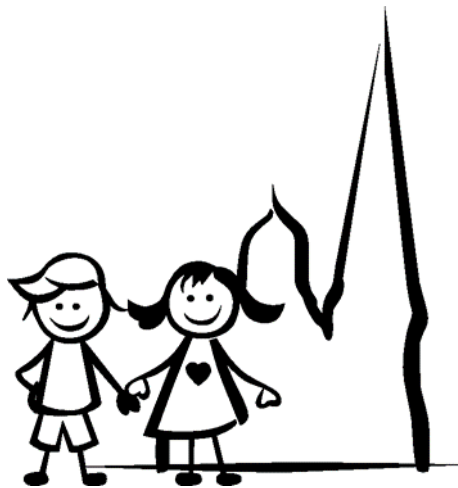


# Concept



## **Ev. Kindertagesstätte Matthäus**

a facility in the Kita-Werk of the Ev.-Luth. church district Hamburg-

West/Südholstein

and the Ev.-Luth. parish in Rellingen



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## Foreword of the Ev.-Luth. Kitawerk Hamburg West- /Südholstein

Follows .....



## Foreword by the Rellingen Parish

Dear Parents, Dear Readers!

"What is man that you remember him,  
and the child of man that you take care of him?"

(Psalm 8:5)

For 45 years, the Lutheran congregation of Rellingen has been involved in running our day care centres. Since August 2012, we have been carrying out this task together with the Kitawerk Pinneberg, which merged with the church districts of Niendorf-Norderstedt and Altona-Blankenese in 2019 to form the Ev.-Luth. Kita-Werk HH-West/Südholstein.

The Christian image of man has always been at the centre of our educational mission. In a unique way, the Bible emphasises the value and dignity of every human child that God created in His image. For Christians, this unbreakable love for us human beings becomes visible in Jesus Christ. The four gospels Matthew, Mark, Luke and John, after whom our kindergartens are named, tell us about him.

We are convinced that God's love is for all people, regardless of their talents, appearance, origin or nationality. Therefore, our facilities are open to all children, regardless of their religious affiliation. This openness is also the basis of the present concept: we do not want to exclude any child, but to integrate them; we see our work as a service to people. This service is concretised in everyday life in the perception of each individual child: with their talents and strengths, with their needs and their limits. Through their care and support, the educators convey to the children the experience of being unconditionally accepted, which is mentioned in the above Psalm. According to Christian understanding, we draw this experience from the mysterious reality of God, for which we as a church community keep our horizons open at our festivals in the church year and in everyday life. Our four kindergartens make a very special contribution to shaping this everyday togetherness.

Our parish council would therefore like to thank all the staff for their loving, creative and conscientious commitment in their daily work.

We wish you and your child a good and blessed time in our kindergartens!

For the parish council

Pastor Iris Finnern



## Foreword by the Mayor Marc Trampe

Our children are our future ...

These are important words that contain so much truth. Therefore, we should start setting the course for the future in good time.

The early years are of great importance for the children's personality development, which is why working with them is a very responsible activity that must be planned.

Increasingly, day-care facilities have to be oriented towards the child and its environment, tailored to the individual needs of each child. It is always necessary to adjust to the prevailing circumstances; pedagogical work does not work according to an instruction manual.

The basis for the work of our childcare facilities is to take the children seriously, to treat them lovingly, to meet them on their own level, to accompany and encourage them.

They should develop their abilities and thus be prepared for life as a personality and member of society.

Hand in hand with the parents, our day care centres ensure that the children can grow up in a protected atmosphere.

In this way, little things can grow up responsibly.

Only when children are accepted as they are - with their different characters and needs - can they be children.

I would like to thank all those who accompany the children on their way in all their colourfulness, diversity and liveliness.

I wish the Rellingen day care centres of the KiTa-Werk Hamburg-West/Südholstein, the children entrusted to them, their parents and all the staff a good future.

