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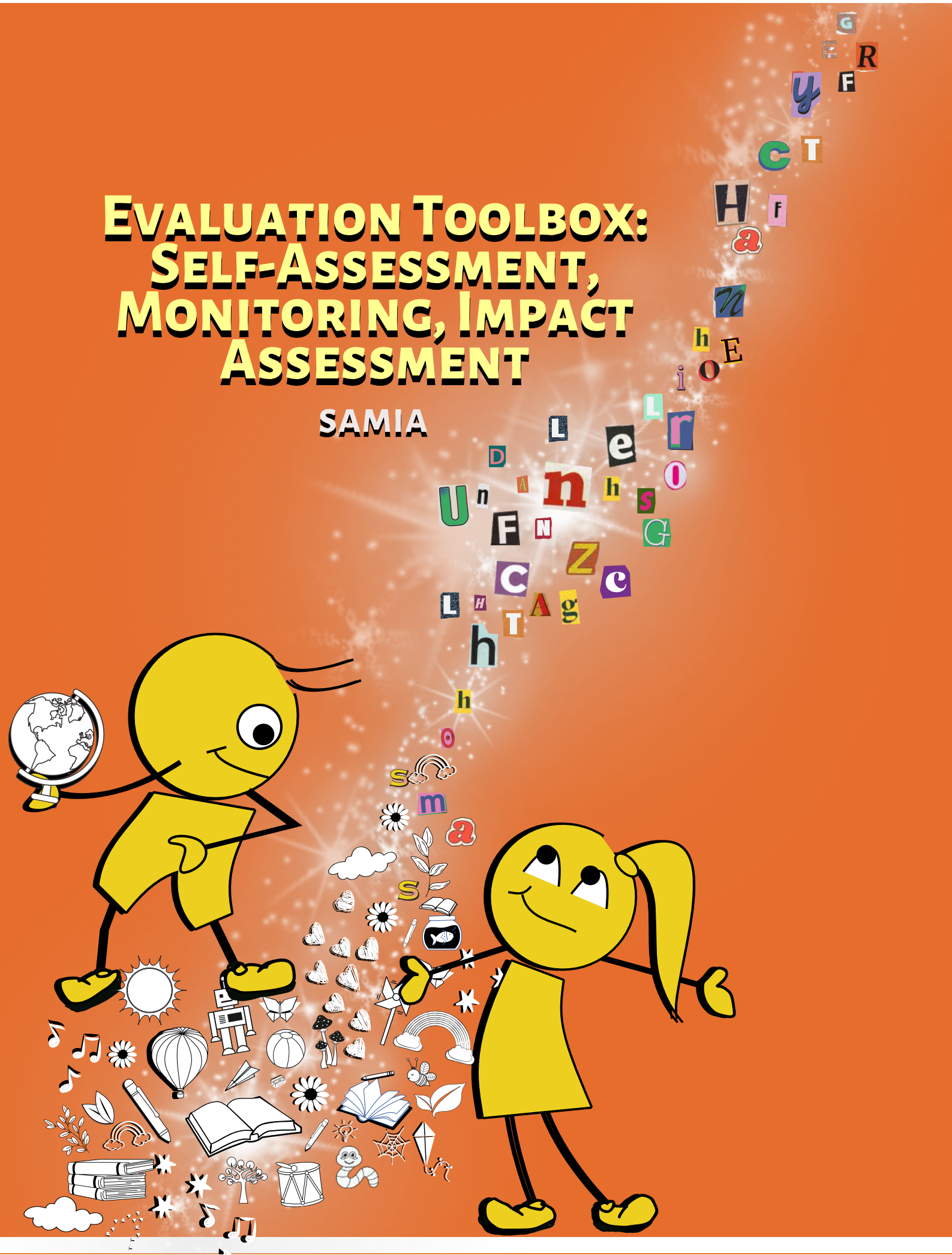
EVALUATION TOOLBOX: SELF-ASSESSMENT, MONITORING, IMPACT ASSESSMENT

SAMIA



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THE PROJECT IN SHORT

ACRONYM	NARRATE
TITLE	Building a narrative approach fostering collaboration between preschools and libraries
FUNDING PROGRAMME	ERASMUS+
LENGTH	2020-2023
GENERAL OBJECTIVE	The general objective of NARRATE is to foster quality in preschool education through increased attention to the narrative approach.
SPECIFIC OBJECTIVES	The specific objectives are: 1. To develop the narrative approach in preschools, adopting the appropriate tools to arrange the context, planning activities and evaluating the outcomes. 2. To improve the collaboration between preschools and libraries for enhancing the narrative curriculum and giving value and visibility to the spontaneous narrative production of the children 3. To increase preschool teachers' professional skills on the narrative approach/curriculum.
RESULTS	1. Handbook on Narrative Approach implementation in Early education 2. Evaluation Toolbox: Self-Assessment, Monitoring, Impact Assessment 3. Stories from children to children: original childhood literature products
PARTNERS	Municipality of Piteå (SE) Municipality of Imola(IT), Sweden Emilia Romagna Network – SERN (IT), Elmer (BE), University of Bologna (IT), Tallinn Meelespea Kindergarden (EE)
WEBSITE	https://www.narrate-project.eu/

Piteå kommun · CITTÀ DI IMOLA · Elmer · SERN

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Presentation

Generally speaking, monitoring is the process of collecting and analyzing data relating to an innovation project. In the specific case of early childhood education services, monitoring helps educators and children's families to follow the phases of the project. Monitoring ensures that the project achieves the expected objectives. It also provides the educating community involved with documentation that keeps track of how it was carried out, the ongoing results and the final's ones.

Both internal monitoring (carried out by teachers, also as a self-evaluation activity) and external monitoring (carried out by other professionals/ external observers) are part of a broader evaluation process, which makes use of different tools. Both internal and external monitoring have the common objective of gathering information on the different project actions.

The Erasmus project "Building a Narrative Approach fostering collaboration between preschools and libraries" illustrates an innovative proposal concerning the creation of an educational context in which to foster children's spontaneous narratives. In order to conduct the evaluation and monitoring activities foreseen by the project, a toolbox called SAMIA (Self-Assessment, Monitoring, Impact, Assessment) was created.

This is a set of tools designed to accompany the entire pathway that an early childhood service is required to follow in order to adopt the narrative approach, illustrated in detail in the MINA manual (Handbook on the Narrative Approach implementation in Early Education).
We can say that the MINA handbook and the SAMIA tools complement each other perfectly not only by following the path from theory to practice, but by adding a careful look at defining and maintaining the conditions that encourage the appropriation of what has been decided to implement.

The term appropriation suggests that every innovation is accompanied by a path directed at finding together, in one's group, the meanings of common work, without which there can be no conscious change in everyday educational practices.

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CHAPTER I
Introduction

1.
TOOLS IN THE SAMIA TOOLBOX

In the SAMIA Toolbox, there are four original tools. These tools are developed to support and monitor the implementation of the Narrative Approach as we explained in the IO1: MINA "Handbook on The Narrative Approach Implementation in Early Education".

Every change in the school setting needs a systematic checking-action about the whole process"[1], and for this reason, it is necessary to implement a systematic and longitudinal collection of information

The tools are:

ILSE-QUALI: Increasing a longitudinal self-evaluation process in the school staff: ILSE-qualitative

ILSE-QUANTI: Increasing a longitudinal self-evaluation process in the school staff: ILSE-quantitative

NAM-DIARY: Narrative Activity Monitoring

UNI-LIST: Useful Narrative Indicator to evaluate the effects of adopting the Narrative Approach in early education services

These are tools that gather organisational, professional, educational and didactic information in the context of a pre-school service oriented towards the use of the Narrative Approach proposal.
Those tools have been developed to encourage and accompany the dissemination of this innovative project's idea; they have been realized and tested by the international teams participating in the Erasmus Project "Building a Narrative Approach fostering collaboration between preschools and libraries".

Every tool has been organized assuming the point of view of a user interested in the innovative proposal but who must integrate it with the characteristics of his educational context, which can have many specific features, probably different from those reported by the partners, such as:

- different management rules from those shared by the project partners
- a different approach towards the flexibility of a daily organization in the educational services
- a heterogeneous or homogeneous group of children
- different spaces inside and outside the preschool service

The SAMIA toolbox identifies three specific moments during the Narrative Approach's implementation process:

- at the beginning: an in-depth analysis of relevant characteristics referring to educators and teachers
- during the implementation of the Narrate Approach's action: monitoring the identification and production of children's spontaneous narrations (IO1, chapter 4)
- at the end: evaluating the changes that the adoption of the innovative Narrative Approach has produced in the educational setting of the specific preschool service.

The tools inside the SAMIA Toolbox are easy to use.
The chapter's content is organized to facilitate the reflection on the use of the tool.
Every chapter presents and illustrates a tool from the SAMIA toolbox. For every tool, a summary form is offered according to the 5w rule of writing (Who, What, Where, When, Why).
Case studies and concrete examples follow each of these. Furthermore, we have to provide all the information to calculate the scores where it is needed.

The process of sharing data on what has been implemented (among educators, teachers and also with children's families) is the fundamental pillar for building an education community that is ever more attentive to the resources and abilities of children.
It is a way to keep children increasingly at the center of educational action.

Last but not least, we would like to thank all the teachers and children who have shared this three-year adventure with us.

PATRIZIA SELLERI
CHIARA BORSARI
MARTINA BENVENUTI
ALMA MATER STUDIORUM UNIVERSITÀ DI BOLOGNA

NOTES
We use the word "teachers" for all practitioners who care for and facilitate the learning of babies, toddlers and children outside their homes.

1 From the project Building a Narrative Approach fostering collaboration between preschools and libraries

CHAPTER II
ILSE/quali

1.
ILSE/QUALI

Increasing a **L**ongitudinal **S**elf-**E**valuation process in the school staff: ILSE/qualitative

NAME	**ILSE/qualitative (ILSE/quali)** Qualitative version 7 themes for a total of 22 open questions
WHO	The manager of the early education service unit, interested in implementing the Narrative Approach proposal.
WHEN	At the beginning of the process to decide to implement in one or more services the Narrative Approach.
WHERE	In early education services involved in the implementation of the Narrative Approach.
WHAT	To collect teachers' ideas on the most important themes of the Narrative Approach. To asset what the teachers already knew about the Narrative Approach. To identify topics that can discuss during specific training such as storytelling for children, children's spontaneous narrations, and how to use properly children's books.
WHY	To understand the starting point, the strengths and the weaknesses of the teachers that work in the educational services that want to implement the Narrative Approach.

WHAT IS THE PURPOSE

The purpose of the ILSE/quali is to gather specific information on the characteristics of the school context to which the questionnaire is proposed.
The administration (or school manager) that submits the questionnaire to its teachers will be able to use the data collected to decide whether to undertake training to adopt the Narrative Approach and in which areas it is necessary to implement reflection for the adoption of the new method.
Asking school staff to complete this questionnaire with open-ended questions gives an ethnographic picture of what teachers think about the Narrative Approach and what value they place on children's spontaneous narratives during the day.

HOW TO USE

It is necessary to ask all teachers to complete the questionnaire.
The questionnaire is accompanied by a brief introduction explaining the instrument's purpose, how anonymity is guaranteed and the possibility of abandoning it at any time. It is advisable to provide the reference of an administration member to whom one can turn in in case of doubts about completing the questionnaire.

HOW TO EVALUATE THE RESULTS

ILSE/quali has been tested in Sweden, Estonia, Belgium and Italy. It has been tested with teachers involved in the project from all these countries. It has been tested with other teachers not involved in this project but that came from the same five countries.
To analyze the answers collected, it is necessary to understand which words are most frequently used by teachers to describe the Narrative Approach, as these underlie their representation of the project's proposal. This whole information establishes the starting point to choose, for instance, which group of teachers is more suitable to get involved in the implementation of the Narrative Approach in the everyday life of the school.
Next, it's important to pay attention to how the teachers talk about the link between the Narrative Approach and storytelling as well as understand how they describe the relationship between the spaces organization and the opportunities offered to children to encourage their spontaneous narrations. From this first analysis, categories will emerge that are the starting point for the approach's implementation.
As a final point, it is necessary to analyze the training needs expressed by teachers on the Rule of the Narrative Approach (MINA Handbook, Chap. 3). At the same time, it is fundamental to understand whether the teachers believe that the Narrative Approach can help children in their learning and development.

As a final point, it is necessary to analyze the training needs expressed by teachers on the Rule of the Narrative Approach (MINA Handbook, Chap. 3). At the same time, it is fundamental to understand whether the teachers believe that the Narrative Approach can help children in their learning and development. This provides us with important information to undertake training.
An analysis of the categories that emerged during the testing phase of the tool: ILSE/quali will be presented.

2.
ILSE/QUALI: HOW IT WAS DEVELOPED

It is a qualitative tool, consisting of 7 themes with a total of 22 open questions.
It was developed based on the theoretical reference framework related to the Narrate Project, set out in the MINA Handbook, Chap. 3.
In the introductory part of the ILSE/quali, the request for collaboration is addressed to the teachers involved in the project. (Tab.1)

TAB. 1: DESCRIPTION OF THE AIMS AND REQUEST FOR COLLABORATION

Building a narrative approach fostering collaboration between preschools and libraries
NARRATE project

Dear teacher,
this questionnaire aims to detect the point of view of nursery school and kindergarten teachers on daily activities and on the ideas that inspire and organize them.
The questionnaire has been produced inside the Erasmus Narrate Project; it suggests the relevance of the children's narrations as a tool for learning and development.
We kindly ask your cooperation to fill in the questionnaire you will find on the following pages. We remind you that you are not obliged to answer; there are no right or wrong answers, and you can interrupt the filling at any time.
The questionnaire is completely anonymous; the data collected will be used in aggregate form and it will in no way be possible to trace it back to you.
For any request for information, please contact……[according to the GDPR/General Data Protection Regulation]
Thanks for your collaboration.

