

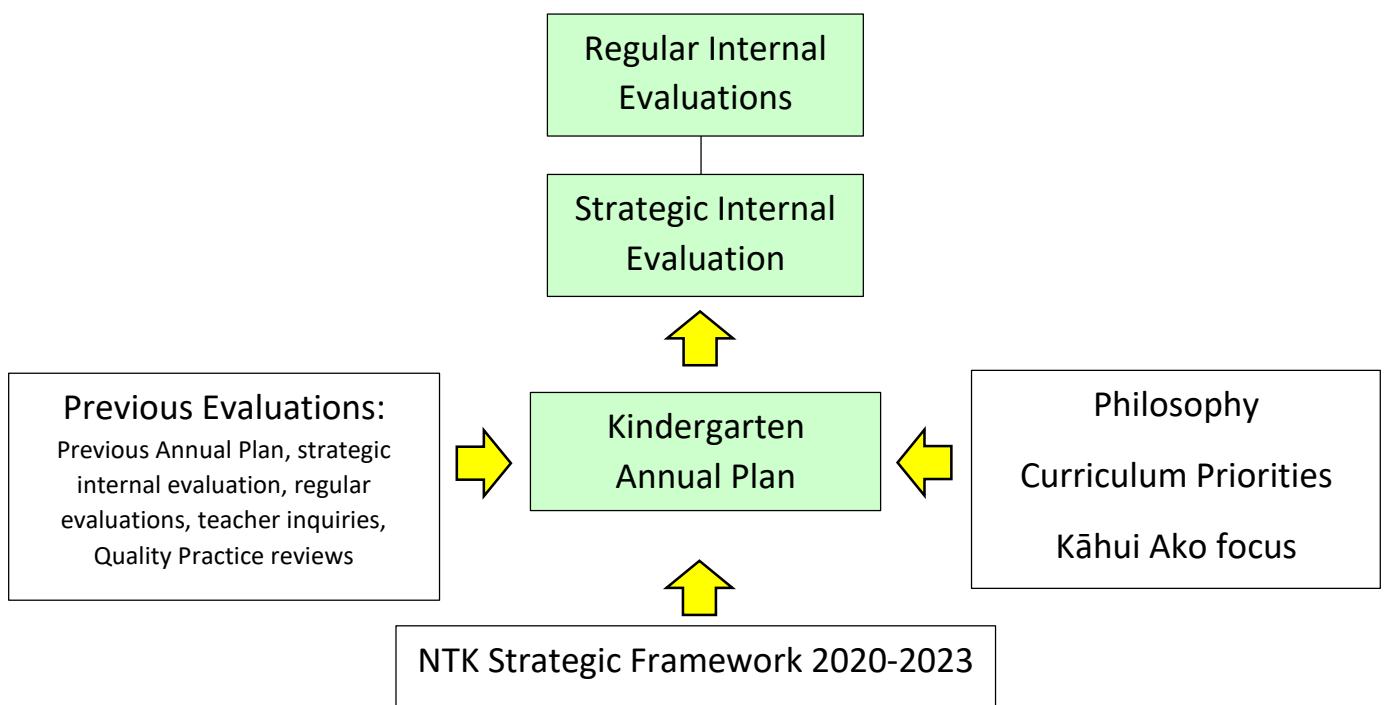
The Internal Evaluation Process

Overview

The NTK internal evaluation process centres on conducting a mini piece of research. It is a piece of research into improving an aspect of practice across the kindergarten team.

Like other key processes within the organisation, internal evaluation also uses the Notice, Recognise, Respond and Revisit framework. However, as with other processes, the actual layout can be personalised to make it meaningful to you so long as the key components are still included.

Internal evaluation fits as a key method of achieving goals set out in your kindergarten’s annual plan. Therefore, choosing the focus of any inquiry should be done based on the kindergarten’s needs, as outlined by the annual plan.



Internal Evaluation Process

The Notice, Recognise, Respond and Revisit framework can be used to document an internal evaluation. A Storypark template which uses this framework has been developed to use to document practice changes and improved learning outcomes for children as a result of the inquiry. Key prompts in bold type from the below table have been incorporated into the template. You can use the template as it is, or redevelop it to meet your own needs, so long as the key components are still included. Here is the NTK internal evaluation template:

NTK Internal Evaluation Template 2021

<p>Effective-internal-evaluation-for-improvement.pdf 1046.0 KB</p> <p>He-Mapuna-te-Tamaiti-complete-book.pdf 3513.0 KB</p> <p>Te-Ara-Poutama-Indicators-of-quality-full-document.pdf 3155.4 KB</p>	<p>Tataiaiko.pdf 1913.8 KB</p> <p>TeWhatuPokeka.pdf 3084.5 KB</p> <p>FULL-NELP-2020.pdf 222.5 KB</p> <p>Comment</p>	<p>Tapasa.pdf 1163.9 KB</p> <p>ERO-Early-Learning-Curriculum-WEB.pdf 1626.5 KB</p> <p>ELS-Te-Whariki-Early-Childhood-Curriculum-ENG-Web.pdf 4613.0 KB</p>	<p>Our-Code-Our-Standards.pdf 2143.3 KB</p> <p>Examples-in-Practice-.pdf 916.8 KB</p>
<p>NOTICE:</p>	<p>RECOGNISE:</p>	<p>RESPOND</p>	<p>REVISIT/ EVALUATE - Analysis and Conclusions.</p>
<p>Current happenings for tamariki:</p> <ul style="list-style-type: none"> What's going on here? For which learners? <p>Be specific on current happenings for Tamariki Māori and Tamariki Pasifika.</p>	<p>Evidence of new learning - <i>eg, readings, research, observations, PLD....</i></p> <ul style="list-style-type: none"> What have we learned from our new learning about what 'good practice' looks like? <p><i>This is the mahi done to help you form your plan of action below.</i></p>	<p>Evidence of plan implementation for mokopuna, kaiako and whanau</p>	<p>What have been the changes in your thinking?</p>
<p>Add here:</p>	<p>Add here:</p>	<p>Add here:</p>	<p>Add here:</p>
<p>Evidence of current practice: <i>Be specific on current Kaiako knowledge and application of cultural responsiveness, including their bicultural curriculum, - te reo Māori, tikanga, and place-based in regards to the area evaluating.</i></p>	<p>Collaborative sense-making- Develop your PLAN and prioritise your ACTIONS.</p> <ul style="list-style-type: none"> What do we need to do and why? What can we do to ensure better progress and outcomes for more of our learners? What support/resources might we need? <p><i>Ensure you include specific actions to improve the outcomes for Tamariki Maori and Tamariki Pasifika and their whānau. (NELP objectives 1-3)</i></p>		<p>What are some of the shifts in teaching and leadership practice? How have the team increased their knowledge and application of cultural responsiveness including their bicultural curriculum, te reo Maori and Tikanga?</p>
<p>Add here:</p>	<p>Add here:</p>		<p>Add here:</p>
<p>Analysis of the above two sections;</p> <ul style="list-style-type: none"> Which of our learners are/are not benefiting? Do we need to adjust what we are doing? 	<p>Learning Outcomes for Mokopuna 1 - 2</p>		<p>Evaluate the LO's for mokopuna.</p> <ul style="list-style-type: none"> Which of our learners are/are not benefiting? What evidence do we have?
<p>Add here:</p>	<p>Add here:</p>		<p>Add here:</p>
<p>Inquiry Question/Goal:</p>	<p>Quality Indicators 3 - 4</p> <ul style="list-style-type: none"> Include desired outcomes for Kaiako and whanau 		<p>Evaluate each of the quality Indicators.</p> <ul style="list-style-type: none"> What evidence do we have?
<p>Add here:</p>	<p>Add here:</p>		<p>Add here:</p>
			<p>Where to next? What do you need to do to ensure sustainable outcomes and grow practice further?</p>
			<p>Add here:</p>

Work down each column; Notice, then Recognise, then Respond, then Evaluation. An explanation of each of the key prompts in the Storypark template is as follows:

<u>Key Prompt in Template</u>	<u>Explanation</u>
<u>NOTICE</u>	
Current happenings for tamariki	What hunches do you have? About which children? Why? What do you think is happening particularly for Māori or Pasifika children in this area of focus?
Evidence of current practice	Collate/make links to a range of types of evidence to <u>prove</u> what <u>current</u> practice in this area looks like, for teachers and for tamariki.
Analysis of the above two sections	So, based on your hunches above, as well as the evidence you've gathered, what is the summary of what is going on? Do you need to adjust your practice as a result of your findings? Do you need to slightly alter the focus of the evaluation?
Inquiry question/goal	Keep the impact on children at the centre of your focus. For example, wording might look like... "How effectively do we (<i>inquiry focus</i>) so that (<i>identify the learning outcome for children that you plan to positively impact through your inquiry</i>)?"
<u>RECOGNISE</u>	
Evidence of new learning	Collate/make links to evidence of seeking out other perspectives and ideas eg. Readings, professional development, visits to other centres, ideas from tamariki and whānau.
Collaborative Sense Making	Develop a plan based on discussion with team about what new learning have you gained. What could it mean for practice? What would work here? What's feasible? What practices will be prioritised? And why?
Learning outcomes for mokopuna 1-2	What are the key learning outcomes from Te Whāriki that you are focussing upon in your inquiry? Choose 1 or 2 of these from Te Whāriki.

