



Conceptual Framework

Kinderland PLUS gGmbH

Margeritenstraße 9
85586 Poing

Tel. 08121 250 88 - 0
Fax 08121 250 88 - 20

E-Mail: info@kinderland-plus.de
Web: www.kinderland-plus.de



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I. Preface and pedagogical core concept

We are glad that you are interested in the concept of Kinderland PLUS gGmbH.

This conceptual framework was developed together with the pedagogical team of the day care center, the *Kinderland-Fachberatung* (pedagogical council) as well as the management of the supporting organization, the Kinderland PLUS gGmbH. The basis of this is the BayKiBiG (*Bayerisches Kinderbildungs- und -betreuungsgesetz*) and the additional execution guidelines of the AVBayKiBiG. Our conception is essentially based on the contents of the *Bayerischer Erziehungs- und Bildungsplan* (BEP).

You can get detailed information about Kinderland PLUS gGmbH at www.kinderland-plus.de. Information about the BayKiBiG and AVBayKiBiG are found at <http://www.stmas.bayern.de/kinderbetreuung/baykibig/>, about the BEP at <http://www.ifp.bayern.de/projekte/laufende/bildungsplan.html> (only in German).

We would like to introduce you to the **pedagogical core concept of Kinderland PLUS gGmbH**.

1. Our image of humanity at Kinderland

"You can't teach a man anything, you can only help him find it within himself."

Galileo Galilei

Our image of humanity – of the child – is shaped by modern humanistic thoughts, from the strive for humanity, for freedom, tolerance and the respect for others. We strive for a form of life and society that is appropriate to human dignity and free personal development. Our pedagogy is also based on the UN Convention on the Rights of the Child in which the rights of children are universally enshrined, regardless of their cultural and religious background or their physical and mental abilities.

Integration

By integration we mean a wide variety of children living together according to the Bavarian Integration Act (*Bayerisches Integrationsgesetz*, Art. 6 BayIntG), that means regardless of gender, nationality, religion and cultural background and without assessing the performance and characteristics of the individual. This is the only way that the children feel accepted in their personality and can be encouraged individually. The children develop in an atmosphere of openness and can collect their own experiences in common everyday life and grow together.

2. Our pedagogical work at Kinderland - bond and freedom

"There are two things children should receive: roots and wings."

Johann Wolfgang von Goethe

"Roots and wings" –with such simple words you can clearly describe exactly what helps us all to go through life energetically and joyfully: We need roots to be able to stand firmly, even when everything around us storms and rages. But we need the wings to dream and so that we are not satisfied with just being on the ground. So we need both – bond and freedom.



Roots through connection

The importance of appreciation, bond and educational partnership for the development of children

Children can take roots if they are **valued** and if they feel respected and accepted. This is the precondition for them to build trust in us. Gradually, a stable relationship develops from this, similar to the **bond** they have with their parents. The relationship between parents and educators also forms an important basis for good roots. It should be close, trustful and partner-like, based on mutual respect and appreciation. We call this shared responsibility for a good education an "**educational partnership**".

Appreciation

We see every child as a very special person. It has its own distinctive personality, wants to shape its life and get to know and understand the world. No matter where it comes from and which experiences it has already had, we show respect and appreciation for every child. The same applies to its family and all team members. The trust required for our work can only develop through respect and esteem for one another. On this basis, stable relationships can develop. These are equally very important for children, parents and educators.

Binding

When children come to us, we give them a lot of time and closeness so that they can get used to us and the unfamiliar surroundings in peace. If the children in this early stage repeatedly learn that we are sensitive to their needs, they gradually build trust in us. They feel secure and safe and can perceive themselves as lovable and adorable.

Educational partnership

Parents are the most important persons for their child. They give the child security and safety. If a new child comes to us, we work particularly closely with the parents in the first few weeks and months so that the child can soon feel safe and secure with us. Therefore it is very important that there is a strong relationship of trust between us and the parents.

Later we regularly exchange ideas with parents about developments in the various areas of competence and pass on our observations to them. We also need parents to keep us informed of important events and changes in the child's life.

Wings through freedom

The importance of a positive self-concept, participation and self-efficacy for the development of children

What gives children wings and makes them face the world with confidence is first and foremost a **positive self-concept**. This can develop due to resilient relationships and positive experiences. **Participation** is another important requirement for stable wings. It makes sure that children can get themselves involved. When they experience that they are influencing their surroundings, the children discover their **self-efficacy**. Such experiences inspire their motivation as well as their willingness to perform and perseverance. They contribute to their self-confidence and independence.



