

Pedagogic Plan TOM POUCE garderie

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1. Pedagogic vision TOM POUCE

With the pedagogic policy TOM POUCE aims to:

- help each child give the best of themselves,
- provide the environment necessary for the natural development of a complete, healthy and balanced personality, thus providing each child with the means to flourish,
- fostering autonomy and the creative spirit, without neglecting the basics,
- encourage the child to show generosity, tolerance and responsibility,
- stimulate curiosity, the desire to learn, and the thirst for knowledge,
- develop self-confidence in each child,
- provide a link with School Learning.

It is important for the children that they experience the BSO as a leisure activity, self-chosen time use, structured or unstructured. Too much emphasis on organized activities means that a child no longer learns to entertain themselves. On the other hand, an offer of exclusively free play is too little challenging for many children. They would like to learn something new or practice their skills, for example on a sporting or creative level. TOM POUCE strives to find the best possible balance in this.

2. Creating development opportunities for children

The creation of development opportunities for children is only possible in an environment where a child feels safe, this is an important basis that TOM POUCE offers for the children. Each child is unique and gets the space to develop in his or her way and at his or her own pace.

Development opportunities include personal characteristics such as resilience, independence, self-confidence, flexibility and creativity, which enable children to adequately address all kinds of problems and adapt well to changing circumstances. In short: faith and confidence in your own abilities.

The approach and working methods of the staff members are partly determined by the joint agreements made within TOM POUCE. Each individual group leader, however, also brings in their own education, life experience and work experience. In this way we have a varied team of people who learn from each other and complement each other in practice.

All employees at TOM POUCE participate in an introduction meeting where they learn about the organization's goals and how they work. A large part of this introduction is devoted to training TOM POUCE's staff members with their pedagogical objectives and professional attitude. Employees are also made aware of the code of conduct to be held in the event of child abuse.

The professionalism of the staff members plays an important role in TOM POUCE. We assume that each employee has knowledge of child development, care, healthy eating and hygiene, which we believe to be basic knowledge. The implementation of the pedagogical vision, as well as the achievement of the objectives and pedagogical foundations requires that the staff has the following skills/abilities:

- Adopt a sensitive and responsive attitude: To be able to monitor the child well, interpret their behavior, see and to understand what a child needs. Be pro-active and respond positively and adequately.

- Show Respect for autonomy: respect the child in its individuality, let the child manage and discover their environment by themselves. This skill also covers respect for treatment: To invite the child, to give them time/freedom to react, not to be too directive (restrictive). In older children, participation is a good example of respect for autonomy. The old helping the young.
- Offer a structure, a continuity and set limits. Children have checkpoints and evolve in a predictable world. Routines, rituals, habits, repetitions, rules governing relationships, consistencies and ensure the child knows what to expect
- Talk and explain: By putting themselves at the child's level.
- Stimulating Development Actively responding to the child's interests in a playful and responsive manner. Offering new challenge. Offer A stimulating environment and ensure that the child evolves in all aspects of life.
- Encourage interaction between children: to ensure that children are attentive to each other, connect with each other, to highlight positive interactions, to encourage and motivate. Accompany children by solving disputes and conflicts in a positive way. For example: drafting an internal policy together.

A positive attitude and a positive approach to children. Don't just defend but explain to the child why it's not right to do it. Do not devalue the child, (do not say that the child is bad but explain to them that what he does is wrong).

Be open to other ideas, opinions, other cultures. Show respect for the children, parents and others.

There are no other adults, such as volunteers or interns at TOM POUCE.

2.1 Social-emotional development

The so-called peer group (also referred to as the reference group) for the children is created by group-based care at TOM POUCE. A peer literally means 'equal'; most characteristic of the relationship between peers is their equal status. Peer groups are breeding gardens in which the child acquires all kinds of social skills. It teaches negotiating, working together, resolving conflicts, helping and protecting, but also tapping into another, standing up for themselves and leading. Small age differences between children offer the possibility to experiment with social roles and skills. Being accepted by others, impersonation of others and identification with others plays an important role for both social and personal development.

Social contact is promoted by drinking from school together and eating a snack, offering group activities (cooperation) and by playing together. By applying the open door policy, children are offered the opportunity to play with children from other groups and from other ages and thus to gain more social contacts.

The guidance in the socio-emotional development of children is partly shaped by the use of rules and basic assumptions in the interaction of children with each other and with the staff members.

