

Pedagogical Plan

True Colors Delft



Colorful and connecting

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1. Introduction

True Colors Delft (TCD) is located on the Technical University (TU) campus. TCD works closely together with the International School Delft (ISD), which is located at the same address. TCD has 4 childcare groups, 2 preschool groups and 3 out-of-school care groups.

Within the day care we work with:

2 vertical groups (0-4 years) and

4 horizontal groups: 2 baby groups (0-2 years) and 2 preschool groups, one toddler group for the whole day (2-4 years), one toddler group for half a day (2,5-4 years) and the startgroup (3-4 years) especially for children who will go to ISD.

Pebbles and Flintstones have space for 20 children each and Bambam for 10 children. Pebbles group takes care of children between 3 – 6 years, Bambam for 6-8 years and Flintstones for children between 6-12 years.

2. A different approach

TCD differentiates from other Kinderopvang Morgen childcare centres, as is True Colors Rijswijk (TCR), by the high number of international children. Parents come from abroad and often do not speak Dutch well, or not at all. The pedagogical team therefore often communicates with the parents in English. Our written communication is always in English. The children are frequently brought up speaking two and sometimes even three or four languages.

Parents sometimes have expectations for childcare based on what they know from their country of origin. This may be different from the way things are done in the Netherlands. It is therefore important that we inform parents about how things work within the Dutch childcare system, but also to be open to good ideas from other countries. Listening and showing our understanding are both very important.

A relatively high number of children attend TCD for 4 or 5 whole days per week. The role of the pedagogical team in their upbringing is therefore greater and more important. We can also play an important part providing additional support raising the children, where parents have a limited social network.

Another difference in culture is with respect to meals. A large section of our parents have indicated that they would appreciate more extensive and varied meals and preferably a warm lunch. We therefore provide a warm lunch every day of the week, except for the preschool.

On the other hand, TCD is also a typical childcare centre where a pedagogical team cares for children and stimulates them on their journey towards becoming independent individuals. In spite of its differences with other childcare centres, TCD also works within the Kinderopvang Morgen pedagogical vision.

Bilingual approach

TCD offers a bilingual approach towards the children. To make sure that the children feel safe, know the structure in this bilingual approach and learn both languages well, we use the “one person, one language-approach”, i.e. we have teachers who only speak English with the children, and teachers who only speak Dutch with the children.

For children who are being brought up with a language other than English or Dutch, we use referring objects and pictures of activities, so that they still know what is about to happen. This method is used in particular during the settling-in period, after which time the child will have picked up essential words of the new languages.

Research has shown that a child is able to learn several languages at the same time. We, therefore, encourage parents and guardians to speak their native language with their child. This enables children to learn new languages on the foundation of the structure and grammar of the first language.

Baby sign language

Our team has followed a workshop about Infant Communication Baby Sign Language. Baby Sign Language is a very simple yet powerful way to connect with a child. They can communicate clear and complex messages before they speak. Baby sign language can also be used by parents. If we work on this together, it will be much nicer for the baby.

Benefits of baby sign language include:

- Learning a few gestures allows us to avoid a lot of the frustration and guesswork that happens when the baby cries. Instead of having to go through a checklist of possible needs, the baby can tell us exactly what he/she wants.
- Easier communication strengthens the bond. It's not always easy being a baby. Avoiding some of the frustrations of not being able to communicate means more fun together. And hopefully less tantrums.
- Recognising and eventually using signs supports the baby's cognitive development. Studies suggest babies who sign have bigger spoken vocabularies earlier. Signing lays the foundation for reading as children become familiar with the idea that visual symbols carry meaning.

The sooner you start introducing signs, the sooner the baby will sign back. This is especially true when it's something they really want us to understand. When the baby starts waving and pointing, these are clear signals that they are ready to learn more signs.

While baby signing is intended to help babies communicate before they can talk, it's impact can be long lasting. Even when children have been talking for some time, they can fall back on signing when words fail them. For instance, multilingual children who have learnt to sign as babies often continue to use signs as a bridge from one language to the next one, as a way of making sense of vocabulary and as a way of learning that different words in different languages can indeed mean the same thing.

