WHĀNAU MANAAKI
KINDERGARTENS

Guidelines for Internal Evaluation/Self Review

WMK Senior Teachers   2015

Reviewed 2016

Introduction

What is self review?

Self review is the process we use to prepare, gather and make sense of information in order to bring about positive improvement for children and whānau and to policies/procedures, processes and the environment.

ERO defines self review as '*the use of robust processes to systematically inquire into and evaluate the effectiveness of policies, programmes and practices. Self-review findings are used to inform decision-making, improve the quality of practice and promote positive outcomes for all children*'.

Review is essentially the process of taking stock of activities, practices and processes at a particular point in time. Review does not require anything more of the reviewer than taking stock of where they are at. Self review differs from review as it requires the reviewer to evaluate information gathered about the activity, practice or process to determine its merit, worth and significance in order to decide where to next.

According to ERO evaluation is '*a process that involves analysing, discussing, presenting and sharing information with a focus on relevant issues and relevant data*'.

Self review is now becoming known as internal evaluation. ERO sees internal evaluation as being complementary to the external evaluation processes they undertake. ERO have signalled that future reviews will continue to have a strong focus on the understanding teams have of self review and on the scope and quality of self-reviews undertaken.

The intention is that evaluation becomes embedded in teachers day-to-day practices and that self review becomes a routine activity in our kindergartens focused on promoting positive outcomes for children and their whānau.

ERO have identifies 3 types of review:

- **Strategic Self Review** is long term, and focused on key goals related to the early childhood services's vision, goals and/or philosophy.

The model you could use for this review is outlined in Ngā Arohaehae Whai Hua or attached in the appendix of this document is an example of a form your team could use for this type of review.

Regular self review are about 'business as usual'. They are smaller, focused and ongoing, can feed information into the stategic self review and can be planned for systematically to ensure the review of curriculum areas, routines, procedures etc occurs.
A model you could use for this type of review is outlined in Ngā Arohaehae Whai Hua or you could use the Action Research model as outined in The Quality Journey. Attached in the appendix of this document is an example of a form your team could also use.

Emergent Self Review are in response to unplanned events or issues as they arise. They are one-off spontaneous reviews but should fit with overall goals and can link to other reviews. They could lead to a more in depth review.
Examples of models you could use for this type of review are outlined in Ngā Arohaehae Whai Hua or attached in the Appendix of this document is an example of a form your team could use.

Examples of Possible Self Reviews

Strategic Self Review

Your Strategic self review could 'fall-out' of your Strategic Teaching and Learning plan and would support the team to research aspects of the goal with a view to improving outcomes for children. It could also come from an area of the curriculum you want to undertake an in-depth review of.

Example of a 'Strategic' Self Review

Goal from Strategic Teaching and Learning Plan:
To ensure whānau aspirations are responded to.

Self Review Question:
How effectively do we meet aspirations for Māori and Pasifika whānau within our curriculum?

Regular Self Review

Are systematic reviews of your philosophy, routines, procedures, curriculum, environment etc. They are more in-depth than an Emergent self review and smaller than a Strategic review. The outcome of the review will also provide improvements in outcomes for children.

Planning for these reviews will ensure you review areas of the wider curriculum systematically.

Example of a Year Planner for 'Regular' Self Reviews

Feb	March	April	May	June	Aug	Sept	Oct	Nov
Morning Tea Routine	Changing Chn Procedures	Content of Portfolios Using Te Manawa Evaluation tool	Excursion Procedures	Philosophy	How do we support children to make choices around Music	Fare-welling Chn procedure	What kind of language are we using to support water-play?	Staff Meeting content, agenda and timings

Emergent Self Review

Are reviews that occur as a result of an incident, query, team discussion etc and will usually be completed quickly at a team meeting/discussion time.

Examples of 'Emergent' Self Review

- A child climbs over the fence and arrives home without any teachers knowing – a review of Supervision procedures is undertaken
- A parent raises a concern that her child has come home 3 consecutive days in a wet/soiled nappy – the team reviews their 'Changing Children' procedures and decide that a 'Regular' self review is required and adds this to their self review calendar.

Examples of Forms

for

- Strategic
- Regular and
- Emergent Self Reviews

Strategic Self Review

Kindergarten:
Teachers:
Date:

What is the area of practice we want to focus our Strategic self review on?

What is the question we want to ask for this Strategic self review? Why is this question important?

What is the time frame for this Strategic self review?

