

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

Field of activity B2

Routines provide children with diverse learning experiences.

Guidelines for self-assessment

B2.1 I understand children's different needs and support their individual development.

B2.1.1

I show consideration of children's concerns, wishes, needs and feelings, and respond to them attentively. I also take into account children's socio-cultural circumstances.

B2.1.2

I act as a close and reliable attachment figure that provides children with emotional care, protection and comfort.

B2.1.3

I create conditions in the daily routine that reflect the various physical and emotional developmental needs of different children.

B2.1.4

I develop rituals and structures that strengthen children's sense of belonging and provide them with direction and security during the daily routine.

B2.1.5

I make sure that children's various languages and dialects are represented as part of daily life.

B2.1.6

I make conscious use of recurring daily situations such as welcoming in the morning or leaving in the afternoon; I use meal times, times when the children are involved in personal hygiene, and play to integrate German language acquisition into everyday activities.

B2.1.7

I expand children's range of experience by questioning one-sided views of gender roles, ways of life, ethnic origin and people's specific characteristics.

B2.1.8

I support children in developing a gender identity.

B2.1.9

I ensure that there is space during the day for exertion and rest, calm and movement.

B2.1.10

I ensure that physical activities are fun and enjoyable and promote the physical abilities and movement skills of all kinds of children.

B2.1.11

I discuss and reinforce healthy diets and offer children fresh fruit and vegetables every day

B2.2 I involve children in the organisation and arrangement of the children's lives in the early years centre in accordance with the children's capacities.

B2.2.1

I involve children – including younger ones – in planning and establishing life in the community. I involve children in the organisation and arrangement of the children's lives in the early years centre in accordance with the children's capacities.

B2.2.2

I recognise children's non-verbal concerns and worries and resolve them together so as to safeguard the children's well-being.

B2.2.3

I make sure that children with disabilities or impairments can participate equally in the daily life of the community.

B2.2.4

I respect and support children in their efforts to develop self-determination and to participate.

B2.2.5

I encourage children to shape daily routines themselves, to be active for, and in, the community, and to take on responsibility.

B2.2.6

I respect different forms and possibilities of expression, especially in the case of toddlers, and communicate with them in a variety of ways.

B2.2.7

I make use of various methods to support children to communicate about different expectations and to be able to reach compromises.

B2.2.8

I encourage all children to help one another, demonstrate or imitate actions, and how to look for and accept help.

B2.3 I keep alive the child’s curiosity and thirst for learning.

B2.3.1

I provide space for independent exploration, experimentation and creation.

B2.3.2

I give children the time they need to be able to learn, and take care not to interrupt individual learning processes.

B2.3.3

I ensure that children have experiences linked to each learning area as part of their daily lives.

B2.3.4

I support children in finding their own learning and problem-solving paths, and in learning how to continue working on a project with perseverance and finding answers to their questions.

B2.3.5

I encourage children to explore their close environment independently.

B2.3.6

I investigate the learning options offered by the social environment together with the children.

Practical examples:

Evaluation question B2.3

I keep alive the child’s curiosity and thirst for learning.

Completely agree

Mainly agree

Partly agree

Do not agree

B2.4 I create situations in which all children can be cared for individually, in particular the younger ones, and respect their physical integrity.

B2.4.1

I consider each child's needs, concerns and wishes in situations concerning personal hygiene, and speak with the child before coming into physical contact.

B2.4.2

I create motivating and communicative personal hygiene rituals together with the children in which the children feel comfortable. When changing nappies, I ensure the child's private sphere is respected but still enable contact with other children

B2.4.3

I compassionately support children in their efforts to use the toilet independently, keeping in mind their needs and abilities.

B2.4.4

I take into consideration children's eating habits and provide time for enjoyable meals. I provide caring support for children when they are eating, encourage them to eat independently and ensure that they may move freely during mealtimes.

B2.4.5

I maintain eye contact during joint meals and remain aware of signals indicating whether a child wants to continue eating or not.

B2.4.6

I recognise children's different needs for rest and ensure that children can withdraw, relax and sleep if they wish to do so.

B2.4.7

I develop rituals with the children that ensure the children are safe and comfortable when asleep.

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)

B2.1

I understand children’s different needs and support their individual development.

| Completely agree | Mainly agree | Partly agree | Do not agree |
|------------------|--------------|--------------|--------------|
| | | | |

B2.2

I involve all children in the organisation and arrangement of the children’s lives in the early years centre in accordance with the children’s capacities.

| Completely agree | Mainly agree | Partly agree | Do not agree |
|------------------|--------------|--------------|--------------|
| | | | |

B2.3

I keep alive the child’s curiosity and thirst for learning.

| Completely agree | Mainly agree | Partly agree | Do not agree |
|------------------|--------------|--------------|--------------|
| | | | |

B2.4

I create situations in which all children can be cared for individually, in particular the younger ones, and respect their physical integrity.

| Completely agree | Mainly agree | Partly agree | Do not agree |
|------------------|--------------|--------------|--------------|
| | | | |

Guidelines for the group discussion

Evaluation question B2.1

Do you understand children's different needs and support their individual development?

