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Project number:

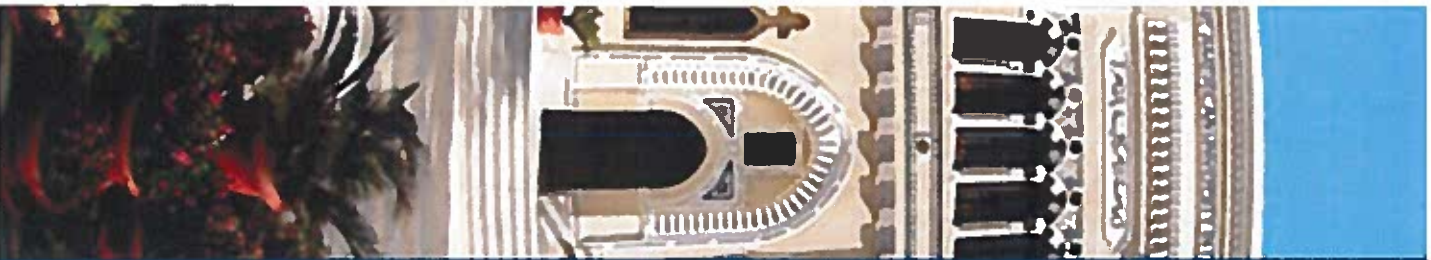
573660-EPP-1-2016-1-EG-EPPKA2-CBHE-JP (2016-2516/001-001)

**School and University Partnership for Peer Communities of
Learners
(SUP4PCL)**

Overview

Kick off meeting 27th -28th Feb, 2017
The American University in Cairo

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The Partnership Foundational Principles

The Partnership is about **Change** and **Transformation**

*“Never doubt that a thoughtful group of citizens
can change the world. Indeed, it is the only thing
that ever has.”*

Margaret Mead

The Partnership is a **Collaborative** and **Collegial** one

*“Alone we can do so little; together we can do so
much.”*

Helen Keller



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The Partnership constitutes a *Community of Learners*

“What we have to learn to do we learn by doing.”

Aristotle

The Partnership respects Diversity, Multiculturalism and Internationalization

*“If we cannot end now our differences, at least we can help
make the world safe for diversity.”*

J.F. Kennedy



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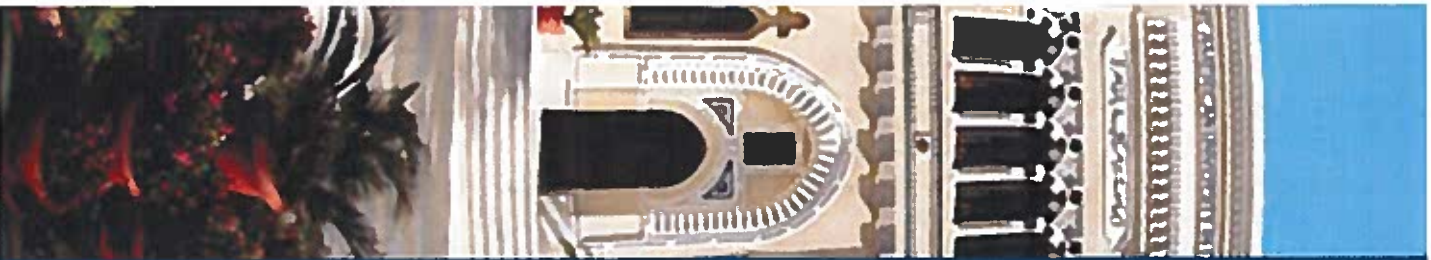


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The Rationale and Philosophy

The journey towards School University partnership is not an entirely new one. Some of us already began the journey.

Through the evaluation of the previous TEMPUS partnership, it became clear that a more in-depth phase was needed.





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- The TEMPUS project entitled Capacity Development for Faculties of Education CDFE focused on three strategic entry points to reform:
 1. Action Research
 2. Practicum
 3. Continuous Professional Development CPD
- The area needing greater in depth work was CPD to ensure the most critical component of school university partnership, was well established following best practices



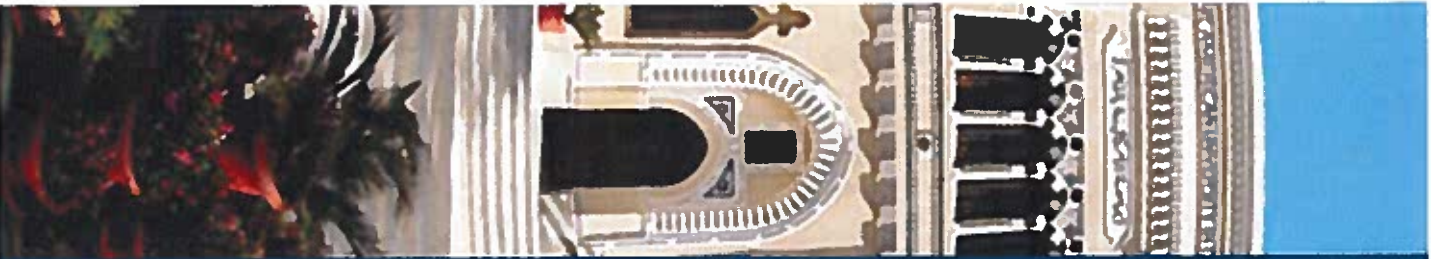
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- The recognition of the importance of Continuing Professional Development CPD that is school based underlines this consortium's conviction that teacher learning and performance lie at the heart of societal transformation and reform.
- Innovative approaches to Professional Development for educators are complex and multifaceted. They require deep transformations in professional understandings, reflections, practices and behaviors





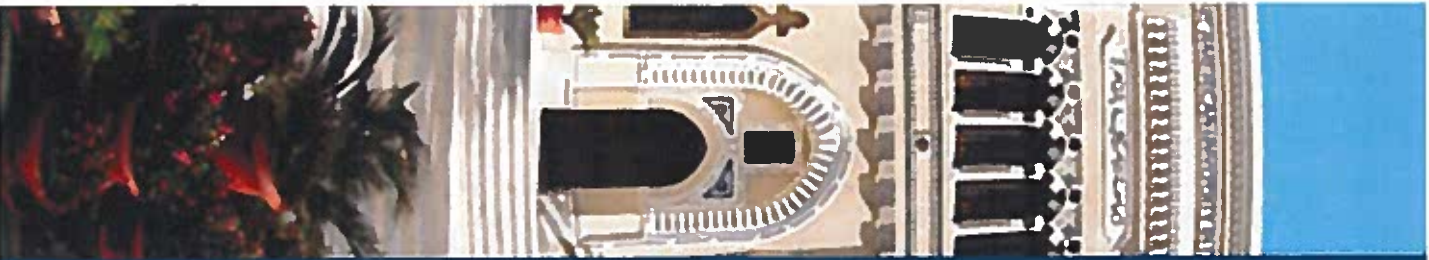
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- The current consortium has come together because of a strong belief that creating an Egyptian-European Peer Community of Learners is the best method of supporting change and of experiencing together the amount of detail and planning such a transformation will entail.
- Through exposure, dialogue, praxis, mentorship, coaching, and reflection, new professional habits are expected to emerge at the faculty and school levels





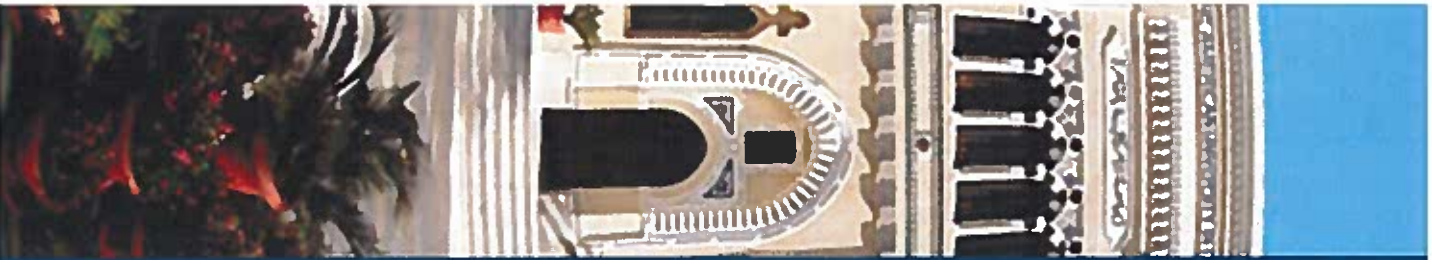
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- Peer communities of learners will be the main conduit through which transformation will occur not only between partner countries, but also between university and school and within each of the participating institutions.
- The work of this consortium touches on many of the much required facets of the transformation.





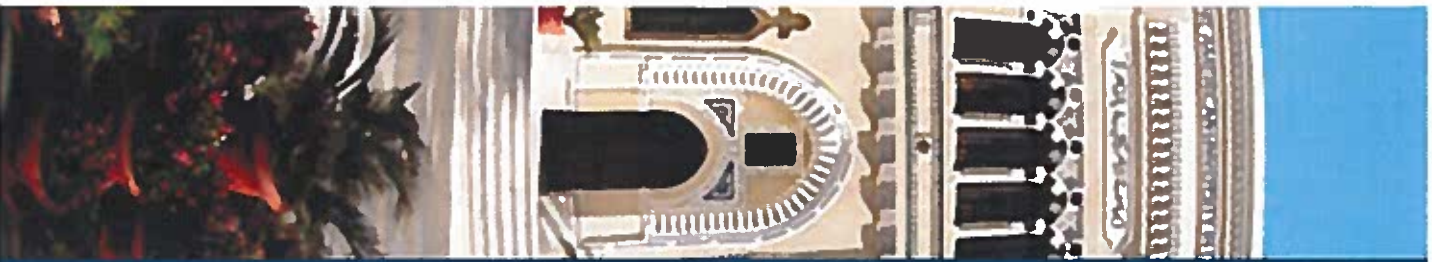
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- Cultural and relational facets such as peer learning, coaching and mentorship support moving away from traditional hierarchies.
- Technical facets such as promoting STEM, Inclusive and special education encourage and embrace multi-disciplinary and integrated approaches.





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Objectives

Wider Objective:

- Build the capacity of FOEs to enhance and modernize CPD in the Egyptian context.



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Specific Objectives

- Develop Professional Development schools.
- Produce baseline needs assessment of PD schools
- Develop pedagogical leaders and mentors in the PD schools
- Develop new habits of mind such as reflection and journaling.
- Develop Peer Communities of Learners at school and university levels



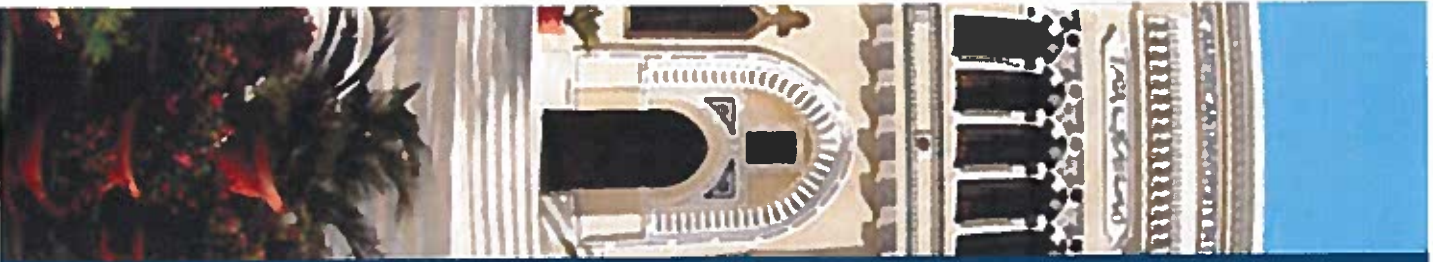
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- Develop materials for school based learning
- Develop systems of assessment and quality assurance
- Develop systems of recognition and incentives





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Impact and sustainability

- The work of the consortium aims at creating sustainable impact by:
 1. Institutionalizing the SUP, PCL and school based quality assurance units.
 2. Designing technology enhanced materials
 3. Widening the network of beneficiaries such as PAT.
 4. Creating policy frameworks for the school university partnerships at highest levels
 5. Catalyzing and linking to existing national efforts for the FOE reform



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Partners

Partner	Acronym	Country
P1 The American University in Cairo (Coordinator)	AUC	Egypt
P2 Alexandria University	AU	Egypt
P3 Helwan University	HU	Egypt
P4 Ain-Shams University	ANSU	Egypt
P5 University of Leicester	ULEIC	UK
P6 University of Northampton	UON	UK
P7 Martin Luther University	MLU	Germany
P8 University of Limerick	UL	Ireland



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Summary of Work Packages

WP No.	WP Title	Lead
WP 1	Preparation	AUC
WP 2	Development	UON
WP 3	Quality Plan	ULEIC
WP 4	Dissemination and Exploitation of Results	HU and AUC
WP 5	Management	AUC



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Roles and responsibilities

- Please refer to the documents in your file which outline preliminary roles for each partner. The roles are also reflected in the annexes of your partnership agreements. You will note that all the various activities and roles are based on very tight and intertwined partnerships.



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WP 5 : Management

- WP 5.1 : Meetings
- WP 5.2: Create Website
- WP 5.3: Adjust Work Plan
- WP 5.4: Creation of Internal organization
- WP 5.5 : Technical reporting and documents review
- WP 5.6: Financial Reporting and documents review.



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Management Style and Communication Method

The management style will be :

- Consultative
- Participatory
- Empowering all partners to voice their opinions and ideas
- Respectful of cultural diversity.
- Collegial to ensure team spirit and collective ownership of the process and outcomes of the work



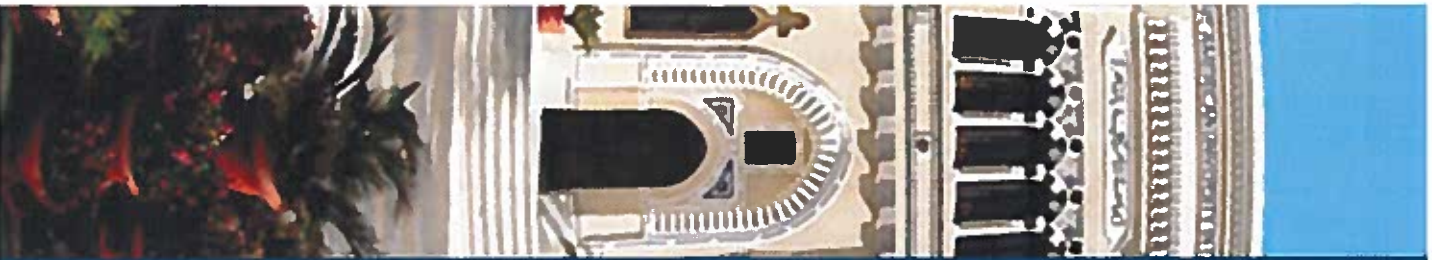
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- The lead coordinating institution will be responsible for overall quality control of the work packages and activities therein, for example Visit programs are to be reviewed by AUC
- Communication will be effectuated both virtually and face to face.
- Regular circulars and emails will be sent on almost bimonthly bases and as needed.
- Management meetings will take place both on local and Global levels every four months.





