MenSI
Mentoring for
School Improvement

SELFIE in MenSI

Portugal

Directorate-General for
Education - Portugal
12-12-2022

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.

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DOCUMENT HISTORY

V.	Status	Date	Comments	Authors
1	Draft			
2				

Table of Contents

National Context

Description of the national context in self-assessment

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.

The implementation of ***SELFIE*** in Portugal was integrated within the Digital Transition Educational Action Plan, namely the Digital Empowerment of Schools. Portuguese schools were invited to implement a Digital Development School's Strategic Plan - PADDE, and this plan should or could be supported by the ***SELFIE*** tool. Thus, all schools, at their own pace implemented ***SELFIE***, to support the development of their PADDE.

Portugal not only invited all schools to submit the ***SELFIE***, so that this tool could help in the design and implementation of the PADDE, but also invited all teachers, approximately 100,000, to complete the Check In, a tool from JRC, Joint Research Center, so that each one would have a perception of their digital skills.

With the completion of these two tools, one for teachers ***(Check In)*** and another for schools (***SELFIE***), the leaders had a more complete picture of their schools and their teachers and therefore were more empowered to design their PADDE. In the design of this PADDE, schoolteachers, appointed by the Directors, who formed the Digital Development Teams (EDD), were also integrated. This team exists in all schools and is responsible for the design, monitoring and reformulation of the PADDE

After the ***Check In*** was completed, the Teacher Training Centers began to implement training around Digital for teachers. This training is divided into three levels, based on ***DigCompEdu***, considering the results of the ***Check In.***

As mentioned above there are three levels: level 1, which is aimed at teachers with a digital competence level of A1 and A2, level 2, for teachers with digital competence levels of B1 and B2 and level 3, for teachers with C1 and C2 competence levels. Currently, more than half of the

nearly 100,000 teachers in the Portuguese education system have already completed the training.

Country plans

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

Following the Digital Transition Educational Action Plan and its sustainability, in the year 2023, schools should resubmit the ***SELFIE*** to understand what changes have happened and to be able to adjust and/or corrections in their PADDE. MenSI schools were invited to complete a second ***SELFIE*** submission so that they could also reflect what has been done to date and what should be improved in their PADDE.

The PADDE is a very important guiding document in the digital area and the Ministry of Education invited all schools to implement and develop theirs. Since in the Digital Transition Plan, the technological component has a strong weight, all teachers and students were lent a technological kit (PC + Broadband Internet Access), it was important that in each PADDE was clear how this technological kit would be integrated in the classroom, in the teaching and learning process.

The Digital Development School's Strategic Plan – PADDE is very important in the national strategy for digital development of schools, since all schools are implementing their PADDE, and this will allow digital to be integrated in a perfectly natural way in schools. Besides, the PADDE is a document that over time will be adapted to the new realities of schools, with the introduction of the Technological Kit, as well as the fact that an increasing number of teachers have had training in this area of digital, so, and because of this there is a need to amend and rewrite this document.

The implementation of PADDE by schools has several steps:

(a) Evidence from the diagnostic (Check-In and SELFIE tools) and school´s history

(b) Definition of objectives and priorities

(c) Planning, schedule of actions and implementation

(d) Communication Monitoring of actions and evaluation

With three axes, Pedagogical, Organizational and Technological and Digital, the PADDE, as mentioned before, is a crucial document in this whole process of digitalization of schools. The PADDE has as its main goals:

- reflect on organizational, pedagogical, and technological processes using digital tools and environments which enhance the quality of the educational process.
- Involve teachers in communities of practice supported by collaborative and interdisciplinary work which stimulate reflection, sharing, and the critical use of the digital within the educational context.

Also, during 2023, Digital Education Labs (LED) will be on ground, which will assist schools in developing their digital innovation plans so that pupils' learning can benefit, even more, from digital.

SELFIE implementation

Organization

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

MenSI schools, integrated within the national network of schools, filled in the SELFIE naturally and not as one more annual activity. It was rather an activity that had already been planned the Digital Empowerment of Schools, namely in the need to create their **Digital Development School's Strategic Plan**, the previously mentioned PADDE.

The data collected in the first submission were submitted into the project platform, and the second submission of ***SELFIE*** is currently underway, as foreseen in the schools' plans.

Highlights of the results

In the final section of this document, we present some results from schools that have already submitted a SELFIE.

However, it is very clear that in all areas of SELFIE there is a range between 3.5 and 4.5 points, which shows that MenSI schools are already mature in terms of Digital.

Challenges

To promote an accurate vision on how the digital is being used to promote the school development plan from different points of view.

The big challenges that can be posed to schools have a lot to do with what happens between the end of one school year and the beginning of another. Teachers' mobility may cause differences between the first and second submission of the SELFIE, because the respondents may not be the same as those who made the first submission.

Also, students' school changes, either because they have finished their secondary education or because they have been transferred, can cause constraints, which have been reported as an alert by headmasters to the National Coordinator of the project.

