READING AND LITERACY FOR ALL:

Quality standards checklist for early years literacy programs

Template for Peer Assessment

Library services are responsible for a self-assessment of their early years literacy services against the quality standards for early years literacy programs. Library services that have undertaken one or more self-assessments are encouraged to participate in an extended assessment process involving a self-assessment followed by a peer-review of their self-assessment. However, any library service is welcome to participate in a peer-review. Each participating library service should nominate a library service of their choice to conduct the peer review.

A quality standards checklist has been developed to aid the assessment process. It is expected that teams will have conversations about each quality indicator to complete the checklist. The service manager is responsible for signing-off the self-assessment prior to completing the peer assessment.

An informed and impartial reviewer will benefit library services by providing them with a fresh perspective. This may highlight problems that would otherwise have gone unseen or identify opportunities that are hiding in plain sight. Reviewers can also learn from the successes and challenges of other library services. Peer assessment can open the door to collaborative communication and there are gains to be had for both the reviewer and the library service being reviewed.

CHOOSING A PEER-REVIEWER

It is important to choose a peer reviewer who will provide you with a fair and accurate review of your early years literary services. We recommend you chose a peer reviewer who is:

- Active in the early years field and familiar with *Reading and literacy for all: Quality indicators for early years literacy programs in Victorian libraries*.
- In a position, in their own library service where they manage the children services and programming.
- A good communicator.
- Able to visit your library service.[1]

Once you have selected a peer-reviewer please inform the State Library Victoria Public Libraries team by emailing PublicLibraries@slv.vic.gov.au.

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1   If you are not able to organise an onsite visit from your peer reviewer please record examples of your early years programing, send to your peer reviewer and arrange a Skype interview.

STATE LIBRARY VICTORIA

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BEING A PEER-REVIEWER

A good peer reviewer can play a crucial role in advancing early years literacy services. A peer reviewer should:

- Act as a 'critical friend,' be at ease with asking candid questions and receptive to what they hear in response.
- Aim to be objective, constructive, conscientious and systematic.
- Account for conflicts of interest.
- Be familiar with the content and methods of *Reading and literacy for all: Quality indicators for early years literacy programs in Victorian libraries*.
- Have the time to perform the review and will meet the deadline of Monday 24 September 2018.
- Keep the results of the assessment confidential.

PROCESS

1. Complete your library service's self-assessment using the quality standards checklist, email it to PublicLibraries@slv.vic.gov.au along with the name and contact details of your nominated peer reviewer.

2. Send a copy your self-assessment to the peer reviewer. The peer reviewer should consider the self-assessment report and prepare for the visit by making notes on significant items to follow up.

3. The peer reviewer will visit your library service and you will work through each of the quality indicators discussing in detail the self-assessment results, viewing assembled evidence and commenting on the ratings given by the library service. The peer reviewer will assign scores and make notes in the peer-assessment report.

4. At the closing of the assessment, peer reviewers give their overall impressions of the self-assessment and invite final comments from their host, leaving time for the opportunity to discuss.

5. Submit your peer reviewed assessment to PublicLibraries@slv.vic.gov.au. The peer assessment will act as your official Quality Indicator assessment.

USING THE QUALITY STANDARDS CHECKLIST IN A PEER REVIEW

The self and peer assessments will use the same quality standards checklist however they are two separate documents. The checklist is an assessment tool for quality and alignment of early years literacy services.

As with self-assessment the checklist presents a series of five to eight criteria against the 11 quality standards. The checklist requires an assessment to be made against each criterion. In assessing each criterion it is expected that the library will rate the overall performance of its early years literacy services. There are five assessment options for each criterion.

SCORING

ASSESSMENT	DEFINITION	SCORE
Exceed	Services are of a higher standard than the criterion and/or go beyond the expectations of the criterion.	4
Fully meet	Services are in line with the criterion.	3
Substantially meet	Services are of a good quality but do not quite meet the criterion.	2
Partly meet	There is evidence that this criterion is understood and recognised in the design and delivery of the service, but there is significant scope for improvement.	1
Do not meet	There is no evidence that this criterion has been incorporated into service design and delivery.	0

For assessment purposes, the quality standards are classified as either level 1 or level 2. Level 1 standards (EY1 to EY4) are more heavily weighted, and this is reflected in the weighting for each criterion. To determine the score for each standard:

1. Select the assessment score for each criterion
2. Multiply the criterion score by the weighting factor indicated
3. Add the criteria totals for the standard.

