



**School and University Partnership for Peer communities of Learners
SUP4PCL**

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Alexandria University (AU)
Faculty of Education

School Report
Al- Gabarty formal Language School (K.G.)

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Introduction

This school report represents draft two stage of developing an in-depth and comprehensive profile of the schools working in partnership with the Faculty of Education, Alexandria University through the ERASMUS+ project: "School and University Partnership for Peer communities of Learners SUP4PCL". The report aims to document the change and development taking place in schools as a result of working closely with the Faculty of Education, Alexandria University (AU). The report attempts to capture these changes with respect to the following areas:

- a. School culture
- b. Management and leadership style
- c. Evolution of quality assurance and training unit
- d. Evolution of PCL
- e. Evolution of mentorship
- f. Evolution of school- based research.

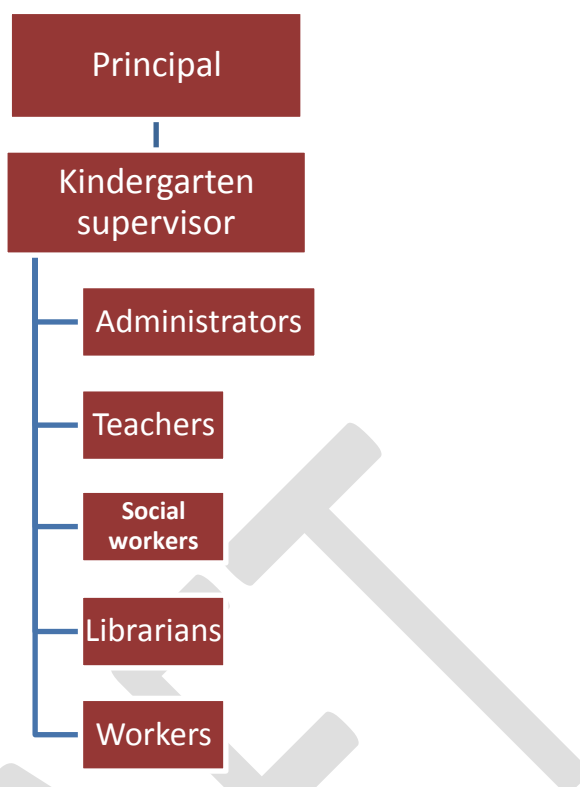
The report also provides detailed description of all activities conducted in partnership with the schools. The Faculty of Education, Alexandria University project team (AU team) led two main activities. The first one included regular schools' visits to the schools to build relationships and support mentoring, PCL and school- based research as a means for enabling schools to become effective Professional Development Schools PDS. The AU team also designed and delivered a number of tailored training programmes to build the capacity of the training and assurance units in schools and support mentors.

The current report covers the period from February- September 2018.

1. Initial Exploration of School

Cover the following points

- School map of facilities.
 - Educational aids - audio visual aids: active board in all classes
 - 24 computer sets.
 - Learning centers in all classes
 - Activity room (Library is in the same room).
 - School canteen.
 - Internet availability.
 - ICT technician (1).
- Administrative structure.



- Demographic data (2018-2019)

Total no. of Classes (5)				
Level One		Level Two		
3 classes		2 classes		
Total no. of Students (409) students (176 female & 233 male)				
Level One		Level Two		
233 students		176 students		
Administrators	Social workers	Teachers	Workers	Others
2	1	10	4	-----

- School and Community (e.g. Committee board مجلس أمناء)

The school has a committee board. It consists of the principal, teachers and parents, the head of the quality unit and some stakeholders from society. This board helps to:

- Support the educational process by providing various sources of funding, and cooperating with the school administration to develop a plan for the maintenance of the school buildings and facilities.

- Plan school educational activities and follow-up their implementation in order to develop students' personalities.

- Provide expertise and consultations to the school administration with regard to various educational fields, and help in overcoming the difficulties and problems that encounter students or hinder the educational process.

- Student Practicum and relationship with FOE:

There is no partnership this year between the school and the Faculty of Education regarding practicum.

