eLEMÉR

SCHOOL SELF-REVIEW FRAMEWORK

for the school developmental use of ICT tools and digital pedagogical methods

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The self-review framework analyses the school developmental use of ICT tools and digital pedagogical methods. It is based on 103 positive, orientational statements in four broad areas. ICT tools in this framework are defined as not only computers and the Internet but also the other digital tools, for example mobile phones, digital cameras, digital recorders, and social networking sites.

You have to decide to what extent the statements are true in your school. These are the options for each statement:

(0) Not applicable, that is the claim is not relevant to your school.
(1) Not true, that is the problem in question is not solved in your school.
(2) Partly true, there are already initiations to solve it.
(3) Nearly true, but there are a number of measures to be taken.
(4) Completely solved.

The statements have been reviewed for the first time since 2012.

*One asterisk show the statements that replace a statement form an earlier version of the framework, but are not comparable.

**Two asterisks show that the statement has been added as new, with a new number as well.

***Three asterisks show the statements that were added to the framework in 2015.

LEARNERS AND LEARNING

1.1. ICT use, responsible content management

This variable shows what possibilities learners have for using ICT tools during their learning; also, it shows the extent to which learners are aware of the dangers of using the Internet, as well as their awareness of copyright issues.

1.1.1. Learners regularly use ICT tools during classes.
1.1.2. Learners regularly work on home assignments where the use of ICT tools is necessary.
1.1.3. Learners can choose from various ICT tools while working on different tasks.
1.1.4. Learners can use the ICT tools of the school after classes as well.
1.1.5. Learners, in accordance with their age, are aware of the dangers of Internet use and know how to avoid them.
1.1.6. Learners, in accordance with their age, are aware of the reliablity of digital resources.
1.1.7. Learners are aware of what intellectual property is and what the copyright rules are.

Possible evidence:

- Lesson plans
- Syllabi
- Teacher interviews
- Teacher questionnaires
- Learner interviews
- Learner questionnaires
- Digital learner portfolios
- Learner products
- School regulations

1.2. Skillful ICT use, intelligent content management

This variable shows whether learners like using ICT tools during learning, and whether they can make use of the possibilities offered by the ICT tools in their learning.

1.2.1. Learners use ICT tools for solving different tasks willingly.
1.2.2. Learners are capable of using the ICT tools they know for solving their tasks adequately.
1.2.3. Learners are capable of editing different file types (e.g. texts, images) with their own conception.
1.2.4. Learners are capable of sharing data, information and different file types with others.
1.2.5. Learners support each other in studying and task work using ICT tools.

Possible evidence:

- Teacher interviews
- Lesson plans
- Learner products
- Learner questionnaires
- Learner interviews
- Teacher questionnaires

1.3. Innovative ICT use, creative content management

This variable shows how independently and consciously learners use the ICT tools in their learning, and how independent they are in developing their own digital competencies. This variable also shows the role ICT plays in enhancing learner creativity.

1.3.1. Learners are capable of using ICT tools independently and consciously to obtain information for their studies and orientation.
1.3.2. School tasks reflect that learners develop their ICT competencies independently outside the school.
1.3.3. Learners use ICT tools independently and consciously to test their own skills, for example by using digital tests.
1.3.4. Learners learn from each other regarding their digital competencies.*
1.3.5. Learners are aware of the varied possibilities of self-expression using ICT tools.
1.3.6. Learners use ICT tools creatively.
1.3.7. Learners aim at producing nice design when using ICT tools.

Possible evidence:

- Teacher interviews
- Teacher questionnaires
- Learner interviews
- Learner questionnaires
- Learner products
- Learner products on the school intranet
- Learner products on the school website

1.4. The effect of school management on the learner and learning

This variable shows the role of school management in the development of learners' digital competencies. It shows whether the management monitors the effect of ICT tools and digital pedagogical methods on the learning process, and whether the possibilities of using ICT for the enhancement of learning are exploited.

1.4.1. The school management support and motivate the use of ICT in learning.
1.4.2. The school management set an examle by using ICT tools for communication with students. *
1.4.3. The school management regularly evaluate the amount and effectiveness of using ICT tools for learning.
1.4.4. The school management encorporate the results of the monitoring process into the learning support scheme.
1.4.5. The school management consider what options are offered by ICT tools in case of certain learning difficulties.

