

SELFIE PEDAGOGICAL INNOVATION ASSISTANT

JULY 2021

TOOLKIT (SELFIE PTK)

OF THE PROJECT

SELFIE HELPER & Pedagogical innovation Assistant (SHERPA)

UNDER THE

ERASMUS+ Programme Key Action 3, Support
for Policy Reform- Forward-Looking cooperation
Projects in the Field of Education and Training



SELFIE PEDAGOGICAL INNOVATION ASSISTANT TOOLKIT (SELFIE PTK)

Co-funded by the
Erasmus+ Programme
of the European Union



This project has been funded with support from the European Commission.
This publication “SELFIE Pedagogical Innovation Assistant Toolkit (SELFIE PTK)”
reflects the views only of the author, and the Commission cannot be held
responsible for any use which may be made of the information contained therein.

SELFIE PEDAGOGICAL INNOVATION ASSISTANT TOOLKIT (SELFIE PTK)



Attribution-NonCommercial-ShareAlike
CC BY-NC-SA



**SELFIE Helper & Pedagogical innovation Assistant
(SHERPA)**

**WP3: Design and development of the SELFIE Pedagogical
Innovation Assistant Toolkit**

WRITTEN AND EDITED BY:

Stefania Bocconi,

Italian Research Council's Institute for Education Technology
(CNR-ITD), Italy

Jeffrey Earp,

Italian Research Council's Institute for Education Technology
(CNR-ITD), Italy

Nicolas Kanaris,

Cyprus Pedagogical Institute (CPI), Cyprus

Elena Kokkinou,

Cyprus Pedagogical Institute (CPI), Cyprus

Despo Nicolaidou,

Cyprus Pedagogical Institute (CPI), Cyprus

SELFIE
PEDAGOGICAL
INNOVATION
ASSISTANT
TOOLKIT
(SELFIE PTK)

CONTENTS

ABOUT THE SELFIE PEDAGOGICAL INNOVATION ASSISTANT TOOLKIT (SELFIE PTK)

WHAT is the SELFIE PTK for?	7
WHO is the SELFIE PTK for?	9
WHO has produced the SELFIE PTK?	10
HOW does the SELFIE PTK work?	10
WHAT is a SELFIE-based Action Plan?	16

USING THE SELFIE PTK 19

STARTING POINT: Self-reflect on your school's digital capacity with SELFIE and set up a Coordinating team	22
STEP 1: Review results from SELFIE School Report	27
STEP 2: Investigate selected SELFIE items	30
STEP 3: Set priorities and action plan goals	33
STEP 4: Describe activities	37
STEP 5: Fine plan & Set evaluation means	49
STEP 6: Set-up & Implementation	60
STEP 7: Monitor & evaluate action	64

REFERENCE LIST 71

GLOSSARY 72

APPENDIX 75

Appendix. SELFIE Tool and SELFIE School Report	76
---	----



SELFIE
PEDAGOGICAL
INNOVATION

ASSISTANT

ABOUT THE SELFIE PTK
TOOLKIT

(SELFIE PTK)

ABOUT THE SELFIE PEDAGOGICAL INNOVATION ASSISTANT TOOLKIT (SELFIE PTK)

Various efforts in Europe, like the EC's SELFIE initiative, are seeking to accelerate educational innovation in Europe's schools by supporting the development of digital competence of school learning communities, i.e., learners, educators, trainers, and [school leaders](#). In many cases, this is being pursued through the school community's self-reflection about existing digital competence within the school and how to nurture that, going forward. Commonly, support for this self-reflection comes from using tools like [SELFIE](#)¹, based on the EC's digital competence framework for organizations [DigCompOrg](#)², or from similar undertakings in

individual Member States, like Finland's *Opeka*³ or Ireland's *Digital Schools of Distinction*⁴ (to name just two examples). When school communities use such tools as part of their innovation efforts, they usually manage to get a clearer picture of the precise point they have reached – school-wide – on [digital education](#). The next step is understanding all the detail, which that picture shows, and how to nurture the aspects that the school sees as most important. And that is where the **SELFIE Pedagogical Innovation Assistant Toolkit**, or [SELFIE PTK](#) can help, by bringing the school's digital education 'picture' into focus, stimulating fresh ideas for action, and offering guidance for turning those ideas into well-planned digital innovation paths.

¹ <https://education.ec.europa.eu/self-reflection-tools/schools-go-digital>

² <https://ec.europa.eu/jrc/en/digcomporg>

³ <https://opeka.fj/en/presentation/index>

⁴ <http://www.digitalschools.ie/>

WHAT IS THE SELFIE PTK FOR?

Schools use tools like **SELFIE** to get a clearer picture of how their learning community sees and feels about digital education in the school: how its members see to what extent digital technologies are embedded in the school's educational context and how they feel about their own competence and capacity to contribute. The output of this self-reflection process is the **SELFIE School Report**, a very rich source of data. But interpreting the 'picture' that the data contains so you get a clearer vision of the school's digital education needs and priorities, and then using that understanding to plan out concrete steps for action, is no straightforward task.

This is what the **SELFIE PTK** is for: to help you interpret the results you get from your school's SELFIE Report, work out your digital education priority areas, produce a [SELFIE-based Action Plan](#) (see section "**What is a SELFIE-based Action Plan?**") that focuses on those areas, put that plan into action, and evaluate the process and the outcome. These processes should help your school make better use of digital technologies for teaching and learning, and ultimately contribute to the development of digital competence across the whole

school learning community. This can come through shared practices and through the identification of opportunities for professional development focused on your school's actual needs.

At a more general level, the SELFIE PTK endeavour seeks to foster the exchange of school-based know-how and experience in digital education among different schools and across education communities. It also provides education authorities and stakeholders (locally, regionally, nationally, and at European level) with a practical tool that can help their efforts towards wider school-based implementation of digital education policies.

For more, see section "**How does the SELFIE PTK work?**"

WHO IS THE SELFIE PTK FOR?

The **SELFIE PTK** is intended for **individual primary and secondary schools**, who have either used or would like to use the SELFIE tool to self-reflect about their digital competence

and want to gain practical digital education benefits from that process by drawing up and enacting a personalised SELFIE-based Action Plan. Ultimately, the school's entire educational community will play a part in the actions that plan sets out. However, drafting the plan itself, getting the school's leadership members and teaching staff on board (sharing objectives and securing their commitment to enact the proposed activities), and then overseeing and reviewing how those actions are put into practice (and with what results) is the prime responsibility of a small team, the [SELFIE PTK School Coordinating Team](#). This is a sort of taskforce that normally would comprise the school's [SELFIE coordinator](#), the School Head and other School Leaders (teacher/s coordinating a subject area, ICT coordinator, digital education teacher, teacher/s responsible for school evaluation, staff training and development etc.), as well as any other staff members involved in managerial/organizational aspects of the school.

These are the SELFIE PTK's primary users, but others can gain benefit from it too, including schools that use digital competence frameworks and tools other than those in the DigCompOrg-SELFIE family, not to mention school clusters/networks, local or regional education authorities, digital education consultancies, Ministries of Education and so on.

WHO HAS PRODUCED THE SELFIE PTK?

The **SELFIE PTK** has been produced by the [Cyprus Pedagogical Institute \(CPI\)](#) and the [Italian Research Council's Institute for Education Technology \(CNR-ITD\)](#) as part of an EC Erasmus+ project called [SHERPA](#) - SELFIE HELPer & Pedagogical innovation Assistant ([Erasmus+ Project Card](#)). If you wish to learn more about the background of the SELFIE PTK, including its conceptual/design foundations and development process, you can [download a short illustrative booklet](#) from the SHERPA project website: <https://sherpa-4selfie.eu>.

HOW DOES THE SELFIE PTK WORK?

The **SELFIE PTK** is currently available in five languages (English, Estonian, Greek, Finnish, and Italian) and in two different forms: as an online system and as a set of documents you can download to work with locally (www.selfieptk.eu). These two options mean each school can use the tool in the way that best fits their purposes and circumstances. In any

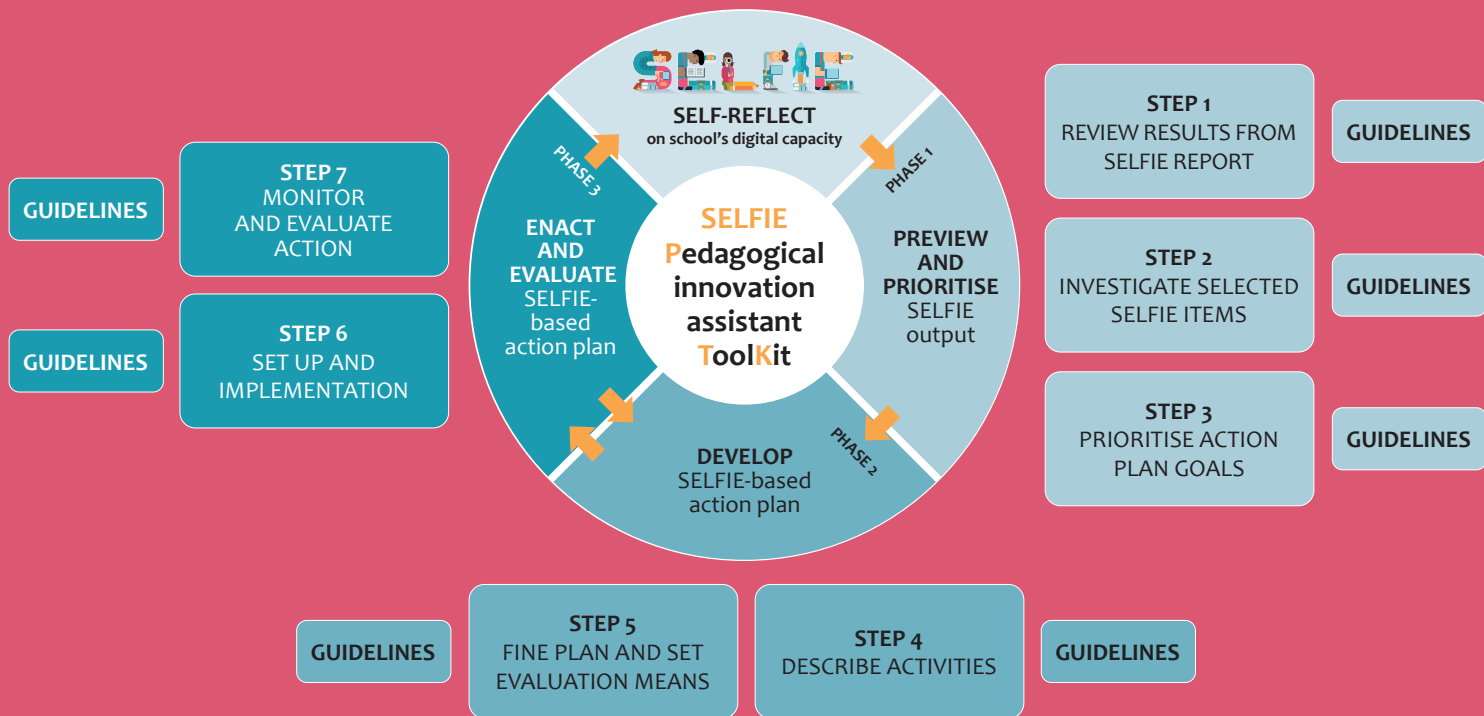
case, the SELFIE PTK is a flexible system that offers your school support, guidelines, and other resources that help you make good practical use of the outcome you obtain from your SELFIE self-reflection process. It provides you with assistance in several important areas: (a) interpreting the data you get from your SELFIE report; (b) bringing to light any critical aspects of digital education your school might need to concentrate on and deciding which of these to prioritise; and (c) planning paths for action addressing those prioritised needs. In this sense, the SELFIE PTK builds on the initial suggestions outlined on the EC's [SELFIE portal](#) for working with your SELFIE results.

