

Pedagogic Concept

KiTas Bethanien

As of July 2022

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1 Introduction

1.1 Preamble

The present concept defines fundamental operational aspects for the “KiTas Bethanien” (in German: singular *Kindertagesstätte* or KiTa, plural *Kindertagesstätten* or KiTas) day-care centres of Diakonie Bethanien. It is aimed at parents and their children, at authorities and supervisory bodies, as well as at partners, employees, and other interested parties.

1.2 Sponsorship

Diakonie Bethanien is a charitable association based in Zurich. The board of directors is responsible for strategic management and the executive board handles operational management. The members of the association are deaconesses and committed private individuals with close ties to Diakonie Bethanien. In a joint effort, the association promotes social-diaconal projects and manages the corresponding institutions.

1.3 Diakonie Bethanien Mission Statement

1.3.1 Vision (Why)

In the spirit of the founders of Bethanien and the diaconal tradition, we are committed to the well-being and needs of our fellow human beings and work to improve their quality of life.

We are convinced that our company is sustainably and deeply socially orientated thanks to its Christian philosophy.

We offer our professional services with heartfelt esteem to those who are elderly, socially disadvantaged, needy or seeking hospitality – including families and children, regardless of their national, religious or social background.

We develop new services where governmental and social offerings have gaps or are lacking (subsidiary offerings).

1.3.2 Mission (What)

We provide services in social, nursing and education sectors to meet current needs.

We continuously develop our offerings and look for new solutions to meet demographic, societal and social challenges. We are innovative and develop new service concepts, which we offer according to identified needs.

Our services help reduce gaps in the social, education and health care sectors.

We value the merits of each deaconess and take care of them in their evening of life.

We see ourselves as a fair employer with attractive social benefits and offer internships in various specialist areas.

1.3.3 Success Factors (How)

Our success is based on the commitment of employees and association members, material and non-material resources and in our service portfolio.

Our innovative services and offerings are divided into profitable, self-supporting and charitable commitments. In everything we do, we strive to protect and respect the dignity and autonomy of the people entrusted to us. We rely on employees who share our vision and are passionately committed to their daily work.

We see honesty, commitment and equality in dealing with all our contacts as an expression of our basic values.

In order to secure our financial independence in the long term, our diversified commitment is in line with the economic possibilities of our company.

Our independence gives us the flexibility we need to freely design and develop our services.

We treat the environment and our resources in a sustainable, gentle and careful way.

2 Meaning and Purpose of the Day-Care Centre

KiTas Bethanien day-care centres support the socialisation and integration of children into society, promote personality development and respect their individuality.

We consider contact with families from different social and cultural backgrounds as enrichment and consciously encourage this. We base our work on children's rights, which are based on three pillars: Protection against discrimination based on origin, gender or other characteristics, promotion in all areas of education and participation. The appropriate roof for these pillars is orientation towards the well-being of the child.

The day-care centres of Diakonie Bethanien offer supplementary day-care for children from three months until they enter kindergarten. The day-care centres create an important prerequisite for parents' ability to combine family and career.

KiTas Bethanien day-care centres must be financially self-sustaining in accordance with the strategic orientation of Diakonie Bethanien.

3 Principles of Pedagogic Work and Childcare

3.1 Educational Mission of KiTas Bethanien

The education, upbringing and care of children should contribute to ensuring that every single child has equal rights and good opportunities for a societal perspective towards a life worth living.

Early childhood education and childcare support the social, emotional, cognitive, physical and psychological development of children into independent, socially competent personalities. For this purpose, the day-care centres create a stimulating, appreciative and protective learning environment in which professional staff cultivate a conscientious, educational approach to each child.

At the KiTa Bethanien day-care centre in Altstetten, the educational mandate is implemented using the "Education and Learning Stories" (*Bildungs- und Lerngeschichten*, or BuLG) method. The team was introduced to the method, receiving training, coaching and consulting by the *Marie Meierhofer Institut für das Kind* (MMI) for 1.5 years. The KiTa Bethanien day-care centre in Altstetten is thus a member of the network *Bildungsort Kita*.

