**Exploring Teachers’ Perceptions on School-Based PD Programs:**

**A Case Study in an International Private School in Yemen.**

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**Abstract**

The purpose of this study is to investigate teachers’ perceptions of the school-based professional development program that they have undertaken over two years in a private international school in Yemen. Their conceptions of change in their teaching as a result of the program are studied. This study is motivated by international research on professional development of teachers that calls for the importance of incorporating teachers’ perceptions and views in the process of examining the impact of the program on teachers learning. The study also examines the various forms of professional development of teachers offered and what best caters their needs. Moreover, the study highlights the significance of teachers’ vital role in collectively shaping the SBPD program with the professional developer, by choosing its content and its form. Hence, the program appears to be a viable model for teachers to incorporate PD activities into their daily teaching practices. Additionally, it explores how it impacts their learning especially in terms of affecting positively their instructional practice. This study is conducted using qualitative single case study method. Using individual and focus group interview tool as its source of data, and was triangulated using field notes and document analysis. The study reveals that teachers became more collaborative and reflective on their own practice after their participation in both mentoring and peer observation activities. They have also considered them as the most beneficial forms of PD to influence directly and improve their instructional practice.

The study concludes with a number of recommendations to inform policies and practice of TPD program in the Arab region in general and in Yemeni context in specific.

**INDEX WORDS**: Teachers’ perceptions, teacher professional development, school-based professional development, impact of professional development, instructional practice.

**1.5 Summary**

This chapter presents the various, definitions of TPD in its broad and narrow meanings and the different forms of it as shown in research how TPD activities should go beyond being ‘series of events’ including the ’conventional’ formal forms to involve active learning through informal forms. Furthermore, the various levels of impact of the PD program on teachers’ professional practice as argued by many researchers are also explored briefly here. This chapter also examines the factors that influence the effectiveness of TPD which could be summarized into the following. In order for teacher change to take place, TPD should be school-based as it would be designed and carried out by the school itself and will be directly connected to teachers context. Providing teachers with professional development that fits their needs as well as balancing it with school needs is crucial. Thus, teachers active participation in shaping and designing PD is essential for teachers to be able to implement changes in instruction as nothing would force teachers to be productive and successful in their teaching practice if they are not given responsibilities and are involved in the whole process. Furthermore, for teachers to be able to learn professionally and to integrate the newly learned knowledge and skills into their daily practice may be difficult unless support in the form of follow-up activities as well as a sufficient period of time to process and practice are provided by the school on different levels. Finally, this chapter discusses the significance of promoting a culture in which professional collaboration among teachers is valued and encouraged through a structured plan and allocated time for teachers to learn and share their learning systematically.

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جامعة لندن

كلية التربية والتعليم

قسم التعليم

بحث تصورات وآراء المعلمين حول تأثير الدورات التدريبية لتطوير المدرسين المصممة داخل المدرسة : دراسة حالة في مدرسة دولية في اليمن

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ملخص البحث

الهدف من هذا الدراسةهوبحث تصورات وآراءالمعلمين حول الدورة التدريبية المدرسية للتطويرالمهني التي إشتركوا فيها لمدة سنتين في إحدى المدارس الدوليةالخاصة باليمن ودراسة نظرتهم في تغيير أساليبهم التعليمية كنتيجة مباشرة للإشتراك في هذه الدورة. يستمد هذا البحث فكرته من الدراسة الدولية للتنمية المهنية للمعلمين والتي تدعو إلى أهمية إدراج تصورات المعلمين وآرائهم حول تأثيرات الدورة عليهم عند تقييم النتائج النهائية لهذه الدورات.

وتبحث هذه الدراسةأيضا في الدورات المتوفرةللتطويرالمهني للمعلمين وما تقدمه كل دورة لتلبيةالإحتياجات الضرورية على أحسن وجه. والأهم من هذا، فإن هذا البحث يشيد بأهمية الدور الجماعي للمعلمين في مشاركتهم الحيوية مع مدير الدورة لتطوير برامج التطوير المهني للمعلمين بحيث يصبح نموذجا يساعدهم على دمج أنشطة الدورة كجزء لا يتجزء من أنشطتهم اليومية في التدريس. بالإضافة إلى هذا، فإن هذا البحث يدرس التأثير الإيجابي لما يتعلمه المشاركون حول كيفية تطوير أساليبهم التعليمية .

  وقد أجري هذا البحث من خلال دراسةحالة نوعية واحدة وإجراء مقابلات فردية وجماعيةبالإضافة إلى تسجيلا لملاحظات الميدانية وتحليلا لوثائق. وتكشف الدراسة بأن المعلمين يتعاونون بصورة أفضل في ترصد أساليبهم في التدريس بعد مشاركتهم في أنشطة هذه الدورة التي تضمن بالإضافة إلى معاينة الأساليب الشخصية في التدريس بمعاينة أساليب الآخرين أيضا. وقد اعتبروا بأن هذه الكيفية في تحليل ودراسة الأساليب الشخصية والجماعية لهي من أفضل الطرق المستخدمة في دورات التطوير المهني وذلك لتأثيره المباشر في تغيير وتطوير أساليبهم التعليمية. وتخلص الدراسة إلى مجموع من التوصيات والإقتراحات التي تقدمها حول السياسات المتبعة في دورات التطوير المهنى للمعلمين في المنطقة العربية بشكل عام وفي الجمهورية اليمن على وجه التحديد.