



# Analysis and mapping of in-service teacher training programmes to Jordan's National Teaching Standards

Client:	Department of Foreign Affairs, Trade and Development Canada (DFATD)
Timeline:	2018
Aim:	The purpose of the Technical Assistance (TA) was to chart paths for licensing of over 80,000 public in-service teachers in Jordan and to review the School Networks Programme as the basis for career progression for licensed teachers.
Summary:	<p>The project provided high-quality technical support to the Managing Directorate of Supervision and Educational Training (DS&amp;ET) of the Ministry of Education and its partners, including the National Centre for Human Resource Development (NCHRD), the Queen Rania Teacher Academy (QRTA), the Queen Rania Foundation (QRF), and the Early Grade Reading and Mathematics Project (RAMP) in two specific areas:</p> <ul style="list-style-type: none"><li>(i) To develop a strategy and implementation plan for licensing of over 80,000 public in-service teachers in accordance with the competency-based National Teacher Standards.</li><li>(ii) To conduct a more in-depth review and analysis of the QRTA School Networks program as a basis for career progression for licenced teachers.</li></ul>
Significant Challenges:	The project took place in an environment in flux; general teacher standards had been introduced recently but subject-specific teacher standards remained underdeveloped and the process for teacher licensing was yet to be determined.
Activities:	<ul style="list-style-type: none"><li>• Reviewed the in-service teacher training programmes and identified the competencies that are reasonably acquired through successful completion of these training programmes.</li><li>• Mapped the competencies of the teacher training programmes to the competency-based National Teacher Standards, identified the gap in the current in-service training programmes, and provided recommendations that helped to bridge this gap.</li><li>• Identified the competencies acquired through successful completion of a number of teacher training programmes.</li><li>• Identified categories of teachers eligible to seek licensing.</li><li>• Developed a training plan for those not yet ready to obtain a licence.</li><li>• Developed a strategy for including the oldest and most experienced teachers in the career path and licensing system.</li><li>• Reviewed QRTA's School Networks Program with regard to national and international standards in addition to teacher competencies.</li><li>• Prepared an evaluation report that described the evaluation, findings, conclusions, and recommendations.</li></ul>