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- SWOT analysis :

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> • The school has obtained quality assurance twice • The school is a training centre (PD school). • There are highly-skilled teachers in the school . • They have a number of successful projects. • The school has a strong ethos of openness, sharing and commitment to success. • Parents are involved in the committee board. 	<ul style="list-style-type: none"> • Large classes. • Time constraints affect collaborative planning of activities. • Teachers do not have enough time to meet parents. • Lack of adequate funding for school maintenance 	<ul style="list-style-type: none"> - There are facilities and infrastructure which provide opportunities for effective learning environment. - Parents can contribute to curriculum delivery - The quality unit is active and provide many trainings. - Community partnership is available. - The school supports and encourages teachers to engage in project work. 	<ul style="list-style-type: none"> - Limited time available to implement required teaching plans and activities. The number of students increases every year.

2. In Depth Inquiry

2.1 Culture of the school

The following points can be used to illustrate the culture of the school

- Us vs. the Other Bullying and violence
- **In general, there is no violence or bullying in kindergarten.**
- **The problems are minimal (10%-20%). These include the following: continual tardiness and absences.**
- **Misbehavior is limited (e.g. annoying others, aggressive actions & disruptions) that may require the intervention of psychologists and social workers.**
- Parent involvement

The school made considerable effort to include parents in meetings to discuss their kids' performance and ways for teaching them. Parents were also asked to provide financial support when necessary.

- Sharing vs. individual community

Due to the nature of kindergarten, the school community tends to work cooperatively rather than individually. They share the same views and mission.

- Love vs. conflict and animosity & Respect

The majority of the school members tend to respect and love one another but there are few cases in which teachers compete for excellence.

2.2 Management and Leadership Style at all Levels

Which of the following management and leadership styles are dominant at the school?

In the school context, the autocratic management and leadership styles are mainly autocratic. This style has a negative impact on teachers' job satisfaction.

2.3. Levels of Leadership

Teachers follow the principal because they have to (position). This is evident in teachers' interaction patterns. This style rarely empowers teachers and they feel marginalized.

3. Evolution of Quality Assurance Unit/ Quality and Training Units

In some schools there are two separate units – one for quality and one for training- write about the two of them.

AlGabarty school has one unit for quality and training.

- Staffing

Staffing includes 2 members (Ms., Abeer Mohamed, Ms., Azza Fathy).

- How active are they?

They are very active. They attempt to develop the quality & training unit. They often plan training for teachers. Both teachers contributed to obtaining quality assurance twice.

- What impact do they have?

- ✓ **The training and quality units contribute to improving teachers and students' performance.**
- ✓ **They obtained quality assurance twice.**

- What activities do they do? & Frequency of activities

- ✓ **Preparation of kindergarten vision and mission**
- ✓ **Preparation of the school's annual self-assessment report**
- ✓ **Preparation of quality assurance plans**
- ✓ **Hold meetings with the quality assurance team**
- ✓ **Preparation of annual reports of quality monitoring**
- ✓ **Preparation of workshops and trainings offered in the school according to the needs assessment plan**

4. Evolution of PCL

Cover the following points

- How many PCLs?

There is one PCL in Kindergarten

- How frequently do they meet?

They usually meet at the beginning and end of the academic year

- How many members? (on average)

They are 10 members.

- How long are their meetings? (on average)

The duration of the meetings varies depending on the target. The duration of the meeting is 30 minutes.

Where do they meet?

The meetings are usually held in the kindergarten supervisor's room.

- Proportion of conversation (personal VS professional)
- Leadership style

Democratic.

- Recognition/ support from administration

The principal of school meets with kindergarten supervisor and quality assurance members. They discuss problems faced by the team. Then, solutions are shared.

- Impact of PCL

Although the PCL in the school is informal and their meetings are not periodic but according to need, there were some outputs such as:

- ✓ Improving communication between teachers.
- ✓ Trying to find solutions to the problems they face.
- ✓ Find the best ways to support students' learning.

5. Evolution of Mentorship

There are no mentors in Al-Gabarty school. However, the vice principal (kindergarten supervisor) and the head of the Training and Quality Assurance Unit provide informal support for teachers when necessary.

Before the project, there were no trainings offered to develop mentorship skills. During the course of the project, four mentors have been selected and trained but one of them moved to another school. The total number is three mentors. Those mentors are dedicated and committed.

