

## **Teachers' Emotions Toward Outcome-Based Curriculum: The Case of Cycle One Teachers in UAE Schools**

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### **Introduction**

Teachers' emotions are not often well considered when schools and education systems start new changes. The purpose of this study is to explore teachers' emotions toward outcome-based curriculum change as enacted by the Abu Dhabi Educational Council (ADEC) in 2010 at the United Arab Emirates. The study is qualitative in nature where it used interviews with teachers in primary schools that cater for grades 1-5 in Abu Dhabi and Al Ain public schools. The study used Reio's theoretical model of the influence of reform on teacher identity, emotions, risk taking and learning and development. The results indicated that educational reform could have a negative impact on teachers' emotions and professional identity. It is recommended that policymakers ensure that all teachers are prepared, trained, and knowledgeable about the changes implemented. In addition, teachers should be part of the change so they can be motivated and confident to implement it.

*Keywords:* teacher emotion, teacher identity, outcome-based curriculum, UAE education

### **Introduction**

Emotions are the expression of an instant, often unintentional, judgment of any object, (situation, person, event, idea, and so on). They are not under the person's control. However, it is important to the person's sense of well-being. Emotions offer information about our relationship with the situation which evokes these emotions. When emotions are pleasant, the relationship with whatever we have the feelings towards is judged to be constructive, but not so when the emotions are unpleasant. In the school context, teachers may experience different types of emotions as a reaction to certain incidents or even changes.

Teachers' health and happiness considered fundamental factors at the workplace. Avoiding teachers' emotions can affect negatively on their work performance at schools. When schools tend to initiate a change, their main focus is more on policy demands such as increasing student achievement, school performance and ignore issues relevant to teachers' morale, well-being, and emotions, where the later must be considered part of teachers' self-understanding and not only instruments in the educational change process. Relating to the UAE context, there are numbers of educational reforms were initiated during the last decade. First of all, the creation of Abu Dhabi Education Council (ADEC) in 2005 developed an innovative educational policies and achieve the UAE national agenda to accelerate to the highest international standards. Then, Abu Dhabi city began these reforms with the Public Private Partnership (PPP) in 2006. In 2007, the Schools of

Tomorrow (Madares Al Ghad) has been launched in Dubai city with the collaboration of the MoE. Currently, in 2018 the MoE and Department of Education and Knowledge (ADEK) have merged together to uniting the educational system in the UAE and to achieve “a quantum leap in the education sector in the UAE, especially in the teaching methods, mechanisms, and systems of interaction with students. (Ministry of Education, 2017).

### **Problem Statement**

UAE has been under different educational changes during the last ten years. These changes were focused more on teaching and classroom practices, and on the other hand on outcome based curriculum. Teachers' emotions are not always being fully considered in some reforms, therefore this study is set to explore teachers' emotional reactions toward teaching an outcome-based curriculum. While there are changes and reforms for teachers, they focused more on professional development and teaching practices and did not give enough attention to teachers' morale, well-being, or emotions. Teachers felt frustrated by the lack of being not addressed of or even consulted before a reform takes a place (Tabari, 2014). Furthermore, teachers had not been considered about the suitability of the reforms and that resulted in resisting the reform itself (Tabari,2014).

### **Research Question**

The study main question is how does teaching an outcome-based curriculum effect teacher emotion and teacher identity?

### **The Theoretical Framework on Emotions and Reform**

Teaching is an emotional practice that makes it imperative for educators to understand and consider the teacher emotions when they plan to implement a reform. Even though teachers' emotions are the unexplored area of psychological research, they play an important role in the process of teaching and learning, affecting the student academic achievement (Cubukcu, 2013).

Reio (2005) stated that there is little information exists about the impact of change on teacher perceptions and behavior. Emotion reactions to reform and change are explored because they relate to the participants' professional and personal identity and they influence the risk-taking, learning and development, and identity formation of the teachers. In other words, emotions are viewed as a key component of teacher's lives that needed to acknowledge when planning and implementing school reform. Therefore, teacher emotions are considered as an appropriate lens to understand better the impact of reform and change on teacher identity.

In addition, Reio (2005) proposed a commentary on teacher emotions by exploring four major themes being investigated by other researchers as well. The research papers on these themes give a testimony that if the implementation of a reform does not acknowledge teachers as the main reform implementers, the reform will not have the desired effect. In other words, the effort of the reform should take into account that teachers natural emotional reactions that can be positive and negative and in turn affect the construction of teachers' professional and personal identity. Besides, risk-taking, learning, and development as additional vital components of teachers' identity are influenced significantly when faced with changes. Based on the findings of the previously mentioned research papers, Reio (2005) proposed a conceptual model that links the research variables being identified in these articles. See Figure 1.

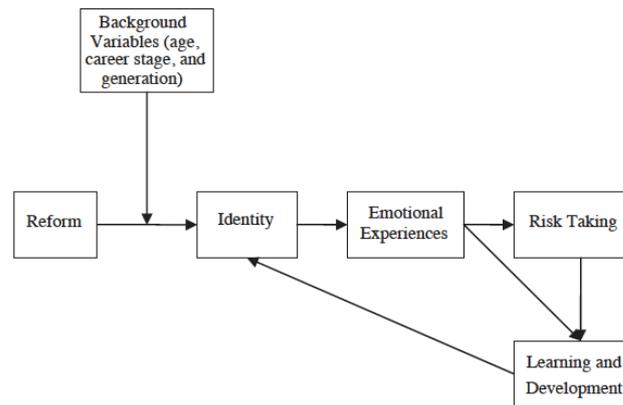


Fig. 1 A conceptual model of the influence of reform on teacher identity, emotions, risks taking and learning.

In essence, this linear process model illustrates that reform influences directly teacher identity, mediated by some variables like age, career stage, and generation. Sequentially, identity influences directly one's emotional reaction to reform. Then, emotions affect directly risk-taking behavior and teachers' learning and development. Eventually, the identity is influenced directly by learning and development (Reio, 2012).

## Literature Review

### Teacher Emotions

There are several definitions of emotions and teacher emotions in the literature. Köysüren & Deryakulu (2017) defined emotions as reactions that emerges in the inner worlds of humans as a result of particular events or stimulants and which impact their decisions and behaviors. According to Keltner and Ekman (2000), emotions are brief and rapid responses involving physiological, experiential, and behavioral activity that help individuals respond to survival-related problems and opportunities. Kelchterman (2005) stated that emotions are as experiences that develop from teachers' embeddedness in and interactions with their professional environment. Regarding teacher emotions, Farouk (2012) mentioned that teacher emotions include individual teacher's dynamic mental state level, ability of emotional self-regulation and reaction to external stimuli, and an approach of synthesis. Most of teacher emotions' definitions in the literature agree that teacher emotions do not remain in the individual's inner body or internal world, however it react with environments' activities and events and interact with people around such as leaders, other teachers, students, and parents. Schutz et al. (2006) stated that teacher emotions include person-environment transactions, and it is relational with the environment where the teacher exists. Empirical research revealed that teacher emotions do not only influence their inner states and their identities, but also, they affect the relationships that they form with others (Hargreaves, 1998). According to Veen and Slegers (2006), emotions that teachers display are shaped by their teaching context. Therefore, emotions in the teaching context are more like "a sociocultural construction than a private psychological process" (Yin & Lee, 2012, p. 58).

Research suggests that teachers negative and positive emotions are carried into classroom practices. Teachers with positive emotions make the classroom environment exciting and interesting for students (Hargreaves, 1998). When teachers are happy, excited and motivated, their feelings will be reflected on their teaching experience and interaction with students. Therefore, Sutton, Mudrey-Camino & Knight (2009) conclude that teachers' emotions play a crucial role in encouraging or hindering effective teaching. Nias

(1996) argued that “affectivity” is of a fundamental importance for teachers for three reasons. First, teachers do experience extreme emotions in their teaching; teachers often feel passionate about their students and other stakeholders. Second, teachers’ emotions are inherent in cognitions and teachers’ actions usually reflect thoughtful and moral engagement. Finally, cognition and emotions can’t be separated from the social and cultural forces which help in forming them and which are in turn shaped by them (Nias, 1996).

The relationship between teachers’ emotions and teaching have been given attention more recently. Lee and Yin (2011) argued that before 1990s, the relationship between teacher emotions and teaching was ignored. Lee and Yin (2011) added that there are a lot of human being elements that are associated with the educational change, then “emotion is definitely one part of the commitment that teachers bring to the change process”. Marshak (as cited in Lee & Yin, 2011) argue that most educators and researchers, underestimate the complexity of educational change by focusing on the outward, rational elements and neglect people’s emotional experiences of change. According to Zembylas (2003), the commitment of teachers towards their profession is strong and personal, so that they respond to the demands placed on them with their personal emotions. Veen and Lasky (2005) emphasized the idea of analyzing teacher emotions when applying reforms, they claimed that understanding teachers’ emotions during the educational change provides a deeper level of understanding how teachers experience the teaching job and the reform. Veen and Lasky (2005) analyzed one teacher’s perceptions of educational reform from a social psychological perspective. The participant discussed in the interview the feelings of anger, anxiety, guilt, shame, and happiness related to the reform. The researchers grouped these feelings into negative and positive emotions. The negative emotions of anxiety, anger, guilt, and shame arise from “lack of time, immense number of portfolios each semester, and the lack of support from colleagues, school leadership, and government”. The teacher positive emotions rise when his purposes or aims in teaching were supported and when he provided opportunities for professional development that strengthen his professional identity.

