**TRAECE - Training, Networking and Mobility in Early Childhood Education and Care with focus on children between 0 -6**

**ERASMUS+- Projektnummer: 2018-1-DE02-KA202-005019**

**Project TRAECE Competence Matrix – Proposal All (EN)**    <mark>REVISED VERSION date: 6th November 2019</mark>

**Version: Including Steps of Competence Development and Learning Outcomes**

**Project Partners:**

- VISTA College, Vocational College, Heerlen, The Netherlands
- Berufskolleg Viersen, Vocational College, Germany
- EU-Geschäftsstelle, Cologne Government Regional Office, Germany
- MLA Viimsi Lasteaiad Municipal Kindergartens, Kindergarten, Estonia
- Fondazione Centro Produttività Veneto, Chamber, Italy
- CEIP Rectora Adelaida de la Calle, Kindergarten, Spain

**Cooperating Vocational College:**

- Käthe-Kollwitz-Berufskolleg StädteRegion Aachen, Germany

Co-funded by the Erasmus+ Programme of the European Union

| TRAECE - Early Childhood Education and Care professionals with focus on children between 0 -6 | | | | |
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| **COMPETENCE AREAS** | **STEPS OF COMPETENCE DEVELOPMENT** | | | |
| **1. Development of a professional attitude** | 1.1.1 He/She is able to define and explain what time-, self-management and self-reflection means.<br><br>--------------------------------------<br><br>1.1.1.1 He/She is able to classify individual resources and potential stressors that may affect his/her own health and set boundaries according to his/her wellbeing.<br><br>1.1.1.2 He/She is able to monitor his/her own physical, intellectual and emotional health and wellbeing, aims to keep them in balance, and therefore optimizing own time and energy consumption.<br><br>1.1.1.3 He/She is able to optimize his/her own time management and energy consumption.<br><br>1.1.1.4 He/She is able to label his/her strengths and weaknesses and takes them into account in his/her operations.<br><br>1.1.1.5 He/She is able to use digital tools and platforms in his/her scope of responsibility. | 1.1.2 He/She is able to develop an understanding of his/her professional role.<br><br>--------------------------------------<br><br>1.1.2.1 He/She is able to explain his/her career choice motivation, also in connection with his/her own development.<br><br>1.1.2.2 He/She is able to carry out the necessary change of perspective from learner to professional in socio-educational institutions. | 1.2.1 He/She is able to orientate his/her time- and self-management with everyday working life and to develop a critical reflective attitude.<br><br>1.2.2 He/She is able to analytically develop an understanding for his/her professional role.<br><br>--------------------------------------<br><br>1.2.1.1 He/She is able to analyse individual resources and potential stressors that can influence his/her own health and self-management, set boundaries according to his/her wellbeing and draw conclusions for his/her actions.<br><br>1.2.1.2 He/She is able to develop a critical and reflective attitude to his/her own actions in his/her daily work and to derive his/her own verifiable development goals with support.<br><br>1.2.2.1 He/She is able to analyse his/her professional motivation according to the background of his/her own | 1.3.1 He/She is able to reflect, use and further develop effective strategies for time- and self-management and health prevention (based on holistic approaches to health, e.g. salutogenesis) for training and the profession.<br><br>1.3.2 He/She is able to develop a pedagogical ethic and on this basis to develop a balanced professional role identity.<br><br>--------------------------------------<br><br>1.3.1.1 He/She is able to set goals, develop his/her own expectations and requirements within the framework of his/her self-management, plan and implement self-management processes on this basis.<br><br>1.3.1.2 He/She is able to analyse everyday working life on the basis of holistic health care and draw appropriate conclusions.<br><br>1.3.2.1 He/She is able to generalize a critical and reflective attitude towards his/her own actions in his/her everyday work and to derive and implement his/her own |

| | | | biography. | verifiable development goals. |
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| | | | 1.2.2.2 He/She is able to fulfill his/her rights and duties as an employee in socio-educational institutions in a responsible manner and to represent his/her professional interests.<br><br>1.2.2.3 He/She is able to analyse work opportunities and manage his/her professional career. | 1.3.2.2 He/She is able to reflect on professional motivation on the basis of his/her own personal development and socialization and draw appropriate conclusions for the development of his/her professional identity. |

