

From personal reflection to collective growth

How SELFIE tools can support planning your school's digital journey

Panagiotis Kampylis & Lilian Weikert

23/092026

The challenge





Photo by [Matt Paul Catalano](#) on [Unsplash](#)

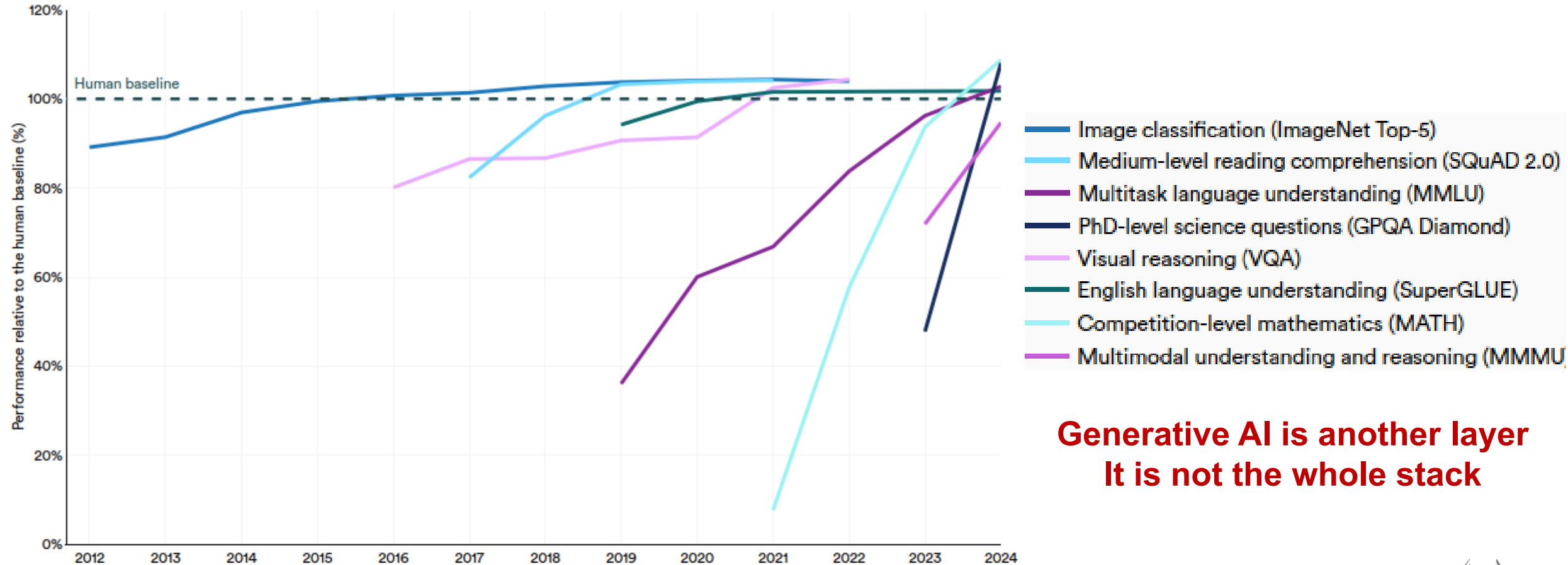
**Is GenAI a(nother)
techno-fantasy
or
it will transform education?**



Edu tech capability rises...

Select AI Index technical performance benchmarks vs. human performance

Source: AI Index, 2025 | Chart: 2025 AI Index report



**Generative AI is another layer
It is not the whole stack**

Source: [The 2026 AI Index Report – Stanford University](#)



...education systems strive to keep pace and define their strategies

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High schools in Denmark are embracing ChatGPT as a teaching tool rather than shunning it



By Roselyne Min with AP
Published on 09/10/2023 - 18:38

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- 5 How AI is driving an explosive rise in deepfake pornography

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[High schools in Denmark are embracing ChatGPT as a teaching tool rather than shunning it | Euronews](#)

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Norway imposes near ban on AI in elementary school

By Reuters
June 19, 2026 4:48 PM GMT+2 · Updated June 19, 2026



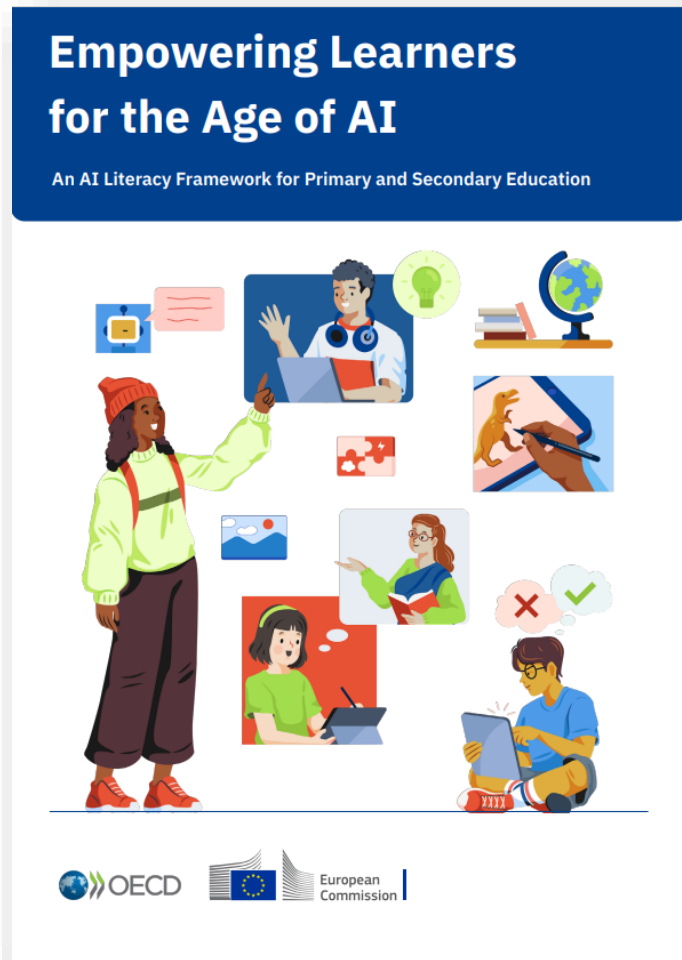
Children stay in line at Vikasen school in Trondheim, Norway April 27, 2020. NTB Scanpix/Gorm Kallestad via REUTERS Purchase Licensing Rights

OSLO, June 19 (Reuters) - Norway is imposing a near ban on the use of generative AI tools by elementary school pupils while also restricting their use in the education of older children to prevent a negative impact on learning, the country's prime minister said on Friday.

[Norway imposes near ban on AI in elementary school | Reuters](#)



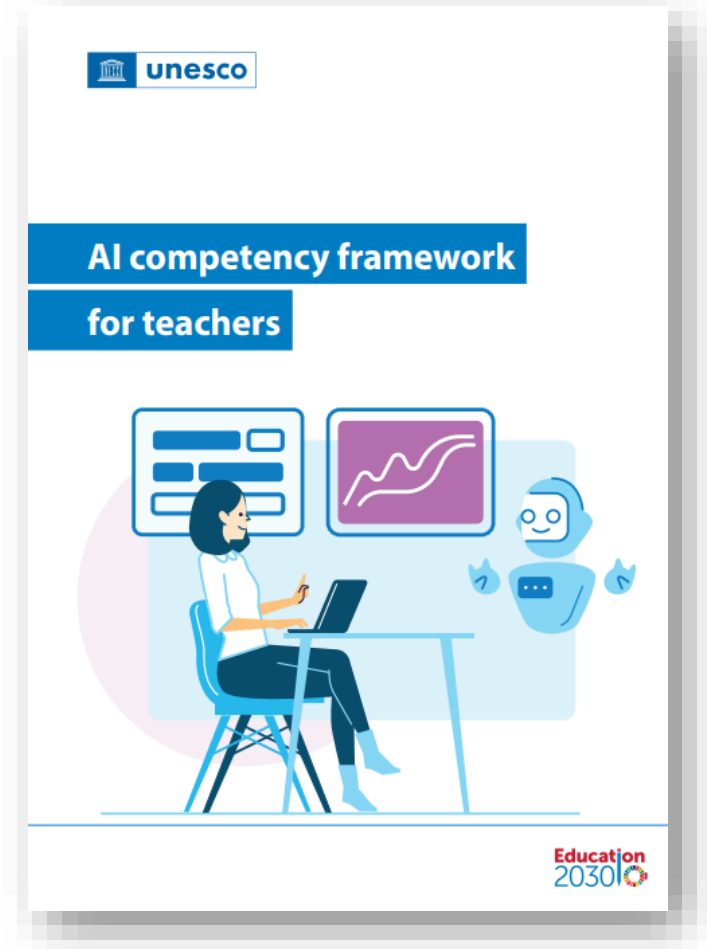
... international organisations ride GenAI's education wave



[AILF_en.pdf](#)



[Guidelines on the ethical use of artificial intelligence and data in teaching and learning for educators - Publications Office of the EU](#)



[391104eng.pdf](#)



... international organisations ride GenAI's education wave

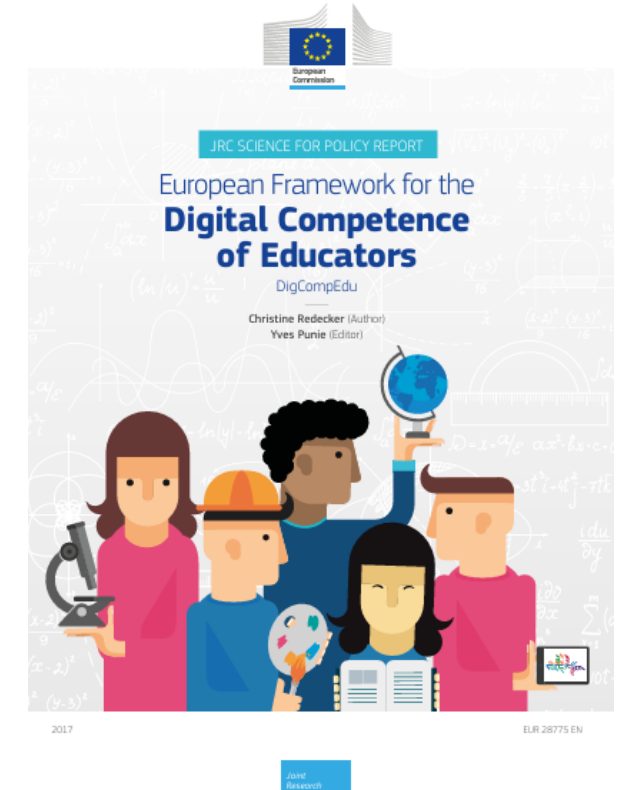
DigCompEdu 2.0 in 2027



[Home | AILit Framework](#)



[JRC Publications - DigComp 3.0: European Digital Competence Framework](#)



[JRC Publications - European Framework for the Digital Competence of Educators: DigCompEdu](#)





**Do you also struggle to outline
when and how to use digital
technologies in your teaching
practices?**

Photo by [Valentin Kremer](#) on [Unsplash](#)





Photo by [Karla Hernandez](#) on [Unsplash](#)

We do NOT have the answers

BUT

**We can help you engage in a
structured reflection in and for
action!**

[Alone and with your peers and students]



The power of reflection

reflection-IN-action



Judging while
teaching

reflection-ON-action



Examining the
evidence of practice

reflection-FOR-action



Turning reflection into
deliberate choices

Supported by structured self-reflection





The elephant in the
(class)room is not AI but
the (lack of) time!

