



# Berliner Bildungsprogramm für Kitas und Kindertagespflege

Senatsverwaltung  
für Bildung, Jugend  
und Wissenschaft

**be** Berlin



INTERNATIONALE AKADEMIE BERLIN  
für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



# Quality – a Systemic, Participatory and Multi-layered Approach - the Showcase of Berlin, Germany

Dr. Christa Preissing

Henriette Heimgaertner

INA gGmbH - Berlin Institute for Quality Development in  
Kindergarten



INTERNATIONALE AKADEMIE BERLIN

für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



# Berliner Bildungsprogramm – Bridging Diversity – the Early Childhood Curriculum for Berlin

- First draft in 2003 – developed by a group of practitioners, academics & policy makers – coordinated by the International Academy
- Central & decentralised seminars to introduce and discuss the draft
- Questionnaire to get feed back on the draft – more than 1,500 responses from practitioners
- Editing of draft – acceptance of draft by the Ministry of Education of Berlin and umbrella organisations of childcare providers in 2004



INTERNATIONALE AKADEMIE BERLIN  
für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



# Core Issues of the Bildungsprogramm – „Bridging Diversity“

- Holistic understanding of Bildung/education: children's rights in the centre
- Reflecting the goals of education: tensions between children's rights and political (national?) interests
- Frame for pedagogical tasks to strengthen and empower the potentials of each child and her/his families
- Respect for diversity based on a shared responsibility for human/childrens' rights & the natural and cultural environment
- Participation and Empowerment of the Team (Children, Parents, Practitioners and Neighbours)



INTERNATIONALE AKADEMIE BERLIN  
für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



# The Bildungsprogramm as a Tool to explore Diversity in the World as an Adventure for Children & Adults

- Well-being in different social and cultural contexts
- Exploring social cultures – at local, regional and global level
- Communication: languages, literacy and media
- Arts
- Mathematics
- Natural Sciences, Technology



INTERNATIONALE AKADEMIE BERLIN  
für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



# The Bildungsprogramm as a Tool for Self-Reflection and Reflection in Teams

- Awareness about the rights of each child - participation /prevention/ provision
- Respecting the right of belonging for each child to his/her family and social community
- Recognition of agency and resources of each child to develop a strong concept of his/her Self
- Being aware of interactions between children and adults – with awareness for/against possible discrimination



INTERNATIONALE AKADEMIE BERLIN  
für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



# Implementing the Berliner Bildungsprogramm

- Strategy for implementing the curriculum in appr. 2.000 Kindergarten – negotiations involved policy makers, practitioners, provider associations, trade unions, academics, parent's associations
- Consensus to the „Bildungsprogramm“ formally signed in 2004 by the associations of the providers
- Policy framework for implementation signed in 2005 – valid as of 2006
- Followed by a continuous dialogue with the main stakeholders about the implementation process – monthly (in the meantime two-monthly) sessions guided by the Berlin Ministry of Education



INTERNATIONALE AKADEMIE BERLIN  
für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



# 2006: Policy Framework on Quality (PFQ)

- „Bildungsprogramm“ first published in 2004/ up-dated version published in 2014
- PFQ - compulsory for all publicly funded kindergärten in **Berlin** as of January 2006 (nearly all – only 5 Kindergärten are not funded publicly)
- all centres to draft an in-house educational concept paper based on **Bridging Diversity** by December 2006
- all centres to start with **internal evaluation** by 2008
- all centres to embark on **external evaluation** once in five years starting in August 2010
- all centres to make yearly plan for **in-service training** on the basis of outcomes of internal & external evaluation (~ 5 days/year)



INTERNATIONALE AKADEMIE BERLIN  
für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)





# Internal Evaluation

**Materials for self-evaluation are structured in three parts**

**Part I – Orientation quality**

**Part II – Process quality**

**Part III – Cooperation quality with parents, in the team and with the provider**



INTERNATIONALE AKADEMIE BERLIN  
für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



# Internal Evaluation

## Part I – Orientation quality

- The holistic understanding of “Bildung” (education, care, socialisation)
- The image of the child
- The professional self-understanding



INTERNATIONALE AKADEMIE BERLIN  
für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



