



**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
Mostafa Elnagar Prep Formal Language School

Prepared by:

Dr. Dalia Hammoud
Dr. Dalia Elhawary
Dr. Heba Makram

September 2018

Table of Contents

Page

Introduction

Goals

Structure of the Report

1. Initial Exploration of School

2. In Depth Inquiry

2.1 Culture of the school

2.2 Management and Leadership Style at all Levels

2.3. Levels of Leadership

3. Evolution of Quality Assurance Unit

4. Evolution of PCL

5. Evolution of Mentorship

6. Evolution of School-Based Research

Appendices

Appendix 1: Photos from Training sessions

Appendix 2: School's visits reports

Appendix 3: Training programmes

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

- The school is part of the East zone
- Mostafa Elnagar a school for girls that has all stages from Kindergarten to Secondary stage.
- There is maximum of thirty five students in one class
- 50% of parents are middle class, 25% are upper middle class and 25% are lower middle class
- The school has 43 teachers, 4 people doing administrative work, 5 counsellors, and 2 persons for cleaning work
- The school's mission and vision is shared with parents and students
- There are no special needs students in the prep stage
- Subject heads are responsible for planning the work of their subject and coordinating with their teachers
- The school has two computer labs- each lab has 23 computers and the school has a working system of maintenance, there are 24 computers in classes and the school has internet connection
- 75% of parents have a university degree, 25% of parents have a pre-university degree
- Many teachers in the school have had training
 - The quality assurance and training unit uses questionnaires on regular basis to find out about teachers' training needs

2. In-Depth Inquiry

When we have a closer look at the school facilities, there are 13 classes, with nearly 40 students each. The total of students is thus 520. There are 2 computer labs and one science lab. There is also the discovery center to dig for talents in Alexandria (in school and the surrounding areas), and it has a website. This center is very active and is effective with the students. Excellent students in Math were encouraged to help the less-skilful students in certain areas, and this was a success. There is a smart board in every classroom and flashcards, yet these boards are mainly used for projection as the internet cannot be relied on and the teachers are not well trained to make maximum use of them.

As for the structure of the school, it is as follows. There is a general manager for the group of schools, and a school manager for the preparatory division, followed by a student affairs representative, a worker affairs representative, then teachers who are in charge of strategic planning, active learning and smart learning, in addition to the quality unit contact person and the training unit contact person. Moreover, there is a committee board giving and receiving lectures. Notice, meetings with parents are held every week.

Statistics is provided from worker affairs; however, both staff members and administration staff are almost 50, including around 35 teachers.

There is practicum in the school from general diploma students and undergraduate students in different subjects such as Art, Science, Maths, PE and Computer Science. Some faculty members come to school from time to time. For example, a faculty member came to train teachers on how to use the smart board , and Dr. Ayat from the Faculty of Science visited the discovery center.

SWOT

The major challenges faced are the curriculum overload, too many required activities, insufficient time. As for the threats that teachers face, these are driving classes around school, which is considered dangerous for students, and the school's location is quite far.

The major strengths of the school are the availability of teaching aids, presence of up-to-date technological tools like smart boards and internet access. Finally, the opportunities which the school offers are the training sessions provided to the teachers, and the help that teachers receive whenever needed.

School's culture

The school has a very high self-image, considering itself a leading school and a model to be followed. It participates in many competitions and activities and is always visited by those working with the Ministry of Education. Because of its good

reputation, it is always consulted when it comes to community service projects, like ending illiteracy. There is a kind of competition between this school and Zahran School. A feeling of hostility prevails between them.

Generally, a friendly atmosphere dominates the scene. There is no bullying or violence among students in school. School teachers seem to be respectful to one another and towards their students as well, cooperative and helpful.

There is involvement from parents, and cooperation between teachers and parents.

