



Part 3:
Pedagogical
and practical
agreements at
our location.



About the location

Out-of-school care

Introduction

The about the location section covers

The story of our location

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The story 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 with the children and the employees of the location at the centre. 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

The activities are organised together with the children. We follow each child in their development and in what they need to continue to develop. This helps us choose activities that fit the interests and capabilities of the children. Children have a big vote in our before and after school care. Personal development is very important to us. Each child is different and has their own interests. We offer extra attention to creativity, independence, personal development and empowerment of every child attending Skar.

Benefits:

- Room for individual thinking
- Flexible day exchange
- Professional pedagogical staff
- After school is also open in the school holidays and school study days
- Dutch professionals who also speak English
- Stimulate challenging areas for the child's development and the location
- Various development programmes
- In collaboration 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 children, regardless of their background, socio-economic position, culture, gender or developmental challenges.





At BSO Rivers, children come from different nationalities, backgrounds, and often speak a different language. We ensure that every child feels seen and heard. We make sure that these differences are something to be embraced, to learn from, and to be proud of. Children are often open to making new friends but sometimes they need some help with this, especially if they are speaking a different language. We help with this, but so does the group as a whole.

We make sure to share the relevant information with parents at the end of the child's day with us so that the parents feel informed about their child's daily activities.

We work closely with Rivers International School to ensure smooth transfers from the preschool to the primary school classes. Occasionally, we will also partake in joint activities together.

The pedagogical process

The pedagogical compass is at the source of our pedagogical quality.

We consider the well-being and involvement of the children. Do they feel comfortable, relaxed and safe? If so, their well-being is high. When it comes to involvement, we look at the activity of the children. Do they push their limits and gain new experiences? Are they interested and fascinated by the activity? If so, their involvement is high too.

We consider well-being and involvement the process variables that challenge us to keep developing our pedagogical quality. This development is primarily represented through the pedagogical cornerstones: is the environment rich and challenging enough for the children? Is there enough room for initiative on the part of the children? Are we aware of our dialogue with the children and the way our pedagogical actions influence them?

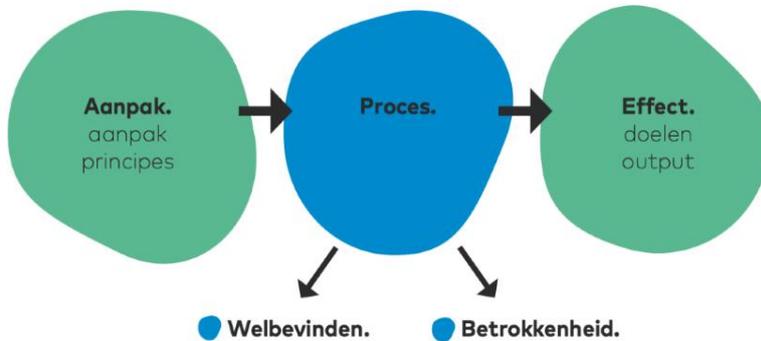
The overview below shows how we bring about the cyclic process of pedagogical quality.





Aanpak – proces – effect schema

Brengt de belangrijkste indicatoren voor kwaliteit in beeld.



We monitor the pedagogical quality by assessing the well-being and involvement (scanning form attachment 1).

The pedagogical process of the pedagogical compass creates responsibilities and is executed through:

- 1. The manager and the pedagogical assignment and the pedagogical policy*
- 2. The pedagogical coaching by the pedagogical coach*
- 3. The daily actions of the pedagogical staff members*
- 4. The education and training of the employees*

The manager and the pedagogical assignment and the pedagogical policy

The location manager and the pedagogical coach, in active cooperation with the pedagogical staff members, are jointly responsible for the safeguarding and innovation of the pedagogical climate of the groups at the location in question.

The location manager

*The manager safeguards the pedagogical quality and contributes to **inspiration, pedagogical vision and pedagogical awareness** with a focus on the ambition of the organisation: guiding children on their way to the future.*

The duties of the manager involve monitoring the quality of the pedagogical climate. These duties include:





- *Discussing the pedagogical policy with parents and the Parents Committee*
- *Monitoring the pedagogical quality through evaluations (evaluations based on assessments of well-being and involvement) and interim adjustments (see attachment 1 and attachment 2).*
- *Ensuring the implementation of new protocols*
- *Ensuring the implementation of new laws and regulations*
- *(further) development of the VE policy*
- *Monitoring the child follow-up system*
- *Continuous cooperation between the groups at the location in question, in cooperation with the educational partner and other partners*
- *Actively and positively contributing to inclusiveness*

The pedagogical coach

In cooperation with the employees and the manager, the pedagogical coach is responsible for the implementation and further development of the pedagogical compass. In consultation with the employees, the pedagogical coach assesses the well-being and involvement of the children.

