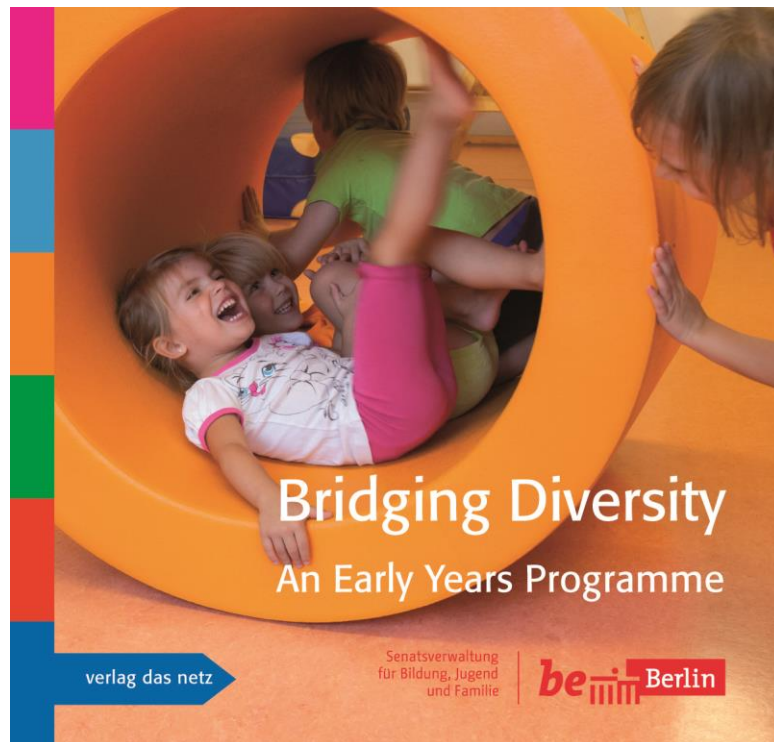




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## INTERNATIONALE AKADEMIE BERLIN

für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



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# Observing and documenting the processes associated with children's *Bildung*

in line with *Bridging Diversity*

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Produced by the  
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The Observation Sheet in English and in German is available online at [www.beki-qualitaet.de](http://www.beki-qualitaet.de)

## How to implement the procedure

The material provided here for observing and documenting the processes associated with children's *Bildung* is based on *Bridging Diversity* – Berlin's programme for early years services.<sup>1</sup> It includes:

- A an Observation Sheet
- B an Evaluation Sheet for individual observational sequences
- C a Summary Sheet for the evaluation of several observational sequences

The details that follow are intended to help you implement the procedure.

### A. Observation Sheet

The Observation Sheet has been drawn up to enable you to develop an in-depth understanding of the diverse *Bildung*-related actions undertaken by a particular child and to document them. Each observational sequence, which should last around five minutes, is to be recorded on a separate sheet.

The Observation Sheet can be used for planned and spontaneous observations. Just circle the appropriate section on the top right-hand corner of the sheet.

We recommend ensuring that different people observe different sequences wherever possible. This enables colleagues to share their experiences about a child's development potential; this should be done in a supportive manner.

#### The setting

Briefly describe the setting in which the observation took place so that the context of your observations will still be clear when reading your notes at a later date. *Which activity was being carried out during the observation? Where was the observation conducted? Who was involved? What took place in the run-up to the observation?*

#### The sequence of events

Once you have observed a sequence of events, ensure that you describe the child's diverse actions and expressions as precisely as possible: *What exactly did you observe? What happened? What was the child doing with whom? How did the child interact? What was the child focused on? What did the child say or express? What questions did the child ask?*

The sequences should not be evaluated at this point, so please try to avoid making attributions, assessments or speculating about the child's competencies or feelings. Remain factual and avoid statements such as: 'She climbed up the ladder **easily** [attribution] and was **happy about the warm weather** [speculation]' or 'He did it **really well** [assessment].' You will have an opportunity to assess the child's competencies and strengths later on.

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<sup>1</sup> See, Senate Department for Education, Youth and Family, Berlin (2019): *Bridging Diversity: An Early Years Programme*. Weimar, Berlin: verlag das netz, pp. 33-37.

