

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

Field of activity B3

Early childhood professionals enable the imagination and creative energy of all children to reign free.

Guidelines for self-assessment

B3.1 I create the conditions that encourage diverse forms of play.

B3.1.1

I establish a motivating environment with the children that provides incentives and space for diverse forms of play.

B3.1.2

I provide children with the opportunity to have fundamental experiences with water, earth, air and fire.

B3.1.3

I make toys, everyday objects, and various natural materials available to children.

B3.1.4

I ensure that children have access to various forms of play.

B3.1.5

I provide varied props and materials for role play to the children.

B3.1.6

I offer attractive, non-gendered options to boys or girls who tend to play games that are typical for their gender.

Practical examples:

Evaluation question B3.1

I create the conditions that encourage diverse forms of play.

Completely agree

Mainly agree

Partly agree

Do not agree

B3.2 I assist children in realising their ideas for play and expanding their abilities to play.

B3.2.1

I support children in deciding with what they want to play, when, how long they want to play for, and with whom

B3.2.2

I encourage children to show initiative when developing ideas for play and are available to answer questions and provide advice.

B3.2.3

I encourage the development of interesting situations for play without dominating the children's ideas.

B3.2.4

I support children – if necessary – in reaching agreements on rules, and encourage them to use them to solve conflicts and arguments.

B3.2.5

I help children to creatively act out what they have witnessed and experienced.

B3.2.6

I do not set taboos but fix boundaries and rules with the children.

Practical examples:

Evaluation question B3.2

I assist children in realising their ideas for play and expanding their abilities to play.

Completely agree

Mainly agree

Partly agree

Do not agree

B3.3 I recognise the exclusion of children and take an active stance against it.

B3.3.1

I 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

I protect and comfort the excluded child.

B3.3.3

I address the children who are excluding others objectively.

B3.3.4

I let children know that it is unfair to exclude other children from specific forms of play because of stereotypical gender ascriptions.

Practical examples:

Evaluation question B3.3

I recognise the exclusion of children and take an active stance against it.

Completely agree Mainly agree Partly agree Do not agree

B3.4 I understand the specific needs for play that children up to the age of three have and I enable varied forms of play.

B3.4.1

I provide children with sufficient opportunities to become acquainted with their bodies, and to explore and investigate how they work.

B3.4.2

I provide a variety of material and objects for the children to explore and investigate.

B3.4.3

I ensure the safety of the children without disproportionately restricting their will to explore.

B3.4.4

I observe children's different schemata in terms of play and support them by providing motivation that reflects these differences.

B3.4.5

I assist children with their use of language in various play situations.

B3.4.6

I have a diverse repertoire of songs and games for infants and toddlers which they can use in suitable situations.

B3.4.7

I facilitate joint play between older children, and make sure that younger children are treated with respect.

B3.4.8

I discuss the high value of play for early childhood development with parents.

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)

B3.1

I create the conditions that encourage diverse forms of play.

Completely agree	Mainly agree	Partly agree	Do not agree

B3.2

I assist children in realising their ideas for play and expanding their abilities to play.

Completely agree	Mainly agree	Partly agree	Do not agree

B3.3

I notice when children are being excluded and take an active stance against this.

Completely agree	Mainly agree	Partly agree	Do not agree

B3.4

I understand the specific needs for play that children up to the age of three have and enable varied forms of play.

Completely agree	Mainly agree	Partly agree	Do not agree

Collegial observation

Systematic observation provides important opportunities to gain reliable information about other practitioners' professional practices. We recommend that you use observation to gain in-depth insights into your colleagues' professional practices. An observation guide is provided below and it sets out what to look out for during observations.

Collegial observation involves an assessment of a colleague's pedagogical practices and a follow-up feedback round.

Collegial observation requires a great deal of trust from both parties. Trust not only applies to the honesty of the feedback provided, but also to a colleague's willingness to accept such feedback. Collegial observation is important because it encourages the development of a supportive, open and constructive-critical relationship between members of the team.

