Education system and contemporary trends

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رؤية الكلية

كلية التربية بالغردقة مؤسسة رائدة محلياً ودولياً في مجالات التعليم، والبحث العلمي، وخدمة المجتمع، بما يؤهلها للمنافسة علي المستوي: المحلي، والإقليمي، والعالمي.

رسالة الكلية

تلتزم كلية التربية بالغردقة بإعداد المعلم أكاديمياً ومهنياً وثقافياً، من خلال برامجها المتميزة ، بما يؤهله للمنافسة والتميز في مجتمع المعرفة والتكنولوجيا، ومواجهة متطلبات سوق العمل محلياً وإقليمياً، وتهتم بتطوير مهارات الباحثين، بما يحقق

التنمية المهنية المستدامة، وتوفير خدمات تربوية لتحقيق الشراكة بين الكلية والمجتمع

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There are a variety of educational institutions that provide education services to students, and the school is one of the most important, as countries pay great attention to it. Given its importance in the development and development of society, it offers free education to students if it is governmental, or in exchange for sums of money if it is private, and all of them are subject to a special system called the educational system that is sponsored by the private ministries in the state; To maintain its implementation according to the plans drawn for it.

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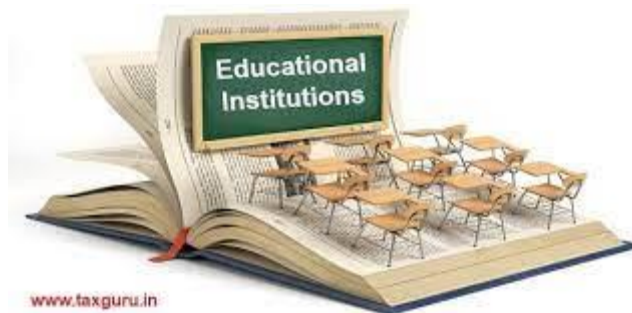
The concept of the educational system

The system is a set of components that are linked together within a common environment between them, and each of them performs a specific function complementary to the functions of the rest of the components of the system, and these components are connected together by providing an appropriate environment; In order to eventually produce targeted outputs, the success of the system can be known through the feedback that can be obtained from the results. The educational system is the framework that includes the elements and components of the educational process, whether they are living

components, such as: students, teachers, the administrative staff, and all employees, or non-living components, such as: curricula, courses, buildings, stationery, goals and objectives, and it also includes within its concept relationships. The functionality that binds these components together, and everything that happens between these components because of the relationships that bind them together; To perform certain functions, and to achieve predetermined goals, the educational system can also be defined as a set of principles and values that direct the educational process to different ways; To achieve predetermined goals, where the institution and the elements of the era and the environment are specific.

It is also defined as: a group of interrelated parts or elements that are linked to each other by mutual relations that work together as a whole towards achieving a goal or purpose. Or it is a standard interaction of a group of independent vocabulary until it becomes as if it were a unified form that achieves a series of goals that cover the vocabulary of work.

The system can also be defined as: a set of interconnected components into a single whole with organized interactive relationships and reciprocal relationships with other systems in order to achieve a specific goal or set of goals.

The educational system is defined as: a set of interrelated and interrelated elements that are integrated with each other so that each affects the other in order to perform functions and activities whose final outcome is to achieve the output that is intended to be achieved through this system. In general, it changes according to the nature of the goals that the system wants to achieve and the environmental conditions in which it is applied. Each educational system has sub-systems, and the system needs to know the elements that make it up and determine the order of these elements.

The educational system has several elements that must be ensured to be present in the system in order to be able to apply the term educational system to it, and these elements are:

Reference: It is a set of principles and laws that must be available in the educational system. It is based on setting educational goals and directing them in general.

Objectives: They are the set of expected results and goals that the educational system aspires to achieve, by developing advance action plans within the available resources. The objectives of the educational system must be present. To direct the entire educational process in the right direction.

Environment: It is the environment that surrounds the target character in the educational system, whether students or the local community. The relationship between the learner and the environment is mutual. As each party affects the other positively or negatively.
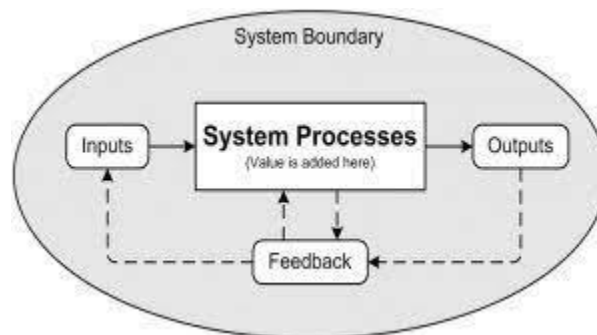
Education as a system

Education is one of the necessities of life by which humanity preserves its survival, and uses it as a means to achieve its development. Education means every activity that affects the individual, his formation and his behavior. Education is thus a social system that engages in activities using different human and material resources, in order to reach goals that represent social needs with values. The educational system exercises several functions of its

own that distinguish it from other systems in society to facilitate the transfer of the learner from an entrance unable to perform to an exit capable of performance after training and education. The educational system includes several components that are determined in the light of its objectives and functions. Perhaps the most important component of the educational system is the learner. And the teacher. The educational system consists of a group of sub-systems that include human and material resources related to the achievement of the agreed educational goals

Education represents a sub-system within a larger super system that is the system of culture or the system of society, and there are peer systems that have a peer system such as the family system. It also includes a number of sub-systems such as the curricula system, the teacher education system, the management and supervision system, and the educational stages.

Education is an open system because it is closely related to the society it serves and the environment in which it lives. The educational system is influenced by and influenced by the surrounding environment, and is keen to achieve a balance between its components on the one hand and between it and the environment on the other hand. Therefore, the educational system pays great attention to feedback, which plays a prominent role in achieving balance

The educational system and its adaptation to the environment.

Pillars of the educational system:

1- The philosophy of the educational system: It means the intellectual vision and the integrated comprehensive view on which the general goals that guide the educational system are based. Whenever this vision is clear,

comprehensive, coordinated, developed, and continuous, it provides the educational system with an integrated philosophy, which includes:

Human nature:

The nature of society, its traditions, culture and aspirations:

Concepts of the educational process:

educational traditions:

2- Objectives:

The goal represents the nucleus around which the system grows because the system is built and exists for the purposes of achieving the goal. Systems exist and are established based on the needs in their communities and environments, and there may be a number of competing needs in the surrounding environment, which requires understanding these needs and their validity, and this requires trying to predict the different results of each need. These needs if they were adopted.

3- system function: The functions of the system are multiple, including the function of transformation, feedback, control, adaptation and harmonization, and the transformation process is considered one of the most important functions of the system, and it includes processes that provide conditions by which inputs can be converted into outputs, and the transformation process has three main areas of work that interact and depend on each other :

conversion output:

Transfer facilities:

Adjust and adapt the conversion

4- Components: A group of parts and elements that make up a system, or sub-systems and branches, and what links them. The system is more than the sum of its components or elements, due to the relationships of the components with each other and the method of designing interaction between them. The components of the system communicate with each other within a specific pattern and design that constitutes the system environment. It includes: Objectives, including: analyzing objectives - analyzing learners'

characteristics - defining goals and formulating them behaviorally - designing standardized tests. Designing education, which includes: analyzing goals - defining educational stages, deciding the teaching strategy - choosing the most feasible educational means - preparing educational experiences. Evaluation, which includes: experimenting with educational experiences and applying standardized testing - analyzing results - implementation - monitoring, analyzing and interpreting results. Improvement, which includes: identifying strengths and weaknesses - implementing some enrichment and therapeutic activities. Administration,

Components of the educational system:

Inputs: They represent the components of the system and include all the elements that enter the system in order to achieve certain goals. Inputs are divided into two types:

(a) Main inputs: They are necessary for the establishment of the system. For example, in the educational system, these inputs are represented in the teacher, administration, educational institutions, equipment, educational materials, setting goals, experiences, and skills that learners must acquire, as well as the backgrounds and characteristics of the learners....etc.

(b) the inputs surrounding the system: they are the ones that surround the system and affect it: such as the political, social and economic systems, and they are considered among the inputs that are imposed on the educational system and affect it.

Inputs - which is the basic foundation in it, which it seeks, or which is imposed on it from the reality of the environment and desired by society, and

its impact on the cultural factor, the educational system itself, and the economic factor. What is important here is the inputs of the educational system itself, and what it includes of goals, educational policy, laws, and economic or social development plans that achieve interaction between the educational system and its environment, knowing what it is committed to from the inputs and what is imposed on it, and setting priorities in the inputs of the system to activate it.

inputs into the education system

Pupils: Students are the most important category in the system's inputs, since the main objective of the system is to develop them and develop their intellectual and cognitive skills. Students' inclinations and attitudes have a great impact on the educational process, in addition to that they constitute the main outputs of the educational system, given that they are the raw material that contributes to the formation of outputs.

Teachers: The teacher is considered the dominant category in the inputs after the students. He is the human energy that implements and drives educational activities. It can be said that the effectiveness and efficiency of the educational system depends to a large extent on the adequacy and effectiveness of the teachers. Society, the teacher is the leader of the student's learning process.

Human resources: It includes all persons and individuals working in academic bodies in various fields, as the secretaries of laboratories and laboratories are one of the human resources personnel, along with members of the technical apparatus and persons working in financial and administrative affairs. The workforce in the field of additional services such as nutrition and care areas cannot be overlooked. Social and health, and the importance of the success of these individuals lies in raising the efficiency of teachers' performance and improving the performance of the entire educational system.

Educational content: It is a group of ideas or cultural facts prevailing in a society, which is what is called the reformer of the curriculum or course.

Financial resources: The material aspect is of great importance in supporting any educational system and providing it with the school buildings and tools it needs for educational activities.

Educational technology: It is the systematic, organized method responsible for implementing and evaluating the entire educational process within the scope of objectives based on scientific research and modern methods of communication. And modern, including computer equipment, films and maps to ensure the achievement of all the objectives of the educational system.

Processes, which are the processes by which the inputs can be changed and converted into another form commensurate with the objectives of the system, as the human resources in this system perform several functions in order to convert its basic inputs, which are the students, into outputs that achieve its objectives.

Processes: It includes strategies including the methods, methods and use of educational means, as well as the mutual and interactive relationships between the inputs of the system such as the interaction between learners, teachers and administrators to transform the system's inputs into outputs, in other words achieving the objectives of the system.

Planning:

Organization: .

recruitment: .

routing: .

Censorship:

Evaluation

Outputs - It is the product of the system in its society and its environment, and it represents the achievements or results that have been achieved from the operations, and here it lies in the learner is one of the outputs of the system, and the outputs of the educational system can be classified into:

material outputs.

human output.

Moral outputs

Feedback - It is through it the interaction between the components of the system on the one hand and between it and the surrounding environment on the other hand, and this is due to the development of an appropriate output model stemming from the objectives of the system where the system outputs are analyzed and interpreted to see their suitability or not, with which a component model can be built From several possible alternatives, one of which is taken in order of cost and return. Awareness of all of this leads to the classification of these systems according to a number of indicators suggesting their quality or not, based on their inputs.

Feedback: Feedback gives indicators of the extent to which goals are achieved and accomplished, and shows strengths and weaknesses in any of the three previous components of the system. In the light of these results, adjustments or, in other words, development can be made to achieve higher rates of goals.

System types:
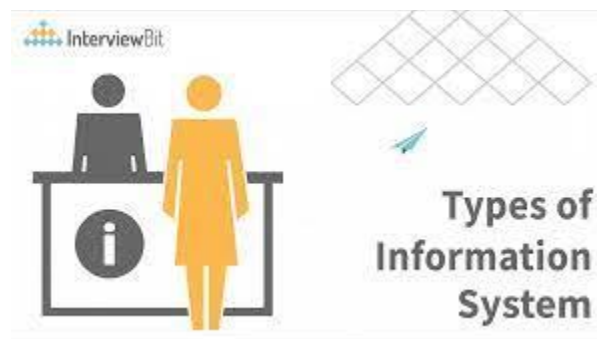
Open systems, which exchange relationships and influences with other systems surrounding them, and other closed systems, which are closed on themselves, and do not exchange influence and interaction with their surrounding environment.

Opened System: It is the system that is affected by any systems that surround it and affect it, such as systems within the human body (respiratory system, digestive system, nervous system) and such as social systems (family, mosque, school, club).

Closed System: It is the system that is not affected by any systems around it and does not also affect them, and does not interact with the environment and

ignores external considerations, and the interaction between the parts of the system itself, such as conducting a chemical experiment.

Features and characteristics of an effective educational system:

A set of features of the system can be drawn as follows:

The system seeks to achieve specific goals.

Every system consists of a group of components or parts.

These components are characterized by complementarity, interdependence, interaction, influence and influence among themselves.

The interaction is not limited to the components of a single system only, but between the components of the system - as a whole - and other systems.

- **Each system consists of sub-systems,** and the system may be one of the components of a larger system. For example, the educational system contains sub-systems. The school is a sub-system of the educational system, the classroom is a sub-system of the school, the study unit is a sub-system of the curriculum, and the lesson is a sub-system of the unit, as each component of These components are a system in itself

It consists of a group of sub-elements or mini-systems that unite together to form the main or larger system.

- **It seeks to achieve a set of objectives related to the educational process, in addition to that it contains components with** special and unique functions.

It includes a **set of laws governing or** regulating the relationship that links the components of the system with each other, in order to ensure that the elements of the system interact with each **other according to fixed and flexible bases.**

- **The educational system interacts** with a group of other systems such as the prevailing political and economic system in society, which indicates that it is not in isolation from the rest of the systems in society.

- **The system includes inputs and outputs,** just like any other system, so the system differs from any other system according to its inputs and outputs.

The elements that make up the system are characterized by the functions they perform, with reciprocal relationships among them.

It is not permissible to study each element of the system in isolation from the other elements, because there are reciprocal relationships between the elements of the system.

- The mutual relations between the elements of the system are subject to logical and mathematical laws, which can be determined in light of the composition of the internal system and the quality of its inputs.

Each system has a function or functions and objectives that it seeks to achieve. Also, each component of the system has its own functions that it performs not in isolation from the rest of the components, but rather in an integrated framework with other components to achieve the main objective of the system.

- The existence of laws that govern the relationships between the components of the system, where the interaction between the elements of the system does not take place in a spontaneous manner, but according to fixed and flexible foundations.

- The system does not exist in a vacuum, but in a specific environment, and this means that the system has relations with other systems, and this appears in social systems where we find interaction between the political system and the economic system and between them and the educational system.

System boundaries: These are the boundaries that separate it from others internally and externally. Each system has its own boundaries surrounding its common operations, diverse functions and interdependent parts. These limits are characterized by relative flexibility, determined according to the purpose for which the system was designed.

- The environment of the system is everything that is outside the borders of the system, and this means that each system has its own borders that make it distinct from the surrounding environment, where we can distinguish the political system from the educational system despite the existing relations between them.

The system has sources and outputs, meaning that any system has inputs and outputs.

The difference between any system depends on the different inputs and, accordingly, the different outputs.

Flexibility: It is one of the most important characteristics of effective educational systems, as it allows us to adjust during application according to emergency changes.

Integrated strategy for the success and effectiveness of the educational system: The following are procedural steps for an integrated strategy for the success and effectiveness of the educational system:

Defining the idea or concept: The idea or concept of the educational system and its objectives should be understood.

Knowing the role played by the educational system and the functions it performs.

Determine the system inputs needed to achieve its objectives and functions.

Determining the characteristics of learners, teachers and technicians: such as the sources of perception, the scientific sources of perception, the students' academic knowledge, the students' language, their reading and writing skills, and the psychological ability to follow up and bear.

Determining the characteristics of educational, school and classroom leaders: such as the ability to make and take decisions, the skills of leading educational work, investing resources, managing time, organizing work, ... etc.

Determine the suitability of the educational and school environment. In terms of its components and climatic conditions (such as temperature, lighting, space available to the individual, ... etc.

Determine the requirements for implementing the curriculum objectives.

- Equipping educational and school facilities suitable for the interaction of inputs, the effectiveness of operations, and the improvement of the level of outputs.

Organizing students and preparing them for learning, as well as material and human resources in the educational system in the most appropriate way to achieve the goals of the system.

- <mark>Follow-up, explanation, interpretation, and evaluation</mark> of the efficiency of education in order to achieve feedback that ensures course correction.

