

Bridging Diversity

An Early Years Programme

das netz

Senatsverwaltung
für Bildung, Jugend
und Familie

be  **Berlin**

How did BeKi succeed in establishing internal evaluation as an instrument to improve process quality in Berlin's system of early childhood education and care?

August 21, 2024

Berlin Early Years Institute for Quality Development

What to expect in the next hour

1. The role of BeKi

2. Internal Evaluation

- Content of the Internal Evaluation: Bridging Diversity
- System and Instruments
- Internal Evaluation: Qualitative Study
- Support for conducting Internal Evaluation

3. Quality – the responsibility of all actors

The role of BeKi

BeKi – About us

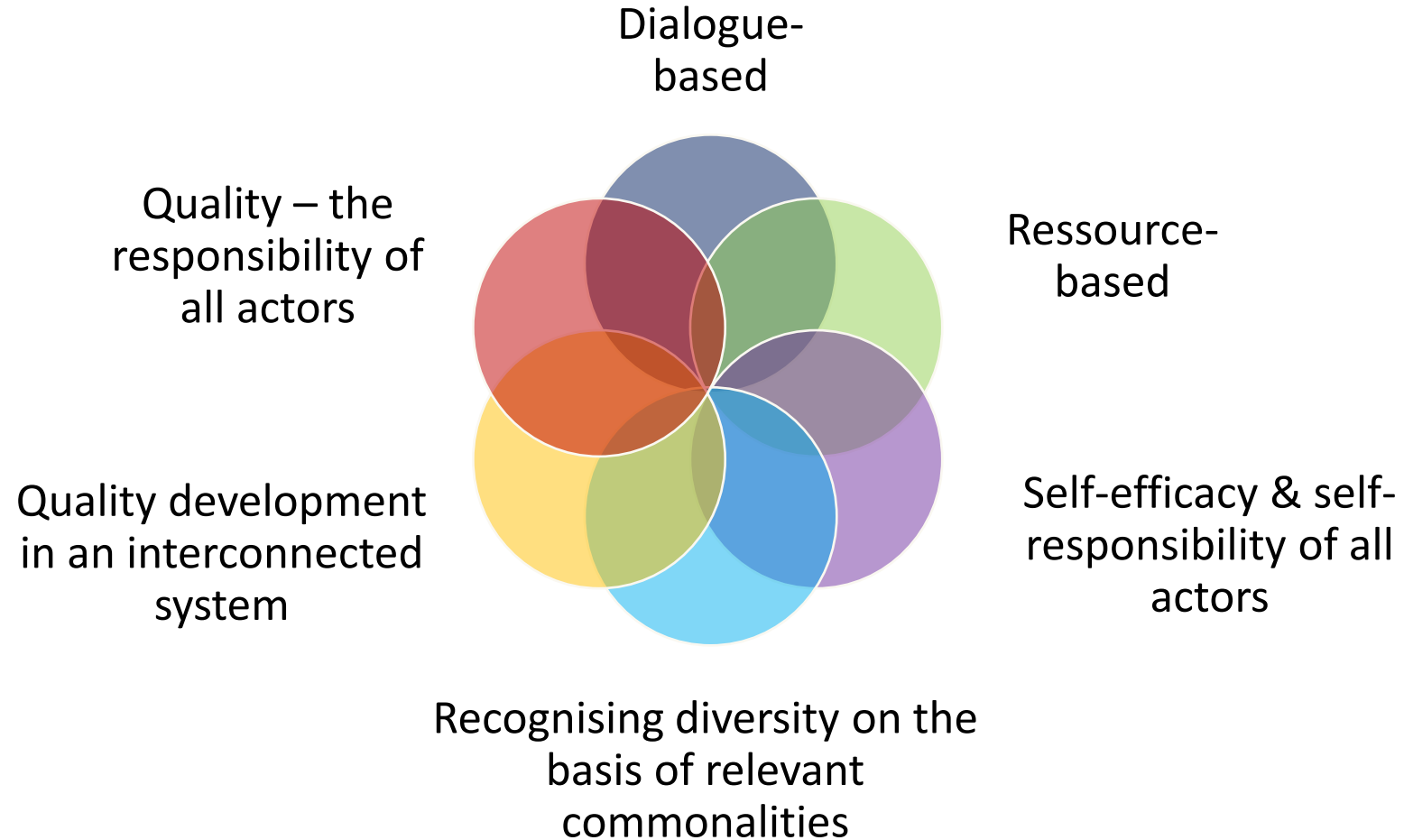
- The Berlin Early Years Institute for Quality Development, one of 9 institutes of the International Academy Berlin (INA Berlin gGmbH)
- An independent research institute, involving practitioners in research and analysis
- Monitoring, support & on-going meta-evaluation of quality development in Berlin ECEC centres

