

A young child with curly hair is playing with wooden blocks in a playroom. The child is wearing a light blue dress and a dark blue cardigan. The child is holding a wooden block and is about to place it on a stack of other blocks. The playroom has a wooden floor and a red chair in the background. There are various colorful blocks scattered on the floor.

**Part 3:
Educational
and practical
agreements of
our branch**



Part 3: Educational and practical agreements of our branch

Educational and practical agreements

Branch name: Korein TU/e

Branch address: De lampendriessen 31-1

Group name	Age	Maximum number of children
Kuma	0 – 1,5 years	12
Tauri	0 – 1,5 years	12
Lupi	1,5- 4 years	16
Mundo	2 - 4 years	16

Group 1:

	Deviations PCR in the morning	Deviations PCR during lunchtime	Deviate PCR in the evening
Monday	From 8.15 until 9.00	From 13.00 until 14.30	From 17.00 until 17.45
Tuesday	From 8.15 until 9.00	From 13.00 until 14.30	From 17.00 until 17.45
Wednesday	From 8.15 until 9.00	From 13.00 until 14.30	From 17.00 until 17.45
Thursday	From 8.15 until 9.00	From 13.00 until 14.30	From 17.00 until 17.45
Friday	From 8.15 until 9.00	From 13.00 until 14.30	From 17.00 until 17.45

Group 2:

	Deviations PCR in the morning	Deviations PCR during lunchtime	Deviate PCR in the evening
Monday	From 8.15 until 9.00	From 13.00 until 14.30	From 17.00 until 17.45
Tuesday	From 8.15 until 9.00	From 13.00 until 14.30	From 17.00 until 17.45
Wednesday	From 8.15 until 9.00	From 13.00 until 14.30	From 17.00 until 17.45
Thursday	From 8.15 until 9.00	From 13.00 until 14.30	From 17.00 until 17.45
Friday	From 8.15 until 9.00	From 13.00 until 14.30	From 17.00 until 17.45

Group 3:

	Deviations PCR in the morning.	Deviations PCR during lunchtime.	Deviate PCR in the evening.
Monday	From 8.15 until 9.00	From 13.00 until 14.30	From 17.00 until 17.45





Tuesday	From 8.15 until 9.00	From 13.00 until 14.30	From 17.00 until 17.45
Wednesday	From 8.15 until 9.00	From 13.00 until 14.30	From 17.00 until 17.45
Thursday	From 8.15 until 9.00	From 13.00 until 14.30	From 17.00 until 17.45
Friday	From 8.15 until 9.00	From 13.00 until 14.30	From 17.00 until 17.45

Group 4:

	Deviations PCR in the morning	Deviations PCR during lunchtime	Deviate PCR in the evening
Monday	From 8.15 until 9.00	From 13.00 until 14.30	From 17.00 until 17.45
Tuesday	From 8.15 until 9.00	From 13.00 until 14.30	From 17.00 until 17.45
Wednesday	From 8.15 until 9.00	From 13.00 until 14.30	From 17.00 until 17.45
Thursday	From 8.15 until 9.00	From 13.00 until 14.30	From 17.00 until 17.45
Friday	From 8.15 until 9.00	From 13.00 until 14.30	From 17.00 until 17.45

During the holiday periods, the Professional to Child Ratio (PCR) may deviate.

The PCR for our branch during the holiday periods is as follows:

At our location, the BKR is set as follows for the holiday periods: We strive to work all holidays within the BKR scheme. If that unexpectedly fails, for example due to an unexpected absence of the scheduled occupation, then we will communicate this for that day via a notification to the relevant group.

Our branch manager is Jovita van Hoften.
She is assisted by Ilse van Bruggen.
We also have a volunteer for minor domestic duties.

The times at which we are guaranteed to comply with the professional to child ratio (PCR) are:

From 9.00 until 13.00 in the morning and from 14.30 until 17.00 in the afternoon.

