

EGYPT

Infusing CRC in Teacher Education: Teaching/Learning management.

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1. Frame of Reference

Egypt was among the first countries to sign CRC in December 1989 and ratified it in 1990. It declared its first decade for the child protection 1989-1999. Child law was declared in 1996 and amended 2008 which is considered one of the accomplishments of the National Council of Childhood and Motherhood and the declaration of the second decade welfare of the Egyptian child, 2000-2010. Thus, on the legislative level Egypt provides a body of laws to protect children.

Moreover, Egypt - at both governmental and non-governmental levels - has always been targeting the fulfilment of the requirements of the 3Ps which represent the core of CRC. There are continuous efforts supporting the Provision of free education for all - and even at higher education. Similar efforts are directed to child Protection through cutting down drop outs and providing shelter, education and/or vocational training to street children. In addition, a 24/7 call centres to deal with children-related emergencies and problems has become available. Also, educational reform that encourages adopting active learning strategies to facilitate child Participation is always advocated. For example, starting from this 2014, the ministry of education initiated the establishment of national think-tanks for all pre-university students.

Thus, moving from the legislative level to the implementation level at schools is where change agents' work should start. Considering the current baseline all the previous batches working in Egypt and especially those from Port Said targeted enhancing students' participations and improving school practices in lights of CRC. The previous batch also started targeting the faculty of Education for rising awareness of CRC.

Hence, this project aims at building on their success and working on their way forwards: targeting kindergartens and both the faculty of kindergarten- for the first time, and the faculty of Education that the previous batch paved the way to. This ambitious project aims to target staff members, inservice and preservice teachers both at the faculty of Education and kindergarten aiming at infusing CRC in teacher Education (preparation and training) for ensuring the most possible level sustainability.

Since, learning/teaching (school) environment is so complicated that it might incorporate a variety of interactive elements and dimensions. CRC-wise, the present project might – therefore - touch upon more than one of articles; e.g, freedom of expression (Arts. 4 & 13); freedom of thought (Art. 1); non-discrimination(Art. 2); the best interest of the child (Art. 3); right to life and maximum possible survival and development (Art. 6); respect for the child's views (Art. 12); access to information and role of media (Art. 17); the Right to Education (Art.28); the aim of Education (Art. 29); and; rest, leisure, play, recreation and culture (Art.31).

Rationale: Planning and Leadership styles

Starting work with such an ambitious project of a very vast scope: target groups need analysis, expected challenges, strengths and weakness as well as leadership styles to be adopted, have to be discussed very early not to lose grasp of any of the targeted groups what may crack the unity of the project.

First step was evaluating each of the target group in lights of SWOT¹ model as follows: Faculties are targeted for sustainability due to their role in teachers' education (preparation and training) however, due to norms that wouldn't allow a bottom –up approach, this targeted group should be addressed through indirect activities not threatening to their competence based leadership. Yet, having two team members and a change agent from previous batch as colleagues to the target group, made social and personal leadership approach the most practical ones.

As for pre-service group, they are directly addressed in competence based style .Yet, in spite of being the most feasible group, they are test-oriented and teacher-centered who need awareness of CRC through direct infusion into their curricula and motivation via some extracurricular activities for improving their implementation skills to be integrated into their practical education at schools.

In-service group training is targeted because that would have an instant effect on the implementation of CRC at school level. The major problem with this group is the lack of awareness of CRC educational applications to implement in their classrooms and the shortages in resources needed for training that should be provided voluntarily by our team of change agents to motivate them.

1 A SWOT analysis is a structured planning method used to evaluate the strength, weaknesses, opportunities and threats involved in a project or in a business venture.

Table (1) SWOT analysis for the project

Target groups	Internal Factors		External Factors	
	Strengths	weaknesses	Opportunities	Threats
Faculties	Two members working at the faculty	Top- down irreversible approach	sustainability	Norms Motivation
In- service teacher	One of the team is working at a target school	Resources for training	practicability	Lack of awareness lack implementation model
Pre-service teachers	Easily to target both on theoretical and practical levels	Time limitations	feasibility	Test oriented students Teacher centered students

Secondly, since the core of this project is to encourage the implementation of CRC in teachers' education for which the major problem is that CRC is seen as merely a legislative package of laws, a starting point was to adopt an implementation model that introduces CRC in applicable form. "Child Friendly Schools" (CFS hence fore) model was suitable to our purpose. According to the UNICEF definition CFS, "means of transporting the concept of Child Rights into classroom practice and school management:(a) participation of all children. (b) relevant education to children needs for livelihood knowledge. (c) healthy and safe for children emotional well-being (d) gender-responsive, fostering gender equality ,and (e)actively engaged with students, family and community. Thus, CFS model was adopted to be a framework for infusing CRC into teacher education: teachers' preparation and training.

