

**Analysis- Leded approach
of Levels of Inclusivity in School
to reduce early school leaving
2020-1-IT02-KA201-078977**

ALL IN SCHOOL PILOT RUN REPORT

SEPTEMBER 2022



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CONTENTS

O4/A2 PILOT RUN OVERVIEW	4
STATS FROM THE ONLINE PLATFORM	5
GOOGLE QUESTIONNAIRE - PERSONAL DATA	6
GOOGLE QUESTIONNAIRE - SECTION A. FEEDBACK ON THE TOOL	8
GOOGLE QUESTIONNAIRE - SECTION B. IMPACT OF THE INVENTORY ON TEACHING PRACTICE	12
GOOGLE QUESTIONNAIRE - SECTION C. OPEN QUESTION: DO YOU HAVE ANY COMMENTS, REMARKS OR SUGGESTIONS FOR IMPROVEMENT? (OPTIONAL)	16

O4/A2 PILOT RUN OVERVIEW

The aims of the Pilot Run action were the following: to experiment the self-analysis tool with teachers; collect and interpret the data and information resulting from the piloting; produce a final report with the results, the guide to use the tool, the indications for transferability, and the recommendations.

The Pilot Run was carried out in the period June-September 2022 and involved 6 schools from 5 countries, with methods that varied from completely online to blended, with face-to-face meetings between piloting participants and partner organizers.

In all, 425 self-assessment tests were carried out on the online Inventory system, 231 of which were completed, with the final issuance of the certificate. Against these numbers, 127 satisfaction questionnaires were completed on Google Modules. In percentage values, the number of completed Google questionnaires is equal to 30% of the total self-assessments undertaken and 55% of the total self-assessments finalized by the issue of the certificate.

The Google questionnaires were an essential part of the piloting, since they allow for feedback from the participants, and to collect their opinions on the effectiveness and quality of the Inventory.

Although the questionnaire was anonymous, it was mandatory to enter your e-mail address, this to limit only one questionnaire for each participant.

The directions for conducting the Piloting were provided in advance to the partners and instructions for the participants were given in the introductory text of the questionnaire.

Here follows the Google Modules Pilot Run Questionnaire introduction text:

This questionnaire is part of the activities of the ALL IN SCHOOL - Analysis- Led approach of Levels of Inclusivity in School to reduce early school leaving (2020-1-IT02-KA201-078977) project and aims to collect information and opinions on Online inventory for self-assessment of inclusive skills *.

HOW TO PROCEED: READ THESE INSTRUCTIONS CAREFULLY FIRST

1. Enter the Inventory page at <https://www.allinschool.eu/inventory/>
2. Launch the Inventory: <https://www.allinschool.eu/inventory-2/>
3. Log in as "Guest User" (you don't have to open a new account or log in with user e-mail and password).
4. Choose the language of the self-assessment.
5. Choose only one area among the four present: A1, A2, B1 and B2.
6. Run the self-assessment.
7. After completing the self-assessment, obtain and download the results report.
8. Answer this questionnaire and send it.

* Pursuant to current privacy regulations (Italian Legislative Decree 196/2003 and EU Regulation 2016/679) the data collected will be used in an aggregate manner, for the exclusive purpose of research. By answering the questionnaire, you declare that you have read and accepted the privacy policy.

<https://www.allinschool.eu/>

In this document we report the statistical data obtained from the online platform of the Inventory, administrator side, and below the aggregate data of the Google questionnaire.

STATS FROM THE ONLINE PLATFORM

Total users since 01 January 2021: **516**

Of which:

- Registered users 36
- Guest users 480

Self-assessment tests carried out in on 10 September 2022: **425**

Of which:

- Completed test (certification downloaded) 231

Chosen area for the self-assessment:

A1. Valuing learner diversity = 174

A2. Personal professional development = 87

B1. Supporting all learners = 108

B2. Working with others = 56

Certifications downloaded per area:

A1. Valuing learner diversity = 89

A2. Personal professional development = 48

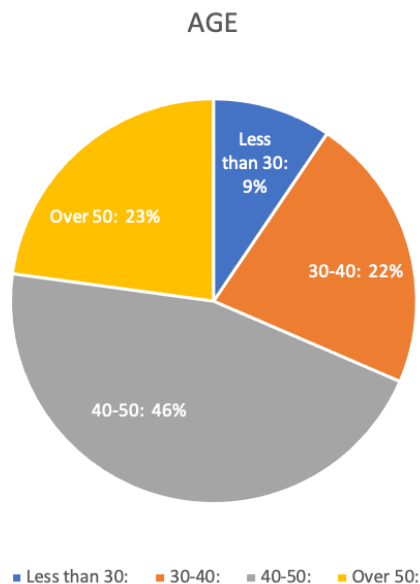
B1. Supporting all learners = 60

B2. Working with others = 34

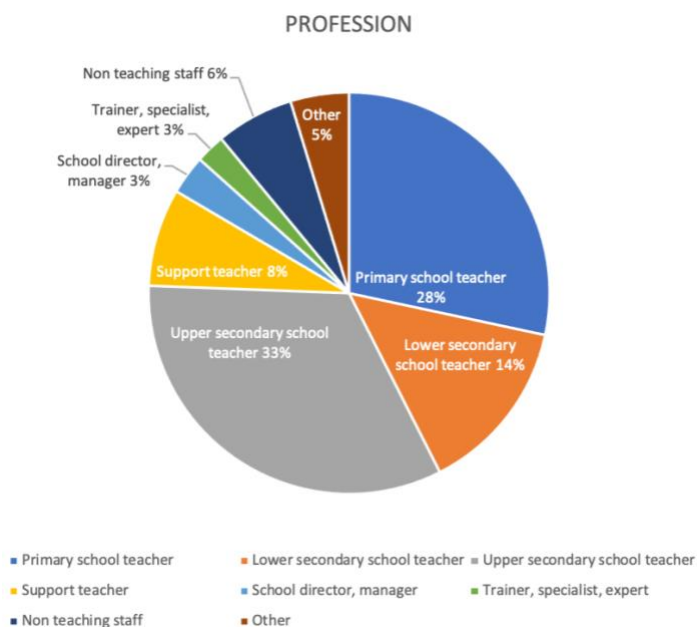
Language	Completed self-assessment tests	Completed Google questionnaires
Italian	143	44
English	31	6
Bulgarian	47	20
Portuguese	51	25
Romanian	86	25
Spanish	67	7
Total	425	127

GOOGLE QUESTIONNAIRE - PERSONAL DATA

AGE		
Less than 30	12	9,4%
30-40	28	22,0%
40-50	58	45,7%
Over 50	29	22,8%
Total	127	100,0%

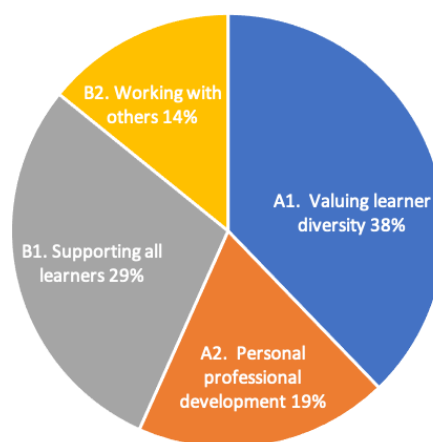


PROFESSION		
Primary school teacher	36	28,3%
Lower secondary school teacher	18	14,2%
Upper secondary school teacher	42	33,1%
Support teacher	10	7,9%
School director, manager	4	3,1%
Trainer, specialist, expert	3	2,4%
Non teaching staff	8	6,3%
Other	6	4,7%
Total	127	100,0%



INVENTORY AREA

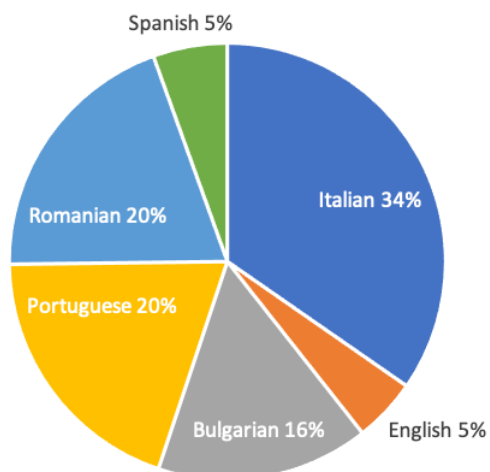
INVENTORY AREA		
A1. Valuing learner diversity	48	37,8%
A2. Personal professional development	24	18,9%
B1. Supporting all learners	37	29,1%
B2. Working with others	18	14,2%
Total	127	100,0%