Changes to the basic rota are announced via:

Visible on the group

At our branch, we do not structurally combine groups





At our branch, we offer flexible childcare: yes/no

If yes, then this is how we arranged it: There is the possibility to exchange a day or part of it in consultation with pedagogical staff. The exchange is possible according to the exchange policy of Korein Flexible childcare can be offered, this can be for a specific time or for a specific day. Fixed-term contracts are offered through placement. Contracts for a specific day are drawn up on location as an incidental contract. By offering flexible childcare, there is a possibility that children in different groups are cared for, this is always signed with parents and signed at the time of the request for flexible childcare. Within this location it is arranged with the group management of the relevant group. Yvonne de Jong is the specialist for any questions / comments regarding exchange hours.

At our branch, we apply an open-door policy: yes

We have an open-door policy at our location: yes

An open-door policy is applied within KoreinTU. Then we let the idea of own group space go. The child comes into several places in the day-care with their core group as a safe place. Pedagogical employees consult with each other when it is possible to open the doors. Children then can go exploring themselves and push their own limits. They can make their own choices about where they will play. They find different play material in each group and each group offers different challenges. The supervision of the pedagogical employee is present in every room. The moment the doors are open, every pedagogical employee is responsible for every child in her room. When the doors are open, the toys with small parts will be placed high up so that small children do not come into contact with toys that are dangerous to them. Pedagogical employees try to prevent children from 'walking around' with toys, in order to keep as many puzzles and tableware complete. There is also a door in the hallway between the toddler group and toddler baby groups, so that the open-door policy in the groups usually relates to the same age category.

During the following (play) activities, the children leave the core group:

For instance, during holiday periods.

In joint activities at the location, the children leave the core group to participate in activities in other groups, outside or in the hallway. The daycare regularly goes out. The trips are adjusted to the theme of the group.

If children leave the core group, this is arranged as follows:

Children are given the space to decide for themselves which space they want to visit. Pedagogical employees are so divided over the different spaces that the safety (also socially emotional) for children is guaranteed. Where it is preferable for a child to stay in its own group or with the trusted pedagogical staff member, this is taken into account. For trips we take into account the age of the children and the PCR. If the pedagogical staff need extra support, interns are also often used to ensure that everything runs smoothly. The employee has a telephone and list of numbers with them. For trips beyond the playground in the area, the children receive a bracelet with their name and telephone number of the group.

If only one professional is present, standby duty is arranged as follows:





Since there are always several pedagogical employees present on location, no back-up regulation has been described. In the event of a calamity, an appeal can always be made to the trainees (if they are older than 18) or to the employees of the TU / e Security Centre.

Settling in and moving to a different group

Describe the arrangements for children that need to settle in.

What do the educational members of staff do to help children settle in and move to a different group?

What arrangements are made with the parents?

What specific arrangements are made to help babies to settle in?

A tour will be given by the pedagogical staff of the group following by an intake interview with the parents. (mentoring) If the children are new to our location, we will plan a moment for them to get used to the day-care and the pedagogical staff. We offer a maximum of 2 half days. In consultation with the group we will do this one time or more short moments. The parents can choose if they want to stay for the first our and then after a few hours they can pick up their child. Getting used to the day-care is only possible when the PCR allows it.

Every child gets a mentor and the mentor makes sure that the child monitoring system is up to date. The pedagogical employee consults his or her colleagues of the group. The mentor offers each year a conversation about the development of their child.

When the child moves to another group, they will have to get used to it. The mentor will consult with the pedagogical staff of the new group. The pedagogical employee from the baby group brings the child to the next group.

- When the child transfers to a new group there will be time to get used to the new group. We will build this slowly up. For example, singing songs at the table for a half hour to fully participating in the new group for a part of the day. The pedagogical employee of the core group gives the new group a clear explanation about the important matters about the child. For example, eating or sleeping habits or favourite toys etc etc. The child goes a few times to the new group just for practicing and getting used to the new environment.
- The groups make mutual agreements about when children will get used to the group.
- We start with short practicing periods to gradually create a good, calm transition moment.

We realize that not only children but also parents live towards the transition to another group.

We use a transitional form to inform parents about: the date when the child will be transferred, the group the child will be going to. When the practicing appointments are and who will be the new mentor. There is always an opportunity for an introductory meeting.





