



**Spotlight on
location.**

**Pedagogic work plan for
our location for
Rivers Preschool
2024**



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Spotlight on location.

Pedagogic work plan for our location for daycare.

Location name: Skar Rivers Preschool

Location address: Parnassusstraat 20 6846- RB Arnhem

At this location, the manager is: Marloes Koers, Location assistant: Hanneke van der Meer

They are supervised by: Anneliek Schoenberger-Lamers

Where this pedagogic work plan states 'parents', please read parent(s)/caregiver(s). We have used the gender-neutral pronoun "they".

Introduction.

This pedagogic work plan is for anyone who is curious about our location, from parents and caregivers to staff from the GGD (Municipal Health Service). For our own pedagogic professionals, it is reference material. The pedagogic work plan describes the setting and atmosphere at our location as well as how we meet the legal pedagogic quality requirements.

The pedagogic work plan *Spotlight on location* is an extension of the *Pedagogic Compass*, the Wij zijn JONG pedagogic policy.

Pedagogic compass in brief

Children are explorers, researchers, artists, acrobats, scientists and craftworkers - every talent can potentially be tapped into. And every child is unique. Born with their own nature, character, and talents. It is up to us to see them, to have every child in our view. We want to offer all children many different experiences that will allow them to keep taking the next step on their developmental path. Every single day.

We get to know the children by watching them closely and listening to them carefully. Does the child feel well (well-being)? Is their engagement high? These are questions that matter.

The answers provide us with immediate feedback regarding our involvement and interaction with the children. Are we doing the right things? We can see it straight away: well-being and engagement are the benchmarks. Both for an individual child and for the group.





We use four pillars to encourage the children's well-being and engagement every day:

- Raising children together
- In a rich and challenging environment
- With room for initiative
- Always in dialogue

The pedagogic work plan for this location explains how we put the four pillars in practice. Read more about the underlying vision in the Wij zijn JONG pedagogic policy.

Are you curious about our full pedagogic policy? Please see our website for more details.





Useful information: from daily routine to core groups.

In this chapter: a description of the location, the core groups, the staff to child ratio, and the deployment of interns.

Individuality of our location

Each location has its own pedagogical story, its own identity, its own characteristics that inspire our employees and make them proud. The story of the location presents a pedagogical image based on the children and the employees of the location. It shows the things that stand out to us in our contributions to the development of children on their way to the future.

The story of our location at the preschool (2-4 years old), a bilingual approach is taken - 50/50 English/Dutch. This location participated in a study "multilingualism in childcare", from 2018-2022. We care for children from both expats and Dutch families. We care for children from all over the world and make sure that the children can develop at their own pace in a safe environment. As a parent or caretaker, you want to make sure that your child can benefit from all the world has to offer. In working closely with Rivers International School, we believe that children develop useful skills through guided play - skills that lay a lasting foundation for future learning. By observing the children, we can offer activities that challenge the children to reach their full potential. We offer activities that connect with the children's experiences and interests. The children have the choice to participate, which we always encourage. We want to let the children learn new things through experiences and playing! We follow the child in our range of activities, throughout the whole year, excluding the school holidays. In some incidents, you can get a childcare allowance from the Dutch government.

Benefits: • Flexible childcare Bilingual (50/50). Native speaking English/Dutch
Diverse developmental programs • In close cooperation with Rivers International School.

Every child is welcome!

At our location, we work hard to develop an atmosphere of inclusiveness. All children are welcome; we make no distinction between the background, socio-economic position, culture, gender or development issues of any child. At the preschool, children from all over the world are welcome. We ensure that children and parents both feel involved. Extra attention is given to the differences and similarities that these cultures bring and all the diversities they entail. We use pictograms to help communication when language is still developing. We are extra sensitive to the big change in environment for children and parents. We are aware of differences in holidays and celebrations and pay attention to them. We offer language in different ways, listening, seeing and active in play.





Our Location

Rivers Preschool has room for 16 children, age 2-4 years old.
Opening times are from 08:30-12:15 from Monday to Friday.

Our Preschool has different play areas where you will find an art and crafts corner, house corner, reading space, building area, and a space for learning games/fine motor skills. We pay attention to different forms of play, based on topic, sensory or developmental.

Children are able to play outside in a safe environment. We invite them to explore, build and grow their gross motor skills. We offer bikes, a climbing wall, slide, vegetable garden, sandpit, outside kitchen, but we also offer small outside play like, balls, brooms, hula-hoops, chalk and blowing bubbles.

Children are guided in potty training and in independence all over. We focus on development in all areas of their lives so they can reach their full potential.

We offer a bilingual approach. One teacher one language. 50/50 English and Dutch. We offer this approach in reading, help in social interaction, pictograms, songs and repetition of topic words.

Children eat fruit, vegetables and drink water during the morning. This is offered by Rivers Preschool.





Core groups.

At our location, we work with fixed groups of children and a permanent team of pedagogic professionals.

