

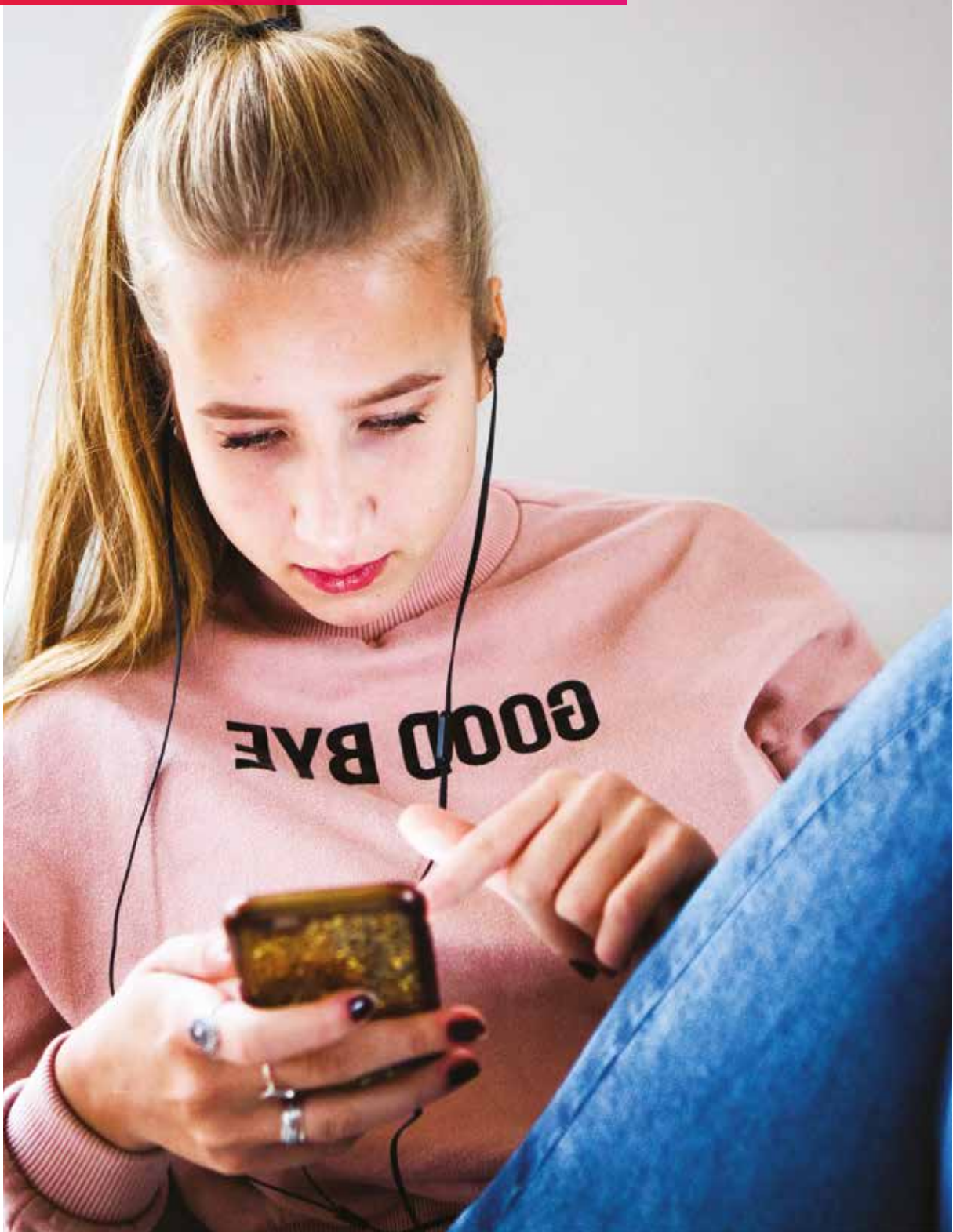


I AM IN THE PICTURE.