To get a clearer sense of the SELFIE PTK and how you might use it, it is worth looking at how the tool itself is structured. Basically, it is made up of **three layers**:

- a core process of general **phases**
- key **steps** within those phases
- **guidelines and resources** supporting the entire process.

This diagram illustrates the three layers of the SELFIE PTK and their various parts in a schematic way, but it is not in-





tended to suggest a rigid framework fixed in cement. The tool comprises a flexible set of components that your school can explore, adapt, and use as it sees fit in the endeavour to develop, enact, and evaluate your own SELFIE-based Action Plan (see section “**What is a SELFIE-based Action Plan?**”) for better use of digital technologies in teaching and learning.

GENERAL PHASES

The **SELFIE PTK** is based around a core of basic phases that your school can follow through the process of developing, enacting, and evaluating your [SELFIE-based Action Plan](#). This layer covers the main decision-making and action-taking phases proposed in the SELFIE PTK. It revolves around the **School Coordinating Team’s** efforts to interpret the content of the school’s SELFIE Report with confidence, set suitable digital education objectives, plan a well-defined path of strategies and activities for attaining them across the school, monitor performance, and evaluate their success in bringing about better use of digital technologies in teaching and learning. And the SELFIE PTK can provide support every step of the way (see following sections).

Commonly, when a school sets out to design a digital action

plan, the process begins with some key staff members defining a shared vision and identifying the school’s needs (more or less) from scratch, perhaps with a brainstorming session. Using the SELFIE PTK introduces a different approach, in that the SELFIE PTK’s core phases revolve around school-wide self-reflection using SELFIE and review of the detailed report that results from that. So, the whole process is firmly grounded on the evidence the school gains when its learning community (school leaders, teachers, and students) participate in SELFIE, and is helped along the way with support, as described later. As well as being a starting point for devising the SELFIE-based Action Plan, school-wide SELFIE self-reflection can be employed for reviewing the outcome of that Plan’s success and impact, bringing the process full circle and even into successive loops.

There are three general phases:

- **Phase 1:** Review and prioritisation of the school’s SELFIE outputs.
- **Phase 2:** Development of its SELFIE-based Action Plan.
- **Phase 3:** Enactment and evaluation of that plan as it unfolds.

Note that these are not necessarily prescribed to be performed in rigid sequence. While progress of the implemented activities is being monitored in Phase 3, it may become apparent that activities which were planned in Phase 2 need to be adjusted on-the-fly. This sort of back-and-forth cycle (from design to enactment to appraisal to re-design and so on) is common, and – as all teachers know – it is also an indication of healthy, critically-aware practice.

KEY STEPS

There are seven steps, which determine how the three general phases would typically unfold. But as mentioned, these steps are not set in stone, either in nature or in sequence: the school can decide to adjust, rearrange, or reorder them as they see fit. Scope for personalisation to suit a school's particular conditions and needs is a feature of the SELFIE PTK.

Phase 1 covers Steps 1 to 3. Each of these helps the school define a set of absolute priorities based on careful SELFIE PTK assisted analysis of its SELFIE Report. Phase 2 has two main steps (Steps 4 and 5) that involve design and development of the SELFIE-based Action Plan, including provision for its evaluation once enacted. Finally, Steps 6 and 7 in Phase 3 involve enacting and evaluating the SELFIE-based Action

Plan. In all these cases, the school can turn to the SELFIE PTK for guidelines and support material (described in the “**Guidelines and Resources**”).

GUIDELINES AND RESOURCES

For each of the above Steps, the SELFIE PTK provides the school with a set of native guidelines & other support material in their own language that are in keeping with their own context, be it local, regional, or national. In addition to standard practical guidelines for reviewing SELFIE results, devising, enacting, and monitoring the school's SELFIE-based Action Plan, supplementary [scaffolding](#) may include tailored CPD initiatives, active coaching, MOOCs, peer-learning, professional networking, access to and exchange of good practices, and so on.

Indeed, one of the key features of the SELFIE PTK is that its core set of default guidelines & support material can be **adapted**, and **expanded**, so that (a) it aligns with policy requirements, school organization demands, ongoing Continuing Professional Development (CPD) initiatives etc., and (b) it provides truly effective support for devising and enacting the school's SELFIE-based Action Plan. This flexibility is

PHASE	STEP	DESCRIPTION
PHASE 1 Review & Prioritise SELFIE outputs	Step 1: Review SELFIE Report results	Gain overall understanding of SELFIE Report output; identify key data (e.g., convergence/divergence in views of different respondent groups; response from personalized items); compare area outcomes (e.g., main vs additional areas); select 2-3 focus issues for SELFIE-based Action Plan.
	Step 2: Investigate selected SELFIE items	Establish shared team understanding of selected issues & related facets (e.g., via focus group, panel, questionnaire, ideas box, etc.).
	Step 3: Set priorities & action plan goals	Prioritise SELFIE Areas/items seen as requiring action, and define goals for pursuing improvements aligned to these priorities (eventual Phase 2 goals).
PHASE 2 Develop SELFIE-based Action Plan	Step 4: Describe activities	For each goal set, design one or more “S.M.A.R.T.” activities, i.e., Specific, Measurable [outcomes], Achievable, Relevant, Time-bound (for details on S.M.A.R.T., see Step 4: Describe activities).
	Step 5: Fine plan & set evaluation means	Flesh out activity designs by adding time frame, roles/responsibility, resources, success criteria, means for monitoring & evaluating activities.
PHASE 3 Enact & Evaluate SELFIE-based Action Plan	Step 6: Set up & implementation	Activate participants, set up ‘implementation teams’, organize, gather materials, sustain active commitment of all, and start implementation of action plan.
	Step 7: Monitor & evaluate action	Gauge ongoing progress towards Step 5 Success criteria using corresponding evaluation means. If needed, make adjustments to Step 4 & 5 outputs. Log activity outcomes regarding goals, participant performance, strengths & weaknesses, possible future improvements.

a key factor for supporting wide-scale adoption and effectiveness of the SELFIE PTK in different educational contexts and systems.

In the context of this project, some adaptations will be available in the pilot release version of the SELFIE PTK at the country level to reflect the characteristics of each of the five countries participating in the pilot implementation of the SELFIE PTK. This will improve responsiveness of participants to their specific context(s) and enhance usefulness/usability for the pilot implementation.

WHAT IS A SELFIE-BASED ACTION PLAN?

As mentioned, the **SELFIE PTK** is designed to assist you in interpreting the data contained in your school's SELFIE Report, and then in using the insights you gain as a basis for producing a soundly structured, evidence-based plan (what we refer to as a **SELFIE-based Action Plan**) for better use of digital technologies for teaching and learning. This plan that you produce is a self-contained document which proposes activities that typically can be enacted and completed with-

in a single school year (or in some cases over a longer time frame, even lasting up to three years). These activities will be run, monitored, modified where necessary, and evaluated for the impact they have on advancing your school's digital competence in the selected SELFIE areas/items. Review of those impact results should help you refine and develop the school's Action Plan even further, opening up a cyclical approach of school-wide digital competence development. So ultimately, the aim is to foster and sustain an ongoing, systematic process in which all members of the school's learning community are actively engaged.

Your school's SELFIE-based Action Plan could be part of an overall School Improvement Plan or maybe linked to other education policies or frameworks set out for schools in your region and/or country. It might contain the following information:

1. Description of the current state of the school's digital strategies and practices based on the SELFIE results. (*SELFIE PTK Steps 1 & 2*)
2. Prioritized list of SELFIE areas and selected items identified as requiring action, along with goals

set for pursuing improvements aligned to these priorities (*SELFIE PTK Step 3*).

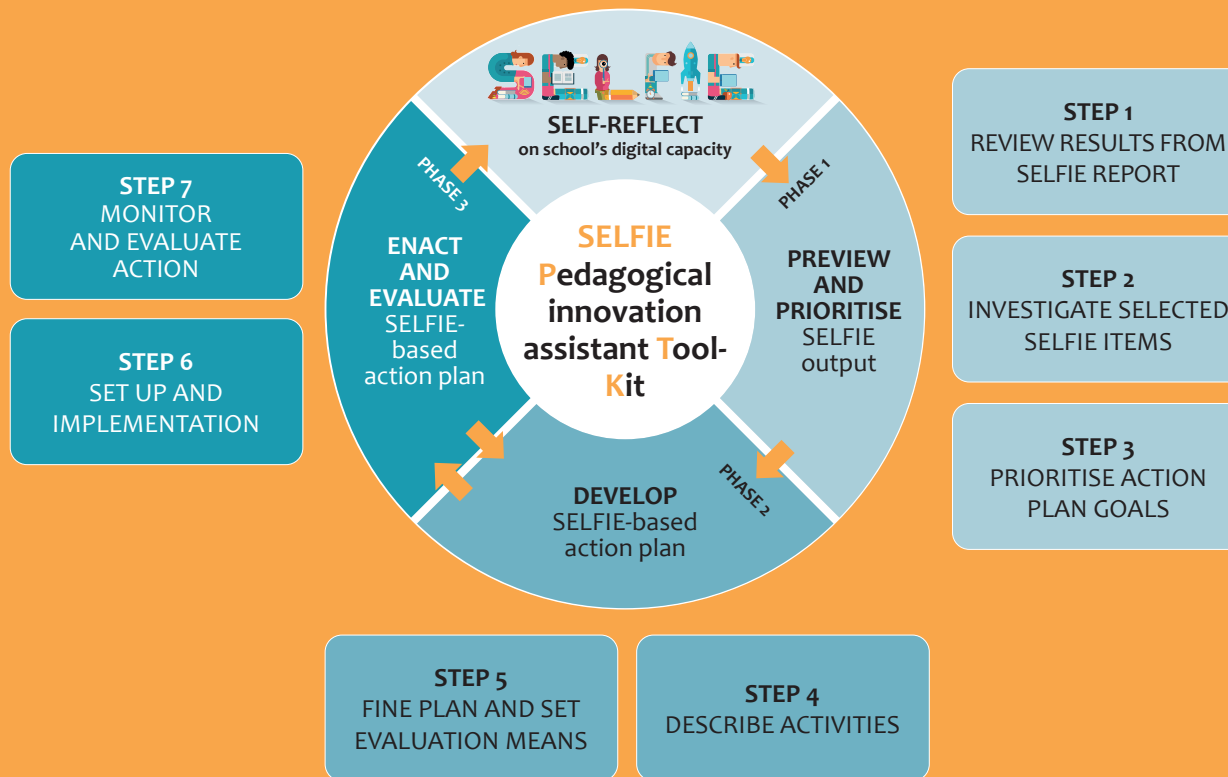
3. General description of the set of activities that are to be taken to achieve defined goals and priorities (*SELFIE PTK Step 4*).
4. Detailed analytical description of each activity specifying aspects such as who will be responsible, the implementation timeline for performing and completing the activity, the expected outcomes, how the activity will be monitored and evaluated (*SELFIE PTK Step 5*).
5. Some critical analysis of each implemented activity, added to the plan when review is undertaken (*SELFIE PTK Step 7*).
6. Reflective comments on the overall implementation and outcome of the action plan, once completed, to serve as a basis for the next iteration of the planning cycle (*SELFIE PTK Step 7*).