The focus for 2020

The 'Ik ben in beeld' matrix shows plenty of arrangements. In order to be able to focus, the focus for 2020 will be on:

Baby groups: Kuma and Tauri

1) Space for initiative (I can work with my hands): Materials in my environment are alternated / or supplemented, depending on the initiatives.

Rich challenging environment (I am comfortable with myself): I find materials in my environment that match my interest and my development.

2) Always in dialogue (I understand the physical world): I can experiment a lot and I can follow my own path. I am challenged to try new things.

3) Always in dialogue (I understand the social world). Pleasure in being together is stimulated. Much attention is paid to positive affection and trust. Enjoy collectively. Reciprocal interaction.

Wobbler group: Lupi

1) We educate together. Educators see the importance of discovering, researching, experimenting and overcoming obstacles.

2) We educate together. Educators see the importance of gaining as many different experiences as possible. Attention to brain development.

3) Rich challenging environment. I can take initiative and investigate in a safe environment, adapted to my development.

Toddler group: Mundo

1) We educate together (I am entrepreneurial): Educators see the importance of discovering, researching, experimenting and overcoming obstacles.

2. We educate together (I understand the physical world): Educators see the importance of gaining as many different experiences as possible. Attention to brain development.

3. Always in dialogue (I can say it myself): Interaction between me, the other children and with adults is stimulated. Our initiatives are appreciated.





PE Plan 2020

PE method for the toddler group

Please indicate which PE method you use at the branch. Describe the following in specifically measurable terms:

- a. The characteristic vision of preschool education (PE) and the way in which this can be recognised in the range of activities offered.

Preschool education serves to prevent educational disadvantages among young children and to effectively combat this, when necessary. Together with our partners and the local authorities, we achieve this by working on the well-being and involvement of our children. We use a PE programme for this. The activities are based on child and group observations and are adjusted in accordance with the Plan-Do-Check-Act cycle.

PE programme

Uk&puk (or puk&ko)

This branch applies preschool education that encourages the children's development through play. We use the so-called *Uk&Puk* method.

What is *Uk&Puk*?

Uk&Puk is an educational method for children aged 0 to 4. It is composed in a way that benefits all young children. *Uk&Puk* offers children challenging, playful activities to get active and discover themselves. *Uk&Puk* encourages the development of young children so they can start group 1 of primary school well-prepared. *Uk&Puk* enjoys a continuing learning line with *Ik&Ko*, which is intended for groups 1 and 2 of primary education. The hand puppet *Puk* plays a role in the *Uk&Puk* method.

Puk

Puk is the children's play buddy. *Puk* is always involved in something the children will recognise; he has new shoes, for instance, or he has a cold. *Puk* offers comfort and is a friend children feel safe with. Children can identify with *Puk*. They will tell him their fantasies, ideas, thoughts and emotions, when they may not feel comfortable doing so to an adult. *Puk* enables the educational members of staff to involve the children in an activity and to entice interaction with the children in a safe and playful manner.

Rich playing & learning environment

Children develop best when they are stimulated in a rich environment, on their own level. A good environment is an incentive for all children, whether they are babies, toddlers or infants. A safe and stimulating environment creates familiarity and originality. A solid structure and pleasant atmosphere make it possible for children to play safely and to make their own choices. A rich playing & learning environment is characterised by the following:

- There is a lot to do and see for the children. The room is divided into building, home, reading and themed areas.
- The layout and demarcation are logical. Objects have a designated place and are labelled. Photos explain what's inside a tray or a cabinet and, as such, what should be kept in them. This encourages independence. Children can find and put away their own materials.





Working method

The *Uk&Puk* method is based on themes. There are ten themes in total that are associated with the children's immediate subjective experience. They take place in the here and now. Every theme takes about four to six weeks to complete and comes with a story to be read out. The themes are 'Welcome, *Puk!*', 'What are you wearing today?', 'Enjoy your meal!', 'This is me!', 'Giants and gnomes', 'Rain', 'Atchoo!', 'Hugs', 'It's so hot!' and 'My family and I'. Other themes may be discussed as well; themes closer to the child and themes that they can recognise. Every theme is followed by a 'non-theme' week. The children can let go of the old theme, while the educational members of staff are preparing for the next theme.

