

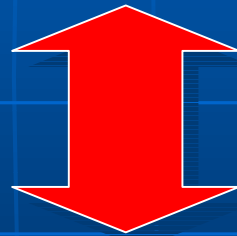
Self evaluation:  
how good are we now?

Professor John MacBeath  
University of Cambridge

Bergamo 23<sup>rd</sup> October 2008

# A world wide movement

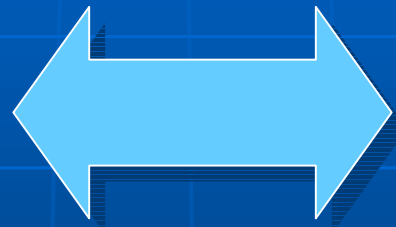
## INSPECTION OF SCHOOLS AND QUALITY ASSURANCE



## SCHOOL SELF-EVALUATION AND EXTERNAL REVIEW

# THE HONG KONG MODEL

**School self  
evaluation**



**School  
external  
review**

**Internal  
Stakeholders  
participate in  
reviewing school  
quality and  
effectiveness**

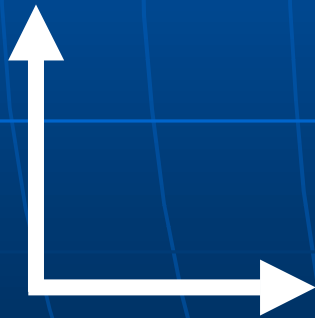
**ESR team  
review  
school's  
self-  
evaluation**

# THE THREE LOGICS OF SELF EVALUATION

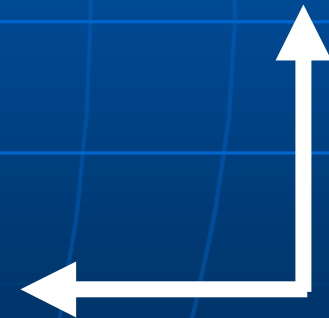
**ACCOUNTABILITY  
LOGIC**



**ECONOMIC  
LOGIC**



**IMPROVEMENT  
LOGIC**





# National priorities: a case for self evaluation?

- Improved quality of life and well-being
- Human and social capital
- A powerful skills drive - high skill levels
- Equal access and equal chances
- Students at the centre of the educational action in all aspects
- Enhancing formal and informal learning and their effective interaction
- Lifelong learning skills in the population
- Promotion of "knowledge circuits"
- Open dialogue between the school community and the territory
- Autonomous institutions responding to local needs, yet in a European dimension

# Pupil performance data: uses and abuses

International

National

Local authority/commune

School

Department

Grade level

Class

Individual pupil



# What goes up must come down: the Toyota principle



International  
National  
Local authority  
School  
Department  
Grade level  
Class  
Individual pupil







# Opening the box?

“I have been listening to student voice for five years and more but only this year have I started to hear what they were saying”

*Secondary headteacher*

# INGREDIENTS OF SUCCESSFUL SELF-EVALUATION

purpose	framework	criteria	tools	process	product
?	framework	criteria	tools	process	product
purpose	?	criteria	tools	process	product
purpose	framework	?	tools	process	product
purpose	framework	criteria	?	process	product
purpose	framework	criteria	tools	?	product
purpose	framework	criteria	tools	process	?

# The 5 W + H

**Who** is it for?

**When** does it take place?

**Where** is it prime locus?

**What** is it about?

**How** does it work?

**Why** are you doing it?

Peers

Siblings

Parent(s)

Neighbourhood

Media

Who are the  
educators?

