



Schools' self evaluation: major concerns from an international perspective

Sousa, J. M., at. *al.*, 2018

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Introduction

Schools' self evaluation is an important task to schools to perform as much as they autonomous and responsible for the curricula they are implementing.

Which should be the main issues or topics of a school self-evaluation device? Should be possible, at an international level, to agree in a set of main concerns regarding the subject?

Should be possible to profit from an international team to improve headteachers' decisions concerning schools' evaluation devices ? Should be possible to learn from each other to improve and clear interpretations regarding the quality of teaching establishments?

Such questions drove M@ss participants debate.

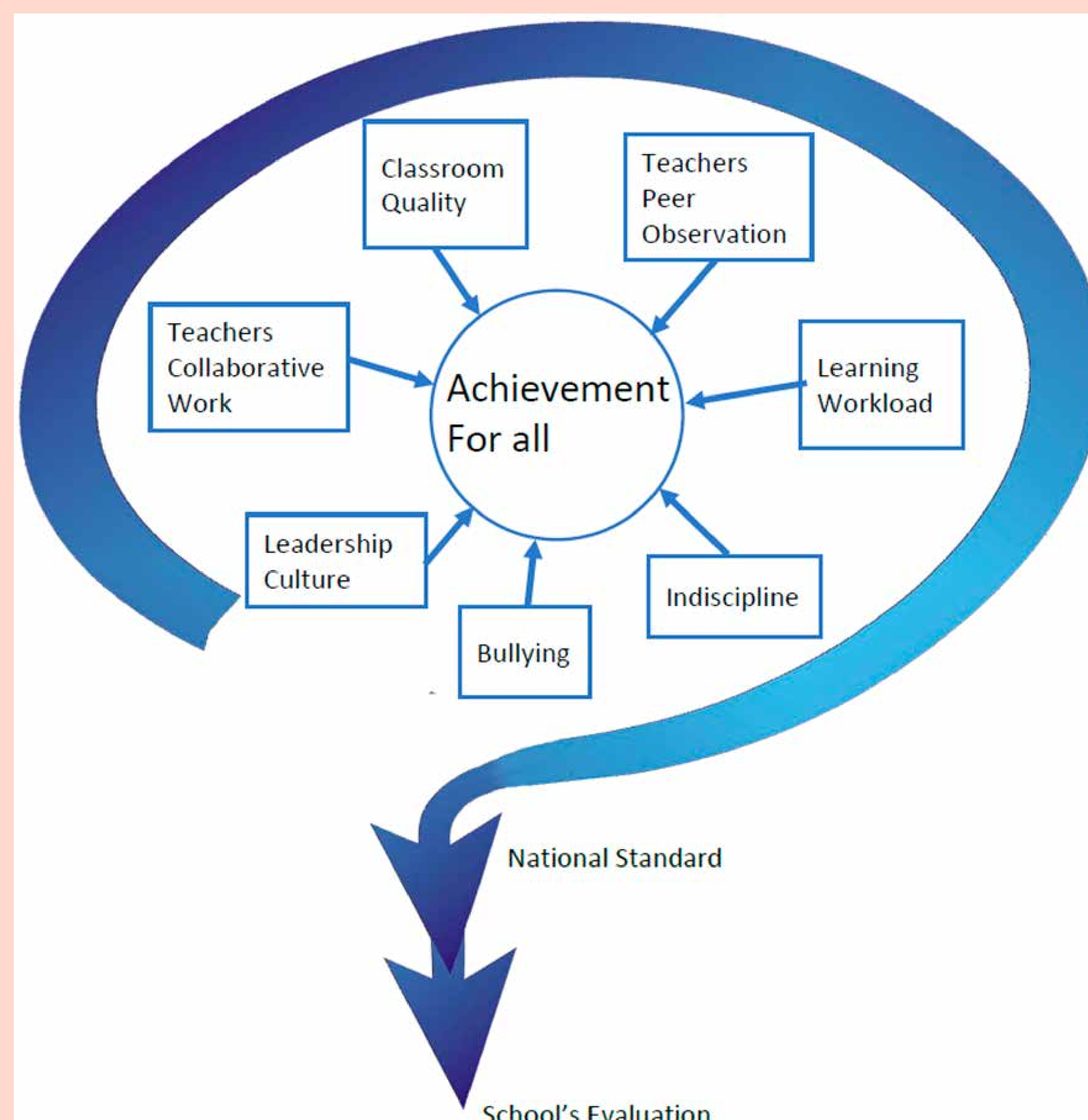
Methodology

The work did begin by a reflection on major themes and monitoring indicators inventory that headteachers use to monitor both System effectiveness and System internal coherence. Among the topics of school effectiveness were discussed indicators appropriated to measure Access, Dropout and Achievement. Regarding internal coherence team discussed the possibility to use in a regular basis indicators to measure Transitions among cycles, Teachers adequacy, or resources adequacy. How to measure them ? How to deal with them? and What should be included? were main questions that opened the discussion.

However the debate had to produce some sort of organizing cycle that could shape main priorities and trends emerging from practices. Mind mapping was the chosen methodology.

Results

Reading through presentations and debate one can stress that students' achievement is the leading concept that drives all the schools' self-evaluation devices presented. Additionally, schools' headmasters presented other objects that are closely related with this main concept that one could understand as intermediate variables such as: classroom teachers' quality, teachers' collaborative work, bullying and indiscipline phenomena, learning workload and leadership culture. The figure 1 clarifies this relations and shows also the purpose of this framework that should be seen, by the end, as each school matches national standards and its external evaluation.



Conclusion

Understanding schools, regarding self-assessment processes and their main concerns, was understood as a permanent process of analysis. Participants identified and related the educational policies and the general vision of self-assessment in each partner country.

It was not possible to create a single reference framework and indicators based on partners' practices, due to their autonomy and national educational constraints. Nevertheless, the exercise revealed some key concerns regarding the self-assessment process, in the different schools, and that remains a frame as a challenge for the open question for the best indicators and descriptors.