Since the first step for infusing CRC in teacher education is to raise the awareness of its educational implementation targeting faculties, in-service and pre-service teachers. The challenge at that point was to find a structure for the program to arrange its activities aiming to raise awareness of CRC in education in order to scaffold infusing into teachers' education both directly and indirectly without losing the project unity in working on each group; a structure that would grantee flexibility, unity and harmony and would allow target groups to work together in some activities and separately on others: holding an international conference was a very ambitious starting point.

A conference provides a central activity that is preceded and followed by other related activities that grantee the unity of the project and creates a suitable environment for working with: (a) Faculties as a conference discussing a model for the educational implementations of CRC when adopted first and foremost will create ownership which is a core for sustainability, involvement in preparing, evaluating and editing papers for the conference bulletin would increase the targeted group awareness, motivate them to produce more literature in this field , and would lead to infusion of CRC in teachers' education without breaking norms that wouldn't allow a bottom up approach challenging the competency leadership style of the university based on academic proficiency,

(b) In-service teachers are invited to present workshops , to submit research papers or to attend for free, they are targeted by a promotional workshop on CFS model giving them the opportunity to reflect on and evaluate their school and their practices against a criteria, and a targeted school was chosen to be developed as a child friendly school.

(c) Pre-service teachers were also targeted by a promotional workshop on child friendly school as the topic of the coming conference held by the faculty, invited to voluntarily participate and to attend for free. As the conference provided an opportunity to work with all the targeted groups, it was also a great opportunity for working together as a network of change agents and not as a separated team of three increasing our space of action, and catalyzing a change environment creating awareness of CRC and its educational implementation even to the local community through media coverage pre, during and post the conference.

2. Purpose

The present project aims at moving from teacher-centred towards learner-centred Instruction (reflecting CRC spirit).

Main Activities

The main activities of this project according to their target can be divided into:

- a. Indirect infusion of CRC in teachers' education activities
- b. Direct infusion of CRC in teachers' education activities

(a) Indirect infusion of CRC in teachers' education:

These activities are arranged around a central activity which is holding a conference so it can be sub-divided into pre-conference promotional workshop, conference and post conference activities.

(i) Pre-conference promotional workshops

Preceding the conference a series of promotional workshops were held at ten schools targeting school in-service teachers and principals, and at the faculty of education targeting pre-service teachers. The workshop presents the concept of child friendly schools and its main characteristics and indicators. The presentation ends with a reflection upon target group school in lights of child friendly school model to create ownership and motivation. The reflection questions where:

- What qualifies your school to be one?
- What are your suggestions to fulfill the missing requirement?

The same workshop was thus introduced for two of the targeted groups: pre service and in service groups. The procedures and results for each group was as follows:

(a) Pre service targeted group

The workshop was a starting point to all the activities with the targeted pre-service teachers at the faculty of education. Six groups of prospective teachers, (54 student-teachers at third and fourth year) supervised by change agents on their practice training, were a signed upon the results of this reflection done in groups at the end of the promotional workshop to work to develop their practice at their training schools to work to develop them as a child friendly school and to prepare a presentation to introduce their goals and achievements some of these presentations were presented at the mentor's visit.

This activity is still ongoing and adopting a right based approach is encouraged .A Facebook page entitled practicum is developed for publishing the students' achievements especially in avoiding corporal punishment using positive reinforcements, encouraging participation and providing a child friendly classroom to share and gain experiences between the prospective teachers and to keep connections with them after graduation and with the future pre service teachers creating a CRC community based on sharing and gaining experiences as well as developing their observation sheet for peer-assessment to include indicators for CRC implementation adding three more criteria : encouraging participation, adopting a right based approach and implementing positive discipline strategies.

(b) In service targeted group

The workshop was presented at ten schools encouraging in service teachers to reflect upon their practices and the school principals to evaluate their school in lights of child friendly school model and also to motivate them to participate and attend the coming conference.

At the targeted school, Ibrahim El Refaee School, the workshop was only a baseline. At the workshop the reflections pointed out the following as being the points of strength: (a) being gender-responsive, (b) fostering equality, (c) encouraging participation, and (d) providing relevant livelihood knowledge and highlighted the following as weakness: (a) safety and protection and (b) active engagement with students, families and community.

Based on this needs analysis the in service teachers (9 kindergarten teachers, 15 primary education teachers) started to work with the help of the change agents to overcome the weaknesses taking the advantage of having one of the change agents as a head kindergarten teacher at the school to guide the change project and maintain the ownership within the school staff for motivating a sustainable change at the school.