How to conduct collegial observation

- Choose a colleague to observe you that you trust.
- Organise a day on which the observation can take place. Ensure that there is enough time for the feedback round to take place after the observation. Don't forget to check whether someone will need to stand in for you and your colleague in the centre during this time.
- Instead of taking part in group activities, the practitioner conducting the observation concentrates on observing their colleague's work. The observation should be based on the questions and criteria set out in the Guidelines for Collegial Observation (see below).
- The observation should be conducted in line with the specified criteria, which are based around the four evaluation questions. The observation should last for about an hour.
- The colleague undertaking the observation should withdraw from the setting once the observation has been completed to record the results.
- Time should now be made available to discuss the observations. The colleague who was observed should also have their views recorded on the same sheet.

Guidelines for providing feedback

- Make sure that you will not be disturbed during the feedback round.
- Begin by describing what you have seen; do not make evaluations or interpretations.
- Ensure your feedback directly relates to what you have observed so that your colleague will understand what you are saying. This also ensures that your feedback has practical relevance to your colleague's work.
- Use 'I-messages'.
- Be sure to provide positive feedback before turning to more critical comments.
- Formulate your feedback clearly and unambiguously – make sure it is understandable. If in doubt, check whether your colleague has understood your feedback by asking them to repeat what you have said in their own words.
- Provide your colleague with an opportunity to describe the reasoning behind their actions and to comment on your feedback.

Conducting collegial observations as part of a team deepens your insights into the practical work being conducted in line with the specified quality criteria. The main results of the observations should be included in group discussions, assuming the person who was observed agrees.

Guidelines for Collegial Observation

Evaluation question B3.1

Does the practitioner create the conditions that encourage diverse forms of play?

Criteria for collegial observation:

B3.1.3

The practitioner makes toys, everyday objects, and various natural materials available to children.

B3.1.4

The practitioner ensures that children have access to various forms of play.

B3.1.5

The practitioner provides varied props and materials for role play to the children.

B3.1.6

The practitioner offers attractive, non-gendered options to boys or girls who tend to play games that are typical for their gender.

Evaluation:

The practitioner creates the conditions that encourage diverse forms of play.

Completely agree Mainly agree Partly agree Do not agree

Notes:

Evaluation question B3.2

Does the practitioner assist children in realising their ideas for play and expanding their abilities to play?

Criteria for collegial observation:

B3.2.1

The practitioner supports children in deciding with what they want to play, when, how long they want to play for, and with whom

B3.2.2

The practitioner encourages children to show initiative when developing ideas for play and are available to answer questions and provide advice.

B3.2.3

The practitioner encourages the development of interesting situations for play without dominating the children's ideas.

B3.2.4

The practitioner supports children – if necessary – in reaching agreements on rules, and encourage them to use them to solve conflicts and arguments.

B3.2.6

The practitioner does not set taboos but fixes boundaries and rules with the children.

Evaluation:

The practitioner supports boys and girls in realising their ideas for play and expanding their abilities to play.

Completely agree

Mainly agree

Partly agree

Do not agree

Notes:

Evaluation question B3.3

**Does the practitioner recognise the exclusion of children
and take an active stance against it?**

Criteria for collegial observation:

B3.3.1

The practitioner observes 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

The practitioner protects and comforts the excluded child.

B3.3.3

The practitioner addresses the children who are excluding others objectively.

B3.3.4

The practitioner lets children know that it is unfair to exclude other children from specific forms of play because of stereotypical gender ascriptions.

Evaluation:

The practitioner recognises the exclusion of children and takes an active stance against it.

Completely agree Mainly agree Partly agree Do not agree

Notes:

Evaluation question B3.4

The practitioner understands the specific needs for play that children up to the age of three have and enables varied forms of play.¹²

Criteria for collegial observation:

B3.4.1

The practitioner provides children with sufficient opportunities to become acquainted with their bodies, and to explore and investigate how they work.