[Information about who sends the questionnaire to the teachers]
Signature

Where……, date

The first section/theme of the questionnaire collects general information about the school's organization (Tab.2).
There are 3 open-ended questions. The main purpose of these questions is to investigate the characteristics of the context, such as the children's age in the class and how many teachers work in the same class.

TAB. 2: GENERAL INFORMATION[1]

Nursery school ☐ *Kindergarten* ☐ *School* ☐

In your class or group:
How many children of *age 1* ☐ *age 2* ☐ *age 3* ☐
age 4 ☐ *age 5* ☐ *age 6* ☐

Every week, how many teachers work with you and your children? …..

The second ILSE/quali theme wants to investigate if there is already a storytelling moment during everyday activities and if there is already a systematic collaboration with the neighborhood library (Tab.3).
The aim is to find out whether there are specific moments during school routines when storytelling activities take place and how many times a week this experience is encouraged.
The reference is to Rule 10 of the Decalogue (MINA Handbook, Chap. 3).

1 For the denomination of the type of school, the one used in each country must be entered

TAB. 3: STORYTELLING

During the activities scheduled, is there a moment devoted to storytelling (adults engaged in reading tales, stories, images, or even adults engaged in telling a story)?
Yes/Not
If yes, how many times? Each day ☐ How many times a week? ☐
Other....
Does a systematic collaboration with the libraries exist? Yes ☐ No ☐

The third theme tries to gather information about a specific aspect of school management. It aims to understand if there are some spaces dedicated to children's narrations in the school or in the neighbourhood.
It also wants to understand how these areas are organized (Tab. 4).

TAB. 4: SPACES/SETTING

In your school (inside/outside), does a space or corner that you can define as "devoted to children's s narration" exist?
Yes/Not
If Yes, how is it organized?
.....
In the neighbourhood of your school, do places where it's possible to use some areas for the children's narration exist?
Yes/Not
If Yes, what kind of place is it?
.....

The fourth theme asks the teachers how they scaffold children's spontaneous narration (Tab.5). These questions refer to Rules 3 – 6 – 7- 8 -9 of the Decalogue mentioned in MINA Handbook, Chap. 3.

TAB. 5: SCAFFOLD THE SPONTANEOUS NARRATION IN CHILDREN

Narrative map
What can the teacher do to foster and sustain the spontaneous narration of the children?
.....

Trigger
In your opinion, what can give rise to a spontaneous narration of one or more children during the school day?
.....

The fifth theme is about the value, and the role, of aesthetic orientation in the process of development and learning of children. (Tab. 6).
The reference is to Rule 2 of the Decalogue in MINA Handbook, Chap. 3.

TAB.6: AESTHETIC ORIENTATION

Can emphasizing the aesthetic (artistic) and creative aspects in children's narrative productions nudge children's development and learning?
Yes/Not
If yes, in which way? Please, can you show an example?
.....

Adopting a Narrative Approach in your educative practices could change the general well-being of your class (teachers and children).
Yes/Not
If yes, in which way?
.....

Can you tell us the last time pupils surprised you and they made you laugh?
.....

The sixth theme delves into the differences between storytelling and narrations (Tab. 7). The question asks to define what the teacher means by a Narrative Approach, and understand their representation, which will be the starting point for the whole process.

TAB.7: NARRATIVE APPROACH

Using your own words, how would you describe the idea of a Narrative Approach (NA)?

.....

The last part of the questionnaire (seventh theme) investigates the teachers' training needs in case the administration decides to adopt this approach (Tab.8). In that way it will be possible to understand, directly from the teachers' voices, the elements of educational and professional weakness identified by their answers.

TAB.8: TEACHERS TRAINING

During your education, training, and experience, do you have heard of a Narrative Approach to educational activities?

Yes/Not

If yes, where?

.....

During your education, training, and experience, have you encountered a theme or a topic that seems close to the idea of a Narrative Approach to educational activities?

Yes/Not

If yes, where?

.....

In your opinion, thinking about the idea of a Narrative Approach, what are your training needs?

.....

3. CASE STUDY RESULTS

The analysis of the answers formulated by the teachers who were asked to respond to the ILSE/quali questionnaire led to the definition of five main categories:

1. Storytelling vs. narration
2. Spaces
3. Materials
4. Adult role
5. Experiences

1. Storytelling vs. Narration

This first category examines the difference between storytelling and children's narration, which emerges across the board from the answers to the questionnaire.

From the analysis of the following answers

"In your school (inside/outside), does a space or corner that you can define "devoted to children' s narration" exist ?"

"In the neighborhood of your school, do places where it's possible to use some areas for the children's narration exist?"

a continuum emerges.

The first pole is characterized by teachers for whom children's narration largely coincides with storytelling and therefore refers to verbal narratives that use oral language as the main communication tool and require an adult to listen to the children's story.

The second pole is characterized by teachers who believe that children narrate using different languages and not just oral language, in that case, the teacher must observe not only listen.

By describing the characteristics of a specific space, the teachers' representations of children's narratives emerge.

To the first pole belong answers such as the following:

"On a stage, suitable for young children"

"A corner where all children can sit on the mat and the teacher reads to the children."

"Outdoor theatre stage"
"Closet with books and pictures of books pasted on the wall."
These answers refer to oral narratives made by children.
To the second pole belong answers such as:
"A confined space with a lot of, basically, encoded material that the children have since created new things from."
"As a studio with creation in different materials, drawing, painting, clay, building, books, and digital tools. The children can work whenever they want and can choose for themselves what they want to do for a large part of the day."
This answer already refers to different children's languages.
"Forest and nature area, also close to the community with shops, buses, school "
"The forest that is in our immediate area is also used, as well as the shops and buildings that are in our immediate area."
According to the MINA Handbook Chap.3 the second pole is closer to the Decalogue Rule because storytelling is an essential tool to support children's spontaneous narrative explorations but does not coincide with it.[2]
Furthermore, to support children's spontaneous narratives, reference is made to the need to prefer unstructured material rather than connoted material which falls more into the second pole and the possibility of constructing various narratives that use different languages.[3]

2. Spaces
This second category refers to teachers' representations of spaces that can encourage children's spontaneous storytelling.
Interesting information is provided in the answers to the following questions:
"In your school (inside/outside), does a space or corner that you can define as "devoted to children' s narration" exist ?
In your school's neighborhood, do places where it's possible to use some areas for the children's narration exist?

Again, two poles can be identified. These poles are on a continuum as they do not oppose but define each other.
At the first pole, we find teachers who argue that certain spaces exist for children's narratives, such as agora, book corners, book nests, and soft areas with cushions.
Below there are some examples from the first pole:
"Groups theatre corner and reading corner."
"Morning circles, language lesson."
"We have book corners and books available for kids during the whole stay at the kindergarten, We have couches and pillows for a comfortable feeling"
At the second pole we have teachers who argue that any space, or room, can generate spontaneous children's narratives regardless of the centers of interest.
Below there are some examples from the answers referred to the second pole:
"As a studio with creation in different materials, drawing, painting, clay, building, books, and digital tools. The children can work whenever they want and can choose for themselves what they want to do for a large part of the day."
"A building corner, studios, constructive environments, and other encoded materials."
" There are books adjacent to most places where the children play and create."
This applies to both indoor and outdoor space:
"Outdoor theatre stage"
"Children go to visit the market. They see and experience a lot of what is happening. Teachers respond to it. Or they go to a park nearby they can play on toys or in the sandbox..."
"Forest and nature area, also close to the community with shops, buses, school".

The second pole is closer to the Narrative Approach because by using spaces with different materials, we move away from the representation that narratives are verbal and can pay attention to other languages.[4]
This result agrees with MINA Handbook, Chap. 3, which constitutes the theoretical framework of the Narrate Approach.
Furthermore, the spaces defined by the first pole refer to storytelling which, as expressed in MINA Handbook, Chap. 3 is a tool that supports the Narrative Approach, but does not coincide with it.[5]

3. Materials
In this third category, the use of educational materials is analyzed.
We try to understand which materials, in the teachers' opinion, are most suitable for stimulating spontaneous narrations by the children.

2 In the Narrative Approach perspective, storytelling (...) it is an essential tool to help children in their spontaneous narrative explorations."Cf. MINA Handbook, Chap. 3
3 "To support children's narrative activities, they can benefit from not-structured material and toys, instead of high-connoted ones".Cf. MINA Handbook, Chap. 3
4 "Verbal narration" is the simplest of the languages we commonly use. The narrative approach is a great chance to teach many forms of language..." Cf. MINA Handbook, Chap. 3
5 "An essential tool to help children in their spontaneous narrative explorations. " Cf. MINA Handbook, Chap. 3

Interesting information came out from the following questions:
"*What can the teacher do to foster and sustain the spontaneous narration of the children?*"
"*In your opinion, what can give rise to a spontaneous narration of one or more children during the school day?*"

Here too, we can see a continuum ranging from specific materials designed for narration activities, as children's costumes, and books (Pole1), or to recognize a strong narrative value in real deconstructed/heuristic material belonging to everyday life which has many different characteristics and which the children can use as they wish. (Pole2)
Again, there is no opposition between these two poles, but a relationship.
To the first pole belong answers such as:
"*Reading books with children. Fairy-tale rooms were to read for them, make theatrical plays, a place where kids could write down their own theatrical script.*"
"*Groups theatre corner and reading corner.*"
"*To encourage to retell stories with their own words and play out common fairy tales with different dolls.*"
In contrast, these answers belong to the second pole:
"*A trigger can be anything. I offer you materials and observe what the child will do with the materials.*"
"*For example, if a child starts playing with a shoe, the trigger of the child will be the shoe, and you can start something with that.*"
"*Simple materials of daily life have shown results.*"
"*Offer a diversity of encoded materials so that the children can create new ones.*"

In effect, the theoretical framework MINA Handbook, Chap.3 emphasizes the importance of providing children with encoded material that enables them to create varied narratives.[6]

4.Adult role
This category emerges above all through the analysis of the question:
"*What can the teacher do to foster and sustain the spontaneous narration of the children?*"
but also in the questions referring to spaces and how they are arranged.
In this case, we do not precisely have polarities, but the characteristics of the teachers and all the strategies they disposal to support the children's narrative experiences emerge. The possibility of reading stories and asking the children to tell stories must occur.
We find that these answers echo the suggestions proposed from rule 9 of the Decalogue, MINA Handbook, Chap.3: *"to use unstructured material, to observe, to take notes, to use natural material and to think about outings around the school".*[7]

5.Experiences
This category refers to experiences that prompt children's narratives in the representation of teachers. In our data analysis, this category emerged mainly in the questions:
What can the teacher do to foster and sustain the spontaneous narration of the children?
In your opinion, what can give rise to a spontaneous narration of one or more children during the school day?

The contents are organized around the Pole 1:To look
"*Looking at pictures together with the kids of what we have done, letting the kids fantasize.*"
and the Pole 2: To observe
"*Observe what we are doing and include in activities, choose a relevant book to read, repeat,...*".

The first pole includes more experiences related to oral storytelling, while the second one includes answers such as:
"*Offering a variety in the environments where it is not entirely decided what to do with things can give room for spontaneous narrative storytelling.*"
"*Forest and nature area, also close to the community with shops, buses, school*"

Again, regarding the rules of the Decalogue, it is important to remember the suggestion to propose varied experiences, which nudge children to use all languages and provide a range of strategies to encourage children's various spontaneous narrations. The second pole is closer to what is indicated as consistent with the framework of the Narrative Approach set out in MINA Handbook, Chap. 3.

Also in this case, the two poles represent the different teachers' ideas about children's spontaneous narratives.
The categories analyzed here can guide teachers' observations, teacher's actions to support children's narratives. They can also help teachers to rethink spaces inside and outside the schools, to increase the wealth of the experiences proposed to the children.

6 In the Narrative Approach perspective, (...) it is an essential tool to help children in their spontaneous narrative explorations.Cf. MINA Handbook, Chap. 3

7 "The Narrative Approach requires that teachers own lots of technical skills and competencies. They do not have to be considered useful in themselves, but they can be supportive of the Narrative Approach. "Cf.Cf. MINA Handbook, Chap. 3

4.
CONCLUSIONS

The tool's items are understandable even by those who were not involved in the project.
The answers given to the items:

- cover all the topics considered relevant for understanding the characteristics of the Narrative Approach
- highlight the individual positions of the teachers regarding the spontaneous storytelling activity of the children
- highlight the macro areas in which is important to provide training sessions on the theme of the Narrative Approach to implement it
- they anticipate some organizational characteristics of schools that could favor children's narratives

5.
ANNEX 1 - ILSE/QUALI TOOL

VISIT THE NARRATE WEBSITE TO DOWNLOAD THE EDITABLE TOOL, WHICH IS ALSO AVAILABLE IN SWEDISH, ITALIAN, ESTONIAN AND DUTCH.

CLICK HERE

Co-funded by the Erasmus+ Programme of the European Union

Building a narrative approach
fostering collaboration between preschools and libraries
NARRATE Project

Dear teacher,
this questionnaire aims to detect the point of view of nursery school and kindergarten teachers on daily activities and on the ideas that inspire and organize them.
The questionnaire has been produced inside the Erasmus Narrate Project; it suggests the relevance of the children's narrations as a tool for learning and development.
We kindly ask your cooperation to fill in the questionnaire you will find on the following pages. We remind you that you are not obliged to answer; there are no right or wrong answers, and you can interrupt the filling at any time.
The questionnaire is completely anonymous; the data collected will be used in aggregate form and it will in no way be possible to trace it back to you.
For any request for information, please contact……..[according to the GDPR/General Data Protection Regulation]
Thanks for your collaboration.

