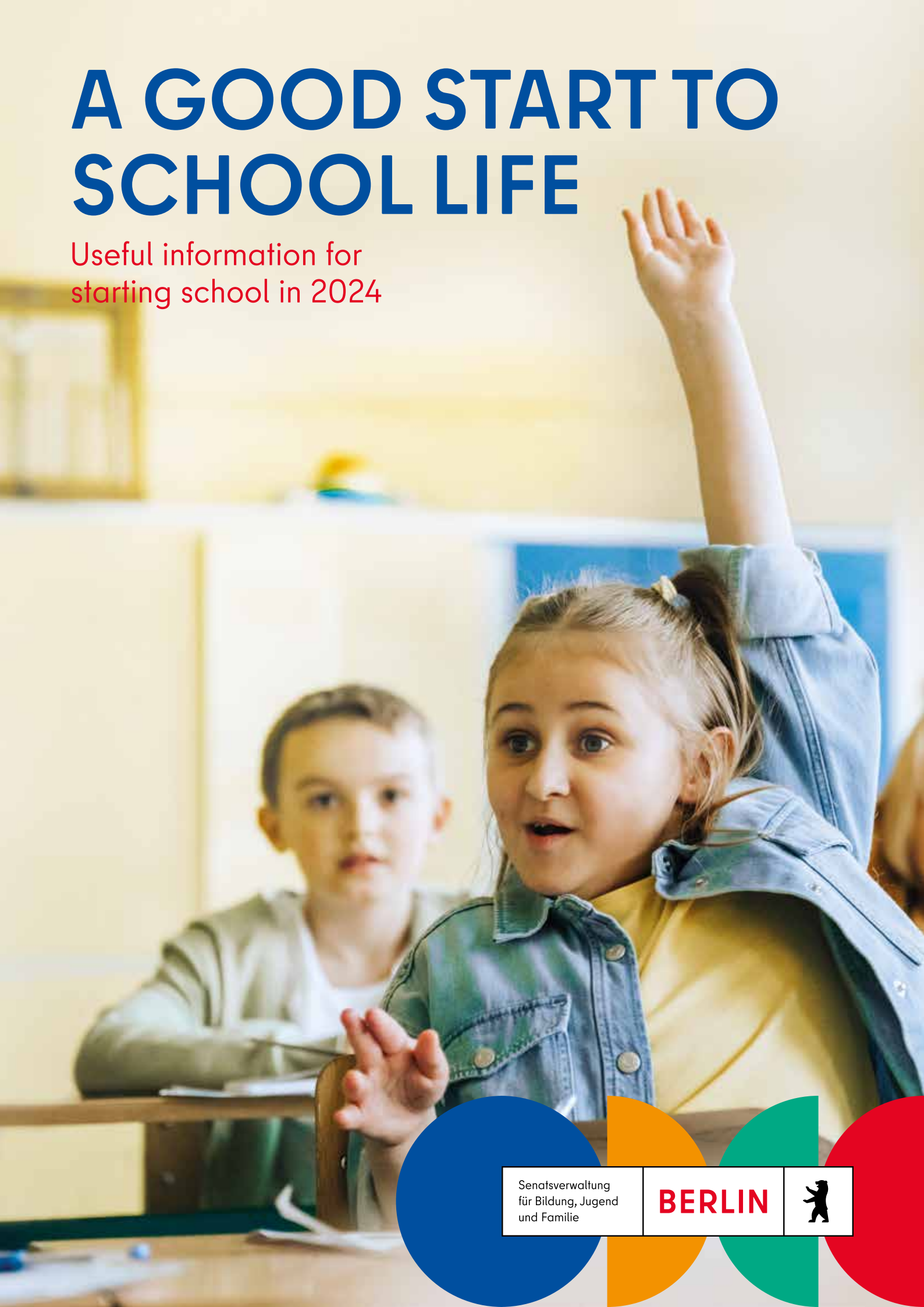


A GOOD START TO SCHOOL LIFE

Useful information for starting school in 2024



Senatsverwaltung
für Bildung, Jugend
und Familie

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Katharina Günther-Wünsch
Senator for Education, Youth and Family

Dear parents,

For children, the first day of school is a very special experience. At the Grundschule, or primary school, the aim of the game is to promote the joy of learning and encourage the child's ability to learn.

All Berlin primary schools are all-day schools and offer your child support and supervision outside of class hours. There are various options for all-day learning and playing and being active. To this end, schools cooperate with sports clubs, music schools, youth clubs or theatres. Your child can also receive tailored support, for language development, for instance, should this be necessary. Good all-day school provision also allows you as parents to strike an ideal balance in your working and family life.

We look forward to accompanying your children on this journey, and to working with you to shape this important step.
Best wishes,

Katharina Günther-Wünsch



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WELCOME TO SCHOOL

When your child starts school, they enter the next exciting chapter of their life. Your child will experience many new things at school. However, you as parents or guardians will also find out what school means today - starting with the lesson formats, then how your child's performance is assessed, and of course, the organisation of everyday school life. On the following pages, you will learn more about the Grundschule and how you can actively help to shape this important phase in your child's life.



Learning how to learn

It's important not just to learn for school, but to learn for life as well. For this, your child has to learn how to learn independently, above all. The school takes precisely this approach: teaching knowledge and, at the same time, supporting your child in gaining abilities so that they can apply and expand this knowledge.

Supporting each child individually

Of course, even before starting school, and even from birth, children have already picked up a great deal of knowledge and many abilities. This development is different for each child, which means when they come to school for the first time, children have very varied requirements.

Differences in development of up to three years are completely normal. For instance, one child might already be able to read before starting school, but another child might not yet know where to begin with letters, but they seem particularly adept at spatial thinking when playing with building blocks.

The school meets this challenge by supporting each child with their skills and needs individually during the initial phase of school. To do this, they must identify the abilities, interests and prior experiences of your child.

Determining the stage of learning

Many teachers often find out about the children's stage of learning in language and maths before their first school day. To do this, they use the Lernausgangslage Berlin (LauBe, an assessment of your child's curricular competencies at the point they begin school). This is an academic aid for teachers to record and present the language and mathematics abilities of children starting school in a structured format.

Your child's recorded answers form the basis of their individual support in the initial phase of school and of discussions between the school and you.

The teachers often cooperate with the nurseries. If they also receive the Sprachlernstagebuch from the nursery, they can look at this to find out your child's linguistic level.

The following basic assumptions are crucial for the school:

- Every child has already learned a lot before starting school.
- Every child wants to learn.
- Children are all different.
- Children are active designers of their knowledge and skills.
- Every child goes their own way when learning.
- Each child needs their own pace and suitable offerings for their learning.

Learning at your own pace

Children who require more time to work on the basis can attend the initial phase of school for another year. Children with a faster learning pace may move up to year 3 after one year.

The teachers and youth care workers give you regular updates about your child's learning progress. During the 2nd year at school, you can see whether your child would benefit from a longer stay in the initial phase of school. Your child's teachers in the class conference get together to discuss when your child will be ready to advance.

The important thing here is: attending the initial phase of school for an extra year does not mean regression or failure. Rather, this gives your child the necessary time to learn. The guiding principle here is experiencing success instead of fearing failure. Even if your child only advances to year 3 after three years, this additional time is not counted towards their compulsory education.

Mixed-age groups

Many schools also make use of the fact that children also learn very well from and with each other in mixed-age groups. They form mixed-age classes for the initial phase of school, for instance, for years 1 and 2 or for years 1 to 3.

Here, each child follows their own pace of learning without having to change to a different learning group or teacher. This means that friendships and close attachment figures are retained - regardless of the duration of the initial phase of school

At some schools, there are mixed-age groups in years 3 and 4 or 4 to 6 as well.

Inter-year learning

Inter-year learning (JüL) allows children who learn more quickly to work on tasks together with children in year 2 or 3, and have discussions with them. The older children then act as role models. They are already familiar with school life and its rules and, because they can already read, write and count, they can inspire and support younger children.

Older children can also learn from younger ones. If your child is in their 2nd or 3rd year of attending school, they can, in turn, pass on their knowledge and skills to the next cohort of pupils, and thus consolidate their learning once more.

Year group-related classes

Schools which separate the first and second year pupils by year group also make use of flexible and individual learning. Each school has prepared an educational concept for this which answers the following questions, above all:

- What is on offer for each child to learn at their own level in the individual subjects?
- Which projects and common activities between different classes and year groups are planned?
- Is there a buddy system between younger and older children?

Your school will be happy to provide more detailed information.

Learning German

Language is the foundation for acquiring knowledge and understanding contexts. This is why language education is a component of every lesson - in all subjects.

When starting school, many children need some language support. At schools where this need for support is particularly high, additional teachers support the children with school-specific support offerings.



Further information
about the primary school





Der Podcast zu Bildung, Jugend und Familie.
Überall, wo's Podcasts gibt.

