



**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)

Alexandria University (AU)  
Faculty of Education

School Report

**"Marshal Ahmed Ismail Governmental Language School"**

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## Introduction

This school report represents draft two stage of developing an in-depth and comprehensive profile of the schools working in partnership with the Faculty of Education, Alexandria University through the ERASMUS+ project: "School and University Partnership for Peer communities of Learners SUP4PCL". The report aims to document the change and development taking place in schools as a result of working closely with the Faculty of Education, Alexandria University (AU). The report attempts to capture these changes with respect to the following areas:

- a. School culture
- b. Management and leadership style
- c. Evolution of quality assurance and training unit
- d. Evolution of PCL
- e. Evolution of mentorship
- f. Evolution of school- based research.

The report also provides detailed description of all activities conducted in partnership with the schools. The Faculty of Education, Alexandria University project team (AU team) led two main activities. The first one included regular schools' visits to the schools to build relationships and support mentoring, PCL and school- based research as a means for enabling schools to become effective Professional Development Schools PDS. The AU team also designed and delivered a number of tailored training programmes to build the capacity of the training and assurance units in schools and support mentors.

The current report covers the period from February- September 2018.

## 1. Initial Exploration of School

### School map of facilities:

As for the physical resources of the school, the principal pointed to the availability of the following resources:

- Educational materials (educational books, illustrations).
- Stationery (paper, pens).
- Computers (a computer lab with 19 computers).
- (1) Data Shaw (device has a malfunction).
- Internet access.
- Library (learning resources).
- Educational and visual aids (by 50%).
- Equipment and materials for science lab (by 50%).
- One common room for teachers.
- School canteen.
- Chamber rooms (rooms for specific learning activities: industrial - agricultural - home economy).

On the other hand, the school principal stated that the following resources are not available:

- Special equipments for students with special needs.
- School meals
- IT specialist to help teachers use information and communication technology for teaching and learning.

#### **Administrative structure.**

**Marshal Ahmed Ismail Governmental Language School** is one of the primary Governmental schools located in the administration of the educational center. The school provides two educational stages: the kindergarten stage and the primary stage.

The school has 28 teachers, administrative staff and workers: 17 teachers, 3 assigned teachers, 2 specialists, 3 administrators and 3 workers. There is a school principal, two vice-principals: one for kindergarten stage and one for the primary stage and a director of quality assurance unit.

#### **Demographic data.**

##### **School and Community (e.g. Committee board ( مجلس أمناء )**

There is a school committee including the principal, two vice-principals: one for kindergarten stage and one for the primary stage and a director of quality assurance unit, and few parents.

##### **Student Practicum and relationship with FOE:**

There is no Student Practicum in the school and the unitary relationship between the school and the university was represented in the partnership project between the university (represented by the Faculty of Education) and the school.

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## 2. In Depth Inquiry

### 2.1 Culture of the school

- Parent involvement:
  - Parents do not participate in various events such as exhibitions and parties.
  - There is no fundraising from them.
  - They do not volunteer in projects, or trips.
  - However, some parents are fully interested in school aspects such as homework, classroom activities and extracurricular activities.
  - There are very few parents in school committees.

### 2.2 Management and Leadership Style at all Levels

A democratic style in decision-making and an authoritarian style in implementation. Teachers perceive the principal as a very demanding person. When he starts an initiative, he keeps pushing them to act on it. The principal himself believes that if he is not tough and if he did not keep pushing them, nothing would be achieved.

### 2.3. Levels of Leadership

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

As mentioned before, the principal is so demanding, and he keeps pushing teachers to act positively upon his initiatives. Some teachers follow him because they have to whereas other teachers believe they follow him because of what he has done for the

school and because of who he is and what he represents. Although they feel pressurised while acting upon new initiatives, they feel so happy after achieving fruitful outcomes.

Appendix 2 (optional) e.g. interview questions- photos

### **3. Evolution of Quality Assurance Unit/ Quality and Training Units**

In Marshal Ahmed Ismail Governmental Language School, there is only one unit called "Training and Quality Assurance Unit".

- Staffing

Staffing includes 1 member, the director of the unit, Ms. Omnia Amin.

- How active are they?

She is very active. The activities of the training and quality unit are multiple and varied.

- What impact do they have?

- The training and quality unit contributes to improving teacher performance and promoting student learning and performance.
- Some training programmes offered by the unit are effective as they are specialized/tailored training programs whereas general training programmes are ineffective.

- What activities do they do?

The activities of the training and quality unit include:

- Preparing a map of training programmes at each level.
- Adding emergency training programmes when necessary.
- Documenting such activities in the files of the training and quality assurance unit.
- Conducting a set of training programmes, whether specific to each subject or to administrative staff or all employees.

