



# MenSI

Mentoring for  
School Improvement

## SELFIE in MenSI

Belgium – GO! Flanders

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GO! Education  
Date 28/2/2023



The MenSI project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101004633. Neither the European Commission (EC) nor any person acting on behalf of the Commission is responsible for how the following information is used. The views expressed in this document are the sole responsibility of the authors and do not necessarily reflect the views of the EC.



This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 101004633.

#### DOCUMENT HISTORY

V.	Status	Date	Comments	Authors
1	Draft			
2				





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# National Context

## Description of the national context in self-assessment

The SELFIE test is a well known test in most of our schools. GO! Education Flanders has invested in how schools work best with their digital transformation. This test is taken by a lot of schools as a starting situation analysis. This is experienced as a good starting point to draw up an ICT policy plan: Both professionalization needs and material needs are highlighted by the decline and the discussion.

## Country plans

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GO! Education keeps on promoting THE SELFIE test. However, it is a labor-intensive test, involving the entire school team. It is becoming increasingly difficult to ask teachers to do so on a regular basis. That is why schools often choose to perform A SELFIE-LIGHT, asking for some of the teachers (e.g. a certain department or degree) and sample some students. This seems to create a greater willingness to test.

## Organization

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Taking the SELFIE tests ran into some resistance in a lot of schools. For those schools that did not yet know SELFIE, an info session was organized by the national coordinator.

The resistance came mainly because MENS members did not want to place this task with their team members. ( there is a high workload because of staff shortage) In many schools this SELFIE test has been taken already in the past few years. There is a danger in over-testing, if too little action or consequence is felt in the classes in between the 2 testmoments .

So much encouragement was needed to ensure that the schools would take the SELFIE. This was the case at the first version, and this did not decrease the second time.

However, a SELFIE LIGHT was often chosen at the second draw, so that the impact on all concerned was less. So this went smoother. Unfortunately, this also made the results less reliable.

We received a new SELFIE- taking from the MENTORSchools. The MENTEESchools couldn't no longer be motivated to take SELFIE this second time .

General data: Version 1 : 3 mentor schools + 3 mentee schools

Version 2 : 4 mentor schools





# SELFIE implementation

## Highlights of the results

### Challenges

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At the schools that delivered the 2 takes, we generally notice a (slight) progress or status quo. Only at our secondary school Voskenslaan we see a big leap forward. We would like to highlight that the second test was always slightly less representative than the first.

The biggest challenge lies in the part "ASSESSMENT PRACTICES". Here we note that schools themselves indicate that there are still many opportunities for growth. Providing digital feedback and support has not yet started in most schools. Schools find it difficult to find their way in this matter.

As delaying factors in the use of digital technology, we find that schools often indicate that a lack of time for teachers is the biggest obstacle. Poor infrastructure (e.g., WIFI connection) also plays into their hands. In some schools, we find that the low digital competence of teachers is put forward.

The same applies to the implementation of blended learning. Students themselves sometimes say that the support of home situations in blended learning can also help. The fact that the school already has some experience in blended learning is seen by teachers as an added value. Teachers do not have enough time to develop materials for blended learning is unanimously cited as the main reason.

The lack of resources also works against the effective use of technology.

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## Lessons learnt

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Teachers indicate that learning through collaboration takes them the furthest forward. Participating in learning networks is also very valuable, as this is how one learns about good practices. In these moments, one can learn by doing and this gives teachers confidence in their own abilities. So there really needs to be TIME set aside for teachers to practice, to network .

As for blended learning , it is necessary that the home situation of the learner as well as the digital skills of the learner are encouraged and included in this story.

Obviously, the necessary infrastructure and materials must be provided.