Group name	Age of children	Maximum number of children
Firefly	2-4 years	16

During the introductory meeting, we tell parents which groups we work with. We talk about the age group and size of each group. We also tell parents which pedagogic professionals belong to which group, when they work, and how we replace permanent pedagogic professionals in the event of sickness and holidays. Who works on which day and at which times, if necessary, is displayed at the location.

Group: Firefly

	Opening times
Monday	From 08:30 to 12:15
Tuesday	From 08:30 to 12:15
Wednesday	From 08:30 to 12:15
Thursday	From 08:30 to 12:15
Friday	From 08:30 to 12:15

Familiar faces and our bilingual approach

If a permanent pedagogical professional is absent for up to 4 weeks due to illness, holiday or leave, and no other permanent professional is available, another pedagogical professional will be deployed.

To safeguard emotional security and stability, we strive to limit the number of other professionals as much as possible; the permanent pedagogic professionals will ensure a careful handover and the substitute pedagogic professionals will also utilise the six interaction skills. They respond to the children's verbal and non-verbal signals in a sensitive and responsive manner; they offer space for the children's individuality and offer them the opportunity to do independently what they can do independently; they provide the structure they need to work independently; they have conversations with the children, encourage their development and supervise the interactions between them.

We are a bilingual preschool and use the one teacher one language method. This method, OTOL, two languages are being spoken by two teachers. One language one teacher. At Rivers we offer Dutch and English, spoken 50/50 %. But we are sensitive to giving a child the language that feels most comfortable with in an on-on-one situation. Our Permanent Pedagogical professionals are Dutch or Native Speaking English, so we are providing both languages in a 50/50 ratio. In case of a longer





absence of a Pedagogical professional we provide a steady substitute and make sure both languages are provided. Pedagogical safety is our key focus.

If you are curious about our Mind participation and the results, please ask our pedagogical professionals for more information.

In the bilingual approach, new words are added in play, with every new topic. We add the words during reading time, in songs that fit the topic, in active- developmental- and sensory play and in crafts. We ensure that learning is fun and given in many ways so children can follow their own learning method. We offer the words in both English and Dutch. We follow the children's interest and energy so we can adapt our play accordingly.

If we have only one teacher, we will provide the other language in selected areas, during reading, fruit time or circle moment.

Other specific ways to safeguard emotional security, stability and our bilingual approach at our location:

We use pictograms for daily schedule, this helps parents and child understand the routine and they are able to explain in their native language.

We greet every parent and child coming in.

We are very aware of providing a safe environment for the children, we have familiar faces as permanent pedagogical professionals but also our safeguard in stable substitutes. Pedagogical professionals working within the teams at our location.

Parents can follow the topics and words in our display window, so they can repeat or consciously engage in the topic at home.

Trainee professionals, interns

In addition to our professionals, trainee professionals, interns regularly work at our location. We apply the Wij zijn JONG internship, apprenticeship policy and the volunteer policy.

Trainee professionals and interns.

Our location often has one or more trainee professionals and interns learning the job of a pedagogic professional. They carry out care and support tasks and assist in activities. They do this under the responsibility of the pedagogic professionals, who are always nearby. As their training progresses, the independence of the trainee professionals and interns increases. Each trainee professional and intern has an internal internship mentor.





Raising children together.

The practical implementation of the 'raising children together' pillar consists of three parts: contact with parents, our group management, and working with other organisations such as primary schools. Together, we are committed to the children, so that they can develop their opportunities and talents to the highest extent possible.

Raising children together - with parents

In this section: introduction and settling in, the mentor, keeping each other informed, and working together for the development of children.

Introduction and settling in

In the first period, we lay the foundations of the trusting relationship between the parents, the child, and the pedagogic professionals. Some children find it more difficult to deal with new situations or a new environment than others. That is why we are mindful of the process of settling in. The sooner a child feels safe with us (well-being), the sooner they can engage in play. During the introduction, we work with parents to look for a way of settling in that is comfortable for their child. During the settling-in period, we look at well-being together and we evaluate how their child is doing so that we can make adjustments if necessary.

Below you can read how we let children get used to the new group:

- Make time for intake/getting to know parents.
 - Come to play a few times.
 - Parent to stay/play with the group for a while.
 - Pedagogic professional extra close: seeing the child and acknowledging emotions.
 - Offer an anchor by letting children bring something from home.
 - Make children aware of each other and involve them in the settling-in process.
 - Work in small groups.
 - Name a lot.
 - Routines and repetition.
 - Give children extra directions.
 - Pair children with another child ('buddy').
 - Use many rituals to make the daily routine understandable: clear goodbye ritual to support children in the home-childcare transition, use daily routine cards with pictograms of the daily schedule.
 - Extra review with parents during handover.





