



# Hebron University

## **Student Program Handbook**

**Bachelor (BA) in Basic Education (Grades 1 -4)**

**DISEN Track or TELTA Track**

**Faculty of Education**

**Department of Fundamentals of Education**

**2017 / 2018**



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## **Welcome & Introduction**

Dear student,

The Faculty of Education at Hebron University is delighted to welcome you to the BA Basic Education (Grades 1 -4) degree program.

You have selected an innovative program that not only prepares you to be a teacher of children at Grades 1 – 4, but also to develop in-depth knowledge and skills in either Diversity Inclusion and Special Education Needs (DISEN) or Technology Enhanced Learning Teaching and Assessment (TELTA). Developing knowledge and expertise in either of these two tracks will enable you to make valuable contributions to the future schools in which you teach.

Teachers are the representatives of both their content areas and their students. How you as a teacher presents yourself makes an impression on students. Often a student links the preference for a particular subject to a teacher and the way the subject was taught. If you as a Basic Education stage teacher exudes enthusiasm and competence for a content area, you may transfer those feelings to the students. In addition, how the teacher relates to the pupils has an impact on the students' experience in the class. Therefore, this program also helps you to acquire some of the needed characteristics that enable you to carry out your role as a subject or classroom teachers and help you to have a positive impact upon the children you teach change the society to be a better one.

As academic professors, we also play an important role in facilitating your development to become an active teacher in order to raise the quality of. Our aim is to provide you with high quality learning and teaching experiences so that you can develop the knowledge, understandings and skills that you will need to be ready to enter the teaching profession as confident and competent New Teachers.

This handbook is designed to provide you with an overview of all the important information that you need to know about your Degree Programme; including information about the courses and assessments you will take and the all-important practicum field experiences spent in local schools.

Dr Nabil Jondi  
Programme Coordinator

## **Program Overview**

### **Programme Outcomes**

By the end of the programme you should be able to:

1. Demonstrate positive professional values, beliefs and attitudes to education that inform your daily practices as a teacher.
2. Understand the processes of learning, and consider factors that affect learning in individual learners; including their social, cultural, linguistic, religious, and ethnic backgrounds, gender, and the special educational needs which they may have;
3. Adopt learner-centred approaches which engage learners and have the potential to have a transformative effect on their lives;
4. Apply pedagogical content knowledge that is informed by confident, professional, subject content knowledge.
5. Draw upon a wide range of Technology Enhanced Learning Teaching and Assessment (TELTA) strategies to provide relevant and inspiring lessons for learners.
6. Apply analytical and research skills in order to advance knowledge and inform your practice.
7. Adopt a reflective and critical approach to your practice and take responsibility for your own professional development.
8. Demonstrate that you meet the Palestinian Standards for New Teachers and have developed the readiness to teach competences of the Palestinian Teacher Professional Development Index (PTPDI).

### **Year Level Outcomes**

#### **Level 2:**

At the end of Level Two in the Basic Education (Grades 1 – 4 degree program, you will be able to:

1. Develop knowledge and understanding of basic transferable skills needed to research.
2. Understand the processes of learning and the factors that affect learning processes such as society, culture, gender, special education needs.
3. Develop awareness for the analytical and thinking skills and an understanding of research practice.
4. Knowledge of good professional standards and values necessary for working effectively with learners and other stakeholders.
5. Develop reflective practice in language learning and teaching.
6. Demonstrate a Palestinian philosophy of education that promotes values, creativity and innovation to aid in the development of learners and show appreciation of the Islamic, Arabic, and International culture.

7. Demonstrate your understanding and practice of learner centered approaches and effective pedagogical strategies.
8. Understand the fundamentals of curriculum and assessment methods and (TELTA) strategies.

