



Self-assessement in school

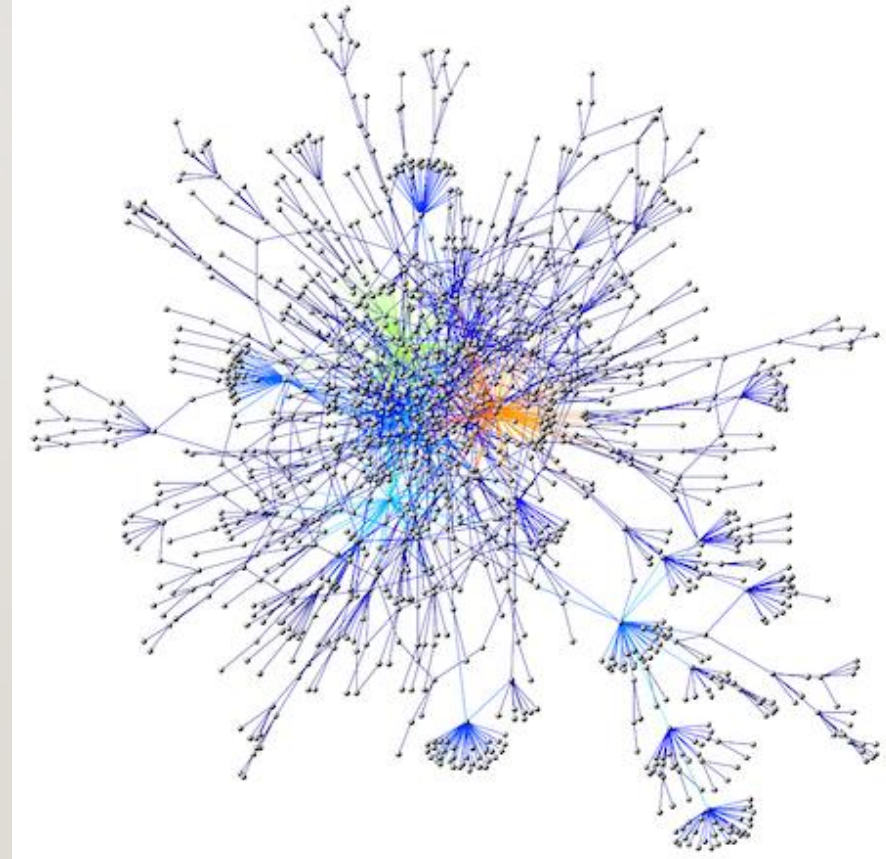
HELENA CASTRO

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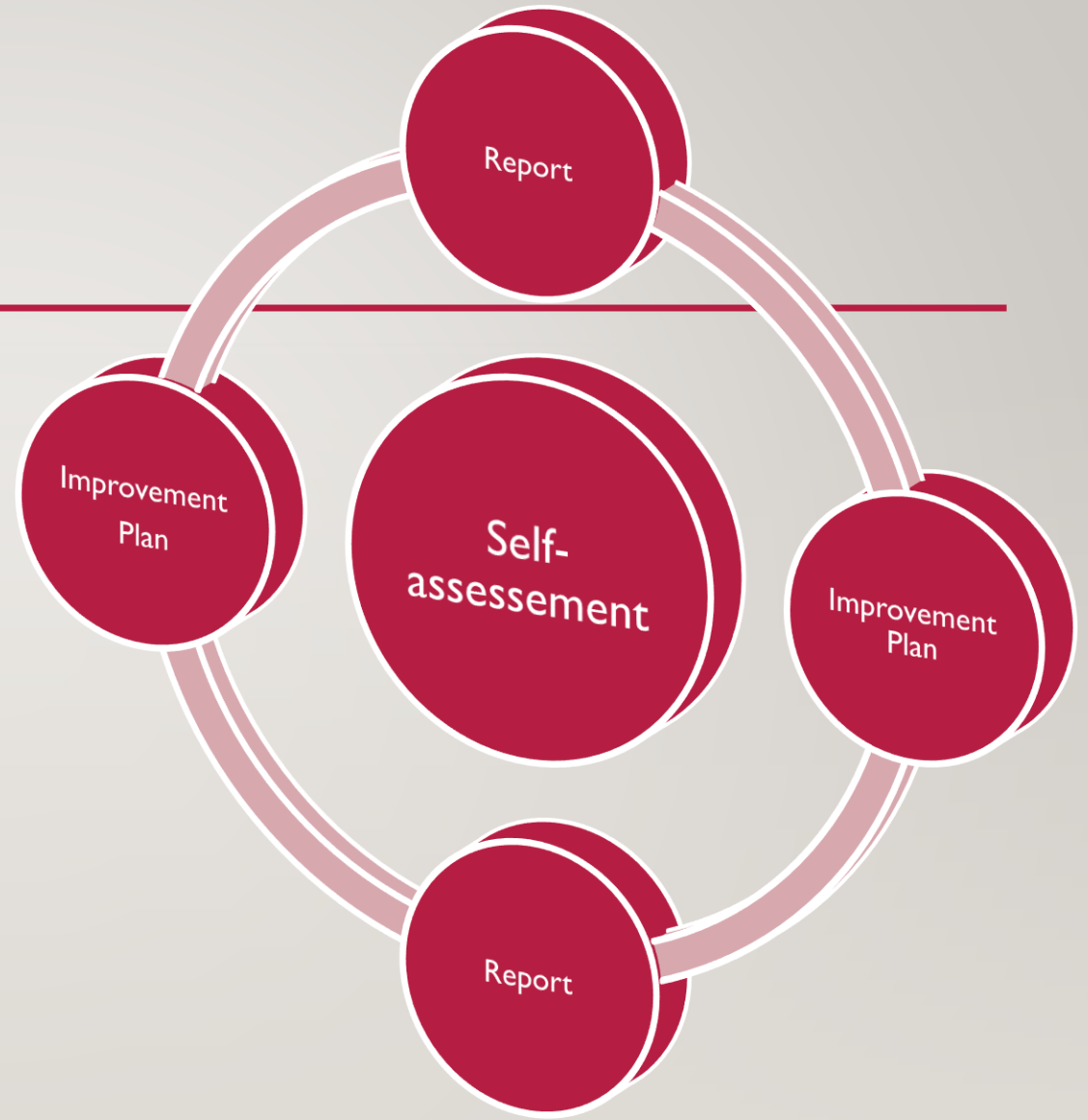
I. The Problem

- A Complex field of analysis
- Many personal and professional interests involved
- Little time to devise tools, to collect information and handle the information collected



2.The Concept

- A continuous process of improvement aiming at the vision and mission of schools where we are all co-responsible



3. Set in motion

- **Created a team with 10 highly motivated teachers from different levels of education**
- **Used the same reference of the General Inspection of Education to define the areas to be evaluated**
- **Developed data collection instruments**
- **Analyze the data**



3. Set in motion

- **Produced a Report with an Improvement Plan**
- **Produced instruments to verify the implementation of the Improvement Plan**
- **New Self-Assessment Report and New Improvement Plan**



4. People involved

- PARENTS: A survey for 2 representatives of the parents of each class at all levels of education (kinder garden include) (63)
- STUDENTS: 1 survey per class from the primary to secondary school (49)
- TEACHERS: 1 survey by:
 - delegates of curricular group (22)
 - coordinator of curricular department (6)
 - establishment coordinator (4)
 - coordinator of class directors (3)
 - coordinator of professional courses (1)



4. People involved

- Surveys for:
 - OPERATIONAL ASSISTANTS (10)
 - TECHNICAL ASSISTANTS (1)
 - DIRECTION (1)