[Information about who sends the questionnaire to the teachers]
Signature

Where……, date

Nursery school □ **Kindergarten** □ **School** □

1. In your class or group:
How many children of age 1 □ age 2 □ age 3 □ age 4 □ age 5 □ age 6 □

2. Every week, how many teachers work with you and your children? ……

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3. During the activities scheduled, is there a moment devoted to storytelling (adults engaged in reading tales, stories, images, or even adults engaged in telling a story)?
Yes □ Not □

4. If yes, how many times? Each day □ How many times a week? □
Other……..

5. Does a systematic collaboration with the libraries exist? Yes □ Not □

6. In your school (inside/outside), does a space or corner that you can define as "devoted to children's s narration" exist?
Yes □ Not □

7. If Yes, how is it organized?

……

……

8. In your school's neighbourhood, do places where it's possible to use some areas for the children's narration exist?
Yes □ Not □

9. If yes, what kind of place is it?

……

……

10. What can the teacher do to foster and sustain the spontaneous narration of the children?

……

……

11. In your opinion, what can give rise to a spontaneous narration of one or more children during the school day?

……

……

12. Can emphasizing the aesthetic (artistic) and creative aspects in children's narrative productions nudge children's development and learning?
Yes □ Not □

13. If yes, in which way? Please, can you show an example?

……

……

14. Adopting a Narrative Approach in your educative practices could change the general well-being of your class (teachers and children).
Yes □ Not □

15. If Yes, in which way?

……

……

16. Can you tell us the last time pupils surprised you and they made you laugh?

……

……

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17. Using your own words, how would you describe the idea of a Narrative Approach (NA)?

.....

.....

18. During your education, training, and experience, do you have heard of a Narrative Approach to educational activities?

Yes □ Not □

19. If yes, where?

.....

.....

20. During your education, training, and experience, have you encountered a theme or a topic that seems close to the idea of a Narrative Approach to educational activities?

Yes □ Not □

21. If yes, where?

.....

.....

22. In your opinion, thinking about the idea of a Narrative Approach, what are your training needs?

.....

.....

Thank you for your collaboration.

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CHAPTER III
ILSE/quanti

1.
ILSE/QUANTI

Increasing a **L**ongitudinal **S**elf-**E**valuation process in the school staff: ILSE/quantitative

NAME	**ILSE/quantitative (ILSE/quanti)** A quantitative questionnaire, with 30 items; degree of agreement or disagreement for each item expresses on a 5 point Likert scale: 1- completely disagree 2- disagree 3 - neutral4 - agree 5 - completely agree
WHO	The manager of the early education service unit, interested in implementing the Narrative Approach proposal.
WHEN	When the manager of the early education service unit has already shared the Narrative Approach proposed and he and his staff have decided to adopt it.
WHERE	In the early education services that have decided to adopt the Narrative Approach.
WHAT	The tool collects: opinions, attitudes, behaviors of the teachers involved in the innovation project. The items refer to Dacalogue's Rule (MINA Handbook, Chap.3),defined as a fundamental topics. ILSE/quanti allows identifying the school community profile (to find the score for every Rule, we consider the average of the teacher's answer for every item of the Rule) and the individual profiles (according to the privacy laws in force in every school context.)
WHY	To understand the teachers' point of view about the Decalogue's Rules (MINA Handbook,Chap.3, if they agree or disagree with these rules. To obtain a community profile of the school. To find the teachers' profiles. To identify the Decalogue's rules with a score below the average and require specific training before adopting the Narrative Approach.

WHAT IS THE PURPOSE

The ILSE/quanti questionnaire aims to construct profiles of teachers after the shared decision to implement the proposal of the Narrative Approach in their school. Using the same answers, obtaining a more general community profile of the school is possible.
The questionnaire allows to understand how teachers agree or disagree with the rules of the Decalogue (MINA Handbook, Chap.3), declined in opinions, attitudes and behaviors. Based on the profiles constructed, it is possible to highlight whether the responding teacher is more or less close to the Decalogue's rules and what topics it is useful to undertake specific training on.

HOW TO USE

It is necessary to ask all teachers to complete the questionnaire.
The ILSE/quanti questionnaire is accompanied by a brief introduction in which the purpose of the instrument is explained, how anonymity is guaranteed, and it is made clear that each teacher can abandon the compilation at any time, to protect anonymity. The reference of the privacy officer should be provided, following the current legislation of each country.
It is possible to use the questionnaire longitudinally (i.e. before starting the activities, after six months, and at the end of the school year) to monitor the potentially produced effects of implementing activities consistent with the Narrative Approach. In this case, it can be useful to add an identification code/ID. For example, it's possible to ask each teacher to proceed in this way:
"enter the first letter of your family name (surname), the first letter of your name and your mother's date of birth (example: AL 1969)".

HOW TO EVALUATE THE RESULTS

Also, for ILSE/quanti, the same procedure adopted to assess the qualitative version ILSE/quali was followed.
ILSE/quanti has been tested in Sweden, Estonia, Belgium and Italy. It has been tested with teachers involved in the Erasmus project from all these countries.

Also, it has been tested with other teachers not involved in this Erasmus project, but that came from the same five countries. It was done to understand if the items could be clear even for those not involved in the project.
To reconstruct the teachers' profiles and to understand the areas of possible training intervention, it is necessary to sum the scores expressed by the teachers on the three items (opinions, attitudes, behavior) corresponding to each rule (10 rules – 30 items).
In the same way, to reconstruct the school profile or community profile, it is necessary to calculate the average of the scores obtained by all teachers at each Decalogue's Rule.
The calculation method of both profiles was presented in paragraphs 2.2 and 2.3.

2.
ILSE/QUANTI: HOW IT WAS DEVELOPED

ILSE/quanti is a quantitative tool consisting of a questionnaire with 30 items.
It was developed based on the theoretical reference framework relating to the Narrate Approach, set out in the MINA Handbook, Chapter 3.
Starting from the description of the Decalogue's Rules (MINA Handbook, Chap.3) for each Rule 3 items were identified, investigating teachers' opinions about the Rule's content, attitudes (I like), and behaviors (I understand, I am happy, I help).
For every item, the teacher has to express how much it agrees or disagrees with the sentence, using a scale ranging from 1 (completely disagree) to 5 (completely agree).
The ILSE/quanti opens to request teachers to fill out the questionnaire. The instructions for expressing the answers using a 5-points Likert scale are presented below (Tab.1).

TAB. 1: DESCRIPTION OF THE AIMS AND REQUEST FOR COLLABORATION

Building a narrative approach fostering collaboration between preschools and libraries
NARRATE project

Dear teacher,
this questionnaire aims to detect the point of view of nursery school and kindergarten teachers on daily activities and on the ideas that inspire and organize them.
The questionnaire has been produced inside the Erasmus Narrate Project; it suggests the relevance of the children's narrations as a tool for learning and development.
We kindly ask your cooperation to fill in the questionnaire you will find on the following pages. We remind you that you are not obliged to answer; there are no right or wrong answers, and you can interrupt the filling at any time.
The questionnaire is completely anonymous; the data collected will be used in aggregate form and it will in no way be possible to trace it back to you.
For any request for information, please contact……[according to the GDPR/General Data Protection Regulation]
Thanks for your collaboration.

[Information about who sends the questionnaire to the teachers]
Signature

Where….., date

We use the word "teachers" for all practitioners who care for and facilitate the learning of babies, toddlers and children outside their homes.

GENERAL INFORMATION [1]

Nursery school ☐ *Kindergarten* ☐

Other kinds of School/Service (to specificate) .....

1 For the denomination of the type of school, the one used in each country must be entered

The following section explains how to use the Likert 5-point scale

TAB.2: INSTRUCTIONS FOR EXPRESSING THE ANSWERS

Dear Teacher,
Below is a list of statements that refers to daily activities with children. For each of these, please express your degree of agreement or disagreement on the 5-point scale from:

1- COMPLETELY DISAGREE 2- DISAGREE 3 - NEUTRAL 4 - AGREE 5 - COMPLETELY AGREE

The items referring to the Decalogue's rule (MINA Handbook, Chap.3) are presented below, with the Likert 5-point scale.
The green column at the right indicates the position of the item in the usable version of the questionnaire. The usable questionnaire's version contains the same 30 randomized items to avoid bias effects.

The content of Rule 1 is about the teacher's professional history involved in the stories narrated by the children: *"a story, inside a story, inside a story"* (Tab.3).

TAB.3 – RULE 1 **R1** ***THE TEACHER'S STORY INSIDE THE CHILDREN'S ONE***

It is risky for teachers to get involved with children's feelings	1	2	3	4	5	**23**
I like to intertwine my personal stories with the children's ones	1	2	3	4	5	**28**
In what I propose to the children there is always something I have learned from them	1	2	3	4	5	**24**

The content of Rule 2 recalls the relevance of favouring the development of learning in a context in which the pleasure of learning is central: *"teaching and learning have to be fun experiences as art is"* (Tab.4).

TAB.4 – RULE 2 **R2** ***LEARNING AND TEACHING ARE PLEASURES, NOT DUTIES: AESTHETIC ORIENTATION IN EDUCATION***

Being at school can be boring even for children	1	2	3	4	5	**23**
I'm happy when children enjoy what they are doing	1	2	3	4	5	**28**
Daily activities should be organized so children have fun	1	2	3	4	5	**24**

The content of Rule 3 suggests sustaining the autonomous and spontaneous activities of children: *"children are the leader of their development"* (Tab.5).

TAB.4 – RULE 3 **R3** ***RESPECTING CHILDREN'S NARRATIONS***

Following what children do it's useless for my professional activity	1	2	3	4	5	**26**
I don't like being interrupted by children when I'm working	1	2	3	4	5	**02**
It is useful to change current activities to follow what children are doing	1	2	3	4	5	**27**

The content of Rule 4 is about the need to document how the Narrative Approach asks to rethink the characteristics of the educational context. It's essential to keep together the promotion of an enlarged educational community and highlight the emerging training needs: *"the documentation to support teachers in assessment narrative approach activities"* (Tab.6).

TAB.6 – RULE 4 **R4** **REALIZING APPROPRIATE DOCUMENTATION**

An efficient school devotes time to document children's spontaneous activities	1	2	3	4	5	**29**
I like to review what I have documented with the children	1	2	3	4	5	**08**
Children's activities should be documented through grids	1	2	3	4	5	**21**

The content of Rule 5 shows how it's productive to identify and follow the turning point (or trigger) in the children's spontaneous narration: *"trigger as every event that happens without planning by a teacher"* (Tab.7).

TAB.7– RULE 5 **R5** **BEING AWARE OF THE TRIGGER(S)**

Not following rules helps children to build stories	1	2	3	4	5	**17**
I like children who use every opportunity to build stories	1	2	3	4	5	**10**
Children need to be helped to use objects in different ways	1	2	3	4	5	**25**

The content of Rule 6 expresses the need to reconstruct the children's narratives as if they were the map of journeys in the ability to tell: *"a general representation of a specific narrative experience"* (Tab.8).

TAB.8 – RULE 6 **R6** **BUILDING NARRATIVE MAPS**

Children's activities are journeys of discovery	1	2	3	4	5	**16**
I like to follow children's stories to find something new for them	1	2	3	4	5	**30**
I use children's stories to prepare daily activities	1	2	3	4	5	**12**

The content of Rule 7 is about the importance of supporting and stimulating in children the process of reconstructing the meanings of each event that involves them *"helping children explore the different meanings"* (Tab.9).

TAB.9 – RULE 7 **R7** **EXPLORING MEANINGS**

It is up to adults to reconstruct the meanings of children's stories	1	2	3	4	5	**01**
I like to help children to explore the meanings of their stories	1	2	3	4	5	**15**
Children should be given time to explore with their classmates the stories of their daily lives	1	2	3	4	5	**11**

The content of Rule 8 stresses the need to change the format of the interaction between teachers and children: *"changing the linguistic interaction between children and teachers"* (Tab.10).

TAB.10 – RULE 8 **R8** **TEACHERS LEARN NARRATIVE CONVERSATION**

Using expressions such as "should be" or "must be" helps children to construct their points of view	1	2	3	4	5	**03**
I like assigning specific tasks to children	1	2	3	4	5	**20**
I ask children many questions to support their communication	1	2	3	4	5	**13**

The content of Rule 9 suggests collecting a large kit of educational tools: *"they can be supportive of the Narrative Approach"* (Tab.11).

TAB.11 – RULE 9 **R9** **HAVE A SET OF USEFUL METHODOLOGICAL TOOLS AND TRICKS**

Didactic tools made with children are more valuable than those bought	1	2	3	4	5	**27**
I like to propose in different situations the didactical tools I know	1	2	3	4	5	**05**
I take advantage of every didactical tool to encourage children's narration	1	2	3	4	5	**14**

The content of Rule 10 is about the educational function of adult storytelling..... *"an essential tool to help children in their spontaneous narrative explorations"* (Tab.12).

TAB.12 – RULE 10 **R10** **APPROPRIATENESS OF STORYTELLING**

It is necessary to have many books in schools to encourage children to tell stories	1	2	3	4	5	**18**
I like when I find a book that fits children's stories	1	2	3	4	5	**22**
I read stories to children when they need to be quiet	1	2	3	4	5	**04**

At the end of the ILSE/quanti questionnaire, there is a space in which the teacher is invited to express their remarks (Tab.13).