For the town of Rellingen

Marc Trampe

(Mayor)



## 1. Mission statement of the church district

### Mission Statement of Protestant Day Care Facilities in the Church District of Hamburg-West/Südholstein

#### **Every child is welcome with us**

Every child is wanted by God - just as he or she is. Regardless of where they come from, what they can do or what they achieve. This is our Christian view of humanity. That is why our day care centres are open to all children. We respect their religious, social and cultural affiliation.

#### **We live the Christian faith**

Our actions are characterised by the knowledge of being accepted by God and being dependent on God and other people, and by respect for the dignity of the individual. With us, children and their families can get to know the Christian faith and its tradition.

#### **We give space and time for development**

Our tasks are the care, education and upbringing of the children. We promote their spiritual, emotional and physical development in a healthy environment. We offer them security, trusting relationships and a stimulating environment so that they can discover the world on their own initiative and with their individual abilities. We meet them with openness and support them in finding answers to their many questions.

#### **We are partners with the parents**

A trusting relationship with parents is important to us.

We are aware of the changing life situations of families and orient our services accordingly. All parents are welcome to make suggestions. They can get involved in many ways and help shape the day-to-day life of the centre.



### **We are part of a strong community**

Protestant day care centres are an important part of the church community. In our facilities, children and parents can experience the church as a living community. The staff see themselves as an active part of this community. They are characterised by a Christian attitude and professional competence.

### **We cultivate an appreciative attitude in our cooperation**

The way in which the provider, the management and the staff interact with each other is characterised by openness, respect and appreciation.

### **We stand up for the concerns of the children**

We represent the concerns of children and their families in the church community and in public. We cooperate with various institutions and are involved in professional political committees.

### **We care for creation**

In our day care centres we are committed to justice, peace and the integrity of creation. This shapes our daily work and the interaction between staff, children and parents.

### **Our work has quality**

For the organisation and the staff, the process of further development, of existing quality, is an integral part of the work we do together. This process is accompanied and supported by professional counselling and further training.





## 2. The day care centre

### 2.1 Name and address



Ev. Luth. Kindertagesstätte Matthäus  
An der Rellau 1a  
25462 Rellingen  
Tel.: 04101/207176, Fax: 04101/587102  
Email: matthaeus-kita@wtnet.de

### 2.2 Our house

Our Matthäus day care centre with its beautiful outdoor area is centrally located in the heart of Rellingen and has good transport links.



The Brüder Grimm primary school is in the immediate vicinity.

The day care centre offers space for 70 children aged 0-6 years.

The spacious rooms for our morning / full-day / and crèche children lead off from our movement hall, which is the centre of the house.



In addition, the Matthäus day care centre has a creative workshop and a movement/therapy room.

Lunch is prepared fresh daily in the kitchen, which is visible to the children.

We use and offer regional and seasonal products as well as organic meat.

## 2.3 Group structure

### Opening hours

#### **Care times**

Elementary groups	8.00 a.m.	-	1.00 pm / 2.00 pm
Full day group	8.00 a.m.	-	4.00 p.m.
Crèche	8.00 a.m.	-	2.00 p.m.

#### **Off-peak hours**

Early service	7.00 a.m.	-	8.00 a.m.
Late service Full day			
Mon - Thurs	16.00 hrs	-	17.00 hrs
Late service crèche	2.00 p.m.	-	3.00 p.m.

On Fridays the day care centre closes at 4.00 p.m.

### Closing times

- 2 weeks within the summer holidays of Schleswig-Holstein
- between Christmas and New Year
- Friday after Ascension Day
- 3 days team training



## 2.4 Who works in our house

### The staff team

- Mario Könnecke as head of the day care centre
- 11 educational specialists with various additional qualifications (TRG, Hengstenberg, music and dance and much more)
- 1 housekeeper
- 1 kitchen assistant

### Temporary workers

- 1 physiotherapist (external)
- 1 curative teacher (external)

## 2.5 Operator of the facility

Ev.-Luth. Kita-Werk Hamburg-West/Südholstein

Max-Zelck-Straße 1, 22459 Hamburg

## 2.6 Involvement in the parish

The Relling church offers a wide range of activities for children and adults. The church is therefore a central place.

