

Team Self Review: A Process for Quality Improvement

What is Team Self Review?

Review is the deliberate and ongoing 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.

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 WRFKA.
- Provide a process to ensure we are accountable;
- Ensure we are meeting legal requirements.

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

'Team self review: a process for quality improvement'

This process uses the resource Nga Arohaehae Whai Hua (2006)

It will also be influenced by:

- the professional development goals of individual teachers arrived at during appraisal,
- the range of skills in the current team
- the need to methodically review the way in which the kindergarten systematically reviews their provision of early childhood education.
- the requirements to support WRFKA Strategic plan

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

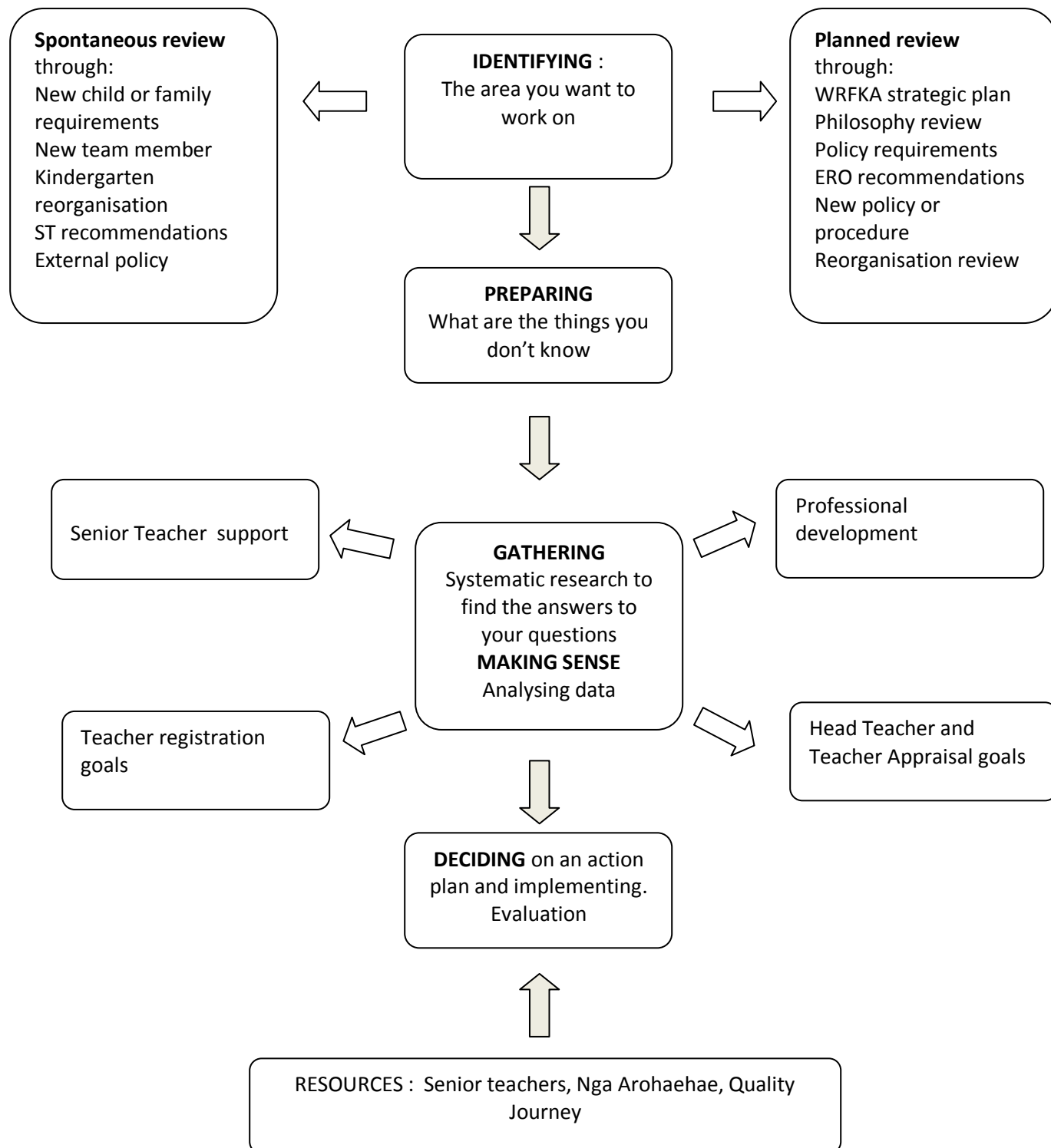
Planned reviews can be triggered by,

- An ERO recommendation
- An outcome from a previous review
- Reviewing a kindergartens 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 – WRFKA 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 (committee, whanau, 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. etc

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 *Nga Arohaehae Whai Hua* page 21

References:

✂ *Nga Arohaehae Whai Hua* page 18-23

Step 2. 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, whaanau, 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:

✂ *Nga Arohaehae Whai Hua pages 24-25*

Step 3. 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; eg what aspects of kindergarten 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:

✂ *Nga Arohaehae Whai Hua page 26-32*

Step 4. 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 time frame in which you hope to achieve this.
- 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 equipment?)
- 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:

✂ *Nga Arohaehae Whai Hua page 33-37*

✂ *Attached templates*

Step 5 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 your licensing criteria (these have previously been the DOPS practice statements) so that they reflect any changes you have made as a result of this Team Self Review/ Quality Improvement Process.

Spontaneous Team Self Review



Kindergarten:

Staff:

.

Date:

Area of review, who was involved e.g children, parents?

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?

How did these changes benefit children?

Revisit Date Is there anything we need to change?

Planned Team Self Review



Kindergarten:

Staff:

.

.

Date:

STEP ONE (A)

Preparing for review : (pg 18 – 20 Nga Arohaehae)