Milena Lauer, M.Ed. member of the BeKi management team since 2020

Prof. Karin Garske, Ph.D., member of the BeKi management team since 2023

Quality Development: **The Berlin Principles**

– Our paradigm



Internal Evaluation

Berlin Early Years Programme

Bridging Diversity:

The basis of internal evaluation

***Bridging Diversity* – the starting point for quality development**

- **drafts in 2003 & 2013** – developed by practitioners, academia, providers & policy makers – coordinated by the International Academy Berlin, (BeKi)
- Participatory process, included workshops & questionnaires with practitioners (principals, counsellors, trainers etc.)
- Editing of draft – acceptance of draft by **regional ministry of education & umbrella organisations** of ECEC providers in 2004 & 2014
- **Second update in process** – publication planned 2025

The Core of *Bridging Diversity*

Holistic understanding of
Bildung/education: children's rights in the
centre

Bildung is an active, sensory, social &
enjoyable process

Starting point: building upon the interests
of the child

Frame for pedagogical tasks of professionals
to strengthen & empower the potentials of
each child & her/his families

Respect for diversity based on a shared
responsibility for human/children's rights &
the natural & cultural environment

Objectives: Strengthening Competences in Children

Self-competence

- to develop a positive self-concept

Social competence

- to develop social relationships & interact with respect

Knowledge competence

- to appropriate the diversities of the world in the context of social networks

Learning competence

- to develop a basic understanding of themselves as learners, of what they learn & how they learn

