Theses and Dissertations

2-1-2019

Teachers' perceptions of the type of continuing professional development in an Egyptian public school: An exploratory study

Hanaa AbdelKader

Follow this and additional works at: https://fount.aucegypt.edu/etds

Recommended Citation

APA Citation
AbdelKader, H. (2019).*Teachers' perceptions of the type of continuing professional development in an Egyptian public school: An exploratory study* [Master's thesis, the American University in Cairo]. AUC Knowledge Fountain.
https://fount.aucegypt.edu/etds/507

MLA Citation
AbdelKader, Hanaa. *Teachers' perceptions of the type of continuing professional development in an Egyptian public school: An exploratory study*. 2019. American University in Cairo, Master's thesis. *AUC Knowledge Fountain*.
https://fount.aucegypt.edu/etds/507

Teachers' Perceptions of the Type of Continuing Professional Development in an Egyptian Public School: An Exploratory Study

A Thesis Submitted by

Hanaa Mahmoud Abdel Kader

Submitted to the Department of International & Comparative Education
May 21, 2018
In partial fulfillment of the requirements for
The degree of Master of Arts
in International & Comparative Education
has been approved by

Name of supervisor _____Dr. Russanne Hozayin

Thesis Supervisor Signature _____

Affiliation: ____GSE_____ Date ___May 31, 2018

Name of first reader ____Dr. Nagwa Megahed

Thesis first Reader Signature _____

Affiliation: _____GSE_____ Date _May 31, 2018

Name of second reader _____Dr. Jennifer Skaggs_____

Thesis Second Reader Signature _____

Affiliation: _____GSE_____ Date _May 31, 2018

Dr. Heba EL-Deghaidy _____

Department Chair

Date ____June 4, 2018

Dr. Adham Ramadan _____

Acting Dean of GSE

Date ___June 4, 2018

COPYRIGHT PERMISSION PAGE

The American University in Cairo

THESIS COPYRIGHT AND AVAILABILITY FORM

The purpose of this form is (a) to ensure that you have recognized the ownership rights of those whose works you have made use of in your thesis (and of other parties if appropriate); (b) to let you state your wishes in regard to making your thesis available for consultation.

PERSONAL DATA

Student's Name: Hanaa Mahmoud Abdel Kader

Student ID no. 800140747

Degree: (check one)   **Master's**   Doctoral

Title of Dissertation "**Teachers' Perceptions of the Type of Continuing Professional Development in an Egyptian Public School: An Exploratory Study**"

Date of Graduation (Month Year):   February 2019

School and Department: Graduate School of Education, Department of International & Comparative Education

Thesis Advisor: Dr. Russanne Hozayin

COPYRIGHT AND AVAILABILITY STATEMENT

1.   I hereby certify that I have obtained all needed written permissions from the owner(s) of each third-party copyrighted matter included in my thesis, and that their permissions allow availability as specified below **

        ** You should consult, before completing this form, any sponsoring organizations, or other groups or individuals, who may hold intellectual property rights in your thesis.

2.   I understand that a hard copy of my accepted thesis, with best quality images

and any other media that form part of it, will be deposited in the University Library.

3.   I hereby grant to The American University in Cairo or its agents the non-exclusive license to archive my thesis and make it accessible, under the conditions specified below, in whole or in part, in all forms of media, now or hereafter known.

4.   Insofar as this thesis, dissertation, or record of study is an educational record as defined in the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g), I consent to disclosure of it to anyone who requests a copy.

5.   I retain all other ownership rights to the copyright of the thesis, dissertation or record of study.

THESIS AVAILABILITY OPTIONS (CHECK ONE)

1.   Release the work immediately for worldwide access.

2.   Restrict the work for 1 year // 2 years [DELETE THE OPTION NOT CHOSEN] from the date of signature, then release the work for worldwide Internet access. Any request for extension of this restriction should be made to the AUC Library.

THESIS ADVISOR'S SIGNATURE

1.   I have discussed the availability options with my student, and I am aware of the choice my student has made.

2.   Advisor's Signature:

Russanne Hozayin

STUDENT AVAILABILITY AND COPYRIGHT AGREEMENT

1.   I have discussed the availability options with my Thesis Advisor.

1.   I have read and fully agree to The American University in Cairo copyright agreement regarding my thesis. I agree to the thesis availability option I selected above.

2.   Student's Signature: *Hanaa Mahamoud Abdelkader*

3.   Date (ESSENTIAL):

To: AUC Library

From: Dr. Adham Ramadan

Acting Dean, Graduate School of Education

Subject: Master's Thesis, Hanaa Mahmoud Abdel Kader, 800140747

Date: June 4, 2018

Please find attached the signed copy of the thesis submitted by Ms. Hanaa Mahmoud Abdel Kader in partial fulfillment for the requirements of the MA degree in International & Comparative Education, and is ready for binding and display in the Library.

Name of Student: Hanaa Mahmoud Abdel Kader

Program: International & Comparative Education

Supervisor: Dr. Russanne Hozayin

Title: "Teachers' Perceptions of the Type of Continuing Professional Development in an Egyptian Public School: An Exploratory Study".

cc: Registrar

Dean of Graduate Studies

To: Hanaa Abdel Kader

Cc: Dena Riad and Salma Serry

From**: Atta Gebril, Chair of the IRB

Date**: Jan 18 , 2018
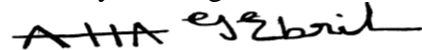
Re**: Approval of study

This is to inform you that I reviewed your revised research proposal entitled "**Teachers as Consumer of Knowledge or Creative practitioners: The impact of Teacher Professionalism on Teachers' Creativity in Public Schools in Egypt**" and determined that it required consultation with the IRB under the "expedited" category. As you are aware, the members of the IRB suggested certain revisions to the original proposal, but your new version addresses these concerns successfully. The revised proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.

This approval letter was issued under the assumption that you have not started data collection for your research project. Any data collected before receiving this letter could not be used since this is a violation of the IRB policy.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor, Dr. Ashraf Hatem. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.

This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.

Dr. Atta Gebril
IRB chair, The American University in Cairo
2046 HUSS Building
T: 02-26151919
Email: agebril@aucegypt.edu

المنارة للاستشارات

www.manaraa.com

The American University in Cairo

Graduate School of Education

Teachers' Perceptions of the Type of Continuing Professional Development in an Egyptian Public School:
An Exploratory Study

A Thesis Submitted to

The Department of International & Comparative Education

In partial fulfillment of the requirements for

the degree of Master of Arts in International & Comparative Education

by Hanaa M. Abdel Kader

Under the supervision of Dr. Russanne Hozayin

June, 2018

Abstract

The purpose of this qualitative study was to investigate the type of continuing professional development (CPD) embedded in a distinctive language public language school in Egypt with regard to three main aspects of CPD: purpose of the CPD, teachers' learning, and teachers' role within the CPD. A total of 150 teachers were surveyed through an open-ended questionnaire to examine those three aspects of CPD. Concurrently, eight teachers were also interviewed to bring about new insights on the three aspects of CPD as well as more depth, through exploration and probing. The results revealed that the CPD teachers attended can be classified as functional and transmissive (Kennedy, 2014; Sachs, 2016) in terms of the purpose of CPD, teacher learning and the role of the teacher within CPD. Teacher meetings were also perceived as administrative tasks rather than reflecting on teaching practices and promoting a professional dialogue among teachers. Furthermore, results of open-ended questionnaire and interviews showed the views of participants, who attended Teachers First CPD, on the purpose of this CPD as sharing knowledge, building communities of learning and their role as reflective practitioners. Teachers First CPD is an initiative provided by MOE to build professional learning communities in public schools in Egypt. The CPD encourages reflective teaching as a substantial aspect to build professional learning communities, yet those teachers' perceptions of reflective teaching highlight issues related to providing teachers with a safe environment to reflect on their practices in the classroom and scaffolding teachers to understand the purpose and meaning of being reflective practitioners in professional learning communities.

Acknowledgement

First of all, I'm grateful to Allah who gives me the strength to accomplish this study. This study would not have been made without the help of all teachers and principals who participated in it and facilitated my access to the research site. Their support and cooperation is really appreciated. Special thanks to teachers who participated in the interviews for devoting time to participate in the study during their hectic day in the school. I would like to express my deepest appreciation and gratitude to my patient thesis supervisor, Dr Russanne Hozayin who was really supportive and responsive to my inquiries during the study. I am also appreciative of the insightful and helpful comments of the two readers of the study, Dr Jennifer Skaggs and Dr Nagwa Megahed. I am thankful to all people in GSE which was my second home. This experience has really been fruitful, enjoyable and reshaped my character throughout the journey. I will really miss the classes, classmates, professors' discussions and support. I would also like to say thank you to Al-Alfi Foundation and all people who work in it for supporting me financially and giving me the opportunity to have this experience, hoping that I put this experience into action and contribute to the improvement of students' learning at the school level and in the wider community. My immense gratitude goes to my family for their patience and encouraging words that bring about the best in me. Thank you to my husband, Ahmed and my lovely son, Hamza for missing out on family outings till I finish this work. Finally, I would like to express my infinite gratitude to my parents who have always been the guidance and support, especially in hard times. They always made me confident that I could complete this work.

Table of Content

List of Figures

List of Tables

List of Abbreviations

CAPMAS: Central Agency for Public Mobilization and Statistics

CPD: Continuing Professional Development

IRB: Institutional Review Board

MOE: Ministry of Education

PD: Professional Development

Chapter 1: Introduction

The 21st century has brought about a highly competitive, technological global economy where new skills are crucial to students' learning at schools. Thus, educational systems has to find ways to cope with the requirements of this century by preparing not only students, but also teachers as change agents who share in the responsibility of bringing about change and reform in those educational systems (McEwen, 2008). "We first need to acknowledge that we are preparing teachers for a new type of classroom, one that is quite different from the one in which we were educated" (McEwen, 2008, p.5). Well-prepared teachers are central in advancing the academic performance and achievement of learners (Reed, 2000). State and local government, businesses, and the community are accountable for teacher quality which is commonly perceived as the most important aspect that enhances student achievement (Darling-Hammond, 2000). On the other side, teacher professional development has been utilized as a means to prepare, improve teacher quality and implement current policies of educational reforms (Sachs, 2016). "Professional development is a key process within the wider agenda of raising standards and increasing societal growth capacity by improving policy and practice in education"(Evans, 2008, p. 35). Guskey (2000) indicates that professional development programs vary widely in their content and types. Literature on teacher professional development shows an interest in describing how professional development is provided to teachers to bring about change in their classroom practices, in their attitudes and beliefs, and in the learning outcomes of students. Thus, this study aims to add to the existing literature by exploring how teacher professional development is introduced in the context of public schools in Egypt.

