

SELF-EVALUATION IN SECONDARY SCHOOLS

Abstract

The dissertation thesis focuses on self-evaluation – self-evaluation of schools - in secondary schools in the Czech Republic with an emphasis on creation and development of professional community of teachers and creation of schools as Learning Organizations.

The current state of research in the field of self-evaluation is described by the study of Czech and foreign literature. Self-conducted empirical investigation helped to determine the real state of its implementation in our secondary schools.

In the framework of the thesis, self-evaluation is understood as a condition for further development of the school, improvement of the quality of teachers and all school activities; so that the school would be able to best reflect the needs of the market and its social partners. The purpose is to allow the school itself to assess its situation, to define its own problems and to find solutions – to find self-improvements.

The thesis introduces a variety of approaches, benefits and difficulties that the current state of self-evaluation causes.

The first part defines basic concepts, describes quality management systems used in educational process and legislative framework for the implementation of self-evaluation in secondary schools. Supporting part comprises a summary of current knowledge and description of new initiatives addressing the concept of "Professional Learning Communities" and "Learning Organizations".

The second part consists of outcomes and interpretations of the conclusions of an independent empirical research. The first phase - quantitative research provides a definition and verification of research hypotheses, statistical results of the survey and their graphical representation. The qualitative phase complements the empirical study by outcomes of semi-structured interviews with school principals. Its aim is to examine relations between variables affecting the implementation of the school self-evaluation in order to assess the impact of the school management on the internal process of its improvement.

Suggestions and recommendations logically crown the whole submitted thesis, while at the same time they serve as a stimulus for discussion on other approaches to self-evaluation, creation and development of Professional Learning Communities and Learning Organizations as parts of continuous improvement of schools' quality process.

Keywords

Self-evaluation, school's self-evaluation, quality improvement, professional development, Professional Learning Community, teachers' cooperation, Learning Organization