The mentor

Each child is assigned a mentor. This will be one of the pedagogic professionals from the group. The mentor is the first point of contact for parents and also conducts the intake interview. They will explain to the child and the parents what their role as mentor means, among other things. First of all, the mentor will monitor the child's development. They focus on the child's well-being and engagement and invite the parents to discuss these. What's more, they strive for a smooth transition between home and childcare, and, when the child turns 4 years old, a good transition between education and out-of-school care. If the mentor is absent for a prolonged period of time, we will arrange a replacement. The new mentor will inform the parents about this. When we assign a mentor, we select one who is mostly present at the same time as your child. We also take into account the number of children a pedagogic professional is already mentoring.

Keeping each other informed

We tell parents where they can find important information. What's more, we let them know what their child is doing and how things are going. We make time for parents who need to talk or want to ask a question. We inform parents and parents inform us. Because we like hearing how the child is doing at home. This information is useful for us to understand the child (and their behaviour). At times of individual contact, we make agreements to pay attention to all the different parents visiting our location. We also regularly approach all parents at the same time when we want to share information.

Dropping off and picking up

Drop-off and pick-up times offer a low-threshold opportunity to talk to parents and exchange information about the child's development. At these times, we are mindful of privacy: if other parents or children are nearby, we will not discuss private matters relating to the child or their parents.

Conversation with the mentor

At least once a year the mentor will have a meeting with parents about their child's development. If the parents or the mentor feel the need for a personal conversation more often, we are happy to arrange an appointment.

Working together for the development of children

We raise children together with their parents. We align with home and have a joint goal: enriching the development of children.

Read below to find out how we work together and find common ground with the home situation.

- We invite parents to join us for a half-day session.
- We talk to parents at drop-off and pick-up times and make sure we see and speak to everyone regularly.
- We show parents pictures and videos.
- We show parents treasures their child made.
- We organise parent meetings.
- We write newsletters about upcoming events, changes and themes.
- We plan individual parent meetings 1-2 times a year.
- We have a family wall.





- We are happy to welcome helping hands, reading activities...
- We let parents know which words, songs, activities and play incentives we are working on.

Raising children together - through group management.

In this section: differentiated working, reasoned working, teamwork, monitoring children together, to the next group or to primary school, flagging unusual situations, evaluating and safeguarding the pedagogic policy, and pedagogic quality - our focus for the year ahead.

Differentiated working

Differentiated working means distinction and variation. Because children differ in terms of age, level, interests, and individuality. There is a similarity too: they are all curious. They are eager to discover new things and take new steps. Differentiated working helps us to respond to each child's individual differences and curiosity. In practice, differentiated working means that we pay attention to all areas of development. We are led by this in our approach. And we offer variety and choice throughout the day.

Attention for all areas of development (see appendix 1)

We use good group management to ensure variety on a daily basis. This varied offering aligns with all areas of development. We are knowledgeable about how children develop, and that is why we understand the variation needed in the 'learning through play' environment and for activities/play incentives. We always connect with where the children are in terms of age, development, interests, and individuality. This keeps their engagement high.

Variety and choice

We offer variety and choice in a rich, challenging environment (with varied corners and materials), with room for initiative (with alternation between free play and play incentives/activities), and always in dialogue (using the pedagogic interaction skills). More about this in the following chapters.

Teamwork

Guiding a group of children requires teamwork. Who carries out what task and how do we divide our attention between the children, inside and outside? We think about this together. We regularly take time for accessible play: quietly watching children's play or taking part in their play. In doing so, pedagogic professionals watch the well-being and the engagement of children every day. This is used as a basis for how they divide their attention and tasks and agreed in the team meetings. These meetings are also used to review how the division of tasks and roles went, and how they will divide the tasks and roles for the period ahead.

Monitoring children together





Children at play show their interests and development. By consciously looking at what engages children - What are they playing? How are they playing? What are they making, and how? - we get to know the children better. We also systematically monitor their development. We do this with the help of a (digital) child monitoring system. We use the information from the child monitoring system to make choices or adjustments for the individual child, the group, or the location. The child's mentor discusses individual observations with parents (see 'Raising children together - with parents').

Our location uses the following child monitoring system:

For this location we have developed a Parent Conference Form (Developmental observation model Arnhem) together with Stichting Pas.

To the next group or primary school

If the child moves to new group, we will make sure the transition is gradual and there is guiding thread to follow. We arrange settling-in times, and the mentor takes care to hand over the child properly to the colleagues in the new group. This is always done in consultation with parents. We also take into account the composition of the groups: the pedagogic professionals must be in a position to give attention to every child. The best interests of the child always come first.

If a child moves to a different group or location, we will transfer the knowledge about the child that is recorded in the child monitoring system to the new group. If the new group has a different LRK number (Landelijk Register Kinderopvang, National Childcare Register), the mentor will ask the parents' permission to transfer information. If the LRK number (Landelijk Register Kinderopvang, National Childcare Register) is the same, parents only have to be informed (alignment).

Then the mentor will contact the mentor at the new group. If required, the old and new mentors can plan a personal meeting about the child, preferably with one of the parents.