TAB.13: FINAL REMARKS

Dear Teacher,
Your comments or suggestions are important. Please, write them below.
.....

3.
INDIVIDUAL PROFILE

We present a single profile simulation to facilitate the training in calculating the results.

STEP 1 - START TO LOOK AT THE SCORE OBTAINED BY A TEACHER.

Above, there is an example of a filled questionnaire.

"....For each of these, please express your degree of agreement or disagreement on the 5-point scale from:
1- completely disagree 2- disagree 3 - neutral 4 - agree 5 - completely agree "

It is up to adults to reconstruct the meanings of children's stories **[reverse item]**	1	2	3	4	(5)
I don't like being interrupted by children when I'm working **[reverse item]**	1	2	3	4	(5)
Using expressions such as "should be" or "must be" helps children to construct their points of view **[reverse item]**	1	2	3	4	(5)
I read stories to children when they need to be quiet **[reverse items]**	(1)	2	3	4	5
I like to propose in different situations the didactical tools I know.	1	2	3	4	(5)
Daily activities should be organized so children have fun **[reverse item]**	(1)	2	3	4	5
It is useful to change current activities to follow what children are doing	1	2	(3)	4	5

I like to review what I have documented with the children	1	2	3	**4**	5
I'm happy when children enjoy what they are doing	1	2	3	4	**5**
I like children who use every opportunity to build stories	1	2	3	4	**5**
Children should be given time to explore with their classmates the stories of their daily lives	1	2	3	4	**5**
I use children's stories to prepare daily activities	1	2	3	**4**	5
I ask children many questions to support their communication	1	2	3	**4**	5
I take advantage of every didactical tool to encourage children's stories	1	2	3	4	**5**
I like to help children to explore the meanings of their stories	1	**2**	3	4	5
Children's activities are journeys of discovery	1	2	**3**	4	5
Not following rules helps children to build stories	1	2	3	**4**	5
It is necessary to have many books in schools to encourage children to tell stories	1	2	3	**4**	5
Being at school can be boring even for children	1	**2**	3	4	5
I like assigning specific tasks to children ***[reverse item]***	1	2	3	**4**	5
Children's activities should be documented through grids ***[reverse item]***	1	**2**	3	4	5
I like when I find a book that fits children's stories	1	2	3	4	**5**
It is risky for teachers to get involved with children's feelings ***[reverse item]***	1	2	3	4	**5**
In what I propose to the children there is always something I have learned from them	1	2	**3**	4	5
Children need to be helped to use objects in different ways ***[reverse item]***	**1**	2	3	4	5
Following what children do it's useless for my professional activity ***[reverse item]***	1	2	3	**4**	5
Didactic tools made with children are more valuable than those bought	1	2	3	**4**	5
I like to intertwine my personal stories with the children's ones	1	2	3	**4**	5
An efficient school devotes time to document children's spontaneous activities	1	2	3	**4**	5
I like to follow children's stories to find something new for them	1	2	3	**4**	5

STEP 2 - REVERSE ITEMS

In the ILSE/quanti there are 10 reverse items, randomly identified.
Are reverse items: 1- 2- 3- 4- 6-20 -21-23 -25-26.

They require a reverse scoring:
value 1, will get a score of 5
value 2 will get a score of 4
value 3 will get a score of 3
value 4 will get a score of 2
value 5 will get a score of 1

Step 3 – How to calculate the score of each Rule

It is up to adults to reconstruct the meanings of children's stories ***[reverse item]***	R7	1	2	3	4	**5**
I don't like being interrupted by children when I'm working ***[reverse item]***	R3	1	2	3	4	**5**
Using expressions such as "should be" or "must be" helps children to construct their points of view ***[reverse item]***	R8	1	2	3	4	**5**
I read stories to children when they need to be quiet ***[reverse items]***	R10	**1**	2	3	4	5
I like to propose in different situations the didactical tools I know	R9	1	2	3	4	**5**
Daily activities should be organized so children have fun ***[reverse item]***	R2	**1**	2	3	4	5
It is useful to change current activities to follow what children are doing	R3	1	2	**3**	4	5
I like to review what I have documented with the children	R4	1	2	3	**4**	5
I'm happy when children enjoy what they are doing	R2	1	2	3	4	**5**
I like children who use every opportunity to build stories	R5	1	2	3	4	**5**
Children should be given time to explore with their classmates the stories of their daily lives	R7	1	2	3	4	**5**
I use children's stories to prepare daily activities	R6	1	2	3	**4**	5
I ask children many questions to support their communication	R8	1	2	3	**4**	5
I take advantage of every didactical tool to encourage children's stories	R9	1	2	3	4	**5**
I like to help children to explore the meanings of their stories	R7	1	**2**	3	4	5
Children's activities are journeys of discovery	R6	1	2	**3**	4	5
Not following rules helps children to build stories	R5	1	2	3	**4**	5
It is necessary to have many books in schools to encourage children to tell stories	R10	1	2	3	**4**	5
Being at school can be boring even for children	R2	1	**2**	3	4	5
I like assigning specific tasks to children ***[reverse item]***	R8	1	2	3	**4**	5
Children's activities should be documented through grids ***[reverse item]***	R4	1	**2**	3	4	5
I like when I find a book that fits children's stories	R10	1	2	3	4	**5**
It is risky for teachers to get involved with children's feelings ***[reverse item]***	R1	1	2	3	4	**5**

In what I propose to the children there is always something I have learned from them	R1	1	2	**3**	4	5
Children need to be helped to use objects in different ways ***[reverse item]***	R5	1	**2**	3	4	5
Following what children do it's useless for my professional activity ***[reverse item]***	R3	**1**	2	3	4	5
Didactic tools made with children are more valuable than those bought	R9	1	2	3	**4**	5
I like to intertwine my personal stories with the children's ones	R1	1	2	3	**4**	5
An efficient school devotes time to document children's spontaneous activities	R4	1	2	3	**4**	5
I like to follow children's stories to find something new for them	R6	1	2	3	**4**	5

First of all, underline the correct score for the reverse items.
Now it's possible to sum the score of each Rule.
For each Rule, the lowest score is 3 (value 1+1+1); the highest score is 15 (value 5+5+5).

STEP 4 – HOW TO IMPLEMENT THE INDIVIDUAL PROFILE

At this point, it's possible to make visible the individual teacher's profile.
A scheme has been prepared which allows the profile to be highlighted (Fig.1).
(the blank version is contained in the Annex)

FIG.1 – SCHEMA: INDIVIDUAL PROFILE

R1	3	4	5	6	7	8	9	10	11	12	13	14	15
						●							
R2	3	4	5	6	7	8	9	10	11	12	13	14	15
										●			
R3	3	4	5	6	7	8	9	10	11	12	13	14	15
						●							
R4	3	4	5	6	7	8	9	10	11	12	13	14	15
										●			
R5	3	4	5	6	7	8	9	10	11	12	13	14	15
												●	
R6	3	4	5	6	7	8	9	10	11	12	13	14	15
										●			
R7	3	4	5	6	7	8	9	10	11	12	13	14	15
						●							
R8	3	4	5	6	7	8	9	10	11	12	13	14	15
					●								

R9	3	4	5	6	7	8	9	10	11	12	13	14	15
												●	
R10	3	4	5	6	7	8	9	10	11	12	13	14	15
								●					

In this schema, the individual score of each Rule is marked with a red point.
Column 9 represents the central range point.
If the score is less than 9, it means that the Rule requires a skills enhancement before adopting the Narrative Approach.
In our example (individual profile), the Rules that would require more attention and a reflection for specific training are:

R1: the teacher's story inside the children's one (score 8)
R3: respecing children's narration (score 8)
R7: exploring meanings (score 8)
R8: teacher's learn form narrative conversation (score 7)

4.
Community profile

The previous example concerns the evaluation of the profile of a single teacher.
Using the same calculation procedure, collecting information about the whole group of teachers committed to adopting the Narrate Approach is possible.
In this case, for each Decalogue's Rule, it's necessary to calculate the average of all the scores collected.

We suppose to have 5 individual profiles: the following schema allows us to record the average of each Rule, after calculating it (Fig.2).

Fig.2 – Schema: community profile

R1	3	4	5	6	7	8	9	10	11	12	13	14	15
				✕		●	♥		★	▲			
R2	3	4	5	6	7	8	9	10	11	12	13	14	15
				★		✕		♥		●	▲		
R3	3	4	5	6	7	8	9	10	11	12	13	14	15
			♥			●		★	✕		▲		
R4	3	4	5	6	7	8	9	10	11	12	13	14	15
			♥					✕	▲	●	★		
R5	3	4	5	6	7	8	9	10	11	12	13	14	15
			♥				▲	✕			★	●	
R6	3	4	5	6	7	8	9	10	11	12	13	14	15
					✕	★		▲	♥	●			
R7	3	4	5	6	7	8	9	10	11	12	13	14	15
				★	▲	✕ ●	♥						

R8	3	4	5	6	7	8	9	10	11	12	13	14	15
				★	●	▲		✕	♥				
R9	3	4	5	6	7	8	9	10	11	12	13	14	15
						▲	♥	✕	★			●	
R10	3	4	5	6	7	8	9	10	11	12	13	14	15
				✕	★	▲	♥	●					

Average calculation:
Rule 1 : score (6+8+9+11+12)/5 = 9.2 - average 9
Rule 2 : score (6+8+10+12+13)/5 = 9.8 - average 10
Rule 3 : score (5+8+10+11+12)/5 = 9.2 - average 9
Rule 4 : score (5+10+11+12+13)/5= 10.2 – average 10
Rule 5 : score (6+9+10+13+14)/5= 10.4 - average 10
Rule 6 : score (7+8+10+11+12)/5= 9.6 - average 10
Rule 7 : score (6+7+8+8+9)/5 = 7.6 - average 8
Rule 8 : score (6+7+8+10+11)/5= 8.4 - average 8
Rule 9 : score (8+9+10+11+14)/5= 10.4 - average 10
Rule 10 : score (6+7+8+9+10)/5= 8 - average 8

In our example (community profile), the Rules that would require more attention and a reflection for specific training are:

R7: exploring meanings (average 8)
R8: teachers learn form narrative conversation (score 8)
R10: Appropriateness of storytelling (average 8)

5.
ANNEX 2 - ILSE/QUANTI TOOL

VISIT THE NARRATE WEBSITE TO DOWNLOAD THE EDITABLE TOOL, WHICH IS ALSO AVAILABLE IN SWEDISH, ITALIAN, ESTONIAN AND DUTCH.

CLICK HERE

Co-funded by the Erasmus+ Programme of the European Union

Building a narrative approach
fostering collaboration between preschools and libraries
NARRATE Project
ILSE/quanti

Dear teacher,
this questionnaire aims to detect the point of view of nursery school and kindergarten teachers on daily activities and on the ideas that inspire and organize them.
The questionnaire has been produced inside the Erasmus Narrate Project; it suggests the relevance of the children's narrations as a tool for learning and development.
We kindly ask your cooperation to fill in the questionnaire you will find on the following pages. We remind you that you are not obliged to answer; there are no right or wrong answers, and you can interrupt the filling at any time.
The questionnaire is completely anonymous; the data collected will be used in aggregate form and it will in no way be possible to trace it back to you.
For any request for information, please contact……..[according to the GDPR/General Data Protection Regulation]
Thanks for your collaboration

[Information about who sends the questionnaire to the teachers]
Signature

Where……, date

General information [1]

Nursery school □ Kindergarten □ Other kind of School/Service (to specificate ……..)

Dear Teacher,
Below is a list of statements that refers to daily activities with children.
For each of these, please express your degree of agreement or disagreement on the 5-point scale, from:
1- completely disagree 2- disagree 3 - neutral 4 - agree 5 - completely agree

It is up to adults to reconstruct the meanings of children's stories	1	2	3	4	5
I don't like being interrupted by children when I'm working	1	2	3	4	5

[1] for the denomination of the type of school, the one used in each country must be entered

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Using expressions such as "should be" or "must be" helps children to construct their points of view	1	2	3	4	5
I read stories to children when they need to be quiet.	1	2	3	4	5
I like to propose in different situations the didactical tools I know.	1	2	3	4	5
Daily activities should be organized so children have fun	1	2	3	4	5
It is useful to change current activities to follow what children are doing	1	2	3	4	5
I like to review what I have documented with the children	1	2	3	4	5
I'm happy when children enjoy what they are doing	1	2	3	4	5
I like children who use every opportunity to build stories	1	2	3	4	5
Children should be given time to explore with the classmates the stories of their daily lives	1	2	3	4	5
I use children's stories to prepare daily activities	1	2	3	4	5
I ask children many questions to support their communication	1	2	3	4	5
I take advantage of every didactical tool to encourage children's stories	1	2	3	4	5
I like to help children to explore the meanings of their stories	1	2	3	4	5
Children's activities are journeys of discovery	1	2	3	4	5
Not following rules helps children to build stories	1	2	3	4	5
It is necessary to have many books in schools to encourage children to tell stories	1	2	3	4	5
Being at school can be boring even for children	1	2	3	4	5
I like assigning specific tasks to children	1	2	3	4	5
Children's activities should be documented through grids	1	2	3	4	5
I like when I find a book that fits with children's stories	1	2	3	4	5
It is risky for teachers to get involved with children's feelings	1	2	3	4	5
In what I propose to the children there is always something I have learned from them	1	2	3	4	5
Children need to be helped to use objects in different ways	1	2	3	4	5
Following what children do it's useless for my professional activity	1	2	3	4	5
Didactic tools made with children are more valuable than those bought	1	2	3	4	5
I like to intertwine my personal stories with the children's ones	1	2	3	4	5
An efficient school devotes time to document children's spontaneous activities	1	2	3	4	5
I like to follow children's stories to find something new for them	1	2	3	4	5

Dear Teacher,
Your comments or suggestions are important. Please, write them below.

