Omani EFL teachers' views about participatory professional development.

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Problematic issue and the Current study

❑Lots of Money, many CPD Opportunities for ETs/SETs:

- ✓ INSET Courses (Methodology, C1, C2, PB)

- ✓ SET, RPD, LD Courses

- ✓ One day Workshops

- ✓ PD Plans at schools, SETSMS

- ✓ ELT Symposiums, Local & International Conferences

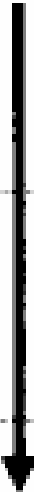- ✓ The Specialised Institution for Training Teachers

???Why this study?

❑ Evidence from local research questioned the effectiveness of these opportunities in effecting change in Ts, STs and schools (AL-Balushi, 2012; AL-Hakmani, 2011; Al-Lamki, 2009)=

✓ Critically examine the whole CPD system in the in-service TESOL context in Oman

❑ Top-down CPD system =

✓ Participatory model of CPD in Education (Gap)

CPD Models

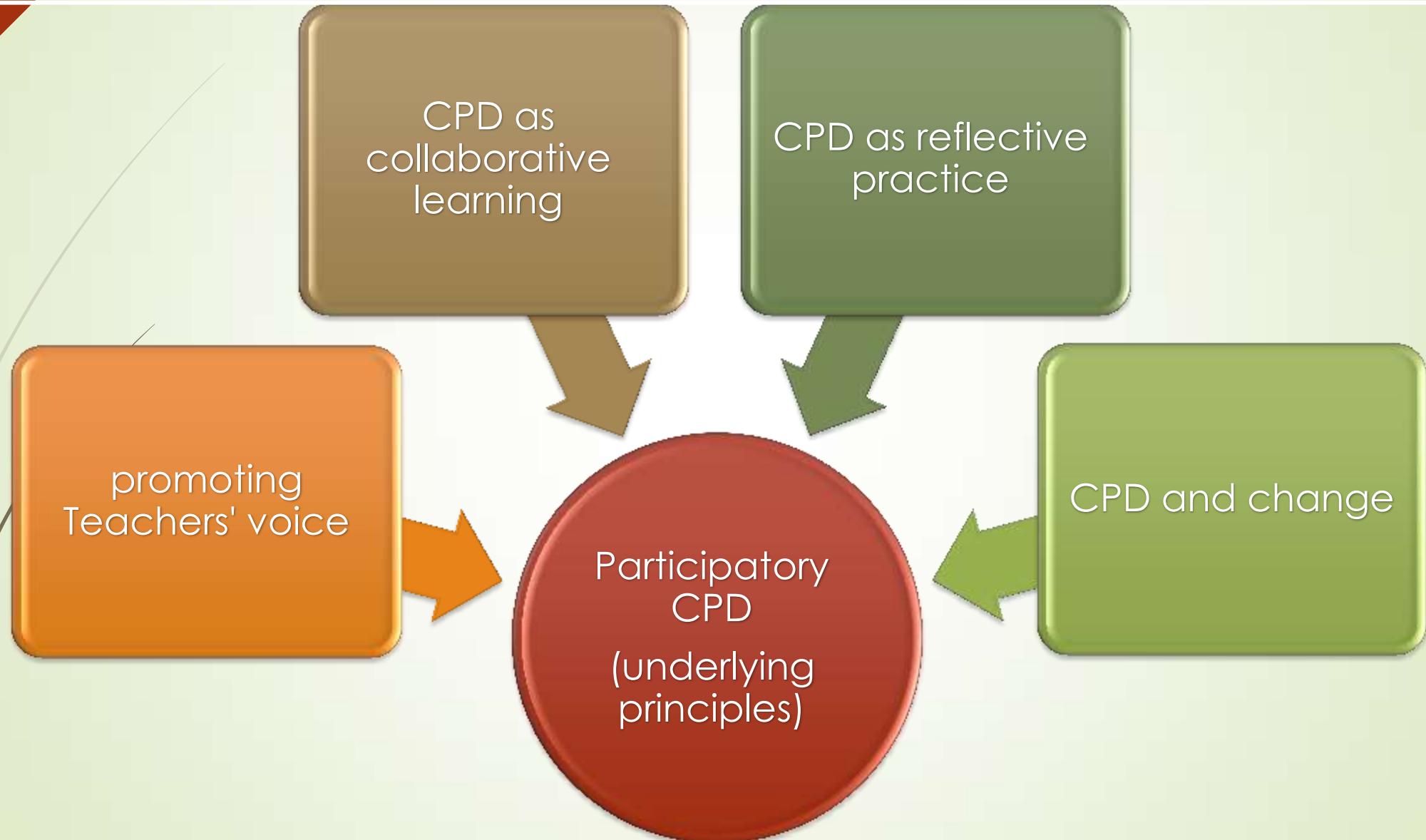| Model of CPD	Purpose of model	
The training model The award-bearing model The deficit model The cascade model	Transmission	Increasing capacity for professional autonomy
The standards-based model The coaching/mentoring model The community of practice model	Transitional	
The action research model The transformative model	Transformative	

