

# **Self-evaluation in the context of innovation**

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## **SICI WORKSHOP „Inspecting the Future“**

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# Goals of the contribution

1. To reflect the conference's aim: *“To examine possible relationships between innovation in schools and inspection”*
2. To present the model of school's self-evaluation as a perspective of growth and the role of School inspection in it

# Elements in education

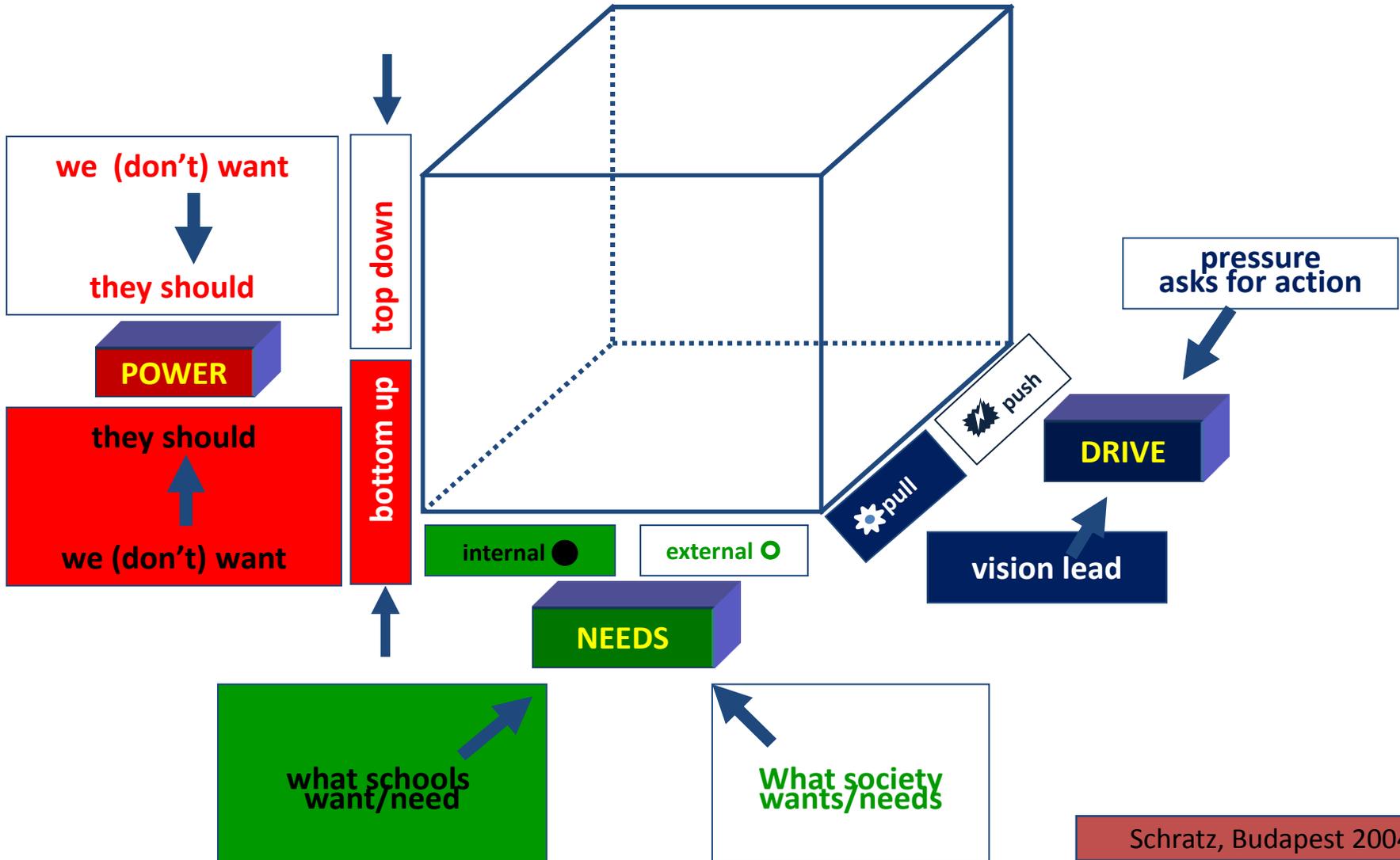
- educational system (e.g. *McKinsey*)
  - equal opportunity versus reproduction of inequality, the system works both ways
  - quality of the teacher
- school (*Donaldson jr.*)
  - culture
  - organizational qualities
  - quality of teaching
- classroom (*Marzano*)
  - everything works, but what works better?