3.2 Image of the Child

From the beginning, children have a basic set of perceptions and communication skills and learn with curiosity and interest of their own accord. They want to actively explore and understand their environment. They learn to acquire new skills on their own initiative. Children are active creators of their own educational processes, and we assume that they learn about their own world in exchange with other children and caregivers as they seek their own learning path. We orient ourselves through constructivism. In our eyes, children have

basic perceptions and communication skills from the beginning and discover their environment through curiosity and interests, of their own accord. Furthermore, we maintain a resource-oriented view of the individual child. Through our positive and appreciative attitude towards each child in the group, offering them the possibility of experiencing participation and self-determination as we accompany them empathically, we strengthen the resilience of each individual child from an early age.

3.3 Participation of Children

Participation or involvement means letting someone participate, or get involved. We do this by giving them a say, letting them participate and making them co-responsible. Social participation takes place in everyday life and needs dialogue and an ear for children's questions and answers.

For the daily life of the day-care centre, this means:

- Taking the child's stage of development into account, i.e. starting off at the child's level of development.
- Taking the children's questions and wishes seriously and involving them in decisions. In addition to the development of the children, we focus on their interests, thus enabling them to develop their interests in a participatory way.
- The possibility of being able to make a difference and help shape something (self-efficacy) is a key experience for the development and well-being of the child, which we as an institution consider decisive.

3.4 Infant¹ and Toddler Pedagogics

We work according to the pedagogy of the paediatrician Emmi Pikler². The name Emmi Pikler stands for a change in awareness in dealing with infants and toddlers. The child is taken seriously as a person and partner. Instead of simply encouraging, motivating, or keeping them occupied according to our ideas, the aim is to get into real contact with them – to become familiar with them and build a relationship based on attentiveness, empathy, love and respect.

This requires reliable caregivers who can respond to the signals of infants and toddlers quickly and with sensitivity, as they are of paramount importance for building a secure relationship.

The need for a feeling of security is taken into consideration through loving care and undivided attention by educators in general, but also in care. A toddler experiences care as a gentle, attentive touch and intensive interpersonal encounters. Every action is announced. Nothing happens above their heads, instead they are actively involved. Over time we allow the child to participate and cooperate; a trusting relationship develops between the child and the caregiver.

In order to offer the infants in our day-care centres an environment in which they feel comfortable and are stimulated according to their individual level of development, needs and interests, it is important to us to provide plenty of space for independent exploration beyond fulfilling their needs for exercise and play. The caregivers let the children do what they are already able to do on their own and are always ready to help.

¹ Our concept goes further into detail on infant care (0-18 months)

² Emmi Pikler: *Peaceful Babies - Contented Mothers*, 2013, Herder Verlag
Emmi Pikler: *Give Me Time*, 2001, Richard-Plaum-Verlag

3.5 Care Model

In our day-care centres, we look after children in standard groups, which are led by us according to an age-appropriate method. In this way we let children maintain contact with others of the same age and those similar in age (= peers). This also offers caregivers the opportunity to apply age-appropriate themes and projects and to support the children individually in their development.

We also consider it important to foster the exchange between younger and older children. In addition to common activities during the morning and afternoon, we ensure this through further outdoor joint activities and excursions on a selective basis.

We offer 12 places daily in each standard group. Some standard groups take care of children from 3 months to approx. age 1.5 - 2, the others from approx. age 1.5 - 2 to kindergarten age. At the KiTa Bethanien Seefeld day-care centre, there is also a large age-appropriate group from age 2 to kindergarten age, which offers 12 places daily.

3.5.1 Extended offering at the KiTa Bethanien day-care centre in Altstetten

Due to high demand from existing KiTa parents, children up to and including kindergarten age may attend the KiTa Bethanien day-care centre in Altstetten. They go to kindergarten in the morning according to the school schedule and are subsequently looked after at KiTa Bethanien Altstetten. Children of kindergarten age may only attend if they have previously been at KiTa Bethanien day-care centre for at least one year.

