

Youssif El Sebeai Formal Language School Affiliated to : the administration of El Nozha

SUP4PCL



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School and University Partnership for Peer Communities of Learners SUP4PCL
FACULTY OF EDUCATION | AIN SHAMS UNIVERSITY



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1. The school profile:

- Yossif Elsebeai Formal Language school is located in 1 Ali Ibrahim Ramez St., Heliopolis, Cairo.
- History of this school . This school was Army camp , then Army force gave the buildings to El Nozha administration , then it was called El Nasr school , then due to the lack in number of language schools in this administration , so in 1984 this school became language school , and called Youssef el sebai language school .
- The vision of the school is providing quality education for all students in different stages by using advanced technological methods in order to support active learning under globalization
- The school is not accredited and enjoys a positive working environment, but there are traditional and routine leadership may effect on working environment .
- The school contains three stages (primary stage , preparatory stage and secondary stage). It's consists of 39 classes and includes two libraries4391 books in different branches – there are 3 science labs consisted of (scientific

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models, samples, chemicals for experiments, physical experiments, charts and pictures) , and includes 3 computer laps with 30 computers connected with internet.

- Also improve the school the emotional side of the learners through artistic activities such as (drawing – singing- dramatization), and through sports activities such as (football- basketball- swimming)
- **No of students in each stage**

No of students in primary stage	1081 students
No of students in preparatory stage	436 students
No of students in secondary stage	407 students

- **No of target group in school**

Our target groups	No of target groups
Quality unit officer	1 teacher
Training unit officer	1 teachers
Social specialist	5 teachers
Psychological specialist	3 teachers
Teachers in all stages	116 teachers

-The organizational structure of the school: School-Head - Student Affairs Undersecretary - Personnel Affairs Undersecretary - Activities Undersecretary - Quality Coordinator - Head of Department: Arabic – English – Math – Science – Social studies – Computer – Art – Music – Psychology - Industrial field – Agricultural field.



Ethnography about Youssif el sebeai formal language school

- The meeting with the teachers started in the training room and is the place to meet them at leisure. In which they engage in conversation, including what is related to the educational process, including what is outside the school.
- It can be seen that there is an exchange of experiences in this place, both in relation to lessons, and in providing solutions and tools for students, or about student behavior and how to deal with them.
- There was a positive interaction between the teachers and the project team, and this was demonstrated by their suggestions for development and their desire for professional development.
- It has been recognized through the focus group that most teachers have negative attitudes toward teamwork, as each of them refuses to be criticized by his colleague. So, they lack the culture of reflection or the peer community, through which they discuss their strengths and weaknesses.

1- determine Needs Assessment:

- We met the school supervisor and showing the aims of the project, 2017, we made info session with the school supervisor and our target group to clarify main domains of the SUP4PCL project, which are (learning communities- active learning- STEM- global citizenship- special needs- technology).
- We applied **closed questionnaire** on teacher (26 teachers) with different specialties , to determine their needs
- Then we chose the focused group which composed of twelve teachers then achieved a brainstorming session about their needs and difficulties in teaching, dealing with the different student's styles, classroom management, and their attitude about the application of the idea of learning communities.
- We made the interviews with 8 teachers with different specialists (quality and training official- social and physiological specialist- science teacher- math teacher- computer teacher- art teacher- language teachers) and from this



interview we determined their needs which can be summarized in these points:

- How to deal with special needs with different species.
- The main points that you need to improve your performance
- The meaning of the evaluation, how to make evaluation with different ways from the assessment tests, how to make self-evaluation for his teaching activities.
- There is no idea about STEM and how to achieve activities during the different specialists.
- There is no any application for the idea of learning communities.
- How to deal with the different student different styles.
- How to deal with different classroom problems.
- They showed their positive attitudes towards applying technology in teaching and they wanted trainings to apply this technology in different teaching activities.
- Their need to use the active learning strategies in overcrowded classes.