Positive self-concept

Very young children have a positive self-concept. They are proud of every new development step and open to new experiences. Over time, they develop personal preferences and individual characteristics. Just like their memories and the feelings that go with them, these

become part of their self-concept. The more enjoyable experiences a child has had, the more often it has experienced itself as capable or successful, the more positive its self-concept becomes. Relationships with others are also part of the self-concept. People who feel accepted by others often have a positive self-concept. This makes them open-minded and curious.

Participation

At Kinderland, the children get involved. Their needs are respected in the everyday interaction. Therefore they participate in decision-making processes depending on their age. Among other things, they get to know democratic voting and gradually take on more and more responsibility for themselves and the community. In addition, they have the experience of being able to help shape and change their related environment.

Self-efficacy

When people feel that they have an influence on their environment because they have had this experience from an early age, they are convinced of their self-efficacy. Such people like challenges, set their goals higher, and work harder to achieve them. Furthermore, they have more persistence when difficulties occur. A child who is convinced of its self-efficacy, who perceives itself as strong and competent and who additionally learned how to deal with its feelings, has already achieved important requirements for a good start in school and its further life.

3. Our values at Kinderland: Appreciation, bond and participation

The meaning of these values in the everyday life of the children

Appreciation, bond and participation are the values on which our work is based. On the basis of stable relationships (**solidarity**), children at Kinderland have the opportunity to help shape life in the community to which they belong (**participation**). An important requirement for stable relationships is trust. This only arises if the personality and needs of the children are respected (**appreciation**).



At Kinderland, children experience the freedom to have a say in decisions. At the same time, they get to know the responsibility that comes with every decision made. The children learn to negotiate according to their age when they understand that this will lead to solutions and when their suggestions are taken seriously. They learn to listen because they experience that they are being listened to. They treat others patiently because they made the experience themselves. Children acquire the necessary skills to give help and to be reliable, wherever they are shown and where children are trusted to develop such skills.

4. Offene Arbeit (lit. "open work")

The importance of *Offene Arbeit* for the implementation of our values

These values – appreciation, bond and participation can be implemented in the pedagogical approach of *Offene Arbeit*. The requirement for this is an open attitude on the parts of the adults, which is reflected in the fact that the needs and interests of children are taken seriously. They form the starting point for learning processes that are accompanied and supported by the adults. For the educational staff, this openness means a high level of responsibility and requires a lot of empathy. We provide the children with protected spaces (*geschützte Erfahrungsräume*). On the basis of stable relationships, they can feel safe and accepted at Kinderland. At the same time, we give them freedom so that the children can focus themselves on their development according to their interests and needs. They are

allowed to get involved and help shape their environment. This freedom gives them the opportunity to become active themselves and to feel competent, strong and important – an experience that should accompany and carry them through their future lives!

II. We introduce ourselves

1. Pedagogical teams

Our teams are made up of educational specialists (e.g. kindergarten teachers, educators, childhood educators, social pedagogues) and supplementary staff (e.g. childcare workers/nurses, employees with a pedagogical qualification/study acquired outside of Germany), some of whom have acquired additional qualifications.

We are a training center for future educators and usually employ educators in the year of recognition as well as child care interns. We welcome interns from the various school training areas at any time.

2. Supporting organization

Kinderland PLUS gGmbH has been operating day care centers in the form of children's houses, nurseries, kindergartens and after-school care centers (*Hort*) for more than 25 years. We are currently holding the patronage of 22 facilities in the districts of Ebersberg and Erding with more than 2.000 day care places. As a cooperation partner of four schools, we take on the administration of the all-day classes. Holiday care for schoolchildren in Poing rounds off the family-related care offer. To support our facilities, we have our own specialist advice service (*Fachberatung*), a specialist integration service (*Fachdienst Integration*), a child protection specialist (*Kinderschutzfachkraft, ISEF*) and an established quality management system. Our *Kinderland Campus* organizes and develops advanced training and further education for our pedagogues. In addition, our administration office relieves the day care centers in the areas of occupancy, bookkeeping, facility management, support, staff management and recruitment as well as public relations.

Detailed information are found at www.kinderland-plus.de.