Possible evidence:

- Pedagogical programme
- Local curriculum
- Documentation of ICT use
- Developmental plans
- Minutes
- Consultant reports
- Teacher interviews
- Teacher questionnaires

TEACHERS AND TEACHING

2.1. The competencies, skills, and training of teachers

This variable shows whether teachers have all the necessary ICT skills to use digital tools in the classroom, whether they know and apply digital pedagogical methods. It also examines whether teachers know the digital resources and possibilities related to their subjects, and whether they are capable of desiging and sharing their own materials. Digital pedagogical methods mean conscious ICT usage with pedagogical aims.

2.1.1. Teachers have the basic ICT skills and have participated in ICT training.
2.1.2. Teachers are confident users of ICT tools in their teaching.
2.1.3. Teachers are aware of some learning organisational methods applicable with ICT, eg. computer-based tasks; testing systems; creating joint online products. *
2.1.4. Teachers are capable of choosing software, hardware, digital materials and internet resources that best suit their subjects.
2.1.5. Teachers use ICT tools for creating digital learning resources. *
2.1.6. Teachers are aware of the intellectual property and copyright rules.

Possible evidence:

- Lesson plans
- Class observation reports
- Syllabi
- Teacher interviews
- Teacher questionnaires
- Learner interviews
- Learner questionnaires
- E-registry book or digital logbook

2.2. ICT use in the teaching process

This variable shows how ICT tools are used by Teachers in the teaching process and for the documentation and evaluation of learner progress. It describes the role of ICT in pedagogical organization and communication procedures. It examines whether ICT tools are used for developing gifted and special needs learners, and for preventing disengagement from education." Digital classroom organisation means that students work with ICT individually and in groups, both in class and at home. This process can be backed up with digital communication or a virtual learning environment.

2.2.1. Teachers accept that the development of students' digital competences is a common task of all subjects.
2.2.2. Teachers use ICT based classroom organization methods.
2.2.3. Teachers use digital communication tools for supporting learning, eg. e-mail, blogs, Facebook, or Moodle. *
2.2.4. Teachers use digital tools (eg. digital portfolios) to record student progress. *
2.2.5. Teachers in school use ICT to support special needs and gifted learners or learners lagging behind.
2.2.6. Teachers use digital communication tools for participating in wider professional networks.
2.2.7. Task sheets are generally designed by using computers, they are nice and creative.**

Possible evidence:

- Lesson plans
- Class observation reports
- Syllabi
- Teacher interviews
- Teacher questionnaires
- Learner interviews
- Learner questionnaires
- E-registry book or digital logbook
- Learner products
- Digital task bank

2.3. Developing learners' ICT skills

This variable shows how teachers develop learners' digital competencies during and outside classes. It examines their contribution to making learners capable of choosing and using relevant and reliable digital resources, and using the Internet safely. This variable also shows whether creativity is supported, as well as the connection between digital competencies learnt both in and outside the classroom.

2.3.1. Teachers develop their learners' ICT skills during classes.
2.3.2. Teachers develop learners' ICT skills after classes, e.g. via homework, study circles and competitions.
2.3.3. Teachers ensure that learners get to know several points of views and obtain information from several resources using ICT (e.g. Internet, digital learning materials).
2.3.4. Teachers ensure that learners are aware of the rules of safe and right Internet use.
2.3.5. Teachers offer possibilities for decision making and creative ICT use during cllasses.
2.3.6. Teachers offer possibilities for learners during classes to demonstrate their pieces of ICT-related work done outside the school.

Possible evidence:

- Lesson plans
- Class observation reports
- Syllabi
- Teacher interviews
- Teacher questionnaires
- Learner interviews
- Learner questionnaires
- E-registry book or digital logbook
- Working e-Twinning project

2.4. The effect of school management on the teaching process

This variable shows the extent to which the school management ensures digital resources, trainings, and communicational possibilities for teachers. It examines whether the school management monitor and evaluate the pedagogical use of ICT tools, and whether these expectations are included in school processes and documents.