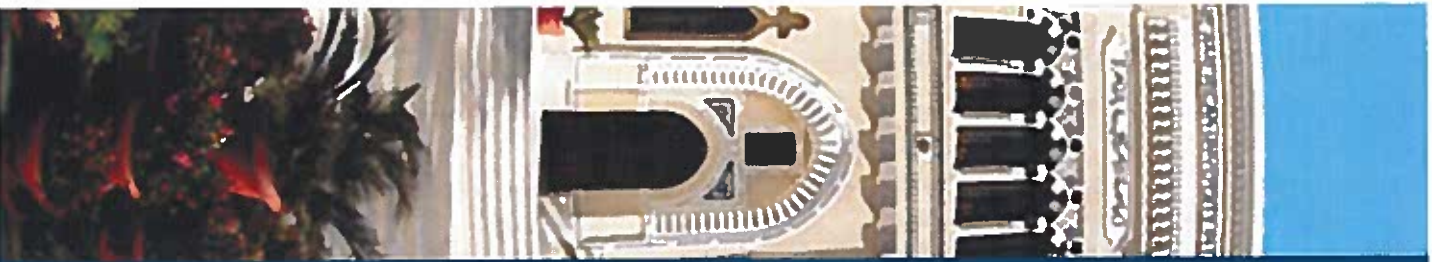
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- Preferred mode of communication is e-mail
- Always copy the coordinating institution with a clear subject title to the e-mail. Please indicate level of urgency, importance or FYI
- Please always cc. the whole AUC Team or other teams as needed
- Please address specific queries on logistics, travel, finance or contractual issues to the relevant focal person
- Focal persons for financial transactions and reporting must be in direct communication constantly to ensure all accompanying documents are collected in a timely manner.





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Conflict committee

- In cases of conflict (ex. due to poor communication, or inactive partners or late submissions, or other reasons), a tripartite committee for conflict resolution, which is comprised of: Prof. Ahmed Heggi from Helwan University, Prof. Hilary Burgess from University of Leicester and Dr. Medhat El-Nemr from Alexandria University will be established. This is in the case of minor conflicts. However, if the case escalates to litigation proper between the partners, the Belgian Law will apply, but if a conflict arises between AUC and EACEA, EU law applies.



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Consultations

- Other modes of consultation as Skype, video conferencing, telephone will all require minutes



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International Management meetings

	Date	Location
Kick off Meeting	27-28 Feb, 2017	AUC
2 nd Management Meeting	6-7 June, 2017	ULEIC or MLU
3 rd Management Meeting and Midterm Review	Feb- March, 2018	AU
4 th Management Meeting	Oct, 2018	UL



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Local Management meetings

	Date	Location
1 st Local Management Meeting	21 Feb 2017	AUC
2 nd Local Management Meeting	9-10 Oct, 2017	ANSU
3 rd Local Management Meeting	June, 2018	AU
4 th Local Management Meeting	February, 2019	HU



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Internal Organization

- All additional resolutions and decisions reached during the course of the project implementation and/or during management meetings will be shared with EACEA and will constitute the management manual of the project.



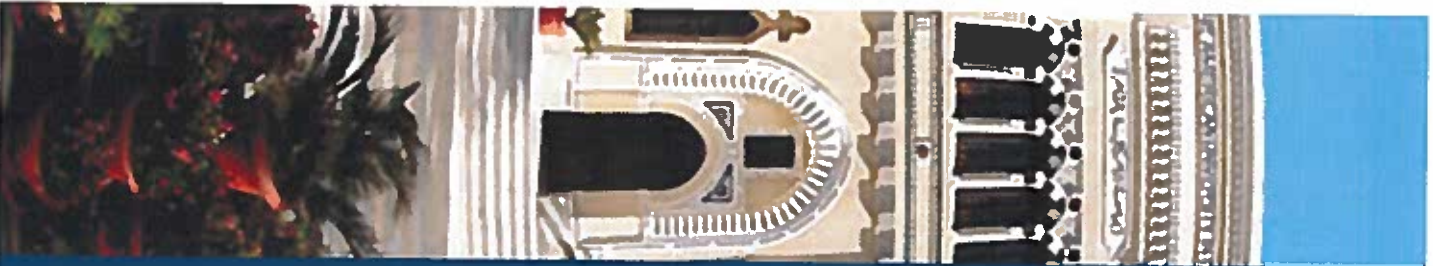
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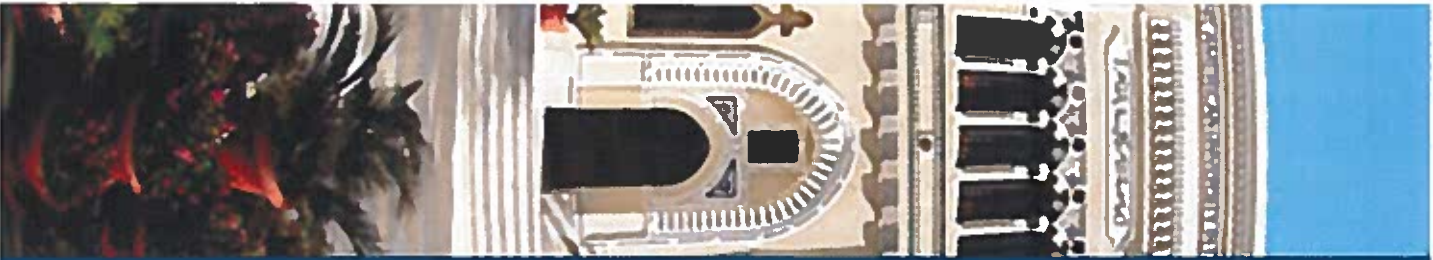


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Website

- A website for the project is currently being created as a link to the current Graduate School of Education/ MEIHE Website and will be entitled ERASMUS+SUP4PCL.





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Thank You



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School and University Partnership for Peer Communities of Learners (SUP4PCL)

Project number:

573660-EPP-1-2016-1-EG-EPPKA2-CBHE-JP (2016-2516/001-001)

Workpackages Overview

Kick off meeting 27th -28th Feb, 2017
The American University in Cairo

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Work packages- Overview

Preparation

Development

Quality Plan

Dissemination



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Workpackage 1- Preparation:

Lead: AUC (The American University in Cairo)

Oct. 2016 – Sept. 2017

Sub lead: UON (University of Northampton)

- AUC will guide and coordinate designing the visits programme and selection criteria of participants, follow-up on: the needs assessment tools, improvement plans and written visit reports.



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Workpackage 1- Activities

1.1 Selection of
University Teams

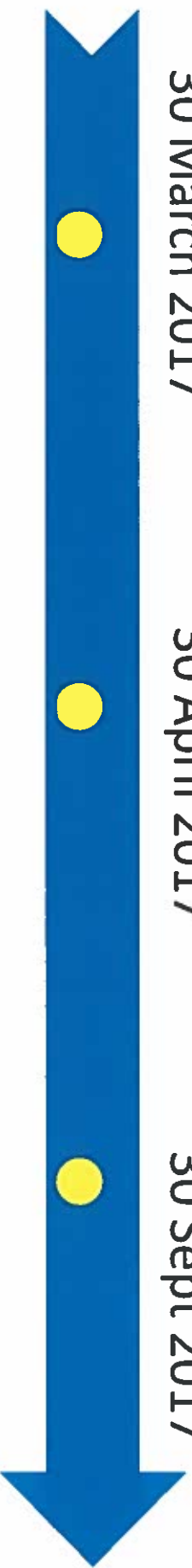
1.2 Complete needs
assessment

1.3 Perform
coaching

30 March 2017

30 April 2017

30 Sept 2017





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WP1.1: Selection of university teams and focal persons (Oct 2016- March 2017)

All partners:

Select members from each institution to be part of the team and act as the focal persons.

EG FOEs:

Select PD neighbouring schools

General criteria: public schools, neighboring, schools has a Quality Assurance unit, willingness to participate, has technological infrastructure



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WP1.2: Complete needs assessment *(March-April 2017)*

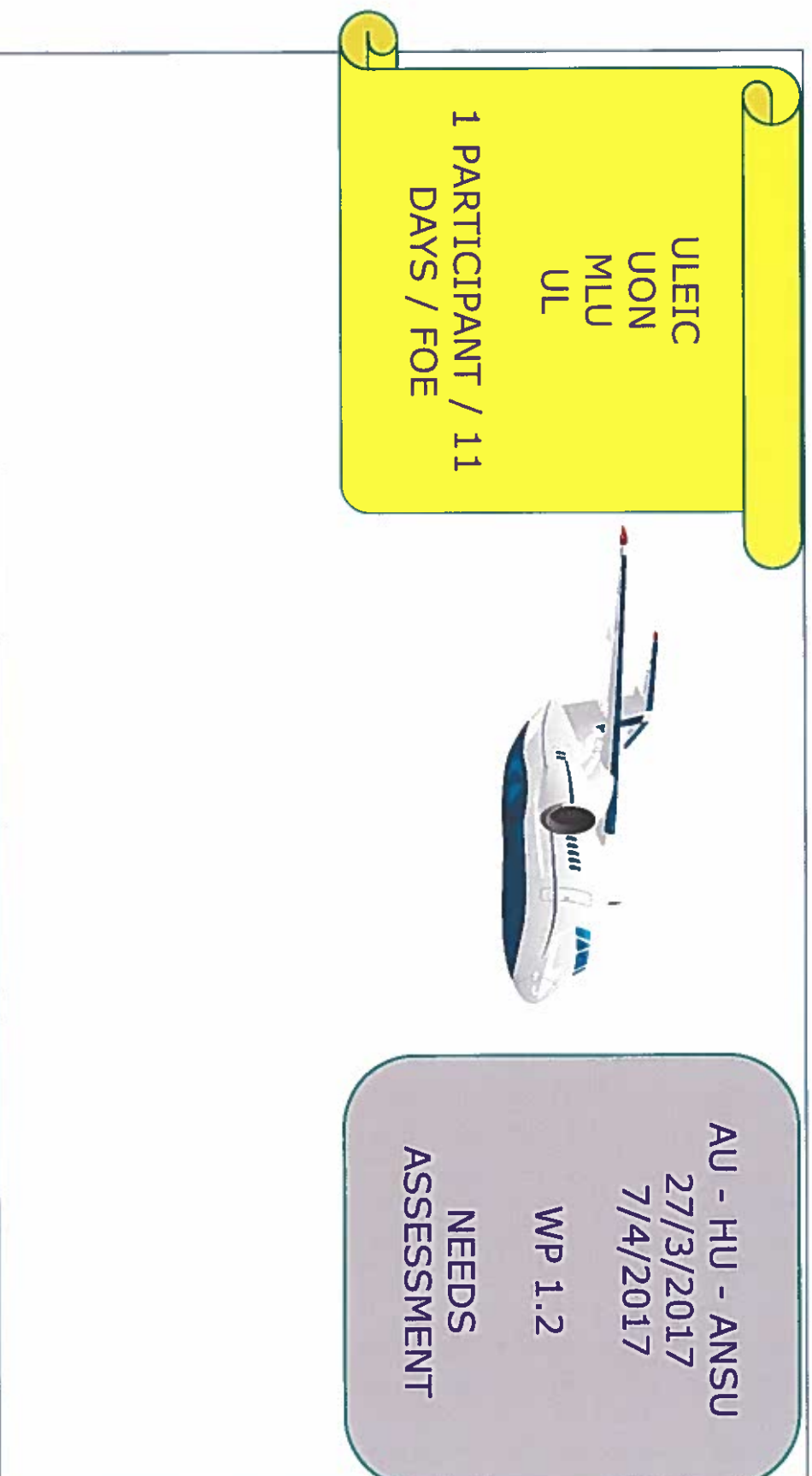
EU partners:

- Help FOEs to create tools and develop skills in conducting needs assessment
- Provide guidance of ethnographic school based studies

EG-FOEs:

- Sign protocols for the FOE school partnership
- Produce 15 baseline needs assessment on PD schools
- Describe and analyse the 15 Quality Assurance units of the PD schools
- Host EU partners who will support in providing the tools and skills to conduct the needs assessment.