Statement of the Problem

National Strategic Plan for Pre-University Education Reform in Egypt suggests remedies that address the reform of educational system in Egypt including, "professional development' and enhanced accountability of teachers, with the aim of reinstalling parents' trust in the public education system" (MOE, 2007, p.91). El-Bilawi and Nasser (2017) point out the low quality of teacher professional development provided to teachers by Egyptian MOE, describing the gap between the goals of teacher professional development and real practices in public schools. Furthermore, they recommend that studies need to be conducted to voice the opinions of teachers to map out the needs of the school community. Improving the quality of professional development is contingent on investigating how teachers perceive professional development programs which are provided to them (Guskey, 2000). Review on teacher professional development shows a variety of CPD types and models. Different types of frameworks have also been developed to describe the types and characteristics of teacher professional development (Kennedy, 2014; Sachs, 2011). This study draws on a recent framework proposed by Sachs (2016) that depicts the types and characteristics of continuing professional development (CPD) programs delivered and how it can produce different types of teacher professionalism. Thus, the aim of this study is to examine

teachers' perceptions of CPD type in one of the distinctive language public schools in Egypt with regard to three main aspects of CPD: purpose of CPD, teachers' learning and their role during CPD.

Research Questions

 1-What are the purposes of attending CPD in one of the distinctive language public schools in Egypt as perceived by the teachers?

2-How do teachers in this school view their roles in the CPD they attend?

3- How do these teachers perceive their learning in the CPD they attend?

Significance of the Study

According to Cambanis (2015), the January 25th (2011) revolution was the result of "the weak public education system, the increase of population, and dominance of the culture of corruption across the country"(p. 12). The revolution heightened the Egyptians' aspiration for urgent reforms not only on the political and economic levels, but also on the educational level. Teacher professional development has recently been the main concern of policy makers and MOE to reform the educational system in Egypt. This concern has resulted in recent initiatives which seek to provide teachers with CPD that enables them to implement the agenda of educational reform. Thus, the current study intends to examine teachers' views on the characteristics and types of CPD in one of the distinctive language public school. The significance of this proposed study lies in informing policy makers, who concern with continuing professional development, with insights that might suggest methods whereby teachers are provided with a type of continuing professional development that helps them to effectively participate in reforming the educational systems in Egypt.

Definition of Terms

Main terms in the study entail: teacher professionalism, and continuing professional development. Thus, it is important to include their definitions as utilized in the study.

The study examines how different types of professional development produce different types of teacher professionalism. Thus, teacher professionalism is defined as "a framework within which professionals operate and different modes of professionalism, imposed or adopted, can affect how they operate and develop" (Keay& Lloyd, 2011, p. 21).

Continuing professional development is defined as a means whereby teachers improve their work and teacher professionalism can be improved (Evans, 2008; Sachs, 2016).

Functional professional development is described as procedural and productive whereby people improve their performance at work (Evans, 2008).

Attitudinal professional development is presented as intellectual and motivational since its purpose is to change the attitude, thought, ideas and motivation towards work (Evans, 2008).

Chapter 2: Literature Review

Introduction

The purpose of this study is to investigate the type of continuing teacher professional development and what type of teacher professionalism it produces, based on a framework proposed by Sachs (2016). Thus, this review of literature first defines teacher professionalism, its types, and explains how teacher professional development can be used to reveal the type of teacher professionalism with regard to three main characteristics of CPD: purpose of CPD, teacher learning, and role of teachers in CPD. Finally, the study is contextualized by reviewing the educational system and continuing professional development in public schools in Egypt.

Teacher Professionalism: Definition and Types

The literature views professionalism as a contested concept that lacks consensus regarding its definition. The main concern of this study is to focus on examining different types of teacher professionalism and how they relate to different types of continuing professional development. "Professionalism can be seen as a framework within which professionals operate and different modes of professionalism, imposed or adopted, can affect how they operate and develop" (Keay & Lloyd, 2011, p. 21).

Hargreaves (2000) traces the development of teacher professionalism, presenting four historical phases: The pre-professional age, the age of autonomous professional, the age of collegial professional, and the fourth age: post-professional or postmodern. Hargreaves (2000) postulates that in the fourth age that we are about to step in, "in conditions of increasing moral uncertainty, where many methods of approach are possible, and where more and more social groups have an influence and a say"(p. 166), teacher professionalism could flourish by building partnerships with institutions outside schools where teachers work collaboratively with these institutions, or this age will lead to the de-professionalization of teaching since teachers are bombarded with many pressures, workload and lack of communication with colleagues. Evans (2008) asserts the importance of context when defining professionalism. Professionalism is defined by Evan (2008) as

> Professionality-influenced practice that is consistent with commonly-held consensual delineations of a specific profession and that both contributes to and reflects perceptions of the profession's purpose and status and the specific nature, range and levels of service provided by, and expertise prevalent within, the profession, as well as the general ethical code underpinning this practice (p. 29).

Evan (2008) differentiates between three types of teacher professionalism: demanded professionalism, prescribed professionalism, enacted professionalism. Demanded professionalism refers to the specific professional level required for an occupational group or individual workforce while prescribed professionalism means "recommended professional service levels perceived by analysts". Enacted professionalism is " the professional practice as observed, perceived and interpreted by any observer - from outside or within the relevant professional group, and including those doing the enacting"(p.29).
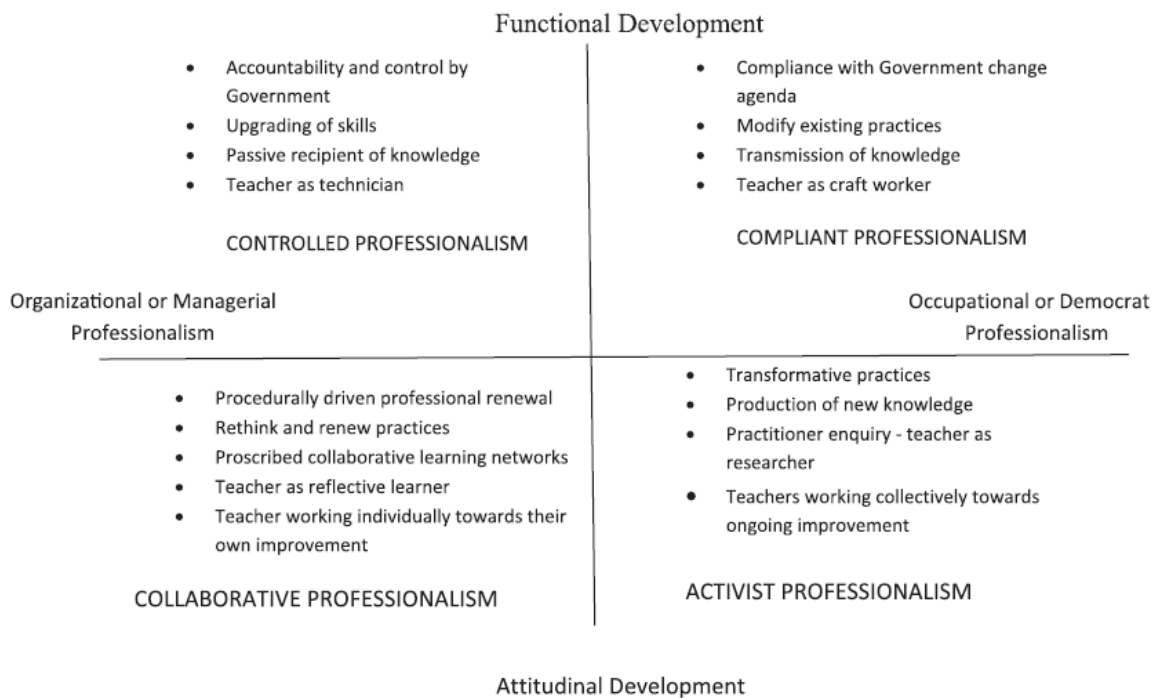
Kennedy (2007) highlights how literature on teacher professionalism mainly tackles two paradoxical perspectives which are managerial professionalism and democratic professionalism. Sachs (2001) introduces these two concepts to describe the ideology and policy of teacher professionalism in Australia. She proposes that managerial professionalism is the most prevailing model that aims at making teachers accountable for reaching predetermined outcomes, being efficient in their work. The origin of this model is the business world where accountability and efficiency are placed at the center of their work (Kennedy, 2007). Sachs (2003) further describes managerial professionalism as externally regulated, competitive and market driven, seeks reform agenda and compliance with policy. On the other hand, Sachs (2003) refers to democratic professionalism as professional and collegial driven, putting emphasis on collaborative work between teachers and other educational stakeholders, values collective accountability of teachers as a professional group instead of individual responsibility in the classroom. Moreover, she emphasizes the notion that teachers might move between these two forms of professionalism when teachers can move beyond the determined reform agenda.

Sachs (2016) develops a quadrant in which different kinds of CPD indicates different types of professionalism. (See figure1 below). The quadrant includes four types of professionalism: controlled and compliant professionalism that represent managerial type of professionalism and are introduced by functionalist professional development whose purposes are updating teachers' skills and adjusting recent practices. On the other hand, collaborative and activist professionalism (democratic professionalism) are shaped by attitudinal professional development that intends to help teachers rethink and renew practices, "add to the production of knowledge and work individually and collaboratively towards continuing improvement" (p.23). Thus, this study builds on this framework to examine the type of CPD based on the type and characteristics of CPD and type of teacher professionalism it produces.

Continuing Professional Development (CPD) and the Types of Professionalism
A review of professional development literature shows that other terms, such as professional development and professional learning are related to PD and are sometimes used interchangeably with it. Day and Sachs (2004) describe continuing professional development (CPD) as "all the activities in which teachers engage during the course of a career which are designed to enhance their work" (p.3), while professional development is defined by Evans (2008) as "the process whereby people's professionality and/or professionalism may be considered to be enhanced." (p. 30). Friedman and Phillips (2004) consider CPD as a means to improve the professional practice. They also claim that CPD should not be a sort of "a frequent series of updating or knowledge acquiring events, but rather a continuous process of learning through reflection" (p. 374). Keay and Lloyd (2011) assert that the term of professional learning is currently used instead of PD in UK while in Australia PD refers to activities that are imposed on teachers to learn and professional learning indicates teachers' autonomy over their development. This study focuses on continuing professional development which includes the activities that

teachers participate in to develop their work in their schools and enhance teacher professionalism. According to Keay and Lloyd (2011) the type of teacher professionalism embedded has an impact on the definition and characteristics of CPD. Kennedy (2014) puts emphasis on the importance of examining CPD models in relation to policy and professionalism in addition to investigating the types and characteristics of CPD. Furthermore, she contends that literature that considers the impact of teacher professionalism on CPD practices is less noticeable. "CPD can be understood both as a pedagogical construct and as a policy construct" (Kennedy, 2014, p. 690). The framework proposed by Sachs (2016), showing that type of professionalism could be determined by investigating CPD implemented according to three main domains: the models and the purpose CPD, teacher learning within CPD, the role of the teacher within CPD. Thus, a review of other frameworks and previous studies that examine these three aspects is included in the study.

