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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)**

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| <b>University Visited</b>                                 | Helwan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Dates of Visit</b>                                     | 4 December 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Members of UoL team attending</b>                      | Andy Atkins<br>Chris Wilkins                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Members of host FoE team attending</b>                 | 6 Members                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Other attendees (EU partners, AUC)</b>                 | ■                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Focus of visit (related to project sub-objectives)</b> | Report on progress towards Quality Plan:<br><br>Sub-Objective #1<br>Sub-Objective #3<br>Sub-Objective #6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Sources of evidence</b>                                | <p>Sub-Objective #1 <i>Development of PCLs in FoEs</i></p> <ul style="list-style-type: none"> <li>• Meeting with HU Lead team (+MLU)</li> <li>• PME4 &amp; 5 (CMQ &amp; IDP)</li> </ul> <p>Sub-Objective #3 <i>Development of PCL culture/practices in PD schools</i></p> <ul style="list-style-type: none"> <li>• Meeting with HU Lead team (+MLU?) <ul style="list-style-type: none"> <li>○ Discussion of evidence of reflection in schools/changes in school policy?</li> </ul> </li> <li>• Baseline assessment data</li> <li>• PCL Surveys</li> <li>• Weekly School visit reports</li> </ul> <p>Sub-Objective #6 <i>Develop school mentors in PD schools</i></p> <ul style="list-style-type: none"> <li>• Meeting with HU Lead team (+MLU?) <ul style="list-style-type: none"> <li>○ Discussion of evidence of mentoring skills being developed</li> <li>○ Evidence of impact on teaching styles?</li> </ul> </li> <li>• PCL Surveys</li> <li>• Weekly School visit reports</li> <li>• School policies/development planning</li> <li>• Dissemination of mentor training materials?</li> </ul> |

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| <b>Progress on Sub-objective #1</b>                                                                                                                                                    | <i>Development of PCL in FoE</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Indicators of achievement</b>                                                                                                                                                       | <i>FoE team demonstrates key characteristics of PCL</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Achievement criteria</b>                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Shared values</li> <li>• Mutual trust</li> <li>• Collaborative/egalitarian climate</li> <li>• Focus on reflection</li> <li>• Policy/practice influenced by PCL culture</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Brief outline of evidence collected (for example):</b> <ul style="list-style-type: none"> <li>• Meeting with HU Lead team (+MLU)</li> <li>• PME4 &amp; 5 (CMQ &amp; IDP)</li> </ul> | <b><i>Present in this meeting</i></b><br><b><i>7 members</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Overview of progress on sub-objective: (narrative summary of outcomes of site visit)</b><br><u><i>*specifically, reporting on progress since Baseline Assessment</i></u>            | <p><b>Shared values</b><br/> PCL meeting as a team yesterday sharing experiences, learning new things, sharing problems and discussing solutions. <b>Cooperation and harmony are ongoing characteristics of the FoE PCL meetings</b></p> <p>The team consists of people from Faculty of Education and representatives from Sciences, Tourism, etc. and from many departments. So they are bringing new people into the team. They were brought in as they were committed and keen to learn.</p> <p>To start with, to integrate the new people, <b>there was a sense of ownership that was shared.</b> MLU 's input has clarified this further from yesterday's lecture.</p> <p><i>Question: What were the problems with bringing in and integrating new people?</i></p> <ul style="list-style-type: none"> <li>• No real problems - this has been an extension of the TEMPUS project and people were keen to join the successful team. <b>[perhaps suggesting that the team had strong 'social capital' in the University because of its previous successes in international collaborations?]</b></li> </ul> <p>Meetings happen once a month, but there is also a Whatsapp group for daily issues.</p> <ul style="list-style-type: none"> <li>• The monthly meetings have a set time and are scheduled regularly.</li> <li>• The management meetings are kept focused on PCL objectives and with a focused agenda on PCL issues and ways of working.</li> </ul> <p>A key point for promoting progress has been that the Dean attends the PCL meeting (since the Limerick meeting) as a main member. Things happen by his involvement, and he facilitates things. <b>This is an example of leadership buy-in.</b></p> <ul style="list-style-type: none"> <li>• We have in our PCL 3 former deans and older and younger colleagues, tasks are designated to junior and senior colleagues, and there is an informal feel to the group. <b>Leadership capacity has been built across</b></li> </ul> |

the team and they try to be democratic. Any tensions have been addressed as a group.

