Recycling program
(Managing Innovation and Change)



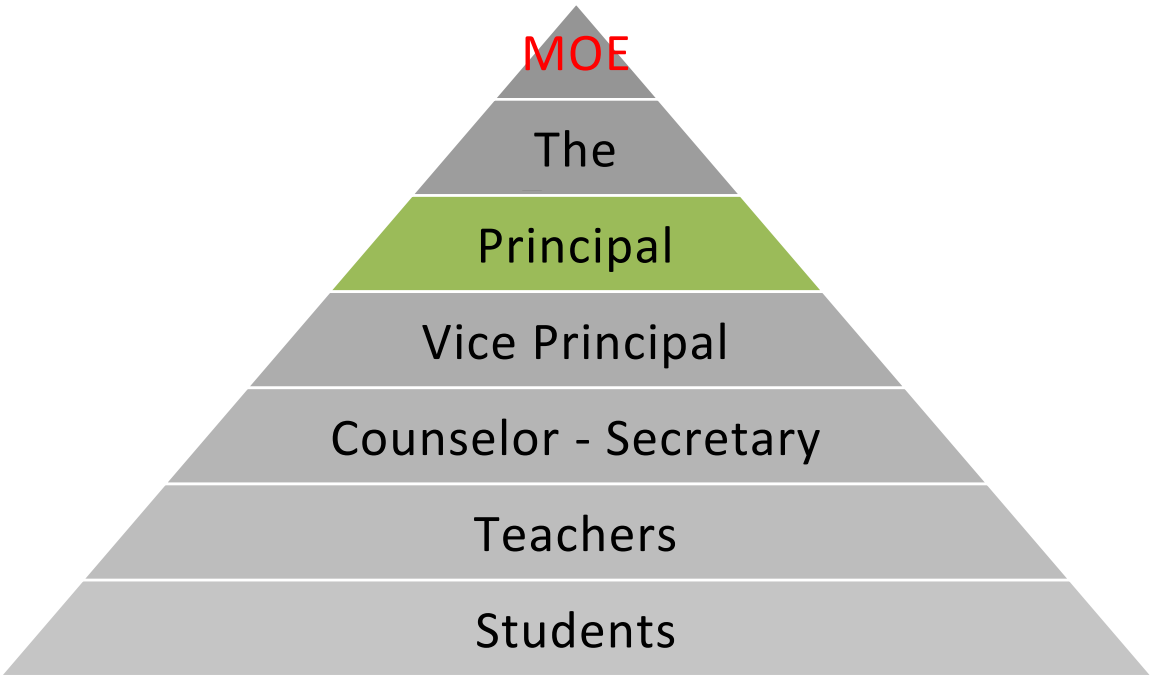
Sara Ali – Amna Abdullah

Introduction

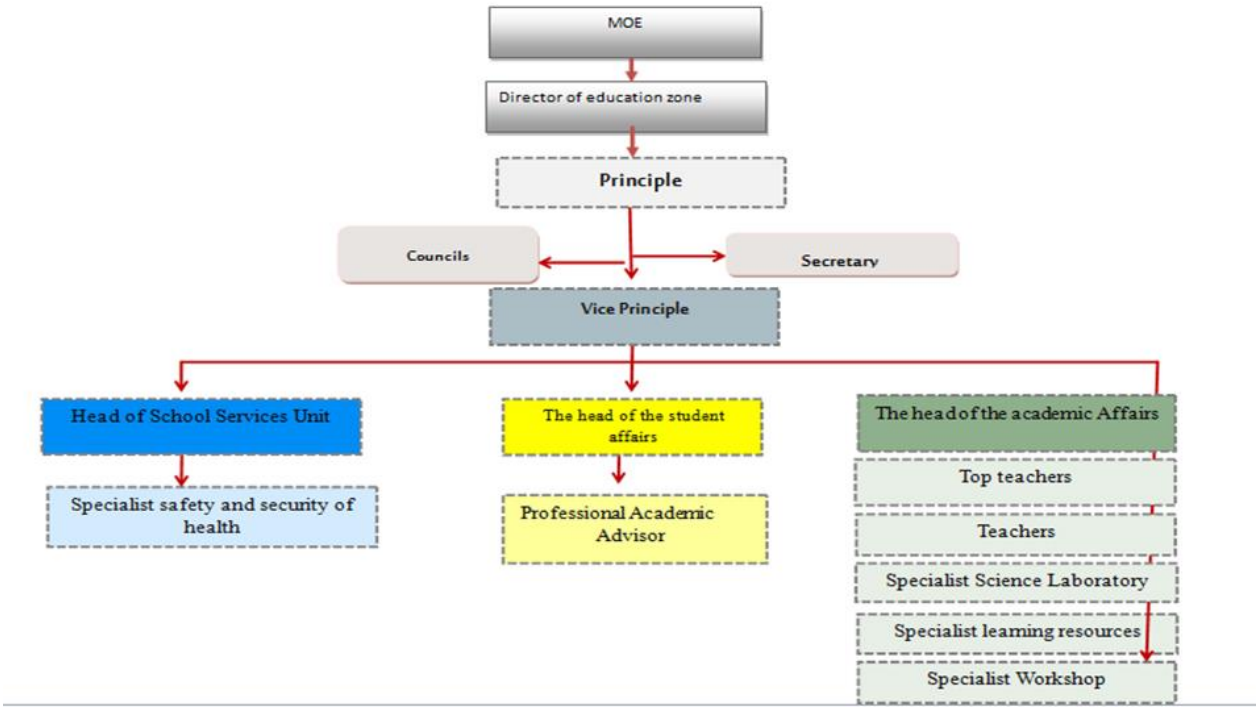
School Background:

