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Project Monitoring and Evaluation

UoL site visit report (PME10)

University Visited	Ain Shams
Dates of Visit	5-6 December 2018
Members of UoL team attending	Andy Atkins (AA) Chris Wilkins (CW)
Members of host FoE team attending	██████ + representatives of wider PCL team
Other attendees (EU partners, AUC)	██████
Focus of visit (related to project sub-objectives)	Report on progress towards Quality Plan: Sub-Objective #1 Sub-Objective #3 Sub-Objective #6
Sources of evidence	<p>Sub-Objective #1 <i>Development of PCLs in FoEs</i></p> <ul style="list-style-type: none"> • Meeting with ASU Lead team (+UL) • PME4 & 5 (CMQ & IDP) <p>Sub-Objective #3 <i>Development of PCL culture/practices in PD schools</i></p> <ul style="list-style-type: none"> • Meeting with ASU Lead team (+UL) <ul style="list-style-type: none"> ○ Discussion of evidence of reflection in schools/changes in school policy? • Baseline assessment data • PCL Surveys • Weekly School visit reports <p>Sub-Objective #6 <i>Develop school mentors in PD schools</i></p> <ul style="list-style-type: none"> • Meeting with ASU Lead team (+UL) <ul style="list-style-type: none"> ○ Discussion of evidence of mentoring skills being developed ○ Evidence of impact on teaching styles? • PCL Surveys • Weekly School visit reports • School policies/development planning • Dissemination of mentor training materials?

Progress on Sub-objective #1	<i>Development of PCL in FoE</i>
Indicators of achievement	<i>FoE team demonstrates key characteristics of PCL</i>
Achievement criteria	<ul style="list-style-type: none"> • Shared values • Mutual trust • Collaborative/egalitarian climate • Focus on reflection • Policy/practice influenced by PCL culture
Brief outline of evidence collected (for example): <ul style="list-style-type: none"> • Meeting with ASU Lead team (+UL) • PME4 & 5 (CMQ & IDP) 	<p>(from Ain Shams)</p> <p>██████████</p> <p>(From University of Limerick)</p> <p>██████████</p>
Overview of progress on sub-objective: (narrative summary of outcomes of site visit) <u><i>*specifically, reporting on progress since Baseline Assessment</i></u>	<p>Introduction by CW Focus on Faculty team</p> <p>Shared values:</p> <p>View from someone just joined the project - <i>“We are working together - all people can share their experience – all people can respect each other. With any disparities, we work them out together.</i></p> <p>[in response to a question about how they were brought in] <i>“The reason I was asked to join was by recommendation with ██████████ and I am interested in collaboration, working with schools, but not familiar through PCL literature.”</i></p> <p>How does the PCL function?</p> <ul style="list-style-type: none"> • we meet twice per month, the management team puts an agenda together, and it is shared in addition through a Whats App group. • typical meeting covers the tasks that need to be done, each one makes a reflection on what has been done, in the schools and in our lectures. <p>Question was asked about how meetings are structured avoid reflective, community-building discussions to be ‘crowded out’ by business/operational discussions</p> <ul style="list-style-type: none"> • there was an unclear discussion about this issue and no clear view emerged • <i>“sometimes we have scrapped the planned agenda to talk about the (urgent) issues raised”</i> • There have also been Management meetings between RK and Dean to maintain leadership support <p>Meetings have been happening since before July (at least six months) (so approximately 12 meetings. There are written records of the topics discussed</p>

and records of the attendance, using the template shared at the Feb 18 IMM (in Alexandria).

It was noted that these records will be very useful case study data – and UL would lead on the analysis of these. [redacted] agreed to send this data to UL. This will be a key bit of research data to track the development of shared values.

In response to a direct question about any specific examples of the shared values or mutual trust:-

[comment from mentor] In the last 2-3 months, there have been two sharing experiences where it has been requested to share what has been going well and a discussion of any issues.

Question: What are the Challenges in developing PCL?:

Time is the big issue (similar to those in schools)

Not everybody can attend all the time. Whole team is 15 people. Averaging 7-10 attendees (with at least one person from each 'school team' attends the management meeting).