<mark>Introduction to systems analysis:</mark>

<mark>The concept of educational systems analysis:</mark>

It means knowing and perceiving the qualities and components of elements, aspects and dimensions of something, and distinguishing between those qualities, components and partial elements that make it up. In its general sense, analysis is a way to study the components and elements and their purpose and know how to accomplish operations. It is then a detailed study of activities, procedures, flow of information, organization, transfer and evaluation with the aim of deciding what to do. Accurate assessment, and how to achieve it, which leads to knowledge of the strengths and weaknesses of the system

<mark>The introduction of systems in education refers to the integrated view and the mutual influence of the components of the educational process such as objectives, content, methods, materials, management, evaluation methods, and a methodological method based mainly on the application of knowledge based on scientific foundations in the various fields of knowledge to plan, design, produce, implement, evaluate and fully control the proces</mark>s. Education in the light of specific goals, and this systemic thought has helped in the continuous development of educational systems with everything new in the various fields of education and the results of research results in the field of education and in other related fields as well, and thus the systematic application of all sources of scientific knowledge in the process of acquisition and employment Knowledge, skills practice and attitude development.

<mark>Systems analysis includes the following steps:</mark>

<mark>System Description</mark>: It refers to the current state of the system and an identification of its structure and method of performance

System Analysis: We mean by it an attempt to identify the problems and obstacles that impede the performance of the system and impede its progress.

System Engineering: It means preparing an alternative system through the modifications that must be made to the existing system to address the problems and shortcomings it suffers from.

The importance of the systems approach to the educational process is highlighted in the following points:

The systems analysis approach looks at education as a system consisting of a group of sub-systems, each of which consists of smaller systems, each of which affects and is affected by the other, and works in an integrated manner to achieve goals.

Helps identify problems in the educational system and develop positive solutions.

- **Helps reach objectivity** in experimentation and judgment.

Regulates the relationships between the components of the educational system.

The calendar is adopted as a basic step towards development and modification.

The introduction to systems analysis is concerned with defining the theoretical foundations and the practical aspect associated with them.

- **The introduction of systems analysis is the best way at the present time to accurately** determine the learning requirements.

It is also the best way to come up with the most effective plans to trigger the desired learning outcomes accurately and in an organized manner.

We can separate what we need to know from what we consider a luxury to know.

Elements of an educational system analysis

(a) Inputs: The inputs that the system seeks to obtain, and are represented in raw materials, material and human capabilities, information, expertise and

knowledge that the system seeks to possess, and to secure their availability due to their necessity and continued existence.

- (B) Activities Processes: The practice of activities is called the transformation process, as it converts inputs into outputs.

- (C) Outputs: The outputs of the educational system are represented in individuals who have been well educated in order to achieve good for themselves and their society.

(d) Feed back.

In light of the analysis of the educational system, we can deduce several facts and criteria by which the effectiveness and efficiency of the system can be measured, the most important of which are:

All the achievements of the educational system are an inevitable result of the quality and efficiency of the inputs and activities of the system.

- The efficiency of the activities practiced by the educational system is greatly affected by the quality and availability of inputs.

Inputs can produce outputs of varying level and quality.

- What is achieved from the outputs of the educational system affects its ability to attract new resources (inputs).

- The parts concerned with receiving inputs and showing outputs play a vital role in the efficiency of the educational system.

==Factors affecting the educational system==:

There are several factors that affect the system, including geographical, demographic, social, economic and political factors, and the fact that education is a social process that includes the philosophy of society, its history, the extent of its development, and expresses its aspirations and hopes. Therefore, educational systems differ in whole or in part due to the difference in these factors.

Chapter II

Professional development for teachers

The world is racing to make updates at the level of systems, including educational systems, to advance the methods and dimensions of the educational process, in order to keep pace with the great development the world is witnessing in several fields, and development in the field of education is evident in the field of knowledge and digital technology, and it has become the responsibility of every individual Belonging to the educational field is the need to prepare itself in a way that qualifies it to keep pace with the changes of the times. Anyone who contemplates the current conditions the world is going through due to the Corona pandemic, in which distance learning has

become an inevitable option, will understand why the topic of teacher professional development has taken a large place in contemporary educational literature. This is due to its pivotal importance in the educational process and its role in preserving the teacher's knowledge and skills, and developing them according to developments.

1) The concept of professional development for teachers

The concept of professional development and the concepts associated with it belong to the philosophy and principles of continuous education and self-education. Continuing education is based on the meaning of change and its implications in the political, economic, social and cultural aspects.

to the community.

The philosophical view of professional development stems from an important premise that affirms that change is a continuous and accelerating process, and is based on principles and foundations that focus on education as a lifelong process in order to achieve flexibility, integration and functionality in education.

Professional development is an indispensable requirement for the development of the teacher's performance, as there is a complementary relationship between professional development and achieving development in the teacher's performance, as by activating the professional development process, there is an integration between the teacher's preparation processes before service and the lived reality in the educational process, and through which it is possible Bridging the gap that occurs as a result of the imbalance

between the realistic performance and the desired performance by the teacher.

Professional development for teachers is defined as the totality of activities that enrich professional work. These activities include individual growth, continuing education, and in-service training, in addition to team cooperation, study groups, and team training. technology.

The professional development of teachers can also be defined as a continuous and comprehensive process for all the components of the teaching profession, leading to improving teachers' professional competencies, renewing their educational responsibilities, and providing them with everything new in the field of knowledge, skills and professional behaviors required by their educational work.

Professional development for teachers is also defined as an intended process that includes a set of planned and organized procedures in which the teacher is provided with the knowledge, skills, and capabilities related to his work and his professional responsibilities in order to improve and develop his skills and experiences throughout his professional life, with the need to result in an improvement in the learner's learning.

The professional development of teachers consists of three components, which are as follows:

- Vocational training aims to provide teachers with the necessary skills to raise their professional competence to enable them to achieve the applicable standards.

Vocational education aims to modify teachers' ideas or develop their beliefs about their work and professional behavior, and support their professional values through training courses and participation in meetings, panel discussions and readings.

Vocational support aims to provide job stability and resettlement within the school for a sufficient period.

Then professional development for teachers can be defined as: "Those continuous activities and programs that are planned and implemented in

order to build and develop the capabilities, skills and various experiences of teachers and prepare them to carry out the changing roles imposed by the variables of the knowledge flow era in a more efficient and effective manner."

We conclude from the foregoing: that professional development in its comprehensive concept is a feature of the era, and it has meanings that are widely used in the fields of teacher development. Multiple templates, different styles and various strategies through which teachers' needs are met, strengths are enhanced, and weaknesses and shortcomings are addressed.

2- <mark>Objectives of Professional Development for Teachers:</mark>

The objectives of professional development for teachers are related to the general objectives of the administrative and academic systems used in education, which seek to change the behavior and performance of the teacher, which is reflected in the performance of students and improve their outputs. Therefore, professional development aims to:

Developing and developing the knowledge and skills necessary for teachers to perform their work in an elaborate and advanced manner that keeps pace with scientific progress.

- Encouraging teachers' self-development through their participation in continuous learning programs, in addition to developing their capabilities in non-traditional creative thinking and innovation.

- Helping teachers to evaluate their performance on an ongoing basis, as the successful teacher is the one who can know the strengths and weaknesses of

his performance by developing the competencies and skills of evaluation of all kinds.

- Encouraging teachers to develop their schools by reaching a distinguished performance standard based on quality, since education is an investment in human capital, so it needs to provide all material and human capabilities for the success of this educational process, in addition to providing schools with all their needs so that the performance standard is is quality.

- Avoiding deficiencies and shortcomings in pre-service teacher professional development programs, while providing feedback and giving a kind of reinforcement to teacher preparation institutions on the quality and competence of the graduated teacher.

- Achieving an effective partnership between the school and its local community and other institutions by training teachers and members of the external community to carry out the roles assigned to them.

- Developing the teacher's creative thinking capabilities, which in turn are reflected in the student's creative thinking capabilities to produce a competitive student locally and globally.

Keeping pace with developments in teaching and learning theories and working on applying them to achieve effective learning.

Keeping abreast of developments in the specialty and applying all that is new and emerging.

- Establishing the principle of continuous learning, and relying on self-learning methods.

- Developing the skills of employing contemporary educational techniques, and using them effectively in communicating information to the learner.

- Empowering the teacher with the skills of using information sources, and searching for everything that is new and developed.

- Contribute to the formation of distinct and advanced learning societies that provide effective services to the community and address educational issues in an advanced scientific manner.

3- The importance of professional development for the teacher

The professional development of teachers is a necessity required to reform and improve learning affairs, due to the changes and developments that have occurred in the knowledge structure, education techniques, methods and curricula, in addition to the multiplicity of methods and systems of relationships, roles and responsibilities in various aspects of the educational process.

There is also an urgent need for the professional development of teachers within the school for the purpose of optimal use of technology to educate at all levels, and to develop and improve the performance of teachers through continuous professional development programs with the aim of developing their skills and keeping abreast of the changes occurring inside and outside the school. Among the most important changes that show the urgent need for professional development of teachers, the most important of which are:

- The evolution of the role of teachers as educational leaders, and what this entails in terms of quality of practice and improvement of the profession.

Professional accreditation of teachers and standards for determining licenses to practice the teaching profession.

- Criticisms directed at teacher preparation programs and their inadequacy to achieve quality teacher performance.

- The changing nature of teachers' work in response to political, economic, social and educational changes and influences, which are inevitably reflected in preparation and training policies and professional development plans and programs.

- Entering the logic of marketing in the field of education, and linking financing with quality, which prompted schools to search for teachers who are professionally distinguished and always seek self- and professional development.

- The developments taking place every day and the other in teaching methods, methods, techniques, programs and strategies, as well as in the various curricula and subjects.

Countries around the world are now embarking on deep reforms to their education systems, and one of the most important changes introduced relates to the significant shift in the types and nature of learning outcomes expected from students.

- The purpose of the school at the present time is not merely to provide knowledge of the subject, and to prepare students for their future professional jobs, but rather the goal is to educate citizens of the twenty-first century to provide them with the ability to make responsible decisions as a result of possessing the competencies of the twenty-first century, which is the ability to think critically and creatively, and to communicate and cooperate with effectively, and this necessarily requires profound transformations in educational curricula and practices, and in the way teachers teach students.

Teachers are the foundation for the success of reform initiatives, as they are ultimately responsible for implementing these initiatives within the classroom. Teachers are expected to play a variety of roles in schools in the twenty-first century. Fulfilling these roles requires a wide range of professional and personal competencies.

- Calling the contemporary global community in particular on the need to achieve comprehensive quality in education, as this will only be achieved through the professional development of teachers.

The teacher is almost the most influential component of the educational process in the learners' learning through his personal and professional growth, as the preparation he receives before service, regardless of its quality, is not sufficient to enable him to continue performing his changing roles in light of the developments that impose themselves on the components of the education system. A critical element for the implementation of educational reform and development programs.

All these factors and other factors make the teacher's professional development in an efficient and continuous manner very vital.

4- **Principles and foundations of professional development for teachers:**
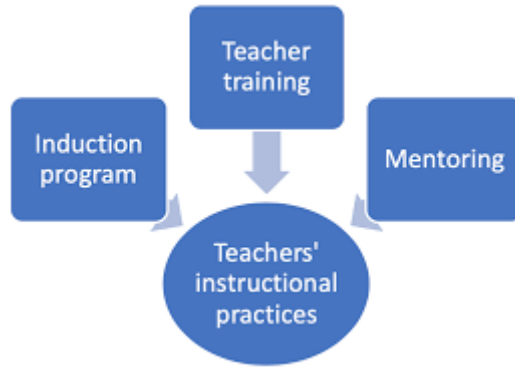
   Professional development programs for teachers are based on a set of principles or foundations that must be taken into account in order for these programs to succeed in developing the performance of teachers academically and professionally. These principles are as follows:

- Clarity and defining the goals of the professional development program for teachers: The clarity and defining of the goals of the professional development program contributes to increasing the benefit of teachers from these programs, and he must set and formulate the goals of the professional development program where: it determines what behavior is required of teachers to achieve these goals, and it determines the performance that can be achieved Performed by the teacher after the completion of the program.

Outcomes-based learning. The effectiveness of professional development programs is judged by changes in classroom learning practices and student outcomes.

- Constructivism, where the programs must be based on the active and effective participation of teachers.

Standards, as they must be based on internationally defined standards to ensure the quality of their programs.

- Continuity is a continuous process and not just a cycle or several cycles given at once.

- Preparing and training teachers in depth, whether in specialization, teaching methods, employing technology, or others.

- Efficient use of modern technology such as the Internet, e-mail, video conferencing, distance learning programs in the implementation and follow-up of professional development programs.

- It should be a limited process based on clearly defining its goals and ways to achieve these goals.

- To be a systematic, systematic process through planned and organized activities and operations.

- Realism, it must be linked to the real actual needs of teachers.

- Comprehensiveness, it must include all aspects of the educational and teaching process.

- Diversity, in terms of the diversity of methods, mechanisms and means used, as well as programs and activities.

Focus on individual and organizational change for the school as a whole, not just for teachers.

- Integration, in the sense of taking into account the performance of the trainees to ensure the achievement of feedback and continuous development of programs.

- To take into account the training needs of teachers, whether psychological, professional or social needs and others.

- To rely on participation and cooperation through effective work groups and teams.

- To be based on theories of knowledge and their applications.

It must be continuous from before the service to during and after it, i.e. throughout the continuous professional life.

The professional development program should achieve compatibility between the theoretical and practical ideas of teachers: There are many professional development programs for teachers in which the ideas or theoretical framework are separated from the practical practices of teachers, or in other words, the theoretical framework prevails over such programs. Hence, the

congruence between the theoretical framework must be taken into account. Which is presented in such programs and between the actual practices of teachers in order for them to succeed.

- Benefit From the results of research and practical studies in professional development programs: There are many studies and procedural research that are taking place in the field, and from here it is necessary to rely in developing and designing professional development programs for teachers on the results of those research and studies, and taking them as a basis for introducing developments and improvements to professional development programs.

5- Domains and dimensions of professional development for teachers:

There are various areas of professional development for teachers and their dimensions are as follows:

- The professional educational field: through familiarizing him with what is new in the educational and psychological culture, teaching methods, curricula, evaluation methods, and modern learning strategies such as: self-learning, continuous learning, and cooperative learning.

- The specialized academic field, by providing him with what is new after his graduation so that he can keep pace with the new in his field of specialization.

- The cultural field: by providing the teacher with a wide general culture that allows him to learn about the variables, developments and developments surrounding him in his society and in the world around him.

The administrative field: through the development of the legal and administrative awareness of the teacher and his knowledge of his rights, duties, responsibilities, roles and relations with the school administration and

with parents, as well as his colleagues and with his students and how to manage the classroom efficiently.

- The personal field: by providing him with a set of personal characteristics of the teacher that help him to perform his job successfully.

- The social field: by inculcating social skills and values through the development of teamwork skills, team spirit, cooperative learning, and how to interact with colleagues and with the school administration in decision-making and setting the school plan.

   The concept of professional development expands to include many important dimensions that are indispensable for the teacher of the twenty-first century. The following is an explanation of this as follows:

- General and educational knowledge: The teacher in this age is in need of general knowledge that makes him able to understand society and specialized educational knowledge that raises his level of performance, represented in the following: the teacher's acquisition of some knowledge about new learning theories, familiarity with the skill of textbook analysis to differentiate between experiences Meaningful and non-meaningful, understanding the relationship between teaching and the cultural diversity of students in the classrooms, recognizing how to design meaningful experience situations in the classrooms.

Teaching and Learning Strategies: This dimension includes the need for the teacher to be familiar with the renewable teaching and learning strategies in the twenty-first century, which include: the teacher's knowledge of critical thinking skills, the acquisition of knowledge and skills about collaborative learning, the teacher's knowledge and skills on how to organize the classroom and define roles.

Action research: The first step to review the performance of educational institutions and the efforts of individuals and groups in education is to conduct interrelated research on what is happening in the field. The following are the most important skills that should be included in this dimension: Familiarity with some action research skills, Familiarity with knowledge about the concept of investigation, its tools and advantages, Acquisition of knowledge about how to evaluate performance and its measurement levels.

Teachers' professional levels: The teacher's professional levels come as one of the important dimensions of professional development, which includes the teacher's knowledge of the following: knowledge about the concept of learning communities and the ethics of the teaching profession, skills to activate partnership between the school and the community around it, skills to design teaching situations based on the processes of reflection and reflection, such as Effectively prepare completion files.

- <mark>Educational technology</mark>: One of the aspects of educational innovation in educational institutions is based on benefiting from the potential of the technological revolution represented in educational technology, especially the computer, because of its advanced capabilities that contribute to the improvement and quality of school performance. Which requires the necessity of rehabilitating the teacher and developing him professionally and continuously in the field of educational technology, through his knowledge of the following: the methods and skills of using the computer in the teaching and learning processes, investing the computer as a source of learning and research, the skills of selecting, evaluating and developing educational software, knowledge and skills about preparing educational software in Specialization subject.

