Education Development Institute

معهد التطوير التربوي

عضو في مؤسسة قطر
Member of Qatar Foundation

EDI Catalogue

Semester 2

2022/2023

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To know more about our professional learning services and see our latest updates, visit our website edi.qa or email us at eventspd@qf.org.qa

About EDI

As a member of Qatar Foundation for Education, Science, and Community Development, the Education Development Institute (EDI) is committed to the goal of unlocking human potential, nurturing Qatar's next generation of leaders and playing a pivotal role in ensuring a bright and prosperous future for the nation. EDI strives to be a center of world class learning by supporting the growth and development of Pre-K-12 educators in Qatar and beyond. EDI's mission is to lead professional learning and development, support curriculum improvement and build leadership capacity to improve student outcomes in pre-K-12 education.

We believe that having a positive impact on student learning is the ultimate aim of each professional learning initiative. Quality professional learning for teachers should involve a range of learning experiences where educators engage in a cohesive program of learning that provides opportunities for them to collaborate, delve into the core of their profession with clear learning objectives and a sustained application in their own classroom context, through inquiry and reflection.

Our focus is to develop and support educational communities and leaders of learning and aims at deepening students' learning. Our team is highly experienced in providing consultancy to support schools in reflective identification of needs, rigorous planning, evidence rich learning programs and facilitating impactful curriculum and professional learning experiences.

Personalized Programs

Title	Description	Audience
Program for Effective Teaching and Learning (PETAL) برنامجُ التَّعليمِ، والتَّعلمِ الفَعَّال Cost: 5,055QAR	The Program for Effective Teaching and Learning (PETAL) is designed to build cultures of individual reflective practice and teacher efficacy. Suitable for individual teachers or leaders who are interested in growing and supporting day-to-day reflective classroom practice for evidence-informed decision making with the aim to impact student learning. PETAL is a three month program consisting of 6 synchronous/face to face sessions, completion of between session asynchronous tasks, and bi-monthly one to one meetings with a coach. *Please note, all participants will be required to attend a one hour pre-program seminar prior to the PETAL start date. (EN/AR) (P)	All Teachers
Post-Graduate Programs Estimated Cost for 3 Modules: 20,000QAR (TBC)	The Education Development Institute in partnership with The University of Bath offers the Post-Graduate Certificate in International Education (PGCiE) courses and Master's of International Education to local and international educators. (V)	Aspiring Educators
Teacher Qualification Program Estimated Cost: 10,000QAR (TBC)	The Teacher Qualification Program (TQP) will prepare graduates, who are enrolled in the PGCiE, to further develop their knowledge and skills through practical experience in the classroom, providing solutions, applying strategies and developing their reflective practice. During the two year program student teachers will gain a comprehensive perspective on what they have learned and have an opportunity to combine theory with practice, whilst receiving support and guidance. (B)	PGCiE students
Mentoring Educators Program Cost: 2,200QAR	EDI, in partnership with Al-Quds Bard College, have developed a program to work with school teachers who have responsibility for supporting teacher development in their own schools. These teachers ("mentors-in-training") will complete three workshops in the program and bring learned practices into the mentorship of their mentees. The overall goal of these sessions is to enhance the capacity of teacher education through a reflective and developmental approach to educational supervision and mentoring. In this model, mentors and teachers work together to identify and reflect on problems of practice; to understand those problems in depth and analyze them using Shulman's model for teacher development. Mentors and teachers, then, work together on designing an intervention plan related to these problems. (V) (EN)	All Teachers

(EN/AR) - Offered in both languages: Arabic and English
(P) - In Person   (V) - Virtual   (B) - Blended

IB Workshops

Date	Program	Category	Title	Language
	PYP	Category 2	Making space for learning	English
	PYP	Category 2	Concept- driven learners	باللغة العربية
	PYP	Category 3	The role of mathematics	English
	PYP	Category 3	The role of the arts	English
	MYP	Category 2	Arts	English
	MYP	Category 2	Language and literature	باللغة العربية
	MYP	Category 3	Power and impact of digital assessment	English
10-12 February 2023	DP	Category 1	Design technology	English
	DP	Category 1	Environmental systems and societies	English
	DP	Category 3	IB visual arts: Promoting the use of emerging media	English
	DP	Category 3	TOK for subject teachers	English
	DP/CP	Category 3	Approaches to teaching and learning for DP/CP classroom teachers	English
	IB Education	Category 3	Investigating inquiry	English
	IB Education	Category 3	The learner profile	English
	IBEducation	Category 3	Social and emotional learning	English
	IB Leadership	Category 3	Leading well-being in the school community	English