Spectrum of CPD models (Kennedy, 2005)

A need for a participatory model of CPD in Oman
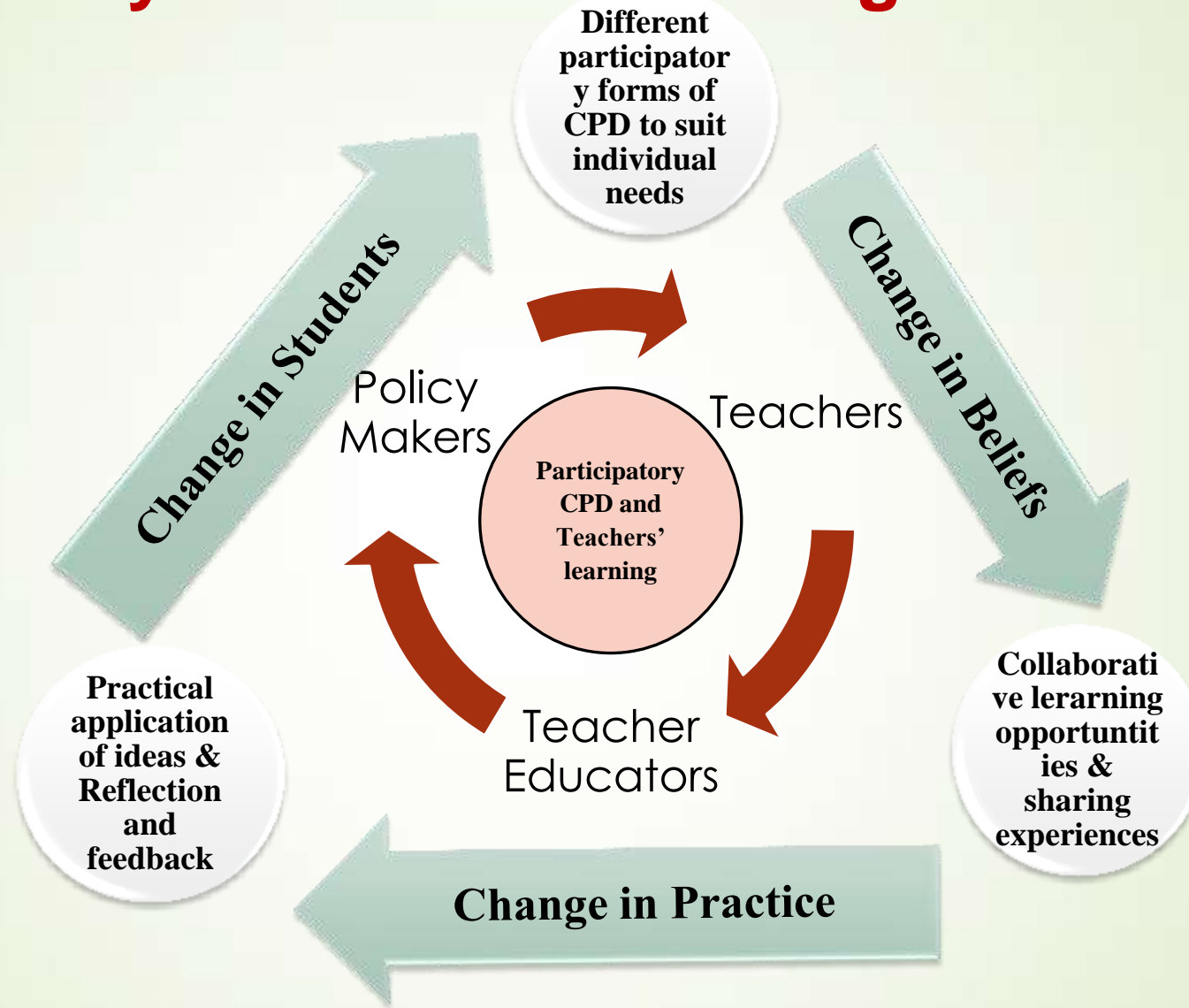
❑ In many EFL contexts, CPD is still largely built on the premise of knowledge transmission and knowledge consumption (Lee, 2011)