Internal evaluation, based on *Bridging Diversity*

Part I – Orientation quality

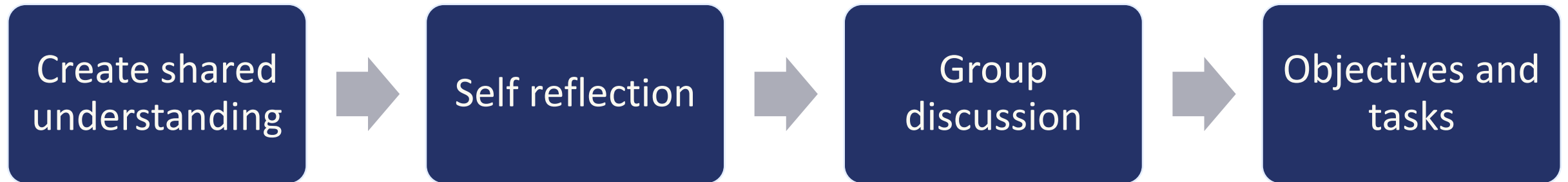
Part II – Process (task) quality

Part III – Co-operation quality

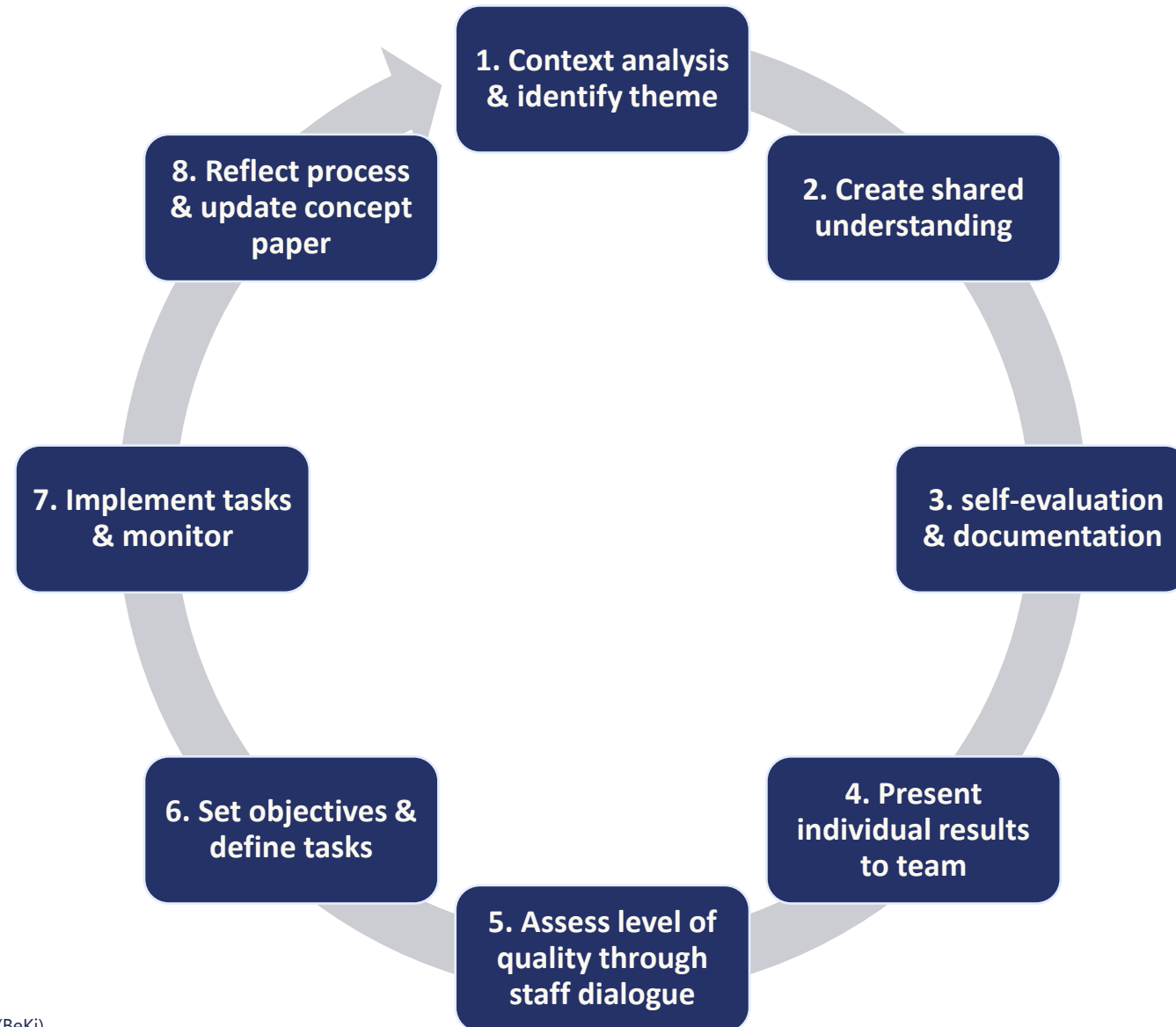
Tools and support materials for conducting Internal Evaluation



