Shetland Islands Council
Professional Review & Development
Self Evaluation

Approaches to self evaluation

Teachers are shown as enquiring practitioners committed to on-going self-evaluation and working collaboratively to ensure the greatest possible impact.

Self-evaluation of learning and teaching should be simple and manageable. It should be based on ongoing reflection through which teachers get to know themselves better in terms of their strengths and areas for development. It should be robust and evidence based derived from a number of sources including reflective questions (see example below), direct observation, information and data and people's views, including those of children and young people, parents and carers and others linked to the school community.

Self-evaluation processes for learning and teaching range from reflection on daily practice to significant areas of professional development when a more structured approach may be required. Self-evaluation can be carried out on an individual basis by teachers or in collaboration with others: for example, a critical friend, coach, mentor or line manager; or in groups: for example, whole school, associated schools group or learning communities.

The most effective approaches to self-evaluation are often:
- precise and focused on improving the experiences of and impact on self, colleagues and young people's learning and progress
- practice-based rather than just paper-based - there is clear action taken as a result of self-evaluation activities
- able to generate specific strengths and areas for improvement
- detailed and searching in the analysis of young people's learning and progress
- comprehensive in gathering evidence, including from young people and the wider community.

Appendix 8.1c

Effective professional learning is the result of a cycle of self-evaluation:
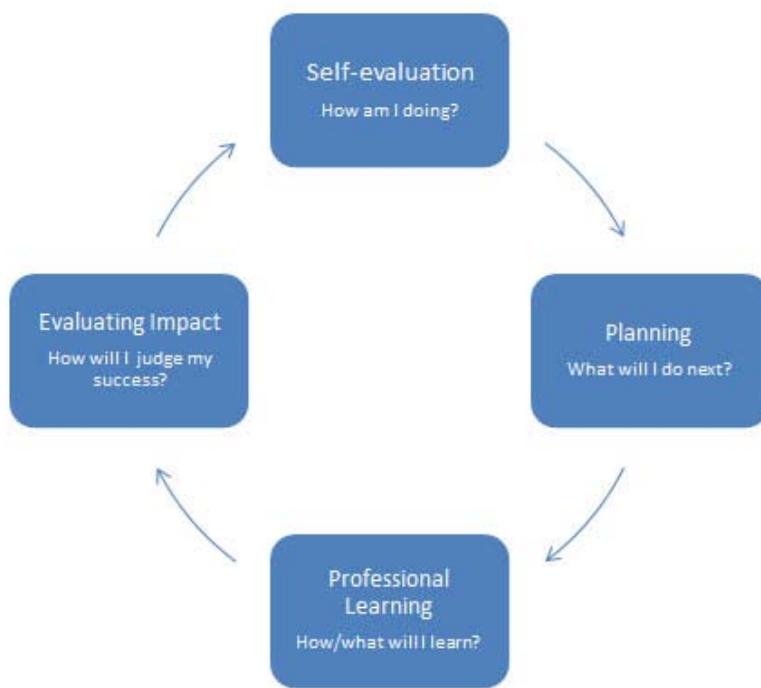
GTCS Professional Standards

Self evaluation using the GTC Scotland Standards is an integral part of Professional Review and Development leading to the Professional Update process for all teachers. Teachers should use their MyGTCS account to explore the standards (for example viewing a complete standard, comparing two standards side by side or focusing on themes within a standard) in order to self evaluate against them. Through your MyGTCS account, you will be able to interact with the Standards by, for example, highlighting on screen where you feel you meet the Standard (referring to evidence sources) and where there are areas for development. You will be able to update your self evaluation and send it or print it off as a basis for discussion with your line manager.

Possible Reflective Questions (teachers will develop reflective questions appropriate to their own targets and development needs)

Where am I now in relation to the professional knowledge and skills of my current role?

What evidence do I have which supports this and what am I going to do next?

How broad a range of strategies/resources do I currently use to support my self evaluation activities, for example, do I use feedback from colleagues, young people and their families?

How could I make self-evaluation a more central part of my daily activities?

Further information/resources

http://www.educationscotland.gov.uk/learningteachingandassessment/professionallearning/clpl/selfevaluation.asp
www.gtcs.org.uk