

Al-Tabary preparatory School for Boys



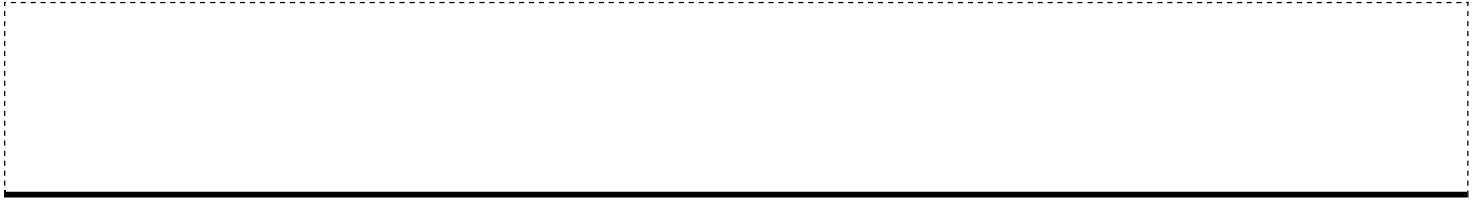
School and University Partnership for Peer Communities of Learners SUP4PCL
FACULTY OF EDUCATION | AIN SHAMS UNIVERSITY

Baseline Report



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1. The school profile:

- Al-Tabary Preparatory School for Boys is located in 30 El Maqrizy St., Heliopolis, Cairo.
- The vision of the school is: “Providing a climate that ensures the right to good learning for all students that is based on the integration of technology in the learning and the preparation of good citizens”.
- The mission of the school is focused on attention to cultural topics beside the educational Courses and allowing the students to express their views.
- The school is accredited and enjoys a positive working environment.



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- The school is limited to the preparatory stage only. It consists of 9 classes, includes a library with two computers and 3 laboratories for science and technology with 30 computers connected to the internet.
- Also the school is working on improving the emotional side of the learners through artistic and sports activities.
- The number of the students is 1237 divided into 3 grades, while the number of teachers is 68. There are 3 administrators and 7 psychologists.
- The organizational structure of the school: School-Head - Student Affairs Deputy - Personnel Affairs Deputy - Activities Deputy - Quality Coordinator - Head of Department: Arabic – English – Math – Science – Social studies – Computer – Art – Music – Psychology - Industrial field – Agricultural field.

2. Ethnography

- The meeting with the teachers started in the teachers' staff room and is the place to meet them when they are not teaching. It is the place in which they engage in conversations related to the educational process, including what is outside the school.
- It can be seen that there is an exchange of experiences in this place, both in relation to the lessons, and in providing solutions and tools for students, or about student behavior and how to deal with them.
- There is a positive interaction between the teachers and the project team, and this is demonstrated by their suggestions for development and their desire for professional development.



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□ It has been recognized through the focus group that most teachers have negative attitudes toward teamwork, as each of them refuses to be criticized by his colleague. So, they lack the culture of reflection or the peer community, through which they discuss their strengths and weaknesses.

3. Needs Assessment

- We met the school supervisor and presented the aims of the project, which include the main domains of the project :learning communities- active learning- STEM- global citizenship- special needs- technology.
- Then the supervisor recommended the group of the teachers with different specialties (quality and training official- social and physiological specialist- science teacher- math teacher- computer teacher- art teacher- language teachers)
- We introduced the aims of the project to the teachers and then we administered the need assessment tools.
- During the administration of the tools, the teachers elaborated that the trainings which they attended before were not related to their needs.
- Then we chose the focus group which is composed of eleven teachers. We brainstormed their needs and difficulties in teaching that deal with the different students' learning styles, classroom management, and their attitude about the application of the idea of learning communities.
- We interviewed five teachers with different specialisations and from this interview we determined their needs which can be summarized in the following points:
 - How to deal with students with various special needs .



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- The meaning and the process of evaluation: how to use various types of assessment and evaluation including self-evaluation for teaching activities.
- There is no idea about STEM and how to design and use activities to address the different specializations.
- There is no application for the idea of learning communities.
- How to deal with the students' different learning styles.
- How to deal with different classroom problems.
- They showed their positive attitudes towards applying technology in teaching and they wanted trainings to apply this technology in different teaching activities.
- Their need to use the active learning strategies in overcrowded classes.