As part of the statewide analysis and reporting of Victorian public libraries' early years literacy services, the criterion assessments will be aggregated to a 'whole of standard' level for each library service, as well as a 'whole of library' level. The aggregate assessments for individual library services will not be published.

Level 1 quality standards

CRITERIA	ASSESSMENT (one per criterion)					SCORE (assessment x weighting)		PEER-ASSESSOR COMMENT
	DO NOT MEET	PARTLY MEET	SUBSTANTIALLY MEET	FULLY MEET	EXCEED	WEIGHTING	TOTAL	
	0	1	2	3	4			

EY1 – Sound educational underpinning

The library's early years literacy activities:

• Clearly promote the family as a child's first teacher						3		
• Acknowledge and value the potential for learning and development of all participants						1		
• Promote respectful relationships and responsive engagement in learning						1		
• Recognise equity and diversity in selection, presentation and visual representation of program materials, resources and activities						1		
• Are provided in a safe and stimulating environment						2		
• Use approaches and provide resources that support development of language, communication, literacy and reading skills						2		
• Balance play-based learning with adult-directed activities						1		

TOTAL FOR EY1

CRITERIA	ASSESSMENT (one per criterion)					SCORE (assessment x weighting)		PEER-ASSESSOR COMMENT
	DO NOT MEET	PARTLY MEET	SUBSTANTIALLY MEET	FULLY MEET	EXCEED	WEIGHTING	TOTAL	
	0	1	2	3	4			

EY2 – Fun and enjoyable for all participants

The library's early years literacy activities:

• Are joyful experiences that encourage high levels of involvement and engagement						5		
• Are positive shared experiences for children, their family members or carers and the presenter						4		
• Are welcoming and inclusive, ensuring that the interests, abilities and culture of participating children and adults are recognised, respected and valued						2		

TOTAL FOR EY2

EY3 – Model effective reading behaviours to children and their family members or carers

The library's:

• Program developers and presenters understand effective early years literacy teaching principles						2		
• Program developers and presenters understand and employ adult teaching principles to influence family members and carers						2		
• Program delivery explicitly and specifically employs techniques for developing effective adult-to-child reading behaviours						2		

CRITERIA	ASSESSMENT (one per criterion)					SCORE (assessment x weighting)		PEER-ASSESSOR COMMENT
	DO NOT MEET	PARTLY MEET	SUBSTANTIALLY MEET	FULLY MEET	EXCEED	WEIGHTING	TOTAL	
	0	1	2	3	4			
• Programs engage family members and carers in reading behaviours that are appropriate to the ability and literacy level of their child						2		
• Programs help to build family members' and carers' confidence in, knowledge of and attitudes to reading and storytelling in the home reading environment						3		

TOTAL FOR EY3

EY4 – Competent, passionate presenters

Presenters of early years literacy activities:

• Have a theoretical understanding of the development of language and communication skills in early years						2		
• Are fluent readers and/or storytellers						2		
• Are expressive, energetic and engaging						2		
• Understand and are able to adapt to the interests and needs of the audience – participating children and their family members or carers						2		
• Enjoy and are confident working with children and their family members or carers						3		

TOTAL FOR EY4

Level 2 quality standards

CRITERIA	ASSESSMENT (one per criterion)					SCORE (assessment x weighting)		PEER-ASSESSOR COMMENT
	DO NOT MEET	PARTLY MEET	SUBSTANTIALLY MEET	FULLY MEET	EXCEED	WEIGHTING	TOTAL	
	0	1	2	3	4			

EY5 – Inspire a love of reading and words

The library's early years literacy services:

Criteria	0	1	2	3	4	WEIGHTING	TOTAL	Comment
• Foster a love of reading among participating children						3		
• Use level-appropriate reading materials and related resources to engage participants						2		
• Share with families and carers knowledge of quality and level-appropriate children's reading materials						1		
• Use and promote the library's children's and parenting collections that are relevant to local community needs						1		
• Use, wherever and whenever possible, a dedicated children's space						1		

TOTAL FOR EY5

EY6 – Target and involve both children and their family members or carers

The library's design, development and delivery of early years literacy services:

Criteria	0	1	2	3	4	WEIGHTING	TOTAL	Comment
• Explicitly aim to engage participating children and their family members or carers in the activity						1		

