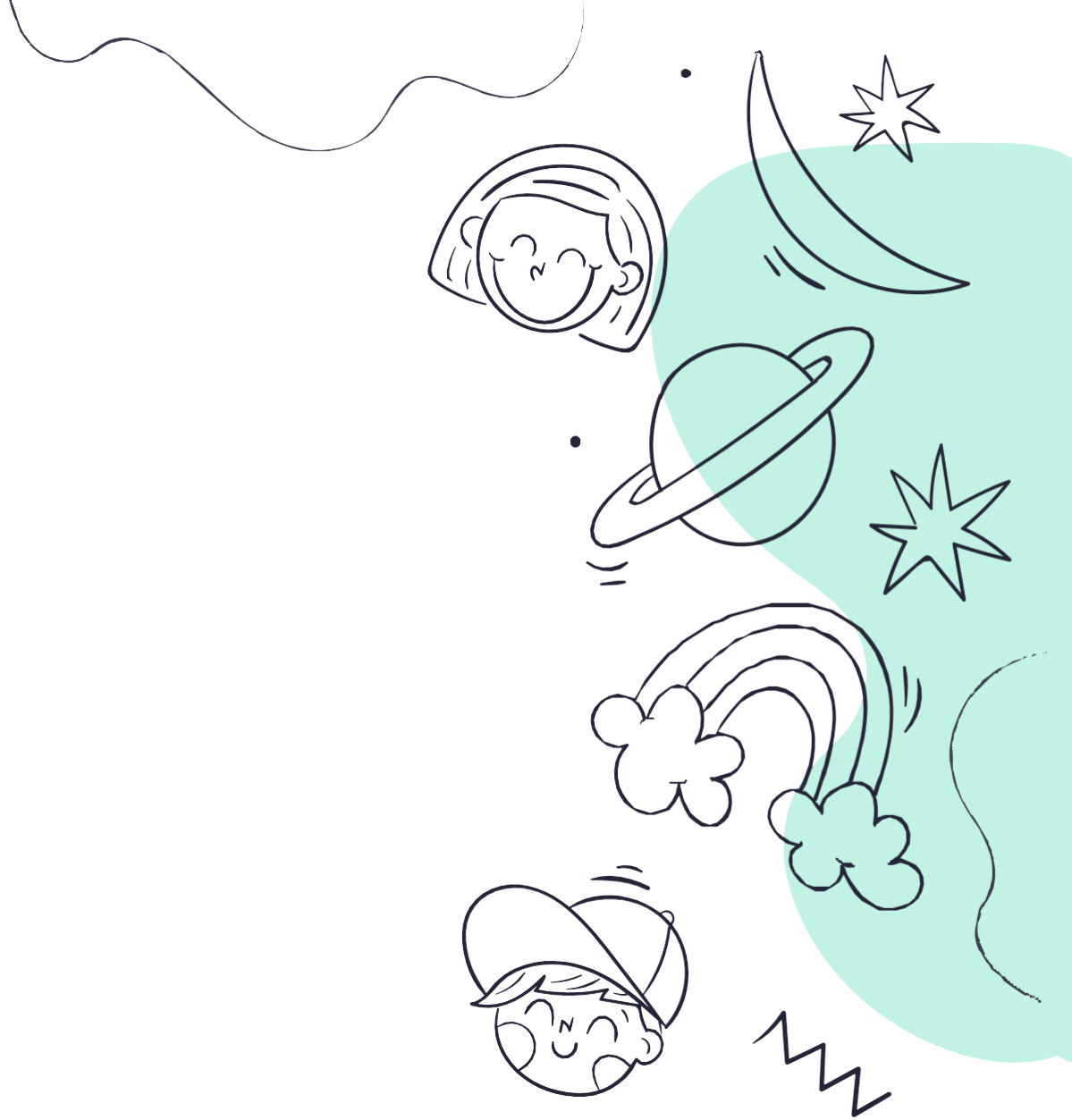




Pedagogical concept
of the Steinfort *Maison Relais*

Commune de
Steinfort



Steinfort *Maison Relais* (Non-Formal Educational Transition Centre)

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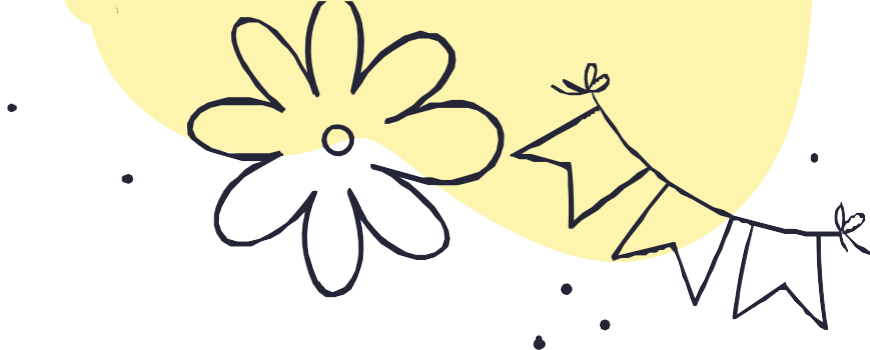


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Introduction

Development of the concept

Under the 2016 amendment to the Youth Act, all "*Services d'éducation et d'accueil pour enfants*" (SEA - Educational and childcare services) must now feature a pedagogical programme.

The concept should make the philosophy of the centre apparent to parents, staff and all interested persons. New staff members will immediately gain an insight into the pedagogical approach of the Steinfort *Maison Relais*. This concept was developed in close cooperation with all staff members of the Steinfort *Maison Relais*.

This important document is regularly revised, both on the basis of circumstances and changes to legal texts.

This concept document was revised in February 2023.

Olinger-Wagner, Vicky
Rasqué-Clemen, Fabienne
Geimer, Charel

A. 1. Municipality / Region / District

The municipality of Steinfort is located in the west of Luxembourg right at the Belgian border and near the Valley of the Seven Castles. In addition to the main town of Steinfort, it consists of the villages of Kleinbettingen, Hagen and Grass. At present, the municipality has about 5,900 whose inhabitants represent some 94 nationalities.

The municipality of Steinfort is located within the canton of Capellen. It is well connected to the city of Luxembourg by the A6 motorway. It also has a good public transport network through the railway station in Kleinbettingen (towards Luxembourg City and Brussels) and several bus lines.



1.1 Nationalities of people living within the municipality of Steinfort

Nationality	Grass	Hagen	Kleinbette n	Steinfor t	Total
Afghan				7	7
Albanian		2		12	14
Algerian		1			1
German		23	14	37	74
American		1	5	12	18
Angolan				2	2
Stateless				2	2
Argentinean		1			1
Austrian		1		4	5
Bangladesh				2	2
Belarussian		1			1
Belgian	16	119	84	310	529
Beninese				3	3
Bhutanese				1	1
Bolivia		1			1
Bosnian			1	4	5
Brazilian		2		12	14
British		27	4	6	37
Bulgarian		1		12	13
Cameroonian			1	3	4
Cape Verdians		1	3	10	14
Chinese		7	7	29	43
Colombian		1			1
Comorian		1			1
Congolese			1		1
Croatian		1	6	1	8
Cypriot		1			1
Danish		1		6	7
Dominican				3	3
Egyptian				1	1
Ecuadorian				3	3
Eritrean			7	15	22
Spanish		6	8	10	24
Estonian		2			2
Finnish			1		1
French	18	106	63	167	354
Gabonese	1				1
Ghanaian				1	1
Greek		11	3	11	25
Guatemalan		2			2
Hungarian		11		11	22
Indian	4	5	1	2	12
Iraqi				4	4
Iranian		2		4	6
Irish		7	5		12
Icelandic				4	4
Italian		40	24	117	182
Ivorian		5		2	7
Japanese					1
Kenyan		5			5
Kosovar		2		2	4

