

Annex

The Self-evaluation Tool

School-based LWL Self-evaluation

School Name :

Some background information (e.g.: School statements, visions, short-term / long-term goals.....)

Life-wide Learning activities/ programs included in this self-evaluation:

(School may set the scope of LWL to be evaluated)

LWL Self-evaluation Team

Staff in charge:

Staff involved:

Critical friends:

Parents and/ or students involved (if applicable):

Other personnel:

Partnership:

1. Having a purpose

Questions to Ask:

Why has LWL been introduced?

Where can people find out about the purposes and potential benefits?

Self-initiative questions:

Evidences to Show: (please refer to p. 29 – 35)

(For filling the following table, please refer to P.18 – 20)

Models of practices	Self-evaluation(Y)	Evaluated by Critical Friends (Y)
Emerging		
Established		
Advanced		

Evidences to Test:

A visitor speaks to a teacher in a LWL activity: *Show me how these purposes work out in practice.*

2. Finding what is needed

Questions to Ask:

How well do the forms of LWL provision meet the learning needs of students?

How well have we consulted our students about their own needs, interests and expectations? How about teachers and parents?

Self-initiative questions:

Evidences to Show: (please refer to p. 29 – 35)

(For filling the following table, please refer to P.18 – 20)

Models of practices	Self-evaluation(Y)	Evaluated by Critical Friends (Y)
Emerging		
Established		
Advanced		

Evidences to Test:

A visitor speaks to a random sample of students: What do they think about LWL activities (ECAs...) and what more (sometime less) the school could do to improve?

3. Curriculum links

Questions to Ask:

How do the LWL activities link up with what our students learned in the classroom?

Can our students easily apply what they learned from LWL experience (e.g. knowledge, skills, strategies, attitudes & values) in classroom?

Self-initiative questions:

Evidences to Show: (please refer to p. 29 – 35)

(For filling the following table, please refer to P.18 – 20)

Models of practices	Self-evaluation(Y)	Evaluated by Critical Friends (Y)
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Advanced		

Evidences to Test:

A student tells a visitor how these activities help them achieve in school curriculum and in their daily life.

4. Choice/ widening participation

Questions to Ask:

Who are the groups among our students we ignored when planning programmes?

How to make our student benefit more from these experiences?

Self-initiative questions:

Evidences to Show: (please refer to p. 29 – 35)

(For filling the following table, please refer to P.18 – 20)

Models of practices	Self-evaluation(Y)	Evaluated by Critical Friends (Y)
Emerging		
Established		
Advanced		

Evidences to Test:

A visitor speaks to students do not attend LWL when choice is given: *What kind of things might entice you to attend or enjoy the activities?*

5. Developing programmes

Questions to Ask:

How do we know our overall LWL programme have sufficient variety?

What do we do to ensure that key skills and attitudes/ values are being monitored and reinforced continuously?

Self-initiative questions:

Evidences to Show: (please refer to p. 29 – 35)

(For filling the following table, please refer to P.18 – 20)

Models of practices	Self-evaluation(Y)	Evaluated by Critical Friends (Y)
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Advanced		

Evidences to Test:

A visitor speaks to students and asks them to describe a typical week that filled with LWL activities. They are also encouraged to tell the visitor how different LWL activities are planned (at their best of knowledge).

6. Information strategy

Questions to Ask:

How well do we communicate to people while organizing LWL? Among colleagues, to students, parents and community groups?

Is our information strategy effective and efficient?

Self-initiative questions:

Evidences to Show: (please refer to p. 29 – 35)

(For filling the following table, please refer to P.18 – 20)

Models of practices	Self-evaluation(Y)	Evaluated by Critical Friends (Y)
Emerging		
Established		
Advanced		

Evidences to Test:

A visitor speaks to students: How much their parents and friends know about LWL or its-related activities (in whatever name).

7. Teacher engagement

Questions to Ask:

How are the needs of teachers assessed when implementing LWL and what training is provided to meet these needs?

How do we get more staff involve or engage in LWL work? Are there aspects of the organization and structure (or traditions) that deter some people from getting more engaged?

Self-initiative questions:

Evidences to Show: (please refer to p. 29 – 35)

(For filling the following table, please refer to P.18 – 20)

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Emerging		
Established		
Advanced		

Evidences to Test:

A visitor speaks to a co-ordinator/ leader (e.g. ECA master): What proportion of school staff are directly involved in LWL? What do staff feel they get out of the training and how do you know? To what extent have the insights gained by staff in LWL activities informed the plan?

8. Involving students and others

Questions to Ask:

Are students and/ or parents involved in planning, operational or administrative decisions in LWL?

Do students and/ or parents see themselves as resource themselves, as contributors, peer mentors, or even tutors in LWL activities?

Self-initiative questions:

Evidences to Show: (please refer to p. 29 – 35)

(For filling the following table, please refer to P.18 – 20)

Models of practices	Self-evaluation(Y)	Evaluated by Critical Friends (Y)
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Established		
Advanced		

Evidences to Test:

A visitor speaks to students and parents:

- Show me example of something in school that is a result of student ideas or influence through LWL activities.
- Give examples of something students (parents) have done that has benefited teachers in the school or the community.