By performing pedagogical experiments, they contribute to the emphasis on experience in both the development of the children as well as the employees.

The pedagogical coach is responsible for:

- *On-the-job coaching of the employees and teams in their pedagogical development*
- *Mapping out the pedagogical climate through the pedagogical well-being and involvement scan (see attachment 2)*
- *Coaching and assisting employees in work meetings and team meetings based on the I am in the picture matrix, further development of the pedagogical compass and continuous translation of the cornerstones (coaching style, rich, challenging environment, room for initiative, we take care of the upbringing together) into practical actions*
- *In cooperation with the manager and pedagogical employees, the coach monitors the quality of the pedagogical climate and discusses this with the location manager*
- *Active contribution to pedagogical change processes*
- *Creating awareness in order to positively and actively contribute to inclusiveness*

In the responsibilities of the manager, 50 hours per location per year are available for the abovementioned tasks.





In the responsibilities of the pedagogical coach, 10 hours per FTE per year are available for the abovementioned tasks.

In the Arnhem municipality, the coach for appropriate childcare is deployed for the VE locations.

The responsibilities of the central pedagogical advisor (pedagogical policy staff member) include:

- 1. The development of the pedagogical policy*
- 2. Staying up to date on developments, trends and scientific insights*
- 3. Acting as a database of knowledge and inspiration*
- 4. Providing counselling, information and advice, both internally and externally*
- 5. Keeping track of laws and regulations and, if necessary, translating these into policy and protocols*
- 6. Implementing self-evaluation instruments that contribute to the systematic cycle*
- 7. Supporting the locations in their activities*
- 8. Further development of pedagogical expertise*
- 9. Point of contact for pedagogical questions*

Education and development

The education and training of our employees contributes to the development and continuation of our pedagogical quality.

The overview below offers a summary of the education and development processes at our location. The names of the employees need to be requested from the manager for privacy reasons, in accordance with the GDPR.

Which further development would you like to stimulate at your location?

<i>Name programme/training/course.</i>	<i>Number of pedagogical staff members.</i>	<i>Planning.</i>
<i>Children's first aid/ Fire safety (kinder EHBO/ BHV)</i>	<i>2 2</i>	<i>In possession Training in 2021</i>
<i>Pedagogical Compass (Pedagogisch Kompas)</i>	<i>All</i>	<i>When joining and after an annual refresher course via jongleren</i>





2B	2	<i>In possession</i>
3F	2	<i>Training in 2021</i>
<i>Learning platform Jongleren</i>	<i>All</i>	<i>Throughout the whole year</i>
<i>Internship guidance</i>	<i>2</i>	<i>Annual refresher via jongleren</i>





Pedagogical and practical agreements at our location

Pedagogical and practical agreements.

Location name: Rivers BSO
 Location address: Parnassusstraat 20 6846RB Arnhem

Group name.	Age.	Maximum number of children.
Kingfishers	4-13 years	16
Dragonfly	4-13 years	16

Group 1:

	Deviation Staff/Child Ratio in the morning.	Deviation Staff/Child Ratio in the afternoon.	Deviation Staff/Child Ratio in the evening.
Monday	From to N/A	From to N/A	From 17:30 to 18:00
Tuesday	From to N/A	From to N/A	From 17:30 to 18:00
Wednesday	From to N/A	From to N/A	From to N/A
Thursday	From to N/A	From to N/A	From 17:30 to 18:00
Friday	From to N/A	From to N/A	From 17:30 to 18:00

Group 2:

	Deviation Staff/Child Ratio in the morning.	Deviation Staff/Child Ratio in the afternoon.	Deviation Staff/Child Ratio in the evening.
Monday	From to N/A	From to N/A	From 17:30 to 18:00
Tuesday	From to N/A	From to N/A	From 17:30 to 18:00
Wednesday	From to N/A	From to N/A	From to N/A
Thursday	From to N/A	From to N/A	From 17:30 to 18:00
Friday	From to N/A	From to N/A	From 17:30 to 18:00





During holiday periods, the Staff/Child Ratio (BKR) may deviate.

At our location, the Staff/Child Ratio during holiday periods has been established as shown below:

For each holiday, we communicate this via the

- Memo board*
- Parent portal*
- Newsletter*
- During the holidays, parents receive a holiday flyer (in English) with all activities and relevant addresses*

During holiday periods, the out-of-school care groups are clustered (Clustering means making use of more than 1 location during school holidays, in which case multiple groups of various locations are merged)

At our location, this is handled in the following manner:

- 1. All children will be cared for in the Toverburcht location. When merging, a known pedagogical member of staff will always accompany the child.*
- 2. The second option is that the children on Monday, Tuesday and Thursday stay at their own location with their own members of staff. Then the shifts are split and a member of staff/team coordinator is always on standby. On the Wednesday and Friday there are less children so we will link up with the Toverburcht location.*

