

Pedagogical Concept of the Early Years Division



METROPOLITAN SCHOOL FRANKFURT

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The contents of this concept have been defined by the staff of the kindergarten as the basis of our shared pedagogical vision.





Introduction

In August 2007, the bilingual kindergarten of the Metropolitan School Frankfurt was opened as an all-day day care facility for 3-6-year-old children in the Frankfurt Rödelheim area. Our parent initiative of internationally-minded parents living and working in Frankfurt gave the kindergarten the name “Metropolitan Kindergarten” (hereinafter also referred to as “kindergarten” or “international kindergarten” or “day care facility” or “Kita”).

We are pleased to present the current pedagogical concept of the Metropolitan School Frankfurt Kindergarten. This concept was developed by Peter Ferrer in 2006 together with a team of experienced educators. Since then, it has been continuously updated and further developed by the MSF Early Years team and the administration of the Metropolitan School Frankfurt.

In 2019/20, we focused on the theme of student agency and restructured our pedagogical concept. In 2020/21, we translated the concept into English. This will enable our kindergarten, as an international institution, to benefit more effectively from the different cultural and pedagogical competencies of our international team and to enter into dialogue more easily. The contents of this concept have been defined by the staff of the kindergarten as the basis of our shared pedagogical vision. We hope you will enjoy reading it, gain more insight into an important place in your child’s life and find interesting information about your child’s learning experience here at MSF.





Mission Statement

Metropolitan School Frankfurt is an IB World School with a clear international profile offering an outstanding, inspirational education.

Our students are inspired to become well-rounded, independent thinkers equipped with the skills, knowledge and understanding to master the challenges of the future.

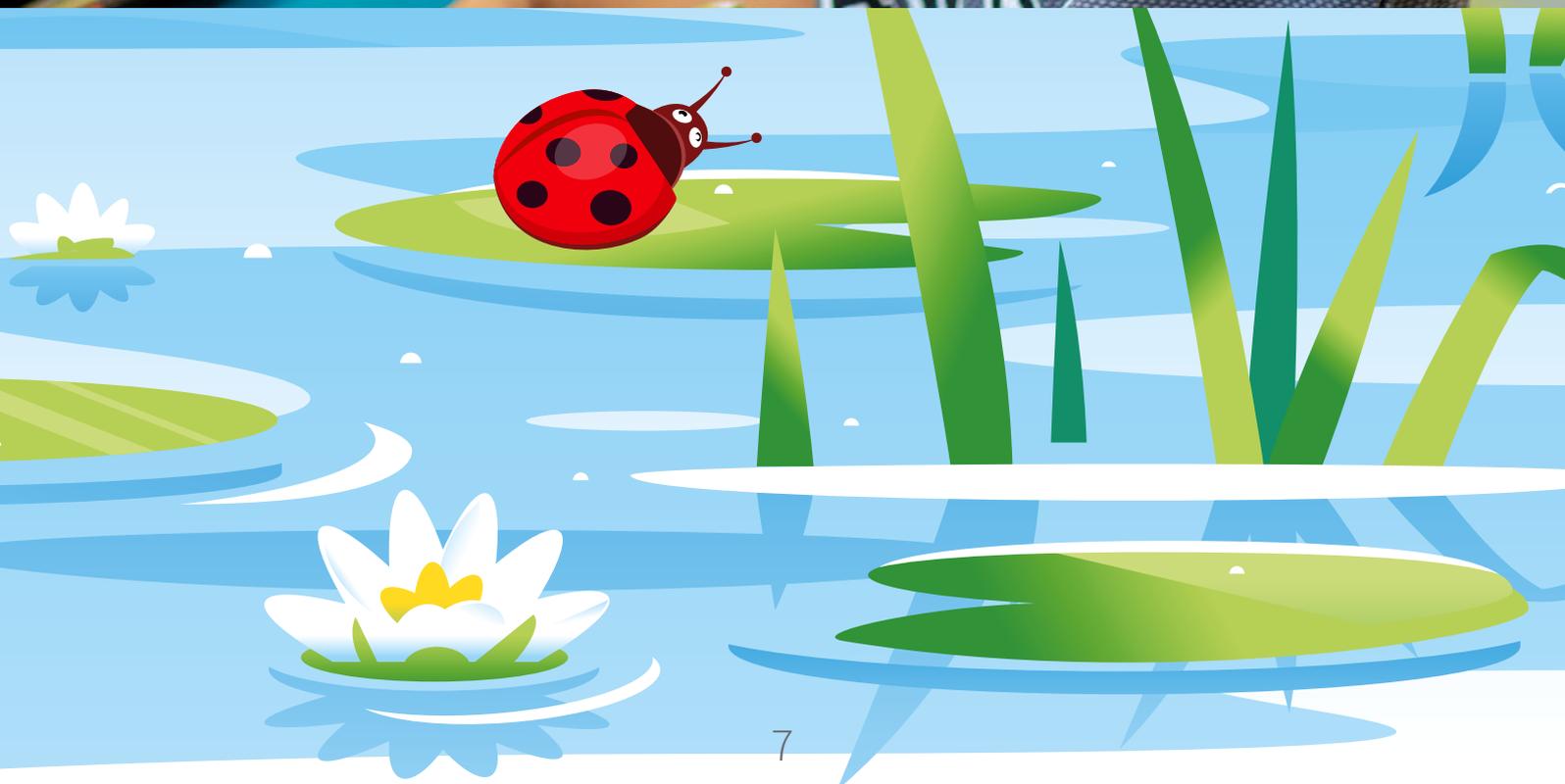
This is achieved by our engaging and passionate teachers working in collaboration with parents and the wider school community in a safe, student-centred environment.

Beliefs and Values

We value independent thinkers, collaboration, being international. We believe education should be inspirational.

In partnership with parents, staff and children, we have defined the above values and put them at the centre of our pedagogical work and philosophy. These values determine and guide our further planning and actions. In partnership with the parents, we want to educate the children in our care to become independent individuals who develop their own stable value system. We achieve this primarily through the role model function of our pedagogical staff and by actively living these values on a day-to-day basis. In line with our international and intercultural approach, we also focus on the diversity of belief systems, by learning and sharing different concepts of life and world religions in order to actively promote tolerance and mutual intercultural understanding.





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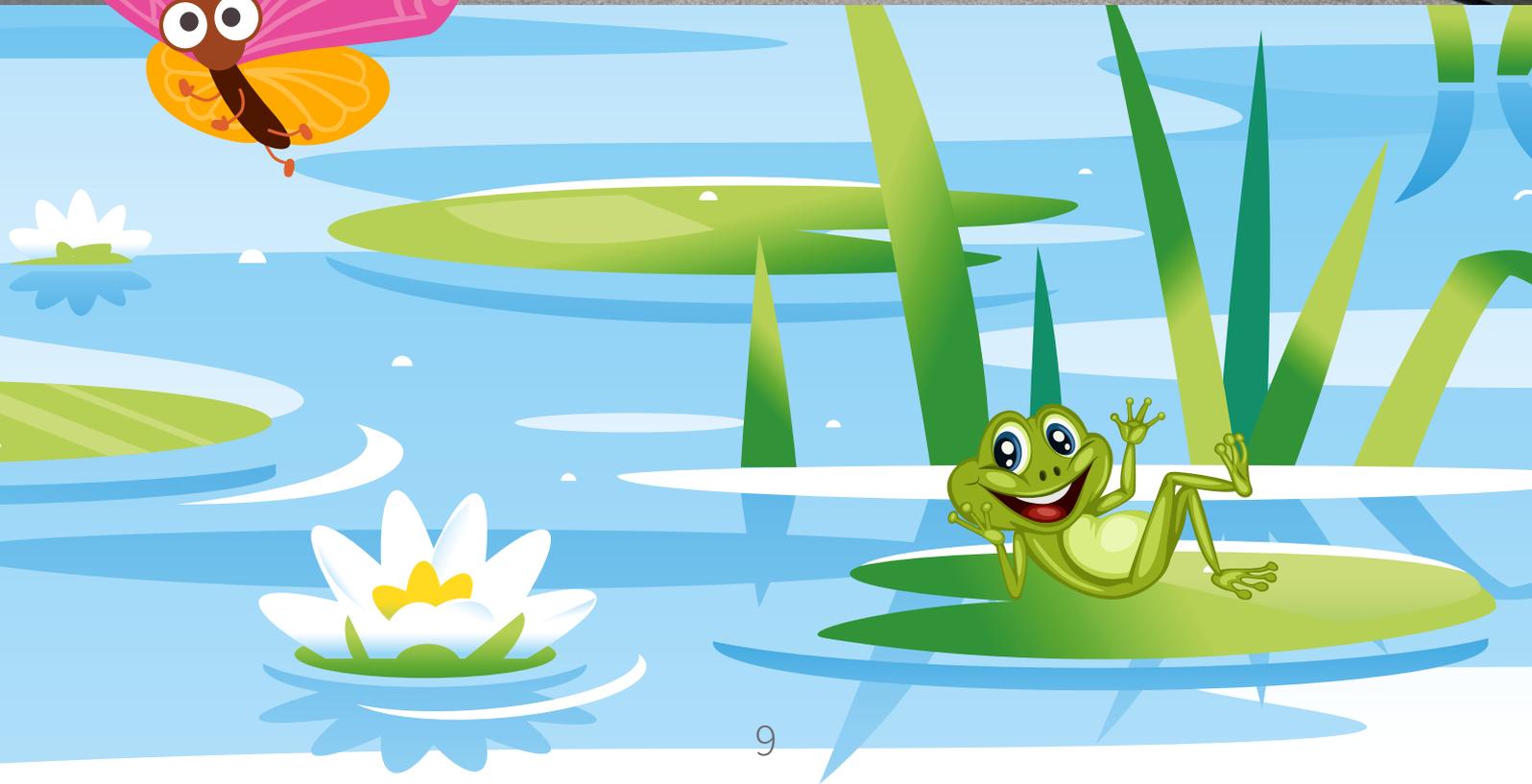
Identity as a private kindergarten provider in the Frankfurt Area

Peter Ferres founded the Metropolitan School Frankfurt, including the MSF Kindergarten, in 2007, primarily to provide a safe and inspiring place of learning for children of international, interculturally-rooted and open-minded families in the Frankfurt area. It is our objective to offer children from 3-18 years and their families a place of education, where they are equipped with the knowledge, skills and values to actively and reflectively shape their future and be better prepared for the challenges of the rapidly changing world.

