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MONITORING AND SELF-EVALUATING TEACHER'S PROFESSIONAL DEVELOPMENT AND SCHOOL ACTIVITIES

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Abstract: The aim was to examine the opinion on the professional development and the quality of a teacher's professional activities as well as the influence of self-evaluation on the teaching quality and the professional competence of a teacher. The survey covered a sample of 600 class and subject teachers and also head teachers and expert co-operators (school leadership) of primary schools in Primorsko-goranska, Ličko-senjska and Istarska County.

The results showed that the majority of the teachers think that the evaluation of teachers' professional effectiveness on the basis of the quality of their teaching and students' achievements was done only partially, that up to that point the advancement and the professional development of teachers was done non-systematically, partially and occasionally on the basis of a teacher's professional activities and also that the quality of a teacher's professional work was only somewhat recognised in their schools.

When compared to class and subject teachers, the school management agrees to a greater extent with the statements that the quality of a teacher's ability to plan and conduct self-evaluation is a significant part of their competence, which they need in order to regularly monitor and evaluate the quality of their work, another important matter is that students and the school management regularly monitor and evaluate the quality of teacher's professional activities. Furthermore, teacher's self-evaluation significantly adds up to monitoring and improvement of professional competence and also teaching quality.

Keywords: self-evaluation, teacher's professional development, professional competence, teaching quality.

Introduction

In searching for the answer to the question who a good teacher is, different starting points and directions are considered. Thereby, the importance of the results and ideas of evaluation studies are stressed, or of the implementation of quality control based on which competences, and with them the quality of teachers' work, are determined (Razdevšek-Pučko, 2005). These are, above all, starting points set by experts for teacher education, and also the

problems noticed in practice, as well as the lack of results of international comparative studies and the analysis of education of those teachers who achieve good results. The changes in the society also influence teachers and their changed role. When it comes to quality and standards/competences issues, the need for competences list of successful (respectable) teachers is stressed, who were unanimously chosen by different experts, but also the list of practical qualifications that a future teacher must acquire during his/her studies, in order for narrow, technicistic comprehension of teacher's education not to emerge. The adjustment to standards set by different accreditation system, as well as international comparisons, and introducing teacher education to international trends are important.

Within the broad range of teachers' professional functions in European countries some traditional functions are still preserved, but the functions in modern schools are realized in new conditions and in a different way, some are more stressed and some completely new functions appear (Csaspo, 2004). The issue here is what these new functions are and what competences should future teachers acquire in the system of professional education and development, that would be supported by an adequate curriculum based on which they are educated. The area of examining and determining teacher's educational needs, as an immanent part of the development curriculum, can be presented through some open questions. The questions are, for example: How can, by continuous development, the needs and interests of teachers, students and job market be coordinated? How can the contents of teacher's professional competence be timely anticipated? What do students and society expect from teachers in the future, who does he/she expect him/herself to be? What do they expect from their profession?

The process of a teachers' professional learning is based on his/her practical and theoretical knowledge (Calderhead, 1988). Every teacher should continuously enrich their knowledge and skills, get informed about professional novelties, develop themselves and be permanently educated and self-educated in order to increase their professionalism and general culture. Professional development is not a simple spontaneous process. It is a complex co-relation among teachers with belonging characteristics and different environmental factors in which his/her professional role is realised. Apart from knowledge and skills, a teacher should possess certain values that lead their activity. Good teaching is not the one coming down to the technique, but emerges from a teacher's identity and integrity. Identity refers to the way teachers see themselves professionally, and that includes their sense for their own goals, responsibility, work and teaching style, effectiveness, satisfaction level, as well as career planning (Kosnik & Beck, 2009). Professional identity is the factor on which teacher's understanding of his/her professional roles depends. Teacher's unconscious needs, feelings, values, role models, previous

experience and behaviour modes together create the feeling of identity (Korthagen, 2004). The aim of continuous professional development of teachers is directed at internal changes of a teacher as a subject who learns, as well as at the desired changes and effects of his/her professional behaviour (Tot & Klapan, 2008).