According to Fullan & Miles (1992), several factors could affect teachers negatively when implementing change; the complex, multi-dimensional and conflicting structure of the change, its emergence by ignoring the humans and their needs, its implication lacking sufficient scientific evidence which proves its effectiveness, and its emergence based on assumptions instead of facts. Teachers are influenced negatively because they are only expected to be a part of the change, they are forced to apply “top-down” implications of the change, which are policy makers’ commands, while their views about the change are ignored and dialogue is not recognized with them (Köysüren & Deryakulu, 2017).

According to Fullan (1993), to get positive results through a change in education, teachers need to find this change essential, meaningful and they need to feel a part of this change. In case that the internal perceptions, beliefs, values and emotions of the teachers are conflicting with the change, it is very hard to implement it (Van Veen & Slegers, 2009). Thus, what teachers do, think in the process of change and how they perceive the change are crucial factors (Fullan & Miles, 1992).

### **Teacher Identity and the Reform**

Teacher Professional and personal identity is a key variable to sustain teachers’ motivation and commitment to change. The extent to which teachers challenge and reconstruct their existing identities determines and influences the way and extent to which

teachers perceive, adapt and realize reforms in their classroom (Veen, Slegers, and Ven, 2005).

On the other hand, emotions, risk-taking and teacher's learning and development significantly contribute to teachers' identity formation process (Reio, 2005). Veen, Slegers, and Ven (2005) stated that the key role of professional and personal identity is almost ignored in reform strategies and educational innovation policy. Eventually, the implementation of any educational reform will not achieve its desired effects without teacher acknowledgment.

### **Types of Teachers During the Curriculum Reform**

By a number of scholars, emotions are considered one of the neglected dimensions of research and practice for the educational change. The complexity of educational change requires the school leaders and top management to consider the emotional experiences of the change. Hargreaves (1998) argued that "the more unpredictable passionate aspects of learning, teaching, and leading" (p. 558). These elements were usually ignored in the change picture. However, in 1990, more and more researchers consider the educational change that came from outside the school and effects the school, leaders, and teachers cognitively and emotionally. While teachers are considered the core stakeholders in the change process, their voices, perspectives, and feelings are often neglected in implementing the mandated change. (Bailey, 2000 as cited in Lee & Yin, 2011).

For the reason that educational change highlight too many elements and aspects including intrapersonal, relationships and social interactions. Emotions are considered an inevitable part of the commitments that teachers bring to the change process. (Lee & Yin, 2011, p. 26). There are many literature studies that described the impact of teachers' emotion regarding the mandated change. One of the studies of (Jeffrey and Woods, 1996) found that teachers are expressing negative emotions such as (anxiety, fear, and dishonor) when they implemented that change executed by the government. Hargreaves (2004) stress that emotion and change are reciprocal, and they both imply movement. (p.287). They both go side by side with each other and connects with each other too. In order for a teacher to grow securely, they need emotionally safe spaces for learning to flourish. Moreover, they need "the emotional support to take reasonable risks without concern for potentially bad consequences" (Schmidt and Datnow, 2005 as cited in Lee and Yin, 2001). In other words, if teachers experience conformity between their professional orientations and the reform process, they will react to the change positively, but those who experience disconformity they will react negatively and they will resist the change. Teachers tend to be careful when expressing their emotions toward the change and try to obedient to the reform policy.

In the process of educational reform, teachers are the fundamental component to be considered and the primary stakeholders (Tabari, 2014). The involvement and the support of the teachers can lead to fruitful results in the educational reform movement. Various literature concerning teachers' reaction to the reform have highlighted traditionally the cognitive process and behavioral changes, though these studies touched upon the emotional dimensions. Hargreaves (2004) in his study compared teachers' emotional reaction to the self-initiated change to their reaction to the change. The results of his study showed that teachers interviewed linked educational change with external, enacted and government-imposed change (Tabari, 2014). According to Tabari, (2014) she believed that "teachers dislike mandates because they thought they were vague and forced upon them without their consent or approval". (p. 7). In other words, Teachers must be involved in the educational reform movement to produce good results out of the reform.

A study finding by Dinham and Scott (1996) on teacher satisfaction and motivation in seven countries resulted in dissatisfaction from teachers when external pressure from government or society implemented. The pressure increase as teachers held accountability but they got no support to facilitate this change. Another recent study by Lee and Yin (2011) investigated the impact of reforms in the professional identity of the teachers in a secondary school in China. The results of the study revealed that the teachers are classified into three categories.

The first group called “losing-heart accommodates”, who were passionate and eager for the change, but their enthusiasm decreased when the reform implemented. This group of teachers has no choice but to “adjust their minds, emotions, and behaviors to adapt to the requirements of the reform” (Lee and Yin, 2011, p. 37). The second group “drifting followers”, who felt a little excited about the reform, however, they had no significant role in them. They are not resisting the mandated change as it is a top management decision. The drifting followers’ teachers “thought themselves as accessories of the reform machine” (Lee and Yin, 2011, p. 37). Therefore, the teachers are just following the orders and implement them. The last group called “cynical performers”. This group of teachers resisted the change internally but showed cooperation externally. (Tabari, 2014). Those teachers “resisted the reform emotionally but were obedient to the reform policy behaviorally” (Lee and Yin, 2011, p. 38).

*Educational Reform in the UAE:*

Since 1985, the word “curriculum” has largely been used in the UAE context to refer to official textbooks, or proposed curriculum, rather than any documents outlining skills or standards a student should obtain in a particular grade or subject (Ridge, Kippels, & Farah, 2017). Teachers were very restricted in what they can teach as they were bound to the content, tasks, and activities prescribed. Since that time, the education in the UAE implemented several reforms for the goal of education improvement, however, there is no research that examines teachers’ emotions as a critical aspect of educational change. In line with the Ministry of Education to improve education instruction, the schools in Ras Al Khaimah have pursued to promote critical thinking skills among students instead of the rote-learning approach (Tabari, 2014). The core of the program was to prepare the students globally to compete in the labor market. Despite all the literature imposed to involve all the stakeholders in the change process, the teachers in the UAE have not been formally involved or their views have been heard with the regards to the planned change. Moreover, their perceptions have not been surveyed whether they need the change to be implemented or is it essential to be taken.

*Outcome-Based Curriculum:*

When teachers focus and design the educational experience within the school around students’ success, this experience is defined by the Outcome-Based Curriculum. The basis of this approach of teaching and learning is to focus on what is important for students to achieve and organizing the curriculum, instructions, and assessment around those significant outcomes (Berlach & McNaught, 2007). Specifically, the Outcome-Based Curriculum has a set of learning standards defined by ADEC and emphasis on Arabic and English Languages. These learning outcomes are unified across all Abu Dhabi, Western and Al Ain Schools. In this approach, the students are expected to reveal varied skills, knowledge, and level of understanding in each grade. (Department of Education and Knowledge).

## Methodology

### Method

Qualitative data collection methods focus on obtaining relevant data whether it is immediately quantifiable into a uniform scale or not. Hakim (2000) defined qualitative research as a method of providing individuals' own interpretation of their motivations, behaviors, and attitudes. It tends to offer highly descriptive reports about individual's attitudes, views, feelings, beliefs, and perceptions (Joubz'sh, Kharram, 2011). In addition, Creswell (2013) stated that the qualitative research starts with the assumptions and use of interpretive or theoretical frameworks that inform the study of research problems that address the meanings individuals or groups ascribe to a social or human problem. In the light of the above ideas, the analysis examines the research question: How does teaching an outcome-based curriculum effect teacher emotion and teacher identity? Therefore, to address this question, the study is guided by a qualitative research method.

### Tool

The data was collected through semi-structured interviews as a primary data source. According to Kvale (2008), the qualitative interview is a key venue for exploring the ways in which subjects experience and understand their world. It provides a unique access to the lived world of the subjects, who in their own words describe their activities, experiences, and opinions (Kvale. 2008). The informants had informed consent that informs the research subject, involves obtaining the voluntary participation and the privacy of informants names. (appendix b). The interview was tailored towards exploring how teaching an Outcome-Based Curriculum effect teachers' emotion and teacher identity based on the theoretical framework of Reio (2005) on the relationship between teacher emotions and the reform. The information received through the interview will be qualitatively analyzed to inform the findings of this study.

### Participants

The target population of this research study will comprise EMT's (English Medium Teachers) and AMT's (Arabic Medium Teachers) from two public schools in Abu Dhabi and Al Ain city. The total population has targeted two AMT's and six EMT's female teachers out of which samples will be drawn for purposes of analysis. The teachers were selected according to the subjects they teach. The EMT's teach English, Math and Science and the AMT's teach Arabic language and Islamic in cycle 1 (Grade 1-5). The participants of this study were randomly selected and on a voluntary basis.

### Procedure

Informed consent forms were used to explain the nature of the study as well as the risks of participating that the study may cause. The participants were told that the interview will be audio-taped, assured of confidentiality and they are free to decline participation. Additionally, the participants were offered to receive a report about the results of the research study.