# Internal Evaluation

## Part II – task quality

- Observation and documentation – **individualised portfolios /teaching and learning stories**
- Structuring everyday life – **participation of children**
- Inspiring play – **importance of self initiated play for learning**
- Working on educational projects – **“sustained shared thinking”**
- Structuring spaces, educational materials – **representing diversity**
- Integration of children with special needs – **one of the tasks in developing an inclusive educational system**
- Accompanying transitions – **fostering resilience in children**



INTERNATIONALE AKADEMIE BERLIN  
für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



# Internal Evaluation

## Part III – Cooperation Quality

- **Cooperation with parents – respecting the diversity of their experiences, aspirations and competencies**
- **Democratic participation – cooperation and communication in the team**
- **Tasks and responsibilities of directors and providers**



INTERNATIONALE AKADEMIE BERLIN  
für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



# Internal Evaluation

The recommended method for internal evaluation includes:

- Individual self-reflection along quality-criterias predescribed in the Bildungsprogramm
- Peer-Observations or Consultancies
- Team-Discussions
- An internal contract about next steps to improve quality: who will do what with whom, till when and who will ask, if it is done?



INTERNATIONALE AKADEMIE BERLIN  
für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



# Satisfaction with the Process of Internal Evaluation (2010 - n 1.412; 2012 - n 945)

The question indicates to what extent the professionals are able to integrate internal evaluation into their tasks and what they draw from it for their work.

Ergebnisse	2010	2012
very satisfied	14%	15%
satisfied	67%	63%
less satisfied	14%	15%
not satisfied	4%	2%



INTERNATIONALE AKADEMIE BERLIN  
für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



# Conceptual Framework for External Evaluation

*external evaluation as a tool* for development of quality on the basis of **Bridging Diversity**, complementing internal evaluation

=

**valuing**/appreciating achievements of each centre

+

**constructive-critical assessment** of necessary changes based on the central goals of the „Bildungsprogramm“

+

**concrete** (tailor-made) **recommendations** for further development of quality taking into account the context/diversity of each centre



INTERNATIONALE AKADEMIE BERLIN  
für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



# External Evaluation (statistics & research)

**98,8% of the ca. 1.950 centres in Berlin had concluded an external evaluation (EE) at the end of 2015**

- ✓ all centres having concluded an EE received a questionnaire (experience, results, impact)
- ✓ five percent of evaluation-reports are being analysed by BeKi (quality control of agencies implementing EE)



INTERNATIONALE AKADEMIE BERLIN  
für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)





# Benefits of External Evaluation

	Director		Provider	
	2010-2011	2011-2013	2010-2011	2011-2013
<b>Very satisfied</b>	38,2%	40,1%	45,3%	41,1%
<b>Satisfied</b>	49,3%	51,6%	47,3%	51,9%
<b>Less satisfied</b>	10,5%	7,5%	6,0%	6,7%
<b>Not satisfied</b>	2,0%	0,7%	1,3%	0,4%



INTERNATIONALE AKADEMIE BERLIN  
für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



# The Challenge: Quality concerns All

- ✓ External evaluation is a service to each centre & its provider
- ✓ Reports & results are not being published other than by the centre (& provider) itself
- ✓ Sanctions only if external evaluation is not carried out during the five-year interval
- ✓ No region-wide ranking



INTERNATIONALE AKADEMIE BERLIN  
für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



# The Challenge: Quality concerns All

- ✓ Intensive and dense communication between the provider's associations, the ministry of education the BeKi and the parent's associations
- ✓ A step by step improvement in the Professional-child-Ratio – anchored in the law
- ✓ Financial arrangements for Quality development: 10€/child/year extra for evaluation
- ✓ Recognition of the quality improvement of the centres in the parliament and the media



INTERNATIONALE AKADEMIE BERLIN  
für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



- Identification of empowering factors and obstacles with practitioners, providers-associations and parent's associations
- Step by Step negotiations with policy makers concerning the necessity to improve structural quality, esp. the ratio of children/qualified staff



INTERNATIONALE AKADEMIE BERLIN  
für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



Diversity in Early Childhood Education and Training

*Thank you for attention!*



INTERNATIONALE AKADEMIE BERLIN  
für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)