The children are collected from kindergarten after class by day-care centre staff. At the day-care centre, the children eat lunch supervised by KiTa staff. Lunch is cooked in the kitchen of the Buckhuser Restaurant, which belongs to Diakonie Bethanien. Because this meal takes place later than that of the other children in the day care centre, we have the opportunity to talk to the children in peace and quiet to see how they are doing.

In the afternoon, the kindergarten children are cared for in a standard group. Attention is paid to an age-appropriate play environment and structure. It is the responsibility of the KiTa caregivers to organise the afternoon in such a way that the needs and interests of all age groups are included and met. The toys will be supplemented with age-appropriate materials and these will only be accessible to the kindergarten children.

Care is taken to ensure, on the one hand, that community-building activities are carried out with all children, but that we also create sufficient space and time for the children to occupy themselves according to their development and interests. We achieve this by offering activities in small groups. In addition, we make sure we regularly spend time outdoors and that the children have the opportunity to withdraw at any time.

We offer full-day care during school holidays.

3.6 Care in a large group

Children from the age of two up to kindergarten age are cared for in our large group, which offers 16 places per day.

Thanks to spacious rooms, we are able to respond to the different interests and needs of the children. The rooms and toys are regularly adapted to the interests and needs of the children's group so that the children are supported at their current development level. Based on our written observations, we are able to consciously perceive the individual preferences of the children and adapt our room design accordingly.

In this group, daily activities and excursions in the fresh air are increasingly carried out in subgroups. In this way, we can guarantee individual care and support for the children in the large group as well.

We pay special attention to a good balance between stimulating rooms and opportunities to withdraw. The rooms in the group are set up in such a way that the children can withdraw independently and thus have the opportunity to satisfy their need for quiet at any time. This is made possible by a separate nap room and various small corners.

The staff of the large group are permanently assigned, which ensures the care and supervision of the children is as constant as possible. The children can orient themselves in their daily routine thanks to various images, which depict their daily routine, the current schedule and the caregivers present. The children there that day can also be seen in the photos. In this way, we ensure that the children can orient themselves within the rooms, the daily routine and in relation to the caregivers and children present. This gives them the necessary security during the day.

The other focal points and guiding principles of KiTas Bethanien are also implemented in the large group in accordance with our pedagogical concept.

3.7 The Role of the Caregivers

The implementation of the educational mission with the children is demanding pedagogical work. All our specialists are qualified in the field of pedagogy and are constantly working on the latest findings in development and educational research. We carefully introduce our employees to this type of work and pay attention to appropriate training and further education opportunities.

Our caregivers are independent, professionally and personally competent employees. In regular meetings, we reflect on our pedagogical activities in discussion amongst ourselves. In our day-care centres, employees of all genders are treated equally. At least one specialist per day-care centre has special training in infant care. If this can temporarily not be guaranteed, the day-care centre management ensures an appropriate internal exchange of expertise using the synergies of the other day-care centre locations.

3.8 Body, Movement and Health

In order for children to be able to educate themselves and develop well, they need to feel physically and psychologically comfortable. We are committed to ensuring that children feel safe in our day-care centres, are supported in their need for autonomy and can engage with a stimulating environment.

3.9 Personal care and hygiene

Daily hygiene is an important part of building and maintaining the relationship between the caregivers and children. The children should experience caring for their bodies as something pleasant.

We therefore take our time for this and allow the children to actively participate according to their age. We respect the children's privacy, which strengthens their self-esteem and supports a positive self-image.

Infants

When caring for our infants, we create a pleasant atmosphere by describing to the child what we are doing and why. We respond to their expressions and sounds, offer them closeness if desired and play with them (reciting verses, singing). It is important to us that the children are given the opportunity to do as much as possible on their own and that we support them in this.

3.10 Food and Nutrition

Eating should be fun, pleasurable and tasty. We consider a relaxed and happy atmosphere at mealtimes to be decisive. We attach importance to a balanced, tasty and varied diet. Fresh fruit and vegetables are offered to the children daily. They can drink water or unsweetened tea throughout the day.