-statistics analysis for needs assessment :

We applied **closed questionnaire** on teacher (26 teachers) , to determine their needs on Wednesday 4\12\2017, we made static analysis for their answers on this questionnaire , then we reached to the following results :

- The numbers of teachers are (26) , of whom 16 are females (61.5%) and 10 are males (38.5%). fifteen teachers (57.7%) are holders of bachelor degrees, ten (38.5%) obtained educational diploma, and one teacher (3.8%) is a PhD holder.
- Regarding the teachers' teaching experience, results indicated that only one teacher (3.8%) has a teaching experience from 5-10 years, one teacher (3.8%) from 10-15 years , 6teachers (23.1) have a teaching experience from 15-20 , and 18 teachers (69.3%) have more than 20 years.

Courses they participated in last year related to their specialization, methodology or education in general.



The number of persons that participated in courses or workshops(in their specialized or in methodology or in topics that are related to education) are 23 (88.5%), while 3 teachers (11.5%) did not participate.

In case you have participated last year in : courses or workshops(in their specialization or in methodology or in topics related to education), what was the effect of such participation?

three teachers (11.5%) stated that such courses/workshops had little effect on their work ; 9 teachers (34.6%) believed that their participation had medium effect, whereas, 14 teachers (53.8%) confirmed that those courses had a large effect. .

Teachers' participation in educational conference or group discussions

9 teachers (34.6%) did participate in such activities, while an equal number i.e., 17 (65.4%) did not participate.

In case you have participated last year in educational conference or groups discussions, what was the effect of such participation?

3 teachers (11.5%) confirmed that their participation had a large effect on their work, while 5 teachers (19.2%) believed that it had a medium effect. and 1 teacher (3.8%) believed that it had no effect

last year , did you participate in a program to get a higher certificate?

Only 6 teachers (23.1%) are enrolled in programs to get a higher certificate , while 20 ,(76.9%) are not.

In case you have been enrolled last year in a program to get a higher certificate, what was the effect of your participation on your work?

All the teachers enrolled in graduate studies 3 teachers (11.5%) stated that it has a large effect on their work. , and 3 teachers (11.5%) stated that it has a medium effect on their work.

During last year , did you have the chance to observe colleagues in another school?

six teachers (23.1%) had the opportunity to **to observe colleagues** in another school compared to 20 teachers (76.9%) who did not have such an opportunity.

If you participated last year in an observation visit to another school , what was the effect of your participation on your work?

two teachers (7.7%) believed that this activity had a large effect on her work while 3 teachers (11.5%) stated that observing colleagues in another school had a



medium effect on their work., and 1 teacher (3.8%) stated that observing colleagues in another school had no effect on their work

Last year, did you participate in professional development groups for teachers?

12 teachers (46.2%) participated in :professional development groups for teachers while 14 (53.8%) did not

In case you participated last year in professional development groups for teachers, rate the effect of that participation.

A large effect was reported by 8 teachers (30.8%) and a medium effect by 4 ,teachers (15.4%)

During last year , did you participate in individual or cooperative research in topics of professional interest to you?

four teachers (15.4%) were engaged in such activity ,in contrast to 22 ,teachers (84.6%) who did not.

In case you participated last year in individual or cooperative research, what was the effect of such activity on your work?

A large effect on their work was reported by 2 teachers (7.7%) while only one teacher (3.8%) reported a medium effect., and only one teacher (3.8%) reported a no effect

Did you participate last year in peer mentoring or observation as a part of an official policy in your school?

The number of persons who participate in peer mentoring or observation as a part of an official school policy is 17 (65.4%) compared to 9 (34.6%) who are not involved.

In case you participate last year peer mentoring or observation as a part of an official school policy, what was the effect of participating in this activity?

A large effect on their work was reported by 11 teachers (42.3%), while six teachers (23.1) stated it had a medium effect.

Do you want to participate in professional development activities other than the ones you participated in before?

The number of persons who want to participate in professional development activity thanthe ones they participated in before is 25 (96.2%) compared to 1 (3.8%) who do not want to participate.



In case your answer to the last question is yes , what reasons hinder you from participating in PD activities?

- The distance from my house : four teacher (15.4%).
- The activities of professional development are held during the official time of work: 2 teachers (7.7%)
- The administration of the school aren't supportive: one teacher (3.8%).
- Professional development activities do not cater for our needs: two teachers (7.7)%

• Identify which of the following training needs that you want to urgently participate in.

