# Peer Review Toolkit

# **Self-Report for the Peer Review in schools**

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Reviewed preschool:

Contents

Please insert a list of contents.

Data Sheet

**1) Contact information**

|  |  |  |
| --- | --- | --- |
|  | Name | Contact (e-mail) |
| Director |  |  |
| Peer Review Responsible |  |  |
| Other persons involved |  |  |
| **2) Starting point** (e.g. prior evaluations, national quality requirements applicable etc.) and decision to conduct the Peer Review (taken when and by whom?) |
| **3) Aims and purpose of the Peer Review** |
| **4)** **Internal organisation for the conduct of the Peer Review** (Describe who is responsible for which tasks) |
| **5) Scope of the Peer Review** | ☐ whole organisation ☐ parts of the organisation (please specify which service/department:……..……...) |
| **6) Areas to be reviewed** |
| **7) List of Peers with names and contact information** |
|  | Name | Organisation | E-mail |
| Peer 1 |  |  |  |
| Peer 2 |  |  |  |
| Peer 3 |  |  |  |
| Peer 4 |  |  |  |
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Description of the organisation

This section should give the Peers an overview of the kind of services offered. All important features should be mentioned. Make sure that the Peers have sufficient information on those parts of your preschool that are to be reviewed.

The section should include:

* a brief general description of the services and sufficient information on those parts of your institution that are to be reviewed.
* information on the cooperation with stakeholders (e.g. companies, public authorities, etc. if applicable)
* a short description of the environment (big/ small city, rural area,..)
* a summary of quality assurance and development efforts undertaken so far
* statistical information
* An organisational chart should be attached

For a transnational Peer Review, an explanation of how the system works should be given

↘ **Tip**: Supporting documents like brochures etc. can be annexed.

**↘ Tip:** Make sure that the Peers have sufficient information on those parts of your institution that are to be reviewed.

1. Mission statement

Max. 0.5 – 1 pages

1. Description of the services including information on cooperation with stakeholders

Max. 2 page

1. Short description of the environment

Max. 1 – page

1. Summary of quantitative statistical information

Max. 1 – page

1. Organisational Chart (optional)
2. Explanation about the national system (for transnational Peer Reviews)

1. Quality assurance/ quality management

In this section give an overview of the quality assurance policies in your institution, the structures and responsibilities and the kind of activities and improvement measures that are currently undertaken. If you have a quality management system in place, please explain shortly how it works.

Make sure to describe:

- Quality assurance and (if any) development policy
- Quality assurance activities and improvement measures (including QM system and an overview of data generated and used)
- Overall self-assessment of quality of the service

Also give an overview of the most important kind of data you collect (including how it is collected: e.g. "satisfaction of users)

**↘ Tip:** Make sure that the data you will use in your assessment of the quality areas is described.

1. Description of quality assurance/quality management (Max. 2 pages)

1. Self-evaluation/self-assessment

The self-evaluation should respond to the following questions: What goes well? What does not? What are our strengths and weaknesses, what should we improve and how should we improve it.

A short description of the self-evaluation/self-assessment process as a whole should give a brief summary of the aims of the self-evaluation, the people responsible and involved, the procedure and methods and the timeframe. Then main results of the self-evaluation should be reported.

**↘ Tip:** Do not repeat the general quality policies and measures reported in chapter 3, but refer to them when necessary (e.g. when data from surveys, which are regularly conducted within the QM system, is used).

1. Self-evaluation (Max. 1 page)

1. Assessment of Quality Areas

This is the "heart" of the self-report. In this section all the information the Peers need to prepare and conduct the Peer Review should be provided.

* Assess each quality area separately (max. 1 – 1,5 pages per quality area, an overall assessment of the quality of the services that are provided)
* At least 2 criteria should be reviewed for every quality area. For each criterion, the strengths and areas of improvement should be summarised. Substantiate your assessments and briefly record sources of evidence.
* Then the whole Quality Area should be assessed on the basis of the assessment of the strengths and areas of improvement on the levels of the criteria.
* Improvement measures (planned and implemented) must be pointed out.
* Evaluation questions for the Peers should be formulated (recommended).

Please describe the results of the self-assessment in continuous text (only illustrative use of tables).

1. **Quality area 1: ROLE OF TEACHERS IN CHILDRENS’ PLAY**

Strengths and areas of improvement by criterion (including the sources of evidence)

|  |  |
| --- | --- |
| Assessment criterion 1 | WHICH ROLE |
| Criterion 2 | FLEXIBILITY IN ROLE CHANGE |
| Criterion 3 | INTERACTION/ POSITION |
| Criterion 4 | COMMUNICATION /LANGUAGE STIMULATION |
| Criterion 5 | GROUP ORIENTED/ INDIVIDUAL ORIENTED |

Overall assessment of the Quality Area

Improvement measures (already planned and implemented)

Evaluation questions for the Peers

1. Quality area 2: ENVIRONMENT

Strengths and areas of improvement by criterion (including the sources of evidence)

|  |  |
| --- | --- |
| Assessment criterion 1 | OUTDOOR/INDOOR |
| Criterion 2 | PREPARATION OF THE SPACE |
| Criterion 3 | RECOGNIZABILITY OF THE SPACE |
| Criterion  | QUALITY OF THE ENVIRONMENT (FIVE SENSES) |
| Criterion 5 | INSPIRATION |

Overall assessment of the Quality Area

Improvement measures (already planned and implemented)

Evaluation questions for the Peers

1. Quality area 3: MATERIALS

Strengths and areas of improvement by criterion (including the sources of evidence)

|  |  |
| --- | --- |
| Assessment criterion 1 | PRESENTATION |
| Criterion 2 | INTRODUCTION TO THE MATERIALS |
| Criterion 3 | QUANTITY/QUALITY |
| Criterion 4 | ACCESSIBILITY |

Overall assessment of the Quality Area

Improvement measures (already planned and implemented)

Evaluation questions for the Peers

1. Quality area 4: ORGANISATION

Strengths and areas of improvement by criterion (including the sources of evidence)

|  |  |
| --- | --- |
| Assessment criterion 1 | DESCRIPTION OF THE ACTIVITIES |
| Criterion 2 | PROCESS OF THE ACTIVITY (START – BEGINNING- END) |
| Criterion 3 | INTERRUPTIONS |
| Criterion 4 | FREQUENCY |
| Criterion 5 | NUMBER OF CHILDREN |
| Criterion 6 | NUMBER OF TEACHERS |
| Criterion 7 | DURATION |
| Criterion 8 | TIME |

Overall assessment of the Quality Area

Improvement measures (already planned and implemented)

Evaluation questions for the Peers

1. Quality area 5: ROLE OF CHILDREN

Strengths and areas of improvement by criterion (including the sources of evidence)

|  |  |
| --- | --- |
| Assessment criterion 1 | WELLBEING |
| Criterion 2 | INVOLVEMENT  |
| Criterion 3 | RICHNESS OF THE EXPERIENCE |

Overall assessment of the Quality Area

Improvement measures (already planned and implemented)

Evaluation questions for the Peers

QUALITY AREA 6: PARENTS

|  |  |
| --- | --- |
| Assessment criterion 1 | MEETING WITH PARENTS |
| Criterion 2 | WAYS OF COMMUNICATION  |
|  |  |

Overall assessment of the Quality Area

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Improvement measures (already planned and implemented)

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Evaluation questions for the Peers

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