

TEACHING FOR SUCCESS OCCUPIED PALESTINIAN TERRITORIES



PROJECT REPORT 2018 – 2019



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FOREWORD

There is no doubting the importance of equipping English language teachers and teacher educators with the skills needed for their professional development. We believe improving the quality of teaching in Palestine will have the most impact on improving learner outcomes and the British Council's Teaching for Success approach to teacher development in state education systems is proving an effective way to do this.

With advances in pedagogy and technology, and the demands of a changing learning environment, supporting teachers through innovative programmes for professional development is more important than ever. This year together with the Palestinian Ministry of Education and the United Nations Relief and Works Agency (UNRWA) we have successfully piloted a new innovative online training programme 'Teaching for Success' across the West Bank, East Jerusalem and Gaza. The British Council is proud to continue to work closely with the Ministry of Education and UNRWA to support the development of English language teaching and learning across Palestine. Our long-term ambition is to reach all English teachers in Palestine by providing high quality continuing professional development (CPD) opportunities that improve their own practice and their learners' success.

This report is offered to identify areas of strength and areas for development in our Teaching for Success approach, and to outline recommendations to be followed to strengthen English language teaching and improve the quality of teaching and learning in the state education system in the next phase of the programme.

Our work with the Ministry and UNRWA complements wider British Council work in Palestine where we strive to improve teaching and learning of English at all stages of the education system. We aim to do this through various means such as policy dialogue, professional development of educators in higher education and our wide range of freely available online resources for teachers and learners. I would like to thank the Ministry and UNRWA for giving us the opportunity to partner with them on this project, and we hope very much to consolidate and build on this fruitful working relationship in the coming years. I am also very grateful for the dedicated work of my colleagues Colm Downes, Runna Badwan and We'am Hamdan on this project. I am confident, through developing further cooperation and international partnerships, the Education sector in Palestine will continue to make great progress towards realizing its ambitions.



Martin Daltry
Director, British Council Palestine

EXECUTIVE SUMMARY

This report by the British Council Palestine examines the strengths and weaknesses of our new Teaching for Success teacher training pilot. The report outlines recommendations to further strengthen 'Teaching for Success' for the next round of the programme.

The data in this report was collected during the academic year 2018-2019 through various data collection measures, including all key stakeholders - English supervisors from the MoE and UNRWA, course participants and British Council international online trainers.

The report elaborates the framework we use in Teaching for Success programme for continuous professional development in state education systems. This is followed by an outline of the current situation, challenges in English language teaching and recommendations to implement a successful model for in-service teacher training programmes.

The report documents the steps we took from September 2018 until April 2019 to deliver this pilot, from baseline and data collection, to completing the training modules and finally celebrating course participants' achievements at certificate ceremonies held in Gaza and the West Bank.

Course participants, supervisors and e-moderators' perceptions of the implementation and delivery of this training pilot are detailed, including noteworthy findings such as teachers and supervisors attitudes towards using a blended approach, consisting of online training modules and face-to-face meetings, in the teacher training programme.

Classroom observations and data collated through various data collection measure (i.e. focus groups, online surveys and telephone conversations) reveal that the majority of course participants felt satisfied doing an online training course but they need to expand teachers' network and their ability to share and connect with other teachers either locally or internationally.

Teachers indicated that the training modules were beneficial and the majority reported that they noticed positive changes in their classroom practice following the completion the training modules. Supervisors from the MoE and UNRWA documented some success stories of how teachers adapted the materials to make it more contextually relevant to the Palestinian context.

The report also highlights some findings in the form of charts, and provides specific comments related to each of the training's components. Recommendations are made based on the data collated in order to improve English teaching and learning across in state education systems.

TEACHING FOR SUCCESS FRAMEWORK

British Council Teaching for Success is the British Council's approach to teacher development in state education systems.

