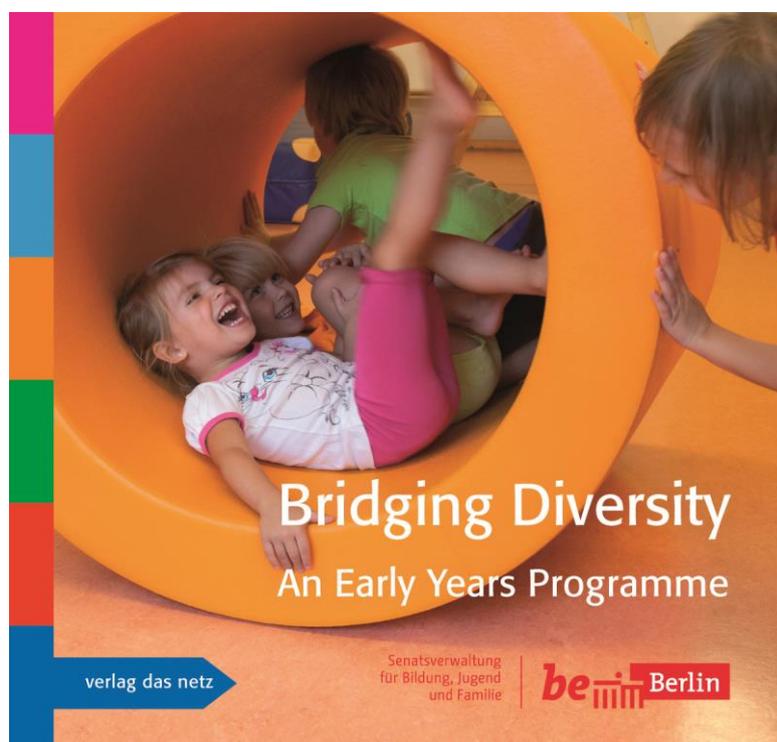


Materials for conducting internal evaluations in accordance with the requirements set out in Bridging Diversity



Commissioned by Berlin's Senate Department for Education, Youth and Family

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Introduction

The *Materials for Conducting Internal Evaluations*¹ have been drawn up in accordance with the quality requirements and criteria set out in Berlin's state-approved mandatory Early Years Programme *Bridging Diversity*.² They provide the basis for early years practitioners to reflect on their daily routines, plan and assess their pedagogical work with children, interactions with parents and work within a team of professionals. The Materials form the backbone for implementing Berlin's Early Years Framework on Quality (QVTAG), which has been in place since 2006. The Framework consists of a series of measures – the key features of which are mandatory internal and external evaluations – to anchor the principles set out in *Bridging Diversity* into the day-to-day work of some 35,000 professionals serving 170,000 children aged between one and six in approximately 2,700 centres in Berlin.³

We recommend evaluating at least one field of activity each year, except for Focus Area A and C. The fields A2 and A3 in Focus Area A can be dealt with in one internal evaluation, if needed. We recommend to work on the field C2 over a period of two to three days in two separate intervals.

In the following, we present the structure of the Materials, its methods and tools – structured self-assessments and structured group discussions – and the different steps that comprise the whole process.⁴

¹ In the following referred to as 'the Materials'. The German version: Senatsverwaltung für Bildung, Jugend und Wissenschaft (ed.) 2015: Materialien für die Interne Evaluation zum Berliner Bildungsprogramm für Kitas. https://beki-qualitaet.de/images/beki/Materialien_IE/IE-Materialien2014_Onlineversion.pdf (last accessed 24 August 2020).

² In 2019, the *Materials for Conducting Internal Evaluations* for early years centres acquired a 'twin sister' – the *Materials for Conducting Internal Evaluations in Family Day Care Settings* https://beki-qualitaet.de/images/Kindertagespflege/Materialien-IE_KTP_SenBJF_Mai_2019.pdf (last accessed 24 August 2020).

³ Statistics from 01.03.2019 (Statistisches Bundesamt 2020, (Federal Office for Statistics) Destatis: https://www.destatis.de/DE/Themen/Gesellschaft-Umwelt/Soziales/Kindertagesbetreuung/Publikationen/Downloads-Kindertagesbetreuung/tageseinrichtungen-kindertagespflege-5225402197004.pdf?__blob=publicationFile)

⁴ Teams in Berlin are encouraged to consult the introductory sections of the German version for further information.

The Structure of the Materials

Materials for Conducting Internal Evaluations are divided into three **focus areas**.

Focus Area A: Quality of **professional guidance**: the concept of *Bildung*, objectives, professional identity

Focus Area B: Quality of **interaction**: pedagogical methodological tasks

Focus Area C: Quality of **cooperation**: working with parents, teamwork and the responsibilities of the principal

Each of these three focus areas is subdivided into **fields of activity** describing the work and tasks of early childhood professionals as set out in *Bridging Diversity*. **Quality requirements** structure the content of the fields of activity while **quality criteria** specify each quality requirement.

Bridging Diversity* and the fields of activity in *Materials for Conducting Internal Evaluations

Bridging Diversity	Content	Materials for Conducting Internal Evaluations
Chapter 1	The concept of Bildung	Field of Activity A1
Chapter 2	The objectives of pedagogical practice	Field of Activity A2
Chapter 3	Creating pedagogical processes: <ul style="list-style-type: none"> • professional identity • observing and documenting • structuring daily routines • encouraging play • designing project work • providing space and materials 	Field of Activity A3 Field of Activity B1 Field of Activity B2 Field of Activity B3 Field of Activity B4 Field of Activity B5
Chapter 4	Integrating children with disabilities	Field of Activity B6
Chapter 5	Educational partnerships with parents	Field of Activity C1
Chapter 6	Fostering transitions	Field of Activity B7
Chapter 8	Democratic participation: <ul style="list-style-type: none"> • cooperation and communication within the team • the responsibility of the principal 	Field of Activity C2

Methods and Tools for conducting internal evaluations: an overview

The structured self-assessment

During structured self-assessments, each early childhood practitioner in the team reflects on and assesses their work in the selected field of activity using the specified quality requirements and criteria. Examples from own daily practice are used to answer the evaluation question at the end of each quality requirement section.

Structured self-assessments should apply the following principles:

- **Individual:** early childhood professionals complete the structured self-assessment by themselves.
- **Discreet:** the structured self-assessment belongs to the individual in question and is not to be shared with or shown to other people.
- **Current:** the assessment includes examples from current pedagogical practice.
- **Concrete:** examples are described as clearly as possible.
- **Subjective:** assessments of pedagogical practice are made from a person's individual vantage point.

After conducting a self-assessment of a specific requirement, early childhood professionals rate their work using a four-step scale:

Completely agree **Mainly agree** **Partly agree** **Do not agree**

The individual scores are then entered anonymously on the **evaluation form** and the emerging team profile forms the basis of the structured group discussion/assessment.

Note: The **principal** reflects and assesses the quality requirements and criteria from the perspective of a principal: How do I view the work of the team and what is my role in meeting the requirements and criteria? How can I support the team in orientating their practice towards the quality requirements?

The structured group discussion

The structured group discussion is based on the same quality requirements and criteria as the structured self-assessment. At this stage of the internal evaluation, requirements and criteria serve as a guide for discussion in the entire team or sub-teams depending on group size. If the team is divided into sub-teams, each sub-team presents its results in the plenary and thus contributes to the emerging assessment of the entire centre.

The results of the structured group discussion are marked under the respective quality requirement and on the same evaluation form as the self-assessment results (using a different colour coding) once the structured group discussion has been conducted.

It is interesting to see whether members of a team come to the same conclusions or if assessments and opinions differ. Differences should not be brushed over, but provide the momentum to discuss an issue and – often – underlying convictions and perceptions. Finding and defining common ground is the main goal and long-term asset of team discussions around quality of pedagogical practice. These discussions form the basis for defining goals and next steps in the ongoing process of

developing and assuring quality in early years centres. Teams are encouraged to invite representatives from the provider to the group discussion.

Guiding questions for the structured group discussion:

- What kind of examples have the professionals used to describe their current pedagogical work?
- Are there differences between the self-assessment and daily practice of different team members?
- What works well for the whole centre and not just for different sections/groups?
- What does not work well?
- How are the quality requirements of *Bridging Diversity* taken into account in the work of the entire centre?
- Which goals and measures can foster quality development in the centre?

The procedures outlined here are identical for all fields of activity except for three. (1) **Encouraging play** contains a questionnaire for collegial observation. If practitioners decide to be observed by a colleague during small intervals during a day, they should choose the respective colleague. Comments and feed-back are at the discretion of the colleagues involved. (2) **Educational partnerships with parents** contains a questionnaire for parents that contributes to the transparency of pedagogical practice and builds understanding and trust between parents and professionals. (3) **Democratic participation** uses two distinct questionnaires, one for the team and one for the principal.

Conducting internal evaluation: the different steps

In Berlin, a large number of principals, freelance trainers or practitioners have been and are being trained to assist teams in conducting internal evaluations.⁵ Research⁶ has shown that about half of all internal evaluations taking place during a given year are facilitated by the principal and the rest by a trained facilitator. We strongly recommend hiring an outside facilitator for the assessment of **democratic participation**.

Step 1: **Exploring** the situation in the team: special circumstances or burdens on the team, main issues in current pedagogical practice that need attention etc.

Note: As the principal, find out who is already familiar with internal evaluations, consider the current atmosphere in the team, refer to the 'double' role of the principal as a member of the team and its leader and decide whether an outside facilitator is needed.

Step 2: **Selecting** the field of activity to be assessed on the basis of the exploration undertaken in step 1.

Step 3: **Introducing** the field of activity by reading and reviewing the respective chapters in *Bridging Diversity* and by explaining quality requirements and criteria. In this step various methods can be used to introduce the content of the evaluation theme.⁷

Step 4: **Structured self-assessment** undertaken by each member of the team directly working with children (including assistants, trainees, students etc.). Auxiliary staff (cooks, cleaners, caretakers etc.) should also be encouraged to take part in the process in selected fields of activity.

Step 5: The **individual scores** are entered anonymously on the evaluation form.

Step 6: During the **structured group discussion** professionals use personal examples to portray their work and enter their group assessment on the evaluation form. Then **goals and practical steps** to achieve these goals are developed that will guide the ongoing process of developing and assuring quality in early years centres. Key questions in defining the next steps are: **WHAT needs to be done? WHO is going to do it? WHO is going to help? WHEN should it be done by? WHO is going to check that it has been done?**

Step 7: **Documenting results** of the internal evaluation for the team, children, parents and the provider. Over a period of time, the team then proceeds to implement the specific steps agreed upon under step 6.

Step 8: **Review the process of implementation** and further develop the pedagogical concept paper.⁸ During ongoing monitoring of the implementation of the internal evaluation's results, adaptation might be needed to reflect current needs and developments in the centre. The whole process of quality development should be followed up by the principal, the staff and the provider.

⁵ This is an eleven-day training session funded by the Senate Department for Education, Youth and Family that is delivered by the Berlin Institute for Quality Development in the Early Years (BeKi). Information on planned training courses can be found at www.beki-qualitaet.de

⁶ BeKi regularly conducts research on the implementation and benefits of internal evaluation.

⁷ Additional materials are available for this step of the process: Senatsverwaltung für Bildung, Jugend und Familie Berlin (Hrsg.) (2020): *Werkzeugkiste 2.0. Interne Evaluation*. Berlin, Weimar: verlag das netz. Please note: the steps have been slightly modified in this updated version.

⁸ Each early years centre is required to draft a pedagogical concept paper (in line with QVTAG) based on *Bridging Diversity* and to review it periodically following internal evaluations.

Materials for conducting internal evaluations in accordance with the requirements set out in Bridging Diversity

Quality requirements and quality criteria

Focus Area A: Quality of professional guidance

The concept of *Bildung*, objectives, professional identity

A1 Pedagogical practice is based on an understanding of *Bildung* that guarantees equal rights to *Bildung* for all children and on the development of their potential.

A1.1 Early childhood professionals understand *Bildung* as a form of appropriation through which a person creates their image of the world and shapes it collaboratively and responsibly.

A1.1.1 Their pedagogical practice is guided by an image of the child as inherently curious and striving with all of their senses to make sense of the world while actively shaping it.

A1.1.2 They consciously reflect on the three dimensions of *Bildung*: ‘The child in its world’, ‘The child in the community of children’, and ‘Experiencing and exploring the events taking place in the world and shaping them together with others’. They view these dimensions as providing a basic framework for the learning areas set out in Bridging Diversity.

A1.1.3 They know that emotionally secure relationships are imperative for successful *Bildung*.

A1.1.4 They understand that sensitive dialogues and attentive verbal communication form the basis of the comprehensive processes that constitute *Bildung*.

A1.1.5 They agree that each child has individual mental, physical, social, economic, cultural, gender-related, religious, ethnic and linguistic and further characteristics, can contribute to joint processes with their diverse experiences, knowledge and abilities, and will follow different learning paths and need various forms of encouragement.

A1.2 Early childhood professionals examine their understanding of and stance towards the equal and responsible participation of children in shaping daily routines in the early years centres.

A1.2.1 They come to a joint understanding as part of a team about children’s legally enshrined rights to participate, and reflect on how to respect and implement these rights.

A1.2.2 They realise that children inherently strive to increasingly participate in a responsible manner in the challenges of life and to contribute to the community. They also understand that children need to realise that their contributions have an impact.

A1.2.3 They reflect on their attitude and practices and examine how far they trust children, including the youngest, to be able to participate and how willing they are to involve children equally in matters that affect the children’s lives.

A1.2.4 They expand their knowledge about appropriate approaches that enable younger and older children to participate.

A1.3 Early childhood professionals base their work on the demands and opportunities associated with inclusive *Bildung*.

- A1.3.1 They view the heterogeneity of the community of children as an opportunity to enable the diverse processes of *Bildung* to take place. They also demonstrate openness and appreciation of the differences and diversity found in children’s developmental processes.
- A1.3.2 They are aware of their responsibility to shape the processes linked to *Bildung* in a manner that enables all children, regardless of their circumstances, to have equal access to the opportunities provided by *Bildung* and a right to active participation.
- A1.3.3 They study recent research findings on children’s identity development, including socio-cultural and gender-related aspects.
- A1.3.4 They analyse how social and cultural changes influence children’s development and they pay particular attention to the role played by social origin and gender.
- A1.3.5 They are aware of how social, ethno-cultural, gender and individual differences can result in unequal opportunities for *Bildung*.
- A1.3.6 They remain aware of prejudice and discrimination and take an active stance against degradation and exclusion.
- A1.3.7 They reflect on their own prejudices and draw each other’s attention to them.
- A1.3.8 They increase their awareness of the facts that children perceive and experience differences and prejudice as part of their daily lives and that they also express them.

A1.4 Early childhood professionals follow professional discussions about current issues concerning early childhood education.

- A1.4.1 They expand their experience to promote the children’s self-confidence and sense of self-efficacy and mental and physical resilience in daily life.
- A1.4.2 They discuss and agree on the fundamental values that constitute a democratic community in a globalised and sustainable world.
- A1.4.3 They reflect on the moral concepts and norms that guide their practices and behaviour as part of the team and with the children. They are conscious of their function as role models.
- A1.4.4 They actively reflect on how to respond in a sensitive and intelligible manner to questions that interest children in terms of the principles of community life, the diversity of life on Earth and the planet’s natural resources.

A2 Early childhood professionals intensify their understanding of the objectives of pedagogical practice.

- A2.1 They understand that the objectives related to personality development formulated in Bridging Diversity encompass the strengthening of the children's self-competence, social competence, knowledge competence and learning competence.
- A2.2 They are aware that these competences are not devised as targets that the children must meet but rather as guidance for early childhood pedagogical practice.
- A2.3 They analyse their daily routines to identify opportunities to motivate and challenge children to draw on their competences and broaden them.

A3 Early childhood professionals examine findings about early childhood processes of *Bildung*.

- A3.1 They know that they must closely connect the motivation they provide to the direct experiences of the children and that the encouragement they provide must be relevant to the children's actions.
- A3.2 They are aware that the challenges posed by life in a community of children and the various activities that occur within the daily routine offer a variety of possibilities for *Bildung*.
- A3.3 They extend their understanding of the efficacy of the *Bildung* potentials that a community of children offers for each child to develop their personality.
- A3.4 They broaden their own experience so that they can provide children with access to the various learning areas in a manner that is relevant and appropriate to the child's development.
- A3.5 They distance themselves from activities that are conceived and planned in advance if these are disconnected from the context and predetermine the process and the results.

Focus Area B: Quality of Interaction

Pedagogical-methodological tasks

B1 Early childhood professionals observe and document processes of children's *Bildung* and development.

B1.1 Early childhood professionals regularly employ targeted observation of children's individual development.

B1.1.1 They use Berlin's Documentation System for long-term observation and the documentation of each child's individual development regarding language and communication.

B1.1.2 They agree as a team on suitable methods that are focused on strengths and on the tools used for observations, and they also learn how to apply them.

B1.1.3 They familiarise parents with the theory behind the observations and documentation undertaken as part of Berlin's Documentation System and other methods, and explain their significance for their child's development and motivation.

B1.1.4 They ensure that each child is observed in different situations in a targeted manner at least once a year, and, if possible, by several practitioners.

B1.1.5 They integrate the exploratory questions of the learning areas as part of the observation.

B1.2 Early childhood professionals document their observations

B1.2.1 They suitably document their observations of children's progress using things made by children as well as notes, photos and film, and integrate these as part of Berlin's Documentation System.

B1.2.2 They use the different sequences of observations to produce competence-focused documentation of a child's learning story.