### **Level 3:**

At the end of Level Three in the Basic Education (Grades 1 – 4 degree program, you will be able to:

1. Demonstrate knowledge and critical understanding of basic transferable skills needed to research.
2. Demonstrate professional standards and values, ability to work effectively with learners and differentiate instruction to meet their diverse learning styles and facilitate learning in different learning settings
3. Demonstrate knowledge and critical understanding of curriculum and assessment methods and (TELTA) strategies.
4. Demonstrate analytical skills, critical thinking and an understanding of the role of research.
5. Apply critical reflective practice to support the process of learning and teaching.
6. Demonstrate and apply professional approaches to enhance your understanding of different learner centered approaches.
7. Demonstrate understanding of principles of democracy, human rights and development and their application to education of young learners.

### **Level 4:**

At the end of Level Four in the Basic Education (Grades 1 – 4 degree program, you will be able to:

1. Demonstrate systematic academic knowledge, understanding and ability to apply the transferable skills needed in research.
2. Demonstrate a systematic understanding and conceptual knowledge of the process of learning and the factors that affect it.

3. Demonstrate systematic understanding of recognised good pedagogical methods of teaching and assessment and (TELTA) strategies.
4. Apply analytical skills, critical thinking and an understanding of the role and practices of research resulting from rigorous academic investigation.
5. Apply professional standards and values systematically in working effectively with learners in different learning settings.
6. Apply critical reflective practice systematically to connect theory and practice to enhance learning and teaching.



## Overview of Courses

You are required to obtain at least 135 credit hours to earn the BA Degree. Table 1 below shows the distribution of the total number of credit hours required.

**Table 1: Categories of Credit Hours Required**

Category	Credit hours	Notes
University requirements	21	
Faculty requirements	27	
Educational major requirements	75	
DISEN or TELTA Track	12	
<b>Total</b>	<b>135</b>	

### A. University Requirements: (21 Credits)

The table below shows the University requirements, including course numbers, names, number of credits and any prerequisites.

### B: University Compulsory Courses (15 Credits)

Course Name	Prerequisite	Credit Hours	Course No.
Islamic Culture	-----	3	10100
Arabic Language	-----	3	21100
English Language	-----	3	22100
Palestine: Geography and Demography	-----	3	23100
Computer Applications	-----	3	T1100

**C: University Elective Courses (6 Credits)**

Course Name	Prerequisite	Credit Hours	Course No.
Islamic System	-----	3	11100
Introduction to Comparative Religions	-----	3	11101
Family in Islam	-----	3	12101
Palestinian Folklore	-----	3	21110
Introduction to Music	-----	3	21111
Turkish Language (1)	-----	3	22Tu1
Turkish Language (2)	-----	3	22Tu2
Hebrew Language (1)	-----	3	22He1
Hebrew Language (2)	-----	3	22He2
French Language (1)	-----	3	22Fr1
French Language (2)	-----	3	22Fr2
Spanish Language (1)	-----	3	22Sp1
Spanish Language (2)	-----	3	22Sp2
Chinese Language (1)	-----	3	22Ch1
Chinese Language (2)	-----	3	22Ch2
Sign Language for the Deaf and Dumb	-----	3	221S2
Hebron through Ages	-----	3	23110
Geography of Palestine	-----	3	24100
New Media and Society	-----	3	25100
Approaches to Islamic Education	-----	3	31109
Physical Education	-----	3	31110
Introduction to Sociology	-----	3	31111

**D: Faculty Requirements (21 Credits)**

Course Name	Prerequisite	Credit Hours	Course No.
Introduction to Education	-----	3	31160
Introduction to Psychology	-----	3	32130
Statistics in Education and Psychology	-----	3	31108
Educational Psychology	32130	3	32201
Learning Difficulties (DISEN)	-----	3	32207
Measurement and Evaluation in Education and Psychology		3	31214
Methods of Research in Education and Psychology	31214	3	31302

**E: Faculty Elective Courses (6 Credits)**

Course Name	Prerequisite	Credit Hours	Course No.
Education in Palestine	-----	3	31102
School Administration		3	31177
The History of Educational Thought		3	31104
The Teaching of Thinking		3	31203
Educational Supervision		3	31120
Psychology of Playing		3	32315
Environmental Psychology		3	32430
Counselling and Addiction Treatment		3	32331
Contemporary Educational Issues		3	31230
The Psychology of Rumor and Psychological Warfare		3	32232