Margeritenstr.9, 85568 Poing

Tel.: 08121-25088-0

Fax: 08121-25088-20

Managing directors: Eva Harmat, Gabriela Kemether, Herbert Matzner

Internet: <https://www.kinderland-plus.de>

Email: info@kinderland-plus.de

III. General framework conditions and regulations

1. Costs

The costs for a childcare place are specified by the respective municipality. The currently valid parental contributions can be found on the respective website of the day care center.

2. Financing

The *Landratsamt Ebersberg* and *Landratsamt Erding* (district councils) issued an operating permit for our day care centers in accordance with §45 SGB IX. In accordance with *BayKiBig*, funding is provided from state and municipal funds as well as from parental contributions, donations and income from events.

3. Eating and drinking offer

The Kinderland facilities receive healthy and fresh food from in-house kitchens or from external caterers. The food is made fresh daily with preferably regional products of controlled origin.

Breakfast is either prepared together or brought from home. In the afternoon, too, the children get together for a snack. Fruits and various drinks (water, tea) are offered all day.

4. Safety

We stick to the requirements of the GUV (*Gesetzliche Unfallversicherung*) regulations.

IV. Our pedagogical standards

Kinderland's educational work is based on uniform standards. This is how we ensure quality in recurring situations of everyday life.

1. Daily routine

Recurring rituals in the daily routine give the children a sense of security and stability.

Repetitions give the children the opportunity to develop structures independently.

- The facilities offer sufficient time and space as well as materials for independent and shared play and learning.
- The rituals of the daily routine are regular and a recurring structure is recognizable for the children.
- The daily routine is regularly reflected on and adjusted if necessary.
- The daily routine is based on the needs of the children.
- The children are involved in the design of the daily routine.

2. Adaptation Phase

Familiarisation is the beginning of a new phase of life for children and their families and must therefore be sensitively prepared and accompanied. A careful familiarisation can only succeed together with educators, parents and the child.

- Every family knows who the *Bezugspädagog*in* (reference educator) is.
- Every new child is offered a trial appointment together with his parents, during which they get to know the facility and the *Bezugspädagog*in*.
- The *Bezugspädagog*in* actively offers the child opportunities to contact and play.
- Parents and *Bezugspädagog*in* reflect on the course of the familiarisation on a daily basis.
- The child determines how long it takes to settle in.
- After the familiarisation, a reflective discussion takes place between the parents and the *Bezugspädagog*in*.

3. Free play

Free play offers numerous incentives for social learning, sharpens the senses and stimulates the children's motor skills.

- There is enough time to play freely during the day.
- The children are free to decide what, how and with whom to play.
- The educators accompany the free play game while observing.
- The educators create a stimulating environment.
- Free play is learning.
- Free play is the most important aspect of educational work.

4. Projects

Project work (*Projektarbeit*) means that children develop questions in a joint process with others (educators, parents, experts...), look for solutions and gain new knowledge.

- Projects are based on the needs/interests of the children.
- Projects are appropriate for the children's level of development.
- The children are actively involved in the design of the projects.
- Participation in projects is voluntary.

5. Offers

Prepared offers (*Angebote*) complement free play and project work in a targeted manner.

- Pedagogical offers are orientated on the needs/interests of the children.
- Educational offers are appropriate to the children's level of development.
- Participation in offers is voluntary.

6. Portfolio / photo album / memory box/ binder/...

The contents of the portfolio/.../... document the child's competencies, interests and actions. The stored documents are always selected and not the sum of everything that has been collected.

- Each child has a portfolio/...which individually documents their developmental steps during their time in the facility and which can always be viewed by the child.
- The child is involved in the design, taking its development into account.
- The collected documents are property of the child.

7. Preschool

Our preschool concept builds on the previous development of the children. The children have already created many skills that are important for school and are constantly developing them. The preschool at Kinderland is not subject to any school structures, but is based on the realities of life of the children and their needs. In addition, the preschool work is based on the concept.

- The preschool work takes place in a project-oriented manner.
- The pedagogues strive for constructive cooperation with the primary school.
- The realization of the preliminary course (*Vorkurs*) and primary school screening (*Grundschulscreening*) are supported and, if possible, integrated into everyday life.
- The preschool is based on the main pedagogical focus of the facility.
- Preschool is designed in such a way that all children enjoy taking part and that the individuality of the children is taken into account.

8. Implementation of a pedagogical focus

In setting a pedagogical focus, each house defines itself individually. Despite the pedagogical focus, we challenge and support the children holistically in all educational areas, always related to the chosen core theme.