The themes bring the outside world into the branch, enabling children to gain experiences and learn new things. The educational member of staff changes the various areas in accordance with the theme. This way, the areas are turned into recognisable and challenging places for the children. The cabinet with development materials will always be home to jigsaw puzzles but the range of these puzzles partly depends on the theme of the day. In the case of the 'Giants and gnomes' theme, for instance, the home area can be supplemented with items for the children to dress up as gnomes or items which they can sort out according to size and weight using scales and sorting trays. The 'pretend' aspect creates additional opportunities. Materials can be added or temporarily removed in other areas as well.

It is also possible to create a themed area to display materials associated with the theme. Examples include books and associated materials the children can play with.

The daily routine structure is documented in the daily planning. Every day has recurring activities. It gives children a sense of safety and security. Based on the daily routine schedules, we visualise the daily structure for the children. Young children cannot tell the time yet and have little notion of the concept of time. Children can feel quite unsafe if they do not know what to expect. The daily routine schedules help not just to look forward, but also to look back. For instance, children can use the schedules to tell their parents what they did that day.

***Uk&Puk* and parents**

Parental involvement is important because most of a young child's development happens at home. Every theme comes with a letter for the parents, explaining the central theme of that moment. It also contains tips for exciting subject-based activities and to encourage children to continue to develop. Examples include chats, poems, songs or suggestions for picture books.

Before we start a theme, we may ask parents to look for items associated with the theme, enabling us to add more to the environment or use them in our activities. They may be items the parents lend to us or items they no longer use and are willing to give to us.

For many toddlers, the transition to primary school is a big step. To help them during this transition, we have a theme full of activities for toddlers who are about to join primary school. This theme is available for *Uk&Puk* only, not for *Puk&Ko*.

- b. *The way in which development is encouraged; especially in terms of language, arithmetic and social-emotional development.*





We make sure children are exposed to the objectives of the Netherlands Institute for Curriculum Development [Stichting Leerplanontwikkeling (SLO)]. The above PE programme is in line with the children's development, paying particular attention to language, arithmetic and social-emotional development.

- c. *The way in which the development is followed and the way in which the range of activities is geared to that.*
At this branch, we follow the children's development on the basis of the children's progress system:

Children's progress system

Describe which children's progress system you use.

Child monitoring system KIJK!

KIJK! Is an observation instrument with which the developmental progress young children in various development areas can be observed and recorded over a longer period. The children's pedagogical staff observe daily during meaningful play-and-work moments and register the observation in KIJK!

KIJK! Helps the pedagogical staff to gain insight into where the child in his or her development and what is the next step for the child.

- d. *The way in which the parents are involved in encouraging the children's development.*

We involve parents in encouraging their children's development by talking to them once every (fill in how often you talk with the parents). During these meetings, the mentor and the parent discuss the state of affairs, they evaluate measures taken at the branch and at home and they make new agreements for the next period. These agreements are documented in the child's file.

We show parents the themes we use. We give them tips about how they can do things at home, for instance, which books they could read or which songs they could sing.

Parents can join in the group in order to experience how to encourage the children's development.

- e. *Setting up a suitable room where preschool education is given and making suitable material available.*

Every classroom has designated reading, building or home areas. By assessing well-being and involvement, we gain an insight into the children's development, we assess if the environment is rich and challenging enough and we make adjustments, if needed.

- f. *The way in which the substantive link from PE to the ensuing careful transition is structured.*

Continuing development line

We use a transfer form in order to implement the continuing line between preschool childcare and primary education.

If desired or necessary, we ensure that we schedule a transfer where the mentor, teacher and parent are present.





If the above items are documented in a PE plan (for instance, a SPIL plan or a plan from the child centre), a reference to such plans will suffice.





