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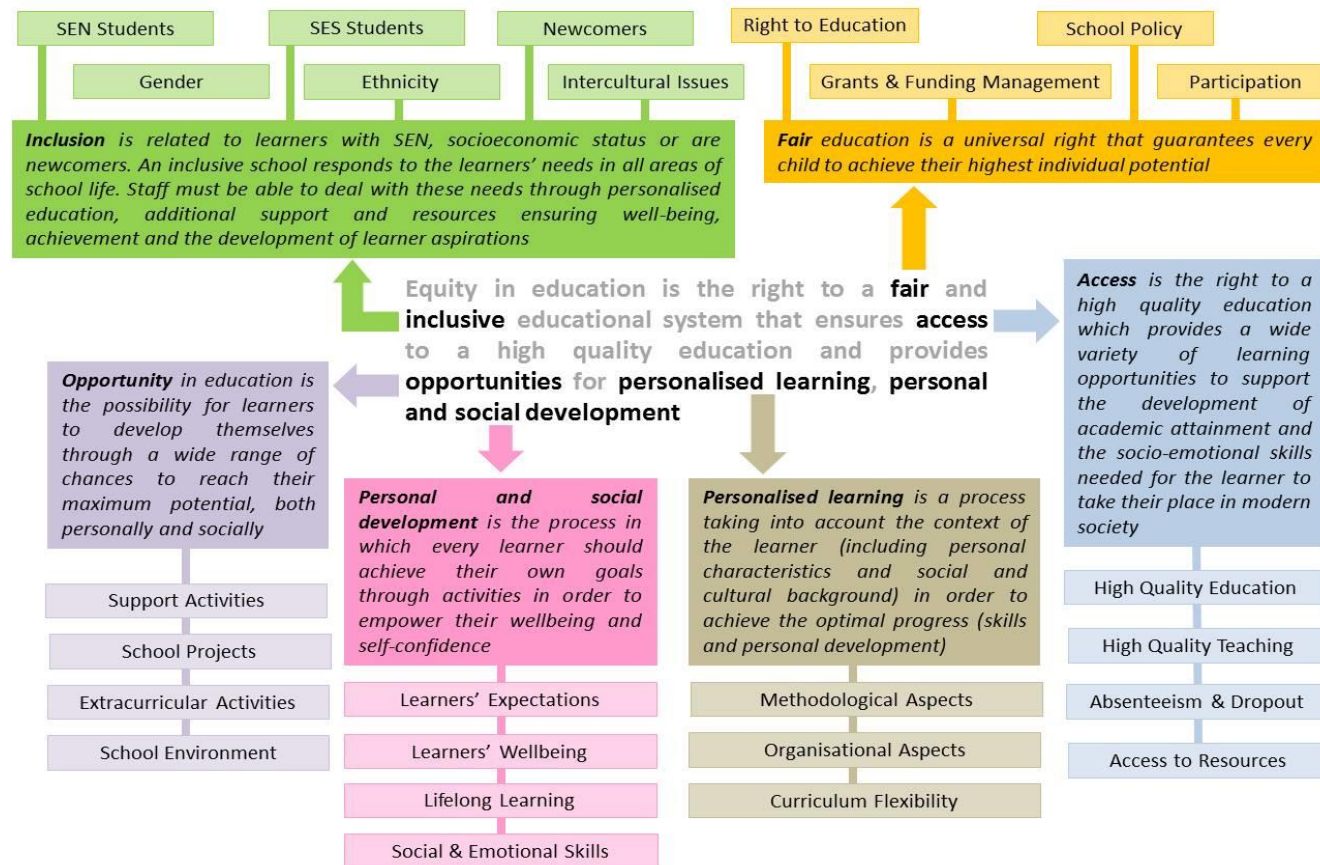
Rubric to self-assess school equity

Supporting Opportunity in Schools: Promoting Educational Equity

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Introduction

Equity in education is the right to a **fair** and **inclusive** educational system that ensures **access** to a high quality education and provides **opportunities** for **personalised learning, personal and social development**. This definition of equity includes six key concepts, which become dimensions to be assessed. For each dimension, several sub-dimensions have been set. The rubric below describes the sub-dimensions of equity. These sub-dimensions encompass several descriptors graded into four levels of achievement.



