

# **The Applicability of the NSW Quality Teaching Model to the Jordanian Primary School Context**

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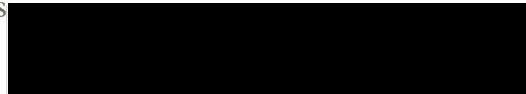
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## CERTIFICATION

I certify that the substance of this thesis has not already been submitted for any degree and is not currently being submitted for any other degree or qualification.

I certify that any help received in preparing this thesis, and all sources used, have been acknowledged in this thesis



Mohammad Sakarneh  
September 2007

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My obsession is always focused on what we want our educational systems to produce. This thesis is a simple contribution to the education system in my country and to the educational and research arenas in general. After completing this thesis and, as I reflect on my research journey, I owe enormous appreciation to the Jordanian Ministry of Education and to my research participants. Similarly, I thank my supervisors, Dr David Paterson and Professor Victor Minichiello for their research experiences and expertise. Their determination, insistence and unceasing academic and moral support, made the completion of this thesis achievable. Thanks also to Dr Catherine Scott for her initial supervision. I would also like to thank Dr Peter Ninnis and Glenia Kupczyk-Romanczuk for their generous efforts during their participation in the supervision team.

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## ABSTRACT

The Ministry of Education in Jordan has made some large strides in reforming the education system. However, one of the fundamental challenges that are still impeding and restraining reform is that graduates of Jordanian schools have been described as lacking crucial knowledge and as weak in critical thinking skills in different subject areas. Despite the fact that it is important to have theoretical frameworks to explain quality teaching and learning in primary schools, nevertheless, it can not be assumed that theories apply across all contexts. Hence, the purpose of this study is to examine the extent to which the NSW Quality Teaching Model (NSWQT Model) can be applied to the Jordanian primary school context.

A qualitative approach of data gathering and analysis was used, including an analysis of official documents to reveal the perspectives of the Jordanian Ministry of Education (MOE) and the NSWQT model in regards to the concept of quality teaching. Structured observations of day-to-day classroom practice were conducted, using the NSWQT model's coding sheet. Field notes were kept to achieve appropriate contextual indicators of the visited schools and classrooms. Interviews were conducted with seven teachers and six principals. Teachers participating in this study were those identified by the MOE as quality teachers.

One key finding was that quality teaching was described in a similar way in both the Jordanian MOE's documents and in documents describing the NSWQT model. Another significant finding was that most elements of the NSWQT model were evident in the practice of teachers identified as being 'quality teachers' in the Jordanian classrooms studied. Despite this finding the study found that there was an inconsistency between the stakeholders' perceptions of what constituted quality teaching as articulated by MOE's documents and school stakeholders. The implications of these results are discussed with respect to the extent of the applicability of the NSWQT model to the Jordanian primary school context in the policy and practices level. Future directions for research, policy and practices are presented.

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