If your child is a toddler, it is not too late to start with sign language. There can be a lot of frustration for a child that is attempting speech but who is unable to communicate clearly. Teaching the toddler a few well-chosen signs can work wonders.

At True Colors Delft we use sign language with all the children. We do it at structural times (like circle time) but also during the rest of the day (like when we are going out or in or when we are going to change diapers or when we are eating or drinking etc). You can find the signs we use in the folder you get during the intake. If your intake was before 2019, please let the teachers know and they will see to it that you get the list.

Third Culture Kids

Many of the children who come to the child care centre come from a different culture. They have to get used to a different environment, different people and different customs. The way in which young children deal with these kinds of changes depends completely on their temperament and ability to adjust. The wellbeing and further development are influenced by the extent to which the environment and the carer align to this. In this the parent or guardian is the main player. After all, they know their child best! This is why we believe close cooperation with parents and guardians is essential.

We do recognize, that our children are part of another culture(s), while, at the same time, being in the process of adapting in the Dutch culture. Thus we choose to respect that and to make it an asset for them, instead of forcing to fully conform to the new setting.

In order to achieve this, we give value to different aspects of their cultural background, like their language, customs, traditions. Some examples are: we celebrate special events of different cultures (e.g. Divali and Chinese New Year). We encourage them to share words in their native language or to sing their songs and we show interest in their home country/relatives. In that way, we contribute in making their differences strengths and points of connection with each other.

3. TCD Pedagogical Vision

In drawing up our pedagogical vision, we took inspiration from different streams of thought in the pedagogical field. The International Baccalaureate® (IB) Primary Years Programme (PYP) reflects in many aspects the way we see children ('child image') and how we think about nurturing and developing children. The International School Delft is a certified PYP school. The team from True Colors has followed a workshop of two days, given by IB certified teachers. True Colors Delft is the first day care centre, who works with this program for children as of 0 years old.

A Our child image

We respect the uniqueness of children's personality/personal temper and we focus on stimulating them from their personal image of the world and learn ways of acknowledging and expressing their emotions. For this, they therefore depend on the support of their caregivers. Every child is different and has its own needs and interests. In order to meet these needs, we pay a lot of attention in observing them, acknowledge their feelings, understand their personality traits. Having them as main pillars, we gently nudge them and stimulate their optimal development with respect also to the cultural norms and values of their families. At TCD we see each child as a unique human being and we follow the development of each individual child. We try to meet the needs and interest of every individual child.

B Nurturing aims (based on “Rixsen-Walraven”)

Emotional safety

We want children to feel safe with our teachers and in the group with the other children. Only then will a child play and go off to discover. This is why we place a lot of attention on reacting sensitively to the signal a child gives.

Character development and independence

Giving children the room to discover for themselves, to do and to play, increases self-confidence and enables them to learn who they are. Ultimately, this will have a positive effect on their self-confidence and self-image. As when we do crafts, we place the emphasis on the process and not on the final product.

Risky Play

Risky play involves thrilling and exciting forms of physical play that involve uncertainty, and chance of physical injury and it has been proven to have immense benefits.

Risky play involves kids experimenting and pushing themselves to figure out what will happen, without knowing the exact outcome. If kids don't go far enough with their play, it's boring and if they go too far, it gets too scary. It can be compared to a science experiment, where kids are testing out their environment and determining what they're comfortable with.

When you can create a context of a relatively safe space, it's really a fundamental way for children to figure out how the world works and how their body works.

Risky play in early childhood can help develop a child's self-confidence, resilience, executive functioning abilities and even risk-management skills. And research shows that engaging in risky play can actually reduce the risk of injury, too.

Children will always seek these experiences naturally, no matter how safe you try to keep them and the play area. Letting the kids experience these thrills with you, allows them to learn how to better manage risks when they are alone, which is safer in the end.

Social and emotional development

At the childcare centre, children learn to wait their turn, help each other, work together during play, and to celebrate together. We pay considerable attention to emotions that certain situations might invoke and discuss these together. This way, the children learn how to deal with these emotions in themselves and to respect them in others.

Passing on norms and values

Values such as equality, affection, caring and respect for each other and each other's culture and background are essential to us. This involves helping one another, listening to each other, singing together, dancing and laughing, and learning to respect equipment, nature and everything that lives. We pass this on to the children through 'modelling' (setting a good example) and by talking and explaining a lot. Caring for the planet, giving back is a big part of PYP.