However, the variability in attendance means there have been challenges in continuity to maintain cohesiveness

Question: How do you try to overcome this challenge?

We get to meet and update each other informally outside the project as we are in the same department, and we share the headlines on the blog (the main means of communication – and also Whatsapp and email).

- Face to Face in meetings is more effective, but Whatsapp conversations* are easier as they are less intrusive on time
*noted that the archive of Whatapp conversations could potentially be valuable case study data
- There is also the ongoing Whatsapp one with University of Limerick.

Sometimes the Whatsapp has not been active, including when we faced challenges and conflicts at the start of the PCL, so there are some gaps in the communication, But there have even been reflective dialogues in the Whatsapp.

The resolution of the problems of the group was helped by recognition from senior colleagues (former [redacted]), who established some policy dialogue with heads of department.

What made it easier to make it active was awareness from the [redacted] since [redacted] had previously not been so strongly supportive of the project originally. PI sent letters to [redacted] to get formal support – following intervention from the [redacted] this was effective

NB: Key finding? Senior leadership buy-in is crucial

The non-hierarchical working approach has been promoted (when one member of the team had a difficulty with a comment made in PCL, it was dealt with very positively and quickly

There have been some tensions, however. One was removed from the team because they were reluctant to commit fully to the group.

The team has since been reformed to make a new team in the school, and the consensus is that the FoE PCL is stronger as a result.

People with high status have been involved with the project to endorse the way of working...this all contributes to a growing mutual trust in the team

Influence on practice and policy

Reflective teaching - how to think about things around we have been doing this for years, **but we talk to each other about it more now**

Some good reflective practice in Science education – which uses reflection at the end of teaching sessions now 10-15 minutes.

“Change in me” – becoming a good listener, not so much in teaching, but working in schools and working with practicum students.

“I became more of a facilitator more in my teaching”

“The PCL encouraged me to set students to work in groups and work on projects which they later presented”.

Evidence for these changes will need to be uncovered and presented in the case study [in particular, in the Reflective journals*]

[Question, have these been sent to UL? Response what that two journals have been shared – these are in Arabic]

Further evidence will be found in PME4 and 5 (recently submitted).

[case study data] changes in practice emerging from the interviews with mentors – particularly changes in individual teaching practice. [CW: Policy change will lead by actions in general, so not unexpected that this is not in evidence yet].

It was suggested that the seminar/workshop led by UL might trigger some change with the Heads of Dept from across the Faculty **(to be revisited towards the end of the data collection phase?)**.

█ has given a seminar about PCL previously (supported by Uni of Oregon) which was given to the curriculum department, also when first returned from Europe. Some departments in the faculty are aware of these events, so the ripple effect has already started, and in some places the work of the PCL has been noted [will be important to track this .

█ also noted there are some **examples of peer-peer observation in the faculty (in or outside the PCL)**. *This is PCL values in action, particularly in mutual trust.*

Useful examples also given for how Egyptian teachers are starting to do qualitative research and formative assessment

- Teachers as researchers
- Feedback from students at the end of each lecture (which has become very popular with students).

Reflections on leadership used to take place after each meeting, through working in this non-hierarchical way, I have learned to help them through [no comment....]

The Institutional Development Plan (PME5) has just been submitted in the past couple of days – this tends to reflect the consensus that whilst practice is developing, policy is not as yet significantly influenced.

General issues/challenges were raised again by team: particularly problems with being very short of time, complaints about conflicting deadlines

