



# Concept

Kindergarten Bubbles e.V.

Zenettstraße 38

80337 München

## Table of Contents

|  |          |
|--|----------|
| <b>1. History of the Institution.....</b>  | <b>3</b> |
| <b>2. Legal Commitment.....</b>  | <b>4</b> |
| 2.1 BayKiBiG and AVBayKiBiG.....   | 4        |
| 2.2 KJHG and SGB VIII.....   | 4        |
| 2.3 Bavarian Guidelines for the Education and Upbringing (nurturing/education)of Children until the end of Primary School..... | 6        |
| 2.4. Bavarian Education and Training Plan.....   | 6        |
| 2.5 Education, upbringing (nurturing/education) and Care of Children in the First Three Years of Life.....                     | 6        |
| 2.6 Convention on the Rights of the Child.....   | 6        |
| 2.7. Infection Protection Act.....   | 6        |
| 2.8. Data Protection.....  | 6        |
| <b>3. Conditions.....</b>  | <b>6</b> |
| 3.1 Träger .....   | 6        |
| 3.2 Financing.....   | 6        |
| 3.3 Location of the Facility.....  | 6        |
| 3.4 Buildings and Grounds.....   | 7        |
| 3.5 Opening Hours and Daily Routine.....   | 7        |
| 3.6 Fees.....  | 7        |
| 3.7 Diseases.....  | 7        |
| 3.8 Team.....  | 7        |
| 3.9 Target Group.....  | 8        |
| 3.10 Registration.....   | 8        |
| <b>4. Transitions in the Course of a Child's Education.....</b>  | <b>8</b> |
| 4.1.1 Transitioning from Home to the Kindergarten.....   | 8        |
| The Transition Period:.....  | 8        |
| 4.1.2 From Kindergarten to School.....   | 9        |
| <b>5. Pedagogical Attitudes.....</b>   | <b>9</b> |
| 5.1 View of the Child .....  | 9        |
| 5.2 Role of the Teacher .....  | 10       |
| 5.3 Participation .....  | 10       |
| 5.4 Complaints Management .....  | 10       |

|   |           |
|---|-----------|
| 5.5 Resilience.....   | 11        |
| 5.6 Inclusion .....   | 11        |
| 5.7 Gender Sensitive Education .....                                      | 11        |
| 5.8 Free Play .....   | 11        |
| 5.9 The Situational Approach .....  | 11        |
| 5.10 Our Understanding of Education .....                                 | 12        |
| 5.11 Education and Development Documentation .....                        | 12        |
| 5.12 The Last Year Before School .....                                    | 12        |
| <b>6.Strengthening the Competence of Children Through Education .....</b> | <b>13</b> |
| 6.1 Values and Religion.....  | 13        |
| 6.2 Emotions, Social Relationships and Conflicts.....                     | 13        |
| 6.3 Language and Literacy.....  | 13        |
| 6.3.1 Bilingual Education.....  | 13        |
| 6.4 Mathematics, Computer Science, Science and Technology.....            | 13        |
| 6.5 Environment - Education for Sustainable Development.....              | 14        |
| 6.6 Music, Aesthetics, Art and Culture.....                               | 14        |
| 6.7 Health, nutrition, exercise and relaxation.....                       | 14        |
| <b>7.Education and Training Partnership.....</b>                          | <b>15</b> |
| 7.1 Drop-off and Pick Up Communication.....                               | 15        |
| 7.2 Parent Teacher Interviews.....  | 15        |
| 7.3 Parent Evening Meetings.....  | 15        |
| 7.4 Celebrations.....   | 15        |
| 7.5 Parental contribution.....  | 15        |
| 7.6 Newsletter.....   | 15        |
| 7.7 Shadowing.....  | 16        |
| <b>8.Cooperation and Networking.....</b>                                  | <b>16</b> |
| <b>9.Quality Control.....</b>   | <b>16</b> |

# 1. History of the Institution

Our bilingual kindergarten was established in 2010, when several families came together recognising the need for an Anglo-German parenting initiative. This was because the number of bilingual parent-child initiatives was low and it was difficult to find a place there. The parents wanted to create a family environment where an international exchange takes place.

## 2. Legal Commitment

Our educational work is based on the following legal foundations:

### 2.1 BayKiBiG and AVBayKiBiG

The pedagogical work of our institution is based on the Bayerische Kinderbildungs- und Betreuungsgesetz (BayKiBiG) and its implementing regulations (AVBayKiBiG):

#### **Paragraph 10 Mission for Education, Upbringing (nurturing/education) and Care in Day-care Centers**

- (1) Day-care facilities offer each individual child a variety of educational and experiential opportunities to ensure the best educational and development opportunities, to prevent development risks at an early stage, and to enable them to experience inclusion.
- (2) Children should be involved in developmentally appropriate decisions about the day-to-day life of the facility and the design of the facility.

#### **§ 14 Duties of the Educational Staff and the Institution**

- (2) 1 The institution must ensure that the educational staff, in order to meet the educational requirements, are aligned with the educational tasks of the contents of the Bavarian Education and Training Plan, the teaching, education and care of children in the first three years of life and the Bavarian guidelines on education and upbringing of children up until the end of their primary school years.

