Developing your digital skills for eTwinning with the SELFIEforTEACHERS tool

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Speakers

Seán Gallagher

Principal Quignamanger National School, Ballina, Co. Mayo Ireland

Seán has been the Irish coordinator of the pilot for the SELFIE framework and is an experienced school leader.

Eirini Kountouri

Media Studies teacher
Silverline Private School, Cyprus

Eirini was a member of the pilot teachers group using the SELFIEforTEACHERS tool.
SELFIE for Teachers – perspective of a school leader

Seán Gallagher

2023
School context

Primary School
355 pupils – aged 5 to 13 (Infants to 6th Class – 8 levels)
14 Mainstream class teachers
5 Special Education Teachers
5 Special Needs Assistants

www.quignamangerns.ie
School context

Primary School
355 pupils – aged 5 to 13 (Infants to 6th Class – 8 levels)
14 Mainstream class teachers
5 Special Education Teachers
5 Special Needs Assistants
www.quignamangerns.ie
In addition to a cluster of smaller schools in the region
School context (technology)

National School Broadband provision – content filtered
School portal – www.scoilnet.ie free to all Irish schools
Digital interactive flat screens mounted in every classroom
All teachers have laptops and a Gsuite profile with school domain
Pupils from 3rd class to 6th class have a profile on Gsuite with school domain
30 school owned and centrally managed Chromebooks shared between 3rd and 6th classes on a timetabled basis
15 school owned and centrally managed iPads shared between Infants to 2nd classes on a timetabled basis
Set of 30 Micro-bit – basic programming
Some subscription services
Similar provision in neighbouring schools
Looking at Our School 2022:
A Quality Framework for Primary Schools and Special Schools

Statements of practice – Learning and teaching

Domain 1: Learner outcomes
Domain 2: Learner experiences
Domain 3: Teachers’ individual practice
Domain 4: Teachers’ collective/collaborative practice

Statements of practice – Leadership and management

Domain 1: Leading learning and teaching
Domain 2: Managing the organisation
Domain 3: Leading school development
Domain 4: Developing leadership capacity

SELFIE for Teachers
SELFIE
Leadership and management (SELFIE)

Area A: Leadership
Area B: Collaboration and networking
Area C: Infrastructure and equipment
Area D: Continuing Professional Development
Area E: Pedagogy: Supports and Resources
Area F: Pedagogy: Implementation in the classroom
Area G: Assessment Practices
Area H: Student Digital Competence
Our school (SELFIE)

Area A: Leadership – newly appointed School Principal Teacher and Assistant Principal with responsibility for embedding technology in teaching and learning

Area B: Collaboration and networking – impact of Covid and school closure

Area C: Infrastructure and equipment – not a major in the school issue except assistive technology. Range and access to devices was a major issue for home based learning

Area D: Continuing Professional Development – rural location about an hour away from nearest university campus and > 200km from nearest university specializing in primary education

Area E: Pedagogy: Supports and Resources

Area F: Pedagogy: Implementation in the classroom – consumption v creation

Area G: Assessment Practices – pilot Eportfolio project. No issue with Storage/Workspace/Showcase – formative assessment practices to be developed further

Area H: Student Digital Competence – FUSE Anti-bullying programme; Webwise; Creative Commons; Indiscriminate use of images/information found online;
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Whole school to individual teacher

SELFIE for Teacher 1, Teacher 2, Teacher 3 etc

⭐ Professional engagement
⭐ Teaching and learning
⭐ Digital Resources
⭐ Assessment
⭐ Empowering learners
⭐ Facilitating Learners’ Digital Competence
Progression from SELFIE to SELFIE for Teachers

Whole School to Individual Teacher

1. SELFIE (whole school)
   - Leadership
   - Collaboration and networking
   - Infrastructure and equipment
   - Continuing Professional Development
   - Pedagogy: Supports and Resources
   - Pedagogy: Implementation in the classroom
   - Assessment practices
   - Student Digital Competence

