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## Helmyet El-zaytoun secondary school for girls

**SUP4PCL**



School and University Partnership for Peer Communities of  
Learners SUP4PCL

Faculty of education | Ain shams university

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## 1. The school profile:

- School: Helmyet El Zaytoun secondary school for girls.
- Administration: Ain Shams Educational Administration.
- School address: 4 Ain Shams Street, El Helmya Square, Manshyet El Tahrir Cairo Governorate 11341.
- School telephone: 26332493
- It is a secondary stage school.
- Number of classes in each stage: first grade (32), second grade (28) and third grade (25).
- Each class contains 43 students.
- Number of students in each stage: first grade (1355 students), second grade (991 students) and third grade (1217 students).
- School periods: a whole school day
- Approximate percentage for students of the school concerning the social and economic background:



- 26.50% low-income families.
- More than 50% average income families.
- 11.25% high income families.
- Number of school teachers and employees:

(Number of employees at Helmyet El Zaytoun secondary school for girls)

Teachers	Specialists	Workers	Administrators
Arabic: 42	10 social specialists	7	20
English: 29	4 psychologists		
French: 7	2 technological		
German: 7	development		
Italian: 5	specialists		
Mathematics: 30			
Philosophy: 9			
Agricultural			
education: 9			
Physical education:			
5			
Art education: 4			
Musical education:			
2			
House management:			
11			
Computer: 5			
Chemistry: 11			
Biology: 11			
Physics: 13			



Teachers	Specialists	Workers	Administrators
History: 13 Geography: 9 Economics: 4 Geology: 4 Psychology: 10 Total: 239			

## **2. DEMOGRAPHICS:**

- School address: Ain Shams, El Helmya Square, Manshyet El Tahrir Cairo Governorate 11341.
- Geographical location of Helmyet El Zaytoun school:
- It is located in a vital location; it is near Helmyet El Zaytoun Metro station.
- There are a lot of service buildings and gas station near the school.
- There are some schools besides it like Future experimental school.
- The demographic study for Helmyet El Zaytoun school includes the following: school data, organizational aspects, school services and resources, school local community, school climate, professional development and school development.



### **3. Strength and weakness points:**

#### **Strength points:**

Teachers were completely enthusiastic to join the project, there were positive competitions between them. The school contains a suitable number of smart boards inside different classrooms. They asked us to start the training sessions as soon as possible. They were clear enough in explaining their problems in each domain. They cooperated in applying in the Project tools. They have many social activities inside the school.

#### **Weakness points:**

There are many points of weakness inside the school such as, lack of resource room and special education teachers, the idea of learning communities is not applied, the mentoring and coaching are not clear enough in the teachers' minds, teachers lack the basic skills of applying technology, they aren't aware of the latest active learning strategies. Also, teachers aren't used to work in teams and the concept of self-assessment isn't clear enough in their



minds. They have hierarchy in decision making. They don't have enough time to make focus group discussions because they have a lot of administrative burdens.

4. Challenges that we have faced:

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

#### **4. Needs Assessment:**

We met the school head master and senior teachers for showing the aims of the project, which include the main domains of the project which are (learning communities- active learning- STEM- global citizenship- special needs- technology).

the supervisor recommended the group of the teachers with different specialties (quality and training official- social and physiological specialist- science teacher- maths teacher- computer teacher- art teacher- language teachers), then We introduced the aims of the project to the teachers and then we applied the needs assessment tools, During the application of the tools the teachers showed that the trainings which they attended before are not related to their needs, Then we chose the focused group which consisted of eleven teachers then we carried out 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.