6. Evolution of School-Based Research

In Al-Gabarty school, teachers are not familiar with action research. If they have a problem, they tend to deal with it, individually, in an informal way. For example, they have problems regarding special educational needs (SEN), but they do not have the facilities or the skills to address them.

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Appendix 1

School visits Reports

<p>Name of the School: Al Gabarty Official Language School</p> <p>Date: Tuesday, 10th of July, 2018</p> <p>AU Team Members: Dr. Maha Elkomy & Dr. Nevien Elkhaial</p>
<p>Description of the Visit:</p> <ul style="list-style-type: none">- Team members arrived at 9 a.m. to offer the first training and all teachers were present in the computer lab as agreed earlier. The Training and Accreditation Unit teachers were also there.- The training was concerned with the teachers' new roles in the 21st century.- At the beginning of the training, teachers showed low motivation levels. We started eliciting teachers' background knowledge about the roles that they usually play during teaching. Answers mainly concentrated on the traditional roles.- Then, we started presenting the new roles and the need to adopt them in order to cope with the demands of this new era. We discussed some misconceptions that they had about teacher roles and stressed how the roles will empower them and lead to more student achievement.- They were invited to take part in several tasks that asked them to think of relevant role performances.- The training ended up with a reflection regarding the PD programs that can address and promote these roles.- Finally, we informed them that attendance will be tracked weekly.
<p>Outcomes:</p> <p>By the end of the training, teachers showed more enthusiasm to adopt new roles. Their reflections about different roles were collected.</p> <ul style="list-style-type: none">- Some documents for the school's achievements.- Teachers expressed their satisfaction with the topic of the training.- We scheduled the meeting of the next week
<p>Data Collected:</p> <ul style="list-style-type: none">- Teachers' answers and reflections on the tasks and the training.- Names of the mentors who will be responsible for future training events.
<p>Reflections:</p> <ul style="list-style-type: none">- The visit paved the way for future training events.- Teachers ask a time to respond on the questionnaire as they are so busy in preparing for a school's festival.- The school has a specific nature as they always busy in preparing for competitions and festivals...etc.

<p>Name of the School: Al Gabarty Official Language School Date: Tuesday 17th of July, 2018 AU Team Members: Dr. Maha Elkomy & Dr. Nevien Elkhaial</p>
<p>Description of the Visit:</p> <ul style="list-style-type: none"> - Teachers were eager to know the meaning of PLC as they lend themselves to teaching young learners. - We introduced the main concepts of PLC, its characteristics, school current status. - Teachers were engaged in various activities that enabled them to understand the main ideas of PLC. - Teachers discussed the status of the school in relation to the learning community and explained that they have some basis for building a true community - We gave teachers some papers and resources to help them read more about the PLC and ways for implementing them. - The session ended at 12 p.m.
<p>Outcomes:</p> <p>By the end of the training, teachers showed more enthusiasm to build new PLC between them.</p> <ul style="list-style-type: none"> - Teachers expressed their satisfaction with the topic of the training. - We scheduled the meeting of the next week.
<p>Data Collected:</p> <p>Teachers' answers and reflections on activities.</p>
<p>Reflections:</p> <ul style="list-style-type: none"> - This training was so relevant and adds to their job satisfaction.

<p>Name of the School: Al Gabarty Official Language School Date: Tuesday 24th of July, 2018 AU Team Members: Dr. Maha Elkomy & Dr. Nevien Elkhaial</p>
<p>Description of the Visit:</p> <ul style="list-style-type: none"> - We started the session by reviewing the basic concepts of the PLC that were presented in the previous meeting. - A model of how we can establishing a school PLC was presented in details. - Several activities related to each stage of establishing a school PLC were discussed - We discuss the current status of the school in relation to the steps of the PLC. - We presented the most important challenges that hinder the establishing of PLC, and linked them to the context of the school and how to overcome them - We gave teachers some papers and resources to help them read more about the PLC and ways for implementing them. - The session ended at 12 p.m.
<p>Outcomes:</p> <p>By the end of the training, teachers showed more enthusiasm to build new PLC between them.</p> <ul style="list-style-type: none"> - Teachers expressed their satisfaction with the topic of the training.

