



European  
Commission



## SELFIE SCHOOL REPORT

Zespół Szkoły Podstawowej i przedszkola w Tumlinie

Primary level

SELFIE 2023-2024, session 1

## How to use the results

The SELFIE school report brings together and compares views of your school leaders, teachers and students. Like a real "selfie", the information collected in SELFIE provides your school with a snapshot of where you stand currently in relation to strategy and practice in the use of digital technologies for teaching and learning. The results from SELFIE can help start a dialogue within your school community. It can be a good basis to identify and discuss strengths and weaknesses and to create a school plan on using digital technologies to support learning.

SELFIE can be used on a yearly basis so you can track where progress has been made and where action may still be required. The SELFIE results are available only to you and no-one else can access these.

When analysing the results of the SELFIE school report, you should consider if in specific areas or statements/questions there are:

- Low ratings
- High ratings
- Significant differences in ratings between user groups

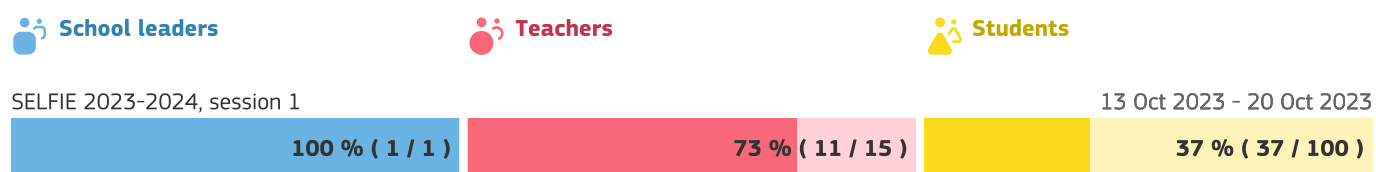
Please note that this pdf is an extract of the full results for your school. if you want to look further into certain areas or statements, you should refer to the online report and download any charts you need.

If you need to refer back to the questions and statements in each of the areas please see the Customise your questionnaires section on the SELFIE dashboard where you can download the full list of questions.

This report shows the results from the self-reflection "SELFIE 2023-2024, session 1".

## Completion rates

In this self-reflection exercise the participation of school leaders, teachers and students was as follows.



## Profiles

The profiles presented in this report are the following:

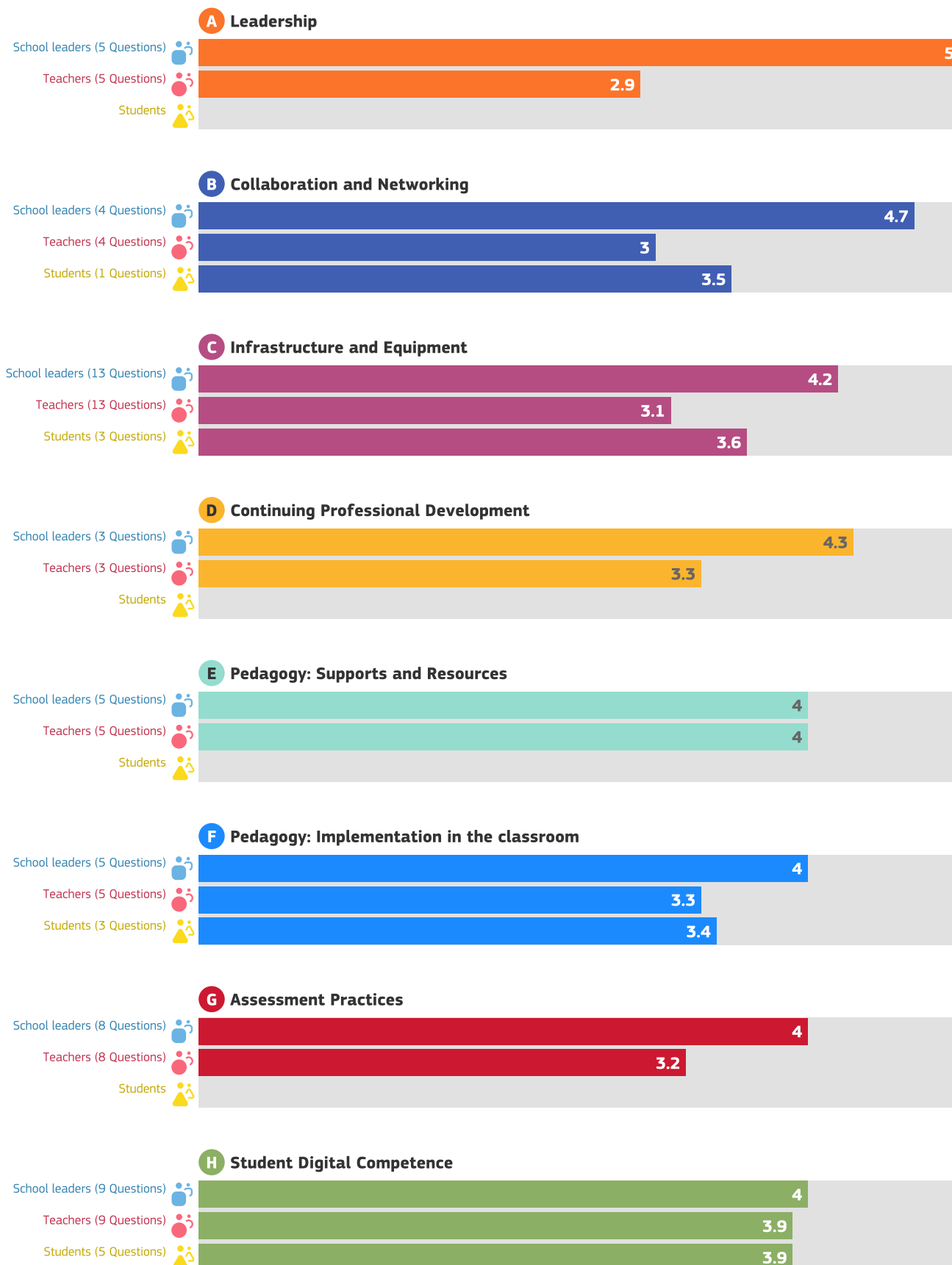
- School leaders
- Teachers
- Students

## **SELFIE areas - School**

School leaders, teachers and students provide their perspectives on how digital technologies are used at their school.

# Overview of areas

Average responses for each group (school leaders, teachers and students) for each of the 8 areas.



## Results per area

Average responses for each statement/question.  
For more detailed results please consult the online report.

### **A. Leadership**

### **B. Collaboration and Networking**

### **C. Infrastructure and Equipment**

### **D. Continuing Professional Development**

### **E. Pedagogy: Supports and Resources**

### **F. Pedagogy: Implementation in the classroom**

### **G. Assessment Practices**

### **H. Student Digital Competence**

## A. Leadership

Questions in this area relate to the role of leadership in the school-wide integration of digital technologies for teaching and learning.

### A1. Digital strategy



### A2. Strategy development with teachers



### A3. New ways of teaching



Your SELFIE school coordinator chose not to include the following optional questions in the survey:

A4. Time to explore digital teaching

A5. Copyright and licensing rules

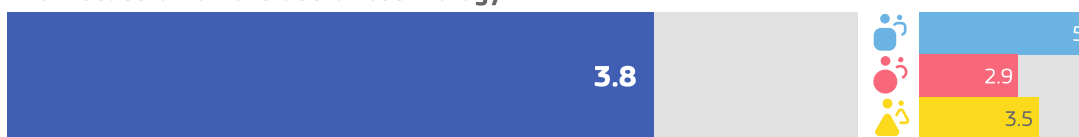
## B. Collaboration and Networking

This area relates to measures that schools may consider to support a culture of collaboration and communication for sharing experiences and learn effectively within and beyond the organisational boundaries.