WP 1.2: Complete needs assessment *Travel*





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WP 1.3: Perform Coaching *(March-April 2017)*

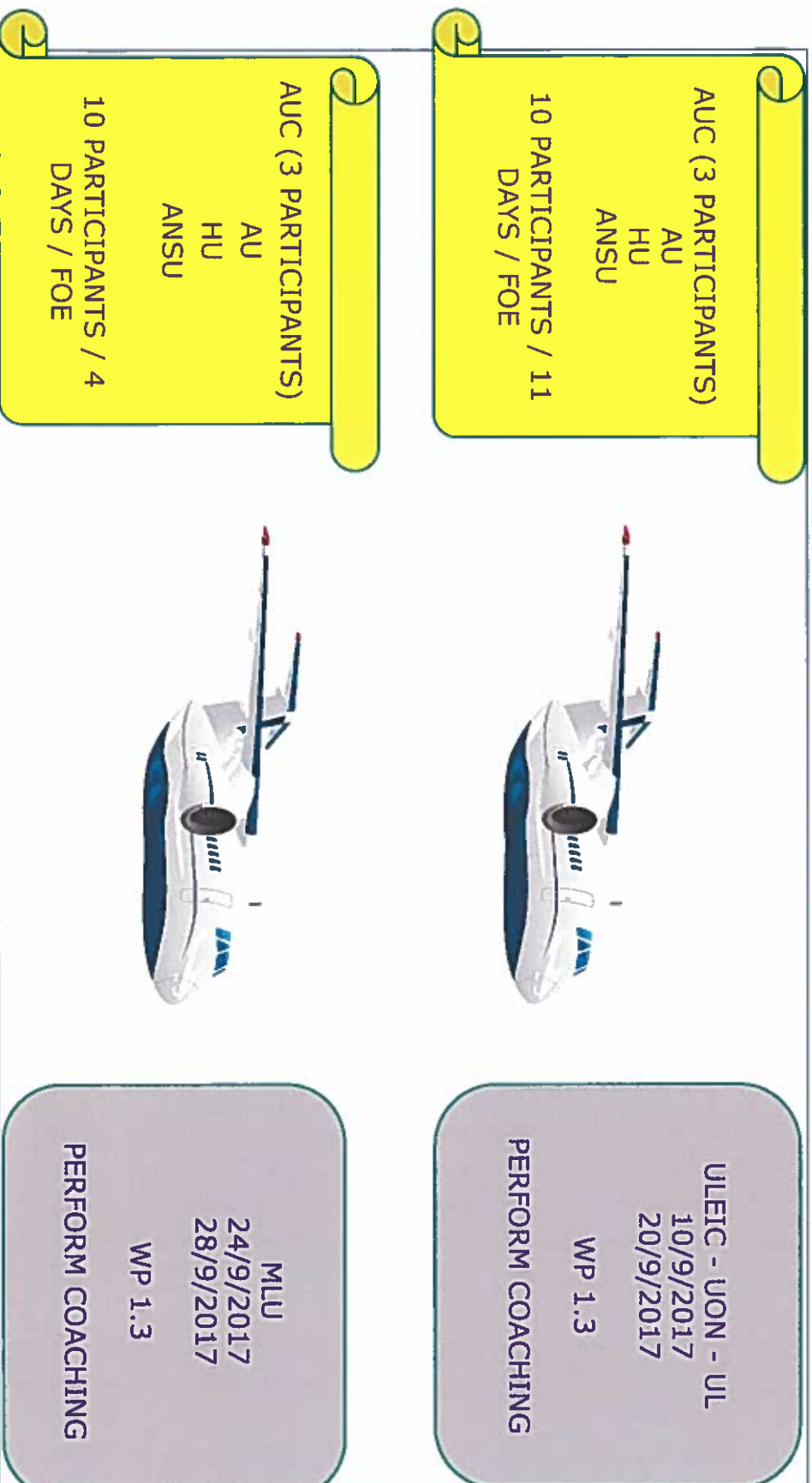
EU partners:

- Help the Egyptian FOEs create tools and develop skills in coaching.
- Train mentors and perform coaching in FOEs on various aspects and models of mentorship and guide the formation of PCLs, producing 3 senior mentors and 5 assistant mentors/FOE.
- Create visit programmes for FOE visits and coaching

EG-FOEs:

- Ensure and monitor the creation of cluster schools and PCLs with minimum of 15 PD schools.
- Observe different models and write improvement plans.

WP 1.3: Perform Coaching *Travel*





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Workpackage 2- Development

Lead: UON (University of Northampton)

(Oct 2017 – July 2019)

Sub lead: UL (University of Limerick) & MLU (Martin Luther University).

- **UON** will lead developing the training material and will guide the training workshops for the development of school mentors and PCLs.
- **UL** will support UON focusing in developing the blended learning material in STEM.
- **MLU** will support UL in developing the blended learning material.



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Workpackage 2- Activities

2.1 Developing
material

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2.2 Training
workshops

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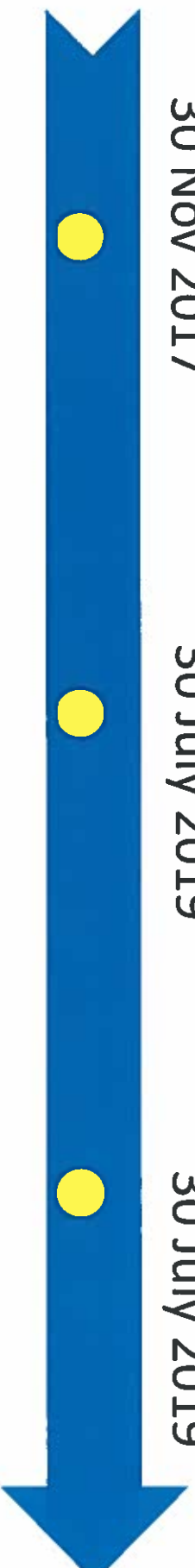
2.3 School visits

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30 Nov 2017

30 July 2019

30 July 2019





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WP2.1: Developing material (Oct2017 –Nov 2017)

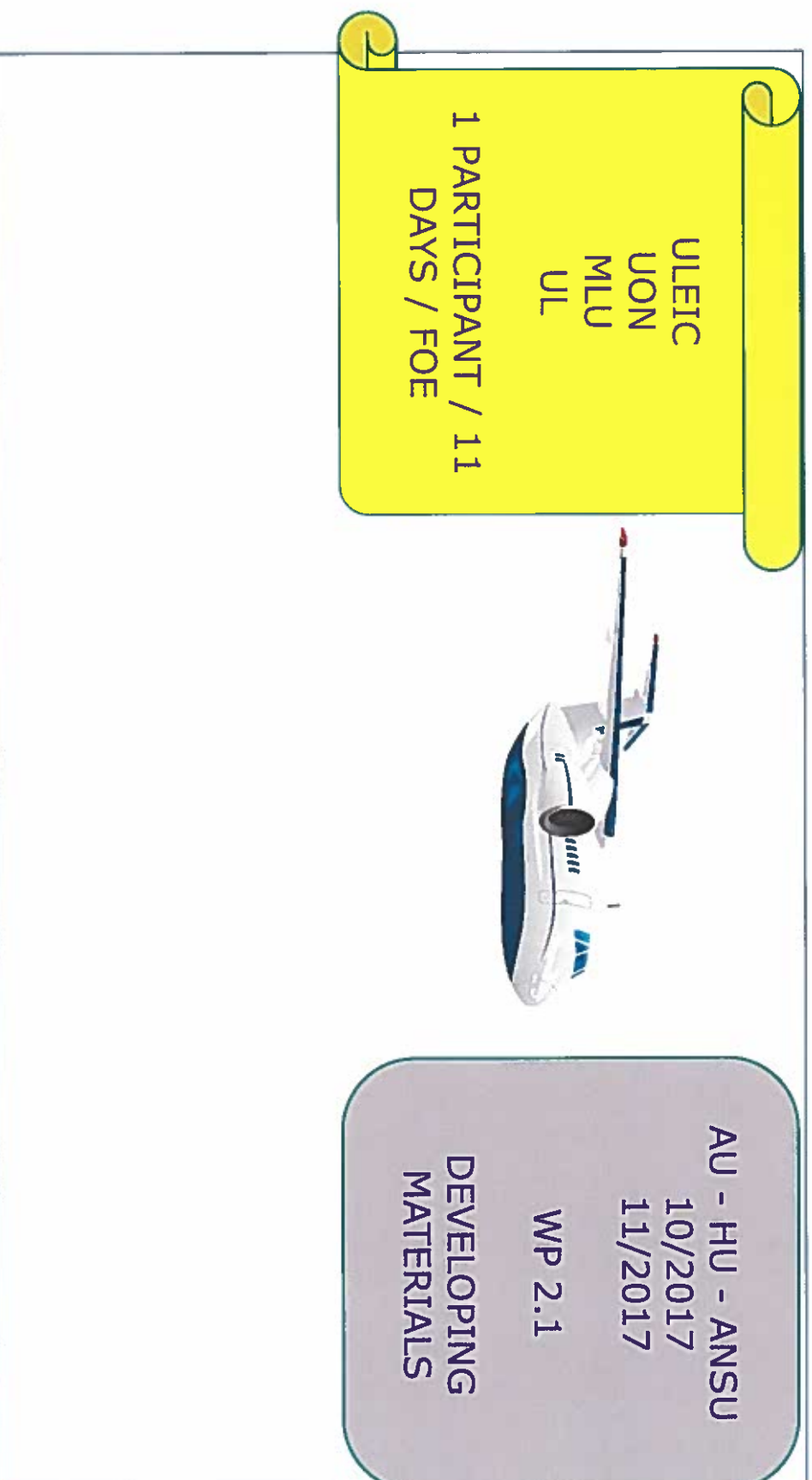
EU:

Help Egyptian FOEs in developing the training material.

EG FOEs:

Develop training material (hard/soft- F2F/online) for FOE faculty to use with school teachers on pedagogies of teaching and learning, STEM subjects, Special Educational Needs (SEN).
Global citizenship and sustainable development.

WP 2.1: Developing Material *Travel*





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WP 2.2 Training workshops (Dec-2017- July 2019)

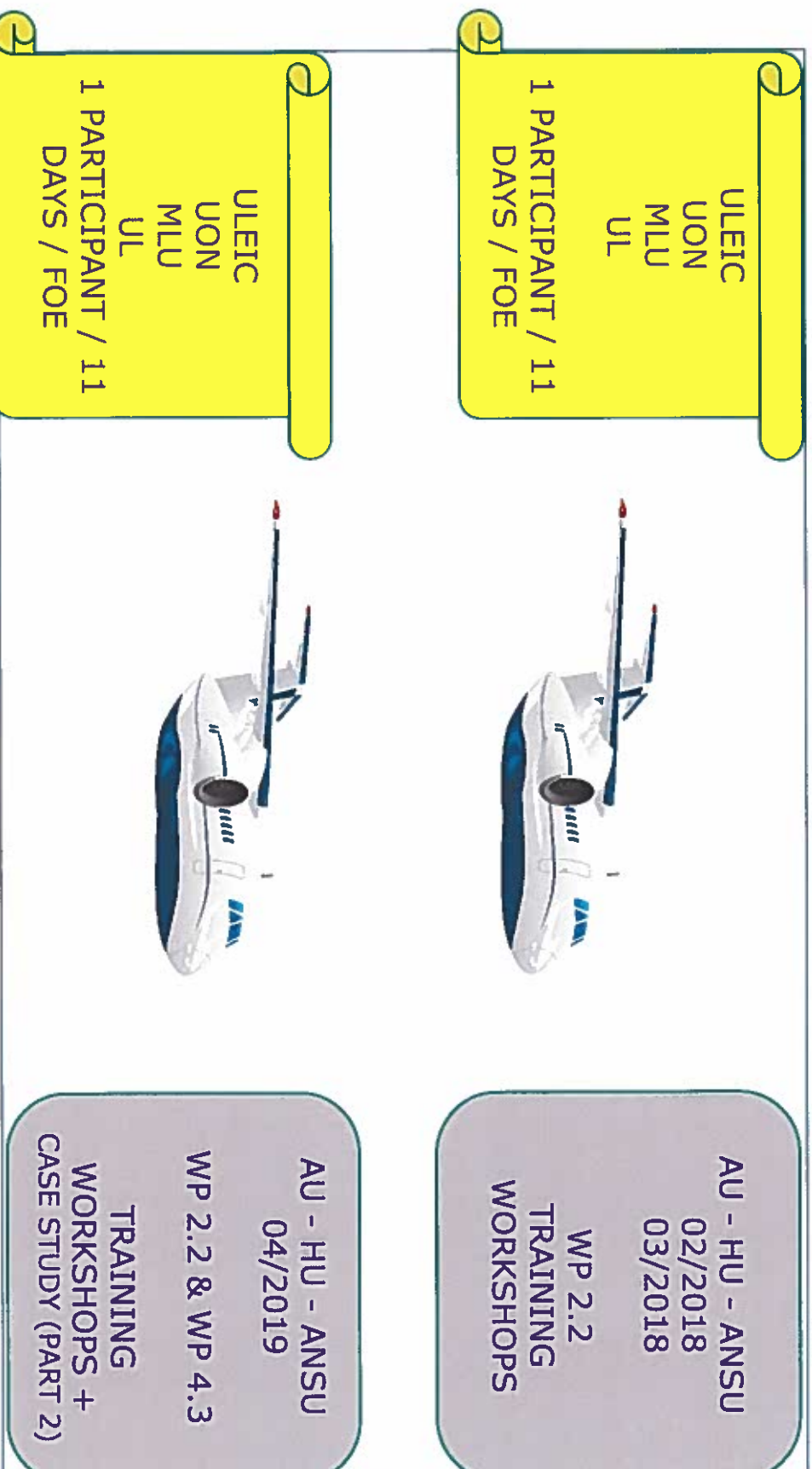
EU:

Support FOEs in developing mentors, as well as coach and monitor the training activities both face to face and at distance .

EG FOEs:

- Ensure that 15 quality assurance units in PD schools/ FOE are up and functioning.
- Train school teachers and pedagogical leaders on material developed and on various models of mentorship.
- 25 school mentors /FOE will be trained.

WP 2.2 Training workshops Travel



WP 2.3 School visits *(Oct 2017- July 2019)*

EU

- Support the three FOEs to develop PCLs both face to face and at distance.

EG FOEs:

- Perform regular monitoring visits to PD schools (minimum of 4 visits /month/ FOE) to ensure that the process of forming the PD school clusters is running as planned & to inform the development of the material. Progress reports from the PD schools will be submitted once a month based on weekly filling of templates.