20/200

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V I E L

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20/60

G E L E S E N

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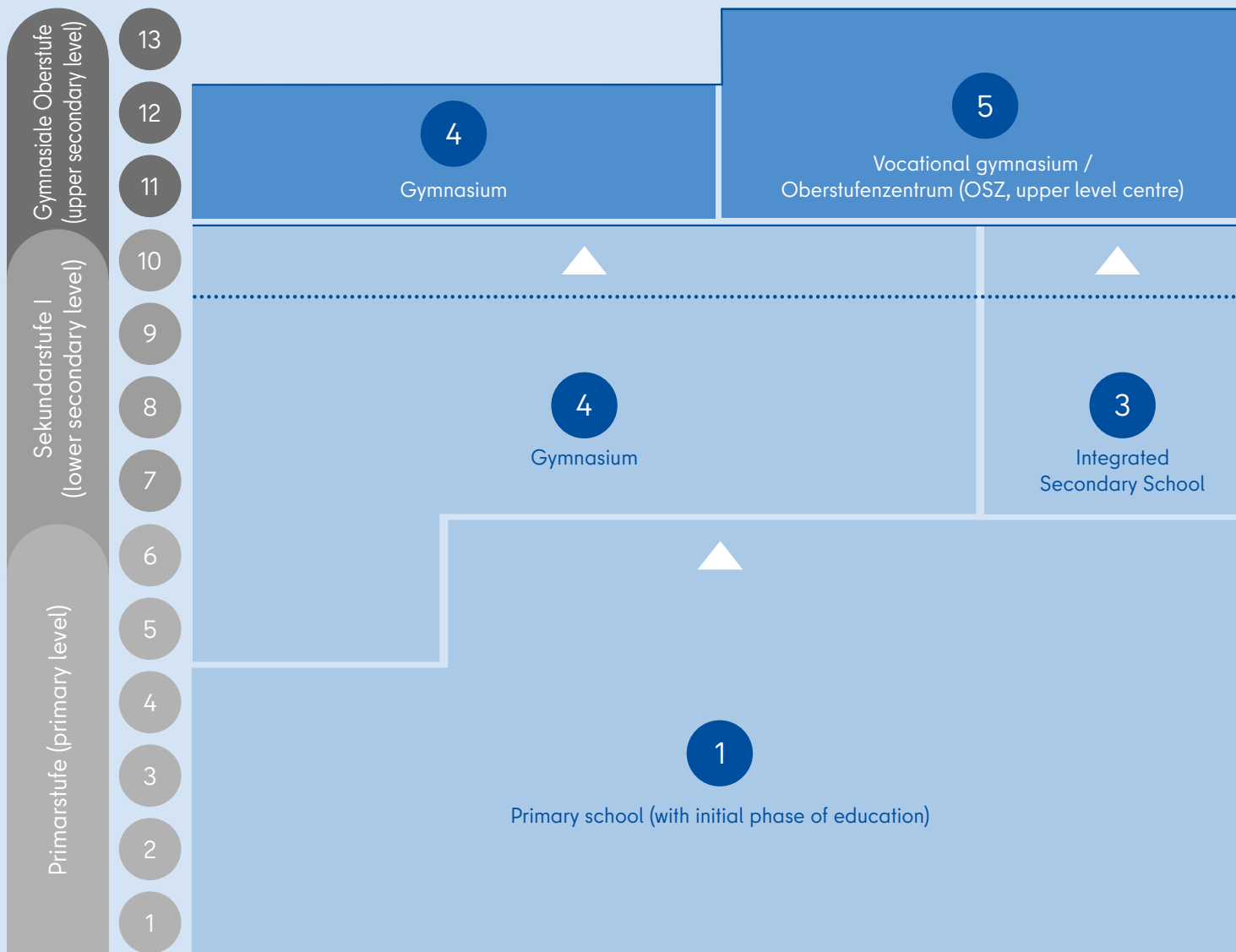
Dann probier's mal mit hören.

Senatsverwaltung
für Bildung, Jugend
und Familie

BERLIN



Berlin's school system



1 Primary school (with initial phase of school)

The initial phase of school (Schulanfangsphase) can be completed in one to three years. Then, there are usually four more years in primary school and the subsequent switch to the next school. This is also possible after four years, provided the child's performance in the primary school recommends attendance of a basic gymnasium.

2 Comprehensive school

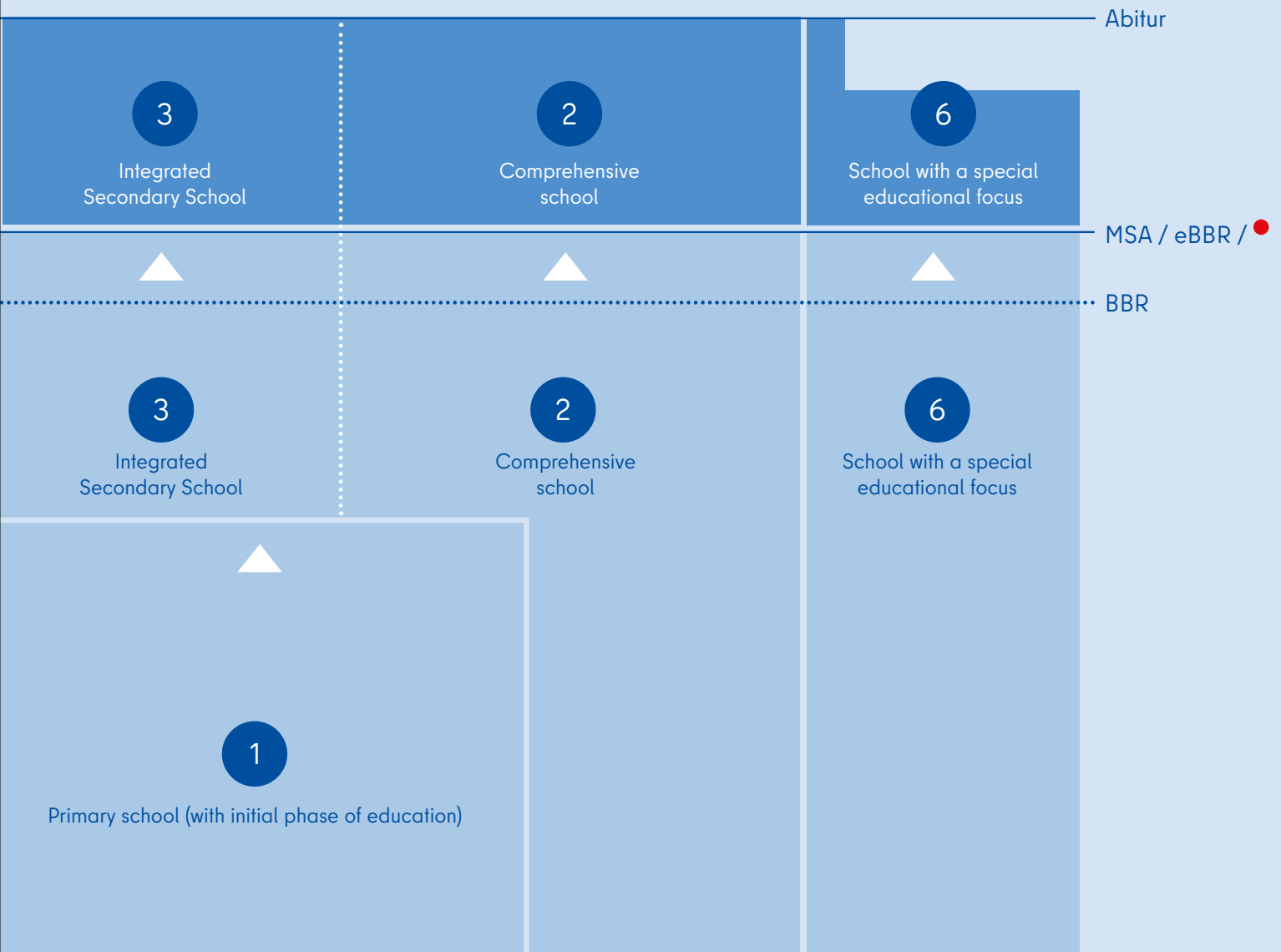
Pupils stay together at a comprehensive school from year one until year 10. All school-leaving qualifications are possible. Pupils can sit the Abitur (higher education entrance qualification) after 13 years of school.

3 Integrated secondary school

It is possible to switch to an integrated secondary school (ISS) after year 6. All school-leaving qualifications can be obtained - the Abitur after 13 years of school. A vocational orientation and work experience opportunities give pupils their first impressions of the world of work.

4 Gymnasium

At the gymnasium, pupils can achieve the Abitur after 12 years of school.



5 Vocational gymnasium / Oberstufenzentrum (OSZ, upper level centre)

Here, the pupils choose from six subject areas and vocational fields. Courses from their respective vocational field complement the traditional subjects.

6 School with special educational focus

These schools only teach children and young people with disabilities, illnesses or impairments and pave the way for them to have as much integration into society as possible. It is also possible to transition from here into a mainstream school.

Qualifications

- Abitur = higher education entrance qualification
- BBR = vocational qualification
- eBBR = advance vocational qualification
- MSA = intermediate school leaving qualification

● School-leaving certificates for young people with special educational support needs at the end of year 10:

- BOA = vocational leaving certificate
- The leaving certificate which is equivalent in level to the vocational qualification BBR

A COMFORTABLE PLACE OF LEARNING AND LIFE

Your child will spend a lot of time at school. For them to learn successfully, it's important for them to enjoy going to school and for them to feel comfortable there. This involves their lessons, but also the additional offerings, the individual support, eating lunch with the other children and the arrangement of the classrooms.



All-day support

Most of Berlin's schools are all-day schools. They are devoted to learning and social contact with others. On one hand, they are characterised by phases of leaning and concentration. On the other hand, there are opportunities for leisure activities and encouraging social and language competence. They consolidate the lesson contents, but also give your child room for their own development. In addition, children can act out their freedom of movement, socialise, eat together or relax.

In addition, the schools cooperate with social workers and special education teachers, in areas such as school social work, for instance, as well as with institutions such as music schools, theatres, libraries or sports clubs. This opens up a wealth of new learning and development possibilities.

You can take a look at the school programme to find out which educational concept your school is following.

This can normally be found on the school website.

The school programme contains information about

- the organisation of the all-day school,
- the implementation of the framework curriculum,
- the offering of the supplementary working groups or sports activities,
- the support your child has when working on the learning tasks.

Open schools or schools with compulsory all-day attendance

Berlin offers primary school children the choice between open all-day schools or schools with compulsory all-day attendance. Here, youth care workers support and supervise your child outside of lessons. Through consultation with the teachers, they know which topics and tasks your child has worked on during lessons, what issues or difficulties there are with these, and which conflicts the children in a group may have to deal with.

Open all-day school

The open all-day school supports and supervises your child during reliable hours between 7.30 a.m. and 1.30 p.m., even if classes sometimes start later or finish earlier. From 1.30 p.m. until 4 p.m., your child can participate in support and after-school care, if you wish.

