Conceptual framework of the supporting association “Stud. Eltern-Kind-Initiativen e. V”

1. Preface
The supporting association “Studentische Eltern-Kind-Initiativen e. V.” has been operating childcare centres for children of students and employees of universities, the Student Union and the supporting association since 1991. Across a current total of 19 childcare centres, the children are offered care, education and training close to their place of residence or workplace, in order to enable parents to reconcile the organisational demands of university, work and family life.

2. Guiding principles

1. Our central task is to contribute to a person’s success when studying as a parent with a young child/with young children! At the same time, we want to support employees in the higher education sector in reconciling the demands of family and career.

2. We offer children an educational setting where they can learn and experience new things in a safe environment according to their needs. We support the educational processes necessary for children by creating a stimulating environment, answering the questions put forward by children and developing projects and topics with them. We accompany and support the children on their individual development path.

3. Our facilities are characterised by the fact that they have individual concepts developed by the respective teams. The educational framework concept and the educational standards that underpin the institution provide the basis for this.

4. Our facilities enjoy the advantages of a parent initiative, as well as the advantages of a professional supporting association.

5. A friendly, appreciative, resource-oriented and cosmopolitan attitude forms the basis for cooperation with the children, parents, teams and the supporting association.

6. We cultivate a cooperative management style, because the most important resource of our daily work is our employees.

3. Day-to-day life situation for children and parents

Our student parent-child initiatives are primarily attended by children whose parents are studying or employed at the universities that fall under the supervision of the Munich Student Union. The day-to-day life situation for families is very diverse.

Student parents experience significant time constraints due to lecture periods, internships and part-time jobs. It transpires that everyday life for students is often affected by large fluctuations and changes. For many student families, financing their livelihood is a major concern.

The employees of the universities, the Student Union and the supporting association usually
have their workplace in the immediate vicinity of the childcare centre and appreciate this workplace-related childcare setup. Regulated, tailor-made childcare is important to parents, in order to be able to offer the flexibility required by the university or the employer.

4. Organisational structures

According to Art. 88 (1) Sentence 1 of the Bavarian Higher Education Act (Bayerisches Hochschulgesetz), the Munich Student Union has the task of providing childcare places for students. The responsibility for operating the facilities was transferred to the supporting association “Studentische Eltern-Kind-Initiativen e. V.”.

The statutes of the supporting association “Studentische Eltern-Kind-Initiativen” regulate the association structures. The Managing Board is appointed by the Munich Student Union and the two honorary board members are elected by the general meeting. Currently, the supporting association comprises 20 childcare centres, two of which are run in independent parent initiatives.

In addition to the involvement of the Managing Board of the supporting association, the Munich Student Union also provides educational support for the facility. It also handles the administrative side of the supporting association. The Munich Student Union provides staff and other resources for technical, personnel and organisational advice, support and organisation.

Each childcare centre has a management function, which is responsible for the organisation and operation of the childcare centre on the basis of all statutory and supporting association-related requirements.

An interior design concept describes the individual pedagogical profile as well as the organisational structures of the childcare centre. The interior design concept is based both on this framework concept and on the framework childcare centre code.

5. Legal and curricular foundations of the supporting association “Studentische Eltern-Kind-Initiativen e. V.”

The educational work in the student parent-child initiatives is based on the German Social Code SGB VIII – the Child and Youth Welfare Act (Kinder- und Jugendhilfegesetz), the Bavarian Children’s Education and Care Act (BayKiBiG), as well as its Implementing Ordinance (AVBayKiBiG). It regulates the requirements for educational work in childcare centres, and also defines the educational goals.

The Child Protection Act (Gesetz zur Kooperation und Information im Kinderschutz [KKG]), the UN Convention on the Rights of the Child, the UN Convention on the Rights of Persons with Disabilities and the UN Conventions on the Protection and Promotion of the Diversity of Cultural Expressions provide the further legal framework for the work in the student childcare centres. The European and German Qualifications Framework for Lifelong Learning forms a basis for the understanding of education for work in the student childcare centres.

The legal bases mentioned below are also part of the foundation of the work in the childcare centres:

- Bavarian Guidelines for the Education and upbringing of children until the end of primary
6. Financing

The childcare centres are financed by the monthly contributions of the parents, which are specified in the fee schedule of the supporting association and by child-related funding according to the Bavarian Children’s Education and Care Act (BayKiBiG). Furthermore, the Munich Student Union and the various universities subsidise their employee places in the childcare centres in various parts. The reimbursement of costs by the Munich Student Union concerns a shortfall in funding. The childcare centre in Rosenheim receives additional voluntary grants from the city of Rosenheim. We apply for grants for the Munich facilities within the framework of the Munich funding formula (“Münchner Förderformel”).

7. Professionalism

The pedagogical quality in our childcare centres is strongly influenced by our employees. That is why we attach great importance to their selection, familiarisation and support. Cross-agency induction meetings are offered for all new employees. The focus here is on the content of the supporting association and the sponsoring standards. In the facilities themselves, the process of familiarisation is designed with the help of a familiarisation guide.