	<p>Some concern also expressed by two mentors about management not giving sufficient advance communication of deadlines <i>(positive is that this was aired openly – perhaps a reflection of/evidence of the development of trust in the PCL ethos?)</i></p> <p>Real example given of how the agenda is set for the school visits – followed by discussion of whether there could be a schedule of deadlines for the rest of the project.</p> <p>Filling in the survey scale and reflective journal has been simplified so it is interesting to explore what the blocks are to filling in these case study instruments. This is a test of signing up to the PCL values, for the FoE case study (not the case study about the schools)</p>
<p>Agreed current Level of Achievement* 0 = no progress 5 = objective fully met</p>	<p>This discussion took some time, but eventually there was an agreement that the current level of progress was 2.5</p> <p>Members of Management team reluctant to make a judgement at this stage</p> <p>UL felt it was hard to make a judgement as they have not had access to much case study data as yet - only the early interview data collected by UL recently</p> <p>Level 2 -3 suggested by [REDACTED]. (because the FoE PCL is not yet well developed, but there has been some progress. Further agreement from around the table for a score of 2.5, which was noted as an achievement, especially given the disruption caused by changes in membership.</p> <ul style="list-style-type: none"> • There are still challenges in communication that need working on <p>Case study evidence is still missing, and there needs to be greater attention paid to this. It was noted that the progress level could actually well be closer to 3-4, but this could not be tested until data analysis has started. There is sufficient data planned and collected and more and more data is not necessary (and potentially unethical).</p> <p>The two management teams (ASU and UL) will be involved in the data analysis (UL focusing on FoE PCL data), ASU leading on PD school data.</p> <p>Transcripts of the interviews done by UL currently being ‘participant checked’ by interviewees but that has been successful piece of data collection. There was clearly some miscommunication about the purpose of this process, but it agreed that the analysis would be shared once participants had confirmed they are happy. It was also agreed that the FoE PCL meeting records will be shared for analysis.</p>

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

<p>Progress on Sub-objective #3</p>	<p><i>FoE to develop PD schools with PCL culture/practices</i></p>
<p>Indicators of achievement</p>	<p><i>15 PD schools operating with characteristics of PCL</i></p>
<p>Achievement criteria</p>	<ul style="list-style-type: none"> • Shared values • Mutual trust • Collaborative/egalitarian climate • Focus on reflection • Policy/practice influenced by PCL culture

<p>Brief outline of evidence collected (for example):</p>	<ul style="list-style-type: none"> • Meeting with ASU Lead team (+UL) <ul style="list-style-type: none"> ○ Discussion of evidence of reflection in schools/changes in school policy? • Baseline assessment data <p>Discussion took place about the PCL Surveys and Weekly School visit reports, although these have not as yet been analysed, so this discussion was at a more 'impressionistic' level.</p>
<p>Overview of progress on sub-objective: (narrative summary of outcomes of site visit) <u><i>*specifically, reporting on progress since Baseline Assessment</i></u></p>	<p>Development of PD Schools with PCL values</p> <p>Shared values</p> <p>Initial impressions from mentors :</p> <ul style="list-style-type: none"> • What started schools with shared values was more intimate conversations with teachers after – personal relationships and personal bonds, which went beyond professional role <i>[noted that this personal/social bonding was important aspect of building trust in early stages of PCL]</i> • Had 13 teachers who volunteered, and number is increasing. 6-7 teachers attend at any time during FoE visits. They like FoE to join classes • In one school at first orientation – one by one they were leaving the room – they (teachers) expected “training”. Later, when we visited the school more times, worked with 3 teachers at first to more deeply talk about the concept of the PCL, this understanding has shifted • we established a Whatsapp group with this group of teachers • School principal was very helpful, always got a room in the school. • We shared common problems. After that 3 teachers became 5 teachers etc., as they wanted to know more about the concept of the PCL. <i>These were therefore highly committed.</i> • Mentors were selected in one school by involving school principal, helped to overcome obstacles, did small interviews with the small group of teachers, they had got their PhDs from the university already. • Elsewhere it was unclear how mentors were chosen <p><i>Gender breakdown – majority is the women teachers (as reflected of gender balance in schools) representative of overall</i></p> <p>Question: How often are visits to schools?</p> <ul style="list-style-type: none"> • Once a week/ twice a week. • Visits started in November 2017 over a year ago. • Visits have kept going except during exam time. • We do observation and record the discussions, meeting with teachers. • <i>The focus of the discussions started off as “open” to build trust, and the teachers needed someone to listen to them, and then that changed, in the schools, became more specific. “We increased our listening”.</i> Sometimes we suggested a new topic of conversation, new topics, we asked them their needs. • Another school only started in July 18 (visiting every week, although stopped during exam time (and Sept))

Reflections on the visits shared by the lead FoE team (twice a month) – discussing experiences in the schools during PCL meetings:

- significant event e.g. school journals.
- Teachers suggested topics for the journals – these have been published in the schools – based on the needs identified by the teachers in discussion
- One edition so far (four articles) – these will be regular

The data from schools we have so far is

- PCL survey (Likert scale) for teachers in school, in 5 schools.
- 13 teachers in one school, 3 (of 5) teachers, 12 teachers, in others.
- Done last month/3 weeks ago, 2 months ago.

