

THE DEVELOPMENT OF READING LITERACY IN THE FIELD OF LEARNING IN THE CONTEXT OF SELF-EVALUATION

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Abstract:

The basis for the formation of the self-evaluation report is a necessity by law, which is written in the jurisdiction of the school council and the tasks of the headmaster, in articles 48 and 49 of The Law on the Organization and Financing of Education (Official Gazette of RS, Nos. 16/07, 36/08, 58/09, 64/09, 65/09, 20/11, 40/2012-ZUJF).

The purpose of self-evaluation is the identification of strong and weak areas of school operations which focus on improvement. Every school working group participates in the preparation of a self-evaluation report. A self-evaluation team prepared a proposal for a report on learning objectives. The team has meetings quarterly.

Quality is an important area of operation which contributes to the fundamental missions of the school: education, learning and teaching, i.e. pupils' achievements in the broadest sense.

We have set a preferential task on the basis on several indices, analyses of NAK results, and international research. We were wondering how the school, work groups, and individuals respectively could improve on this area.

The preferential task we attended to on the school level was the learning objective of reading literacy – formative tasks. Each work group performed their own activity for the analysis of the results. It was important that the school had uniform criteria and appropriate indices. Nine work groups carried out two measurements and interim activities with the pupils.

Keywords: self-evaluation, learning objective, education, indices