Dimension 1: Fairness

(1) Fairness		Level 1	Level 2	Level 3	Level 4
1.1 Right to education	Children's rights	UNCRC* children's rights are not embedded into the school policy. *United Nations Convention on the Rights of the Child	UNCRC children's rights are embedded into the school policy and are part of school practice.	All UNCRC children's rights are embedded into the school policy and are part of school practice. Learners, parents and school staff are aware of these rights and mostly respect them in the framework of an educational pact.	All UNCRC children's rights are embedded into the school policy and everyday school practice. Learners, parents and school staff are all aware of these rights and respect them in the framework of an educational pact.
	Admission	Most learners have equal access to enter the school but there are restrictions (extra payments...).	All learners have equal access to enter the school although there are some kind of admission restrictions.	All learners have equal access to enter the school and benefit from education although there are some kind of admission restrictions.	All learners have equal access to enter the school and benefit from education without any kind of admission restrictions.
1.2 School policy	Vision & mission	The school vision and mission include equity statements, but school policies and regulations do not reflect it explicitly.	The school vision and mission include equity statements. The idea that every learner can learn is included in the school's aims and objectives.	The school vision and mission include equity statements. Fairness and the idea that every learner can learn to their full potential is embedded in the school's aims and objectives. School policies and regulations emanate this vision and the staff are accountable for it.	The school vision and mission include explicitly equity statements. Fairness and the idea that every learner can learn to their full potential is clearly embedded in the school's aims and objectives and the whole school community endorses and upholds this vision. School regulations, activities and strategies emanate this vision and all the staff are accountable for demonstrating adequate progress for all learners.
	School leaders	School leaders value and have a positive attitude towards fairness and equity.	School leaders value and have a positive attitude towards fairness and equity, acting as role models.	School leaders value and have a positive attitude towards fairness and equity, acting as role models. This reinforces a shared school ethos.	School leaders value and have a positive attitude towards fairness and equity, acting as role models. This reinforces a shared school ethos. They facilitate and monitor implementation of strategies and resources in order to achieve this.

Dimension 1: Fairness

(1) Fairness		Level 1	Level 2	Level 3	Level 4
1.3 Grants and funding management	Grants	The school has no specific policies on grants and funding management according to the learners' needs and participation.	Funds are spent and resources are employed according to learners' needs and participation. Some grants for targeted learners have been requested.	Funds are appropriately spent and resources are appropriately employed according to learners' needs and participation. Grants have been requested and made available to targeted learners.	Funds are appropriately spent and resources are appropriately employed according to learners' needs and participation. All possible grants have been requested and made available to targeted learners and the school has depleted all funding opportunities.
	Orientation	The school does not give support or provide orientation to those families who need to apply for educational aids and helps available in the administration.	The school gives minimal support or provides little orientation to those families who need to apply for educational aids and help available in the administration.	The school guides and gives some support and provides orientation to those families who need to apply for the educational aids and help available in the administration.	The school guides and supports those families who need to apply for educational aids and help available in the administration.
	Management	Learners' personal socio-economic circumstances may be a barrier to inclusion in school activities.	Resources are managed flexibly. Learners' personal socio-economic circumstances are not a barrier to be included in school activities such as school camps, excursions and field trips.	Resources are managed flexibly at school and local level. Learners' personal socio-economic circumstances are not a barrier to be included in school activities.	Resources are managed flexibly at school and local level. Learners' personal socio-economic circumstances are never a barrier to be included in school activities.

Dimension 1: Fairness

(1) Fairness		Level 1	Level 2	Level 3	Level 4
1.4 Participation	Learners	There are few opportunities for learners to have a voice in school decision-making and participation activities.	Learners have some opportunity to have a voice in school decision-making and participation activities.	Learners mostly have a voice in school decision-making and participation activities	The learner's voice is active in school decision-making and participation activities and they have access to a range of formal school councils or associations.
	Families	There are few opportunities for families to become involved in the school.	Families can be involved in the school and collaborate to create good learning conditions for the learners.	Families' views in the life and work of the school are represented and there are numerous opportunities for families to become involved and engaged in the school. The school and families collaborate to create good learning conditions for the learners.	There is a wide representation of families' views in the life and work of the school. Families participate actively in school activities and the learners' learning. Schools engage actively in reaching all families. The school collaborates with families and family associations in order to embrace the same values and to create the best learning conditions for the learners.
	Community	There is little collaboration between the community and the school.	The community and the school collaborate and benefit from the mutual support.	The community and the school share values and goals, and both benefit from the mutual support.	The community is fully embedded into the life and working of the school and the school is an integral part of the community, with shared values and goals so that they both benefit from the mutual support.

