

SELF-SCAN FOR EDUCATIONAL EQUALITY

Where do you stand in creating equal opportunities for all students in the classroom? In this self-scan, there are statements known from scientific research to contribute positively to reducing educational inequality in the classroom. The self-scan consists of seven parts:

1. Learning objectives
2. High expectations
3. Recognition and appreciation of differences
4. Collaboration with parents
5. Compensating for educational disadvantages
6. Fair assessment and decision-making
7. Cooperative learning

Using this self-scan, teachers can assess to what extent they contribute to equal opportunities for students from different social groups. For each part, teachers might also make suggestions themselves on how to promote educational equality. The self-scan is primarily intended for teachers to reflect on themselves. "What am I doing to create equal opportunities for all students in the classroom?" Additionally, the assessment can also be used as a reflection and discussion tool with the team or a part of the team to discuss what is already being done to improve educational equalities and where opportunities for improvement lie.

Translation of the download (<https://www.uitgeverijpica.nl/downloads/855-wat-is-eerlijk>). From: Vijfeijken, M. (Ed). *Wat is eerlijk? Werken aan kansengelijkheid in het onderwijs* [What is fair? Promoting educational equality]. Uitgeverij PICA

Self-scan: Where do you stand in creating equal opportunities for all students in the classroom?

How do you, as a teacher, work towards educational equality?					
A. Learning goals	--	-	+/-	+	++
1. I strive for all students in the classroom to achieve the shared learning goals.					
2. I provide joint instructions to students regarding the basic skills or subjects such as reading, writing arithmetic.					
3. I do not apply fixed homogeneous ability groups.					
4. Where I use, within-class ability grouping it is always flexible, carefully structured and established for specific activities and for particular purposes to raise attainment.					
5. I regularly provide substantive feedback to all students on the learning process related to achieving the learning goals.					
6. I give all students the choice to pursue higher learning goals.					
Do you have any other suggestions related to the "learning goals" component that might promote educational equality? To what extent do you implement these suggestion(s) yourself?					

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How do you, as a teacher, work towards educational equality?					
B. High expectations					
1. I equally challenge all students and firmly believe that background characteristics play no role in this.					
2. I keep in mind that students can surprise me every day with their behavior and performance (view them as new each day).					
3. I ask open-ended questions to all students that encourage critical thinking.					
4. Regardless of socio-economic background, I expect every student to have a high likelihood of improving their performance.					
5. I ensure that when distributing turns during group lessons, students who find the subject matter difficult are given sufficient time to answer the question.					
6. I prioritize an equal distribution of turns among all students to answer questions during whole class instruction.					
7. I have the same requirements for all students regarding the work they have to complete or submit.					
8. I regularly reflect (together with colleagues) on my body language because I want to convey high expectations for all students.					
<p>Do you have any other suggestions related to the "high expectations" component that might promote educational equality? To what extent do you implement these suggestion(s) yourself?</p> 					

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C. Recognition and appreciation of differences	--	-	+/-	+	++
1. I have an idea of the home culture of the students in my class.					
2. I pay attention to the home culture of the students in my lessons.					
3. I conduct home visits to gain a more complete understanding of the students.					
4. I am comfortable asking parents about their (family) history and work.					
5. I also utilize the knowledge that students (and parents) from families with less formal education bring (such as guest lectures and presentations).					
6. I encourage students to embrace and value their own culture.					
7. I have knowledge of other (home) cultures.					
8. I facilitate discussions about differences between people/cultures.					
<p>Do you have any other suggestions related to the "recognition and appreciation of differences" component that might promote educational equality? To what extent do you implement these suggestion(s) yourself?</p>					

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D. Collaboration with parents	--	-	+/-	+	++
1. I work well with parents primarily on reading, learning, and career development.					
2. I establish early contact with parents to make them feel welcome.					
3. I facilitate conversations, interaction, and information exchange about school with parents and students, with the student having a clear position.					
4. I use the student's school career development as a guide for engaging with parents.					
5. I discuss the student's development with parents, taking into account the roles of the student, parent, and school.					
6. I discuss disappointments in the student's school career with parents and the student.					
7. I establish partnership relationships with all parents to support language and literacy in young children.					
Do you have any other suggestions related to the "collaboration with parents" component that might promote educational equality? To what extent do you implement these suggestion(s) yourself?					

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E. Compensating for educational disadvantages	--	-	+/-	+	++
1. I am aware of the potential differences in the starting position of the students in my class regarding academic skills such as academic language, literacy (ICT), motivation, and self-regulation.					
2. I provide a rich learning environment that enables students to catch up on any potential deficiencies in areas such as language and literacy (e.g., extra language materials or the use of iPads).					
3. I provide additional/supplementary instruction to students who have not yet mastered the curriculum goals.					
4. I consider differences in the <i>support</i> students receive at home when assigning homework and implement targeted activities to reduce these differences.					
5. I consider differences in <i>resources</i> available to students at home when assigning homework and implement targeted activities to reduce these differences.					
Do you have any other suggestions related to the "compensating for educational disadvantages" component that might promote educational equality? To what extent do you implement these suggestion(s) yourself?					

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F. Fair assessment and decision-making	--	-	+/-	+	++
1. I start each school year with an open mind and don't give prejudice a chance.					
2. I gather objective data on what students are capable of.					
3. When assessing students' work, background characteristics play no role.					
4. I am aware of my own biases and know how to handle them.					
5. I sometimes catch myself underestimating or overestimating students based on how they come across to me.					
6. When making decisions regarding promotion, school advice, or placement in an ability group, I base them on the student's current performance.					
7. When making decisions regarding promotion, school advice, or placement in an ability group, I have high expectations for all students regardless of home support, attitude to work, or student motivation.					
<p>Do you have any other suggestions related to the "fair assessment and decision-making" component that might promote educational equality? To what extent do you implement these suggestion(s) yourself?</p>					

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How do you, as a teacher, work towards educational equality?

G. Cooperative learning	--	-	+/-	+	++
1. I pay attention to developing a positive learning environment in the classroom.					
2. I organize learning activities where students have a shared responsibility for each other's learning.					
3. I regularly encourage students to work and learn together in groups of three or four.					
4. I frequently have students work in heterogeneous groups, which consist of individuals with different prior performance and/or levels.					
5. I form groups in a way that allows group members to complement and strengthen each other					

Do you have any other suggestions related to the "cooperative learning" component that might promote educational equality? To what extent do you implement these suggestion(s) yourself?