

School Self Evaluation: How Involved Are Educators in the Process?

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ABSTRACT Global studies show that educator development and whole-school improvement policies exist. Despite these measures, schools and educators remain oblivious of the intents, purposes and original goals of these policy measures. Whole School Evaluation (WSE) is the official evaluation system in South Africa; schools undergo both external and internal evaluation. This study explores the extent of educator involvement in internal evaluation, School Self-Evaluation (SSE) in some South African schools. Educator views on SSE in relation to their professional development are issues warranting deeper scrutiny. Data were gathered from 125 educators in sixteen randomly selected schools using a mixed mode approach. Data from interviews were analysed by developing categories and making comparisons and contrasts. The research findings suggest that educators are neither sufficiently trained nor are they aware of the significance of their role in the process. Results further show that school self-evaluation affects the educators' professional learning. The paper suggests that supportive school leadership and a collaborative educator culture are catalytic for whole school improvement.