- A1. Valuing learner diversity
- A2. Personal professional development
- B1. Supporting all learners
- B2. Working with others

LANGUAGE

LANGUAGE		
Italian	44	34,6%
English	6	4,7%
Bulgarian	20	15,7%
Portuguese	25	19,7%
Romanian	25	19,7%
Spanish	7	5,5%
Total	127	100,0%

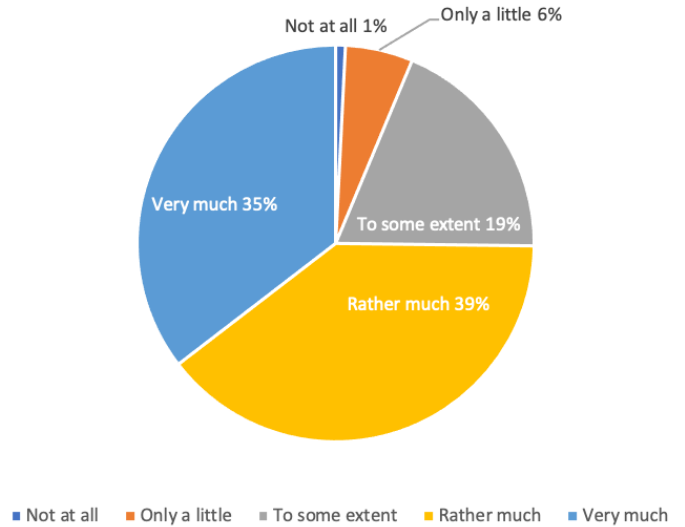


- Italian
- English
- Bulgarian
- Portuguese
- Romanian
- Spanish

GOOGLE QUESTIONNAIRE - SECTION A. FEEDBACK ON THE TOOL

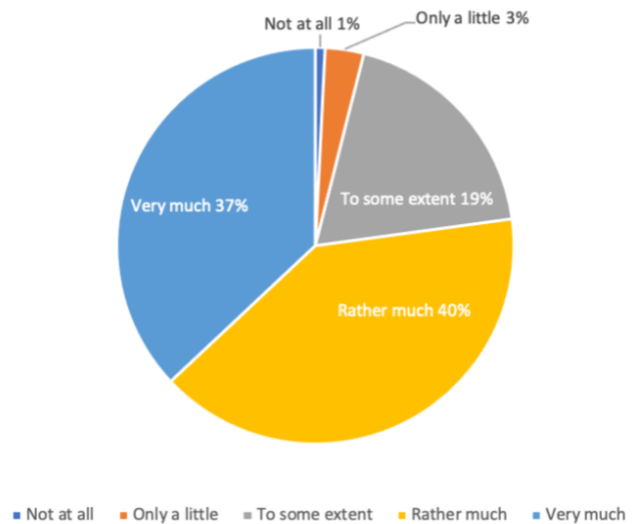
A1. Is the inventory useful for evaluating one's inclusive competences?		
Not at all	1	0,8%
Only a little	7	5,5%
To some extent	24	18,9%
Rather much	50	39,4%
Very much	45	35,4%
Total	127	100,0%

A1. Is the inventory useful for evaluating one's inclusive competences?



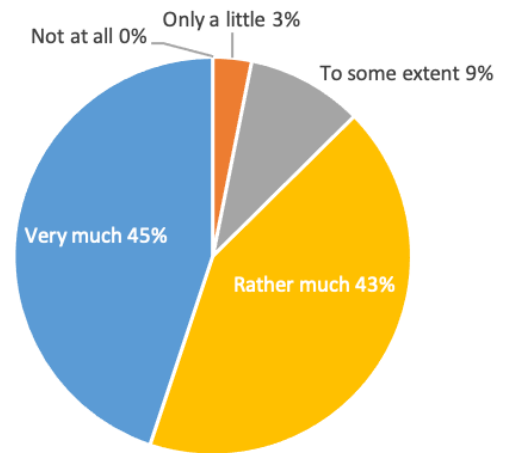
A2. Are all the inclusive competences represented in the Inventory?		
Not at all	1	0,8%
Only a little	4	3,1%
To some extent	24	18,9%
Rather much	51	40,2%
Very much	47	37,0%
Total	127	100,0%

A2. Are all the inclusive competences represented in the Inventory?