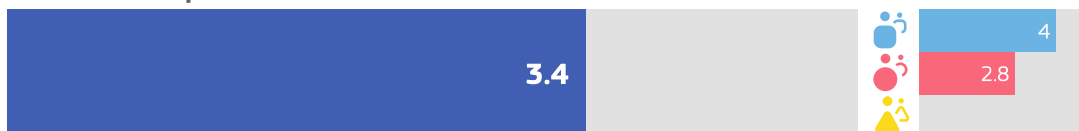
### B1. Progress review



### B2. Discussion on the use of technology



### B3. Partnerships



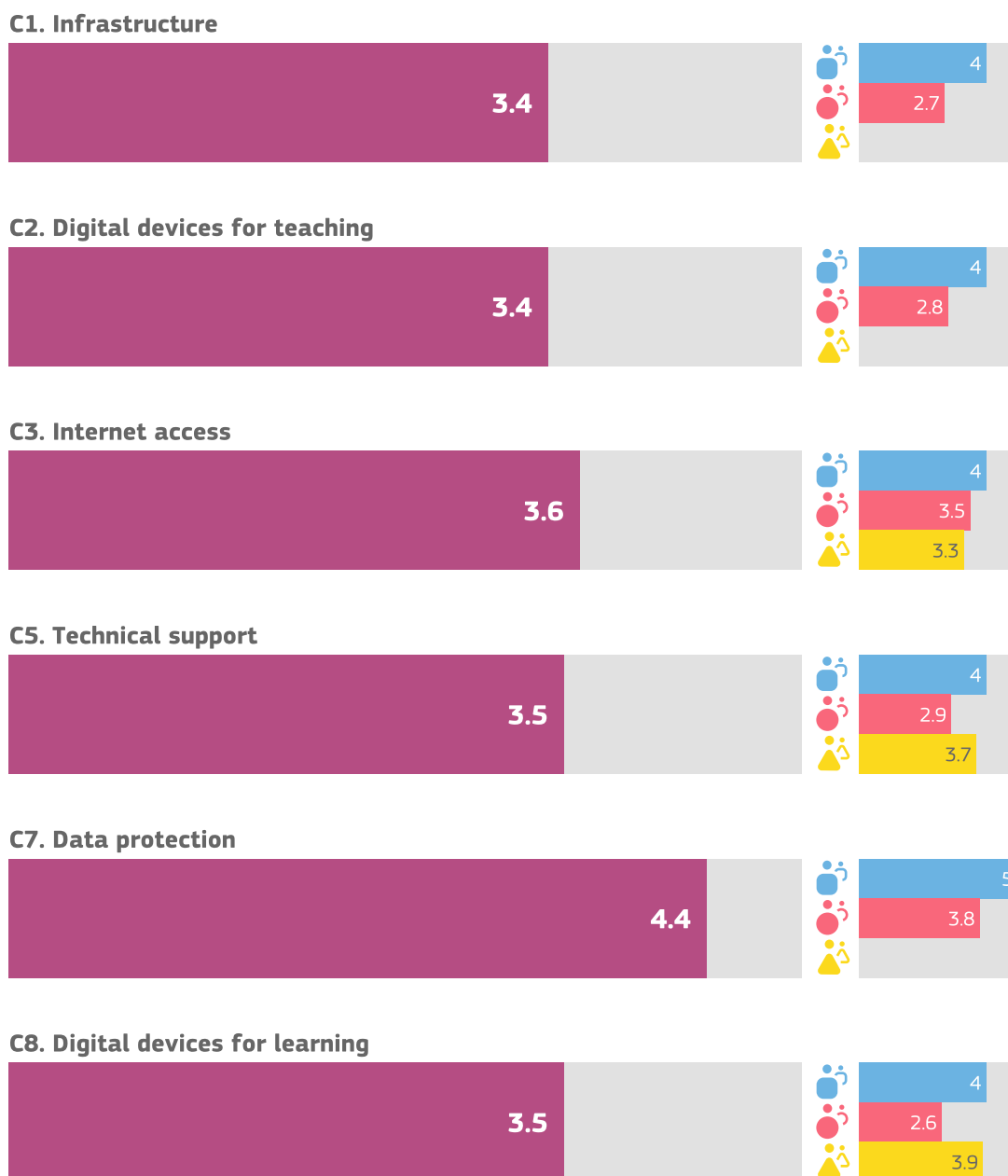
Your SELFIE school coordinator chose not to include the following optional questions in the survey:

B4. Synergies for Blended Learning



## C. Infrastructure and Equipment

Questions in this area relate to infrastructure (eg equipment, software, internet connection). Having adequate, reliable and secure infrastructure can enable and facilitate innovative teaching, learning and assessment practices.



Your SELFIE school coordinator chose not to include the following optional questions in the survey:

- C10. Devices for students
- C11. Digital divide: measures to identify challenges
- C12. Digital divide: support to address challenges
- C13. Bring your own device
- C14. Physical spaces
- C15. Assistive technologies
- C16. Online libraries/repositories

## D. Continuing Professional Development

Questions in this area relate to how the school supports the continuing professional development (CPD) of its staff at all levels. CPD can support the development and integration of new modes of teaching and learning that harness digital technologies for better learning outcomes.

### D1. CPD needs



### D2. Participation in CPD



### D3. Sharing experiences



## E. Pedagogy: Supports and Resources

This area relates to the preparation of using digital technologies for learning by updating and innovating teaching and learning practices.

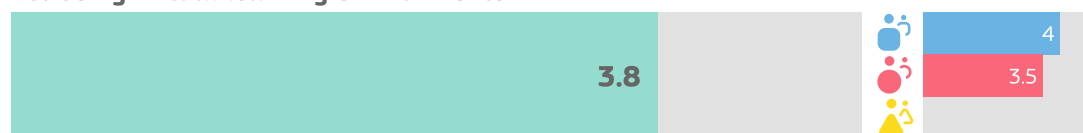
### E1. Online educational resources



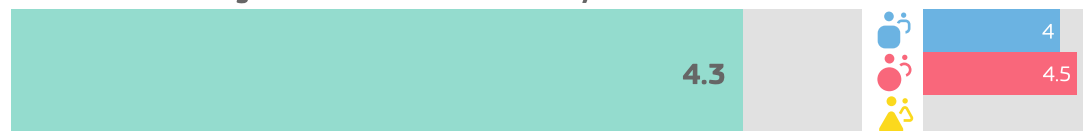
### E2. Creating digital resources



### E3. Using virtual learning environments



### E4. Communicating with the school community



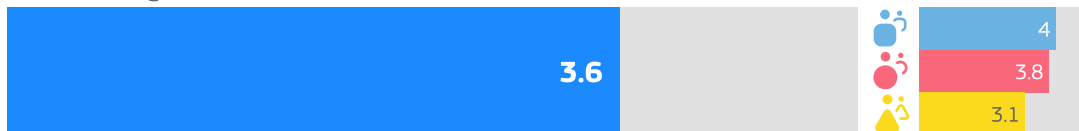
Your SELFIE school coordinator chose not to include the following optional questions in the survey:

E5. Open educational resources

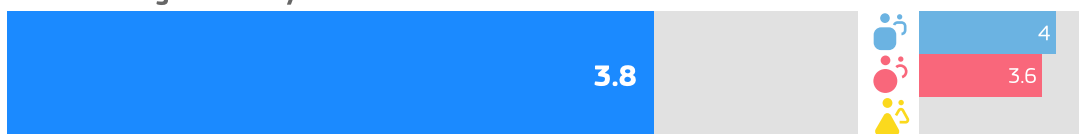
## F. Pedagogy: Implementation in the classroom

This area relates to the implementation in the classroom of digital technologies for learning, by updating and innovating teaching and learning practices.