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

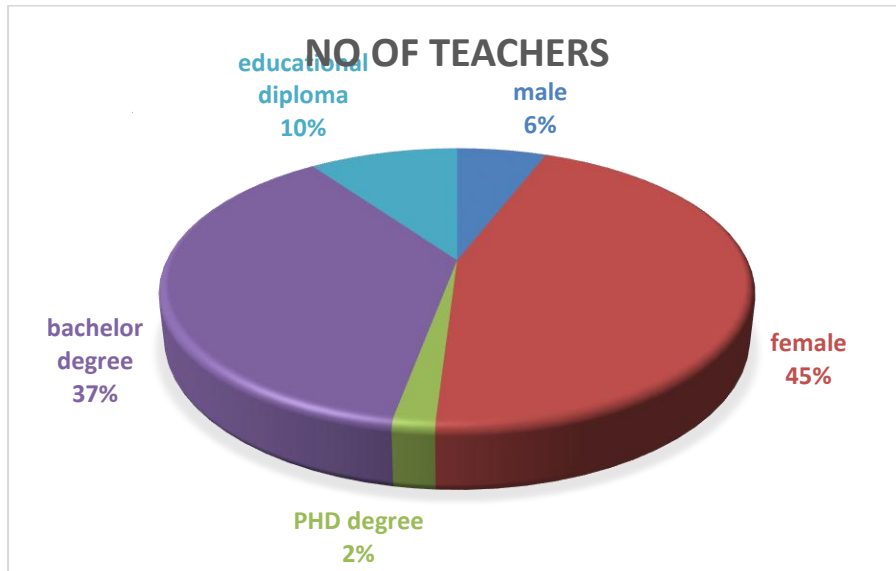
- How to deal with special needs with different specializations.



- 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.
- There is no idea about STEM and how to achieve activities during the different specializations.
- The idea of learning communities is not applied.
- How to deal with the different students' different 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.
- They need to use the active learning strategies in overcrowded classes.

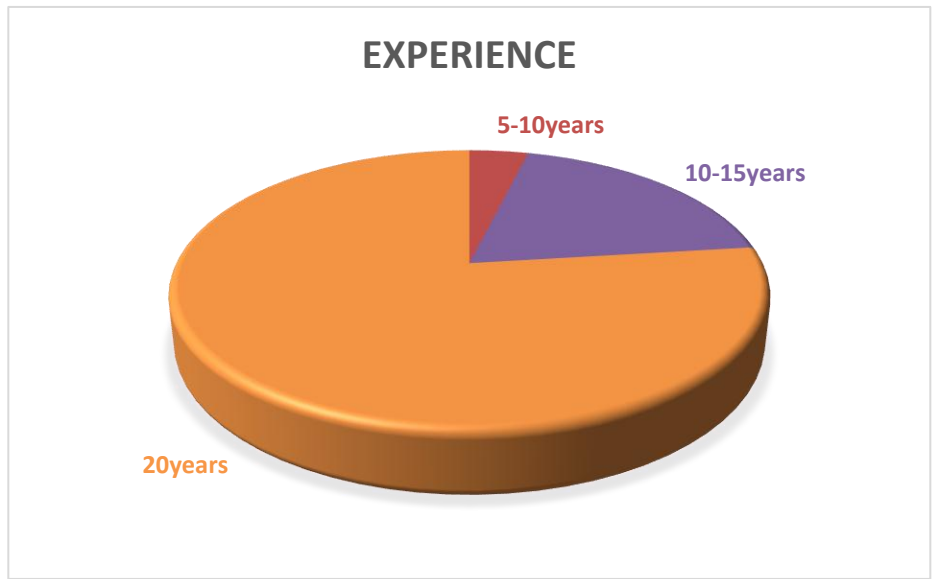
#### Results of the ethnographic study:

We administered the questionnaire to 26 teachers to determine their needs on Wednesday 21/11/2017. The results of analyzing these questionnaires are as follows: 26 Teachers, (88.5%) female and (11.5 %) male. one teacher is holder of PHD degree, (73.1%) are holders of bachelor degrees, and 5 (19.2%) obtained educational diploma.



Figure(1)

- Regarding the teachers' teaching experience, results indicated that most teachers have teaching experience more than 20 years.