According to the legal mandate of the Bavarian Children's Education and Care Act Art.10 BayKiBiG and § 14 AVBayKiBiG, the educational staff endeavors to offer diverse educational and experience opportunities, to seize the opportunities to support each child individually, to recognise development risks at an early stage and to counter them. The children should be involved in decisions and the organisation of everyday life in our kindergarten, according to their level of development and considering that they are entitled to participate.

### 2.2 KJHG and SGB VIII

The legal duty of child day care facilities is substantiated in the Child and Youth Welfare Act (KJHG) for the Federal Republic of Germany. The KJHG is part of SGB VIII. Childcare and education are the duties of child day care facilities in cooperation with the parents, as specified in §§22, 22a and §24.

#### **§ 22 SGB VIII Principles of Support for children**

- (1) Day care centers are facilities in which children stay for part of the day or all day and are integrated in a group. Child day care is provided by a suitable day care worker in their own household or in the household of the custodian of the child. The specifics of the difference between daycare facilities and day care for children are specified in by state law. State law can also specify that child day care is provided in other suitable locations.

(2) Daycare facilities for children and day care should:

1. Aid the development of the child to become a responsible and sociable individual,
2. Support and supplement the education provided by the family,
3. Help parents to better manage work and family.

(3) The mission includes education, education and childcare in the areas of the child's social, emotional, physical and mental development. It includes the conveyance of guiding values and rules. The support of the child should be based on the age and stage of development, the linguistic and other abilities, the life situation as well as the interests and needs of the individual child as well as their ethnic origin.

### **§ 22a SGB VIII Support in Day Care Facilities**

- (1) The institution of public youth welfare service should ensure quality and appropriate support in their institution by providing appropriate measures. This will involve the development and use of a pedagogical concept as a basis for fulfilling the purpose to support children, as well as the use of tools and procedures to evaluate the work in the institutions.
- (2) Public youth welfare service providers should ensure that professionals work together in their institutions:
  1. with the guardians and day care workers for the benefit of the children and to ensure the continuity of the educational process,
  2. with other child and family related institutions and initiatives in the community, especially those of family support and counselling,
  3. with schools to ensure a good transition to school for the children and to support work with schoolchildren in after school care and age diverse groups. The guardians are to participate in the decisions on essential matters of education, education and care.

We have made it our main mission to meet the children's right to education from the beginning, to support the compatibility of work and family and to contribute to inclusion. Through §8a SGB VIII, the protection of children if their welfare is at risk is ensured.

### **§ 8a SGB VIII Duty to protect if a child's welfare is at risk**

According to the Münchner Grundvereinbarung, as an association we have the task and the obligation to fulfill and implement the child protection mission in the interests of child welfare. According to § 8a SGB VIII we are obliged to develop a risk assessment in case the child's welfare may be at risk. In cooperation with a specialist who is experienced in this respect, a risk assessment that complies with the data protection regulations is carried out. Parents and children can be included in the risk assessment unless the protection of the child is jeopardized. If the risk cannot be mitigated or if the help offered is not accepted, the youth welfare office will be involved. Our obligation to protect, based on the Münchner Grundvereinbarung MGV §1 / Abs.1. "... to protect children from that they suffer or that they development is jeopardised through the abuse of parental care, neglect, inadequate behavior by parents or inadequate protection against the dangers from third parties ...".

## 2.3 Bavarian Guidelines for the Education and Upbringing (nurturing/education) of Children until the end of Primary School

The Bavarian guidelines have been included in the 'Education and Training Plan', in the 'Bavarian Curriculum PLUS Primary School' as well as in education and training. They reflect the similarities and challenges of the different educational institutions. The guidelines focus not only on the transitional accompaniment of a child in the course of his or her education. A common understanding of education and the design of a coherent educational practice should also be guaranteed.

## 2.4. Bavarian Education and Training Plan

Another component of our pedagogical work is the Bavarian Educational and Plan for children in day care until school enrollment (BayBep)'. It serves as an orientation framework both for the bearer and for the educational staff in order to be able to implement educational and educational goals in the best possible way.

## 2.5 Education, upbringing (nurturing/education) and Care of Children in the First Three Years of Life

This handout is a realisation of the Bavarian education and training plan. It focuses on the age group 0 to 3 years. The goal is to create a common education philosophy.

## 2.6 Convention on the Rights of the Child

The Convention on the Rights of the Child is the most important international human rights instrument for children. Children's rights are human rights. They are anchored in the international human rights treaties of the United Nations. The UN Convention on the Rights of the Child represents a worldwide shared commitment to ensure the civic, political, economic, social and cultural rights of children and to protect every child from violence, abuse or exploitation.

## 2.7. Infection Protection Act

Our kindergarten is also subject to the regulations of the health department and the Infection Protection Act.

## 2.8. Data Protection

Data protection is very important to us in our kindergarten: the kindergarten team receives a lot of personal information about the child and his family in everyday life. We take care to collect and use the data identified to ensure the protection of the collected data according to §61 ff. SGB VIII

# 3. Conditions

## 3.1 Träger

The support organisation is the registered non-profit association "Bubbles e.V.". The framework of the association (membership meeting, parents' meeting and board) result from the articles of association, which can be viewed in the daycare center. At least one parent of the child attending the kindergarten is a member. The board represents the parent initiative to the public.