6- <mark>Introductions to professional development for teachers:</mark>

There are many approaches to the professional development of teachers, the most important of which are the following:

- <mark>Entrance to support new teachers</mark>: This portal is based on providing a support program for new teachers while they are in schools; The good start accompanying the counseling process will affect the teacher's career future and his desire to remain in the teaching profession, as well as his desire to change in a positive way. New teachers' sponsorship programs are based on a complex set of reasons, including: the new teachers' need for guidance and support; To become effective in learning organizations and their needs to reduce their sense of isolation, as well as to promote personal and professional growth and the transfer of culture and tacit knowledge during the first year of teaching, the need of new teachers for guidance and support in the areas of planning for teaching and teaching strategies, managing student behavior,

evaluation and class management, and here appears the role of The educational supervisor in professional growth and developing the skills of the new teacher through meetings, providing guides, bulletins, and classroom visits.

<mark>Action Research Approach</mark>: Action research is considered one of the important entry points in the professional development of the teacher, and action research is a type of research that enables teachers to study and examine their performance and confront the problems that hinder their work within classes and schools. The researcher teacher reflects on the practices he performs in the educational field in order to improve his educational practice And a better understanding of the nature of the educational process, and the entrance to the action research represents a model for professional development from within the school and not from outside; professional development programs are formulated by the teachers themselves, and they implement and evaluate them in the light of the modification in the behavior of students, or improvement in their academic achievement. Or meet special needs and interests, and improve the school as a whole.

Conducting action research is important to teachers' professional development, their actual teaching practices and their theoretical knowledge. However, for many teachers, research is a new challenge and action research is an unfamiliar form of research in the classroom. Augmented reality is a process through which practitioners address important issues in their practice. In action research, the intent is always to improve a practice, to try to understand why something works as well as to try to address a practice that is not working or no longer meets personal expectations; Furthermore, the intended focus is to develop new practices and strategies through structured and systematic reflection and modification.

International standards are an introduction to sustainable professional development for teachers: The movement of standards for professional development programs for teachers began in the nineties of the twentieth century in the United States of America, by various educational jurisdictions and professional organizations that saw that professional development frameworks and standards help achieve professional growth for teachers.

Professional development programs aim to develop the ability of teachers to practice self-evaluation processes, and provide them with the ability to plan self-professional development programs, continue lifelong learning processes, and direct technical and organizational professional development decisions, evaluation and accountability processes to their right path, and these criteria must be taken into account when building professional development plans. These standards are divided into three main sections: standards related to framework - standards related to operations - and standards related to content.

The professional achievement file is an introduction to the professional development of teachers: the teacher's professional achievement file is defined as "a bag that includes what the teacher must do, know, accomplish, and how to achieve; so that the content of this bag indicates the extent of the teacher's academic, skillful, emotional, creative and professional growth, in addition to material incentives And the morale granted to him by the officials, and the classification of this portfolio is specific to the teacher's achievements over successive periods of time, in order to highlight the extent of the teacher's performance development. And documenting his performance, experiences, and various activities in the educational process, encouraging him to continuous learning, self-evaluation, and adopting methods of thinking, contemplation, and conscious practice, through which he embodies his professional philosophy and educational beliefs, in addition to that he encourages cooperation and exchange of experiences between teachers, which helps to create a quality New distinguished and creative teacher.

School-centered professional development is an introduction to sustainable professional development for teachers: The school-centered professional development approach represents a recent and important educational trend, because it is concerned with the integrated and comprehensive development of all teachers in the school. system, scholastic; In order to achieve school effectiveness, move towards decentralization, transfer decision-making authority to the school, achieve effective community participation, and assert responsibility, accountability, and confront problems; And try to solve it at the time of its occurrence. Through this approach, schools work in their pursuit of school reform to create a suitable school environment for the continuous

professional development of teachers, and to transform the school from an educational environment into a professional community for education for all those present in it. They deal with the fact that the school is an independent, self-contained organizational unit, and that it is the basic unit that must be focused on to bring about change and reform the educational system as a whole. Hence, this approach is based on the main idea that the school is the source and the basic unit of reform, and that teachers in the professional development processes within the school increase their cooperation and support for each other, and they have a sense of teamwork, having one goal, one vision, and one plan of action, and then They become more influential and effective in achieving the quality of education within their schools.

7- **Recent trends in the field of teacher professional development:**

Professional development is no longer a routine process, but it has become necessary for the success of the educational process, in light of changing and evolving curricula, a huge knowledge revolution, technological progress at all levels, different skills that the teacher must have, and new roles that he must play. Therefore, recent trends in professional development have emerged, which can be presented as follows:

- **Direction for planned and programmed professional development** in the future, and build plans for teacher professional development that take into account future variables and help the teacher to deal successfully with them: In light of future variables, effective professional development programs must be provided for teachers that help them to be an effective tool for implementing development, and developing their skills with regard to class

management and time use Effective use, the use of computer and Internet technology, and multiple teaching methods that improve student learning.

- ==The trend towards focusing on the new and changing roles of the teacher as== an introduction to the professional education of the teacher and helping him to understand those roles and carry out them in the future effectively: the teacher in his career faces various variables that he can only keep up with by providing him with the expertise that qualifies him for that, because science changes and research adds to it every new day, and technology Its steps are accelerating to innovations and innovations Which changes many of the obstacles of the environment, as lifestyles and societies also change their systems, policies, methods of work, development plans in them, and the relations between their individuals and institutions, and the learner is affected by all these variables to change his needs, aspirations and his view of the future.

- ==The tendency to focus on the school as a unit for the professional development of the teacher and the establishment== of training, evaluation and quality units within schools: Training centers in educational institutions have become a great opportunity to provide renewed and constantly diversified professional development programs at low economic costs while maintaining the quality of training.

- The tendency to use modern methods and methods in the professional development of the teacher, such as the method of dialogue teams, the method of interaction with colleagues, the method of training convoys, the method of model teaching, the method of work conferences: the training needs of teachers must be identified using various methods and methods, including the analysis of priority areas in the training process and through Trainees' feedback and measuring the impact of professional development programs on teachers and observations during teaching.

- The trend towards the use of procedural and field research as an introduction to the professional development of the teacher and the training of teachers on how to positively participate in conducting this research and benefit from it in the field of profession and teaching and facing educational problems Groups for the purpose of solving a problem or obtaining

information to improve practice and performance. The researcher teacher is the teacher who is familiar with the methods of analysis and logical and creative thinking, and he is able to practice this thinking in all its forms, and he is able to form students' cognitive and research skills that are necessary for the twenty-first century, such as speed of reading and analyzing problems in a constructive critical way.

Self-professional development: What the teacher does in terms of developing his abilities, skills, and knowledge out of personal conviction and choice, because he sees in that practice the continuity of his competence, his legal person, and his loyalty to his profession. His behavior in a way that enables him to benefit from his strengths, avoid shortcomings, help him to perform his work with confidence and effectiveness, and enable him to assume greater responsibilities, as well as provide him with what helps him to solve the problems and challenges facing him.

8- Requirements for the effective professional development of teachers

The success of professional development requires the availability of several elements and requirements, the most important of which are:

- The need to have a good database and information on professional development programs, the number of trainees, the type of trainers and their qualifications, the content and timing of the programs...etc.

Management and organizational elements represented in the existence of a clear action plan, the provision of the necessary technical and technical capabilities, the provision of informed leaders, and a clear system of incentives and encouragement.

An effective system for continuous evaluation of professional development programs.

- The participation of all concerned parties in determining the actual needs of teachers from professional development programs.

- Supporting the professional development budget to achieve the most effective professional development for teachers.

- The necessity of listening carefully to the performance and experiences of teachers and identifying their motives and goals.

Taking into account the variables of mental age, experience and motives when developing professional development strategies.

- Taking into account the circumstances surrounding the teacher and putting them into consideration.

Providing a suitable environment and a culture conducive to the professional development of teachers, as the teacher's culture and the school's culture are the keys to achieving professional development for teachers.

- The necessity of linking the professional development of teachers with the ethics of the profession, and for the ethical commitment to become a catalyst for professional development.

The existence of professional development teams. Professional development cannot succeed through scattered individual efforts. Rather, it is necessary to build a professional development team consisting mostly of the school principal, a number of experienced teachers, subject coordinators, representatives of parents and community leaders, and perhaps representatives For the College of Education and research centers, and members of the training units at the higher administrative levels of the school.

Lead and Engage the Teaching Community

Engage in Professional Sharing, Collaborative Inquiry and Knowledge Creation

Affirm and Recognise the Contribution of Teacher Facilitators

9- Obstacles to the effective professional development of teachers

The most important difficulties and obstacles facing the professional development of teachers are as follows:

Improper planning of professional development programs and activities.

Lack of necessary support from higher educational authorities.

Lack of necessary financial allocations.

- Centralization in the preparation and design of professional development programs.

Frequent transfer and replacement of teachers.

- Clarity of the roles of the bodies involved in the professional development process.

Lack of time available to practice various professional development activities.

Lack of interest in providing real opportunities for teachers to attend educational conferences and panel discussions.

- Scarcity of encouraging teachers to try some modern methods and strategies in teaching.

- The lack of school meetings between teachers and the school principal inside the school, and the control of the administrative and routine aspects of these meetings.

Poor planning of professional development programs and their lack of consideration for the actual training and development needs of teachers.

10- Common mistakes in the professional development of teachers:

There are several common mistakes and ideas about the professional development of teachers, the most important of which are:

Believing that professional development programs are suitable for all teachers, regardless of their specializations, interests, experience and qualifications.

- The preconceived notion of some teachers that professional development programs do not offer anything new compared to their experience in the field of teaching, and that what is familiar to them is better than what is unknown to them.

- The belief of some teachers and even some educational leaders that professional development programs offer quick and magical solutions to all the problems that the educational field suffers from.

Belief in some parties a Those based on professional development programs know very well what teachers need, and therefore are not concerned with identifying those teachers' real needs.

Chapter III

Introduction to the school as a learning community

a) **The concept of the school as a learning organization**

The traditional view of the school has changed, which is based on the fact that the teacher teaches, the learner learns, and the administrators manage the school, so there is no longer a traditional hierarchy. Responsibilities and professional burdens, whether for teachers, administrators, or administrators, as they have become responsible for the professional development of themselves, as well as the development of their colleagues, as well as the development of those they lead in the light of the concept of the school as a learning institution.

Learning institutions mean those that allow learning for all its members, students, teachers and workers, with the aim of developing capabilities and skills and constantly updating knowledge in accordance with the requirements of the knowledge society.

Learning organizations produce new knowledge, values and behaviors at all levels between individuals and groups and at the level of the organization as a whole, where individuals learn part of their daily activities as a result of their interaction with each other and with the outside world, and groups learn when their members cooperate in achieving common goals, and the organization as a whole learns as a result Feedback from the environment, and at all levels, the newly learned knowledge is translated into new goals,

procedures and plans in which roles and tasks are defined and success measures are shown.

Some define the learning community as a society that integrates its members between the scientific, social, material and ethical fields, with the aim of improving the level of performance, through the preoccupation of its members in learning activities, the use of advanced technology in learning processes, a sense of teamwork and team spirit, and the adoption of methods of dialogue, thinking and criticism to solve problems, And permanent work to attract new supporters by opening up to others.

In light of the concept of the school as a learning community, emphasis is placed on making learning available to all, and learning expresses the modification of the behavior of workers by providing them with the necessary knowledge and information. As a whole, therefore, it can be said that the organization's ability to learn is an important strategic weapon that pushes it towards progress.

The school as a professional learning community means collective professional development and public participation more than just using top-down methods, procedures, and directives, and interest in teaching development that encourages thinking and innovation. It is not limited to mere remembering and listening. The learning community means mutual support, high achievement, and critical movement for transformation. From focusing on teaching to focusing on learning: in the sense of interaction and participation as groups and effective communication, not the school as a divided society fragmented into an isolated root, and this includes interest in teaching and supportive evaluation for teachers and all members of the school community through a common and unified vision of the school.

The term school as a learning organization is sometimes used as a synonym for the term school as a learning community, but there are those who differentiate between the two terms on the grounds that there is a difference between the organization and the society. As for the term community, it refers to collective communication through common interests and mutual cooperation, and a place for emotional and moral support with deep participation, communication and interdependence with others, as it is a

crucible for the development of members and the achievement of goals. <mark>Quality standards.</mark>

Hence, the school as a learning community is the school that educates and encourages all employees and those present in it to learn and search for knowledge, and encourages creativity, innovation, thinking and knowledge management efficiently. It is well aware of its capabilities, capabilities, and positives, but also invests its negative potentials through its ability to learn from its mistakes as a kind of feedback.

b) <mark>The reasons for transforming the school into a learning community.</mark>

The school now faces many challenges that need to be addressed in order to make the school a learning community or a learning organization, and the most prominent of these challenges are:

1- <mark>The traditional concept of education changed from focusing on knowledge, rigid classrooms, teacher authority, and standard textbooks to focusing on market mechanisms, diversity of courses</mark>, providing students with skills and competencies, and interest in pluralism, choice, and flexibility.

2- <mark>Work to accelerate the processes of educational change and reform, by breaking down bureaucracy</mark>, paying attention to decentralization and participation, and making the school the basic unit responsible for making and managing educational changes and responding to the changing needs of students and teachers.

3- <mark>Increasing the processes of delegation of powers to the lower levels, which does not mean the exercise of authority over others</mark>, but rather the

participation of others and work with them and with them. Co-operation with others.

4- The goals and roles of the school have changed in the twenty-first century, so the school has to be able to manage change and discussion in the knowledge and information society, and to create a new generation of students based on creativity and thinking well in dealing with modern techniques and technology, and the ability to manage itself by itself, adopting standards Quality, accreditation and accountability.

5- Increasing international interest in the self-management of the school, and giving the school more authority, responsibility, empowerment and independence, so that the school turns into an organization Convent, reside and teach themselves.

c) **Characteristics of the school as a learning community:**

Among the most important characteristics of the school as a learning community are the following:

- Its ability to make its decisions according to what has been acquired of recent, comprehensive and adequate knowledge and information.

- Monitoring and targeting internal and external sources of knowledge and making good use of them.

- Acquisition and application of new knowledge and experiences and benefiting from them in flexibly adapting to environmental changes and preserving and documenting this knowledge to preserve it.

- Supporting its employees to develop and update their knowledge, experience, and technical and administrative skills, and to use them in planning, implementing, and preparing for change.

- The participation of all its employees in developing goals, strategies, and decision-making methods.

Eliminate the artificial barriers between the fields of specialization, which leads to the interaction of teachers and teamwork, and the development of a common vision that results in new ways of thinking.

- The school learns as a society from its own experiences and from the experiences of others until it reaches a higher level of quality as a result of its studied openness to other experiences and the surrounding environment.

- Learning is not confined to a specific group in the school, but rather to all members of the school including students, teachers and administrators, and learning takes place on the individual and group levels.

d) The foundations and pillars of transforming the school into a learning community:

There is a set of foundations and principles that work together in a state of dynamic interaction and mutual influence, which represent the basic structure for transforming the school into an effective learning community, the most important of which are:

1- Dialogue and Communication: It represents a commitment on the part of all parties concerned with the school to communicate and communicate continuously, which allows breaking down the barriers that separate these parties: teachers, parents, students, school administration, and the local community.

2- Democracy: means spreading the spirit of equality, justice, objectivity, and sharing in power among all members of the school community.

3- Renewal: It means the continuation of the spirit of continuous support and improvement in order to transform the school's vision and mission into an actual reality.

4- Responding to the implementation of a new policy or realizing a problem stemming from inside or outside the school, and thus prompting them to collectively search for a solution.

5- Constructive and effective leadership that believes that learning takes place gradually until it becomes a vital part of the school culture and turns into a permanent and continuous learning system.

6- Bringing about a radical change in the school's organizational culture to enhance learning within the school.

e) <mark>Criteria for transforming the school into an effective learning community:</mark>

1- Focusing on specific goals: It means the extent to which members of the school community share the vision and goals that the school seeks to achieve.

2- Efficiency of communication: It means the degree to which information flows freely, vertically and horizontally, in all aspects of school organization.

3- The optimal distribution of power: It means the distribution of power among decision makers inside and outside the school.

4- Use of resources: It means the degree of effective use of available material and human resources.

5- Cohesion: It means the degree of the school's members' sense of closeness and their desire to stay and continue in it.

6- Ethics: It means the extent of the school's members' experience with the school's culture and the prevalence of a sense of belonging and happiness with the individual being a member of this particular school.

7- Innovativeness: It means the degree to which the school members feel that it is an open organization, capable of responding to changes, and supporting innovation, risk-taking, and creative thinking.

8- Independence: It means the ability of the school to maintain its ideals, goals and characteristics.

