

Valuing Children's Perspectives!

Developing ECEC Quality with Children

Co-creation and shared decision-making



Children want their center to be a place where they feel knowledgeable, can help shape their environment, participate in decisions and voice complaints.



Making one's mark through one's creations



Feeling that their complaints are heard and taken into account



Feeling respected in one's rights and choices



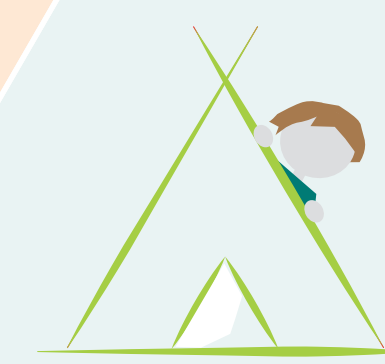
Feeling safe, valued, encouraged and protected in relationships with ECEC professionals



Building relationships with ECEC professionals and experiencing community



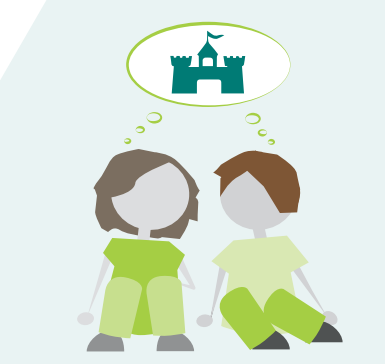
Feeling connected and secure through shared rules, rituals, and community



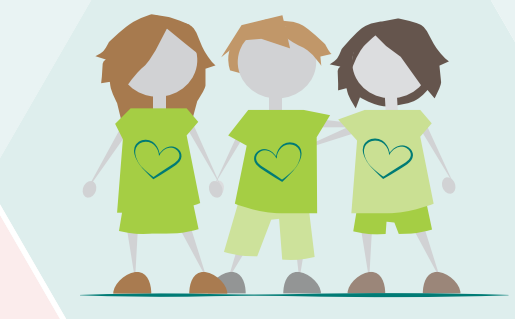
Retreating to quiet spaces and being undisturbed in "secret" places



Peer culture and friendship



Inventing imaginative worlds with friends and shaping a shared play culture

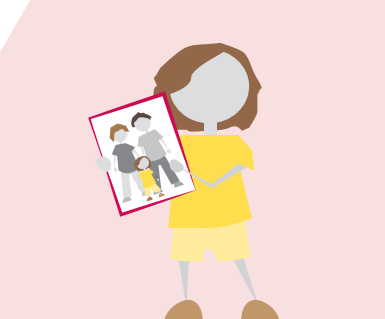


Feeling supported and protected by friends

Experiential spaces beyond the center



Children want their center to be part of the wider community, with their families welcome there.



Being recognized as a member of a family and other social communities

About the research project

In the Recognizing Children's Agency in ECEC Quality Development project, we conducted research with approximately 200 children aged four to six in 13 early childhood education and care settings across Germany.

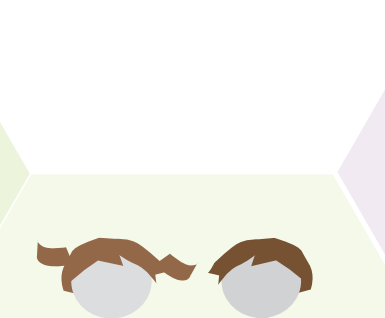
As active agents, children experience and shape their ECEC setting through their everyday practical activities.

The research focus on children's practices was key to reconstructing their experiences and orientations using the Documentary Method.

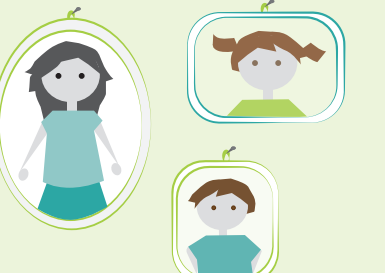
Using 12 different methods, we identified a wide range of opportunities for children to express themselves. What do the data reveal about children's perspectives on what constitutes a high-quality ECEC setting?

Explore quality from children's perspectives! Talk with children, families and colleagues about quality. What matters to the children in your center?

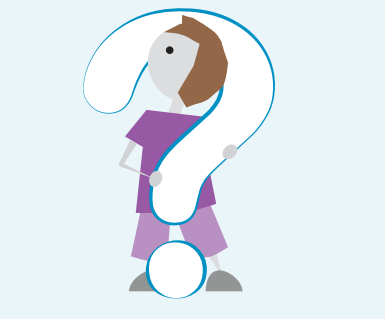
Drawing on children's experiences, we reconstructed 23 dimensions of quality as key elements for the inter-perspectival development of quality.



Expressing oneself in many "languages" and co-creating meaning and reality – to be heard, seen and understood



Feeling valued and visible as an individual



Engaging with existential questions



Experiencing oneself as part of nature – feeling and exploring it with all the senses



Self-discovery and identity development



Children want to move freely, experience the world with all their senses and explore fundamental questions about life.



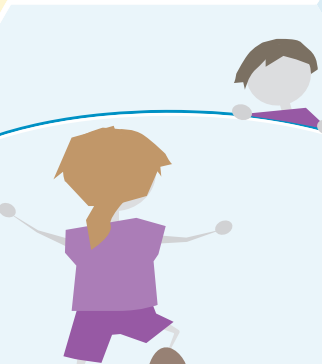
Exploring the body, bodily practices and gender role identities



Testing one's knowledge and abilities – and rising to daring challenges



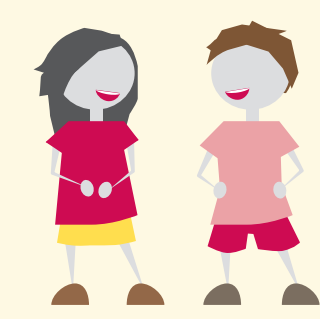
Experiencing exceptions to the rules



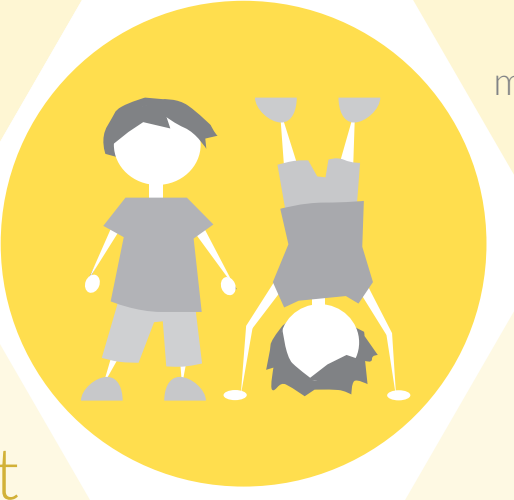
Moving freely and making full use of space



Choosing from a variety of places and things that inspire play



Feeling surrounded by people with a sense of humor and having fun together



Playing with rules and what is considered "normal"



Exploring norms and rules – and stretching the limits

For further information, please refer to the companion booklet accompanying this poster, or visit www.childrens-perspectives.org