



I AM IN THE PICTURE.

PEDAGOGICAL POLICY

WIJ
ZIJN
JONG.

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ABOUT THIS PUBLICATION.

The pedagogical policy was written for all staff, parents, educational partners, and others interested in Wij zijn JONG, Kwink, Skar, Korein, KluppluZ and RIJKT.

Part 1 is the pedagogical compass 'Well-being and involvement make the difference'. Our vision on children underlies our policy. The pedagogical compass directs our pedagogical actions. In part 1 we also continue to develop the pedagogical policy from the perspective of children: 'I am in the picture'. This describes the development of children and where we come in.

Part 2 describes the pedagogical and practical agreements per location.

With our services we enrich the development of children, directly and indirectly. We do this together. This pedagogical policy inspires and points the way.

WELL-BEING AND INVOLVEMENT MAKE THE DIFFERENCE

OUR PEDAGOGICAL
COMPASS.





VISION ON CHILDREN.



Children are at the beginning of the most exciting discovery journey there is: life. Children are curious, they want to discover as they do things and have new experiences. They are competent, with unique qualities and many possibilities.

Children want to push boundaries, meet others, and develop. They do this constantly, as they fall and get up again. Every child does it in their own way and at their own tempo.

No child is the same, there is no 'average child'. We see every child as a source of inspiration, full of new and creative ideas. We want to give these ideas as much space as possible and channel them properly. And we love being inspired by the children!

MISSION.

Wij zijn JONG is a mission-driven, socially-oriented business that works for growing children. Through our services we enrich and facilitate children's development – directly or indirectly – so that they can grow into social, competent and responsible adults that will make a positive contribution to current and future society.

THE PEDAGOGICAL COMPASS.



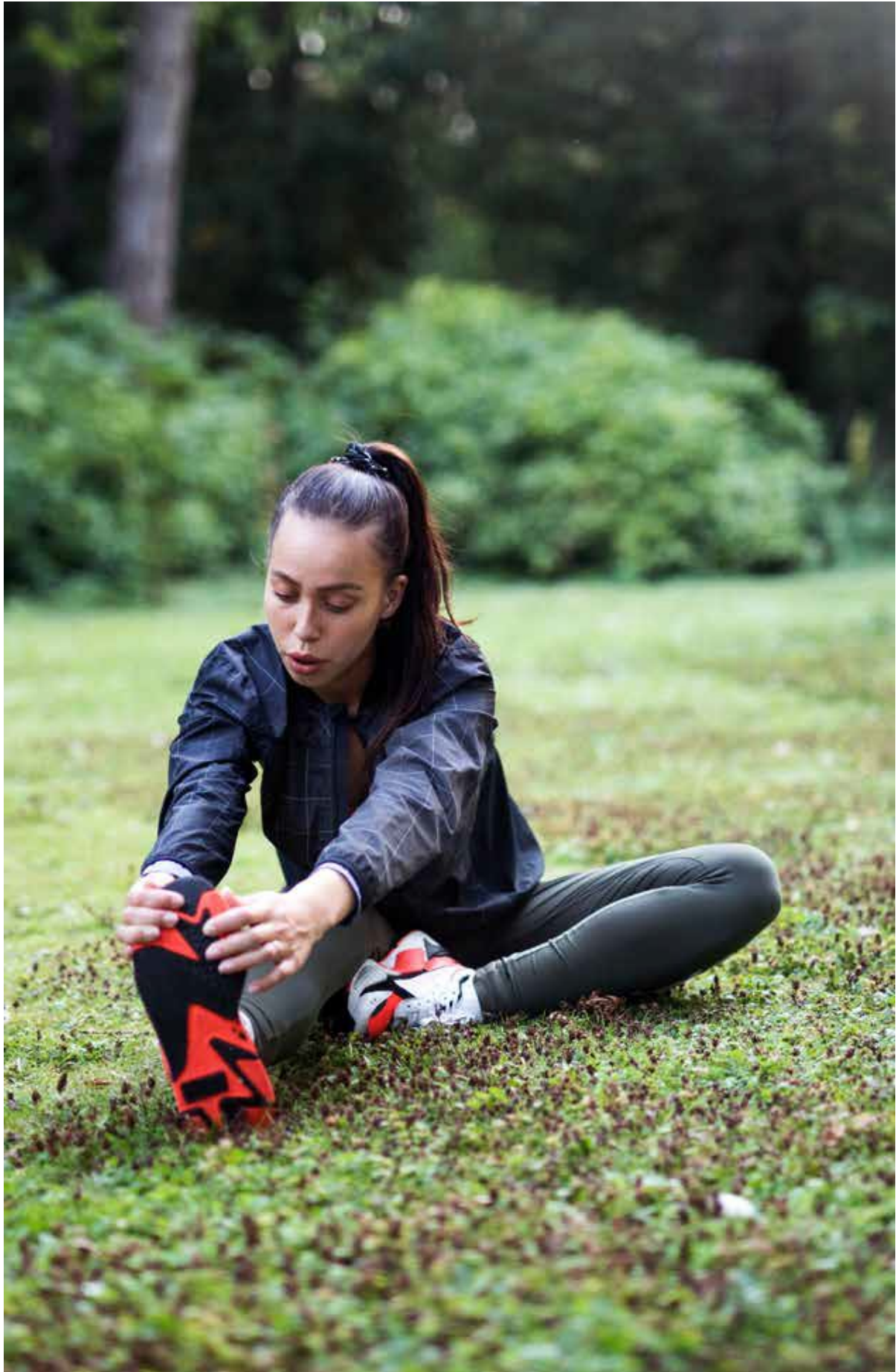
In every situation, our goal remains to enrich the development of the child. In that context, well-being and involvement is the lens through which we see things. Does the child feel alright? Is he highly involved? Those are the questions that matter. Always.