9- Adaptation: It is related to the ability of the school to manage conflict and pressure while maintaining continuity, flexibility and harmony with the external environment.

10- The adequacy of problem-solving processes: It means the extent of the school's ability to solve problems radically and with high efficiency.

To transform the school into an effective learning community, a number of elements and basic requirements must be available, the most important of which are:

1- Proactive administrative leadership based on initiative and action rather than reaction, school administrative leadership based on creative generative learning more than just adaptive learning, and this requires developing basic skills and competencies for school leadership, and changing the mentality or mentality through which school principals practice their practices.

2- Familiarity of the school principal with many knowledge, concepts and fields, the most important of which are:

- Fundamentals of preparing a school development plan.
- National standards for preparing and leading teachers and their professional development plan.
- Methods of dealing with the local community and means of establishing various partnerships with its individuals and bodies.
- School budget and how to prepare and deal with it.
- Education budget for higher levels and its relationship to the school level.

- Education financing sources and available alternatives.

- The conditions and basis for appointing new teachers, evaluation and follow-up methods, and the basis for reviewing school plans.

This information allows principals to have sufficient knowledge of the needs of the school, enabling them to develop procedural plans for the development of school performance, and then these principals are able to perform new roles by being motivators, renewers, advisors, mentors, followers, self-evaluators, and facilitators. Achieving effective professional development for teachers in a decentralized and procedural manner.

3- Building a distinct school culture based on collegiality, exchanging ideas and dialogue, encouraging continuous self-learning, values of creativity, innovation and initiative, encouraging objective constructive difference, a culture that stimulates and encourages participation and builds confidence.

4- Providing opportunities for effective participation of members of the school community in school decision-making and taking, setting school policy and development plan, and preparing and planning for professional development operations.

5- The school climate that supports, encourages and motivates learning For sustainable professional development.

6- Efficiency of the communication process within the school and the degree of flow of information within the various levels of the school easily and without obstacles.

7- Creative leadership capable of providing an appropriate and supportive environment for the learning community that motivates teachers to achieve self-development, self-knowledge, and self-motivation.

8- The need for the school to fuse with new ideas, knowledge and information that are exchanged among the school staff, and to integrate that knowledge into the structure of the school's structure and operations.

9- Encouraging teachers to adopt new ideas to achieve the goals of the school.

The transformation of schools into practical learning communities requires the availability of certain conditions and characteristics, including the availability of common standards, common values, an emphasis on student

learning, the availability of teamwork and cooperative skills and intellectual dialogue between teachers, and a focus on improving schools from within by improving the professional practices of teachers and all members of the school. School Perhaps this view emphasizes the importance and inevitability of the relationship between achieving professional development for teachers and transforming the school into an effective learning community.

g) **Obstacles to transforming the school into an effective learning community: The factors impeding the transformation of the school into an effective learning community are as follows**:

Absence of an organizational culture that supports and encourages learning.

- The resistance of teachers and workers to new practices, ideas and visions that deepen the culture of self- and continuous learning.

Weak communication network and lack of common vision among teachers.

- Weak conviction and conviction of senior management of the need to transform the school into an effective learning community.

- High centralization in school management and weak participation of teachers in school decision-making.

- Absence of a healthy school climate that supports and encourages learning.

Increasing the density of classrooms limits opportunities for cooperative learning and joint work.

Multiple teaching and administrative burdens that reduce the chances of joint work for teachers.

Implementing the idea of learning communities requires equipment and skills that are not available in schools.

The supremacy of individual and isolationist action at the expense of collective action.

- Resistance to change and opposition by many teachers and even school leaders.

The school community lacks mutual trust among most of its members.

- The lack of willingness of the members of the school community to take risks and try new approaches to improve performance.

h) The stages of transforming the school into a learning community.

The process of transforming the school into an effective learning community goes through several stages:

1- Preparation process:

   In it, the need for learning communities is identified, and the areas of cooperation and integration and their sources are identified. Here, the school becomes a leader in the processes of transformation and linking between it and the external community, as well as the processes of change within the school itself to become a community school. For the school - administrators and teachers - many skills are required to link The school has other learning societies, the most important of which are negotiation skills, learning how to work with different groups, how to learn in groups, and flexibility in implementing the school's vision.

2- Model Preparation Processes:

   A model is being prepared to transform the school into a learning community and achieve interdependence between its various components, whether teachers, administrators, the surrounding environment, and interaction between them. Several criteria can be set for preparing the transformation model, including:

- The goals should be clear, agreed upon, motivating to continue and achievable, and everyone participates in preparing them.

There should be a state of continuous interaction and cooperation between individuals in the learning community.

Paying attention to direct communication between everyone within the learning community, and for communication to take place in an easy way.

Spreading the values of objectivity, accountability and participatory decision-making.

3- <mark>Implementation</mark>

There are many approaches that can be used to implement the processes of transforming the school into a learning community, including:

- Management of outputs, and the quantitative and qualitative performance is the criterion for judging the school's effectiveness through the good use of available resources.

- Participatory management, whether in decision-making or developing a school development plan, and this requires developing concepts of school leadership, conflict management methods, and how to coexist with differing viewpoints, among others.

School-centered management, which ensures the participation of teachers, administrators, community members, and students in the selection, management, and follow-up of school programs.

   It is clear from the foregoing that the school as a learning community is the school that enjoys an administrative leadership with a vision, that has the initiative to create a stimulating school climate that encourages learning and a school culture that encourages it, a leadership that is able to formulate a common vision for the school around which everyone gathers, a school that breaks down the artificial boundaries between the subjects as well as Between academic departments, a school that encourages collaborative teamwork, work teams, renewal, creativity and innovation, a school based on the active participation of everyone in school decision-making, a school in which all employees cooperate to make the school a unit for sustainable professional

development, meaning that if we want to transform the school into a real effective learning community This can only be done by transforming the school into a unit for sustainable professional development for all its employees, especially for teachers.

the fourth chapter

The relationship between the professional development of teachers

and the entrance to the school as a learning community

a) School-based teacher professional development:

The school is considered an institution responsible for the professional development of all its employees, and effective professional development is the one that is based on the school and takes place within it, and this is evident in the following:

- The professional development programs that take place in the school, which emphasize a teachers' self-learning, in which teachers participate as planners and executors of its activities, has a greater share of success and effectiveness in achieving its objectives than those carried out by other bodies outside the school.

Professional development includes a complex but necessary set of processes, as it deals with the teacher as a professional individual (human), and as a member of the school and even in society. And the needs of the teacher himself and the needs of the school as a whole.

- Within the framework of the school improvement strategy, the role of school-centered professional development is growing, as professional development activities are planned, implemented, managed and evaluated through qualified workers, teachers and change leaders within the school, with self-motivation and internal motivation, and with independent self-capabilities,

but this does not prevent entering into projects jointly to improve school performance and develop workers professionally.

- The effective professional development of teachers is that which takes place within the school, which uses individual training, and is based on cooperation between teachers in exchanging their experiences on how students learn.

- Effective professional development is an institutional process in the first place, although self-motivation is of great importance that cannot be overlooked.

- The importance of school-based professional development is due to the fact that it makes schools educated societies at all levels, through teaching, learning and development for all its members.

b) The manifestations of the mutual relationship between the professional development of teachers and the school as a learning community

<mark>These manifestations can be highlighted as follows:</mark>

Professional development for teachers includes a variety of activities that help school teachers learn and grow to become more effective as individuals and groups, whether in teaching or managing practices in the classroom, and in order to face the continuous change in the educational and administrative structure. effective learning.

Professional development is internally directed changes based mainly on continuous learning directed towards the acquisition of knowledge, attitudes, skills and insights. In this context, professional development is a case of interaction between personal factors and environmental factors. Teacher professional education is a lifelong process, as teachers are constantly faced with new situations and changing challenges that give them an opportunity to learn.

- That the role of the school should not be limited to students' learning only, but the school should be a place where everyone learns, a permanent school of learning for all without exception, and in light of this only the professional development of teachers can achieve its goals.

- The traditional view of the school has changed in that the teacher teaches, the learner learns, and the administrators manage the school. There is no longer a hierarchy in the well-known stereotype. Rather, schools are seen as professional learning communities, where there is an urgent need for the contribution of every member of the school community in the knowledge exchange process. In light of this, the school is considered the professional learning community in which the teacher lives and performs his functional duties, and therefore it can be a good place to practice various professional development activities, and in order for the school to succeed in performing its mission, the method of teaching and learning must develop in it, systematically and professionally.

Learning in itself is related to professional development, where the principles of learning are applied in professional development programs and activities, where learning needs to become part of the fabric of the organization and permeate its work, and is based on its goals, and is linked to the problems and needs of its members, and its content is derived from the experience of its employees and from The internal and external environment of the school.

The learning community is one of the entrances to achieving sustainable professional development for teachers in the school as a learnable institution that can implement improvement and quality projects effectively, and can ensure continuous and self-renewal.

Which are transformed into learning societies that will be able to devise or adopt better solutions to educational problems, and they will be based on a culture of cooperation, participation, transparency and team spirit, and on the other side is effective professional development.

Teachers have the main entrance in transforming the school into a learning community - given that there is a real link between learners' learning and their professional growth, and then transforming the school into a learning community, as the school learns mainly through the learning and growth of its members.

Learning communities represent one of the entrances to ensuring the quality of school performance, as it includes building a new school culture, based on

an emphasis on professionalism, collaborative learning in work teams, communication and partnership skills, thinking and inquiry, application of quality standards, and effective professional development for all members of the school community.

It is clear from the foregoing that professional development is an institutional process and not just an individual process for each teacher, and from this angle comes the importance of looking at the school as a learning institution. Focusing on teaching to focusing on learning, and shifting from the use of methods, procedures, and directives issued from above to collective and conscious participation and constructive cooperation.

Informed, reflective practice, and supportive and supportive evaluation for teachers and all members of the school community.

Fourth: The roles of the school principal in achieving the professional development of the teacher in the light of the entrance to the school as a learning community

a) Director of School and Professional Development:

Many studies have unanimously agreed on the importance of the role of the school principal in achieving the professional development of the teacher. The leading principal must strive to improve the efficiency of teachers and develop them professionally as a resident educational supervisor. School and support them to stand on the latest methods and strategies of teaching and aids and others. The teacher cannot perform his role effectively within the school without the presence of a highly qualified and skilled manager who assists him in performing this role by achieving effective professional development for teachers within the school. The first task of the teacher in the classroom is to raise the level of quality of the student's performance to the maximum extent possible.

b) The principal of the school and the entrance to the school as a learning community

The process of transforming the school into an effective learning community does not happen automatically. The relationship between the school principal and the transformation of the school into an effective learning community is

solid, and school leadership is one of the most important influencing and controlling factors in this matter. This is evident in the following:

The school principal can play an important role in instilling the concepts, principles and methods of learning within the school.

It is the successful administrative leadership that can build the organizational structure that provides opportunities for improving performance and enhancing learning.

In order for the school leadership to be able to transform the school into an active learning community, it must have many skills, the most important of which are: building a common vision, delegation of authority, team management, joint decision-making, self-management, knowledge management, focusing on the future outlook that provides an opportunity for effective organizational learning.

Hence, it becomes clear that the primary key to transforming the school into a learning community is the school principal, and the type of leadership he exercises that motivates teachers and encourages them to learn. Teamwork and participation in school decision-making and the adoption of activities through which a learning organization can be built.

c) The roles and responsibilities of the school principal in achieving professional development for the teacher in the light of the school as a learning community

The principal's roles and responsibilities vary in achieving effective professional development for teachers within the school, especially in light of the school's approach as a learning community, as follows:

1- The role of the school principal in transforming the school into an effective learning community and the mechanisms to achieve this:

The principal of the school is the primary key in the process of transforming the school into an effective learning community, given that schools are managed from the school level itself, and not from the state or local area level, and among the most important characteristics that make the school ready to transform into an effective learning community are the following:

Proactive leadership.

Increase empowerment and authorization for teachers.

- Emphasis on the teacher's role in leading comprehensive school improvement processes.

- Partnership with the local community, parents and educational departments.

- Participatory management and decision-making.

School-centered, sustainable professional development and improvement of student learning.

- Be guided by the academic standards of accredited schools.

There are many responsibilities and roles of the school leadership in the framework of transforming the school into an active and effective learning community, the most important of which are:

Forming and formulating a common vision for the school.

- Developing a common vision and ensuring participation and implementation.

Developing the school as a learning community.

Develop a transformable vision, i.e. transformational leadership that believes in and supports change.

- Building the ability to change, prepare for it, support it, and bear the consequences of its occurrence.

Teaching development through developing programs, curricula, teaching methods and strategies.

There are also many responsibilities that the school administration must carry out well in this context, including:

- Changing the culture of the school and making it a distinct culture that is characterized by collectivism, participation, dialogue, exchange of ideas, a sense of responsibility, transparency and objectivity.

- Leading school improvement initiatives through the school principal's involvement of teachers and all concerned parties for the success of these initiatives, focusing on the integration of these initiatives, giving sufficient time for their implementation, and ensuring that all teachers as well as students have the ability and willingness to integrate into teaching and learning opportunities.

- The ability to create an appropriate and supportive environment for the learning community that pushes the human elements to achieve the following:

* Self-development, which is achieved through the use of innovative learning methods that not only help develop their skills, but also develop their awareness, understanding and ambitions.

* Self-knowledge, which is gained by sharing opinions and ideas with others and benefiting from them, which helps to form an outcome of knowledge that enables him to develop a clear vision that he did not do.

* Self-motivation, where motivation is part of the potential energy of the individual, and the school climate and the surrounding environment play a major role in increasing this motivation for him.

Transforming teachers into permanent learners, which is achieved by relying on reflection and reflection on daily practices in classrooms, as well as learning from colleagues and paying attention to action research.

- That the institution is concerned with developing skills and competencies at all levels, and stressing the importance of learning by non-violent means Sumaya in work sites with the help of superiors and colleagues and guidance from them as well.

   It is clear from the foregoing that the school principal, in his endeavor to build a learning community, motivates teachers to use non-traditional methods and methods of learning that achieve self-development for them. .

It is also among the vital tasks of the school principal in this regard to encourage the formation of real and effective professional learning groups and teams within the school, and this can be achieved through the following:

- Encouraging learning through a group of colleagues, which is a small group of teachers who meet together according to specific matters with the aim of teaching each other and supporting each other, and strengthening the exchange of experiences, collective thinking, dialogue and discussion in all important matters to achieve continuous professional development, and the development of groups professional learning

For teachers, one of the new models in professional development within the school, because it encourages collaborative relationships between teachers and breaks the barrier of isolation of the teacher in the classroom, and connects him with the sons of his profession in his academic specialization, and creates groups that help to absorb training and group learning for teachers, and adopt a culture of performance evaluation, and enable teachers to Proposing realistic solutions to many educational problems

Encouraging new teachers to benefit from the experience of old ones.

Provide incentives and rewards to encourage individuals to learn.

Encouraging cooperative group learning and inculcating these concepts within the school.

- Completion of work through school teams that cooperate together to achieve the desired goals.

Promote high levels of students' academic and social expectations.

- Availability of a school environment that encourages learning within the school and works on its growth through the formation of a work team whose mission is to facilitate cooperative and collective learning between teachers and how to exchange experiences among them, with interest in teamwork and motivating teachers to adopt a collective vision in learning.

2- The role of the school principal in spreading the culture of continuous learning and sustainable professional development within the school:

There is a close relationship between the prevailing culture in the school and the possibility of transforming it into a learning community. Transforming the school into an effective learning community requires a positive school culture that supports learning, a culture characterized by a sense of cohesion, team

spirit and collective performance, and strengthening participation, cooperation, exchange of ideas and constructive dialogue.

Schools need an effective cultural leadership capable of changing the school culture to a culture of achievement, precedence and excellence, focusing on improving learning, whether in the content or methods of learning, and ensuring that everyone in the school learns in an organized, positive and collective manner, and that learning results are used to improve practices.

Among the most important roles and responsibilities of the school principal in this regard are the following:

Spreading the culture of continuous learning and self-learning among all teachers and school staff.

Work to educate teachers about the importance of training and sustainable professional development during service.

- Developing a culture of quality and organizational development of the school in line with contemporary global developments and developments.

- Spreading the culture of accreditation and educating teachers about the importance of obtaining it, and the extent to which learning and professional development are related to accreditation.

- Building a new philosophy for the teacher that makes professional development a basis for improving and evaluating performance.

- Establishing a culture of responsibility and accountability and the values of transparency and objectivity within the school.

- Work to spread the culture of education based on creativity, dialogue, inquiry and team spirit.

Developing awareness of the concept of the learning community and activating its development methods.

- Ensuring the diversity of sources of knowledge and learning.

Work to provide the necessary resources for effective professional development.

