Special Character Internal Evaluation Template Example One

Noticing

A Catholic special character staff meeting has suggested that teachers feel they are not always confident in articulating the meaning and purpose of the school's charism.

The school decides to examine what is causing this and what the solutions could be so that there are better outcomes for students

Investigating

Phase 1. Visits to class and/or year level form rooms where explicit teaching on the charism was occurring and talking with students convinced the senior leaders that "what we are doing is not getting the results".

Phase 2. Leaders listened to discussions with teacher focus groups on the difficulties of teaching about the school's charism.

Improvement Actions

- > Gather a group that includes teachers and senior leadership to collaboratively plan the professional learning and formation
- > Acknowledgement of teacher prior knowledge and then need for differentiation in learning
- Research into the school's charism/s including the history of the school's religious founder/s (if applicable) including their engagement/relationship with mana whenua and tangata whenua
- > Dialogue with the school's founding religious order/s (if applicable) as to how the charism relates to the lives of today's students including for tamariki and/or rangatahi Māori



Prioritising to Take Action

The leadership team decided that a priority was to collaborate with teachers in planning for formation on the school's charism/s.



Collaborative Sense Making

The leadership team's analysis of the information they have gathered revealed:

- > Teachers did not have a high level of understanding of the schools founding religious order/s or their charism
- > Teachers did not understand the previous formation therefore did not apply any new learning
- Students could not articulate the meaning and purpose of a school charism, finer details on their school's charism or how it may apply to their life



Shifts in Practice

From	То
Delivery of	Formation is
formation was at	collaboratively
teachers	planned and
	delivered
Teacher detachment	Teacher
from PLF	engagement in
	PLF
Principles of te Tiriti	Principles of te
o Waitangi not	Tiriti o Waitangi
considered in PLF	applied
Teacher reticence in	Teacher
teaching about the	confidence in
charism	teaching about the
	charism



Outcomes for Learners

- > Tamariki and/or rangatahi Māori understand their relationship with the charism
- Students can articulate the meaning and purpose of a school charism
- > Students understand and can apply the core principles of the charism into their lives