



European  
Commission



# SELFIE SCHOOL REPORT

Selfie Tomares

Upper secondary vocational level

8 AREAS

## How to use the report

The SELFIE school report brings together and compares views of your school leaders, teachers and students. Like a real "selfie", the information collected in SELFIE provides your school with a snapshot of where you stand currently in relation to strategy and practice in the use of digital technologies for teaching and learning. The results from SELFIE can help start a dialogue within your school community. It can be a good basis to identify and discuss strengths and weaknesses and to create a school plan on using digital technologies to support learning.

SELFIE can be used on a yearly basis so you can track where progress has been made and where action may still be required. The SELFIE results are available only to you and no-one else can access these.

When analysing the results of the SELFIE school report, you should consider if in specific areas or statements/questions there are:

- Low ratings
- High ratings
- Significant differences in ratings between user groups

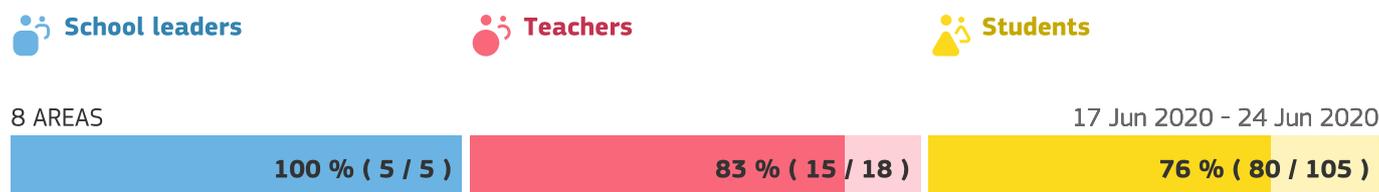
This PDF is only an extract of the analysis of the results of your school. if you want to deepen the analysis of some areas or statements, you can consult the online report, download the specific charts you need and complete this report.

Consult the PDF with the core and optional questions you can find in the section Customise the questionnaires to read the wordings of the different questions.

This report shows the results from the self-reflection "8 AREAS".

## Completion rates

In this self-reflection exercise the participation of school leaders, teachers and students was as follows.



## In-company trainers

In this self-reflection exercise the participation of in-company trainers was as follows:

Company name	8 AREAS
<i>Total</i>	24
Tomares Company 1	9
Tomares Company 2	9
Tomares Company 3	6

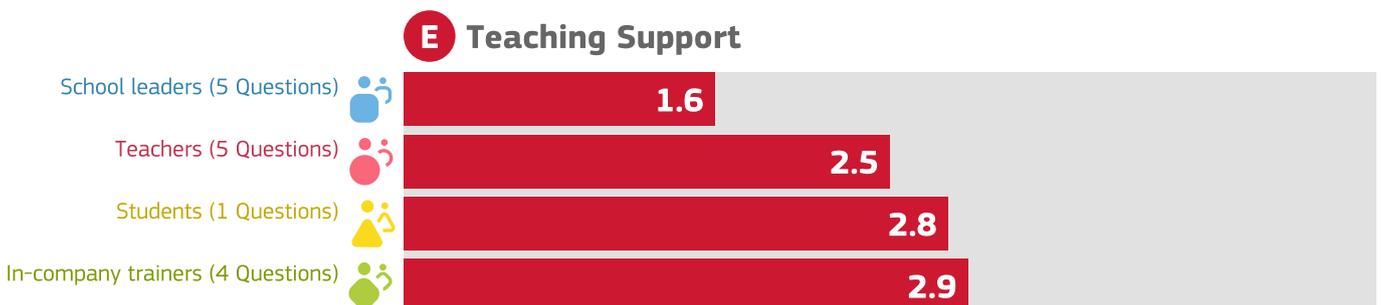
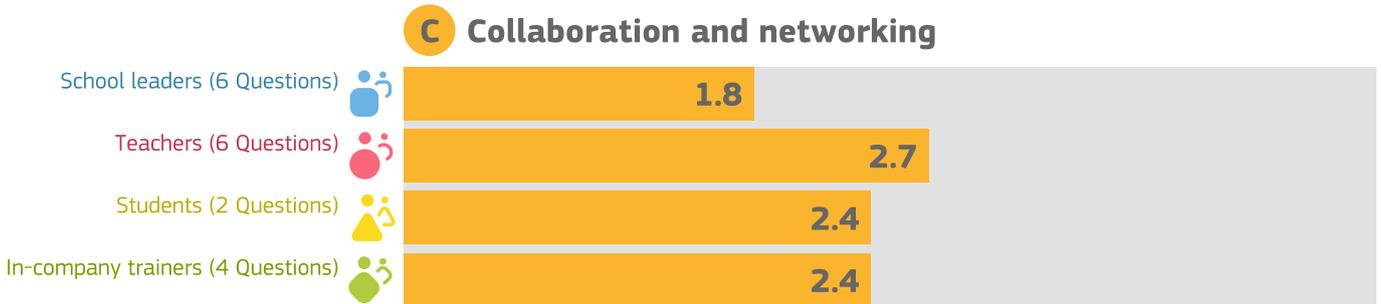
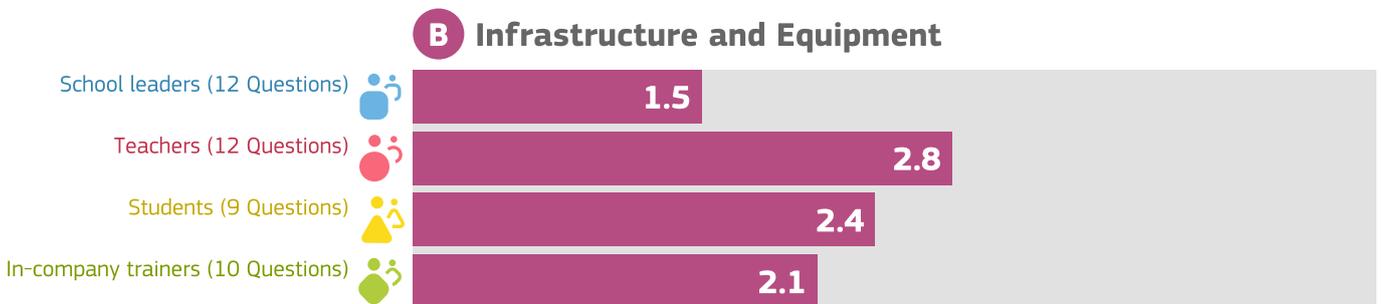
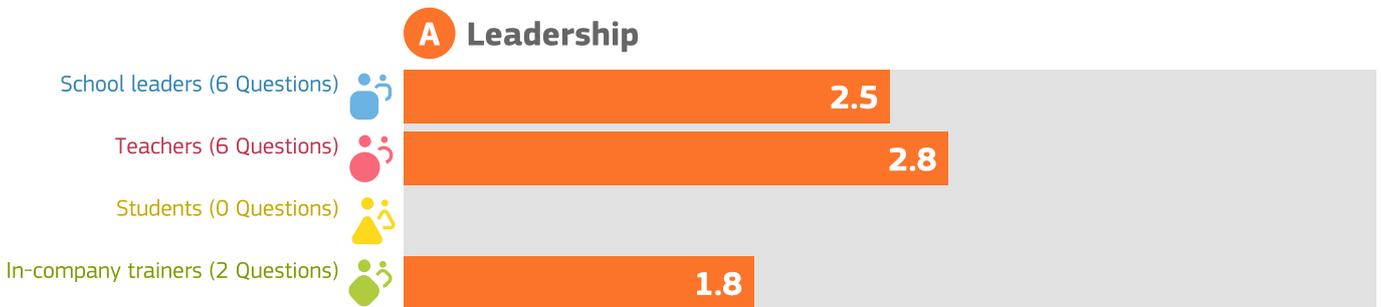
## Profiles

The profiles presented for this school/firm are the following:

- School leaders
- Teachers
- Students
- In-company trainers

# Overview of areas

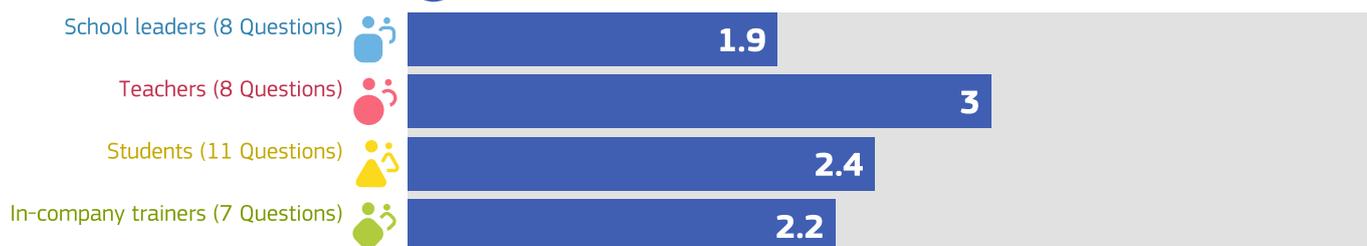
The figures below show the average responses by your school leaders, teachers and students for each of the 8 areas.