- Each house has a defined pedagogical focus, which is based on the educational areas of the *BEP*.
- The tenor of the pedagogical focus is set in cooperation between the management, the team and the children.
- The implementation of the pedagogical focus is anchored in the concept.
- The pedagogical focus is visible in the pedagogical work.

9. Eating and drinking

The intake of food is one of the basic needs of children. It is our responsibility as adults to offer the children a balanced range of food and drinks.

- Each child decides what and how much they want to eat and drink and receive the support they need to take their own food and drinks.
- Each child receives the individual support and time they need to eat.

- Our pedagogues welcome and encourage communication during meals and give the children the opportunity to help shape the meal situation.
- Unsweetened drinks are freely available to the children at all times.
- The joy and desire for healthy food and its preparation is always conveyed, and the importance of low-packaging and regional products is explained.

10. Collaboration with families

It is important to us that there is a strong relationship of trust between the families and the pedagogues. We regularly exchange ideas with the parents about the development of the children in the various areas of competence and pass our observations on to them.

- The pedagogues offer the families at least one parenting interview per year about the child's level of development.
- The pedagogues are open and friendly towards all families.
- All parents have the opportunity to observe in the facility.
- All parents have the opportunity to take part in the parent survey once a year.
- Difficulties are dealt with in a solution-orientated and promptly manner.
- The pedagogues pay attention to the individual family situations and emotional structures of the child.
- All parents receive regular, brief information about the child's course of the day.

11. Homework

Homework supervision is a big part of the day-to-day work of the after-school children.

- Every child has enough space to do its homework.
- There is a calm atmosphere in the homework room.
- The staff offers assistance in doing homework independently.
- There are drinks at free disposal during the homework time.
- No homework supervision is offered in the after-school care centers on Fridays.
- The pedagogues strive for a constructive exchange with the school regarding homework processing.

V. Educational areas

In our facilities, the children have holistic, personal and concrete experiences ("ganzheitlich"). What children want to understand, they have to learn and understand from an early age, with their hands, with their whole body and with all their senses. Holistic also means that they can and should have these experiences in all areas of development and education.

Children face their feelings

Children get to know their feelings a little better every day by telling others what is going on inside them and explaining their reactions. Knowing your own emotional world and learning to deal with it is an important requirement for school. As the children learn to know and accept their own feelings, their understanding of the feelings of others increases.

Children discover friendship and master arguments

In interacting with others, children develop their social skills. They experience not only their own conflicts, but also observe the conflict resolution strategies of others. The first friendships are of particular importance.

Children develop values

Children philosophize about happiness and meaning, ask questions about life and death. We discuss these basic questions of life together. Based on these conversations, values and ethical principles develop in the children. In this way, they gradually develop their own inner guideline, which they can use to make moral judgements themselves. We attach particular importance to participation and democratic participation in everyday life.

Educational and upbringing goals

Value orientation and religiosity

- Deal with the existing forms of religions, religiosity and belief, perceive differences and become aware of your own religious and ideological identity
- Be open to different religions, their religiosity and belief
- Acquire clarity about what is important and what you can do without, what makes you happy and what, on the other hand, annoys or hurts you
- Perceive differences not as threatening but as valuable
- Learn to deal with weaknesses, limits and failures of oneself and of other people
- Relate answers to questions of sense and meaning to your own life

Emotionality, social relationships and conflicts

- Become aware of your own feelings, be able to accept them, describe them to others and think about them
- Know that you can experience different feelings at the same time and that these feelings can also be contradicting
- Naming and describing your own emotional states in words, being able to talk about them and be able to tell others how you feel
- Allow unpleasant feelings, cope with stressful situations actively and effectively
- Correctly interpret the expression and behavior of other people
- Control and set aside your own needs and wishes
- Take limits and rules into account
- Empathize with the situation of others, be helpful
- Making contact with other children: reaching out to others, communicating with them

Children have a say

Language competence is an important key qualification and a prerequisite for academic and work-related success. Even very young children make contact with their environment, initially with the help of gestures, facial expressions and individual sounds, which they slowly combine into whole words and later into complex sentence structures. The children have time to formulate and contribute their thoughts, feelings and experiences.

Children discover books and the culture of writing

Children have their first experiences with books well before they start school. By dealing with rhymes, breaking down words into syllables and putting them together to form new words, they already gain important experience with language, which forms the basis for the process of learning to write and read.