| TRAECE - Early Childhood Education and Care professionals with focus on children between 0 -6 | | |
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| **COMPETENCE AREAS** | **STEPS OF COMPETENCE DEVELOPMENT** | |
| **2. Caring for children in a respectful way (body care, nutrition, hygiene)** | 2.1.1 He/She is able to organize care and nutritional situations as a basis for building relationships and to use them holistically for the development of the child.<br><br>----------------------------------<br><br>2.1.1.1 He/She is able to choose hygiene and infection prevention measures in his/her personal and professional everyday life.<br><br>2.1.1.2 He/She is able to carry out first aid regulations and measures, to document these and refer the child to respective specialists, if necessary<br><br>2.1.1.3 He/She is able to exercise necessary nursing and caring measures for common disease profiles in childhood.<br><br>2.1.1.4 He/She is able to select and implement appropriate measures to | 2.1.2 He/She is able to participate in the selection and provision of food appropriate to the needs, age and child oriented.<br><br>----------------------------------<br><br>2.1.2.1 He/She is able to orient his/her food selection and preparation for children towards criteria for a healthy nutrition and to ensure an adequate supply of liquids.<br><br>2.1.2.2 He/She is able to carry out simple pedagogical activities to guide children towards an environmentally conscious and resource-saving use of food.<br><br>2.1.2.2 He/She is able to recognize and take into account health and disease-related aspects in the care of children. |

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| | support healthy lifestyles in children (e.g. movement, relaxation, posture, sleep). 2.1.1.5 He/She is able to use ICT tools to communicate to parents about the nursing needs of their child. | | |

| TRAECE - Early Childhood Education and Care professionals with focus on children between 0 -6 | | | | | |
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| **COMPETENCE AREAS** | **STEPS OF COMPETENCE DEVELOPMENT** | | | | |
| **3. Communicating and interacting with all the people involved in the occupational process** | 3.1.1 He/She is able to set up contact with children, families and colleagues initiating a pedagogical relationship and shaping it in an appreciative and empathetic way.<br><br>3.1.2 He/She is able to set up conversations in a targeted, objective and understandable manner and to use gestures, facial expressions and body language in a targeted manner<br><br>------------------------------<br><br>3.1.1.1 He/She is able to communicate with children, families and colleagues in a style based on mutual recognition and appreciation.<br><br>3.1.1.2 He/She is able to inform the people involved about the child's development and support needs (also by using ICT-Tools). | 3.2.1 He/She is able to initiate and shape a pedagogical relationship that is tailored to needs and professionally sound.<br><br>--------------------<br><br>3.2.1.1 He/She is able to initiate a pedagogical relationship according to needs and basic pedagogical attitudes (appreciation, empathy and congruence) and to show a high level of involvement.<br><br>3.2.1.2 He/She is able to set ground rules to stimulate a positive communication behavior, to endure conflicts and difficult emotional situations of children and to select appropriate communicative strategies in a manner appropriate to age and development, by using adequate gestures, facial expressions and body language strategies in these | 3.2.2 He/She is able to recognize the individual needs of children, to create conditions that promote learning and development and to exchange on this subject with the team and families.<br><br>------------------<br><br>3.2.2.1 He/She is able to enter into cooperation with all actors in defined sub-areas (e.g. conversations in passing with parents) and to adhere to agreements.<br><br>3.2.2.2 He/She is able to support the emotional regulation of the child and to exchange information with the child, the parents and the team.<br><br>3.2.2.3 He/She is able to explain the meaning of a secure attachment and to respond to the child's attachment needs taking into account the findings of | 3.3.1 He/She is able to interact with families in a timely, confidential and professional manner to establish relationships that encourage mutual exchange of information about children.<br><br>---------------------------<br><br>3.3.1.1 He/She is able to use a variety of terms to describe children's individual learning experiences by using the professional language.<br><br>3.3.1.2 He/She is able to respond appropriately to the children's process of learning and facilitates communication about that, in accordance with each child's development and culture.<br><br>3.3.1.3 He/She is able to endure conflicts and difficult emotional situations of children, to select appropriate communicative | 3.3.2 He/She is able to organize a coordinated communication between educational institutions concerning the development and learning of children.<br><br>---------------------------<br><br>3.3.2.1 He/She is able to involve learners, parents, colleagues, support specialist in feedback and evaluation.<br><br>3.3.2.2 He/She is able to collaborate with families to create a program environment that supports the learning experiences of children and adults.<br><br>3.3.2.3 He/She is able to provide resources to colleagues and families about learning development in early childhood, including variability in individual preferences and cultural expectations<br><br>3.3.2.4 He/She is able to design cooperation |

