

## Quality Review self-assessment tool based on the Elos school standard

### **How to use the Quality Review self-assessment tool**

The school will be assessed based upon the collection and analysis of written evidence followed either by a school visit, an interview at the office of the national coordinator or by telephone. This self-assessment tool will have to be completed prior to the quality review.

The school will assess itself and judge its own progress in the realisation of the Elos school standard.

Score 1 = planning to realise

Score 2 = partly realised

Score 3 = fully realised

Furthermore, the school collects the following items, where applicable, to be sent together with the self-assessment to the Quality Reviewer(s):

- Examples of special modules/ lessons
- Overview of EIO-activities at school
- Project descriptions
- Examples of exchange projects or other international contacts with other schools and organisations
- Student portfolios
- If the schools has its own system for self-evaluation, please send to Quality Reviewer(s) as well.
- School policy
- Elos policy plan
- Other management plans
- Weblink to online materials

The results of the analysis of the written materials and self-assessment will be discussed by the Quality Reviewer(s) either during an interview at the office of the national coordinator or by telephone or during a school visit.

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<b>A Education process / learning environment</b>					
	<b>General indicator</b>	<b>Score 1</b>	<b>Score 2</b>	<b>Score 3</b>	<b>n/a</b>
	<p>Including a European and International Orientation ('EIO') in a variety of lessons and through activities abroad, so that students can develop their 'Europe Competence' gradually during their whole school career (knowledge, skills, and attitudes that students need for their future as 'European (and international) citizens'. Using jointly developed products, such as the Elos portfolio for students and other instruments to support EIO learning and assessment.</p>				
A.1	<p>The school has completed an inventory of EIO elements in all programmes of learning that typically include European and international topics for all students. Based on this inventory, the school has discussed how to better streamline the EIO elements in the relevant subjects across school years and across subjects and programmes of learning. <b>The evidence provided may well include the school's EIO inventory.</b></p>				
A.2	<p>At least 3 school subjects contribute to meeting Elos objectives <b>The evidence provided may well include a description of the curriculum or lesson plans.</b></p>				
A.3	<p>In these subjects, teachers and students also use teaching/learning materials in a foreign language, related to EIO topics. This can be part of a class exchange project. <b>The evidence provided may well include (a copy of) the teaching materials used.</b></p>				
A.4	<p>In foreign language subjects involved in Elos, students and teachers use the target language and focus on communication skills in international cooperation. <b>The evidence provided may well include (a copy of) the teaching materials used or lesson plans.</b></p>				
A.5	<p>Students self-evaluate their foreign language skills based on the Common European Framework of Reference for Languages, and realize which level in their first (main) foreign language would allow them to communicate, to study and to work abroad (depending on school type, A2-B2). Students actively involved in Elos work towards achieving a level of foreign language knowledge that allows them to communicate, to study and to work abroad. Students use self-evaluation (for example in a language portfolio) to monitor and plan their work. <b>The evidence provided may well include student portfolios.</b></p>				
A.6	<p>Students actively involved in Elos learn to describe, evaluate and record their European and international activities regardless of whether these activities have taken place in a formal, non-formal or informal learning environment. <b>The evidence provided may well include a student portfolio that proves the presence of this skill.</b></p>				

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A.7	<p>Students are encouraged by the school to learn a second foreign language that allows them to communicate with students abroad (depending on school type, A1-B2).</p> <p><b><i>The evidence provided may include an overview of the foreign languages offered and/or websites, leaflets or other materials used to encourage students to take these courses (if not mandatory).</i></b></p>				
A.8	<p>Plans specify how students will be actively involved by the teachers in EIO subjects and activities (in the process from preparation to follow-up). Students document in their portfolio (or other documents) how they are actively involved in EIO.</p> <p><b><i>The evidence provided may include student portfolios.</i></b></p>				
<b><i>Reflection on strengths and suggestions for improvement (to be completed by the school itself)</i></b>					

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<b>B School curriculum and policy</b>					
	<b>General indicator</b>	<b>Score 1</b>	<b>Score 2</b>	<b>Score 3</b>	<b>n/a</b>
	Striving towards embedding the Elos goals in the school curriculum and in the school policy to ensure coherence and sustainability.				
B.1	The place that Elos is given within the school is written in most school documents, such as school policy documents and information material for parents and students. <b>The evidence provided may include a (copy of) the documents mentioned above.</b>				
B.2	The school offers a programme consisting of at least 2 special EIO activities yearly in the own school (environment) other than international mobility, which may include: international guest speakers, international arts or sports activities, participation in international contests, contacts with institutions, factories, firms or businesses in other countries, international contacts with peers using digital technologies (virtual mobility), et cetera. Activities should be offered to more than one class, and to different age groups, but do not have to be compulsory. Schools are free in their choice of EIO activity. <b>The evidence provided may include websites, leaflets, pictures, etc. or student's reports of the activities as mentioned above.</b>				
B.3	The school has discussed the CFEC and how EIO could be offered in lessons, activities at home and abroad in a way that allows students' progression over time. The European and international dimension should always be included. <b>The evidence provided may include a brief report or minutes of a meeting in which this was discussed.</b>				
B.4	The school will recognize students' achievements with respect to European and International Orientation in informal or non-formal learning environments. The CFEC serves as an indicator. <b>The evidence provided may well include teachers' notes/minutes.</b>				
<b>Reflection on strengths and suggestions for improvement (to be completed by the school itself)</b>					