Our nursery children are always welcome in church services, church children's choir and church festivals, which are partly organised by the children. The church is always open to us. We are just as happy about the regular visits of our pastor.



## 2.7 Organisational procedures

### Admission criteria

#### General criteria:

#### Criteria for admission to a Relling day care centre

How it works - short version:

- You register on the Kitaportal and set up a user account.
- There you will receive all the information about day care centres in your area and can make a non-binding pre-registration for the day care centre of your choice.
- You contact the day care centre by e-mail/telephone.
- You make an appointment to visit the day care centre.

#### **How it works - in detail:**

You can apply for admission to our day care centre via the state-wide Kitaportal Schleswig-Holstein.

On the page of the Kitaportal Schleswig-Holstein you will find information about all day care centres in your area, as well as free places and the possibility to pre-register for a day care place without obligation.

After setting up a user account, depositing your data and a check by the Residents' Registration Office, you will receive the form Registration for Waiting List there.

You send this document to us by e-mail and we will put your child on our waiting list. This is purely a pre-registration and does not guarantee a place at our day care centre.

#### **We would like to get to know you!**

You are now on our waiting list for a daycare place. We would like to get to know you and your child(ren), because for us, a personal interview is part of the registration process. We offer you the chance to get an impression of our day care centre. You are welcome to make an appointment for a visit by e-mail or telephone. (Our day care centre regularly offers information events/parent consultation hours or similar, where you can find out everything you need to know about our day care centre). Your decision to take up a place at our day care centre is based on trust. Therefore, it is important to us that you and your child feel comfortable with us. (The allocation of places takes place about half a year in advance and is regulated in our day care regulations. The appointment to get to know each other is not yet a confirmation of a place).



## **Our admission criteria**

Children admitted to the day care centre,

- Are aged between 1 year and the start of school.
- Have their 1st residence in Rellingen. Children who do not live in Rellingen are only admitted if no other child from Rellingen registers a need.
- Children who already attend the crèche of the facility are transferred to the elementary area without further registration as long as there is space available.



### 3. Framework conditions and legal basis

#### Laws and regulations

##### Legal basis

- Child and Youth Welfare Act of the Federal Republic of Germany
- Child Day Care Centre Act of the State of Schleswig-Holstein
- Child day care centre contract between the provider and the municipality
- Day care centre regulations for the day care centre
- Staffing requirements (childcare ratio)
- Day care centre advisory board

The advisory board has the task of advising the provider of the day care centre and supporting it in the fulfilment of its tasks and duties.

The advisory board is to be composed of equal numbers of members from the parents' representatives, the pedagogical staff, the provider and representatives of the local municipality.

#### Staffing targets

(childcare ratio)

In accordance with the requirements of the state, the groups are staffed with 2.0 specialists.



## 4. Our educational and training work

### 4.1 Our image of the child

At the Ev. Matthäus Kita, we are bound by the guiding principles and the human image of our provider. We perceive each child in its uniqueness.

Children of different ages and developmental stages learn and live here. With us, each child sets its own pace and finds its own sphere of activity according to its abilities and wishes. We **strengthen** and **accompany** your child on its way.



## 4.2 Children's rights

Equal rights for all! Every child is worth just as much as the other. All children have the same rights. It does not matter what country they come from, what colour their skin is, what faith they belong to, what language they speak, whether they are a girl or a boy, whether they belong to a minority in a country, whether they grow up poor or rich.