We offer families a place where children from the early age of 3 to their graduation at 18 can learn and develop together in one school. This educational model offers many opportunities for sharing and collaboration. Transitions between groups and classes, and also between the kindergarten and the primary school, therefore take place naturally, since children already know many students and teachers, as well as the campus. In kindergarten and primary school we use modern curricula, which our motivated pedagogical staff and international teachers from Germany and around the world bring to life in an inspiring learning environment.

Our school with its attached kindergarten is located in the city centre of Frankfurt, as the name “Metropolitan Kindergarten” indicates. The kindergarten is centrally located but somewhat secluded in a commercial area in Frankfurt Rödelheim. The district of Rödelheim is located in the western part of Frankfurt. In front of our door, the children can explore fields on foot as well as public parks and playgrounds near the Nidda and the Frankfurt green belt. The Possmann apple juice celtery, the neighboring bakery and also the fire department in Rödelheim are just a few examples of how we can incorporate our stimulating local environment into the kindergarten and school day. The local bus stops directly in front of our facility since 2017.





Presentation of the Provider

The Metropolitan School Frankfurt gGmbH, a non-profit limited liability organisation, is the educational provider for the MSF kindergarten. The shareholder and managing director of the non-profit GmbH is Mr. Peter Ferres. Mr. Ferres, who works for our bilingual kindergarten as well as our international school as managing director and director, completed a postgraduate study as a primary school teacher for 3-11-year-old children at the University of London, England, and completed Cambridge training as a language teacher for English. He holds a business degree (“Diplom-Kaufmann”) and worked as a department manager and managing director in various German and international companies in Frankfurt and London. After studying business administration and working in the private sector for 20 years, Mr Ferres has devoted himself entirely to education on a full-time basis since the autumn of 2005.

In 2007, Mr. Ferres turned his vision of an international school into reality, and, thus, our kindergarten was opened in August of that year. Initially, MSF started with two kindergarten groups, one preschool group, as well as one Grade 1 and one Grade 2 class. Our international kindergarten forms an educational unit with the international primary and secondary school of the “Metropolitan School Frankfurt”, which is operated by the same provider and in the same building complex. Given the close integration of the three divisions, the transitions from kindergarten to primary school and later to secondary school take place smoothly and effectively.





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In 2007, Mr. Ferres turned his vision of an international school into reality.





Opening Hours and Days Closed in the Kita

With opening hours of 8:00 am - 5:30 pm daily, Metropolitan Kindergarten offers a full-day care option. The Early Years division is closed 19 days in the calendar year. A yearly calendar is posted on the school website.

Structure of the MSF Early Years

The Metropolitan Kindergarten offers 146 places for children between the ages of three and six. They are cared for in seven groups of approximately 20-22 children each. The Early Years division has four mixed-age kindergarten groups for girls and boys between the ages of three and five and three so-called “transition” groups, in which five- and six-year-old kindergarten children are prepared for the transition to primary school.

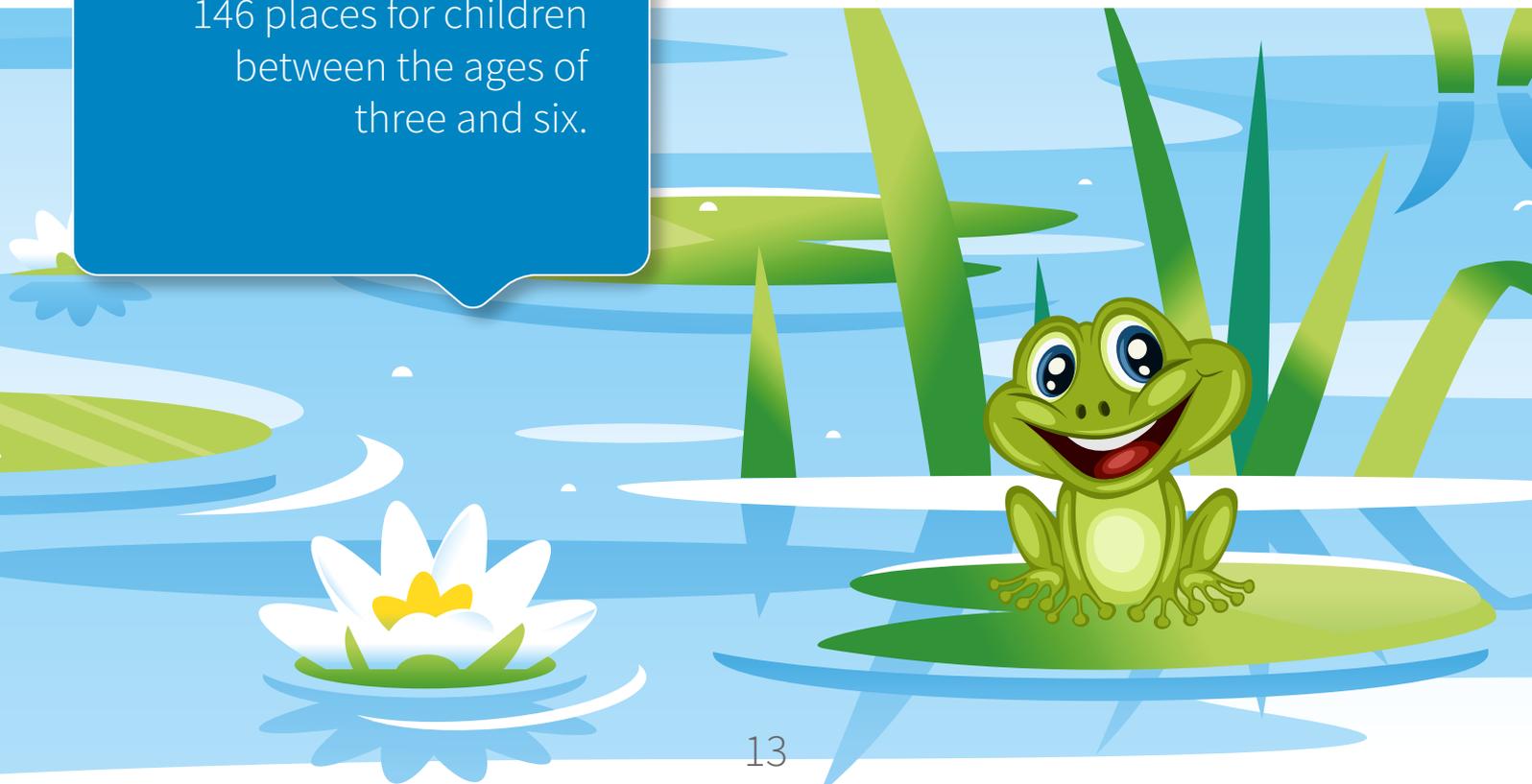




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146 places for children
between the ages of
three and six.





Staff

Our qualified pedagogical staff support and enhance the learning of the children in their care. They achieve this by forming close relationships and creating a secure bond with each of our students. The pedagogical staff are responsible for planning and implementing the daily and weekly programme within the institutional goals and pedagogical framework.

Our team is composed of German and English-speaking educators who work together to implement our bilingual programme. The team is led by an Early Years Leader and Deputy Leader. Our English-speaking staff have international teacher training and are an integral part of our team, ensuring the implementation of our bilingual programme.

In addition to the administrative and the pedagogical staff, teaching assistants, such as interns or social assistants, are employed to work under the guidance of the pedagogical staff in the daily routine of the kindergarten classes. If staff members are absent or not available for different reasons, a pool of supplementary staff offers support with coverage

The pedagogical team is supported by a team of housekeeping staff, janitors, office staff and, last but not least, Mr. Ferres, the school manager and director. As part of the whole school, we also have access to a school nurse and school counselor.





Our team is composed of German and English-speaking educators who work together to implement our bilingual programme.



Facilities

In our Early Years division, the children have many opportunities to experience a kindergarten day that is rich in discovery and development. Each group room has enough space for children to develop freely and provides them with all the materials they need. In addition, we offer a nap room for children who need a break from an eventful day, as well as a music and movement room with a ball pit, movement zone and book corner. A multifunction room is available for Transition lunch times and can also be used flexibly for school events and sports activities. Kindergarten children eat in their individual classrooms.

As one of three divisions of the Metropolitan School Frankfurt, we share a spacious playground, a multi-function room, an art room and an Early Years and Primary School library. The playground offers a variety of play opportunities for our children, such as a sand and water play area, a trampoline and various climbing, balancing and role-playing areas.





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Spacious facilities

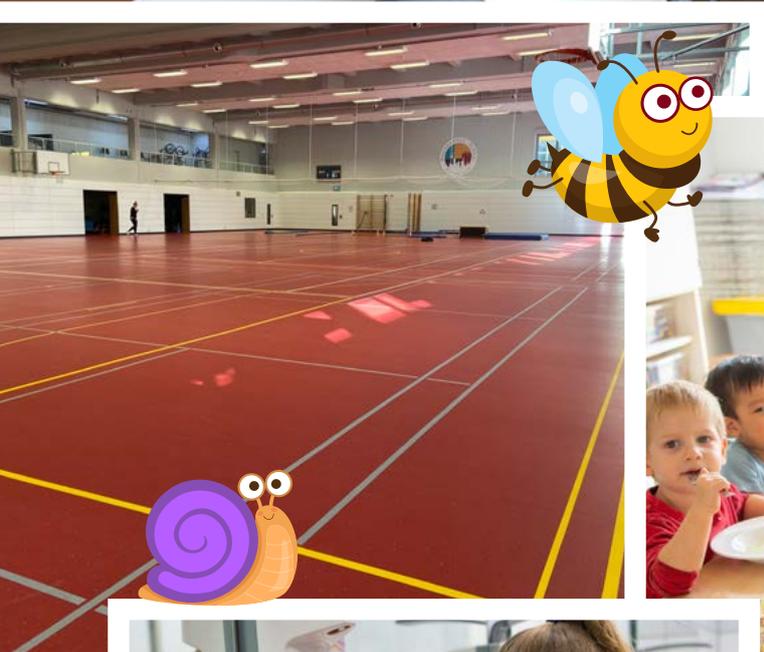


Clear responsibilities of the sponsor and the Kindergarten

The educational provider of the kindergarten, Metropolitan School Frankfurt gemeinnützige GmbH, is the employer and contact person in all organisational matters. The provider is responsible for the recruitment and employment of certified and suitable pedagogical staff. In addition, the provider furnishes the premises and is responsible for the planning and execution of possible construction measures in the kindergarten. The provider also takes over the ongoing administrative tasks and oversees the financial resources. These tasks are carried out in close cooperation with the kindergarten administration.