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<b>C Staff competence and institutional capacity</b>					
	<b>General indicator</b> Building the institution's internal capacity to achieve Elos goals.	<b>Score 1</b>	<b>Score 2</b>	<b>Score 3</b>	<b>n/a</b>
C.1	The school management supports the Elos Coordinator and/or Elos Team at school and encourages other staff members to participate in Elos (within the school, using internal communication channels). <b>The evidence provided may include sent e-mails, letters or other communication used to encourage staff members to participate in Elos.</b>				
C.2	At least one teacher from each of the organisational units (whichever applicable: school sector/department, subject area team, work-related learning programmes, etc.) has been informed about Elos and asked to get involved in an Elos Team. At least one teacher from half of the organisational units (whichever applicable: school sector/department, subject area team, etc.) is involved in Elos. <b>The evidence provided may include a testimony of the persons as mentioned above.</b>				
C.3	Elos is a regular item on the agenda of meetings in the school. <b>The evidence provided may include agendas of meetings of the Elos-team or other meetings in the school.</b>				
C.4	The school management provides sufficient facilities for the coordination of the concept, its development and implementation, as discussed with the Elos Coordinator (such as time for the coordination activities, attending Elos events abroad, EIO teacher training, materials, etc.). <b>The evidence provided may include time schedules, proof of external activities attended, etc.</b>				
C.5	Plans specify training needs of teachers and management with regard to EIO (as relevant to their subject or general knowledge level), to foreign language knowledge (as required for their involvement in international education projects) and ICT (as necessary for online learning and communicating). The school facilitates teachers to participate in training activities related to Elos. <b>The evidence provided may include time schedules, proof of external activities attended, etc.</b>				
<b>Reflection on strengths and suggestions for improvement (to be completed by the school itself)</b>					

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<b>D International cooperation</b>					
	<b>General indicator</b> Being involved in structural international exchange activities with schools/colleges and – if applicable – other organisations abroad.	<b>Score 1</b>	<b>Score 2</b>	<b>Score 3</b>	<b>n/a</b>
D.1	Via email and/or a form of electronic learning environment, students actively involved in Elos have international contacts in various subject areas with peers abroad. In order to achieve this, the school organizes educational projects with at least 1 steady international partner school and –if applicable- international partner organisation (e.g. within eTwinning, Comenius or other programmes). <b>The evidence provided may include e-mails or letters sent by students or access to an electronic learning environment.</b>				
D.2	Students actively involved in Elos <i>can</i> participate in at least one student social and/or working experience abroad (including educational cooperation) and a stay with a host family during his/her time at school. (If circumstances require, he/she can be given an alternative to staying with a host family). <b>The evidence provided may include communications proving that this has been offered or is included in the curriculum</b>				
D.3	Where educational laws allow this, individual students actively involved in Elos <i>can</i> follow part of their study programme in another European country, and receive credit for work completed abroad, as determined by a mutual agreement between the partner schools. <b>The evidence provided may include communications proving that this has been offered or is included in the curriculum</b>				
D.4	International job and career orientation are offered by the school.				
<b>Reflection on strengths and suggestions for improvement (to be filled out by the school itself)</b>					

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<b>E Evaluation of the use of the Elos School Standard</b>					
	<b>General indicator</b> Taking part in general monitoring and evaluation activities at school level, national level and international level, and other relevant studies (when requested).	<b>Score 1</b>	<b>Score 2</b>	<b>Score 3</b>	<b>n/a</b>
E.1	Evaluation at whole school level includes self-evaluation and a form of external review (such as peer panels, school visits etc.). <b><i>The evidence provided may include reports or school visits or other external feedback requested.</i></b>				
E.2	When requested, the Elos core team and school management complete relevant evaluation forms (such as end user questionnaires, etc.). <b><i>The evidence provided may include completed evaluation forms.</i></b>				
<b><i>Reflection on strengths and suggestions for improvement (to be completed by the school itself)</i></b>					

## Quality Review self-assessment tool based on the Elos school standard

End score on Elos School Standard		(To be completed by the school itself)
<b>TOTAL score:</b>		= Sum of all scores given to indicators A.1 – E.2
<b>Percentage of School Standard met:</b>	<b>%</b>	= (TOTAL score / 69)

### Calculation

Whether or not a school meets 80% of the criteria listed in the School Standard is calculated by dividing the highest possible score (69) by the number of points achieved.

### Glossary

CEFR	Common European Framework of Reference for Languages
CFEC	Common Framework for Europe Competence
EIO	European and International Orientation