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

Project number:

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

**Project Monitoring and Evaluation**

**UoL site visit report (PME10)**

University Visited	Helwan
Dates of Visit	17 March 2019
Members of UoL team attending	Chris Wilkins (CAW)
Members of host FoE team attending	■
Other attendees (EU partners, AUC)	
Focus of visit (related to project sub-objectives)	<p>Report on progress towards Quality Plan*:</p> <ul style="list-style-type: none"> <li>• Sub-Objective #6</li> </ul> <p><i>*this meeting was initially to have included a further review of progress on sub-objective #1 (Development of FoE PCL), but because colleagues from MLU were unable to attend, this element of the case study will be revisited at a later date (probably in May)</i></p>
Sources of evidence	<p>Sub-Objective #6 <i>Develop school mentors in PD schools</i></p> <ul style="list-style-type: none"> <li>• Meeting with HU Lead <ul style="list-style-type: none"> <li>○ Discussion of evidence of reflection in schools/changes in school practice?</li> <li>○ Consider evidence in FoE mentors' reflective journals?</li> </ul> </li> <li>• Weekly School visit reports</li> <li>• Other case study data (e.g. <i>Webquest</i> referred to in December visit and other social media records)?</li> </ul>

<b>Progress on Sub-objective #6</b>	<i>Develop school mentors in PD schools</i>
<b>Indicators of achievement</b>	<i>25 mentors trained (5 in each Lead School)</i>
<b>Achievement criteria</b>	<ul style="list-style-type: none"> <li>• <i>Mentor skills are enhanced and developed</i></li> <li>• <i>Reports and surveys evidence coaching and mentoring techniques in practice in schools</i></li> <li>• <i>School mentors train new mentors in schools</i></li> <li>• <i>Teaching materials are effectively and sustainably disseminated to teachers in schools</i></li> <li>• <i>Establishment of sustainable clusters of PD schools</i></li> </ul>
<b>Brief outline of evidence collected (for example):</b>	<ul style="list-style-type: none"> <li>• Meeting with HU Lead <ul style="list-style-type: none"> <li>○ Discussion of evidence of reflection in schools/changes in school practice?</li> <li>○ Consider evidence in FoE mentors' reflective journals?</li> </ul> </li> <li>• Weekly School visit reports</li> <li>• Other case study data (e.g. <i>Webquest</i> referred to in December visit and other social media records)?</li> </ul>
<b>Overview of progress on sub-objective: (narrative summary of outcomes of site visit)</b> <u><i>*specifically, reporting on progress since December 2018</i></u>	<p>Key outcomes from December 2018 Progress Review are below, together with focus for discussion in this visit. The text that follows summarises the discussions between CAW and ■:</p> <ul style="list-style-type: none"> <li>• FoE mentors working effectively to support mentors in PD schools, good relationships built on trust and mutual professional learning (in 3 schools this is very strong, developing in the other 2. <ul style="list-style-type: none"> <li>○ <i>Focus for this visit – to look at what data has been collected/analysed to evidence this for case study (e.g: reflective journals, FoE mentors' visit reports)</i></li> <li>○ <i>Also look at how the 2 'developing' schools are being supported</i></li> </ul> </li> <li>• Some variation in understanding of mentoring by school mentors (focused more on 'delivering training' than actual mentoring <ul style="list-style-type: none"> <li>○ <i>Focus for this visit – to discuss how FoE mentors had addressed this variation in their work with schools</i></li> <li>○ <i>Evidence for case study? Surveys, visit reports?</i></li> </ul> </li> <li>• Use of social media to share teaching materials <ul style="list-style-type: none"> <li>○ <i>Focus for this visit – how is this being used as case study data?</i></li> </ul> </li> </ul>

**Q: What data from schools has been collected?**

**1. Baseline and needs analysis – this is completed and informed development of case study (this was discussed at the December meeting)**

**2. Interviews of leaders in schools to look at changes in leadership styles (3 out of 5 in the Lead Schools). HU have not yet interviewed the 10 ‘cluster school’ heads. The team are aiming to prioritise interviewing the other 2 ‘core’ PD school heads; if there is sufficient time, possibly 1-2 heads from the cluster schools will also be interviewed, but this is perhaps unlikely now (and given how recently these schools joined the project, may not produce particularly valuable data). The three interviews that have been carried out have not as yet been analysed. ■ was aware that this needs to happen soon, but also noted that the HU team need technical/methodological support in undertaking qualitative data analysis in order to undertake this task.**