Photo by [Jon Tyson](#) on [Unsplash](#)





The four questions nobody has time for

Whether at all?

When?

For whom?

To what end?

None of these is a technical question

All four are now answered by default



The SELFIE twins



SELFIE family



[SELFIE | Home](#)

SELFIE

[Home](#) [SELFIE for Schools](#) [SELFIE for Teachers](#)

[Home](#) >

Digital Education

[Reflect](#) | [Discuss](#) | [Plan](#) | [Improve](#)

Free tools to help schools reflect how digital technologies support teaching, learning, and the development of digital skills. SELFIE supports structured reflection, shared understanding and evidence-based improvement at the school level and in teaching practice

Choose the tool that meets your needs



SELFIE
for **Schools**

[SELFIE for Schools](#)

For primary, secondary and vocational schools to reflect on their use of digital technologies for teaching and learning.

Gather feedback from school leaders, teachers, in-company trainers and students through customisable questionnaires to support whole-school planning.

[Login or Sign up >](#) [Learn more >](#)



SELFIE
for **Teachers**

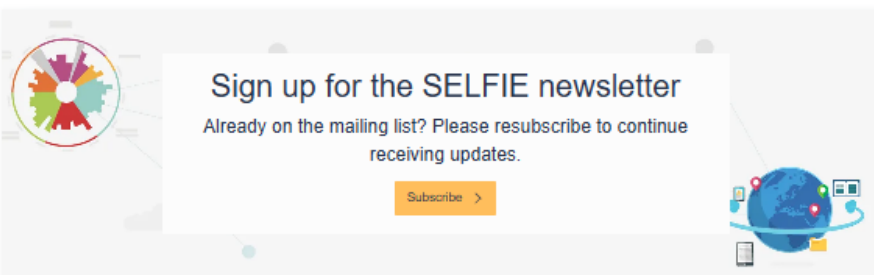
[SELFIE for Teachers](#)

For early primary, secondary and early childhood educators to reflect on their digital competence.

Provides individual and groups of teachers with feedback and suggestions.

Helps teachers, schools, training providers and public authorities to gather insights for professional development.

[Login or Sign up >](#) [Learn more >](#)



Sign up for the SELFIE newsletter

Already on the mailing list? Please resubscribe to continue receiving updates.

[Subscribe >](#)

To explore courses, teaching materials and opportunities to collaborate on projects with other teachers visit the [European School Education Platform](#).

The selfie analogy



Like in a real selfie...

- ✓ **You** do it whenever you want with your device
- ✓ **You** decide who will join
- ✓ **You** get a “snapshot”, the current state
- ✓ **You** own it and you can do it whatever you want – to reflect, share, or even delete
- ✓ **You** can take some action (or not)
- ✓ **You** can retake whenever you want and compare with the ones you took in the past

The SELFIE for Schools tool

A Commission tool for structured reflection

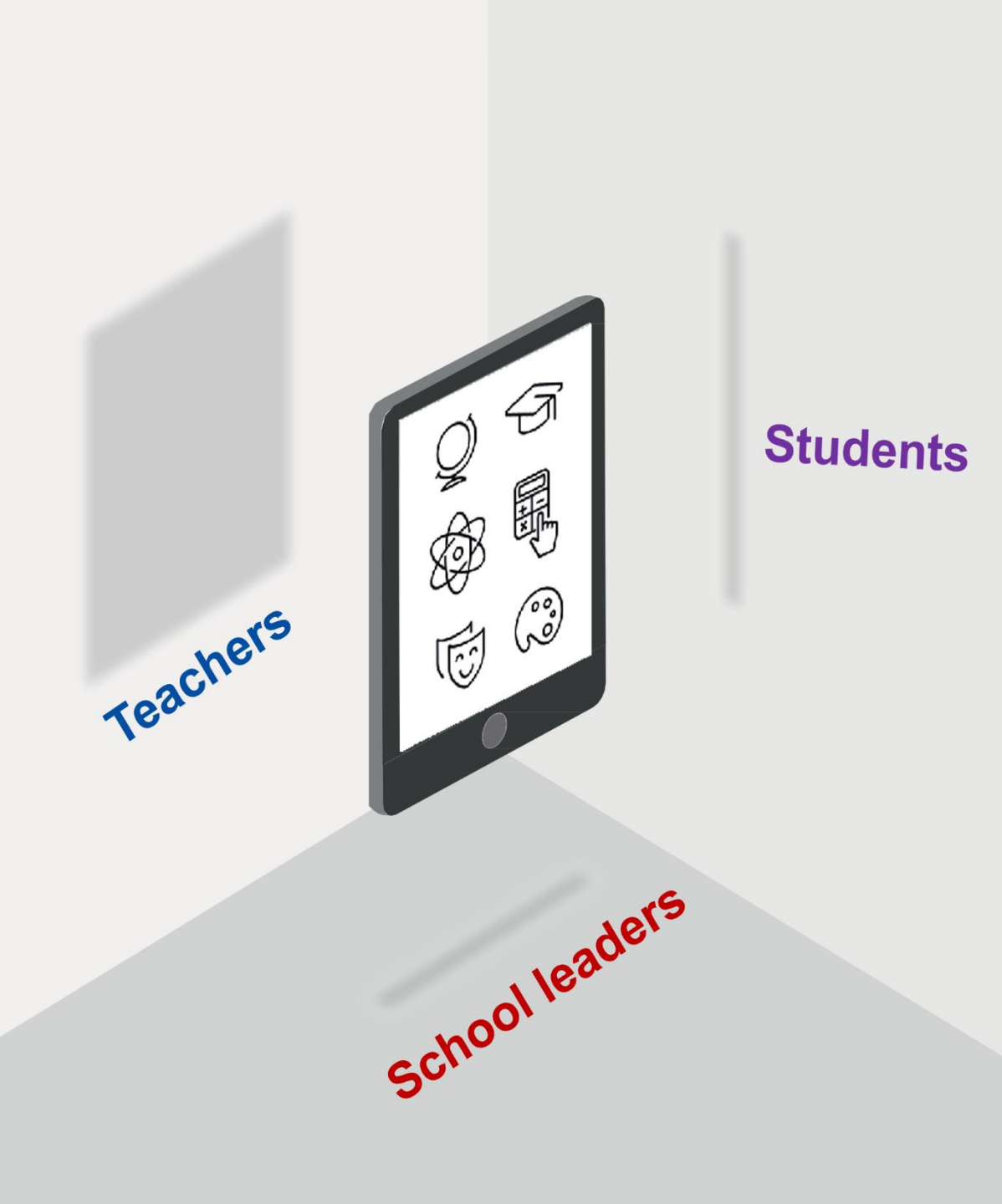


Practical, free, online tool for schools' digital capacity

On voluntary basis

<https://selfie-in-education.ec.europa.eu/>





One institution – different perspectives



It brings together school leaders, teachers and **students** to create **a shared picture** of the school's digital capacity



46,369
SCHOOLS



7,589,383
SELF-REFLECTIONS



90
COUNTRIES



40
LANGUAGES

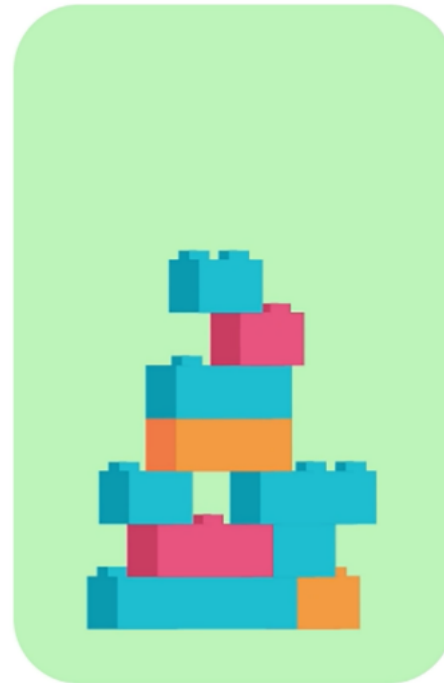
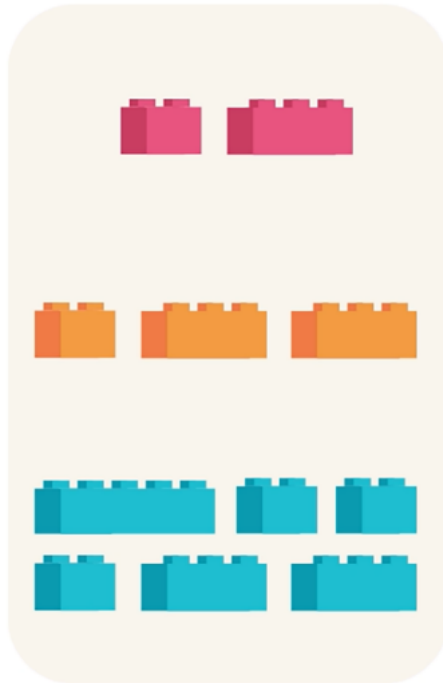


Not one size fits all – SELFIE is customisable!

