

## Characteristics of Didactic and Social Teaching Skills in all VFU Courses for Preschool

(The examples of characteristics are based on the course objectives, which are highlighted in grey below, in the final VFU course)

<b>1. use a professional and ethical approach in collaboration with children, staff and guardians</b>	<b>2. Independently organize and adapt environments for learning and development based on research and experience-based knowledge in early childhood education</b>	<b>3. take overall responsibility during a two-week period for planning, implementation, management and evaluation of pre-school activities in accordance with current policy documents, didactic theories and models</b>	<b>4. make use of children's knowledge and experiences and create conditions for everyone.</b>	<b>5. analyze, follow up and document children's learning and development based on research and experience-based knowledge</b>	<b>6. show self-awareness and reflect on constructive criticism and develop one's actions</b>	<b>7. adapt his/her leadership to the educational situation</b>
Shows a professional and responsible behaviour as a representative of his profession	Takes into account previous experiences and research when organizing and adapting learning environments	3.1 Creates functioning and clear plans in accordance with current policy documents, didactic theories and models	Creates conditions for everyone by applying a democratic way of working, taking care of the children's needs and creating participation and influence	Observes and analyzes children's learning, development and progress	Reflects on his/her professional role and learns from previous experiences	Acts as a role model, creates a positive atmosphere and a permissive climate
Demonstrates professional ethics awareness in words and actions in collaboration with children, staff and guardians	Implements pre-school and subject didactic knowledge for children's learning and development when organizing and adapting learning environments	3.1 Concretizes purpose and content in relation to current governing documents and considers the policy documents as a value basis in the planning	Shows curiosity, asks for and listens to children's thoughts, ideas, suggestions, interests, knowledge and experience	Follows up and discusses children's learning and development (e.g. social and motor) based on research and experience-based knowledge	Shows self-awareness and works purposefully to identify his strengths and areas of development	Leads preschool groups and adapts his/her leadership to the children's varying conditions

Cooperates with and shows respect towards all staff, children and guardians	Consciously chooses room/environment (when possible) based on teaching content and group of children	3.1 Justifies their choices and balances in planning based on current governing documents, didactic theories and models	Shows sensitivity to children's non-verbal communication	Observes, analyzes and follows up group processes	Shows responsiveness, flexibility and willingness to develop	Adapts instructions to child group and individual
Interacts with and manages social relationships with both individual children and the group of children in an appropriate and responsible manner		3.1 Plans to create motivation, desire and expectation	Makes use of children's knowledge and experiences in daily activities	Documents children's learning and development in a functional way so that the documentation achieves its purpose	Accepts constructive criticism in an open and positive manner	Adapts the content and complexity of the teaching to the child group and individual
Expresses himself appropriately and is careful in his choice of words around children, staff and guardians	Organizes the room's physical environment with adaptation to teaching content and children's group	3.1 Plans adaptations and challenges based on the children's conditions and considers that children in need of support receive relevant attention and help	Distributes speech space and encourages children to listen to each other's opinions	When documenting, gives concrete examples of when learning/development took place	Reflects on constructive criticism and works to develop his actions and suggests strategies for development	Adapts the strength, rhythm and emphasis of the voice to the environment and the content of the teaching
Always treats children with respect for their person and integrity	Organizes/adapts the environment so that the children are given the opportunity for exploratory learning and development	3.1 Takes the children's needs and the business's conditions into account when planning	Encourages children to feel confident in their own abilities and strives for all children to participate	Justifies their positions and considerations in the documentation	Uses reflection and documentation as a tool for professional progression	Shows flexibility and awareness of how one's own placement in the room can affect what happens in the room
Takes care of the child's needs and rights	Organizes/adapts the environment so that the children are given the opportunity for playful learning and development	3.2 Applies the content of the governing documents and adapts them to children's different conditions during implementation	Individually adapts and adjusts for children in need of support		Identifies their need for additional knowledge to develop their profession	Uses clear and appropriate body language

Works actively and norm-critically against discrimination and abusive treatment	Adapts and prepares material with adaptation to teaching content and group of children	3.2 Interacts with and leads the children's group in a functional and structured way during the implementation	Gives all children the opportunity to participate in teaching and play on their own terms		Balances demands and expectations and values work effort in relation to available time	Repeats and develops teaching depending on the children's conditions, interests and needs
Shows attention to any form of violation and harassment		3.2 Shows sensitivity to the children's needs, thoughts and wishes during implementation	Expresses children's differences as an asset			Talks to children in a positive way and expresses positive expectations
Manages trusts and acts professionally towards colleagues, employers as well as children and guardians		3.2 Oversees the group/activity and shows flexibility in implementation and handles unforeseen events	Respects children's choice of teacher			Demonstrates empathic and responsible behaviour and is present and supportive when needed
Works to maintain trusting relationships with children and with their guardians		3.2 Organizes groups based on the children's prior knowledge, strengths, experiences and interests	Takes care of the individual during transitions between departments			Pays attention to what is happening in the whole group and not only focused on an individual child/activity
Shows sensitivity to the life situation and needs of others		3.2 Transitions between activities take place so that safety in the group is maintained (prepares the children for upcoming events, provides "set-up time")	Prepares the children for transitions from preschool to preschool class, (school and leisure centre)			Sees opportunities instead of problems - is solution-focused
Puts oneself into other people's perspective		3.2 Varies working methods and working methods in teaching	Balances the initiative of individual children and the needs of the group			Stimulates and meets the children by being active in creation /teaching/play
		3.2 Summarizes and reflects together with the children and takes				Uses analogue and/or digital forms of impression/expressio

Distinguishes between being personal and private		their thoughts into account during evaluation and change work				n (e.g. movement, image, music, drama) in their work with children's learning and development
Makes time and shows interest and commitment to other people's suggestions and opinions		3.3 Evaluates their plans and gives examples of how they can be developed				Communicate with children about learning during both spontaneous learning opportunities and planned activities
Shows interest in the business, asks questions and takes the initiative in communication and collaboration		3.3 Evaluates the implementation and gives examples of how one's own leadership and the content of the teaching can be developed				Uses play and various aesthetic forms of expression
Collaborates on planning and joint activities		3.3 Evaluates how well planning and implementation have been carried out in accordance with the applicable governing documents and gives examples of how this can be developed				
Collaborates around transitions from pre-school to preschool class to create context, continuity and progression in the children's development and learning		3.3 Reflects on the composition of the children's group and its conditions and reasons about various challenges and solutions				