If a child starts primary school, the mentor will carefully hand over the child after permission from the parents. We will ask for this permission as early as the first intake at our location. In addition, the mentor will agree with parents' what information the school is given on the transition/transfer form before the transition.

At our location, we use the following for the transition.

For this location we have developed a transfer form together with Stichting Pas.





Observing unusual situations

We observe and monitor the development of children. We will always discuss anything unusual with parents first. If we notice anything unusual, we will act in accordance with the internal and external care structure as stipulated by Wij zijn JONG. If necessary, we will enlist internal or external experts or refer parents to appropriate agencies. They can interpret what is going on and give advice on the next steps. Of course, all this is done in close consultation with parents and with their permission. In short: we will make sure we are attentive in our contact with parents and also, with their permission, with external organisations and the primary school, if applicable. We evaluate the observations as a team.

In the event of questions about a child's development and behaviour, and after consultation with and permission from the parents, we may consult the following staff members or organisations:

Pedagogic coach, internal childcare supervisor, appropriate childcare coach, KluppluZ care coordinator, KluppluZ outreach worker, appropriate childcare outreach worker, speech therapist, exercise and movement staff member, Centre for Youth and Family (Centrum voor Jeugd en Gezin), Child health clinic.

Evaluating and safeguarding the pedagogic policy and practice

Together, we monitor **the well-being and engagement** of children in relation to their development - every day. We use the child monitoring system. Are the children confident and comfortable, are they relaxed, and do they feel safe? It means all is well with well-being. Do the children gain new experiences during play and activities? Are they captivated and fascinated by the activity? Is the activity or play challenging? This shows engagement is high.

The pedagogic compass, the Wij zijn JONG pedagogic policy, describes in detail how **well-being and engagement** are the main keystones for us to assess children's development. The level of well-being and engagement challenges us to focus on pedagogic quality at all times. In this, we always look closely at the four pillars to help us improve our approach:

Raising children together – Can we improve how we work together? With parents, with each other, and with other organisations?

In a rich and challenging environment – How rich and challenging is our offering?

With room for initiative – Do we offer enough freedom of choice? Does the daily routine leave room for children's initiative? Are our activities/play incentives appropriate and enriching?

Always in dialogue – Do we know what moves children, what is on their minds, and how we can connect to their needs and perceptions?

Well-being and engagement show us how a child is doing, as well as our pedagogic quality. We monitor and measure this annually, so that we can keep sight of what we can tackle. The annual cycle that safeguards our pedagogic quality consists of the following phases:

- Evaluation of pedagogic practices.
- Use this evaluation to set pedagogic goals.





- Work on those pedagogic goals using actions that reinforce the four pillars (through work meetings, coaching and/or education/training).
- Assess the impact of our approach by looking at the children's well-being and engagement.

We monitor and evaluate pedagogic practices and policy using the following tools:

Pedagogical practice in focus, the Pedagogical Scan.

During team meetings, update reading on Protocol every year, education and training, yearly personal development conversation

Pedagogic quality - our focus for the year ahead

In **2024**, our location will focus on the following pedagogic goals. The goals may differ slightly for each team/group.

Raising children together
Always in dialogue

We achieve these goals through education/training, coaching and team meetings.





Raising children together - with other organisations.

In this section: the common thread with schools and working with other organisations.

A common thread with schools

Read below to find out which primary schools we work with and how.

Name of primary school	How we work together
Rivers International School	organising joint celebrations, organising open house mornings for parents, healthy food, peaceful school, care, being a learning community together, aligning the learning through play environment for toddlers and preschoolers, regular meetings at least two times per year.

Working with other organisations

Our location works with:

- KluppluZ
- Centre for Youth and Family (Centrum Jeugd en Gezin)
- Speech therapy
- Child health clinic
- Library
- Partnership
- Kentalis





In a rich and challenging environment.

In this chapter: layout of the space, look and design of the corners and spaces, organised resources, outdoor space.

Layout of the space

Our location has a pleasant, atmospheric and calm ambiance. Appealing and not too stimulating. Colours are used with meaning, and the wall decorations match the children's ages. What's more, we make sure the layout is clear and important routes are unobstructed. This is how we create a space where children, parents, and pedagogic professionals feel happy.

The rich and challenging environment has open spaces and corners/spaces that are dedicated to a specific activity or play. For example, there is a space for rattles for the babies, as well as a space for turning over or crawling, and a soft space. For example, there is a space for push-along toys for toddlers and a space to reenact everything that happens at home. Thanks to varied corners and spaces, toddlers and preschoolers can make their own choices. Where do I want to play? What shall I do there? Who do I want to play with?

The spaces are separated using cabinets, play screens, mats, or tape, for example. This creates clarity and concentration. There is room for calm and more active play, for individual play and for small or large groups to play or sing. Each child has something of theirs in the space, such as their own compartment, coat hook, chair, or photo.

The layout of the play corners and spaces is appropriate for the children's age groups. Also, the toilet facilities offer the level of privacy and independence suitable for a child's age.