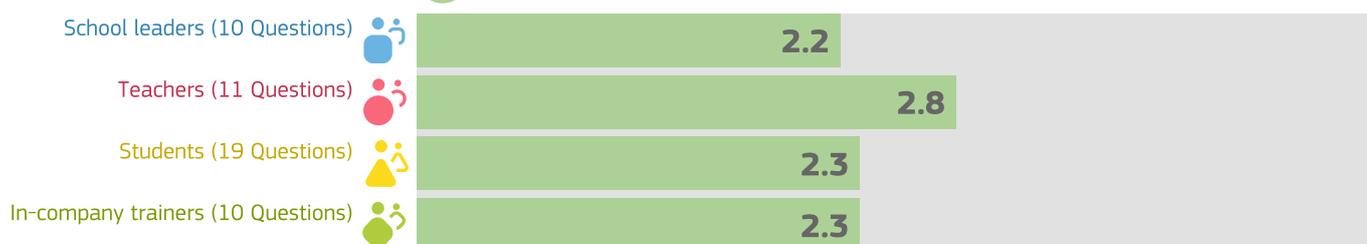
### F Teaching Pedagogy



### G Assessment Practices



### H Student Digital Competence



## Results per area

The bar charts below show the average responses for each statement/question of the selected area. To see the breakdown for each question and user profile review the online report. To analyse the breakdown of each of the statements you may consult the online report.

**A. Leadership**

**B. Infrastructure and Equipment**

**C. Collaboration and networking**

**D. Continuing Professional Development**

**E. Teaching Support**

**F. Teaching Pedagogy**

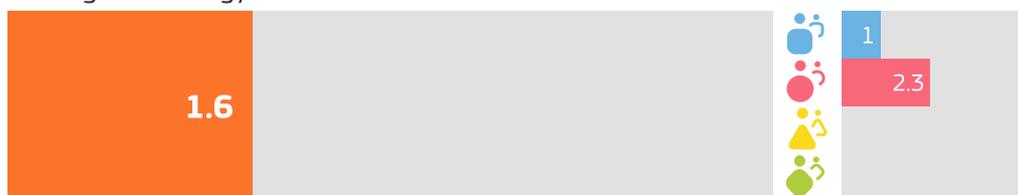
**G. Assessment Practices**

**H. Student Digital Competence**

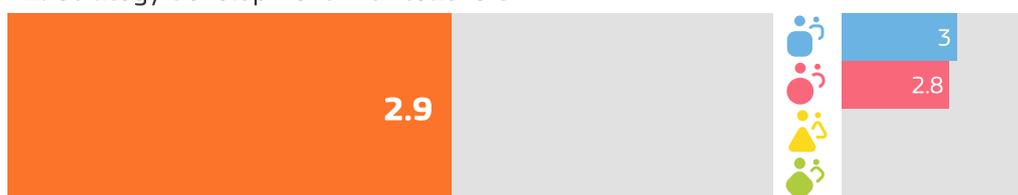
## A. Leadership

This area relates to the role of leadership in the school-wide integration of digital technologies and their effective use for the school's core work: teaching and learning.

### A1. Digital strategy



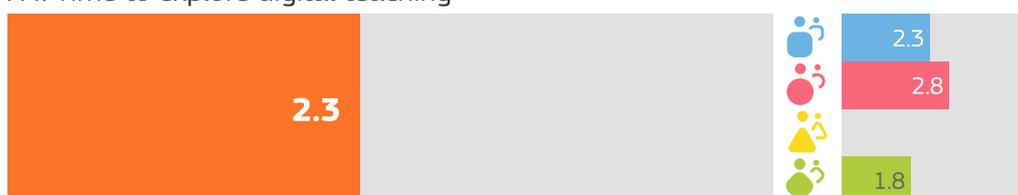
### A2. Strategy development with teachers



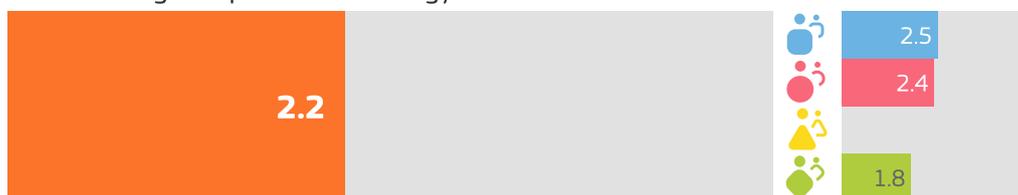
### A3. New ways of teaching



### A4. Time to explore digital teaching



### A6. Involving companies in strategy



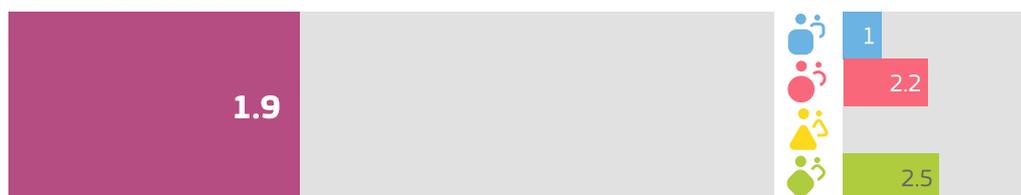
Your SELFIE school coordinator chose not to include the following optional questions in the survey:

A5. Copyright and licensing rules

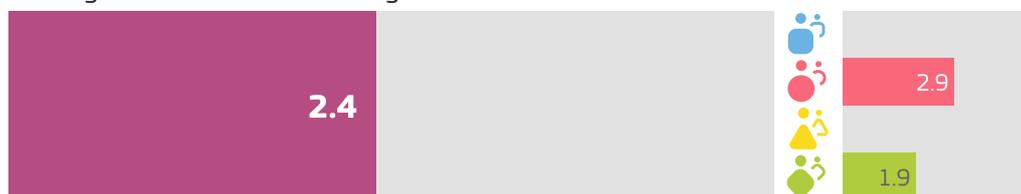
## B. Infrastructure and Equipment

This area is about having adequate, reliable and secure infrastructure (such as equipment, software, information resources, internet connection technical support or physical space). This can enable and facilitate innovative teaching & learning and assessment practices.