Children grow up with media

Dealing with media is an important part of everyday culture in our society. They are used for communication, information gathering and entertainment. Children should become aware of how to use the media responsibly and deal with the topic of media consumption according to their age.

Educational and upbringing goals

Language and literacy

- Development and differentiation of diverse non-verbal forms of expression (e.g. body language, facial expressions, intonation)
- Enjoyment of speaking
- Ability and motivation to also express feelings and needs in language
- Ability to listen actively
- Understanding and use of non-situational language, i.e. linguistic messages that do not relate to the immediate situation or to something that is familiar to both interlocutors (children e.g. tell about vacation)
- Develop understanding of the text (following longer narratives, being able to understand and discuss the meaning of a text; establish the relationship between texts and your own experiences; being able to compare different types of text and media)
- Joy in telling/dictating stories
- Development of interests and skills related to books and book culture, writing and written culture ("literary skills", interest in books and stories, reading pleasure, interest in writing)

Information and communication technologies, media

- Process media experiences emotionally and verbally (e.g. relativisation, distancing)
- Use media consciously and in a controlled manner and get to know alternatives to media use (e.g. limit media use in terms of time, embed it in many leisure activities, capture basic features of the risks and dangers of media use)
- Discover information and communication devices in everyday life and find out how they are used and how they work (e.g. pedestrian traffic lights, household appliances, barcode scanners, ATMs, remote-controlled cars, programmable toys)

Children explore patterns, quantities and numbers

Our everyday life is full of patterns, full of objects that can be sorted according to their size, color or shape. The children get to know shapes and geometric bodies with their special properties. They will deal with space-location relationships based on building materials. In addition, the children gradually become familiar with quantities and digits.

Children study the laws of nature

Even small children experiment with objects that they find in their environment. They pour sand from one mold into the other, pour water from the jug into small cups or enjoy soap bubbles being blown through the air. Later they are also able to make predictions about the outcome of small experiments.

Children discover and protect their environment

How does the water get into the river? How do you make paper and why is it important to use it sparingly? Which animals live in my environment and how can I protect them? By consciously engaging with nature, children develop real appreciation for their environment and develop a sense of sustainable action in everyday life.

Educational and upbringing goals

Mathematics

- Experience different spatial positions in relation to your own body and objects in the environment
- Playful grasp of geometric shapes with all your senses
- Recognize and create figures and patterns
- Basic understanding of quantities
- Compare, classify and organize objects or materials
- Counting skills

Nature science and technology

- Density and state of aggregation (solids, liquids, gases)
- Orientate yourself in time and space (e.g. clock, calendar, directions)
- Perform simple size, length, weight, temperature and time measurements and develop a basic understanding of them
- Consciously perceive scientific processes through experiments and explore the world
- Create hypotheses and check them with appropriate methods

Environment

- Perceive the environment with all your senses
- Consciously observe individual environmental and natural processes, derive questions from them, deal with them and become increasingly familiar with the world
- Get to know the natural living conditions of different animals, if possible in their natural habitat
- Recognize the useful and protective function of the forest ecological system

Children discover the world of *fine arts*

Children develop preferences for certain colours, sounds or rhythms very early on. Visits to the theatre, concerts, museum tours or viewing works in the day care center help the children to deal with the fine arts in more depth and to expand their own concept of beauty again and again. In this way they grow into the everyday cultural events in their community.

Children experience themselves as artists

The children's urge to be active themselves and their curiosity for unknown materials are the best prerequisites for creative processes. These are carefully accompanied by our specialist staff so that the children can realize their ideas.

Children meet and make music

Children already react to music in the womb. It encourages movement, participation and listening. Even if young children do not fully understand the lyrics they are hearing and singing about, they are touched, smoothed or delighted by the melodies. Singing also promotes a sense of community and increases motivation.

