

Team Self-review

A Process for Quality Improvement

Guidelines & Templates

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Provided by
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In association with
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Team Self-review: A Process for Quality Improvement

What is Team Self-review?

Review is the deliberate and on-going process of finding out how well our **current** practice enhances children's learning and development. It helps us to see the aspects of our practice that are working well and what we could do better. As a result of Team Self-review, we are able to plan for decisions that enable improvements, which lead to further benefits for children.

A Planned self-review begins after you have reflected on a particular teaching practice you have questions about but that you don't have the answers to.

So, if you have the answers don't ask the question!

Why undertake Team self-review?

The goal of self-review and subsequent implementation of changed practice is to:

- improve the quality of early childhood education provided by your Service;
- provide a process to ensure we are accountable;
- ensure we are meeting legal requirements.

This quality improvement process allows the co-ordinator and educators to make decisions to undertake quality review and evaluate whether the team's current early childhood education provision enhances children's learning and wellbeing, and to identify areas where they could be more effective. The desired outcome is to improve professional practice.

Team self-review: a process for quality improvement

This process uses the resource Ngā Arohaehae Whai Hua (MoE, 2006)

It will also be influenced by:

- the professional development goals of individual educators arrived at during appraisal;
- the range of skills in the current team;
- the need to methodically review the way in which the Service systematically reviews its provision of early childhood education;
- the requirements to support strategic planning.

Self-review can be both **planned and spontaneous**.

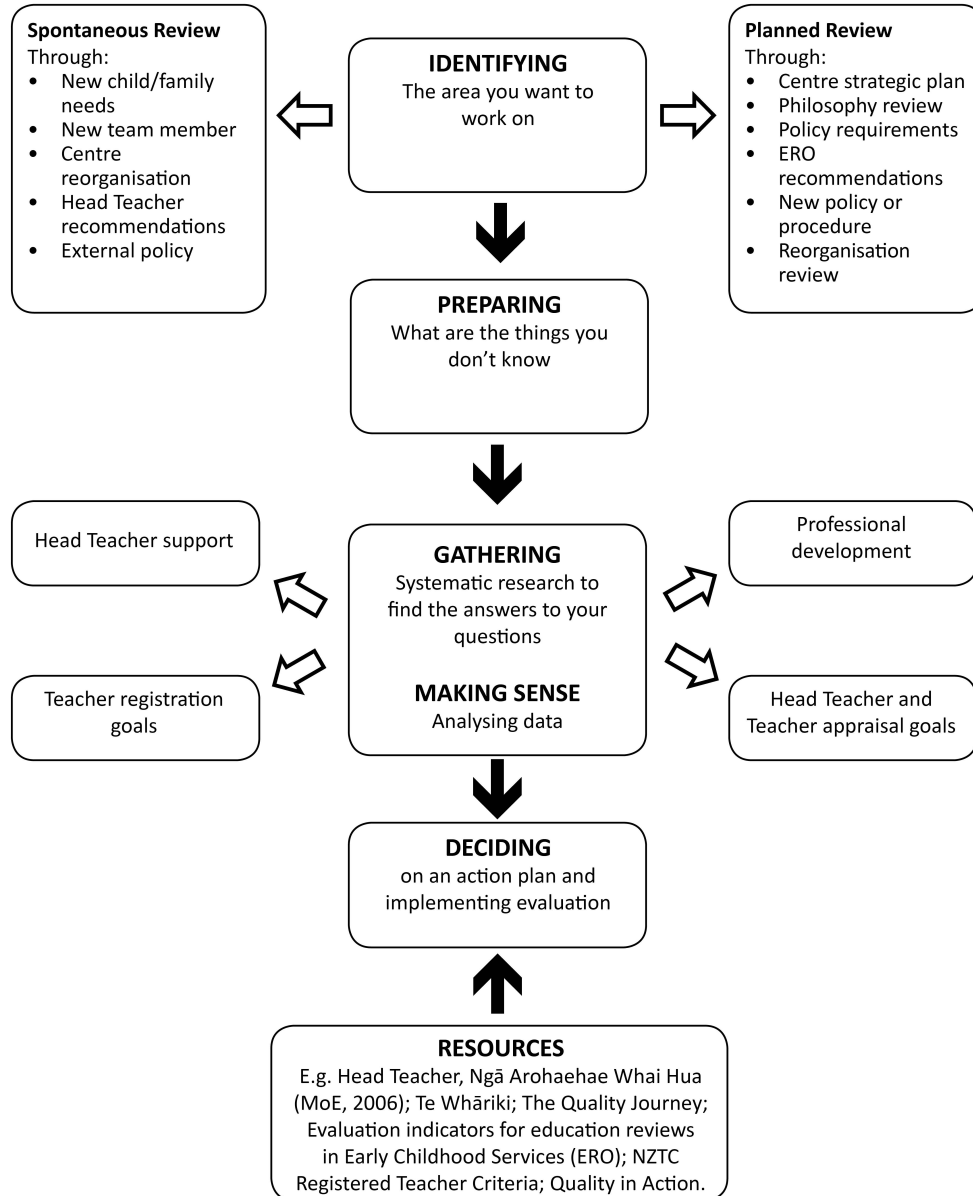
Planned reviews can be triggered by:

- an ERO recommendation;
- an outcome from a previous review;
- reviewing vision and strategic goals;
- a predetermined cycle of review developed to cover all areas of practice, over time.

Spontaneous reviews can be triggered by:

- an incident;
- a comment;
- an event or issue;
- a question that you want an answer to;
- an observation;
- a new piece of information that challenges what we do now.

How Team Self-review Works



Team Self-review – Guidelines

A methodical documented approach will help you identify the area you should focus your work on and indicate what documentation you need to keep to record your data and evidence. As a team, you need to ensure that the discussion reflects the ideas, values and beliefs of each team member and that everyone's contribution is valued. Take the time to have in depth quality discussions. Remember that Te Whāriki states "Discussion and debate ... are a crucial part of the process of improving... by ensuring that people think about, and are able to justify, their beliefs and practices." (Ministry of Education, 1998, p 28).

The process **should** involve others in your learning community (licensee, whānau, and children) as the perspectives of others contribute to the richness of the review and/or challenge current practices.

Documentation makes the process for self-review transparent for everyone. The attached templates will guide your documentation and help you work through the process. Please keep a record of any evidence of the process as you go through. This could include:

- reports;
- newsletters;
- questionnaires;
- notes of discussion;
- photos;
- minutes of team meetings, committee meetings;
- observations, etc.

Attach these and any other relevant documents to the template. Use a new template for each review.

Step 1. Preparing for review

To prepare for review and quality improvement, you will need to identify an area of practice that is concerning you or others and use the attached templates to plan your review. Is it triggered by a planned approach or is it a spontaneous event? You can use reflective questions from a number of resources to help identify or narrow your focus for a more planned process to work through. These could include Kei Tua o te Pae, The Quality Journey, Licensing criteria, Te Whāriki. Etc.

Step 2. Setting your quality indicators

As part of preparing, you also need to identify **quality indicators** for the area of practice. These indicators guide the gathering of data and then are used to evaluate the data you have gathered. (see *Ngā a Arohaehae Whai Hua* page 21

References:

Ngā Arohaehae Whai Hua (MoE 2006, pp. 18-23)

Step 3. Gathering

What else do you need to find out about your **current practice** before you evaluate how this practice meets your quality indicators and decide what to do next?

- who do you need to gather information from?
- what skills and strengths does your team have – or need to acquire?
- do you need to make further observations of a particular area of practice? or

- how are you going to include the views of others in your learning community (parents, whānau, children) -Do you need to undertake a questionnaire or gather verbal feedback from parents?

Developing a question should be used as a starting point to gather the information that you require about what is happening now. The following are some sentence starters that may help you begin to articulate a question:

To what extent...
 How much...
 How do we...
 Are our...
 Why is...
 In what way...
 What is...

References:

Ngā Arohaehae Whai Hua (MoE 2006, pp. 24-25)

Step 4. Making Sense.

This is the part of the process where you begin an analysis of the evidence you have. You can interpret your data and draw some conclusions about what is presently happening in your practice; e.g. what aspects of Centre practice are going well and what aspects of practice you can improve. Look back at your indicators and ask whether your current practice is meeting these.

References:

Ngā Arohaehae Whai Hua (MoE 2006, pp. 26-32)

Step 5. Deciding on and carrying out the plan for improvement

This is the area where you decide what should happen to achieve the signposts of quality practice in your identified area. Your action plan is what happens to achieve this:

Who will carry out the changes and the timeframe that you hope to achieve this in?
 How will you share the results?
 What will you document? Who will be responsible for this?