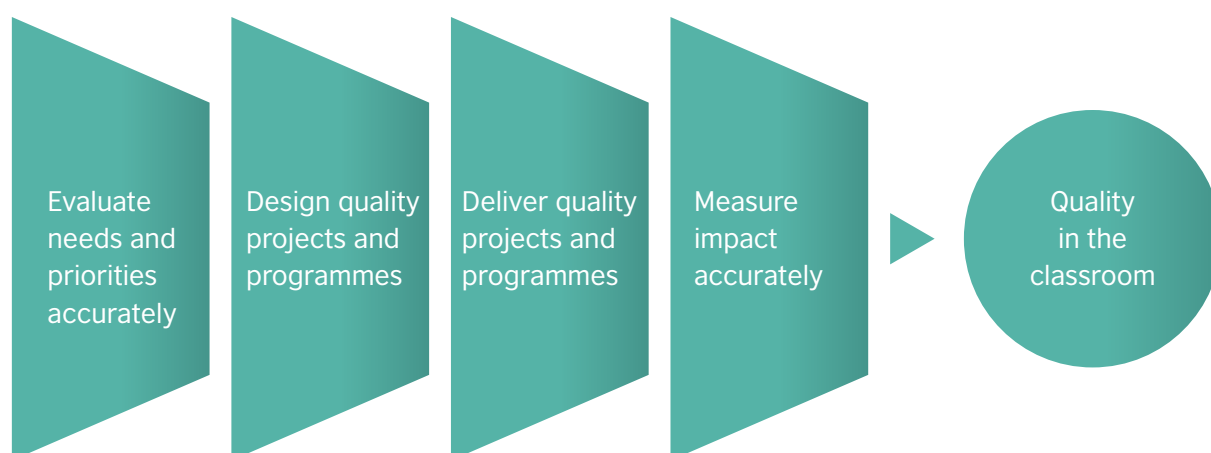
Our vision is that: "All teachers in the world have high-quality continuing professional development (CPD) opportunities that improve their own practice and their learners' success".

Teaching for Success represents current insight, evidence and research into effective continuing professional development, relevant to school teachers of all subjects. This demonstrates that:

- Improving the quality of teaching has the most impact on improving the outcomes of learners
- CPD is the most effective way to improve the quality of teaching.

Effective continuing professional development is at the heart of the approach. This means that we develop strong partnerships with governments and encourage strong leadership in supporting the CPD of teachers, based on mutual understanding of the principles of effective continuing professional development for teachers. We develop expertise in country to ensure longer-term impact. We focus CPD on teacher needs and outcomes, and on learner outcomes in the classroom. We demonstrate the effectiveness of CPD activity by accurately monitoring progress, measuring impact and evaluating success using our reliable evaluation tools. The principles of equality, diversity and inclusion are embedded throughout.

Teaching for Success is relevant to teachers of all subjects. It includes high-quality teacher training and development resources particularly for English language teachers, and incorporates the technology appropriate to the teachers and their context. The approach builds on our many years' experience of working with governments and brings international expertise and high-quality resources to improving the quality of teaching and learning in education systems. It provides all that is needed to help teachers progress from understanding their needs to improving quality in the classroom. Our approach ensures effective action through the whole process of improving quality in the classroom and achieving 'Teaching for Success':



CONTINUING PROFESSIONAL DEVELOPMENT

Continuing Professional Development (CPD) is central to the Teaching for Success approach. CPD is a planned, continuous and lifelong process. Teachers develop their personal and professional qualities, and improve their knowledge, skills and practice. This leads to improvements in their performance as teachers, the outcomes for their learners, benefits for their schools, and the teacher's own confidence and autonomy as a professional.

The aim for CPD in Teaching for Success is that it has a transformational impact on teachers and their learners. This means that CPD helps education systems and teachers to achieve deep, systemic, and sustainable improvement in their performance and the outcomes for learners. Research evidence shows that in order to do this CPD activity should be concrete and classroom-based, sustained over time, and fully supported by educational leadership. Teachers themselves need to be involved in selecting the activity that helps them develop. CPD also needs to facilitate collaboration between teachers and experts, and include mentoring and coaching.

Our Continuing Professional Development Frameworks for teachers and teacher educators provide the guidance for teachers and teacher educators to understand their own needs and stages of development and identify the right activity to develop themselves and meet their challenges. Most teachers and teacher educators will have an irregular profile, at different stages of development in different professional practices.

Teaching for Success provides the expertise and resources for quality CPD for teachers and teacher educators in education systems across the world.

