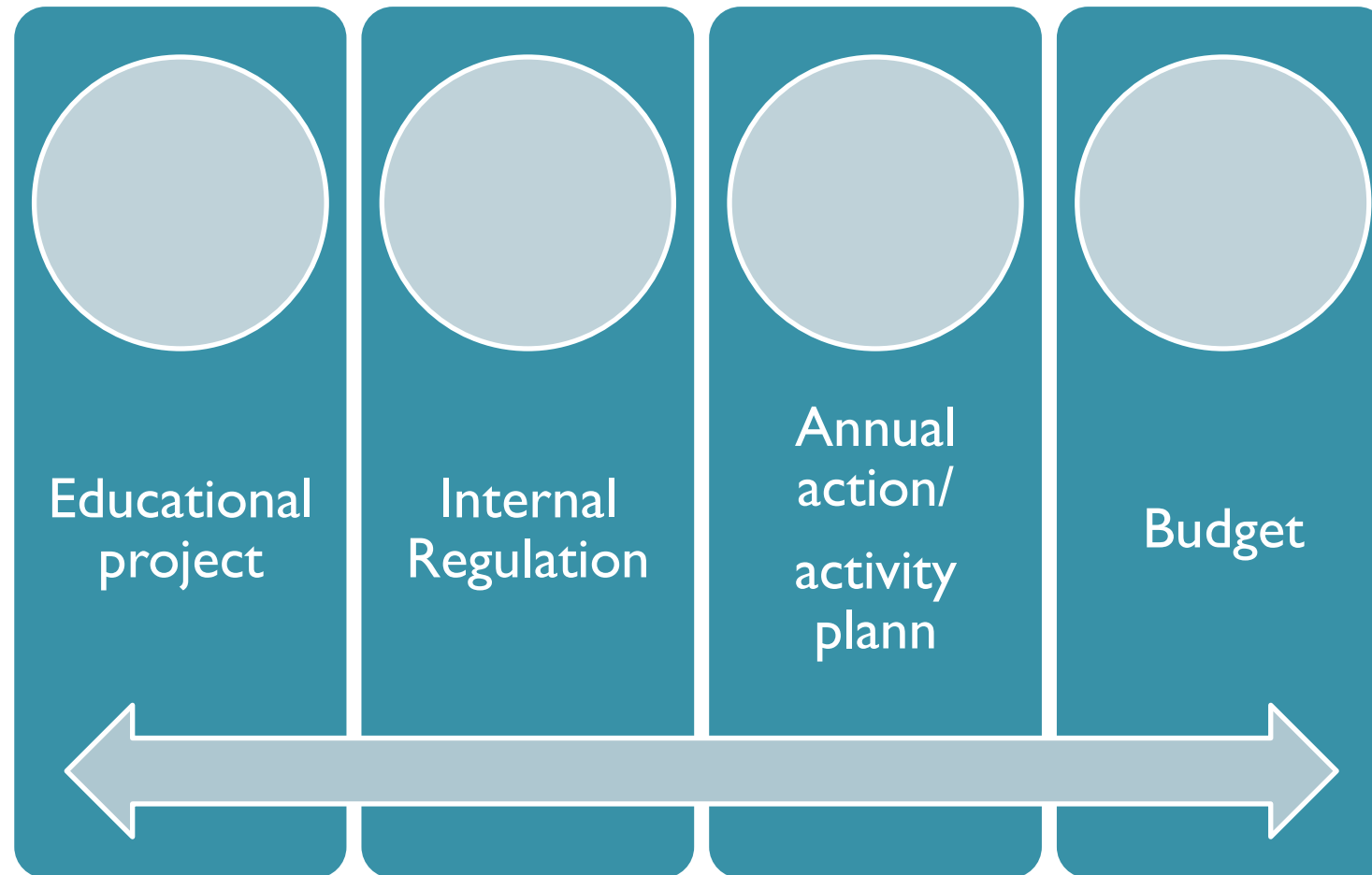




Nelas GROUP OF SCHOOLS

INTERNAL EVALUATION PRACTICES

AENELAS - What makes the difference?





Nelas School Educational Project

Mission

To have a public service of quality to promote the best conditions so that all the learners have the same and equal opportunities in the learning process

Vision

To achieve equity and excellence by giving each student the opportunity to develop his skills and knowledge and to explore all his capacities to become a full citizen

Values

To foster a culture of responsibility, work and personal effort, resilience, autonomy, respect, solidarity, mutual aid and discipline.