The pedagogical administration of the kindergarten, in close partnership and coordination with the provider, has the overall responsibility for the implementation of the conceptual framework through professional evaluation, supervision of duties and professional counsel to the staff on site. Administrative tasks include the preparation of duty rosters, ongoing personnel management, the planning, implementation and further development of the pedagogical work with the children, regular communication with staff and guardians, as well as all other tasks necessary for the ongoing implementation of our educational concept.





Together with the parents, we seek to educate the children in our care to become independent thinkers who develop their own stable value system and constantly reflect on themselves and others.

Image of the child

The individual child with his/her family, cultural and social background, strengths and weaknesses and special interests and needs is at the centre of our work. We want to support the child holistically with all of his/her strengths and potential for development, helping him/her to develop and educate himself/herself personally, socially and academically.

Children are curious by nature, have ideas, ask many questions and want to be independent. They “grasp” and “experience” the world step by step, in the truest sense of the word, with all their senses. This development does not take place in isolation, but within a social context, for example, in the family and later in the kindergarten group, where children learn social skills and gain cultural experience.

We see children as largely independent and constantly developing and learning individuals to whom we must respond individually. We place the individual child at the centre of our care, upbringing and education.

In our kindergarten, the complete acceptance of each child is the highest guiding principle of our pedagogy: acceptance of all his/her individual traits because each child is different and unique through his/her previous experiences, family background, origin, language, talents, temperament, learning speed and also weaknesses and potential for development

We strive to make our contribution to children’s development as independent thinkers, cooperative, active individuals who can navigate their own way, feel at home and prove themselves in today’s constantly changing global world.





Attitude towards family

We see the work of our international kindergarten as a complement and extension of the upbringing and education that the children experience at home in their families. In the implementation of our concept, we attach great importance to a close, trusting and cooperative relationship with the parents, who, together with the kindergarten's pedagogical staff, carry out educational tasks in an atmosphere of mutual support.

The family is not only the first social unit that the child experiences from infancy but also offers the child the closest and most lasting social contacts. Parents are the most important role models, and at the same time, are emotionally closest to the child.

This explains their paramount importance for the entire development of the child, especially for the early phase at kindergarten age.

For the Metropolitan Kindergarten, this means that we strive to strengthen the family in the interest of the child (upbringing and education), relieve parents/caregivers where possible (care, opening hours) and actively involve them in our work and the development of their child.





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We strive to strengthen the family in the interest of the child.



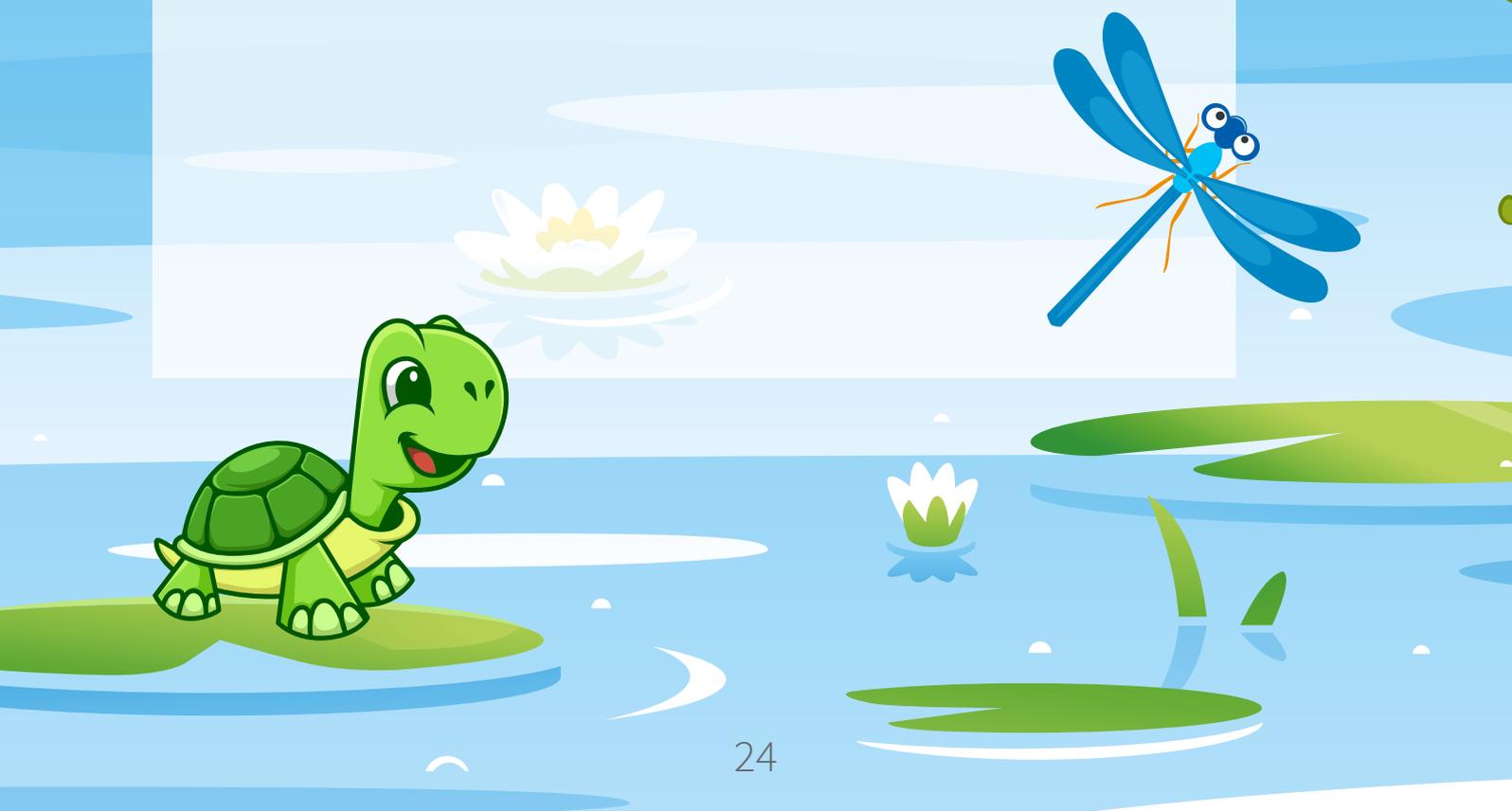
Inclusion

Metropolitan Kindergarten places a high value on integrating all children with their individual talents, gifts, cultures, religions, as well as special needs, into the group and supporting them individually. All children in the kindergarten learn that there is a wide range of talents, characteristics and behaviours, each of which is an equal part of our society.

In this context, it is especially important to recognise areas of support early on and to support and encourage the children accordingly and in a timely manner. Together with parents, internal and external specialists and experts and after detailed observation of the child our educators agree on possible support measures.

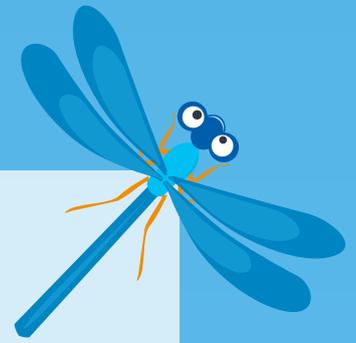
We derive our attitude towards children with disabilities from our goal of promoting the developmental potential of each child according to his or her aptitudes and abilities. Every child is unique but always equal to others. This also applies to the uniqueness of children with disabilities. As far as the child's need for help and the general conditions of our facility allow, all children in our groups should be supported together.

By living together with children of different abilities, other children learn that there are many different strengths and characteristics among people, but that everyone has his/her place in the community and everyone deserves respect and consideration.





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Promoting the developmental potential of each child according to his or her aptitudes and abilities.”



Language acquisition through immersion

Given our international orientation, daily immersion in the English language, as well as German, characterises our pedagogical concept in the kindergarten. The Metropolitan Kindergarten's emphasis on language is particularly well suited to the age group of 3-6-year-old children, who are very receptive to language.

By focusing on the development and encouragement of language development in both German and English, the Metropolitan Kindergarten also integrates children who speak neither German nor English, for example, newly arrived children from abroad.

Immersion in both English and German in our kindergarten means that instead of a few hours of English or German per week, our children speak both languages for several hours each day with native-speaking professionals. Whenever possible, we follow the principle of "one language for one person". In this way, the children build their language skills "automatically" and at their own learning speed; they can also go to the desired specialist and speak to him/her in the language of their choice when necessary.





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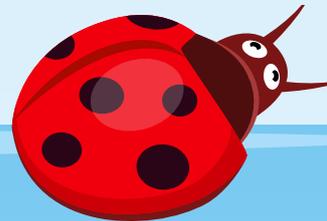
Integrating all children with their individual talents, gifts, cultures, religions, as well as special needs.



Intercultural education with local roots

As an international day care center, intercultural work is at the centre of our program. We value an international upbringing and education while remaining rooted in German culture. Accordingly, we are guided by the Education and Development Plan for Children 0-10 Years in Hesse (BEP) and link its goals and content with the recognised international curriculum of the International Baccalaureate (IB), the Primary Years Programme (PYP).

It is our aim to educate children to become cosmopolitan and global citizens by not only focusing on and celebrating regional traditions and customs, but also by incorporating diverse cultural backgrounds into the group's and kindergarten's everyday life. Participation in regional projects related to our daily kindergarten life is as important as the appreciation of our international roots.