A3. Is the Inventory easy to use?		
Not at all	0	0,0%
Only a little	4	3,1%
To some extent	12	9,4%
Rather much	54	42,5%
Very much	57	44,9%
Total	127	100,0%

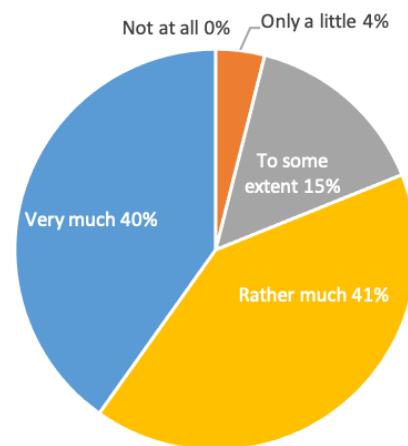
A3. Is the Inventory easy to use?



■ Not at all ■ Only a little ■ To some extent ■ Rather much ■ Very much

A4. Is the time required to carry out the self-assessment reasonable?		
Not at all	0	0,0%
Only a little	5	3,9%
To some extent	19	15,0%
Rather much	52	40,9%
Very much	51	40,2%
Total	127	100,0%

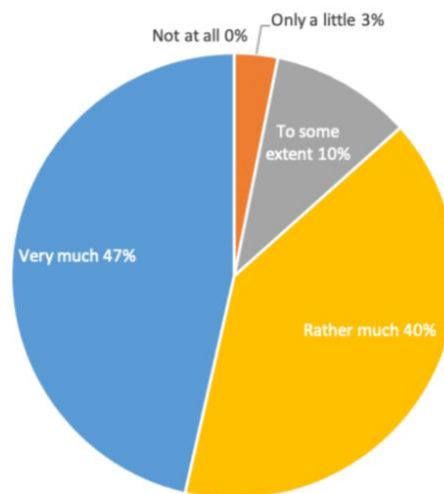
A4. Is the time required to carry out the self-assessment reasonable?



■ Not at all ■ Only a little ■ To some extent ■ Rather much ■ Very much

A5. Are the results of the self-assessment presented in a clear and understandable way?		
Not at all	0	0,0%
Only a little	4	3,1%
To some extent	13	10,2%
Rather much	51	40,2%
Very much	59	46,5%
Total	127	100,0%

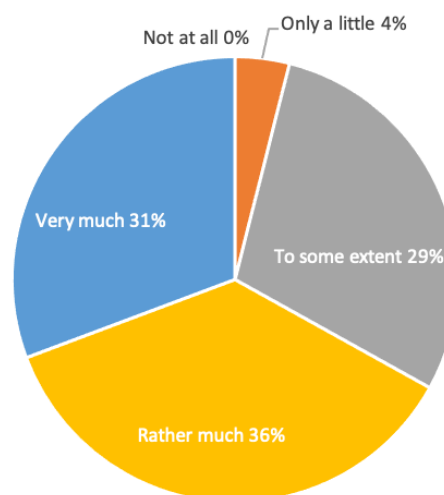
A5. Are the results of the self-assessment presented in a clear and understandable way?



■ Not at all ■ Only a little ■ To some extent ■ Rather much ■ Very much

A6. Does the Inventory allow you to identify your strengths and weaknesses?		
Not at all	0	0,0%
Only a little	5	3,9%
To some extent	37	29,1%
Rather much	46	36,2%
Very much	39	30,7%
Total	127	100,0%

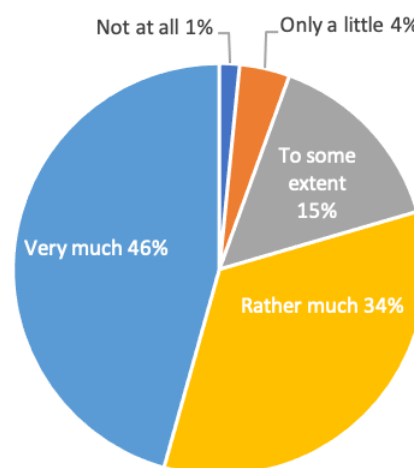
A6. Does the Inventory allow you to identify your strengths and weaknesses?