To overcome the weakness the following steps were planned and conducted by the school teachers, motivated and guided by the change agent responsible for the school for being a permanent staff member there:

(a) Activities for enhancing safety and protection:

1. Field trips to firefighters department and police office to familiarize the students with safety precautions and emergency procedures.
2. Simulation activities on emergency cases and first aids for teachers and students with a volunteer doctor who is a parent.
3. Workshops on personal safety and traffic rules conducted by a volunteer policeman.
4. Putting and training children on an emergency evacuating plan.

(b) Engaging child, parents community

1. A field visit to the elder's house.
2. Students, parents and teachers are engaged in cleaning and decorating classes.
3. The school local community is of limited resources. Yet, they provided the school with used wheels for the school Environment that is used to plant and for the playground.

(ii) A Forum on Research Planning and writing proposal skills

A forum was organized by the team inviting the postgraduate students (35 students) who are have passed the preliminary MA courses and are supposed to start working their proposals. The forum introduced research planning and writing proposal skills with illustrative examples based on CRC educational implementation ending with a suggested list of topics in that field. This was intended to encourage research in the field and to indirectly prompt these topics as research interests for the targeted faculties who would supervise these proposals and the others who have to discuss and approve these topics at the research seminar a required step for registering a proposal. Three of the attendees who wrote their proposal in a suggested topic registered their proposals so far.

(iii) "Towards A Child Friendly School" conference

The conference was suggested by our team-, conducted in partnership between the faculty of Education ,Port Said University and Port Said International Schools (PIS) on the 18th and 19th of April 2015. The Conference organization committee included five change agents out of seven members and all the Port Said network of change agents participated in the conference different committees and two of our mentors participated in the conference supporting us offering two papers and two workshops.

The conference was attended by about seven hundred pre-service, in-service teachers, principals, postgraduate students, educators, faculties and child right advocates according to the number of attendance certificates issued.

The conference presented (30) research papers and (17) workshops. Five out of seventeen workshops were conducted by the network change agents and two was conducted by Lena Anderson one of our mentors. This gave us an opportunity consolidate our teamwork skills and provided an opportunity accumulate our efforts for change and introduce ourselves as trainers.

The conference general recommendations were as follows:

- Developing a national unit for education development in partnership between the superum council of universities and the educational directorates at all the Egyptian governerates.
- Conducting a protocol between the faculty of Education and the Ministry of Education enable the Faculty to assess and certify schools as child friendly and to offer suitable training for those who don't meet the indicators.
- Applying programes supporting the essence of child friendly school polices to limit violence against children, providing friendly education and inclusiveness especially of disable students and developing life skills as well as improving schools facilities.
- Implementing Child Friendly School philosophy for all education levels starting with kindergarten up to high schools.
- Working on developing capacities for child friendly schools both prospective teachers at the faculties of education and training in service teachers.
- Offering a postgraduate diploma on CRC principles and implementation.
- Prepare a procedural manual for Port Said child friendly schools.

(V) Post Conference Activities

The team is currently engaged in papering for the following activities:

- A new conference organization entitled “Egyptian Schools in the 21st Century in the Light of International Educational Trends” that would be held on April 16th – 17th, 2016 at Port Said International Schools in cooperation with our network and the faculty of education and Port Said International Schools.
- Currently working with six groups of prospective teachers at their practice education at six different schools to implement CRC principles in education. All are sharing and gaining experiences together and with other fresh graduate students who were working on the same target on the previous year through practicum a Facebook page created to encourage good practices and to publish prospective teachers' achievements.
- Assessing the sustainability of the project at the target school and planning to have a meeting for discussing with the in service teachers the development of the project and to offer a workshop on positive reinforcement and class management.

- The team is invited to present a series of workshops on child friendly schools, child friendly education and class management to all kindergarten head teachers in Port Said on their in service training program at the school vacation starting on May.

(b) Direct infusion of CRC in teachers' education:

The following table shows the activities by which CRC principles were integrated into the prospective undergraduate teachers and the post graduates education directly into their curricula:

Table(2) Direct infusion of CRC in teachers' education

Target group	Carrier Course/event	Input: Material/Topics	Activity	Output	Remarks
Pre-service English language teachers	Methods of Teaching English	-Definition of (Learner) Student-Centered -Definition of Learner Student-Centered Education Learner-Centered Teaching: -Interpersonal Considerations -Motivating Students: -Getting and Maintaining Students Interest in Learning -Catering for Students' Various Learning Styles: Learners may be inductive and deductive: Learners may also be global and sequential: Teach students how to process assignments for class. Help students form study groups Management of Troubled Students	- Lecturing - Group discussion - Reflection - Modeling - Field - observation	Candidates field follow up in process	Candidates were trained on how to Classroom observation Check list Appendix (b): During their teaching practice for: observing in service teachers as well as self and peer evaluation