**All IB Workshops are In Person
**Each individual workshops cost: 3,968QAR/1,090 USD

Conferences

THIMUN 2023

THIMUN Qatar is honored to host the 2023 Model United Nations conference with the theme highlighting SDG 10-Reduced Inequalities. Every committee and commission at next year's event will have an SDG 10 agenda item. The Special Committee focuses entirely on SDG 10 Issues, as well as a youth focussed issue. We have also been happy with the success of the Historical Security Council and the World Health Assembly, which we hope to see continue in the 2023 conference.

Date: 21-24 Feb 2023
Location: QNCC (In Person)
Cost: 700 QR

Educational Forum on Heritage and Identity (EFHI)

The Education Forum on Heritage and Identity 2023 in its third edition, and the Arab Center for Research and Policy Studies - Tarsheed, are organizing a study day for teachers of Arabic language, under the title "Teaching Arabic in Schools: Introductions and Strategies".

The day includes lectures and contributions by a group of innovators and specialists in teaching the Arabic language, and a series of interactive workshops delivered by Arabic language teachers in Qatar. In this context, we encourage those wishing to participate in presenting workshops, from Arabic language teachers and those interested in the State of Qatar, to submit their workshop proposals based on their practical and theoretical experiences, which will focus on successful methods and strategies that are used in teaching the Arabic language.

Date: 25 February 2023
Location: Doha Institute for Graduate Studies

Growing Learning Communities

"Educators 2 Educators"

In the spirit of building a strong learning community, "Educators 2 Educators" is a professional learning initiative that aims at leveraging the talent and expertise of educators. The ultimate goal is to help educators stay connected, share effective practices, celebrate successes, and develop their professional interests across schools. Once a month, educators will have a variety of synchronous and asynchronous options available in English and Arabic. Register for the sessions of your interest and learn with us!

Location : Blended

Date: 23 January, 20 February, 8 May 2023

Thought Leaders Series

This collection of monthly webinars from educational thought leaders is designed to bring inspiration and innovative global educational perspectives to educators everywhere.

Location : Virtual

Cathy Berger Kaye: 15 May 2023
Diane Blackburn: 22 May 2023
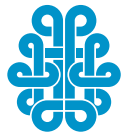Jennifer Abrams: 24 May 2023

