

Fully Involved, at the Heart of Things

SUPPORTING YOUNG REFUGEE CHILDREN AND
THEIR FAMILIES AT CHILDREN'S DAY CARE CENTRES



Baden-Württemberg

MINISTERIUM FÜR KULTUS, JUGEND UND SPORT



This brochure is aimed at both parents and professionals, with a double page dedicated to their respective perspectives. The Ministry of Education and Cultural Affairs would like to thank the whole team and the sponsor of the Clara Grunwald Kindergarten in Leonberg for the exemplary implementation of a 'from practice, for practice' approach. The brochure also includes practical and legal advice. The photos offer detailed insight and show that it's all about the attitude. In a well-functioning, competent and organised everyday world, we are capable of welcoming child refugees and their families and attentively supporting and encouraging the development of these children.

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Division into the sections of PARENTS and PROFESSIONALS





“My name is Stefanie Hoffmann and I have been working at the Clara Grunwald Kindergarten in the town of Leonberg for 5 years. Photography is my passion and I use it in my job. Children and parents derive great pleasure from the photos. They are always an opportunity for discussion. Of course, I only photograph children who want to be photographed and whose parents agree. My camera created a link between the child, family and me when I was working with refugee children from the communal accommodation block. In the images, I would often discover things which generally get lost in everyday life. Photography has an added educational benefit for me. And a personal one too”.



SOME INITIAL WORDS



Dear reader,

What does a child want? What does a child need? What can a child do? How does a child experience the world?

How does a child become a member of the community? How can we do justice to the inviolable dignity of the child? These key questions in the Orientierungsplan are addressed to the educational professionals. They are the subject of quality development processes.

These questions relate to all children, including children who have come to us after fleeing their homeland. They are questions which concern all parents, including parents seeking protection and fleeing to a new world with their children. Educational professional Stefanie Hoffmann has captured photographs to show what awaits them at the child day care centre and how they can experience and shape this new world of the child day care centre. Photos have always been a working tool and memento for her. The photos serve as a bridge in dialogue with families with a migrant background. At the same time, they demonstrate

the depth of the seven selected topics addressed to professionals. The entire team at the Clara Grunwald Kindergarten in Leonberg, under the direction of Sandra Fink, has applied the standards of the Orientierungsplan – the standards for the child day care centres – to the new situation: the integration of children and families with a migrant background. Based on this, practical experiences were documented and considerations noted down. One of the goals of the Round Table on ‘Kleine Flüchtlingskinder und ihre Familien begleiten’ (Supporting Young Refugee Children and Their Families), instigated by me in January 2015, is to reproduce these examples. As a ‘reporter acting on her own behalf’, Stefanie Hoffmann shows us where children with a migration background can get to within a short space of time, if they are in a suitable environment: Fully involved, at the heart of things!

Marion v. Wartenberg
State Secretary at the Ministry of Education, Youth
and Sports Baden-Württemberg

ARRIVAL



I AM LIKE YOU

L.: "Your smile is so pretty. I like your long hair. If I grew my hair, I could also have a long ponytail". During their first encounter, L. and D. notice their differences – whether verbalised or not. But by the end of the day, they agree: I am like you! You are like me!

MESSAGES

- Every child is welcome.
- Children play and laugh, build and experiment, paint and create, discover and explore, sing and dance, dress up, observe and tell stories, look at picture books, listen and hear, feel and try, run riot and learn.
- The development of the children is carefully monitored.
- Children make friends.
- Children are prepared for school at the kindergarten.
- Children should attend kindergarten regularly.
- The child day care centre (Kita) has fixed drop-off and pick-up times.
- Every child should bring a snack/breakfast with them.
- If children are ill, they should stay at home.
- If you have any questions, concerns or requests, you can talk to the professionals at any time.
- NB: Kindergartens are also called Kitas (short for Kindertageseinrichtung – child day care centre).