Documentation

A part of our growth is also to reflect on our actions and being proud of our achievements. On each group every child has a folder specifically for them. Through photos, stories, arts & crafts this folder is filled with interesting and important moments of the child's development. The older children can look at their own folders whenever they want. For the younger children we regularly make time to have a look through their folders. We use this documentation based on Reggio Emilio vision. 'Documentation highlights children's play by **examining their intentions** during and after times of play. Documentation also **takes place at different stages** of completion. Much like a story, a project may have a beginning, middle, and end that develops over time.' (bron <https://reggioemilia2015.weebly.com/observation-and-documentation.html>)

C Preparing children for school and the PYP

We work with the themes that are used within the Primary Years Program (PYP). This programme is also used within the ISD and makes the transition for toddlers to school easier. PYP is an experience-based programme in which children learn by experiencing. To help the transition, the pre-school and start group follow the same theme as the ISD.

PYP themes

The PYP themes are:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet

Each theme lasts 10 weeks. Under every theme, we create a sub-theme, based on the children's interest at that time. During the themes we offer a varied range of activities, appropriate to the age and interests of the children. The 9th week is the end week of the theme, with on the last day a special ending, like a party or a play or a gallery. In the 10th week we finish the theme together where we reflect with the children and talk about what we have learned.

The preschool, startgroup and after school care follow the themes of the school.

Skills

At TCD we work on the same skills as the ISD does, only then for children aged 0-4 years. Through our themes and activities we work on

Social skills

Children will play and explore together, they'll learn to work together and to respect others. They learn how to resolve conflicts, to wait for their turn and to complete a task together.

Communication skills

Broadening children's vocabulary, helps them to understand the value of empathy by learning to listen to each other and express their own ideas and feelings in a productive way.

Self-management skills

Children develop gross motor skills and fine motor skills. We help them learn the value of self-discipline, having structure and be able to follow a plan/routine.

Research & thinking skills

An engaging environment encourages children to observe, be curious, formulate/ask questions and explore.

In order to set up the theme, we always brainstorm with the teachers and the pedagogical coach. During the brainstorm, we talk about the general theme (for example "Who we are") and which sub theme we will use, in order to make the goals more understandable for our children and according to their interest.

School visits

When children are going to ISD, at the age of 4 years old, as preparation for the school, a TCD teacher of their own group will take the child for a visit to ISD. This is to show them what their classroom looks like, to meet the teachers and the children in order to make the transition easier for them.

We occasionally visit the school and the older children from school are reading stories to the children in the day care in their mother tongue.

Please note that a placement at True Colors Delft does not automatically mean your child will have a spot at the International School Delft. Registration for the ISD is done separately and you need to register your child, when he or she is 3 years old.

D Following childrens' learning and development

When a child starts at TCD, one of the teachers of the group will be assigned to be the mentor. The mentor will invite new parents for the intake interview. This way the parents know who the mentor of their child is. The mentor will fill in the summative report which we use to follow the development of the children. The mentor discusses this report with the parents after the settling in period (3 months) and twice a year at the day care and once a year at the afterschool care. If he/she notices that a child needs extra support, he/she discusses this with her/his colleagues and, if necessary, with the manager or the pedagogical coach.

Pedagogical coach

The pedagogical coach is working with the team on our pedagogical method PYP, on how the group spaces are arranged, on our pedagogical material and she is having meetings with the teachers about the children. If there is a child, who needs additional support, she will make an action plan, together with the teachers. Of course this will be discussed with the parents. The pedagogical coach also coaches the teachers on their job and discusses their development. Teachers can ask the pedagogical coach for advice or tips. The pedagogical coach has meetings with the manager and also, if necessary with a member of staff from the SRK Pedagogical Work team. We could advise parents to visit the "Consultatiebureau", Centrum voor Jeugd en gezin" or other companies for further help.

E Behaviour management

At TCD, we focus on the positive behaviour of children. We compliment them on their accomplishments and social behaviour. We focus considerable effort on preventing misbehaviour. We do this by setting an example, keeping a close eye on the children as they play, and by providing them with the right facilities and surroundings in which to enjoy themselves. We allow the children to feel sad or angry. We try to teach them how to deal with this kind of emotions in a positive way.