Jaimie Cloud: TBC

Year Round Professional Learning

Title	Cost	Description
LEADERSHIP		
Mentorship Program: Observation Tools and Giving Feedback 26 February'23	1,510QAR	EDI in partnership with Al-Quds Bard College have developed a program to work with Qatar Foundation school teachers who have responsibility for supporting teacher development in their own schools. These teachers ("mentors-in-training") will complete three workshopsin the program and bring learned practices into the mentorship of their mentees, that is, new "apprentice teachers" whom they are charged with supporting. This workshop is designed to expose participants to new ideas that can be used to think critically about the observation tools and practices in their own teaching system. It is an opportunity to examine and evaluate beliefs and practices. These workshops are primarily experiential in nature. (EN) (P)
Mentorship Program: Mentoring as Reflective Practice 8 January'23	300QAR	EDI in partnership with Al-Quds Bard College have developed a program to work with Qatar Foundation school teachers who have responsibility for supporting teacher development in their own schools. These teachers ("mentors-in-training") will complete three workshopsin the program and bring learned practices into the mentorship of their mentees, that is, new "apprentice teachers" whom they are charged with supporting. (EN) (V)
Mentorship Program: Identifying Problems of Practice 7 February'23	300QAR	EDI in partnership with Al-Quds Bard College have developed a program to work with Qatar Foundation school teachers who have responsibility for supporting teacher development in their own schools. These teachers ("mentors-in-training") will complete three workshopsin the program and bring learned practices into the mentorship of their mentees, that is, new "apprentice teachers" whom they are charged with supporting. (EN) (V)
Facilitating Adult Learning تيسير تعلّم الكبار 29 April'23 6, 20 May'23	2,510 QAR	This workshop is for educators and leaders who aspire to facilitate impactful professional learning and change practice within their learning communities. Participants will be able to effectively use facilitator's competencies to lead adult learning, utilize learning design steps and characteristics of adult learner to plan impactful learning experiences, and incorporate habits of mind and characteristics of change theory when leading adult learning. (EN/AR) (P)
Cognitive Coaching Level 2 (TBC) 26-29 January'23	TBC	Following on from Foundations of Coaching Part 1, Part 2 will focus on refining and extending skills learned in Part 1 and provide authentic opportunities for deeper application. In Part 2, participants will learn a new map, the Problem Resolving Map. While the Planning Map supports a future focus and the Reflecting Map helps the coachee analyze and make sense of the past, the Problem-Resolving Map is about the present and is used when a coachee is struggling with a 'wicked' problem that initially seems unsolvable. While our initial tendency might lead us to try and solve the problem for the coachee, in this course, coaches will learn to use the five States of Mind to help the coachee in finding their own resourcefulness to resolve the issue themselves. Surprisingly, this resolution will not necessarily come from "doing", but from re-thinking or cognitive reframing an issue in a different light. Participants should have completed Part 1 of the course before taking Part 2. (EN/AR) (P)

(EN/AR) - Offered in both languages: Arabic and English
(P) - In Person   (V) - Virtual   (B) - Blended

Year Round Professional Learning

Title	Cost	Description
Growing a culture of coaching تنمية ثقافة الإرشاد 4, 18, 25 February'23 4 March'23 6, 13, 20, 24 May'23	TBC	This workshop is offered through EDI in partnership with the National Centre for Educational Development (NCED) Over 40 hours, participants will explore and practice the coaching skills of deep listening, responding without judgment, and providing support for thinking. These skills are essential for anyone working in diverse and inclusive communities, who seek to facilitate thinking and exercising voice in safe spaces.
Having Hard Conversations 8 May'23	700 QAR	As administrators, coaches or colleagues, we often come up against situations where difficult topics must be addressed. What do we know about the best strategies for these specific moments? What questions should we be asking ourselves before we speak, and what language is best for when we do speak? Based on Jennifer Abram's books, Having Hard Conversations, and Hard Conversations Unpacked, and her work with conflict and interpersonal communication, this session will provide participants with planning and scripting tools for having those necessary humane and growth producing conversations with families and colleagues at this time of unpredictability. (EN) (P)
PEDAGOGY		
Glocalization. Linking the global with the Local 26 January'23 18 February'23	TBC	This workshop is for all teachers of learners from KG to Grade 12, and provides practical opportunities to understand and know how to link and apply educational resources created by teachers and locally, knowledge based entities in Qatar, with the curriculum of the school. Focus will be linking the global context of learning with the local knowledge, innovation , language, culture and heritage. There are several overarching goals for learners in this initiative. First is to nurture learners as global citizens who are connected to their own national identity. Secondly, is to equip learners with the knowledge, skills, motivation and understanding to demonstrate the importance of Glocalization as a sustainable model for learning. Third, to support learners who think globally and act locally, and who think locally and act globally. Finally, to inspire students to act in local/global sustainable ways. (EN/AR) (V)

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Year Round Professional Learning