CURRENT ENGLISH LANGUAGE TEACHING PRACTICE IN PALESTINE

Research into, and analysis of, current English language teaching practice in Palestine highlights some of the following challenges:

- **Attitude towards CPD:** Many English teachers in Palestine express a negative or impassive attitude towards CPD. Some teachers feel that CPD is something which 'is done to them' and does not meet their needs or interests.
- **Classroom methodology:** Using effective language teaching methodologies and differentiation of instruction where teachers are able to use a variety of teaching strategies is also a great challenge. Many teachers teach English through the medium of Arabic and speaking skills are often taught inadequately or not at all. There is also limited use of groupwork, cooperative and inclusive learning methods.
- **21st century skills:** A lack of access to technology is another impediment to learning English. Teachers use English for Palestine as the only coursebook and they often lack the skills to adapt the coursebook to make it more relevant to the requirements of today's modern world. Critical thinking skills are rarely integrated in the classroom.
- **Motivation:** Many teachers use traditional methods of lecturing without engaging students in the learning process. An authoritative teacher-centered school system and rote-learning methods is the common practice. There is also an overtly grammar-centered approach to learning that prioritises meeting curricular goals within limited time constraints over adopting communicative approaches. Such a lack of variety of teaching strategies in mixed-ability large classes, coupled with an overemphasis on grammar while using a single textbook, clearly does little to intrigue, motivate, and engage students in the learning process. This results in hindering Palestinian language learners from developing a satisfactory level of English proficiency when graduating from high school.
- **Assessment:** The majority of Palestinian teachers show weaknesses in assessment practices. They lack knowledge of a variety of assessment strategies and rely almost entirely on summative assessment techniques. Teachers may say they wish they had time to use formative assessment techniques but claim there is simply insufficient time to implement these assessment practices.
- **Workload:** Many teachers have a heavy workload, teaching many classes per week - often large mixed ability classes. There is also a lack of motivation amongst teachers due to relatively low salaries and limited access to high quality supplementary resources.

IN-SERVICE TEACHER TRAINING RECOMMENDATIONS

In service teacher training recommendations in '*The English Language Teaching Situation in Palestine*.' (Bianchi & Razeq, 2017)

- **Conduct needs assessments:** All training and professional development sessions must be based on teacher input and needs. This will reflect positively on their attitudes towards CPD.
- **Involve administrators and supervisors:** Principals and instructional supervisors should attend training sessions whenever possible, particularly, the learning circles where trainees share their knowledge and application of the new skills in the classrooms.
- **Promote IT skills:** Continue to use information technology in facilitating the training modules.
- **Make the most of learning circles:** Expand the use of learning circles during the training where all trainees will be able to share their application of the new skills and practices acquired and show their effect on student learning.
- **Celebrate trainee participation:** To keep the momentum going and to improve enthusiasm and motivation, a graduation ceremony should be held at the end of the training for each group.

TEACHING FOR SUCCESS – PILOT

Between September 2018 – April 2019 up to 210 Ministry of Education and UNRWA teachers were selected to participate in the British Council's new 'Teaching for Success' pilot. These teachers were divided into 14 groups across the West Bank and Gaza. Participating teachers completed 5 modules across 5 months. Baseline data collected during September 2018 informed the precise selection of training modules. Each month consisted of three stages:

- **E-moderated online training modules:** Each month for five months English language teachers individually completed 1 x online training module. Modules included a variety of study materials, discussion forums, synchronous online meetings and assignments. This stage of the programme was managed by a group of trained specialist British Council e-moderators.
- **Implementation of training:** Following completion of the online training module, English teachers implemented new ideas and activities in the classroom. English supervisors observed up to three of these teachers each month to help measure the impact in the classroom.
- **Teacher Activity Groups (TAGs):** At the end of each month, all teachers gathered face-to-face with their group for a 2.5 hour TAG meeting. These meetings were arranged and facilitated by English supervisors. During each meeting three English teachers delivered a 10 minute presentation demonstrating their learning by sharing new activities they tried out in the classroom. Presentations were followed by discussions around that month's learning material, success and failures with new techniques and the overall impact of the module on their teaching.



The British Council held an induction workshop for 11 dedicated supervisors from the West Bank and Gaza in September 2018.

The primary objectives of the 'Teaching for Success' pilot:

- **Empower:** To give agency to English teachers to take responsibility for their own professional development.
- **Performance:** To help Palestinian English teachers to become high performing, motivated and creative classroom practitioners.
- **Confidence:** To build English teachers confidence completing online teaching education programmes and sharing their ideas, success and problems with other teachers through face-to-face and digital communities of practice.
- **Capacity:** To help build the capacity of MoEHE / UNRWA to effectively establish, maintain and evaluate the impact of CPD initiatives – and independently plan, manage and support local communities of practice.

KEY FACTS

During the pilot 'Teaching for Success' we established the following groups reaching 210 Teachers.