## Findings

### Teachers' Perceptions of the Outcome-Based Curriculum

When participants were asked about their perceptions of teaching the curriculum in general, an array of responses was expressed in each interview. Six out of eight teachers revealed enjoyment, happiness, and enthusiasm when expressing their feeling of teaching. One out of eight teachers indicated negative feelings, and one out of eight teachers showed neutral feeling. An Arabic teacher said: *"I feel happy and proud because am an Arabic teacher and because Arabic is the Holy Quran language. It is the language that is rich*

*with eloquence. The curriculum serves the learning and teaching process whether in the outcomes or as a curriculum itself". An English, Math, and Science teacher said: "I thoroughly enjoy it and I think it's a fantastic opportunity for children to have the chance to be bilingual. I almost feel it's not English as a second language because they are learning something new in it, in that language, learning math in that language, and they are learning science in English. So, I think it's wonderful".*

Regarding teaching the outcome-based curriculum, participants were asked if they are with or against Outcome-Based Curriculum. The answers varied between agreement, disagreement, and neutral attitude. Five out of eight teachers indicated that they are with the Outcome-Based Curriculum as it provides them with direction and structure of the lesson planning as well as gives the teacher a place for creativity. One of the participants said: *"I am with it because basically for me outcomes are what drive your instructions. It tells you what it is that you actually need to teach. If you have outcomes then, am not sure if you have a plan to follow".* However, another teacher said: *"Yes, I am with the outcome-based curriculum because I know what is the outcome/goals that I have to achieve during this lesson, and how periods I need to achieve this outcome".*

One teacher showed her agreement with the Outcome-Based Curriculum approach, however, there are some issues that impede its implementation in an effective way. She said:

*"I agree with an Outcome-Based Curriculum. It provides structure and guides teacher lesson planning. Some issues include too many outcomes to cover in an extremely short time, there is no time to go deep with children. If they don't master the concept in the allocated time they must move on, no chance to extend learning or provide support. Implementing effective strategies need time which is not available. Due to book work and exams, there is limited time for a student-centered approach which is hands-on"*

Regarding the other participants, three out of eight teachers showed neutral attitudes toward the Outcome-Based Curriculum. They indicated that they are with and against for specific reasons. They are with because outcomes are the foundations for student learning and provide direction and clear outline for teachers. On the other hand, they are against the Outcome-Based Curriculum because of several reasons; too many outcomes to be achieved, the outcomes don't drive with each other, it is hard to integrate them, it is using too many resources which make distraction for students, time limitation issues, restricting and limiting the teachers, making the teaching as traditional way, it is based on un-unified assessment of students, it is suggested by the above authority without considering the teachers. An EMT said:

*"am against it because we have a specific time to finish it and I think it limits the creativity of students, teachers because they put us in in a narrow corner that this is your curriculum you need to finish it in a certain time. They didn't give us chance to create or try to make the teaching fun"*

Furthermore, teachers were asked about the strategies they use in order to cope with the Outcome-Based Curriculum. They all agreed that because of time limitation and the too many outcomes they need to achieve they use some strategies to assist in achieving these outcomes. Strategies that mentioned by the teachers are; student-centered activities, hands-on activities, cross-curricular activities, grouping the related outcomes and integrate them into different subjects, using the grade level team help, collegiate planning, behavior management strategies to control the classroom.

#### *Teachers' Emotions*

The eight interviewed teachers experienced different emotions that range from positive to negative when they tried to adapt to the Outcome-Based Curriculum. Four of them had negative emotions toward the implementation of the Outcome-Based

Curriculum, while the other four expressed positive emotions about it. One of them stated, "I think it's a positive thing on my emotions". Another teacher commented "... some teachers might feel negative toward it as they feel it limit their creativity and they are not able to have flexibility." Others stated "...I really feel stress and not just me but many teachers..." One of them even went further while describing their emotions to the effect of the negative emotions in their physical state. She stated, "...When you don't feel like you are doing a good job, you take it hard, you are physically hurting you know and you will break down..." All of them agreed that the Outcome-Based Curriculum is good for novice teachers and those who need support as planners.

### **Professional Identity**

All the eight teachers expressed in different ways and use of words their need to have stability, creativity, freedom, confidence, and flexibility in order to learn, develop and flourish as professional teachers and four of them considered the outcome-based curriculum as a restriction for this need. One of them stated, "...if the outcome is hard for me to deliver to the students then it needs more time within the specified time, then it will curb my professional growth...". Another teacher answered the question of whether the outcome-based curriculum limit their professional development or growth or not as it restricts the creativity of the teacher. A third teacher stated, "...outcomes constraints them more than it helps them professionally...". A fourth teacher commented, "...some teachers can be affected as they feel they do not have the freedom to teach the way they want.... Others would like the flexibility to adapt or to bring in events and special days."

## **Discussion**

### **Teachers' Perceptions of the Outcome-Based Curriculum**

The results revealed that the emotions of happiness and enjoyment were expressed by teachers when they were asked about teaching their subjects where they teach a subject of their interest and find it interesting to teach the subject they love. This indicates that emotions are deeply rooted in teaching and it reflects teachers' thoughts and reactions with the environment. As Nias (1996) stated that teachers' emotions are inherent in cognitions and teachers' actions usually reflect thoughtful and moral engagement.

Regarding teachers' perceptions of the Outcome-Based Curriculum, the results showed that 5 out of 8 teachers agree with the Outcome-Based Curriculum, however, 3 of them showed neutral attitudes where they expressed it by "I am with and against". The results showed that teachers support the change toward the Outcome-Based Curriculum as it provides guidance and structure for them, they liked the idea, the goal, or the system of the Outcomes-Based Curriculum. However, the ineffective implementation of the Outcome-Based Curriculum made them feel somehow neutral or negative toward it because they can't achieve the outcome and support student learning. As Hansen (1998) stated that the role of the teacher had been socially known as being responsible, concerned, and enthusiastic to nurture students' development and learning. If teachers find that the work conditions support them to make a difference in student development they could feel positive, otherwise, they might feel negative (Schutz, Aultman, and Williams-Johnson 2009). As three out of eight teachers revealed that because of the time limitation, they are moving through the outcomes without being sure that students mastered the skills or the outcomes they learned. Additionally, one of the teachers showed negative feeling toward that Outcome-Based Curriculum because she believes the change in the curriculum should be suggested from teachers as they are the implementers of the curriculum, not from the above authority. Teachers need to be engaged in the change process because they are the one who deals with the curriculum and interact directly with students through the

curriculum. If their views and suggestions toward the change were neglected, they will lose the excitement and enthusiasm to implement the change. As teachers are not engaged, they were not finding teaching the curriculum meaningful to them or their students (Fullan,1993).

### **Teachers Emotion and Teacher Identity**

Highlighting the need to consider teachers' emotions while implementing a reform makes it imperative for educators to understand and consider the teacher emotions when they plan to implement a reform (Cubukcu, 2013). This study focused on Outcome-Based Curriculum reform and how it influences teacher emotions and identity as a partial response to confirm this need.

Based on our findings and the theoretical framework presented by Reio (2005) of the relationship between teacher emotions and the reform, the linear process and the participants' responses illustrates how the Outcome-Based Curriculum reform influences directly teacher identity. Sequentially, identity influences directly one's emotional reaction to reform. Then, emotions affect directly risk-taking behavior because it threatens their stability, creativity, freedom, confidence, and flexibility in order to learn, develop and flourish as professional teachers. In other words, eventually, the teacher identity is influenced directly by learning and development opportunities and possibility (Reio, 2005).

In conclusion, our findings match to some extent Reio's linear process of emotional reactions to reform and how it relates to the participants' professional and personal identity and they influence the risk-taking, learning and development, and identity formation of the teachers (2005). In other words, our findings yield for enriching the effort of the reform by taking into account that teachers natural emotional reactions that can be positive and negative and in turn affect the construction of teachers' professional and personal identity.

### **Limitations**

There are few limitations has raised during the implementation of the research study. First of all, the limited number of wide researches concerning this field of study especially within the field of the UAE context. Second, emotions are not observable within the participants which were challenging during data collection and analysis. Third, for some teachers who are expatriate, the outcome based curriculum was not a new experience for them, therefore, there emotional reaction during the interview was normal and neutral. Forth, for some teachers, the fear of talking about their views and perceptions of change didn't allow to get in-depth insight of their views. Fifth, the participants were all female teachers which limited the results to the female perceptions.

### **Conclusions and Implications**

To sum up, this study aimed to explore teachers' emotions toward Outcome-Based Curriculum as enacted by the Abu Dhabi Education Council in 2010 (ADEC) at the United Arab Emirates. This study was qualitative in nature by using interviews with national and expatriate teachers. The results showed that the educational reform has a crucial role in affecting teachers' emotions and teachers' identity. Analysis of the findings indicated that teaching is not only based on cognition but it is an emotional practice as well, and it impacts different aspects of teachers' personal and professional lives, and this main findings support our research literature.

The study findings would help the policymakers and educators in the UAE to understand the role of teacher emotions as a significant factor that affects the educational

reform implementation. It helps in understanding why some changes and reforms are sometimes not implemented as planned. It is advisable that policymakers ensure that all teachers are prepared, knowledgeable, and trained about the change implemented. Therefore, teachers would feel that they are part of the change and would be motivated and confident to implement it.

This research represented the emotions of eight teachers from Abu Dhabi and Alain Schools. Hopefully that this will add a valuable contribution to the area of study of teacher emotions to the ongoing curriculum reform in the UAE context. It is therefore suggested that future studies in this area use the quantitative and mixed method of collecting data and analysis to have more in-depth information and results. It is recommended for future studies to examine principals' emotions during the change and how they perceive the change reform and transfer it to school as they are the focal point who receive the change and plan for its real implementation in the school. In addition, another field of study that would be interested and beneficial to examine is the teachers' emotions based on the gender differences in the UAE context.

Finally, a central conclusion of this study is that emotions in the curriculum development reform should not be ignored, however, it should be acknowledged and understood as central to the educational reform. Without considering teachers' emotion, we can expect weak or short-term implementation and continuation of change which will be reflected as little difference in classroom level.