Management and Leadership style at all levels

If we have a look at the management and leadership style of the school, one can say that it is mainly democratic and fair, but sometimes authoritarian whenever needed. Such leadership is followed differently, depending on the experience the teacher has, the character and kind of relationship with the school manager. Consequently, one would come across people who follow the leader because they want to, others because of what she has done for the organization, and finally, because of who she is and what she represents. Amongst teachers, the leadership level is mainly pinnacle.

3. Evolution of Quality Assurance Unit

In the quality assurance unit, there is a leader, a school manager and 9 other staff members. They select these members based on nominations from the leader and the manager. Each of the members has 3 or 4 domains to work on, such as collecting documents, searching for documents, clues and evidence, plan, meetings, reports, and collecting resources.

As for the activities, there is a wide variety, namely smart learning, self-learning, active learning, extracurricular activities such as library, music, computer, and classroom activities in English, Arabic, Science, Mathematics and Social Studies. Activities are held from the 1st of September till the 30th of August the following year, and the choice of activities depends on the students' interest.

Regarding the yearly plan, the unit puts a long-term one according to the needs and limitations in the domain. There is a quality assurance plan, an improvement plan and a plan of correction (خطة للتصحيح). The target groups for these plans are mainly the students who are chosen by the school teachers, the teachers and administrative staff selected by the school manager.

In June, July and August (i.e., during summer time) there is community participation. When asked about the impact of such unit, teachers take the quality assurance unit for granted and they don't believe that it is of much importance. However, they say that the changes done by the unit are getting the school to be unique and well-recognized. It has a good reputation among parents, who trust it. The school has a ten-year quality assurance, and it received it from the very first time.

As for the documents, there are 9 points in the conditions sheet:

- 1- Vision and mission
- 2- Leadership and governance
- 3- Development of human resources
- 4- Community participation
- 5- Quality assurance
- 6- The learner
- 7- The teacher
- 8- Curriculum
- 9- Educational climate

4. Evolution of PCL

There are PCLs in a formal way as teachers meet more than one time throughout the term according to their field of specialization. Meetings are held in the staff room face to face or on the internet as they have a group where they discuss matters at least 5 to 6 times.

Sharing is essential for them as they share books, teaching aids, materials, resources and ideas. They can ask one another for ideas when it comes to teaching difficult content areas. Few would observe their colleagues' lessons, which is done on a very friendly basis. Moreover, they collect money for different purposes. For seven years, they kept on collecting money for a co-teacher who was not registered in the Ministry of Education, yet was teaching at school. In another incident, they collected money from their colleagues to buy a printer and sheets of paper for the electronic planning. They also bought curtains for the staffroom. A-Level books are expensive for teachers and they have only two copies for 6 teachers, so that is why, they share books.

There is cooperation among both teachers of the same specialization and amongst teachers from different specializations as well. This is based on informal meetings. There is also cooperation between the school and other schools. For example, they collect donations such as bags and clothes and send them to other schools in need.

The challenges for teachers working as a PLC are many: absence of financial support, work load ranging from the length of the curricula, number of activities and number of assignments, and time restriction.

The administration can support these PCLs by scheduling a fixed time where teachers can meet, and by encouraging them to observe one another.

5. Evolution of Mentorship

There is formal mentoring, mainly for students, through the 2 social workers and the 2 psychologist and the librarian, and there is informal mentoring from different

specializations. For example, the school doctor provides awareness of viruses and first aid.

Teachers of all subjects receive mentoring and training throughout the year, sometimes from their co-teachers or through workshops provided by the Ministry. A social studies teacher, for example, had training related to breast feeding benefits, so she came back and shared such knowledge.

Teachers evaluate the impact of mentorship by observing a phenomenon such as a pupil's behavioral change, and they see how far the social workers and teachers managed to fix the problem at the end.

6. Evolution of school-based Research

They have not conducted any research studies in the school.