- Classroom Management : 12 teachers (46.2%).
- Assessment: 19 teachers (73.1.8%).
- Current Trends in specialization: 12 teachers (46.2%).
- New Teaching Methods of Different Subjects: 6 teachers (23.1%)
- Educationional Technology Skills: 7teachers (26.9%)
- Special Needs Student Assessment: 16 teachers (61.5%)
- Student Misbehavior: 9 teachers (34.6%)
- School Administration and leadership: 8 teachers (30.8%)
- Students' Counseling: 11 teachers (42.3%)
- Students' Building Capacities: 12 teachers (46.2%)
- Content and Performance Standards for Different Specializations: 17 teachers (65.4%)
- Entrepreneurship: 8 teachers (30.8%)
- Quality Assurance and Accreditation: are 6 teachers (23.1%)

The results and our observations during interviews

	Teachers	Social and Psychologist specialist	Quality and training officer
The training needs of our target groups	They need different training on: - using new technological programs during teaching - improving their class room management skills	They need different training on : - Integrative therapy - student violence and how to deal with it	They need different training on : - leadership skills - strategic planning



	<ul style="list-style-type: none"> - new trends in teaching methods - new teaching methods for talented students - different ways of evaluation and how they make self evaluation to their activities 	<ul style="list-style-type: none"> - ways to discover individual cases - skills of dealing with talented student - designing portfolio for each case to determine the progress of these cases 	<ul style="list-style-type: none"> -new trends in school administration
Our observations	<p>During interviews and focus group, we observed the following:</p> <ul style="list-style-type: none"> - there are misconception for teachers about STEM , where teachers think that STEM in only designing models for any science concepts - they have a negative attitude towards working in professional learning community 	<p>During interviews and focus group , we observed the following:</p> <ul style="list-style-type: none"> - they have negative attitude towards self assessment and working with team work , where they prefer to work individually - they have a negative attitude towards any new training . 	<p>During interviews and focus group , we observed the following:</p> <ul style="list-style-type: none"> - the unit of quality and training is active, and make different meetings between parents , teachers, and students - the meaning of qualification depend on only writing paper



The results and our observations during focus group

During focus group , we asked teachers different questions , and we recorded their answers in the following table

The answers from focus group	The guideline questions
<p><u>They determined</u></p> <p>1- no of students in classes 2- Additional efforts for teachers besides teaching 3- their participation in the preparation of the school schedule 4- Fewer no of teachers in each discipline 5- lack in materials in school</p>	<p>1- what are the difficulties that face you during the school day?</p>
<p><u>They illustrated the types of activities</u></p> <p>1- role playing 2- the trick 3- using fun in their teaching 4- scientific experiments 5- collecting news 6- jigsaw puzzle 7- work shops</p>	<p>2- what are the types of activities that you use with your students?</p>
<p><u>They determined these trends</u></p> <p>1- KWL 2- brainstorming 3- co-operative learning 4- scientific shows 5- scaffolding 6- self learning</p>	<p>3- what are new trends in education that you use in your class?</p>
<p><u>They determined these rules as following</u></p> <p>1- Establish classroom rules since the beginning of the academic year to determine rights and duties, these rules are in the classes 2- types of classroom rules that they put in class are</p>	<p>4- what are the types of classroom rules that you put in class?</p>



(active participation with teachers , respectful their class mates, cooperation , time management , Commitment, and so on)	
They determined these types in 1- researches from internet 2- using smart board 3- using virtual programs 4- using educational videos	5- what are the types technology that you use during your teaching?
they illustrated that they did not use teaching through teachers team work because They have a culture of fear from others. And that the other uses my skills with my students	6- what is your opinion about teaching through teacher team work?

2-Description of PCL group in Youssif El Sebai Language School :

Our PCL group consist of 3 teachers :

- one of them is responsible for quality assurance unit and social studies teacher she had Bachelor of Arts (History) , and she had educational diploma . she has experience in teaching social studies for primary stage and preparatory stage 30 years , she is responsible for quality assurance unit in 2015 , she has different experience in active learning and dealing with learning difficulties students (Mrs. Safinaz)
- the other one is responsible for training (professional development) unit and Arabic teacher, she has Bachelor of Arts (Arabic) , she had 2 educational diploma, She prepare master degree in Education , she has experience in teaching Arabic for different stages 17 years, she also has different experience in designing professional program for teachers , she participated in different projects carried out by Ministry of Education , finally she participated in preparing training material about special needs , active learning (Mrs. Mona)
- finally is English teacher , who had Bachelor of Education and Arts (English language) , he has experience in teaching English 8 years, he is certified trainer from Company of Microsoft , has an experience in technological professional development program, he writes English poetry , he has experience in dealing with special needs , students with learning difficulties,



he is very active , and he is convinced by student based learning , not teacher based learning (Mr. Kareem)

the reasons for selection these teachers as PCL group

- Because they are very active , interested , highly committed and they want to change culture of the school
- They have different experience in teaching , training, preparing training materials , and management their units (QA unit , and PD unit)
- We can depend on them to transfer our project trends to other teachers in school to expand our learning community .

3-The protocol of ASU team school visits :

We agreed with our PCL group to determine one day every week , suitable for them to ASU team visit . they determined every Wednesday for each week , so we visited our school 10 times from 11/7/2018 to 12/9/2018 . from 8.30 am to 1.30 pm . also we agreed with them that there are one researching theme every visit , they determined it according to their needs and their problems during teaching , and all of us shared data collected about this theme with all group .

4- Tasks carried out by ASU to achieve our school visits aims :

Support the social relations within our PCLs and ASU team ,and Building cooperative relationships between PCL group and ASU team , to achieve this our tasks was :

take breakfast with them, talk with them about their holiday and how they spent – suggest on them the idea of creating magazine or make platform site to publish and share their own teaching success stories during working in project discuss with them about their experience about the main domains of the project , and exchange our experiences about making different activities with students during their teaching to improve citizenship – sustainable development – STEAM cooperate with each other to design different activities to improve their performance during teaching , share our experience and story of success between each other , to benefit the others , build the confidence and trust between them as a team work .



- Enhance our PCL teachers` pedagogical skills and content knowledge, to achieve this our tasks was :

identify their previous experiences in teaching and their teaching , skills, discuss with them about the success teaching strategies that the use during teaching content , and how they carried out these strategies, identify from our PCL group the nature of activities that they made with their students related to citizenship, sustainable development and steam, illustrate to our PCL the meaning of STEAM approach and show to them different activities based on steam

- Encourage our PCL group to be active learners and good researcher, to achieve this our tasks was:

Ask from PCL group to search about different themes related to different educational trends such as real evaluation , enrichment activities dealing with hearing impaired students , participate with them to search on about different information related to our project and share with them this information, discuss with them how can we exchange our experiences to encourage our performance in class,

- Evaluate leadership in the school, and nature of relationship between leaders and our PCL teachers, to achieve this our tasks was :

make interview with the manager of the school and ask him about if he is only responsible for taking decision or there other people participate with him in decision making, ask him about if he faced any problem how can he deal with it make interviews with our pcl group and other, teachers to take their opinion about the type of leadership in school and how he deal with them and with their problems , and take their evaluation about the style of leadership.

5-Data collected through ASU Team visits

- Our PCL teachers cooperated with each other during teaching , where Mrs. Mona explained text about 6th October war , she cooperated with Mrs. Safinaz to explain the history of this war . And also Mrs. Safinaz helped Mr. Kareem in explaining the history of campaigns . , finally Mrs. Mona helped Mrs. Safinaz to tell student the literature of the Ottoman Empire

- They made different activities about citizenship and sustainable development such as :

Activities through teaching Arabic (Mrs. Mona)

- by role play about parliament to illustrate their rights and duties as a citizen .