It is a great concern to the supporting association “Studentische Eltern-Kind-Initiativen e. V.” to participate in the training of educators. In the facilities, the pedagogical staff take over the regular guidance of interns in everyday life and conduct regular instruction discussions. In our facilities, various interns participating in a number of voluntary programmes – e.g. SPS, FSJ, professional internship, Optiprax, FOS interns or even short-term school interns – are given the opportunity to gain an insight into the field of work of a student childcare centre.

The personal and professional development of our employees is very important to us. Pedagogical action is reflected and developed in regular team discussions, as well as in supervision and conception days. At the annual internal team training courses, employees have the opportunity to further their education as a whole team in one topic. In addition, every employee can also participate in external training events.

8. Personnel structure and resources

Pedagogical specialists and supplementary staff work in the educational institutions, who are supported by interns and temporary assistants. The head of the facility has a degree as an educator (or equivalent form of vocational education). As a rule, this person has several years of professional experience and a further qualification specialising in the field of leadership and executive management, or they aspire to achieve such a qualification.

Human resources in our childcare centres are based on the booking times of the children, the legal requirements and the local conditions. When it comes to the staff to children ratio, we adhere to the legal requirements. In order to be able to provide an adequate educational offer for the children in the educational sector, a staff to children ratio of 1:8.8 is aimed for wherever possible (in the kindergarten, one working hour of...
the pedagogical staff is matched by 8.8 booking hours). In the crèche area, one booking hour counts twice).

The specific personnel deployment planning is the responsibility of the facility’s management. Together with the employees, it develops a roster that meets the facility’s mission and largely also takes into account the needs of the employees.

9. Fundamental pedagogical attitude – Our image of the child

We see the children in their individuality and uniqueness as competent people who actively shape their development and learning. This means that we allow space for individual development and the learning topics of the children, taking into account their need for closeness and security, as well as their desire for exploration.

We design the childcare as a prepared environment in which the children can be as independent as possible, can experience themselves and the community. The children have the freedom to explore the childcare centre and the surrounding area, to learn by trial and error, to find their own solutions, to develop their own options for action and to be able to be creative.

Joy and fun should accompany the child’s development and learning. We see the mutual learning process of children as a great opportunity.

We set out with the children to realise their interests and build knowledge together. The role of the adults is to help shape the learning environment by seeing the world through the eyes of the children, being curious about the children’s educational topics, taking up the children’s questions and looking for solutions together with the children or giving the child help for independent problem solving or questions.

Mutual trust between children, educators and parents is a prerequisite for enabling children to have their own experiences and independence.

9.1. Play and learn

It is important to us to create a framework in the childcare centre that enables the children to learn independently. Through play, the child has the opportunity to deal intensively with his social and material environment at his own pace, according to his own interests and needs, and thus gain new experiences and insights.

The role of adults is to accompany and support the children in their play and educational processes and to provide a stimulating environment. The prepared environment should enable holistic development and offer incentives for further development. The observation of the children in the free play is, therefore, a central task of the educational staff.

In the field of preschool education, play is the method of learning.

9.2. The design of transitional situations

9.2.1 Transition from family to childcare

The transition from family to childcare is a big change for children and parents, which is often associated with a lot of uncertainty and stress. The child and parents need to temporarily break away from each other and establish a relationship with the pedagogical staff.

That is why we consciously take a lot of time to hold an individual admission interview with the parents. Parents should have the opportunity to ask their questions and discuss settling in, while in an atmosphere rooted in trust. After the conversation, the children and parents will also be
offered the opportunity to visit the childcare centre again. It is particularly important to us, in the
process of settling in, to offer parents a source of orientation in this new life situation and to sup-
port them with questions.

The process of familiarisation in our childcare centres takes place using the so-called
“Munich model” or “Berlin model”.

Acclimatisation according to the Munich model

First of all, the child is given time to orient himself in the childcare group accompanied by a
caregiver (father or mother). They take part in everyday pedagogical life together for a certain
time (about an hour). In the Munich familiarisation model, the involvement of the other children
plays a special role. These can be an important bridge for the child to become accustomed to
the new environment, in order to gain a sense of safety and security in the childcare centre. Of
course, the group is also prepared for the new child. A pedagogical specialist, who will be the caregiver for the new child, introduces the family and is
the primary contact person for questions. This person is available as a play partner during the
process of familiarisation, stays close to the child, but does not actively contact the child, so that
the child is not pressured and has time to observe the educator. For the educators, the observation of the parent-child interaction at this stage is very important,
as this gives them a lot of information about the habits and rituals of the child, which can be very
helpful for further familiarisation.

If the child has made initial contacts with the caregiver, the activity of the parental caregiver may
become less and the first attempts at separation may then follow. For the first time, short time
intervals of separation are chosen so as not to overwhelm the child. It is then situation-depen-
dent as to how quickly the time periods can be extended, while the well-being of the child is per-
manently in the foreground.

