



Internal Evaluation | Mōhiotanga Evaluation Framework Policy

Version 1 | Mahi Tuatahi

Effective Date | Whakamana tahito: June 2024 | Hune 2024

Next Review | ā houanga arotake: June 2027 | Hune 2027

Policy Owner | Rangatira Kaupapa Māhere: Chief Executive Officer

Key Accountabilities | Ngā Takonga Tuatahi: Chief Operations Officer, Senior and Visiting Teachers

Introduction | Timatanga Kōrero

The purpose of this policy is to:

To ensure that authentic culturally responsive, and contextual evaluative practice is embedded in every level of the organisation, across all our employees.

Background

The development of our Whānau Manaaki evaluation framework clearly states our organisational expectations, and guidance for evaluative practice that aligns with our values and obligations. We recognise the need for, and benefits of, an overarching Mōhiotanga Evaluation Framework that ensures that, across all facets of our organisation, evaluation is a practice that adds value.

Applies To | Ko Wai Whakahāngaitia

Settings:

- Operational
- Kindergarten
- Etu Ao

General Principles | Mātāpono Whānui

1. Good evaluation is about finding out what is and is not working, and for whom. It is an important step in determining what change are needed to improve quality. Effective evaluation is always driven by the motivation to improve.
2. The key characteristics of evaluative practice within Whānau Manaaki are:
 - Recognition of the **participants** involved
 - Summary detailing the **specific context** of the evaluation environment/conditions/parameters
 - **Agreed aspirations, outcomes and measures, and indicators**
 - **Evidence** that supports the progression, engagement and/or participation referencing the agreed indicators
 - **Evaluation findings** - celebration of achievements, identified challenges, overall judgement of what is important or of value in specific reference to the participants, the specific context and the agreed aspirations, outcomes and measures, and indicators
 - **Recommendations** - next steps, suggested approaches and, endorsements etc



Relevant Legislation and Regulations | [Whaitake Ture me Waeture](#)

Licensing Criteria for Early Childhood Education Care Centres

Related Procedures or Processes and Documents | [Pākanga Tukanga me Pukapuka](#)

HWM Mōhiotanga Evaluation Framework

HWM Internal Evaluation | Mōhiotanga Evaluation Framework Guideline

HWM Review of Practice Form

HWM Team Strategy and Action Plan

Te Ara Poutama (ERO Review Methodology)

Effective Internal Evaluation for Improvement

Ngā Arohaehae Whai Hua (Self Review Guidelines)

The Quality Journey

Policy Review Cycle | [Kaupapa Arotake Hurihanga](#)

This policy is to be reviewed every three years Whānau Manaaki may amend or cancel this policy or introduce a new policy, as it considers it necessary within the current cycle of the policy. Any amendments will be considered by the policy Working Group and will need to be approved by the Senior Leadership Team and the Board. The policy will continue on the same review cycle.





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Whānau Manaaki Mōhiotanga Evaluation Framework provides guidance for documentation and tools of evaluation for Operational/Kindergarten/Etu Ao Settings.

Documentation required by these settings:

A process for reviewing and evaluating the service's operation (for example, its curriculum, learning and teaching practices, philosophy, policies, and procedures) by the people involved in the service.

This includes a schedule showing timelines for planned review and evaluation of different areas of operation.

WMK Annual Planner supports this process as does individual settings systems, such as entries of due/revisit dates in hard copy diaries, and/or Outlook calendars.

Supporting Forms:

- Team Strategy and Action Plan
- Review of Practice

Evaluation For Educational Settings Summary

WMK Evaluation Tool	Purpose of tool	Expectations
Team Strategy and Action Plan (TSAP)	TSAP is our main evaluation tool to be used in kindergartens and our Etu Ao Service. Its focus is on improving outcomes for tamariki and providing evidence of localised curriculum in action.	WMK EXPECTATIONS: Using a collaborative approach, the team/educators, with ST/VT support, set a priority for improving outcomes for tamariki. Each term more specific actions and steps offer opportunities for teams to engage in on going evaluation. MoE EXPECTATIONS: To be engaged in Internal evaluation/self-review





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Review of Practice The purpose of engaging in this evaluation is to improve the quality of practice and to inform future decision making.

- It involves looking back on the implementation of procedures and practices, with the aim of improving practice through review.
- Consideration should be given to your kindergarten philosophy and the WMK values as part of reviewing an incident or complaint and/or an area of practice

WMK EXPECTATIONS:

- The team/educator responds to unplanned circumstances as they arise – e.g. a problem that you are attempting to solve. **(Teaching team/educators and Senior Teacher/Visiting Teacher)**
- Reviewing PLD, regulations, policies and procedures, including philosophy social competence and Te Manawa procedures, along with possible curriculum areas – with the lens around the effectiveness of what you are evaluating, through a collaborative approach with whole team and/or with whānau and community, participation and engagement.
- **Note: Review of procedures does not require teams to use the template-as long as the team documents changes then that is suffice. (Your ST can provide guidance around this).**

MoE EXPECTATIONS:

- To engage in when responding to an incident or complaint.
- Scheduled reviews of procedures and practices to ensure licensing requirements are met

Professional Growth Cycle

(PGC)

PGC is an opportunity for kaiako to reflect on practice, engage in professional learning and discussions to support how they meet the Ngā Paerewa in their everyday practice

WMK EXPECTATIONS:

It Involves kaiako/educators growing and progressing their thinking, knowledge, teaching practice through identifying an area of interest to explore through a cycle of professional learning, professional discussions and feedback/feedforward over a year. Through evaluative conversations Mutunga – annual confirmation, is achieved.