YOUR OWN
QUESTIONS

OPTIONAL
QUESTIONS

COMMON
QUESTIONS



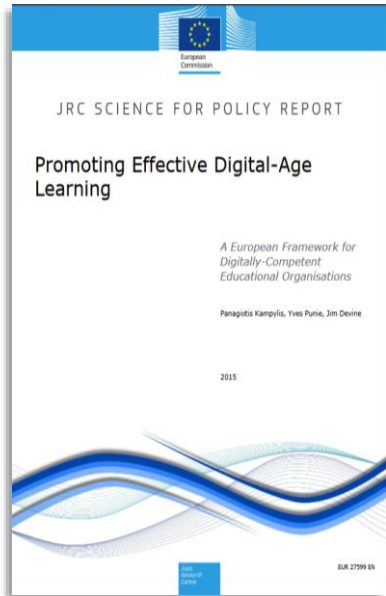
Up to 10 tailor-made questions
the school can add itself

- ✓ 360° approach - 8 thematic areas
- ✓ Technology-neutral
- ✓ Capturing pros and cons of edtech
- ✓ Triangulation – most of the question are addressed to all user groups
- ✓ Easy answer option

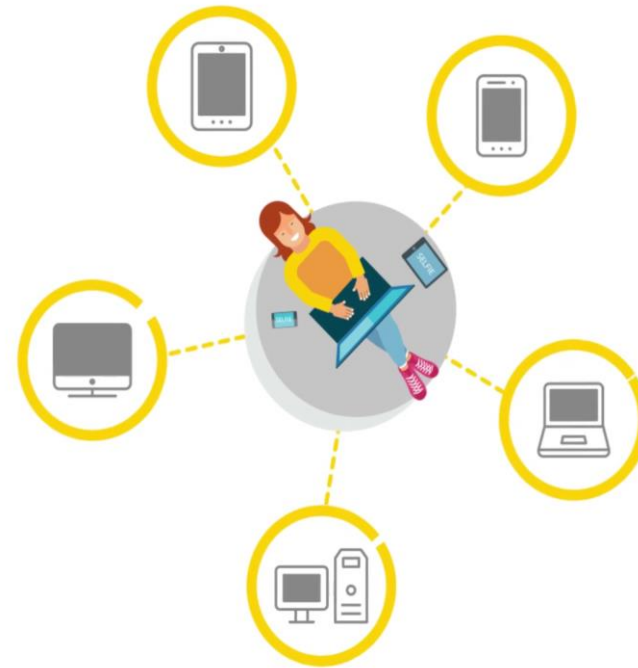
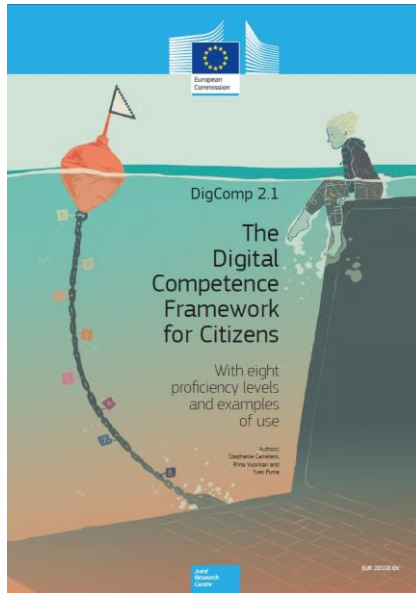
Extra thematic modules, on **distance education**, and **digital well-being GenAI**
thematic module in the pipeline



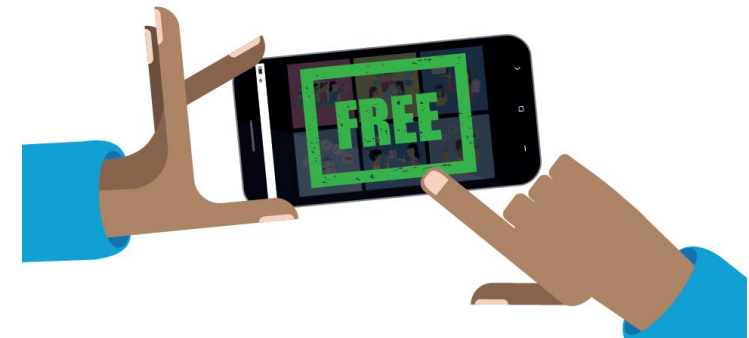
Free, online and reliable tool



Based on DigCompOrg &
DigComp conceptual models



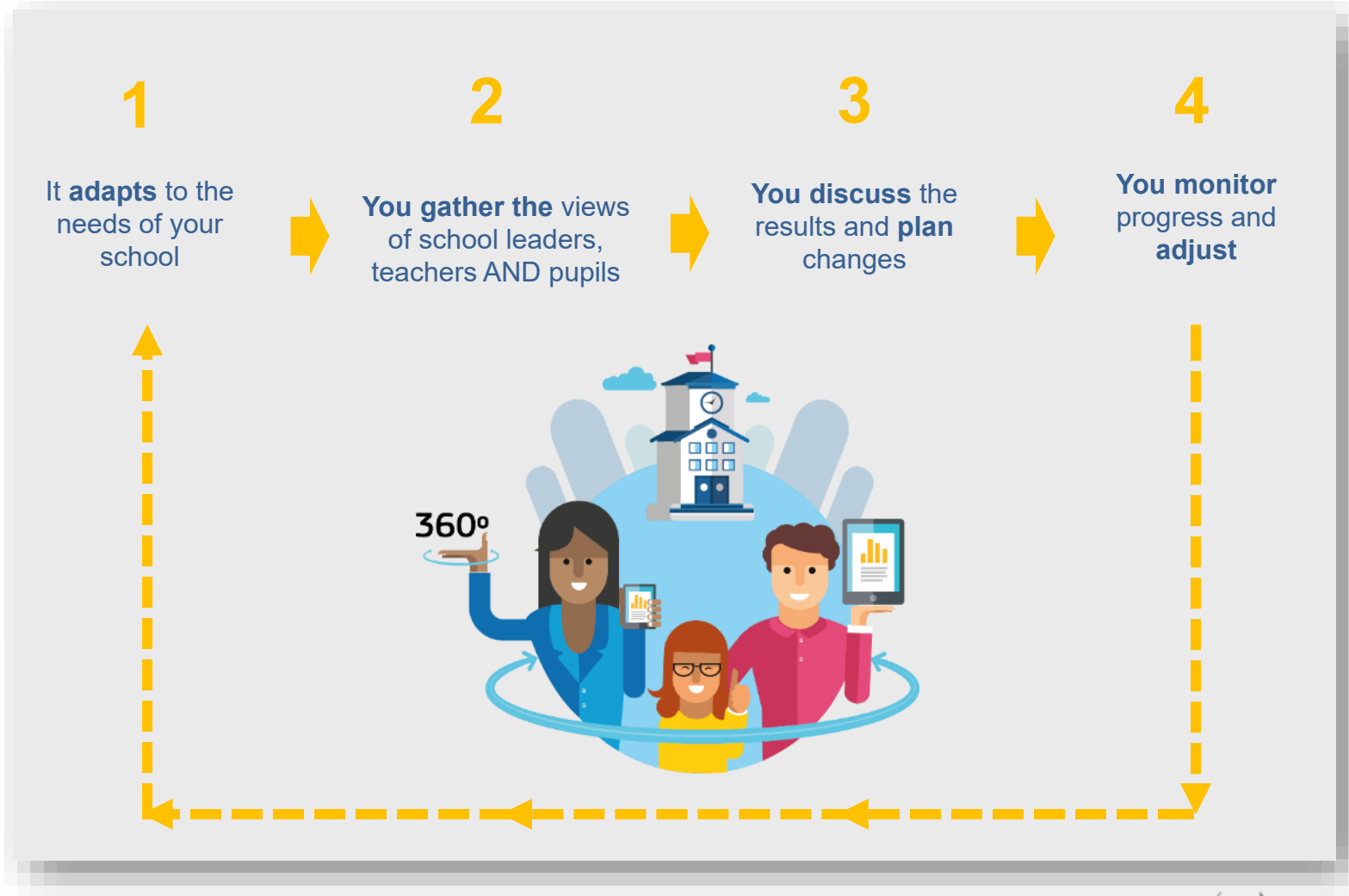
Anytime, Anywhere,
Any device or operating system



Free, online, no requirements

SELFIE **captures** the use of technology in school.
No special equipment is required. Participation is **anonymous**.

The reflection process at a glance



3 separate questionnaires for school leaders, teachers and pupils

* I create digital resources to support my teaching

Choose 5 only if, in your opinion, you systematically compile, edit or create a variety of resources for your teaching, such as mind maps, slideshows, videos or online tests and quizzes.

1

2

3

4

5

N/A

* In our school, I learn how to create digital content

Choose 5 only if, in your opinion, you have many opportunities to learn how to remix, edit or create digital content (such as text, images, slideshows, audio or videos) in class or in your homework.

1

2

3

4

5

N/A

* In our school, students learn how to check that the information they find online is reliable and accurate

Choose 5 only if, in your opinion, your students have many opportunities to learn how to critically evaluate the credibility and reliability of digital resources they find online (such as social media posts, photos or videos), for instance by comparing them with legitimate sources.

1

2

3

4

5

N/A

Anonymous!



Area H: Student Digital Competence

This area relates to the set of skills, knowledge and attitudes that enable the confident, creative and critical use of digital technologies by students.

Answer options: five-point scales and not applicable (N/A)

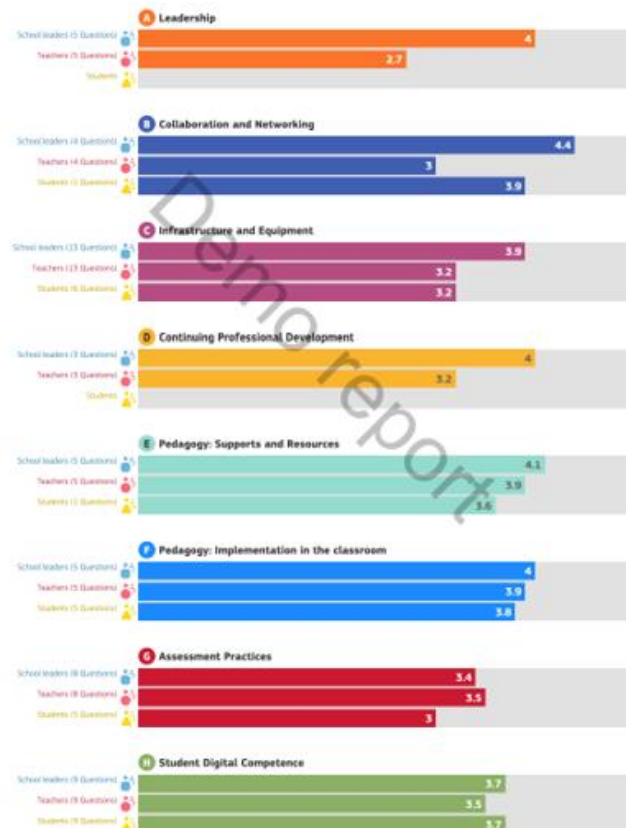
Item code	Item title	SCHOOL LEADER	TEACHER	STUDENT
H1	Safe behaviour	In our school, students learn how to behave safely online	In our school, students learn how to behave safely online	In our school, I learn how to behave safely online
H3	Responsible behaviour	In our school, students learn how to behave responsibly when they are online	In our school, students learn how to behave responsibly when they are online	In our school, I learn how to behave responsibly and respect others when I am online
H4	Checking quality of information	In our school, students learn how to check that the information they find online is reliable and accurate	In our school, students learn how to check that the information they find online is reliable and accurate	In our school, I learn how to check that the information I find online is reliable and accurate
H6	Giving credit to others' work	In our school, students learn how to give credit to others' work they have found online	In our school, students learn how to give credit to others' work they have found online	
H7	Creating digital content	In our school, students learn to create digital content	In our school, students learn to create digital content	
H8	Learning to communicate	In our school, students learn to communicate using digital technologies	In our school, students learn to communicate using digital technologies	
H10 OP	Digital skills across subjects	<i>We ensure that students develop their digital skills across subjects</i>	<i>Our school leaders ensure that students develop their digital skills across subjects</i>	<i>In our school, I use technology in different subjects</i>
H11 OP	Learning coding or programming	<i>In our school, students learn coding or programming</i>	<i>In our school, students learn coding or programming</i>	<i>In our school, I learn coding or programming</i>
H13 OP	Solving technical problems	<i>In our school, students learn how to solve technical problems when using digital technologies</i>	<i>In our school, students learn how to solve technical problems when using digital technologies</i>	



Interactive report

Overview of areas

Average responses for each group (school leaders, teachers and students) for each of the 8 areas.