- We scheduled the meeting of the next week.
Data Collected: Teachers' answers and reflections on activities.
Reflections: - This training was so relevant and adds to their job satisfaction.

<p>Name of the School: Al Gabarty Official Language School Date: Tuesday 7th of August, 2018 AU Team Members: Dr. Maha Elkomy & Dr. Nevien Elkhaial</p>
<p>Description of the Visit:</p> <ul style="list-style-type: none"> - Team members arrived at 9. 30 a.m. to offer the third training entitled “mentoring”. - Some probing questions were asked by the presenters to elicit information related to mentorship. - They reported that they had a similar training about mentoring. When they attempted to define it, it was clear that they have misconceptions regarding the term. - We discussed these misconceptions that they had and stressed that mentors can empower them to be more effective teachers. - Unfortunately, teachers had a serious problem related to the entrance of new K. G. students, and many of them had to leave the session. - The training included various tasks that enabled teachers to visualize the concept of mentoring. - They also had a chance to discuss different mentor roles. - The training ended up with a reflection regarding the importance of this role and those who continued the session assumed the responsibility of sharing the experience they gained from the session with the teachers who left. - Finally, we stressed that attendance will be tracked weekly.
<p>Outcomes:</p> <p>By the end of the training, teachers showed more enthusiasm to play the role of a mentor with novice teachers.</p> <ul style="list-style-type: none"> - Teachers expressed their satisfaction with the topic of the training. - We scheduled the meeting of the next week.
<p>Data Collected:</p> <p>Teachers' answers and reflections on tasks.</p> <ul style="list-style-type: none"> - Names of the mentors who will be responsible for future training events.
<p>Reflections:</p> <ul style="list-style-type: none"> - This training was so relevant and adds to their satisfaction.

<p>Name of the School: Al Gabarty Official Language School Date: Tuesday, 14th of August, 2018 AU Team Members: Dr. Maha Elkomy & Dr. Nevien Elkhaial</p>

Description of the Visit:

- Team members arrived at 9.30 a.m. to offer the training and all teachers were present in the computer lab as agreed earlier. The Training and Accreditation Unit teachers were also there.
- The training was concerned with the **Professional development schools**.
- At the beginning of the training, teachers showed low motivation levels of topic.
- We started eliciting teachers' background knowledge about the roles the school play in professional development for staff. Answers mainly concentrated on formal training.
- Then, we started presenting the concept, its objectives, history, principles, standards and challenges.
- We discussed some misconceptions that they had about PDS and stressed how the this type of school will empower them and lead to more active role in the community.
- They were invited to take part in several activities that asked them to think of relevant main concepts.
- The training ended up with a reflection regarding the challenges that may face in establishing such schools

Outcomes:

- By the end of the training, teachers showed more enthusiasm to PDS.
- Some documents for the school's training plan.
 - Teachers expressed their satisfaction with the topic of the training.
 - We scheduled the meeting of the next week

Data Collected:

- Teachers' answers and reflections on the tasks and the training.
- Quality assurance training plan.

Reflections:

- This training was so relevant and adds to their job satisfaction.

Name of the School: Al Gabarty Official Language School

Date: Tuesday 21st of August, 2018

AU Team Members: Dr. Maha Elkomy & Dr. Nevien Elkhail

Description of the Visit:

- Team members arrived on Tuesday, at 10 a.m. to offer the fourth training entitled "**active learning**".
- Teachers were eager to know new active learning strategies as they lend themselves to teaching young learners.
- We introduced the origins and importance of active learning.
- Teachers were engaged in various tasks that enabled them to practice the ideas and thoughts raised in the session.
- We gave teachers some websites to help them read more about the new strategies and ways for implementing them.
- The session ended at 12 p.m.

Outcomes:

<p>By the end of the training, teachers showed more enthusiasm to use the new active learning strategies.</p> <ul style="list-style-type: none"> - Teachers expressed their satisfaction with the topic of the training. - We scheduled the meeting of the next week.
<p>Data Collected:</p> <p>Teachers' answers and reflections on tasks.</p>
<p>Reflections:</p> <ul style="list-style-type: none"> - This training was so relevant and adds to their job satisfaction.