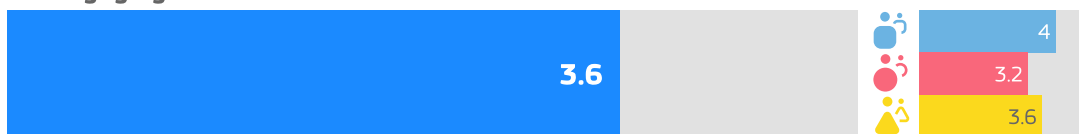
### F1. Tailoring to students' needs in school



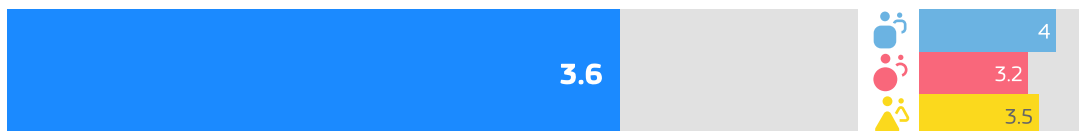
### F3. Fostering creativity



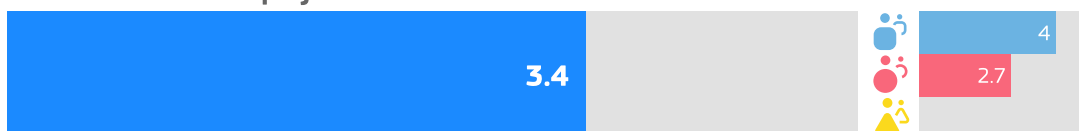
### F4. Engaging students



### F5. Student collaboration



### F6. Cross-curricular projects



## G. Assessment Practices

This area relates to measures that schools may consider in order to gradually shift the balance from traditional assessment towards a more comprehensive repertoire of practices. This repertoire could include technology-enabled assessment practices that are student-centred, personalised and authentic.

### G1. Assessing skills



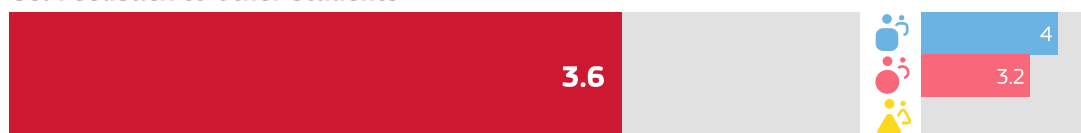
### G3. Timely feedback



### G5. Self-reflection on learning



### G6. Feedback to other students



Your SELFIE school coordinator chose not to include the following optional questions in the survey:

- G7. Digital assessment
- G8. Documenting learning
- G9. Using data to improve learning
- G10. Valuing skills developed outside school

## H. Student Digital Competence

Questions in this area relate to the skills, knowledge and attitudes students need to use technologies in confident, creative and critical ways.

### H1. Safe behaviour



### H3. Responsible behaviour



### H4. Checking quality of information



### H6. Giving credit to others' work



### H7. Creating digital content



### H8. Learning to communicate



Your SELFIE school coordinator chose not to include the following optional questions in the survey:

- H10. Digital skills across subjects
- H11. Learning coding or programming
- H13. Solving technical problems



## **OTHER AREAS:**

Further information on technology use at your school.

**Factors inhibiting the use of technology**

**Negative factors for blended learning**

**Positive factors for blended learning**

**Usefulness of CPD activity**

**Confidence in using technology**

**Percentage of time**

**Adoption of technology**

**Use of technology**

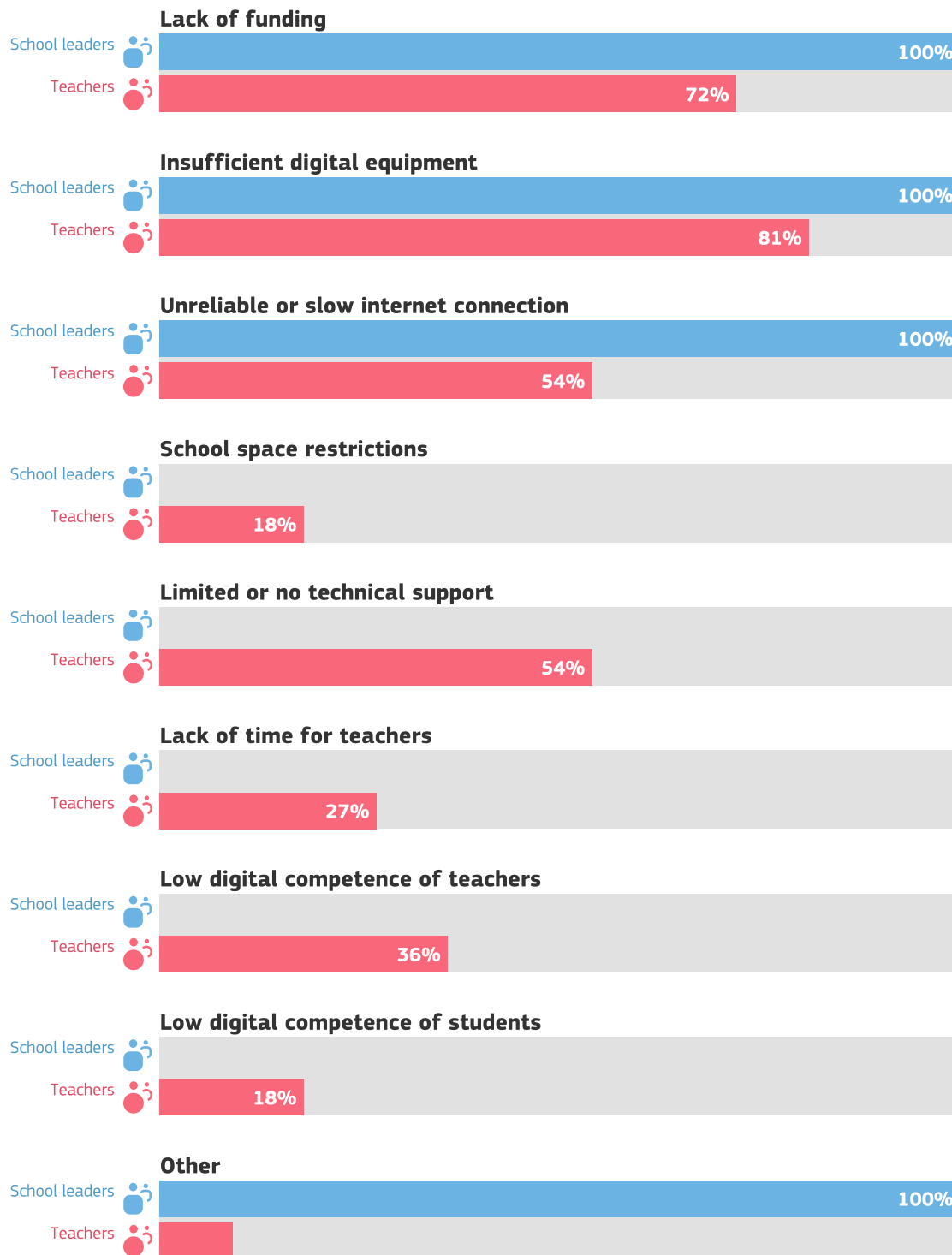
**Student access to devices outside school**

