



Partner Schools Global Network

SCHOOLS NOW! CONFERENCE
28 February - 1 March,
Colombo, Sri Lanka



Topic

- **Teaching:**
 - teacher recruitment,
 - pre-service and in-service teacher training,
 - innovative pedagogical approaches,
 - international collaboration, self-evaluation



Agenda for today

- **We are here today to share and discuss:**
 - our experiences;
 - progressive and innovative practices to develop the schools of the Future;
 - prepare our students for Life Beyond School.



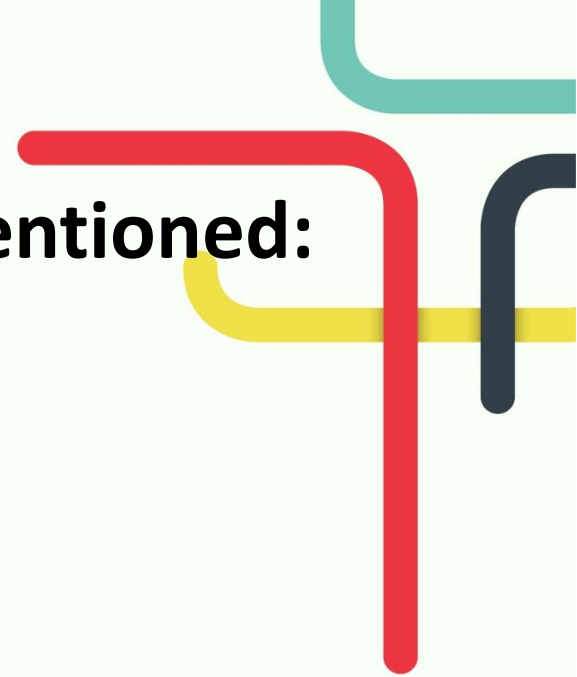
**Can you list a few qualities, skills
attitudes of good and effective
teachers?**

or



These are few that my students mentioned:

- **Sets high expectations**
- **Mentor**
- **Organised**
- **knowledgeable**
- **fair**
- **listener**
- **creative**
- **caring**
- **patient**
- **enthusiastic**
- **confident**
- **motivates**
- **passionate**
- **flexible**



Research says:

Qualities of a Great Teacher, According to:
2015 State Teachers of the Year



 SCHOLASTIC

Results from an online survey of current PreK-12 State Teachers of the Year, conducted in April 2015 by Scholastic with assistance from the Council of Chief State School Officers as part of its National Teacher of the Year program. Forty-six out of 56 State Teachers of the Year responded to the survey.

We can broadly categorise these into:

- Knowledge
- Personality
- Skills



We clearly understand the link between having effective teachers and student achievement.

So how will school leaders ensure that they hire, train and retain effective teachers?



Recruiting / Hiring

- At Al-Wadi International School, we screen applications based on **relevant qualifications and experience**
- To further shortlist the candidates we conduct:
 - ✓ A personal interview
 - ✓ A written test
 - ✓ A demonstration class
- Emphasis is on Subject Knowledge and Communication skills



Pre- service training

Selected candidates are provided with the following:

- 1) Teachers' Handbook (schools' expectations and policies)
- 2) Syllabus / Curriculum frameworks
- 3) General rules and regulations pertaining to life in Saudi Arabia (as many of our recruitments are from overseas)



Professional Development



- At our school, we placed a great emphasis on this aspect of teaching;
- At present we observe that:
 - There is an inequality in terms of male and female teachers available
 - There are fewer younger teachers today
(factors such as pay scales, growth and professional development are either keeping young graduates away or they do not remain in the teaching field for long)

It is essential that schools continue to focus on development of skills and teaching strategies!

- At our school we have class observations conducted by Headmistress and Subject Coordinators and Peer Tutorials/ Orientations
- The feedback is always constructive with suggestions offered for improvement, besides sharing of resources and teaching strategies;



Class observations/ Peer tutorials

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- What teachers do outside of the classroom can be as important as what they do inside in regards to **school restructuring, teachers' professional development and student learning.**
- There needs to be reflective, and meaningful dialogue and collaboration by creating and sustaining networks of conversation in school around issues of teaching and learning

Productive Leadership



- The creation and maintenance of a successful learning environment requires **hard work** and **highly effective management**;
- School leaders have a vital role in **coordinating** professional development activities, **identifying and allocating** resources;
- School leaders should **initiate communication** with teachers about the benefits and desired outcomes of such activities;
- **Attendance** of the school leaders in these Peer tutorials/Orientations reflects that they value learning and commit themselves to it in their daily work.