MoE EXPECTATIONS: Requirement of MoE to engage in PGC process, as detailed by the Teaching Council.





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Te Manawa

Te Manawa guides kaiako practice fostering and supporting ongoing pedagogical discussion and the evaluation of teaching practice.

An opportunity for kaiako to inquire into their teaching practices and the impacts on tamariki, being dynamic and responsive to their community. Through intentional teaching and portfolios.

WMK EXPECTATIONS: This is a collaborative approach with whole team, participation and engagement to support best practice, evaluate teaching practices including NRRR documentation.

MoE EXPECTATIONS: To plan, implement, evaluate a curriculum that is designed to enhance children’s learning and development through learning experiences and is consistent with ECE framework of Te Whāriki. Te Manawa is WMK implementation of Te Whāriki.

Evaluation For Operational Settings Summary

WMK Evaluation Tool

Purpose of tool

Expectations

Team Strategy and Action

The Team Strategy and Action Plan-Non-Teaching (TSAP-NT) is a tool to support robust planning practices and to nurture good evaluation practice. Non-teaching teams use this to meet the strategic intentions of He Whānau Manaaki o Tararua (Whānau Manaaki).

Plan Non-Teaching Teams

(TSAP-NT)

As with the Teaching version of the TSAP, it contains all the necessary components to enact evaluations of all different sizes and shapes.

TSAP-NT actions may include the evaluation of a discrete activity that requires the formation of a definitive or final measure of some kind, but it is also likely to be evaluation of the 'stepping stone to inform planning and improvement' variety – evaluation as an event within a living and dynamic process.

WMK Expectations:

Whānau Manaaki provides People Team, operational, financial, and teaching and Learning support to kindergartens and communities and expects each of these groups to use TSAP-NT (Team Strategy and Action Plan Non-Teaching) for setting priorities for improving organisational outcomes.

Using a collaborative approach teams will identify annual priorities and work through the TSAP-NT to embed why and how we work, and to develop workplans for the year.





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Review of Practice	<p>The purpose of engaging in "Review of Practice" evaluation is to improve the quality of practice and inform future decision-making through a 'lessons learned' approach. It involves looking back on the implementation of procedures and practices, with the aim of improving practice through the process of reviewing.</p>	WMK Expectations: Consider Whānau Manaaki values and obligations in the design of the evaluation and give full effect to ensuring that the characteristic of Whānau Manaaki evaluation are evident in practice and documentation.
“Lessons Learnt”	<p>These are more likely to be examples of evaluative practices that support evaluation as a discrete activity but may, in the process examine the evaluative practices that occurred as part of the ongoing practice/project/roll out/merge etc.</p>	Regulator Expectations: Consider the Governance requirements or other relevant sections of the Education (Early Childhood Services) Regulations 2008 and the practice guidance, as relevant to your role, to ensuring the safe operations of the organisation and of the individual services we operate.
Professional Growth Cycle	<p>Opportunity for team members to grow and progress their thinking, knowledge, practice and areas of interest and innovation as it pertains to their work and supporting WMK values, obligations and strategic direction.</p>	WMK Expectations: Whānau Manaaki supports all employees to grow personally and in their role through a process of professional growth, This professional growth cycle is known as Tupuranga. Tupuranga provides an opportunity for people in non-teaching roles to also reflect on what work/mahi is done, what areas people would like to learn more about or develop further, and what support Whānau Manaaki can provide to equip or enable people to do their work. It is a critical component in the development of a continuous growth mindset.
(PGC)		
SME Professional Standards	<p>A subject matter expert (SME) is a person who has a deep understanding and knowledge of a particular area or topic. SME's can be found in various domains (disciplines), but they are especially common in technical fields such as information technology.</p>	WMK Expectations: SMEs and those working in teams governed by specific regulation or guidelines will know what their regulatory obligations are and will deliver their work in accordance with the relevant framework. This specifically applies to Property, Digital ICT, Finance and the People Team.
And Evaluation	<p>SME's will engage in evaluation to ensure WMK is meeting the discipline's identified standards and criteria, whilst also meeting WMK values, obligations and MEF key characteristics.</p>	Regulator Expectations: That all Whānau Manaaki people will act in compliance with the requisite regulatory body and in compliance with the Education (Early Childhood Services) Regulations 2008 and Licensing Criteria for Education and Care Services, where applicable.

