



Operational Policies

6.05 Internal Evaluation Policy

Classification: Teaching and Learning

Date: September 2020

Applies to: All Staff

Review Date: September 2023

Approved by: General Manager

Purpose:

- To ensure review practices are developed and implemented which promote a culture of continual improvement across all teaching practices, curriculum and operational areas.
- When internal evaluation is done well, processes are coherent and align with the service's vision and strategic goals. Teachers work collaboratively to ensure that the efforts that go into evaluation lead to improvement. The urgency to improve is shared, and can be articulated, by all.

References:

- Effective Internal Evaluation for Improvement – ERO 2016
- Ngā Arohaehae Whai Hua (Self Review Guidelines) 2004
- Licensing Criteria for Early Childhood Education Care Centres
- Current ERO Review Methodology
- Te Whāriki, He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa. Early Childhood Curriculum, 2017

Definition:

- Kaitiaki Kindergartens – is referred to as 'The Association'
 - Head Teachers and Centre Managers – are referred to as Service Leaders
 - Kindergartens and Early Learning Centres – are referred to as services
 - Internal Evaluation – previously known as Self Review
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Policy

All teachers of The Association are required to engage in an ongoing, recorded process of internal evaluation in order to ensure continual improvements in outcomes for children.

Procedures

The recognised types of evaluation are:

Strategic evaluation

Strategic evaluations focus on activities related to your vision, values and goals. They aim to find out to what extent your vision is being realised, goals achieved, and progress made. Strategic evaluations are a means of answering such key questions as: To what extent are all our learners experiencing



Kaitiaki Kindergartens

success? To what extent are improvement initiatives making a difference for all learners? How can we do better? Because strategic evaluations delve into matters, they need to be in-depth and they take time.

Regular evaluation

Regular (planned) evaluations are business-as-usual evaluations or inquiries where data is gathered, progress towards goals is monitored, and the effectiveness of programmes or interventions is assessed. They ask: To what extent do our policies and practices promote the learning and wellbeing of all learners? How fully have we implemented the policies we have put in place to improve outcomes for all learners? How effective are our strategies for accelerating the progress of target learners? Business-as-usual evaluations vary in scope and depth and feed back into your strategic and annual plans.

Emergent evaluation

Emergent (or spontaneous) evaluations are a response to an unforeseen event or an issue picked up by routine scanning or monitoring. Possible focus questions include: What is happening? Who for? Is this okay? Should we be concerned? Why? Do we need to take a closer look? Emergent evaluations arise out of high levels of awareness about what is happening.

Internal Evaluation will fit within these guidelines:

1. All teachers are expected to contribute to the internal evaluation process.
2. All teachers are expected to participate in consultation with parents and whānau.
3. Internal evaluation is expected to lead to informed changes in teaching and learning, in collaborative practice, pedagogical practice and/or governance and management.
4. Outcomes of internal evaluations/reviews will be recorded and reported to parents/whānau through suitable means. These may include through Storypark posts, displays, presentations etc.
5. Ongoing opportunities will be available for teachers to engage in professional development to ensure they are aware of expectations and options available in carrying out internal evaluation.
6. The Association will encourage teams to seek out opportunities to share their findings with the wider education community.

Signed:

General Manager

Brian Kukler

Date:

30-3-22

Endorsed by

Signed:

President of the Board

PAUL GIESLER

Date:

31/3/22