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APPENDICES

APPENDIX A: Classroom Observation/Coding Sheet

Teacher's Name:_____ Lesson:_____ School Name:_____

Observer:_____ Grade:_____ Date:_____

Beginning of Observation: Time_____ to _____ Number of Students:_____

Element	Evidence: Coding Notes	Score
Deep Knowledge		
Deep Understanding		
Problematic Knowledge		
Higher- Order Thinking		
Metalanguage		
Substantive Communication		
Explicit Quality Criteria		
Engagement		
High Expectations		
Social Support		
Students' Self-Regulation		
Students Direction		
Background Knowledge		
Cultural Knowledge		
Knowledge integration		
Inclusivity		
Connectedness		
Narrative		

(NSW Department of Education and Training, 2003a, p.56)

APPENDIX B: CODING SCALE OVERVIEW

Intellectual Quality

Deep Knowledge	1 Almost all of the content knowledge of the lesson is shallow because it does not deal with significant concepts or ideas.	2 Some key concepts and ideas are mentioned or covered by the teacher or students, but only at a superficial level.	3 Knowledge is treated unevenly during instruction. A significant idea may be addressed as part of the lesson, but in general the focus on key concepts and ideas is not sustained throughout the lesson.	4 Most of the content knowledge of the lesson is deep. Sustained focus on central concepts or ideas is occasionally interrupted by superficial or unrelated ideas or concepts.	5 Knowledge is deep because focus is sustained on key ideas or concepts throughout the lesson.
Deep Understanding	1 Students demonstrate only shallow understanding.	2 For most students, understanding is shallow during most of the lesson, with one or two minor exceptions.	3 Deep understanding is uneven. Students demonstrate both shallow and deeper understanding at different points in the lesson. A central concept understood by some students may not be understood by other students.	4 Most students provide information, arguments or reasoning that demonstrates deep understanding for a substantial portion of the lesson.	5 Almost all students demonstrate deep understanding throughout the lesson.
Problematic Knowledge	1 All knowledge is presented only as fact and not open to question.	2 Some knowledge is treated as open to multiple perspectives.	3 Knowledge is treated as open to multiple perspectives, seen as socially constructed and therefore open to question.	4 Knowledge is seen as socially constructed and multiple perspectives are not only presented, but are explored through questioning of their basic assumptions.	5 Knowledge is seen as socially constructed, with multiple and/or conflicting interpretations presented and explored to an extent that a judgement is made about the appropriateness of an interpretation in a given context.
Higher-Order Thinking	1 Students demonstrate only lower-order thinking. They either receive or recite pre-specified knowledge or participate in routine practice, and in no activities during the lesson do students go beyond simple reproduction of knowledge.	2 Students primarily demonstrate lower-order thinking, but at some point, at least some students perform higher-order thinking as a minor diversion within the lesson.	3 Students primarily demonstrate routine lower-order thinking a good share of the lesson. There is at least one significant question or activity in which most students perform some higher-order thinking.	4 Most students demonstrate higher-order thinking in at least one major activity that occupies a substantial portion of the lesson.	5 All students, almost all of the time, demonstrate higher-order thinking.
Metalanguage	1 No metalanguage. The lesson proceeds without the teacher or students stopping to comment on the language being used.	2 Low metalanguage. During the lesson terminology is explained or either the teacher or students stop to make value judgements or comment on language. There is, however, no clarification or assistance provided regarding the language.	3 Some use of metalanguage. At the beginning of the lesson, or at some key juncture, the teacher or students stop and explain or conduct a "mini-lesson" on some aspect of language, e.g. genre, vocabulary, signs or symbols.	4 Periodic use of metalanguage. The teacher or students provide commentary on aspects of language at several points during the lesson.	5 High use of metalanguage. The lesson proceeds with frequent commentary on language use.
Substantive Communication	1 Almost no substantive communication occurs during the lesson.	2 Substantive communication among students and/or between teacher and students occurs briefly.	3 Substantive communication among students and/or between teacher and students occurs occasionally and involves at least two sustained interactions.	4 Substantive communication, with sustained interactions, occurs over approximately half the lesson with teacher and/or students scaffolding the conversation.	5 Substantive communication, with sustained interactions, occurs throughout the lesson, with teachers and/or students scaffolding the communication.

