

# Special Character Internal Evaluation Template Example Two

## Noticing

The last external Catholic Special Character Review for Development identified that Religious Education systems and processes needed strengthening particularly in the areas of assessment and evaluation (Years 1-8 or 9 & 10). The board delegates the evaluation to the leadership team including Principal and DRS to take a closer look at what is occurring.

## Investigating

**Phase 1.** Visits to classrooms, looking at teacher planning for assessment and evaluation, and talking with teachers and students about assessment and evaluation practices convinced the leadership team that "what we are doing is not getting the results we want."

**Phase 2.** Leaders compared RE assessment and evaluation practices with other curriculum areas. The DRS investigated research into best practice in RE assessment and evaluation.

## Prioritising to Take Action

The leadership team decided that a priority was to increase RE teacher knowledge and skills in effective RE assessment and evaluation.

They knew that this would involve challenging existing practice. Expectations for change were clear and both external and internal expertise was needed to facilitate the process.

## Collaborative Sense Making

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

- There was varying quality in assessment and evaluation practices.
- Some teachers were not applying the same good practice in assessment and evaluation that occurred in other curriculum areas.
- Teachers of RE did not have a sound understanding of best practice in RE assessment and evaluation.
- Assessment and evaluation practices did not reflect the school's commitment to the principles of te Tiriti o Waitangi and *Ka Hikitia*
- Teachers had no previous professional learning and formation in RE assessment and evaluation.
- Students articulated that assessment and evaluation in RE was 'softer' than other subjects.

## Improvement Actions

- Research on best practice in RE assessment and evaluation was sort including best practice in culturally responsive practices
- The DRS engaged with teachers and external providers to develop a plan of PLF
- Both internal and external capabilities were used to facilitate PLF
- Acknowledgement of teacher prior knowledge and then need for differentiation was identified
- Professional discussions about implementation of a new assessment and evaluation programme
- Workload kept manageable

## Shifts in Practice

From	To
No knowledge or application of best practice in RE assessment and evaluation	Best practice applied
No PLF in RE assessment and evaluation	Longitudinal PLF planned and implemented
No reflection of the principles of te Tiriti o Waitangi evident	Principles of te Tiriti o Waitangi applied
Varying quality of practice	More consistency of quality

## Outcomes for Learners

There are excellent and equitable outcomes for all students incl. Māori & Pasifika

Students understand the importance of assessment and evaluation

Students can articulate in their own culturally appropriate way what they have achieved, how they best show this and their next steps in learning