These are the most important children's rights:

1. all children have the same rights. No child may be disadvantaged.
2. children have the right to live as healthy a life as possible.
3. children have the right to be protected and cared for by their parents. When parents neglect or abuse their children, the state must ensure that the children are given a new place to live.
4. every child has a right to an identity and to family. This includes the right to a name, birth certificate and nationality. Children must not be arbitrarily separated from their family.
5. children have not only a right to education but also a duty to attend school.
6. children have the right to rest and play. There must therefore also be sufficient space and room for this.
7. children have the right to be informed, to have their own opinion and to be involved in decisions that affect them. This applies in everyday life as well as, for example, in the case of divorce. In this case, the children must be consulted about who they want to live with in the future.
8. Every child has the right to a certain standard of living. If parents are not able to do so on their own, the state must provide support.
9. children must not work or be exploited.
10. children must be protected from physical, mental or sexual violence. It was not until 2000 that the "right to a non-violent upbringing" was enshrined in Germany. Until then, beatings were not prohibited as an "educational measure".
11. children with impairments have a special right to care and to lead an active and as independent life as possible.
12. children need special protection in war and on the run.

We should all make sure that all children get their rights!





## 4.3 Our educational mission

In discovering and appropriating the world, children encounter many themes. These are grouped into six educational areas, each emphasising a facet of the holistic educational process.

Our task is to accompany the children on this path at their own pace.

<b>Musical-aesthetic education and media</b>	<b>Body, health and movement</b>
Perceiving oneself and the world with all the senses, e.g. <ul style="list-style-type: none"> <li>- sing, dance, develop a sense of rhythm</li> <li>- Getting to know and trying out instruments</li> <li>- Listening to CDs and trying out different media</li> <li>- Creative activities</li> </ul>	Getting in touch with oneself and the world, e.g. <ul style="list-style-type: none"> <li>- Sport in the sports hall and in the movement room</li> <li>- moving with Hengstenberg material</li> <li>- moving in the outdoor area</li> <li>- cutting, painting, kneading</li> <li>- balanced and freshly prepared lunch</li> </ul>
<b>Language(s), signs/writing and communication</b>	<b>Mathematics, science and technology</b>
Talking and thinking with others, e.g. <ul style="list-style-type: none"> <li>- Holistic promotion of language development</li> <li>- Communication in everyday life/ chair circle</li> <li>- Picture book viewing/ singing/ finger plays</li> <li>- Free and guided play</li> <li>- Table prayers and rhymes</li> <li>- phonological awareness especially for 5 to 6 year olds               <ul style="list-style-type: none"> <li>o (Würzburg Programme)</li> </ul> </li> </ul>	Exploring the world and its rules, e.g. <ul style="list-style-type: none"> <li>- play with numbers and shapes</li> <li>- building with blocks</li> <li>- Experiencing nature with all senses</li> <li>- finding answers yourself, being allowed to try things out</li> </ul>
<b>Culture Society and Politics</b>	<b>Ethics, Religion and Philosophy</b>
Helping to shape the community, e.g. <ul style="list-style-type: none"> <li>- Cultural diversity through stories, festivals</li> <li>- museum visits</li> <li>- eating together</li> <li>- conversations</li> </ul>	Ask questions about meaning, e.g. <ul style="list-style-type: none"> <li>- Experience the Christian faith</li> <li>- get to know other religions</li> <li>- Experiencing norms and values</li> <li>- Philosophising</li> </ul>



## 4.4 Content work

With our independent educational mission, as the first non-family educational institution, we lay elementary foundations for further learning. We accompany children and parents and expand learning opportunities. We systematically observe where children need support, can perceive developmental states early on and provide support.

In order to be able to cope with their lives in the future, children need, in addition to the factual competences in the various educational areas, necessary general basic competences, such as ...

### Social competence

Children experience community in our day care centre!

In joint activities, the children learn to share and to get to know other opinions and decisions.



They experience that consideration and waiting are important in a group in order to play together. The children learn to accept the help of others, to argue and thus to solve conflicts. The rules and structures in the groups are individual and serve as a security for the children. Just like the children, the rules are always in motion and are constantly questioned and revised with the children.