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**Appendix A:**

Interview Question

**The outcome-based curriculum**

1. How do you feel about teaching the [English, Science, Math, Arabic] curriculum?
2. Are you with or against teaching the outcome-based curriculum? Why is that?
3. Do you think teachers have some strategies to cope with teaching the outcome-based curriculum? [especially when there are many outcomes]

**Teachers' emotions**

4. Do you think teaching the outcome based curriculum affects teachers' emotions? If yes, in what ways? If no, why? → Have you witnessed the same emotional reactions for other teachers?
5. Do you think being asked to abide by the outcome-based curriculum affects your relationship with students? In what ways?
6. Do you think teaching an outcome-based curriculum is good for students? How?
7. Isn't teaching an outcome-based curriculum helpful for some teachers? (e.g., not good planners, novice teachers, etc.)

**Professional identity**

8. How does teaching the outcome-based curriculum help you professionally? [Does it help you improve your teaching?]
9. Do you think teaching the outcome-based curriculum might curb/limit your professional growth? If yes, in what ways? If no, why is that?

**Appendix B- Consent Form**



جامعة الإمارات العربية المتحدة  
United Arab Emirates University

**UAEU** College of  
Education

**Full title of Project:** Teaching Outcome Based Curriculum and its influence on teachers' emotions and professional identity

**Please Initial Box**

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.
3. I agree to take part in the above study.
4. I agree to the interview / focus group / consultation being audio recorded

## Appendix C – Interview Transcripts

### Teacher 1:

**Salwa:** Okay, welcome Ms. Jillian, and thank you for accepting my interview. Let us start the

interview by some general questions about you. So how many years of experience you have in education?

**Jillian:** In the UAE, I am in my sixth year. In education, teaching primary school 15 years, but before them, without a qualification and in volunteer basis I did five years Montessori training with my child in his school and carried on working as a helper. So, in all 20 years teaching experience.

**Salwa:** Mashalla, interesting, and what is your level of education?

Jillian: I have a BA Honours in primary education with PE specialism which is physical education specialism.

- **Outcome Based Curriculum:**

**Salwa:** let's start the interview questions. First of all, how do you feel about teaching the [English, Science, Math, Arabic] curriculum?

**Jillian:** (thinking) I thoroughly enjoy it and I think it's a fantastic opportunity for children to

have the chance to be bilingual, really, it's like the bilingual. It's not .. I almost feel it's not English as a second language because they are learning something new in it, in that language, learning math in that language, and they are learning science in English. So, I think it's wonderful.

Salwa: Are you with or against teaching the outcome-based curriculum?

**Jillian:** I am for teaching an outcome based curriculum, because you got to have your goals,

you need to know what you are teaching, (pause) to follow curriculum, otherwise you have many teachers coming, teaching many different things that may not be important at this time. (pause and thinking) so, it's very good to follow something, to follow the outcome based curriculum.

**Salwa:** so, you feel that everything is clear, everything is organized-

**Jillian:** (interpreting) thoroughly, thoroughly clear. We have got the pacing chart, we know

what we are teaching, we know when we are teaching it. We are allowed still to put in our own personality in teaching style into the curriculum. it's not saying you have to do this. You still put in your own flavor into the classroom.

**Salwa:** Do you think teachers have some strategies to cope or adjust themselves with teaching the outcome-based curriculum? [especially when there are many outcomes]

**Jillian:** Yes, because most teachers have been trained (pause and thinking) to teach in the various teaching styles to accommodating learners, and so, you are given the outcome, but how you achieve that outcome is up to the teacher and the school. So, the school want to see children learning in different ways active learning, they don't want to see just teaching from a book.

**Salwa:** So, teachers have some autonomy in creating or in adjusting these objectives.

**Jillian:** (interpreting) Yes. We are not adjusting them, we are not making them a different, but how we achieve them is up to the teacher. And (thinking) accommodating the children into the classroom because they are all different.

**Salwa:** Yes, yes, I understand.

- **Teachers' emotions**

**Salwa:** Do you think teaching the outcome based curriculum affects teachers' emotions?

**Jillian:** (thinking) Not really, because I think this is very much the way education is developed over the years.

**Salwa:** (interrupting): even positively or negatively.

**Jillian:** I think it's.. ( pause) for me it's a positive thing, because it's there for you. I haven't

go to come and think (oh what is exactly they want me to teach?) it's there, I know what I've got to achieve, and (pause and thinking) I think it's a positive thing on my emotions.

**Salwa:** Have you witnessed the same emotional reactions for other teachers?

**Jillian:** Yes I am not seeing anything negative regarding the outcomes. Everybody knows the

outcomes and everybody is teaching these outcomes, and I think education since I started and went to schools myself.. in education in England have got the National Curriculum that started with where we have the outcomes and we have to teach those. So children got a balanced education and this is what we want.

**Salwa:** So you feel that teachers here are happy with this change.

**Jillian:** yes.

**Salwa:** Okay, do you think being asked to teach by the outcome-based curriculum affects your relationship with students?

**Jillian:** It doesn't affect my relationships with students at all. (pause and thinking) In fact-

**Salwa:** (interrupting) in positive or negative way.

**Jillian:** I think it's a positive way because I am not thinking about what I've got to teach.

There is my goal. My concern is mainly how I'm going to teach my children, not what I am going to teach them. What am going to teach them is already have been decided for me, and now my concentration on the time allowed is to help these children learn and to give the opportunity for these children to learn.

**Salwa:** So, it affected your relationship with your students in positive way.

**Jillian:** Yes. Am not thinking .. ( pause) my outcome us there. That's positive, because am not thinking about what I am teaching , but how I am teaching it and creating an opportunity for children to learn.

**Salwa:** Fine, do you think teaching an outcome-based curriculum is good for students?

**Jillian:** Yes, because I think that every child, particularly in a big school they are all achieving the same outcomes. So for example, in my previous experience when I was at school, maybe one year I teach general primary school teacher was in art specialist. That year got lot of art and not so much in any thing else. In another year you have a geography specialist teacher, so you do lot of geography. So, this give a balanced approach, although I know when I am teaching art and geography here as EMT but I know I can go into other class carrying on teaching that class if that teacher was absent because I know where they are, I know what outcomes they are achieve, and where they are in the curriculum in the year. So, it's a balanced, everybody understands it.

**Salwa:** Isn't teaching an outcome-based curriculum helpful for some teachers? (e.g., not good planners, novice teachers, etc.).

**Jillian:** for new teachers, yes, and for experienced teachers in a way because we've all got to

have a balance. We've got all to teach the same thing, and with the outcome there it is helping the new teacher and help the experienced teacher because you are not going of too much of different directions. We're given the balance across the year

for English with the different types of writing, maybe it's not going to be all stories, narrative, with outcome based curriculum you know you gonna do narrative, you are going to do information, you know you are going to do procedural writing. So, it is keeping it even for everybody.

**Salwa:** Did you witnessed some teachers that they feel that this change in the curriculum or

the outcome based curriculum make them limited or constrained?

**Jillian:** (thinking) sometimes I think I've got the feeling that it's going little bit fast. So, we've got from two weeks of particular writing, say for example we've just had an information for writing for two weeks, you know, it will be really nice if we have a bit more time to have more grips with it. (thinking) because my previous experience in England, maybe we might given a month, four weeks for a particular type of writing, so we've got more time for really grasp it. Some teachers feel I think that it will be very quick to move from one outcome to another.

**Salwa:** So, you mean the rapid change.

**Jillian:** Quickly moving on, that we don't feel that children are grasp it.

- **Professional identity**

**Salwa:** How does teaching the outcome-based curriculum help you professionally? [Does it

help you improve your teaching?]

**Jillian:** it has helped me improve my teaching because ( pause), and it helped me professionally because it helped us work together as a team in a grade level, so everybody is coming from different country, Ireland, England, South Africa, and it's really nice that teaching a group of grade level outcome based curriculum , and we share a great ideas to achieve outcome. It really helped me to listen and appreciate other people's talents and skills. So, all teachers say it's great to share others experience and ideas on how they are teaching the outcome.

**Salwa:** So, everyone in the same page.

**Jillian:** Yes, so we all listening to different ideas and sharing different resources.

**Salwa:** Do you think teaching the outcome-based curriculum might limit your professional growth?

**Jillian:** (thinking) No. I don't think its limiting my growth, because I think the opposite will

affect really because I've been share my ideas to others and listen to their ideas on how to achieve outcome and learn new things as well. (pause and thinking) No, it hasn't stopped me from my professional development.

**Salwa:** Thank you Ms. Jillian. Nice to meet you. It was an interesting interview.

**Jillian:** Thank you so much.

**Teacher 2:**

**Salwa:** okay, first of all thank you for accepting the interview. Could you tell me first what is the level of your education?

**Quaisha:** I have a Master degree in elementary education.

**Salwa:** and how many years of experience do you have?

**Quaisha:** this is my eleventh year.

**Salwa:** and which subject do you teach?

**Quaisha:** I teach English, Math, and Science.

- **The outcome-based curriculum**

**Salwa:** so, first of all, how do you feel about teaching the [English, Science, Math, Arabic] curriculum?

**Quaisha:** I basically feel normal, because in America I taught English, Math, Science, and Social Studies, I taught all of the subjects. The only difference is that here you have less time because you have two classes, so I have 50 students, and I only get to see each set of students for half a day. So, sometimes it can be struggle trying to teach three subjects in half a day versus back home I have one class and I was.. they were with me the whole day.