Title	Cost	Description
THE INCLUSIVE PRACTICES PROGRAM		
Inclusive Practices: Referring Students for Success 8 January'23	1,000 QAR	This workshop aims at elevating the understanding of the referral process and its goals, and also at exploring ways to look at data holistically in order to build the profile of the student. Additionally, we will analyze ways to use all this info in order to develop evidence-based recommendations and outcomes in order to best support the student. (EN) (P)
Inclusive Practices: Exploring Educational Evaluations 29 January'23	1,800 QAR	This is a workshop in the series of the "Inclusive Practices Program." Ever wonder what happens when a student gets tested and what you can do with the data that comes out of that process? This workshop will take you through a full evaluation. You will know the components of the evaluation, how specialists choose the tools to evaluate and what the results tell us. You will have a chance to review an evaluation, and apply the results to support a student with a personalized plan. We will look at how this information can support your conversations with parents and educators. (EN) (P)
Inclusive Practices: Autism and Behavior that Challenges Us 19 February'23	1,255 QAR	This workshop provides educators across all educational contexts, the opportunity to develop an understanding of inclusive classroom practice through Universal Design for Learning (UDL). Strategies focus upon removing barriers to learning, understanding learner variability, increasing student agency, developing cultural competency and focusing upon inclusion for programme development. (EN) (P)
Having Hard Conversations 8 May'23	700 QAR	As administrators, coaches or colleagues, we often come up against situations where difficult topics must be addressed. What do we know about the best strategies for these specific moments? What questions should we be asking ourselves before we speak, and what language is best for when we do speak? Based on Jennifer Abram's books, Having Hard Conversations, and Hard Conversations Unpacked, and her work with conflict and interpersonal communication, this session will provide participants with planning and scripting tools for having those necessary humane and growth producing conversations with families and colleagues at this time of unpredictability. (EN) (P)
Inclusive Practices: Leading Conversations that Create Change 8 May'23	TBC	As administrators, coaches or colleagues, we often come up against situations where difficult topics must be addressed. What do we know about the best strategies for these specific moments? What questions should we be asking ourselves before we speak, and what language is best for when we do speak? Based on Jennifer's books, Having Hard Conversations, and Hard Conversations Unpacked, and her work with conflict and interpersonal communication, this session will provide participants with planning and scripting tools for having those necessary humane and growth producing conversations with families at this time of unpredictability.

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Year Round Professional Learning

Title	Cost	Description
RESEARCH		
What Is Action Research? 8 February '23	1,000 QAR	This workshop provides educators from different disciplines the opportunity to develop an understanding of action research. It provides an overview of what action research is, the action research cycle, and the specific processes and procedures required to implement action research. Participants will learn the basic skills required to develop an action research project. (EN/AR) (P) *This workshop is part of a Research Series
Developing an Action Research Agenda in Your Class or School 8 March '23	1,000 QAR	This workshop aims to equip participants with the knowledge and skills they need to identify problems of practice within their setting and develop focused research questions. Participants will identify and discuss observed problems within their setting, contributing factors, possible ways to investigate/ remediate the problem, as well as develop research questions. (EN/AR) (P) *This workshop is part of a Research Series
Understanding and Collecting Data for Research 10 May '23	1,000 QAR	This workshop provides educators with an overview of data, types of data, data collection tool development and use. The participants will learn about various methods of data collection and how to develop data collection tools that align to their research question. (EN/AR) (P) *This workshop is part of a Research Series
Analyzing and Reporting Research Results 24 May '23	930 QAR	This workshop will provide participants with the knowledge and skills they need to analyze and interpret data. More specifically, the participants will learn about various types of data analysis. Additionally, participants will be provided with the skills needed to interpret and report research findings. (EN/AR) (P) *This workshop is part of a Research Series

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Year Round Professional Learning

