



**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

**School Name: "Nabaweyia Mosa Secondary (Girls)"**

Prepared by:

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**September 2018**

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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

Cover the following points

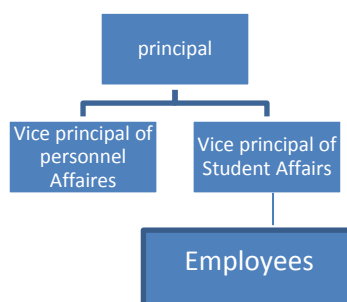
- School map of facilities.

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**The materials:**

- Textbooks- Instructional tools.
  - Computers.
  - Smart boards.
  - Library and learning resources.
  - Educational aids (audiovisual).
  - Chemistry Lab.
  - Biology Lab.
  - Two Physics Labs.
  - Staffrooms.
  - School canteen.
  - School feeding.
  - Internet availability.
  - A specialist for technology support.
- 

- Administrative structure.



- Demographic data: (2018- 2019)

<b>Stage:</b>	<b>Secondary school.</b>
<b>No. of grades:</b>	<b>3 grades (10 to12)</b>
<b>No. of students:</b>	<b>1704</b>
<b>No. of teachers:</b>	<b>115</b>

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

The school has a committee board that contributes to financing the renovation of the buildings, funding the school projects, participating in paying the expenses for the low socioeconomic status, and providing financial support for further requirements in the school.

- Student Practicum and relationship with FOE

The school is in partnership with the Faculty of Education, Alexandria University through hosting student teachers during practicum in various disciplines such as biology, chemistry, physics, Arabic language, social sciences, and technical fields such as drawing.

- SWOT analysis:

- Major problems/ challenges

There are no problems at the school and they are solved constantly because the school is subject to continuous follow-up by the educational administration. Based on these follow-up directions, the school is committed to perform the desired changes.

- Observed: threats

There are not threats.

- Major strengths

The school is a core school. It is called a continuous professional development school and has received a certificate of appreciation for quality performance.

The school is also mandated to activate 'teachers first' program, and it hosts a group of teachers to attend the program. The teacher training lasts for 3 months and covers seven zones in Alexandria (East, West, Central, Montazah, Amriya, Gomrok and Borg Al Arab).

It is located near the cultural palaces, the faculties (Education- Science- Engineering- Agriculture- Low- Commerce), and museums. The location of the school provides opportunities for students to make field visits.

The school has obtained quality assurance twice in 2009 and 2016.

- Opportunities
  - In the school, there are appropriate facilities and infrastructure which provide opportunities for effective learning environment for students.
  - Financial support is provided through the committee board.
  - The availability of various units in the school such as the training and quality unit, Active learning unit, Equal opportunity unit and gifted learners unit, promotes the performance of the school.
  - Community partnership:
    - Communication with the local community provides opportunities to conduct field visits to companies, factories, hospitals or others.
    - The school also supports the activation of the Egyptian Knowledge Bank.

## 2. In Depth Inquiry

### 2.1 Culture of the school

The following points can be used to illustrate the culture of the school

- Us vs. the Other Bullying and violence

Most of students are collaborative participants except a small percentage who are referred to the psychologist and the social worker to address their behavioral needs.

- Parent involvement

Parents are invited to attend meetings to discuss the causes of children's bad behavior and try to find solutions for their problems. Parents are also asked to sign a document in which they declare their responsibility for their children's actions.

- Sharing vs. individual community

The school community tends to work cooperatively rather than individually. They are encouraged them to volunteer in a school-planting project.

- Love vs. conflict and animosity

- Respect

The relationship between teachers and students is based on respect and love, but there are few cases of conflict in the school.

## 2.2 Management and Leadership Style at all Levels

The management and leadership styles are democratic. This is clear through teachers' participation in decision-making.

## 2.3. Levels of Leadership

The level of management is permission (Relationships) because it depends on the relationships between the principal and teachers.

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

- Staffing

Staffing includes 3 members (Ms., Gehan Hussin, Ms., Randa Yousef, Ms., Seham El nagar).

- How active are they?

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

- What impact do they have?

The training and quality units contribute to improving teacher performance, and promoting student learning and performance.

- What activities do they do?

The activities of the training and quality unit include:

- Conducting workshops for the students in different classes weekly.
- Conducting training programs for teachers.
- Conducting symposia for students.
- Participating in the tree planting project with the students. This involves planting seeds and following-up.

## 4. Evolution of PCL

- How many PCLs?

Teachers meet once a week with the head of each specialization.

- How frequently do they meet?

- How many members? (on average)

It depends on the number of teachers in each specialization. The number may range from (9-12)

- How long are their meetings? (on average)

The duration of the meeting is 45 minutes.

- Where do they meet?

Periodic meetings are held in the teachers' room.

- Proportion of conversation (personal VS professional)

**Conversations focus on problems related to curriculum or teaching practices.**

- Leadership style

**Democratic**

- Recognition/ support from administration
- **The principal of school meets with the heads of all disciplines. Each presents the problems faced by his/her team. Then, solutions are shared.**
- Impact of PCL
  - Improving communication between teachers.
  - Trying to find solutions to the problems that face them collectively.
  - Developing teachers' values such as mutual trust, respect and cooperation.
  - Promoting students' learning.

## **5. Evolution of Mentorship**

**There are no mentor teachers in the school.**

- Structured formal VS informal mentorship

**The mentorship is informal through exchanging experiences.**

## **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.**

**Written reports are limited to those on low-achievers or to what the social worker or psychologist writes, if necessary.**

**The training unit intervenes to provide behavioral modification programs for students and teachers.**

## **Appendix 1**

In the summer period, the **Nabaweyia Mosa** School was handed over to the Central control of the Secondary stage. Teachers were distributed to other schools, so we could not train the teachers during the vacation. The team started training at the beginning of the academic year.

