



R4C Self Reflection Report

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FORWARD

SCHOOL'S REPORT

MANAGEMENT LEVEL

Vision and Strategy

Innovation and Open Schooling is part of the school vision and activities are being implemented following the School Innovation Approach. ICT is included in the vision and strategy of the school focusing on the enhancement of learning and takes into account the necessary inclusive aspects through assistive technologies and appropriate ICT resources in addressing students additional or differentiated learning support.

Coherence of Policies

The school considers comprehensive strategies to raise the quality in the teaching inside the organisation, including school leadership and the attractiveness of careers at school, covering such aspects as teacher competences, qualification requirements, a continuum of teacher education and professional development, teacher evaluation, career perspectives and working conditions. The school considers the integration of Technology Enhanced Learning in a wide range of curricular areas.

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| <p>Shared Vision and Understanding</p> | <p>The school enables means to gather perspectives from different levels of the system including central authorities, national stakeholder organisations; regional/local authorities and stakeholders, practitioners at school, pupils with their parents and families, local communities; The school uses an ICT vision to gather and organize information from within and outside the school, that is understood and shared by all stakeholders.</p> |
| <p>Education as a Learning System</p> | <p>The school considers regional or local partnerships to stimulate school development and change or support the implementation of specific changes and reforms, e.g. model regions, best practices from local networks, etc.</p> |
| <p>Responsible Research, Reflective Practice and Inquiry</p> | <p>The school creates partnerships between schools and higher education institutions, focused on research, feedback loops between theory and practice (involving both teacher education providers and faculties of educational science); It instigates and develops training for peer-mentoring.</p> |
| <p>Motivation Mechanisms</p> | <p>The majority of the teachers and students demonstrate a motivation to undertake innovative projects.</p> |

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| Plans for Staff Competences | <p>The school has appointed a teacher or a team of teachers as responsible to identify and plan the whole school staff Professional Development needs. Technology Enhanced Learning is suggested as a mean to develop knowledge on curriculum activities in their schools and other schools.</p> |
| Communication and Feedback Mechanism | <p>The school communication plan takes into consideration the different target audiences from the school (staff, teachers and students) and local communities and has a team responsible for its design and follow-up. School Management communicates the vision and its Innovation Strategy to the whole school community. The online presence of the school is part of the strategy and a key component to the materialization of the vision.</p> |

PROCESS LEVEL

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| <p>School Leaders and Teachers Shaping Learning Systems</p> | <p>The school creates opportunities to encourage and support school staff to engage in school-to-school networks to share expertise and teaching resources, spread innovation and support school development. Students are invited to collaborate with students from different schools (at a national and international level) and the school as a whole is invited to participate in a series of activities and challenges. Micro accreditation mechanisms such as digital badges are a common practice in the school.</p> |
| <p>Creating an inclusive environment</p> | <p>Most of the teachers are implementing inclusive activities that take into consideration communication, awareness, equal opportunities, gender balance and avoid any stereotypical language and behaviors). As part of these actions several community problems have been targeted and identified (social, gender, cultural, religious, etc.).</p> |
| <p>Collaborative environments and tools (co-creation, sharing)</p> | <p>Teachers and students regularly use collaborative environments in their classroom activities and co-create content with other schools. Teachers promote cross-disciplinary activities, and project-based learning opportunities. The community at large is welcome to participate in the collaborative projects and help in its creation and sharing process.</p> |

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| <p>Implementing Projects</p> | <p>Teachers create new projects and coordinate the participation of several classrooms in it, including a cross-grades participation. The projects are cross-disciplinary and open to members of the school and local community. Teachers support the dissemination of their projects as part of the co-created school's communication plan. All projects are following the school inclusion strategy and make good use of Technology Enhanced Learning opportunities.</p> |
| <p>Parents and external stakeholders' involvement in school's activities/projects</p> | <p>Parents (guardians, family) and external stakeholders' engagement is embedded in most of the school's activities and the school has initiated an ongoing monitoring and evaluation of their interventions.</p> |
| <p>Reflect, Monitor, Debate</p> | <p>The school performs regular analysis and evaluation of the data collected from the reflection, monitoring, and debates with teachers and students. ICT is used to reinforce the process and assessment the students' progression.</p> |
| <p>Learning Processes adaptation</p> | <p>0 to 25% of teachers show evidence of adapting learning processes according to results of their previous experience.</p> |

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| <p>Established collaboration with local, national institutions</p> | <p>26 to 50% of teachers implement projects with the collaboration of local and/or national research/science institutions and other businesses and industries in their region.</p> |
| <p>TEACHERS' PROFESSIONAL DEVELOPMENT LEVEL</p> | |
| <p>Teacher Awareness and Participation</p> | <p>All teachers are aware and the majority of the teachers have participated (individually or as whole school) in Professional Development programmes.</p> |
| <p>Setting Expectations</p> | <p>The school creates transparency on the competences required from teachers and other staff at different stages of their involvement through frameworks or standards.</p> |
| <p>Professional Culture</p> | <p>The school encourages cross-school networks and digital platforms to support (a culture of) collaboration in the teaching profession. The school invests in a series of team building activities as part of their strategic plan. The activities are implemented in collaboration with other school's networks.</p> |

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| <p>Professional Competences, Capacity Building and Autonomy</p> | <p>The school aligns priorities with real needs at different levels (teachers' individual learning needs, school level needs,) and review systems of priority setting if needed (at which level, by whom) It encourages professional development cultures at school: this may include reviewing decision-making on priorities and funding allocation; the use of CPD plans by schools/individual teachers; links to teacher appraisal. The use of digital tools and resources to facilitate the whole process is included across the training opportunities.</p> |
| <p>Leadership Competence</p> | <p>The school creates, or will create, transparency on the competences required from school leaders, for instance through competence frameworks or standards.</p> |
| <p>Collaborative learning (mobility actions)</p> | <p>School supports and facilitates peer to peer learning in open schooling practices through mobility actions and other formal approaches.</p> |
| <p>Collaborative learning (ICT Competences)</p> | <p>The majority of teachers participate in Professional Development Programmes introducing collaborative learning through digital platforms.</p> |

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| Use and reuse of resources | Teachers confidently share their online resources within their own school and with other schools. |
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SCHOOL'S STATUS

Dear Participants after the self-reflection and according to your above answers, your school has the following status:

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| INTEGRATED |
| Your School achieved a high degree of innovation and openness and you have already established cooperation with community stakeholders and other external partners |

Please follow the link below to see the needed actions that you have to take and the School Innovation Strategies that are recommended to follow:

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| Proposed School Innovation Strategies | http://srt.reflecting4change.eu/files/IntegratedStrategies.pdf |
| Proposed Accelerators / Projects | https://portal.opendiscoveryspace.eu/en/osos/accelerators |