# Overview of areas:

	V2 klimop	V1 klimop	V2 voskesl	V1 voskesl	V2 unesco	V1 unesco
leadership	4,2	4,5	4,1	2,5	3,3	3,6
collaboration & networking	4,3	3,8	4,2	2,3	3,5	3,6
infrastructure & equipment	4,2	4,4	4,5	3,1	4,4	4,3
cont prof development	3,9	4,2	4,3	3,2	3,7	3,7
pedagogy: supp & resources	4,1	4,5	4,2	3,7	4,2	4
pedagogy: implement in class	4,4	3,7	4	2,8	3,8	3,7
assessment practices	3,8	3,2	4	2,8	3,2	2,6
student dig competences	4,4	3,9	4,2	3,2	4,2	3,9
	primary	primary	secondary	secondary	primary	primary
Average result SELFIE	4,2	4,0	4,2	3,0	3,8	3,7

In the discussions below, we refer only to those schools, which submitted both the starting version of the SELFIE and the final version.

We then refer only to Atheneum Voskeslaan, Klimop Elementary School, and Unesco Elementary School.

## Leadership

We see a positive evolution in 2 of the 3 schools in leadership. In the non-evolving school, we find that a lack from policy to digital strategy (along with teachers) is working against it.

## Collaboration and Networking

We see a positive evolution in 2 out of 3 schools in leadership. Schools that foster their culture that communicates to share experiences and learn effectively seem to make more progress.

## Infrastructure and Equipment

Technical Support is highly developed in most schools. The pedagogical support is sometimes separate from this. The equipment of pupils and teachers has experienced a great leap forward due to the financial injection of the Flemish government in the "digijump".



## Continuing Professional development

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Taking refresher courses and identifying training needs do most schools well. We find that the 3 schools are significantly less committed to structurally sharing their experiences.

## Pedagogy: Support and resources

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The use of virtual learning environments is starting well in secondary education, and less so in primary education. People often use online learning resources/content made available from publishers or other platforms and create fewer digital resources themselves. All schools use digital technology to communicate with school employees.

## Pedagogy: Implementation in the Classroom

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Digital applications are mostly used to engage students more, and to be more attuned to their needs. We see great progress at the 3 schools on this item. Creative digital (collaborative) work does need some attention. This is not unimportant, since the GO! - education of the Flemish community - wants to focus on education that is not only personalized, but that is also accomplished TOGETHER.

## Assessment Practices

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In secondary education, great strides seem to have been made in this regard , while in elementary education, the "digital and broad assessment" component seems to lag somewhat behind. Assessing skills is scored highest in this component.

## Student Digital Competence

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Following necessary digital competencies remain slightly underdeveloped in both primary and secondary education : source attribution. Digital content is readily available , but again one must refer to authorship. We notice a very strong progress in secondary education and a moderate progress in primary education, regarding the development of students' digital skills. Setting safe behavior, seems to be high on the agenda everywhere, as this topic is usually scored highest.

Translated with [www.DeepL.com/Translator](http://www.DeepL.com/Translator) (free version)



	V2 klimop	V1 klimop	V2 voskesl	V1 voskesl	V2 unesco	V1 unesco	V1 irishof	V1 MIRA	V1 groene parel	V2 Halle
leadership	4,2	4,5	4,1	2,5	3,3	3,6	3,5	3,65	3,3	3,8
collaboration & networking	4,3	3,8	4,2	2,3	3,5	3,6	3,6	3,67	2,8	3,5
infrastructure & equipment	4,2	4,4	4,5	3,1	4,4	4,3	4,4	4	3,6	4,2
cont prof development	3,9	4,2	4,3	3,2	3,7	3,7	3,5	3,8	3,25	4,3
pedagogy: supp & resources	4,1	4,5	4,2	3,7	4,2	4	3,8	4,1	3,45	4,3
pedagogy: implement in class	4,4	3,7	4	2,8	3,8	3,7	3,3	3,9	3,2	4
assessment practices	3,8	3,2	4	2,8	3,2	2,6	2,4	3,6	1,85	3,5
student dig competences	4,4	3,9	4,2	3,2	4,2	3,9	3,7	3,9	2,5	3,7
	primary	primary	secondary	secondary	primary	primary	primary	secondary	primary	secondary
Average result SELFIE	4,2	4,0	4,2	3,0	3,8	3,7	3,5	3,8	3,0	3,9



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### Partners



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