Schools Auto-Evaluation as an Innovative Process of Change

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CIIE
CENTRO DE INVESTIGAÇÃO
e
INTERVENÇÃO EDUCATIVAS

Schools Auto-Evaluation as an Innovative Process of Change

A. Improvement on the quality of education and of schools

B. Teachers' professional identities

C. Ways of thinking and building a culture of evaluation

D. Dynamics in organizational life cycle

Schools Auto-Evaluation as an Innovative Process of Change

Schools evaluation (taken as an instrument for regulating and monitoring of education systems) is pointed as one of the strategies to improve the quality of education.

This evaluation is based on an instrumental rationality and tends to overestimate quantifiable indicators and results, used to classify, compare and judge the overall value, without regarding schools where they are produced.

Schools Auto-Evaluation as an Innovative Process of Change

School auto-evaluation:

- as a reflective process of actors on their own practice, to achieve the transformation of their actions.

- as a formative process, contributing to professional development.

- as a collaborative process allowing a meaningful work on school effectiveness.

Schools Auto-Evaluation as an Innovative Process of Change

School auto-evaluation:

- Not a task to accomplish but a process of transformation.

- Not a data collection but an analysis and reflection about our practices and doings.

- An way of facing our representations about our professional actions.

- Not an end in itself.

Schools Auto-Evaluation as an Innovative Process of Change

Schools evaluation and:

- Educational mission

- Schools aims

- Teachers responsibility

- …

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A. Improvement on the quality of education and of schools
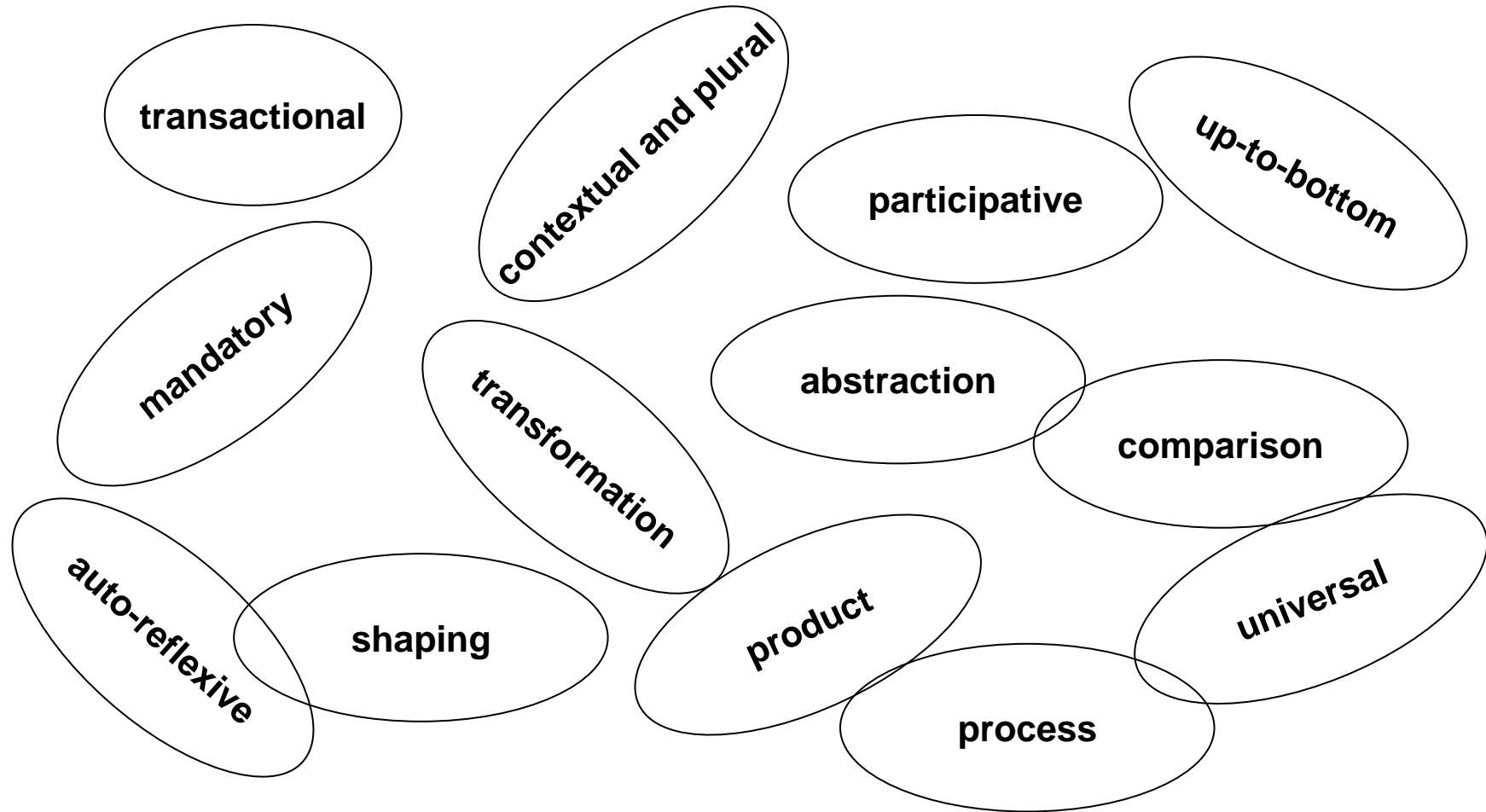
a) "Standard Quality"