“In everyday life and in play, the child has a practical environment for acting out and trying out different roles and therefore different perspectives. The child also increasingly develops a sense of self-belief and his/her behaviour can also influence the child’s carers too”.
(Orientierungsplan Baden-Württemberg, p. 157)

ARRIVAL



PUTTING DOWN ROOTS

Susanne (professional): "There are seeds in every apple. If I plant one, it might grow into a tree". In every child, there is this 'seed' which wants to germinate and put down roots.

STANDARD

- Admissions folder (forms and information about the child day care centre)
- Admissions consultation

CONSIDERATIONS

- What is the status of the refugee family?
- What accommodation is the family housed in?
- How long are the children likely to stay?
- How can the forms be adapted (translated)?

- Who can translate during the admissions consultation?
- How can we prepare the parents' council and parents and children at the child day care centre for the new arrivals? How can we address the issue of displacement with the parents?

PRACTICAL EXPERIENCE

- Network with social workers.
- Activate parental resources (translations, sponsorships).
- Buy items for the children from the kindergarten fund (e.g. bags, boxes, gloves, waterproof trousers, etc.).

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- REFERENCES**
- Film: 'Magische Momente - Der Orientierungsplan Baden-Württemberg in der Praxis' (Ministry of Education and Cultural Affairs), see p. 40
 - Film: 'Ruhe auf der Flucht - Begegnungen mit Flüchtlingskindern' (Ministry of Education and Cultural Affairs), see p. 41
 - Brochure: 'Datenschutzbrochure - Datenschutz in Kindertageseinrichtungen. Zum Schutz des Kindes.' (Ministry of Education and Cultural Affairs, 3rd ed. 2015), see p. 40



SETTLING IN



A THOUSAND QUESTIONS

A new stage of life is beginning. Who are you? What do you look like? What happens here? Can I trust you? Am I safe here?

MESSAGES

- Your child determines the daily adjustment time and duration of the settling in period.
- Parents can remain at the child day care centre for the duration of the settling in period.
- Every child is given sufficient time to get their bearings at the kindergarten.
- A teacher from the child day care centre will be on hand to support your child and will seek to create a bond with the child.
- Please ask if you have any questions!
- Once your child has developed a relationship with the allocated teacher at the child day care centre, you can leave the child day care centre (by agreement).
- Please be on hand to answer phone calls during this delicate time.
- Sometimes children cry. Our professionals will look after your child.
- If your child is not feeling well, call the professionals at the child day care centre.

“The settling in period is organised jointly and this forms the basis for a successful partnership in education and upbringing. The inclusion of parents is of particular importance”. (Orientierungsplan Baden-Württemberg, p. 75)

SETTLING IN



MURSAL FROM AFGHANISTAN, VOLUNTARY WORKER:

“I understand you and will help you get your bearings”. Mursal creates a special bond with the children due to her own migration story.

STANDARD

- ▶ The settling in concept

CONSIDERATIONS

- ▶ How can I create a relationship of trust?
- ▶ How can I break down the language barrier between me and the parents?
- ▶ Are the rules and rituals of the child day care centre explained to parents?
- ▶ How do we handle breaches of the child day care centre regulations (punctuality, reachability, pick-up requirements)?
- ▶ Who should help the child settle in? During the settling in period, is there a protected area for mothers where they can engage with their children without being seen by men?

- ▶ Is it possible to ensure that families can settle in within a protected and trusting environment?
- ▶ Which values are conveyed at our child day care centre?

PRACTICAL EXPERIENCE

- ▶ The child is welcome and will have an allocated cloakroom space.
- ▶ The child is shown round and supported in their everyday life.
- ▶ The professionals develop a relationship with the child and his/her family.
- ▶ Offer a protected area for those settling in.
- ▶ The staff member assigned to helping a child settle in has sufficient time and space to dedicate to the child.

