

PEDAGOGICAL POLICY PLAN

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This is the pedagogical policy plan of Wiskids Day Care Centre.

The people who have contributed to this plan:

The team of Wiskids Day Care Centre and the parents' committee

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CHAPTER 1 PEDAGOGICAL POLICY PRINCIPLES

Children are protected and cherished by their parents. This forms the foundation for the rest of their lives. The relationships they build up with their parents, brothers, sisters and grandparents are of primary importance. They form the so-called "inner world" for the child. One of the first moments in a child's life when he/she gets in touch with the "outer world" is at the day care centre. The day care centre is a small society where children build up relationships with other children and adults. Children are stimulated by the people around them and the materials they are offered to use. This introduction to the "outer world" needs to happen with utter care. Day care offers assistance to parents who work outdoors or study and/or have other occupations. The parents are able to have a carefree social life. Furthermore, the day care centre helps to broaden the social world of the child.

The pedagogical policy plan is an important resource for the parents. In our pedagogical policy plan, we have incorporated the four most important competencies of the Dutch Childcare Act: social safety, social competencies, personal competencies and passing on norms and values. Together with the parents' committee, we have updated our pedagogical policy plan. Below you will find a list of the 8 basic principles of our pedagogical policy plan:

1. Education and care

The parents is the primary educator. But the teachers at the day care centre are also educators to the children. The day care centre is a partner in the care for and the education of the children. We try to complement the home situation by consulting the parents. However, the teaching methods at the day care centre differs from the parents' methods because of the participation of the child in the group and the presence of "professional educators" (the teachers).

Trainees whom are studying to become teachers at day care centres help the teachers on the group during their training period. When someone is sick or on holiday, we hire temporary employees to substitute the teachers.

2. Respect

Children and parents are treated with respect. Differences in the children's personalities and backgrounds are considered an enrichment to the group. A child has to feel at home to be able "to grow" (personal competence). The teachers show that they accept every child and his/her parent(s) and that they show respect to the various cultural backgrounds.

3. Independence and the ability to do things independently

The teacher has to find the balance between security and safety (social and emotional safety) on the one hand and challenges on the other hand. Safety and security form the basis for confidence. Challenges form the basis for independence. As a member of the group, children learn to be considerate to each other. Within the group, clear rules are applied. They are not meant to be some sort of straitjacket, but they serve as a way to guarantee safety and a way to create space for each child to develop oneself. For example, the teacher stimulates the children to find a solution by themselves when there is an argument. If they are unsuccessful, the teacher will try to solve the problem together with the children by offering them a number of solutions.

The children are placed in vertical groups with other children aged between 0-4 years. In these groups we try to imitate the family situation. At home, there is also an age structure and in this

way, children learn from each other, they learn how to treat each other and they stimulate each other in their activities (social competence). Vertical groups also provide security and continuity for the children: they have the same teachers for four years and will not leave the group before they turn four. This way, the children can bond with each other and with the teachers.

4. Development of the child

Wiskids has not chosen for a certain pedagogical method, reasoning or philosophy. We have examined the movements, such as Montessori (self-development), Reggio Emilia (self-education) and Steiner (free of mind, no interference) and have picked out the for us important points. We have chosen to look at the individual child and to approach the child in a way that he/she can develop in his/her own pace and way.

At the day care centre children are stimulated in various ways. Children learn in various ways: through language, music, role playing, games, exercises and craft work. The activities, the environment and the toys stimulate the senses: feeling, hearing, seeing, smelling and tasting. Sharing and playing together. Furthermore, children learn through repetition. For this reason does Wiskids offer a fixed daily schedule with, on the one hand fixed routines for several things such as going to bed, setting the table, eating, washing hands etc and on the other hand a variety of creative activities. However, the day care centre is not a school, "learning" is not obligatory. Children "grow" by offering them activities which fit their social world by means of themes (the imagination of the children).

5. Problems and solutions

The day care centre is able to perform its duty by recognising problems in time. Teachers will approach the parents when they recognise the problem and will search for solutions together. Parents are offered an environment in which they can exchange experiences with the teachers, and in which they can give and get advice. If the problems are more complex, we will refer the parents to the person or agency who will be able to help them further. This happens during the conversations with the parents when the child is 18 months old and three years old, or when the parents or the teachers think it is necessary.