B1.2.3 They involve each child in developing the materials held in the Documentation System and as part of other methods of documenting their learning.

B1.2.4 They ensure that each child can access their documents, while adhering to privacy requirements.

B1.2.5 They design the descriptive documentation of selected activities of the child community and involve children and parents in the process.

B1.3 Early childhood professionals discuss their observations and consider their implications for their pedagogical practice.

B1.3.1 They talk with each child about the observations and document the child's comments.

B1.3.2 They regularly share their experiences with their colleagues, spontaneously as well as during planned observations, and build awareness of their own feelings and judgements when discussing children's activities and behaviour.

- B1.3.3 They use children's development potentials to inform their provision of pedagogical motivation and, if necessary, targeted measures of support.
- B1.3.4 At least once a year, they provide parents with the opportunity to discuss their child's development at a special meeting, using the written observations and documents. They also highlight the next areas of proximal development with the aim of ensuring the best possible development process for the child.

B2 Daily routines provide children with diverse learning experiences.

B2.1 Early childhood professionals understand children's different needs and support their individual development.

- B2.1.1 They show consideration of children's concerns, wishes, needs and feelings, and respond to them attentively. They also take into account children's socio-cultural circumstances.
- B2.1.2 They are close and reliable attachment figures that provide children with emotional care, protection and comfort.
- B2.1.3 They create conditions in the daily routine that reflect the various physical and emotional developmental needs of different children.
- B2.1.4 They develop rituals and structures that strengthen children's sense of belonging and provide them with direction and security during the daily routine.
- B2.1.5 They make sure that children's various languages and dialects are represented as part of daily life.
- B2.1.6 They make conscious use of recurring daily situations such as welcoming in the morning or leaving in the afternoon; they use meal times, times when the children are involved in personal hygiene, and play to integrate German language acquisition into everyday activities.
- B2.1.7 They expand children's range of experience by questioning one-sided views of gender roles, ways of life, ethnic origin and people's specific characteristics.
- B2.1.8 They support children in developing a gender identity.
- B2.1.9 They ensure that there is space during the day for exertion and rest, calm and movement.
- B2.1.10 They ensure that physical activities are fun and enjoyable and promote the physical abilities and movement skills of all kinds of children.
- B2.1.11 They discuss and reinforce healthy diets and offer children fresh fruit and vegetables every day.
- B2.1.12 They ensure that the children drink enough by offering water or unsweetened tea over the course of the whole day.
- B2.1.13 They respect the fact that some children follow specific diets for cultural or medical reasons.

B2.2 Early childhood professionals involve children in the organisation and arrangement of the children’s lives in the early years centre in accordance with the children’s capacities.

- B2.2.1 They involve children – including younger ones – in planning and establishing life in the community. They create a structured framework through which children can express their wishes, thoughts and ideas.
- B2.2.2 They recognise children’s non-verbal concerns and worries and resolve them together so as to safeguard the children’s well-being.
- B2.2.3 They make sure that children with disabilities or impairments can participate equally in the daily life of the community.
- B2.2.4 They respect and support children in their efforts to develop self-determination and to participate.
- B2.2.5 They encourage children to shape daily routines themselves, to be active for, and in, the community, and to take on responsibility.
- B2.2.6 They respect different forms and possibilities of expression, especially in the case of toddlers, and communicate with them in a variety of ways.
- B2.2.7 They make use of various methods to support children to communicate about different expectations and to be able to reach compromises.
- B2.2.8 They encourage all children to help one another, demonstrate or imitate actions, and how to look for and accept help.

B2.3 Early childhood professionals keep alive the child’s curiosity and thirst for learning.

- B2.3.1 They provide space for independent exploration, experimentation and creation.
- B2.3.2 They give children the time they need to be able to learn, and take care not to interrupt individual learning processes.
- B2.3.3 They ensure that children have experiences linked to each learning area as part of their daily lives.
- B2.3.4 They support children in finding their own learning and problem-solving paths, and in learning how to continue working on a project with perseverance and finding answers to their questions.
- B2.3.5 They encourage children to explore their close environment independently.
- B2.3.6 They investigate the learning options offered by the social environment together with the children.

B2.4 Early childhood professionals create situations in which all children can be cared for individually, in particular the younger ones, and respect their physical integrity.

- B2.4.1 They consider each child's needs, concerns and wishes in situations concerning personal hygiene, and speak with the child before coming into physical contact.
- B2.4.2 They create motivating and communicative personal hygiene rituals together with the children in which the children feel comfortable. When changing nappies, they ensure the child's private sphere is respected but still enable contact with other children.
- B2.4.3 They compassionately support children in their efforts to use the toilet independently, keeping in mind their needs and abilities.
- B2.4.4 They take into consideration children's eating habits and provide time for enjoyable meals. They provide caring support for children when they are eating, encourage them to eat independently and ensure that they may move freely during mealtimes.
- B2.4.5 They maintain eye contact during joint meals and remain aware of signals indicating whether a child wants to continue eating or not.
- B2.4.6 They recognise children's different needs for rest and ensure that children can withdraw, relax and sleep if they wish to do so.
- B2.4.7 They develop rituals with the children that ensure the children are safe and comfortable when asleep.

B3 Early childhood professionals enable the imagination and creative energy of all children to reign free.

B3.1 Early childhood professionals create the conditions that encourage diverse forms of play.

- B3.1.1 They establish a motivating environment with the children that provides incentives and space for diverse forms of play.
- B3.1.2 They provide children with the opportunity to have fundamental experiences with water, earth, air and fire.
- B3.1.3 They make toys, everyday objects, and various natural materials available to children.
- B3.1.4 They ensure that children have access to various forms of play.
- B3.1.5 They provide varied props and materials for role play to the children.
- B3.1.6 They offer attractive, non-gendered options to boys or girls who tend to play games that are typical for their gender.

B3.2 Early childhood professionals assist children in realising their ideas for play and expanding their abilities to play.

- B3.2.1 They support children in deciding with what they want to play, when, how long they want to play for, and with whom.
- B3.2.2 They encourage children to show initiative when developing ideas for play and are available to answer questions and provide advice.
- B3.2.3 They encourage the development of interesting situations for play without dominating the children's ideas.
- B3.2.4 They support children – if necessary – in reaching agreements on rules, and encourage them to use them to solve conflicts and arguments.
- B3.2.5 They help children to creatively act out what they have witnessed and experienced.
- B3.2.6 They do not set taboos but fix boundaries and rules with the children.

B3.3 Early childhood professionals recognise the exclusion of children and take an active stance against it.

- B3.3.1 They observe whether some children tease, or exclude, other children from play based on aspects of their identity such as the colour of their skin, their language, their socio-cultural origin, their family culture, a disability, gender-related behaviour or their age.
- B3.3.2 They protect and comfort the excluded child.
- B3.3.3 They address the children excluding others with objectivity.
- B3.3.4 They let children know that it is unfair to exclude other children from specific forms of play because of stereotypical gender ascriptions.

B3.4 Early childhood professionals understand the specific needs for play that children up to the age of three have and they enable varied forms of play.

- B3.4.1 They provide children with sufficient opportunities to become acquainted with their bodies, and to explore and investigate how they work.
- B3.4.2 They provide a variety of material and objects for the children to explore and investigate.
- B3.4.3 They ensure the safety of the children without disproportionately restricting their will to explore.
- B3.4.4 They observe children's different schemata in terms of play and support them by providing motivation that reflects these differences.
- B3.4.5 They assist children with their use of language in various play situations.
- B3.4.6 They have a diverse repertoire of songs and games for infants and toddlers which they can use in suitable situations.
- B3.4.7 They facilitate joint play between older children, and make sure that younger children are treated with respect.
- B3.4.8 They discuss the high value of play for early childhood development with parents.

B4 Early childhood professionals use project work to open up new gateways to experience and knowledge for children.

B4.1 Early childhood professionals explore the children’s realities and select the topics of project work.

- B4.1.1 They monitor social developments with a focus on their impact on children’s development.
- B4.1.2 They use systematic observations to understand children’s interests, needs, questions and problems and the central issues with which they are concerned.
- B4.1.3 They seize the initiatives provided by children.
- B4.1.4 They develop ideas together with the children for project work based on specific aspects of the children’s lives and that reflect the children’s concerns and interests.
- B4.1.5 They nurture children’s interest and curiosity about topics that are important for their further social development.
- B4.1.6 They choose the project’s topic together with the children.
- B4.1.7 They analyse what they think the topic entails and how they can contribute with their experience together with the children, parents and colleagues.
- B4.1.8 They select topics with younger children that, in the long term, will enable them to grapple with the demands they place on themselves and with those that are placed on them, with the demands that come with life in the community of children, and with their local environment.

B4.2 Early childhood professionals develop concrete objectives for their pedagogical practice.

- B4.2.1 They incorporate the general objectives of Bridging Diversity into the project’s topic and employ the competences that children already possess.
- B4.2.2 They decide which experiences they want children to gain and which competences they want to strengthen and support.
- B4.2.3 They differentiate between the objectives set for the developmental tasks with regard to younger children, older children and children with special needs.

B4.3 Early childhood professionals discuss and plan the project work together with the children.

- B4.3.1 They plan and support differentiated activities for individual children, for small or larger groups and for the whole centre.
- B4.3.2 Together with the children, they contact experts from the local area and use their help to realise their project(s).
- B4.3.3 They find and explore relevant learning locations outside the early years centre.
- B4.3.4 They are available for children if they wish to discuss certain issues and support them in implementing the project.
- B4.3.5 They incorporate content from the learning areas into the work on the topic.

B4.4 Early childhood professionals evaluate experiences as part of a joint process with all participants.

- B4.4.1 They reflect with the children on how they actively participated and what they consider to have been a success.
- B4.4.2 They evaluate which objectives were achieved and plan the next steps with the team.
- B4.4.3 They document the whole process of the project with the children in such a way that the children and their parents can understand and make sense of it. They use different media to do this.

B5 The layout of indoor and outdoor spaces provides diverse opportunities for *Bildung*.

B5.1 Together with the children, early childhood professionals construct indoor spaces that enable them to undertake creative activities and make their own decisions

- B5.1.1 They develop ideas with the children for creating indoor and outdoor spaces, spaces that everyone can identify with and feel comfortable in.
- B5.1.2 They observe how children use the spaces and make sure that large- and small-scale activities are equally possible for everyone with no interference.
- B5.1.3 They make it easier for children to choose activities and games by providing clearly arranged and freely accessible materials.
- B5.1.4 They lay out the rooms and select specific materials to encourage children to experiment, investigate and try out and create things by themselves.

B5.2 The layout of the rooms and availability of the materials enable all children to gain diverse experiences.

- B5.2.1 They make sure that the rooms reflect specific elements of the region as well as different gender roles, cultures and traditions.
- B5.2.2 They use the layout of the room and the selection of the materials to encourage children to overcome one-sided behaviour and develop a wide scope of interests.
- B5.2.3 They design and name the rooms in a way that avoids gender stereotypes. Names are chosen that children can identify with and that encourage them to try things out for themselves.
- B5.2.4 They involve children in creating spaces to withdraw, play, explore and work in large or small groups.
- B5.2.5 They arrange the play area and furnish it with diverse materials in order to encourage children to play together on an equal footing.
- B5.2.6 They encourage children to develop a sense of aesthetics through the layout of the rooms and choice of materials.
- B5.2.7 They facilitate experiences that stand in stark contrast to sensory overload and consumerism.

- B5.2.8 They enable children to care for plants and keep and care for animals in a way that respects animal welfare.
- B5.2.9 They allow children to gain experience with diverse materials, learn how to handle tools, technical and musical instruments and use various media.
- B5.2.10 They provide children with opportunities for diverse forms of movement.
- B5.2.11 They organise outdoor environments together with the children so that they have space to move in different ways, to rest and to experience nature.
- B5.2.12 They make sure that children with severe disabilities or multiple disabilities also have access to motivating materials, devices and media that reflect their interests and promote their independence.

B5.3 Early childhood professionals enable younger children to have diverse experiences with the senses by creating flexible and inspiring spaces.

- B5.3.1 They ensure that the layout of the room offers secure play areas that can be used independently. These provide safety and protection for younger children while enabling contact with older children.
- B5.3.2 They make sure that the sleeping area is laid out in such a way that children experience a familiar and safe environment.
- B5.3.3 They support physical activity by providing materials that that children can ride on, climb on or move. They encourage children to engage in diverse physical activities.
- B5.3.4 They clearly arrange materials so that children can use them by themselves at all times.
- B5.3.5 They enable children to freely access their personal belongings such as dummies and soft toys.
- B5.3.6 They provide children with opportunities to investigate their surroundings, and this includes possibilities to communicate with each other while in the bathroom.
- B5.3.7 They make sure toilets and washbasins are available so that the different age groups can use them independently, and that suitable aids are available for access to toilets and basins.
- B5.3.8 They design the nappy-changing area in a way that enables them to give caring attention to a child while still being able to communicate with other children.
- B5.3.9 They create possibilities for children to gain access to the nappy-changing area by themselves.
- B5.3.10 They ensure that the outdoor areas also provide diverse and motivating physical activities for younger children.

B6 Early childhood professionals integrate children with disabilities and cooperate with services for early intervention.⁹

B6.1 They develop a basic understanding of safeguarding every child's dignity as well as an open attitude towards a child's individual situation and family.

- B6.1.1 They provide effective support to each child's *Bildung* in a manner that reflects different circumstances and respects the needs of each child.
- B6.1.2 They provide comprehensive support to each child in a manner that reflects the child's interests and abilities.
- B6.1.3 They enable each child to recognise their own strengths.
- B6.1.4 They support each child's integration into the centre's daily routine and the community of children.
- B6.1.5 They plan the centre's daily routine, and ensure that its spaces and projects are designed in a manner that enables all children to participate and contribute according to their abilities.
- B6.1.6 They involve children and their parents in support and planning, provide assistance and adopt a consultative role.
- B6.1.7 They integrate individual support as much as possible into the centre's daily routine.
- B6.1.8 They openly welcome and address differences and diversity and view this as encouraging reflection while continuously developing their own pedagogical work.

B6.2 All of the professionals involved in providing care work closely together, discuss their experiences and help draw up the next aims.

- B6.2.1 They ensure that cooperation takes place and share ideas (including with external specialists).
- B6.2.2 They develop a support plan together with the professionals involved in the early years centre and, if necessary, in the children's and young people's clinics and socio-paediatric centres¹⁰ in consultation with the parents.
- B6.2.3 They conduct regular observations over the course of a child's development to review the aims of support provision and, if necessary, modify the support plan accordingly.
- B6.2.4 They organise meetings to speak about the child's development with the parents in accordance with the support plan at least twice a year, more often if necessary.
- B6.2.5 They meet with therapists from children's and young people's clinics and socio-paediatric centres that provide therapeutic support to children in early years centres. These meetings take place at least once a year, more often if necessary.
- B6.2.6 They support the child's transition from the centre to school.

⁹ Practitioners evaluate this field of activity if the centre serves also children with (or threatened by) disabilities.

¹⁰ KJA = child and youth outpatient department; SPZ = social paediatric centre

B7 Early childhood professionals shape transitions with the children.

B7.1 Early childhood professionals provide a smooth settling-in phase for children in day care services.¹¹

- B7.1.1 They are aware of the development psychological significance of the settling-in phase in day care services and have a written approach to settling-in.
- B7.1.2 The person running the centre and/or the practitioners inform the parents about the centre's approach to settling-in and recommend that the father, mother or another attachment figure is present during the transition to ensure the process goes smoothly.
- B7.1.3 They contact the parents to find a suitable date on which to join day care and an attachment figure who can support the child during the process, especially in cases where the parents cannot provide this support themselves.
- B7.1.4 The practitioners responsible for a child's settling-in provide sensitive care to the child and ensure that they are available as reliable attachment figures.
- B7.1.5 They decide on how to carry out situations that occur every day as part of the transition process as well as general care situations together with the children and in close consultation with the parents.
- B7.1.6 They provide sensitive support to parents during the process of detachment and back the parents' decision to find a day care placement for their child.
- B7.1.7 They ensure that the parents understand that they will remain their child's most important attachment figures and strive to avoid a feeling of competition between them and the parents.
- B7.1.8 They make detailed observations of how the child explores their environment and how their own relationship is developing with the child.
- B7.1.9 They enable the child to develop a relationship with them and whenever possible let the child decide how and to what extent they accept these opportunities.
- B7.1.10 They keep in mind that each child reacts differently to these opportunities and that children need different amounts of time to settle in.
- B7.1.11 They actively involve other children in settling-in from the beginning.

¹¹ For more information about these criteria see: Laewen/Andres/Hédervári-Heller (2011): Die ersten Tage – ein Modell zur Eingewöhnung in Krippe und Tagespflege. Berlin: Cornelsen

B7.2 Early childhood professionals shape transitions between and within day care settings in a caring and sensitive manner.

- B7.2.1 The person running the centre and/or the practitioner(s) responsible for the child's settling-in speaks in detail with the parents and focuses on the initial settling-in period.
- B7.2.2 The practitioners in the new day care service gather information on the routines and conventions that the child experienced in the previous settings, as they are important to the child and can provide familiarity.
- B7.2.3 They focus on the positive experiences that were made in the previous setting and discuss with the parents how to integrate them into the new situation.
- B7.2.4 In cases where children move from one centre to another, practitioners focus on ensuring that an attachment figure is present, albeit for a shorter length of time than would be the case with an initial settling-in period.
- B7.2.5 Wherever possible, and providing the parents have given their permission, practitioners in the new setting contact the child's previous centre to discuss the child's past development and *Bildung*, and do so in a supportive manner.
- B7.2.6 They provide the child with the opportunity to speak to the new community of children about the experiences that they have had, such as by showing and speaking about photos or other relevant materials.

