

1. Professional Licensing of Teachers: Governments and Ministries exercise their duty of care for professional services to the public by:

- Ensuring the accreditation of professional programs;
- Making provision for the issuing of "licenses to practice" to teachers (as it does to doctors, dentists, lawyers etc.)

Policy Options for issuing of licenses:

- Treat all graduates of AQAC accredited PRESET programs as possessing a license to practice as Grade 1-4 classroom teachers and, thereby, eligible to apply for available teaching positions in public schools.
- To gain a license to teach and eligibility for employment in public schools, graduates of all other education and non-education programs would be required to complete prescribed Modules from a professional program similar to that currently on offer in Component 2 of TEIP.
- A final option would be to continue the present procedure whereby ALL education graduates can apply for teaching positions. Then, require "satisfactory performance" during a one-year induction period as THE pre-requisite for applying for "a license to practice" and thereby gaining eligibility to retain or apply for available teaching positions in public schools.

2. Utilization of the PTPDI: The way teachers work with the children they teach shapes the future of the society. Teachers are the key element behind the success, or the failure, of any educational system. TEIP aimed primarily to improve the quality of teacher performance, and RTTI and its transformation into PTPDI served as the frame leading to teacher development. The extent to which the application of the PTPDI can lead to a meaningful and sustainable systemic upgrade in the quality of the teaching profession in Palestine depends on the ongoing commitment and collaboration of all parties. It depends on the willingness to try something new and move outside comfort zones, change mind-sets, and try new concepts, methods and processes to support the professional development of teachers. Perhaps, most importantly, it also depends on the willingness and commitment of the Ministry of Education to take the necessary actions to ensure that the PTPDI is correctly embedded within the system and used as the cornerstone of teacher professional development and wider teacher education reform.

Policy: The MOE to ensure that the PTPDI is used in all its teacher-related operations.

3. Mentors and Mentoring: Mentors operate where theory meets practice, where college courses meet classroom realities, and where trainee teachers must learn to effectively deal with the complexities of actual teaching and learning.

Policy: Formal recognition of Mentors as teachers of excellence who service the professional development needs, not only of student teachers and novice teachers, but of practicing teachers as well. They should be selected from level 4 of the teaching ladder on the basis of the competency levels identified in the PTDI for this category of teacher.

4. Inservice Training and Continuous Professional Development (INSET/CPD):

Policy: The Modules developed for Component 2 of TEIP should provide a core around which further INSET/CPD for ALL teachers could be built and linked to the PTPDI.

5. Maintaining: (a) a continuum in teacher professional development; (b) transparent and well-planned developmental linkages between providers. There is a consensus among educationalists that the development of teachers should form an interconnected continuum from initial, to induction, to INSET and CPD. The PTPDI is ideally structured to facilitate the maintenance of such a continuum.

Policy: The MOE to ensure that the structures it puts in place for the handling of Induction and the delivery of INSET/CPD do not perpetuate the division that have traditionally existed in Palestine between PRESET, Induction and INSET/CPD. When these areas are serviced by different institutions with little critical connection or coordination between the providing bodies, then the continuity of development and coherence of professional training will be seriously jeopardized. Such divisions also militate against the sharing of pedagogical expertise, especially between the universities and other providers.



TEACHER EDUCATION IMPROVEMENT PROJECT TEIP (2010-2019)

PARTICIPATING UNIVERSITIES

Component 1

- Arab American University of Palestine (AAUP)
- Najah National University (NNU)
- Quds University (QU)
- Bethlehem University (BU)
- Hebron University (HU)
- Azhar University-Gaza (AZU)

Component 2¹

- Najah National University (NNU)
- Quds Open University (QOU)
- Quds University (QU)
- Hebron University (HU)
- Azhar University-Gaza (AZU)

BACKGROUND & INTRODUCTION

- The main aim of the Ministry of Education (MOE) Education Development Strategic Plan (EDSP, 2008-2012) was "the promotion of quality education in all educational institutions in WBG." The EDSP heralded a shift of emphasis from access to a focus on quality, a critical part of which was the reform of teacher education. To this end, in 2008, the Teacher Education Strategy (TES) provided a vision for the development of the teaching profession, including Preservice teacher education (PRESET), In-service teacher education (INSET) and Continuous Professional Development (CPD). TES aimed at the improvement of teacher education programs and the development of the institutions that service them. It placed particular emphasis on enabling the large number of under-qualified teachers to upgrade their academic and professional qualifications to the levels required by the new teacher certification standards; on the accreditation of teacher education programs; and on establishing career structures and standards to regulate the teaching profession.
- At the request of the Palestinian Authority, the World Bank agreed to fund the pilot and scale up stages of the Teacher Education Improvement Project (TEIP) to support implementation of the TES. TEIP targets Grades 1 - 4 classroom teachers. It comprises two components:
- Component 1 aims at: (1) improving the quality and relevance of the school experience element (i.e., the Teaching Practicum) of PRESET programs (2) redeveloping and integrating PRESET programs around the fulcrum of the Teaching Practicum; (3) bringing both the PRESET programs and the Teaching Practicum into line with good practice internationally.
- Component 2 aims: (1) to support the development and delivery of INSET Modules for upgrading the large proportion of Grades 1 to 4 teachers who are under-qualified (UQTs) either in their academic and/or professional teaching qualifications and who do not meet the new requirements for teacher certification; and (2) to facilitate the transition of these UQTs, the vast majority of whom have been 'subject teachers,' to becoming 'class teachers' capable of teaching an integrated curriculum at the grade 1-4 level.

