Self-Assessment – What does this look like in our service?

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| **Items** | **Notes / Reflections** |
| **Which QA Element / EYLF Outcome, Practice or Principle is under review?** | *QA 5.1.2 Dignity & rights of the child are maintained* |
| Who is part of the review process? | *List all educators* |
| Date Reviewed and Timeline for completion | *Review date plus future date*  |
| **How is this visible in our service / what does it look like? How do we talk about this?** *You might consider the environment, practices, resources, routine & rituals, interactions & relationships**Provide examples – anecdotes, images, notes, documentation, mind mapping…* | * *Routines & rituals are flexible and responsive to children’s needs rather than fixed time schedules*
* *Nappy changes are carried out with respect- smile, converse, sing with the child*
* *Practices in place such as primary caregiving which support young children during rest, meal, toileting*
* *Children are asked permission / informed prior to lifting, nappy changes, hugging*
* *Choice is evident is the way the room is set up, materials are available and children are asked about their interests*
* *Children are given time to engage that reflects their developmental needs*
* *Etc….*

*Attach images, observations, reflections etc* |
| **Items** | **Notes / Reflections** |
| **How do these observations & examples reflect our philosophy?***Consider; is it clear in our philosophy? Are the examples authentic and reflect who we are… our values & pedagogy? Do the examples support ethical practice & the Rights of the Child?* *Do our examples reflect everyone’s perspective- the educator’s, child’s, the family’s, community?*  | *You need to read your philosophy – are our practices clear in the philosophy or are practices inconsistent?* *Are we consistent? Are we all supporting the dignity & rights of the child? Is there bias?* *How do we include the child? Is their voice evident? For QA 5.2.1 Infants might be able to point to an image or educators do not intervene straight away in a toddler’s actions/ play and observe first to see what they are doing/ thinking/ needing**How might we discuss the Rights of the Child with families- it might be about their routines and rituals at home… what do we do / how do we handle requests sensitively and respectfully that are not in line with our practices* |
| **What are the gaps?** *You might like to consider; what perspectives are missing?* *Are there discrepancies between our evidence and philosophy?**Do we need to review these in the context of current practice and research?* *Do we need to discuss and reflect on ethical practice & The Rights of the Child?* | *This is where you need to look at what needs to improve... it could be large or very small goals* |
| Actions / New Goals*Identify new actions / goals and transfer to your service QIP* |  |