#### Children want to develop as unique individuals. They want to be seen and acknowledged for who they are and for their abilities.



Testing their own knowledge and abilities and overcoming 'dangerous' situations

Children want to question rules and boundaries, be surrounded by good-humored people and experience exceptions

Experiencing being together

with good-humored people,

having fun

to rules.



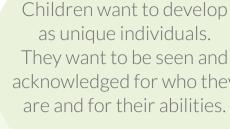
Experiencing exceptions



Moving freely and extensively taking up space



Choosing exciting, inspiring things to play with and various places to play in



Self-

identity

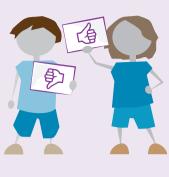
development



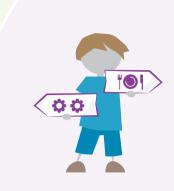
'languages' – in order to be heard, seen, understood



Participation and co-design



Getting involved, having a say,



Being well informed in kindergarten

Being visible through their



Feeling their complaints are heard and considered





and protected in their

relationships with pedagogues

Shaping relationships, experiencing

community

Experiences

in settings

beyond ECEC

In their relationships

with pedagogues in the

group, children want to feel

safe and appreciated

and that their rights

are respected.



Withdrawing and being undisturbed in 'secret' places

Peer culture and friendship



Children want to

play undisturbed with

their friends in safe places

and not be angered

or upset.

Feeling safe and connected with each other through rules, rituals



Imagining fantasy worlds with friends and developing a shared culture of play



Being empowered and protected through friendships

# Attention, Kids' Perspectives!

Children want ECEC

centers to be a place they

know well, where they can contribute, help make decisions and complain.

# Improving ECEC together with children

### Exploring the world and life



Children want to move freely, experience the world with all their senses and explore basic, existentially important topics.



Give it a try! Talk to children, parents and colleagues about the quality of ECEC! What is important to your kids?

Based on children's

experiences,

we reconstructed

23 quality dimensions

as the key to improving

quality involving a

multiplicity of perspectives.



as part of nature, exploring it with all their senses

In the project "Children as Social Actors for Improving ECEC," we worked with about 200 4- to 6-year-olds at 13 ECEC centers across Germany.

## More on the research project

Twelve methods

important to them.

gave kids many ways to express themselves: What has been documented in their statements about their perspectives for good ECEC?



Children as social actors help shape their day care center



in practical activities.

Children want ECEC centers to be connected to the surrounding social environment and be a place where their family is welcome.



Feeling seen and heard as a member of a family and other social communities

More information is available in the 'User's Guide' for the poster and at www.achtung-kinderperspektiven.de

Exploring norms and rules and experimenting with overstepping boundaries

conformity and

playing with

normality



Walther, Bastian & Munk, Lisa-Marie (forthcoming in 2020.): Kinder als Akteure in Qualitätsentwicklung und Forschung. Eine rekonstruktive Studie zu KiTa-Qualität aus der Perspektive von Kindern. Gütersloh: Bertelsmann Stiftung

Nentwig-Gesemann, Iris / Bakels, Elena /