AENELAS - GOALS AND PRIORITIES



Promote students' success

Promote the development of the learning process

Promote the best school climate

Develop students' skills to become a successful citizen

Promote reading and literacy skills

Ensure the effectiveness of management and organizational processes

Privilege the approach between school and community

Foster equity as fairness and inclusion

Promote a self-assessment culture

THE PURPOSE OF INTERNAL EVALUATION

To identify strengths
and areas for
IMPROVEMENT

To meet
ACCOUNTABILITY
requirements

To create
KNOWLEDGE
about what works,
for which students
and why

To achieve
equity and
excellence
in outcomes
for all
learners

INTERNAL EVALUATION IN PORTUGAL

The law requires that schools create and/or adopt more or less open or structured models adapted to their educational contexts.

These models help schools to...

- choose assessment indicators and tools to be used in context

- identify its strengths and improvement areas.

- define a few improvement plans to reach excellence.

- make the diagnosis of its performance.



INTERNAL EVALUATION MODEL OF NELAS GROUP OF SCHOOLS

- The CAF model
- (Common Assessment Framework)
- Education



The CAF Model

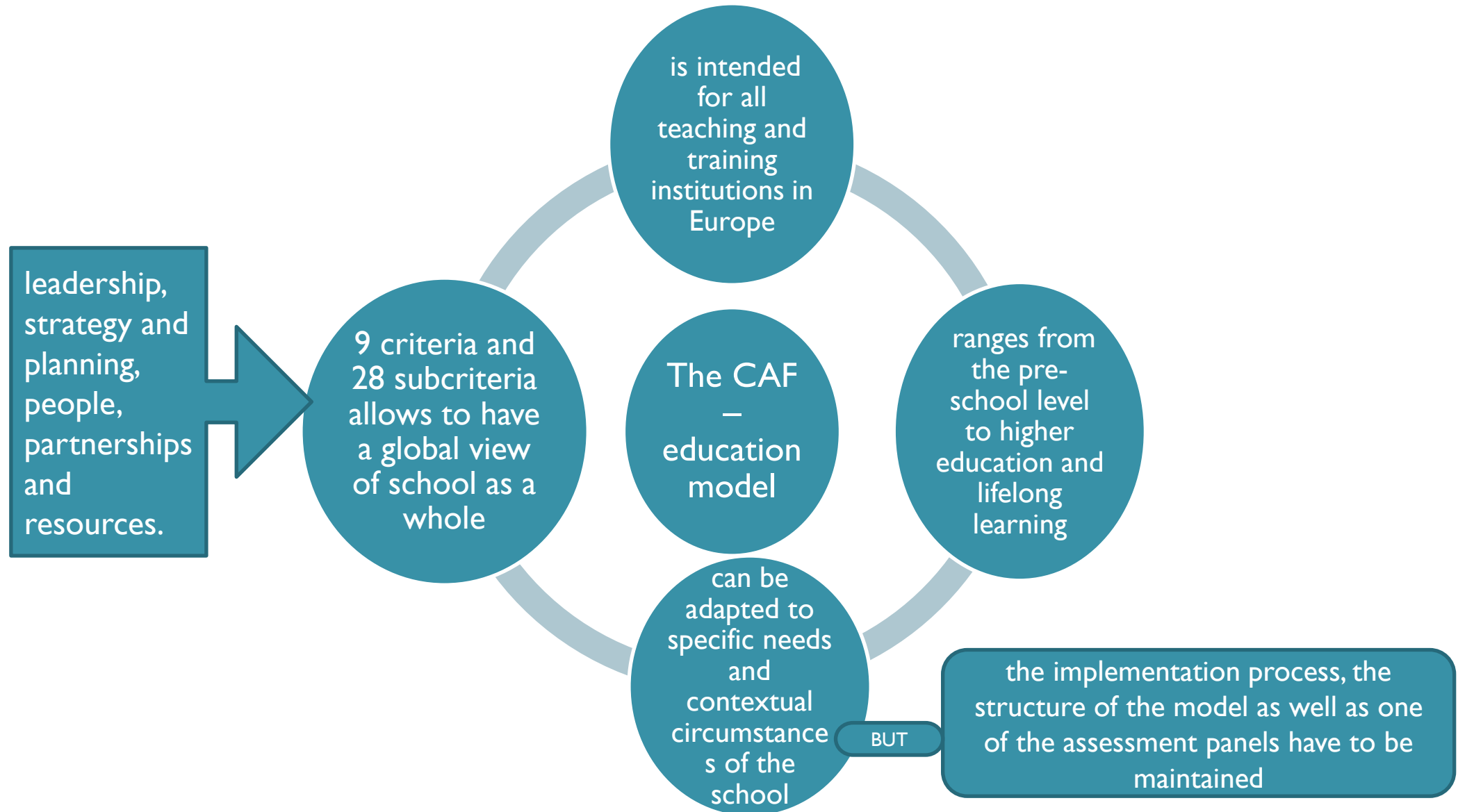
- The CAF is an easy-to-use, free tool to assist public-sector organisations across Europe in using quality management techniques to improve their performance.
- The model is based on the premise that excellent results in organisational performance, citizens/customers, people and society are achieved through leadership driving strategy and planning, people, partnerships, resources and processes.
- It looks at the organisation from different angles at the same time; a holistic approach to organisation performance analysis.

