



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.	Om El- Abtal school has different resources that could support the development of PLCs as the educational materials (smart boards at every classroom, textbook, audio/ Visual educational aids, some laboratory equipment's, 30 Computers with internet access , data show).
2	Administrative structure.	The School bylaws clarifies the local regulation that its administration, teachers, staff, and constituents are required to follow. This bylaws 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 have to follow the school bylaws.
3	Demographic data	This is a preparatory school for girls, located in Helwan educational administration. The number of students is about 950 female students from different Social backgrounds, more than 50% of low-income families, 26% to 50% of middle-income families, and 11% to 25% of high-income families. The staff of the school are as the following: 40 teachers, 8 specialists, 9

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		administrators, 3 workers. The school has only one student with special needs.
4	School and Community	The idea of Be like Adam initiation starts firstly at Om El – Abtal , as students went with their teacher outside school & talk with people in the following places (street , the bank near school & the social insurance)they talk with them about the environmental awareness & how to keep our district clean & healthy .
5	Student Practicum and relationship with FOE	Students came from HU FOE to perform their practicum at Om El Abtal School , our faculty support them with methodology of teaching & how to design educational activities
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"> • Major problems/ challenges: limited equipment in school science lab. • Major Strength : The school is interested in helping teachers become more effective through training workshops inside and outside the school. Teachers’ needs are identified and analyzed by the training unit of the school. • Threats : Some of the qualified teachers at Om El- Abtal school work with temporary contract , so they can be transferred from the school every year , this is a hard administrative problem for the school to lose them. • Opportunities: <ul style="list-style-type: none"> - The location of the school in front of the Nile River , the school can benefit from this location by making non-classroom activities like art & drawing activities. - The location near Kabrtage (a place for recovery from skin diseases), the school can

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		<p>benefit from this location by making visits to this place .</p> <ul style="list-style-type: none"> - The school is close to a bank , the school can benefit from this location by making visits for school students to know the Bank transactions. - Helwan General Club is also near to the school , so they can organize trips for entertainment . - Om El Abtal school is near to many schools in Helwan district , so they can spread the culture of PLCs easily.
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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 checked="" type="checkbox"/> Respect 	<p>The school climate encourages change, the teachers have few resistances for change, the university team help in developing awareness of teachers & administrators with the educational goals that they need to achieve, also to clarify the role of each person in the overall development of the school.</p> <p>The school climate also supports the teachers and students, that appears through the high percentage of job satisfaction among teachers, parents and students who care about the school properties.</p> <p>The school climate encourages also the engagement in the community through different community service` s activities:</p> <ul style="list-style-type: none"> - Attend special events as scientific, artistic and sports fairs.

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		<ul style="list-style-type: none"> - Volunteering in projects, programs or school trips. - To take care of school aspects such as classroom activities and non-classroom activities. - Working within school committees - Some parents work as part of the school maintenance team and some are given human development lectures
2	<p>Management and leadership style at all levels :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Authoritarian <input checked="" type="checkbox"/> Democratic <input checked="" 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 	<p>According to leadership styles in Om El-Abtal school, there is a combination between democratic & autocratic styles, this depends on nature of the situation that needs a decision making, the headmaster consults teachers & administrators working in school before taking some decisions, but in other situations the school headmaster make decisions without consulting others, the situation controls which style to use. Also, the school has code of behavior and rules of accountability. The leadership control and code of behavior helps in the student's achievement (excellent in the first grade, very good in the second and third grade.</p>
3	Levels of leadership: *	(Production) people follow the headmaster because of what she have done for the organization.

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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

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4	Power Relationships: who are the decision makers?	The School Headmaster & parents council.
5	Mentorship	The school headmaster is responsible for administration of the school, at the same time they direct coaching to the most efficient person when they face any problem related to a specific specialization, Coaching is flexible as their main purpose is to make the school able to achieve their educational mission.
6	Quality Assurance Unit	<p>Communication with Quality Assurance & training Unit happens through making cyclic meetings for each specialization to demonstrate the problems that they are face & suggesting solutions to overcome those problem, also demonstrating the current students' academic level.</p> <p>The needs assessment results indicate that the quality assurance unit is not fully activated. According to discussions with those responsible for QAU, HU Suggested collaborating with QA team to introduce some sessions for teachers to help them to improve their knowledge, skills and attitudes and how to implement that in teaching. CPD can be held weekly or monthly, one meeting with the teachers. The focus of the meetings should aim at increasing</p>

represent.



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		their background about the Quality and how to reflect that in the Classroom.
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