2. SELFIE for Teacher 1
   - Professional engagement
   - Teaching and learning
   - Digital Resources
     - Assessment
     - Empowering learners Facilitating Learners’ Digital Competence

3. SELFIE for Teacher 2
   - Professional engagement
   - Teaching and learning
   - Digital Resources
     - Assessment
     - Empowering learners Facilitating Learners’ Digital Competence

4. SELFIE for Teacher 3
   - Professional engagement
   - Teaching and learning
   - Digital Resources
     - Assessment
     - Empowering learners Facilitating Learners’ Digital Competence
## Digital Resources

Progression from ‘Consumption’ to ‘Creation’ – with suggestions for future actions

<table>
<thead>
<tr>
<th>Searching and selecting</th>
<th>Using searching and selection criteria to identify digital resources for teaching and learning.</th>
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<td>Sharing</td>
<td>Sharing digital content with respect to intellectual property and copyright rules.</td>
</tr>
</tbody>
</table>
Digital Resources

Competency levels

C1 Leader
Your current competence level
SELFIE for Teachers

Digital resources:
Talent on Staff
SELFIE for Teachers

Digital resources:
Aim: to have integrators at every class level
## Digital Resources

Progression from ‘Consumption’ to ‘Creation’ – with suggestions for future actions

| **Searching and selecting** | Using searching and selection criteria to identify digital resources for teaching and learning.  
• Scoilnet portal with access to Britannica online; Online courses – key words, safe searching; PDST Summer Course |
| **Creating** | Creating digital resources that support and enhance teaching and learning aims.  
• Range of online courses; Film in School workshop to be facilitated by Teacher 12; Online forms for assessments to be facilitated by Teacher 3 |
| **Modifying.** | Modifying existing digital resources to support and enhance teaching and learning aims, respecting copyright and licencing rules.  
• Creative Commons – application to images as well as text; to be facilitated by Principal |
| **Managing, protecting.** | Organising digital content, enabling easy and secure access for students, parents and teachers, while protecting sensitive and personal data.  
• www.dataprotectionschools.ie; Gsuite - Classroom; Assistant Principal with responsibility |
| **Sharing.** | Sharing digital content with respect to intellectual property and copyright rules.  
• All content for school website to be created or governed by Creative Commons attributions BY SA NC |
SELFIE for Teachers

Allowed us create a roadmap to create:

🌟 Contexts for provision of support

• School based workshops by staff for staff
• Coaching/mentoring of colleagues at class level – integrator at each level with an expert in the school

• School based workshops by external provider
• Online courses
• Scope for some members of staff to attend external courses with a view to sharing content with remaining staff
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SELFIE for Teachers

SELFIE
Thank you!

Seán Gallagher – seangallaghrmayo@gmail.com
Enhancing Teaching Practices with SELFIEforTEACHERS:
A Teacher's Perspective

Eirini Kountouri

2023
A Teacher’s Perspective

WORKSHOPS
Workshops introducing SfT, in collaboration with Cyprus University of Technology

INTEGRATION
Introduction and Integration of SfT in Silverline Private School

CASE STUDIES
Successful case studies following the use of SfT

RECOMMENDATIONS
Recommendations to teachers interested in using SfT
SELFIE for TEACHERS: Workshops

The workshops were organised by the Cyprus University of Technology, led by Dr. Elena Kyza and Dr. Yiannis Georgiou. There were a total of four workshops, spanning two months. The main focus was the introduction of SELFIE for TEACHERS and to offer support on how to structure target-setting.

Outcomes:
- Importance of clear goals and target-setting
- Importance of colleagues’ support, feedback and collaboration
- Allowing a learning curve and experimentation
4.3 Feedback and planning. Using digital technologies to provide feedback to learners, facilitating planning of further action.

Your response: I use various digital technologies to provide timely feedback for learners, including automated feedback (e.g. software applications with automated feedback, online tests with automated scoring, online polls with automated visual representations of results).