**Salwa:** Are you with or against teaching the outcome-based curriculum? Why is that?

**Quaisha:** am with it because basically for me outcomes are what drive your instructions. It tells you what it is that you actually need to teach. If you don't have outcomes then, am not sure if you have a plan to follow.

**Salwa:** so, you feel with the outcome based curriculum everything is clear for you and specific.

**Quaisha:** yes it makes it specific way what goals the students need to attain.

**Salwa:** Do you think teachers have some strategies to cope with teaching the outcome-based curriculum? [especially when there are many outcomes]

**Quaisha:** ya. We definitely have strategies. One of the strategies that we look at all of the outcomes and see which of the outcome can be achieved together. Sometimes, outcomes can be grouped so we try to do that as much as possible. We also try to do crosscurricular activities where we can link Science with English. For example, if you have to teach student about solids, liquid, and gas, maybe you can link that with writing assignment where they could write an informational text about solid, liquid, and gas. So, you are able to combine the outcomes by doing crosscurricular activities.

- **Teachers' emotions**

**Salwa:** Do you think teaching the outcome based curriculum affects teachers' emotions? Even negatively or positively.

**Quaisha:** honestly my honest opinion will be, especially teachers that are coming from America, am not sure about teachers from other regions, but outcome based curriculum is something that we have always taught in America. So, this will not be a new strategy or implementation for us. The outcome drive instructions are what we always done. So, I don't really think that it will affect teachers from that region.

**Salwa:** you mean you are familiar with that –

**Quaisha:** (interrupting) yes I am familiar with the system, so it doesn't affect me. It seems normal for me. I think some teachers might feel negative toward it as they feel it limit their creativity and they are not able to have flexibility. But for me personally I think that it gives me a plan, it gives me ability to be

organized, it gives me an ability to set a target instead of ... and always uniformity. Because if you don't have an outcome, then I might be doing something different than another teacher, and we are all doing different things. So how can you have concrete data that you can analyze. We are all doing our own things.

**Salwa:** So, you feel that you are all in the same page.

**Quaisha:** yes.

**Salwa:** did you witnessed some teachers that they are struggling with this change or they have emotional reactions.

**Quaisha:** I haven't personally witnessed it. (pause and thinking) the first year that I came was 2012, (thinking) I trying to remember. The first year that I came I don't really think we have some structure. As a teacher you just learn how to use the resources that you have, so I used to use many resources that I had already from back home. I found many resources online and each year they roll out different things that you have to use.

**Salwa:** with outcome based curriculum, do you feel that you have an autonomy in the class?

**Quaisha:** for sure. I feel that I have 100 percent autonomy to use what I want to use. I use resources from everywhere and I liked it because I like to be creative. I don't like to do everything the same with everyone is doing. So, as long as we make sure that there are students that learning the outcomes we free to teach however we want and to use whichever resource that we want. We still have to make sure that the student are using their student books but the way we deliver the lesson. . I use videos from YouTube, I use resources from Twinkle, I use resources from Pinterest. I use resources from everywhere.

**Salwa:** Do you think being asked to teach the outcome-based curriculum affects your relationship with students? In what ways?

**Quaisha:** (thinking) well, I think that it helped me to do goal setting with them because they understand the outcome, and they see the outcome on the board, they repeat the outcome to me. People come to the class they are able to verbally express what we're learning, and when we sit down we have clear instructions of what goes on, wo they can help me to set goals for themselves. So, I think it helps the relationship to be stronger because we are working together.

**Salwa:** Do you think teaching an outcome-based curriculum is good for students?

**Quaisha:** yes. I think it's good because it provides instructions.

**Salwa:** Isn't teaching an outcome-based curriculum helpful for some teachers? (e.g., not good planners, novice teachers, etc.)

**Quaisha:** yes. Definitely it helps, especially for teachers that are new and this is their first time starting teaching. I think it gives them an outline to follow and for planning and for great level planning and conversation, I think they all need to be in the same page.

- **Professional identity**

**Salwa:** How does teaching the outcome-based curriculum help you professionally? [Does it help you improve your teaching?]

**Quaisha:** professionally, as I said before when you are able to see what it is that you actually have to teach and teach that then you can have conversation with your colleagues to say, okay, how did your student do with this outcome,

should we re-teach it? What strategies did you use? Okay you know I can implement that in my lesson and we can look at the data to say okay, all of the students are mastering this outcome, then I think we can move on, or these students are really struggling with this outcome. So, what can we do to move them ahead and to get them forward. I think it helped us with planning and data analysis and things like that.

**Salwa:** Do you think teaching the outcome-based curriculum might limit your professional growth? If yes, in what ways? If no, why is that?

**Quaisha:** I don't personally think. It is helpful for me, supporting me with planning.

**Salwa:** okay, thank you so much. Thanks for your time.

**Quaisha:** I hope that it helps you. Thanks.

**Teacher 3:**

Ms. Yvonne is a Grade 1 teacher at Al Jana'en school and has been part of ADEK for 4 years joining in August 2013. She has EMT experience in Grade 4, 2 and 1. She has 11 years teaching experience in total. She is an Irish Teacher.

**OUTCOMES BASED CURRICULUM:**

1. How do you feel about teaching the curriculum (E, M & S)
  - *I am comfortable and enjoy teaching the curriculum. But I find it also challenging.*
  - *Teaching English to Arabic children is a challenging. Children come from many different backgrounds. Some children are exposed to English others are not. Their readiness differs and with the curriculum it is a challenge to meet the needs of all students.*
  - *Some children are ready for English subjects however, other subjects such as Science is difficult with language. Specially the terminology is challenging. Vocabulary and concepts are difficult to teach however, fun learning and investigations/experiments make it easier for children to understand. Hands-on approach might help the teaching.*
  - *I enjoy teaching Maths. Maths is number based and leans towards games and interactive activities which children love. Children understand the concept of numbers, it is not so difficult teach Once number is mastered children can move onto other Math concepts.*
  
2. Are you with or against teaching the outcome-based curriculum? Why?
  - *I agree with an outcome-based curriculum.*
  - *It provides structure and guides teacher lesson planning and it helps to cover the curriculum.*
  - *Issues include; too many outcomes to cover in an extremely short time.*
  - *There is no time to go deep with children. If they don't master the concept in the allocated time, they must move on. No chance to extend learning or provide support.*
  - *Implementing effective strategies needs time which is not available.*
  - *Due to book work and exams, there is limited time for a student centered approach which is hands-on.*
  - *Strategies I implement include; student centered activities which are hands-on.*
  
3. Do you think teachers have strategies to cope with teaching the outcome-based curriculum? (Especially as there are many outcomes)
  - *There is a high level of stress due to time restrictions. There is no time to cover all requirements and no depth as teachers are required to teach and move on. Often children have not mastered the concept.*

**TEACHER EMOTIONS:**

4. Do you think the outcome-based curriculum affects teacher emotions? If yes, in what way? Have you witnessed the same emotional reasons for other teachers?
  - *Different teachers respond in different ways. They deal with stress in different ways but yes the outcome-based curriculum can affect teacher emotions. Lack of time is present. There is not enough time to cover all written in curriculum, you need to cover too much. Teacher doesn't have enough time and it accuses stress. Time is not given enough to teach all the way topics should be taught in meaning to ensure that the children are actually learning.*
  - *some teachers lay back, some are coping well with stress some not*

5. Do you think being asked to abide by the outcome-based curriculum affects your relationship with students? In what way?
  - *Yes, it affects the classroom atmosphere and ethos. Often there can be a stressful environment where whole class teaching is in place instead of meeting the needs of all students. For example; a struggling child will not get the support and this affects the relationship between the student and teacher.*
6. Do you think teaching an outcome-based curriculum is good for students? How?
  - *Yes, as it is structured and provides purpose for the children.*
7. Isn't teaching an outcome-based curriculum helpful for some teachers? (e.g. not good planners, novice teachers etc.).
  - *It is a prescriptive plan for new teachers and teachers who require support; some teachers would like the flexibility to adapt or to bring in events and special days however, if these are added, outcomes are missed due to the pacing chart. Too structured for some and supporting some of the teachers. Good for those who are not so experienced. It helps teacher if the one is not a good planner.*

PROFESSIONAL IDENTITY:

8. How does teaching the outcome-based curriculum help you professionally? (Does it help you improve your teaching)?
  - *It does not help me as I am a good planner. I plan well for my students based on the topic and provide hands-on experiences for all my students however, I find the pace intense.*
9. Do you think teaching the outcome-based curriculum might curb/limit your professional growth? If you, in what ways? If no, why is that?
  - *Yes, it is too structured. I need leniency to allow me to explore other pathways for children to learn i.e. Out of class learning.*
10. What is the relationship between teacher emotions –vs- outcomes based curriculum.
  - *I am very adaptable but some teachers will become very stressed due to time restrictions. I have seen an improvement over the terms as the pacing guides have been scaffolded and some concepts repeated. If teachers were aware of this, it would have reduced the level of stress that some teachers feel.*

**Teacher 4:**

**MS. FELICIA FORMAN**

Ms. Felicia Forman is a Grade 5 teacher at Al Jana'en school and has been part of ADEK for 3 years joining in August 2015. She has EMT experience in Grade 4 & 5. She has 26 years teaching experience in total. She is K-8 certified. She is an American Teacher.