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| | 3.1.1.3 He/She is able to identify cultural and social factors and cultural factors influencing children's experiences and behaviour and to take them into account sensitively in their interaction with the child.<br><br>3.1.1.4 He/She is able to identify different communication styles and to respect different positive communication channels.<br><br>3.1.2.1 He/She is able to support children in difficult social and emotional situations, emphatically and through active listening and linguistic support.<br><br>3.1.2.2 She he is able to set well-founded boundaries (e.g. with confronting "I - messages"), to give reasons for it and to encourage and support children in resolving conflicts. | situations.<br><br>3.2.1.3 He/She is able to develop, in cooperation with families, participatory and resource-oriented solution strategies for pedagogical problems.<br><br>3.2.1.4 He/She is able to act as a team member in a participatory manner and keep agreements.<br><br>3.2.1.5 He/She is able to conduct conversations in a target-oriented, factual and understandable manner to support reciprocal thinking processes (sustained shared thinking) and to give solution-oriented advice. | the attachment theory. | strategies in these situations and to apply conflict resolution models in a targeted, autonomy-promoting way. | with all actors on the basis of legal and institutional framework conditions that are tailored to needs, methodologically guided and participatory.<br><br>3.3.2.5 He/She is able to provide leadership to a variety of early education settings. |

| COMPETENCE AREAS | STEPS OF COMPETENCE DEVELOPMENT | | |
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| **4. Observing and documenting Children and Groups of Children** | 4.1.1 He/She is able to observe and document interests and needs of individuals and groups related to education, development and need for assistance.<br><br>4.1.2 He/She is able to describe manageable group processes and take them into account in simple pedagogical activities.<br><br>-------------------------------------------------------<br><br>4.1.1.1 He/She is able to gather information concerning the learning process of children.<br><br>4.1.1.2 He/She is able to use suitable and resource-oriented observation procedures and instruments.<br><br>4.1.1.3 He/She is able to use digital platforms or instruments to observe and afterwards exchange information in the team.<br><br>4.1.2.1 He/She is able to notice development phases of groups and relationships between children and integrate it in the planning of simple, manageable group processes. | 4.2.1 He/She is able to observe individuals and groups and draw up resource-oriented observation protocols, interpret them and act accordingly.<br><br>4.2.2 He/She is able to analyse and conclude pedagogical group processes on the basis of observations and in cooperation with the group.<br><br>-------------------------------------------------------<br><br>4.2.1.1 He/She is able to plan, apply and evaluate selected resource-oriented observation procedures to document the child's educational process/stage of development or learning conditions.<br><br>4.2.1.2 He/She is able to exchange observation results and documents within the team and with parents and to consider the sensitive handling of personal data.<br><br>4.2.1.3 He/She is able to assess the technically well-founded selected observation procedures and instruments for their effectiveness in the specific situation on the basis of criteria.<br><br>4.2.2.1 He/She is able to systematically observe, analyse and document group behavior, group processes, group relationships, needs and interests of the group and his/her own professional actions (e.g. with the methods of sociometry, ICT) and to draw conclusions from them on the basis of professional | 4.3.1 He/She is able to use the educational documentation for the individual child/target group on the basis of the national educational plan and to use it for the planning and implementation of further educational processes.<br><br>4.3.2 He/She is able to evaluate pedagogical group processes in cooperation with the group and then to develop a pedagogical group concept.<br><br>-------------------------------------------------<br><br>4.3.1.1 He/She is able to collect data about development and motivation of children and groups with qualitative and quantitative methods and is able to analyse development of the children and groups.<br><br>4.3.1.2 He/She is able to select suitable, resource-oriented observation and documentation procedures for the individual child and group, to observe, document and apply them (educational documentation), to evaluate the documentation results professionally according the national education plan and legal framework conditions and to use them for the planning of further educational processes.<br><br>4.3.1.3 He/She is able to assess the effectiveness of the selected observation procedures and instruments in pedagogical processes on the basis of |