The results of the continuous professional development should be positively correlated to their progress in professional career. The term “post-modern professionalism” (Hargreaves, 2000) represents balance to technicistic definition of teachers’ competences. The role of the conditions originating in post-modern society is stressed, and the possible conflicting of professionalism and professionalization processes. The process of professionalism includes demands for the work of high quality that are set for teachers, while professionalization represents his/her social status. A conflict appears due to the fact that the range and demands, as well as responsibility of a teacher’s work continuously grows, which is not followed by his/her social status and wages. A pro-active and responsible approach to teachers’ professionalism is reflected in their activism based on learning, participation, togetherness and cooperation, i.e. taking responsibility for better education (Fullan, 1993). In this way teachers become initiators of change. The preservation of favourable conditions and cultural norms is important for school development, as well as teachers’ professional development and activity. This implies the environment, vision, the development of collegiality and cooperative atmosphere, engagement and authority, life-long learning and focus on the improvement of quality, monitoring and solving problems, teacher development.

An important characteristic of new professionalism is reflection. Day (1999) particularly emphasized the importance of teacher qualification for the reflection and evaluation in order to provide pre-conditions for development, effective motivating and supporting each of the students in the learning process. It occurs in Schön (1983) as an ability to generate new cognitions through reflection of own activity. Since teaching profession implies teacher’s autonomy and freedom, there is no doubt that a teacher has the right to actively participate in the evaluation of his/her professional work as well, which includes self-evaluation. It significantly contributes to raising awareness of teachers being people belonging to a profession and people of professional authority, and at the same time it prevents the monopoly of external teacher evaluation. The basic meaning of self-evaluation is twofold. It allows us the insight into the state and the results of professional development of teachers. Self-evaluation also reveals special interests, abilities and competences of teachers that are to be developed as an important determinant of a teacher’s professional identity. The greatest value of every organization (school) is collective ability of continuous learning (Bagić et al., 2002).

The degree of a teacher's professional development and the quality of teaching are in a complementary relation. If that is so, then, on the basis of the outcomes of the self-evaluation of teaching quality, i.e. on the basis of the achieved students' competences, it can be concluded about their professional competence and the quality of work. It is important to develop activity competence that helps the experience and theoretical knowledge to be enriched. Sometimes certain contradictions between experiential and theoretical knowledge can appear. In these cases, practitioners usually believe their experiential knowledge, which means they can become prisoners of own experiences. They way out is, according to Meyer (2005), in searching for new, different experiences, such as reorganisation of own teaching practice and rearrangement of the former image of good teaching. Theoretical work usually begins with further development of own experience in the light of theoretical knowledge. The processing of theoretical knowledge helps in critical relativisation and in "diluting" own experiential knowledge in such a way that it can again structure and develop personal theories. In practice they are checked and changed as appropriate. It is important to develop and encourage the wanting for the process of changing. Although it significantly depends on the effectiveness of teachers and teaching, it should continuously be analysed, since it is the foundational activity initiator for quality improvement. The following can be classified in the category of still not sufficiently studied questions: The possibility of effective application and evaluation of the method "experts learn from experts" as a method of continuous professional development; Portfolio as an effective way of monitoring, evaluating and motivating teachers during continuous professional development; Mentorship as an important factor of continuous professional development; Planning of teacher development and activity. In line with clear vision and mission of teacher's professional activity, after some discussion, developmental goals that say what they improve are defined. The structure of the part of the school development plan relating to professional development and activity of teachers consists of the following constituents: vision (where they want to get), state analysis (strengths and weaknesses of the school), aim (what they want to achieve), mission (defining key tasks), needs (what is to be achieved), priorities (what is most important), methods (how to achieve it), self-evaluation of teachers (how to know whether the expected was achieved) and the new state analysis (what afterwards). School development plan is directed towards training teachers and their environment for taking responsibility and active part in the process of planning and improving the quality of school work. Based on the results of teacher's self-evaluation, a strategic plan for further improvement of teaching and learning quality, as well as quality of all the factors that influence it, especially teaching, is being prepared.

