



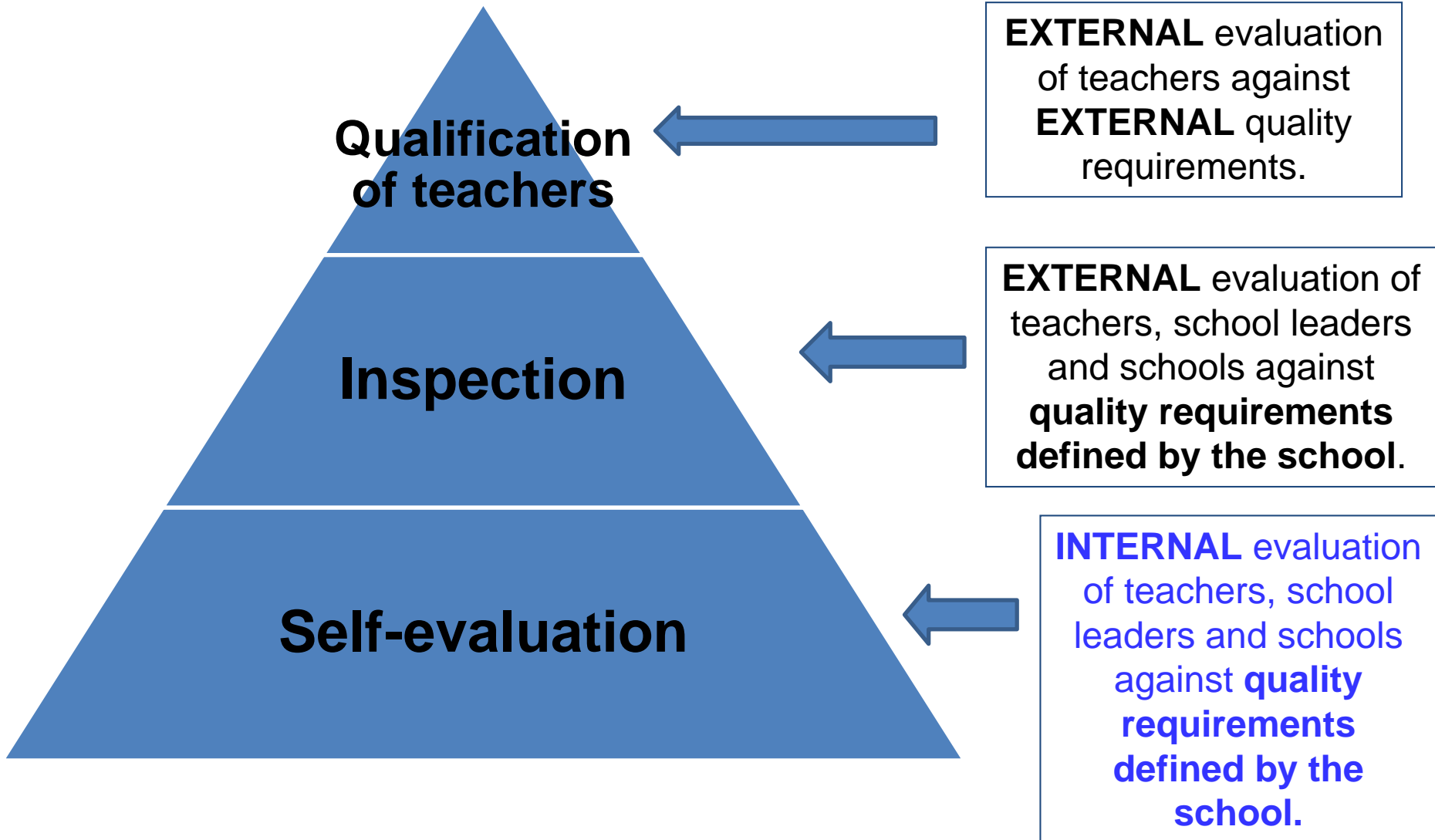
**NEMZETI SZAKKÉPZÉSI ÉS
FELNŐTTKÉPZÉSI HIVATAL**