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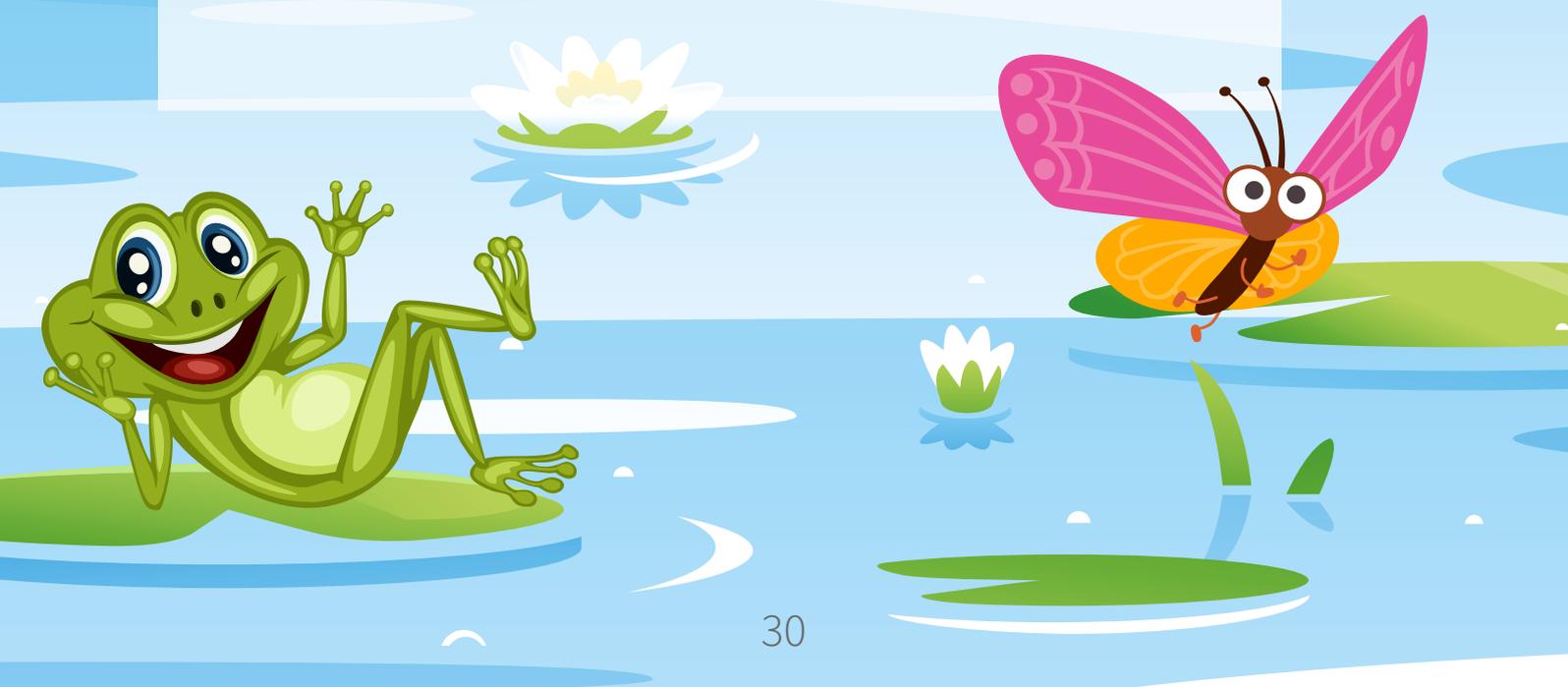


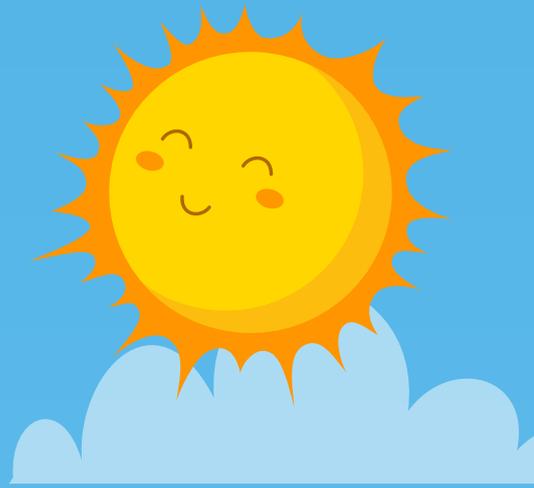
Self-determined research and learning in a structured environment

The PYP was developed for girls and boys aged three to twelve. It provides a broad, very carefully structured international interdisciplinary framework. The focus is on individual needs in the learning process, which is child-centered. The “inquiry-based learning” approach lends itself to independent research, exploration, trial and error, and practice. Among other things, the programme promotes early literacy and mathematical skills, opportunities for scientific research and information technology, as well as an emphasis on the physical, social and creative development and advancement of children. Besides, children are able to explore the arts such as music and creative art.

Learning and research take place through systematic stimulation, free and guided group or individual games and project work in a regulated daily routine and structured environment. The individual classroom, as well as the entire kindergarten, offer a variety of stimuli in the form of play and learning materials and thus becomes the “third educator” (Montessori), alongside the specialist staff and the other children.

Children educate themselves and support each other in doing so. By exploring, discovering and experiencing situations with or without other children, they learn to grasp, understand and question their world and environment. By interacting socially with children and actively stimulating and taking up their questions, the pedagogical staff specifically promote children’s linguistic, social and intellectual development. We support the children in their learning process by giving prompts, asking questions and providing play and learning materials, as well as by purposefully designing rooms. By solving problems individually and together, children learn to explore and understand the world and to transfer these experiences to their everyday lives.



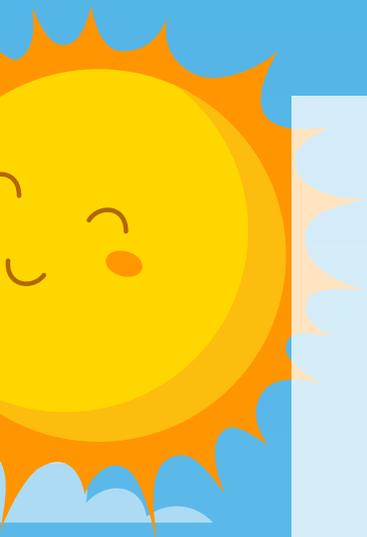


Participation of children

Participation is a social construct that is considered valid even for the youngest children. Legal foundations for this can be found, for example, in the “Universal Declaration of Human Rights” and in the “United Nations Convention on the Rights of the Child” as well as in the Constitution and the Social Code of the Federal Republic of Germany.

Participation in the MSF Kindergarten means the active involvement of the children in decisions in the daily kindergarten routine. Each child is unique and is strongly influenced by family and cultural backgrounds, as well as his/her own experiences and social relationships. Children learn to perceive and express their own ideas, wishes and needs. They are encouraged to express their opinions but also to listen to and accept other opinions and points of view in discussions. In this way, we seek to ensure that children are not only involved in learning processes, but that children and adults plan and shape educational processes together.





Children have many opportunities to participate in our kindergarten and to express and implement their ideas, wishes and needs. Examples of this are:

- if possible in the daily routine, deciding whether they want to play outside or inside
- their questions guide the content of the learning unit
- in the daily morning circle the children are encouraged to participate
- reflection at the end of the week
- sharing what they have experienced during the week and expressing what they liked and didn't like
- regular children's conferences in the group room and group-wide children's conferences with the kindergarten administration
- (re-)design of the group room, other kindergarten rooms and the playground
- kindergarten meeting (assembly)
- co-determination of the snack offer
- feedback and lunch conversations directly with the chef
- selection of offers in the holiday programme



The pedagogical staff is in active exchange with the children and with each other in order to constantly reflect on and expand the possibilities for participation in the kindergarten's everyday life.



Children's issues/complaints as an opportunity

Every child has the right to express anything that is bothering him/her. In our kindergarten, we actively encourage children's ability to express their complaints appropriately and to maintain them even when adults do not perceive them as such. Children learn to express themselves verbally and non-verbally to professionals and other children.

Our team adheres to the following principles:

- Complaints are welcome as constructive criticism
- All staff members are open to complaints and deal with them in a reflective and appropriate manner.
- Complaints are dealt with swiftly and objectively
- We give children time and space to express complaints
- Children are familiar with the kindergarten's complaints procedure

Staff members are encouraged to regularly reflect on their attitude and handling of complaints. Children are given several opportunities to voice their complaints in the daily kindergarten routine, such as in the morning circle, through children's meetings in the group and across groups, through the wish & grievance box and by talking to selected trusted educators/teachers. Children learn our culture of complaint through role modeling and also active conversations with pedagogical staff and other children. We also empower children in our care to actively use different modes of communication (e.g. verbal and non-verbal) and media (e.g. posters, drawings, letters, conversations) to express their complaint.

Children learn that their opinion, in this case their complaint, is taken seriously and considered. They learn early on that their actions and expressions of opinion can actively bring about change and improvement in their environment. Feedback to the children is given, depending on the complaint, directly to the child, via the student representatives, to the parents or visually via a notice in the info box.



Observation and Documentation of Child Development

Individual observation and documentation of children's development is an important educational task and an ongoing process with established rules. In the daily group routine, documentation is done using photos, notes, checklists, tests, work samples and learning stories.

Parents have regular insight into individual and group activities and experiences of their child via our online platform "Storypark". This platform documents children's learning through photos, videos and short reports. Parents can also encourage sharing by commenting or creating their child's own stories.

Our international curriculum, the PYP, uses "formative" and "summative" assessments as well as regular observation and "anecdotal records" to monitor and review the child's individual development. In this process, knowledge and developmental status are evaluated by means of discussions, observations and assessment procedures at different times of the year on the basis of specific units of study.

In addition, this year we are introducing the KISS screening for our 4 - 4 ½ year olds for a holistic assessment of language skills and expert foundation for early language support.

At the end of the academic year, our parents receive a progress report for their child including photo and video evidence. This provides parents with detailed information about their child's individual development, with a focus on cognitive, social, linguistic and motor skills.