Functional Development

Accountability and control by Government
- Upgrading of skills
- Passive recipient of knowledge
- Teacher as technician

CONTROLLED PROFESSIONALISM

- Compliance with Government change agenda
- Modify existing practices
- Transmission of knowledge
- Teacher as craft worker

COMPLIANT PROFESSIONALISM

Organizational or Managerial Professionalism

Occupational or Democrat Professionalism

- Procedurally driven professional renewal
- Rethink and renew practices
- Proscribed collaborative learning networks
- Teacher as reflective learner
- Teacher working individually towards their own improvement

COLLABORATIVE PROFESSIONALISM

- Transformative practices
- Production of new knowledge
- Practitioner enquiry - teacher as researcher
- Teachers working collectively towards ongoing improvement

ACTIVIST PROFESSIONALISM

Attitudinal Development

Figure 1: Types of CPD and Teacher Professionalism. Source (Sachs, 2016, p. 241)

Models and Purposes of CPD

Evan (2008) proposes two forms of professional development: attitudinal and functional development that constitute the concept of professional development. She refers to the attitudinal professional development as intellectual and motivational since its purpose is to change the attitude, thought, ideas and motivation towards work while functional professional development is procedural and productive whereby people improve their performance at work. She further illustrates that an ideal professional development should integrate both attitudinal and functional professional development.

Similarly, Sachs (2011) provides two approaches of CPD: training approach and teacher learning model. The training approach aims at immediate improvement in teacher instruction rather than providing teachers with opportunity to reflect on these practices and making decisions to come up with the appropriate solution according to evidence and experience. Furthermore, Sachs (2011) argues that this type of CPD does not pay attention to the social and cultural factors that could influence the implementation of the CPD in the classroom. Like attitudinal professional development, teacher learning model seeks to engage teachers in building their professional knowledge, asking questions about information they acquire and policy that arises from it, as well. Building teacher professional knowledge includes engaging different stakeholders and building partnership with them. Kennedy (2014) introduces three purposes of CPD: transmissive, malleable and transformative purposes. She differentiates between different models of CPD and if they follow transmissive, malleable or transformative purposes of CPD. She proposes a spectrum in which teacher professional autonomy increases as one moves towards the transformative purposes. The transmissive type of CPD includes three models: training model, cascade, and deficit model. The purpose of training model is to update teachers' skills to demonstrate their competences regardless of the needs of the context where teachers work (Kennedy, 2005). A cascade model aims at passing on knowledge to colleagues after attending training events. A deficit model intends to remedy weaknesses in an individual teacher performance to meet the standards (Kennedy, 2005). The malleable type of CPD includes: award-bearing, standards-based model, coaching/mentoring, learning community and learning community. According to Kennedy (2014), this type is named "malleable" as it relies upon the intent of its use. The models that fall under this category could be used to boost teacher professional autonomy, creativity or utilized as a tool of "professional socialization" (p. 692) whereby teachers comply with the status quo. A ward-bearing model suffers the tension between introducing practical practices at the cost of academic knowledge (Kennedy, 2005). Standards-based model mainly counts on meeting specific standards to improve teacher practices and thereby enhance students' learning (Kennedy, 2005).

According to Kennedy (2005), while coaching/mentoring model relies on one to one relationship that could be hierarchical or collegial, learning community includes more than two people and is not assessment driven or hierarchical. On the other hand, both models postulate that teacher professional learning can occur in the school context when teachers share their knowledge through collegiate dialogue. Mockler and Groundwater-Smith (2009) describe learning community as "deliberate arrangements that bring practitioners together in a systematic way to examine and make problematic features of practice with the intention of development and improvement" (p.103). Additionally, they emphasize on shared value and vision, collective responsibility, and reflective practice as main features of this model. The third type of CPD is the transformative one that takes the form of collaborative professional inquiry models that imply "experiences that include an element of collaborative problem identification and subsequent activity, where the subsequent activity involves inquiring into one's own practice and understanding more about other practice, perhaps through engagement with existing research" (Kennedy, 2014, p. 693). Like Evan (2008) view on ideal CPD, Kennedy (2014) states that although all models of CPD need to be transformative, transmissive purposes of CPD could be required when teachers need to revisit some knowledge and acquire some skills. Kennedy (2014) develops a framework to analyze CPD models and purposes against two types of professionalism: managerial and democratic professionalism. For kennedy (2014), all models that imply a transmissive purpose align with managerial professionalism, whereas transformative models fit under the type of democratic professionalism. In the same vein, Sachs (2016) proposes that attitudinal professional development aligns with a democratic professionalism and aims to give teachers opportunities to reflect on their practices, inquire into their teaching, and contribute to the generation of new knowledge whereas functional professional development is in line with a managerial professionalism and aims to update teachers' skills and adjust teaching practices to cope with current changes and policies. (See figure 1)

Teacher Learning and Delivery of CPD

Diaz-Maggioli (2004) shed the light on the lack of various formats of delivering teacher CPD, asserting that the most familiar and time-saving types are those of lectures, workshop, and seminar. EL-Deghaidy, Mansour and Alshamrani (2015) recommend that CPD activities should be tailored and provided within a social-constructivist theory where teachers' needs are put into consideration. Kennedy (2014) illustrates that teacher learning that adopts "behaviorist and instrumental learning" (p. 20) within CPD aligns with managerial view on professionalism, whereas CPD that relies upon social constructivism learning goes with democratic professionalism. Like Kennedy(2014), Sachs (2016) considers CPD activities where teachers are passive recipient of knowledge adopts managerial professionalism, while CPD activities that encourages teachers' reflection, inquiry and working in collaborative groups support occupational and democratic professionalism. (See figure 1). EL-Deghaidy et al. (2015) conducted a study to examine teachers' views on activities implemented to deliver CPD and the types of activities they prefer. The findings showed 99 constructivist

activities and 31 transmissive activities. Teachers refer to constructivist activities as those types that encourage their active participation and engagement rather than receiving knowledge passively. The analysis of preferred constructivist activities stated by the teachers included cooperative learning, hands-on application, inquiry-based learning, discovery learning, problem-solving, concept-mapping, thinking hats, doing projects. On the other hand, transmissive activities include workshops, presentations, and lectures as the least preferable one. Another study conducted by Brand and Moore (2011) advocates a constructivist approach to deliver CPD that was facilitated by university faculty and district supervisors. The study was a two-year project in which teachers engage in inquiry -based learning activities, study group meetings, whole group discussions, team planning interdisciplinary units, reflecting on their learning as learners and teachers, selecting reading materials from a list provided by CPD providers, independent structuring of their group study activities. The study concludes that this type of CPD helps teacher to "make sense of strategies introduced and increase the potential for philosophical and conceptual change" (p. 909). Gersten, Dimino, Jayanthi, Kim and Santoro (2010) indicate that Teacher Study Groups (TSG) occurs when teachers work in small groups to achieve a certain goal such as promoting instructional innovation, making plans for school development, and directing teachers towards research-based practices. Additionally, Groundwater-Smith and Mockler (2009) suggest an inquiry-based model of teacher professional learning that goes with the transformative purpose of CPD. They describe this model as centering on the transformation of both school and teachers, helping teachers engage in collaborative work that results in creating knowledge about and for their practice, and "build authentic collegiality" (p.3). Although this model gives teachers opportunities to document and share their knowledge, they also highlight the political issues that assign creating knowledge to its conventional place within academy and universities.

 Role of Teachers in CPD

Previous studies on the role of teacher in CPD focus on two roles that teachers could play in CPD: teachers as passive recipient of knowledge or active participant. Brand and Moore (2011) assert that teachers need to be active participant, regarding setting goals of CPD and their ongoing work within CPD. Diaz-Maggioli (2004) clarifies that current practices of CPD is limited by a top- down decision making since teacher CPD is organized and determined by consultant and administrators rather than teachers, which in turn does not take into account teachers' needs in the classroom. Sachs (2016) determines four roles of teachers in her quadrant: technicians, craft worker, reflective practitioner, and researchers. She describes teachers in CPD whereby teachers comply with the government agenda and are passive recipient of CPD knowledge as technicians and craft worker, falling under the category of controlled and compliant (managerial) professionalism. (See figure 1) On the other side, teachers who reflect on their practices during and after CPD, investigate their practices through inquiry and research methods are described as reflective practitioners and researchers, falling under the category of collaborative and activist (democratic) professionalism. Steve Bartlett, Diana Burton and Sue Buckley (2005)

states that despite of the criticism that has been made against the role of teachers as researchers due to the quality of research itself, they attempt to depict the importance of this role through a case study they conducted. The study examines the experience of a teacher who sought to investigate an area of interest in her classroom through reading literature, collecting data from students. The study found that despite of inaccuracy of the research method, this experience has a positive impact on the teacher's instruction, improving her research and reflective skills.

Context of CPD in Egypt

 In public schools in Egypt, continuing Professional development of teachers is provided by Professional Academy for Teachers (PAT) that was established as a response to the goal of "Establishing professional development management systems, effective incentives, and career ladders to provide adequate numbers of qualified teachers and administrators who will be able to achieve the Ministry of Education's mission" in Ministry of Education National Education Strategic Plan (MOE, 2007, p.139). PAT coordinates with local schools, teacher organizations and private institutions while funded by MOE (World Bank, 2010). The main aims of PAT as mentioned in the plan: provision of licenses to individuals-teachers, trainers, and evaluators-and provision of accreditation certificates for training and professional development programs and agencies that offer these programs (MOE, P.143). Most CPD that is provided by PAT is to meet compulsory requirement for certification and promotion on the career ladder (Organization for Economic Cooperation and Development, 2015). Teachers' career ladder is based on Cadre moves as follows: assistant teacher, teacher, first teacher, first teacher A, expert teacher, and senior teacher (MOE, 2007). OECD (2015) report also states that PAT has recently contributed to the provision of initial training to assistant teachers and promoting appointed teachers according to Cadre System. World Bank (2010) describes the type of in-service CPD in Egypt as "wide in content but narrow in sharing good practices throughout the system" (p.12) and traditional one that mostly relies upon lectures, seminars, workshop, and qualification program. Moreover, it is not supported by a follow-up monitoring and evaluation (OECD, 2015). The CPD is wide in content since it provides teachers with various aspects pertaining to teaching and administrative tasks, as well. CPD tackles class management, subject matter knowledge, and instructional practice. ICT, differentiating activities, inclusion have currently been tackled. "Completion of a new certification program in ICTs is now a requirement for the promotion of open-ended teachers who were hired prior to the implementation of the Assistant Teacher' Program" (World Bank, 2010, p. 12). Still, these aspects are delivered in a traditional way. The World Bank report also recommended innovative courses that promote teaching, sharing experiences, taking part in school and teacher network. MOE has currently launched teacher professional development to cope with the current educational reform. One of these professional developments is "Teachers First Professional Development Program" which is piloted and initiated by Sondouq Tahia Misr and based on UNESCO competency framework for teachers. It aims to develop

professional learning communities where teachers can share their experiences and work collaboratively. It includes not only workshops, but also a series of seminar, open discussion and teaching strategies that enhance students' 21st first century skills. A newly distinguished aspect of this CPD is the use of LENGO Card to help teachers reflect on what they learn in the CPD after they come back to their schools. Teachers can upload videos and lesson plans of their daily practices on the CPD website and discuss them with other teachers and trainers to self-assess themselves as a substantial process to enhance reflective teaching when building professional learning communities (Teachers First Professional Development Program, 2016).

