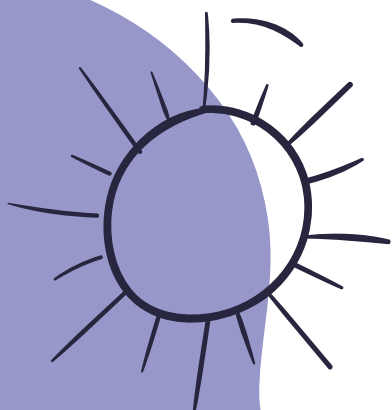




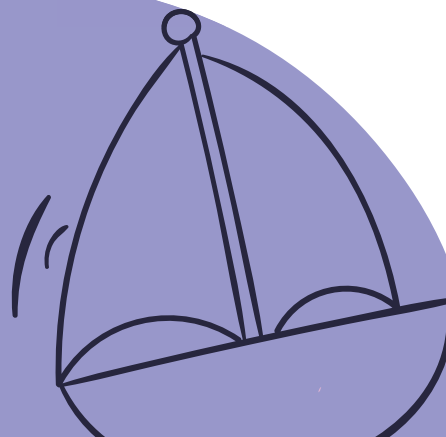
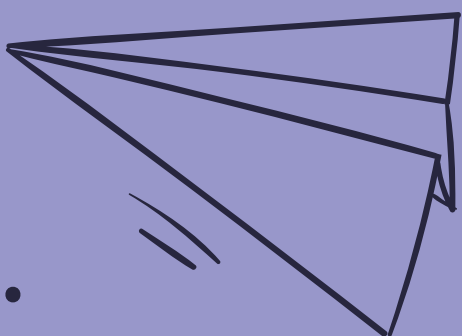
Maison Relais
Steinfort

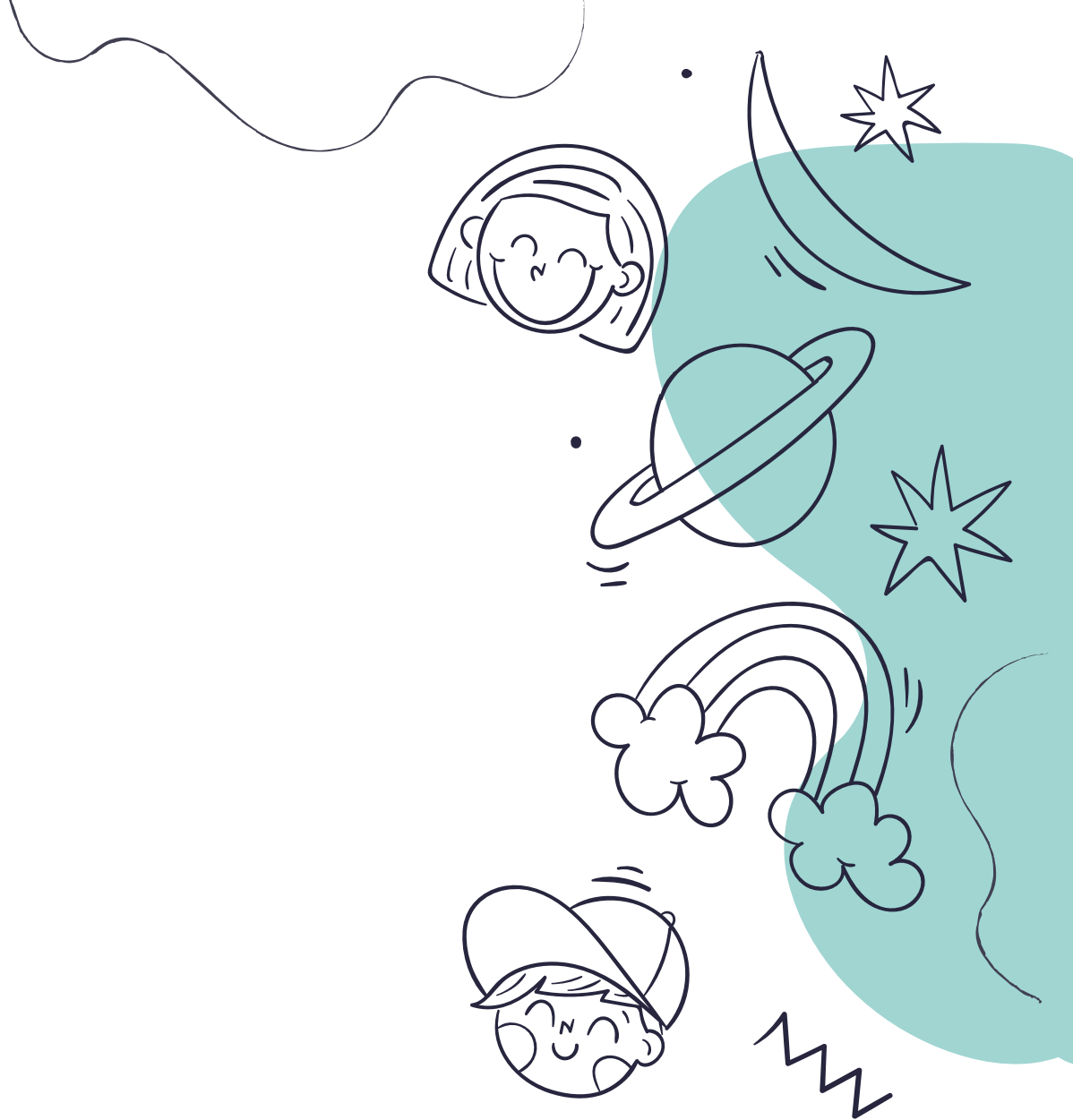


Educational Concept of SEA Steinfort 2026



Commune de
Steinfort





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Head of the Maison Relais Steinfort

Vicky Olinger-Wagner
Fabienne Rasqué-Clemen
Charel Geimer



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1. Introduction and development of the concept

Under the amended Youth Act of 24 April 2016, all Services d'Éducation et d'Accueil pour enfants (SEA) must prepare an educational concept and update it regularly.

This concept sets out the quality standards for our non-formal educational work, shows how these standards are maintained, and identifies how they will be developed further.

This document describes SEA Steinfurt's educational approach, values and organisational framework. It serves as:

- Parents, by providing clear information about the centre;
- staff, by offering a shared professional reference point;
- new staff as an introduction to our educational approach,
- external partners, by giving them a clear insight into our educational approach.

The concept was developed in close collaboration with the educational team. It is regularly reviewed and adapted in line with current legal requirements and institutional developments.

The last major revision took place in February 2026. Continuous development is an integral part of our quality management.

