Emergent evaluation (aka spontaneous self review) happens all of the time within Playcentre – it includes the changes we make in response to something not going as well as it could, or grows from a child’s or kaiako’s new idea. Emergent evaluation usually involves some (but not necessarily all) families in Playcentre and usually happens fairly quickly. Although Playcentre members are fantastic at doing emergent evaluation, we sometimes forget to document it. Not everything needs to be documented –aim to record at least two tamariki- or whānau-focused emergent evaluations per term. Use this template to record your changes (enlarge to A3 if you want to display on the wall) and file in your centre internal evaluation (self review) folder. Meetings can be a good time to discuss what changes have happened since the previous meeting. If you have time, add photos or learning stories that capture your journey. You may wish to link outcomes with the [Statement of National Education and Learning Priorities.](https://assets.education.govt.nz/public/Documents/NELP-TES-documents/NELP-2020-Early-Learning.pdf)

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| Date(s) | Focus | Why did we choose this focus? | What did we change?  Consider changes for children, whānau, centre culture and practices, environment | Outcomes for children and whānau  How effective are the changes? How did the outcome link to the NELP? Next steps? |
| *Feb 2020* | *Including tamariki in end of session planning* | *We realised our planning was mostly led by parents* | *Children are invited to an “eating meeting” at 11:45, they bring their lunch boxes and are encouraged to share something they liked/didn’t like about their day and ideas for next time.* | *After they learned the routine, most tamariki come ready to share their ideas. We’ve started encouraging our older tamariki to think about how they might like to help setting up or interacting with younger ones. Often they have better ideas than us! Links with NELP Obj 1 Learners at the Centre, priority 2* |
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