If a conflict arises, our behaviour management policy is inspired by the principles of restorative practices. Both TCD and International School Delft work with this method. The key idea behind restorative practices is to look at the behaviour or misbehaviour and understand the reasons behind the actions. Once the reasons for the actions have been understood, we can begin to look at who has been affected by this behaviour, how they have been affected and what we can do to restore or repair the damage that has been done.

This way, the children begin to understand their emotions of being hurt or angry. They also learn to take responsibility for their actions and, together with the teacher and other children, they learn new ways of solving problems together. Below is an example of how this may work when dealing with two children, where we have seen one taking the other's toy:

First, the teacher sits down with both children. She takes time to comfort the 'victim' and makes sure they are given the opportunity to tell their story and talk about their own emotions. The teacher asks questions and makes comments such as: "What happened? How do you feel about this? I can see that this has made you cry." Then, the 'offender' is given the opportunity to express why they 'committed the offence', and to share their feelings about the incident. The teacher asks questions and makes comments such as: "What happened? How do you feel about this? Look at <the other child> and how they feel about it."

Once this has been done, the offender and the victim (with the help of the teacher) are given the opportunity to come up with a way of repairing the harm done. The teacher asks questions such as: "So you wanted to play with the toy. But she was playing with it first. What can we do to fix this problem?" The result may be to get another toy, or that the 'offender' offers a simple apology. The apology may take whatever form the child prefers: it may be a handshake, for example, a hug or a "sorry."

The main idea is that both parties are happy with the solution, agree to it, and resume playing with no feelings of resentment or isolation. The relationship is restored, both the victim and the offender have learned something new and are able to put the incident behind them. The children learn to be aware of their own and each other's emotions and to express themselves verbally.

In addition to this method of restorative practices, in other cases of misbehaviour the children are disciplined by the teacher. She calls the child over, kneels down next them and makes eye contact. She explains what behaviour she would like to see, rather than focussing on the misbehaviour. For example: *"Could you please play with the cars on the floor, instead of throwing them."* If the child is upset while being disciplined, the teacher first helps them calm down. She acknowledges their emotions and tells them it's ok. In an emotional state, children are unable to understand the message we are trying to give about their misbehaviour. After talking to the child, the teacher checks that they got the message and that the problem has been solved.

F Collaboration with the International School Delft

Together with the ISD we will provide continuous learning opportunities for children aged 0 - 12 years. As well as regular childcare, TCD also provides the out-of-school care. Both the ISD and TCD find it very importance to experience-based learning. ISD offers (PYP) that prepares pupils to become active participants in a lifelong journey of learning. PYP focuses on the development of the child as an inquirer, both in the classroom and in the world outside.

In 2021 we opened up the start group. This is a group for ages 3 – 4 years old children, who will be going to the ISD when they turn 4 years old. This group shares their time in the classroom of the pre-school (also located in the school) and in the classroom of group 1. They will also do some activities and outings together with group 1. This will ease their transition into group 1 tremendously. In a playful way they already learn about PYP and get to know the school.

Within PYP we work on certain skills with the children. Per competence of Riksen Walraven we are also mentioning the skills we work on within PYP.

4. Supporting children within an environment of emotional safety

Within PYP we work on the social skills and the self-management skills

Our approach

Everything our teachers do is based on creating a sense of safety. Safety not only contributes to a child's wellbeing, it also forms the basis for other aspects of personal development. According to Bowlby's theory of attachment each child is biologically pre-programmed to form attachments with others, because this will help them survive. Therefore a close bond between teacher and child is important for the child to be able to develop. This close bond is formed by the teacher picking up any signals the child gives (sensitivity) and reacting appropriately (responsiveness). This approach ensures the child gets the feeling that the other person understands them and is taking them seriously. We strive to use as many permanent staff as possible to ensure there is always a confidante available. A fixed timetable will enable you and your child to know exactly which teacher will be present that day. In the context of the four-eyes principle, a child in the childcare centre will never be alone with just one teacher in the building. The teacher will give undivided attention to each child on entering and leaving the class. She will show she is glad to see each child. The teacher will also pay attention to each parent. This gives each child and parent a feeling of familiarity. Giving extended information on the child's sleeping and eating behaviour, telling which activities have been done and what and with whom the child played, all contribute to this.