PEDAGOGICAL POLICY 2019

**WIJ
ZIJN
JONG.**

CONTENT.



PART 1: WELL-BEING AND INVOLVEMENT MAKE THE DIFFERENCE.

OUR PEDAGOGICAL COMPASS.

Vision on children	6
The pedagogical compass	8
We do the upbringing together	10
In a rich, challenging environment	12
With space for initiative	14
Always in dialogue	16

PART 2: I AM IN THE PICTURE.

OUR PEDAGOGICAL POLICY.

Keep asking questions	20
Matrix Baby-toddler	26
Matrix Toddler	28
Matrix The school-aged child	30

PART 3: ABOUT THE LOCATION.

PEDAGOGICAL AND PRACTICAL AGREEMENTS.

The location and groups	34
Safety and health	46

APPENDIXES: About the location, local parents' committee

ABOUT THIS PUBLICATION.

This pedagogical policy document has been written for all personnel, parents, educational partners, and other interested parties in Wij zijn JONG, Kwink, Skar, Korein Kinderplein, KlupluZ 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. Part 2 is the pedagogical policy 'I am in the picture'. It describes the development of children and where we come in. Part 3 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 us and directs us.

WELL-BEING AND INVOLVE- MENT MAKE THE DIFFERENCE.

OUR PEDAGOGICAL
COMPASS.





WIJ
ZIJN
JONG.

VISION ON CHILDREN.



Children are at the beginning of the most exciting discovery journey there is: life. Children are curious, they want to make discoveries and gain new experiences while doing things. They are competent, with unique qualities and many opportunities.

Children want to push boundaries, meet others, and develop – constantly, as they fall and get up again. All children do that 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 children!

MISSION.

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

THE PEDAGOGICAL COMPASS.



In every situation, our goal is 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 there a high level of involvement? Those are the questions that matter. Always.

A child who is comfortable with itself and is actively involved, is developing to its maximum potential. The same applies to 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: look at how the child is feeling and how involved it is.

Four pedagogical cornerstones that encourage well-being and involvement:

- We do the upbringing together
- In a rich, challenging environment
- With space for initiative
- Always in dialogue

**WE DO THE
UPBRINGING
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 children, so that they can develop their possibilities and talents optimally.

We do the upbringing 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 social citizens that 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.**