Images source: SELFIE demo school report

Statements created by your school

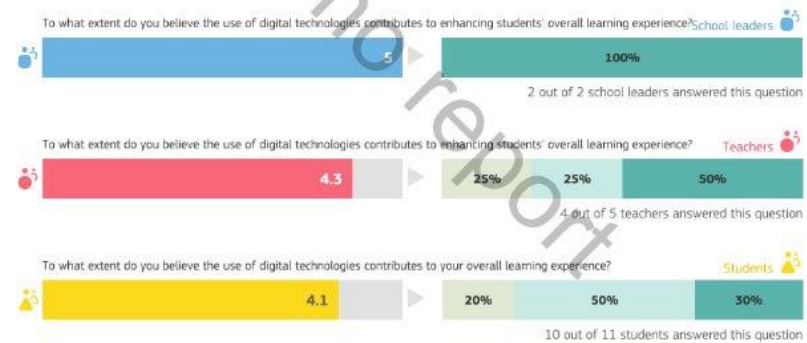
Below are the average responses to the statements created by your school.



Ratings

- Strongly disagree - In my experience, this is not true at all 1
- Disagree 2
- Slightly agree 3
- Agree 4
- Strongly agree - In my experience, this is very true 5

Specific question 1



Interactive report

SELFIE school report

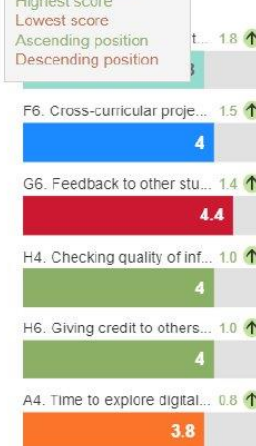
Self-reflection		Self-reflection	
SELFIE 2021-2022, session 1	compare to	SELFIE 2020-2021, session 2	
Education level		Education level	
Primary level	View	Compare	Primary level
Lower secondary level (completion rates too low)	—	—	Lower secondary level
Upper secondary general level (completion rates too low)	—	—	Upper secondary general level (not participating)
Upper secondary vocational level (not participating)	—	—	Upper secondary vocational level
Post-secondary non-tertiary level (not started yet)	—	—	Post-secondary non-tertiary level (not participating)



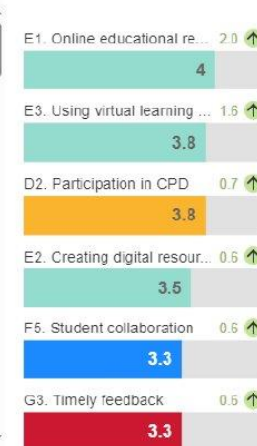
All areas

Sort by / Greatest increase ▲

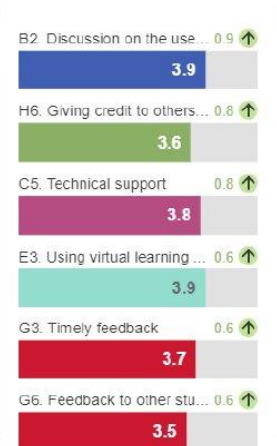
- Greatest increase
- Greatest decrease
- Highest score
- Lowest score
- Ascending position
- Descending position



Teachers



Students

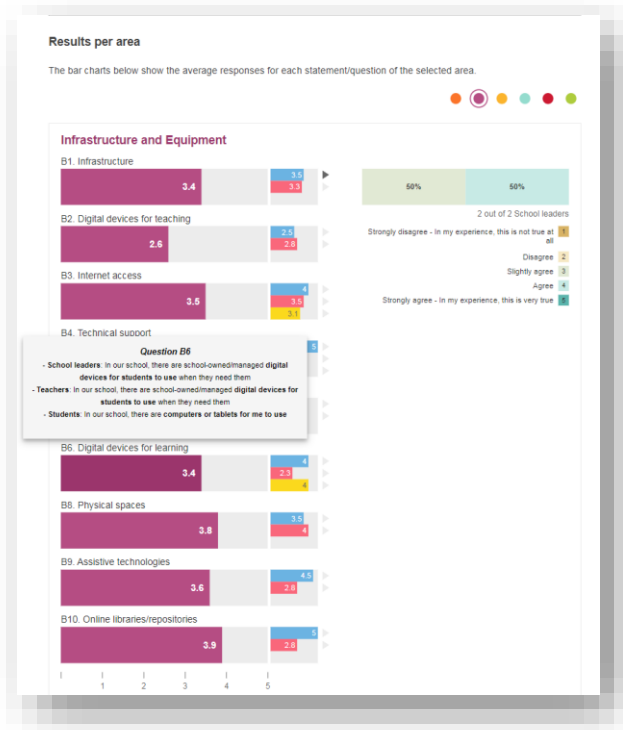


Images source: SELFIE demo school report



Photo by [ThisisEngineering](#) on [Unsplash](#)

SELFIE report can be the basis for deliberation



- ✓ Your own institution's snapshot
- ✓ No benchmark
- ✓ No sector average
- ✓ No ranking

Only the school has access

It captures what happens inside the school when its community looks at itself (the SELFIE concept)



Extra questions for remote teaching and learning

Suggested questions on Blended Learning			
In this document you can find some questions that can help your school community to reflect on the use of digital technologies in blended learning. If you want to add some of these questions to the questionnaire you can copy and paste them in the section "Your own statements " from "Customise the questionnaire".			
Item title	SCHOOL LEADER	TEACHER	STUDENT
Efficient use of Virtual Learning Environments	There is a central digital platform or online space where students can communicate with their teachers and find assignments, activities, schedule and resources Choose 5 only if in, in your opinion, your school, you use a Virtual Learning Environment or Content Management System in a well organised and up-to-date way to help interaction and communication between teachers and students. Students might be directed from here to other software and resources	There is a central digital platform or online space where students can navigate to their assignments, activities, schedule, resources and communicate with you Choose 5 only if, in your opinion, you use a Virtual Learning Environment or Content Management System in a well organised and up-to-date way to help navigation, interaction and communication between teachers and students. Students might be directed from here to other software and resources	There is an online space where I can find my assignments, activities, schedule, resources and communicate with my teachers Choose 5 only if, in your opinion, in your school there is an online space which is well organised and kept up to date in a way so you can find your assignments, schedule, resources and communicate with your teachers
Time management	In our school students learn how to manage their time by using digital technologies Choose 5 only if, in your opinion, students have opportunities to learn how to manage their time - both at school and at home- by using digital technologies like shared calendars, or planning tools in order to set a schedule for work, take breaks, manage screen time and avoid distractions.	In our school students learn how to manage their time using digital technologies Choose 5 only if, in your opinion, students have opportunities to learn how to manage their time - both at school and at home- by using digital technologies like shared calendars, or other task planning tools in order to set a schedule for work, take breaks, manage screentime and avoid distractions.	In our school we learn how to manage our time by using digital technologies Choose 5 only if in your opinion you have opportunities to learn how to use shared calendars and task planning tools in order to set a schedule for your school work, take breaks, manage screen time and avoid distractions for your work both at school and at home



https://education.ec.europa.eu/sites/default/files/document-library-docs/blended-learning-nov21_en.pdf



Extra questions for digital well-being - soon for GenAI, eTwinning etc.



Table 5. List of SELFIE WBDE questions

SELFIE area / Item title	SCHOOL LEADER	TEACHER	STUDENT
Area A: Leadership			
1. Assessment of digital technology needs	In our school, we engage our school community to reflect on the needs for a safe, purposeful and balanced use of digital technologies for teaching and learning Choose 5 only if, in your opinion, teachers and students are pro-actively involved in reflecting on the needs for digital technologies, reflecting on safe, purposeful and balanced use of technologies for teaching and learning.	In our school, we are engaged in the reflection of the needs for a safe, purposeful and balanced use of digital technologies for teaching and learning Choose 5 only if, in your opinion, you are pro-actively involved in reflecting on the needs for digital technologies, reflecting on safe, purposeful and balanced use of technologies for teaching and learning.	



A use case



Small Irish Primary School

Surprising results:

Students thought they are using technology quite a lot. Teachers thought they are using technology very little. Consensus on the right balance was easy after detailed discussion

<https://vimeo.com/310098602>

It's a journey!



"It's the journey that matters, not the destination..."