Graduate Teachers/ (41) multiple disciplines	Advanced studies in Curricula	Arabic version of APPENDIX (a)	- Lecturing - Group discussion - Reflection	Awareness raising	
Pre-master's (5 in-service English language teachers)	Recent trends in English Language Education	Appendix (a)	- Lecturing Group discussion - Reflection - Workshop - Modeling	Sample LCI research proposals (in process)	
Pre-master's (31) multiple disciplines Teachers	Research Forum	Arabic version of Appendix (a)	- Lecturing - Group discussion - Reflection - Modeling - Workshop	Sample research proposals	
One pre-PhD / in-service English language teacher	Researchable Issues English Language Education	Appendix (a)	- Lecturing - Group discussion - Reflection - Modeling - Workshop	In situ workshop on the design and implementation of learner-centered instruction	Material will be available during team presentation

3. Results

The targeted faculties adopted “Towards a Child Friendly School” conference and all worked on the conference organization, the evaluation , editing and publishing papers at the conference bulletin, presenting 15 research papers and two workshops at the conference, and working on the conference recommendation and its application , and creating partnership with the ministry of education for the implementation of these recommendations. Moreover, some of the faculties added to their courses some topics on participatory approaches, right based approaches, child friendly schools, cooperative learning, and active learning and two PhDs and three MA proposals were approved on related topics – three of them attended the forum on writing a research proposal conducted by our team. Also, a postgraduate diploma entitled Child Educators was opened for registration this year upon the conference recommendations. The faculties are now engaged in organizing a new conference in cooperation with our network.

Concerning the targeted pre-services, the six groups submitted their evaluations of their schools and their plans and efforts to develop them into child friendly schools; some of them were introduced at the mentor’s visit. A group of prospective teach-

ers collaboratively wrote a one act play on child rights in education and child labor presented by their students at their last day on practice training as an extracurricular activity. They developed many strategies for avoiding corporal punishment using positive reinforcements, encouraging participation and providing a child friendly classroom what encourage us to create Practicum a Facebook page to publish and discuss their achievements, share and gain experiences among them especially that twenty seven of them are currently graduated and three new groups of twenty six students who started their practice training this year are added. The students attended and some voluntarily participated at the last year conference and workshops and are encouraged to do the same this year.

The in service targeted group also have their accomplishments based on voluntarily developing their school to a child friendly school, the school earned a quality certificate from the ministry of education and was chosen to conduct an advanced quality assurance project and the UNCEIF Education First and our team member change agent at the school was chosen as the executive manager of the two projects extending her space of action and giving her the opportunity to assess and develop our project there.

There is also a group of additional results :(a) the media coverage of the conference spotlighted the CRC educational implementation, principles and highlighted the child friendly school model adding to the community awareness of CRC, (b) the ministry of education encouraged the in service teachers to participate in the conference and to develop their schools announcing a competition for encouraging them, (c) There were participation from five foreign universities and seven national universities at the conference (d) about seven hundred pre-service , in-service teachers , principals , postgraduate students , educators , faculties and child right advocates attended the conference.

Our network had an opportunity to work together at the conference sharing and gaining experience: participating in organizing the conference, preparing and conducting workshops which was an opportunity to introduce our network and to get some requests for offering workshops for in-service teacher training.

4. Reflection and Discussion: Scaffolding change and creating ownership

May be the keywords for the satisfying results that exceeded our ambitious expectations were scaffolding change and creating ownership. That was a result for trying to expand our space of action and by the delegation of power within and without the team in order to manage such a vast scope project.

In our perusal to expand our space of action, we learnt how networking and power delegation was a core for success. Convinced by scaffolding change and not insisting on leading change gave the room for the targeted groups to create ownership for the change project, and to lead the change by themselves having us -the change agents of Port Said network -as a scaffold for change to help with recourses and volunteering, this

created new change agents having their own goals and motivations granting sustainability: a lesson we learnt back at Lund.

5. Way Forward

- To target pre service kindergarten teachers at the faculty of kindergarten, Port Said university and to conduct our workshops there as we have so far indirectly targeted the faculties who participated by five research papers at the last conference and we'll target the in service teachers soon but the prospective kindergarten teachers were only invited for both conferences for free as all students, teachers and postgraduate students.
- Conducting a protocol between the faculty of Education and the Ministry of Education enable the Faculty to certify schools as child friendly and to offer suitable training for those who don't meet the indicators.
- Proposing a general course in child rights for all specializations of student –teachers.
- Having our city Port Said as a Child Friendly City.