.....

.....

Schema for individual o community profiles

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R1	3	4	5	6	7	8	9	10	11	12	13	14	15
R2	3	4	5	6	7	8	9	10	11	12	13	14	15
R3	3	4	5	6	7	8	9	10	11	12	13	14	15
R4	3	4	5	6	7	8	9	10	11	12	13	14	15
R5	3	4	5	6	7	8	9	10	11	12	13	14	15
R6	3	4	5	6	7	8	9	10	11	12	13	14	15
R7	3	4	5	6	7	8	9	10	11	12	13	14	15
R8	3	4	5	6	7	8	9	10	11	12	13	14	15
R9	3	4	5	6	7	8	9	10	11	12	13	14	15
R10	3	4	5	6	7	8	9	10	11	12	13	14	15

Summary of Rules score	POSITION	SCORE	SUM	RULE

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It is risky for teachers to get involved with children's feelings	23			***R1***
I like to intertwine my personal stories with the children's ones	28			
In what I propose to the children there is always something I have learned from them	24			
Being at school can be boring even for children	19			***R2***
I'm happy when children enjoy what they are doing	9			
Daily activities should be organized so children have fun	6			
Following what children do it's useless for my professional activity	26			***R3***
I don't like being interrupted by children when I'm working	2			
It is useful to change current activities to follow what children are doing	7			
An efficient school uses time to document children's spontaneous activities	29			***R4***
I like to review what I have documented with the children	8			
Children's activities should be documented through grids	21			
Not following rules helps children to build stories	17			***R5***
I like children who use every opportunity to build stories	10			
Children need to be helped to use objects in different ways	25			
Children's activities are journeys of discovery	16			***R6***
I like to follow children's stories to find something new for them	30			
I use children's stories to prepare daily activities	12			
It is up to adults to reconstruct the meanings of children's stories	1			***R7***
I like to help children to explore the meanings of their stories	15			
Children should be given time to explore with the classmates the stories of their daily lives	11			
Using expressions such as "should be" or "must be" helps children to construct their own points of view	3			***R8***
I like assigning specific tasks to children	20			
I ask children many questions to support their communication	13			
Didactic tools made with children are more valuable than those bought	27			***R9***
I like to propose in different situations the didactic tools I know.	5			
I take advantage of every didactic tool to encourage children's narration	14			
It is necessary to have many books in schools to encourage children to tell stories	18			***R10***
I like when I find a book that fits with children's stories	22			
I read stories to children when they need to be quiet.	4			

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CHAPTER IV
NAM/diary

1.
NAM/DIARY

Narrative **A**ctivity **M**onitoring: NAM/diary

NAME	**NAM/diary** Qualitative tool. The aim is to monitor the process of children's spontaneous story development in coherence with the Narrative Approach.
WHO	Teachers and external observers. The documents produced can be used for reflection among teachers and among teachers and the manager of the early education system.
WHEN	When the teachers want to implement an activity coherent with the Narrative Approach. In that case this tool is filled by an external observer. When the teacher documents an activity after she has done it with the children. This activity must be coherent with the Narrative Approach. In that situation the tool is filled by the teacher who runs the activity.
WHERE	In the early education service that adopts the Narrative Approach.
WHAT	The tool aims to monitor the best practice. In the first part teachers can describe the best practice and find the link with Decalogue's Rule (MINA Handbook, Chap.3). In the second part there is a list of questions that can guide the teachers' reflection on the best practice. It helps the teachers to find the link between school management and the implementation of the Narrative Approach.
WHY	The aim is to evaluate how much the activities are developed in coherence with the Narrative Approach.

WHAT IS THE PURPOSE

The purpose of this tool is to monitor the implementation of the Narrative Approach methodology in schools. It shouldn't be used every day, but it is necessary to use it regularly to monitor the process of appropriating the educational proposal and the method.
The main objective of this tool is to identify which rules of the Decalogue (MINA Handbook, Chap.3) appear in the children's narratives as a result of the teacher's understanding of the method who, in the activity with the children, has the task of favoring their spontaneous narrations.
It also allows teachers to ask themselves which changes at the school management level are needed to encourage the putting into practice of the characteristics of the Narrative Approach method.
Open questions guide the reflection. They also allow the links between the theoretical framework and school management to be made explicit.

HOW TO USE

The NAM/diary is a monitoring tool; therefore, it is designed to accompany both the activity that takes place in front of the observer and the teacher's reflection on his activity.
The tool consists of two parts.
The first part requires describing the children's narrative activity and highlighting the references to theDecalogue's Rules.
The second part, using open questions, stimulates the teacher's reflection. The objective is to understand how the aspects of the school management enable or disable the application of the Decalogue Rules. These two theoretical aspects (MINA Handbook Chap.3) are closely interconnected.
Transforming the theoretical structure of the Narrative Approach into daily activities to be carried out with children also requires discussing and possibly rethinking the rules of school management.
By highlighting which rules have not yet been applied and what it could be done to apply them, the organizational aspects of the school context are also rethought.

HOW TO EVALUATE THE RESULTS:

This is a monitoring tool that allows the teacher, after carrying out an activity with the children that is consistent with the Narrative Approach, to understand which rules he or she has used the most and those that still need to be applied.
The aim of implementing the Narrative Approach is to apply all the Decalogue rules.
The second part, thanks to the questions, guides the teachers' reflection and allows them to understand which aspects of school management (MINA Handbook, Chap. 3) need to be changed to implement the missing rules.
This tool allows us to analyse the relationship between the aspects of school management and those of the Decalogue, to highlight the relationship that exists between the two aspects as outlined in the MINA Handbook, Chap. 3.
This tool has been tested in Sweden, Estonia, Belgium and Italy. It has been tested with teachers involved in the Erasmus project from all these countries.
Thanks to the sharing with the other teachers in the project we can conclude that the questions are clear and understandable for the whole project team.

N.B. if the questions as formulated do not match the local organization they can be modified.

2.
NAM/DIARY: HOW IT WAS DEVELOPED

NAM/diary is a qualitative monitoring tool, consisting of 2 parts.
It's based on the framework relating to the Narrative Approach, set out in the MINA Handbook (Chap.3).

The first part looks like a logbook. The second part is made of 5 open questions. These open questions stimulate the reflection the implementation and the improvement of the application of the Narrative Approach in agreement with the school management.
The compilation takes place in two successive steps.
Step 1: In the first step, the activity is described as it takes place (observer) or by reconstructing it from video or audio recordings, using notes and any other documentation collected (teacher). This first step includes the description of the activity, field-notes, remarks and jotted notes.
Step 2: In the second step (reflection) the described contents are linked with the rules of the Decalogue. Further reflection is produced through the answers to the open questions.

The monitoring tool opens with some general information (Tab.1).

TAB. 1: GENERAL INFORMATION

Building a narrative approach fostering collaboration between preschools and libraries
NARRATE project

Dear Observer/Teacher,
This is a monitoring tool to understand if the method proposed by the Narrative Approach is adopted in coherence with the theoretical framework.
On the following pages you will find a diary in which you can write down the children's narrations.
The aim is to understand which rules have already been applied and which rules you haven't applied yet. It should be used to check the consistency of what you do with children and the framework of the Narrative
You should use it regularly.
In the table below, you can find all the Decalogue Rules

R1	THE TEACHER'S STORY INSIDE THE CHILDREN'S ONE	R6	BUILDING NARRATIVE MAPS
R2	LEARNING AND TEACHING ARE PLEASURES, NOT DUTIES: AESTHETIC ORIENTATION IN EDUCATION	R7	EXPLORING MEANINGS
R3	RESPECTING CHILDREN'S NARRATIONS	R8	TEACHERS LEARN NARRATIVE CONVERSATION
R4	REALIZING APPROPRIATE DOCUMENTATION	R9	HAVE A SET OF USEFUL METHODOLOGICAL TOOLS (AND TRICKS)
R5	BEING AWARE OF THE TRIGGER(S)	R10	APPROPRIATENESS OF STORYTELLING

In its final version, the NAM/diary is presented in a horizontal format.
On the first page, where you find the introduction, there is a space where you can quickly write down words, short phrases, gestures or other cues that catch your attention and may be useful later on, in order to better contextualize the material collected (Tab.2)

TAB. 2: REMARKS/JOTTED NOTES

Remarks/ Jotted notes

The following page presents a format in which teachers can describe the activity being monitored (Tab.3).
The format contains, at the top, a space to enter date, school and who is using the tool.
Below are three columns:

- the first for the description of the activity
- the second contains the reference to the rules of the Decalogue
- the third to write down the field notes

It's a format that can be expanded by adding all the other necessary pages.

TAB. 3: DIARY

Date: **School:** **Observer/Teacher:**		**FIELD NOTES**
Describe the children's narration (best practice)	R1	
	R2	
	R3	
	R4	
	R5	
	R6	
	R7	
	R8	
	R9	
	R10	

In the second part of the NAM/diary you can find five open questions (Tab.3).
The open questions are intended to stimulate the reflection on the activity described. The aim is to consider which aspects of the Decalogue Rule are present and which ones need reflection in order to understand how to succeed in incorporating the other Decalogue Rules in the activities carried out with the children. Another theme concerns the relationship between the organizational conditions of the educational service and the possibility of extending and improving the activities within the Narrative Approach.

TAB. 4: QUESTIONS

Answer the following questions:

1. Which rule have you applied mostly during the day ?

.....

2.What did you learn while you were applying this rule?

.....

3.What could you do to apply other rules?

.....

4.What could you do at the school management level to apply this rule tomorrow?

.....

5.What could you change in the school management to better apply the Rules of the Decalogue?

.....

3.
CASE STUDY RESULTS

Below you can find an example of using the format proposed in the NAM/diary.
Here a teacher describes an activity coherent with the best practices outlined in the MINA Handbook Chap.3.
Field-notes have not been reported, because they are too episodic, referring to the characteristics of the specific context in which the activity took place (other children, external interference, notes on the use of specific materials).
The arrows correspond to what was done in the subsequent moment of reflection and link elements of the activity with the Decalogue Rules.

Building a narrative approach fostering collaboration between preschools and libraries
NARRATE project

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The aim is to understand which rules have already been applied and which rules you haven't applied yet. It should be used to check the consistency of what you do with children and the framework of the Narrative
You should use it regularly.
In the table below, you can find all the Decalogue Rules

R1	THE TEACHER'S STORY INSIDE THE CHILDREN'S ONE	R6	BUILDING NARRATIVE MAPS
R2	LEARNING AND TEACHING ARE PLEASURES, NOT DUTIES: AESTHETIC ORIENTATION IN EDUCATION	R7	EXPLORING MEANINGS
R3	RESPECTING CHILDREN'S NARRATIONS	R8	TEACHERS LEARN NARRATIVE CONVERSATION
R4	REALIZING APPROPRIATE DOCUMENTATION	R9	HAVE A SET OF USEFUL METHODOLOGICAL TOOLS (AND TRICKS)
R5	BEING AWARE OF THE TRIGGER(S)	R10	APPROPRIATENESS OF STORYTELLING

Date: 13/02/2023 **School: xxxx** **Observer/Teacher: xxxxx**		**FIELD NOTES**
In our class we have children aged between 18 months and 6 years. Every year there are new additions. After this period, in which the focus is mainly on the youngest children, to allow them to feel secure in their new environment, we began to observe the children's play more closely. We immediately noticed a recurring theme: home. In fact, they often they played at reproducing scenes of domestic life, talked about their home and talked about the route they took to get from home to school. Our trigger was therefore home and from there we decided to propose experiences related to this theme. The first relaunch we did was in small groups; every child looked up the street where they live, typing it into google maps and using the tablets available. We did not enter the house number, so that the children could move around their home using the app. We helped them recognize their home and the surroundings; everyone was free to tell what caught their attention. One girl started describing the windows of her house. Then, I asked her to find the way to school. She shows me it with google maps. Other children also recognize the street because they walk along it to get to school. They recognize buildings, trees and squares. At one point, what struck the children most was the manhole cover in the street, visible thanks to google maps: they started wondering what it was for and where the drains went. Therefore, I proposed to the children to build a map of the manholes underground drains connected to houses. I then prepared a large sheet of paper on which they could draw their houses and the drain connections between the houses. They approached the window where, through the glass, they could see the manhole cover in the school garden and started to draw it, together with the houses connected by pipe nodes.	R1 R2 R3 R4 R5 R6 R7 R8 R9 R10	

This is followed by reflections in response to the open questions.
Answer the following questions:

1. Which rule have you applied mostly during the day?
The rule I used most on this day was: building narrative maps. I started from a trigger I had identified, proposed new triggers and explored with the children the route from home to school.

2. What did you learn while you were applying this rule?
I discovered that they can find their way around very well, that they can locate where they live even from google maps and that they even reconstruct the way from home to school. I also discovered that they are very familiar with the function of manhole covers and that these intrigue them.

3. What could you do to apply other rules?
To relaunch the narrative, I decided to construct strips with a photo of their home taken from google maps and a photo of the school, so as to provide the children with some material to identify the route from home to school. In this way, by providing different tools, I could leave the children free to use the language they prefer. ("Teachers learn narrative conversation, Have a set of useful methodological tools and tricks", "Respecting children's narrations".)

4. What could you do at the school management level to apply this rule tomorrow?
I could propose some new heuristic teaching material, to allow the children to build the route from home to school.