- Predefinition of quality criteria

- Evaluation as an instrument to verify quality/not quality and to certificate

b) "Negotiated Quality"

«Quality is transaction, e.g., debate between individuals and groups that

- have an interest in education network
- have responsibility and that in some way are involved in the education network
- works to explicit and define, consensually, values, objectives, priorities and ideas about how education network is and about how it could be» (Bondioli, 2004: 14)

A. Improvement on the quality of education and of schools

transactional

contextual and plural

participative

up-to-bottom

mandatory

transformation

abstraction

comparison

auto-reflexive

shaping

product

universal

process

A. Improvement on the quality of education and of schools

a) "Standard Quality"

- Defined from "power positions"
- To follow unique paths to quality
- Exclusion construction (what not-quality is?)
- Allows comparisons (even between different things)
- Concept of quality that serves the market

b) "Negotiated Quality"

- Defined according to nature of institutions and characteristics of processes
- Participation of those who are interested in quality idea construction
- Construction of singular processes to achieve also a singular quality
- Conceive quality as a changing concept and in evolution, that doesn't exclude
- The debate about quality constructs quality itself
- Comparisons are not desirable or even necessary
- Concept of quality that doesn't fit in a "market way of thinking"

A. Improvement on the quality of education and of schools

Educational Mission, School Aims and Teachers Responsibility...

"Standard Quality"?

"Negotiated Quality"?

B. Teachers' professional identities

a) Teachers as "applicators"

- Teachers as professionals dependents from superiors determinations (e. g. concerning curricula management…)

b) Teachers as "intellectuals"

- Teachers as professionals with superior level education
- Professionals autonomous, capable to debate pedagogical and didactic issues and how to manage curricula.
- They take decisions about profession regarding limits that result from confrontation between their own limits (borders) and those of other (others teachers, students, parents…)

B. Teachers' professional identities

a) Teachers as "applicators"

- Manual with detailed programs and exemplification of planning and strategy
- Hierarchical control of teachers work
- Centralized and hierarchical system
- Task' compliance
- Individual and isolated answer
- On evaluation, everyone for itself
- Evaluation as verification of conformity level, as a selective process, centered in products
- Evaluation shapes the way of being a teacher

b) Teachers as "intellectuals"

- Programs "management"
- Decisions about pedagogical-didactic planning and strategies
- Teachers responsibility towards hierarchy, educational mission, school aims and school educative project
- Teachers play an important role on construction of school educative project
- Collaborative participation in the education of an generation
- Being itself in a collective
- Formative evaluation based in analysis and reflection about processes and about how to improve them
- Auto-reflection processes and reflection with others

A. Improvement on the quality of education and of schools

Educational Mission, School Aims and Teachers Responsibility...

Teachers as "applicators"?
Teachers as "intellectuals"?

C. Ways of thinking and building a culture of evaluation

a) **"Solidified Patrimony"**

- Perpetuation of ways of doing in education that leads to maintenance of implicit ideas about being a professional
- Do not question basis for decisions

b) **"Patrimony in Construction"**

- Sharing concepts and ideas that are discussed
- Immaterial Patrimony that becomes Common; patrimony that is being built and that evolutes by discussion – between teachers, parents, members of civil society, etc – of the main principles of scholar education.

C. Ways of thinking and building a culture of evaluation

a) "Solidified Patrimony"

- Regulatory evaluation and evaluation of products
- Education field is saturated of implicit ideas; teachers actions are assumed as tasks to be carried out without a reflection on arguments
- Reproduction of actions (mimesis) – an apparent cohesion that doesn't results from an intentional construction but from perpetuation of gestures, ways of doing [skills], attitudes, postures;
- relationship with the knowledge based on the transmission, rather than on interpellation.

b) "Patrimony in Construction"

- Questioning
- Invention/Creation
- Explanation (reflect about) of actions and ways of thinking about actions
- Establishing dialogues and finding *equilibrium* among aspects of "solidified patrimony" (*status quo*) and aspects of "patrimony in construction"

C. Ways of thinking and building a culture of evaluation

Educational Mission, School Aims and Teachers Responsibility...

"Solidified Patrimony"?
"Patrimony in Construction"?

D. Dynamics in organizational life cycle

| STANDSTILL, DEATH, BEFORE GROW UP	ON THE WRONG TRACK, BEGINNING GROWING	DYNAMIC, GROWING AND MATURITY	WALKER AND DECLIVE STAGE
Unsuccessful and isolated Schools; individualist, without initiative.	With a lot of innovation, but without establishing or solidifying. Without purpose and global vision.	Balance among development and stability, effectiveness and keep trying. Be up to date.	Doesn't move, lives "stuck to" the past and everything is fixed and tested.

(Domingo y Bolívar, 1998)

An organizational life cycle can pass by each one of these stages, presenting, sometimes, aspects more typical of one or another stage. Organizations also may stay for long periods in the same stage (e.g. Standstill).

D. Dynamics in organizational life cycle

How can we change the cycle of the cycle?

How can we pass from a closed cycle to a spiral cycle?
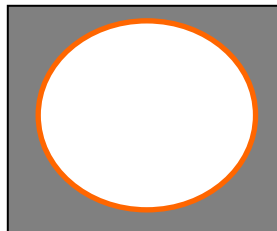
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"Standard Quality"? "Negotiated Quality"?

Teachers as "applicators"? Teachers as "intellectuals"?

"Solidified Patrimony"? "Patrimony in Construction"?

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