The familiarisation is completed when the child allows himself / herself to be comforted by the
caregiver and shows the willingness to explore the childcare even without the parental caregi-
ver. At the end of the process of familiarisation, a parent meeting is held with the parents, during
which the process of familiarisation is reflected on and the further pedagogical action is plan-
ned.

Acclimatisation according to the Berlin model

The acclimatisation process according to the Berlin model starts with a three-day basic phase. During this time, the child comes to the childcare together with a caregiver, preferably always at
the same time and stays together with the caregiver in the group room for about an hour.

The caregiver (parent) is there for the child when he needs that sense of closeness, but tries to
remain passive while still giving his or her own child their full attention. The task of the parents
during the acclimatisation is to be a “safe haven” for the child. The caregiver tries to contact the child carefully, e.g. through play offers, participation in the
game, etc. The educator also observes the behaviour of the child and parents in this phase in
order to get to know the child better. This basic phase serves to get to know each other and the-
re is no separation during this period.

From the 4th day, the so-called stabilisation phase starts. The educator now takes over the care
of the child (feeding, swaddling, etc.) and offers himself as a play partner. The parent increasingly leaves it to the pedagogical authority to respond to the child’s signals. The parent only gets involved if the child does not accept this offer of help.
On the 4th day, the first separation attempt will also take place. The parent says goodbye to the child and leaves the room, but remains nearby and on call. The reaction of the child to the separation determines the further course of acclimatisation. If the child continues to be interested in his environment and reacts with equanimity to the separation, this can be extended up to a maximum of 30 min. Even if the child cries at first, but can be calmed quickly and permanently by the caregiver, the separation can take up to 30 minutes. If the child is distraught after the separation and / or begins to cry inconsolably, the parent must be brought back immediately.

Only if the child reacts calmly to the separation on the 4th day and allowed himself to be comforted, should the separation period be extended on the 5th day. On the 5th and 6th day, the parental caregiver should always stay in the childcare centre during the separation phase, so that they can be picked up quickly.

If the child was not comforted by the pedagogical specialist during the separation attempt on the 4th day, no further separation should take place on the 5th and 6th day, but the parents should again participate in the group events as described in the basic phase. On the 7th day, a new separation attempt can then be started.

During the final phase of familiarisation, the care periods without parents are gradually extended. Parents should be available at all times.

The familiarisation is over when the child accepts the educators as a “safe basis”. This is achieved, for example, if the child protests when the parents say goodbye, but allows himself to be comforted by an educator.

9.2.2. Transition from nursery (“Kinderkrippe”) to pre-school (Kindergarten)

In our children’s facilities, a partial opening process allows a smooth transition from nursery to pre-school. The children attending our nursery can get to know the rooms, the other pre-school children and the pedagogical staff even before entering the pre-school itself at open offers, at early and late services, and at group-wide festivals, etc. From festivals, early and late services and other educational events, parents are already familiar with the pedagogical staff of the pre-school.

If there is an in-house change from nursery to pre-school, the children also have the opportunity to attend pre-school in the company of a nursery teacher, in so-called trial lessons.

We prepare the children who move to a pre-school outside our facilities for the new situation in terms of the content. If possible, we visit the facility with the children.

The farewell from the group is arranged with all the children.

9.2.3. Transition from pre-school (Kindergarten) to school

We accompany the transition to school by preparing the children in terms of content and topic for the new situation, e.g. with books, crafting a school bag, etc. and making offers especially for the “pre-school children”. Through play materials, play situations in free play and also projects, we introduce the children to school in a playful way during the entire childcare period by developing a sense of language and numbers, but also by promoting concentration and fine motor skills.
It is important for us to establish contact with the school. If possible, we visit the local primary school with the preschool children and also invite the teachers to the childcare centre to make it possible to get to know each other.

Even during the transition from pre-school to school, the farewell is arranged with the children of the entire group. The aim is to look back at the time in the childcare centre and, at the same time, to stimulate a sense of positive anticipation for school as a new place of education.

10. Objectives of educational work with children

10.1. Development of personal skills

10.1.1. Self-perception

The younger the children are, the more the focus is on getting to know and perceiving one’s own body, feelings and actions. The child should build an awareness of his skills, abilities, his culture and origin, etc. and develop a positive self-concept.

We give the children the opportunity to perceive themselves in a variety of ways through the targeted design of everyday life, the opportunity to play and experience new things and other specific offers.

10.1.2. Motivational competencies

The children’s desire for autonomy is supported by giving the children the freedom to try out themselves and be self-determining by designing the rooms and shaping our pedagogical approach accordingly. It is important that the children have good experiences, experience themselves, can evaluate themselves and thus become more independent of the praise stemming from the caregivers.

We want to stimulate the natural curiosity of children through our pedagogical approach and support it with appropriate space and games.

10.1.3. Cognitive competencies

We support the children in their individual development by creating holistic offers in the various areas of development, so that further development is possible for all children. It is important to us to enable offers for language, mathematics, natural sciences, art, the environment, movement and, last but not least, sensory experiences for the various stages of children’s development. The child should be given the opportunity to develop his thinking ability, to work out possible solutions and – if possible – to talk about his learning experiences.

