



Bachelor Programme: Childhood Education

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Profiles of early education / care provision

- Diverse organizational structures and regulatory measures in the 16 Länder (federal system)
- Around two thirds of center based provision provided by non-governmental agencies and one third by local authorities
- Parents pay fees for early childhood provision – in a few Länder the year preceding school entry is free of charge
- Introduction of official curricular guidelines in all 16 Länder since 2003



Übersetzer: Schreyer & Neumann 2010: Professionals in early childhood education and care systems. European profiles and perspectives. Opfaden und Farmington Hills.

Care Rate (children in care as a proportion of all children in the same age group) of Children under 6 years in child day care (01.03.2012)

countries	children in the age of	
	0 to 2 years	3 to 5 years
Baden-Württemberg	23,1	95,2
Bayern	23,0	91,0
Berlin	42,6	93,9
Brandenburg	53,4	96,3
Bremen	21,2	89,1
Hamburg	35,8	87,4
Hessen	23,7	93,4
Mecklenburg-Vorpommern	53,6	95,9
Niedersachsen	22,1	92,6
Nordrhein-Westfalen	18,1	92,9
Rheinland-Pfalz	27,0	97,4
Saarland	22,1	94,6
Sachsen	46,4	96,0
Sachsen-Anhalt	57,5	95,6
Schleswig-Holstein	24,2	90,7
Thüringen	49,8	96,9
Germany	27,6	93,4
Former West Germany	22,3	92,9
Former East Germany and Berlin	49,0	95,6

<https://www.destatis.de/DE/ZahlenFakten/Gesellschaft/Staat/Soziales/Sozialleistungen/Kinder/Jugendhilfe/Tabellen/Betreuungsquote2012.html>

serious lack of child care places for children under 3

- 27,6% of all children under 3 in day care (1.3.2012)
- from august 2013: legal right for a child care place for every child beyond its first birthday
- aim: child care places for 780.000 children under 3
- current lack of about 260.000 places, because about 40% of all parents want to make use of child care for their children under 3

shortage of skilled professionals

- legal right for a child care place for every child beyond its first birthday and increasing need of parents caused a dramatic shortage of skilled professionals for early education
- professionals in child day care (2010): 71,7% child educators (vocational training), 14,4% nursery nurses and only 3,5% academic staff (childhood pedagogues, social pedagogues)
- current lack (2013) of about 20.000 professionals
- risk of deskilling of early education
- Only around 2000 childhood pedagogues per year (75% of all) working in child day care

Quelle: http://www.aktionsrat-bildung.de/fileadmin/Dokumente/Expertise_Fachkraeftebedarf_in_Kindertageseinrichtungen.pdf

professionalization of early childhood education via scientification (since 2004)

- academic qualification for childhood pedagogues (like in other european countries)
- qualification on the same professional level as primary school teachers
- professional standards: high competencies in scientific thinking, reflecting and researching: the practitioner as a researcher („forschende Haltung“ / „researching attitude“)
- filling the gap of early childhood scientists and researcher
- enhanced social recognition for training and working as a childhood pedagogue, increase of salaries, higher attractiveness for men



study-programmes for early childhood education in Germany

- o 76 universities of applied sciences and universities provide 102 BA- and MA-study-programmes in childhood education
- o approximately 3000 childhood-pedagogues per year on a BA-level
- o since the ASH started with the study programme 317 students graduated with a BA in early childhood education (31 male)
- o 75% of the graduates work practically in daycare facilities
- o 18.000 caregivers / educators („Erzieher_in“) per year being qualified through a vocational training in schools

→ the percentage of academically qualified pedagogues in the field – which was complete unacademic – is growing slowly



ASH-Bachelor Programme Childhood Education

- o 2004 one of the first study programmes for ‚childhood pedagogues‘ in Germany was initiated by the Alice Salomon University
- o students are qualified to work professionally with children throughout their entire childhood (0-13), with their families and in multi-professional teams



→ reflective practitioners with an academic and research oriented habitus



Academic staff: Childhood Education

- professor for ‚Bildung‘ in childhood: Dr. Iris Nentwig-Gesemann - responsible for the course of studies
- professor for education in early childhood: Dr. Susanne Viernickel
- professor for motor activity and health: Dr. Anja Voss
- professor for aesthetic education in childhood: Dr. Christian Widdascheck
- professor for mathematics, natural sciences and technology: Dr. Hartmut Wedekind
- professor for education and developmental psychology / early years: Dr. Rahel Dreyer
- professor for leadership and management of pedagogical institutions: Dr. Michael Brodowski
- professor for inclusive education: Dr. Corinna Schmude