6. Reporting code for child abuse and domestic violence

To extend the safety for children in day care centres, the Dutch government has taken a number of enactments including the Act of the mandatory reporting code and the duty to report violent and sexual crimes committed by professionals.

As of January 1st 2013, our organisation has been working with the mandatory code for reporting child abuse and domestic violence.

The reporting code concerns child abuse, domestic violence, female genital mutilation and honour-based violence. It is an action plan which professionals are able to use when there are suspicions of child abuse and/or domestic violence.

There is a five-step-plan for the reporting code:

Step 1: Recognising signals

Step 2: Fraternal consultation

Step 3: Conversation with parents/child

Step 4: Weighing up the violence or child abuse

Step 5: Decide: arrange help or report.

You are able to read about the reporting code at the day care centre.

One feature of the reporting code is to involve parents as soon as possible. If there are concerns for your child, we will discuss this with you immediately. Then, if necessary, we will consider if help is needed or any other assistance.

Duty to report violent and sexual crimes committed by professionals

With the Child Care Amendment Act 2013 a duty to report violent and sexual crimes committed by professionals has been introduced. In education and in child welfare, there already is a legal obligation to report child abuse committed by professionals. The duty to report implies that, as of July 1st 2013, if there are any signs that a colleague has committed sexual or other kinds of abuse against a child, employees are obliged to report this to the manager of the day care centre. As the employer, we are legally obliged to call the *vertrouwensinspecteur* (Dutch inspector who inspects reports about abuse etc. at day care centres and schools).

When employees suspect their employer of committing sexual or other kinds of abuse against a child, the employee has the duty to report this. They can always call the inspector for advice. When parents suspect anything they can call the inspector as well or the confidential advisor of the Parental Committee (see the red board in the hallway).

7. The four-eyes principle

As of July 1st 2013, the four-eyes principle has been established in the law. This implies that an open culture and transparency is wanted in day care centres. Open communication will make sure that the teachers and parents are able to talk to each other about his/her behaviour towards the child. The rooms are arranged in such a way where teachers can see and/or hear each other and can help each other, for example with solving a problem.

The law also states that if a day care centre offers at least ten hours of child care per day, fewer professionals are allowed to work in a group for a maximum of three hours per day, with the exceptions between 9.30 and 12.30 and 15.00 and 16.30, on the conditions that at least half the number of professionals required are working. If, on the basis of the three-hour-rule, only one professional in the day care centre is working on a group, at least one other adult has to be present in the day care centre (parents, trainees, administrative staff) in order to assist the professional.

Wiskids attempts to open and close the day care centre with two professionals as often as possible. Exceptions are holiday periods, illness and days off. During these periods it can happen that we work with temps or combine the groups with one, two or three teachers. On some days, when there are not many children in the day care centre, it may happen that only one teacher is working on a group. This teacher is assisted by a trainee as much as possible. We try to inform the parents as much as possible when groups are combined or when their child is transferred (for a day) to another group than his own group (written approval).

We work with an open-door policy when a teacher works alone on a group and when it is a bit crowded in the group, the children get the opportunity to play in the room between the two groups. Outings are made with a minimum of two teachers and Wiskids has a biometric lock on the door and obtains an admittance protocol.

8. Nourishment policy

Wiskids chooses to give the children good and healthy food. This has been discussed with the teachers and the parental committee. We purchase everything at the Plus supermarket here in the neighbourhood. Every week we order the fresh products such as the sandwich filling, low-

fat milk, fruit and vegetables and the other products we need for the week. The bread (brown and lactose free) is ordered twice a week at the baker.

We have chosen for no more than four kinds of filling as the choice for the children gets too difficult otherwise: fillet of chicken, slices of cooked sausage, new cheese and cheese spread specially for children (less salty). Sweet filling includes apple spread, peanut butter and aniseed crumble. Children get low-fat milk, tea, water, Roosvicee or syrup. Parents decide what their children may eat or drink. With this we take into consideration allergies and the like. For example, a few years ago we did not have peanut butter because one of our employees had a peanut allergy.