A child that is comfortable with himself and is actively involved, is developing to his maximum potential. The same applies for the parents and the guiding professionals.

With well-being and involvement as connecting threads we receive immediate feedback on our approach, interactions and new interventions. Are we doing the right things? You see it right away: observe how the child is feeling and how involved he is.

Four pedagogical cornerstones that encourage well-being and involvement:

- We bring up the children together
- In a rich, challenging environment
- With space for initiative
- Always in dialogue



Recognising well-being and involvement.

Well-being and involvement are central to the pedagogical policy. A child that is comfortable with himself and is actively involved, is developing to his maximum potential.

Well-being: children with a high degree of well-being experience pleasure, enjoy themselves and feel like a fish in water. They radiate vitality as well as relaxation and inner peace. They are open and receptive to what comes their way. They are spontaneous and dare to be themselves.

Involvement: involvement can be seen when children (and adults) show high concentration, forget the time, are busy. There is intense mental activity, intrinsic motivation, drive and excitement. Highly involved children experience great satisfaction and tread along the boundaries of their own possibilities.

**WE BRING UP
THE CHILDREN
TOGETHER.**



Children have the right to the best possible start in life. Parents are the first and most important educators that can ensure this. As professionals we make an important contribution to the home situation. Together we work for the children, so that they can develop their potentials and talents optimally.

We do the childrearing together with parents and our partners in education, care, sports and culture. We base our contribution on a scientifically substantiated framework, vibrant pedagogical expertise, and years of practical experience.

We strengthen one another so that children can develop into competent, independent and socially responsible citizens that will contribute to our society, now and in the future. With us they find a loving, social, safe, challenging and healthy living environment, full of development possibilities and learning moments.

IN A RICH, CHALLENGING ENVIRONMENT



A rich, challenging environment is a precondition to get children actively involved and to develop. This environment is made up of the children themselves, the adults and the physical space.

The children themselves: children learn a lot from each other. The adults: parents and professionals are role models. Their diversity adds richness and meaning.

The physical space: the space encourages exploration, touching, discovering, playing, romping, discussing, and expression in all its forms. It is an adventurous place where things happen.

**WITH ROOM
FOR INITIATIVE.**



Children get the space to take the initiative, from our deeply ingrained confidence in their competence.

Someone who takes the initiative can and should try whether something has the chance to succeed. Falling and getting up again - it's all part of the process.

Offering children the space to take the initiative themselves is a powerful means to increase involvement and encourage independence. In a caring, safe and challenging environment children get the best opportunities to develop and get in touch with their talents. This is how they develop versatile competencies.

CARING FOR EACH OTHER.

Marieke is almost four years old. She proudly reminds us that she's going to the big school. The educators have asked Marieke a few times whether she wants to go and take a look, but she doesn't want to: she will only do it when she turns four.

Iris is her neighbour. Iris is already six years old and is proud of all the things she has already learned at the big school. She invites Marieke to come play at her house. School is great fun.

Iris has managed what the staff and the parents couldn't. Hand in hand they walk down the hall, to Marieke's new group.

ALWAYS IN
DIALOGUE.



We want to know what moves children. What keeps them engaged? How can we connect to their needs, level and experiences? We look further than behaviour. We empathise with the children, and adapt our approach to that.

We engage deeply with the children out of genuine curiosity and empathy. This is how we achieve a high quality of interaction, which is an important foundation towards enriching the children's development.

WHO IS REARING WHOM?

'Look, I have a car', says 17-month-old Sem. He is holding a tractor in his hand and there is a lot of snot coming out of his nose. 'Is that a car or is that a tractor?', asks the educator while wiping Sem's nose. She proposes something: 'Shall we go look for a car?' Together they find a car.

When Sem gets picked up in the late afternoon, he's playing with the tractor again. His father says: 'What a nice car you have'. Sem calls out, excitedly: 'No, that is a tractor'.

OUR PEDAGOGICAL POLICY

I AM
IN THE PICTURE.





**KEEP
ASKING
QUESTIONS.**



**Children are discoverers,
researchers, artists, acrobats,
scientists, manual workers –
anything is possible. And each
child is unique, born with his own
nature and character, with
predispositions and talents for his
own personal development. It is
up to us to see that, so that every
child can be in the picture.**

The pedagogical policy is based on the perspective of the child: 'I am in the picture'. We make sure that our pedagogical actions and climate answer to children's needs. The three matrixes starting from page 18 show which aspects we focus on per age group.

In addition, the pedagogical policy offers inspiration to keep communicating about everything we do to enrich children's development.

Keep asking questions

With the matrixes you can keep questioning and improving the pedagogical actions, by putting yourself in the place of the child:

- How can I develop in this rich, challenging **environment**?
- In which ways can I take the **initiative**?
- Do the adults give me possibilities to explore the world? Are they having a **dialogue** with me?

The perspectives of the childrearsers have also been processed into the matrixes:

- How do we **jointly** ensure the optimal development of the children?

In the matrixes the pedagogical cornerstones have been linked to the SLO goals. To fill them in concrete terms we use the pedagogical goals of Riksen-Walraven.

JORIS AND HIS CAR.

It's a full group today. There are 15 toddlers. Joris has seen a car – a dump truck. He wants to play with it. The car is on top of a cabinet.

