

THE TASK OF DAY CARE CENTRES

Education, upbringing and childcare are the tasks of day care centres.

For general purpose, laws describe and frame these tasks. In January 2005, the state of Lower Saxony passed a plan, which is meant to be the basic concept for the work in day care centres. It is called: "Concept for children's education in day care centres of Lower Saxony". This concept is a suggestion. The actual transformation of this concept to a layout for daily work remains within the individual authority of the responsible organisation.

How do we conceive of these tasks?

EDUCATION

Right from the beginning on, every child has the right for education. At no point later on in life, people are able to learn as much and as quick as they do during early childhood!

Children are born with a great motivation to learn. They learn in order to better conceive of the world, they improve their knowledge and gain many new skills. They do so in an active, curious, systematic and concentrated manner and very importantly in their own pace – grasping the world physically and mentally with all their senses. Any process of education is unique! From the beginning on, the child is a social being, communicating with the people surrounding it and exploring the things within its reach. In addition, it relies on social and emotional relationships. It strives to ladle out its potential and to improve its level of experience.

Thus, education is a process, which starts at birth, lasts a lifetime and most importantly is the individual achievement of every child.

UPBRINGING AND CARE

We have the full responsibility to support the children and to stimulate them in all those areas that are important for their development.

Successful education requires the social contact to others: attentive exchange of ideas and an emotional, caring and secure relationship between children and adults and of course the cooperation between children themselves.

For these reasons being, the pedagogical staff in the day care centres has the task to arrange the rooms and the materials in a way which best supports the children and allows them to perform interesting and manifold activities.

Another significant aspect of professional educational work with children is the method of communication, e.g. in the way of mutual dialogue. How is it marked?

By listening, by treating children as equals, by questioning and then jointly seeking answers; by frankness, honest interest in the matters of the child and last but not least the ability for the staff members to put themselves in the position of the children. Thus, the dialogical approach, is fundamental for any type of education and a challenge for the pedagogical staff.

QUALITY IMPROVEMENT

In April 2003, the Kinderhaus e.V. has started a process quality improvement, to which all pedagogical employees contribute.

Quality improvement means the description, protection and development of the pedagogical work in the day care centres.

The topic we concern ourselves with is called: "processes of education of children – accompaniment and promotion in day care centres of the Kinderhaus e.V."

During the joint work, we have formulated some basic statements and features concerning this huge topic. They cover the cooperation with families, pedagogical acting, the emotional relation to the child and the professional discussion of the topics.

All the teams develop practical plans to accomplish all the basics mentioned. The teams closely cooperate with the responsible organisation until both sides approve of the plans. The first step is the question: How do we do what? In the next step, aims are formulated: What do we want to accomplish? This is followed by the question: What exactly do we have to do to pursue our aims? Finally, we check if the aims were reached.

Some examples:

- "Up to 07/22/06, we are going to test and analyse several ways of documenting and presenting activities of the children."
- "Up to 06/30/06, we are going to alter and enhance our painting facility into a creativity facility by enlarging and improving the amount and the quality of the materials the children will be able to work with."
- "By 07/15/04, we will jointly with parents and children have created an experimentation lab, which the children can use for either independent work or for guided experiments."

The aim of this systematic quality improvement is a lasting change in the way we work with children. The aim is the support and the promotion of the education of children in the best way possible.