Quality Learning Environment

Explicit Quality Criteria	1 No explicit statements regarding the quality of work are made. Only technical and procedural criteria are made explicit.	2 Only general statements are made regarding the desired quality of the work.	3 Detailed criteria regarding the quality of work are made explicit during the lesson, but there is no evidence that students are using the criteria to examine the quality of their work	4 Detailed criteria regarding the quality of work are made explicit or reinforced during the lesson and there is evidence of some students, some of the time, examining the quality of their work in relation to these criteria.	5 Detailed criteria regarding the quality of work are made explicit or reinforced throughout the lesson and there is consistent evidence of students examining the quality of their work in relation to these criteria. Engagement.
Engagement	1 Low engagement or disengagement. Students are frequently off-task, perhaps disruptive, as evidenced by inattentiveness or serious disruptions by many. This is the central characteristic during much of the lesson.	2 Sporadic engagement. Most students, most of the time, either appear apathetic and indifferent or are only occasionally active in carrying out assigned activities. Some students might be clearly off-task.	3 Variable engagement. Most students are seriously engaged in parts of the lesson, but may appear indifferent during other parts and very few students are clearly off-task.	4 Widespread engagement. Most students, most of the time, are on-task pursuing the substance of the lesson. Most students seem to be taking the work seriously and trying hard.	5 Serious engagement. All students are deeply involved, almost all of the time, in pursuing the substance of the lesson.
High Expectation	1 No students, or only a few, participate in any challenging work.	2 Some students participate in challenging work during at least some of the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so.	3 Many students participate in challenging work during at least half of the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so.	4 Most students participate in challenging work during most of the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so.	5 All students participate in challenging work throughout the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so.
Social Support	1 Social support is low. Actions or comments by the teacher or students result in "put-downs", and the classroom atmosphere is negative.	2 Social support is mixed. Both undermining and supportive behaviours or comments are observed	3 Social support is neutral or mildly positive. While no undermining behaviours are observed, supportive behaviours or comments are directed at those students most engaged in the lesson, rather than those students who are more reluctant.	4 Social support is clearly positive. Supportive behaviours and comments are directed at most students, including clear attempts at supporting reluctant students.	5 Social support is strong. Supportive behaviours or comments from students and the teacher are directed at all students, including soliciting and valuing the contributions of all.
Students' Self-Regulation	1 Few students demonstrate autonomy and initiative in regulating their own behaviour. The teacher devotes more time to disciplining and regulating student behaviour than to teaching and learning.	2 Some students demonstrate autonomy and initiative in regulating their own behaviour, but there is still substantial interruption to the lesson for disciplinary and/or regulatory matters, as an attempt to avert poor behaviour, correct past behaviour or as an immediate reaction to poor student behaviour.	3 Many students demonstrate autonomy and initiative in regulating their own behaviour and the lesson proceeds coherently. However, the teacher regulates behaviour several times, making statements about behaviour to the whole class, or perhaps focusing on students who are acting inappropriately.	4 Most students, most of the time, demonstrate autonomy and initiative in regulating their own behaviour and there is very little interruption to the lesson. Once or twice during the lesson, the teacher comments on or corrects student behaviour or movement.	5 All students, almost all of time, demonstrate autonomy and initiative in regulating their own behaviour and the lesson proceeds without interruption.
Student Direction	1 No evidence of student direction. All aspects of the lesson are explicitly designated by the teacher for students.	2 Low student direction. Although students exercise some control over some aspect of the lesson (choice, time, pace, assessment), their control is minimal or trivial.	3 Some student direction. Students exercise some control in relation to some significant aspects of the lesson.	4 Substantial student direction. Some deliberation or negotiation occurs between teacher and students over at least some significant aspects of the lesson.	5 High student direction. Students determine many significant aspects of the lesson either independent of, or dependent on, teacher approval.

(NSW Department of Education and Training, 2003a, p.58)

Significance

Background Knowledge	1 Students' background knowledge is not mentioned or elicited	2 Students' background knowledge is mentioned or elicited, but is trivial and not connected to the substance of the lesson.	3 Students' background knowledge is mentioned or elicited briefly, is connected to the substance of the lesson, and there is at least some connection to out-of-school background knowledge.	4 Students' background knowledge is mentioned or elicited several times, is connected to the substance of the lesson, and there is at least some connection to out-of-school background knowledge.	5 Students' background knowledge is consistently incorporated into the lesson, and there is substantial connection to out-of-school background knowledge.
Cultural Knowledge	1 No explicit recognition or valuing of other than the knowledge of the dominant culture is evident in the substance of the lesson.	2 Some cultural knowledge is evident in the lesson, but it is treated in a superficial manner.	3 Some cultural knowledge is recognised and valued in the lesson, but within the framework of the dominant culture.	4 Substantial cultural knowledge is recognised and valued in the lesson with some challenge to the framework of the dominant culture.	5 Substantial cultural knowledge is recognised and valued throughout the lesson and this knowledge is accepted as equal to the dominant culture.
Knowledge Integration	1 No meaningful connections. All knowledge is strictly restricted to that explicitly defined within a single topic or subject area.	2 Some minor or trivial connections are made. Knowledge is mostly restricted to that of a specific topic or subject area.	3 At least one meaningful connection is made between topics or subject areas by the teacher and/or the students during the lesson.	4 Several meaningful connections are made between topics or subject areas by the teacher and/or the students during the lesson.	5 Meaningful connections are regularly made between topics or subject areas by the teacher and/or the students during the lesson.
Inclusivity	1 Some students are excluded, or exclude themselves, from lesson activities throughout the lesson.	2 Some students are excluded, or exclude themselves, from the majority of lesson activities except for minor forms of inclusion in one or two instances during a lesson.	3 Students from all groups are included in most aspects of the lesson, but the inclusion of students from some groups may be minor or trivial relative to other groups.	4 Students from all groups are included in a significant way in most aspects of the lesson, but there still appears to be some unevenness in the inclusion of different social groups.	5 Students from all groups are included in all aspects of the lesson and their inclusion is both significant and equivalent to the inclusion of students from other social groups.
Connectedness	1 The lesson has no clear connection to anything beyond itself. Neither the teacher nor the students offer any justification for the lesson beyond the school.	2 The teacher or students try to connect what is being learned to the world beyond the classroom, but the connection is weak and superficial or trivial.	3 Students recognise some connection between classroom knowledge and situations outside the classroom, which might include sharing their work with an audience outside the classroom, but they do not explore implications of these connections which remain largely abstract or hypothetical.	4 Students recognise and explore connections between classroom knowledge and situations outside the classroom in ways that create personal meaning and highlight the significance of the knowledge. There might be an effort to influence an audience beyond the classroom.	5 Students recognise and explore connections between classroom knowledge and situations outside the classroom in ways that create personal meaning and highlight the significance of the knowledge. This meaning and significance is strong enough to lead students to become involved in an effort to influence an audience beyond the classroom.
Narrative	1 Either narrative is used at no point in the lesson, or the narratives used are disconnected or detract from the substance of the lesson.	2 Narrative is used on occasion as a minor part of the lesson and/or is loosely connected to the substance of the lesson.	3 Narrative is used at several points in the lesson to enhance the significance of the substance of the lesson.	4 Narrative is used for a substantial portion of the lesson to enhance the significance of the substance of the lesson.	5 Narrative is used throughout the lesson to enhance the significance of the substance of the lesson.

(NSW Department of Education and Training, 2003a, p.59)

APPENDIX C: Statement of Professional Perspective

My professional experience associated with school education started in 1992 upon completion of a Bachelor of Psychology degree. I began work as a counselor in a secondary school where I also completed my secondary education. This school was located in a rural area and was influenced by the semi-tribal context of the local community. For my practice to be meaningful in such a unique context, then I had to adapt what I had learnt as theory to cope with the contextual imperatives of this situation. While working at this school, I applied for and was accepted into a postgraduate program in special education. I commenced studying at night for a Masters degree from Jordan University. During this period, my professional activities operated at three levels: theoretical study at university; grappling with the practical implications of multi-grade school counseling; and observing classroom lessons across grades and across curriculum areas. These experiences gave me a rich knowledge of different aspects of education, particularly the teaching and learning process and the ways in which contextual factors can influence this process. I learnt that the teaching and learning process is a complex process and cannot be understood narrowly. Hence, my movement back and forth between theory and practice helped to build a solid platform for me to commence the current research study.

I received my Masters in Special Education in 1995 and one year later I left Jordan to work as a primary school teacher in an institute for the intellectually disabled in one of the Gulf countries. I was part of a large staff from different countries. This provided me with considerable experience of differing approaches to teaching. Moreover, during my time at that institution, I participated in the development of a curriculum that catered for students with differing categories of disability. It took into consideration the uniqueness of the contexts of disability education and developed teaching strategies for those contexts. I was back in Jordan in 1999 at my previous position as a school counselor, moving between public primary and secondary schools and finally into vocational schools until 2003. In 2003 I was selected to receive an academic scholarship to pursue a PhD in education. My professional growth, as a teacher and counselor, included straddling different cultures and different approaches to teaching and learning. These experiences, as well as my theoretical studies, helped to form the principles that guide my professional thinking, research and action.

