



Parents Guide

Education concepts and approaches
for children aged 0-10



Mecklenburg-Vorpommern
Ministerium für Bildung und
Kindertagesförderung

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Mecklenburg-Vorpommern
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Simone Oldenburg
Minister for Education
and Children Daycare

Dear parents,

Visiting to a children's daycare facility/centre – an initial education institution – offers your child new worlds of learning and experience and creates space for common development.

As part of such an arrangement: State paedagogical work in the field of child day care is based on the concept of education for children aged 0-10 in Mecklenburg-Vorpommern. It is the guide for early childhood education, and is continuously developed further on a basis of current scientific knowledge as well as social change processes.

And this is how the topics “Media and digital education”, “Elementary mathematical thinking, world experience and technical and scientific basic experience” were accepted (during the years 2021/2022) as well as “Environment-related education and education for sustainable development” (in the

year 2023).

The goal is one of advancing the development of each child individually, allowing the incorporation of different interests and skills as resources in the everyday research and development process, and successfully creating the first years of education with you as the parents.

This parent guide is intended to give you an initial insight into the basics of education of upbringing in State child daycare. At the same time, you are invited to get involved in the institutional educational process by furnishing your own ideas.

For any questions you may have, I encourage you to refer to your child daycare team, or your child daycare person, on a confidential basis, to get advice on your child's development opportunities.

Simone Oldenburg



How do children learn?

Never do children learn so easily and so much as in the first years of their lives. Children's parents get involved in their development from day one, experiencing their joy in all things new.

For children, playing is one of the most important methods of learning. Children research and discover the "world" of their own accord. What this means is that to encourage learning requires, first and foremost, allowing children sufficient space and time for their own actions. This applies both at home and in a daycare facility/centre.

The most important key to learning is language. All children learn in direct contact with those they are in regular contact with and who speak their respective mother tongue; the opportunity of multilingualism is to be acknowledged by this.

Getting the learning process started, sustaining it, and providing suggestions, is a communal task between parents, professionals and children. This requires the involvement of adults there to accompany the process, and even learners, who will bring their experience and knowledge into the process on an equal footing.

The community at a daycare facility/centre, just like the children's families, offers children social experiences which will be of major significance for the rest of their life.



Who is supported?

The daycare facilities/centres (paid for with public money) are open to all children whose normal residence is in Mecklenburg-Vorpommern, regardless of the director's religious orientation and worldview and experience with children.

From the end of the first year of their life up until they enter school, children can receive developmental advancement in a children's daycare facility; or (up to the end of the third year of their life) in a children's daycare centre. Whether or not a child has education-related special needs, he or she should generally be supported on an individual basis even while they are together with others.

What do children learn?

Children grow up into self-confident and stable personalities who, in social interaction with each other, come to learn about regard for one another and about democratic decisions.

They learn to think about problems and to try out solutions. “Mistakes” are part of learning, but so are concentration, perseverance and the acquisition of knowledge and skills in different areas. Language and speaking lie at the centre of the education agenda. After all, for all children, a good language ability is an important pre-requisite for participating in social life and successfully handling all tasks in life and learning.

Children from families whose first language is not German learn to communicate in the German language. At the same time, they learn appreciation for their mother tongue – as do children whose mother tongue is German. In a daycare facility/centre, children learn practical life things: they are supported in a manner appropriate to their development and age as they learn how to carry out many everyday tasks independently.

Children enjoy organising, comparing and measuring things. Whether it's in games, in small experiments or in learning workshops, children acquire



a basic understanding of maths, information technology, general technology and scientific connections. Offers such as music, dance, theatre and artistic or craft design forms make children develop in their creative forms of expression.

Children learn that health is an essential condition in everyday life. They learn how to look after their health in a manner appropriate to their development and age.

Children experience nature and learn about their immediate living environment. They are accompanied in ethical or religious issues, as well as in the field of the development of values and sustainable action. Tolerance and respect toward different cultures, personal beliefs and life plans are learned and practiced from a young age.

How is healthcare provided?

