه

تعريف بالهيكل التنظيمي التعليمي.

فتح باب الحوار والنقاش والإجابة على جميع الاستفسارات.

# أخلاقيات المهنة

- ـ أخلاقيات العمل في الإسلام .
  - اللوانح النظامية.
- التوعية بضرورة العمل وفق ضوابط خلقية .

العامي لقمة ذقه عقوا ومهية وتطوير طوفه في القريص واستخام القهة السفة والشاركة في الاجتداءات واللهان وبرامج الشاف والمتورات فتزيرية فتجهدية ووري للعمل فتي عنقسها إبارة للطهرأو الغفوات الأويوي فتطلص والخ التنظير والوقت للمعتنين لثالق

شاخصور الاجتماعات والمعلس التي يظهم ميو المرسة للمطبئ غازج أوائلة لقوام والقيامه بكلف بدمن المدل فات خلالة بهاء الاجتماعات وللمحلس ( وها ولعب مترم على كارمطم) . ون فتحون مع منور للحرسة وستر المطمئن والمشؤن وكعدوسة في كل ما من شان مشقق الطفاء فتراسة رجعية العبل وتنطق البيئة للمرسوة المطمئة

ج القوم إن هذه و والامريال ويديا شمسي وتهتم والمقد وقد في أمريا والمان وقر به أعمارا المرا وقر به أعمارا المان المرياحة في قاء مصر الفراخ واستدراهي مصيع لازمياد وتقيمها وزعاد فرسان الطيام ، والمقاد بن مركز ممين للم مغرب اوزارما الانتجار

وادواسة المضعج والخطط للراسية والكتب المقررة وتقويمها والقوام سابراه مناسا لتطويرها من والع تطبيقها ﴿ تَنْقِدْ مَا يَحِمُوا لِلَّهِ هُولِ فَعَرِسَةً مِنْ رَامِعِ فَتَسْلِقُ وَالْأَقِّزُ لِإِجْهَا لِمُصْعِقِنَ لِهِدَهُ فَإِنْ أَمِعِ مِنْ سِنْفِقِكَ .

من در 20 الشرائش ومند أو من خرصوت والقريض التروي واواز فقي الفتار القائم . و تلك أستهار والمرافز الإنترانية والمرافز والمرافز المنظم والترويز والمرافز المرافز الترويز والترويز والمرافز و من إذارة الشرعة الشرية التأخير إذا أزار والور

در المتاو فامل والتراف الومي طن لثلاب وشش حصص الانظار واقتم بعث لعظم لنقب ومد الموز اطفاري في عدد مطني للمرحة وق وجود إدارة قدرات.

بية بعثر درخطه، وبطبقة معلقة تزيية كمنتق له الأمل ولقدائية وتني شخصيته ويتشره الجمئة وترحن مراجه ، وقع بي في عب عب الصوية - وتقبية المؤك تصدير للوية للأهوان، وتوصل بيه الإسكان والله مظفى ج ادر بن قصيف بن المصمى كاملاً ، واقتريتي ما يطبق تبنق اهلك الذي يو مية بن إنهاز الحصور و هزي كرايس لدائي القي و الفائز ف وقسمج وشاط الفائل العلي وطرحه ، ويقل هيما كلفته أميل البياة وطبها الدائري الالالشاء والرجهات الواردان حيات الإنسانيين.

كا الاكوائم بلحكم الإسلام وافقتي بالإنطعة والتطييف وقواءها للمقوى والأعب والمجانب كاراما هوا مطل بقوف المهاتا

وتشمل مسؤوليث العملم ورابهاته الجوائب الأثية :

فمخر مساعد مهنة بيئة ، وحراض على أفضائب وهو الصوران الأرث عن تربية تربية مساعدة تمكل عاية عهنية التنابر في استكاد واعتطها .

داران وخصمص وقت المنن لأداء والمبيت وطهفته وارز يقذ الأواهر الصنارية بإيه بملة وامتفاذتي هدود لمطاء والاطبيات

جة بجنب عليه القرفع هن كل ما يخل شرحت الوطيقة والقرامة سوء كان تلك في معل السال أو حال جع

جَاءً لا أمي لائم اللهة في تصويفه مع المعور ، وروسته ديز علائه ، ومروسية .

أربيب عَيْهِ تعينَ مسر، مهنته إلى موقف حكرمي في يفقه الرحمية .

أأرات هي عثماق طوية موطقا مثانا الأزو اهيدالط

وكان ليفلال بطله الواجيات في ارتكف أي من المسطور ف تشكل مخافة كيكوجب المعاطة .

،الإشتراك في تلخين الشركات أو قبول مضوية معطى بدارتها أو أبي معل بها

، قول الرغوة أو مثنية باي صورة من للصور الملصوص طهها في الفقائم.

الخداء الأسرار الخي يطقع علها بعكم وطيقته ولوجه توكه تلفدعه

- قين البدل أو الإنكاميت أو خلافه بطويةة مبادرة أي طيل مبلئوة .

- استعلال التعوذ أو إماءة لمنعمال المثعلة الوطيهية

- توجيه للوم للمكومه يؤية وسيلة من رسائل الإعلام

-الاشعال بالنهاز ويفريقة منافرة أوغير مبشرى

- للجمع بين وظيفته وممترمة مهند لشري ويعشر عثيه طاباداك

- بدعق المقرراتية شور بثل تعينه الإرل مرافي للقامة ولا يسترد منه في مثل تهوك هم - المستحية . ثلثيان المحظورات

- يعمل للمقم أو يتعلق إلى عمل بجاري بكورا من للجية التي تطلقا من للحيد في حال تكويت بهم مسائميته \_تغير فارة تجرية الساوقي عالة مساهونه من منة عنماه<sub>ا</sub>

- إمنيسة قرة قنيف للاعمة اللمرية بسيئة تمتدسة للجربة بقر لفترت لتي خارا

حالًا يسعون فإن المعلم أو فكلها، يوسلها من فاها أخرى لأناه مذا الكهرية ،

الإنفار السفر السورا الأول مراة في القيمة كمت الثمرية منا سنة من نزريج ميشراء المباي

أوكا يعاية للغنبة

ار المسابقة عائل الأولى الاسر والنواط الاستانية في المواقع المواقع المواقع المواقع المواقع المواقعة المواقع ال والمواقع الإسابقة عند الكليانية المعاملة والمواقعة والمواقعة عن الإنامة المؤلفة (أواجه والجناية المواقعة والمو مهلك في العام وحرج الرابعة المعاملة عن طوق الكلامة والمواقعة ومقولية عن الاستانية المواقعة المعاملة المواقعة ا رائده کل هذا وقله ابتنا استنتی بر رفاده اسادق لسو الإدداد و بنز انفقت فیدا اسی له صوبها لی محل افزیها و انتظهم هذه الامادة العظیت این علقا جمها

خير العدم در در شدونو او رسالا وعبد لاوع بها لاعق ان مسرق وقع ارائده السوق بطور ملك. هـ سير واقهم في فاخ اعقلت الميكن وفيدة را مام مرموره موسطير إكتار أبيان نام الله بهان شار اللايل المستردات الميكن المستردات والمهان اللي تعمل موقعة وطبية فعل .

ولهلت المتم

نوابع متنا للمخم

الأوارية

		مهموع مرجت الأداء الوشايق
2/ عم قون أي طلقات عون أو تعا	2) عم قون أي طلقت عنون أو تصليا و تعيلت بعد فتتويخ للمحتد نظاية ، و يو موجد إلى فيتنهك .	2. كملايقت والولجيات الماريسية والعلية بفسيسينية
1/ يحق للدخو تقديم إطالب عمران حن و تقديمها الإدارات التسهيمة لتحولها بال	ا استوادات تقديم المساعدة على الرئيسة على القارع وقدمواج يشاب العراب عن فقط على العرب الرعام المشوع في مارسته القامية الإدارات المنهمة التعلق بالمساسرة إلى طاق إساس الاستوادات الودارا وحمل القرائع المدن للك	
عليت فشيئ من فلأن ولعينا وعبان العل	ناشطى:	
5-۲۰ تاريد ليا <b>م عيات السخ</b> م من ۱۱۱	5- لا تاريد فيلم عياسة فلمحلم من 10 فيلم بهارين من سراية شايك مقصلة أم منفر 10.	ا المراحد الم
الد معضى بدة علمين غراسيوا لمن ته ر خود الأولى	اء معنى منا ملتون واستو لدين وتطور وهو الإنس أي هنوز (– القال أي تو كه الإلساء " معنى توسهه في رعه الإن – "مول مك في والهجة الإلى الجول من القائم الدوكة الإلسانية ) إدري فال كلا في نها مثل: فقل تشرية أو نفرونه فلسنية أو الانهامية	ر کرمانده است استان کی در این استان کی در
3- التحسول علي المنطبة الثان الجو منا الغيم بالمغوات والثيو – ابيو ا	ة الحسياء على المنهة فقرة الهية شري و هيادناءً على مقينات مع ريلان علي القرائص فر يمكن التقصص بموجه أمس فقائمنا القبلة ا ما العبرة المنوات واشهر - أيم العباء من معرّ - يقير ولاءة والطيق «استكرة بقوي» - هذا لها فيتيه بينة إ	طبط المختصر الأخلي الدون الأخلي
2- هاجة الجهة التي يرغهها المعتم إلى خصصه	ر غدسها .	شوق عراد الأداء الوغليين :
1 - إنشاق طلب فال المعلم عن طريق الإناز الشطيمية	ا - ينعل نظيم ها خمش عن طريق يودامج عمومت ووقعة إلى فوؤة وغلال فعة المعتدة لوفع القليات - بند الضعيق طي حسط معاومته من الإمرة التطوية	شدته وليسب هو تشويز • معزز العلم لاتن احدة الايريزية وقو رساس التعلم احتر مست على ويدان توقع إحقار بيلانو 
يتو وطي وأستن		ه. الله على الشارع على القول أهو الرحاسي) على من الطلاقة المستوية إليه اللهم. • الله على العرب القول أهو الرحاسي) على من الطلاقة المراسطة المستوية (في اللهم) القول المراسطة المستوية
السعر فة القال الإسفولة :		1,00,001
ويغو بداة حلى طلب فيطر برو تبيئة الطلبوك وذلك كدايلي: _	ويع وزة على بلغاء فيطريه وتبية الشعوع صعة ليطا لفر على وفرق في وزوء الخيمة واللغاية حصب مو حديمت سفويكس طفا الايزاز الكيطر بلك المقابلان ولك تصابلين -	4.0 Ph. De Direction 1.1 (1) (1) (1) (1) (1) (1) (1) (1) (1) (1
أ ــ من منطقة تطيمية إلى لمر ي		27 مسام تفخير الخرجات :
حالات.		به های درده دو باین و برندش فه ستی قدر سایلانتر که به الشوال او بوی فعصر وجوز العدام (هایاع طی نقری (نانه توظهای عد دشتکه من قل صفحت نصاحتها
وخوغل المطرمن المدل يمتوحة	وهو نظا العقارين النمال يعوسه في حزيمة أيون بداؤه طن طايه في على منور به فواط القصيب السميلية فعيليها فوالمنصارة النبدة	ا: عقرير (الاطلاب): ويرمد من علي مدير الشريسة معالية
أشنعابه التؤل		ا المراع القرير :
	للمورع 100	نظری اداری (دارد) و شرخی در می هم الفتن که فردیهٔ اثنی یاضه حمن امدر سه شخیری الفتنی شاور وی فیمنشی بشده قبلی افتیاه واق انتمام
3 3 5	مالات العلم من قريرت المنافقة علم المنافز المرافقة المنافقة المنافقة المنافقة المنافقة المنافقة المنافقة المنافقة المنافقة المنافقة مالاتفاقة المنافقة ا	نفزه المعلم
5	دين القصرات موموع درجات المنظية 16	يَّ الْهُمْ بِمَا لِمِنْدَ بِهِد مَدِي فَعَدْرِ سَهُ مَنْ أَعَسَى لَقَرْ يَ مِنْ تَكُتَدْبِ شَيْرِيةَ لَلْمِل الرئيليمي .
: <b>:: :</b> : : :	ن ما برای الموست ) مسرو که اسمو در الدور الموست ) مانان طور هرمان .	أنة الصون بم اللغار في الكر ويون واقتمال الإنجابي بع ما ويصون له وما إلكورت من تهوّرت وغيرات .