Educating teachers about modern methods and strategies in learning, such as self-learning, active learning, cooperative learning, peer learning, distance learning, and others.

3- The role of the school principal in spreading the culture of self-learning and encouraging teachers to practice it:

Self-learning is one of the learning methods in which the learner plays the greatest role in acquiring knowledge and becomes the center of it and the one in control of its variables. It also benefits the learner in acquiring the skill of collecting and interpreting information and benefiting from it in new situations. Self-learning is the intentional, organized, conscious action carried out by the learner

His psychological and mental characteristics in completing the education process by himself, taking advantage of the available educational alternatives and technological innovations, with the aim of bringing about a desirable change in his behavior, depending on the individual initiative, as he is the one who chooses the activities leading to the achievement of professional development, and self-learning is of great importance in achieving the professional development of teachers. This method recognizes the independence of the teacher, and provides an atmosphere of democracy and freedom during his professional growth, and this method helps the teacher in devising teaching methods that achieve self-professional development.

The school principal can achieve and activate this role through the following:

- Spreading the culture of self-learning and educating teachers of its importance, the appropriate climate to achieve this.

- Work to make available, provide and diversify the sources and mechanisms of self-learning within the school.

Develop effective self-professional development plans that reflect a commitment to lifelong learning.

Conducting educational seminars for teachers through which they are made aware of self-learning, its sources, development opportunities and its role in achieving professional development for them.

- Encouraging teachers to attend seminars, meetings and scientific conferences held by colleges of education, research centers and others.

- Encouraging teachers to enroll in educational and specialized postgraduate programs. Encouragement can be done through material and moral incentives, providing working conditions and lessons.

And the appropriate atmosphere for that, linking rewards, promotions and incentives to this matter.

- Educating teachers and encouraging them to continuously update their skills in computers and other modern technological techniques, and how to use the Internet as an effective means to achieve self-professional development.

Activating free and self-study through specialized magazines and books, accessing the Internet, conducting research, etc. This entails providing reading resources and their materials, facilitating and activating library services, providing the school library with audio-visual means such as recording tapes, videos and Internet services, as well as providing specialized bulletins and periodicals.

Organizing the school environment in a way that encourages self-reflective and self-learning, and bases any professional development program for teachers on teachers' characteristics and professional needs.

4- The role of the school principal in creating a healthy school climate that encourages learning and sustainable professional development:

   In order for teachers to achieve effective professional development, and for the school to become a community for effective learning, a healthy and positive school climate and work environment must be created that encourages and supports this. The school principal can achieve this through the following:

The liberation of the school leadership from the manifestations of bureaucracy and suffocating routine, as this helps to give the teacher a great deal of professional independence and the appropriate powers to carry out experimentation and discovery and to encourage innovation and creativity.

- Holding effective seminars, meetings, and panel discussions attended by representatives of parents and teachers of the local community to discuss programs, policies, and academic problems.

- Developing a motivational program to encourage teachers to learn and develop sustainable professionally, and this helps to create an atmosphere of positive competition among them.

- Follow the open door policy to allow teachers the opportunity to express their opinions, problems, feelings and reactions to the events taking place inside the school.

Spreading an atmosphere that encourages innovation, creativity, experimentation, and adopting democratic methods of dialogue, participation, and freedom of thought.

Objectivity and fairness within the school, whether in distributing tasks, dividing work, evaluating teachers, or distributing incentives and rewards. This would provide a safe and conducive school environment for learning.

- Focusing on teamwork because it provides a better climate for bringing about change within the school and adapting to it.

Paying attention to the formation of good and solid human relations between all teachers and school staff

The principal of the school should take into account that teachers' schedules are flexible in order to allow them free time to practice professional development activities.

Building and disseminating a school culture based on continuous improvement of performance and encouraging self- and continuous learning.

Providing an environment that allows the flow and flow of correct information and allows its exchange between individuals, and works to facilitate communication in all directions and at all levels inside and outside the school.

5- The role of the school principal in effective planning of professional development programs and activities within the school:

The professional development of teachers is one of the functions and roles of the school principal. Therefore, it is the responsibility of the school principal to develop an effective, comprehensive and realistic plan to achieve the effective professional development of teachers within the school.

Effective planning for the professional development of teachers requires a number of pillars and elements, the most important of which are:

Continuing professional development programs should be planned in light of the school development plan.

- The plan should be procedural and practical that can be implemented and followed up.

Providing a database and up-to-date and accurate information about teachers in the school.

- Determining real training needs, as well as identifying the necessary administrative and technical skills for teachers

inside the school.

- The widening of the school decision-making circle, as well as the widening of the participation of teachers and school staff in drawing up a professional development plan for school teachers.

- The well-established organizational structures concerned with the management of professional development in the school, in addition to the clarity of its objectives and mechanisms.

- Balance and integration between the requirements of the school and the requirements of teachers for professional development.

- Taking into account the resources and capabilities available in the school.

Among the roles of the school principal in this regard are the following:

Active participation in planning, implementing, following up and evaluating these programs, whether within the quality unit or within the training and evaluation unit in the school.

- Work to provide the necessary resources for the professional development of teachers within the school.

Encouraging serious participation opportunities for teachers in setting a professional development plan.

- Taking into account the diversity of professional development activities as well as the diversity of its methods and mechanisms, with the use of modern technologies in this context.

- Providing a healthy, positive and supportive school climate for the professional development plan within the school.

6- The role of the school principal in preparing, planning and implementing effective programs for the care, rehabilitation and development of new teachers:

   Many developed countries tend to provide specialized programs to qualify new teachers before they practice the profession, and this is one of the recent trends in the field of professional development for teachers, as it prepares new teachers for real professional life and provides them with the necessary expertise before actually engaging in the profession.

Professional development for the novice or new teacher aims to:

Introducing the teacher to the nature of his work in terms of his multiple roles, duties, responsibilities and rights.

Giving him the ability to develop working relationships related to his colleagues in the profession, his superiors, students and parents, and developing communication skills with them.

- To make him aware of the individual differences among his students in their various aspects.

- Helping him on how to strengthen the religious and moral aspects of students.

Inform him of the school's vision, mission, mechanisms for achieving it, and his role in this matter.

The school principal can achieve this role through the following:

- The need to consider novice teachers in need of help, s better than others, and therefore a helping hand must be extended to them in their early days to work in teaching.

Emphasizing that new teacher development programs should not be stereotypical traditional programmes, as they need to know how to apply what they know of teaching methods and strategies, how to convey what they know of information in their subject more than their needs to theoretical preparations in teaching methods and others.

- Encouraging qualified and experienced teachers in the school to participate in the development of new colleagues.

- Training qualified and experienced teachers on classroom observation and peer teaching and teaching strategies.

Reducing the teaching burdens of new teachers, because overburdening them increases their suffering on the one hand, and prevents them from allowing time to follow up on new things and talk in their field of specialization.

7- The role of the school principal in encouraging and motivating teachers objectively and effectively:

Motivation is one of the determinants that urge teachers within the school to adopt new non-traditional practices that have a positive impact on the level of the educational process. Whereas, the creative school principal who fully understands the human relations within his school, is the one who can understand the importance of motivation, so he focuses on commitment to team spirit, influence, understanding and mutual self-respect as essential elements of motivation.

The features of the school principal's role in encouraging and motivating teachers can be stated as follows:

- Establishing a fair and objective system for rewards and incentives, as this system encourages all teachers within the school to reach the desired professional, teaching and performance levels, and then encourages the activation of both learning and sustainable professional development.

- Encouraging performance centered on incentives, which makes all teachers constantly seek to adopt innovative practices that help in continuous improvement in the level of their achievements and thus have a positive impact on improving the level of students in particular and improving the level of teaching performance in general.

Developing a motivational program to meet the innovative efforts of all teachers, which creates an atmosphere of effective competition among them

- Allocating an item in the school budget for incentives for innovative and distinguished teachers

- Linking motivation to performance and results achieved, as well as serious involvement in a continuous self-learning program and sustainable professional development activities.

8- The role of the school principal in developing innovation and innovation among teachers in the school: This can be done through the following:

Adopting contemporary educational ideas and disseminating them to teachers through meetings and others.

Adopting modern administrative and behavioral ideas that have proven serious and successful.

- Establishing teachers' thinking about the future and pushing them to explore new horizons on the grounds that education is a tool for change, and in order for it to change for the better, quality education must be required.

- Promoting a climate that encourages innovation, creativity, and renewal throughout the school, whether by spreading democratic methods in the school climate, or allowing teachers freedom of thought, and providing opportunities for teachers to express themselves and their visions and ideas.

8- The role of the school principal in professional knowledge management as one of the pillars of the learning community:

Knowledge management is one of the most important basic components in transforming the school into a learning community, given that knowledge management represents a continuous shift towards new forms of school organizations and the strengthening of empowerment and work teams with the aim of reaching a school that is capable of self-renewal. All work and activities in the school as a learning community require work. cognitively, which necessitates good management of this knowledge, which includes four basic processes:

1- The process of creating and acquiring knowledge 2- The process of organizing and storing knowledge.

3- The process of spreading and disseminating knowledge. 4- The process of applying knowledge.

The school principal can achieve this role through the following:

- Providing good channels of communication so that knowledge reaches the hands of those concerned with it and those who are interested in this knowledge quickly and in a timely manner, as the availability of these channels helps the flow of information in different directions.

- Building an advanced and integrated database and information that contributes to the continuous analysis of information and its use in planning, follow-up and decision-making.

Effective use of information technology, whether in holding meetings with teachers and administrators at any time using the Internet, or in making administrative and technical decisions in a timely manner, or in saving, storing, exchanging and publishing data and information, or in keeping records and preparing school schedules and others.

Providing teachers with sufficient information during training within the school about many successful practices and encouraging them to apply them in the classroom, as well as information about some wrong practices and the

possibility of benefiting from them in order to achieve effective professional development for teachers.

Organizing the process of exchanging information between all members of the school community, including teachers, students, mentors, administrators, and parents, so that everyone can benefit from it at the right time, by setting up organized rules through which the exchange process is organized.

- Training all school workers and teachers on the use of information and communication technology, and the use of experts in the technological development unit in the directorate to train the human cadres in charge of the work of the information and statistics unit in the school to activate the role of this unit within the school on the one hand, and so that teachers can circulate and save information and make good use of it, apply it and invest it in a way that reflects on Overall school performance.

9- The role of the school principal in encouraging teachers to conduct action research:

Action research, performance research, or what is called action research, represents a model for professional development from within the school and not from outside, and it is completely different from research conducted in colleges and research centers. Action research is an endless experimental field research With recommendations or suggestions for others to implement, it is a research that ends with solving the problem in the classroom, and trying other solutions or alternatives so that the problem can be solved or its negative effects can be reduced. It is research related to professional practices and works to deepen awareness and understanding, and is linked to improving performance in school reality.

Action or performance research achieves many benefits and goals for teachers, the most important of which are:

- It allows teachers to search and investigate their reality inside the school and the methods of teaching them in their classrooms.

- Improving teaching and learning methods through planned, organized and deliberate procedures and actions.

Explore and test new methods, ideas, programs and strategies.

- Reflection on real practices and evaluation of teaching.

Participate in the feedback results and improve the educational process.

Among the important roles and matters that the school principal should perform and take into account to achieve and activate this matter within the school are the following:

Providing a school climate characterized by understanding, objectivity, transparency and enlightenment

Providing the will to change among teachers in the school.

- Coordinating and cooperating with colleges of education and local educational authorities in this regard.

- Spreading the culture of performance research, its importance and its implications for the professional development of teachers.

- Encouraging teachers to experiment, innovate and deviate from the ordinary.

- To include the performance research conducted by teachers within the standards of their professional scrutiny, promotion and development.

- Helping teachers on how to conduct such research, how to write research reports, and how to formulate and translate them into practical procedures for application and change.

- Encourage all school staff to cooperate with teachers in applying research tools and provide the necessary data and information.

- Work continuously and seriously to try to change the mentality of teachers who are preoccupied with playing specific traditional roles they have been brought up with, and convince them that there are other roles that they are expected to play, the most important of which is their roles as researchers.

Chapter V

Modern methods of school administration

There were many methods of school administration, from its emergence to the present time, and it went through different patterns, from the traditional management of Taylor's ideas to modern management, especially after being affected by administrative trends in the field of industry and technology. technology and the communication revolution, and these methods include:

First: knowledge management

1- The concept of knowledge management

Where knowledge management constitutes one of the contemporary intellectual developments, its role in achieving the competitive advantage in the field of business organizations has increased, and this has crystallized in the emergence of new jobs in the organizational structures of some organizations, especially the major ones. Capital or raw materials and other elements of production, but despite the abundance of what has been written about knowledge management in Western literature and the existence of multiple models stemming from different perspectives, there is still no model that is acceptable to the public of researchers that includes the multiple dimensions of the concept, especially in public organizations.

Two types of knowledge can be distinguished:

Explicit knowledge: It is the experiences and experiences preserved in books and documents or any other means, whether printed or electronic.

Implicit knowledge: It is the knowledge that exists in the minds of individuals and is acquired through the accumulation of previous experiences and is often of a personal nature, which is difficult to obtain despite its great value because it is stored inside the mind of the possessor of knowledge.

It should be noted that there is a difference between information management and knowledge management, just as there is a difference between information and knowledge.

As for the difference between information management and knowledge management, despite the similarities between them, information management deals with things (data or information), while knowledge management deals with people, and this means employing knowledge through flexible

organizational structures based on an appropriate system for information flow, transmission and dissemination. Knowledge from the locations of its production to the locations of its need and the analysis of this knowledge to see its impact on the organization's opportunities and its competitive position.

   The definition of knowledge management varies with the different entrances to the concept, as well as with the different specializations and backgrounds of researchers and writers in the field of this concept.

A - An administrative process that has inputs and outputs and operates within the framework of a specific external environment that affects it and its interactions and is divided into multiple successive and interlocking steps (such as creating, collecting, storing, distributing and using knowledge) and its aim is to share knowledge in the most efficient way to obtain the greatest value for the organization.

B- The product of the interaction between the individual and the organization on the one hand, and the integration between explicit knowledge and tacit knowledge on the other hand.

C- The processes that help organizations to generate and obtain information, select it, organize it, use it, disseminate it, and transfer important information and experiences that are necessary for various administrative activities, such as decision-making, problem-solving, and strategic planning.

d- The organized process of searching, selecting, organizing and presenting information in a manner that improves the understanding of workers and the optimal use of the assets of business organizations.

E- The process of collecting and creating knowledge efficiently, managing the knowledge base and facilitating participation in it in order to apply it effectively in the organization.

It can be defined as referring to the strategies and structures that maximize Intellectual and information materials through its transparent processes and technology related to finding, collecting, sharing, re-assembling and re-using knowledge with the aim of creating new value through improving individual efficiency and effectiveness and cooperation in knowledge work to increase innovation and decision-making.

2- The importance of knowledge management:

The importance of knowledge management stems from its role in the following:

A- Simplifying operations and reducing costs by eliminating lengthy or unnecessary procedures. It also works to improve customer services by reducing the time it takes to provide the required services.

b- Increasing financial returns by marketing products and services more effectively by applying available knowledge and using it for continuous improvement and innovation of new products and services.

C- Adopting the idea of creativity by encouraging the principle of free flow of ideas. Knowledge management is a tool to motivate organizations to encourage the creative capabilities of their human resources to create good knowledge and to detect previously unknown relationships and gaps in their expectations.

d- Coordinating the various activities of the organization towards achieving its goals.

e- Enhancing the organization's ability to maintain and improve organized performance based on experience and knowledge.

F- Determining the required knowledge, documenting the available knowledge, developing it, participating in it, applying it, and evaluating it.

G- A tool to invest the intellectual capital of the organization by making access to the knowledge generated by it to other people who need it an easy and possible process.

h- Motivate organizations to renew themselves and face unstable environmental changes.

i- Providing the opportunity to obtain permanent competitive advantage for organizations through its contribution to enabling these organizations to adopt more innovations represented in offering new goods and services.

3- Features of knowledge management:-

1. It facilitates the process of collecting, recording, organizing, filtering, analyzing and retrieving clear and specific knowledge and disseminating it. This knowledge consists of all documents, accounting records and data stored in the computer memory. This information must also be widely available and easy for the management of the organization. Knowledge management systems are considered valuable to the organization. business to the extent that they are able to do so

2- It facilitates the process of collecting, recording, organizing, filtering, analyzing, retrieving and disseminating tacit or tacit knowledge, and this knowledge consists of informal procedures or unwritten practices and skills. of the business organization to the extent that it can compile, compile, store and distribute best practices to all parts of the organization as and when needed and makes the organization less prone to employee turnover.

