**SwirlIllosOrange.pdf**

**Session leader self- assessment**

**Name**

|  |  |  |  |
| --- | --- | --- | --- |
| **Self-assessment** | **Score**  **0=disagree, 1=somewhat disagree, 2 somewhat agree, 3 agree** | **Your action plan** | **Quality Principles** |
| **Rhyme time supports children’s early learning and cultural development** | | | |
| I feel I have a good level of training to run a rhyme time and have observed rhyme times in other settings |  |  | 1,2,4 |
| I always take time to plan my sessions, with a clear beginning and end (welcome and farewell) with active songs in the middle |  |  | 3 |
| I always introduce the session, explain what is going to happen and encourage everyone to participate |  |  | 1,3 |
| I introduce new rhymes regularly (e.g. at least once every three months) |  |  | 1,3,6 |
| I repeat rhymes in my sessions and vary the pace doing some slowly so that children can pick them up and learn them |  |  | 3,4,67 |
| I encourage children and parents to join in with sounds, movements and actions and use props/ instruments e.t.c. |  |  | 4,5,6,7 |
| I demonstrate how to do the actions |  |  | 7 |
| I am calm when children are noisy or moving around |  |  | 2,7 |
| I make sure children are praised and that everyone celebrates during rhyme times – clapping some rhymes e.t.c. |  |  | 2,3,5,6,7 |
| I promote new books for children at every rhyme time and encourage families to borrow them |  |  | 1 |
| **Rhyme time builds the relationship between parent and child** | | | |
| I am confident about explaining the speech/language/ communication benefits of rhyme times and the importance of face to face rhymes to parents, other staff and partners |  |  | 1,4,6 |
| I always include a face to face rhyme in my sessions |  |  | 1,4 |
| **Rhyme time is inclusive** | | | |
| I ensure that rhymes, stories or images used in rhyme times are reflective of the community and also celebrate the diversity of the wider world |  |  | 2,4 |
| I understand how to make things easier for children with special needs, autism e.t.c. to join in |  |  | 2,4 |
| **Rhyme time reduces social isolation** | | | |
| I am always there to welcome families |  |  | 4,7 |
| I sometimes invite parents and children to suggest rhymes |  |  | 2,6 |
| I stay to chat to parents afterwards |  |  | 1,7 |
| I encourage families to get to know each other |  |  | 4,7 |
| **Rhyme Time is embedded in strategy and enable strong partnerships** | | | |
| I know where to signpost parents if they need help with their child |  |  | 1 |

**Arts Council England seven quality principles for work by, with and for children and young people.**

1. Striving for excellence and innovation

2. Being authentic

3. Being exciting, inspiring and engaging

4. Ensuring a positive and inclusive experience

5. Actively involving children and young people

6. Enabling personal progression

7. Developing belonging and ownership