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# PARTIAL OR TOTAL SELF-EVALUATION IN THE EDUCATIONAL INSTITUTION<sup>30</sup>

**Marija Ristevska, Dance Sivakova Neshkovska**

*University "St. Kliment Ohridski", Faculty of Education, Bitola, Macedonia*

## ***Abstract***

Every good school works well, because every member of it takes responsibility for something. The school prepares you for your further life. What teachers teach you in class is not what you learn. You learn through the opportunity you are given to do the things and to make decisions. The best thing about this type of schools is that everyone is given a chance to prove himself and to find its place. In the healthy dynamic schools the self-evaluation is highly prevalent with tendency for constant improving. In the schools where there is a lack of selfconfidence and denial of the weakness it is absent or it comes last.

This paper talks about the self-evaluation that should be part of the schools' everyday practice, about the purposes of the partial and the general evaluation, about their practice within the schools as well as about directions for their use.

*Key words: self-evaluation, partial self-evaluation and total self-evaluation.*

## ***Introduction***

One of the most effective mechanisms for quality in the educational institutions, pointed out by the world experiences is the self-evaluation. The use of self-evaluation in the schools creates a possibility for foreseeing the everyday work and the final goal is critical analysis and improvement of the situation.

The internal and external subjects within the school have a great benefit from the results of the conducted self-evaluation in the school. The information got from the schools' self-evaluation identify the weakness in the teaching, the curricula, the management and the resources and point out the need of change. By their help we get information about the achievements of all the subjects of the school, by letting every member to see its own weaknesses so he can work better, introduce innovation in its work, improve the quality of teaching, the climate in the classroom by which we come closer to the final goal- the success of the students, a school ready for collaboration, open for innovations, teachers' progress etc.

The results from the self-evaluation give answers to many questions. What kind of equipment the school needs? The lack of literature in the school library? Does the school have adequate classrooms, cabinets, gym? Are the students safe and in what way the school protects them? Are their empty work positions that are hard to be filled? Does the school support the teachers in their professional improvement? Questions about the financial work of the school, the budget, the expenses etc.

## ***Total and partial self-evaluation***

The schools' evaluation can be conducted by internal and external subjects. The difference between internal and external evaluation is more than obvious. The external evaluation usually associate us to inspections and the internal to self-evaluation.

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<sup>30</sup> Specialized paper

The internal evaluation doesn't stop the everyday plans for work. It can be integral part of the school life. It includes some key aspects from the school work, it focusses on what is the most important for the teachers, the students and the parents. The teachers and the students as main subjects of the school community know the best what happens in the classroom, in the halls so in that sense it is obligatory to give relevant data . This means that the data should be reliable on the given the task and available for anyone to examine and convey.

The self-evaluation of a school can cover the whole school or it can be directed to a part of it. In other words it is about total (general) or partial self-evaluation.

In order the self-evaluation to be more detailed and analytic the school usually uses the seven areas of question for self-evaluation:

Area 1- Lesson plans and programs

Area 2- Students' achievements

Area 3- Learning and teaching

Area 4- Support/help for the students

Area 5- The school climate

Area 6- The resources

Area 7- Managing and creating educational policy (Milosevska, 2008)

**The total self-evaluation** is conducted in order to get a wider picture for the total work of the school. If a school decides to do a total self-evaluation it should focus on self-evaluation in the seven areas in a short period of time. This kind of action requires involvement of as many as possible internal subjects of the school. It requires speed, commitment, team work from all the participants. In other words it's all about collective data gathering.

**The partial self-evaluation's** aim is to see more detailed certain categories for further improvement of the school's quality. It can refer to one area or to a part of an area. For example, it can conduct evaluation of the management- the school management or of the professional improvement of the teachers. It can conduct self-evaluation only on students' achievements, the students' free activities, the cooperation between the parents and the local community. Very often a subject of self-evaluation is a current problem about which information is needed immediately.