DRAFT

Appendix 1

Photos from Training Sessions







Appendix 2

School's Visits Reports

School Visit 10

Date:

Wednesday 4th. of July, 2018

Venue :

School manager's office

Duration :

1 hour and 20 min

Attendees:

School manager and Mrs Lamia (one of the school core team)

Aim: (partially achieved)

• Set plans for summer work, having 9 times till Sep. This includes how the sessions will work, the topics covered, and using a more practical approach.

Points of Discussion:

• Mrs Azza spoke about some of the summer projects in the school, like Math core team project (aims at improving students in Math skills) and Arabic project (aims at raising self-confidence). English teacher has a group about learning with games. Another teacher works with the new Prep.1 students and introduces concepts related to poetry as it is a new subject in which they face problems once the academic year starts.

- One of the challenges which negatively influence the teachers is the overload of work they suffer from in summer. They are forced to attend long training sessions which are sometimes irrelevant or too specialized (ex. computer programming).
- Mrs Azza's concern is that we seem to be working on an isolated island because we are not aware of the various programmes forced on them by the Ministry of Education, such as 'Teachers First', aiming at توسيع مجتمع التعلم
- Based on the discussion, we got the impression that the teachers feel that they already practice the concepts that the project gives and they might only benefit by working with other schools. Consequently, Dr Dalia El-Hawary tried to point out new concepts which they never heard of, and

which will be tackled in the training, namely peer observation and lesson study.

- English **موجه اول** came in and then Dr Dalia introduced him to the project. He explained that he intends on having a totally new plan for the academic year by using a project-based approach and applying it on all schools. This will change the system of the lesson plans, which have to be weekly and a main one for the whole term. This approach will need more frequent evaluation and assessment. He intends on training 900 teachers. During the first week of training, he will give sessions on psychology of dealing with certain ages. The second stage will focus on what is project-based learning. Stage 3 introduces the new strategies they will use; 4th. Stage tackles short-term and long-term lesson planning and finally, the final stage will focus on **اداره الازمات** and 21st.c. skills.
- He needs help from FoE and will bring his whole team to sit with us next week (Wednesday at 9).
- One lady from the Ministry of Education came to ask Mrs Azza if the school can help in **مبادره محور الاميه**.

Challenges:

- The main challenge met in such meetings is the continuous interruption of discussions and the unavailability of the teachers as they busy with their teaching or activities.
- They are not willing to work with Zahran school if ever required.

Next Step:

- We will wait for the school to contact us to give us the schedule of the training and a list of participants.

School Visit 11

Date:

Wednesday 11th. of July, 2018

Venue :

Classroom + School manager's office

Duration :

3 hours and a half

Attendees:

School manager and 12 participants / another group of English teachers around 8

Aim: (achieved)

- Give first training session
- Sit with الموجهين and getting to know their needs and the areas they need help with
- Set final plans for summer work.
- Choose schools to work with

Training:

- The presentation was entitled "Teacher Roles in the Knowledge Society". It was divided into 3 parts: traditional roles of teachers. Factors that led to change in such roles, and the new roles teachers have to play in the 21st c environment. There was also a definition of knowledge society and stress on the top 5 skills needed in any job nowadays.
- The presentation was based on some lecturing, supported by discussions and group work.
- It covered two hours and there was much engagement from the 12 participants.

Points of Discussion:

- A teacher from the Discovery Centre came for advice. She plans on working on a project for developing teaching games for students based on theory and needs our help in planning and providing training.

الموجهين

Next Step:

- We will visit them next Tuesday at 9 to give them the 2nd training session.
- -----

School Visit 11

Date:

Tuesday 17th. of July, 2018

Venue :

Classroom + School manager's office

Duration :

3 hours and a half

Attendees:

School manager and 12 participants / English supervisors trainers

Aim: (achieved)

- Give second training session
- Attend part of English teachers' training on project-based learning

Training:

- The presentation was entitled " Professional Learning Communities".
- The presentation was based on some lecturing, supported by discussions and group work, where the presenter spoke about the definition and characteristics of a PLC. The participants were asked to apply such knowledge to their context, discuss specific points and present to the rest of the group.
- It covered two hours and there was engagement from some participants, yet we did not cover the whole presentation as much time was wasted by the attendees in talking about problems they suffer from (e.g, financial issues, quantity of syllabi they teach, pressure from Ministry, ...etc).