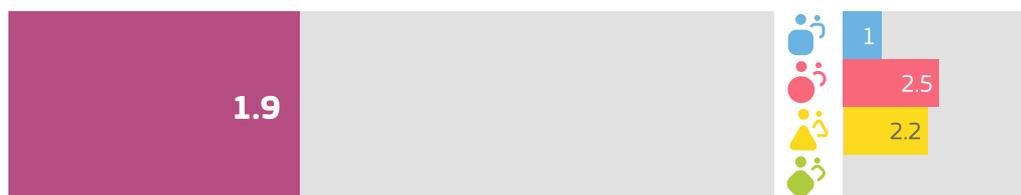
B1. Infrastructure



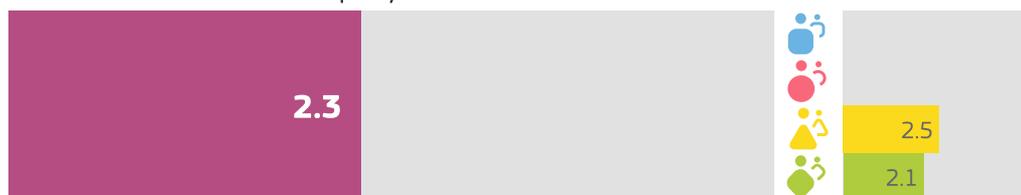
B2. Digital devices for teaching



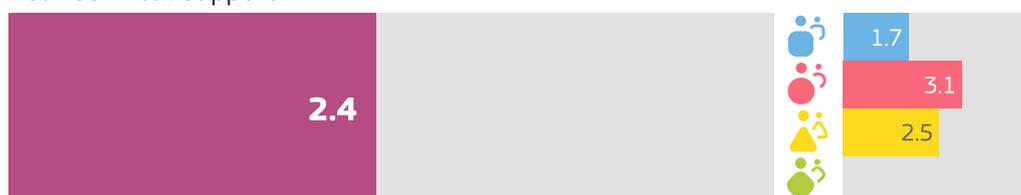
B3. Internet access



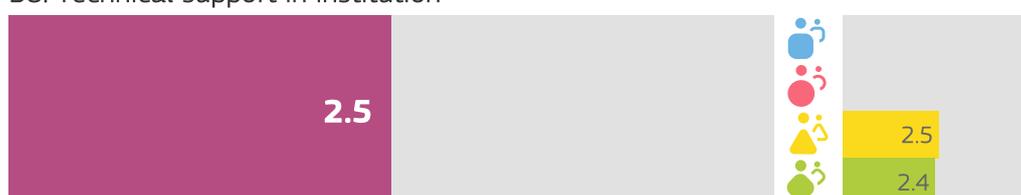
B4. Internet access in company



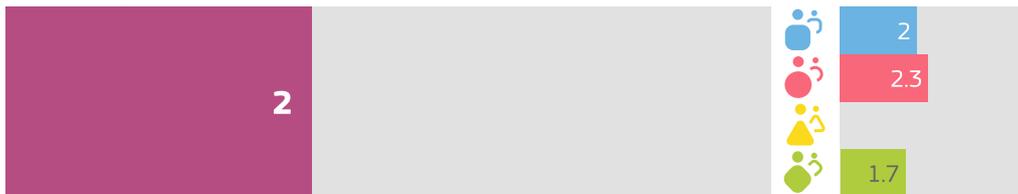
B5. Technical support



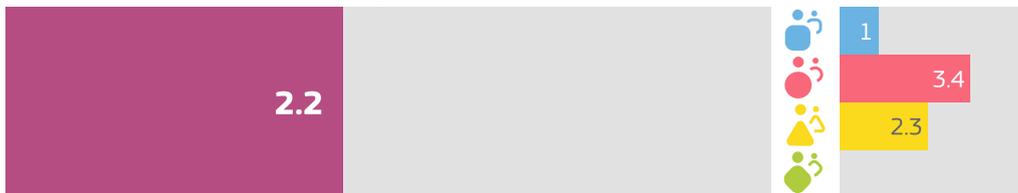
B6. Technical support in institution



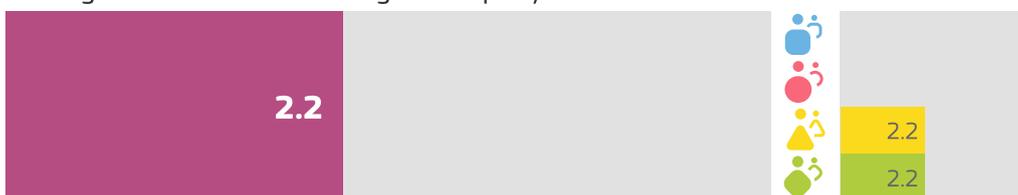
B7. Data protection



B8. Digital devices for learning



B9. Digital devices for learning in company



B14. Database of training providers



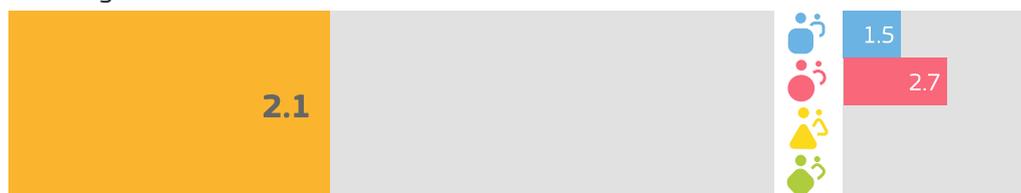
Your SELFIE school coordinator chose not to include the following optional questions in the survey:

- B10. Bring your own device
- B11. Physical spaces
- B12. Assistive technologies
- B13. Online libraries/repositories
- B15. Simulation

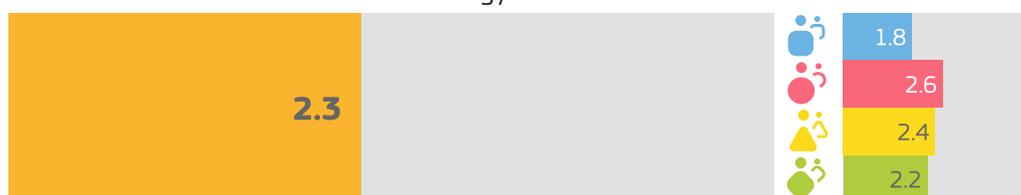
## C. Collaboration and networking

This area looks at whether or not the school facilitates and invests in the continuing professional development (CPD) of its staff at all levels. CPD can support the development and integration of new modes of teaching and learning that harness digital technologies to achieve better learning outcomes.

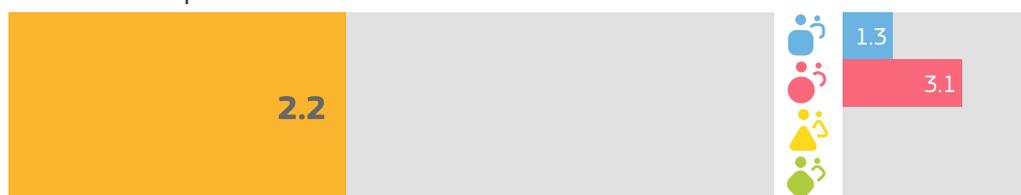
C1. Progress review



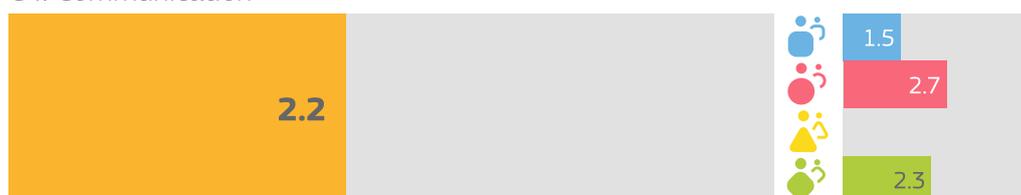
C2. Discussion on the use of technology



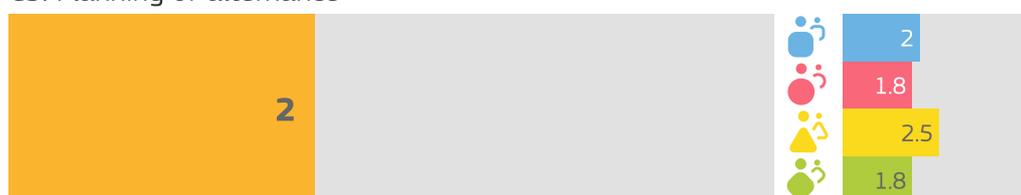
C3. Partnerships



C4. Communication



C5. Planning of alternance



C6. Availability equipment



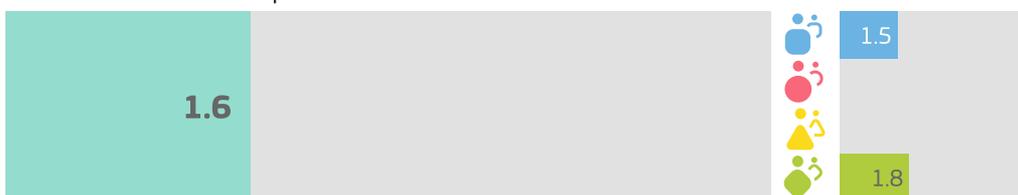
## D. Continuing Professional Development

This area relates to using digital technologies for more effective learning mean updating and innovating teaching and learning practices.