Laotian			1		1
Latvian	1	1	3		4
Lithuanian			1	2	3
Luxembourgish	97	1 040	769	1 705	3 611
Macedonian				2	2
Maltese				1	1
Maltese		2	2		4
Moroccan		3	1	1	5
Mauritian		1	1		2
Mexican		1			1
Montenegrin		2		9	11
Dutch	1	2	3	18	24
Nepalese				1	1
Nigerian				1	1
Norwegian				1	1
Ugandan				1	1
Pakistani				1	1
Peruvian				4	4
Filipino		1		3	4
Polish		4	6	6	16
Portuguese	15	112	82	291	500
Romanian		17	1	26	44
Russian				5	5
Rwandan		3		1	4
Senegalese				4	4
Serb		2		1	3
Slovak		1			1
Slovenian				3	3
Somali			1	3	4
Sudanese				1	1
Sri Lankan		2			2
South African		2			2
South Korean				1	1
Swedish			1	1	2
Swiss		1	1		2
Syrian			13	19	32
Tajik				1	1
Czech				9	9
Thai		1		1	2
Tunisian			1	6	7
Turkish	2	5	1	1	9
Ukrainian		5	12	22	39
Vietnamese		1			1
Total	156	1606	1138	2984	5884

There are many different nationalities in our community, which is also reflected in the *Maison Relais* centre in Steinfort. We see this as an opportunity to introduce our children to different cultures, languages and eating habits in a very natural way.

2. School infrastructure in the municipality of Steinfort

2.1 Kleinbettingen



School Building for Cycle 3 + 4



School Building for Cycle 1

2.2 Steinfort



School Building for Cycle 1



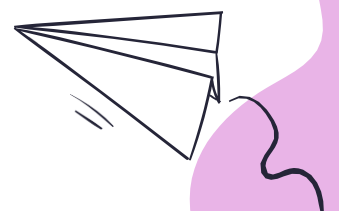
School Building for Cycle 1+2



School Building for Cycle 3 + 4



School Building for Cycle 2 + 3



3. Social structures in the municipality of Steinfort

-3.1 Maison Relais Steinfort

- Two day-care centres
- The Steinfort hospital with its "Psychogeriatric Centre".
- Regional Social Welfare Office
- The "*Épicerie sociale*" subsidised grocery
- Second hand shop

3.2 Kleinbettingen:

- One day-care centre

3.3 Hagen:

- One day-care centre
- Youth centre

3.4 Grass:

- 2 day-care centres

4. Cultural and sports activities in the Steinfort municipality

4.1 Cultural activities:

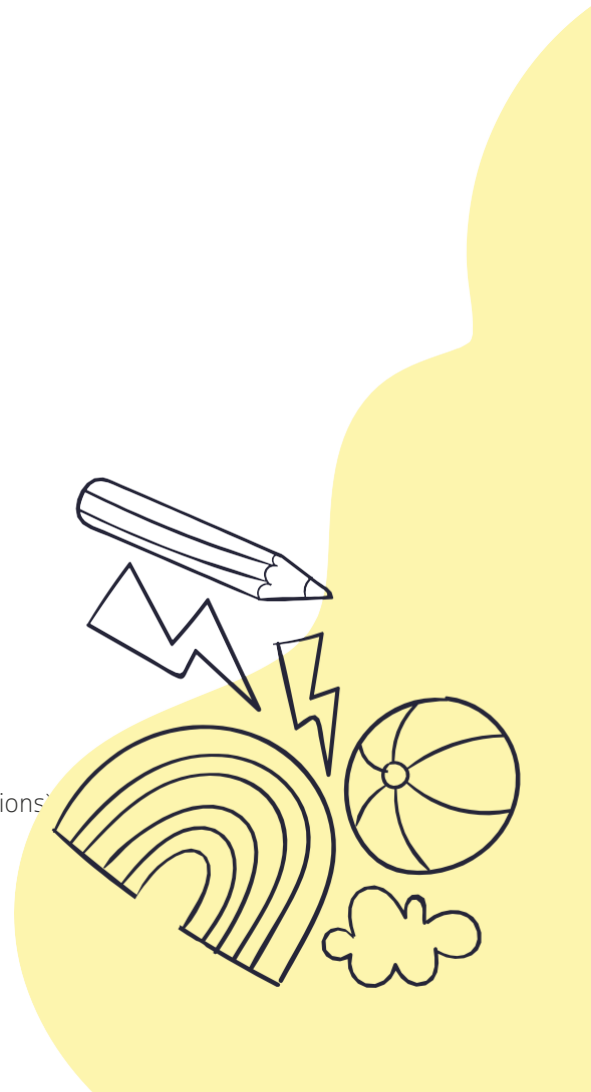
- Aktikulti open air creative exhibitions
- Billerwee exposition platform
- Funfair in Kleinbettingen and Steinfort
- Stengeforter Owe- & Umweltmarkt fair
- The Summer um Weier event
- Vintage Cars & Bikes
- En Dag bei der Baach (A day by the stream)
- Stengefort Christmas market
- Regional Music School
- Summer-dream Festival
- Others

4.2 Sports:

- Football pitch
- Swimming pool
- Beach volleyball court
- Pétanque (lawn bowling) grounds
- Fitness equipment
- Skate track
- Climbing park
- Tennis court
- Gymnasium

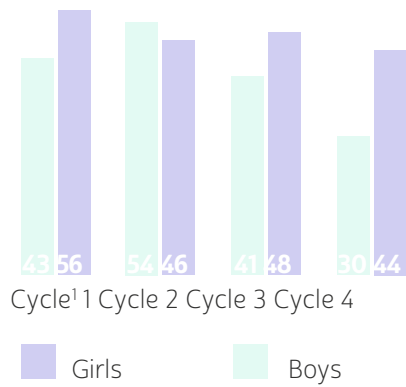
4.3 Associations:

- Football club
- Tennis club
- Gymnastics Club
- Taekwondo
- Swimming lessons for young and old
- LASEP (Luxembourg league of primary school sports associations)
- Dance school.



5. Description of the children in the Steinfort *Maisons Relais*

Boys and girls from the elementary school who live and/or go to school in the municipality of Steinfort are cared for at the *Maison Relais* in Steinfort.



Years	Girls	Boys
4	12	9
5	29	22
6	23	25
7	16	18
8	22	29
9	36	21
10	22	18
11	20	9
12	22	9

Nationality	
Afghan	2
Belgian	18
Belgian/ Luxembourgish	6
Belgian/Moroccan	1
British	8
British/Polish	2
Bulgarian	1
Bulgarian/French	2
Chinese	9
Congolese	1
German	5
Egyptian	1
Eritrean	2
French	11
French/German	1
French/Belgian	3
French/ Luxembourgish	3
French/Portuguese	2
Indian	1
Italian	3
Italian/Portuguese	1

Ivorian	2
Kenyan	1
Luxembourgish	205
Luxembourgish /Turkish	1
Luxembourgish/British	2
Luxembourgish/Spanish	3
Luxembourgish/Greek	1
Luxembourgish/Italian	3
Luxembourgish/Mauritian	1
Luxembourgish/Polish	1
Luxembourgish/Portuguese	5
Luxembourgish/Yugoslavian	1
Montenegrin	1
Dutch	2
Polish	1
Portuguese	30
Romanian	3
Sri Lankan	1
Syrian	10
Ukrainian	4
Yugoslavian	1
Total	362

¹ Translator's note: School years are referred to as 'Cycles' (*Zyklus*) in Luxembourg