Vicky Olinger-Wagner

Rasqué-Clemen, Fabienne

Geimer Charel

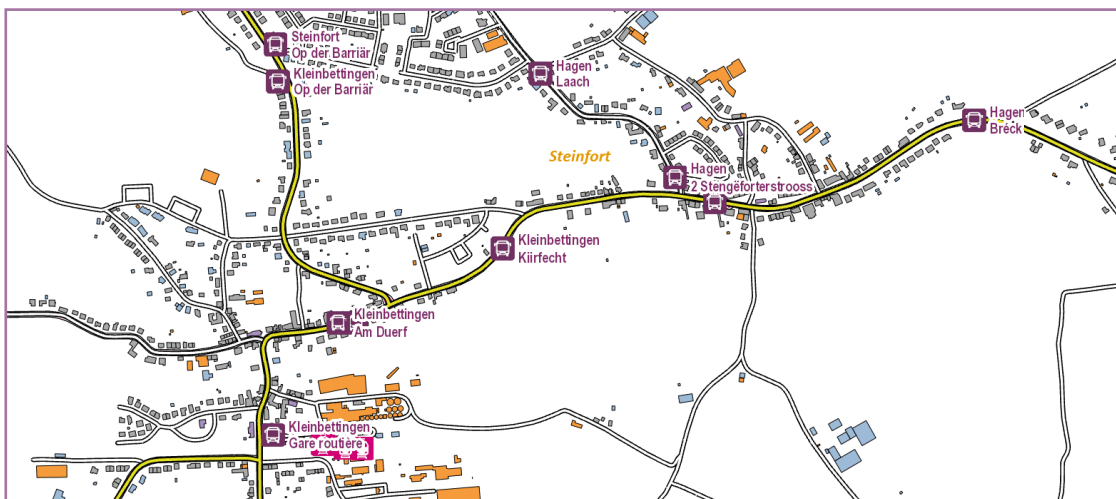
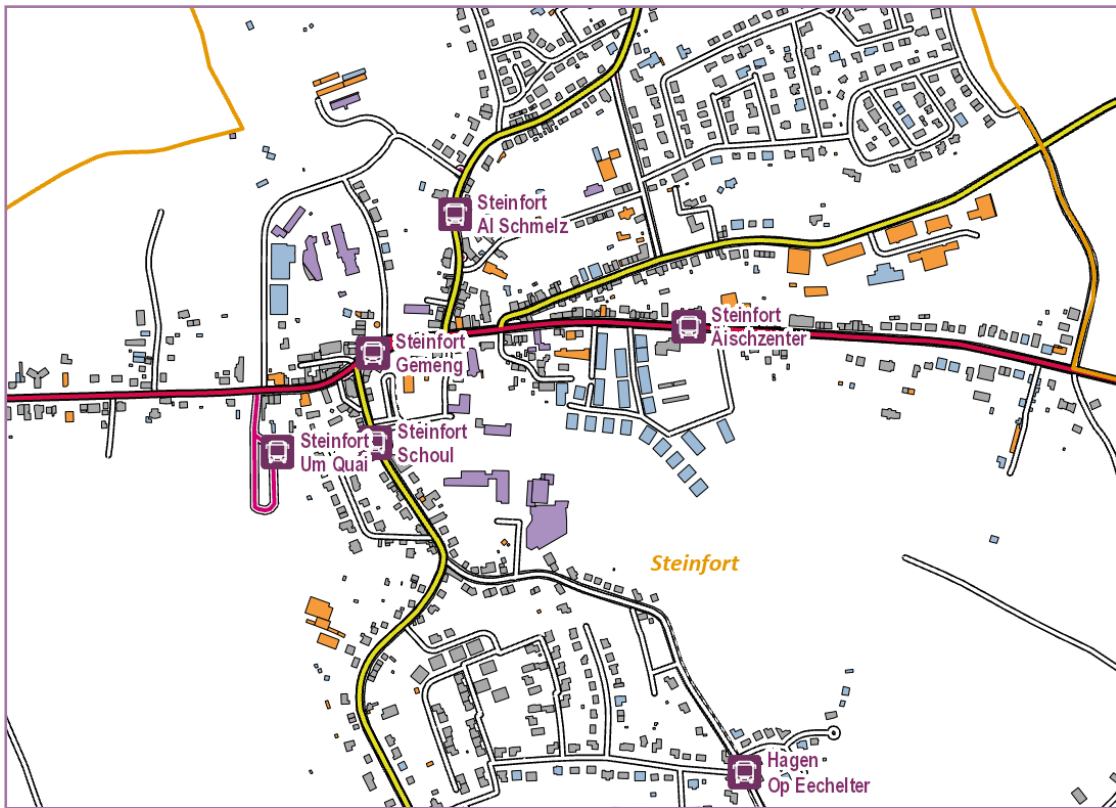
2. Municipality / Region / Local Area

2.1 The municipality of Steinfort

The municipality of Steinfort is situated in the west of Luxembourg, close to the Belgian border and belongs to the canton of Capellen. In addition to the main town of Steinfort, the municipality comprises the villages of Kleinbettingen, Hagen and Grass.

With approximately 6,148 residents and over 95 nationalities represented, Steinfort is a culturally diverse municipality. This diversity shapes social life and is also clearly reflected at SEA Steinfort.

The A6 motorway provides good links to Luxembourg City. Kleinbettingen railway station, with services to Luxembourg City and Brussels, together with several bus routes, also ensures excellent public transport access.



2.2 Nationalities of the population of the municipality of Steinfurt

Nationality	Grass	Hagen	Kleinbettingen	Steinfurt	Total
Afghan				5	5
Albanian	1	4		7	12
Algerian				3	3
German		18	11	45	74
Américaine		2	6	8	16
Angolan				1	1
Stateless				3	3
Armenian				1	1
Austrian		1		5	5
Bangladesh				2	2
Belarusian		1		1	1
Belgian	23	116	70	322	531
Beninese				9	9
Bosnian				2	2
Bosnian woman				2	2
Brazilian		2	1	13	16
British		24	7	12	43
Bulgarian				12	12
Burundian		1			1
Cameroonian		3	2	4	9
Canadian			1	2	3
Cape Verdean		1	3	7	11
Chinese		10	7	18	35
Colombian		1		3	4
Comorian		1			1
Congolese		1	1	1	3
Croatian		6	3	2	11
Danish		1		5	6
Dominican				2	2
Egyptian				1	1
Ecuadorian				7	7
Eritrean			6	17	23
Spanish		9	12	18	39
Estonian		2			2
Finnish				1	1
French	16	93	63	189	361
Georgian				1	1
Ghanaian		1			1
Greek		14	6	19	39
Guatemalan		2			2
Guinea-Bissau		1		4	5
Guinean			1		1
Hungarian		7		14	21
Indian	5	8		13	26
Indonesian				1	1
Iraqi				1	1
Iranian		2		3	5
Irish		7	5	1	13
Icelandic				3	3
Italian		33	28	98	159
Ivorian		5		2	7
Japanese	1			1	2

Kosovare				5	5
Laotian			1		1
Latvian		1	2	4	7
Lithuanian		4		3	7
Luxembourgish	115	1,068	807	1,837	3,827
Macedonian		1			1
Malaysian	1				1
Maltese		2	2		4
Moroccan		3	2	12	17
Mauritian			1		1
Mexican			1	4	5
Montenegrin		1		7	8
Dutch	1	3	2	16	22
New Zealander			4		4
Nepalese				1	1
Norwegian				2	2
Pakistani				15	15
Peruvian				3	3
Filipino		2		2	4
Polonaise		3	7	10	20
Portuguese	18	101	72	263	454
Romania		12	2	31	45
Russian		1		1	2
Rwandan				1	1
Senegalese				4	4
Serbian		1		1	2
Slovak		1			1
Somali		1		3	4
Sudanese		1		1	2
Sri Lankan		3			3
South African				2	2
South Korean				1	1
Swedish			1	1	2
Switzerland		1	1	1	3
Syrian		1	2	34	37
Tajik				1	1
Czech				11	11
Togolese				2	2
Thai		1			1
Tunisian		3	2	13	18
Turkish		7		8	15
Ukrainian		5	6	19	30
Venezuelan				6	6
Vietnamese		1			1
Total	181	1605	1148	3214	6148