Research problems

1. To examine the opinions of teachers and school management on the acknowledgement of professional effectiveness on the basis of teaching quality and students' achievements.
2. To examine opinions of teachers and school management on the correlation of a teacher's professional activity and his/her progress and professional development.
3. To examine opinions of teachers and management on the influence of teacher's self-evaluation on quality improvement of teacher's competence and teaching quality.
4. To examine possible differences in opinions among class and subject teachers, as well as among teachers and school management in relation to set research problems.

Method

Participants

The research encompassed: 234 class teachers, 237 subject teachers and 129 head teachers and associates (school management)¹. The total of 600 participants participated in the research.

Instruments and research process

A part of the questionnaire created for the purpose of Likert type research is a 5-degree scale where participants should choose from 5 = *totally agree* to 1 = *totally disagree*. Next to questions on professional effectiveness, the participants are, apart from positive or negative position, offered possible answers.

The results were processed in the SPSS programme. For significance testing the tests Chi-squared and ANOVA expressed in F-proportion were used, and for the determining among which groups there is a statistically significant difference Tukey post-hoc test was used.

¹*School management* is a term used in the field of self-evaluation as an expression for head teacher and his/her close associates in school management.

Results and discussion

a) Judging professional effectiveness of teachers

Professional learning is inseparable from school environment. Therefore, professional development of teachers is directly related to the development of other school staff. For Fullan (2002) that means that a teacher's development to great extent depends on the existing school environment, in other words, on the influence of its single constituents (social, pedagogical, psychological, working conditions, way of management, human relations, professional development, self-evaluation, etc.)

Teachers, head teachers and associates were asked about their opinion on the following issue: Has professional development so far been assessed on the basis of the quality of teaching and students' achievements? (Table 1.) Chi-squared test showed a statistically significant difference in the assessment made by class teachers, subject teachers and school management ($\text{Chi}^2=13.688$; $p<0.05$). Most of the class teachers (24,50%), as well as subject teachers (25%), think that the previous assessment of professional effectiveness of teachers on the basis of on the quality of teaching and students' achievements has only partially been assessed. That was the opinion of the total of 66.20% of participants.

Chi^2 test affirmed a statistically significant difference in the assessment of class teachers, subject teachers and school management on the previous assessment of teachers on the basis of the quality of teaching and students' achievements ($\text{Chi}^2=13.688$; $p<0.05$).

A four-stage cycle of development planning implies assessment, planning, implementation and self-evaluation of professional development of teachers. It is thereby important that students are participants and the product of school quality improvement, including teacher's professional competence and activity, and that is why they have to be the centre of planning (Janssen, F. et al., 2008).

<i>Participants</i>		<i>partially</i>	<i>YES, partially</i>	<i>NO, professional successfulness of teachers has not been assessed at all</i>	<i>NO, but it is being worked on at school</i>
Class teachers	229	20 3.40%	144 24.50%	57 9.70%	8 1.40%
Subject teachers	230	22 3.70%	147 25.00%	48 8.20%	13 2.20%
School management	129	14 2.40%	98 16.70%	15 2.60%	2 0.30%
Total	588	56 9.50%	389 66.20%	120 20.40%	23 3.90%

Table 1. Has professional successfulness of teachers so far been assessed on the basis of the quality of teaching and students' achievements?

b) Judgements on the relation between teacher's professional activity and his/her progress and professional development

By next question it was attempted to find out the opinion of participants on the issue of any kind of acknowledgment of the quality of teacher's professional work in their school. The results are presented in Table 2. Unfortunately, 14.4% of the questioned teachers, head teachers and associates think that the quality of professional work of teachers in their schools is not acknowledged in any way. The majority of participants (60%) thinks that it is done partially, and only 25.60% think that it is done in some way. Chi² test determined a statistically significant difference in the assessment of class teachers, subject teachers and school management (Chi²=10.443; p<0.05).

The opinions of teachers and school management on the relation between teacher's professional activity and his/her progress and professional development were examined. From Table 3 it is observable that the progress and professional development of teachers so far has been unsystematically, partially and occasionally based on the quality of teacher's professional activity. The majority of teachers and management agree on that. Also, Chi² test has not determined a statistically significant difference in their assessment (Chi²= 5.835; p>0.05).

