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Pedagogical concept Kita Edgar Berlin

„Let me be a child, be it with.“
(Friedrich Schiller)

Supporting organisation
Edgar Berlin

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1. Introduction

1.1 Introduction

The day care centres "Kita Edgar Berlin" with "Edgar Berlin" as the responsible body for independent youth welfare are child and preschool facilities for children aged 1-6 years, which focus on early childhood development in a professional environment and aim to make an important contribution to a tolerant, cosmopolitan and inclusive society.

As socio-pedagogical educational institutions that see themselves as complementing family upbringing by means of age- and developmentally appropriate support for the child, the Kitas Edgar Berlin are highly committed to complying with the regulations that apply to day care facilities in accordance with the Berlin Education Programme, in order to ensure the desired quality of early childhood education.

Our framework concept presents both the basic features of our pedagogical work and the prerequisites and process flows in the Edgar Berlin day care centres. It also enables transparency, quality assurance, reflection and further development and provides orientation for the educators and managers in our organisations.

A gender and developmentally mixed composition of the groups is close to our hearts, whereby we regard any - cultural as well as developmentally specific - diversity as an opportunity and enrichment.

The highest orientation of our pedagogical activities is the well-being of the children. According to this, every child has a right to the promotion of his or her development and to be brought up as a self-reliant and socially competent person (§1 Para.1 SGB VIII 1).

1.2 Our visions

Children need children - parents need "Edgar Berlin"

Children want to laugh, romp, sing, dance and learn in a playful and inspiring way in an atmosphere suitable for children. Conceived according to the principles of the Berlin education system, "Edgar Berlin" makes it its business to do justice to the natural curiosity and joie de vivre of every child.

Our vision is to give the children entrusted to us the best possible conditions for a content and self-determined life.

Based on the unity of the three dimensions of care, education and upbringing, the Kitas Edgar Berlin make an important contribution to this and promote the development of their charges step by step through flexible educational and care offers.

We see ourselves as institutions that offer support and relief for everyday family and work life, but can also be places of education.

By approaching children attentively, lovingly and resource-oriented, and by perceiving them a new every day and supporting them in their development, we make respect for the child's personality the focus of our pedagogical activities.

1.3 Our image of the child

Children bring the necessary potential with them from birth and learn through imitation. Children are true masters of observation. They also like to try things out.

Children participate significantly in shaping their development. Following our basic conviction that children carry potentials and abilities within themselves and control their development themselves in interaction with the environment, the educators accompany and support them. Children are self-active constructors of their world, whereby they get to the bottom of things with intrinsic motivation and thereby link experiences made and ways of acting with already existing knowledge.

At Edgar Berlin, we are aware of our role model function and to what extent our interactions with each other and our attitude towards the children have an influence on the extent to which a child can perceive itself as accepted, self-determined, exploring and learning. We believe that a balance between independent play with diverse everyday and natural experiences as well as creative movement and play opportunities and stimulation via planned offers and projects by motivated, authentic and emotionally reliable caregivers can make up high-quality pedagogical work.

2. Our pedagogical work

2.1 Education and upbringing

The observation and documentation of each individual child with its different resources, strengths and weaknesses is the pedagogical basis at "Edgar Berlin".

The starting point for this is the educational areas of the Berlin Education Programme, which are directly related to the educational goals. When selecting the different educational areas, the living environment of the families and their children in the social space play a major role. The interests of the children are in the foreground, and their growth is accompanied with care.

In our work, we are conceptually guided ² by the situational approach and assume that children are independent and self-active. The competent child actively deals with topics, questions and problems and strives for solutions.

This results in the three main pedagogical goals for us:

1. autonomy - the child learns for itself:

We promote the child's independence and self-determination so that he/she learns to assess, use and further develop his/her strengths and abilities. The child is involved in decision-making and is allowed to have a say.

2. Solidarity - the child learns in the context of the "group":

The child feels a sense of belonging to the day care family and can develop and shape social relationships. It recognises the consequences of its actions and begins to take responsibility for its actions. Furthermore, the child learns to get help and to help others.

3. competence- the child learns connections:

We enable the children to actively deal with the phenomena of their environment and thus understand connections and circumstances.