■ Not at all ■ Only a little ■ To some extent ■ Rather much ■ Very much

A7. Can the Inventory be used in complete autonomy?		
Not at all	2	1,6%
Only a little	5	3,9%
To some extent	19	15,0%
Rather much	43	33,9%
Very much	58	45,7%
Total	127	100,0%

A7. Can the Inventory be used in complete autonomy?

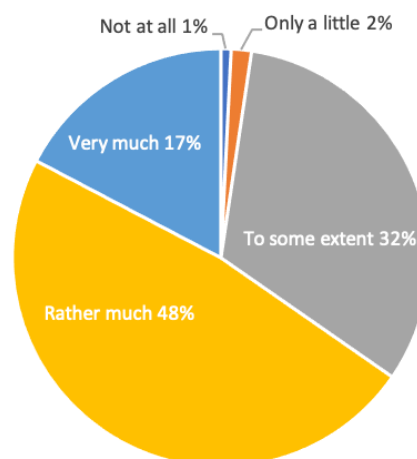


■ Not at all ■ Only a little ■ To some extent ■ Rather much ■ Very much

GOOGLE QUESTIONNAIRE - SECTION B. IMPACT OF THE INVENTORY ON TEACHING PRACTICE

B1. Do you think your professional experience is adequate to identify obstacles to learning and participation?		
Not at all	1	0,8%
Only a little	2	1,6%
To some extent	41	32,3%
Rather much	61	48,0%
Very much	22	17,3%
Total	127	100,0%

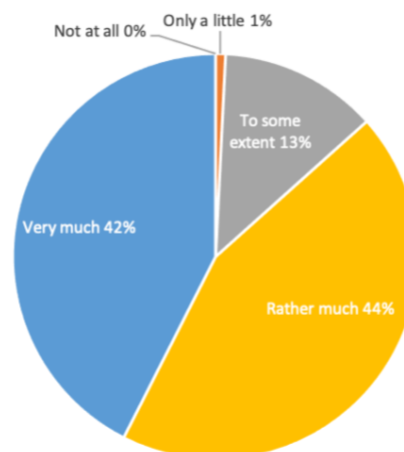
B1. Do you think your professional experience is adequate to identify obstacles to learning and participation?



■ Not at all ■ Only a little ■ To some extent ■ Rather much ■ Very much

B2. Can reflecting on professional strengths and / or weaknesses be helpful in changing daily practice in the classroom?		
Not at all	0	0,0%
Only a little	1	0,8%
To some extent	16	12,6%
Rather much	56	44,1%
Very much	54	42,5%
Total	127	100,0%

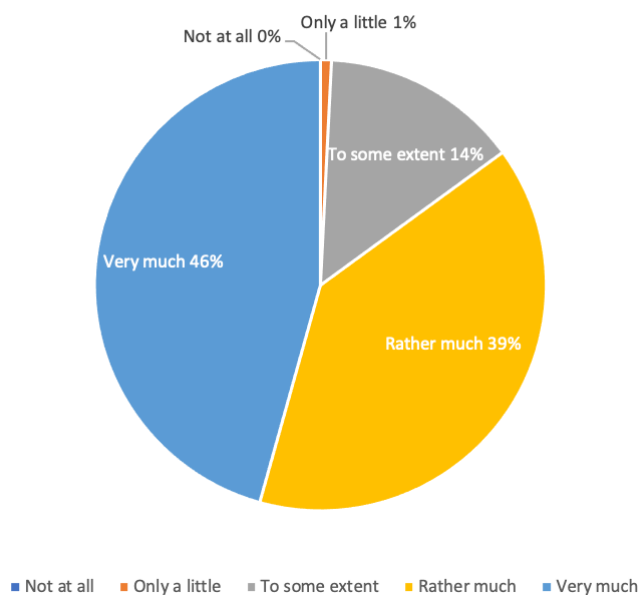
B2. Can reflecting on professional strengths and / or weaknesses be helpful in changing daily practice in the classroom?