**Student technical knowledge**



## Factors inhibiting the use of technology

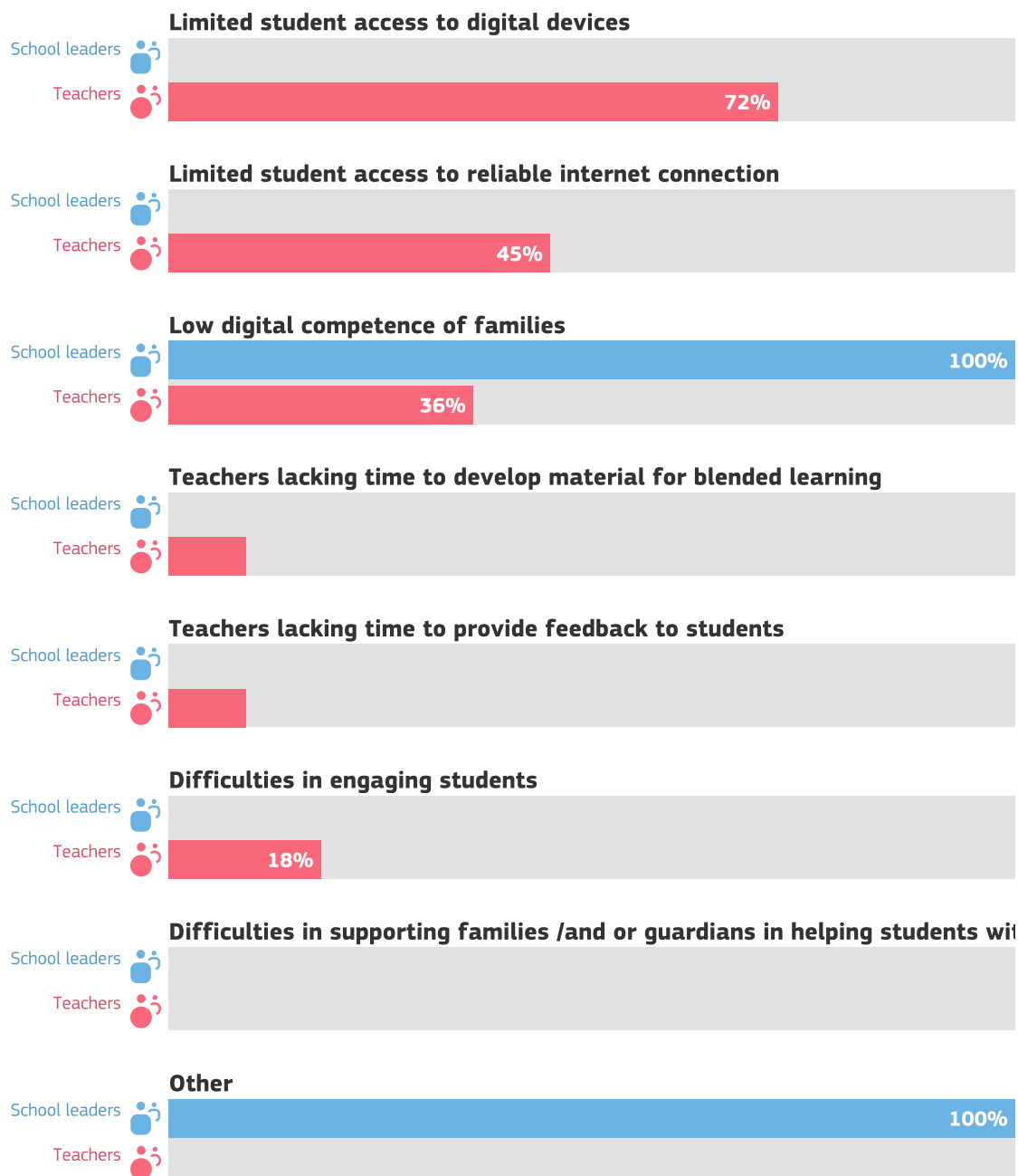
Is teaching and learning with digital technologies in your school negatively affected by the following factors?



1 School leaders  
11 Teachers

## Negative factors for blended learning

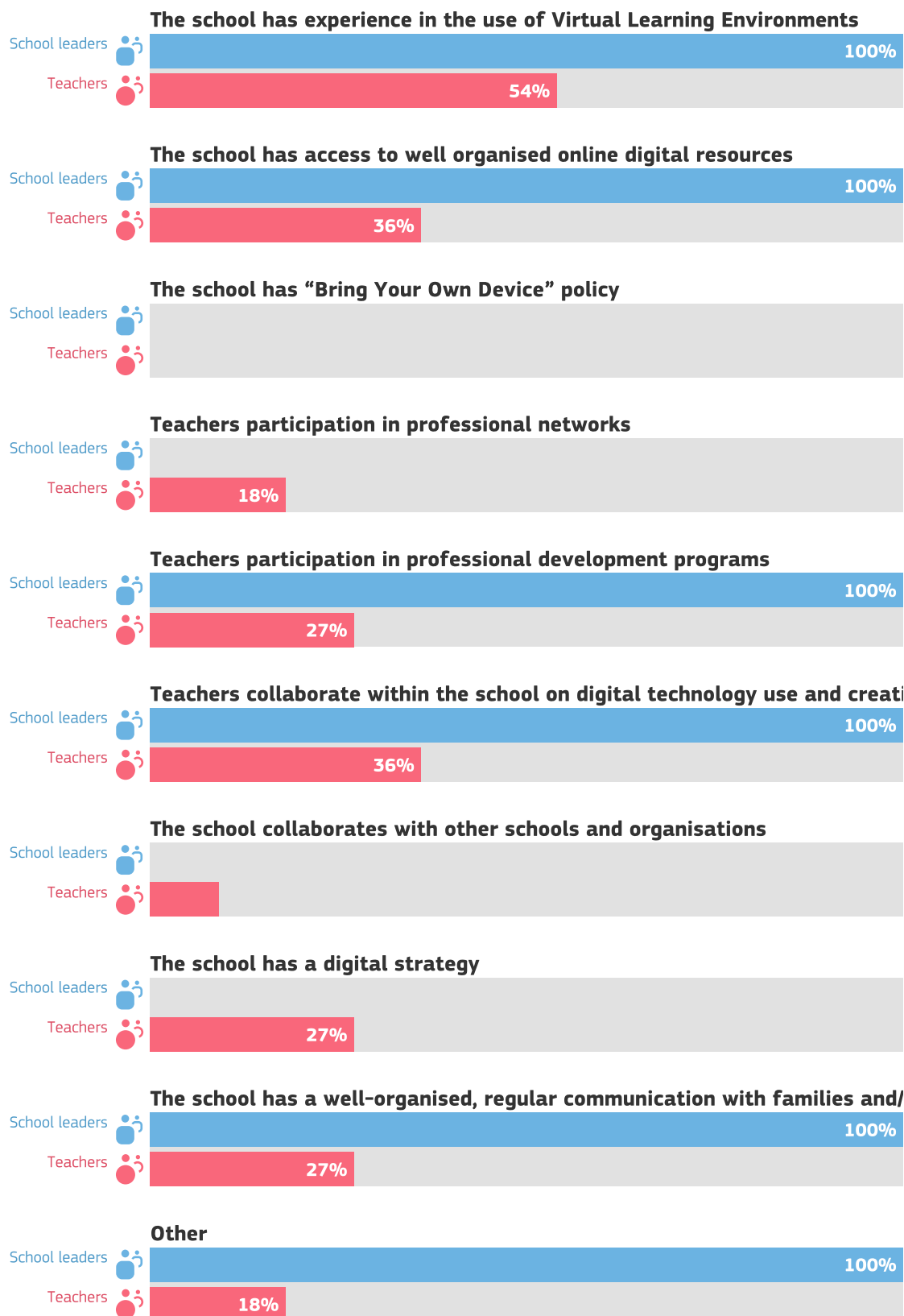
Is blended learning negatively affected by the following factors?



1 School leaders  
11 Teachers

## Positive factors for blended learning

Is blended learning positively affected by the following factors?



1 School leaders  
11 Teachers

## Usefulness of CPD activity

What do your teachers think about the usefulness of the CPD activities in which they participated in the last year?

