



MenSI

Mentoring for
School Improvement

SELFIE in MenSI

Italy

INDIRE



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National Context

Description of the national context in self-assessment

SELFIE is a tool that has been largely disseminated in Italy. INDIRE was part of the piloting phase for SELFIE (see: <https://www.indire.it/progetto/digcomporg-school-pilot-in-italy/>), runned in Italy by the National Institute for Technologies of the National Research Council and it is a tool referenced by the Italian MoE in several documents (Nazional Plan for Digital Development; National Plan for Recovery Fund management).

Another tool for self-assessment is the RAV (Rapporto di Autovalutazione), which is a compulsory document where the school must assess its performances against a series of criteria (context analysis, outcomes, processes as for teaching/learning practices, processes as for organisational and governance practices, priorities).

Country plans

Italy is currently focussing on the National Plan for Recovery and Resilience, which include a strategy for the use of digital tools, infrastructures and learning environments. The Plan, called “Piano Scuola 4.0” has a lot of actions in it. The entire document can be consulted here: https://pnrr.istruzione.it/wp-content/uploads/2022/07/PIANO_SCUOLA_4.0_VERSIONE_GRAFICA.pdf

The main objectives of the plan are:

- To fully digitise schools for connectivity, classrooms, learning tools and school administration.
- To redesign learning environments (the plan mentions “next generation classrooms and next generations labs”).
- To train teachers and to develop digital competences.



SELFIE implementation

Organization

The first session of SELFIE (pre- phase) was organised in Autumn 2021 (October-November 2021) at the beginning of the project and all schools completed the questionnaire. The second session (post- phase) was promoted in June 2022 and reminders were sent in June-July and again September-October 2022.

Highlights of the results

All schools completed the SELFIE questionnaire as for the first session whilst as for the second schools were not able to complete it in the same percentage in the second session.

First session

Clusters	SESSION 1 Percentage of completion	SESSION 2 Percentage of completion
1	100%	20%
2	100%	20%
3	100%	20%
4	100%	20%

Challenges

One possible reason why schools had difficulties in filling in the SELFIE questionnaire a second time was the fact that the session was open at the end of the school year, when schools are very busy for the closure of the school. The fact that schools were invited at the beginning of the next school year, a better period for sure, was not easing the process probably because of the turnover.



Lessons learnt

The filling in of the questionnaire must represent a benefit for them and not only a requirement. It is interesting to note that 2 (out of 4) of the post-questionnaires that were handed over come from the schools that we as Indire research team have visited. This, according to us, means that when the schools perceive a benefit in gathering data they engage in operations that are time consuming and effort demanding. The benefits, in this case, are the fact of being observed and supervised, in a way, so that the SELFIE questionnaire becomes a part of a monitoring activity that is important for them as a self-evaluation process.





Overview of areas:

In the following section we took into account 3 cases, the ones that have been the Italian case studies as we have the SELFIE pre and post questionnaires and they can also be enriched by use of qualitative information derived from our onsite visits.

Case study 1 - Lower secondary school, Cluster 2

Case study 2 - Upper secondary school, Cluster 3

Case study 3 - Upper secondary school, Cluster 4

Leadership

As for case 1 of Cluster 2 (small lower secondary school) the SELFIE post-questionnaire for this dimension showed an alignment between teacher and school leader.

As for Case 2, as for the dimension of leadership, the degree of confidence of teachers in the SELFIE post questionnaire seems to have passed the confidence of school leaders, an opposite trend compared to the SELFIE pre questionnaire.

Collaboration and Networking

In Case study 1 Collaboration and networking improved among teacher and school leader

As for Case 2, data show an improvement in the degree of consistency of the three target groups, especially for teachers and students, who appear to be much more aligned than the beginning.

Infrastructure and Equipment

In Case study 1 no change have been observed between pre-post SELFIE

As for Case 2, as for this dimension there is no significant change when comparing the SELFIE pre questionnaire to the SELFIE post questionnaire.

Continuing Professional development

In Case study 1 a substantial alignment has been observed in the post SELFIE questionnaire between school leader and teachers.



As for Case 2, a significant change can be observed as for this dimension, and this can be related to the Mensi impact, since this trend emerges also from qualitative data (interviews with teachers, principal and focus groups with students).

Pedagogy: Support and resources

In Case study 1 in the post questionnaire teachers and school leader are aligned. Conversely, students that in the pre SELFIE questionnaire were not included, in the SELFIE post submission appear to have a perception of digital that is similar to the teachers position.

As for Case 2, as for this dimension, surprisingly students are more convinced than teachers and school leaders in the post questionnaire. There seems to have been a change in the perception of students, but this could also be due to an ever growing familiarity of teachers with digital resources due to the Pandemic.

Pedagogy: Implementation in the Classroom

In Case study 1. The pedagogical perception by students is very low in both pre-post SELFIE questionnaires. Teachers and school leader move from 3.9 to 4.1 both.

As for Case 2, as for this dimension there is no significant change when comparing the SELFIE pre questionnaire to the SELFIE post questionnaire.

Assessment Practices

In Case study 1 As for this dimension there is no significant change comparing the pre to the post questionnaire.

As for Case 2, as for this dimension there is no significant change when comparing the pre questionnaire to the post questionnaire.

Student Digital Competence

In Case study 1, a very quite high change is observed among students between pre (3.1) to post (4) SELFIE Questionnaire

As for Case 2, as for this dimension there is no significant change when comparing the pre questionnaire to the post questionnaire.

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