Dimension 2: Inclusion

(2) INCLUSION		Level 1	Level 2	Level 3	Level 4
2.1 SEN learners	Adaptations	The school adapts learning objectives, activities and assessment to support learners with SEN* to progress. *Special Education Needs	The school adapts learning objectives, activities and assessment with specific consideration of individual needs to support learners with SEN to progress.	Learners with SEN follow the mainstream school curriculum with specific adaptations of learning objectives, activities and assessment according to learners' abilities and needs in order to support learners with SEN to progress.	Learners with SEN follow the mainstream school curriculum with specific adaptations of learning objectives, activities and assessment to enhance their learning and support their success according to learners' abilities and needs.
	Grouping	The school provides advice and support to SEN learners, but they spend most of their time in ability groups.	The school provides advice and support to learners with SEN and they spend part of their time with their peers in mixed ability groups.	The school provides expert teaching, psycho-pedagogical advice and additional support to all learners with SEN, so that they spend most of their time with their peers in mixed ability groups.	The school provides expert teaching, psycho-pedagogical advice and additional support to all learners with SEN in mixed ability groups.
	Facilities	The school has no specific plans to improve the accessibility of learners with SEN.	The school has some accessible infrastructure and facilities to include learners with SEN.	Most of the school infrastructure and facilities ensure the inclusion of all learners with SEN.	All the school infrastructure and facilities are organised to ensure the full inclusion of all learners with SEN.

Dimension 2: Inclusion

(2) INCLUSION		Level 1	Level 2	Level 3	Level 4
2.2 SES learners	Monitoring	The school is aware of their low SES* learners and has started to collaborate with social services to monitor these learners. *Socio-Economic Status	The school, in coordination with social services, monitors low SES learners.	The school, in coordination with social services, monitors the home environment conditions of low SES learners.	The school and the social services monitor and manage, the home environment conditions of low SES learners including housing quality and availability of learning and digital resources.
	Families	The school has set some parental involvement strategies to increase the achievement and success of their low SES learners.	The school enhances parental involvement to increase the achievement and success of their low SES learners.	The school ensures parental and community involvement to increase the achievement and o success of their low SES learners.	The school ensures parental and community involvement to increase the achievement and success of their low SES learners by placing value on education and having positive and supportive relationships.
	Support	The school encourages low SES and at-risk learners to apply for financial services and support.	The school helps low SES and at-risk learners to apply for financial services and support.	The school assists with low SES and at-risk learners to apply for and benefit from a range of financial services and support.	The school ensures that SES and at-risk learners benefit from financial services and support (scholarships and government payment options).

Dimension 2: Inclusion

(2) INCLUSION		Level 1	Level 2	Level 3	Level 4
2.3 Newcomers	Plan	The school has specific plans with objectives, activities and an evaluation system for migrant learners and learners with different linguistic profiles.	The school has a welcome plan and a language plan with objectives, activities and an evaluation system that fosters continuous improvement for migrant learners and learners with different linguistic profiles.	The school has a welcome plan and a language plan with clear objectives, specific activities and an evaluation system that fosters continuous improvement for migrant learners and learners with different linguistic profiles. These plans are fully embedded in the school.	The school has a welcome plan and a language plan with clear objectives, specific activities and an evaluation system that fosters continuous improvement for migrant learners and learners with different linguistic profiles. These plans are fully embedded in the school and foresee actions with both learners and families.
	Progress	Newcomers are supported with specific resources, so that they are integrated to the new education environment and school system.	Newcomers' progress is supported with specific resources and trained teachers, so that they are integrated to the new education environment and school system.	Newcomers' progress is supported with specific resources and trained teachers to help them with the transition and socialisation with their peers, so that they are integrated to the new education environment and school system.	Newcomers' progress is fully supported with specific resources and trained teachers to help them with the transition and socialisation with their peers, so that they are quickly integrated to the new education environment and school system.

Dimension 2: Inclusion

(2) INCLUSION		Level 1	Level 2	Level 3	Level 4
2.4 Gender	Coeducation	The school ensures the coeducation principle to tackle stereotypes, biases and beliefs to avoid discrimination, harassment and violence related to gender.	The school vision enhances the coeducation principle, through school policies, to tackle stereotypes, biases and beliefs to avoid discrimination, harassment and violence related to gender.	The school vision and leaders ensure the coeducation principle, established in the plans and policies of the school, to avoid any kind of discrimination, harassment and violence related to gender. The school makes always visible female role models to engage more women in the scientific domain.	The school vision and leaders ensure the coeducation principle, established in the plans and policies of the school, to promote gender equality and respectful relationships. The school makes always visible female role models in teaching and learning activities to engage more women in the scientific domain and to overcome gender cultural issues.
	LGBTI	The school takes action against any kind of harassment that LGBTI* learners may suffer. Sexual diversity and orientation, gender and expression of identity are taken into account to avoid any kind of discrimination. *Lesbian, Gay, Bisexual, Transgender, and Intersex	The school enhances the integration and wellbeing of LGBTI learners. The school takes action against any kind of harassment that LGBTI learners may suffer. Sexual diversity and orientation, gender and expression of identity are always taken into account to avoid any kind of discrimination.	The school vision and leaders ensure the integration and wellbeing of LGBTI learners. The school takes action against any kind of harassment that LGBTI learners may suffer. Sexual diversity and orientation, gender and expression of identity are always taken into account to avoid any kind of discrimination.	The school vision and leaders ensure the fully integration and wellbeing of LGBTI learners, through plans and school policies. Sexual diversity and orientation, gender and expression of identity are always taken into account to avoid any kind of discrimination.