Title	Cost	Description
WELLBEING		
Mindfulness for Wellbeing: Phase 1: Waking up to the Present Moment اليقظة من أجل الرّفاهيّة المرحلة 1: الاستيقاظ للحظة الحاليّة. 18, 25 January'23 1, 8 February'23	1,030 QAR	This introduction to mindfulness takes you through an explorative journey to discover what is happening in the body and mind moment-to-moment. The focus is on learning to pay openhearted attention to different aspects of your internal and external world and you will have opportunities to develop skills to ground yourself through the day. You will begin to discover what it means to teach mindfully, and understand how mindfulness practice can improve students' concentration, relationships, self-esteem and general wellbeing. (EN/AR) (V)
Mindfulness for Wellbeing: Phase 2: Flexibility in the Present Moment اليقظة من أجل الرّفاهيّة المرحلة 2: المرونة في اللّحظة الحاليّة. 20, 27 February'23 6, 13 March'23	1,030 QAR	Throughout phase 2 you will be extending your interpersonal mindfulness and self-regulation as you are skillfully guided through an inquiry into your own coping strategies and their effectiveness. With an attitude of curiosity and acceptance you will explore how you react to experiences in-the-moment and consider; what power and responsibility do you have in affecting change for your own health and wellbeing? Facing rather than avoiding difficulties in the spirit of openness, curiosity and compassion will enable you to remain balanced and aware in the most stressful conditions. You will develop an understanding of how to safely introduce mindfulness to your students and explore a range of age-appropriate activities that will ensure their experience is positive. Before attending Phase 2, it is essential that you have either: completed Phase 1; or have attended a recognised mindfulness course; or have established your own mindfulness practice for at least 6 months. (EN/AR) (V)
Mindfulness for Wellbeing: Phase 3: Keeping your Mindfulness Alive اليقظة من أجل الرّفاهيّة: المرحلة الثالثة: الحفاظ على يقظتك حيّةً 10, 17, 24, 31 May'23	1,030 QAR	In Phase 3, the focus of this program is on cultivating an attitude of acceptance, compassion and empathy towards yourself and others. A friendly analysis of your life-style choices, and gently probing their effects will help you to define your own unique and sustainable path towards a healthy mind and a healthy body. You will have opportunities to practise teaching age-appropriate mindfulness activities to your students between sessions, to reflect on and share your experiences the following session. Before attending Phase 3, it is essential that you have either: completed Phase 2; or have attended a recognised mindfulness course; or have established your own mindfulness practice for at least 1 year. (EN/AR) (V)
Understanding Conflict and Ourselves 6-20 February'23	1,050 QAR	Conflict is a part of our everyday lives and, even though it is completely natural, it feels anything but comfortable when we find ourselves involved in it. In these sessions, participants will explore how to respond in creative and positive ways to the disputes and conflicts we may face daily. We will complete a self-assessment that will share the styles we favor when handling conflicts in our lives. These sessions will deepen participants understanding of underlying theory and application of effective problem solving strategies at work, home and within the community. (P)

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Year Round Professional Learning

Title	Cost	Description
Having Hard Conversations 8 May'23	700 QAR	As administrators, coaches or colleagues, we often come up against situations where difficult topics must be addressed. What do we know about the best strategies for these specific moments? What questions should we be asking ourselves before we speak, and what language is best for when we do speak? Based on Jennifer Abram's books, Having Hard Conversations, and Hard Conversations Unpacked, and her work with conflict and interpersonal communication, this session will provide participants with planning and scripting tools for having those necessary humane and growth producing conversations with families and colleagues at this time of unpredictability. (EN) (P)

EDUCATION TECHNOLOGY

Title	Cost	Description
The Universal Design for Learning (UDL) Principles and the Google Workspace for Inclusive classrooms 26 February'23 5, 12 March'23	1180 QAR	The Universal Design for Learning (UDL) principles can be used to maximize learning opportunities for ALL learners, meet diverse learning needs and improve accessibility to learning opportunities. These principles can be used in conjunction with the Google Workspace for Education. Educators participating in this workshops should expect to deepen their understanding of the 3 UDL principles and the guidelines for implementing them, explore an instructional design model used for creating lesson plans, and review/design lesson plans to integrate UDL principles and Google tools. (V)
Pair Proven Pedagogical Strategies and Google Workspace Tools to Transform Learning Outcomes 29 January'23 5, 12, 19, 26 February'23 5 March'23	2315 QAR	There is a huge amount of evidence as to what teachers can do to improve their students' learning. Edtech tools can accelerate learning even more. This course will show you how to revolutionize your classroom by Integrating Google Workspace Tools to transform learning and elevate powerful learning outcomes. Educators participating in this workshop should expect to: gain an understanding of how EdTech can act as an accelerator, know what the research says about feedback, create appropriate and effective homework that does not need marking, learn how to organize and grade collaborative work, create effective peer tutoring programs using digital tools, and integrating Google Workspace Tools into your classroom to transform learning. (V)
Digital Citizenship 1, 8, 15 May'23 (TBC)	1180 QAR	Exploring ISTE's Digital Citizenship standards and connecting them to resources available form Google's Applied Digital Skills and Common Sense Media. This workshop will focus on developing a lesson plan or unit design that embeds one or more Digital Citizenship standards. Through this workshop participants will have a better understanding of intellectual property and the Creative Commons licenses, they will also be encouraged to go through an audit of their own practices regarding their use of online apps/websites and data processing, and they will explore frameworks for critical evaluation of online resources. (V)

