



**Part 3:  
Pedagogical  
and practical  
agreements at  
our location.**

**Skar** 



**Skar**  
Voor kinderen.





## About the location

### Daycare ages 2-4

#### Introduction

The about the location section covers:  
The story of our location  
The pedagogical process  
Pedagogical and practical information  
The VVE programme  
Attachments





## 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 based on the children and the employees of the location. It shows the things that stand out to us in our contributions to the development of children on their way to the future.

### The story of our location

At the preschool (2-4 years old), a bilingual approach is taken - 50/50 English/Dutch. This location participates in a study "multilingualism in childcare". See Annex 3. We care for children from both expats and Dutch families. We care for children from all over the world and make sure that the children can develop at their own tempo in a safe environment.

As a parent or carer, you want to make sure that your child can benefit from all the world has to offer. In working closely with Rivers International School, we believe that children develop useful skills through guided play - skills that lay a lasting foundation for future learning. By observing the children, we can offer activities that challenge the children to reach their full potential. We offer activities that connect with the children's experiences and interests. The children have the choice to participate, which we always encourage. We want to let the children learn new things through experiences and playing! We follow the child in our range of activities, throughout the whole year, excluding the school holidays.

In some incidents, you can get a childcare allowance from the Dutch government.

### Benefits:

- Flexible childcare
- Professional pedagogical trained staff (minimal 2)
- Bilingual (50/50). Native speaking English/Dutch
- Diverse developmental programmes
- In close cooperation with Rivers International School

### Every child is welcome

At our location, we work hard to develop an atmosphere of inclusiveness. All children are welcome; we make no distinction between the background, socio-economic position, culture, gender or development issues of any child.

At the preschool, children from all over the world are welcome. We ensure that children and parents both feel involved. Extra attention is given to the differences and similarities that these cultures bring and all the diversities they entail.





## The pedagogical process

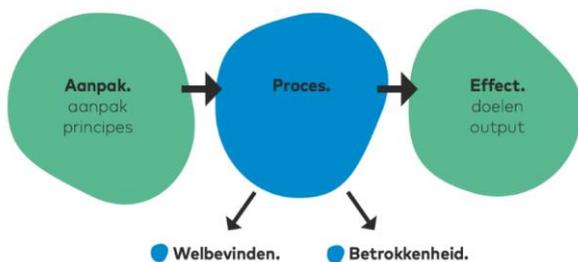
The pedagogical compass is at the source of our pedagogical quality.

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 scema**

*Brengt de belangrijkste indicatoren voor kwaliteit in beeld.*



**Met opmerkingen [TVT1]: Approach Process Effect overview**

Shows the key indicators for quality.

**Approach.** Approach principles

**Process.**

**Effect.** Objectives output

**Well-being.**

**Involvement.**

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 manager

The manager safeguards the pedagogical quality and contributes to **inspiration, the pedagogical image 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 Parent's 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 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 by the VE locations for at least 10 hours per FTE.

**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?**

Name programme/training/course.	Number of pedagogical staff members.	Planning.
Fire safety/First aid (BHV/Kinder EHBO)	1 1	Refresher end of 2021 Course in 2021
3F/B2	1 1	HBO/ in possession Following
Pedagogical Compass	2	Completed
Learning platform Jongleren	All	Continuous





## Pedagogical and practical information

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

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

**Rivers Preschool is closed during the school holidays.**

At our location, Dennis Lauffer is the manager  
They are assisted by the team coordinator, Hanneke van der Meer

Internship (for the internship policy, please refer to our manual). At our location, we employ 1 intern.  
The interns are enrolled in the study programme MBO 4 Gespecialiseerd Pedagogisch Medewerker.

**We guarantee we meet the Staff/Child Ratio in the following periods:**  
From 08:30 in the morning until 12:15 in the afternoon

**If any changes are made to the base schedule, we will communicate this via:**

- Newsletter
- The communication board hanging in the hall
- Informing personally

**At our location, we offer flexible childcare: no**

**At our location, we have an open-door policy: no**  
In principle, children stay in their main group. In consultation with parents, children from 3.5 years can transition to Rivers International School, making use of settling-in moments. We strive to make the transition to primary school as smooth and as gradual as possible. We still take into account the BKR ratio. The child goes through the adjustment period with the guidance of a pedagogical member of staff unless otherwise agreed with the parents. The details of the adjustment period will be in consultation with the parents, school, and Preschool.