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Workpackage 3- Quality Plan:

Lead: University of Leicester (ULEIC)

(Feb. 2017 – Oct. 2019)

Sub lead: MLU (Martin Luther University)

- ULEIC will lead the efforts of designing templates for assessment and self-assessment tools.
- It will also review the visits and progress reports, improvement plans and case studies.
- ULEIC will also conduct M & E visits and produce four M & E reports including a final one.
- MLU will support ULEIC in the provision of M&E tools



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Workpackage 3- Activities

3.1 Monitoring, Evaluation
tools & visits

3.2 Mid-term Review

14 Oct 2019

30 March 2018





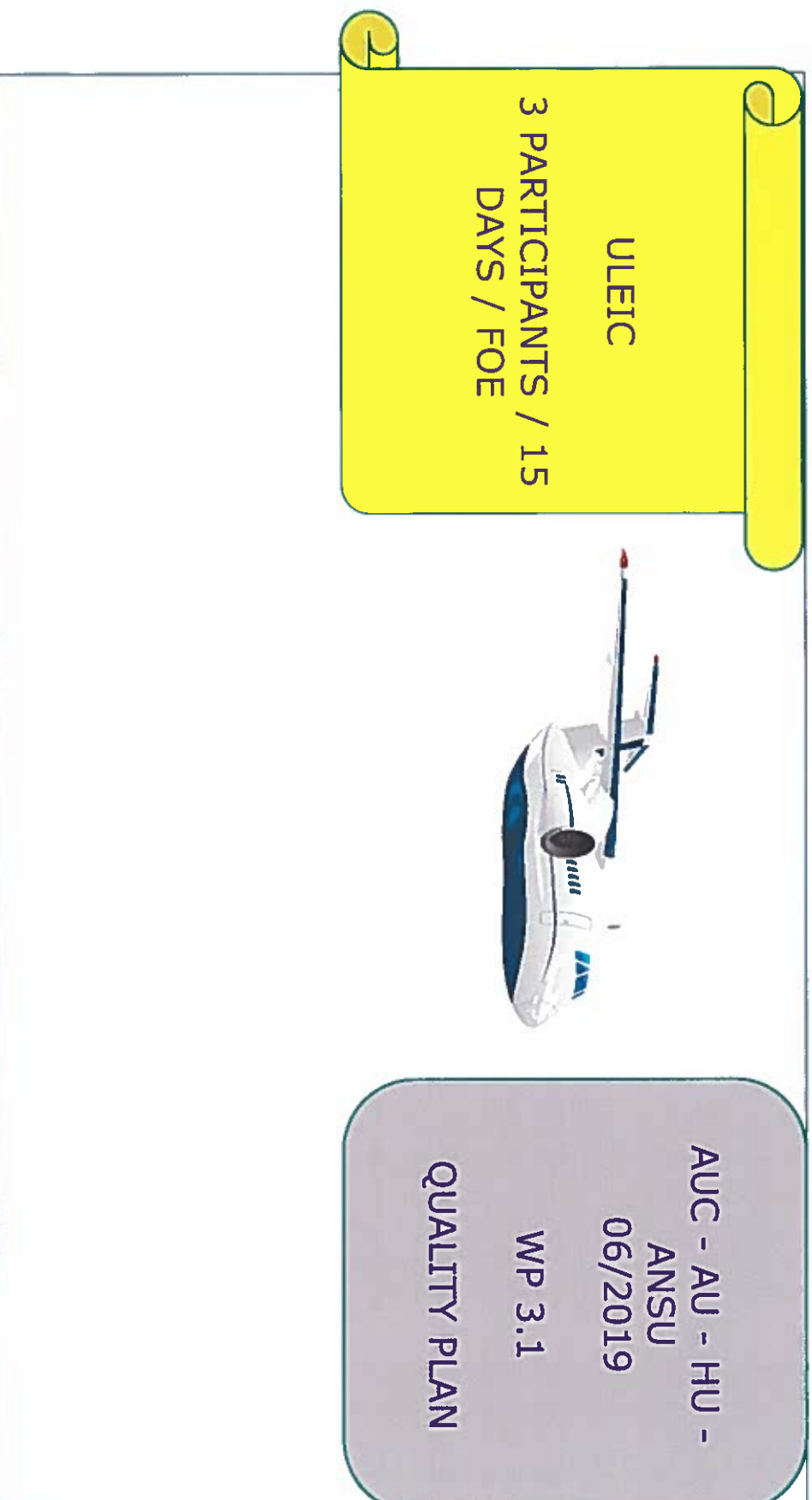
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WP 3.1 M & E tools and visits *(Feb 2017-Oct 2019)*

ULEIC with assistance of MLU

- Provide M&E tools to help measure processes and outcomes in addition to various indicators and benchmarks on an ongoing basis.
- Produce four M & E reports (including a final one).
- **ULEIC** will travel to EG to fulfil the M & E visits.
- **All partners** will host internal and external evaluators as necessary

WP 3.1: M & E tools and visits *Travel*





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WP 3.2 Mid-term review *(Dec 2017- March 2018)*

- This is one of the tools that ensure the project is progressing as planned
- ULEIC will deliver a report during the management meeting with needed recommendations.



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Workpackage 4- Dissemination and Exploitation:

Lead: Helwan University (HU)- The American University in Cairo
(AUC)

(Feb 2017 – Oct 2019)

Sub lead: AinShams University (ANSU will support the dissemination efforts)

HU in coordination with AUC:

- Will design and lead the dissemination efforts throughout the project. there will be efforts to hold workshops with existing stakeholders and new stakeholders.
- Will make sure to use Audio-visual recordings to help document and disseminate progress and outcomes.
- Will follow up and collect the audio-visual material recorded by partners.
- AUC with the support of HU will be responsible for the media briefs.



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Workpackage 4- Dissemination and Exploitation:

Lead: Helwan University (HU)- The American University in

Cairo (AUC)

(Feb 2017 – Oct 2019)

AUC:

- Will organize a conference at the end of the project including national and international representatives.
- Will be responsible for the policy dialogue.
- Will coordinate events at different levels.
- Will be responsible for the official media briefs.

Research carried out throughout the lifetime of the project and documentations will be published in international journals and conferences and project's final conference.



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Workpackage 4- Activities

4.1 Policy Dialogue

4.2 Conference

4.3 Publish Studies
and reports

14 Oct 2019.....

30 Sept 2019

30 June 2019





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Workpackage 4- Activities

4.4 Media brief

4.5 School visits

14 Oct 2019

30 June 2019





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WP 4.1 Policy Dialogue *(Feb 2017- Oct 2019)*

- Policy briefs will be the main outcome of continuing dialogue between various stakeholders during the lifetime of the project.
- AUC will support the production of policy briefs as needed.
- The Egyptian FOEs will participate in the policy dialogue at local level for each FOE to present and sustain its relationship with its local educational district.



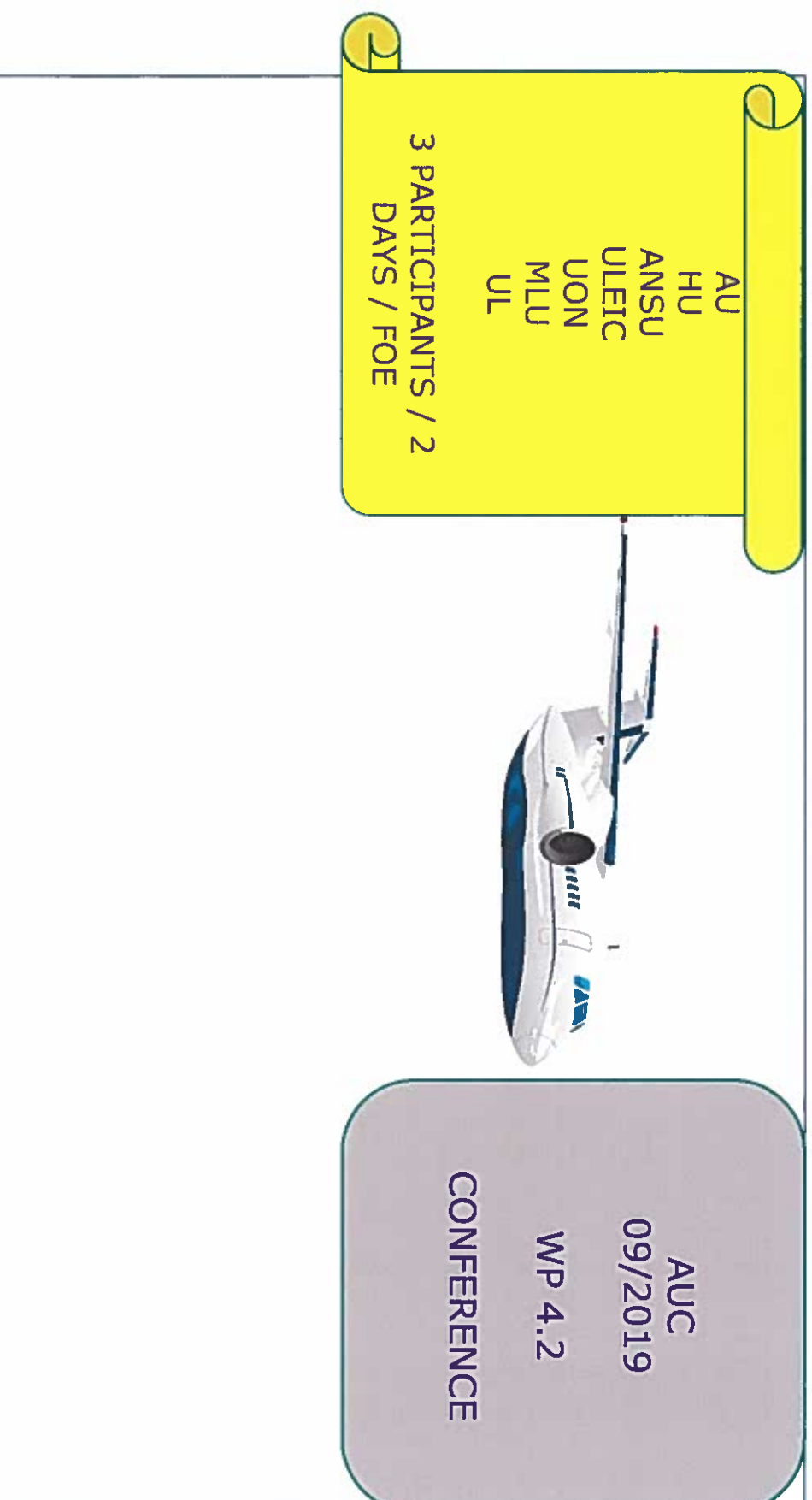
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WP 4.2 Conference

(May 2019-Sept. 2019)

- A final end of project conference will be held to present the projects' major outcomes, which will help disseminate the results across borders in the Arab region and Europe.
- **All Partners** will share the project outcomes related to their university
- The conference will be hosted and organized by **AUC**.
- **All partners will attend**

WP 4.2: Conference *Travel*





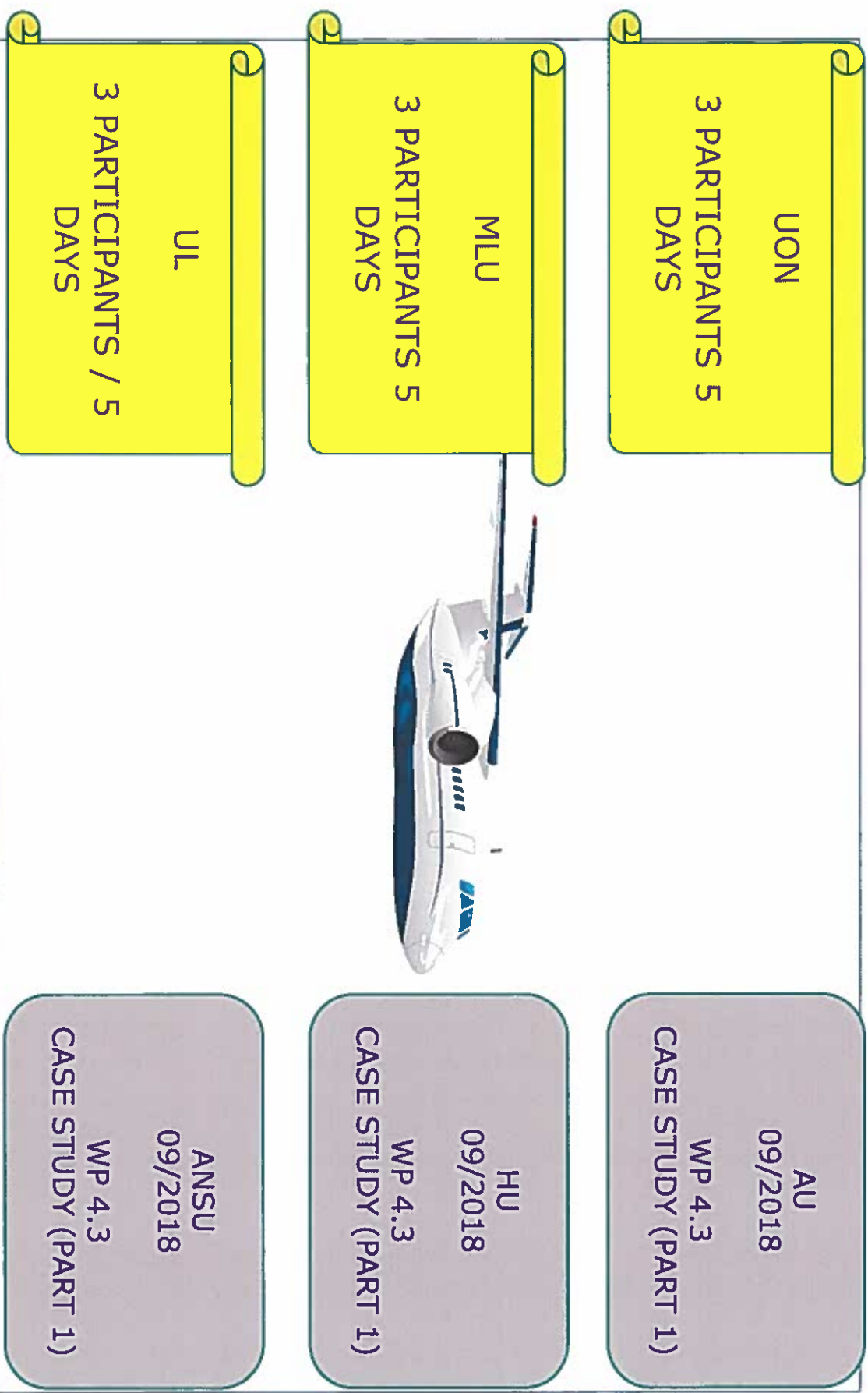
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WP 4.3 Publish studies and reports

(July 2018- May 2019)

- EU partners (**UON, MLU, UL**) will work collaboratively with EG partners to produce *case studies* *:
 - UON will work with AU
 - MLU will work with HU
 - UL will work with ANSU.
- ULEIC will review the case studies.
- Each EG partner will review the Arabic translation of their case studies.
- During the period of this activity, FOEs need to work and finalise their case studies in order to have them reviewed, translated and ready for dissemination.

WP 4.3: Publish studies and reports *Travel*



WP 4.3: Publish studies and reports *Travel*

ULEIC
UON
MLU
UL
1 PARTICIPANT / 11
DAYS / FOF



AU - HU - ANSU
04/2019
WP 2.2 & WP 4.3
MONITOR
TRAINING
WORKSHOPS +
CASE STUDY
(PART 2)



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WP 4.4 Media briefs

(Dec 2017- Oct 2019)

- EG partners will document and video tape the project activities under the lead coordination institution (AUC) with support from HU and will deliver the produced material to both.
- The main outcome of this activity is to disseminate the models and successful practices developed by the project and familiarize the public at large with such efforts.
- AUC with the support of HU will disseminate the periodic results.
- EU partners will disseminate results of the project at several intervals in an ongoing fashion.



