

Daran erkenne ich eine Einstein-Kita

How to recognize an "Einstein"-day care centre

10 quality standards of the Stuttgart "Einstein-Kitas" (day care centres)





Wie Valentin
sich eine
Kindertagesstätte
vorstellt

Zeichnung von
Valentin Lill, 8 Jahre

Warum „Einstein“?

Why “Einstein”?

„Jedes Kind bringt
eine göttliche Neugier
mit... die so oft
frühzeitig verkümmert.“

“Each child possesses
a divine curiosity...
that so often
withers away too early.”

This is what Albert Einstein, the world-famous physicist born in Ulm, regretted already during his speech about education, in 1930. All his life, he was able to save his own naïve thirst for knowledge. So he said about himself:

„Ich habe keine besondere
Begabung; ich bin nur leiden-
schaftlich neugierig.“

“I have no special talents;
I am just
passionately curious.”

Nowadays we know from modern brain research, developmental psychology and pedagogics, that the infant's natural curiosity is a matter of primal importance: from this early spirit of research do arise creativity and a lifelong interest in learning.

„Das Schönste und Tiefste,
was der Mensch erleben kann,
ist das Gefühl des Geheimnis-
vollen.“

“The most beautiful and pro-
found feeling that a person
can experience is the
feeling of mystery.”

With these words Albert Einstein described an experience that children undergo every day, whereas adults do so more and more scarcely. The renowned physicist did not consider mystery as a private affaire. He was open-minded and willing to take responsibility to ensure a peaceful interaction of people. Thus Einstein seemed to be the appropriate name for the new educational programme envisioned in our urban day care



centres. That's when **“Einstein in der Kita”** was born - and the name stands for the concept:

Warum „Einstein“?

Why “Einstein”?

The educational concept of the Stuttgart “Einstein-Kitas” focuses on the child’s interests and vigours.

At the same time, it is not only about gathering knowledge.

It’s about the marvellous quest for worldly wisdom and comprehension, embedded in good human relations.

Other children are seen as attachment figures as well. The chance of developing both team spirit and spirit of research at this early stage, arouses the need for lifelong learning. It forms a sense of responsibility for a mutual human future.

While doing so every child has its own speed of learning and moving, its individual developing profile which arises from the reciprocal exchange with other children and adults.

In the past, the „naturally talented“ child grew up in an environment full of role models, surrounded by adults, they could follow suit. These days we need to create a special environment for our infants. One in which they can bring in all their curiosity and where they can tap their full potential.

The aim of the urban day care centres in Stuttgart has been, to evolve into these kinds of places by the next few years.

Therewith they conform to the new “Orientierungsplan für Bildung und Erziehung in den baden-württembergischen Kindergärten”.

Lieber Dr. Einstein,

mein Vater und ich wollen eine Rakete bauen und zum Mars und Venus fliegen.

Wir hoffen, dass Sie mitkommen... Macht es Ihnen etwas aus, wenn Mary auch mitkommt? Sie ist zwei Jahre alt. Sie ist ein sehr nettes Mädchen.

Jeder muss für seine Verpflegung selbst sorgen, weil wir pleite gehen, wenn wir alles zahlen! Ich hoffe, Sie haben eine gute Reise, wenn Sie mitkommen.