Internet

Teachers

National policy

School principals

# Who it is it for?

Pupils

Teachers

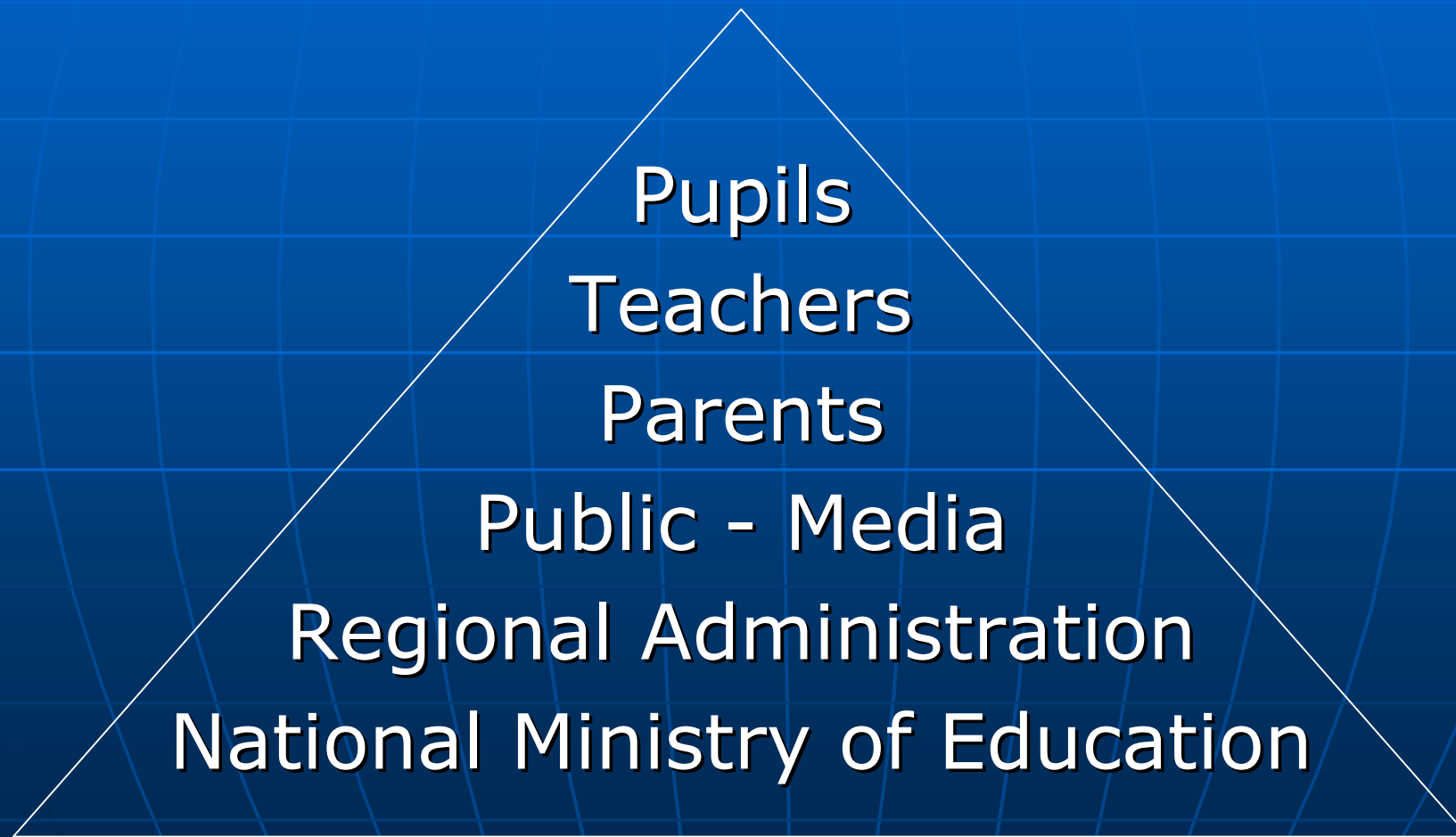
Parents

Public - Media

Regional Administration

National Ministry of Education

# Who it is it for?



## Children: the new commodities

We no longer look at children as children with all their quirks, idiosyncrasies, and all the things that make them unique human beings. We see them as grade enhancers and grade detractors. Will they add value or lower our scores?

(David Berliner, AERA, 2006)

DON'T WORRY -  
I'LL VISIT YOU IN  
PRISON



John Wheeler



## LEARNING IN A DEMOCRACY

**The school of the 21<sup>st</sup> century should be a school centred around children and young people. Their influence over their own situation at school must therefore be extended and improved. ... Pupils' viewpoints, opinions and wishes together with their needs and experiences must form the basis of the planning of the entire school's activities."**

**(A School for All, Stockholm, Ministry of Education and science, p.6 )**

# *The Ladder of participation*

*Jorgensen, 2003*

students decide  
adults support

adults and  
students take  
joint decisions

adults decide based  
on student views

adults consult on  
minor matters

adults decide with  
students as  
'decoration'

adults decide

	Stiamo facen- dolo o pro- grammandolo	Forse in futuro	In nessun modo
attrezzature didattiche per gli studenti			
costruzione del sito web e iniziative ICT			
organizzazione di riunioni serali per i genitori			
valutazione dell'insegnamento			
valutazione dell'apprendimento			
politica e pratica del lavoro a casa			
piano di sviluppo della scuola			
colloqui con il personale neo-assunto			

	Doing it or plan to do it	Possibly in the future	No way
facilities for students			
website development and ICT initiatives			
organisation of parent evenings			
evaluation of teaching			
evaluation of learning			
homework policy and practice			
school development planning			
interviewing for new staff appointment			

# The 5 W + H

**Who** is it for?

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**What** is it about?