Figure(2)



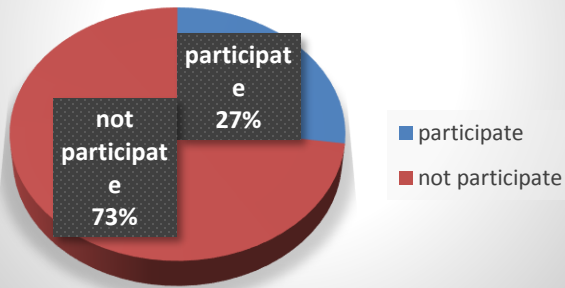
We found that Most teachers participate in courses or workshops (in their specialization or in methodology or in topics related to education, and they believe that this activity affects their work.



Figure(3)

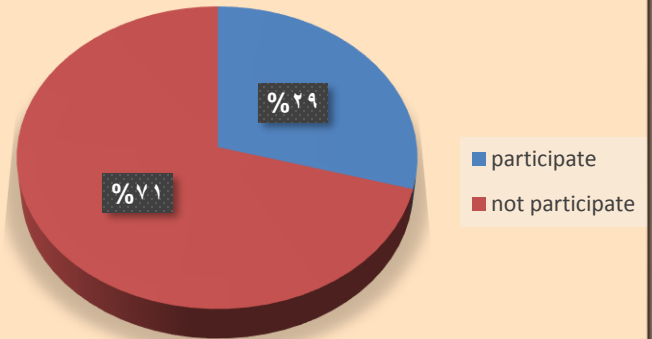


### participation in educational conference or group discussions



Figure(4)

### participate in a program to get a higher certificate

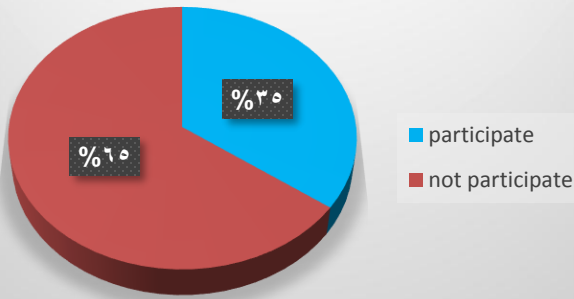


Figure(5)

And Most teachers don't participate in a program to get a higher certificate, or participate in educational conference or groups discussions and they don't believe that this activity affects their work.

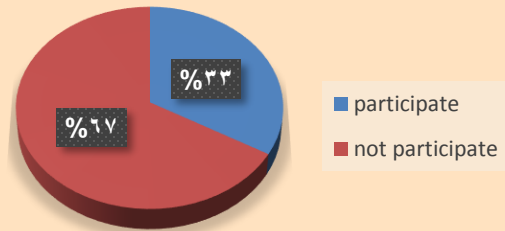


### participate in professional development groups for teachers



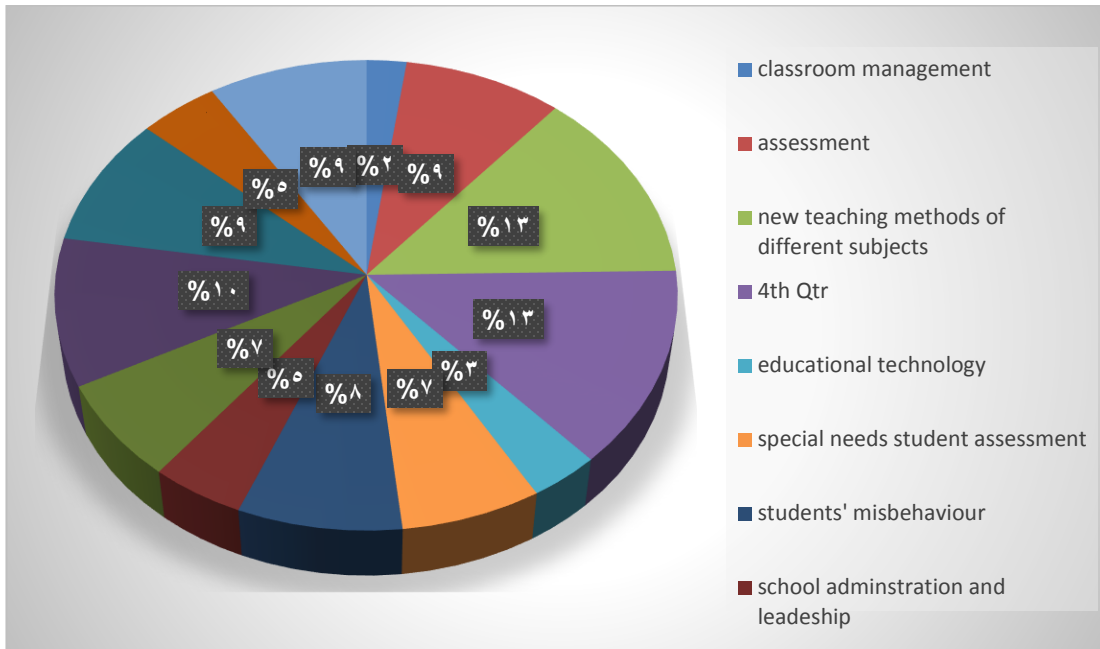
Figure(6)

