

# **School self-evaluation in Cyprus Planning for the future**

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# The current situation in the evaluation of schools

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## **The existing evaluation system**

- focuses only on the evaluation of teachers
- neglects the evaluation of schools- external evaluation is the prevailing type of evaluation
- some schools evaluate themselves through a summary report at the end of the academic year (written by the principal with the cooperation of teaching staff)
- the main purpose is to report: whether the school has reached its stated targets- report is sent to the Ministry



# The current situation in the evaluation of schools

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## **The existing evaluation system (II)**

- provides that the evaluation is done by the inspectors – teachers are the recipients and not co-actors
- “Inspectorism” is being disputed for several years now
- basic aim of the existing system: to check and to value teachers instead of aiding them to improve
- emphasis on summative rather than on formative evaluation



# Changes introduced

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## **Internal vs External evaluation of schools**

- Following current trends where emphasis is placed on self-evaluation
- Shift in the emphasis from the evaluation of teachers as individuals in the evaluation of schools as entities
- The Ministry seeks to introduce procedures that support the development of internal education policy of schools, within the framework of the education policy implemented at the macro-level.
- The system is expected to contribute to the decentralization of the centralized educational system and to promote the democratic and participatory responsibility of all actors involved in education.

# Changes introduced

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## Internal evaluation of schools

- Basic aim of school self-evaluation: individual school improvement and not comparisons among school units.
- School self-evaluation: a **process** by which the school unit **systematically** collects information about how it works, **analysis** and **evaluation** of information and making **decisions** to **improve** the quality of educational provision.



# Collective planning

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- At the beginning of the school year the school staff develops collectively a plan, through which they identify the objectives, whose implementation will be sought during the school year.
- In setting objectives the school unit will take into account the priorities of the Ministry and the school system, previous reports of internal evaluation, its particularities (size, composition of student population, school location, etc.), social and cultural environment, and its culture.



# School improvement plan

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- To achieve the objectives set, the faculty of the school will develop an action/improvement plan until the first ten days of October.
- The faculty will determine the coordinators / partners for each objective and the schedule for achieving short, medium and long term objectives.



# Steering Committee

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- After approving the plan by the faculty, a Steering Committee is established
- The Steering Committee will have the overall responsibility for coordinating, monitoring and evaluating the implementation of the Action Plan.
- The Steering Committee will involve two representatives of the management team of the school, two teachers, a representative of the student council and a representative of the parents.





## Steering Committee (II)

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**The Steering Committee will meet at least three times a year:**

- a) At the beginning of the school year: presentation by the school head of the school action plan as formulated by the faculty of the school,
- b) in the middle of the school year for interim assessment purposes and
- c) at the end of the school year for final evaluation of results.



# Support to the school

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- Apart from the operation of the Steering Committee, the school will setup the framework and procedures for implementing the action plan.
- The school will receive all necessary support from both the Ministry (Senior Pedagogical Advisor), the Pedagogical Institute and the Center of Educational Research and Evaluation.



# Summative evaluation report

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- At the end of the school year the school will prepare a summative evaluation report, which will be adopted by the faculty and forwarded to the Ministry.
- The Ministry in cooperation with all stakeholders will prepare a Guide to School Self-Evaluation, which will describe in detail the roles of all the actors and the processes of implementation.