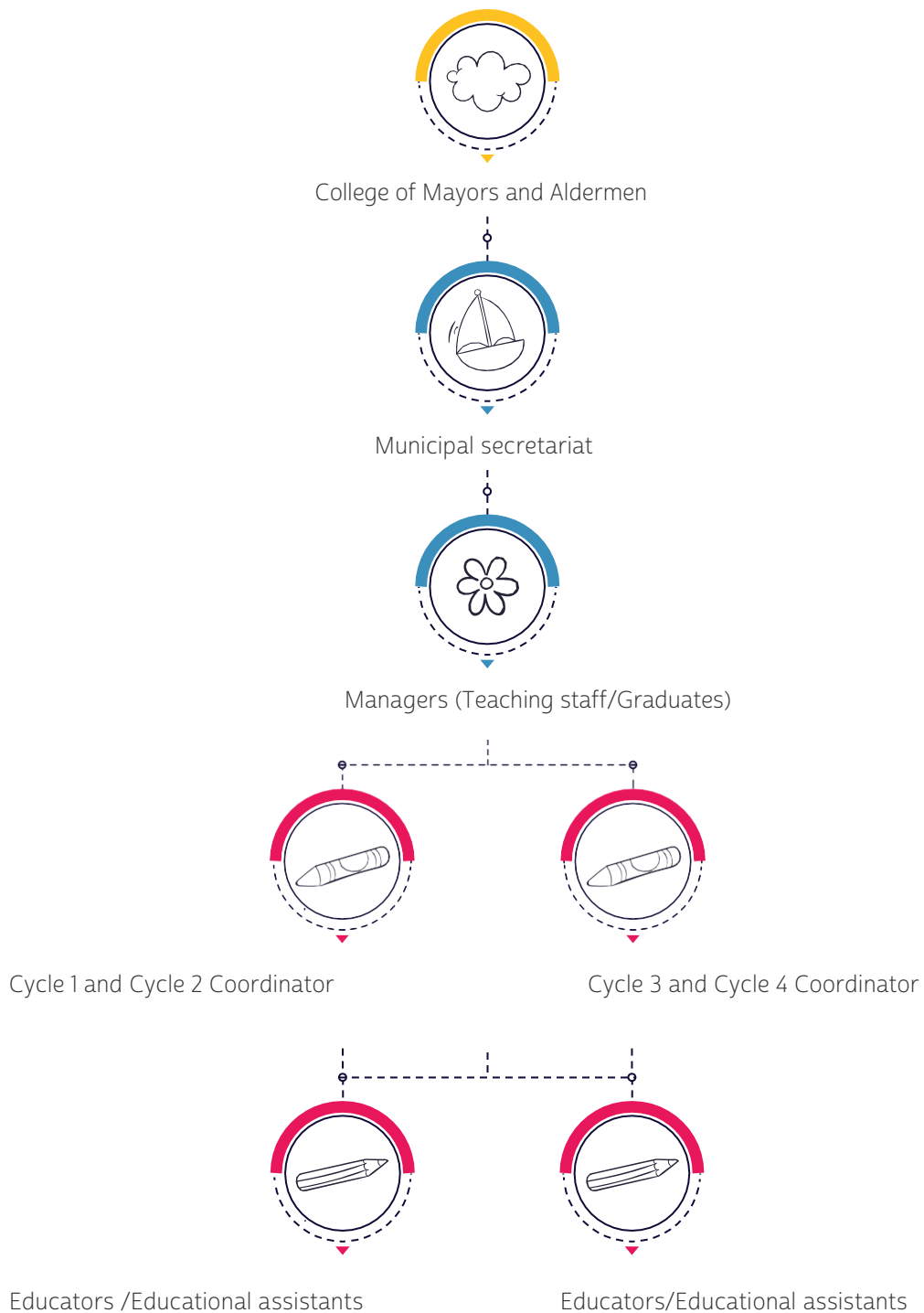
6. Administration

6.1 Information regarding the sponsor

The sponsor of the Steinfort *Maison Relais* is the municipality of Steinfort, which finances 100% of expenses.

A convention with the Ministry of Family Affairs allows for reimbursement of about 75% of mandatory expenses.

6.2 Organisation chart of the Steinfort *Maison Relais*



7. Facility-specific organisation

7.1 Description of the facility

Historical background

In 1991, a canteen was set up operating until 2003/2004 on Mondays, Wednesdays and Fridays during the lunch break. Child care was provided from 11.50-13.50, mainly by unqualified staff.

The canteen offering was expanded in a progressive manner. In addition to afternoon care, it was also open during school and summer holidays. Later, the children were cared for from 7.00 a.m. to 7.00 p.m. in the *Maison Relais*.

With the introduction of the *Chèque-service Accueil* service vouchers in 2009, the demand for childcare slots increased rapidly. To meet this demand, a building was constructed which was inaugurated in 2011. At that time, a maximum of 144 children could be accommodated.

In 2016, the building was extended, which means that we now have the capacity to accommodate 400 children. There are 21 rooms available for these children.

In September 2022, childcare outside the school holidays became free of charge. As a result, the demand for childcare places is steadily increasing.

Opening hours and regulations regarding

holidays Opening hours are as follows:

As a rule, the *Maison Relais* is open 49 weeks a year, excluding public holidays.

Timetable	Mo	Tue	Mi	Do	Fri
Morning reception of students: 07h00 - 07h50					
School catering: 11h50 - 13h50					
Schedule: 13h50 - 16h00					
Schedule: 16h00 - 18h00					
18h00 - 19h00					

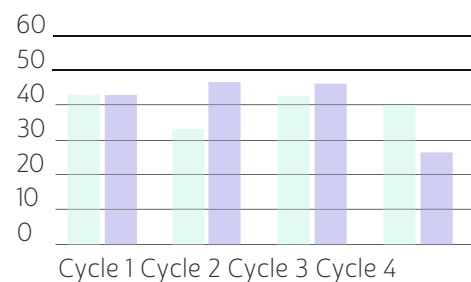
During the holidays, the Steinfort *Maison Relais* is open from 7:00 am to 7:00 pm. The *Maison Relais* is closed between Christmas and New Year's Eve and for the first two weeks of August.

Number of groups and structure

There are currently about 362 children enrolled at Steinfort *Maison Relais*. Of these, 199 are in Cycle 1 and 2 and 163 in Cycle 3+4.

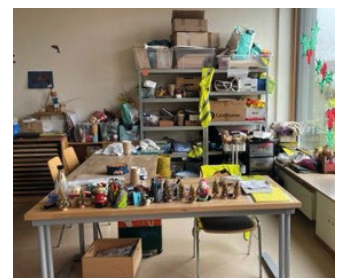
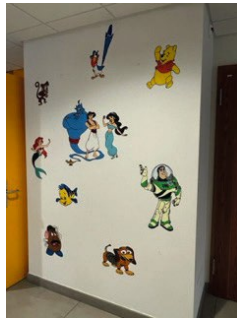
	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Boys	42	32	41	40
Girls	42	48	48	26

■ Girls ■ Boys

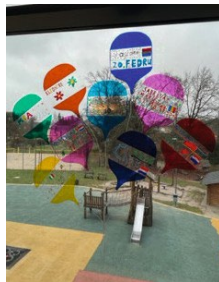


Cycle 1 and 2 have 11 rooms at their disposal:





Cycle 3 and 4 have 10 rooms at their disposal:



7.2 Staffing situation

The educational staff consists of **44 persons**. These are broken down as follows:

- 3 Social education workers
- 19 Educators
- 16 Educational assistants
- 3 Bus Attendants
- 1 Secretary
- 1 Assistant Secretary
- 1 Auxiliaire de vie

At Steinfort *Maison Relais*, it is important that the children feel safe and know who to turn to if they have questions or problems. This is where the reference educators play an important role.

They pick up their group from school and eat lunch together with the children at the same table every day. Homework is also done with individual persons. This builds a basis of trust.

We have found that children's behavioural problems are noticed much more quickly when they have a reference person, so we can react more quickly. In addition, this creates a family-like atmosphere and we can respond better to the needs of the children.

