

Summary

Assessment and Self-Assessment in Research and in Improvement of Quality in Schools

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According to theoretical and practical considerations, assessment and self-assessment play a great part in research and improvement of school quality. They represent a permanent process directed at development, success and improvement and it is based on continuous monitoring of the influence of teaching quality on pupils' achievements. It is the aim of this paper to examine how teachers (N=110) and pupils (N=114) perceive today's school (as a traditional or as a modern-day institution) and how they perceive the quality of the educational process, defined here by 25 indicators of educational quality divided into five groups: individualization and pupils' development, teaching climate and surroundings, teaching and learning strategies, assessment and self-assessment, and cooperation with parents.

The results have shown that both teachers and pupils perceive school mostly traditionally, as preparation for life and an imposed commitment that is not a part of life, a challenge or a source of fun. There is a certain amount of cooperation between the school and parents, but without a deeper sense of partnership. Schooling is perceived as mere acquisition of knowledge. Different sources of knowledge or learning styles are not yet recognized as important. Teachers believe that their teaching is modern (24 out of 25 indicators, or 96%), while pupils' estimation shows that contemporary tendencies in teaching are on a very low level (9 of 25 indicators, or 36%). Differences in estimations between teachers and pupils are statistically very significant in 54.5% statements about school perception and 96% about teaching quality indicators.

Self-regulation of assessment and self-assessment shown here and perceived from the point of view of the authors as critical friends could be useful to school teams for research and self-analysis of their own development. By introducing changes that are in correspondence with contemporary pedagogical demands and future educational systems, we all become a part of the solution we aspire to.

Key words: school, teachers, pupils, assessment, self-assessment, quality indicators.