### **School Visit (1)**

**Team: prof Dr. Medhat Elnemr & Dr. Rania Ragheb**

**Date: 24- 9- 2018**

The purpose of the visit was to conduct two training sessions:

- professional learning communities (PLCs).
- Professional development schools (PDS).

Outcomes:

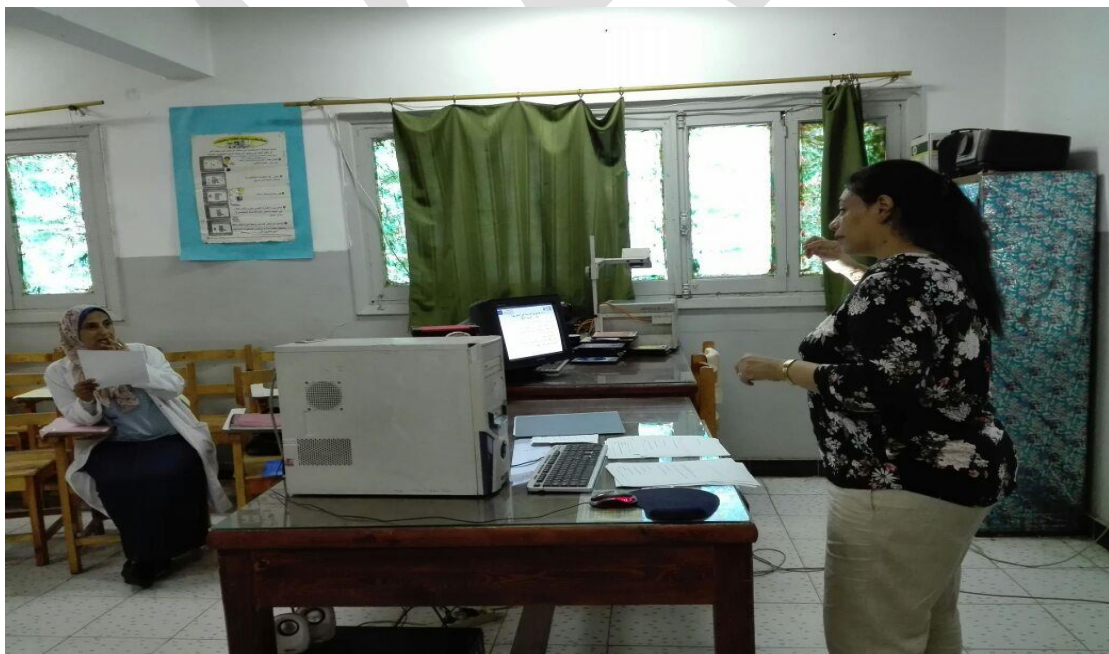
- 1- Understanding PLCs concept and characteristics it.
- 2- Identify the current status of PCLs in the school.
- 3- Identify how to set learning communities.
- 4- Discussing the challenges of PCLs and how to overcome them.
- 5- Identify PDS concept and history of it.
- 6- Discussing the principle of PDS.
- 7- Assessment the status of school according to Standards of PDS.
- 8- Discussing the challenges of PDS and how to overcome them.

Reflection:

Meeting Teacher first program team and we have discussed about learning professional communities briefly, then conducted training session for school teacher and discussed PLCs level in the school and how to improve it.

## Appendix 2

### Workshop (PCLs & PDS)





DRAFT



Teacher first program







DRAFT

Appendix 3

Training unit Activities

وحدة التدريب والجودة  
٢٠١٨ - ٢٠١٩

محافظه الاسكندرية  
ادارة وسط التنظيمه  
مدرسة تربية موسى الثانوية التحريسية بنات



## تشكيل وحدة التدريب والجودة ٢٠١٨ - ٢٠١٩

الاسم	الوظيفة	الوظيفة داخل الوحدة
جيهان حسين	مدير المؤسسة	رئيس ومراقب
رانده يوسف	معلم خير فلسفة	مسؤل الوحدة
سهام النجار	معلم خير كيمياء	امين السر

مدير المؤسسة  
جيهان حسين

امين السر  
سهام النجار

مسؤل الوحدة  
رانده يوسف

وحدة للتدريب والجودة  
٢٠١٨ - ٢٠١٩



محافظة الاسكندرية  
ادارة وسط التعليمية  
مدرسة تربية موسى للتربية التجريبية بنات

### البرامج التدريبية

- ١- صياغة الأهداف للتعليمية
- ٢- خطة الأخلاء الخروج في حالة الطوارئ
- ٣- خريطة المنهج
- ٤- التخطيط الاستراتيجي والشخصي STEM Education
- ٥- إدارة الأزمات
- ٦- مبادئ الأمن والسلامة المدرسية
- ٧- استراتيجيات للتدريب الحديثة
- ٨- برنامج خاص عن الأطفاء والحوادث
- ٩- كيفية صناعة وتنفيذ ورقة امتحانية
- ١٠- إنتاج الوسائل البسيطة
- ١١- الأنشطة الصفية والاصفية
- ١٢- التخطيط للدرس
- ١٣- الصحة العامة والتغذية السليمة / اسعافات اولية
- ١٤- كيفية اكتشاف الموهوبين
- ١٥- مهارات ( القرن الحادي والعشرين )
- ١٦- اعداد القيادات ( فن القيادة )

Symposia





DRAFT

Workshop



Planting project