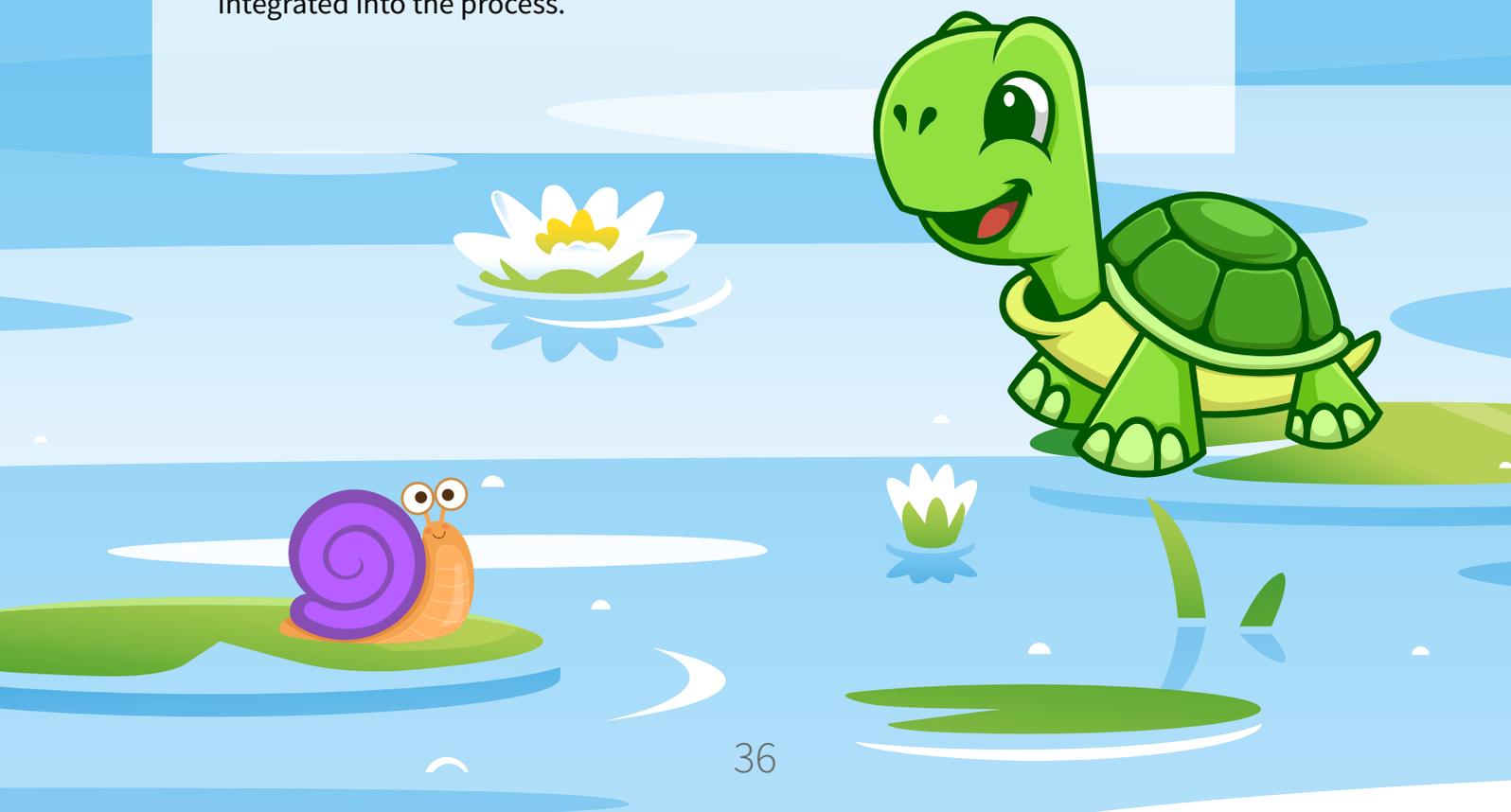


Accompanying transitions pedagogically

Childhood is strongly characterised by transitions and changes. Numerous developmental tasks and adaptations are necessary to cope with these phases. Both the autonomy and the competencies of the children are constantly expanding during this time. The child experiences a change in his/her own identity; he or she may feel anticipation, pride and curiosity, but also fear of the new situation. As expectations of the child and his/her behavior change, new competencies are gained. Relationships expand, new partnerships are formed, and a sense of belonging to a group emerges. This means that the family must also adapt to new schedules and structures and be integrated into the educational routine.

All transitions that our children go through from the beginning are closely monitored by our pedagogues in terms of structure and organisation. The child has an opportunity to become acquainted with the new facility before the first day in kindergarten through a taster visit and is thus prepared for the coming stage of his/her life. Parents receive numerous tips and information before the first day, as well as during upcoming transitions, on how they can actively support their child during the upcoming change and whom they can contact if they have any questions.

The close proximity of kindergarten and school provides us with the ideal basis for cross-curricular work. Transitions are accompanied by active exchange among and between colleagues, parents and the child himself/herself. Individual needs and previous experiences can thus always be actively integrated into the process.





The various gifts and talents of each child are broadly based but often hidden and therefore require a variety of offerings in the kindergarten. We therefore offer the individual child stimuli from a wide range of areas so that his/her inclinations and abilities are broadly encouraged and further developed. The same applies to the discovery of certain areas of support. We strive to counteract these by means of targeted encouragement and learning opportunities provided by our pedagogical staff.

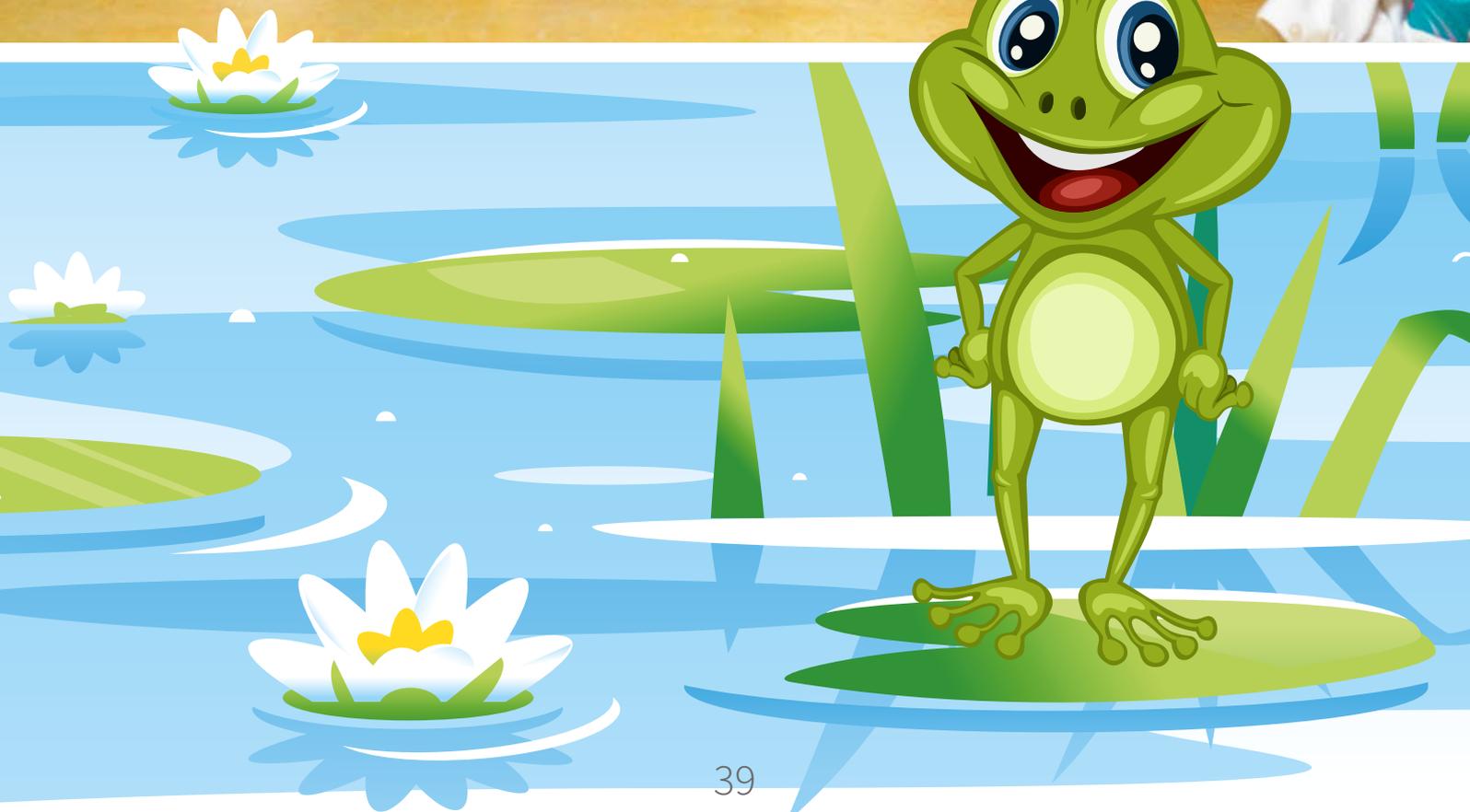
We place particular emphasis on the development of language and reading skills as well as early musical development. The pedagogical staff plan and carry out their activities according to the age and individual development of the children.

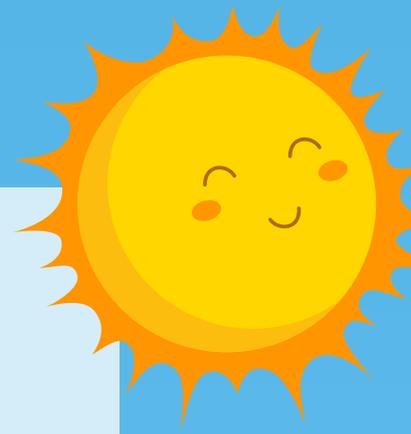
Daily routine and rituals

Rituals are very important in the daily and weekly routine and throughout the year for the children in our day care. In the morning circle, for example, which is organised by the pedagogues and the children, the day is discussed. During the week, our children participate in scheduled activities such as sports, art, computer and music and visit the school's library.

The kindergarten day begins at 8:00-8:30 with "Before School Care". At 8:30, the children meet in the schoolyard and start their day there actively. From 8:30-11:30 and 12:30-14:45, the children play and learn in their individual kindergarten and preschool groups. At 11:30-12:00 and 12:00-12:30, our children take turns eating or playing outside. Around 13:00, our youngest children sleep until about 14:00. At 14:45-15:30, all children meet again on the playground after which children from individual groups are mixed for afterschool care. The day ends for all children at 17:30.