B7.3 Early childhood professionals support the children's preparations for starting school.

- B7.3.1 They find out how the children feel about starting school and develop strategies together with the children to ensure that they look forward to going to school and help them to overcome insecurities and anxieties.
- B7.3.2 They support children who will be leaving for school by gathering information about questions that are important to them and planning activities with them aimed at familiarising the children with school routines.
- B7.3.3 They encourage children to speak about their wishes in the group, ask questions, listen to others and express criticism.
- B7.3.4 They ensure children experience the importance of showing respect for each individual and the impact that this has on their own well-being and life in the community.

B7.4 Early childhood professionals discuss issues linked to transitions with parents.

- B7.4.1 They take parent's expectations and worries seriously during their child's transition to school.
- B7.4.2 They speak to parents about the competences that their child has acquired which enables him or her to face new learning situations with openness.
- B7.4.3 They support parents in choosing a school and shaping the transition.
- B7.4.4 They explain to parents the important role played by Berlin's Documentation System in supporting their child in school.
- B7.4.5 They explain the possibility that parents will have to talk about their views of early years documentation with their child's future teacher.

B7.5 Early childhood professionals work together with local primary schools.

- B7.5.1 They seek the cooperation of teachers in local schools. Whenever possible, they conclude agreements or contracts that outline how a transition is to be shaped and ensure that measures remain transparent.
- B7.5.2 They offer joint activities with primary schools.
- B7.5.3 They invite parents and primary school teachers to meetings in order to answer any questions that parents may have about the school.
- B7.5.4 They evaluate each child's adjustment to school after the first few weeks with primary school teachers and identify areas that worked well and those that were less successful.

B7.6 Early childhood professionals understand the quality of their educational work and are aware of its value to each child's education.

- B7.6.1 Through regular assessments with the children (such as by using the portfolios developed as part of Berlin's Documentation System), they help children become aware of the knowledge and abilities they have already acquired and their particular strengths.
- B7.6.2 They support children in developing concentration and becoming more focused for increasing periods of time through questions or tasks the children ask or set themselves.
- B7.6.3 They use an approach to language learning that is integrated into their routine.
- B7.6.4 They systematically observe children's linguistic development, including by using Berlin's Documentation System, and also take into account non-linguistic forms of expression.
- B7.6.5 They ensure that pedagogical activities in early years centres are transparent and clearly demonstrate how they are preparing children for the transition to school.
- B7.6.6 They take parents' concerns seriously and try to find ways of resolving these issues together.

Focus Area C: Quality of Cooperation

Educational partnerships with parents, cooperation and communication within the team and the responsibilities of the principal

C1 Early childhood professionals build and maintain partnerships with parents for children's *Bildung* and education.

C1.1 Early childhood professionals actively strive for an educational partnership with parents based on mutual recognition.

- C1.1.1 They develop a trustful and appreciative approach with all parents.
- C1.1.2 They work to understand parents' expectations of regarding the education, *Bildung* and care of their children, taking different family cultures into account as part of this process.
- C1.1.3 They talk with parents about their and the parents' notions of education and family life.
- C1.1.4 They actively look for opportunities to overcome linguistic barriers, such as with the help of other parents or interpreting services.
- C1.1.5 They conduct regular meetings with parents about their child's development and discuss any different views that might crop up. These meetings use information gained from the Berlin Documentation System. The information that the system holds should be accessible to the child and parents at all times, as it belongs to them.

C1.2 Early childhood professionals ensure that their work is undertaken transparently.

- C1.2.1 They provide parents with the opportunity to learn more about life in the centre/family day care and the pedagogical concept. This begins before the child joins the centre.
- C1.2.2 They provide parents with insights into the centre's daily routine by giving them interesting documentation and detailing personal experiences.

C1.3 Early childhood professionals involve parents in decisions about important issues concerning the centre/family day care centre.

- C1.3.1 They encourage parents to contribute and to provide suggestions and critique while ensuring that the parents feel that their opinions are valued and that their contributions are taken into account.
- C1.3.2 They show awareness of parents' special abilities, knowledge and interests. They encourage parents to use these abilities in their work with the children.
- C1.3.3 They handle the information that they receive from parents professionally and treat parents' personal concerns confidentially.
- C1.3.4 They involve parents in drawing up and reviewing the concept at the heart of the centre's work and in planning and designing the themes on which it focuses.
- C1.3.5 They ensure that clear rules are available to manage complaints and to inform parents, and ensure that this is done together with the person running the centre and the provider.

- C1.3.6 They inform parents about how they can get involved at the institutional level within the centre. This includes joining the parents' council, parent committees and the centre's board. They provide contact with parents' committees outside the centre, such as those at the district and state level.

C2 Early childhood professionals and the principal build and maintain the cooperation and communication in the team based on democratic principles.

Quality requirements for working as a team

C2.1 All members of staff share responsibility for the quality improvements described in Bridging Diversity.

- C2.1.1 All members of staff view themselves as part of a team where each person takes on specific tasks and shares a sense of responsibility for the whole centre.
- C2.1.2 All members of staff actively participate in internal evaluations as foreseen in Bridging Diversity.
- C2.1.3 The team values each member of staff with their different opinions and experiences.
- C2.1.4 Together with the principal, the team sets aside time to reflect on institutional and organisational circumstances and agree on any necessary changes.
- C2.1.5 The team applies the results and recommendations of external evaluations and uses them to draw conclusions to improve their work.
- C2.1.6 The staff view the changes that are agreed on within the team as opportunities and implement them together.

C2.2 The team communicates and comes to agreements in a manner which is respectful of differences and builds on common objectives.

- C2.2.1 The staff support the ideas of their colleagues and participate in their implementation.
- C2.2.2 They formulate critiques openly and respectfully with the aim of finding a solution that is suitable for all participants.
- C2.2.3 They agree on the objectives behind any changes within the team so they are aware of the reasoning behind these changes.
- C2.2.4 They make use of methods that improve the professional development of the team, such as professional counselling and feedback in order to reflect on their pedagogical work.

C2.3 Practitioners are teachers and learners.

- C2.3.1 They view the daily routine with the children as providing them with a valuable field of experience.
- C2.3.2 They show the children that adults can also learn and that learning and development never stop.

- C2.3.3 They let children share in their learning processes. In this manner, they demonstrate how learning can succeed.
- C2.3.4 They remain abreast of current professional discussions and learn about new practices in early years education.
- C2.3.5 They actively participate in the yearly planning of further training.

C2.4 The team regularly discusses the organisation of work, the pedagogical tasks undertaken with the children, and cooperation with parents

- C2.4.1 The staff ensure that agreements about pedagogical practice and the organisation of their work are transparent and clear.
- C2.4.2 The entire team meets regularly. In larger centres, individual team members meet up regularly.
- C2.4.3 The staff ensure that more time is given to reflecting about pedagogical tasks and defining pedagogical objectives than to organisational issues.
- C2.4.4 The team agrees on clearly defined joint tasks and procedures.
- C2.4.5 The team discusses and evaluates insights and experiences arising from the further training of individual colleagues during team meetings.
- C2.4.6 The team agrees on how to distribute the tasks when new colleagues or trainees join the centre.

C2.5 The health and well-being of all members of the centre's staff is a joint team concern.

- C2.5.1 The staff focus on everyone's health and well-being. They consider health to be a shared concern and address the issue at team meetings.
- C2.5.2 They are mindful of their own needs and wishes in terms of their work.
- C2.5.3 They openly discuss pressure at work with the principal or, as the case may be, with the provider.
- C2.5.4 They take part in measures aimed at securing the health and cohesion of the team (such as health prevention measures and team activities).

Quality requirements for the principal

C2.6 The centre's principal continuously develops the centre's pedagogical approach together with the team.

- C2.6.1 The principal bases their work on the vision drawn up by the provider and on Bridging Diversity. They ensure that the further development of the concept paper draws on an analysis of the environment, the needs of the children and their families' and the team's potential.
- C2.6.2 The principal provides impetus, coordinates and sustains development processes and provides professional reflection.
- C2.6.3 The principal assumes responsibility for planning and implementing the team's joint objectives.
- C2.6.4 The principal informs parents about the centre's concept paper and takes their suggestions regarding further developments into account.
- C2.6.5 The principal mediates, if necessary, during difficult situations between parents and staff.
- C2.6.6 The principal sets up networks linking the centre with other players in the field of youth welfare and ensures cooperation takes place with primary schools and professionals from early years centres and family centres in the local area.
- C2.6.7 The principal ensures that the results of internal and external evaluations are included as part of the continual development of the concept paper.

C2.7 The principal structures work procedures in a clear, transparent manner that treats the staff with respect.

- C2.7.1 The principal promptly provides members of the team with all of the information they need to carry out their work. As such, the principal helps to ensure that staff are able to fulfil their tasks by themselves.
- C2.7.2 The principal advises staff members and encourages them to share their experiences with other members of the team.
- C2.7.3 The principal includes the members of staff in all important issues related to their pedagogical work.
- C2.7.4 The principal promotes and provides parents and families with opportunities for participation and commits to maintaining a cooperative partnership with them.
- C2.7.5 The principal devises a binding structure for communication, provides for the systematic planning and thinking behind pedagogical work; principals ensure they are informed about current discussions relating to early years centres.
- C2.7.6 The principal ensures that emerging conflicts are handled constructively.

C2.8 The principal promotes and assumes responsibility for the continuous quality development process in the centre.

- C2.8.1 The principal ensures that agreements are met.
- C2.8.2 The principal ensures that all members of staff regularly complete further training and develops and agrees on a plan with the team for further training that focuses on specific issues.
- C2.8.3 The principal takes responsibility for conducting regular internal evaluations, if necessary with the support of qualified facilitators, and ensures the results are documented.
- C2.8.4 The principal prepares external evaluations in coordination with the provider and through involving the team, and takes on the responsibility for assessing the results and implementing the recommendations.
- C2.8.5 Together with all those concerned, the principal plans and organises training days for the team which are aimed at improving the quality of pedagogical work.
- C2.8.6 The principal handles complaints appropriately, views them as opportunities for due consideration and encourages all members of staff to engage with constructive criticism.

C2.9 The principal assumes responsibility for the management of staff and team development.

- C2.9.1 The principal is committed to a cooperative working climate and the provision of joint support.
- C2.9.2 The principal regularly conducts staff development meetings structured around the strengths and competences of each member of staff.
- C2.9.3 The principal openly addresses further development needs and strives to formulate clearer agreements emerging from discussions with each staff member.
- C2.9.4 The principal regularly provides feedback as part of the training and probationary periods of new members of staff.
- C2.9.5 The principal is responsible for interns and members of staff who are undergoing vocational training alongside their work and ensures they receive qualified instruction.
- C2.9.6 The principal is committed to reducing pressure at work and improving health and safety at work.
- C2.9.7 The principal organises work and holiday schedules based on transparent criteria and in accordance with pedagogical needs.
- C2.9.8 The principal supports the staff in all issues relating to child protection and will call upon the help of experienced specialists, if necessary. Cases of suspected threats to child welfare are always discussed with the provider before the district Youth Welfare Office is contacted.

Materials for conducting internal evaluations in accordance with the requirements set out in Bridging Diversity

Field of Activity A1

Pedagogical practice is based on an understanding of *Bildung* that guarantees equal rights to *Bildung* for all children and on the development of their potential.

Guidelines for self-assessment

A1.1 I understand *Bildung* as a form of appropriation through which a person creates their image of the world and shapes it collaboratively and responsibly

A1.1.1

My pedagogical practice is guided by an image of the child as inherently curious and striving with all of their senses to make sense of the world while actively shaping it.

A1.1.2

I consciously reflect on the three dimensions of *Bildung*: ‘The child in its world’, ‘The child in the community of children’, and ‘Experiencing and exploring the events taking place in the world and shaping them together with others’. I view these dimensions as providing a basic framework for the learning areas set out in Bridging Diversity.

A1.1.3

I know that emotionally secure relationships are imperative for successful *Bildung*.

A1.1.4

I understand that sensitive dialogues and attentive verbal communication form the basis of the comprehensive processes that constitute *Bildung*.

A1.1.5

I agree that each child has individual mental, physical, social, economic, cultural, gender-related, religious, ethnic and linguistic and further characteristics, can contribute to joint processes with their diverse experiences, knowledge and abilities, and will follow different learning paths and need various forms of encouragement.

A1.3 I base my work on the demands and opportunities associated with inclusive *Bildung*.

A1.3.1

I view the heterogeneity of the community of children as an opportunity to enable the diverse processes of *Bildung* to take place. I also demonstrate openness and appreciation of the differences and diversity found in children's developmental processes.

A1.3.2

I am aware of my responsibility to shape the processes linked to *Bildung* in a manner that enables all children, regardless of their circumstances, to have equal access to the opportunities provided by *Bildung* and a right to active participation.

A1.3.3

I study recent research findings on children's identity development, including socio-cultural and gender-related aspects.

A1.3.4

I analyse how social and cultural changes influence children's development and pay particular attention to the role played by social origin and gender.

A1.3.5

I am aware of how social, ethno-cultural, gender and individual differences can result in unequal opportunities for *Bildung*.

A1.3.6

I remain aware of prejudice and discrimination and take an active stance against degradation and exclusion.

A1.3.7

I reflect on my own prejudices and draw each other's attention to them.

A1.3.8

I increase my awareness of the facts that children perceive and experience differences and prejudice as part of their daily lives and that they also express them.

The following evaluation form should be drawn or printed as a large poster. Please provide your answers to the evaluation questions on the evaluation form and do so anonymously. This will provide you and other members of the team with an initial quality profile.

**Presenting the individual
 assessments and the team evaluation**
 (Number of entries on the scale)

A1.1

I understand *Bildung* as a form of appropriation through which a person creates their image of the world and shapes it collaboratively and responsibly.

Completely agree	Mainly agree	Partly agree	Do not agree

A1.2

I examine my understanding of and stance towards the equal and responsible participation of children in shaping daily routines in the early years centres.

Completely agree	Mainly agree	Partly agree	Do not agree

A1.3

I base my work on the demands and opportunities associated with inclusive *Bildung*.

Completely agree	Mainly agree	Partly agree	Do not agree

A1.4

I follow professional discussions about current issues concerning early childhood education.

Completely agree	Mainly agree	Partly agree	Do not agree

Guidelines for the group discussion

Evaluation question A1.1

Do you understand *Bildung* as a form of appropriation through which a person creates their image of the world and shapes it collaboratively and responsibly?

Use the following criteria to shape the discussion:

A1.1.1

Our pedagogical practice is guided by an image of the child as inherently curious and striving with all of their senses to make sense of the world while actively shaping it.

A1.1.2

We consciously reflect on the three dimensions of *Bildung*: ‘The child in its world’, ‘The child in the community of children’, and ‘Experiencing and exploring the events taking place in the world and shaping them together with others’. We view these dimensions as providing a basic framework for the learning areas set out in Bridging Diversity.

A1.1.3

We know that emotionally secure relationships are imperative for successful *Bildung*.

A1.1.4

We understand that sensitive dialogues and attentive verbal communication form the basis of the comprehensive processes that constitute *Bildung*.

A1.1.5

We agree that each child has individual mental, physical, social, economic, cultural, gender-related, religious, ethnic and linguistic and further characteristics, can contribute to joint processes with their diverse experiences, knowledge and abilities, and will follow different learning paths and need various forms of encouragement.

Team evaluation:

We understand *Bildung* as a form of appropriation through which a person creates their image of the world and shapes it collaboratively and responsibly.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question A1.2

Do you examine your understanding of and stance towards the equal and responsible participation of children in shaping daily routines in your early years centre?

Use the following criteria to shape the discussion:

A1.2.1

We come to a joint understanding as part of a team about children's legally enshrined rights to participate, and reflect on how to respect and implement these rights.

A1.2.2

We realise that children inherently strive to increasingly participate in a responsible manner in the challenges of life and to contribute to the community. We also understand that children need to realise that their contributions have an impact.

A1.2.3

We reflect on our attitude and practices and examine how far we trust children, including the youngest, to be able to participate and how willing we are to involve children equally in matters that affect the children's lives.

A1.2.4

We expand our knowledge about appropriate approaches that enable younger and older children to participate.

Team evaluation:

We examine our understanding of and stance towards the equal and responsible participation of children in shaping daily routines in our early years centre.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question A1.3

Do you base your work on the demands and opportunities associated with inclusive *Bildung*?

Use the following criteria to shape the discussion:

A1.3.1

We view the heterogeneity of the community of children as an opportunity to enable the diverse processes of *Bildung* to take place. We also demonstrate openness and appreciation of the differences and diversity found in children's developmental processes.

A1.3.2

We are aware of our responsibility to shape the processes linked to *Bildung* in a manner that enables all children, regardless of their circumstances, to have equal access to the opportunities provided by *Bildung* and a right to active participation.

A1.3.3

We study recent research findings on children's identity development, including socio-cultural and gender-related aspects.

A1.3.4

We analyse how social and cultural changes influence children's development and pay particular attention to the role played by social origin and gender.

A1.3.5

We are aware of how social, ethno-cultural, gender and individual differences can result in unequal opportunities for *Bildung*.

A1.3.6

We remain aware of prejudice and discrimination and take an active stance against degradation and exclusion.

A1.3.7

We reflect on our own prejudices and draw each other's attention to them.

A1.3.8

We increase our awareness of the facts that children perceive and experience differences and prejudice as part of their daily lives and that they also express them.