### Teachers

Face-to-face professional learning



8 out of 11 teachers answered this question

Online professional learning



9 out of 11 teachers answered this question

Learning through collaboration



11 out of 11 teachers answered this question

Learning through professional networks



10 out of 11 teachers answered this question

In-house mentoring/coaching



11 out of 11 teachers answered this question

Other in-house training



11 out of 11 teachers answered this question

Study visits



8 out of 11 teachers answered this question

Accredited programmes



9 out of 11 teachers answered this question

### Ratings

- Not at all useful 1
- Not useful 2
- A little bit useful 3
- Useful 4
- Very useful 5

## Confidence in using technology

How confident do teachers feel in using technology for the following tasks?

### Teachers

Preparing lessons



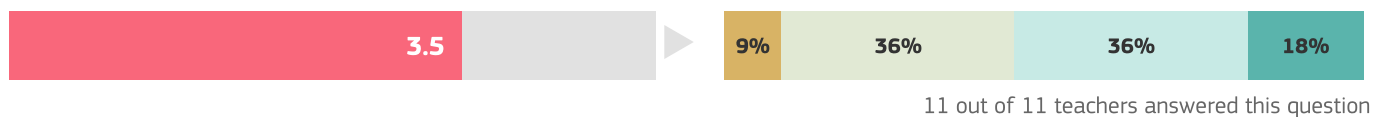
Class teaching



Feedback and support



Communication



### Ratings

- Not at all confident 1
- Not confident 2
- A little bit confident 3
- Confident 4
- Very confident 5

## Percentage of time

For what percentage of teaching time have your teachers used digital technologies in class in the past 3 months?

### Teachers

Percentage of time for digital teaching



11 out of 11 teachers answered this question

### Ratings

0-10%	1
11-25%	2
26-50%	3
51-75%	4
76-100%	5

## Adoption of technology

Which best describes the approach to using digital technologies for teaching and learning by your school leaders and teachers?

### School leaders

Adoption of technology



1 out of 1 school leaders answered this question

### Teachers

Adoption of technology



9 out of 11 teachers answered this question

### Ratings

- I tend to use digital technologies after the majority of my colleagues 1
- I tend to use digital technologies at the pace of the majority of my colleagues 2
- I tend to be an early adopter where I see clear benefits 3
- I am usually among the innovators who try out new technologies 4



## Use of technology

How do your students use technology in and out of school?

### Students

Technology at school



Technology at home for schoolwork



Technology outside school for learning



Technology at home for fun



No technology outside school



### Ratings

- Never or hardly ever 1
- At least once a month but not every week 2
- At least once a week but not every day 3
- Up to one hour every day 4
- More than one hour every day 5

## Student access to devices outside school

Are your students able to access digital devices (computer, laptop, table, mobile phone) at home?

### Students

Student access to devices outside school



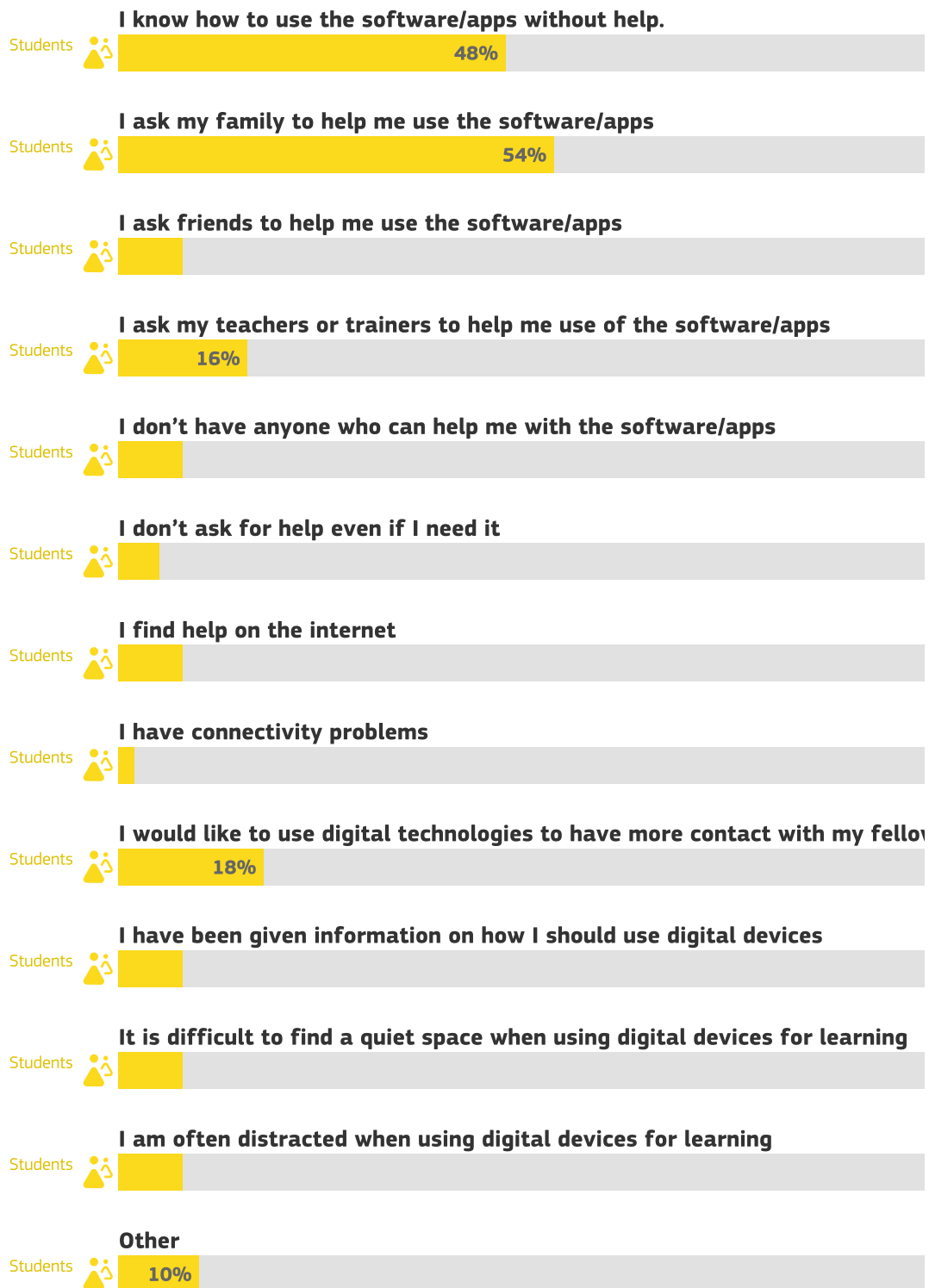
29 out of 37 students answered this question

### Ratings

- I don't have access to a digital device to use for my (school) work 1
- I have access to a digital device but it is not suitable to use for my (school) work 2
- There is a shared digital device at home which I can use for my (school) work but it is not always available when I need it 3
- There is a shared digital device at home which I can use for my (school) work when I need it 4
- I have access to a digital device that is suitable to use for my (school) work 5

## Student technical knowledge

When lessons take place at home with digital technologies



37 Students



## How to use the results

This report can be a good basis to identify and discuss strengths and weaknesses and to create a school plan on using digital technologies to support learning.

We list some examples on how you can apply the school report looking at the section "Overview of areas":

- if one area (for example infrastructure or assessment) was given a low rating you may wish to make this a focus for improvement
- if one of the areas attracts the highest rating overall, it is a strength that could be investigated further to identify why this is working well and what could be improved further;
- if you see gaps between the views of students and teachers or teachers and school leaders this could be explored further.

Analysis and discussion can help your school create an action plan to improve the use of digital technologies for better teaching and learning. SELFIE can be used on a yearly basis so you can track where progress has been made and where action may still be required. The SELFIE results are available only to you and no-one else can access these.

Please note that this pdf is an extract of the full results for your school. if you want to look further into certain areas or statements, you should refer to the online report and download any charts you need.



 **Członkowie kadry  
kierowniczej  
szkoły**

SELFIE 2023-2024, session 1

**100% (1/1)**

 **Nauczyciele**

**73% (11/15)**

 **Uczniowie**

13 paź 2023 - 20 paź 2023

**37% (37/100)**

**Członkowie kadry kierowniczej szkoły**

A1. Strategia cyfrowa

5

A2. Opracowywanie str...