Training Plan 2020

Ensuing from the 2020 annual plan, the evaluation of PE products, the implementation of the Childcare (Innovation and Quality) Act [Wet innovatie en kwaliteit kinderopvang], the quality boost for baby care, the 3F language requirement and the recurring annual training and refresher courses such as CER, *Techiek en Ik* and meetings regarding health & safety and education studies, the following training plan can be drawn up for the branch:

Korein TU/e

We screen all our employees every year for their training. Criteria is the legislation as is mentioned below and the personal wishes of employees.

New colleagues are screened for current training upon hiring and if necessary registered for additional training.

The following is included in our training plan for 2020:

- The team coach follows intervention for the assurance for VE
- Two colleagues are registered for BHV and children EHBO (V&G policy)
- At the baby groups three colleagues are trained for baby training in 2019 and the other four colleagues are registered with Rijkt and are planned for training this year.
- The BBL employee is registered for the baby training as soon as she is a fully qualified pedagogical employee.
- One employee has followed Technology and I training, she also follows the follow-up modules
- The Location Manager and Team Coach follow the meetings of V&G and Pedagogiek
- The entire team follows the pedagogical coaching on location, now we start with the theme we educate together.
- The new employees are registered for the Pedagogisch compas training
- One employee follows Culture awareness with advanced English
- A number of employees will take a sign language course
- We are working on library and Edux for digital learning guidance for toddlers

Together with the educational policy, this training plan forms a part of the 2020 objectives.

The total has to meet the basic principles and conditions:

1. Assessment and training language level 3F
2. Guaranteed use of the PE method (*insert the name of your PE programme*) and continuation of evaluated topics
3. *Uk en Puck* refresher course
4. "*Actief Betrokken*" PE basic training
5. PE and VIA
6. Baby training and education
7. CER in combination with first aid for children





8. *Techniek en Ik*
9. Health, Safety and Education Studies meetings
10. Child Abuse reporting code training
11. On-site educational coaching
12. Educational compass training





Substantive evaluation of VE and progress in 2020:

In 2019, we focused on improving the quality of the toddler groups in the SLO goals and the continuous line.

The day-care group and toddler work have focused on the basis of VE method - (Uk and Puk) the optimal implementation and securing of group analyses. These are analysed after a theme and included in the new theme.

In the VE preparation hours, the pedagogical staff discuss the evaluation of a previous theme how they can use it better to set new goals for the next theme (both for the individual children and for the group). By doing this we stimulate the development of the young child using the different domains such as language, motor skills, mathematic and social emotional development.

It's important to involve parents with their child's development, that's why they get a letter before the start of every theme. In the letter it says which books we will read, which songs we will sing and what kind of activities there will be. During or after the theme we invite parents to be involved with the activities/theme.

Beside that we will link our findings on the basis of the SLO-goals and the matrix of the pedagogical compass. This continuously deepens and broadens the pedagogical climate and we contribute to the children's development.

The team coach has worked together with the team to deepen the development line. This to better the continuous line. Also, professionalization with training to speak better English. We call the primary school to do a handover about your children, providing that the parent gave permission.

Technology and I we will use more often and be more aware about. Taking care of having the right materials so it's easier to do.

Trough parent evenings and parent contact we will increase the parent's involvement.

For the 3 and 4 years old we will deepen in digitalisation.

Wordcards and wordwebs will be used per corner. SLO goals and KIJKlines we will integrate in the corners. Making VVE kids more visible during the preparation and development.





Substantive motivation training material 2020

Following the above evaluation and the evaluation from the *Ik ben in beeld Peuters* matrix, we want to further develop the continuing line and the expansion and broadening of our knowledge and quality. We have set ourselves a number of targets which are translated into this training plan.

Targets:

- Increasing parent involvement.
- Offering a richer play/learning environment, indoors and outdoors, where children can have experiences and make discoveries.
- Improving the plan-do-check-act à use evaluation to set new targets in order to help children develop further.
- Improving the collaboration with teachers in order to improve the continuing line (a group activity for every theme and a warm transfer from toddler to pre-schooler)

The targets are evaluated and monitored by the branch manager, in consultation with the educational coach.