| | | reasoning. | criteria and, if necessary, to change them. |
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| | | 4.2.2.2 He/She is able to support a conducive framework for carrying out observations (e.g. small groups, low staff-to-children ratios, time for the documentation and analysis of observations etc.) | 4.3.1.4 He/She is able to systematically observe, analyse and reflect group behavior, group processes, group relationships, needs and interests of the group and his/her own professional actions in groups, to exchange technical information within the team and to develop a pedagogical group concept. |

| TRAECE - Early Childhood Education and Care professionals with focus on children between 0 -6 | | | |
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| **5. Supporting Developmental and Educational Activities of Children in ECEC Institutions** | 5.1.1 He/She is able to identify a developmentally supportive environment for children (and groups of children) to support self-educational processes.<br><br>5.1.2 He/She is able to initiate and organize educational activities and take into account participation and resource-orientation.<br><br>-------------------------------------<br><br>5.1.1.1 He/She is able to define a mentally and emotionally safe, cooperative and mutually understanding learning environment.<br><br>5.1.1.2 He/She is able to define an environment, supporting welfare, development, creativity and child's curiosity, on the basis of the child's competences, interests and resources in the self-education process.<br><br>5.1.2.1 He/She is able to recognize learning and social skills of the learners and to support it, while taking participation into account.<br><br>5.1.2.2 He/She is able to choose the programmed activities and the appropriate resources and methodological strategies using group-based and individual forms of study in various educational areas (e.g. in language action, movement and play situations, nutrition situations, use of media (also ICT), in the artistic-musical | 5.2.1 She/ he is able to analyse the learning environments of the learners, identify differences, recognize the need for individual support and design the learning environment to suit the target group.<br><br>5.2.2. He/She is able to plan, implement and reflect on targeted individual and group-related impulses/activities for education and development processes on the basis of participation and resource orientation.<br><br>-------------------------------------<br><br>5.2.1.1 He/She is able to design learning environments independently and with the participation of the child/group by taking into account the individual developmental needs of each child.<br><br>5.2.2.1 He/She is able to lead a group of children on his/her own responsibility by promoting interaction between the children and using different group arrangement in a targeted way for educational, upbringing and learning processes.<br><br>5.2.2.2 He/She is able to perceive the child's competences, interests and resources, to draw conclusions based on the child's expertise and to support the child's self-development processes on his/her own responsibility. | 5.3.1 He/She is able to modify didactic-methodical and pedagogical concepts in the planning of learning environments in the various educational areas for children in a technically well-founded manner.<br><br>5.3.2 He/She is able to cooperate on an institution-specific educational concept in a well-founded technical manner.<br><br>----------------------------------<br><br>5.3.1.1 He/She is able to plan pedagogical actions to shape the learning environment on the basis of learners' needs and skills and learning objectives and to select appropriate learning materials and ICT tools in accordance based on national curricula and the mission statement of the institution.<br><br>5.3.2.1 He/She is able to combine goals, curricular contents and evaluation criteria of Early Childhood/ Pre-Primary Education.<br><br>5.3.2.2 He/She is able to reflect on planned and implemented educational activities and their impact on the children and the group in a resource-oriented and methodologically guided manner and to draw conclusions independently for his/her own professional development.<br><br>5.3.2.3 He/She is able, in the framework of his/her resource- and resiliency-oriented educational work, to perceive the |

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| | field as well as for cultural events and encounters, nature and environmental experiences and experimental action).<br><br>5.1.2.3 He/She is able to recognize and name the competences and interests in order to create an experience of success for every learner.<br><br>5.1.2.4 He/She is able to encourage a child (or a group of children) to take part in activities in different educational sectors. | 5.2.2.3 He/She is able to signal problems in the interaction between children, provide emotional support and guides the children to find solutions concerning their development.<br><br>5.2.2.4 He/She is able to implement rules with the participation of all parties, to design negotiation processes and promote democratic group processes in case of unacceptable behavior.<br><br>5.2.2.5 He/She is able to reflect planned and implemented educational activities in various educational areas in a resource-oriented way, using appropriate reflection methods. | interests and inclinations of his/her target group, to draw conclusions from these and to promote educational processes and the acquisition of competences in a conceptually guided manner.<br><br>5.3.2.4 He/She is able to implement the democratic participation rights of children on the relationship level, the structural and political-administrative level.<br><br>5.3.2.5 He/She is able to take into account cooperation with various educational partners in the social environment of the institution when participating in an educational concept of the institution. |