UNRWA West Bank	groups 3	teachers 45
MoEHE West bank	groups 3	teachers 45
UNRWA Gaza	groups 8	teachers 120

TEACHING FOR SUCCESS – INDUCTION WORKSHOP & BASELINE DATE COLLECTION

The British Council ran a 'Teaching for Success' induction workshop in Ramallah Monday 3 – Wednesday 5, Sept 2018. This workshop was for MoEHE English Supervisors and UNRWA Education Specialists who were involved in the setting up, delivering and evaluating the 'Teaching for Success' Pilot Phase. Over the three days participants learned how to use the British Council's Teaching for Success 'Classroom Needs Assessment Tool (CNAT) and the 'Self Assessment Tool' (SAT). The British Council trained 15 Ministry of Education English Supervisors, and UNRWA Gaza Educational Specialists to manage the face-to-face TAG sessions as TAG Facilitators. This capacity building aspect of Teaching for Success helps ensure the long-term sustainability of this initiative.

Teaching for Success: Schedule

During the five-month pilot English teachers all completed a one-month training on each of the following 'Teaching for Success' modules:

Time	Activity
September	Induction Workshop & Baseline Data Collection
October	Teaching for Success Module 1 Understanding Motivation in the Classroom
November	Teaching for Success Module 2 Engaging with Thinking Skills (21 st Century Skills)
January	Teaching for Success Module 3 Understanding Differentiation
February	Teaching for Success Module 4 Assessment for Learning
March	Teaching for Success Module 5 Understanding Approaches for Inclusive Learning
April	Certificates Ceremony Monitoring and Evaluation

CERTIFICATES & PRESENTATIONS

In April we held two official 'Teaching for Success' events in the West Bank and Gaza. During these events we officially launched 'Teaching for Success' in co-operation with the MoEHE and UNRWA West Bank, announcing a significant scale up of the programme beginning in September 2019.



This event celebrated the achievements of 'Teaching for Success' English supervisors and teachers, It was an opportunity for English supervisors and teachers to deliver short presentations on what they have gained, It was also an opportunity to hold a series of workshop sessions for English teachers and supervisors unfamiliar with the 'Teaching for Success' approach to learn more about this innovative training model.

THE ONLINE COMPONENT

This stage of the programme was managed by a group of trained specialist British Council e-moderators. The British Council selected 4 international e-moderators to facilitate and manage the online component of the pilot. Each of the moderators led 3 groups in the West Bank or Gaza. Each month for five months English language teachers individually completed 1 x online training module. Modules included the following components:

- **A variety of study materials to be completed online:** Teachers completed exercises related to the topic of the selected modules each month. The format of the materials allowed for flexibility. Teachers completed each of the modules at their convenience from home or work.
- **Discussion forums:** Teachers and supervisors contributed to the discussions. The e-moderators selected interesting and intriguing topics to involve the teachers in the discussion.
- **Synchronous online meetings:** Following completion of the online training module, English teachers discussed how to implement new ideas and activities in the classroom with their moderators and supervisors through a monthly online training session. The timing of the sessions varied each month. E-moderators used a poll to decide a suitable time for each session. Zoom was used as a tool to deliver the sessions.
- **Assignments:** Teachers chose three assignments to complete from the five modules and received feedback from their e-moderators on how to improve their lesson planning and ability to reflect on their own teaching practice. Supervisors observed teachers in the classroom to see if the impact of the training is captured.

The modules for this pilot were selected on the basis of:

- The main areas in need of improvement as identified by our baseline observations.
- Discussion with the e-moderators.
- The successes and lessons learnt from other Teaching for Success modules in the region.

We learnt that whilst a certain amount of theory and time for reflection on their own teaching practice is needed, the most useful modules for teachers are the most practical ones that provide the most ideas for using games, teaching vocabulary, teaching pronunciation etc.



Below are some comments collated from teachers in relation to the online component of the course:

“This is my first online course and without the help, support and the daily follow up of Mr Chris, I wasn’t sure that I could make it. Simply he is amazing and very patient with all of us.”

“My moderator usually answers my questions so fast and each time especially in the live webinar she explains the tasks easily and simplifies every unknown details connected to the assignment of the module. I always feel that I wait for the fruitful webinars.”

“I’m getting a great help from my e moderator. The discussions, the live sessions, the notifications that we get from her help us a lot to continue the online course. I’m happy with the fact that there’s someone who cares about keeping the learning process active all the time.”