REFERENCES ▶ Broschüre: 'Orientierungsplan für Bildung und Erziehung in baden-württembergischen Kindergärten und weiteren Kindertageseinrichtungen' (Herder Verlag), see p. 41

EVERYDAY LIFE



ALL TOGETHER UNDER ONE ROOF

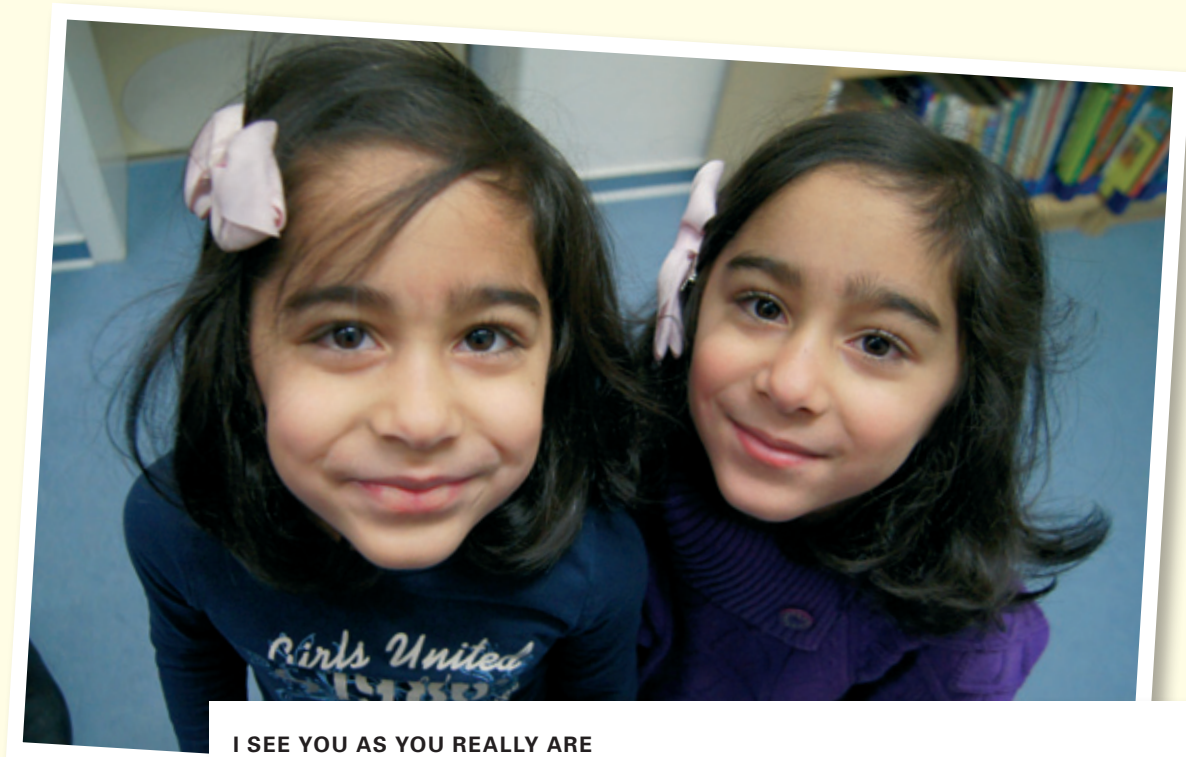
*“We are very happy to be together”. I can be myself at the kindergarten.
Laughing, playing, making friends - I am me here!*

MESSAGES

- ▶ Every child has the chance to play, discover new things and try things out.
- ▶ Every child can pursue their own interests, supported and accompanied by the professionals.
- ▶ Every child is encouraged to try out new things.
- ▶ The child can play with other children.
- ▶ Friends are made and friendships developed.
- ▶ Everyday life at the kindergarten is structured and there are lots of different offers for children.

*“The child’s desire to explore and understand is encouraged with suggestions which supplement, refine and develop the everyday lives of the children. A child’s confidence in his/her own strengths and abilities grows when the child is entrusted with activities and experiences success”.
(Orientierungsplan Baden-Württemberg, p. 36)*

EVERYDAY LIFE



I SEE YOU AS YOU REALLY ARE

These sisters from Turkey do everything together in their everyday lives at the child day care centre and never let one another out of their sights. The needs, interests, strengths, concerns, wishes and dreams of every child are respected.