**The children leave the base group for the following (play) activities:**

- Activities that take place in Rivers International School
- During outside play
- For excursions

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

For activities taking place in Rivers International School, such as music, dance or sport activities. This will be under the supervision of a pedagogical member of staff. If the group needs to be split, this will be done using the BKR ratio and with a pedagogical member of staff still present.

During outside play: the toddlers go outside via the door from their main group (or the door in the hall). A pedagogical member of staff goes outside with the children. It can also be that children are playing outside by themselves for a short period of time, e.g. if the pedagogical member of staff is working alone and needs to go inside to get something. The pedagogical member of staff then keeps watch through the windows. In this case, the children will always play inside the fenced garden, making them completely visible from the windows.

Excursions can take place to the petting zoo, playground etc. There is a list on the parent portal (filled in by the parents/ caregivers stating whether the child may go on an excursion or not. The children usually go out on foot. If the distance is too far for the child then they can use a buggy.

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

As we offer a bilingual programme, there are always two members of staff present. We prefer to not deviate from this. We attach great importance to the fact that two languages are consistently and structurally spoken to the children. With some exceptions, only one professional will be present, such as if a substitute is not available due to illness or is not available due to Corona measures/guidelines. This will only happen if it is possible with the BKR ratio.

**At our location, we find the contribution of the children very important:**

We follow the child throughout the range of activities that we offer. We work in accordance with the Pedagogical Compass and lead through the involvement and wellbeing of the child.

**At our location, we work with activities and themes. We plan excursions based on these.**

We work within themes and sometimes plan an excursion based on these. This is usually by foot, walking in the local area. This will be under the supervision of the pedagogical member of staff and whether the group allows it based on the age and dynamics at play.

**Adjustment and transitioning to a different group**

Children joining the Preschool:

This adjustment period is based on new children joining this location. The moment that the parents/caregivers sign up their children and have signed the contract, then we start with the transition period. The members of staff agree who will be the mentor, and then the mentor contacts the parents/caregivers by phone to plan the intake meeting and agree upon the settling-in date.





The adjustment period happens in consultation with the mentor, preferably on the planned days, and always in the group the child will join. Since preschool is just a short part of the day, it is decided in consultation with the parents how to structure the settling-in period.

The date of the adjustment period will also be agreed upon in consultation with the parents/caregivers. Deciding factors may be: parents have a preference that their child can join for snack time, or joining us at circle time.

Children leaving the Preschool:

This adjustment period is for children leaving the preschool and joining the primary school. Settling-in is important throughout a child's life. This is why we also include adjustment periods to transition the child to the primary school in this location. The adjustment period is tailored to with the parents and depends upon on the situation: how old the child is, how is the wellbeing of the child, does the child know the new group or location, and whether it is possible with the child to staff ratio.

*Depending on COVID-19 and the corresponding measures, we may deviate from these agreements 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:** Advice request

**Parent's Committee gives positive advice:**

Date: .....

Name: .....

Signature:

.....

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

.....

.....





## 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	Postponed due to Corona	Groep scan by pedagogical coach	Gaining insight Increasing wellbeing and involvement
Team work meeting	Regular (approx. 1x per 6 weeks) Due to Corona measures, this can vary often	Day structure Activities offered Emotional security Stimulation and correction	Unity of approach Increasing wellbeing and involvement
Team meeting	1x per quarter Due to Corona measures, this can vary often	Health and safety policy Quality manual	Unity of approach Increasing wellbeing and involvement





## Attachment 3

Project MIND is a study on multilingualism in childcare in the Netherlands. Ten childcare centres in the Netherlands offer childcare in Dutch and English to children aged zero to four years in the period 2018-2022. The University of Amsterdam carries out the research into the effects of bilingual care on language development. Our location is participating in the investigation. Every parent of a new child is asked to give permission to benefit from the study. We believe it is important that thorough research is carried out into the effect on children's language-speech development when two or more languages are offered.

The outcome of this research will affect the national policy on multilingual childcare, it will increase our knowledge and promote the quality of multilingual childcare.

In children whose parents have given permission to participate, tests are taken at a few times of the year. This happens casually, playfully in the familiar environment. Parents are kept informed of the progress and progress of the project.