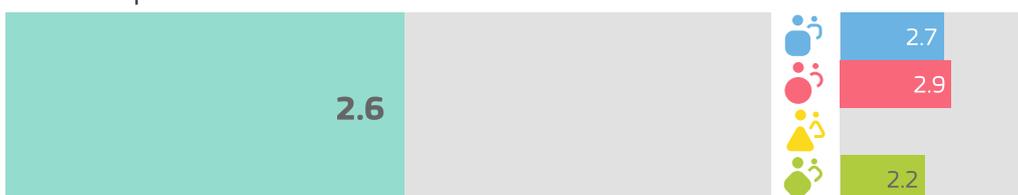
D1. CPD needs in institution



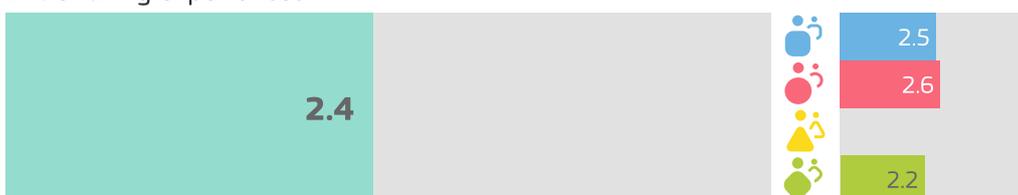
D2. CPD needs in cooperation



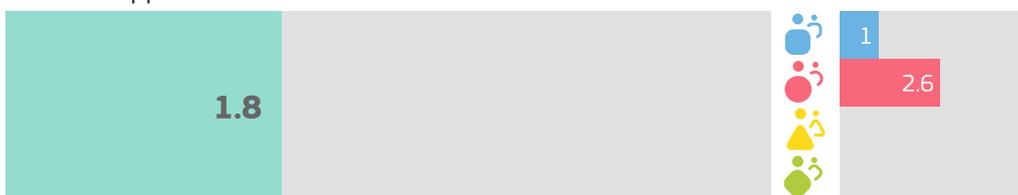
D3. Participation in CPD



D4. Sharing experiences



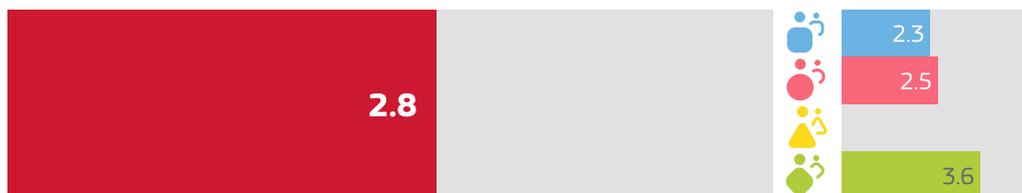
D5. CPD opportunities



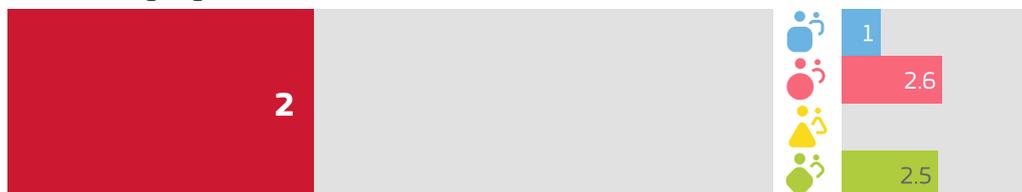
## E. Teaching Support

This area relates to measures that schools may consider in order to gradually shift the balance from traditional assessment towards a more comprehensive repertoire of practices. This repertoire could include technology-enabled assessment practices that are student-centred, personalised and authentic.

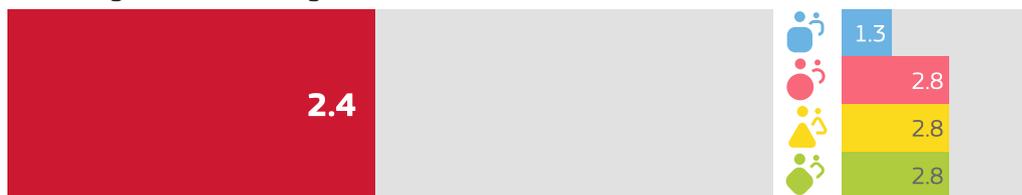
E1. Online educational resources



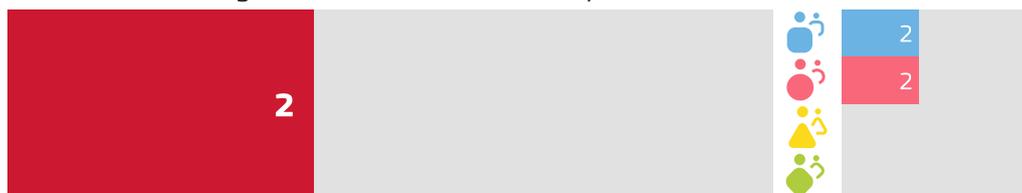
E2. Creating digital resources



E3. Using virtual learning environments



E4. Communicating with the school community



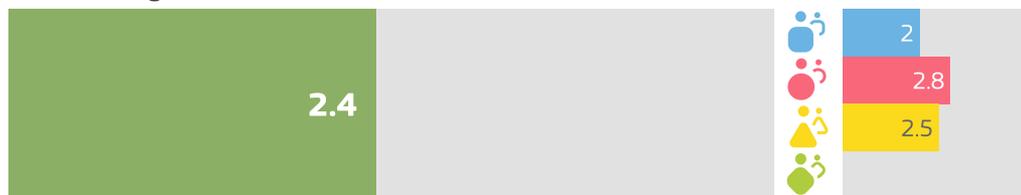
Your SELFIE school coordinator chose not to include the following optional questions in the survey:

E5. Open educational resources

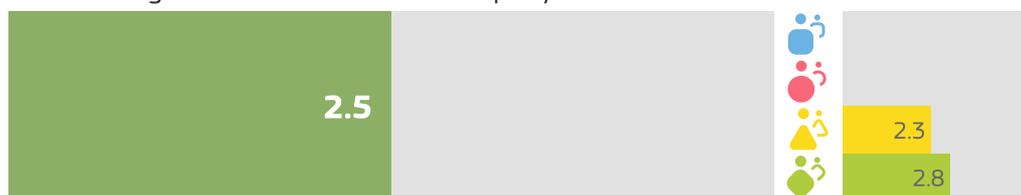
## F. Teaching Pedagogy

This area relates to the set of skills, knowledge and attitudes that enable the confident, creative and critical use of digital technologies by students.

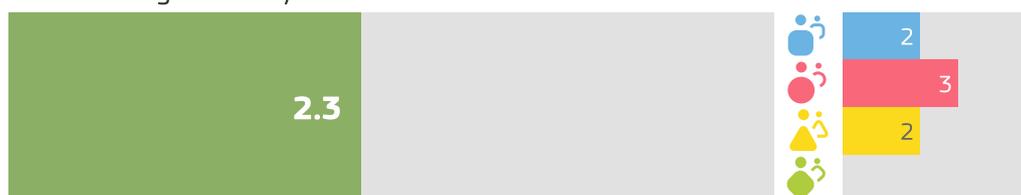
F1. Tailoring to students' needs in institution



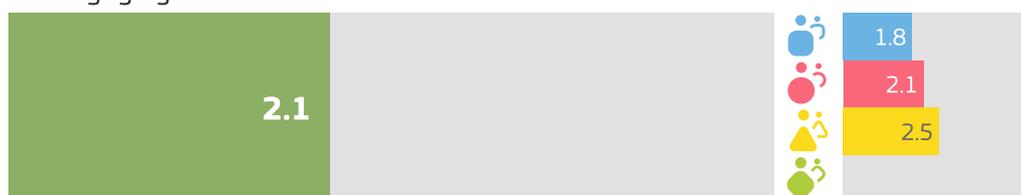
F2. Tailoring to students' needs in company



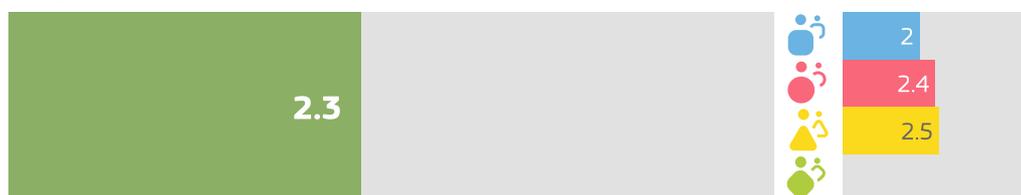
F3. Fostering creativity



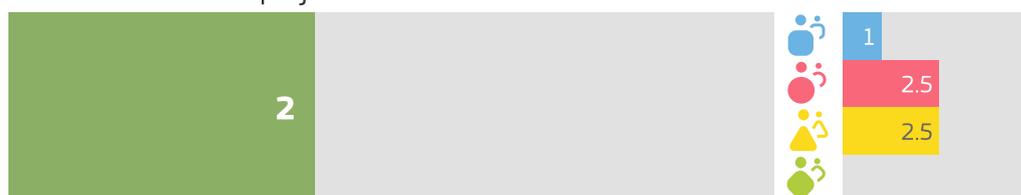
F4. Engaging students



F5. Student collaboration



F6. Cross-curricular projects



F7. Work experience



Your SELFIE school coordinator chose not to include the following optional questions in the survey:

F8. Career guidance

F9. Career guidance in company

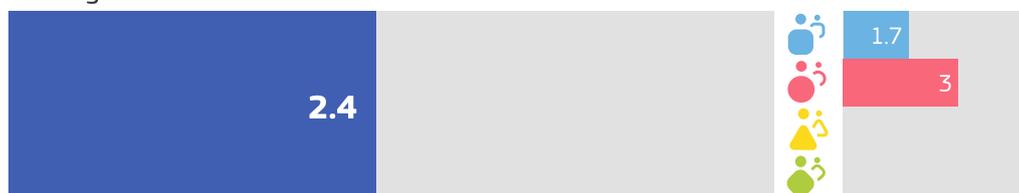
F10. Career tests at schools

F11. Career tests in company

## G. Assessment Practices

TODO

G1. Digital assessment



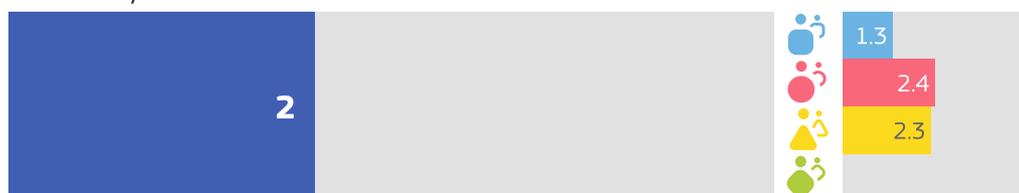
G2. Assessing skills



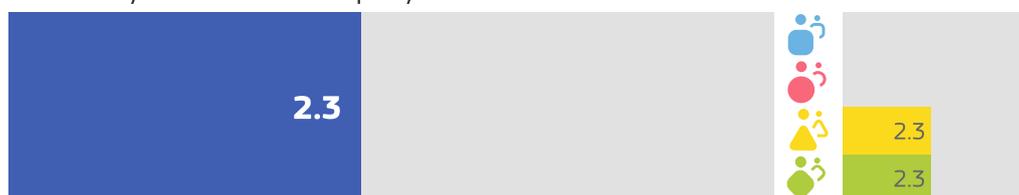
G3. Assessing skills in company



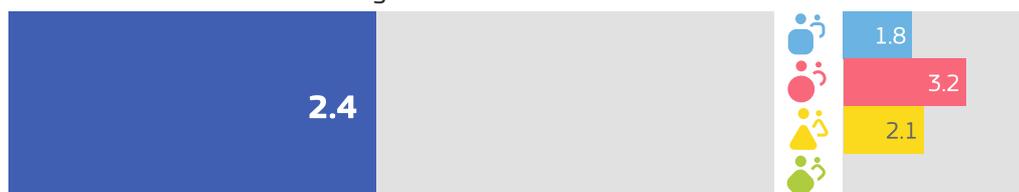
G4. Timely feedback



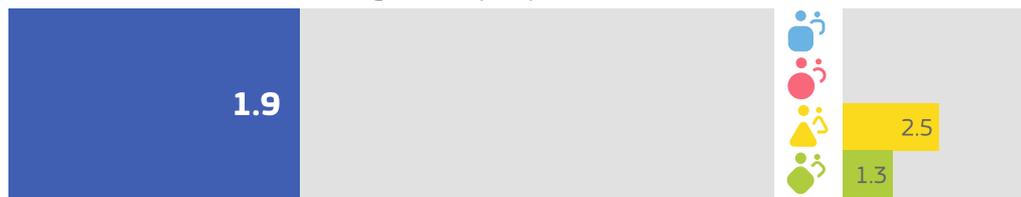
G5. Timely feedback in company



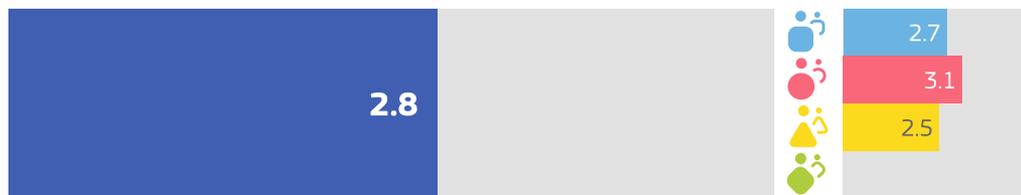
G6. Self-reflection on learning



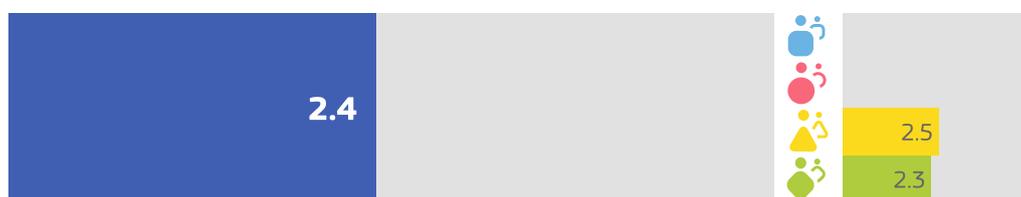
G7. Self-reflection on learning in company



G8. Feedback to other students



G9. Feedback to other students



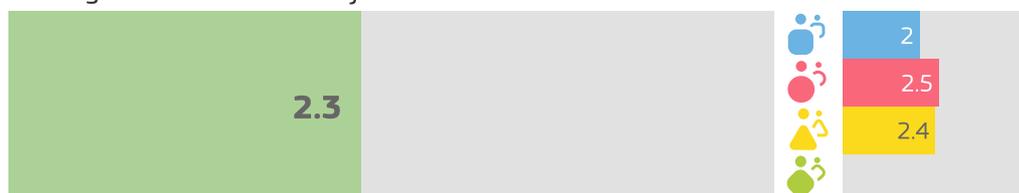
Your SELFIE school coordinator chose not to include the following optional questions in the survey:

- G10. Documenting learning
- G11. Documenting learning in company
- G12. Using data to improve learning
- G13. Valuing skills developed outside the institution

## H. Student Digital Competence

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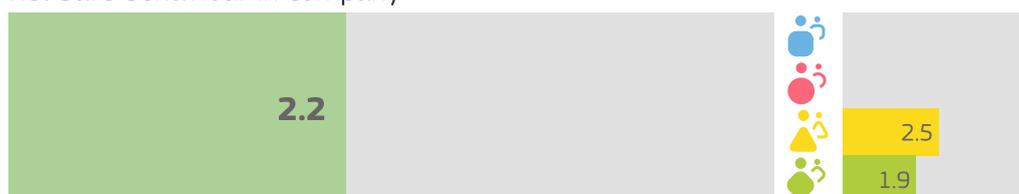
H1. Digital skills across subjects



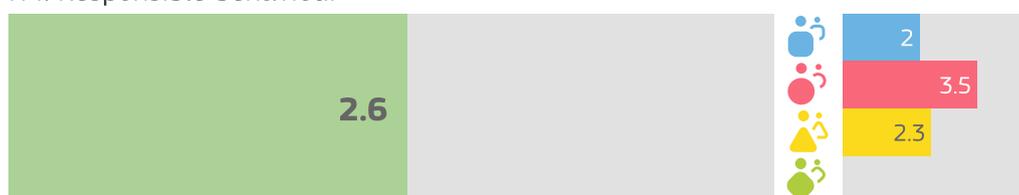
H2. Safe behaviour



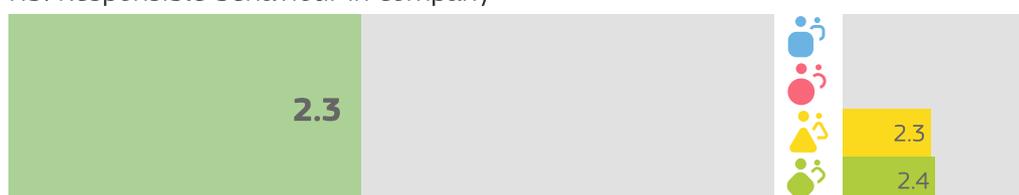
H3. Safe behaviour in company



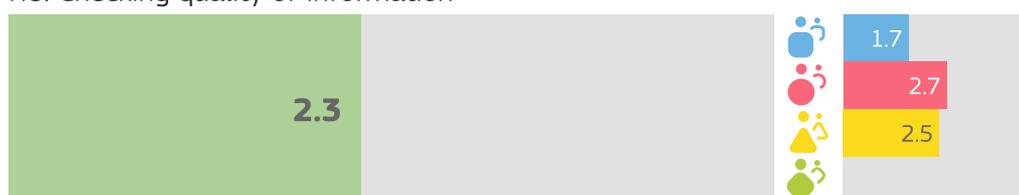
H4. Responsible behaviour



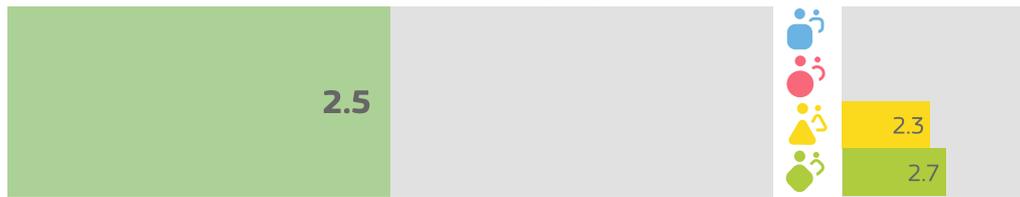
H5. Responsible behaviour in company



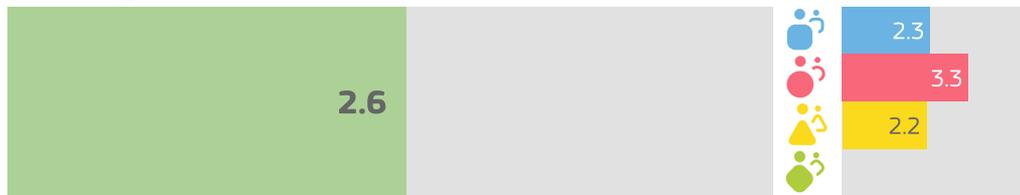
H6. Checking quality of information



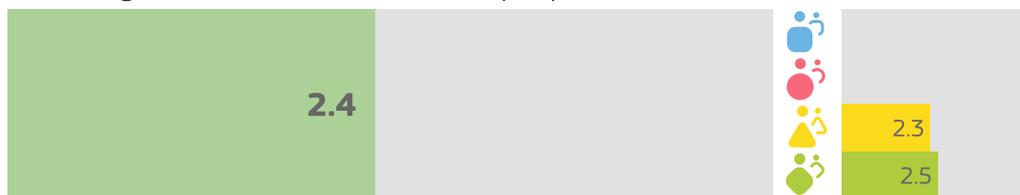
H7. Checking quality of Information in company



