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## MODULE SIX

### INTRODUCTION

#### Monitoring School Effectiveness

##### Introduction

A question which seems both easy and perplexing to answer is: What makes an effective, or good, school? If we want more, indeed all, schools to become effective then we need to know what we mean by this term, how we can determine the extent to which each school is effective, and thus identify the areas requiring attention. A school may be effective in some areas of its operation and life, but less successful in others. How can we determine these, and how may we then plan and provide for an improved performance?

The inspectorate is often seen as the key agency for determining school quality, but, in fact, each school should be able to evaluate its own performance and initiate plans for improvement without waiting for external agencies to provide advice. The aim of this module is to explain and demonstrate how this might be done.

Individual study time: 13 hours

##### Objectives

After working through this module on you should be able to:

- explain the concept and main characteristics of an effective school
- describe the reasons for evaluation and its place in good management practice
- apply systematically a range of evaluation techniques
- plan a programme of evaluation aimed at improving practices and performance
- demonstrate how to analyse and use evaluation findings to inform school decision-making processes
- identify a balanced set of performance indicators and explain both their use and their limitations.

##### Units

This module is divided into five units.

##### Unit 1: Indicators and characteristics of school effectiveness

3 hours

In this unit you will learn about a range of concepts relating to school effectiveness, and some of the characteristics by which you and your staff may recognise the degree of effectiveness of your school.

### Unit 2: The rationale for evaluation

2 hours

Here you will derive a rationale for evaluating school effectiveness as part of a process of accountability to the community and government.

### Unit 3: Evaluation techniques

4 hours

Here you will learn some of the evaluation techniques which you need to use with your staff to monitor and analyse the performance of different aspects of school life, and which may also be used by external agents, such as inspectors.

### Unit 4: Planning a programme of evaluation

2 hours

In this unit you will learn how self-evaluation may be developed as a normal part of the planning and management processes organised by you and your staff.

### Unit 5: Using evaluation findings

2 hours

The results of an evaluation have to be used to develop aspects of school work. In this final unit you will determine the conditions and requirements under which the results of the evaluation exercise undertaken by you and your staff may be used for the further development of your school.

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