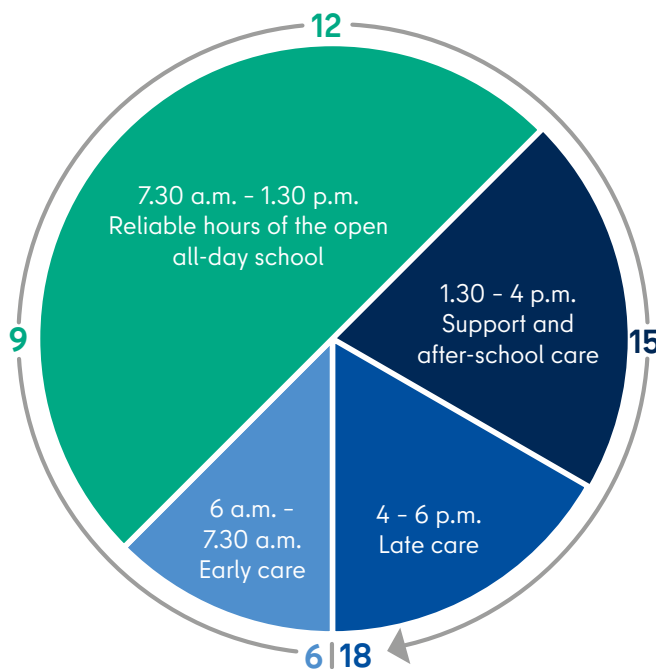
All children may also have lunch together. Parents do not need to pay anything towards this.

If, for employment or family reasons, you require additional support and supervision for your children before 7.30 a.m. or up until 6 p.m. at the latest, you can also apply for this at the school.

You can obtain the application form from the school, in the district youth welfare office or online at:



Application form 



Supervision costs

For children in years 4 to 6, you are expected to contribute to the costs for the booked additional childcare periods based on your income. For years 1 to 3, all supervision offerings are free of charge - including supervision over the school holidays from 6 a.m. until 6 p.m.

Daily routine at an open all-day primary school (example for years 1-2)

From 7.30 a.m.	The children arrive and, for example, have early support lessons with elective offerings
7.50 - 8.15 a.m.	Flexible start of school / open beginning (e.g. morning circle), options for coming together, self-discovery, discovering interests and groups, discussion group
8.15 - 9.45 a.m.	1st block (1st/2nd hour) Class with teaching-learning phases; with short breaks if necessary
9.45 - 10.10 a.m.	Games, movement and relaxation activities, as well as breakfast as a class
10.10 - 11.40 a.m.	2nd block (3rd/4th hour) Class with teaching-learning phases; with short breaks if necessary
11.40 a.m. - 12.00 p.m.	Active break
12.00 - 1.30 p.m.	3rd block (5th/6th hour) Class with teaching-learning phases; with short breaks if necessary
From 1.30 p.m.	Games, movement, relaxation, learning times, educational offerings, working groups, excursions for children

School with compulsory all-day attendance

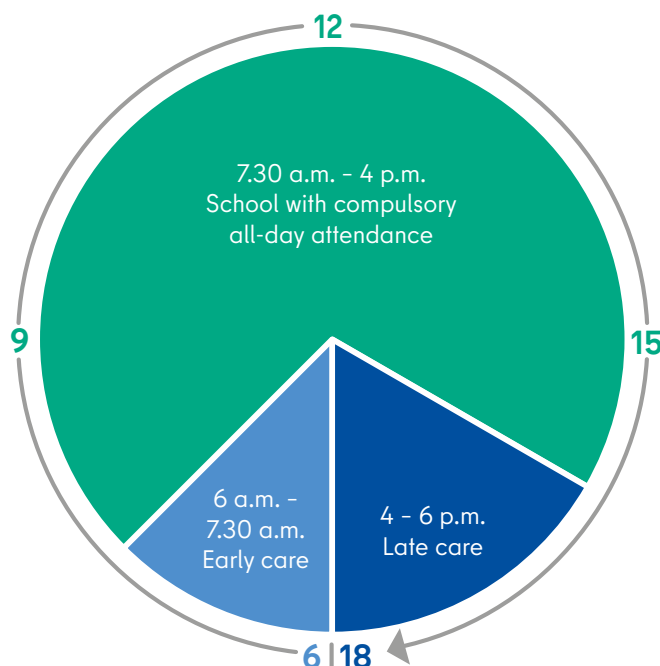
In schools with compulsory all-day attendance, there is compulsory attendance - including free lunch - on four days of the week from 7.30 a.m. until 4 p.m. The fifth school day ends at midday. Here, the activities vary between lessons and additional programmes for relaxing or offering targeted support.

This variation allows teachers and youth care workers to work even closer together and in accordance with your child's needs.

At the school with compulsory all-day attendance, learning tasks are only provided as "homework" outside of the school in exceptional cases. This is intended to benefit family life. Of course, you are welcome to help shape all-day learning as parents by coming up with creative activities at home.

Supplementary early or late modules, as well as supervision over school holidays, can also be booked. Please submit the application for the desired additional support and supervision to your child's school.

For years 1 to 3, the supervision offering is free of charge during school times and during the holidays. The youth welfare office will inform you about the costs you should expect to contribute for your child in years 4 to 6.



Daily routine at a school with compulsory all-day attendance (example for years 1-2)

6.00 - 7.30 a.m.	Early care
7.30 - 8.15 a.m.	Flexible start of school / open beginning (e.g. morning circle), meetings with parents, options for coming together, self-discovery, discovering interests and groups, breakfast as a class, discussion group
8.15 - 9.45 a.m.	1st block (1st/2nd hour) Class with teaching-learning phases; with short breaks if necessary; Cooperation hour for the teacher and youth care worker: coordinating their collaboration for the week
9.45 - 10.05 a.m.	Active playground break with movement opportunities
10.05 - 11.35 a.m.	2nd block (3rd/4th hour) Class with teaching-learning phases; with short breaks if necessary
11.35 a.m. - 2.30 p.m.	Midday section Lunch together, midday quiet time - reading aloud, learning and movement options, practicing time, playtime, tea break
2.30 - 4 p.m.	3rd block Afternoon class with teaching-learning phases; with short breaks if necessary - or games and activities; Friday: compulsory all-day attendance until 1.30 p.m, then an open programme
4 - 6 p.m.	Late care



The right learning environment

Class size

In the initial phase of school, classes usually have 21 to 26 children. This means that your child learns in a manageable group. If a class has more children, the schools can employ additional teaching staff.

Educational specialists

The most important attachment figure and point of contact for your child in the school is the class teacher. Along with other teachers and educational specialists who work in the class, they form the “Klassenkonferenz”, or class conference, which is a type of school committee.

Along with the teams for the parallel classes, the class conference coordinates the lesson contents, prepares for lessons and gives advice on learning development. The learning groups in the initial phase of school are usually supported by a fixed educational specialist.

The educational specialists teach knowledge and skills. They observe, document and support the individual learning processes of your child and encourage them to work on many tasks independently or together with other children.

The classroom

The classroom offers children the ideal environment to cater to their individual needs as well as to offer learning situations for the group. Tables distributed flexibly around the room and arranged in groups support shared learning, for instance.

The room layout also serves to inspire the children in their various tasks - whether this is offering a reading corner, providing room to play, or shelves with various materials that they can help themselves to.

School books and workbooks

The teachers select the teaching and learning materials for your child. When doing so, they take into account the learning needs of the class and make the decision in consultation with other colleagues about the following issues:

- Which learning-to-read book and which support materials are used?
- Do the children learn to count using index cards, alternative education resources or workbooks?
- What learning games and books are there in the reading and mathematics corner?

A normal school day

For each school year, the school defines which subject is taught over how many hours and in which overall time period. Each school organises the schedule allocation for its own pupils. They also decide when and how the school day begins and how long lessons, lunch or playground breaks last.

Schedule

The educational specialists plan the lessons and the supplementary offers for the entire initial phase of school. They decide, in line with the school concept, how to form and distribute the goals and contents within the first years, and which learning options they want to provide in addition.

Most schools have the classic start time of 8 a.m. with the sound of a bell. Other schools prefer the flexible start: here, the children make their way in, for example, at around 7.30 a.m., have breakfast together or play. Then, at around 8.15 a.m., they start with a morning circle.

Flexible class hours

In the 1st year, your child has 21 hour-long classes per week and in the 2nd year, 22 lessons. An hour-long class normally has a 45-minute duration.

Some schools shorten the lesson units or extend them into blocks of 60 minutes to 80 minutes with longer breaks. This means that they can offer the children additional practicing times or devote time to specific focus points such as social learning.

In order to support children in small groups based on their learning needs, the classes are sometimes also subdivided during classes. In the initial phase of school, the children often work together in projects which span several year groups.

If they need it, your child may also receive an additional two hours of support. This can be used to practice spelling or arithmetic, for instance.

In order to achieve all learning goals reliably, each subject is taken into account in the schedule. As children find it easier to learn in context, topics are often worked on in a range of different subjects.

If, for instance, the class is currently working on a topic about “water” in their science class, related texts are read during German class and the topic can also be touched upon in the subjects art and music.

The learning progress in each class focus point is observed and documented.

The class focus points include, for example:

German

- Speaking and listening
- Writing
- Reading
- Handling texts and other media
- Developing linguistic knowledge and linguistic awareness

Mathematics

- General mathematical skills
- Numbers and mathematical operations
- Sizes and measurements
- Space and shape
- Equations and functions
- Dates and chance

Music

- Perception and interpretation
- Making music and performing
- Thinking and talking about music



School meals 



Religious education and life skills class 



Financial support 

Free school lunch

Eating lunch together encourages the children and supports them with eating a healthy and balanced diet, and shaping social interaction.

To allow all children to learn in a concentrated, even-tempered and receptive manner, we recommend that they participate in school meals. This is free of charge in the primary school.

