

Laura Knieriem

The behaviour of professionals towards children in day-care centres

Evaluative aspects against the background of equal opportunities

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Abstract

In this study, the access to equal opportunities of children in a day care center and kindergarten were analyzed. In here, the access is linked to the judgmental behavior of the pedagogical staff. The objective was to find out, if equal opportunities exists in a randomly chosen kindergarten day group and to which extent equal opportunities are feasible. The research took place in the form of a participatory observation and the observation sheets were evaluated by the documentary method. It turned out, that the tested sample of educators behaved judgemental and in a dissimilar way. Children were treated disadvantaged and discriminatorily, because of their demographic characteristics. This leads to the conclusion, that equal opportunity is only feasible, if the pedagogical staff will gain more knowledge within their course of education in order to develop professional behavior and thus, the abilities of critical self- reflection.

Keywords: equal opportunity, discrimination, behavior, pedagogical staff, valuations

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Introduction

Education is more important today than ever. Everywhere in the world and in Germany, the aim is to achieve the best possible educational qualification in order to be able to learn and practice a well-paid and socially respected profession. The fact is, however, that many people are not able to achieve a good school leaving certificate. This is not always due to themselves: It has been found that children with a socially disadvantaged background are disadvantaged in school in terms of their performance compared to children from a better socialized environment, with the result that the children who are considered to be socially disadvantaged sometimes remain so for a lifetime. The reason for this is a lack of educational qualifications such as B.A. (technical) Abitur, which enables students to study. A course of study, in turn, qualifies for academic professions, which are generally regarded as respected and well paid. There are many reasons why a child is classified as socially weak: Due to parents with a low school leaving certificate, a low annual income or unemployment, a place of residence in a socially deprived area, poverty, migration background, etc. Since many people have a negative attitude towards these factors, they often do not treat socially disadvantaged people like others and discriminate against them, devalue them. If these people include teachers, it is unfortunately the sad truth that children with a socially disadvantaged or uneducated background often cannot achieve a high level of education because their achievements and abilities are degraded.

In order for children with educationally disadvantaged and socially disadvantaged backgrounds to also be able to achieve a high level of education and so that they have the same starting opportunities as all other children, they must be promoted. This must happen before entering school, namely from the moment you are admitted to a pre-school social institution. Equal opportunities should already be experienced here: All children should have the same opportunities and possibilities to lead the life they want and hope for in the future. Unfortunately, hardly any research has been done on how the equal opportunities demanded by the federal and state governments are implemented in day-care centres and kindergartens. The present work is now intended to provide information on this: It investigates whether all children in a group within the day care centre have equal access to opportunities and opportunities, or whether this is prevented by the behaviour of the pedagogical staff, which is characterised by evaluations. This is based on the assumption that the sometimes discriminatory and disadvantageous behaviour of teachers and educators in schools may also be transferred to the educators and

educators in kindergartens and day-care centres. The topic of the work is also derived from the assumption that questioning one's own objectivity in attitude and behavior is often considered difficult.

The present work is intended to narrow down the topic thematically and give an overview of the current state of research. Thus, argumentatively to the already mentioned question is led. A research hypothesis and the concrete goals of the research project are also formulated here. Subsequently, the research design with regard to the methods used is explained. This is followed by a presentation and interpretative evaluation of the collected data. In the subsequent outlook, reference is made to the research approach to the results of the investigation. In addition, the investigation is narrowed down and reflected, followed by a final conclusion.