STANDARD

- Orientierungsplan – fields of education and upbringing
- What does a child need? What can a child do?
What does a child want?

CONSIDERATIONS

- Are the spaces at the child-care facility appropriate and stimulating for play?
- How much time does the child have for self-determined play?
- What leisure offers are there to encourage the child to express himself/herself?
- How diverse is the range of activities offered at the kindergarten? Are they aimed at the requirements of the child?

- Does the child-care facility offer a place for retreat?

PRACTICAL EXPERIENCE

- Organising board games which can be played without any languages.
- Creating opportunities for retreat.
- Musical offers which encourage children to take part.
- Taking the time to incorporate the specific requirements of each child.
- Providing intense and conscious support with free play.
- As a professional, engaging with the child's/children's games and observing and supporting role play.
- Interpretative forms of expression such as design, supporting role play and creating a space for these activities.

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- REFERENCES** ➤ Film: 'Momente in Kitas – Ausschnitte aus Filmen zum Orientierungsplan' (see p. 40)
 ➤ Film: 'Mathematik ist überall' // ➤ Film: 'VOM HELFEN – ein Bildungsthema' (by Ministry of Education and Cultural Affairs)

ATTITUDE AND VALUES



FRIENDSHIP BEYOND BOUNDARIES

W. from Iraq and L. from Syria live in communal accommodation with their families. Despite their different origins and ways of life, they have become friends at the kindergarten.

MESSAGES

- All children should be able to be themselves!
- Every child is shown appreciation and respect.
- The professionals see the world through the eyes of the child.
- Every child receives guidance, security, stability and loving care from the professionals.
- Professionals and parents have an equal partnership.

“The fundamental approach of the professionals is shaped by the democratic values of our society and the inviolable dignity of each individual person. The educational approach is therefore guided by respect, regard and appreciation of every child”. (Orientierungsplan Baden-Württemberg, p. 56)



ATTITUDE AND VALUES



THE WORLD FROM THE VIEWPOINT OF THE CHILD

Sonja (professional): "It is often the small and seemingly insignificant moments which show me how much we can learn from children. It is important for me to see the world from the viewpoint of the children".

STANDARD

- Professionalism
- Multi-professional and multi-cultural teams
- Team development/Organisational development

CONSIDERATIONS

- Is every child accepted for who they are?
- Does lack of knowledge give rise to any prejudices (own story) or fears?
- Do the professionals see themselves as learners and researchers and are they curious?
- Is any educational work undertaken by the parents valued?
- How can we implement a value-based upbringing?

- Is stereotyping avoided?

PRACTICAL EXPERIENCE

- Accept every child and their family for who they are.
- Be friendly towards all families and do not shy away from cultural differences.
- Address the parents and communicate with gestures if need be.
- Inform yourself about the cultural differences of the arriving families.
- Apply respect and acceptance.
- Act as a role model.
- Create a relaxed environment where families are welcome and feel good.

LANGUAGE



WHATEVER LANGUAGE WE SPEAK – WE UNDERSTAND ONE ANOTHER

We do not need a common language if we meet with open hearts.

MESSAGES

- ▶ Every language has its own value.
- ▶ Language is important – both native language and colloquial language.
- ▶ Language helps a child to explore and understand the world.
- ▶ Children learn from and with one another in everyday life.
- ▶ The professionals support every child with their language development and the parents are informed of any particular issues.
- ▶ There are various language development offers available at the child-care facilities (e.g. reading out loud, language development programmes, music, lots of discussions etc.)

“Embracing the diversity of languages involves value and appreciation and this motivates and encourages the child to invest time and effort in improving his/her own language skills”. (Orientierungsplan Baden-Württemberg, p. 112)

LANGUAGE



LEARNING FROM ONE ANOTHER

By experiencing and doing things together, we can learn with and from one another. We provide intensive language development support through language projects which focus on children's issues and everyday life.