**OUTCOMES BASED CURRICULUM:**

1. How do you feel about teaching the curriculum (E, M & S)?
  - *I enjoy teaching all 3 subjects but I would like more time to provide differentiation that meets the needs of all my students. The curriculum is aligned in the outcome based curriculum and it allows to do some integration with the teaching across the subject areas. (It is beneficial for the students)*
  
2. Are you with or against teaching the outcome-based curriculum? Why?
  - *I like teaching through an outcome-based curriculum.*
  - *It provides specific information stating when and what outcomes should be taught each term allowing me to forward plan.*
  - *The outcomes are listed and teachers know in advance the timing, what needs to be taught and what needs to be covered*
  - *. Do you think teachers have strategies to cope with teaching the outcome-based curriculum? (Especially as there are many outcomes)*
  - *Having Grade level teams help us to manage the pace and planning of the outcome-based curriculum.*
  - *Collegiate planning provides teachers opportunities to be flexible and use different strategies (as an example co/teaching) (Collegiate planning also gives a place for a professional development)*
  - *Support is provided during professional development and by the administration team.*
  - *Interruptions and behavior issues can be a struggle – planning for hands-on activities and getting students involved is effective and minimizes disruptions.*
  - *There is a (strong) correlation between behavior management and student learning.*

**TEACHER EMOTIONS:**

3. Do you think the outcome-based curriculum affects teacher emotions? If yes, in what way? Have you witnessed the same emotional reasons for other teachers?
  - *For me, no. Some teachers can be affected as they feel they don't have the freedom to teach the way they want to teach. For example; using an integrated approach to explore lessons.*
  - *Stresses come from some lessons not being aligned to an integrated approach ie. English and Science. It would be more helpful to have a consistent approach as teachers would be less stressed about making connections for students. Teachers can feel isolated as they are forced to teach in a particular way. This stifles the teacher's creativity. For example: in Science; the children are learning about circuits. This is a difficult concept to teach. The lack of resources impacts the learning and there is a need for hands-on experience to understand concept and make connections. (Vocabulary is too difficult; it is higher level than student skills)*  
*Teachers feel frustration because they are always trying to be resourceful which is overwhelming.*

4. Do you think being asked to abide by the outcome-based curriculum affects your relationship with students? In what way?
  - *No, relationships and outcome-based curriculum are 2 different entities. Relationships are established prior to delving into the curriculum itself.*
5. Do you think teaching an outcome-based curriculum is good for students? How?
  - *It can be challenging for students but good as it provides merger between subjects and learning across the curriculum and often across languages (Arabic). Children respond better to this approach and have better retention when this happens. Teachers have more opportunity to collaborate and support this approach. She thinks that it is good even it can be challenging.*
6. Isn't teaching an outcome-based curriculum helpful for some teachers? (e.g. not good planners, novice teachers etc.).
  - *Provides more structure for newer teachers – weekly/monthly direction where they are going, helping making connections between the terms, helping develop organizational skills*

PROFESSIONAL IDENTITY:

7. How does teaching the outcome-based curriculum help you professionally? (Does it help you improve your teaching)?
    - *It helps me with planning; I can look ahead to consider activities and resources I need.*
    - *Initially outcomes are easier then progressively become harder. For example; term 1; place value of overall whole numbers which helps with fractions and decimals. Teaching and learning become full circle which helps with progress over time.*
  8. Do you think teaching the outcome-based curriculum might burb/limit your professional growth? If you, in what ways? If no, why is that?
    - *No, it does not limit me as I find ways to integrate across my subjects and adapt as my students need. It merely gives me the elements and I plan the experiences.*
- What is the relationship between teacher emotions –vs- outcomes based curriculum.
- *No.*

**Teacher 5:**

**1. How do you feel about teaching the [English, Science, Math, Arabic] curriculum?**

Well in fact really I love teaching English, Math and science, and as an EMT teacher I love the integration between English, Math and Science and to be teaching with a one teacher in sometimes, so I enjoy teaching English, Math and Science as curriculum. I love it in fact.

**2. Are you with or against teaching the outcome-based curriculum? Why is that?**

Mmm (thinking) am in fact with and against, so I will tell you am with why and am against why. Am with teaching the The Outcome-Based Curriculum because in fact mmm you know it is focus in certain outcomes. It focus let say in certain materials, resources. It is also will be clear for the parents, for the children what they are going to study or what they are learning. But am against it because we have a specific time to finish it and I think it limit the creativity of student, teachers because we are just they put us in mmmmm in a narrow corners that this is your curriculum you need to finish it in certain times they didn't give us chance to create even sometime we try to create and experiment so that we make the teaching fun. But based curriculum teaching based curriculum I think its make really teaching like tradition al way. RESEARCHER: so do you think it stops creativity. PARTICIPANT: yes, yes somehow its stop it. Because I will tell you about my experience in for example term 1 and term 2 am teacher for grade 4 and am teaching them Math, Science and English. First of all, we have a lot of outcomes for math lets say around 30 each term and we have like 20 outcomes for science for itself and we have just limited periods each week so we need to finish all the outcomes because the students will be asking in these outcomes in the test. Later in the previous years, we have like continues assessments we don't have a final assessment, so we create our own assessment staff sometimes projects sometimes it will be presentation, sometimes it is you know a written task sometimes oral tasks so we can create our assessment and we are not like you know we are not caring about if all the students for example going to do the same assessment and we have different assessments, but now because we are sticking in the curriculum and the ministry of education have the same exam for all the students for all the schools so than we need to finish the book, the curriculum, and all the test was based in the curriculum even the same photo the same test, so am against it. RESEARCHER: so do you think Monera it depends all on the students' memorization. PARTICIPANT: yes, yes somehow lets say 90 % from math science it was based on memorization not problem solving or no no no at all.

**3. Do you think teachers have some strategies to cope with teaching the outcome-based curriculum? [especially when there are many outcomes]**

Well in fact yes. For my self, I have strategies foe example I do one for example project that contain all the subject I teach. For example, lets say am teaching students about data in math. So, I let them example also integrate science and English. For example, they can write information text about for example the data they are going to collect about what for example students' favorite food. They are going to to do survey and the results we use it for English to write information text. How to teach information text for example through integration. In science for example, I teaching them about the digestive system so I connect all the subjects

with one project so it will make my life easier. Because we have you know a lot of outcomes so I need to find many strategies so I can finish the outcomes, also I really like experiments a lot in math and science I always integrate them even in English also for example I teach them procedural text, so I let them for example choose what they like for example things they like to do and what are the steps to do this and they filming it and it was you know like English, Math and Science because the students for example do it in creative way and they film it and present in front of the classes and open ended questions, and cooperative learning because you know I have a lot of outcomes this is my stress and to finish it. I have special need student also in my class so I use cooperative learning I assign for this for example student 2 boys to him to help this special student, so all the time I asked these 2 students if you understand it go for example help this student and its make maybe its good for finish the outcomes easily and I like to give student different things. RESEARCHER: so Monera do you share these strategies with teachers? PARTICIPANT: yes somehow yes because we have like when we plan like a team so I always hare it with the teacher in my grade.

### Teachers' Emotions

**4. Do you think teaching the outcome based curriculum affects teachers' emotions? If yes, in what ways? If no, why? → Have you witnessed the same emotional reactions for other teachers?**

Yes of course in fact this year exactly I feel really stressed. Really before like lets say last year I all all the time am relaxing just I make you know I want the students to have fun while the are learning but this year am stressed about if the student understand it, what student are going to do in the test, are they going for example to achieve high grades or not, what they are going to do. You know I need to finish all the outcomes because of a lot of outcomes o really am really feels stress this year and not just me but many teachers who teach the same subject. Because I share my emotions with my colleagues also, she teach like me grade 4 so she all the time more stressed than me, so she said when am going to finish this and sometimes she asking to take over classes so that she finish the outcomes. So it make you know stress all the time.

**5. Do you think being asked to abide by the outcome-based curriculum affects your relationship with students? In what ways?**

Well in fact may be it is my personality. I think am trying to cope with this thing. So I juts let my students relax and give them some time to gave fun and not feel stressed or boring or hate the teacher because you give us a lot of things to do and I try my best really to tell the students it is not my fault and it is not your fault and am not also putting this thing on others but the person who put these things need to understand that these are child for example in grade 4 how old are they? 10 years or 9 years. So if am ask them to do a lot of homework and lots of projects, Arabic teachers, P.E teachers so students will not live like other people or other like their brother and sister if am just asking to do this at home. So what about their normal life? I try really my best to finish all the tasks every thing even self assessment for example in each unit in science, curriculum we have like self assessment so I give them for example 5 minutes to assess your self and if you didn't get the highest mark or full mark don't worry I let them calm down even if they didn't pass the test just we need to know your weak which area so I can revise again an again. I

encourage them so I give them positive feedback. For example you need to understand this then you will achieve a good grade, I encourage them to study nit all them time but to revise what they are learning you know. I told them if you don't have time, you will go out with your parents don't worry because are not the one you do the schedules for your life, I know you are a child but don't worry when you come to the classroom we have in the morning 15 minutes before assembly time, so at this time you can do your homework, you can ask help from me from your colleagues so don't worry. At free time when you have for example cover lesson or when teacher is absent it is ok you can work in your project. I asked them to help each other in the project for example if some one finish early I told them to help your friend. So I think I don't have problem with the students at all with this stress. So I stress my self inside my self but am not showing them to my students.

**6. Do you think teaching an outcome-based curriculum is good for students? How?**

No, I think it is good for parents not for students. Why? Because the parents are worrying about what the students need to know and I note that here some parents let say most of the parents they like the students to have a book because their learning is a traditional way and I understand most of them because some of them they didn't practice the new way the modern way od education. So, just I have problem with parents. Students I don't like teaching based curriculum, get the students to create, to be creative you know I like this way. For example, today we are teaching about animals. What kind of animals do you like to talk about? What is your favorite animals? Do stick for example about 'tiger'. Maybe boys love tigers or these kinds of animals, but for example girls love to talk about cats. So for students I think it is not good. For parents is good because it s mentality, how they look at their child learning.