In implementation this means:

- Freedom of choice for children with regard to activities and their relationships with caregivers.
- Resource-oriented observation:
Recognising, uncovering and promoting children's strengths and abilities. Such an orientation towards strengths offers - especially with regard to the development of an inclusive education system - the opportunity to appreciate and use the diversity of children and to develop their specific talents.

- Independent free play:
Communication & continuous exchange as a basis for solidary togetherness
- Participation and authentic involvement

2.2 Importance of independent play

Play is a basic human need. When children play, they are serious and concentrated. Play is the child's main occupation. They take pleasure in their self-determined actions and the self-efficacy they experience. Children are curious by nature. Self-active play promotes children's learning and development processes in many ways. Play is the most elementary form of learning; children understand the world through play.

When playing, children process their impressions; this can be observed especially in role-playing, when children stage beautiful, pleasant or frightening experiences.

An essential function of play that is rich in movement is the training of a still young body; muscles, tendons and joints are strengthened. Movement sequences are tried out and coordinated, body awareness, body consciousness and movement security are formed.

A mixed-age and mixed-gender playgroup offers an optimal developmental framework for social learning. When children play with each other, it is important to realise different ideas for play, and in return the children learn to cooperate with each other and to deal with conflicts.

2.3 Independence and participation

The child's right to participation according to Article 12 (1) of the UN Convention on the Rights of the Child ³ is not bound to an age limit.

We see our day care centres as a "nursery of democracy", where children gain their first experience of life in a community of people who are not related to each other. We want the children to learn what rights they have and what rules are involved in living together in the day care centre society.

So we discuss all rules with the children to make sure they understand why we do things and how we do them. New rules are created and set together in the morning circle. If, for example, there is room for improvement regarding a certain situation, we discuss this with the children and try to find a solution together.

In this way, we also discuss incidents that have taken place and are on our minds, or conflicts and their possible solutions. The children should have the opportunity to help develop rules with us. We have made the experience that if rules are understood, they are much more effectively supported by the children.

"Participation means sharing decisions that affect one's own life and the life of the community and finding solutions together" (Schröder 1995, p. 14).

We also discuss the formation of groups for our activities or the further course of the day together in the morning circle. Within this framework, wishes and needs can be expressed and integrated into the planning by the educators.

It is the task of the pedagogical staff to always give up some of their power as adults, to flexibly reshape their own ideas and to accompany the children in participation processes in an encouraging way. For the pedagogical self-image of the educators in the Edgar Berlin day care centre, this means respecting the children's rights of self-determination, the right to freedom of expression, the right to be seen as an individual and the right to choose one's caregiver.

Since we also care for children under 3 years of age, we have to be particularly attentive here.

Young children depend on us, as their caregivers, to perceive and respond to their needs and signals with great attentiveness and empathy. Involving the youngest children primarily means responding empathically to their basic needs.

By experiencing self-determination and co-determination through various elements, children experience that they are taken seriously as experts in their living environment. Through a participatory attitude, children develop confidence in their own strengths and learn to respect themselves, but also the well-being and wishes of others.

2.4 Children's right to complain about personal matters

Children should not be dictated to by others, but should be allowed to help shape their development and life in the day care centre according to their pace and abilities. In addition to participation, this also includes the possibility to complain.

"Only those who are allowed to complain are really involved in shaping things." (BAG 2015, P. 45⁴)

We always try to listen to complaints. Especially open discussion rounds in the morning circle, during meal times or during nap time with the waking children offer quiet and time to deal with the children's personal and critical statements. Children depend on us adults to notice them, encourage them, trust them and take them seriously. We give the children the security of being able to make complaints without fearing negative consequences by maintaining an open attitude and encouraging them to always express criticism and wishes. Even if we only suspect dissatisfaction, we enter into dialogue with the child concerned and involve the parents. Especially with the children under 3, it is important for us to inform the parents if a day has been marked by tears, anger, frustration or withdrawal.

2.5 Observation and documentation

The observation and documentation of each child's development with its different resources, strengths and weaknesses, against the background of its family context, constitute professional pedagogical work. With their help, the children can be supported by the educators in the best possible and individual way - according to their needs in their concrete life situation. They also provide parents with information about their child's development. A mandatory documentation tool in our Kitas is the language learning diary. The language learning diary is an open tool that supports the educators in observing and recording the pre-linguistic, linguistic and communicative skills of the individual child.

