

For reference these cards can be used as is as tools for self assessment by schools. and suggested use would be to create a tool with a rivet.

Reference images.



School REIP literacy for inclusion

0 Start up


- 1 Research literacy**
School staff have no specific training in the use of research evidence in their practice.
- 2 Conducting inquiry process for improvement**
The research evidence perspective is not part of the school improvement process.
- 3 Analysing assessment data**
The assessments or analyses of the practices / innovations conducted at class and school level are not a priority in our school



School REIP literacy for inclusion

1 Basic


- 1 Research literacy**
At school there are teachers who know where and how to search for research evidence to address students' needs both in relation to new teaching and learning methods and curriculum contents.
- 2 Conducting inquiry process for improvement**
School staff possess the capacity to design research studies in order to collect data for their decision making.
- 3 Analysing assessment data**
In the decision-making process school management uses evidence to interpret student assessment data, diagnose student learning and modify teaching practice in order to address pupils' needs.



School REIP literacy for inclusion

2 Consolidated


- 1 Research literacy**
At school level the majority of teachers are able to assess the quality of the research sources of information and select those that are valid, trustful and based on research data.
- 2 Conducting inquiry process for improvement**
Collaboration with experts and researchers to conduct large scale studies is a common practice in our school.
- 3 Analysing assessment data**
Student assessment data is used to make decisions regarding school strategy addressing pupils' diverse needs.



School REIP literacy for inclusion

3 Advanced


- 1 Research literacy**
At school level the majority of teachers are able to transfer the knowledge from research evidence to their teaching practice.
- 2 Conducting inquiry process for improvement**
Teachers are encouraged to initiate small scale research projects allowing them to collect data to improve their teaching practice and students' learning outcomes.
- 3 Analysing assessment data**
School management team works with other schools and public administration to make decisions that address pupils' needs.








School REIP literacy for inclusion

4 Transformative


- 1 Research literacy**
The school has a culture oriented to the use of research evidence in all its aspects.
- 2 Conducting inquiry process for improvement**
School is seen as a reference in the area for other schools that want to improve their inclusive practices and hey encourage teachers to keep up to date with regards to evidence.
- 3 Analysing assessment data**
School management coordinates/leads programs in the community to address pupils' needs.



Self Assessment Tool

School REIP literacy for inclusion




Use of EIP for inclusion

0 Start up

- 1 Engagement with professional teaching networks and broader communities to address school inclusion

School does not participate in professional and/or community networks .

- 2 Engagement with parents and the school community to address students' needs

Parents are not an active partner in the decision making process at school level.

- 3 Assess student learning needs

School doesn't focus on students' need to respond, adapt projects and design plans accordingly.



Use of EIP for inclusion

1 Basic

- 1 Engagement with professional teaching networks and broader communities to address school inclusion

External professionals and community representatives broaden teachers' professional knowledge and practice and participate in some professional and/or community networks.

- 2 Engagement with parents and the school community to address students' needs

In school the most effective strategies for working sensitively and confidentially with parents and the school community are used.

- 3 Assess student learning needs

In the decision-making process multiple assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning need are used.



Use of EIP for inclusion

2 Consolidated

- 1 Engagement with professional teaching networks and broader communities to address school inclusion

School participates in different/multiple professional and community networks and forums to broaden knowledge and improve practice.

- 2 Engagement with parents and the school community to address students' needs

In school, teachers demonstrate an open attitude toward the information provided by parents and integrate it in the decision-making process.

- 3 Assess student learning needs

School management develops, selects, and uses informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.



Use of EIP for inclusion

3 Advanced

- 1 Engagement with professional teaching networks and broader communities to address school inclusion

School contributes to professional networks and associations and builds productive links with the wider community to improve teaching and learning.

- 2 Engagement with parents and the school community to address students' needs

School strategy establishes & maintains respectful collaborative relationships with parents regarding their children's learning and wellbeing.

- 3 Assess student learning needs

Staff is encouraged to use pupils' assessment data as part of their professional development plan.



Use of EIP for inclusion

4 Transformative

- 1 Engagement with professional teaching networks and broader communities to address school inclusion

School takes a leadership role in professional and community networks and supports the involvement of colleagues in external learning opportunities.