Dimension 2: Inclusion

(2) INCLUSION		Level 1	Level 2	Level 3	Level 4
2.5 Ethnicity	Progress	The school caters for learners belonging to different ethnic groups with specific actions, but progress is not guaranteed.	The school promotes the progress of learners belonging to different ethnic groups with specific actions and plans, which include prevention of absenteeism and drop-out .	The school guarantees the progress of learners belonging to different ethnic groups with specific actions and plans, which include prevention of absenteeism and drop-out and promotion of expectations.	The school guarantees the progress of learners belonging to different ethnic groups with specific actions and plans, which include prevention of absenteeism and drop-out, promotion of expectations, family commitment, and participation in extracurricular activities.
	Staff	School agents work with external agents to deal with issues regarding learners belonging to different ethnic groups, when needed.	School agents, such as school advisors, mentors and counselors, work with external agents to enhance the success of learners belonging to different ethnic groups, when needed.	School agents, such as school advisors, mentors and counselors, work coordinatedly with external agents to enhance the success of learners belonging to different ethnic groups.	All educational stakeholders and the school community are fully coordinated in a network to guarantee the success of learners belonging to different ethnic groups. This includes internal agents such as school advisors, mentors and counselors, and external agents such as social promoters, integrators, assistants and educators.

Dimension 2: Inclusion

(2) INCLUSION		Level 1	Level 2	Level 3	Level 4
2.6 Intercultural issues	Multiculturality	Interculturality is present in some school activities with no specific actions or aims.	Interculturality is taken into consideration to foster social cohabitation, so that the cultural background of learners is reflected in some school activities. The school community participates in some of these activities.	Multiculturality is embedded in the school vision to foster social cohabitation, so that the cultural background of learners become learning opportunities. This vision is shared with the school community.	Multiculturality is embedded in the school vision to foster social cohabitation, so that the cultural background of learners become learning experiences that are content relevant. This is shared with the school community, which has an active role in this vision.
	Multilingualism	The languages of the learners are not regularly present in the school activities.	Language diversity is considered an enrichment opportunity and a social cohabitation measure. The languages of the learners are visible through some school activities.	Multilingualism is embedded in the school vision to foster social cohabitation. The languages of the learners are reflected in school activities. This vision is shared with the school community.	Multilingualism is embedded in the school vision to foster social cohabitation. The languages of the learners are reinforced and are reflected in school activities. This is shared with the school community, which has an active role in this vision.

Dimension 3: Access

(3) ACCESS		Level 1	Level 2	Level 3	Level 4
3.1 High quality education	Schooling	The school is not concerned about the maximum years of schooling of its learners.	The school is willing to ensure maximum years of schooling, from pre-primary until post-compulsory studies.	The school is willing to ensure the maximum years of schooling for the learners, from pre-primary until post-compulsory studies, has a plan and it is regularly implemented.	The school ensures that most learners have as many years of schooling as possible, from pre-primary until post-compulsory studies.
	Organization	The school doesn't work to foster collective decision-making on issues of equity, neither does it have mechanisms to make decisions about organizational aspects that would support the development of learners' equity.	The school works to foster collective decision-making on issues of equity and has some mechanisms to make decisions about organizational aspects that would develop learners' equity.	The school fosters collective decision-making on equity and has some effective mechanisms to make decisions about organizational aspects that support and progress the equity of all learners (social committees, absenteeism commissions...).	The school collectively decision-makes on issues of equity and has effective mechanisms in place to make decisions about organizational aspects that support, develop and progress the equity of all learners (social committees, absenteeism commissions...).
	Professional Development	The school does not provide training opportunities on school equity needs.	The school provides opportunities to have teachers trained in equity. There are specific training activities available on school equity needs.	The school has teachers trained in equity and a training plan with specific training activities on school equity needs.	The teachers are trained in equity and some are trainers, and the school has a fully implemented training plan with specific training activities on school equity needs.