| COMPETENCE AREAS | STEPS OF COMPETENCE DEVELOPMENT | | | | | |
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| **6. Cooperating, Consulting and Agreeing with Parents in Educational partnership and Facilitating the Process of Transition** | 6.1.1 He/She is able to form educational partnerships with parents and other caregivers of the child in defined areas.<br><br>------------------------<br><br>6.1.1.1 He/She is able to understand the need of educational partnerships with parents in defined areas with the support of the educational team.<br><br>6.1.1.2 He/She is able to use appropriate action strategies while communicating with families to design educational partnerships with parents related to the goals and procedures of the institutions.<br><br>6.1.1.3 He/She is able to design the acclimatisation | 6.1.2 He/She is in a position to know the significance of transition situations for the child and, with the support of the team, to shape transition processes in sub-areas.<br><br>------------------------<br><br>6.1.2.1 He/She is able to implement complementary strategies for parts of the education afterwards consulting the team and in cooperation with the parents or educational partners.<br><br>6.1.2.2 He/She is able to use a child-follow-up-system according to national regulations. | 6.2.1 He/She is able to shape educational partnerships with parents and other reference persons in a participatory manner on the basis of national and institutional framework conditions.<br><br>------------------------<br><br>6.2.1.1 He/She is able to understand family education methods, taking the social environment of a child into account and take them into account when working with families.<br><br>6.2.1.2 He/She is able to conduct manageable conversational situations with parents and other related persons (e.g. small talk and casual conversations) methodically and | 6.2.2 He/She is able to design transitions on the basis of transition concepts.<br><br>------------------------<br><br>6.2.2.1 He/She is able to design transitions on the basis of conceptual considerations for all those involved (child, parents, specialist). | 6.3.1 He/She is able to implement a participatory concept for educational partnership, to evaluate it in a team and, if necessary, to further develop it.<br><br>------------------------<br><br>6.3.1.1 He/She is able to counsel parents in development-related issues and creation of an environment supporting development combining different principles and methods of counselling.<br><br>6.3.1.2 He/She is able to record the special life situations of families, to take them into account when working with families in order to support them in carrying out their | 6.3.2 He/She is able to systematically design, evaluate and. if necessary, further develop transition processes on the basis of scientific findings and conceptual ideas.<br><br>------------------------<br><br>6.3.2.1 He/She is able to reflect on the transition process of all those involved (child and parents) and to adapt and further develop strategies if necessary. |

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| | period for small children in cooperation with the ECEC professionals and the parents or educational partners on the basis of concepts or models (e.g. the Berlin Model).<br><br>6.1.1.4 He/She is able to recognize warning signals for a possible risk to the welfare of the child and to act appropriately (according to national regulations) with the support of the educational team.<br><br>6.1.1.5 He/She is able to communicate in a respectful manner despite the challenging and unacceptable behavior of the parents. | | participatively.<br><br>6.2.1.3 He/She is able to provide recommendations to the parents for supporting learning activities of the child at home.<br><br>6.2.1.4 He/She is able to inform parents about the objectives, content and organization of learning activities, obtain feedback from parents and value parents as experts for their child.<br><br>6.2.1.5 He/She is able to act in accordance with national legislation in the event of suspicion of harm to the welfare of the child.<br><br>6.2.1.6 He/She is able to cooperate in a respectful manner using appropriate communication strategies despite the challenging and unacceptable | | educational tasks.<br><br>6.3.1.3 He/She is able to plan, propose and organize need-based recommendations of parent education and counselling together with other specialists, in order to support parents in carrying out their educational duties.<br><br>6.3.1.4 He/She is able to recognize his/her own professional limitations in supporting and advising parents and families and to refer to competent support.<br><br>6.3.1.5 He/She is able to act in accordance with national legal provisions in the event of suspicion of a risk to the welfare of the child and to plan, implement and evaluate a preventive | |

| | | | behavior of the parents. | | protection concept for the institution.<br><br>6.3.1.6 He/She is able to advice in a respectful manner using appropriate communication strategies despite the challenging and unacceptable behavior of the parents. | |