## 3.2 Financing

Our parent-child initiative receives the legal support from the BayKiBiG. In addition, we are funded by the City of Munich according to the EKI model.

## 3.3 Location of the Facility

Our kindergarten is located in the district of Isarvorstadt. The kindergarten can be reached both by car and public transport. In the immediate vicinity of the kindergarten is the Theresienwiese. The district is characterised by apartment buildings. The Isarvorstadt is considered a multicultural,

tolerant and vibrant residential area with many different population groups. In the vicinity there are some playgrounds that encourage children to climb, slide and move around. The catchment area of the kindergarten for the most part includes families who live in the Isarvorstadt, but also families from neighbouring districts.

### 3.4 Buildings and Grounds

The kindergarten "Bubbles" is located on the ground floor of an apartment building. The group room, with its bright windows, provides an inviting environment. It is separated into various functional areas such as: the playhouse, the home corner and the building corner. Furthermore, the facility has a separate bedroom, which can be used multifunctionally. The washrooms are equipped with two sinks, two toilets and a changing area. Our facilities are designed to provide an appealing learning environment for children to play, explore and learn without danger. We regularly evaluate the premises considering their use and, if necessary, change them in order to provide the child with security as well as exploration possibilities. The prerequisite for this is the consideration of the child's needs, the current interests of the child and their level of development. We observe which materials the children use and how they initiate play both alone and with others. Our materials allow each child to create their own learning experiences, stimulate experimentation whilst appealing to different age groups. The tactile quality, the aesthetics and the versatility of the materials are also of importance. In our family corner, which is decorated with photos of the respective families, we celebrate the uniqueness of the families. The management office is equipped with computers and technical literature for the employees. The small outdoor area has a green area and benches.

### 3.5 Opening Hours and Daily Routine

Our kindergarten is open daily from 07:45 - 16:15. The facility is closed 25 days a year. The daily drop-off time is from 07:45 - 08:25. In our kindergarten there are three possible daily pick-up times:

Lunch 12:15 - 12:30

Snack 14:15 - 14:30

Late 15:30 - 16:15

In our daily routine fixed times, for example for food, morning circle and activities are planned. Our exact daily routine can be found in the attachment.

### 3.6 Fees

The parental contribution is payable monthly. It currently consists of € 286 childcare allowance and € 60 meal allowance. In addition, there is a one-off admission fee of € 150 and a deposit of € 750. The membership fee is currently € 20 per year. In the last year before school entry, families receive a reduction on the childcare allowance.

### 3.7 Diseases

Parents are obliged to inform the kindergarten of their child's illness without delay. If there is a risk of infection, the kindergarten is obliged to inform all parents. In case of common diseases, a medical certificate can be requested from the nursery school before returning.

### 3.8 Team

The parent-child initiative team consists of one part-time and two full-time teachers. All teachers have a pedagogical education which is recognised in Germany. As mentioned in the section Bilingual Education, the teachers speak with the children in their native language, according to the immersion principle. A good team shows through satisfied children and parents and is visible in the quality of

work with the child. That is why teamwork is central. Team meetings take place weekly and take about 2 hours. Contents include planning of projects and activities, case discussions, completion of observational documentation, reflection on educational work, exchange of expertise, preparation for parents' evenings, etc. The teachers have five training days per kindergarten year. The kindergarten works with the recommended employment key according to §17 AVBayKiBiG. More information about our team can be found on our website. Educational professionals are always open to interns and are happy to give them an insight into day-to-day nursery practice and to assist them in their education as a kindergarten teacher, nanny or relevant studies.

### 3.9 Target Group

Our target group is aimed at girls and boys aged 3 to 5 who have English and German as a first language. For siblings it is possible to become a part of the kindergarten at the age of 2 years. We are keen to promote a diverse group whilst considering a gender balance.

### 3.10 Registration

Registration is via our website [www.bubbles.com](http://www.bubbles.com). Under the heading 'Registration', interested families can register their child. If all prerequisites are fulfilled (bilingualism, available kindergarten place, sex, age) the family is invited to an interview with the management and the board of the kindergarten. This interview is primarily for the exchange of information. In this way, we are able to provide the family with an insight into our daily lives and belonging to a parents' initiative.

## 4. Transitions in the Course of a Child's Education

Mastering transitions is one of the most important development tasks that a child has to overcome in the course of his school life. Well designed and structured transitions help to develop competencies for future transitions, while strengthening the child's self-confidence and self-motivation. Good cooperation between parents, the kindergarten, and subsequent educational institutions is the foundation for this (see Office for Youth and Schools, 2014, p.11).

### 4.1.1 Transitioning from Home to the Kindergarten

In our preliminary discussion (see point 4.10 registration), interested parents receive information about our familiarisation model. In order to foster a positive relationship between child and teacher, open communication on wishes as well as any misgivings or worries between the family and the teachers is helpful (see Laewen, Andres and Hédervári-Heller, p.34 f., 2003).

#### The Transition Period:

We follow Leawen's "Berlin INFANS" model so that children successfully settle into kindergarten. This model has five steps. The transition period is complete when the child has established a sustainable relationship with a teacher (pedagogical specialist) and is able to be comforted by that teacher when needed.