Chapter 3: Methods

Introduction

The intent of this study was to examine teachers' perceptions of the type of continuing professional development in a distinctive language public school in Egypt with regard to three main aspects of the CPD: the purpose, teacher learning and role of teachers in CPD. An open-ended questionnaire and individual interviews were implemented to collect data that address the following research questions:

1-What are the purposes of attending CPD in one of the distinctive language public schools in Egypt as perceived by the teachers?

2-How do teachers in this school view their roles in CPD they attend?

3- How do these teachers perceive their learning in CPD they attend?

This chapter explains the methods utilized to answer the research questions mentioned above. Thus, it entails a description of research design, sample, method of sampling, instrumentation, and how data were collected and analyzed.

Research Context

According to Creswell and Miller (2000), contextualizing research site and participants in a qualitative study helps "the readers make decisions about the applicability of the findings to other or similar context" (p. 129). Moreover, they point out that dense description provides as much detail as possible. This may include interaction, and dialogue among participants, or locating participants in a specific situation. The researcher's previous work in the school and her familiarity with it, spending a week in the research site to get completed questionnaires, and going back and forth to the site helped the researcher to use her field notes and observation to add description and contextualize the research site and participants.

School Context

This study was conducted in one of the distinctive language public schools in Egypt. It has been inaugurated in 2007 as Future Distinctive Language School where students are provided with a better opportunity to be taught a third language in grade four. Furthermore, the number of students in a class is less than the number of students in language public schools. The school had a good reputation when it was inaugurated due to the small class size, low fees as compared to private schools and being a language school. Thus, it fits the socioeconomic level of parents who need to enroll their children in language schools, yet they cannot afford the fees of private and international schools. After 25ᵗʰ January Egyptian Revolution, the name of the school changed, excluding the term "future" as occurred in all future distinctive language schools. The number of students in class was 25

since it has been inaugurated. Over the last ten years, the school has become overpopulated with students to include around 50 students in each class. Some rooms which were specialized for doing extra-curricular activities have been turned into classrooms to suffice the growing number of enrolled students every year. The school is located in an upscale district where it is surrounded by block of flats. The first floors in these blocks are intended for private tutoring with advertising banners on its doors. At the end of the day, most of students and teachers noticeably head for these centers for private tutoring. The school has a teaching population of 190 teachers teaching students in different stages: kindergarten, preparatory, primary and secondary stage. During school day, it can be noticed that teachers are busy working most of the day. They have classes, finish daily marking, write lesson plans, and supervise students during the break in the classes when they do not teach. Gymnastics and agriculture rooms are utilized to provide teachers with a place where they are overcrowding in students' desks to finish their daily work. The researcher stayed in these two rooms during data field work, noticing that the dialogue among teachers in the two rooms was mainly about their personal lives and how to solve daily problems during the day such as substituting absent teachers, complaining about behaviors of some students in the classrooms, work overload, and some parents' complains. They barely talk about their practices in the classrooms and exhibit their individual views on curriculum delivery and how they tackle disruptive behaviors of students.

Research Design

 An open-ended questionnaire and interviews in a sequential design were implemented to answer the research questions. According to Creswell (2012), questionnaires can be used to describe the attitudes and opinions of the participants. Simultaneously, semi-structured interviews were used to explore deeply about the three aspects of CPD. According to Creswell (2012), a researcher can use more than one data collection tool to enhance the accuracy of the study in a qualitative design. Moreover, semi-structured interviews are used to allow a response to the interviewee and their viewpoint, which may bring about new insights on the topic as well as more depth, through exploration and probing.

Sample and Method of Sampling

The targeted population for this study was teachers who work in a distinctive language public school in Egypt. A total number of 190 teachers work in the school. All teachers were invited to respond to the open-ended questionnaire. A total of 150 teachers responded to the open-ended questionnaire. This sample included eight participants who also participated in individual interviews. A convenience sampling was utilized to select the participants as the school was the place where the researcher worked three years ago. Thus, the school was accessible to the researcher. Teachers were familiar with the researcher, so they can trust her to respond to the questionnaire and conduct interviews based on their availability and willing to participate in the study. Most of the teachers in the school have recently received training for promotion according to career ladder (assistant

teacher, teacher, first teacher, first teacher A, expert teacher, and senior teacher). This professional development was also intended to help teachers use Egyptian Knowledge Bank Website in the classroom. Around 10 teachers attended Teachers First professional development program, as well. With regard to interviews, the researcher selected teachers to participate in the interviews based on a maximal variation sampling. Due to the researcher's familiarity with the place and information she obtained from the school principal about names of teachers who attended different CPD provided by MOE, the researcher listed twenty names to be included in the study; ten teachers volunteered and were available during the school day to conduct the interviews with them. Two participants have withdrawn from the study when they knew about recording the interviews. Thus, eight participants volunteered and agreed on recording the data, including four teachers attended Teachers First professional development, two teachers attended CPD provided by Idara, and the two other teachers attended Egyptian Knowledge Bank Professional Development. This sampling was intended to get a broad overview on the type of professional development teachers attended in terms of its purpose and teachers' role during CPD.

Instrumentation

1-Open-ended Questionnaire

An open-ended questionnaire was developed to examine the type of teacher professional development based on the existing literature. Constructing the questionnaire included planning the items of the questionnaire based on the literature review, piloting the tool and obtaining participants' feedback to check content validity and make changes accordingly.

Planning

After reviewing the literature, the questions of the survey were developed to examine the type of continuing professional development. The review shows that type of teacher professional development could be determined according to three main domains:

1) The purpose of CPD

2) Teacher learning within CPD

3) The role of the teacher within CPD

These domains are mainly based on the quadrant developed by Sachs (2016), CPD grid developed by Sachs (2011), Spectrum of CPD models (Kennedy, 2005; Kennedy, 2014), analysis of CPD models against perspective on professionalism (Kennedy, 2014). The questions include asking the participants about the purposes of CPD they attended. These purposes could be functional (transmissive), attitudinal(transformative)

or combine both purposes (Evan, 2008; Kennedy, 2014; Sachs, 2016). Meeting regularly to develop teaching practices, as well as working collaboratively to solve classroom problems by engagement with existing research are included to ask about CPD which is described as transformative and attitudinal where teachers arrange meetings purposively to share their practices through professional dialogue, reflect and inquire into their practices to improve and solve teaching problems (Kennedy, 2014; Sachs, 2016). The second domain of teacher learning tackles questions that examine the activities which participants were engaged in when they attended CPD. According to Kennedy (2014), CPD's activities which are based on instrumental or behaviorist learning included in transmissive CPD which only concerns with learning about new teaching strategies to be implemented in the classroom. On the other side, teacher learning that includes activities which rely on social constructivism learning exist in transformative CPD that provides teachers with opportunities to work cooperatively, reflect on their learning and encourage teachers' inquiry (EL-Deghaidy, et al., 2015; Kennedy, 2014; Sachs, 2016). Reviewing the literature, selecting reading for discussion is also included in the questions as a CPD activity implemented in transformative CPD that encourages constructivist learning (Brand & Moore, 2011). The last domain examined the role of teachers in CPD. This role can be determined by examining if teachers participate in deciding goals of CPD (Diaz-Maggioli, 2004). Deciding goals of CPD is a feature of transformative CPD which encourages the active role of teachers and is based on teachers' needs rather than being passive recipients of knowledge who implement what is only determined by CPD providers (Sachs, 2016). Role of teachers as reflective practitioners and researcher are also investigated as a characteristic of transformative CPD (Kennedy, 2014; Sachs, 2016). Open-ended questions of the questionnaire were translated into Arabic with the help of a specialist to check translation validity. The specialist is a colleague who is a teacher of Arabic, and got his PHD degree from Cairo University.

Instrument Pilot Study

Fifteen hard copies of the questionnaire were distributed to teachers who work in another language public school in a different administration after getting IRB and CAPMAS Approvals. They volunteered to answer the questionnaire after viewing the approvals and getting the principal's permission. This school was selected by the researcher to be included in the piloting sample since its access was facilitated by a teacher who is familiar with the researcher and works there. This also helps the researcher to maintain the size of the main sample without excluding participants if they were included in the piloting stage. Participants of the piloting stage were asked to write their feedback on the questionnaire after they answer all questions. Six Participants' feedback was asking if professional development means training which they usually receive to improve their teaching skills since the term "training" is commonly used instead of continuing professional development. Consequently, a definition of what is meant by professional development was provided at the top page of the questionnaire before answering the questions.

2-Interviews

Semi- structured interviews were conducted to explore more deeply into the participants' perception of their learning during CPD, their roles, purposes of CPD in their school. Thus, the questions in the interviews were based on literature review and additional probes. Eight participants volunteered to participate in the study. (See Table 1)

Table 1: Demographics of Interviewees

Participant code	Subject	Gender	Years of Teaching
P#1	Arabic	female	17 years
P#2	Arabic	female	14 years
P#3	English	female	15 years
P#4	Maths 1	male	12 years
P#5	Maths 2	male	16 years
P#6	Science	male	more than 20 years
P#7	Science	male	more than 20 years
P#8	Art	female	more than 20 years

Interview Validity

Creswell and Miller (2000) assert that researchers who implement a qualitative study need to show its credibility. They also refer to validity in a qualitative of study as "how accurately the account represents participants' realities of the social phenomena and is credible to them" (p. 124). A member checking is a validity method in qualitative studies whereby a researcher takes the data and inferences he/she made to the participants to determine if they reflect their realities (Creswell &Miller, 2000). In member checking, the validity procedure shifts from the researcher to the participants. According to Creswell and Miller (2000), implementing member checking includes showing raw data to participants to have their comments on its accuracy, as well as asking the participants if the generated themes reflect their responses. Consequently, researcher asked the participants to give their feedback on the generated themes of the study to be included in

the final narrative. The feedback received confirmed that themes reflected the participants' responses and interpreted correctly.

Data Collection

Data collection lasted approximately for two months. Researcher stayed in the research site for a week to collect completed interviews and conduct interviews. Then, she went back and forth to the school to collect data about unexpected themes, and implementing member checking to validate interviews. A first stage was obtaining the IRB and CAPMAS Approvals. Thus, the researcher met the school principal to discuss the purpose of the research and get permission to visit the school for a week to collect data, using an open-ended questionnaire and interviewing teachers during the day without disturbing their work. After changes have been made to the piloted questionnaire based on the participant feedback, 170 hard copies of the questionnaire were handed out to teachers who agreed to participate by the researcher herself and 150 questionnaires were returned. The participants were informed by the researcher that the participation in this study is voluntary and they can withdraw at anytime and were asked to read the consent before answering the questionnaire. The supervisor of each staff helped the researcher to collect the questionnaires based on some of the teachers' suggestions not to interrupt them in classes and for their convenience. Concurrently, interviews were conducted with participants who were selected to participate and agreed on recording the data. Only eight participants had enough time during the school day and volunteered to participate in the interviews. Every participant was met individually for approximately 45 minutes during the break and the time they did not have classes. The interviews were conducted within two days, using Arabic language. The researcher confirmed the confidentiality of the data, so the research data will only state demographic information such as age, years of experience without stating their names, as well as their school names. The participants were given the interview protocol before starting the interviews. The interview started by the researcher introducing herself, explaining the purpose and significance of the study. The researcher started with general questions to break the ice such as asking about teaching years in public schools, recent CPD they have attended and then moved smoothly to elicit their perceptions on the purpose of CPD the attended, their role and how they perceive their learning during CPD. Participants were also asked to explain more and elaborate on the responses that sound unclear or unexpected during interviews.