At many schools, teachers and youth care workers accompany their groups to lunch and they set the table together. The children serve themselves from the bowls and decide for themselves how much food they would like on their plates.

Quality assured

The businesses providing the food undertake to adhere to a high quality standard. You and your child can also have a say in this if there are issues with the quality of the food and the menu. Vegetarian, kosher or halal meals are also available, for example.

There is a food committee at every school. This is made up of educational specialists, parents and pupils. They select the service company to provide lunches, regularly monitor the quality, and pass on points of criticism or requests.

In the case of sustained dissatisfaction, it is possible to change provider for the following school term.

Religious education and life skills class

Religious education and life skills classes are opt-in programmes for all children, even if they do not belong to a religion.

Religious education is taught by specially trained teachers from the respective religious and ideological community. The life skills classes are taught by Teachers of the Humanistic Association.

Depending on the composition of the student body and level of interest, the school chooses from up to nine religious and ideological courses. If there is a sufficient number of registrations, the communities can offer up to two hours of classes each week. These take place during normal class hours.

In addition to the contents of the respective religion or ideology, the children also get to know other religions. Just as in other subjects, it is also a case of teaching values such as tolerance and respect.

If you would like your child to take part in this, please complete the corresponding registration form. You can also withdraw this decision later.

If your child is interested but still unsure, they may try out a programme and then decide whether to participate. Participation is generally noted on their report card.

Children who do not participate in religious education or life skills classes are instead supervised by youth care workers in usual cases.

Equal opportunities for all

There are numerous services in the educational package to assist low-income families. In this way, parents who receive Bürgergeld (citizen's benefit), Wohngeld (housing allowance), Sozialhilfe (social welfare), Kinderzuschlag (child benefit) or Asylbewerberleistungen (asylum seekers' benefits), also receive various contributions for their child from the same awarding authority.

berlinpass-BuT

The berlinpass-BuT serves to prove a claim to these services. You can apply for this at the following places: job centre, social welfare office, housing allowance office and state office for refugee matters. You merely have to present evidence of your child's school enrolment or your child's pupil ID I and a passport photo of your child.

You must present the berlinpass-BuT and fill out a form if you wish us to cover the costs of class trips, leisure activities and supplementary learning support.



SCHÜLERTICKET

The BVG ticket, or school student ticket, for local transport within Berlin is free of charge for all school children. You can register for the "fahrCard" online at



www.bvg.de/schuelerticket



To do this, you merely need to upload your child's school ID and a passport photo as files.

BENEFITS FROM THE EDUCATIONAL PACKAGE



School supplies

195 euros per school year for school supplies such as a schoolbag, pencil case, workbooks and pens

Excursions and class trips

Assumption of costs

Additional learning support

Assumption of costs for support confirmed by the school

Participation in sports or cultural and leisure activities

15 euros per month



THE FIRST YEARS: DEVELOPMENT AND SUPPORT

The school should develop and support the abilities of your child, and prepare them for their future in the best way possible, for their everyday life as well as their working life. It prepares the foundations for your child to use their expanded space for development and action, to learn independently throughout their whole lives, and to enjoy it.

Framework curriculum

The Berlin framework curriculum for years 1 to 10 describes the abilities that children are intended to obtain in the respective subject during their time at school. It also specifies the fixed topics and elective contents of the compulsory subjects.

Each school designs its own focus for teaching and learning, which is derived from the framework curriculum:

- It takes into account the interests and needs of the pupils on the ground.
- It identifies the learning materials and books.
- It defines the inter-subject focus points and particular school profiles: languages, natural sciences, music, theatre or sport orientation.

The school's task is to enable your child

- to ask questions alone or with others,
- to address problems alone or with others,
- to discover solutions,
- to evaluate and connect their existing knowledge, and transfer it to new areas.



Curriculum 

Reading and writing

Most children look forward to going to school so that they can finally learn to read and write. After all, they encounter lettering all around them in their everyday lives, and they would like to understand what it says.

The school makes use of this interest. Instead of spending a whole year going through the alphabet one letter at a time, the children can start writing and reading from day one.

Initial sound table

From the very beginning, the children are given all the important characters in the form of an initial sound table. Here, a picture is assigned to each character and letter - from "E" for Elephant to "K" for Kitten, not to mention "Sh" for Sheep.

This means that the children can use all the letters they require straight away and, after just a few weeks, they can already write out their first words or short sentences.

Writing and the associated putting together of several letters also helps the children with their reading. For example, in order to read the word "Dog", they have to put together the individual sounds of the letters D - O - G to form one unit: D-O-G.

When reading, or when their teacher suggests it, they then figure out that the way you write a word does not always correspond with the sounds that you hear. Some words upper case letters at the beginning, and others do not. In this way, the children learn important spelling patterns and rules independently with support from the teacher.

If your child makes mistakes at first when they are writing, don't worry. At the start of school, this is an important intermediate stage on their journey to confident spelling.



Writing

As the children learn to read and write at the same time, they first learn in block letters. Your child can probably already write their name in block letters. Only once your child has mastered reading and writing in the block letters do they move on to learning to join their letters to create fluid and clear handwriting.

Learning to write is preceded by a great deal of practice, to develop fluid and clear handwriting and the necessary fine motor skills for this. This includes drawing lines, curls and loops or figures in the sandpit, as well as selected games.

The recommended first writing implements are pencils and ballpoint pens which encourage fluid writing movement. You can support your child at home by making sure that they can hold the pencil comfortably. Your child will learn how to work with the fountain pen later.

If your child is left handed, the school will ensure that they have a suitable seat in the classroom and a good hold for the pencil. However, we ask that you supply a pair of left-handed scissors for them to use.

Reading aloud

Even if your child can already read independently, you should keep to your usual reading time. This will give them a feeling of intimate togetherness and give them significant access to the world of books.

Here, children learn to put what is being read to them into their own thought structure. This ability is important for many school subjects.

Some ways that you can encourage your child in their curiosity about writing and spelling:

- Be enthusiastic about your child's first written words and sentences, even if the spelling is not quite right.
- Play language games such as "Which names begin with L?" or "I spy, with my little eye, something beginning with O".
- Only ever pronounce the sound of the letters, i.e. What you hear when you have this letter in a word: only "L" and not "EL". This makes things easier for your child.
- Work out signs on the street with your child or look for recurring word patterns, such as subway signs.
- Read aloud to your child: bedtime stories, newspaper headings, packaging information or the shopping list you are currently writing.

Mathematics

Many children also associate the joy of numbers and arithmetic with starting school. They can often already count upwards and downwards, read the numbers on a die or compare shoe sizes. The mathematics lessons start with their existing abilities, no matter whether a child can only count to 10, 20, or if they can already count to 100 or 1000.

In the initial phase of school, arithmetic operations such as adding or subtracting are just as important as before. However, there is much more of a focus on finding independent ways of solving problems and strategies for the tasks, and then discussing these. These will vary between children.

The aim of the mathematics class, as well as confident handling of arithmetic operations, is understanding. This is a question of identifying mathematical connections, comprehending structures and patterns in geometric shapes or deriving information from tables, tally sheets and graphs.

What you can use to support your child's discovery of numbers:

- Dice and card games
- Small competitions where you stop a timer or measure and compare the values achieved
- Reading sequences of numbers from house numbers
- Comparing amounts while cooking
- Showing them with your hands that two fives make ten

Project work

In various different forms of lessons, the children are taught the necessary skills for life-long learning. This is why many schools work with daily or weekly schedules. The pupils are then given tasks that they work on independently or with others in free-choice lessons.

The children also exchange ideas with each other and with the teacher. They learn to ask questions, pass their knowledge to others and discuss various solutions.

In projects, children develop the competence of working together with a partner or in a team. The class is then split into small groups: each group works on a different task related to an overarching topic and presents their results to the whole class.

Assessment without grades

During the first two school years, your child does not receive any number grades from 1 to 6. Instead, there is regular feedback on their progress and detailed assessments at the end of the school year.

There is a good reason for this: today, primary school education assumes that each child has natural educational needs. If children are trained to learn in order to obtain a certain grade at an early point, their interest in learning may decrease or even be lost altogether.

This is why the teachers observe and document the learning and performance development of your child and give you regular updates.

Report card

At the end of the 1st and 2nd school years, your child receives a report card. This may be an indicator-oriented report or a written assessment. As parents, you can have a say about the respective format in the school or class conference.

Indicator-oriented report

This report documents the extent to which your child has achieved the essential learning and development goals of the framework curriculum.

A sample form contains the skills intended for each subject. In German, for instance, these would be indicators such as “writes out words and short sentences about specified contents” or “understands contexts”.

The teacher then assesses whether the respective skill is pronounced to a very high level, to a high level, to some level or to a low level. How pronounced the relevant skill is for your child is represented by a circle which is partially filled in accordingly. In this case: the circles are not to be equated to the value of number grades.

Assessment in text format

In the assessment in writing, you can find the following detailed and personalised information about your child:

- what they have achieved,
- where strengths and weaknesses have emerged in their development and
- what learning steps should come next.

If the school offers inter-year learning for years 1 to 3, the children receive an assessment in text format in their 3rd year as well.

At comprehensive schools, the school conference can choose to have the general assessment in text format provided there is a majority of two thirds who wish this.

Report with grades

The children usually receive a report with number grades after year three. If the majority of the parents wish this, children in years 3 and 4 may also receive an indicator-oriented report or an assessment in writing instead.

The basis for the assessment in the report is formed by the oral and written performance of your child in lessons, as well as other performance such as learning tasks and workbook presentation.

Interim report

A report at the end of each school term is only provided after year 3. This contains an additional assessment of their working and social behaviour.

The learning progress of your child is regularly documented in

- parent meetings with the teacher,
- regular learning feedback which acts as praise or encouragement, or indicates a need for improvement,
- an indicator-oriented report or an assessment in text format.