The most important rules and basic assumptions are:

- wait for your turn; let adults and children speak; listen to others;
- have respect for each other; be aware of the differences between people, but have no prejudices;

- playing together and collaborating (stimulating); be aware of each other; share; help each other; give and take;
- helping children over disappointments; show children that making mistakes is part of it;
- make emotions negotiable and show that it is normal to show your emotions;
- stimulate self-confidence and the initiative shown by a positive approach, including by giving compliments;
- show that bullying, a-social and aggressive behavior is not tolerated;
- giving the children the space to develop themselves; sometimes it is good to take distance from the children as staff members;
- give children a certain amount of freedom and responsibility that fits the development phase of the child.

2.2 Development of identity and self-reliance

The development of the identity and self-reliance of a child has everything to do with the self-confidence and independence of a child. For the staff members it is important to be ready, to show understanding and to give space. By acting as a coach instead of as a helper or policeman, the development of identity and self-reliance is stimulated.

The staff members watch and listen carefully to both the individual children and the entire group. They give children the space to learn how to deal with quarrels and conflicts. Children see and learn a lot from each other, they see how another child solves a situation.

We use the following basic assumptions / focus areas:

- in case of conflicts / quarrels we assume the self-dissolving capacity of the children; the staff members will only take action if it turns out that the children can not figure it out themselves;
- being alert to the different roles / characters of children and responding to them:
 - children who can not stand up for themselves, come with a request for help or seek protection from staff members
 - children who always resolve conflicts / undesirable situations themselves
 - children who always adapt to other children and thus never get into conflict
- stimulate independence; let children explore for themselves
- show children their own responsibility

2.3 Safety and security

In order to offer the children safety and security, we attach great importance to the following issues:

- approach children at their own level (as positive as possible)
- have individual attention for children
- every child has a mentor who is always a point of contact, a staff member from their own group;
- allowing staff members to build up a (trust) relationship with the children
- children build relationships with other children through fixed (age) groups
- providing a homely atmosphere, not only through the layout of the group rooms, but also through the role of the staff members
- offering a fixed daily schedule, this structure gives the children a safe feeling
- setting limits (no-is-no); consistent handling of the rules; explain when giving punishment
- In the context of the four-eyes principle, a child will never be alone with a staff member.

2.4 Physical development

Through a conscious and careful choice of game and creative material, attention is paid to the physical development of the children. The material fits as well as possible to the age of the children.

By encouraging outdoor play, more physical movement of the children is ensured.

For sports activities we use the Lycée's infrastructure, and TOM POUCE's specific materials for manual activities.

2.5 Intellectual and creative development

The intellectual and creative development is followed and stimulated. The staff members stimulate the children in their (combined) play, the children learn a lot by interacting with each other and looking at each other.

Because of the varying supply of play and creative material, children are stimulated in their development. In particular, the care for an offer that fits the age and development of a child is important here.

Children are, according to the situation, left free and helped in their play or with the making of tinkering work. By releasing children, they learn a lot from themselves and from the other children around them. The help of the staff members provides other valuable input for the children.

Because the children often determine what they want to do at the BSO, the intellectual and creative development is automatically dependent on the interest of the child. So children have their own input in their creative development and skill. However, there is also a need for sufficient variation in the time use of a child.

2.6 Language development

Through the communication of children and the communication with the staff members, the vocabulary of the children is automatically expanded. The staffmembers pay attention to eliminating the use of inappropriate and unacceptable language of the children as much as possible.

At TOM POUCE all activities are carried out in French language, at the explicit request of the parents and the Lycée. If we notice language difficulties on the part of a child, a person fluent in the mother tongue of the child will be present to assist and thus help the child's insertion into the group. This individualized support helps the child progress faster in French and eventually become self-sufficient.

Language development is stimulated and promoted by staff members by reading to the children with some regularity.

3. Following the development, signalling function and personalized support plan

The staff members accompanies and guides the child on the basis of careful observation and attentive listening. Findings are written down in the child's personal logbook. The staff members offer personalized advice and follow-up measures for the short and medium term in order to meet the individual needs of the child, adapting them to each case. The mentor organizes regular follow-ups with the parents so as to maximize the impact of these measures.

There is a team meeting at the end of the week to discuss the children observations and the progress they have made. It is important to discuss the "how to play with them" what to do before the children

arrive, for installation and rehabilitation, taking into account the observations of the behaviors they had during the day, in order to improve the relationship adult/child.