**(Support to) Self-evaluation in Hungarian
schools**

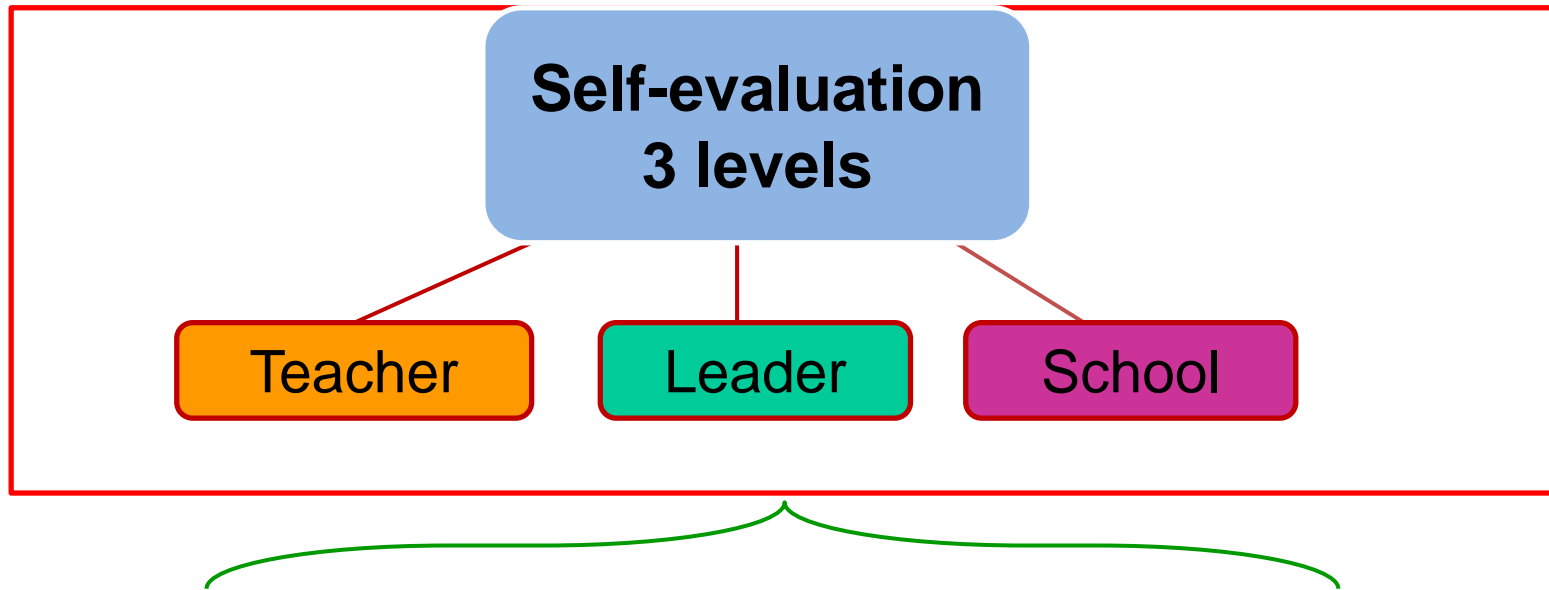
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Renewed evaluation framework of general education



Features of self-evaluation



- **General standards of self-evaluation** are centrally defined, uniform, publicly accessible, and identical with those of external evaluation (inspection).
- **Focus** of self-evaluation: teaching and learning, quality (improvement) of pedagogical – professional work in schools.
- **Basis** of self-evaluation: specific quality requirements defined by the schools themselves along the general quality standards.
- Self-evaluation is carried out with the **involvement** of the school's internal and external stakeholders; and benefits from **previous self-evaluation practices** as well as the knowledge, expertise and experience of the staff.



What is self-evaluation?

Self-evaluation is a

- comprehensive,
- systematic,
- regular

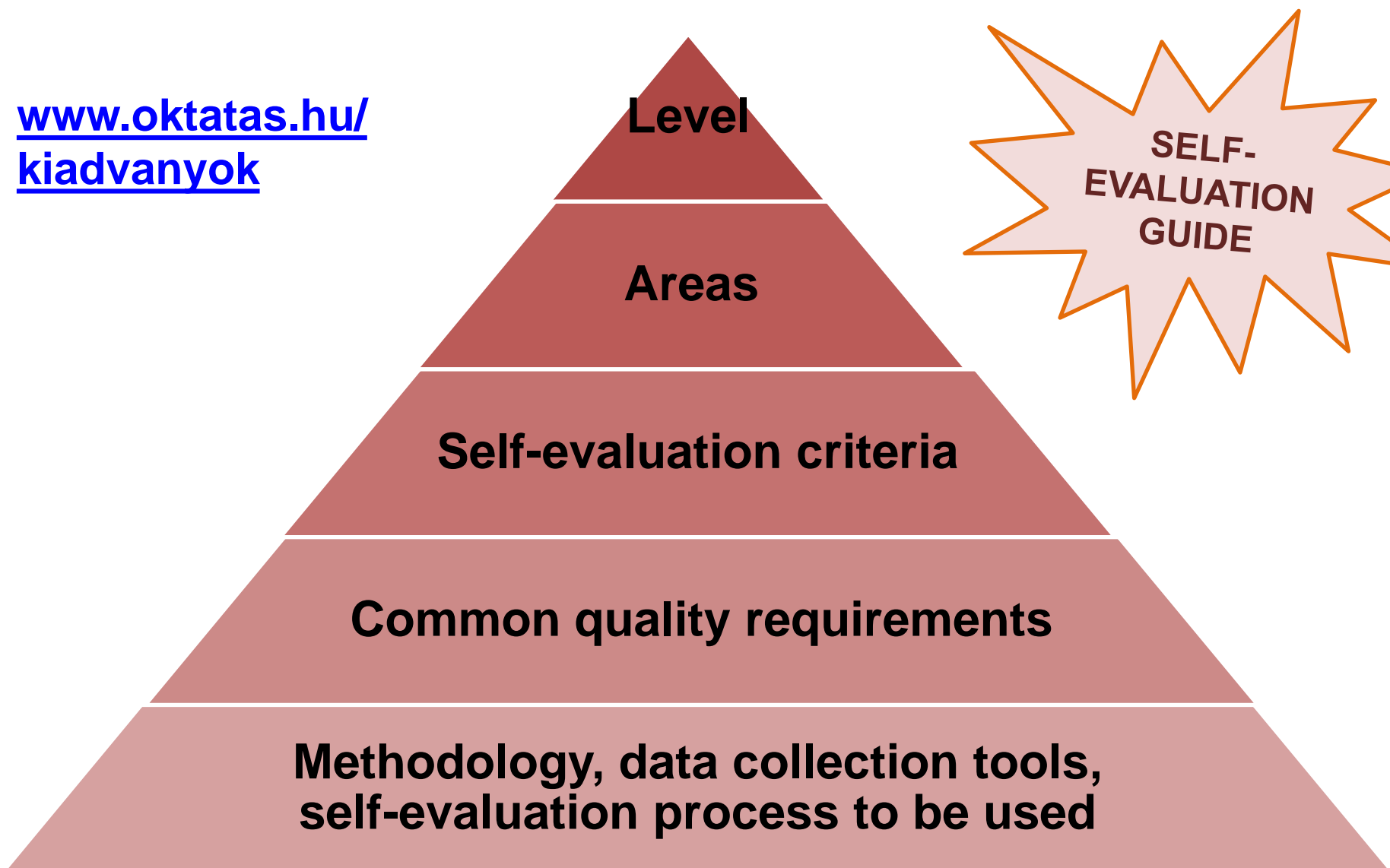
review of the school's and individual's (teacher, school leader) competencies, activities and results referenced against a predefined set of criteria.

Self-evaluation allows the school, school leaders and teachers to identify clearly

- their **strengths** and
- the **areas in which improvement can be made** / is necessary.

Structure of the common self-evaluation standard

[www.oktatas.hu/
kiadvanyok](http://www.oktatas.hu/kiadvanyok)



Areas of school's self-evaluation

7 areas:

1. Educational processes.
2. Students' personal and social development.
3. Results achieved.
4. Institutional knowledge sharing, communication and professional relations.
5. School partnerships, networking.
6. School resources and climate.
7. Achievement of the objectives of the National Core Curriculum and those of the School Pedagogical Programme.