## B. Evaluation Sheet for individual observational sequences

After a sequence has taken place, use the competencies outlined in *Bridging Diversity* as a framework to analyse your observations. The questions set out in the book serve to develop a targeted understanding of a child's competencies.

Use Observation Sheet A to note any competencies and strengths that are particularly evident during a sequence.

### Setting (Observation Sheet A)

Once you have analysed a child's competences and recorded the details on the Observation Sheet (A), describe the reservoir of experiences available to the child during the sequence and the challenges posed by the learning environment. *What support did the child receive? Was the child able to undertake a task without distraction? What restricted the child's activities? Which areas of competence were touched upon? Did the situation provide enough opportunities for the child to pursue their interests? Which possibilities did the child have to acquire knowledge/experience in this particular situation? Which challenges did the situation pose to the child?*

## C. Summary Sheet for the evaluation of several observational sequences

The Summary Sheet helps you gain an overall impression of a child's competences and strengths as well as the topics that were broached during the observations. It will also help you to consider which targeted activities you could use to support a child's development.

Do not evaluate your observations until you have observed a child in different sequences.

The Summary Sheet should be filled out together with your colleagues. Ensure that you share your experiences supportively. The Summary Sheet can also be used to prepare for feedback meetings with the child's parents.

### The child's competencies and strengths

Use your notes (Observation Sheet A) and the results of the evaluation in line with the four areas of competence (Evaluation Sheet B) to answer the following questions: *Which competencies have you observed repeatedly, which have you not? How does the profile you have developed fit with your everyday observations? What are the child's strengths? What stood out in particular?*

If you did not observe an aspect from one of the four areas of competence, consider whether the child might have expressed these competencies on a different setting. If not: *What support does the child need, and what can be changed about the learning environment to provide the child with an opportunity to develop these competencies?* Speaking to the child about their experiences, topics and interests will help you to answer these questions.

### The child's interests and topics

Use this section to describe the interests and topics that arose during the observational sequences, as well as those that occur during interaction with the child including during everyday observations.

In answering the question '*What competencies and topics stood out?*' you focus on aspects that were important to the child at a specific moment in time. These can be topics that the child brought to the early years centre from home (such as issues about pregnancy, siblings, illnesses, holidays etc.), that arose from attending the centre (such as building games, friends, the garden, singing, roleplay etc.) and from the local environment (animals and plants, occupations, major events, people in emergencies). It may also include issues that the child has been concerned about or interested in for some time such as '*Why is cheese yellow?*' or '*Why do I look different from the other children?*'.

### Ideas for next steps

In accordance with the understanding of *Bildung* set out in *Bridging Diversity*, your pedagogical work should be closely linked to the needs and interests of the community of children. In addition to understandings of group events, it is particularly important to focus on the competencies, strengths, interests and topics broached by a child and their further development. As such, consider questions such as: *Which competencies do you want to support? What ideas do you have for your pedagogical work that could motivate and encourage the child? How can the child participate in the community of children with their competencies and needs? How can the potential of the children's community be brought to bear to support the child?*

### Supportive feedback and dialogue

Provide the child supportive feedback about the analysis of the child's competencies, strengths and topics. *What strengths have you observed? What competencies and topics stood out?*

Use this section of the sheet to describe the way in which you provided feedback to the child and how the child responded.

Providing feedback to the child can take place alongside the entries noted in the child's copy of the Berlin's Documentation System for Individual Language Acquisition<sup>2</sup>.

Documentation and feedback that are summarised and provided as '*Bildung* and learning stories' have proven particularly useful. These summaries highlight a child's strengths and progress, and demonstrate what the child has learned. This can help to improve children's understanding of themselves as competent individuals who can have an impact on their own environment. Moreover, this form of feedback provides a strong foundation for feedback meetings with parents, sharing experiences within the team and, last but not least, with the child.

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<sup>2</sup> Das Berliner Sprachlerntagebuch

**A Observation Sheet**

**Sequence No. \_\_\_\_**

Child’s name: .....	Age: .....	Date: .....
Observation conducted by: .....	Time: .....	Observation:   Planned   Spontaneous

**Context**

*Which activity was being carried out during the observation? Where was the observation conducted? Who was involved? What took place in the run-up to the observation?*

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**What happened?**

*What exactly did you observe? What happened? What was the child doing with whom? How did the child interact? What was the child focused on? What did the child say or express? What questions did the child ask?*

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Child's name: .....	Age: .....	Date: .....
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**Evaluation of an observational sequence in line with the competencies described in *Bridging Diversity***

*Which self, social, knowledge and learning competencies did you observe?*

Please use Evaluation Sheet B to describe these competencies (see pp. 6-7).