4. Strong and weak points

☒ Strong points:

- Initial Positive attitudes towards the project aims and domains from the supervisor and the teachers.
- There are teachers who have already applied technology in planning their lessons and in administrative work.
- There is a clear interest in development of the students' art skills which is apparent in some samples of their art work.
- There are models and materials which are designed by the students during the activity sessions.



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- There is documentation for all the achievement activities which were performed in the school.
- School design and buildings are designed well to encourage the student's different activities.

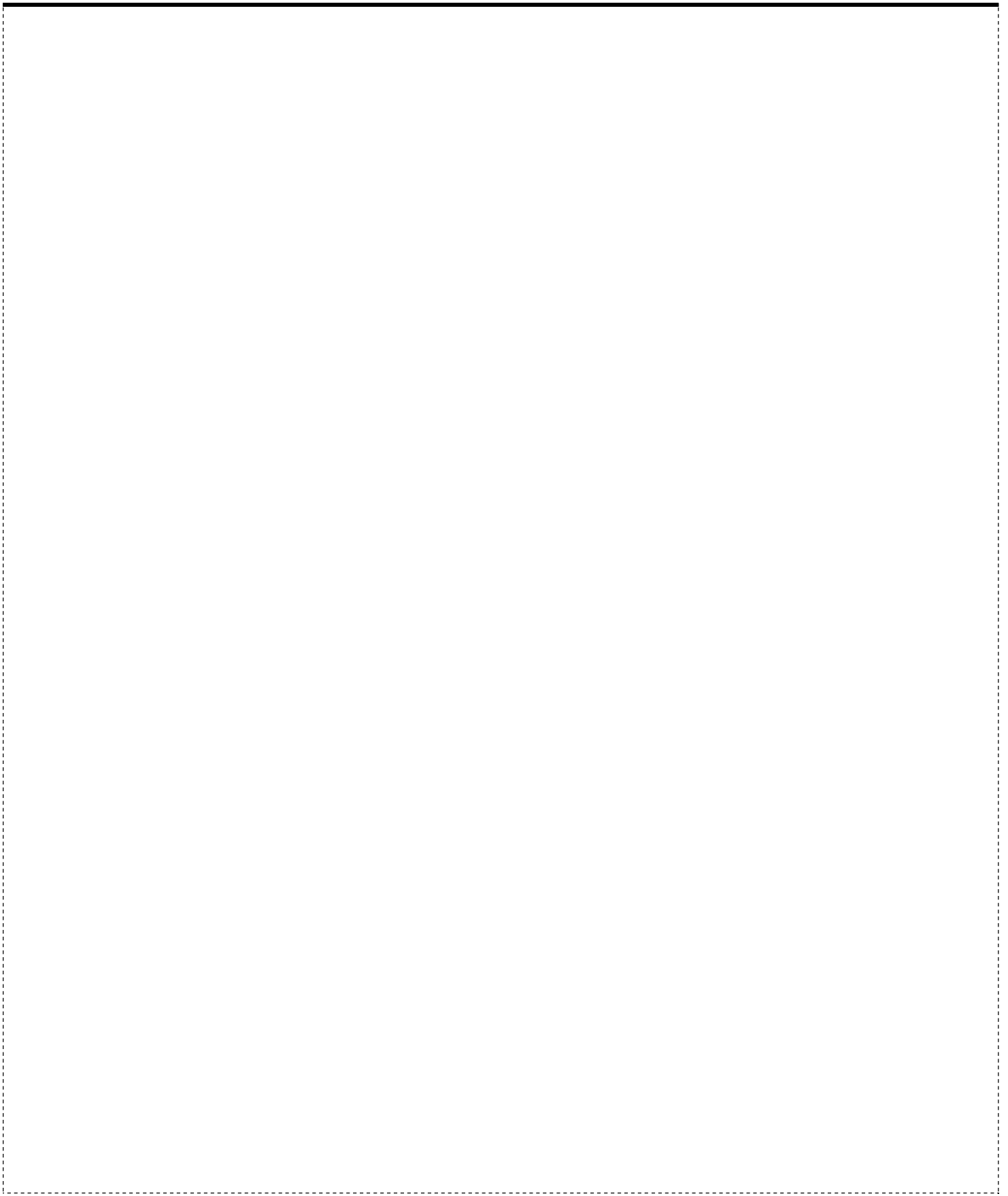
☒ Points that need development

- No application for the idea of learning communities.
- The supervision from the Educational administration needs to work on improving the teachers' performance according to the new trends of teaching different subjects.
- No application for the technology in teaching in teaching different subjects or in assessment.
- The active learning strategies are not performed during teaching the different subjects due to the overcrowded classes.
- There is inadequate dealing with the special needs students.
- Little awareness of the meaning of planning, self- assessment, teaching to the different student's learning styles, and how to properly assess and evaluation students.

5. Challenges that we have faced

- ☐ We face a difficulty to gather all the teachers at the same time to administer the tools of needs assessment and the focus group because they were busy in teaching their lessons.

6. Aspects of benefit from our visit to Europe





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- Providing teachers with different ways to achieve their professional development such as : e-learning, blended learning, school visits, peer to peer leaning, lesson study, action research, seminars, invitation of expert teachers ... etc.
- Training cooperating teachers to mentor student teachers as well as other newly qualified teachers in their schools.
- creating learning communities through active blended learning may be one of the excellent ways to help teachers to develop their performance in an interesting and effective way
- Using Pre-lesson planning and post-lesson evaluation meetings in Egyptian schools can provide discursive opportunities for detailed planning and in-depth reflection on the quality of teaching and learning. The collaboration in lesson study can help teachers to develop a sense of collective efficacy.
- Achieving close cooperation between university and schools.
- Assuring the role of mentorship and reflection in TPD.
- Helping PD teachers to use various active learning strategies in their classes.
- Encourage teachers to use project work in various subjects so as to make learning meaningful to their students and to take pride in what they do.
- Encouraging good relations between the PD schools and the parents.