Look and design of the corners and spaces

We search for varied resources and materials for the play areas, sometimes together with the children. Every child can find something in the spaces that suits their level, and they are given plenty of choice. Children can work alongside or with each other using plenty of resources and materials. The materials and resources are regularly replenished and rotated. What's more, there are materials, resources and illustrations in every group that depict various cultures and roles. There are also safe, genuine resources that suit the child's age, such as wooden spoons, hats or a dishcloth, and open materials that children can use for their own chosen purpose, such as boxes, sticks, or empty milk cartons. Safe, genuine and open materials offer added opportunities for in-depth play.

Organised resources

The resources and materials are organised neatly and labelled if needed. This organisation helps us but is also important to the child's play. They can easily find the right items and tidy them away again. It is





also useful for parents to know where everything is. Children sometimes keep the things they created for a while, for instance to carry on working on them next time or to display them. We reserve space for this too.

Outdoor space

We aim to offer an inviting outdoor play area. Children have different play options outside where important experiences happen. We emphasise movement and motor skills. Outside, the children are able to run, play with a ball, cycle, play with sand and discover all kinds of things in nature. The outdoor space is visibly laid out as well. We provide a safe, varied surface that suits play, such as grass, stone, sand, or a surface at a slightly different level. We also provide varied outdoor resources and materials that are easy to find and tidy away. We want to be able to enjoy the outdoors every day.

Clarity for every child

A rich and challenging environment means the layout is also suitable for children who are settling in or are still learning the Dutch or English language. That is why the layout is mostly self-explanatory and does not need verbal explanation. Children can play quietly and with concentration. Plenty of play material is available that children can use without talking. Moreover, there are many toys that can be easily explained by showing. As part of our program, we change the play corners regularly, adapting them to the topics or play. For example, through different resources and materials in the home corner, different jigsaws, books or cars.





With room for initiative.

In this chapter: a defined yet flexible daily routine, daily routine transitions, key parts of the daily routine.

A defined yet flexible daily routine

A daily routine or daily schedule is a set order of daily events. The day is divided into recognisable periods with fixed routines. However, the daily routine is flexible too: the children's activities are not set in stone. Every day, they are given the space to play freely. Free play is alternated with supervised or guided activities/play incentives. In free play, the initiative is fully with the child, in a supervised activity/play incentive, the pedagogical assistants play along with the child, and in a guided activity/play incentive, the initiative is with us. The daily routine creates a balance between repetition and new experiences. In the guided activities, we make sure there is good variation between the development areas. And we will always give children space for their own initiatives.

Our overall daily schedule looks like this:

08:30-08:45 Welcome, we wear inside shoes, and they bring their picture to the classroom tree, free play till all their friends have arrived.

08:45-09:45 Guided play, helping with social skills, concentration, building, crafts, developmental play, reading. We clean up together with a song.

10:00-10:15 We sit together on the mat, we welcome everybody by name, count with how many we are, talk about the current topic, roleplay, reading and use pictures with new words.

10:15-10:30 Activity based on topic, art, craft, sensory or developmental

10:30-11:00 we wash our hands and sit at the table for a snack routine. We offer fruit, vegetables, water and a cracker. While we prepare, we sing songs in English and Dutch (theme based). While eating cracker they listen to a story in English and Dutch.

11:00-11:30 We clean and change diapers, help children with going to the toilet. Others play with self-chosen material.

11:15-12:15 We go outside to play, we observe, plan and offer opportunities just as we do indoors, sensory, gross motor skills and gardening. With nice weather we will be outside more often. With cold or rainy weather, we will be outside for a shorter amount of time.

Daily routine transitions

Transitions from one part of the routine to the next are often stimulating for children. We use appealing rituals to make these transitions go smoothly. This keeps the children engaged and the pedagogical professionals maintain an overview. Each transition requires its own ritual and form of cooperation.





Key parts of the daily routine

Throughout the day, there are opportunities to engage in conversation with children, to play with them, to enjoy time together and to support and encourage their development. These development opportunities often arise spontaneously. We seize these chances while we watch the children, play with them and talk to them. We also create these opportunities by deliberately offering activities or play incentives. Of course, even during these planned moments, we still watch, align with, and talk to the children. As such, development opportunities arise during all parts of our daily routine. Below is a brief explanation of the key elements.

Free play

During free play, children choose what they want to play with and where, and with whom. Where necessary, the pedagogic professionals increase engagement, elicit a next developmental step, or help them choose. There is plenty of time for free play throughout the mornings and the afternoons.

Large group

The term 'large group' indicates the moments that our pedagogic professionals consciously create togetherness with all the children. This could be by way of singing together, telling stories, celebrating, or performing rituals. This enhances the feeling that we are a group, belong together and enjoy each other's company. There is still space for the children's own initiatives during the joint activity. There is a 'large group' moment every day.