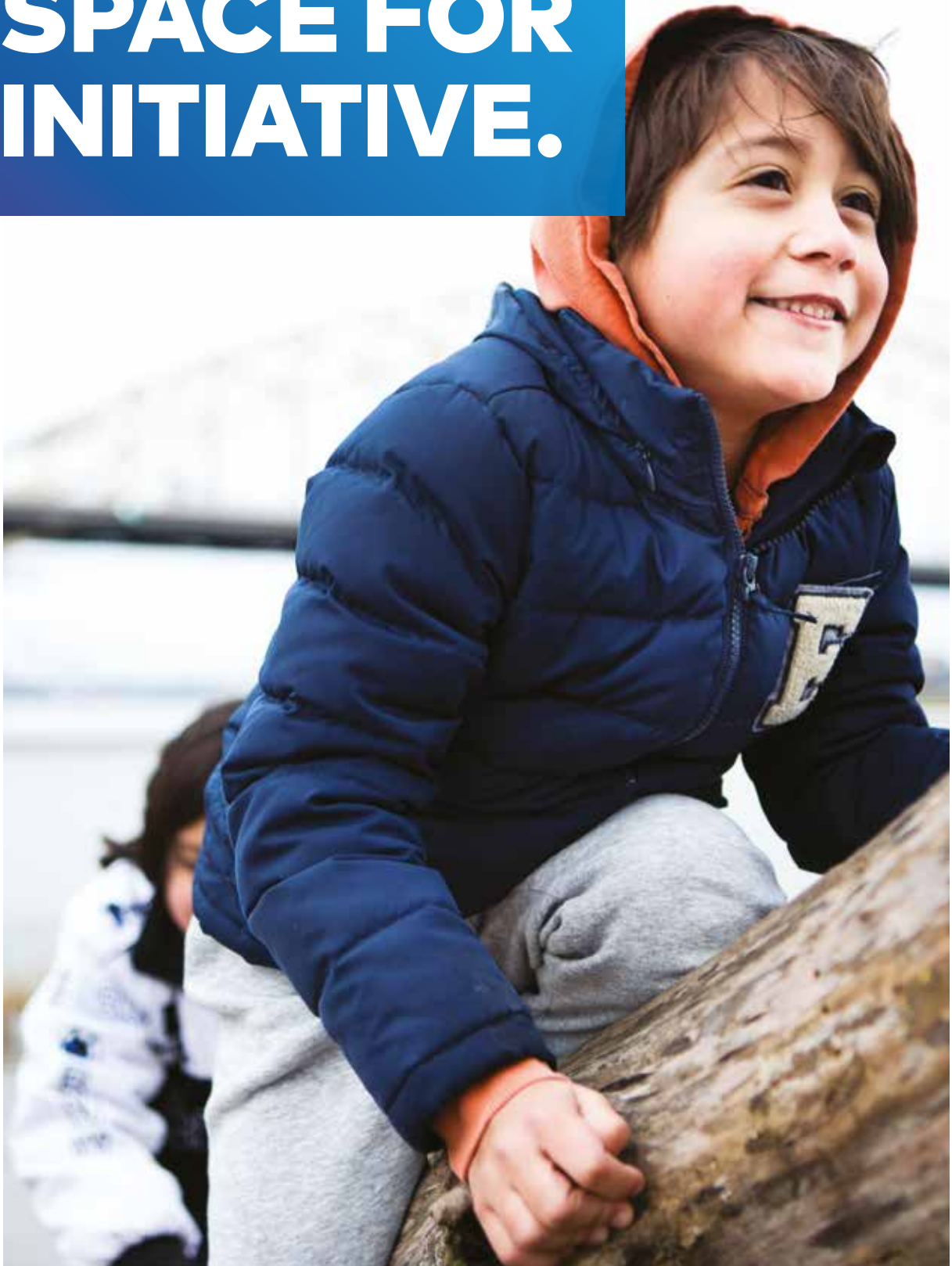


A rich, challenging environment is a precondition to get children actively involved – and thus develop. This environment is made up of the children themselves, the adults and the physical space.

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, touch, discovery, play, romp, discussion, and expression and all its forms. An adventurous place where things happen.

**WITH
SPACE 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 is allowed to 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 4 years old. She keeps telling, proudly, that she's going to the big school. 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. It's fun at school.

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 meet their needs, level and experience world? We look further than behaviour. We empathise with children, and adapt our approach accordingly.

We engage deeply with children out of genuine curiosity and empathy. In this way we achieve a high quality of interaction – an important basis towards enriching children's development.

WHO IS REARING WHOM?

'Look, I have a car', says Sem, who is seventeen months old. 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?', answers the educator while wiping his nose. She proposes: '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: 'You have such a nice car'. Sem calls out enthusiastically: 'No, that is a tractor'.

I AM IN THE PICTURE.

OUR PEDAGOGICAL POLICY.





WIJ
ZIJN
JONG.

**KEEP
ASKING
QUESTIONS.**



**Children are discoverers,
researchers, artists, acrobats,
scientists, manual workers –
everything is possible. And each
child is unique, born with its
own nature and character, with
predispositions and talents for its
own personal development. It is
up to us to see that, to make sure
every child is 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 on page 18 show the aspects that we focus on per age group.

In addition, the pedagogical policy offers inspiration to keep talking to each other 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 what 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 educators have also been processed into the matrixes:

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

In the matrixes the pedagogical cornerstones have been linked to the SLO goals. The Stichting Leerplanontwikkeling (SLO; Foundation for Learning plan development), together with the educational field, is

JORIS AND HIS CAR.

Today the group is busy. 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. He carefully steps down from the chair and places it back on the table.