I believe that the education process is about building individuals' knowledge, skills and attitudes in appropriate ways for appropriate contexts. Translated into a functional and practical process, this means that three main dimensions have to be considered in an educative context: 1. the teaching and learning as an interactive process between student and teacher; 2. the influence and the appropriateness of the school context for effective teaching and learning; and 3. the influence and the appropriateness of the political and social context for effective teaching and learning. However, I believe that the most crucial and important dimension is the interactive process between teacher and student, which, nevertheless, is always imbued with the contextual factors brought by the participants to that situation. On the one hand, there are students coming to the classroom with a range of experiences, knowledge and socio-economic backgrounds. On the other hand, teachers come to the classroom with their own experiences, knowledge, qualifications and professional training, not to mention their emotional make-up, their degree of inspiration and aspiration, and their vision of successful schooling. Therefore, for both teachers and students together to produce meaningful knowledge, skills and attitudes, they, in a sense, have to share teaching and learning roles and activities so that the teacher can act as a facilitator and guide, while the student can be a constructor of their own knowledge, skills and attitudes while becoming ultimately their own facilitator and guide. For this process to be successful, contextual factors have to be understood and catered for by participants, either by enabling or constraining their influence. As well, a positive context has to be established to the extent that this is possible and explicit connections have to be made by teachers and students between broader contextual influences and what is happening in their classroom. This entails teachers and students having a particular vision of what makes for 'successful' education and that this vision should coincide to the extent it can with national goals for quality education and, consequently, for the development of a knowledge-based society that is internationally competitive. Understanding what makes for quality teaching and learning in schools is central to this process. I believe that scientifically-based theories of education and their consequent models can travel beneficially across countries and cultures as part of a cooperative and reciprocal process. Nevertheless, it would be cavalier to assume that such theories can apply across every context. It is crucial to test the applicability of models of teaching and learning in different contexts since there are contextual factors that will either be able to accommodate their prescriptions or that will reduce their applicability.

APPENDIX D: the Teacher's Guide for the New Curriculum

The Teacher for the Knowledge Economy: The Student-centred Classroom

Criteria	Level 1/Beginning	Level 2/ Development	Level 3
In a student-centred classroom the teacher: <i>Provides tasks that foster critical thinking and problem solving.</i>	Tasks have one fixed response.	Tasks have several possible solution strategies, but only one correct answer.	Tasks have several possible solution strategies which can produce different acceptable answers
<i>Matches teaching to the ability level of the student.</i>	Lessons may not meet many of the ability levels of students in the class.	Lessons meet the needs and ability levels of most of the students in the class.	Lessons meet the varying needs of each individual student
<i>Creates a classroom culture of learning with high expectations for all students.</i>	Students accept minimal responsibility for good work. Students consider completing a task to be more important than putting effort into the quality of the work.	Students accept teacher's requirement for high quality work. Students show some effort and pride in their work.	Students take pride in producing high quality work. Students apply great effort and wish to demonstrate their work to others.
<i>Varies time and tasks to match student needs.</i>	All students are expected to complete the same task.	Students have some choice in the task.	Students have considerable choice in tasks based upon their levels of achievement.

The Teacher for the Knowledge Economy: Planning Student Learning

Criteria	Level 1/ Beginning	Level 2/ Development	Level 3
While planning, the teacher: <i>Selects activities that require higher order thinking.</i>	Selects activities mostly at the knowledge and recall levels.	Uses a limited range of levels of thinking.	Selects activities at varied levels of thinking to challenge the students.
<i>Uses a variety of learning strategies.</i>	Shows a general ability to use different approaches.	Shows a strong ability to use different learning approaches.	Uses a variety of learning approaches well, matching to the learning styles of most of the students.
<i>Takes into account the student's prior learning.</i>	Does not consider students' prior knowledge when planning.	Sometimes uses diagnostic assessment to determine students' prior learning.	Plans lessons based on the knowledge and skill level of each student as determined by diagnostic assessment.
<i>Considers assessment criteria when planning.</i>	Assesses student progress on the outcomes at the end of the unit.	Considers summative assessment when planning.	Considers diagnostic, formative, and summative assessments when planning.