In the morning, the children eat fruit. As basic fruit we have apples, pears and bananas. Every season we see what kinds of fruit (such as strawberries, mandarins, kiwis, grapes etc.) is available and we order this fruit as extra. The fruit purées for the younger children are freshly pureed every day.

In the afternoon, the children get vegetables. In pieces sliced paprika and cucumber and little cherry tomatoes cut through the middle. The children may choose what they want to eat but we do make sure that they also try the other vegetables. At the request of some parents, the children get an extra snack after eating the vegetables. There are children whom are picked up late and therefore eat late. And this way we try to make sure that the first signs of hunger are satisfied.

As snacks we have chosen for wholewheat crackers, rice crackers, ontbijtkoek (a sort of gingerbread), Liga and breadsticks.

With birthdays, we ask the parents to make or hand out healthy treats. We regularly put examples of healthy treats in the Wissewasjes. The teachers hand out healthy treats on their birthdays as well. A link to healthy treats is <http://www.traktatie-maken.nl/gezonde-traktatie>.

Mothers who want to breastfeed at Wiskids are free to use the kitchen in peace. We will make an arrangement with the parents to call them when the child is awake. Parents whom want to bring breast milk in a bottle/bag with date and their child's name, will put this in the fridge to keep fluctuations in temperature at a minimum. Parents whom children are bottle-fed, bring a tower with powder with their child's name, which is kept in the kitchen. The bottles which the children drink from, have to have the child's name on it as well.

CHAPTER 2

PARENTS AND DAY CARE

To connect the two social worlds of the child, parents and teachers have to talk to and consult with each other. An exchange of information needs to take place. Only when the parents know what goes on in a group and the teachers know what goes on at home can we speak of shared upbringing. From the first day at day care until the day a child goes to primary school, teachers play a guiding role in the parental contacts.

1. First days

During the first days at the day care centre, child, parents and teachers have to get to know each other. The child and the parents are able to get used to the group. The group consists of a maximum of 12 children aged between 0 to 4 years and two teachers. The teachers get the opportunity to get to know the child. This period requires precision because it forms the foundation for the further course of day care.

Everyone needs time to adjust but the duration depends on the child. Children are slowly familiarized with the daily pattern, the rules and habits of the group. Honesty between teachers and parents is always important. This is also important during the period of adjustment. If the child is having a hard time adjusting, parents are informed about this. Children are given the time to build up a relationship with the other children and the teachers. A toddler has only adjusted once he/she has found his/her place in the group. Some children take a longer time to adjust and teachers will bear this in mind. We believe that in time, all children will find their place at the day care centre. However, if the teachers see that this is not the case even after a long period of time, we can choose, by mutual agreement with the parents, to change the placement agreement or to extend the adjustment period.

2. Saying goodbye

Children get attached to an established pattern of saying goodbye, which is determined individually. The child feels comfortable in the group and his/her day at the day care centre begins. The moment of saying goodbye needs to be clear for all parties. The parents say goodbye to the child. For the child, it is important to know that his parents are leaving and coming back later in the day. The teacher will stand by the window with the child and wave the parents goodbye.

3. Exchange of information

Teachers and parents exchange information about practical matters such as bringing in and picking up the child(ren), eating and sleeping. Parents are able to gain insight on how their child acts within the group. Furthermore, teachers are able to profit from information about how the child acts at home. Parents and teachers are dependent on the information they receive from each other. The group is not an island where parents are not allowed. Parents will be able to ask questions and make observations.

If parents do not speak Dutch very well or at all, the teachers will make sure that these parents are also well-informed about their children. The teachers are always prepared to talk to parents and will make an effort to get in contact with the parents who do not speak Dutch.

4. Complaints procedure

Teachers will take all complaints from parents serious. Every situation will be examined for the possibilities of suggested solutions and, if necessary, we will seek for a compromise. Wiskids has an internal complaints procedure (starting at the teachers, then the assistant manager and finally the manager) and there is an external authority which will handle the complaints, if the complaints are not resolved to the parents' satisfaction. This authority is Stichting Geschillencommissie Kinderopvang (Childcare Arbitration board Foundation).

The detailed version of the complaints procedure can be found in the information brochure of Day Care Centre Wiskids.