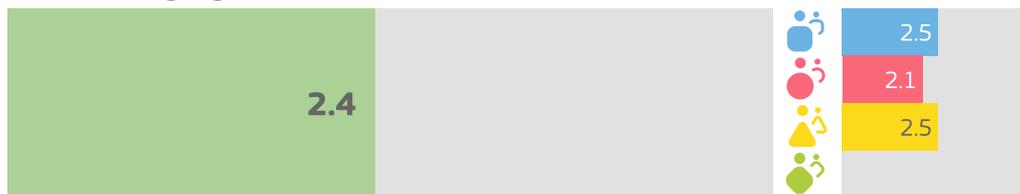
H8. Giving credit to others' work



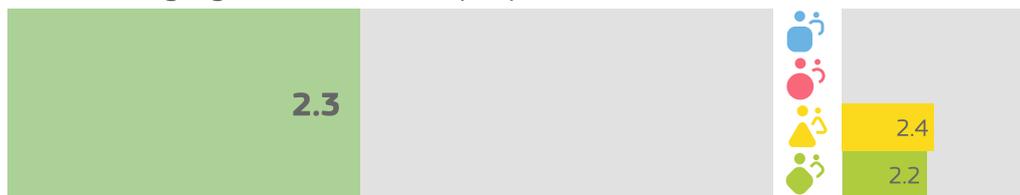
H9. Giving credit to others' work in company



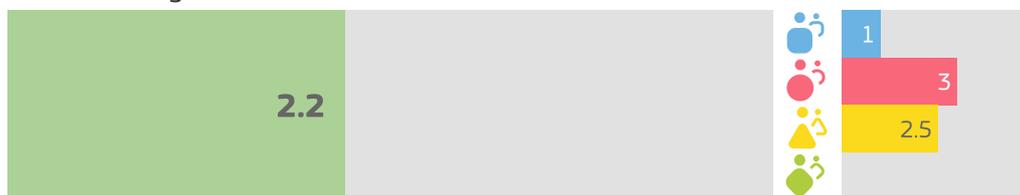
H10. Creating digital content



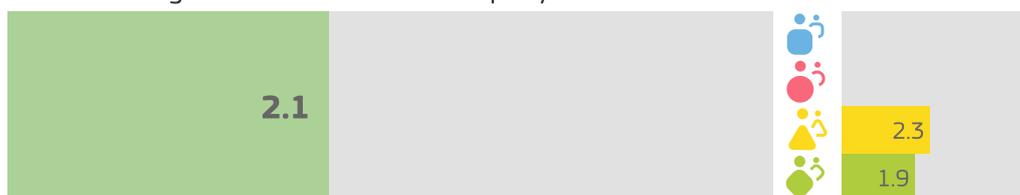
H11. Creating digital content in company



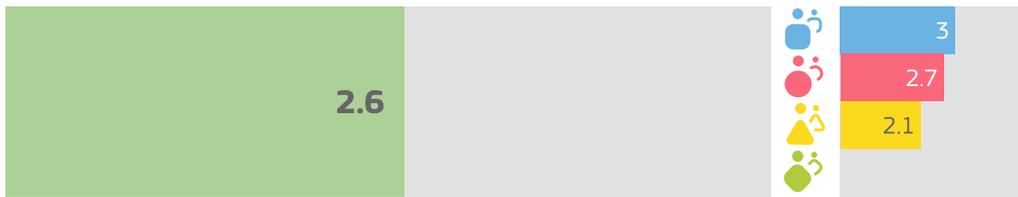
H12. Learning to communicate



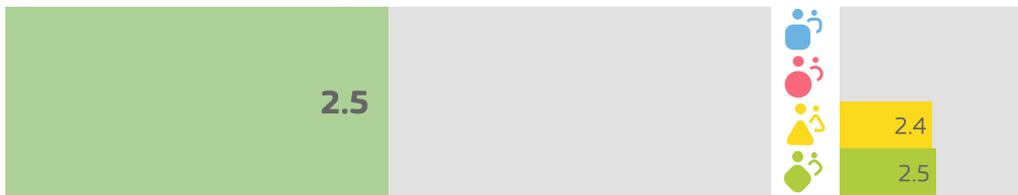
H13. Learning to Communicate in company



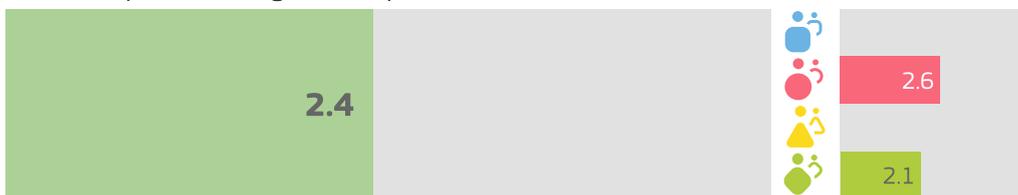
H18. Skills for vocational qualification



H19. Skills for vocational qualification in company



H20. Entry level of digital competence



Your SELFIE school coordinator chose not to include the following optional questions in the survey:

- H14. Learning coding or programming
- H15. Learning coding or programming in company
- H16. Solving technical problems
- H17. Solving technical problems in company

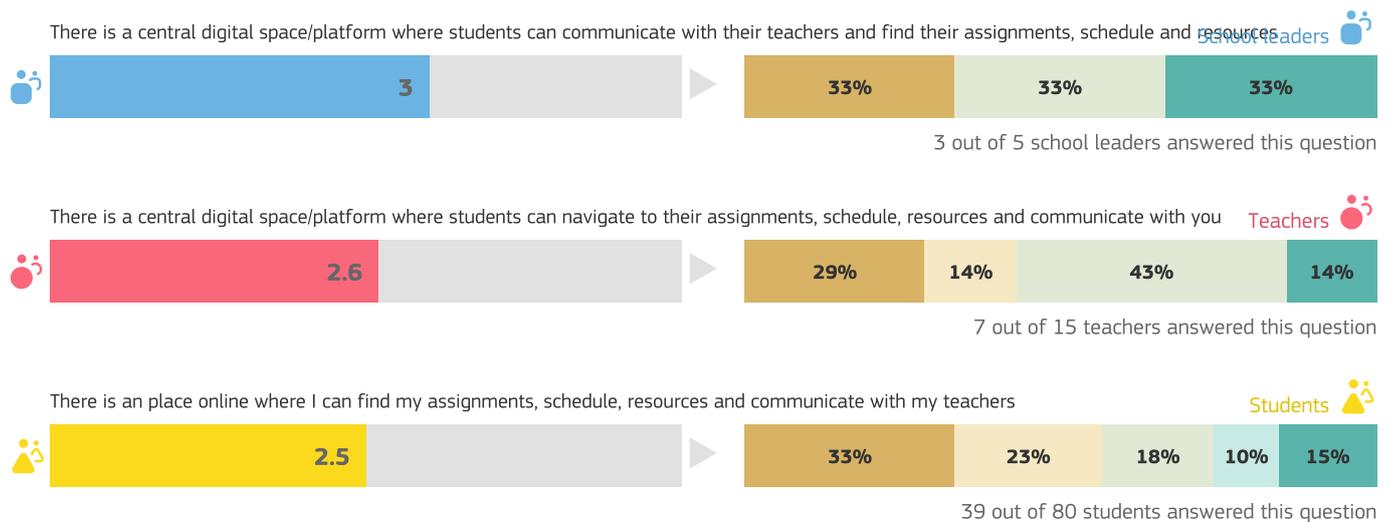
# Statements created by your school

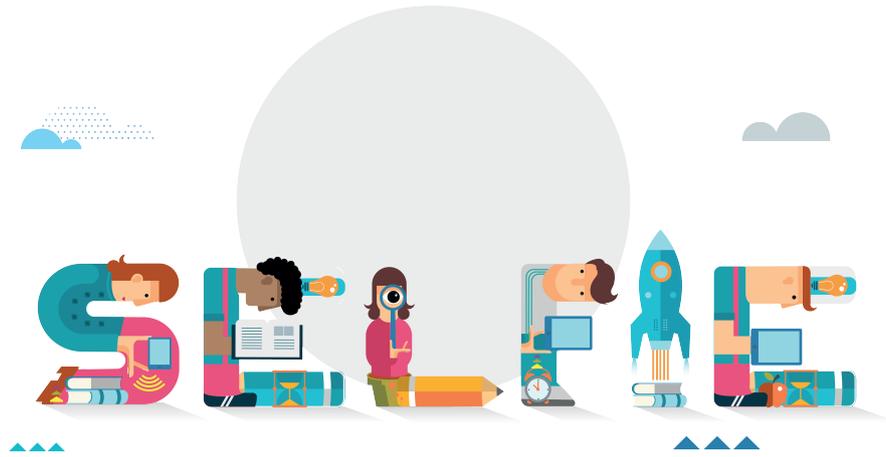
Below are the average responses to the statements created by your school.