Babies

A trusting relationship between the baby and teacher is encouraged by the teacher reacting sensitively to the baby. The teacher does this by making regular eye contact with the baby, naming the actions she carries out with the baby so the baby knows what is happening, and she uses different intonations and a calm voice. The teacher regularly gives the babies individual attention. The teacher will often hold the babies in order to cuddle and rock them. There is a play pen for babies and the babies can also wander around in the group classroom. In a vertical group, the older children learn to look out for the babies. Kinderopvang Morgen also provides a training for working with babies. All teachers who work with babies have followed or will follow this training.

Toddlers

We work with a structured daily routine that offers the children security and stability. In the morning we start with circle time. For children who are being brought up with a language other than English or Dutch, we work with pictures of activities, so that they still know what is about to happen. Our pedagogical team not only focusses on the group as a whole, they also recognise the needs of the individual child during changing times, at snack and mealtimes, at bedtime, at moments of sadness, and listening to stories about experiences outside of school. Our pedagogical team all follow the same basic rules. Apart from that, every group also has some rules of their own. This provides the children with clarity and supports emotional security. The teachers specifically name a child's feelings, such as joy or sadness, as much as possible during communication. We believe it's also important for toddlers to highlight their positive behaviour by praising, clapping or

giving stickers. In this way we help them to build their self-esteem. We also use flashcards in the morning to talk about our emotions. That stimulates the children to be reflective.

Circle time

Circle time is a popular activity to help develop positive relationships between children. It helps children work on five key skills, with which circle time does work: thinking, listening, looking, speaking and concentrating. Circle time has the following benefits:

- Improved speaking and listening skills
- Increased self esteem
- A sense of community
- An understanding of how their behaviour affects others
- Improved emotional intelligence
- Improved problem-solving skills
- A sense of responsibility
- Improved relationships between children, and between children and their teachers.

In the day care we always start with the good morning song. Afterwards we can do a lot of different things, like talking about shapes, colors, day of the week, read a book, make some music, having a discussion with the children about a certain topic (like the weather for instance and what the children are wearing in this weather), doing some gym or dance or another energy booster. We do circle time no longer than 10 minutes, because the attention span of little children is short. For the smaller children we do baby circle time. We sing a good morning song or read a book and give each child some personal attention. When the children get older, they can join in the normal circle time.

Afterschool

We want children to feel welcome and safe with our teachers and with the other children. They can feel appreciated and accepted to be themselves. Only then a child will go off to discover and learn new things. Our pedagogical team reacts sensitively to the children which improves the relationship between the child and the teacher. Sometimes the teachers will join in with the children during the different activities and support the children during their activities. This enriches the children's play.

With the children from the after school, we focus on positive behaviour and reward them for it. This works very well with this age group.

If children are having a disagreement, we first let the children try to solve it themselves. If they can't work it out, then we will help them. And if a child is being left out of the group, we talk with the children about why this is happening and how the children can solve this.

Collaboration with parents (and other carers/guardians)

We ask parents to:

- Give time and attention when dropping off and picking up their children.
- Drop off or pick up their children outside the daily programme times (this means before 09.15 o'clock in the morning) or ask the teacher for another time to discuss matters when there will be sufficient time for the child.
- Prepare the children for their time at the daycare; e.g. let them get used to drinking from a bottle, sleeping in bed, not being cuddled or carried all day, let them play by themselves. The more we do things in the same way, the easier it is for the child to get adjusted to the daycare.

- Make time for a conversation once a year at the day care and once a year at the afterschool, to discuss the observations of your child. This enables us to align the care and support for your child with your wishes as much as possible.
- If you notice your child struggles to get settled-in, or you are worried about this, we ask you to remain flexible. Shorter days for a small period of time can help the child adjust. Once your child is completely settled-in, full days are often not a problem.

