



Needs Assessment and Ethnography Template

School and University Partnership for Peer Communities of learners (SUP4PCL)

Project number: 573660-EPP-1-2016-1-EG-EPPKA2-CBHE-JP (2016-2516/001-001)

N	Initial Exploration	CONTENT
1	School map of facilities.	Media rooms- Training units- meeting rooms- labs
2	Administrative structure.	<pre> graph TD Principal[The School Principal] --> Kindergarten[The Kindergarten Supervisor] Principal --> Agent[The School's Agent] Principal --> Activities[The Activities' Agents] Agent --> Supplies[Secretary of Supplies] Agent --> Secretary[The School's Secretary] Supplies --- Teachers[The first teachers] Secretary --- Specialists[Specialists (Labs - Library- psychological -social)] </pre>
3	Demographic data	The school lies in public and crowded place and serve many various classes of students. Although it's a state school but it has good facilities

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4	School and Community	There are many links between the school and its community. The parents are involved in their meetings and come to support the school in certain issues
5	Student Practicum and relationship with FOE	Third Year students doing their practicum there and there is a big support from their mentors in school as well as they are trained to design models and activities.
6	<p>SWOT analysis</p> <ul style="list-style-type: none"> <input type="checkbox"/> Major problems/ challenges <input type="checkbox"/> Observed: threats <input type="checkbox"/> Major strengths <input type="checkbox"/> Opportunities 	<p>Lack of time to Establish an Effective PLS</p> <p>Resistant Teachers – Poor financial support from Ministry.</p> <p>Many of teachers are considered agents of change</p> <p>Their previous Experience with Readability programs and Teachers First Trainings which provide a baseline culture to establish an effective PLC.</p>

N	In Depth Inquiry	CONTENT
1	<p>Culture of the school:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Us vs. the Other <input type="checkbox"/> Bullying and violence <input type="checkbox"/> <u>Parent involvement</u> <input type="checkbox"/> <u>Sharing vs. individual community</u> <input type="checkbox"/> Love vs. conflict and animosity <input type="checkbox"/> <u>Respect</u> 	<p>By Conducting Structured Surveys, Interviews and through Participant observation it was clear that:</p> <p>1- This school is characterized by a high level of organizational culture among its employees, which is evident through the determination of powers within the school clearly and according to different disciplines, and the instructions are distributed through the first year</p>

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		<p>meeting with teachers and then distributed through the school director to the agent and from him to the responsible during The school administration is also committed to formal procedures, and the spirit of cooperation and teamwork in the school and its employees is fulfilled.</p> <p>2-Many tasks are accomplished through the teams. (Such as the work team for celebrations, which coordinates the various events in the school, such as honoring the excellent students), as well as exchanging experiences and activities among the school staff (where new ideas are exchanged among teachers and some of them contribute to the improvement of their performance).</p> <p>3-The satisfaction of school staff is high due to their sense of justice among all employees, whether in relation to the distribution of different work tasks, or with regard to assessments, and is focusing on the humanitarian aspect of the school through attention to different social occasions (public and private).</p> <p>4-All workers are involved in decision-making within the school, and they are provided with full opportunity to express their views.</p>
<p>2</p>	<p>Management and leadership style at all levels :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Authoritarian <input checked="" type="checkbox"/> <u>Democratic</u> <input type="checkbox"/> Autocratic <input type="checkbox"/> Consultive <input type="checkbox"/> Fair <input type="checkbox"/> Chaotic <input type="checkbox"/> Servant 	<p>By Conducting Structured Surveys, Interviews and through Participant observation it was clear that:</p> <p>The administration of this school adopts the democratic leadership style.</p> <p>The school administration also encourages teachers to work on continuous development and creativity.</p> <p>The punishment is through a committee of sages formed by the school principal, the school's agents and experienced teachers to take the</p>

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	<input type="checkbox"/> Transformational <input type="checkbox"/> Laissez faire	appropriate decision with regard to negligence penalty without having to refer to the legal affairs
3	Levels of leadership: *	-Some authorities are delegated to teachers to facilitate daily work, except for decisions related to laws and organizational aspects (such as transferring students to and from the school or transferring teachers).
4	Power Relationships: who are the decision makers?	<p>Teachers are also discussed in educational decisions and policies, in addition to communicating continuously with teachers and all school staff through direct means of communication such as meetings, or the extensive use of social media (Facebook and Whatsapp groups), as well as involve them in solving school problems, and the opportunity to express opinion and accept the decisions of the administration that are based on the board meetings (school principal, early teachers, and specialist) who make the decisions and then submit them to the board of trustees (such as the examination of the classroom exams).</p> <p>The board of directors of the school adopts a recommendation to collect money from students for photography. This recommendation is made by the Board of Trustees to make a final decision. The school principal does not make decisions individually.</p>

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- * 1- Position (Rights) : people follow you because they have to
 2- Permission (Relationships): People follow you because they want to.
 3- Production (Results): People follow because of what you have done for the organization.
 4- People development (Reproduction): People follow you because of what you have done for them.
 5- Pinnacle (Respect): People follow because of who you are and what you represent.