## Ratings

- Strongly disagree - In my experience, this is not true at all 1
- Disagree 2
- Slightly agree 3
- Agree 4
- Strongly agree - In my experience, this is very true 5

## Specific question 1





## **OTHER AREAS:**

In addition to the 8 areas for SELFIE we have some other items related to the use of digital technologies in teaching and learning in your school.

**Factors inhibiting the use of technology**

**Usefulness of CPD activity**

**Confidence in using technology**

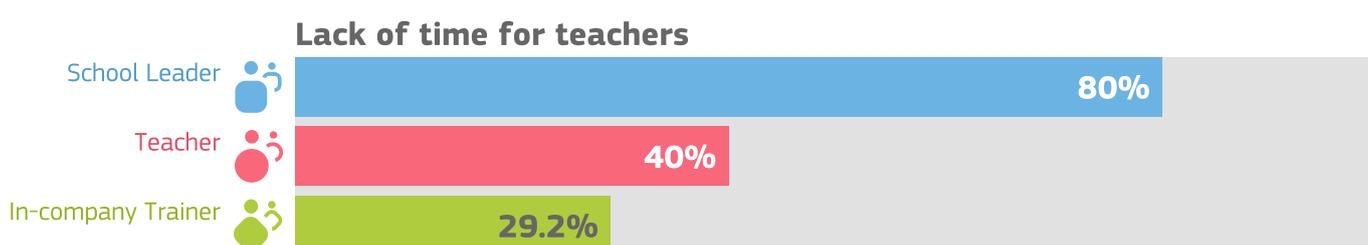
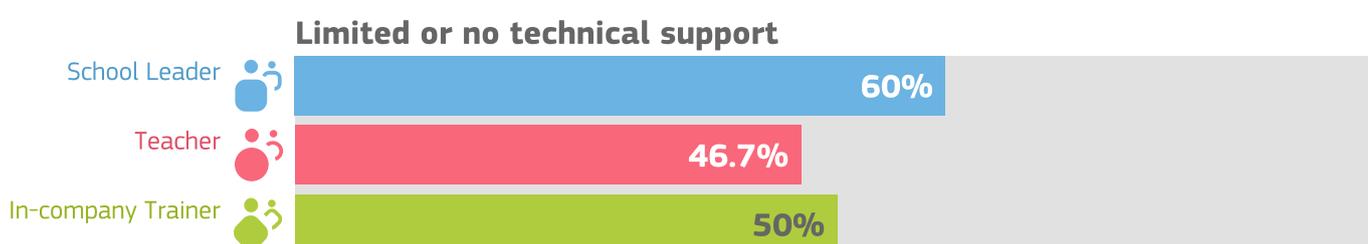
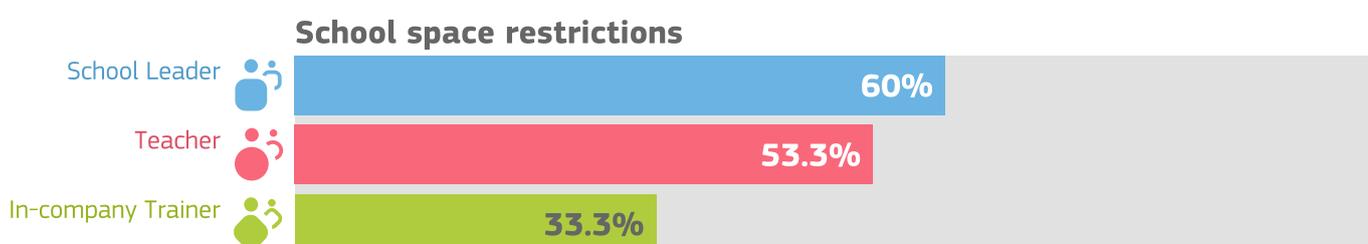
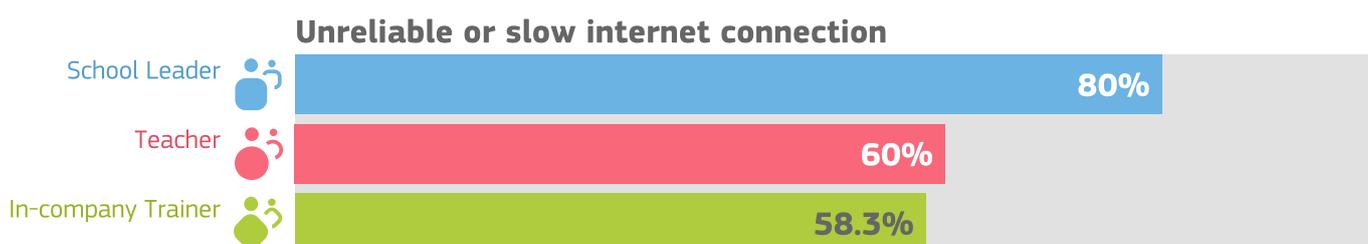
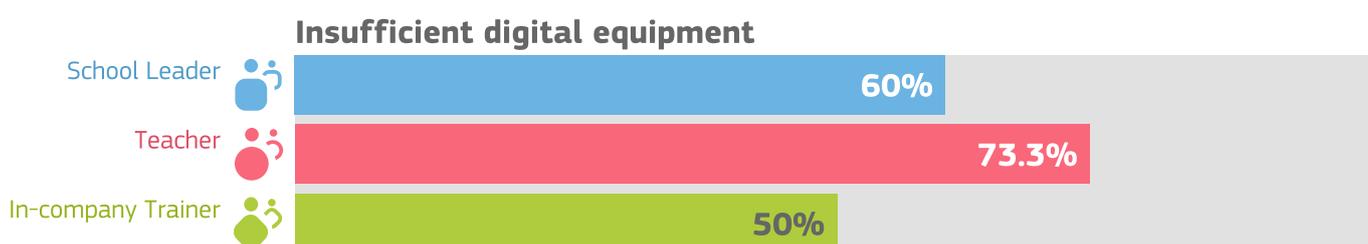
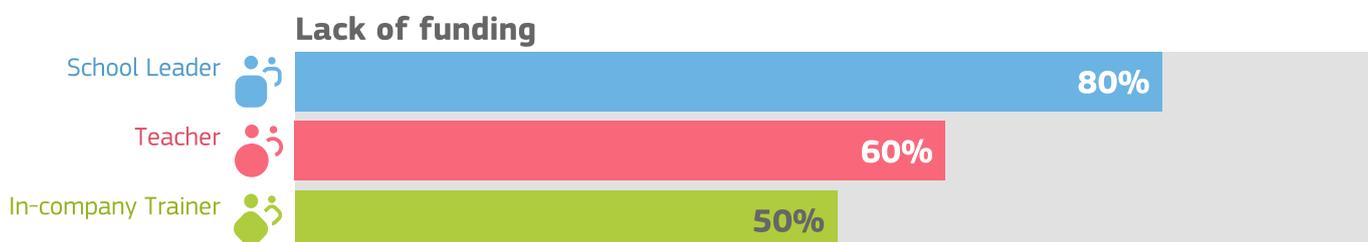
**Percentage of time**