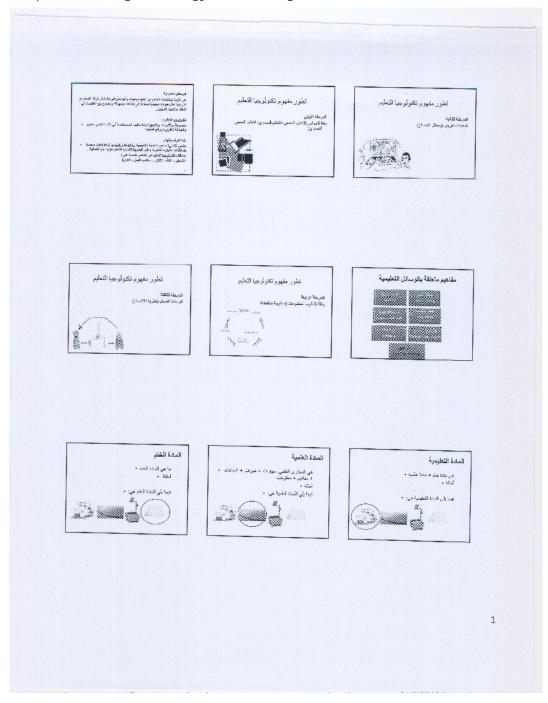
] - المحلة الثالثة : في يكون لنسطم عنظة رجمة أو الهاء أو المحمد ، يمثم تلك وفق القدوية الثانية .	2- الملة الثانية : فتي المطرع زيوجاني أير أو إنكايتي «الايه في مركز متفسس في العيدة في فر عب الكان البها، يتهت لك يكارير هندية حوقة : فقو مله ينتاج إلى مزاجعه سطين آخرق عنك في إدارت التطبيم التي يمش بيا:	ا - قدعة الإلى : أنه الشعر من لا يتلز عامه الإلى مرافق سنسمه أن الدينة أو المدفقة لتى يرخى الكل إليها , ويقت : طبة هولة مرافة تبد له يعتاج إلى مراجعة منشر 1 مثور أراه داسته في إدارة الطبوبية للتي يعنى به:	T. S.	ا- حالات اغرى تو ق الليمة برفستها.	الأراد الحالات الإستان براء لمن يوالي القسيل مسي شير ليطي	ي. المدة لا المستوف فان يوارغهم المستور مدن ، طار الطبل .	ار الشاقة المستورة المستورة عند من السلورة المستورة المس	او لا – الساؤلات التي تقدمل معها اجزة الطروف:	ج - شوابط فال للمشيئ توي فظريف :		گ- آلا نیگون مستبقا جملمون فلنظرین مور به ملفقا (بیگون له اولیها بشتای ).	الله إفراق و طبقته في المجهة الدنائق إليها لمدة حدين در شهيق لا يطلب لمعل خلالهما	3- مدرورة وجود حاملة التخدمات في البهاء الله ير عبد اللكان الإيدا.	2- إن كانت نورك الطبهوة تستعلي مناء إف تقوم طلبه فو في طلبه لتوون المطبون بالوزار المفهاة ويشكروا استنظهم منا ويون بهم	١- يقتم للمدتم بطلب الفتل (جاري، للتطهية) منها رجية ، وجوامي النظر	ب - اقل فعض خلال الشف الوراضي	ي، في حفة الإنفتائت الواضح في تو بن للبنائر) يقتوط حدم فيناسية بهن الإداركين البطهميّين	السماطنسياق ته ﴿ المقاتِلَ بِهَ ﴾ أي متاريخ المسبائع، المنابع.	ف- بلا السنطة بههم وعف على تتها مما لاتاق عم	2 - ان يخر با مصدوبين مي لمحر هار.			أ المعاولات (معامل أساء)	ب التكل الإلم فهز
- آن يکون مناسط طن شوياته پيلموني .	ا، بحوز للمطر القدر بطنب الرشرع لأممل توكلة وفي الروطانة/ليه :	ساء الارتها	- يعنيه تسئيد عبور أو تفرة في فكمسمس أو يابيكي سازية	- : في الكالوة الإطابهية هن طريق التوزيج المثنم للمطمئن	– حسلة المختلف الإستنية في هذاة الإختلاف بين للمشرول بلائدة و مع إدارة فسار سنا	– كسمون وضع وطبقي علقن بأن وقل لشم بلي حمل وتقسب ع في لك إ	- يانة على طلب عين قدرت أو الشرف الأردي المنظمي أو أنا كانتيه للمسلمة الشابية المسلمة الشاب أرسها.	- ده عمر معهد معمد استفراد مدة لها الوحرد. بعد بها إصغر و هذه والرحلة وهو وقة الإدامة معمومتها وطور رخيت المعلمان ( ملدن ) .		ويشروفى السلام للالون :	ب - من هزيمة في عواق دفيظ للمنهذة نصمها :	يه. العالمة فو لبعة ؛ حالات لعرى قوى اللهنة دوستها .	المسيدة التي الله الله وقال الله أم التعق عزيل منية عن منك الصحية إنها أن تكون مسطة ومودة من لرحدة الصدية الكف لإدرائه التطوية	رفي قدائين الذية ، والثلاثا ووفي للسلم على (الوزاع المهر) يقر فها دان لوي له الهراج والمراجع على ست على 1 - 1 واي الإدارة الدراجية	9- أن يكون السفة هو التون فوجلة ، فو الأين لوجية المقل على فكلاً إلى حيث متو وهه إنكول يعونه يعيقون في خشاصك حسكوية غيلج جامعتطان منابخ ، أو جنوبك حقومة فين فه أورع في متو إنساء وهه )	المسمية في علية داعة لل منها بعض النظر عن معن . المسمية في علية داعة لل منها بعض النظر عن معن .	والتراوية الإسلام والمسارية والمستراء والمسترا	ا - آن بگویز و الد شبه از قدید این تسییری من معر و	- Marie 1 And 1 An	خب في حالة كون والله المعطر معالمة عصص ما يكيت متفليقها ، وأنها لم تتزوج على الأن	المنافر مناه مصر ورياة (في هداة وياه الوالد)	ج. ألا يكون لده أجوة ذكور فزية أحمار مدعلي ممة حشر صفا في البنطقة أن المحافظة التي يرغب الإنتهال بهها.	ب- احتصار مطلقة المبلاة لوالد ، وشهلاوقة الأب ( في سائة الواقة )	اً - بعدو سنة شرح بيئت به 182 توجود

