



POLICY: Self Review/Internal Evaluation

Rationale & Objectives:

Self review at Lumsden Kindergarten is a valued activity for continual improvement to build quality. Self review can be planned, strategic or spontaneous and always involves careful thought and planning and is linked to our philosophy, values, and our Lumsden Kindergarten Teaching & Learning Priorities – Localised Curriculum. Leadership is important to invite and sustain participation ensuring everyone is involved from our community. Professional learning and development is specifically targeted on what needs to improve and supports change building on experience of the team, skills and knowledge. Our approach to quality improvement is consistent across all layers of review. Self review supports alignment of values, goals and processes.

Procedures:

At Lumsden Kindergarten our self review practices are guided by Nga Arohaehae Whai Hua – the self review guidelines and the internal evaluation documents from ERO. Our process includes the following for planned review;

Preparing (noticing)

- Through paying attention to what is happening for learners, as evidenced through our assessment and observations, leaders and teachers identify areas for improvement.
- Through revisiting our philosophy areas for improvement are also identified.
- Spontaneous reviews are often the result of feedback or a trigger event and will often lead to a short review process.

Gathering (investigation)

- We take time to investigate together what is happening and why before making decisions for action.
- Observations focused on the area for improvement and current research and literature will be collected.
- Conversations with parents, children and other stakeholders are important at this stage.

Making sense (collaborative sense-making)

- Clarifying our strengths as a team ensures a plan for action maximises the capabilities and capacities of everyone.
- Trusting and professional relationships will ensure opinions are heard and respected through open communication.
- Leaders and teachers work together to interpret the data collected through the investigation phase with each other and other interested people.

Deciding (prioritising to take action)

- Leaders and teachers explore possibilities and prioritise actions for change to implement in practice.
- Leaders support the team to prioritise actions within resourcing available.
- Action plans detail prioritised actions and are held within project folders with supporting evidence.
- Action plans will be used for all types of self review to organise action and provide a guiding framework, including spontaneous self review.

Tracking progress (monitoring and evaluating impact)

- The impact of changes are monitored through continual noticing and investigating, making links to outcomes for children through assessment.
- Formal and informal evaluation is guided by our action plans and is evidenced through staff meeting minutes and our project folders.
- Evidence related to prioritised actions is documented and informs ongoing investigation along the way that is specific and focused.
- Indicators will feature as descriptors of quality to support ongoing monitoring and evaluation and are recorded on action plans.
- Through regular monitoring and evaluation new actions will emerge and be recorded in our next series of actions as we move towards quality through cycles of inquiry.

Policy Review

- Policies are reviewed in clusters.
- Management lead policy review with stakeholders
- Our community is notified of upcoming policy review through our newsletters and documents are made available for consultation through Educa.
- Individual policies may be reviewed as the result of change in legislation or an update in procedures.
- All policies are available in the centre in hard copy and on Educa

Regulation: GMA6

Philosophy: 'learning community'

Policy Developed: June 2017
Reviewed: Dec 2018, Dec 2019
Review Date: December 2020