

School Self-Review Policy for Area and Preschool

To ensure that the terms of the *National Education Goals, Licensing Criteria for Early Childhood Education and Care Centres 2008* and the *School's Special Character* are being met, the Board /Council will consult with the school community via surveys, consultation meetings and identify areas for improvement.

Self-review involves kaiako (teachers) and management engaging in a systematic, responsive documented process of review. Reviews will be inclusive and where appropriate include the voice of various stakeholders which may include the following: ākongā, parents/whānau, kaiako, management and community groups. This is a deliberate process of finding out how well practice enhances ākongā learning and development. Review allows us to see which aspects of our practice are working well and what we could do better. As a result we can make decisions about what to do to improve. Through reviews our practice is transformed, and ultimately, our ākongā learning benefits. Findings will be documented in a transparent manner. These will be used to support the on-going growth of teaching and learning, management systems, partnership relationships and successful outcomes for all ākongā.

The Principal oversees the process of action research/self-review to:

- Improve ākongā outcomes
- Support kaiako growth through professional development which in turn has an impact on ākongā outcomes
- Improve efficiency

The Principal is therefore delegated the responsibility for monitoring kaiako planning, observing the classrooms, providing feedback; assessing how programmes and systems impact on ākongā learning, gathering academic achievement data to focus on areas where ākongā are underperforming and monitor ākongā achievement.

The following procedures exist:

- Internal Evaluation Procedure for Area and Preschool
- Self Review for Area and Preschool Timetable

Signature of Chairperson, Wā Ora Montessori School _____



Date

20/10/20