Internal Evaluation in a nutshell



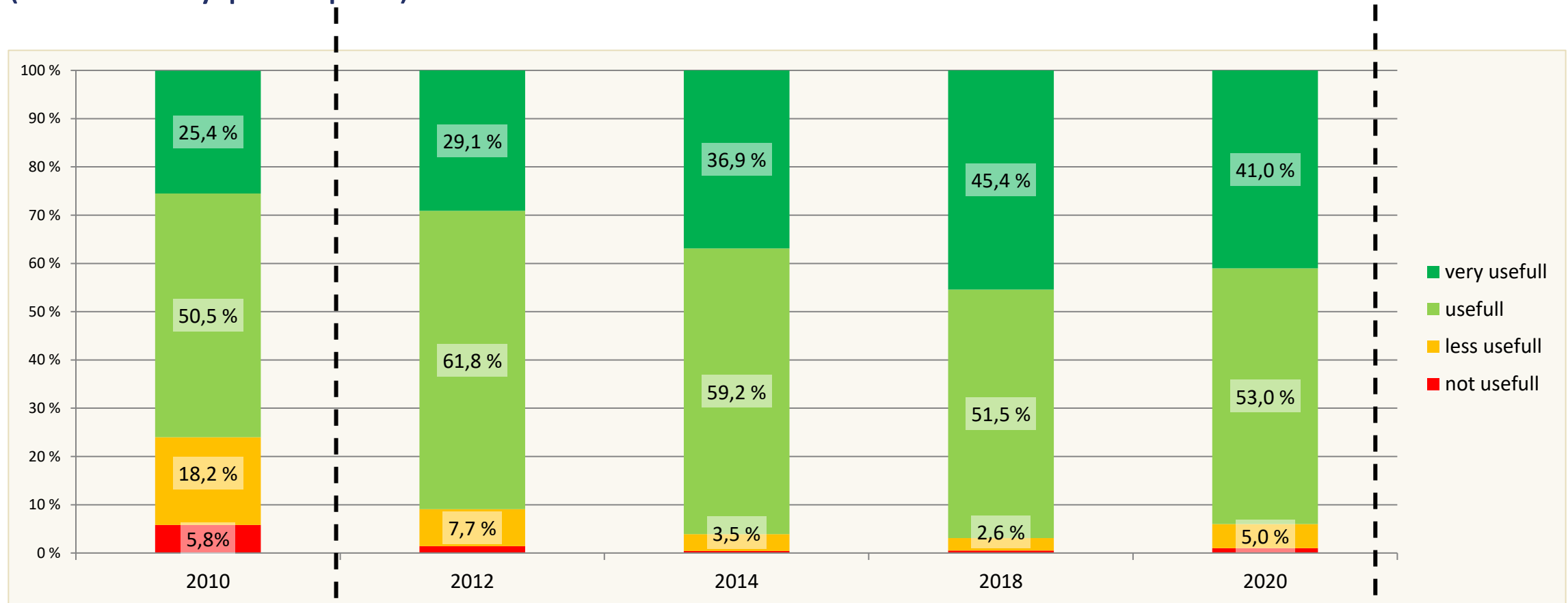
Internal Evaluation cycle



Meta-Evaluation: Research on Effectiveness of Internal Evaluation

Benefits of Internal Evaluation

(answers by principals)



Qualitative Study

understanding processes and change(s) as a result of Internal Evaluation

BeKi Berliner Kita-Institut für Qualitätsentwicklung

Ursachen

- Klärungs-Verständnis- und Diskussionsprozesse
 - Verfahren/QKs
 - Multi
 - Teammitglieder
- Entwicklungsfenster
- Sensibilisierung für, Bewusstwerdung für und Erinnerung an Ansprüche an päd. Arbeit

Spezifischer Kontext

- Anregung & Unterstützung durch den Träger und die Leitung
- Evaluations- /Entwicklungsverständnis des Teams
 - Ansporn
 - Praxisanregung
 - Praxisleitende Orientierung
 - Teamprozess/ Aushandlung
- Bestätigung

Entwicklung

Generelle Vorbedingungen

- Roter Ordner
- IE in QVTag
- BBP als „Autorität“
- Evaluationsbereitschaft
- Zeit und Rahmen der IE durch Multi

Strategien

- Transfer praxisleitender Orientierung auf Handlung (implizit oder explizit)
- Dokumentation
- ... dass jemand daran denkt
- ... men entwickeln/ vereinbaren übernehmen/ verteilen

Konsequenzen

- Nachhaltigkeit, wenn etwas bewusst in Haltung verankert wird
 - Unmittelbare Effekte oder langer Prozess (Bewusstwerdung) & Veränderung von Haltung und Praxis
 - Implementierung von veränderter Praxis (z.B.: Konzeption)
 - Sicherheit mit gelebter Praxis und mehr Reflexion

Handwritten Notes:

- „(...) Es kommen immer irgendwände, dann doch so Sachen hoch, die einem auf der Seele brennen.“
- „(...) für mich ist das immer so konkret. Natürlich gestalten wir Übergänge (...). Ne. Ist doch logisch. Aber wo konkret machen wir diese einzelnen Kriterien. An welchen Punkten kann man das festmachen. Ich finde das schon wichtig, da mal hinzugucken.“
- „Also so entwickeln sich durch die Teamarbeit (...) immer wieder so neue Erkenntnisse.“
- „Austausch ist immer gut. Aber wer da sitzt ist. finde ich entscheidend.“
- „Das hat immer noch mal Folgen, ne wenn es allen so einen Ablauf ist.“
- „(...) ich habe jetzt zum Beispiel bei einigen schon das Gefühl, da hat was klicke gemacht, und das kann man dann auch nicht mehr rückgängig machen, das ist dann so: Ah ja, (...) stimmt und dann gehe ich einfach davon aus, die werden jedes Mal davon denken (...) so würde es mir zumindest gehen. Wenn wieder ein Kind im Spielplatz ist oder eingewinkt wird, und das einfach dann bewusst machen, das ist einfach ein unbewusster Prozess, der jetzt nicht mehr unbewusst ist, weil da einfach was (...) angelernt wurde.“



Qualitative Study - Findings

Framework for internal evaluation

- Setting time aside & focus on one theme
- *Internal Evaluation used as a lense*

Openness for qualitative development (individual and whole team)

- Understanding of quality development
- self-propelled process
- *Internal Evaluation is a window for development*

Structure and confidence in the resulting process of change

- Role of the principal and the counselling
- Confidence in personal responsibility
- *Focusing on small steps OR on the big picture*