Use the following criteria to shape the discussion:

B2.1.1

We show consideration of children's concerns, wishes, needs and feelings, and respond to them attentively. We take into account children's socio-cultural circumstances.

B2.1.2

We act as close and reliable attachment figures that provide children with emotional care, protection and comfort.

B2.1.3

We create conditions in the daily routine that reflect the various physical and emotional developmental needs of different children.

B2.1.4

We develop rituals and structures that strengthen children's sense of belonging and provide them with direction and security during the daily routine.

B2.1.5

We make sure that children's various languages and dialects are represented as part of daily life.

B2.1.6

We make conscious use of recurring daily situations such as welcoming in the morning or leaving in the afternoon; we use meal times, times when the children are involved in personal hygiene, and play to integrate German language acquisition into everyday activities.

B2.1.7

We expand children's range of experience by questioning one-sided views of gender roles, ways of life, ethnic origin and people's specific characteristics.

B2.1.8

We support children in developing a gender identity.

B2.1.9

We ensure that there is space during the day for exertion and rest, calm and movement.

B2.1.10

We ensure that physical activities are fun and enjoyable and promote the physical abilities and movement skills of all kinds of children.

B2.1.11

We discuss and reinforce healthy diets and offer children fresh fruit and vegetables every day

B2.1.12

We ensure that the children drink enough by offering water or unsweetened tea over the course of the whole day.

B2.1.13

We respect the fact that some children follow specific diets for cultural or medical reasons.

Team evaluation:

We understand children's different needs and support their individual development.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B2.2

Do you involve all children in the organisation and arrangement of the children's lives in the early years centre in accordance with the children's capacities?

Use the following criteria to shape the discussion:

B2.2.1

We involve children – including younger ones – in planning and establishing life in the community. We involve children in the organisation and arrangement of the children's lives in the early years centre in accordance with the children's capacities.

B2.2.2

We recognise children's non-verbal concerns and worries and resolve them together so as to safeguard the children's well-being.

B2.2.3

We make sure that children with disabilities or impairments can participate equally in the daily life of the community.

B2.2.4

We respect and support children in their efforts to develop self-determination and to participate.

B2.2.5

We encourage children to shape daily routines themselves, to be active for, and in, the community, and to take on responsibility.

B2.2.6

We respect different forms and possibilities of expression, especially in the case of toddlers, and communicate with them in a variety of ways.

B2.2.7

We make use of various methods to support children to communicate about different expectations and to be able to reach compromises.

B2.2.8

We encourage all children to help one another, demonstrate or imitate actions, and how to look for and accept help.

Team evaluation:

We involve all children in the organisation and arrangement of the children's lives in the early years centre in accordance with the children's capacities.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B2.3

Do you keep alive the child's curiosity and thirst for learning?

Use the following criteria to shape the discussion:

B2.3.1

We provide space for independent exploration, experimentation and creation.

B2.3.2

We give children the time they need to be able to learn, and take care not to interrupt individual learning processes.

B2.3.3

We ensure that children have experiences linked to each learning area as part of their daily lives.

B2.3.4

We support children in finding their own learning and problem-solving paths, and in learning how to continue working on a project with perseverance and finding answers to their questions.

B2.3.5

We encourage children to explore their close environment independently.

B2.3.6

We investigate the learning options offered by the social environment together with the children.

Team evaluation:

We keep alive the child's curiosity and thirst for learning.

Completely agree

Mainly agree

Partly agree

Do not agree

Evaluation question B2.4

We create situations in which all children can be cared for individually, in particular the younger ones, and respect their physical integrity.

Use the following criteria to shape the discussion:

B2.4.1

We consider each child's needs, concerns and wishes in situations concerning personal hygiene, and speak with the child before coming into physical contact.

B2.4.2

We create motivating and communicative personal hygiene rituals together with the children in which the children feel comfortable. When changing nappies, we ensure the child's private sphere is respected but still enable contact with other children.

B2.4.3

We compassionately support children in their efforts to use the toilet independently, keeping in mind their needs and abilities.

B2.4.4

We take into consideration children's eating habits and provide time for enjoyable meals. We provide caring support for children when they are eating, encourage them to eat independently and ensure that they may move freely during mealtimes.

B2.4.5

We maintain eye contact during joint meals and remain aware of signals indicating whether a child wants to continue eating or not.

B2.4.6

We recognise children's different needs for rest and ensure that children can withdraw, relax and sleep if they wish to do so.

B2.4.7

We develop rituals with the children that ensure the children are safe and comfortable when asleep.

Team evaluation:

We create situations in which all children can be cared for individually, in particular the younger ones, and respect their physical integrity.

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 B2

What are we doing well?

What are we not doing so well?

Daily routines provide children with diverse learning experiences.

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?

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|--|--|
| 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? | |