STARS

*Shaping Talents and Achieving Vocational Excellence in Sports*

*Project 101143990_ERASMUS-EDU-2023-PEX-COVE*

# Open Sport School – Tool n°1

# Kick-off: self-reflection tool to assess your school's openness

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# INTRODUCTION

The Open Sport School journey starts with understanding where your school stands today. This self-reflection tool helps you assess your current practices, identify strengths, and highlight areas for development across the key dimensions of the Open Sport School model. **Although this tool is presented as the starting point of the Open Sport School journey, it is equally important at the end of each implementation cycle.**

This tool is intended for school leaders, teachers and school staff involved in the implementation of the Open Sport School model. It forms part of the wider Open Sport School development framework, in which each stage of the transformation journey is supported by practical methods, templates and implementation tools. While it can be completed independently, it is designed to complement the other resources that accompany schools from self-reflection and planning to implementation and impact assessment.

# Pillar 1: Learner-centred approach

| Our school: | Rating | | | | |
|---|---|---|---|---|---|
| | Disagree | Rather disagree | Neither disagree nor agree | Rather agree | Agree |
| 1. Empowers learners to co-design projects linked to real sport, health, or community challenges. | 1 | 2 | 3 | 4 | 5 |
| 2. Uses project-based learning connected to real sport ecosystems (clubs, events, employers). | 1 | 2 | 3 | 4 | 5 |
| 3. Uses events as learning laboratories (organisation, logistics, leadership). | 1 | 2 | 3 | 4 | 5 |
| 4. Develops learners' soft skills through structured sport experiences. | 1 | 2 | 3 | 4 | 5 |
| 5. Encourages democratic participation of learners in school life and governance. | 1 | 2 | 3 | 4 | 5 |
| 6. Uses learners' feedback to shape content and delivery of the training offer. | 1 | 2 | 3 | 4 | 5 |
| 7. Develops learners' self-confidence and autonomy through sport-based activities. | 1 | 2 | 3 | 4 | 5 |
| 8. Actively engages learners with fewer opportunities through adapted sport pathways. | 1 | 2 | 3 | 4 | 5 |
| 9. Links sport practice to employability skills (teamwork, leadership, resilience). | 1 | 2 | 3 | 4 | 5 |
| 10. Recognises learning outcomes achieved through sport, not only in sport. | 1 | 2 | 3 | 4 | 5 |
| Other Learner-centred practices: | | | | | |
| **Score** | | | | | |

*If you responded "disagree" or "rather disagree" to one or more items above, what factors may currently limit the implementation of these practices in your school? (optional)*

# Pillar 2: Community engagement through sport events

| Our school: | Rating | | | | |
|---|---|---|---|---|---|
| | Never | Rarely | Sometimes | Often | Frequently |
| 1. Organises sport events that bring together learners, families, and community actors. | 1 | 2 | 3 | 4 | 5 |
| 2. Uses sport events to promote inclusion and/or social cohesion. | 1 | 2 | 3 | 4 | 5 |
| 3. Embeds symbolic and value-based elements in events (e.g., fair play awards). | 1 | 2 | 3 | 4 | 5 |
| 4. Ensures events are accessible to diverse audiences and vulnerable groups. | 1 | 2 | 3 | 4 | 5 |
| 5. Uses sport as a tool for resilience, inclusion, and citizenship education. | 1 | 2 | 3 | 4 | 5 |
| 6. Ensures inclusive communication accessible to diverse families and learners. | 1 | 2 | 3 | 4 | 5 |
| Other Community engagement activities: | | | | | |
| **Score** | | | | | |

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| *If you responded "disagree" or "rather disagree" to one or more items above, what factors may currently limit the implementation of these practices in your school? (optional)* |

# Pillar 3: Promotion of sport values, health and ethics

| Our school: | Rating | | | | |
|---|---|---|---|---|---|
| | Never | Rarely | Sometimes | Often | Frequently |
| 1. Promotes sport values (fair play, anti-discrimination, well-being) visibly and consistently. | 1 | 2 | 3 | 4 | 5 |
| 2. Integrates sport values systematically into the curriculum. | 1 | 2 | 3 | 4 | 5 |
| 3. Connects sport education with public health and well-being principles. | 1 | 2 | 3 | 4 | 5 |
| 4. Promotes physical activity as a lifelong habit. | 1 | 2 | 3 | 4 | 5 |
| 5. Provides clear information on career pathways in sport and related sectors. | 1 | 2 | 3 | 4 | 5 |
| 6. Collaborates with health-promoting initiatives. | 1 | 2 | 3 | 4 | 5 |
| Other health and values activities: | | | | | |
| **Score** | | | | | |

*If you responded “disagree” or “rather disagree” to one or more items above, what factors may currently limit the implementation of these practices in your school? (optional)*

