The purpose of this self-evaluation tool is to provide vocational and tertiary leaders and educators with a structured tool to guide reflection and evaluation on their use of the *Interdisciplinary education framework for professionals working in the early years*. It will enable reflection on how the resources are being taken up in programs and curricula within courses and across disciplines within their educational service.

To prosper, Australia’s young children, from birth to five years, need care and support from well-prepared professionals who are able to work across disciplines. This has implications for the education of the future workforce. It means that aspiring early years professionals need to develop capabilities for collaborative interdisciplinary teamwork to support children's optimal health, wellbeing and learning.

This self-evaluation framework was developed as part of an Australian Government, Office for Learning & Teaching Innovation and Development Grant in 2015-2016 (see http://www.flinders.edu.au/mnhs/early-years/). Development of this framework was informed by the work of May and Thomas (2010) who pioneered a self-evaluation approach for embedding equity and diversity in higher education curricula in Scotland.

**Using the self-evaluation tool**

This self-evaluation tool is intended for use by institutional leaders, curriculum developers and course coordinators to reflect on and evaluate use of the *Interdisciplinary education framework for professionals working in the early years*. Information gathered through self-completion will provide a starting point for dialogue around interdisciplinary education and professional practice within and between educators, curriculum developers and departments. It may also provide evidence of the inclusion of interdisciplinary approaches and content into curriculum for use in course and program evaluations.

The tool has two strands. Strand 1 is intended for use by institutional directors of learning and teaching, heads of faculties/schools, senior managers, staff in offices of learning and teaching, and learning and teaching development staff. Strand 2 is designed for program/course coordinators, unit coordinators, module writers and learning designers.

Within each strand there are a series of statements against which to consider achievements towards implementing or integrating the *Interdisciplinary education framework for professionals working in the early years*. A rating scale is suggested in Table 1 which is presented as a Likert scale (0-5) for each achievement.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Overall implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Fully integrated and evaluated in programs and curricula</td>
</tr>
<tr>
<td>4</td>
<td>Integrated but not evaluated in programs and curricula</td>
</tr>
<tr>
<td>3</td>
<td>Partially integrated in programs and curricula</td>
</tr>
<tr>
<td>2</td>
<td>Very little integration in programs and curricula so far</td>
</tr>
<tr>
<td>1</td>
<td>Planning underway but not yet started on integration into programs and curricula</td>
</tr>
<tr>
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</tbody>
</table>

Reference

Strand 1: For institutional managers and leaders

This strand considers how institutional directors of learning and teaching, senior managers, and staff in offices of learning and teaching in vocational and tertiary education settings have integrated the materials about working with children from birth to five years and their families in interdisciplinary contexts into curriculum.

1.1 By ticking the boxes below, please indicate the educational programs using the Interdisciplinary education framework for professionals working in the early years.

- [ ] Allied health professionals
- [ ] Medicine
- [ ] Nursing
- [ ] Social work
- [ ] None
- [ ] Early childhood education and care
- [ ] Midwifery
- [ ] Psychology
- [ ] Other ___________________

Comments:

1.2 By ticking the boxes below, please indicate the educational programs not using the Interdisciplinary education framework for professionals working in the early years.

- [ ] Allied health professionals
- [ ] Medicine
- [ ] Nursing
- [ ] Social work
- [ ] None
- [ ] Early childhood education and care
- [ ] Midwifery
- [ ] Psychology
- [ ] Other ___________________

Comments:
1.3 For those programs using resources from the *Interdisciplinary education framework for professionals working in the early years*, please rate the level of integration into curriculum using the scale in Table 1.

Program 1:______________________________

**Shared outcomes for children**

0  1  2  3  4  5
Not yet started  Fully integrated & evaluated

**Interdisciplinary map**

0  1  2  3  4  5
Not yet started  Fully integrated & evaluated

**Essential universal elements**

0  1  2  3  4  5
Not yet started  Fully integrated & evaluated

Comments:

Program 2:______________________________

**Shared outcomes for children**

0  1  2  3  4  5
Not yet started  Fully integrated & evaluated

**Interdisciplinary map**

0  1  2  3  4  5
Not yet started  Fully integrated & evaluated

**Essential universal elements**

0  1  2  3  4  5
Not yet started  Fully integrated & evaluated

Comments:
Program 3: ____________________________

Shared outcomes for children

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<tr>
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<td>Fully integrated &amp; evaluated</td>
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</table>

Interdisciplinary map

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<td>Fully integrated &amp; evaluated</td>
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Essential universal elements

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Comments: 

Program 4: ____________________________

Shared outcomes for children

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Interdisciplinary map

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Essential universal elements

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<td>Fully integrated &amp; evaluated</td>
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Comments: 

flinders.edu.au/mnhs/early-years/
For those programs using resources from the *Interdisciplinary education framework for professionals working in the early years*, please rate the following using the scale in Table 1.