Dimension 3: Access

(3) ACCESS		Level 1	Level 2	Level 3	Level 4
3.2 High quality teaching	Staff	The school teaching staff is assigned according to the country's provision system. The school is not using all the resources offered by the system.	The school seeks to have competent teachers and it is using some of the available resources offered by the provision and recruitment system.	The school endeavours to have competent teachers by using all the available resources offered by the system.	The school has the most competent teaching staff by using all the available resources according to each country's recruitment systems.
	Learners	The school has few policies on how teachers are allocated to learners with difficulties.	Some learners with difficulties are attended by trained and professional teachers. The school doesn't have systems that match the learners with the greatest difficulties to the most appropriate teachers.	Most learners with difficulties are attended by trained and professional teachers. The school ensures that most of the learners with the greatest difficulties have the most appropriate teachers.	Most learners with difficulties are attended by trained and professional teachers. The school ensures that the learners with the greatest difficulties have the most appropriate teachers.
	Supports	Specific support staff is not used to deal with equity issues.	Specific support staff is used to deal with equity issues.	Both specific support staff and ordinary staff are organized under equity criteria.	Both specific support staff and ordinary staff work together under equity criteria.

Dimension 3: Access

(3) ACCESS		Level 1	Level 2	Level 3	Level 4
3.3 Prevention of absenteeism and drop-out	Absenteeism	The school has higher rates of absenteeism than other schools with a similar context. The school has not developed any action to prevent absenteeism.	The school has some mechanisms to prevent absenteeism and has lower rates than other schools with a similar context.	The school has some efficient mechanisms to prevent absenteeism and has lower rates than other schools with a similar context..	The school has efficient mechanisms to monitor, track and prevent absenteeism.
	Drop-out	The school has higher rates of dropout than other schools with a similar context. The school has not developed any action to prevent dropout.	The school has some mechanisms to prevent drop-out and has lower rates than other schools with a similar context.	The school has some efficient mechanisms to prevent drop-out and has lower rates than other schools with a similar context.	The school has efficient mechanisms to monitor, track and prevent dropout.

Dimension 3: Access

(3) ACCESS		Level 1	Level 2	Level 3	Level 4
3.4 Access to resources	Allocation	The allocation of resources is not guaranteed and the access to provision is inequitable for learners.	The school sometimes guarantees that the allocation of resources and the access to provision is equitable to all learners, based on relevant available information about each learner's personal and family background.	The school most of the time guarantees that the allocation of resources and the access to provision is equitable to all learners, based on relevant available information about each learner's personal and family background.	The school guarantees that the allocation of resources and the access to provision is equitable to all learners, based on relevant available information about each learner's personal and family background.
	Digital resources	The school does not guarantee that the learner has access to technological and digital resources so that learning is not guaranteed.	The school guarantees that the learner has limited access to technological and digital resources so that learning is not always guaranteed.	The school guarantees that the learner has frequent access to technological and digital resources so that learning is guaranteed most of the time.	The school guarantees that the learner has access to technological and digital resources at any time so that learning is guaranteed at any moment.
	Additional resources	The school has few additional resources and materials to match the learner's needs.	The school provides additional resources and materials according to the learners' needs.	Learners are provided with the additional resources and materials they need in order to succeed.	All learners are provided with additional resources and materials to personalise their learning in order to succeed.
	Organization	The school does not organize the facilities, the learning spaces and the furniture in order to ensure the inclusion of the learners.	The school tries to organize the facilities, the learning spaces and the furniture in order to ensure the inclusion of the learners.	The school organizes the facilities, the learning spaces and the furniture in order to ensure the inclusion of the learners.	The school always organizes the facilities, the learning spaces and the furniture in order to ensure the inclusion of all the learners.

Dimension 4: Opportunity

(4) OPPORTUNITY		Level 1	Level 2	Level 3	Level 4
4.1 Support and intervention activities	Activities	Support and intervention activities to help learners make progress are only offered as extra-school activities.	The school offers in-school support and intervention activities to help learners make progress.	The school embeds support and intervention activities to help learners make progress. They include personalised learning and second chance strategies.	The school embeds effective support and intervention activities to help learners make progress. They include personalised learning and second chance strategies if they mean opportunity for social promotion.
	Grouping	Learner grouping is set according to learners' abilities. The curriculum is not adapted to their needs.	Mixed-ability groups is not thoroughly guaranteed, although some parts of the curriculum are adapted to the learners' needs.	The school has mixed-ability groups and parts of the curriculum are adapted to the learners' needs.	Mixed-ability groups are embedded in school policies and strategies to adapt the curriculum to the learners' needs are guaranteed.
	External supports	External supports and intervention activities are not deployed either in the school nor outside the school.	The school has deployed external support and intervention activities both in and outside the school.	External supports and intervention activities are fully deployed in and outside the school.	Internal and external supports and intervention activities merge in a fully deployed network within and outside the school.