This conveys a message that teacher's professional development is the most important task in school

Credible Research



- Research conducted on school leaders in Denmark, Scotland, England and Australia by MacBeath (1998, p. 63) identified a number of characteristics of effective leaders including:
 - “Good leaders are in the thick of things, working alongside their colleagues”,
 - “respecting teachers’ autonomy, protecting them from extraneous demands”,
 - “look ahead, anticipate change and prepare people for it so that it doesn’t surprise or disempower them.”

School Leadership

- School leaders (Principal, Vice Principal, Headmistress, Subject Coordinators) should **appreciate** and **celebrate individual accomplishments**.
- At Al-Wadi International School, we have been celebrating success of our High Achievers in CIE examinations; we also acknowledge the teachers' efforts in motivating and inspiring students to excel



Retaining teachers

This is probably the area that needs more attention now, as there is shortage of qualified, passionate teachers and could push schools to hire non-educators.

Factors which enhance teachers' commitment and performance:

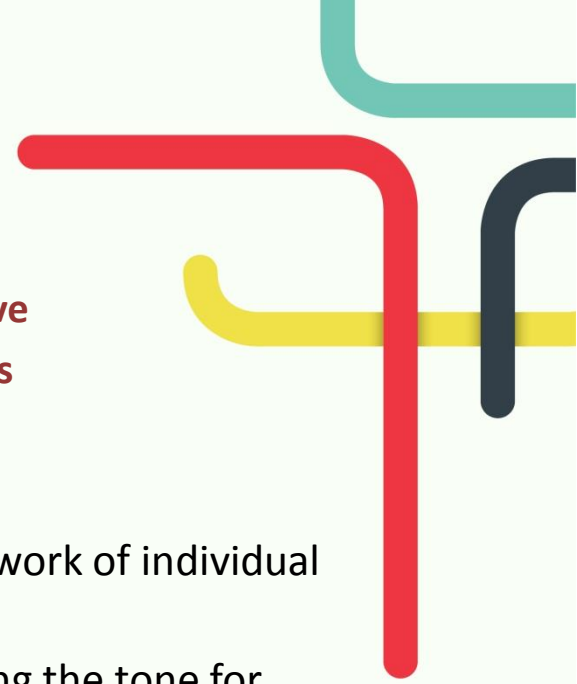
- powerful and salient feedback about teacher efforts to influence student learning
- opportunities for teacher leadership in the school
- opportunities to be rewarded with more pay and career opportunities
- peer assistance, especially for new teachers
- teaming with other teachers
- adequate equipment and other resources in the classroom
- relatively high maximum end-of-career salaries



School leaders should be instructional leaders and help maintain a positive attitude about learning and emphasise how innovative teaching practices improve student learning and school quality;

The dynamic school leaders should focus on:

- Providing individual moral support show appreciation for the work of individual staff and take account of their opinions.
- Promote an atmosphere of caring and trust among staff, setting the tone for respectful interaction with students, and demonstrating a willingness to change practices in the light of new understanding.
- Establishing a school structure that promotes participative decision making, supporting delegation and distributive leadership, and encouraging teacher decision making autonomy.
- Having high expectations for students and for teachers to be effective and innovative.
- Encourage staff to reflect on what they are trying to achieve with students and how they are doing it; facilitates opportunities for staff to learn from each other and models continual learning in his or her own practice.




Collaboration

- This conference is allowing us to share our experiences and ideas, however, we could promote more teacher exchange/interaction at local levels first and then at international level;
- British Council/ CIE could promote these ideas; We need to encourage and promote a culture of sharing and collaboration;
- As school leaders, we need to encourage the teachers to be a part of teaching and learning process for the betterment of students' learning and preparing them for Life Beyond School



Self- evaluation

- **Responsible** for themselves, responsive to and respectful of others. Cambridge teachers are highly professional in their approach to teaching and they are collaborative and supportive. They understand their actions will help shape future generations and they are concerned about the holistic development of every individual they teach.
- **Innovative** and equipped for new and future challenges. Cambridge teachers are creative, experimenting with new ideas and pursuing an enquiring approach in their teaching. They are open to new challenges, being resourceful, imaginative and flexible. They are always ready to learn and apply new skills and techniques.
- **Confident** in teaching their subject and engaging each student in learning. Cambridge teachers know their subject well and know how to teach it. They seek to understand their learners and their educational needs. They strive to communicate a love of learning and to encourage students to engage actively in their own learning.
- **Engaged** intellectually, professionally and socially, ready to make a difference. Cambridge teachers are passionate about learning within and beyond the classroom, sharing their knowledge and skills with teachers in the wider educational community.
- **Reflective** as learners themselves, **developing their practice**. Cambridge teachers are themselves learners, seeking to build on and develop their **knowledge and skills through a virtuous circle of reflection on practice** – involving **research, evaluation and adaptation**. They support students to become independent and reflective learners.

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There is nothing more rewarding than an opportunity to mentor, and there is nothing more empowering than to empower our youth.

Thank You!