2.2 Social and infrastructural structures 3. Social structures in the municipality

2.2.1 Infrastructure in Kleinbettingen



Building "Cycles 3+4"



Buildings "Cycle 1"

2.2.2 Infrastructure in Steinfort



Buildings "Cycle 1"



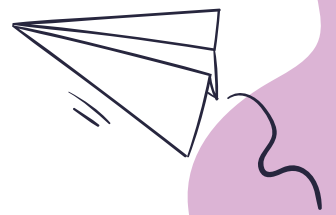
Buildings "Cycle 1+2"



Building "Cycles 3+4"



Buildings "Cycles 2+3"



2.4 The municipality has a well-developed education and childcare infrastructure.

This includes:

- several nurseries
- SEA Steinfort
- a primary school building for Cycles 1–4
- a youth centre
- a regional social services office
- social support services, such as a charity shop and second-hand goods
- medical facilities, including the local hospital and its attached psychogeriatric centre

In terms of culture and sport, Steinfort offers a wide range of activities and facilities:

Cultural activities and events include:

- regional festivals and markets
- cultural exhibitions
- music school activities
- seasonal events, such as the Christmas market and summer events

Sports facilities include:

- football pitch
- sports hall
- swimming pool
- tennis court
- skate park
- beach volleyball court
- outdoor fitness equipment
- climbing park

Numerous clubs, including sports, dance, martial arts, music and gymnastics clubs, further enrich the municipality's leisure offer.

This vibrant community and club network is an important resource for SEA Steinfort's educational work.



3. Target group of SEA Steinfort

SEA Steinfort provides care for children who live in the municipality of Steinfort and/or attend primary school there.

Around 400 children are currently enrolled across Cycles 1 to 4. The children represent a wide range of ages, languages, family backgrounds and cultural experiences.

Multilingualism and diverse family contexts are a valuable asset and play an important role on our day-to-day educational practice.

We see diversity as an opportunity:

- different cultural experiences broaden all children's horizons
- multilingualism is valued and embedded in our educational practice
- different life experiences foster mutual understanding

3.1 Description of the children

At Maison Relais Steinfort, we provide care for primary-school children who live in the municipality of Steinfort and/or attend school there. The following table provides an overview of the children's declared nationalities.

Nationality	
German	3
Albanian	1
Belgian	6
Beninese	2
British	4
Cameroonian	1
Cape Verdean	2
Chinese	5
Colombian	1
Eritrean	2
French	5
French/German	1
French/Belgian	5
Hungarian	1
Indian	4
Italian	6
Italian/Cameroonian	1
	2
Italian/Swedish	2
Icelandic/Portuguese	1
Ivorian	1
Latvian	1
Luxembourgish	124
Luxembourgish/Belgian/ French	3
Luxembourgish/Italian	2
Pakistani	1
Polish	1
Portuguese	27
Sri Lankan	1
Syrian	14
Czech/Brazilian	1
Tunisian	1
Ukrainian	3
Not specified	174
Total	407
Polish	1
Portuguese	30
Romanian	3
Sri Lankan	1
Syrian	10
Ukrainian	4
Yugoslav	1
Not specified	45
Total	407



4. Governing body and organisation

4.1 Information on the governing body

The governing body of SEA Steinfort is the municipality of Steinfort.

The municipality pre-finances all expenditure. Under an agreement with the Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse, the municipality receives a pro-rata reimbursement of eligible costs, as provided for by law, currently amounting to 75%.

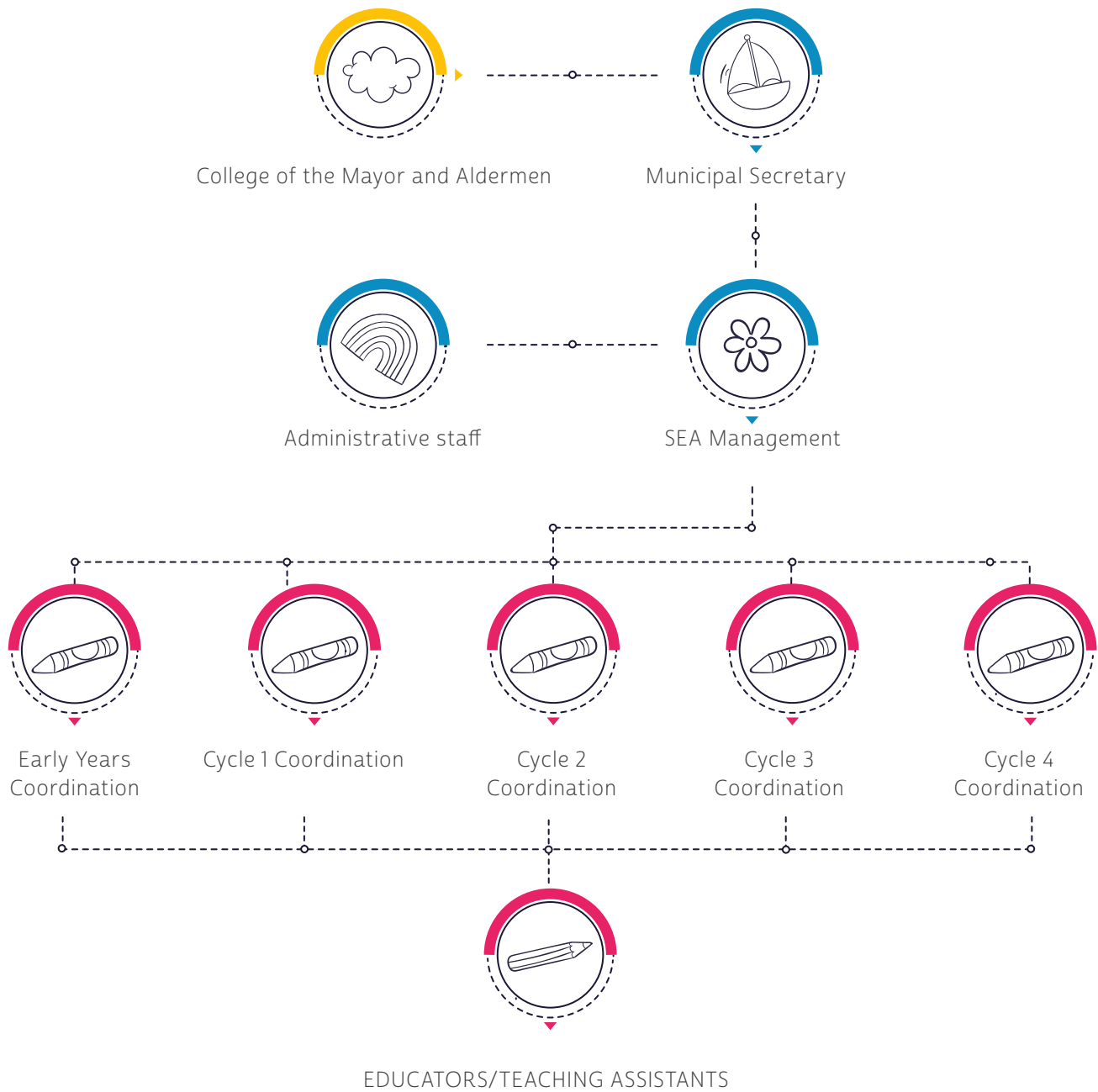
4.2 Organisational structure

SEA Steinfort has a clear management and organisational structure:

- College of the Mayor and Aldermen
- Municipal Secretary
- SEA Management
- Early Years Coordination
- Cycle 1 Coordination
- Cycle 2 Coordination
- Cycle 3 Coordination
- Cycle 4 Coordination
- Educational staff
- Support staff
- Administrative staff

A clear division of responsibilities and regular team meetings ensure structured workflows and close cooperation across the organisation.