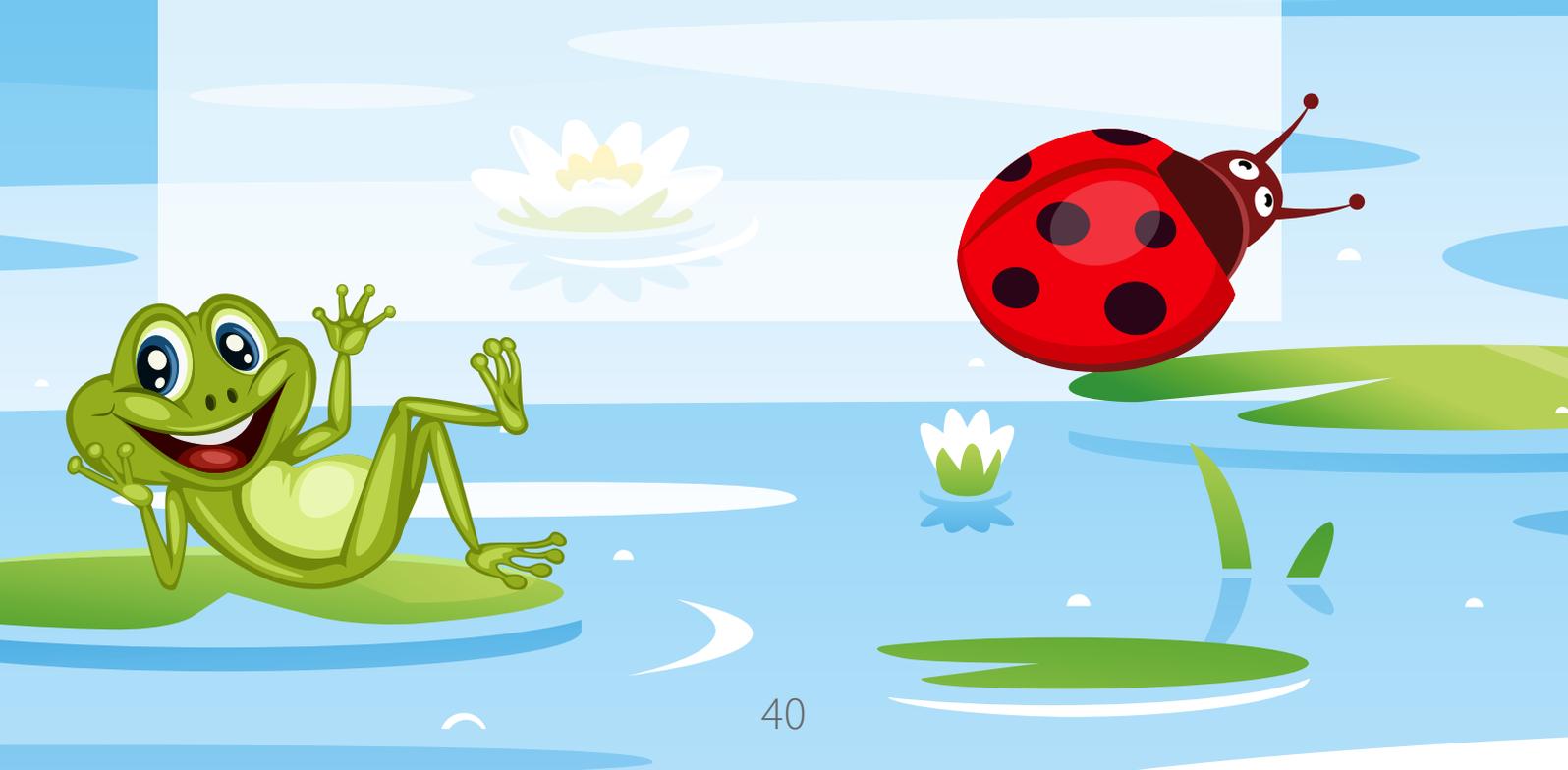


Special offerings, festivals and celebrations throughout the year

Social events and the celebration of common festivals provide opportunities to learn about other families and children, as well as diverse traditions and cultures, and to talk with our educators outside of the formal classroom. These occasions are not only fun but also provide valuable opportunities to learn more about ourselves or other families.

Events and celebrations throughout the year are organised by the kindergarten, the school, or by our parent representatives. We celebrate some of the festivals together with families, an example being our annual spring family celebration for the entire school community, our “International Day”. We celebrate our diversity with many booths for international food, drinks, games and activities, all organised by parents. We celebrate other festivals internally with the children in their groups. These include celebrations such as Halloween, Saint Martin, Easter, St. Nickolas and children’s birthdays.

Intercultural education with local roots is one of our pedagogical priorities. Therefore, we encourage parents to participate in a variety of festivals and events or to help with their organisation. We are pleased about an active partnership that enables us to celebrate festivals such as Diwali, Holi, Saint Martin and Eid, and also familiarise ourselves with and celebrate new festivals and traditions. In this way, we succeed in creating a culture of “living” together and giving the children support and an appreciation of their identity.



Excursions and “Outdoor Learning

Daily exercise in the fresh air plays a big role in our kindergarten day. We believe that morning exercise gives children a positive start because it ideally prepares the brain and body for the kindergarten day ahead. In addition, the children learn about their own physical limits, make social contacts beyond their group and can intensively live out their urge to move on a daily basis. Excursions offer children the chance to explore their social space, transfer their knowledge to real-life situations and incorporate it into their daily learning, experiences and exploration.

Each day begins on the school playground for our kindergarten and preschool children, but all children also meet outside at lunchtime and in the afternoon, regardless of the weather.

In addition, the kindergarten groups go on a variety of outings throughout the year, either on foot, by local transportation or sometimes by booked bus. A firm fixture for all children is, among other things, our visit to the dentist in spring/summer followed by a visit to the park and participation in “Children’s Cleaning Day,” a day in May when numerous kindergartens in Hesse rid their most popular play areas of trash with the help of tongs, gloves and trash bags.



Holiday Programme

Metropolitan School Frankfurt is pleased to offer an exciting “holiday programme” for its kindergarten and transition children. For the most part, the programme runs parallel to the Hessian school calendar during the Easter, summer, fall and winter vacations as well as the carnival week.

The programme is primarily developed, organised and carried out by the German staff. While the focus of the offerings is the same for kindergarten and preschool children, different activities and excursions are offered depending on the age of the child. The language for all activities and excursions during the vacation programme is German, but all of our staff are able to communicate in English if needed.

Registered families receive a weekly schedule of planned activities. Registration begins 6 to 8 weeks prior to each holiday programme and will be announced via Notes to Parents.

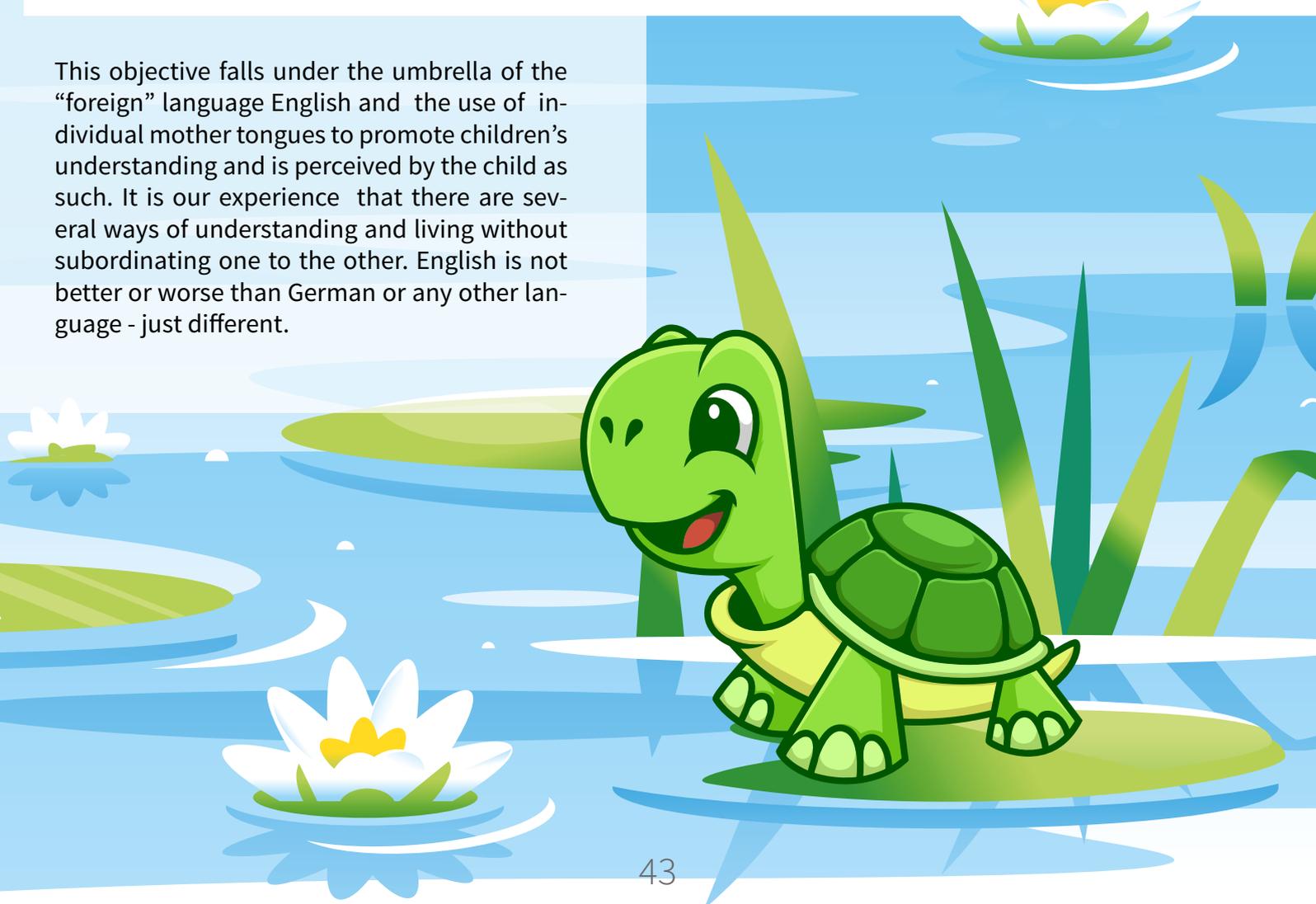
Social space orientation vs. internationality

We strive to teach the children about the diversity of lifestyles and cultures, their equal rights and peaceful coexistence. This begins with the acceptance of children of different nationalities, skin colours and mother tongues and continues in the daily international and intercultural programme of our day care center.

In language and country projects, we explore ways of life, customs, music, art and other aspects of different cultures and religions with the children in a playful way using concrete examples. For example, children learn about the background of religious festivals such as St. Martin’s Day or international festivities such as Diwali and can form their own opinions by asking questions, exploring and experiencing new traditions firsthand. In this way, we want to educate the children entrusted to us and help them become cosmopolitan and reflective individuals.