Appendix (a): Sample Input materials

LEARNER-CENTERED INSTRUCTION: Theory and Practice

By: Mohasseb, M.M Associate Prof., English Language Education EFL/ESP, Faculty of Education, Port Said University

LIST OF TOPICS

I. Basic Concepts

- Definition of (Learner) Student-Centered
- Definition of ((Learner) Student-Centered Education

II. Premises Theoretical foundations of learner-centered Instructions:

1- Humanistic foundations:

- Constructivist Foundations.
- Care Pedagogy

2- Psychological Principles for Learner-Centered Education.

- Cognitive and Meta-cognitive Factors
- Motivational and Affective Factors

3- Developmental and Social Factors

- Individual Difference Factors
- Brain Compatible Education
- Critical Multicultural Approaches

4- Good Teaching

III. Teacher-centered vs. Learner-centered paradigms

IV- Sample Research ON Learner-Centered Education

V- Guidelines to Implement Learner-Centered Instruction

1- Learner-Centered Teaching:

- Interpersonal Considerations
- Motivating Students:
- Getting and Maintaining Students Interest in Learning
- Catering for Students' Various Learning Styles:
 - Learners may be inductive and deductive:
 - Learners may also be global and sequential:
- Teach students how to process assignments for class.
- Help students form study groups
- Management of Troubled Students:

2. Learner-Centered Evaluation: Purpose and Processes

VI. Implementation Tips for Learner-Centered Course Designers

- 1- The Syllabus:
2. The Content
3. Learner-Centered Activities:
- 4- Management of Learner-Centered Classroom:
- 5- Learner-Centered Assessments and 'bidirectional' Feedback

Table (1) summarizes the main differences between teacher-centered and learner-centered paradigms, based on Barr & Tagg (1995); McCombs & Whisler, (1997); Huba & Freed (2000); Weimer (2002); Brown (2003); Allen (2004) and Normandy (2009).

Table (1): Basic Differences Between Teacher-Centered and Learner-Centered Instruction

Aspect	Teacher-Centered	Learner-Centered
Faculty Role	<p>Faculty are primarily lecturers.</p> <p>Faculty and students act independently and in isolation.</p> <p>Teachers classify and sort students.</p> <p>Staff serve/support faculty and the process of instruction.</p> <p>Any expert can teach.</p> <p>Line governance; independent actors.</p> <p>Professor's role is to be primary information giver and primary evaluator.</p> <p>Only students are viewed as learners.</p>	<p>Faculty are primarily designers of learning methods and environments.</p> <p>Faculty and students work in teams with each other and other staff.</p> <p>Teachers develop every student's competencies and Talents.</p> <p>All staff are educators who produce student learning and success.</p> <p>Empowering learning is challenging and complex.</p> <p>Shared governance; teamwork.</p> <p>A professor is a designer of learning environments.</p> <p>Professor's role is to coach and facilitate.</p> <p>Professor and students evaluate learning together.</p> <p>Professor and students learn together.</p>
Teaching/ Learning Management	<p>Atomistic; parts prior to whole.</p> <p>Time held constant, learning varies.</p> <p>50 minute lecture, 3-unit course.</p> <p>Classes start/end at same time.</p> <p>One teacher, one classroom.</p> <p>Independent disciplines, departments.</p> <p>Covering material.</p> <p>End-of-course assessment.</p> <p>Grading within classes by instructors.</p> <p>Private assessment</p> <p>Degree equals accumulated credit hours.</p> <p>Relationships are hierarchical, blaming, controlling.</p> <p>Relationships are tracked by perceptions of ability; promotes individual competition and sense of alienation.</p>	<p>Holistic; whole prior to parts.</p> <p>Learning held constant, time varies.</p> <p>Learning environments ready when student is.</p> <p>Whatever learning experience works.</p> <p>Cross discipline/department collaboration.</p> <p>Specific learning results.</p> <p>Pre/during/post assessments.</p> <p>External evaluations of learning.</p> <p>Public assessment.</p> <p>Degree equals demonstrated knowledge and skills.</p> <p>Relationships depend on caring and promote positive expectations and participation.</p> <p>Relationships are not tracked by perceptions of ability; promotes cooperation, shared responsibility, and a sense of belonging.</p>