Team evaluation:

We base our work on the demands and opportunities associated with inclusive *Bildung*.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question A1.4

Do you follow professional discussions about current issues concerning early childhood education?

Use the following criteria to shape the discussion:

A1.4.1

We expand our experience to promote the children's self-confidence and sense of self-efficacy and mental and physical resilience in daily life.

A1.4.2

We discuss and agree on the fundamental values that constitute a democratic community in a globalised and sustainable world.

A1.4.3

We reflect on the moral concepts and norms that guide our practices and behaviour as part of the team and with the children. We are conscious of our function as role models.

A1.4.4

We actively reflect on how to respond in a sensitive and intelligible manner to questions that interest children in terms of the principles of community life, the diversity of life on Earth and the planet's natural resources.

Team evaluation:

We follow professional discussions about current issues concerning early childhood education.

Completely agree

Mainly agree

Partly agree

Do not agree

The next step is aimed at developing a rational assessment of the level of quality that you have achieved in this field of Bridging Diversity and to discuss and define specific goals for the further development of your work.

Please think about an appropriate way of informing parents about your results in this field.

Summary of the evaluation and the potential for further development in field of activity A1

What are we doing well?

What are we not doing so well?

Pedagogical practice is based on an understanding of *Bildung* that guarantees equal rights to *Bildung* for all children and on the development of their potential.

Completely agree Mainly agree Partly agree Do not agree

Which goals do we want to achieve to further develop the quality of our work?

We now move on to developing specific steps to achieve the goals and tasks set out in Bridging Diversity. Think about how you could use the conditions and parameters in your centre effectively. Think about which organisational aspects you could change in order to meet your aims.

This includes asking questions such as:

- How do you organise your work and meeting times?
- Can you find a way of dividing your responsibilities?
- Who can provide you with help?

WHO is going to check that it has been done?	
WHEN should it be done by?	
WHO is going to help?	
WHO is going to do it?	
WHAT needs to be done?	

Materials for conducting internal evaluations in accordance with the requirements set out in Bridging Diversity

Field of Activity A2

Early childhood professionals intensify their understanding of the objectives of pedagogical practice.

The following evaluation form should be drawn or printed as a large poster. Please provide your answers to the evaluation questions on the evaluation form and do so anonymously. This will provide you and other members of the team with an initial quality profile.

**Presenting the individual
assessments and the team evaluation**
(Number of entries on the scale)

A2

I intensify my understanding of the objectives of pedagogical practice.

Completely agree	Mainly agree	Partly agree	Do not agree

Guidelines for the group discussion

Evaluation question A2

Do you intensify your understanding of the objectives of pedagogical practice?

Use the following criteria to shape the discussion:

A2.1

We understand that the objectives related to personality development formulated in Bridging Diversity encompass the strengthening of the children's self-competence, social competence, knowledge competence and learning competence.

A2.2

We are aware that these competences are not devised as targets that the children must meet but rather as guidance for early childhood pedagogical practice.

A2.3

We analyse our daily routines to identify opportunities to motivate and challenge children to draw on their competences and broaden them.

Team evaluation:

We intensify our understanding of the objectives of pedagogical practice.

Completely agree

Mainly agree

Partly agree

Do not agree

The next step is aimed at developing a rational assessment of the level of quality that you have achieved in this field of Bridging Diversity and to discuss and define specific goals for the further development of your work.

Please think about an appropriate way of informing parents about your results in this field.

Summary of the evaluation and the potential for further development in field of activity A2

What are we doing well?

What are we not doing so well?

Early childhood professionals intensify their understanding of the objectives of pedagogical practice.

Completely agree Mainly agree Partly agree Do not agree

Which goals do we want to achieve to further develop the quality of our work?

We now move on to developing specific steps to achieve the goals and tasks set out in Bridging Diversity. Think about how you could use the conditions and parameters in your centre effectively. Think about which organisational aspects you could change in order to meet your aims.

This includes asking questions such as:

- How do you organise your work and meeting times?
- Can you find a way of dividing your responsibilities?
- Who can provide you with help?

WHO is going to check that it has been done?	
WHEN should it be done by?	
WHO is going to help?	
WHO is going to do it?	
WHAT needs to be done?	

Materials for conducting internal evaluations in accordance with the requirements set out in Bridging Diversity

Field of Activity A3

Early childhood professionals examine findings about early childhood processes of *Bildung*.

The following evaluation form should be drawn or printed as a large poster. Please provide your answers to the evaluation questions on the evaluation form and do so anonymously. This will provide you and other members of the team with an initial quality profile.

**Presenting the individual
assessments and the team evaluation**
(Number of entries on the scale)

A3

I examine findings about early childhood processes of *Bildung*.

Completely agree	Mainly agree	Partly agree	Do not agree

Guidelines for the group discussion

Evaluation question A3

Do you examine findings about early childhood processes of *Bildung*?

Use the following criteria to shape the discussion:

A3.1

We know that we must closely connect the motivation we provide to the direct experiences of the children and that the encouragement we provide must be relevant to the children's actions.

A3.2

We are aware that the challenges posed by life in a community of children and the various activities that occur within the daily routine offer a variety of possibilities for *Bildung*.

A3.3

We extend our understanding of the efficacy of the *Bildung* potentials that a community of children offers for each child to develop their personality.

A3.4

We broaden our own experience so that we can provide children with access to the various learning areas in a manner that is relevant and appropriate to the child's development.

A3.5

We distance ourselves from activities that are conceived and planned in advance if these are disconnected from the context and predetermine the process and the results.

Team Evaluation:

We examine findings about early childhood processes of *Bildung*.

Completely agree

Mainly agree

Partly agree

Do not agree

The next step is aimed at developing a rational assessment of the level of quality that you have achieved in this field of Bridging Diversity and to discuss and define specific goals for the further development of your work.

Please think about an appropriate way of informing parents about your results in this field.

Summary of the evaluation and the potential for further development in field of activity A3

What are we doing well?

What are we not doing so well?

Early childhood professionals examine findings about early childhood processes of *Bildung*.

Completely agree Mainly agree Partly agree Do not agree

Which goals do we want to achieve to further develop the quality of our work?

We now move on to developing specific steps to achieve the goals and tasks set out in Bridging Diversity. Think about how you could use the conditions and parameters in your centre effectively. Think about which organisational aspects you could change in order to meet your aims.

This includes asking questions such as:

- How do you organise your work and meeting times?
- Can you find a way of dividing your responsibilities?
- Who can provide you with help?

WHO is going to check that it has been done?	
WHEN should it be done by?	
WHO is going to help?	
WHO is going to do it?	
WHAT needs to be done?	

Materials for conducting internal evaluations in accordance with the requirements set out in Bridging Diversity

Field of Activity B1

Early childhood professionals observe and document processes of children's *Bildung* and development.

The following evaluation form should be drawn or printed as a large poster. Please provide your answers to the evaluation questions on the evaluation form and do so anonymously. This will provide you and other members of the team with an initial quality profile.

**Presenting the individual
 assessments and the team evaluation**
 (Number of entries on the scale)

B1.1

I regularly and purposefully observe the individual development of each child.

Completely agree	Mainly agree	Partly agree	Do not agree

B1.2

I document my observations.

Completely agree	Mainly agree	Partly agree	Do not agree

B1.3

I discuss my observations and consider their implications for my pedagogical practice?

Completely agree	Mainly agree	Partly agree	Do not agree

Guidelines for the group discussion

Evaluation question B1.1

Do you regularly and purposefully observe the individual development of each child?

Use the following criteria to shape the discussion:

B1.1.1

We use Berlin's Documentation System for long-term observation and the documentation of each child's individual development regarding language and communication.

B1.1.2

We agree as a team on suitable methods that are focused on strengths and on the tools used for observations, and also learn how to apply them.

B1.1.3

We familiarise parents with the theory behind the observations and documentation undertaken as part of Berlin's Documentation System and other methods, and explain their significance for their child's development and motivation.

B1.1.4

We ensure that each child is observed in different situations in a targeted manner at least once a year, and, if possible, by several practitioners.

B1.1.5

We integrate the exploratory questions of the learning areas as part of the observation.

Team evaluation:

We regularly employ targeted observation of children's individual development.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B1.2

Do you document your observations?

Use the following criteria to shape the discussion:

B1.2.1

We suitably document our observations of children's progress using things made by children as well as notes, photos and film, and integrate these as part of Berlin's Documentation System.

B1.2.2

We use the different sequences of observations to produce competence-focused documentation of a child's learning story.

B1.2.3

We involve each child in developing the materials held in the Documentation System and as part of other methods of documenting their learning.

B1.2.4

We ensure that each child can access their documents, while adhering to privacy requirements.

B1.2.5

We design the descriptive documentation of selected activities of the child community and involve children and parents in the process.

Team evaluation:

We document our observations.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B1.3

Do you discuss your observations and consider their implications for your pedagogical practice?

Use the following criteria to shape the discussion:

B1.3.1

I talk with each child about the observations and document the child's comments.

B1.3.2

We regularly share our experiences with our colleagues, spontaneously as well as during planned observations, and build awareness of our own feelings and judgements when discussing children's activities and behaviour.

B1.3.3

We use children's development potentials to inform our provision of pedagogical motivation and, if necessary, targeted measures of support.

B1.3.4

We provide parents with the opportunity to discuss their child's development at a special meeting held at least once a year, using the written observations and documents. We highlight the next areas of proximal development with the aim of ensuring the best possible development process for the child.

Team evaluation:

We discuss our observations and consider their implications for our pedagogical practice.

Completely agree

Mainly agree

Partly agree

Do not agree

The next step is aimed at developing a rational assessment of the level of quality that you have achieved in this field of Bridging Diversity and to discuss and define specific goals for the further development of your work.

Please think about an appropriate way of informing parents about your results in this field.

Summary of the evaluation and the potential for further development in field of activity B1

What are we doing well?

What are we not doing so well?

Early childhood professionals observe and document processes of children's *Bildung* and development.

Completely agree Mainly agree Partly agree Do not agree

Which goals do we want to achieve to further develop the quality of our work?

We now move on to developing specific steps to achieve the goals and tasks set out in Bridging Diversity. Think about how you could use the conditions and parameters in your centre effectively. Think about which organisational aspects you could change in order to meet your aims.

This includes asking questions such as:

- How do you organise your work and meeting times?
- Can you find a way of dividing your responsibilities?
- Who can provide you with help?

WHO is going to check that it has been done?	
WHEN should it be done by?	
WHO is going to help?	
WHO is going to do it?	
WHAT needs to be done?	

Materials for conducting internal evaluations in accordance with the requirements set out in Bridging Diversity

Field of activity B2

Routines provide children with diverse learning experiences.

Guidelines for self-assessment

B2.1 I understand children's different needs and support their individual development.

B2.1.1

I show consideration of children's concerns, wishes, needs and feelings, and respond to them attentively. I also take into account children's socio-cultural circumstances.

B2.1.2

I act as a close and reliable attachment figure that provides children with emotional care, protection and comfort.

B2.1.3

I create conditions in the daily routine that reflect the various physical and emotional developmental needs of different children.

B2.1.4

I develop rituals and structures that strengthen children's sense of belonging and provide them with direction and security during the daily routine.

B2.1.5

I make sure that children's various languages and dialects are represented as part of daily life.

B2.1.6

I make conscious use of recurring daily situations such as welcoming in the morning or leaving in the afternoon; I use meal times, times when the children are involved in personal hygiene, and play to integrate German language acquisition into everyday activities.

B2.1.7

I expand children's range of experience by questioning one-sided views of gender roles, ways of life, ethnic origin and people's specific characteristics.

B2.1.8

I support children in developing a gender identity.

B2.1.9

I ensure that there is space during the day for exertion and rest, calm and movement.

B2.1.10

I ensure that physical activities are fun and enjoyable and promote the physical abilities and movement skills of all kinds of children.

B2.1.11

I discuss and reinforce healthy diets and offer children fresh fruit and vegetables every day

B2.2 I involve children in the organisation and arrangement of the children's lives in the early years centre in accordance with the children's capacities.

B2.2.1

I involve children – including younger ones – in planning and establishing life in the community. I involve children in the organisation and arrangement of the children's lives in the early years centre in accordance with the children's capacities.

B2.2.2

I recognise children's non-verbal concerns and worries and resolve them together so as to safeguard the children's well-being.

B2.2.3

I make sure that children with disabilities or impairments can participate equally in the daily life of the community.

B2.2.4

I respect and support children in their efforts to develop self-determination and to participate.

B2.2.5

I encourage children to shape daily routines themselves, to be active for, and in, the community, and to take on responsibility.

B2.2.6

I respect different forms and possibilities of expression, especially in the case of toddlers, and communicate with them in a variety of ways.

B2.2.7

I make use of various methods to support children to communicate about different expectations and to be able to reach compromises.

B2.2.8

I encourage all children to help one another, demonstrate or imitate actions, and how to look for and accept help.

B2.4 I create situations in which all children can be cared for individually, in particular the younger ones, and respect their physical integrity.

B2.4.1

I consider each child's needs, concerns and wishes in situations concerning personal hygiene, and speak with the child before coming into physical contact.

B2.4.2

I create motivating and communicative personal hygiene rituals together with the children in which the children feel comfortable. When changing nappies, I ensure the child's private sphere is respected but still enable contact with other children

B2.4.3

I compassionately support children in their efforts to use the toilet independently, keeping in mind their needs and abilities.

B2.4.4

I take into consideration children's eating habits and provide time for enjoyable meals. I provide caring support for children when they are eating, encourage them to eat independently and ensure that they may move freely during mealtimes.

B2.4.5

I maintain eye contact during joint meals and remain aware of signals indicating whether a child wants to continue eating or not.

B2.4.6

I recognise children's different needs for rest and ensure that children can withdraw, relax and sleep if they wish to do so.

B2.4.7

I develop rituals with the children that ensure the children are safe and comfortable when asleep.

The following evaluation form should be drawn or printed as a large poster. Please provide your answers to the evaluation questions on the evaluation form and do so anonymously. This will provide you and other members of the team with an initial quality profile.

**Presenting the individual
 assessments and the team evaluation**
 (Number of entries on the scale)

B2.1

I understand children’s different needs and support their individual development.

Completely agree	Mainly agree	Partly agree	Do not agree

B2.2

I involve all children in the organisation and arrangement of the children’s lives in the early years centre in accordance with the children’s capacities.

Completely agree	Mainly agree	Partly agree	Do not agree

B2.3

I keep alive the child’s curiosity and thirst for learning.

Completely agree	Mainly agree	Partly agree	Do not agree

B2.4

I create situations in which all children can be cared for individually, in particular the younger ones, and respect their physical integrity.

Completely agree	Mainly agree	Partly agree	Do not agree

Guidelines for the group discussion

Evaluation question B2.1

Do you understand children's different needs and support their individual development?

Use the following criteria to shape the discussion:

B2.1.1

We show consideration of children's concerns, wishes, needs and feelings, and respond to them attentively. We take into account children's socio-cultural circumstances.

B2.1.2

We act as close and reliable attachment figures that provide children with emotional care, protection and comfort.

B2.1.3

We create conditions in the daily routine that reflect the various physical and emotional developmental needs of different children.

B2.1.4

We develop rituals and structures that strengthen children's sense of belonging and provide them with direction and security during the daily routine.

B2.1.5

We make sure that children's various languages and dialects are represented as part of daily life.

B2.1.6

We make conscious use of recurring daily situations such as welcoming in the morning or leaving in the afternoon; we use meal times, times when the children are involved in personal hygiene, and play to integrate German language acquisition into everyday activities.

B2.1.7

We expand children's range of experience by questioning one-sided views of gender roles, ways of life, ethnic origin and people's specific characteristics.

B2.1.8

We support children in developing a gender identity.

B2.1.9

We ensure that there is space during the day for exertion and rest, calm and movement.

B2.1.10

We ensure that physical activities are fun and enjoyable and promote the physical abilities and movement skills of all kinds of children.

B2.1.11

We discuss and reinforce healthy diets and offer children fresh fruit and vegetables every day

B2.1.12

We ensure that the children drink enough by offering water or unsweetened tea over the course of the whole day.

B2.1.13

We respect the fact that some children follow specific diets for cultural or medical reasons.

Team evaluation:

We understand children's different needs and support their individual development.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B2.2

Do you involve all children in the organisation and arrangement of the children's lives in the early years centre in accordance with the children's capacities?

Use the following criteria to shape the discussion:

B2.2.1

We involve children – including younger ones – in planning and establishing life in the community. We involve children in the organisation and arrangement of the children's lives in the early years centre in accordance with the children's capacities.

B2.2.2

We recognise children's non-verbal concerns and worries and resolve them together so as to safeguard the children's well-being.

B2.2.3

We make sure that children with disabilities or impairments can participate equally in the daily life of the community.

B2.2.4

We respect and support children in their efforts to develop self-determination and to participate.

B2.2.5

We encourage children to shape daily routines themselves, to be active for, and in, the community, and to take on responsibility.

B2.2.6

We respect different forms and possibilities of expression, especially in the case of toddlers, and communicate with them in a variety of ways.

B2.2.7

We make use of various methods to support children to communicate about different expectations and to be able to reach compromises.

B2.2.8

We encourage all children to help one another, demonstrate or imitate actions, and how to look for and accept help.

Team evaluation:

We involve all children in the organisation and arrangement of the children's lives in the early years centre in accordance with the children's capacities.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B2.3

Do you keep alive the child's curiosity and thirst for learning?

Use the following criteria to shape the discussion:

B2.3.1

We provide space for independent exploration, experimentation and creation.

