

DRAFT EVALUATION JUDGEMENT RUBRIC: GOVERNING ORGANISATIONS



This rubric supports ERO and early childhood governing organisations to make judgements about quality and improvement in the context of external and internal evaluation.

Judgements are determined about the extent to which the governing organisation has the organisational conditions so (as set out in *Te Ara Poutama – indicators of quality for early childhood education services: what matters most Addendum*) that the learning conditions in each of their services support equitable and excellent outcomes for all learners.

Further resources have been developed to support organisations and services to use this rubric as part of their internal evaluation using the indicators in *Te Ara Poutama*.

**WHAKATŌ
EMERGING**

**WHĀNGAI
ESTABLISHING**

**WHAKAŪ
EMBEDDING**

**WHAKAWHANAKE
SUSTAINING**



**Judgement
Terms and
Descriptors**

The seed is sown, a place of potential

Emerging means that the governing organisation is at an early stage of developing the learning and organisational conditions (systems, processes and practices) to improve quality and realise equitable outcomes for children

Nourishment is provided

Establishing means that the governing organisation is establishing the learning and organisational conditions (systems, processes and practices) and is building shared understandings to improve quality towards realising equitable outcomes for children.

Consolidation of all elements has occurred

Embedding means that there are coherent learning and organisational conditions within the governing organisation and across all its services (systems, processes and practices) and consistently implements practices and processes to enable improvement in quality towards realising equitable outcomes for children.

Appropriate conditions provide strong and ongoing support

Sustaining means that the governing organisation has evidence of its own and its services capability and capacity to sustain ongoing improvement to the learning and organisational conditions (systems, processes and practices) and the impact of this improvement in realising equitable outcomes for children.

LEARNING CONDITIONS

He Whāriki Motuhake

The learner and their learning

The governing organisation is beginning to develop expectations, guidance and support systems that enable leaders and kaiako to establish learning-focused partnerships with parents, whānau and the wider community.

The governing organisation is at an early stage of supporting services to develop and implement a responsive curriculum that:

- is consistent with *Te Whāriki*
- provides children with equitable opportunities to learn
- reflects the service's priorities for children's learning
- integrates te reo and tikanga Māori
- enhances children's mana and identity as successful learners.

The governing organisation is beginning to

The governing organisation is establishing expectations, guidance and support systems to enable leaders and kaiako to engage in learning-focused partnerships with parents, whānau and the wider community.

The governing organisation is supporting services to implement a responsive curriculum that:

- is consistent with *Te Whāriki*
- provides children with equitable opportunities to learn
- reflects the service's priorities for children's learning
- integrates te reo and tikanga Māori
- enhances children's mana and identity as successful learners.

The governing organisation is supporting kaiako to design and implement a curriculum

The governing organisation is supporting services to consistently engage in learning-focused partnerships with parents, whānau and the wider community.

The governing organisation is supporting services in becoming more consistent in the implementation of a responsive curriculum that:

- is consistent with *Te Whāriki*
- provides children with equitable opportunities to learn
- reflects the service's priorities for children's learning
- integrates te reo and tikanga Māori
- enhances children's mana and identity as successful learners.

The governing organisation is more consistently supporting kaiako to design and

The governing organisation effectively supports services to sustain learning-focused partnerships that promote children's progress and learning.

The governing organisation effectively supports services to consistently implement a responsive curriculum that:

- is consistent with *Te Whāriki*
- provides children with equitable opportunities to learn
- reflects the service's priorities for children's learning
- integrates te reo and tikanga Māori
- enhances children's mana and identity as successful learners.

