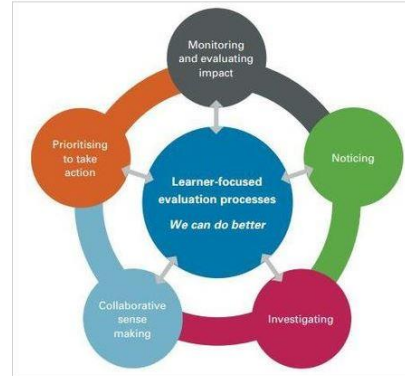


An Improvement Journey with a Catholic Special Character Focus

An Introduction to the Catholic Special Character Internal Evaluation Template

This suite of resources is intended as an **example** of how a school could use the [Ministry of Education-Education Review Office \(2016\). *Effective School Evaluation: How to use internal evaluation for development*](#) model for the internal evaluation of Catholic special character as outlined in [He Arotake Whanaketanga mō te Mātauranga Ahurea Katorika-Catholic Special Character Evaluation for Development Catholic State Integrated Schools Aotearoa New Zealand](#)



The school board is responsible for planning for this cycle and each year's internal Catholic special character evaluation.

Each school should be on a four-year cycle of Catholic special character internal evaluation. Some diocesan education offices have guidelines regarding which dimension is to be evaluated each year-check with your diocesan education office.

Examples of contexts for improvement

Example One

- XXXX college/school board has recently set up a four-year cycle for the internal evaluation of Catholic special character. This year they will begin with **Dimension 1: Te Tūtaki ki a Te Karaiti: Encounter with Christ** described in the *Catholic Special Character Evaluation for Development in Catholic State Integrated Schools, Aotearoa New Zealand* (2022) document (page 13-17).
- The principal has suggested the board concentrates the evaluation on the **Spiritual Formation Focus Area** after recent conversations in a Catholic Special Character staff meeting suggested that teachers feel they are not always confident in articulating the meaning and purpose of the school's charism. (**Noticing Stage**)
- The board and principal decide to examine what is causing this and what the solutions could be so that there are better outcomes for learners. (**Noticing Stage**)

See **Template Example One** to follow how the college/school could use the Ministry of Education: ERO internal evaluation model.

Example Two

- This will be the second time the college/school have evaluated **Dimension 2: Mā te Mātauranga ka Tipu-Growth in Knowledge Growth**. Last time they evaluated the Leadership Focus Area this time it will be the **Religious Education Focus Area**.
- In their discussions the board identifies that the last external Catholic special character review for development recommended the Religious Education systems and processes needed strengthening particularly in the areas of assessment and evaluation. The board delegates to the leadership team including Principal and DRS to take a closer look at what is occurring (this could be in either Years 1-8 for a Primary or 9 & 10 for Secondary). (**Noticing Stage**)

See **Template Example Two** to follow how the college/school could use the Ministry of Education: ERO internal evaluation model.

Example Three

- The diocesan Catholic education office has set **Dimension 4: Safeguarding and Strengthening Catholic Special Character** as this year's dimension for internal Catholic special character evaluation.
- Last time this dimension was internally reviewed the **Stewardship: Employment focus** area was the emphasis, this year it will be **Stewardship: Professional Development**.
- During board discussions on how to make this manageable they work to narrow their focus. Several board members remind the board the last Catholic special character review report recommends that the board engage in ongoing Catholic special character professional learning and formation (PLF). (**Noticing Stage**)
- The board decides to examine what Catholic special character PLF they have engaged in and what could be the basis of a three-year plan. (**Noticing Stage**)

Template Example Three to follow how the board could use the Ministry of education: ERO internal evaluation model.