

# SELF REVIEW



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“... yesterday’s vision turns into today’s reality...turning visions over is about self review - the evaluation of vision and current experience ...”

*Gaffney, 2004*



# WHAT IS SELF REVIEW?

- ❖ It is a process that will help us understand why we are doing what we are doing.
- ❖ It is a system for quality improvements.
- ❖ Any changes you make to the programme, routine, philosophy, environment, people, equipment, and other.



“Self review is a process through which early childhood education services evaluate the effectiveness of what they do, with the aim of improving the quality of their practice.”

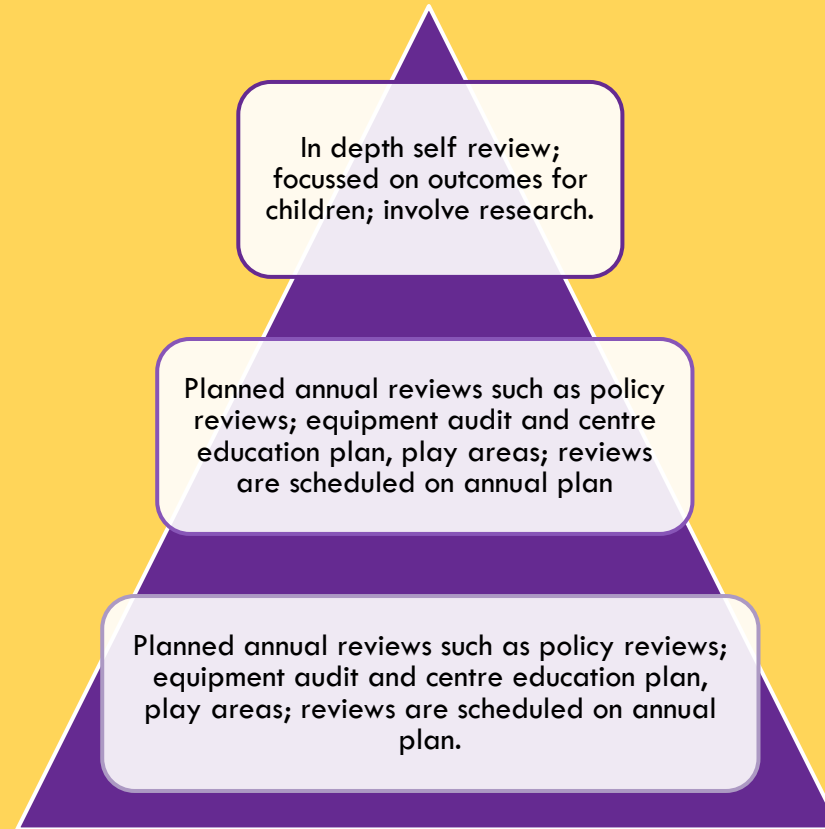
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# SELF REVIEW IN THE ECE REGULATIONS

In line with Early Childhood Education Regulations (2008) three different levels of self review is observed within the Playcentre context:



# LEVEL 1: SPONTANEOUS REVIEW

- ❖ Spontaneous reviews are the most common type of review evident within Playcentre.
- ❖ This type of review happens for all aspects of Playcentre, for example teaching and learning, management and community.
- ❖ Playcentres are run cooperatively and thus all members have the right to review the status quo at all times.
- ❖ These type of reviews are often documented in meeting minutes where possible solutions are brainstormed.



# LEVEL 2: PLANNED ANNUAL REVIEWS

- ❖ Planned annual reviews are driven by the association as well as individual centres.
- ❖ It includes policy reviews, equipment and property audits, adult education plans, licensing plans, financial plans, and reviews of play areas.
- ❖ These reviews are systematic and focus on meeting minimum criteria.



# LEVEL 3: IN-DEPTH REVIEW

- ❖ An in-depth self review process is based on the Ministry of Education guidelines as described in *Ngā Arohaehae Whai Hua/Self-Review Guidelines* for Early Childhood Education.
- ❖ All centres are required to engage annually in an in-depth review. Centres are encouraged to focus on teaching and learning, as management and communication is often the focus in spontaneous and annual reviews.
- ❖ This review involves an in-depth look on the centre's practice.
- ❖ Education Review Office (ERO) reports showed that many Playcentres are in the beginning phases of implementing a robust self review process.
- ❖ Centres are annually supported to work through an in-depth research-based self review by the association, working in clusters with other Playcentres.
- ❖ These clusters are either geographically or focus-based organised.





# IN-DEPTH REVIEW PROCESS

The self review cluster process is based on Ngā Arohaehae Whai Hua/*Self-Review Guidelines* for Early Childhood Education. This process involves one cluster hui per term to discuss and work through:

- ❖ Term 1: Preparing /te whakarite: Decide on a focus and write a focus question.
- ❖ Term 1: Gathering stage/te kohikohi: Write a plan to gather information and gather information for 6-8 weeks.
- ❖ Term 2: Making sense/te whai mātauranga and deciding/te whiriwhiri: Analyse the information and develop a plan for change.
- ❖ Term 3 & 4: Implement the changes; reflect and review on the process and adapt strategies if needed.
- ❖ Term 4: Share your progress and celebrate your successes.



# THE GOALS OF WORKING IN CLUSTERS TO REVIEW YOUR PRACTICE

- ❖ Improve your centre practice.
- ❖ Create a community of learners by engaging your Playcentre members in discussions about children's play, learning and development and working together with people from other Playcentres.
- ❖ Foster a culture of lifelong learning.
- ❖ Grow competence within centres to effectively lead the self review process.
- ❖ Foster a culture of reflective practice.
- ❖ Build shared understandings around an issue at the centre.



# HOW DO YOU CHOOSE YOUR REVIEW FOCUS?

- ❖ Something just isn't working.
- ❖ You want to know how well something is working.
- ❖ The environment is not functioning as well as it could be.
- ❖ No one has ever asked why it is happening the way it is now.
- ❖ New information, research or literature has sparked some new ideas or different ways of thinking.
- ❖ You want to make further improvements to something you think you do well already.
- ❖ To realise a vision that you have for your centre.



# POSSIBLE REVIEW FOCUS AREAS

Bicultural  
practice

Numeracy

**Literacy**

Social  
competence

Culture and  
identity

Transitions

**Infants &  
toddlers**

**Emergent  
curriculum**

Documentation

**Schemas**

**Working  
theories**

Adult's  
role on  
session



# WHAT IS YOUR COMMITMENT?

For at least two people per centre to attend a cluster discussions once a term, and:

- Bring an open mind.
- Be willing to involve and invest.
- Be open to communicate and contribute.
- Commit and persist to make change.



# WEBLINKS

Ngā arohaehae whai hua /  
*Self-review guidelines* for Early  
Childhood Education is available  
online

<http://tiny.cc/l5vjm>



# SEND ME YOUR QUESTIONS

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