**F. Educational Major Requirements (75 Credits):**

Course Name	Prerequisite	Credit Hours	Course No.
Islamic Education and Teaching Methods	-----	3	31200
Development of Academic Skills		3	31223
English Language and Teaching Methods (1)		3	31243
Arabic Language and Teaching Methods (1)		3	31224
Arabic Language and Teaching Methods (2)		3	31325
Arabic Language and Teaching Methods (3)		3	31426
Arabic Calligraphy and Orthography		3	31329
Mathematics and Teaching Methods (1)		3	31229
Mathematics and Teaching Methods (2)		3	31330
Mathematics and Teaching Methods (3)			31431
Social and National Upbringing and Teaching Methods			31237
Educational Studies 1			31231
Educational Studies 2	31231		31339
General Teaching Methods			31206
Art and Music Education			31222
Classroom Management			31314
Developmental Psychology			32202
Problems of Childhood and Adolescence	32201		32309
Science and Teaching Methods (1)			31331
Science and Teaching Methods (2)			31432
Practicum 1)			31291
Practicum 2)	31291		31292

Practicum 3	31292		31391
Practicum 4	31391		31392
Practicum 5	31392		31491
Information Technology and Communication in Education (TELTA)			31288
Emotional and Behavioral Difficulties (DISEN)			31352
Gifted and Talented (DISEN)			31354

**G: TELTA or DISEN Track Courses (12 Credit Hours)**

Course Name	Prerequisite	Credit Hours	Course No.
Introduction to Diversity and Integration		2	31240
Facilitating Education		2	31341
Differentiation and Evaluation		2	31444
Physical and Sensory Disabilities		2	31345
Mental Disabilities		2	31447
Autism		2	31449
Information Technology in Teaching Mathematics and Languages		2	31351
Information Technology in Social Sciences		2	31353
Education Using Smartphones		2	31346
Employing Games and Programming in Information Technology		2	31455
Using Multimedia in Education		2	31448
Information Technology in Teaching Science		2	31450

## Student Academic Advisory Plan

Year 1 Semester 1	Credit Hours	Course Number	Course Name	Course Type
	3	10100	Islamic culture	
	3	21100	Arabic language	
	3		University elective	
	3	31160	Introduction to education	
	3	45100	Computer applications (TELTA Introduction)	
<b>Total Credits</b>	<b>15</b>			

Year 1 Semester 2	Credit Hours	Course Number	Course Name	Course Type
	3	22100	English Language	
	3	23100	Palestine: Geography and Demography	
	3		University Elective	
	3	32130	Introduction to Psychology	
	3	32201	Educational Psychology	
	2	31240	Introduction to Diversity and Integration (Introduction to DISEN)	
<b>Total Credits</b>	<b>17</b>			

Year 2 Semester 1	Credit Hours	Course Number	Course Name	Course Type
	3	31200	Islamic Education and Teaching Methods (1)	
	3	31223	Development of Academic Skills	
	3	31108	Statistics in Education and Psychology	
	3	31243	English language and Teaching Methods	
	3		College Elective	
	1	31291	Practicum 1	
<b>Total Credits</b>	<b>16</b>			

Year 2 Semester 2	Credit Hours	Course Number	Course Name	Course Type
	3	31224	Arabic Language and Teaching Methods (1)	
	3	31229	Mathematics and Teaching Methods (1)	
	3	31231	Education Studies 1	
	2	31292	Practicum 2	
	3	32207	Learning Difficulties (DISEN 1)	
	3	31288	Information Technology and Communication in Education (TELTA 1)	
<b>Total Credits</b>	<b>17</b>			

Year 3 Semester 1	Credit Hours	Course Number	Course Name	Course Type
	3	31325	Arabic Language and Teaching Methods (2)	
	3	31339	Education Studies 2	
	3	31330	Mathematics and Teaching Methods (2)	
	3	31331	Science and Teaching Methods (1)	
	2	31391	Practicum 3	
	2	31341 OR 31455	Facilitating Learning (DISEN 2) OR Employing Games and Programming in Information Technology (TELTA 2)	
<b>Total Credits</b>	<b>17</b>			

