

(Self)Evaluation as a Tool Authorizing Teachers in Working with Students

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Abstract

In general, teachers in schools work well. Can they boast about it?

Many teachers do not evaluate their work quite realistically. Only a minority extol their work. It is more common for teachers to be overly critical of their work. In part, this is also due to the Slovenian mentality, where self-praise is not considered a value; moreover, Slovenes are critical people, who - for every well accomplished task – believe that it could have been done better. Even though modesty is traditionally considered a virtue, it has its downside: people see us on the basis of what we tell them about ourselves.

The subject of our interest has been the discrepancy between teacher's and students' evaluation. To this end, we have conducted a survey where both teachers and students evaluated the same work: the result of the survey has been a comparison of teachers' ratings with students' grades. The study has included evaluation in several areas: a teacher's work in the classroom: their attitude towards the students; a teacher in the function of a vocation or career counsellor for students; getting used to learning and using literature and ICT ...

The survey has shown that in most cases students evaluate teachers better than teachers themselves do. The results have not only shown the teachers that they work better than they thought: they have also empowered teachers to do well what they do and can rightfully boast about their work.

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