Dimension 4: Opportunity

(4) OPPORTUNITY	Level 1	Level 2	Level 3	Level 4
4.2 School projects	The school has few projects to develop learners' skills and competencies, which provide learning opportunities beyond the curriculum standards.	School projects develop learners' skills and competencies, which provide learning opportunities and tools to advance the learners' overall development.	School projects foster learners' engagement, competencies and talent development. Some of these projects may include national and international collaboration.	School projects foster learners' talent development where engagement and growth is achieved following the learner's own path of learning. International collaboration is used to broaden learners' minds and expectations to develop interculturality.
4.3 Extracurricular activities	The school extracurricular activities do not consider the learners' individual characteristics or socio-economic status.	The school extracurricular activities are offered to all the learner's regardless their individual characteristics or socio-economic status.	The school ensures a range of extracurricular activities that offer the same opportunities to all the learners. Activities may be related to arts and crafts, sports, languages, science and technology, cooking, activities with parents or other members of the community.	The school ensures a wide range of extracurricular activities that offer the same opportunities to all the learners. Activities may be related to arts and crafts, sports, languages, science and technology, cooking, activities with parents or other members of the community. These extracurricular activities provide an added value to the learning process.

Dimension 4: Opportunity

(4) OPPORTUNITY		Level 1	Level 2	Level 3	Level 4
4.4 School environment	Local	There is little collaboration between the school and the community.	The school, the staff, the families and the community collaborate to help learners succeed.	The school, the staff, the families and the community collaborate to help learners to succeed in their personal, social and academic attainment.	The school, the staff, the families and the community are engaged in each learner and mobilise some of the internal and external resources to help learners to succeed in their personal, social and academic attainment.
	International	The school participates in international projects occasionally.	The school participates in international projects with some chosen learners or specific courses.	The school participates in international projects to broaden learner's opportunities and foster European citizenship.	The school participates in international projects to establish new networks, broaden learner's opportunities and foster European citizenship and global awareness.

Dimension 5: Personalised learning

(5) PERSONALISED LEARNING		Level 1	Level 2	Level 3	Level 4
5.1 Pedagogical aspects	Teachers' role	The school offers teacher-centered methodologies and there is no coordination in methodological aspects.	The school offers methodologies centered on the learner and his/her own learning process but the assessment is still teacher-centered.	The school offers inclusive methodologies centered on the learner and his/her own learning process where the teacher becomes a coach or facilitator.	The school offers a wide variety of inclusive methodologies centered on the learner and his/her own learning process where the teacher becomes a coach or facilitator. The methodology used responds to the learning needs of the learners, based on a prior diagnosis of the needs.
	Learners' role	Teachers control the pace of the learning process. Assessment is only linked to sorting and promotion.	Learner-focused methodologies are used among teachers and the assessment has a formative aspect.	Learner-focused methodologies are widely used among teachers. The assessment has a formative and a training aspect.	Learner-focused methodologies are used among most teachers and allow the learners to control the pace of their learning process. The assessment has a formative and a training aspect.

Dimension 5: Personalised learning

(5) PERSONALISED LEARNING		Level 1	Level 2	Level 3	Level 4
5.2 Organisational aspects	Flexibility	The school organisation is rigid, as it does not adapt, distribute or assign the available resources to the needs of the learners. The school has not reflected on flexible organisation issues.	The school organisation is sometimes flexible. It adapts, distributes and assigns some of the available resources to the needs of the learners. This affects some parts of the organization of time, spaces as well as the teaching staff. The school has reflected on flexible organisation issues.	The school organisation is fairly flexible. It adapts, distributes and assigns most of the available resources to the needs of the learners. This affects some parts of the organization of time, spaces as well as the teaching staff. The organizational flexibility of the school ensures the efficiency in the distribution of the different resources oriented to the success of all the learners.	The school organisation adapts, distributes and assigns available resources according to the needs of the learners. This affects the organization of time, spaces as well as the teaching staff. The organizational flexibility of the school ensures the efficiency in the distribution of the different resources oriented to the success of all the learners.
	Monitoring	The school has not developed a system for monitoring, analysing, evaluating and improving the application of the methodologies used.	The school has a system for monitoring, analysing, evaluating and improving the application of the methodologies used, but it is not fully implemented.	The school has an implemented system for monitoring, analysing, evaluating and improving the application of the methodologies used.	The school has an implemented and shared participatory system for monitoring, analysing, evaluating and improving the application of the methodologies used.
	Professional Development	The school has not devised a system of professional development to meet the needs of the learners, neither does it provide methodological and professional guidance for its teaching staff to assist teaching.	The school knows the skills of the teaching staff and organises some professional development activities to meet the needs of the learners.	The school has a professional development plan which enhances the meeting of learners' needs and provides methodological and professional guidance.	The school has implemented professional development of the teaching staff to meet the needs of the learners, and provides methodological and professional development to assist the improvement teaching.