Supervisor' presentation: (our role was just to attend half an hour and watch part of the presentation given to around 40 English teachers)

- Explaining rubrics on which their projects will be assessed.
- Giving them assignment for next session

Next Step:

- We will visit them next Tuesday at 9 to give them the 3rd training session, bearing in mind that the training approach has to be different trying to gain their attention more.

School Visit 13

Date:

Tuesday 24th. of July, 2018

Venue :

Classroom

Duration :

3 hours

Attendees:

10 participants

Aim: (achieved)

- Give third training session

Training:

- The presentation was entitled " Professional Learning Communities- Part 2".
- The presentation was done by both Dalia El-Hawary and Dalia Hammoud, after deciding on turning it into an active learning session. It aimed at covering four items:
 - Review learning from last week
 - Assess a PLC
 - Discuss data collection
 - Examine shared values
 - Form a PLC
- To cover the first point, a technique known as "Myth or Fact" was used. The class was divided into 3 groups, each given an envelope with 8 statements. They were to decide whether these were Myth or fact within their groups, supporting their answers. After 10 min. each statement was read out loud and a whole class discussion was carried out. Another activity based on picture prompts was used to present ill practices in a PCL, and the participants were to point out that practice, explaining how it should improve. Last week they were given an assignment to study how they can collect data about their students. "Give one, get one" game was used to cover that point. Then to examine whether they had shared values regarding the school's aim or not, they were asked to write on sticky notes and put them on a board. This was followed by a general discussion. Finally, they were given an action plan template and started in groups to discuss a specific problem they face in their classes and explain its importance.
- This session was a great success. All participants were involved and seemed enthusiastic about participating in each game. Positive feedback was also given.
- After explaining the 5 topics that we need to cover, they voted to work next time on a specific one.

Next Step:

- We will visit them next Tuesday at 9 to give them the 4th training session, bearing in mind that the training approach has to be based on active learning to continue gaining their attention.
-

School Visit 14

Date:

Tuesday 31st. of July, 2018

Venue :

Classroom

Duration :

2 hours

Attendees:

8 participants

Aim: (achieved)

- Give fourth training session

Training:

- The presentation was entitled " Quality Classrooms"
- The presentation was done by Dalia El-Hawary. It aimed at covering four items:
 - What is "quality classroom"?
 - Teaching Through Interaction TTI
 - Importance of learning about "quality classroom"
 - Using TTI to assess and improve teaching & learning
- To cover the first point, an active learning technique was used. The class was divided into 2 groups, each given a cardboard with many words related to the topic. They were to draw a picture of what they believe to be a quality classroom and stick the terms which they believe to be essential in that type of classroom. After 10 min. each group described what they drew and the relevance of the chosen terms in that environment and then a whole class discussion was carried out.
- 1. Then Dr Dalia started explaining the three main concepts, the way they are implemented and their effect on the students' importance : Emotional

Support (ES), Organization Support (OS) and Instructional Support (IS). Whole classroom discussions were done in each point. This was followed by a discussion about "Why is it important to identify elements of quality Classes?"

- Another activity based on picture prompts was used to present ill practice in a quality classroom, and the participants were to point out that practice, explaining their answer. The pictures focused on feedback, whether superficial or detailed and stress was made on the importance and benefit of using the latter type.
- As a wrap up, in 2 groups, the participants examined statements with different teachers' practices and classified them according to the three main concepts presented earlier. This was followed by a discussion.
- This session was a success. Most participants were involved and seemed enthusiastic about participating in each discussion.
- After explaining the topics that we need to cover in further sessions, they voted to work next time on Lesson Study.

