



Course Code EDUC-576	Course Title School Self-evaluation	ECTS Credits 9
Department Education	Semester Fall	Prerequisites EDUC 570
Type of Course Compulsory	Field School Management	Language of Instruction Greek
Level of Course 2 nd Cycle	Year of Study 2 nd	Lecturer(s) Dr Christos Theophilides
Mode of Delivery face-to-face	Work Placement N/A	Co-requisites None

Objectives of the course:

Students are expected to:

- Understand the theoretical and epistemological background of school self-evaluation.
- Study cases of school self-evaluation.
- Delve into the process of school self-evaluation (stages, sources and methods of data collection, validity and reliability of measurements, roles of individuals and groups).
- Understand the role of a critical friend in an effort of school self-evaluation (facilitating the process of school self-evaluation and promoting the validity of the process and its outcomes).
- Become cognizant with the process of developing research instruments for the study of specific problems which appear crucial for a school organization.
- Plan and carry out a school self-evaluation study.

Learning outcomes:

- Explain concepts, principles and models which comprise the theoretical and epistemological background of school self-evaluation.
- Define main areas of school life and activity, judge their effectiveness and decide areas in need of improvement.
- Apply a range of methods of data collection in order to study thoroughly an area in need of improvement.
- Introduce triangulation of methods and data in the process of school self-evaluation in order to enhance the validity of measurement and evaluation.
- Locate research instruments which could be employed in school self-evaluation.
- Organize and analyze data which came out of a process of school self-evaluation.
- Decide the merits and deficiencies of case studies in school self-evaluation.
- Prepare and apply a school self-evaluation study

Course content:

The course content derives from two major areas. On the one hand, reference is made to the theoretical and epistemological underpinnings of school self-evaluation. On the other hand, the methodology of planning and bringing into closure a school self-evaluation study is described. The student will study pertinent books, articles and case studies and become cognizant with research instruments suitable for school self-evaluation studies. Special reference will be made to the following topics:

- Theories and models which underpin school self-evaluation.
- Stages in a school self-evaluation study. The role of individuals and groups at each stage.
- Ready-made and self-developed instruments for a school self-evaluation study.
- Methods of data collection, organization, and analysis.
- Triangulation of methods and data.
- The role of a critical friend in a school self-evaluation study.
- The structure of a report on a school self-evaluation study.

Learning activities and teaching methods:

Lecture, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, student presentations

Assessment methods:

Formative assessment, feedback, individual research, collaborative work, presentations, discussions

Required textbooks/reading:

Authors	Title	Publisher	Year	ISBN
MacBeath, J.	<i>Η αυτο-αξιολόγηση στο σχολείο: Ουτοπία και πράξη.</i> Μτφρ. Χρ. Δούκας και Ζ. Πολυμεροπούλου	Ελληνικά Γράμματα	1999	
MacBeath, J., Schratz, M., Meuret, D. & Jacobsen, L	<i>Η αυτο-αξιολόγηση στο Ευρωπαϊκό σχολείο</i> μτφρ. Μ. Δεληγιάννη	Μεταίχμιο		

Recommended Textbooks/Reading:

Μπαγάκης Γ., (επιμ.) (2005). *Αυτοαξιολόγηση σχολικής μονάδας. Από το έργο του Ιωσήφ Σολομών στις σημερινές προσπάθειες στην Ελλάδα και αλλού.* Αθήνα, Μεταίχμιο.

HM Inspectorate of Education (2002). *How good is our school. Self-evaluation using quality indicators* .

MacBeath J. (2005) *The self-evaluation file. Good ideas and practical tools for teachers, pupils and school leaders.*(Third edition).

Βαλμά, Λ., Γεωργιάδου, Σ., Δεμερτζή, Κ., Καίσαρη, Σ., Κοσμίδης Π., Μπαγάκης Γ., Μπινιάρη, Λ., Ντεγιάννη, Χ., Σκόρδου, Σ., Σκουτίδας, Λ., Σοϊμοίρη, Δ., Σταμάτης, Θ., Τσεμπερλίδου, Μ., Φακίτσα, Μ., Χαλκιάς, Φ. (2007). *Ένα σχολείο μαθαίνει: Η αυτοαξιολόγηση και η ανάπτυξη ενός σχολείου στο πλαίσιο του διεθνούς προγράμματος Carpe Vitam.* Αθήνα: Α. Λιβάνη.

- Πράντζου-Κανιούρα, Κ., (2005). *Εσωτερική αξιολόγηση της σχολικής μονάδας Εγχειρίδιο αυτοαξιολόγησης της σχολικής μονάδας*, Αθήνα: Σαββάλας
- Μαντάς Π., Ταβουλάρη Ζ., Δαλαβίκας Θ., (2009). Αξιολόγηση του εκπαιδευτικού έργου. *Επιθεώρηση Εκπαιδευτικών Θεμάτων*. σσ. 195-209.
- Hall C., Noyes A. (2009) . *School self-evaluation and its impact on teachers' work in England Research Papers in Education*, Vol. 24, No. 3, 311–334. Retrieved October 3, 2010, from <http://www.informaworld.com>
- Swaffield S, MacBeath J. (2005) *School self-evaluation and the role of a critical friend* Vol. 35, No. 2, pp. 239–252 ISSN 0305-764X (print)/ISSN 1469-3577 (online)/05/020239-14 # 2005 University of Cambridge, Faculty of Education DOI:10.1080/03057640500147037
- Meuret, D. & Morlaix, S. (2003). Conditions of Success of a School's Self-Evaluation: Some Lessons of an European Experience. *School Effectiveness and School Improvement*, 14(1), 53-71.
- Plowright, D. & Godfrey, R. (2008). School Self-evaluation: Can Head Teachers Meet the New Challenge? *ISEA* 36(3), 35-58.
- Swaffield, S. & MacBeath, J. (2005). School self-evaluation and the role of a critical friend. *Cambridge Journal of Education*, 35(2), 239-252.
- Lesly Sauders (1999), Who or what is School 'Self-Evaluation for?', *School Effectiveness and School Improvement*, 10: 4, 414-429 Retrieved October 3, 2010, from URL: <http://dx.doi.org/10.1076/sesi.10.4.414.3489>
- Plowright, David(2008) 'Using self-evaluation for inspection: how well prepared are primary school headteachers?', *School Leadership & Management*, 28: 2, 101 — 126 Retrieved October 10, 2010, from URL:<http://dx.doi.org/10.1080/13632430801969799>