What additional skills do you think teachers might need to conduct effective institutional self-evaluation?

- Accept responsibility for improvement
  - Creativity
  - Knowledge of curriculum and direction

- Ability to look at the big picture
  - Stand back
  - De-personalise
  - Find relevance

- Be willing and feel safe enough to
  - Be self-reflective
  - Invite others’ feedback

- Data Analysis
  - Understanding the story
  - Understanding the limitations

- Communication
  - Shared language
  - Active listening
  - Giving feedback without judgement

In this diagram, the skills teachers need to conduct effective self-evaluation are set in a picture frame in a gallery, representing the ‘bigger picture’ of the self-evaluation process. Through the linking of the words, the skills are seen as interrelated.
What strategies would you adopt to motivate schools and teachers to engage in ongoing school self-evaluation for school development?

- Provide structure to enable it to happen. This includes creating the climate for sharing and feedback.
- Create a need/external requirement
- Share a vision and purpose that is ongoing and part of the culture
- Foster collaborative teams and a collaborative culture with responsibility for outcomes and solving problems in the teaching and learning process.

A flower diagram is used to illustrate this metaphor. The student finds her place at the centre of the model, which incorporates a number of pressures or requirements, balancing these with structure and other internal factors.
How would you communicate the findings of a school's self-evaluation to teachers, students, parents and community so that the school's worth is celebrated, and lessons are heard and acted upon to improve professional practice?

These linked ellipses represent a multimodal, interwoven approach to communication, taking into account a number of ‘stakeholder’ groups who have an interest in the school’s self-evaluation findings. Multiple sources of feedback (MSF) are utilised in this model.
A football match is used to illustrate the key strategies involved with engaging and motivating schools and teachers. The coaches, umpire and supporters provide a context, while teachers, students, and other school staff ‘play the game’.

What strategies would you adopt to motivate schools and teachers to engage in ongoing school self-evaluation for school development?

- Provide access to teacher professional learning funding
- Provide time by removing other responsibilities
- Be explicit about the impact of evaluation on future learning and teaching
- Comparisons of schools in the context of communities, incorporating “value-added” measures
- Evaluate on meaningful and authentic school-based goals
How would you set up a school self-evaluation process that fully involved the whole school and its community?

This diagram and strategy for setting up a self-evaluation process is based on John Kotter’s Eight Change Phases Model (1996), and represents the school and community ‘getting on board’ Noah’s Ark.
What strategies would you adopt to motivate schools and teachers to engage in ongoing school self-evaluation for school development?

In this model, the hot air balloon contains positive motivating factors, which are balanced by the weights or constraints. The flame represents strong, inspiring leadership that will get the balloon off the ground.
What methods can teachers use in a school self-evaluation that are economical of time and provide valid and useful evidence?

This diagram uses a jigsaw model to represent an effective self-evaluation process. The leadership team begins the process, which ends with school growth.
The Minister is giving a speech to a group of principals who are not yet fully engaged with school self-evaluation. Write five bullet points that she will make in her speech about why self-evaluation is so important and should be strengthened.

This diagram suggests that self-evaluation is a journey on the ‘road to school improvement’ that leads to positive outcomes for a school community.