5

A3. Nowe sposoby nau...

5

B1. Ocena postępów

5

B2. Dyskusja na temat...

5

C7. Ochrona danych

5

D3. Dzielenie się dośw...

5

B3. Partnerstwa

4

C1. Infrastruktura

4

C2. Urządzenia cyfrow...

4

C3. Dostęp do internetu

4

C5. Wsparcie techniczne

4

C8. Urządzenia cyfrow...

4

D1. Potrzeby w zakresi...

4

D2. Udział w UDZ

4

E1. Zasoby edukacyjn...

4

E2. Tworzenie zasobów...

4

E3. Stosowanie wirtual...

4

E4. Komunikacja ze sp...

4

F1. Dostosowanie się d...

4

F3. Sprzyjanie kreatyw...

4

F4. Angażowanie uczni...

4

F5. Współpraca uczniów

4

F6. Projekty interdyscy...

4

G1. Ocena umiejętności

4

G3. Terminowa inform...

4

G5. Autorefleksja na te...

4

G6. Informacja zwrotn...

4

H1. Bezpieczne zacho...

4

H3. Odpowiedzialne za...

4

H4. Kontrolowanie jako...

4

H6. Docenianie pracy i...

4

H7. Tworzenie treści cy...

4

H8. Nauka komunikow...

4

**Nauczyciele**

E4. Komunikacja ze sp...

4.5

E1. Zasoby edukacyjn...

4.3

H1. Bezpieczne zacho...

4.1

H3. Odpowiedzialne za...

4.1

H4. Kontrolowanie jako...

4

H6. Docenianie pracy i...

3.9

C7. Data protection

3.8

F1. Dostosowanie się d...

3.8

H8. Nauka komunikow...

3.7

E2. Tworzenie zasobów...

3.6

F3. Sprzyjanie kreatyw...

3.6

C3. Internet access

3.5

E3. Stosowanie wirtual...

3.5

H7. Tworzenie treści cy...

3.5

B1. Ocena postępów

3.4

G3. Terminowa inform...

3.4

D1. Potrzeby w zakresi...

3.3

D2. Udział w UDZ

3.3

D3. Dzielenie się dośw...

3.3

F4. Angażowanie uczni...

3.2

F5. Współpraca uczniów

3.2

G6. Informacja zwrotn...

3.2

G5. Autorefleksja na te...

3.1

A3. Nowe sposoby nau...

3

G1. Ocena umiejętności

3

A2. Opracowywanie str...

2.9

B2. Dyskusja na temat...

2.9

C5. Technical support

2.9

A1. Strategia cyfrowa

2.8

B3. Partnerstwa

2.8

C2. Digital devices for ...

2.8

C1. Infrastructure

2.7

F6. Projekty interdyscy...

2.7

C8. Digital devices for ...

2.6

**Uczniowie**

H1. Bezpieczne zacho...

4.2

H3. Odpowiedzialne za...

4.2

C8. Urządzenia cyfrow...

3.9

C5. Wsparcie techniczne

3.7

F4. Angażowanie uczni...

3.6

B2. Dyskusja na temat...

3.5

F5. Współpraca uczniów

3.5

C3. Dostęp do internetu

3.3

H4. Kontrolowanie jako...

3.3

F1. Dostosowanie się d...