5. Encouraging children to get to know themselves and have or develop self-esteem (personal skills)

Within PYP we work on the self-management skills and the research and thinking skills

Our approach

Each child has the opportunity and space to experiment with their possibilities according to their developmental phase, speed and temperament. This teaches them their own possibilities and boundaries. The children are also stimulated to develop flexibility and creativity. This contributes to form a positive sense of self-worth in the children.

Babies

Children want to understand the world around them. They learn this by understanding emotions, using senses and finding connections. Our teachers stimulate the babies to play and discover the world around them by offering various activities. Our teachers also like to stimulate the gross motor skills and the fine motor skills. We do that by placing toys around them that they can reach for. They are stimulated to become risk-takers. Our teachers use the baby-sign language on a daily basis to help them communicate their needs.

Toddlers

The children are challenged to first try things themselves in all sorts of areas. We do not get involved immediately, but initially let the children experience what they can and can't yet do, within acceptable boundaries. We attach great importance to experience-based learning. We want to teach children to assess acceptable risks for themselves. Children are encouraged to dress and undress themselves, put on and take off their shoes, butter their bread and go to the toilet. We compliment them when they try to do these things themselves. We name and compliment the child's positive actions.

After school

Giving children the space to discover for themselves, to do and to play, increases self-confidence and enables them to learn who they are. We do this by letting the children choose which activity they want to do. They are supported in this by the teacher to make sure they make a varied choice. Children should get the chance to make mistakes and try to find solutions to problems, the teachers will support them in this if necessary. We also teach the children to ask the teacher and other children for help if they can't do something.

Circle time

As discussed in chapter 4, circle time is a great way for the children to work on the five key-skills. We try to look at each child during this time and see what their needs are. Are they shy to answer the question, do they want to sing a specific song? We adapt the circle time to the children's needs and use this as a tool to help the children develop their self-esteem.

Collaboration with parents (and other carers/guardians)

- We ask parents to give positive reactions to the children's development.
- We ask parents to stimulate the children's independence at home, for instance when getting dressed and undressed, preparing food (buttering their bread), falling asleep by themselves in their own bed and becoming potty trained.

Outdoor play area

At TCD we have filled the outdoor play area with natural materials (natural outdoor play). There is a separate baby terrace where the babies can play outside. We endeavour to go outside every day with the children.

We always go outside, even if it is raining. We ask parents to bring rain boots for the children and clothes that can get dirty. We provide rain capes for the children. Going outside is a great way to get energetic and also helps boost the immune system. Playing in the rain can be great for their motor skills and improves coordination. They can jump in the puddles, be careful not to slip!

6. Encouraging children to benefit from playing together in a group

Within PYP we work on the social skills and the communication skills

Our approach

We get to know and respect others and learn to stand up for ourselves. We consider this as having added value in a group. These skills are stimulated within the group by helping each other, tidying up toys and celebrating special occasions. TCD feels that, as well as working within the child's own group, collaboration with other groups and the International School Delft provides important additional contacts. The children learn to cope with different behaviours within the various group combinations and see how their behaviour elicits particular reactions in others. The teachers also stimulate the children to participate in group activities such as singing and reading books together.

Babies

During the day we provide several "one to one" activities. These are moments when the teacher communicates with the baby by exchanging ideas and feelings, both verbally and nonverbally. Also, we use a part of the daily routine to maintain the communication (for example during diaper change, the teacher talks to the baby and explains what she is doing). Language development is a process, that is built over time, with each new skill adding to the one before. Therefore maintaining the communication, fostering naturalistic interactions and responsiveness of the teacher in the first year of life, are crucial to the language development (and bilingualism).

Toddlers

Working in a bilingual setting, we pay particular attention to the language development. Our interaction-promoting strategies encourage conversation between teachers and children in both one to one and small group interactions. Communication includes listening carefully to the children and response adjusted to their interest. Activities around PYP themes and our daily routine provide a great environment to enable children to inquire and give the possibility for introducing new vocabulary, repetition and frequent high quality interactions.

Working in a bilingual setting, we pay particular attention to the interactions with children. Through activities around PYP-themes, interactions-promoting strategies and our daily routine we encourage children to initiate and engage in a conversation both with the teachers and the peers.