You can download a template to use for your SELFIE-based Action Plan as a [Microsoft Word document](#) or in a [PDF](#)

format. Schools participating in the SHERPA project are required to adopt this template or, alternatively, use the online platform version (www.selfieptk.eu). However, any other school is free to use the template document and even modify it to fit their specific needs.



SELFIE
PEDAGOGICAL
INNOVATION
ASSISTANT
USING THE SELFIE PTK
TOOLKIT
(SELFIE PTK)





USING THE SELFIE PTK

The following part of this document moves on to describe in greater detail how the SELFIE PTK might be put into action by schools, by providing detailed step-by-step guidelines for schools to follow. SELFIE PTK guidelines consists of 7 main steps.

Note that these steps are part of a cyclical approach. Even though the guidelines below are written in a linear format, the different steps do not need to be performed in a rigid sequence. Have in mind that at any time you may go back to an earlier step and start again. While progress of the implemented activities is being monitored in Phase 3, it may become apparent that activities that were planned in Phase 2 need to be adjusted on-the-fly. This sort of back-and-forth cycle from design to enactment to appraisal to re-design and so on is common, and it is also an indication of healthy, critically-aware practice. When such a cycle extends to all three general phases, it can really help the school optimize pedagogical innovation planning and action, and in this way consolidate improvement in digital teaching and learning.



STARTING POINT: SELF-REFLECT ON YOUR SCHOOL'S DIGITAL CAPACITY WITH SELFIE AND SET UP A COORDINATING TEAM

WHAT DOES THIS INVOLVE?

During this starting point, you will:

- Self-reflect on your school's digital capacity through SELFIE.
- Receive the SELFIE School Report.
- Set up the SELFIE PTK School Coordinating Team.

FOLLOW THE ROAD TO SELFIE-PTK!



If you have already done SELFIE and have received your SELFIE School Report, you may simply set up your SELFIE PTK School Coordinating Team and move on to the next step.

HOW DO WE PERFORM THIS?

The very first thing you need to do is **self-reflect on your**

school's current digital capacity using SELFIE⁵. SELFIE is an easy-to-use, online self-reflection tool, developed by the European Commission to help schools realise how they use

⁵ <https://education.ec.europa.eu/self-reflection-tools/schools-go-digital>

digital technologies for innovative and effective teaching and learning. The way SELFIE works, you need to:

- register your school on the SELFIE platform,
- set up the self-reflection for your school (e.g., defining the calendar for carrying out SELFIE, selecting optional items and corresponding questions, etc.)
- develop any additional school-specific questions for collective reflection through SELFIE, and
- invite school leaders, teachers, and students to take part in SELFIE.

Once all participants have completed the questions, SELFIE will generate a report for your school. This **SELFIE School Report** (SSR) will serve as the basis for the next Step. You can find a short overview of SELFIE and the main sections the SSR covers in **Appendix**.

Even though the SELFIE PTK may involve the school's entire educational community, it is best to **set up a SELFIE PTK Coordinating Team**, a small team responsible for the actuation and oversight of each step. The SELFIE PTK Coordinating Team is expected to include school leaders, such as the Principal/Head and/or Deputy Principal(s), the teacher des-

ignated as SELFIE coordinator inside the school, and other key staff members involved in managerial/organizational aspects of the school (e.g., Heads of Department in Secondary education, ICT/digital education coordinator, teacher responsible for school evaluation, etc.). In composing the team, it is essential to consider whether staff members have the potential commitment and innovation attitude to make a positive contribution and also whether they share the view that the school, no matter how effective, should always seek improvement.

The role of the SELFIE PTK Coordinating Team can also be performed by an existing team established within the school.

The tasks of the SELFIE PTK Coordinating Team include:

- Develop the school SELFIE-based Action Plan using SELFIE PTK.
- Monitor and evaluate implementation progress of the school SELFIE-based Action Plan, ensuring that its objectives are met.
- Promote awareness among the school community and facilitate involvement of all staff and other interested parties, such as students and parents.

- Provide ongoing support to school staff and encourage active commitment throughout the implementation period.
- Identify training needs and facilitate teachers continuing professional development.

WHAT SUPPORT DO WE HAVE?



TIP 0-1

Additional information and resources related to SELFIE

You can visit the official website of SELFIE (<https://education.ec.europa.eu/self-reflection-tools/schools-go-digital>) to learn more about SELFIE, see how it works, better understand why to use it, find resources (e.g., guide for SELFIE coordinators, all SELFIE questions, sample report), and read the latest news.



TIP 0-2

Consider using the SELFIE PTK with other digital education initiatives

Even if your school uses an approach or a tool other than **SELFIE** for its digital self-reflection, consider how SELFIE PTK (adapted to fit your needs) could help you to devise and run a more effective Digital Action Plan.



TIP 0-3

SELFIE Helper

You can use the SELFIE HELPER, a chatbot system that assists schools to use the **SELFIE** platform, providing you with real-time help in resolving specific issues. To learn more, visit the SHERPA Project's website (<https://sherpa4selfie.eu/>), under which it has been developed.

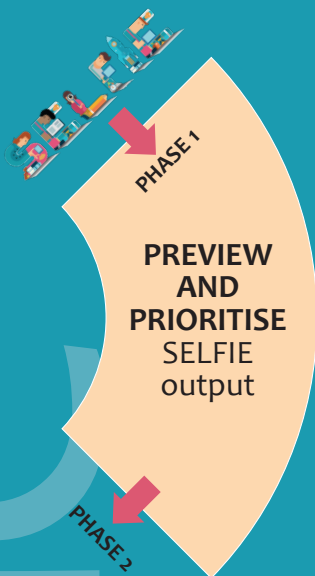


CHECKLIST OF OUTCOMES

When you have finished this step, you should have:

- ☑ Completed the SELFIE self-reflection process.
- ☑ Received SELFIE school report.
- ☑ Set up the SELFIE PTK School Coordinating Team.





This step helps you to review and better understand the results from the SELFIE self-reflection process.

STEP 1 REVIEW RESULTS FROM SELFIE SCHOOL REPORT

WHAT DOES THIS STEP INVOLVE?

Having completed the SELFIE self-reflection process and received a tailor-made SELFIE report that captures the current state of the school's digital strategies and practices, you need to better understand the issues revealed. In this step, you will:

- Review the results from the SELFIE school report and get a complete overall image of your digital practice.
- Select 2-3 areas/items from the SELFIE school report you would like to focus on.

HOW DO WE PERFORM THIS STEP?

The data-richness of this tailor-made SELFIE report is such

that you need to adopt specific strategies to get a complete overall image (in both breadth and depth) of the school's digital practice and to extract actionable insights from the sheer wealth of information presented. To this end, suggested strategies include:

- **Read through the full report** to get an overall understanding of the SELFIE output.
- **Review each SELFIE area**, identifying any aspects where the perspectives of school leaders, teachers and students converge or diverge. A set of review criteria can be used to this end; for example, compare the average score for a SELFIE area with the number of respondents for each item in that area can help to get a clearer insight into the scores.
- **Compare results:** For example, results emerging from the Additional Areas such as “Teacher confidence in the use of technology” should be reviewed and related to results from the SELFIE Area like “Continuing Professional Development - Part 1 and Part 2” and “Pedagogy: Implementation in the classroom”. Similarly, results related to “Continu-

ing Professional Development - Part 1 and Part 2” could be related and analysed jointly with results from the SELFIE Area “Leadership”.

- **Select 2-3 focus areas/items** within the SELFIE report that you consider to be of greatest (organizational or practical) significance for developing the school's digital innovation action plan. In doing so, you may opt to select three different SELFIE Areas and then choose one item under each of those three; alternatively, you may focus on just a single Area and select two to three items within that. In any case, you could select SELFIE Areas with low overall scores or instead focus on any large discrepancies that may have emerged in the Area or item response ratings provided by the three different actor groups (i.e., school leader, teacher and student). The latter situation would suggest a misalignment between perceptions of the school's policy strategies (reflected in results from school leader) and of its actual practices and experiences (reflected in teacher and student's results), something that would be worth addressing.

WHAT SUPPORT DO WE HAVE FOR THIS STEP?



TIP 1-1

Think big, act small!

To develop a more systematic and focused intervention, you must keep in mind that not all areas/items can and should be addressed at once. For instance, you may have and may set big, ambitious “long term” goals (e.g., for an action plan with a 3-year horizon). However, you need to start by taking small steps and setting achievable goals, few at a time, year by year. Some goals could be achieved in a short time-frame (e.g., in three months), while others could take longer (e.g., more than a year).



TOOL 1-1

Review of SELFIE Report results

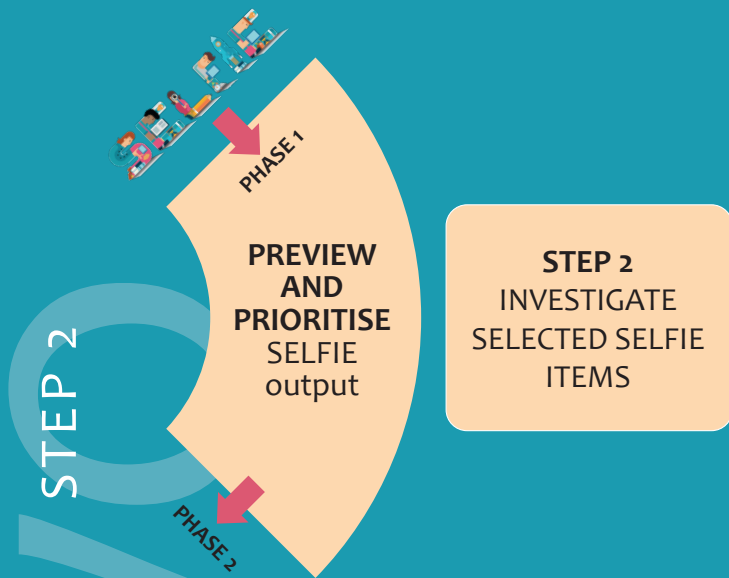
A template to help you get a good understanding of the results from your school’s SELFIE Report. File available in both [MS WORD](#) and [PDF](#) formats for any school to download and use.



