

Original paper

Sofija V. Maričić¹
University of Belgrade, Teacher Education Faculty



Paper received: Feb 7 2017
Paper accepted: Feb 21 2017
Article Published: May 5 2017

Self-evaluation and the quality of pedagogical work of school²

Extended summary

This paper is on the term and process of self-evaluation as segments of influence on improving the quality of pedagogical work of school. The theoretical part of the paper is on the terms of quality, standard, evaluation and self-evaluation and their mutual relation within the system of the pedagogical work of school. Understanding of quality as the process of continuous development and improvement stressing dynamics and imperfection of the unfinished process. Quality school is characterised by two key components (Bezinović, 2010): procedural (structural-management component with clearly defended processes, procedures and quality standards) and cultural (socio-psychological element of mutual values, beliefs, expectations and aims of all people who are involved in the school – students, teachers, other staff, parents, local community...). In this context, self-evaluation is the approach in which all the participants in the educational-pedagogical process evaluate themselves within different activities, this is the skill which contributes to improving the life quality now and in the future, it has developmental role because it searches for the answers to the questions: What are we like now, how do we know that, what can we do to be better and of a better quality?

The subject of this research is improvement and analysis of the attitudes of teachers about the influence of the established system of self-evaluation on the quality of the pedagogical work of school, as well as developing definite suggestions in the system of self-evaluation of pedagogical work of school which influence the continuous development and quality improve-

¹ sofija.maricic@uf.bg.ac.rs

² This paper presents a part of the presentation of the doctoral dissertation entitled *Self-evaluation as a determinant of quality of pedagogical work of school*. The thesis was defended at the Faculty of Philosophy, University of Novi Sad, entitled *Self-evaluation as a determinate of quality pedagogical work of school*. The thesis was defended at the Faculty of Philosophy, University of Novi Sad, on 26th September 2016, and the examining board was consisted of the following members: Svetlana Kostović, PhD, Nada Vilotijević, PhD, and Olivera Knežević Florić, PhD.

Copyright © 2016 by the authors, licensee [Teacher Education Faculty](#) University of Belgrade, SERBIA.

This is an open access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original paper is accurately cited.

ment of the work of the school. In the research, we have used descriptive-analytical and analytical-critical method of theoretical analysis. The research techniques include questionnaires and scaling, and the instruments included are estimation scales with the integrated questionnaire questions specially created for the purposes of this research. The research was done at the sample of 303 teachers (class teachers and subject teachers) from seven primary schools in the territory of the four Belgrade communities. Descriptive analysis was done based on the statistical parameters (t-test, one-way analysis of the variance, correlation analysis (coefficient of point-biserial correlation and Pierson's coefficient of correlation), and after that quality analysis of the given data was done.

The research has proved that teachers are not sufficiently acquainted with the standards of the quality work of school (curriculum and the annual working plan, teaching and learning, educational achievements of students, support to students, ethos, and origination of work of school and management and resources) and the processes of self-evaluation in the pedagogical praxis are not continuously applied. Teachers do not recognise the role and significance of self-evaluation, because it presents only additional administrative workload. It was determined, as well that all the participants in the educational process were not included into self-evaluation, and that they did not have feedback, necessary for development and improvement. Nevertheless, teachers estimate self-evaluation as a significant component for improvement quality of work at school and they give definite suggestions for improvement of the methodology of this process.

Contribution to this research is represented by a sequence of suggestions with the aim of improving the studied aspects of the process of the self-valuation of the work of the school. We are suggesting forming the institution "The school as a role model" for the process of self-evaluation – an institution which the system of self-evaluation is developed and improved, and which has the role of domination of its theoretical and practical experiences to the interested students in that process. One of the possible solutions is forming databases within the uniformed information system of education – at the national level in which the base should include both quantities determiners and definite measures of improving and suggestions. It would be useful to form a database about self-evaluation for each school – self-evaluation portal – there should be all information, statutes, and estimations of all the participants. Ready instruments for self-evaluation should be excluded. Teachers often tend to fill in the forms, no matter how, and they do not observe the essence of the process. Schemes cover the essence, and participants cannot see the significance.

Reflexive practitioners should be created in the process of education and professional development (Stojanović, 2011), who will perceive evaluation and self-evaluation as the part of everyday praxis.

Key words: quality of pedagogical work, evaluation, self-evaluation, quality standards, primary schools, teacher.

References

- Bezinović, P. (ur.) (2010). *Samovrednovanje škola. Prva iskustva u osnovnim školama*. Zagreb: Agencija za odgoj i obrazovanje.
- Bizjak, C. i sar. (2007). Samoevaluacija – pot k većji kakovosti šole. U: Brejc, M., Weissbacher, P. (ed.) *Kakovost v vzgoji in izobraževanju* (17–18). Zbornik povzetkov Portorož: Šola za ravnatelje.
- Burbules, N. C. (2004). Ways of thinking About Educational Quality. *Educational Researcher*. 33 (4), 4–10.
- Fulan, M. (2005). *Sile promene*. Beograd: Dereta.
- Glasser, W. (2004). *Kvalitetna škola. Škola bez prisile*. Zagreb: Educa.
- Kostović, S. (2005). *Vaspitni stil nastavnika*. Novi Sad: Savez pedagoških društava Vojvodine.
- Morin, E. (2001). *Odgoj za budućnost*. Zagreb: Educa.
- Stančić, M. (2011). Osnovni pristupi kvalitetu rada nastavnika i njihove odlike. U: Kačavenda-Radić, N., Pavlović-Breneselović, D. i Antonijević, R. (ur.). *Kvalitet u obrazovanju* (203–219). Beograd: Institut za pedagogiju i andragogiju, Filozofski fakultet Univerziteta u Beogradu.
- Stojanović, A. (2009). Vrednovanje u osnovnoškolskom obrazovanju – od tradicije do inovacija. U: Radovanović, I., Trebješanin, B. (ur.). *Inovacije u osnovnoškolskom obrazovanju – vrednovanje* (240–244). Beograd: Učiteljski fakultet.
- Stojanović, A. (2011). Samorefleksivnost vaspitača kao determinanta metodičkih inovacija u predškolskom vaspitanju. *Inovacije u nastavi*. XXIV (3), 114–121.