WP 4.5 School visits

(Oct 2017 - June 2019)

- EG partners (AU,HU,ANSU) will follow up and monitor the school exchange visits during their weekly visits to schools.



Thank You

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School and University Partnership for Peer Communities of learners (SUP4PLC)

Proj. n.: 573660-EPP-1-2016-1-EG-EPPKA2-CBHE-JP (2016-2516/001-001)

Kick-off Meeting

Cairo 2017.02.27-28

Towards a monitoring instrument for PLC

Francesco Cuomo, Anne-Kathrin Lindau, Tom Renner



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MARTIN-LUTHER
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HALLE-WITTENBERG



Key literature

Lave, J., & Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.

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Definitions

“Communities of practice are groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis”

(Wenger et al, 2002, p. 4)

“Communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavor.”

(Wenger, 2006, p. 1)

“An effective professional learning community has the capacity to promote and sustain the learning of all professionals in the school community with the collective purpose of enhancing pupil learning.

(Bolam et al, 2005, p. iii)

TABLE 2-2 DISTINCTIONS BETWEEN COMMUNITIES OF PRACTICE AND OTHER STRUCTURES

	WHAT'S THE PURPOSE?	WHO BELONGS?	HOW CLEAR ARE THE BOUNDARIES?	WHAT HOLDS THEM TOGETHER?	HOW LONG DO THEY LAST?
Communities of Practice	To create, expand, and exchange knowledge, and to develop individual capabilities	Self-selection based on expertise or passion for a topic	Fuzzy	Passion, commitment, and identification with the group and its expertise	Evolve and end organically (last as long as there is relevance to the topic and value and interest in learning together)
Formal Departments	To deliver a product or service	Everyone who reports to the group's manager	Clear	Job requirements and common goals	Intended to be permanent (but last until the next reorganization)
Operational Teams	To take care of an ongoing operation or process	Membership assigned by management	Clear	Shared responsibility for the operation	Intended to be ongoing (but last as long as the operation is needed)
Project Teams	To accomplish a specified task	People who have a direct role in accomplishing the task	Clear	The project's goals and milestones	Predetermined ending (when the project has been completed)
Communities of Interest	To be informed	Whoever is interested	Fuzzy	Access to information and sense of likemindedness	Evolve and end organically
Informal Networks	To receive and pass on information, to know who is who	Friends and business acquaintances, friends of friends	Undefined	Mutual need and relationships	Never really start or end (exist as long as people keep in touch or remember each other)

Three key characteristics

DOMAIN

“A community of practice is not merely a club of friends or a network of connections between people. It has an identity defined by a shared domain of interest. Membership therefore implies a commitment to the domain, and therefore a shared competence that distinguishes members from other people.”

(Wenger, 2012)

Three key characteristics

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COMMUNITY

“In pursuing their interest in their domain, members engage in joint activities and discussions, help each other, and share information. They build relationships that enable them to learn from each other.”

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PRACTICE

“Members of a community of practice are practitioners. They develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short a shared practice. This takes time and sustained interaction.”

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Three key characteristics

PRACTICE

“Members of a community of practice are practitioners. They develop a **shared repertoire of resources**: experiences, stories, tools, ways of addressing recurring problems—in short a shared practice. This takes time and **sustained interaction**.”

(Wenger, 2012)

- “A community of practice can be viewed as a social learning system. Arising out of learning, it exhibits many characteristics of systems more generally:
- emergent structure
 - complex relationships
 - self-organization
 - dynamic boundaries
 - ongoing negotiation of identity and cultural meaning.”

(Wenger, 2010, p. 179-80)

“Engagement in social contexts involves a dual process of meaning making.

On the one hand, we engage directly in activities, conversations, reflections, and other forms of personal participation in social life.

On the other hand, we produce physical and conceptual artifacts — words, tools, concepts, methods, stories, documents, links to resources, and other forms of reification—that reflect our shared experience and around which we organize our participation.

Meaningful learning in social contexts requires both participation and reification to be in interplay. Artifacts without participation do not carry their own meaning; and participation without artifacts is fleeting, unanchored, and uncoordinated.”

(Wenger, 2010, p. 180)

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(Wenger, 2010, p. 180)

Communities develop their practice through a variety of activities.

Typical examples:

Problem solving

TR5

Can we work on this design and brainstorm some ideas? I'm stuck.

Requests for information

Where can I find the code to connect to the server?

Seeking experience

Has anyone dealt with a customer in this situation?

Reusing assets

I have a proposal for a local area network I wrote for a client last year. I can send it to you and you can easily tweak it for this new client.

Coordination and synergy

Can we combine our purchases of solvent to achieve bulk discounts?

(Wenger, 2012, p. 2-3)

TR5

Zur besseren Übersicht vielleicht nach jedem Beispiel eine Leerzeile oder etwas Abstand einfügen.

Tom Renner, 2/21/2017

Communities develop their practice through a variety of activities.

Typical examples:

Discussing developments

What do you think of the new CAD system? Does it really help?

Documentation projects

We have faced this problem five times now. Let us write it down once and for all.

Visits

Can we come and see your after-school program? We need to establish one in our city.

Mapping knowledge and identifying gaps

Who knows what, and what are we missing? What other groups should we connect with?

(Wenger, 2012, p. 2-3)

RESEARCH

Questionnaire survey: 393 schools

Case studies: 16 schools

Jan 2002 – Oct 2004

Creating and Sustaining Effective Professional Learning Communities

Ray Bolam **, Agnes McMahon *, Louise Stoll **, Sally Thomas *
and Mike Wallace **, with Angela Greenwood *, Kate Hawkey **,
Malcolm Ingram **, Adele Atkinson *
and Michele Smith *

Universities of Bristol *, Bath **, and London, Institute of
Education ** *

A working definition?

“The project’s working definition offers a practical basis for staff in schools wishing to promote an effective PLC. In so doing, they should take account of the issues associated with the components of that definition (...) in particular, relate the definition to their own context.”

(Bolam et al, 2005, p. i)

Bolan et al. (2005) suggest that it is very necessary “to make explicit use of the idea of a PLC, and the terminology, and to seek a shared understanding of it in order to promote and sustain a PLC.” (p. vii)

And that “each school staff will probably need to formulate its own working definition of a PLC.” (*Ib.*)
(Situated character of professional learning)

(Bolam et al, 2005)

PLC development profile

12 dimensions

1. Shared values and vision
2. Collective responsibility for pupils' learning
3. Collaboration focused on learning
4. Professional learning: individual and collective
5. Reflective professional enquiry
6. Openness, networks and partnerships
7. Inclusive membership
8. Mutual trust, respect and support
9. Optimising resources and structures to promote the PLC
10. Promoting professional learning: individual and collective
11. Evaluating and sustaining the PLC
12. Leading and managing the PLC

(Bolam et al, 2005)

Collective responsibility

“Professional community is connected to collective responsibility in the way teachers’ joint efforts develop a shared understanding for and commitment to improving practice in order to benefit all students. The formation of strong professional community occurs where teachers work together to deprivatise classroom practice in order to gain greater consistency in the quality of their teaching (Grossman et al, 2000). Teacher collaboration can lead to sharing expertise and a shared understanding of what matters for the goals of teaching (Lavie, 2006; Louis et al, 1996). These core practices are described as culminating “in a collective sense of responsibility for school operations and improvement” (Bryk et al, 1999, p.755).”

(Whalan, 2012, p. 11)

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(Whalan, 2012, p. 11)

Grossman, Wineburg and Woolworth's (2001) model for the formation of teacher professional community has four dimensions

- formation of group identity and norms of interaction
- understanding difference/navigating fault lines;
- negotiating tension
- taking communal responsibility for individuals' growth.

These four dimensions point to a necessity for teachers to find a common language with which to create a collective vision for their work.

INDICATORS

- Taking needs into account
- Taking opinions into account
- Managing conflict
- Valuing difference
- Availability of tools for effective collaboration
 - online platform for sharing digital media
 - physical repository for documents, literature and teaching materials
 - online communication tools (email, forum, chat, blog)
- Availability of space and time resources
- Respondent's disposition to collaborate w colleagues
- Colleagues disposition to collaborate
- ...

INDICATORS

Intrinsic Motivation Inventory (Deci & Ryan) (adapted from)

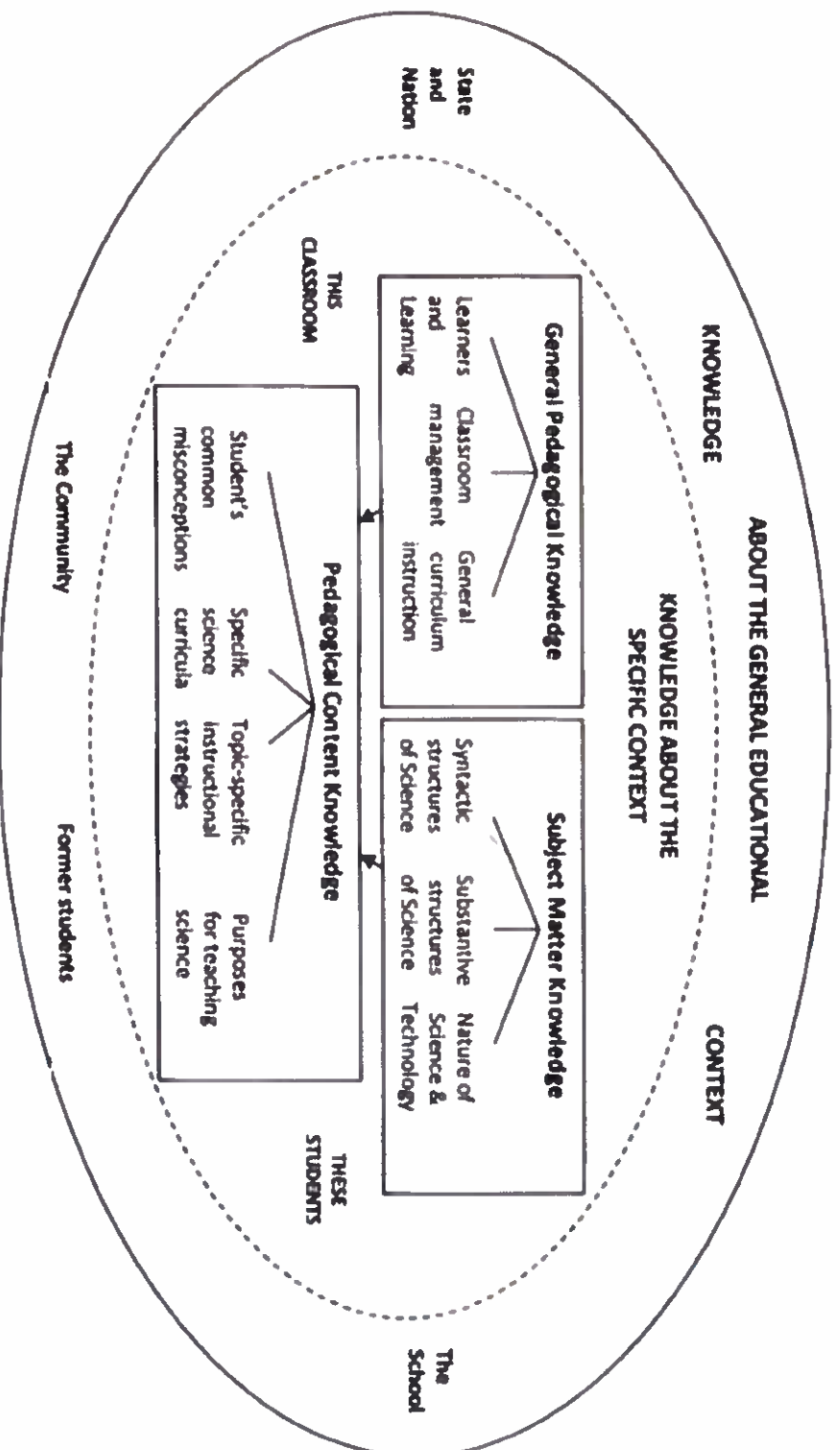
- To what extent do you enjoy taking part in the PLC?
- How interesting is it for you to participate in the PLC?
- To what extent does participation in the PLC hold your attention?
- How much effort do you feel you are putting into the PLC?
- How important is it for you to do well in the PLC?
- To what extent do you feel nervous in participating in the PLC?
- To what extent do you feel under pressure in participating in the PLC?
- To what extent do you participate in the PLC because you wanted to?
- To what extent do you participate in the PLC because you had to?

Process-oriented evaluation

**Outcome-oriented evaluation?
(Competences)**

**Indicators for Mentors and
Pedagogical Leaders**

Domains of teacher knowledge (Carlsen, 1999)



Teachers' professional knowledge base categories

(Adapted from Shulman, 1987, p. 8)

Teachers' professional knowledge base categories

	CATEGORY	DEFINITION
General dimensions of teacher knowledge	Knowledge of educational ends	A comprehension of the purposes and values of education as well as their philosophical and historical grounds.
	Knowledge of educational contexts	An understanding of the sociocultural and institutional dynamics of schools, communities and cultures.
	General pedagogical knowledge	Command over the main principles, methods and strategies needed for effective teaching and learning.
Content-specific dimensions of teacher knowledge	Knowledge of learners	An understanding of learners' cognitive, psychological and affective characteristics, behaviors, interests and developmental stages.
	Curriculum knowledge	A comprehension of the syllabus, topics, and instructional materials designed for and expected in the teaching of a particular subject.
	Content knowledge	Academic comprehension of both the content and the structure of a subject.
	Pedagogical content knowledge	A combination of content and pedagogy that helps teachers make a subject comprehensible to others.