<p>Name of the School: Al Gabarty Official Language School Date: Tuesday, 28th of August, 2018 AU Team Members: Dr. Maha Elkomy & Dr. Nevien Elkhaial</p>
<p>Description of the Visit:</p> <ul style="list-style-type: none"> - Team members arrived at 9.30 a.m. to offer the fifth training and all teachers were present in the computer lab as agreed earlier. The Training and Accreditation Unit teachers were also there. - The training was concerned with the ICT. - In the computer lab teachers were distributed on different computers - We discussed the importance of technology in teaching and learning, the importance of Egypt knowledge bank, and other technological sources such as Edmodo's web site. - We started to access the account of one of the teachers on the knowledge bank, explain the registration steps, the available resources, how to search on them and the purpose of each. - We took a tour of the "Discovery education" link and the services provided there. - A set of Microsoft applications was introduced, and we chose the Edmodo. - We explained how to create an account Edmodo, and how to benefit from it. - Teachers were particularly enthusiastic about using the Knowledge Bank.
<p>Outcomes:</p> <p>By the end of the training, teachers showed more enthusiasm to use ICTs.</p> <ul style="list-style-type: none"> - Teachers expressed their satisfaction with the topic of the training. - We scheduled the meeting of the next week
<p>Data Collected:</p> <ul style="list-style-type: none"> - Teachers' accounts on Egypt knowledge bank and reflections on the tasks and the training.
<p>Reflections:</p> <ul style="list-style-type: none"> - This training was so relevant and adds to their job satisfaction.

<p>Name of the School: Al Gabarty Official Language School Date: Sunday, 16th of September, 2018 AU Team Members: Dr. Maha Elkomy & Dr. Nevien Elkhaial</p>
<p>Description of the Visit:</p> <ul style="list-style-type: none"> - Team members arrived at 9.30 a.m. to offer the sixth training and all teachers were present in the computer lab as agreed earlier. The Training and Accreditation Unit teachers were also there. - The training was concerned with thinking development strategies.

- At the beginning of the training, teachers showed enthusiasm for the subject, its importance and the need to learn more about it to improve student learning
- We discussed at first different types of thinking: scientific, critical and creative, then investigated the types of thinking that used in kindergarten.
- A number of strategies for thinking development have been reviewed and teachers are thinking about them.
- Teachers showed their willingness to obtain more resources and websites about the topic in KG.

Outcomes:

By the end of the training, teachers showed more enthusiasm to adopt new strategies to develop thinking skills.

- Some documents for the school's achievements.
- Teachers expressed their satisfaction with the topic of the training.
- We scheduled the meeting of the next week

Data Collected:

Teachers' answers and reflections on the tasks and the training.

Reflections:

- The visit paved the way for future training events.

Appendix 2

AlGabarty School: Training programmes









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Appendix 3

School's committee board members

محافظة الاسكندرية
اداره وسط التعليم
مرحلة التعليم الابتدائي
مدرسه الجبرتي الرسمية لغات