4.3 Organisational charts



5. Historical development of SEA Steinfort

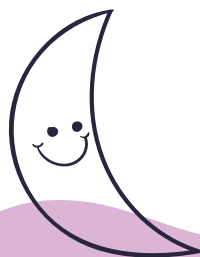
SEA Steinfort developed from an originally school-based lunchtime care service, first introduced in 1991 and initially available only on selected weekdays.

As demand increased, the service was gradually expanded to include:

- afternoon care
- holiday care
- extended opening hours from 7.00 am to 7.00 pm
- the introduction of the Chèque-service Accueil in 2009
- the construction of a new building in 2011
- further infrastructure expansion in 2016
- care for children in the Précoce programme from 2024/2025

Today, SEA Steinfort has capacity of up to 440 places and 21 activity and group rooms.

Since the introduction of free childcare outside school holidays in 2022, demand has continued to rise steadily.



6. Opening hours

SEA Steinfort is generally open 49 weeks a year, excluding public holidays.

During term time, the service provides:

- early morning care from 7.00 am
- lunchtime care
- afternoon care until 7.00 pm

During school holidays, the service is open continuously from 7.00 am to 7.00 pm.

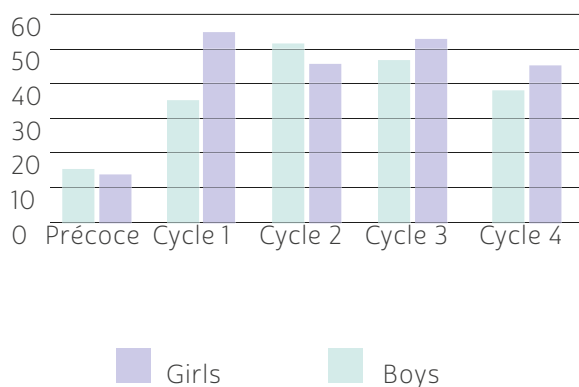
SEA Steinfort is closed between Christmas and New Year and during the first two weeks of August.

Timetable	Monday	Tuesday	Wednesday	Thursday	Friday
Early drop-off: 07.00 am – 07.50 am					
School meals: 11.50 am – 13.50 pm					
Free time: 1.50 pm – 4.00 pm					
Free time: 4.00 pm – 6.00 pm					
Late care: 6.00 pm – 7.00 pm					

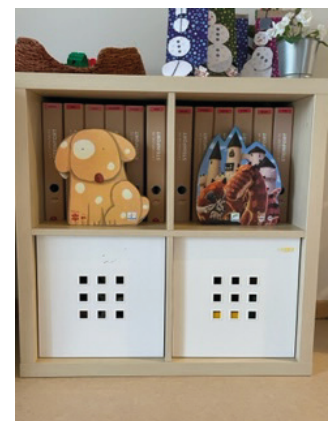
Group size and structure

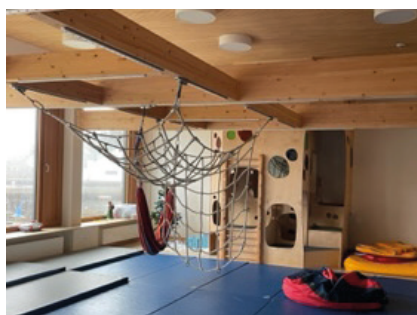
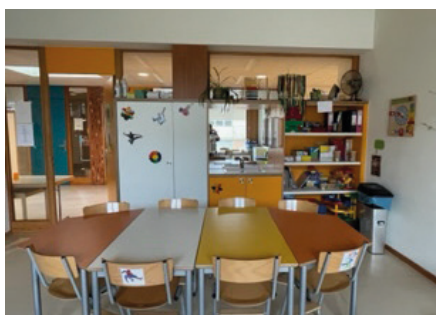
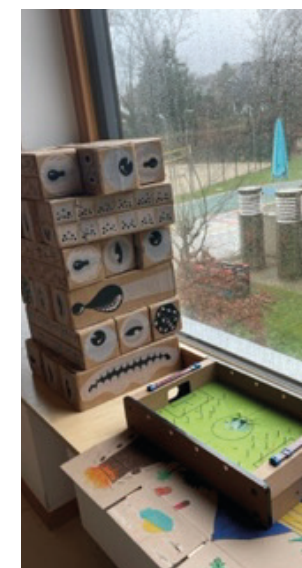
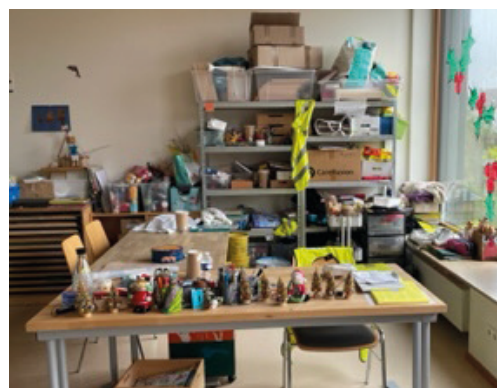
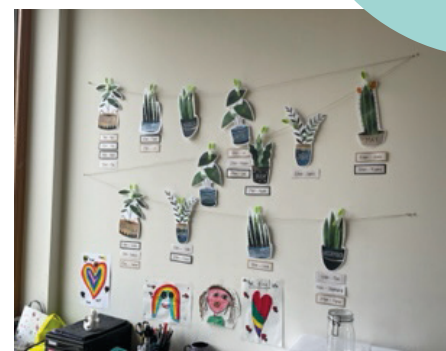
There are currently around 407 children enrolled at the Maison Relais Steinfort. Of these, 40 are in the Précoce group, 187 are in Cycles 1 and 2, and 180 are in Cycles 3 and 4.

	Précoce	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Boys	24	36	52	48	39
Girls	16	54	45	52	45



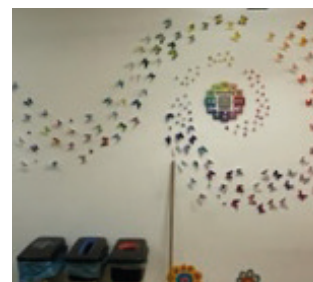
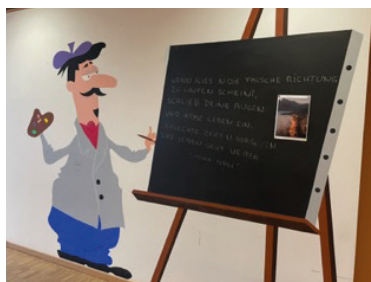
Cycles 1 and 2 have 11 rooms available:







Cycles 3 and 4 have 10 classrooms at their disposal:



The Précoce programme has six classrooms available:



7. Staff structure and areas of responsibility

7.1 Staffing situation

The multi-professional team at SEA Steinfurt is made up of qualified specialists from a range of educational and childcare backgrounds.