### Self-competence

The children learn to assess their feelings, to name and describe them. They are able to admit them and deal with them. They are also allowed to try things out in order to gain experience.

Emotional strength serves the individual child to protect their own personality, but also to find their way in a group. Only an emotionally strengthened, balanced personality can respond to and understand "others".



## Learning competence

"Children are explorers, discoverers, tinkerers, artists. The children's creativity is important to us. The children can mud, paste, glue, paint, potter and develop themselves. The materials are accessible to the children.

From time to time, the children are cooks and bakers, and in the large gymnasium they become top athletes."



We encourage the children from nursery age until they start school to try things out according to their abilities and strengths, and encourage them to venture into the unknown and unfamiliar. Many different materials and possibilities are available to them for this purpose.

We take up situations and experiences of the children in everyday life and address them in an age-appropriate way.

All educational guidelines are covered by our offers in the various projects.



## 4.5 Religious education in our institution

Religious education in our day care centre is the foundation of our work and our daily interaction.



We pedagogical professionals pass on basic Christian ideas and make our attitudes tangible: trust, faith, security and being accepted.

As part of the church community, we celebrate and experience the church cycle. We are accompanied by our pastors.

The children actively participate in our Bible weeks. During this time, we bring stories from the Bible to life and make them a holistic experience by involving all the senses: For example, we eat like we used to, make objects from the story, sing songs or move to music. At the end, we celebrate our service together in the hall, which is decorated to match the theme.

We are convinced that the children learn for their lives through religious education, because Bible stories are always life stories.

### Place of the heart

It is a fixed, special place for religious education and is located in our entrance area. It is part of a visible religious education profile. It is also a reference and meeting point, a place of remembrance and feeling, a "monument" to a theme, an expression of an attitude, a centre of a formable, tangible relationship with God and our fellow human beings. It is a "special" place in the nursery where life and faith come together. Among other things, it offers everyday access and is visible in the midst of the children.



In the same way, it lives from what occupies the children and the families, be it that, for example, a sibling has been born or a loved one has died. All this can have its place here!

Thus a place has been created where....



...the devotion is celebrated and remains visible afterwards.

...encounters between people and turning towards God are possible.

...all feelings and events of everyday life have a place.

...everyday life and devotion, "profane and sacred" come together.

...results and contents of religious education work become visible.

...the (religious education) profile of the institution becomes visible.

## 4.6 Observation, planning and documentation

Through targeted, daily and continuous observation, we are able to talk to the parents about the child's developmental status and interests.

Our observations are documented by the development sheet "**Landmarks**".

To show the child's interest, we create a portfolio together. A portfolio is a folder that accompanies the child throughout his or her time in the day care centre. This "book of me" collects everything that documents the child's individual development.

Through both forms of documentation, it is possible for us to plan an everyday group life that is appropriate for the child.



## 4.7 Relational care

Relational care is based on respect and regard for the child's personality. We pay attention to the children's needs and respond to them individually.

We perceive the children in a sensitive and appreciative way. We support them with advice and guidance.

Situations such as dressing and undressing, eating and drinking, personal hygiene, sleeping and diapering are valuable social, communicative interactions and thus important educational and learning situations in everyday pedagogical life.

Relational care is a core pedagogical task. Caring activities have a high priority in our work.



## 5. Designing transitions

### 5.1 Settling-in phase

At a meeting, parents and pedagogical staff get to know each other and discuss the individual course of the settling-in phase. The parents are given a questionnaire to ensure a good start for the child. Together with their child, they visit the facility and discuss the timeline of the settling-in period with the educational staff.

#### 5.1.1 Crèche

Our youngest children are acclimatised according to the Berlin Model. The settling-in phase is planned in advance in a discussion with the parents. The individual needs of the child are taken into account.