Year 3 Semester 2	Credit Hours	Course Number	Course Name	Course Type
	3	31339	Science and Teaching Methods (2)	
	3	31329	Arabic Calligraphy and Orthography	
	3	31222	Art and Music Education	
	3	31314	Classroom Management	
	2	31392	Practicum 4	

	2	31345	Physical and Sensory Disabilities (DISEN 3)	
		31346	OR Education using Smartphones (TELTA 3)	
	2	31447	Intellectual Impairment (DISEN 4)	
		31448	OR Using Multimedia in Education (TELTA 4)	
<b>Total Credits</b>	<b>18</b>			

Year 4 Semester 1	Credit Hours	Course Number	Course Name	Course Type
	3	31431	Mathematics and Teaching Methods (3)	
	3	31237	Social and National Upbringing and Teaching Methods	
	3	31432	Science and Teaching Methods (2)	
	3	31449	Autism (DISEN 5)	
		31351	OR Information Technology in Teaching Mathematics and Languages (TELTA 5)	
	2	31392	Practicum 5	
	3	31426	Arabic Language and Teaching Methods (3)	
<b>Total Credits</b>	<b>17</b>			

Year 4 Semester 2	Credit Hours	Course Number	Course Name	Course Type
	3	31214	Measurement & Evaluation in Education and Psychology	
	2	31352	Emotional and Behavioural Difficulties (DISEN 6)	
	2	31354	Gifted and Talented (DISEN 7)	
	3	32309	Problems of Childhood and Adolescence	
	3	32202	Developmental Psychology	
	3	31302	Methods of Research in Education and Psychology	
	2	31444	Differentiation and Assessment (DISEN 8)	
			OR	



		31450	Information Technology in Teaching Science (TELTA 6)	
	2	31351	Information Technology in Social Sciences (TELTA 7)	
<b>Total Credits</b>	<b>20</b>			

**Summer Courses**

	<b>Credit Hours</b>	<b>Course Number</b>	<b>Course Name</b>	<b>Course Type</b>
	2	tbc	TELTA 8: (Title tbc)	
	3	31206	General Teaching Methods	
<b>Total Credits</b>	<b>5</b>			

## **Practicum**

Your Practicum Course has five components.

The Practicum University courses will prepare you for your school placements and enable you to make connections between your studies at university and the real – life work of teachers in Palestinian schools. Your school placements will also enable you to develop your understanding of teaching in school settings and become familiar with the Palestinian curriculum.

**Practicum 1:** This course is a theoretical course of one credit hour. This course aims to introduce you to the main aspects of teaching practice education through (16) hours distributed throughout the semester. It focuses on the cognitive, conceptual, moral and theoretical content of teaching practice, as well as an overview of the most important technical aspects required in the classroom situation. This course also gives an overview on how you will be evaluated during the stages of practicum in school, and the practicum registration techniques and its systems, including the rights and duties of each aspect of practicum.

**Practicum 2:** This course consists of two parts: theoretical (16) hours, and a practical with (60) hours in school. This course aims to train students on basic observation and teaching skills through workshops within the university (micro-teaching) or in the practicum school under the guidance of academic supervisors, mentors, managers and educational supervisors.

**Practicum 3:** The course consists of two parts: theoretical (16) hours, and a practical one with (90) hours in school. This course aims to train students about teaching skills through workshops within the university (micro-teaching) or in the practicum school under the guidance of academic supervisors, mentors, supervisors and educational supervisors. There is a focus on increasing the range of teaching skills including elements of the educational situation such as planning learning activities and lessons.