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?
- Would you think – while busy with another child: Oh dear, watch out, be careful?
- Or would you see Joris' initiative and solutions? His enterprising sense and his autonomy?

PIZZA GAME OR GOING OUTSIDE?

Three girls are playing in the corner with dolls. Now the dolls are hungry. They want pizza, because Lise – one of the girls – ate that yesterday. 'And we'll do that 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. They are about to order, when her colleague calls out: 'We're going outside. Let's 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?
- Get the game going further or move it outside?
- Wasn't the agreement that we would go outside with the children every morning?

developing frameworks and instruments through which schools and day care organisations can fulfil their tasks by following their own vision. To fill them in concrete terms we use the pedagogical goals of Riksen-Walraven.

Recognising well-being and involvement

Well-being and involvement are central to the pedagogical policy. A child who is comfortable with itself and is actively involved, is developing to its maximum potential.

Well-being: children with a high degree of well-being experience pleasure, they enjoy themselves and feel like a fish in water. They radiate vitality and at the same time 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 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.

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 children, the answer is clear. When the well-being and involvement of children are high, you know that they are developing.

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 all kinds of things.

Mohammed and Clara want to bake a cake together. They 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?
- Would you give them space to gather everything they need, and follow at a distance?
- Must all children wait for each other and for the explanation? Or can they get started right away?
- Would you see development in this activity? Working together and taking the initiative?

MATRIX BABY TODDLER.

I AM IN THE PICTURE. BABY TODDLER	RICH, CHALLENGING ENVIRONMENT.	SPACE FOR INITIATIVE.		ALWAYS IN DIALOGUE.		WE DO THE UPBRINGING TOGETHER.
		FREEDOM OF CHOICE.	ORGANISATION.	GUIDED STYLE.	ATMOSPHERE AND RELATIONSHIP.	
I FEEL COMFORTABLE WITH MYSELF.	I find materials in my environment that fit with 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 taken care of and at other moments. People think I'm sweet.	There is a warm, welcoming and relaxed atmosphere. Enthusiasm, humour and pleasure. Verbal and physical affection, respectful interactions.	Adjustment and transfer 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, I can learn something from them.	A safe atmosphere and a challenging environment stimulate 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 work with.	I choose from materials that I find in my environment 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'm taken care of, during the meal, when something gets dirty, when cleaning up, etc.)	I am encouraged to do it 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 TODDLER	RICH, CHALLENGING ENVIRONMENT.	SPACE FOR INITIATIVE.		ALWAYS IN DIALOGUE.		WE DO THE UPBRINGING TOGETHER.
		FREEDOM OF CHOICE.	ORGANISATION.	GUIDED STYLE.	ATMOSPHERE AND RELATIONSHIP.	
I CAN SAY IT MYSELF.	I hear natural sounds in my environment which I can react to. People listen to me and talk to me a lot.	I am allowed to choose how I communicate with others. People listen carefully to me and my initiatives are followed.	There is continuous attention for my initiatives to communicate throughout the day. My initiatives to communicate are seen and acknowledged.	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, the other children and adults is encouraged. Our initiatives are acknowledged 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 am allowed to choose what I focus my attention on in order to explore and understand the world around me.	I am allowed to take initiatives to gain 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 to and can gain experiences with the other children and the leaders in a safe, inviting atmosphere. Adults participate in experiences and trigger them.	Parents and educators recognise the importance of gaining as many different experiences as possible. 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 stimulated. There is a lot of attention for positive affection and trust. Collective enjoyment. Mutual interaction.	Parents and educators recognise the importance of the social and emotional development of the child. The ability to 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 gain 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 gain 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 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 gain 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 gain 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 have an interest in discovery, exploration, experimentation and the overcoming of obstacles.

MATRIX TODDLER.