Lessons learnt

What we can say, considering the feedback received from some directors of the schools involved in the project, is that ***SELFIE*** had and has a great importance in the development of their organization, around Digital, in its various aspects and has a decisive aspect in defining their - PADDE

With this greater knowledge of these three fundamental axes, Organizational, Pedagogical and Technological of the Digital Transition Plan, the development of the PADDE in each school and reflection on it, or even rewriting it, has a strong ally in ***SELFIE***.

Another important aspect of this Digital Transition Plan for Education was the creation and deployment of the so-called Digital Ambassadors, who helped schools in their areas of influence, through Teacher Training Centers, to implement not only the ***Check In*** but also the ***SELFIE***, so that each PADDE can be as complete as possible, in all its areas of intervention, and be a fundamental tool not only for the development of digital in schools, but also a tool that contributes to the change we all want in Digital in schools, for a more digital education, but also an asset in the learning process

Thus, the completion of this tool is considered an added value for the improvement of the School Cluster and may help the directors to take decisions based on concrete data in each of those aspects mentioned above.

Overview of areas:

Leadership

In this area, the overall average scores vary between 3.5 and 4.5, so we can consider that leaders are well or very well regarded by their peers. The average in this area in the schools analyzed is 4.04, a value that is in the upper part of the classification.

The results observed show that the schools have defined a digital strategy and tried to involve everyone, creating the necessary and possible conditions to support teachers in the use of digital methodologies in the classroom. It should be mentioned that the results in the 1st cycle, in general, although positive, are below the other cycles.

Collaboration and Networking

As for Collaboration and Networking, the scores vary between 3.5 and 4.2, with an average of 3.88.

With a value lower than the first area, Leadership, schools will have to increase a more consistent policy in this area, so that Collaboration and Networking can be generalized and sustainable in them. It is, therefore, an area for improvement.

There is a clear concern on the part of school leaders to analyze our progress in teaching and learning with digital technologies at school, seeking to promote an ongoing debate on their advantages and disadvantages, networking with other schools and partners.

Infrastructure and Equipment

This area the overall average scores vary between 3.5 and 4 points.

Overall, in the schools that made the second submission, there are digital infrastructures in quantity and quality to support teaching and learning with digital technologies, providing portable equipment for students or teachers to use in teaching (in addition to personal equipment), there is technical support available in case of problems with digital technologies, either at the software and/or hardware level.

Continuing Professional development

This area of SELFIE shows very good values in all schools, ranging from 3.7 to 4.6.

The continuing professional development (CPD) needs are discussed with teachers in panel discussions, which are reflected in the proposals for the Training Centre. Teachers have carried out continuous professional development actions around teaching and learning with digital technologies, with subsequent sharing moments with the school community.

Several teachers made visits to other schools, in the context of training and sharing, highlighting those made under the digital mentoring project of the network of MenSI schools.

It is one of the strongest areas of SELFIE, with an average score of 4.12.

Pedagogy: Support and resources

This area is SELFIE's strongest among all the MenSI schools which have already submitted their results. Most schools, always score above 4. The range is between 4.1 and 4.4, with an average of 4.2. Overall teachers research digital educational resources online and some even create digital resources to support their teaching activities, the vast majority use virtual learning environments with students in their classes and students recognize this through the use of different platforms in use in the school cluster, but especially in digital resources directly related to active learning methodologies.

The communications related to school, whether formal or informal occur mostly in digital environment.

Pedagogy: Implementation in the Classroom

This area presents values between 3.8 and 4.2, and an average of 3.98. These are also very interesting results.

The use of digital technologies by teachers to adapt their teaching to individual students' needs is widespread, seeking to ensure that the activities carried out develop students' creativity. Collaborative and group work is an established methodology recognized by teachers and students, in which activities developed using digital portfolios (padlets or google sites) have played a central role.

Assessment Practices

With a variation between 3.4 and 4 points, and an average of 3.74, this area has been the focus of work by schools. With the delivery of the Technological Kit (a laptop and a broadband access) to all students and teachers, the results will certainly be more sustained in the near future.

It is an area in which a great effort has been made to use digital technologies to assess students' skills and provide timely feedback to students, to facilitate self-assessment and hetero assessment by students based on performance descriptors and using assessment tools such as Digital Portfolios

Student Digital Competence

With a variation between 3.8 and 4,3 points, and an average of 3.94 this area also needs some more insistent work by schools.

Teachers and leaders are concerned about online behaviour (responsibility and safety) and about ensuring that the information they search online is reliable, accurate and respectful of copyright.

There is an evolution in communicating through digital means (e-mail, classroom, integrated assessment platform or videoconferencing) and in creating digital content (presentations, videos, games, etc.) and in using and developing digital skills in various subjects.

In solving technical problems when using digital technologies, there is a concern that students learn how to solve those technical problems.

Note:

MenSI schools are all integrated within the Education Digital Transition Plan, and were all, without exception, invited to fill in the SELFIE, so that it would be a support to help these same schools design their Digital Development School's Strategic Plan, PADDE.

Thus, the pace of submission of the second SELFIE will vary from school to school, and most of the MenSI schools will only have the second submission made between January and February 2023.

Thus, the analysis presented covers the schools that have submitted their second SELFIE to date.

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