Participants		<i>Is the quality acknowledged at school?</i>		
			<i>NO</i>	<i>Partially</i>
Class teachers	234	51	38	145
		8.50%	6.40%	24.30%
Subject teachers	235	58	38	139
		9.70%	6.40%	23.30%
School management	128	44	10	74
		7.40%	1.70%	12.40%
Total	597	153	86	358
		25.60%	14.40%	60.00%

Table 2. Acknowledgement of the quality of teacher's professional work in their school

		YES	NO	<i>Yes, but unsystematically and occasionally</i>
Class teachers	231	42	48	141
		7.10%	8.20%	24.00%
Subject teachers	230	46	39	145
		7.80%	6.60%	24.70%
School management	127	24	14	89
		4.10%	2.40%	15.10%
Total	588	112	101	375
		19.00%	17.20%	63.80%

Table 3. Have progress and professional development of teachers so far really been based on the quality of teacher's professional activity?

Continuous professional development, as a long-term permanent process and a part of long-life learning, has an aim of modernising teacher's knowledge acquired during initial education, as well as improvement of his/her professional skills. Also, he/she needs to be provided with new skills that can be verified by new certificates and the possibility of changing directions in his/her own career. A very important part of teacher's qualifying for facing novelties should be added to this, as well as fulfilment of his/her personal and professional needs and the realisation of professional autonomy. Defining high educational norms is based on open market, high technologies and the mobility of workforce. The development of education system is also influenced by continuous professional development of teachers, in other words, the demands and contents of their learning and education. The aim is to increase the

effectiveness and quality of education. Teacher's role is changed from informative to formative. His/her key role is not knowledge transfer. He/she is primarily expected to encourage student's development, i.e. the learning of learning.

The research of Redžić, 2006, on professional development of teachers, where the question *Is the realization of the continuous professional development programme being monitored and assessed?* in their schools was answered by *no* by the majority of teachers, can be compared to the results of this research. That it is done only at the end of year was the answer of 25% of teachers, and only a smaller percentage (24.42%) said they did not know whether anything was monitored or assessed. The issue why that is so is raised here.

c) Influence of teacher's self-assessment on the improvement of quality of his/her competence and teaching quality

Reynolds (1992) emphasised that, in order to teach, a teacher should go through three stages: pre-active, inter-active and post-active. The first stage includes lesson planning and preparing, critical selection of teaching materials and choosing location. The second stage refers to teaching process performance, its monitoring (observation of reactions) and evaluation. The third stage is oriented towards professional development and teacher development, his/her cooperation with other (experienced) colleagues and self-evaluation.

The participants expressed by the offered statements how they understand the contribution of self-evaluation in relation to teaching quality and teacher's competence (Table 4). According to the results, school management, compared to class and subject teachers, expressed greater agreement with statements relating to the statement that qualification for planning and implementation of self-evaluation is an important constituent of teacher's competence, that teachers should continuously follow and assess the quality of own work, that it is important for students and school management to continuously monitor and assess teaching quality, and that self-evaluation of teachers significantly contributes to monitoring and improvement of teaching quality. Only for the statement that the implementers of self-evaluation must be prepared for that activity, a statistically significant difference was determined in the agreement between school management and subject teachers. School management, compared to subject teachers, expressed greater agreement with the statement that implementers of self-evaluation must be prepared for that activity.

A sufficiently fair, encouraging, understandable evaluation system is useful for individuals and schools, and accomplishes its final aim (purpose),

which is the increase of learning and teaching quality. How do teachers and management assess teachers' self-evaluation in relation to his/her effectiveness and professional activity can be seen in Table 5. Class and subject teachers are different from school management only in the opinion on continuous assessment with elaborated time dynamics. Class and subject teachers do not find continuous assessment with elaborated time dynamics as important as school management does.