#### **Step 1 - The Information Phase:**

The goal of the information phase is to establish a trusting relationship between the parents and the teachers. The first step is a conversation between teachers and parents, which is used to establish a positive relationship, to clarify possible questions and to exchange information.

## **Step 2 - Building a Solid Foundation:**

An important element at the beginning of the transition period is that the child is accompanied by a parent (or other attached person). During this time, the teacher observes the child interacting with the accompanying parent and the children in the group. The teacher collects important information about the child's habits and play patterns from the parent. At the same time, the teacher begins establishing a relationship with the child and attempts to take over tasks such as changing the child's nappy.

## **Step 3 - First Attempt at Separation:**

The first attempt at separation is individually tailored based upon the child's behavior and in consultation with the parents. It is very important to us that the parents deliberately say goodbye to their child. The child should consciously experience the separation situation: "My Mummy/Daddy is leaving now, but she/he will come back to pick me up." We are actively taking care of and paying close attention to the child during this separation phase. The length of the separation is determined on a case by case basis. Then the parent returns, greets their child and discusses with the teacher how the time away from the parent went and plan the next separation. Afterwards the parent should go home directly with their child. Through this approach, we are able to establish a constant dropping-off and picking-up routine for the child.

## **Step 4 – The Settling-in Phase:**

In this phase, the separation times are continuously extended. The child participates more and more in the group. The individual steps are always planned and discussed with the parents on an individual basis.

## **Step 5 - The Final Phase:**

The transition phase is completed when the child stays in the kindergarten for the desired time period, accepts his/her teacher and the other children (see Laewen, Adreas, 2003, pp. 42 ff.).

### **4.1.2 From Kindergarten to School**

An important part of our educational work is to help prepare the child for school. This includes the promotion of basic skills and school-related competencies. Accompanied by the child's interest, excitement and willingness to become a schoolchild. The school, on the other hand, must take into account each child as an individual in order to facilitate the best possible school start. The syllabus and lessons should therefore be differentiated and flexible. Basically, the child should be offered sufficient opportunities to get to know his school environment as early as possible (see BayBep, 2010, p.109ff). Our teachers strive for an open exchange between the local schools and the kindergarten. They regularly participate in cooperation meetings. The child has the opportunity to take part in a practice morning at the school. Children also have the possibility to participate in the program 'Vorkurs Deutsch', which is offered by the surrounding elementary schools. This is a German language support program for children with insufficient or no German at home and/or language development needs.

## 5. Pedagogical Attitudes

### 5.1 View of the Child

Our pedagogical work focuses on the child and their individual development. Born with versatile learning and development potential, a child actively shapes their own education and development from birth (see BayBep, 2010, p.23). We view the child as an active researcher in their world, asking questions, forming hypotheses from their experiences and, in search of answers, learning to use the "social and cultural instruments that his environment makes available to them" (Schäfer 2006, p 43). We perceive the child as interpretive and creative. They are regarded as having an independent personality, which actively shapes their own development and thus also their own learning and education processes. The prevailing view of today's child is one "who is competent, possesses talents and potential, is active, and creates meaning (from his world)" (Pramling-Samuelsson & Asplund-Carlsson 2007, p.11).

### 5.2 Role of the Teacher

In order to support the child as an individual in their development, we provide a stimulating atmosphere allowing each child to develop an understanding of their environment and to guarantee versatile learning opportunities. The child should be given space to ensure self-determined and self-led learning. We support the child in their educational processes and accompany them in their development. Using observations and discussion with co-workers, we use questioning and modelling to prompt children and support the child's development. Our premises and materials should give the child the opportunity to engage in activities or topics using their own initiative, thus developing their potential for self-education.

### 5.3 Participation

Depending on the level of development, each child has the right to participate in all decisions that affect them. In order to exercise this right, the child needs adults who encourage the exercising of this right. This is accompanied by the right not to participate. (Article 12 UN Convention on the Rights of the Child, Section 8 (1) Sentence 1 SGB VIII, Article 10 (2) BayKiBiG). Participation means cooperative thinking and decision making, to take part in decisions that affect one's own life and coexistence in the community seeking solutions together. That includes the fact that the outcomes of decisions are open and cannot be planned (see BayBEP, 2016, 389). Participation is not simply that the child co-decides to participate. But that the child uses their own thoughts and actions to seek their own solutions to the demands of the situation (see nifbe 2016, p.8). Participation is seen as a core element to learning, for democracy to be practiced and lived (see BayBEP, 2016, 389). Through pedagogy on an equal level with the child, which includes the democratic design, it is possible to educate the child to become an independent and responsible individual (see KVJS, 2015, p.6).

Our pedagogical daily routine presents opportunities in which the participatory concept is actively experienced. For example, the children are involved in the choice of lunch. Every two weeks we receive a suggestion of possible meals and, together with the children, we vote on the lunch. Each child has one vote and the meal option with the most votes is chosen. Topics that we will discuss as part of our pedagogical daily routine are presented to us by the children. They build on the interest of the children. Together with the children, we work out the rules of our coexistence. Our children are actively involved in the organisation of parties and celebrations.

