

Perceptions of BTC Completers' Effectiveness [Chiefs of Schools]

1- Perceptions of ELP/SLP Completers' Effectiveness [Chiefs of Schools]

A focus group interview was held with the Chiefs of Schools [n= 7] at the MOE on 26th September 2022 in the meeting room, Building 1, in the MOE Headquarters. The interview lasted for 1 hour 30 minutes and the participants responded to the general questions covering specific aspects related to the completers' performance effectiveness after their graduation from the ELP and SLP programs. Analysis of those school chiefs' perceptions is shown below in the following categorization:

<i>Field</i>	Developed category	Participants' quotes
<i>Understanding and practicing school leadership</i>	Implementation of Proper organizational practices	<p>Chief S: "ELP/SLP completers are showing deep understanding of their staff performance".</p> <p>Chief Y: "Completer leaders have gained fundamental admin skills in school leadership such as considering the external reviews from QA aspects in their strategic planning and leadership of their staff, building school strategic plan, specific and general school aims, & how to improve teacher performance".</p> <p>Chief M: "Completers are proving their ability to successfully read their school context. This is because their psychological aspects have been well oriented during their program at the BTC."</p> <p>Chief J: "Completers have been acting as agents of spreading the QA culture due to the link of their study at BTC with the QA requirements and practices."</p> <p>Chief S: "Completers have turned to play the role of solution initiators after their graduation from the program."</p> <p>Chief F: "Completers managed to dedicate good action research culture and project applications in their schools after their graduation from the program."</p> <p>Chief H: "They [completers] have become able to rationalize for what they do as school leaders; an example is their application of their action research projects in their schools as well as their trends to make their initiatives for development based on their school needs."</p> <p>All Chiefs: "Several completers have participated with their study projects in competitions and won prizes."</p>

	Issues for consideration for future development	<p>Chief M: "Completers lack skills of following up with authorization skills and working according to organizational / administrative and committees formation structure."</p> <p>Chief M: "Completers still face difficulty in shifting their mentality from being managers to leaders when commissioning authority to their teachers."</p> <p>Chief S & Chief Y: "Completers still are seen to settle in their comfort zone while they should transfer their roles from office managers to join the reality of their school context."</p> <p>Chief J: "Still even after their completion of their study, completers refer to their schools Chief for making decisions about some of their school initiatives."</p>
Communication Skills	Developing successful negotiation and delegation skills	<p>Chief S & Chief Y: "Completers show strong and effective negotiation skills especially when dealing with the local community which leads to positive school climate."</p> <p>Chief H: "I am witnessing excellent communication skills shown by my schools' principals when they deal with the local community especially the partners, such as parents, which reflects on positive and confidence conditions among the school staff."</p> <p>Chief F: "overall they are showing satisfying skills but need to develop their communication skills when dealing with low performance teachers."</p>
Professional growth	Evident development of professional identity	All Chiefs: "ELP/SLP has shown different identity after their completion of the study reflected in their analysis of their school context, responding initiatives to their schools' development & their acceptance of the change culture."
Strength areas in the SLP/ELP program	Solid academic content	Chiefs: "It was clear their gaining of up-to-date knowledge and academic skills that have enabled them to approach their schools differently."
	Linking theory to practice	Chiefs J & H: "Fine link between their study and their schools' needs are reflected in their research projects and some courses assignments, such as laws & ethics in education, teacher training and leading family communication."
Suggestions		<ol style="list-style-type: none"> 1. Program faculty to do field visits for evaluating completers' performance. 2. Offer a course related to positive – organizational culture.

		<ol style="list-style-type: none">3. Straighten integration between their Strategic Planning course and other aspects related to their school needs.4. Involvement of line manager in the evaluation of the completers.5. Shadow principal program within SLP6. Alignment of MOE evaluation with BTC evaluation7. Free the completers during their program study from work.
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2- Perceptions of ELP/SLP, B.Ed. & PGDE Completers' Effectiveness [School Principals]

Focus group interview was held with the schools' principals [n= 12] at the MOE on 27th September 2022 in the meeting room, Building 1, in the MOE Headquarters. The interview lasted for 1 hour 30 minutes and the participants responded to the general questions covering specific aspects related to the completers' performance effectiveness after their graduation from the ELP/SLP, PGDE & B.Ed. programs. Analysis of those schools' principals' perceptions is shown below in the following categorization.