I AM IN THE PICTURE. TODDLER	RICH, CHALLENGING ENVIRONMENT.	SPACE FOR INITIATIVE.		ALWAYS IN DIALOGUE.		WE DO THE UPBRINGING TOGETHER.
		FREEDOM OF CHOICE.	ORGANISATION.	GUIDED STYLE.	ATMOSPHERE AND RELATIONSHIP.	
I FEEL COMFORTABLE WITH MYSELF.	I find materials in my environment that fit with my interests and my development.	I am allowed to choose with what, where and with whom I want to be. I feel free and unhindered to take initiatives. 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. Enthusiasm, humour and pleasure. Verbal and physical affection, respectful interactions.	Full attention for adjustment and transfer and in close consultation with my parents. The mentor has regular contact with my parents.
I CAN USE MY BODY.	I move freely in the space and find materials and activities in the space to 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 stimulate 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 materials 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 am allowed to 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 life in the family context.

I AM IN THE PICTURE. TODDLER	RICH, CHALLENGING ENVIRONMENT.	SPACE FOR INITIATIVE.		ALWAYS IN DIALOGUE.		WE DO THE UPBRINGING 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 initiatives to communicate throughout the day. My initiatives to communicate are observed and acknowledged.	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, the other children and adults is encouraged. Our initiatives are acknowledged 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 gain 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 gain 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 allowed to gain 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 basis 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 another person. 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 stimulated. There is a lot of attention for positive affection and trust. Collective enjoyment. Mutual interaction.	Educators recognise the importance of the social and emotional development of the child, as well as the possibility of learning from conflicts and searching for boundaries.
I REFLECT.	I 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 gain 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 gain 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 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 is suited to my development stage. 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. 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 have an interest in the discovery, exploration, experimentation and overcoming of obstacles. Autonomy.

MATRIX THE SCHOOL-AGED CHILD.

I AM IN THE PICTURE. THE SCHOOL- AGED CHILD	RICH, CHALLENGING ENVIRONMENT.	SPACE FOR INITIATIVE.		ALWAYS IN DIALOGUE.		WE DO THE UPBRINGING TOGETHER.
		FREEDOM OF CHOICE.	ORGANISATION.	GUIDED STYLE.	ATMOSPHERE AND RELATIONSHIP.	
I FEEL COMFORTABLE WITH MYSELF.	I find materials and activities in my environment that fit with my interests, age and development.	I am allowed to choose with what, with whom and where I want to be, and for how long.	I am disturbed as little as possible during my 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 and relaxed atmosphere. Enthusiasm, humour and pleasure. Verbal and physical affection, respectful interactions.	Full attention for adjustment and transfer and 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 and challenging and are aimed at talent, age and development 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 the body together with others (e.g. sports, theatre, dancing, etc.)	Parents and 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 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. What I need in the process is thought of proactively.	In am challenged to participate in 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 developing children's talents.

I AM IN THE PICTURE. THE SCHOOL- AGED CHILD	RICH, CHALLENGING ENVIRONMENT.	SPACE FOR INITIATIVE.		ALWAYS IN DIALOGUE.		WE DO THE UPBRINGING 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 this discussion. I am not put under pressure.	I am talked to respectfully and am also encouraged to interact 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 are allowed to 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 gain my experiences, in order to learn to understand the world around me.	I am allowed to take initiatives to gain 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 allowed to gain 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 basis 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 with whom I want to gain my experiences. 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 myself as much as possible.	There is a large focus on understanding other persons and empathising with them.	Educators recognise the importance of the social and emotional development of children, and of being part of the group/ community.
I REFLECT.	I am confronted with uncomfortable situations and challenging activities that make me 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 gain my own experiences. These experiences are challenging and diverse, and are aimed at a specific age and development stage. I am stimulated 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 view 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, as well as 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 to be enterprising and to experiment. 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.

ABOUT THE LOCATION.

PEDAGOGICAL
AND PRACTICAL
AGREEMENTS.



THE LOCATION AND GROUPS.



At the locations of Korein Kinderplein, Kwink and Skar, children are offered day care, guidance and activities. In this section we discuss pedagogical and practical agreements at the location. We also specify how we comply with rules and legislation.