- تراها قدة بمعلى وقد هزيه ولكمله أو مسامه فلسلاحة.	باداده در سیاها در از ایراد در سرماند. باداده در سیاها در از ایراد در مصومی طبهای شده بازی از مرد شده رست راتب کارل
المارية والمراجعة المراجعة الم	المشتقي للمطي لأني يستني بهورج ليستني مستعرفين أوان مرايي ويتراجي والمرايين
يعتم تعديد عن حماء بركب كتار امنهٔ تشكل كان أحماء الإمثال باير في الدوية وفق الموجد الإنهاء : منتج تعديد تقديد، عن حماء بركب كتار أمنه الشكل كان أحماء الإمثال باير في الدوية وفق الموجد الإنهاء :	ولائة للوز يزالب غامل، طبها الالك فليو يتعسف والد، يقيما كالائة اليو. ورج أؤفر،، الجنها سطا فيهو يمنوز وقب .
10 ؛ ينداز دونتستان في أحساب والإصلاح والبراسي الإصوبية :	يعلمن فعلم أيلوا مرطبة في منا يخذه سنوك (كيميس تدليا للائت منوك من تريخ بدأة الإيواء فارسنية) طن العو كتابي :
المعطفة الرياضية في ساورة والتعاول بالمستولفة المقتلية بالقرائمية	وة الإداراة البرخية :
وسمع بسمة المقادية ويند مرافقة معدة معن الربية والعاجر المطري الوية الرياضية ، والشكار والدريين بطنهاء براكي كالل المدة الشدورة الي الإيرادة : در در الربيان الربية الإيراد والمربية المعرفية الرياضية من الشكار والدريين بطنهاء براكي كالل المدة	لاسلم المن أن النفوب هن العمل براهب كامل للدة 5٪ زيمة ١٤١٥ والأحكان الدر لمن بالمراد أن يقده ما رثبت أداء الإمكان ومثله .
و الإجازات الويلمنية :	CiteCultures:
سائم بعمار به تنظيم ملعن هل حطة ستنصف لشام لإفر لس تما أنهاية الأميوع الذي من تصفحات للنصل الذراس الأولى وتشهى منهمة بوم الأرعم من الأمهوع الذكر المسالة	وجرة النجل بد مرافقة عور الدرسة أن وفهم والب كادل، بأدياب عارته لوز أقصاها عفرة باباقي المنا العلي الإحديد بقرط الإخريدان القسل الدراس الراجه عن غسته أراج.
8 الجازة عندمات الدار الدراسي :	21 الإنجة ««الانتظر أورية :
وكانا حملة هو الأحسري بعدة القرم المقدي هن شهر نبي المهار وتقيي يتها، فهو القندس عشر من القيور علمه .	شخار العلالة السبهة للسلم بدلية الإجوازة للدينة ومجوز كالإنداني مهم تسقل بالسان للده الإجوازة على ألا وال ما يشدي يه متها عن الالتها يوما .
ما لم يعسل عها تنتيج خضي فقيها تيدا عيناته موا للعلو بيدية القيل بيدية القيل التقص والعشون من خيل المساولة المتعالي والتقص من خيل طول	ا الإطراء المعية :
September 17	سابعا الإلاات
بعث يتراو من مسئة المديم العب للزيهة والتصوم منح تعسلم لاسباب مقونة بيوة - سطائها كالزية عن سبة أشعر و علاق عنو لت يلا زهب .	الذي لا يجوز قد تسليح المسيطم الذي حدق وال كان حدادًا لهي السدية دائرة .
	- ألا يكون قد مستر بعثه معومة فر ما يدن على تقسيره ملى عنيك أو علي مستون لدنه .
	- اگا يتل در چة ادامه دو شوغي فتها و مساع، من ياونوي شعال الآر بي مشوات السانيدية .
شتر ورة «مصابت» قدمتم قدر وطبدة المقرر و الهردي.	– آن بافون قد استمی از بع ستوات فی تحریص شفت .
- آن تقور اللجنة المايية لعن يعالج مي قنط ج و معير المستشفى أو المد لعست شو يعاقبه بل للدعيل	سأن يخون مناسسة على شيئة بباسهيةفي لقمة التي ميتولي الإثراث حويها
ب ان بعون تحریحی فقد او در العملياتر از وجهه او من بطر ديرمطاليم من و لبيه او إخوانه . -	2′ يعوز كلمطر فائتهم بعظب فترشيع خلاف فت قتو يوي وفؤا فلورط الألية
	- ألا يكون قد صحر بحك مقوية أو مايش على تقسيره في صله أو تحي مسؤوي آبات .
لى تعالات التي يتسعر خية العلم إلى مرافقة أها الحاية لتعلج حسع له يتقوله بوائد كالل المشاهلا له الله يتير خيل .	سال إلكون فا همستان على تكثير أياء وعليلي لا يكل هي ويز هذا في الأجوار الكلاف الإنبر و .

لقمام - هو المنفعمسن - الدكات بلسل في معاهدو برامج لكريزة الدامسة يمتحل عاترة بوالع 195% من أسلار لكب أرن ا فلمطم الذي يتقلف بشعمل جام فتصلل والأحواد في الانشطاة لكي تستر من خارج أرقات المراد يمنح سكاؤه عن حساء يقتا فيسوات يعول تقطم السن في مراكز الفيمات الزيوية بالإضفة في صله قسيدي يبكون امتحاقه 65% مد كلمه للبعور مات يجوز المحمُّ للمان في المدارين الله والإضافة إلى حدثه للسرادي ويكون استسقاقه حسمة وموجوز ويمرُا عن المعمية الويعة - في على مقدل كا فيعم الك الأعمل خطال إحزاء العملية بعوش يقو تك الأباء إجازة خلال العبد التولس عليه ، أما السمَّ المذهميمين فيضع حائزة برائع الآية من لميل رائب أول: درسة من الصدوى الموين طريا . (الإيه من معموع ما ينفعه كتلفي من لتعليم الودي مواه كان لمي المنزل أو الموكل أولاً : يعمر ف المعطيم ما يتعلق والحك المائع المنهم من أنوا مرعب في العملات التالية ؛ لا تاريد فارية غيف المعلم من خمسة والريمون يومة غلال المبية للواحدة . |55: الإسلىمثان سالوائي × منا الأولى × منه سامات التكليف ا لحره الكايمة من درائب أنشاه المعظر و محييمة لشاه الموام ية / التعل في معاهد وبراهج الأربية الخلصة : (/ الإسنة هي للذات لبلوغ للس النظليلا . 2) العمل في مرائق التعملت الأربوية : او تكلف السلم بديدة خارج متر حشه . الفيئا المخطئة والمدلات لاتام المدعة ا/ فليل في المدارس الكيلية : ٥٢ العمل غارج لودت الدوار : % مكفأة لهاية للشمة : Land S يعن للمقم مان تقدمته كراران يكيل شدة و طريق منا في العدة . ويفرط عنم يؤخه من للمر فيتين . ويحسب فيتعنك على المو قدلي \_ انا يقين البيدالإنتياس عكانا تهالا لتحدة في مثل في الرائية أو النبيز الكفل من قبيل 25000 بران بسوف لفظر عن مخالفته آ المنافقة على حوالمات المنافقة على المنافقة الإستمثاقي القرائب × 12 × 910% » ( صدستوان القصة ) ثمن كانت غنمك الترامن عطر سنوات . الإستماني - الرهب > 1.2 > 1 الم $^{\circ} > ^{\circ}$  هنو مشرات الخدنة ) لمن كافت مدمنه مشر مشرات الكولي المعلم فتاني بدلي من مشكلات هسمية تزخر على درجة لِكلبه وأوانا كسله يعدل كالإلى --ثلية : بصرف تعمل كالأرابست حد سوات تخدمة عن النو التلي : ... الرقب القامدي = - قراف الأسلمي « مدد سنرات لغماد : 10 - إذا كانت شدمته أثل من شعق حشر ا سنة بحول إلى عمل داري . - إذا لمشر الموض يمائل معقبلة المريش اللي لا بي هي تفاوي كلاكة : يحسر ف المعلد راقب تقاحدي على النهو الكلمي : - يعتمله يتقنع تقرير على في الهة كل عصل مواسي 2/ ﴿ مَالًا عَلَىٰ لَنَدُهُ مِنْ الْعَالِ عَنْ لُمِنْ . - يغفض نصفه إلى والايلاد لمدة حام يو اسي لغامينا والمشكلات المبيهية و 2/ الذي لا يرجى فقلوه : 1/ القويرجي شداوه . رايها التعلية

مشراع: إلىه تغيية إلى القلامية:	لأ- ياندفوز المسعود مساقي راقب ثالثاة أشهر بن الموة الواهنة .	- ٢ (جوان المعموم في الشهر هن الله مسائل إلى الله الشهري	— لا يعوز معلمة لسفر من الشدقة فراجها بالكل من عقرب .	ى المكار ميدا :	- اللكل والله النظر والتأليب إلف المؤا عن العمل لا تعقق عقرية الملهمة على يستقر معواها .	- اگا بيزدي معن لشوية أبلي ستر با حقيق ادنين	- أن بطور السفر عنال هزة 200 مناوات سنوات إنكلوكي المنان وحسن الدينة وللسوقة .	- أن يطلب العملم ذكك بعد منهي فلك سطولت من نتاريخ حسنوا يخرار الخطف.	ا) شر وضعو القرية :	ان معر لحق بار باست بها رد الاجتراع المتل على يتن تبديل الموقف بوالد به مشتى مدة مولة ويزقيف على معر المؤينة اعترا الجزاء فيولغ على النظر ازار المركان يتلافي بلات على المتل إمراز إلى قسطة بيكاني.	یفتد به بعد هشته مصنف موقع شی شواین شعب اید نیوار اول در او بقوه انتفاء ایزشکاه (می هسیفتن ادفیای ایواریه و او ایوش خ فیز دم خسفه باهرسد او ادفای او سبب میصفید".	ان کامل اور حی اصلی:	[الانفراث من: [الانتال - اللهم - فيسم من الرائب - لمومان من الملاوكاليورية - اللهمل من المنت ]	إمثاق للتيم المضورة إلى. ويزامى في توفق المؤولة التأوية أن يكورا كلتية في المتوية مطالبها مع درجة المده الآ	هند ( ملعل: نای فرنگنز: ۹ منفونت افع بدکز توقیج آن مها، على العمل فر حله در خکه احتى العملونت (ازه یاد آن المهاء آن حدا بدا.	للسنا: المقربت	- إذا تشامة خشق عشرة سنة تشكل يستس مهلة سنتيل در فيهيل ويطنعن عسيقه في 1959، في معلى بين كانانه طبيع في ومن الإداري.
- إذا عموا، هو نظر، بم دوهي الانت سوات متقلة .	– إذا الفتي عن السن دي طن عشر واجدة هوسة طن يوما مصية ل وكتين له ما يورة وهذا البديد إليارة والديد والدي والدي	- إنه لم إنظ أو القائل مون عثر مضورح عدة مست عش يوما .	العراق الأوارة أن تعلق تقديد النسط في المصلات الإي أن معول الأوارة أن تعلق تقديد النسط في المصلات الإي أن		خلاوی قب قسمام الدولي و بسر لد اورژن که شمدتگین مدفی بلادسی چها کالت شده قرن لي . «تحققاني – هر الب د هند موادن لديمه خ روی		مهور للمقر أهرز من مقاتله بما موقاة شهرة أششت وقبل لفاريخ المعد لزايا فترين	- من من مسلم، السائمية تأبيل ابيقالة المسارات عن لغير حب السياحة التبارية .	- إذا مضى الاويد كوا توج تقليم المستقانة وتوطيق الدعلية والجوار استقافته أو الديابة التي هذا المشاه لتنز الإنسقالة سارية للضول .	- آن بىشىر «ئىمام ئى بىردۇنە رايمۇن» رىزىلىك مىنى يەر قەرەبۇرى دىكىيە .	شوارات الإستانة :	في علي سقوب إلحت المسلمة إلى منذر المعرض معكما حوار عليه وإلا الفتعة ".	Zi gewing:	– أن يجال علي القائد للمكن ويشوعا إلياني مشرين عنا يكوري	– آن بحگ عبی فقاه بیسب عبر ، می المتی .	- أن بدقي على القامة يميت بؤرخه من المكون .	يمان شمار حل الاتحاد إلى المراحد اللهائي : _