If a staff member detects a problem with a child (for example, learning difficulties, motion issues, physical or psychological impairments) they inform the director of TOM POUCE who will organize a first meeting between the Lycée's principal teacher and the Lycée Director. Following that, the TOM POUCE director will make an appointment with the parents to review together the problem and discuss the follow-up measures.

The TOM POUCE director will ask questions covering the child's specific family environment (such as home setting, presence of a new baby, language barrier, recent moving, divorce, etc...). Following the complete appraisal of the situation, and in agreement with the parents, the TOM POUCE director will instruct the staff accordingly and will adapt the attitudes and work in the group to the specific needs of the child.

In some cases, where the staff members can not do enough in a specific situation, extra pedagogical support is used / hired on the basis of the situation in question. This could include an information evening for the entire team, but also a personal conversation in a smaller context. A meeting can be organized with the teacher of the child and the nurse of the Lycée and a psychotherapist if necessary

If more support is necessary than TOM POUCE can offer, than the parents will be helped to get in contact with a suitable institution/organization. If necessary the nurse of the Lycée is asked to help.

4. Transfer values and norms to children

The transfer of values and norms can be an issue in the following different situations.

Interpersonal relationships

Within the own groups, children have a lot of contact with each other and with the staff members, which means that they learn to deal with all sorts of people and to take each other into account. It is important in this relationship with each other that the children and the staff members always interact with each other openly and honestly and that everyone is worth it, that also means that bullying, verbal abuse and discriminatory comments are not tolerated. Furthermore, importance is given to expressing different opinions.

The children also learn to listen to the staff members and to each other and that you can not always interfere in a conversation.

Inadmissible behaviour of children is addressed and corrected as much as possible within TOM POUCE. This should not only include physical violence but also, for example, inadmissible language or inadmissible non-verbal behaviour. For the moment that the correction of the behaviour of a child threatens to fall outside the power of the staff members, an appeal is made to the principal of the school.

After consultation with the parent(s) it can be necessary, in the interests of the other children and the staff, we must decide for a (temporary) suspension of the child.

Individuality

Within the groups of TOM POUCE it is important to also pay attention to the individual child. Especially because busy, present children always receive attention, it is important to be extra alert to the (more) quiet children. It is also important to determine whether a child is always and naturally quiet or that this may have a cause.

Every child can determine within the BSO how he/she spends his or her time, even if they work in groups, there is always enough room to respond to individual wishes of children.

Diversity

Because children from different backgrounds and neighborhoods are taken care of at TOM POUCE, the children meet many different types of children. The knowledge of these differences not only contributes to the development of the children, but also requires special attention from the staff members. For example, a lot of attention is paid to norms and values such as 'respect for each other', 'no prejudices' and 'no judgment'.

Rituals and celebrations

Within TOM POUCE, attention is paid in general to the usual Dutch holidays such as Santa Claus, Christmas and Easter. The religion of the children is thereby not important. For other specific holidays, we check if there are any children who want to celebrate these holidays in the group. It is also up to the children and parent(s) to determine whether they want to celebrate their birthday at TOM POUCE.

Living together / together responsible

It is important that children experience that they are jointly responsible for their own group(space). This means that they must realize that the children and staff members are not only jointly responsible for the material and the furniture, but also for the atmosphere within the group and that they also have an influence on this as an individual child.

By being careful with the things and having respect for the (people in your) environment, living together and being responsible together is emphasized.

5. Opening hours and groups

TOM POUCE is open to the children of Lycée Vincent van Gogh in The Hague. TOM POUCE offers childcare from 7:30 until 8:30 (not on Wednesday) and from 15:00 until 18:30. On Wednesday it's from 11:00 until 18:30. The BSO is closed during school holidays.

Base groups

Children are placed in one base group, based on their well-being and development. However, situations may arise in which a parent chooses to have his or her child placed in two different base-groups, for example if there is (temporarily) no place on their own base group on a specific day. Efforts are always made to convert such a placement to one basic group as soon as possible as soon as the opportunity arises. If the child is placed in two base groups, this will be put in writing. The parent(s) are asked to give permission for this.

Fixed or flex contract, extra days

Parents choose for a fixed contract for fixed days/hours per week, or they can choose for a flexible contract with changing days/hours per week. With a flexible contract there is no guarantee that a child can come on the day the parent(s) wishes it to. Parents must apply before 10 o'clock in the morning. If the maximum number of children is reached, than the child can't come.