**How** does it work?

**Why** are you doing it?

# England: Preparing for inspection

1. **Change in attitude**

of staff to students before and during the process

2. **Special lessons**

with a consequent drop in student motivation

3. **The look of the school**

More polished and suitable for visitors at any time

4. **Trouble well hidden**

Trouble students sent away on alternative programme

5. **Change in atmosphere**

A rising continuum of stress

Dannawy, 2001

# Programmed for the show

*"teachers are too busy being stressed"*

*"some of them have not time to teach because they are so busy getting ready"*

*"we might as well have been all robots programmed like they [the teachers] and the Head wanted us to behave and act"*

*"everyone is telling us what to say and how to act. What's this a dictatorship? are we expecting*

# The 5 W + H

**Who** is it for?

**When** does it take place?

**Where** is it prime locus?

**What** is it about?

**How** does it work?

**Why** are you doing it?





'THANKYOU FOR AGREEING TO  
HAVE A LOOK AT THE TOILETS WITH US...'









“School is a house of learning. It is a place where diversions and mistakes are allowed, but where evaluation in the form of feedback gives you a sense of direction”



# TOXINS

- **anxiety over coverage**
- **internal competitiveness**
- **emphasis on marking**
- **parental pressures**
- **being judged**
- **being overdirected**
- **not being listened to**
- **being misunderstood**



# NUTRIENTS

- **being valued professionally**
- **being trusted**
- **being noticed**
- **being listened to**
- **being respected**
- **being supported in risk taking**
- **having opportunities to learn from colleagues**



# The wall









**leadership**

**Organisational learning**

**Professional learning**

**Student learning**

# The 5 W + H

**Who** is it for?

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**How** does it work?

**Why** are you doing it?





# The 5 W + H

**Who** is it for?

**When** does it take place?

**Where** is it prime locus?

**What** is it about?

**How** does it work?

**Why** are you doing it?



AHAJOKES.COM

# Observing learning

- What are they doing?
- What are they learning?
- What am I learning?
- What will I do next?