CHECKLIST OF STEP OUTCOMES

When you have finished this step, you should have:

- ✓ Engaged in a reflection process on results from your SELFIE school report.
- ✓ Selected 2-3 focus areas/items within your SELFIE school report.



This step helps you establish a shared understanding among all team members on selected issue/s and related facets.

STEP 2 INVESTIGATE SELECTED SELFIE ITEMS

WHAT DOES THIS STEP INVOLVE?

Having selected the SELFIE areas/items that you consider of specific interest to your school, you should further examine them to ensure (a) that all team members of the coordinating team have a shared understanding of the issue/s at hand and (b) that there is ample awareness of the various critical points SELFIE has brought to light.

Indeed, a solid and comprehensive understanding of the issues that the SELFIE school report results reveal to the team is absolutely critical for defining an effective SELFIE-based Action Plan, capable of successfully addressing the matters that the team has chosen to address.

HOW DO WE PERFORM THIS STEP?

You, as SELFIE PTK coordinating team, can choose from a variety of different means and methods for conducting further investigation of the various aspects identified in the previous step; the most appropriate method will depend in good measure on which SELFIE Areas/items the team has decided to select. Options include holding a focus group, running a discussion panel, devising a short questionnaire for teachers and/or students, setting up an ideas box, and so on, all potentially effective ways to shed light on the nature and importance of the issue at hand. Outputs from this further investigation will contribute to better inform the school SELFIE-based Action Plan that will be defined in the next steps.

WHAT SUPPORT DO WE HAVE FOR THIS STEP?



TIP 2-1

Things to consider!

Consider the criticalities involved in the SELFIE areas/items you have selected and analysed from the SELFIE report.

Consider what impact/s these may have on the school's digital capacity.

Take measures to gain teachers' and /or students' view of the criticalities & their impact, e.g., via focus group/s, questionnaire, interview/s, discussion panel, ideas box, other means.

Note: use the available template tool to guide you through this process.

**TOOL 2-1****Template for further investigating selected SELFIE Areas/items.**

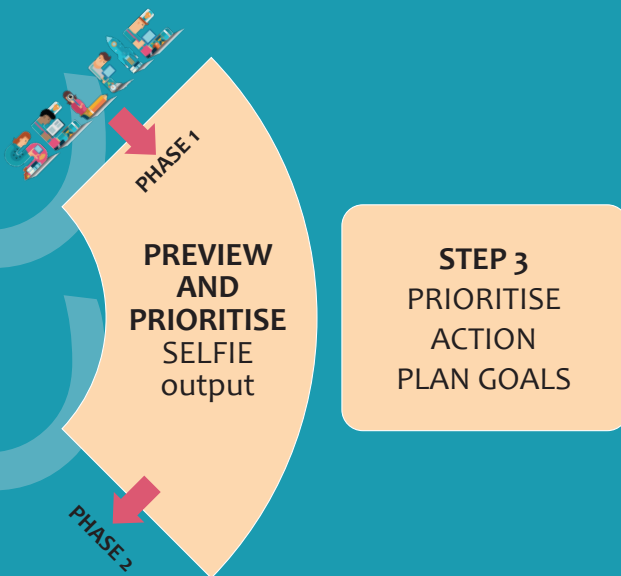
A template to guide you through your further investigation of the SELFIE Areas/items you selected. File available in both **MS Word** and **PDF** formats for any school to download and use.

**CHECKLIST OF STEP OUTCOMES**

When you have finished this step, you should have:

- ☒ Further investigated your selected SELFIE areas/ items using an appropriate method.
- ☒ Gathered evidence from teachers and/or students about the importance of the selected issue/s.
- ☒ Established a shared understanding among all team members on selected issue/s.

STEP 3



This step helps you to prioritise the SELFIE areas/items identified for action and to define goals for pursuing improvement aligned to these priorities.

STEP 3 SET PRIORITIES AND ACTION PLAN GOALS

WHAT DOES THIS STEP INVOLVE?

Having reviewed the results of your school SELFIE report (Step 1) and established a shared understanding among all team members on selected issue/s and related facets (Step 2), you are now ready to set priorities and action plan goals. In this step, you will:

- Prioritise the SELFIE Areas⁶/items that you have identified as requiring action.

⁶ There are eight (8) SELFIE Areas indicated by the first letter in each item: (A) Leadership, (B) Collaboration and Networking, (C) Infrastructure and Equipment, (D) Continuing Professional Development, (E) Pedagogy: Supports and Resources, (F) Pedagogy: Implementation in the classroom, (G) Assessment Practices, (H) Student Digital Competence.

- Define goals for pursuing improvements aligned to these priorities.

HOW DO WE PERFORM THIS STEP?

For this step you need to prioritise the SELFIE Areas/items that you have already identified in the previous Steps 1 and 2 as requiring action and set goals to achieve improvements that align with these priorities. It is important to stress that the goals identified here in Step 3 will become the overall goals of the SELFIE-based Action Plan that your school will subsequently develop in Steps 4 & 5 (Phase 2).

These priorities and goals should be in line with and complement general priorities defined by your school, and also reflect policy initiatives defined by education authorities at local/regional/national level. In sorting out your school's priorities and setting its goals, you can also consider specific conditions (e.g., urgency of the matters at hand), constraints (e.g., resources needed, timeframe to carry out all tasks), and the breadth and depth of the intervention your school can feasibly commit itself to complete. Once the overall priorities and goals are defined and agreed

by the whole SELFIE PTK coordinating team, you can start developing the detailed SELFIE-based Action Plan.

For each priority set, one or more goals are to be defined. The goals need to be consistent with the priority, measurable and realistic, and devoted to achieving improvement or optimization in view of the findings from Steps 1 and 2. Meeting these criteria forms a backbone for your school's progress from its current status regarding digital technology use to strategies and practices that are more effective and innovative. To this purpose, your school can use and adapt the example goals featured in the SELFIE PTK scaffolding guidelines. Alternatively, your school may draw on goals related to the same Area/item shared by other schools through the SHERPA online portal.

WHAT SUPPORT DO WE HAVE FOR THIS STEP?



EXAMPLE 3-1

Example of priorities and goal(s) for the action plan

Below, you can find some examples of priorities and goal(s) for the SELFIE-based action plan. Your school can use such example action objectives as-is, or as a starting point upon which it can base its own action objectives.

PHASE	PRIORITY 1	PRIORITY 2
SELFIE Area:	(F) Pedagogy: Implementation in the Classroom	(D) Continuing Professional Development
SELFIE Item(s): Code/Title	(F1) Teachers use digital technologies to tailor their teaching to students' individual needs	(D1) School leaders and teachers discuss of teachers' CPD needs for teaching with digital technologies. (D2) Teachers have opportunities to participate in CPD for teaching and learning with digital technologies
Goal(s): Goals for the action plan	GOAL 1: Employ digital technologies for fostering personalization of teaching and learning processes across the curriculum. GOAL 2: Make provision for focused training activities and teachers' peer mentoring and exchange as measures promoting further development of the digital competences in the school-teacher cohort.	



TOOL 3-1

Template for setting priorities and action plan goals.

A template to use for writing down the priorities and action plan goals you have set. File available in both [MS Word](#) and [PDF](#) format for any school to download and use.

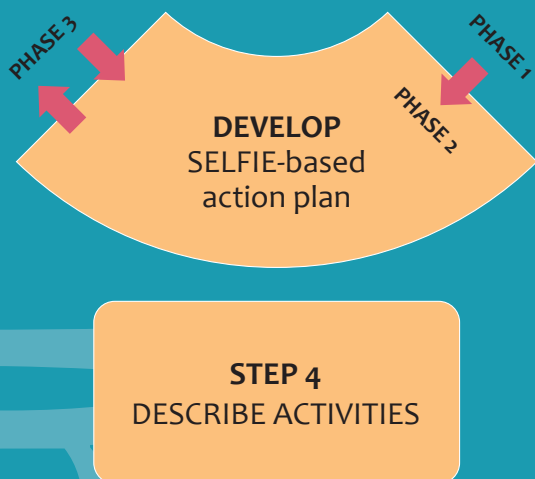


CHECKLIST OF STEP OUTCOMES

When you have finished this step, you should have:

- ☒ Set priorities and goal(s) for the SELFIE-based Action Plan.

STEP 4



This step helps you to describe activities in pursuit of the priorities and goals identified for your school SELFIE-based Action Plan.

STEP 4 DESCRIBE ACTIVITIES

WHAT DOES THIS STEP INVOLVE?

Having identified key aspects (i.e., priorities and goals) requiring action to further the school's digital capacity (Steps 1-3), you are now ready to develop the **SELFIE-based Action Plan** your school intends to implement.

In this step, you will:

- Formulate a list of actions to be performed to reach goals set.
- Start outlining your school SELFIE-based Action Plan, based on results from previous steps (Phase 1).

HOW DO WE PERFORM THIS STEP?

Step 4 involves describing the activities you intend to implement in your school SELFIE-based Action Plan. This action plan, that will be finalised in the subsequent Step 5, is a comprehensive document that enables you to plan, enact and evaluate activities.

The process could start with a brainstorming session to outline an initial set of activities for pursuing the goals and priorities you have defined in Step 3. You may want to include single or multiple activities to address each goal. Some goals may require a short time span of a few months, while others may even take more than a year to achieve. While drafting those activities, continue asking yourselves whether your activities actually address the output from the previous steps (for example by copying your priorities and goals from Step 3 into the Action Plan template so they are at hand for reference during this step).

To ensure that your action plan activities are defined in a sound and reliable way, you can use the **S.M.A.R.T.** approach: **S**pecific, **M**easurable, **A**chievable, **R**elevant (i.e., relevant to the current circumstances of the school and the achievement of the specific stated priority), and **T**ime-bound (Doran, 1981). If an activity seems complex and hard to achieve, consider breaking it down into smaller tasks that are easier to implement and manage.

Once you have established the actions, check if you need to prioritize them: some actions may be depen-

dent on others, or have specific deadlines or time limits. Also consider sharing and discussing them with other colleagues at school to gain their feedback and consensus before proceeding.

Remember that this is a preliminary SELFIE-based Action Plan, in the sense that you will complete and refine it in the subsequent steps. Moreover, any time during the implementation (Phase 3) the need may emerge to come back and modify or adjust the action plan.

WHAT SUPPORT DO WE HAVE FOR THIS STEP?



TOOL 4-1

Template for SELFIE-based Action Plan

A template to use for planning, enacting, and evaluating activities. The template is available in both a printed and an online format.

Printed version: File available in both [MS Word](#) and [PDF](#) format for any school to download and use. Feel free to modify accordingly!

Online version: (Only)

Schools participating in the SHERPA piloting phase can visit the SELFIE PTK **online environment** for completing the SELFIE-based action plan.



TIP 4-1

Links to national education initiatives and digital action plan

When developing your SELFIE-based action plan it is important to bear in mind any relevant national, regional, or local guidelines that might relate to those actions. Also consider how those actions would fit in with your school's improvement plan.