❑ English teachers' CPD is currently following a top-down approach (Al-Lamki, 2009)

❑ Current in-service CPD is ineffective (Al-Balushi, 2009)

❑ Teachers are voiceless regarding their CPD (AL-Yafaee, 2004)

❑ Teachers should be actively involved in their CPD process (AL-Ghatrifi, 2016)

The Participatory model of CPD: Underlying principles

CPD as collaborative learning

CPD as reflective practice

promoting Teachers' voice

Participatory CPD

(underlying principles)

CPD and change

The Participatory model of CPD designed for this study

Research Participants

School	Participants and Experience	CPD activities)
School (1)	SET: Badriya (5-10 years of experience) Teacher 1: Maryam ((11-15 years of experience) Teacher 2: Lulwa (1-5 years of experience) Teachers 3: Ameera (6-10 years of experience) Teacher 4: Amna (11-15 years of experience)	Jolly phonics and shared reading workshops from the Ministry + a number of CPD activities from school (see attached sheet school 1)
School (2)	SET: Karima (20+ years of expeience) Teacher 1: Salima (6-10 years of experience) Teacher 2: Alya (6-10 years of experience) Teacher 3: Shamsa (6-10 years of experience) Teacher 4: Zilal (11-15 years of Experience) Teacher 5: Farida (1-5 years of experience) Teacher 6: Muna (1-5 years of experience)	Jolly phonics and shared reading workshops from the Ministry + a number of CPD activities from school (see attached sheet school 2)
School (3)	SET: Laila (11-15 years of experience) Teacher 1: Halima (6-10 years of experience) Teacher 2: Amal (11-15 years of experience) Teacher 3: Noora (1-5 years of experience) Teacher 4: Anisa (6-10 years of experience) Teacher 5: Huda (6-10 years of experience)	Jolly phonics and shared reading workshops from the Ministry + a number of CPD activities from school (see attached sheet school 3)

Research Methodology

Action Reserach

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1) 3 workshops 2 hours each (6 hours total)

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2) An online discussion group for 6 weeks

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C) 6 total individual follow up semi-structured interviews (2 participants from each school, a teacher and a SET)

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B) A focus group interview with all action reserach participants (Teachers and SETs)