At our location, Dennis Lauffer is the manager

They are assisted by the team coordinator Hanneke van der Meer

We guarantee we meet the Staff/Child Ratio in the following periods:





Monday, Tuesday, Thursday from 15:00 until 18:00 in the afternoon/evening
Wednesday from 12:00 until 18:30

*If any changes are made to the base schedule, we will communicate this via:
Structural changes are known to all parents through the newsletter. This letter is sent via the parent portal. Occasional changes or deviations are communicated verbally and/or by means of a note on the group door.*

*At our location, we structurally merge groups on:
Wednesday and Friday the groups are smaller and therefore merge together.*

At our location, we offer flexible childcare: no

*At our location, we have an open-door policy: yes
Children in the BSO have the possibility to play in both groups. We have two rooms at our disposal. After arriving, eating and drinking in their main group, children may then make use of both rooms. The groups are split by age: 4-7 and 7-12. There are permanent pedagogical members of staff in both groups, with the children knowing with who they are supposed to be with. There is a lot of consultations between the groups.*

Note: in relation to Corona regulations, we can deviate from this:

*The children leave the base group for the following (play) activities:
For activities located in Rivers International School, such as music, dance, or sport activities. This takes place after school and during BSO hours. Children are dropped off at the afterschool activity by the teacher or it is also possible for them to take themselves. This is agreed upon with parents during the intake or in writing if it is adjusted. All activities take place in the building. The times are recorded on a form and in the parent portal.*

During the holidays there is a special programme and the number of children and





activities are looked at on a daily basis. Excursions are often done during this time and the children temporarily leave the site.

If children leave the base group, this is arranged as stated below:

All children are supervised in the various rooms.

If only one staff member is present, backup is arranged as stated below:

If there is only one member of staff present, then the team coordinator or area manager are available. From 18:00-18:39 there are also staff in the school available if there is an emergency.

At our location, we value the contributions of the children:

We ensure the participation of children in the following manner: In the BSO we ask the children what activities they would like to do per day. This can be based on a theme or based on what interests the children currently have. We also discuss the wishes that are not

Adjustment and transitioning from a different group in Rivers International School

This adjustment policy describes how we help settle a child who is new to the group. A good transition period can play an important role in creating a secure base for a child. All children are given the opportunity to get used to the daycare centre or BSO. This adjustment period will take place with the mentor, preferably at the same times of day and always in their own main group. The adjustment period can not take place until the parents have signed the contract. If the contract has been signed, then the child may (provided the size of the group allows it), without cost, join the group to begin settling in before the first day of care. Appointments will be made during the intake with the parents and will be written down on the growth form. Eventually also on the consent form, both on paper and digitally on the parent portal.

Adjustment and transitioning from group 1 (ages 4-7) to group 2 (ages 7-12)

This adjustment policy describes how children transfer from one group to the other. Adjustment periods are important throughout all the phases of life for a child. Therefore we also provide an adjustment period for the children to smoothly transition from one group to the other in the same location. The adjustment period is tailored with the parents and depends on the situation: how old the child is, the wellbeing of the child, and whether the





child knows a child in the other group or location already. The rules regarding the ratio of professionals to children are met.

Depending on Covid-19 and resulting measures, this may be deviated from in 2021.





Local Parent's Committee.

..... (Fill out the name of the manager) of location
..... (Fill out the name of the location) hereby presents the Pedagogical
policy for the year 2021 to the Local Parent's Committee.

We would like to ask you to submit your advice before 2020(Enter the date) via
the form below:

Date of dispatch to Local Parent's Committee:

Name person responsible at location:

Signature:

.....

Document name: Pedagogical policy

Subject: Request for advice

Parent's Committee gives positive advice:

Date:

Name:

Signature:





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The Local Parent's Committee would like to have the following items augmented:

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Attachment 1 The pedagogical scan

Attachment 2 The pedagogic coaching overview

Coaching overview of the location.

Based on the experience-oriented learning approach and on-the-job coaching of employees at the group.

Group	Data	Focus area	Effect
Team	Uitgesteld vanwege corona.	Groepscaan door pedagogisch coach	Verkrijgen van inzicht Verhogen welbevinden en betrokkenheid
Team. Werkoverleg	Regelmatig (ca 1x per 6 weken) Door coronamaatregelen kan frequentie afwijken	Dagstructuur Activiteitsaanbod Emotionele veiligheid Stimuleren en corrigeren	Uniformiteit in aanpak. Verhogen welbevinden en betrokkenheid
Teamoverleg	1x per kwartaal Door coronamaatregelen kan frequentie afwijken	Veiligheid en gezondheidbeleid Kwaliteitshandboek	Uniformiteit in aanpak. Verhogen welbevinden en betrokkenheid





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