



## 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.	This is a preparatory school for boys, located in Helwan educational administration. The number of students is about 1650 male students from Low income families (11%- 25%). The average number of each class is about 50 students. The number of Classes is 33, 14 classes in the first grade, 9 classes in the second grade, and 10 classes in the third grade
2	Administrative structure.	The School legislation clarifies the state, or local regulation that its administration, teachers, staff, and constituents are required to follow. This legislation is intended to guide administrators and teachers in the daily operations of the school district. The school board has the power to create policies and regulations. Students are also ought to follow the school legislation.
3	Demographic data	The staff of the school are as the following: 55 teachers, 2 specialists, 5 administrators, 5 workers. The school has only two students with special needs.
4	School and Community	It was noticeable that there is not active involvement of parents in whatsoever activities related to the school community, for example special occasions: musical concerts, exhibits or sports competitions. <u>The School Vision:</u>

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		<p>Providing students with knowledge and skills via various educational contexts that are supported by modern technology.</p> <p><u>The School Mission:</u></p> <ol style="list-style-type: none"> <li>1- Seeking and clarifying the membership concept either to the educational institution, i.e school, or homeland.</li> <li>2- Activating roles of training and evaluation units at school.</li> <li>3- Developing educational activities, so that to measure up to quality principles.</li> <li>4- Using scientific and practical methods for problems solving.</li> <li>5- Developing positive attitudes towards partnership with surrounding environments.</li> <li>6- Rooting for creativity and scientific innovations as well as paying attention to gifted students.</li> <li>7- Using modern technology.</li> <li>8- Achieving mutual respect and cooperation among school staff members.</li> </ol>
5	Student Practicum and relationship with FOE	No FOE student practicum is found in the school. But the school has good relations with HU through community service.
6	<p>SWOT analysis</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Major problems/ challenges</li> <li><input type="checkbox"/> Observed: threats</li> <li><input type="checkbox"/> Major strengths</li> <li><input type="checkbox"/> Opportunities</li> </ul>	<p><b><u>Strength</u></b></p> <ul style="list-style-type: none"> <li>- Qualified teachers.</li> <li>- Active school management.</li> <li>- Library.</li> <li>- Electricity.</li> <li>- Adequate clean and safe water.</li> <li>- Adequate office space &amp; furniture.</li> <li>- Big school compound</li> <li>- Two safe playgrounds</li> </ul>

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		<p><b><u>Weaknesses</u></b></p> <ul style="list-style-type: none"> <li>- Inadequate finances</li> <li>- Under staffing: Math, Science, Social Studies and Computer</li> <li>- No internet access</li> <li>- Poor Communication with parents and community</li> <li>- Bad landscape</li> </ul> <p><b><u>Opportunities</u></b></p> <ul style="list-style-type: none"> <li>- Ambitious and committed staff</li> </ul> <p><b><u>Threats</u></b></p> <ul style="list-style-type: none"> <li>- Unfavorable cultural beliefs and practices</li> <li>- Uncertainty of continuing with education to the next level</li> <li>- Leadership style (autocratic)</li> <li>- Undisciplined and determined pupils</li> </ul> <p><b><u>Obstacles of developing PLCs:</u></b></p> <ol style="list-style-type: none"> <li>1-Style of Leadership and facilitation provided by the school.</li> <li>2- Schedule to suit needs of the majority of the stakeholders.</li> <li>3-Conflicts of Interests/issues of concern of stakeholders and focus on most relevant.</li> <li>4- Technology and space needs for meetings (resources, materials, skilled facilitators) and ensure they are in place.</li> </ol>
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<p><b>1</b></p>	<p><b>Culture of the school:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Us vs. the Other</li> <li><input type="checkbox"/> Bullying and violence</li> <li><input type="checkbox"/> Parent involvement</li> <li><input type="checkbox"/> Sharing vs. individual community</li> <li><input type="checkbox"/> Love vs. conflict and animosity</li> <li><input type="checkbox"/> Respect</li> </ul>	<p>The school culture doesn't support the collaborative partnership especially with civil society. It was noticeable that there is not active involvement of parents in whatsoever activities related to the school community, for example special occasions: musical concerts, exhibits or sports competitions.</p> <p>Level of Education of students' parents: over 55% are uneducated, 43% with vocational technical backgrounds, and 2% with college degree. That led to a gab between the school and the parents. That will put a burden on the university team to change the school culture, and to encourage the partnership between the school and community.</p>
<p><b>2</b></p>	<p><b>Management and leadership style at all levels :</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Authoritarian</li> <li><input type="checkbox"/> Democratic</li> <li><input type="checkbox"/> Autocratic</li> <li><input type="checkbox"/> Consultive</li> <li><input type="checkbox"/> Fair</li> <li><input type="checkbox"/> Chaotic</li> <li><input type="checkbox"/> Servant</li> <li><input type="checkbox"/> Transformational</li> <li><input type="checkbox"/> Laissez faire</li> </ul>	<p>The school is a perfect example of the <u>Autocratic</u>, <u>Bureaucratic</u> style of leadership. It symbolizes the classical approach of leadership, where the principal retains as much power and decision making authority as possible. During visits to school, it was noticed that there was no consult staff, nor allowed to give any input. Staff members and teachers were expected to obey orders without receiving any explanations. Also the principal manages "by the book".</p> <p>Everything done according to procedure and policy. And when asking teachers about this kind of atmosphere, turned out that they do only what they are expected to do. Accordingly, there was no room for innovation and creativity as they lost their interest in their jobs.</p> <p>During the visits to the school, it was crucial to emphasize the importance of creating an atmosphere where the spirit of collaboration, respect and mutual trust thrives. It was stressed that each individual is</p>