CRITERIA	ASSESSMENT (one per criterion)					SCORE (assessment x weighting)		PEER-ASSESSOR COMMENT
	DO NOT MEET	PARTLY MEET	SUBSTANTIALLY MEET	FULLY MEET	EXCEED	WEIGHTING	TOTAL	
	0	1	2	3	4			
• Explicitly aim to improve language and reading behaviours and outcomes for participating children						2		
• Explicitly aim to model appropriate language and reading behaviours to participating family members and carers						2		
• Explicitly aim to build the knowledge, skills and confidence of participating family members and carers to support their child's language and reading development, and use modelling behaviours to support this						3		

TOTAL FOR EY6

EY7 – Story-based

The library's early years services:

• Use stories to foster language development, communication and literacy skills						2		
• Recognise, value and use both oral and written storytelling as appropriate						2		
• Use a range of methods and modes of engaging with stories						2		
• Promote reading as a valuable way of telling stories						2		

TOTAL FOR EY7

CRITERIA	ASSESSMENT (one per criterion)					SCORE (assessment x weighting)		PEER-ASSESSOR COMMENT
	DO NOT MEET	PARTLY MEET	SUBSTANTIALLY MEET	FULLY MEET	EXCEED	WEIGHTING	TOTAL	
	0	1	2	3	4			

EY8 – Facilitate access to library collections and services

The library's early years literacy programs:

CRITERIA	DO NOT MEET	PARTLY MEET	SUBSTANTIALLY MEET	FULLY MEET	EXCEED	WEIGHTING	TOTAL	PEER-ASSESSOR COMMENT
• Encourage children and their family members or carers to borrow collection items as take-home resources						3		
• Encourage children and their family members or carers to explore use of other library programs and services						3		
• Are supported by policies and processes that encourage and facilitate easy access to library membership						2		

TOTAL FOR EY8

EY9 – Complement other early years services

The library:

CRITERIA	DO NOT MEET	PARTLY MEET	SUBSTANTIALLY MEET	FULLY MEET	EXCEED	WEIGHTING	TOTAL	PEER-ASSESSOR COMMENT
• Is aware of and understands the role and purpose of other providers of early years services						3		
• Works with other providers of early years services to improve outcomes for all children through a mutual understanding of one another's objectives						3		
• Works cooperatively with other providers of early years services to actively promote and support their complementary services						2		

TOTAL FOR EY9

CRITERIA	ASSESSMENT (one per criterion)					SCORE (assessment x weighting)		PEER-ASSESSOR COMMENT
	DO NOT MEET	PARTLY MEET	SUBSTANTIALLY MEET	FULLY MEET	EXCEED	WEIGHTING	TOTAL	
	0	1	2	3	4			

EY10 – Effective evaluation processes

The library:

• Systematically collects data on the quality, uptake, reach and impact of its early years literacy services, as outlined in the impact evaluation framework						2		
• Analyses its data to inform service improvement						2		
• Reviews its early years literacy services at least annually to improve service quality						2		
• Has clearly defined expectations and quality benchmarks for its early years services						2		

TOTAL FOR EY10

EY11 – Respond appropriately to local needs and conditions

The library:

• Has knowledge of and responds to the needs, capabilities and aspirations of the local community, as identified and defined through local strategic planning processes						1		
• Aligns and targets its early years programs and their mode of delivery to local community needs and aspirations						2		
• Assigns an appropriate level of available resources to early years programs						2		

CRITERIA	ASSESSMENT (one per criterion)					SCORE (assessment x weighting)		PEER-ASSESSOR COMMENT
	DO NOT MEET	PARTLY MEET	SUBSTANTIALLY MEET	FULLY MEET	EXCEED	WEIGHTING	TOTAL	
	0	1	2	3	4			
• Participates and collaborates in local early years networks						1		
• Provides its early years staff with access to professional development to ensure that they have the required competencies						2		

TOTAL FOR EY11

Summary

Level 1 quality standards

TOTAL

EY1	Sound educational underpinning	
EY2	Fun and enjoyable for all participants	
EY3	Model effective reading behaviours to children and their family members or carers	
EY4	Competent, passionate presenters	

Level 2 quality standards

TOTAL

EY5	Inspire a love of reading and words	
EY6	Target and involve both children and their family members or carers	
EY7	Story-based	
EY8	Facilitate access to library collections and services	
EY9	Complement other early years services	
EY10	Effective evaluation processes	
EY11	Respond appropriately to local needs and conditions	

Does the library service meet the minimum requirement of **33** for each **level 1 quality standard**?	YES	NO
Does the library service meet the minimum requirement of **16** for each **level 2 quality standard**?	YES	NO

If the answer to both questions is Yes, the library service is eligible to use the READ Quality Assurance logo, which will be supplied by the Public Libraries Division, State Library Victoria.