The team includes, among others:

- social education workers
- state-recognised early years practitioners
- assistant childcare workers
- bus attendants
- administrative staff

The staffing structure is based on statutory requirements and on the needs of the children.

Through regular training, team meetings and reflective practice, we support continuous professional development and ongoing quality improvement.

7.2 Responsibilities of the educational staff

The educational staff at SEA Steinfurt are responsible for the following tasks:

- safeguarding the children's physical and emotional safety· supporting and caring for the children in their day-to-day lives· creating a secure environment in which children can flourish· designing and implementing educational activities and projects· preparing monthly plans and project plans· supervising homework time and providing support where needed· observing and documenting developmental processes· working in partnership with parents· cooperating with the school and external partners· contributing to the further development of the educational approach

Children with specific needs are included in everyday life at the centre. Individual needs are identified using structured observation tools. Communication with parents and, where necessary, with external specialists, such as therapists and psychologists) takes place in close consultation.

7.3 Management and coordination

The management team is responsible for:

- overall organisational management
- personnel management
- quality assurance
- administrative tasks
- conceptual development
- liaison with schools, the local community and external organisations

Transparent communication between management and the team provides the basis for a stable organisational structure.

8. Key-person system

A key element of our educational work is the key-person model.

At SEA Steinfurt, it is particularly important that the children feel safe, seen and taken seriously. Every child should know who they can turn to with questions, worries or concerns.

Each group therefore has designated key adults who:

- collect the children after school,
- support them through their daily routine,
- have lunch with them,
- supervise them during homework time
- act as the first point of contact for parents.

This consistent support helps to build a strong foundation of trust.

We have found that this model helps to:

- identify behavioural concerns at an earlier stage
- support developmental processes in a more targeted way
- resolve conflicts more quickly
- help children navigate their daily lives with greater confidence and structure
- reassure parents by ensuring that their child has a consistent and reliable point of contact

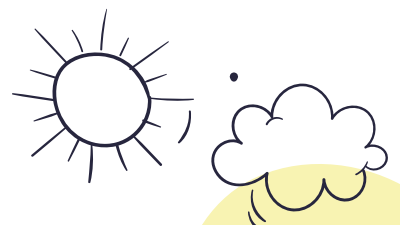
For parents, the key-person system fosters trust and a sense of security. Children are able to form stable relationships more quickly, while parents know exactly who to contact if they have questions or concerns.

The key-person system makes a significant contribution to a supportive and manageable environment in which children can find their bearings and flourish.

Attachment theory is a central foundation of our educational work at SEA Steinfurt. Over many years, we have found that reliable, stable and sensitive relationships are essential to children's healthy emotional, social and cognitive development. Guided by this understanding, we apply the principles of attachment theory consciously, thoughtfully and consistently in our day-to-day work, because children need secure relationships in order to develop and flourish.

Attachment theory according to John Bowlby:

According to John Bowlby, children need a consistent attachment figure to feel safe and secure. Secure attachment is the foundation for healthy emotional development. A consistent and sensitive caregiver is therefore also important in a childcare setting. This person serves as a secure base from which the child can explore their surroundings. This reduces stress and supports learning.



9. Daily routine

A reliable daily routine gives children security and structure. At the same time, we incorporate flexible elements so we can respond to individual needs.

9.1 During school term time

Monday – Wednesday – Friday

- 07:00–08:00: early morning care (breakfast and/or free play)
- 12:00–14:00: lunch and free play or supervised activities
- 16:00–17:30: homework time (Cycles 2–4) or free play/projects
- 17:30–19:00: free play / after-school care

Tuesday – Thursday

- 07:00–08:00: early morning care (breakfast and/or free play)
- 12:00–14:00: lunch and free play or supervised activities
- 14:00–15:30: homework time (Cycles 2–4) or free play/projects
- 15:30–16:00: snack
- 16:00–19:00: free play / activities / after-school care

9.2 Homework time

Homework time is intended as supervised study time.

The educational staff:

- ensure a quiet working atmosphere· help pupils to stay focused on their work· provide support with comprehension questions where possible· do not replace private tuition

The aim is to give children the time and space to work on their assignments as independently as possible.

For children who may receive less support at home due to language or family circumstances, this structured learning time makes an important contribution to equal opportunities.

9.3 Holiday arrangements

During the school holidays, full-day care is provided from 7.00 am to 7.00 pm.

The daily routine includes:

- arrival and welcome in the groups
- breakfast together
- projects, workshops and excursions
- lunch
- afternoon activities
- free play indoors and outdoors

School holidays provide an opportunity for more extensive projects, excursions and cross-group activities.



10. Meal Plan

Mealtimes are an important social and educational part of the daily routine.

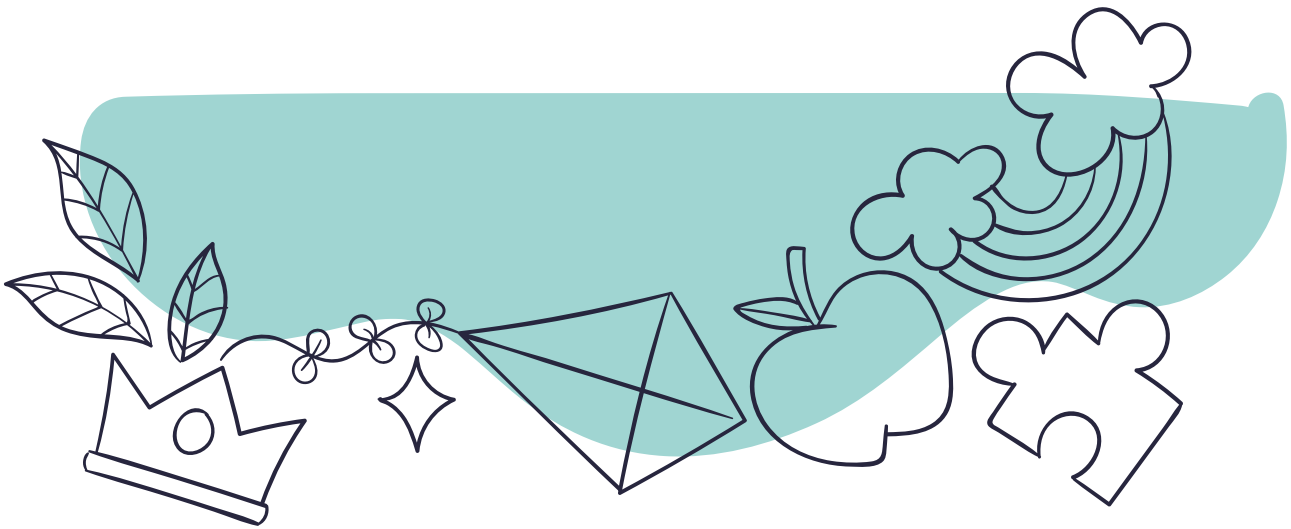
Food is freshly prepared and delivered daily by an external caterer. The menu is planned in collaboration with a nutritionist and is based on balanced, child-friendly criteria.

We place great importance on:

- a healthy and varied diet
- individual needs, including allergies, intolerances and cultural eating habits
- a calm and pleasant dining atmosphere
- eating together with carers

Children are encouraged to try new foods, but they are never forced to eat.

Within the often-structured rhythm of the school, we see mealtimes as an important opportunity for interaction, togetherness and social learning.