2.6 Settling in and transitions

For the acclimatisation of children under the age of three, we work on the basis of the "Berlin Acclimatisation Model ⁵", The settling-in period is carried out in different phases in order to take into account the child's attachment to the parents and at the same time to introduce the educators as new caregivers. In the basic phase, a parent/caregiver visits the day care centre together with the child for about 1-2 hours per day on several days in a row. After about a week, the parent leaves the day care centre for the first time for a very short time. Depending on the child's individual reaction, a shorter or longer settling-in period is then determined. This is followed by a stabilisation phase and a final phase.

Transitions are part of the children's developmental tasks. Well accompanied, they can strengthen the children's psychological resilience.

In order for children to master the transitions well and to emerge strengthened from this process, it is indispensable to prepare and accompany the transition with care. It is important to plan not only for the child, but also together with the child. The child should not be at the mercy of the transitional situation, but should be actively and participatively involved in shaping it.

In Edgar Berlin's work, children go through three transitions ⁶:

1. the transition from the parental home to Edgar Berlin
2. the transition from the U3 area to the Ü3 area
3. the transition from the Ü3 area to primary school

2.7 Girls, boys and intersexuals

At the age of three, children begin to know their gender and distinguish between women and men or boys and girls. Our day care centre makes it its task to take into account the different situations of boys, girls and intersexuals in its pedagogical work, to reduce disadvantages and prejudices and to teach a natural feeling for equality of all genders from the very beginning. The children should have the opportunity to try out different roles.

In the spirit of gender pedagogy, we are concerned to support the children in the development of their gender identity and at the same time to provide them with the necessary openness to experiences that differ from one-sided ideas about gender.

2.8 Inclusion

In our institutions, we offer equal opportunities, education and quality to all children and families, regardless of characteristics such as gender, social affiliation, business requirements, origin, language, religion or special needs.

For us, inclusion means taking each isolated child fundamentally and seriously in their life situation, with their special requirements and their separate abilities. The connected care, support and education of all children corresponds to our day-to-day life at the day care centre.

The children learn from each other and together in the day care centre. This learning in the socialisation process is support for all children. We take into account the adapted learning speed of each individual child.

We do not consider the social pedagogical support of children with special needs as a separate action of the integration specialists, but as a joint task of all pedagogical specialists.

If necessary, we work together with the responsible authorities in the area of "help for education" and the health authorities, as well as with the Daks ⁷ (umbrella organisation for children's and school shops). Furthermore, we involve specialists (speech therapists, physiotherapists and occupational therapists, paediatricians or specialists, etc.) if necessary.

2.9 Child welfare

In view of the new child protection requirements ⁸ we have drawn up guidelines for action to implement the Federal Child Protection Act and deposited them in our protection concept ⁹ as an orientation for securing rights for children at Edgar Berlin. All relevant details can be found there.

All staff members are regularly trained in the handling of endangerment cases and sensitised to the topic.

If custodial fathers and mothers need help, advice or support in raising their children or can no longer cope with the task alone, we help them to contact counselling centres, doctors or child and youth welfare facilities. If needed, especially in the case of communication difficulties, we support families in establishing contact and agreeing on appropriate measures.

2.10 Cleanliness education

"I trust you to do it yourself".

It may be the most natural thing in the world for us adults. It takes a lot of time and patience before children can go to the toilet on their own.

For children to successfully control their bowels and bladder, all anatomical structures involved in excretory functions must be intact. In addition, the nerve pathways required for regulation must fully mature. In this case, complex processes are involved that require several years of development. How we as educational professionals support and accompany this process can be found in our concept for cleanliness education at Edgar Berlin.

2.11 Sexual education

The discovery of one's own body, sensory experiences of various kinds, knowledge about one's own body and its processes are part of our educational mission as educators.

We agree that individual, family and cultural boundaries must be respected and that violations of boundaries of any kind will not be tolerated.

Child sexuality has nothing to do with adult sexuality, which is primarily focused on genital stimuli.