TEACHER ACTIVITY GROUPS (TAG) MEETINGS

The teacher activity group meetings proved to be very successful. TAG meetings were conducted during the fourth week of the month following on from the week of observations. Teachers gathered face-to-face for 2.5 hour TAG meeting. The English supervisor managed this meeting, kept a record of attendance and facilitated discussions. The teachers found the extra layer of support the supervisors provided extremely helpful and appreciated the fact that there is someone on hand who has been through this process before and can offer advice and explanations in Arabic if needed.

We established the following routine for each Teacher Activity Group (TAG) meeting:

- **General Discussion:** Discussion of any problems, issues and questions with any part of the course - General feedback on classroom observations from the supervisor.
- **Individual Presentations:** English teachers (a) delivered a 10 minute presentation demonstrating new activities they have tried out in the classroom (maximum 3 teachers per meeting) (b) answered questions from other teachers about how they implemented the new ideas.
- **Whole Group Discussion:** Teachers and supervisors (a) discussed the online training module and impact of training in the classroom (b) discussed success and failure when implementing new ideas in the classroom (c) wrote a personal action plan.
- **Action-planning:** Teachers reflected on their experience and ideas from other teachers to form an action plan for continuous development. Supervisors supported by suggesting additional ideas and resource books.
- **WhatsApp Group Chat:** Each of the supervisors created a WhatsApp group chat which enabled teachers to share ideas and reflect on the assignments and modules promptly. This also allowed teachers to create a community and be able to get in touch with their supervisors when needed.



Below are some comments collated from teachers in relation to the TAG meetings:

“Frankly speaking our supervisor Miss Sirin always support us by different ways. She always says (you can do it) you are unique teachers and you can be better. She always advises, recommend important information. But I think the most important is the TAG. We meet and discuss and I like these meeting very much.”

“My supervisor organizes face-to-face meetings so that we gather, discuss, and share our ideas. We discuss the modules and each unit. We talk about how much benefit we get and how can we adopt and adapt the ideas we learn from. This course in our teaching field.”

“This format allows the CPs to go much deeper into the topics. Devoting one month to a module, which offers everyone the chance of engaging in a number of discussions in the forum, of participating actively in a live session which paves the way for the assignment task and the chance of submitting at least 3 supervised assignments gives the CPs the opportunity to explore the concepts dealt with and to delve into each aspect much more deeply than with any other format. What certainly cause great impact in them is the TAG meetings, where they are able to recap on what has been dealt with and show the extent to which they have integrated all the contents in the module. It is a model to follow! Quality rather quantity!”

MID-COURSE EVALUATION

In January 2019 we evaluated the progress of the pilot by asking the e-moderators, supervisors and teachers to complete surveys. There were several key points learnt through the questionnaires which will enable us to improve the next phase of the programme:

Main Findings

Below is a summary of the key points reflected in the questionnaires:

- **The blended approach:** 100% of course participants indicated that they feel great about doing an online course. The majority of respondents indicated that the course provides a flexible platform to share and exchange knowledge with others at their own pace. Course participants also indicated that they specifically enjoy the live sessions with their e-moderators. The average score for the live Zoom sessions was 5 out of 5.
- **Modules Content:** The majority of teachers and supervisors are engaged in the content of the training modules so far. This is because the modules have been selected on the basis of the main areas in need of improvement as identified by our baseline questionnaires. Many comments indicated that teachers have started using more learner-centered and communicative methods to engage their students.
- **Classroom observations:** The training has also proved very useful in training the mentors how to conduct classroom observations. Supervisors are more able to identify key strengths and weaknesses of lessons and how to provide feedback for their teachers during the TAG meetings. 84% of teachers observed a significant improvement in their teaching practice following the training.
- **TAG face-to-face meetings:** The teacher activity group meetings are so far proving to be successful. TAG meetings are conducted during the fourth week of the month following on from the week of observations. The teachers are finding the extra layer of support the supervisors provide extremely helpful and appreciate the fact that there is someone on hand who can offer advice and support if needed. The average score for the TAG sessions is 5 out of 5.

Areas for further development

There are several key points we have learnt through the questionnaires which will enable us to improve “Teaching for Success” for the next phase of the programme.