(see p. 24 "Dominant recurring theme for Maison Relais")

7.3 Responsibilities of the staff:

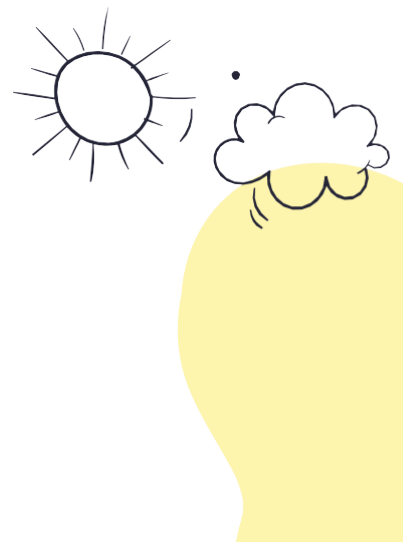
Educators/Educational assistants

- Care of the children
- Exchange with Steinfort *Maison Relais* partners
- Develop monthly teaching plans
- Eating together with the children
- Direct the activities and projects
- Develop the activities and projects
- Supervise homework
- Develop the educational concept

Children with specific needs are placed in the Maison Relais. The needs of the children are assessed by means of a personal observation sheet. Exchanges with parents and professionals (psychologists, psychomotor specialists, etc.) are encouraged in this context.

Management Representative of the Maison Relais

- Organisation of everyday life, personnel management
- Develop the educational concept
- Administrative tasks
- Exchange with Steinfort *Maison Relais* partners



7.4 Daily routine:

A properly organised daily routine is important for the children as well as for staff. We attach great importance to the children experiencing a certain regularity in their daily routine. This gives them stability and security.

Monday - Wednesday - Friday

07:00-08:00	Breakfast and/or free play
12:00-14:00	Lunch and free play or guided activities
16:00-17:30	Snack and finishing homework, free play or guided activities
17:30-19:00	Free play

Tuesday - Thursday

07:00-8:00	Breakfast and/or free play
12:00-14:00	Lunch and free play or guided activities
14:00-15:30	Doing homework, free play or guided activities
15:30-16:00	Snack
16:00-19:00	Free play or guided activities

Daily routine during the holidays:

- Greeting in the group rooms
- Eating breakfast together in the groups,
- Free play, activities, projects, preparations for the afternoon, excursions
- Lunch
- Activities, projects of excursions,
- Further care inside or outdoors at the Maison Relais until 19.00 hrs.

At the beginning of each school year, these daily routines are explained to the children and all new staff.

7.5 Information about meals:

The food at Steinfort *Maison Relais* is currently prepared and delivered daily by a municipal supplier.

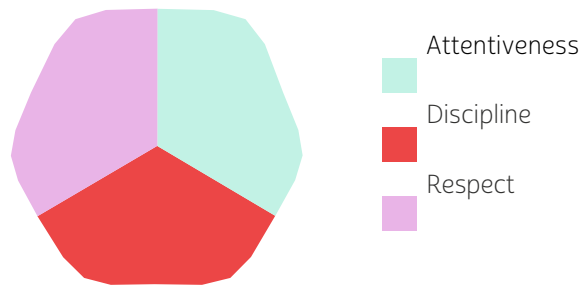
These balanced meals are prepared by a nutritionist.

The *Maison Relais* managers are in constant contact with the supplier and the nutritionist.



B. Pedagogical part

1.1 Rules



At Steinfort Maison Relais, the principle of "RAD" (Respect - Attentiveness - Discipline) is applied.

Attentiveness: I pay attention to myself and others and get help from teachers and educators.

Discipline: I am punctual and reliable. I persevere even when things get difficult or strenuous. I follow the instructions of teachers and educators.

Respect: I behave in a friendly and respectful way towards people, animals and things.

The "RAD" concept is to be complied with by both the children and the educational staff.

1.2 Cooperation with parents

Successful cooperation with parents requires regular and intensive exchange. Parents are the first and most important reference persons for the children. They know their child's weaknesses and strengths best.

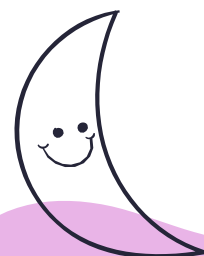
Parents are the most important educational partners. We want to work together with parents in non-formal education (outside of school). In this way, we can benefit from their observations and experiences with their child.

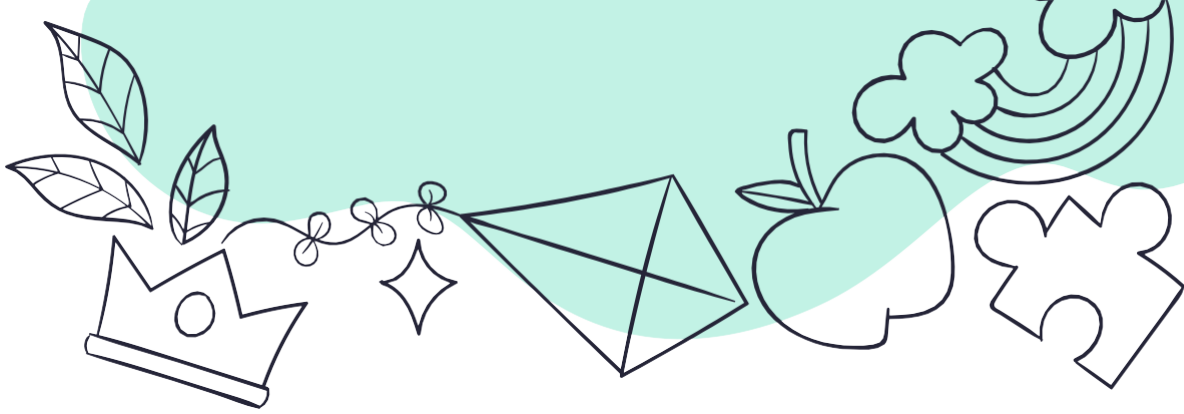
The most important values in the cooperation process with parents are respect, recognition and support. This cooperation also has positive effects on the child's development. The parents should feel welcome and comfortable with us. They ought to feel comfortable, secure and reassured when their children are placed in our care.

The following contributes to good parenting in our house.:

A cosy sitting area or parents' café has been set up in the Steinfort *Maison Relais*. Here, parents can make new contacts and exchange ideas with the educators when necessary:

- Exchanges during the annual parents' meeting
- Conversations in passing
- Individual parent meetings
- Regular information by letter
- Information display on the screen in the entrance area of the *Maison Relais*,
- Party to wind up the play afternoons
- Cooperation with the parent representatives
- Facebook page





1.3 Cooperation with external educational partners and other facilities/institutions

School

For us, the school is an important partner in the child's education. We have regular contact with the teaching staff to exchange information.

The *Maison Relais* and schools have an educational mission for the children of the Steinfort community and focus their pedagogical work on the same addressees. As such, together we can identify the capabilities of the children.

By working together with the school, we can support the general development of the children. In order for this to be possible, it is important to coordinate goals and activities. This is done jointly through the following:

- *Maison Relais* educators accompany the school classes during their excursions
- Joint meetings when children demonstrate abnormalities
- Participation in meetings for childrens' quarterly report card at school
- Joint participation in parents' evenings at school or at the *Maison Relais*
- Shared use of the premises
- Regular exchanges between those responsible for the *Maison Relais* and the school committee
- The Children's Community Council is a joint project of the school and *Maison Relais*
- Joint parent talks in case of abnormalities

1.4 External Partners

· The *Maison Relais* network

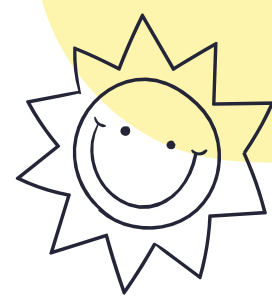
The "*Maison Relais*" network enables the managers of various *Maison Relais* to work together. The common feature is that the sponsors of these establishments are the respective municipalities. An exchange takes place at regular intervals, in a different institution each time.

An interaction between all the staff of the *Maison Relais* belonging to the Network is organized once a year. Speakers are invited to give lectures on specific pedagogical topics. Afterwards, staff members can exchange ideas and experiences.