**7. Isn't teaching an outcome-based curriculum helpful for some teachers? (e.g., not good planners, novice teachers, etc.)**

Yes yes its true. Because I have lots of colleagues they tell me 'Monira, you are working a lot you tired your self, but when we have curriculum that's it. Teaching the curriculum, teaching what they want, so they think from their point of view, it makes the life easier, for me for the students and for parents but for my self I think no it is not good but other teachers yes its good. Even what something funny this year, they send us a pacing chart and it stick to the curriculum, each day by day which page we need to teach and which page for homework and which vocabulary to teach them. So we don't need to make lesson plans so I think they like it, they love it.

**Professional Identity**

**8. How does teaching the outcome-based curriculum help you professionally? [Does it help you improve your teaching?]**

No (laughing) no to tell you the truth it is not helping me as I told you it is make me stress. If they is no currilum may be I will be creative, maybe I will create my own materials. And just give me the outcomes, and I will create the curriculum. For me it is easy becseu I love setting on the internet I love reading about math and science. I forgot tell you that am I just was English teachers, from five years I start

teaching E,M and S so you know it gives me an opportunity to explore a new things and I love it really Reem I love my job I love being teacher of E,M and S . you know I was thinking before that, English is the best thing to teach, but later I discovered science is very incredible and amazing you know, and I feel that students it is my point of view, boys specially like studying learning math, especially math and they love math they are very smart, they don't like memorize things, they like counting they like multiplication I have lots of stories about this, for example in language they cant write, but in math he is the best one. RESEARCHER: what about the girls, Monira. PARTICIPANT: girls they are good at language, they are the best in writing and reading and organizing. This is the nature of female and male, so in think and they do their best you know the girls but they don't achieve in math like boys even sometimes I just start teaching them about multiplication about fraction and they said Ms stop it, we know this lets do the exercise, girls Ms. Please can you repeat again and the one who always asking for repeating the same, girls not boys.

**9. Do you think teaching the outcome-based curriculum might curb/limit your professional growth? If yes, in what ways? If no, why is that?**

Yes, because you know I told you it is creativity. You know I like maybe because my nature and my personality I love children and I love them to have fun in every thing I their life not just for example to ait for parents to give them chance to go malls, some students some children, they don't have their parents are not free for them and I have a lot of stories about them. Children tell me we come to school to see our friends to have fun and really schools is like not all for teaching and give homework, but teaching students behaviour, beliefs and values a lot of things. So I think when I have just to finish he curriculum, then I don't have the chance to talk to this class of students many of you know their, ok maybe some teachers said: it is not my business not my responsibility to teach them for example how they behave or for example how they wash their hands but as a human being and as a teacher I think it is my responsibility. Teaching based curriculum doesn't give me this time really to do the things that I love with my students.

**Teacher 6:**

**The Outcome-Based Curriculum المنهج القائم على المعايير**

1. How do you feel about teaching the [English, Science, Math, Arabic] curriculum?  
ماهو شعورك حول تدريس منهج (اللغة العربية، اللغة الانجليزية، العلوم والرياضيات)؟  
The Arabic curriculum is a very nice curriculum, because I teach my first language (the Arabic language) and because it is the basis of the Holy Quran and that is why its so beautiful to teach the Arabic curriculum.
2. Are you with or against teaching the outcome-based curriculum? Why is that? هل أنت ضد أم مع تدريس منهج قائم على المعايير؟ ولماذا؟  
Yes am with the the Outcome-Based Curriculum because I know what is the outcome/goal that I have to achieve during this lesson, and how many periods I need to achieve this outcome.
3. Do you think teachers have some strategies to cope with teaching the outcome-based curriculum? [especially when there are many outcomes]

هل تعتقد أن لدى المعلمين بعض الاستراتيجيات للتعامل مع تدريس المناهج القائمة على المعايير؟ [خاصة عندما تكون هناك العديد من المعايير] they are many outcomes that needs to be repeated for some students, so if I finish one outcome I don't ignore it at all, no I have to go back and remind the students with this outcome to stick in their minds.

**Teachers' Emotions مشاعر المعلمين**

4. Do you think teaching the outcome based curriculum affects teachers' emotions? If yes, in what ways? If no, why? → Have you witnessed the same emotional reactions for other teachers? Some teachers they have the ability and the competency to finish the required outcomes and others too, they can teach other skills to improve the students' learning. however, some of them they feel stressed with covering lots outcomes plus heavy loads of periods so they have stress and are unable to achieve the required outcomes. Some of these emotions, anger, feeling sad. They leave the school and feel psychological pressure how they are going to finish the day while we are not achieving these outcomes.

هل تعتقد أن تدريس المنهج القائم على المعايير يؤثر على مشاعر المعلمين؟ إذا كانت الإجابة بنعم، فما هي الطرق؟ هل شهدت نفس ردود الفعل العاطفية مع معلمين آخرين؟

affects your relationship with students? In what ways?

Yes sometimes it effects, when I asked the students to be quite and silent during explain this periods to observe who from the students achieve this or not, because they are differentiation in the classroom, some students have the ability to achieve however, the others we have to repeated the same outcomes in another time after we go through another outcome.

هل تعتقد أن مطالبتك بالالتزام بالمنهج القائم على المعايير يؤثر على علاقتك مع الطلاب؟ كيف؟

5. Do you think teaching an outcome-based curriculum is good for students? How? Yes it is good for student. When i give for example the student a homework and I highlighted for him/her that you have to answer this homework according to what we cover in the classroom, so in the next day when I check the homework I am

knowledgeable that if the students could achieve this outcome or not or is he/she stuck with an outcome so I have to repeat it again.

هل تعتقد أن تدريس المنهج القائم على المعايير مفيد للطلاب؟ كيف؟

6. Isn't teaching an outcome-based curriculum helpful for some teachers? (e.g., not good planners, novice teachers, etc.) it is helpful as a beginning, but maybe they are not able to finish all the outcomes. For example: there are some teachers they need to understand even the outcome and then how to deliver the outcomes to the students and if they understand it or not. An experience teacher though, she will know who from students are achieving or not.

هل تعتقد تدريس المناهج القائمة على المعايير مفيد لبعض المعلمين؟ (على سبيل المثال المعلمين الجدد، المعلمات اللاتي يفتقرن إلى التخطيط).

### الهوية المهنية Professional Identity

7. How does teaching the outcome-based curriculum help you professionally? [Does it help you improve your teaching?] yes it helps me professionally, I knowhow to deliver the information to the students and reach their levels in explaining and teaching the outcome. I engaged in the groups with them and assist them as much as I can.

كيف يساعد تدريس المنهج القائم على المعايير مهنيًا؟ (هل يساعد في عملية التدريس)

8. Do you think teaching the outcome-based curriculum might curb/limit your professional growth? If yes, in what ways? If no, why is that? For me no, but maybe if the outcome is hard for me to deliver to the students then it needs more time within the specific time, then it will curb my professional growth. So when I noticed that such an outcome I cant achieve so it takes time that I cant revise other outcomes too. As a teacher, I change the teaching strategies that used in the classroom, varied the groups according to the students' abilities for example, when we have a reading class so from the story I go deeply with the students in teaching the skills not for the required outcome, but to revise the previous outcomes.

هل تعتقد أن تدريس المناهج القائمة على المعايير قد يحد من / تحد من نموك المهني؟ إذا كانت الإجابة بنعم ، ما هي الطرق؟ إذا كان الجواب لا ، فلماذا؟

**Teacher 7:  
The Outcome-Based Curriculum**

**1. How do you feel about teaching the [English, Science, Math, Arabic] curriculum?**

Ok now before I was teaching solely English in grade 5, so I thought that was a good (Segway) into just like the curriculum and the outcomes because prior to this I was only teaching kindergarten many many years, and then when I transition to grade 3 (currently this year) it was three subjects, I personally couldn't do it because why? Maybe because I wasn't familiar with the students and what they are capable of what they are doing, so it wasn't a matter of my me being inapt its me being having the confidence that I should have because it is unfamiliar grounds and the way they want us to do it is to take the math concepts, take the English concepts, take the science and integrate it. It takes a lot of time, it takes a lot of preparation and it takes a lot of mmmmm foresight, so if you don't have the foresight and if you are not familiar it is very hard for you to decide how are you going to combine the three.

**2. Are you with or against teaching the outcome-based curriculum? Why is that?**

Am not with or against, but some outcomes don't (mmmm) they don't drive with the others, so its very hard to integrate it, in that point it is best to separate. So it is always, I have always find that it should be go back to the teacher or the judgment of the teacher. It is not something that should be forced, it should be suggested **(suggested by fellow teachers, supervisors you know because they are really the ones in the ground you know there is so much that we dictated from the above and that is fine, but based on worldly research and other educational institutions that are making an effective for themselves, you there are so many variables)** and because even if it is there and even if they want me to follow it, you are the conductor in an orchestra. If you are at lost at your self, and you can't do it the whole Orchestra (2:35). So, it should be always go back to the teacher and the judgment of the teacher.