STANDARD

- ▶ Language learning and language development focusing on everyday life
- ▶ Additional support

CONSIDERATIONS

- ▶ Where can help and support for translations be obtained?
- ▶ Where can we borrow or purchase bilingual picture books?
- ▶ What support is there from libraries, reading volunteers, the sponsor, the state and networks?

PRACTICAL EXPERIENCE

- ▶ Language can be reinforced with mimics, gestures, music, movement and dance.
- ▶ Be a language role model.
- ▶ Deliberately incorporate the diversity of languages into the work, e.g. translation of portfolio templates.
- ▶ Adapt concepts to the situation and requirements of the children.
- ▶ Cooperate with paediatricians and speech therapists.
- ▶ SPATZ Language Development Programme BW, 'Sprach-Kitas' (language child day care centres) federal programme.

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- REFERENCES** ▶ Film: 'Momente gestalten - Dialoge in Kitas' (Ministry of Education and Cultural Affairs), see p. 40 // ▶ Book: 'Die Gestaltung von Interaktionen in der Kita' (Beltz Juventa) // ▶ Leporello: '12 wirksame Fördertipps' (Ministry of Education and Cultural Affairs)
- ▶ Internet: SPATZ, Kooperation Kindergarten-Grundschule / Schulreifes Kind / SETK 3-5 and other Kindergarten Issues: www.kindergaerten-bw.de
 - ▶ Internet: Einschulungsuntersuchung: www.kultusportal-bw.de/KINDERGAERTEN-BW,Lde/Einschulungsuntersuchung
 - ▶ Internet: Lesen in Kitas: www.bibliothekerverband.de/fileadmin/user_upload/Landesverbaende/Baden-Wuerttemberg/bildungspartner_einl_kita_092015.pdf

DIVERSITY



HOME IS WHERE MY FRIENDS ARE

Children explore diversity in all its facets. But for children in particular, this plays no part in their encounters with one another.

MESSAGES

- Everyone is welcome, whatever their age, wherever they come from and whatever their culture or religion when they come and live here.
- Everyone is accepted, whatever their skills and abilities.
- The strengths of children are developed.
- Provide every child with every opportunity.
- The child-care facility is a place where every child has rights.

“Diversity and difference between children is seen as a challenge and an opportunity for playing and leaning together. In this way, children have a sense of belonging and recognition”. (Orientierungsplan Baden-Württemberg, p. 57)

DIVERSITY



EVERYONE IS WELCOME

Sandra (manager): "Every child has something special about them which is worth exploring. This wide range of special things is what makes everyday life at the child day care centre so enriching and colourful".

STANDARD

- ▶ Rights of children
- ▶ Education which takes account of diversity and culture – inclusive thinking
- ▶ Education and upbringing with an awareness of prejudice issues