· Social workers Associations of Nutritionists

· Cooperation with the Steinfort Youth Centre

- Cycle 4 children visit the youth centre in Steinfort several times a year. The aim of this exchange is to show the children what leisure activities or places they can go to when they leave elementary school and move on to secondary education.



1.5 Leitmotif or Guiding principle

The leitmotif of Steinfurt Maison Relais is:

"Fir dass d’Kand ka Kand sinn” - "Let a child be a child"

We create a favourable environment for children where they can develop, just like in a family.

The following cornerstones are of great importance at Steinfurt *Maison Relais*.

- Sense of responsibility
- Respect
- Attentiveness
- Discipline
- Openness
- Liveliness
- Self-confidence
- Personal development
- Individuality
- Self-reflection

The educational staff is available and supports each child actively to suit their individual rhythms. Children receive support in achieving individual development and autonomy. This enables them to further develop their capabilities.

To achieve these goals, we offer the children as much freedom as possible to play as they wish. We also provide them with educational and play materials that they can use in the different group rooms. In order to create a familiar and personal environment, reference persons, both for the younger (Cycle 1+2) and the older children (Cycle 3+4), are of great importance.

Through this attitude, we want to integrate the children outside of their families or school and acknowledge the individuality of each child. We want to build a foundation of trust and are aware of our responsibilities. We rely on these foundations to respond to the fundamental needs of each child and to safeguard their individual development.

1.6 Image of the child and understanding of education

At Steinfurt *Maison Relais*, we find it very important to see each individual child as their own personality. Each child brings their own story with them. They have had their own experiences and have their own perspectives. In our pedagogical work, the child is the centre of attention.

Every child should be able to develop freely and be a child. It is important to remember, however, that enrolments are steadily increasing every year. The individual groups are getting bigger and bigger. It is therefore a great challenge for the teaching staff to be attentive to the development of each individual child. The Educators take care to respect the strengths and weaknesses of the children and try to provide them with security and safety.

We see children as competent individuals. We attach great importance to the different characteristics of non-formal education (e.g. being voluntary, open, participatory, subject-oriented, discovery-based learning, process-oriented, partnership-based learning, relationship and dialogue, autonomy and self-efficacy) through which we support the children in formulating their interests and in actively engaging with their environment. (Characteristics of non-formal education www.enfancejeunesse.lu).

The children are able to make their own decisions and as such can choose which projects they want to participate in. All children are supported in their decisions by the educational staff. However, they also have to take responsibility for their decisions. They receive more detailed explanations and visual support through graphic material.

Every child is a social being. In order to find their way in a group, it is important that the children understand and observe the rules of the *Maison Relais* Steinfort (see rules p.22).

1.7 Understanding of the role of educators

- The educationalists are important reference persons who are responsible for a climate of open communication as well as respectful feedback and appreciation (www.enfancejeunesse.lu (2013) working paper "Guidelines for non-formal education in childhood and adolescence").
- The educators have a role model function for the children. That's why we attach great importance to ensuring that everyone adheres to the rules of the *Maison Relais*.
- They should take the children's needs into account and accompany them in their everyday life. In addition, they are active participants in the activities.
- They should also communicate and cooperate with the *Maison Relais* partners.
- The educators observe the children, reflect on their own work and participate in advanced training. They assist the children with their homework and give them inspiration in their daily lives. In addition, teachers are important resources for parents and external educational partners.
- The educationalists are aware of their responsibility towards the children and parents.
- They should create a home-like atmosphere in which the children feel comfortable and secure, similar to a family environment.
- The educationalists value the children under their care and teach them important values such as respect and openness.

1.8 Principles of education

Individualisation and differentiation

As explained in the section "Image of the Child", we believe that every child is unique. We want to build on this. Through observations and conversations with educational partners (parents, teaching staff, etc.) and attentive listening, we can recognise and support personality traits and competencies of individual children.

We offer the children a wide range of activities in everyday life that interest them, so that we can pick up where they are in their development.

The Maison Relais Steinfort has a wide range of resources consisting of a variety of educational tools and play materials. These are located in the different group rooms.

For example, if we notice that a child needs exercise, we encourage them to go to the exercise room or to go outside to let off steam.

However, many children also long for quiet time to escape from their crowded daily routine. These children have the opportunity to retreat in the group room. We want to respect the children's biorhythms. However, due to the increasing number of enrolments, it is becoming more and more difficult to incorporate quiet phases in the daily routine.

Diversity

The municipality of Steinfort is home to many inhabitants of different nationalities and cultures. This is also reflected in the *Maison Relais*. In our everyday pedagogical work, we want to embrace this diversity and the different ways of life as enrichment for the educational process.

This is reflected in the fact that we want to give every child the same opportunities.

In the pedagogy of diversity, "it is important to discover both similarities and differences between people so that one's own perceptions and perspectives change and develop further" (Prenzel, Annedore 2003).

We therefore want to confront our prejudices and are aware that our own values have a great influence on the children in our care. Differences are not perceived as a deficit or a threat, but as enrichment. The aim is to give children the best possible education. In everyday life, this means that we create a learning environment that meets the individual learning requirements of the children, such as:

- Children who are not allowed to eat pork because of their religion are offered a different meat during the meal
- Children with disabilities have a permanent place in our group
- Games are adapted so that every child can participate

Inclusion

The Steinfort *Maison Relais* is equally open to all children and families. We try to meet the needs of heterogeneous groups as best as possible and to perceive the differences of the children and their families.

Inclusion can only succeed through regular reflection and evaluation. The educational principle of "inclusion" is a great challenge for the entire educational team. It is not always possible for us to approach people without prejudices, but we try to examine ourselves critically.

Inclusion is experienced in our *Maison Relais* as follows:

- In our observations, we seek to determine which toys the children use more, which activities they choose and where there may be "gender-sensitive pedagogy" exceptions (manual for the development of concepts for day-care centres (SEA). However, we do not want to define specific role models.
- We want to find out how all children can expand their worlds of experience without being judgmental. We try to stop discriminatory messages immediately.
- We respect all cultures by, for example, offering children who have a Muslim background food without pork.
- We reflect on values and norms in the team and want to convey these to the children.
- We have always looked after children with mental and/or physical disabilities in our *Maison Relais*. The children are well integrated because we do not discriminate and we adapt our educational activities. Through discussions with the parents, we know that the children feel comfortable in our structure.

Multilingualism

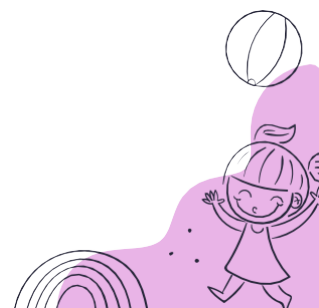
The diversity of nationalities in the municipality of Steinfort naturally brings with it multilingualism. It is therefore a great challenge for the educationalists to consciously pick up the children's languages.

Especially at the beginning of the school year, we have observed that the younger children (4-6 years) feel more comfortable in the still foreign environment when they are allowed to speak their mother tongue.

If the children speak a language other than one of the three official languages, we try to communicate with the children through gestures and facial expressions and accompany them with the Luxembourgish language. It often happens that the other children help us as little "translators" by our side. This also supports social contacts among the children.

Since the war in Ukraine (February 2022), some Ukrainian children are attending the Steinfort *Maison Relais*. To communicate with them, teachers use a digital translator. As a support, we take picture books. Little by little, the children learn to understand and speak Luxembourgish.

We believe that it is important to value the existing languages. It strengthens personal development and we see this as an asset in non-formal education.



The following examples describe the practical implementation of plurilingual education in our Maison Relais:

- Children who speak a foreign language receive explanations in Luxembourgish, then in their mother tongue (if we know it) and again in Luxembourgish. We underpin these with objects, pictograms, etc. Children learn a common language (Luxembourgish) through routine and visualisation of everyday things.
- Because the children are also allowed to speak French or other languages among themselves, Luxembourgish-speaking children also come into contact with other foreign languages. If there are several foreign language speaking children in a group, the children usually choose Luxembourgish as their common language.
- Once a week, we tell the children stories in Luxembourgish. During the discussions that follow, foreign languages are included.