Educational and upbringing goals

Aesthetics, art and culture

- Recognize that feelings, thoughts and ideas can be designed and presented in different ways
- Consciously perceive the environment and culture with all your senses
- Communicate with others about works of art and forms of representation from your own and foreign cultures
- Discovering and appreciating the design and expression of others
- Get to grips with historical and contemporary art as well as with art from other cultures
- Understand art as an opportunity to gain access to other cultures
- Develop a basic understanding that "beauty" just like "ugliness" is only one possible form of subjective perception and that this is shaped to a decisive extent by the social, family and cultural environment

Music

- Playing with sounds and tones, dealing language and language elements
- Discover your own speaking and singing voice
- Learn that singing can be great fun
- Develop your own singing voice in the direction of a nice-sounding children's voice
- Get to know children's songs and verses from your own and other cultures
- Be able to sing a small repertoire of songs
- Get to know different musical instruments and explore their sound and playing style, but also their construction
- Develop joy in singing and making music together
- Accompany songs, stories and pieces of music heard with elementary (Orff) instruments
- Experience music as a way to relax and a source of comfort and encouragement

Children build their body through physical exercise

Physical exercise in childhood forms the basis for healthy physical and mental development. The children don't know yet, but with their innate urge to move and to grasp, they create the best basis for later theoretical learning and thinking processes. This desire to move promotes and trains their body awareness and allows them to grow up balanced.

Children learn to play roles

No matter what age, children like to act out what they observe in their environment. In these role-playing games, they process their impressions and get to know new behavioral patterns. Stories or children's books are also acted out and theatre performances are prepared. These creative processes challenge the children.

Children get to know and protect their bodies

Those who can interpret the signals of their own body and react accordingly learn to maintain their health or even to actively promote it over time. To relax when you feel the need for rest, to move when you are full of energy or to eat something when you are hungry are important competences that can be supported by a conscious body awareness.

Educational and upbringing goals

Movement

- Gather movement experience and satisfying elementary movement needs
- Test and refine motor and coordinative abilities and skills
- Develop fitness skills
- Develop body awareness
- Increase self-esteem through more confidence in movement

Scenic representation (in aesthetics, art and culture)

- Experience artistic creation and scenic representation as a community process with others, get enthusiastic about your own abilities and skills, marvel at ideas of others and let yourself be inspired by them
- Try out a playful approach to elements of the theatre
- Slip into different roles and take on the perspective of others

Health

- Sense signals of your own bodies
- Become aware of your appearance and the external differences to others and appreciate them
- Recognize signs of saturation and react accordingly
- Acquire an eating culture and table manners and understand meals together as cultivating social relationships
- Acquire knowledge about healthy eating and the consequences of unhealthy eating
- Acquire skills for caring for your own body
- Develop a feeling for what is good for you and your health

VI. Documentation of development

Various observation sheets (*Beobachtungsbögen*) are used to document the development of our children.

The documentation of the children's **linguistic development** is carried out using the **SISMIK** (**S**prachverhalten und **I**nteresse an **S**prache bei **M**igrantenkindern in **K**indertageseinrichtungen) method conducted for children with a non-German-speaking or of only partially non-German-speaking background. This procedure is used to classify the children for the preliminary German course (*Vorkurs Deutsch*) and, if necessary, additional language courses for migrants.

The **SELDAK** (**S**prachentwicklung und **L**iteracy bei **d**eutschsprachig **a**ufwachsenden **K**indern) observation sheet is used for children with a German-speaking background.

The **PERIK** observation sheet is used to further document the development of the children. It documents the development of day care children between the ages of 3.5 and 6 years. The focus is on the individual child and the behavior and development of the child are documented within the framework of a fixed grid based on the child's areas of education and interests.

The documentation of the crèche children is based on the "**Entwicklungsbeobachtung und -dokumentation (EBD)**" by Prof. Dr. Ute Koglin, Prof. Dr. Franz Petermann, Prof. Dr. Ulrike Petermann.

For after-school children, Kinderland has developed its own **observation sheet**.

Regular discussions with parents take place on the basis of these observations.

VII. Quality management

What quality is, is constantly being redefined by our customers, our employees as well as legal and social requirements. We want to improve and develop.

In our work, we particularly attach great importance to high-quality work with the children and parents. The quality management serves as a guideline that can be continuously expanded or reconsidered.

Our quality assurance includes:

1. Parent surveys

We pursue an annual parent survey in using an online questionnaire that can be filled out anonymously. But also in personal one-on-one conversations and at parents' evenings, it is very important to us that parents have the opportunity to express criticism (both positive and negative). This feedback is used to continuously improve the work with the children. Of course, the exchange with the parents, i.e. the cooperation and participation of the parents, is an important component that contributes to the quality of our facility. Our goal is the constant improvement of our pedagogical work and the optimization of processes. The parent surveys are analyzed in our team meetings and further processes are then determined.