2.4.1. The school management organize internal teacher trainings for using ICT in class.
2.4.2. Tasks aimed at the development of learners' digital skills are included in the local curriculum.
2.4.3. The school management support and motivate teachers to use ICT tools in the teaching and learning process.
2.4.4. The school management provide and also use digital communication tools (e.g. Intranet, mailing lists).
2.4.5. The school management provide a virtual learning environment (e.g. Moodle) to broaden the space and time of learning.
2.4.6. The school management monitor and evaluate the role of ICT in supporting learning.
2.4.7. The school management use the results of evaluation to develop the ICT strategy. (If there is no such strategy, the answer is „no".)
2.4.8. The staff take part in ICT-related conferences and events. **
2.4.9. The management support the participation in broader projects that include the use of ICT. **

Possible evidence:

- Annual plan
- Pedagogical programme
- Local curriculum
- ICT strategy
- Action plan
- Minutes
- E-registry book or digital logbook
- Intranet
- Website
- Syllabi
- Teacher interviews
- Teacher questionnaires

MANAGEMENT

3.1. Leadership

This category contains the statements related to the role school management plays in planning and implementation of using ICT tools. It examines how the development of digital competencies are included in basic school documents (pedagogical program, local curriculum, syllabi), and to what extent ICT tools and methods are represented in the developmental process and institutional communication. If the school has no ICT-strategy, then choose 'not true' for the first, second and third statements in this category. In this case eLEMER can offer ideas and a strategy template.

3.1.1. The school's vision defines the relationship between ICT use and school pedagogy; and between ICT use and teaching / learning. *
3.1.2. The ICT strategy is built on the knowledge and skills of the whole staff.
3.1.3. The general planning reflects the ICT vision of the school (human resource management, in-service training, ICT resources and curriculum).
3.1.4. Digital competence development is integrated into the curricula of information technology as a subject, and also into that of other subjects.
3.1.5. The school's curriculum ensures that learners and teachers use various ICT applications (photo editing, video editing, presentation, etc.) and tools (printer, digital camera, video recorder, voice recorder, etc.) in various contexts, and it is planned in detail, in harmony with the subject of Information Technology.
3.1.6. The school management ensure that teachers use ICT at different levels of school operation (differentiation, preparation for contests, free time activities).
3.1.7. The school management ensure that the students can use the ICT resources after classes, if they do not have access at home.
3.1.8. Digital resources, timetables, log books, e-registry books, attendance sheets and results are available for teachers, students and parents from their homes.
3.1.9. The school maintaining body / the educational administration provide adequate possibilities for developing the ICT culture of the school. **
3.1.10. The school maintaining body / the educational administration have definite expectations regarding the use of ICT. **

Possible evidence:

- ICT strategy
- Pedagogical programme
- Local curriculum
- Training plan
- Annual plan
- Syllabi
- Interview with the IT teachers or system administrator
- Inventory of ICT tools
- Teacher interviews
- Teacher questionnaires
- List of ICT tools
- Shared documents on the intranet
- E-registry book or digital logbook
- Intranet

3.2. The evaluation culture of the school

This variable examines the quality control of the ICT strategy, especially the monitoring and testing ICT related possibilities and achievements. It also examines how ICT is built into other evaluation processes. If the school has no ICT-strategy, choose 'not true' for the second claim in this category.

3.2.1. The school uses ICT tools for measuring, evaluating and monitoring learner knowledge and performance.
3.2.2. The school management monitor and evaluate the effects of the ICT strategy. (If there is no strategy, the answer is 'not true'.)
3.2.3. The management integrate the review of ICT use in quality management procedures.
3.2.4. The results of the ICT related self-evaluation are reflected in action plans.
3.2.5. The results of the competence tests are analysed and used for the enhancement of the learning process. **
3.2.6. At least 75% of the teaching staff takes part in the school ICT self-evaluation process.
3.2.7. At least 50% of the students starting from grade 4 have their voice in the process of the school ICT self-evaluation. **

Possible evidence:

- ICT strategy
- Institutional quality management programme
- Consultant reports
- Action plan
- Internal evaluation plan
- Annual plan
- Teacher interviews
- Teacher questionnaires

3.3. The public and inner relations of the school

The statements in this variable refer to the dissemination of competecies both within and outside the school. They examine the operation of the school's infocommunication system, the possibilities of using ICT for enhacing the communication within and outside the school.