1.9 Characteristics of non-formal education

Spontaneity

We offer the children the opportunity to make their own decisions in everyday life. Participation in projects and activities is on a voluntary basis. However, once the children have decided, we make a point of respecting their decision until the end of the activity to ensure continuity. This is especially true for projects.

We suggest different activities to children who need targeted support, which they are then allowed to choose.

Unfortunately, the children do not have the opportunity to choose when they want to eat lunch. However, this is not because we do not want it that way, but because the circumstances involving bus transport do not allow us to do so.

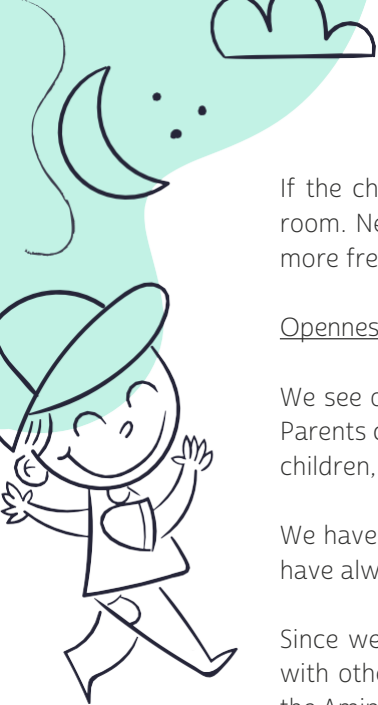
As we do not have a buffet, we try to give the children the pleasure and joy of eating through nicely arranged plates, freely according to the motto "We eat with our eyes". To develop their sense of taste, we encourage the children to taste everything. Of course, they are not forced to eat anything they don't like.

The meal situation should be a cosy get-together, in a pleasant and familiar environment.

Homework time is limited to 1.5 hours a day in our *Maison Relais*.

Through our observations and consultation with the teaching staff, we have noticed that more and more children have problems doing their homework independently. Many children spend their time in the Maison Relais until the evening. It is therefore important that we provide them with the time and space to complete their homework and to ask for help from the educationalists in case of need.

Many parents cannot support their children during homework because of the language. Moreover, when the children come home late at night, it is good if they have done some of their homework at the *Maison Relais*. In this way, we ensure equal opportunities for all children.



If the children refuse to do their homework, they are allowed to occupy themselves in another room. Nevertheless, we encourage the children to do their homework with us so that they have more free time at home.

Openness

We see ourselves as a relatively open structure. We are always open to the educational partners. Parents can come to the structure during opening hours (7am-7pm) to ask questions, pick up their children, have conversations or inquire about their child's well-being.

We have always been open to all children of the Steinfort community. Children with special needs have always been welcome here and still are today.

Since we think it is important that the children learn to be open-minded, we also work together with other structures. For example, we regularly visit the Psycho-Geriatric Centre in Steinfort or the Amiperas facility. In this way, the children have regular contact with older people, which results in receptivity for both sides.

Furthermore, we try to accompany the children from childhood to adolescence. We organise joint activities with the Steinfort Youth Centre. In addition, the educators accompany the children of the *Maison Relais* to their leisure activities and are consequently in regular contact with various associations in the Steinfort community.

An important point in the community work, open-mindedness in terms of goals and methodology. We try to achieve this by publishing this concept on the homepage of the Steinfort *Maison Relais* so that everyone has access to it. The concept has also been translated into French and English so that foreign citizens can also read and understand it.

We can learn a lot from each other and share experiences through the interaction in the *Maison Relais* Network. This is a great advantage for our work, as we can also support each other when issues arise.

Once a year, the representatives of the *Maison Relais* Network organise a training session on a current topic. All staff members of the individual centres can take part in this training.

Participation

In the guiding principle (p.24) we stated that we find it important that the children gain self-confidence. Children have a say and can thus become responsible for their decisions and actions. We try to achieve this goal through the following practical examples:

- The Children's Community Council is a joint project involving the *Maison Relais*, schools and the community administration. Cycle 4 children are allowed to actively participate in the Children's Community Council. Elections are organised every year in October. Two representatives are then elected from each class in Cycle 4. The Children's Community Council thus consists of 12 children. A president, vice-president and secretary are then selected from amongst these children.
- The Children's Community Council meets two to three times a year. During these meetings, various topics are dealt with pertaining to school children. Once a year, the ideas that have been worked out are presented to the Council of Aldermen and Alderwomen of the Steinfort municipality.

- The children at *Maison Relais* are allowed to decide in their group room which activities they would like to do. They also get to decide which projects they want to participate in.
- The children work out examples of the RAD principle together with the educators.
- The children are involved in planning educational activities, both during school hours and holidays. Through regular consultations regarding preferences and suggestions, a daily form of participation is established.

Subject focus

Methods and goals are adapted to individual children and, as far as possible, to their needs and interests. In our educational work, we take into account children's life situations.

Our observations are recorded in writing. Based on this, we develop our goals and methods. If we notice that we are not achieving the goals with our methods, we mention this in our evaluation and develop new methods.

Discovery learning

We believe that children can only understand their environment if they actively experience it. Freely according to the motto "Learning through Grasping" (Maria Montessori). According to the principle "Education is cognition with all the senses", the affective and practical dimensions of learning are emphasised in addition to the cognitive". (www.enfancejeunesse.lu (2013) Working paper "Guidelines for Non-Formal Education in Childhood and Adolescence"). We support discovery learning through the following examples:

- Regular visits to the forest, freedom to discover nature independently. Project on the topic of "Experiments"
- Free play to discover abilities and limits
- Partnership learning

Children's social skills are essentially supported through active cooperation and group experiences. The focus on cooperation and teamwork helps to develop group dynamics.

We support partnership learning through the following examples:

- We motivate the children to help each other during free play or specific activities
- Cooperation between educators and children, through which the educators can also learn
- Specific activities to strengthen group dynamics

Relationship and dialogue

The educators are responsible for ensuring open communication and respectful feedback and appreciation in their day-to-day work with the children. Relationships between the children and their reference person are important quality features for the positive development of the children. They ensure that the children can develop in an anxiety-free and educational atmosphere.

Reference persons are very important for the staff and the children. In our structure, the children have their fixed reference persons in everyday life. This applies to the children of Cycle 1+2 as well as to those of Cycle 3+4. The reference persons accompany the children out of school, eat lunch together and do the homework with them (Cycles 2, 3 and 4).

Until 2020, the children were cared for in a more open system. During the sanitary pandemic, they had to be taken in smaller groups because of the high risk of infection. We quickly realised that the children benefit from being cared for in smaller groups and with the same reference person. Problems are detected more quickly and can be resolved more quickly. We have also noticed that the children feel safer and find their way around better.

Autonomy and self-efficacy

An important goal in non-formal education work, is autonomy and self-efficacy. It is important that children experience self-determination and self-efficacy.

The children always have the opportunity to choose new "activities" themselves. We offer creative, musical and sporting activities and free play. They also have the opportunity to rest.

We also offer the children various projects, such as visits to Amiperas, the "Social Relations" project, the "Burkina Faso" project, sports projects, experiments, dealing with media, etc.) in which they can enrol autonomously.

We attach great importance to the fact that each child can decide on their daily routine according to what they need. The children's biorhythms are honoured.

It is also important to us that all children find themselves in our programmes and are able to realise their own potential.

1.10 Pedagogical practice / Framework conditions for the educational processes

Premises

The children spend their day in fixed group rooms. In these rooms, all materials are available to the children to ensure that their needs are met. In addition, the children can help to design their spatial environment. The outdoor area offers the children outdoor exercise.

Play and learning materials

The play and learning materials offered include all fields of activity. For example, dressing up, materials for research, learning and reading are available to the children.

The movement space offers the children the opportunity to let off enough steam.