B2.3.2

We give children the time they need to be able to learn, and take care not to interrupt individual learning processes.

B2.3.3

We ensure that children have experiences linked to each learning area as part of their daily lives.

B2.3.4

We support children in finding their own learning and problem-solving paths, and in learning how to continue working on a project with perseverance and finding answers to their questions.

B2.3.5

We encourage children to explore their close environment independently.

B2.3.6

We investigate the learning options offered by the social environment together with the children.

Team evaluation:

We keep alive the child's curiosity and thirst for learning.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B2.4

We create situations in which all children can be cared for individually, in particular the younger ones, and respect their physical integrity.

Use the following criteria to shape the discussion:

B2.4.1

We consider each child's needs, concerns and wishes in situations concerning personal hygiene, and speak with the child before coming into physical contact.

B2.4.2

We create motivating and communicative personal hygiene rituals together with the children in which the children feel comfortable. When changing nappies, we ensure the child's private sphere is respected but still enable contact with other children.

B2.4.3

We compassionately support children in their efforts to use the toilet independently, keeping in mind their needs and abilities.

B2.4.4

We take into consideration children's eating habits and provide time for enjoyable meals. We provide caring support for children when they are eating, encourage them to eat independently and ensure that they may move freely during mealtimes.

B2.4.5

We maintain eye contact during joint meals and remain aware of signals indicating whether a child wants to continue eating or not.

B2.4.6

We recognise children's different needs for rest and ensure that children can withdraw, relax and sleep if they wish to do so.

B2.4.7

We develop rituals with the children that ensure the children are safe and comfortable when asleep.

Team evaluation:

We create situations in which all children can be cared for individually, in particular the younger ones, and respect their physical integrity.

Completely agree

Mainly agree

Partly agree

Do not agree

The next step is aimed at developing a rational assessment of the level of quality that you have achieved in this field of Bridging Diversity and to discuss and define specific goals for the further development of your work.

Please think about an appropriate way of informing parents about your results in this field.

Summary of the evaluation and the potential for further development in field of activity B2

What are we doing well?

What are we not doing so well?

Daily routines provide children with diverse learning experiences.

Completely agree Mainly agree Partly agree Do not agree

Which goals do we want to achieve to further develop the quality of our work?

We now move on to developing specific steps to achieve the goals and tasks set out in Bridging Diversity. Think about how you could use the conditions and parameters in your centre effectively. Think about which organisational aspects you could change in order to meet your aims.

This includes asking questions such as:

- How do you organise your work and meeting times?
- Can you find a way of dividing your responsibilities?
- Who can provide you with help?

WHO is going to check that it has been done?	
WHEN should it be done by?	
WHO is going to help?	
WHO is going to do it?	
WHAT needs to be done?	

Materials for conducting internal evaluations in accordance with the requirements set out in Bridging Diversity

Field of activity B3

Early childhood professionals enable the imagination and creative energy of all children to reign free.

B3.4 I understand the specific needs for play that children up to the age of three have and I enable varied forms of play.

B3.4.1

I provide children with sufficient opportunities to become acquainted with their bodies, and to explore and investigate how they work.

B3.4.2

I provide a variety of material and objects for the children to explore and investigate.

B3.4.3

I ensure the safety of the children without disproportionately restricting their will to explore.

B3.4.4

I observe children's different schemata in terms of play and support them by providing motivation that reflects these differences.

B3.4.5

I assist children with their use of language in various play situations.

B3.4.6

I have a diverse repertoire of songs and games for infants and toddlers which they can use in suitable situations.

B3.4.7

I facilitate joint play between older children, and make sure that younger children are treated with respect.

B3.4.8

I discuss the high value of play for early childhood development with parents.

The following evaluation form should be drawn or printed as a large poster. Please provide your answers to the evaluation questions on the evaluation form and do so anonymously. This will provide you and other members of the team with an initial quality profile.

**Presenting the individual
 assessments and the team evaluation**
 (Number of entries on the scale)

B3.1

I create the conditions that encourage diverse forms of play.

Completely agree	Mainly agree	Partly agree	Do not agree

B3.2

I assist children in realising their ideas for play and expanding their abilities to play.

Completely agree	Mainly agree	Partly agree	Do not agree

B3.3

I notice when children are being excluded and take an active stance against this.

Completely agree	Mainly agree	Partly agree	Do not agree

B3.4

I understand the specific needs for play that children up to the age of three have and enable varied forms of play.

Completely agree	Mainly agree	Partly agree	Do not agree

Collegial observation

Systematic observation provides important opportunities to gain reliable information about other practitioners' professional practices. We recommend that you use observation to gain in-depth insights into your colleagues' professional practices. An observation guide is provided below and it set outs what to look out for during observations.

Collegial observation involves an assessment of a colleague's pedagogical practices and a follow-up feedback round.

Collegial observation requires a great deal of trust from both parties. Trust not only applies to the honesty of the feedback provided, but also to a colleague's willingness to accept such feedback. Collegial observation is important because it encourages the development of a supportive, open and constructive-critical relationship between members of the team.

How to conduct collegial observation

- Choose a colleague to observe you that you trust.
- Organise a day on which the observation can take place. Ensure that there is enough time for the feedback round to take place after the observation. Don't forget to check whether someone will need to stand in for you and your colleague in the centre during this time.
- Instead of taking part in group activities, the practitioner conducting the observation concentrates on observing their colleague's work. The observation should be based on the questions and criteria set out in the Guidelines for Collegial Observation (see below).
- The observation should be conducted in line with the specified criteria, which are based around the four evaluation questions. The observation should last for about an hour.
- The colleague undertaking the observation should withdraw from the setting once the observation has been completed to record the results.
- Time should now be made available to discuss the observations. The colleague who was observed should also have their views recorded on the same sheet.

Guidelines for providing feedback

- Make sure that you will not be disturbed during the feedback round.
- Begin by describing what you have seen; do not make evaluations or interpretations.
- Ensure your feedback directly relates to what you have observed so that your colleague will understand what you are saying. This also ensures that your feedback has practical relevance to your colleague's work.
- Use 'I-messages'.
- Be sure to provide positive feedback before turning to more critical comments.
- Formulate your feedback clearly and unambiguously – make sure it is understandable. If in doubt, check whether your colleague has understood your feedback by asking them to repeat what you have said in their own words.
- Provide your colleague with an opportunity to describe the reasoning behind their actions and to comment on your feedback.

Conducting collegial observations as part of a team deepens your insights into the practical work being conducted in line with the specified quality criteria. The main results of the observations should be included in group discussions, assuming the person who was observed agrees.

Evaluation question B3.2

Does the practitioner assist children in realising their ideas for play and expanding their abilities to play?

Criteria for collegial observation:

B3.2.1

The practitioner supports children in deciding with what they want to play, when, how long they want to play for, and with whom

B3.2.2

The practitioner encourages children to show initiative when developing ideas for play and are available to answer questions and provide advice.

B3.2.3

The practitioner encourages the development of interesting situations for play without dominating the children’s ideas.

B3.2.4

The practitioner supports children – if necessary – in reaching agreements on rules, and encourage them to use them to solve conflicts and arguments.

B3.2.6

The practitioner does not set taboos but fixes boundaries and rules with the children.

Evaluation:

The practitioner supports boys and girls in realising their ideas for play and expanding their abilities to play.

Completely agree Mainly agree Partly agree Do not agree

Notes:

Evaluation question B3.4

The practitioner understands the specific needs for play that children up to the age of three have and enables varied forms of play.¹²

Criteria for collegial observation:

B3.4.1

The practitioner provides children with sufficient opportunities to become acquainted with their bodies, and to explore and investigate how they work.

B3.4.2

The practitioner provides a variety of material and objects for the children to explore and investigate.

B3.4.3

The practitioner ensures the safety of the children without disproportionately restricting their will to explore.

B3.4.6

The practitioner has a diverse repertoire of songs and games for infants and toddlers which can be used in suitable situations.

B3.4.7

The practitioner facilitates joint play between older children, and makes sure that younger children are treated with respect.

Evaluation:

The practitioner understands the specific needs for play that children up to the age of three have and enables varied forms of play.

Completely agree

Mainly agree

Partly agree

Do not agree

Notes:

¹² Quality requirement B3.4 refers to work with children up to 3-years-of-age. If the observed person does not look after children aged up to 3, the observation should refer to quality requirements B3.1-B3.3. If the observed person mainly looks after children up to the age of 3, this requirement should be the focus of observation.

Guidelines for the group discussion

Evaluation question B3.1

Do you create the conditions that encourage diverse forms of play?

Use the following criteria to shape the discussion:

B3.1.1

We establish a motivating environment with the children that provides incentives and space for diverse forms of play.

B3.1.2

We provide children with the opportunity to have fundamental experiences with water, earth, air and fire.

B3.1.3

We make toys, everyday objects, and various natural materials available to children.

B3.1.4

We ensure that children have access to various forms of play.

B3.1.5

We provide varied props and materials for role play to the children.

B3.1.6

We offer attractive, non-gendered options to boys or girls who tend to play games that are typical for their gender.

Team evaluation:

We create the conditions that encourage diverse forms of play.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B3.2

Do you assist children in realising their ideas for play and expanding their abilities to play?

Use the following criteria to shape the discussion:

B3.2.1

We support children in deciding with what they want to play, when, how long they want to play for, and with whom

B3.2.2

We encourage children to show initiative when developing ideas for play and are available to answer questions and provide advice.

B3.2.3

We encourage the development of interesting situations for play without dominating the children's ideas.

B3.2.4

We support children – if necessary – in reaching agreements on rules, and encourage them to use them to solve conflicts and arguments.

B3.2.5

We help children to creatively act out what they have witnessed and experienced.

B3.2.6

We do not set taboos but fix boundaries and rules with the children.

Team evaluation:

We assist children in realising their ideas for play and expanding their abilities to play.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B3.3

Do you recognise the exclusion of children and take an active stance against it?

Use the following criteria to shape the discussion:

B3.3.1

We observe whether some children tease, or exclude, other children from play based on aspects of their identity such as the colour of their skin, their language, their socio-cultural origin, their family culture, a disability, gender-related behaviour or their age.

B3.3.2

We protect and comfort the excluded child.

B3.3.3

We address the children who are excluding others objectively.

B3.3.4

We let children know that it is unfair to exclude other children from specific forms of play because of stereotypical gender ascriptions.

Team evaluation:

We recognise the exclusion of children and take an active stance against it.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B3.4

Do you understand the specific needs for play that children up to the age of three have and do you enable varied forms of play?

Use the following criteria to shape the discussion:

B3.4.1

We provide children with sufficient opportunities to become acquainted with their bodies, and to explore and investigate how they work.

B3.4.2

We provide a variety of material and objects for the children to explore and investigate.

B3.4.3

We ensure the safety of the children without disproportionately restricting their will to explore.

B3.4.4

We observe children's different schemata in terms of play and support them by providing motivation that reflects these differences.

B3.4.5

We assist children with their use of language in various play situations.

B3.4.6

We have a diverse repertoire of songs and games for infants and toddlers which they can use in suitable situations.

B3.4.7

We facilitate joint play between older children, and make sure that younger children are treated with respect.

B3.4.8

We discuss the high value of play for early childhood development with parents.

Team evaluation:

We understand the specific needs for play that children up to the age of three have and enable varied forms of play.

Completely agree

Mainly agree

Partly agree

Do not agree

The next step is aimed at developing a rational assessment of the level of quality that you have achieved in this field of Bridging Diversity and to discuss and define specific goals for the further development of your work.

Please think about an appropriate way of informing parents about your results in this field.

Summary of the evaluation and the potential for further development in field of activity B3

What are we doing well?

What are we not doing so well?

Early childhood professionals enable the imagination and creative energy of all children to reign free.

Completely agree Mainly agree Partly agree Do not agree

Which goals do we want to achieve to further develop the quality of our work?

We now move on to developing specific steps to achieve the goals and tasks set out in Bridging Diversity. Think about how you could use the conditions and parameters in your centre effectively. Think about which organisational aspects you could change in order to meet your aims.

This includes asking questions such as:

- How do you organise your work and meeting times?
- Can you find a way of dividing your responsibilities?
- Who can provide you with help?

WHO is going to check that it has been done?	
WHEN should it be done by?	
WHO is going to help?	
WHO is going to do it?	
WHAT needs to be done?	

Materials for conducting internal evaluations in accordance with the requirements set out in Bridging Diversity

Field of Activity B4

Early childhood professionals use project work to open up new gateways to experience and knowledge for children.

Guidelines for self-assessment

B4.1 I explore the children’s realities and select the topics of project work.

B4.1.1

I monitor social developments with a focus on their impact on children’s development.

B4.1.2

I use systematic observations to understand children’s interests, needs, questions and problems and the central issues with which they are concerned.

B4.1.3

I seize the initiatives provided by children.

B4.1.4

I develop ideas together with the children for project work based on specific aspects of the children’s lives and that reflect the children’s concerns and interests.

B4.1.5

I nurture children’s interest and curiosity about topics that are important for their further social development.

B4.1.6

I choose the project’s topic together with the children.

B4.1.7

I analyse what I think the topic entails and how I can contribute with my experience together with the children, parents and colleagues.

B4.1.8

I select topics with younger children that, in the long term, will enable them to grapple with the demands they place on themselves and with those that are placed on them, with the demands that come with life in the community of children, and with their local environment.

The following evaluation form should be drawn or printed as a large poster. Please provide your answers to the evaluation questions on the evaluation form and do so anonymously. This will provide you and other members of the team with an initial quality profile.

**Presenting the individual
 assessments and the team evaluation**
 (Number of entries on the scale)

B4.1

I explore the children’s realities and select the topics of project work.

Completely agree	Mainly agree	Partly agree	Do not agree

B4.2

I develop concrete objectives for your pedagogical practice.

Completely agree	Mainly agree	Partly agree	Do not agree

B4.3

I discuss and plan the project work together with the children.

Completely agree	Mainly agree	Partly agree	Do not agree

B4.4

I evaluate experiences as part of a joint process with all participants.

Completely agree	Mainly agree	Partly agree	Do not agree

Guidelines for the group discussion

Evaluation question B4.1

Do you explore the children’s realities and select the topics of project work?

Use the following criteria to shape the discussion:

B4.1.1

We monitor social developments with a focus on their impact on children’s development.

B4.1.2

We use systematic observations to understand children’s interests, needs, questions and problems and the central issues with which they are concerned.

B4.1.3

We seize the initiatives provided by children.

B4.1.4

We develop ideas together with the children for project work based on specific aspects of the children’s lives and that reflect the children’s concerns and interests.

B4.1.5

We nurture children’s interest and curiosity about topics that are important for their further social development.

B4.1.6

We choose the project’s topic together with the children.

B 4.1.7

We analyse what we think the topic entails and how we can contribute with our experience together with the children, parents and colleagues.

B4.1.8

We select topics with younger children that, in the long term, will enable them to grapple with the demands they place on themselves and with those that are placed on them, with the demands that come with life in the community of children, and with their local environment.

Team evaluation:

We explore the children’s realities and select the topics of project work.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B4.2

Do we develop concrete objectives for our pedagogical practice?

Use the following criteria to shape the discussion:

B4.2.1

We incorporate the general objectives of Bridging Diversity into the project's topic and employ the competences that children already possess.

B4.2.2

We decide which experiences we want children to gain and which competences we want to strengthen and support.

B4.2.3

We differentiate between the objectives set for the developmental tasks with regard to younger children, older children and children with special needs.

Team evaluation:

We develop concrete objectives for our pedagogical practice

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B4.3

Do you discuss and plan the project work together with the children?

Use the following criteria to shape the discussion:

B4.3.1

We plan and support differentiated activities for individual children, for small or larger groups and for the whole centre.

B4.3.2

Together with the children, we contact experts from the local area and use their help to realise our project(s).

B4.3.3

We find and explore relevant learning locations outside the early years centre.

B4.3.4

We are available for children if they wish to discuss certain issues and support them in implementing the project.

B4.3.5

We incorporate content from the learning areas into the work on the topic.

Team evaluation:

We discuss and plan the project work together with the children.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B4.4

Do you evaluate experiences as part of a joint process with all participants?

Use the following criteria to shape the discussion:

B4.4.1

We reflect with the children on how they actively participated and what they consider to have been a success.

B4.4.2

We evaluate which objectives were achieved and plan the next steps with the team.

B4.4.3

We document the whole process of the project with the children in such a way that the children and their parents can understand and make sense of it. We use different media to do this.

Team evaluation:

We evaluate experiences as part of a joint process with all participants.

Completely agree

Mainly agree

Partly agree

Do not agree

The next step is aimed at developing a rational assessment of the level of quality that you have achieved in this field of Bridging Diversity and to discuss and define specific goals for the further development of your work.

Please think about an appropriate way of informing parents about your results in this field.

Summary of the evaluation and the potential for further development in field of activity B4

What are we doing well?

What are we not doing so well?

Early childhood professionals use project work to open up new gateways to experience and knowledge for children.

Completely agree Mainly agree Partly agree Do not agree

Which goals do we want to achieve to further develop the quality of our work?

We now move on to developing specific steps to achieve the goals and tasks set out in Bridging Diversity. Think about how you could use the conditions and parameters in your centre effectively. Think about which organisational aspects you could change in order to meet your aims.

This includes asking questions such as:

- How do you organise your work and meeting times?
- Can you find a way of dividing your responsibilities?
- Who can provide you with help?

WHO is going to check that it has been done?	
WHEN should it be done by?	
WHO is going to help?	
WHO is going to do it?	
WHAT needs to be done?	