Afterschool

The children learn to cope with different behaviours and see how their behaviour elicits particular reactions in others. At TCD we want to give children insight and teach them to consciously cope with the consequences, so they become aware of their own role. The pedagogical team sets an example for the children. We believe it is important that a child waits if others are talking. This also applies to adults: if a teacher is talking to a child, other adults must also wait until they have finished.

Collaboration with parents (and other carers/guardians)

- We believe it is important for the child that parents and teachers make time to ensure a good hand-over. Also, that the child is given the time and space to round off the day at the childcare centre before going home.
- We believe it is important for the child that both the pedagogical team and parents set an example. With this in mind, we particularly value talking to you about our approach with respect to your child.

7. Teaching children values and standards

Within PYP we work on the social skills and the research and thinking skills

Our approach

Society is made up of many different cultures. We aim to demonstrate that all children are of equal worth, and that this is more important than any differences they may have.

Values and standards are important to us. Integrating values and standards is part of the child's moral development. Within the group there are many instances in which these can be learned (e.g. celebrations, traditions, conflicts, pain and sadness). We teach the children to learn about and respect each-others norms and values by talking to each-other about this. And by paying attention to each-others cultures and traditions. Also, the children experience the boundaries of "suitable behaviour" through the pedagogical team's reactions.

Babies

Children learn about values and standards mainly through modeling. This starts already with the babies. The teachers are rolemodels when interacting with children, colleagues and parents. They simply show the children how to use their soft hands, how to comfort each other in times of sadness, how to wait for their turn, how to tidy the toys after playing and how to include all the children in activities. We believe that if we set a positive example, the children will follow.

Toddlers

The children's hands and faces are washed at regular times during the day, where the pedagogical team encourages the children to do it themselves. During eating and drinking times, the pedagogical team regularly offers the children new products with different tastes. The pedagogical team encourages children to at least taste food and drinks that are new to them. The children also learn to deal with values and standards during our extra activities such as toddler gym, yoga and music lessons. The teachers are encouraging the children to work together, give them little assignments and compliment to stimulate their self-esteem. Toddlers learn from each other by playing and working together. Toddlers help the little ones and in that way they learn to take care of each other.

Afterschool

Our pedagogical team sets an example in taking responsibility. Children are encouraged to care for plants and animals (in the garden, for example). Arrangements agreed by children and the pedagogical team are adhered to: agreed is agreed! Say what you mean, and mean what you say. This gives the children structure and security. And if a child forgets an agreement, they are reminded of it.

Collaboration with parents (and other carers/guardians)

At TCD we aim to incorporate parents' wishes regarding values and standards from other cultures as much as possible. Having said this, we also expect understanding from parents for the values and standards we find important at TCD. For example:

- We offer a warm meal every day at TCD in response to parents' requests.
We email the menu in advance.
- We ask you to hand-over/take responsibility for your child when you drop them off or pick them up, so that there is no confusion about who is in charge.
- We ask understanding for the fact that we believe it is important to go outside in all weathers.
- On entering the building, we ask parents to use the overshoes provided or take off their shoes.

8. A typical day in our after-school care centre

When a child starts at the after school care, the teachers make appointments with the parents about the settling in period. Usually the children come straight from school on the starting date, because the after school days are only short days. This is also depending on the child and on what parents want.

On Mondays, Tuesdays and Thursdays, they are first offered a moment to eat all together, where the children can choose and make their own crackers with spreads, as we encourage them to make healthy choices. At approximately 17:00, we will again come altogether for another snack moment where the children have fruit and vegetables.

On Wednesdays and Fridays the children are eating a warm lunch. After playing outside, they are offered a cracker with a selection of healthy spreads. There is then time for free play, or children take part in a structured activity, which will be based on the PYP-theme. The children play in the after-school area, in the hall, the gym or outside.

At the after school care we encourage positive behaviour in children through a fun activity we call the "Star jar". Through this process, children earn stars by going above and beyond in some ways, by helping their peers or teachers for example. Once a child reaches a certain amount of stars, they may pick a small gift from the jar. In this way, we support the children's positive behaviour to help them build better habits for the future.

On Wednesdays we take the children to swimming lessons provided by Sportfondsenbad Delft. There is a waiting list at the moment. The children need to have contract hours which include Wednesdays. We leave the school at approximately 13:15 and return again at approximately 16:00. We do not provide this service during the vacation days, as we do not always have the staff and like to plan other outings instead, therefore parents must arrange lessons during that time themselves.

