

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

## **Field of Activity A1**

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

## **Guidelines for self-assessment**

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

#### **A1.1.1**

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

#### **A1.1.2**

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

#### **A1.1.3**

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

#### **A1.1.4**

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

#### **A1.1.5**

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





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

#### **A1.3.1**

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

#### **A1.3.2**

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

#### **A1.3.3**

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

#### **A1.3.4**

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

#### **A1.3.5**

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

#### **A1.3.6**

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

#### **A1.3.7**

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

#### **A1.3.8**

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





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

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

**A1.1**

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

Completely agree	Mainly agree	Partly agree	Do not agree

**A1.2**

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

Completely agree	Mainly agree	Partly agree	Do not agree

**A1.3**

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

Completely agree	Mainly agree	Partly agree	Do not agree

**A1.4**

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

Completely agree	Mainly agree	Partly agree	Do not agree

## Guidelines for the group discussion

### Evaluation question A1.1

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

Use the following criteria to shape the discussion:

#### A1.1.1

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

#### A1.1.2

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

#### A1.1.3

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

#### A1.1.4

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

#### A1.1.5

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

### Team evaluation:

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

Completely agree

Mainly agree

Partly agree

Do not agree

## Evaluation question A1.2

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

Use the following criteria to shape the discussion:

### A1.2.1

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

### A1.2.2

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

### A1.2.3

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

### A1.2.4

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

## Team evaluation:

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

Completely agree

Mainly agree

Partly agree

Do not agree

### Evaluation question A1.3

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

Use the following criteria to shape the discussion:

#### **A1.3.1**

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

#### **A1.3.2**

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

#### **A1.3.3**

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

#### **A1.3.4**

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

#### **A1.3.5**

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

#### **A1.3.6**

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

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

#### **A1.3.8**

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

### **Team evaluation:**

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

Completely agree

Mainly agree

Partly agree

Do not agree

### Evaluation question A1.4

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

Use the following criteria to shape the discussion:

#### **A1.4.1**

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

#### **A1.4.2**

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

#### **A1.4.3**

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

#### **A1.4.4**

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

#### **Team evaluation:**

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

Completely agree

Mainly agree

Partly agree

Do not agree

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

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

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

**What are we doing well?**

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**What are we not doing so well?**

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

Completely agree       Mainly agree       Partly agree       Do not agree

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

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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?	