|  |
| --- |
| A colorful cubes with letters  Description automatically generated  **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]](#footnote-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 |
| *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 quie*t. | 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.

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Schema for individual o community profiles

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- |
| **Summary of Rules score** | **POSITION** | **SCORE** | **SUM** | **RULE** |
| *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 quie*t. | **4** |  |

1. for the denomination of the type of school, the one used in each country must be entered [↑](#footnote-ref-1)