5. Conversation with a teacher

Parents and teachers are able to talk to each other when the parents bring in or pick up their child. Teachers and/or parents can always take the initiative to make an appointment for a conversation with the parents. The periodic conversations with the parents take place when the child is 18 months old and 3 years old. The parents may decide if they have the need for this conversation and will let the teacher know.

6. Parents' evenings

Parents' evenings are meant to provide or exchange information. This can be about topics which we think will be of interest to the parents. There is at least one parents' evening a year which is organised by the Parents' Committee or Wiskids or Wiskids and the PC together.

7. Written information signs

We also give written information through the signs in the group. By means of these signs, teachers can give the parents of the babies important information about drinking, sleeping and changing the nappies. Parents get more information orally about what the child does/has done at the day care centre. The first year we write about the babies daily on the signs, after the first year parents can bring their own notebook. Once a week, we write in these notebooks about the development/activities of the child.

8. Acceptance unvaccinated children at Wiskids

In the Netherlands, taking part in the Dutch National Immunisation Programme is not legally obliged. There are parents who - e.g. because of their ideology - decide against the vaccination of their children. This is, in particular, a risk for the unvaccinated child. The child is not protected when he/she comes in touch with the cause of the disease concerned. The chance that an unvaccinated child will contaminate other children with a disease from the Dutch National Immunisation Programme is extremely small. That is why Wiskids follows the advice of the National Institute for Public Health and the Environment and/or GGD Nederland, but with regard to sick children we also have our own policy.

CHAPTER 3 CHALLENGES IN THE GROUP

One way to discover and organise the world is by playing. Children play out events from the adult world (dressing up dolls, cooking food, role playing). They experiment with different materials (e.g. indoors with paper, clay and water and outdoors with sand and water). The day care centre is adjusted to the children's needs which enables them to express themselves by playing, both individually and in a group.

1. The arrangement of the rooms

The day care centre is a children's world where everything has been arranged in a functional manner in order to boost the children's fun while playing. Naturally, we make sure the rooms are child-centred and the materials and toys are suited for different ages and suited to the children's needs. The group has to be well-organized and everybody has to feel at ease, both the parents and the children.

Our aim is to offer children various games and toys to play with. There is a doll's corner with a little kitchen and hairdressing tools, a corner with cars and dinosaurs, a boat with animals, a farm, magnets and tools. The third corner is for the babies. They can play here peacefully and if there are no babies, the pre-schoolers can read a book.

When the children are playing in these corners they are supposed to ask for the toys, not to get them by themselves. This way, we create more structure and we can make sure that the children actually get the chance to play.

We also have toys which the children are allowed to get by themselves. We also have toys with which the children have to sit at the table, such as domino, puzzles, memory, clay and educative toys. If the children want to play with these toys, they have to ask the teachers if they want to get it for them. For a moment's rest, the children can lie or sit on the couch with a few books. Big pillows are available for the children so that they can lie on the floor and do nothing for a while. Motion games can be played in the space dividing the two groups' rooms.

2. The types of toys

The choice of toys contributes to the way the child expresses herself/himself. Toys are:

- multifunctional and appealing to the imagination;
- varied to stimulate the different aspects of a child's development. Children are able to work with the materials. The toys are suited to the developmental stage of the children in the group. We offer a variety of both easy and complex toys and the choice to play quietly or actively. Free materials can also serve as a toy;
- recognisable for all children. But we also have unknown toys for the children to expand their social environment. The toys also offer the possibility to act out situations-of-real-life. We do not offer toys gender-specifically. All our toys are free for both boys and girls to play with.

3. Well-considered child care in one permanent group

Wiskids' principle: well-considered day care in one permanent group with their own space. Because Wiskids is a small day care centre with only two groups the so-called open-door policy has been arranged in a certain way. Every morning between 8.00 and 9.00, the doors dividing the two groups is open and the children can play with each other in the two groups. In summer, the children play outside together. In winter, the children from both groups

sometimes play together in the space dividing the two groups and when possible they also play outside. For example, motion games can be played with the older children.

In certain situations, we may choose to join together children in a different group than their normal group. This way, children have more choice to play with other children and we get the chance to offer specific activities.

