

Where are we? Let's make a SELFI

SELFI - The school, a learning organisation					
Rate the following statements from 1 to 4 according to your current situation. (4 means that you fully identify and 1 means that you have not yet thought about it)					
Creation of a common vision		1	2	3	4
1.	The teaching team is clear about what learning is needed to meet the challenges of today's and tomorrow's society.				
2.	Teachers are clear about what the exit profile of the school's students should be.				
3.	The school, and therefore the teaching staff, has a shared, updated vision of how to teach in order to achieve progress in learning for all students.				
4.	The school's teachers have reached a consensus on the methodological changes to be made as a team.				
Organisational structures, norms and research practices		1	2	3	4
5.	The prevailing school culture conveys the idea of the need for renewal in a society in continuous change.				
6.	The teaching teams work with the idea that it is necessary to research new ways of doing things in order to improve teaching and be able to prepare students to meet today's challenges.				
7.	The school's teachers have the opportunity to receive training to be able to apply the teaching and pedagogical model that has been chosen in the classroom.				
8.	The organisation provides the means to help teachers learn the most appropriate methodologies and encourages them to experiment, take risks and be mentored.				

Competence - Cooperative Learning		1	2	3	4
9.	The school's teachers have the training and capacity to competently implement cooperative learning.				
10.	The school helps teachers reach agreements on the classroom organisation in cooperative learning groups at least 50% of the time in all grades.				
11.	Teachers agree to use cooperative support groups and reach agreements to implement them in all classrooms.				
12.	The classroom furniture is suitable for classroom organisation in cooperative teams.				
Competence - Cultures of thought (critical and creative)		1	2	3	4
13.	The school's teachers have the training and capacity to competently implement a culture of thinking in the classroom.				
14.	The school's teachers have the training and capacity to competently apply thinking strategies in the classroom.				
15.	The teaching teams have chosen thinking tools by department, level, cycle or grade.				
16.	The teaching teams have reached agreements on which, how and when to organise the classroom by learning spaces. (primary only)				
17.	The teachers are committed to carrying out and sharing competency programmes with thinking tools.				

Competence - Formative Assessment		1	2	3	4
18.	The school's teachers have the training and capacity to competently implement formative assessment.				
19.	The teaching teams, by departments and cycles or grades, have developed rubrics to assess the specific competences based on the assessment criteria of the curriculum.				
20.	The teaching staff is committed to creating or updating and sharing the learning situation programmes for each of their subjects.				
21.	The teaching teams have reached agreements on which assessment instruments should be used to assess the level of achievement of each specific competence and how they should be used.				
Competence - Competence Learning and Projects		1	2	3	4
22.	The school's teachers have the training and capacity to competently apply competence-based learning.				
23.	The school's teachers have the training and capacity to competently design and implement teaching projects.				
24.	The teaching teams at each grade have designed and implement a teaching project at least once a year (quarterly in early childhood).				
Collaborative work cultures		1	2	3	4
25.	The school has a culture of sharing quality teaching materials and organises them digitally so they can be accessed by all teachers.				
26.	The school favours coaching, co-coaching or shared teaching as strategies for teacher improvement.				
27.	Each teacher participates in a quarterly teaching work session in order to improve and learn as a team.				
28.	The school has sufficient pedagogical leaders to lead the transformation of the school, and their work is coordinated with the teaching administration.				
29.	The school provides times for teaching coordination to reach methodological agreements and conduct interdisciplinary projects.				