**Practicum 4:** This course consists of two parts: theoretical (16) hours, divided into classes in specific university meetings, and a practical one with (90) hours spent in practicum schools. This course aims to train students on teaching skills through workshops within University (micro-teaching) or in the training school under the guidance of academic supervisors, mentors, managers and educational supervisors. Teaching skills include a wide range of elements of the educational situation such as: classroom planning, classroom management, teaching strategies, student assessment, producing teaching aids and employment of teaching technology.

**During practicum 5:** This course consists of two parts: theoretical (16) hours, divided into classes in specific university sessions, and a practical one with (120) hours spent by the teacher in practicum schools. This course aims to train students in more advanced teaching

skills through workshops within University (micro-teaching) and in the training school under the guidance of academic supervisors, mentors, managers and educational supervisors.

You will develop a Practicum Portfolio which is based upon your experiences in university sessions and school experience. This is an evidenced-based portfolio which you will construct each year to demonstrate that you have achieved the range of readiness to teach competences in the Palestinian Teacher Professional Development Index (PTPDI). (see Annex I).

Please refer to the Practicum Handbook for further information on practicum policy and guidance including the purpose of practicum, roles and expectations of the student and other stakeholders in practicum, and the processes by which the University approves and manages practicum placements.

## Teaching team

### Program Coordinator

Name: Dr. Nabil Jondi

Faculty members: tbc

## Teaching and Learning

Your Bachelor (BA) in Basic Education (Grades 1 -4) DISEN Track or TELTA Track degree programme utilises a wide range of student-centred learning and teaching approaches in order to support you to learn in ways that are meaningful, engaging and challenging. These approaches are underpinned by the following principles:

You should:

- be agents for your own learning by taking responsibility for your learning and ongoing development throughout the programme;
- be autonomous learners and are expected to study independently outside the classroom through reading, research and investigation;
- use technology to develop your knowledge and understanding, and enhance your learning experience;
- use technology to enhance the learning experience of the children you teach;
- reflect upon your learning at University and at your placement schools to develop your knowledge, understanding and skills as a future teacher;
- connect your learning to the authentic real life work of teaching at school.

The above principles unite to constitute a student-centred approach to your learning experience. Drawing upon these principles, in your sessions at university, you can expect your academic professors to provide opportunities for you to engage in:

- collaborative and interactive group work activities
- reciprocal teaching approaches
- practical workshops
- seminars involving identification and critical discussion of topical issues
- analysis of authentic case studies
- independent research
- flipped learning approaches

This range of learning and teaching approaches is designed to support you in your development to become knowledgeable, reflective, effective and confident teachers.

## **Assessment**

### **Assessment Overview**

According to university guidelines students are required to undertake three main evaluations to gauge their academic performance in the course during the semester. Usually such evaluations take the form of three one hour-long exams. However, Faculty members have the freedom to choose the assessment tasks that he / believes are the most effective, provided that these are documented in the course outline. Homework assignments can not be one of these assessment instruments. In addition, it is permissible for faculty members to give students short exams / quizzes during the semester. Assessment tasks may be differentiated provided that the number of classroom exams should not be less than two exams for undergraduate courses.

### **Assessment Guidelines**

Following are the university assessment guidelines that your instructor will follow when assessing your performance during the program:

- Assessment of some undergraduate courses must include a research project / papers document in the course outline.
- For written exams faculty members should announce the time of the exam and the material covered in the exam at least one week before the time of the exam. Exams should be consistent with the course outline; clear, appropriately challenging, and academically at a high level. Exams should have a variety of questions such as multiple choice questions and essay questions. Multiple choice questions, true and false questions and other similar questions should not exceed more that 60% of the questions. Further, exams should not be repeated over the years.
- Faculty members should return the corrected exams to students within a reasonable period and according to the University Calendar so that students will be able to make educated decisions regarding the course. This does not apply to final exams.
- Faculty members are not allowed under any circumstances to schedule exams, make-up classes or any other activities that require students to miss other classes.
- Marking exams and evaluating students' academic performance is the responsibility of the faculty members. Course instructors are not allowed to ask students or teaching assistants to mark such exams. Teaching assistants, with the instructor supervision, could assist in marking home assignments, reports, quizzes. Teaching

assistants could mark the introductory courses that they teach with the department chair support and the presence of the course instructor.