Materials for conducting internal evaluations in accordance with the requirements set out in Bridging Diversity

Field of Activity B5

The layout of indoor and outdoor spaces provides diverse opportunities for *Bildung*.

B5.2 The layout of the rooms and availability of the materials enable all children to gain diverse experiences.

B5.2.1

I make sure that the rooms reflect specific elements of the region as well as different gender roles, cultures and traditions.

B5.2.2

I use the layout of the room and the selection of the materials to encourage children to overcome one-sided behaviour and develop a wide scope of interests.

B5.2.3

I design and name the rooms in a way that avoids gender stereotypes. Names are chosen that children can identify with and that encourage them to try things out for themselves.

B5.2.4

I involve children in creating spaces to withdraw, play, explore and work in large or small groups.

B5.2.5

I arrange the play area and furnish it with diverse materials in order to encourage children to play together on an equal footing.

B5.2.6

I encourage children to develop a sense of aesthetics through the layout of the rooms and choice of materials.

B5.2.7

I facilitate experiences that stand in stark contrast to sensory overload and consumerism.

B5.2.8

I enable children to care for plants and keep and care for animals in a way that respects animal welfare.

B5.2.9

I allow children to gain experience with diverse materials, learn how to handle tools, technical and musical instruments and use various media.

B5.2.10

I provide children with opportunities for diverse forms of movement.

B5.3 I enable younger children to have diverse experiences with the senses by creating flexible and inspiring spaces.

B5.3.1

I ensure that the layout of the room offers secure play areas that can be used independently. These provide safety and protection for younger children while enabling contact with older children.

B5.3.2

I make sure that the sleeping area is laid out in such a way that children experience a familiar and safe environment.

B5.3.3

I support physical activity by providing materials that that children can ride on, climb on or move. I encourage children to engage in diverse physical activities.

B5.3.4

I clearly arrange materials so that children can use them by themselves at all times.

B5.3.5

I enable children to freely access their personal belongings such as dummies and soft toys.

B5.3.6

I provide children with opportunities to investigate their surroundings, and this includes possibilities to communicate with each other while in the bathroom.

B5.3.7

I make sure toilets and washbasins are available so that the different age groups can use them independently, and that suitable aids are available for access to toilets and basins.

B5.3.8

I design the nappy-changing area in a way that enables me to give caring attention to a child while still being able to communicate with other children.

B5.3.9

I create possibilities for children to gain access to the nappy-changing area by themselves.

B5.3.10

I ensure that the outdoor areas also provide diverse and motivating physical activities for younger children.

The following evaluation form should be drawn or printed as a large poster. Please provide your answers to the evaluation questions on the evaluation form and do so anonymously. This will provide you and other members of the team with an initial quality profile.

**Presenting the individual
 assessments and the team evaluation**
 (Number of entries on the scale)

B5.1

I construct indoor spaces together with the children that enable them to undertake creative activities and make their own decisions.

Completely agree	Mainly agree	Partly agree	Do not agree

B5.2

The layout of the rooms and availability of the materials enable all children to gain diverse experiences.

Completely agree	Mainly agree	Partly agree	Do not agree

B5.3

I enable younger children to have diverse experiences with the senses by creating flexible and inspiring spaces.

Completely agree	Mainly agree	Partly agree	Do not agree

Guidelines for the group discussion

Evaluation question B5.1

**Do you enable younger children to have diverse experiences with the senses
by creating flexible and inspiring spaces?**

Use the following criteria to shape the discussion:

B5.1.1

We develop ideas with the children for creating indoor and outdoor spaces, spaces that everyone can identify with and feel comfortable in.

B5.1.2

We observe how children use the spaces and make sure that large- and small-scale activities are equally possible for everyone with no interference.

B5.1.3

We make it easier for children to choose activities and games by providing clearly arranged and freely accessible materials.

B5.1.4

We lay out the rooms and select specific materials to encourage children to experiment, investigate and try out and create things by themselves.

Team evaluation:

**We construct indoor spaces together with the children that enable them to undertake
creative activities and make their own decisions.**

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B5.2

Does the layout of the rooms and availability of the materials enable all children to gain diverse experiences?

Use the following criteria to shape the discussion:

B5.2.1

We make sure that the rooms reflect specific elements of the region as well as different gender roles, cultures and traditions.

B5.2.2

We use the layout of the room and the selection of the materials to encourage children to overcome one-sided behaviour and develop a wide scope of interests.

B5.2.3

We design and name the rooms in a way that avoids gender stereotypes. Names are chosen that children can identify with and that encourage them to try things out for themselves.

B5.2.4

We involve children in creating spaces to withdraw, play, explore and work in large or small groups.

B5.2.5

We arrange the play area and furnish it with diverse materials in order to encourage children to play together on an equal footing.

B5.2.6

We encourage children to develop a sense of aesthetics through the layout of the rooms and choice of materials.

B5.2.7

We facilitate experiences that stand in stark contrast to sensory overload and consumerism.

B5.2.8

We enable children to care for plants and keep and care for animals in a way that respects animal welfare.

B5.2.9

We allow children to gain experience with diverse materials, learn how to handle tools, technical and musical instruments and use various media.

B5.2.10

We provide children with opportunities for diverse forms of movement

B5.2.11

We organise outdoor environments together with the children so that they have space to move in different ways, to rest and to experience nature.

B5.2.12

We make sure that children with severe disabilities or multiple disabilities also have access to motivating materials, devices and media that reflect their interests and promote their independence.

Team evaluation:

The layout of the rooms and availability of the materials enable all children to gain diverse experiences.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B5.3

Do you enable younger children to have diverse experiences with the senses by creating flexible and inspiring spaces?

Use the following criteria to shape the discussion:

B5.3.1

We ensure the layout of the room offers secure play areas that can be used independently. These provide safety and protection for younger children while enabling contact with older children.

B5.3.2

We make sure that the sleeping area is laid out in such a way that children experience a familiar and safe environment.

B5.3.3

We support physical activity by providing materials that that children can ride on, climb on or move. They encourage children to engage in diverse physical activities.

B5.3.4

We clearly arrange materials so that children can use them by themselves at all times.

B5.3.5

We enable children to freely access their personal belongings such as dummies and soft toys.

B5.3.6

We provide children with opportunities to investigate their surroundings, and this includes possibilities to communicate with each other while in the bathroom.

B5.3.7

We make sure toilets and washbasins are available so that the different age groups can use them independently, and that suitable aids are available for access to toilets and basins.

B5.3.8

We design the nappy-changing area in a way that enables them to give caring attention to a child while still being able to communicate with other children.

B5.3.9

We create possibilities for children to gain access to the nappy-changing area by themselves.

B5.3.10

We ensure that the outdoor areas also provide diverse and motivating physical activities for younger children.

Team evaluation:

We enable younger children to have diverse experiences with the senses by creating flexible and inspiring spaces.

Completely agree

Mainly agree

Partly agree

Do not agree

The next step is aimed at developing a rational assessment of the level of quality that you have achieved in this field of Bridging Diversity and to discuss and define specific goals for the further development of your work.

Please think about an appropriate way of informing parents about your results in this field.

Summary of the evaluation and the potential for further development in field of activity B5

What are we doing well?

What are we not doing so well?

The layout of indoor and outdoor spaces provides diverse opportunities for *Bildung*.

Completely agree Mainly agree Partly agree Do not agree

Which goals do we want to achieve to further develop the quality of our work?

We now move on to developing specific steps to achieve the goals and tasks set out in Bridging Diversity. Think about how you could use the conditions and parameters in your centre effectively. Think about which organisational aspects you could change in order to meet your aims.

This includes asking questions such as:

- How do you organise your work and meeting times?
- Can you find a way of dividing your responsibilities?
- Who can provide you with help?

WHO is going to check that it has been done?	
WHEN should it be done by?	
WHO is going to help?	
WHO is going to do it?	
WHAT needs to be done?	

Materials for conducting internal evaluations in accordance with the requirements set out in Bridging Diversity

Field of Activity B6

Early childhood professionals integrate children with disabilities and cooperate with services for early intervention.

Guidelines for self-assessment

B6.1 I develop a basic understanding of safeguarding every child’s dignity as well as an open attitude towards a child’s individual situation and family.

B6.1.1

I provide effective support to each child’s *Bildung* in a manner that reflects different circumstances and respects the needs of each child.

B6.1.2

I provide comprehensive support to each child in a manner that reflects the child’s interests and abilities.

B6.1.3

I enable each child to recognise their own strengths.

B6.1.4

I support each child’s integration into the centre’s daily routine and the community of children.

B6.1.5

I plan the centre’s daily routine, and ensure that its spaces and projects are designed in a manner that enables all children to participate and contribute according to their abilities.

B6.1.6

I involve children and their parents in support and planning, provide assistance and adopt a consultative role.

B6.1.7

I integrate individual support as much as possible into the centre’s daily routine.

B6.1.8

I openly welcome and address differences and diversity and view this as encouraging reflection while continuously developing my own pedagogical work.

B6.2 I work closely with all of the professionals involved in providing care; discuss my experiences and help draw up the next aims.

B6.2.1

I ensure that cooperation takes place and share ideas (including with external specialists).

B6.2.2

I develop a support plan together with the professionals involved in the early years centre and, if necessary, in the children's and young people's clinics and socio-paediatric centres in consultation with the parents.

B6.2.3

I conduct regular observations over the course of a child's development to review the aims of support provision and, if necessary, modify the support plan accordingly.

B6.2.4

I organise meetings to speak about the child's development with the parents in accordance with the support plan at least twice a year, more often if necessary.

B6.2.5

I meet with therapists from children's and young people's clinics and socio-paediatric centres that provide therapeutic support to children in early years centres. These meetings take place at least once a year, more often if necessary.

B6.2.6

I support the child's transition from the centre to school.

The following evaluation form should be drawn or printed as a large poster. Please provide your answers to the evaluation questions on the evaluation form and do so anonymously. This will provide you and other members of the team with an initial quality profile.

**Presenting the individual
 assessments and the team evaluation**
 (Number of entries on the scale)

B6.1

I develop a basic understanding of safeguarding every child’s dignity as well as an open attitude towards a child’s individual situation and family.

Completely agree	Mainly agree	Partly agree	Do not agree

B6.2

I work closely with all of the professionals involved in providing care; discuss my experiences and help draw up the next aims.

Completely agree	Mainly agree	Partly agree	Do not agree

Guidelines for the group discussion

Evaluation question B6.1

Do you develop a basic understanding of safeguarding every child's dignity as well as an open attitude towards a child's individual situation and family?

Use the following criteria to shape the discussion:

B6.1.1

We provide effective support to each child's *Bildung* in a manner that reflects different circumstances and respects the needs of each child.

B6.1.2

We provide comprehensive support to each child in a manner that reflects the child's interests and abilities.

B6.1.3

We enable each child to recognise their own strengths.

B6.1.4

We support each child's integration into the centre's daily routine and the community of children.

B6.1.5

We plan the centre's daily routine, and ensure that its spaces and projects are designed in a manner that enables all children to participate and contribute according to their abilities.

B6.1.6

We involve children and their parents in support and planning, provide assistance and adopt a consultative role.

B6.1.7

We integrate individual support as much as possible into the centre's daily routine.

B6.1.8

We openly welcome and address differences and diversity and view this as encouraging reflection while continuously developing our own pedagogical work.

Team evaluation:

I develop a basic understanding of safeguarding each child's dignity as well as an open attitude towards the child's individual situation and family.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B6.2

Do you work closely with all of the professionals involved in providing care? Do you discuss your experiences and help draw up the next aims?

Use the following criteria to shape the discussion:

B6.2.1

We ensure that cooperation takes place and share ideas (including with external specialists).

B6.2.2

We develop a support plan together with the professionals involved in the early years centre and, if necessary, in the children's and young people's clinics and socio-paediatric centres in consultation with the parents.

B6.2.3

We conduct regular observations over the course of a child's development to review the aims of support provision and, if necessary, modify the support plan accordingly.

B6.2.4

We organise meetings to speak about the child's development with the parents in accordance with the support plan at least twice a year, more often if necessary.

B6.2.5

We meet with therapists from children's and young people's clinics and socio-paediatric centres that provide therapeutic support to children in early years centres. These meetings take place at least once a year, more often if necessary.

B6.2.6

We support the child's transition from the centre to school.

Team evaluation:

We work closely with all of the professionals involved in providing care and discuss our experiences and help draw up the next aims.

Completely agree

Mainly agree

Partly agree

Do not agree

The next step is aimed at developing a rational assessment of the level of quality that you have achieved in this field of Bridging Diversity and to discuss and define specific goals for the further development of your work.

Please think about an appropriate way of informing parents about your results in this field.

Summary of the evaluation and the potential for further development in field of activity B6

What are we doing well?

What are we not doing so well?

Early childhood professionals integrate children with disabilities and cooperate with services for early intervention.

Completely agree Mainly agree Partly agree Do not agree

Which goals do we want to achieve to further develop the quality of our work?

We now move on to developing specific steps to achieve the goals and tasks set out in Bridging Diversity. Think about how you could use the conditions and parameters in your centre effectively. Think about which organisational aspects you could change in order to meet your aims.

This includes asking questions such as:

- How do you organise your work and meeting times?
- Can you find a way of dividing your responsibilities?
- Who can provide you with help?

WHO is going to check that it has been done?	
WHEN should it be done by?	
WHO is going to help?	
WHO is going to do it?	
WHAT needs to be done?	

Materials for conducting internal evaluations in accordance with the requirements set out in Bridging Diversity

Field of activity B7

Early childhood professionals shape transitions with the children.

Guidelines for self-assessment

B7.1 I provide a smooth settling-in phase for children in day care services.

B7.1.1

I am aware of the development psychological significance of the settling-in phase in day care services and have a written approach to settling-in.

B7.1.2

The person running the centre and/or the practitioners inform the parents about the centre's approach to settling-in and recommend that the father, mother or another attachment figure is present during the transition to ensure the process goes smoothly.

B7.1.3

I contact the parents to find a suitable date on which to join day care and an attachment figure who can support the child during the process, especially in cases where the parents cannot provide this support themselves.

B7.1.4

I provide sensitive care to the child during the settling-in phase and ensure that I am available as a reliable attachment figure.

B7.1.5

I decide on how to carry out situations that occur every day as part of the transition process as well as general care situations together with the children and in close consultation with the parents.

B7.1.6

I provide sensitive support to parents during the process of detachment and back the parents' decision to find a day care placement for their child.

B7.1.7

I ensure that the parents understand that they will remain their child's most important attachment figures and strive to avoid a feeling of competition between them and the parents.

B7.1.8

I make detailed observations of how the child explores their environment and how their own relationship is developing with the child.

B7.1.9

I enable the child to develop a relationship with me and whenever possible let the child decide how and to what extent they accept these opportunities.

B7.1.10

I keep in mind that each child reacts differently to these opportunities and that children need different amounts of time to settle in.

B7.1.11

I actively involve other children in settling-in from the beginning.¹³

¹³ For more information about these criteria see: Laewen/Andres/Hédervári-Heller (2011): Die ersten Tage – ein Modell zur Eingewöhnung in Krippe und Tagespflege. Berlin: Cornelsen

B7.2 I shape transitions between and within day care settings in a caring and sensitive manner.

B7.2.1

The person running the centre and/or the practitioner(s) responsible for the child’s settling-in speaks in detail with the parents and focuses on the initial settling-in period.

B7.2.2

I gather information on the routines and conventions that the child experienced in the previous settings, as they are important to the child and can provide familiarity.

B7.2.3

I focus on the positive experiences that were made in the previous setting and discuss with the parents how to integrate them into the new situation.

B7.2.4

In cases where children move from one centre to another, I focus on ensuring that an attachment figure is present, albeit for a shorter length of time than would be the case with an initial settling-in period.

B7.2.5

Wherever possible, and providing the parents have given their permission, I contact the child’s previous centre to discuss the child’s past development and *Bildung*, and do so in a supportive manner.

B7.2.6

I provide the child with the opportunity to speak to the new community of children about the experiences that they have had, such as by showing and speaking about photos or other relevant materials.

Practical examples:

Evaluation question B7.2

I shape transitions between and within day care settings in a caring and sensitive manner.

Completely agree

Mainly agree

Partly agree

Do not agree

B7.6 I understand the quality of my educational work and am aware of its value to each child’s education.

B7.6.1

Through regular assessments with the children (such as by using the portfolios developed as part of Berlin’s Documentation System), I help children become aware of the knowledge and abilities they have already acquired and their particular strengths.

B7.6.2

I support children in developing concentration and becoming more focused for increasing periods of time through questions or tasks the children ask or set themselves.

B7.6.3

I use an approach to language learning that is integrated into my routine.

B7.6.4

I systematically observe children’s linguistic development, including by using Berlin’s Documentation System, and also take into account non-linguistic forms of expression.

B7.6.5

I ensure that pedagogical activities in early years centres are transparent and clearly demonstrate how they I am preparing children for the transition to school.

B7.6.6

I take parents’ concerns seriously and try to find ways of resolving these issues together.

Practical examples:

Evaluation question B7.6

I understand the quality of my educational work and am aware of its value to each child’s education.

Completely agree

Mainly agree

Partly agree

Do not agree

The following evaluation form should be drawn or printed as a large poster. Please provide your answers to the evaluation questions on the evaluation form and do so anonymously. This will provide you and other members of the team with an initial quality profile.

**Presenting the individual
 assessments and the team evaluation**
 (Number of entries on the scale)

B7.1

I provide a smooth settling-in phase for children in day care services.

Completely agree	Mainly agree	Partly agree	Do not agree

B7.2

I shape transitions between and within day care settings in a caring and sensitive manner.

