

NZPF
Professional
Development

Self Review



What is self review?

The Education Review Office [ERO] describes self review as follows

“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.”

" It is a process that will help us understand why we are doing what we are doing.

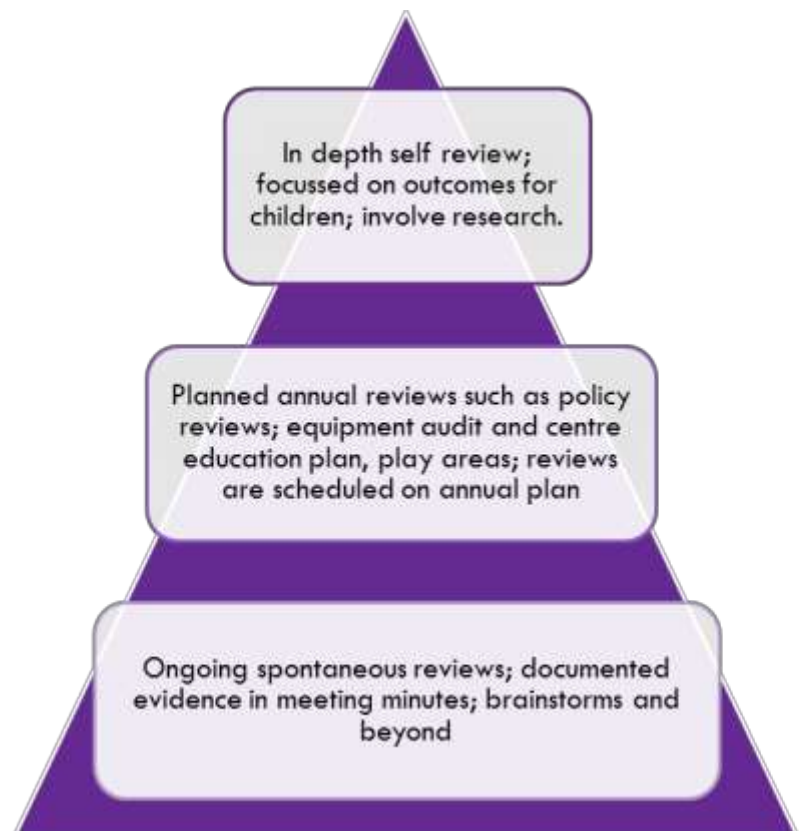
" It is a system for quality improvements.

" The changes we make to the programme, routine, philosophy, environment, people, equipment, etc.

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

Gaffney, 2004

Levels of self review



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





Three levels of self review

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 and where relevant current policies are consulted. It can also be documented as a log to easily refer back to.

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 reviews

- " 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 most Playcentres are in the beginning phases of implementing a robust self review process.
- " ERO intend to use self review information in future reviews.



Looking at in-depth review

What is in-depth review ?

- " It is a process that will help us understand why we are doing what we are doing.
- " It is a system to understand what we do well and what changes we can make to improve our quality. A process to transform practice.
- " It involves the changes we make to the programme, routine, philosophy, environment, people, equipment, and beyond.
- " The focus of in-depth review is to develop a shared understanding and work towards a common goal.

Self review is not effective when it is a community activity. It requires one or two people to take leadership, while other members of the community can move in and out of the review process.

How is in-depth review different ?

- " In-depth review focuses on teaching and learning practices rather than management practices. It's desired outcome is on improving outcomes for children.
- " It's concerned with reviewing practice rather than policy.
- " It requires an in-depth look at practices. This is achieved by using multiple perspectives and angles and consulting with experts.
- " It's triggered by passions, challenges or possibilities and not seen as a quick fix tool for problems.
- " It's focussed on improvement rather than meeting compliance.
- " It's proactive in nature, rather than reactive.
- " It fosters a culture of reflection and speculation rather than searching for certainty and the right answer to questions.



Looking at in-depth review

An in-depth review process

As part of the professional development (PD) programme, you will be assisted to work through an in-depth self review process as described in Ngā Arohaehae Whai Hua/Self-Review Guidelines for Early Childhood Education:

- " Preparation: Reflect on what's working well; imagine what else is possible.
- " Gathering : Spend some time learning about your review focus; inquire into the possibilities of transformative change.
- " Making sense: Analyse the information you gathered to identify important trends and issues; use the information to be innovative.
- " Deciding: Plan strategies to improve your practice and implement these.
- " Reflect and review: Reflect and review on their process and adapt strategies if needed.
- " Disseminate: Share your progress at a centre meeting or with other centres.

Why should we do an in-depth review ?

In-depth review is not about compliance, it's about realising your desire to provide the best possible play and learning opportunities for your tamariki. In depth-review is designed to:

- " Improve your centre practice.
- " Create a community of learners by engaging your Playcentre members in discussions about children's play, learning and development.
- " Promote lifelong learning .
- " Foster a culture of reflective practice.
- " Build shared understandings around issues concerning our tamariki at the centre.