According to the Office for educational standards – Ofsted- the partial self-evaluation:

- Should be part of the school's everyday practice;
- Should ask the most important questions for students' studying, their achievements and progress;
- Should be based on school's priorities for improving;
- Should regularly ask the question if the school serves well to the students;
- Should use a whole specter of evidence to answer all these questions;
- Should set a start point which will help in the comparison with other schools' achievements;
- Should include all internal and external subjects;
- Should be part of school's central system for students' and staff's progress;
- Should lead to action.

It is recommended for every school in the pre-self-evaluation phase to have data about the current status, the expected outcome and imagined final goals. Then, it's the best for the school to conduct total self-evaluation. In that way we can see the current situation and the flaws that can be worked on in near future. After a short period of time it should be conducted a partial self-evaluation in those areas where flaws were noted. This step will lead to identifying

the situation. More often conducted partial self-evaluation can help in comprehensive self-evaluation which should give its report to two or three years.

With the results from the self-evaluation the schools can compare itself with the national values, the local norms or with other local schools and based on these data can set goals for next year.

Experiences show that the schools eventually identify strengths and weaknesses, students achieve better results, teachers work in teams, share experiences, develop ideas together about teaching, in other words the school as a whole is improved.

### ***Subjects in the process***

Based on the objectives set by the education policy each country decides which subjects will be covered in the process of self-evaluation. The choice of subjects depends on the purpose of self-evaluation, whether it be partial or comprehensive self-evaluation will examine whether a particular subsystem, will be performed in separate schools and many other factors. For example, if an elementary school self-evaluation performed in partial indicator - "student achievement," then as subjects in this process of self-evaluation would be teachers, students and parents. Or if performed in partial self-evaluation indicator - "Resource" then you would be left parents and students.

### **Framework for self-evaluation**

In the beginning of this paper we introduced the seven areas of self-evaluation. In some papers they are referred to as criteria and in some as indicators. the self-evaluation must be based on evidences. In order to talk about the criteria we have to mention the areas of self-evaluation, for example the success and the progress, the resources, the students' achievements, the quality of learning, the ethos etc. The easiest to be measured are the tests' results and exams' results. They can be expressed in points, levels and percentages. The criteria that measures the quality of learning or the school's ethos are harder to be measured and to be expressed.

Every country adapts the areas of self-evaluation according to its needs and in correlation with many factors like for example the financial situation of the country, the goals and the characteristics of the educational system, the goals of the sub-systems, the relation between the educational system and the social phenomena specific to a particular country, the accepted values and the starting positions of educational policy in one country.

If we choose ten schools from different areas and give them a task to set their own priorities and goals and on that basis to set a framework for self-evaluation we would probably get ten different frameworks. It is so because not a school is like any other school. Every school has its goals, plans, a specific communication between the staff, the students, a special spirit in the halls, its own problems. The framework involves setting the areas that are believed to help the most in the process of realization of the vision with success. They are important part of the research and lead to professional and organizational development. Well organized ell-planned self-evaluation can significantly help in setting the developmental priorities of the school, the goal planning and realization of the goals. If these same schools re-do the self-evaluation after a year or two, they would probably set a different framework. They would do the good criteria and would fix the weak ones. As we said before, every school should have the right to form its framework for self-evaluation and to accept the criteria that will help it to progress. (Ristevska, 2012)

“The self-evaluating and self-improving school is a school that is flexible when it comes to changes and that owns internal capacity, knows its weaknesses and good sides and builds its progress on that basis.”

*(Riley and Macbeath, 2000)*

## Conclusion

The schools should use a self-evaluation because the process itself is reliable and deserves the trust of the staff, the methodology is flexible and adapts on different situation, its easy to use, everybody can use the process without any special skills, the whole school has access to the results, the procedure can be used in different contexts without a change of the basic principles, the methodology allows the participants to develop critical and constructive thinking for learning, the process of self-evaluation focuses on mutual and meaningful factors.

The fundamental principle of self-evaluation by the European body of inspectors says: "Observe yourself for not being monitored" which means that more schools want to participate in initiations than just to be imposed to them.

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