Specific cultural, ethical and religious eating requirements and medically necessary restrictions (allergies) are of course taken into account.

As in all areas, the children in our day-care centres know no compulsion. The children are allowed to serve themselves and decide what they want to eat and how much.

Our nutritional principles are described in more detail in the nutritional concept of KiTas Bethanien.

Babies

We adapt the infants' eating rhythm to their individual habits and needs.

When an infant enters the day-care centre, it is not necessary to stop breastfeeding. If a mother wishes to continue breastfeeding, she may visit the centre at any time and withdraw with the child to a free room. Suitable furniture is available.

3.11 Movement

Children discover their environment through movement. Movement is the most important means of gaining experience about oneself but also about the social and spatial environment. Movement has a positive effect on mental and physical well-being.

It is important to us that the children themselves are able to achieve something or accomplish a work through physical activities. Self-efficacy is a central component in the development of children's sense of self-worth, which is essentially shaped by how they acquire and engage with the environment through their bodies and senses.

Infants

For our infants, the development of the ability to move is central. Infants learn with their whole body and with all their senses, thus creating the prerequisite for the development of thinking.

They should learn to move and play without the help of the carers. We generally place infants on their back until they are able to assume another position on their own. In the supine position, they can get to know their body better and move more freely. We do not ask children move in ways they are not yet able to achieve (sitting up, walking, etc.).

Our movement elements for babies include surfaces of different heights and sloping elements on which the children can safely practise their gross motor skills. The group rooms are divided in such a way that the children can freely choose between activity and withdraw.

Our aim is to give the children as much space as possible for their own development, especially for movement. They should be able to discover the world around them as unhindered as possible, sufficiently protected by the observing caregivers. This leads to a special appropriation of space by the children.

3.12 Sleeping

For the child's development, especially the processing of all impressions, it is important that the child gets sufficient rest.

It is important to us that nap time takes place in a quiet atmosphere that creates trust and relaxation and strengthens the child for the afternoon programme. To this end, children are neither forced to lie down nor prevented from sleeping.

Infants

As infants are at risk of overstimulation, they are settled down according to their individual need for rest. For this purpose, in addition to the nap room, hammocks or other sleeping facilities are available in the group room for our youngest children. Babies feel secure when they perceive familiar sounds and can therefore usually fall asleep in the group room.

3.13 Social and Cultural Environment

Our children should feel welcome and like they belong in the day-care centre. The child's social world is enlivened early on through personal relationships and in belonging to small groups. In this way, we provide them with a diverse environment in which to expand their social skills. We make sure that the children discover new things together with other children and can grow from this. A reliable and familiar caregiver offers them support in this.

We encourage children to try out a variety of roles and to find their place in the group.

3.14 Dealing with rules, structures, conflict skills

In order to feel comfortable in a community, certain rules and regulations are needed. Respect and tolerance are two important qualities that are central to the success of group life.

We give the children the freedom to argue with each other, to measure their strength, to perceive their own limits in order to assert themselves or to give in. We encourage the children to solve conflicts independently and to show consideration for each other. We take the children's problems and difficulties seriously and look for solutions together with them and/or their parents.

3.15 Daily schedule

In order to meet the children's needs for play, movement and orientation, our daily schedule at the day-care centre has some cornerstones. These cornerstones give a rough orientation in the daily routine, but also allow a lot of freedom. The structure of the daily routine in the day-care centre depends to a large extent on the situation of the children's group. It is therefore designed according to the situation and adapted to the needs and interests of the children, in order to neither under nor over-challenge them.

