

Where am I? Make a SELFI

SELFI - The teacher as an agent of change					
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 started to do so)					
Personal Vision		1	2	3	4
1.	I have reflected on this and am clear about what is most important to me as an educator.				
2.	I have thought about how I would like to influence my students, and it is clear to me.				
3.	I have a personal idea of what learning is needed to meet the challenges of today's and tomorrow's society.				
4.	I have an up-to-date view of how to teach to achieve learning progress for all students.				
5.	I have thought about and am clear about the changes I would personally like to achieve in my work as a teacher.				
Research		1	2	3	4
6.	I am aware of the need to update oneself in a society of continuous change.				
7.	I research new ways of doing things to improve my teaching and prepare my students to meet today's challenges.				
8.	I try to have the training needed so I can carry out my vision as an educator.				
9.	I am interested in learning the most appropriate methodologies to improve my teaching, and I risk experimenting with new practices and asking for help from those who can offer it to me.				
10.	I am trained and able to apply effective innovative methodologies to ensure quality learning for all students.				

Competence - Cooperative Learning		1	2	3	4
11.	I competently apply cooperative work in the classroom with temporary or permanent pairs. Informal Cooperative.				
12.	I apply cooperative work in heterogeneous or homogeneous learning groups with the help of roles.				
13.	When I work cooperatively with formal teams, I structure the group's work to promote its improvement and that of its individual members.				
14.	I competently apply cooperative work in the classroom with formal learning teams. We do this based on roles and by structuring the 5 elements needed for cooperation to exist.				
15.	I assess students' cooperative competence with some formative assessment tool: the target, rubric or team notebook.				
Competence - Cultures of thought (critical and creative)		1	2	3	4
16.	Before applying a thinking routine or strategy, I prepare the students so they understand what to do and use some documentation tool, e.g., a graphic organiser, in order to illustrate their thinking.				
17.	When I apply a routine, strategy or thinking key, I am clear about the objective I am seeking and the type of thinking I am developing in the students.				
18.	I competently apply a minimum of 5 routines and 2 different thinking strategies.				
19.	I try to add new routines, cues or thinking strategies to my teaching practice and periodically experiment with new ones.				
20.	When I apply a routine or key activity, I take into account the 8 cultural forces for quality learning: expectations, opportunities, time, modelling, structure (routine), documentation and language.				

Competence - Formative Assessment		1	2	3	4
21.	I use formative assessment tools to find out where students are at and to make decisions about the teaching activities needed for them to progress.				
22.	When I start a teaching unit, learning situation or project, I use some tool to collect students' previous ideas, and when I finish I engage them in some kind of metacognition with a routine, learning diary or questions.				
23.	When I give students <i>feedback</i> , I try to do it in a positive way and encourage them to reflect.				
24.	I apply self-assessment or co-assessment strategies to promote self-regulation of learning.				
25.	When I see that the students are ready, I administer a test to assess the level of learning achieved, and I grade it based on a specific rubric.				
Competence - Competence Learning and Projects		1	2	3	4
26.	When I design a teaching unit I always set it in an interesting, familiar environment for students so that learning is meaningful and stimulating.				
27.	When I work on a teaching sequence, I always follow the competence-learning cycle.				
28.	I always end teaching sequences (units or projects) with an activity that requires one or more competences to be applied to solve a contextualised problem or situation.				
29.	I do at least one project per year in one subject, or an interdisciplinary project.				
30.	I am competent in designing, planning, implementing and assessing teaching projects.				

Teaching collaboration		1	2	3	4
31.	I like to learn from others and try to work as a team with my colleagues in the same department, grade or cycle.				
32.	I collaborate with my colleagues in the same department, grade or cycle to create teaching materials.				
33.	I like to help others and offer to participate in co-coaching or co-teaching.				
34.	I am aware that one learns more and better in a team, and I try to offer teacher training as a team.				
35.	I have worked in a team with my colleagues and have participated in interdisciplinary project.				