The desired output is a better connection with the children's needs, to encourage the development of the young child in the various areas, to closely follow the child's development in terms of self-experience and self-discovery, continuous parental involvement and a pleasant and smooth transition from toddler group to pre-schooler group.





Training material 2020

Name of the course/training	Name of the organisation that arranges this	Objective/yield (related to inspection framework)	Name of the educational members of staff	Planning
<i>Wij Zijn JONG</i> Conference 2020	<i>Wij zijn JONG</i>	Broadening, expanding knowledge and inspiration for the daily interaction and working with children	Can be consulted at the branch	
3F language test		Passing the 3F language test The correct words and correct use of the Dutch language to the toddlers to encourage the young child's language development		
PE evaluation		Increasing parental involvement Evaluating, setting targets and undertaking development-oriented activities, increasingly focusing the young child's development in the fields of language, arithmetic, motor skills and social development	All employees	
<i>Uk en Puck</i> refresher course	EduX			
<i>Actief Betrokken</i> PE basic training			Yoeri	
PE and VIA	EduX		Joyce Siepel	According to cycle pattern
Baby training	EduX	Focus on babies	Nicole Monique Marieke Linda	
CER and first aid for children	KLS vd Berg	Meet the IKK requirement The child's safety, not hesitating in taking correct event of an incident	Joyce S Marieke Elke	May 2020 Waiting list March 2020
Child abuse reporting code training		Protocollen up to date by means of work consultation	All employees	





<i>Techniek en Ik</i>	EduX	Workshops for the <i>Tecniek en Ik</i> coaches to allow children to learn by means of research and discovery	Renate	Sign in according to call up
Educational Compass	<i>Wij Zijn JONG</i>	<p>Educational compass training consists of the following elements:</p> <ul style="list-style-type: none"> Inspiring session Quality scan Meeting regarding well-being and involvement Group scan by PM and coaching Meeting regarding the educational climate approach Coaching Meeting regarding educational experiment Coaching Meeting regarding presentation and conclusion <p>Particular attention is paid to the child's well-being and involvement</p> <p>Increasing knowledge and quality, being able to offer a rich learning environment, following the child and offer options that enable the child to experience and discover things by itself</p>	Marion and Ilonka will start this training through RIJKT	Team closes in June
Educational coaching	Korein	<p>1 January - 1 July 2020 four hours of coaching per member of staff on the basis of the Educational Compass project</p> <p>Experience-oriented on-the-job coaching</p>	All employees will receive coaching from the pedagogical coach. At our location this is: Marije de Boer	
Meetings regarding Health, Safety and Education Studies	<i>Wij zijn Jong</i>	Keeping quality processes at Korein on track	Ilse and Jovita	Ongoing process
Culture Awareness	RIJKT	Awareness and information about different cultures.	Marieke	





Sign language	Yet unknown	A different way to communicate with children who don't speak Dutch	It is still unknown who will follow this training At least 1 employee per group	Not planned yet
Digital learning for toddlers	Edux/library Eindhoven	More digital offer	Berna	Working on the library and expand Edux





Internship policy

We also train new professionals at our branch.

Surplus numbers of pre-vocational learning pathway (“BOL”) interns are placed for the compulsory workplace training hours set by their school. Interns work under the responsibility of qualified professionals. Surplus placement is subject to a number of exceptions (under the Childcare collective agreement). During progress meetings, parent consultations or meetings, interns can work briefly alongside a professional (in the same room). During breaks, interns can work under the supervision of and alongside a professional. The basic rule is that an intern must be able to rely on a professional at all times. An intern never bears ultimate responsibility.

After a six-week introduction phase, interns proceed to the training phase on the basis of their vocational training. During that phase, the intern, through planned training and coaching activities, will be working towards full independence to undertake the activities on the agreed annual training level. The ultimate goal of practical coaching during the study programme is a fully trained educational member of staff with initial teaching competence, ready to assume the responsibilities of a professional and to continue to grow. The road to initial teaching competence is determined by the structure of the study programme and is supplemented with specific educational visions, protocols, working methods and *Wij zijn JONG* systems. The degree of coaching (instructions, distance and monitoring) is geared to the student’s (learning) phase. They are offered a rich, challenging environment during every phase, with room for initiative and always in dialogue. For interns too, well-being and involvement are two important pillars when it comes to coaching.