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A) Clips from the online discussion group were analysed
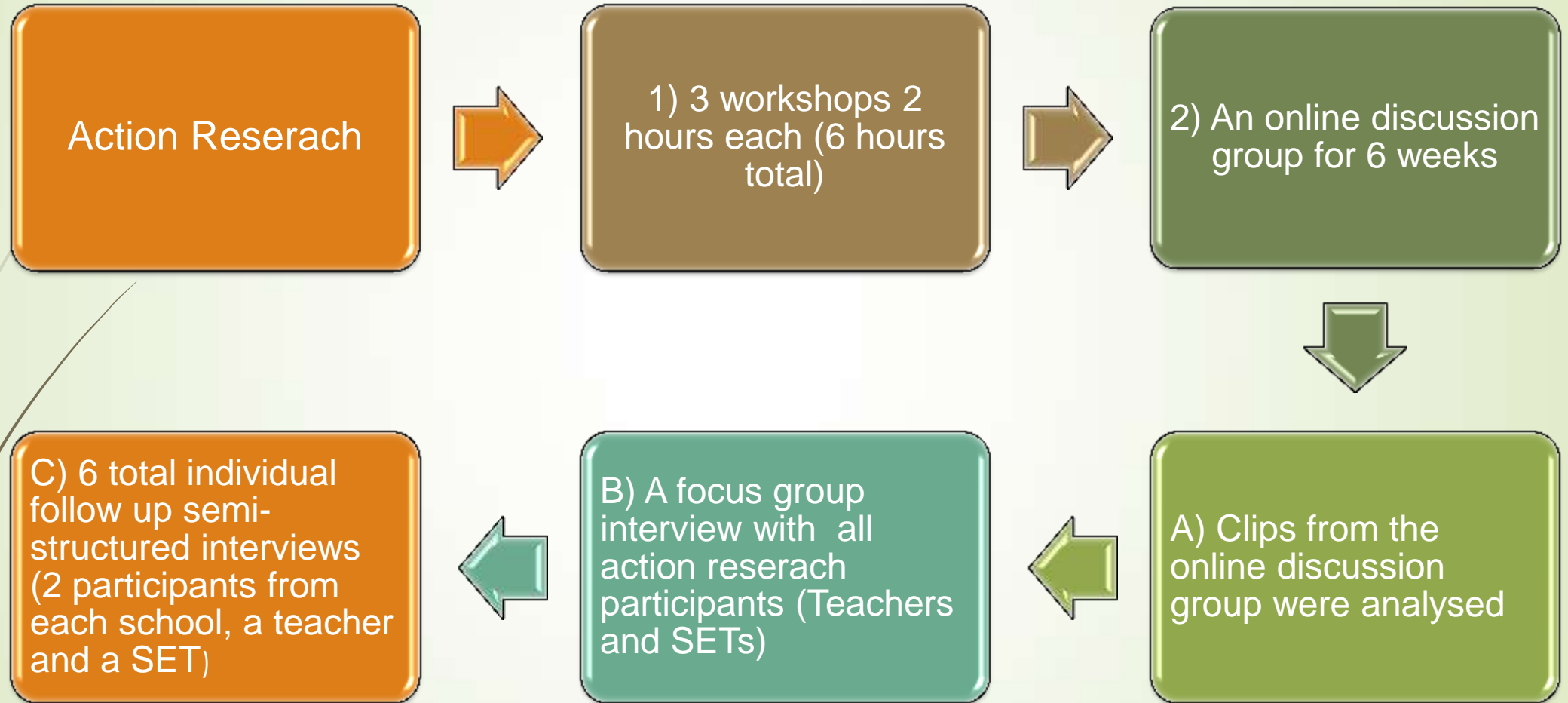
Findings

Workshops-positive experience

"Personally I liked these workshops a lot and I hope that I always join such types of workshops that are inspiring and enriches our knowledge with new ideas and information, I liked all the workshops, honestly I have now 8 years of experience of teaching and I joined many workshops but I never met such workshops, it was really inspiring for me and I loved all the ideas discussed and the online group."
Anisa

Online discussion group-useful contributions

"…the ideas they discussed were really beneficial especially the ideas about punishing students for me was really beneficial and it added to me how others deal with the same issue." Huda