CONSIDERATIONS

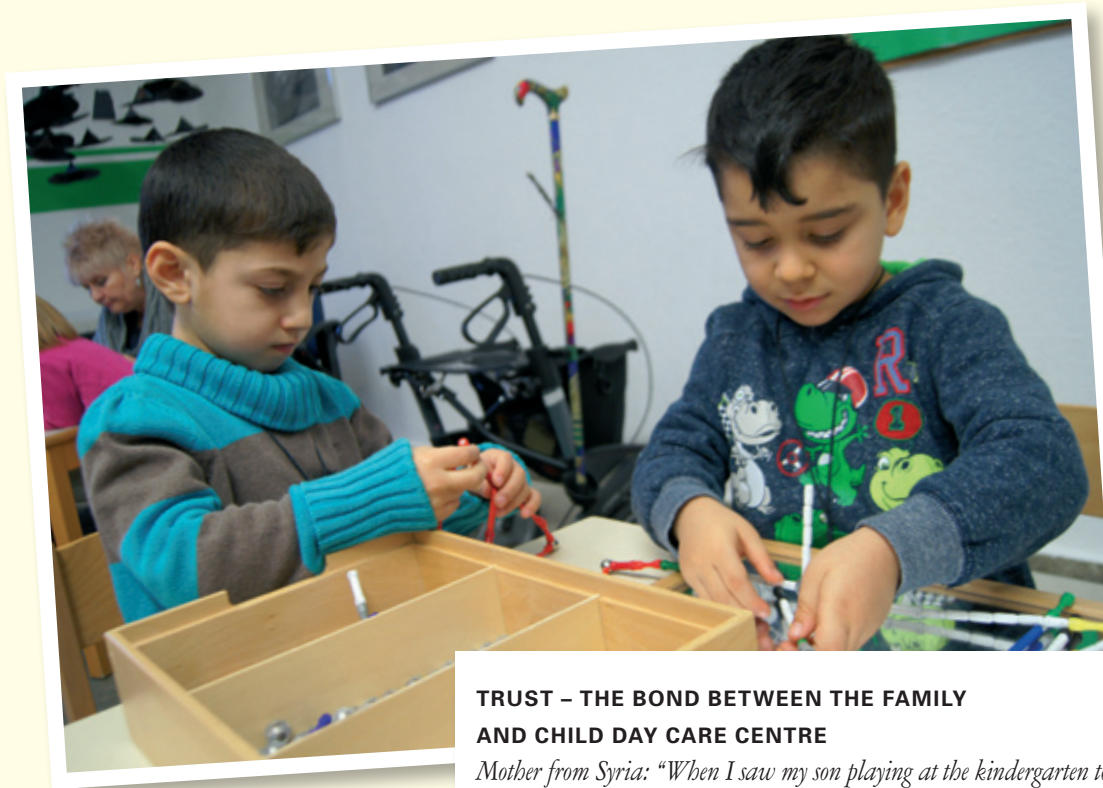
- ▶ Which children's rights are particularly important to us?
- ▶ How do we approach diversity and difference?
- ▶ How open are we to other cultures and ways of living?
- ▶ Do we have a secure grasp of 'pigeonholed thinking'?

PRACTICAL EXPERIENCE

- ▶ Do we enable all children to get involved (e.g. children's conference, discussion sessions)?
- ▶ Do we use varied and stimulating material which can be quickly understood without knowledge of the language?
- ▶ What resources and knowledge can staff offer (nationality/language skills/further and continued education)?
- ▶ Do we apply cultural focal points e.g. in project work (language/songs/games/food/everyday life etc.)?
- ▶ Do we speak with and about the children in an unprejudiced manner?

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- REFERENCES** ▶ Book: 'Kulturelle Vielfalt annehmen und gestalten' (Herder Verlag); Kinderrechte (see p. 36 and p. 41)
 ▶ Book: 'Multiprofessionelle Teams in Kindertageseinrichtungen' (Beltz Juventa)

PARENTS



TRUST – THE BOND BETWEEN THE FAMILY AND CHILD DAY CARE CENTRE

Mother from Syria: “When I saw my son playing at the kindergarten today, I went home with a good feeling. I know that my son feels at home there and is in good hands”.

MESSAGES

- Parents love their child.
- Parents have an important connection with the child.
- Parents and professionals want the best for the child.
- A trusting, reliable and appreciative relationship is of great significance.
- Parents and professionals regularly exchange opinions on the child and everyday life at the child day care centre.
- The child day care centre allows for relaxed encounters.
- Parents are actively integrated into the work of the kindergarten (e.g. parents' committee, parents' evening, parents' cafés, women's meetings, family excursions etc.)

“Parents must be included and supported in the institutional education process of their children. Knowledge of the unique life story of the child and family generates understanding and is the pre-requisite for successful communication”. (Orientierungsplan Baden-Württemberg, p. 76)

REFERENCES ➤ Film: 'Die andere Bildung in den Ferien' (Ministry of Education and Cultural Affairs)

PARENTS



EMBRACE THE PARENTAL RELATIONSHIP

When V. from Macedonia comes to the kindergarten in the mornings with his mother, they need time and space to separate from one another. Everyone is part of everyday life at the kindergarten.