TIP 4-2

Include information from previous steps into your action plan

The SELFIE-based Action Plan may include information from Phase 1, regarding the current state of the school's digital strategies and practices (Step 1 & Step 2) and a prioritized list of SELFIE areas and selected items identified as requiring action, along with goals set for pursuing improvements aligned to these priorities (Step 3). Even though including this information into the SELFIE-based Action Plan is optional, by doing so, it will allow you to have all relevant information together in a single document.



TIP 4-3

Examples of competence improvement objectives and actions drawn from other education frameworks.

Remembering that SELFIE results reflect the (subjective) perceptions of users expressed on a five-level Likert scale¹, schools may also wish to have functional input for setting themselves higher goals for improvement and understanding how to go about making advancements in their practices. To this end, examples from existing ‘graduated-level’ models and frameworks could be included, such as the [Digital Learning Framework](#) or the [DigCompOrg](#) and [DigCompEdu](#) frameworks, which rank competences, descriptors, and proficiency statements in progressive proficiency levels. Even though there is no categorical one-to-one correlation between the different areas, indicators, and competences covered in SELFIE and those addressed in other frameworks, comparison with them could give educators and schools a better understanding of the level of their various competences and how these can be developed. Working collectively, this could help them formulate their goals and actions in a more tangible, precise, and specific way.

For example, under the SELFIE Area “Pedagogy: Implementation in the classroom”, one of the indicators is “Student Collaboration” (F5). This is in line with one of the 22 competences in the DigCompEdu framework, specifically

¹ In SELFIE, the response options for each item are: Strongly disagree – in my experience, this is not true at all / Disagree / Slightly agree / Agree / Strongly agree – in my experience, this is very true.

the competence “Collaborative Learning” under the area “Teaching and Learning”. For each of the 22 competences, descriptors, and **proficiency statements in the DigCompEdu framework**², there are separate descriptions at six progressive proficiency levels. When using the SHERPA’s Pedagogical Toolkit, schools could take advantage of these proficiency-graded descriptors to get an understanding of their general collective current proficiency level on the selected competence and draw on the detailed description of progression criteria when formulating their actions objectives.

The **Digital Learning Framework for Primary Schools** and **Digital Learning Framework for Post Primary Schools**, which articulate effective and highly effective practice for the use of technologies in two key dimensions (i.e., Teaching and Learning and Leadership and Management), could be used in a similar way as DigCompOrg or DigCompEdu frameworks. For instance, under the SELFIE area “Assessment Practices”, one of the indicators is “Assessing skills” (G1), which is aligned with one of the 32 standards in the Digital Learning framework, namely the standard “the teacher selects and uses planning preparation and assessment practices that progress pupils’ learning” under the domain 3: “Teachers’ Individual Practice” and under the dimension “Teaching and Learning”. For each of the 32 standards, statements of practice which describe “effective”, and “highly effective” school practices are provided which could assist schools to identify the areas of their practice that are effective or highly effective and to identify and prioritise the areas where improvement is needed.

² <https://ec.europa.eu/jrc/en/digcompedu/framework/proficiency-levels>



TIP 4-4

Exchange of ideas, best practices, and experiences through networking

A network of participating schools can be created (at the country level) to facilitate exchange of ideas, best practices, and experiences with national and international schools. Schools can also ask for suggestions of how to overcome obstacles and difficulties that may arise in the implementation of their activities. The SELFIE PTK [online platform](#) can also be used to facilitate communication from schools from different countries.



TIP 4-5

Examples of objectives and activities available from other countries

The SELFIE PTK portal allows registered schools, participating in the SHERPA pilot implementation, to share selected activities implemented in their school, publicly to all schools. Once registered schools start to share their actions, the portal will act as a space, where schools can find examples of activities already implemented elsewhere. Schools can use these shared activities as-is, or as a starting point upon which they can base their own activities.

In addition, schools can identify further suggestions to specify activities to be carried out in the following relevant webpages:

- <https://www.dlplanning.ie/>
- <https://innovativeschools.pi.ac.cy/>
- <https://www.cybersafety.cy>



TIP 4-6

Links to useful digital tools that could support teaching and learning

Below you can find links to useful digital tools which could support teaching and learning:

ePortfolio tools: An ePortfolio is a dynamic workplace “owned” by students. Taking into consideration the continuous development and integration of technology in education, an ePortfolio offers the students a digital workplace where they can capture their learning, submit and manage their work collections, reflect on their learning, share, set goals, seek feedback and showcase their learning and achievement (Cyprus Pedagogical Institute, 2021; EUfolio, 2014). Some suggested ePortfolio tools are:

- Mahara: <https://mahara.org/>
- Exabis ePortfolio plugin in Moodle ([link](#))
- OneNote: <https://www.onenote.com/signin?wdorigin=ondc>
- Google Sites: <https://sites.google.com/new>

Tools for the creation of rubrics: In general, rubrics are scoring guides used to evaluate student products and performance. Some tools you can use to create rubrics are:

- Rcampus: <https://www.rcampus.com/>
- Rubistar: <http://rubistar.4teachers.org/>
- Corubric: <https://corubric.com/>



Tools for the creation of digital educational materials:

- **Canva:** Allows you to design images such as infographics, posters, flyers, stories for social networks and so on <https://www.canva.com>
- Animated videos: <https://www.powtoon.com/>
- Interactive videos: <https://h5p.org/>
- Screen/video recordings: <https://screencast-o-matic.com/>
- Dynamic presentations: <https://prezi.com/>
- Mind maps: <https://www.mindmeister.com/>
- Concept maps: [CmapTools https://cmap.ihmc.us/](https://cmap.ihmc.us/)
- Word clouds: <https://www.nubedepalabras.es/>
- Posters and murals: <https://edu.glogster.com/>
- Synchronous communication managers: skype, viber, etc.



EXAMPLE 4-1

Description of activities for set goals and priorities

Below, you can see a list of indicative activities, addressing different goals and priorities set in the previous step (Step 3). Schools can use the activities described below, as is, simply select a few, or adapt according to their own needs and context.

PRIORITIES	GOALS	POSSIBLE ACTIVITIES
SELFIE Area(s): <div>D. Continuing Professional Development</div>	To make provision for focused training activities	<ul style="list-style-type: none"> • Use an online self-evaluation tool (e.g., SELFIE for Teachers, TET-SAT) to trigger teachers' self-reflection and identify their CPD needs. • Create a recommended list of digital educational tools (e.g., MS Teams, Kahoot, Flipgrid, etc.) and/or methods (e.g., flipped classroom, game-based learning) and ask teachers to express their interests for training purposes. • Establish a training program with clear objectives and make it publicly available to all teachers.
SELFIE Item(s): <div>D1. CPD Needs</div> <div>D2. Participation in CPD</div> <div>D3. Sharing Experiences</div>	To encourage peer mentoring and exchange to further develop the digital competence in the school-teacher cohort	<ul style="list-style-type: none"> • Identify and plan different training options, e.g., team-teaching, classrooms observations, teacher coaches. • Create a common online space to upload and share teaching resources among the school-teacher cohort.

PRIORITIES	GOALS	POSSIBLE ACTIVITIES
SELFIE Area(s): <div>H Student Digital Competence</div> SELFIE Item(s): <div>H1. Safe Behaviour</div> <div>H3. Responsible Behaviour</div>	<p>To educate students in the creative, safe, and responsible use of the internet</p>	<ul style="list-style-type: none"> • Inform students about services offered through the SIC (e.g., Helpline) where they can get advice and support on issues related to safe, responsible, and ethical use of the Internet. • Arrange presentations, and workshops for students, teachers, parents through the country's Safer Internet Center (SIC). • Involve students in developing/ refining the school "Acceptable Use Policy" of the school. • Ensure the school participation in a national or international Program on Safer Internet (e.g., Young Coaches, eSafe Schools, School Web Radio, EduWeb). • Subscribe the school to the eSafety Label community and get accredited.



EXAMPLE 4-2

Description of activities for set goals and priorities

Below, you can see a list of indicative activities, addressing different goals and priorities set in the previous step (Step 3). Schools can use the activities described below, as-is, simply select a few, or adapt according to their own needs and context.

PRIORITIES	GOALS	POSSIBLE ACTIVITIES
SELFIE Area(s): E. Pedagogy Supports and Resources	To improve communication between school, parents and teachers using digital technologies	<ul style="list-style-type: none">• Use the school's website to share announcements, media, school events, or any other information on school related activities.• Use online communication apps such as Viber, FB, Messenger, WhatsApp to create school-chat groups, among classes.• Promote the text message system on the school's website.• Use text messages to send important messages and quick alerts to parents.
SELFIE Item(s): E4. Communicating with the school community		

PRIORITIES	GOALS	POSSIBLE ACTIVITIES
SELFIE Area(s): <div>F. Pedagogy Implementation in the classroom</div> SELFIE Item(s): <div>F1. Tailoring to students' needs</div>	To improve the use of digital technologies to tailor teaching to students' individual needs	<ul style="list-style-type: none"> Encourage teachers to visit each other's classroom. The information gathered from the observation of their colleague could be discussed and help teachers learn from each other. Share ideas, tips, or resources related to the use of digital technology to tailor teaching to students' needs that have proven effective for individual teachers in staff meetings and/or the school network (LAN).



CHECKLIST OF STEP OUTCOMES

When you have finished this step, you should have:

- ☒ Established your list of activities.
- ☒ Made sure they are appropriate.
- ☒ Started filling in the Action Plan template.

STEP 5



STEP 5 FINE PLAN AND SET EVALUATION MEANS

This step will help you to depict your action plan in detail, specifying actions and identifying suitable evaluation means for your action.

STEP 5 FINE PLAN & SET EVALUATION MEANS

WHAT DOES THIS STEP INVOLVE?

Having drafted a preliminary SELFIE-based Action Plan, with a list of actions to be implemented (Step 4), you are now ready to describe each action in greater detail. In this step, you will outline when, who, what, and how each action should be implemented. For each action you need to define:

- **Timeframe:** When the action will be run and completed?
- **Responsibility:** Who will be responsible for implementing and overseeing an activity?
- **Resources:** What resources are needed to perform the action?
- **Success Criteria:** What are the expected outcomes of the action?
- **Monitoring and Evaluation:** How will progress be monitored and evaluated?

HOW DO WE PERFORM THIS STEP?

For this step, you need to describe in greater detail each action of the SELFIE-based Action Plan. More specifically, for each action the following information needs to be provided:

- **Timeframe:**

Specify a realistic timeframe for concluding each action. Decide when the action will start and when it must be completed. This should be a rough estimate, not a set timetable, and you should allow for some flexibility. However, planning of the implementation phase is important in case there are dependencies among some actions.

- **Resources:**

Identify the resources (i.e., personnel, equipment, services etc.) needed to carry out the activities. If they are not available, you need to consider how to acquire them. The resources could include: additional digital technologies to support teaching and learning; involving external personnel and organisations to help the school integrate digital technologies etc.

- **Responsibility:**

Nominate of person(s) responsible for: (a) implementing the action and/or (b) assisting in this action and (c) overseeing implementation of the action. Usually, overseeing an action is a task for a member of the SELFIE PTK Coordinating team.