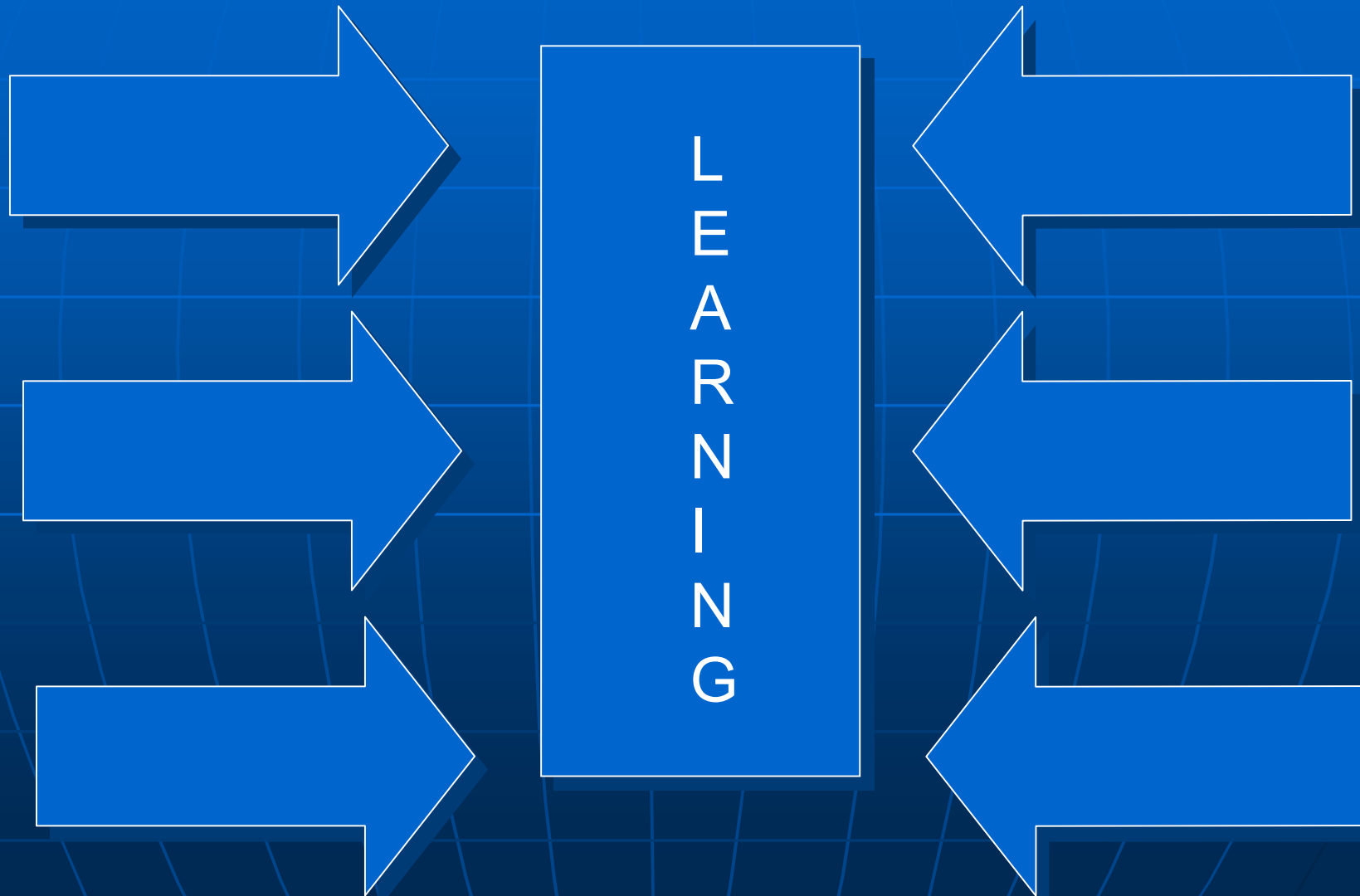
# Making learning visible

- Is thinking visible here?
- Are pupils explaining things to one another?
- Are they offering creative ideas?
- Are they using the language of thinking?
- Am I?
- Are students debating interpretations?
- How is assessment enhancing thinking and feeling?
- Is this an environment conducive to learning?

# MYST routine

- **Me:** How do I model thinking? How do I make my own thinking visible?
- **You:** How do I make my students' thinking visible?
- **Space:** How is the environment of the classroom organized to help facilitate thinking?
- **Time:** How can I give thinking more time in my classroom? How does thinking change over time?

# THE FORCE FIELD



# FROM DELIVERY TO PARTNERSHIP

- Delivering the curriculum
- Discussing purposes and objectives of learning
- Pupils devising indicators of achievement
- Pupils as assessors their own and others' work
- Pupils as determiners of learning



# Peer observation

- Find a critical friend
- Agree a protocol
- Find a focus
- Observe selectively
- Find time for feedback and dialogue
- Observe the 4:1 rule
- Discuss what might be different

# Five key principles

There is a focus on learning

There are conditions favourable to learning

Leadership is shared

Connections between leadership and learning are made explicit

Staff and students share a sense of mutual accountability



Neurons connect  
parts of our brains  
with one another  
but no cables made  
of neurons drape  
from person  
to person. We talk  
about ideas. We  
share insights. We  
pool recollections.  
(David Perkins)

QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

# Video Insert 2

## Chan Ming Ming

(HK Tang King Po College)

“ Many teachers may compare self-evaluation to looking into a mirror. I would like to add a little thought to this idea. When we look at a mirror, it's a personal act. But school self-evaluation is for the whole teaching staff to look into a mirror. It's not easy, because it requires teachers to get to know what and how colleagues are doing. SSE provides the opportunities for staff, in an interactive manner, to review their school aims and practices and evaluate the actual outcome on students themselves. So in the mirror we should be looking at lots of students as well, because whatever we do, ultimately we do hope to achieve positive changes in our students.”

QuickTime™ and a  
decompressor  
are needed to see this picture.



# Video Insert 1

## Lui Chiu Yee, Kylie

(Tai Po Old Market [Plover Cove] Public School)