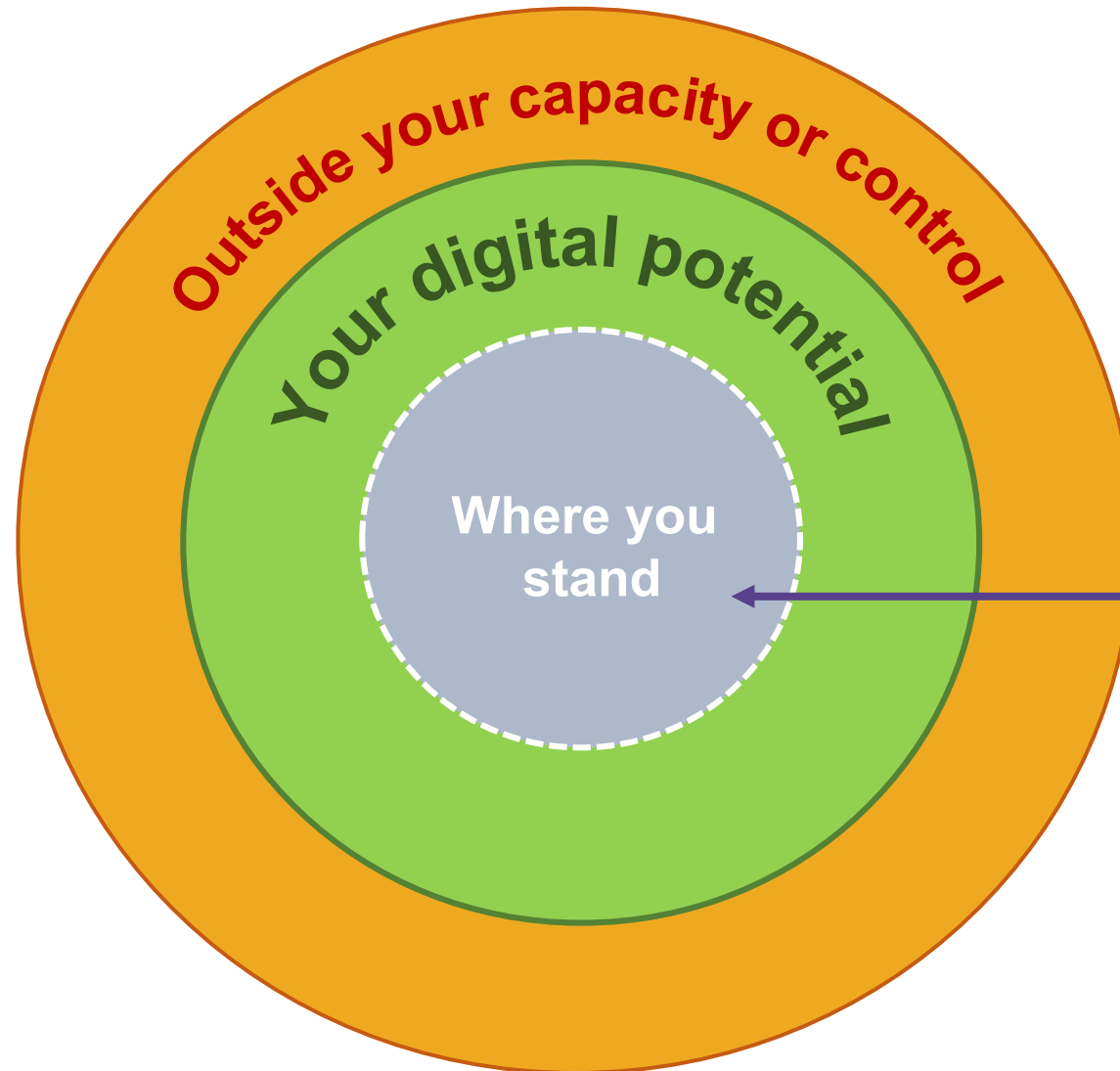
Kavafis

To sum up

Structured collective reflection can lead to improvement!



Lev Vygotsky
Zone of proximal
development



SELFIE
for Schools
**Collective
reflection**

So, what 7.5 million of reflections have taught us

- The 360o approach helps school communities to **understand digital capacity holistically**, and not only as infrastructure problem
- There are **perception gaps** between school leaders, teachers and students that tool brings to surface
- Schools with **digital strategy** report higher digital capacity
- **Diagnosis does not lead automatically to intervention** and most of the school struggle to translate the results to action plans
- It requires **iterative use** to maximise the impact – it is a journey

SELFIE is the starting point



REFLECT | DISCUSS | PLAN | IMPROVE

The SELFIE Pedagogical Toolkit (SELFIE PTK)



We have completed
our reflection with
SELFIE for Schools.
Now what?



The good news: you are NOT alone!



SELFIE Pedagogical ToolKit (PTK)

A flexible package that helps schools:

- interpret SELFIE data more effectively
- use SELFIE results to shape a workable action plan for the effective use of digital technologies

SELFIE PTK

Website... and standalone document

[Αρχική](#)[Σχετικές Πληροφορίες](#)[Χρήση Του SELFIE PTK](#)[#SELFIEPTKM00C](#)[Υποστηρικτικό Υλικό](#)

Καλώς ήρθατε στην ιστοσελίδα της εργαλειοθήκης SELFIE PTK

Εργαλειοθήκη SELFIE PTK

Η εργαλειοθήκη SELFIE PTK είναι ένα περιεκτικό πακέτο που μπορεί να χρησιμοποιηθεί για να βοηθήσει τα σχολεία να αναπτύξουν ένα Σχέδιο Δράσης στη βάση του SELFIE για αποτελεσματική μάθηση στην ψηφιακή εποχή. Η εργαλειοθήκη SELFIE PTK παρέχει κατευθυντήριες γραμμές που καθοδηγούν τα σχολεία βήμα προς βήμα για την ανάλυση των αποτελεσμάτων του SELFIE, τον καθορισμό προτεραιοτήτων και στόχων, την ανάπτυξη ενός Σχεδίου Δράσης στη βάση του SELFIE και την υλοποίηση και αξιολόγηση του εν λόγω Σχεδίου.

[Σχετικά με την Εργαλειοθήκη SELFIE PTK](#)[Χρήση του SELFIE PTK](#)

SELFIE PTK is available in 6 languages

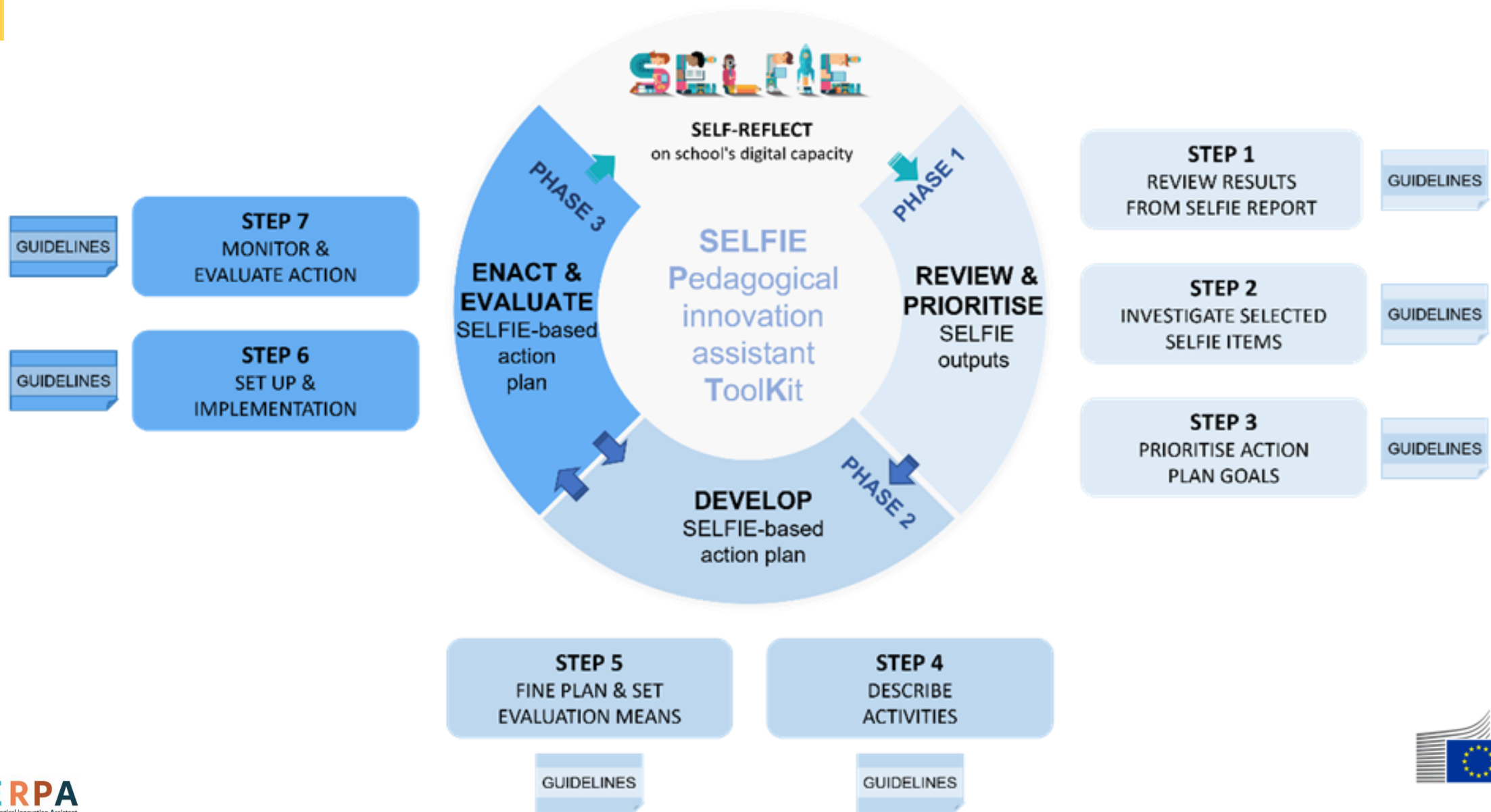
<https://selfie-ptk.eu/use-selfie-ptk>





PTK

FOR SELFIE-BASED ACTION PLA



PTK detailed guidance and templates

- Clear guidelines for carrying out each step of the process
- Extended and enriched by including guidance material from other sources (i.e. linked to the national/regional/local context)

SELFIE PTK

Home About Use Selfie PTK Resources Schools actions

Step 2: Investigate Selected SELFIE Items

“This step helps you establish a shared understanding among all team members on selected issue/s and related facets.”

SELFIE

PHASE 1

REVIEW & PRIORITISE SELFIE outputs

PHASE 2

STEP 1
REVIEW RESULTS FROM SELFIE REPORT

STEP 2
INVESTIGATE SELECTED SELFIE ITEMS

STEP 3
PRIORITISE ACTION PLAN GOALS

WHAT DOES THIS STEP INVOLVE?

Having selected the SELFIE areas/items that you consider of specific interest to your school, you should further examine them to ensure (a) that all team members of the coordinating team have a shared understanding of the issue/s at hand and (b) that there is ample awareness of the various critical points SELFIE has brought to light.

Indeed, a solid and comprehensive understanding of the issues that the SELFIE school report results reveal to the team is absolutely critical for defining an effective SELFIE-based Action Plan, capable of successfully addressing the matters that the team has chosen to address.