STANDARD

- A partnership of education and upbringing

CONSIDERATIONS

- How do I get in contact with the parents?
- How can I integrate parents into everyday life and develop a relationship?
- How do I overcome these linguistic and cultural differences?
- Which issues relating to the child are the priority when speaking with parents?
- How do I structure a discussion with a parent?
- Which questions can/should I ask (empathy and sensitivity for their situation in life)?

PRACTICAL EXPERIENCE

- Contact the parents and flagging up and combatting any reticence.
- Treat the parents like equals.
- Organise joint activities/campaigns – develop the relationship.
- Include parents and their cultural background in everyday life at the kindergarten (baking together, games afternoons, moments together etc.)
- Use conversations in passing as a valuable means of establishing contact.

DEPARTURE



BEHIND EVERY DEPARTURE LIES A NEW BEGINNING

We see every encounter as a gift. Thank you for being there. Thank you for your trust. Thank you for the good times we had with you. Thank you for sharing your children with us.

MESSAGES

- Departures are an important moment for your child and the group.
- Every family is welcomed when they arrived and wished goodbye as they leave.
- Leaving is not a taboo.
- Every child counts. Every child is important.
- It is important for the professionals to be able to say goodbye to you and your child.
- The child-care professionals care for every child.

“Changeovers are always bitter-sweet and bring lots of expectation, hope and concern. Changeovers require particular attention from those in charge”. (Orientierungsplan Baden-Württemberg, p. 79)



DEPARTURE



EVERY CHILD LEAVES A MARK ON OUR HEARTS

Every child should go their own way. Sometimes we guide them by hand, sometimes by the arm, sometimes we carry them for a time and then let them go again.

STANDARD

- Goodbye ritual

CONSIDERATIONS

- How do we handle this separation?
- How do we experience departure?
- How do we handle the remaining children?
- How do we handle this within the team?
- We can we get support for the team?

PRACTICAL EXPERIENCE

- Goodbye song
- Gift for the child/family (photos)
- Remembrance ritual
- Supervision, minister, priest/pastor



REFERENCES ➤ Brochure: 'Orientierungsplan für Bildung und Erziehung in baden-württembergischen Kindergärten und weiteren Kindertageseinrichtungen' (Herder Verlag), see p. 41

EVERY CHILD HAS A RIGHT TO:

:: The right to a name and nationality

:: The right to equality

:: The right to health

:: The right to play, leisure and free participation in cultural and artistic activities

:: The right to express an opinion and freedom of information

:: The right to a good upbringing

:: The right to a good education

:: The right to have their own thoughts, conscience and religion

:: The right to protection in the event of a war

:: The right to be protected from exploitation

:: The right to a family and care

:: The right to support in the event of a disability

:: The right to be protected against any arbitrary interference in his/her private life, family, accommodation, written correspondence, honour or reputation

(UN Convention on the Rights of the Child 1989, see also 'Orientierungsplan für Bildung und Erziehung in baden-württembergischen Kindergärten und weiteren Kindertageseinrichtungen' p. 105)

CHILD PROTECTION ACT, BADEN-WÜRTTEMBERG

§1 Preventative protection of the health of children and young people

:: Obligation for children to take part in early detection screening.

:: The public health authority protects and promotes the health of children.

:: Compulsory participation in pre-school medical examination: the public health departments carry out the required pre-school medical examinations and measures for identifying and preventing dental disease. They provide advice on prevention and health support as well as other facilities and bodies which can provide support and assistance.



USEFUL INFORMATION



What does the child want? What does the child need? What can the child do? How is the child?

Places for children under 3 years old: Children aged 1 to 3 have the right to early childhood support at a child day care centre (Kita) or a child day care facility.