Daily routine

As already described in point 7.2 page 20, children are picked up at school by their educators. Afterwards, the children eat together with their reference persons. Eating together should be a positive social and enjoyable experience socially.

After lunch, children can choose which activities they would like to participate in. The children also have the opportunity to do their homework in a quiet environment.

Social learning environment

At Steinfort *Maison Relais* we create an atmosphere of trust and acceptance, through the following:

- Small groups
- Separation of Cycles 1+2 and 3+4
- Positive and familiar design of the house and the rooms
- Parents' café in the hallway

1.11 Implementation of the fields of action (Framework plan for non-formal education)

Field of action 1:

Emotions and social relations

"From birth, children have emotional and social skills that they actively use to build relationships and shape interactions. Early attachment experiences are crucial for the development of skills in young children and can have a beneficial or inhibiting effect. Secure attachments in the social environment are essential for the development of resilience in stressful life situations.

In interaction with the socio-cultural environment, children and adolescents develop (self-) confidence and self-esteem as part of their identity. Through independent experimentation with all their senses and in exchange with their reference persons, they construct an inner image of themselves, their desires and their growing abilities.

Non-formal education institutions are encouraged to allow children and young people to incorporate their own ideas and interact in peer groups."

(www.enfancejeunesse.lu (2013) Working paper "Leitlinien zur non-formalen Bildung im Kindes- und Jugendalter"(Guidelines on non-formal education in childhood and adolescence).

The following programmes implement field of action 1 (emotions and social relationships) in the Steinfort *Maison Relais*.

- During lunch and homework, the children are always supervised by the same educators (reference person).
- We allow the children to withdraw from the group. Here they can distance themselves from the group activities. They have space to be alone or they can communicate with their peers.

- The retreat areas are equipped in such a way that the children feel comfortable and can relax (e.g. with sleeping facilities, blankets, rugs).
- The children can borrow books, magazines and CDs and listen to them alone or with friends. The educators read stories to the children and they talk about them afterwards.
- A sense of cooperation and community is fostered through team games, group and outdoor activities (e.g. football, new games, obstacle courses, etc.).
- The theatre stage gives the children the opportunity to express their feelings through short performances. They can show their emotions through role plays, photos, etc.
- Through the project "Burkina Faso ", the children learn social relationships that go far beyond their borders. They raise money by selling cakes regularly (every Friday before school holidays) and by selling second hand toys at the " *Owesmaart*". This money is donated to a school in Burkina Faso.

The local teacher, with whom we maintain close contact, buys school materials for the children on site with the contributions. This means that every year more children can attend school who previously did not have the financial means to do so.

During the activities of the "Social Relations "project, the Cycle 3 and 4 children learn how to treat each other with respect. They learn how to stick together in everyday life and how to master difficult situations without violence.

They also learn to listen to their inner feelings and to trust and express them. They learn to be independent and take responsibility.

Since 2012, we have been helping the "Noël de la rue" A.S.B.L. non-profit organisation by having the children make scarves, key rings, marzipan figures, etc. The handicrafts are donated and given to disadvantaged people in our community on Christmas Day.

Field of action 2: Value orientation, participation and democracy

"Non-formal education institutions form a section of society and enable children to have their first experiences of living together in a heterogeneous group. They accompany children and young people in the development of a basic value system that offers them orientation in a complex world. The special challenge here is the discovery of one's own will and the autonomy aspirations associated with it. Thus, the experiences now play a major role in deciding whether and how a child later gets involved in group processes, recognises the right of every human being to participate and also demands this. Adults who facilitate appropriate experiences and stable relationships provide the continuity and commitment needed to develop the ability to participate."

(www.enfancejeunesse.lu (2013) Working Paper "Leitlinien zur non-formalen Bildung im Kindes- und Jugendalter"(Guidelines on non-formal education in childhood and adolescence).



The following programmes implement field of action 2 in the Steinfort *Maison Relais*:

- The rules of the "RAD" concept are worked out with the participation of the children.
- The children can choose which activity they would like to participate in.
- Through regular projects, the children are introduced to the topic of "values and norms", e.g. through the independent preparation of sketches, which are illustrated or presented in a comic strip. The "Social Relations" project (see p. 32 HF 1)
- The educators make sure that they critically reflect on their own behaviour and respectfully meet the arguments and demands of the children (role model).

The municipality of Steinfort has a "*Service des égalités des chances*", or Equal Opportunity department. Within this framework, activities are offered on the topics of gender and equality.

In the Children's Community Council, children have the opportunity to actively participate in the community.

Field of action 3: Language, communication and media

"Successful language acquisition, especially in a multilingual society, is the basis of lifelong learning and of every individual educational biography. Continuous language support is a cross-sectional task in non-formal education institutions. The attentive dialogue between adults and children is the prerequisite for recognising the individual needs and interests of the children and for supporting their linguistic development in a holistic way. Also, indispensable elements of language education are differentiated sensory impressions and fun motor experiences that challenge, guide and support linguistic actions."(www.enfancejeunesse.lu (2013) Working paper "Leitlinien zur non-formalen Bildung im Kindes- und Jugendalter" (Guidelines on non-formal education in childhood and adolescence).

The following programmes implement field of action 3 at the Steinfort *Maison Relais*:

- In each room, books are available for the children. The children in cycles 3 and 4 use laptops, tablets and printers. They are also allowed to use these to do their homework.
- The children can sit together where they can have undisturbed conversations. There are also rooms for larger discussion groups.
- We have a notice board that provides information to parents and children in different languages.
- The children are given a brief introduction to the field of technology and science through the project "Experiments" (see field of action 6). Through small scientific experiments or through small programming tasks, the children immerse themselves in a new world. By experimenting in new areas, they come to grips with them slowly and become increasingly familiar with them.
- The children communicate with other children and teachers in everyday life. Teachers point this out to the children and correct them if they express themselves incorrectly.
- The children are regularly read stories and sung Luxembourgish songs. They are allowed to ask questions during and after the reading. Language is also used a lot during movement exercises. During meals, we encourage the children to speak Luxembourgish as a common language so that all children understand something. They can communicate in other languages during play time.
- Every year we invite members of the "Bee Secure" team. They make the children in Cycles 3+4 aware of the dangers that lurk on the Internet. They also explain to the children how to behave



and protect themselves on the Internet.

Field of action 4: Creativity, art and aesthetics

"Non-formal education institutions enable children to experience the senses in a variety of ways and stimulate children's joy in design and creativity. These experiences not only contribute to the development of creativity and expressiveness, they also significantly influence the differentiation of cognitive and emotional skills. Creative processes and artistic forms of expression enable children and young people to express and communicate their perceptions and feelings in a wide variety of ways. Every new form of expression is an opportunity to engage with the environment."

(www.enfancejeunesse.lu (2013) Working paper "Leitlinien zur non-formalen Bildung im Kindes- und Jugendalter"(Guidelines on non-formal education in childhood and adolescence).

The following programmes implement field of action 4 at the Steinfort *Maison Relais*:

The rooms of the *Maison Relais* are decorated according to the season, partly with handicrafts. The walls are also painted by the children themselves. Through handicraft activities, they have multiple opportunities to create.

The children have disguises, props and a stage at their disposal.

Through projects, we try to promote the children's strengths and weaknesses in different areas of the arts. Here, children who are otherwise too shy to participate can gain self-confidence by slipping into a different role. Children who have talents in one area (music, singing, theatre, dance, etc. – see field of action 5) can demonstrate them on stage.

Field of action 5: Movement, body awareness and health

"Health is defined as a positive concept emphasising the importance of social and individual resources as well as physical abilities. Important prerequisites for health and well-being are an attentive approach to one's own body and the secure feeling of being accepted. Non-formal educational institutions strengthen resilience factors (social skills, stress management, self-efficacy) by valuing and promoting children's competences. The health-conscious behaviour of teachers provides children and young people with additional guidance and impulses for a considerate approach to themselves and their environment."