Prior to the admission of a child, daycare facilities/daycare centre personnel will demand from his or her parents information about the time and the level of the last screening examination, as well as their vaccination status. With determined (diagnosed) developmental abnormalities, the paedagogical personnel of daycare facilities and daycare centre personnel may enact individual support efforts together with the parents.

How is the individual child supported?

Professionals (in close co-operation with parents) see it as their duty to help develop each child on an individual basis and to recognise their strengths and idiosyncrasies. Every child should feel at ease in a childcare facility/centre and know that they are regarded as an important member in a small community. This also includes intimate relationships with professionals/daycare centre personnel.

The professional competence of the professionals includes monitoring the children and documenting such observations on a regular basis. In the event that, during any such observations, any significant deviations from age-appropriate development with any particular child can be determined, these records shall serve as a basis of targeted individual support for such children.

Parents can find individual advice regarding care of, and the situation of, their children in the respective institutions themselves, both from daycare centre personnel and from local youth welfare offices.





What is the significance of cooperation with parents?

Partnership co-operation between parents and professionals/daycare centre personnel is an important pre-requisite for ensuring the optimal development of any child. Parents are the most important contact personnel and experts as far as your child is concerned.

A successful co-operation is always based on mutual esteem, trust and respect. During talks related to the development of any given child, all manner of experiences and observations can be themed with the child in a cultural setting, development steps can be highlighted and possible development offers can be agreed.

Joint projects, and an open exchange of wishes and needs in a co-operative setting, connect and strengthen the relationship between parents and professionals. Both sides can contribute their skills and, in so doing, ensure a positive effect on the living environment of a daycare facility/centre.

This also applies for participation in a parent council held by one's local daycare facility, or district or city parental council, or in the State parental council. Ideas, wishes, or just suggestions for good paedagogical work are welcome.

Parents who have hearing or speaking impairments can arrange for the availability of an interpreter, so that the exercise of their rights and related obligations can be supported with oral and written communication using German sign language, spoken language accompanying gestures or other suitable communication aids. For migrant parents, there are language mediators from the Mecklenburg-Vorpommern language mediation network available.

How do the children participate?

Children will actively shape their everyday life. In so doing, they will acquire personal, social, cognitive and motor skills, as well as everyday practical skills, the likes of which will be applied directly. They learn at an early age, and in a way that is natural to them, how participation and democracy continue to play their role in actions and values which just seem normal to us.

What is the significance of transition to school?

The transition from nursery to school is a particular event in the life of a child, and their family. The child, full of curiosity and pride of what they have already learned at nursery, wants to show that they are ready for school.

Through encouragement and attention, parents play a very decisive supportive role in their child's life at this exciting time. Together with the daycare facility/daycare centre person, parents contribute to their child's positive adjustment to school; in so doing they also contribute to further successful learning.

With the “Parent Education” flyer, parents are able to forward already completed documentation about their child to schools and after-school care facilities in a summarised form. This method guarantees paedagogues at these institutions a chance to view a child’s competencies even before they start school. This allows particular needs pertinent to the individual development of the child to be considered from the start, if necessary.

Close co-operation between the daycare facility and the primary school will support this process and facilitate the transfer of the schoolchildren of the future.



Knowledge, abilities, and capabilities in the various fields of education and training

Everyday integrated language education and communication

participate in communicative situations

employ already acquired language abilities in an appropriate fashion

express feelings of pleasure, fear and ability related to personal experiences via language

tell one's own experiences

express one's own opinion to others in language

be curious about content and language when encountering (intercultural) literature

maintain a polite form of language

use different writing tools

name environment-related things and facts, remember details and comment on them

clarify problems in social interaction with adults and peers

express needs, opinions and desires

Personal and social-emotional development, value orientation and religiosity, culture-sensitive competencies

dealing with people with respect and tolerance and solving conflicts without violence

understand, negotiate and follow the rules of the game

acknowledge the needs and wishes of other people and help them

think about friendly relationships and share about them

recognise the benefits of rules and norms for well-being in a community and respect them

be able to address cultural, linguistic and physical diversity openly

perceive emotions in oneself and others, deal with them and be able to express them

learn how to deal with frustration

be able to say “No” to adults in abusive situations

identification with the values and norms of a democratic society

ask questions of meaning and be able to develop further one's own worldview through dialogue

tolerance toward different ideologies and worldviews, religions and sex and gender diversity