Places for children over 3 years old: Children aged 3 to school age have the right to support in the form of a place at kindergarten or another kind of child day care facility.

And children with a migration background? They have the same rights. Parents of children with a migration background can apply for a place as soon as the family is living in the community following a stay at a migrant reception centre.

Pre-school medical examination

The mandatory pre-school medical examination should identify any health restrictions or educational needs in children aged 4 to 6 years old. Children from migrant families are also required to attend.

Vaccinations

Vaccinations provide protection against many infections and serious illnesses. Vaccinations have a preventative effect. At the migrant reception centres, vaccinations are offered against diphtheria, tetanus, whooping cough and polio as well as against HiB (Haemophilus influenzae type B) and Hepatitis B in the case of children. Vaccination against measles, mumps, rubella and chicken pox forms part of the vaccination offer for children and adults of certain age groups. During the winter season, vaccination against influenza is also offered. Additional vaccinations may be offered following relocation to the local community.

Advice about vaccinations

The public health authorities can provide information about vaccinations and which vaccinations children need or need to catch up on.

The right to immunisation services

According to the Asylum Seekers' Benefit Act, the right to immunisation services occurs from the point of acceptance into a migrant reception centre and during the temporary housing of migrants in the towns and districts. Vaccinations are provided as part of the provision of standard health care. The costs are charged to the relevant migrant reception authority.

Reactions to displacement, migration and loss

Children react in different ways to terrible events. Their resistance, i.e. their ability to cope mentally with stressful events, varies greatly. Not every child will be traumatised. Different behaviours may be manifest to different degrees and in different situations, either temporarily or over a longer time period. Signs may be: the child is very restless, does not sleep well, is jumpy, is aggressive to himself/herself or to others, often plays war games, paints using dark colours, shies away from communal activities, withdraws, rarely speaks, is silent, is very shy, falls behind in their development, wets himself/herself, is very conforming, has difficulty concentrating, is often ill, complains of a headache and/or stomach ache, cries a lot, looks sad and appears detached.

SPATZ – Language Development Programme

Language development for children of migrant families is offered at child day care centres as well as centres for mothers and centres for children and families. Groups of 3 children or more receive a subsidy of 2,200 euros per kindergarten year. Two groups can be formed once numbers reach 5 children or more. The programme involves 120 hours during the kindergarten year. Admission for children with a migrant background can be flexible. The scope of the programme and subsidy can be adapted accordingly.



PUBLICATIONS

Data protection brochure: 'Zum Schutz der Kinder'.



All rights to the children featured in this publication are protected. The Ministry of Education, Youth and Sports Baden-Württemberg follows the guidelines as specified in the data protection brochure 'Datenschutz in Kindertageseinrichtungen. Zum Schutz der Kinder'

The 'Momente' film trilogy



These 3 DVDs of 60 mins each are dedicated to the implementation of the Orientierungsplan Baden-Württemberg from different perspectives. One thing they have in common is that they all document everyday life at child day care centres in Baden-Württemberg. 'Momente in Kitas' is a collage of scenes from the 'Momente' film trilogy.

Orientierungsplan Baden-Württemberg



The orientation plan for education and upbringing serves as the education plan for children's day care centres (Kitas). The education and development fields are mandatory. The plan highlights the child's perspective. It represents the support, encouragement and development provided by qualified and competent educational staff. The book 'Kulturelle Vielfalt annehmen und gestalten' explores the refugee situation. It is intended as a guide to aid implementation of the Orientierungsplan.

DVD 'Ruhe auf der Flucht – Begegnungen mit Flüchtlingskindern'



This film was produced in 2015 by childhood expert Donata Elschenbroich and explores the everyday lives of refugees from different continents. Accompanied by cameraman Otto Schweitzer, it documents moments of calm amid the realities of displacement and explores the reasons for this.

All publications can be obtained from:

Ministerium für Kultus, Jugend und Sport Baden-Württemberg // Referat 33 // Postfach 103442 // 70029 Stuttgart



Baden-Württemberg

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