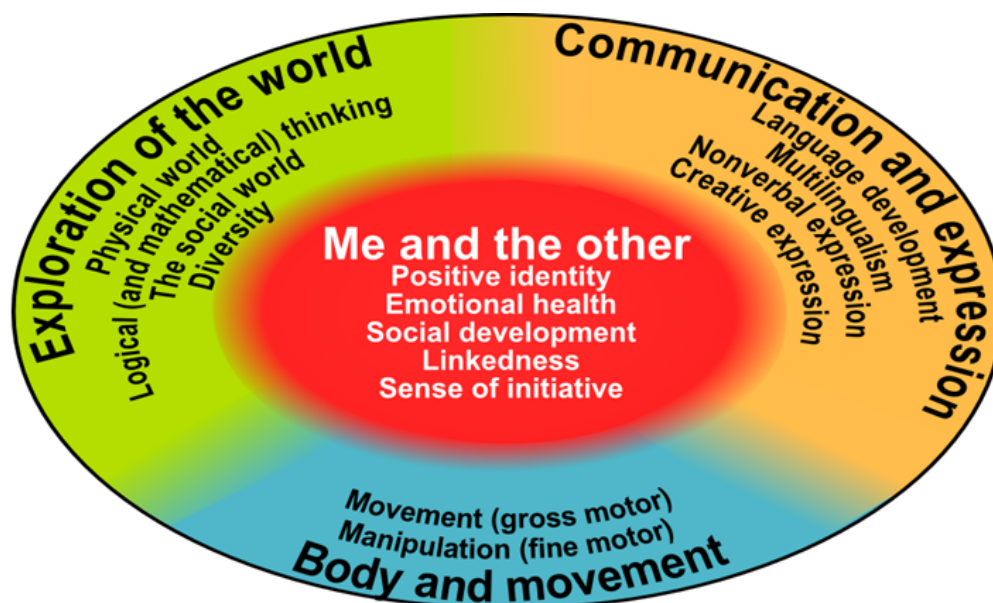


The pedagogical framework for childcare for babies and toddlers.

The pedagogical framework is a concise vision text on quality childcare. It describes pedagogical quality and acts as a source of inspiration for all practitioners working in childcare settings for babies and toddlers. It serves as a guideline and not a manual. It also values childcare practice, which many practitioners already perform on a daily basis. Finally, it holds a powerful message – or even promise – for families, namely that they can be assured of pedagogical quality at the childcare settings (cf. www.kindengezin.be/img/pedagogische-raamwerk-engelseversie.pdf).

The pedagogical framework describes what childcare does for children, families and society, the perspective taken by childcare over children, families and society, and the orientation it offers for pedagogical practice with respect to children, families and society. It describes four areas of experience which are indispensable for developing a challenging environment aimed at children's overall development:

- ✓ "Me and the Other", because children develop their identity during early childhood in a world full of other adults and children;
- ✓ "Body and Movement", because during early childhood the child's body undergoes extensive changes;
- ✓ "Communication and Expression", because children learn to express themselves verbally and non-verbally during early childhood;
- ✓ "Exploration of the World", because during early childhood children get to know and understand the world, both of objects and people.



Children experience different things at the same time. Every game and activity of young children pertains to a different area of experience. What children learn is linked to where, how and with whom they learn. Children feel, move, do things together, explore, play, talk, are creative and think. In practice this means that care activities and educational activities are inextricably linked, that areas of experience are intrinsically intertwined, and that affective, moral and cognitive aspects are addressed in ways including the use of well-being and involvement as guidelines for pedagogical quality