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		<p>appreciated and opinions are valued and considered. All teachers are welcomed to express their opinions freely without being judged or mocked.</p> <p>Consequently, there is an urgent need to a strategic leadership which sits at the intersection between the school's main goals and its growth opportunities. It was evident that the administration of the school was keen to be a part of the change and the new environment provided by the PCLs.</p>
<b>3</b>	Levels of leadership: *	<ol style="list-style-type: none"> <li>1- Position (Rights) : people follow the principal because they have to</li> <li>2- Permission (Relationships): People follow their colleagues because they want to due to good relationships.</li> <li>3- Production (Results): People follow the university staff because of the workshops and training sessions.</li> </ol>
<b>4</b>	Power Relationships: who are the decision makers?	The decision maker is the principal in collaboration with his colleagues from the teachers, quality assurance responsible team and the deputy.
<b>5</b>	Mentorship	The teachers have different meetings, but to discuss general matters, the meetings are not well organized or regularly. Mentorship happens only between

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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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		<p>student teachers and university staff during the school placement. The school teachers did not have any idea about the terms mentoring or coaching, but they were really excited to know more about these terms and how would they help in enhancing their performances in the classrooms.</p> <p>During the visits the concepts of mentoring and coaching were explained and the differences between them were clarified. The outcomes of these meetings indicated that these discussions about mentoring and coaching have proven to have an impact on both the teachers and the administration of the school, including the following: better communication and relationships and more positive attitudes towards professional and career development.</p>
6	Quality Assurance Unit	<p>The school is interested in helping teachers become more effective via training workshops inside and outside the school. Teachers' needs are identified and analyzed by the training unit of the school. The needs assessment results indicate that the main training themes in which the teachers need professional development are the following:</p> <ol style="list-style-type: none"> <li>1-Curricula</li> <li>2-Learning and Teaching skills</li> <li>3- Using modern educational technology</li> <li>4- Knowledge explosion and education</li> <li>5- Self- improvement.</li> </ol> <p>It was evident that the school does not know anything about the peer communities of learners nor have activated quality assurance unit. But, the teachers</p>

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displayed a positive attitude towards the idea and were enthusiastic about the training that they are going to get. During our visits to the school, the teachers were active during discussions and honest about what they liked and did not like about the school.

But the school has different resources that could support the development of PLCs as the educational materials (textbooks, etc.), audio/ visual educational aids, laboratory equipment's, 32 Computers (in a really bad shape) and internet access.

The school has a training unit that works on developing the skills and performances of the teachers. It regularly runs workshops for them after gathering information about their needs. These workshops are mainly controlled by the directives given from Ministry of Education. As for the staffing, the unit has a head who is responsible for arranging the workshops and scheduling them. Everything is recorded in documents and the workshops are held in a multimedia room.



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