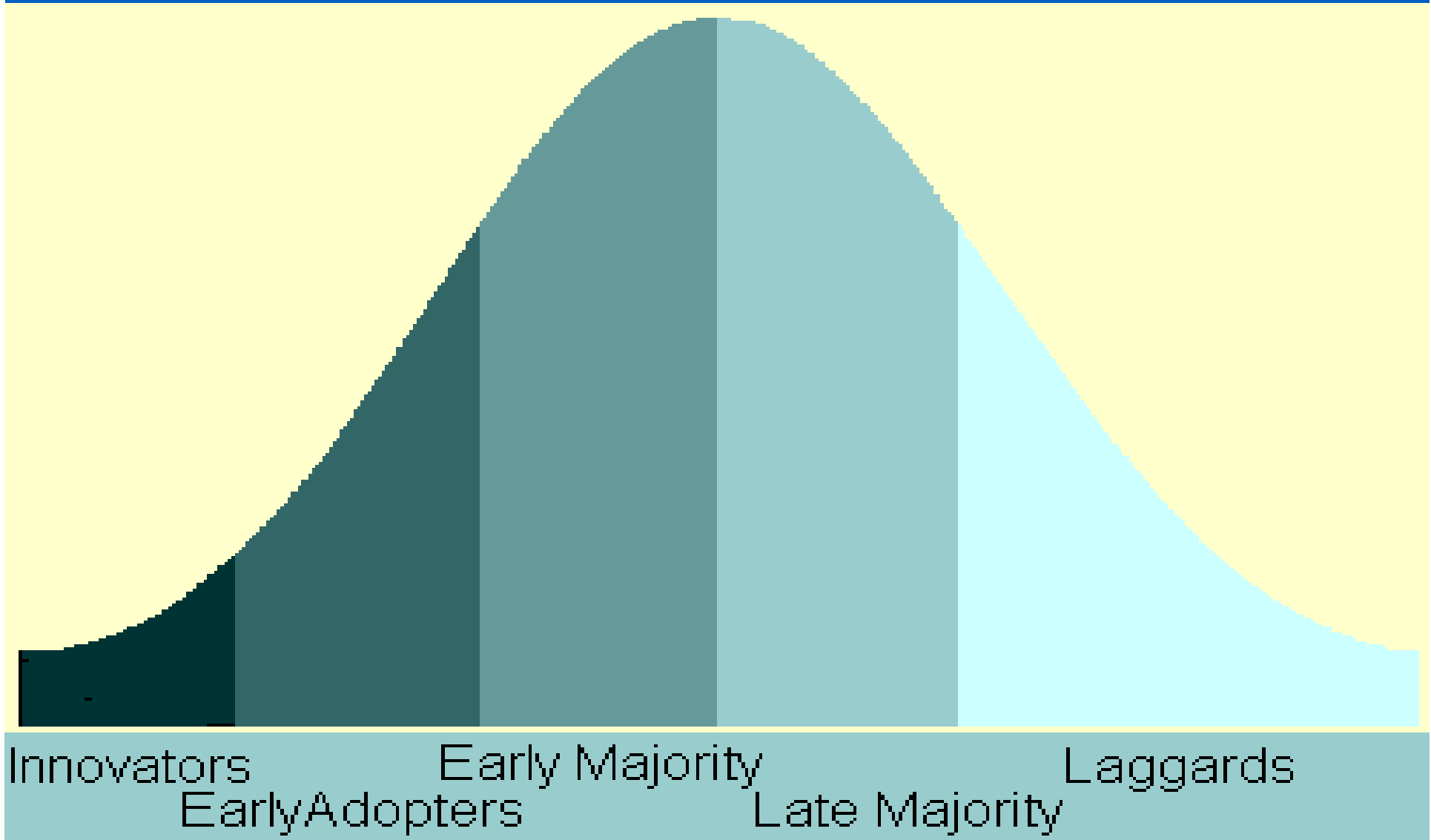
“ When we get older, teachers dont tell us the answers. They ask questions, and let us find the answers by ourselves. We may surf the Internet, and go to the library to find some books. When we do it in this way, we can learn how to learn. We will be more interested in the things we learn. We also think that if teachers just stand in the classroom and talk and talk, it will be so boring. This is active education and we like it very much. Teachers always ask us to do some projects, and before they teach us they ask us to find some information, so we can learn by ourselves. They would tell us more, so we can remember it well.”

QuickTime™ and a  
decompressor  
are needed to see this picture.

# HOW CHANGE WORKS

- 1. The rule of the vital few:** A few exceptional people doing something different start and incubate an epidemic.
- 2. The stickiness factor:** Some attribute of the epidemic allows it to endure long enough to "catch", to become contagious or "memorable".
- 3. The power of context:** The physical, social and group environment must be right to allow the epidemic to then suffuse through the population.

# THE PACE AND FLOW OF CHANGE



**START  
DOING**

**GO ON  
DOING**

**STOP  
DOING**



**If you think  
you're too  
small to  
make a  
difference,  
you've never  
been in bed  
with a  
mosquito.**

