

# **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.<sup>9</sup>**

### **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 centres<sup>10</sup> 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.

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

<sup>10</sup> 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.<sup>11</sup>**

- 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.

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<sup>11</sup> 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.