"...participating in these workshops helped me get new ideas, read in some topics and remind myself of the information I already have about Action research especially and how can we do action research in reality, for example, I thought of doing an action research about the challenges teachers face in shared writing lessons." Amna

H: Hello dears, I really found this book useful, I think it is important for every mother and father as well as for every teacher "99 methods to develop the reading love in children" it is in PDF available at http://t.co/mK0Ua1EBMY

I: Thanks H   I like it

B: I also like it, I found item no 4 relevant to our discussion about giving children books that are beyond their levels and how the child him/herself can after sometime choose the right books for his level, I think yes, this is an important issue

I: ya, good point, do you remember when we talked about the idea of not blaming ourselves if our kids are not reading, again they referred to this idea in this book

L: Yes miss but it also showed ways of dealing with those children, encouraging them and helping them to love the books and have a positive attitude towards books

Z: I also liked the idea of taking children to bookshops and letting them choose the books they prefer, I think this will make those children love the books and have a level of responsibility towards their choice ' I will read this book because I like it, I have chosen it myself not anyone else'

F: Ya a very good idea, also I liked the idea of reading stories for children in a loud voice, this of course can help them pay attention with you and recognise the importance of stories and reading in general

H: Hi all, how are you doing, I have applied the idea of encouraging my students to read, I asked every child to buy a new story book that he/she can read, very simple and not expensive, every single child bought a story, they wrote their names on their stories and started reading their own stories, once each child finished reading his/her story, his parents wrote notes that the story was read by the child and then he brought it to class marked with his name, and all students put their stories in a box, then I asked each child to choose another story, take it home to read it and so on, here is the samples I used for that, the first form is a letter for parents explaining our reading project and what is expected from a child, this form also asks parents to buy stories for their children according to their levels and interests, I also emphasized that if any parent cannot buy just let me know and I will provide their kids with suitable stories (as below)

H: I also attached to each child's book a reading record where each child's parent can write the title of the story the child has read, date, whether the story was finished or not and the child's general impression about the story he/she has read (like this)

"I also benefitted from the reading, I myself started to read now after talking about it in the workshops, and I started loving to read." Halima

"some of my pupils only during this month read 18 stories and are still searching in their ipads for other stories to read instead of playing games in their ipads as they were doing before, their attitudes towards reading changed positively and now they love to read, and tomorrow I will reward my students those who read the biggest numbers of stories." Anisa