Dimension 5: Personalised learning

(5) PERSONALISED LEARNING		Level 1	Level 2	Level 3	Level 4
5.3 Curriculum and teachers' flexibility	Learners' interests	The teaching process does not usually take into account the learner's motivations, concerns, aptitudes and personal aspirations.	The learning process usually takes into account the learner's, motivations, concerns, aptitudes and personal aspirations.	The learning process takes into account learner's motivations, concerns, aptitudes and personal aspirations. This helps to improve learners' performance.	The learning process takes into account each learner's motivations, concerns, aptitudes and personal aspirations. This guarantees the success of all learners.
	Personalization	There are not personalised plans that consider curriculum flexibility and the learners different learning styles.	The school has personalised plans considering the curriculum flexibility and the learners different and varied learning styles.	Learning personalisation is being introduced in the school considering curriculum flexibility and the learners different and varied learning styles.	Learning personalisation is devised for all the learners considering curriculum flexibility and the learners different and varied learning styles.
	Classroom management	Lessons are planned according to "one model fits all" with specific materials for some learners.	Some lessons are planned to manage different classroom situations using different types of tools, materials and activities to improve learners' learning.	Most lessons are planned to manage different classroom situations using different types of tools, materials and activities to improve learners personalised learning.	Lessons are planned to manage different classroom situations using different types of tools, materials and activities to improve learners personalised learning.
	Feedback	Teachers do not provide individual and valuable feedback to learners to support their learning process.	Teachers provide individual feedback to learners to support their learning process.	Teachers provide individual feed forward and feedback to learners to support their learning process and expectations.	All teachers provide individual and valuable feed forward and feedback to learners to support their learning process and aspirations.

Dimension 6: Personal & social development

(6) Personal and social development		Level 1	Level 2	Level 3	Level 4
6.1 Learners' expectations	Relationships	Teachers usually develop a positive relationship towards learners to improve their competencies and achievements.	Teachers develop a positive, effective and respectful relationship towards learners to improve their competencies, effort and achievements.	Teachers develop a positive, effective and respectful relationship towards learners to influence their own beliefs to improve their competencies, effort and achievements.	Teachers develop a positive, effective and respectful relationship towards learners to influence their own beliefs and aspirations to improve their competencies, effort and achievements.
	Participation	Teachers usually encourage learners to be active participants in class.	Teachers foster learners to be active participants in class to promote learning.	Teachers enhance learners' sense of security to be active participants in class and ask questions to promote learning.	Teachers reinforce learners' sense of security to be active participants in class, ask questions, and seek challenges to promote learning.
	Families	Families or guardians are regularly informed about the achievements of their children.	Families or guardians are regularly informed about the progress and achievements of their children to help and support them.	Families or guardians are constantly informed about the progress and achievements of their children to help and support them to succeed.	Families or guardians are constantly informed about the progress and achievements of their children to help and support them to succeed and fulfil their expectations.

Dimension 6: Personal & social development

(6) Personal and social development		Level 1	Level 2	Level 3	Level 4
6.2 Learners' wellbeing	Health	The school has no specific provision to develop healthy bodies beyond national regulations.	The school provides activities to develop healthy bodies. This includes healthy eating initiatives and opportunities for physical activities.	The school provides activities and services to develop healthy bodies. This includes healthy eating initiatives, medical provision and opportunities for physical activities.	The school has a range of provision to develop healthy bodies. This includes healthy eating initiatives, medical provision, opportunities for physical activities and physical personal wellbeing.
	Emotions	The school has no specific personal, social and emotional framework beyond national regulations.	The school has started to develop a personal, social and emotional framework with school counsellors.	The school has a personal, social and emotional framework which includes life skills, mental health, child protection, sex and drug education with school counsellors or pastoral support mechanisms.	The school has implemented a personal, social and emotional framework which includes life skills, mental health, child protection, sex and drug education and other programmes with school counsellors or pastoral support mechanisms and external agents.
	Safety	The school has no specific safety plan beyond national regulations and has set few policies to improve the school climate.	The school has a safety plan to ensure a safe and secure environment and to enhance a positive school climate with special attention to behaviour, violence, bullying, harassment and substance misuse.	The school has a safety plan to ensure a safe and secure environment to learners, staff and visitors. This encompasses a positive school climate with special attention to behaviour, violence, bullying, harassment and substance misuse.	The school ensures a safe and secure environment for learners, staff and visitors, which includes physical, social, emotional, personal, emergency and cyber safety. This encompasses a positive school climate in all the factors that can affect the quality and character of school life.