(Adapted from Shulman, 1987, p. 8)

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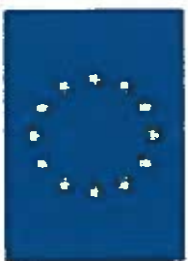
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DISCLAIMER

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2516/001-001)

**School and University Partnership for Peer Communities of
Learners**

Disclaimer:

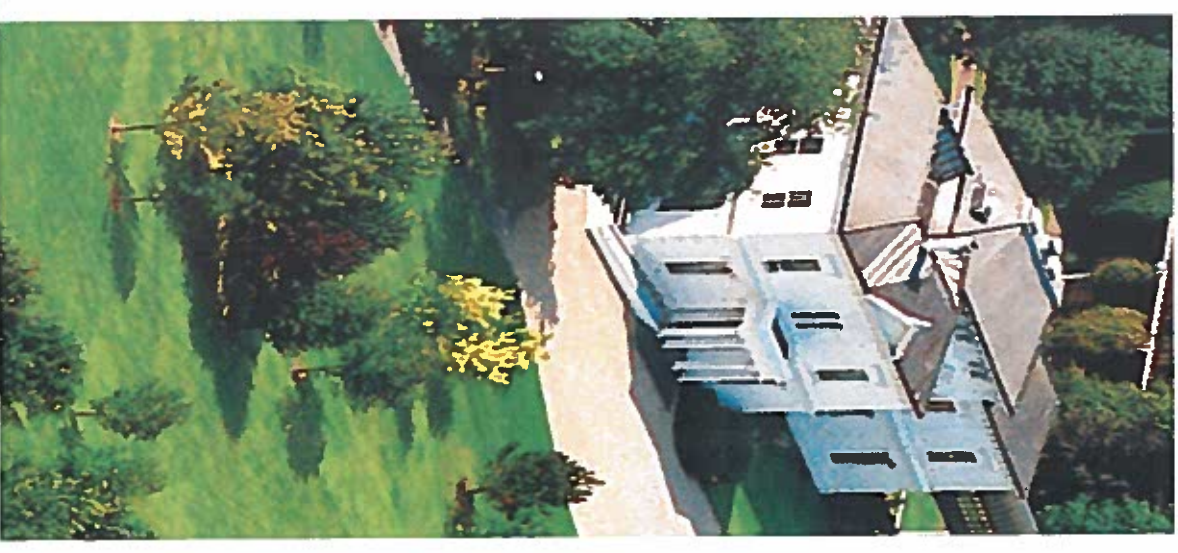
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High Performing and Effective Communities of Learners and Mentors

Dr Melissa Parker

Dr Deborah Tannehill

SUP4PCL Kick off meeting - 29th February



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Traditional PD

- Delivered as generic in-service days or one-time workshops with little or no follow-up
- Housed in out-of school venues with little relationship to school contexts or the students' served
- Disconnected from previous and subsequent professional development opportunities
- Provided by external experts charged with designing and disseminating materials and strategies selected by the higher school echelon
- Intended for teachers to accept and adopt practices transmitted to them



Effective Professional Development

- Has guidance, support and leadership of all relevant leaders (Spillane, Halverson & Diamond, 2001)
- Is collaborative (Tannehill 2014) and grounded in social learning (Hord & Tobia, 2012)
- Provides teachers with freedom, voice and space to set and achieve PD goals (Patton, Parker, & Pratt, 2013)
- Is coherent (Desimone et al, 2002) and sustained over time (Cochran-Smith & Lytle, 1999)
- ‘Builds the capacity of teachers to help students learn’ (DiPaola & Hoy’s, 2014)



- **Teacher educators at third level working in CoPs are key players in improving the quality of teacher education and, by association, examining the role of TEds professional learning (PL) and development**

Brody & Hadar, 2011

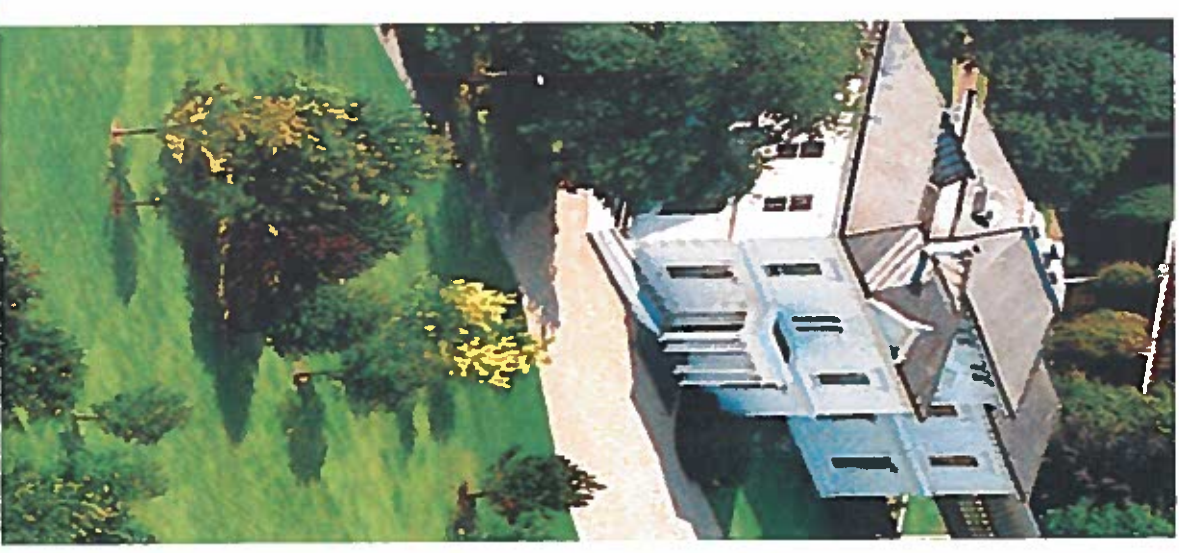


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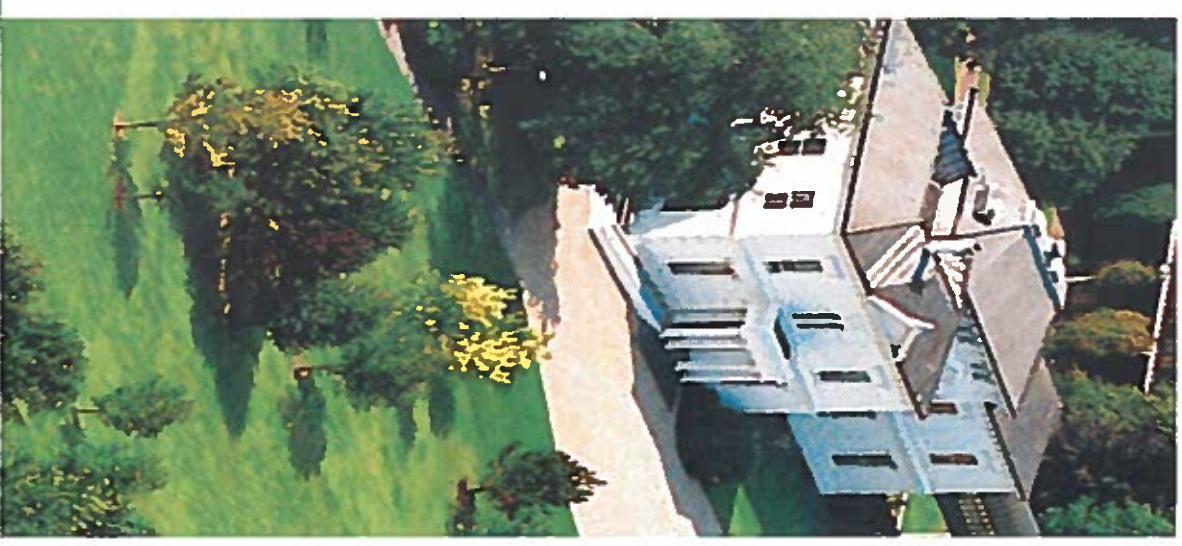
- ‘PD is designed to transform teaching when determined by teachers’
- ‘Teachers view themselves as learners both in terms of the process of learning in PD as well as the product of a specific PD situation’
- ‘Success of PD for teachers is student learning’



- A community of teacher educators might provide the *professional capital*, proposed by Hargreaves and Fullan (2012) to develop in confidence and impact practice.

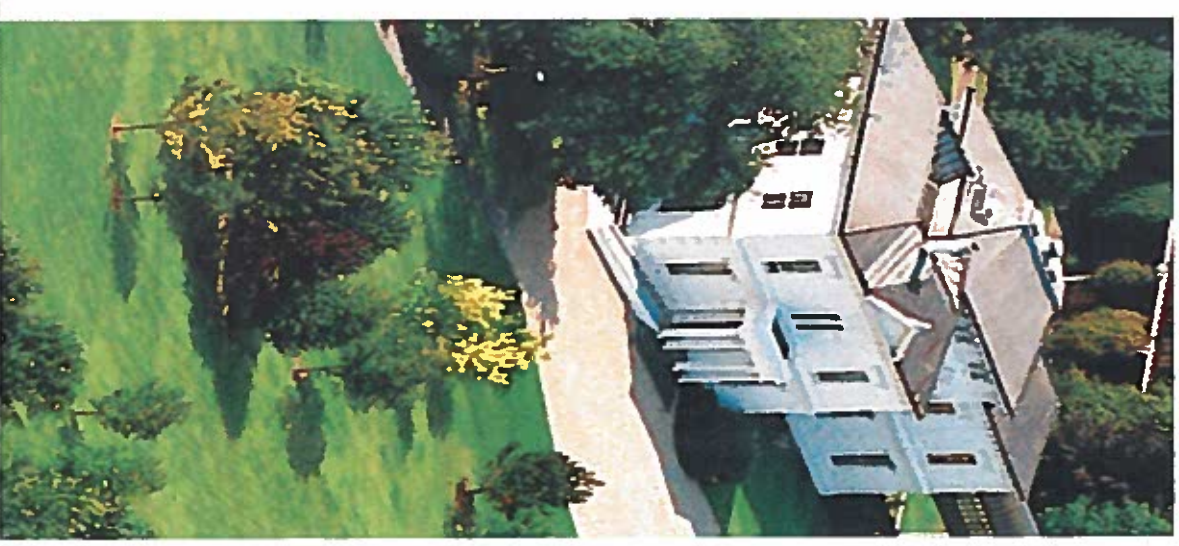


- The lack of emphasis on teacher education PL may support the contention that faculty follow change, rather than lead it through engagement in communities addressing their particular needs and interests.



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- Teacher educators, like mentors must explain to their students why they made teaching decisions and choices so as to develop robust and educationally sound pedagogical practices in novice teachers



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Professional learning

- Occurs on a daily basis
- Underpinned by research & practice-based evidence
- Supported by a PLC
- Informal intentional teacher identified learning
- Teaching development of scholarship

Berry et al. 2007: Smaller

Professional development

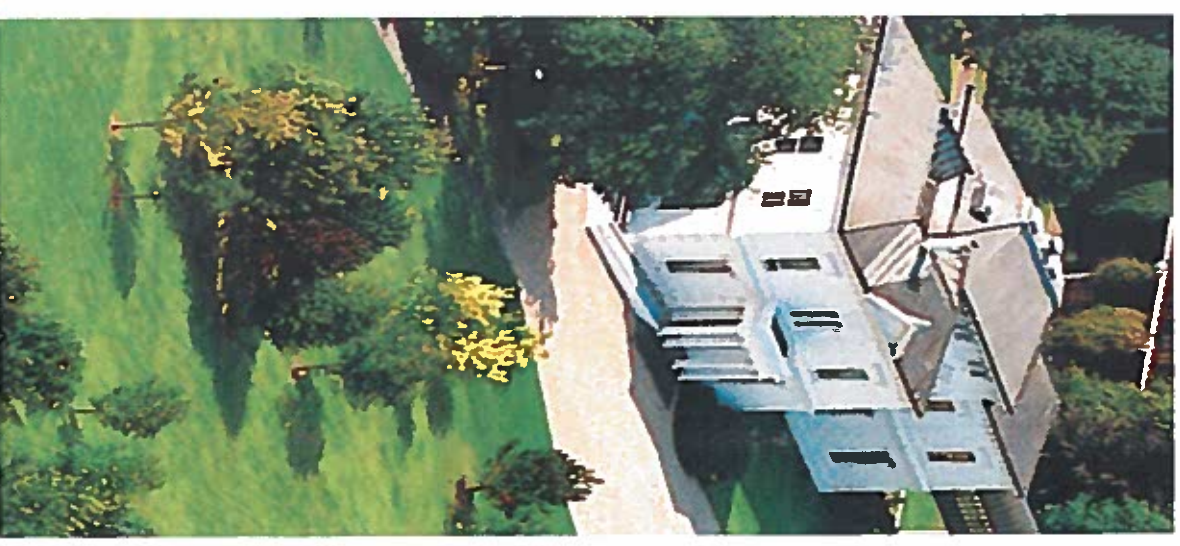
- Formal courses as one-off events with little or no follow-up support
- Armour & Yelling, 2004;
Mockler, 2005
- Obligation & opportunity
Forum for change
Confirmation of practice
Social & individual



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Practitioner-driven PD models,
“privilege craft or practitioner
knowledge, and assumes also that all
of the necessary expertise to transform
curricula, pedagogy and school
leadership already resides within
schools”.