Small group

The term 'small group' applies to those moments that our pedagogic professionals deliberately do an activity, elicit a play incentive, or work together with a small group of children. With a small group activity, there is lots of room to respond to children's initiatives and share these with the others. Pedagogic professionals regularly put together the small groups in a targeted manner. For example, a group with the oldest or the youngest children, or children who will work on language development. Sometimes all children will do the same activity in different small groups. In the 'small group', there is lots of room for interaction and attention for each child. Children play and discover in small groups every day.

Eating and drinking

There are group moments every morning or afternoon when the children eat and drink together. The pedagogic professionals provide a safe, sociable and calm time for this. We believe mealtimes are an important social activity and feel that atmosphere and a cheerful setting are important. The pedagogic professionals introduce children to a varied range of flavours and textures. They do this in a developmentally adequate manner and in consultation with parents. If you would like to know more about our nutrition policy, it is available for inspection at our location.

Care moment

Care moments (changing) are regular moments, often one-to-one. Pedagogic professionals make sure these moments are attentive, respectful and calm.





Outdoor play

Moving and being outside are very important for children. Outside is a great place for many experiences. We make sure the children play outside every day.

An understandable daily schedule for every child

Predictability is important for all children, but especially for children who are settling in or children who do not understand the Dutch or English language properly yet. With a clear daily schedule, they quickly understand what is expected. Pedagogic professionals make the daily schedule understandable using few words. For example, they might use rituals, such as singing songs when going outside, tidying up or greeting. What's more, they use daily routine cards with pictograms showing the daily schedule.





Always in dialogue.

Dialogue means interaction between pedagogic professionals and children, and between children and adults themselves. Pedagogy distinguishes six interaction skills. Our pedagogic professionals utilise these skills on a daily basis, so that children feel safe and can develop with us.

The six interaction skills:

- Sensitive responsiveness
- Respect for autonomy
- Supervision and structure
- Talking and explaining
- Encouraging development
- Guiding mutual interactions

Sensitive responsiveness

Sensitive responsiveness is responding to what children want, think and feel by paying attention to verbal and non-verbal signals and by being attuned to the child. This is about offering safe shelter, creating a relationship of trust, and making sure children are part of a positive group atmosphere. Examples of this are listening, affection (pat on the head), eye contact, a wink, interest and being curious about the child. Sensitive responsiveness is also about encouragement and affirmation: allowing children to discover new things. Examples of this are showing interest, being engaged in what the child is doing, offering support at difficult moments, and sharing the child's enthusiasm.

Respect for autonomy

Respect for autonomy is giving children the space to be independent in the things they are able to do independently. Respect for autonomy is also: giving children the opportunity to do things that interest them and to make decisions, to experiment and discover. As pedagogic professionals, we elicit ideas and initiatives, involve children in rulemaking and agreements, and we have realistic expectations. Children feel when they are taken seriously. It helps them develop self-worth and feel part of the group, play, and the activities.

Supervision and structure

Offering structure helps organise a child's world. All children need this. Structure gives them the helping hand they need to work independently. Examples of this are an uncluttered play environment, an understandable daily schedule, a limited number of consistent and clear rules that are explained to children, predictable and unambiguous behaviour by pedagogic professionals, and topical working. Offering structure and supervising might seem the opposite of respect for autonomy, but they complement each other when in balance. This balance is different for each (age) group and for each child.





Deflecting undesirable behaviour into desirable behaviour

How do we deal with undesirable behaviour? Children want to feel accepted as they are. This includes their emotions and perceptions, even at times when they are angry, busy, or inward-looking. We assume that the child's behaviour conveys an intention, even if the behaviour is not always effective or desirable. That is why we try to understand children's intentions first of all. There are many reasons for undesirable behaviour, for example not knowing something is not allowed, being upset after something has happened, needing more challenges or being temperamental. The behaviour may also be part of the developmental phase. The aim of deflecting undesirable behaviour into desirable behaviour is that the child can continue to regulate their own behaviour once again with (self-)confidence. Children also feel safer when they know someone is there to intervene when things are not going well, someone who supports or just sets limits. Someone they can use to check if what they are doing is acceptable.

There are many ways in which pedagogic professionals can respond to undesirable behaviour: offering a non-verbal response, making a joke, offering a positive reminder of a rule, naming behaviour that is desired, giving I-messages about the child's behaviour, and sometimes ignoring negative behaviour and rewarding positive behaviour.

Five steps for conflict resolution

Children have conflicts sometimes. We see these as learning moments for their (social) development. Children learn to let their feelings and opinions be heard and seen. They learn to better understand themselves and others and look for solutions. This is how they learn social and moral rules. In a conflict, pedagogic professionals use five steps:

1. In the event of an issue of conflict, we stop the undesirable behaviour quickly yet calmly. We name the emotions children are demonstrating and give them a helping hand to express their emotions in an acceptable way (blowing off steam/space to unload without making other children feel unsafe).
2. For children who cannot talk well (yet), we describe the event and emotions we saw. Older children can describe what happened. Then we check if we've understood or worded it correctly.
3. As an objective mediator, we will propose one or two compromises to young children. As soon as children are able, they suggest possible solutions themselves.
4. We make sure that the chosen solution is acceptable for each child (the best solution), and we think of a way to make it happen together as much as we can.
5. After that, we will monitor the children in their play for a while to see whether the compromise or the solution is working.