3. It can also perform a clear strategic function as many feel that in a rapidly changing business environment there is only one strategic advantage that will last long and this strategy helps to build an organization that is vigilant and successfully able to overcome any difficulties arising from the changes, whatever the difficulties. This speed of adaptation can only be in line with an adaptation system such as a knowledge management system, which results in learning loops that automatically adjust the organization's knowledge base each time it is used.

4- Applying knowledge management in schools:

The application of knowledge management in schools involves a set of steps, including:

A - Transformation from information management to knowledge management: The concept of knowledge management will serve to describe the management of knowledge power sources based on information management within various institutions. Information technology, despite the obvious difference between them.

Knowledge management is the process that states that knowledge creation is the result of the efforts of individuals who apply multidimensional knowledge and informational models in different institutions and entities through many

users. Therefore, in order for knowledge management to be an effective process in the practical and educational environment, all institutions must:

1- Fully aware and appreciating the human elements that add many values and information.

2- Educational institutions can exchange the knowledge process between individuals through the use of the narrative method or through holding forums and social sessions.

3 - It is recognized that successful institutions that develop and succeed continuously in that changing global society will continue to make that progress through innovation and sharing in new knowledge, as the methods of applying those changes on the theoretical and practical side of managing educational institutions are many and reach the desired goal quickly. It is easy to access. For example, the use of multiple work teams, customers, production units, and workgroups is only just theories that fall under the theory of knowledge management.

4- Paying attention to the formation of the work community within the educational institution. The work community is located in the place where the real education and the realistic organizational culture exist, as it changes the environment in which the individual is abstracted from apparent knowledge to tacit knowledge within the institutions. Work communities are an effective and vital form within educational institutions.

5- Using an environmental model in describing and using knowledge within institutions. Environmental growth moves alongside the educational community for the purpose of attracting external forces and influences outside its borders, experiences of challenges and powers, as this model extends alongside work communities to include the external environment that is different from it, which adds an internal dimension to knowledge and education that takes place within Society as a whole and thus allows the ideas, information and motivations that are acquired within the school to interact with each other and also with the parent the external environment around them.

Four steps can be identified that schools can follow to implement the realistic environmental model in knowledge management, as this process will allow schools to develop automatically as an educational community and thus increase the level of efficiency and effectiveness of the school and its educational administration. These steps include:

Evaluate the information currently available.

Determine the information required for the decision-making process.

Work within an environment that encourages school and educational progress.

Evaluating schools' cultures and policies towards the process of collecting information and data

B - The shift from data to information and then to knowledge: The shift from data to information and then to knowledge is considered one of the foundations of knowledge management, as it starts from a basic assumption that data collection is affected by the basic values of school and educational institutions and that this data is through some processes, human interaction and technology. Information involves the same importance and significance as information completely, and then through the process of data collection and the development of informational cognition skills and assumptions, that information is transformed and transferred to the stage of knowledge related to the educational decision-making process within the school.

Therefore, schools must do the following:

1 - Attempting to adapt to the technological community that facilitates the process of using technology in education and its application.

2 - Using the technological services provided by the provider of applied services in the field, in order to increase the volume of technological exchange and technological services with others and to enhance the database in an effective manner, as this service provider can be used to save employee data, job files, student ages and abilities.

3 - Interest in establishing data and information banks and developing some knowledge management models.

5- Procedures for implementing knowledge management in schools:

Forming a knowledge management team.

Spreading awareness of the importance of knowledge among school personnel.

Analyzing and identifying available knowledge and preparing a list of knowledge assets.

Determine the knowledge required to perform the desired performance and identify the knowledge gap.

- Developing a knowledge management strategy that is in line with the ministry's strategy.

Review and evaluate the knowledge management strategy.

Second: Employee Empowerment Department:

The word "empowerment" means the language of strengthening or strengthening. Empowerment is supporting the infrastructure in the organization by providing technical resources, enhancing independence and self-responsibility, focusing on workers in the workshops, giving them strength, information, rewards and knowledge, protecting them in cases of emergency and unexpected behavior during consumer service, and focusing on workers who deal with the consumer. And they interact with it.

The concept of empowerment is no different from other modern administrative concepts, as the literature is full of many definitions. There are those who viewed it as a means of management, some looked at it philosophically, and the other considered it a cultural practice that encourages individuals to take personal responsibility to develop their work method. One of the most important definitions is the empowerment of workers. :

- The process of acquiring the power necessary to make decisions and contribute to the development of plans - especially those that affect the individual's job - and using the expertise of individuals to improve the performance of the job.

The voluntary transfer of ownership of a business or of states and circumstances to a group or individuals with the ability to

Dealing with situations and possessing authority, responsibility, skill, ability and understanding of work requirements and motivation

And commitment, trust and honest management in an environment that does not prevent appropriate work and secures the atmosphere to unleash their energies

and their creations.

Giving employees the power and ability to make decisions, respond to customers, and take the initiative to solve problems directly without referring to the center.

- Giving workers powers and responsibilities and giving them the freedom to perform work in their own way without direct interference from management, while providing all resources and an appropriate work environment to qualify them professionally and behaviorally to perform work with absolute confidence in them.

- The process of improving feelings of self-worth among the employees of the organization by creating conditions that help them control and increase formal practices and informal methods to provide them with information about their self-worth.

- Unleashing the individual's latent strength and giving him the opportunity to present his best and to strengthen the individual's sense of self-efficacy by identifying the factors that increase his feeling of power, influence, participation in decision-making and responsibility for the results. Through the previous definitions, it can be said that empowerment is characterized by the following characteristics:

* Empowerment increases the effective influence of individuals and work teams by giving them more freedom to perform their tasks.

Empowerment focuses on the actual capabilities of individuals in solving work problems and crises.

• Empowerment aims to fully exploit the competence that lies within individuals, as they represent an important wealth and strength that must be directed in favor of work.

* Empowerment makes individuals less dependent on management in managing their activities by giving them sufficient authority in addition to their responsibility for the results of their actions and decisions.

And the concepts of employee empowerment, whatever they are, stem mainly from participatory management theories that call for managers to share decision-making power with employees to improve performance and their satisfaction with work.

Empowering employees represents an organizational strategy, a new skill, and an effective entry point for continuous administrative development and improvement. Full acceptance of the vague and seductive view of the concept of employee empowerment.

1- Types of empowerment:

The general enabling process can be divided Lin into three types:

A - Virtual Empowerment: It refers to the individual's ability to express his opinion and clarify his point of view in the actions and activities that he undertakes. Participation in decision-making is the essential component of the virtual empowerment process.

B- Behavioral Empowerment: It refers to the individual's ability to work in a group in order to solve problems, define and define them, as well as collect data on work problems and proposals to solve them, thus teaching the individual new skills that can be used in performing work.

C- Enabling work related to results: It includes the ability of the individual to identify the causes of problems and solve them, as well as his ability to make improvement and change in the methods of performing work in a way that leads to increasing the effectiveness of the organization.

2- Reasons for empowerment:

Empowering workers is part of an overall step to achieve organized progress in the areas of productivity, customer service, and continuity of development. An organization that is feasible needs clear goals and decisive management.

There are many reasons that drive the organization to adopt the empowerment approach, including:

The need for the organization to be more responsive to the market.

• Reducing the number of administrative levels in the organizational structures.

• Focusing the attention of senior management on strategic issues.

• Optimal utilization of available resources, especially human resources, to maintain the development of competition.

• The importance of quick decision-making.

• Unleash the creativity and creativity of individuals.

Providing more job satisfaction, motivation and belonging.

• Reducing operating costs by reducing the number of unnecessary administrative levels and personnel jobs.

• Giving individuals greater responsibility and enabling them to gain a greater sense of accomplishment in their work.

3- Requirements for empowering employees:

For the successful implementation of the process of empowering workers, a set of basic requirements must be met before, during and after the empowerment process, which can be identified as follows:

3-1- Formulating and developing a vision for the organization:

Building a vision represents the first step towards empowerment, as the vision provides employees with a feeling and thus leads them to creativity and allows them to make decisions in the direction that the administrative leadership believes is correct.

Where the organization's mission must be supported by the basic values in which the organization believes in by giving the workers space and space to do the work and also giving them the necessary confidence to make decisions. This vision may represent a real challenge due to the nature of the traditional

view in which many organizations operate. Linking the empowerment program with the goals and values of the organization.

The individuals who are empowered want to feel that they are aware of the vision and strategy of senior management. Empowerment can be effective if it is linked to the goals of the organization, as senior management needs to create a consensus about the vision and mission of the organization and the values and goals it seeks to achieve. When clarifying the vision and mission of the organization to the employees, they Undoubtedly, they will feel that they have the ability to act freely in their work instead of waiting for orders and directions from supervisors. The vision of the organization certainly provides a challenge to employees to do their best to improve their performance. 2-3 - Openness and Teamwork:

In order for individuals to feel that they have been empowered, they must feel that they are part of the company culture, which considers that human assets are the most important resources of the organization. The individual who is empowered must feel that individuals in his department or unit can work collectively in solving work problems and that the ideas of workers are respected. It is taken seriously and belief in the team members includes trust. True empowerment requires "trust in the individual" and work to create it not only within the team members but throughout the organization. Freedom of access to sensitive information shows the degree of trust within the organization, as trust is one of the basic contents of empowering workers and indicates the availability of The element of freedom of access to sensitive information to increase communication within the organization. This element of openness in communication is a necessity for the employee empowerment program.

3-3 System and Direction:

The existence of a clear system for workers that provides them with the objectives of the organization for the lines of authority and the tasks and responsibilities incurred by them reduces the uncertainty and ambiguity that

usually accompanies empowerment efforts. It was found that there is a strong relationship between the ambiguity of the role and empowerment. Absence of goal identification may lead to conflict of purpose across many stakeholders and ambiguity or blurring of lines of authority may also create uncertainty when individuals try to satisfy the expectations of many stakeholders in the organization. Accordingly, information helps reduce uncertainty by increasing understanding individuals to their work environment.

3-4 Support and a sense of security:

In order for individuals to feel that the system provides them with an environment that encourages empowerment, individuals need to feel the presence of social support from their superiors, co-workers, and supervisors. Employees' efforts to take initiative and take risks must be reinforced and supported rather than punished. If social support is lost or weakened, employees will feel anxious. Regarding obtaining permission before taking action instead of asking for forgiveness in case of making mistakes, individuals must believe that the empowerment program adopted by the organization will constitute a process of support and support for learning and development among workers.

3-5- Administrative leadership:

The main assumption in the idea of empowerment is that the decision-making authority should be delegated to the employees in the front lines so that they can be empowered to respond directly to customer requests, problems and needs. It becomes clear that the idea of empowerment requires changing the traditional leadership patterns that focus on authority and guidance to a leadership style that believes in leadership With participation and consultation, and this in turn requires radical changes in work roles and then the relationship between the manager and subordinates. For the role of the manager, it requires a shift from control and guidance to trust and delegation. As for the role of subordinates, it requires a shift from following instructions and rules to participating in decision-making.

6-3- Training:

The organization needs to make unremitting and intensive efforts to train managers and employees. The importance of training was noted, which provides the employee with comprehensive knowledge of the activities of the job that he performs. Training on empowerment leadership, training on the job and technical skills, training on communication skills and problem-solving, training on decision-making skills, training on The skills of dealing with work teams are basic requirements for accepting empowerment and for obtaining the desired results.

7-3- Staff remuneration:

When applying the system of rewards and incentives that encourage employees, each employee is involved in the work of the organization and provides the required support and is willing to take risks to improve performance.

3-8- Administrative Trust:

That is, the trust of managers in employees, given that the process of empowerment is based on trust, and this trust has several dimensions, including competence, frankness, interest, the possibility of relying on the other person, and it means focusing on giving employees powers and responsibilities and giving them freedom to perform work in their own way without direct interference from management, while providing sufficient resources, preparing appropriate work for them, and qualifying them technically and behaviorally To perform the work and have absolute confidence in them.

4- Benefits of empowering workers: -

Empowering workers brings several benefits:

- For the organization: it works to develop the way managers think, develop their creative abilities, and allow them more time to focus on strategic affairs, develop visions, formulate missions, long-term goals, and draw long-term plans.

- For departments and sections (teams): management becomes more motivated and successful and can improve the use and employment of resources and people and benefit from the areas of strength of each individual.

For workers: The benefits of empowering workers are numerous, including increasing their commitment, assuming them with new responsibilities, and providing them with what develops their capabilities and skills, as empowerment contributes to unleashing individuals to activate their knowledge and innovative capabilities, and gives them energy and the ability to work continuously.

Thus, there are many advantages and benefits that can be achieved through employee empowerment processes, as follows:

1. Increasing the demand for training and educating individuals.

2. Participation of employees in formulating and setting goals.

3. Increasing the contributions and ideas of individuals, which leads to a rise in innovative capabilities.

4. Documenting and strengthening individual relationships through team work.

5. Supporting the power granted to individuals while reducing oversight and control to achieve better productivity.

6. Increasing workers' satisfaction with their work and job.

7. Developing competence through cross-training and exchanging knowledge among superiors and subordinates

8. Reducing conflicts and disputes between management and employees.

9- The workers accept and agree to the change as long as they have participated in the decision related to it.

On the other hand, there are some obstacles that limit the effective implementation of employee empowerment that must be taken into consideration and taken into account. Among these obstacles are the following:

- Misuse of the power factors granted to workers.

- Increasing the burden and responsibility on workers who are not capable of it.

Some workers focus on their personal success and prefer it over group success.

Increasing costs incurred by the organization as a result of training and educating individuals.

Increasing the time required to perform group work and committee work.

- Individuals' interest in theoretical and formal concepts more than their interest in objectivity and effectiveness of application.

- Increased conflict and the spread of conflict between workers when performing teamwork.

- The inability of some employees to have full knowledge to make effective decisions.

- Take decisions based on personal grounds and not on logical and objective foundations and justifications.

Third: Electronic Management:

Human life has known the concept of management in its simplest form in human attempts to adapt to nature with the help of his mind, which has always been the main focal point in his dealings, leading to technology-assisted management.

One of the challenges facing the school administration in our modern era is the widespread use of electronic computers, which are based mainly on the use of information technology, which was produced by the intermarriage between computer science with communication sciences, which led to the emergence of electronic administration, which is characterized by its unprecedented management without paper without time limits. An administration without traditional buildings, as there is no need for large numbers of employees. It is an administration without traditional organizational structures, an administration without couriers or mail without archives.

1- The concept of electronic management: -

Due to the great development in the fields of information technology and the emergence of modern trends in management, institutions and organizations are racing and competing in the use of the latest innovations in the administrative field, especially with the emergence of the Internet and modern software, which prompted the administration to reduce the use of paper and the trend towards electronic management to simplify the tasks of these institutions and thus increase Productivity at work.

Electronic management is defined as: "the function of doing business by using electronic systems and means such as computers and Internet networks.

It is also known as: a new management methodology based on the assimilation and conscious use of information and communication technologies in the exercise of the basic functions of management in organizations of the era of globalization and continuous change.

It is: the ability of the organization (public or private) to provide services and exchange information by electronic means such as the Internet or any electronic communication network between it and the citizens and business organizations involved.

It is easy, easy, accurate, at the lowest cost, and in the shortest time, while ensuring the privacy and security of information at any time and anywhere.

2- The importance of electronic management: -

The importance of electronic administration stems from the importance of modern technologies on which it relies, the most important of which is the computer. In general, and in the school administration in particular, it is vital that the burdens borne by the administration in the school need such technology in order to perform its tasks with high efficiency and accuracy, especially in large schools.

The use of computers in school administration is one of the first applications that began since the computer entered the school environment. These applications include a number of services, including: personnel affairs, financial affairs, student affairs, exams, calendar, school records and

schedules, educational guidance, library management affairs, production of educational publications, daily office work, and others.

The size of the services provided by the computer to the school administration should not be underestimated, especially after special software packages for such services have been developed over a period of not less than a decade, to the extent that almost all school administrations rely entirely on the computer to complete their administrative work and cannot do without it at all. Automation affects the school and the educational administration with the many actions it provides.

3- Characteristics of electronic management: -

Electronic management presents another aspect different from the face of traditional management due to its smooth performance and rapid pace. It has become an effective tool in the hands of those who initiated the application of technology in their administrative circles, and a dream aspired by administrators who did not enjoy the transition to electronic management or applied it partially in some of their activities and were not sufficiently advanced to launch a name. electronic management of their dealings.

Some of the characteristics of electronic management can be reviewed in the following points:

- Speed: Under the electronic administration, there will be no papers that require a long time to be completed.

- Non-compliance with time and place: that is, it can be reviewed at all hours of the day, as it is not bound by a specific time in its work, as the websites of this department are available on the Internet.

Information management and retention: that is, concerned with managing files, as these files are transformed under electronic management into useful information that is used in decision-making processes.