Sugrue et al (2011)



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A CoP is more than a community of shared interest

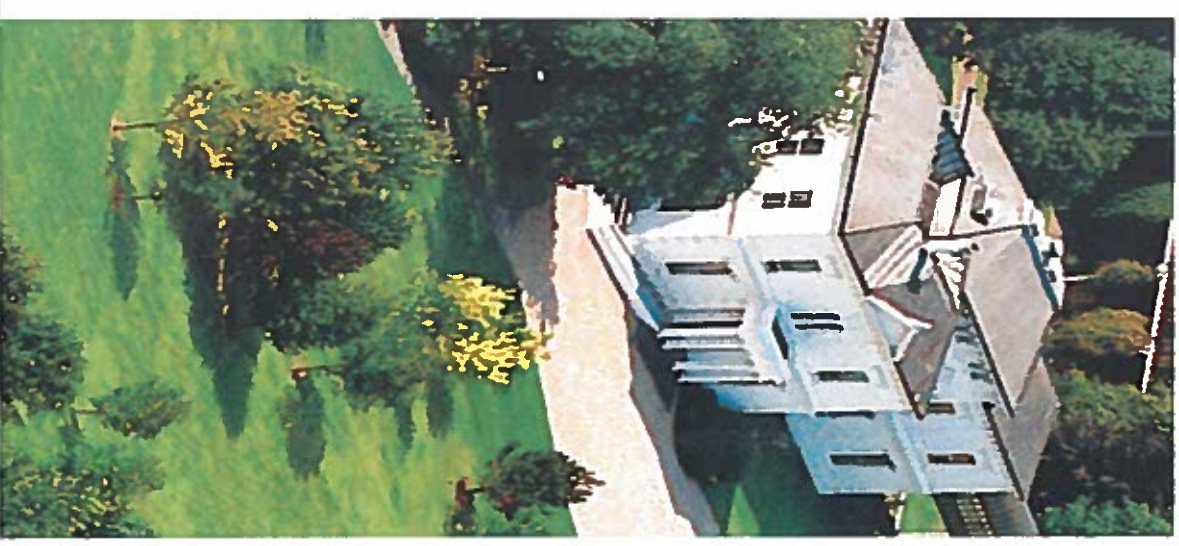
Members of a CoP are practitioners

They develop a shared practice

**Developing a CoP takes time and sustained
interaction**

**They develop a set of stories and cases that
become a shared repertoire for their
practice**

Lave and Wenger (1991)

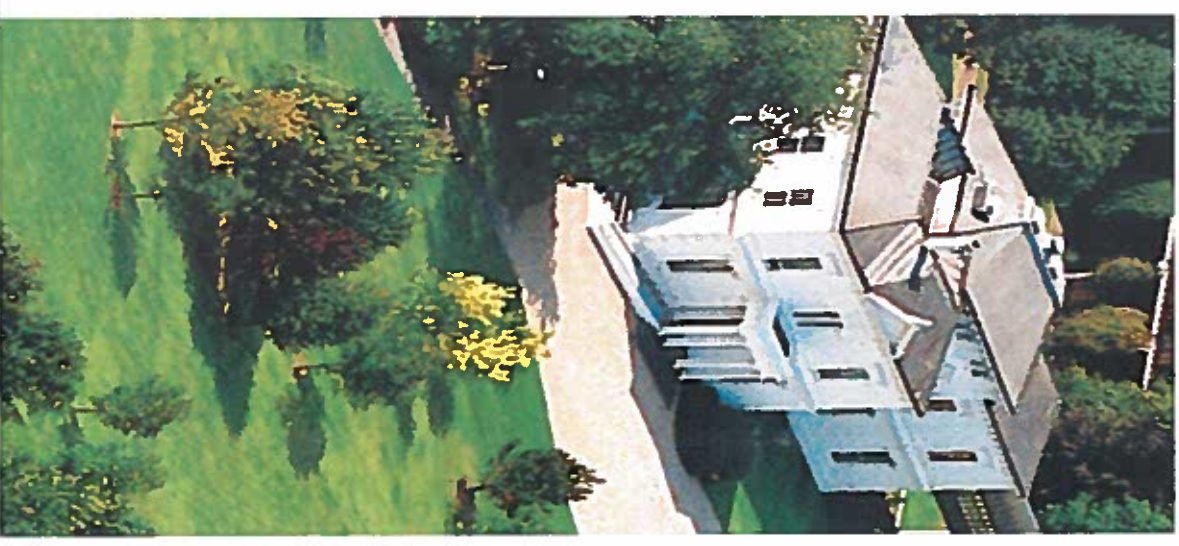


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Four Components that Define Meaningful CoP

Wenger, 1998

- Making *meaning* from experiences
- Actively engage in *practice* as part of a team toward community goals
- *Community* is best characterized by groups working together in addition to a social component
- *Identity* is positive, continuous and full engagement by all



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Eight Core Features of Effective PLC

Patton, Parke, & Tannehill, 2015

- Effective PD can be linked to *teacher engagement, teaching practice, and student learning*



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1. Based on Teachers' Needs and Interests

- Teachers actively involved in decisions about what they will learn, how they will learn and how they will use what they learn
- Teachers gain increased ownership of and commitment to CPD
- Focuses on teachers real work in schools and addresses the unique context of their school
- Acknowledged teachers prior knowledge and experience

What it looks like in practice – USG evolution



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2. Views Learning as a Social Process

PLC focus on:

- Building strong working relationships among teachers
- Forming personal relationships, enhancing trust and strong collegial relationships, characterised by an ability to work together toward shared goals
- Collaborative learning and joint practice that encourages interactive feedback and discussion

What it looks like in practice – Build in to all CoP



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3. Includes Collaborative Opportunities

- Involves teachers of similar subjects and across subject areas
- Based on camaraderie and respect
- Reflect on failures, successes and practices
- Risk taking is supported
- Engage in challenging discussion

What it looks like in practice – MEd faculty group



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4. Is Ongoing and Sustained

- Professional engagement extended over a period of time
- On-site follow up
- Bringing experiences back to the group for discussion

What it looks like in practice – Colorado

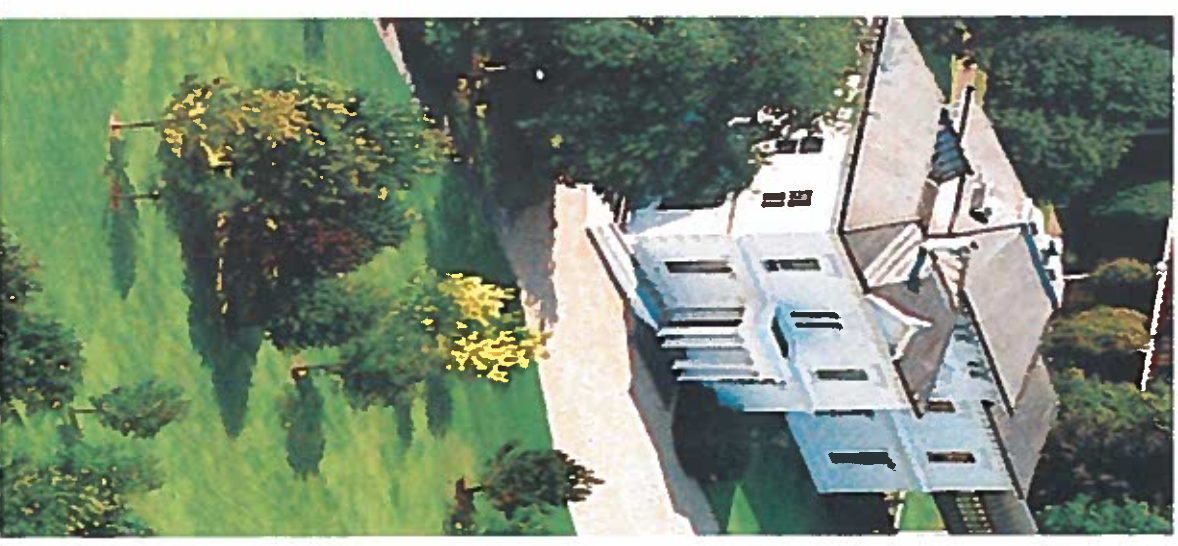


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5. Treats Teachers as Active Learners

- Provides “hands-on” work that builds teacher knowledge of academic content and how to teach it to their students
- Uses action research, observing and receiving feedback, group discussion, presenting and publishing work

What it looks like in practice – Research to practice reading group

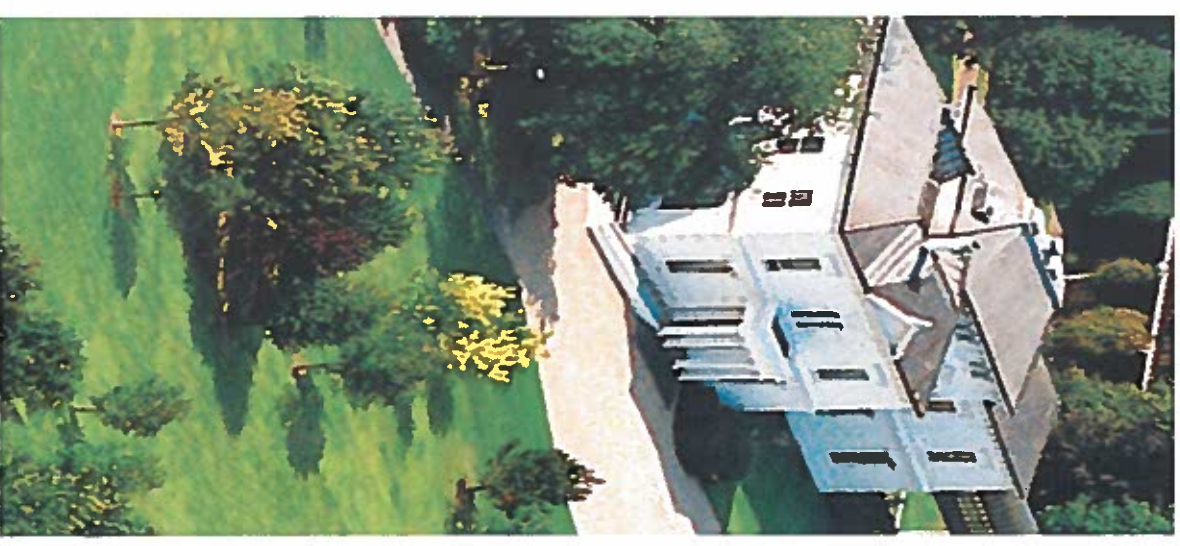


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6. Enhances Teachers' Pedagogical Skills and Content Knowledge

- Helps teacher master content, hone teaching skills, evaluate their own and their students performance, and address changes needed in teaching and learning in their schools
- Focuses on meaningful learning experiences related to teacher's daily work

What it looks like in practice – Pedagogical principles

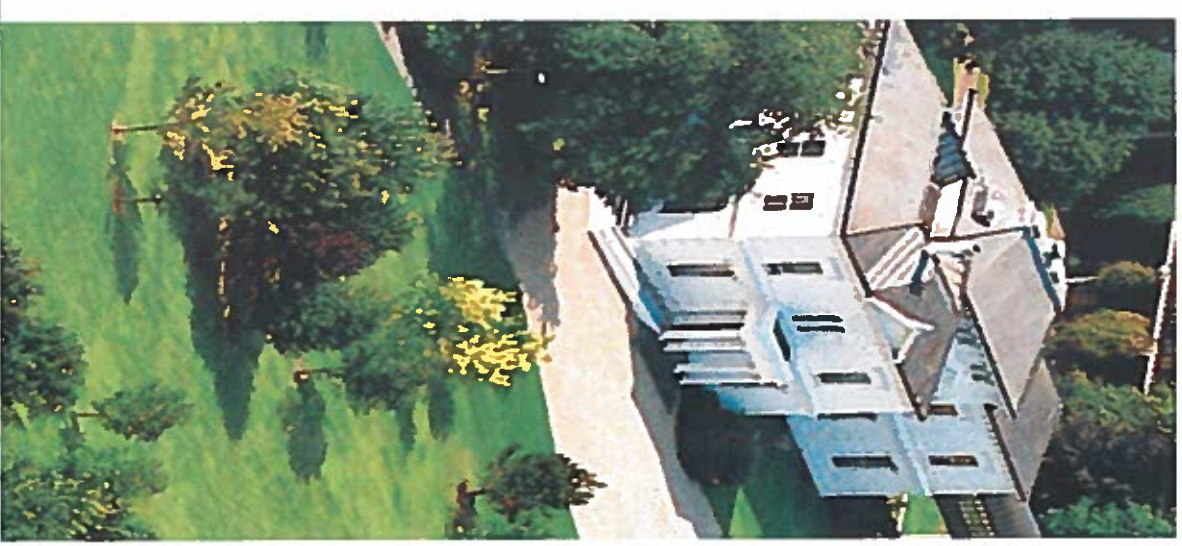


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7. Facilitated with Care

- Thoughtful & intentional facilitation
- Facilitator must guide rather than direct, question rather than show the way, and listen rather than tell
- Facilitator does not impose vision: listen and hear, gently push and pull
- Uses a variety of pedagogical strategies

What it looks like in practice – USG co-facilitators

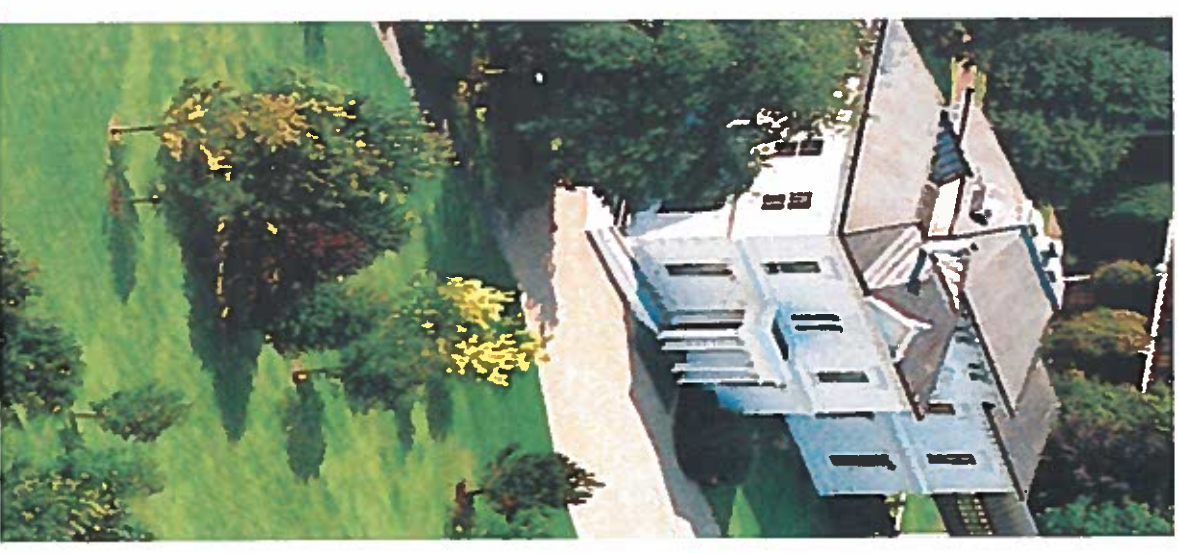


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8. Focuses on Improving Learning Outcomes for Students

- PD within CoP that is intensive and includes application of knowledge to teacher' planning and instruction is most likely to influence teachers' practices, and in turn, positively affect student achievement

What it looks like in practice – C&I workshops



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Concluding Comments

The key variable that determines success in any innovation . . . is the degree of social capital in your own school.

Learning is the work, and social capital is the fuel. If social capital is weak everything is destined to failure.

