



# MenSI

Mentoring for  
School Improvement

## SELFIE in MenSI

Czech Republic

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# National Context

## Description of the national context in self-assessment

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SELFIE in **your country**. Short description of your national context and any information you may have about this or other similar school self-assessment tools in your country.

Self-assessment tools are a new feature in the context of the Czech educational system – to our knowledge, none are used at the moment. There are tentative plans to implement SELFIE into evaluation of eTwinning projects when applying for European teaching awards, namely Quality label, but this will only affect those applying for such awards (in tens of teachers).

## Country plans

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Any initiatives or future country plan in the field of school self-assessment and digital innovation plans?

There are tentative plans to implement self-assessment tools into a whole country scheme. According to [Strategy for the Education Policy of the Czech Republic up to 2030](#), the forms and methods of assessment in education are evolving, and trends include, for example, an increased emphasis on self-assessment of pupils and teachers, which is often non-binding and informative and serves to enhance self-reflection, portfolio assessment, and the use of digital technologies as a tool to facilitate and streamline assessment in education.

As for the digital innovation plans, the aim is to reduce inequalities and to prevent the digital divide by promoting non-discriminatory access to quality education and creating conditions conducive to increasing their digital competences at school, not only in the classroom (e.g. school clubs, accessible technology for pupils, etc.). If digital technologies are available and used appropriately in education in all schools, they can make a significant contribution to reducing educational inequalities.



# SELFIE implementation

## Organization

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Description on the implementation of SELFIE questionnaire by the MenSI schools and the overall data collected by the National Coordinator.

At the beginning of the project, the schools were introduced to the SELFIE tool, the concept of self-assessment and the tool's overall benefits. As was previously mentioned, this was the first time the schools encountered a self-assessment tool and it took them a while to acquaint themselves with the layout, the functions and the concept as such.

The tool received a lukewarm acceptance.

## Highlights of the results

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It was great to see that such tool can be used to a certain extent at SEN schools as well.

Face-to-face learning and sharing are still the preferred option of cooperation.

## Challenges

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The greatest challenge was to convince the schools to approach SELFIE with the diligence and self-observation skills it requires. Once the concept of self-assessment was grasped, the schools were more lenient towards the tool and agreed that very often, we are not aware of our own progress unless it is pointed out to us, and we are required to think about it in a broader scope.

## Lessons learnt

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At the beginning of the project, it would be desirable to have a series of webinars or meeting where the tool would be introduced and a timeline would be presented – such was done by the national coordinator but we believe a more visible presence of the project management team would be appreciated.



# Overview of areas:

## Leadership

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Leadership observed increased motivation to explore new ways of teaching.

## Collaboration and Networking

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Slight increase in collaboration and networking.

## Infrastructure and Equipment

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There seems to be very little progress in this area – the reasons may vary but very likely it is due to the fact that the funds to purchase ICT tools from the new educational Strategy 2030 were released in late September in most cases.

There is a visible support from the leadership in ICT usage.

## Continuing Professional development

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It is apparent that the MenSI project made continuing professional development possible and enabled the exchange of experiences between the educators. It also raised awareness of the mentoring in general.

## Pedagogy: Support and resources

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The leadership reported initiative on the teachers' part when it comes to securing suitable online materials for teaching and highlighted the teachers' competence in terms of using ICT for communication with their pupils.

## Pedagogy: Implementation in the Classroom

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The teachers are skilled in using ICT activities that engage pupils and to facilitate cooperation among them. They are also competent in tailoring ICT to students' needs.



## Assessment Practices

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The teachers use digital technologies to allow the students to assess their own work. On the other hand, it was reported that ICT is not widely use to assess students' skills.

## Student Digital Competence

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The schools pay attention to online safety and responsible use of ICT. They also reported that students are taught how to share sources properly and the area of online proprietorship is being addressed.

## Coordinator



## Partners



EDUCAÇÃO



#MenSI-schools

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