The daily schedule is the same for every group. Therefore, the procedure in a (joined) group is recognizable for the children. This way, continuity is guaranteed.

Groups may be joined, when:

- There is a structural lower number of children in the groups on a specific day of the week.
- There are less children in the groups during holiday periods.

The law states that we have to ask the parents' permission in writing if we want to join groups together. Parents can do this by filling in the statement of approval child care in groups. By filling in this form, you indicate that you are informed of the information above and that you agree with this information. The teachers on the group will inform you about the possibly incidental or interim joining of or changes in groups.

When we join groups together we might have to deviate from the regular group size, but we will always follow the quality rules according to the Child Care Act (Teacher-Child Ratio=TCR).

One group consists of a maximum of 12 children aged between 0 to 4 years with two teachers. We strive for an equal division qua age as it is laid down in the Quality rules for child care.

Children find their own place in the group. During free play the child can claim a place. The teachers make sure the child feels accepted in the group by offering activities. All children get equally qualitative attention. The teacher's most important task is to make the child feel welcome in the group and that the child is praised for what he/she is capable of. The child has the feeling that he/she is part of the group and the teacher and he/she feels accepted. Every child is equally important. All children in the group are unique. We give intentional attention to strengthening the children's self-esteem. In the group, the group process is given more attention.

4. The daily schedule

The daily schedule has been carefully formulated and it is determined by the children's needs to eat and sleep. In addition, a number of rituals mark fixed moments of the day. Every day the same rituals return, for example when we say goodbye to the parents, when we eat fruit together, after the afternoon nap, when we read to and sing to and with the children and before or after eating lunch. Moments together offer cosiness and rest. At that moment, the atmosphere is more important to the child than the purpose of being together. During these moments, the teachers bear in mind what the children can handle. At lunch, everybody eats together, teachers and children. By "pedagogical eating with the children" the teachers set an example, how to handle the food and how to act at the table. Because they serve as an example, teachers pass over norms and values when it comes to eating. The teacher will wash her hands before eating and the children's hands as well. Furthermore, this eating method contributes to the atmosphere in the group. Table manners are learned. Everybody waits for the others to finish, everybody eats with a fork. These rules are primarily for the toddlers and pre-schoolers. The pre-schoolers (from the age of 3½ years old) are allowed to butter their own bread. This can be a nice activity, especially for the children who eat fast; they do not have to wait.

All children who only sleep once during the day are put to bed around 12.30 pm and will sleep till 2.30 pm. We have noticed that children really need their sleep. For all children it is of importance that they have a moment of rest to recover physically and mentally when they spend an entire day at day care. The entire day they are busy with all sorts of activities, have to deal with children and a lot of noise. This is very tiring for the children and that is why we try to create moments of rest regularly, for example by sitting at the table while reading and singing and by sitting at the table while drinking and eating bread, fruit and vegetables.

Sometimes, we hear from parents that their pre-schooler has difficulty falling asleep or does not fall asleep until late and that they would like our assistance. Naturally, we like to help the parents find a solution.

We do keep a moment of rest for all children. If necessary, we can let children from the age of 3½ years old get out of bed at 1.30 pm. The moment of rest does last till 2.30 pm, so the children will sit at the table and play with a puzzle or a game or read a book.

We have noticed that when very young children are woken up after an hour or do not sleep at all, they are so tired that they do not want to do anything, cry over nothing and that they make the other children very agitated for the rest of the day.

This is the reason why we have set an age limit for children who can get out of bed earlier.

Babies have their own sleeping pattern. Every baby has a different pattern of sleeping, drinking and being awake. When a baby is awake and needs to be changed, it is also a moment for a get-together and for cuddles and playing.

5. Varied offer of activities

With organised activities the teachers adjust the pace and the level to the group of children whom will participate. Since we have a diversity in age, the activities are divided per age group. Nobody is obliged to participate, but we do stimulate the children to try new things. If children want to do something by themselves, we give them the opportunity.

When we do craft work, working with the material is more important than the result. The teachers make sure that there is a varied offer of activities.

We also offer sand and water activities for every age group outside on the playground and sometimes we will draw with chalk on the pavement. In summer, naturally, we will play a lot with water.