Basic mathematical thinking, world exploration and technical and scientific basic experience

recognise, describe and differentiate various objects and their characteristics

count, form quantities, compare and describe, acknowledge relationships between sets and operating with sets

read subjective times on the clock and roughly determining duration periods

classify subjective month names and dates such as Christmas or annual birthdays

distinguish the coins of our currency and their value

together with other children, observe, explore and describe natural phenomena and technical connections, and ponder them

acquire manual-practical working techniques

appropriate and safe use of simple tools and devices, as well as different materials

carry out basic mental operations (starting from practical action behaviour)

experience (in a way marked by appreciation) that some mistakes are meaningful and significant

systematically try different ways in order to arrive at conclusions with regard to errors

develop a sense of the past and the future

deal with representations of various natures (mathematical, information and scientific/technical) in an everyday practical context (e.g. visual representations of statistics, calendar, warning and safety instructions)

experience the presence and the functioning of relevant IT-related devices in everyday life (pedestrian traffic lights, digital camera etc.)

recognise, continue and break through patterns, and be able to create them oneself

recognise regularities in situations

acknowledge and recognise different cutouts (pixels) as parts of a whole

acknowledge differences between animate and inanimate nature and related phenomena

experience physical phenomena e.g. light and shadows, production of tones, noises and sounds

the solar system, and understanding the relevance of it to our daily and annual rhythm, as well as nature

recognise the principle of cause and effect

Media and digital education

Grasp the influence of media consumption on one's health and lifestyle

Identifying and questioning gender-specific role models shaped by the media

Perception of the needs and wants of other people when dealing with the media

Capacity to manage social stress in connection with the media

Differentiation between a virtual world and reality

Discovery of media as a creative tool

Analyse media and critical reflection

Maintain respectful co-operation including digitally

Accept responsibility for one's own media-related behaviour

Learn skills in how to use communication media to strengthen relationship skills

Music, aesthetic education and artistic design

Understand and be aware of the particular language of music and art

Use your voice in a fun and playful way

Sing small song portions and songs alone and together with others

Participate in singing, speaking and movement games spontaneously and with pleasure

Grasp and understand simple handshakes, step types and step sequences in movement games and dancing

Perceive the expressive effects of different shapes and colours and use them in a more conscious manner

Express one's own feelings and moods and those of the natural seasons

Discussing the life and experiences of some artists and their pictures in relation to one's own child's living environment

Create basic plastic forms and understand their different expressions

Make one's own feelings known in music and art experiences

Experiment with music and art-related materials

Body, movement, health and prevention

Move in a variety of ways

Explore and try out new forms of movement

Discover and understand the functions of one's own body

Imitate interesting movements of others

Experience social recognition in the community

Show one's own capabilities with increasing motor skills and comparing them with those of others

Experience the possibilities and limits of one's own physical capabilities

Experience and grant willingness to help in the exercise of physical activity

Apply basic movement skills (e.g. running, jumping, throwing, catching, rolling, sliding)

Interacting with other play partners

Develop awareness of a positive intimate sphere

Discover the basics of sexuality

Learn the difference between hunger and appetite

A capacity for responsible and self-determined conduct regarding eating and drinking

Develop a feel for what is good for you and your health

Acquiring table manners and eating culture

Basic knowledge about daily dental hygiene, other body hygiene and healthy eating

Environment-related education and education for sustainable development

perceive the environment with all senses

develop an appreciation for nature and the environment and accepting responsibility

acquire knowledge about animals, plants and ecological connections, and understand cycles as well as systemic connections

get to know the possibilities and consequences of your own actions

be able to help shape the present and the future in a sustainable way

learn about ways of life which are more sustainable and more environmentally friendly

knowledge of which consumer goods contain elements of nature (water in meat, grain in fuels etc.)

acquire sensitivity to values such as human dignity, justice and the preservation of natural livelihood

knowledge of how to go about matters related to energy, nutrition, biodiversity, gender equality and cultural diversity

ensuring experience which demonstrates that an ability to co-operate, and sustainable participation, are possible when it comes to ecological and social issues; and these things are valued