- Involving MA and PHD holders and candidates at PD schools to take a leading role in PD activities (as change agents).
- Using the Ofsted's criteria to judge schools as domains to develop and assess schools in Egypt. These domains are:
 - Achievement of pupils
 - Quality of teaching



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- Behaviour and safety management
- Leadership and management
- Benefiting from the standard for teachers' professional development
- Grabbing the teachers' attention about the importance of reflective practices inside the community of learners.
- Focusing on the STEM domains and how to accomplish the integration between them.
- Assuring the importance of the active learning in teaching

7. Results of the ethnographic study

We administered the questionnaire to 16 teachers to determine their needs on Wednesday 4/12/2017. The results of analyzing these questionnaires are as follows:

- The numbers of teachers are (16), of whom 9 are females (56.3%) and 7 are males (43.3%). Three teachers (18.8%) are holders of bachelor degrees, and thirteen (81.6%) obtained educational diploma.
- Regarding the teachers' teaching experience, results indicated that only one teacher (6.3%) has a teaching experience from 5-10 years, five teachers (31.3%) from 10-15 years, a teacher (6.3%) has a teaching experience from 15-20, and eight teachers (50%) have more than 20 years.
- Courses they participated in last year are related to their specialization, methodology or education in general.
- The number of persons that participated in courses or workshops (in their specialized or in methodology or in topics that are related to education) are 13 (81.3%), while 3 teachers (18.7%) did not participate.



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In case of their participation last year in courses or workshops (in their specialization or in methodology or in topics related to education, two teachers (12.5%) stated that such courses/workshops had little effect on their work; 3 teachers (18.8%) believed that their participation had medium effect, whereas, 6 teachers (37.8%) confirmed that those courses had a large effect.

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- Teachers' participation in educational conference or group discussions : teachers (43.8%) did participate in such activities, while 6 (37.5%) did not participate.
- Four teachers (25%) confirmed that their participation in educational conference or groups discussions had a large effect on their work, while one teacher (6.3%) believed that it had a medium effect.
- Only one teacher (6.3%) is enrolled in programs to get a higher certificate, while 15 (93.7%) are not.
- Four teachers (25%) had the opportunity to observe colleagues in another school compared to 12 teachers (75%) who did not have such an opportunity. In addition,
- two teachers (12.5%) believed that this activity had a large effect on their work while 2 teachers (12.5%) stated that observing colleagues in another school had a medium effect on their work.