### 5.2 Transitions

#### 5.2.1 From the crèche to the elementary area

Together with the parents, the pedagogical staff organises and accompanies the child during the transition to the elementary area. This is always based on the child's needs and stage of development.

#### 5.2.2 From day care centre to school

Both day care centres and schools have an educational mandate. The transition to school is an important life event for every child and his or her family. The child has to cope with many new stimuli in a relatively short time. Day care centres and schools work together in the interest of the children to shape the transition to school in such a way that every child has a good start.



## 6. quality development measures

The Federal Association of Protestant Day Care Facilities for Children (BETA) has developed criteria for quality in Protestant day care centres. On this basis, we in the Hamburg-West/Südholstein church district have developed the Pinneberg Quality Manual, which describes the quality criteria for our work. All the processes listed there reflect the work in the day care centres. At present, the manuals of the former Kita-Werke are being merged into a joint church district manual. This is a participatory process with all staff.

The pedagogical topics, from the admission interview to settling in to the transition to school, are presented in the core processes. All educational areas of the Schleswig-Holstein Educational Guidelines are also included in individual processes.

In the management processes, the mission statement of the Ev.-Luth. Kirchenkreis Hamburg-West/Südholstein is at the top of the list. Furthermore, important topics of staff responsibility and development can be found, as well as parent satisfaction. In addition, the legal requirements on safety-related issues are reflected.

Public relations, as a support process, is presented as the third category.

Our day care centre has been actively involved in the development and further development of the Pinneberg Quality Manual since 2010.

The implementation of all quality criteria in practice is the goal of our facility. Quality development is part of the self-image of our work, is part of our everyday life and a fixed component of staff meetings and internal and external further training.

We work continuously in the team on the individual processes. In this way, we regularly deal with all relevant day care centre topics and thus further develop our quality.

The Protestant BETA seal of approval, which certifies the quality of our work, is checked regularly.

For this purpose, an external certification company will review our work in an audit and confirm that we meet the BETA criteria that have been introduced nationwide. We were certified for the first time in July 2019.

This enables us to create comparable quality, more transparency, reliability and commitment in our day care centre.





## 7. child welfare

The Social Code Book VIII (SGB VIII) on Child and Youth Welfare formulates the legal basis for the protection mandate in cases of child welfare risks. Accordingly, there are contractual regulations at Länder level for implementing the legal requirements. The district of Pinneberg has concluded an agreement with our organisation in accordance with §§8a Para. 4, §72a SGB VIII, which is based on a regulated procedure for dealing with child welfare risks.

The church district has issued a uniform action plan for all day care centres to safeguard the welfare of children and young people in the day care centres in the Ev.-Luth. Kirchenkreis Hamburg-West/Südholstein. For the day care centres of the Kita-Werk, this defined action plan for child protection is binding. The concept can be presented and viewed separately.

The action plan lists the legal basis and describes binding procedures for protection against child welfare risks. The schedules show at what point the management, the staff, the responsible body, the provost, the parents, the Youth Welfare Office or an "experienced specialist" from outside are called in. In addition, the responsibilities of the individual staff members are defined and their roles are described. All staff members have received mandatory training on the action plan and have dealt with the manifestations of child welfare risks listed there. A distinction is made between physical, psychological and sexual violence as well as neglect.

Sensitisation to all forms of violence, their effects and recognition features are incorporated into the day-to-day work of the day care centre in order to protect the children entrusted to us.

We take the rights of the children seriously and strengthen them by implementing the measures required by the Federal Child Protection Act (BKiSchG, 01. 01. 2012). In addition to a regulated procedure for the participation of the children (participation), we offer them age-appropriate opportunities to complain. (see chapter 9.2 in this concept).

Within the framework of quality development, the action plan, with its documentation forms, is part of the child protection process and is closely related to the processes of observation and documentation, participation and complaint management.

