A colorful cubes with letters

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# UNI-List

# Useful Narrative Indicator

# to evaluate the effects

# of adopting

# the Narrative Approach (NA)

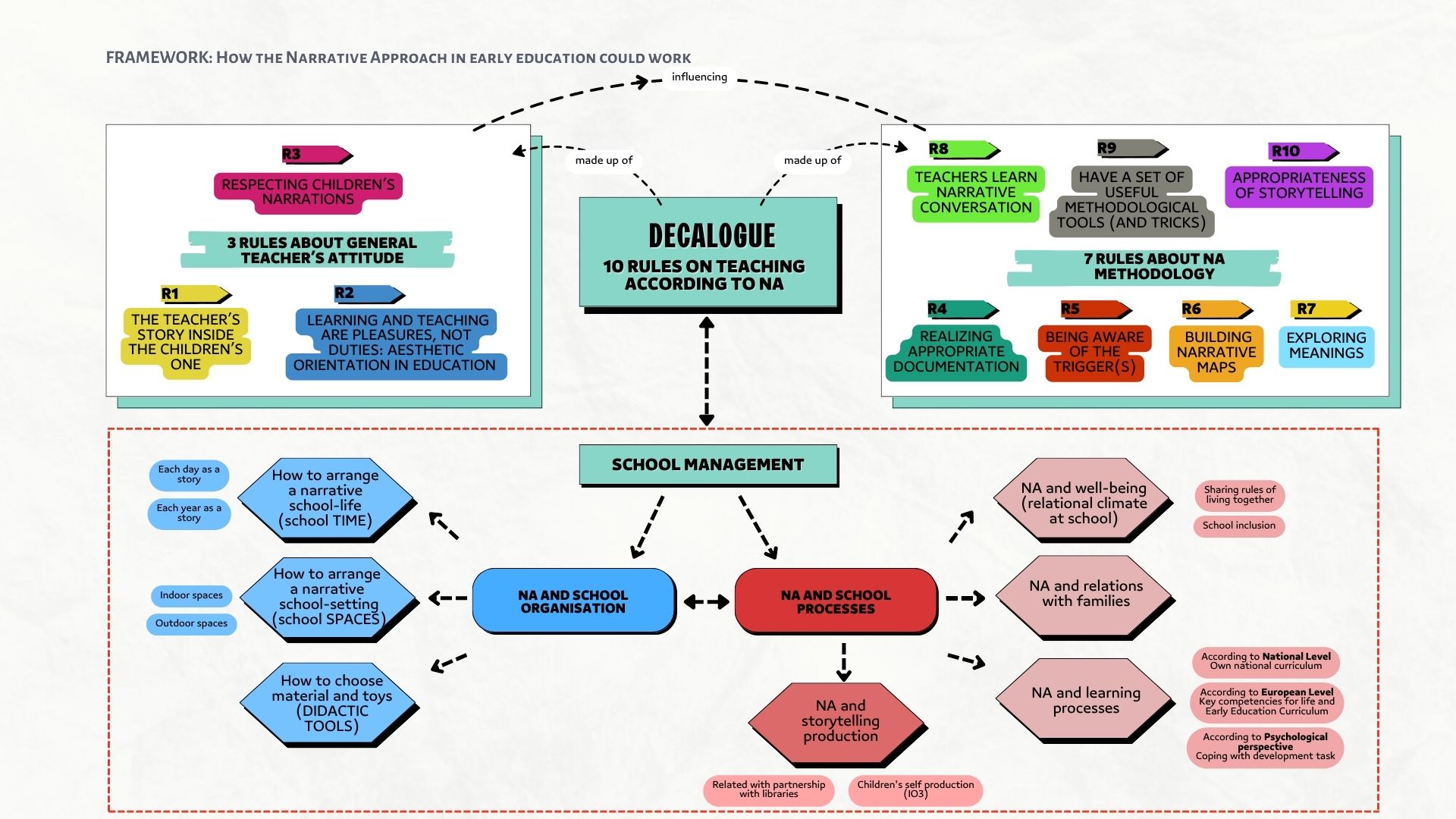
# in preschool services

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# Indicators Framework: School management

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**GENERAL INFORMATION**

**date: time:**

**ASSESSMENT 1 2 3**

**Service name:………………………………………………………………**

**OBSERVER/s:………………………………………………………………………………**

**TEAM OF SELF-EVALUATION:…………………………………………………………………………………………………………**

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| **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 |  |  |  |  |
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**Critical issues**

**Corrective actions**

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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 |  |  |  |  |
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**Critical issues**

**Corrective actions**

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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,...). |  |  |  |
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**Critical issues**

**Corrective actions**

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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?**

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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 |  |  |  |
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**Critical issues**

**Corrective actions**

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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,...). |  |  |  |
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**Critical issues**

**Corrective actions**

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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) |  |  |  |
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**Critical issues**

**Corrective actions**

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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) |  |  |  |
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**Critical issues**

**Corrective actions**

**RESULTS**

**Indicator 1**

**NA and School Organization**

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| --- | --- | --- | --- | --- |
|  | **n/P** | **YES** | **NOT** | **YES/**  **NOT** |
| **TIME** |  |  |  |  |
| **SPACES** |  |  |  |  |
| **DIDACTIC**  **TOOLS** |  |  |  |  |

**Indicator 2**

**NA and school processes**

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

**Notes and Comments**

How to improve the points of weakness