

# INTERNAL EVALUATION POLICY

**Rationale:** Self-Review improves the quality of a Centre through reflection, analysis of data from a range of sources and an ongoing plan of action.

**Purpose:** To ensure practices are constantly and consistently under review to enhance quality outcomes for all children and their families/whanau as we aspire to realise: “*We can do better*”.

## Policy Statement:

1. Parents of children attending Tower Road Christian Preschool and adults providing education and care are provided opportunities to contribute to the development and review of operational documents in an ongoing way.
2. People involved in the service are provided opportunities for the review and evaluation of the service's operation. The process shall be consistent with clause 1 above and include a schedule showing timelines for planned review of different areas of operation.
3. Effective evaluation leadership drives ongoing improvement and innovation through providing opportunities for kaiako to undertake leadership roles for both emergent and regular evaluations, according to their strengths and knowledge of evaluative processes.
4. Continual improvement in practice in relation to teaching and learning, curriculum, leadership and governance, and management will ensure positive outcomes for children.

## PROCEDURES

- Internal Evaluation will be a regular agenda item at staff/board meetings. This will enable progress checks to monitor the implementation of the inquiry and ensure ongoing improvement to practice.
- Internal Evaluation processes will have strong links to the Strategic Plan and other key operational systems including annual planning, appraisal, professional development and teacher certification. This will enable the centre to determine possible strategic or regular evaluation priorities.
- A clear Internal Evaluation process and system is in place that supports the collection of robust documentation to highlight both the inquiry process and changes to practice.
- All evaluations will be guided by the resources: *Effective Internal Evaluation for Improvement (2016)*; *Te Ara Poutama (2020)*.
- Three types of internal evaluation will be undertaken throughout the year - strategic, regular (planned) and emergent (spontaneous) evaluations as we continually seek to improve our practice in relation to
  - the learner and their learning
  - professional learning and development
  - leadership
  - governance and management

## **Strategic Evaluation** – big picture thinking driven by operational systems

This could include:

- Quality Practice Template – (linked to Our Code: Our Standards, Education Council)
- Centre Strategic Plan monitoring and evaluation of goal achievement (this could be monthly through Management reporting, six monthly, or annually)
- Kāhui Ako achievement challenges
- Recommendations from ERO

And assisting the board with

- An evaluation of the vision, values and goals.
- An evaluation of the Philosophy of the centre

## **Regular (Planned) Evaluations** – driven by a commitment to the learning and wellbeing of all learners.

- A **Self-Review Schedule (3 Years)** will be maintained by the Centre Manager/Supervisor in consultation with BoD
- Regular evaluations will follow a five-step action research cycle as recommended in *Effective Internal Evaluation for Improvement (2016)* this consists of:
  1. *Noticing*
  2. *Investigating*
  3. *Collaborative sense making*
  4. *Prioritising to take action*
  5. *Monitoring and evaluating Impact*
- At the conclusion of this cycle documentation in relation to the process undertaken and outcomes will be filed in the **centre Internal Evaluation Folder**.
- Evidence of thoughtful and collaborative evaluation will ensure stretching of teaching and learning that is focused on creating better outcomes for the learning community and children.

## **Emergent (Spontaneous) Evaluations** - driven by a response to an unforeseen event or issue.

- Emergent evaluations can be triggered by any number of factors i.e. health/safety issues, regulatory requirements, concerns raised by whānau, staff or children, or an appreciation of what we do well motivated by a desire to improve outcomes for children and their learning.
- Emergent evaluations may be instigated by any kaiako or board member and will be recorded on the appropriate template. While they can be instigated by one staff member they will be reviewed collaboratively to ensure outcomes effect organisational change.
- Emergent evaluations may also be used as documented evidence of changes to practice that can contribute to appraisal and teacher certification processes as part of a professional growth culture.
- A date to revisit emergent evaluations and document impact on children's learning will be planned for and implemented to ensure revisiting and monitoring of the effectiveness of change and improvement.
- Kaiako and the learning community will work collaboratively to implement the commitment to action and to ensure this is meaningful for those involved.
- At the conclusion of this cycle documentation in relation to the process undertaken and outcomes will be filed in the **centre Internal Evaluation Folder**.