Sample from Using technology and teaching aids session



























1-2 تصنيف الوسائل التخيبية حسب طريقة العرض

الوسلة الهمرية لقي معروضة شربياً أو إكثر وأبا الإرجاك القليبة -الدراج الطلبة -الرباك العليبة -الدراد القليبة -الإلياك القاربة -الإلياك القاربة -



2-2 تصليف الوسائل التطيعية حسب طريقة العرض الماروماتل ليصرية المعروطة طولها السير السائدة الشعارات المشامرة الشعارات المشامرة الكرام الارتجاع الدائدة

2- عمنيف الرسائل لتطبعية هسب طريقة العريض وسائل بصوبة غير معروضة صوفا أو الكاروف .1 وسائل بيسرية معروضة هجاباً .2 وسائل معروضة المكاروف .3

#### 2-3 نصفيف تومنان النظيمية حسب طريقة الحرض

- الوسائل المعرى شدة الكثرونيا الإقلام التطويمة المقدرة \* الاراحة التسميل السراقية \* الاراحة الفيدو التطويمة \* التراجح التطبيق القلاولية \*

#### 3- تصنيف الوسائل التطيمية هسب عند المتعلمين

وسلال فردية وسائل جدا دوة وسائل جداهر ية

ما الدرق بين الوسفل الجماعية والوسائل الجماهيرية؟ •





















#### خطوات اساسية

- ر را مسوس قرمت بشكل منطقی وواحث . امر شم لسور و داخلت افتاد و داخل و داخل معانات . الانتقال المار المسلم ا



تطبيق عملي لاعداد عرض باستخدام البالوربوينث

#### طرق متعددة لاستخدام الكمبيوتر

- + WORD Document التصوص ( Congle, Yahoa) أستغذام يو قع حفر كات البعث ( Congle, Yahoa) أستغذام يوقر الت ( Clip Art or Word Art for موثر الت معالجات التحوص عش
- نصائح مُلْ تقديم العرض تاك بن العرص سيست بشكل سنتاز وسلسل وخاصة مقاطع
   القديم والصور والإنقراف

يتبع .... ا المنطقة بهتار به أن بكرن رافعيم ويقوم من الجميد ويقتاسه و أن الخاتية مع أن الخاتية المنطقة المواقع أن المنطقة المواقع أن المنطقة ال



تثير حضرا اسلبيا إلى سبية الديرس. كانت نتر تبعير طور ويها (استوابة المغينات المثلقة . تصاحد طر توقيد الدين تساعد على توقيد (الدين . تساعد على توقيد لهيد . تساعد على قريد والان المسلم .

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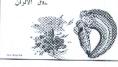
تظهر الأهداف (المعرفية المهارية الوجدانية لتكون جوانب تقير المفاهم التي تطبها لنا الاهداف والتي تشكل الطالب

...4

يعي... جنب انتياه الطلاب مسلة مهمة جدا ويمكن تحقيق ذلك من خلال التكوارجيا

يون علية النام والمر عنية منعة وشعة شهور الذال، على استراكة في الدرس. التي طرعة الدران النام الاستراكة من شعرقة. تستيل المناح سال من القائرة. موجع المائلة من عناص الدرس. تون المناحة فدائس القانية القلطية على مرض أمداح بطاقة وهذة مستويد.

جذب انتباه الطائب مسانة مهمة جدا جنب شباء الطائب مسالة مهمة جدا ربعكن تعقيق ذلك من خلال الألوان



نصنائح معلم هبين عند استخدام الرسائل التعليمية تصميح معم هورور عند استعدام توسال الخاورية - من الإسال الخواجية على علمة الذراق بعداد أن - من الإسال الخواجية على علمة الذروي و الاخر - من الإسال أي يكور أله - يواركه الشاس بك المناسخ حرون على مراكل الغامسات عن قلية الشام الاجهزة الشامة - مروضيط الرحيزة قبل الإستخدار وناهد من على السوامة و الاثرامة بليكل منشور

وتنع جنب انتباء الطلاب وطرد المأل استخدم النكت والمداعبة والقصمة لطرد الملك عن الطلاب

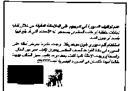


الأغطام الشلامة في الومائل القطيسية







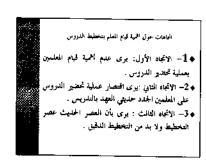


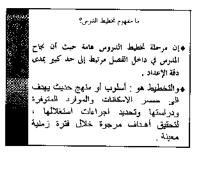


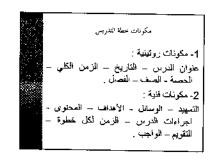
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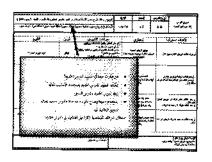


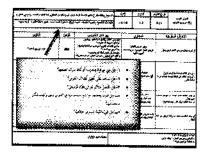


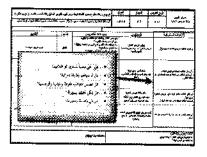


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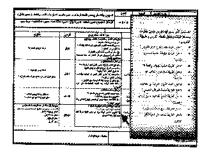
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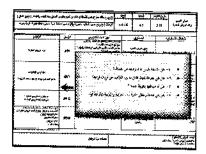






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الطسرق والأسساليب والاسستراتيجيات التتريسمية فسي الترييسة الإسسلامية

## الطرق والأساليب والاستراتيجيات التدريسية التصنيف المختار

		ستر اتبجياة	م ریس واسالیبه واس	ن مان قر التد	فيتبخ		
	استراتيجيات انتدريس	I	أماليب التدريس			· · · · · · · · · · · · · · · · · · ·	
الحطوات المنظمة	خطة او مجموعة من	الأنماط		<del>-</del>		طرق التدريس	5,
الخطوات تراعى	والمتكاملة والمتسلسلة		سبر التريسية الخاصة	1 6 5	Guli . 5 .156	سبموعة المفطوات العا	, 4
ت نسعى التحقيق إ	كالة البدائل والإمكانة	غالبا ما	والمقضلة لديه وع		نظمه واستد انتاب	عجموعه المخطولت المه	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
ألية محددة وتنتهى	الإعداف المنشودة وفق	أعلت	وبــــــــــــــــــــــــــــــــــــ		ابهه واسي ا انت	المواقف التعليمية المنتاد	77
الطريقة والأسلوب	بالتقويم وهي أشمل من	أثناه	شخصية المعلم		وى المعزر	المعلم في توصيل معة	[평년]
منية أطول في	وقد تُستَغرق مدة ز	. ن تبط	عرمان الدرس فهر	المهتمث	ى الاعتداث	الطلاب في سبول تحقو	13 (14) (13) (14)
دريس مفهوم شامل	الكنفذ واستر لتبحيات الثد	ئىدسىة	عرص مرس مير ارتباطأ وثبقاً ب			المنشوبة.	3.37
الب والإجرءات	ينتلوُلُ الطّرقُ والأصا		ارتباط وقد بمارع المعلم وقد بمارع				ا ۾
- 1- 1-	التدريسية.	ں جے د ف	المعمم وقد بحرم اكثر من أسلود	1			1-5
يمكن نطبيقها في	عامةً (ثبانعة) بمكن		موقف تعلیمی راد	- Jah	T	T	-5
مواد العلوم	استخدامها في جميع		مواليه تعيمي ر	اد بيعورم	خاصة بمو	علمة (شائعة) بمكن	7
الشّرعبية ``	المواد	!		1	الشرعية	استخدامها في جميع	
خرائط المفاهيم	الأهداف السلوكية	- 1-11	المتدريس القائم عا	-T -h -h		المواد	
الأكتشات المرجه	الأختيارات العُبلية.	ي سے	انتدریس اندم سے والکھر	عد اعزان	طريقة حقة	الطريقة الإلقانية.	1
والعصيف	الملخصات العامة	على	وانتعد. التدريس القلام	-1 101	الكريم	الطريقة المحوارية	ſ
الَّذَهني.	المنظمات المنقدمة		الأسلة المتكررة	التلميحات		الطريفة	
البرمجيات	الأسئلة التحضيرية		التدريس القائم	i	التلوينية.	الاستتباطية (القياسية)	- 1
التعليمية	التعلم الفردي	<b>J</b>	هريس الأمثال. ضرب الأمثال.	البرمجة			!
التفكير الناقد	التعلم الجماعي.	, على			الماسرية	الطريقة الاستنتاجية	
الموحدات	التعلم التعاوني.	1		-4-	التر أن الكر:	(الإستقرانية).	
التُعليمية.	التعلم بالأقران	م على	القصيص. زالكورس القائد			المررسة حك	
الثملم الغردي	التعليم الميرمج.	م مسی				المشكلات.	
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ياستخدام	التعليم المتمايز					طريقة المناقشة.	ŀ
الحاموب.		ىب. بالقدوة	القرغب والقره			أطريقة النصف	
أ التعلم التعاوني.	الحقائب التعليمية.	بعدود	التدريس والمجلكاة			الذهني	
التساؤل الذلقي.	التعلم النقيط		والمحكاء. الكدريس بالإقتاع			طريقة تمثيل الادوار.	ŀ
الوسائط المتعددة	ما وراء المعرفة	ه. بالتربيد	التدريس بالمساح			طريفة التجريب	
التكويض القيادلي.	التعلم الإلكاروني	بدري	التخريس والشكران			طريقة الاستقصاء	]
الأستكة			واللفرار.			طريقة التدريس	- 1
التعضيرية			ł			يالحامب الآلى.	
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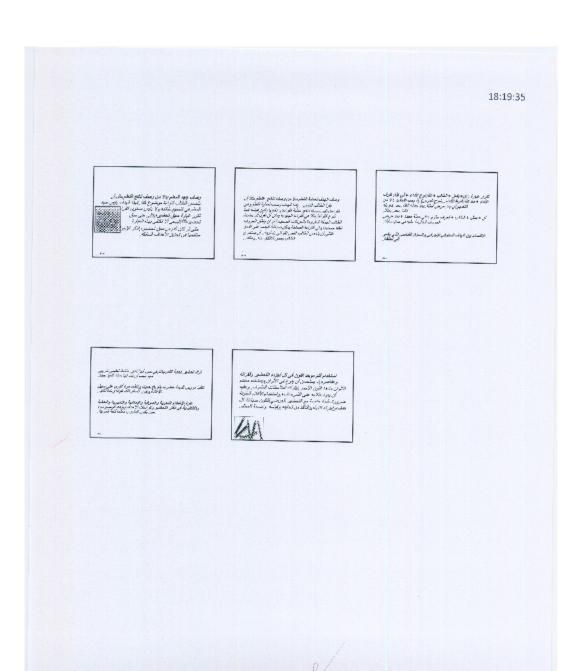