LANGUAGE LEARNING

Title	Cost	Description
Survival Arabic 9, 11, 16, 18, 23, 25, 30 January'23 1, 6, 8, 13, 15, 20, 22, 27 February'23 1, 6, 8, 13, 20 March'23	TBC	This course is offered through EDI in partnership with the Translation and Interpretation Institute snd will teach the Arabic alphabet and reading skills that give the basics of speaking and listening through a variety of everyday situations. Students will learn how to greet others, introduce themselves, ask about the places of things and persons, read billboards and street names, etc. The language we teach in this course is the Modern Standard Arabic (MSA). Prerequisites: No prior knowledge of Arabic is expected. (P)

(EN/AR) - Offered in both languages: Arabic and English
(P) - In Person   (V) - Virtual   (B) - Blended

Year Round Professional Learning

Title	Cost	Description
STUDENTS		
Qatar Leadership Conference	TBC	132 workshops, based on themes selected through student voice, and arranged with 50% of the workshops being youth-led and 50% expert-led workshop. This conference is an opportunity to build soft skills, gather inspiration, develop essential skills, and participate in incubator sessions to develop ideas inspired by the conference. (P)
Mental Health Festival	TBC	The mental health festival is an opportunity for youth to learn and lead a pathway to education for preventative care. Youth leaders share education in partnership with professional psychiatrists, psychologists and counsellors, and connect youth in Qatar to resources and information on mental health. (P)
Sustainability Festival	TBC	The sustainability festival is a culmination of months of sustainability programs run in THIMUN Qatar schools, leading to a festival of student excellence in sustainability, workshops and fiestas by sustainability leaders in the region. (P)
MSMUNQ	TBC	Aimed at Middle School students, who are interested in engaging in solution based thinking in world issues, and learning about the UN, this conference features 12 SDG committees. Each committee also connects to service activities relating to the issues on the agenda, connecting debate to action in a real and tangible way, teaching middle schoolers how they can make an impact in their communities. (P)

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Asynchronous Professional Learning Opportunities

EdX Courses

EdX is an online provider who partners with 160 top Universities such as MiT, Harvard and Berkley to provide over 3600 online courses, 916 of which are free.Their mission is to provide a world where every learner can access education. The majority of their courses can be completed for free, with an option to upgrade and self-fund if you wish to gain a certificate. The courses use asynchronous video lectures and interactive elements. They start at different times throughout the year.

Many of their short, free courses would be relevant for educators, school leaders, and staff in support roles. These include Ethical Leadership, Digital design, IELTS preparation,Teaching Online, Project management, Data analytics, Understanding business environments, Teaching for Critical Action and Unconscious Bias. Courses can be accessed at https://www.edx.org/

Edraak

Edraak is an educational initiative to bring MOOCs to the Arabic-speaking world, developed by the Queen Rania Foundation for Education and Development in Jordan and EdX. It now has 2 million users registered for its Arabic medium courses. It also has a page of free pre-K-12 educational resources in Arabic. It can be accessed at https://www.edraak.org/

ThinkSmall Institute

The Think Small Institute offers a wide range of learning opportunities which include options for both live-virtual training and self-paced eLearning for early childhood educators. Their subject matter experts design and deliver high-quality professional development that meets the unique requirements of educators wherever they are. Their courses are competitively priced and run throughout the year. The courses can be accessed at https://thinksmallinstitute.org/on-demand-catalog/

Coursera

Coursera is another online provider who partners with 200 Universities and organizations such as Google, Imperial College London and Stanford to provide over 5000 online courses, many of which are free and 4000 of which you can complete in a day. The majority of their courses can be completed for free, with an option to upgrade and self-fund if you wish to gain a certificate. The courses use asynchronous video lectures and interactive elements. They start at different times throughout the year.
Courses can be accessed at https://www.coursera.org/
A great thing about Coursera is that it offers courses in both English and Arabic. Faculty who wish to learn in Arabic can search courses using Arabic medium.