

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

Field of Activity B1

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

Guidelines for self-assessment

B1.1 I regularly employ targeted observation of children’s individual development.

B1.1.1

I 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

I develop with the team suitable methods that are focused on strengths and on the tools used for observations, and learn how to apply them.

B1.1.3

I 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

I 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

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

Practical examples:

Evaluation question B1.1

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

Completely agree

Mainly agree

Partly agree

Do not agree

B1.2 I document my observations.

B1.2.1

I suitably document my 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

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

B1.2.3

I 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

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

B1.2.5

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

Practical examples:

Evaluation question B1.2

I document my observations.

Completely agree

Mainly agree

Partly agree

Do not agree

B1.3 I discuss my observations and consider their implications for my pedagogical practice.

B1.3.1

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

B1.3.2

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

B1.3.3

I use children’s development potentials to inform my provision of pedagogical motivation and, if necessary, targeted measures of support.

B1.3.4

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

Practical examples:

Evaluation question B1.3

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

Completely agree Mainly agree Partly agree Do not agree

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

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

B1.1

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

Completely agree	Mainly agree	Partly agree	Do not agree

B1.2

I document my observations.

Completely agree	Mainly agree	Partly agree	Do not agree

B1.3

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

Completely agree	Mainly agree	Partly agree	Do not agree

Guidelines for the group discussion

Evaluation question B1.1

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

Use the following criteria to shape the discussion:

B1.1.1

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

B1.1.2

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

B1.1.3

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

B1.1.4

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

B1.1.5

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

Team evaluation:

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

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B1.2

Do you document your observations?

Use the following criteria to shape the discussion:

B1.2.1

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

B1.2.2

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

B1.2.3

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

B1.2.4

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

B1.2.5

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

Team evaluation:

We document our observations.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B1.3

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

Use the following criteria to shape the discussion:

B1.3.1

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

B1.3.2

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

B1.3.3

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

B1.3.4

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

Team evaluation:

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

Completely agree

Mainly agree

Partly agree

Do not agree

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

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

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

What are we doing well?

What are we not doing so well?

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

Completely agree Mainly agree Partly agree Do not agree

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

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

This includes asking questions such as:

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

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