10.1.4. Physical competencies

The knowledge of (and responsibility for) one’s own body are a central concern for us. Developing a feeling for one’s own physical well-being and gradually taking responsibility for one’s own health are goals that we try to achieve by offering a healthy diet, lots of exercise, conversations, games and picture books.

10.1.5. Development of competencies for action in a social context

The childcare centre is often the first place of socialisation outside the family for the children. A friendly, respectful and appreciative form of interaction with each other should characterise the common life in the childcare centre. The development of sustainable relationships between the children, but also with the adult caregivers, is the focus of everyday pedagogical life. A climate of cooperation and appreciative communication are of great importance to us.

We want to accompany and support the children in resolving their conflicts and work out possi-
ble solutions together with them. The children should learn to represent their interests among their peers, but also to protect the interests of others.

10.1.6. Development of values and orientation competence

By exemplifying our values and norms, which are based on our humanistic, Christian image of man, as well as on the Basic Law (Grundgesetz) of the Federal Republic of Germany, we want to give the children orientation. The children experience these values in everyday interaction. Different values can be discussed according to age. The children should also learn in dealing with the other children that their behaviour has meaning and triggers certain reactions in their fellow human beings.

According to their level of development, it is important to us to talk to the children about differences and to sensitize the children to respect for otherness.

Experiencing oneself as a group member and experiencing the solidarity of the group, as well as standing up for the interests of the other group members, these are all important to us in everyday pedagogical life.

When children are able to think and talk about values and their meaning, we enter into dialogue with the children so that the children are enabled to form their own picture of them. Working with game material, books, etc. is helpful.

10.1.7. Ability to assume responsibility

A central goal of educational work is to introduce the children to the assumption of responsibility for their actions. Children need to learn that their behaviour causes a reaction in the other and that sometimes reconciliation is needed.

The children should also be made aware of the consequences of their own actions towards the environment and nature. The children should develop an awareness of their environment. Environmental protection should already be noticeable in everyday nursery life, e.g. waste avoidance, waste separation, the preciousness of water.

10.1.8. Ability and willingness for democratic participation

We give children the opportunity to influence group decisions. In line with development, we offer space for children to contribute their points of view, opinions and ideas and also strive for joint solutions. It is important to us to make the point of view of the other children transparent to the children, in order to be able to change their own point of view through new experiences, knowledge, etc.

Everyday pedagogical life offers many situations in which majority decisions have to be made, but also conflicts in which compromises or an amicable solution are possible.

10.1.9. Development of learning methodological competence

We understand the development of learning methodological competence in the sense that we enable the children to have a variety of experiences and get into conversation with the children about their learning progress. The children should become aware of how they acquire knowledge. We support the children to press ahead down their own learning paths and to strive for new learning processes in the sense of co-construction or to acquire new knowledge. The conversation about learning progress and learning paths helps the children to gain more knowledge about themselves.

We offer the opportunity to transfer new knowledge to other situations by providing various spaces for action and experience.
10.1.10. Resilience

We see the development of resilience as the basis for a child to develop well. The strengthening of self-confidence, the development of a positive self-concept, education to support independent action, supporting the child’s willingness to learn and the social relationships within the group should help the child to face the personal life circumstances and difficulties in a strengthened way. We, therefore, see personality development as a central task of early childhood education.

11. Areas of education and upbringing

We achieve the goals mentioned under point 10 through offers in the various fields of education and upbringing:

11.1. Movement, rhythm, dance

We take up the children’s natural interest in exercise by providing them with a variety of exercise options in everyday life, e.g. lifting, walking, running over obstacles, hopping, jumping, vehicles.

In addition, we support the need for exercise by often going outside. Through targeted offers, we stimulate the movement skills of the children.

We promote rhythm and dance, for example, by offering finger games, free dancing, knee rides, sound stories, psychomotor skills and also children’s dances.

11.2. Emotionality, social relations and conflicts

We see perceiving, naming and describing one’s own feelings as the first step on the path to empathy. In addition, the child should be given a variety of opportunities to experience and feel their own emotionality through play materials, picture books and personal contacts. Only then is the child able to assess the needs, interests and ideas of other people.

In conflict situations, it is important to us to sensitise the counterparties to the other’s point of view and their feelings.

Children should learn to stand up for their own needs and, if necessary, strive for an amicable solution or compromise. However, if this is not possible, we accompany the children in their feelings. All feelings are allowed, but not all behaviours. The children should be given a variety of coping strategies for dealing with feelings.

Depending on the ability and development of the child, we direct the children to solve conflicts independently. If necessary, we will support you in resolving the conflict or provide you with emotional support.

11.3. Language and literacy

By creating a variety of language events in everyday pedagogical life, we want to activate the joy of speaking. Possible speech scenarios include, for example, greetings, conversations at the dining table, during personal hygiene, during a walk, in the garden, etc. The conversation with
the individual child, as well as the conversation in the group, should stimulate the children to talk, but also to listen.