Rather, it means for the child to experience beautiful feelings, rather than expressing affection for another person. The child is therefore "egocentric" in its sexual activity.

Child sexuality is nothing reprehensible, offensive or even problematic, but a normal part of a person's sexual development.

Everything about how we deal with children's sexuality as educators is explained in our concept of sexual education.

2.12 Design of the rooms

Edgar Berlin offers children a living space in which their everyday life together is designed. This includes environments that can be used in a variety of ways as well as everyday objects that may be used as play and exploration materials. Our rooms are functional spaces and play areas that are designed together with the Baukind architects ¹⁰ and offer a variety of play and learning stimuli.

Baukind is a team of landscape and interior architects and product designers who specialise in child-friendly architecture and have meanwhile implemented countless projects in Germany but also internationally. They design rooms in which children can grow, adapted to their individual needs.

The rooms invite open work, but can also be used independently depending on the children's needs for safety, age-appropriate stimulation, movement, as well as rest and

sleep. For this purpose, all Edgar Berlin day care centres have their own for this purpose, all Edgar Berlin day care centres have had their own functional furniture built in consultation with the Unfallkasse Berlin.

3. Health promotion

3.1 Our Nutrition Concept

It is an important goal for the organisation to meet the quality standards for catering in day care facilities to a high degree.

With the caterer "Smart Cooking" ¹¹, we cook with the seasons and provide an international offer in which each of us can find ourselves. The caterer works according to the requirements of the German Nutrition Society by guaranteeing wholesome meals that meet the children's needs in terms of calories and nutrients.

Since 2021, we have decided to switch to a vegetarian diet, taking into account the given circumstances in our environment. It is important to us that the vegetarian diet does not represent a dogma for the day care centre and that there are no objections on our part to other dietary styles. In this way, we would like to offer the opportunity to get to know and enjoy vegetarian dishes and their variety with a lot of empathy.

3.2 Movement with Edgar Berlin

Movement is indispensable for children and a central prerequisite for healthy development.

Movement gives children better body awareness, more self-confidence and promotes gross and fine motor skills.

Together with the Baukind architects, Edgar Berlin had climbing walls, platforms and wall bars developed so that the children, accompanied by the educational staff, can also exercise physically in the rooms.

In addition, with sufficient opportunities for movement, such as daily walks to the park, the playground, etc., the children are given the opportunity to try out their world of movement.

Once a week we go to the Max Schmeling Hall for gymnastics.

In addition, a dance teacher comes to "Edgar Berlin" once a week to try out different styles of dance and music with the children.

3.3 Safety and hygiene concept

Prudent hygiene and mindful personal hygiene are essential for the health and well-being of our children.

Especially the children in the U3 area are dependent on the caring and empathetic support of the educators who, for example, guarantee clean clothes and a safe and warm place to sleep, accompany them to the toilet or regularly and lovingly change their nappies.

According to the child's needs and abilities, the caregivers accompany the children to our sanitary and washrooms, which are appropriately equipped for children.

The educational staff ensure the children's safety, well-being and self-efficacy and so the children learn over time to interpret and communicate the special signals of the body. The transition from nappies to going to the toilet is a major milestone for each individual child and is managed in close cooperation with the parents.

Through the online training portal of our occupational safety specialist, the teachers are regularly instructed and trained on topics such as infection control, first aid for children, handling food, hygiene and fire safety.

Safety inspections of the entire facility and the playground equipment also take place on a routine basis, as do water samples and inspections of electrical equipment.

4. general conditions

4.1 Our facilities

Our facilities have been planned, built and equipped in accordance with the structural possibilities and specifications of the surrounding area and in accordance with quality standards appropriate for children and their development. They comply with the legal requirements of the Federal State of Berlin. The structural design is based on our philosophy: "Rooms where children grow".

Our day care centres are located in Korsörer Strasse 19, 10437 Berlin and in Duncker Strasse 74, 10437 Berlin.

The day care centres "Edgar Berlin" work according to the basic tasks and goals of day care centre work according to § 28 KitaFög ¹². The children are cared for from the first year of life until pre-school age in U3(children from 1-3 years) and Ü3(3-6 years) groups by the pedagogical staff all day.

The aim of this division is that work can be more developmentally specific and interest-oriented.