Assessment	<p>Teaching and assessing are separate</p> <p>Assessment focuses on a limited range of intelligences.</p> <p>Assessment utilizes only standardized tests, and assumes only one correct answer.</p> <p>Assessment is used to monitor learning</p> <p>Emphasis is on right answers</p> <p>Desired learning is assessed indirectly through the use of objectively scored tests</p> <p>Faculty as gatekeepers</p> <p>Normal distribution expected</p>	<p>Teaching and assessing are intertwined</p> <p>Assessment focuses on multiple intelligences.</p> <p>Assessment utilizes authentic assessments, and fosters self-reflection.</p> <p>Assessment is used to promote and diagnose learning</p> <p>Emphasis is on generating better questions and learning from errors</p> <p>Desired learning is assessed directly through papers, projects, performances, portfolios, and the like.</p> <p>Grades indicate mastery of learning objectives</p>
Aspect	Teacher-Centered	Learner-Centered
Mission and Purposes	<p>Cover the discipline.</p> <p>Provide/deliver instruction.</p> <p>Transfer knowledge from faculty to students</p> <p>Offer courses and programs.</p> <p>Improve the quality of instruction.</p> <p>Achieve access for diverse students.</p>	<p>Train students learn: how to use the discipline, and how to integrate disciplines to solve complex problems.</p> <p>Provide an array of core learning objectives, such as communication and information literacy skills Produce learning.</p> <p>Elicit student discovery and construction of knowledge</p> <p>Create powerful learning environments.</p> <p>Improve the quality of learning.</p> <p>Achieve success for diverse students.</p>
Course Content and Structure	<p>Courses are fragmented in catalog.</p> <p>Courses are non-experiential, limited, and exclusive of multiple perspectives.</p> <p>Faculty cover topics</p> <p>Focus is on a single discipline.</p> <p>Culture is competitive and individualistic.</p> <p>Knowledge is transmitted from professor to students.</p>	<p>Courses are thematic, experiential, challenging, comprehensive, and inclusive of multiple perspectives.</p> <p>Courses are organized in cohesive program with systematically created opportunities to synthesize, practice, and develop increasingly complex ideas, skills, and values.</p> <p>Students master learning objectives.</p> <p>Approach is compatible with interdisciplinary investigation.</p> <p>Culture is cooperative, collaborative, and supportive.</p> <p>Students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem solving and so on.</p>

<p>Learning Theory</p>	<p>Knowledge exists 'out there'. Knowledge comes in 'chunks' and 'bits' delivered by instructors. Learning is cumulative and linear. Fits the storehouse of knowledge metaphor. Learning is teacher centered and controlled. 'Live' teacher, 'live' students required. The classroom and learning are competitive and individualistic. Talent and ability are rare</p>	<p>Knowledge exists in each person's mind and is shaped by individual experiences. Knowledge is constructed, created, and 'gotten'. Learning is a nesting and interacting of frameworks. Fits learning how to ride a bicycle metaphor. Learning is student centered and controlled. 'Active' learner is required, but not 'live' teacher. Learning environments and learning are cooperative, collaborative, and supportive. Talent and ability are abundant.</p>
<p>Learning Styles</p>	<p>Students depend on listening and reading. Independent learning, often in competition for grades.</p>	<p>Students construct knowledge by integrating new learning into what they already know. Learning is viewed as a cognitive and social act.</p>
<p>Learner' Role</p>	<p>Students passively receive information Emphasis is on acquisition of knowledge outside the context in which it will be used</p>	<p>Students are actively involved. Emphasis is on using and communicating knowledge effectively to address enduring and emerging issues and problems in real-life contexts.</p>

Teaching Style	<p>Instruction focuses on a narrow range of learning styles, builds from perceptions of student deficits, and is authoritarian.</p> <p>Teaching is based on delivery of information through</p> <p>Professors (present information) well and those who can will learn</p> <p>Assignments and exams are used for summative purposes</p>	<p>Instruction focuses on a broad range of learning styles; builds from perceptions of student strengths, interests, and experiences; and is participatory and facilitative.</p> <p>Teaching is based on engagement of students</p> <p>Professors engage students in their learning</p> <p>Professors help all students master learning objectives.</p> <p>Use classroom assessment to improve courses.</p> <p>.Professors use program assessment to improve programs.</p> <p>Assignments are used for formative purposes.</p> <p>Professor create positive atmosphere for active learning, collaborative learning, community service learning, cooperative learning, online, asynchronous, self-directed learning, problem-based learning</p>
Faculty Role	<p>Faculty are primarily lecturers.</p> <p>Faculty and students act independently and in isolation.</p> <p>Teachers classify and sort students.</p> <p>Staff serve/support faculty and the process of instruction.</p> <p>Any expert can teach.</p> <p>Line governance; independent actors.</p> <p>Professor's role is to be primary information giver and primary evaluator.</p> <p>Only students are viewed as learners.</p>	<p>Faculty are primarily designers of learning methods and environments.</p> <p>Faculty and students work in teams with each other and other staff.</p> <p>Teachers develop every student's competencies and Talents.</p> <p>All staff are educators who produce student learning and success.</p> <p>Empowering learning is challenging and complex.</p> <p>Shared governance; teamwork.</p> <p>A professor is a designer of learning environments.</p> <p>Professor's role is to coach and facilitate.</p> <p>Professor and students evaluate learning together.</p> <p>Professor and students learn together.</p>