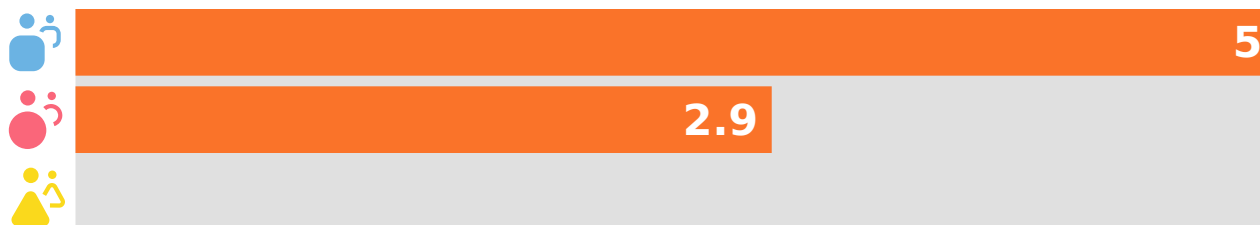
3.1

Członkowie kadry kierowniczej szkoły

Nauczyciele

Uczniowie

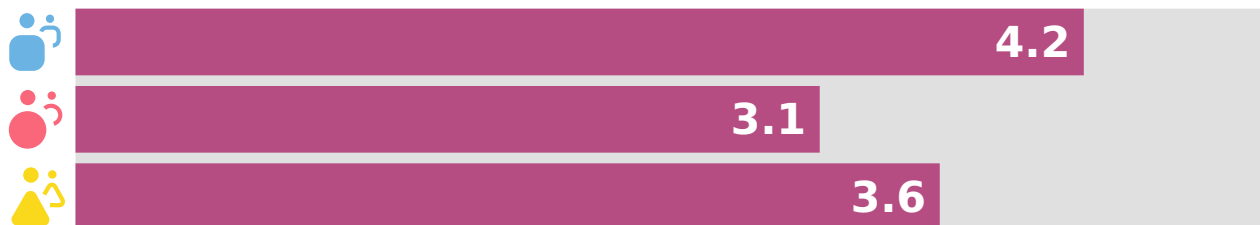
### A Kierownictwo



### B Współpraca i tworzenie sieci



### C Infrastruktura i sprzęt



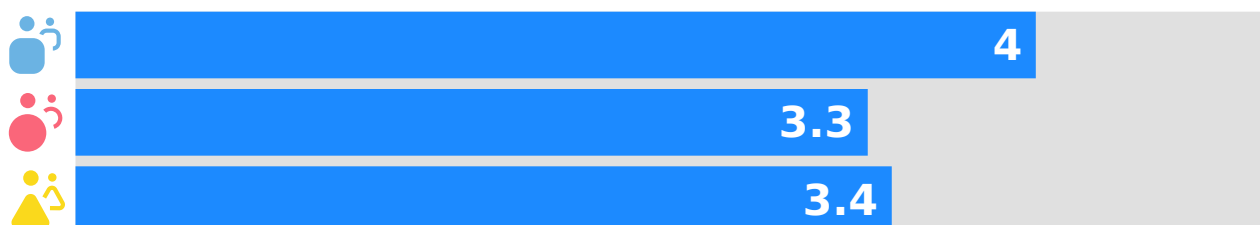
### D Ustawiczne doskonalenie zawodowe



### E Nauczanie i uczenie się: Kompetencje cyfrowe nauczycieli



### F Nauczanie i uczenie się: Zastosowanie w sali lekcyjnej



### G Praktyki w zakresie oceny

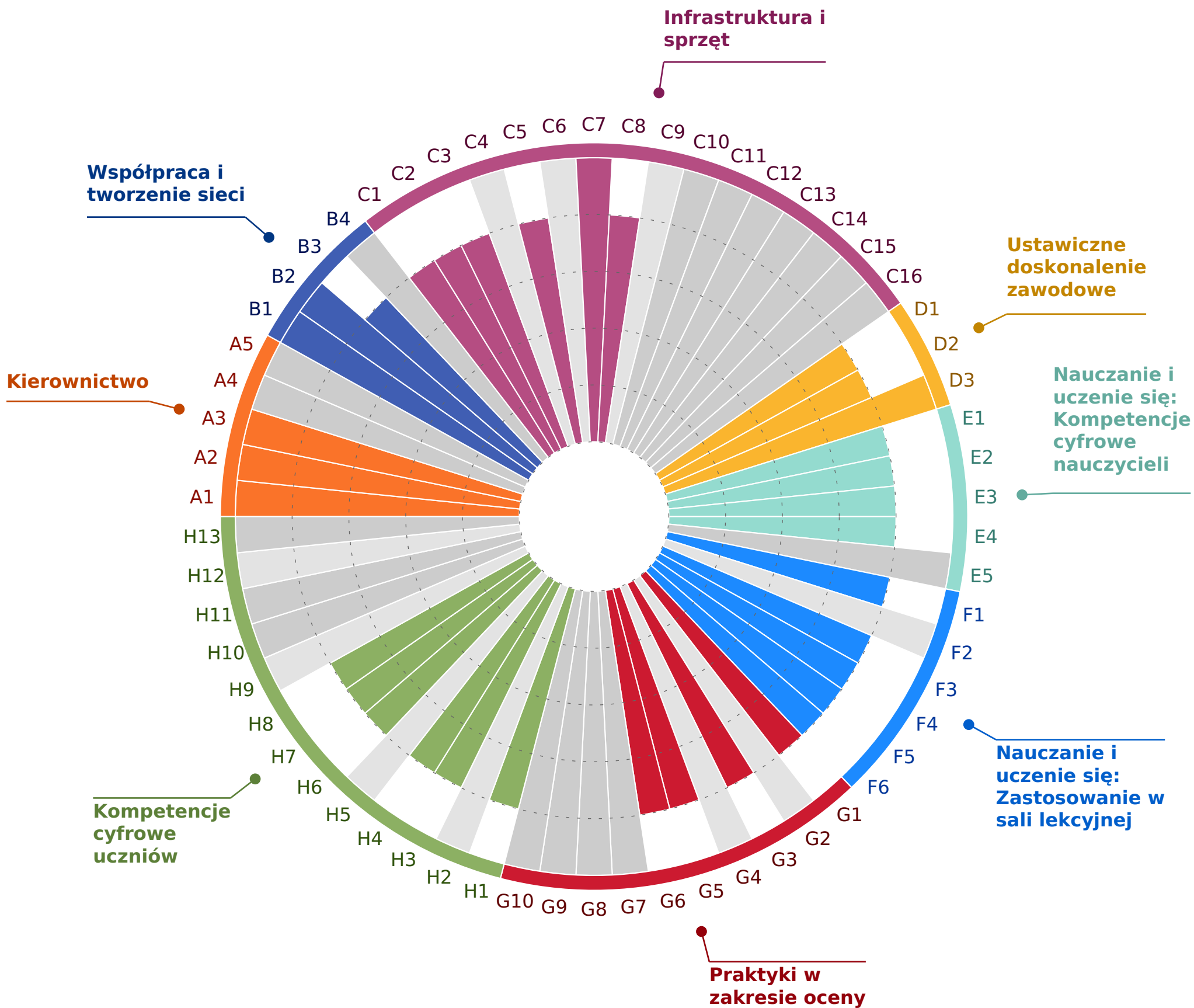


### H Kompetencje cyfrowe uczniów





# Członkowie kadry kierowniczej szkoły



Profesjonalna nauka online



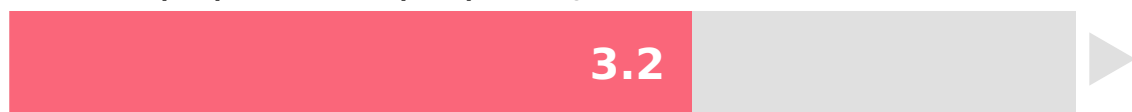
Nauka poprzez profesjonalne sieci



Profesjonalna nauka bezpośrednia



Nauka poprzez współpracę



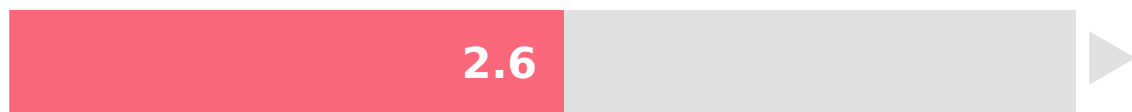
Mentoring/coaching w obrębie szkoły



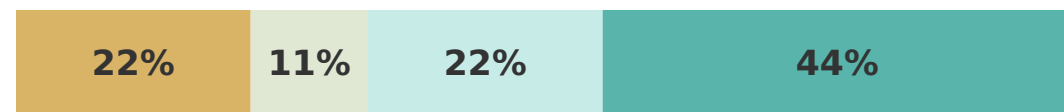
Pozostałe szkolenia w obrębie szkoły



Programy akredytowane



Wizyty studyjne



9 z 11 nauczycieli odpowiedziało na to pytanie

W ogóle nieprzydatne 1

Nieprzydatne 2

Trochę przydatne 3

Przydatne 4

Bardzo przydatne 5

# Nauczyciele

Odsetek czasu przeznaczanego na naucz...

2.1

Nauczyciele

36%

36%

18%

9%

11 z 11 nauczycieli odpowiedziało na to pytanie

0-10% 1

11-25% 2

26-50% 3

51-75% 4

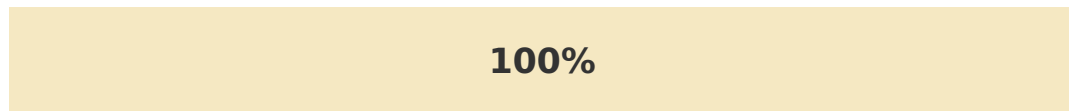
76-100% 5

## Członkowie kadry kierowniczej szkoły

Przyjęcie technologii



Członkowie kadry kierowniczej szkoły 



1 z 1 członków kadry kierowniczej szkoły odpowiedziało na to pytanie

Zwykle korzystam z technologii cyfrowych po tym, jak używa ich już większość moich współpracowników 1

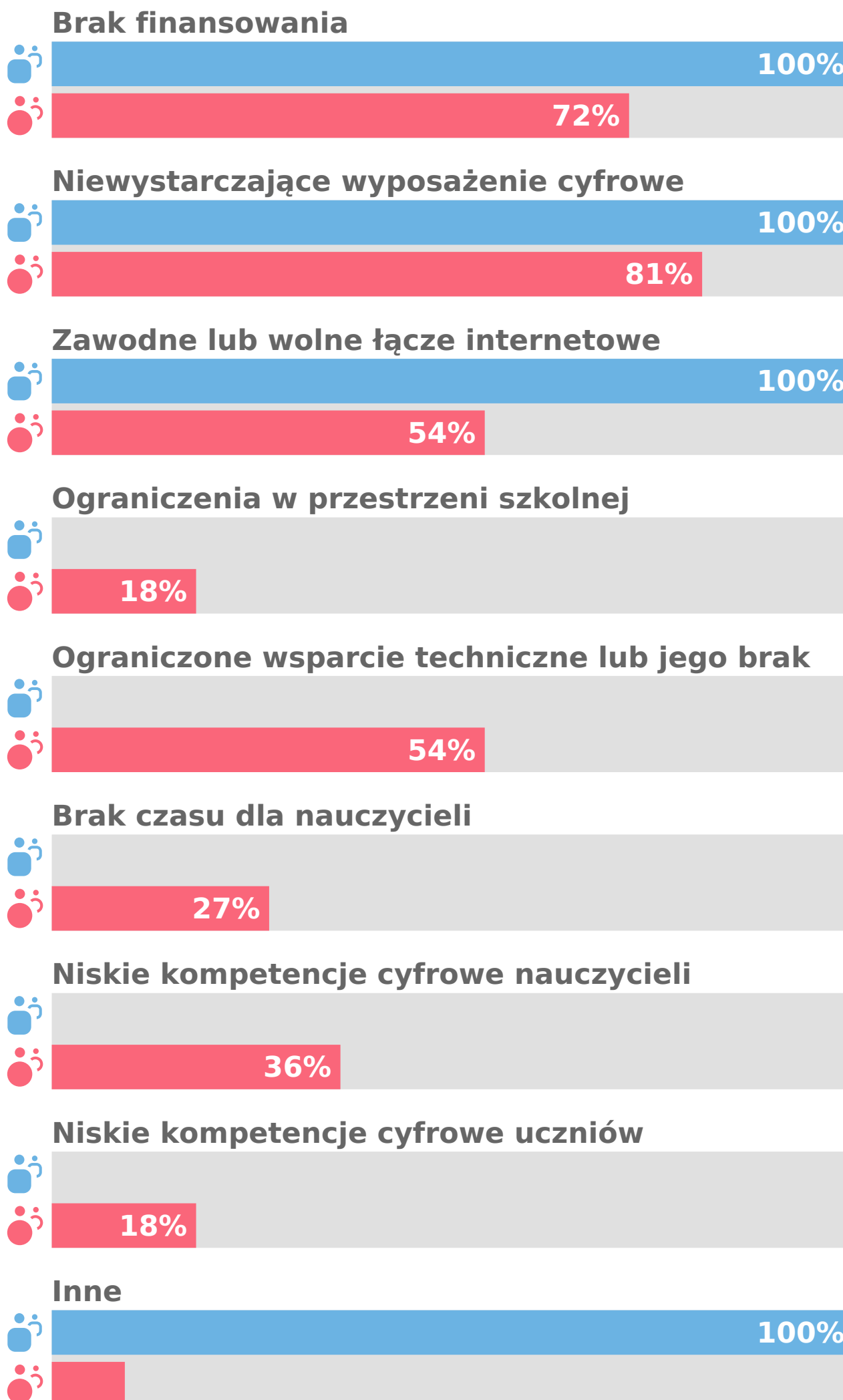
Zwykle korzystam z technologii cyfrowych w tym samym tempie co większość moich współpracowników 2

