

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

**Field of activity B7**

**Early childhood professionals shape transitions with the children.**

## Guidelines for self-assessment

### **B7.1 I provide a smooth settling-in phase for children in day care services.**

#### **B7.1.1**

I am 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**

I 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**

I provide sensitive care to the child during the settling-in phase and ensure that I am available as a reliable attachment figure.

#### **B7.1.5**

I 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**

I 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**

I 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**

I make detailed observations of how the child explores their environment and how their own relationship is developing with the child.

#### **B7.1.9**

I enable the child to develop a relationship with me and whenever possible let the child decide how and to what extent they accept these opportunities.

#### **B7.1.10**

I 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**

I actively involve other children in settling-in from the beginning.<sup>13</sup>

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<sup>13</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 I 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**

I 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**

I 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, I 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, I 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**

I 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.

**Practical examples:**

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**Evaluation question B7.2**

**I shape transitions between and within day care settings in a caring and sensitive manner.**

Completely agree

Mainly agree

Partly agree

Do not agree







**B7.6 I understand the quality of my educational work and am 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), I help children become aware of the knowledge and abilities they have already acquired and their particular strengths.

**B7.6.2**

I 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**

I use an approach to language learning that is integrated into my routine.

**B7.6.4**

I 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**

I ensure that pedagogical activities in early years centres are transparent and clearly demonstrate how they I am preparing children for the transition to school.

**B7.6.6**

I take parents’ concerns seriously and try to find ways of resolving these issues together.

**Practical examples:**

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**Evaluation question B7.6**

**I understand the quality of my educational work and am aware of its value to each child’s education.**

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)

**B7.1**

**I provide a smooth settling-in phase for children in day care services.**

Completely agree	Mainly agree	Partly agree	Do not agree

**B7.2**

**I shape transitions between and within day care settings in a caring and sensitive manner.**

Completely agree	Mainly agree	Partly agree	Do not agree

**B7.3**

**I support the children’s preparations for starting school.**

Completely agree	Mainly agree	Partly agree	Do not agree

**B7.4**

**I discuss issues linked to transitions to school with parents.**

Completely agree	Mainly agree	Partly agree	Do not agree

**B7.5**

**I work together with local primary schools.**

Completely agree	Mainly agree	Partly agree	Do not agree

**B7.6**

**I understand the quality of my educational work and am aware of its value to each child's education.**

Completely agree	Mainly agree	Partly agree	Do not agree

## Guidelines for the group discussion

### Evaluation question B7.1

#### Do you provide a smooth settling-in phase for children in day care services?

Use the following criteria to shape the discussion:

##### **B7.1.1**

We 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**

We and/or the person running the centre 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**

We 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**

We provide sensitive care to the child and ensure that we are available as reliable attachment figures.

##### **B7.1.5**

We 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**

We 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**

We 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**

We make detailed observations of how the child explores their environment and how our relationships are developing with the child.

##### **B7.1.9**

We enable the child to develop a relationship with us and whenever possible let the child decide how and to what extent they accept these opportunities.

**B7.1.10**

We 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**

We actively involve other children in settling-in from the beginning.

**Team evaluation:**

**We provide a smooth settling-in phase for children in day care services.**

Completely agree

Mainly agree

Partly agree

Do not agree

## Evaluation question B7.2

**Do you shape transitions between and within day care settings in a caring and sensitive manner?**

Use the following criteria to shape the discussion:

### B7.2.1

We and/or the person running the centre speak in detail with the parents and focus on the initial settling-in period.

### B7.2.2

We 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

We 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, we 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, we 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

We 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.

## Team evaluation:

**We shape transitions between and within day care settings in a caring and sensitive manner.**

Completely agree

Mainly agree

Partly agree

Do not agree

### Evaluation question B7.3

#### **Do you support the children's preparations for starting school?**

Use the following criteria to shape the discussion:

##### **B7.3.1**

We 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**

We 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**

We encourage children to speak about their wishes in the group, ask questions, listen to others and express criticism.

##### **B7.3.4**

We 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.

#### **Team evaluation:**

**We support the children's preparations for starting school.**

Completely agree

Mainly agree

Partly agree

Do not agree

## Evaluation question B7.4

**Do you discuss issues linked to transitions to school with parents?**

Use the following criteria to shape the discussion:

### **B7.4.1**

We take parent's expectations and worries seriously during their child's transition to school.

### **B7.4.2**

We 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**

We support parents in choosing a school and shaping the transition.

### **B7.4.4**

We explain to parents the important role played by Berlin's Documentation System in supporting their child in school.

### **B7.4.5**

We explain the possibility that parents will have to talk about their views of early years documentation with their child's future teacher.

### **Team evaluation:**

**We discuss issues linked to transitions to school with parents.**

Completely agree

Mainly agree

Partly agree

Do not agree

## Evaluation question B7.5

### Do you work together with local primary schools?

Use the following criteria to shape the discussion:

#### B7.5.1

We seek the cooperation of teachers in local schools. Whenever possible, we conclude agreements or contracts that outline how a transition is to be shaped and ensure that measures remain transparent.

#### B7.5.2

We offer joint activities with primary schools.

#### B7.5.3

We invite parents and primary school teachers to meetings in order to answer any questions that parents may have about the school.

#### B7.5.4

We 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.

### Team evaluation:

**We work together with local primary schools.**

Completely agree

Mainly agree

Partly agree

Do not agree



## Evaluation question B7.6

**Do you understand the quality of your educational work and are you aware of its value to each child's education?**

Use the following criteria to shape the discussion:

### **B7.6.1**

Through regular assessments with the children (such as by using the portfolios developed as part of Berlin's Documentation System), we help children become aware of the knowledge and abilities they have already acquired and their particular strengths.

### **B7.6.2**

We 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**

We use an approach to language learning that is integrated into our routine.

### **B7.6.4**

We 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**

We ensure that pedagogical activities in early years centres are transparent and clearly demonstrate how we are preparing children for the transition to school.

### **B7.6.6**

We take parents' concerns seriously and try to find ways of resolving these issues together.

## **Team evaluation:**

**We understand the quality of our educational work and are aware of its value to each child's 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 B7**

**What are we doing well?**

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

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**Early childhood professionals shape transitions between and within day care settings in a caring and sensitive manner.**

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?	