التركيز على طلاب مطلعين لإداية الأمائلة وإذهبال البقية و عادة يكون التركيز على الطلاب المتعيزين, وترك الطلاب القصورين وأحيثاً يكون العكس، ولكنه فالمر , وهر خطأ عني الحالين كليماء الأن والشجرة اندخضرة أنا لم لتنعيد ها بالسقيا يهمت بركتك النياسة ابدأ لم تستميا وتعليميا مثن والقرضت ) عدم توزيع الإسلام علم جميع اطراف الصفاء والتزخيز على حية مدية برخاصة طلاب العقدة .

تتنایش شفات برخیابهٔ انگر من منوالدیاذ بنینی عدم ایر مقه بنتنج الاستنهٔ چنی ولو کان السترال مترابطاً فی امیانه، حارل آن نقسم ولینکه بینهم وکذا چنه الاستاد حارل آن ترز مها بینهم بنتدماری برای تارج الاستاد عنی جدید معاشد الاس.

أخطاء قي التكبيم الشقهي

إقتيق طلقها ما رومان قد توجهه العناقال له من لكد. الأخطام السبيور الأول الله فاجأت النشاب بعنوال مناغت بعنا يدخه مراقبكا في الإجابة برغير سها لها فلعيا واللمن ألك حالت الامان الحالة ترمانك عن الاجابة برغالها من المنافق المنافق المنافق المنافق المنافقة ال

اختيار الطلاب الآين يوقعون أياديهم أو يضودون باصفههم يورث غيرم مرمن الطلاب الثين لا يوشمون في للعضارية برها شطا إلآن الطلاب العتصين عن العشاركة هم النفة المستبلغة من الإسئلة إينابقي الاختسام يهم. والعرص على مشاركتهم بعثى وفو تطارا في الإجابة.

> أوساح المجابل للإنجابات المهناعية بمنابؤين للموضى داخل العسف. [همار تاقيق الفاضى الذي يجعل النظاء بتبداعات ان كان شهريه والأفضل أن تعنف مقهم المصواب والتعلقة أو الاليهام التطبيس أو السؤال من المفاج. ويقف الفاهب لمعام طويلة بنوى سبب أو يسبب غور سائم يوها، لا يتبيق الفائب جنبار النهيا كسب إلى يوثر أوضا على الذي يطسون خلته بلا يورون النيا كسب إلى يوثر أوضا على الذي يطسون

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سؤال للطالب عن محكون الدرس مع وجول الكثير مقتوحة أ أصاحهم يبعثون قبيا من الإجازة المسحوحة، فما تحيثا قسوال بذا؟ ا والاقتصار في الدويقات على ما هو مقرر في الكتاب قطة من اسئلة أو معالى مغرابات أيان نور المعلم في الإنكار والتجديد؟؟!! التقصير في تكليف المقالم بعد كل فرمن بابطرة منوالين أو لكار كواجب منزلي تدريس على معين السهارات التي استفدما من الدرس.

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توجيه سؤال يطريقة التهذير أي مؤال تعجيزي أي خلصض أو لا علاقة له يعيضوع الدرس. عدم إحادة السؤال بطريقة أخرى قويية من فيم الطائب. توبيغ الإطابات الفائلة، وحدم تطريز الإجابات للصحيفة يودي إلى القاملة تعنى المعطى وشعور بالإحباط. وحدم تكوير الإجبار للمسعيد، بسا يتعكن على ملوك المائلة، في اللاميالاة وعدم الاعتمار.

> لا تقص للطلاب مطومات، وإلما دروج على مجازات دلخال نلك في القراءة بايس من مهنك تلقياء القراءة المسمحية بالكن تدوية باستسرار عن طريق استلاء ما قرأ بأو كتابة ما توا، ثم قرائه لما كتب برحكذ القواعد :(التدريب من طريق العسرانه والشطا الاسلامات شفاة الإنسانية الإنسانية).

عدم استخدام عبارات التعزيل المناسبة مثل: أحسنت عبارات التعزيل المناسبة مثل: أحسنت مرازات التعزيل المناسبة مثل: من هذه الكلمات من خلال المسوت المنخدام الروانيني لها. المنخدام الروانيني لها. عدم السيطقة في التشهوم لكن طالب بالمصافيق حتى لا يصبح المشتريع ورونينها أو مدعاة المستوية ويضيفي أن لا يكون المشتريع ورونينها أو مدعاة المستوية ويضيفي أن لا يكون متنات الإدباء عن بدوال صعب أو لهنابه متنورة وعبر عبرا كل الطلاب.

المستعرج المطم لأقطاء الطلاب إذ بجب أن يثبير اقط اسرضع الخطا يوضع خط، ثقة أو حلامة (×) ليقوم الطالب بعد ذلك بتصحيح خطئه بنفسه .

بيعسوح حصد بييينه. تأكير تصعيح المواجب عن موحد المحتد بسيديل الواجبات تتزاكم على المعلم وسيضطر إلى قصديح فكل قطر ومن ثم يفكل أداة المعلم على طلابة إلا أنه نو اقتصاء من أنها المطالب بظاهم الوجبات في مواجهها ولا تركيزا في تعري إساباتها الصحيحة.

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### أخطاء قن حملية التقييم التحريدي

تأميل السؤال عن الواجه إلى أخر أرض العصدة. معا يتبع = المسئول عن العصدة معا يتبع = المسئول المنطقة المسئولة ال

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ترالد نقلب الطلب القري يهمل الواجب و خلبه يكون أولا يكله و. تسجيل اسمه في النمة العلمان بين إم تطبق بنتائج الواجب مرتش إو مداء خلا الإسائة صدر وضع بشاطب اسمه من القائمة ألا أهمس الوزجب والهجمة القائمة و مكان إقال المسائلة المصدر الولازية وهي مواساة تدبيرية في المؤتم المواسات المواسات المناسسة القلعاء ومن أساء تعليها بالمثلث لم تطلب المواسات المواسات المناسسة المثالمة بالمثار على والله يقدم والمثالث المحتلفة بسام من العائمة لإنها لا تقالم بالمثال بالمثالة المثالة بالمثالة بالمثالة المثالة بالمثالة المثالة بالمثالة المثالة بالمثالة المثالة بالمثالة المثالة بالمثالة المثالة المثالة بالمثالة المثالة المثالة بالمثالة المثالة المثالة بالمثالة المثالة المثالة

التصنيح الشكف التعريق وإدب إلى تلقم الملكلة , بن 
ما سين الأولى أن الطالب لا يهتم باستصال لجابته وترفيها وتنظيمها 
ما سين الأولى أن الطالب لا يهتم باستصال لجابته وترفيها وتنظيمها 
والشكف بن صنعتها بالشهن بنطقة الهرفتية للدورس مع بطالبة 
المراسى الشهنية كللها ويرفيا الميتب المستوج 
المراسى في عبرات المثان والشكر الفائلية والرمارة القام تصميح 
ما المواسى في عبرات المثان والشكر الفائلية والرمارة وكالله وترمل 
ما المواسلة في بالإسلام المناق من الرمال وكالله وترمل الله بأن وينهن 
الاعتلال في هذه الرموز حرض لا اتقاد فيهنها ويرفيها وأن تكون منصصحة 
الدر كالذه المواجرة .