# Pillar 4: Cooperation with employers and networks

| Our school: | Rating | | | | |
|---|---|---|---|---|---|
| | Never | Rarely | Sometimes | Often | Frequently |
| 1. Maintains structured partnerships with sport employers and industry actors. | 1 | 2 | 3 | 4 | 5 |
| 2. Develops cooperation between VET providers and universities. | 1 | 2 | 3 | 4 | 5 |
| 3. Invites employers and local organisations to participate in sport-based initiatives. | 1 | 2 | 3 | 4 | 5 |
| 4. Uses digital platforms to connect school, learners, and stakeholders | 1 | 2 | 3 | 4 | 5 |
| 5. Engages employers in curriculum design or project-based learning. | 1 | 2 | 3 | 4 | 5 |
| 6. Offers work-based learning, internships, or apprenticeship pathways. | 1 | 2 | 3 | 4 | 5 |
| 7. Participates in regional or European skills partnerships (ex. Pact for skills, Campus des Métiers et des Qualifications, etc.) | 1 | 2 | 3 | 4 | 5 |
| 8. Participates in EU mobilities or projects to achieve concrete benefits for local learners and communities. | 1 | 2 | 3 | 4 | 5 |
| 9. Encourages teachers and trainers to collaborate with external stakeholders. | 1 | 2 | 3 | 4 | 5 |
| 10. Allocates resources to sustain partnerships and innovation. | 1 | 2 | 3 | 4 | 5 |
| Other Cooperation & networks activities: | | | | | |
| **Score** | | | | | |

*If you responded "disagree" or "rather disagree" to one or more items above, what factors may currently limit the implementation of these practices in your school? (optional)*

# Pillar 5: Open facilities to local communities

| Our school: | Rating | | | | |
|---|---|---|---|---|---|
| | Never | Rarely | Sometimes | Often | Frequently |
| 1. Implements structured time slots for community access. | 1 | 2 | 3 | 4 | 5 |
| 2. Has a formal inclusion policy for facility access. | 1 | 2 | 3 | 4 | 5 |
| 3. Uses school facilities as training grounds for learners' professional practice. | 1 | 2 | 3 | 4 | 5 |
| 4. Generates measurable community impact. | 1 | 2 | 3 | 4 | 5 |
| 5. Implements an economic or sustainability model for shared use. | 1 | 2 | 3 | 4 | 5 |
| 6. Provides intergenerational or cross-sector activities. | 1 | 2 | 3 | 4 | 5 |
| Other Open facilities activities: | | | | | |
| **Score** | | | | | |

| *If you responded "disagree" or "rather disagree" to one or more items above, what factors may currently limit the implementation of these practices in your school? (optional)* |
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# Summary and next steps

| | Score | Priority |
|---|---|---|
| 1. Learner-centred approach | /50 | |
| 2. Community engagement through sport events | /30 | |
| 3. Promotion of sport values, health and ethics | /30 | |
| 4. Cooperation with employers and networks | /50 | |
| 5. Open facilities to local communities | /30 | |
| Total | /190 | |

Your scores per pillar highlight the areas where your school already demonstrates strong Open Sport School practices, as well as those with the greatest potential for development. The Open Sport School Game Plan and the Activities Portfolio provide a range of practical, adaptable activities aligned with each pillar. By selecting the activities that best match your identified priorities, your school can progressively strengthen its openness, engage relevant stakeholders, and move forward on its Open Sport School transformation journey.

# Overall Open Sport School profile

Your overall score reflects the extent to which the Open Sport School approach is currently embedded within your institution. Beyond identifying your level of openness, it indicates the type of support, learning opportunities and contribution that are most relevant to your school within the STARS Open Sport School Community.

| Overall score (/ 190) | Open Sport School profile | Recommended STARS resources and tools |
|---|---|---|
| 38-76 (up to 40%) | Building foundations | **Congratulations on taking the first step towards becoming an Open Sport School!** This self-reflection has helped identify your school's strengths and priority areas for development. We recommend starting with the STARS Capacity Building Programme and using the implementation tools to build your action plan, including the Game Plan, Stakeholder Mapping, Flagship Open Schooling Activities Portfolio, Change Team guidance and implementation templates. Through the |

| | | |
|---|---|---|
| | | Open Sport School Community, you can ask questions, seek personalised advice, find inspiration and connect with schools facing similar challenges. |
| 77 to 152 (41-80%) | Developing practice | **Congratulations on the progress your school has already made.** You have established several Open Sport School practices and are ready to consolidate and expand them. We recommend using the STARS implementation tools to strengthen your strategy, deepen stakeholder engagement and scale successful initiatives. Through the Open Sport School Community, you can exchange experiences with peers, discover inspiring practices, collaborate on common challenges and connect with schools that can support your next stage of development. |
| 153-190 (81-100%) | Leading and inspiring | **Congratulations on achieving a well-established Open Sport School profile.** Your school can inspire others while continuing to innovate. Through the Open Sport School Community, you can showcase your inspiring practices, exchange ideas with peers, respond to schools seeking advice and contribute your experience to strengthen the community as a whole. |