Joris grabs a small chair and pushes it against the cabinet. He climbs on the chair and grabs the car.

What would you do?

- Would you tell Joris not to climb on chairs?
- Would you say from a distance: 'Wait a minute, let me come help you' while you're busy with another child and are thinking to yourself: 'Oh dear, watch out, be careful'?
- Or would you acknowledge Joris' initiative and solutions, his enterprising sense and his autonomy?

PIZZA GAME OR GOING OUTSIDE?

Three girls are playing with dolls in the corner. Now the dolls are hungry. They want pizza, because Lise – one of the girls – had pizza yesterday. 'And we'll do it just like at the restaurant, we should order that'.

One of the educators also wants to come eat pizza and asks whether there is a free table. She is about to order, when her colleague calls out: 'We're going outside, how about we clean up'. The girls don't want to, they want to go on with their restaurant.

What would you do?

- Clean up? Continue with the pizza game?
- Expand the game or move it outside?
- Wasn't the agreement that we would go outside with the children every morning?



Constantly in development

We want to ask ourselves this question every day: ‘Are we doing things right, also in the eyes of the children?’

If we take a good look at the children, the answer is clear. You know that children are developing when their well-being and involvement are high.

By asking questions about pedagogical quality, by investigating, as a professional you are challenged to self-evaluate. In this way a dynamic learning environment is created for children as well as adults.

MOHAMMED AND CLARA BAKE A CAKE

Today we are going to bake. At the table, the children are busy discussing who is going to bake what. You are explaining how things work.

Mohammed and Clara want to bake a cake together. They’ve already walked together to the pantry to look for all the stuff.

What would you do?

- Get everything ready in advance, so that they don’t have to look for anything?
- Or do you give them space to gather everything they need, and follow from the sidelines?
- Must all children wait for each other and for the explanation? Or can they get started already?
- Would this activity show development? Working together and taking the initiative?

BABY-INFANT MATRIX.

I AM IN THE PICTURE. BABY-INFANT	RICH, CHALLENGING ENVIRONMENT.	SPACE FOR INITIATIVE.		ALWAYS IN DIALOGUE.		WE BRING UP THE CHILDREN TOGETHER.
		FREEDOM OF CHOICE.	ORGANISATION.	GUIDED STYLE.	ATMOSPHERE AND RELATIONSHIP.	
I FEEL COMFORTABLE WITH MYSELF.	I find materials in my environment that match my interests and my development.	I am allowed to indicate what I want and the adults follow my initiatives.	Constant attention is paid to my well-being. My initiatives are seen and followed.	I have a safe attachment to the adults. I am touched gently when I am tended to and at other moments. People think I'm sweet.	There is a warm, welcoming and relaxed atmosphere. There is enthusiasm, humour and pleasure. There is verbal and physical affection and respectful interactions.	Adjustment and transfers are done in close consultation with my parents. The mentor has regular contact with my parents.
I CAN USE MY BODY.	I can move freely in the space and am challenged to use my body on and with safe and strong materials.	I move freely in the space and can follow my own impulses. I am allowed to choose where I want to be.	I am allowed to take initiatives to discover and develop my own body. There is a balance between personal initiative and safety.	I am allowed to discover and explore. Obstacles are not moved out of my way, but I can learn something from them.	A safe atmosphere and a challenging environment encourage me to use and develop my body.	Parents and educators recognise the importance of motor development. When care is involved, they look together for suitable help.
I CAN WORK WITH MY HANDS.	In my surroundings I find passive materials that I can freely handle.	In my surroundings I can choose from various materials to work with.	Materials in my environment are alternated and/or supplemented, depending on the initiatives.	I am allowed to help and participate during the day rhythm (when I am tended to, during the meal, when something gets dirty, when cleaning up, etc.).	I am encouraged to do things on my own, within the boundaries of my possibilities. Children are encouraged to help each other.	Parents and educators have an interest in the challenge of discovering passive playing materials.

I AM IN THE PICTURE. BABY-INFANT	RICH, CHALLENGING ENVIRONMENT.	SPACE FOR INITIATIVE.		ALWAYS IN DIALOGUE.		WE BRING UP THE CHILDREN TOGETHER.
		FREEDOM OF CHOICE.	ORGANISATION.	GUIDED STYLE.	ATMOSPHERE AND RELATIONSHIP.	
I CAN SAY IT MYSELF.	In my environment I hear natural sounds I can react to. People listen to me and talk to me a lot.	I am allowed to choose how I want to communicate with others. People listen to what I say and my initiatives are followed.	There is continuous attention for my communication initiatives throughout the day. My communication initiatives are observed and mentioned.	I am invited to communicate in my own way. I get the time to react. I am acknowledged and get an answer.	Interaction between me and the other children and with adults is encouraged. Our initiatives are mentioned and appreciated.	Parents and educators have an interest in respectful communication with children. When care is involved, they look together for suitable help.
I UNDERSTAND THE PHYSICAL WORLD.	I have the opportunity to investigate the materials and the nature in my surroundings, and to learn from them.	I can choose what I focus my attention on in order to explore and understand the world around me.	I am allowed to take initiatives to accumulate experiences in the physical world. There are challenging materials and there is a large focus on nature.	I am allowed to experiment fully and follow my own path. I am challenged to try out new things.	I am allowed and able to accumulate experiences with the other children and the educators in a safe, inviting atmosphere. Adults participate in experiences and trigger them.	Parents and educators recognise the importance of accumulating as many different experiences as possible. There is a focus on brain development.
I UNDERSTAND THE SOCIAL WORLD.	I meet others and have experiences with others in my direct surroundings, and can learn from that.	I am allowed to choose who I want to be with, so that I can learn from my encounters.	I can take initiatives to meet another person. There are opportunities for togetherness and joint playing in a free context.	My emotions are reflected. My emotions are recognised, verbalised and accepted. Situations are explained to me.	Pleasure in togetherness is encouraged. There is a lot of attention for positive affection and trust. There is collective enjoyment. There is mutual interaction.	Parents and educators recognise the importance of the social and emotional development of the child. We can learn from conflicts and search for boundaries.
I REFLECT.	I can count on steady routines to learn from, but there is also variation and diversity in my surroundings to learn from.	I am allowed to choose where, with what and with whom I accumulate my experiences. I am allowed to repeat everything as much as I want to, so that I can learn from it.	I am challenged to reflect on things and draw conclusions from my own experiences. The adult verbalises the experiences.	I am allowed to accumulate experiences and learn from situations and activities. I am taken seriously.	I am encouraged to express myself and to let myself be heard in a warm and safe atmosphere.	Parents and educators recognise the importance of giving positive feedback when experimenting and exploring.
I AM ENTERPRISING.	I am allowed to take the initiative and go explore in a safe environment that matches my developmental stage.	I am allowed to follow my own interests in my environment and make my own choices. I am allowed to be enterprising.	I am encouraged and followed in my enterprising drive. Initiatives are seen as beneficial to my development.	I am encouraged to be independent and enterprising.	Children are challenged to be enterprising and to experiment in a safe atmosphere, on their own and with others.	Parents and educators have an interest in discovery, exploration, experimentation and overcoming when it comes to obstacles.