It is a sign of confident usage to develop approaches to assessment technologies that centre on selecting and including such technologies in your learning designs in order to provide timely feedback for learners, including through the use of automated feedback.

(Suggestions to level up): Work to select and embed in your learning designs appropriate assessment technologies to aid giving, receiving, and analysing feedback. Aim to do so in ways that continuously inform your teaching and their learning. For example use online polls and surveys, dashboards for managing grades and feedback, and e-portfolios, to provide context-specific feedback.
Silverline Private School is an inclusive school based in Limassol, Cyprus. It ranges from pre-reception up to KS5 (GCSEs and A levels) following the English National Curriculum.
Making SfT part of the school

Strategy for Integration of SELFIE for TEACHERS in the school:

• Inclusion in Professional Development Plans/Faculty Improvement Plans
• Complete SELFIE for TEACHERS in-faculties, two times a year. Offer group work and support
• Creation of a SELFIE for TEACHERS Team on Microsoft Teams
Making SfT part of the school

Case Studies

1. Drama (KS3-5)
   - Use of digital resources
   - Plan to use Augmented Reality in the classroom, to enhance student engagement and understanding

2. Inclusion Support Assistant
   - Applications that helped a student on the autism spectrum to enhance their reading skills.

"Technology helped me understand things better and lets me be creative. It's like having a special power that makes learning easier and prepares me for the future. I love how technology has changed the way we learn".

Year 9 Student, on the use of digital tools in Drama lessons
Challenges and Outcomes

Challenges:

- **Learning curve:** Adjusting to unfamiliar tools and software (or new teaching methodologies) can be overwhelming, requiring teachers to invest time and effort into understanding their functionality.

- **Integration with existing workflows:** Incorporating new tools seamlessly into established teaching methods and systems can be complex.

- **Access and Equity:** Providing equitable access to devices, internet connectivity, and appropriate software is essential to ensure that all students can benefit from technology-enhanced learning experiences.
Outcomes

- **Collaboration and Sharing:** Through sharing ideas, resources, and strategies, teachers inspire each other, pool their expertise, and work together to create a supportive and dynamic learning environment. Collaboration among teachers fosters professional growth, promotes innovative approaches, and ultimately benefits students by providing them with the best possible educational experience.

- **Fostering better Teacher-Student connection:** The use of technology has the potential to strengthen the student-teacher connection, enabling personalised learning and fostering collaboration for an enhanced educational experience.
Recommendations

Recommendations for other teachers interested in using SELFIE for TEACHERS:

• Embrace feedback with an open mind!
• Collaborate with colleagues
• Consider integrating SELFIE for TEACHERS into your professional development plans

★ QUESTIONS ★
Thank you!

Eirini Kountouri
eirinikountouri6@gmail.com
Mandatory activity

Certificates will be automatically awarded 8 June from 12:30 CEST

You must complete this activity by posting your 300-word reflection & commenting at least one other participant’s reflection by Thursday 8 June, 12:00 CEST. Please note that the activity will no longer be available after this date.

⭐️ Use SELFIEforTEACHERS to complete a self-assessment of your digital competence as a teacher.

⭐️ Reflect to identify your areas of strength and areas that require improvement based on the results of your self-assessment.

⭐️ After completing the self-assessment using SELFIEforTEACHERS, share your reflections with the group in this forum. In your reflection, discuss the new perspective gained through the tool and how it can help your professional development plans. Identify an area you would like to focus on for improvement and describe a recommendation offered by the tool that you would like to embrace first. Explain how you plan to implement the suggestions provided by the tool to level up in your teaching practice. Your reflection should be approximately 300 words.

⭐️ After reading through at least one other participant’s reflection, write a comment expressing your appreciation for their insights and ideas. Provide specific and actionable suggestions that could help them develop in the area they have identified as a focus. Your comment should aim to be constructive and supportive, encouraging participants to further reflect on their practice and consider new approaches to incorporating digital technologies in their teaching.
Thank you!