McKinsey & Company (2010): **How the world's most improved school systems keep getting better**

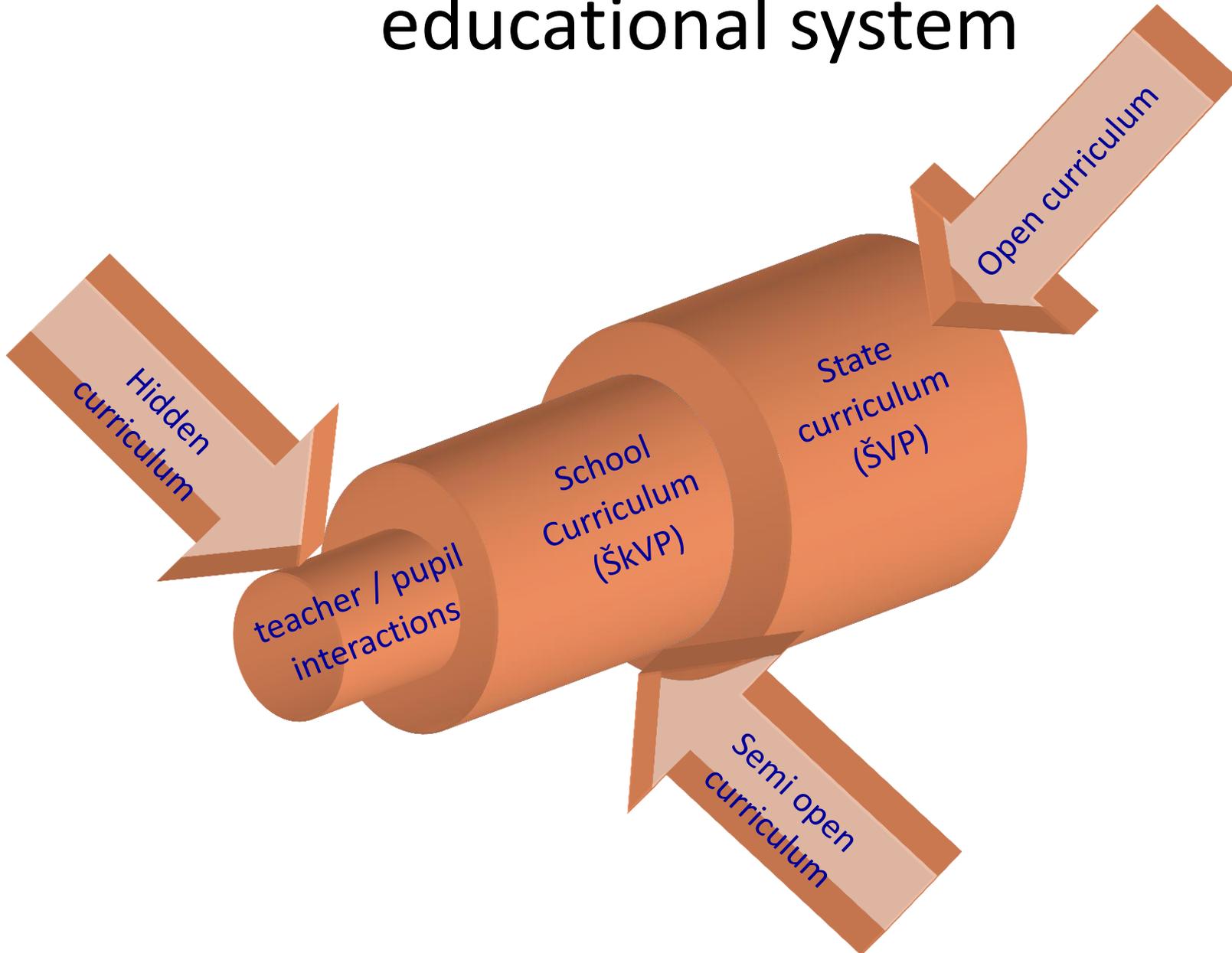
Donaldson, Gordon A., Jr. (2006): **Cultivating leadership in schools : connecting people, purpose, & practice**