The schedule below is a guideline for the content of the internship, phasing, coaching and assessment.

Important note: as a work supervisor, always assess the student you will be coaching beforehand, assess his or her level and find out which phase of the study programme/academic year he or she is in. Example: a third-year level-4 student should be able to learn independently, so there is no need to start off with accompanied learning. So, make sure you coordinate your coaching as a work supervisor to this.

	Assistance Care and Well-Being Level 2	Educational Professional, Level 3	Educational Professional, Level 4
Characteristics	Assisting and supporting	Supervising	Supervising and coordinating
Duties	Domestic and care duties	Educational processes	Educational processes and coordination of policy-based duties
Content	Domestic duties such as: <ul style="list-style-type: none"> - Laundry - Cleaning - Preparing food and drinks Care duties such as: <ul style="list-style-type: none"> - Changing nappies/helping children who need the toilet - Washing hands - Putting on/taking off coats 	Educational duties such as: <ul style="list-style-type: none"> - Supervising activities - Communication with parents, children and colleagues - Reporting and documenting - Working as a team 	Educational duties (see level 3) Coordinating and policy-based duties such as: <ul style="list-style-type: none"> - Preparing the planning - Contributing to vision development - Preparing supervision plan for the child
Focus on supervision	Predominantly accompanied learning (see schedule below)	Supervised and independent learning (see schedule below)	Predominantly independent learning (see schedule below)





Focus on assessment	Is the student able to carry out his/her duties to your full satisfaction?	Is the student able to independently manage a group (together with a colleague)?	Apart from independently managing a group, is the student able to independently coordinate and complete policy-based duties?
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Different learning phases

The intern's learning process is divided into three phases.

Phase 1: accompanied learning

Phase 2: supervised learning

Phase 3: independent learning

At the start of the internship, work supervisors fulfil a managing role. Job competence increases with every phase and the intern's professional attitude improves. As job competence and professional attitude develop, the allocation of roles between the work supervisor and the intern also changes. During the final phase of the learning process, the work supervisor assumes a coaching role.

Interns are coached by all permanent members of staff and by the work supervisor in particular.

The three phases of the intern's learning process gradually merge. The transition from one phase to another affects the degree of supervision by the work supervisor. The schedule below shows the role of the intern and that of the work supervisor during the various phases of the learning process. As a work supervisor, you adjust your supervising style to the intern's learning phase.

	Step 1	Step 2	Step 3
Phase 1: Accompanied learning	<p>The intern focuses on the assignment:</p> <ul style="list-style-type: none"> - waits - receives information from you about associated tasks and duties <p>The work supervisor:</p> <ul style="list-style-type: none"> - prepares the execution of duties - gives meaning to tasks and duties - explains tasks and duties - encourages the intern 	<p>The intern carries out the assignment:</p> <ul style="list-style-type: none"> - completes the agreed duties with you - receives feedback about the fulfilment of duties <p>The work supervisor:</p> <ul style="list-style-type: none"> - demonstrates - encourages the intern to think - monitors the fulfilment of the duties - makes corrections when necessary - provides feedback 	<p>The intern reviews assignments:</p> <ul style="list-style-type: none"> - has his/her assignment assessed - is given points for improvement for next time <p>The work supervisor:</p> <ul style="list-style-type: none"> - assesses the intern's duties - formulates points for improvement for next time
Phase 2: Supervised learning	<p>The intern focuses on the assignment:</p> <ul style="list-style-type: none"> - prepares a plan for learning tasks and duties on the basis of your instructions - finds information independently to the greatest possible extent - presents his/her plan - adjusts his/her plan, if necessary 	<p>The intern carries out the assignment:</p> <ul style="list-style-type: none"> - fulfils the duties according to plan - asks for feedback if he/she needs it 	<p>The intern reviews assignments:</p> <ul style="list-style-type: none"> - reviews the implementation of his/her plan - formulates his/her own points for improvement - presents his/her points for improvement for assessment purposes