Activities outside of Wiskids include excursions to the children's farm, the playground, walking to the market, the pancake restaurant or eating an ice cream at an ice-cream parlour.

6. Parties

We celebrate parties at Wiskids. By parties we mean the children's and teacher's birthdays, Sinterklaas and Christmas. The type of party will depend on the group and the person being celebrated. Our way of celebrating has to be understandable to the child. Firstly, the party has to be fun for the children. Secondly, the party has to meet the expectations of the teachers and the parents. For us to be able to organise the party, we have to know how long the festivities will last, if extra children will be invited for the party and how long in advance we, together with the children, have to prepare for the party (or the decorations). Photos will be taken

during the festivities and it is possible for the parents to see these photos. An album with photos will be send to the parents monthly.

7. Cultural differences

All children and parents are welcome at our day care centre. We regard different cultural backgrounds as an enrichment to the group. Teachers are open-minded about other cultures and are aware of the diversity in our society. It is important to coordinate the approach to the linguistic development of a bilingual child with the parents. Principally, in case of bilingualism, we will talk Dutch with the child at the day care centre. When it is possible and necessary, the teacher will explain words in the second language, if the teachers speaks this language. We will also always say the Dutch word, this way the other children will also know what we are talking about.

CHAPTER 4 THE CHILD IN THE GROUP

Children need structure by means of the daily schedule, working with rituals and setting rules and boundaries. The structure is something to hold on to for the child and not a straitjacket.

1. Setting boundaries

Rules are not obstinately applied. We take into account the child's level of development. Furthermore, every situation calls for a different approach. A child who often puts the boundaries to the test will be treated differently than a child who ignores a rule for the first time. If we deviate from a rule, we will explain why.

2. Behaviour and discipline

Sometimes unwanted behaviour (e.g. shouting for attention when we have already explained that the child has to speak and ask questions in a normal tone of voice) will decrease sooner by ignoring negative behaviour and rewarding good behaviour (if the child uses a normal tone of voice instead of shouting). Another example: when a child refuses to help clearing up, we will compliment the other children and soon the child starts to help clearing up the room. We reward a child by giving compliments. The effects of rewarding are minimal if a lot of time has passed between the activity and the reward.

The teacher makes a conscious decision to ignore the behaviour, to look for an alternative solution, to distract the child from the negative behaviour or to correct the behaviour. If a child crosses a fixed boundary, it may be necessary for a teacher to correct the behaviour (e.g. when a child hits and bites). In this case we speak of "punishment". However, in this chapter it will become clear that behaviour will only be 'punished' in a way which fits the child's experience and the punishment will not undermine the child's confidence. Teachers are consistent. If they say something, they will follow through. If a teacher warns a child, she will make sure that the announced "punishment" is also enforceable and she will punish the child. To determine the "punishment" the teacher will ask herself what the child can handle emotionally. Is the teacher asking too much? Is the child trying to get attention in a negative way? The "punishment" always has a clear connection with what happened beforehand. It is also important to think about **how** and **what** you punish.

Correcting behaviour is also possible when a child does dangerous things, like standing on couches, trying to open doors or sitting in front of a closed door.

The teacher lets the child know that she still likes the child, despite the behaviour. This strengthens the child's self-esteem. After the "punishment" the teacher talks to the child. When a child shows behaviour that has to be corrected often, the teachers will let parents know during the conversations about their child.

3. Independence of the child

Children are stimulated to carry out tasks by themselves. For example, when the children need to get dressed or undressed, the teachers will try to stimulate the children to do this by themselves. The teachers will anticipate what a child can and wants to do. We will coordinate this with a child's home situation as much as possible.

This way, we take the older children to the toilet and let them wipe their own bottom (if they are able to) and pull up their own pants. Afterwards, they have to wash their hands. The

teacher is the child's example and will also wash her hands after she has been to the toilet herself and after she has helped a child go to the toilet.

Rewarding a new step contributes to the child's self-awareness. This way, children will find it exciting to learn something new. Stimulating independence asks for an individual approach to each child.

4. Making friends at the day care centre

In the group, children are drawn to each other. They will imitate each other's behaviour and will try to get in touch in a very simple way, by following each other with the eyes and following each other while they are crawling on hands and knees. When they reach the pre-school age, they will start to make actual friendships.

