

## Internal Evaluation Policy

### **Rationale:**

To implement robust processes that ensure review, evaluation and reflection on all aspects of operation, in order to promote ongoing quality improvement and equitable outcomes for all learners. This policy upholds the Ministry of Education Licensing Criteria: C2, GMA 6.

### **Te Whāriki:**

The purpose of evaluation is to enable systematic improvement in the ECE setting.

### **Procedures:**

1. Internal Evaluation processes are linked to Te Rāwhiti's Strategic Improvement Plan, Annual Plan, and the Professional Growth Cycle and align with our philosophy, vision, values and goals.
2. A clear Internal Evaluation process is in place, guided by *Effective Internal Evaluation for Improvement (2016)* and *Te Ara Poutama (2020)*, that supports robust enquiry, documentation and the clear identification of outcomes.
3. Internal evaluation will draw on the input of kaiako, leaders, management (the kaiārahi) and governance. Tamariki, parents and whānau will be consulted with whenever appropriate.
4. All internal evaluations will follow a process of:
  - a) Noticing
  - b) Investigating
  - c) Collaborating/Sense making
  - d) Prioritising action
  - e) Monitoring and evaluating
5. Three types of documentation will be undertaken throughout the year to promote improved practice. These are: strategic, regular (planned); emergent (spontaneous).
  - a) Strategic evaluations are undertaken regularly and led by the Kāpiti Waldorf Trust, comprising governance and management. They aim to thoroughly examine big picture thinking driven by operational systems and related to our vision, values and goals. A robust, and often lengthy, process of enquiry and review is required for strategic evaluations.
  - b) Regular (planned) evaluations are part of the weekly agenda items in team hui and led by kaiako and the kaiārahi, with all team members actively contributing and taking turns to take on the role of Evaluation Facilitator. One of these evaluations will always be in progress with a guide of one per term, noting that some evaluations will take require more time than this. These evaluations are business-as-usual inquiries where data is gathered, progress towards goals monitored, and effectiveness assessed. Documentation is kept with the kaiārahi in the Internal Evaluation Folder.
  - c) Emergent (or spontaneous) evaluations are usually undertaken within individual kindergarten rooms and are a response to an unforeseen event or an issue picked up by routine scanning or monitoring. Kaiako are responsible for completing at least 2 of these evaluations for their kindergarten room per term and will keep these records in their Termly Planning Folder. Emergent evaluation documentation is kept in the planning folders for each room.

**Links To:**

- Effective Internal Evaluation for Improvement, 2016
- Te Ara Poutama, 2020

<b>Authorised:</b>	
<b>Date:</b>	
<b>Review Date:</b>	
<b>Consultation Undertaken:</b>	

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