التملص من القيام بالواز العطمين الأطرين في التقويم مثان: عند التخارات مشاء الإيلنديات أو الطوم أوالدين بتمسميع الأخطاء النعوية أو الإملائية الغرر وتوك تلك للمطم المختص بتدريس اللغة العزبية

# مواقع مفيدة الكترونية للمطم

المطم

http://www.angelfire.com/mn/almoalem/hadeetha.html

مجلة المعلم ــ السبورة

http://www.almualem.net/saboora/index.php

شبكة معلمي ومعلمات المملكة

www.ksa-teachers.com

حقيبة المشرف التربوية

http://www.gassimedu.gov.sa/hakibah/

موقع للصور التربوية

http://www.mdrsty.org/aa/index.php

موقع الوسائل التعليمية

http://www.khayma.com/education-technology/w.htm

موقع لتطيم الاداب الاسلامية للاطفال

http://kids.islamweb.net/

موقع للاداب الاسلامية

http://www.harfkids.com/index.aspx



وزارة التربية والتعليم ادارة العامة للتربية والتعليم بمنطقة

				تقاره القريمة فالمتبالم				إدارة العامة للتربية والتعليم بمنطقة		
	صلم	للم	ظيفي	الو	د ا ء	ו לי	يم	تقي	طاقة	٠
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	رائم الوقا	ينل /	المغارات	Lake	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		المحت			عوع(1)
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					_] [		6	٠	خدام اللغة القص	
			***************************************				. 5	وتنظيمه	م النشاط المدرسي	الحرص على تنظيم
العطي	اللوجة	- 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1					5	الاهتمام بالنمو العرفي		
	4	· 3 · /[			أوقات الدوام . 7				لى أوقات الدوام	المحافظة ع
	+ 4 +		is 	_] [		7	لإلمام بالأسس العربوية في إعداد الدروس وتطبيقها			
	4	تقبل الموجيهات			П		7	المتمكن من المادة العلمية والقلمرة على تحقيق أهدافها		
حسن المصرف 4				7 [		7	الاهتمام بالنقويم المستمر ومراعاة القروق الفردية			
	16		موع الدرجات	•	<b>7</b> [		4		ملالمة ما نفدُ منه	
العطى	distress		غلاقات نلعلم			$\neg \uparrow$	4			عرر <u>ي بي .</u> توظيف الوسائل النط
	4		بلاقته بالرؤساء	F	71		5		العروس وإدارة إلعروس وإدارة	
4		,,,,,	علاقمه بالزملاء				10	مستوى تحصيل الطلاب العلمي		
	4	علاقته باولياء الأمور والطلاب 4			77		5			
·	12		موع الدرجات		7 [		72		وع اقلىر خانت	
	····		لدوار للكر أعلاه	۾ او تؤلر علي جد	رز په الحا	ف الق يته	أورة والخيد	i del co		
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		يراب والدرجاد	1841		<b>-</b>				<u>ت:</u>	للاحظات والتوجيها 
غير موضو	هوطني	جيد	جيد جدا	لمعاز		•				
اقل من ()	69-60	79-70	89-80	100-90	<u> </u>				—·— ·	
	نايها الحانم	ية الق حصل	الادرجة النها		-	· · ·				
التفلير		كتابة		الدرجة	<u> </u>					
					ļ	_		·		

الختم



دورة المعلمين الجند



ماهي قواعد وقوانين الصنف الترامني ماذا سائطم في عدّه العنفة؟ من مينجح وينتقل الى الصف القائم؟ من هو معلمي؟ ومدًا اعرف عله؟ يحيف صاعبان من قبل المعلم ومن قبل الزملاء ؟

#### مبدء مهم في ادارة الصف

هافي بيلانة بين سارك المعظر دين لهجة بيدة مسجة لويترية كسبح للطلب بالانتباء " والتكور فيسمتي، الطلب الارسلام التكور خلصا بكرن لحي عجد عن احراء او ان وقرن لنحة منطقر وتهدية السلط بعثلين إن يستق هداء الارسال المجامي من علان الميلز القياء احت المقارر داخراء وجهات تقار مختلة.

### الكفايات الفرعية لكفاية إدارة الصف

تتمنعن كففيات إدارة الصنف الكفايات الغر عوة الذالية:

تخطيط الغواعد والإجراءات الصغية ي تنضيم للبيئة الفوزيقية والاجتماعية 🌣 منبط العلوكيات غير المرغوب فيها. ◊ جنب انثية الطلاب

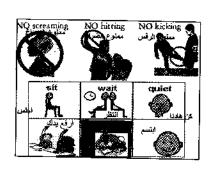
### كفاية تخطيط القواعد والإجراءات الصفية

- يمين توزع المعين. ها يقا تركية أو معايير علية، وتدل التواعد السينية على العقراد تتورك القوات المها تركية أو مرمية وقو مراسي اسطة لينس التواحد الأساسية الراسعة الإنسانية . تتورك ماية الإنسانية عن من يسل هذه السوانية على نتائجة المرابقة، يورج الأنهاء المسئمة من الأطورية الاستخدام أمرية المستخدم أمرية المرابقة عند المسئمة عند المسئمة عند المستخدمة المسئمة عند المسئمة الطالبة والمالية عند المسئمة الطالبة المسئمة عند التشاور أو الأوامة المسئمة المسئمة
- خمشالات. الجوابي في المقد عند معاج الجرس وتقضين هذه القاعده الجيء احترام وقت العبدات عبر الحدوث الله الفرح العبدات ومع ما بالزام الطالب إلى انصف و الوقت عند القاعبة على الدامات الطالب الصحة.

#### <u>تخطيط الإجراءات الصفية:</u>

- تم من الإيرارات المسئية بالمنا موسوعة الترقيف الفاسية بالهيز الشاه صغير وهات الداهدة بالهيز الشاه صغير معين وهات الرقاعات الإيرارات هي المسئية المنابعة المسئية المسئ

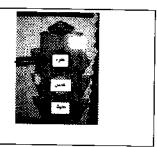
- مانشد. — حيد مصميه في النوم السائل والزويدم بما أكلهم من تحقق إنج ام بشن المقالي في الكرون منه القرضي، وذلك بوضح حراب (2) يكثر أمام إلان متاشقة قال من ويد أفرين وقال السلط المالات إنجل الملاب ما بشناس طويم فلم حقداً قرح قحرس، فيجه أن يكوا إنجل الملاب ما بشناس طويم فلم المحقداً قرح قحرس، فيجه أن يكوا إمر المادت معادم الطائب فترقا قصف (كلافعات إلى مرد المادار القرار الموادر المادار المادار



بالتنويع في درجة صحوبة الأقتط المستخدمة بد ينتقدب مع قدرات الطلاب. بالتنويم في استخدام اسالوب العدود في الحصدة الراهدة. مقتبد موضوع الدرس في الحصدة الواهدة إذا كان طورالا. التراقف عنذ كل في قرائد لوهدة ومنزال فلطلاب. بالتراقف عن المادر و فور ملاحظة شرود أو مثال الطلاب.

اشياء ينبغي للمعلم إن يقوم بها في أول يوم دراميي قن امام طالب وحير الاتراك قد بنية عن سيرتك الاتراك قد يمنيا اسماء الطلاب والمصور وضع الطلاب عامي قراحد الصف والإسلوب الذي متسير طبهه قد خلايات وابتك ان كل طالب يجامر في المكان المسميح قد بالديام الماقت الدر من قدم عامي العالمة الدرس شدر الدرس اخير الطلاب بكلا مساعد تكتيم المون والمساعدة عند الحاجة

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الصالح من مقد عمل الشائة الثانية في التدريس الإنتخاص وتثالم من الواقع وضعط العمل وضع الملويات وقوا حالف مؤكرا التضويل المسيو والمثابرة والإستعجل النتائج كن حازما ولكن لطيفا المنافذ در وس زماداتك المقدراء وزملائك المجدد منع مصلحة خلايك في المقدمة لكن خلال التنافذ على المقدمة المتابك في المقدمة المتابك في المقدمة الصنع الربياتي على تقوس طلايك

5

### المهارات تمملوكية فلتي تحفق مقطلبات تنظيم البيلة الاجتماعية

- [الكتبير الصابق عن النشاص الحقيقية نعو العلاب بصورة تشتية أو غير للتقية. . التعبير المسافي عن الشاعر المفقية امو الطالب بصررة كانية أن غير القفية . 2-ينقاة الملكر باستيار من في من تعزيز عاميا أن مغروا . 3-تقرأ القائم الملكر، وترجيع من الماهيد عن أرادهم. . 5-تقرأ القائم الملكر بمن موجوع من الماهيد . 5-المثان الملكر بمن موجوع أن ممالة أن المنافي المنافية . 7-تؤهر المواجع المنافية المنافسة المنافسة . 8-المثناء المنافقات المهامية لمان المشافلة المنافقة . 9-المثناء المثناء المترعة والأسوار برسامي المنافقة .

# سمات المطم القلس على تنظيم البيلة الاجتماعية

والاتصال ولكن يتم تنظيم البينة الاجتماعية لمحبرة الدرفسة وتشجيع الثفاعل البناء لابد للمعلم أن يتسم بصابلي سيد لابد المصفر ان يوسم به الين النفي و حدم الثلون و حدم تلقص أنوا له مع المسلمة على الامتقر أنوا له مع أندك والمشابر أن المستمين أما المستمين الم

#### إ) المشكلات العادة التي تكون مصودة المدى والتأثير:

تشمل هذه الفقة الستركيات التي قد تسطل نشاطا ماء أو تتحارض مع الشام من قبل طلب و لحد أن ربيما من هند قبلان من الطلاب , وتحير ساركيات الطلاب في هذه الفقة عبابا ساركيات فردية مثل التحريب أن الطاب

4) المشكلات المتعاقمة أو المبتشرة: يشمل هذا النقارات من المتكلات السلوكية المبتقد المواد بسيطة أو حادة إلى تصبح عالمتكلات مئة تشكل تهديا النظام الصغي و العلمية المسلودية كان عائد كون بعض الطائب في عرقة الصديد بعض إلى إنتهم و التشتيق على النواء بقير مهمة المشترائر مما وافر من المتلاط الصيف و الإصلاح الجدائم المسلودية والمدائمة و مد والاقرار مؤلم الموادية الصيف المتحدد و المسلودية المسلمية و مد والاقرار والقيارة عندما بطلاح المدائمة الله المسلودية على المسلم والناقة وعد بالرور وتسهد في دعويل الطائم المسلودي و عدم الكورة على تعلية المسلمة و الدعام التعلومية.