The room division into U and Ü3 areas gives the children more orientation and defines the educational areas more clearly.

While the older child demands more factual knowledge and wants to explore his or her environment further in free play, activities and projects, the younger child's focus is on breaking away from the previous caregiver and conquering the immediate environment.

From 3 p.m. onwards, we work in an open mixed-age group to enable older and younger children to live together, to reduce competitive behaviour and to make learning together and showing consideration a daily experience.

The managing director of Edgar Berlin gGmbH is Peggy Laubinger. The pedagogical director of Edgar Berlin gGmbH is Lena Wahl.

4.2 Our teams

Our teams see themselves as emotionally reliable learning companions, co-developers, advisors and guidance providers.

In our Kitas, we work with the ISBJ portal, in which each individual staff member must be created.

In this way, we ensure compliance with the educator ratio calculated according to the number of children and their age. When choosing our staff, we attach great importance to trustworthy, communicative and resilient personalities who are tolerant of alternative cultures and ways of life and who can identify with our visions, goals and values.

4.3 Care hours

Our childcare hours start daily Monday to Friday at 8.00 am and end at 5.00 pm.

4.4 A day at Edgar Berlin

8.00 – 9.15 Arrival

9.30 – 10.00 Morning circle: The morning circle should be oriented towards the children and be voluntary. The children choose the topic of the morning circle; the focus is on shared experiences. The daily routine is discussed with the children (space for participation). Upcoming Offers and projects are presented by the educators.

10.00 – 10.30 Breakfast together, time and space for sharing/telling and listening, practising communication, discussing food, practising and enjoying swapping and sharing.

10.30 – 12.00 Excursions and playground visits, exploring the living environment, projects and offers in small groups, free play & preschool work

12.00 – 12.30 Lunch

12.30 – 14.30 Nap time, time for quiet activities (reading aloud, painting, cuddling, doll's house, puzzles etc.)

14.30 – 15.00 Snack

15.00 – 16.45 mixed group (U3/Ü3) free play, if necessary continuation of projects & collection by parents

4.5 Holidays

Our holidays are based on the school holidays in Berlin and are always announced at the end of the year for the next year in consultation with the educational staff. The actual Holidays can be visited on our Website ¹³.

5. Educational partnership with parents

We consider the partnership with parents and legal guardians to be an important prerequisite for high-quality pedagogical work.

For us, parents are the experts of their children, our partners and an integral part of our pedagogical work. It is important to emphasise that tolerance and respect for all family constellations and parenting styles are important to us.

A living educational partnership includes the daily exchange of information and experiences, parent and information evenings and prepared development and exchange discussions. Interested parents can visit us in advance and receive an information talk about our programme with the management.

In order to be able to constantly develop further, we ask for an open and constructive feedback culture ¹⁴ – in the form of direct conversations, in exchange rounds, via the parent representation or in our annual parent survey. A fault-friendliness both in The parents, as well as ourselves, see suggestions for improvement and complaints as an opportunity to reflect and change again and again.

With our weekly review, in the form of an email with described activities and experiences, documented with numerous photos, we ensure transparency and insight into our daily educational routine with the children. In addition, we involve the parents' representatives in regular meetings, in everything that is currently happening, as well as conceptual and personnel changes.

6. We value, challenge and support our employees

A concept can be as promising as it is, but its implementation stands and falls with the quality of the employees.

When selecting our employees, it is important to us that they bring personality and colour. We are convinced that the highest level of motivation is reached with self-realisation at the workplace. That is why we give our employees the freedom to develop creatively. Supported by supervision, team development is our top priority. High quality educational work can only be guaranteed with a stable, motivated and social team.

Once the needs for protection, appreciation and self-fulfilment have been met, intrinsic motivation can arise. We try to optimise our working relationships with regular staff meetings and an open culture of mistakes, as well as regular recognition for achievements.

One of the core competencies of every team leader is to motivate and inspire his or her employees for the job and the tasks at hand on a daily basis. With the help of proper motivation of employees, managers can strengthen the willingness of their employees to perform and thus contribute to the success of the company.

Through regular team-building days, joint celebrations and bonus payments, we promote employee motivation to keep the spirit in the company high.

