

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?	