You can also visit our website, where we discuss our location and methodology in more detail.

Childcare Act and IKK Act

Since 1 January 2019 several new measures have been introduced under the IKK Act (law on innovation and quality of childcare). The IKK Act aims mainly at furthering the quality of the pedagogical climate for childcare, preschools and afterschool care.

Pedagogical coach

To guarantee the quality of our childcare services, Wij zijn JONG has been offering pedagogical coaching for a while already, by means of video interaction assistance (VIB) and preschool education (VE). Additionally, in 2018 Korein Kinderplein, Skar as well as Kwink chose to start the local deployment of a pedagogical coach for all locations and staff. This coaching takes place based on the Pedagogical Compass.

The task of the pedagogical coach is to improve the all-around pedagogical quality, with a constant eye on wellbeing and involvement. The pedagogical coach links the pedagogical policy to everyday practice, and invites educational staff to reflect a child-oriented mindset in their pedagogical actions. The matrix, as described in part 2, gives them input to enrich and further coordinate their actions in relation to child development. Pedagogical coaching consists of the Pedagogical Compass, VIB and VE, and contributes to the realisation of 10 hours of coaching per FTE per year.

Pedagogical services

Pedagogical services ensure the development and implementation of the pedagogical policy and other policy tasks that are important to the pedagogical principles of Wij zijn JONG. The pedagogical services for the local day care facilities, afterschool care and preschools are centralised and provided by a pedagogical policy staff member of RIJKT. Where possible, he or she also provides these centralised and/or local pedagogical services for primary education.

Another task of the pedagogical services is to identify and interpret trends and developments important to pedagogical actions and the pedagogical climate. The pedagogical services are in charge of the pedagogical manual, in collaboration with the quality assurance officers of Wij zijn JONG.

Younger than 12 months. This professional staff-child ratio has been adapted from one educational employee per 4 babies younger than 12 months to one educational employee per 3 babies younger than 12 months. This gives the educational employee more time and attention for children in their first year of life.

Out-of-school care

For out-of-school care of children older than 7, the maximum number of children per educational employee has increased to 12 children. In general terms this measure means that the group size, within the number of square meters available for out-of-school care for children age 7 and older, is changing. When the out-of-school care consists of a vertical group of children ranging in age from 4 to 13, the number of children per educational employee also changes – to 11 children per

employee. The calculation tool of the GGD can be used to calculate the minimum number of professional staff legally required in childcare: <https://1ratio.nl/bkr>.

For baby groups the personnel composition is determined by the number of children younger than 12 months (one educational employee per 3 children) and the ratio to the composition of the entire group (children from 12 to 24 months, or 48 months for vertical groups). The location-specific part of the pedagogical policy describes how this is set up for each individual location.

Regular faces

There are two regular educators for each baby (ages 0 to 1 year). The days that the baby comes, one of these two regular educators will always be present. We call this the 'regular faces principle'. For children aged 1 to 4 there are three regular educators, one of whom is present on the days the child comes. Other additional personnel may be present in the group.

Mentorship

The mentor conducts the intake interview with the parents, indicates that he or she is the mentor of the child, and explains what this means. The mentor is the first point of contact for the parents and for children

ADJUSTING.

Around 9:15 AM a large man in military uniform knocks on the door of our childcare facility. He is a bit insecure. He comes to settle down his five-month-old daughter. The father in military attire and his baby all cute in pink.

In fact, all of our chairs are too small for the big daddy. His sweet little daughter is sleeping, trusting and restful. Papa doesn't quite know how to get used to this. It seems that his daughter is doing just fine though. The staff member gives the baby a bottle as well and as carefully as he would do it himself.

Everything is going well. But papa? He still has to adjust.



in aftercare. The mentor follows the child daily in its development. If the mentor is absent for a longer period of time, he or she is replaced. The new mentor will inform the parents about this.

