



Inclusion4Schools

Event Report for Milestone 8

The First Virtual Seminar on School Self-Evaluation, in Hungary (M24)



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101004653

Related WP number and name	WP4 Evaluation & Exchange of Transformative Practices
Related Task Number and Title	Task 4.1: Supporting professional self-evaluation at segregated schools
Partner Responsible	Wesley
Event Title	Virtual Seminar for School Self-Evaluation (the opening session of a series)
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H2020 Horizon2020
I4S Inclusion for Schools
M Month
PIONEERED Pioneering policies and practices tackling educational inequalities in Europe
RIA Research and Innovation Action
SMOOTH Educational Common Spaces Passing through enclosures and reversing inequalities

Scope of the Event

School evaluation is often viewed as a top-down process in the form of school inspection conducted by evaluators who are not directly involved in the activities of the school being evaluated. This definition includes evaluations conducted by a national authority, but also by external partners such as school heads from other schools, representatives of a local authority, or researchers. School Self-evaluation empowers a school community to identify and affirm good practice, and to take action on areas that lead to improvement. School self-evaluation is primarily about schools taking ownership of their own development and contributes to a sustainable approach to ensure effectiveness.

School Self-evaluation involves reflective enquiry leading to action planning for improvement that is informed by evidence gathered within each school's unique context. The process enables schools to use this evidence to identify meaningful and specific targets and actions, it enables them to create and implement improvement plans, to measure their progress, and to identify their achievements.

The School Self-Evaluation virtual seminar is set out to introduce the methods to those interested teachers who consider it part of their professional knowledge to improve the education they provide from within their schools.

Participants

As a result of country wide recruitment of interested teachers, university students, and individuals coming from the civic sphere, 23 participants registered for the virtual seminar.

Venue online (Zoom, Moodle), 27 October 2022

<https://elearning.wesley.hu/>

Summary of topics and outcomes

The opening event of the virtual seminar introduced the participants to the curriculum and the pacing of the seminar, which is offered via Moodle.

After the participants briefly introduced themselves, György Mészáros presented the theoretical background to the seminar content, how school evaluation can be turned into such a professional activity which supports the local institutional development of schools, based on identifying the local issues and methodologies which can be put into practice for improvement.

Éva Thun explained the structure and pacing of the seminar, and introduced the suggested content areas for scrutiny, which are covered by the 6 modules of the

seminar. The methodology of self-evaluation was also introduced. The envisaged outcomes were thoroughly discussed so that the participants would clearly understand that via Moodle they are not required to accomplish the task synchronously, but at their own pace. Meanwhile, individual consultations are offered by the seminar leaders, as well as scheduled open forums for whole group discussions.

However, by the end of the seminar the participants should be able to:

- understand the meaning of school evaluation and School Self-Evaluation (SSE);
- explain the benefits of School Self-Evaluation;
- identify the roles and responsibilities of members of the school community towards the implementation of School Self-Evaluation;
- describe the six-step process for School Self-Evaluation;
- analyse and evaluate the topics and sub-topics for School Self-Evaluation;
- identify relevant topics to put in the focus;
- use appropriate methodology for gathering evidence;
- apply the evaluation criteria to form judgements on a particular aspect of educational practices;
- prepare an improvement plan based on the findings focusing in a particular area in a given school context;

Some of the participants suggested that some examples/good practices of the method should be presented to them before they start on their own.

The organizational and technical issues of the use of Moodle were discussed in detail by Márta Fruzsina Tóth. Some of the participants have never had the opportunity to use Moodle, therefore, individual or smalls group practice will be offered for those who require assistance.

The participants first task for this week is to register in Moodle and to participate in the Forum in which they can know each other better. They can also go ahead and get acquainted with the detailed content of the seminar on their own.

Conclusions

Based on the first seminar event, when the registered participants had the opportunity to share their interests and motivation for taking part in the seminar, additionally, considering the wide variety of institutions they are coming from, one can conclude that the method of School Self-Evaluation is viewed as a “teacher-friendly” and teacher-owned method for finding out about the present state of affairs in their schools and then taking active part in introducing/improving such practices and organizational and communicational routines which may lead to improvement.

As the participants enrolled as individuals voluntarily, this may be a positive indicator to witness that there is a cohort of teachers who understand their work in

a wider sense than just teaching and learning, but they understand the role of the school as a (social) learning organization (which should be altered according to the needs of the students), and the teacher as a creative agent of change within.