Areas of teacher's self-evaluation

The most important areas of teacher's work, the **8 competencies** required to education and teaching:

1. Professionalism in pedagogical methods.
2. Planning of educational processes, implementation and connected self-reflection.
3. Supporting learning processes.
4. Development of students' personality; special needs, treatment of students with various behaviour and learning difficulties.
5. Supporting the formation of learning groups, equal opportunities and treatment, openness to social and cultural diversity, integration.
6. Evaluation of educational processes and students' personal developments.
7. Communication, cooperation and problem solving.
8. Commitment and taking responsibility for continuous professional development.

Areas of school leader's self-evaluation

5 special fields of leadership competencies

(Central5 Competency Framework):

1. Leading and managing teaching and learning.
2. Leading and managing change.
3. Leading and managing self.
4. Leading and managing others.
5. Leading and managing the institution.

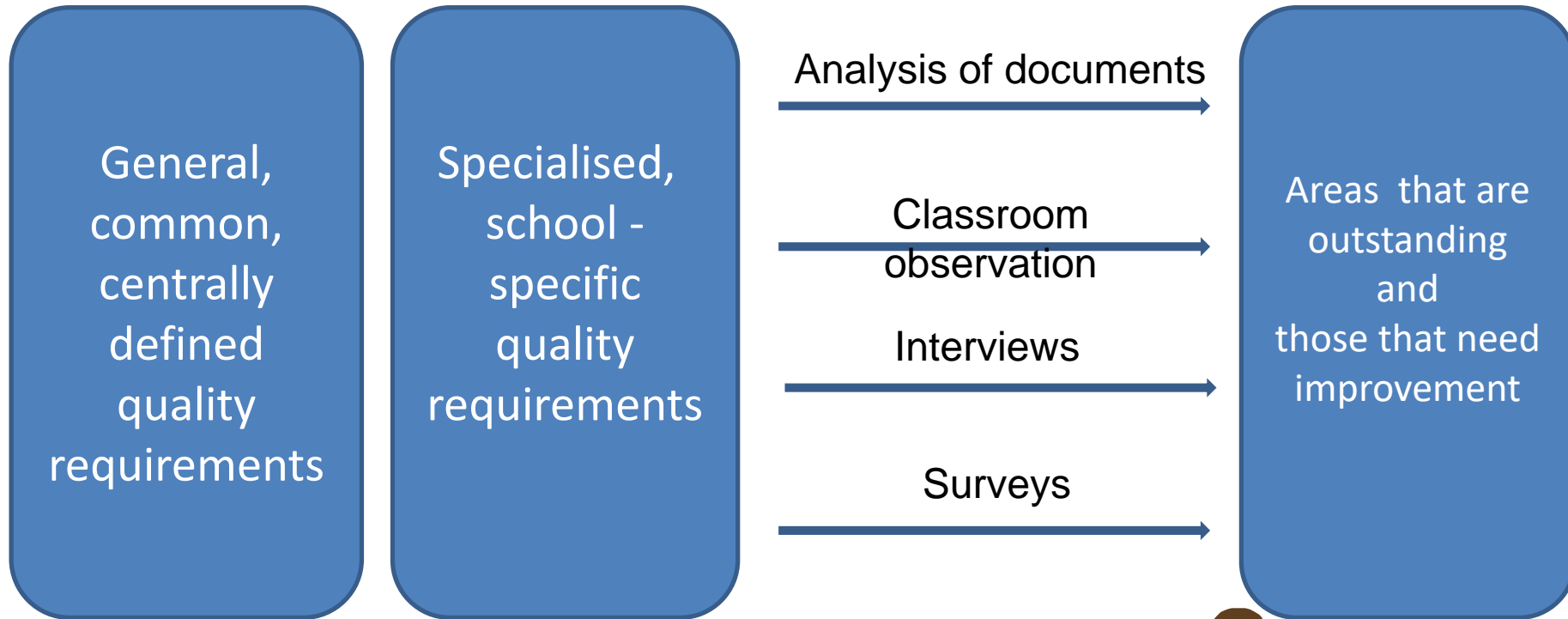
EXAMPLE: Areas, self-evaluation criteria and quality requirements – School leader

Altogether:

5 areas, 26 self-evaluation criteria and 62 quality requirements.