The mentor observes the child on a daily basis. At least once a year the mentor registers the gained knowledge about the development of the child in the child follow-up system, in conformity with the methodology of the child follow-up system used at the location. Parents are subsequently invited to a meeting in which this is discussed. For aftercare, observation takes place only at the request of staff, educational partners or parents. Sometimes a location opts not to use the child follow-up system for aftercare. In that case, children are addressed in an interview so that their development can still be kept track of.

The mentor focuses on the well-being, involvement and development of the children, and ensures a smooth transition between day care, school and afterschool care. By way of thorough observation and registration we learn and coordinate the best way to guide children in their development.

'Whoever treasures old knowledge and keeps gathering new knowledge can be a teacher to others'

The transfer when transitioning to elementary school is a specific focal point for the mentor. In order to effectuate this transfer, we arrange for parental permission in advance. This is discussed with the parents during the intake at the location. Most municipalities have created a transfer form that is used for the transfer.

If there are signs of irregularities in the development of the child we look for the best guidance and care for the child together with the parents. If needed, we will search for suitable facilities for further support.

Pedagogical advice

For questions about the development of children, an internal childcare counsellor or pedagogical advisor can be asked to observe and give advice to the educational staff and the location manager.

VE

Within Wij zijn JONG we work with recognized programs aimed at preschool education. Depending on the municipal policy, all and/or specific toddlers between ages 2 and 6 participate in the certified VE programme aimed at preventing developmental delays. The VE programme gives an additional focus to language, math and social-emotional development, especially of toddlers, and the ongoing line of development towards primary education.

A regular group for every child

In principle every child is placed in one single group, but when that isn't possible we deviate from this temporarily in consultation with the parents. Children who were placed in two groups are re-allocated as quickly as possible into one of the groups.

Becoming acquainted and adjusting

The first period is important for a trusting relationship between parents, child and personnel: it is when the foundation is built. For children and parents it is important that the transition to the group elapses smoothly – after all, it is a new childrearing situation. The trust relationship is built carefully.

We deliberately pay attention to the adjustment process. In every new placement the child comes for at least two half-days in order to adjust. The process of familiarisation and adjustment takes place within the contract. Especially for babies this is a vulnerable, important adjustment period because a new living environment can signify an increase in stimuli: in childcare there is more noise, there are more children, and they are on a different schedule. For this reason we advise giving time to what is a gradual adjustment process.

Transitioning to the next group

Every child transitions gradually to the next group. We arrange for adjustment moments, and the mentor is responsible for a careful

transfer to the colleagues of the new group. When a baby is no longer challenged in the baby group – or, conversely, when a child is not emotionally ready for the next group – the timing of this flow can be altered. This is always done in consultation with the parents. We also take into account the composition of the groups: the educational staff must be capable of giving all children the attention they need. The benefit of the child is always our top priority.

Transfer

When a child transitions to another group or another location, we transfer the knowledge about the child's development to the new group, as recorded in the child follow-up system. After receiving permission from the parents, the mentor of the old group contacts the mentor of the new group. If requested, there is a personal interview in which knowledge about the child is transferred to the new group.

Open-doors time

Children are naturally curious and motivated to discover the world around them. In its own group, with regular children and staff, a child feels safe and trusting. But as soon as the child is ready for more challenges, the doors of the day care facility are literally open. Children themselves can choose where they want to play. They can take a look at the other groups and can play with those children too. Babies and toddlers usually stay in their own group. Sometimes the door that

TYING YOUR SHOELACES.

Hugo is nine years old. He goes to a special education school and a group of KluppluZ.

Hugo is crazy about soccer and would love to go to a soccer camp. But his mother is not so sure: Hugo cannot tie his shoelaces yet. He isn't entirely potty-trained either. And he still sleeps with his stuffed animal. What if the other children start pestering him about the shoelaces?

Educator Jolanda asks Hugo whether they can practice together. A lot of practice tying your shoelaces. After trying for days, he succeeds: Hugo is able to tie his own shoelaces all by himself. So here comes soccer camp!



opens to a central hall is open, as long as the physical environment is safe enough. Or sometimes children play in another group under the guidance of an educator. Physical safety also plays a role in aftercare; in a large school building, for example a building with several floors, there is no unlimited open-doors time.