HOW DO WE PERFORM THIS STEP?

You, as SELFIE PTK coordinating team, can choose from a variety of different means and methods for conducting further investigation of the various aspects identified in the previous step; the most appropriate method will depend in good measure on the nature and scope of the issues identified. Options include holding a focus group, running a discussion panel, devising a short survey, setting up an ideas box, and so on, all potentially effective ways to shed light on the nature and scope of the issues. Outputs from this further investigation will contribute to better inform the school SELFIE-based Action Plan.

WHAT SUPPORT DO WE HAVE FOR THIS STEP?

TOOLS

Tool 2.1 - Template For Further Investigating Selected SELFIE Areas/Items.

A template to guide you through your further investigation of the SELFIE Areas/items you selected. File available in Word and PDF formats for any school to download and use.

Word Document PDF

TIPS

Tip 2.1 - Things to consider!

SELFIE

PHASE 1

PREVIEW AND PRIORITISE SELFIE output

PHASE 2

STEP 2
INVESTIGATE SELECTED SELFIE ITEMS

This step helps you establish a shared understanding among all team members on selected issue/s and related facets.

STEP 2 INVESTIGATE SELECTED SELFIE ITEMS

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Self-Paced Online Course on SELFIE Pedagogical Toolkit

The screenshot shows the YouTube channel page for the SELFIE PTK MOOC. At the top, there's a banner with the text "Empowering your school's digital capacity" and "From reflection to innovation action plans". Below this is a circular diagram with four stages: Plan, Reflect, Envision, and Implement. The channel name is "Selfie PTK Mool" with 2 subscribers. The page is divided into sections: HOME, VIDEOS, PLAYLISTS, CHANNELS, and ABOUT. Under the VIDEOS section, there are five video thumbnails with titles and durations:

- M4V3 - Key takeaways (4:53)
- M4V2 - How to customise SELFIE to monitor progress... (5:13)
- M4V1 - How to implement a SELFIE-based action plan a... (8:53)
- M3V2 - How to develop your school's SELFIE-based actio... (6:48)
- M3V1 - What is a SELFIE-based action plan (3:52)

Each video has view counts and upload dates (e.g., "5 views • 2 months ago").

- SPOOC
- In English
- 12 videos subtitled in Greek as well
- For the entire "cycle" of SELFIE
- Emphasis on building an action plan based on SELFIE Pedagogical Toolkit <https://selfieptk.eu>

<https://selfie-ptk.eu/selfieptkmooc>

<https://www.youtube.com/channel/UCT053liujCqpyYOFYBIZB2Q>



The SELFIE for Teachers tool



SELFIE for Teachers – free, online, reliable and customisable

SELFIE for Teachers - Discover your digital potential

Home About

Are you making the most of digital technologies for teaching and learning?

SELFIE

for Teachers

[Log in or Sign up](#)

SELFIE for Teachers is an online tool to help teachers reflect on how they are using digital technologies in their professional practice. Teachers can use the tool to learn more about the digital skills they have and identify areas where they can develop further. You will need an [EU Login account](#) to access the tool. Sign-up is easy and any teacher in Europe or anywhere in the world can use the tool for free.

[More about SELFIE for Teachers](#)


348,783
USERS


35
LANGUAGES



Sign up for the SELFIE newsletter

Already on the mailing list? Please resubscribe to continue receiving updates.

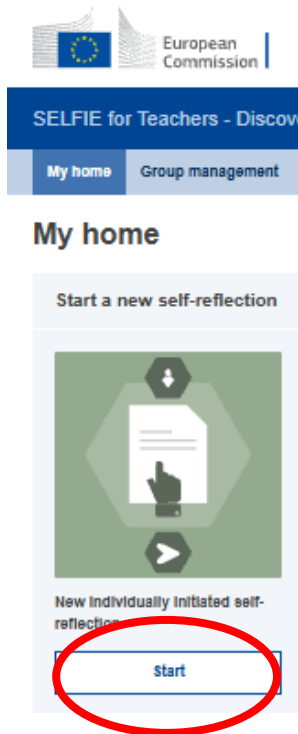
[Subscribe >](#)





<https://selfie-in-education.ec.europa.eu/educators>

Reflect on your digital competence as teacher/educator



SELFIE for Teachers - Discover your digital potential

My home Group management Participation badge Participation certificate Support ▾ About My profile

2 Digital competence

Completion rate 100%

[Return to overview](#)

CORE AREAS

- 1 Professional Engagement 100%
- 2 Digital Resources 100%
- 3 Teaching and Learning 100%
- 4 Assessment 100%
- 5 Empowering Learners 100%
- 6 Facilitating Learners' Digital Competence 100%

Digital competence

Digital Resources

Teachers have potentially a wide range of digital resources available to them. It is important for them to effectively identify resources that best fit their needs, their teaching style, and their learners. They may also need to learn how to modify and adapt resources to meet their exact requirements or create new ones. At the same time, they need to learn how to share digital resources responsibly, protect sensitive data, and manage content ethically and respect copyright rules.

The proficiency level statements are organised by increasing level of engagement with digital resources.

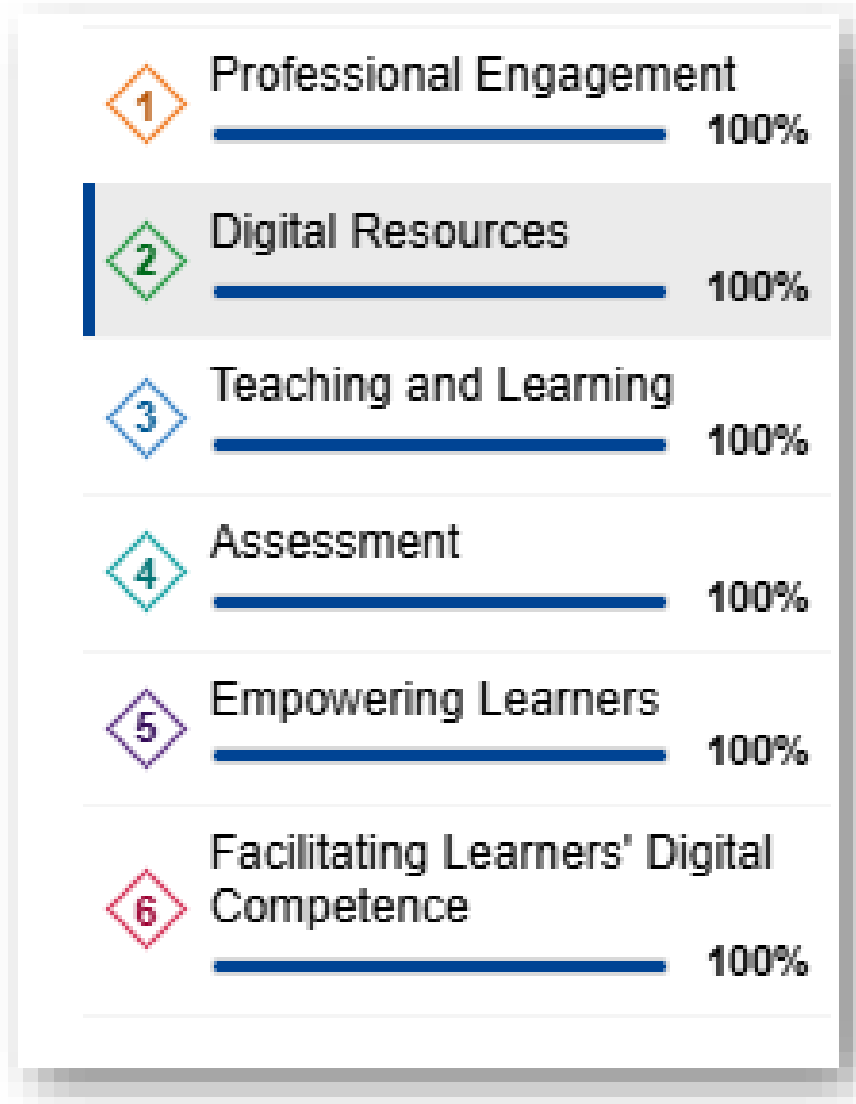
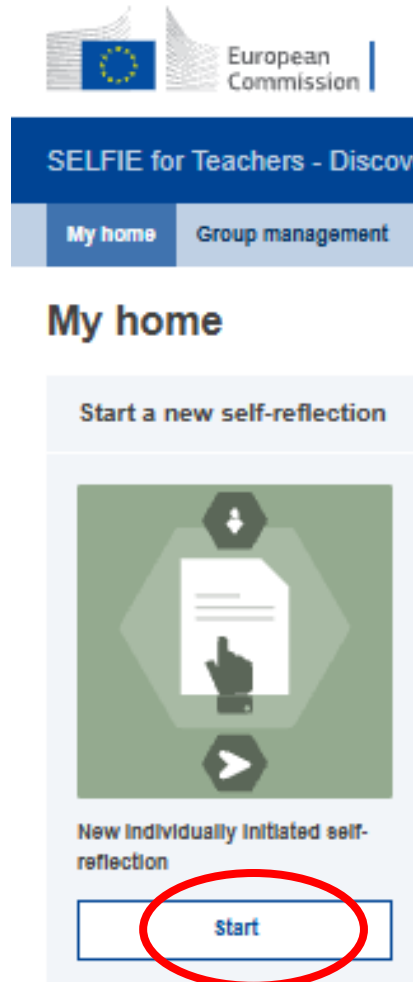
Searching and selecting *

Using searching and selection criteria to identify digital resources for teaching and learning.