Talking and explaining

This interaction skill is about the language used by the pedagogic professionals when supervising children as well as the way in which we stimulate the children's language skills. When talking and explaining, it is important that children are given the opportunity to have genuine (non-)verbal conversations, whereby we monitor the child and create a rich (non-)verbal environment. After all, children learn language through what they hear around them.





Contact initiation

All children regularly seek contact using (non-)verbal behaviour. We catch those big and small signals as often as possible, so that children gain self-confidence and confidence in others. By seeing children more often, we learn to recognise their contact initiations. Pedagogic professionals also initiate contact. For example, we might ask for attention for an activity/play incentive or event that we want to involve the children in, or we just initiate a nice chat.

Conversations

The balance between one-to-one conversations, small group conversations, and conversations with the entire group are aligned with the children's ages. The interactions are based on fun, attention, genuine interest, understanding, respect, and clarity. In the bilingual approach Dutch or English is the language used, but in some situations, a pedagogic professional may use a different language if it is in the interest of the child. We create a positive, communicative atmosphere by regular turn-taking, both in one-to-one settings and group situations. Sometimes we build up conversations to appeal to children's thinking skills. In a group situation, we try to involve everyone in the moment. When we conclude the conversation, we will let them know in an unambiguous way. Children also have (non-)verbal ways of indicating that the contact has ended for them. It is important for children that we visibly notice this.

Encouraging development

The interaction skills 'Encouraging development' is used in all kinds of situations and activities. Children are naturally curious explorers and researchers already, but we also specifically encourage their playful development. It helps them to take extra steps and gain experiences in all development areas in line with their own pace, interests and abilities. As such, we can see didactic opportunities in all manner of play situations and activities. We choose what to do with each child and in each situation: expressing or helping children with their intentions and plans, offering resources or materials for a familiar game, adding new ideas for existing games, asking open questions, looking for solutions together, processing impressions, bringing children together, engaging in play, giving examples, giving instructions, and many more. We also help children if they are not yet able to do something by themselves, or not brave enough yet. In short: we stimulate development in all possible ways.

Guiding mutual interactions

This interaction skills concludes the chapter. As pedagogic professionals, we guide the mutual interactions of children and the group process. We do this with understanding, respect, interest and clarity. Children learn so much from each other. They complete each other and enjoy being together and belonging. We are committed to creating a group atmosphere where every child can be themselves and participate. We talk about diverse topics, and we are curious about the different ideas and opinions. What's more, we create togetherness by celebrating parties, performing rituals, cherishing (group) memories and stories, seeing and appreciating friendship, for instance. We ourselves show good behaviour as an example. Wherever we can, we will let children be part of the thought process and the decision. By having children work in small groups (for example for activities, eating and drinking), we give children the opportunity to get to know each other properly.





Other pedagogic quality requirements.

In this chapter: additional aspects of the pedagogic policy, in accordance with the requirements set by the Childcare Act.

Activities outside of the core group/core group room

At our location, children sometimes leave their core group.

Their own group is a safe foundation for children. Starting from safety and trust, children want to broaden their world and experience what happens beyond the familiar door. Leaving the core group on occasion gives children more space to explore or to play with children outside of their own group.

Children leave the core group for the following (play) activities:

For activities taking place in Rivers International School, such as music, dance or sport activities

If children leave the core group, the following arrangements will be in place:

This will be under supervision of a pedagogical member of staff. If the group needs to be split, this will be done using the BKR ratio and with a pedagogical member of staff present. During outside play, and pedagogical staff member needs to go inside. Staff members keeps watch through the windows. At this location children play inside a fenced garden, making them visible from the windows. Excursions can take place to the petting zoo, playground etc. On Parent Portal, parents can give permission for excursions.

Visiting the group next-door; seeing a sibling, joining an activity for educational/ exploring purpose. Pedagogical professionals will always accompany the child(ren).

Buying additional childcare

Parents **do** have the option of buying extra childcare at our location.

Children usually come to the childcare location on fixed days. This is important to the stability of the groups, the safe and familiar feeling for the children, and therefore the pedagogic quality.

Sometimes parents may need extra childcare. There are rules attached to buying additional childcare. Parents can find these rules on the website.





Use of pedagogic policy officer/coach

In accordance with the Childcare Act, each location must provide 50 hours per year for pedagogic policy and ten hours per full-time equivalent for coaching. The pedagogic policy hours are for the creation and implementation of policy intentions (see pedagogic quality, our focus for this year). The coaching hours are used to coach our pedagogic professionals in their work activities.

The hours above have been divided as follows, whereby all staff members (including flex workers and substitutes) receive coaching at least once a year. The hours are set on 1 January (reference date).