Next Step:

- We will visit them next Tuesday at 9 to give them the 5th training session, bearing in mind that the training approach has to be based on active learning to continue gaining their attention.
-

School Visit 15

Date:

Tuesday 7th. of August, 2018

Venue :

Classroom

Duration :

2 hours

Attendees:

11 participants

Aim: (achieved)

- Give fifth training session

Training:

- The presentation was entitled " lesson study"
- The presentation was done by Dalia Hammoud. It aimed at covering four items:
 - What is “Lesson study”?
 - Different phases of Lesson study cycle and how this can be implemented in the school
 - Ways that Lesson Study improves teaching
- To cover the first point, an active learning technique was used. The class was divided into 3 groups, each given a sheet of paper to write a definition of LS. They were to do that after examining a set of pictures, take notes, discuss their observation and agree to one definition. After 10 min., each group read out what they have written and then a whole class discussion was carried out, pointing out the essential factors that have to be found in a LS.
- Then Dr Dalia started explaining the definition, pointing out the different phases and explaining what should be done in each stage. This was followed by another activity where each group was given 8 statements and they were asked to write next to each statement the phase it can be found in. The purpose behind such an activity was to assure that the participants understood the cycle. This was also followed by a whole class discussion.
- After explaining the importance of such a technique for teachers, the participants were shown a sample of the data collection sheet which is used in observation, stressing that what teachers observe is Ss. learning, not the teacher.
- This session was a success. Most participants were involved and seemed enthusiastic about participating in each discussion.
- Two of the Arabic staff promised to try to observe each other's lessons as a start.

Next Step:

- We will visit them next Tuesday at 9 to give them the 6th training session, bearing in mind that the training approach has to be based on active learning to continue gaining their attention.
- We also need to try to convince them of the way they can implement any of the topics covered in that training in their teaching process without losing focus.
- We didn't agree on the upcoming topic.

School Visit 16

Date:

Tuesday 4th.. of September, 2018

Venue :

Classroom

Duration :

One hour and a half

Attendees:

5 participants

Aim: (achieved)

- Give sixth training session

Training:

- The presentation was entitled " Coaching vs Mentoring"
- The presentation was done by Heba Sharobeem. It aimed at covering four items:
 - ✓ definition
 - ✓ Behaviours and attitudes
 - ✓ Process
 - ✓ tools
- The presentation was based on mainly lecturing, supported by group discussions. It went well and the participants seemed interested.
- **Next Step:**
- We will visit them next week to give them the 17th training session about Knowledge Bank
- We will have to plan for these sessions during the academic year

School Visit 17

Date:

Tuesday 18th.. of September, 2018

Venue :

Classroom

Duration :

One hour and a half

Attendees:

5 participants

Aim: (achieved)

- Give seventh training session

Training:

- The presentation was entitled " Egyptian Knowledge Bank"
- The presentation was done by Dr. Sahar Mustafa.. It aimed at:
 - ✓ Introducing the site to participants
 - ✓ Explaining way to have an account
 - ✓ Showing top sites relevant for the participants
 - ✓ Creating accounts for participants
- The presentation was based on mainly lecturing, interrupted by questions. It went well and the participants seemed interested and highly motivated. At the beginning, some attempts were made to have a hands-on workshop, but after some time, the internet failed , so a powerpoint presentation was used for illustration.
- **Next Step:**
- We will have to plan for these sessions during the academic year

Appendix 3

Training Programmes designed and delivered by the Project team at School

Number of session	Date	Title	Presenter
1	11/7	Teachers' roles	Dr. Dalia Hammoud
2	17/7	Professional Learning Community (1)	Dr. Dalia Hawary
3	24/7	Professional Learning Community (2)	Dr. Dalia Hawary & Dr. Dalia Hammoud
4	31/7	Quality Classroom	Dr. Dalia Hawary
5	7/8	Lesson Study	Dr. Dalia Hammoud
6	4/9	Coaching and Mentoring	Dr. Heba Sharobeem
7	18/9	Egyptian Knowledge Bank	Dr. Sahar