This also includes a friendly working atmosphere and freedom for their own brainstorming.

7. complaints management

Complaints in our day care centres can be expressed by parents and staff members in the form of criticism, suggestions for improvement, proposals or enquiries.

The task of dealing with each complaint is to take the concerns seriously, to investigate the complaints in order to remedy grievances as far as possible and to find solutions that everyone can support.

We see complaints as an opportunity to develop and improve our work in our facilities.

This requires a participatory framework and a basic attitude that sees complaints not as a nuisance but as an opportunity for development. The goal of our complaint management is to (re)establish satisfaction.

7.1 Complaint Management Parents

It is important to the responsible body and the pedagogical management to show effectiveness and importance to the individual team members. By responding to the needs, wishes and feedback of the pedagogical team, the responsible body will enable the individual educators to deal professionally with complaints from parents, staff or children.

We want our colleagues to be able to openly communicate displeasure, wishes for change and concerns.

If the pedagogical team comes into conflict with the pedagogical management or its actions, the responsible body is the recipient of the complaint. In such a case, the management cannot be the regulating, mediating and deciding authority.

7.2 Complaint Management Parents

Parents are informed about the complaints procedure during the admission interview or at the parents' evening. Requests for change, concerns and ideas can be submitted in writing, using the complaint form ¹⁵, or verbally directly from the staff.

The complaint can be taken up by:

- the pedagogical staff (especially recommended when it comes to matters related to pedagogical activities)
- the management/ the provider
- the parents' representatives as a link to the day care centre

8. quality development and quality assurance

Quality development is a circular process that is never completed. New insights can only be gained through criticism and subsequent reflection processes. An open, respectful and appreciative communication culture shapes a good working atmosphere in which everyone involved feels comfortable.

Edgar Berlin ensures quality with our annual internal evaluations.

Through the Quality Agreement for Day Care Facilities (QVTAG), which has been in effect since 2006, the Berlin Education Programme (BBP) in its current version is the binding working basis for all Berlin day care facilities. According to the QVTAG, this includes the continuous internal evaluation of the pedagogical work in the team.

The internal evaluation of the Berlin Education Programme is a measure for quality development in the day care centres. It serves to reflect on the professional work and allows statements to be made on the status and development needs of the educational work of a day care centre.

Every day care centre in Berlin is also evaluated every five years by a "recognised provider for external evaluation of the Berlin Education Programme" by the Senate Department for Education, Youth and Science. The external evaluation is obligatory for every publicly funded provider of a day care centre (see: Quality Agreement for Day Care Centres – QVTAG).

The task of the external evaluation of the BBP is to provide the child day care centres with a professionally based external assessment of their pedagogical work. This includes statements on the direct and indirect work with the children, on the cooperation within the team and on the organisation of the partnership with the parents. For the assessment, the responsible body, the day care centre management, individual educators and parents are asked (e.g. via an interview or questionnaire), and the facility is closely examined (How are the rooms designed? What (play) materials are available to the children?) and the interactions between teachers and children are observed (what understanding of education is used in dealing with the children?)

After the data has been analysed, the responsible body and the day care centre team are informed about the results of the evaluation in a feedback meeting and receive an evaluation report.

All employees are regularly trained and instructed via the online portal by Heidrun Schudak, occupational health and safety specialist, on relevant topics related to occupational safety.

9. Sources

Edgar Berlin Child Protection Concept ¹⁶

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Wedewardt, Lea, Hohmann, Kathrin, ISBN 978-3-451-38930-6

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Berliner Bildungsprogramm für Kitas und Kindertagespflege (aktualisierte Neuauflage von 2014), ISBN 978-3-86892-107-6

Leitfaden zur Umsetzung des Bundeskinderschutzgesetzes (3.überarbeitete Auflage 2020, BAGE) ⁴

Vereinbarung über die Qualitätsentwicklung in Berliner Kindertageseinrichtungen In der Fassung vom 28. April 2020 ¹⁸

Dein kompetentes Kind: Auf dem Weg zu einer neuen Wertgrundlage für die ganze Familie
Taschenbuch – von Jesper Juul (Autor), Knut Krüger (Übersetzer), 1. August 2009, ISBN 978-3-499-62533-6

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