6:30 – 9 am	Day-care centre opens. Children are welcomed and integrated into the group. Breakfast is offered until approx. 8.15 am
9 am	Each group starts with a morning ritual.
9:15 – 10:30 am	Specific activities within the group or intergroup activities so younger and older children can meet indoors or outdoors.
10:30 – 11 am*	Personal hygiene and preparation for the midday ritual.
11 – 12 pm*	Lunch
12 – 2 pm	Nap time within the group
2 – 3:30 pm	Specific activities in the group and inter-group activities for smaller and older children to meet indoors or outdoors.
3:30 – 4 pm	Joint snack time within the group.
4 – 6:30 pm	Free play and free play activities. The first children are picked up.
6:30 pm	Day-care centre closes. *Times may vary at each location (depending on where lunch is procured).

3.16 Collaboration between Groups

The individual groups form autonomous units in the day-care centres. The children have their own rooms, their own caregivers and a daily routine adapted to their needs. However, the individual groups, which, as mentioned above, are run in age-appropriate groups, are in binding contact with each other.

In addition to the structured, joint encounters, such as drop-off and pick-up times or playing together outdoors, we carry out targeted inter-group offerings, activities and projects.

It must be ensured that the interactions of older children with infants and very young children are carefully monitored by the caregivers in order to intervene in the event of aggressive behaviour on the part of the older children. The toddlers must also have possibilities to withdraw at all times.

3.17 Communication

Language development is a matter of course for us and is integrated into the daily routine. Continuous social contacts (bonds) aim to awaken and promote the joy of speaking. The prerequisite for this is a climate of well-being and feeling of security in the day-care centres.

- The official language spoken at the day-care centre is Swiss German.
- We communicate in an encouraging, friendly tone and deal with the children on equal footing.
- We enter into serious dialogue with the children. This means that we listen to them, ask questions, give answers and are interested in what they want to tell us. Linguistic support for everything the children experience and do is provided by the caregivers in an exemplary manner. In this way, the children learn to name things and exchange thoughts, to name and share experiences and feelings. Furthermore, they acquire vocabulary and knowledge and learn to use it.
- Fingerplay, rhymes, poems, morning circles and songs are part of the daily programme.
- Picture books are available to all children at all times. They can be viewed alone, read aloud by the caregivers or looked at together, while caregivers motivate the children to talk about what they see.

Infants

When communicating with our infants it is important for us to "read" their individual body language, which expresses their inner experience (facial expressions, gestures, sounds, etc.), so that we can react sensitively.

3.18 Creativity and Sensory Experience

We support and support the children in their creative development. By providing them with diverse materials and the necessary time, we help them engage in the process of creating and experimenting. The joy of new discoveries contributes to active learning and strengthens self-esteem. The process of creating is important to us and is our focus.

Infants

Infants develop a "body-self" through sensory experiences, thereby gaining consciousness of themselves as a person. We support infants with different sensory stimuli, so they can get to know their bodies, its limits and their own position in the room

3.19 Music

Music is an element that addresses children individually and holistically, triggering spontaneous reactions such as satisfaction, feelings of security and "well-being".

From infancy to kindergarten age, singing as the actual "human language" is fundamental for development. For this reason, singing together is given special importance in our day-care centres. The use of instruments, singing circles and playing with rhythm, as well as dancing to music are further elements that support the development of the child's sensory and expressive possibilities. We use the cultural diversity of our day-care centres to integrate songs and rhymes from the children's countries of origin into our daily routine.

3.20 Numbers and Counting

The foundations for mathematical thinking develop during the first years of life. When children can make initial experiences with time and space, as well as mathematical operations such as measuring, estimating, classifying and comparing, the understanding of abstract thinking begins to grow. We enable the children to develop a feeling for numbers, shapes, mass and spatial perception through various playful activities (e.g. setting the table, serving meals, sharing, counting).

3.21 Nature and Environment

With all senses, children open up to nature and build their first scientific experiences on it. In our pedagogical work we promote a holistic inclusion of nature, the animal world and physics. Through scientific experimentation, discovery and research, the children learn about the different principles of their environment. During various activities and excursions, we help the children gain a broader understanding of nature. We go outdoors at least once a day (garden, forest, to see animals or for walks, etc.).

By example, we teach the children ecological awareness in dealing with electricity, water and waste.