### 5.4 Complaints Management

Complaints are viewed as an opportunity to facilitate the development and improvement of the kindergarten. This requires application of the participatory principle and a basic attitude that recognises complaints not as an annoying disturbance but as a development opportunity. The aim of complaint management is to (re) establish the satisfaction of all participants. In our parent-child

initiative, complaints can be raised from children, parents or co-workers. We value this structure. Forms of complaints include criticisms, suggestions for improvement, ideas or inquiries that are brought to us. We take all issues seriously, investigate complaints and work together to find a solution. We understand participation as part of an interaction process that is based on equality.

### 5.5 Resilience

Building on our positive relationships and ethos of participation, assuming participation from both the child and the family, we foster a development of positive resilience in the child. Thus, we help to ensure that the child can develop healthy and positively even under unfavorable or 'at risk' living conditions. We focus on the child's existing competencies and social resources, without ignoring and underestimating risks and problems. This perspective creates the opportunity to recognise and then compensate for existing deficits.

### 5.6 Inclusion

The UN Disability Rights Convention is a guiding factor when considering inclusion. Although it refers primarily to the inclusion of people with disabilities, it calls for an inclusive education system for all people, regardless of their ability and limitations. The goal is social participation for all people (see DJI, 2013, p.18). In our parent-child initiative, families from different religions, from different cultures and from different countries of origin co-exist. For us, that means learning from each other and discovering new things. We have made it our mission to provide all children with a fair, equal and shared opportunity for learning and development. We recognise and respond to each child's uniqueness.

### 5.7 Gender Sensitive Education

The biological sex of a child is determined by nature. The characteristics attributed to girls and boys are largely determined by the culture and society in which the child grows up. In interaction with others, the child develops a social gender identity. It experiences behavioral patterns, gender roles and customs that prevail in its environment. The child considers what it means to be a girl or a boy. The goal is to recognise gender stereotypes and to question them. The child should develop a gender identity in which it feels comfortable. (see BayBep, 2016, pp. 121 ff.). We approach both sexes equally. For both boys and girls, we offer the same access and equal participation in learning content in our German-English kindergarten. We take care that the content we discuss with the child does not show any stereotypical behavior (e.g. girls are diligent, boys are wild). We also choose our media and games according to this principle. We want to encourage the child to recognise and rethink gender-based restrictions (e.g. boys are allowed to play with dolls and girls play with the workbench).

### 5.8 Free Play

We see play as the most important learning situation and the main occupation of toddlers. In the entire daily routine we allow the child sufficient play time, because free play is a time of well-being, of experiencing and realisation. This play time within the daily routine creates development opportunities. Individual talents and potentials are released because playing and learning are not opposites, but rather the most elementary form of learning (see Mogel, 2008, p.199 ff.). The child is invited to experiment during this time, to learn to solve problems independently and practice social behavior.

### 5.9 The Situational Approach

The situation-oriented approach focuses on the interests and needs of each individual child and thus forms the basis of our pedagogical action. "The 'situation-oriented approach' gives children the

opportunity to process and understand individual experiences and knowledge, to answer important questions and to understand contexts in order to develop, as well as to develop individual social competences from handling situations and events (experiences)." , (Krenz, 2012, p.107). The goal is to help children of different social and cultural backgrounds to understand their world and environment and to shape it independently, competently and responsibly (see Preissing, Heller, 2009, p.11). It is the life situation of the boys and girls as well as their questions and topics, which influence our work decisively.

### 5.10 Our Understanding of Education

Given our perspective of the child, which we see as an active and competent individual, the result is an understanding of education that aims to develop skills and values. In order to ensure a high quality of education, interactions, cooperation and communication are important. Sustainable educational concepts are based on co-construction. Here, the learning from and with each other is in the foreground. The child constructs their understanding of the world, in particular through exchanges with other actors (see BayBL, 2012, p30). Although the child can be expected to construct their reality and knowledge in interactions with others, they still depend on the involvement of adults. In addition to the spatial, material and content offers, these also provide the social framework (see Ostermayer, 2006, p.45). Our teachers are by no means the dominant or instructing person, but rather become researchers themselves (see Klein and Vogt, 2004, p.205). Through this interaction between teachers and children a flexible and responsive educational process takes place. In particular, the children benefit from developmental differences, as these differences in interaction are linked to already learned behaviors and thought patterns. (see Textor, 2000, pp. 71 ff.).

### 5.11 Education and Development Documentation

In order to discover and accompany the individual learning and development processes of the child, we conduct regular observations. They allow our teachers and parents an insight into the learning behavior and development of the child. We focus our observation on the strengths, interests and competences of the child. As a basis for discussions with parents (see 7.2 Development Discussions) we use our observation sheets: Sismik, Seldak, Perik and the development table according to Beller and Beller. Based on this observation and documentation, we succeed in making the quality and professionalism of our educational work visible (see HMfSul, 2010, p.91). Another method we use is the creation of portfolio folders. Portfolio work is a competence and strength-orientated documentation method that identifies significant events in the child's development and records processes as well as developments and changes. Every child in our facility has the opportunity to actively shape their portfolio according to their age. (see BSfAuSFuF 2010, p. 141).

### 5.12 The Last Year Before School

In the last year before school, it is important for us to create the necessary conditions to facilitate the transition from kindergarten to school. For us, the promotion of the following skills is in the foreground:

- Fine motor skills (correctly holding a pencil, independently putting on and taking off clothes, tying shoes, writing their own name),
- Social and emotional competencies (frustration tolerance, understanding of rules, empathy, problem-solving skills, self-confidence),
- Cognitive competence (numerical understanding, simultaneous acquisition of quantities, ability to concentrate and remember, ability to acquire expertise, interest in subject matters)
- Language skills (age-appropriate passive and active vocabulary, forming of complex and grammatically correct sentences).