كشف بأسماء أعضاء مجلس الامناء والاباء والمعلمين ٢٠١٧ / ٢٠١٦

م	الاسم	الوظيفة	تاريخ الميلاد	اسم الطالب	جبهه العمل	الرقم القومى	العنوان	التليفون	المركز
1	صباح حسن مكاوى محمد	مديره المدرسه	08/04/1963	—	مدرسه الجبرتي	26304080201289	18ش الاخلاص - الحضرة الجديده	01221860398	المدير التنفيذي
2	صلاح عبد الحميد عبد ربه	معاشر	15/02/1946	—	—	24602150201811	4ش ابن زياد - امبروزو	01011472111	رئيس المجلس من المهتمين
3	ساميه عزيمى ميخائيل عوض	معاشر	18/07/1953	—	—	25307180201249	63ش سيدى بشر قبلى بجوار مسجد التوبه	01224257469	مراقب مالى من المهتمين
4	اسماعيل عبد الرازق عطا الله	مدير ادارى	12/09/1970	—	شركه البيروك	27009120201858	7ش مسجد الرحمه فيكتوريا	01221673821	من المهتمين
5	محمود عزت محمد حوامن	معلم اول	28/01/1972	—	مدرسه الجبرتي	27201280200431	6ش اليسر- ابو يوسف العجمى	01224391253	عضو من المعتمين
6	ظاهر حسن عبد المجيد مصطفى خبير	معلم	29/03/1966	—	مدرسه الجبرتي	26603209180085	كفر الدوار	01229698807	عضو من المعتمين
7	عبر محمد احمد محمد حسن رياض اطفال	معلمه	27/12/1966	—	روضه الجبرتي	27122702011805	27ش النيل - كرموز	01224392717	عضو من المعتمين
8	نادر حسن بدر حسن	موظف	09/12/1974	محمد	شركه مصر للتأمين	27412090220073	7ش على بك الكبير محرم بك	01227575418	عضو ولى امر
9	خالد ابراهيم حامد عبد الله	محامى	14/02/1950	شهد ، جنى	المحكمه	26502014020091	7ش الكاب - محرم بك	01223684563	عضو ولى امر نائب الرئيس
10	ابهاب محمد غزالى ابراهيم	دكتور اثرى	02/02/1964	ابراهيم	هيئه الآثار	26400200200812	23ش رحى - العطارين	01222835489	عضو ولى امر
11	محمود حسن محمد	تاجر	04/09/1974	ساتدى	—	27409040200891	75ش النرجس - غيط الغنب	01223291329	عضو ولى امر
12	حسن عاشور مرسى حسن	صاحب مكتبه	04/09/1974	على ، عمر	مطبعه بشارع عرفان	26912230201673	17ش امين الرفعى محرم بك	01229979828	عضو ولى امر
13	زينب محمد القبارى	معلم خبير	27/12/1959	—	مدرسه الجبرتي	25912270201981	9ش ابن الشجاع الازاريطه	01069644678	امين سر

يعتمد ...
مدير المدرسه

Appendix 4

School's training plan for 2019

محافظة الاسكندرية
ادارة وسط التعليمية
روضة الجبرتي الرسمية لغات

الخطة السنوية لوحدة التدريب والجودة
٢٠١٩-٢٠١٨

مؤشرات النجاح	مكان التدريب	التوقيت	مسئولية التنفيذ	المستهدفون	المدرسون	الموضوع (المحتوى التدريبي)	الاستراتيجي جية	الاهداف
اعداد ملفات الجودة	قاعة الكمبيوتر	4/9/2018	عزة قاسم	جميع العاملين	عبير محمد امان ابراهيم	معايير الجودة والاعتماد التقييم الذاتي للتطوير وفرق العمل	اجتماعات فريق قيادة التطوير وفرق العمل	تاهيل العاملين للمشاركة في التقييم الذاتي وتحسين الاداء بالموسسة
الطريقة الصحيحة لاستخدام طفاية حريق	قاعة الكمبيوتر	18/9/2018	سامية شعبان	جميع العاملين	ا/ شريف	وسائل الامن والسلامة	دورة تدريبية لجميع العاملين	مواكبة التطورات والتجديدات التربوية في جميع مكونات المنظومة التعليمية
اعداد خطة للانشطة بوقت معين	قاعة الكمبيوتر	٢٠١٨/١٠/٨	عزة قاسم	المعلمات	عزة قاسم	ادارة الوقت	دورة تدريبية	مواكبة التطورات والتجديدات التربوية في جميع مكونات المنظومة التعليمي
سرعة التصرف عند حدوث طارئ	قاعة الكمبيوتر	٢٠١٨/١٠/٢٣	سامية شعبان	المعلمات	فخية رمضان	دورة الاسعافات الاولى	دورة تدريبية	تنمية الكفايات التربوية والمهنية والثقافية
اعداد مجلة شهرية للقاءة	قاعة الكمبيوتر	٢٠١٨/١١/٦	سامية شعبان	المعلمات	عزة قاسم	Publisher اعداد المجلة المطويات	دورة تدريبية	تنمية العاملين بالروضة على استخدام التكنولوجيا المتطورة ومصادر المعرفة المتنوعة
اعداد معسكرات للاطفال سلطة الفواكهة	قاعة الكمبيوتر	٢٠١٨/١١/٢٧	عزة قاسم	المعلمات	عبير محمد	التغذية الجيدة لطفل الروضة	دورة تدريبية	تنمية الكفايات التربوية والمهنية والثقافية
لوحة باعمال الاطفال في القاعة	قاعة الكمبيوتر	٢٠١٨/١٢/٤	سامية شعبان	المعلمات	نجلاد فحفي	الفن الارجامى	دورة تدريبية	تنمية الكفايات التربوية والمهنية والثقافية
حصر بالاطفال التي	قاعة	٢٠١٨/١٢/٢٥	عزة قاسم	المعلمات	نرمين سعد	صعوبات التعلم	دورة	تنمية المعلمين بالروضة على

