



eLEMÉR

school self-review framework and national monitoring procedure

USER'S MANUAL

Version 3.0, May 26 2012

What can the self-review framework be used for?

As a result of the self-review procedure, eLEMÉR

- gives an overall picture to the school about how ICT is used in different fields of its operation;
- provides help to the conscious and self-motivated development of the school
- shows the ways in which ICT tools can support the development of learning, teaching and the whole school, and
- surveys the technical resources and infrastructure necessary to achieve these goals;
- provides the school a template to create its own digital strategy based on the self assessment;
- supports the school to participate in a new, national qualification system, and with this motivates informed school development.

The self-review evaluates four areas: learning, teaching, school management, and infrastructure. The four areas can be reviewed separately as well, it is not compulsory to evaluate all the areas at the same time. The recorded data can be modified any time; however, every year, 28 February, the data are stored and a new record is generated. This enables the school to compare the new results with the previous ones in case of modifications, thus observing change and development. After the self-review is finished, the data are stored in a database, which is publicly not available. Users can only check their own school's results and compare those to their previous results or to the total means of all the schools in the eLEMÉR system.

Once a year, on eLEMÉR day, February 28th, the database is analysed using data less than 12 months old, and a statistical analysis of a national review is carried out.

How can the school use the self-review system?

Whichever system is chosen, before the self-review process, the school should

- get familiar with the evaluation tool. You can do that by running the trial version at <http://ikt.ofi.hu>, using the 'Try the eLEMÉR system' link. The evaluation procedure can be tried, thus the school can avoid recording unreliable data in their own database.
- print out the *Self-review claims*, which offers the possibility to discuss and / or compute the answers before entering them into the online system.
- print out the *Teacher questionnaire*, which offers the possibility to
 - be used by one representative as a scoring sheet for collecting answers from multiple teachers in the school;
 - collect answers from the teachers from different subject panels;
 - provide each teacher with a questionnaire to be filled in;
 - be used as a scoring sheet which can be filled using the interactive whiteboard or voting system.
- print out the *Learner questionnaire* as well, so that you could decide whether you would need learners' opinions as well in the school review. If yes, then
 - the questionnaire should be filled in by at least one class in every second grade, from year 4 and older; ensuring that approximately half of all the learners are accounted;
 - use the voting system and / or the interactive whiteboard, the answers to the questionnaire can be recorded in different classes and summed up in the end.
- 75% of the teachers and 50% of the learners in the school should be surveyed and their opinions should be recorded for the accreditation process. Application for accreditation will be initiated by the school, so that the Silver or Gold Class Innovative School title could be awarded.

Self-review methods, the review process

The four areas can be evaluated at the same time or at different times. It is important that the data is recorded only after all the answers have been discussed. As the questions are mostly methodological aimed at school development, it is strongly advised not to assign the task to the system operator or the IT personnel. Appoint a person in charge of this task who should be responsible for storing the username and password used during the registration process.

Whichever method is chosen, the results of the teacher and learner questionnaires should be taken into consideration. The exact way of doing it is decided by the school. The more opinions are considered, the more correct the self-review will be. Please indicate the evidence you used. The self-review process should be documented in a short report, and the evidences (for example the filled-in questionnaires and their records) should be stored.

Teachers, who participate in the evaluation process, should represent all the school levels and subject areas. When using an evidence type, please check if those really exist and support the claim. More than one evidence types can be ticked in the list provided, and further evidences can be listed as well. The system prevents to proceed without recording at least one evidence.

- **Version A:** at a staff meeting or a representative group meeting the online evaluation tool is projected, and after a discussion, the chosen option is recorded.
- **Version B:** the school self-review is carried out in four small groups, and each area is evaluated by 2-4 staff members, who also collect and evaluate the questionnaires. The data can be recorded in the on-line system together, or by one member appointed by the teams. The results are discussed and finalised at a staff meeting.
- **Version C:** the data are recorded by one small group of staff members, based on the questionnaires. The results are discussed and finalised at a staff meeting.
- **Version D:** the school can decide on any other method of data collection and record, but the school self-review cannot be the task of one person. The methods and results of the self-review procedure should be introduced to and accepted by the staff.

How can the choices be interpreted?

In the self-review system, a number of positive and orienting claims are listed in four areas. Your task is to decide the extent to which the given problem is solved in your school. Please choose one of these options for all statements:

- (0) **No data**, that is the statement is not applicable for the institution
E.g.: „Learners support each other in studying and task work using ICT tools.” – Not applicable in a music school, where learners attend individual classes.
- (1) **False**, that is not solved, the notion in question is not present in the institution
E.g.: „Learners use ICT tools for solving different tasks willingly.” – Learners do not participate in this type of tasks.
- (2) **Partly true**, there are initiations and signs
E.g.: „Teachers use ICT tools for preparing, editing, and sharing digital learning resources.” – There are some teachers in the staff who prepare digital presentations, but not everybody and typically they do not share these resources with each other or other colleagues.
- (3) **Almost true**, that is nearly solved, but further development is needed
E.g.: „The school uses ICT tools for measuring, evaluating and monitoring learner knowledge and performance.” – a digital logbook is used, but the results are recorded in the traditional ways.

(4) **True**, that is completely solved E.g.: „ Teachers share their ICT good practice and develop their methods via international cooperation.” – several teachers participate in e-Twinning and Comenius projects and have working contacts with international colleagues.

- If there is a big discrepancy between the data (for example between the teacher and learner questionnaires), then choose the ‘Not completely solved’ option, as in this case the school has to examine the possible causes of the different opinions.
- If the evidences do not offer a straightforward choice in the system, then the school should analyse the statement or the topic in more detail, and decide the extent to which the statement is true for the school.

How can the results be used?

The results of the self-review are available in both graphical and written formats, and can be printed out. The written feedback can be incorporated into the ICT strategy template as the current situation, and based on this the ICT strategy can be created or revised. It is advisable to discuss the results at a staff meeting, and can also be used in the general planning process, the revision of the school documents, as well as in the communication process with the maintaining body for supporting requests and presenting development. The results can also be used to support grants, and as evidence of accomplishment of assigned tasks.

Wishing you success in your work, we are ready to answer any questions:

eLEMÉR and colleagues

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