This assignment was situated in a local government preparatory school which is Al Saada Primary school located in Hor Al Anz in Dubai. It is Ancient school and got many awards in Education. The principal is Rafeea Salem. The total number of teachers is 22. In this school the number of students very few compared with other schools which is around 248 students. The ICT is Alya Al Habsi. She had been in school 3 years and she is ICT coordinator and ICT teacher. The ICT room includes modern HP computers, whiteboard, projector, speakers, Printer, and Data Show. The school has different facility such as cinema room, Art room, Music, talents room, library, and sciences lab.

Organizational Structure:



The stakeholder is who may be affected by or has an effect on an effort. (Rabinowitz, 2015) The graph above shows the hierarchy of the stakeholders that is included in the school. All members in the school have a good relationship, great team work and collaborators most of the time.



On the other hand, the ministry of Education sets functional divisions in schools independent on the number of students in each school. The figure above illustrates the School structure for 400 students which are in al Saada School. The structure includes the principle, vice principle, counsels, and the head of the Academic Affairs, Students affairs and school services. Each of them is responsible about their task inside and outside school. Moreover, each head is responsible for other staff in the school: for instance, the head of the Academic Affairs is answerable to the teachers.

Management Model

Al saadah school is using a mixed management model. The first management model is bureaucratic model, the school principal and teachers should follow the ministry of education rules and curriculum. For example, when the ministry of education changes the curriculum of any subject, the school principal should make sure that the teachers applied the changes in the curriculum. The second management model is collegial model, the principle set rules in the school and ideas to improve the school but she discussed it with the teachers and different school staffs are involved in decision making. For example, in the teachers meeting, the principal discuss about new events and rules but she listen and accept teacher's suggestions and apply the effective and useful suggestions.

The principal is an effective manager who plays an important role to develop the school. For instance, she is an open-minded because she listens to school staff opinions and suggestions. She has a strong vision and goals. In addition, she is confident because she not afraid to take decisions in the school and achieve her goals. She seeks to develop the school by including educational clubs for students such as talents club.

Power/Authority

Most of the power in the school is held by the school principal. She is applying positional power considered as legitimate; the school staff must not take any decision without the permission of the principle. For example, the ICT teacher asked the principal to use data show in the school morning assembly and took her permeation. Also teachers must talk with the principle and inform her before being absent. So, we will directly discuss our change invitation project with the principle because she has the power to develop or change the school. It is important to find out who have the power in the school in order to get enough support and encouragement.

Based on our observation, we noticed that the vice principal of the school has more power and authority after the principal. She helps teachers to improve and develop the school through contacting with the administration and teachers. In addition, the vice principal participates and supervises the school activities and help the principle. Moreover, the ICT teacher has strong power as well because she work as coordinator of IT in the school which make her important to do jobs related to IT and solve technical issues.