Quality Indicators (this tells us what good quality practice would look like and reference where they came from). Evaluate each section of the review against the indicators (making sense, deciding, evaluation)
1.
2.

3.

4.

Data Gathering: what is happening now (baseline data)?	Who will do this?	When?
What Information will we gather and how:		
What Information will we gather and how:		
What Information will we gather and how:		
What Information will we gather and how:		

Data Gathering: What new data can you gather?	Who will do this?	When?
What Information will we gather and how:		
What Information will we gather and how:		

What Information will we gather and how:		
What Information will we gather and how:		

Making Sense:

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

Making Decisions: Plan for action – what changes are we going to make?	Who /when
1	
2	
3	

4	

What changes have we made to our practise?

Have we met our quality indicators? How have we met them – what is the evidence?

What have been the improvements to children's learning? How do you know this?

Is there anything we need to re-change, where the change hasn't worked?

Regular Self Review

Kindergarten:
Teachers:
Date:

Preparing :   What is the area of practice we want to focus our self review on?
Quality Indicators: (this tells us what good quality practice would look like and reference where they came from)
Review Plan
Gathering: What information?/evidence will we gather?
Making sense: What did we learn?

Deciding: What changes did we make and why?

What is the time frame for implementation?

Evaluating: How have these changes benefited children?

Six month evaluation: Is there anything we need to change? Is there more information we need to gather?

Emergent Self Review

Kindergarten:
Teachers:
Date:

Preparing : Area of review**,** How was this triggered? , who was involved e.g. children, parents?
Gathering : What did we find out ?
Making sense : What did we learn?
Deciding: What changes will we make and why?
Evaluating: How will these changes benefit children?

Revisit Date in 6 months' time:
Is there anything we need to change?

Evaluation of Strategic SELF REVIEW process

Kindergarten ……………………………..………….   **Date:**

Planning			
	Yes	No	Comment
Is the purpose of the review evident?			
The Question:			
Was the question around an aspect that already existed in your kindergarten and in your teaching practice? (If it doesn't exist yet it can't be reviewed – does your questions show that you know the difference between the implementation of a quality improvement and a self review?)			
Did the question ask you to evaluate how well you do something already? E.g.: How well does…. How effective is….. To what extent….			
Was the question specific? (not too broad)			
Time frame			
Did you finish it? Did you stick to your stated time frame? If not, why?			
Who was involved			
Is there clear information about who was involved in the review? (Were all team members involved in the review? How or why not? What about Parents/committee…)			
Quality Indicators:			
Is it clear where the indicators came from &/or how they were developed? (Are they clearly referenced?)			

	Yes	No	Comment
Are the indicators in the present tense? (teachers greet all families/whānau)			
Did you document why these indicators were chosen? (Why were they significant/relevant for this review?)			
	Yes	No	Comment
Did each team member contribute to developing the indicators? (how?)			
Did you refer to the Indicators when making sense and deciding on where to next?			
Did the indicators change during the review? (Why?)			
Gathering			
Is there documentation to show how you planned to gather data? (What range of strategies were used for gathering, such as a survey, review of portfolios, interviews…)			
Did you get the perspective of a range of parents, children, teachers, wider association? (Was the data one sided or just from a particular group of parents – who didn't contribute – why not?)			
Did you gather information about Māori or Pasifika perspectives?			
Did each team member have a role in the gathering? How &/or why not?			
Is all the data gathered filed in this section? (time samples, survey responses, all your notes, readings, workshop notes, copies of meeting minutes…)			
Did you gather enough relevant data to effectively answer your question? (if not, why not – e.g.			

wrong strategy used or the survey didn't ask the right questions to get the information we wanted…)			
Is it clear which data is about what was currently happening and which data was new information? (How have you clearly separated this information?)			
Did you gather in-depth data about new ideas and possibilities?			

Making sense

	Yes	No	Comment
Is there are clear section labelled "making sense"? (this is where you describe what you have learnt about your practice e.g. the data tells us we effectively do….. but we are not…….)			
Is there a summary of each piece of data highlighting significant information? – (what did the data tell us about our current practice? What did the data tell us about other possibilities? Did you identify the data that provided the evidence to inform your judgements?)			
Were all the team involved in discussions around making sense of the data? (If not, why not? – how was information shared with other team members?)			
Is the process of analysing the data gathered described? (we looked for the following themes in the survey, we used a SWOT (strengths, weaknesses, opportunities, threats) analysis to evaluate the data… we counted how many times… we debated about what the data was telling us…)			
Did you judge/evaluate your data against your quality indicators? (What aspects of practice are we doing well?.... What aspects of practice might we need to improve?)			