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¹ Birzeit University participated during phase 1 of the TEIP 2011-2015 but withdrawn in phase 2.

Component 1: Strengthen School-Based Practice of Pre-service Teacher Education Program (PRESET)

Main Findings

- The project paved the way and cultivated an environment of collaboration among all partners; this structure provided the chance for networking, and collaborative work in developing the program.
- Universities to whom the external evaluator spoke were proud of the achievements and changes that resulted from the program. They strongly believed that the program would be extended beyond the life of TEIP itself. They believed that the tools and guides developed by the program are strong foundations for a long-standing program.
- Handbook for Mentor Training was developed, and used by all universities. The handbook was designed especially for trainers to train mentors who undertake the responsibility of guiding and supporting the future teachers during the practicum period.
- Mentors always confirmed that they had learned a lot from the program; their interaction with university faculty was a great opportunity to refresh their skills and bring their attention to current developments in teaching and learning.
- The Palestinian Teacher Professional Development Index (PTPDI), which guides the practicum, focuses on three major, educationally-sound classroom practices and skills that should be mastered by student teachers after they are hired by the MOE and before they begin work classrooms. The PTPDI is a continuum of six levels of competencies, sub-competencies and indicators, from student teacher to the most experienced and expert teacher. Each level of the PTPDI comprises the same three core competencies and 16 sub-competencies that reflect the primary tasks of the teaching profession. The three core competencies are clustered around:
 - Planning for teaching and learning
 - Teaching to facilitate learning
 - Assessing and reporting learning progress and outcomes



“The (original) program at Hebron [used to] provide a wide range of relevant Education courses dispersed throughout the program. However, these do not appear to follow established principles of curriculum design in terms of coherent scope, sequence, continuity, articulation, integration and balance of learning experiences. Thus they do not allow students to make principled connections between learning that occurs within courses across a year level and from one year level to the next. This provides a fragmented and disconnected learning experience for students.... These courses do not adequately integrate subject content knowledge and pedagogical content knowledge.

The modifications [were] proposed to provide an adequate focus upon developing knowledge of important educational theory, principles and concepts; and connect these with core subject content knowledge and pedagogical knowledge across the range of subjects taught at Basic Education level and provide opportunities for students to apply and further develop during a practicum program that encompasses five semesters... subject courses will be updated and modified into Content Knowledge (CK) and Pedagogical Content Knowledge (PCK) focused courses.

Hebron University, Component 1 Completion Report, 2018



Component 2: Upgrading Academic and Professional Teaching Qualification of Under Qualified Class Teachers