**Adoption of technology**

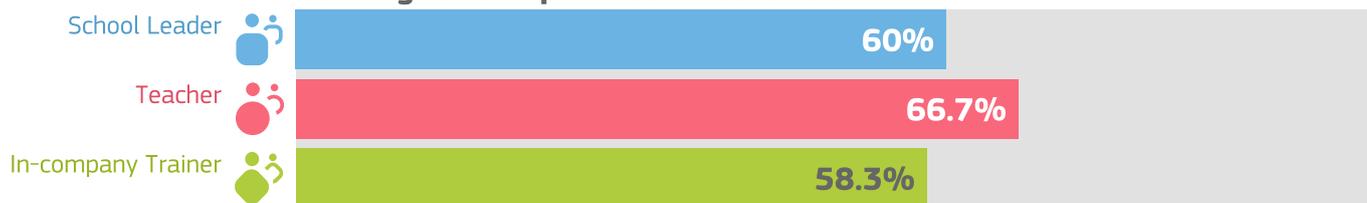
**Use of technology**

## Factors inhibiting the use of technology

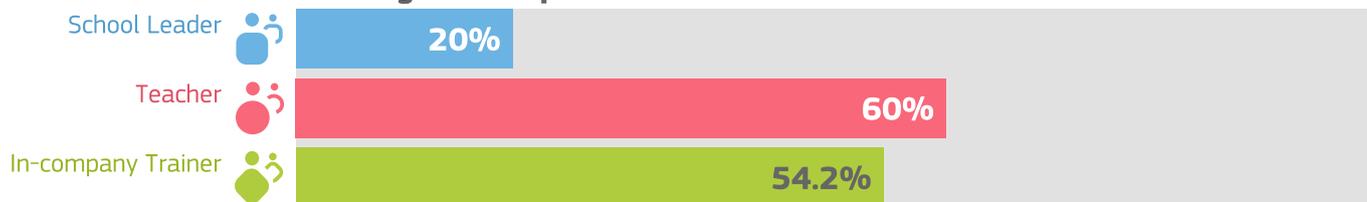
Is teaching and learning with digital technologies in your school negatively affected by the following factors?



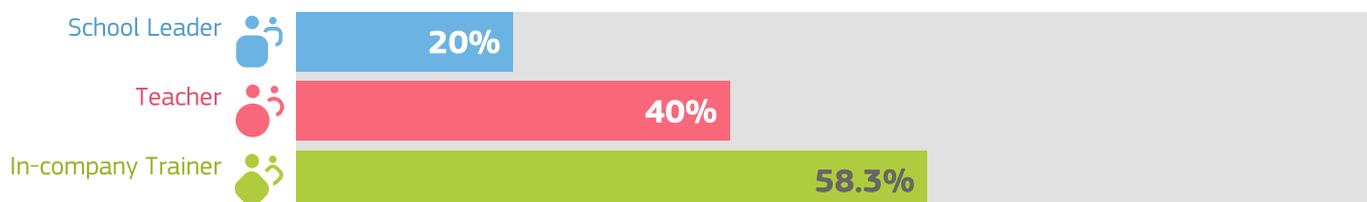
### Low digital competence of teachers



### Low digital competence of students



### Other



5 School Leader  
15 Teacher  
24 In-company Trainer

## Usefulness of CPD activity

What do your teachers think about the usefulness of the CPD activities in which they participated in the last year?

### Teachers

Face-to-face professional learning



7 out of 15 teachers answered this question

Online professional learning



9 out of 15 teachers answered this question

Learning through collaboration



7 out of 15 teachers answered this question

Learning through professional networks



9 out of 15 teachers answered this question

In-house mentoring/coaching



9 out of 15 teachers answered this question

Other in-house training



7 out of 15 teachers answered this question

Study visits



8 out of 15 teachers answered this question

Accredited programmes



10 out of 15 teachers answered this question

### Ratings

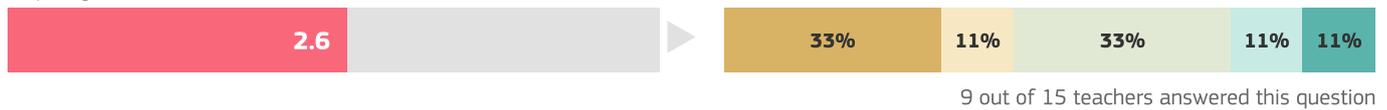
- Not at all useful 1
- Not useful 2
- A little bit useful 3
- Useful 4
- Very useful 5

## Confidence in using technology

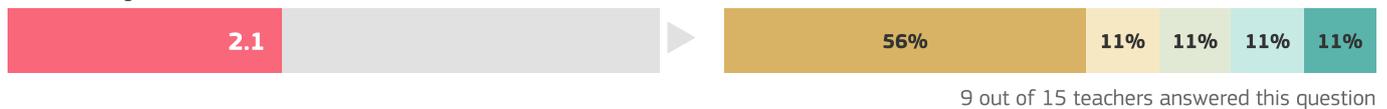
How confident do your teachers feel in using technology for the following tasks?

### Teachers

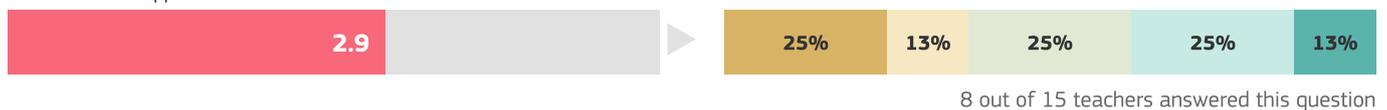
Preparing lessons



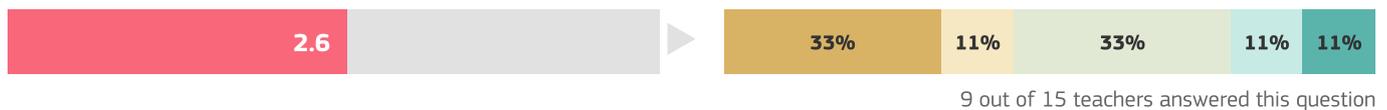
Class teaching



Feedback and support

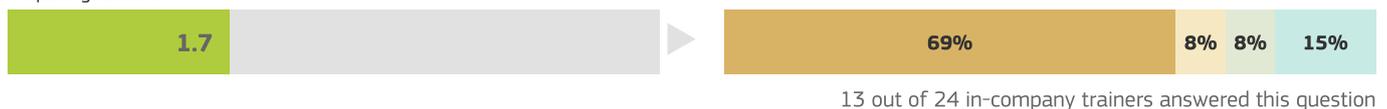


Communication

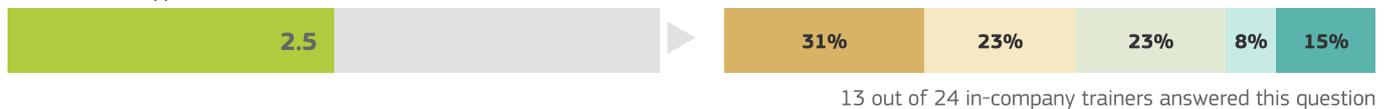


### In-company trainers

Preparing lessons



Feedback and support



Communication



### Ratings

- Not at all confident 1
- Not confident 2
- A little bit confident 3
- Confident 4
- Very confident 5

## Percentage of time

For what percentage of teaching time have your teachers used digital technologies in class in the past 3 months?

### Teachers

Percentage of time for digital teaching



7 out of 15 teachers answered this question

### In-company trainers

Percentage of time for digital teaching



9 out of 24 in-company trainers answered this question

### Ratings

- 0-10% 1
- 11-25% 2
- 26-50% 3
- 51-75% 4
- 76-100% 5

## Adoption of technology

Which best describes the approach to using digital technologies for teaching and learning by your school leaders and teachers?

### School leaders

Adoption of technology



1 out of 5 school leaders answered this question

### Teachers

Adoption of technology



9 out of 15 teachers answered this question

### In-company trainers

Adoption of technology



11 out of 24 in-company trainers answered this question

### Ratings

- I tend to use digital technologies after the majority of my colleagues 1
- I tend to use digital technologies at the pace of the majority of my colleagues 2
- I tend to be an early adopter where I see clear benefits 3
- I am usually among the innovators who try out new technologies 4

## Use of technology

How do your students use technology in and out of school?

### Students

Technology at school



46 out of 80 students answered this question

Technology at home for schoolwork



43 out of 80 students answered this question

Technology outside school for learning



45 out of 80 students answered this question

Technology at home for fun



45 out of 80 students answered this question

No technology outside school



46 out of 80 students answered this question

Technology at work



38 out of 80 students answered this question

### Ratings

- Never or hardly ever 1
- At least once a month but not every week 2
- At least once a week but not every day 3
- Up to one hour every day 4
- More than one hour every day 5



## How to apply the report

This report can be a good basis to identify and discuss strengths and weaknesses and to create a school plan on using digital technologies to support learning.

We list some examples on how you can apply the school report looking at the section "Overview of areas":

- if an special area was given a low rating compared to the other areas by one of the user groups, this is therefore an area that your school may wish to explore further and target to improve;
- if one of the areas attracts the highest rating overall, it is a strength that could be investigated further to identify why this is working well and what could be improved further;
- if there is an area, which school leaders rate higher than students and teachers, this could be further investigated to see the reasons for the difference. If you can explain why there is a gap this could help identify follow-up steps.

This report is only an extract from all the results for your school. You can access the online report to go deeper on the analysis of the results.

[school-report-pdf.conclusions.5](#)