What is the area of current practise you have decided to review?

How was this triggered?

What do we want to find out about our current practise 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 Whanau be consulted?

Who will be responsible for collecting documentation?:

What evidence will you need to keep?:

What is our time frame?

Link to WRFKA Strategic plan

Please send a copy of this first page to your ST for each review and place a copy in your Management Plan

STEP 1 (B)

Setting your Quality Indicators (Pg 20-21 Nga 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 judgements.

They need to:

- Focus on what is important
- Can be observed
- Are easily understood by everyone involved
- Facilitate reflection and evaluation

Resources which can help us formulate indicators are:

- Te Whaariki
- 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 Professional Standards for Kindergarten Teachers
- Signposts from "Quality in Action"
- Reflective questions in the back of each Exemplar booklet.
- The Signpost worksheets (Blue sheets from Te Timata o Te Hikoi) are a set of quality indicators,
- The cultural input exemplar from Bevan- Brown (2003) *The cultural self review. Providing culturally effective, inclusive Education for Maaori 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 2

Gathering. (pg 24-25 Nga Arohaehae)

How will we find out about our current practise? Ways for us to find out could be: discussions, surveys, observations, parent and child feedback, ST feedback, video, ERO reports, revisiting kindergarten reports and meeting minutes, *Questions like: How often...? To what extent...? How do we? can be asked. Some of the reflective questions (green) in Te Timata o te Hikoi may be one way of gathering more information.*

What do we know about what is happening currently in this situation?	Evidence How do we know (this could include staff meeting minutes, kindergarten reports, ST 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?,

i.e accessing articles, other PD ...? Visits to other kindergartens 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	When

Include copies of the evidence you have gathered here.

Step 4

Making sense. (pg 26 – 32 Nga Arohaehae, also templates for analysis pg 67 - 70)

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

Step 5**Deciding:** (pg 33 -37 Nga 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.,

Have we achieved what we set out to do?
What changes have we made to our practise?
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 or Licensing Criteria Practice Statements as a result of this review?
Is there anything else that needs to be done? Has this triggered another area of review.