The participatory model and the Omani CPD system
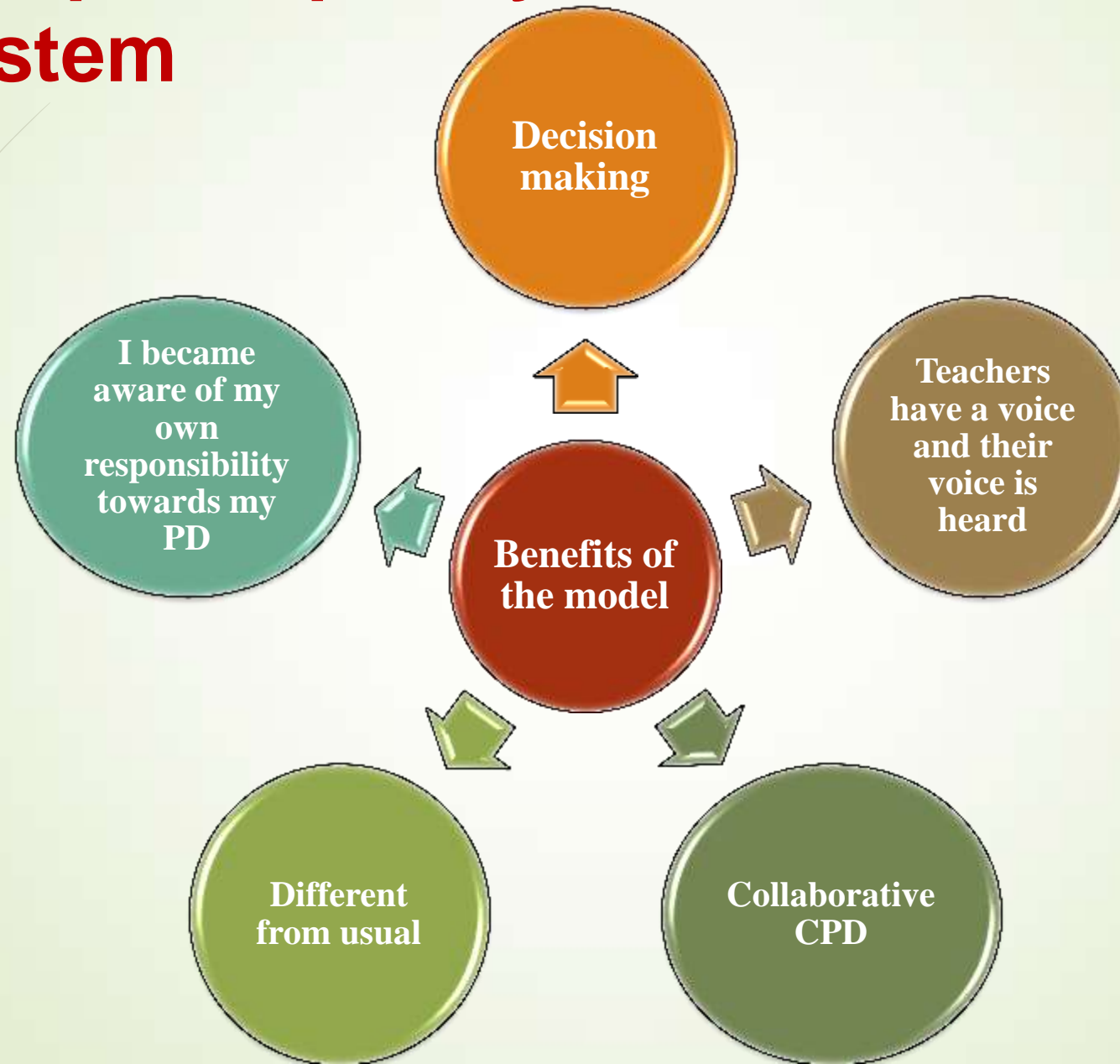
"Honestly I see this model as very useful and beneficial, I like to discuss issues with my colleagues and to agree and disagree with things and to debate others ideas and sometimes challenge what others are suggesting or saying, in this way I feel I have an opinion within the community and give my justifications for my opinion whether I am with or against the discussed ideas/s, this of course affect positively my personality and will increase my self-confidence. The advantages as I said are increasing teachers' self-confidence and they feel that they have a voice and their voice is heard." Anisa

"Yes I think to help teachers be part of their professional development process and share ideas with others and also learn from their ideas and solutions, participating with the workshops with you miss and in the online discussion group added a lot to us and I became aware of my own responsibility towards my professional development…." Huda

Limitations

"*The disadvantages especially for the online discussion group might be that* *not all can be free and online at the same time* *to discuss issues but by pre-planning and agreement I feel there will be no disadvantages with such ideas and models.*" *Anisa*

"*…we want to do lots of things, we want to develop professionally, we want to change but with all the school responsibilities and home it is really difficult, I hope the Ministry will apply this participatory model but after reducing the* *workload* *on teachers…*" *Salima*

"*For example, from my school 5 teachers joined the workshops, 4 of them I can tell that really tried to benefit from the ideas presented in the workshop but 1 of them no, she only attended and she is not only like that in these workshops we did with you miss or in relation to this topic, but this is her* *personality*.*" Karima/SET*

So What !!!!!