4 Portfolio – Work

The portfolio serves to document the individual learning steps of each child. The portfolio also offers support during parent-teacher meetings, as it illustrates the children's learning processes. The children discuss their portfolio and are allowed to determine its content themselves. It is their individual collection, which they can take home as a souvenir at the end of their time in the day-care centre.

With the help of the portfolio, children are able to remember past experiences and fall back on familiar ones – they become aware of everything they have learned.

By making what they have already learned visible to the children, we also strengthen their resilience.

5 Projects

During various projects we work intensively with the children over a longer period of time and in a variety of activities with a theme (annual cycle, cultures, forest, etc.) from their daily lives. Projects are carried out with no specifically targeted results and can be implemented across groups. The choice of topics for projects is based on observations of the children and their interests.

6 Observing and Documenting

In order to find out where a child's current needs and interests lie, it is necessary for the caregivers to observe them closely. The basic prerequisite for successful observation is a neutral, positive and resource-oriented view of each child: What are they doing? What do they like to do? What's it all about?

Further development requires a high degree of well-being; child who don't feel comfortable cannot be sufficiently committed to their own interests. We therefore give priority to the well-being and interests of each child.

Our observations take place in everyday life. Standardised written observations of the children are recorded and collected. They serve as a basis for the annual individual meeting between parents and caregivers.

7 Integration of Children with Special Needs and Abilities

Living and experiencing together connects, creates understanding and promotes tolerance. It gives every child a feeling for the diversity of us humans.

Children with special needs or talents are accepted if the general conditions (ratio caregivers-children, expertise of the carers, facilities, willingness of the parents and the operations) are conducive to the child. Additional support is sought in an interdisciplinary exchange with various specialist institutions.

We support and motivate all children with special needs or talents in the development of their mental, spiritual and physical abilities, providing them with a selection of opportunities for play and support material.

8 Design of the Rooms

Interior design is designed reality. A stimulating room is often named as the third educator. Rooms should be fields of research and experimentation in which children can develop an image of themselves, of others and of the world with all their senses.

In our interior design and choice of materials, we are guided by the needs of the children and the focus on the different areas of education, which were explained under Article 4.

Most of the toys and materials are placed in such a way that the children can access them independently.

Infants

The infants' rooms are equipped in such a way that they can pursue their interests and exercise-intensive movements in a protected area – as far as possible safely and undisturbed.

In early childhood, the possibilities of moving physically forward and with it the experience of space and the interest in action constantly change. An appropriate environment creates stimulation for these various developmental periods. We work with different spatial elements on which infants can move and play independently in a variety of ways.

9 Transitions

With the child's entry into the day-care centre, a new period begins for both child and parents. We offer them a gentle transition into their new life in the day-care centre by providing a professional, individually designed acclimatisation period for the welfare of the child. During the acclimatisation period with one of the parents, the child is given the necessary time to become familiar with the caregivers and the new environment. This intensive acclimatisation, which is adapted to the child, has a positive long-term effect on the child's well-being.

9.1 Acclimatisation: The Transition from Family to Day-Care Centre

During the initial interview with management, the parents receive information on contractual and operational provisions and on the acclimatisation period, which is carried out by the caregiver responsible for the group. The acclimatisation period lays the foundation for a trusting cooperation between parents, child and caregiver. The parents gain intensive insight into the daily routine and can experience KiTas Bethanien's family-friendly climate. A gentle acclimatisation period is the first building block of an educational partnership. The process is described in detail in a separate Acclimatisation Concept.

9.2 Bringing and Picking up Children

How the handover of the child in the morning is organised is central to their well-being. It is important to us that children and parents feel welcome in the morning and that each goodbye is individual and in accordance with a ritual adapted for the child. After the children have said goodbye to their parents, we make sure that the children are able to settle into the group's daily routine at their own pace.

Picking up the child also requires a transitional period – they react very differently to the appearance of their parents. That is why we take this opportunity to exchange information with parents, to pass on the most important information and events of the day.

As in the morning, we consider it crucial that we see off children and parents individually.