5. What could you change in the school management to better apply the Rules of the Decalogue?
I could propose the use of heuristic material to the children. In addition, I could also include, the use of a robot that allows them to move from home to school, after having constructed a map to allow the children to work on scientific thinking and digital tools, integrating experiences I propose with the national frameworks, which can promote the development of digital skills in children.

4.
EVALUATIVE COMMENTS

According to the best practice's description we can easily find which rules have already been implemented and which still need to be implemented. We can find the link between the school management level and the rules, in which way they influenced each other. In this case during the discussion with the teacher they decide to enrich the materials they propose to the children in order to apply the rules that were missing.

Thanks to the first part they could easily see which Rule they need to apply in their class, to implement the Narrative Approach correctly.
On the other hand the questions helped them to explicit the link between the school management and the Rule.
If they don't change the stimuli and the material they propose to the children they can't apply all the Decalogue Rule.

5.
ANNEX 3 - NAM/DIARY TOOL

VISIT THE NARRATE WEBSITE TO DOWNLOAD THE EDITABLE TOOL, WHICH IS ALSO AVAILABLE IN SWEDISH, ITALIAN, ESTONIAN AND DUTCH.

CLICK HERE

Co-funded by the Erasmus+ Programme of the European Union

Building a narrative approach
fostering collaboration between preschools and libraries
NARRATE Project
NAM/diary

Dear teacher,
This is a monitoring tool to understand if the method proposed by the Narrative Approach is adopted in coherence with the theoretical framework.
On the following pages you will find a diary in which you can write down the children's narrations.
The aim is to understand which rules have already been applied and which rules you haven't applied yet. It should be used to check the consistency of what you do with children and the framework of the Narrative
You should use it regularly.
In the table below, you can find all the Decalogue Rules

R1:	"The teacher's story inside the children's one"
R2:	"Learning and teaching are pleasures not duties: aesthetic orientation in education"
R3:	"Respecting children's narrations"
R4:	"Realizing appropriate documentation"

REMARKS/JOTTED NOTES

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R5:	"Being aware of the trigger(s)"
R6:	"Building narrative maps"
R7:	"Exploring meanings"
R8:	"Teachers learn narrative conversation"
R9:	"Have a set of useful methodological tools and tricks"
R10:	" Appropriateness of storytelling"

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Date : School: Observer/Teacher		**FIELD NOTES**
Describe the children's narration (best practice)	**R1**	
	R2	
	R3	
	R4	
	R5	
	R6	
	R7	
	R8	
	R9	
	R10	

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Date : School: Observer/Teacher		**FIELD NOTES**
Describe the children's narration (best practice)	**R1**	
	R2	
	R3	
	R4	
	R5	
	R6	
	R7	
	R8	
	R9	
	R10	

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Answer the following questions:

1. Which rule have you applied mostly during the day ?

.....
.....
.....
.....
.....
.....

2. What did you learn while you were applying this rule?

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3. What could you do to apply other rules?

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4. What could you do at the school management level to apply this rule tomorrow?

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5. What could you change in the school management to better apply the Rules of the Decalogue?

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CHAPTER V
UNI/list

1.
UNI/LIST

Useful **N**arrative **I**ndicator to evaluate the effects of adopting the Narrative Approach in early education services: UNI/list

NAME	**UNI/list** Qualitative tool. The aim is to collect information on the effects produced by the adoption of the Narrative Approach on the organization of the early education service
WHO	Teachers, managers of the early education service, and external observers interested on to evaluate the effects/ the impact of the Narrative Approach on the early education service.
WHEN	After at least 5 months that the activities coherent with the Narrative Approach have started, i.g. at the end of the school year.
WHERE	In the early education service that has adopted the Narrative Approach.
WHAT	The tool helps to understand which changes had been done in the early education services to apply the Narrative Approach.
WHY	The aim is to evaluate changes realized at the school management level to apply the Narrative Approach.

WHAT IS THE PURPOSE

The UNI/list is the tool designed to evaluate the effects or impact that the adoption of the NA has had on some school management aspects of the early education service.
The reference is to the description presented in chapter 3 of the MINA Handbook theoretical manual, more precisely in Figure 1, which illustrates the relationship between the 10 rules of the Decalogue, the management of the spaces and the daily activities.
As extensively described in the MINA Handbook, reflecting on the rules of the Decalogue, sharing them among staff members and transposing them into daily activities to be carried out with children requires teachers also to rethink the management conditions in which they operate. When an early education service decides to adopt the NA, it must also take into account the need to act on the management aspects that, in many cases, have acted as a framework for activities for a long time and are seen as an element of stability; daily routine.
The evaluation of the effects, or impact, aims to highlight those elements on which it was possible to act quickly (an indicator of flexible management) and those elements on which it was not possible to act directly (an indicator of less flexible management).

HOW TO USE

The tool looks like a checklist in which the Indicators, related procedures and observable behaviors are listed.
Every observable behavior can be rated positively (Yes); negatively (No); partially (Yes/No). Expressing no evaluation without recording anything in the boxes is also possible. This can occur when the observable behaviour won't be present (e.g. if it is a survey of a group of very young children); in this case, the reason for the non-rating (the applicability of the observable behaviour) should be stated immediately in the notes.
It can be used by an external observer (non-participating observer) or by an observer familiar with the context (participating observer).
Depending on the aim of the survey, the UNI/list instrument can be used once or several times during the school year in which the NA is introduced (monitoring activity) and also in subsequent years (impact activity), in order to capture what is left of the main elements of the educational proposal.
Likewise, it can be used independently by non-participating observers and by participating observers, to cross-check the evaluations made on the observable behaviors reported in the tool.

HOW TO EVALUATE THE RESULTS

The UNI/list tool is the result of several discussions among the project partners (Sweden, Estonia, Belgium, Italy) and a series of focus groups conducted in individual schools. The topic under discussion was how to identify common observable behaviors within the different management and cultural frameworks of the services in the project partner

countries, useful for recording the medium-term effects of introducing NA in a specific early education service.
The UNI/list checklist can be used in the following ways:

- transversal: several observers fill the tool during the same time period (i.e. one week). This gives an index of agreement between the observers
- longitudinal: the same observer(s) fill out the tool at Time 1 (i.e. T1: 4 or 5 months after the start of the Narrative Approach application, at Time 2 (i.e. T2: shortly before the end of the school year). In this way, an index of change is obtained.

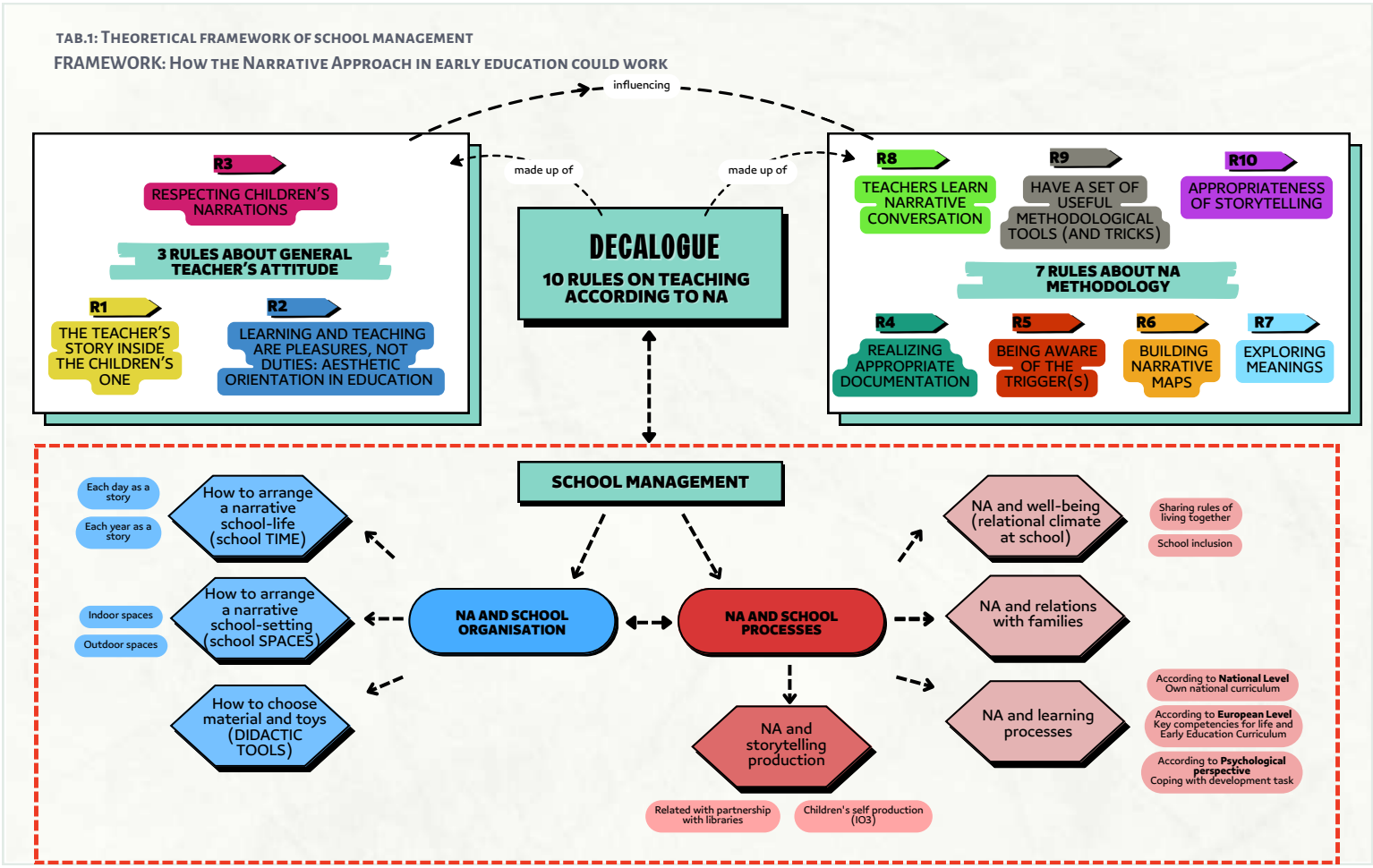
The evaluation has a continuum: for every procedure, entirely positive readings indicate maximum flexible management, while completely negative readings indicate maximum less flexible management.

2.
UNI/LIST: HOW IT WAS DEVELOPED

UNI/list is the checklist in which someone can record the result of observing observable behaviour, consistent with the procedures and indicators in the Handbook MINA, Chap.3.
In the current version, the tool collects information that is assumed to be applicable to most early childhood educational services, but other specific indications or observable behaviors can be added to make the UNI/list more context-specific.
In the first part of the UNI/list tool, the items that refer to school/class management are reported according to the theoretical framework in the MINA Handbook, Chap.3 (Tab.1)

TAB.1: THEORETICAL FRAMEWORK OF SCHOOL MANAGEMENT

FRAMEWORK: HOW THE NARRATIVE APPROACH IN EARLY EDUCATION COULD WORK



This Theoretical framework is followed by the schema of general information about the survey context (Fig.2).
In the case of several observations made by the same observer (longitudinal mode), there is information about the order of the data collection (1st- 2nd- 3rd).
Concerning the information on the self-assessment group, the observer has to indicate the names of the teachers working in the classroom/section, intended as the first reference for the self-assessment process of the educational activities.
The number of children is reported according to their age.
The number of different professionals working in the classroom/section is indicated.

TAB. 2: GENERAL INFORMATION

General information

Date:

Time:

Assessment 1 2 3

Service name: _____.

OBSERVER/s: _____.

TEAM OF SELF-EVALUATION: _____.

GENERAL INFORMATION - CHILDREN	**N**
Children age 0-1	
Children age 1-2	
Children age 2-3	
Children age 3-4	
Children age 4-5	
Children age 5-6	
GENERAL INFORMATION - TEACHERS	N
Teachers	
Teacher for Special Need Education	
Assistants	

Then follows the presentation of Indicator 1 (I1): NA and school organization (Tab. 3).
This indicator contains three categories of procedures, relating to the organization of time during the school day, the organization of spaces and the choice of teaching tools. Every category of organizational procedures is followed by the question to which the observer answers by making observations.

TAB. 3: INDICATOR 1 (I1) –NA AND SCHOOL ORGANIZATION

Indicator 1(I1): NA and School Organization

Procedures:
TIME (T) - Is the organization of time during the day consistent with the NA?

SPACES (S)- Is the organization of spaces in the classroom consistent with NA?

DIDACTIC TOOLS (D) - Is the choice of the didactic tools consistent with the NA?