- By asking the students to make researches about the Egyptian Martyrs and their roles
- By showing real life situation about respect of religions as value of citizenship .
- By learning primary one students the reading and writing Arabic through students in secondary stage from their school (sustainable development)

Activities through teaching English (Mr. Kareem)

- By making role play about the role of police and Egyptian army , by using English dialogue
- By asking students to make researches about the main character in campaigns such as EL sadat , Martin Luther king and their roles to safe their homeland
- By making English club every week with his student , to develop their English skills in daily life by speaking , reading , and making dialogues by using English language in different jobs .

Activities through teaching Social studies (Mrs. Safinaz)

- By acting different historical character to students
- By making enrichment activities outside class to support the students` citizenship ,

Our PCL group mentioned that there are different problems faced them through their teaching such as:

- dealing with learning difficulties students ,
- crowding class
- long curricula that prevent them to do new Activities
- parents` attitude towards doing activities where they think that these activities waste time ,
- There are difficult lessons , they cannot make activities about them , so they used lecture method to explain them .
- More administrative tasks , lack of potential , and traditional leadership

We began to make discussion between PCL and ASU team about these problems and if they tried to deal with these problems to share our experience and story of success

One of them (Mrs. Mona) told us that she tried to deal with student with learning difficulties in reading and writing by learning him Arabic letters by drawing , and using audio aids to link between sound of letter and its picture, she put him with group working



- They also illustrated that ,There are teaching strategies and methods that they used during teaching such as:

KWL , Brain storming, Miming, Role play, Human web, The rocket , Open discussion , Problem solving, Hot chair, Small student teacher, Cooperative learning Peer to peer learning ,Knowledge tree, Ambassadors method, Thinking wall Scaffolding .

- Our PCL group told us about the learning outcomes that they tried to develop for students such as develop the students` knowledge in their different branches , also life skills, critical thinking , creative thinking , decision making , citizenship , values such as cooperation , respect the others , value the effort of historical heroes.

6-Observations through ASU Team visits

-There are cooperative relationship between PCL group , through their teaching

- There are trust relationship between PCL and ASU team

- There are improvement in their performance, and they improved their activities with students

- Their attitude towards share their experiences and activities began to change , where one of them said" I learnt from the performance of Mrs Safinaz through her teaching in my class'

- They have a desire for change and develop their performance

- Social relationship between PCL and ASU team is supported

- All of them began to show different story of success such as change negative attitude of student towards study English into positive , a bad relationship between student and change it into productive relationship

- They were more interested to show their story of success in class.

- They tried to search and think about the solutions for their problems

- They began to write notes about the solutions of their problems

- They did not be worry from sharing their experiences and story of success .

- There are awareness for the meaning of reflection for their performance and the performance of others .

Strength and weakness points:

☒ Strength points:

-our pcl group were given training courses on active learning, teaching technology, student violence and how to deal with it and also training about the responsibilities of the quality and training unit



- There are 1 teacher from PCL prepared master degree and 1 teacher of them have educational diplomas , we can benefit from their experiences during our working in school , and the other one certified from Microsoft company as a technical trainer
- There is documentation for all the achievement activities which were performed in the school, we can use these documents to build on their experiences .
- The leadership in the school is helpful
- One of the policies in the school is to divide their students according to their learning styles through psychological test for students , then use the suitable teaching methods with each student learning styles .

☒ Weakness points:

- the idea of designing PCL in school for the idea of learning communities.
 - School design and buildings are not designed well, where some teachers rooms are narrow and without safe surface .
 - The active learning strategies are not performed during teaching the different subjects due to the students overcrowded classes.
 - There is no social specialist trained to deal with special needs students
- No awareness with the meaning of research , r, self- assessment, , and how to make evaluation by the different ways.

2. Challenges that we have faced:

- a.** How can we build professional learning communities in this school?
- b.** How will we change teachers' negative attitude towards our project into positive attitude?
- c.** How can we modify teachers' misconceptions about STEAM ?
- d.** How can we improve skills of social and psychological specialist to deal with special needs especially talented students ?



- e. How can we help teachers to design different activities in order to improve their student's citizenship?
- f. How can we help our teachers to apply different active learning strategies in overcrowded classes ?
- g. How can we improve teachers' technological skills and how can they use different technological aids during their teaching?