This objective falls under the umbrella of the “foreign” language English and the use of individual mother tongues to promote children’s understanding and is perceived by the child as such. It is our experience that there are several ways of understanding and living without subordinating one to the other. English is not better or worse than German or any other language - just different.

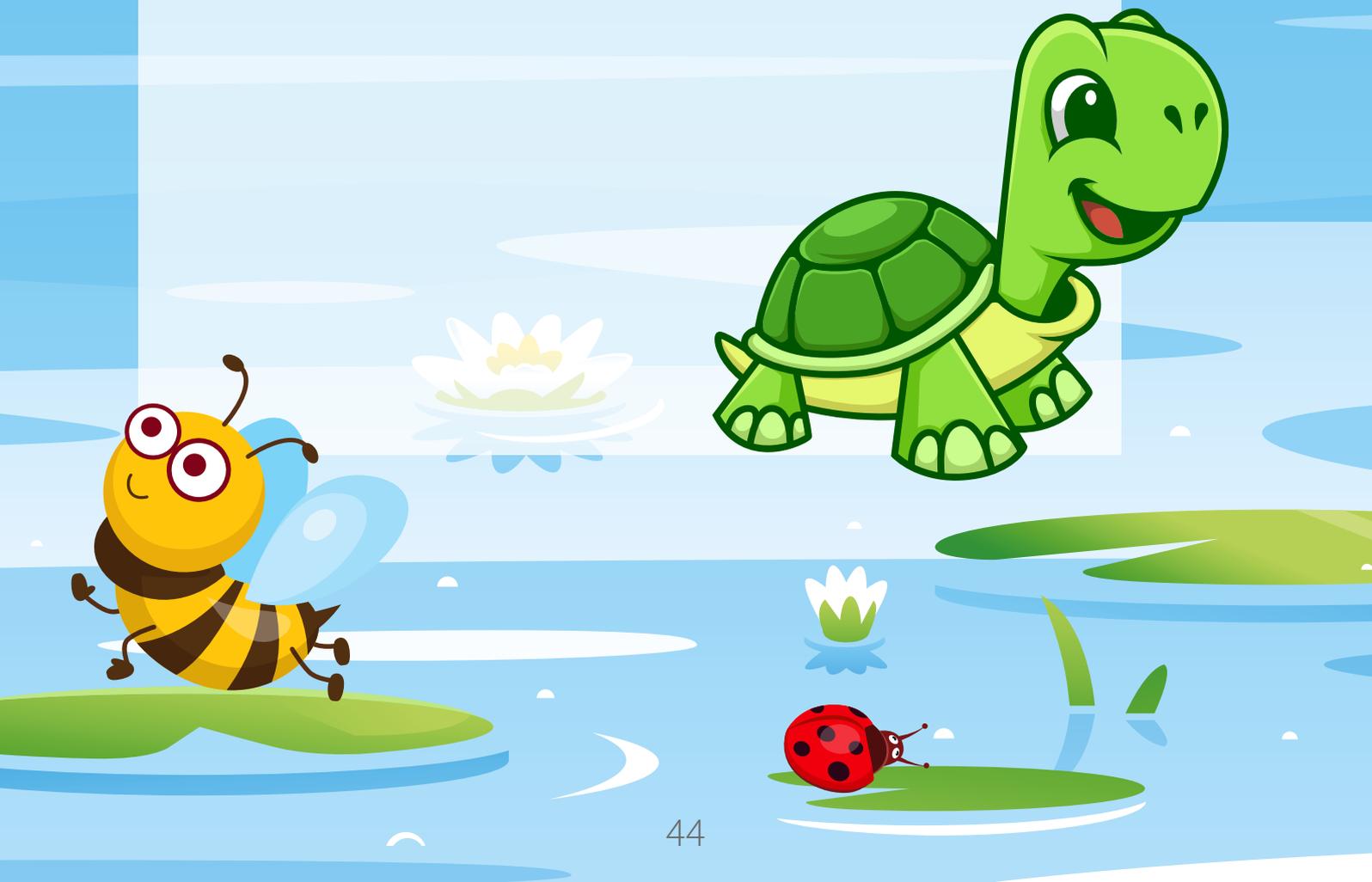
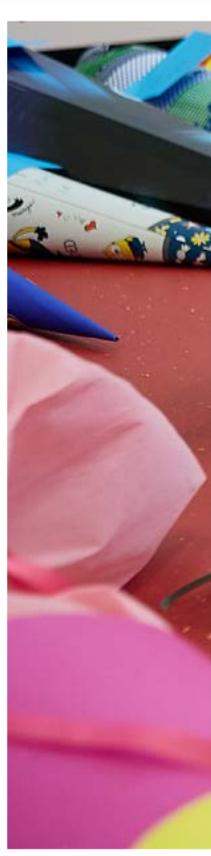


Orientation in Kindergarten & Transition Year to Grade 1

In order to support the transitions of children and their families in our institution as sensitively and pedagogically as possible, each new kindergarten year begins with a settling-in and becoming acquainted phase.

Even before the first day of kindergarten, parents and children have the opportunity to get to know the facilities, the classroom and some of the teachers on a “taster Saturday”. The subsequent settling-in period, our gradual entry period, lasts three weeks during which the child gradually learns the daily routines and becomes familiar with the new environment. During these weeks, the child’s attendance in the facility is gradually extended according to the individual needs of the child and the family. Families receive all important information at a parents’ evening before the start of kindergarten so that they are well prepared.

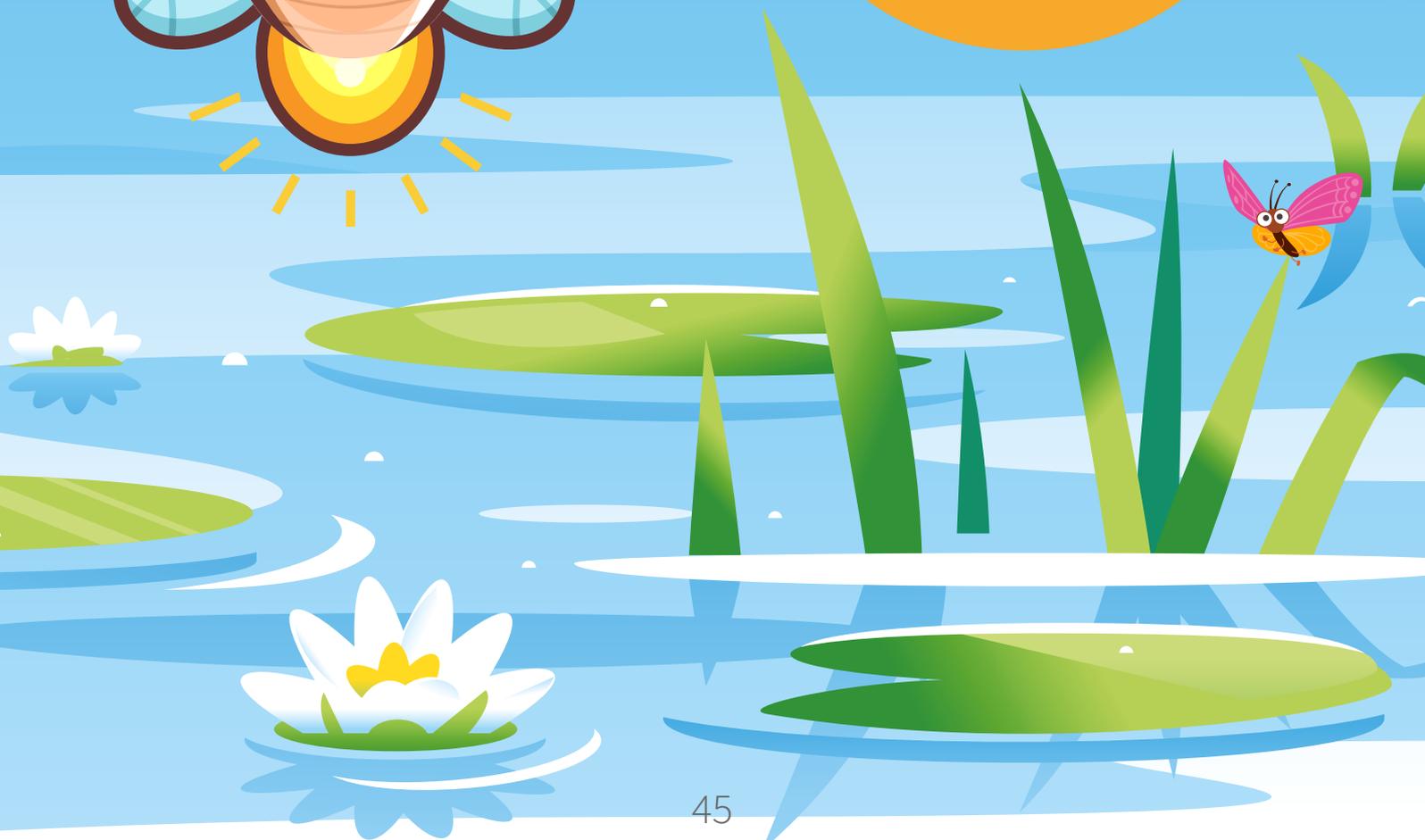
At the end of the kindergarten period, the transition to primary school takes place. The teachers actively support this transition through various parent and child projects. These include our “Schultüte crafting”, where teachers invite parents to tinker a traditional school cone for their child, visiting a Grade 1 class during “Step-up Day” and road safety training.





“ ”

We value independent thinkers, collaboration, being international. We believe education should be inspirational.



Collaboration of the employees

The cultural and pedagogical diversity of the staff provides us with opportunities to learn from and with each other. Each team member has his/her own pool of expertise, experience and interests, which he/she shares with colleagues and the kindergarten, in team meetings and collegial case consultations and implements in his/her specific area of responsibility. This allows us to continuously develop and offer the best possible care for the children.

Appreciative and respectful interaction is just as important to us in the team as it is in our contact with parents and children. In this way, we create an environment in which everyone can feel comfortable and in good hands.

Principles of the educational partnership with parents

We assume that a trusting and close relationship between the professionals and the parents will result in a constructive and fruitful partnership. In order to maintain regular, informal and formal communication between our pedagogical staff and the parents, we have integrated various forms of communication into our daily kindergarten routine:

- Informal: the pedagogical professionals make an effort to have direct contact with individual parents in “door to door” conversations as parents drop off and pick up the children in the morning and afternoon.
- Formal: Formal partnership and communication with parents takes place through discussions about children’s progress, parent meetings, parent evenings including parent council elections, regular parent council meetings and “coffee mornings” with parents on relevant topics.
- Other: We offer our parents the opportunity to become actively involved in the day-to-day activities of the kindergarten. This can be, for example, reading a book aloud, accompanying on outings, working on a special project or helping in the library. This strengthens the families’ identification with our kindergarten and leads to a more trusting relationship. of trust. We inform parents about upcoming events through our Notes to Parents, email and parent notice boards.