The "Action Concept for Safeguarding the Welfare of Children and Adolescents in Day Care Facilities in the Evangelical Lutheran Church District of Hamburg-West/Südholstein", version 2 of 21.10.2016, is part of the Pinneberg Quality Manual and this concept.



## 8. Participation

Participation in the kindergarten means that the children take part in various decisions in the daily kindergarten routine. An important educational goal is the joint shaping of everyday life, involving the various interests, wishes and needs of the children and adults.

### 8.1 for/with children

It is important to us that the children learn to take responsibility for themselves and the community. We provide them with age-appropriate opportunities to make and justify democratic decisions. In this way, we encourage the children to discuss and weigh things up together in order to then, for example, make decisions, shape the group's everyday life, etc., or solve conflicts.

In this way, the children experience that their wishes, needs and criticism are taken seriously!

### 8.2 for/with guardian(s)

Parents are made aware of the educational, upbringing and care services offered by the day care centre through transparency. This gives them the opportunity to accompany their child's development and education.

This includes, among other things, participation in parents' evenings, as well as agreed parent meetings, which are conducted on the basis of the development protocols. On the information board and the documentation wall, parents and guardians can find information about our facility and the content of our current work.

We are happy to take up suggestions and needs of the parents in order to work them out with the children and implement them in a participatory way. Parents are involved in decisions concerning the facilities



## 9. Complaint management

### 9.1 with children

The most important thing in our work is the satisfaction and balance of the children. To ensure this, we always listen to their concerns and wishes. In order to avoid dissatisfaction as much as possible, we regularly reflect on the needs of the individual child (educational areas/forms of access for children).

Despite a normal culture of argument that takes place daily, some topics/complaints have to be discussed and agreed upon together.

Thus, in our school, problems are divided into 3 categories:

1. immediate help - by pedagogical staff, e.g. in case of physical altercations.
2. regulations in case of dissatisfaction - children and pedagogical staff work together, e.g. rules are drawn up in the circle of chairs and made visible to the children.
3. keeping an eye on the children's development - through observations and statements by the children, we ensure that our offers meet their needs.