## 6. Strengthening the Competence of Children Through Education

Our pedagogical work is based on the Bavarian Education and Educational Plan and its thematic educational and educational areas.

### 6.1 Values and Religion

We want to teach children tolerance and openness towards other cultures and religions. (Religious) festivals and celebrations, which are anchored in the annual cycle, are celebrated in our kindergarten, and their meaning is discussed and explained to the children.

### 6.2 Emotions, Social Relationships and Conflicts

The kindergarten environment provides ideal conditions for building social relationships, making friends, practicing conflict behavior, learning the expression of feelings and following social rules (see BayBep, 2016, p.178). Therefore, this competence is one of the most important aspects of our work. We discuss with the children their feelings and the feelings of others. We aid them to express their feelings. Conflicts between children is part of our educational work. We encourage the children to work together to find a solution, so that the result is satisfactory for all parties.

### 6.3 Language and Literacy

Language is the most important means of communication for humans. It is a prerequisite for participation in cultural and social life and the basis for lifelong education. Language is the key to understanding the world and yourself, and is crucial to interpersonal relationship. Through language, the child's cognitive, emotional and social development will succeed. Language is therefore crucial in the personality development of the child, has an impact on the success of the child's schooling, the competent use of media and participation in social life. The promotion of language development takes place in all educational processes according to the specified areas of education (see BayBL, 2016, p.44). Therefore, it is important for us to support the children in their language development, on the one hand by educational activities and on the other by language support integrated into their day to day activities. In our daily schedule, songs, finger plays, rhymes and stories are constantly being used. We also visit the city library with the children on a regular basis.

#### 6.3.1 Bilingual Education

In our parent-child initiative, we work according to the immersion principle. This means that the respective teacher speaks to the children in their native language. Through this approach, the children experience a "language showering" and learn the language in a natural way. We offer children a variety of materials, such as books and games, in English and German. In addition, we support each child's linguistic development as they play and throughout the daily routine. The teacher is a language role-model for the children in their daily routine and when dealing with adults. She meets the child at eye level. Their language is adapted to that of the party they are talking to.

### 6.4 Mathematics, Computer Science, Science and Technology

For the development of mathematical competencies, it is crucial for us to continually offer mathematical experience to the children (see BayBEP, 2016, p.243). In our pedagogical daily routine, the child is exposed to a multitude of mathematical experiences, although these may not be perceived as such. These include, for example, counting children in the morning circle, rhymes and counting verses, songs, tables and dice games. We also have materials, such as 'Nikitin' and 'Montessori', that introduce children to mathematical skills. The inquiring curiosity of the children

should be responded to in the pedagogical daily routine and be accompanied by learning opportunities (see BaBEP, 2016, p. 263). Using different materials such as magnifying glasses, measuring cups or microscopes, we guide the children to become active and to research themselves. Also, through joint experiments, we support the need for children to explore and research.

### 6.5 Environment - Education for Sustainable Development

The goal of education for sustainable development is to offer every individual the opportunity to acquire the values, skills and knowledge necessary for the ability to independently shape the world. Early childhood is a sensitive phase as this is where the foundations are laid for physical, cognitive, social and emotional development. Basic skills, values and beliefs that the child learns at a young age determine how the adolescent child behaves towards their fellow human beings, towards their environment and themselves (see German UNESCO Commission, p.1, 2010). By dealing with future-relevant topics such as water, nutrition and health, we want to show each child how their actions affect their environment. Our organisation considers itself to be responsible for being a role model for the child and living up to sustainable behaviours.

### 6.6 Music, Aesthetics, Art and Culture

In order to foster the child's natural joy in music, playing music daily with the children is an essential part of our daily routine (see BayBEP, 2016, p.327). The child should be offered the opportunity to become familiar with different musical instruments and the musical diversity of their cultural circle as well as other cultures. Making music a versatile experience is an important principle of our educational work. We sing daily with the children in the morning circle and we play circle games which are accompanied with music. During the day, the child is offered the opportunity to play various instruments. A weekly music lesson is also part of our kindergarten routine. Songs that we have sung together are presented to parents at festivals and celebrations.

Aesthetic education encourages the child to experience the world with all senses. The goal of aesthetic education is to strengthen the creative potential of the child (see BayBEP, 2016, p.300). In order to meet the above criteria, we provide the child with sufficient time, space and incentives to develop their own preferences, talents and interests. Aesthetic education is part of our daily routine, by providing creative activities, self-led creative opportunities and by responding to the wishes and ideas of the child. We present our materials in such a way that they are inviting to the children and encourage them to have their own experiences. The artworks of the children are displayed in our group room so that they are visible to visitors and children.

### 6.7 Health, nutrition, exercise and relaxation

Maintaining the health of the child is a constant part of our everyday routine. The goals and content of health education can be deliberately and purposefully integrated (see BayBEP, 2016, p.363). We offer healthy and balanced nutrition, opportunities for versatile movement through play activities which are balanced with resting and quiet periods, as well as the implementation personal hygiene measures. Fire safety and fire drills are also practiced.