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- 3 teachers (18.8%) participated in: professional development groups for teachers while 13 (81.2%) did not. Furthermore, only one teacher (6.3%) reported a large effect.
- two teachers (12.5%) were engaged in individual or cooperative research in topics of professional interest, in contrast to 14, teachers (87.5%) who did not. A large effect on their work was reported by one teacher (6.3%).
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- The number of persons who participated in peer mentoring or observation as a part of an official school policy is 9 (56.3%) compared to 7 (43.7%) who are not involved. A large effect on their work was reported by 5 teachers (31.3%), while 3 teachers (18.8) stated it had a medium effect.
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- The number of persons who want to participate in professional development activity other than the ones they participated in before is 13 (81.3%) compared to 3 (18.7%) who do not want to participate.
- The following training needs they want to urgently participate in.
 - Classroom Management: 13 teachers (81.3%).
 - Assessment: 3 teachers (18.8%).
 - Current Trends in specialization: 3 teachers (18.8%).
 - New Teaching Methods of Different Subjects: 8 teachers (50%)
 - Educational Technology Skills: 7 teachers (43.8%)
 - Special Needs Student Assessment: 2 teachers (12.5%)
 - Student Misbehavior: 13 teachers (81.3%)
 - School Administration and leadership: 1 teachers (6.3%)
 - Students' Counseling: 5 teachers (31.3%)
 - Students' Building Capacities: 5 teachers (31.3%)
 - Content and Performance Standards for Different Specializations: 3 teachers (18.8%)
 - Entrepreneurship: 1 teachers (6.3%)
 - Quality Assurance and Accreditation: are 1 teachers (6.3%)

(It is advisable to put the above needs in a table in descending order to make it visually clear.)



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Resumption Follow-up

1st school visit: Monday, 5th Nov. 2018

- Time: 10.30 to 1.30 p.m.
- New Mentors: Mohamed Abdul Rahman Sa'ey and Amira Mahmoud El-Sayed

This is the first meeting after FoE resumed work in the school with a new team.. Now, we are a new team to them.

It is a very nice welcoming beginning from the principal through the group of teachers who are participants in the project. They are all enthusiastic to go on. However, they have a lot of confusion about what they should do. They need re-orientation.

Staff :

- Mr. Khaled Abdul Aziz Shahin English teacher
- Mr. Mohamed Ismail Abdul Athim Math teacher
- Ms. Asmaa Abdul Hakim Ahmed Art teacher
- Ms. Naglaa Ramadan Al Hussein Public relations- Psychologist
- Ms. Ibtisam Mohamedy Mohamed Principal
- They stated that they enjoyed the training they got by Dr. Hani Nadi about Google classroom; e-book; and Movie maker. Mr. Khaled asked me to bring another copy of the e-





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training because he lost them. Afterwards, I met Dr. Hani, got a copy and handed it to Mr. Khaled. He was very happy about it.

- Voluntarily, they told us about Mr. Mohamed, a math teacher and how special he is concerning active learning. They invited me to attend his class and it was really a model class of activities and communication. I attended the math , 1c prep, class from 12.15 to 12.45. Although it was late, Mr. Mohamed addressed all students and helped them engage in every part of the lesson. With an air of both fun and professionalism, he led the class to always continue work in a cool environment. He actually applied PCL with a student answering a question and writing it on the board. Then, the teacher asked him to choose a peer to answer. He also practiced flipped learning, allowing students to give a revision to their peers. Moreover, students divide the board and make board cards. It was a wonderful experience to me.

- I was also invited to Ms. Asmaa's Art class. She showed me the students' art works. The highlight of this visit is that students don't only work on art, they also work on recycling in Ms. Asmaa's class. She showed me the recycled materials made by the students and that was wonderful.

- In the same day of the first visit, teachers were given some questionnaires that were collected later on in the second visit (Wed, the 14th of November, 2018).