11. Educational section

11.1 Guiding principle

SEA Steinfors's guiding principle is:

“So that children can be children.”

This guiding principle expresses our fundamental educational philosophy:

We create a safe, reliable and development-promoting environment in which children can flourish, explore and grow.

Our aim is to create an environment that:

- conveys a sense of security
- promotes independence
- strengthens social skills
- enables individual development
- allows for participation
- values diversity

SEA Steinfors sees itself as a complementary educational and living environment alongside the family and school. We guide children in their personal development, build on their strengths and support them in developing confidence in themselves and their abilities.

11.2 View of the child

Our educational approach is based on an appreciative and resource-oriented view of the child.

We view every child as:

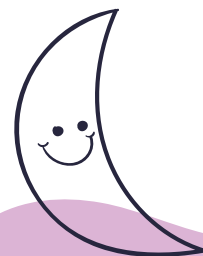
- an independent individual
- an active participant in shaping their own development
- a social being
- a capable person with their own experiences, strengths and needs

Children bring with them different life experiences, cultural backgrounds, languages and developmental needs. We see this diversity as an asset.

The child is at the centre of everything we do. At the same time, we are aware that increasing group sizes place particular demands on structure, organisation and educational professionalism. This makes clear procedures, consistent key adults and reflective practice all the more important.

Our educational approach is guided by the principles of non-formal education and includes, in particular:

- voluntary participation
- participation
- a child-centred approach
- discovery-based learning
- a process-oriented approach
- dialogue and relationships
- the promotion of autonomy and self-efficacy



11.3 Educators' understanding of their roles

The educators at SEA Steinfurt see themselves as:

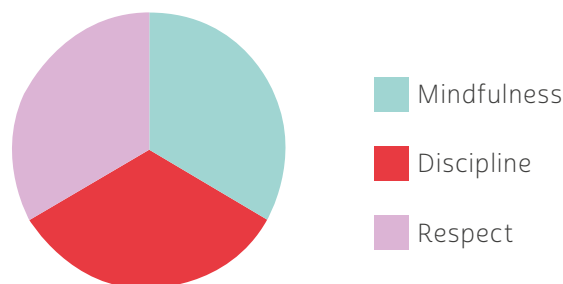
- reliable support figures
- facilitators of developmental processes
- sources of inspiration
- observers
- facilitators of social processes
- partners to parents
- cooperation partners for the school
- active participants in educational reflection and development

They are responsible for:

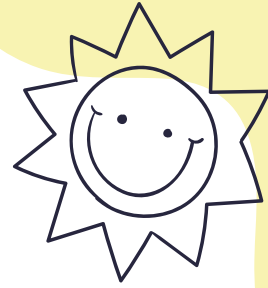
- the physical and emotional safety of the children
- creating a supportive and respectful environment
- providing clear structures
- ensuring transparent communication
- modelling professional behaviour
- engaging in continuous self-reflection
- supervising the children

Our staff treat children with respect and as active participants, while also setting clear boundaries and providing guidance. They encourage independence without overwhelming the children, and support decision-making processes without dictating them entirely.

For us, a family-like atmosphere does not mean a lack of structure. It means reliability, attentiveness and emotional security.



This principle forms the basis of our daily interactions.



Respect

We treat people, animals, materials and shared spaces with respect. We recognise and value diversity.

Mindfulness

We look after ourselves and others. Feelings, needs and boundaries are acknowledged and taken seriously.

Discipline

We honour our agreements, take responsibility for our actions and demonstrate reliability.

The RAD principle is embedded in everyday practice together with the children. Consequences are explained transparently, established jointly where appropriate, reflected on and discussed in an age-appropriate way. The aim is not control, but guidance and a shared sense of responsibility.

11.5 Cooperation with parents

A trusting partnership with parents is fundamental to our work.

Parents are their children's most important caregivers and key partners in their education. We see our work as complementing family life and upbringing.

Our collaboration is based on:

- respect
- transparency
- openness
- mutual respect
- solution-focused communication

Forms of collaboration include:

- informal conversations
- one-to-one meetings with parents
- parents' evenings
- information-sharing information through communication digital channels
- information notices
- open days
- end-of-term celebrations for the play afternoons
- cooperation with parents' representatives
- joint activities
- cooperation with the Janusz Korczak Parents' School

Our aim is for parents to feel welcome, informed and confident in our work.

11.6 Cooperation with the school

The school is a key partner in the children's educational journey.

As the school and SEA Steinfort support the same children, close coordination is particularly important. The aim is to provide holistic support and to ensure that transitions are well structured.

Forms of cooperation include:

- regular dialogue with teaching staff
- joint discussions when concerns arise
- participation in selected school exchanges , such as parents' evenings and termly report meetings-to-parent meetings coordination of projects, such as the Children's Council
- shared use of premises
- cooperation within the framework of the PEP (Plan d'Éducation Périscolaire)
- regular dialogue between the SEA management team and the school committee
- support from SEA staff during school activities, such as trips and summer camps

Constructive cooperation enables us to identify developments at an early stage and take coordinated action.

11.7 Cooperation with external partners

SEA Steinfort works with various external partners, including associations, the youth centre, the Réseau Maison Relais, social workers, counselling centres, therapeutic professionals and prevention services.

AssociationsChildren who are enrolled in clubs, such as gymnastics, swimming, taekwondo, LASEP or music lessons, and whose parents are unable to accompany them, are taken to the meeting point and collected again by Maison Relais staff. This helps ensure that all children have the opportunity to take part in club life in the municipality of Steinfort.

Youth centreChildren in Cycle 4 visit the youth centre in Steinfort several times a year. These visits introduce them to leisure activities and places they can access when they leave primary school and move on to secondary education.

These partnerships open up a wider range of experiences for the children and provide supportive guidance through transitions, including the transition to secondary school.

Réseau Maison RelaisThe Réseau Maison Relais brings together managers from various Maison Relais centres run by local authorities. Meetings take place at regular intervals and are hosted by a different centre each time.

Once a year, a meeting is organised for all staff members of the Maison Relais centres belonging to the Réseau. Speakers are invited to give presentations on specific educational topics, after which staff have the opportunity to discuss these topics with one another.



12. Educational principles of SEA Steinfort

The educational work of SEA Steinfort is guided by the national guidelines on non-formal education. We understand our educational work as process-oriented, resource-building and embedded in everyday life.

12.1 Individualisation and differentiation

Every child brings their own circumstances, interests, strengths and developmental needs. Our task is to meet children where they are in their development and to support them appropriately.

This is achieved through:

- targeted observation
- team discussions
- Discussions with parents and the school
- tailored activities
- flexible programme design, including a variety of educational resources and play materials in the rooms

We offer a wide range of physical, creative, language-based and project-based activities to respond to different needs.

At the same time, we are aware that increasing group sizes present organisational challenges. This makes clear structures and a well-planned daily routine even more important.

12.2 Diversity

The municipality of Steinfort is culturally diverse and this diversity is also reflected in the SEA Steinfort.

We see diversity as a resource. Different languages, cultural backgrounds, family structures, religious affiliations and lived experiences enrich our everyday educational practice.