9.3 Group Change

Usually, children change groups at about age 1.5 - 2, accompanied by a goodbye ritual. At the same time there is a short period of acclimatisation, in which the children visit the future group an hour at a time. In this way they can slowly get accustomed to the new children and life in the new group.

9.4 Transfer to Kindergarten

Going to kindergarten is thematised in the groups. We prepare the children carefully for their transition and discuss the children's stage of development with their parents. In the group, the going-away ritual is consciously celebrated with all children. Rituals support both the children who leave the day-care centre and the children and caregivers who stay behind.

10 Cooperation with Parents

10.1 Developmental Partnership between Caregivers and Parents

An "educational and developmental partnership" comprises the joint responsibility of parents and caregivers for the educational and developmental support of the child. In most cases, the day-care centre is the child's first opportunity for socialisation outside their family structure. It is therefore also the first place where parents and child are separated. Which is why it is important that the parents and the child encounter a social space here that is fundamentally characterised by understanding, acceptance and interest.

10.2 Contact Options

The daily exchange between parents and caregivers takes place during the short door-to-door talks.

At least once a year, an individual meeting takes place between caregivers and parents. It focuses on the resources, interests and activities of the child in the day-care centre as well as their development. We take the concerns of the parents seriously and address them during the meeting. In this way, we can create a basis for support together. Our communication is open and appreciative. We are happy to discuss with the parents' educational concerns or other questions.

10.3 Parental Event

Various events for parents with or without children take place throughout the year (summer party, parents' coffee, parents' and themed evenings, etc.), which aim to promote contact both with the day-care centre and among the various parents.

11 Leadership and Cooperation within the Team

We strive to create a respectful, constructive cooperation between employees, the people entrusted to us and their reference groups. This goal has resulted in the following management principles, which are anchored in the Mission Statement of Diakonie Bethanien:

- We trust our employees, live a culture of open communication, strive for a high level of professionalism and quality and see mistakes as opportunities.
- Our management style is participative, encouraging and challenging.
- We define clear goals with our employees and together we strive to do things right on the one hand and to do the right things on the other.
- We give our employees the space they need to take initiative and act on their own responsibility. We attach great importance to personal and professional development.

All new employees at KiTas Bethanien day-care centres are carefully introduced to the pedagogical work of the day-care centre and to all processes and structures.

The teams at KiTas Bethanien day-care centres consist of day-care centre management, the training manager, caregiver specialists, some university students, apprentices and interns.

Regular meetings are held at all levels. These attend to organisational matters, pedagogical planning, professional discussions and reflection on the care work. Within Diakonie Bethanien, interdisciplinary cooperation plays an important role.

We specifically promote the professional competence and knowledge development of our employees With external and internal training and continuing education.

12 Child Protection

In our day-care centres, we focus on the well-being of the children. The safety of the children has a high priority for us. The rules laid down in our Code of Conduct enable caregivers and parents to identify boundary violations at an early stage and react accordingly. Sexual assault can be prevented by preventive procedures (e.g. the doors remain open at all times when nappies are changed, children are looked after in groups, etc.).

13 Quality Management

This Pedagogic Concept is binding for all employees. It is available to all parents and the responsible authorities.

The management of KiTas Bethanien is responsible for drafting and further developing the Pedagogic Concept under the supervision of its supervisor.

The individual managers of the day-care centres are responsible for ensuring that the Pedagogic Concept is continuously implemented and reviewed during regular operations (team meetings, development meetings, continued development of the work).

The Pedagogic Concept is approved by the directorate of Diakonie Bethanien.

Furthermore, within the framework of quality assurance at Diakonie Bethanien, processes are defined for various areas, which are checked annually by internal or external audits. This results in a further review of the Pedagogic Concept.

The results are first evaluated and assessed with the Management of Care & Support and the Day-Care Centre Management and then presented to the team and discussed. From this, change processes are jointly developed and implemented in daily work.

14 Final Provisions

This Pedagogic Concept replaces that of 29 April 2022 and comes into force on 1 July 2022.