Data Analysis

Responses from each question in the open-ended questionnaire were grouped together, looking for similar codes and broad themes. According to Creswell (2012), similar codes are determined to form major themes. Every response was assigned with its demographic information which is gender, educational level, and years of experience. Nine questions in the survey were developed to investigate three aspects of CPD: purpose of CPD, teacher learning, and role of the teachers. Common themes under each aspect were identified and unexpected themes that have emerged grouped separately. These themes were analyzed as unexpected since they do not

explain the characteristics of CPD based on the theoretical framework of the study. On the other hand, they are related to challenges that teachers face to implement what they learn in CPD. Regarding data collected from the interviews, researcher had listened to the recorded interviews several times to make sense of possible generated themes. Second phase was the transcription and translations of data to generate themes. Each participant was given a code P#1, P#2,…and so on. Third phase, responses of the same questions were grouped together and notes were written in the right-hand column of the transcript next to words and phrases that appeared to have significance and frequently stated by the participants to generate themes.

Chapter 4: Results

Introduction

This study was to examine teachers' perceptions of the type of continuing professional development in a distinctive language public school in Egypt with regard to three main aspects of the CPD they have attended: the purpose, teacher learning and role of teachers in CPD. Thus, the chapter discusses the results of open-ended questionnaire and interviews used for answering the following questions which guided this study:

1-What are the purposes of attending CPD in one of the distinctive language public schools in Egypt as perceived by the teachers?

2-How do teachers in this school view their roles in the CPD they attend?

3- How do these teachers perceive their learning in the CPD they attend?

Open-ended Questionnaire Results

Of the 170 questionnaires distributed to the teachers, 150 participants completed and returned the questionnaire. A total response rate of 88% was attained. Table 2 shows demographics of the participants who responded to the questionnaire. Female participants represented 62% of the total sample while male respondents were 37%. Eighty seven percent of the participants held a bachelor degree; 11% of teachers had diplomas. One percent of the teachers held a masters degree. Two percent of the teachers had from zero to five years of experience in teaching. Thirty-three percent of the teachers had from six to ten years of experience; fifty nine percent of the teachers had from 16 to 20 years of experience. Four percent of the teachers had more than 20 years of teaching.

Table 2: Demographics of Questionnaire

Gender	Educational Level	Teaching years
Female (62%)	Bachelor (87%)	From 0 to 5 (2%)
Male (37%)	Diploma (11%)	From 6- 10 years (33%)
	MA (1%)	From 16 to 20 (59%)
		More than 20 (4%)

Questionnaire Results

The questions of the survey were developed to determine the type of professional development teachers received in the school. Three main aspects were investigated to determine the type of continuing professional development: the purpose of continuing professional development, teacher learning, and role of the teacher. Themes have emerged to describe each aspect to answer the questions in the study as follows:

Table 2: Questionnaire Themes

Research Question	Themes
1-What are the purposes of attending CPD in one of the distinctive language public schools in Egypt as perceived by the teachers?	**1-Purpose of professional development** -Learning and Updating Knowledge -CPD for Promotion -CPD for Sharing Knowledge -Teacher Meetings Unexpected theme -Challenges of Implementation
2-How do teachers in this school view their roles in the CPD they attend?	**2-Teacher Learning** -Activities Teachers Engaged in during CPD -Reading during CPD
3- How do these teachers perceive their learning in the CPD they attend?	**3-Role of the teacher** -Teachers as Reflective Practitioners

Research Question 1: What are the purposes of attending CPD in one of the distinctive language public schools in Egypt as perceived by the teachers?

Purposes of CPD

Data Analysis of examining the purposes of CPD which teacher attended revealed different reasons for attending it. Learning new teaching strategies, updating knowledge with new trends of teaching, improving teaching and implementing new strategies were the main reasons that 55% of teachers stated while other responses revealed different views such as promotion and aspiration to advance their career in the school or in

another place. Teachers who attended Teachers First CPD had different views on the purpose of CPD as sharing knowledge and their role as reflective practitioners in the CPD. Various content tackled in professional development was mentioned when participants gave information about purposes of attending professional development, including learning about not only new strategies in different subjects, but also administrative tasks. Furthermore, unexpected theme related to challenges teachers face to implement what they learned in CPD they attended emerged to show teachers' need for supportive school environment and hinders to implement new strategies in big classes and through dense curriculum that is supposed to be taught in short durations.

Learning and Updating Knowledge

Fifty-five percent of the responses showed that the purpose of professional development teachers attended were to learn new strategies, update their knowledge with new methods of teaching and improve teaching skills. Participants' views reflected their concern with CPD as an opportunity to learn new teaching methods, which in turn can help them improve their teaching skills in the classroom. Responses of participants also uncovered various strategies and teaching methods they learned and knew about, including multiple intelligence, active learning, learning styles, using technology in the classroom, thinking hats, thinking skills, enhancing reading skills in Arabic language, relating science to real life and using fun activities to engage students. Additionally, CPD included learning teaching strategies in different subjects: Arabic, English, science and social studies. Thus, data analysis denotes the variety of CPD provided by MOE with respect to content and different subjects included.

CPD for Promotion

 Twenty eight percent of the participants expressed the view that CPD is utilized to promote teachers according to career ladder or for those teachers who aspire to work as administrators by attending training that targets administrative tasks such as school principal, training for Moderya Manager, accreditation monitor and trainers in PAT. One participant mentioned: "I attended more than fifteen training and workshop to be a trainer in CPD of enhancing reading skills of students in Arabic subject. I'm now a certified trainer in PAT".

CPD for Sharing Knowledge

Four percent of the participants found CPD as an opportunity to exchange experience among teachers in different administrations. They expressed how beneficial it is to watch other teachers present lesson plans in CPD they attended. One of these participants who shared the same views attended Teachers First CPD and expressed his interest in the aim of the CPD as it focuses on sharing knowledge and practices with other teachers in the school rather than piling up information. He stated: "I had training in Teachers First and they encourage team work and transferring knowledge among teachers rather than piling up information".

Teacher Meetings

When participants were asked "Do you meet regularly with other teachers to improve teaching and plan instruction in CPD?"   84 % of participants answered with "no", while 15% of responses were "yes". Only 13 responses included explanation to the answers. The clarified responses indicated that teachers had meetings with supervisors, staff meeting, and inspector meeting. Responses referred to staff meetings that are held at the beginning of the year to agree on how to manage classroom, discuss implementation of new strategies that are determined by Idara , dealing with students with low academic performance. The responses also revealed teachers' views on workload which hinders teachers from meeting regularly such as substituting absent teachers, supervising students in the break, grading students' work. Other responses referred to meetings with inspectors to discuss issues related to curriculum. Data analysis reveals that teachers are not provided with adequate opportunity to systematically and collaboratively exchange dialogues about their practices in the classroom to plan instruction collaboratively or improve their teaching. One participant stated: "Our staff held a meeting to agree on certain strategies to manage classrooms at the beginning of the year". Another response was: "we have a staff meeting to discuss emerging problems in the classroom, but we usually cancel it to substitute absent teachers or do another work".

Challenges of Implementation

Data analysis revealed that 15 participants' concerns were with some factors which deter them from implementing what they learned in CPD such as class size and curriculum, school environment. Four responses highlighted the timing of CPD since it usually occurred during the school day and the irrelevancy of CPD content to real practices in the school. One of the participants' responses had different perspectives of attending professional development. He viewed professional development as an opportunity to work in another school where what he can apply what he learns. His view reflected the gap between new teaching strategies that teachers learn and the school environment that is supposed to adopt the implementation of these strategies. He stated: "to find an opportunity in new schools such Nile or STEM schools which provide teachers with suitable environment to use new strategies of teaching".

Research Question 2: How do teachers in this school view their roles in CPD they attend?

Role of the Teacher

This part of the questionnaire required participants to give information about the role they play during professional development they attended. The questions included if they set goals of CPD, reflected on what they learn, and did academic research to get answers to their inquiries during attending CPD. 98% of responses were answered with "No" and 2% of responses were "Yes" without any clarification given when participants asked if they do academic research to answer their inquires during CPD. Majority of participants (96 %) responded with yes and 4% of responses were "No" and a number of 3 responses were clarified to answer the question of

setting goals of CPD. Clarified responses showed that goals are set by Idara where teachers are notified to go there to register for the training to attend . Another response was that teachers are asked by trainers to elicit the goals before starting the training, but they do not usually participate in determining goals of CPD according to their needs.

Teachers as Reflective Practitioners

Asking participants if they reflect on what they learn in CPD, 92% of participants answered with "No" while 8% of responses were "Yes". Two responses were clarified with examples. One response was that teachers sometimes open discussions for what hinders implementation in the classroom. The other participant gave an example of her experience in Teachers First CPD. The participant expressed the importance of reflection to implement what she learns in CPD using LENGO Card to upload lesson plans and videos on the CPD website to share it with other teachers participated in the CPD and do self-assessment accordingly. The participant stated:

> We are supposed to use LENGO Card in teacher first training to do peer-assessment on the website and reflect on what we did in the classroom. We can upload the lesson plan and videos from the classroom and do peer-assessment. This helps us to be on the right track of implementing what we learn about new strategies.

Research Question 3: How do these teachers perceive their learning in CPD they attend?

Teacher Learning

Activities Teachers Engaged in during CPD

Respondents were asked about activities they did during attending CPD. Data analysis indicate that responses of participants can be classified into lectures, giving examples, group work, demos and presentation of a lesson, and role-play, and discussion.

Table 3: Percentage of Activities in CPD

Type of Activity	Number	Percentage
Lecture	58	38%
Presentation	6	4%
Giving Example	34	22%
Group Work	20	13%
Demos	9	6%
Discussion	11	7%

Workshop	4	2%
Brainstorming	2	1%
Design Activity	5	3%

Majority of responses (38%) stated lecture as the most prevailing activity or teaching method used in CPD they attended. 22% of responses denote providing teachers with examples as an activity teachers practice during CPD after being exposed to presentation or a lecture. Some participants clarified that trainers show them examples to help teachers implement what they learned. 6% of participants mentioned that they were asked to prepare a lesson and demonstrate it in front of other attendees of teachers. 13% of responses stated group work whereby teachers design activities and present lesson plans to implement what they learned in the CPD.

Reading during CPD

In response to the question if participants select reading for discussion, 88% of responses were no while 12% of responses were yes with five responses that gave explanation. Responses clarify that reading is not a customary activity during CPD while others state shortage of time as a reason for excluding reading from being practiced during CPD. One of the responses was: "I do not think we have time for reading. Two or three days are enough to know about new strategies and how to implement them".

<div align="center">

Interview Results

</div>

Individual Interviews were conducted to deeply examine teachers' views on the purposes of professional development they attend and their roles and how they perceive their learning during CPD. Eight teachers participated in individual interviews. The participants were selected to be attended different CPDs recently, so they can give a broad overview of various CPD programmes provided by MOE. Data analysis shows that interviews results helped to enrich and confirm questionnaire data with examples participants gave to elaborate on the purposes and their role during CPD.