Herzlich John Jürgensen



Qualitätsstandard Nr. 1 Vielfalt willkommen

quality standard N° 1 diversity welcome

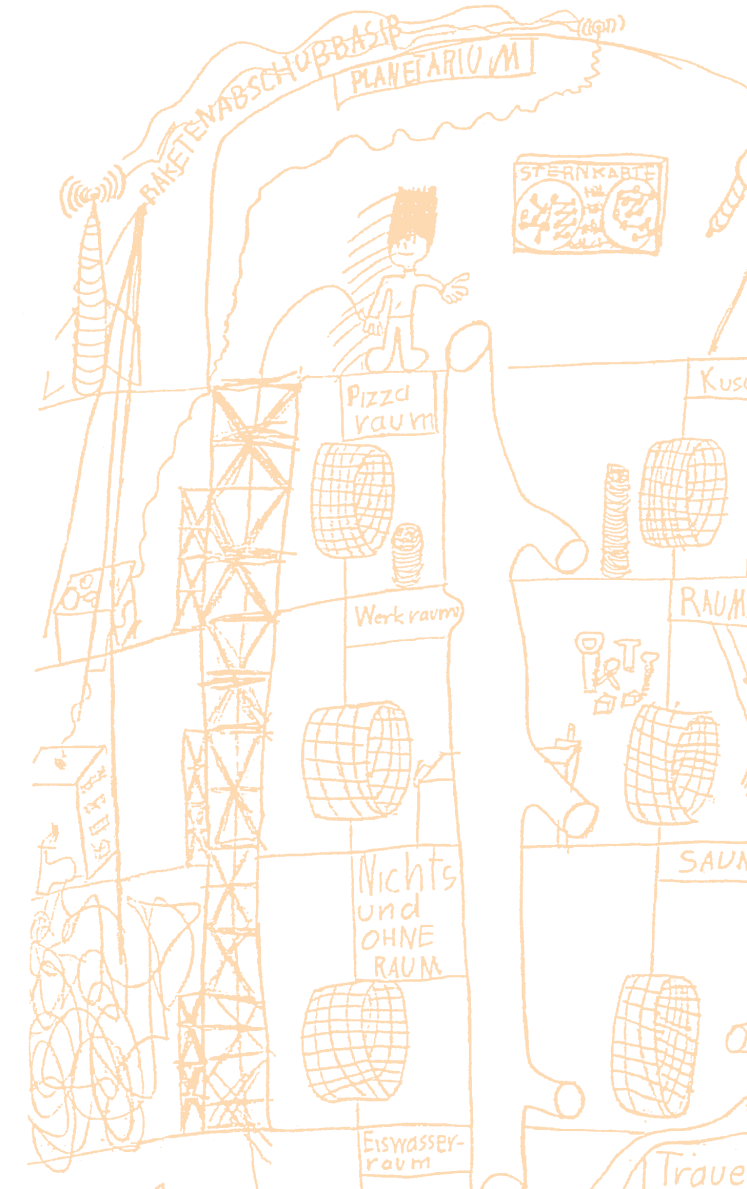
For having the possibility to develop both team spirit and spirit of research, the children need day care centres that are available to all children and families from Stuttgart.

Children as well as their parents find approval and respect regarding their origin and personal circumstances. Due to this fact the children feel comfortable and welcome and thus can engage in making new learning experiences.



The children’s diversity can be considered as a great common opportunity to learn for a future, in which they will have to cope with the challenges of globalisation and climate change jointly.

To ensure an equality of opportunities, children with awkward starting conditions receive special attention as soon as possible.



Qualitätsstandard Nr. 2
Erziehungspartnerschaft

quality standard N° 2
educational partnership

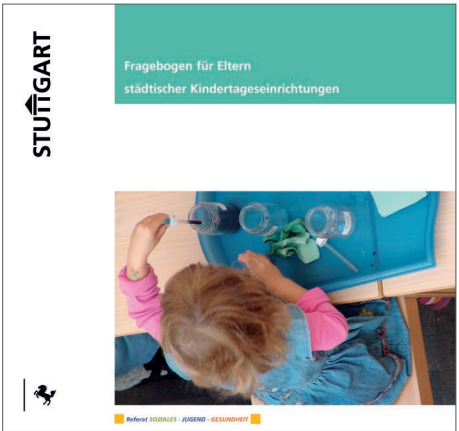
Educational partnership between “Kita” and parents means for us: dialogues at eye level right from the start. One demonstration of this attitude is, acclimatizing the child to the “Kita” in presence of the parents. A development of mutual trust between parents, educators and children is very important to us.

Not only do “Elterncafés” and other activities appointed with the parents’ council take place, but also do key-workers and parents have a personal call twice a year, to talk about the child’s educational history and development experienced in the last few months.

Parents and staff mutually reflect in which way the child can be supported continually both by the Kita and the family. If there appears any sign of developmental disorder, it will be discussed mutually and followed up adequately.



An annual enquiry issued in five languages allows parents to give their child’s “Kita” a feedback in written form.

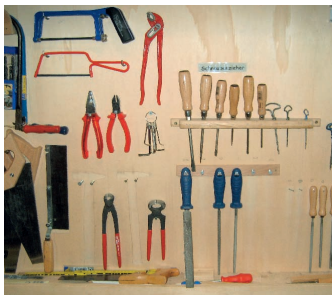


Qualitätsstandard Nr. 3
Bildungsräume

quality standard N° 3
experiencing-rooms

“Einstein-Kitas” possess exciting rooms, where Stuttgart’s children have time for self-awareness, exploration, discoveries and group experiences. These are rooms which time and again change their appearance - whether through the children’s own works, the educators or wind and weather. There are for example rooms for music, so-called “Bewegungs-

baustellen” (“activity sites”), art studios, wood-working studios or playing rooms, with a variety of materials for exploratory and revealing learning. The exemplary equipment is also meant to animate parents to complement the nurseries and children’s play areas in their flats. Children’s books can be borrowed and taken home.



