



# ENSAF SERRY SCHOOL REPORT

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## Ensaf Serry Secondary School for Girls



### 1. Demographic Information

Ensaf Serry Secondary School for Girls is located in Helmeyet El Zaitoun, specifically in Selim Al awel Street. It is affiliated to the Educational Department of El Zaytoun. the school is named to honor one of the contributors of education in Egypt as "Ensaf Serry" was one of the greatest educators in Egypt in the 20th century. She was one of the first ladies to be sent by the Egyptian Ministry of Education to study abroad and then dedicated her life for education of girls. She was the principal of the Mansoura Primary School between 1924 and 1925 and the first female teacher of Shoubra Secondary School. In 1925 she was the dean of the Higher Institute of Art Teachers.

The school is located in an average neighborhood characterized by middle class residents and overlooks wide street and close to it many preparatory (middle school) and elementary (primary) schools, the location of the school according to the neighbor schools is considered as an advantage as it facilitates sharing experiences and forming relationships between teachers and their colleagues in the other surrounding schools. The school is also located somehow near to the Faculty of Education -Ain Shams

University- which also helps to exchange visits and performing various activities and organizing events and build relationships between the school members and faculty members.

## 2. School Infrastructure

The school is considered as one of the largest school in area, it has a large school yard and two basketball and football play grounds. There are a lot of trees, plantations distributed beautifully all inside and around the school.



The school consists of several buildings consists the classrooms of the three stages, and divided into 17 classes for the first grade(1st secondary which is equivalent to year 10) and 16 classes for 2nd secondary(year 11) and 16 classrooms for the third secondary (year12). The density of these classes ranges from 35 to 40 students which is considered very good if compared with other governmental ( public) schools in Egypt in which the density of the students can reach 60 students in one class . the administrative rooms, the teachers rooms but the teachers' rooms are not suitable and not well equipped or prepared to held meetings between teachers, the different laboratories and the multipurpose halls are found scattered in the school buildings and also two classes are prepared for students with disabilities are distinguished and they are located in the ground floor of buildings and their density ranges from 20 to 25 students, but the noticeable thing that a large school has no theater; so the art teachers have to go to another school theater for performing their



drama activities with their students. They have 29 computers and the internet access is found only in the laboratories,

### 3. Administrative and Organizational structure

The school has clear and declared administrative structure ,it follows the administrative and organizational structure in all the public schools in Egypt which is a hierarchical system starts with the principal or school head , followed by school secretary, then heads of departments or supervisors which are the oldest teachers of the subject in the school and finally the teachers beside the students and teachers affair staff.

Concerning the organizational structure the school is setting a clear instructions for security, rewarding and punishment rules and these instructions are announced in large hanging panels in more than one place all over the school, also complaints and proposals box , instructions for parents' visit, ethical code and many enthusiastic and encouraging signs for teachers and students.



The school administration created over many years some additional new administrative functions and divided them into units such as : cooperative society unit, talented unit, strategic planning unit, electronic government ,oracle responsible, crisis unit and school mentor. Despite their development of these units, the roles of some unit and their responsibilities are not entirely clear.

The school is also characterized by a clear vision and mission as they tried to get the accreditation from The National Authority to ensure the quality of education and accreditation, however from our point of view the mission and vision need to be revised ,so we suggested that one of FOE member specialized in quality assurance would revise them.



#### 4. Human resources in school

The school 145 teachers and 13 mandatories, 7 administrators and 9 social workers, it has 1762 students,33 with disabilities. Despite they have 33 students with disabilities they have no special education teacher.

The school has a very active principal who works to overcome the obstacles facing the staff and teachers as well. but we noticed some teachers' discomfort from certain behaviors she may make like she may yell or talk to them with loud voice sometimes but they still love and respect her as she was a colleague of them at the first place.



Concerning the professional development of the teachers, the school is distinguished by the presence of three teachers having doctoral degree of education which was very great as they we thought that these teachers may be the nucleus of the PCL group and a very large number of teachers also received training courses in various fields such as using technology, how to use the Egyptian knowledge bank, active learning and crisis management. This progress in professional development of teachers somehow

reflected on their students and their participation in various activities they, which resulted in receiving a large number of awards and advanced positions they achieve in a number of competitions.

### **School visits (Ethnography)**

The school visits started at November 27th of 2017 , the aims of this visit were to observe closely the school community and to introduce the project concepts to this community and develop working mechanisms for school team members as well as to collect data for school profile and to apply the Need Assessment Tool on teachers, quality assurance ,psychological and social specialists.

#### **What was accomplished according to the aims of the first visit?**

We met the principal and teacher who is responsible for (director of ) quality assurance unit and the director of the training unit, and we introduced ourselves (team members responsible for the school) to them and declared the concept of the project, they welcomed us very warmly and we had a general conversation about a lot of issues ,during our conversation the principal had to leave us more than once as she was busy performing her tasks.

