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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.	<p>The school is located in west Cairo, it has different educational stages Elementary, Preparatory, Secondary. The number of Classes is 61 as the following:</p> <ol style="list-style-type: none"> 1. primary grade: 31 classes 2. preparatory grade: 15 classes 3. Secondary grade: 15classes <p>The school facilities include the following:</p> <ol style="list-style-type: none"> 1. Educational materials (textbooks, ... etc) 2. A library 3. Theatre 4. Audio educational aids. 5. Laboratory equipment's 6. Teachers staff rooms 7. School Canteen 8. Computers: 30 for each grade (in a bad shape) 9. Garden for student's activity and gardening
2	Administrative structure.	There is a principal for the whole school and vice principal for each grade and sections.
3	Demographic data	Total Number of students: 2687 students distributed as the following, (Primary students: 1560, Preparatory: 687, and secondary :420)

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		<p>The average number of each class is 50 students at primary, 45 preparatory, and 28 students at secondary stage.</p> <p>As for the economic & social background status of students: most of them are from Low income families (11%- 25%) Teachers: 208 Social workers: 6 Administrative staff: 6 Workers: 10 Number of students with SEN (Special Educational Needs): none</p>
4	School and Community	<p>It was noticeable that there is active involvement of parents in whatsoever activities related to the school community, for example special occasions: musical concerts, exhibits or sports competitions.</p> <p>Level of Education of students' parents: over 20% are uneducated, 30% with a middle education (schools), 30% with vocational technical backgrounds, and 15% with college degree.</p> <p>The school used to have meetings and arrange different visits for the parents as attempts to have more involvement in school activities.</p> <p><u>The School Vision:</u> Providing students whom can be good mothers with knowledge and skills .</p> <p><u>The School Mission:</u> developing good students, cultured and balanced personality.</p>
5	Student Practicum and relationship with FOE	<p>The school has no practicum students from FOE in Helwan university.</p>

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<p>6</p>	<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 	<p><u>SWOT Analysis:</u></p> <p>Major problems:</p> <ul style="list-style-type: none"> - The building is rentable so the school couldn't be accredited because of it . - The school has a problem related to teachers age - The computer labs are too old and almost destroyed. - The training unit are not really effective - Some teacher lost their enthusiasm for training and development <p>Challenges</p> <ul style="list-style-type: none"> - The building need maintenance to be more effectively used - The administration and teachers: when retired they do not be replaced by new employees - The computer labs are too old and almost destroyed. - The schools is 4 sections (pre-primary- primary-preparatory and secondary) so it needs a big efforts to developpe all the staff needs in training and other problems <p>Threats</p> <ul style="list-style-type: none"> - Developing training for all staff - Developing needs assessment system for all staff. - Developing an PLC system. - Developing PC labs and maintenance syste <p>Strengths & Opportunities:</p> <ul style="list-style-type: none"> - The school location is very good and rare in this location. - Old teachers had many experiences and developed skills can be center of PLC schools' training - The school community contain many teachers cycle wish can be used for developing disciplines and STEAM works
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		<ul style="list-style-type: none"> - The school environment is cooperative and without violence, needs some guidance and assessment system
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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 type="checkbox"/> Respect 	<p>The school has a clear, defined and announced architecture. The school has a problem related to teachers age , they do not have new generations of teachers which block the circulation of ideas and the renewing of it or looking for new and innovative solutions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Us vs. the Other: it is a cooperative community between students and teachers and teachers each other's <input type="checkbox"/> There is a parental involvement in the school activities for community service. <input type="checkbox"/> Sharing vs. individual community: the school organizational culture motivates the sharing of experience among the different stages of education. <input type="checkbox"/> Love vs. conflict and animosity: the school has good and cooperative environment between students, the team noticed that through their involvement in the different school activities, no complaints of violent actions or activities between the girls.
2	<p>Management and leadership style at all levels :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Authoritarian <input type="checkbox"/> Democratic 	<p>The School is huge it contains three stages of education (primary, preparatory and secondary) so it needs different styles of Leadership, administration is strong and more autocratic style than others styles, they have meetings and discussion in some of internal issues as processes for decisions making, but it</p>

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	<input 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	usually go back to the rules of the ministry and the educational authorities decisions.
3	Levels of leadership: *	1- Position (Rights) : people follow the principal because they have to 2- Permission (Relationships): People follow their colleagues because they want to.
4	Power Relationships: who are the decision makers?	The school principal and the vice principals are responsible for decision making through their meetings and monitoring of the whole work in the school.
5	Mentorship	Teachers attend the routine training of the ministry of education done by professional academy for development regularly, Some of them continue their post graduate studies. The theme of training was Egyptian Knowledge Bank, Information technology and the regular training for promotion. The school is interested in helping teachers to become more effective via training workshops inside and outside the school. Teachers' needs are

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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 represent.



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identified and analyzed by the training unit of the school.

The team went on walk on the hall school, visiting the hall building, the art room the library, the theatre, after meeting the school administration and teachers.

It was also evident that the school does not know anything about the peer communities of learners nor have quality assurance unit, because of the building of school property problem.

But, the teachers displayed a positive attitude towards the idea and were enthusiastic about the training that they are going to get. Generally speaking, it was a successful visit to the school, as the teachers were active during discussions and honest about what they liked and did not like about the school .

The teachers has monthly meeting to discuss new issues and problems , they have weekly meeting for each subject and discipline_in which they exchange the specialty experiences related to the subject that they are teaching , also they exchange the professional experiences like methodology & strategies which is more suitable for the nature of the subject .(according to our meetings with teachers , they have no idea about PLC standards). They were enthusiast to cooperate with the university PLC team and get more developed. But they are loaded and fully bocked schedule.

Teachers get meetings at schools weekly, for discussion some problems or issues related to their discipline. Some of them practice coaching and mentoring individually and randomly. But some of meetings are not effective and may be personnel issues discussions. implementation of PLC is really important to develop school teachers skills and develop discipline and new methodology at schoo.



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6	Quality Assurance Unit	Training unit needs more activity and good communication and assessment systems implementation. The training unit is not activated due to less monitoring from the educational administration, but the teachers are willing to have training and to participate in the school change.
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