B3.4.2

The practitioner provides a variety of material and objects for the children to explore and investigate.

B3.4.3

The practitioner ensures the safety of the children without disproportionately restricting their will to explore.

B3.4.6

The practitioner has a diverse repertoire of songs and games for infants and toddlers which can be used in suitable situations.

B3.4.7

The practitioner facilitates joint play between older children, and makes sure that younger children are treated with respect.

Evaluation:

The practitioner understands the specific needs for play that children up to the age of three have and enables varied forms of play.

Completely agree

Mainly agree

Partly agree

Do not agree

Notes:

¹² Quality requirement B3.4 refers to work with children up to 3-years-of-age. If the observed person does not look after children aged up to 3, the observation should refer to quality requirements B3.1-B3.3. If the observed person mainly looks after children up to the age of 3, this requirement should be the focus of observation.

Guidelines for the group discussion

Evaluation question B3.1

Do you create the conditions that encourage diverse forms of play?

Use the following criteria to shape the discussion:

B3.1.1

We establish a motivating environment with the children that provides incentives and space for diverse forms of play.

B3.1.2

We provide children with the opportunity to have fundamental experiences with water, earth, air and fire.

B3.1.3

We make toys, everyday objects, and various natural materials available to children.

B3.1.4

We ensure that children have access to various forms of play.

B3.1.5

We provide varied props and materials for role play to the children.

B3.1.6

We offer attractive, non-gendered options to boys or girls who tend to play games that are typical for their gender.

Team evaluation:

We create the conditions that encourage diverse forms of play.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B3.2

Do you assist children in realising their ideas for play and expanding their abilities to play?

Use the following criteria to shape the discussion:

B3.2.1

We support children in deciding with what they want to play, when, how long they want to play for, and with whom

B3.2.2

We encourage children to show initiative when developing ideas for play and are available to answer questions and provide advice.

B3.2.3

We encourage the development of interesting situations for play without dominating the children's ideas.

B3.2.4

We support children – if necessary – in reaching agreements on rules, and encourage them to use them to solve conflicts and arguments.

B3.2.5

We help children to creatively act out what they have witnessed and experienced.

B3.2.6

We do not set taboos but fix boundaries and rules with the children.

Team evaluation:

We assist children in realising their ideas for play and expanding their abilities to play.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B3.3

Do you recognise the exclusion of children and take an active stance against it?

Use the following criteria to shape the discussion:

B3.3.1

We 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

We protect and comfort the excluded child.

B3.3.3

We address the children who are excluding others objectively.

B3.3.4

We let children know that it is unfair to exclude other children from specific forms of play because of stereotypical gender ascriptions.

Team evaluation:

We recognise the exclusion of children and take an active stance against it.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B3.4

Do you understand the specific needs for play that children up to the age of three have and do you enable varied forms of play?

Use the following criteria to shape the discussion:

B3.4.1

We provide children with sufficient opportunities to become acquainted with their bodies, and to explore and investigate how they work.

B3.4.2

We provide a variety of material and objects for the children to explore and investigate.

B3.4.3

We ensure the safety of the children without disproportionately restricting their will to explore.

B3.4.4

We observe children's different schemata in terms of play and support them by providing motivation that reflects these differences.

B3.4.5

We assist children with their use of language in various play situations.

B3.4.6

We have a diverse repertoire of songs and games for infants and toddlers which they can use in suitable situations.

B3.4.7

We facilitate joint play between older children, and make sure that younger children are treated with respect.

B3.4.8

We discuss the high value of play for early childhood development with parents.

Team evaluation:

We understand the specific needs for play that children up to the age of three have and enable varied forms of play.

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 B3

What are we doing well?

What are we not doing so well?

Early childhood professionals enable the imagination and creative energy of all children to reign free.

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?	