In practical terms, this means that we create a learning environment that responds to children's individual needs. For example:

- children who do not eat pork for religious or personal reasons are offered an alternative at mealtimes
- children with disabilities are included in group life wherever structurally possible
- games and activities are adapted so that every child can participate

Our aim is:

- to ensure equal educational opportunities for all children
- to address differences in a visible and respectful way
- to actively counteract prejudice
- to foster an anti-discrimination mindset

Differences are not seen as a shortcoming, but as a learning opportunity for the whole group.

12.3 Inclusion

SEA Steinfort is open to all children.

For us, inclusion means recognising differences, breaking down barriers and taking individual needs into account as far as possible.

This includes:

- tailored activities
- tailored support
- team reflection on values and norms
- cooperation with parents and specialist services
- awareness-raising of gender-sensitive education

Children with specific needs are included in everyday life wherever structurally possible. Our approach is based on respect, while recognising that spatial and staffing constraints may create limitations.

For us, inclusion is an ongoing process of development.

12.4 Multilingualism

Multilingualism is an integral part of daily life at SEA Steinfort.

Many children grow up speaking more than one language. We see this linguistic diversity as a strength.

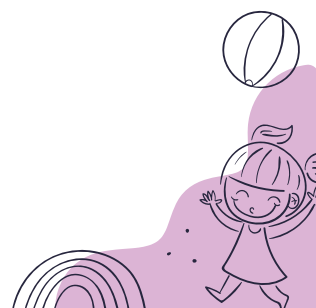
Our aim is:

- to value the languages children already speak
- to promote Luxembourgish as a shared language of communication
- to support language development as an integral part of everyday life

In practice, this means:

- using clear and simple language
- using visual aids, including pictograms
- building on repetition and routines
- supporting communication through gestures and facial expressions
- involving children as language mediators where appropriate
- using modern technology, such as translation apps on iPads, where helpful

Stories, songs, conversations and projects promote language skills in a way that is appropriate to the children's age and stage of development.



13. Characteristics of non-formal education



13.1 Voluntary participation

Children have choices in their everyday lives. They can:

- take part in projects
- choose activities
- opt for free play

However, freedom of choice also means taking responsibility for the decisions they make.

Certain organisational routines, such as mealtimes, are set for structural and educational reasons.

As we do not have a buffet, we encourage children to enjoy their food by presenting it attractively on their plates, in keeping with the saying “we eat with our eyes first”. To help children develop their sense of taste, we encourage them to try a little of everything. However, they are not forced to eat anything they do not like.

To ensure a calm and pleasant mealtime atmosphere, lunch takes place in different groups at two separate times. Children can choose when they would like to eat.

Mealtimes are intended to be relaxed, sociable moments in a pleasant, family-like atmosphere. After lunch, children in the Précoce group can have a nap.

Homework time at Maison Relais is limited to 1.5 hours a day.

Through our observations and discussions with teaching staff, we have noticed that more and more children are finding it difficult to complete their homework independently. Many children stay at Maison Relais until the evening. It is therefore important that we provide them with the time and space to do their homework and, where necessary, ask the childcare staff for support.

Many parents are unable to support their children with homework because of language barriers. In addition, when children arrive home late in the evening, it is helpful if they have already completed some of their homework at Maison Relais. In this way, we contribute to equal opportunities for all children.

If children refuse to do their homework, they may spend time in another room. Nevertheless, we encourage them to complete their homework while they are with us, so that they have more free time at home.

13.2 Openness

We see ourselves as an open and approachable organisation. We are always ready to listen to educational partners. Parents can visit the centre during opening hours (7 am–7 pm) to ask questions, collect their children, have a chat or enquire about their child’s wellbeing.

We have always been open to all children in the municipality of Steinfort. Children with specific needs have always been welcome here and continue to be welcome today.



Because we believe it is important for children to carry this openness with them as they grow up, we also cooperate with other organisations. For example, we plan to re-establish contact with the Centre psycho-gériatrique in Steinfort and to take part in activities organised by the Biergerhaus. This gives children regular contact with older people and fosters openness across generations.

We also support children as they transition from childhood to adolescence. Together with the Steinfort Youth Centre, we organise joint activities. Childcare staff also accompany children from Maison Relais to their leisure activities and are therefore in regular contact with various clubs in the Steinfort community. Transparency regarding our objectives and methods is an important aspect of our public-facing work. We aim to achieve this by publishing this concept on the Maison Relais Steinfort website, making it accessible to everyone. The concept has also been translated into French and English so that international residents can read and understand it. Through contact with other SEAs, we can learn from one another and exchange experiences. This is a major advantage for our work, as it enables us to support one another when questions arise.

13.3 Participation

Participation is a central element of our work.

Children are involved in:

- selecting activities
- designing projects
- developing group rules
- taking part in reflection sessions

The aim is to promote democratic values, enable children to have a say and strengthen their sense of responsibility. Participation is adapted to the children's age and stage of development.

We put this into practice through the following examples:

- The Children's Council is a joint project between the Maison Relais, the school and the local council. Children in Cycle 4 can take an active part in the Children's Council. Elections are held every October, with two representatives elected from each Cycle 4 class. The Children's Council thus consists of 12 children. A president, a vice-president and a secretary are then selected from among them.
- The Children's Council meets two or three times a year. During these meetings, various topics of concern to the schoolchildren are discussed. Once a year, the ideas developed are presented to the Municipal Council of Steinfort.
- Children at Maison Relais can decide which activities they would like to take part in within their group room. They can also decide which projects they would like to join.
- Children work with educators to develop practical examples based on the RAD principle.
- Children are involved in planning educational activities during both term time and school holidays. Regular surveys asking about their wishes and suggestions foster an everyday participation.
- Children have access to a suggestion box. They can use it to share their suggestions for improvement, either anonymously or not.

13.4 Child-centred approach

Our programmes are guided by:

- the children's interests
- current group dynamics
- observations of the children's development
- the children's life situations

Educational planning is flexible and is regularly reviewed and adapted.

13.5 Discovery-based learning

Children learn through active experience. In line with the principle that "education is learning through all the senses", the affective and practical dimensions of learning are emphasised alongside the cognitive dimension.

We promote discovery-based learning through:

- experiments
- experiences of nature, including weekly visits to the woods
- wilderness education
- physical activities
- project-based work
- independent exploration through free play
- collaborative learning

Active cooperation and group experiences play a key role in developing the children's social skills. A focus on cooperation and teamwork helps strengthen group dynamics.

We support collaborative learning by:

- encouraging children to help one another, whether during free play or targeted activities
- fostering cooperation between educators and children, through which the educators can also learn
- offering specific activities designed to strengthen group dynamics

In doing so, we do not follow one specific educational method, such as Montessori. Instead, we adopt a holistic approach to education.

13.6 Relationships and dialogue

Relationships form the basis of all educational work.

Consistent key adults, transparent communication and emotional reliability create a sense of security.

We place great importance on:

- an open culture of dialogue
- respectful interaction
- constructive conflict resolution
- constructive feedback

Positive relationships foster resilience, self-confidence and social skills.

13.7 Autonomy and self-efficacy

Children should experience that their actions have an impact.

We promote self-efficacy through:

- making their own decisions
- taking on small responsibilities
- project-based work
- reflection sessions
- involvement in everyday tasks

At the same time, we take care not to overwhelm the children and to provide them with clear structures.

For example, we offer various projects, such as the Social Relations project, the Burkina Faso project, sports projects, experiments and media literacy activities, which children can sign up for independently.

We place great importance on enabling every child to organise their daily routine according to their own needs, while respecting the children's natural rhythms.