IMPORTANT QUESTIONS AT THE PARENT-TEACHER MEETING

- Learning progress in reading or arithmetic
- Attitude towards learning and working – perseverance and concentration
- Behaviour in the group – helpfulness, participation in discussions, expressions of interest, assertiveness
- Measures for support at home or in school in the case of learning difficulties

TIP

Before the parent-teacher meeting, write down all the points that you would like to discuss.

Parent-teacher meetings

All primary schools are obligated to meet with the child and their parents or guardians at least once per school term to discuss the learning process.

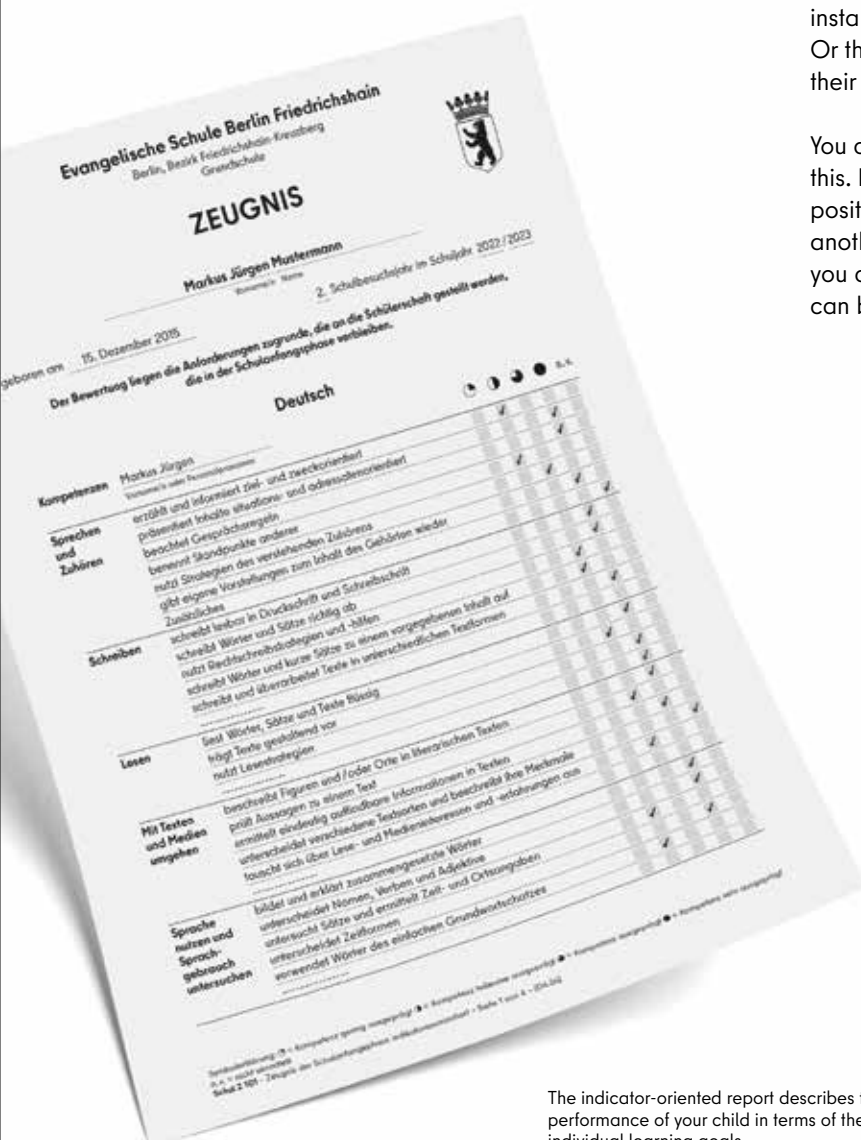
This discussion allows you to recognise the learning progress of the child together with the school, and to agree on new learning goals.

If you would like information about your child's learning progress and wellbeing beyond this, you may simply ask the teacher for a discussion.

The regular parent-teacher meetings help you, but they also help the teachers. The more they know about your child, the better they can offer support.

Sometimes children behave differently at school than they do at home. If your child is curious and open at home, for instance, they may also be quiet and reserved at school. Or their arithmetic at home might be going really well, but their answers are mostly incorrect at school.

You can work together with the teacher to find the causes of this. Is the classroom too noisy? Is their seat in an awkward position in the classroom? Perhaps they are anxious around another child in the class? Depending on the trigger, you can then reflect with the teacher on how the situation can be improved for your child.



The indicator-oriented report describes the performance of your child in terms of the individual learning goals.



INCLUSIVE SCHOOL: LEARNING TOGETHER

At Berlin's schools, all children should be supported in the best way possible and taught together. This also applies to children with disabilities or learning difficulties, as well as for children who have had a good head start - and regardless of their background, social status, culture, language, ideology, sexual orientation or gender identity.

Berlin is inclusive

In Berlin, all children can attend an inclusive school. This means that children with various disabilities and gifts can also learn with other children if their parents wish this.

At schools where children who have special educational support needs are taught alongside children who do not, special educational specialists are used.

There are also inclusive specialist schools for children with mental disabilities, physical disabilities or those with impaired senses. These mainstream schools are specialised in shared lessons between children with and without special educational support needs. They are especially equipped to handle these needs in terms of both structure and staff.

In order to address the needs of each individual child, inclusive lessons require

- further training for teachers,
- increased cooperation between teachers, special education specialists and social education workers,
- differentiated lesson forms and suitable available space,
- a culture of mutual respect and appreciation among children and parents.

Advice for inclusion

In all districts, the School Psychological and Inclusion Education Advice and Support Centres (SIBUZ) provide information relating to the topic of inclusion. Here, school psychologists, special education specialists and social education workers all work together.

They advise schools and teachers on how to implement inclusion. They are also points of contact for parents who suspect that their child has a particular need for support, for instance.



Inclusive school 

Supporting gifted children

As all children should develop and expand their skills and abilities, the primary school also offers a programme tailored to suit pupils with particular gifts and highly developed cognitive abilities.

Some schools have developed special support concepts for this purpose. You should enquire directly at your child's school for more information.

If your child has a particularly fast learning pace, the following steps are possible:

- They can complete the initial phase of school in just one year and advance straight to year 3.
- They can participate in a higher class for two subjects in years 3 to 6, or skip a year altogether.

You can obtain further support from the educational staff in the school, from SIBUZ in your district, and from the special unit for supporting gifted pupils at the Senatsverwaltung für Bildung, Jugend und Familie.

The right support for your child

The schools use different measures to support special gifts, for instance, by way of

- adapted, challenging tasks during lessons,
- participation in competitions, such as the Mathematical Kangaroo competition.
- more in-depth learning programmes at schools for gifted pupils,
- afternoons with other gifted and talented pupils in the region or
- cooperation with neighbouring schools.



Supporting gifted children 

Special educational support needs

If your child has sporadic or long-term special educational support needs, teachers with special educational tasks can assist them. They then work with the children in question within the class and in small groups.

There are also schools with various special educational focus points. Parents can obtain advice on this from SIBUZ.

“Physical and motor development”, “mental development”, “sight”, “hearing and communication” and “autism” support needs

For children with physical or mental disabilities or autism, an assessment serves to determine the need for support. This often takes place before starting school. If the teachers, or you as a parent, only notice the impairment at a later time, the assessment can be applied for directly from SIBUZ.

“Learning” and “emotional and social development” support needs

Unconcentrated conduct or difficulties with counting occur more frequently in the initial phase of school. The problem often resolves itself within the first two school years. This is why the process for determining the two focus points is only carried out afterwards, in most cases.

Here too, the teachers, or you as parents, may apply for a special educational diagnosis from SIBUZ. The educational specialists can advise you and the school staff about what good support for your child might look like.

“Language” support needs

Children with major difficulties when it comes to speaking or other linguistic impairments which are not related to multilingualism receive special educational language training during the initial phase of school or in a school with the corresponding support focus point.

Special educational support is offered for the following disabilities or difficulties:

- Hearing and communication
- Sight
- Physical and motor development
- Emotional and social development
- Mental development
- Autism
- Learning
- Language

Educational and special educational support


There may sometimes be challenges for your child because they are chronically ill or suffer from poor health. Perhaps they have special educational support needs or difficulties reading, writing or counting. In order to ensure that your child does not experience any disadvantages, there are various measures to compensate for this, such as individual support lessons, more time, or additional breaks during tests.

In particularly difficult cases, you can also apply for “grade protection”. This ensures that certain incomplete achievements do not influence your child’s performance assessment.



Schools with a “learning” support focus point 



Schools with a “mental development” support focus point 



Schools with other support focus points 



Children with a first language other than German

As language is the key to learning success, language education takes place everywhere in the school: during German lessons, in other subjects, and during all-day supervision.

Children who start in a school without any knowledge of German are given additional support with learning German. Most children starting school or in the initial phase of school are integrated directly into the class. In most cases, they then tend to learn the new language very quickly.

For older children, there are “welcome classes” on offer. Here, they learn with other children in small groups. Once they can follow the lesson conducted in German, they switch to a mainstream class.

Multilingual trailblazers

If you as parents continue to speak your first language at home, this can be a great advantage for your child. This means that they know and can speak their own family language, but also allows them to learn German and further languages faster and easier.

If you as parents have also learned German, this helps you and your child to participate in their school life and have discussions with the educational specialists.

For parents who are just starting to learn German, there are language courses at many schools which are offered by Volkshochschulen, or community colleges. There, you will also receive important information about the school processes or how you can support your child.

Lessons in the first language

When children learn and really master their first language, this supports their academic and personal development.

Many primary schools in Berlin can offer lessons in the first language (ESU) in various languages if this is applied for.

For two hours per week, the children learn basic oral and written skills in their first language.



[German courses at schools](#) 



[Language support](#) 



[Lessons in the first language](#) 

SHAPING THE SCHOOL COMMUNITY TOGETHER

Today, educational specialists and parents work together in a partnership when it comes to raising children. Here, the parents are the most important points of contact for the school – for support and active involvement in shaping school life.