Then, we move on to the list of observable behaviors referring to the procedure linked to the organization of Time during the school day (Yes = Observable behaviour; No= behaviour not observable; yes/no= behaviour not completely observable).
The first column (Tab.4) shows the coding string of the observable behaviour, composed as follows :
I1 (indicator 1: NA and school organization)
T (procedure: Time - Is the organization of the time during the day consistent with the NA?)
1 (number of observable behaviour; 1,2,3...)
This table is followed by:

- a space dedicated to the description of the critical aspects observed
- a space for reporting possible corrective measures

TAB.4: LIST OF OBSERVABLE BEHAVIORS RELATED TO THE PROCEDURES OF TIME ORGANIZATION

	PROCEDURES: TIME Is the organization of the time during the day consistent with the NA?	**Yes**	**Not**	**Yes/ Not**
I1-T-1	Every day there is a time for children's spontaneous narration			
I1-T-2	Time devoted to other activities can be reduced so as not to interrupt the children's spontaneous narration			
I1-T-3	It is possible to change the time organization dedicated to children's activities every day			
I1-T-4	The children are constantly observed to follow their attempts to organize the time dedicated to their activities differently			
I1-T-5				
I1-T-6				

Critical issues observed:
Possible solutions:

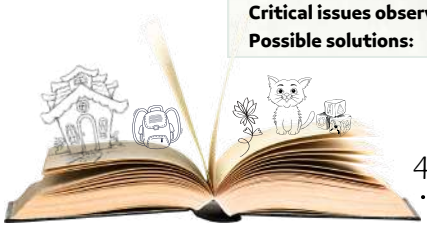
We then move on to the list of observable behaviors of the procedure referring to the organization of the Space in the classroom (Yes = Observable behaviour ; No= behaviour not observable; Yes/No= behaviour not fully observable).
The first column (Tab.5) shows the coding string of the observable behaviour, composed as follows :
I1 (indicator 1: Na and school organization)
S (procedure: Is the organization of spaces in the classroom consistent with the Narrative Approach?)
1 (number of the observable behaviour; 1,2,3...)
This table is followed by:

- a space dedicated to the description of critical issues observed
- a space for reporting possible solution

TAB.5: LIST OF OBSERVABLE BEHAVIORS RELATED TO THE PROCEDURES OF SPACE ORGANIZATION

	PROCEDURES: SPACE Is the organization of spaces in the classroom consistent with NA?	**Yes**	**Not**	**Yes/ Not**
I1-S-1	The organization of interior spaces can be modified according to the children's narratives			
I1-S-2	Teachers ask older children how they would like to organize their indoor spaces			
I1-S-3	Teachers encourage younger children to use spaces in different ways			
I1-S-4	In the classroom, there is an internal space dedicated to children's narrations			
I1-S-5	Spaces complementary to the classroom are used (libraries, classrooms in the area,...) to encourage children's narratives			
I1-S-6				

Critical issues observed:
Possible solutions:



The tool continues with the list of observable behaviors referring to the choice of teaching tools (Yes = Observable behaviour ; No= non-observable behaviour; yes/no= behaviour not fully observable)
The first column (Tab.6) shows the coding string of the observable behaviour, composed as follows :
I1 (indicator 1: Na and school organization)
D (procedure: Is the choice of the didactic tools consistent with the NA?)
1 (number of the observable behaviour; 1,2,3...)
This table is followed by:

- a space dedicated to the description of the critical issues observed
- a space for reporting possible solutions

TAB.6: LIST OF OBSERVABLE BEHAVIORS RELATED TO THE CHOICE OF TEACHING TOOLS/MATERIALS

	PROCEDURES: DIDACTIC TOOLS Is the choice of the didactic tools consistent with the NA?	Yes	Not	Yes/ Not
I1-D-1	The heuristic materials available to the children (raw, recycled...) are always present in large quantities			
I1-D-2	Systematic observation of nature (stones, plants, insects,...) is encouraged in children.			
I1-D-3	The books available to children can be used by them in many different ways (not just for reading)			
I1-D-4	The books available to children are present everywhere and not only in the library area			
I1-D-5	Observing the children, teachers propose materials that can continue the narrative (books, objects, disguises,...).			
I1-D-6				

Critical issues observed:
Possible solutions:

Then we move to the indicator 2 (I2): NA and educational/school processes (Tab.6).
This indicator contains four categories of procedures relating to perceived well-being, the relationship with families, development processes and the use of storytelling.
Each category of procedures on educational processes is accompanied by a question to which the observer answers by making observations.

TAB.7: INDICATOR 2 (I2) –NA AND SCHOOL PROCESSES

INDICATOR 2 (I2): NA and school processes

Procedures:
WELL-BEING (W) – Which relational climate is there in the class/school?

FAMILIES (F)-Are there types of relationships between school and families coherent with the NA ?

DEVELOPMENTAL PERSPECTIVE (D) – Which learning processes are observable?

STORYTELLING(ST) – Is the storytelling used coherently with the NA?

By analogy with the previous Indicator 1, the tool continues with the list of observable behaviors, in this case referring to the perceivable well-being in the class/school (Yes = Observable behaviour ; No= non-observable behaviour; yes/no= behaviour not completely observable)
The first column (Tab.8) shows the coding string of the observable behaviour, composed as follows :
I2 (indicator 2: Na and processes in the school)
W (procedure: Which Relational climate is there in the class?)
1 (number of the observable behaviour; 1,2,3...)

This table is followed by:

- a space dedicated to the description of the critical issues observed
- a space for reporting possible solutions

TAB.8: LIST OF OBSERVABLE BEHAVIOUR RELATED TO THE CLASSROOM RELATIONAL CLIMATE

	PROCEDURES: WELL-BEING Which relational climate is there in the classroom?	Yes	Not	Yes/ Not
I2-W-1	Children reduce conflict situations by using a narrative of the events/situation			
I2-W-2	Children change the activities in agreement with each other (the aim is to reduce teacher interventions)			
I2-W-3	During spontaneous narratives, children have fun (laughing, joking,...).			
I2-W-4	Children with Special Needs are involved by peers to contribute to spontaneous narratives			
I2-W-5	During spontaneous narratives, the children manage the course of the activity without requiring the teacher's intervention			
I2-W-6				

Critical issues observed:
Possible solutions:

The list of observable behaviors referring to the involvement of families in the realization of NA in the class/school is following (Yes = Observable behaviour ; No= behaviour not observable; yes/no= behaviour not completely observable)
The first column (Tab.9) shows the coding string of the observable behaviour, composed as follows :
I2 (indicator 2: NA and processes in the school)
F (procedure: Are there type of relationship between school and families coherent with the NA ?)
1 (number of the observable behaviour; 1,2,3...)
This table is followed by:

- a space dedicated to the description of the critical issues observed
- a space for reporting possible solutions

TAB.9: LIST OF OBSERVABLE BEHAVIORS RELATED TO THE FAMILY ENGAGEMENT IN THE IMPLEMENTATION OF NA

	PROCEDURES: FAMILIES Are there type of relationship between school and families coherent with the NA ?	Yes	Not	Yes/ Not
I2-F-1	The children's families were invited to collect examples of their children's spontaneous narration			
I2-F-2	Families were involved in enriching the choice of materials available to children			
I2-F-3	The contribution made by families (narratives, materials,...) is highlighted in the classroom			
I2-F-4	Continuity between family and school experiences is emphasized by teachers (also to foster narratives)			

I2-F-5	The children's families are directly involved in narrative activities at school (invitation to read or tell stories,...).			
I2-F-6				

Critical issues observed:
Possible solutions:

Now we move on to the list of behaviors referring to observable developmental processes in children (Yes = Observable behaviour ; No= not observable behaviour; yes/no= behaviour not fully observable)
The first column (Tab.10) shows the coding string of the observable behaviour, composed as follows :
I2 (indicator 2: NA and processes in the school)
D (procedure: Which learning processes are observable?)
1 (number of the observable behaviour; 1,2,3...)
This table is followed by:

- a space dedicated to the description of the critical issues observed
- a space for reporting possible solutions

TAB.10: LIST OF OBSERVABLE BEHAVIORS RELATED TO VISIBLE DEVELOPMENTAL PROCESSES IN CHILDREN

	PROCEDURES: DEVELOPMENTAL PERSPECTIVE Which learning processes are observable?	**Yes**	**Not**	**Yes/ Not**
I2-D-1	Discussions that arise during children's spontaneous narration are also resolved by the production of new arguments (argumentative capacity)			
I2-D-2	Children can repeat a narrative several times, even at a distance of time (memory strategies)			
I2-D-3	Children explain to their classmates the meaning of words that not everyone knows (vocabulary building)			
I2-D-4	Children construct collective narratives that accept everyone's contribution (social development)			
I2-D-5	Children construct narratives that are always different, even from the same materials (development of creativity)			
I2-D-6				

Critical issues observed:
Possible solutions:

This tool's section is followed by the list of observable behaviors referring to the consistent use of storytelling in relation to NA (Yes = Observable behaviour; No=not observable behaviour; Yes/No=not completely observable behaviour)
The first column (Tab.11) shows the coding string of the observable behaviour, composed as follows:
I2 (indicator 2: NA and processes in the school)
ST (procedure: Is the storytelling used coherently with the NA?
1 (number of the observable behaviour; 1,2,3...)
This table is followed by:

- a space dedicated to the description of the critical issues observed
- a space for reporting possible solutions

TAB.11: LIST OF OBSERVABLE BEHAVIORS RELATED TO THE USE OF STORYTELLING IN RELATION TO NA

	PROCEDURES: STORYTELLING Is the storytelling used coherently with the NA?	**Yes**	**Not**	**Yes/ Not**
I2-ST-1	Teachers tell stories chosen to help the children deal with issues from their daily lives (having a baby brother, moving house,...).			
I2-ST-2	Teachers read/tell stories to encourage spontaneous storytelling by children (storytelling as a trigger)			
I2-ST-3	The children are interested in sharing their narratives with their peers (they seek them out to participate in a narrative)			
I2-ST-4	Older children ask to take over from the teacher in the storytelling activity			
I2-ST-5	Children interrupt the teacher's reading/narration to continue it with their narration (the story within the story)			
I2-ST-6				

Critical issues observed:
Possible solutions:

The tool also contains summary tables (Tab. 12) of the surveys carried out, respectively for Indicator 1 (NA and school organization: Time, Spaces, Didactic tools) and for Indicator 2 (NA and processes in the school: Well-being, Families, Developmental perspective, Storytelling).
In addition to the columns expressing the evaluations (Yes, Not; Yes/Not), there is also a column (N/r: not detected) in which to report how many observable behaviors could not be seen for reasons later reported in the notes and comments.

The summary tables are followed by a space where Notes, Comments and suggestions for how to overcome points of weakness can be recorded.

TAB.12: RESULTS

Indicator 1
NA and School Organization

	N/r	**Yes**	**Not**	**Yes/ Not**
TIME				
SPACES				
DIDACTIC TOOLS				

Indicator 2
NA and school processes

	N/r	Yes	Not	Yes/ Not
WELL-BEING				
FAMILIES				
DEVELOPMENTAL PERSPECTIVE				
STORYTELLING				

3.
CASE STUDY RESULTS

We now present an example of the tool filled during the testing phase. The observation took place at a random moment one morning, without prior arrangements having been made with the teachers. This is the first observation

TAB. 2: GENERAL INFORMATION

General information

Date: **5 May 2023**
Time: **10.30**
Assessment 1X 2 3

Service name: _____.
OBSERVER/s: _____.
TEAM OF SELF-EVALUATION: _____.

GENERAL INFORMATION - CHILDREN	N
Children age 0-1	
Children age 1-2	
Children age 2-3	**2**
Children age 3-4	**4**
Children age 4-5	**7**
Children age 5-6	**5**
GENERAL INFORMATION - TEACHERS	**N**
Teachers	**2**
Teacher for Special Need Education	**0**
Assistants	**1**

Indicator 1(I1): NA and School Organization

Procedures:
TIME (T) - Is the organization of time during the day consistent with the NA?
SPACES (S)- Is the organization of spaces in the classroom consistent with NA?
DIDACTIC TOOLS (D) - Is the choice of the didactic tools consistent with the NA?

	PROCEDURES: TIME Is the organization of the time during the day consistent with the NA?	**Yes**	**Not**	**Yes/ Not**
I1-T-1	Every day there is a time for children's spontaneous narration	X		
I1-T-2	Time devoted to other activities can be reduced so as not to interrupt the children's spontaneous narration	X		
I1-T-3	It is possible to change the time organization dedicated to children's activities every day	X		
I1-T-4	The children are constantly observed to follow their attempts to organize the time dedicated to their activities differently			X
I1-T-5				
I1-T-6				

Critical issues: A somewhat difficult group to follow; the young ones very often seek out the adult
Possible solutions: Observations in separate groups? Something to think about

	PROCEDURES: SPACE Is the organization of spaces in the classroom consistent with NA?	**Yes**	**Not**	**Yes/ Not**
I1-S-1	The organization of interior spaces can be modified according to the children's narratives			X
I1-S-2	Teachers ask older children how they would like to organize their indoor spaces			X
I1-S-3	Teachers encourage younger children to use spaces in different ways	X		
I1-S-4	In the classroom, there is an internal space dedicated to children's narrations	X		
I1-S-5	Spaces complementary to the classroom are used (libraries, classrooms in the area,...) to encourage children's narratives	X		
I1-S-6				

Critical issues observed: : Didactically conspicuous spaces
Possible solutions:

	PROCEDURES: DIDACTIC TOOLS Is the choice of the didactic tools consistent with the NA?	Yes	Not	Yes/ Not
I1-D-1	The heuristic materials available to the children (raw, recycled...) are always present in large quantities	X		
I1-D-2	Systematic observation of nature (stones, plants, insects,...) is encouraged in children.	X		
I1-D-3	The books available to children can be used by them in many different ways (not just for reading)	X		
I1-D-4	The books available to children are present everywhere and not only in the library area	X		
I1-D-5	Observing the children, teachers propose materials that can continue the narrative (books, objects, disguises,...).	X		
I1-D-6				

Critical issues observed:
Possible solutions:

INDICATOR 2 (I2): NA and school processes

Procedures:
WELL-BEING (W) – Which relational climate is there in the class/school?
FAMILIES (F)-Are there types of relationships between school and families coherent with the NA ?
DEVELOPMENTAL PERSPECTIVE (D) – Which learning processes are observable?
STORYTELLING(ST) – Is the storytelling used coherently with the NA?

