

3:3 TEAM REVIEW POLICY

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.

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 Let's Grow.

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.

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

Planned reviews can be triggered by,

An ERO recommendation

An outcome from a previous review

Reviewing the centre's 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

GUIDELINES

Team Self Review

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.

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.

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...

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 our practice are going well and what aspects of our practice can we improve. Look back at your indicators and ask whether your current practice is meeting these.

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.

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

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 benefit the children?

Revisit date:

Is there anything we need to change?

ENVIRONMENT REVIEW

Focus of review Date

Time frame..... Commenced

Completed.....

Staff involved with the review

What works well in this area?

What could be improved?

What is happening for children in this area?

Summary and recommendations

Actions

Evaluation