You can obtain information and vote on academic measures at regular class parents' meetings and school conferences – for example, leisure time activities, lesson concepts, the performance assessment or lunch.

If you do not wish to get involved in any committees, but still wish to get to know other parents and exchange ideas with them, you can attend the regular parents' meet-up at many schools. The topics discussed here often influence the next parents' meeting.



Class parents' meeting

The class parent representatives and their vice representatives elected at the first class parents' meeting are your points of contact. They represent your interests to the school and participate in the school committees.

The parent representatives organise all additional class parents' meetings in consultation with the class teacher. They define the agenda, moderate the meeting and invite guests, if necessary, such as representatives from the school administration, subject teachers, youth care workers or specialists from outside the school. Together with the other parents, they then decide on how to proceed with certain activities in their children's class.

There are generally two class parents' meetings in the 1st term and one in the 2nd term.

Additional class parents' meetings are possible if there are important topics, issues or problems.

During the class parents' meeting, the class teacher and subject teachers provide information about

- general matters, plans and appointments,
- contents of the curriculum and lesson formats,
- the importance of the symbols or stamps used in the class,
- the learning progress of the entire group,
- the evaluation criteria for the reports.

This is how you can support the school:

- Obtain regular information about your child's development and level of performance.
- Point out specific circumstances which may affect your child's academic development to their educational specialists.
- At parents' evenings, find out about what is going on in the class and at the school.
- Support your child in arriving on time and attending all academic events on a regular basis.
- Help to ensure that your child brings all their required materials to school, and that they take on the responsibility for this, as well as for their tasks.

This is how you can actively participate in the school's development or help to shape school life:

- Support with projects, excursions or performances within the class
- Help with school projects, working groups or school fairs
- Cooperate in the school development group or in working on the school programme
- Become a member or assist in the friends' association, which supports the school and children to implement ideas, profiles and projects

Parents' association

All parent representatives of the classes form the Gesamtelternvertretung (GEV), or parents' association, of the school. They represent the academic interests of all parents and guardians.

These include topics such as

- the further development of the school programme,
- the afternoon programmes,
- the quality of the food at school,
- the state of the toilets,
- structural modifications,
- the traffic situation in front of the school or
- rearrangements of the school playground.

As a general rule, the school administration participates in the meetings, and sometimes guests such as school psychology specialists, representatives of neighbouring schools or possible cooperation partners in the neighbourhood also take part.

The parents' association elects its members in various committees:

- The chairperson is also the school parent representative and represents parent concerns to the school administration.
- Four members represent the parents' position in the school conference.
- Two members represent the school at the district parent committee.
- Advisory parent representatives participate in meetings with teachers, pupil representatives, as well as subject-related conferences, voice their opinion and gather information for the other parents.

Friends' association

The Förderverein, or friends' association, welcomes everyone who wishes to devote their time to the school: parents, grandparents, teachers, former pupils, neighbouring residents or cooperation partners.

Each member pays an annual contribution and collects donations to help to shape school life – for example, for new play equipment for the school playground or for cafeteria facilities. They also establish contacts with independent sponsors, businesses or creative artists in the area around the school and plan joint projects.

The more active and engaged the friends' association, the greater the benefit for the pupils. At some schools, it even funds staff for the working groups or the school library.



Tips for setting up a friends' association



MANUAL FOR PARENT REPRESENTATION

This informs you about the tasks, obligations and rights involved in parental work and helping to shape the school – from the parents' evening to the Gesamtelternvertretung (GEV – parents' association)



www.berlin.de/sen/bjf



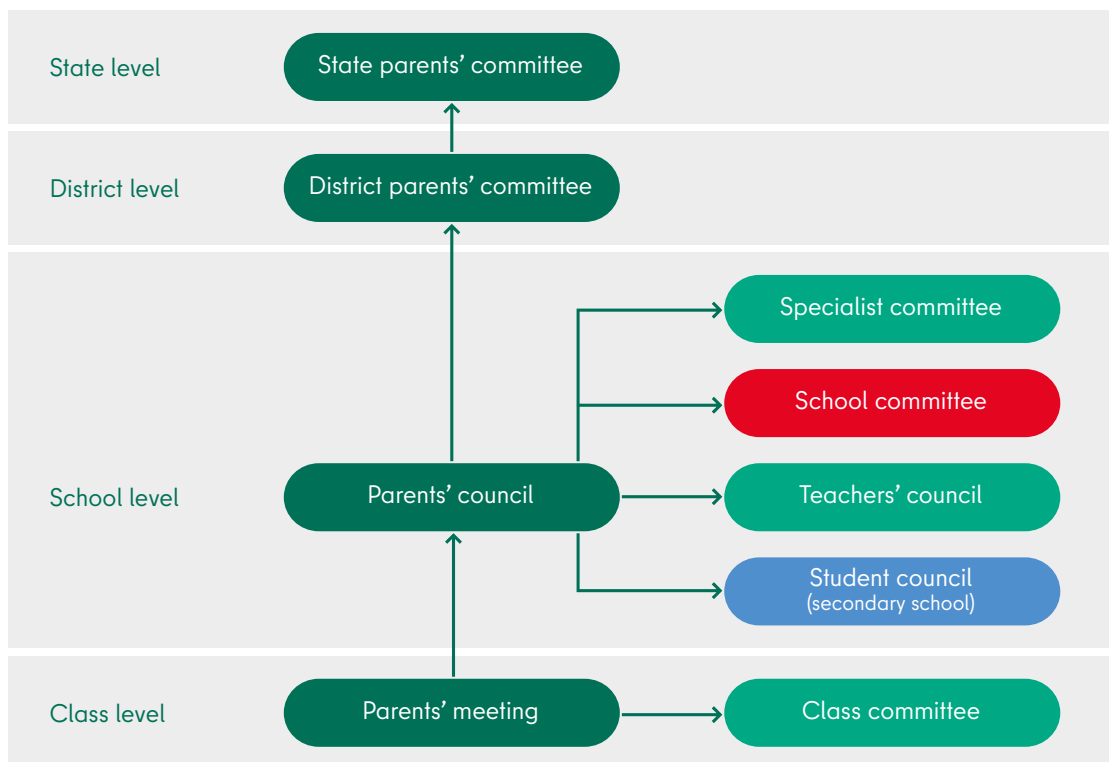
School conference

The most important decision-making committee in the school is the Schulkonferenz, or school conference. According to the education act, the school administration should schedule these at least four times each year.

The school conference can make decisions relevant to the school with a two-thirds or simple majority of the members entitled to vote. The decisions range from educational concepts, start time of classes each day, to the use of the budget for supply teachers.

The school conference is made up of four teachers, four parents, four female pupils and four male pupils, who represent their respective group and who are all entitled to vote. The head teacher always chairs the meetings. The conference also includes a member from outside the school.

Parent representation in school and on higher-level committees



FREQUENTLY ASKED QUESTIONS

What learning materials does my child need?

The school provides your child with the learning materials required for the class free of charge. It is therefore important to handle the books with care, so that the pupils in classes to follow can also enjoy working with them.



Learning materials 

What must I do when my child is sick?

1. As school attendance is compulsory, you must inform the school secretary that your child cannot come to school on the first morning of illness. Otherwise the school will call you and ask why your child is not there.
2. On the third day of absence at the latest, you must inform the class teacher in writing of the expected duration of illness. If your child then returns to school, they must submit a written excuse note. The excuse note must include the reason for absence, number of days of absence, date and your signature. A doctors' note is not necessary, but may be demanded by the school in justified cases.
3. If your child has an infectious illness, they may only return to school when a doctor certifies that there is no longer a risk of infection.

Academic record

Unexcused and excused absences are noted in the report. Six unexcused hours in a school term are counted as a complete day of absence. Five unexcused days of absence lead to a school absence report. The school then informs the youth welfare office and SIBUZ. In addition, the school asks you to come in for a meeting. If compulsory school attendance is violated, there may also be a fine.

Can I take my child out of school for a day or longer?

You may only take your child out of school in exceptional circumstances, for example, for specific family occasions such as a wedding or funeral. Taking a child out of school outside of and directly before and after holidays is only approved in special, justified circumstances.

In this case, you may take your child out of school for a maximum of three weeks, and this requires that you, the parent, help your child catch up on the learning contents they have missed. When taking your child out of school, you must apply for this in very good time in writing. The school then reviews the individual circumstances and makes a decision.

Taking children out of school for religious reasons

If certain religious holidays are on days where school is in session, you may apply to take your child out of school for religious or ideological reasons. Please notify the school in good time.



What happens when a teacher is sick?

If a teacher is sick or cannot take the lesson for other important reasons, the school administration arranges a replacement teacher. If a teacher is absent from work for a long time, the school can assign a supply teacher.

Cancelled classes

In rare circumstances, the lesson may be cancelled. In this case, however, your child will still be supervised. If the last hour is cancelled in exceptional circumstances, you or another authorised person may pick your child up earlier.

Your child may only make their own way home if they have your written permission and they have presented this to the school.

What happens if my child has an accident during school hours?

Each child is covered by accident insurance through Unfallkasse Berlin (UKB) on their way to school, during lessons and at school events. You, the parent, do not pay anything.

In an accident, the school notifies the emergency services, you, the parent, and the accident insurance provider. Even for injuries leaving very little trace, the accident is entered in the school first-aid log in case a visit to the doctor becomes necessary later. UKB also requires the completed accident form.

If your child has an accident on the way home from school, please inform the doctor and the school secretary so that UKB can cover the costs.

What can I do if my child is verbally insulted, discriminated against, bullied or hit?

Whenever people come together, there is sometimes also conflict or wars of words. It becomes serious when a child experiences intentional violence.

This includes discrimination which may occur in different forms and which may lead to adverse affects. This often relates to gender, ethnic background, religion and ideology, to a disability or chronic illness, age, language, sexual and gender identity, or social status. Racist or antisemitic attributions are also discrimination.