- **Success Criteria:**

Establish clear and, if possible, measurable indicators of what successful outcomes or impact should be. This will allow you to monitor the activity, measure improvement, and track progress towards achieving the goals set. Well defined and possibly measurable outcomes are needed not only for monitoring an action, but more importantly to determine its success and effectiveness.

- **Monitoring and Evaluation:**

Define the tools and methods to use for examining and monitoring progress being made towards the goals of the action. Evaluation data could be both quantitative and qualitative. To collect valid and reliable data, it is recommended to use more than one source of data. Information and data may come from teachers' perspectives emerging from interviews or questionnaires, analysis of

digital learning-path or lesson plans, direct classroom observation, video-class recordings, etc. Students could also be asked to provide feedback to allow comparison between students' and teachers' perspective. Moreover, it is important to define how progress will be reported, how frequently, when and by whom.

Defining all the above information will give you a solid basis for implementing your school's SELFIE-based Action Plan and allow you to follow up each individual action. Remember that the purpose of an effective action plan is not to implement as many actions as possible, but to achieve the goals that have been set. You always need to review your action plan, keeping in mind the goals and overall priorities set.

WHAT SUPPORT DO WE HAVE FOR THIS STEP?



TOOL 5-1

Fine plan & Set Evaluation Means

A template to use for fine planning and setting evaluation means for an action. File available in both [MS Word](#) and [PDF](#) format for any school to download and use.



TOOL 5-2

Template for SELFIE-based Action Plan

You can use the SELFIE-based Action Plan template for the analysis of each action described in Step 4. Template is available in printed format ([MS Word](#), [PDF](#)) and through the SELFIE PTK [online environment](#).



TIP 5-1

The 5W-2H method. Create an action plan asking yourself 7 questions

- What will be done?
- Why are we doing this?
- Where will it be done?
- When will it be done?
- Who should perform and monitor the action?
- How should the action be carried out?
- How much will the implementation cost (in terms of resources)?



TIP 5-2

Support from external organisations

You could seek advice and support at all steps and especially in developing the action plan from the relevant services of your country's Ministry of Education and/or local or regional education authorities. Some countries, such as Cyprus, provide relevant continuing professional development programs and the coordinating team could receive continuous training and support from these programs.



EXAMPLE 5-1

Detailed analysis of action

An example of fine planning and setting evaluation means for an action is shown below. This analysis needs to be performed for all actions listed in the school's SELFIE-based action plan.

EXAMPLE ACTION 1	
Priority SELFIE Areas & Items identified as requiring action	H. Student Digital Competence H1. Safe Behaviour H3. Responsible Behaviour
Goal What do we want to achieve?	To educate children in the creative, safe, and responsible use of the internet.
Activities Description What needs to be done?	<ul style="list-style-type: none">• Inform students about services offered through the SIC (e.g., Helpline) where they can get advice and support on issues related to safe, responsible, and ethical use of the internet.• Arrange presentations, and workshops to students, teachers, and parents through the country's Safer Internet Center (SIC), about being safe online.• Encourage students to produce short videos on the creative and safe use of the internet.• Ask students to do a research about internet safety issues, write the story and script related with the key messages and narrative they want to pass to the audience, rehearse, direct the camera, sometimes perform, edit and other post-production tasks.

	<ul style="list-style-type: none"> • Host a mini film festival in the school, where students will present their videos. It is necessary to involve other classes of the school and parents.
Timeframe When will the activity be ran and completed?	During the school year
Responsibility	Coordinating team
Resources	<ul style="list-style-type: none"> • Camera for each student group • Video editing software
Success Criteria What criteria students will need to demonstrate to achieve the goal set?	Students will be able to: <ul style="list-style-type: none"> • have a better and deeper understanding of all the interconnected issues of adopting a safe, creative, and responsible use of the internet. • contribute towards a better internet for children. • communicate their messages and digital online content regarding responsible and safe internet behavior.
Monitor and Evaluation What tools and methods are used to monitor and assess progress made towards achieving the goal(s) of the action?	<ul style="list-style-type: none"> • Evaluation of students' knowledge at the beginning and after the workshops. This could be repeated at the end of the whole activity. • Observation while the children are at work. • Voting from participants during the mini film festival. • Discussion with the students at the end of the activity. • Evaluation of student artefacts



EXAMPLE 5-2

Another detailed analysis of action

An example of fine planning and setting evaluation means for an action is shown below. This analysis needs to be performed for all actions listed in the school's SELFIE-based action plan.

EXAMPLE ACTION 2

Priority SELFIE Areas & Items identified as requiring action	C. Infrastructure and Equipment C1. Infrastructure C3. Internet access C13 OP. BYOD C2. Digital devices for teaching C8. Digital devices for learning
Goal What do we want to achieve?	To support teaching and learning with digital technologies: use of mobile computing devices by teachers and students, use suitable wireless networks within schools, increase use of cloud-based tools and applications to support learning, teaching, and assessment.
Activities Description What needs to be done?	<ul style="list-style-type: none">• Purchase (more) devices (e.g., laptops, tablets, wireless displays for screen mirroring) to support mobile learning and teaching.• Educate teachers and students on the use of digital devices.• Encourage the use of mobile computing devices by teachers and students to support active learning contexts.

	<ul style="list-style-type: none"> • Enable bring your own device (BYOD) policy during lessons. • Ensure the school has access to a fast and reliable broadband connection and that suitable Wi-Fi networks are in place within the school premises to support mobile learning contexts. • Increase awareness about the safe and responsible use of the internet.
Timeframe When will the activity be ran and completed?	During the school year
Responsibility	Coordinating team
Resources	<ul style="list-style-type: none"> • Digital devices (tablets, laptops, e.tc.), • Broadband internet, Wi-Fi network
Success Criteria What criteria students will need to demonstrate to achieve the goal set?	<ul style="list-style-type: none"> • Provide equal access for all students to the technology needed. • Teachers and students will use mobile computing devices in their learning contexts. • Students will bring and use their own devices during lessons. • Staff and students feel safe to use technology in school.
Monitor and Evaluation What tools and methods are used to monitor and assess progress made towards achieving the goal(s) of the action?	<ul style="list-style-type: none"> • Inventory of available devices. • Track usage of available devices, either school or student devices.



EXAMPLE 5-3

And another detailed analysis of action

EXAMPLE ACTION 3

Priority SELFIE Areas & Items identified as requiring action	D. Continuing Professional Development D2. Participation in CPD D3. Sharing experiences
Goal What do we want to achieve?	To prepare and implement a training programme for improving teachers' capacity for delivering remote teaching
Activities Description What needs to be done?	<ul style="list-style-type: none">• Use an online self-evaluation tool (e.g., SELFIE for Teachers, TET-SAT) to trigger teachers' self-reflection (or use SELFIE results) and identify teachers needs regarding remote teaching and learning.• Based on teachers' needs, design the training program, determine objectives, content, and trainers (internal -other teachers- or external).• Announce the schedule and content of the training.• Conduct training at the school.• Create an online space for communication and collaboration, sharing experiences, provide feedback (as critical friends), share material and resources.

Timeframe When will the activity be ran and completed?	Preferably at the beginning of the school year. However, it could run throughout the school year.
Responsibility	Coordinating team
Resources	<ul style="list-style-type: none"> • Self-evaluation tool • Online platform for remote teaching and learning • Training program related resources
Success Criteria What criteria students will need to demonstrate to achieve the goal set?	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> • Understand the differences between face-to-face and remote learning, and the challenges that arise in an online environment. • Improve their technological skills related with remote teaching. • Connect with their students, motivate, and engage online learners. • Share good practices with other teachers and provide feedback. <p>School will be able to:</p> <ul style="list-style-type: none"> • Design and develop training program related with distance teaching and learning practices based on the teacher needs. • Support teachers to improve digital capacity. • Facilitate and encourage collaboration and communication among teachers.
Monitor and Evaluation What tools and methods are used to monitor and assess progress made towards achieving the goal(s) of the action?	<ul style="list-style-type: none"> • Self-evaluation tool (at the beginning and the end of the school year) • Training program and attendance • Training material • Learning resources prepared by teachers • Student artefacts



CHECKLIST OF STEP OUTCOMES

When you finish working on this step, you should have:

- ☑ Detailed all the information needed for implementing each action.
- ☑ Ensured you have a monitoring mechanism in place
- ☑ Completed the design of your SELFIE-based Action Plan.

STEP 6

STEP 6 SET UP AND IMPLEMENTATION

ENACT
AND
EVALUATE
SELFIE-
based
action plan

PHASE 3

PHASE 2



This step helps you to prepare for and start implementation of your action plan.

STEP 6 SET-UP & IMPLEMENTATION

WHAT DOES THIS STEP INVOLVE?

Having designed a detailed SELFIE-based Action Plan (Step 5), you are now ready to implement it. During this step you will:

- share your action plan and seek approval from the school,
- inform and activate the various participants involved,
- foster a sense of ownership and shared responsibility,
- explain to participants the purposes of evaluating implemented actions,
- take required organizational steps and measures,
- gather and/or develop materials and tools needed,
- define appropriate means to communicate updates regularly,
- sustain active commitment of all participants throughout implementation period.

HOW DO WE PERFORM THIS STEP?

In Steps 4 and 5 you developed your SELFIE-based Action Plan. Now in Step 6 you are ready to put the plan into action. This requires some **preparation**, which requires you to:

1. Present SELFIE-based Action Plan to school community:

Present your action plan to the school's staff (e.g., during staff meetings and/or subject department meetings) and other interested parties, such as students and parents. Allow them to acquaint themselves with the action plan and encourage them to provide feedback and suggestions for improvement. Involving the various participants in setting up the SELFIE-based Action Plan (as mentioned also in Step 4) is more likely to foster a sense of shared responsibility and ownership, thereby encouraging their active participation.

2. Clarify roles and responsibilities of various participants:

Inform all participants about their roles and responsibilities regarding the implementation of the action plan. Ensure that all participants have a copy of the action plan and fully understand their roles. Ensure that everyone knows who is responsible for each task. You could en-

courage not only school staff but also parents to get involved in the process, where possible and suitable.

3. Explain to participants the purposes for evaluating the actions and inform them that confidentiality will be maintained throughout the process:

Explain to all participants that evaluation data will be collected during the implementation of the action plan but for formative and not for summative reasons. The main purpose of evaluation is to understand the contribution that the implemented actions are making towards improvement of the school and not to determine the performance of individuals. Personal data collected will be respected and comply with any national or international regulation such as the GDPR. If data are to be used for showcasing school actions, consent forms from participants will be required.

4. Take required organizational steps and measures:

Take all the necessary organisational steps and measures required to implement the action plan. You could consider integrating the overall timeta-

ble of your action plan into the shared calendar of the school, making any formal arrangement necessary to conduct the activities (e.g., booking spaces and facilities). To help with this, you may consider forming small, focused “implementation teams” with expertise and interest in the priority topics of your action plan who will oversee the process.