## **Final Exams**

- All courses should have final exams. The Vice President for Academic Affairs and the Director of the Department of Registration and Admission announce all pertinent information regarding exams and their dates.

## **Marking Scale**

- Faculty members will use the following marking scale for undergraduate degrees when assigning students' marks:

Excellent      85 – 100

Very Good     78- 84

Good            73-77

Moderate      69 – 72

Satisfactory   60 – 68

Fail             below 60

- Failing marks should take the form of 55 or 50 as lowest mark.
- All courses that have final exams should assign 30% - 50% marks to the final exam for all students.
- For courses that are composed of knowledge and practice each element is assigned marks depending on the credit hours assigned for it from the total credit hours assigned for the whole course.

## **Documenting and Announcing Marks**

- Course instructors will document all the course marks gradually in the course marks file on Ritaj. and keep hard copies of all marks. A copy of the final course marks is kept in the course file in the department.

- The course instructor is responsible for documenting the final marks clearly before and after approval in the Faculty Council. Signing the marks after approval and sending it to the Registration Department is a testimony from the instructor that the marks are accurate.
- All marks are announced through the University Intranet Site.
- It is not permitted to announce marks before their approval by the Faculty Council.
- Announcing marks is the responsibility of the department's chairperson / program director.
- Announcing the semester final results is the responsibility of the Registration Department. Marks are announced according to the University Calendar that the Registration Department publishes each year.
- Communicating with parents regarding students' academic performance is governed by the published university rules and regulations.
- Public announcement of marks when necessary is announced using students' registration numbers only.

### **Appealing and Changing Marks**

The appeal and request to change marks will be dealt with according to Clause 8 in the University Instructional Guidelines.

### **Tardiness and Absenteeism**

Tardiness and absenteeism will be dealt with according to Clause 9 in the University Instructional Guidelines.

### **Academic Integrity**

The University is highly committed to attaining and maintaining academic integrity and ethical principles and considers any infringement on academic integrity as damaging to its reputation and that of its students. Academic integrity implies eliminating plagiarism, cheating and deception and the use of unethical and illegal methods on the job or in exams, written reports, research, and the like.

In an effort to realize its desire to develop the spirit of research and intellectual investigation, the University requires students to maintain total academic honesty. In addition, the University takes severe measures against any student who violates the foundation of academic integrity. Therefore, from time to time, the University Council revises the University's regulations of academic integrity and amends them as seen necessary.



## **Maximizing Opportunities on your Degree**

You are embarking on one of the most rewarding careers possible! In order for you to get the most out of your degree it is essential that you take an active role in your education and development as professional trainee teachers.

We expect all students to engage with a variety of approaches to learning and to make explicit connections among prepared readings, your professional placements and the content of the sessions. This means that you are expected to:

- play an active part in your university sessions;
- take part in discussions informed by your readings and experience on professional placement;
- engage professionally with your instructors' professional input;
- collaborate with your peers and take part in group tasks;
- respond to questions which are intended to challenge assumptions and deepen understanding;
- give and receive feedback with your peers;
- continually reflect on your learning and set personalised targets to support your ongoing and further development.

## **Fulfilling Your Potential**

Every instructor is committed to providing the very best support to enable you to realise your potential. Support on this programme comes in a variety of forms to suit your individual needs. Wide-ranging examples may include:

- Seminar / lecture input
- Discussions with school mentors
- Feedback from assignments
- Group discussions
- Directed tasks
- Workshops
- Adaptation of teaching materials

As part of your commitment to being a professional, there is an expectation that you are also proactive in identifying and addressing any personal or professional development needs. Tutors are happy to signpost you to support that we can offer.

## **Professional Conduct**

When you join the Bachelor (BA) in Basic Education (Grades 1 -4) DISEN Track or TELTA Track degree programme you are embarking on the first stage of a professional career. As such, you are expected to behave in a manner which will uphold the reputation of the teaching profession. Behaviour which brings the profession into disrepute will be met with disciplinary action, which, in extreme cases, may result in a requirement to withdraw from the program.