Through targeted offers, picture books and game material, we also want to arouse and support children’s curiosity about the written word. The joy emanating from the various forms of expression and communication, or as it is expressed in the Reggio Emilia approach, the “100 languages of the child”, should be in the foreground.

Literacy education and support for child language development require close cooperation with parents.

We value the family languages of the children and parents and use the skills and competencies of the parents and children in the childcare centre everyday life.

We pay close attention to morphology, syntax, grammar and phonology for offers, game material and conversations.

### 11.4. Mathematics

We offer the children various materials to make the quantities, weight and size of various objects tangible. We accompany the activities of the children and give the children terms for their activities and experiences, such as a lot, little, hard, easy, measuring, weighing.

Visual and spatial imagination is trained and supported by the prepared environment. Through targeted offers, the children are supported in their room concept according to their age and development.

It is our pedagogical principle to arrive at a meta-communication level by experiencing, trying out and naming mathematical terms.

In the field of mathematics, an assignment of object and number is to be gradually achieved by pure counting. Especially through board games, a child’s ability to count (among other things) can be practised effectively.

### 11.5. Science and technology

In this area, it is a central concern of ours to take up the children’s questions and to arouse and keep the children’s interest. A differentiation approach according to age and interest is necessary. For example, a two-year-old child is interested in the effect of his or her own voice in the subject area of sound, the six-year-old kindergarten child is interested in ways of transmitting sound. Other topics such as air, water, liquids, temperatures, colours, magnetism, electricity, force, earth, living beings, etc. offer age-appropriate possibilities of experience and knowledge.

Especially in the field of science and technology, we want to use the skills of the parents, the university but also the business location of Munich.

### 11.6. Environment

Providing children with access to nature, as well as experiencing the environment with all their senses, is an integral part of our pedagogical concept. Our children often live in the city and,
therefore, need the opportunity to get to know nature as a place for recreation.

The children should get to know and appreciate the diversity of the flora and fauna. When developing a mindful approach to the natural habitat, we want to start early with the children and thereby achieve the development of environmental awareness.

Even in everyday pedagogical life, we make sure not to waste resources and to sensitise the children to this topic at an early stage.

11.7. Aesthetics, art and culture

Even at the nursery age, we offer the children different ways of expression. Visual and performing arts, for example, are a medium at a very early age to give children the opportunity to express themselves and have their first experiences with aesthetics.

As they become older, children have the opportunity to slip into other roles through role-playing games and theatre, and to develop ideas in the process of interaction with others.

In our facilities, the children get to know the culture of our region, where we celebrate cultural festivals and also teach regional customs. However, it is also important to us to make the cultures and religions of the children and employees, who have their roots in other cultural circles, tangible in the facility. Here, too, it is important to us to involve the parents of the children.

Access to the visual arts is an area that we would like to offer at an early stage. Talking about pictures, organising a private viewing of paintings and art work and visiting a museum are examples of how we want to achieve this goal.

11.8. Music

Children should be introduced to the idea that music can contribute to our well-being and, at the same time, be an expression of imagination and creativity. Singing and making music together not only strengthens social competence and belonging, but also offers the opportunity to express one's own feelings. Making music together requires getting involved in the rhythm of the others, but also allows you to be self-effective.

We see music as a way of intercultural understanding and try to pick up the songs of all our children.

Listening to classical music, getting to know classical musical instruments, visiting an orchestra are examples of how children can also be given access to classical music.

11.9. Health and nutrition

11.9.1. Nutrition

The supporting association has developed a standard for nutrition in the childcare centres, which is the basis for the work of all childcare centres. This can be found in the Annex of this conceptual framework.
A healthy balanced diet is a central concern for us. That is why we offer the children a warm, freshly prepared and child-friendly lunch at noon, which consists mainly of organic ingredients and food. We involve the parents in the selection of the supplier.

At breakfast and at lunchtime, we pay close attention to providing a varied, fresh and healthy selection.

The children should establish a connection with the different foods, therefore, simple meals are also prepared with the children.

In communal dining situations, we pay attention to a beautiful, undisturbed atmosphere. Every child should have enough space at the table and be guided to eat independently. Lunch starts with a saying from the heart, and the children are encouraged to get creative. They are guided to use cutlery and treat food with appreciation. During the meal, table conversations are held with the children. The children are free to decide what and how much they want to eat and are allowed to get up when they have finished eating. When it comes to nutrition, it is also important to us to lead the children to independence, i.e. the children should have the competence to decide when they are replete.

11.9.2. Midday rest and nap times

Basically, we offer a lunch break to children who are in the facility for more than four hours. To rest or sleep requires a protected framework of familiarity. The start of midday rest is carried out in a ritualised form. The children have the opportunity to bring personal items, such as pacifiers or cuddly toys, from home and take them to bed. These familiar things can contribute to well-being and relaxation. During the phase of falling asleep, the pedagogical specialists take very close care of the children and pay attention to the children’s sleeping habits.

The children are also supervised while sleeping. The sleep phase is an important element and a natural need for children, and so every effort is made to prevent the child’s sleep from being disturbed. We also offer the children the opportunity to sleep or rest outside the midday rest.