*There is an explicit aim of building different levels of leadership with delegated responsibility.*

#### **Evidence of shared vision**

For each team in the PD schools, there is a leader of the team, but the schools don't know who the leader is, because we working together collaboratively. This is unusual compared to usual ways of working.

- In the discussion there were explicit expressions of the importance of democratic values as these contribute to the PCL values.

The analysis of case study material is still to be undertaken.

- People are going to schools and writing reports – it is a big task and a good indicator of the commitment of the members of the PCL.

*“Our actions are the evidence that we have the values”*

#### *Example?*

One team people from 3 different disciplines, and we never go alone, we go as a PCL team, and we present together, but do practice as a PCL in front of teachers too, (without barriers etc).

*“so we model the PCL practice with good teamwork”.*

FoE teams spend time to plan and report with feedback each visit. The structure of working with PD schools has to be flexible.

*“We work together, and although I am a leader, if someone has a better idea, then we discuss and accept that idea”.*

Everyone has their own specialization, and so people don't always agree, but they can develop a consensus.

There is a code of conduct which everyone has signed up to. This has been shared through email and Whatsapp, so the vision and a code of ethics has been shared.

- Nobody has been lost from the team as yet, and we have gained more members as the project has developed.

*Allocation of new space/laboratory is evidence of the change of policy/practice*

We have addressed an issue where someone was not working in alignment with the code of conduct.

*“at the beginning, one Professor withdrew once he knew the commitments of working with schools, because he could not make that commitment”*

*“Even when people get frustrated and people want to move, people have to negotiate and be flexible”*

One example given of being respected as a human being, and supportive of each other, and taking a lot of individual and collective responsibility. People have shown lots of commitment to the project, for example it is essential to work with schools and travel.

- Mutual trust is clearly displayed between team members.
- There are concrete examples of mutual trust and shared values
- Strong evidence of leadership buy-in

**Practice change: Examples**

- Changes in teaching styles with the practicum students, with more learning together, collaboration between the practicum students in their learning.
- Reflection and self-assessment practiced in the FoE PCL and disseminated to the practicum students, so that the practicum students use them with their own students in their classes.

*“In the near future, we need to transfer PCL culture to all depts in the faculty”*

*“Seminars which currently happen can be changed to fit the PCL culture monthly. There aren’t examples yet of where pedagogy is changing in other faculties – this happens only in Education”.*

- The doctoral training programme has included PCL training, raising awareness throughout the Faculty, the ideas of PCL working have been disseminated to e.g. International Office. But there is an appreciation that we need to demonstrate the PCL working as a PCL group before we can expand the idea.

*“we are now at the point that we are starting to look outside the FoE PCL group”* E.g of attendees at [redacted]’s lecture where PCL ideas were shared.

We are aware that we have to build towards working at institutional level. This will build sustainability into the project.

***NB: case study analysis has not been carried out as yet. CW noted that it was important that this became a priority now.***

**Overview**

- Shared values have been shared
- Mutual trust has been clearly expressed
- Lots of reflection
- Collaborative working is clear and there is a commitment to egalitarian approaches

Strong evidence will be in the case study data (including records of PCL meetings)

PCL has matured and teaching is changing It is starting to have a change in the practicum, starting to look outwards, so there is a strong mature PCL and this has the capacity for institutional change which will be the sustainability legacy. Starting to have an impact at institutional level, but well established in the FoE