Possibilities	Assessors	N	M	s	F
1. Qualification for planning and implementation of self-evaluation is an important constituent of teacher's competence.	Class teachers	233	3.92	0.699	8.181**
	Subject teachers	235	3.87	0.798	
	School management	129	4.18	0.605	
	Total	597	3.95	0.730	
2. Teachers should continuously asses the quality of own work.	Class teachers	232	4.08	0.734	7.768**
	Subject teachers	236	4.16	0.732	
	School management	129	4.38	0.575	
	Total	597	4.18	0.710	
3. It is important for students and school management to continuously monitor and assess teaching quality.	Class teachers	231	3.59	0.913	15.285**
	Subject teachers	234	3.59	0.891	
	School management	129	4.07	0.762	
	Total	594	3.69	0.894	
4. Implementers of self-evaluation (teachers) and evaluation (other teachers, students and school management) must be prepared for this activity.	Class teachers	232	4.38	0.620	4.844**
	Subject teachers	235	4.32	0.755	
	School management	129	4.55	0.586	
	Total	596	4.40	0.674	
5. Self-evaluation of teachers significantly contributes to monitoring and improvement of teaching quality.	Class teachers	232	4.07	0.702	8.350**
	Subject teachers	236	4.01	0.780	
	School management	129	4.33	0.602	
	Total	597	4.10	0.723	

** statistically significant difference $p < 0,01$

Table 4. Self-evaluation of teachers with the purpose of increase of teaching quality and teachers' competence

Statements		N	M	s	F
<i>Assessment should be continuous and with elaborate time dynamics.</i>	Class teachers	233	4,11	0,690	8,362**
	Subject teachers	236	4,18	0,758	
	School management	129	4,42	0,609	
	Total	598	4,20	0,710	
<i>All the teachers should be a part of systematic high-quality self-evaluation.</i>	Class teachers	233	4,26	0,690	1,506
	Subject teachers	235	4,28	0,840	
	School management	129	4,40	0,689	
	Total	597	4,29	0,753	
<i>Self-evaluation of teachers should be based on clear criteria and indicators of effectiveness.</i>	Class teachers	233	4,38	0,612	2,253
	Subject teachers	236	4,37	0,735	
	School management	128	4,52	0,627	
	Total	597	4,41	0,668	
<i>Self-evaluation is implemented on the basis of realistic self-analysis.</i>	Class teachers	234	3,93	0,755	0,815
	Subject teachers	235	3,84	0,832	
	School management	129	3,90	0,818	
	Total	598	3,89	0,799	
<i>Self-evaluation of teachers must encompass those areas of teacher's professional activity that are important for the functioning and development of school.</i>	Class teachers	233	4,03	0,724	0,836
	Subject teachers	235	3,95	0,797	
	School management	128	4,04	0,778	
	Total	596	4,00	0,765	

Table 5. Self-evaluation, effectiveness and professional activity of teachers

Daresh (1992) suggests that, those who conduct self-evaluation, should give feedback that will strengthen positive and professional image of themselves and encourage positive performance (work). Actions (measures) must be truly (realistically) feasible. Self-evaluation, that includes conclusions with unfulfilled “dreams” are null and lead to demoralisation and cynicism. It is important to provide necessary conditions for the implementation of recommendations and conclusions originating in the outcomes of teachers’ self-evaluation. If it is not realised, then the students, teachers and other participants included in teachers’ assessment and self-assessment have the

right to ask, if self-evaluation makes sense at all. It is important to have a clearly created system for regular (continuous) monitoring and checking of realisation of recommended activities and system for determining (harmonising) the effects of those actions.

Conclusions

Although the examines estimate that professional effectiveness of teachers has only partially been assessed on the basis of teaching quality and students' achievements, most of them (with more prominent agreement of school management) considers qualification for planning and implementation of self-evaluation an important constituent of teacher's competence. Research results indicate that teachers want to monitor and assess the quality of their own work, and they think that it should be done continuously by students and school management as well. At the same time, teachers think to a lesser extent than school management that it is important to be prepared for the self-evaluation process. Considering extraordinary responsibility and the role of school management, particularly head teacher, in order to realise professional teacher development of high quality, professional development and sensibilisation of those people should be conducted, especially in the field of planning, organisation, providing of conditions and evaluation of continuous professional development in their environment. Thereby, in order to accomplish the set goals and the purpose of professional development and teachers' activity, appropriate strategies should be chosen and implemented: to make a detailed estimate of needs for organising and participating of teachers in the work of school and out-of-school professional assemblies in accordance with real needs of teachers' professional development for the period of, for example, three years; to provide a programme, personal and material conditions for continuous professional development of teachers; to harmonise continuous professional development of teachers with local and state systems of professional development (catalogues, standards, programme licensing); to develop the system and methodology of teachers' self-evaluation; to find possibilities for motivation (of most) of the teachers for professional development and activity; use modern IT within the process of teachers' self-evaluation, and finally, raise the quality level of criteria and indicators for assessing the achievements of teachers' professional development and teaching quality.