5. **Gather and/or develop materials and tools needed:** Collect and/or develop any materials and tools needed to implement the action plan and monitor its progress.
6. **Define appropriate means to communicate updates regularly:** Decide how, who, to whom and when progress will be reported once actions are underway.

You are now ready to **start implementation** of your school’s SELFIE-based Action Plan. Once your action plan is underway, make sure to sustain active commitment of all participants throughout the process by providing constant and on-demand support. This could involve regularly discussing the action plan in staff

meetings; holding formal/informal discussions individually with the participants; sharing any ideas, tips and/or resources that have proven effective for individual teachers with other participants; promoting and facilitating school-based mentoring, whereby a relatively experienced teacher (the mentor) supports a relatively inexperienced teacher (the mentee).

WHAT SUPPORT DO WE HAVE FOR THIS STEP?



TOOL 6-1

Template for presenting SELFIE-based Action Plan to school community

A simple [PowerPoint template](#) for presenting the school’s SELFIE-based Action Plan to the school community. The structure of the presentation is based on the word format of the SELFIE-based Action Plan from Step 4. Use the fonts and color as is or change it to match up your school’s style.



TIP 6-1

Enable collaboration and communication using online tools

Use online tools (such as [Microsoft Teams](#), [Google Jamboard](#), [Padlet](#), [Mentimeter](#) etc.) to enable members of the school community to communicate and collaborate, provide feedback and give input in real time, regarding of aspects the action plan.



CHECKLIST OF STEP OUTCOMES

When you finish working on this step, you should have:

- ☑ Presented the action plan to the school community.
- ☑ Activated the various participants and ensured they fully understand their roles and responsibilities.
- ☑ Taken all the required organisational steps and measures.
- ☑ Gathered and/or developed all materials and tools needed.
- ☑ Started implementing your action plan and providing regular support to all participants.

STEP 7

STEP 7 MONITOR & EVALUATE ACTION

ENACT
AND
EVALUATE
SELFIE-
based
action plan

PHASE 3

PHASE 2



This final step helps you to ensure your goals have been met, to reflect on the process and your new-gained status.

STEP 7 MONITOR & EVALUATE ACTION

WHAT DOES THIS STEP INVOLVE?

Having started the implementation of your SELFIE-based Action Plan (Step 6), you are now ready to activate the mechanisms defined in Step 5 for monitoring and evaluating the actions. In this step you will:

- Monitor and evaluate the actions that are underway and make any necessary adjustments to the action plan.
- Upon completion of actions, make reflective comments for future reference and possible improvements.

Keep in mind that even if this is the final step in the SELFIE PTK, it should be viewed as part of an ongoing processes. Results should be used to improve any future action plan, by taking into consideration the experience gained during implementation of this plan.

HOW DO WE PERFORM THIS STEP?

With the action plan underway, it is essential that you maintain control, keep the action plan on track and assure its successful completion. Using the success criteria, tools and methods defined in Step 5, you monitor and evaluate the progress and impact of each action and determine the degree to which defined goals are being achieved or if they need to be recalibrated.

It is important that monitoring and evaluation are carried out throughout the whole implementation phase and in a systematic manner (at regular intervals), so that any issues can be identified and dealt with in a timely fashion, via appropriate solutions.

If monitoring reveals the need for on-the-fly adjustments for any activity, you may need to go back to Steps 4 and 5 (Phase 2) and adjust the design of your action plan. Remember that the design and implementation of your action plan are strongly interlinked, so any modification made will have implications for the action plan as a whole. Bear in mind for the action to be successful, all stated goals need to be met.

Upon completion of each action and collection of related data and artefacts, it is important to annotate your reflections on each action, irrespective of whether the goals set were successfully reached or not. These reflections regard:

- (a) the extent to which the action goals were achieved,
- (b) how teachers and students performed their roles,
- (c) emerged strengths and weaknesses of the action,
- (d) what worked and what did not work (based on the needs and profile of those involved in the actions and on any other contributing factors),
- (e) How and whether teachers' and learners' perceived changes in relation to the goal(s) of the action, and
- (f) any suggestions for improvement and for future actions.

Bearing in mind that your SELFIE-based Action Plan (even though enacted during a specific school period) is part of an ongoing iterative process, reflecting on this experience will provide invaluable insights for improving subsequent action planning.

The overall evaluation on actions performed should consider not just the achievement of pre-set goals but also to what extent these actions contributed to enhancing the whole school's digital capacity. This refers both to the specific SELFIE areas/items selected in Step 1 and, potentially, to positive effects on other areas/items that were outside the specific scope of your action plan.

To gain a picture of such progress, the school can consider repeating the SELFIE self-reflection process. This will allow you to compare the data from your initial SELFIE school report used at the start of the SELFIE PTK process (Step 1) with the data on your newly-gained status as revealed by your new SELFIE school report. This could also be launch pad for a new SELFIE PTK cycle.

WHAT SUPPORT DO WE HAVE FOR THIS STEP?



TOOL 7-1

Monitoring & evaluation template for your SELFIE-based action plan

A template to guide ongoing monitoring of how your SELFIE-based action plan is progressing, and for evaluating the outcomes and impacts it has generated with regards to the digital capacity of your school's learning community. File available in both [MS Word](#) and [PDF](#) formats for any school to download and use.



TOOL 7-2

Template for SELFIE-based Action Plan

You can use the SELFIE-based Action Plan template for the evaluation of each action described in Step 4, as well as the evaluation of the overall process after the completion of all actions. Template is available in printed format ([MS Word](#), [PDF](#)) and through the SELFIE PTK [online environment](#).





TIP 7-1

Evaluate the overall SELFIE PTK process.

Besides evaluating the SELFIE-based action plan, you could also evaluate the overall SELFIE PTK process. You could seek feedback (either formally or informally) from those who actively participated (e.g., school staff and students) in all the steps of the SELFIE PTK and other relevant stakeholders (e.g., school inspector and local education authorities/officer), to identify benefits and areas for improving the entire process of the SELFIE PTK, through different point of views.

Below you can find some indicative questions that can be used to get feedback from the relevant stakeholders regarding the SELFIE PTK process:

- Was the coordinating team (in terms of role, synthesis) able to support the implementation of the SELFIE PTK? What would you change?
- Were the set priorities and goals of the action plan sufficient to guide the action plan?
- Were the success criteria and monitoring process of the action plan sufficient for the successful implementation of actions?
- Was it a collective process which involved a significant number of teachers?
- Were teachers engaged in an ongoing process of sharing knowledge, experience, and collaboration activities in relation to teaching with digital technologies?

- Has the necessary culture been developed in the school for the use of innovative learning approaches with the support of digital technologies?
- Was the school leadership proactive in the implementation process and especially in supporting teachers in integrating digital technologies into their teaching?
- Were teachers confident and skilled in using digital technology to support their teaching and adapted pedagogy? Has the school organised or facilitated professional development opportunities for the teachers?
- Did the action plan, helped teachers to integrate digital technologies into learning, teaching and the assessment of students' skills?
- Do students feel that the implementation of the action plan has changed how they learn?
- Do teachers/parents feel that the school benefited from the implementation of the action plan?



TIP 7-2

Keep unsuccessful actions in the action plan!

Valuable lessons could be learned from actions proved unsuccessful in reaching the goals set due to time constraints, obstacles, reactions from parents or any other reason. These lessons may help you in future iterations of the action plan. Therefore, it is recommended to keep them as part of the action plan and include notes on the reasons of their ineffectiveness.



TIP 7-3

Change attitudes of those not willing to actively participate.

Measuring the progress regarding your school's digital readiness, may result in positive findings. In this case, it would be good to disseminate those findings within the school community. The spread of positive outcomes could influence the attitudes and boost the interest of the school stakeholders who were less involved or not involved at all, in the school improvement process. Therefore, the commitment of the whole school may increase in an effort of improvement that appears promising.



CHECKLIST OF STEP OUTCOMES

When you have finished this step, you should have:

- ☒ Enacted and completed the monitoring and evaluation process.
- ☒ Completed the implementation the SELFIE-based Action Plan
- ☒ Collected evidence from the monitoring and evaluation process.
- ☒ Sought feedback from participants on impact of the SELFIE-based Action Plan.
- ☒ Evaluated the overall Action Plan to inform future actions.

REFERENCE LIST

Bocconi, S., Earp, J., Kanaris, N. and Nicolaidou, D. (2020). Pedagogical Innovation Assistant Toolkit for Developing SELFIE-based Action Plans (version 1). SHERPA ErasmusPlus Project (Extract from Deliverable 3.1). SHERPA Erasmus+ Project.

Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives.
Management Review, 70 (11), 35–36.

EUfolio.(2014). **EPortfolio implementation guide for policymakers and practitioners**.
https://eufolioresources.files.wordpress.com/2015/03/eportfolio-implementation-guide_en.pdf

Cyprus Pedagogical Institute (2021, February 18).
Εισαγωγική ενότητα-Μέρος 3: Ηλεκτρονικός φάκελος επιτευγμάτων [Introductory module-Part 3: ePortfolio].
<https://elearn.pi.ac.cy/moodle/enrol/index.php?id=184>

TERM / EXPRESSION	DEFINITION IN THE CONTEXT OF THE SHERPA PROJECT
DigCompOrg	A European Framework for digitally competent educational organisations developed by the JRC (Joint Research Center) of the European Commission. It can be used by educational organisations to guide a process of self-reflection on their progress towards comprehensive integration and effective deployment of digital learning technologies.
Digital education	[following consolidated EC terminology] Alternative term for “digital-age learning”. Adoption of digital technologies (and related competences) (a) to improve and enrich teaching & learning processes, and (b) to foster innovation, especially in formal education contexts. While the term may involve aspects of digital literacy, it is not mutually synonymous with it, nor with the teaching of ICT knowledge as a distinct curricula subject or as part of one.
Scaffolding	Structured, organized support offered to facilitate the design and implementation of specific activities or steps in schools aiming to achieve a given practical objective. In the case of SHERPA, scaffolding contributes in boosting schools’ digital-age learning. Support, inter alia, includes a variety of material and resources in different types and formats, which offers practical input, recommendations, guidance, good practices examples, explanations, etc., useful for formulating and/or implementing steps of the SELFIE PTK.
School leader(s)	[following consolidated SELFIE terminology] School figures who have organizational responsibilities beyond (but in some cases also including) classroom teaching. This category includes, but is not limited to, the School Principal/School Head, curriculum area/subject coordinators, the SELFIE coordinator, digital teaching/technology coordinator, etc.

TERM / EXPRESSION	DEFINITION IN THE CONTEXT OF THE SHERPA PROJECT
SELFIE Pedagogical Innovation Assistant Toolkit (or simply “SELFIE PTK ”)	Structured, customizable package intended to support SELFIE-based activities fostering digital-age learning. The Toolkit is made up of three top-level Phases and eight second-level Steps.
SELFIE PTK Coordinating Team	School staff members responsible for supporting the School Principal in overseeing planning and organization matters (including the SELFIE process) and for devising and enacting the SELFIE-based Action Plan with the aid of the SELFIE PTK (see related Glossary entries).
SELFIE school coordinator	A person or small team assigned by a school to coordinate the SELFIE exercise.
SELFIE (Self-reflection on Effective Learning by Fostering Innovation through Educational Technology)	An online self-reflection tool and associated process developed by European Commission to help individual schools improve their use of digital technologies to support learning (see Appendix for more information).
SELFIE-based Action Plan	Structured set of interrelated activities to attain specific goals. In the context of this project, the SELFIE-based Action Plan is formulated by an individual school with the express purpose of improving its use of digital technologies for teaching and learning in conjunction with the SELFIE self-reflection process.