TODDLER MATRIX.

I AM IN THE PICTURE. TODDLER	RICH, CHALLENGING ENVIRONMENT.	SPACE FOR INITIATIVE.		ALWAYS IN DIALOGUE.		WE BRING UP THE CHILDREN TOGETHER.
		FREEDOM OF CHOICE.	ORGANISATION.	GUIDED STYLE.	ATMOSPHERE AND RELATIONSHIP.	
I FEEL COMFORTABLE WITH MYSELF.	I find materials in my environment that match my interests and my developmental stage.	I am allowed to choose with what, where and with whom I want to be. I feel free and unhindered to take initiatives. I have autonomy.	Constant attention is paid to my well-being. My initiatives are observed and followed.	I am seen and heard. The educators are genuinely interested in me. The educators show warmth, affection and acceptance.	There is a warm, welcoming and relaxed atmosphere. There is enthusiasm, humour and pleasure. There is verbal and physical affection, and respectful interactions.	There is full attention for adjustment and transfers, in close consultation with my parents. The mentor has regular contact with my parents.
I CAN USE MY BODY.	I can move freely in the space and I find materials and activities in the space that challenge me to move with my entire body.	I move freely in the space and can follow my own impulses. I can alternate between movement and rest.	I am allowed to take initiatives to use and develop my own body. There is a balance between challenge and safety.	I am allowed to discover, explore and experiment with my entire body. Falling and getting up again are part of learning.	A safe atmosphere and a challenging environment encourage me to use and develop my body.	Parents and educators recognise the importance of motor development. When care is involved, they look together for suitable help.
I CAN WORK WITH MY HANDS.	I find passive and development materials in my environment with which I freely explore, experiment and practice.	I find materials to develop and refine my eye-hand coordination. I am allowed to choose what I want to be doing.	Materials in the surroundings of the child are alternated and/or supplemented. The initiatives of the child are followed in this process.	I can participate in daily life. I help prepare the meal, do laundry and clean up, and I learn to use tools.	I am encouraged to do it on my own, within the boundaries of my possibilities. Children are encouraged to help each other.	Educators recognise the importance of the quality of challenging materials and activities as well as participation in daily family life.