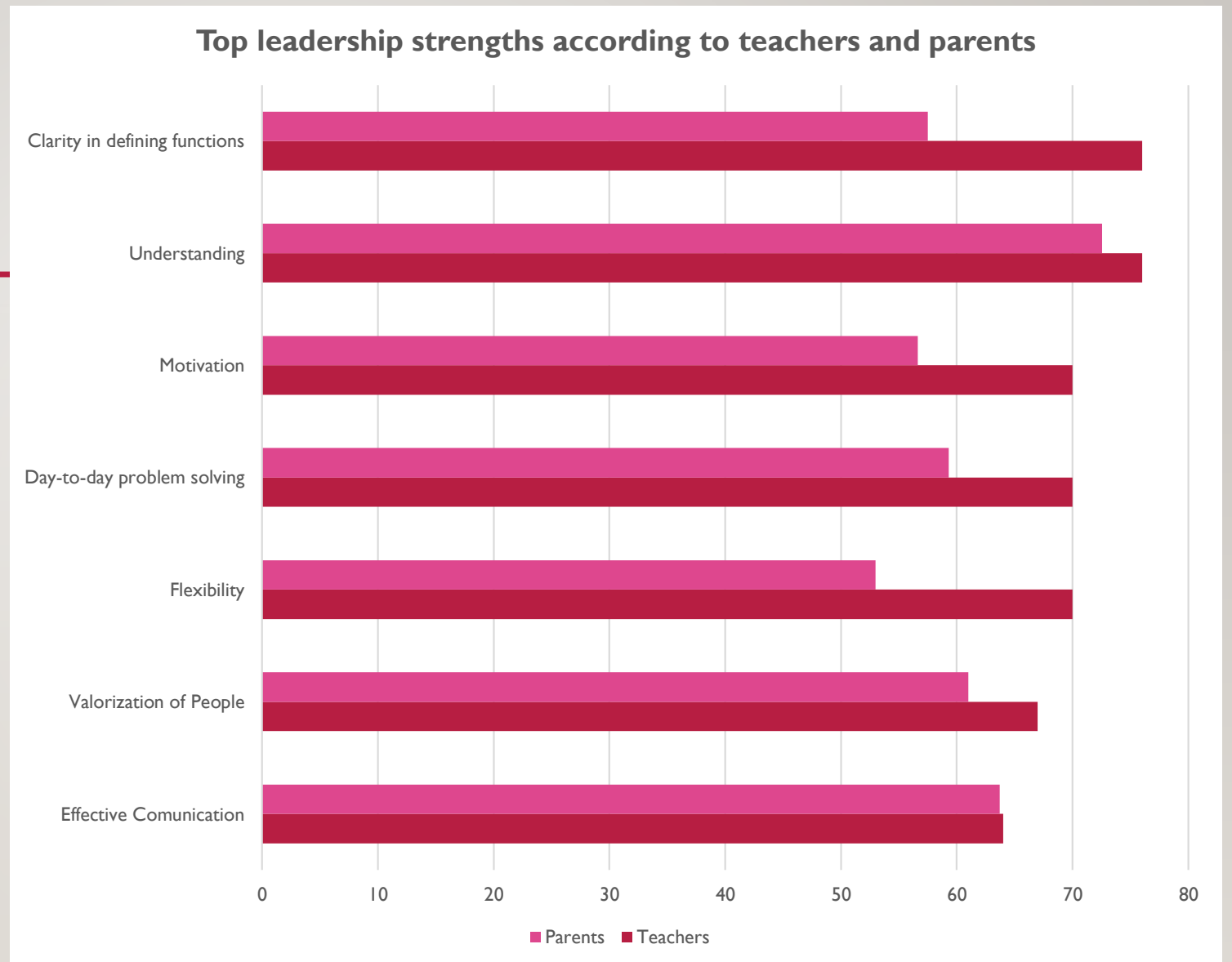


4. Selected areas

- **Satisfaction of the Educational Community** – Stakeholders, Parents, Students, Teachers, Intermediate leaders, Other Employees
- **Quality of Educational Service** - Teaching practices, assessment and curricular articulation; Class Directors, Psychology and counseling services and The Special education teachers: impact of their actions.
- **Management and Leadership** - satisfaction of the school community: guidelines and decisions made, relationships with people, conflict resolution



EXAMPLE



5. Academic success



- Another team with 5 highly motivated and trained teachers
- Construction of a reference matrix for the analysis of school results
- Definition of Internal and external quality and efficacy indicators
- Each school period (3 months) an analysis report is drawn up with the reflection of all teachers and stakeholders
- The improvement strategies are defined and implemented by the teachers groups

Conclusion

We are in a dynamic of self-learning and inspiration in the complexity of the real.

Thankyou !





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