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| **7. Understanding, assisting and performing with diversity** | 7.1.1 He/She is able to realize, define and respect cultural setting, values, differences and religious beliefs.<br><br>7.1.2 He/She is able to recognize, name and accept special educational needs of children.<br><br>-------------------------------------<br><br>7.1.1.1 He/She is able to recognize and name cultural settings and religious beliefs.<br><br>7.1.1.2 He/She is able to see and accept the diversity, individuality and difference of all people as enrichment.<br><br>7.1.2.1 He/She is able to identify the special developmental needs of a child on the basis of observations.<br><br>7.1.2.2 He/She is able to respect individual educational needs on the basis of relevant legal regulations and recommendations relating to equality and diversity. | 7.2.1 He/She is able to exchange concepts on diversity with experts and thus promote his/her own awareness of diversity (also in religious beliefs).<br><br>7.2.2 He/She is able to recognize and identify the individual developmental needs of a child and to carry out targeted support activities that challenge the child's developmental potential.<br><br>-------------------------------------<br><br>7.2.1.1 He/She is able to exchange scientific concepts and populist ideas on diversity with experts and to reflect critically on them herself/himself and thus promote his/her own awareness of diversity.<br><br>7.2.2.1 He/She is able to explain learning environments in diversity contexts according to the singular educational needs of children, gender equality, equity and respect to human rights to develop his/her own cultural understanding.<br><br>7.2.2.2 He/She is able to | 7.3.1 He/She is able to value cultural, religious, social and gender diversity and to implement diversity policies.<br><br>7.3.2 He/She is able to identify the individual developmental needs of each child and on this basis, with the support of the team, remove the barriers in the institution that may limit the development of each child.<br><br>-------------------------------------<br><br>7.3.1.1 He/She is able to recognize and inference cultural, religious, social and institutional norms and rules as influencing factors on the experience and behavior of children.<br><br>7.3.1.2 He/She is able to manage cultural diversity to reduce the unequal conditions and to develop solution strategies for diversity-related conflicts in a participatory manner with all parties involved.<br><br>7.3.1.3 He/She is able to assess diversity-related behavior and values in groups and to draw pedagogical | 7.4.1 He/She is able, to design, implement and evaluate a diversity concept for the institution (also in religious beliefs).<br><br>7.4.2 He/She is able to recognize and name special educational needs of children and cooperates with a support specialist for changing the conditions of learning environment, if necessary.<br><br>-------------------------------------<br><br>7.4.1.1 He/She is able to systematically observe joint learning of children in a heterogeneous group and to reflect with a critical and responsible attitude.<br><br>7.4.1.2 He/She is able to perceive children in their individuality and personality as subjects in the educational work and to support them in their expansion of competence.<br><br>7.4.1.3 He/She is able to assess diversity-related behavior patterns and values in groups, to draw pedagogical conclusions from them, to |