I AM IN THE PICTURE. TODDLER	RICH, CHALLENGING ENVIRONMENT.	SPACE FOR INITIATIVE.		ALWAYS IN DIALOGUE.		WE BRING UP THE CHILDREN TOGETHER.
		FREEDOM OF CHOICE.	ORGANISATION.	GUIDED STYLE.	ATMOSPHERE AND RELATIONSHIP.	
I CAN SAY IT MYSELF.	I find materials and activities to expand my vocabulary.	I am allowed to choose how I communicate with others.	There is continuous attention for my communication initiatives throughout the day. My communication initiatives are observed and mentioned.	I am invited to communicate in my own way. I get the time to react. I am acknowledged and get an answer.	Interaction between me and the other children and with adults is encouraged. Our initiatives are mentioned and appreciated.	Educators recognise the importance of respectful communication with children. When care is involved, they look together for suitable help.
I UNDERSTAND THE PHYSICAL WORLD.	I have materials at my disposal and can participate in activities to accumulate experiences and learn from them.	I am allowed to choose what I focus my attention on in order to explore and experiment. This is how I learn to understand the world around me.	I am allowed to take initiatives to accumulate experiences in the physical world. There are challenging materials and a focus on nature.	I am allowed to fully explore and experiment, making my own choices in the process. I am challenged to try out new things.	I am allowed and able to accumulate experiences with others and with the materials in a safe, inviting atmosphere. Adults participate in experiences and trigger them.	Educators recognise the importance of meaningful experiences as a foundation for development. They work together to foster the development of the child.
I UNDERSTAND THE SOCIAL WORLD.	I meet others and have experiences with others in my immediate environment in increasingly complex situations, and can learn from that.	I am allowed to choose whether I want to play alone or with others. In that way I really learn to listen to myself and feel secure. I can learn from my encounters.	I am allowed to take initiatives to meet others. There are many opportunities for togetherness and joint playing in a free context.	My emotions are recognised, verbalised and accepted. Situations are explained to me. I learn to talk to others when there are conflicts.	Pleasure in togetherness is encouraged. There is a lot of attention for positive affection and trust. There is collective enjoyment. There is mutual interaction.	Educators recognise the importance of the social and emotional development of the child, and of learning from conflicts and searching for boundaries.
I REFLECT.	I can count on steady routines, as well as on variation and challenges. There is a lot to think about and to learn from.	I am allowed to choose where, with what and with whom I accumulate my experiences. In this way I learn from my experiences and learn to reflect on them.	I am challenged to reflect on and draw conclusions from my own experiences. The educator poses open questions as well as reflective questions.	I am allowed to accumulate many experiences and learn from situations and activities. I am challenged to reflect about things and search for other solutions.	I am encouraged to express myself in a safe atmosphere. I am allowed to let myself be seen and heard. Situations are identified and explained.	Educators recognise the importance of exploring and experimenting. Children are challenged to reflect on things by themselves and to look for solutions on their own.
I AM ENTERPRISING.	I am allowed to take the initiative and go explore in a safe and challenging environment that matches my developmental stage. I have autonomy.	I am allowed to follow my own interests and make my own choices. I am allowed to be enterprising and explore the world around me. I have autonomy.	I am encouraged and followed in my enterprising drive. Initiatives are seen as beneficial to development.	I am encouraged to be independent and enterprising. My initiatives are valued and new possibilities are encouraged proactively.	I am challenged to be enterprising and to experiment in a safe atmosphere, on my own and with others.	Educators recognise the importance of discovery, exploration, experimentation and overcoming when it comes to obstacles. I have autonomy.

THE SCHOOL-AGED CHILD MATRIX

I AM IN THE PICTURE. THE SCHOOL-AGED CHILD	RICH, CHALLENGING ENVIRONMENT.	SPACE FOR INITIATIVE.		ALWAYS IN DIALOGUE.		WE BRING UP THE CHILDREN TOGETHER.
		FREEDOM OF CHOICE.	ORGANISATION.	GUIDED STYLE.	ATMOSPHERE AND RELATIONSHIP.	
I FEEL COMFORTABLE WITH MYSELF.	I find materials and activities in my environment that match my interests, age and developmental stage.	I am allowed to choose with what, with whom and where I want to be, and for how long.	I am interrupted as little as possible when I play or work. I have influence and a say on the day rhythm.	I am seen and heard. The educators know me and respect who I am. I am allowed to be myself.	There is a warm, inviting atmosphere. There is enthusiasm, humour and pleasure. There is verbal and physical affection and respectful interactions.	There is full attention for adjustment and transfers, in close consultation with my parents. The mentor has regular contact with my parents.
I CAN USE MY BODY.	I can move freely in the space and outside it. Using materials and activities, I learn to know and control my body better all the time.	I am allowed to choose whether I want to play or work inside or outside, so that I can learn as much as possible with my entire body.	There are many opportunities for me to use my body. Activities are challenging and match talent, age and developmental stage.	I am challenged to challenge myself and not be afraid to try new things in the physical realm.	A lot of attention is paid to the pleasure of using my body, together with others (e.g. sports, theatre, dancing, etc.).	Educators recognise the importance of motor development and children's talents. When care is involved, they look together for suitable help.
I CAN WORK WITH MY HANDS.	I find materials and tools that I use to explore, experiment with and execute my ideas.	I am allowed to choose my preferences. I am allowed to choose for how long and how often I am involved doing it.	There are possibilities for me to develop my own talents. Together we think about what I will be needing in the process.	I am challenged to participate more in daily life, with increasing responsibilities.	A lot of attention is paid to atmosphere and conviviality during our togetherness moments (e.g. preparing, setting up and sharing meals).	Educators recognise the importance of children's talents.