■ Not at all ■ Only a little ■ To some extent ■ Rather much ■ Very much

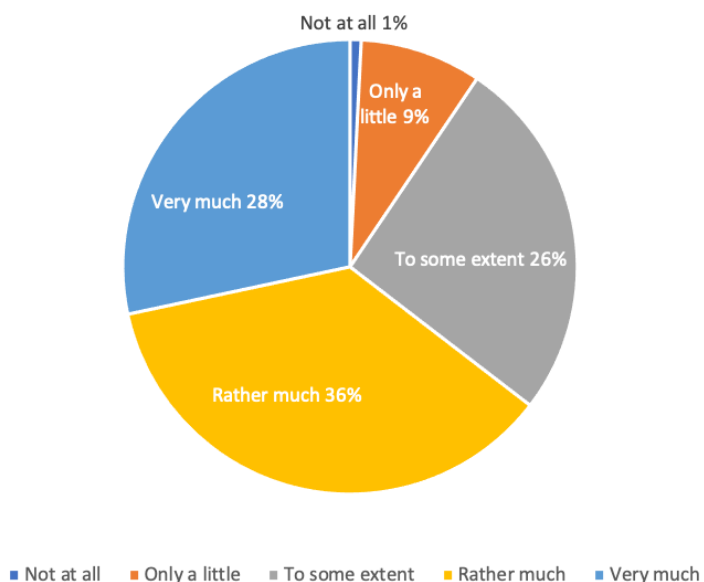
B3. Are you willing to question your teaching method and experiment with other methodologies?		
Not at all	0	0,0%
Only a little	1	0,8%
To some extent	18	14,2%
Rather much	50	39,4%
Very much	58	45,7%
Total	127	100,0%

B3. Are you willing to question your teaching method and experiment with other methodologies?



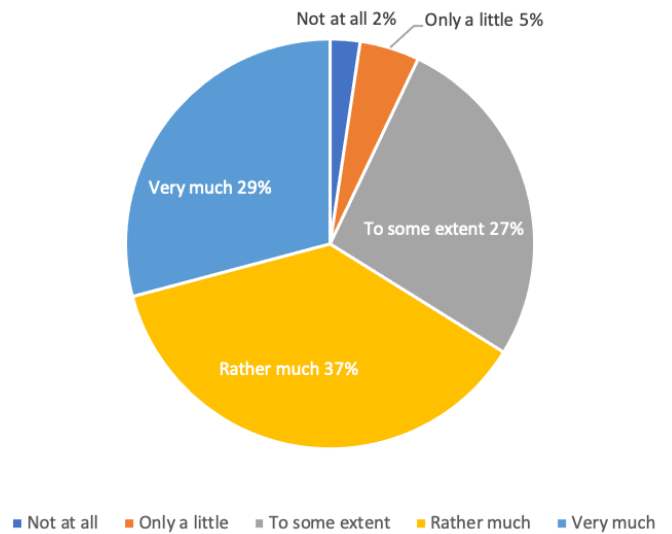
B4. Can the Inventory be used to plan a self-training course?		
Not at all	1	0,8%
Only a little	11	8,7%
To some extent	33	26,0%
Rather much	46	36,2%
Very much	36	28,3%
Total	127	100,0%

B4. Can the Inventory be used to plan a self-training course?



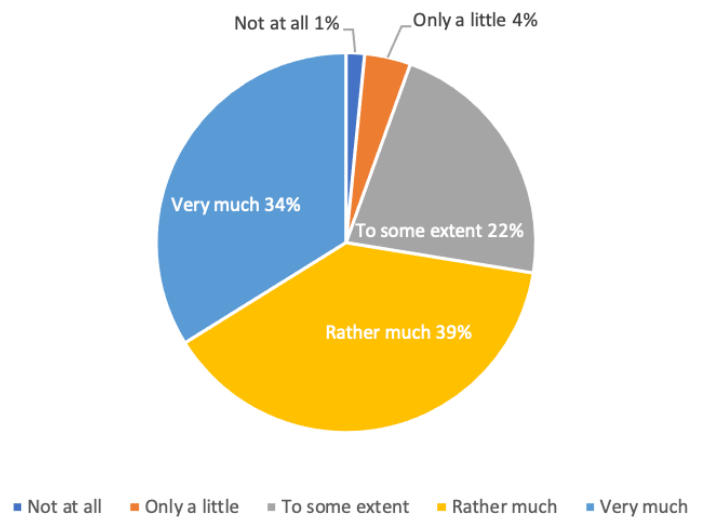
B5. Can the Inventory be useful to all school staff, including non-teaching staff?		
Not at all	3	2,4%
Only a little	6	4,7%
To some extent	34	26,8%
Rather much	47	37,0%
Very much	37	29,1%
Total	127	100,0%