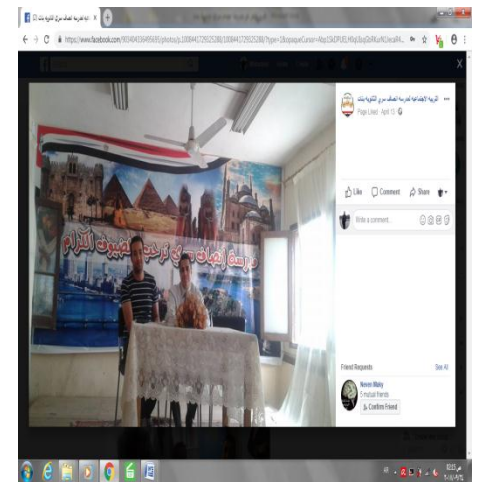


Then a meeting was held with the principal and the Director of Quality Management in the Directorate (A. Michel Shenouda), the Director of the Training Unit at the Directorate (Dr. Mahmoud Haggag), the Director of the Educational Services Department (A. Madeeh Ramadan Abdel Samie) And a training specialist in the Department of Training, Department of AlZaitoun Education (A. Hanaa Hamid Suleiman), where a discussion took a place about

the Manual of the project to clarify the objectives and concepts of it and its impact for the school and teachers.

Also we asked the principal for helping us to arrange an info session ( orientation) for the all school teachers in order to gather them and determine the appropriate place for this event and she agreed and prepared the ceremony hall of the school and she was very helpful, but the problem we faced that we can't gather all the teachers at the same time as they were busy with their classes during the day but we managed this situation by repeating the orientation about three times, so we can reach all of the teachers.

During the orientation, the teachers raised some serious issues which they face but they couldn't specify these issues as problem, they complained their financial situations and sometimes the fact they aren't appreciated although they love their career and very passionate about it. We tried to be clear that we can't help in the problems that need major decision making or changing and developing the policies of ministry of education as we all face corresponding problems , One of them said, "Please free us from the grip of the Ministry of Education." , but they were impressed by the idea of the partnership between the school and FOE, as in the past the public schools were affiliated with FOE which was something they need and appreciate.



We distributed a list on the teachers to identify the mechanism of communication with them either via emails or establishing whatsapp group or through a group on facebook, according to the communication in the knowledge society.

Concerning the Need assessment tool ,it was applied on (35 ) teachers, (3) specialists to determine their needs

During the application of the tools the teachers showed that the trainings which they attended before were not related with their needs.

Interviews were held with teachers and team members discussed with interviewed teachers their needs ,capacities, and what they need in some disciplines.

Also a focus group discussions were held and the main points of these discussions were mainly centered about the challenges the teachers face, the focused group which composed of 5 teachers then achieved a brainstorming session about their needs and difficulties in teaching, dealing with the different student's styles, classroom management, and their attitude about the application of the idea of learning communities and their suggestions to overcome these challenges,they also need strategies which can shortcut time due to compressed contents and short time.

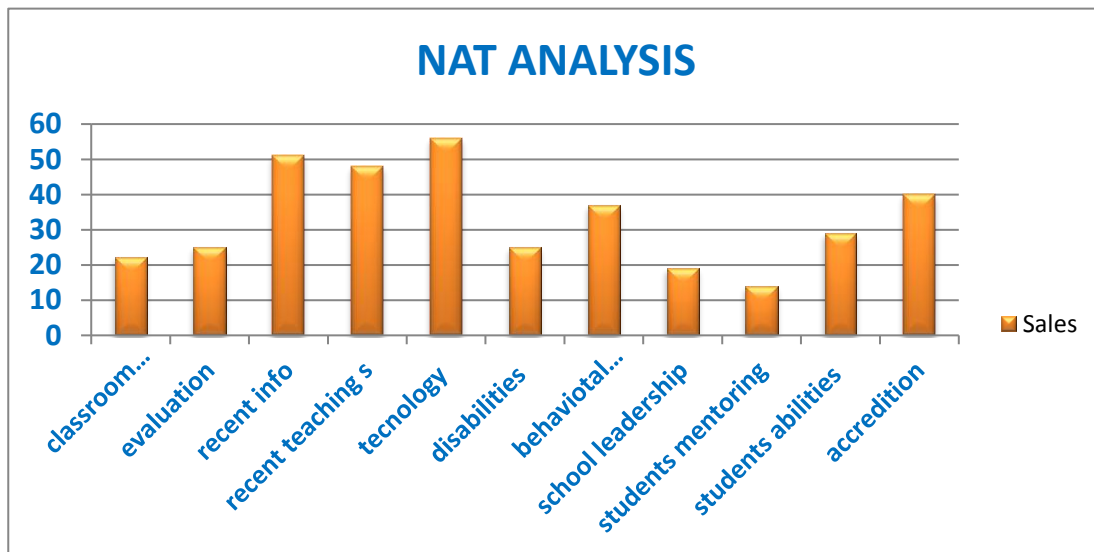
- We made the interviews with five teachers with different specialists and from this interview we determined their needs which can be summarized in these points:

1. How to deal with special needs with different species.
2. The meaning of the evaluation, how to make evaluation with different ways from the assessment tests, how to make self-evaluation for his teaching activities.
3. There is no idea about STEM and how to achieve activities during the different specialists.
4. There is no any application for the idea of learning communities.
5. How to deal with the different student different styles.
6. How to deal with different classroom problems.
7. They showed their positive attitudes towards applying technology in teaching and they wanted trainings to apply this technology in different teaching activities.

**The main results of the NAT analysis were:**

1. Teachers need different training on modern approaches of active learning
2. Using technology in their teaching in very simple way.
3. How to communicate with their students effectively.
4. They need to know about STEM approach
5. How to apply inclusion effectively.

The school administration was specific in deterring their needs, They need more attention to leadership and management workshops and training.



**We can summarize our observation during the visit as follows:**

1. The school has an active school head who works to overcome the obstacles facing the staff and teachers as well and most of the teachers respect her which can be a good model of a leadership.
2. The teachers are of an old age as the school is biggest high school and they are aware of that and already say they will retire in a year or so which affected their motivation and participation at the beginning of the visit.

3. Teachers face a lot of administrative burdens.
4. The existence of some of the new functions in the administrative structure, such as (e- government unit)
5. Although a large number of teachers received training courses in various fields (technology, active learning, crisis management). they have a negative attitude towards any other training or courses.
6. Teachers complained some decisions taken by MOE as these decisions restrict their flexibility.
7. They cannot deal correctly with special needs students.

We made SWOT and determined the Strengths and Weakness of school.

### **Strengths**

- School principal is very active and trying to overcome the obstacles which may face team members.
- School has some new units other than quality assurance like strategic planning unit, electronic government, talented specialist, oracle responsible, crisis unit and school mentor.
- School was very close from accreditation.

### **Weakness**

- Negative attitude towards any training or courses.
- The teachers are of an old age and they are aware of that and already say they will retire in a year or so.
- Teachers face a lot of administrative burdens.
- They said they need to set meetings with each others but have no idea about PLC
- They can not deal correctly with special needs students.

## Challenges

- Gathering teachers in the same time is very difficult. (The info session was made within two days.)
- Teachers' age.
- Students' reluctance especially in 3rd secondary year.

## EU visit : December 2017

The school members represented by the principal and director of training unit and quality unit visited us at FOE during the seminar held with EU partners.



We tried to establish deeper social relations between us and the school members, They were very happy and next day they published the event on their Facebook page, and gave some gifts and souvenirs from the students art work to EU partners.

Visits then took place according to the action plan we determined as follows:

## First visit Sunday, 15/7/2018

We met "M.Wafaa " the principal of the school, and agreed on the plan that will be followed during the summer vacation, which aims to activate learning

communities among teachers inside the school, the meeting was held with presence of the school's learning community members whom are:

Dr. Ali Abdel Latif El Yamani (Head of History Department and Director of the Training Unit at the school)



Dr. Ahmed Salama Abdel Maqsoud (Head of Arabic Language Department and Director of Quality Unit)

A / Ayoub Bishri Polis (supervisor of Chemistry)

we had a breakfast with them with in order to strengthen ad deepen our social relations and talk about life issues away from the work environment and its burdens. Meanwhile we discussed the action plan for the summer vacation.\_

During the exchange of talk with them, we observed that they are not interested at all of the idea of attending classes with each other to share experience and when we raised the idea, it turned out that this idea is completely unacceptable due to the cultural nature of Egyptian society. At this meeting, we were unable to overcome this negative view.

We tried with them to brainstorm ideas instead of the attendance so they suggested that they may meet once every month to discuss any issues, and this meeting will be limited on teachers of the same specialization. We tried also to introduce the idea of exchanging the experience among different specialization and this will improve learning outcomes of the students in the school.

For the summer activities of the students ,we found that it was taking place inside another school due to the lack of suitable places and tools for these activities within the school, under the supervision of the educational administration.

We discussed with them the idea of preparing a magazine within the school and found that the school has already published magazine every year contains a range of topics and activities and events, and they added including the participation of the school in



ERASMUS project. Also we felt that there is a problem which is the reluctance of teachers to attend the trainings or workshops for professional development and the reason behind that is the lack of financial support or that they cannot feel the benefits. It was clear also that most of the teachers will start to take their summer vacations during August, which was an obstacle to implementing our plan during this month, and we tried to find a solution to this problem. At the end of the visit two teachers wished that they join our small PLC whom are M.Ahmed Mohammed Bakr (Arabic language teacher), and dr. Engy Hamdy (librarian and history teacher having PhD in history education , and this was most impressive thing in that day as we felt that the concepts of the project begun to be clear somehow for the school community.

