Teacher Professional Learning & Teacher Motivation: Voices from Dubai

Amira Abdou
PhD Student
Leicester University

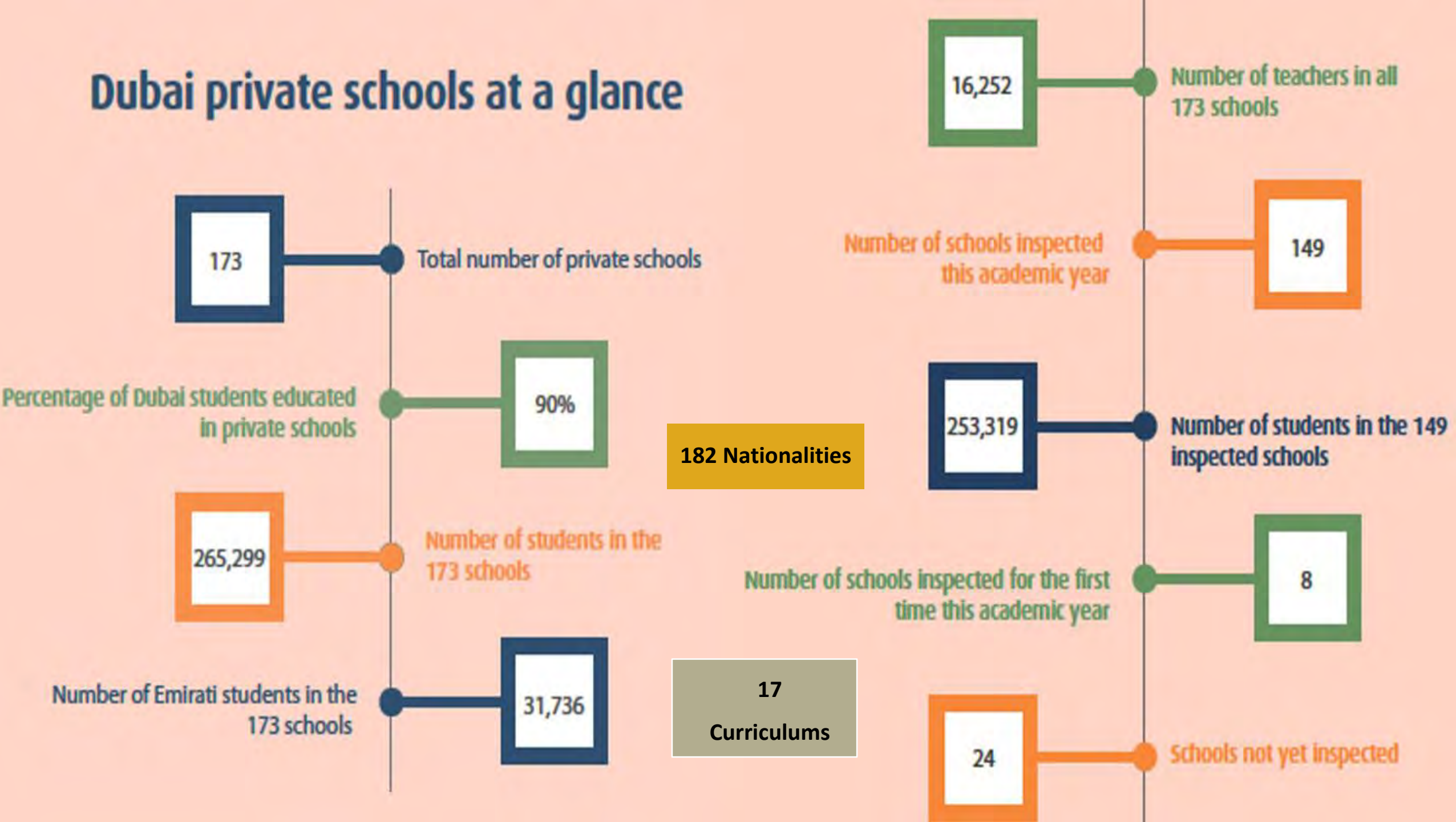# Research Question, Context & Methodology

What motivates teachers to engage in their own professional learning across different career stages?