Change Proposal (Description)



Our change proposal will focus to let the school staff and students contribute in recycling papers, plastic bottles and cans at Al Saadah School. The school provided waste bins in different areas at the school which contributes to keeping the school clean. However, the waste bins include mixed wastes (all trash is together) which makes it difficult to be recycled because it needs to be sorted. In addition, teachers do discuss recycling in some subjects such as science but the school is not providing classes or a program to encourage recycling. So we will organize a program with detailed information and guidelines as well as provide different boxes in open spaces and classrooms to recycle materials. (Appendix 1).



We choose to do recycling program in the school because the school is a big environment where people can contribute in recycling. In addition, we want to spread awareness about the importance of recycling. Further, we are eager to contribute in preserving the environment and live in healthy lifestyle. Moreover, we are interested to reduce school trash and use it in beneficial way. Furthermore, we are eager to let students learn by doing because it is the best way to make them practice recycling and understand it.

The definition of recycling

Recycling is a method used to collect and process materials that would otherwise be thrown away as garbage. In recycling the trash turned into new and useful products that benefit the communities and environment (Recycling Basics, 2016).

Benefits of recycling

Recycling reduces the amount of waste sent to landfills and incinerators. Further, it decreases wastes that sent to landfills and incinerators. Recycling preserves natural resources such as timber, water, and minerals. In addition, it decreases the need to collect new raw materials which helps to prevent pollution. Recycling protects energy and decreases greenhouse gas emissions that contributes to global climate change (Recycling Basics, 2016).

There are many positive effects of our recycling program. The school staff and students will contribute in making the environment of the country better. It will be a remarkable achievement for Al Saadah to start recycling. In addition, this will decrease the money spent by the school on waste disposal. Making school staff and students contribute in recycling program. Recycle by res-using much of the papers and bottles in the school. Additionally, educate school staff and students about recycling. Most importantly, create a positive habit that becomes part of the school culture so staff and students will recycle anywhere and anytime. In the future, this will ultimately create a generation of people who are recycling.

Detailed description

Timing	Action	Staffing	Resources	Output
Week 1 **1-5 days**	Give **three recycling small boxes** for each teacher to put it in her class. The first box labeled as papers, the second one is bottles and the third one is cons. The boxed will be collected from Dubai Municipality	▪ Teachers ▪ Students	Small boxes	Distribute three labeled boxes to other school staff to put it in their offices. Distribute the three boxes in other school facilities such as library, cafeteria, cinema room and talent room.

Week 2 **Day 1-5**	Use waste **bins that already in the school by putting them together** as three in some corners of the school with labels. One waste bin for papers, the second one for bottles and the third one for cons.	▪ Cleaners ▪ Concierge ▪ Bus drivers of the school	Waste bins	It will be better if it is near to the classes in order to empty the small recycling boxes of the classroom easily in the waste bins. Keep the rest of the waste bins in their places for other type of wastes.
Week 3 **Day 1-5**	Stick posters as labels such as papers waste bin on the waste bins	▪ Teachers ▪ Students	Posters	Print the posters to be ready to stick it Ask different school staff to particibate in printing

Week 4 (Preparation for the morning assembly will be in day 1 - 2). Presenting the assembly will be in day 3)	Let students do **morning assembly** about recycling; inform everyone about the recycling program and purposes of it. Teachers can collaborate to train students and organize the assembly. Do activity about recycling by asking different students to put the papers, plastic bottles in correct box or waste bin. This will let students practice the recycling.	▪ Teachers ▪ Students	▪ Microphone ▪ Small recycling boxes	▪ Make sure that the Microphone works well and train students effectively. ▪ Choose specific time. ▪ Plan, write and collect information that will be discussed in the morning assembly.

