



## **QUALITY IN EDUCATIONAL SERVICES**

Florence, April 15, 2017

Dear parent, teacher or educator,

To investigate the quality of our educational services, we are kindly asking you to fill in the following (anonymous) questionnaire, which looks at both the expected quality (how much you think a certain feature is important) and the perceived quality (in which grade that feature is offered).

To share your opinion, please tick the appropriate answer on the numerical scale from 0 (not at all) to 5 (very much).

The results of this investigation will provide feedback from different points of view (parents, educators and teachers) with respect to the quality of our educational services.

To avoid misunderstanding we point out that the teaching staff has been divided between public teachers and contractor's employees. The expression educational personnel describe the educators responsible for the implementation of our educational policy plan.

Thank you for your kind cooperation.

Best regards,

Rosanna Onilde Pilotti

Director Childcare and children's services  
City of Florence

**Quality in educational services  
School year 2016-17**

Compiler:     Teacher    Public School     Private School      
 Educator (music, foreign language, psychomotor education, media education)  
 Parent    Gender: F  M  Year of birth: .....

School name:.....

Focus of the evaluation	Quality indicators	How much it is important in your opinion	In which grade you think it is offered
<b>Structural features</b>	Building and maintenance	① ② ③ ④ ⑤	① ② ③ ④ ⑤
	Presence of outdoor spaces that meet the children's needs	① ② ③ ④ ⑤	① ② ③ ④ ⑤
	Comfort and functionality of spaces (bathrooms, hall, workshops etc.)	① ② ③ ④ ⑤	① ② ③ ④ ⑤
<b>Context</b>	Organisation and use of space and materials (special activity areas, stationery)	① ② ③ ④ ⑤	① ② ③ ④ ⑤
	Attention to morning meetings, individual and group activities and routine activities.	① ② ③ ④ ⑤	① ② ③ ④ ⑤
	Environmental hygiene	① ② ③ ④ ⑤	① ② ③ ④ ⑤
	Attention to the organizational and operational plan as a whole	① ② ③ ④ ⑤	① ② ③ ④ ⑤
<b>Working group (educators and teachers)</b>	Cooperation within the working group	① ② ③ ④ ⑤	① ② ③ ④ ⑤
	Pedagogical coordination	① ② ③ ④ ⑤	① ② ③ ④ ⑤
	Professional skills (pedagogical, teaching, methodological, planning, communicative, relational and assessment skills)	① ② ③ ④ ⑤	① ② ③ ④ ⑤
<b>Relationship and communication</b>	Attention to the relationship between teachers/educators and children	① ② ③ ④ ⑤	① ② ③ ④ ⑤
	School-family relationship (attendance at parties, meetings, initiatives, workshops, etc.)	① ② ③ ④ ⑤	① ② ③ ④ ⑤
	Teacher/educator-parent communication (at arrival or departure or at an individual teacher-parent meeting)	① ② ③ ④ ⑤	① ② ③ ④ ⑤
	Internal communication (between teaching, non-teaching and educational staff)	① ② ③ ④ ⑤	① ② ③ ④ ⑤
<b>Educational and didactic plan</b>	Alignment with the Educational Policy Plan	① ② ③ ④ ⑤	① ② ③ ④ ⑤
	Going beyond the Educational Policy Plan (music, foreign language, psycho-motor education, media education.)	① ② ③ ④ ⑤	① ② ③ ④ ⑤
	Educational continuity (between school and families, within the city and the other schools)	① ② ③ ④ ⑤	① ② ③ ④ ⑤
	Education in the afternoon	① ② ③ ④ ⑤	① ② ③ ④ ⑤

