

ASSESSMENT PLANNING AND EVALUATION

Assessment makes valued learning visible to children their parents/ whānau and teachers. Teachers use assessment formal and informal, to find out what children know and can do, what interests them, how their learning is progressing, identify next steps, areas in which they may need additional support. Assessment is the process of making decisions and taking actions that strengthen children's learning.

Licensing Criteria

- The service curriculum is informed by assessment, planning, and evaluation (documented and undocumented) that demonstrates an understanding of children's learning, their interests, whānau, and life contexts.

Rationale/Intent

This criterion requires assessment, planning and evaluation to inform the implemented curriculum and ensure a connection between the different contexts of children's learning.

Purpose

- progress children's learning
- to involve parents and whānau in meaningful ways and in appropriate contexts that enhances children's learning.

Definitions

Learning Outcomes. The Te Whariki learning outcomes are broad statements that encompass valued knowledge (cultural, social, material), skills (what children can do), and attitudes (viewpoints, values and beliefs), which combine to become dispositions and working theories.

A Disposition is the tendency of children to respond in particular ways. By strengthening positive learning dispositions children develop their identity as learners i.e., recognising and appreciating their own ability to learn, an important foundation for lifelong learning.

Working Theories are the evolving ideas and understandings children develop to make sense of new experiences. When well developed, children can generate, refine and pursue their own ideas, value uncertainty as part of a learning process, and make meaning. Working theories become more connected, applicable, creative, and imaginative. In Steiner settings working theories are most visible in children's play.

A Learning Story is a narrative (story) form of assessment that uses a noticing (seeing), recognising (understanding) and responding (planning and teaching) sequence to communicate significant learning and identify possible pathways that strengthen learning.

Guidelines

Inquiry, collaborative problem solving and consultation will be a feature of quality assessment, planning and evaluation at Michael Park.

Prior to enrolment information about Michael Park and the kindergarten philosophy will be made available to parents

- Open Days
- Website
- School/Kindergarten wide events
- Philosophy statement/Prospectus

Biography interviews will precede enrolment. The purpose of biography interviews is:

- to understand whanau aspirations and connections to special character/philosophy
- get to know children and their parents/ whanau and life context.
- develop a basis of a trusting a secure relationship between children parents/ whānau and teachers
- begin the assessment and planning process.

Induction will include:

- Useful information e.g., parent handbook
- Setting up communication systems e.g. school links, google groups
- Term 1 induction parent evening
- Introduction to class parents
- Regular informal check ins

Community building events that strengthen links with the kindergarten and children's learning will be held regularly:

- Parent evenings will include sharing of philosophy, a picture of group learning, parent education, planning curriculum and special events, practical activities, consultation opportunities.
- Festivals e.g. Powhiri, Whitsun lantern festival, Koru Spiral festival, Matariki, Advent, birthdays
- Parent education and community meetings e.g., talks and workshops, community meetings.

A Notice, Recognise, Respond framework will be used to understand children's learning progress. Planning, assessment evaluation will be a continuous and cyclical. Evaluation will include revisiting and reviewing assessment and planning to be responsive to children's changing needs. e.g., diary notes, mind maps, child notes, individual planning.

Multiple sources will be used to analyse children's learning e.g. biography interviews, demographic profile, observations, communication with parents/ whānau, artefacts (drawings, paintings, craft, construction), conversations with children, advice and support from other teachers, reports, IEPs, kindergarten internal evaluation, research and other useful resources.

Progressive Filters will be used to refine this understanding and decide what to formally document on Story Park. Other forms of communication and documentation appropriate to children and whanau may also be used e.g., IEP (individual education plan), translated conversation, whanau meeting, email. Other filters for understanding children's learning may also be used e.g. a kaupapa Māori approach to assessment which situates the child within Māori ways of knowing and being.

Te Whariki Learning outcomes and growth in positive **learning dispositions** will be a feature of learning stories.