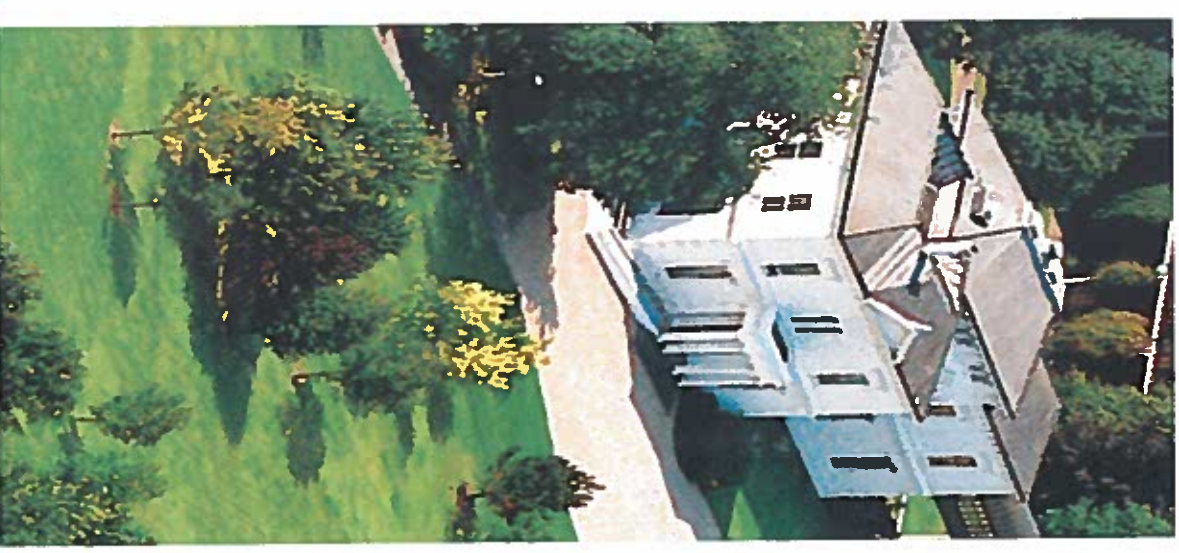
Hargraeves & Fullan, 2012 p. 92)



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“The time comes to take the risk of trusting
the process of teachers innovating together,
and of standing back to let this happen”


Hargreaves & Fullan, 2012 p.169



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**School and University Partnership for
Peer Communities of Learners
SUP4PCL
Guidelines for Ethnographic Studies**


**University of Leicester and
University of Northampton**

Co-funded by the  Erasmus+ Programme of the European Union

**School and University Partnership for
Peer Communities of Learners**

Project number: 573660-EPP-1-2016-1-EG-EPPKA2-CBHE-JP (2016-2516/001-001)

Disclaimer:
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Co-funded by the  Erasmus+ Programme of the European Union

What kind of ethnographic study could be undertaken?

- Classic ethnography-long term immersion
- Other ethnographies e.g. compressed time mode; selective intermittent time mode; recurrent time mode (Jeffrey & Troman 2004; Pink & Morgan 2013)
- Context and constraints of PD schools, participants and project aims/objectives all inform choice of approach
- Research design needs to be sustainable

What role does ethnography have in this project?

- Context for ethnographic study
- Understanding PD schools
- Developing school and university partnerships; exploring links between research and practice
- Developing a research tool to analyse school needs
- Sustainability

What skills and tools for data collection will we need?

- Observation, conversations, discussions and interviews; surveys on CPD required (Hammersey & Atkinson 2007)
- Written narratives of observations and descriptions ((Wolcott 1999).
- Need for clear protocols

Ethical issues in ethnographic studies

- Confidentiality; vulnerability; minimizing harm, maximizing benefit; informed consent; privacy; researcher competence and understanding of context; power relations (Murphy & Dingwall 2001)
- Tensions and dilemmas of participants – need for open and honest dialogue
- Results and findings

What will it mean to be part of a peer community of learners?

- A plan and strategic vision shared by all
- Identified impetus for change shared with the school community
- Supportive leadership team that encourages CPD initiatives, and teacher reflection/evaluation
- A coaching and mentoring strategy that encourages collaboration within and amongst schools
- Structures that allow colleagues to connect e.g. planning sessions; collaborative action research; lesson study; learning groups

How can data analysis help us to understand the professional development needs of the individual PD schools?

- Data from the schools may be quite substantial
- Requirements will differ for all PD schools (Zenkov, Shiveley & Clark 2016)
- An individual needs assessment for each school can be drawn up
- Prioritization needed
- Important not to overload schools – another ethical issue

How will the PD schools share their model of professional development with other schools?

- Networking to share model of needs assessment.
- Partnership groups of schools working with FoE
- Will enhance sustainability and encourage sharing of new ideas

How might the peer communities of learners in the PD schools sustain and support each other?

- Group dynamics
- School context-size; phase; location; mix of pupils; history
- External influences –community; broader community; policy decisions

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Long term sustainability

- Partnership between FOF's and PD schools (Parker, Parsons, Groth & Brown (2016)
- Little research evidence available – provide a self-renewal mechanism?
- Draw on CDFE project outcomes and experiences
- Leadership succession planning
- Spreading improvements beyond individual schools

FOE choice of PD schools- what are we looking for?

- Capacity to further the profession and advance equity through becoming a peer community of learners
- Committed to preparation of and ongoing CPD trainee teachers
- Willingness to be innovative and reflective
- Agreed roles and responsibility for CPD
- Structure enabling all teachers to participate and reflect
- Willingness to be involved in activities between FOE and PD schools
- Resources to support teachers and links with FOE



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Project Name:

School and University Partnership for Peer Communities of learners
(SUP4PCL)

Project Number:

573660-EPP-1-2016-1-EG-EPPKA2-CBHE-JP (2016-2516/001-001)

Kick off Meeting

February 27th – 28th, 2017

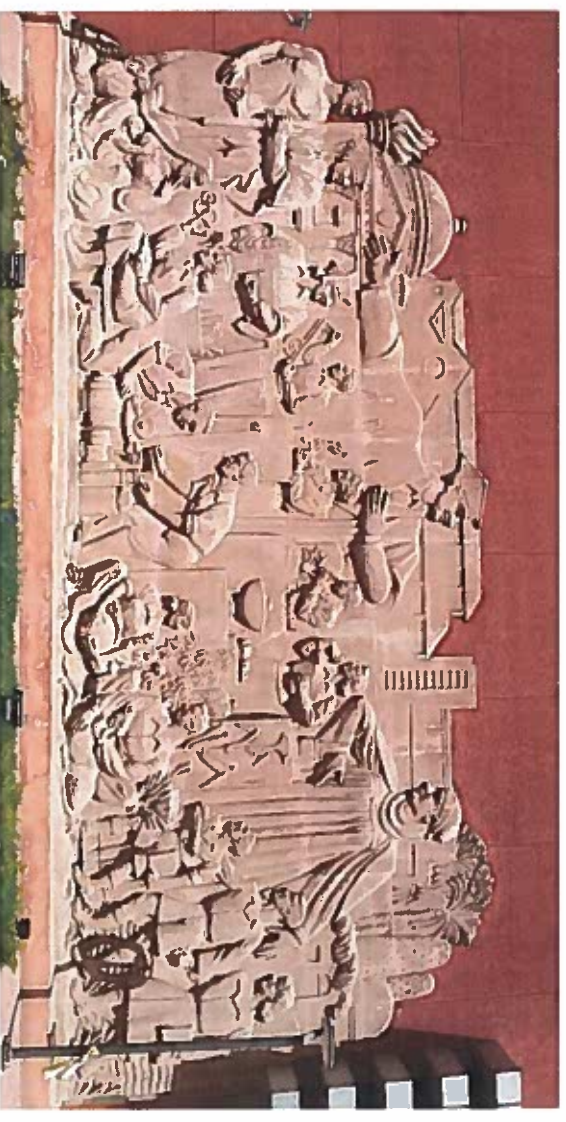
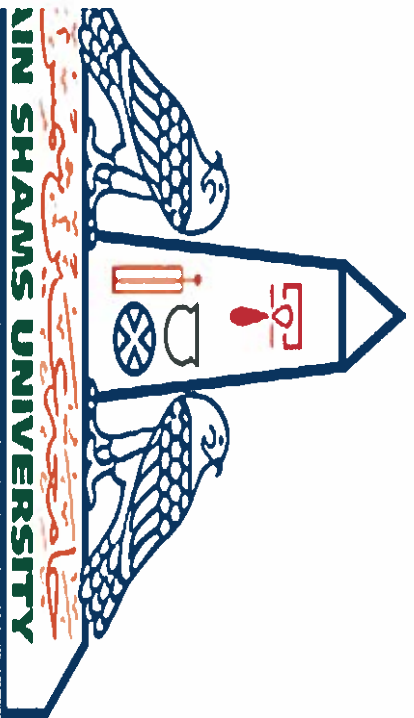
The American University in Cairo (AUC), Egypt

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Ain Shams University, Faculty of Education in a Nutshell



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In 1880, The Teacher's School was established for the purpose of preparing school teachers to be qualified to teach different school subjects.

In 1929, the name of the school changed to "High Institute of Education" with a mission of providing the future teachers with qualifications required for university graduates.

In 1945, The School of Teachers was reestablished again for the purpose of preparing secondary school teachers.

In 1950, The High Institute of Education was annexed to Ibrahim Basha University (Now, Ain Shams University).

In 1962, The High School of Teachers was changed to the Faculty of Teachers in Cairo.

In 1970, The Faculty of Teachers in Cairo was annexed to the High Institute of Education under the Title of "Faculty of Education, Ain Shams University".

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Departments

A-Educational Departments:

- 1- Foundations of Education Department
- 2- Comparative Education and Administration Department
- 3- Mental Health Department
- 4- Curricula and Methods of Teaching Department
- 5- Educational psychology Department
- 6- Special Education Department

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B- Scientific Departments

- 1- Biological and Geological Sciences Department
- 2- Physics Department
- 3- Mathematics Department
- 4- Chemistry Department

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C- Humanities Departments:

- 1- Arabic Language and Islamic Studies Department
- 2- Geography and Geographical information systems Department
- 3- English Language Department
- 4- French Language Department
- 5- German Language Department
- 6- Philosophy and sociology Department
- 7- History Department

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Units, Offices and Centers:

D- Units:

- 1- Quality Assurance Unit
- 2- Standardization and Assessment unit
- 3- Scientific Publication Unit
- 4- Distance Education Unit
- 5- Long Life Learning Unit
- 6- Information Technology Unit

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E- Offices:

- 1- International Relation and Cooperation Office

F- Centers:

- 1- Center for Psychological counselling
- 2- Center for Developing University Education
- 3- Center for Developing English Language Teaching
- 4- Center of Excellence for Studies and Researches in German and Arabic as foreign languages
- 5- Center for Educational Excellence
- 6- Community Service Center

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MOE & ASU Collaboration
Teacher Certification Program
for
(Non-Education Faculty Graduates)
by
Center for Educational Excellence
Faculty of Education, Ain Shams University
In Collaboration with Ministry of Education
The Professional Academy for Teachers PAT

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Project Plan

1- Start Date

August 2013

2-Target Group

Non- Education graduates serving in The Ministry of Education in the positions of (first teacher, first teacher A, expert teacher and head of teachers)
The program was delivered in the 27 governorates of Egypt.



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Program Objectives:

The program aims at providing the non-Education graduates who are working in The Ministry of Education with the education certificate

The Minor Objectives include:



Improving the competence of teachers working in The Ministry of Education in order for them to improve their teaching skills

Improving teacher- student interaction skills and teacher-

school administration interaction support from the European Commission. This publication

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Providing training for knowledge and application of strategic manager Education;

Making the trainees fully aware of the discipline of Methodology Curriculum as well as integrating technology into the learning process;

Improving the strategy used to assess the students improvement and content;

Integrating technology and local environment into the teaching process;

Illustrating the mission of the teacher as a main player in reforming

~~education process in Egypt~~

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Study Plan

This program runs for three months (40 classroom hours. It can be delivered either in the classroom or



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The Program covers 8 subjects

- Methodology
- Education Management and Leadership
- Effective Learning Psychology
- Strategic Planning
- Multiple Intelligences
- 7. Learners Mental Hygiene
- Education Technology
- 8. Caring with people with Special Needs



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Supervising the Program:

The program coordinator and a committee of Professors from Faculty of Education, Ain Shams University supervise the program. A report was submitted to the program administration to identify points of weakness and strength.

The project succeeded to provide training for 175,000 service teachers in 27 Governorates.



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MOE & ASU Collaboration
Teacher Preparation Programs
for
(In-Service Teachers)
by
Center for Developing University Education
C.D.U.E
Faculty of Education, Ain Shams University)

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Place of Training	Number of Trainees
FOE	30
Manaret ElMostakbl School	120
ElFarouq School	30
FOE	40
FOE	120
FOE	30
Resala School	51
FOE	35
Notion International Schools	30
FOE	37
Madenty School	111
Future School	44
FOE	72

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Place of Training	Number of Trainees
FOE	27

International Teacher Preparation Program

Place of Training	Number of Trainees
FOE	12

TOT Program

Place of Training	Number of Trainers
FOE	25
FOE	24
FOE	16

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عقد اتفاق بشأن تقديم خدمات الدعم الفني

في ضوء

مشروع الدعم الفني
للممارس للتربية
لكلية التربية - جامعة عين شمس
بالتعاون مع مديرية التربية والتعليم بالقاهرة

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Using Modern Technology in Teaching

Place of Training	Number of Trainees
FOE	16
'BEDAIA School'	25
FOE	19

Training Diploma in Informatics

Place of Training	
FOE	

Capacity Building of the head of Administrations

Place of Training	Number of Trainees
FOE	12

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Ain Shams University will work with 15 PD Neighboring Schools with which the is a persistent cooperation through different training courses and Practicum. ASU has got approval from the following schools of different administrations in Cairo

Governorate:

of School	Administration	Name of School	Administration
Elgdeed	Elzeton	Yousef Elsebaeey	Elnozha
gljel	Elzeton	EIshaheed Tayar	Elwayly
Elhadetha	Elzeton	Elmostakbl	Elwayly
abry	Misr Elgdeda	EIshaheed Ali Emad	Elwayly
wakeb	Misr Elgdeda	Kolyet Elsalam	Nasr City
Elrashdeen	Misr Elgdeda	Elazez Bellah	Elzetoun
uroba	Elnozha	Elgamaa Eleslamia for Girls	Elnozha
Eldeen	Elnozha		

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Criteria of Choosing these Schools:

Neighboring Schools

The supporting Administration

The Effective Community Participation

Good Infrastructure

FOE pre-service teachers training(Practicum)

Quality Assurance Unit



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Coming together is a



- Henry Ford -

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Thank You

ANSU Team

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