Area	Self-evaluation criteria	Common quality requirements
2. Leading and managing change	How does the school leader identify those areas that need improvement from a strategic or operational point of view?	<ul style="list-style-type: none"> • Applies monitoring procedures for following-up and evaluating the fulfilment of the goals set. • Regularly determines strengths and weaknesses (areas for development/improvement) of the school using the outcomes of external evaluation and of self-evaluation.
	How does s/he create an environment which is open to change and to others?	<ul style="list-style-type: none"> • Informs colleagues and partners of changes, provides various opportunities for acquiring the necessary information (e.g. by attending conferences, workshops). • School leadership is open to and interested in implementing innovations, and developments aiming at the efficiency of teaching and learning.
...

Implementation of self-evaluation



To be tailored according to the school's aims, needs, specialties, **EQAVET+**.

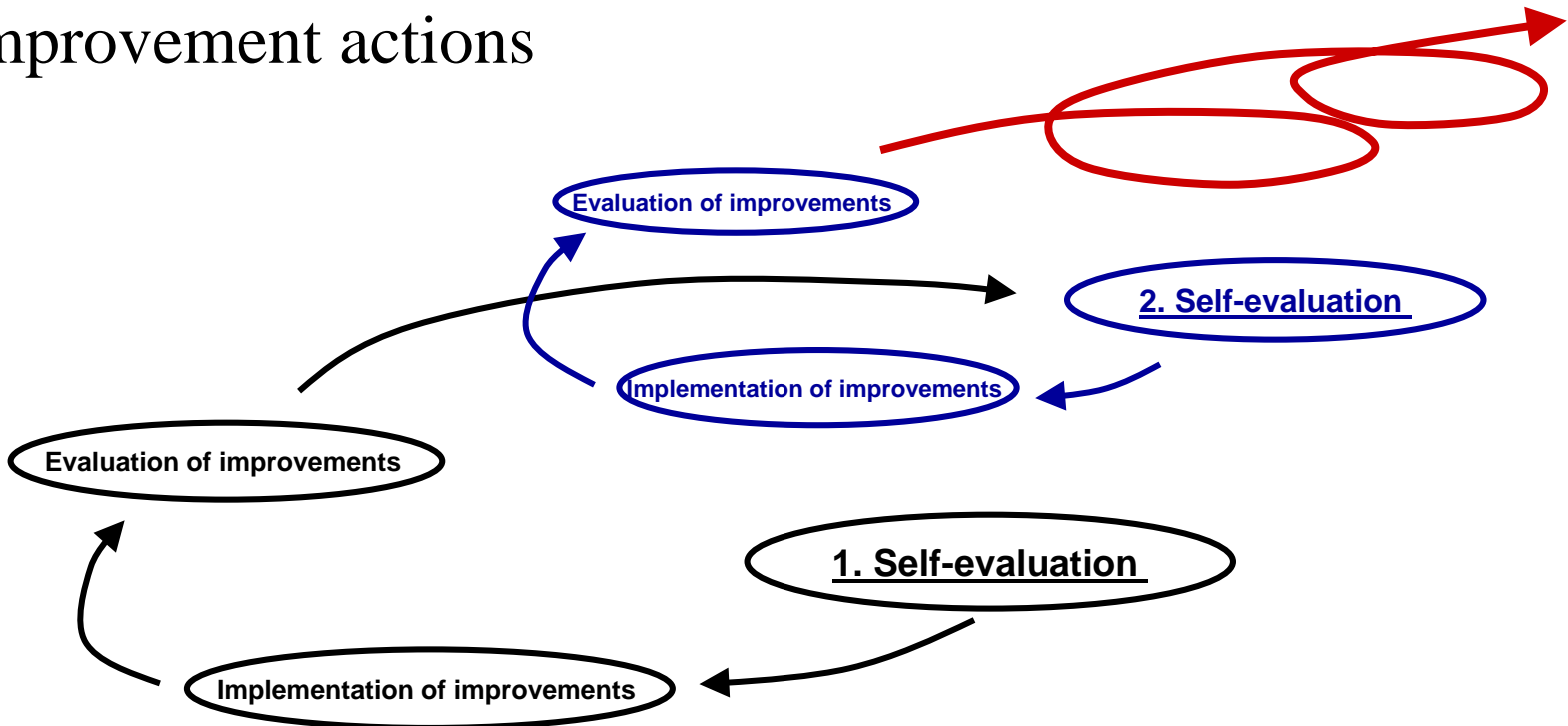


General process of self-evaluation

Phase I – Preparations for and planning the self-evaluation process

Phase II – Implementing self-evaluation: identifying strengths and areas for improvement

Phase III – Follow up: planning, implementing and evaluating improvement actions



Phase III – Follow up

- 1. Defining improvement objectives / targets.**
- 2. Planning improvement actions.**
 - Individual self-improvement plans (teachers, school leaders).
 - School action plan.
- 3. Implementing improvement actions.**
- 4. Evaluating the results of improvement actions** through the next self-evaluation or external evaluation (inspection visit).



Professional support to self-evaluation

- **Legislation**
 - 2011 Act on General Education
 - Decree 20/2012 (VIII.31.) of the Minister of Education
- **Self-evaluation Guide – the common core document**

9 versions according to the institution-types as for nursery schools, primary schools, secondary schools, **VET schools**, student dormitories, special needs centres etc.
- **Training**
 - Training courses for school leaders, Self-evaluation Support Team (SST) members, teachers on how to conduct self-evaluation according to the centrally defined quality requirements.
 - Accredited in-service teacher training programmes on self-evaluation.
- **IT support**

On-line platform to support self-evaluation: for uploading the school documents, the self-evaluation documents and results, the self-improvement / action plans.