Structuring the pedagogic policy intentions	<i>50 hours per year per LRK for the Location Manager 4 hours by the central policy employe.</i>
Structuring staff coaching	<i>10 hours per FTE. The number of FTE on reference date January 1ste is 1.75. This will be implemented by the Pedagogical Coach.</i>

Coaches divide their hours between, for example, work meetings, child meetings, inspiration meetings, formulating pedagogic goals together, evaluation of pedagogic goals and coaching on the job with teams. Coaches and managers jointly strive for a deployment that is as efficient as possible.

Special Features of our location and municipal requirements

Open access play

Open access play is available for children from 0 to 2 years and 3 months old and their parents. In open access play, one of the parents is present and actively involved in the activity. Parents meet while the children play together in a rich learn-as-you-play environment. They can exchange experiences and get parenting support. The open access play has a fixed structure and aligns with the topics in the childcare groups. Reading together, play during celebrations as Sinterklaas, Christmas and parent coffee mornings.





Appendix 1.

The areas of development at a glance

All development areas are interlinked and of the same importance. At Wij zijn JONG, we want children to have a broad range of experiences, so that they can develop into creative thinkers and doers. This development is a continuous process. And all the steps children take matter to us. Read the examples for each development area and see the children grow - from 0 to 12 and older.

The eight areas of development:

1. **Social and emotional development.** From being confident and comfortable, feeling safe and well-being to trusting themselves and others, being together, playing together, being interested in one another, enjoying together, sharing together, making choices, making plans and looking back, comforting and being comforted, celebrating together, making rules together, keeping agreements, resolving disagreements, standing up for yourself and others, shaping your identity through comparison, taking responsibility for each other, participating, accepting others and interacting, competition, enjoying each other, working together, etc.
2. **Motor skills development.** Major and minor motor skills. From grabbing your foot to being able to turn over, crawling, walking, balancing, rolling a ball, using a brush to make stripes, pushing a toy car, connecting a train, walking on a line, cycling, dancing, writing, whistling, playing football, gymnastics, building with small parts, etc.
3. **Language and communication/language skills.** From hearing, crying, watching and babbling to listening, talking, having a conversation, rhyming, reading, writing, making poems, thinking up stories and taking on information.
Language is a way to express and share with others what you perceive, feel, think or want. Language includes speech, so the command of sounds. Passive language means fluency in understanding dialogue, assignments, songs, stories, plays, and videos.
4. **Maths stimuli.** From 'I'll fit through there' to measuring height, width and depth. From taking into account just one property at a time to taking into account several properties. From randomly counting the numbers 1, 2, 7, 5, 10 to calculating $4 \times 12 = 48$. From stacking three blocks to working from instructions to make a castle. From feeling the difference between soft, hard, wet, dry, light and heavy to distinguishing between colours, shapes, structures, quantities, etc.
5. **Musical and visual expression.** From hearing sounds, listening to music, seeing and making images and movements to singing, dancing, drawing, painting, sculpting, seeing structures, making compositions, etc.





6. **Moral development and understanding the social world.** From feeling that we love you and that you belong to feeling and knowing that you are appreciated, thinking about what is allowed and what is not and why, thinking about what a 'good person' is, thinking about the differences between people, respecting others, etc.
7. **Mental development/thought development.** From doing, experiencing and discovering to more and more specific knowledge of humans and the world around you, abstract concepts, philosophical wisdoms, understanding the physical world - from grain of sand to galaxy - and living nature, understanding how objects behave in all kinds of situations and combinations (for example the effect of water on paper), being able to predict the effects of actions on objects (for example how the ball is going to roll), becoming familiar with all kinds of technical and digital resources and applications, etc.
8. **Self-governance and enterprise.** From random explosions to consciously choosing play. From knowing what you want to taking initiative to reach your goal. From using willpower, setting goals and making choices to thinking up scenarios for actions, being able to distance yourself and learning from experience. From learning to deal with difficulties and obstacles to resolving problems.





Appendix 2.

Overview of pedagogical work plan forms (only available in Dutch)

The completed forms in this appendix are an integral part of this pedagogical work plan.

- Formulier overzicht professionals in opleiding, stagiairs en vrijwilligers
- Formulier Mentorschap (of digitaal via Konnect)
- Formulier beschrijving rollen pedagogisch beleidsadviseur, beleidsmedewerker en pedagogisch coach
- Formulier overzicht jaarlijkse coaching en opleiding regulier
- Formulier adviesaanvraag OC pedagogisch werkplan





Appendix 3.

List of terms

Early Years

Early Years education is part of the educational disadvantage policy. The aim is to better prepare toddlers with a possible (language) delay, also called target group children, for primary school.

LRK number

Landelijk Register Kinderopvang, National Childcare Register. This is a unique registration number for each childcare location. This number is listed in the National Childcare Register.

Staff to Child Ratio (SCR)

The ratio of the number of professionals to the number of children in the group.





Appendix 4.

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