| | | classify and support language evolution during early childhood by following general theories. | conclusions from them (e.g. counteract exclusion processes).<br><br>7.3.2.1 He/She is able to distinguish possible dysfunction and ensure the right intervention (e.g. dealing with situations for learning languages in multicultural and multilingual contexts).<br><br>7.3.2.2 He/She is able to analyse individual behavior patterns of children on the basis of relevant reference sciences and draw conclusions for pedagogical work. | develop goals and to translate them into action.<br><br>7.4.2.1 He/She is able to design and regulate learning environments in diversity contexts attending to the singular educational needs of children, gender equality, equity and respect to human rights.<br><br>7.4.2.2 He/She is able to elaborate an individual development plan for children in consideration with their individuality and personality to promote inclusion in cooperation with other specialists if necessary.<br><br>7.4.2.3 He/She is able to develop concepts for the promotion of equal opportunities and inclusion, taking into account the different preconditions, to critically examine their applicability and to further develop them in the dialogue between specialists. |
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| **8. Developing Institutional, Team related and Networking Processes** | 8.1.1 He/She is able to maintain relationships with potential network partners on defined sub-areas of his/her work.<br><br>8.1.2 He/She is be able to cooperate with the team to perform tasks related to his/her area of work.<br><br>-----------------------------------------------<br><br>8.1.1.1 He/She is able to cultivate relationships with potential network partners in a defined, manageable area.<br><br>8.1.2.1 He/She is able to clarify his/her area of work in the team, to develop ideas for further pedagogical work in this regard, to make appropriate arrangements in the team and to observe these.<br><br>8.1.2.2 He/She is able to identify and name goals, dialogue partners and multipliers as well as possible public relations instruments for child day care facilities included ICT. | 8.2.1 He/She is able to design network activities taking into account network processes.<br><br>8.2.2 He/She is able to actively and participatively shape team processes and develop his/her own role in the team.<br>-----------------------------------------------------<br><br>8.2.1.1 He/She is able to identify the existing networking in the social environment and compare it with the needs of families.<br><br>8.2.1.2 He/She is able to participate in the implementation of networking activities on the basis of a needs analysis.<br><br>8.2.2.1 He/She is able to develop willingness for open learning processes and for learning from each other within the team and to assume co-responsibility for successful team processes.<br><br>8.2.2.2 He/She is able to analyse, evaluate and draw conclusions for her/himself the team processes, his/her own professional role and exchange information with other team members (e.g. by using ICT).<br><br>8.2.2.3 He/She is able to implement public relations measures within the team according to criteria (e.g. target-group-specific approach, logo with recognition effect - also through the use of ICT). | 8.3.1 He/She is able to plan and implement concepts for networking and to assess the opportunities and limits of multi-professional and interinstitutional cooperation.<br><br>8.3.2 He/She is able to use strategies for designing teamwork processes in the institution and to promote criteria-driven team development.<br><br>-----------------------------------------------------<br><br>8.3.1.1 He/She is able to coordinate cooperation goals with the network partners and integrate them into their own facilities.<br><br>8.3.1.2 He/She is able to assess and evaluate the effectiveness of socio-spatial cooperation and to further develop networking.<br><br>8.3.2.1 He/She is able to design, implement and reflect on different strategies for creating relationships in working groups.<br><br>8.3.2.2 He/She is able to analyse and evaluate team development processes, the roles in the team and the exchange of information between team members (e.g. through the use of ICT) and, if necessary, to organize support for the team.<br><br>8.3.2.3 He/She is able to develop, |

| | | | implement and evaluate concepts for public relations in social institutions. |
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| TRAECE - Early Childhood Education and Care professionals with focus on children between 0 -6 | | | | | |
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| **COMPETENCE AREAS** | **STEPS OF COMPETENCE DEVELOPMENT** | | | | |
| **9 Administrative Tasks and Management** | 9.1.1 He/She is able, concerning the national regulations in his/her area of responsibility, to name and carry out and follow health and safety measures with a mentor.<br><br>9.1.2 He/She is able to exercise and follow rights and duties in his/her field of responsibility.<br><br>9.1.3 He/She is able to carry out administrative tasks within a manageable framework.<br><br>9.1.4 He/She is able to follow national regulations of personal data.<br><br>9.1.5 He/She is able to name and explain the mission statement of the institution.<br><br>9.1.6 He/She is able to name basic target areas and work steps of quality development.<br><br>----------------------- | 9.2.1 He/She is able to carry out and follow health and safety measures, concerning the national regulations in his/her area of responsibility.<br><br>9.2.2 He/She is able to exercise and implement his/her rights and duties as an employee in socio-educational institutions on his/her own responsibility.<br><br>9.2.3 He/She is able to construct complex administrative work (e.g. by using digital media).<br><br>9.2.4 He/She is able to utilize personal data and to inform her/himself about new developments in this regard.<br><br>--------------------------<br><br>9.2.1.1 He/She is able to follow health and occupational safety measures and accident prevention measures, concerning the national | 9.2.5 He/She is able to name the mission statement of the institution and to establish links between socio-educational action measures and the mission statement.<br><br>9.2.6 He/She is able to cooperate in the quality development of educational and care concepts within the team.<br><br>9.2.7 He/She is able to participate and organize the planning of basic organizational processes, (e.g. by using ICT-tools)<br><br>-------------------------<br><br>9.2.5.1 He/She is able to recognize his/her own pedagogical attitude and to reflect on it on the basis of the institution's mission statement.<br><br>9.2.6.1 He/She is able to analyse and evaluate early childhood | 9.3.1 He/She is able to instruct and review colleagues on health and safety measures to ensure compliance with the regulations.<br><br>9.3.2 He/She is able to exercise, implement and evaluate his/her rights and duties as an employee in socio-educational institutions on his/her own responsibility and to work for the interests of his/her professional group.<br><br>9.3.3 He/She is able to implement complex administrative tasks using digital media and evaluate their effectiveness.<br><br>9.3.4 He/She is able to exchange ideas about different educational and care concepts within the team and to participate actively and purposefully in the further development of the pedagogical concept | 9.3.5 He/She is able to justify and implement personal data of relevant new developments and compliance with the regulations in the institution.<br><br>9.3.6 He/She is able to evaluate and further develop the implementation of the institution's mission statement in cooperation with the team.<br><br>9.3.7 He/She is able to participate in the development of educational training and care concepts in the team and in the institution and to apply quality development concepts (e.g. consideration of needs and status analysis).<br><br>9.3.8 He/She is able to cooperate, discuss and develop essential criteria for the planning of processes and organizational |