ASH-Bachelor Programme „Childhood Education“

- two forms: full-time (every summer-turn) and job-integrated study programme (every winter-turn), each with 40 students
- for the job-integrated study-programme the students have to have a pedagogical training qualification (non-academic) and a part-time job in a day-care facility for children (training on the job is part of the studies)
- 7 semesters / 210 credit points
- bachelor of arts in early childhood education
- Winterterm 2012/13 we had 169 full-time students on different levels and 152 students in the job-integrated study programme (= 321); only or at least 41 (19 full-time / 22 job integrated) of them male

Job-integrated study programme

- The job-integrated study programme course enables educators and other pedagogical and non-pedagogical specialists who are already professionally active to obtain further qualification on an academic level.
- The course runs parallel to their professional activity (minimum: 15 hours/week); some study achievements are furnished directly in the place of work.
- Students reflect and deepen their previous knowledge and experience, get to know about the latest scientific advances in early education and related studies, and acquire research competence.
- Sessions in the university take place during the lecture period every 14 days, from Thursday to Saturday between 9 am and 5 pm.

A triple concept: care – education – ‚Bildung‘

- unity of care, education/upbringing and ‚Bildung‘
- ‚Bildung‘ is a process of self-education and co-operation /co-construction – in interaction with adults and peers
- ‚filling‘ children with knowledge and instructing them does not promote ‚gebildete Persönlichkeiten‘ (educated personalities)
- ‚Bildung‘ is a self-motivated, cognitive and emotional, sensual and social process of learning
- ‚Bildung‘ is not only an active acquisition of the world but a process of active construction, creating and changing the world, social relationships and oneself



aimed competencies of experts in childhood education

- theoretical, scientific knowledge
- didactic competencies, especially concerning and connecting the different areas of 'Bildung'
- educational methods: structuring everyday life, inspiring playing activities, working on projects, structuring spaces, documentation of pedagogical work and learning stories of children
- research methods: Perceiving, understanding and explaining individual and social processes
- competencies to reflect on pedagogical situations and own behaviour (biographical approach)
- competencies in co-operation and communication in different contexts, especially in working together with all families
- management- and leadership competencies

big aims ...

- experts for the field of childhood education, who work practically competent, professionally grounded, ethical responsible, critical and reflected
- integration of scientific thinking and theory with practical experiences (several internships) → explain and justify own pedagogical work / decisions
- practice researchers , able to transfer practice in reflected practice → generate knowledge by researching (e.g. analysing video sequences, interviewing children ...)
- reflected pedagogical personalities, continuously reflecting their own point of view, biography and 'habitus'

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diversity and inclusion as a key line of the study programme

- social, cultural, ethnic, gender, physical, psychological and intellectual differences between people are to be seen as a chance for many and diverse mutual learning processes
- children in their uniqueness, with their resources and strength are the starting point of educational activities
- relevance of peer-group processes and the culture of children have to be appreciated
- respectful co-operation with all families is indispensable
- special needs of children under three and their parents have to be carefully taken into account



full-time study programme**course section I: pedagogical and psychological basics**

- theory and history of education
- developmental psychology

course section II: methods of pedagogical work and research methods

- pedagogy of play
- mediation and violence prevention
- interpersonal communication
- methods and routines for the daily pedagogical work
- research methods

course section III: social and political frameworks of care, education and Bildung

- law
- diversity (gender / class and ethnicity)
- national and international aspects of educational systems and study trip

course section IV: learning processes and didactics in childhood

- language, speech disorder and language promotion
- science
- mathematics
- music, fine arts, theatre, dance
- media pedagogy
- geography and politics

course section V: body, movement and health

- integrative pedagogy for children with behavioral problems and disabilities
- pedagogy of movement
- health and illness, health promotion

course section VI: institutions of Bildung, education and care of children

- working together with families
- transitions and cooperation between institutions
- professional identity
- leadership and management

course section VII: work experience placements

- 3th and 6th semester: each with 12 weeks (four days practical work, one day lectures; supervision)
- one of the work experience placements has to take place in a crèche or a kindergarten
- the second one is directed towards research and also preparation for the bachelor thesis

course section VIII: bachelor thesis

- most students carry out a small piece of empirical research and demonstrate their ability to establish a relationship between practical experiences, theory and research

course section IX: optional subjects

- changing seminar topics / contemporary issues

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full-time study programme: linking of theory and practice