Additional days and flex-days are possible if parent(s) apply before 10 o'clock in the morning and there is a place available. Children are preferably placed in their own base group, but can be scheduled in a different base group under certain conditions. Considerations in this are the well-being and development of the child, the group situation and legislation & regulations. If the child is placed in two base groups, this will be put in writing. The parent(s) are asked to give permission for this.

The childcare in the afternoon takes place in two base groups:

age	maximum number of children	number of staff members (ratio)
3 – 4 years	9*	1 - 9
4 – 5 years	20	1 - 10

* maximum 6 children of 3 years old

The day starts at 3 pm by picking up the children in the class room by the mentor and check if everybody is present. Then the children drink something and eat a snack (fruit or something else).

After the snack the children can choose to play in- or outside. At least one staff member will accompany the children outside, one staff member will accompany the children that want to go to the sporting area and also at least one staff member will stay in the room itself. Children never play in a room or outside alone. The staff members play with the children or just supervise them.

The children move to the next group at their own pace, we do not rush them. Such a move can take up to two days, helped by sponsors or mentors in the groups, such as an older child and/or a staff member, who will help them integrate and master the new educational material that is available for them. We also have specific groups activities in order to integrate the new children more easily.

The number of children never exceeds 29 children, so there is no special policy for activities with groups larger than 30 children.

Playing together

The children of 6 years and older are also in the school making their homework supervised by school staff members. They are allowed to play inside and outside supervised by a school staff member. The children of TOM POUCE partly use the same rooms and spaces to play, like the gym and the outside playground. The children of TOM POUCE are always supervised by a staff member of TOM POUCE.

In the best interests of the child, it is important that both the staff members of TOM POUCE and the school-staff work well together. We strive to have good contacts with the school by organizing various types of meetings. For example, we make sure to introduce the new staff members, to invite the professors to visit the BSO, participate in a party organized by TOM POUCE.

The end of the day

Parents can come at any time to pick up their child(ren) and ring at the door. It's a moment of exchange between the staff member and the parent(s).

When the children are less numerous after 6 pm they are all together in the common room or group games are organized (musical games, mime, dance, etc.). It can also be a moment of relaxation for the children while waiting for the parents (reading, puzzle, stories). They are always under the supervision of at least two staff members.

Pre-school time

The BSO between 7:30 and 8:30 is organized in one group with a maximum of 9 children and two staff members. The children eat the breakfast they took with them from home or when that's not the case, the staff member will make breakfast. Since it is just a short period of time, the children only play in the room. The staff members bring the children to the classroom at 8:20 o'clock.

6. Parent policy

The first contact

When parents register their child for the Lycée they fill out a form according to the so called Personalised Support Plan requirements (PAI). The PAI is co-created in collaboration between the family, the family doctor and the Lycée's nurse. In this form specific information is written concerning any special physical or mental characteristics of the child. It may for example contain information about how to handle the child in specific situations. If parents register for TOM POUCE and give their permission to the Lycée, TOM POUCE will get a copy of this form.

During the intake interview, additional information is requested from the parent about the upbringing environment at home and information is given about the pedagogical policy and the health and safety protocol of TOM POUCE. The parents are told these documents can be found on the website. In addition, appointments are made of how the child can get accustomed to the BSO. A child can come a few times with a parent present before the final placement. Depending on the character of the child and the wishes of the parents, specific arrangements can be made.

During the intake interview parent(s) will be told which staff member will be the mentor of their child. The child will be introduced to the mentor the first time he/she comes to TOM POUCE. The mentor will pay extra attention to the well-being of the child during the first days. The child will be told the mentor is the first person to come to in case of questions or special situations.

Involvement / cooperation

It is important that there is good contact between the parents and staff members. Through a good coordination of what the child experienced, it is easier for both parties to respond to this. The staff members are attentive to the parents, with whom they maintain a permanent, objective and non-judging dialogue. In order to foster this dialogue, meetings are organized between the management and the parents committee three times per year.

Parents are informed about the development of their child at the end of the day while picking up their child. Also the logbook is used to transfer information to the parents. The mentor informs the parents about the development of their child on the basis of observations. Also individual meetings with the

parent(s) are held on an ad-hoc basis, and as often as required, initiated either by the parents or management.

TOM POUCE is committed to the transparent organizational form, in particular the presence and approachability of the director is considered to be important.

Respect / privacy

The personal details of the children and the parent(s) are treated with respect for privacy, the rules for the Privacy Act are used. In the group only the information is present that is absolutely necessary during the care of the children, such as information about allergies.