

Appendices

Appendix A: Training Needs Questionnaire for Senior Teachers

Sultanate of Oman Specialized Institute for Professional Training of Teachers

Dear Participant,

This questionnaire is designed to identify the training needs of senior teachers in the Sultanate of Oman, with the aim of developing a strategic training programme within the Educational Leadership programmes at the Specialized Institute for Professional Training of Teachers. Your responses will be used solely for research purposes and will be treated with complete confidentiality. Please read each item carefully and indicate the degree to which you personally need training in the respective area by placing a tick (✓) in the appropriate column.

Rating Scale:

1 — Very Low	2 — Low	3 — Moderate	4 — High	5 — Very High
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General Information:

Gender: ☐ Male ☐ Female

Years of Experience: ☐ 5–<10 ☐ 10–<15 ☐ 15–<20 ☐ 20–<25 ☐ 25 or more

Educational Qualification: ☐ Bachelor's degree ☐ Master's degree ☐ Doctorate ☐ Other

Please rate your training need for each of the following competencies:

No.	Competency Item	1 Very Low	2 Low	3 Mod.	4 High	5 Very High
Domain 1: Teaching Practices						
1	Planning and implementing innovative instructional methods					
2	Integrating modern educational technologies appropriate to the classroom context and student needs					
3	Applying effective questioning skills (formulation, delivery, and management of student responses)					
4	Designing and implementing appropriate remedial plans for students according to their learning levels					
5	Designing and implementing appropriate enrichment plans for students according to their learning levels					
6	Developing programmes to foster students' creative abilities					
7	Applying contemporary educational theories to enhance student motivation towards learning					
8	Employing inclass and extracurricular educational activities in instruction					
9	Building students' capacity for selfdirected learning					
10	Developing 21stcentury skills (creativity and innovation, critical thinking, problemsolving, effective communication) through educational activities					
11	Integrating ethical and media literacy values into teaching practices (e.g., respectful dialogue, academic integrity, and responsible use of social media)					
12	Implementing assessment for learning strategies within the classroom					
13	Providing clear and constructive feedback to improve student learning					
14	Applying effective classroom management strategies in line with best educational practices					
Domain 2: Supervisory Practices						
1	Applying diverse supervisory strategies to enhance teachers' professional					

	performance					
2	Employing modern strategic planning approaches to improve teaching and supervisory practices					
3	Applying systematic mechanisms to identify teachers' training needs					
4	Designing training programmes for teachers based on identified training needs					
5	Utilising reflective practice to improve supervisory performance					
6	Leveraging professional learning communities to enhance professional practices					
7	Managing and organising regular meetings and professional sessions for teachers					
Domain 3: Leadership Practices						
1	Applying teambuilding strategies within the professional work group					
2	Applying changeleadership methodologies with work teams					
3	Developing alternative action strategies to address administrative and supervisory challenges and manage crises					
4	Applying total quality management tools in decisionmaking processes					
5	Employing effective communication skills (reading, speaking, listening, and written communication) with the work team					
6	Applying personalitytype recognition frameworks to understand and manage team dynamics					
Domain 4: Research Practices						
1	Conducting action research to address problems related to teachers' professional practices					
2	Diagnosing students' academic difficulties and proposing appropriate evidencebased solutions					
3	Applying scientific methods to collect and analyse data on educational problems					
4	Analysing findings using appropriate statistical methods and interpreting results accurately					
5	Utilising diverse academic sources and references to deepen understanding and strengthen scientific evidence					
6	Applying contemporary scientific methodologies to address emerging educational challenges					

Thank you for your participation.

Appendix B: Focus Group Interview Protocol

Identifying Training Programme Needs for Senior Teachers

Specialized Institute for Professional Training of Teachers — Sultanate of Oman

Dear Participant,

Peace be upon you. The research team is conducting a study on the training needs of senior teachers in the Sultanate of Oman, with the aim of developing a strategic training programme within the Educational Leadership programmes at the Specialized Institute for Professional Training of Teachers. To achieve this objective, the following four focus group interview questions have been developed based on the official duties of the senior teacher as specified by the Ministry of Education within the formal job description. You are kindly requested to read each question carefully and share your views regarding:

- The appropriateness of each item to the domain under which it is classified.
- The accuracy and linguistic clarity of the wording.
- Any additional questions you consider relevant.
- Any other suggestions or observations you deem appropriate.

Definition: For the purposes of this study, training needs are defined as the set of changes and developments required of senior teachers in order to enhance their professional competencies, improve their performance, and advance their teaching and supervisory practices.

Part 1: Participant Information

Gender	☐ Male	☐ Female									
Years of Experience	☐ 5–<10	☐ 10–<15	☐ 15–<20	☐ 20–<25	☐ 25 or more						
Qualification	☐ Bachelor's	☐ Master's	☐ Doctorate								
Governorate	☐ Musandam	☐ N. Batinah	☐ S. Batinah	☐ Ad Dakhiliyah	☐ Ad Dhahirah	☐ Al Buraymi	☐ Muscat	☐ N. Sharqiyah	☐ S. Sharqiyah	☐ Al Wusta	☐ Dhofar

Part 2: Focus Group Interview Questions

Question 1

From your perspective, what training needs should be addressed within the content of the Senior Teacher Training Programme at the Specialized Institute, particularly with regard to:

- ▶ Educational knowledge and professional experiences
- ▶ Professional and pedagogical skills
- ▶ Professional attitudes and values

Suggested probing questions for facilitator use:

- ▶ To what extent do you apply modern instructional strategies in your daily practice?
- ▶ How do you manage diverse personalities within your professional team?
- ▶ What professional attitudes and values do you seek to cultivate within your team?
- ▶ What qualities or professional practices are most important for a senior teacher to possess?
- ▶ What are your expectations of the Senior Teacher Training Programme?
- ▶ What does the senior teacher need in order to effectively carry out their responsibilities?
- ▶ Do you believe the current programme adequately addresses the challenges you face in your role?
- ▶ What topics should the programme prioritise?
- ▶ What topics, in your view, should the programme deemphasise or remove?

Question 2

Identify the main challenges you face in carrying out your duties as a senior teacher in relation to: students; the professional team (teachers, school administration, and instructional supervisor); the local community; school committees; and the curriculum.

Suggested probing question:

- How do you develop yourself through reflection on your teaching or supervisory practices?

Question 3

What aspects of professional knowledge or practice do you wish you had acquired during your first year as a senior teacher?

Question 4

Do you have any additional comments, observations, or suggestions regarding the Senior Teacher Training Programme or the areas covered in this interview?

For Expert Validators Only

Full Name	
Academic Rank	
Institution	

Research Team:

Dr. Suleiman AlMahruqi | Ms. Buthaina AlQasmi | Ms. Fatima AlAmri

Specialized Institute for Professional Training of Teachers, Sultanate of Oman