تعانى من صعوبة تعلم وعلاجها	الكمبيوتر						تدريبية	استخدام التكنولوجيا المتطورة ومصادر المعرفة المتنوعة
رسوم للاطفال عن اعمال ثمن عن حب الوطن	قاعة الكمبيوتر	يناير ٢٠١٩/١/٢٥	سامية شعبان	المعلمات	ابنسام محمد	تشكيلة طفل فبدى	دورة تدريبية	تنمية الكفايات التربوية والمهنية والثقافية
تدريب الاطفال على السلوك القويم	قاعة الكمبيوتر	فبراير ٢٠١٩/٢/٥	عزة قاسم	المعلمات	ابنسام السيد	توجيه السلوك لطفل الروضة	دورة تدريبية	تنمية الكفايات التربوية والمهنية والثقافية
اعداد ابحاث	قاعة الكمبيوتر	فبراير ٢٠١٩/٢/١٨	سامية شعبان	المعلمات	عزة قاسم	الانترنت واستخدام الاجهزة	دورة تدريبية	تنمية المعلمين بالروضة على استخدام التكنولوجيا المتطورة ومصادر المعرفة المتنوعة
خطة لامن والسلامة	قاعة الكمبيوتر	مارس ٢٠١٩/٣/٥	عزة قاسم	المعلمات	ابنسام السيد	الظروف الطارئة	دورة تدريبية	تنمية الكفايات التربوية والمهنية والثقافية
الملاحظة اثناء لداء الانشطة مع الاطفال	قاعة الكمبيوتر	مارس ٢٠١٩/٣/١٨	سامية شعبان	المعلمات	عبير محمد	المعلم المبدع	دورة تدريبية	مواكبة التطورات والتجديدات التربوية في جميع مكونات المنظومة التعليمية
من خلال سجل المتابعة	قاعة الكمبيوتر	ابريل ٢٠١٩/٤/١٧	عزة قاسم	المعلمات	غادة محمد	استراتيجيات التدريس	دورة تدريبية	تنمية الكفايات التربوية والمهنية والثقافية
عمل مطويات جديدة	قاعة الكمبيوتر	٢٠١٩/٥/١٤	سامية شعبان	المعلمات	عزة قاسم	ورشة عمل عن المطويات	ورشة عمل	تنمية المعلمين بالروضة على استخدام التكنولوجيا المتطورة ومصادر المعرفة المتنوعة
اعداد اشكال جميلة	قاعة الكمبيوتر	٢٠١٩/٦/١٨	عزة قاسم	المعلمات	ليديا عيسى	ورشة عمل عن تلوين الخلفات	ورشة عمل	مواكبة التطورات والتجديدات التربوية في جميع مكونات المنظومة التعليمية
الملاحظة اثناء لداء الانشطة مع الاطفال	قاعة الكمبيوتر	٢٠١٩/٧/١٧	عزة قاسم	المعلمات	فخية رمضان	تدريب عن انواع التعلم	دورة تدريبية	تنمية الكفايات التربوية والمهنية والثقافية
الملاحظة اثناء لداء الانشطة مع الاطفال	قاعة الكمبيوتر	٢٠١٩/٨/٦	عزة قاسم	المعلمات	نرمين سعد	متطلبات مراحل نمو الطفل	دورة تدريبية	تنمية الكفايات التربوية والمهنية والثقافية
اعداد الخطة للعام الدراسي الجديد	قاعة الكمبيوتر	٢٠١٩/٨/٢٠	عزة قاسم	المعلمات	عبير محمد	اعداد الخطة الدراسية	دورة تدريبية	تنمية الكفايات التربوية والمهنية والثقافية