This will be administered again at end of data collection team

****it was agreed that management team should record exactly when the survey is completed to ensure transparency in case study reporting.***

Open survey (narrative survey) – not been done yet in any of the schools.

The teachers have had it already, in a management meeting it was decided that teachers should leave it until once they have had something to present. Some teachers feel uncomfortable leaving it, and so because you can't force them this had been left.

■ suggested that the surveys could be filled in as part of the visit/ focussed conversation – this will be acted upon

Visit reports written for each visit. This data has not yet been analysed
**it was noted that this would also be very valuable case study data.*

"We are discussing and analysing all the time, reflecting on the data all the time"

Two schools had 'stepped back' – had a slower start and new mentor team

Needs assessment been done once, then we update it with more evidence. One example: the teachers wanted to focus on developing use of technology, in the classroom, then surprise us with this development on next visit. Teachers have done independent resource development which was good progress.

A good showcase and this needs to be captured.

They practice some concepts of the PCL, but they don't know that they are doing it (with the professional language). Mentors role is to help them to spread the message. In the school the teachers are experts, and there is some scepticism that the FoE can help them.

Mutual learning is in evidence from the discussion about what is going on in schools. Potential powerful message about what the teachers can teach the FoE about pedagogy etc from their experience.

■ suggested FoE team/teachers could use practicum students to find out and learn about what is happening (and good practice) in the schools where they are working. *Including where practicum students are placed in classes with significant levels of SEND?*

	<p>Question: What is biggest setback/challenge and how has this been addressed?</p> <p>A fairly lengthy discussion about one teacher in school responsible for active learning in the training unit</p> <ul style="list-style-type: none"> • she makes lots of problems in the PCL meetings(talk lots, tries to overpower the discussions) • So we go to school on Wednesday, and don't go on Tuesday (when this individual works)! This is working. • PCL is now coming very strong, and so maybe sometime in the future this 'difficult' person can be included again • The FoE mentors are also trying to find different ways to resolving the situation. <p>Many other obstacles could be also discussed. Still some trust issues, and some hierarchical obstacles</p> <p><i>"there is a real change in the performance of the teachers in the classroom".</i> *This progress needs to be evidenced for the case study.</p> <p>Three schools are now ready to start developing the cluster model 1 secondary school for girls 2 schools have all ages</p> <ul style="list-style-type: none"> • It is clear there are some expert mentors in the FoE team now, this is starting to impact in schools <p>Agreement that there could be some PCL working between the 5 PD schools so that the 2 "slow" schools can be supported.</p>
<p>Agreed current Level of Achievement* 0 = no progress 5 = objective fully met</p>	<p>Again, a lengthy discussion. In the three schools where we are active is it was eventually agreed that progress is at Level 3</p> <ul style="list-style-type: none"> • These are ready to start the cluster work <p>Two schools where we are building towards working with but from a lower base. In these, progress is currently slow – the meeting agreed the level was currently 1.5</p> <p>The early problems in the two schools have been resolved</p> <ul style="list-style-type: none"> • needs assessment was done at the beginning of the project and this will still be valid because the same teachers would be used. Another there has been some absence but 4 visits made very recently. • Conflicts in the FoE team for one school. However, we were resuming all activities now and this will be made intensive (potential problem with it being exam time). <p><i>*CW suggested it might be worthwhile developing a specific 'intervention plan' for these schools. Could these possibly be initially 'paired' with one of the other 3 schools to add to their cluster? Suggested that 1 experienced mentor and a teacher from their school could visit these two schools as a way of initiating the process again with these two schools</i></p>