Looking at in-depth review

How do we choose a focus for review?

In-depth self review can be used to

- " Realise a vision that you have for your centre. For example to promote sustainable practices in your centre or to encourage parents to stay at Playcentre until children go to school.
- " Make further improvements to something you think you do well already or tackle something that just isn't working.
- " Help you investigate to see how well something is working.
- " Use your environment more effectively.
- " Inquire into new information, research or literature w new ideas or different ways of thinking.

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



IMAGINE: PREPARE

How can it be even better?

- " Share the stories of what makes your centre great.
- " Discuss what you can change to make it even better.
- " Decide on a review focus. Narrow it down. Don't make it too big. Write a focus question. How well do we...? How can we

Matemhiq ka hua
kotemaramatanga
'Only from the gaining
of knowledge can
there be
understanding'

What is great about
our centre?

How can it be better?



What is our shared vision for our centre?

Write our vision as a review question

What would it look, feel and sound like?



INQUIRE: GATHER INFORMATION

What do we need to find out before we can move forward?

- " What do we need to find out before we can move forward?
- " Write a plan to gather information. Who will do what by when?
- " Set a date for the making sense discussion.

Taking more than one angle to gather information about the review focus





INQUIRE: GATHER INFORMATION

What do we need to find out before we can move forward?

Look in: What do we do now?

Look out: What do others do?

Look at the experts: What else can we find out?



INNOVATE: MAKING SENSE

What are the trends and patterns?

- " Analyse the data that you've gathered.
- " Look for
 - > Issues that come up again and again.
 - > Emerging trends or patterns.
- " This is the time for innovative thinking

What did we learn from our tamariki?

What did we learn from our Playcentre whanau?

What did we learn from the association? Other centres?

What did we learn about our processes?

What did we learn from the experts?



INNOVATE: MAKING SENSE

What is possible?

For Playcentre
whanau?

In the
environment?

What would we like to
see at the end of our
review?

For tamariki?



IMPLEMENT: DECIDING

What do we need to do to make it happen?

- " Deciding on strategies to take action.
- " Implement the plan strategies for 6-10 weeks.
- " Reflect and review.

For the environment?

For the tamariki?

How will we document it?

For the adults?



CRITIQUE YOUR PLAN

Will it do what you want it to do?

How will it improve outcomes for our tamariki?

How does it reflect a Te ao Māori perspective?

How is it inclusive of all cultures?

How does it reflect our centre vision?

How does it link to other projects and planning in our centre?

How does it capitalise on people's strengths and interests?

How will it change the culture of our centre?

How will we keep all our centre members in the loop?



IMPLEMENT: DECIDING

Think about sharing the review information





REFLECT " REVIEW " REVISIT

What changes did we make?

What changed for our tamariki? How did we achieve the goals we set on page 5?

What are the adults doing different? How did we achieve the goals we set on page 5?

How has it affected our culture? How did we achieve the goals you set on page 5?

What are the changes in the environment? How did we achieve the goals you set on page 5?

What worked well?

What would we change next time?



EFFECTIVE REVIEW

Working towards a reflective review culture

To establish effective review practices, we need to create a culture of review and reflection

Review becomes effective when it becomes a way of being rather than a way of doing

Qualities of a reflective culture

Resilient	Resourceful	Reflective	Reciprocal
Curious [proactive]	Questioning [how come?]	Clear-thinking [logical]	Collaborative [team member]
Adventurous [up for a challenge]	Open-minded [negative capability]	Thoughtful [where else could I use this?]	Independent [can work alone]
Determined [persistent]	Playful [let's try]	Self knowing [own habits]	Open to feedback
Flexible [trying other ways]	Imaginative [could be]	Methodical [strategic]	Attentive [to others]
Observant [details/patterns]	Integrating [making links]	Opportunistic [serendipity]	Empathic [other people's shoes]
Focused [distractions]	Intuitive [reverie]	Self evaluative [how is it going]	Imitative [contagious]

Borrowed from Guy Claxton's list of *positive learning dispositions* as discussed in *Expanding the Capacity to Learn: A new end for education?* [20066]



Weblinks

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

<http://tiny.cc/l5vjm>

Kei te pai!

You have successfully completed an in-depth self review cycle. I trust that you learnt a lot and benefited from your review.

What next?

Now is a good time to think about the next review you might take on? Do you still have some more work to do here? Or is it time for a new challenge?

Kia mau ki te mahi pai!

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**NEW ZEALAND
PLAYCENTRE**

*Working collaboratively with
parents to enhance learning
for children*



“Whānau tupu ngātahi – families growing together”