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Praćenje i samovrednovanje učiteljeva profesionalnog razvoja i djelovanja u nastavi

Sažetak: Cilj ovog rada bio je ispitati mišljenja o profesionalnom razvoju i kvaliteti učiteljeva profesionalnog djelovanja te utjecaju samovrednovanja na kvalitetu nastave i profesionalnu kompetentnost učitelja. Istraživanje je provedeno na uzorku od 600 učitelja razredne i predmetne nastave te ravnatelja i stručnih suradnika (vodstva škole) osnovnih škola Primorsko-goranske, Istarske i Ličko-senjske županije.

Rezultati su pokazali da većina učitelja smatra da se prosuđivanje profesionalne uspješnosti učitelja na temelju kvalitete nastave i učeničkih postignuća vršilo tek djelomično, da su se do sada napredovanje i profesionalni razvoj učitelja nesustavno, djelomično i povremeno temeljili na kvaliteti učiteljeva profesionalnog djelovanja te da se kvaliteta profesionalnog rada učitelja u njihovoj školi priznaje tek donekle.

Vodstvo škole je iskazalo veće slaganje, u odnosu na učitelje razredne i predmetne nastave, u tvrdnjama da je osposobljenost za planiranje i provođenje samovrednovanja bitna sastavnica učiteljske kompetentnosti, da bi učitelji trebali stalno pratiti i procjenjivati kvalitetu vlastitog rada, da je važno da učenici i vodstvo škole stalno prate i procjenjuju kvalitetu nastave te da samovrednovanje učitelja bitno pridonosi praćenju i unapređivanju kvalitete nastave.

Ključne riječi: samovrednovanje, profesionalni razvoj učitelja, profesionalna kompetentnost, kvaliteta nastave.

Beobachtung und Selbstevaluation der beruflichen Entwicklung und Tätigkeiten der Lehrer im Unterricht

Zusammenfassung: Das Ziel dieser Studie war die Erforschung der Meinungen über die berufliche Entwicklung und die Qualität der beruflichen Lehrerleistung, sowie des Einflusses der Selbstevaluation auf die Unterrichtsqualität und die berufliche Kompetenz der Lehrer. Die Studie wurde an einer Stichprobe von 600 Grundschul- und Fachlehrern, Schulleiter und fachliche Mitarbeiter (Schulleitung) der Grundschulen in den Gespanschaften Primorje-Gorski Kotar, Istrien und Lika-Senj durchgeführt.

Die Ergebnisse zeigten, dass die Mehrheit der Lehrer der Meinung sind, dass die Bewertung der Berufsleistungen von Lehrern auf der Grundlage der Unterrichtsqualität und den Schülerleistungen nur teilweise ausgeführt wird, dass bisher die Förderung und berufliche Entwicklung von Lehrern unsystematisch, teilweise und bisweilen auf der Qualität der beruflichen Leistungen der Lehrer basierte und dass die Qualität der professionellen Arbeit der Lehrer in ihrer Schule nur geringfügig anerkannt wird.

Im Verhältnis zu den Grundschul- und Fachlehrern zeigte die Schulleitung mehr Übereinstimmung bei den Behauptungen, dass die Befähigung zur Planung und Durchführung der Selbstevaluation eine wesentliche Komponente der Lehrerkompetenz ist, dass die Lehrer die Qualität ihrer eigenen Arbeit konstant

beobachten und bewerten sollten, dass die Schüler und die Schulleitung die Unterrichtsqualität ständig beobachten und bewerten sollten und dass die Lehrerselbstevaluation wesentlich zur Beobachtung und Verbesserung der Unterrichtsqualität beiträgt.

Schlüsselbegriffe: Selbstevaluation, berufliche Entwicklung der Lehrer, berufliche Kompetenz, Unterrichtsqualität.