Teaching/ Learning Management	<p>Atomistic; parts prior to whole. Time held constant, learning varies. 50 minute lecture, 3-unit course. Classes start/end at same time. One teacher, one classroom. Independent disciplines, departments. Covering material. End-of-course assessment. Grading within classes by instructors. Private assessment Degree equals accumulated credit hours. Relationships are hierarchical, blaming, controlling. Relationships are tracked by perceptions of ability; promotes individual competition and sense of alienation.</p>	<p>Holistic; whole prior to parts. Learning held constant, time varies. Learning environments ready when student is. Whatever learning experience works. Cross discipline/department collaboration. Specific learning results. Pre/during/post assessments. External evaluations of learning. Public assessment. Degree equals demonstrated knowledge and skills. Relationships depend on caring and promote positive expectations and participation. Relationships are not tracked by perceptions of ability; promotes cooperation, shared responsibility, and a sense of belonging.</p>
Assessment	<p>Teaching and assessing are separate Assessment focuses on a limited range of intelligences. Assessment utilizes only standardized tests, and assumes only one correct answer. Assessment is used to monitor learning Emphasis is on right answers Desired learning is assessed indirectly through the use of objectively scored tests Faculty as gatekeepers Normal distribution expected</p>	<p>Teaching and assessing are intertwined Assessment focuses on multiple intelligences. Assessment utilizes authentic assessments, and fosters self-reflection. Assessment is used to promote and diagnose learning Emphasis is on generating better questions and learning from errors Desired learning is assessed directly through papers, projects, performances, portfolios, and the like. Grades indicate mastery of learning objectives</p>

Appendix (b): Observation Checklist

Candidate's/Name:-----

School: -----

Evaluator's Name: -----

Observation Dates: -----

Observation Time: -----

Duration of Observation Session: -----

Directions for Evaluator

Dear evaluator;

- Please, carefully read the description of domains 1-3, their standards and the relevant list of indicators.
- After you have completed the observation session, please rate his performance according to the list of indicators that follows each standard.
- Please note that the evaluation form includes indicators that are likely to be evident during observation session.

Each standard should be rated using the following criteria:

Does not meet the LCI Principles: Candidate seems to lack knowledge about the subject content, or does not apply it adequately in the classroom. (0)

Approaches LCI Principles: Candidate seems to have knowledge about the subject content, but does not apply it adequately in the classroom. (1)

Meets LCI Principles: Candidates demonstrate the dispositions, knowledge and skills to teach English learners effectively, and that candidates apply that knowledge in the classroom and other professional teaching situations. (2)

Not Observed. It was impossible to assess the candidate on this **LCI Principle** on interaction with him. (NO)

Domain 1: Planning of Instruction

Domain Description: *Planning of instruction is the process of selection, design, planning for implementing, and reflecting upon teaching and learning in order to achieve intended educational aims.*

<u>Principle 1.1.</u> The candidate plans instruction effectively, taking into account curriculum goals, students' academic needs, learning styles, learning strategies, and student backgrounds.				
INDICATORS	RATES			
	0	1	2	N/O
The candidate : states specific and measurable objectives for the lesson.				
designs a sequence of activities and relevant experiences to achieve objectives.				
plans for differentiated instruction according to the learners' characteristics.				
integrates, as possible, different senses.				
selects/creates appropriate extra-curricular materials to facilitate learner's learning.				
encourages students' participation through a range of multi-level activities.				
<u>Principle 1.2.</u> The candidate demonstrates a command of a range of effective learner-centered teaching strategies and implements these in instruction, taking into consideration curriculum goals, students' academic needs, learning styles, learning strategies, and backgrounds.				
INDICATORS	RATES			
	0	1	2	N/O
The candidate : selects a variety of warm up techniques to activate students' knowledge and prepare them for the lesson.				
plans a variety of presentation techniques to meet the learners' individual differences.				
plans opportunities for students to practice and produce the targeted outcomes.				
uses questions of different types and levels to involve students in learning.				
specifies appropriate wait time in class taking into account the learners' individual differences.				
plans for friendly and effective management of students' mistakes.				
uses a variety of communicative techniques to activate and promote the learners' learning.				
devises opportunities for students to use effective self-learning strategies.				

<u>Principle 1.3.</u> The candidate uses a variety of means for obtaining feedback on teaching and learning and reflects on the feedback to make effective decisions about classroom practice.				
INDICATORS	RATES			
	0	1	2	N/O
The Candidate states a variety of questioning techniques and similar strategies to check students' understanding.				
plans effective devices to obtain feedback from students to improve instruction.				
reflects on his performance and modifies his or her teaching accordingly				
adopts flexible instruction i.e. can adjust the lesson materials according to the learner's level.				