The need for other forms of CPD –Post transmission models

Awareness-raising towards life-long career development

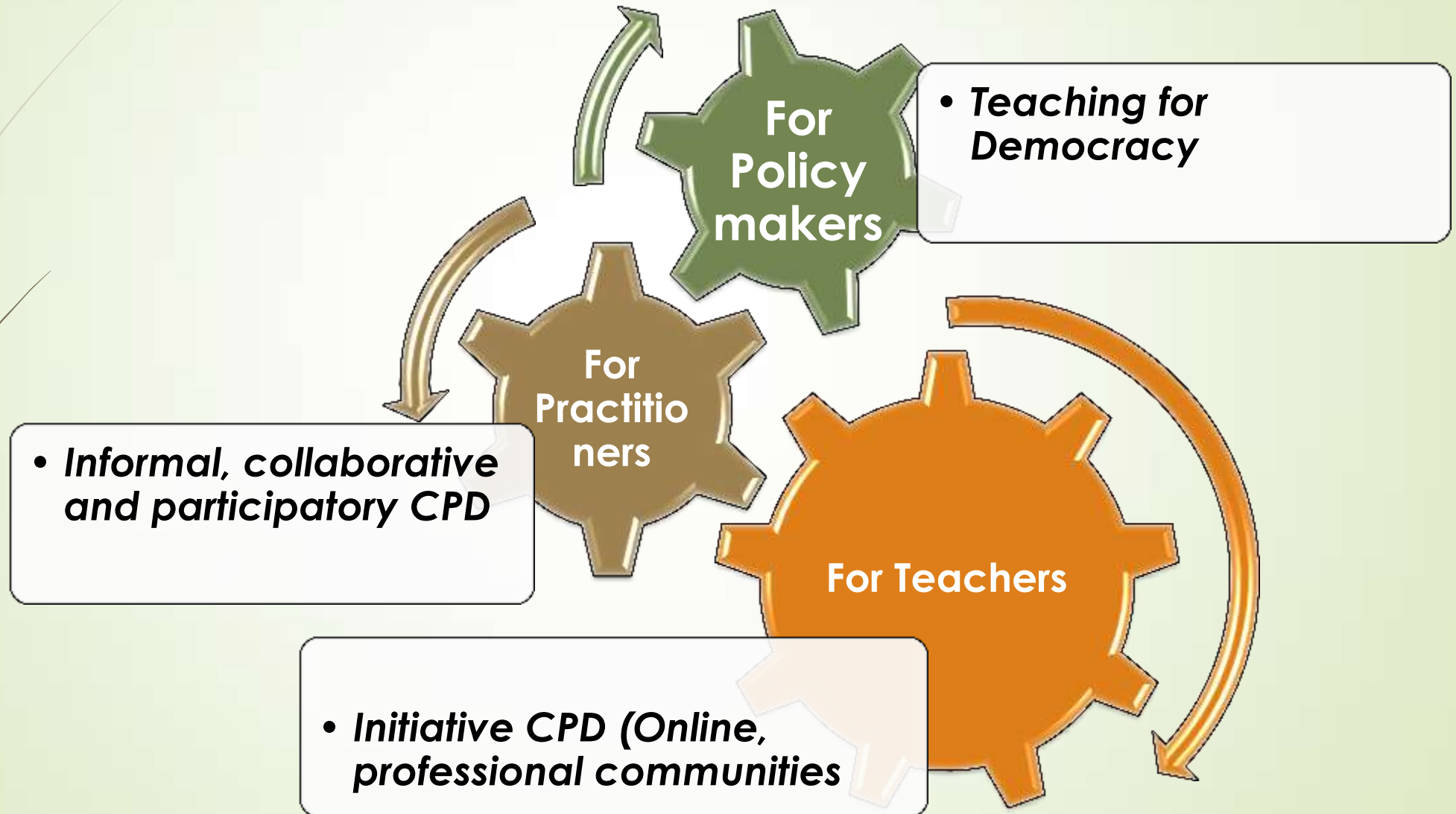Teachers as decision makers and reform agents

Teachers as reflective practitioners

Teachers as transformative intellectuals

Towards the betterment of teaching and supporting critical professional development of teachers in Oman

The way ahead

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