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| 9.1.1.1 He/She is able, concerning the national regulations in his/her area of responsibility to follow health and occupational safety measures and accident prevention measures upon instruction.<br><br>9.1.2.2 He/She is able to exercise and follow rights and duties in his/her field of responsibility in a responsible manner or, if necessary, to make arrangements in this regard, and to name framework conditions which promote or inhibit the exercise of rights and duties.<br><br>9.1.3.1 He/She is able to carry out administrative tasks independently within a manageable framework (e.g. the independent keeping of children's absence and attendance lists).<br><br>9.1.4.1 He/She is able to name and follow national regulations of personal data in his/her | regulations in his/her area of responsibility.<br><br>9.2.2.1 He/She is able to exercise and implement his/her rights and duties as an employee in socio-educational institutions on his/her own responsibility and develop targeted educational activities.<br><br>9.2.3.1 He/She is able to construct complex administrative work using digital media (e.g. educational documentation, development reports).<br><br>9.2.4.1 He/She is able to utilize personal data in accordance with the regulations of data protection law and to inform her/himself independently about new developments in this regard and then to act accordingly. | education and care concepts on the basis of quality criteria.<br><br>9.2.7.1 He/She is able to participate and organize the planning of basic organizational processes (by using ICT-tools).<br><br>9.2.8.1 He/She is able to select procedures of self-external evaluation (including peer evaluation) in a targeted manner and apply them appropriately. | on the basis of quality criteria.<br><br>----------------------<br><br>9.3.1.1 He/She is able to instruct and review colleagues on health and occupational safety measures and accident prevention to ensure compliance with the regulations.<br><br>9.3.2.1 He/She is able to exercise, implement and evaluate his/her rights and duties as an employee in socio-educational institutions on his/her own responsibility to implement them in targeted pedagogical activities and to promote his/her professional interests.<br><br>9.3.3.1 He/She is able to implement complex administrative tasks (e.g. statistics on a basis of pedagogical and economical processes) using digital media and evaluate their effectiveness.<br><br>9.3.4.1 He/She is able | procedures.<br><br>9.3.9 He/She is able to analyse and assess changes in the legal, financial and social framework conditions.<br><br>----------------------<br><br>9.3.5.1 He/She is able to justify personal data in accordance with the data protection provisions and to ensure the implementation of relevant new developments and compliance with the regulations in the institution.<br><br>9.3.6.1 He/She is able to evaluate the implementation of the institution's mission statement and, if necessary, further develop the institution's mission statement together with the team.<br><br>9.3.7.1 He/She is able to cooperate, discuss and develop different ideas of educational training and care concepts in the team |

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| | area of responsibility in accordance with the provisions of data protection law (e.g. observance of confidentiality).<br><br>9.1.5.1 He/She is able to name and explain the mission statement of the institution and to explain the importance of mission statements in quality management.<br><br>9.1.6.1 He/She is able to name basic target areas of quality development (e.g. transparency of services, effectiveness) and assign quality-enhancing measures to the work steps of the quality cycle (plan, do, check, act). | | | to exchange ideas about different educational and care concepts within the team and to participate actively and purposefully in the further development of the pedagogical concept on the basis of quality criteria. | and in the institution and to apply quality development concepts (e.g. consideration of needs and status analysis).<br><br>9.3.8.1 He/She is able to develop quality criteria for pedagogical and organizational processes in a team and to check the effectiveness and sustainability of the implementation of quality criteria.<br><br>9.3.9.1 He/She is able to analyse and assess changes in the legal, financial and social framework conditions and to consider them as the basis for conceptual decisions in the socio-educational institution.<br><br>9.3.10.1 He/She is able to select evaluation procedures in line with requirements and to plan and implement the use of methods and instruments (also through the use of ICT tools) in a theoretically founded manner in the team. |