3. Aspects of benefit from our visit to Europe

- Providing teachers with different ways to achieve the professional developments, like: e-learning, blended learning, school visits, peer to peer leaning, lesson study, action research, seminars, invitation of expert teachers ... etc.
- Helping them in designing different activities about citizenships to improve different values to the students such as cooperation m respect the others , and so on
- Creating STEAM activities with students to make science and math more interesting , and to develop students` scientific skills such as observation , inference, classification, problem solving , designing thinking skills and so on



- creating learning communities in school between us as a university team and school team in order to help them to solve their problems in teaching , and share the experience between the PLC team
- spreading the culture of PCL in the school between teachers in order to share their experiences , activities, problems , new teaching methods , and so on
- giving the teachers' attention about the importance of reflective practices inside the community of learners.
- Using Pre-lesson planning and post-lesson evaluation meetings in Egyptian schools can provide discursive opportunities for detailed planning and in-depth reflection about the quality of teaching and learning. The collaboration in lesson study can help teachers to develop a sense of collective efficacy.
- Determine the role of mentorship and its reflection on the teachers' performance
- Determine the effect of leadership on the building of PCL in schools .
- Encourage teachers to use project work in various subjects so as to make learning meaningful to their students and to take pride in what they do.
- Involving MA and PHD holders and candidates at PD schools to take a leading role in PD activities (as change agents).
- Using the Ofsted's criteria to judge schools as domains to develop and assess schools in Egypt. These domains are:



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- Achievement of pupils
 - Quality of teaching
 - Behaviour and safety management
 - Leadership and management
- Focusing on the integration between the educational curricula and different activities about STEAM , citizenship , sustainable development

Pictures from ASU Team visits to youssef el sebai



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Pictures of activities that PCL teachers made with students

Pictures for secondary stage learn primary one students reading and writing Arabic



Role play in English about police role to support citizenship

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The meaning of citizenship in class , paint prepared by Mr Karim with his student to show that we in our class have the same roles and duties , we all the same no difference between us