Bullying at school means that one or more children are targeting another child and physically and/or mentally harming them repeatedly over a longer period of time by way of aggressive behaviour.

As the child being bullied is unlikely to get themselves out of the situation, it is important for you to help.

How you can support your child:

- Listen to your child and ask about their experiences.
- If you notice changes in your child, try to ask about the possible causes in the school in a discussion based on trust.
- Encourage your child by reflecting with them how they can solve conflicts.
- If things still do not improve for your child or you suspect targeted bullying, seek support from the school or from SIBUZ.

Preventing violence in schools

The Berlin School Act includes an imperative for education without discrimination. Violence and crisis prevention is a task of the school's development. Each school has a crisis team which works on the school's own policy.

If incidents or violence or crises occur, the crisis team implements appropriate measures from the policy and works through the cases to their conclusion.

Above all, the school social work provides valuable support here by training pupils in how to settle disagreements and how to act as peer mediators. The focus areas here are the ability to handle conflicts without violence, the ability to communicate, and to develop problem solving strategies for everyday life.

In crises, the educational specialists support the school social work, but they also offer support to the children, parents and teachers directly by offering open and confidential discussions and advice, and they work together with those involved to find a solution.

What makes a healthy breakfast?

The ability of a child to learn in school and their level of attentiveness and performance is also a question of nutrition. The most important thing is that your child eats something before they start their school day.

Make breakfast even more enjoyable for your child with these tips:

- Set an example. Take the time to sit together at the table with your child.
- Whet your child's appetite - with yogurt and cereal, warm cocoa, some fruit or even an egg now and then.

Wholesome and low in sugar

In any case, the smaller the breakfast at home, the tastier and more nutritious their breaktime snack should be. Try not to give them chocolate bars and sugary drinks.

A suitable suggestion is wholemeal bread with some cheese or cold meat, fruit or veg, along with some water to drink.





How much sleep does a schoolchild need?

Ideally, a primary school child should have ten hours of sleep. However, as the need for sleep varies from child to child, some require a bit more, and others require a bit less sleep. Normally it is the case that younger school children get tired earlier than they did after a day at nursery.

OUR TIP

Organise your routine so that your child can go to bed at a good time and can walk up calm and relaxed. In the morning, before school, you should ensure that your child has enough time to wash, get dressed, have a comfortable breakfast, and get to school without rushing.

How much exercise does my child need?

Primary school children want to move a lot. This is a good thing, and also important, because movement inspires them to learn and increases their attentiveness. This is why many schools integrate loosening exercises and active times into lessons. The children also have three hours of regular physical education class each week.

What we recommend for your child:

- Your child should walk to school in the fresh air.
- After school: moving around instead of sitting in front of the TV or computer will prevent them from developing a bad posture or becoming overweight.

Make use of the provision of sports clubs for your child - these are often presented at schools.

What should I be aware of on the route to school?

Initially, after your child starts school, you should accompany your child to school while they become confident when navigating road traffic. The point at which your child can walk to school alone depends on their state of development, as well as the route to school itself.

Setting a good example

It helps your child most of all when you can act as an example in road traffic. Even if time is short, take the detour to a crossing with lights and try not to run across the road quickly while the lights are still red.

Otherwise, your child could copy your careless behaviour when they are going to school alone. This is even more dangerous for your child, as they perhaps cannot be seen in traffic as they are smaller.

Explain to your child how important safety is, even if it means that they might be late for school. You can also prevent this by ensuring that your child leaves the house in good time and in a calm manner in the mornings.

Walking instead of taking the car

Accompany your child to school on foot, if possible. This is the only way that they will learn to manage the route independently later. If you drive to school in the car, your child may not be able to estimate how long the route takes on foot. It is then also harder to identify the safest road crossing or any particular hazards.

Risky and complex situations may also arise if parents park in the second row of cars in front of the school to drop their child off. It is better for children to group together with other children so that you or other parents can accompany them to school at first.

Taking the bus and train to school

If your school is far away and it is not possible to go by foot, buses and trains are good alternatives to the car.

Initially, accompany your child to school while they become familiar with the route, modes of transport, and bus or train stops. Alternatively, you can also get a group of children to form a community and travel to school together each day. When your child is older, they can confidently make the bus or train journey alone.

What should I pay attention to when it comes to the schoolbag?

A schoolbag with padded straps is the most suited to children at the start of school. Rucksacks, shoulder bags or trolley bags can damage your child's posture or cause them back pain.

You should consider the following recommendations:

- The schoolbag should not go past your child's shoulders.
- Check the shoulder straps regularly and adjust the fit of the bag to the back or to different clothing if necessary. If the straps are too long, this encourages a hollow back posture and if they are too short, this causes a rounded back.
- Unpack and re-pack the schoolbag every day with your child so that it is not unnecessarily heavy on the next school day.

What should the workspace at home look like?

Your child can complete their learning tasks at the kitchen table just as well as at their own desk. Their workspace should be as well-lit as possible, quiet and without distractions.

Your child should also have an area where they can store, and find, all their schoolbooks, workbooks, pens and other working materials.



How much must my child practice at home?

Your child has tasks to supplement the lessons, either to prepare for or to consolidate the work. In the all-day school, the so-called “homework” becomes “learning work”. Your child can complete this work in all-day school during afternoon supervision.

Your child will only have to complete this work at home in exceptional cases or for investigation tasks.

Learning tasks – goal and duration

The tasks serve to consolidate what has been learned or to prepare for the next class. Here, your child will learn to apply new knowledge independently.

In the Schulkonferenz, each all-day school determines the scope of the tasks and the time allocated for completing them. During the initial phase of school, they should take no longer than 30 minutes per day.

The school with compulsory all-day attendance also take into account that children should be able to spend their free time with family or friends after 4 p.m.

Learning from mistakes

As a parent, you should support your child with their tasks at home. Here, you can show them that you are interested in what they have learned at school, and how important it is to you that they complete their tasks carefully.

Do not complete any tasks for your child, however. Allow them to make mistakes for themselves so that they can learn from them.

Attentiveness during school

Levels of attentiveness vary between children, especially young children. If you notice that your child is struggling or has to sit for too long at one task, you can also stop them from doing it.

It is then helpful to write a note to the teacher. This will help them to get to know the child’s limits and they can focus on this for the next exercise.

Generally, teachers are not permitted to use additional tasks as a punitive measure – for example, for disruptive behaviour.

ACADEMIC INSTITUTIONS AND THE LEGAL BASIS

A blurred background image showing a group of people walking in a hallway. The people are out of focus, creating a sense of motion. The hallway has a light-colored floor and walls.

If you have questions arising from the school routine, besides the teachers and the school management board, other specialists are available to assist.



Most questions can be answered within the school. Here, your first point of contact is always the class teacher. If they cannot help you, feel free to contact the school administration. They are able to make decisions independently for many issues. Otherwise, they can tell you the points of contact you need at the responsible authorities.

The Berlin school landscape consists of many persons and institutions which cooperate with one another. The tasks are split between the Senatsverwaltung für Bildung, Jugend und Familie and the districts with the corresponding authorities. These include the supervision of schools, SIBUZ, the youth or district school offices.

Senatsverwaltung für Bildung, Jugend und Familie

The Senatsverwaltung is responsible for all content-related education issues. It decides on the implementation of political education requirements and the contents of legal provisions, such as the framework curriculum, among other things.

As a service authority for all teachers and youth care workers who are not employed by an independent body, the Senatsverwaltung is responsible for the following tasks:

- The employment of teachers and youth care workers, if applicable
- The employment of sufficient staff at the schools
- The long-term staff planning corresponding to the number of pupils in the districts

Points of contact for your questions

Your question	First point of contact	Further contacts
Organisation of the school day Rhythmic pattern Educational concept Lesson contents Assessment of performance	Class teacher	Subject teachers School administration Parent representatives Parents' association GEV chairperson
Extra-curricular programmes Holiday supervision	Youth care workers	Coordinating youth care workers School administration GEV chairperson
School career Individual, special educational support Supporting gifted children Experiential and behavioural difficulties, difficulties with reading, writing, arithmetic Incidents of violence, crises, emergencies	Teachers Educational school staff School administration	SIBUZ District supervision of schools Special unit for supporting gifted pupils
Conflicts, psychological strain, personal development of the child Distance from school Transitions to other schools or classes	School social work	GEV chairperson Subject conferences Year group conferences District supervision of schools
Committees Inter-class topics School programme Questions that cannot be clarified with the teacher Sponsoring	School administration	District supervision of schools
School building, equipment School facilities, organisation School closures Changing schools	District school office District supervision of schools	-
Class frequencies Questions about organisation and education which cannot be clarified in the school	District school office	Senatsverwaltung für Bildung, Jugend und Familie
Complaints regarding discrimination and bullying	Anti-discrimination officer and anti-bullying officer of the Senatsverwaltung für Bildung, Jugend und Familie	-

From the supervision of schools to the youth welfare office

Supervision of schools

In every Berlin district there is a branch of the Senatsverwaltung für Bildung, Jugend und Familie with the regional supervision of schools. The school inspectors who work there are points of contact for schools, parents and pupils for all issues relating to school. They provide information, give advice and moderate between those involved.

The office hours are Thursdays between 3 p.m. and 6 p.m. and by appointment.