Sustainability of quality development processes

- Transfer both ways between the underlying guiding principles and practical tasks
- *Details can slip away, but the guiding principles remain*

Internal Evaluation: a task never done for BeKi

- Further development of the system & materials, based on *Bridging Diversity*
- Transfer between academia & practice – in both directions
 - Training of trainers (as of 2006, currently course 34)
 - Toolbox (2012/2020), Material for facilitation (2021) – for principals & trainers
 - Re-fresh workshops for trainers (as of 2015)
- Programmes and materials for specific topics

Quality

– the responsibility of all actors

Quality development in an interconnected system



Counselling: The situation in Berlin

Legally, the responsibility of the provider

Regional ministry funding (fixed per child, regardless of age)

BeKi co-operates with the association of counsellors (LAG) in Berlin

BeKi & LAG developed criteria for the professional profile

Interface of quality development and counselling

Counselling is itself a part and parcel of quality development

- Identifying the red thread for quality development
- Handling resistance to and conflicts in the development process
- Providing ideas and impulses
- Taking the context of the ECEC centre into account

Counselling creates a framework for the different steps of Internal Evaluation

Counselling supports External Evaluation, e.g. make sense of, review and prioritise the recommendations

Interconnectedness of Internal and External Evaluation

Understanding Internal Evaluation as the core of quality development

- 1-2 Internal Evaluations per year
- Meaningful and realistic objectives

External Evaluation and Internal Evaluation are complementary

- External Evaluation once in five years
- EE adds perspective of an external expert – able to uncover blind spots
- The external experts triangulates the perspectives of different actors

Berlin Policy Framework on Quality (QVTag)

- Strategy for implementing *Bridging Diversity* – negotiations involved policy makers, practitioners, provider associations, trade unions, academia (focus on shared responsibility)
- **Berlin Policy Framework on Quality** signed in 2005 – binding as of 2006
- A permanent working group steers the implementation of the Policy Framework

Quality development step by step

- 2004: *Bridging Diversity* adopted by ministry
- 2006: draft/development of in-house educational concept paper, based on *Bridging Diversity*
- **2008: internal evaluation**, based on *Bridging Diversity*
- **2010: external evaluation**, based on *Bridging Diversity*
- 2020: counselling

BeKi founded in 2008

- **Task:** monitoring of quality development in ECEC centres

What have we learnt in 16 years of systemmically developing quality in ECEC?

Confidence in the system had to be kindled & needs constant attention

- a huge exercise in confidence building: 40.000 practitioners in the system

Agency and self-efficacy of practitioners is paramount

- Part and parcel of living and working in a democratic society

Control provokes resistance

- Leads to undermining the process of quality development (“window dressing”)

Challenges for quality development

Goals two-fold:

- (1) quality in each centre
- (2) steering at policy level (providers, ministry, BeKi)

Tight rope: Currently the ECEC system is under considerable pressure

- Quality development is not perceived as support, but as creating additional pressure

Understanding *Bildung* as a largely self-propelled process of shaping ones own world

- is the guiding principle for all professional practice
- needs constant reflection and questioning
- as opposed to “everything can be controlled and managed”

Contact:

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BeKi: August 2024



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Berliner Kita-Institut
für Qualitätsentwicklung



[berliner_kita_instiut](https://www.instagram.com/berliner_kita_instiut)



Materials and further information

Bridging Diversity (2019): Senate Department for Education, Youth and Family; publisher: Verlag das netz ISBN: 978-3-86892-160-1

Bridging Diversity (2020): https://beki-qualitaet.de/media/pages/materialien-und-forschungsberichte-uebersicht/materialien-und-forschungsberichte/066a92b248-1627461292/ie-material_engl_internal-evaluation_bridging_diversity_web_version_sept_2020.pdf

Hiller/Heimgaertner (2017): Interne Evaluation zum Berliner Bildungsprogramm. Ergebnisse einer qualitativen Studie zu Prozessen und Wirkungen der internen Evaluation in Berliner Kitas. (Hrsg.): BeKi beki_abschlussbericht_qie_webseite.pdf (beki-qualitaet.de)

Lambrecht (2022): Qualitative Studie zur Wirkung externer Evaluation zum BBP. (Hrsg.): BeKi abschlussbericht_qualitative-studie-zur-wirkung-der-ee.pdf (beki-qualitaet.de)

Further Materials: <https://beki-qualitaet.de/materialien-und-forschungsberichte-uebersicht/materialien-und-forschungsberichte>