

Version 1 | Mahi Tuatahi

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Document Approver: Chief Executive

Document Owner: Senior Teachers

Applies To | Ko Wai Whakahāngaitia

All Kaiako.

General Principles | Mātāpono Whānui

- Internal evaluation is undertaken to assess what is and is not working, and for whom, and then to determine what changes are needed, particularly to advance equity and excellence goals.
- Internal evaluation involves asking good questions, gathering fit-for-purpose data and information, and then making sense of that information.
- Internal evaluation is always driven by the motivation to improve.
- When internal evaluation is done well, processes are coherent and align with your vision and strategic goals. You 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 (ERO, 2016, p.4).

Related Procedures or Processes and Documents | Pākanga Tukanga me Pukapuka

Kindergarten Taranaki Internal Evaluation document.

Kindergarten Taranaki Summary Evaluation Tool document.

Kindergarten Taranaki Quality Evaluation Tool Summary document.

References | Tohutoro / Huānga ki

Education (Early Childhood Services) Regulations 2008.

Licensing Criteria for Early Childhood Education Care Centres (2008).

He Pou Tātaki (2013) (ERO Review Methodology).

Effective Internal Evaluation for Improvement (ERO, 2016).

Policy Review Cycle | Kaupapa Arotake Hurihanganga

This policy will be reviewed every three years and in conjunction with reviews of the related procedures or processes and documents outlined above.

Policy

- Continual improvement through an evaluative lens will occur across all aspects of kindergarten practice, environment and operations through the use of an Internal Evaluation process.
- Through this process, Kindergarten Teams will determine an inquiry direction to inform continual change and improvement of outcomes for tamariki

3. Kindergarten teams will also carry out a process of spontaneous review during the year for ongoing improvement of curriculum practice.

Procedure

Effective Internal Evaluation for Improvement

1. Kindergarten Taranaki provides an electronic template to assist kaiako to carry out internal evaluation process in centre. This template is populated on 'Teams' each year to assist kaiako with the inquiry process
2. The Internal Evaluation (IE) process commences in term 3 each year with the completion of the 'Summary Evaluation Tool' (SET) by the kindergarten team. This helps inform future practice.
3. Teaching teams complete the SET and this is then shared with the Senior Teachers. Senior Teachers provide feedback to kindergarten teams.
4. Teams use the KT Internal evaluation document and form a question and indicators with support from the Senior Teacher team.
5. The guidelines of the IE document provide:
 - Te Aronui, the Noticing phase
 - Rangahau, the Investigating phase
 - Mahi ngātahi, tikanga, hangatanga, the Collaborative Sense Making phase
 - Te whakarite i te mahi, the Prioritising to Take Action phase
 - Te aro turuki me te arotake i te painga, the Monitoring and Evaluating Impact phase.
6. The period of a review will be no longer than a one-year period and it is encouraged that some reviews have a shorter timeframe and therefore more than one review will happen in the span of one year.
7. Kindergarten teams will work collaboratively through their IE to improve outcomes for children.
8. Gathered data will be uploaded onto Teams in the Internal Evaluation channel for all to view and be fully involved.