Participants and CPD Attended

P#3, P#5, P#6 and P#7 participants attended Teachers First CPD as a recent initiative undertaken by the Egyptian MOE which is based on learning communities of practice where teachers attend CPD provided by the ministry and then pass the CPD to other teachers in the school when they come back to form a network of teachers who attended the CPD in their schools (Teachers First Professional Development Program, 2016). Teachers who attended this CPD communicate with CPD providers and trainers via a website to share their practices in the classroom after attending the CPD and reflect on them with other teachers. They upload lesson plans and videos on the website, using a card which is called LENGO Card. Overwhelmingly, those four

teachers showed their interest in attending this CPD as it stresses the teamwork and collaborative work among teachers who attended this CPD, as well as sharing their practices with other teachers. They compared it to other CPD, indicating that most CPD provided by Idara or PAT is sometimes beneficial and update their knowledge, but does not encourage sharing knowledge and collaborative work among teachers to share their implementations of what they learned when they return to their schools.

P#1 and P#4 participants have recently attended Egyptian Knowledge Bank CPD to be promoted according to Career Ladder after getting this CPD that aimed to help teachers deal with Egyptian Knowledge Website and use it in the classroom, as well. All teachers in the school have to attend this CPD to advance their career ladder and be updated with the new website launched by MOE to facilitate teachers' and students' access to educational videos and resources from international public houses. Students can use the website to facilitate their learning and increase their knowledge resources (Egyptian Knowledge Bank, 2017). P#1 indicated that she has also attended some CPD provided by PAT to implement new strategies that focus on activating the role of students in the classroom. P#4 who is a math teacher highlighted CPD which he used to attend when he worked in experimental public schools previously. He viewed that it was beneficial as it helped him to teach the curriculum in English Language.

The other two participants P#2 and P#8 attended CPD provided by Idara. P# 2 attended some CPD to enhance reading skills of Arabic Language and provided by Idara. She also indicated that some of CPD, she attended required teachers to implement strategies they learn and include them in their lesson plans while other CPD just updates teachers with new strategies without helping teachers to have a plan of how to integrate them regularly in the teaching practices and follow-up with their implementation, so they forget all about what they learn when they come back to school. P#8 attended CPD that tackled how teachers can deal with different types of students' characters in the classroom. She sought to attend this CPD as she feels that she needs to improve her skills with regard to dealing with students at the psychological level. She viewed that most CPD concerns about teaching strategies and neglects to tackle this aspect which is essential to handle disruptive behavior in the classroom.

Interview Results by Research Question

Semi-structured Protocol allowed the researcher to ask the participants follow-up questions to elaborate on unexpected ideas that brought up. Researchers can identify themes that are stated frequently by participants or surprising and unexpected themes (Creswell, 2012). Data analysis revealed that themes can be categorized into main themes and sub-themes. Due to the iterative process of a qualitative design, researcher returned to research site to get more information about the sub-theme of teachers' perceptions of being reflective practitioners as an unexpected one. In a qualitative research, you can go back and forth between data analysis and data collection to explore more on unexpected themes that are not clear after data collection (Creswell, 2012).

Table 5: Interview Generated Themes and Research Questions

Research Questions	Themes &Sub-themes
1-What are the purposes of attending CPD in one of the distinctive language public schools in Egypt as perceived by the teachers?	**Purposes of CPD** Sub-theme one: Promotion and Learning New Strategies. Sub-theme two: Teachers' Needs.
2-How do teachers in this school view their roles in the CPD they attend?	**Role of the Teacher** Sub-theme one: Teachers as Implementers of New Strategies. Subtheme two: Teachers' Perception of Being Reflective Practitioners.
3- How do these teachers perceive their learning in the CPD they attend?	**Social Constructivist Activities**

Research Question 1: What are the purposes of attending CPD in one of the distinctive language public schools in Egypt as perceived by the teachers?

Purposes of CPD
The first part of the interview was intended to ask participants about the reasons for attending CPD. All teachers' views focused on the purpose of CPD as a tool to advance on the career ladder and learn new strategies to implement in the classroom. Participants' views revealed different attitudes towards CPD, reliant upon its purpose. All participants view CPD for promotion as a waste of time and bring about boredom while CPD whereby they learn new strategies or satisfy their needs in the classroom as beneficial and necessary to improve their teaching. They also discussed the need for relating CPD goals to what they really need in the classroom to improve students' learning.

Sub- theme one: Promotion and Learning New Strategies
Participants' views on the purposes of professional development aligned with questionnaire's results which indicated that 55% of participants attend CPD to update their knowledge and learn new strategies while 28% of participants view CPD as a means to promote and advance their career. With regard to interview results, five participants indicated that professional development aimed at promoting teachers according to career ladder. They also showed negative attitudes towards this purpose of CPD. P#4, P#5, and P#6 refer to such professional development as unpractical and does not match the realities of the school. They gave an example of Egyptian

Knowledge Bank training that was compulsory to all teachers to attend to get promoted according to career ladder. They indicated that the training was to help them create an account on the website. They did not view the training as beneficial due to lack of adequate facilities and schools' readiness to implement it. Participant (P#4) commented:

> How can we use the website and the school has no internet access? Of, course, they are aware of this. During the training itself, there was one computer and the trainer has shown us how to create the account through power point presentation. This is a sort of "organized chaos".

There was also a sense of uncertainty among interviewees regarding the purpose of this training. Some teachers expressed the belief that the purpose of the training was to increase numbers of teachers who have accounts on the website and show how the idea of the website is going well. Participant (P#6) added: "Egyptian knowledge bank training was not necessary as it was just to create an account on the website and increase the numbers of participants". All participants also refer to another type of CPD that helped them to know about new strategies that they view it as beneficial and important as it updates them with new knowledge since they have graduated long time ago. Furthermore, they refer to the difficulties they usually face to implement these strategies in the classroom such as dense curriculum, school culture and teachers' resistance to change. P# 8 stated: "teachers always need to acquaint themselves with what is new in the subject. Curriculum we taught ten years ago is different now. Thus, we need workshops and training to help us know how to apply new changes".

Sub-theme Two: Teachers' Needs

Four participants highlighted the importance of relating professional development to what teachers need in their schools. They expressed their need to know how to deal with high school students and training on how to use the smart board which is installed classroom, but not used properly. Participant (P#4) gave an example, stating that "I can remember the training I attended when I started to work in experimental schools. The training was to help us teach maths in English. It was beneficial as it helped me to teach maths in English in the classroom". P# 5 shed the light on his negative experience on some training that focuses on theoretical knowledge without relating it to students' behavior in the classroom and how to deal with disruptive behaviors. He commented:

> I do not believe in training that focuses on educational theories as they are not related to reality. When we talk with trainers about these theories and how they do not work with students in the secondary stage as they are ideal. She said this is what the researches and studies confirm and we have to apply them.

Research Question 2: How do teachers in this school view their roles in CPD they attend?

Role of the teacher

Questionnaire results revealed that 98% of participants do not reflect on their practices and 96 % of participants do not set the goals of CPD they have attended. Interview results accords with questionnaires by showing

teachers' views on their role during CPD as implementers of new strategies and setting goals as an uncommon activity during CPD. All participants hold the belief that a teacher role is to implement new strategies they have learnt in CPD they attended despite of obstacles they face in the school. Teachers who attended Teachers First CPD expressed a different view that focuses on implementing what they learned, as well as being reflective practitioners who reflect on their practices by implementing what they learned and sharing it with other teachers on the CPD website to get scores accordingly. Thus, this theme included two sub-themes explained in detail below.

Sub-theme One: Teachers as Implementers of New Strategies
When teachers were asked about their roles during Professional development, all participants asserted that teachers' role is to implement new strategies which they learned in CPD they attend. Additionally, P#1 and P#8 added that teachers have to accept change and try new things out to benefit the students. When they were asked if they set the goals of CPD. P#4 and P#2 were astonished if teachers are allowed to decide the goals of CPD. P# 2 stated that "PAT decides the goals based on the recent changes in curriculum or if MOE adopts new strategies and wants teachers to implement them in the classroom to develop learning at schools".

Sub-theme Two: Perception of Being Reflective Practitioners
Data analysis of questionnaire and interview revealed experience of teachers who attended Teachers First professional development whereby they expressed their views on sharing knowledge and building professional learning communities among teachers who attended the CPD and their role to pass the experience to other teachers when they come back to their schools. They also touched on their experience of using LENGO CARD to upload lessons or videos to reflect on their practices in the classroom after they attended the CPD. P# 3 stated: "the training helps teachers share knowledge and teaching strategies to increase the number of participants and bring about change. We also assess our progress through LENGO Card simply by using the mobile phone". Researcher returned to research site and asked the four interviewees who attended Teachers First CPD about their perception of reflective teaching. The participants elaborated on the use of website to do self-assessment, be assessed by other teachers and trainers, getting points accordingly, and exchanging experience of successful implementation to what learned in the training. Reviewing the literature about the meaning and purpose of being reflective practitioners, teachers' reflection in CPD helps to increase teachers' efficacy when sharing ideas about what worked and what did not work in the classroom in collaborative activities (Roberts and Pruitt, 2009). Teachers were asked if they can discuss problems they faced when they implemented what they learned or upload a lesson that did not go well in the classroom to examine their perceptions of the purpose of sharing their practices in the classroom. The responses of the four participants who attended the CPD revealed that they perceive uploading their work in the classroom as showing their best practices to get scores accordingly rather than discussing their thoughts about what work, did not work, taking

action plans to improve their practices in the classroom. P# 7 stated: "sure I have to upload the best practices because I'll be assessed accordingly and get points by other trainees and trainer who monitor us. Take into your account that other teachers watch your lesson to benefit from it".

Research Question 3: How do these teachers perceive their learning in CPD they attend?

Social Constructivist Activities
Asking participants about their views on the activities and teaching methods implemented to help them learn in CPD they have attended. All concluded that lectures, role- play are commonly used by trainers to present new strategies to them. Their views on lectures align with questionnaire results which showed that 38% of activities are lecturing and 22% of activities are giving examples of how to implement new strategies. Interview results revealed teachers' need to practice social constructivist activities which motivate encourage them during CPD. P# 2 expressed her view that teachers want to have fun like students in the classroom to be motivated to implement and learn new strategies. P#1, P# 8and P#7 had positive feelings and attitudes towards CPD activities which give them the opportunity to relate what they learn to their practices in the classroom such as brainstorming, discussion and sharing thoughts at the beginning of the training. P#1 and P# 7 also exhibited how important for teachers to work in groups to implement new strategies they learned during workshops and training. P#8 stated that "all trainees come and feel bored till the trainers ask us to share and discuss our experiences in the classroom".