REASONS FOR THE APPLICATION OF the CAF and Education MODEL in AENELAS

THE GROUP OF SCHOOLS WAS CREATED IN 2010 and

- There was a large range of documents/ reports about....
 - results (outcomes)
 - activities performed by students
 - activities performed by teachers
 -
- Specific indicators should be defined for analyses
- A global model was missing in order to organize information and make it easier to analyse and draw conclusions.
- Improvement plans were not structured in the same way.

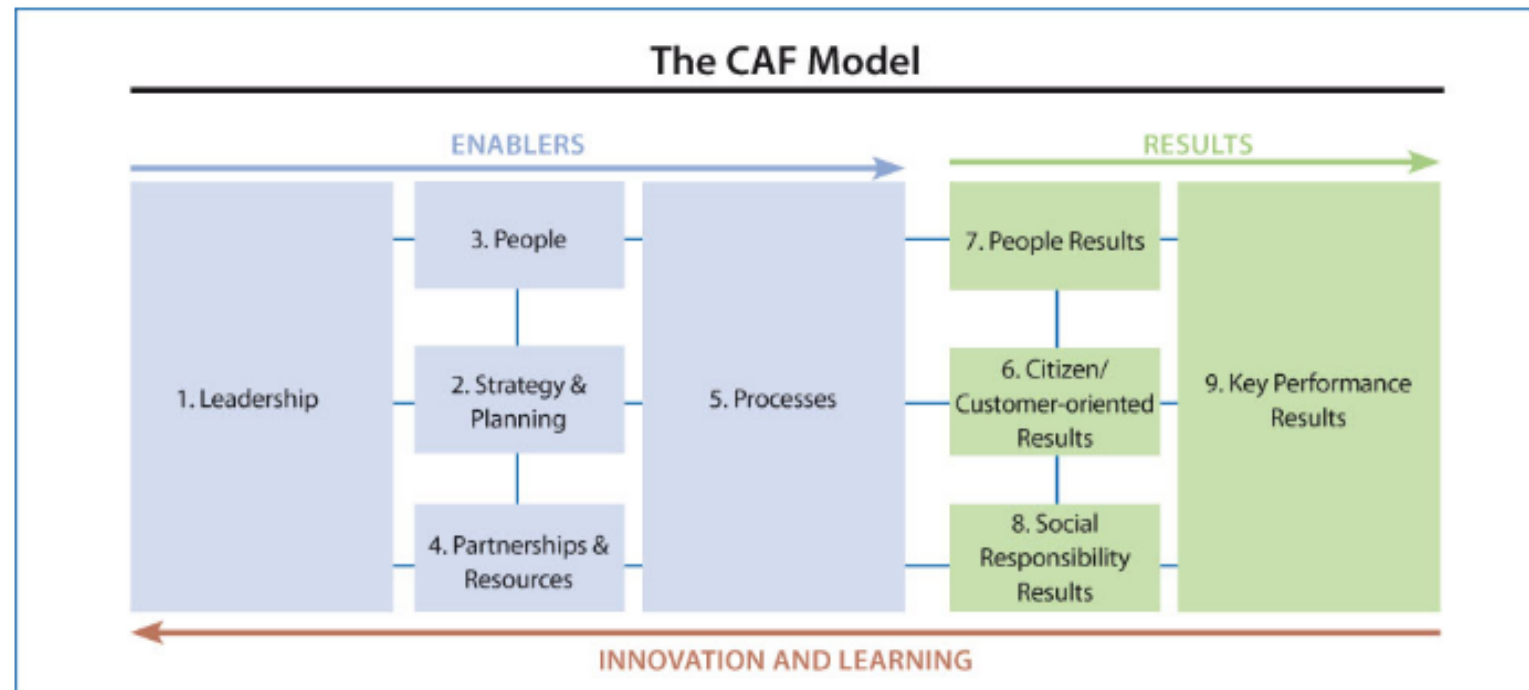
REASONS FOR THE APPLICATION OF the CAF and Education MODEL



Purpose of CAF self-assessment process

THE IMPROVEMENT IN THE OVERALL PERFORMANCE OF THE ORGANIZATION

Structure



Criteria, sub-criteria and indicators

- **1. What leadership is doing to...**
 - develop the school mission, vision and values
 - motivate and support the people who work in the school
- **2. What the institution is doing to**
 - develop strategy and planning taking into account the gathered information
 - communicate and implement strategy and planning in the whole organisation and review it on a regular basis
 - plan, implement and review innovation and change