Marzano, R. (2005): **School Leadership that Works**

# The Cube of Innovation



# Layers of curricula in the Slovak educational system



# Current state

## Ministry of Education

Open curriculum

Healthy meals

## School

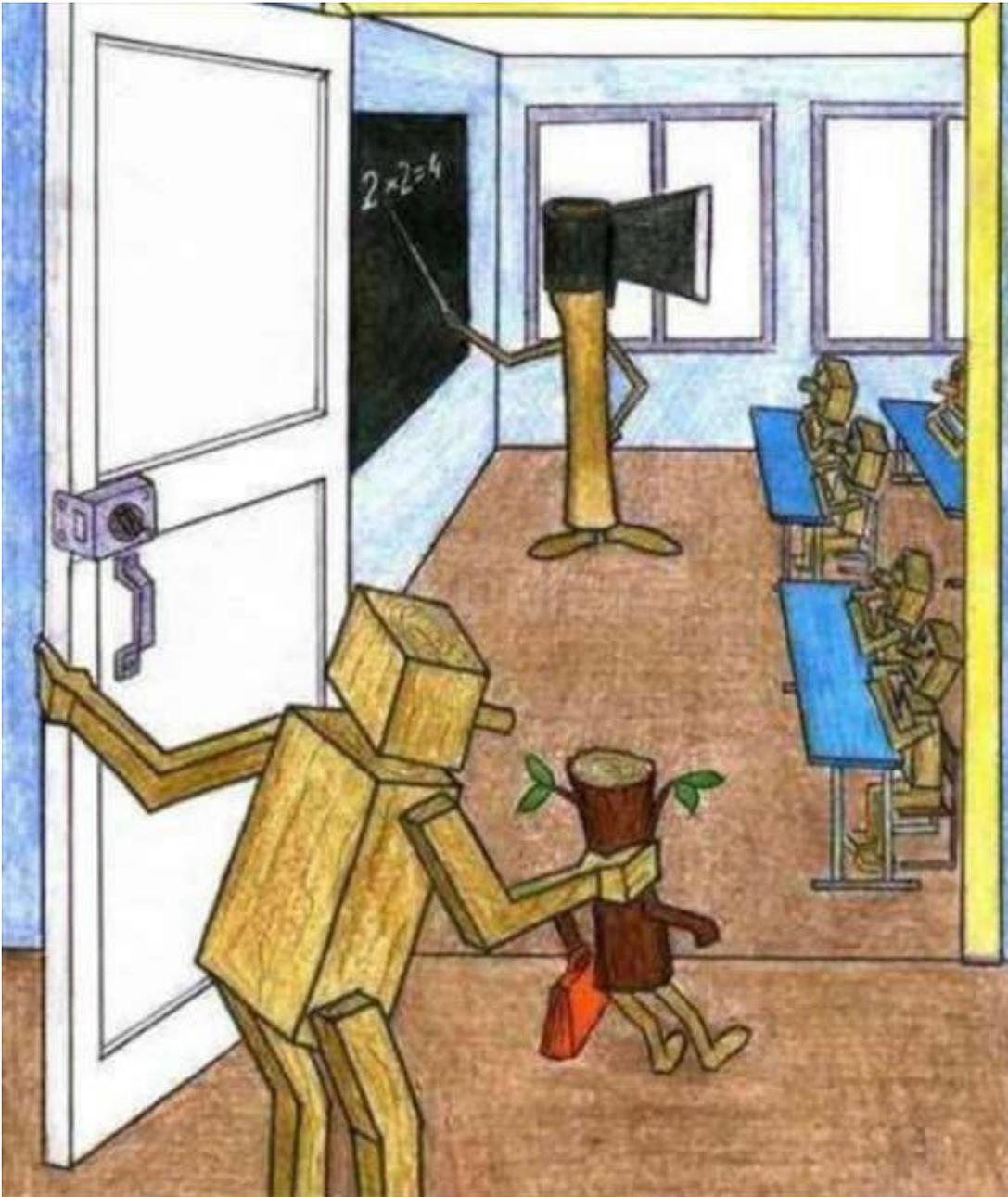
Semi open curriculum

Healthy and well balanced meal

## Classroom

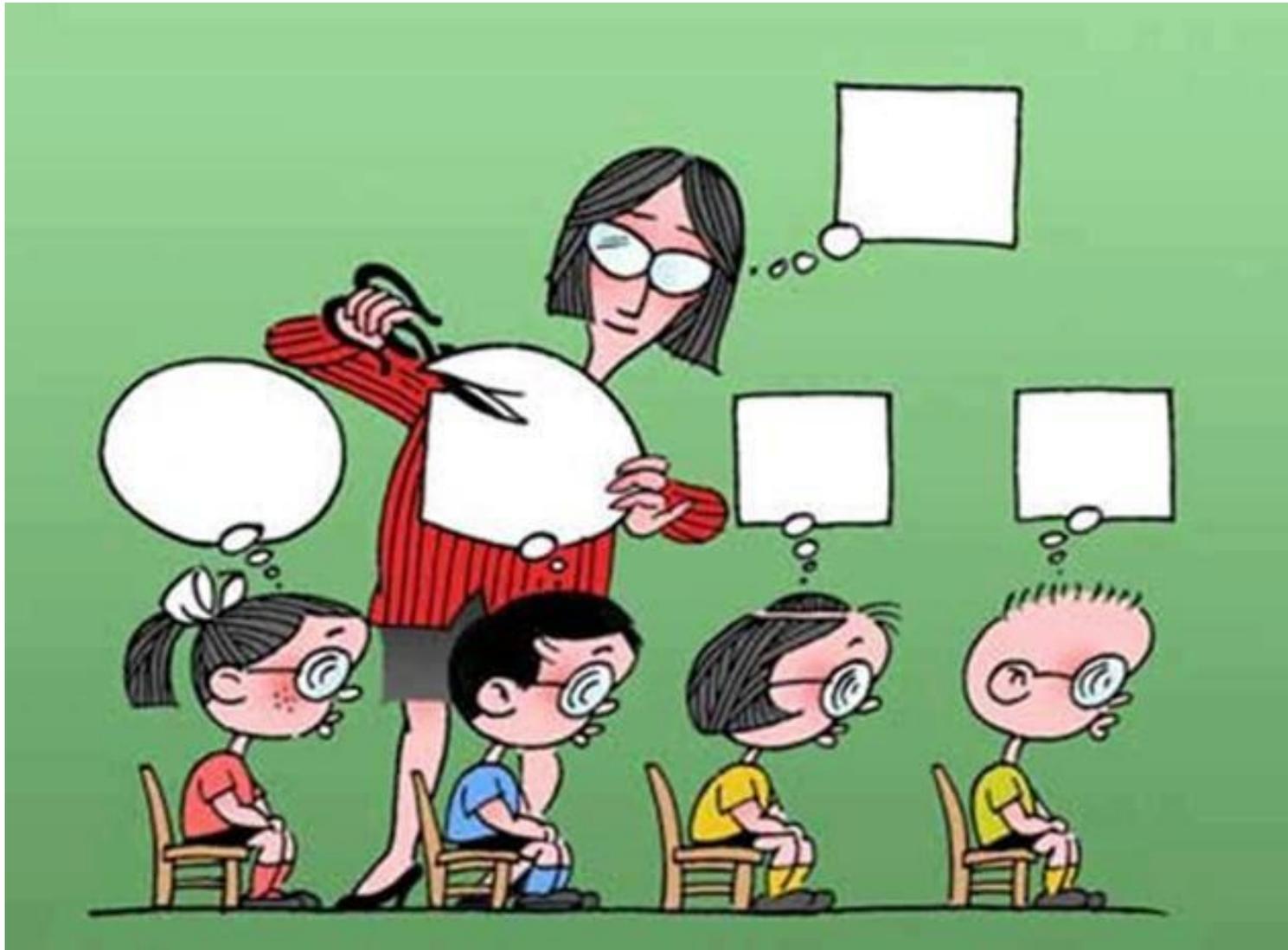
Hidden curriculum

Healthy, well balanced, and tasty meal



# Hidden curriculum 1

# Hidden curriculum 2



# Involvement of SSI

Area	Current role	Proposed role
State curriculum	Professional feedback and comments to MoE	Professional feedback and comments to MoE
Semi open curriculum	Evaluation of coherence and correlation with the State curriculum	Evaluation of coherence and correlation with the State curriculum
Hidden curriculum	---	Validation of school SE Report

# Reasons for SE

- The final result of this process did not provide a definitive statement or hard evidence but served as a 'door opener' for further systematic search for evidence in some specific areas.
- The self-evaluation is not a final step itself, but only the beginning of a process. It manages to achieve an opening-up for discussion, often in a way that had never been experienced before. It provides a forum in which headteachers, teachers, pupils and parents can express their views on an equal footing, 'leaving their position and status at the door'.

# SELF – EVALUATION PROFILE (SEP)

Area	Evaluation				Trend		
	Scale: ++ very positive, + mostly positive - mostly negative, -- very negative						
	++	+	-	--	▲	↔	▼
<b>Outcomes</b>							
Academic achievement							
Personal and social development							
Student destinations							
<b>Process at classroom level</b>							
Time as a resource for learning							
Quality of learning and teaching							
Support for learning difficulties							
<b>Process at school level</b>							
School as a learning place							
School as a social place							
School as a professional place							
<b>Environment</b>							
School and home							
School and community							
School and work							

# Self – evaluation profile

The purpose of the SEP is to:

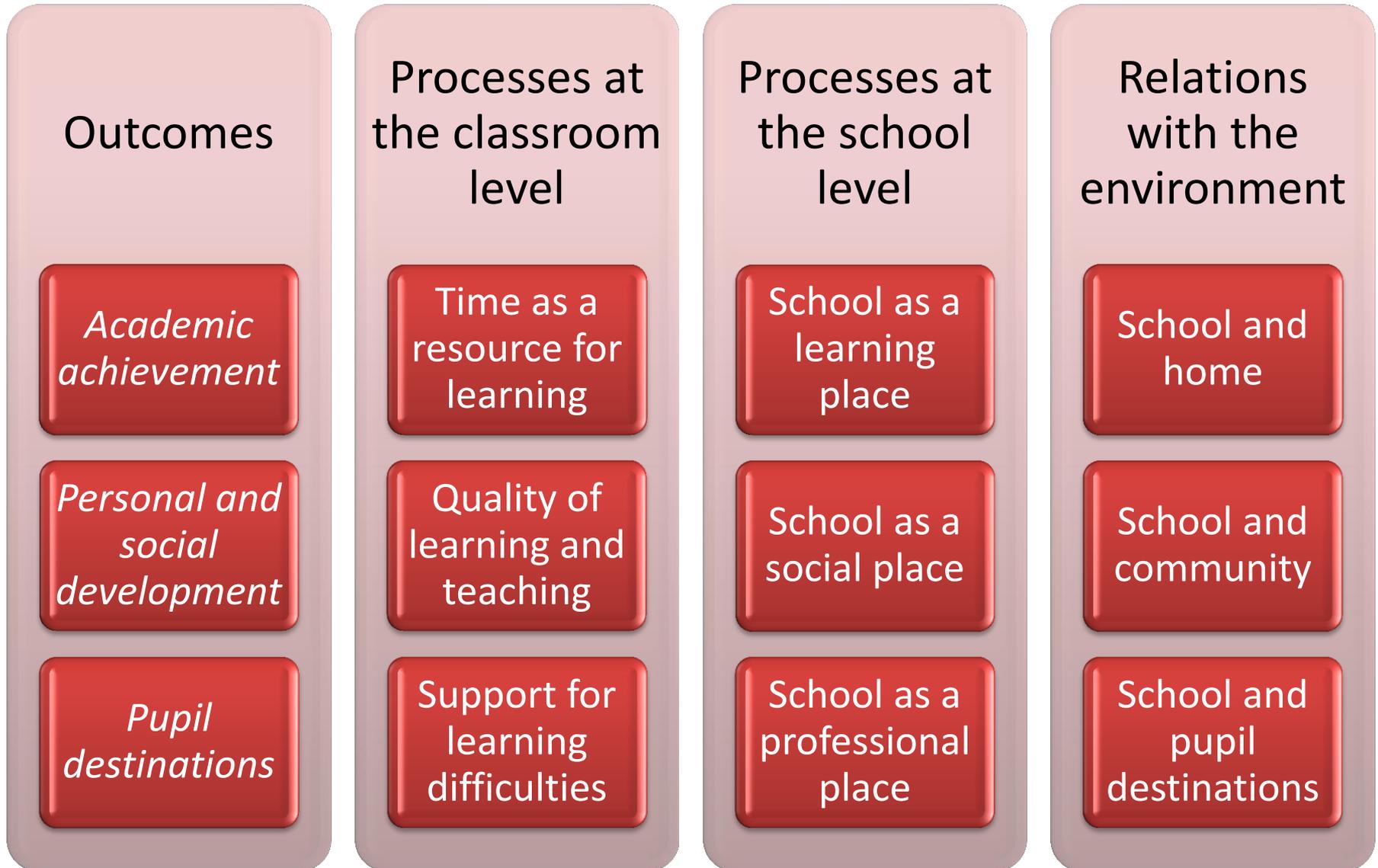
- Create a picture of school quality and effectiveness made by staff, pupils and parents
- Proceed to further investigation by consideration of the evidence
- Invite to open and serious discussion among all stakeholders

# Model of schools' SE

**The twelve areas are grouped in four domains:**

- Outcomes
- Process at the classroom level
- Process at the school level
- Relations with the environment

# Domains and areas of SE



# Quality - care strategies

developing strategies

Being better than  
schools in the  
neighborhood

Being better than  
last year

External  
impulse

Internal  
impulse

Not being worse  
than schools in  
the neighborhood

Not being worse  
than last year

defensive strategies

# Main bases of the proposed model of the SE validation

- Sensitivity for schools' culture and values
- Respect for schools' aims and priorities
- Self-evaluation as a development perspective
- Knowledge that the quality of the educational service is created locally at schools
- Self-evaluation based on verified data
- Perception of a school as a continuously improving learning community (“the trend is important, not the contemporary state”)
- Maintaining of the balance between the external evaluation and the self-evaluation

Scheme of relations of the external evaluation and the self-evaluation with the definition of functions of individual players

## External evaluation

SSI –  
evaluation of  
respecting of  
legal norms

Founder –  
administrative  
evaluation  
except  
pedagogical  
issue

## Critical friend

SSI –to  
validate of  
school SE

## Self-evaluation

School prepares a report once a  
given time

# A new competences are required...

If school inspectors are going to be active in validation and using data, they must become “data-literate”.

Data literate inspector:

1. Thinks About Purpose(s)
2. Recognizes Sound and Unsound Data
3. Is Knowledgeable about Statistical and Measurement Concepts
4. Makes Interpretation Paramount
5. Pays Attention to Reporting and to Audiences

Finally, I would like to thank:

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Thanks for your attention.

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