#### السلوكيات غير المرغوب فيها: استراتيجيات علاجها وكيفية ضبطها

للكرة المشكلات الملوكية فك تم تصنيقها إلى لقنات فتقية رين المتعدد الطاقية . 1) فيشكون تطاقية التعرف السائر المائية على المائية على المعرف الدولة الرياضة وعام تعارفها مع مدر أعمالة التعارفية وإنسان الطاقية الأن محارثة الرد عليها وستولة الكار عن الدون وتشويها في تعلق الدون المشعران

2) فيشكرات البديقة: يكور هذه الله إلى الشكارت التي تدقف التواجع والاجراءات الصفية ولشها عجدا تحدث في غير مجموع ولا تصلل المناشد السبان ولا تعارض بشكل يكور من تطر المالية رحف المساركيات تعبد الإثارة داخل أنصطب الإأليا بسيطة ما تات لا تشكري وقاتا طريلاً ويقوم بها سلك إلى حد تقول من الملاب

مشكارت مصدر ما الطقاب ماركزت لهذب الاتهاء بمبعد شعر المدام براهد في من ساوك الطالب ماركزت لهذب من خلالها الطالب من الطناقة والمؤاد هن يصول الطالب المشالف الاتصادة المها الإلاقاب المؤاد الم ماركزت الثقارة يمزم بها الطالب عن بعاني مان الإجهاد ماركزت بطهر فيها الطالب عمر الكانية أو الأنزر ويشعر العملم بأنه لا حرايا له و لا

مشكلات مصورها الإدارة المبرسية، الإنارة القوضوية من الأملية القريقية لاختلال نظام الصف، والصيب هنا حجم المدون بحد الكنيبية بين الصابان في المدرسة، أو حدم إرساء القراء عد والقو لين العامة المدرسة، يقومين المسووليات إلى الواد ممكنين، معارستين مشكلات في الدول الدراسي وبالتأمي في الصناباء الصف:

# مصادر المشكلات في الصف

ين ويدييف مصدار حدوث المكتابات الطرقية عما يلي: • ملكاتات مصدرها المطار: • ما المكتابات الطرقية عما يلي: • منطق تكتابات المستوى الملحي الذي وتحد الطلاب. – المعلم الأطبونات: المحارة على المناصدة القرات فلالات – إحداد الاعبونات: المحارة على المناصدة لقرات فلالات – السماح بالإجابة مون استنتان. -

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<u>.. الإنها با</u>قية <u>القاسة بعمل الطالب في مقاهدهم</u> لا يسمج الطلاب والعديث أثاب الماقطة الفرعية إلا إن كان العديث له سلة بموضع ح العرص المراس. عندنا يعتاج الطائر، إلى المستحدة وهب طية رقح بداء ويقتش مزور المعلم بنان. الطلاب لمستحدة ينيشي على المعلم عدم handy للطلاب بالتعراف هور التشروري داخل العيف إلا العليم أوراق المعل سعيم وزاراتي بمحرد. ولمات السلم من الطالات الأبن يا يون عطيم قال انفهاه وقف المصية القبار الشلطات. إنشائها تمكيم من المحمول على درجات إطالاية

يستان المبلغ بستر الراحد ( الل من كولة ) القرام ورحن الاسارات في الهام يستان المبلغ بستر الراحد ( الل من كولة ) القرام ورحن الاسارات بقل الهام الملكة ، يقوله يقرم بستر ما في السمة القدمة الكلا لاجو من السائد الملكة ، يقاله يقرم بستر ما في السمة القدمة الكلا لاجو من السائد يحد الإجوادات المعملة يقوله الطبحة المسائد الله السائد يحد الإجوادات المعملة يقوله الطبح الله المسائد الما الملكة . المنافذة المسائد إن المسائد إن الإستان المنافذة المسائد الإسائد المنافذة الم

#### البيئة الفيزيقية عناصرها وكيفية تنظيمها

وتضمن مفهوم البيئة الصغية العلصور التاثية ر العوامل الفوزيقية التي يتألف منها الموقف داخل الصف . من ضوء وحرارة وتهوية وأثاث وجدران وأرضية. 2- الظروف النفسية والاجتماعية السائدة في الصف. • و. النفاعل بين المعلم وطلايه وبين الطلاب بعضهم البعض. -

ا مرسوليات تنسية بلد تتفييات . تتدير م امد رايوم باعث السل نظيا فسف.
سياغة الإنها عد والإنها ما تصفية بحيث و اشعبة
التشكيل عد والإنها ما تصفية بحيث المنطقة.
التشكيل البلايات قد المنطقة المناطقة المنطقة ال امر سيترات تلبية بلد الكفايات. -

### البينة الاجتماعية عناصرها وكيفية نتظيمها

الطالحل للسنقي لسابن تخوين البيعة الإجتماعية في السنف وياخذ حدًا طفاعل شكلين مما: 

القامل عور اللفظي: ويقر باستحداد البداء عضلات للوجه كالحوس والإيقداد = + والإسامات.

ويتم تنظيم البيئة الغيزيقية من خلال مجموعة من المهارات السارعية: 
تتظيم النات الدخم بمبارعة تسادت عبيرة خلوس الملات وحركة المعلم 
تتظيم النات بحرية تناسب مع طبيعة المعادي وطبيعة الدي وحركة المعلم 
الإنسادة التنافية في السورة ووالكيل نعذ المهارة جامين: الأول خرض 
الإنسادة التنافية في السورة ووالدي نعذ الشهر المعروة جامين: الأول خرض 
الجزاء الخلال الرئيسة و المدري والراحية التنافي منطبة المعروة والمتعربة المالات في الواحد 
التنافية والمتعرفة المنافية فيصاء المعينة المتعلقة بها والتأكند 
وجود الجزازة ومسائل الشام وصاد حيايا المنطقة بها وإناك من 
مراحة الشهرية الزيادية بها المعادية المعلقة بها والمناف 
مراحة الشهرية الزيادية بها المعادية المعادية وجود الممل 
ولدين المراحة والمنافقة المنطقة بها المتعلقة بها والتأكندية 
ولدين مراحة المسائل المنبوعة في غرفة المواسة وكبور أماكان جاري الخطائية 
الدينة والراحة وكبور أماكان والمنافقة 
الدينة والراحة وكبور أماكان والمنافقة 
الدينة والراحة وكبور أماكان المنافقة 
الدينة والراحة وكبور أماكان والمنافقة المنافقة والمنافقة والمن

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#### استراتيجيات التدخل

النثر اليجيات الكنفل لمل المشكلات:

<u>للتحق البصيط</u>: المتلمدت والإشارات للمثلية، والقرب ليمسمي، استختام إيوراحات لقت الاللية، وأرادة ترجه المبلوك ويقدم المعاعدة اللازمة وتخيير الطخب بين الاستعرار في السلوك أو قطال وتوضيع أثر المبلوك السيء.

الشغل المختلق كالذف يحش الاستيازات أو المطالسة للمراغوية الطالعية وإيعاد الملك برنكي من المتاهي، استناط المبراسة أو الحزاء، والعجو، عن الفسطة واستثمام عوالك وتسطها الحراسة.

مشكلات معجرها للبيغة القبزيقية (المكية) مصنف مصدر حيجه العربية والمحين فقد ككون الأواد والمسيقة و فروة هذا والشهيية غير كافية ورديمة للعرارة إلما مرتقعة أو لمفاقدت أو طريقة تنظيم مؤسر الملكين غير مناسب، فوصوح العبقد باعكا علي المارك ويشعب شكلة في مارك مخل بالنظام

مشكلات مصورها للدادة الدراسية : مثل عدقيه الأخلاق الشاداء ، عدم إدراكيم تلاهاف الأساسية من دراستها. و مثلك مسادر لفرى الشكلات مثل العند في المبتلح الاروسان الإعلام، الافقار لهيئة لدرية لمنذا.

### المهارات السلوكية لضبط السلوكيات عير المرغوبة

تشجع للطلاب على إظهار المطوعيات الموخوبة تشهن الطلاب على إنفوار السؤكرات المرفوية المرفوية السؤلان المرفوية المستورة المرفوية المرفوية المستورة المرفوية المستورة المرفوية أو منظم الطلائب المستورة المستورة المستورة المستورة المرفوية أو مثل بمنوا المستورة المستورة المرفوية أو مثل المستورة المستور

التدخل الأوسع: العقد الغردي مع الطالب، الاجتماع مع وأني ، واستخدام أسلوب برأمر الطالب، استخدام نظام وضع إشارة حل المشكلات

المواجهة هذه المشكلات يستخدم مدخل تعدول المطوك ومن بهواچه هده المستجدات بوستخدم شخوا للطون السفوات واس ابرز استر النوبية: التعزيز الإليجابي عن طريق الشنيعات الرجيانية الأسلمية والمشروطة والمحمدة والتعزيز قسلهي عن طريق المغزامة للكلية المؤكلة والغزامة المنترجة والاسلفاء أو الإلغاء بالاجاهان، والإشباع، والتصحيح الزائد والمقاب

#### كقفة حذب انتجام الطلاب

أهم المهارات المصاعدة على التمكن من هذه الكفاية: استخدام أساليب مختلفة لجنب انتباه الطلاب لبدء الدرس كسرد قصة واقعية أو خيالية أو حائلة أو لغز . استضام ترجيهات الالتباه من خلال ترجيه عبارات الطلاب هير المنتبهين البدء مباشرة بعد انفياء الطلاب دون تباطؤ أو انقطاع أو تواقب. الانتقال السلس من فقرة اللي أخرى في الوقت المناسب دون ما المناسب دون

مواجهة الطلاب أثناء الشرح (النظر إليهم). ٨٠ تتقال بين الطلاب أثناء الدرس لمصاحدتهم في ما لديهم من حد معمن بين العصب الناء الدران تعملطتهم في عا لا صحوبات في الدرس. خرجيه الأسطة بشكل عشوائي غير متوقع أو مرتب. الختيار الأملوب المناسب لجذب أنتباه الطالب شاود الذهن أثناء الدرس صوص. التتوبع في معتويات الأسطة لتشمل المعرفة، التذكر ، النهم، التطليق، إلخ. ـ التَتُويعُ في المعلومات المعطاة في الدرس. -النتويع في درجات الصوت.