### **Our second visit Wednesday 18/7/2018**

We met school principal Wafaa and our the school's learning community, which consists of:

- Dr. Ali Abdel Latif El Yamani (Head of History Department and Director of the Training Unit at the school)
- Dr. Ahmed Salama Abdel Maqsood (Head of Arabic Language Department and Director of Quality Unit)
- Dr. Engy Hamdy (librarian and teacher of history)

And we welcomed each other and begun our discussion about how we can attract the teachers and students (for sustainable development) to our project and what are the ideas we can apply making use of the summer vacation and low workloads in this period.

In this part, Dr. Engy suggested that we can involve teachers in many activities with students, Dr. Ali informed us that the training unit has set up a plan and was searching for ideas to attract teachers to attend workshops and training and they negotiated with principal that the teacher who will attend the training will leave

early as soon as the training ended instead of staying at school to the end of the school day.

They also discussed the importance of attending training on the use of technology which will be established in FOE 22/7 and 24/7 for them , and how they will deliver this training back to the school community to make sure that most of teachers will take the advantage of it.

Meanwhile our discussions we were honored by Dr. Malak Zalouk's visit and the meeting with her for nearly two hours in which a number of topics were discussed and several important points were clarified.

The PLC teachers introduced the school and gave some general information about it in terms of the number of teachers 206 in the school as a whole and the participants in the project about 60 teachers and the group includes PCL 5 teachers, including 4 with a Ph.D. We started a dialogue and discussion about a number of obstacles and problems facing teachers, which may prevent the completion of their professional development, for example: weak financial support - the rigidity of administrative burdens and bureaucracy style of work.

Dr. Malak explained in response to the issues they raised that innovative thinking and willingness to change are the most important weapons in this important stage, taking in account the need to take a self-monitor and how to develop ourselves. She also tried to motivate the teachers by reviewing a number of her previous experiences and share it with them, such as the experience of project of facilitators in Upper Egypt cities and how they have become productive although the region of upper Egypt is very well known with their intolerance and resistant to change.



### **Third visit Sunday, 29/7/2018**

We met the school's learning community

Dr. Ali , Dr. Ahmed, Ayoub and Dr. Engy

This visit was having different, we felt our PLC teachers were more enthaustaic, they asked us to help them in achieving some activities that will be conducted by Dr. Engi, Dr.Ali. they asked our help to organize a visit to FOE that the students wanted to, they want to go to FOE library and laboratories and make a conversation with the dean.

They also asked if we can deliver a training to students and teachers on using the Egyptian Knowledge Bank in September, in the technology lab in FOE.

Training teachers on other activities during the academic year 2018/2019.

Also they informed us that they will organize events through quality assurance unit and training unit by Dr. Ahmed Osama in the following themes: concepts of sustainable development and citizenship

We suggested that we can help them to design and publish scientific journal in the school, in which they can publish their researches or problems they face and share their experience and announce what is new in education, and this journal will be a good step to start the school clustering as this journal could be common between the schools and maybe a way for partnership and communication, and they welcomed the idea very much.



### **Fourth visit Sunday, 5/8/2018**

We were surprised that - Dr. Engy, Dr. Ali had conducted a training to teachers about using technology in the same themes they trained on when they attended at

FOE training session. The trainees benefited from the software offered (Google Classroom, Flipped book, movie maker) but needed more time to make more use.

### **Fifth visit Sunday, 12/8/2018**

Dr. Ahmed prepared a training about the concepts of sustainable development and citizenship and delivered a training sessions throughout the day, and at the end of the day teachers expressed that they benefited from what was offered.



We then agreed to complete the after Eid al-Adha vacation.

We tried to complete our action plan but they asked us to postpone it as a lot of teachers were on vacation and they were painting the school for the new beginning of the school year.



### **Sixth visit Wednesday, 19/9/2018**

Dr. Enjy informed us about the impressions of the PCL group and other teachers in the school about the project and the idea of forming PCL and try to self-monitor surprisingly changed somehow from Stagnancy to more flexibility, and willingness to participate. Which was great, and we thought that participation of Enjy changed the attitude of the teachers, as she is young full of energy and has positive attitude to make difference in the school community and students as well as herself.





Also the school will organize a seminar on sustainable development and whole school community, and they invited us to attend.

We begun the coordination between FOE and school to organize the students' visit to introduce the university environment and meet the Dean and make an interview with him. was agreed with the PCL group to resume visits from the second week of the study due to the school's concern to start the new school year.