The governing organisation is effectively supporting kaiako to consistently implement a curriculum that is culturally responsive and

	<p>support kaiako to design a curriculum that is culturally responsive and intentional and:</p> <ul style="list-style-type: none"> ➤ recognises and responds to each child's language, culture and identities ➤ provides opportunities for parents and whānau to participate and contribute their knowledge ➤ promotes teaching and learning that enable Māori tamariki to enjoy and experience success as Māori ➤ utilises teaching and learning that responds to Pacific children as culturally located lifelong learners. 	<p>that is culturally responsive and intentional and:</p> <ul style="list-style-type: none"> ➤ recognises and responds to each child's language, culture and identities ➤ provides opportunities for parents and whānau to participate and contribute their knowledge ➤ promotes teaching and learning that enable Māori tamariki to enjoy and experience success as Māori ➤ utilises teaching and learning that responds to Pacific children as culturally located lifelong learners. 	<p>implement a curriculum that is culturally responsive and intentional and:</p> <ul style="list-style-type: none"> ➤ recognises and responds to each child's language, culture and identities ➤ incorporates parents and whānau participation and contribution of their knowledge ➤ promotes teaching and learning that enable Māori tamariki to enjoy and experience success as Māori ➤ utilises teaching and learning that responds to Pacific children as culturally located lifelong learners. 	<p>intentional and:</p> <ul style="list-style-type: none"> ➤ recognises and responds to each child's language, culture and identities ➤ meaningfully incorporates parents and whānau participation and contribution of their knowledge ➤ promotes teaching and learning that enable Māori tamariki to enjoy and experience success as Māori ➤ utilises teaching and learning that responds to Pacific children as culturally located lifelong learners.
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<p>Whakangungu Ngaio Collaborative professional learning builds knowledge and capability</p>	<p>The governing organisation is at an early stage of developing the conditions to build collaboration, professional knowledge and cultural competence of leaders and kaiako to enable them to design and implement a responsive and rich curriculum for all children.</p>	<p>The governing organisation is establishing the conditions to build collaboration, professional knowledge and cultural competence (shared understandings and practice) of leaders and kaiako to enable them to design and implement a responsive and rich curriculum for all children.</p>	<p>The governing organisation is consistently implementing the conditions to build collaboration, the professional knowledge, expertise and cultural competence of leaders and kaiako necessary to design and implement a responsive and rich curriculum for all children.</p>	<p>The governing organisation is sustaining the conditions to effectively build collaboration, professional knowledge, expertise and cultural competence of leaders and kaiako in every service. This enables them to design and implement a relevant, responsive and rich curriculum for all children.</p>
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ORGANISATIONAL CONDITIONS

Ngā Aronga Whai Hua: Evaluation for improvement

The governing organisation is at an early stage of developing the conditions (systems, processes, practices, tools and methods, voices, trust, resources and communication strategies), capabilities and collective capacity to do and use evaluation for improvement.

The governing organisation is establishing the conditions (systems, processes, practices, tools and methods, voices, trust, resources and some communication strategies) capabilities and collective capacity to do and use evaluation for improvement to learner outcomes.

The governing organisation is consistently providing the conditions (systems, processes, practices, tools and methods, voices, trust, resources and communication strategies) to increase the capability and collective capacity to do and use evaluation for improvement for itself and its services. Some evidence of improved learner outcomes.

The governing organisation has coherent conditions, capability and collective capacity to evaluate for sustained improvement at all levels of the organisation. Evidence of improvement over time for equitable and excellent outcomes.

Kaihautū: Leaders foster collaboration and improvement

The governing organisation is beginning to develop the conditions for leadership that enables collaboration for improvement.

The governing organisation is establishing the conditions for leadership that enables collaboration for improvement toward equity and excellence.

The governing organisation is embedding the conditions for leadership that enable collaboration for improvement to achieve equity and excellence.

The governing organisation is sustaining the conditions that enable leaders to foster collaboration and promote continuous improvement to achieve equity and excellence.

Te Whakaruruhau: Stewardship through effective governance and management

The governing organisation is at an early stage in developing the systems, processes, and practices to promote equitable outcomes for children. A lack of scrutiny of its own and its services performance limits decision-making and planning for improvement.

The governing organisation has developed systems, processes and practices that when fully implemented will support service decision-making and an increased focus on what is happening for children and their learning.

The governing organisation has established sound systems, processes and practices that support service decision-making that sustains and improves the provision of high-quality education and care for each learner.

The governing organisation effectively implements systems, processes and practices that lead to improvement toward equity and excellence. The organisation effectively scrutinises its own performance in achieving equity and excellence to inform planning and sustained improvement.