### participate in individual or cooperative research



Figure(7)

Most teachers don't observe colleagues in other schools and they don't believe that this activity affects their work. They don't participate in professional development groups, or in individual or cooperative research.



Most teachers participate in peer mentoring or observation as a part of an official school policy, and Most of them want to participate in trainings about: professional development activity, Current Trends in specialization, and New Teaching Methods of different Subjects urgently.

### 5. benefits of our visit to Europe

- Providing teachers with different ways to achieve professional development, like: 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 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 about 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 be proud of 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
  - Behavior and safety management
  - Leadership and management
- Benefiting from the standards 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.



- Acquiring the concept of lesson study, recognizing the different concepts of mentoring, coaching, social relationships, effective leadership and practicum, and applying new strategies inside schools such as blended learning and inclusion.

## 6. Ethnography

An orientation meeting about the project was held. Objectives, domains and outcomes were discussed. Groups inside the school were assigned to work in the chosen domain. The project tools were administered. Bridges of trust among the school teachers & the FOE team members were built. The gathered data were analyzed to determine the teachers exact needs. The material of the training sessions in the domains according to the analyzed data was prepared.

### ❖ **The beginning**

The project started in the Helmeyet Al Zaytoun secondary School for girls that follows Ain Shams educational administration in Work Package one since November 2017/2018. Two meetings were held, the first one was held before the school visit with the faculty staff responsible for the school to develop an Action plan within the school, schedule the visit, determine the aim of the school visit and the points that will be covered, distribute the tasks and organizing the work. The team members were cooperative and enthusiastic. We predicted school strengths and weaknesses and developed a clear vision of work within the school. The second meeting was held with teachers inside the school to introduce them to the project.



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The first school meeting was well prepared by the faculty staff members. Teachers were very enthusiastic and motivated to participate effectively. By the end of the meeting, school members who joined the project were identified, and the next action plan in school was prepared. Ain Shams team also applied the tools to identify the teachers' needs assessment and school points of weakness and strength, and applied the ethnographic study for the school.



Project work package two had begun in the school. workshops in cooperation with the foreign universities participating in the project with the members of Ain Shams University team in partnership with the five schools were held. By the end of these workshops, relationships between Ain Shams University team and the school teachers were deepened through an action plan for the next stage in order to emphasize, publish and apply the project basic concepts. In this meeting the team found:

Teachers' reflections and impressions about Faculty of Education visits during the previous workshops, Teachers' vision concerning ideas that can be applied in the school context, strengthening relationships between Faculty of Education team and teachers of Helmyet El Zaytoun school, Consolidating and establishing the concept of building PCL s, Clarifying the project domains represented in (global citizenship, sustainable development, mentoring and coaching). Emphasizing the importance of group work and team work.

Discussing the concept of activity, and how to design and carry out the activity The meeting continued for a whole school day. Faculty of Education team represented in Dr. Dina Saber and Dr. Shaimaa Said met 15 teachers from different specializations in the training unit inside Helmyet El Zaytoun secondary school for girls.



