

**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.	<p>Location: Kasr El-Ainy street Near central capital area and Ministry of Education. School provides its services to students starting at kindergarten to preparatory stages .It provides a physical environment that is comfortable, safe and secure to a moderate degree. School building does not follow the General Authority for Educational Buildings (Ministry of Education), which adds difficulties in updating and maintenance of school building together with deficiency in information technology equipments.</p> <p>-</p>
2	Administrative structure.	<p>1 Director and 2 observers, one observer for primary stage and another one to the secondary stage.</p>
3	Demographic data	<p>Location: Kasr El-Ainy street, near central capital area and Ministry of Education. School building is a gift from the wife of Khedive Tewfik and was the home of Lord Cromer during the British occupation of Egypt. Number of teachers:34 Number of students: - Male (362)</p>

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		<ul style="list-style-type: none"> - Female(453) - Total (815).
4	School and Community	Parents are involved in school decisions through Board of Trustees. Sharing of knowledge and data of school community in meetings and regular events.
5	Student Practicum and relationship with FOE	Field training of FOE students. Selected Students in grade 3 and 4 annually spend their practical training in school with double supervision from both the school and the university staff.
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 	<ul style="list-style-type: none"> <input type="checkbox"/> Major problems/Challenges: Poor financial support and equipment. <input type="checkbox"/> Observed threats: Building <input type="checkbox"/> Major Strengths: Geographical background. Apparent need for development <input type="checkbox"/> Opportunities: Professional development conducted by Professional Academy of Teachers.

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"/> Parent involvement <input type="checkbox"/> Sharing vs. individual community <input type="checkbox"/> Love vs. conflict and animosity <input type="checkbox"/> Respect 	<ul style="list-style-type: none"> <input type="checkbox"/> Parent involvement <input type="checkbox"/> Respect <input type="checkbox"/> Parents are involved in school decisions through Board of Trustees. <input type="checkbox"/> Sharing of knowledge and data of school community in meetings and regular events. <input type="checkbox"/> Love and respect were predominantly observed.

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2	<p>Management and leadership style at all levels :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Authoritarian <input type="checkbox"/> Democratic <input type="checkbox"/> Autocratic <input type="checkbox"/> Consultive <input type="checkbox"/> Fair <input type="checkbox"/> Chaotic <input type="checkbox"/> Servant <input type="checkbox"/> Transformational <input type="checkbox"/> Laissez faire 	<input type="checkbox"/> Democratic, productive and respectful.
3	Levels of leadership: *	
4	Power Relationships: who are the decision makers?	<p>School Board</p> <p>1- Decision Making:</p> <ul style="list-style-type: none"> - School director together with school board of trustees are the decision makers in important decisions. - Daily ordinary decisions are school director role. - School committees are for specific subjects like crisis management committee..... - 33 Committee of teachers, students and sometimes parents are present in school. They are present for management of

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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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		different school issues. E.g. Maintenance, quality assurance, school community.....
5	Mentorship	<ul style="list-style-type: none"> - School administration allows teachers to attend different training modules offered by ministry of education.
6	Quality Assurance Unit	<p>Quality Assurance Director only.</p> <ul style="list-style-type: none"> - Holding a monthly meeting for each group of teacher specialties with their leaders in the ministry of education. - Meetings of teachers of the same specialties for exchange of knowledge and practices. - Weekly meetings with school director. - WhatsApp Group.Holding a monthly meeting for each group of teacher specialties with their leaders in the ministry of education. - Meetings of teachers of the same specialties for exchange of knowledge and practices. - Weekly meetings with school director. <p>WhatsApp Group.</p>



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