



QUEEN RANIA TEACHER ACADEMY  
أكاديمية الملكة رانيا لتدريب المعلمين



# QUEEN RANIA TEACHER ACADEMY ESD BASED TEACHER PROFESSIONAL DEVELOPMENT PROGRAMS

WINDHOEK- NAMIBIA  
NOVEMBER 28-29 , 2012



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# QRTA

- An independent institution committed to Her Majesty Queen Rania Al-Abdullah's vision of empowering teachers with the skills, recognition, and support necessary to excel in the classroom.
- launched in June 2009, in partnership with Teachers College Columbia University.





# Vision and Mission

- **Vision:**  
Promoting Excellence in Teacher Education.
- **Mission:**  
Aspire to be the leading center for excellence in teacher education and policy deliberation for Jordan and the region



# Approach

- Promoting high quality PD
- Preparing school principals and supervisors to be effective instructional leaders.
- Creating community of practice.
- Collaborating with higher education community.
- Advancing policy deliberations



# Networks

- **Subject Specific School Networks**
  - **ESD Network** (Public Action for Water, Energy and Environment).
  - **Science Networks.**
  - **Math Networks.**
  - **School Leadership Networks.**
  - **English Writing Networks.**



# Network Model





# Guiding Principles

- Providing access to best practices in classroom instruction,
- Incorporating the latest research on educational methods and policies into our teacher training program,
- Offering professional support and guidance to teachers and educational leaders,
- Designing programs to meet the needs of national curriculum,
- Building local capacities,
- Documenting efforts for enhancement and monitoring & evaluation





# Learning for ESD

- learning to ask critical questions.
- learning to clarify one's own values.
- learning to envision more positive and sustainable futures.
- learning to think systemically.
- learning to respond through applied learning.
- learning to explore the dialectic between tradition and innovation.





# PAP Assessment and Baseline Phase

- 2010 Study:
  - Assessing young students' knowledge, attitudes, and behaviours with regards to water conservation, energy conservation, and waste management.
- Conclusion:
  - Students' knowledge was sufficient and at times more sophisticated than that found in the curriculum; attitudes and behaviours remain largely unchanged”



# Bridging the Gap

1. Development of school networks.
  - 30 Schools.
  - 120 Teachers (Different Area of Specialty)
  - 30 School Principals.
  - 10 Supervisors.



## Bridging the Gap...Con'd

2. Four Inter-disciplinary ESD Workshops.
  - Technical/informational Workshop.
  - Behavioral Change (ESD Social Marketing)
  - Pedagogical methods and interdisciplinary linkages.
  - Generating community based ESD projects
3. Onsite School Support.
4. Network Reflective Meetings.



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# Progress to date

- Impacted close to 5000 educators since inception.
- Established 10 subject focused school networks (ESD, Science, Math and English Writing)
- Three educational conferences
  - 2 regional
  - 1 local).
- 12 Short Courses and 4 State-of-the-Art seminars.





Thanks for Listening