Why Dubai
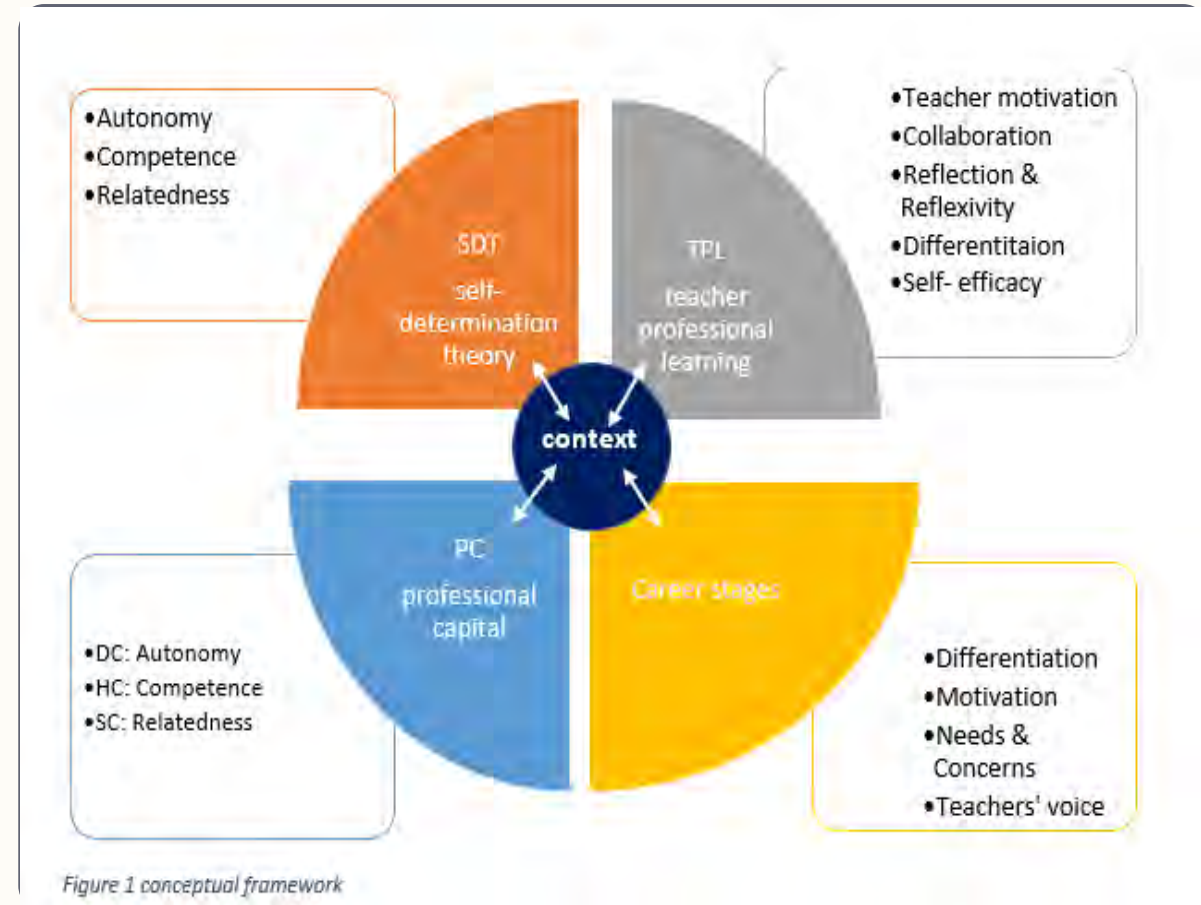
Dubai Educational Context
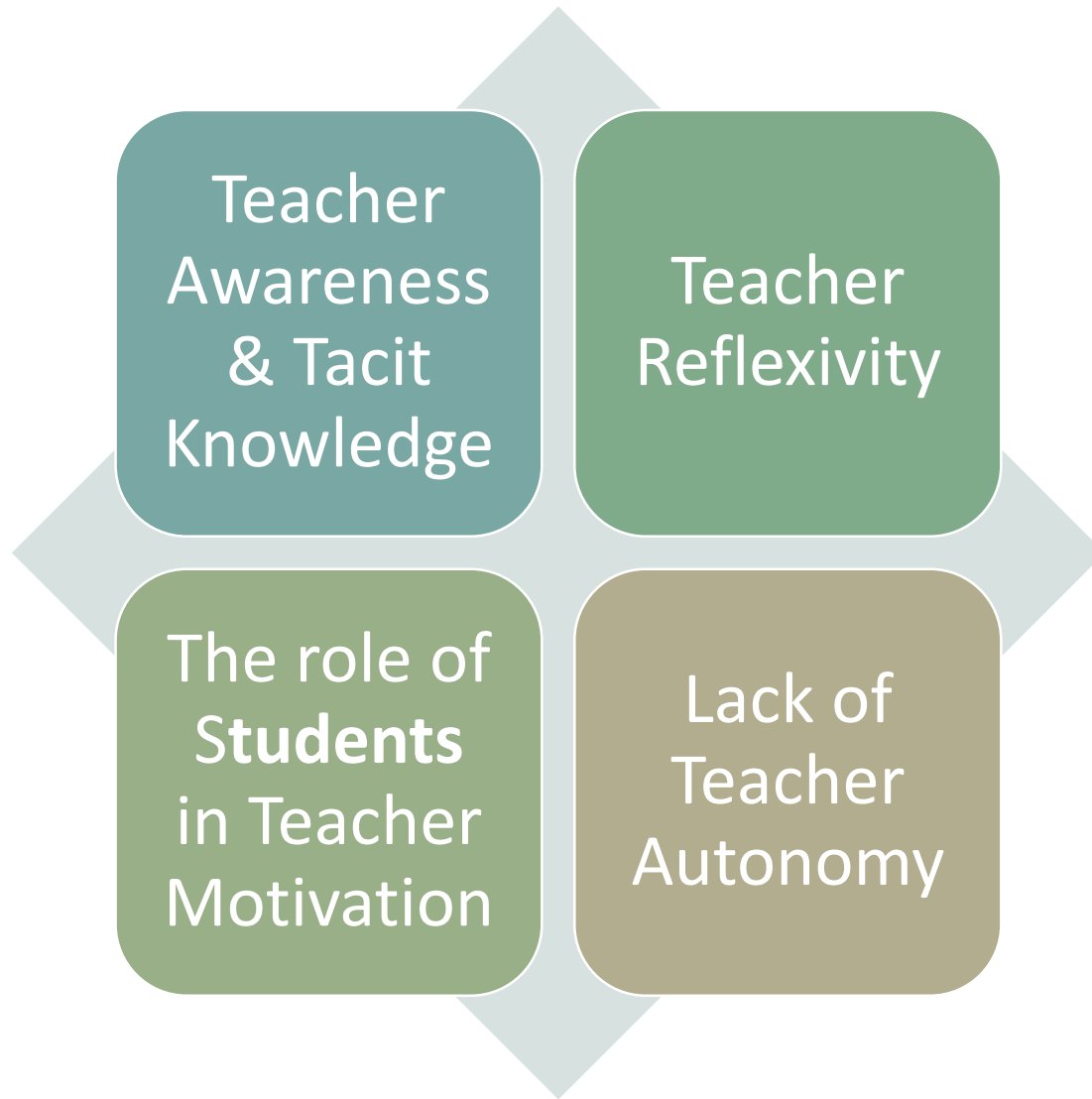
(Culture of Audit)

Simple Descriptive Case Study

Dubai private schools at a glance

16,252 — Number of teachers in all 173 schools

173 — Total number of private schools

149 — Number of schools inspected this academic year

90% — Percentage of Dubai students educated in private schools

182 Nationalities

253,319 — Number of students in the 149 inspected schools

265,299 — Number of students in the 173 schools

8 — Number of schools inspected for the first time this academic year

31,736 — Number of Emirati students in the 173 schools

17 Curriculums

24 — Schools not yet inspected

Conceptual Framework

(2nd iteration)

Figure 1 conceptual framework

Teacher Awareness & Tacit Knowledge

Teacher Reflexivity

The role of **Students** in Teacher Motivation

Lack of Teacher Autonomy

Key Findings of Stage I

Implications for Policy & Practice

– **The Role of Leadership Context: Trust, Respect and Relationships**

– **Middle Leaders: Strongest impact, yet, the weakest link**

– **Feedback: a gap area in TPL**