



QUEEN RANIA
FOUNDATION
مؤسسة الملكة رانيا

QRF FACT SHEET TEACHING IN JORDAN

December 2017

PROFILE OF THE TEACHING WORKFORCE

- There were around 121,000 teachers educating around 1.9 million children in Jordan in 2015–2016.^[1]
- 67% of teachers serve in public schools, 27% in private schools, and 5% in UNRWA and other government schools.^[2]
- Around 62% of public school teachers and 89% of private school teachers are female.^[3]
- Teachers are required to have a Bachelor's degree or higher to enter the teaching profession, although^[4] exceptions may be made for hard-to-staff positions. In 2016, 88% of Jordanian teachers held Bachelor's degrees.^[5]

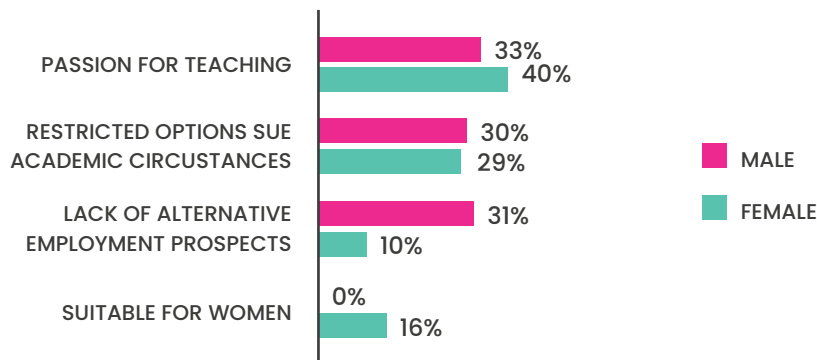
Upon the recommendation of the National Human Resource Development (HRD) Strategy 2016–2025, the Ministry of Education (MoE) is currently developing a licensing system for teachers to ensure teaching standards and training requirements feed into the improvement of teaching quality in schools.

TEACHER RECRUITMENT AND SELECTION

- To become a teacher in a public school, prospective candidates apply to the Civil Service Bureau (CSB) and are evaluated based on the following criteria: post-secondary grade and Tawjihi score (weighted around 20%), seniority as defined by graduation year and application year (around 50%), a content-based examination (around 20%), and an in-person interview (around 10%).^[6]
- In 2014, 37% of public school teachers cited a passion for teaching as their main reason for joining the profession.^[7]



FIGURE 1: TOP REASONS REPORTED FOR JOINING THE TEACHING PROFESSION, BY GENDER, 2014:



Source: QRF National Teacher Survey 2014

TEACHING PRACTICES

- An observational study by NCHRD found that 24% of teachers were excellent at applying student-centered learning and teaching strategies in class, while 15% ranked very low in this domain.^[8]
- Slightly under half of 15-year-olds reported receiving regular feedback or advice from their Science teachers on how to reach their learning goals.^[9]

Teacher effectiveness has been a central focus area in major education reform initiatives (ERfKE I and II) in the last decade. Under ERfKE II alone, around \$70 million was allocated for teacher training projects.

PRE-SERVICE TEACHER TRAINING

- Universities in Jordan do not offer Field Teacher (grades 4-10) specializations in their Bachelor of Education (B.Ed.) programs; therefore, the majority of teachers hold subject-specific bachelor's degrees (math, biology, etc.) instead of Education degrees.^[10]
- A 2012 study found that half of early grade teachers in Jordan were not trained in skills relevant to teaching math and reading before starting their career.

In 2016, the Queen Rania Teacher Academy partnered with the MoE to establish a rigorous one-year Teacher Education Professional Diploma for prospective teachers. MoE-funded students will teach in public schools for a minimum of 3 years after they graduate.

CONTINUOUS PROFESSIONAL DEVELOPMENT

- In 2014, 43% of public school teachers reported having received in-service training in the two years preceding the survey.^[11]
- Around half of early grade teachers said they received sufficient in-service training in how to teach math and reading.^[12]

The MoE has partnered with USAID to implement the Early Grade Reading and Mathematics Project (RAMP) to train 14,000 teachers by 2019, providing each teacher with in-class support throughout the academic year. The project will reach 400,000 students in public K-3 classrooms by the end of the project cycle.

CHALLENGES IN THE TEACHING PROFESSION

- Excluding salary, the top two professional challenges reported by teachers in 2014 were 1) engaging parents and students in the learning process (46%), and 2) workload (42%).^[13]
- With over 125,000 Syrian refugees registered in the formal schooling system, teachers face new learning needs and classroom challenges that require specialized training.^[14]

The HRD Strategy recommended training principals, teachers, and counsellors on how to cater to the additional learning and psychosocial needs of students to improve education provision for Syrian refugees.



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