B5. Can the Inventory be useful to all school staff, including non-teaching staff?



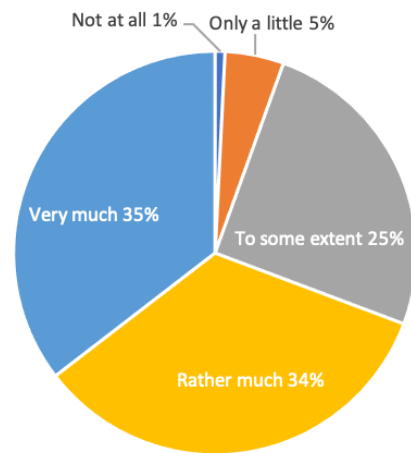
B6. Can the Inventory be a starting point to fully enhance the peculiarities of each learner?		
Not at all	2	1,6%
Only a little	5	3,9%
To some extent	28	22,0%
Rather much	49	38,6%
Very much	43	33,9%
Total	127	100,0%

B6. Can the Inventory be a starting point to fully enhance the peculiarities of each learner?



B7. Can the Inventory be adopted as a tool to improve daily teaching practice?		
Not at all	1	0,8%
Only a little	6	4,7%
To some extent	32	25,2%
Rather much	43	33,9%
Very much	45	35,4%
Total	127	100,0%

B7. Can the Inventory be adopted as a tool to improve daily teaching practice?



■ Not at all ■ Only a little ■ To some extent ■ Rather much ■ Very much

GOOGLE QUESTIONNAIRE - SECTION C. OPEN QUESTION: DO YOU HAVE ANY COMMENTS, REMARKS OR SUGGESTIONS FOR IMPROVEMENT? (OPTIONAL)

Nope
No
It was very useful for me.
The questionnaire makes you assert the right attitude that you believe should be practiced, rather than evaluate your actual reactions in given situations.
I'd like to participate in a workshop about the results of the project.
NO.
"Portuguese" is wrong. The right way is portuguese :)
Blended learning and active methodologies can be good contributions to the inclusion process.
No
I don't have
I am not.
No
Change the button "print" in "download the certificate"
No
No
No
Congratulation!
Thank you for this experience!
NO
The last button Print Results of the Questionnaire should be changed into Save Results as it's misleading.
No
Thank you very much for the opportunity to participate in this beautiful presentation and I congratulate you for all your efforts!
No
I believe the materials are an extremely useful resource that can be applied to a wide range of different areas in my professional life
Administer the same test to the pupils and send the results to the teacher, in order to reflect on how much their perception of "inclusive teacher" really coincides with the perception of the students.
A rating from 1 to 10 is useful. I think it could have been enough from 1 to 5 questions encourage to give a relatively high score
Training for a very important topic such as inclusion should be carried out in presence.
In my opinion, the self-assessment tool is comprehensive.
It would be desirable to work in a team as well as continuous training and monitoring of the objectives achieved. In our case of primary school, collaboration is very important. She often feels lonely, many colleagues do not share; inclusion is considered a "first aid" cure and not a teaching style.
Functional already as it is
It is a great self-assessment tool, receiving feedback on your profile helps the teacher to understand their strengths and weaknesses. Improvement proposal: reflect on how and how much the Support teacher is perceived as a resource to improve inclusion and if co-teaching practices are implemented between class teacher and Support teacher to truly make the environment inclusive.
At the moment I have no proposal
Useful tool to REFLECT and subsequently be able to reason on the personal assessment of one's level and ability to make teaching inclusive
It would be appropriate to propose self-assessment to all teachers in a school.