	<p>The work supervisor:</p> <ul style="list-style-type: none"> - provides information if the intern asks for it - discusses the plan with the intern - provides additional information for the plan, if necessary - creates conditions for the implementation of the plan 	<p>The work supervisor:</p> <ul style="list-style-type: none"> - provides feedback if the intern asks for it - encourages the intern 	<p>The work supervisor:</p> <ul style="list-style-type: none"> - holds a reflection interview with the intern about his/her learning progress - offers points of reference, enabling the intern to formulate his/her own learning points
<p>Phase 3: Independent learning.</p>	<p>The intern focuses on the assignment:</p> <ul style="list-style-type: none"> - draws up his/her own learning plan - assesses his/her own plan - determines if he/she needs your help - indicates what he/she needs in order to implement his/her plan <p>The work supervisor:</p> <ul style="list-style-type: none"> - checks if the conditions for realising the plan are in place 	<p>The intern carries out the assignment:</p> <ul style="list-style-type: none"> - implements his/her plan - monitors the progress of his/her plan - reflects on his/her actions - motivates himself/herself <p>The work supervisor:</p> <ul style="list-style-type: none"> - provides feedback about the intern's own checks and reflection 	<p>The intern reviews assignments:</p> <ul style="list-style-type: none"> - assesses his/her plan for results - reflects on his/her learning process - formulates points for improvement <p>The work supervisor:</p> <ul style="list-style-type: none"> - assesses the intern's self-assessment for results and learning process

We have 3 interns at our branch.

The interns follow the BOL Pedagogical Employee level 3 or 4, BBL Pedagogical Employee level 4 study programme





The educational coach and the educational policy officer

Both the branch manager and the educational coach are, in active collaboration with the educational members of staff, jointly responsible for monitoring and innovating the educational climate of the groups at the branch.

The educational policy is implemented on a local level and the quality control of the educational climate is a key theme. The quality control of the educational climate forms part of the duties of our branch manager. This quality control is implemented by and is in line with the duties of the educational coach.

The branch manager and educational coach share responsibility for:

- the implementation of the educational policy for their own branch or branches through team meetings and progress meetings
- discussing the educational policy with parents and the parent committee
- monitoring educational quality by means of evaluations and interim corrections
- implementing new protocols
- implementing new legislation
- (continued) development of the PE policy
- implementing the children's progress system
- collaboration continuing line between the groups at their own branch and in collaboration with the primary school

The educational coach is responsible for:

- on-the-job coaching of members of staff and teams in their educational development
- supervision and thinking along with members of staff during progress meetings and team meetings on the basis of the *Ik ben in beeld* matrix, the continued development of the educational compass and the continued translation of approach factors (supervising style, rich, challenging environment, room for initiative) into practice
- training members of staff in their educational development
- monitors the quality of the educational climate and discusses this with the branch manager
- makes an active contribution as a trendsetter of educational change processes

At every branch, the manager can spend 50 hours on the aforementioned duties.

The educational coach can spend 10 hours per FTE on the aforementioned duties.

The central educational consultant (educational policy officer) is responsible for, among other things:

1. developing the educational policy
2. identifying developments, trends and scientific insights
3. database of knowledge and inspiration
4. education, information and advice, internally and externally
5. following legislation and translating this into policies and protocols if necessary
6. realising self-evaluation tools that contribute to a systematic cycle
7. offering support to the branches for the fulfilment of their duties





- 8. continued development of educational expertise
- 9. contact point for educational questions

For the central educational consultant, 20 hours per week are available.





Local parent committee

..... (insert the name of the branch manager) of the (insert the branch name)
branch hereby presents the Educational Policy for the year 2019 to the Local Parent Committee.

Please offer your advice by means of the form below before 2019 (insert the date).

Date sent to the Local Parent Committee:

Name of the branch manager:

Signature:
.....

Document name: Educational policy

Re: Request for advice

The parent committee issues positive advice:

Date:

Name:

Signature:
.....

The Local Parent Committee would like to receive more information about the following:

.....
.....