Faculty of Education team and the school teachers discussed the vision and impressions about the project. They also discussed how the school can benefit from the project, and spread the culture of communities of learning in the school. Ideas and opinions discussed were as follows:

1. They liked the cooperative work between Faculty of Education and their school. It is very important in achieving real communication.
2. During the workshops, teachers presented some activities that can be carried out with their students inside the classroom using very simple and cheap materials.
3. Sharing positive experiences among all schools and teachers.
4. They need such projects in order to achieve real positive results inside all schools.
5. Recognizing new concepts (global citizenship/sustainable development/STEAM).

The project concepts were discussed in order to be clear and understandable in everybody's minds, this was done through:

- Discussing concepts one by one starting from PCLs, then global citizenship and carrying out the activity.
- Sharing opinions about sustainable development and its connection to self-learning and the idea of training. They believe that the successful teacher is always willing to develop himself and increase his knowledge and skills continuously.
- The idea of training and how the project can change this concept in order to be continuous. (In the coming meetings, they will be trained to be professional trainers).



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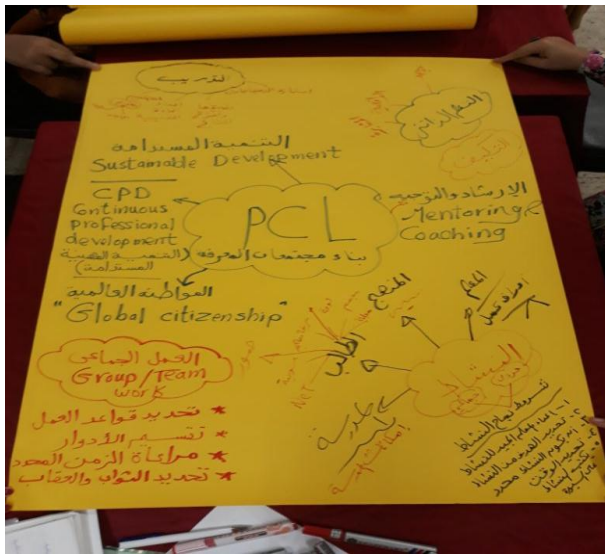
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- Emphasizing the culture of accepting the other and the importance of dialogue during group work and team work.



Action plan for visiting

schedule to Helmyet





Through the previous meetings, Ain Shams University team noticed that social relations between Ain Shams University team and the school team joining the project became stronger. There was also mutual trust. Peer communities of learning (PCLs) were consolidated during the previous meetings. Teachers started to establish their own PCL without the attendance of the university team, this is represented in the following: the school teachers attended a workshop entitled “sustainable development” organized by professor Nehal at the training unit. The workshop was great, it had the following features:

- It was organized and full of interesting activities.
- A large number of school teachers attended and interacted with each other.
- Teachers shared ideas and exchanged experiences.
- They agreed to hold a workshop for each other on Wednesday, July 18, 2018 on the learning environment, which will be organized by Professor / Soher Ayed.





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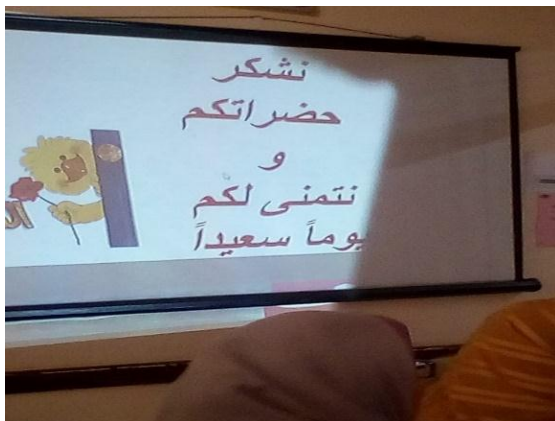


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The school teachers also held regular meetings to follow up the project action plan in the school training unit, and to develop the idea of the school magazine, and to think about spreading the culture of the project in the school, and also to discuss how the idea of building communities of learning could be developed among teachers within the school.