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5	Mentorship	<p>By Conducting Interviews and through Participant observation it was clear that:</p> <p>1-The school assigns a training unit whose mission is to:</p> <p>1-A- Determine the training needs of the teachers, by surveying their opinion at the beginning of each academic year. Accordingly, a training plan for the entire academic year is determined so that the training unit will implement two programs per month.</p> <p>1-B- Organizing meetings between each teacher who attended workshops or training outside the school with the rest of the teachers at the school.</p> <p>2- Director of the training unit receives instructions from the Helwan educational administration’s mentor to rationalize the work of the training unit.</p> <p>3-Most of the training programs are held in the school library except for programs related to the computer subjects held in the computer lab.</p> <p>4-Teachers in the school rely on their teaching experience to train their colleagues but lack training skills.</p> <p><u>- Examples of training programs received during the academic year 2017-2018:</u></p> <ul style="list-style-type: none"> • Preparing the school schedule electronically. • Class management and modern teaching methods. • Training on how to sign up to the Egyptian Knowledge Bank.

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		<ul style="list-style-type: none"> • Symposium on first aid.
6	Quality Assurance Unit	We had along discussion with the Director of this unit and started to promote its role and also to Develop programs that meets the fields of the project.
7	<u>Learning Communities:</u>	<p>Based on the data collected through the interviews, conclusions were summarized and findings reported for each research question addressed. Conclusions and findings are summarized through the following points:</p> <p>(1) <u>As for the Responses of the Responsible for the Training Unit:</u></p> <ol style="list-style-type: none"> 1. There is a great need to more training on the idea of professional learning communities. 2. The leadership at school supports the idea. When teachers go for training outside the school, they transfer their experience when they come back through telling their colleagues about the training they have received. In addition to that every month two training programs are held at the school to support the idea of professional learning communities. 3. Stakeholders play a role in supporting professional learning communities through different ways such as doing seminars for the school and making any volunteer work asked from them.

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4. The idea of professional learning communities is implemented effectively at the school to some extent.
5. Teachers always receive training that helps them developing the achievement of the students. They always encourage students to work more.

(2) As for the Responses of Some Teachers:

1. The idea of effective professional learning communities mean to teachers a method to solve problems, find better teaching methods, share experiences, and continue cooperation.
2. As for the processes used to create their professional learning communities:
 - a) Regular meetings with the school principal and colleagues.
 - b) WhatsApp groups and Facebook pages for exchanging experiences and knowledge.
 - c) Efforts are always made to spread the culture of learning communities.
3. As for the processes used to sustain their professional learning communities:
 - a) Regular meetings.
 - b) Continuous follow-up by the school principal and coordinators.
 - c) A monthly work plan, followed up by various coordinators



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4. As for the factors in the school that help them develop their professional learning communities:

- a) Supportive leadership.
- b) Different experiences that the teachers have.
- c) The presence of a multi - media room is also one of the factors.

5. There are not any factors at the district level that help teachers develop their professional learning communities.

6. **As for the obstacles:**

- a) There is a shortage of time to held meetings.
- b) Limited financial and physical potential.
- c) Weak Internet.

(3) As for the Responses of the School Principal :

1. There are many factors that led to the decision that professional learning communities needed to be implemented at the school. Loving the idea by the school leaders is a factor. The desire to develop the self is another factor. Another factor is the desire to improve the achievements of the students.
2. Implementing professional learning communities has impacted student achievement to a great extent. This appears in the students' to produce different ideas and activities. This also



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created competitiveness between the students. The academic achievement of the students has raised.

3. The democratic style of leadership is followed at the school. This style of leadership participated a lot in supporting the idea of professional learning communities (at the school level). On the other hand, leaders at the district level do not provide the support needed to the idea of professional learning communities.
4. The idea of effective professional learning communities means to the principal a means to develop the teacher performance. It is also a means to exchange experiences and solve problems. It is also considered by him a way to get rid of traditional methods of teaching and learning and create new ones.
5. As for the processes he used to support the creation of professional learning communities in the school:
 - a) Caring for teacher training on different levels.
 - b) Focusing on creating learning communities inside each specialization (at a small level) and between different specializations (at a big level).
 - c) Activating the role of the social media through creating whatsapp groups and

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		<p>facebook pages to exchange news, ideas, experiences and knowledge.</p> <p>6. As for the processes the school community is using to sustain professional learning communities:</p> <ol style="list-style-type: none"> a) Continuity in communication and exchanging experiences. b) Paying attention to the community participation of parents. c) Dealing with negatives in an effective way and quickly. d) Rewarding teachers and students when proposing new ideas. <p>7. As for the factors in the district that support the development of professional learning communities, not only there is not any support mentioned, but also sometimes many obstacles are provided on the district level.</p>
8	<p><u>Professional Development:</u></p>	<p>By Conducting Interviews and through Participant observation it was clear that:</p> <p>1- There is no well Structured Mechanism concerning the professional Development of teachers and Administrative staff at the school. In addition, there is no professional development plan in school.</p> <p>2- The School depends only on the professional Development workshops and programs that is held by the ministry of education or the educational Directorate.</p> <p>3- All Interviewed Teachers stressed on that there is no any sort of Motivation (Especially the financial one) to boost the professional development process in school.</p>

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4- There is a big need for a training on new effective teaching strategies such as action research and lesson study and for ICT Skills in teaching.

5- The Interviewed teachers pointed to the necessity to be trained on the academic subjects as well as Pedagogical ones.

6- Lack of time and overload teaching quorum is a big barrier in front of professional development process in the school.

7- Some of teachers as well represent a resistance of change and development as one of the head teachers pointing that there is a crucial need to conduct a workshops to change their resistant culture into co-operative one has told us.

8- All Techers at the school have IDs on the page of “Teachers First” which is a professional Development page Designed by the Ministry of Education, which is good thing.

9- The atmosphere at the school is encouraging the process of professional development but our team thinks that they need to be oriented toward structuring their own program of professional development for teachers and administrative staff and we have already suggested some procedures for them.



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