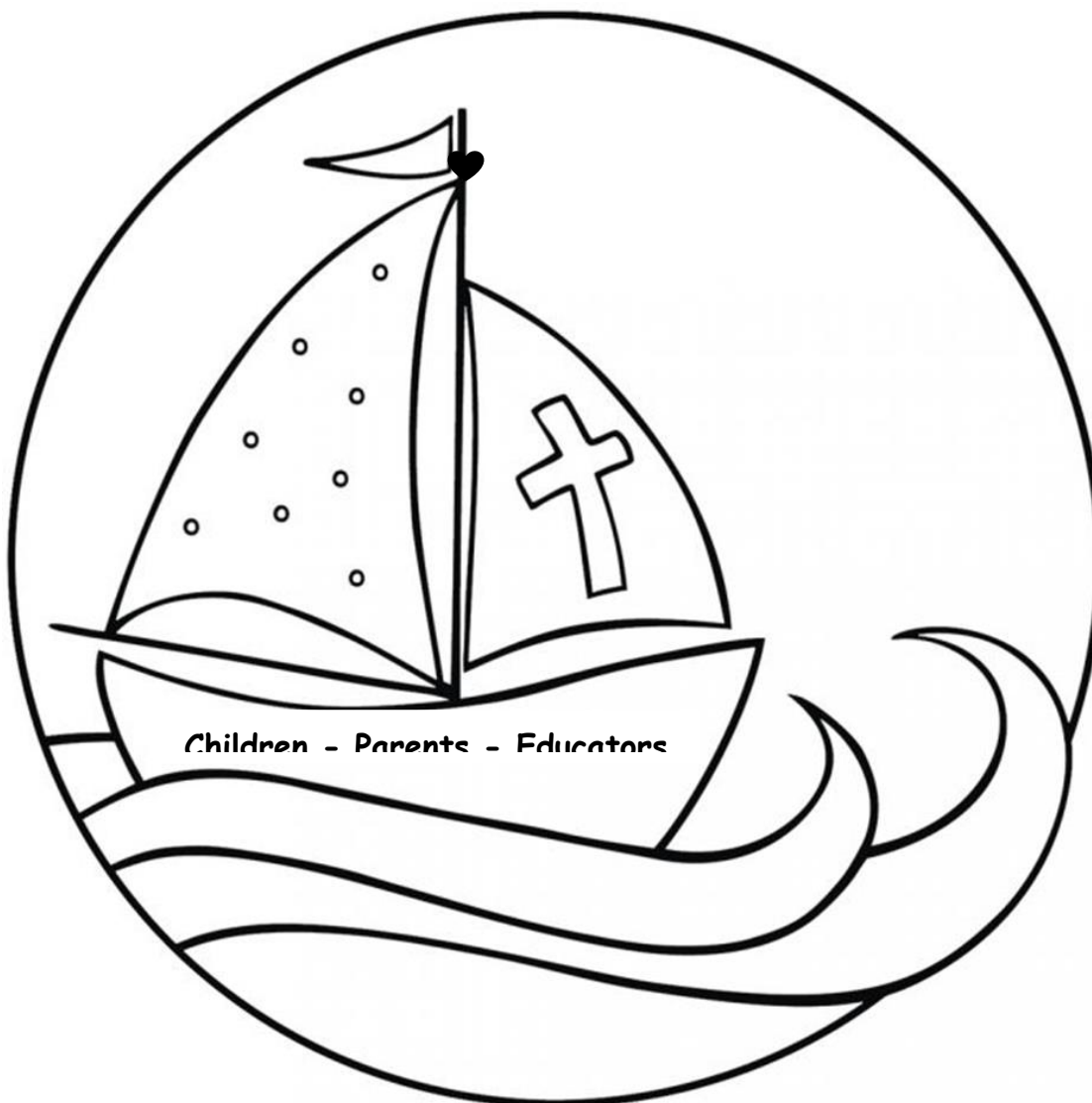


## 9.2 with legal guardians

We would like to have a regular exchange with you in order to be able to respond to your child in the best possible way. Your opinion and thus your satisfaction is important to us. Only by working together in a spirit of trust can we achieve the best possible outcome for the individual child.

Parents always have the opportunity to address their concerns/complaints to the respective pedagogical staff/management or to approach the facility via the elected parent representatives. If you wish to remain anonymous, you also have the option of submitting a complaint in writing to our praise and complaint box.

**Trust and honesty are the basis of our cooperation.**



Together in one boat!



## 10. cooperation

### 10.1 With guardians

The cooperation and the needs of the parents are lived out in daily door-to-door talks, parent/development talks, in the annual "satisfaction surveys", advisory board meetings and parents' evenings. The feedback serves as a basis for evaluation and development. It goes without saying that all information is treated confidentially.

### 10.2 of the staff

Service meetings with the entire pedagogical team take place regularly. In addition, there is a weekly exchange between the educational staff in the groups. Staff meetings with the management take place once a year. All conversations and agreements are recorded.

### 10.3 With local authorities and other institutions

Many years of cooperation with various institutions have been very successful and have enriched the services offered by our facility:

- Rellingen parish
- Municipality of Rellingen
- Rellingen primary schools
- DRK Day Care for the Elderly
- Sports clubs
- Lebenshilfe
- Physiotherapist
- Library
- Volunteer fire brigade
- Local youth welfare
- Specialist service for social services, etc.



## 11. Afterword

If you have read our concept  
and found it to be good,  
you have come to the right  
the right place!

We look forward to a common  
future!



## 12. bibliography

Excerpts from our previous concept as well as the educational guidelines of Schleswig-Holstein (Erfolgreich starten).

## 13. references to further appendices

Action plan for child protection of the  
Ev.-Luth. church district Hamburg-West/Südholstein

## 14. imprint

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