Ain Shams team implemented the action plan and tried to decrease the school points of weakness like, the weakness of teamwork at school, and to strengthen the school points of strength like, teachers' enthusiasm and passion to learn what is new, this was done through the following:

discussing the procedures of implementing Helmyet El Zaytoun Scientific journal. A number of points were discussed: Agreement on the journal cover, there is an intention to release the first issue of the scientific journal at the beginning of the new academic year 2018/2019, dividing the journal parts into (psycho-social, educational and scientific),

Assigning fixed parts of the journal. One of them will be entitled (Helmyet El Zaytoun mail), this part will discuss problems related to teachers and students and how they have been solved. Another part will be entitled (I am distinguished in), this part will introduce anyone who has done a remarkable job or provided service to the community or the school. This part is Encouraging and motivating for anyone who has done something distinct.

- A number of topics were proposed for the first issue:
  - Questions about the implementation of the tablet system in the new secondary school system.
  - Chemical industries
  - How to study languages
  - A meeting with the top secondary school students
  - Field trips

At the end of the day the teachers' impression was wonderful and enthusiastic, and deadlines were set for receiving the topics that will be judged by the Faculty of Education team. And how the journal will be funded by the project will also be discussed.



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The next meeting was determined to discuss active learning and how to apply it in our classrooms, on Wednesday, 18/7/2018

Place: the training unit at Helmyet El Zaytoun secondary school for girls

Event: Attending a workshop on learning styles, and differentiated teaching by Professor Soher Ayed, and holding a workshop on active learning by Faculty of Education team.

The workshop was held at 9:00 am on Wednesday. Teachers met at the training unit. Professor Soher started the workshop at 9:30 am for an hour and a half. The workshop was characterized by the following:

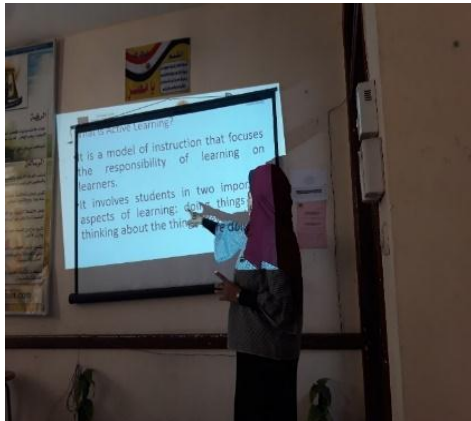
- Briefness
- Interaction



- Activities

The audience enjoyed and benefited from the workshop; as it was enjoyable and included a new educational trend that is differentiated learning. Dr. Shaimaa Said started a presentation about active learning and some strategies that can be applied inside the classroom. In this workshop, she focused on how to apply active learning with students in classrooms. There was a mutual constructive dialogue with teachers about their experiences with their students in classrooms.

At the end of the day, the objectives were achieved and the day was full of interaction and learning pleasure. The team focused on achieving the overall goal of the project, which is building communities of learning.





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## **7. CONCLUSION:**

- Presenting concepts of PCL, mentoring, coaching and global citizenship among teachers through holding workshops.
- Finishing volume 1 of Helmyet El Zaytoun journal.
- Adding some recent topics to the training unit like: some active learning strategies (problem solving, storytelling, songs, games and brainstorming).
- The school journal will be electronic.
- The school became closely connected to the Faculty of Education through asking school teachers to attend training workshops inside the faculty about (for example): STEM, flipbook and google classrooms.
- Teachers started activating the idea of PCL through holding regular meetings among each other.
- Preparing a training list that will be presented by the training unit in the light of new trends in teaching.
- Teachers who attended trainings at the Faculty transferred their knowledge and experiences to other teachers who did not attend any trainings.
- Activating the idea of teamwork through mutual research of Helmyet El Zaytoun journal.
- Developing more intimate relationships among teachers and Faculty of Education team.
- The idea of the UE project was spread inside the school through having representatives of all specializations in the project. This will provide the training unit with enough support.