On Monday, Tuesday and Thursday the oldest children (7+) have a chance to join the Sportring, which is an external location (Brasserskade 8, Delft) where the children join together with other BSO's to participate in organized sports activities. We leave the school at approximately 15:00 and return again at approximately 17:00.

During study days or holidays the after-school works slightly different. During the vacation days we are open starting from 7:30, and during the ISD Study Days, we are open starting from 8:30, please do not bring kids earlier than 8:30 as it disrupts the pre-school. During these days we plan a variety of fun activities and outings and we provide your child with warm meals. Please request for these days (Vacation and Study Days) at least 3 weeks in advance, so we can plan outings and order warm meals. We do not always have the capability of accepting late requests.

9. Excursions

The children sometimes go on an excursion in the neighbourhood, in accordance with the Kinderopvang Morgen out-of-school excursion protocol. These excursions happen both planned and spontaneously, the teachers will keep you posted. During the holidays, the children go on a planned excursion, which also follows the excursion protocol. The excursion protocol is discussed with parents during the intake interview.

10. Any other business

a. Settling in

Two weeks before the starting date, the teachers will make an appointment with the parents for an intake interview. In this interview they ask the parents to prepare the child for the day care by letting them sleep in their own bed, walk away from them for a little while, let the child play with another child or adult etc. They also set two dates for the child to settle in. We start with a couple of hours and build that up. Have faith! Some children need more time than others before they feel completely safe and settled. Do not lose faith in your child and the teachers. They are the professionals and they are there to support you and your child. The pre-school does not have settling-in days, because they have shorter days.

Please look if there is anything you can do before your starting date to help your child settle. For example if you are not able to come and breastfeed, please practise with bottle feedings at home.

b. Extra days/exchanging days

Parents/guardians want to be able to exchange days or buy extra days. This may or may not be possible under the Childcare Act ('Wet Kinderopvang') or because of our operational processes at the childcare center (e.g. teacher child ratio). Exchanges or an extra day is therefore not self-evident. The well-being of the child always comes first. Your child's teachers will decide if it is possible to change days taking all these things into consideration.

c. Regular faces for babies and being in another group

For babies it is important that they are not confronted with too many faces. Continuity of teachers is therefore necessary. We see to it that babies under 1 year old see one or two regular teachers every day during the week. However, we cannot guarantee this during holidays or when teachers get ill suddenly.

Sometimes groups work together, because of the child numbers. The teachers will always join them in another group.

d. Deviation teacher child ratio

Within childcare we need to work according to a teacher child ratio by law. This is the number of teachers you need on a number of children of a certain age. In general, at our childcare we deviate from the teacher child ratio on these times:

From 08.30 – 09.30 o'clock

From 13.30 – 14.30 o'clock

From 16.30 – 17.30 o'clock.

Which means that between 09.30 and 13.30 o'clock and 14.30 and 16.30 o'clock we do not deviate from the teacher child ratio.

Because most of the children are sleeping between 13.30 and 14.30 o'clock, we decided to have our lunchbreaks during that time.

During regular after school care we do not deviate from the teacher child ratio between 15.00 – 18.30 o'clock. Only on Wednesdays we deviate from the teacher child ratio between 14.00 and 16.00 o'clock because of our breaks. During holidays we deviate from the teacher child ratio between 13.00 and 14.00 o'clock because of our lunch breaks.

e. Extra activities

Apart from the activities teachers organise every day, we also create the possibility to do extra activities. We provide music lessons for children from 3 months and older and yoga and gym lessons, for children from 2/2,5 years and older. A schedule is made for a number of weeks on a certain day and time. After that number of weeks, the schedule will be adjusted to another day, in order to let as many children as possible join the extra activities.

f. Interns/volunteers

Sometimes we make use of volunteers and interns at our day care centre. We always make sure that we have their conduct of good behaviour and we introduce them to the children. Interns are doing activities with the children and they can also take care of them, depending on which year they are in their education and which education they are doing. We follow the assignments they have to do during their study year.

Volunteers are doing all kinds of things from reading to the children, joining us when we are going out, doing housekeeping.