We offer older children the chance to rest at lunchtime by looking at books, listening to music or otherwise engaging in quiet activities.

A standard on the subject of rest and sleep has been developed, which is an Annex to this conceptual framework.

11.9.3. Cleanliness development

Cleanliness development is a central developmental task, especially in the 2nd and 3rd years of the child’s life. When and how the transition from wearing a nappy to using the toilet takes place is different for every child. We support the children in coping with the transition and respect the individual development of the child. If a child shows interest in using the toilet, we allow this, support the child and also appreciate the attempt. The children may have the opportunity to try out without a nappy for some time and will also be reminded of going to the toilet at certain intervals.
11.9.4. Personal care and hygiene

We design the care process for children, e.g. swaddling, in a communicative way. We see these intense times as special phases with the child and establish particularly close contact here. During this time, the child should enjoy the full attention of the caregiver.

We enable the children in the bathroom to carry out basic hygiene measures independently. The children are encouraged to wash their hands, for example, before eating or after going to the toilet. This is a very complex activity, especially for young children.

After breakfast and lunch, brushing your teeth together takes place. Our primary concern is to integrate brushing into everyday life and to enable the children to try out the brush, etc. Brushing your teeth should be something self-evident, which is fun!

12. Overarching areas of education and raising children

12.1. Gender-equitable education

Even in early childhood, we want to offer children a holistic approach to education and care that enables girls and boys to develop equally. It is important to us to regularly reflect on our pedagogical attitude and to design all educational and game offers in such a way that they are equally accessible and interesting for girls and boys. We also want to be in an exchange with parents about this topic.

12.2. Intercultural education

In our facilities, a natural coexistence of different languages and cultures should be possible. All children and parents should experience an appreciation of their origin. We want to foster a culture of curiosity that embraces both the common features and differences of our various cultures. When selecting the game materials, we make sure that not only the majority culture is visible, but also other cultures. The desired cultural diversity also becomes transparent in the selection of our employees.

12.3. Inclusion

In our facilities, diversity should be the norm. Thus, the framework conditions should be designed in such a way that all children receive an educational offer that is as tailor-made as possible according to their abilities and their needs for support. For example, it is a matter of course for us that we also want to enable children with special needs to be looked after in our facilities. However, since we are not an integration facility, we have to apply for an individual integration for this.

13. Observation and documentation

We see observation and documentation as the basis of our pedagogical activity. A detailed standard has also been developed for this purpose, which can be found in the Annex to the conceptual framework. Through a process of familiarisation, we want to gain insight into the interests and individual development topics of the children, to which we can align our daily routine,
space and targeted offers.

Through targeted observations, we can discover and promote the strengths and resources of the children. Likewise, we can identify the children’s developmental potential and adapt our offers accordingly so that the children can practise.

The supporting association has decided to observe all children according to the Beller Development Table (or equivalent developmental observation method), since this observation method focuses on the overall development of the children and the evaluation can be considered individually in the various areas of development.

In pre-schools (Kindergarten), language behaviour is also observed and documented using the Seldak or Sismik observation arc and the social-emotional development using the so-called “Pe-rik observational arc”.

In addition, observations are carried out after the learning stories in order to discover the individual learning and educational topics of the children.

By way of effective documentation, we want to make development processes transparent and guarantee that continuous development is possible. The documentation offers the opportunity to get into conversation with parents and the children themselves about the development of the children.

14. Educational and educational partnership between parents and childcare centres

14.1. Goals and forms of cooperation with parents

The child-raising and educational partnership with parents is a central concern of our student parent-child initiatives and has also been described in detail in a standard. The cooperation and collaboration with parents are important to us from the very beginning and are regulated in the statutes of the supporting association.

The possibilities of co-determination of parents are very diverse. The primary goal is to establish an educational partnership between childcare staff and parents in order to offer the children the best possible educational and developmental opportunities.

14.2. Forms of parental work

14.2.1 Parent meeting

In addition to the daily “at the door” chats, the minimum standard in all facilities is a personal admission talk at the beginning of the childcare period and an annual parent talk in which the child’s individual development and education are discussed. In addition, further appointments can be arranged on request.

14.2.2. Work shadowing

The parents are invited to sit in the facility and thus to experience their child in the learning field of the childcare centre.

14.2.3. Other possibilities of parental work

Parents also have the opportunity to actively participate in the day-to-day care of the children. In parent cafés and on visiting afternoons, you also have the opportunity to get in touch with other
parents and the pedagogical staff.

14.2.4. Festivals and celebrations

Joint parties and celebrations with parents, children and educational staff should be the high-light of everyday pre-school life. Parties and celebrations offer the opportunity to get in touch with each other, get to know each other better and have fun together.