(www.enfancejeunesse.lu (2013) Working paper "Leitlinien zur non-formalen Bildung im Kindes- und Jugendalter"(Guidelines on non-formal education in childhood and adolescence).

The following programmes implement field of action 5 at the Steinfort *Maison Relais*:

-In the *Maison Relais*, the following rooms are available to the children for sufficient movement: psychomotor room, "*Salle de défoulement*" unwinding area and the sports hall.

-Movement activities are offered. The children in Cycle 1 go to the swimming pool in Steinfort every six weeks.

-At Steinfort *Maison Relais*, we attach great importance to healthy nutrition and sufficient exercise. Therefore, we often provide the children with different activities (yoga, walking, cycling, swimming, dancing, etc.) that strengthen their body awareness and respond to their urge to move.

-Every year we have a project that focuses on the topic of "Healthy nutrition, More movement" in order to bring the children into contact with this topic and to make them aware of it..

Every four to five years, the project circus Procho has a performance. For one to two weeks, the

children learn new skills in the following workshops: performing clowns, glass balancing, animal training, floor acrobatics, tightrope walking, hula hoop and trapeze. At the end of the week, the children demonstrate their skills. Many children excel during this activity and discover hidden talents.

Field of action 6: Natural science and technology

"Through discovery learning, children recognise structures of order and regularities as well as connections between causes and effects. These developmental and learning processes are supported by curious teachers who are eager to learn. They direct the children's and young people's attention to phenomena in mathematics, nature and technology and put the facts into words in order to search for explanations together."

(www.enfancejeunesse.lu (2013) Working paper "Leitlinien zur non-formalen Bildung im Kindes- und Jugendalter"(Guidelines on non-formal education in childhood and adolescence").

The following offers implement field of action 6 at the Steinfort *Maison Relais*.

- Through the "Experiments" project, the children have the opportunity to explore. They can build circuits through small electric sets, programme a robot on the computer, conduct experiments in all areas, etc.
- We try to bring nature closer to the children through little nature weeks. The children need to get to know and respect nature. Every Tuesday we offer activities or free play in the forest.
- As often as possible we go outside with the children and try to bring them closer to nature through small activities (tending the school garden, spiral herb gardens, building huts in the forest)..

1.12 Description of focal points

Focus points in Cycles 1+2:
Motor skills and movement Language/ communication

Focal points in Cycles 3+4:
Motor skills and movement
Social skills: respect and recognition; Working with media

Based on our observations, we have determined that the following areas of action need to be addressed in more detail in our facility:

- We noticed a lack of motor skills in the children of Cycles 1+2. For this reason, we have to take up this field of action in Cycles 1+2.

In Cycles 1+2, we care for many children with different nationalities and languages. Therefore, we deal intensively with field of action no. 3 in this group.

In Cycles 3+4, we have noticed that many children have difficulties observing rules and living together in a positive way. They solve disputes and problems more and more often with physical and verbal violence. Important values and norms are increasingly forgotten in everyday life. Teamwork and positive group dynamics are becoming increasingly rare. Many children find it increasingly difficult to accept consequences. This has prompted us to give greater consideration to the field of social skills in our pedagogical work and to further expand the "Social Relations" project.

In addition, we want to teach the children how to use all media properly. We can no longer

imagine life without them. It is therefore all the more important to learn how to use them properly and to draw attention to the dangers as well as to their benefits.

1.13 Transition support

The settling-in period for children starting school in Cycle 1 in September begins every year on 1 September. Parents can register their children for the holidays at *Maison Relais* using the enrolment form (<http://maisonrelais.steinfort.lu/>).

You are free to choose on which day and for how long your children will be present, so that they can settle in according to their own rhythm. The children are always looked after by the same educators during their stay (security and reference persons). The childcare programme is prepared in such a way that the children get to know the daily routine at *Maison Relais* (e.g. getting to know the staff, building, etc.).

The parents of children who have already started school and are moving to the Steinfort community can request a visit to the *Maison Relais* from the people in charge. If necessary, these children can naturally spend a few hours at the *Maison Relais* to settle in until the actual enrolment takes effect.

Many children move to the community during the summer holidays. They visit the *Maison Relais* during the holidays so that they are accustomed to their new environment by September.

As we offer many projects throughout the school year which span the cycles, the children know all the *Maison Relais* teachers. In addition, the *Maison Relais* is located in the same building for all children. This makes it easy for the children to move from one cycle to the other.

From 1 September, the children of Cycle 2.2 spend the time until the start of school in Cycle 3.1, so that they can get used to their new environment more easily on 15 September.

1.14 Quality development / quality management

Evaluation of educational processes

At the beginning of every evaluation of educational processes, there is the formulation of goals. The observations are documented in order to optimise the pedagogical quality on the basis of specific development goals.

We would like to use the following example to explain what such an evaluation could look like:

Observation of child X in everyday life: difficulties in gross motor skills (climbing stairs, not being able to walk backwards, etc.)

Joint determination of objectives by the team: X is to climb up and down the stairs using both feet within one quarter.

Methodology to achieve the goal: the reference person should accompany the child daily when climbing the stairs while encouraging him/her to use both feet in a playful way.

Documentation of observation: the reference person must document their daily observations in an evaluation sheet. These observations are then discussed in the team meetings. Here it is discussed whether the applied methodology leads to the goal or needs to be reconsidered.

Evaluation: after one quarter, the joint observations are evaluated. If the goal has been achieved, this is documented. If not, the situation is reconsidered.

1.15 Establishing and developing educational quality

At Maison Relais, we aim to provide quality work for the children, as required by the law dated 24 April 2016. Our main objective is that children feel comfortable and safe with us (see Mission Statement p.24).

We use this concept to officially document our approach for all partners of the facility.

The child and the work with the child are the centre of attention in the institution. We offer high-quality work through the following procedures:

- - The pedagogical concept was developed together with the educational staff of our facility.
- - The *Maison Relais* directors make sure that the educational concept is applied in everyday life.
- - The educational concept is accessible to everyone via internet or at the centre.
- Regular team meetings are held to work on developing the educational concept. In addition, our pedagogical work is scrutinised critically at these meetings. Furthermore, everything is recorded in a written report and distributed to all staff.
- The *Maison Relais* managers inform the educational staff on a daily basis about the day's activities and changes via a document prepared for this purpose.
- A monthly pedagogical plan is drawn up for all cycles and recorded in the "*Journal de bord*" or Logbook in collaboration with the responsible staff. The *Journal de bord* is accessible to leaders, all staff and the SNJ regional agent(s) via the Internet.
- At the beginning of each school year, we organise an information evening for parents. This is where the children's daily routine is presented to the parents. They are informed about our internal regulations. They can visit the entire facility and talk to the educational staff. In addition, we meet the parents on a collaborative level by holding daily door-opening conversations with them and by being available for further individual discussions with them.

The *Maison Relais* organises an Open House every year in May. Interested citizens of Steinfort and especially parents and children can visit the *Maison Relais* and ask any questions they may have. They can also register their child at the *Maison Relais* for the upcoming school year.

- The "*Plan d'éducation périscolaire*" (PEP - Non-formal educational programme plan) requires close cooperation with the school.
- According to the law dated 24 April 2016, educational staff must complete 32 hours of formation over two years. This is verified by the an SNJ regional officer. The responsible persons draw up a training schedule based on the priorities of the institution's educational concept. Every year, we try to organise a team training session in which all the staff participate which is adapted to the requirements of the *Maison Relais* Steinfort.
- If supervision is needed, it will be organised.
- Staff appraisals are conducted once a year.
- The present concept is a permanent work in progress, which hinges on various circumstances such as changes in the framework programme, the number of children, the number of specialists, etc.

In addition, the concept is constantly revised and adapted to the needs of the institution.

C. References and sources

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D. Appendix

"*Règlement d'ordre interne*" (Internal regulations) of the Steinfort *Maison Relais*