- **Practical Videos:** The majority of respondents indicated that they would like to see practical contextualized videos of the new methods learned during the course. Many have also expressed a desire to expand the online sharing community.
- **Motivation:** This area was mentioned frequently in the surveys. Although there was great feedback related to support from e-moderators and supervisors, the majority of respondents expressed a desire to present and share their ideas in front of an audience (e.g. conference, ELT event). On the 24th of April we held an official ‘Teaching for Success’ launch in which 3 teachers from the UNRWA and 3 teachers from the MoEHE delivered short presentations on what they have gained. The selection of the speakers was based on the quality of their proposals and relevance to audience and thematic areas.
- **Selection Criteria:** There needs to be clearer criteria when selecting course participants in order to minimize drop out numbers and also to maximize the beneficial impact of the online training modules.
- **Course Materials:** Teachers would like to have a written summary at the end of each module summarising the main content to refer back to.
- **Course Structure:** Although consideration should be given to teachers’ busy schedules and workload, many teachers indicated that the number of live sessions should be increased, and more time should be allocated for each module to be completed.

FINAL EVALUATION: KEY OBSERVATIONS

In May 2019 we evaluated the impact of the pilot by asking the moderators, supervisors and teachers to complete surveys. Below is a summary of the key points reflected in the questionnaires:

- **The blended approach:** More than a half of course participants gave the programme a rating of 5 out of 5, while the rest gave it 4 out of 5. The majority of teachers said that they observed many changes in their classroom practice following the completion of modules. Only 6% of course participants reported few changes in their teaching methodology. 99% of course participants reported that they felt good/ great about doing an online training course.

“Well, this is the first time I try the online learning. I found it very motivating and easy. It is a new good experience to me because I love to connect with people and stuff while at home. I can also feel free to log in whenever I want and re-read the modules if I wish.”

- **Modules content:** 92% of course participants found the online modules very useful. Teachers and supervisors enjoyed the variety of topics covered in the five modules. This is due to their practicality and alignment with teachers’ needs identified in the baseline. The modules on learner differentiation and motivation were given the highest ranking. Teachers indicated that they enjoy practical techniques that they can easily use and adapt for their teaching context. A frequent suggestion that came through the surveys was to create a resource bank where teachers can post videos from their classrooms to show how they adapted and implemented the new methodologies into their teaching practice.

“I now know how can I involve all my students in my lesson by changing these activities to some of them according to their levels or needs. Also I can vary in my support to them according to their needs.”

- **Classroom observations:** The training has also proved very useful in terms of encouraging teachers to become more autonomous and reflect on their own teaching practice. Supervisors reported that teachers started using more communicative approaches to engage their learners in the lesson following the completion of the modules. Teachers also noticed that lesson planning is an area they benefited from due to the support they continuously received from their supervisors and feedback from e-moderators on their assignments and forum discussions.

“I benefit so much. The course and the moderator make me more organized in lesson preparing; use various techniques and good communicator.”

- **TAG meetings:** 88% of course participants found the face-to-face monthly TAG meetings were very useful, while the rest gave it a rating of 3 out of 5. This extra layer of training helped teachers perceive the impact of the training as it expanded their sharing community and allowed them to discuss different ways to adapt the new skills learned throughout the programme. Teachers were also motivated to be given the platform to share their ideas with a wider audience in a big ELT ceremony at the end of the course.

“This format allows the CPs to go much more deeply into the topics. Devoting one month to a module, which offers everyone the chance of engaging in a number of discussions in the forum, of participating actively in a live session which paves the way for the assignment task and the chance of submitting at least 3 supervised assignments gives the CPs the opportunity to explore the concepts dealt with and to delve into each aspect much more deeply than with any other format. What certainly causes great impact in them is the TAG meetings, where they are able to recap on what has been dealt with and show the extent to which they have integrated all the content in the module.”

REFLECTIONS FROM PARTICIPANTS

Following the 'Teaching for Success' teacher training programme, we asked teachers and supervisors to describe changes they have noticed in their teaching practice. Comments we received were related to learners' motivation, integrating inclusive learning and thinking skills methodologies, understanding differentiation and assessment of learning.

TEACHERS

"One of the changes in my class was the class atmosphere which was changed by using a variety of strategies to motivate the students to learn and applying different levels of activities to suit the different levels of students and even different types of questions. All in all, I can say I now have a more vivid class that is willing to learn English more anxiously."

"I started using new teaching methods and techniques in dealing with my learners. I started to have a new perspective regarding dealing with SEN so my classes are coming to be more inclusive."

"I didn't use to write the objectives of the lesson on the board but now I do. This makes everything clear for the students and they become responsible of their learning and helps in the assessment for learning. In this way students can know about their progress and it also helps self assessment."

"My students are more motivated than before and different needs of theirs are met in the new strategies we have learnt. Different thinking skills are taken into consideration when planning my lessons and more assessment along with feedback gives a clear indicator about my students progress."