The shared meal plays a central role in our parent-child initiative. Breakfast and snack are prepared by the parents based on an alternating schedule. We receive our lunch from a catering service which follows organic principles. We ensure our food meets the organic quality standard. The children are involved in the choice of the lunch and help their parents to prepare the breakfast or the snack.

Movement is a high priority of our work. Once a week we participate in the program "KISS". This is a movement program for children over the age of two. Its goal includes the development of basic coordinative abilities, general abilities in physical education as well as learning of social skills. In

addition, there is a weekly yoga class. Rest and relaxation phases are an important part in our daily routine.

## 7. Education and Training Partnership

The most important social group for a child is their family. Therefore, not only the child, but also their family should be the focus, because the family is an important part and a lifelong reference point of growing up (see Rauschenbach, Otto 2008, p.142). The term education and training partnership pursues a common goal (see Stange 2012, p.13). A respectful relationship that has mutual respect and appreciation are cornerstones of this approach to ensure the best possible development of the child. A trusting relationship with the parents and their integration into our pedagogical daily routine are the key to a successful pedagogical work to ensure the well-being of the child. It is important for us to respect educational decisions of the parents. In a trusting and open atmosphere, parents should experience respect and the appreciation of their parenting skills. A trusting relationship with the families gives us the opportunity to respond to the individual needs of the children. In the following, the forms of the education and training partnerships are described in more detail.

### 7.1 Drop-off and Pick Up Communication

Communication during drop-off and pick up is a brief conversation, but a very part of communication with the parents. During the drop-off and pick-up time, our teachers exchange important information with the parents about the child's day. This allows the teachers and the parents to respond appropriately to the child's behavior.

### 7.2 Parent Teacher Interviews

Once a year and at other times if necessary, we hold parent teacher interviews. These interviews are used as an opportunity to inform parents about the strengths and interests of their child. It is important to us to enable an open exchange and address any concerns of the parents.

### 7.3 Parent Evening Meetings

Parent evening meetings take place at regular intervals of about 6 weeks. Participation in the parents' evening is obligatory for at least one parent. This opportunity is used, for example, to discuss topics arising from the daily routine of kindergarten or organisational matters. All parents are encouraged to raise issues to be addressed.

### 7.4 Celebrations

Celebrations are important events throughout the year and are organised in cooperation with the parents. The parents are informed in time by invitations about the respective event.

### 7.5 Parental contribution

As a parent-child initiative, we depend on the contribution of parents. The extent of contribution should be acceptable and practical for the parents. Each family takes on at least one parent duty. The required time is a minimum of 10 hours per month. Parent duties offered include organisation, HR, finance and family. In addition, we have breakfast duty, which must be carried out by the parents about three to four times a year.

### 7.6 Newsletter

Parents receive a weekly newsletter via e-mail. It contains information about current topics, events and dates.

## 7.7 Shadowing

After consulting the team, the parents can visit the institution and experience the daily routine of their child in our kindergarten.

## 8. Cooperation and Networking

To support each child individually, we work together with the following institutions:

- Mobile Social Service (MSD)
- Early intervention centers
- Parenting counselling centers
- Outpatient education aids
- Youth Office and BSA
- Centre for early childhood education providers (KKT)
- Schools from the local district
- Doctors
- Kindergartens from the local district
- Speech Ergotherapy
- Speech therapy
- Health Department

## 9. Quality Control

We consider our kindergarten to be a learning environment. In order to ensure the quality of our educational work, we carry out the following measures:

### Team meetings

Team meetings take place weekly and take about 2 hours. Contents include planning of projects and offers, case discussions, observation documentation, reflection on educational work, exchange of expertise and preparation for parents' evenings.

### Board meeting

At our regular board meetings, concerns of teachers and parents are discussed.

### Training

Each teacher has 5 training days per kindergarten year.

### Cooperation and networking

If necessary, we cooperate with external specialists.

### Updates

We agree as a team to revise our concept in January 2020.

## Bibliography

Amt für Jugend und Schulen (Hrsg.) 2014, Leitfaden zur Erstellung der pädagogischen Konzeption für Kindertageseinrichtungen im Main-Taunus-Kreis, Main-Taunus-Kreis. O. Autor.

Bayerisches Staatsministerium für Arbeit und Soziales, Familie und Integration/Bayerisches Staatsministerium für Bildung und Kultus, Wissenschaft und Kunst (Hrsg.) (2012). Gemeinsam Verantwortung tragen. Die Bayerischen Leitlinien für die Bildung und Erziehung von Kindern bis zum Ende der Grundschulzeit (BayBL).München.