Other Considerations:

What are the budget implications? (Do you need to purchase resources or training?)
 Who do we need to consult?

Now you have identified how your improvements can be implemented. Use the attached template to briefly document the steps you have covered to this point. You will need to gather artefacts and evidence of the implementation phase of the process.

References:

Ngā Arohaehae Whai Hua (MoE 2006, pp. 33-37)

Attached templates

Step 6 Evaluating.

Evaluating your work is a critical step in quality improvement and can be viewed as both the last documented step of the process and the beginning of a new quality review. It is also important to update policy and/or procedure so that they reflect any changes you have made as a result of this Team Self-review/Quality Improvement Process.

Spontaneous Team Self-review

Staff involved:

Date:

Area of review, who was involved e.g. children, parents, staff?
How was this triggered? What did we find out? What did we learn?
What decisions did we make and why?
What changes did we make? (Include any policy revision here)
How did these changes benefit children?

References: Ngā Arohaehae Whai Hua (MoE, 2006)

Revisit Date Is there anything we need to change?

You can download the full version of the Team Self-review Guidelines from:
www.sexualabuse.org.nz

Planned Team Self Review

Staff involved:

Date:

Step 1

Preparing for review: (pp. 18 – 20 Ngā Arohaehae)

What is the area of current practice you have decided to review?
How was this triggered?
What do we want to find out about our current practice in this area?
Develop the question/s you want to find the answers to:
Who will be involved in the review, How will family and whānau be consulted? Who will be responsible for collecting documentation? What evidence will you need to keep?
What is our time frame?
Link to Centre Strategic Plan

Please place a copy of this first page in the Self-review folder.

Step 2**Setting your Quality Indicators** (pp. 20-21 Ngā Arohaehae)

What would quality in this area look like? In preparing for review, we select or develop indicators that allow us to shape the information we gather. Later in the process we can check the information we have gathered against the indicators to help us make judgments.

They need to:

- focus on what is important;
- be observable;
- be easily understood by everyone involved;
- facilitate reflection and evaluation.

Resources that can help us formulate indicators are:

- Te Whāriki (particularly the reflective questions)
- The Quality Journey (teaching and learning indicators)
- Evaluation indicators from the from the “Evaluation indicators for education reviews in Early Childhood Services” (ERO green booklet)
- Performance indicators from NZTC Registered Teacher Criteria
- Signposts from “Quality in Action”
- Reflective questions in the back of each Exemplar booklet.
- The cultural input exemplar from Bevan- Brown (2003) *The cultural self-review. Providing culturally effective, inclusive Education for Māori learners*
- Develop your own indicators keeping in mind the question “what would this aspect of practise look like if it was effective.”

Quality Indicators
1.
2.
3.
4.

It may be that during the ‘gathering’ period of the review that you may want to change or add further indicators.

Step 3**Gathering.** (pp. 24-25 Ngā Arohaehae)

How will we find out about our current practice? Ways for us to find out could be: discussions, surveys, observations, parent and child feedback, Head Teacher feedback, video, ERO reports, revisiting reports and meeting minutes.

Questions like: *How often...? To what extent...? How do we...?* can be asked.

What do we know about what is happening currently in this situation?	Evidence (How do we know?) (This could include staff meeting minutes, reports, Head Teacher records, observations)

Do we need to find out more?	Yes []	No []
What else do we need to find out about?		

How will we find out more about this area?

E.g. accessing articles, other PD ...? Visits to other centres to look at what they do, discussions with other professionals, continuing discussion within the team.

How will we find out more?	Who will be responsible?	By when?

Please note the evidence you have gathered here.

Step 4

Making sense (pp. 26-32 Ngā Arohaehae, also templates for analysis pp. 67-70)

What does the information we gathered tell us? What will we need to do to improve?

Step 5**Deciding on and carrying out the plan for improvement** (pp. 33-37 Ngā Arohaehae)

What will we plan to do as a result of the findings? What changes do we need to make to our practice?

Plan for action	Who/when	Resources required
1.		
2.		
3.		
4.		

Step 6**Evaluation.**

Give your plan for improvement a chance to take effect before you evaluate its effectiveness against the quality indicators you set for yourself in Step 2.

Have we achieved what we set out to do?
What changes have we made to our practice?
Have we met our quality indicators?
What have been the improvements to children's learning?
Do we need to make changes to our Philosophy / Procedures / Management Plan / Policy as a result of this review?
Is there anything else that needs to be done? Has this triggered another area for review?