Week 5 (Creating the PowerPoint will be in day 1. Presenting the PowerPoint will be in day 2-5)	Create **PowerPoint** and presented to guide school staff and students about the recycling program that will be held in the school.	▪ Sara and Amna will create the PowerPoint. ▪ Any teacher can volunteer to present the PowerPoint; we will explain the contents of the PowerPoint to them.	▪ Computer ▪ PowerPoint software	PowerPoint should be clear and attractive.
Week 6	**Let Dubai municipality make workshop** in the school about recycling.	Employees in Dubai municipality who work in providing recycling workshops	▪ PowerPoint ▪ Papers and bottles that been used ▪ Coloring pens	Choose a big classroom to make the workshop there. Contact with Dubai municipality to decide in which day they will do the workshop
Week 7 (Creating the PowerPoint will be in day 1-2 and sharing it will be in day 3)	**Create PowerPoint for parents** about the recycling program, benefits and purposes of it. Following share it with the parents in the CIS website of al Saadah school in order to inform them about what happen in the school, learn about recycling and encourage their children to recycle.	Amna and Sara	▪ Computer ▪ PowerPoint	PowerPoint should be clear and attractive.
Week 8 **Day 1-5**	**Stick posters** in different areas of the school to explain how school staff and student can use	▪ Teachers ▪ Students ▪ Sara and Amna	Posters	Create clear, creative and attractive posters

	the recycling boxes in the classes and the waste bins in different corners at the school. Additionally, identify the importance of recycling.			
Week 9-10 **Day 1-5**	Use one of the empty classes in school and named it as recycle classroom. **Ask students to recycle papers, bottles** by creating useful things in the free classes. For example, write or draw in papers that has clean back page.	Students	▪ Papers and bottles that been used ▪ Coloring pens ▪ Glue ▪ Watercolor	We will label any empty class as recycle classroom We will put resources such as colored pens, glues and colors.
Once after two weeks in day 5 (starting from week 5)	Ask **recycling department in** Dubai municipality to collect the trash	Dubai municipality Employees who work in this job	Track to collect the trash	Contact Dubai municipality for reservation

The table above demonstrates the steps of conducting change about recycling program in the school. It includes detailed description of the steps, participants, resources needed and outputs. Before week 1 we will discuss our change proposal with the principle and order the small recycling boxes from Dubai Municipality. In addition, we will inform teachers and school staff about the recycling program by sending email to them or it can be discussed by the principle in the teachers meeting. Further, we will make sure that we follow the detailed planning in order to make the change during the chosen period.

Analysis of Change Proposal

There will be no issues in the bureaucratic model because the ministry of education and principle accept to implement the recycling program and change the school to be better and develop. However, in the collegial model, we noticed that al saadah school have cooperative school staff; they help each other and share ideas especially in the teacher's meeting.

When implementing this change, I'm anticipating having some complex barriers that will face our change proposal. The principal will need to raise the idea to the other staff and teachers; however, they may not accept it because of the inventory of curriculum and the lack of time. Their periods are limited so they don't have time in the period to teach them about recycling. To combat this problem, our thought is to do compulsory classes in recycling in extra periods and during free time. Additionally, some school staff may not help us in the recycling program because they may be so busy during the school time doing their school duties. We will solve problem by using our personal power. For example, we will use our organization skills by giving them duties that suits them in order to not pressure her. We will minimize the amount of work for the teachers.

Further, some school staff may not communicate with us because they still don't know us we. So we will solve the issue using more personal power. For example, we will use our social skills to build good relationship with all school staff, share our achievements in schools and companies, discuss clearly what will happen and show them the detailed planning for the recycling program. Moreover, some school staff and students do not have experience with creative recycling so they may feel uninterested. We will solve this issue by providing workshops, morning assembly and present PowerPoint about the recycling program.

In addition to this, perhaps cleaners will find it difficult to divide the trash around school and not follow the recycling program. For example, they may not throw the papers in the right waste bins and boxes. We can solve the issue by letting the principal use her positional power in order to convince the cleaners to participate in the recycling program and follow the instructions. Lastly, printing posters may cost some money, some school staff may not participate in printing. We can solve the issue by letting the vice principal use her expertise power to let each teacher participates in printing the posters.

In conclusion, when enacting change we have learned the importance of planning before starting any project because it will protect us from making mistakes. In addition, we have learned the importance of knowing the type of the management model and power in the school in order to know how they will support our project and avoid conflicts. It is true that we are responsible of the recycling program but each school staff and students is playing an essential role to make the recycling program succeed so we should take them in consideration. Furthermore, in order to enact our proposal, we have to focus on earlier stages to teach staff and students about recycling to build sustainable communities in future generations.