	PROCEDURES: WELL-BEING Which relational climate is there in the classroom?	Yes	Not	Yes/ Not
I2-W-1	Children reduce conflict situations by using a narrative of the events/situation			X
I2-W-2	Children change the activities in agreement with each other (the aim is to reduce teacher interventions)			X
I2-W-3	During spontaneous narratives, children have fun (laughing, joking,...).	X		
I2-W-4	Children with Special Needs are involved by peers to contribute to spontaneous narratives	X		
I2-W-5	During spontaneous narratives, the children manage the course of the activity without requiring the teacher's intervention	X		
I2-W-6				

Critical aspects:
Corrective measures:

	PROCEDURES: FAMILIES **Are there type of relationship between school and families coherent with the NA ?**	**Yes**	**Not**	**Yes/ Not**
I2-F-1	The children's families were invited to collect examples of their children's spontaneous narration	X		
I2-F-2	Families were involved in enriching the choice of materials available to children	X		
I2-F-3	The contribution made by families (narratives, materials,...) is highlighted in the classroom	X		
I2-F-4	Continuity between family and school experiences is emphasized by teachers (also to foster narratives)			X
I2-F-5	The children's families are directly involved in narrative activities at school (invitation to read or tell stories,...).	X		

Critical issues observed:
Possible solutions:

	PROCEDURES: DEVELOPMENTAL PERSPECTIVE **Which learning processes are observable?**	**Yes**	**Not**	**Yes/ Not**
I2-D-1	Discussions that arise during children's spontaneous narration are also resolved by the production of new arguments (argumentative capacity)			X
I2-D-2	Children can repeat a narrative several times, even at a distance of time (memory strategies)	X		
I2-D-3	Children explain to their classmates the meaning of words that not everyone knows (vocabulary building)	X		
I2-D-4	Children construct collective narratives that accept everyone's contribution (social development)			X
I2-D-5	Children construct narratives that are always different, even from the same materials (development of creativity)	X		
I2-D-6				

Critical issues observed: The age difference between children
Possible solutions:

	PROCEDURES: STORYTELLING Is the storytelling used coherently with the NA?	Yes	Not	Yes/ Not
I2-ST-1	Teachers tell stories chosen to help the children deal with issues from their daily lives (having a baby brother, moving house,...).	X		
I2-ST-2	Teachers read/tell stories to encourage spontaneous storytelling by children (storytelling as a trigger)			
I2-ST-3	The children are interested in sharing their narratives with their peers (they seek them out to participate in a narrative)	X		
I2-ST-4	Older children ask to take over from the teacher in the storytelling activity			
I2-ST-5	Children interrupt the teacher's reading/narration to continue it with their narration (the story within the story)			
I2-ST-6				

Critical issues observed: Surveys are missing because during the observation the younger children carried out a storytelling activity, the older ones constructed stories
Possible solutions: Making observations at storytelling time for all the children

Indicator 1
NA and School Organization

	N/r	Yes	Not	Yes/ Not
TIME		3		1
SPACES		3		2
DIDACTIC TOOLS		5		

Indicator 2
NA and school processes

	N/r	Yes	Not	Yes/ Not
WELL-BEING		3		2
FAMILIES		3	1	
DEVELOPMENTAL PERSPECTIVE		3		2
STORYTELLING	3	2		

4.
NOTES AND COMMENTS

Indic. 1: there is some difficulty in flexibly organizing times (pressure to arrive on time at the moments organized for all children, such as snack time, bath time)
Same for spaces
On teaching activities, teachers show more autonomy and this is a strength

To be done: discuss what is indispensable (perhaps times for certain established activities, which concern a broader level of organization) and what spaces can be more unstructured and characterized by specific activities. Ask for at least one proposal

Indic. 2: no particular critical issues emerge.
Incomplete observations for ongoing educational activities organised for children of different ages
Discuss with teachers to identify further procedures

Remarks:
The procedures on which teachers can act most independently are those that appear most clearly (most visible).
Maybe make older and younger children work together more?

As can be seen from the findings, in this class, the most critical aspect is the composition: there are two groups of older children who move independently, while the younger ones refer a lot to the teacher.
It may be necessary to rethink the way in which the tool is used, with one observation centred on the small group and one on the large group.
The comparison of the results will make it possible to identify what has been carried out in line with the NA indications (and which is found in both surveys) and what does or does not appear in relation to the activities carried out by the children, in relation to their age and their abilities, including linguistic and expressive abilities.
How to proceed will be the result of the assessment made together with the class teachers

5.
Annex 5 - UNI/List

VISIT THE NARRATE WEBSITE TO DOWNLOAD THE EDITABLE TOOL, WHICH IS ALSO AVAILABLE IN SWEDISH, ITALIAN, ESTONIAN AND DUTCH.

CLICK HERE

Co-funded by the
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UNI-List

Useful Narrative Indicator to evaluate the effects of adopting the Narrative Approach (NA) in preschool services

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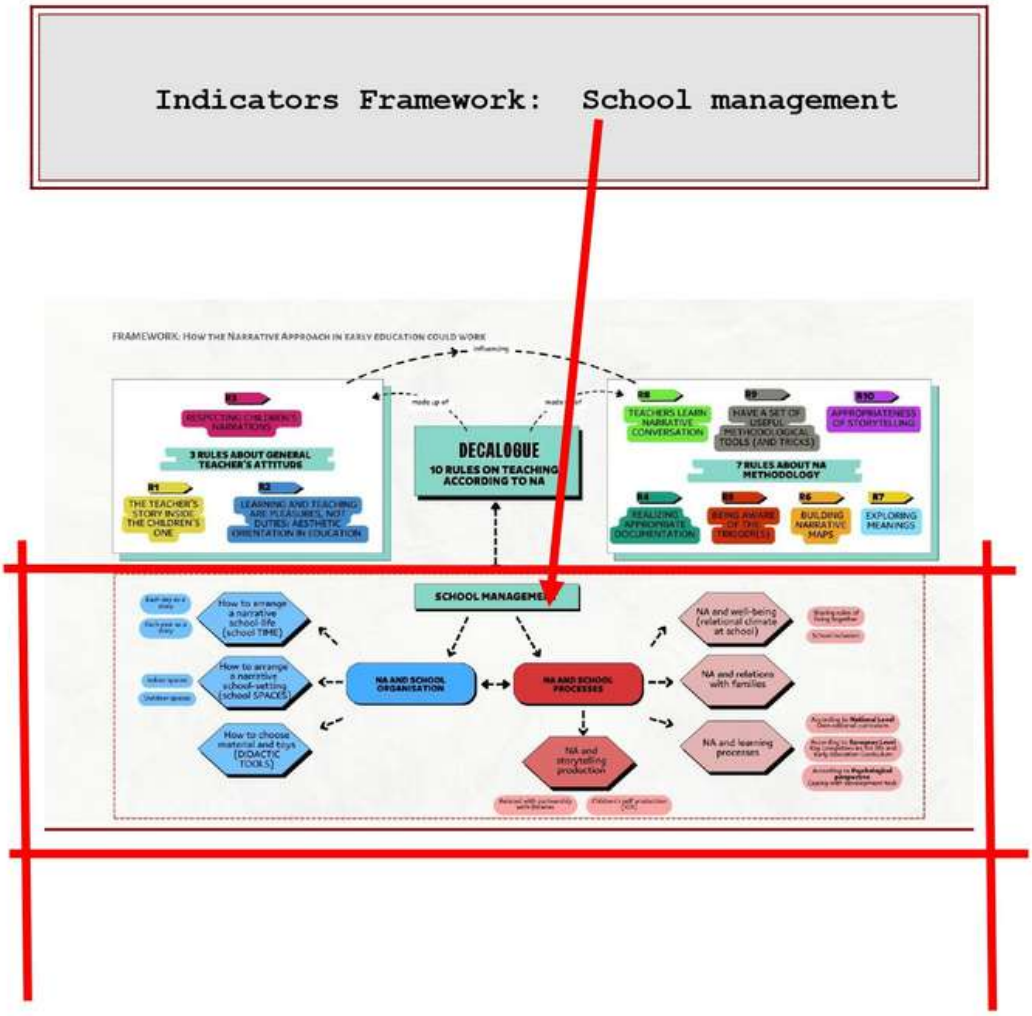

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GENERAL INFORMATION

DATE: **TIME:**

ASSESSMENT 1 2 3

Service name:.....

OBSERVER/s:.....

TEAM OF SELF-EVALUATION:.....

.....

.....

	GENERAL INFORMATION – CHILDREN	N
	Children age 0-1	
	Children age 1-2	
	Children age 2-3	
	Children age 3-4	
	Children age 4-5	
	Children age 5-6	
	GENERAL INFORMATION– TEACHERS	**N**
	Teachers	
	Teacher for Special Need Education	
	Assistants	

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Indicator 1(I1): NA and School Organization			

PROCEDURES

TIME (T) - Is the organization of time during the day consistent with the NA?

SPACES (S) - Is the organization of spaces in the classroom consistent with NA?

DIDACTIC TOOLS (D) - Is the choice of the didactic tools consistent with the NA?

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	PROCEDURES: TIME **Is the organization of the time during the day consistent with the NA?**	yes	not	yes/not
I1-T-1	Every day there is a time for children's spontaneous narration			
I1-T-2	Time devoted to other activities can be reduced so as not to interrupt the children's spontaneous narration			
I1-T-3	It is possible to change the time organization dedicated to children's activities every day			
I1-T-4	The children are constantly observed to follow their attempts to organize the time dedicated to their activities differently			
I1-T-5				
I1-T-6				

Critical issues

Possible solutions

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	PROCEDURES: SPACES **Is the organization of spaces in the classroom consistent with NA?**	yes	not	Yes/ not
I1-S-1	The organization of interior spaces can be modified according to the children's narratives			
I1-S-2	Teachers ask older children how they would like to organize their indoor spaces			
I1-S-3	Teachers encourage younger children to use spaces in different ways			
I1-S-4	In the class, there is an internal space dedicated to children's narrations			
I1-S-5	Spaces complementary to the classroom are used (libraries, classrooms in the area,...) to encourage children's narratives			
I1-S-6				

Critical issues

Possible solutions

6

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	PROCEDURES: DIDACTIC TOOLS **Is the choice of the didactic tools consistent with the NA?**	yes	not	Yes/ not
I1-D-1	The materials available to the children (raw, recycled...) are always present in large quantities			
I1-D-2	Systematic observation of nature (stones, plants, insects,...) is encouraged in children.			
I1-D-3	The books available to children can be used by them in many different ways (not just for reading)			
I1-D-4	The books available to children are present everywhere and not only in the library area			
I1-D-5	Observing the children, teachers propose materials that can continue the narrative (books, objects, disguises,...).			

Critical issues

Possible solutions

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INDICATOR 2 (I2): NA and school processes			

PROCEDURES

WELL-BEING (W) – Which relational climate is there in the class/school?

FAMILIES (F) -Are there types of relationships between school and families coherent with the NA ?

DEVELOPMENTAL PERSPECTIVE (D) – Which learning processes are observable?

STORYTELLING (ST) – Is the storytelling used coherently with the NA?

8

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	PROCEDURES: WELL-BEING **Which relational climate is there in the class/school?**	yes	not	yes/ not
I2-W-1	Children reduce conflict situations by using a narrative of the events/situation			
I2-W-2	Children change the activities in agreement with each other (the aim is to reduce teacher interventions)			
I2-W-3	During spontaneous narratives, children have fun (laughing, joking,...).			
I2-W-4	Children with Special Needs are involved by peers to contribute to spontaneous narratives			
I2-W-5	During spontaneous narratives, the children manage the course of the activity without requiring the teacher's intervention			

Critical issues

Possible solutions

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	PROCEDURES: FAMILIES **Are there types of relationship between school and families coherent with the NA ?**	yes	not	Yes/ not
I2-F-1	The children's families were invited to collect examples of their children's spontaneous narration			
I2-F-2	Families were involved to enrich the choice of materials available to children			
I2-F-3	The contribution made by families (narratives, materials,...) is highlighted in the class			
I2-F-4	Continuity between family and school experiences is emphasized by teachers (also to foster narratives)			
I2-F-5	The children's families are directly involved in narrative activities at school (invitation to read or tell stories,...).			

Critical issues

Possible solutions

10

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	PROCEDURES : DEVELOPMENTAL PERSPECTIVE **Which learning processes are observable?**	yes	not	Yes/ not
I2-D-1	Discussions that arise during children's spontaneous narration are also resolved by the production of new arguments (argumentative capacity)			
I2-D-2	Children can repeat a narrative several times, even at a distance of time (memory strategies)			
I2-D-3	Children explain to their classmates the meaning of words that not everyone knows (vocabulary building)			
I2-D-4	Children construct collective narratives that accept everyone's contribution (social development)			
I2-D-5	Children construct narratives that are always different, even from the same materials (development of creativity)			

Critical issues

Possible solutions

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	PROCEDURES: storytelling **Is the storytelling used coherently with the NA?**	yes	not	Yes/ not
I2-ST-1	Teachers tell stories chosen to help the children deal with issues from their daily lives (having a baby brother, moving house,...).			
I2-ST-2	Teachers read/tell stories to encourage spontaneous storytelling by children (storytelling as a trigger)			
I2-ST-3	The children are interested in sharing their narratives with their peers (they seek them out to participate in a narrative)			
I2-ST-4	Older children ask to take over from the teacher in the storytelling activity			
I2-ST-P-5	Children interrupt the teacher's reading/narration to continue it with their own narration (the story within the story)			

Critical issues

Possible solutions

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RESULTS

Indicator 1
NA and School Organization

	n/P	YES	NOT	YES/ NOT
TIME				
SPACES				
DIDACTIC TOOLS				

Indicator 2
NA and school processes

	n/P	YES	NOT	YES/ NOT
WELL-BEING				
FAMILIES				
DEVELOPMENTAL PERSPECTIVE				
STORYTELLING				

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Notes and Comments

How to improve the points of weakness

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