1.4 Institutional course materials, policy documents and/or strategic plans espouse the value of interdisciplinary practice in the early years and advocate its integration in programs/courses/units/modules.

**Evidence:**

1.5 Institutional infrastructure supports integration of learning about interdisciplinary practice in the early years into curricula.

**Evidence:**

1.6 Heads of faculty/schools are committed to leading the development and integration of learning about interdisciplinary practice in the early years into curricula.

**Evidence:**

1.7 Partnerships exist between departments and services which contribute to integrating learning about interdisciplinary practice in the early years into curricula.

**Evidence:**

1.8 Staff with relevant specialist expertise are given strategic responsibility for integrating learning about interdisciplinary practice in the early years.

**Evidence:**
Strand 2: For curriculum and topic developers

This strand considers how program/course coordinators, unit coordinators, module writers and learning designers have integrated materials about learning to work with children from birth to five years and their families in interdisciplinary contexts into curriculum.

2.1 By ticking the boxes below, please indicate the educational programs using the Interdisciplinary education framework for professionals working in the early years.

☐ Allied health professionals   ☐ Early childhood education and care
☐ Medicine                        ☐ Midwifery
☐ Nursing                             ☐ Psychology
☐ Social work                          ☐ Other ___________________
☐ None

Comments:

2.2 By ticking the boxes below, please indicate the educational programs not using the Interdisciplinary education framework for professionals working in the early years.

☐ Allied health professionals   ☐ Early childhood education and care
☐ Medicine                        ☐ Midwifery
☐ Nursing                             ☐ Psychology
☐ Social work                          ☐ Other ___________________
☐ None

Comments:
2.3 For those programs using resources from the Interdisciplinary education framework for professionals working in the early years, please rate your understanding of the level of integration into curriculum using the scale in Table 1.

Course/topic 1: _____________________________

Shared outcomes for children

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Not yet started

Fully integrated & evaluated

Interdisciplinary map

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Not yet started

Fully integrated & evaluated

Essential universal elements

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Not yet started

Fully integrated & evaluated

Comments:

Course/topic 2: _____________________________

Shared outcomes for children

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Not yet started

Fully integrated & evaluated

Interdisciplinary map

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Fully integrated & evaluated

Essential universal elements

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Not yet started

Fully integrated & evaluated

Comments:
Course/topic 3: ______________________________

**Shared outcomes for children**

0 Not yet started
1 2 3 4 5 Fully integrated & evaluated

**Interdisciplinary map**

0 Not yet started
1 2 3 4 5 Fully integrated & evaluated

**Essential universal elements**

0 Not yet started
1 2 3 4 5 Fully integrated & evaluated

Comments:

Course/topic 4: ______________________________

**Shared outcomes for children**

0 Not yet started
1 2 3 4 5 Fully integrated & evaluated

**Interdisciplinary map**

0 Not yet started
1 2 3 4 5 Fully integrated & evaluated

**Essential universal elements**

0 Not yet started
1 2 3 4 5 Fully integrated & evaluated

Comments:
For those course/topics using resources from the Interdisciplinary education framework for professionals working in the early years, please rate the following using the scale in Table 1.

2.4 Learning outcomes incorporate learning about interdisciplinary practice in the early years.

Evidence:

2.5 Programs provide a range of learning and teaching approaches that facilitate learning about interdisciplinary practice in the early years.

Evidence:

2.6 The contents and approaches to teaching and learning about interdisciplinary practice in the early years are flexible.

Evidence:

2.7 Curriculum is designed to provide a range of assessment and feedback approaches that demonstrate skills and knowledge about interdisciplinary practice in the early years.

Evidence: