

Assessment of students, teachers and schools

Work file 14: Guidelines for self-evaluation of schools

When a school decides to go through a self-evaluation in terms of EDC/HRE it has to be aware of the fact that this will take a longer period of time, maybe even a school year. This may also be a challenging period which involves many different steps and activities.

The following list, taken from the tool “Quality Assurance of Education for Democratic Citizenship in Schools” (Council of Europe, *Democratic Governance of Schools*, 2005, p. 73) might be of help in order to remember the main guidelines:⁴⁵

- raising awareness of all stakeholders about the need for and process of self-evaluation of EDC/HRE as a means for personal, professional and school improvement;
- making sure that all stakeholders are informed about the evaluative framework in EDC/HRE and its purpose;
- selecting the most appropriate approach for self-evaluation in consultation with a broad range of stakeholders and experts;
- designing valid and reliable evaluative tools (such as questionnaires, interview questions) with the assistance of experts from education research institutes or teacher-training facilities;
- preparing school staff and other stakeholders for evaluation, including their training in the use of evaluation tools; and
- creating a climate of truthfulness, honest reflection, trust, inclusion, accountability and responsibility for outcomes.



- Recognise and diminish threatening connotations of evaluation.
- Understand the challenge of self-evaluation as a learning process.
- Develop evaluation knowledge and skills.
- Strengthen the commitment of all to school improvement.

45. When the tool was developed in 2005, the guidelines were only described as EDC guidelines. The extension to EDC/HRE was added for this volume.