At our day care centre, we try to create an atmosphere where children learn to respect each other. Children can really help each other but they can also oppress each other. We stimulate the children to be clear to each other about what they do and do not like. When children have a difference of opinion, the teachers will let them try to find a solution by themselves as much as possible. If this does not succeed, they can always talk to the children to try and solve the problem.

The teachers are always aware that the children see them as a role model. Children copy. The teachers have to take this into consideration when they talk or how they behave during activities with the children. Even when teachers talk among themselves, they have to bear in mind that children could be listening. Jokes in the group are funny, but children can get hurt by jokes or remarks about them which they do not understand.

A child can develop a preference for a particular teacher. Sometimes, this happens because of how the child sees, feels or thinks about the teacher. From the child's point of view this is understandable.

The teacher always has to be open to a child's approach. A teacher has to handle this in a professional way. If a teacher has preference for particular parents or children, she is not allowed to show this.

5. Sadness

When children are sad, they can find comfort with the teachers. Children get the chance to express their emotions. Sometimes a child is angry because there is a conflict. Sometimes a child is sad: a child who still has to adjust, a child can be the 'victim' of another child's behaviour. Children who are sad need to get the chance to indicate if they want to be comforted. Children who try to hold back their tears are encouraged to express their emotions.

The most important thing while comforting a child is offering security. For example, taking the child on the lap. Sometimes, teachers have to let a child cry for a moment because of the commotion in the group. But it is important for children to know that the teacher is always there for them.

In some situations, it might be necessary to have an agreement with the parents to let the child cry for a bit (e.g. a child crying herself/himself to sleep).

6. Discovering their own body

Young children look at and touch their body. They like to be naked and know no shame. Shame grows as the child gets older and when their self-awareness and their body start to develop. For adults, the body and the sexuality of a child is surrounded by many taboos. Furthermore, the norms and values of the people at the day care centre can be different. Open communication between parents and teachers is important, because only this way are we able to set up rules that both the parents and teachers can associate with.

7. Recognising problems and discussing them with the parents

Sometimes, teachers notice a change or problem with a child. It can be something very small, for example the child does not want to sleep around noon. It can also have something to do with changes at home. It is also possible that the child shows a lag in his/her development. It is important that the teachers are aware of any changes in a child's behaviour and that they talk about this with the parents.

CHAPTER 5

PUTTING PRINCIPLES INTO PRACTICE: FOR EXAMPLE, POTTY-TRAINING

All children will become potty-trained. Sometimes, children potty-train themselves. Sometimes, parents and teachers have to work together for a long time to potty-train a child.

1. Starting potty-training with the parents

When we begin potty-training, all parents, teachers and children have to be motivated. We need to discuss when and how we will start the training. Parents can let the teachers know that their child is starting to show interest for the potty. We will not do anything without consulting the parents. If the parents start potty-training at home, they can come over the day care centre with the request to start at the day care as well. You will often get the best results when both parties agree on using the same method. We will do this when the child is ready and try to not put too much pressure on it because this often works counterproductive.

2. Stimulating the self-confidence of the child

The child will feel very proud when he/she sits on the potty. A teacher will praise the child (even if the potty remains empty). The teacher will offer the potty but if the child does not want to sit on it, he/she does not have to. The teacher will not force the child and has to understand that children do not like to sit on the potty. As an assistance to us during potty-training, we have a sticker card available for each child on the group. Children like the cards and like to show these to their parents.

3. Wiskids stimulates the child to verbally indicate when he/she needs to use the potty in a familiar, secure and safe environment

The child is stimulated to indicate when he/she needs to use the potty. If an accident happens and the child wets his/her pants, we will offer the child comfort if he/she needs it. Otherwise, we will not pay much attention to it. Accidents happen.

4. Wiskids stimulates the child to use the potty

Emotionally: some children are afraid to leave their pee or poop behind in the toilet. And they will show this fear.

Cognitively: at a certain point, the child will know when he/she needs to use the potty and will let it go. The child will sit on and flush the toilet by himself/herself. Afterwards, the child will wash his/her hands. The child will learn to indicate when he/she needs to 'go'.

Socially: some children like to go to the toilet and wash their hands together.