I AM IN THE PICTURE. THE SCHOOL-AGED CHILD	RICH, CHALLENGING ENVIRONMENT.	SPACE FOR INITIATIVE.		ALWAYS IN DIALOGUE.		WE BRING UP THE CHILDREN TOGETHER.
		FREEDOM OF CHOICE.	ORGANISATION.	GUIDED STYLE.	ATMOSPHERE AND RELATIONSHIP.	
I CAN SAY IT MYSELF.	I am allowed to give my opinion and am given the time to formulate my answer.	I get the time to choose how and when I want to communicate. I get a lot of space for my own initiatives.	People listen to me and ask for my opinion. I am challenged to participate in discussions. I am not being put under pressure.	I am talked to respectfully and am also encouraged to talk respectfully with others. I am learning to give my opinion.	A lot of attention is paid to listening to each other and respecting each other's opinions. We can give our opinion in a safe atmosphere.	Educators recognise the importance of respectful communication, learning to express yourself, and giving your opinion in a safe environment and atmosphere.
I UNDERSTAND THE PHYSICAL WORLD.	I have materials, books, games, activities and digital tools at my disposal to feed my hunger for knowledge.	I am allowed to choose where I want to accumulate my experiences, in order to learn to understand the world around me.	I am allowed to take initiatives to accumulate experiences in the physical world. There are challenging materials and a focus on nature.	I am allowed to fully explore and experiment, making my own choices in the process. I am challenged to try out new things.	I can and am able to accumulate experiences with others and with the materials in a safe, inviting atmosphere. Adults participate in experiences and trigger them.	Educators recognise the importance of meaningful experiences as a foundation for development. They work together to foster the development of the child.
I UNDERSTAND THE SOCIAL WORLD.	I meet others in my direct environment and outside of it. I learn to control myself and get along with others.	I am allowed to choose who I want to accumulate my experiences with. Attention is paid to my friendships.	There are many opportunities to meet each other. There is a large focus on learning from each other and learning to appreciate others.	I am supported in learning to understand and solve conflicts. Educators do not intervene immediately, I am allowed to learn to solve things by myself as much as possible.	There is a large focus on understanding other persons and empathising with them.	Educators recognise the importance of children's social and emotional development, and of being part of the group/community.
I REFLECT.	I am confronted with situations and challenging activities in order to reflect and learn from them.	I am allowed to choose what I want to be doing. I am allowed to experiment and learn from that. There is a lot to reflect on.	I am allowed to accumulate my own experiences. These experiences are challenging and diverse, and match the right age and developmental stage. I am encouraged and challenged.	I am challenged to reflect about my own experiences and share them with others. There is a lot of attention and respect for my views on things.	I am encouraged to give my opinion. People listen to me and my ideas are respected.	Educators recognise the importance of exploring and experimenting in all kinds of areas and in a variety of situations.
I AM ENTERPRISING.	I am allowed to follow my own path and take initiatives.	I am allowed to make my own choices and to be enterprising and inquisitive. I am allowed to look for other solutions and experiment with them.	I have many opportunities to be enterprising. The day rhythm is adapted to the enterprising drive.	I am supported to explore and experiment, and to come up with my own approaches and solutions.	I feel safe when undertaking things and experimenting. A lot of attention is paid to my autonomy.	Educators recognise the importance of inquiring and experimenting, as well as of overcoming obstacles and being allowed to make mistakes.

DEEL 2:

DE LOCATIE IN BEELD

**PART 2:
ABOUT THE LOCATION**



KluppluZ

Special for you.

The KluppluZ mission

Every child deserves their own spot -- at school, at home and in the world. That generally happens on its own, but sometimes children need a little extra support. This can be the case when it's difficult to make contact with others, when there is a major need for structure and predictability, or when children do not tag along automatically because of a developmental delay.

For children aged 0 to 18 years who can use some extra support, there is KluppluZ.

KluppluZ offers extra temporary support and specialised guidance to children, parents and professionals. KluppluZ is the link between regular childcare facilities and specialised youth assistance facilities (treatment). The guidance and support keep children connected to their surroundings as much as possible.

The KluppluZ vision

Sometimes children need something just a little different in the way they are guided or approached so that they can develop optimally. By observing children and increasing their well-being and involvement we can foster their development. We match children's learning and development possibilities and focus on strengthening their self-confidence by increasing autonomy and self-reliance.

This is how KluppluZ supports children so they can function at their best in our society. The guidance is aimed at steering these children back to regular facilities whenever possible.

KluppluZ offers specialised group guidance.

This group setting provides special and extra guidance for children with social-emotional, cognitive, behavioural and/or developmental problems. These children's behaviour, developmental delay or developmental disorder is such that they cannot even stay temporarily in a regular facility and need specialised group guidance.

There may also be childrearing and/or family problems, which put the development of the child in jeopardy or even cause it to stagnate. In such cases the parent(s) or carer(s) and the child get temporary support. Parents and carers are guided in order to better match their childrearing role to the needs of their child. KluppluZ also guides children who have been diagnosed. When possible, we work towards transitioning to a regular setting and/or primary school. And where necessary, KluppluZ offers support for referral to specialised youth help and/or special primary education.

The goal of KluppluZ is to strengthen children's self-reliance, autonomy and self-confidence, all within their possibilities. The focus lies on talent development. Our pedagogical staff work hard at it every day.

In this section we discuss pedagogical and practical agreements at the location. We also specify how we comply with rules and legislation.

Adjusting

At 9:15 AM a father carrying his child in his arms knocks on the window. The father looks stressed. Today his son is coming to get used to KluppluZ. His son used to be in a toddler group at a child daycare facility.

When the father comes in with his son he sees that the group of children is smaller but also that these children are all sitting together at the table eating fruit.

The staff of KluppluZ is singing songs. The son recognises one of the songs and immediately starts singing at the top of his lungs. His curiosity has been awakened and he goes and sits with the other children at the table.

His father is relieved. The first contact has been made. It may take a while for both to get used to things, but it feels right.



The location and groups

You can visit our website for our locations and to find out what KlupluZ has to offer.

Regular groups and educators

We work with regular groups of children (special groups aged 2-5 and basic groups aged 4-18) plus a regular team of educators.

Each normal group composition always has two qualified educators per group. During the introductory interview the parents meet the group's educators. Parents are also told about the composition of the group of children, in terms of age and size. There is a posting at the door of each group informing who works that day and which hours.

For the 2-5-year-olds, when there is fewer staff we can work for a maximum of three hours a day. For the 4-12-year-olds this is a maximum of 30 minutes on school weeks. The basic roster specifies the allocation of staff members per group. We use a planning system and the children's attendance registration to keep track of the number of irregular hours, and modify the basic roster as needed.

Regular faces

For children aged 2-4 there are three regular educators, one of whom is present on the days the child comes. Other educators may also be present for the group. For children aged 4 and older there is always one educator present per group of five children.