SELFIE
PEDAGOGICAL
INNOVATION
ASSISTANT
APPENDIX
TOOLKIT
(SELFIE PTK)

APPENDIX.

SELFIE TOOL AND SELFIE SCHOOL REPORT

SELFIE is a free, customisable tool to help schools reflect on how they use digital technologies to support teaching and learning⁷. The SELFIE tool is one of the 11 initiatives set out in the Digital Education Action Plan of the European Commission⁸ to promote the effective use of digital technologies in schools by supporting innovation in teaching and learning practices. SELFIE stands for *Self-reflection on Effective Learning by Fostering Innovation through Educational Technology*, and it addresses digitally-based innovation right across the school organisation. The tool is based on the **European Framework for Digitally-Competent Educational Organisations (DigCompOrg)**⁹ and has been developed in a participatory manner, involving schools, policy makers, and researchers from across Europe.

SELFIE focuses on learning rather than technology.

As such, it considers all school dimensions: school strategies; teaching, learning and assessment practices; technological and physical infrastructure; curricula; and student experience. It is by no means directed towards technologically advanced schools. In fact, SELFIE is especially helpful for schools whose infrastructure is still fairly rudimentary and where the use of digital technology is quite limited. As a tool and associated reflection process, SELFIE is designed to support systematic and transparent development of ongoing practice through reflection, thereby improving student, professional and organisational learning. SELFIE can enable school communities to periodically self-reflect on their progress and help them plan future steps in realising effective digital-age learning.

SELFIE comprises distinct self-assessment surveys respectively addressing school leaders, teachers, and students at

⁷ <https://education.ec.europa.eu/self-reflection-tools/schools-go-digital>

⁸ https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en

⁹ <https://ec.europa.eu/jrc/en/digcomporg/framework>

different levels of compulsory education. These respondents are requested to reflect on their experience of how digital technologies are used for teaching and learning within their school's learning community. Each survey comprises a **set of core items** (most of such indicators are common to all education levels); it can also include some **optional items** (selected from a pre-defined set of optional indicators that the school can opt to add to its questionnaire according to specific needs) and the possibility to create its own **self-defined items** for its own particular needs, using a standard template form. Participation in SELFIE is on a voluntarily basis, and all data collected is anonymous and safely stored on European Commission servers.

When participating school leaders, teachers and students have provided their questionnaire responses, the school automatically receives a detailed, tailor-made report, called the **SELFIE School Report (SSR)**. This captures participants' view of their school's use of digital technologies for learning, highlighting perceived strengths in technology use and areas for improvement. Like the pixels in a photographic selfie, the more school leaders, teachers, and students participate in SELFIE, the clearer and more accurate the SSR of their school will be.

Only the participating school itself has access to its SSR, which provides the overall results (and associated breakdown) of the information that the school's leaders, teachers, and students have provided. The school's report is automatically generated on the SELFIE platform, once the participating students, teachers and school leaders staff have replied to their questionnaires.

The SSR is an interactive document that highlights perceptions of what is working well at the school and where improvements may be needed. The data are displayed in different ways, allowing for various comparisons and analyses at different levels of granularity. A general overview of the five main SSR sections that the SSR interactive report covers is provided in the table below, along with some anonymous sample results¹⁰.

¹⁰ SELFIE is regularly updated, therefore the extract from the SSR might be different from the current version of the tool. Therefore, always visit the official SELFIE website for updated information. (<https://education.ec.europa.eu/self-reflection-tools/schools-go-digital>)

Overview of areas

The figures below show the average responses by your school leaders, teachers and students for each of the areas



[PNG](#)

[PDF](#)

1. OVERVIEW OF SELFIE RESULTS

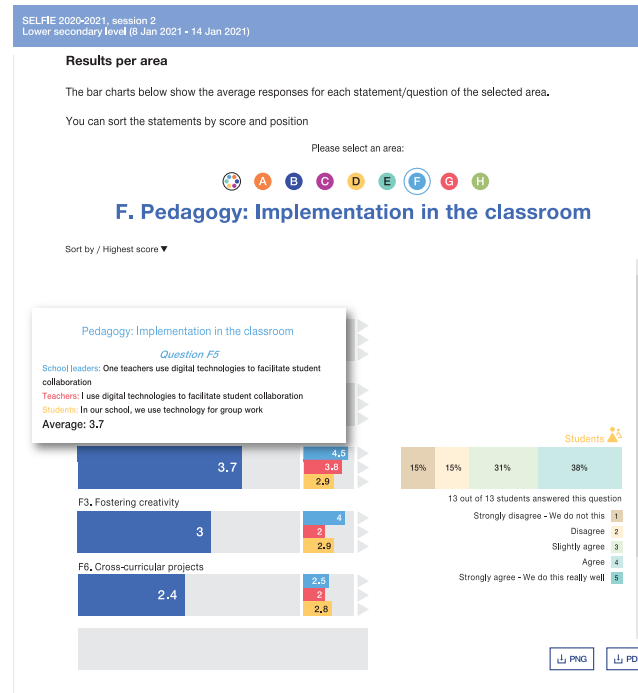
This section of the report shows the average rating each user group gave in each of SELFIE's eight thematic areas:

- (A) Leadership,
- (B) Collaboration and Networking,
- (C) Infrastructure and Equipment,
- (D) Continuing Professional Development,
- (E) Pedagogy: Supports and Resources,
- (F) Pedagogy: Implementation in classroom,
- (G) Assessment Practices,
- (H) Student Digital Competence.

For each area, the number of questions answered by each user group is also displayed.

2. RESULTS PER AREA

This section shows the average rating for each statement within a given area (Leadership, Infrastructure and Equipment, etc.). For each area, the questions answered by each user group are also shown.



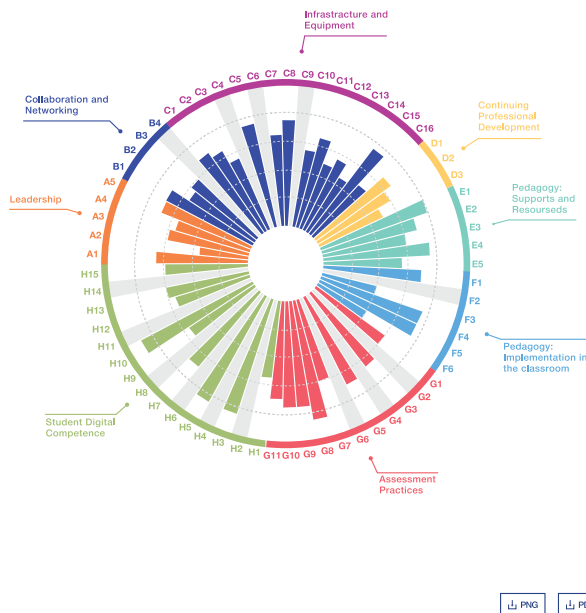
Results per user

The wheel below shows average responses per user group for all statements.

Please select a user profile:



Teachers



3. RESULTS PER USER

Overall results are also displayed for each specific user type. Results for each area are grouped in colour-coded sections, with each numbered spoke of the wheel representing a specific SELFIE question.

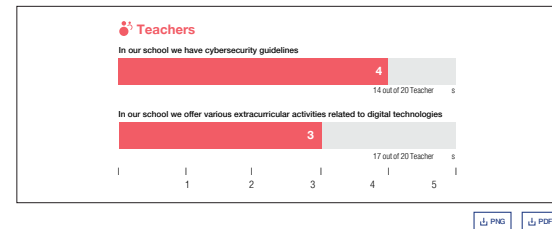
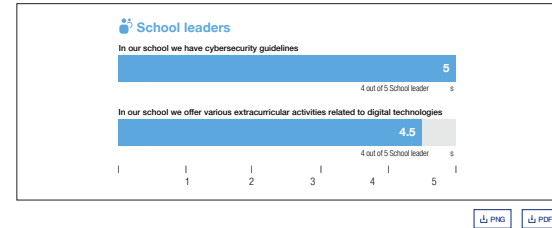
The light grey segments in the graph indicate core questions that were either not posed to this user group or, alternatively, received a “not applicable (N/A)” answer from every single respondent in that group.

4. STATEMENTS DEFINED BY THE SCHOOL

In addition to results related to SELFIE-standard (core and optional) item questions, the results for any statements that the school itself created for inclusion are also given. These are displayed as separate bar charts for each user group. Each bar shows the average rating given for that statement and indicates the number of users who responded to it.

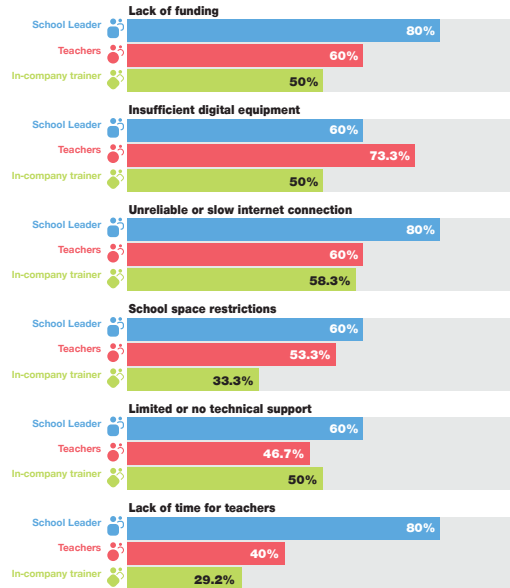
> Statements created by your school

Below the average responses to the statements created by your school:



Factors inhibiting the use of technology

Is teaching and learning with digital technologies in your school negatively affected by the following factors?



[PNG](#) [PDF](#)

5. ADDITIONAL AREAS

Ratings are also displayed for the six additional areas that are featured in SELFIE questionnaires to provide the school with more details. These are:

1. Usefulness of Continuing Professional Development (CPD) activity
2. Individual teacher confidence in the use of technology
3. Percentage of time spent teaching through digital technology
4. Factors inhibiting the use of technology
5. Approach to the adoption of new technologies
6. Student use of technology within and outside of school

General tips that the EC gives for analysing SELFIE results suggest focusing on **(a)** high or low aggregate scores, and **(b)** any discrepancies in how students, teachers and school leader-staff view technology use. This should help the school to gain better understanding of where action might be needed.

It is up to the individual school to decide how they wish to use their results. The SSR can be employed to kickstart an internal dialogue within the school community, possibly with the aim of devising an action plan to improve the use of digital technologies for teaching and learning. The opportunity is available to compare year-on-year results and thereby to track medium term trends and improvements.



