

SELF-EVALUATION IN EDUCATIONAL INSTITUTIONS

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Faculty self-evaluation is the approach which is considered to be the most productive mechanism for faculty quality improvement in the EU. The approach has been widely accepted after the pilot project in 15 European countries and after passing Vienna Declaration in 1998 and European Parliament Recommendations and Council of Europe on cooperation for education quality improvement in Europe in 2001.

Self-evaluation presents one of the most important means for increasing program sustainability and its quality. During self-evaluation, person evaluates his/her own work, personal performance, results, interaction, processes in which he/she takes part. What is being evaluated is his/her own domain of responsibility, with in the given implicit and explicit frame. So, during self-evaluation, person is both the subject and object of the evaluation.

Development approach based on self-evaluation assumes that the faculty, comprised of all teachers, students and parents can and needs to give the best answers to the following three key questions:

- What kind of faculty are we?
- How do we know that?
- What can we do to be even better?

In order to give answers to these questions it is necessary to:

- Carry out thorough self-analysis using valid information sources from the perspective of all participants and users,
- Carry out self-evaluation
- Notice our own strengths, weaknesses and opportunities,
- Set priorities and goals for development

Answers to the key questions enable:

- Development of strategies, methods and procedures for realization of long-term and short-term Development Program,
- Monitoring of realization and evaluation of Development Program implementation and effects goals – defining of Faculty

The self-evaluation goals are:

- Faculty quality improvement;
- Contribution to humanization, democratization and transparency in education system;
- Involvement of all education process participants in the process of quality improvement

The purpose of self-evaluation is:


- Development, promotion of education and testing of methodology for faculty self-evaluation;

- Determination of faculty quality from the perspective of founders, dean, teachers, students, parents, business people and local community;

- Definition of precise education quality indicators ;

- Quality debate encouragement quality culture

Self-evaluation is used as
an integral mechanism for
education quality
improvement in almost all
European countries

The background is a solid teal color. In the bottom right corner, there is a dark teal silhouette of a mountain range.

In England, there is not a formal requirement for all educational institutions to implement self-evaluation. In fact, this kind of practice is widely spread, since Ofsted (Office for Standards in Education) and QCA (Qualifications and Curriculum Authority) strongly emphasize the importance of development planning based on self-evaluation. The results of development initiatives realization need to be published in the annual reports which are primarily meant for parents.

In Holland there is also no formal requirement nor an obligation for a self-evaluation to be carried out; however, educational institutions are strongly encouraged to do so. They are legally obliged to develop inner politics of quality maintaining and advancement. They need to develop plans in which they define strategies and methods for quality improvement. Educational institution catalog, which is regularly published, includes information on educational institution goals, their educational activities and achieved results.

In Scotland as well self-evaluation is not a legal requirement. Still, educational institutions are legally obliged to prepare an annual development plan and report on the plan realization and advancement (Standards in Scotland's Schools Act 2000). There is also a unique manual on how to carry out self-evaluation and everybody is expected to be involved in self-evaluation and development planning.

Quality indicators are grouped in the following development areas:

Curriculum

Achievements

Studying and teaching

Support to students

School ethos

Resources

Management and providing quality

Quality indicators	Topics
1. Curriculum	
Curriculum Structure	<ul style="list-style-type: none"> • volume and coordination of curriculum elements • integration, interfusion • schedule and possibility of students' choice
Subjects and Programs	<ul style="list-style-type: none"> • volume, coordination and content choice • content integration, continuity and advancement • support and counseling of teachers and associates

2. Achievements (they are measured by external evaluation, independent assessment)

Overall quality of faculty achievements - students' success in exams, competitions, projects

- faculty improvement in reaching achievements
- students' improvement in studying
- students' achievements compared to other institution of the same professional profile
- connectivity to other quality indicators

3. Studying and teaching

Teachers' work planning	<ul style="list-style-type: none">• program and everyday activities planning
Teaching process	<ul style="list-style-type: none">• teaching volume and approach appropriateness• teacher-student interaction• clarity and meaningfulness of testing
Studying experience from the students' perspective	<ul style="list-style-type: none">• degree of encouraging and motivating students by the faculty• study speed• personal responsibility for studying, independent thinking and active participation in studying• interaction with others
Meeting students' needs	<ul style="list-style-type: none">• choice of exercises, activities and resources• care for students of different abilities and inclinations• recognition of individual student needs
Evaluation (assessment) as a part of teaching	<ul style="list-style-type: none">• evaluation / assessment methods and ways of keeping "diary"• evaluation as a teaching guideline• evaluation data utilization– using grades
Report on student advancement	<ul style="list-style-type: none">• reporting procedures• data given to parents on each student's advancement

5. Faculty ethos

Atmosphere and relationships	<ul style="list-style-type: none">• sense of belonging to the faculty, identity and pride• reception and atmosphere• working ethics of students and the employed people• relationship between students and the employees• students' behavior and discipline
Expectations and achievement promotion	<ul style="list-style-type: none">• expectations of students and the employees and praising• celebrating achievements and success
Equality and fairness	<ul style="list-style-type: none">• sense of equality and fairness• assuring nondiscrimination and fairness
Partnership with parents and local community	<ul style="list-style-type: none">• encouraging parents to be involved in the learning process and activities in faculty• procedures for communication with parents• keeping parents informed on faculty activities• faculty role in local community

6. Resources

Accommodation and equipment	<ul style="list-style-type: none">• sufficiency, volume and appropriacy• assumptions for providing health and safety
Funding	<ul style="list-style-type: none">• amount of available financial resources• resource sufficiency, volume and appropriacy
Organization and utilization of resources and space	<ul style="list-style-type: none">• organization and availability• resource utilization• displaying and showing interesting elements
Employees	<ul style="list-style-type: none">• employment• experience, qualification and professionalism of the employees
Employees efficiency and working load	<ul style="list-style-type: none">• teachers' efficiency and team work• creating groups and teachers work load• joining teachers in order to support students• efficiency and rate of utilization of support staff

7. Management, controlling and providing quality

Goals and faculty policy	<ul style="list-style-type: none">• clarity and appropriateness of goals• effectiveness of procedures for formulating faculty policy
Selfevaluation	<ul style="list-style-type: none">• selfevaluation processes• monitoring and evaluation by experienced employees, mentors or external associates• reporting on standards and quality
Quality improvement planning	<ul style="list-style-type: none">• development plan• action planning• planning influence
Management	<ul style="list-style-type: none">• management quality• professional competence and dedication• interpersonal relationships and team working improvement

Combining personal assessment with number of credits, that is, expert assessment based on the number of credits enables faculty to make comparison between subjective assessment and partner assessment with objective facts about what has been achieved.

Self-evaluation should not exclude realistic insight into the learning processes from different angles; self-evaluation is just one of the necessary processes for quality development.

*The only man who behaves sensibly is my tailor;
he takes my measurements anew every time he
sees me, while all the rest go on with their old
measurements and expect me to fit them.*

George Bernard Shaw

A stylized silhouette of a mountain range in shades of teal, located at the bottom right of the slide.