

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

Field of Activity B6

Early childhood professionals integrate children with disabilities and cooperate with services for early intervention.

Guidelines for self-assessment

B6.1 I 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

I 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

I provide comprehensive support to each child in a manner that reflects the child’s interests and abilities.

B6.1.3

I enable each child to recognise their own strengths.

B6.1.4

I support each child’s integration into the centre’s daily routine and the community of children.

B6.1.5

I 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

I involve children and their parents in support and planning, provide assistance and adopt a consultative role.

B6.1.7

I integrate individual support as much as possible into the centre’s daily routine.

B6.1.8

I openly welcome and address differences and diversity and view this as encouraging reflection while continuously developing my own pedagogical work.

B6.2 I work closely with all of the professionals involved in providing care; discuss my experiences and help draw up the next aims.

B6.2.1

I ensure that cooperation takes place and share ideas (including with external specialists).

B6.2.2

I 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 in consultation with the parents.

B6.2.3

I 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

I 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

I 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

I support the child's transition from the centre to school.

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)

B6.1

I develop a basic understanding of safeguarding every child’s dignity as well as an open attitude towards a child’s individual situation and family.

Completely agree	Mainly agree	Partly agree	Do not agree

B6.2

I work closely with all of the professionals involved in providing care; discuss my experiences and help draw up the next aims.

Completely agree	Mainly agree	Partly agree	Do not agree

Guidelines for the group discussion

Evaluation question B6.1

Do you develop a basic understanding of safeguarding every child's dignity as well as an open attitude towards a child's individual situation and family?

Use the following criteria to shape the discussion:

B6.1.1

We 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

We provide comprehensive support to each child in a manner that reflects the child's interests and abilities.

B6.1.3

We enable each child to recognise their own strengths.

B6.1.4

We support each child's integration into the centre's daily routine and the community of children.

B6.1.5

We 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

We involve children and their parents in support and planning, provide assistance and adopt a consultative role.

B6.1.7

We integrate individual support as much as possible into the centre's daily routine.

B6.1.8

We openly welcome and address differences and diversity and view this as encouraging reflection while continuously developing our own pedagogical work.

Team evaluation:

I develop a basic understanding of safeguarding each child's dignity as well as an open attitude towards the child's individual situation and family.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B6.2

Do you work closely with all of the professionals involved in providing care? Do you discuss your experiences and help draw up the next aims?

Use the following criteria to shape the discussion:

B6.2.1

We ensure that cooperation takes place and share ideas (including with external specialists).

B6.2.2

We 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 in consultation with the parents.

B6.2.3

We 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

We 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

We 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

We support the child's transition from the centre to school.

Team evaluation:

We work closely with all of the professionals involved in providing care and discuss our experiences and help draw up the next aims.

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 B6

What are we doing well?

What are we not doing so well?

Early childhood professionals integrate children with disabilities and cooperate with services for early intervention.

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?	