Documentation will be credit based and support parents/ whānau to communicate, contribute and be involved in decision making concerning their children's learning e.g., reflects parents/ whānau values and aspirations, references children's language(s), culture(s) and life context, celebrates successes, aligns home and kindergarten approaches, makes suggestions for next steps/learning goals, invites feedback.

Role of Children

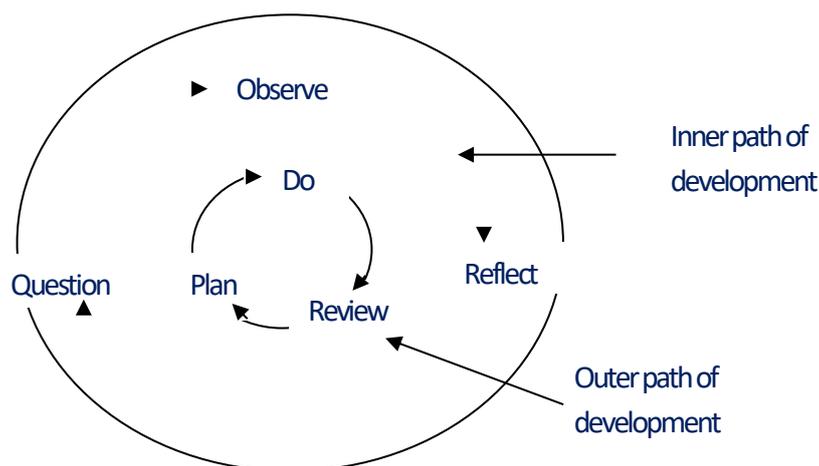
- To choose and direct their own play themes. Teachers will support children toward an increasingly complex repertoire of play.
- Children may spontaneously comment on, share and celebrate successes and older children may intentionally plan their play, but in keeping with our philosophy children will not be asked to evaluate their learning, however their voice and interests will be at the centre of decision making.
- Children's learning stories will be printed and available for children.

Role of Parents

- To understand and actively support the kindergarten vision and philosophy.
- To be responsive to and contribute to the assessment, planning and evaluation of children's learning, helping to identify goals/next steps.
- To contribute their unique strengths, interests and capabilities in ways that grow and support their learning, their children's learning and their teachers learning.

Role of Teachers

- To guide planning, assessment, and evaluation to benefit children.
- To build relationships in ways that involve parents and whānau so they can contribute to their children's learning.
- To engage in an inner path of development that grows their own capacities in a way that benefit children.



Learning Trajectory. Children's learning trajectories are all individual however there is also an anticipated learning pathway and learning destination - Rose Cottage, Kindergarten, School and beyond. Michael Park Kindergarten Priorities for Learning will guide this trajectory.

Learning Progress. Where children are not making progress a range of approaches, support and or interventions will be considered, in collaboration with parents.

Assessment will be used to inform planning and include:

- **A Planning Overview** e.g., term dates, seasons, festivals, key dates and special events.
- **Mid-Range Plans** e.g., term by term calendar, broad learning intentions, identification of priority learners (Maori and Pacific children, children with extra needs and children with other barriers to learning), curriculum content, artistic content, indoor and outdoor environments, rhythms and resource, learning stories
- **Shorter term planning** e.g., diary notes, child notes, individual planning for children, moment to moment decisions and actions, reflections and questions, teaching strategies, play facilitation. relationships, interactions, environments, and experiences.

Evaluation

Teachers will reflect on and evaluate how effectively curriculum planning and implementation is supporting children's learning interests and progress and will ask:

- Are children developing positive learning disposition?
- Are children making progress against the Michael Park Kindergarten Priorities for Learning?
- Has there been sufficient opportunity to learn across all the strands?
- What is working well, and for whom? What needs to change, and how?

Michael Park Kindergarten **Priorities for Learning** will be a guide for asking these questions. Day to day cyclical evaluation will be supported by more in depth internal evaluation.