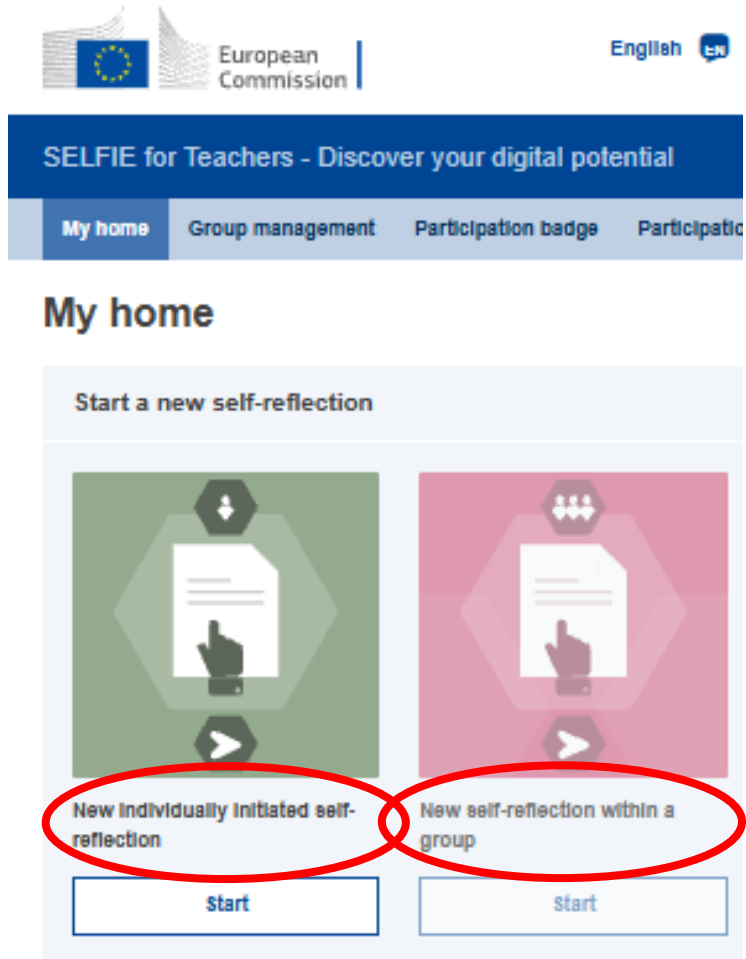
- ☐ I am aware that I can search for resources online (e.g. using a search engine, following a link, visiting a resource repository).
- ☐ I have tried searching online to find digital resources (e.g. by following a link, using keywords in a search engine, filtering resources in online repositories).
- ☐ I use various online tools and portals to search for a wide and diversified set of digital resources that respond to educational needs (e.g. annotated selection of resources, search engines, resource repositories, digital libraries, social networks, learning communities).
- ☒ I analyse and select digital resources based on criteria that meet specific teaching and learning aims (e.g. pedagogical value, relevance, reliability, validity, quality, licensing).
- ☐ I reflect on my search results and readjust my selection criteria (e.g. taking into consideration that my search results can be affected by my geographical location or previous searches and preferences).
- ☐ I propose strategies and tools to help colleagues search for and select digital resources from diverse sources in line with curriculum requirements and learning aims (e.g. pools of keywords, selection checklists, digital resources evaluation rubrics, references to resources portals).
- ☐ I am not aware of this competence.



Reflect on your digital competence as teacher/educator



Reflect on your digital competence individually or collectively



European Commission

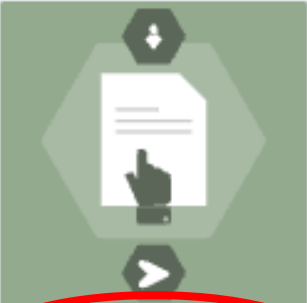
English EN

SELFIE for Teachers - Discover your digital potential

My home Group management Participation badge Participatio

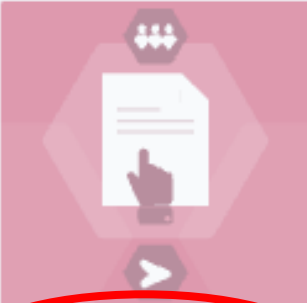
My home

Start a new self-reflection



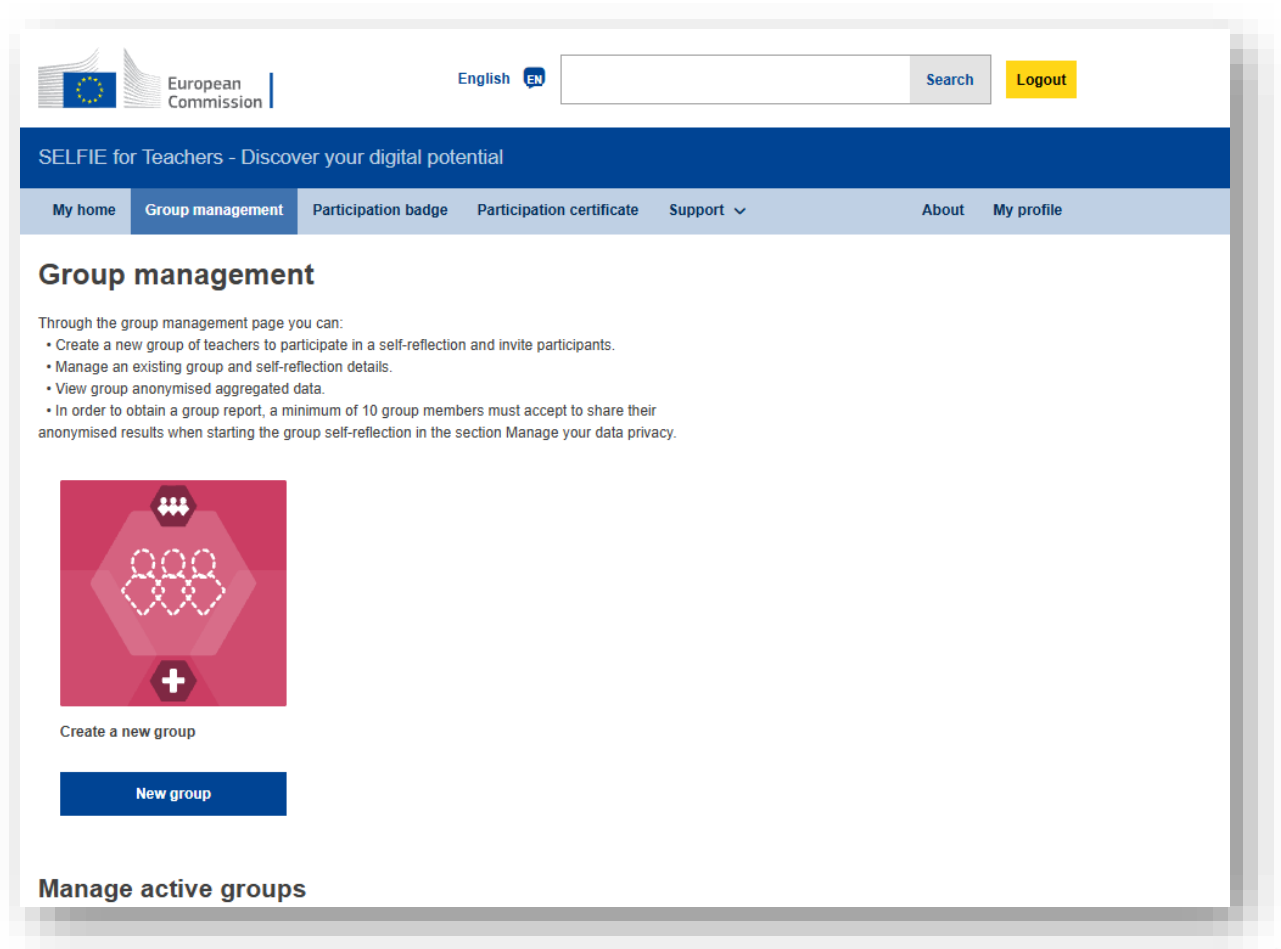
New Individually Initiated self-reflection

Start



New self-reflection within a group

Start



European Commission

English EN

SELFIE for Teachers - Discover your digital potential

My home Group management Participation badge Participation certificate Support About My profile

Group management

Through the group management page you can:

- Create a new group of teachers to participate in a self-reflection and invite participants.
- Manage an existing group and self-reflection details.
- View group anonymised aggregated data.
- In order to obtain a group report, a minimum of 10 group members must accept to share their anonymised results when starting the group self-reflection in the section Manage your data privacy.



Create a new group

New group

Manage active groups



Reflect on your digital competence individually or as a group

Personal digital competence

For instance, "How effectively am I using technology in teaching?"

Shared practices and needs

For instance, "What are our professional development needs?"

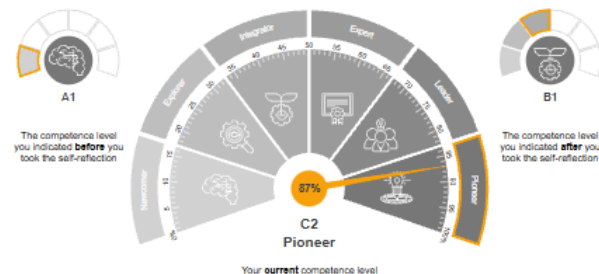


Get your interactive report – personal *and* collective

Overall results

(percentage of total score)

CORE AREAS



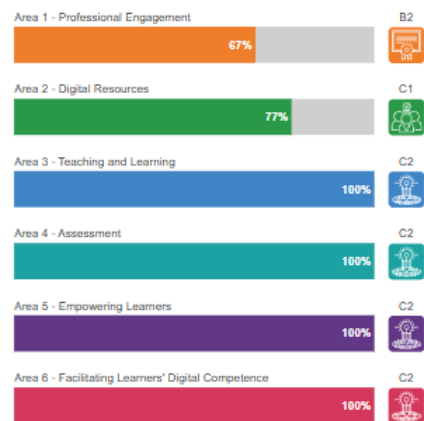
CUSTOM AREA



Results by area

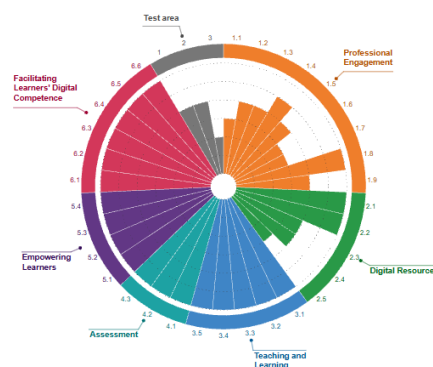
(percentage of total score in each area)

CORE AREAS



Results by item

(points received out of a maximum 6 for each item)



PAGE CONTENTS

[Individual results within a group](#)

[Compare results](#)

[Feedback per item](#)

[Request a PDF version of your report](#)

[Digital certificate and digital badge](#)

[Proficiency levels explained](#)

[Help us improve](#)

Compare results

Apply filters to compare your current results with averages of all users or other groups.

You can see the comparisons in the graph above.

My previous self-reflections

Select

Select

Self-reflection 23 Dec 2025

Self-reflection 26 Jun 2023

Self-reflection 3 Nov 2021

Self-reflections within a group

Select

suggestions on how to level up.

- + 1 Area 1 – Professional Engagement
- + 2 Area 2 – Digital Resources
- + 3 Area 3 – Teaching and learning
- + 4 Area 4 – Assessment
- + 5 Area 5 – Empowering learners
- + 6 Area 6 – Facilitating learners' digital competence

CUSTOM AREA

i The questions presented in this section are generated by the group creator and do not represent the official position of the European Union institutions.

- + Test area



Get your PDF report, certificate and digital badge

[Individual results within a group](#)[Compare results](#)[Feedback per item](#)[Request a PDF version of your report](#)[Digital certificate and digital badge](#)[Proficiency levels explained](#)[Help us improve](#)

Request a PDF version of your report

You can receive a PDF copy of your report by email. If you request it, you will receive an email from: automated-notifications@nomail.ec.europa.eu. Note that this is done automatically by the system. No-one sees your results. Please check your spam folder as it may arrive there.

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Proficiency levels explained

The progression model consists of six proficiency levels. Newcomer (A1) and Explorer (A2) - educators assimilate new information and develop basic digital practices; Integrator (B1) and Expert (B2) - educators apply, further expand and reflect on their digital practices; at Leader (C1) and Pioneer (C2), educators share their knowledge with others, critique existing practice and develop new practices.

[+ See more on proficiency levels](#)

Help us improve

We would appreciate your feedback about SELFIE for Teachers.

[Help us improve](#)

Proficiency levels explained

The progression model consists of six proficiency levels. Newcomer (A1) and Explorer (A2) - educators assimilate new information and develop basic digital practices; Integrator (B1) and Expert (B2) - educators apply, further expand and reflect on their digital practices; at Leader (C1) and Pioneer (C2), educators share their knowledge with others, critique existing practice and develop new practices.

[See more on proficiency levels](#)



Newcomer (A1)

You are aware of how digital technologies can support and enhance your professional practice. The feedback you get from this self-reflection has identified a number of actions you can try. Select one or two to plan your next learning pathway, focusing on meaningfully enhancing your teaching strategies. As you do so, you'll find yourself moving to the next step of digital competence, the Explorer level.



Explorer (A2)

You have started exploring the potential of digital technologies and are interested in using them in order to enhance pedagogical and professional practice. You have tried using digital technologies in some areas and will benefit from more consistent use. You can increase your competence by using digital technologies in various contexts and for a range of purposes, integrating them into many of your practices. This will move you to the next step of digital competence, the Integrator level.



Integrator (B1)

You experiment with digital technologies in a variety of contexts and for a range of purposes, integrating them into your practices. You creatively use them to enhance diverse aspects of your professional engagement. You are eager to expand your repertoire of practices. You will benefit by increasing your understanding about which tools work best in which situations and on fitting digital technologies to pedagogic strategies and methods. Try to give yourself some more time for reflection and adaptation, complemented by collaborative encouragement and knowledge exchange, to reach the next step, Expert.



Expert (B2)

You use a range of digital technologies confidently, creatively and critically to enhance your professional activities. You purposefully select digital technologies for particular situations, and try to understand the benefits and drawbacks of different digital strategies. You are curious and open to new ideas, knowing that there are many things you have not tried out yet. You use experimentation and reflection as a means of redesigning, expanding, structuring and consolidating your repertoire of strategies. Share your expertise with other teachers and continue critically developing your digital strategies to reach the Leader level.



Leader (C1)

You have a consistent and comprehensive approach to using digital technologies to enhance pedagogic and professional practices. You rely on a broad repertoire of digital strategies from which you know how to choose the most appropriate for any given situation. You continuously reflect on and further develop your practices. Exchanging with peers, you keep updated on new developments and ideas and help other teachers seize the potential of digital technologies for enhancing teaching and learning. If you are ready to experiment a bit more, engaging students in expanding the potential of digital technologies at school level and beyond, you'll be able to reach an ultimate stage of competence, as a Pioneer.



Pioneer (C2)

You critically reflect on the adequacy of contemporary digital and pedagogical practices, in which you are a Leader. You are concerned about the constraints or drawbacks of these practices and driven by the impulse to innovate education even further. You experiment with highly innovative and complex digital technologies and/or develop novel pedagogical approaches. You lead innovation in your school and are a role model for other teachers. You expand your practices beyond the school community and engage stakeholders for further developments. Continue to be open to new ideas and keep up with the continuous technological and pedagogical advances to enhance your creative and innovative solutions.

Help us improve

We would appreciate your feedback about SELFIE for Teachers.

[Help us improve](#)



Self-reflection history

Self-reflections history

SCHOOL EDUCATION (PRIMARY AND SECONDARY)

11 May 2026

Self-reflection within a group: SELFIE Migration Test



Your self-reflection report

[View report](#)



Your certificate

[Get your certificate](#)



Your digital badge

[Get your digital badge](#)

EARLY CHILDHOOD EDUCATION

15 Apr 2026

Individually initiated self-reflection



Your self-reflection report

[View report](#)



Your certificate

[Get your certificate](#)



Your digital badge

[Get your digital badge](#)



It's a journey!

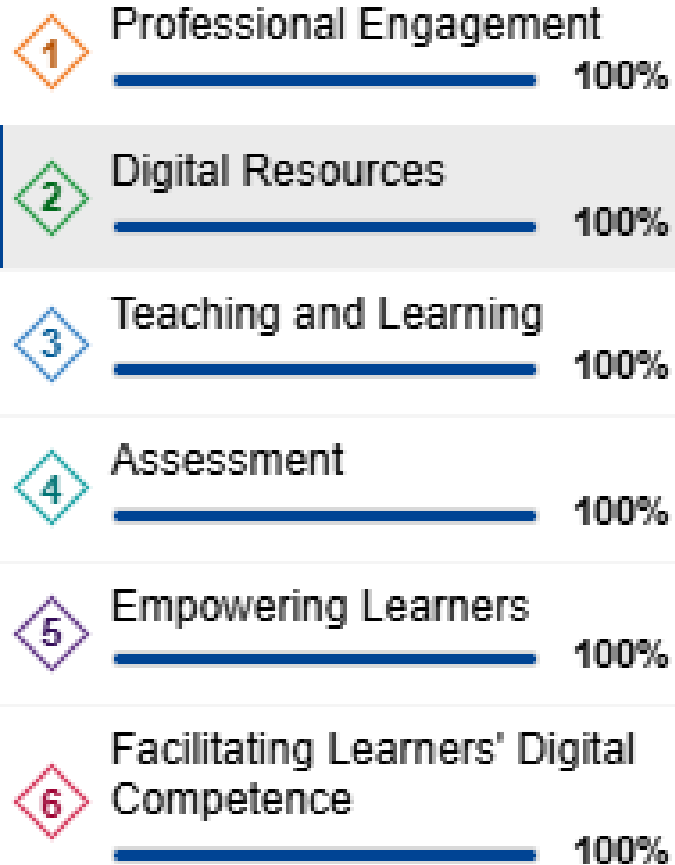


"It's the journey that matters, not the destination..."

Kavafis



A use case – SELFIE for Teachers in Montenegro



Critical Understanding and Professional Development in the Field of AI

Critical Evaluation and Use of AI-Generated Digital Resources

Integration of AI into the Teaching Process

Understanding and Applying AI in Student Assessment

AI as a Tool for Inclusive Education

Teaching Students about AI and Its Impacts



To sum up





Define your (personal or collective) learning path...



Try it out!

Create an account for your school and try it out!

European Commission

EN Type here your search terms Search

EU Science Hub

SELFIE for Schools - Discover your school's digital potential

About SELFIE for Schools Upcoming sessions

Home >

Warning message

If your school already has a SELFIE for Schools account but you have not associated it to an EU Login account, click on the button below to start the process of migration without losing your school data.

Associate your SELFIE account to EU Login

Is your school making the most of digital technologies for learning?

SELFIE for Schools is a free, customizable tool to help schools reflect on how they use digital technologies to support learning. SELFIE for Schools enables schools to get a picture of where they stand and to develop an action plan in order to enhance their digital capacity. To access the tool, you will need an EU Login account. Find more about SELFIE for Schools at [SELFIE for Schools portal](#).

Sign in using EU Login Sign up

If you are a company click here

SELFIE for Schools

46,369 SCHOOLS	7,589,383 SELF-REFLECTIONS
90 COUNTRIES	40 LANGUAGES



<https://selfie-in-education.ec.europa.eu/schools>



SELFIE is the starting point



REFLECT | DISCUSS | PLAN | IMPROVE



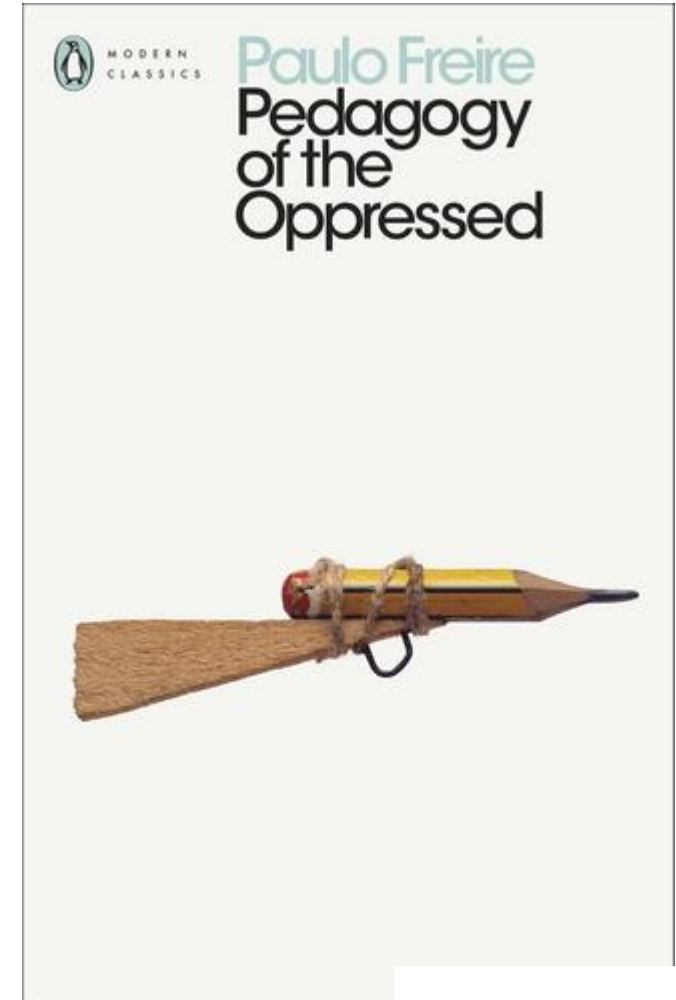
Create your group and try it out!



Reflection on- and for-action

“Looking at the past should be only a means of understanding more clearly what and who we are, so that we can build the future more wisely.”

P. Freire (1970) “Pedagogy of the Oppressed”



Any reflection?

ec-selfie@ec.europa.eu

[SELFIE Newsletter](#)