Chapter 5: Discussion and Conclusion

Introduction and Summary of Major Results

Thompson and Pascal (2012) describe professional practice as "a matter of wrestling with the complexities of theory and practice, using professional artistry to move forward as effectively as possible" (p. 314) rather than a technical process of implementing new scientifically approved solutions to problems. The purpose of this study was to explore the type of teacher professional development in a distinctive language public language school in Egypt, investigating teachers' views on three aspects of CPD: purposes of attending CPD, role of teachers and teacher learning. Results of open-ended questionnaire and interviews in the study indicate that teachers experienced professional development that can be classified as functional and transmissive which is categorized under managerial professionalism (Evan, 2008; Kennedy, 2014, Sachs, 2016). Teachers also agreed on certain factors that hinder the implementation of what they learned in professional development they attended such as school culture, dense curriculum and irrelevance to real practices in the school. Interview results revealed that teachers' perception of reflective teaching in Teachers First CPD was also one of the themes that unexpectedly emerged to shed the light on issues related to reflective teaching and how teachers can be provided with a safe environment to practice reflective teaching.

Key Findings

Type of Professional Development

Results suggest that teachers stated different reasons for attending professional development: promotion according to career ladder and years of experience, promotion to a higher position in the school or another school, learning new strategies and updating knowledge, exchange experience with other teachers. Questionnaire results showed that majority of teachers did not reflect on what they learned in CPD while few participants who attended teacher first CPD talked about their experience in which they use LENGO Card to share and reflect on what they learned on the CPD website. Interview results highlighted teachers' perception on their role within CPD as implementers of new strategies they learned as possible as they can due to difficulties they encounter to implement what they learned. As mentioned in literature review, CPD that is controlled by government, and only concerns with immediate improvement in teacher instruction, updating teaching skills rather than rethinking new practices and contributing to the knowledge production can be described as functional and producing a type of managerial professionalism (Evan, 2008; Kennedy, 2005; Kennedy, 2014; Sachs, 2016). Activities which participants were engaged in during CPD included lectures, role-play, and giving examples to facilitate implementation of new strategies in the classroom. Majority of participants did not view reading for discussion as a customary activity in CPD they attended. Reviewing the literature, CPD that focuses on a behaviorist learning whereby teachers implement new strategies without encouraging teachers' reflection,

inquiry and working in collaborative groups accords with functional CPD and produces managerial professionalism, as well (Kennedy, 2014; Sachs,2016). Brand and Moore (2011) highlighted reading for discussion as one of the social constructivist activities which increases the potential for philosophical and conceptual change. As one of participants stated in the questionnaire results: "I do not think we have time for reading. Two or three days are enough to know about new strategies and how to implement them". Kennedy (2014) and Evan (2008) suggest that an ideal professional development includes both functional, transmissive and attitudinal, transformative characteristics. Study results showed that the school lacks the transformative and attitudinal aspect of CPD teachers received in terms of teacher learning, their role and purposes of attending CPD.

Teacher Meetings

Questionnaire results highlighted teachers' views on the existence of staff teacher meeting, inspector meetings to discuss issues related to curriculum or emerging problems. As stated by one of the participants in the questionnaire: "we have a staff meeting to discuss emerging problems in the classroom, but we usually cancel it to substitute absent teachers or do another work". Questionnaire results revealed teacher meetings as administrative tasks rather than making a room for professional dialogue among teachers. Thus, the finding of the study suggests giving attention to those meetings to be held regularly to give teachers the chance to reflect on their practices in the classroom and exchange ideas about teaching. Schools need to give teachers an opportunity for professional dialogue through meetings which already exist, but they are not used appropriately such as staff meeting that is considered to be a boring administrative routine (Darling-Hammond & McLaughlin, 1995).

Challenges of Implementation

Study results exhibited teachers' views on challenges they faced to implement what they learned when they came back to school or give attention to CPD. Teachers asserted the resistance from teachers who did not attend CPD, and necessity of embedding a school culture of change among the whole school. Mansour, EL-Deghaidy, Alshamrani and Aldahmash (2014) suggested a school-based CPD where CPD is held in the school, contextualized and can be connected to real practices in the school. On-site CPD helps to create a school culture where the whole school is involved, including teachers and administrators (Roberts & Pruitt, 2009). Teachers also stated other factors that divert teachers' attention away from attending CPD such as timing of CPD. Some participants stated that CPD is held during the school which in turn makes them lag behind to finish the curriculum on time and cause chaos in the school and students are the victims. These challenges are congruent with those found in a similar study conducted by El-Bilawi and Nasser (2017) to examine the impact of CPD provided by Egyptian MOE on teachers who teach English as a Foreign Language. The study revealed the lack

of supportive administration to enact CPD, irrelevance to real practices and absence of whole school culture to support teachers who attended CPD to make change in their schools.

Safe Environment for Reflective Teaching

During interviews and open-ended questionnaire, participants were asked if they reflect on what they learn within CPD they attended to examine the type of CPD in terms of their role during CPD. According to Sachs (2011), a functional CPD views teachers as implementer of new strategies without providing teachers with opportunities to reflect on what they learn and make decisions to come up with the appropriate solution according to evidence and experience. Questionnaire results indicated that 92% of participants do not reflect on what they learn during CPD. Participants who attended Teachers First CPD expressed their views on their experience and perception of reflective teaching during CPD. Their perceptions indicated issues related to the purpose and meaning of reflective teaching during CPD. A review of literature showed that a definition of reflective teaching lacks clarity and consensus (Burhan-Horasanlı, & Ortaçtepe, 2016; Collin, Karsenti, & Komis, 2013). Calderhead (2006) clarifies that defining reflective teaching differs in terms of the process of reflection, content of reflection (what teachers are supposed to reflect on), precondition of reflection, and product of reflection. Furthermore, he differentiated between a behavioral skill approach whereby reflective teaching is a means to implementing prescribed practices and a critical science approach that views reflective teaching as a means to professional autonomy. Study results reported that teachers who attended Teachers First CPD expressed their views on reflecting teaching as an aspect of building professional learning communities. Roberts and Pruitt (2009) put emphasis on the significance of reflective practice in professional learning communities to promote teachers' sense of professionalism and efficacy when sharing ideas about what worked and what did not work in the classroom in collaborative activities. Liu and Zhang (2014) asserted the significance of reflective teaching since it helps teachers not only to make decisions for action plans, relate theory to practice, but also to enhance their exploratory skills and construct new concepts and teaching beliefs. Interview results showed teachers' perception of reflective teaching whereby they use the CPD website to get points when they do self-assessment, and are assessed by other participants of teachers and trainers according to criteria which are previously set on the website. Participants hold the belief that they had to upload their best practices of implementing what they learned to get points since their work will be viewed by other participants and trainers. As mentioned by one of interviewees, "sure I have to upload the best practices because I'll be assessed accordingly and get points by other trainees and trainer who monitor us. Take into your account that other teachers watch your lesson to benefit from it". McAlpine and Weston (2000) highlight the importance of providing teachers with a non-judgmental and safe place to reflect on their teaching by discussing their real practices without being concerned with consequences. Roberts and Pruitt (2009) also describe how teachers when reflecting in groups may feel threaten to discuss their practices in the classroom. Therefore, they suggest

that safety and trust should be considered when moving from working in isolation to building professional learning communities.

Limitations of the study

The study entails limitations which are acknowledged by the researcher. First, few participants volunteered to participate in the individuals interviews and agreed on recording the data. Thus, data collected from interviews was validated by implementing member-checking and ensuring that participants' views were interpreted correctly after discussing the transcription and generated themes with them and obtaining their feedback. Second, data could be triangulated with classroom observation to compare teachers' views with real practices in the classroom, but it was not easy to access classrooms in public schools and attend with teachers. Third, an issue related to the confidentiality of questionnaire data is recognized by the researcher. After researcher distributed the questionnaire to the participants, teachers requested to hand their completed questionnaire to the supervisor of each department rather than having the researcher enter their classes and interrupt them. However, teachers should have been given an envelope to put the questionnaire and seal it before handing to the supervisors.

Implications for Practice

The results of the study have implications for policy makers to make decisions to reform and increase the effectiveness of teacher professional development in public schools in Egypt. The results suggest the following:

1) Paralleling the transmissive aspect of CPD with transformative aspects by giving opportunities for professional dialogue in the school to discuss and reflect on their practices in the school to improve students' learning. 2) Focusing on onsite CPD to involve the whole school and contextualize CPD to match real practices. 3) Ensuring safe environment for teachers to reflect on what they learn in CPD. A protocol can be developed and used to help teachers reflect on what worked, what did not work, why and what could be the action plan for next time. Scaffolding teachers to hold those discussions of reflection till they acquire the skills that help them lead the discussion themselves. 4) The study indicated various content of CPD from different providers. Thus, MOE can develop a long-term plan, including specific goals of CPD which are congruent with current reform policy, based on research data that report real practices and coordinate with different providers.

Recommendations for Future Research

The study revealed issues which other researchers can take into account if they want to examine research topics are similar to those investigated in the study. Thus, the researcher suggests the following:

This study could be conducted with a population that includes teachers from different administrations in a governorate to reveal the type of CPD quantitatively and inform policy makers who seek to promote CPD to be

a transformative one. Reflective teaching emerged as unexpected theme in this study as a new concept which is practiced in public schools. Other studies need to be conducted to measure its impact on teachers' practices and how teachers perceive it in public schools.

Conclusion

This study was designed to examine the type of teacher professional development in one of the distinctive language public schools in Egypt. A review of the literature points out three aspects that describe the type of CPD: purpose of CPD, teacher learning and role of the teacher during CPD. The questionnaire and interview results showed that a functional and transmissive type of CPD embedded in the school. The study found that a transformative aspect of CPD is needed to balance the functional aspect (Evans, 2008). Teacher meetings were also one of the important findings that needs to be considered as an opportunity for professional dialogue among teachers and reflective practice rather than being a routine task. Unexpectedly, teachers highlighted their concerns regarding some challenges they encounter to implement what they learned in CPD such as school environment, irrelevancy to real practices. This study was limited by some challenges related to the nature of the research site as a public school and ensuring confidentiality of questionnaire data. Finally, this study recommended that further research is needed to examine teachers' perceptions of reflective teaching as newly implemented in public schools , conducting similar studies in different public schools to collect data about the type of CPD provided and how it can be balanced to include both transmissive (functional) and transformative (attitudinal) aspects of CPD.

References

Bartlett, S., Burton, D., & Buckley, S. (2005). A case study of the importance of practitioner research for teacher development. *Education , 33*(3), 15-19. doi:10.1080/03004270585200281

Brand, B. R., & Moore, S. J. (2011). Enhancing teachers' application of inquiry-based strategies using a constructivist sociocultural professional development model. *International Journal of Science Education, 33*(7), 889-913. doi:10.1080/09500691003739374

Braund, M., & Campbell, B. (2010). Learning to teach about ideas and evidence in science: The student teacher as change agent. *Research in Science Education, 40*(2), 203-222. doi:10.1007/s11165-008-9110-0

Burhan-Horasanlı, E., & Ortaçtepe, D. (2016). Reflective practice-oriented online discussions: A study on EFL teachers' reflection-on, in and for-action. *Teaching and Teacher Education, 59*, 372-382. 10.1016/j.tate.2016.07.002

Calderhead, J. (1989). Reflective teaching and teacher education. *Teaching and Teacher Education, 5*(1), 43-51. 10.1016/0742-051X(89)90018-8

Cambanis, T. (2015). Is Egypt on the verge of another uprising?: Assessing the country's revolution, four years later. *The Atlantic.* Retrieved from http://www.theatlantic.com/international/archive/2015/01/ the-Egyptian-revolution-four-years-later/384593/

Collin, S., Karsenti, T., & Komis, V. (2013). Reflective practice in initial teacher training: Critiques and perspectives. *Reflective Practice, 14*(1), 104-117. 10.1080/14623943.2012.732935

Creswell, J.W. (2012). *Educational research: Planning, conducting, evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.

Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into Practice, 39*(3), 124-130. 10.1207/s15430421tip3903_2

Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education policy analysis archives*, *8*, 1-5.

Darling-Hammond, L., & McLaughlin, M. W. (1995). Policies that support professional development in an era of reform. *Phi delta Kappan*, *76*(8), 597-612.

Day, C., & Sachs, J. (2004). *International handbook on the continuing professional development of teachers*. Berkshire: Open University Press.

Diaz-Maggioli, G. (2004). *Teacher-centered professional development*. Alexandria, VA: Association for Supervision & Curriculum Development (ASCD).

Edwards, R., & Nicoll, K. (2006). Expertise, competence and reflection in the rhetoric of professional development. *British Educational Research Journal, 32*(1), 115-131. doi:10.1080/01411920500402052

Egyptian Knowledge Bank. (2017). Retrieved from:

http://www.ekb.eg/web/guest/home

El-Bilawi, N. H., & Nasser, I. (2017). Teachers' professional development as a pathway for educational reform in Egypt. *Reflective Practice, 18*(2), 147-160. 10.1080/14623943.2016.1251406

EL-Deghaidy, H., Mansour, N., & Alshamrani, S. (2015). Science teachers' typology of CPD activities: A socio-constructivist perspective. *International Journal of Science and Mathematics Education, 13*(6), 1539-1566. doi:10.1007/s10763-014-9560-y

Evans, L. (2008). Professionalism, professionality and the development of education professionals. *British Journal of Educational Studies, 56*(1), 20-38. doi:10.1111/j.1467-8527.2007.00392.x

Friedman, A., & Phillips, M. (2004). Continuing professional development: Developing a vision. *Journal of Education and Work, 17*(3), 361-376. doi:10.1080/1363908042000267432

Gersten, R., Dimino, J., Jayanthi, M., Kim, J. S., & Santoro, L. E. (2010). Teacher study group: Impact of the professional development model on reading instruction and student outcomes in first grade classrooms. *American Educational Research Journal, 47*(3), 694-739. doi:10.3102/0002831209361208

Groundwater-Smith, S., & Mockler, N. (2009). *Teacher professional learning in an age of compliance: Mind the gap* (1. Aufl. ed.). Dordrecht: Springer Netherlands. doi:10.1007/978-1-4020-9417-0

Guskey, T. R. (2002). Professional development and teacher change. *Teachers and teaching*, 8(3), 381-391. Hargreaves, A. (2000). Four ages of professionalism and professional learning. *Teachers and Teaching, 6*(2), 151-182. doi:10.1080/713698714

Hartmann, S. (2008). "At school we don't pay attention anyway" - the informal market of education in Egypt and its implications. *Sociologus, 58*(1), 27. doi:10.3790/soc.58.1.27

Keay, J. K., & Lloyd, C. M. (2011). Professional development, professionalism and professional knowledge. In Lloyd, C. M *(*Ed.), *Linking children's learning with professional learning* (pp. 15-29). Boston: SensePublishers.

Kennedy, A. (2005). Models of continuing professional development: a framework for analysis. *Journal of in-service education*, *31*(2), 235-250.

Kennedy, A. (2007). Continuing professional development (CPD) policy and the discourse of teacher professionalism in Scotland. *Research papers in Education*, *22*(1), 95-111.

Kennedy, A. (2014). Understanding continuing professional development: the need for theory to impact on policy and practice. *Professional Development in Education*, *40*(5), 688-697.

Khouzam, N., & Aziz, S. (2005). Developing welcoming primary schools in Egypt: One step forward. *Inclusive and Supportive Education Congress*. Retrieved from http://www.isec2005.org.uk/isec/ abstracts/papers_k/khouzam_n.shtml

Mansour, N., EL-Deghaidy, H., Alshamrani, S., & Aldahmash, A. (2014). Rethinking the theory and practice of continuing professional development: Science teachers' perspectives. *Research in Science Education, 44*(6), 949-973. 10.1007/s11165-014-9409

McAlpine, L., & Weston, C. (2000). Reflection: Issues related to improving professors' teaching and students' learning. *Instructional science*, *28*(5), 363-385.

McEwen, B. C. (2008). Editorial: Preparing teachers for the 21st century classroom. *Delta Pi Epsilon Journal, 50*(1), 5-12.

Ministry of Education. (2007). *National strategic plan for pre-university educational reform in Egypt.* Cairo. Retrieved from: http://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/egyptstrategicplanpre-universityeducation.pdf

Naguib, K. (2006). The production and reproduction of culture in Egyptian schools. In L. Herrera & C. Torres (Eds.), *Cultures of Arab schooling: Critical ethnographies from Egypt* (pp. 53-81). Albany, NY: SUNY Press. Organization for Economic Cooperation and Development. (2015). *Schools for skills: a new learning agenda for Egypt.* Retrieved from: http://www.oecd.org/countries/egypt/

Reed, J. (2000). The importance of professional development for teachers. *Educational Horizons, 78*(3), 117-118.

Roberts, S. M., & Pruitt, E. Z. (2009). *Schools as professional learning communities: Collaborative activities and strategies for professional development* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Sachs, J. (2001). Teacher professional identity: Competing discourses, competing outcomes. *Journal of Education Policy*, *16*(2), 149-161.

Sachs, J. (2011). Skilling or emancipating? Metaphors for continuing teacher development. In N. Mockler & J. Sachs (Eds.), *Rethinking educational practice through reflexive inquiry: Essays in honour of Susan Groundwater Smith* (pp. 153–168). Dordrecht: Springer.

Sachs, J. (2016). Teacher professionalism: Why are we still talking about it? *Teachers and Teaching, 22*(4), 413-425. doi:10.1080/13540602.2015.1082732

Thompson, N., & Pascal, J. (2012). Developing critically reflective practice. *Reflective Practice, 13*(2), 311-325. 10.1080/14623943.2012.657795

Teachers First Professional Development Program. (2016). Retrieved from: http://teachersfirstegypt.com/about/what-is-tf/

World Bank (2010). *SABER Teacher Country Report: Egypt* 2010.Washington, DC.

Retrieved from: http://documents.worldbank.org/curated/en/954171468022763661/SABER-teacher-country-report-Egypt-2010

Appendix A

CASE #2017-2018-082

THE AMERICAN UNIVERSITY IN CAIRO
INSTITUTIONAL REVIEW BOARD

To: Hanaa Abdel Kader

Cc: Dena Riad and Salma Serry

From: Atta Gebril, Chair of the IRB

Date: Jan 18 , 2018

Re: Approval of study

This is to inform you that I reviewed your revised research proposal entitled "**Teachers as Consumer of Knowledge or Creative practitioners: The impact of Teacher Professionalism on Teachers' Creativity in Public Schools in Egypt**" and determined that it required consultation with the IRB under the "expedited" category. As you are aware, the members of the IRB suggested certain revisions to the original proposal, but your new version addresses these concerns successfully. The revised proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.

This approval letter was issued under the assumption that you have not started data collection for your research project. Any data collected before receiving this letter could not be used since this is a violation of the IRB policy.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor, Dr. Ashraf Hatem. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.

This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.

Atta eJEbril

Dr. Atta Gebril
IRB chair, The American University in Cairo
2046 HUSS Building
T: 02-26151919
Email: agebril@aucegypt.edu

Institutional Review Board
The American University in Cairo
AUC Avenue, P.O. Box 74
New Cairo 11835, Egypt.
tel 20.2.2615.1000
fax 20.2.27957565
Email: aucirb@aucegypt.edu

Appendix B

CAPMAS Approval

Appendix C

Questionnaire (Type of CPD)

Kindly answer the following questions about professional development that you attended. Professional Development includes all the training, workshops that were provided by MOE, Idara or Moderya.

Demographics:

A) **Gender**:   1) female   2) male

B) Years of Teaching:

1.   0–5 years

2.   6–10 years

3.   11–15 years

4.   16–20 years

5.   More than 20 years

C) Educational Level:

1.   Bachelor Degree

2.   Diploma

3.   Master Degree

4.   PHD Degree

Questions:

1-What are the purposes of professional development you attended?

2- Do you regularly meet with other teachers to improve teaching and plan instruction in professional development? Yes-no (kindly give an example to clarify your answer)

3- Have you ever solved teaching problems through teachers' academic research based on a partnership between your school and a university? (If yes, kindly give an example)

4-What are the activities that you have done during professional development you attended?

5-Have you selected topics for reading and discussion from a list provided by CPD trainers? Yes- no (please give an example)

6- Have you done any projects to plan instruction or solve teaching problem during CPD?

7- Have you participated in setting the goals of professional development? (Please give an example to your response)

8- Have you done any activities to reflect on what you learned during CPD? (Yes-no please give an example)

9- Have you done any academic research to get answers to your inquiries during professional development? (Yes-no) (Please give an example)

Appendix D

Interview Questions

1) Have you attended professional development?

2) Why have you attended them?

3) What were the activities that you were engaged in during the professional development you have attended?

4) What do you think of the role of teachers during professional development?

5) Do you meet regularly with other teachers to rethink of your teaching practices and share ideas about teaching to improve your practices?

6) Do you set the goals of CPD you attend?

7) Who usually sets the goals of CPD?

8) Do teachers need to reflect on what they learn?

9) Why could teachers reflect on their practices?

10) Which practices do you share with other teachers to reflect on your practices?

Appendix E

THE AMERICAN UNIVERSITY IN CAIRO
INSTITUTIONAL REVIEW BOARD

Documentation of Informed Consent for Participation in Research Study

Project Title: *Teachers' Perceptions of the Type of Continuing Professional Development in an Egyptian Public School: An Exploratory Study]*

Principal Investigator: [*Hanaa Mahmoud AbdelKader-hanaanahmoud@aucegypt.edu*]

*You are being asked to participate in a research study. The purpose of the research is to investigate the type of continuing professional development in the school. The expected duration of your participation is 15- 20 minutes.

The procedures of the research will entail: responding to a series of open-ended questionnaire about the type of professional development you have attended during your work in the school as a public school teacher.

*There *will not be* certain risks or discomforts associated with this research.   *There *will be* benefits to you from this research. The study seeks to the type of professional development you have attended by asking about the reasons for attending it, your role during the professional development, the activities whereby you were engaged during your participation. The results may help to improve the type of professional development which is provided to you to participate effectively in the current reform that seeks to develop the teacher professionally.

*The information you provide for purposes of this research *confidential*.

Questions about the research, my rights, or research-related injuries should be directed to (Hanaa Mahmoud AbdelKader) at (01061284197).

*Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Signature			_____

Date			_____