Quality Indicators 3-4	List 2-3 of these that are observable or measureable – for you as the teacher, for tamariki, for whānau. These usually written in the future tense “Children will.....”. They represent your ideal aspirations if your inquiry is completely successful. Focus on observable behaviours to make it easier to evaluate success later.
<u>RESPOND</u>	
Evidence of plan implementation	A <u>range</u> of evidence to show the application of new practices/learning over time eg. observations, photos, learning stories, teacher feedback. These are the new practices that you planned for in the Collaborative Sense Making section in the previous column.
<u>REVISIT/EVALUATION</u>	
Changes in your thinking?	What have been the shifts in your <u>thinking</u> about this aspect of your practice over the course of the inquiry?
Shifts in practice?	Shifts in your teaching/leadership? What do you do now that you didn't at the beginning of the inquiry? What changes have been made in terms of cultural responsiveness?
Evaluate LOs for mokopuna	To what extent has the team made positive shifts towards the learning outcomes you outlined in the Recognising column? How can you prove this with evidence?
Evaluate each of the quality indicators	To what extent have positive shifts been made towards meeting each of the indicators – for teachers? For families? For children? How can you prove this with evidence?
Where to next?	How might you maintain the gains in practice and improvements in learning outcomes? If your evaluation wasn't as successful as you'd anticipated, what might you do next to improve this aspect of practice?

Evidence

The key to an effective inquiry is the range of types of evidence that you gather. Aim for a combination of both measureable and non-measureable evidence. Examples of these may include:

Measureable evidence:

- Parent surveys – eg. how many said this? How many said that?
- Audit of recent learning stories, against set criteria
- Time sample observations – eg. how many children in a particular learning area every 15 minutes for the day?
- Frequency count – eg. how many times do you see the cultural dress-ups being used a day for a week?

Non-measureable evidence:

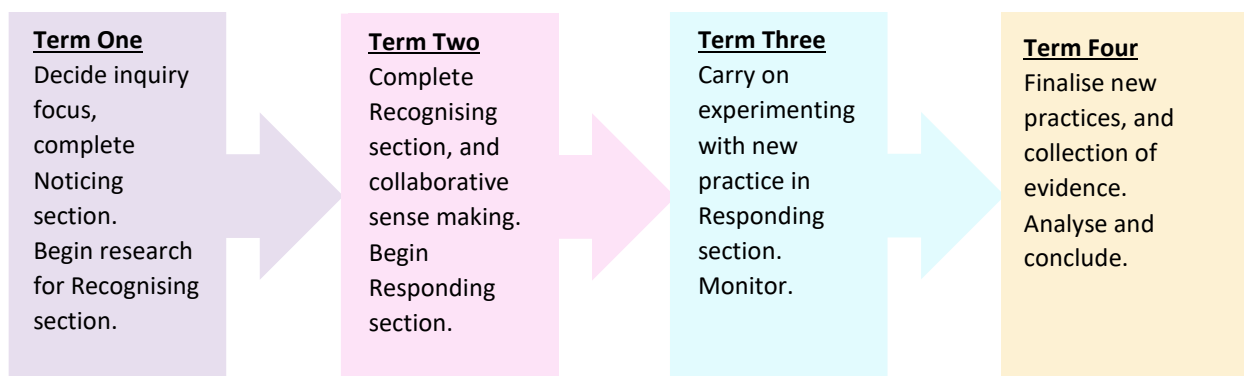
- Reflections
- Conversation notes – eg. notes made from a conversation with a parent
- Anecdotal observations – general impressions, or recall of specific events
- Photos
- Minutes from a meeting
- Learning stories
- Observations
- Samples of children’s work

When collecting evidence of existing practice at the beginning of your inquiry, be mindful of the range of evidence you gather as you will be aiming on re-collecting similar evidence later. This is so you can know whether shifts in practice and learning for children have been made between the beginning and end of your inquiry.

Possible timelines

Inquiries can take different lengths of time, depending upon their degree of complexity.

A strategic internal evaluation is likely to take up most of the year. If you plan for the evaluation to last the whole year, a possible timeline may look like this:



However, a Regular internal evaluation may simply last one term, depending upon its focus. The same documentation format would still be used, but with less complexity and detail. Timings may look something like this, but it's really up to you:

