

# NEAT PGC EFFECTIVELY IMPROVING CENTRE AND INDIVIDUAL TEACHER PRACTICE THROUGH INTERNAL EVALUATION / INQUIRY

DESIGNING OUR LOCAL CURRICULUM • TO IMPROVE AND INFORM DECISION MAKING • TO DEVELOP QUALITY PRACTICE • TO PROMOTE POSITIVE OUTCOMES FOR CHILDREN

GET TO KNOW OUR PEOPLE AND PLACE

DECIDE ON LEARNING PRIORITIES

PLAN OUR RESPONSE

MAKE IT HAPPEN

FIND OUT WHAT AND HOW TAMARIKI ARE LEARNING

REVIEW AND RESPOND

- SET FOUNDATION ON ECE REGULATION (TEAM REVIEWS)
- DECIDE ON CENTRE AND INDIVIDUAL INTERNAL EVALUATION/INQUIRY GOALS – LINKED TO TE ARA POUTAMA / NELP
- COLLABORATE, REFLECT AND AGREE EACH MONTH WHO WILL DO WHAT, WHY, WHERE, HOW, AND BY WHEN (QUALITY PRACTICE / TEAM MEETING ACTION PLAN)
- RESEARCH BEST PRACTICE & ACCESS A RANGE OF PROFESSIONAL LEARNING ON RELEVANT INQUIRY TOPICS
- REFLECT, TEST, TRIAL, IMPLEMENT, AND EMBED NEW LEARNING / KNOWLEDGE INTO PRACTICE
- GATHER AGREED RELEVANT & SPECIFIC “EVIDENCE” EACH MONTH TO DEMONSTRATE CLEARLY WHAT AND HOW TAMARIKI ARE LEARNING
- FORMAL MEETINGS AND OBSERVATIONS FOR INDIVIDUAL TEACHERS TO RETAIN GOAL FOCUS AND PROVIDE SUPPORT
- LINK PRACTICE TO TE ARA POUTAMA / TE WHARIKI / NELP/ TEACHING STANDARDS / CODE OF RESPONSIBILITIES
- COMPLETE NEAT (DOLC) DESIGNING OUR LOCAL CURRICULUM FORM TO SUMMARISE INQUIRY GOALS/PROCESS/PROGRESS/IMPACT FOR TAMARIKI
- MEASURE AGAINST TE ARA POUTAMA EVALUATION RUBRIC

NEAT PGC PROCESS INCLUDES MONTHLY PLANS, ALL PGC & INQUIRY TEMPLATES & SUPPORT RESOURCES for CENTRE INQUIRY FOLDER, CENTRE MANAGER, AND INDIVIDUAL TEACHERS DELEGATED LEADERS IN EACH ROOM TO TAKE RESPONSIBILITY FOR “ROOM” OR CENTRE INQUIRY  
 ie. PERSON COMPETENT TO LEAD THE INQUIRY / LEAD THE TEAM & MAINTAIN CENTRE/ROOM INQUIRY FOLDER  
 MONTHLY MEETINGS DRIVE THE INQUIRY  
 EACH TEACHER HAS A “BUDDY/SUPPORT” PERSON WITHIN THE CENTRE

## MONTH 3 TO 10 IMPLEMENTATION

EACH MONTH EACH TEACHER PROVIDES “EVIDENCE” FOR THEIR COMMITMENT TOWARD THEIR AGREED INDIVIDUAL & CENTRE GOALS

### POSSIBLE EVIDENCE

- PLANNING AND ASSESSMENT  
 ie. IDP, LEARNING NOTES & STORIES
- PLANNING WITH CAPTIONED PHOTOS DEMONSTRATING CHILDREN’S VALUED LEARNING OUTCOMES
- SHIFTS IN PRACTICE
- VOICES TEACHERS/ CHILDREN’S / PARENTS
- WALL DISPLAYS/ CENTRE BOOKS/ STORY PARK/ EDUCA / PORTFOLIOS

THE NEAT DESIGNING OUR LOCAL CURRICULUM (DOLC) TEMPLATE IS USED TO SUMMARISE THE INQUIRY PROCESS, PROGRESS AND DEMONSTRATE SHIFTS IN TEACHING PRACTICE AND THE IMPACT ON VALUED LEARNING OUTCOMES FOR TAMARIKI

## NECESSARY EFFECTIVE ASSESSMENT for TEACHING -- EVIDENCE IS IN ITS NATURAL PLACE WITHIN THE CENTRE

### MONTH 1 & 2 SETTING THE FOUNDATION

#### 3 TEAM REVIEWS

CODE OF RESPONSIBILITIES

PROFESSIONAL TEACHING STANDARDS

NELP

### MONTH 2 SETTING THE GOALS BASED ON

- CENTRE 3 YEAR STRATEGIC PLAN
- PRIOR ERO REVIEW
- 3 TEAM REVIEWS WITH A SPECIFIC FOCUS ON NELP
- CENTRE / COMMUNITY STRENGTHS/NEEDS/INTERESTS
- SET CENTRE INQUIRY QUESTION FOR WHOLE CENTRE OR ROOMS
- INDIVIDUAL TEACHER GOALS LINKED TO CENTRE INQUIRY MAIN QUESTION

### MONTH 3 TO 10 ACTION RESEARCH PROFESSIONAL LEARNING IMPLEMENTATION

THE CENTRE AND INDIVIDUAL INQUIRY QUESTIONS ARE USED TO DESIGN OUR LOCAL CURRICULUM (DOLC)  
 ie. TO MAKE SHIFTS IN TEACHING PRACTICE TO IMPROVE THE VALUED LEARNING OUTCOMES FOR CHILDREN.  
 INQUIRY GOALS ARE RESEARCHED WITH NEW KNOWLEDGE REFLECTED AND IMPLEMENTED IN COLLEGIAL COLLABORATION

### TEMPLATES TO USE EACH MONTH

NEAT TEAM MEETING ACTION PLAN (TMAP)  
 NEAT QUALITY PRACTICE CHART (QPC)

### WHOLE CENTRE PGC

NEAT GOAL SETTING / NEAT FINAL REVIEW  
 NEAT DESIGNING OUR LOCAL CURRICULUM (DOLC) ie. NEAT SUMMARY OF EACH INQUIRY  
 NEAT TEAM EVALUATION  
 NEAT TE ARA POUTAMA EVALUATION RUBRIC

### CENTRE MANAGER PGC

2 FORMAL MEETINGS WITH FCT OWNER / INDEPENDENT MENTOR / FRIEND

### INDIVIDUAL TEACHER PGC

INDIVIDUAL GOAL SETTING LINKED TO CENTRE GOAL / MID-WAY REVIEW / FINAL PROGRESS REVIEW  
 PROFESSIONAL LEARNING LOG

#### FORMAL MEETINGS

THESE ARE NEAT PGC “FORMAL APPRAISAL” TEMPLATES THAT DEMONSTRATE COLLABORATION / MENTORING / GOAL REVIEW / NEXT STEPS & LINKS TO TEACHING STANDARDS FOR INDIVIDUAL TEACHERS

FCT /NQ = 2 X PER YEAR

PCT = 4 X PER YEAR

#### FORMAL OBSERVATIONS OF TEACHING PRACTICE

FCT /NQ = 2 X PER YEAR

PCT = 4 X PER YEAR

### NEAT ANNUAL SUMMARY STATEMENT

FORMAL STATEMENT TEACHING STANDARDS HAVE BEEN MET BY EACH TEACHER -- INCLUDING CENTRE MANAGER

### PROVISIONAL TEACHER PGC

SAME PROCESS AS ALL OTHER TEACHERS  
 PLUS NEAT PGC TEACHER MONTHLY JOURNAL  
 PLUS PCT ‘S ARE REQUIRED TO COMPLETE 3 EXAMPLES OF PLANNING AND ASSESSMENT PER YEAR LINKED TO THEIR INDIVIDUAL INQUIRY GOAL

ONE LEARNING EXPERIENCE eg. A PLANNED LEARNING EXPERIENCE FOR AN INDIVIDUAL OR GROUP OF CHILDREN

SHORT TERM PLAN eg. 2 DIFFERENT CURRICULUM LEARNING EXPERIENCES OVER ONE OR 2 WEEKS LINKED TO SAME PLAN/TOPIC

LONG TERM PLAN eg. 4 LEARNING EXPERIENCES IN DIFFERENT CURRICULUM AREAS