"I became more aware when dealing with formative assessment as I will not move to the next step in my lesson unless I am sure that my students attain the objective of the current material. Now I have a clear idea about the difference between assessing learning and assessing for learning."

"Different ideas are very beneficial and applicable; for example the ideas related to assessing students' learning. Also the ideas related to inclusive learning and how to involve them in the lesson. Moreover, I liked the ten ways of Ken Wilson to motivate students. In addition, the assessment of learning and how important it is in the learning process and many other ideas. All in all the entire course was excellent."

"The course gave me different ideas and strategies to motivate the low achievers in my class and involve them in heterogeneous groups. It also helped me to vary my assessment tools and enhance a more ongoing assessment process in the class. All the units provided great ideas to follow up students' performance."

SUPERVISORS

“Through my visits I noticed the impact of each course taken through the activities that were given to the students. The participation of all students and their motivation for the activity given. The existence of an action plan for each teacher to work during each month. There is no fear of making mistakes. The students gave the answers confidently and low-level students participated in the activity. They provided feedback by raising happy faces. They showed that they enjoyed the activity and when I asked the students if you would prefer to use this activity, the answer was yes and they were very happy and wish that the teacher will give them these activity every class.”

“Using different methods in collecting feedback such as the smiley faces, traffic lights and question and answer posters which both teachers and students enjoyed using and get the desired benefit from as means to assess the progress of learning.”

“I found most teachers who were sharing in TfS are practicing new techniques for motivating students and this was evident in the students themselves and their motivation. As well new types of questions specially HOTS were employed y teachers and this reflects the extent to which teachers modify and try to engage all types of students in their learning process.”

“For example, before the course, I observed a classroom for a teacher who is traditional and whose classes are teacher-centered most of the time. Then I had another observation later during the course and during the SBTD2 programme, there were many changes such as the employment of active learning strategies, educational games, differentiation, motivating techniques, collecting feedback and peer assessment.”

“They started to give more attention to Hots in addition to their interest in differentiation. They started to have better perceptions about the students’ different needs. They also try to adapt the textbook accordingly.”

“The classes are gradually shifting into student centered approach. Students are given more active role through role-play, pair and group work and class projects.”

RECOMMENDATIONS

- **Practical teacher-resource bank:** To facilitate lesson observations and feedback and to encourage idea sharing and peer feedback, the video observation platform VEO (Video Enhanced Observation) can be used by teachers and supervisors

This platform allows teachers to record parts of their lessons and upload them onto a secure platform. This will allow their peers and/or supervisor to view the recorded lessons and provide feedback. It has a number of features that make feedback easier. For example, observers can tag certain parts of the lesson, marking it for a specific focus e.g. classroom management. Then the teacher and observer can skip to that specific part of the video to review exactly what happened.

Another option may be to look at other digital platforms such as 'PADLET' where teachers can upload and share videos taken in their classroom. However, we must be careful to ensure child protection guidelines are correctly followed.

- **Expanding the teacher community:** To expand the teacher community by enabling the participants to connect with other teachers from across the West Bank and Gaza districts, and giving the opportunity to any English language teacher to enroll in the 'Teaching for Success' course. From Sept 2019 – The British Council Palestine is committed to expanding the 'Teaching for Success' online English teacher training programme to all West Bank districts. At a minimum we plan to create 34 MoE 'Teaching for Success' groups reaching approximately 500 English teachers. The programme will continue in the same format with monthly online modules led by a British Council e-moderator and face-to-face meetings led by MoE supervisors.
- **Teachers selection criteria:** To provide clearer criteria for selecting and grouping course participants. Whilst the pilot programme was met with high levels of satisfaction from teachers and supervisors, we would like to introduce new selection criteria to ensure the programme is reaching the teachers who will most benefit from this professional development opportunity. We propose the following criteria for the next round of the programme:

Level of experience: We would like two-thirds of participants to be novice teachers who have no more than three years of teaching experience. The modules selected are meant to give teachers a well-rounded and solid foundation in key teaching skills. They would be of great benefit to novice teachers who may be struggling or who are keen to improve their skills.

Male to female ratio: During the pilot phase, less than one-fourth of participants were males. We would like to see that increase to a minimum of one-third of participants (5-6) for every group.

Impact in schools: We know that teachers in boys' schools are faced with a more challenging learning environment. To address this, we recommend that at least half of the teachers selected for 'Teaching for Success' work in boys' schools.