- Flexibility: Electronic management is a flexible administration that, due to technology and its capabilities, can quickly respond to events and respond quickly.

- Confidentiality and privacy: that is, its ability to conceal and confidentiality is high, and it has anti-penetration systems, which makes access to its secrets and blocked files very difficult.

- Increasing proficiency: The electronic management as a modern mechanism in the processes of administrative development and organizational change represents a critical turning point in the form of tasks and traditional administrative activities and involves advantages, the most important of which is the immediate processing of requests, accuracy and complete clarity in achievement.

Reducing costs: If the electronic administration initially needs large financial projects in order to advance the transformation process, then adopting the model of electronic organizations after that will provide huge financial budgets.

- Simplifying procedures: Faced with the need for administrative modernization and modernization, most departments have introduced informatics to their interests and have been keen to use them optimally because of their capabilities and capabilities in meeting the needs of citizens in a simplified and rapid manner.

- Achieving transparency: full transparency within electronic organizations is the result of the presence of electronic control that ensures periodic accountability for all services provided.

   E-management is characterized by reducing expenditures in following up the various management processes and reducing decision-making obstacles by providing a database and linking it to decision-making centers and employing information technology to support and build a positive corporate culture among all employees.

The impact of electronic administration on educational administration:

   The fact that electronic management is recent and new on the administrative scene and may still be out of reach in non-existent countries, however, educational management has been greatly affected by it. At the administrative level, electronic management helps to change supervision patterns and reduce administrative levels, which increases the efficiency of

administrative, organizational and productivity processes. In creating a high degree of flexibility and response to educational needs and working to increase the efficiency of education systems by providing all the requirements of modern information technology "educational technologies" such as the Internet, computers, personal computers and television

At the level of the senior leadership, the impact of electronic management is very significant, as this leadership sits on a huge treasure of organized, standardized and specialized information that helps it to accomplish the higher administrative tasks and take important and detailed administrative decisions in addition to sound strategic and tactical planning based on accurate and sound information according to a professional scientific methodology. It also strengthens the evaluation and oversight processes. Thus, the higher educational leadership will be more creative, make fewer mistakes, and be able to make the right decisions.

Computer applications in school administration:

The computer and other advanced technology play a major role in modernizing and developing the work of the administration, as well as making changes to the administrative organizations as well.

For administrative operations, the role of the computer is evident through:

- Reducing the number of working individuals who perform routine or supervisory functions and helps to increase the strength of specialized personnel as a result of the urgent need for them.

The introduction of computers in administrative organizations is an effective tool to reduce the size and reorganization, and then work to reduce the middle administrations.

- It helps to increase communication channels, increase the speed of information flow and exchange, and help improve decision-making processes based on the abundance of available data and information.

The computer provided great services to the school administration represented in providing the information needed by the school principal in

making decisions. Among the important applications of the school administration are the following:

- Word processing applications in administration and letters, scorecards, and performance reports:

The principal of the school spends a lot of time doing a number of written and routine work, more than he spends in supervising the educational process. Therefore, the field of word processing on the computer reduces the principal's clerical work, as the principal can refer to the teachers' letters and information in less time and with great accuracy. It is not available in the traditional administration, and the school principal can save the teacher evaluation card in the computer to benefit from it in guiding the teacher, developing her performance, preparing the school plan, sending and receiving letters by e-mail, and so on.

Database applications in management:

Where the information is organized and placed in databases so that it facilitates the process of searching for information in the manager, and then he reaches constructive decisions based on reliable and recent information, as it can be developed with ease.

Applications of electronic tables in management:

To save students' grades and write monthly reports about their academic levels (in the form of graphs and clarify them), thus enabling the principal to analyze students' grades and make a comparison with previous years.

Graphics Software Applications in Management:

Which the principal can use for illustrations, school announcements, or school magazines.

Multimedia applications in management:

Through it, presentations can be presented at parents' meetings, teachers' meetings, school parties, and in-school meetings.

management email applications; It is possible through:

The exchange of messages and documents and reception from several addresses and to several addresses at the same time, and the presence of the receiving person is not required at the same time.

School Principal Practices in the Light of Electronic Management:

Among the practices of the school principal in the light of electronic management are the following:

Linking the administrative work in the school to a single network to unify the data that the school deals with in order to obtain an honest and single source of data to make sound decisions on objective grounds.

- Using e-mail to communicate with various educational agencies quickly

Using the computer in preparing various school records.

Using computer programs in designing procedural steps for job performance reports of school employees

Controlling attendance and absence processes by using the electronic time card or fingerprint to record attendance and leave, which generates a greater sense of discipline and avoids opportunities for courtesy and nepotism.

- View the teachers' preparation electronically after the teacher prepares his lessons within his personal device connected to the school's management network.

The justifications that call for the shift towards electronic management in educational institutions

There are a number of justifications and reasons that drive governments to seek electronic management applications. A group of developments worldwide - especially with the beginning of the third millennium - caused the emergence of what has become known as electronic management, which many specialists view as a modern management philosophy imposed by The digital revolution, the trends of globalization and democracy, and these factors came together to provide a number of justifications that called for the shift from traditional management to electronic management in most institutions depending on the

changes and challenges of the era, and many researchers agreed that there are many justifications that called for the shift towards electronic management in The schools can be summarized as follows:

1- The acceleration of the technological and knowledge revolution that imposed itself on various aspects of human life, including the education sector.

2- Adapting to the requirements of the environment surrounding the school, avoiding isolation, and falling behind in keeping pace with the times with its challenges, and thus striving to achieve qualitative and quantitative administrative competence appropriate to contemporary technical administrative thought.

3- Openness and integration between human societies, that openness created by the globalization of media through the technological revolution, and attempts to connect members of human society as a whole through the Internet, cyberspace, and other digital tools.

4- The shift towards e-learning, and the emergence of so-called smart schools that require computerization of all operations within these schools, including the administrative aspects.

5- Governments are subjected to constant pressure from citizens and beneficiaries in general to meet the increasing demands on educational services, due to the growing population, the desire to improve the quality of service, speed up the delivery of administrative services related to educational institutions, and get rid of red tape and bureaucracy.

6- Orientation towards employing and using technological development and relying on information technology in making administrative decisions.

7- The increasing intensity of competition between educational institutions, and the need for mechanisms for excellence within each institution that seeks to compete.

8- Responding to achieving the need for continuous communication between workers in the educational sector, with the expansion of the scope of work and the complexity of its specializations.

9- The current employment conditions that require a An applicant for administrative work in educational institutions has an understanding of modern technology and how to deal with it and adapt it to solve administrative and educational problems effectively.

10- The increase in the number of students and manpower working in the school, which necessitates the existence of an electronic system that facilitates dealing with them.

Fourth: Excellence Management

  Institutions have begun to pay attention to the concept of excellence management in order to adapt to their external environment, and thus their ability to withstand the strong and intense competition they face. As it has become important for every organization to strive for continuity, and to possess strong administrative elements and components that make it able to keep pace with the continuous development and progress in its environment, and thus continuous success and excellence.

Definition of Excellence Management:

  There are several definitions of excellence management, including:

- Those activities that make the organization distinct and superior in its performance from the rest of the competitors, by providing the necessary pivotal capabilities through the effective and distinct employment of competencies, skills, capabilities and available resources in a way that makes it superior and unique, and this is reflected in how to deal with the customer, both internal and external. And how to perform its activities and operations, and how to design and prepare its administrative and organizational policies, strategies and implementation plans in order to achieve the set goals that meet the requirements of all parties to the relationship with the organization.

- It is a management philosophy and a comprehensive management approach based on the principle of optimal utilization of the resources available to the organization in the best possible manner, with the aim of maximizing utilization of them to the maximum degree, enabling the organization to become one of the best organizations in its field of activity and in a manner that leads to adding positive benefits to all stakeholders in the organization and shareholders. internal and external customers, employees and the community.

It is the practices inherent in the management of the organization in order to achieve results based on a set of criteria, namely: focus on results, leadership and consistency of purpose, management by processes and facts, learning, creativity and continuous improvement, development and interaction of individuals, social responsibility of the institution.

- It is a philosophy in management and a comprehensive administrative approach based on the principle of good and superior investment of the institution's resources and competencies and investing them in the best possible combinations, and this is for the purpose of valuing and maximizing their utilization, which enables the institution to become one of the best institutions in the field of its activity, present and in the future, and in a way that leads to the establishment of Or add values to all stakeholders.

- A modern management method that seeks to make the educational institution distinct and effective to create a creative and competitive environment that keeps pace with the new and developed through the best utilization of its available resources and qualified personnel to reach high levels of performance and results that make it unique and reflected in its outputs and gains of satisfaction and well-being for the individual and society.

Key requirements for excellence management:

The requirements of the Department of Excellence are the main pillars that the Department of Excellence undertakes and educational institutions seek to achieve and reach them in order to reach excellence. They are among the supporting and motivating elements to obtain positive results. The Department of Excellence needs the following requirements:

1- Building an integrated strategy This integrated strategic structure expresses the main orientations of the organization and its future outlook, and includes a vision, mission, and clear and well-studied strategic objectives, based on an accurate system of strategic planning.

2- An integrated system of policies that govern and organize the work of the organization and define responsibilities, duties and powers, direct and coordinate decision-making with the participation of all employees, and achieve interdependence and integration between the elements of the organization as well as guide those in charge of performance responsibilities and the basis for decision-making.

3- Organizational structures that are flexible, agile, commensurate with performance requirements, and subject to modification and adaptation to internal and external variables. Responsibility and accountability, specifically powers and responsibilities, and an expansion of delegation and the degree of decentralization.

4- An advanced system to ensure total quality management, which includes the quality of inputs, outputs, processes, and the quality of the general climate and work environment. **5- Management with information and facts** through an integrated information system that includes mechanisms to monitor the required information, which includes information to support decisions, information to monitor the external and internal climate, information for strategic planning and preparation, and information for evaluation and follow-up of performance. The sources of this information, the means of its collection, and the rules for processing and circulation must also be identified. And updating, saving and retrieving them, and setting rules and employment mechanisms to support management in the decision-making process.

Dimensions of excellence management:

Among the most important dimensions of excellence management are the following:

1- Leadership:

   Leadership is one of the most important topics in the science of administration. Administrative leadership has become the criterion that

determines the success of any educational institution. Educational leadership is considered the essence of administrative work because it represents an important factor in the success or failure of educational administration because of its direct impact on the educational process. Management scholars have come to say that leadership is the essence of the administrative process, its beating heart, and it is the key to management, and that its importance and role stems from the fact that it plays a basic role that affects the elements of the administrative process, making management more dynamic and effective, and acting as a driving tool to achieve its goals.

2- Strategy

If the process of formulating the strategy is a difficult dynamic task, then implementing the strategy successfully represents, in fact, a more difficult and complex challenge. Because the method of addressing this challenge and translating it into a series of achievements directly determines the effort exerted previously, meaning that the failure of the administration to apply the investment Strategic management is not limited to this stage only, but means the failure of strategic management as a whole.

3- Human Resources:

Excellence in work includes achieving the goals of individuals and the goals of the organization, through the involvement of subordinates in making and making decisions, and thinking logically, based on exploiting opportunities that require initiative and focusing on the main goals and not dispersing efforts and it is necessary to create a climate supportive of excellence. Facing administrative issues with tolerance, and not trusting employees creates an environment that hinders excellence, and in return, granting freedom to working individuals and individual independence enhances and encourages initiatives that achieve organizational excellence.

Steps to achieve Excellence:

Achieving excellence faces multiple challenges and must go through the following stages:

1- Initiating an organizational culture based on directing results through the role of senior leadership in setting a clear vision and mission and strategic objectives that are well known to all and that are spread at all levels.

2- Integrate goals and objectives into the organization's activities and operations, and conduct strategic plans, action plans, and initiatives aimed at ensuring the achievement of those goals.

3- Adopting management decisions and procedures on measurements and evaluation, to follow up on progress and monitor performance.

4 - Improvement and creativity is the indicator of progress towards excellence through the application of new practices and ideas to the strategic levels, which must be shown to the employees constantly through the results achieved in order to reach the high levels.

5 - Influence, which is the result achieved from a culture based on continuous evaluation and improvement, as it shows the point of view of the internal or external customer or other contributors to society.

Characteristics and requirements of the distinguished school:

Definition of an outstanding school:

A school that is capable of automatic renewal, shows an ability to identify its problems and solve them, and guarantees growth for its students, each according to his energy and capabilities, in order to achieve the desired goals.

The Distinguished School has several characteristics:

Planning: the ability to draw annual and emergency plans that meet the needs of the school, and the art of the foundations of good planning based on defining general and specific goals, then defining activities, procedures, scheduling, success indicators, sources of support and continuous follow-up.

Organization: The structure that organizes the workers, including administrators and executives, and the proper distribution of roles among them according to their desires and competencies.

Direction: That is, the continuous work of the administration so that it accompanies the implementation of the works and the provision of feedback in a timely manner.

- Monitoring: that is, following up on the works first-hand to see the extent of their conformity with the plan set.

Requirements of an effective distinguished organization:

In order for the organization to achieve what it seeks of excellence and desire to achieve its goals and self-respect for its employees, it should follow the following:

1- Respect for employees: All employees in the organization must feel good treatment, respect and continuous appreciation for their efforts, through their participation in setting plans and goals and making decisions, listening to their opinions and discussing them with them, giving them a sense of stability and job security, encouraging them to be creative and innovative in showing their skills and abilities, and working on Develop their talents and abilities

2- Taking responsibility and providing resources: Workers want to take responsibility and give confidence, accompanied by the provision of sufficient resources at their disposal. As for detailed monitoring of workers without giving them the confidence and resources necessary for work, it will lead to their feeling of humiliation and underestimation of their minds and abilities.

3= Taking risks: Effective future organizations provide opportunities for their employees to experiment, provide opportunities and take risks in it, to enhance the sense of respect for employees and appreciation for their work and creativity.

4- Reward and recognition: Workers always want to be recognized for their efforts, because the organization's failure to recognize their efforts prevents them from presenting their work to the fullest and maximum effort, and recognition should be through the provision of an integrated system of material or moral rewards and incentives.

5- Friendly relations: There is no doubt that friendly, informal relations and mutual respect enhance the authority of management and do not weaken it, as traditionalists believe, and the work environment in which friendly relations and respect prevail is the positive environment in which the ability to achieve goals is enhanced; Because this will raise the morale of the workers, and lead to more creativity and efficient performance

6- Practicing behavior and setting an example: The behavior of managers reflects the true values upon which the organization is based. Because the employees tend to imitate the behavior of their managers, so if there is a discrepancy between the behavior of the managers and their words, this will negatively affect the morale of the workers and their practices of their work, which is reflected in the efficiency of their performance and thus the results that the organization will achieve.

7- The ability to renew and learn: Organizations must provide a work environment in which employees constantly have new experiences, and the culture of learning and renewal is rooted in such a way that the employee gains new experiences constantly so that his years of life do not become mere aging in time without acquiring new experiences, and this situation is not appropriate. With organizations that seek excellence and will not find a place for them in the future business world.

Characteristics and skills of the distinguished school principal:

The distinguished manager is the one who leads the administration with love. Management with love means the manager's love for his employees, his trust in them, his defense for them and his protection for them in places of fear. Management in general is to achieve the maximum possible with the least possible, and through leaders, managers, individuals and employees and through means of communication and guidance that connects the president and subordinates. Its focus is to make appropriate decisions to achieve the best desired.

The personal characteristics and basic skills of the distinguished manager:

Among the most important personal characteristics and basic skills that an excellent manager must possess are the following:

1- Emotional flexibility: The distinguished manager needs to be flexible enough to enable him to deal with all situations, control himself and his emotions, and tolerate to a certain extent.

2- The tendency to respond positively to events: Excellent managers respond positively to events, create them and take responsibility.

3- Creativity and innovation: The distinguished manager has the ability to find a new and innovative way to respond to different situations in an unconventional way.

4- Quickness of intuition: the distinguished manager has the ability to act quickly in the face of problems, to think of several solutions at once, and to see entire situations quickly.

5- The ability to teach: Excellent managers are constantly trying to teach, searching for sources of information themselves, and linking important ideas with short ideas quickly.

6- Personal information: The distinguished manager has general personal and cultural information to be able to deal with those around him and form his attitudes and beliefs.

7- Constant sensitivity to events: The distinguished manager is the one who is sensitive to events, aware of them, able to agree with them, and able to be open to realizing the material and moral realities of individuals.

8- Analyzing and solving problems, judging matters and making decisions: The distinguished manager is the one who possesses fair judgment on matters, and has intuition and intuition with which he can find a balance between moral feelings and material facts.

9- Dealing with others: The distinguished manager can practice the skills of dealing with others, such as: the ability to communicate effectively and delegate, resolve conflicts, and win over and guide individuals.