Mentorship

Each child is allocated a mentor during the observational period at the location. The mentor is the first point of contact for the parents and for older children. The mentor follows the child and conducts regular talks with the parents, paying attention to the child's well-being, involvement and development. The mentor is also responsible for proper transfers between the 2-5-year-olds, education and the 4-13-year-olds. By observing and monitoring we obtain insights that allow us to assess what children need in their development, and can coordinate how to best guide them. If there are signs of

irregularities in the child's development, together with the parents we seek the best guidance and care for their child. We will search for suitable facilities for further support as needed.

Guidance plan

The first six weeks of placement at KluppluZ are an observational period. This helps the educators get a picture of the child, his/her functioning in the group, and the contact with the family. After six weeks the first evaluation interview takes place with the parents, discussing the experiences of the first period in the group. Based on the request for help and the experiences from the observational period, the mentor prepares the guidance plan in coordination with the parents. The guidance plan is tested by the care coordinator and is shared with others after obtaining consent from the parents. There is a focus on the possibilities and the problem-solving abilities of the child and the parents. The guidance plan also defines the agreements made with respect to guiding the child, individually as well as in the group. Agreements are also made about parental contacts, parental support and coordination with the referring professional, the school, and other external parties as applicable. The parents sign the guidance plan for consent and the personal learning goals are discussed with the child at his/her level.

The guidance plan is regularly evaluated with the parents.

Extra support

In addition to the guidance that the children get in the group, some children and parents benefit from specific training or individual guidance. We also work together with first-line specialists such as speech therapists, physiotherapists, occupational therapists and specialised youth workers in order to offer children a customised programme.

Collaboration with other involved parties

KluppluZ works closely together with the diagnosing professional and informs him about the progress of the specialised guidance. At intake, KluppluZ informs the parents and the diagnosing professional about other involved parties and asks parents for consent to coordinate with such parties, so that the specialised guidance can be a good complement for the other support offered.

Care structure

When guiding children and parents the educators are supported by the care coordinator and the

health psychologist. Every month there is a discussion about the child and casuistry, led by the care coordinator. If desired, the care coordinator can deploy the expertise of the health psychologist.

At every evaluation of the guidance plan we reassess whether the offerings of KluppluZ still match the needs of the child. We aim at transitioning children to a regular setting or enabling families to keep going without further support from KluppluZ. If the child can make the transition to a regular setting, there will be a personalised, warm transfer process from the KluppluZ side. A KluppluZ educator may also support and coach the staff at the new location for a limited period in order to make the transition as smooth as possible for the child. If a child needs more support than what KluppluZ can provide, a referral is made to specialised youth care in consultation with the parents and the diagnosing professional.

Becoming acquainted and adjusting

The first period is important for the relationship between parents, child and educators. This is when a bond of trust is formed. For children and parents it is important that there be a smooth transition to the group. After all, it is a new childrearing situation.

We deliberately pay attention to the adjustment process. In every new placement the child comes at least twice for half a day in order to adjust. For children who come to KluppluZ a cautious adjustment period is important because a new living environment can signify an increase in stimuli.

Transitioning to another group

When transitioning to another group within KluppluZ we arrange adjustment moments. The mentor is responsible for a careful transfer to the colleagues of the new group.

Merging groups

Groups may be merged on study, vacation and/or quiet days. Parents are informed about this.

Who else works in the group?

Besides the educators an area manager and a care coordinator are part of the team at every location. They work in a multidisciplinary



fashion. The area manager is responsible for general business and is a point of contact for parents and educators. The area manager monitors the pedagogical climate together with the care coordinator. The care coordinator supports and coaches the educators in guiding children and their parents. The health psychologist can also be asked to pitch in and advise on issues related to the children's development.

At some locations a volunteer guides and provides support to the group or with domestic chores. In addition, the location often has an intern who is learning to be an educator. Under the responsibility and in

close proximity to an educator, the intern performs care and guidance tasks and assists with activities. Interns' degree of autonomy depend on their academic progress. Interns have an assigned practical counsellor with whom they regularly discuss work matters. This is always done in consultation with the school's educators. The intern does not replace professional staff, but is an addition to the group.

Flexpool

Input and quality of personnel is also guaranteed during illness or leave. All locations can make use

of the flexpool when regular personnel is absent. The flexible staff will be assigned to the same locations as much as possible. This will familiarise them with the children and the practices of the location.

Continued training and expertise development

KluppluZ educators function at the higher vocational (HBO) level. They all have completed social work training.

Educators are expected to comply with the professional and behavioural code of Wij zijn JONG and to operate according to the pedagogical policy and the other working methods, procedures and protocols included in the handbook of Wij zijn JONG. KluppluZ has a continued training and expertise development policy for its staff. The care coordinator is in charge of the pedagogical coaching of the groups. Additionally, RIJKT offers pedagogical coaching from the Pedagogical Compass as well as coaching via video interactive guidance (VIB).

SKJ and Standard of responsible work allocation

KluppluZ is registered in the Netherlands with the Youth Quality Register Foundation (SKJ) and offers the possibility to register with the SKJ. The moment a staff member registers, he/she must comply with the professional code for youth and family professionals.

The standard of responsible work allocation applies within KluppluZ.

This standard is applied as follows:

- + Based on the weighing framework to allocate work responsibly [*Werk op een verantwoorde manier toedelen*] of the Dutch youth health and youth protection professionalisation services, KluppluZ has estimated that, given the complexity and severity of the problems, the context of the target group and the responsibilities and leadership issues in the work process, non-registered educational staff will probably be deployed. These considerations notwithstanding, KluppluZ encourages and supports educators in registering as youth and family professionals.
- + Registered staff are deployed for the function of care coordinator. The care coordinator directs guidance of the children and makes decisions about scaling up or scaling down, or ending the guidance. If the complexity and severity of the problems and the context of the complexity during the guidance process are unexpectedly greater than the capacities of KluppluZ, a health psychologist gets deployed for that case.