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الأخطاء الشائعة في الأداء الحركي



التحول للصف بليون طرق الباب ، والذه تعية الإسلام فالالبشامة البشرخة للي تبعث الاخسلان عن مومل الخات ، وحلالا لاجراء مهد بدئا إذاء تزييري وتعليس ملائكي أن أن واحد وإصابة بيؤنيه على عبدا إذاء تزييري وتعليس ملائكي أن أن وحد وإصاب سلونكا، وأنهت

عدم التأكد من مناسبة قامة الدرس المقابقة والماكد من المذافة الدرس المقابقة والماكد من المذافة الدورة والمؤافة الدورة والمؤافة الدورة والمؤافة الدورة والمؤافة الدورة المؤافة الدورة المؤافة الدورة المؤافة الدورة المؤافة المؤافة الدورة المؤافة المؤافة الدورة المؤافة المؤافة الدورة المؤافة المؤافة المؤافة الدورة المؤافة المؤافة

العلوس في قاعة اللهما يفتش الاللها اليه مهما كانت المسابق الم

جركة المكترب فاخل الصف كسولة بونعيواله الصوتية خالفه وركير مائة ما للشفاط الحركي والقائط الصوتية الصوتية الصوتي المناه والمناه المناه المناه المناه المناه والمناه والمناه المناه والمناه المناه والمناه المناه والمناه المناه والمناه والمنا

التفاسل عن حصر الافطاء الشائمة عن تلامية، وتطبيعها, وإيجه العاول العناسية الرابعة والدء بالعرص درن ويطه بدا الجله أو ربيطه ابتطار الفاضية الالزية, أو يعود من الدوس الأخرى. الإنكار من المفرح والعام التطبيع. حجر القديم على المسابها التطبيع. من الكل البرالية أو العكس بعن للبسيط.

إعادة برس مينى تنفوذه. تهوش مانا سكان مادة أخرى إو درس مكان درس أخر. تكرار حل الشدريدات اللي مينى حلها. واجمال تغير الإمادات الساركة إلى السال الإجراء المدلس انتفهذها. تدريس الملاب موضوعون أو أكثر في حصة والعدة إجماعة منبئ الرقت إو وجود طارى أو تشهم إجازة أو الشغال السعام إو نحو ذلك.

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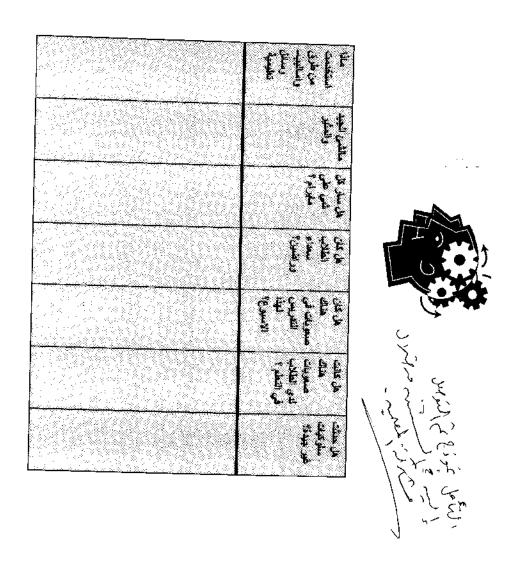
- Jel sir (miss يعض الأخطاء الشانعة في الأداء الحركي



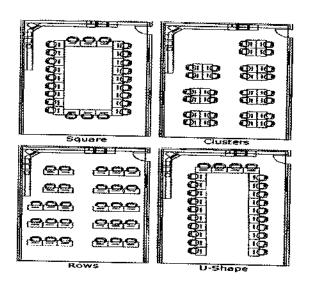
- النشخال للصف يلون طرق البلب، وأداء تسمية الإسلام، والابتسامة المشرقة التي تبعث الاطمئنان في نفوس الطلاب وهذا الإجزاء مهم جدا، لأنه تزبوي وتعليس سلوكي في آن واحد وإحساله يتزتب عليه عواقب
- عدم التأكد من مناسبة قاعة الدرس لتأديته كالتأكد من نظافة الحجرة, ونوافذ التيوية وأجهزة التكايف برمصنابيح الإضاءة،و هذا أمر يغظه الكثير، احتقادا منهم أنه ليس من مسنولياتهم,أو أنه أمر ثانوي، في حين يجب أن تسأل نفسك كيف بتقبل الطلاب درسا في قاعة مبعثرة أو ملوثة أو منتقة أو شديدة المعرارة إلو مظلمة أو ذات ضوء خافت النخ...
  - عدم تفعيل الخطوات المتبعة في التحضير أو إهمال بعضها إلأن التحضير عبارة عن خطة أو برنامج عمل پجب أن ينفذ بعناصره كلها.
- الجلوس في قاعة المنزس بينبغي الا تلجأ إليه مهما كانت الأسباب إنكبار الخطباء وقادة العالم لا يلقون خطاباتهم الا وهم وقوف الفاماذا المعلم يتكبر أو يتكاسل عن هذه المهمة وهي من أساسيات عمله؟!!وليتك تعلم ما في الحركة المستمرة من رياضة للمطم.
- إساءة اختيار المواقع المناسبة للوقوف والحركة والنجوال داخل الصف كالوقوف أمام الوسيلة التعليمية أو التجول بطريقة أفقية أمام طلاب المقدمة.
  - حركة المتدرب داخل الصف كمبولة وتعبيراته الصوائية خافته وغير ملائمة للنشاط الحركي والتفاعل الصوتي، الدرب أن تتفاعل مع الدرس وتشعر الطلاب بأهمزته بحدث تكون الحصنة شعلة نشاط, والصف
    - إهمال النشاط اللاصلى, وتضييع حصصه في الفراع بدلا من استثمارها في ما يحقق أعداف

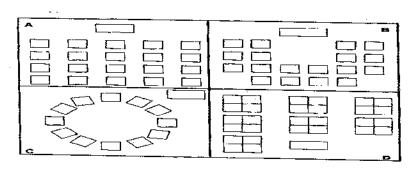
#### المواد التي بدرسها.

- التكامل عن حصر الأخطاء الشائعة عند تلامية، وتحليلها، وإيجاد الحاول المناسبة لها.
- إعمال التغذية الراجعة والبدء بالدوس دون ربطه بما قبله أو ربطه بمتطابات التعلم اللازمة, أو بغيره من الدروس الأخرى.
  - الإكثار من الشرح واتعدام التطبيق.
  - عدم التنويع في أساليب التدريس,بالانتقال
  - من الكل إلى الجرِّء أو العكس ،من البسيط إلى المركب.
    - إعادة درس سبق تنفيذه.
  - تبدیل مادة مكان مادة أخرى أو درس مكان درس آخر.
    - تكر ارحل التدريبات التي سبق حلها.
  - إهمال تنفيذ الأهداف المأوكية أو إهمال الإجراء المناسب تنفيذها.
- تدريس الطلاب موضوعين أو أكثر في حصة واحدة بحجة ضيق الوقت أو وجود طارئ أو تقديم إجازة أو الشغال المعلم أو نحو ذاك



اشكال تنظيم حجرة الدراسة





Jaso Jajo X vii



# اعمال يجدر بالمعلم القيام بها

قرر ان ستضع لوحات التعليمات وقواعد الصف ولموحة الاشادة

جهز الصف الدراسي لبيئة تعليمية ابجابية

ضع لوحة صغيرة باسك كل طالب

حهز الكتب والمراجع اللتي ستحتاج اليها

جهز الانوات المكتبية الذي قد يحاتجها الطلاب مثل ( الدباسة الورق – الاقلام – الالوان- الملاصق...الخ)

جهز بعض المناديل الورقية التلي قد يحتاجها الطالب وقاكد من وجود ملة المهملات

ثاكد من توفير ادوات الصافية من باب الاحتياط للطلاب الذين يحتاجون (اقلام – مصاحات اضافية)

جهز نمنخ كافية من اي مذكرة او نموذج عمل تريد للطالب ان يكمله او ان يكمله ولي الامر

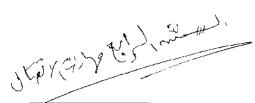
تناكد من احضار جميع الطلاب للكتب والدفاتر المطلوبه

وفركتب اضافيه ورسوم وصور اطنافيه يمكن للطالب استخدامها

جهز ملف تحفظ فيه جميع الاتصالات والمفاهمات مع اولياء امور الطلاب

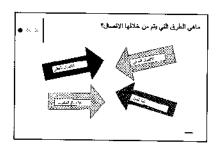
جهز خطة فصلية وسنوية بالإضافة الى اسبوعية ويومية

# Sample of resources from communication skills



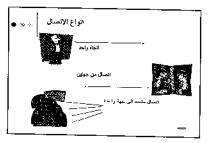




























مراشم العال

# قواعد ينبغى للمعلم ان يركز عليها



كن عادلا



اتح للطالب المشاركة



خطط ثم خطط



اعط الطالب خيارات



نبه ولاتتجاهل الاخطاء



احترام واكد مبدء الاحترام



اكد على مبدا التعاون والعمل الجماعي

# Appendix 8 Classroom Observation Form

Background information

Name (pseudonym)Date
Class Time of observation
Prior lesson plan (what teachers would like to take from the session to their classroom
practice)
•
•
•
•
•
•
•
The management of compating material
The researcher observation notes
Continues
Continues