9. Getting the best from resources

Questions to Ask:

What resources (human and physical) do we have which can be made available within our reach (in schools and outside)?

What further resources might be identified within schools, community agencies, workplaces, groups and individuals?

Self-initiative questions:

Evidences to Show: (please refer to p. 29 – 35)

(For filling the following table, please refer to P.18 – 20)

Models of practices	Self-evaluation(Y)	Evaluated by Critical Friends (Y)
Emerging		
Established		
Advanced		

Evidences to Test:

A visitor speaks to a co-ordinator: Show me some evidence of the pattern of use of different resources. How do you think your current use of resources could be made more effective? What changes will you make?

10. Getting the best from partnerships

Questions to Ask:

What partnerships already exist between schools and other community agencies?

What have we learned from these partnerships?

How can we improve the current partnership strategy and direction?

Self-initiative questions:

Evidences to Show: (please refer to p. 29 – 35)

(For filling the following table, please refer to P.18 – 20)

Models of practices	Self-evaluation(Y)	Evaluated by Critical Friends (Y)
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Evidences to Test:

A visitor speaks to co-ordinator: What is it that makes partnerships more and less effective? What value has been added to your work and to your students by your partners or collaborative groups?

11. Getting results

Questions to Ask:

To what extent do we use self-assessment and peer assessment to monitor achievement and progress?

What efforts do we make to identify new ways of awarding and accrediting student participation, learning and achievement in LWL?

What opportunities are there for students to take part in activities using a variety of external awarding bodies (e.g. Music & Speech Festival, universities, subject associations)?

Self-initiative questions:

Evidences to Show: (please refer to p. 29 – 35)

(For filling the following table, please refer to P.18 – 20)

Models of practices	Self-evaluation(Y)	Evaluated by Critical Friends (Y)
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Evidences to Test:

A visitor speaks to a co-ordinator:

- Show me evidence of learning gains/ student progress made as a result of involvement in LWL.
- What systems are in place to ensure that parents and other teachers are aware of achievements gained in LWL (both extension and enrichment activities)? What incentives and awards work best and which are least effective?

12. Managing improvement

Questions to Ask:

Who co-ordinates LWL in our school? Who is/ are taking the leadership role and what criteria was that person/ team selected?

Is there a person specification (in whatever form)? What incentives, and rewards does it carry? What procedures are there to deal with inadequate performance?

What are the principles of management of LWL in the school? How transparent and open to discussion are they? How does LWL management respond to criticism, conflict, threat and change?

To what extent is the management or leadership shared with others? Is there a common sense of purpose, values, understanding and direction?

Self-initiative questions:

Evidences to Show: (please refer to p. 29 – 35)

(For filling the following table, please refer to P.18 – 20)

Models of practices	Self-evaluation(Y)	Evaluated by Critical Friends (Y)
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Established		
Advanced		
Evidences to Test:		
A visitor speaks to the co-ordinator: How would you deal with following: ● Dwindling attendance of students ● Increasing enthusiasm and demand which exceeds space or resources? ● Lack of funding? ● Request for evidence that LWL is beneficial to student development and learning. ● A feeling among teachers who shared very different views/ values?		

13. Celebrating success

Questions to Ask:

How do we share evidence of success (e.g. audits, evidence and evaluations of benefits) with our students, teachers, parents, funders, other stakeholders and also to wider audience, such as government policy makers, other schools and media?

What evidence do we have on the benefits of LWL? How valid or ‘impressive’ is that evidence of success?

What is the real cost of LWL (both money, time and expertise)? What return do we expect from that investment? How do we re-invest for the future or for better return?

Self-initiative questions:

Evidences to Show: (please refer to p. 29 – 35)

(For filling the following table, please refer to P.18 – 20)

Models of practices	Self-evaluation(Y)	Evaluated by Critical Friends (Y)
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Evidences to Test:

A visitor speaks to co-ordinator:

- Show me your business/ development plan and explain to me how you fund LWL.
- Describe how you go about the process of fund-raising, sponsorship and /or public relation, with regards to LWL.
- What sort of ways for the school to tell their own success stories in LWL?
- Do stakeholders (students, teachers , parents & funders) enjoy & impress with the success of LWL?

Summative Outcomes

Which parts are most satisfied?

Building on the strengths, how to develop those satisfied parts?

Which parts are least satisfied?

How to improve those unsatisfied parts?

In the whole process, what did your colleagues and you feel? And which parts are most difficult to handle?

Feedback after the LWL Self-evaluation (filled by the staff involved)

Please indicate any positive aspects of this self-evaluation pilot:

Please indicate any negative aspects of this self-evaluation pilot:

What did you learn throughout the whole process of evaluation ?

Please make any suggestions to improve the self-evaluation (e.g. process, tool, document):

How would you apply those what you learned in the process of this evaluation onto your future work?

Feedback after the LWL self-evaluation (filled by the scrutinizers)

Scrutinizing Meeting - _____ School

Name of the scrutinizer: _____

School/ Organization: _____

Scrutinizer's Comment:

(1) Please indicate both positive and negative features and give comments for improvement :

(2) Suggestions for future development:

Signed : _____ Date : _____