10- Construction: since the framework and structure in which we work always contains a set of standards, borders and broad lines, and the manager is the one who knows how to work within the framework of this construction without letting it collide or affect the process or the project and understand

this structure well so that he can Leading others to perform work effectively within existing standards.

Administrative challenges facing school management excellence

The administrative challenges facing institutional excellence in education departments are many and varied. The most important of these challenges will be addressed in some detail as follows:

First: Weak support from senior management: management considers a system of components, information, legislation, and human resources; Therefore, the application of management in a good manner requires many integrated components. Therefore, providing support from senior management is important and necessary for employees. So that they can do their work in the best way, which leads to interdependence between employees and senior management, follow-up and management of resources at all levels, and provide information and data immediately to the employees of the organization, which leads to reducing the obstacles to decision-making. Therefore, senior management must know that institutional excellence is the basis for preserving the institution's reputation and preserving its components, and that the lack of support provided by senior management greatly affects the achievement of institutional excellence.

Second: Weak internal control by the enterprise: Internal control is one of the best ways to avoid deficiencies in the enterprise, and at the same time it is an important driver of performance in all information activities. An enterprise that has an effective system of internal control can face risks, which adds Value to the organization and to maintain it. In many cases, successful organizations know how to seize opportunities and take advantage of them, how to confront threats and how to deal with them, through the effective application of control methods.

Third: Confusion between personal and practical uses: The employee mixing between work and personal uses may cause many problems, and the inability to focus more at work, due to the presence of external influences, affecting him and his work within the institution. At this point, organizations must inform their employees from their first day not to enter details of their

personal lives or private information in their jobs, and to clarify that what is available to them of certain devices or features within their work are for job-related uses, and it is preferable that they not be used for personal purposes.

Fourth: Lack of well-trained and qualified information security cadres: The lack of trained and qualified information security cadres is one of the most important challenges facing governmental and private institutions and agencies in society. Experience in dealing with information security The best way is to invest in information security services,

Fifth: Lack of awareness of the importance of information security: Institutions should contribute to enhancing the awareness of their employees about information security, by enrolling them in some training workshops or giving them an idea about the importance of data protection, how to maintain the confidentiality of information, and methods of securing that information.

Chapter six

Organizational learning concept and characteristics

First: the concept of organizational learning

Organizational learning is one of the modern administrative concepts that focus on science, learning and dissemination of knowledge, as a result of the scientific, informational, technical and software revolutions, and the adoption of the means and activities leading to knowledge, whether human or technical. To a large extent, achieving overall prosperity and achieving social welfare, in light of an open world in which information and communication technology has become an indispensable means for transferring knowledge, which has become the cornerstone and the important criterion in determining competitiveness.

Within this context, the educational system emerges as an engine for bringing about a radical change and a real revolution in the way of thinking, starting from the family and the school and ending with research centers and universities, so that knowledge and the means that support its acquisition and preservation become the basis of the educational system.

Of course, this requires educational programs that contribute to providing an appropriate educational climate that is capable of producing knowledge, rather than consuming it, as is common now in many educational institutions, where students are overwhelmed with a huge amount of information instead of developing intellectual abilities, as if they seek to kill the spirit of creativity and thinking. Which constitutes the most important cornerstone in the knowledge production process.

Many terms that were not familiar before appeared in modern administrative and organizational thought, and most of them focus on science, learning, knowledge and empowerment, due to the scientific, informational, technical and software revolutions and the use of modern communication networks that have brought distances closer and made the universe a small village. Thus, an era of rapid change and development makes it imperative for organizations of all kinds to be aware of all developments, if they want themselves to survive and grow, and organizations must also contribute to the generation and employment of knowledge, if they want to be distinguished.

Organizational learning is the process by which mistakes are discovered and corrected. Organizational learning is defined as the use of acquired information and knowledge to change behavioral patterns. As defined by Fayol (1980) as the process leading to the improvement of work through better knowledge and better understanding, and he thus recommends the employment of knowledge and interest in learning.

Organizational learning is defined as the growing awareness of organizational problems and success in identifying and treating these problems by individuals working in organizations, which is reflected in the elements and outputs of the organization itself. This vision generally includes two important basic elements: awareness of the problems associated with the level of knowledge existing in the organization, and the outputs resulting from this awareness and based on the procedures taken by the organization in dealing with these problems.

Organizational learning can be defined as: the continuous life cycle of the organization, and the common and planned vision for the advancement and survival of the organization in the presence of the organizational community, through organized effort and growing awareness, emanating from the knowledge and experience of the organization's leadership and its competitive culture, and its strategy resulting in bringing about continuous change, through Constantly monitoring the updated information in its memory, benefiting from its expertise and experience, and solving its problems to bring it and its personnel to the level that guarantees the achievement of its policy or its future administrative goals, while achieving the highest degree of efficiency and competition, making sound decisions, and improving organizational performance.

Hence, organizational learning can be defined as the process, or the set of operations and activities through which the organization seeks to improve its overall capabilities, develop itself, activate its relations with its environment and adapt to it, whether external or internal, and mobilize workers, to be more enthusiastic and motivated to pursue knowledge and employ it in the organization; To bring about continuous development and achieve efficiency and effectiveness.

Importance of Organizational Learning:

The benefit envisaged from paying attention to organizational learning by administrative organizations appears through focusing efforts, recognizing its feasibility and the achievement of the employees working under its banner. With the skill of finding knowledge or obtaining it and exchanging it with all its employees, which contribute to a degree

Effective in showing the evaluation data for these basic aspects within the administrative organization.

There are a group of factors that have led to an increase in organizations' interest in the organizational learning process, including:

1 - The shift in the relative importance of factors of production from physical capital to intellectual capital.

2 - The growing conviction that knowledge is the main source for achieving competitive advantages.

3 - Increasing the speed of change in the environment surrounding the organizations.

4 - Increasing the feeling of dissatisfaction of managers and employees with the traditional model of management, which is based on issuing orders and direct monitoring of performance.

5 - Increasing competition in the international business environment.

6 - The need for business projects to know the growing and changing needs of customers and meet them.

The learning process is repeated and takes the form of a continuous cycle, starting with obtaining feedback on the results that have been made

To achieve them, and in the event that there is a gap between the planned and achieved results, the organization identifies the reasons leading to the existence of the gap and takes corrective decisions. Investigation and experience are used to develop new plans

and applying them, and obtaining feedback on the results achieved, in the form of a continuous cycle. This process leads to increased knowledge of the organization's conditions and environment, and the modification of behaviors to reach an appropriate agreement between expectations and results, so that the learning that results from research and investigation becomes a solid part in the minds of individuals.

It reflects their vision of how to deal with the problems of the organization and its environment.

Characteristics of Organizational Learning:

Organizational learning is characterized by a number of characteristics, most notably

- Continuous learning for employees, through the acquisition of many skills and knowledge that enable workers and employees to

Evaluating the roles and tasks of others, in addition to performing other roles and tasks outside the scope of their work and specialization.

- Developing social interaction and communication skills among employees, by providing an atmosphere of trust and participation

ideas among employees.

Encouraging free thinking and finding new solutions to problems by employees.

- The existence of a common vision among the members of the organization in defining its goal and future.

Organizational learning is a process that includes many sub-processes represented in acquiring information, storing it in the memory of the organization, and then interpreting it, in order to benefit from it in solving current and future problems. It is a process that occurs automatically as part of the activity and culture of the organization, and individuals do not consider it something added to their daily work.

Learning is the result of experience and internal experiences of the organization.

The organizational learning process cannot achieve the desired results without the support of the organization's leadership, which must

Set an example for others in behavior and behaviour.

Pillars and components of learning in the organization:

There are four pillars of learning in the organization:

Organizational learning

Organizations learn through continuous improvement. This process aims to invest the expertise and experience of the organization, and monitor the information resulting from these experiences and experiences in the memory of the organization, and then review it from time to time. to benefit from it in solving the problems it faces.

2- Work learning

It is done by providing working individuals with new information and methods about the nature of their work and changing their behavior. Because the efficiency of the organization and its ability is measured in the competence of the individuals working in it. This is done by putting forward general plans and programs through which it seeks to improve the ability and skill of individuals to carry out their future work, while training is part of development plans, tending to develop specialized programs to carry out specific actions with the aim of improving the ability of individuals, and bringing about a change in their behavior to carry out immediate actions, or that assigned to them in the near future within the objectives of the single organization.

3- Structure Learning

Learning the structure is seen as a means to achieve the goals and objectives that the organization desires, and it represents the practical framework that defines the form of the relationship between the task and the authority, as it is the standard model for organizational construction and operations. It is also the body of the organization in which the formal rules and relations of individuals and groups, units and sub-systems exist.

4- Climate Learning

Organizational or administrative development is the path of organizational learning, as it is believed that organizational development is a term that includes a mixture of activities such as: - planned change, intervention with the intent of renewal and modernization, and building democratic and human administrative values in order to develop administrative activities and conditions of workers.

The most important elements of organizational learning in the organization can be identified as follows:

1 - Organizational Structure: This includes the channels of flow of authority, the characteristics of the organizational structure including departments, sections and branches, job descriptions and committees...etc. What is related to learning is the number of hierarchical administrative levels of the organization. The higher the number of administrative levels in the

organization, the more this is at the expense of the independence, powers and influence of the workers. It is also possible to mention here the relationship between the organizational structure and the culture of the organization and the convictions of its management, with regard to the administrative and leadership style, and the degree of adoption of the commanding and authoritarian style.

The success of organizational learning efforts in an organization with a deep hierarchical organization requires important procedures and restructuring, if the organization's management desires to transform its environment and culture into a collaborative teamwork method instead of the commanding traditional method, and seeks to make this a success.

2- Administrative Style: After defining the organizational structure, it is necessary to evaluate the method of managing employees, i.e. evaluating the method of supervision at each of the administrative levels (what is the prevailing administrative style and what is required), as well as defining the scope of supervision required. The wide scope of supervision means less direct supervision of each subordinate, which leads to a kind of autonomy for them, and vice versa, autonomy in turn leads to organizational learning.

3- Worker's record: It is also necessary to study and analyze the characteristics of working individuals, in terms of the extent of their tasks, their actual and required educational capabilities, their diversity, and their interaction with other workers and with their superiors. The more individuals are allowed to diversify, the greater their sense of prestige at work, and on the other hand, the more

The work environment is more formal, the more formal the character, which will stifle the sense of the importance of work and the individual's place in the organization, and this will also lead to a lower level of organizational learning. In addition, the large gap in education between management and employees constitutes an obstacle to the employees' sense of personal competence. In young organizations with high specialization, the appropriate environment is available for the success of organizational learning programs.

4 - Informal power and influence: Informal power and influence can be anything that may result from the influence of the movement of federations, trade unions, or the veterans of the organization. In terms of the span of supervision effect, workers with a somewhat broader span of supervision have a greater degree of autonomy and thus have a form of informal learning.

There is some kind of informal source of power. It is important to distinguish these sources of power in order not to collide with them in the process of organizational learning. The best way to discover sources of informal strength is to observe what people do on a daily basis, who they interact with, and what the interaction is like. And study the conditions of workers during periods of rest, lunch, and periods outside work, and observe how they are socially organized.

5 - Organizational culture: In addition to what was mentioned in many of the previous steps, which include good indicators of what the culture of the organization is, there are other factors that can be included to evaluate the culture of the organization, such as: - the history of the organization, the mission of the organization, what it provides to the public, how it is provided, in addition to stability The organization's finances, advancement opportunities and reward programs, incentives in the organization, morale...etc. The main thing in this step is to note the assumptions that are reflected in the daily work of the organization, which in turn shows the extent to which the organization is open to supporting and promoting organizational learning, and how it is able to maintain it.

6 - Flow of information: it means how communications work in the organization, and is there a channel for communications from top to bottom. Or is it horizontal between departments and sections? Are new ideas freely encouraged? Are users constantly informed of good and not-so-good developments in the organisation? An organization that has strict limitations, monotony, and secrecy in disseminating information will have limited information among its members, and this leads to a limitation of the effectiveness of organizational learning. vice versa.

7- Individuals' assessment: The employees' assessment can be formal or informal. The assessment deals with how they interact with others, the

flexibility of the managers and their attitudes towards their subordinates outside and within the scope of their supervision, how the employees feel about the treatment of their superiors, the degree of trust in the incentives of their superiors, and the employees' attitude towards their work. Do they work by desire or as a result of orders, and how do they feel in case of success or failure, etc.

Benefits of organizational learning:

The benefits to the individual of organizational learning can be identified as follows:

1. The individual gains self-confidence and the ability to work without relying on others.

2. Strengthening the individual's self-respect and the respect of others.

3. The individual's acquisition of new experiences that qualify him to advance and assume greater responsibilities.

4. The individual gains flexibility in his working life.

5. The individual acquires the qualities that qualify him to occupy leadership positions, and training represents a great field for the practice of human relations.

6. Developing the behavioral aspects of the individual, and working to make him fit to work within the larger group.

7. Raising the morale of the individual as a result of providing him with various experiences that open the doors of the future for him.

8- It leads to an increase in the performance efficiency of the working individuals, which is reflected in the productivity level of the organization.

9 - It works to develop knowledge and information, and increase the skills and capabilities of working individuals, enabling them to carry out their job duties effectively.

10- It leads to introducing the organization, solving its work problems, and making the best use of available resources, through improving productivity and reducing costs, while maintaining quality.

11 - It works on the self-development of individuals and achieving their interests, by acquiring higher job grades, obtaining respect and appreciation from others, and their sense of self-confidence.

12- It also works to provide society with competencies, administrative leaders, and skilled workers who are able to compete in the labor market at home and abroad.

13- It helps working individuals to keep abreast of all that is new, with the aim of providing them with modern technologies to perform their work.

There are five basic rules that should be available in the culture of any organization, if it wants to achieve the maximum degree of learning process, and these rules are:

First: Personal ingenuity: It requires individuals working in the organization to clarify their values and goals as individuals, and to work diligently towards achieving the highest aspirations for themselves and their organizations in which they work, based on these values and goals.

Second: Ways of thinking: This rule requires us to define and review our ways of thinking, which are related to our personal assumptions about how things are going around us, and on the basis of which we make our decisions in our daily work. To get out of that with new methods of thinking commensurate with the current circumstances of the organization.

Third: the joint vision: it is the basis through which the future goals of the individuals working in the organization are clarified, so that these goals represent a joint plan of action on the basis of which the organization can be transferred from the current situation to the aspired situation in the future.

Fourth: Collective learning: Since work teams today represent the basic units of production in modern organizations, a plan for collective learning must be developed based on dialogue, in order to reduce errors and losses resulting from individual work in daily organizational operations.

Fifth: Thinking Systems: Where this rule refers to the broad models and frameworks to which our behavior belongs, these frameworks help us understand and assimilate the problems around us, and find appropriate solutions to them, by looking at the system in which we work comprehensively instead of focusing on an isolated part. from this system

Relationship of organizational learning with human resource performance:

Organizational learning contributes to human resources acquiring a set of skills, which can be identified as follows:

Access to information: vision, experience, expert opinions.

Communication effectiveness: through training on the use of modern communication techniques and official communication methods and methods

and informal.

- Clarity of thinking: it means exceptional logic, mathematics, and frameworks Scientific t to solve and analyze problems creatively.

- Understanding the internal environment: Where learning enables human resources to understand the institution's mission and purpose, in addition to its strategic objectives, policies, and work rules and systems.

Understanding the external community: It is represented in understanding the economic and technological changes and contemporary global issues.

Organizational learning works to provide all the requirements that make human resources able to acquire knowledge continuously and enable them to benefit from it to improve their performance.

Enabling human resources to interact with the abundant information, the continuous processes of change and the tremendous technical progress

Their role is not limited to imparting knowledge only, but goes beyond it to interacting with it and exploiting it to raise the level of performance of human resources.

- Organizational learning contributes to providing the human resource with the necessary skills, which leads to a high level of confidence in it.

- Organizational learning helps to modify the behavior of the human resource and increase its ability to address problems encountered during work.

Through organizational learning, the human resource acquires new knowledge and skills that enable it to introduce new innovations.

Organizational learning contributes to providing workers with the necessary resources and technologies that help them access channels

Contact and obtain appropriate information.

Organizational learning increases the ability of human resources to achieve goals.

- It also prepares human resources for the inevitable change that results from goals and work methods.

- Teaching the human resource how to understand new things and realize their content, and to avoid fear of them and not to resist them

Converse challenge it.

- Teaching the human resource how to deal with situations according to the surrounding circumstances, as the individual knows how to convey these

situations and circumstances to his mind correctly.

Organizational learning works to provide all the requirements that make human resources able to acquire knowledge continuously and enable them to benefit from it to improve their performance.