The Teacher for the Knowledge Economy: Instructional Strategies

Criteria	Level 1 / Beginning	Level 2 / Development	Level 3
In developing instructional strategies the teacher: <i>Provides opportunities for students to make connections to real life, to other subjects and to prior learning.</i>	Seldom introduces new concepts and skills with connections to real life.	Occasionally uses prior learning to help students make connections to their new learning.	Routinely develops new concepts that are connected to real life so that students can make connections.
<i>Encourages students to be actively learning.</i>	Exclusively uses teacher-centred instruction. Students are passive learners.	Students are sometimes actively participating in their learning.	Students are active and take responsibility for their learning on a regular basis.
<i>Is skilled in questioning that requires higher order thinking from students.</i>	Asks short answer, low-level questions that often involve reciting knowledge that frequently have only one correct answer.	Asks a combination of low and high level questions that require students to provide more than single answers or pieces of information.	Skilled at posing questions that stimulate thinking.
<i>Uses whole class discussions (discussion, lecture, brainstorming, question and answer) in the most effective and efficient ways.</i>	Relies exclusively on whole class methods in order to cover the curriculum.	Sometimes uses whole class methods, particularly if the material is new and if there are time constraints.	Relies on whole class methods selectively, e.g., to consolidate learning after group work, to introduce new material, and to give instructions to begin tasks.
<i>Reflects on the effectiveness of the lesson and thinks how the lesson can be improved</i>	Determines the effectiveness of the lesson based on whether the curriculum has been covered.	Assesses the effectiveness of the lesson based upon students' completion of assigned Makes a note of strategies to try the next time.	Evaluates the lesson's effectiveness based on students demonstrating their understanding both during and after instruction. Makes notes of specific strategies that would have been more effective.
<i>Checks for understanding during lessons and alters a lesson as it is being taught in order to meet the immediate needs of students.</i>	Follows the lesson as planned so that the curriculum can be covered.	Sometimes checks if the students understand and makes minor adjustments during the lesson if necessary so that learning is improved.	During every lesson checks for student understanding and will make a major change in the teaching approach if necessary.

The Teacher for the Knowledge Economy: Assessment, Evaluation and Reporting

Criteria	Level 1 / Beginning	Level 2 / Development	Level 3
In assessment, evaluation and reporting the teacher: <i>Uses a variety of assessment strategies</i>	Uses one or two assessment strategies	Uses a wider range of assessment strategies	Routinely uses a variety of assessment strategies and matches them to the learning activities.
<i>Helps students practice self-assessment</i>	Gives the students feedback on their learning at regular intervals and occasionally provides opportunities for student self-assessment.	Discusses the criteria for good work with the class, and encourages the students to assess each other's work and their own.	Emphasizes the importance of student self-assessment and routinely involves students in self-assessment activities in the classroom. Models self-assessment strategies.
<i>Assesses and evaluates</i>	Uses tests as the major form of both assessment and evaluation at the end of learning segments.	Links evaluation to ongoing assessments of achievement.	Plans and uses assessments to create summative evaluation that is used as a demonstration of achievement.
<i>Reports effectively</i>	Reports marks to parents as required.	Reports marks and comments to parents and students.	Communicates regularly with students and parents and uses results to improve student learning.

The Teacher for the Knowledge Economy: Professional Responsibilities

Criteria	Level 1/ Beginning	Level 2/ Development	Level 3
The professionally responsible teacher: Shares the Jordanian Vision for educational reform	Is aware of the Vision but is not sure how to apply it in the classroom.	Understands the Vision and its implications and has applied some aspects.	Understands the Vision and provides leadership in implementing it.
<i>Is a reflective teacher</i>	Occasionally reviews effectiveness of his/her teaching and seeks ideas for improvement.	Regularly self-assesses and monitors own effectiveness and plans improvement.	Is skilful at self-assessment and continually incorporates new and innovative ideas.
<i>Collaborates with colleagues</i>	Attends meetings and follows traditions established in the school. Makes decisions that impact own classroom.	Regularly talks with colleagues about teaching challenges. Questions traditional approaches and tries new approaches.	Builds relationships with colleagues to explore new instructional strategies, develop and share materials and share the results of new ideas.
<i>Seeks out and uses a variety of learning resources</i>	Uses learning resources that are available in the school.	Regularly searches for new and current materials. Enables students to access a variety of materials.	Continually researches, evaluates and/or produces appropriate and effective learning resources. Seeks special services for students with special needs.
<i>Uses technology effectively to enhance teacher and student learning. Finds appropriate points to include technology in the curriculum</i>	Takes basic training in ICT. Uses technology for teacher-centred lessons in the classroom.	Uses technology and software programs for individualizing student learning. Encourages students to use technology.	Integrates a variety of technologies as teaching and learning tools. Students determine when the use of technology would be most helpful to meet their learning goals.
<i>Grows and develops professionally in subject knowledge and teaching skills</i>	Participates in scheduled professional development activities.	Seeks out opportunities for professional development.	Provides leadership in organizing and providing professional development opportunities for colleagues.
<i>Fosters relationships with parents and the community</i>	Provides information to parents at reporting times or as requested by the parents.	Establishes relationships with parents and community members. Initiates parent contacts.	Continually interacts with parents and community members, including them as partners in creating good learning opportunities.

(Ministry of Education, 2003b, pp 60-66)