Constructive handling of parental issues (complaints)

Complaints from parents are recorded and documented in an appreciative manner. We become aware of parental issues in a variety of ways: through sensitive perception and observation, in direct dialog, by telephone or e-mail, by involving parent representatives or by means of parent surveys on satisfaction with the day care center.

Complaints are taken seriously and dealt with promptly and in partnership with parents in order to find solutions. Parents are given feedback on their complaint, depending on the issue, in person, by phone, by email, through parent representatives, in the parent council meeting or through our “Notes to Parents”.

The primary contact persons for complaints regarding personal matters are the pedagogical staff in their child’s group, the other pedagogues in the day care center, the kindergarten administration and deputies, the parent representatives, the parent council, and ultimately, the educational provider.

Complaint procedures are made known to parents during parent meetings, at parent evenings, via the parent representatives, at parent council meetings and through information materials.



Cooperation with crèches and daycare centers

We strive for close cooperation with other crèches and day care centers. This allows us to facilitate the entry of incoming children into our day care center, exchange experiences with other institutions, initiate training activities together with other institutions and exchange ideas on projects and new materials.

Relationship with schools

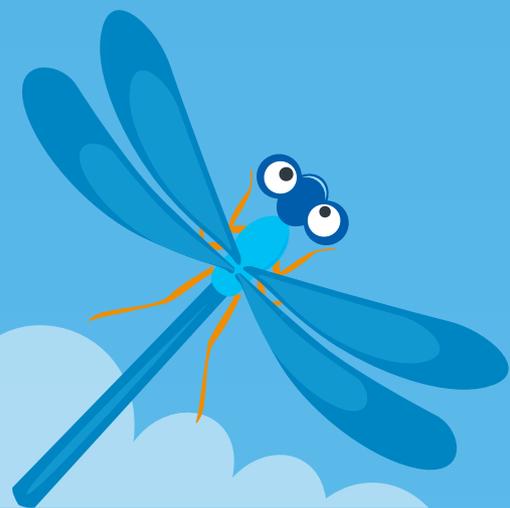
In particular, we work intensively with the primary school of the Metropolitan School Frankfurt, as well as with other regional primary schools, so that the children can make their later transition to primary school as seamlessly and as smoothly as possible.

Examples of these relationships include joint meetings between the pedagogical staff and the teachers at the Metropolitan School Frankfurt, joint events such as “Sports Day,” observation by Grade 1 teachers at the day care center and vice versa, the preschool children’s taster day at the primary school and support for children to participate in possible preschool courses or shadowing at primary schools not affiliated with the MSF.

Relationship with social institutions

We complement our pedagogical work for children and their families by working with specialised agencies and external institutions. For example, depending on the individual case and the situation, we work together with the health department, the psychological services of the city of Frankfurt and the youth and social welfare offices. Furthermore, we use the services of various agencies specialising in socio-pedagogical and therapeutic evaluation, which advise and support both the school and its families.





Child protection

We pay special attention to the protection mandate in the event of a risk to the well-being of a child in accordance with §8a SGB VIII. If, in the course of our daily work, we become aware of significant indications that a child in our care is at risk, it is our responsibility to carry out a risk assessment. In this case, our actions are guided by our child protection concept, which has been approved by the City Education Authority, as well as the City of Frankfurt's handout "Rights, Protection and Participation in Frankfurt Daycare Centers".

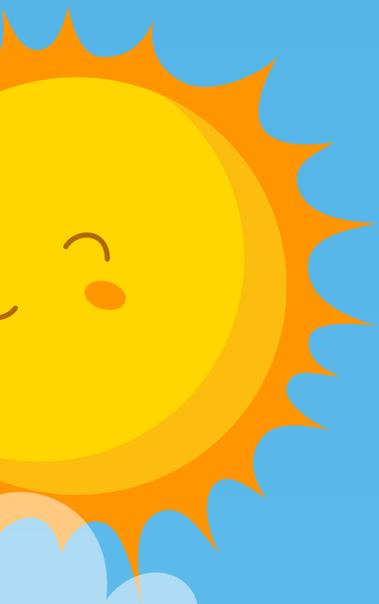
A threat to the child's well-being can manifest itself in various forms. These include physical and emotional abuse, neglect, sexual abuse, an existing addiction and mental illness of the parents, domestic violence in the family or a highly conflictual separation of the parents.

In the risk assessment, we must involve a specialist experienced in the field of child welfare risk. If the effective protection of the child is not in question, the legal guardians are included in the risk assessment. If further action is required, the legal guardians will be advised to seek help.

If the danger persists, if the legal guardians are not willing to cooperate, or if there is an acute danger to the child, we are obligated to inform the Youth Welfare Office.

Clear rules for child protection also apply to our employees. All employees are carefully selected. Our employees in all areas, the volunteers as well as any partners, must submit an up-to-date "extended certificate of good conduct" (criminal record check) and renew this regularly. If there is any indication of danger to children by employees, we follow the binding rules of the City of Frankfurt from the publication "Rights, Protection and Participation in Frankfurt Kitas".





Community orientation

Our day care center is an inseparable part of both a larger social environment and a complex community; children's awareness is achieved by exploring the environment of the day care center, for example, on the playground, while shopping together or visiting the fire department, the hospital and the police station.

Through excursions and projects outside the day care center, we teach children about the importance and function of the public community: everyone participates together, and the strong support the weak. Moreover, children learn the importance of participation and the role of the individual voice of the citizens, both of which make the community possible in the first place.



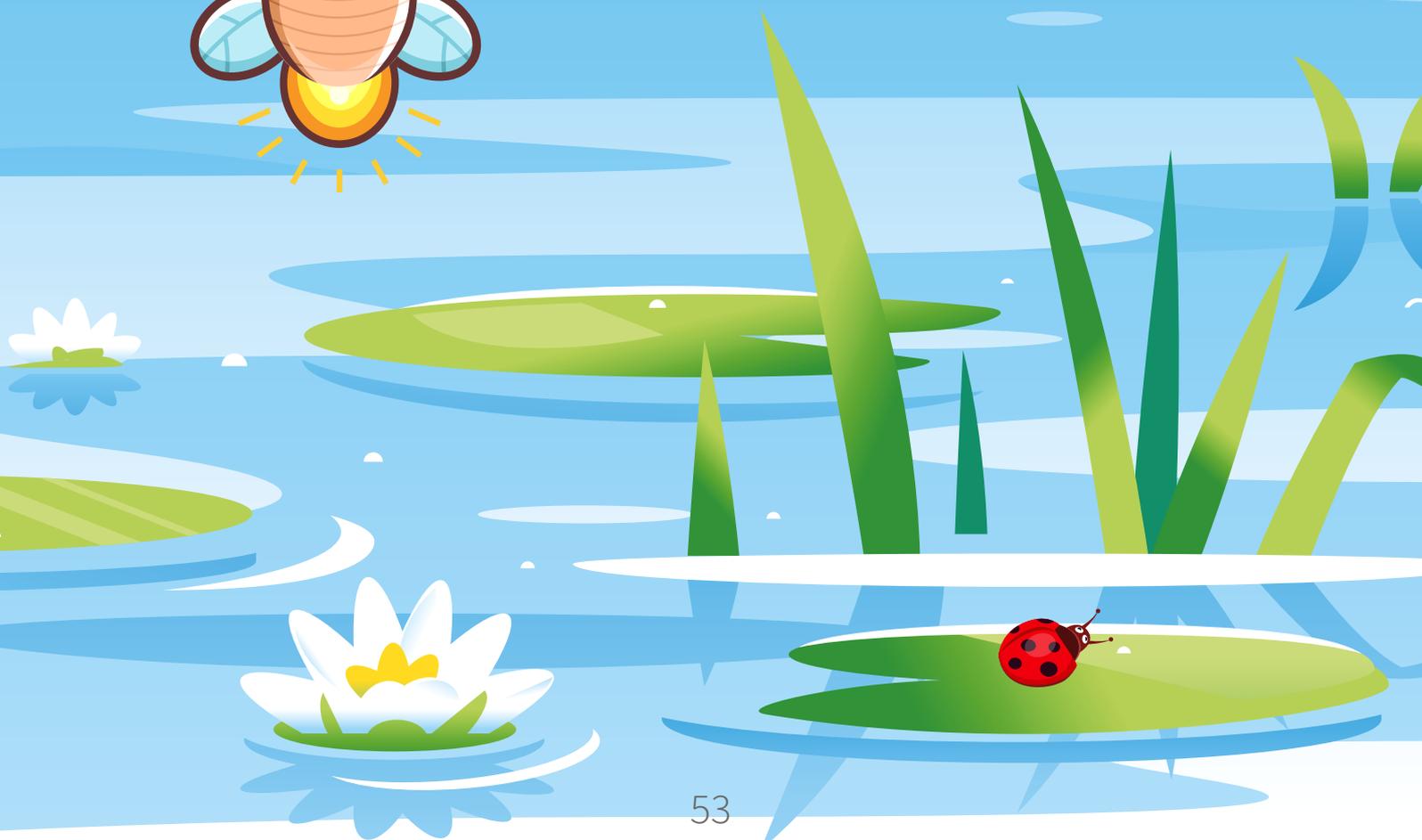


Through ongoing dialogue and close cooperation with the city educational authority, we ensure that all regulations for our facility are up-to-date and adhered to. By monitoring compliance with working hours and offering targeted internal and external training and school concept days, we promote the professional development of our staff and, accordingly, the continuous qualitative development of our institution.

Healthy and efficient employees are our basis for effective and high-quality pedagogical work, today and in the future. Therefore, we attach great importance to active health protection through targeted employee training and professional opportunities, as well as the provision of resources for a safe and satisfying workplace.

As part of an international school, Metropolitan School Kindergarten also successfully participates in regular quality audits conducted by the IBO, NEASC and CIS.







Concept of the Early Years division of the Metropolitan School Frankfurt

METROPOLITAN SCHOOL FRANKFURT

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