Internal Evaluation
focussing on improvement, making things better....

Formerly called Self Review
KARAKIA TIMATAGA
Me akamoemiti ra tenei huihuinga
Ma matau kia arahia i o matau matakite ara, i a tatau takoiti ra kai ro’ tonu i o tatau kohungahunga

May this gathering be truly blessed and may we be guided by our prime focus which is our children within our kindergartens
Internal evaluation is an integral part of curriculum planning and implementation practices.

It is part of the licensing requirements (GMA6). Each kindergarten is required to document:
- A process for reviewing and evaluating their operation
- A schedule showing timelines for planned review of different areas of operation
- Recorded outcomes from the review process

It is important that parents are given the opportunities to contribute to planned evaluations including philosophy and procedures. (GMA4)
Internal evaluation assists teachers to evaluate the quality of their curriculum.

Internal evaluation can be used to:
• contribute to ongoing improvement
• help with decision making
• increase understanding
• advance a principle such as equity
• for accountability purposes.
Improving teachers practice to improve outcomes for children

Aspiring for excellence and equitable outcomes for all learners is always front and centre.
Internal evaluation

- It’s about how well are we doing? And what can we do better?
- Bridging the gap between your existing practice and good practice
Equity and excellence
What processes are effective in enabling achievement of equity and excellence?
This is about providing outcomes for an increasingly diverse population.
Internal evaluations can vary greatly in scope, depth, and focus depending on the purpose and the context.

An evaluation may be strategic, linked to vision, values, goals, and learning priorities, or it may be a business-as-usual review of, for example, policy or procedures.

It could also be a response to an unforeseen (emergent) event or issue.
It’s about doing things better, therefore there will always be an action plan.

Previously it was about justification, affirmation and sometimes about change.
Internal evaluation consists of:

* Emergent (Spontaneous)

* Regular (Planned) - DK biennial policy and procedures and in-depth)
Documentation for Internal Evaluation

Each kindergarten requires an Internal Evaluation folder, so that your documentation is clear, ordered, succinct and understandable especially to anyone who hasn’t been part of your process eg: senior teachers, ERO....
Emergent Evaluation (Spontaneous)

* Noticing
* Investigating
* Collaborative sense making
* Intended Outcomes
* Prioritising to take action
* Monitoring and evaluating impact

(Approx up to 12 of these a year? These commonly occur from 2 teachers talking in the middle of session)
Regular Evaluation (Planned)

When undertaking a regular evaluation you need to show clearly what you have done for each of the five stages:

* Noticing
* Investigating
* Collaborative sense making
* Prioritising to take action
* Monitoring and evaluating impact

(Minimum of 1 a year if done thoroughly or 2 maximum)
At the completion of the internal evaluation cycle it is important to check that you have “answered the evaluative question that you developed at the start”

You must date your evaluation and then make another date to revisit how well you are sustaining the changes.
Key changes from our perspective are:

* focus on equity and excellence
* research and literature at the start
* compare current practice with good practice
* it’s not about justifying practice
* always ongoing action because it’s about improving for children’s learning
* evidence is required at the monitoring and evaluation phase
→ area of focus
→ brainstorm your current reality (internal, baseline data, subjective)
→ write your evaluative question
→ research (to get good practice external, objective)
→ gather your data (to prove your current reality eg: survey, profiles samples, mins of meetings…)
→ refine your question and set indicators
→ make sense (scrutinise all your info gathered, compare your data against research…)
→ action plan
→ monitor and evaluate
Dunedin Kindergartens
Mana Manaaki Puawai O Otepoti
If the back’s right, the front’s right, it’s all good.