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Evaluation as the Tool to Initiate Changes and Development of the School

Abstract

The article is focused on the analysis of the essence, purpose and meaning (sense) of evaluation and self-evaluation processes in the school environment. It is an attempt to analyse the pedagogical evaluation as both a specific theoretical problem and a long-term, systematic process by means of which the school is able to reflect and evaluate its work quality in a critical way, to initiate changes and thus to improve and upgrade its quality. The above idea is based on an assumption that the development of the good quality school depends on its concept as an open, co-operative and learning institution focused on educational, cultural and public awareness objectives; and the systematic reflecting, checking and evaluating of its objectives, progress and results form an integral part of its (internal) culture.

Key words: *educational evaluation, self-evaluation, external, internal evaluation, autonomy, school culture*