14.2.5. Parent Advisory Board

In accordance with Art. 14 (3) Bavarian Children’s Education and Care Act (BayKiBiG), a Parent Advisory Board is elected in each of our childcare centres to promote cooperation between parents and the childcare centre. This is elected at the beginning of the daycare year (no later than 01.12.) for a childcare year. The form of election can be determined by the parents themselves. The Parent Advisory Board should consist of at least two people. The Parent Advisory Board concept of the supporting association regulates all pertinent matters more precisely (see Annex). The elected parents appoint a chairman from among their ranks. Participation in the planning and design of the interior design process, participation in the sup-porting association’s own events, e.g. general meeting of the supporting association are the tasks of the Parent Advisory Board. The Committee also has an advisory function, e.g. in annual planning, conceptual development or further development, fee determination, spatial and factual equipment, opening hours, etc. The institution must provide the Parent Advisory Board with appropriate information so that it can exercise its advisory and mediating function.

14.2.6 Parental cooperation

Parental cooperation has a long tradition in our student parent-child initiatives. The aim is for parents to identify with our student childcare centres, gain insight and work with us to ensure good conditions in the childcare centres. For example, parents take over various services, such as kitchen service, shopping, laundry service, but also help out in the groups. When parents work in the childcare centre, the parents receive an introduction from the pedagogical staff, so that they can take over the tasks well. At the beginning of the school year, each facility informs parents about parental involvement (services, role of the parent service in the group, duty of supervision, insurance).

15. Quality assurance

15.1. Parent survey

“Whoever stops wanting to be better, stops being good” – this is the motivation that drives us forward.

Every year in April, the supporting association organises an online parent survey for the indi-vidual childcare centres. This is to ensure that we are guided by the wishes and interests of the parents. Parents have the opportunity to give feedback to the childcare centres online. We take up the suggestions and interests of the parents and try to implement the suggestions as best as possible. It is important for us to stimulate the exchange between the sponsor, parents and the childcare centre in order to continuously develop the quality. The evaluation is carried out by the supporting association. The institution discusses the results of the parent survey with the management function and jointly develops goals that can be derived from the results. Management discusses the survey results and goals with the Parents’ Advisory Councils.

15.2. Employee appraisals
Every management function conducts a targeted employee appraisal with its employees, which is also documented. The aim of the employee appraisal is to coordinate the mutual expectations, goals and plans. There is an exchange about the tasks, the working conditions, the working attitude and the development prospects. The employee appraisal with the management function is conducted by the responsible divisional management function. At the end of the appraisal, a series of minutes is drawn up.

15.3. Induction of new employees (events, mentors, onboarding guide)

Every employee undergoes and onboarding process for his new area of responsibility. This process of familiarisation for management is carried out by divisional management, while the onboarding of employees in the facilities is carried out by the management function. Training guidelines have been developed for the employees and there is also one for the management functions. At the same time, a mentorship system was developed so that everyone also receives a contact person to whom they can address their questions in addition to management.

The aim is for the new employees to find their way around their workplace well, to maintain awareness of their tasks and competencies and thus to be able to take their place. At the same time, targeted training serves to establish consensus on pedagogical ideas and is the basis for long-term cooperation.

15.4. Development of pedagogical standards

In order to be able to constantly check the quality in the student parent-child initiatives, pedagogical standards were developed together with the directors, which are implemented by the facilities. Compliance with the standards is checked during work shadowing and also during the annual quality inspections. The standards are part of the conceptual framework and are attached in the Annex.

15.5. Annual QM inspection

When the head of divisional management visits the childcare centres, it is checked once a year whether the institution implements all legal, organisational and carrier-specific requirements. It is precisely recorded and checked as to which topics are still open and need to be worked on further.

15.6. Consultation through the supporting association and student union

The institutions have the opportunity to query and use the expertise of the Munich Student Union, in which they access the expertise of other departments. For example, the Department of University Gastronomy supports in the area of hygiene concepts, the Department of Housing in the area of conversions, or the Department of Corporate Communication in public relations.

Within the pedagogical field, the head of the institution can involve the head of the supporting association for pedagogical advice, in order to receive feedback or to further develop the pedagogical work.

16. Cooperation of employees

We understand cooperation as a collaborative act. We try to integrate the talents, wishes and abilities of the individual employees into the daily work in order to enable a holistic education, care and education for the children of our institution.
The satisfaction of the employees is a great asset for us. Through our annual employee appraisals, regular visits to the facilities, various meeting committees, we try to be in contact with the employees, to make the administration transparent and to resolve conflicts constructively.

16.1. Management meetings

16.1.2. General management meeting
On four dates a year, all the management functions of the supporting association are invited to a joint meeting. Here, organisational issues of the institutions are discussed and the information that is important for all childcare centres is passed on.

16.1.2. Regional management meeting
A regional management meeting is held six times a year. Here the management functions meet in fixed small groups with their department heads to work on educational topics, to discuss the leadership of the institution and to advise on current issues.

16.2. Staff meetings

16.2.1. Team meetings in the facilities
In all institutions, team meetings are held weekly or biweekly, at which, as a rule, all team members are present. Some institutions define different team topics and sessions, in which different compositions are then possible.
The team meetings are fixed in the roster and are included in the scope of official working hours.