**3. Do you think teachers have some strategies to cope with teaching the outcome-based curriculum? [especially when there are many outcomes]**

Mmmm the strategies it is all about experience honestly, you know it is mmm strategies what kind of strategies, its really honestly you can hear other people strategies and that can work all on well for them, but it might not work well for you, so I think the best best strategy would be to watch other teachers and we don't get that opportunity as often as we like and when we do its more like form appointive point of view were it is like oh am looking to see how well she does in the classroom, it is not what is she doing with these subjects, how she is effectively producing them, and what the productively level of the students are. So the scope of that should be more for like best practices, more for best strategies. So you can take this and you can take that and you can formulate your own. I wish I had that opportunity, that would be fantastic.

**Teachers' Emotions**

- 4. Do you think teaching the outcome based curriculum affects teachers' emotions? Absolutely. If yes, in what ways? If no, why? → Have you witnessed the same emotional reactions for other teachers?**

Absolutely. Like specially when you don't feel like you are doing a good job, you take it hard, you are physically hurting you know and you will break down and I can't tell you how many times it happened to me and you know. You know you need satiability Yaaa. They always tell the word: you must be flexible and you must be flexible, that's a concept, but you need to have confidence and to be able to have confidence you need to have consistency, you need to have a good foundation. I have an excellent foundation, I have got 12 years teaching experiences at my back, but you can't just pluck people and put wherever you feel. That is when affect the teachers and when it affects the teacher, it affects the students like a mother with her child, if the mother is in a bad mood, the child is gona feel it and imagine that times 25 students. So a teacher will break down if they don't have that.

- 5. Do you think being asked to abide by the outcome-based curriculum affects your relationship with students? In what ways?**

Yes, because you are consistently thinking with the end point and you have to get through it as quickly as you most possibly can, and in a way that like makes you speed passed children who are having difficulties because you are trying to keep up with the pace. You know you can't explain multiplication for more than two days you cant, but it is dictated that you should, but who said anyone can learn multiplication in two days, it is not possible. So I understand there is the outcomes and am 100% feeling like you need to have a skeleton, but you need also to operate with the muscles and the skins as well. So otherwise, you know the human being cant function, it is the same concept with the learning outcomes, yes there is the skeleton but you need to have that flexibility in order to know what your children need, you know and maybe to be able to grow because you know that, because you have a feeling ok this is a topic that we need to stand on, but when you see the end point so far away, you are like 'sorry guys we gotta keep moving'. And it is unfortunate. RESEARCHER: have you witness any teaches who have the same emotion as you do? And do they share it with you? Yes yes they do and its not mmm now listen I understand that there are people are negative and people who are positive, you have to take that into consideration too, it is what they feel but, but when you have voiced similar to mmm similar opinions and you haven't spoke about it, then there is an issue, there is a problem and I think that they don't hear that often so if they were too, am sure things would be different and some outcomes absolutely yes they should be tested, others it should if there is enough time, of there is availability with the students.

- 6. Do you think teaching an outcome-based curriculum is good for students? How?**

It is a good question, and am trying to see how can I answer that (thinking). Am coming from so many different backgrounds. I feel that they are getting awareness ok this is the positive, getting awareness of certain subjects, but are they achieving mastery it is the key question. RESEARCHER: Are they? No so what is the goal? So we have to understand what is the goal here for the children ok so is that they will have awareness about certain subject and certain learning outcomes, am with

you in that yes it is good, it is good to have always awareness but what is the end point? If its for mastery, they are not going to get mastery.

**7. Isn't teaching an outcome-based curriculum helpful for some teachers? (e.g., not good planners, novice teachers, etc.)**

I think it's a good way to be able to figure things out if you will never in that grade lets say. Yes that is all I could say.

**Professional Identity**

**8. How does teaching the outcome-based curriculum help you professionally? [Does it help you improve your teaching?]**

I thought it was just like a basis, like it is just your base, you know, mm but does it help me teach? Its almost like saying ok this is your end results on a test, but you go out and figure out all the ways how you could het that grades or that number, you know. So is this learning outcomes heling me in my teaching? But am not who has to fill all the gaps.

**9. Do you think teaching the outcome-based curriculum might curb/limit your professional growth? If yes, in what ways? If no, why is that?**

These are solid questions. Did you make these (laughing)? And this is a good one. Ah I hate to say no. I don't like to say no, I don't like to say it is negative no. like I said before and I will have repeated one more time, it gives you an awareness of what they could be or should be at this particular grade level. Am going to go back on that.

Teacher 8:

**The Outcome-Based Curriculum** المنهج القائم على المعايير

- 1. How do you feel about teaching the [English, Science, Math, Arabic] curriculum?** ما هو شعورك حول تدريس منهج (اللغة العربية، اللغة الانجليزية، العلوم والرياضيات)؟  
I feel happy and proud because am an Arabic teacher and because the Arabic is the Holy Quran language (surat). انا انزلناه قرأنا عربيا. it is the language that is rich with eloquence. The curriculum serves the learning and teaching process whether in the outcomes, or as a curriculum itself.
- 2. Are you with or against teaching the outcome-based curriculum? Why is that?** هل أنت ضد أم مع تدريس منهج قائم على المعايير؟ ولماذا؟  
Am with and against. Am with because there are some rich outcomes that serve the teaching and learning process and work as a foundation for the students so when he moves between the grades, the outcomes become harder but he/she can work it out and they can exceed. But am against, if I have to stick to a book or the outcomes, so the students would be distracted, so we have to use the outcomes but integrating external resources too. So we don't stick to the book, because the outcomes are serving the students more.
- 3. Do you think teachers have some strategies to cope with teaching the outcome-based curriculum? [especially when there are many outcomes]**  
yes sure because they strategies would be creative; because the teacher will make easier for the students to understand than it is written in the book. One of the strategies called: think and share. We have to cover 40 outcomes in a year, but these are really fantastic outcomes for example: *the students have to master this letter. The students have pronounced the letters.* So, we as teachers we think that 40 outcomes are a lot, but if I read the outcome one by one, then I can teach it in a creative way.

هل تعتقد أن لدى المعلمين بعض الاستراتيجيات للتعامل مع تدريس المناهج القائمة على المعايير؟ خاصة عندما تكون هناك العديد من المعايير

**Teachers' Emotions** مشاعر المعلمين

- 4. Do you think teaching the outcome based curriculum affects teachers' emotions? If yes, in what ways? If no, why? → Have you witnessed the same emotional reactions for other teachers? The creative teacher nothing will effect him/ her. for me the outcomes served me and it was really an advantage for me. The outcomes are excellent and we can deliver it to the students in an easy way. So, it didn't effect me or the student. I don't make the students feel that I have to cover 40 outcomes.**

Some teachers they use the outcomes and they like it, however other teachers they feel using the book is better than covering the outcomes in specific period of time. So 20% of these teachers they like to use the books more than the outcomes, because they feel the book is important, but the outcomes they need to be creative, make analytical decisions. So I feel the outcomes are better.

The researcher interrupted her and asked that the teachers use to complain when they enter the outcomes in the system and how they assess the students on these outcomes? Participant: yes, many teachers complain about entering the outcomes through the system but entering the outcomes is fair for the students to calculate his scores, because if we miss an outcome, then the student score will be affected.

هل تعتقد أن تدريس المنهج القائم على المعايير يؤثر على مشاعر المعلمين؟ إذا كانت الإجابة بنعم، فما هي الطرق؟ هل شهدت نفس ردود الفعل العاطفية مع معلمين آخرين؟

affects your relationship with students? In what ways?

هل تعتقد أن مطالبتك بالالتزام بالمنهج القائم على المعايير يؤثر على علاقتك مع الطلاب؟ كيف؟

5. Do you think teaching an outcome-based curriculum is good for students? How? No the excellent teacher will never be effected. So if I use the outcome or the book, so I am reaching with the student to the goal of for example, mastering the reading/writing. So I don't have to pressure the students that I have many outcomes to be covered.

هل تعتقد أن تدريس المنهج القائم على المعايير مفيد للطلاب؟ كيف؟

Yes, sure it is helpful as a beginning, but maybe they are not able to finish all the outcomes. For example: there are some teachers they need to understand even the outcome and then how to deliver the outcomes to the students and if they understand it or not. An experience teacher though, she will know who from students are achieving or not.

6. Isn't teaching an outcome-based curriculum helpful for some teachers? (e.g., not good planners, novice teachers, etc.)  
المعلمين؟ (على سبيل المثال المعلمين الجدد، المعلمات اللاتي يفتقرن إلى التخطيط).  
المعلمين؟ (على سبيل المثال المعلمين الجدد، المعلمات اللاتي يفتقرن إلى التخطيط).

It is good for them if they implement in a correct way and use other teachers' experience, but if they jump straight to the outcomes, it will be very hard for them to understand the outcomes. So for example, when I write the lesson plan I followed the same curriculum requirements and I integrate some of the outcomes.

**الهوية المهنية Professional Identity**

7. How does teaching the outcome-based curriculum help you professionally? [Does it help you improve your teaching?] so honestly, if we plan effectively at the beginning of the year, with termly and yearly plans it will be easier for me to teach because I know what should I teach according to my plan. So the outcomes are helping me professionally.

كيف يساعد تدريس المنهج القائم على المعايير مهنيًا؟ (هل يساعد في عملية التدريس)

8. Do you think teaching the outcome-based curriculum might curb/limit your professional growth? If yes, in what ways? If no, why is that? The outcomes are helping me a lot. I feel that for example the curriculum is for example giving you a story with questions to answer, but for the outcomes is more deep and analytical. But for the time, the time is always an issue, there will be no enough time to finish the outcomes, but as a teacher I tried to take the students when they have cover, yes it is a burden for me and it is boring for the students, however, I try to be

creative and break the routine. All learning is fun and through games. But for some teaches, I believe that the outcomes constraints them more than it helps them professionally.