Merging groups

Groups are sometimes merged on quiet days with few children. When there is a different group composition, children from e.g. a baby group are transferred with the educational staff to the toddler group. If there is a prolonged low occupation rate, this will be reflected in the way the groups are structured.

Occasionally a group can be merged as a result of external circumstances, such as a flu wave.



Extra half-days and switching

When attendance permits it, it is possible to join for an extra half-day or to switch half-days. If there is no room in the child's regular group, the child could be received in another group for that half-day. In order to do this, parents must give written permission.

Who else works at the location?

At each location the manager is responsible for running things. The manager is also the point of contact for parents and educators.

At some locations an intern or volunteer will assist and support the group, or do domestic chores. They do not replace professional staff, but are an addition to the group.

When there are questions about the children's development, the intern's childcare counsellor or the pedagogical advisor can be asked to take a look and give advice to the educators and the location manager.

Flexpool

Input and quality of personnel is also guaranteed during illness or leave. Every location can make use of the flexpool when regular personnel is not present. The flexible staff will be assigned to the same locations as much as possible. In this way they will be familiar with the children and the MO of the location.

Training plan

All staff members participate in the permanent training plan offered by Wij zijn JONG. In the context of the IKK Act the following training programmes have been included as part of the training plan:

1. Training requirements for working with babies: all educational staff working with babies will receive specialised training. They can choose from four approved FCB programmes:
 - a. VIB and babies*
 - b. Image coaching for babies*
 - c. Baby pedagogy in the 21st century
 - d. qWorking with babies
2. Language test level 3F: educational staff must have at least level 3F in oral language proficiency. The training plan has been included and elaborated on in the work plan for the location.

Internship policy

At Wij zijn JONG we give personnel-in-training the space to learn how to be an educational professional. Our internship policy plan covers tasks and duties that interns can perform as well as the way in which they are guided in the process. Under the responsibility of and in close proximity to an educational professional, interns perform care and guidance tasks and assist with activities. We have a basic rule that an intern must at all times be able to fall back on a professional. An intern never has final responsibility.

The autonomy of interns increases depending on their academic progress. Interns have an assigned practical counsellor, with whom they have regular interviews to monitor their work. This of course takes place in consultation with the school's educators. Through planned training and guidance activities, we strive towards 100% independence in the ability to perform duties at the established programme-year level. The practical guidance during the programme aims at preparing starting-level educational personnel that has gathered ample practical experience and is ready to assume professional responsibilities and continue developing.



SAFETY AND HEALTH.



The four-eyed principle

To optimally guarantee the safety of children, we organise the work as transparently as possible. Colleagues speak to each other if they notice something. Educators communicate about what they do, recognise signs, and are open about discussing problems. The agreements about the four-eyed principle are included in our safety and health policy.

Backup

Sometimes an educator is alone at the location, for example on Wednesdays on Friday afternoons. In such cases there is always a backup who can be at the location within a few minutes to assist in case of a calamity. This backup arrangement is included in the 'Safety of the location' policy of our Safety Quality Manual.

Safety and Health Policy

We teach children to deal with small risks, but we naturally want to protect them from danger. Every year we do a Safety and Health inventory at each location. Based on this inventory we make a plan of action to limit danger as much as possible. Several protocols describe fixed procedures for staff, so that chances of an incident are limited as much as possible (this includes hygiene, first aid, evacuation, or dealing with illness and special medications). Whenever the location is open, a certified first-aid care provider and an emergency response professional are present. The local parents' committee is involved in assessing large and small risks.

Reporting code for child abuse and domestic violence

The personnel is aware of the reporting code and know the steps to be taken for recognition and signalling. At Wij zijn JONG, special-task officials assist the educational and managerial staff on the right steps to take when child abuse or domestic violence are suspected. This reporting code is included in our Pedagogy Quality Manual.

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