

A Historical Account of the Arab Teacher Enhancement and Professional Development Initiative

**Prof. Malak Zaalouk, Director of The
Middle East Institute for Higher Education**

Phases of the Arab Teacher Enhancement Initiative:

- First Phase : Preparatory Phase- studies and research- building partnerships advocacy.
- Second Phase : The guiding framework for teacher professional development policies and programs.
- Third Phase : Institution Building- centers of excellence.

Phase I:

The exploratory Phase 2006-2008

Major Studies:

- Global trends in quality assurance, licensing and teacher professional development.
- Assessment of teacher preparation institutions in seven Arab and N. African countries.
- Case studies of teachers in Egypt and Tunisia.
- The situation of teachers in Jordan.

Results from studies:

All studies revealed the following:

On Teacher Preparation:

- Absence of a national or regional vision.
- Few hours devoted to practicum.
- Very little research on the institutional level on teacher professional practice.
- Low teacher socio-economic status.

On Professional Development:

- Low socio-economic status for teachers.
- Scarce opportunities for professional development.
- Teachers have no faith in student's capacity to learn.
- Poor resources in schools.
- Teachers are perceived negatively by society.
- Weak syndicates.
- Teachers are isolated from public life and civil society.

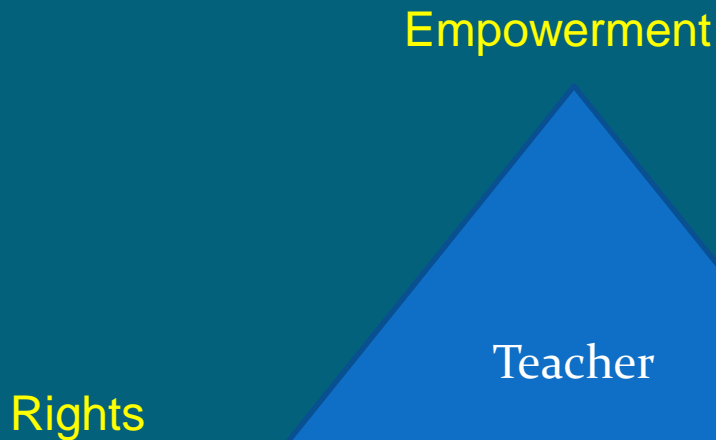
Phase II:

The Guiding Framework for Teacher's Professional Development :

Policies and Programs:

- Workshops with practitioners and experts.
- Consensus building.
- Reaching policy makers: The Ministerial meeting in Oman 2010

The Vision of the Framework:



- Professional capacity and institutions.
- Self-learning.
- Self-assessment.

- Human rights for teachers.
- Professional rights.
- Participation.

Professionalization

- Constructing knowledge.
- Values.
- Autonomy.
- Community of learners and

Phase III:

Centers of Excellence As A Strategic Approach:

- Created standards, indicators, and rubrics around centers of excellence.
- Studied two potential centers of excellence to discern the capacity gaps according to standards.
- Created complementarities between the two centers.

The Two Centers of Excellence Selected and Their Missions Are:

Egypt Professional Academy
for Teachers (PAT)

Queen Rania Jordan's
Teachers Academy (QRTA)

- Strengthening partnerships between schools and faculties of education
- Empowering teachers to participate in policy making and standard setting

In support of the mission for PAT, The Middle East Institute for Higher Education MEIHE has initiated the following projects:

1. **Action Research for Accredited Schools ARAS:**
The program engages a wide partnership of Education graduate students from several faculties of Education and practicing teachers in a number of accredited schools in professional development through school based action research. PAT will certify all those going through the process as research mentors for teachers nation wide.

2. Capacity Development for Faculties of Education CDFE : (TEMPUS)

The program is a global consortium through TEMPUS of 14 partners including PAT who will learn collaboratively about best practices on:

Action Research – Practicum – Continuous Professional Development (CPD)

A 3D graphic of the words "THANK YOU" in a light blue, sans-serif font. The letters are thick and have a slight shadow, giving them a three-dimensional appearance. They are arranged on a black square base that is tilted at an angle. The background is a solid teal color with some faint, wavy lines at the top.

THANK YOU