The knowledge you acquire in the University and in school are of equal importance in your training to be an exceptional teacher. Therefore, we require you to attend sessions, do the reading and complete directed tasks. All this will contribute to your professional competency profile.

You are expected to make sure your subject knowledge is of the level required to teach. The subject module teams will make their requirements clear to you and you will be expected to address any areas needing further development. There are many ways you can do this but it will be your professional responsibility.

## **Unprofessional Conduct**

It is important for you to know that, should you participate in any unprofessional conduct, including slanderous comments and irresponsible use of social-networking sites e.g. posting irresponsible messages, which could be considered libelous, photographs of an unprofessional nature, the University will not hesitate to instigate disciplinary procedures.

## **Attendance and Reporting Absence**

On this professional degree program there is an expectation that students attend ALL taught sessions. The intensity of this program means that you cannot be absent without good reason and still meet the program learning outcomes. A professional response is, therefore, necessary. You should ensure that you inform your academic advisor if you have any unavoidable absence. Absence will be dealt with according to the University Guidelines stated in the Instructional Guidelines.

## **Conclusion**

We sincerely hope that you will find your participation and studies in the BA TEFL Degree Program with DISEN/TEFLTA tracks to be a rewarding experience that will prepare you fully and inspire you to join the next generation of teachers in Palestine. This Degree program will be challenging, but you will graduate having developed rich knowledge and experience and the full range of competences necessary to be able to make an outstanding contribution to the teaching profession for the benefit of the future of Palestine.

## Annex I: Overview of the Palestinian Teacher Professional Development Index (PTPDI) Competency Profile

The following diagram presents the PTPDI competency profile and provides an overview of the core teaching competences, sub-competences and underpinning values, beliefs and attitudes considered essential for effective teachers. These are the fundamental competences and values, beliefs and attitudes you are expected to have developed when you graduate at the end of your degree programme and enter the profession as a New Teacher of Basic Education at Grades 1 – 4.

<b>Palestinian Teacher Professional Development Competency Profile</b>		
<p><b>Planning for learning and teaching</b></p> <ol style="list-style-type: none"> <li>1. Subject content</li> <li>2. Palestinian curriculum</li> <li>3. Factors that promote learning</li> <li>4. Factors that hinder learning</li> <li>5. Link between planning, teaching and evaluation</li> </ol>	<p><b>Teaching to facilitate learning</b></p> <ol style="list-style-type: none"> <li>6. Learning environment</li> <li>7. Teaching strategies and resources</li> <li>8. Technology enhanced learning and teaching (TELT)</li> <li>9. Strategies for positive behaviour</li> <li>10. Approaches to inclusive practice</li> <li>11. Connections across the curriculum</li> <li>12. Effective communication</li> <li>13. Continuing professional development</li> </ol>	<p><b>Assessing and reporting learning outcomes and progress</b></p> <ol style="list-style-type: none"> <li>14. Assessment for learning strategies</li> <li>15. Assessment to inform planning</li> <li>16. Reporting pupils' progress</li> </ol>
<p><b>Core professional values, beliefs and attitudes to underpin the professional teaching competences</b></p> <ol style="list-style-type: none"> <li>1. Love and respect children and care for their well-being.</li> <li>2. Value inclusive practice and the learning of all pupils.</li> <li>3. Regard pupils as integral partners in the educational process.</li> <li>4. Believe that every pupil can achieve high but realistic expectations and that teachers play a significant role in facilitating pupils to realise their individual potential.</li> <li>5. Hold positive, flexible attitudes towards change and a commitment to continued professional development.</li> <li>6. Adopt a reflective and critical approach to teaching through examining, questioning and discussing one's own practice.</li> <li>7. Hold positive attitudes towards teamwork and collaboration.</li> <li>8. Adopt high standards of ethical practice in all dealings with pupils and parties concerned with children's education.</li> </ol>		