“Before, I associated playing with leaves, water and mud primarily with dirt, today I realise the learning effect.” a mother

Qualitätsstandard Nr. 4
Individuelles Curriculum

quality standard N° 4
individual curriculum

In “Einstein-Kitas” every girl and every boy can learn on her/his own, and together with other children in a playful manner. In doing so, they are accompanied by skilled personnel, respecting their curiosity and self-will. This atmosphere of devotion and approval is particularly important for children coming from discriminatory life situations, disabled children and children with developmental risks.

From the very beginning, the responsible educator monitors what the child is interested in, what questions she/he deals with and how she/he acts in groups. These observations are discussed in the “Kita”-team on the basis of their educational goals. The educators develop a plan for every child to ensure that the learning experiences she/he made can be enhanced by further stimulations and challenges.

The child’s individual story of education is documented in a personal education-and-development-book (also called portfolio) which eventually is handed over to the family. Depending on the extent of care and the child’s age, one educator is in charge of the educating process of 5 by 11 children. Especially in age-groups of up to two, there’s payed attention to that the children are continuously looked after by a familiar educator and are offered their own spacial zone.

children
continuing
an art-
work of
Eugen Stoss



Qualitätsstandard Nr. 5
Sprache

quality standard N° 5
language

The children are encouraged systematically and dialogically in their speech acquisition. The social education specialists motivate the children in all areas of education and in everyday’s game-playing to word their experiences, in order to make them aware and thus be able to process them. The aim is a comprehensive, frequent application of sounds, words and frases. This “language-bath” enables us to understand the world.

Children with migrational background and first contact with the second language German are offered special attention during the adaptation phase. The children’s preliminary experience and knowledge concerning their first language is appreciated by the staff, and parents are encouraged to intensively talk to their children in their mother tongue.

Whereas the presence of the German language is guaranteed by the deliberate and skilled attendance of specialised staff and other persons (e.g. voluntary readers) serving as linguistic examples. Due to regular surveys, the specialised staff perceives how to assist every single child with her/his particular needs in developing linguistic skills.



Qualitätsstandard Nr. 6 Soziale Lernprozesse

quality standard N° 6 social learning processes

Girls and boys quickly learn how to deal with diversity. No matter what origin, every child is treated with respect, being able to develop a proper identity by interacting with other children and at the same time overriding gender stereotypes and social and cultural boundaries. Educators support cosmopolitanism based on human and children's rights.

Daily rituals give these social learning processes an integrative framework. A high value is set on involving children actively in organising everyday life in their "Kita", expressing themselves within a group and learning how to cope with conflicts. Children shall be given the opportunity to find out about the point of acting democratically very early.



Qualitätsstandard Nr. 7 Expeditionen in der Stadt

quality standard N° 7 expeditions in town

The "Einstein-Kitas" see oneself as starting point for infant expeditions. Through them, children gain actively access to their urban district and new natural, social and cultural spots of our town, -e. g. on field trips, trips into the forest, as well as visits to bakeries, factories, museums or old people's homes.

The places of excursions are geared to the children's current fields of interest. But also the distances done afoot, by underground, over squares and "Stäffele" are an important part of the excursion.

Every new experience and discovery creates more topics of conversation, which in turn provide an opportunity to improve the "hundred languages of the children".



Qualitätsstandard Nr. 8 Netzwerk für Familien

quality standard N° 8 a family network

The “Einstein-Kitas” consider themselves to be a family-meeting point and a place for supporting families of the district. They put their rooms at the families’ disposal. The “Einstein-Kitas” establish sponsorships:

- for citizens interested in helping in “Kitas” (e.g. voluntary readers or musicians)
- for families interested in helping one another
- for people of different generations

And they support a common culture of awakening in Stuttgart.



Qualitätsstandard Nr. 9 Fachkräfte als Lernende

quality standard N° 9 specialised staff as learning persons

The specialised staff of the “Einstein-Kitas” see themselves as learning and progressing adults with their own educational biography and their own passions for certain areas of education.

The providers particularly back them up in terms of self-contemplation, team building and specialisation.

Improved framework conditions allow an (organised) culture of learning and an adequate quality management in all ranks.



Qualitätsstandard Nr. 10
Kooperation mit der Schule

quality standard N° 10
cooperation with schools

Together with the parents and in close collaboration with the schools, the children are assisted on their transfer from “Kita” to primary school. The children get to know their future primary schools.