16.2.2. Supervision and collegial consultation
In order to enable personal and professional further training, the supporting association offers all permanent pedagogical staff collegial advice or supervision with an external specialist.
In small groups, the educators and child carers have the opportunity to reflect professionally on various fields of action from their field of activity and to find new approaches to action.
The heads of the institutions also have the opportunity to participate in a so-called “supervision”. Here, too, there is the option to discuss or question topics from the management’s field of work with other managers in small groups and to develop new action strategies.

16.3. Further training
The supporting association “Studentische Eltern-Kind-Initiativen” offers its employees internal training courses every year. Here, the institution wants to enable a professional discussion of important topics within its institutions by inviting specialist speakers and thus ensuring continuous further qualification.

In addition, employees have the opportunity to attend three training days with an external provider.

In individual cases, we support long-term employees in taking part in longer training measures in order to promote their professional development and career at the supporting association.

16.4. Professional prep time
We offer all pedagogical staff a period for professional prep time. During this time, they can plan the educational work and find out about current educational topics.
16.5. Expert consultations

The divisional heads of the supporting association are available to the institutions for pedagogical advice. They are in close contact with the institutions and support the institutions in the formation of a pedagogical profile. At the same time, they support the teams by setting technical standards and providing methodological and content-related inputs. The aim is to strengthen and expand the pedagogical expertise of the teams. This is supported by the organisation of training courses, onboarding meetings, thematic meetings, personal consultations, organisation of team meetings, etc. The organisation of further training, the onboarding meetings, personal consultations or the design of team meetings, etc. are, for example, methods to achieve this.

17. Cooperation

17.1. General cooperation

The student parent-child initiatives cooperate with the facilities of the Munich Student Union, the universities and, in the Herzerl childcare centre, and also with Munich’s “Herzzentrum” specialist heart clinic. Networking with universities, in particular, is a major concern for us, e.g. in the form of projects, participation in events or the organisation of joint events.

The institutions of the supporting association cooperate with each other in a variety of ways and are in contact with neighbouring institutions, e.g. pre-schools and schools.

Furthermore, it is desirable that the institutions participate in regional district-specific networks.

17.2. Cooperation with family institutions at universities

We want to meet the need of parents for flexible care when it comes to opening hours, especially on weekends, by working together with the universities and informing parents about their offers, e.g. childcare at exam times.

17.3. Advisory service – Studying with a child from the Munich Student Union

The Munich Student Union offers advice for students in its advisory network, e.g. on financing studies, but also on special life situations such as “studying with a child”. Here, parents have the opportunity to find individual solutions for their situation, how to arrange studies with a child. More information and opening hours can be found at https://www.studentenwerk-muenchen.de/beratungsnetzwerk/

17.4. Networking parents

It is very important to us to network students with children with each other. This is why the supporting association, in cooperation with the universities, offers, for example, parent cafés, which have the goal of exchanging ideas with like-minded people and forming networks. There are also various ways to encourage parents to contact each other and support each other within the institution and through the advisory services.

18. Child protection

According to Section 8a German Social Code (SGB VIII) and Section 9b Bavarian Children’s Education and Care Act (BayKiBiG), it is the task of every childcare centre to ensure child pro-
tection. When determining important aspects that indicate a risk to a child, the childcare centre must carry out a risk assessment and, if necessary, involve an experienced specialist. The child and parents may be involved in the risk assessment, provided that child protection is not endangered by this. Thus, measures can be developed that will allow the child to develop well.

If key aspects of a potential hazard cannot be eliminated and if the danger for the child cannot be averted, the institution, its management function and the pedagogical staff are obliged to forward their assessment to the responsible Youth Welfare Office (Jugendamt). The institution provides documentation for this purpose and, in cooperation with the management function, has developed a crisis guideline in which the concrete procedure is specified. The employees are trained annually on the basis of a service instruction, the crisis guide and the protective measures developed by the institution, as to how the procedures work and who the appropriate contact persons are. At the same time, all staff members receive annual training on serious indications of a risk to the well-being of children.

19. Complaints management

Satisfied children, parents and employees are important to us. That is why we are committed to involving parents, children and employees. The participation of the individual has already been described accordingly.

Complaints are treated confidentially and taken seriously. With the children, options for participation and complaints management are developed and embraced according to their age and development.

If parents cannot resolve their complaint directly with the person concerned, they can involve the management function and / or the Parent Advisory Board, or the responsible divisional management function. If no agreement can be reached in such complaints proceedings, parents can also contact the Association Board (Vereinsvorstand).

The employees can address their complaints to the direct supervisor. If this is not possible, they should contact the next supervisor.

20. Important concluding thoughts

“To ensure that studying with a child is a success” – with this being the main goal of the supporting association, we want to finish with our framework concept here:

It is our concern to create a place in our childcare centres for all children where they feel safe and secure and, from this sense of safety, they can discover themselves and the world around them. At the same time, we want to be a reliable and transparent partner for our parents, students and employees, and offer comprehensive support so that studies / work and family can be reconciled well.

Annex:

Parent Advisory Council concept
Crisis guide
Supporting association standards