# Peer Review Toolkit

**Peer Review Final Report**

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REVIEWED ORGANISATION: [PLACE]

REVIEWED BY:

[NAMES]

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1. DESCRIPTION OF THE ACTIVITIES REVIEWED

## Description of the activities (done by the hosting schools)

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1. ASSESSMENT OF THE QUALITY AREAS

Recommendations for the assessment procedure:

1 All relevant information emerged during the visit in the preschool (based on interview minutes, observation charts etc.) should be sorted according to its relevance 1) to the quality area and 2) the criteria. Findings should then be analysed and categorised as examples of strengths or areas for improvement. It may not always be easy to attribute findings to one of the two categories, and individual peers may also have different views. Differences due to the national context should be recognised and discussed thoroughly.

2. For each criterion, the strengths and areas of improvement should be summarised. When assessing strengths and areas for improvement, always bring examples from direct observations.

3. Then the whole Quality Area should be assessed on the basis of the assessment of the strengths and areas of improvement on the level of the criteria.

4. Findings that do not fit into any of the criterion chosen for the review, can be included in Additional Reflections.

Quality area 1: ROLE OF THE TEACHER

*For each assessment criterion, summarize the strengths and areas of improvement inside the table. Provide examples to support the evaluation of the criterion* *referring to the different activities described in 1. DESCRIPTION OF THE ACTIVITIES REVIEWED.*

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| Criterion 1 | Type of RoleObservation 1:  |
| Criterion 2 | Flexibility in role changing |
| Criterion 3 | Interaction |
| Criterion 4 | Communication/ language stimulation |
| Criterion 5 | Group oriented / Individual oriented |

Additional reflections:

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Quality area 2: ENVIRONMENT

*For each assessment criterion, the strengths and areas of improvement should be summarised inside the table. Provide examples to support the evaluation of the criterion referring to the different activities described in 1. DESCRIPTION OF THE ACTIVITIES REVIEWED.*

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| Criterion 1 | Outside/inside |
| Criterion 2 | Preparation of the space |
| Criterion 3 | Recognizability of the space (readability) |
| Criterion 4 | Inspiration |

Additional reflections:

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Quality area 3: MATERIALS

*For each assessment criterion, the strengths and areas of improvement should be summarised inside the table. Provide examples to support the evaluation of the criterion referring to the different activities described in 1. DESCRIPTION OF THE ACTIVITIES REVIEWED.*

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| Criterion 1 | Presentation |
| Criterion 2 | Introduction to the materials |
| Criterion 3 | Quantity |
| Criterion 4 | Quality |
| Criterion 5 | Type of materials |
| Criterion 6 | Accessibility |

Additional reflections:

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Quality area 4: ORGANIZATION

*For each assessment criterion, the strengths and areas of improvement should be summarised inside the table. Provide examples to support the evaluation of the criterion* *referring to the different activities described in 1. DESCRIPTION OF THE ACTIVITIES REVIEWED.*

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| Criterion 1 | Type of activity |
| Criterion 2 | Process of the activity (build up / start end)  |
| Criterion 3 | Interruptions |
| Criterion 4 | Frequency |
| Criterion 5 | Number of Children |
| Criterion 6 | Number of Teachers |
| Criterion 7 | Duration |
| Criterion 8 | Time |

Additional reflections:

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Quality area 5: CHILDREN

*For each assessment criterion, the strengths and areas of improvement should be summarised inside the table. Provide examples to support the evaluation of the criterion referring to the different activities described in 1. DESCRIPTION OF THE ACTIVITIES REVIEWED.*

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| Criterion 1 | Well being |
| Criterion 2 | Involvement  |
| Criterion 3 | Experiences - from the nursery - from the home situation |

Additional reflections:

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1. CONCLUSION

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