- **Professional counselling**

Professional support, help, advice for teachers, school leaders, SSTs on how to conduct self-evaluation, how to use the results, how to elaborate and implement improvement actions etc.

Latest developments in professional support

1. Guidance material

Interpretation and **adaptation of** the **EQAVET+** indicative descriptors and the 10 EQAVET indicators **to the Hungarian context**, both for IVET and CVET, and for system level and provider level in each field.

2. Quality Mark

Elaboration of the system, the procedures and the criteria of awarding the **EQAVET label** for CVET/ALE providers by matching the EQAVET+ indicative descriptors and the criteria / elements of the Quality Assurance Framework in Adult Learning.

3. Training for EQAVET users

Development of a two-day **training** for the VET and ALE providers – EQAVET users **on systematic feedback and continuous quality improvement**, to emphasize the importance of the review phase of the quality cycle and feedback loops with a view to monitoring and continuously improving VET provision.

Introduction of the school

School: GFF Békés Vocational Secondary School

Location: Békés, Hungary

Owner: Gál Ferenc Catholic College

Number of students: 520

Trade groups:

agro-engineering

engineering

agriculture

catering

IT

public service

commerce



Aims of self-evaluation in the school

- Evaluation of teachers, school leader and school based on specialised school requirements.**
- Identification of teachers', school leader's and school's strengths and areas for improvement.**
- Completion of teachers', school leader's self-improvement plan and the school's action plan.**
- Examination of efficiency of implemented actions during the next self-evaluation.**

Process of self-evaluation

Preparation

- **1. Information of teaching staff**
- **2. Formation of the Self-evaluation Support Team (SST)**
- **3. Training for members of the Self-evaluation Support Team and school leaders**
- **4. Elaboration of specialised school requirements**
- **5. Planning**

Implementation

- **1. Teacher self-evaluation**
- **2. School Leader self-evaluation**
- **3. School self-evaluation**

1. Information of teaching staff

Information of the teaching staff and other stakeholders (e.g. parents, students)

- ✓ about the introduction of the self-evaluation system;
- ✓ about the details of the self-evaluation process (aims, main phases of the process, participants, schedules, roles and tasks).



The task of the school leader is supported by the Self-Evaluation Guide and the self-evaluation training.

2. Formation of the Self-evaluation Support Team (SST)

Organisational background of self-evaluation

- Team members are appointed by the school leader (*3-7 persons*).
- The Team is responsible for the quality assurance of self-evaluation.



- ✓ guidance,
- ✓ planning,
- ✓ coordination
- ✓ information
- ✓ preparation
- ✓ supervision

3. Accredited trainings

- Organized for members of the Self-evaluation Support Team and school leaders.
- Accredited in the in-service teacher training (upskilling) system.
- Organized by Educational Authority.



Trainings support the implementation of self-evaluation by introducing the system (subjects, procedures, roles and tasks, methods, IT platforms etc.)

4. Elaboration of school quality requirements

- A proposal is prepared by the SST according to the common quality requirements considering the special aims and needs of the school and EQAVET+ recommendations.
- Designed for the self-evaluation of teachers', school leader's and school.
- The proposal is approved by the teaching staff.



The elaboration is supported by a common, centrally defined quality requirements available on the IT platform. These can be modified or complemented according to the school's needs.

5. Planning

Elaboration of the 5-year self-evaluation program.

The school has to design and plan its **self-evaluation system**.

The program implies

the aims of the self-evaluation,

the expected results,

the tasks and schedules,

the necessary resources,

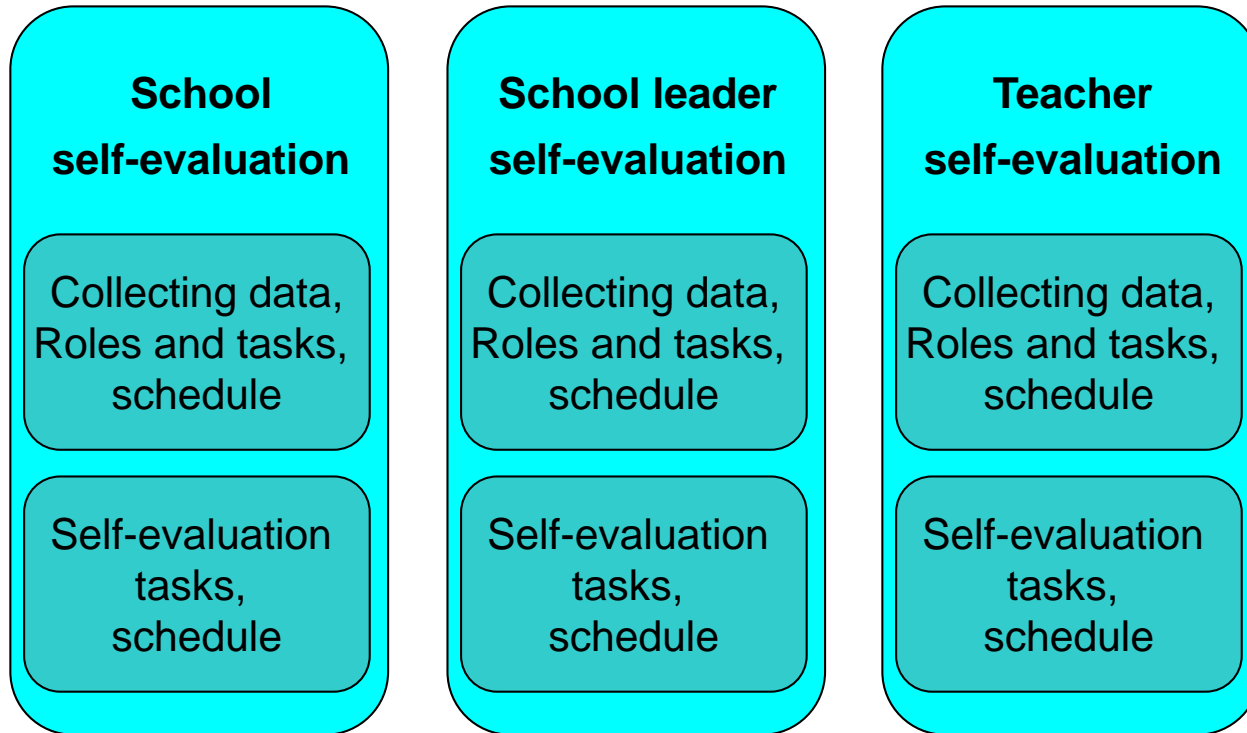
the procedures and common rules for preparation and quality assurance of implementation.



The Self-evaluation Guide supports the elaboration of the 5-year program by containing the important elements.

5. Planning

Elaboration of an annual self-evaluation plan.



The annual plan specifies the teachers and school leaders to be evaluated and the elements of the school self-evaluation to be conducted in the given school year. The process is supported by the Self-evaluation Guide.

5-year cycle of school self-evaluation

5-year cycle of self-evaluation

School self-evaluation (7 areas)

**School leader
self-evaluation
(5 areas)**

**School leader
self-evaluation
(5 areas)**

**Teacher
self-evaluation
(8 areas)**

**Teacher
self-evaluation
(8 areas)**

**Teacher
self-evaluation
(8 areas)**

**Teacher
self-evaluation
(8 areas)**

**Teacher
self-evaluation
(8 areas)**

Implementation of self-evaluation in the school

- SST members inform the involved participants, coordinate tasks.
- Analysis, inspection of documents, interviews, surveillance... according to the Self-evaluation Guide – uploading reports to the IT platform.
- Implementation of self-evaluation according to the school specific quality requirements on the IT platform.
- Identifying the strengths and weaknesses.
- Elaboration/approval of the teacher/school leader self-improvement plan or the school action plan and uploading to the IT platform.



The implementation of the self-evaluation is supported by the Self-evaluation Guide and the IT platform.

Data collection

	Teacher	School leader	School
Analysis of documents	<ul style="list-style-type: none"> • Previous evaluations. • Documents for planning and evaluation. • Students' products. • Others. 	<ul style="list-style-type: none"> • Previous evaluations. • School leader's program. • School documents. 	<ul style="list-style-type: none"> • Previous evaluations. • School documents. • Outcomes of assessment and evaluations.
Supported by questions and aspects of analysis			
Observation	<ul style="list-style-type: none"> • Classroom observation. 		<ul style="list-style-type: none"> • Observing environment in the school if its equipment is compatible with teaching aims.
Supported by questions and aspects of observation			
Interviews	<ul style="list-style-type: none"> • with teacher, • with school leader. 	<ul style="list-style-type: none"> • with school leader, • with the representative of the school owner, • with school leadership and middle level leadership. 	<ul style="list-style-type: none"> • with the school owner, • with school leader, • with middle level leadership, • with representatives of teachers, • with representatives of parents.
Supported by interview questions			
Surveys (in self-evaluation)	<ul style="list-style-type: none"> • parents • teachers • students (in secondary education) 	<ul style="list-style-type: none"> • teachers • parents. 	<ul style="list-style-type: none"> • teachers, • parents.
Supported by questionnaires			

Share of the tasks related to the self-evaluation of the school leader

	SST	Self-evaluating school leader	Other colleagues	Parents, students and other stakeholders
planning	X			
information, preparation	X	X		X
data collection		X	X	X
evaluation		X	X	
in-process support	X			
quality assurance	X			
information of the school owner			X	

Share of the tasks related to the self-evaluation of the school

	SST	School leader	Other colleagues	Parents, students and other stakeholders
planning	X			
information, preparation	X	X	X	X
data collection			X	X
evaluation	X	X	X	
in-process support	X			
quality assurance	X			
information of the school owner		X		

Available counselling support

For teachers:

- general information about self-evaluation,
- methodological support,
- classroom observation: planning and implementation,
- supporting the elaboration of the self-improvement plan.

For the SST:

- supporting the task sharing in the team,
- supporting the planning and scheduling of the school self-evaluation process.

For school leaders:

- clarify the role of the leader in the self-evaluation process,
- supporting the appointment of the SST members by providing criteria of selection,
- supporting the elaboration and implementation of self-improvement/ action plans.

Thank you for your attention!

Katalin & József