- 2 Engagement with parents and the school community to address students' needs

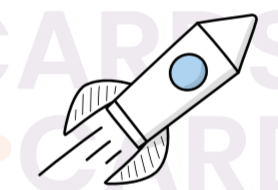
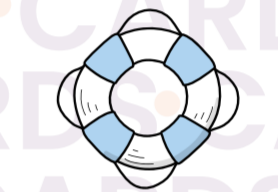
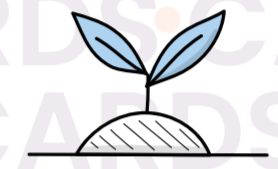
Parents are actively engaged in both the progress of their children's learning and in the educational priorities of the school.

- 3 Assess student learning needs

School forms part of local and national /international assessment exercises which allow it to diagnose learning needs, complying with curriculum, system and/or school assessment requirements.



Self Assessment Tool



Use of EIP for inclusion

Governance for the use of REIP

0 Start up

1 Leadership

The use of evidence in the decision-making process is not a priority for our school.

2 Build a professional evidence use culture for inclusion

Organisational culture development depends on the subject area teachers (e.g. teachers of language, maths teachers).

3 Structure and resources

Schools do not allocate specific resources for EIP development, it depends on individual teacher initiative.

4 Collaborative inquiry

Teachers collaborate on their own initiative or they do not collaborate.



Governance for the use of REIP

1 Basic

1 Leadership

The school strategy is based on a vision oriented towards a decision-making process informed by research evidence.

2 Build a professional evidence use culture for inclusion

The school management mechanisms include a vision which encourages staff to experiment and engage in new teaching practices to support students' diversity and school inclusion.

3 Structure and resources

School disposes of space and time to teachers to discuss and reflect on their practice.

4 Collaborative inquiry

School management contributes to stimulating teachers to engage in collegial discussions and apply constructive feedback from peers to improve their professional knowledge and practice.



Governance for the use of REIP

2 Consolidated

1 Leadership

The school development strategy promotes action plans which can stimulate teachers to engage in inquiry and assessment processes to support students' inclusion in school.

2 Build a professional evidence use culture for inclusion

Staff is encouraged to engage in meaningful conversations about research evidence in addition to established mechanisms and vision.

3 Structure and resources

Staff is supported with resources (space, time, financial, etc.) to conduct reflexive processes about their practice.

4 Collaborative inquiry

School management promotes practices that allow teachers to seek and apply constructive feedback from inspectors and experts to improve teaching practices.



Governance for the use of REIP

3 Advanced

1 Leadership

There is a guidance plan to support staff to engage in inquiry processes and to review their teaching practice based on this.

2 Build a professional evidence use culture for inclusion

Staff is supported to conduct processes to collect, analyse, use research evidence and conduct research.

3 Structure and resources

Collaboration between teachers and researchers is fostered and supported with necessary resources.

4 Collaborative inquiry

School management initiates and engages in professional discussions with staff in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.



Governance for the use of REIP

4 Transformative

1 Leadership

The school's good practices are usually disseminated in a broader context.

2 Build a professional evidence use culture for inclusion

Staff is systematically and consistently encouraged to adopt an attitude and behavior based on inquiry and improvement and shared them in external networks.

3 Structure and resources

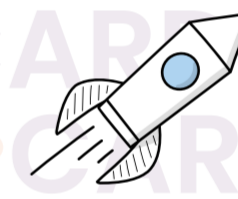
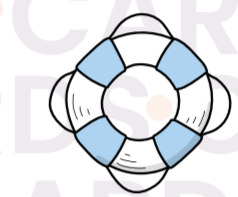
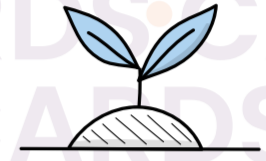
Teachers dispose of resources to scale up their practices and to transfer them to the wider community.

4 Collaborative inquiry

School promotes in a regular basis to implement professional dialogue within the school and professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.



Self Assessment Tool



Governance for the use of REIP