**Agreed current Level of Achievement\***

**0 = no progress**

**5 = objective fully met**

**4** (a ‘strong’ 4 – could easily have been 4.5!)

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

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| <b>Progress on Sub-objective #3</b>                                                                                                                                                                                                                                                                                                                                              | <i>FoE to develop PD schools with PCL culture/practices</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Indicators of achievement</b>                                                                                                                                                                                                                                                                                                                                                 | <i>15 PD schools operating with characteristics of PCL</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Achievement criteria</b>                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Shared values</li> <li>• Mutual trust</li> <li>• Collaborative/egalitarian climate</li> <li>• Focus on reflection</li> <li>• Policy/practice influenced by PCL culture</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Brief outline of evidence collected (for example):</b> <ul style="list-style-type: none"> <li>• Meeting with HU Lead team (+MLU?) <ul style="list-style-type: none"> <li>○ Discussion of evidence of reflection in schools/changes in school policy?</li> </ul> </li> <li>• Baseline assessment data</li> <li>• PCL Surveys</li> <li>• Weekly School visit reports</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Overview of progress on sub-objective: (narrative summary of outcomes of site visit)</b><br><u><i>*specifically, reporting on progress since Baseline Assessment</i></u>                                                                                                                                                                                                      | <p><b>Shared values?</b></p> <ul style="list-style-type: none"> <li>• It has been challenging to change culture</li> <li>• Teachers are not secure in their understanding of PCLs (even those involved in previous projects)</li> <li>• They are sceptical that they really have a voice (teacher said “we are like lab rats”) <ul style="list-style-type: none"> <li>○ Reluctant to participate</li> <li>○ Lots of work early on to reassure they will be genuine partners, and will be listened to. Attitudes have shifted over time.</li> </ul> </li> <li>• Teachers were thrilled with the Needs Analysis</li> <li>• Key needs of teachers? <ul style="list-style-type: none"> <li>○ pedagogical strategies</li> <li>○ Use of technology in teaching</li> </ul> </li> </ul> <p><b>School visits?</b></p> <p>Twice a month, starting end August/beginning September (not a fixed day, but flexible according to availability). <i>This flexibility is important – shows teachers we understand they are human! Modelling PCL values</i></p> <p>Another example of modelling was invitation of teachers to PCL projects workshops (also HTs, supervisors and Ed Directorate).</p> <ul style="list-style-type: none"> <li>• Aligning plans with QAU plans in schools (addressing the limitations of the TEMPUS projects) has been helpful</li> </ul> |

Typical day on school visit?

3 members would visit – structured agenda (but flexible/vary over time)

1. meet the principal
2. meeting with 5 Lead Teachers (trust-building for 1<sup>st</sup> 5-6 visits – making social connection, etc.) Then going on to discuss shared problems/priorities.
3. 'training input' on PCL, mentoring, etc. This is all uploaded onto Edmodo
  - Very effective for sharing ideas/peer feedback
  - There are some problems with access because of security coding?
  - This means teachers use Whatsapp more often as it is easier to access. However, they think Edmodo is "more professional"
4. Reflective discussion

FoE team write a visit monitoring report (adapted from the version agreed at Limerick MM) (*lots of rich qualitative data for case study analysis*)

Teachers are now very keen to share their ideas via Edmodo/Whatsapp.

Principals will sometimes engage with this and provide feedback.

- There is an element of competition here, with teachers wanted to show how active they are
- Some discussion about whether this competition is in keeping with the PCL culture (mixed views in the FoE team on this!).
  - *Incentives and affirmation are important, but risk that teachers perform instead of reflect.*

Examples of relationships between schools-FoE building? Breaking down hierarchies?

- Very strong social bonds
- FoE mentors model the idea that they are still learners
- *Noted that language used is important in demonstrating collegiality and equality in partnership*

Challenges?

- Initially some difficulties in getting 'buy-in' from principals.
- MoU between MoE and MoHE has been significant
- Inviting HTs and supervisors to join PCLs was important

Variable progress across the 5 schools. Key factors that might explain this variance?

- Levels of energy? Some of the original schools are "a little bored" (overwhelmed by being involved in so many projects)
- Level of enthusiasm from principals
- *What other reasons? Need to look for answers in the case study data*

What helped break through challenges?

- *In ■, the new curriculum for ■ was significant as it created a real need for teachers to collaborate and address a challenge*
- Creating a relaxed social space is important – have a meeting away from pressure (eat cake, drink tea and talk about non-work matters!)
- *Being listened to – FoE as a 'conduit to power'?*

NA & Ethnography template will be completed shortly (on a 3 monthly cycle)

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|                                                                                                                    | <p>Looking forward, permission has recently been granted to work with</p> <p><b>Next steps for Lead Schools in developing PCLs?</b></p> <ul style="list-style-type: none"> <li>- Looking outwards and spreading the PCL vision (working with the cluster schools)</li> <li>- External recognition and incentives from the Directorate <ul style="list-style-type: none"> <li>o <i>If this is not granted, teachers will eventually become demotivated, disillusioned – this will have adverse impact on sustainability</i></li> </ul> </li> <li>- Institutionalisation of project objectives at MoE level</li> </ul> |
| <p><b>Agreed current Level of Achievement*</b><br/> <b>0 = no progress</b><br/> <b>5 = objective fully met</b></p> | <p><b>3</b> for the 5 Lead Schools (too early to report on progress with the 10 cluster schools)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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