- Frequency of activities

**6 to 8 times a year.**

#### **4. Evolution of PCL**

There is no professional learning community in the proper sense, although there are meetings that are non-periodic and irregular and are held when necessary. Teachers of each specialization do have friendly meetings at the teachers' common room to discuss things about preparation, teaching and students assessment. However, they do not document such meetings.

We have provided them with a template to fill in such meetings and are encouraging them to fill it regularly, at least on a monthly basis.

#### **5. Evolution of Mentorship**

There were no mentor teachers in the school. I could say that two teachers were trained to be mentors at the Ministry of Education. However, no one at schools call them mentors. I mean they are not recognised as mentors and they do not have any formal or professional roles at school.

We have trained them on mentoring and are encouraging them to practice that role on a frequent basis so that they could help junior teachers.

- Structured formal VS informal mentorship

The mentorship is informal through exchanging experiences.

- Quality of relationships
- Impact of mentorship

As it only happens informally, no one can measure its impact.

#### **6. Evolution of School-Based Research**

There is no action research in this school. Solving problems is limited only to discussions that take place during periodic meetings or when they have time.

However, it is worth mentioning that there are a couple of teachers at this school who are doing MA and PhD in Education, which means they do research. It could be said that they do research for their own professional development and career advancement, not for their school.

Thus, there is not culture of research in the proper sense. However, we have provided them with templates for reflection and have trained them to use such templates to reflect on their PCLs and mentoring experience. We also talked to them about action research and are planning to train them on it soon.

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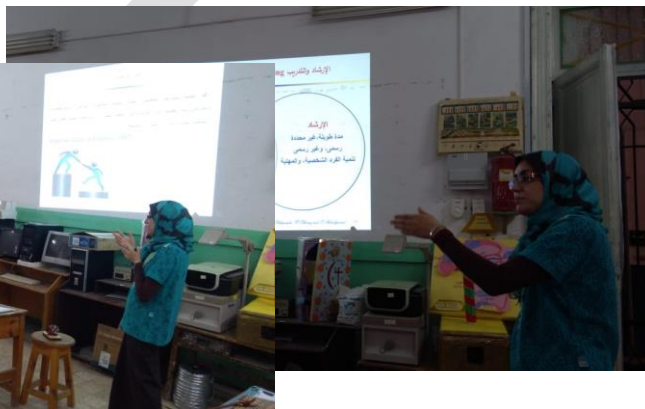
## Appendix 2

### Photos of training programs

#### (1) Building professional learning communities PLCs Program:



## (2) Effective Mentorship Program:



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(3) EKB & Edmodo Program:



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(4) Teaching to develop thinking and problem solving skills Program.



(5) Teaching / designing activities for students with special needs





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## Appendix 3

### Needs Assessment done by Training and quality assurance unit

محافظة الإسكندرية  
إدارة ..... التعليمية  
مدرسة النشير احمد إسماعيل الابتدائية الرسمية لغات

استطلاع رأي العاملين بالاحتياجات التدريبية  
وحدة التدريب والجودة  
زميلي العزيز / حرصا من وحدة التدريب والجودة على تلبية رغباتكم التدريبية لتنمية مهنية متميزة نرجو من سيادتكم اختيار البرامج  
التدريبية التي تتناسب مع احتياجاتكم  
الاسم /  
المؤهل الدراسي /  
اليوم /

الوظيفة /  
التخصص /  
التاريخ /

م	الاحتياجات التدريبية	الحاجة للتدريب		الحالة
		لا احتاج	احتاج	
1	الجودة والاعتماد والتقييم الذاتي			
2	قواعد الأمن والسلامة			
3	الإرشاد النفسي والتربوي			
4	الإسعافات الأولية			
5	شؤون عاملين			
6	شؤون مالية وإدارية			
7	برنامج excel - power point - word			
8	التقويم الشامل (ملف الاجاز)			
9	إدارة أعمال الأمتحانات			
10	اعداد خريطة المنهج			
11	استراتيجيات التدريس			
12	الجدول المدرسي			
13	المشاركة المجتمعية			
14	النظام والاضباط			
15	إدارة الوقت			
	برامج أخرى			

مدير المدرسة

مسؤول وحدة التدريب والجودة

استمارة حصر الاحتياجات التدريبية

م	التوصية	العدد	حالة الاحتياج	ملاحظات
1	أعضاء هيئة التدريس	7	مستمر كليا في وجوده	
2	أعضاء هيئة التدريس	2	تصحيحاً من قبل الإدارة	
3	أعضاء هيئة التدريس	3	تدريب عن طريق الزملاء	
4	أعضاء هيئة التدريس	5	تدريباً من قبل الإدارة	
5	أعضاء هيئة التدريس	4	تدريباً من قبل الإدارة	
6	أعضاء هيئة التدريس	7	تدريباً من قبل الإدارة	

مدير المدرسة

مسؤول وحدة التدريب