Domain 2: Classroom Management

Domain Description: *Classroom management is the process of creating an effective learning environment and a positive and challenging learning community. It includes setting up and applying structures, tools, and techniques to promote appropriate behaviors and classroom interactions that aid learning.*

<u>Principle 2.1</u> The candidate plans and organizes classroom interactions to provide for a non-threatening and effective learning environment for students.				
INDICATORS	RATES			
	0	1	2	N/O
The candidate : ensures equitable learning opportunities for all students with regards to their learning style.				
provides opportunities for students to learn cooperatively and collaboratively.				
effectively manages various grouping techniques that provide students with opportunities to develop.				
monitors students' involvement in the instruction.				
<u>Principle 2.2</u> The candidate effectively uses a variety of techniques for motivating students and creating a supportive classroom learning atmosphere.				
	0	1	2	N/O
The candidate: demonstrates awareness of the diversity among individuals (learning style, interests and needs).				
relates classroom learning to students' prior knowledge and experience.				
follows a range of strategies to establish a friendly learning atmosphere (e.g. using students' names, praise, and rewards)				
uses a variety of questioning techniques which offer challenge.				

uses a variety of verbal and non verbal feedback to motivate learners.				
<u>Principle 2.3.</u> The candidate structures the physical environment of the classroom, within the constraints of existing classroom layouts, to maximize learning.				
INDICATORS	RATES			
	0	1	2	N/O
The candidate :				
uses of classroom seating possibilities to help students work individually, in pairs, and/or in groups.				
effectively uses the blackboard and other equipment available in class.				
organizes the blackboard content to facilitate the students learning.				
employs a variety of language materials (e.g. books, visual aids, props, and realia).				
moves and invests his physical presence in the classroom to facilitate the student's learning				
uses the available language learning resources (e.g. computers, software, the Web and related devices).				
<u>Principle 2.4.</u> The candidate effectively manages instructional time and transitions, minimizing disruptions and smoothly handling interruptions to maximize learning.				
	0	1	2	N/O
The candidate:				
accomplishes the objectives of the lesson within the allotted time.				
ensures that all class time is used for learning.				
uses verbal and non-verbal techniques to get and keep students' attention.				
maintains a smooth progression and transition of the lesson stages.				
manages students behavior effectively and appropriately.				

Domain 3: Professional Values

Domain Description: Professional values includes seeking chances for continuous professional development and an ethical perspective that develop positive value choices and guides actions and performances affecting the various aspects of and individuals involved in the educational process.

<u>Principle 3.1.</u> The SPELT demonstrates commitment to excellence in teaching both by classroom performance and by interactions in the school community.				
INDICATORS	RATES			
	0	1	2	N/O
The candidate demonstrates punctuality and regularity of attendance				
demonstrates flexibility, courtesy and consideration on dealing with others				

establishes a rapport with colleagues, senior teachers.				
establishes a rapport with school administration, supervisors and parents.				
demonstrates willingness to positively participate in school activities.				
demonstrates commitments to the routine school duties, policies and guidelines.				
<u>Principle 3.2.</u> The candidate collaborates effectively with colleagues and seniors in planning, designing, and reflecting on instruction and professional development activities to improve teaching and learning in the school.				
INDICATORS	RATES			
	0	1	2	N/O
The candidate : continuously seeks colleagues' and senior teachers' feedback on his teaching.				
demonstrates willingness to share experience materials, knowledge, skills with other colleagues and senior teachers.				
seeks professional development resources (e.g. the web, libraries, seniors).				
<u>Principle 3.3.</u> The candidate demonstrates knowledge of theories, methods, and current best practices in foreign language teaching.				
INDICATORS	RATES			
	0	1	2	N/O
The candiidate: selects useful techniques that are applicable to the LC classroom.				
selects from among the best practices in foreign language teaching that are applicable to the LC classroom.				
<u>Principle 3.4.</u> The candidate follows the ethical standards of the community and sets a high example for students by demonstrating good citizenship, high moral principles, and good self-control.				
INDICATORS	RATES			
	0	1	2	N/O
The candidate : is aware of the effects of the students' values and socioeconomic class on learning and teaching.				
models the moral principles, customs, and values of the society.				
encourages and helps students to actively participate in their community.				
integrates human values and concepts in language teaching.				
embodies human values concepts in his behaviors.				

Principle 3.5. The candidate consistently demonstrates fairness, respect and acceptance of all students in the classroom.

INDICATORS	RATES			
	0	1	2	N/O
The candidate :				
treats students equally regardless of their social/economic class.				
treats students equally regardless of their level of achievement.				
treats all students in accordance with the civic values and principles.				
treats all students fair and consistently.				