Pedagogical policy, safety and health

Educational policy staff

Within KluppluZ the role of educational policy staff is integrated into the functions of care coordinator, area manager and regional manager. The pedagogical policy staff of RIJKT also works on the development and implementation of the pedagogical policy and other policy tasks relevant to the pedagogical approach of Wij zijn JONG. Another task of the pedagogical services is to identify and interpret trends and developments that are important to pedagogical actions and the pedagogical climate.

The four-eyed principle

To guarantee maximum safety for the children, we organise the work as transparently as possible. Colleagues will mention to each other any irregularities they notice. Educators communicate about what they do, recognise signs and openly discuss problems.

Safety and Health Policy

We teach children to deal with small risks, but obviously want to protect them from danger. Each year we do a Safety and Health inventory at every location. Based on this inventory we

make a plan of action to limit danger as much as possible. Various protocols describe fixed procedures for educators, to minimise chances of incidents (this includes hygiene, first aid, evacuation, or dealing with illness and special medications). A certified first-aid care provider and an emergency response professional are present during opening hours at every location.

Reporting code for child abuse and domestic violence

All children have the right to grow up in a safe environment and be protected against dangers that threaten their development. KluppluZ educators are alert to signs of unsafety. They watch out for physical as well as social-emotional unsafety. During interviews about the child it is standard to discuss the child's safety.

Staff are trained to recognise and report child abuse and/or domestic violence. The moment

care is provided, they always share the care with the parents, the care coordinator and the area manager. There are special-task officials that assist educators in taking the right steps when child abuse or domestic violence are suspected, as listed in the reporting code.

In addition to safety in the home situation KluppluZ also wants to offer a safe environment for the group. KluppluZ has organised group guidance in such a way that the safety risks are limited. If an unsafe situation happens unexpectedly anyway, the educators will intervene immediately and ensure that a safe situation is restored as quickly as possible.

KluppluZ has fixed procedures for reporting and analysing incidents.



Collaboration with parents

A precondition for the best possible guidance of children at KluppluZ is proper collaboration with parents. This is based on good contact and regular communication between parents and KluppluZ. KluppluZ also offers childrearing support to parents.

Consultation and coordination with parents

There is structural coordination with the parents with regard to the guidance of their child. As part of this guidance process, KluppluZ wishes to make a connection with the home situation. Things are clear and predictable for children if situations are handled consistently both at home and at KluppluZ (and preferably also at school and in other situations). Parents are and remain the experts when it comes to their child, and KluppluZ wants to keep the lines of communication open with them when it comes to their knowledge and experience with respect to their child. Consultation and/or coordination with parents take place at the following moments:

- + During the intake interview: before placement the mentor has an initial interview with the parents and maybe also their child in order to get to know both the parents and the child better.

The expectations of the parents and the child are discussed, as well as the expectations of KluppluZ. In addition, during intake the educator will provide information about the procedures and the assistance possibilities at KluppluZ.

- + During the progress interviews: the first progress interview takes place six weeks after placement. A progress interview follows every three months after that. In these interviews the guidance plan for the child is set up, discussed, evaluated and modified.
- + When bringing or picking up the child: coordination about the child takes place briefly at these moments. Parents can inform the educators about anything unusual at home and the educators discuss with the parents how the day went at KluppluZ.

If so desired and at the initiative of the parents as well as the educators, additional talks about guidance for the child can take place outside these fixed moments, either by phone or at the location.

Such consultation moments are essential to properly guide the child at KluppluZ and should be taken seriously. Parents are expected to work on these issues and participate actively. If



it isn't possible for parents to collaborate with KluppluZ, placement of the child may be terminated.

Childrearing support

KluppluZ offers guidance to parents in a variety of ways. Depending on the family situation and the request for help, the guidance is designed in consultation with the parents. This guidance can consist of:

- + Interviews on location;
- + Rotating in the group;
- + Video interactive guidance on location;
- + Theme meetings, e.g. positive childrearing, dealing with rules and boundaries, being proud of your child, dealing with your child when he has a specific support need, the digital child, etc. A yearly planning of the theme meetings is available at the location.

If desired and/or needed, in addition to the guidance within the KluppluZ setting support for the family situation can take place in the form of:

- + Home assistance: the support provided is flexible, customised and short-term. Depending on the request for help and the situation, this assistance is offered by the educator or another KluppluZ specialist. If long-term home assistance is desired, in consultation with the parents the diagnosing professional is deployed to request this assistance from an external provider.

Information

Parents are informed about activities, special information and developments at KluppluZ via the website www.kluppluz.nl and digital newsletters. The digital newsletters are published four times a year.

Independent trusted person:

At KluppluZ both children and parents can avail themselves of an independent trusted person. It is important for children and parents to feel they are being heard and taken seriously. This will contribute to a successful guidance process. An independent trusted person can advise and support when the child or the parent is trying to bring up a difficult subject and/or voice dissatisfaction.

Parents' committee

KluppluZ aims at setting up a parents' committee in every region. Parents can be part of this committee and contribute to develop policies and the quality of the guidance at KluppluZ. The area manager approaches parents proactively and asks them if they want to participate.

**KluppluZ**

Kanaaldijk-Zuid 5a,
5613 LE Eindhoven

+ 040 294 89 39

PO Box 473
5600 AL Eindhoven

+ info@kluppluz.nl

**Klup
+ pluZ**

You can also visit our website:
www.kluppluz.nl