- 1. semester: one practice day per week (totally 15) (main task: video-based and participating observation)
- 2. semester: one practice day per week (totally 15) (main task: practical testing of several methods to observe and document the development of children)
- 3. semester: practical placement (12 weeks; four practice days and one study day at the university per week) (main task: planning, carrying out and analysing an educational project with children and follow a connected research question)
- 5. semester: study trip national or international (3-7 days)
- 6. semester: practical placement (12 weeks; four practice days and one study day at the university per week) (main task: planning, carrying and analysing a small research project – preparing the BA-thesis)

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job-integrated study programme – course specialisation

As well as the lectures, which all students take part in, students choose one of the two core themes. The core theme module amounts to approximately one-quarter of all lectures:

▪ **Leadership and pedagogy of early childhood**

The students acquire knowledge and skills for the pedagogical leadership of early education and care institutions for children with particular attention to forms of care for children under the age of three. After completing the course students can contribute with their skills both on the leadership level and in direct educational work, as well as assume advisory functions, for example.

▪ **Leadership and management**

The students acquire comprehensive skills for leadership and management of day-care facilities for children and other social service organisations. They learn to deal with the legal, personnel management, quality-related and economic aspects, among others.

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constructive teaching and learning



learning laboratory , ASH Berlin

- combining theory and practice
- ability to deal with challenging practical situations



teaching and learning by researching

participating observation and video analysis, conducting interviews and analysing conversations:

- ✓ competencies in researching the educational practice by reconstructing, understanding and comparing cases
- ✓ competence to adopt a position of perceptive, exploring distance, to reflect on the own practice critically and to evaluate it
- ✓ development of an open, understanding approach to 'strange' contexts and life-worlds ('Lebenswelt')
- ✓ heightening of awareness towards prejudice and discrimination



biographical work and self-reflexion

- biographical work as a cross-sectional task
- reflexion of dilemmatic situations



learning group of students, ASH



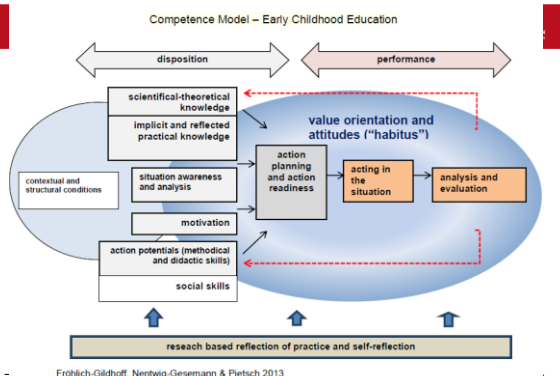
reflecting dilemmatic situations

- dilemmatic situations are complex, ambiguous and challenging social situations, in which the players might feel challenged or even overtaxed in their competence
 - dilemmatic situations cannot be mastered simply with the help of previous routines of action.
 - The actor is unsettled and emotionally strongly involved
- important starting points for biographical and professional learning processes

Instruction:

Please first describe in as much detail as possible a concrete practice-related decision and situation of action of a 'dilemmatic nature', which you have either experienced or observed yourself. Analyse the course of the situation, develop different interpretations, include the perspective of the various players, sketch out several possibilities of action retrospectively, put forward reasons for the decisions taken, relate, if need be, the concrete individual case to other cases and situations. Include your own biographical development and put forward what questions and challenges emerge from this situation of action for you personally.

K. Meyer-Drawe (2008): Diskurse des Lernens. München.
K. Förlisch-Gilthoff, I. Nentwig-Gesemann & S. Pietsch (2011): Kompetenzorientierung in der Qualifizierung frühpädagogischer Fachkräfte. WIFF-Expertise. München.





professionalism and the development of competencies in childhood education

- o educational situations are relational situations and cannot be standardised
 - o Vocational action situations are highly complex, ambiguous and only predictable and plannable to a limited degree
- key competence: to react adequately to the case and situation in a sensitive and creative manner, based on scientific and theoretical knowledge and reflected knowledge from their experience
- to 'act into the uncertain'

Fröhlich-Gildhoff, K., Nentwig-Gesemann, I. & Pietsch, St. (2011): Kompetenzorientierung in der Qualifizierung frühpädagogischer Fachkräfte. WiFF-Expertise 19. München: DJI.
 Nentwig-Gesemann, I. (2013): Professionelle Reflexivität. In: TPS 1/2013, S. 10-14.



Thank you very much!

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