Second visit (14/11/2018)

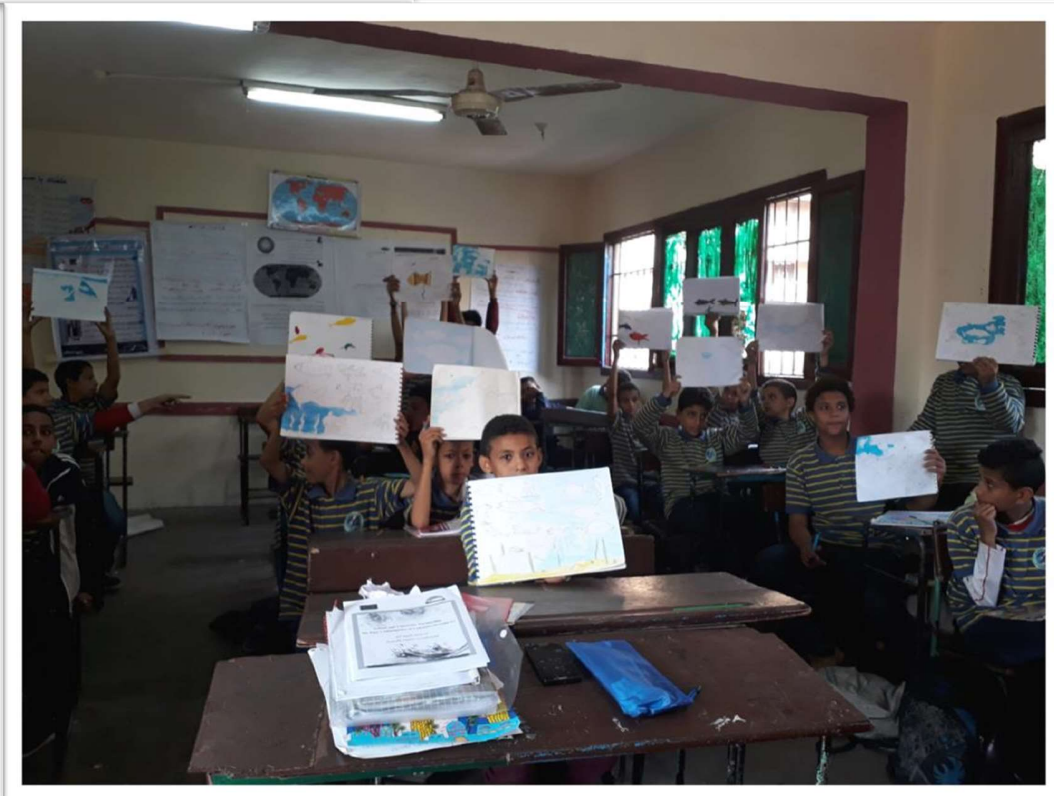
- I handed the teachers another questionnaire for the quality assurance unit and visited Ms. Asmaa' class (first preparatory stage). I noticed that she's always moving around to provide help and support for the students who were busy doing the task. I also noticed that the teacher uses a technique for classroom management without talking; she just claps 3 times



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with counting 1, 2, 3 and then all students start their task. Here are some pictures from Ms. Asmaa's class.





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Third visit (15/11/2018)

- I collected the questionnaires and attended the same class with Ms. Asmaa. We asked to meet all the teachers but they were busy. We managed to meet only Ms. Asmaa and Mr. Khaled. We were thinking out loud together about how to make a time for the project when all teachers are available. We reached a compromise that we can meet 2 teachers at a time if possible. We agreed on Mondays and Thursdays. However, we couldn't proceed with the rest of the visits because of the approach of exams.

Teacher's engagement in Faculty of Education activities

As for teachers' engagement in activities in the Faculty of Education, they were invited to attend a training about training packages that was conducted by Dr. Mohamed Farghali and Dr. Dina Saber. All Tabary team did attend the training. Moreover, teachers were invited to attend the Faculty of Education Third International Conference and, in spite of their busy schedule due to exam work, they all came and attended the first day of the conference (17/12/2018). In fact, all Al-Tabary team are self-motivated and willing to cooperate. The only challenge so far is that of time. We will try to meet more the coming semester and proceed with the activities of the project.