3.3.1. Teachers share their digital knowledge and ICT good practice with each other (through staff development, digital task bank, forum, chat, mailing lists).
3.3.2. Teacher teams use ICT tools to harmonize the personal development of students.
3.3.3. Teachers share their experience gained through successful ICT use with other institutions.
3.3.4. The school uses ICT tools for communication within the staff (e.g. school documents and newsletter are available on-line as well, digital data storage, bulletin board, mailing lists).
3.3.5. ICT tools are used to cooperate with parents (eg. e-mail, forum, or chat on the website, latest news on the website, e-registry book, digital logbook).
3.3.6. The school has an infocommunication system accessible for the public, and uses ICT tools for enhancing national and international relations (e-mail, Web 2.0 applications, frequently updated website).
3.3.7. Teachers share their ICT good practice and develop their methods via international cooperation (study visits, international projects, eTwinning).
3.3.8. The school regularly document school life and publish the reports, photos and videos (eg. on the school website). **
3.3.9. The school has a working Facebook group or page. ***

Possible evidence:

- ICT strategy
- Digital learning material bank on the intranet
- Internal ICT training documents
- Consultant reports
- Communication options on the website
- Annual plan
- Teacher interviews
- Teacher questionnaires
- Timetables, room allocations
- Working e-Twinning project

INFRASTRUCTURE

4.1. Technical resources

This variable shows whether the infrastructure is adequate for supporting the work of the school in general, and learning and teaching in particular.

4.1.1. The ICT tools are available in accordance with the goals and tasks of your school, they provide for varied and purposeful usage.
4.1.2. The operation and maintanance of ICT tools are guaranteed, eg. by a system administrator or an IT coordinator.
4.1.3. Deficient ICT tools are repaired systematically.
4.1.4. The software and hardware used in school are compatible.
4.1.5. Teachers and students at school also use open software.
4.1.6. The informatics system is safe from viruses and spam, and the data are protected.
4.1.7. The school environment, the classroom equipment and installations support the use of ICT tools and innovative learning methods.
4.1.8. The school has intranet that supports the pedagogical work (availability of digital learning materials, software, Web 2.0 environment, internal mail system, etc.).
4.1.9. The school has a system for replacing outdated hardware. ***

Possible evidence:

- ICT strategy
- ICT regulations
- Inventory of ICT tools
- Contract of system operator
- Teacher interviews
- Teacher questionnaires
- Learner interviews
- Learner questionnaires

4.2. Access

This variable explores where and how the school's tools, documents, and technical services can be accessed. Digital resource centre means that the library has free computers, users can search for information, and there is a software library available.

4.2.1. The school intranet is accessible in the whole school area.
4.2.2. The internet is accessible in the whole school area.
4.2.3. The speed of the internet allows its use by the learners during classes.
4.2.4. The school library, as a digital resource centre, efficiently supports the work of teachers and learners.
4.2.5. Students learn how to use those ICT tools that the school has (eg. videocamera, camera, video editing software, etc). *
4.2.6. Digital learning resources are accessible both inside and outside school.
4.2.7. The software and digital learning materials meet special needs learners' expectations.
4.2.8. The school website contains up-to-date information.
4.2.9. The school uses the services of the e-registry book or digital logbook.
4.2.10. The information technology classrooms, the library, and community areas are accessible to people with disabilities.

Possible evidence:

- ICT strategy
- ICT regulations
- Interview with the IT teacher or system administrator
- Teacher interviews
- Teacher questionnaires
- Learner interviews
- Learner questionnaires

4.3. The effect of management and the school maintaining body on the infrastructure

This variable examines the school's methods for developing infrastructure, as well as the practice of evaluating infrastructure.

4.3.1. The school obtains new hardware and software following a plan. The process is in accordance with the pedagogical programme.
4.3.2. The school applies for tenders that aim at the development of the ICT infrastructure and the pedagogical use of ICT. *
4.3.3. The school management observe the environmental protection and sustaiable development issues during the development of information technology.*
4.3.4. During the ICT development process, the needs of gifted learners and those lagging behind are observed.
4.3.5. The school acts purposefully in order to improve the technical circumstances of classroom ICT use. **
4.3.6. The school maintaining body provides the conditions for planned technical development of the school. ***

Possible evidence:

- ICT strategy
- ICT development plan
- School budget
- Teacher interviews
- Teacher questionnaires
- Learner interviews
- Learner questionnaires