The personnel of the “Kitas” and the teaching staff are in close contact and organise mutual activities with children and parents.



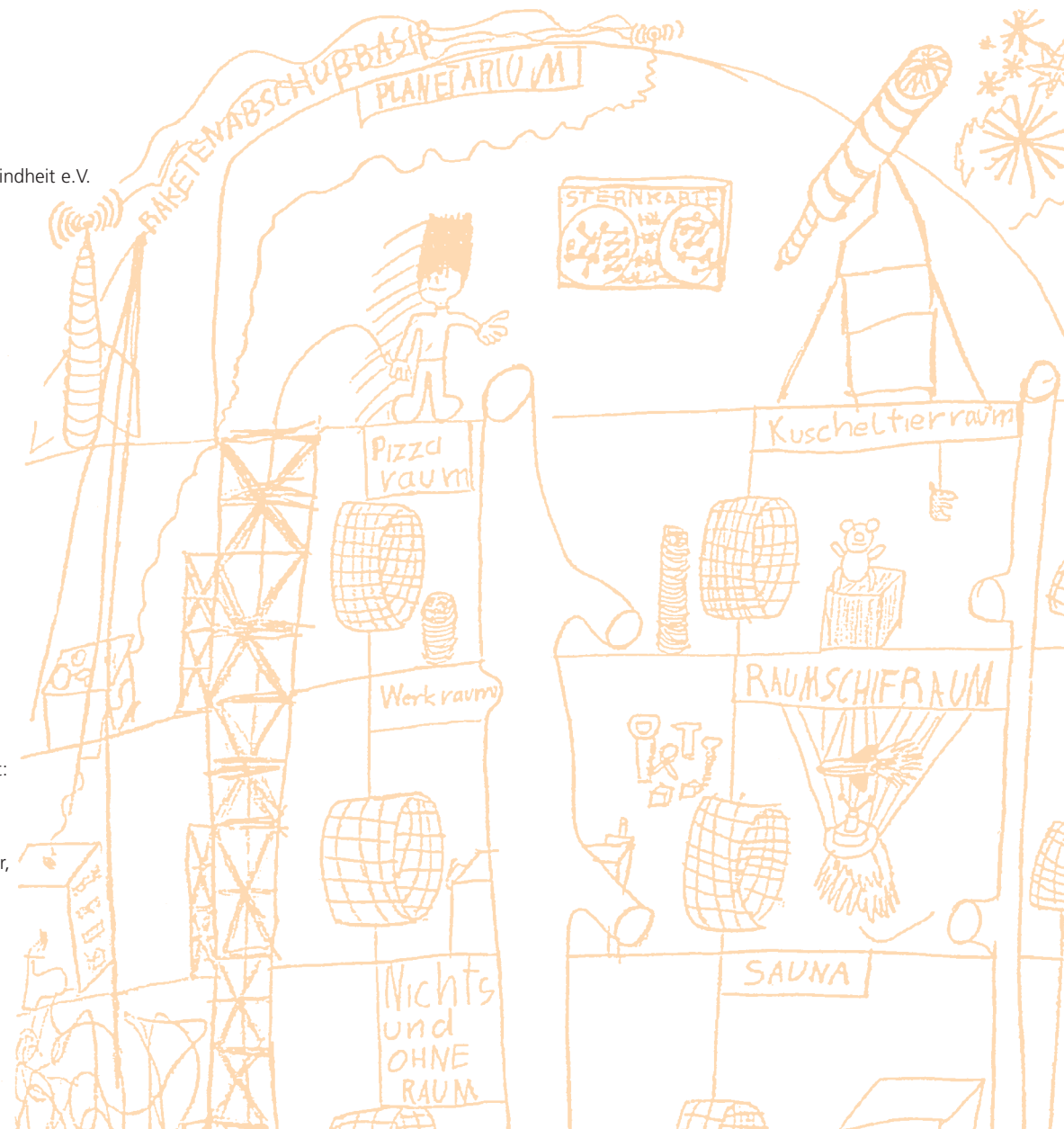
Enthusiastically the children design the “Fohlenpass”, which every child from Stuttgart is donated when turning five. In this booklet they record, how tall they are, who they are and what they’ve learned, before they start school.



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*„Als Kind habe ich immer gedacht,
die Füße des Regenbogens
stehen irgendwo auf der Erde.
Da möchte ich hin.
Heute weiss ich:
Nichts hat einen Fleck,
nichts eine feste Stelle.
Aber alles ist ein Fleck
und eine Stelle
für einen Regenbogen.“*

Hugo Kükelhaus