Criteria, sub-criteria and indicators

- **3. What the institution is doing to**
 - plan, manage and improve human resources transparently with regard to strategy and planning
 - involve employees by developing open dialogue and empowerment, supporting their well-being
- **4. What the institution is doing to**
 - develop and manage partnerships with relevant institutions;
 - manage finances; - manage information and knowledge; - manage technology; - manage facilities
- **5. What the institution is doing to**
 - Identify, design, manage and innovate processes on a ongoing basis involving the stakeholders

Criteria, sub-criteria and indicators

- **6 and 7. What the institution has achieved**
 - to meet the needs and expectations of learners and other key stakeholders as well as its people through the results of perception and performance measurements
- **8. What the institution is achieving ...**
 - regarding its social responsibility through the results of perception and performance measurements
- **9. The results being achieved by education and teaching institution, in relation to...**
 - external results: outputs and outcomes to goals
 - internal results: level of efficiency

The process of applying CAF - Education

Project leader + self- assessment group

Communicate the project to the actors

Provide/get training for the group

Undertake the self-assessment

Draw up a report describing the results
of the self-assessment

Draft an improvement plan

Bringing together
data/information

Using existing tools or
developing new ones to
gather data

Identifying relevant
sources of data/evidence

Seeking different
perspectives

Processing data and
information

TOOLS

- Activity reports
- Evaluation (pautas)
- Quarterly School Accountability Reports / Success Reports / PAASA)
- National rankings
- Infoescolas
- OTES
- IAVE evaluation reports
- Statistics of DGEEC
- Internal Documents
- Observation grids
- Satisfaction surveys

METHODOLOGIES

- Meetings (general council, management, departments and groups, class tutors, class delegates, ...)
- Satisfaction surveys (teachers, non-teachers, students, parents and guardians)
- Interviews (partners)
- World coffee (community)
- Panels (groups)
- Direct observation
- Data and information processing....

ACTORS

PEOPLE (employees)

- **Teachers**
- **Specialized technicians**
- **Operational Assistants**
- **Technical Assistants**

LEARNERS (clients)

- **Students**
- **Parents and guardians??**

PARTNERS/STAKEHOLDERS

Municipality
Foundations
Industries

The process

- **Council of teachers**
- **Disciplinary groups**
- **Pedagogical council**
- **General Council**

Class councils
Curricular departments
Headmaster

THE IMPROVEMENT PLAN

ACTION PROGRAMME 1 (E.G. LEADERSHIP)	
Action 1.1	Description of the action.
Sponsor	The highest authority that is responsible for the item and wants and supports a specific action; could be considered as the end user.
Action leader	The person or service who is in charge of the action.
Action team	The individuals identified to work in implementing the action; can be people from inside and/or outside the organisation.
Contact	
Scope	
Stakeholders	
Strengths as defined in self-assessment	
Context and areas for improvement	
Alternatives to explore	
Constraints	
Human resources needed (in man/days)	
Budget	
Deliverable	
Starting date	
Estimated Deadline	

The action plans resulting from the self assessment should be integrated into the strategic planning process of the school and become part of the overall management of the school.

PROBLEMS

- It requires a lot of time available to invest in the self-assessment process.
- The demands regarding the competences of the project leader are very high:
 - a high level of knowledge regarding his/her own organisation,
 - knowledge of the CAF model,
 - knowledge about how to facilitate the process of self-assessment.
- Appropriate project management training must be provided to the team.
- It includes a large list of indicators to deal with.

PROBLEMS

- The language and examples used in the CAF model are unfamiliar and too far away from our practice to be used directly.- you have to adapt the model to the language of the school.
- The communication efforts regarding the people during the process have to be very well prioritised, otherwise problems may arise in the implementation of model. Communication actions must provide the appropriate information with the appropriate media to the appropriate target group at the appropriate moment – not only before or during but also after the self-assessment.

PROBLEMS

- It is advisable that the application process should be completed in three months. Since it took more than one year it raised the risk of reduced motivation and interest of all parties involved; besides the situation might have changed between the start and the end of the self-assessment process.
- Too many people have to be engaged in the process – to get the relevant documents and information, to do the data processing, to implement the improvement plan, to monitor progress and repeat the assessment.

BENEFITS of applying CAF

- CAF can be an excellent opportunity to gain more insight into school.
- It may get people more actively involved in the school development.
- It helps to increase the level of awareness and communication across the school.
- It can cover the whole school or separate parts/sectors.
- The improvement actions can/should be integrated in the ordinary processes of the school.
- The process includes a PDCA (Plan-DO-Check-ACT) to manage improvement actions. It is important to make sure that the changes have a positive effect.

THANK YOU

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