*Which of the child's competencies and strengths were particularly evident during the sequence?*

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**Context:**

*What support did the child receive? Was the child able to undertake a task without distraction? What restricted the child's activities? Which areas of competence were touched upon? Did the situation provide enough opportunities for the child to pursue their interests? Which possibilities did the child have to acquire knowledge/experience in this particular situation? Which challenges did the situation pose to the child?*

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## B Evaluation Sheet

Evaluation of an observational sequence in line with the competencies described in *Bridging Diversity*

Child's name: .....

Which self-competencies did you observe?					
Observational sequence	Nr. 1	Nr. 2	Nr. 3	Nr. 4	Nr. 5
Did the child express needs and interests and articulate their wishes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the child express feelings (pleasure, happiness, sadness, anger, fear, outrage etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the child communicate with others and use linguistic expression or express themselves in other ways?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the child curious, open to new experiences, including about knowledge and information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the child develop its own ideas? Did the child take the initiative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the child encourage others to articulate their wishes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the child express interest in movement and in finding out what their body can do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which social competencies did you observe?					
Observational sequence	Nr. 1	Nr. 2	Nr. 3	Nr. 4	Nr. 5
Was the child sociable, and did the child offer or accept help?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the child listen to other children... express empathy with others... understand and respond to other people's views?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the child communicate their expectations even if these were different from those of other children? Did the child negotiate during conflicts and accept compromises?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the child try to participate in the group? Did the child take part in joint decisions and projects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the child demonstrate fairness when dealing with others? Did the child stand up for justice and against discrimination?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the child participate in drawing up rules and adhere to them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Which knowledge competencies did you observe?					
Observational sequence	Nr. 1	Nr. 2	Nr. 3	Nr. 4	Nr. 5
Did the child develop notions about what is beneficial for their health (exercise, diet, relaxation etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the child notice similarities and differences in people's lives and child recognise and accept social norms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the child interested in diverse forms of linguistic expression as well as in symbols and books?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the child show understanding of the precise meaning of linguistic statements and understanding of non-verbal expressions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the child voice thoughts in a manner that was meaningful, appropriate and grammatically correct?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the child express ideas, wishes and feelings creatively and imaginatively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the child demonstrate the competencies needed to use various materials, techniques and electronic devices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the child express a nuanced understanding of scientific and technical phenomena in everyday life? Did the child use all of the senses to do so?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the child act with care when dealing with plants and animals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which learning competencies did you observe?					
Observational sequence	Nr. 1	Nr. 2	Nr. 3	Nr. 4	Nr. 5
Did the child enjoy searching for and trying out solutions, experimenting, researching and puzzling over something?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the child stick to the task they chose and keep trying instead of giving up immediately when faced with difficulties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the child apply the experience and knowledge they have in one area to other areas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the child recognise that there can be different ways of undertaking the same task or solving the same problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the child show willingness to cooperate and work together on a shared task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the child open to new experiences, information and knowledge?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the child show an understanding of the fact that information and knowledge can be acquired from different sources (from experts, libraries, electronic media, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### C Summary evaluation of several observation sequences

Child's name: .....

Observers : .....

Date: .....

#### The child's competencies and strengths

Consider the results from the analysis of the four areas of competence (Evaluation Sheet B). *Which competencies have you observed repeatedly, which have you not? How does the profile you have developed fit with your everyday observations? What are the child's strengths? What stood out in particular?*

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#### The child's interests and topics

*What strengths have you observed? What competencies and topics stood out?*

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**Ideas for next steps**

*Which competencies do you want to support? What ideas do you have for your pedagogical work that could motivate and encourage the child? How can the child participate in the community of children with their competencies and needs? How can the potential of the children's community be brought to bear to support the child?*

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**Appreciative feedback and dialogue with the child**

*How did you structure your feedback to the child and how did the child react to it?*

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