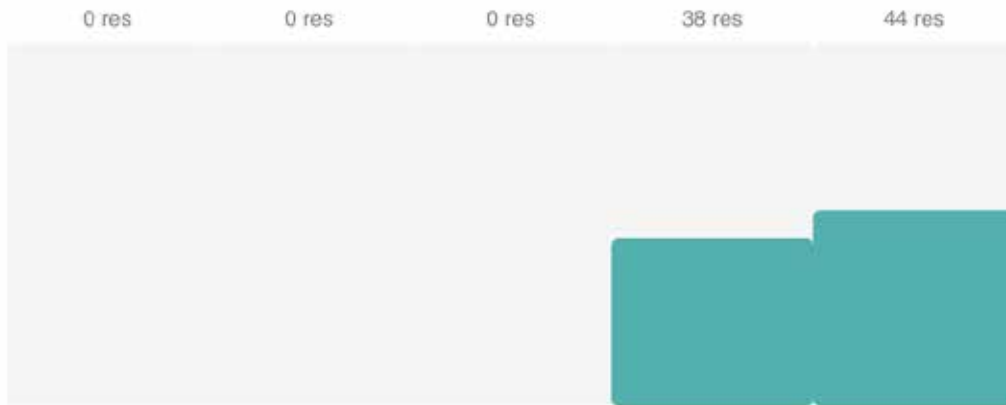
- **Supervisors selection criteria:** Having supervisors who are fully engaged is crucial to the success of the programme. Developing the relationship between the local supervisors and the British Council e-moderators is important. A way for them to connect before the start of the course would lead to greater cooperation and understanding between them. This would also help to ensure a positive start to the programme.

The support that teachers get from the supervisors is crucial to the success of the programme. We plan to hold training for all supervisors leading 'Teaching for Success' groups in August. This will help to familiarize them with the programme and provide guidance on how to conduct the face-to-face meetings. We also plan to engage with school leaders to ensure they have a clear understanding of the programme, its objectives and the benefits it will bring to their schools through the participating teachers.

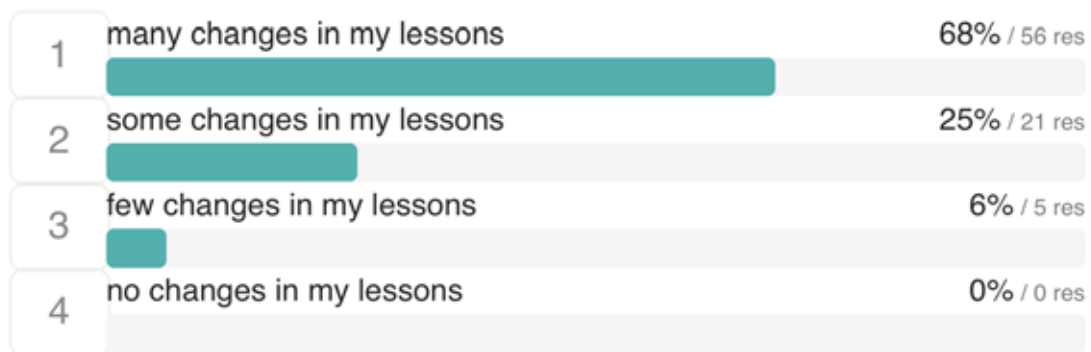
- **Training materials:** Providing teachers and supervisors with written materials of the modules so they can refer back to it if needed. Another recommendation is to provide them with a notebook specifically designed for 'Teaching for Success' course. This will allow them to record their ideas/notes in an organized manner.
- **Motivation:** To motivate teachers by giving them the chance to speak in local and international ELT conferences, and allowing them to hold workshops and sessions in their local schools so that other teachers can benefit from the CPD approach.
- **Classroom observations:** Evidence from the classroom/learners - potentially student feedback on their attitudes to English and their English class (not collected by participants!). We get some lovely sound bites and examples of how teachers have used ideas in their classrooms from live sessions, forums and assignments. If there were some way of capturing these, e.g. learner journals to track their journeys and impact on their classroom practice, video diaries.
- **Adapting training materials:** Collect adapted activities/teaching strategies from participating teachers related to the Palestinian context that can be shared with teachers across the country. This could be in the form of a supplementary resource book or a website. This would be a great way to share best practice and to give teachers the opportunity to demonstrate their learning with others.

FEEDBACK HIGHLIGHTS

What rating would you give your experience with the 'Teaching for Success' course?



Following the 'Teaching for Success' course I observed:



How did you feel about doing an online teacher training course?