Dimension 6: Personal & social development

(6) Personal and social development	Level 1	Level 2	Level 3	Level 4
6.3 Lifelong learning	The school supports learning to learn by helping learners to reflect on their own learning process and overcome obstacles in order to learn successfully.	The school supports learning to learn by encouraging learners to reflect and be aware of their learning process, so that they are capable to successfully plan, organize and manage their own learning process.	The school supports learning to learn and lifelong learning through reflection and awareness on the learners' learning process. Learners are capable of planning their learning path and organizing their learning process, including effective management of time and information in order to use and apply knowledge and skills in a range of contexts.	The school has a learning ecology framework that supports learning to learn and lifelong learning through reflection and awareness on the learners' learning process. Learners are capable of planning their learning path and organizing their learning process, including effective management of time and information in order to use and apply knowledge and skills in a range of present and future contexts and situations.
6.4 Socio-emotional skills	The school has no specific plan to foster socio-emotional skills in school activities, although teachers take advantage of opportunities to help learners improve them.	The school fosters socio-emotional skills in ordinary activities to empower and develop learners personal attributes such as self-confidence, communication, creativity, problem solving, collaboration, socio-cultural conventions, awareness and work ethic.	The school embeds socio-emotional skills in all ordinary activities to empower and develop learners personal attributes such as self-confidence, communication, critical thinking, creativity, problem solving, collaboration and leadership, socio-cultural conventions, awareness and work ethic.	Learners are explicitly taught how to develop socio-emotional skills to empower and develop their personal attributes such as self-confidence, communication, critical thinking, creativity, problem solving, collaboration and leadership, socio-cultural conventions, awareness and work ethic.



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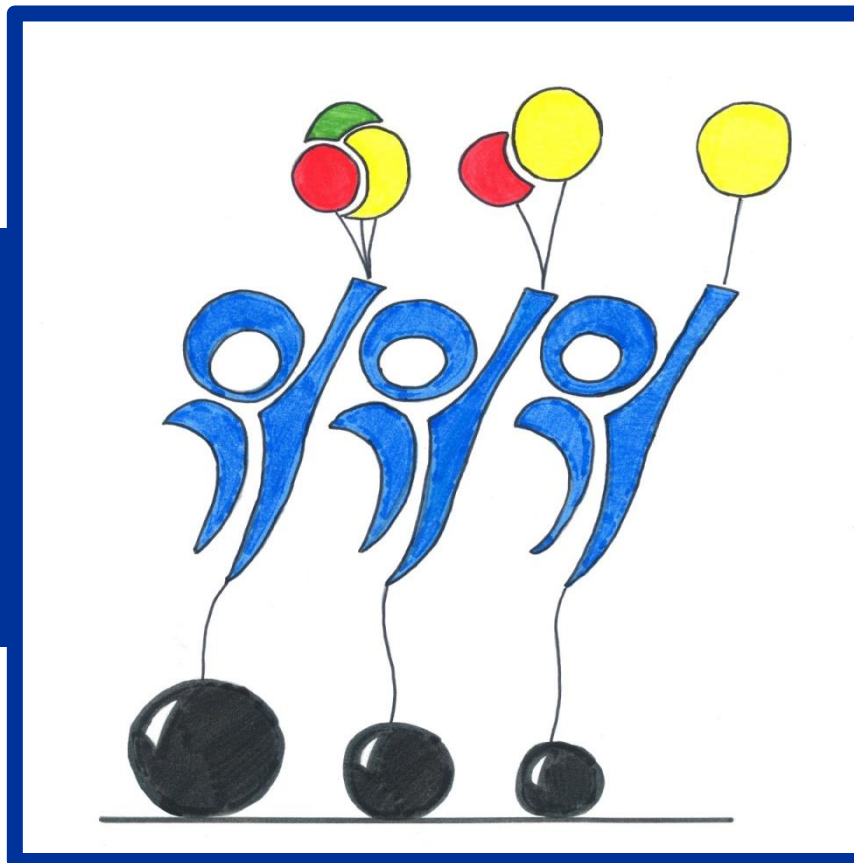
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COMPRESIVO
ISTITUTO CASATI
MUGGIÒ

Via 1° Maggio, 6 - 20153 Muggiò (MI)
Tel. 039 750850 - Fax 039 750218
e-mail: MIC800009@ISTRUZIONE.IT

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