Among other things, the supervision of schools offers advice on the following topics:

- The implementation of educational concepts in schools
- sufficient staffing levels in schools
- Conflicts in the school
- Changing schools within the district and free school places
- special educational support for schoolchildren
- School offerings and equipment, for example for particularly gifted children or children with disabilities

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Innungsstraße 40, 13509 Berlin
Tel.: 030 90249-1933/1938
Email: 12schulaufsicht@senbjf.berlin.de

SPANDAU

Streitstraße 6, 13587 Berlin
Tel.: 030 90279-2530
Email: 05schulaufsicht@senbjf.berlin.de

STEGLITZ-ZEHLENDORF

Hartmannsweilerweg 65, 14163 Berlin
Tel.: 030 90299-6131
Email: 06schulaufsicht@senbjf.berlin.de

TEMPELHOF-SCHÖNEBERG

Alarichstraße 12-17, 12105 Berlin
Tel.: 030 90277-6494
Email: 07schulaufsicht@senbjf.berlin.de

TREPTOW-KÖPENICK

Luisenstraße 16, 12557 Berlin
Tel.: 030 90249-2211/-12/-15
Email: 09schulaufsicht@senbjf.berlin.de



Supervision of schools 

SIBUZ

In every Berlin district, the specialists at the School Psychological and Inclusion Education Advice and Support Centres (SIBUZ) can support you with all school-related topics. This service is free of charge, confidential and non-partisan.

The SIBUZ specialist can advise you on issues relating to learning and the behaviour of your child:

- School career
- Individual and special educational support
- Supporting gifted children
- Experiential and behavioural difficulties, and difficulties with reading, writing, arithmetic

CHARLOTTENBURG-WILMERSDORF

Waldschulallee 31, 14055 Berlin
Tel.: 030 90292-5150 (answering machine)
Email: 04sibuz@senbjf.berlin.de

FRIEDRICHSHAIN-KREUZBERG

Ritterstraße 3, 10969 Berlin
Tel.: 030 90249-2403
Email: 02sibuz@senbjf.berlin.de

LICHTENBERG

Franz-Jacob-Straße 2, 10369 Berlin
Tel.: 030 90249-2055
Email: 11sibuz@senbjf.berlin.de

MARZAHN-HELLERSDORF

Eisenacher Straße 121, 12685 Berlin
Tel.: 030 22501-3210
Email: 10sibuz@senbjf.berlin.de

MITTE

Badstraße 10, 13357 Berlin
Tel.: 030 403949-2261
Email: 01sibuz@senbjf.berlin.de

NEUKÖLLN

Buckower Damm 114, 12349 Berlin
Tel.: 030 90249-1801
Email: 08sibuz@senbjf.berlin.de

SIBUZ also supports schools regarding the following topics:

- development and implementation of an inclusive school programme for all-day and accessible learning
- development of lessons and particular support and prevention concepts
- the drafting of viable concepts for preventing violence and addition, promoting good health and social learning

The specialists at the school psychological centre can support with incidents of violence, crises, emergencies, bullying and discrimination. Special emergency plans help the schools to tackle bigger problems in an appropriate manner.

PANKOW

Tino-Schwierzina-Straße 32, 13089 Berlin
Tel.: 030 90249-1100
Email: 03sibuz@senbjf.berlin.de

REINICKENDORF

Nimrodstraße 4-14, 13469 Berlin
Tel.: 030 90294-4837
Email: 12sibuz@senbjf.berlin.de

SPANDAU

Streitstraße 6, 13587 Berlin
Tel.: 030 90279-5850
Email: 05sibuz@senbjf.berlin.de

STEGLITZ-ZEHLENDORF

Dessauerstraße 49-55, 12249 Berlin
Tel.: 030 90299-2572
Email: 06sibuz@senbjf.berlin.de

TEMPELHOF-SCHÖNEBERG

Sachsensdamm 2-7, 10829 Berlin
Tel.: 030 90249-2855 / 2826
Email: 07sibuz@senbjf.berlin.de

TREPTOW-KÖPENICK

Luisenstraße 16, 12557 Berlin
Tel.: 030 90249-2300
Email: 09sibuz@senbjf.berlin.de



SIBUZ 

Education authorities

The department responsible for schools in the respective district is the school authority for the general public schools.

The education authority makes decisions for important issues around school organisation, for example, when changing schools or setting up classes.

Further tasks of the education authority:

- Distributing the schoolchildren among individual schools – for starting school and transitioning to an advanced school
- The employment of school janitors as points of contact and intermediaries regarding school building issues

CHARLOTTENBURG-WILMERSDORF

Otto-Suhr-Allee 100, 10585 Berlin
Tel.: 030 90291-4620

FRIEDRICHSHAIN-KREUZBERG

Frankfurter Allee 35/37, 10247 Berlin
Tel.: 030 90298-4627

LICHTENBERG

Alt-Friedrichsfelde 60, 10315 Berlin
Tel.: 030 90296-3821

MARZAHN-HELLERSDORF

Alice-Salomon-Platz 3, 12627 Berlin
Tel.: 030 9029-2780

MITTE

Karl-Marx-Allee 31, 10178 Berlin
Tel.: 030 90182-6050

NEUKÖLLN

Boddinstraße 34, 12053 Berlin
Tel.: 030 90239-2532

PANKOW

Fröbelstraße 17 (building 9), 10405 Berlin
Tel.: 030 90295-5295

REINICKENDORF

Eichborndamm 215, 13437 Berlin
Tel.: 030 90294-4765

SPANDAU

Streitstraße 9, 13587 Berlin
Tel.: 030 90279-2121

STEGLITZ-ZEHLENDORF

Kirchstraße 1-3, 14163 Berlin
Tel.: 030 90299-5346

TEMPELHOF-SCHÖNEBERG

Alarichstraße 12-17, 12105 Berlin
Tel.: 030 90277-4865

TREPTOW-KÖPENICK

Alt-Köpenick 21, 12555 Berlin
Tel.: 030 90297-0

School inspectorate

Berlin's schools are inspected at regular intervals. The inspection takes place in addition to the prescribed self-assessment of each school and provides data-protected information about academic development, the quality of lessons and care, and about the school organisation and school life.

The detailed report informs each school of their strengths and need for development. At a district and state level, the findings serve to manage school development. Brief reports on individual school inspections are available in the online school directory.



Education authorities 



School inspectorate 

Youth welfare offices

The district youth welfare office supports you in raising, caring for and educating your child. Preventative support options contribute to creating positive living conditions for your family: from leisure facilities such as child and youth centres, right up to playgrounds with educational supervision.

Many of these institutions work in close cooperation with the schools. Including and above all during all-day supervision, the youth welfare office cooperates with the primary schools. This is because the youth welfare office is the place where you can apply for the additional support and supervision at your child.

The youth welfare office informs you of the recognition and scope of the need for support, and about the cost contribution.

With its district education and family advice centres, the youth welfare office can also support you with family difficulties. Protecting the wellbeing of young girls and boys is one of the main concerns of the youth welfare office.

This is why the staff follow up on all information it suggests that a child's welfare is under threat. It then contacts the affected family to develop possible solutions together. Here, it works closely together with other institutions and primary schools.

CHARLOTTENBURG-WILMERSDORF

Otto-Suhr-Allee 100, 10585 Berlin
Tel.: 030 90291-5240

FRIEDRICHSHAIN-KREUZBERG

Frankfurter Allee 35/37, 10247 Berlin
Tel.: 030 90298-2092/2484

LICHTENBERG

Große-Leege-Straße 103, 13055 Berlin
Tel.: 030 90296-5317

MARZAHN-HELLERSDORF

Riesaer Straße 94, 12627 Berlin
Tel.: 030 90293-4552

MITTE

Karl-Marx-Allee 31, 10178 Berlin
Tel.: 030 90182-3233

NEUKÖLLN

Karl-Marx-Straße 83, 12040 Berlin
Tel.: 030 90239-2332/4187

PANKOW

Fröbelstraße 17, building 4, 10405 Berlin
Tel.: 030 90295-5777

REINICKENDORF

Nimrodstraße 4-14, 13469 Berlin
Tel.: 030 90294-6676/6733

SPANDAU

Carl-Schurz-Straße 2/6, 13597 Berlin
Tel.: 030 90279-2432/2884/2446

STEGLITZ-ZEHLENDORF

Kirchstraße 1-3, 14163 Berlin
Tel.: 030 90299-0

TEMPELHOF-SCHÖNEBERG

Rathausstraße 27, 12105 Berlin
Tel.: 030 90277-2308 (office)
Or 030 90277-2236 (nursery and after school centre)

TREPTOW-KÖPENICK

Zum großen Windkanal 4, building 9, 12489 Berlin
Tel.: 030 90297-5329



Youth welfare offices 

School social work

At the public schools, social education specialists make an important contribution to shaping and developing the school as a place of learning and life, and assisting pupils.

- They help pupils to strengthen their social competences and in developing their identity and personality.
- They encourage the children's motivation to learn, and help them manage their lives within and outside of school.
- They offer psychosocial support and group work provision on a case-by-case basis.
- They advise parents and guardians.
- They cooperate with the educational specialists at the schools.
- They offer further provision for advice and assistance, such as support for raising children.

Legal basis and rules

Your child has a right to education.
The following legal basis guarantees this:

Education act

As well as the general provisions on the educational mandate of the school, the education act also regulates fundamental issues relating to the school organisation and lesson organisation, as well as to the rights and obligations of the persons and committees involved.

Primary school act

This regulates particular matters in the primary school and foundation years of the comprehensive school. This includes requirements for organising this phase of education. These provisions range from starting school to the fundamental lesson organisation, individual support and performance assessment, and even includes the transition to the advanced school.

Complaints management

In case of complaints, or cases of discrimination and bullying which cannot be resolved with the school, the multi-professional quality and complaints management team are happy to assist.

Contact

Email: beschwerdemanagement@senbjf.berlin.de
Tel.: 030 90227-6030

Email: antidiskriminierungsberatung@senbjf.berlin.de
Tel.: 030 90227-5666

Email: antimobbingberatung@senbjf.berlin.de
Tel.: 030 90227-5985

Framework curriculum

This describes what your child must learn in the individual subjects of years 1 to 6, and what competences they must gain.

Statutory provisions

There are associated regulations for various school topics. These relate to holidays, exemption from school attendance, reports, learning materials or school quality.



Statutory provisions 

Senatsverwaltung
für Bildung, Jugend
und Familie

BERLIN



Bernhard-Weiß-Straße 6
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