**3. FoE mentors’ reports on school visits (approx. 8 reports per lead school, and 3 to 4 visits to each of the 10 cluster schools). These reports include reflections on their experiences in schools, and so will no doubt be the source of valuable case study data. As with the school principal interviews, ■ and CAW agreed that completing analysis of these reports needs to be a priority, and that according to overall project roles and responsibilities this support needs to be provided by the MLU team. CAW commented that since MLU will have data on the FoE PCL development, this could provide a valuable opportunity for MLU to ‘model’ analytical techniques with the HU team, who could then undertake analyses of the school data.**

**4. School PCL templates with teaching activities/resources – includes collaboration between core and cluster schools (focused on STEAM, sustainable development and global citizenship) . As with the materials above, these have not as yet been analysed.**

**5. teacher mentors’ reflective journals – completed when teachers have a ‘critical incident’ (in the 5 core schools)**

**Additional notes on available data**

**■ noted that the focus of mentor visits to Lead schools has now changed. Now the emphasis is on changing teachers’ attitudes to research (rather than establishing PCL culture). For the most**

part, the work with cluster schools is still focused on establishing the PCL culture).

■ also commented that there is now a significant amount of material on the 3 aspects of the project\* on Edmodo – since March it is open access through Webquest. Impact is tracked through evaluation section for teachers to complete – and teachers also upload their planning to Edmodo  
*\*sustainable development, STEAM and global citizenship*

FoE mentors are regularly monitoring the use of the Webquest, particularly the ways in which teachers in schools are uploading their activities and their work with students on Edmodo.

- This is enabling FoE mentors to gather case study data that will help in tracing the impact of PCL activities not just on teachers, but on school students

Webquests have also been developed by FoE PCL team. These are used to exchange a range of materials (again in relation to sustainable development, STEAM and global citizenship) to support/enrich their learning in these three key areas.

- CAW and ■ noted that analysis of the process for developing webquests will produce valuable data for the FoE case study.

**Q: How are the 2 schools where PCL development was less advanced in December been supported, and what impact has this had?**

In both cases the HU team has concentrated efforts on supporting the schools, although it is probably too soon (since the December 2018 visit) to see significant impact, so both schools are still lagging behind the other three schools.

In both schools, a key factor inhibiting progress has been a lack of overt support/engagement from the principal. In one of the schools there is a new principal, who has been initially enthusiastic, so the HU team are hopeful that this may bring about a positive change.

In the other school, progress is still minimal because of the lack of engagement by principal. However, on a more positive note, the two cluster schools that had only just joined the project in December have shown great enthusiasm and are progressing well – in the view of the HU team the PCL culture in both of these is now more advanced than in the ‘lead’ school.

	<p><b>Q: How has the HU team addressed the issue of the variation in understanding of mentoring by school mentors?</b></p> <p>■ commented that this issue was not helped by lack of understanding at MoE level, leading to conflicting instructions being given to school principals and administrators (for instance, taking experienced/skilled mentors out to work in administrative roles, thus depleting the capacity of schools to develop PCL cultures and reflective practice)</p> <ul style="list-style-type: none"> <li>• However, FoE mentors are modelling change by asking mentors in schools to take control of PCL meetings in schools (rather than facilitating this themselves) – and getting principals to support this process. They are confident that teachers now understand what mentoring is – but less confident about the sustainability because of the lack of support from policy makers.</li> </ul> <p>In addition to this, restrictive practices driven by the MoE Training Unit have at times hindered progress in this respect, for instance, by limiting the extent to which exchange visits between the schools and university can take place.</p> <ul style="list-style-type: none"> <li>• <i>For example, the PD school teachers were not initially allowed to attend any workshops at HU led by FoE mentors. The HU management team has communicated directly to the Head of Educational Directorate to facilitate their visits – so it is hoped that in the future this restriction will not reoccur.</i></li> </ul>
<p><b>Agreed current Level of Achievement*</b>  <b>0 = no progress</b>  <b>5 = objective fully met</b></p>	<p><b>Agreement that the current level is 4 (compared to 3 for this sub-objective in December).</b></p> <ul style="list-style-type: none"> <li>• <i>Good progress made since December in reducing the inconsistency of school mentors, and improve their understanding of what mentoring entails</i></li> <li>• <i>Preparation and dissemination is strong, through use of Edmodo and Webquest. Cluster schools mostly going well (in one case better than the core school!)</i></li> <li>• <i>However, although lots of case study data has still to be analysed – this needs to be acted upon as soon as possible (■ to contact ■ and arrange a visit from ■)</i></li> </ul>

\*to be discussed and agreed by Case Study FoE teams and UoL