Completely agree	Mainly agree	Partly agree	Do not agree

B7.3

I support the children’s preparations for starting school.

Completely agree	Mainly agree	Partly agree	Do not agree

B7.4

I discuss issues linked to transitions to school with parents.

Completely agree	Mainly agree	Partly agree	Do not agree

B7.5

I work together with local primary schools.

Completely agree	Mainly agree	Partly agree	Do not agree

B7.6

I understand the quality of my educational work and am aware of its value to each child's education.

Completely agree	Mainly agree	Partly agree	Do not agree

Guidelines for the group discussion

Evaluation question B7.1

Do you provide a smooth settling-in phase for children in day care services?

Use the following criteria to shape the discussion:

B7.1.1

We are aware of the development psychological significance of the settling-in phase in day care services and have a written approach to settling-in.

B7.1.2

We and/or the person running the centre inform the parents about the centre's approach to settling-in and recommend that the father, mother or another attachment figure is present during the transition to ensure the process goes smoothly.

B7.1.3

We contact the parents to find a suitable date on which to join day care and an attachment figure who can support the child during the process, especially in cases where the parents cannot provide this support themselves.

B7.1.4

We provide sensitive care to the child and ensure that we are available as reliable attachment figures.

B7.1.5

We decide on how to carry out situations that occur every day as part of the transition process as well as general care situations together with the children and in close consultation with the parents.

B7.1.6

We provide sensitive support to parents during the process of detachment and back the parents' decision to find a day care placement for their child.

B7.1.7

We ensure that the parents understand that they will remain their child's most important attachment figures and strive to avoid a feeling of competition between them and the parents.

B7.1.8

We make detailed observations of how the child explores their environment and how our relationships are developing with the child.

B7.1.9

We enable the child to develop a relationship with us and whenever possible let the child decide how and to what extent they accept these opportunities.

B7.1.10

We keep in mind that each child reacts differently to these opportunities and that children need different amounts of time to settle in.

B7.1.11

We actively involve other children in settling-in from the beginning.

Team evaluation:

We provide a smooth settling-in phase for children in day care services.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B7.2

Do you shape transitions between and within day care settings in a caring and sensitive manner?

Use the following criteria to shape the discussion:

B7.2.1

We and/or the person running the centre speak in detail with the parents and focus on the initial settling-in period.

B7.2.2

We gather information on the routines and conventions that the child experienced in the previous settings, as they are important to the child and can provide familiarity.

B7.2.3

We focus on the positive experiences that were made in the previous setting and discuss with the parents how to integrate them into the new situation.

B7.2.4

In cases where children move from one centre to another, we focus on ensuring that an attachment figure is present, albeit for a shorter length of time than would be the case with an initial settling-in period.

B7.2.5

Wherever possible, and providing the parents have given their permission, we contact the child's previous centre to discuss the child's past development and *Bildung*, and do so in a supportive manner.

B7.2.6

We provide the child with the opportunity to speak to the new community of children about the experiences that they have had, such as by showing and speaking about photos or other relevant materials.

Team evaluation:

We shape transitions between and within day care settings in a caring and sensitive manner.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B7.3

Do you support the children's preparations for starting school?

Use the following criteria to shape the discussion:

B7.3.1

We find out how the children feel about starting school and develop strategies together with the children to ensure that they look forward to going to school and help them to overcome insecurities and anxieties.

B7.3.2

We support children who will be leaving for school by gathering information about questions that are important to them and planning activities with them aimed at familiarising the children with school routines.

B7.3.3

We encourage children to speak about their wishes in the group, ask questions, listen to others and express criticism.

B7.3.4

We ensure children experience the importance of showing respect for each individual and the impact that this has on their own well-being and life in the community.

Team evaluation:

We support the children's preparations for starting school.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B7.4

Do you discuss issues linked to transitions to school with parents?

Use the following criteria to shape the discussion:

B7.4.1

We take parent's expectations and worries seriously during their child's transition to school.

B7.4.2

We speak to parents about the competences that their child has acquired which enables him or her to face new learning situations with openness.

B7.4.3

We support parents in choosing a school and shaping the transition.

B7.4.4

We explain to parents the important role played by Berlin's Documentation System in supporting their child in school.

B7.4.5

We explain the possibility that parents will have to talk about their views of early years documentation with their child's future teacher.

Team evaluation:

We discuss issues linked to transitions to school with parents.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B7.5

Do you work together with local primary schools?

Use the following criteria to shape the discussion:

B7.5.1

We seek the cooperation of teachers in local schools. Whenever possible, we conclude agreements or contracts that outline how a transition is to be shaped and ensure that measures remain transparent.

B7.5.2

We offer joint activities with primary schools.

B7.5.3

We invite parents and primary school teachers to meetings in order to answer any questions that parents may have about the school.

B7.5.4

We evaluate each child's adjustment to school after the first few weeks with primary school teachers and identify areas that worked well and those that were less successful.

Team evaluation:

We work together with local primary schools.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B7.6

Do you understand the quality of your educational work and are you aware of its value to each child's education?

Use the following criteria to shape the discussion:

B7.6.1

Through regular assessments with the children (such as by using the portfolios developed as part of Berlin's Documentation System), we help children become aware of the knowledge and abilities they have already acquired and their particular strengths.

B7.6.2

We support children in developing concentration and becoming more focused for increasing periods of time through questions or tasks the children ask or set themselves.

B7.6.3

We use an approach to language learning that is integrated into our routine.

B7.6.4

We systematically observe children's linguistic development, including by using Berlin's Documentation System, and also take into account non-linguistic forms of expression.

B7.6.5

We ensure that pedagogical activities in early years centres are transparent and clearly demonstrate how we are preparing children for the transition to school.

B7.6.6

We take parents' concerns seriously and try to find ways of resolving these issues together.

Team evaluation:

We understand the quality of our educational work and are aware of its value to each child's education.

Completely agree

Mainly agree

Partly agree

Do not agree

The next step is aimed at developing a rational assessment of the level of quality that you have achieved in this field of Bridging Diversity and to discuss and define specific goals for the further development of your work.

Please think about an appropriate way of informing parents about your results in this field.

Summary of the evaluation and the potential for further development in field of activity B7

What are we doing well?

What are we not doing so well?

Early childhood professionals shape transitions between and within day care settings in a caring and sensitive manner.

Completely agree Mainly agree Partly agree Do not agree

Which goals do we want to achieve to further develop the quality of our work?

We now move on to developing specific steps to achieve the goals and tasks set out in Bridging Diversity. Think about how you could use the conditions and parameters in your centre effectively. Think about which organisational aspects you could change in order to meet your aims.

This includes asking questions such as:

- How do you organise your work and meeting times?
- Can you find a way of dividing your responsibilities?
- Who can provide you with help?

WHO is going to check that it has been done?	
WHEN should it be done by?	
WHO is going to help?	
WHO is going to do it?	
WHAT needs to be done?	

Materials for conducting internal evaluations in accordance with the requirements set out in Bridging Diversity

Field of Activity C1

Early childhood professionals actively strive for an educational partnership with parents based on mutual recognition.

C1.3 I involve parents in decisions about important issues concerning the centre/family day care centre.

C1.3.1

I encourage parents to contribute and to provide suggestions and critique while ensuring that the parents feel that their opinions are valued and that their contributions are taken into account.

C1.3.2

I show awareness of parents' special abilities, knowledge and interests. I encourage parents to use these abilities in their work with the children.

C1.3.3

I handle the information that I receive from parents professionally and treat parents' personal concerns confidentially.

C1.3.4

I involve parents in drawing up and reviewing the concept at the heart of the centre's work and in planning and designing the themes on which it focuses.

C1.3.5

I ensure that clear rules are available to manage complaints and to inform parents, and ensure that this is done together with the person running the centre and the provider.

C1.3.6

I inform parents about how they can get involved at the institutional level within the centre. This includes joining the parents' council, parent committees and the centre's board. I provide contact with parents' committees outside the centre, such as those at the district and state level.

Practical examples:

Evaluation question C1.3

I involve parents in decisions about important issues concerning the centre/family day care centre.

Completely agree

Mainly agree

Partly agree

Do not agree

The following evaluation form should be drawn or printed as a large poster. Please provide your answers to the evaluation questions on the evaluation form and do so anonymously. This will provide you and other members of the team with an initial quality profile.

**Presenting the individual
 assessments and the team evaluation**
 (Number of entries on the scale)

C1.1

I actively strive for an educational partnership with parents based on mutual recognition.

Completely agree	Mainly agree	Partly agree	Do not agree

C1.2

I ensure that my work is undertaken transparently.

Completely agree	Mainly agree	Partly agree	Do not agree

C1.3

**I involve parents in decisions about important issues concerning the centre/family day
 care centre.**

Completely agree	Mainly agree	Partly agree	Do not agree

Parent feedback survey

Conducting a structured questionnaire of parents' views provides an opportunity to compare their views with those of the team. Comparing perspectives can help provide a substantial appraisal of the current level of partnership and cooperation that exists between parents and the team.

In order to do so, the questionnaire needs to be photocopied and distributed to the parents. This can be done during events such as parents' evenings or afternoons where all of the parents have been invited. However, no matter how the survey is undertaken, it is essential that enough time is made available to conduct it properly. The results from the survey should be evaluated before moving on to the group discussion.

The information that the parents provide about their experiences of the settling-in period (Question 2) can be used to work through Field of Activity B7 ('Early childhood professionals shape transitions with the children.'). Parents can also be invited to participate in the discussion. Finally, all of the parents should be informed of the results of the survey.

Parents' questionnaire

Dear parents,

We constantly strive to improve the quality of the work at your early years centre. For this reason, cooperation with you is particularly important to us.

You are invited to participate in all of the important matters that concern the centre. We are really interested in your suggestions.

This questionnaire is aimed at finding out more about your view of our work together. Getting to know your point of view should help to improve our work and to build an even more trusting relationship.

Your views will remain anonymous and you will be informed about the results of the survey. Please tick the extent to which you agree or disagree with the following statements.

Thank you and warm regards,

Your early years team

1. Are you well-informed about the work of the early years centre?

	Completely agree	↔	↔	Do not agree	Not applicable
I was able to familiarise myself with the early years centre before my child was admitted.	<input type="checkbox"/>				
I have ample opportunities to find out what my child experiences and learns at the centre (e.g. through posters, letters to parents, newsletters, occasional participation in educational activities in my child's group...).	<input type="checkbox"/>				

2. Did your child's settling-in phase go smoothly? And was your child's settling-in phase accompanied by a practitioner with whom your child became increasingly familiar?

	Completely agree	↔	↔	Do not agree	Not applicable
I was able to communicate with this practitioner about the individual steps taken to help my child settle-in.	<input type="checkbox"/>				
The practitioner enquired about my child's habits, likes and dislikes.	<input type="checkbox"/>				
I had the impression that the team understands my child's needs and responds appropriately to them with care.	<input type="checkbox"/>				
My child has settled-in well and feels comfortable in the community of children.	<input type="checkbox"/>				
I have been able to share enough information with the team about my child's experiences of settling-in.	<input type="checkbox"/>				

3. What experiences have you made in terms of cooperation with the team?

	Completely agree	↔	↔	Do not agree	Not applicable
The team approaches me with trust and respect.	<input type="checkbox"/>				
The team is open to my opinion. I am able to convey to the team what is important for the <i>Bildung</i> and development of my child.	<input type="checkbox"/>				
I am aware of the team's documentation about my child's individual development and it is accessible to me at all times.	<input type="checkbox"/>				

4. To what extent can you participate in the centre's work?

	Completely agree	↔	↔	Do not agree	Not applicable
In my experience, the centre encourages parents to get involved.	<input type="checkbox"/>				
I have suggestions, requests and/or complaints.	<input type="checkbox"/>				
In my experience, parents' suggestions and/or complaints are taken into consideration.	<input type="checkbox"/>				

Guidelines for the group discussion

Evaluation question C1.1

Do you actively strive for an educational partnership with parents based on mutual recognition?

Use the following criteria to shape the discussion:

C1.1.1

We develop a trustful and appreciative approach with all parents.

C1.1.2

We work to understand parents' expectations of regarding the education, *Bildung* and care of their children, taking different family cultures into account as part of this process.

C1.1.3

We talk with parents about our and the parents' notions of education and family life.

C1.1.4

We actively look for opportunities to overcome linguistic barriers, such as with the help of other parents or interpreting services.

C1.1.5

We conduct regular meetings with parents about their child's development and discuss any different views that might crop up. These meetings use information gained from the Berlin Documentation System. The information that the system holds should be accessible to the child and parents at all times, as it belongs to them.

Team evaluation:

We actively strive for an educational partnership with parents based on mutual recognition.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question C1.2

Do you ensure that your work is undertaken transparently?

Use the following criteria to shape the discussion:

C1.2.1

We provide parents with the opportunity to learn more about life in the centre/family day care and the pedagogical concept. This begins before the child joins the centre.

C1.2.2

We provide parents with insights into the centre's daily routine by giving them interesting documentation and detailing personal experiences.

Team evaluation:

We ensure that our work is undertaken transparently.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question C1.3

Do you involve parents in decisions about important issues concerning the centre/family day care centre?

Use the following criteria to shape the discussion:

C1.3.1

We encourage parents to contribute and to provide suggestions and critique while ensuring that the parents feel that their opinions are valued and that their contributions are taken into account.

C1.3.2

We show awareness of parents' special abilities, knowledge and interests. We encourage parents to use these abilities in their work with the children.

C1.3.3

We handle the information that we receive from parents professionally and treat parents' personal concerns confidentially.

C1.3.4

We involve parents in drawing up and reviewing the concept at the heart of the centre's work and in planning and designing the themes on which it focuses.

C1.3.5

We ensure that clear rules are available to manage complaints and to inform parents, and ensure that this is done together with the person running the centre and the provider.

C1.3.6

We inform parents about how they can get involved at the institutional level within the centre. This includes joining the parents' council, parent committees and the centre's board. We provide contact with parents' committees outside the centre, such as those at the district and state level.

Team evaluation:

We involve parents in decisions about important issues concerning the centre/family day care centre.

Completely agree

Mainly agree

Partly agree

Do not agree

The next step is aimed at developing a rational assessment of the level of quality that you have achieved in this field of Bridging Diversity and to discuss and define specific goals for the further development of your work.

Please think about an appropriate way of informing parents about your results in this field.

Summary of the evaluation and the potential for further development in field of activity C1

What are we doing well?

What are we not doing so well?

Early childhood professionals build and maintain partnerships with parents for children's *Bildung* and education.

Completely agree Mainly agree Partly agree Do not agree

Which goals do we want to achieve to further develop the quality of our work?

We now move on to developing specific steps to achieve the goals and tasks set out in Bridging Diversity. Think about how you could use the conditions and parameters in your centre effectively. Think about which organisational aspects you could change in order to meet your aims.

This includes asking questions such as:

- How do you organise your work and meeting times?
- Can you find a way of dividing your responsibilities?
- Who can provide you with help?

WHO is going to check that it has been done?	
WHEN should it be done by?	
WHO is going to help?	
WHO is going to do it?	
WHAT needs to be done?	

Materials for conducting internal evaluations in accordance with the requirements set out in Bridging Diversity

Field of Activity C2

Early childhood professionals and the principal build and maintain the cooperation and communication in the team based on democratic principles.

Self-assessment for practitioners

Two tools are provided for self-assessment in this field of activity. One of the tools is aimed at practitioners; the other is aimed at principals. Both tools are identical in terms of quality requirements and criteria. However, practitioners and principals undertake their self-assessments from different perspectives.

During structured self-assessments, practitioners reflect on and evaluate their own contribution to shaping a democratic team culture in line with the quality requirements C2.1 to C2.5.

Furthermore, practitioners use the quality requirements C2.6 to C2.9 to consider which examples illustrate the requirements placed on the centres' principal, and to develop an awareness of how the principal fulfils these requirements.

As such, practitioners need to critically examine developments within the team and the principal's work in relation to the specified quality requirements and criteria. In addition, practitioners need to be prepared to discuss essential issues and to assess the level of quality development achieved within the team in relation to the aims set out in *Bridging Diversity*.

C2.1 All members of staff share responsibility for the quality improvements described in Bridging Diversity.

C2.1.1

I view myself as part of a team where each person takes on specific tasks and shares a sense of responsibility for the whole centre.

C2.1.2

I actively participate in internal evaluations as foreseen in Bridging Diversity.

C2.1.3

I value each member of staff with their different opinions and experiences.

C2.1.4

Together with the principal, I set aside time to reflect on institutional and organisational circumstances and agree on any necessary changes.

C2.1.5

As part of the team, I apply the results and recommendations of external evaluations and use them to draw conclusions to improve my work.

C2.1.6

I view the changes that are agreed on within the team as opportunities and implement them with other members of the team.

Practical examples:

Evaluation question C2.1

I share responsibility for the quality improvements described in Bridging Diversity together with other members of the team.

Completely agree

Mainly agree

Partly agree

Do not agree

C2.4 The team regularly discusses the organisation of work, the pedagogical tasks undertaken with the children, and cooperation with parents.

C2.4.1

We ensure that agreements about pedagogical practice and the organisation of our work are transparent and clear.

C2.4.2

We meet regularly as a team. In larger centres, individual team members meet up regularly.

C2.4.3

We ensure that more time is given to reflecting about pedagogical tasks and defining pedagogical objectives than to organisational issues.

C2.4.4

We agree on clearly defined joint tasks and procedures.

C2.4.5

We discuss and evaluate insights and experiences arising from the further training of individual colleagues during team meetings.