<i>Field</i>	Developed category	Participants' quotes
<i>Understanding and practicing school leadership</i>	ELP/SLP completers	<p>Principal Z: "program has clear effect on the assistant principals' performance shown clearly in managing the school duties without and not transfer the problems to me as the school principal'.</p> <p>Principal H: "The program shaped the completers to become active leaders who are cultivated with action research skills and supportive spirit that encouraged staff to conduct research."</p> <p>Principal W: "The courses added for the completers like action research had made it a trend and initiative to conduct in school as well as law and ethics in the way completers started to develop a standing framework for their leadership duties. This all increased their ethicality and legal actions with staff. Completers also benefited through the verbal communication and generally diverse from a personality and another."</p> <p>Principal S: "The program enlightened and awakened candidates about the leadership in the learning and teaching methods. Planning and strategic planning & management skills."</p> <p>Principal S.M.: "ELP completers enjoyed strong foundations in ethics and law as well as research skills. they were very useful."</p> <p>Principal G:D "during the program study especially the research, the completers managed to develop their skills by linking their projects to their schools' e QA needs. There is an effect on their attitudes, but their active role needs still improvement."</p>
	B.Ed.	<p>All principals: "B.Ed. are successful in implementing diverse and distinguished teaching methods especially in eLearning." Principal M: "They enjoy very strong and good rapport with students."</p>

	PGDE	Principal M: "They developed little with students learning and strategies due to their experience in the field."
Communication Skills	PGDE & B.Ed.	Principal G: "PGDE are already professional and before the pandemic they fully stopped. For the B.Ed., they have traits. of similarity in teaching affection and being with students but lacks with PDGE and subject content.
Professional growth		All principals: "PGDE & B.Ed. completers have shown great teaching efforts and implementation of successful practices on their learners specially during the pandemic in the last two years." All principals: "limited effect to the SLP completers in the last two years as it was mostly remote learning in the schools."
Strength areas in the SLP/ELP program		All principals agreed that B. Ed and PGDE completers have been well equipped with the followings: <ul style="list-style-type: none"> - Teaching practices and teaching methods - Integrating technology in their teaching - Leading school programs in some specializations such as English and Arabic.
Suggestions		<ol style="list-style-type: none"> 1. The school visit program should continue in the SLP program. 2. To focus more mentality shift from Office culture to involvement in the field for the SLP completers. 3. Portfolio presentation needs to be retained, but with school evidence of projects for both PGDE and SLP.

3- Perceptions of ELP/SLP, B.Ed. & PGDE Completers' Effectiveness [Senior Teachers]

A focus group interview was held with a group of senior teachers [n= 12] at the MOE on 27th September 2022 in the meeting room, Building 1, in the MOE Headquarters. The senior teachers represented the core subjects in the Bahraini curriculum, namely, Arabic, English, science, and math. The interview lasted for 1 hour 30 minutes and the participants responded to the general questions covering specific aspects related to the completers' performance effectiveness after their graduation from the PGDE & B.Ed. programs. Analysis of those senior teachers' perceptions is shown below in the following categorization.

<i>Field</i>	Developed category	Participants' quotes
	ELP1	<p>Teacher M: "PGDE completers showed significant development as professional development and curriculum development helped a lot in the professional practice and the design of the strategic planning and leading the teacher's development especially as a requirement for the QA demands. Principal also assigned duties in this regard. For curriculum analysis that was very helpful and assisted in designing teaching materials for the students and teachers as well."</p> <p>Teacher N: "The ELP1 was rich, and I still refer to in the field."</p> <p>Teacher Z: "for the leadership program, I suggest adding courses related to organizational behavior and action research because this is needed also in the field."</p>
<i>Understanding practicing leadership and school</i>	PGDE	<p>All senior teachers: "For the PGDE – their educational addition and value added was observable in the field and we personally witnessed their improvement when we compared with them their performance evaluation before and after their PGDE study."</p>
	B.Ed.	<p>Teacher M: "1 B.Ed. completers really enjoy very good performance and utilization of the e-Learning facilities. The specialization in the education job helped and facilitated also for others and BTC completers [B.Ed.] are competent in the profession."</p> <p>Teacher S: "BTC B.Ed. completers are found distinguished from other graduates for their utilization of teaching</p>

		<p>methods, e-Learning facilities & relationship with students, except for the subject matter.</p> <p>Teacher A: "From my observation to the BTC completers – B.Ed. – one group seeks to improve themselves and specify part for their development in the subject matter. The other group just carryout the assigned duties. The progress in the subject content for BTC completers can't recognize and identify the errors if they were not competent enough in the subject matter. H. is an example, and this is required for QA requirements during their visits."</p> <p>Teacher G: "For B.Ed. completers they are professional in their classroom management, and we take them as models for their performance in the classroom. Subject matter for math and science though they won't need for C3 & C4."</p>
<i>Professional growth</i>		All senior teachers stated that B.Ed. & PGDE completers enjoy a good level of professional growth as well as ability for quick development.
<i>Strength areas in the SLP/ELP program</i>		All senior teachers agreed that the main distinguished areas in the PGDE and B.Ed. are the teaching methods, communication with students and integrating ICT in their teaching learning practices.