

Date of printing: 10/12/2020

School : …

School Year : 2020-2021

School Principal : …

Program Coordinator : …

SELFIE-based   
ACTION PLAN

Table of contents

[A. PREPARATION 2](#_Toc74917350)

[Β. DESIGN 4](#_Toc74917351)

[C. DEVELOPMENT 5](#_Toc74917352)

[**ACTION 1** 5](#_Toc74917353)

[**ACTION 2** 7](#_Toc74917354)

[D. EVALUATION 9](#_Toc74917355)



European Commission support for the production of this template document does not constitute endorsement of the contents, which reflect the views only of the authors. The Commission cannot be held responsible for any use which may be made of the information contained herein.



|  |  |  |
| --- | --- | --- |
| A. PREPARATION Decorative | | |
| Social network Members of the coordinating team responsible for the design, monitoring and evaluation of the Action Plan. |  | SCHOOL Coordinating team … |
| List Describe current state of digital strategies and practices. |  | review of selfie outputs … |
| Magnifying glass Identify SELFIE areas and selected items to address. |  | Priorities & GOALS ... |
| Folder Search outline Supporting material indicating the outcome of means and methods used for further investigation.  (e.g. Results derived from focus groups, discussion panels, questionnaires for teachers and/or students, idea boxes, etc.) |  | Additional material  * ... * ... * ... |

|  |  |  |  |
| --- | --- | --- | --- |
| Β. DESIGN Decorative | | | |
| # | PrioritiesPriorities | Targetgoals | Clapper boardactivities | |
| 1 | SELFIE Area(s)  …  SELFIE Item(s)  … |  |  | |
| 2 | SELFIE Area(s)  …  SELFIE Item(s)  … |  |  | |
| 3 | SELFIE Area(s)  …  SELFIE Item(s)  … |  |  | |
| 4 | SELFIE Area(s)  …  SELFIE Item(s)  … |  |  | |

## C. DEVELOPMENT



|  |  |  |
| --- | --- | --- |
| **ACTION 1** | | |
| OVERVIEW | | |
| Priority:  *SELFIE Areas & Items identified as requiring action* |  |  |
| Goal:  What do we want to achieve? |  |  |
| Activities:  What needs to be done? |  |  |
| Time Frame:  *When will the activity be ran and completed?* |  |  |
| ANALYSIS | | |
| Assigned responsibilities:   1. *Who is responsible for the implementation of each activity?* 2. *Who facilitates the enactment of each activity?* 3. *Who oversees implementation of the activity?* |  |  |
| Resources:  *Which resources will be needed?* |  |  |
| Success criteria:  *What are the expected outcomes of the activity?* |  |  |
| Monitoring &Evaluation means:  *What tools and methods are used to monitor and assess progress made towards achieving the goal(s) of the action?* |  |  |
| Evaluation | | |
| Participants: |  |  |
| Reflective comments:   1. *To which extent were the activity goals achieved?* 2. *How did teachers and students perform their roles?* 3. *What strengths and weaknesses were identified during the activity?* 4. What worked and what did not work? 5. *What were the teachers’ and learners’ views regarding the changes observed in relevance with the goal(s) of the activity?* 6. *Are there any suggestions for improvement?* |  |  |
| Collected evidence:  *What evidence were collected regarding the enactment and evaluation of the activity?*  *(e.g., Lesson plans, presentations, websites, students’ artefacts, questionnaires, photos, videos, etc.)* |  |  |

|  |  |  |
| --- | --- | --- |
| **ACTION 2** | | |
| OVERVIEW | | |
| Priority: |  |  |
| Goal:  What do we want to achieve? |  |  |
| Activity Description:  What needs to be done? |  |  |
| Time Frame:  *When will the activity be ran and completed?* |  |  |
| ANALYSIS | | |
| Assigned responsibilities:   1. *Who is responsible for the implementation of each activity?* 2. *Who facilitates the enactment of each activity?* 3. *Who oversees implementation of the activity?* |  |  |
| Resources:  *Which resources will be needed?* |  |  |
| Success criteria:  *What are the expected outcomes of the activity?* |  |  |
| Monitoring &Evaluation means:  *What tools and methods are used to monitor and assess progress made towards achieving the goal(s) of the action?* |  |  |
| Evaluation | | |
| Participants: |  |  |
| Reflective comments:   1. *To which extent were the activity goals achieved?* 2. *How did teachers and students perform their roles?* 3. *What strengths and weaknesses were identified during the activity?* 4. *What worked and what did not work?* 5. *What were the teachers’ and learners’ views regarding the changes observed in relevance with the goal(s) of the activity?* 6. *Are there any suggestions for improvement?* |  |  |
| Collected evidence:  *What evidence were collected regarding the enactment and evaluation of the activity?*  *(e.g., Lesson plans, presentations, websites, students’ artefacts, questionnaires, photos, videos, etc.)* |  |  |

## D. EVALUATION

After the completion of all actions



|  |  |  |
| --- | --- | --- |
| Participants: |  |  |
| Reflect on the progress made:  *What progress has been made with respect to all the area(s)/item(s) within the SELFIE tool?* |  |  |
| Evaluate the overall SELFIE PTK process:  The coordinating team could seek feedback from those who actively participated in all steps of the SELFIE PTK and other relevant stakeholders. |  |  |
| Additional material:  *Supporting material indicating the outcome of means and methods used for evaluation after the completion of all actions.*  (e.g., Feedback from school staff, parents, School Ephorate, School Inspector, students; SELFIE Report results etc.) |  |  |



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license.