Appendix 1

Example for implementing recycling waste bins in the school

Before



After







References:

- Rabinowitz, P. (2015). Section 8. Identifying and Analyzing Stakeholders and Their Interests. Retrieved March 13, 2016, from http://ctb.ku.edu/en/table-of-contents/participation/encouraging-involvement/identify-stakeholders/main
- Recycling Basics. (2016, February 25). The epa website. Retrieved March 13, 2016, from https://www.epa.gov/recycle/recycling-basics

ASSESSMENT DESCRIPTION

Assessment Details	
Course Code:	EDU 4103
Course Name:	Managing Innovation and Change
Course Teacher:	Dean Vanvelzer
Task Title:	Final Essay – A school situation report and change proposal based on the teaching practice experience.
Task Description:	You will need to submit a document which includes the following parts: • **A description of the school context in which you are working including details of the organisational and management structures** • **A proposal for a specific school-wide OR classroom-based change**
Special Instructions:	The report should include the following sub-sections: • A description of the school context including organizational and management structures. • A brief overview of the proposed change including a justification of the proposal. • A clear and detailed description of the proposal including the suggested change, timelines, resources, staffing and desired outputs/ results. • The identification of the most appropriate model of management for this proposal and a justification for this. • An analysis of the complex power dynamics involved. • A breakdown of potential challenges and how you suggest these be addressed. • Change related vocabulary should be included where appropriate. It is important to ensure English is of a high standard and students are strongly encouraged to proof-read their work carefully.
Weighting:	40%
Duration/Word Limit:	1800 words
Due Date:	Sunday November 22nd (Week 14)
Grading/Marking Criteria: (*to be determined by the teacher using the attached criteria matrix*)	Your grade will be determined using the relevant criteria from the attached rubric.

Late Penalty:	Unless special circumstances are agreed with the course teacher regarding late submission, work submitted 1 working day late will be deducted 10%, 2 days late 20%, 3 days late 30% and any work submitted more than 3 days late will get a zero mark.
Academic Honesty:	Breaches of Academic Honesty will be treated with the utmost seriousness. You are reminded the penalties for cheating or plagiarism include dismissal from the HCT. (for more information please refer to *Academic and Student Regulations*, *HCT Academic Honesty Policy*, *Student Handbook*)

HCT Graduate Outcomes Addressed		
1.	Communication and Information Literacy	x
2.	Critical and Creative Thinking	x
3.	Global Awareness and Citizenship	☐
4.	Technological Literacy	☐
5.	Self-Management and Independent Learning	x
6.	Teamwork and Leadership	☐
7.	Vocational Competencies	x
8.	Mathematical Literacy	☐

كلّيات التقنية العليا
HIGHER COLLEGES OF TECHNOLOGY

ASSESSMENT COVER PAGE

Course Name:	Managing Innovation and Change	**Course Code:**	EDU 4103
Instructor Name:			
Task Title:	**Final Essay – A school situation report and change proposal based on the teaching practice experience.**		
Due Date:		**Date Submitted:**	

Student Name:			
Student ID:	Sara Ali – Amna Abdullah	**Section:**	

Late Penalty:

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(for more information please refer to *Academic and Student Regulations*, *HCT Academic Honesty Policy*, *Student Handbook*)

Student Declaration:

This assignment is entirely my own work except where I have duly acknowledged other sources in the text and listed those sources at the end of the assignment. I have not previously submitted this work to the HCT. I understand that I may be orally examined on my submission.