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

<p>Progress on Sub-objective #6</p>	<p><i>Develop school mentors in PD schools</i></p>
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Indicators of achievement	<p>25 mentors trained (5 in each Lead School)</p>
Achievement criteria	<ul style="list-style-type: none"> • <i>Mentor skills are enhanced and developed</i> • <i>Reports and surveys evidence coaching and mentoring techniques in practice in schools</i> • <i>School mentors train new mentors in schools</i> • <i>Teaching materials are effectively and sustainably disseminated to teachers in schools</i> • <i>Establishment of sustainable clusters of PD schools</i>
Brief outline of evidence collected (for example):	<ul style="list-style-type: none"> • Meeting with ASU Lead team (+UL) <ul style="list-style-type: none"> ○ Discussion of evidence of mentoring skills being developed ○ Evidence of impact on teaching styles? • PCL Surveys • Weekly School visit reports • School policies/development planning • Dissemination of mentor training materials?
Overview of progress on sub-objective: (narrative summary of outcomes of site visit) <u><i>*specifically, reporting on progress since Baseline Assessment</i></u>	<p>Coaching and mentoring skills and techniques?</p> <p>Training done by bringing teachers into FoE for technology training. Training followed-up back into schools. Teaching training materials have been introduced into schools in this way.</p> <p>There have not been formal training sessions for mentoring. It happens when FoE mentors visit schools however, continuously follow up by observation by modelling mentoring practices. CW commented that this modelling needs to be articulated to support teacher learning – agreement with this.</p> <p>Evidence for progress here will be found in the open (narrative) survey.</p> <p>This is still a key issue – relatively low levels of understanding of what mentoring is. Teachers have therefore not developed their mentoring skills in any significant way</p> <p>Explanation of what the teachers did by way of disseminating training materials.</p> <p>Discussion of how case study data can be gained – data from the mentors and from mentees</p> <p>Request for literature about how to establish mentorship; UL and UoL can do this</p> <p>Below are additional notes from meeting with practicum students, where the discussion appeared relevant to this sub-objective</p> <p>Practicum students – process of mentoring – described as “supervising” – the phrase “mentoring” for practicum students was not used. Students observe teaching and learn by observation and by starting to teach. Example of trainee developing their teaching voice. They showed examples of the resources that they have developed, especially for teaching philosophy and values of citizenship. They</p>

	<p>are aware of the importance of teaching values. Resources development done in collaboration. Whatsapp group is used to share resources and experiences. They meet weekly with an agenda generated by themselves. How have you been supported as a group by the faculty? How are schools selected? They choose the schools they go to. Team-working, working as a group, are common. Examples of team teaching with mentor/practicum student given. 'Jigsawing' described as an example of cooperative learning.</p> <ul style="list-style-type: none"> • PCL project • New ways of teaching • Global citizenship • Connections made between the curriculum and principles <p>■ Has the way she has worked with colleagues changed as a result of the project? To work as a community. They have been doing micro-teaching amongst themselves and this helps</p> <p>Has the way the supervisors changed since they have been involved in the project? Learned how to be an active and creative teacher. She has learned new methodology. The strategies the students bring is welcome.</p> <p>What can you bring from the project?</p> <p>The project meeting talked about one team, that we (can and should) learn from each other and this affects the spirit of her approaches. Sharing experiences across the curriculum is very valuable. She learns by talking to other teachers.</p> <p>Working in a non-traditional way. Workshops between the teachers, they work on presentations to share practice. Groups of teachers team-teach, using teachers from different backgrounds. Very happy with the new ways of collaborative working. First time to make a workshop about the particular lesson, which was helpful. Another mentor of practicum students uses Whatsapp to give feedback. No training available for mentors of practicum students, she just learns from others in the department. Mentors states that she learns from the students on practicum, she values it when they love teaching, humour, when she can learn about new activities, and how they correct their own mistakes, etc.</p> <p>Supervisors encourage reflection and self-reflection</p>
<p>Agreed current Level of Achievement* 0 = no progress 5 = objective fully met</p>	<p>1 <i>"Seeds are sown"</i> but a long way to go was the consensus view.</p>

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