Bayerisches Staatsministerium für Arbeit und Sozialordnung, Familie und Frauen/Staatsinstitut für Frühpädagogik (Hrsg.) (2005/2016). Der Bayerische Bildungs-und Erziehungsplan für Kinder in Tageseinrichtungen bis zur Einschulung (BayBEP). Berlin: Cornelsen

Bayerisches Staatsministerium für Arbeit und Sozialordnung, Familie und Frauen/Staatsinstitut für Frühpädagogik (Hrsg.) (2010). Bildung, Erziehung und Betreuung von Kindern in den ersten drei Lebensjahren. Eine Handreichung zum Bayerischen Bildungs-und Erziehungsplan für Kinder in Tageseinrichtungen bis zur Einschulung.Berlin/Weimar: das netz

Deutsches Jugendinstitut/Weiterbildungsinitiative Frühpädagogische Fachkräfte (Hrsg.) (2013): Inklusion – Kinder mit Behinderung. Grundlagen für die kompetenzorientierte Weiterbildung. WiFF Wegweiser Weiterbildung, Band 6. München

Deutsche UNESCO-Kommission e.V. (2010) Zukunftsfähigkeit im Kindergarten vermitteln: Kinder stärken, nachhaltige Entwicklung befördern. MediaCompany. Bonn

Hessisches Ministerium für Soziales und Integration, Hessisches Kultusministerium (Hrsg.) (2014) Bildung von Anfang an. Bildungs- und Erziehungsplan für Kinder von 0 bis 10 Jahren in Hessen. Wiesbaden: HMfSul.

Klein, Lothar und Vogt, Herbert (2004) Die richtige Frage zur richtigen Zeit. Fragen sind der Schlüssel zu Verstehen und Dialog. In: Henneberg, Rosy; Klein, Helke; Klein, Lothar; Vogt, Herbert (Hrsg.) Mit Kindern leben, lernen forschen und arbeiten. Kindzentrierung in der Praxis. Seelze-Velber: Kallmeyer

Kommunalerverband für Jugend und Soziales Baden-Württemberg (KVJS) (2015) Partizipation von Kleinkindern. Fachliche und konzeptionelle Impulse. Stuttgart

König, Anke/Friederich, Tina (Hrsg.) (2014): Inklusion durch sprachliche Bildung. Neue Herausforderungen im Bildungssystem. WiFF-Reihe: Perspektive Frühe Bildung, Band 1. Weinheim und Basel: Beltz Juventa

Krenz, Armin (2012) Kinderseelen verstehen. München: Kösel-Verlag

Laewen, Hans-Joachim; Andres, Beate und Hédervári-Heller, Èva (2003) Die ersten Tage – ein Modell zur Eingewöhnung in Krippe und Tagespflege 4. Auflage, Weinheim: Beltz Verlag.

Niedersächsisches Institut für frühkindliche Bildung und Entwicklung (Nifbe) (2016) (Hrsg.) nifbe-Themenheft Nr. 28. Schlüsselsituationen in der Krippe konzeptionell verankern. Osnabrück: nifbe.

Mogel, Hans (2008) Psychologie des Kinderspiels. Heidelberg: Springer Medizin Verlag

Ostermayer, Edith (2006) Bildung durch Beziehung. Wie Erzieherinnen den Entwicklungs- und Lernprozess von Kindern fördern. Freiburg, Basel, Wien: Herder

- Pramling Samuelsson, Ingrid und Carlsson Asplund, Maj (2007) Spielend lernen. Stärkung lernmethodischer Kompetenzen. Troisdorf: Bildungsverlag EINS
- Preissing, Christa; Heller, Elke (Hrsg.)(2009): Qualität im Situationsansatz. Qualitätskriterien und Materialien für die Qualitätsentwicklung in Kindertageseinrichtungen. 2. Auflage. Cornelsen Scriptor
- Rauschenbach, Thomas; Otto, Hans Uwe(2008) Die andere Seite der Bildung. Zum Verhältnis von formellen und informellen Bildungsprozessen. 2. Auflage, VS Verlag für Sozialwissenschaft
- Schäfer, Gerd (2005) Bildung beginnt mit der Geburt, Ein offener Bildungsplan für Kindertageseinrichtungen in Nordrhein-Westfalen. 2. Erweiterte Auflage, Berlin: Cornelsen.
- Stange, Waldemar (2012) Präventions- und Bildungsketten – Elternarbeit als Netzwerkarbeit. In: Stange, Waldemar; Krüger, Rolf; Henschel, Angelika; Schmitt Christof (Hrsg.) Erziehungs- und Bildungspartnerschaften. Springer Verlag
- Textor, Martin (2000) Lew Wygotski – der ko-konstruktive Ansatz. In: Fthenakis, Wassilios; Textor Martin (Hrsg) Pädagogische Ansätze im Kindergarten. Weinheim, Basel: Beltz



Daily Timetable

|             |  |
|-------------|--|
| 7:45-8:30   | Doors open – doors close ,Drop off‘              |
| 8:30-9:00   | Breakfast  |
| 9:00-9:10   | Breakfast tidy-up                                |
| 9:10-9:40   | Morning Circle                                   |
| 9:40-11:30  | Free play/ Activities                            |
| 11:30-11:45 | Story  |
| 11:45-12:15 | Lunch  |
| 12:15-12:30 | Lunch tidy-up and teeth brushing                 |
| 12:30-12:45 | Doors open – doors close ,Lunch pick up‘         |
| 12:30-13:45 | Sleeping (12: 45-13:30) or quiet game at a table |
| 13:45-14:15 | Snack  |
| 14:15-14:30 | Doors open – doors close ,Snack pick up‘         |
| 14:15-15:45 | Free play/ Activities/ playground                |
| 15:30-16:15 | Doors open – doors close ,Late pick up‘          |
| 15:45-16:15 | Tidy up and story                                |