Deciding

Is there a clear section labelled "Deciding"?			
Does it show how implementing the change/s will improve teaching practice and children's learning? (Is the expected impact of these changes on people, processes, resources, or the environment evident?			
Is what you are going to change, and how you are going to do this, obvious?			

Is there an action plan for implementing new changes and improvements? (does this describe who will do what, with a time frame for achieving this?)			
Does the action plan require updating /reviewing your philosophy?			
Evaluating			
Is there a section labelled "Evaluation"?			
Is there information about how changes improved teaching practice, and learning for the children? (or not if this is the case)			
Is there evidence that the quality indicators are visible in your practice?			

Annual Schedule of Self Reviews

Type of Review	What we will Review	Model/Review Process we will use	Timeframe
Strategic self-review (long-term and focused on key goals related to the service's vision)			
Regular self-review (business as usual and usually smaller focused and on-going e.g. curriculum areas, policies/procedures, philosophy, environment, teaching and learning, working with parents etc)			
Emergent self-review (one off and occur in response to unplanned event or issues as they arise)			

Self Review Continuum

Early stage of self review

Review largely compliance or audit focused

Evidence of self review but not strongly aligned to strategic planning/goals/vision

Understanding of self review developing but not shared at all levels

Focus on resources and environment

Mostly undertaken by individuals rather than a collaborative activity

Limited as to whose perspectives are sought

Limited gathering of evidence

Limited analysis of information

Action not taken as a result of self review

Developing self review

Shared understanding of self review developing

Evidence of self review but not strongly aligned to strategic planning/goals/vision

Focus on resources and environment

Evidence of a process (documented)

Starting to focus review on teaching and learning practice and children's learning

Becoming established with clear purpose and procedures to guide self-review

A planned approach evident - use of a review plan or schedule to guide review

Examples of spontaneous or emergent self-review and planned review

Highly effective/well-developed self review

Well-established processes for self-review

Purpose of self-review is clear

Systematic, planned and deliberate inquiry

Documentation developed to show evidence of process and outcomes

Multiple perspectives sought – children and whānau contribute to self-review

Indicators or criteria are used

Use of multiple sources of information

Well-analysed information

Strong focus on teaching and learning and outcomes for all children

Self-review includes a focus on all aspects of the services operation over time

Self-review is linked to the service vision or philosophy and informs strategic direction

Self-review outcomes are used for decision-making and improvement

Self-review involves working with evidence to achieve on-going improvement

Where is our Team on the Self Review Continuum?

ERO describes self review as an activity that operates on a continuum of understanding and practice. The continuum spans from basic understanding and practices at one end through to highly effective, well developed understanding and practices at the other.

To assist team's determine where they sit on the continuum of capacity, review it against current self review practices. There is possibility team's may sit between two of these stage, if so please indicate.

☐ **Early stage of self review**

☐ **Developing self review**

☐ **Highly effective/well-developed self review**

What is the evidence or reason for this answer?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Self Review	**Date Effective**: October 2015
	Review Date:

Responsible to: Senior Teachers

Applies to: All Teachers

Purpose: To ensure review practices are developed and implemented which promote a culture of continual improvement across all teaching practices, curriculum and operational areas.

References: Ngā Arohaehae Whai Hua, The Quality Journey, Licensing Criteria for Early Childhood Education Care Centres, He Pou Tātaki

POLICY

1. Continual improvement across all aspects of kindergarten practice, environment and operations will occur through the use of self review practices.

2. Teams will use the WMK 'Self Review Guidelines' to assist their teaching practices around self review and to develop team procedures.

PROCEDURES

3. Teaching teams will develop their own procedures for how reviews will be undertaken. These procedures will include:
    - How Strategic/Regular/Emergent reviews will be conducted and recorded
    - How teams will link self review to their Strategic and Teaching and Learning Plan
    - How teams will ensure a systematic approach to self review across the curriculum is achieved
    - How and when teams will meet to discuss self review
    - How changes made as a result of review will be revaluated at a later date

4. For self-review to be effective teams will have the following:
    - A shared vision
    - Team philosophy
    - Strategic Teaching and Learning Plan – with specific and measurable goals
    - An Annual Plan that identifies the reviews to be undertaken that year
    - A long term view of review that ensures continual improvement is occurring

Senior Teachers will work with individual kindergartens to ensure that self-review processes are occurring and that these processes are being used to ensure continual improvement.