C2.4.6

We agree on how to distribute the tasks when new colleagues or trainees join the centre.

Practical examples:

Evaluation question C2.4

The team regularly discusses the organisation of work, the pedagogical tasks undertaken with the children, and cooperation with parents.

Completely agree

Mainly agree

Partly agree

Do not agree

Quality requirements C2.6 to C2.9 provide practitioners with the opportunity to draw up examples illustrating how the principal's work enables the quality requirements to be met while simultaneously raising their awareness about the role that each of them played in achieving the quality requirements.

C2.6 The centre's principal continuously develops the centre's pedagogical approach together with the team.

C2.6.1

The principal bases their work on the vision drawn up by the provider and on Bridging Diversity. The principal ensures that the further development of the concept paper draws on an analysis of the environment, the needs of the children and their families' and the team's potential.

C2.6.2

The principal provides impetus, coordinates and sustains development processes and provides professional reflection.

C2.6.3

The principal assumes responsibility for planning and implementing the team's joint objectives.

C2.6.4

The principal informs parents about the centre's concept paper and takes their suggestions regarding further developments into account.

C2.6.5

The principal mediates, if necessary, during difficult situations between parents and staff.

C2.6.6

The principal sets up networks linking the centre with other players in the field of youth welfare and ensures cooperation takes place with primary schools and professionals from early years centres and family centres in the local area.

C2.6.7

The principal ensures that the results of internal and external evaluations are included as part of the continual development of the concept paper.

Practical examples:

C2.9 The principal assumes responsibility for the management of staff and team development.

C2.9.1

The principal is committed to a cooperative working climate and the provision of joint support.

C2.9.2

The principal regularly conducts staff development meetings structured around the strengths and competences of each member of staff.

C2.9.3

The principal openly addresses further development needs and strives to formulate clearer agreements emerging from discussions with each staff member.

C2.9.4

The principal regularly provides feedback as part of the training and probationary periods of new members of staff.

C2.9.5

The principal is responsible for interns and members of staff who are undergoing vocational training alongside their work and ensures they receive qualified instruction.

C2.9.6

The principal is committed to reducing pressure at work and improving health and safety.

C2.9.7

The principal organises work and holiday schedules based on transparent criteria and in accordance with pedagogical needs.

C2.9.8

The principal supports the staff in all issues relating to child protection and will call upon the help of experienced specialists, if necessary. Cases of suspected threats to child welfare are always discussed with the provider before the district Youth Welfare Office is contacted.

Practical examples:

Self-assessment for principals

Two tools are provided for self-assessment in this field of activity. One of the tools is aimed at practitioners; the other is aimed at principals. Both tools are identical in terms of quality requirements and criteria. However, principals and practitioners undertake self-assessments from different perspectives.

During structured self-assessments, principals reflect on and evaluate the level of teamwork and communication in the team in line with quality requirements C2.1 to C2.5 and develop an awareness of their own contribution to the quality level achieved.

Furthermore, principals use the quality requirements C2.6 to C2.9 to assess their own work.

As such, principals need to critically examine developments within the team and their work in relation to the specified quality requirements and criteria. In addition, principals need to be prepared to discuss essential issues and to assess the level of quality development achieved within the team in relation to the aims set out in *Bridging Diversity*.

C2.1 All members of staff share responsibility for the quality improvements described in Bridging Diversity.

C2.1.1

All members of staff view themselves as part of a team where each person takes on specific tasks and shares a sense of responsibility for the whole centre.

C2.1.2

All members of staff actively participate in internal evaluations as foreseen in Bridging Diversity.

C2.1.3

The team values each member of staff with their different opinions and experiences.

C2.1.4

Together with the principal, the team sets aside time to reflect on institutional and organisational circumstances and agree on any necessary changes.

C2.1.5

The team applies the results and recommendations of external evaluations and uses them to draw conclusions to improve their work.

C2.1.6

The staff view the changes that are agreed on within the team as opportunities and implement them together.

Practical examples:

Evaluation question C2.1

All members of staff share responsibility for the quality improvements described in Bridging Diversity.

Completely agree

Mainly agree

Partly agree

Do not agree

In the second part, you use the quality requirements set out in C2.6 to C2.9 to provide an appraisal of your work as principal.

C2.6 I continuously develop the centre’s pedagogical approach together with the team.

C2.6.1

I base my work on the vision drawn up by the provider and on Bridging Diversity. I ensure that the further development of the concept paper draws on an analysis of the environment, the needs of the children and their families’ and the team’s potential

C2.6.2

I provide impetus, coordinate and sustain development processes and provide professional reflection.

C2.6.3

I assume responsibility for planning and implementing the team’s joint objectives.

C2.6.4

I inform parents about the centre’s concept paper and take their suggestions regarding further developments into account.

C2.6.5

If necessary, I mediate during difficult situations between parents and staff.

C2.6.6

I set up networks linking the centre with other players in the field of youth welfare and ensure cooperation takes place with primary schools and professionals from early years centres and family centres in the local area.

C2.6.7

I ensure that the results of internal and external evaluations are included as part of the continual development of the concept paper.

C2.7 I structure work procedures in a clear, transparent manner that treats the staff with respect.

C2.7.1

I promptly provide members of the team with all of the information they need to carry out their work. As such, I help to ensure that staff are able to fulfil their tasks by themselves.

C2.7.2

I advise staff members and encourage them to share their experiences with other members of the team.

C2.7.3

I include the members of staff in all important issues related to their pedagogical work.

C2.7.4

I promote and provide parents and families with opportunities for participation and commit to maintaining a cooperative partnership with them.

C2.7.5

I devise a binding structure for communication, provide for the systematic planning and thinking behind pedagogical work; and ensure I am informed about current discussions relating to early years centres.

C2.7.6

I ensure that emerging conflicts are handled constructively.

Practical examples:

Evaluation question C2.7

I structure work procedures in a clear, transparent manner that treats the staff with respect.

Completely agree

Mainly agree

Partly agree

Do not agree

C2.8 I promote and assume responsibility for the continuous quality development process in the centre.

C2.8.1

I ensure that agreements are met.

C2.8.2

I ensure that all members of staff regularly complete further training and I develop and agree on a plan with the team for further training that focuses on specific issues.

C2.8.3

I take responsibility for conducting regular internal evaluations, if necessary with the support of qualified facilitators, and ensure the results are documented.

C2.8.4

I prepare external evaluations in coordination with the provider and through involving the team, and take on the responsibility for assessing the results and implementing the recommendations.

C2.8.5

Together with all those concerned, I plan and organise training days for the team which are aimed at improving the quality of pedagogical work.

C2.8.6

I handle complaints appropriately, view them as opportunities for due consideration and encourage all members of staff to engage with constructive criticism.

Practical examples:

Evaluation question C2.8

I promote and assume responsibility for the continuous quality development process in the centre.

Completely agree

Mainly agree

Partly agree

Do not agree

C2.9 I assume responsibility for the management of staff and team development.

C2.9.1

I am committed to a cooperative working climate and the provision of joint support.

C2.9.2

I regularly conduct staff development meetings structured around the strengths and competences of each member of staff.

C2.9.3

I openly address further development needs and strive to formulate clearer agreements emerging from discussions with each staff member.

C2.9.4

I regularly provide feedback as part of the training and probationary periods of new members of staff.

C2.9.5

I am responsible for interns and members of staff who are undergoing vocational training alongside their work and I ensure they receive qualified instruction.

C2.9.6

I am committed to reducing pressure at work and improving health and safety.

C2.9.7

I organise work and holiday schedules based on transparent criteria and in accordance with pedagogical needs.

C2.9.8

I support the staff in all issues relating to child protection and will call upon the help of experienced specialists, if necessary. Cases of suspected threats to child welfare are always discussed with the provider before the district Youth Welfare Office is contacted.

The following evaluation form should be drawn or printed as a large poster. Please provide your answers (both team and principal) to the evaluation questions on the evaluation form and do so anonymously. This will provide you and other members of the team with an initial quality profile.

Presenting the individual assessments and the team evaluation
 (Number of entries on the scale)

C2.1

All members of staff share responsibility for the quality improvements described in Bridging Diversity.

Completely agree	Mainly agree	Partly agree	Do not agree

C2.2

The team communicates and comes to agreements in a manner which is respectful of differences and builds on common objectives.

Completely agree	Mainly agree	Partly agree	Do not agree

C2.3

Practitioners are teachers and learners.

Completely agree	Mainly agree	Partly agree	Do not agree

C2.4

The team regularly discusses the organisation of work, the pedagogical tasks undertaken with the children, and cooperation with parents.

Completely agree	Mainly agree	Partly agree	Do not agree

C2.5

The health and well-being of all members of the centre’s staff is a joint team concern.

Completely agree	Mainly agree	Partly agree	Do not agree

C2.6

I continuously develop the centre’s pedagogical approach together with the team.

Completely agree	Mainly agree	Partly agree	Do not agree

C2.7

I structure work procedures in a clear, transparent manner that treats the staff with respect.

Completely agree	Mainly agree	Partly agree	Do not agree

C2.8

I assume responsibility for the management of staff and team development.

Completely agree	Mainly agree	Partly agree	Do not agree

C2.9

I assume responsibility for the management of staff and team development.

Completely agree	Mainly agree	Partly agree	Do not agree

Guidelines for the group discussion

Evaluation question C2.1

Do all members of staff share responsibility for the quality improvements described in Bridging Diversity?

Use the following criteria to shape the discussion:

C2.1.1

All members of staff view themselves as part of a team where each person takes on specific tasks and shares a sense of responsibility for the whole centre.

C2.1.2

We all actively participate in internal evaluations as foreseen in Bridging Diversity.

C2.1.3

We value each member of staff with their different opinions and experiences.

C2.1.4

Together with the principal, we set aside time to reflect on institutional and organisational circumstances and agree on any necessary changes.

C2.1.5

We apply the results and recommendations of external evaluations and use them to draw conclusions to improve our work.

C2.1.6

We view the changes that are agreed on within the team as opportunities and implement them together.

Team evaluation:

All members of staff share responsibility for the quality improvements described in Bridging Diversity.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question C2.2

Do you communicate and come to agreements in a manner which is respectful of differences and builds on common objectives?

C2.2.1

We support the ideas of our colleagues and participate in their implementation.

C2.2.2

We formulate critiques openly and respectfully with the aim of finding a solution that is suitable for all participants.

C2.2.3

We agree on the objectives behind any changes within the team so that we are aware of the reasoning behind these changes.

C2.2.4

We make use of methods that improve the professional development of the team, such as professional counselling and feedback in order to reflect on our pedagogical work.

Team evaluation:

We communicate and come to agreements in a manner which is respectful of differences and builds on common objectives.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question C2.3

Are you teachers and learners?

C2.3.1

We view the daily routine with the children as providing us with a valuable field of experience.

C2.3.2

We show the children that adults can also learn and that learning and development never stop.

C2.3.3

We let children share in our learning processes. In this manner, we demonstrate how learning can succeed.

C2.3.4

We remain abreast of current professional discussions and learn about new practices in early years education.

C2.3.5

We actively participate in the yearly planning of further training.

Team evaluation:

We are teachers and learners.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question C2.4

Does the team regularly discuss the organisation of work, the pedagogical tasks undertaken with the children, and cooperation with parents?

C2.4.1

We ensure that agreements about pedagogical practice and the organisation of their work are transparent and clear.

C2.4.2

We meet regularly. In larger centres, individual team members meet up regularly.

C2.4.3

We ensure that more time is given to reflecting about pedagogical tasks and defining pedagogical objectives than to organisational issues.

C2.4.4

We agree on clearly defined joint tasks and procedures.

C2.4.5

We discuss and evaluate insights and experiences arising from the further training of individual colleagues during team meetings.

C2.4.6

We agree on how to distribute the tasks when new colleagues or trainees join the centre.

Team evaluation:

We regularly discuss the organisation of work, the pedagogical tasks undertaken with the children, and cooperation with parents.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question C2.5

Is the health and well-being of all members of the centre's staff a joint team concern?

C2.5.1

We focus on everyone's health and well-being and consider health to be a shared concern and address the issue at team meetings.

C2.5.2

We are mindful of our own needs and wishes in terms of our work.

C2.5.3

We openly discuss pressure at work with the principal or, as the case may be, with the provider.

C2.5.4

We take part in measures aimed at securing the health and cohesion of the team (such as health prevention measures and team activities).

Team evaluation:

The health and well-being of all members of the centre's staff is a joint team concern.

Completely agree

Mainly agree

Partly agree

Do not agree

Quality requirements C2.6 to C2.9 provide practitioners with the opportunity to draw up examples that illustrate how the principal's work enables these quality requirements to be met while simultaneously raising awareness among the practitioners of the role that they played in the achievement of the quality requirements.

Evaluation question C2.6

Does the centre's principal continuously develop the centre's pedagogical approach together with the team?

C2.6.1

The principal bases their work on the vision drawn up by the provider and on Bridging Diversity. They ensure that the further development of the concept paper draws on an analysis of the environment, the needs of the children and their families' and the team's potential.

C2.6.2

The principal provides impetus, coordinates and sustains development processes and provides professional reflection.

C2.6.3

The principal assumes responsibility for planning and implementing the team's joint objectives.

C2.6.4

The principal informs parents about the centre's concept paper and takes their suggestions regarding further developments into account.

C2.6.5

The principal mediates, if necessary, during difficult situations between parents and staff.

C2.6.6

The principal sets up networks linking the centre with other players in the field of youth welfare and ensures cooperation takes place with primary schools and professionals from early years centres and family centres in the local area.

C2.6.7

The principal ensures that the results of internal and external evaluations are included as part of the continual development of the concept paper.

Evaluation by the principal:

The centre's principal continuously develops the centre's pedagogical approach together with the team.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question C2.7

The principal structures work procedures in a clear, transparent manner that treats the staff with respect.

C2.7.1

The principal promptly provides members of the team with all of the information they need to carry out their work. As such, the principal helps to ensure that staff are able to fulfil their tasks by themselves.

C2.7.2

The principal advises staff members and encourages them to share their experiences with other members of the team.

C2.7.3

The principal includes the members of staff in all important issues related to their pedagogical work.

C2.7.4

The principal promotes and provides parents and families with opportunities for participation and commits to maintaining a cooperative partnership with them.

C2.7.5

The principal devises a binding structure for communication, provides for the systematic planning and thinking behind pedagogical work; principals ensure they are informed about current discussions relating to early years centres.

C2.7.6

The principal ensures that emerging conflicts are handled constructively.

Evaluation by the principal:

The principal structures work procedures in a clear, transparent manner that treats the staff with respect.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question C2.8

Does the principal of the centre promote and assume responsibility for the continuous quality development process in the centre?

C2.8.1

The principal ensures that agreements are met.

C2.8.2

The principal ensures that all members of staff regularly complete further training and develops and agrees on a plan with the team for further training that focuses on specific issues.

C2.8.3

The principal takes responsibility for conducting regular internal evaluations, if necessary with the support of qualified facilitators, and ensures the results are documented.

C2.8.4

The principal prepares external evaluations in coordination with the provider and through involving the team, and takes on the responsibility for assessing the results and implementing the recommendations.

C2.8.5

Together with all those concerned, the principal plans and organises training days for the team which are aimed at improving the quality of pedagogical work.

C2.8.6

The principal handles complaints appropriately, views them as opportunities for due consideration and encourages all members of staff to engage with constructive criticism.

Evaluation by the principal:

The principal of the centre promotes and is responsible for the continuous quality development process in the centre.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question C2.9

Does the principal assume responsibility for the management of staff and team development?

C2.9.1

The principal is committed to a cooperative working climate and the provision of joint support.

C2.9.2

The principal regularly conducts staff development meetings structured around the strengths and competences of each member of staff.

C2.9.3

The principal openly addresses further development needs and strives to formulate clearer agreements emerging from discussions with each staff member.

C2.9.4

The principal regularly provides feedback as part of the training and probationary periods of new members of staff.

C2.9.5

The principal is responsible for interns and members of staff who are undergoing vocational training alongside their work and ensures they receive qualified instruction.

C2.9.6

The principal is committed to reducing pressure at work and improving health and safety at work.

C2.9.7

The principal organises work and holiday schedules based on transparent criteria and in accordance with pedagogical needs.

C2.9.8

The principal supports the staff in all issues relating to child protection and will call upon the help of experienced specialists, if necessary. Cases of suspected threats to child welfare are always discussed with the provider before the district Youth Welfare Office is contacted.

Evaluation by the Principal:

The principal assumes responsibility for the management of staff and team development.

Completely agree

Mainly agree

Partly agree

Do not agree

The next step is aimed at developing a rational assessment of the level of quality that you have achieved in this field of Bridging Diversity and to discuss and define specific goals for the further development of your work.

Please think about an appropriate way of informing parents about your results in this field.

Summary of the evaluation and the potential for further development in field of activity C2

What are we doing well?

What are we not doing so well?

Early childhood professionals and the principal build and maintain the cooperation and communication in the team based on democratic principles.

Completely agree Mainly agree Partly agree Do not agree

Which goals do we want to achieve to further develop the quality of our work?

We now move on to developing specific steps to achieve the goals and tasks set out in Bridging Diversity. Think about how you could use the conditions and parameters in your centre effectively. Think about which organisational aspects you could change in order to meet your aims.

This includes asking questions such as:

- How do you organise your work and meeting times?
- Can you find a way of dividing your responsibilities?
- Who can provide you with help?

WHO is going to check that it has been done?	
WHEN should it be done by?	
WHO is going to help?	
WHO is going to do it?	
WHAT needs to be done?	