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| <p><b>Progress on Sub-objective #6</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><i>Develop school mentors in PD schools</i></p>                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Indicators of achievement</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><i>25 mentors trained<br/>(5 in each Lead School)</i></p>                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Achievement criteria</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <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> |
| <p><b>Brief outline of evidence collected (for example):</b></p> <ul style="list-style-type: none"> <li>• Meeting with HU Lead team (+MLU?) <ul style="list-style-type: none"> <li>o Discussion of evidence of mentoring skills being developed</li> <li>o Evidence of impact on teaching styles?</li> </ul> </li> <li>• PCL Surveys</li> <li>• Weekly School visit reports</li> <li>• School policies/development planning</li> <li>• Dissemination of mentor training materials?</li> <li>•</li> </ul> | <p><b>FoE Mentors in Schools</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Overview of progress on sub-objective: (narrative summary of outcomes of site visit)</b><br/> <u><i>*specifically, reporting on progress since Baseline Assessment</i></u></p>                                                                                                                                                                                                                                                                                                                     | <p>1) Feedback from third year practicum students about how they are operating: the students evaluate each session.</p> <p>Question: what are the challenging issues in school and how they can overcome these?</p>                                                                                                                                                                                                                                      |

- *Large class sizes are the major problem – no clear responses to address this as yet*
- 2) Discussion with 3 FoE mentors working in schools and [REDACTED]
- One school mentor is starting to train mentors in a school
  - One school mentor has left school and is starting to work in Ministry for Education, where they are starting to introduce the PCL model.
  - In PD schools one school has 3 mentors (a primary). FoE worked with the mentors, who were not previously well trained as “trainers”, one mentor was a ToT (training Director), but we did more training for them on coaching and methodological issues.
    - *This training was effective and they are now training others in other schools. In their own schools they lead own training in specific subjects. However, this is largely ‘traditional’ training rather than mentoring*

Helwan have devised a “Webquest” about building a PCL through which a mentor can self-assess themselves.

*\*This self-evaluation data would be valuable case study data.*

Reflection by [REDACTED] that the difference between training and mentoring had not been well-understood – in schools, by the training unit.

Barriers remain because of a fear that HU were “stealing the training stage”

- This misunderstanding has now been clarified and the FoE is now welcomed into the schools as understanding of the mentoring approach is increasingly understood.

Still using the 3 dimensions of mentoring – in the schools the dimensions have an importance. The practical techniques of the dimensions are being used.

*There is variation in the skills of mentoring.*

- Some mentors are skilled and have been able to develop others.
- Some are stuck on training model, where the understanding is not clear

*Roughly 50:50 split*

Some schools are well-established working with Helwan and there there is better mentoring and awareness of mentoring values (from the needs analysis).

*Some potential mentors show awareness that they are not ready to fulfil mentoring, which shows an increasing sophistication.*

example was a former Training unit person. “She recognises what she is being asked to do, but she realises that she doesn’t have the skills to do it”.

*Good example of self-critical practice.*

*Reflective journals of these people will be significant in evidencing this*

The cluster school has actually done better than the PD school

- 1) the cluster school has just heard about it, so curious
- 2) aspiring to emulate the first PD school

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|                                                                                                                  | <p>3) PD school originally viewed University as “aliens”, but as the University gets more involved, the cluster school sees the value of the University work,. The mutual trust has been built already, and HU have been able to build on this quickly – Significant finding</p> <p>Teaching material is viewed as a priority and builds the trust with the schools. It is disseminated through various means, Facebook, Messenger, websites, Whatsapp etc. This is effective because the schools regard it highly. Example of “rotating paper” teaching strategy which was modelled in a PCL training session. HU have been able to share resources, which the teachers don’t have time to do.</p> <ul style="list-style-type: none"> <li>• But teachers don’t just want to have resources/materials but also solve problems and share ideas.</li> <li>• At all levels, the mentoring process is happening throughout the University School Partnership at its best.</li> <li>• HU are learning strategies from the teachers!</li> </ul> <p>Barrier to intro of mentorship has been that it doesn’t move at all during exam period</p> <ul style="list-style-type: none"> <li>• Timing is important as when HU can get to teachers, holidays, new years, exam times – these have an impact on whether intervention in schools is effective.</li> </ul> <p>One PD school 2 mentors good, 2 developing their skills<br/>One PD school 3 mentors very good</p> |
| <p><b>Agreed current Level of Achievement*</b><br/><i>0 = no progress</i><br/><i>5 = objective fully met</i></p> | <p>Development of mentoring values, and understanding of what mentoring is</p> <p>At an early stage, so that beginning to see development of mentoring in schools</p> <p>Teaching materials are important initially to help mentoring to get into schools</p> <p>Overall judgement was a <b>3</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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