2. Team meetings

In addition to the work "on the child", the preparation and follow-up work with the children is part of our job. Team meetings are very important in order to reflect on the pedagogical processes, to distribute tasks and to strengthen the sense of community within the team.

3. Advanced training and further education – you never stop learning

At "Kinderland Campus", our internal training center, we offer pedagogues tailor-made training opportunities, as well as a place for networking and learning.

Depending on the needs and interests, advanced training courses are organized and carried out. In addition, our team has the opportunity to attend various lectures, seminars and workshops as part of the advanced training courses.

4. Complaint management

For our day care centers, a complaint management system for children, parents and employees is available on the basis of §45 II Satz 2 Nr. 3 SGB VIII. The handling of complaints is individually tailored to each group and its needs.

The children have the opportunity to express their opinions and complaints according to their level of development in daily contact with the pedagogues of the facility and in regular children's conferences. Child surveys take place regularly in the day care centers.

Parents have room for any complaints during daily door-to-door conversations with the team or the management of the day care center, as well as in regular parenting discussions. The annual parent survey serves to collect complaints and concerns of the families.

The employee's complaint procedure is also guaranteed through regular exchanges with the management. The employees of Kinderland also have the opportunity to have their complaints heard and processed by the management board of Kinderland PLUS gGmbH in an anonymous employee survey.

The complaint management of Kinderland serves to ensure the quality in the facilities and enables everyone involved to be heard. The complaint procedure is a process that is constantly being revised, supplemented and updated.

5. Networking

It is not only important to "stir your own porridge", but also to think outside the box and work together with other specialists on quality standards.

Regular management meetings of the facilities of Kinderland PLUS gGmbH complement the exchange, as does the exchange between the teams and colleagues from other Kinderland houses on various educational topics.

Participation in meetings, exchanges and events with other local institutions, the community on specific topics that affect the children's world are a matter of course.

VIII. Child protection

Dealing with specific threats to the best interests of the child

In the Sozialgesetzbuch VIII §8a (Kinder- und Jugendhilfe) the legislator has defined the protection mandate in the case of child welfare endangerment. On the basis of this law, the relevant public youth welfare office (*Jugendamt*) has concluded a written "Agreement to ensure the protection mandate according to the §8a SGB VIII" with each of its day care providers.

Children need protection!

As a result, the specialist staff of day care centers is obliged to carefully perceive indications of a child's welfare risk and – if necessary with the help of a designated specialist (ISOFAK) – to assess the risk, e.g. in the case of physical and emotional neglect, emotional and/or physical abuse or sexual violence.

The specialist staff works with the legal guardians to ensure that measures are taken to avert the risk of danger, such as health aids, counseling or family help. If this assistance is not used and/or there is an acute risk, the staff is obliged to notify the youth welfare office or the general social service immediately.

Kinderland PLUS gGmbH provides a **child protection specialist** (*Kinderschutzfachkraft*) from its own ranks, so that contact with the facilities is very close and any necessary intervention can take place quickly.

Dealing with an increased development risk

If the educational staff detects signs of an increased development risk based on their observations (e.g. with regard to a severe developmental delay or an impending or existing disability), they are obliged to inform the parents about this and to advise them accordingly. The next step should be coordinated with the parents and discussed as to whether and which specialist services should be called in, with the aim of promoting the child – inside and outside the day care center – according to its specific needs.

Protection concept

Kinderland PLUS gGmbH has developed its own protection concept that focuses on the well-being and the protection of the children in our facilities. In this way we ensure that the standards in our facilities are the same everywhere.

IX. Parents cooperation & educational partnership

Kinderland lives participation with parents and children by individually addressing the needs and external circumstances of each individual, carefully and respectfully considering and appreciating them. Own decisions should be allowed to be made as far as possible. We welcome ideas, wishes and open criticism from parents. A good and close cooperation with the parents' council is desired and lived in everyday life.

X. Public relation / network

There is close contact with the respective communities, schools and community life.

For the external presentation and for better information of interested families as well as existing families, each day care center has its own website, where all relevant and current information about the facility can be found.

XI. Closing word

The concept presented to you represents the current educational work in the facilities of Kinderland PLUS gGmbH. For more information on our individual day care centers, please refer to the respective house concepts.

Life is change, which is why our everyday pedagogical life is subject to a process of constant discussion and adaption. This concept is therefore not a final product, but will grow, change and be constantly adapted to new developments.

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