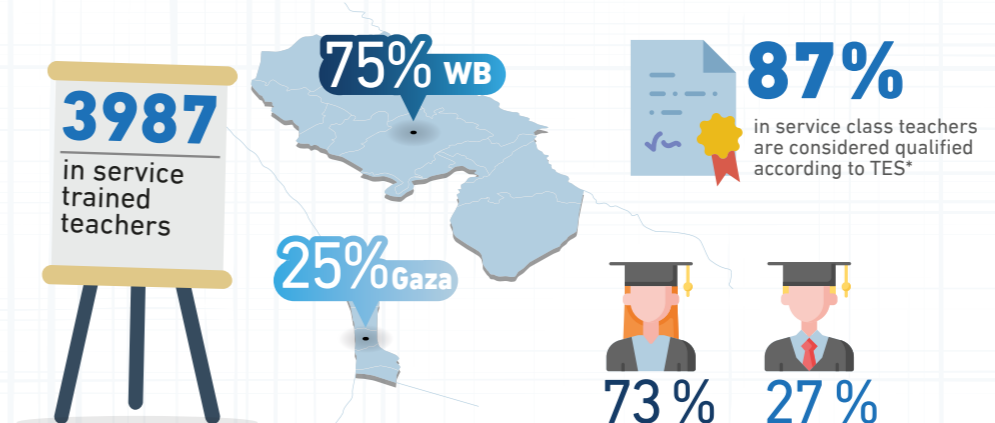
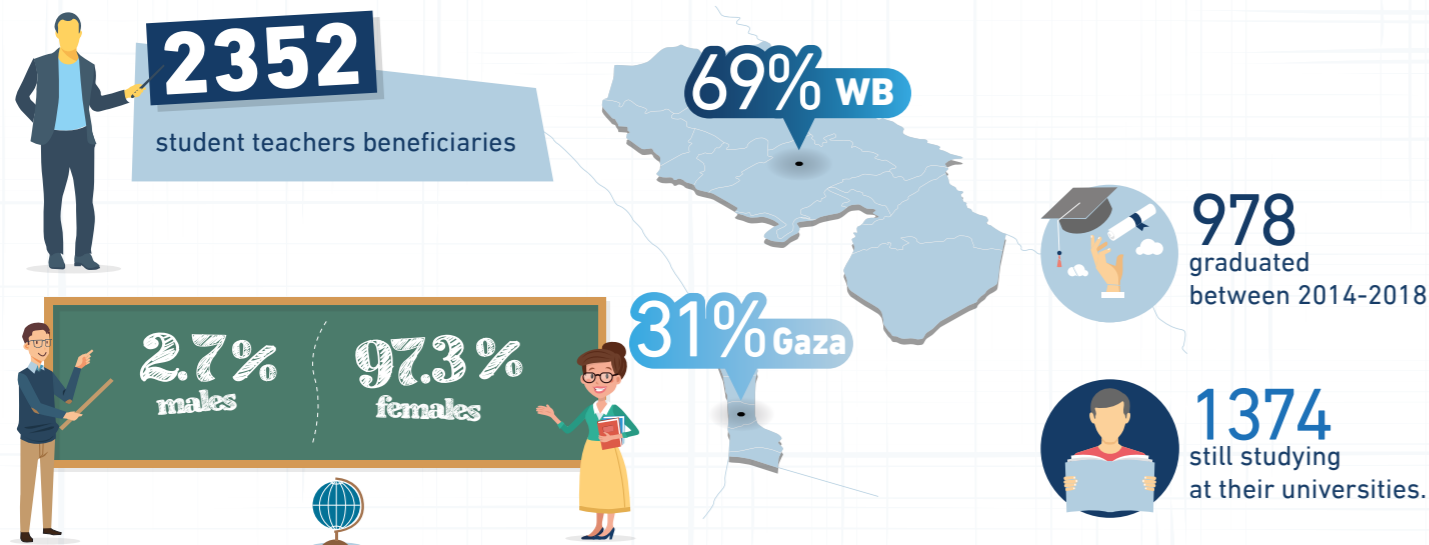
Main Findings

- The use of CK and PCK as key concepts in all subjects and courses: During the AF phase, TEIP supported a revised design of the modules with greater emphasis on CK PCK related to each subject area (primarily languages, math and science). The final modules were ready by February 2015. The assessment by Assessment and Evaluation Department (AED) showed that principals, as well as supervisors, observed improvement in teachers' integration of CK and PCK in their classroom teaching.
- More than 82% of grade 1-4 teachers trained by TEIP reported that the INSET program impacted their skills in lesson planning, instruction, and assessment of student learning. AED assessed the impact of the program on teacher competencies, and the table below presents a summary of the results:



Source: AED assessment, impact of program on teacher competencies

- Trainees trusted that trainers did an excellent job, based on a survey by NIET. On a scale of five, the overall average was 4.26.
- Participating teachers became much more reflective about their practice and conscious of its impact on children's learning. At the start of the program the use of reflection was shallow and limited, by time the portfolio gave participants opportunities about how they talk about themselves, and about their students as individuals with various abilities and needs.
- Teachers reported that the special education course opened their eyes on student issues of which they were not aware before the program. Their understanding and beliefs about students with special needs is drastically changed and a positive attitude and relationships emerged.
- The portfolio is a useful tool, and in order for teachers to continue using it, it should become part of the supervision process.
- When taking the integration course, teachers became more confident in making the transition from subject teachers to classroom teachers.



1. It is the time for the MOE to sum up all what has been achieved and to build a new Teacher Education Strategy that outlines responds to changes in education that have been taking place since the first strategy in 2008.
2. The local cadre of trainers is a necessary condition for the sustainability of future training. The program also provided technical skills for the NIET staff, based on gained skills NIET should be involved more in the training of teachers in future, this approach enhances sustainably and could be cost effective.
3. MOE supervisors should be part of the training and mentoring program. There is a role for supervisors to support and perhaps train mentors to support student teachers during their training and their enrollment in practicum courses. Having supervisors on board in this component will help sustain the project over the long run.
4. Future Research: All universities reported confidence that the teacher preparation program will guarantee that the graduates can teach all subjects for all grades from 1-4, however more research is needed to answer questions like: What are the characteristics student teachers most like in the mentors? What do mentors who are recognized as excellent have in common? What are the characteristics mentors liked most about student teachers?
5. The MOE & MEHE should disseminate AQAC's accreditation content and process to all other relevant higher education institutes.
6. Supervision evaluation form and procedures should be adjusted, making use of the PTPDI elements in conjunction with effective use of the teacher portfolio.
7. The professional development program should always include inclusive education, training teachers how to deal with diverse student needs.