GRADING/MARKING RUBRIC

GRADING/MARKING CRITERIA	ACHIEVEMENT INDICATORS					
	F		D	C	B	A
	Achievement that does not meet requirements		*Achievement that minimally meets the course requirements*	*Achievement that satisfactorily meets the course requirements*	*Achievement that is significantly above the course requirements*	*Achievement that is outstanding relative to the course requirements*
	Significantly below course requirements	*Below course requirements*				
GENERAL CRITERIA (1-10)						
Explanation, description, and/or justification (30%) Logical reasoning, supported back up and critical thinking: compare and contrast	Explanation and reasoning is wholly lacking. May demonstrate a total misunderstanding of the task.	Explanation and reasoning is not easily discernible, complete or logical. Main points lack support.	Some explanation and reasoning is discernible, though not always complete and/or logical in places. Key points may be significantly lacking in support.	Explanation and reasoning is generally well-formed, complete and logical. Most main points are backed-up, though not always with sufficient supporting evidence and examples, as required.	All explanation reasoning is fully-formed, complete and wholly logical. Most main points are backed-up with sufficient supporting evidence and examples, as required.	All explanation and reasoning is fully-formed, complete and wholly logical. All main points are backed-up with sufficient supporting evidence and examples, as required.
Clearly explain why you have made your decisions, explaining your thought process and basing it on material covered in the class, where appropriate. Be sure to back up claims with evidence. This may be qualitative eg. observations, anecdotes, feedback from colleagues or quanitative ie. include specific numbers, times, costs etc. This data will have been collected while based in schools.						
Subject knowledge (25%) Understanding and application of subject knowledge and underlying principles	Unable to evidence or articulate basic principles and knowledge related to the subject. Information may be irrelevant, incomplete and/or inaccurate.	Limited knowledge of subject. Information may be significantly irrelevant, incomplete and/or inaccurate making information hard to follow logically.	Some evidence of understanding key aspects of the subject, but details are lacking. Some irrelevancies and inaccuracies	Generally accurate understanding of key aspects of the subject. Some irrelevancies and inaccuracies	Accurate extensive understanding of subject. Minor irrelevancies and inaccuracies	Complete and full understanding of subject. Extensive evidence of appreciation of the relative significance of all relevant aspects of the subject.
You must include subject specific language and theory where relevant. Put theoretical claims ideas into your own words and where appropriate, supplement what was covered in class with some reading so you demonstrate a solid understanding of school leadership and change management.						
Analysis (15%) Examination and interpretation of information and/or resources	Little or no evidence of examination of source material	Constituent elements may be incorrectly identified; analysis may be attempted but unjustified	Some key elements are identified, but may lack accurate interpretation, analysis or explanation	Generally, key elements are identified. Generally accurate interpretation, analysis or explanation	Key elements are identified. Accurate interpretation and evaluation show clear understanding with only occasional lapses	Key elements are identified. Accurate interpretation and complete evaluation show clear understanding

This sections refers to how effectively you have used your data to inform your decisions. Rather than drawing on just one source/ fact, aim to incorporate a range of data to demonstrate your ability to engage with the complex nature of change. For example, discuss different types of power present in the school and how these inter-relate.						
References (5%) Bibliography, citation, in text citation, referencing (APA style format)	Little or no referencing Irrelevant or inappropriate selection of references. No citations in text.	Inadequate referencing with a significant number of inconsistencies Few references that are not suitable or reputable. The citations have no links to your ideas.	Evidence of referencing, but not throughout. Few references and many are not suitable or reputable. Few citations with little or no links to your ideas.	Adequate referencing, but some inconsistencies. Limited number of references, but not all are suitable or reputable. Few citations that are not directly linked to your ideas.	Fully-formed references with minor errors Limited number and selection of reputable and suitable references. Many citations are appropriate but only used as an association to your ideas.	Fully-formed and accurate references. Extensive selection of reputable and suitable references. Well selected citations that support ideas.
Be sure these are complete and accurate both within the text and in the final bibliography. Aim to include a range of sources to support your work.						

WRITTEN LANGUAGE CRITERIA – APPLIED BACHELOR (11-13)						
Clarity and accuracy (15%) Clarity of message, accuracy of grammar, vocabulary, spelling, punctuation sentences	The whole text is unclear. Errors are numerous and cause significant misunderstanding.	Mostly unclear with patches of significant break down. Errors can cause significant misunderstanding and require numerous corrections.	Sometimes clear, with patches of confusion. Accuracy is inconsistent. Errors cause misunderstanding. Correction required.	Generally clear and accurate. Errors can cause misunderstanding in places. Still some correction required.	Clearly expressed, with only occasional errors that do not cause misunderstanding. Requiring a minimal amount of correction.	Clearly expressed throughout. Consistently accurate. Requiring a minimal amount of correction.
Organization (10%) Organization, structure and style	There is no evidence of style, structure or organization.	Significant inconsistencies in style, structure and/ or organization.	Some inconsistencies in style and structure. Organization not fully logical.	Structure and style generally appropriate. Mostly logical organization.	Only occasional lapses in structure and style conventions. Main points are clear and logically organized.	Smooth flowing and logically structured and organized. Appropriate style throughout.
This assignment is described clearly at the top of the document. Students should use this description to guide the organization of their own work. Use sub-headings to guide the reader. Be sure ideas flow smoothly between paragraphs and that paragraphs have a clear central theme.						