

For information

Bills Committee on Education (Amendment) Bill 2002

School self-evaluation

Purpose

This paper gives our response to the enquiries raised by Members at the Bills Committee meeting on 13 February 2004 in connection with the relationship between school self-evaluation (SSE) and school-based management (SBM).

Background

2. SSE is a systematic process through which a school continuously reviews the quality and effectiveness of its work in order to facilitate its self-improvement and further development, leading to the provision of quality education.

3. Back in 1991 when the then Education Department introduced the School Management Initiative (SMI) Scheme, schools were required to conduct self-evaluation and report their performance in a school profile annually. The performance data in the profile served as a reference basis for schools to identify areas for further development and make action plans for improvement. In 2000, all schools in Hong Kong started to implement SBM. Schools are devolved with more responsibilities and they enjoy greater flexibility and autonomy in handling their operation and resources. They are also required to develop formal procedures for setting school goals and evaluating progress towards achieving the goals. They have to provide documents such as a school profile, an annual school plan and an annual report for information of parents and the Education and Manpower Bureau (EMB).

Relationship between school self-evaluation and school-based management

4. To facilitate the implementation of SBM, EMB has promoted since 2003 the school development and accountability (SDA) framework to enhance SSE. It is expected that the development of a self-evaluation culture will support and foster school development and improvement. SSE therefore forms an integral

part of the SDA and SBM.

SSE and teachers' workload

5. SSE is a tool to evaluate the performance of a school in a balanced and objective manner. It is not something new in schools' daily operation. The information required under the SDA framework is basically similar to those required under SBM. Such information includes a school development plan, an annual school plan and a school report for information of parents and EMB. These documents are indispensable for the daily operation of a school and the preparation of the information should not be considered as extra work. Schools should conduct their SSE according to their needs and the availability of resources. There is no need for them to go into minute details in every aspect of work. If schools have a good grasp of how to conduct SSE, SSE should not bring about additional teacher workload.

6. Although schools are required under the SDA framework to provide data on key performance measures (KPM), such data are readily available or can be easily collected by schools. Schools may also deploy non-teaching staff members to extract and compile KPM data from existing school documents and records. Software tools provided by EMB may be exploited to analyse the data and prepare reports. These measures can help to alleviate teachers' workload.

7. The main tasks of the school management are to comprehend the analysis results and make appropriate decisions. Data analysis and preparation of reports are worthwhile tasks as the school management will be presented with an objective and holistic picture of the school, which facilitates their planning for improvement.

8. SSE should be a school's daily routine and not be considered as extra work. On the other hand, effective SSE would help schools to carry out their work with a clear focus, resulting in increasing the efficiency and, in the long run, reducing teachers' workload.

Education and Manpower Bureau
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