This project reflects the

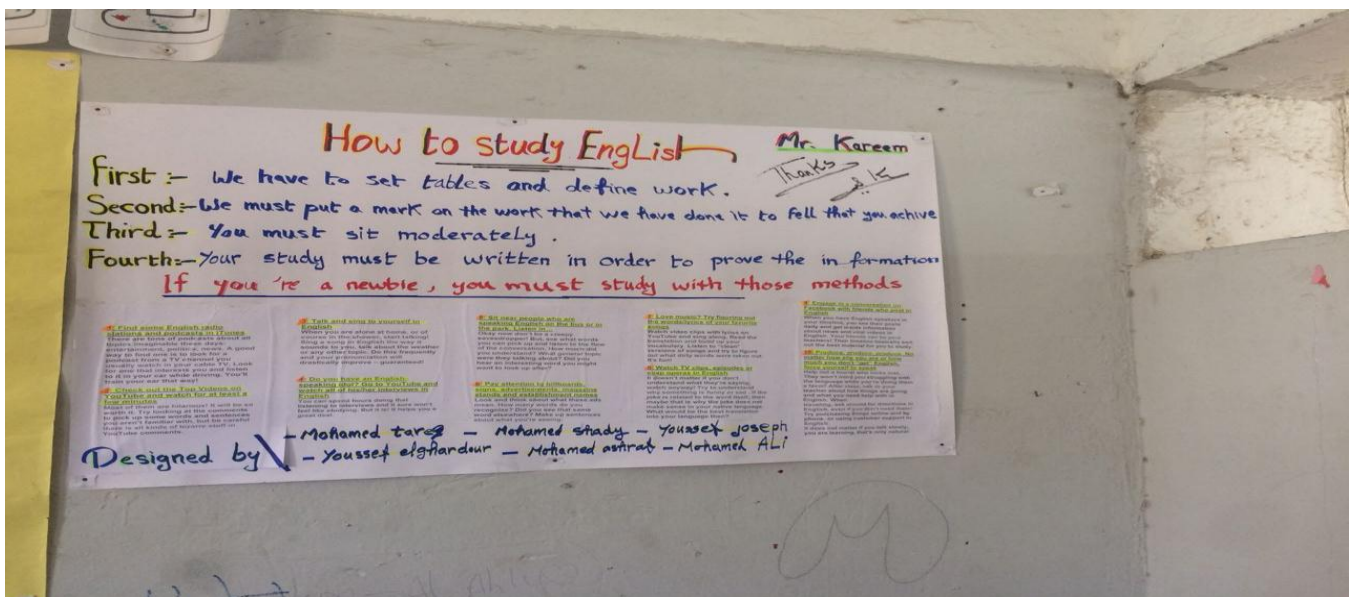
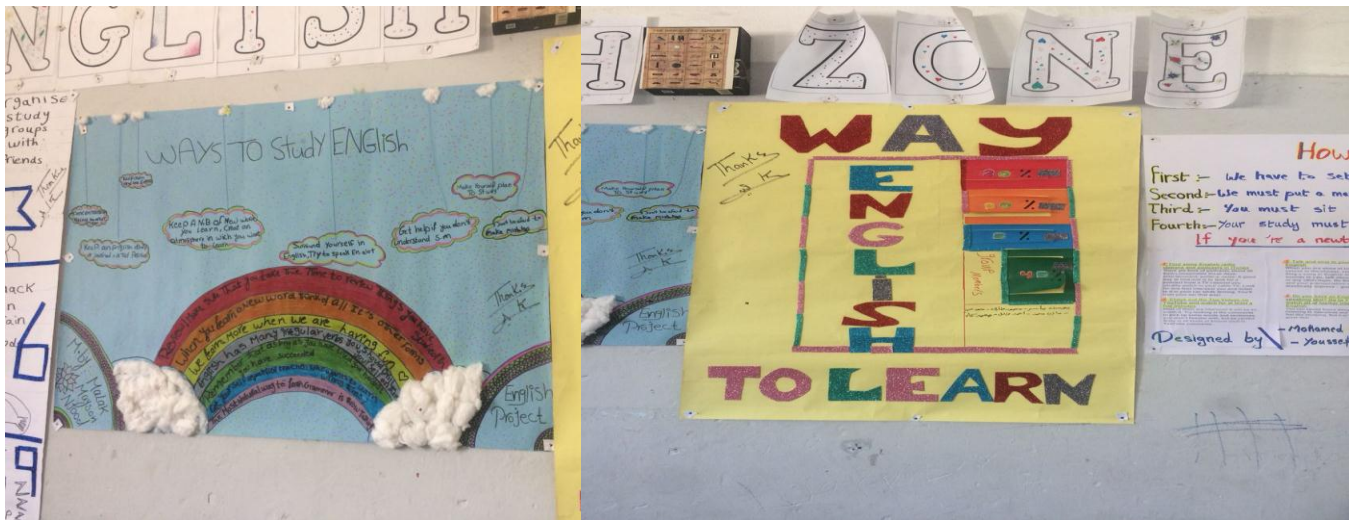
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Examples form students` activities in researching skills about how we can improve our English skills



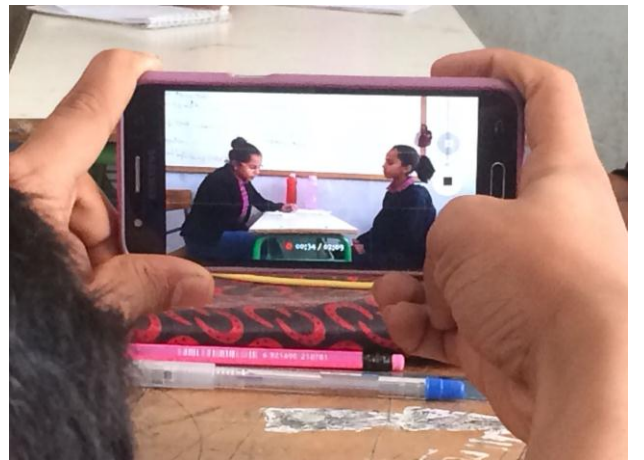
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Pictures from English Culp to develop students' speaking skills



Activities through teaching social studies



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