Jeżeli zauważam jasne korzyści, zwykle wcześniej wprowadzam technologie 3

Zazwyczaj jestem wśród innowatorów, którzy testują nowe technologie 4

Członkowie kadry kierowniczej szkoły

Nauczyciele

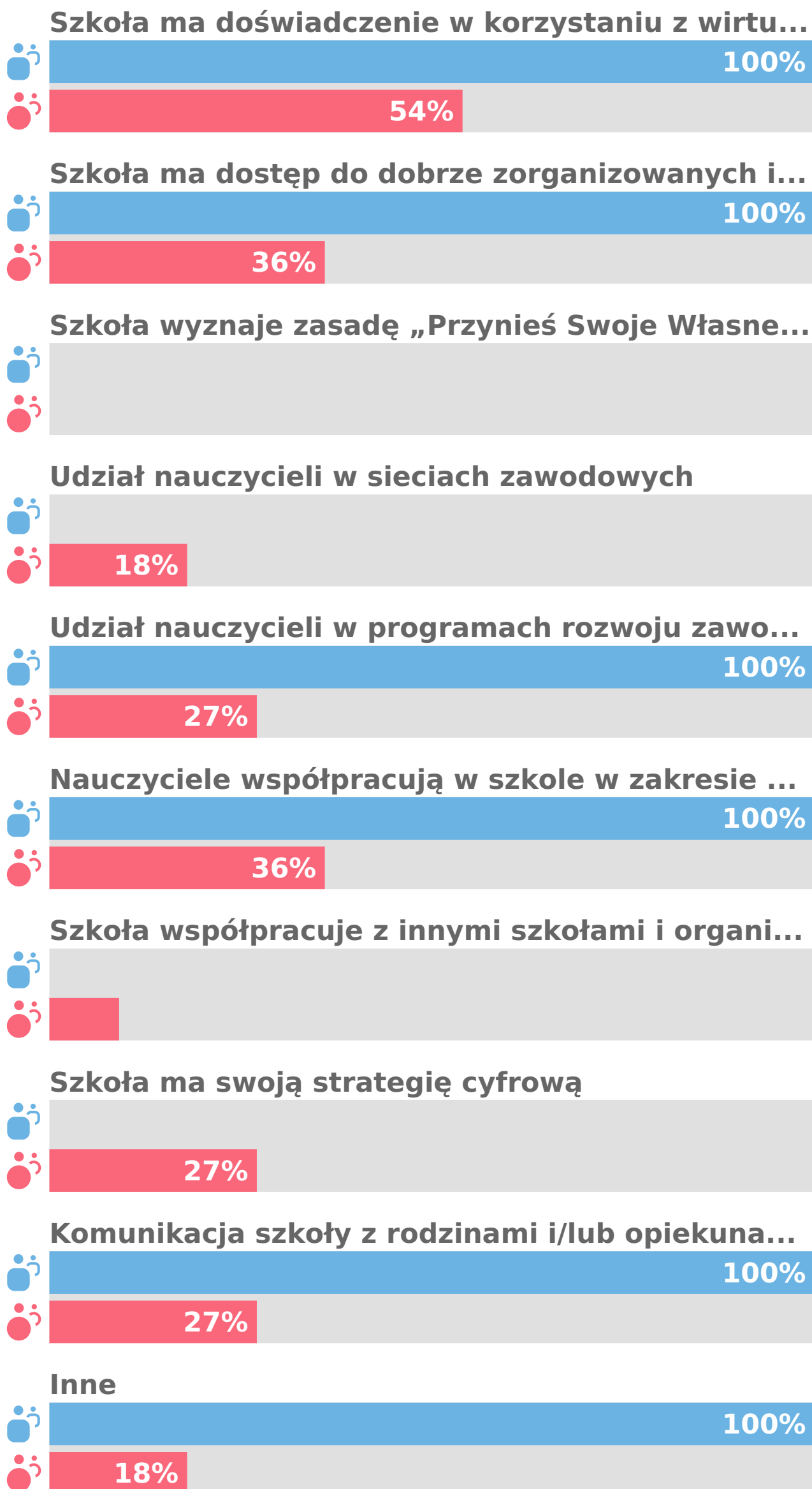


1 Członkowie kadry kierowniczej szkoły

11 Nauczyciele

Członkowie kadry kierowniczej szkoły

Nauczyciele



1 Członkowie kadry kierowniczej szkoły

11 Nauczyciele

Technologia w domu przeznaczona do roz...



Brak technologii poza szkołą



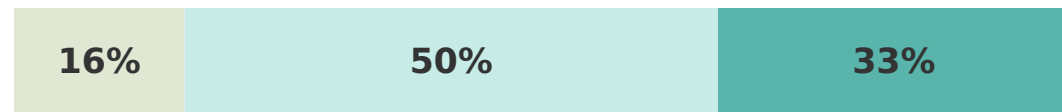
Technologia w szkole



Technologia w domu przeznaczona do wy...



Technologia poza szkołą przeznaczona do...



30 z 37 uczniów odpowiedziało na to pytanie

- Nigdy lub prawie nigdy 1
- Co najmniej raz w miesiącu, ale nie w każdym tygodniu 2
- Co najmniej raz w tygodniu, ale nie codziennie 3
- Do jednej godziny dziennie 4
- Ponad godzinę dziennie 5

## Dostęp uczniów do urządzeń poza szkołą



29 z 37 uczniów odpowiedziało na to pytanie

- 1 Nie mam dostępu do urządzenia cyfrowego, które mogłoby mi pomóc w nauce
- 2 Mam dostęp do urządzenia cyfrowego, ale nie nadaje się ono do nauki
- 3 W domu znajduje się wspólne urządzenie cyfrowe, którego mogę używać do nauki, ale nie zawsze jest ono dostępne, gdy go potrzebuję
- 4 W domu znajduje się wspólne urządzenie cyfrowe, którego mogę używać do nauki, kiedy go potrzebuję
- 5 Mam dostęp do urządzenia cyfrowego, które nadaje się do nauki



Uczniowie