It is also important to us that every child can identify with our activities and develop their potential through them.

14. Pedagogical practice and framework conditions

The quality of educational work stems not only from concepts, but from their implementation in everyday life.

SEA Steinfort creates structural and organisational frameworks that enable and support educational processes.

14.1 Spatial design

Children spend their days in designated group rooms, which are age-appropriate and equipped for play and craft activities.

Depending on organisational feasibility, various specialist rooms are available, for example:

- exercise room
- quiet areas
- creative areas
- outdoor area
- multi-purpose or project areas

The rooms are designed to:

- provide guidance
- promote independence
- take different needs into account
- enable both structured and open-ended play situations

We are aware that rising numbers of children present challenges in terms of space utilisation. We are therefore constantly working to optimise room layouts and define clear functional areas.

14.2 Play and learning materials

The SEA Steinfort has a diverse range of materials covering all areas of activity:

- construction materials
- creative materials
- books
- *board games*
- physical activity materials
- science experiment kits
- digital devices for Cycles 3 and 4, used under supervision

Materials are regularly reviewed, supplemented and adapted to meet developmental needs.

14.3 Social learning environment

A positive social atmosphere forms the basis for educational processes.

This is fostered through:

- consistent key adults
- clear group structures
- cycle-based organisation
- respectful communication

Our aim is to create a framework in which children:

- develop trust
- learn to resolve conflicts constructively
- take responsibility
- develop social skills

15. Implementation of the areas of action

SEA Steinfort follows the national framework for non-formal education.

“From birth, children possess emotional and social skills which they actively use to build relationships and shape interactions. Early attachment experiences are crucial for the development of young children’s skills and can have either a supportive or an inhibiting effect. Secure attachments within their social environment are essential for the development of resilience in stressful life situations.

Through interaction with their socio-cultural environment, children and young people develop self-confidence and self-awareness as part of their identity. By exploring independently using all their senses and through interaction with their caregivers, they construct an inner image of themselves, their desires and their growing abilities.

Non-formal educational institutions are encouraged to enable children and young people to contribute their own ideas and to interact within their peer group.”

The following activities support the implementation of Area of Action 1, Emotions and social relationships, at Maison Relais Steinfort:

- During lunch and homework time, children are always supported by the same educators, who act as key adults.
- We provide children with quiet spaces where they can take a step back from group activities, spend time alone or interact with their peers.
- These quiet spaces are equipped to ensure that children feel comfortable and can relax, for example with places to rest, blankets and rugs.
- A sense of cooperation and community is fostered through team games, group activities and outdoor activities, such as football, New Games and obstacle courses.
- The theatre stage gives children the opportunity to express their feelings through short performances, role play and visual expression.
- Through the Burkina Faso project, children learn about social relationships that extend far beyond their own surroundings. They raise money through regular cake sales and the sale of second-hand toys at the Owesmaart.



This money is donated to a school in Burkina Faso.

The teacher with whom we maintain close contact uses the donation to buy school supplies locally. As a result, every year more children who previously lacked the financial means are able to attend school.

Through the Social Relations project, children in Cycles 3 and 4 learn to treat one another with respect. They learn how to stand together in everyday life and how to cope with difficult situations without resorting to violence.

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

Since 2012, we have been supporting the A.S.B.L. Noël de la rue by inviting children to make scarves,

key rings, marzipan figures and other handmade items. These items are donated and given as Christmas presents to disadvantaged people in the community on Christmas Day.

Action Area 2: Values, participation and democracy

“Non-formal education settings form a cross-section of society and enable children to gain their first experiences of living together in a diverse group. They support children and young people in developing a fundamental system of values that provides them with guidance in a complex world. The particular challenge here is the discovery of one’s own will and the associated desire for autonomy. Consequently, the experiences gained at this stage play a key role in determining whether and how a child will later engage with group processes, recognise every person’s right to involvement and participation, and also demand these rights. Adults who facilitate such experiences and stable relationships provide the continuity and commitment required for the development of participatory skills.”

(www.enfancejeunesse.lu (2013) Working paper ‘Guidelines on non-formal education in childhood and adolescence’).

Area of Action 2 is implemented at the Maison Relais Steinfort through the following activities:

- The RAD principle is developed with the children’s participation.
- Children can choose which activities they would like to take part in.
- Through regular projects, children are introduced to the topic of values and norms, for example by independently developing sketches that are illustrated in a comic or performed. This is also linked to the Social Relations project described under Area of Action 1.· Educators critically reflect on their own behaviour and treat children’s arguments and requests with respect, thereby modelling the behaviour expected.· The municipality of Steinfort has an Equal Opportunities Service. Within this framework, activities on gender and equality are offered.· Through the Children’s Municipal Council, children have the opportunity to play an active role in the community.
- Action Area 3: Language, communication and media

“Successful language acquisition is, particularly in a multilingual society, the

the foundation of lifelong learning and every individual’s educational journey. Continuous language support is a cross-cutting task in non-formal education settings. Mindful dialogue

between adults and children is essential for recognising the children's individual needs and interests and for supporting their language development in a holistic manner. Equally indispensable elements of language education are varied sensory impressions and enjoyable motor experiences that challenge, accompany and support language-related activities.” (www.enfancejeunesse.lu (2013) Working paper “Guidelines on non-formal education in childhood and adolescence”).

Action Area 3 is implemented at Maison Relais Steinfort through the following activities:

- Books are available to children in every room. Children in Cycles 3 and 4 use laptops, tablets and printers, including for homework where appropriate.
- Children have the opportunity to sit together and have uninterrupted conversations. There are also rooms for larger discussion groups.
- We have a noticeboard that provides information to parents and children in various languages.
- Through the Experiments project, children receive a brief introduction to technology and the natural sciences. Through simple scientific experiments or small programming tasks, children gradually explore these fields and become increasingly familiar with them.
- Children communicate with other children and educational staff in their day-to-day lives. Staff support children's language development by modelling correct language and helping them express themselves clearly.
- Stories are read aloud regularly and Luxembourgish songs are sung. Children can ask questions during and after story time. Language is also used extensively during physical activities. At mealtimes, we encourage children to use Luxembourgish as a shared language so that all the children can understand. During playtime, they are free to communicate in other languages.
- Every year, we invite members of the BEE SECURE team to visit us.
- They raise awareness among children in Cycles 3 and 4 of online risks and explain how they can behave safely and protect themselves online.
- Action Area 4: Creativity, art and aesthetics

“Non-formal education settings provide children with a wide range of sensory experiences and stimulate their joy in creating and their creativity. These experiences not only contribute to the development of creativity and expressive ability but also have a significant influence on the differentiation of cognitive and emotional skills. Creative processes and forms of artistic expression enable children and young people to convey and communicate their perceptions and feelings in a wide variety of ways. Every new form of expression offers an opportunity to engage with the world around them.”

(www.enfancejeunesse.lu (2013) Working paper ‘Guidelines on non-formal education in childhood and adolescence’).

Action Area 4 is implemented at the Maison Relais Steinfort through the following activities:

- The rooms at the Maison Relais are decorated according to the season, partly with items made by the children themselves. Some walls have also been painted by the children. Through craft activities, they have many opportunities to be creative.

- We regularly use the woodwork workshop and the clay kiln, both of which are in the school. We also offer sewing activities, where children can learn, for example, how to use a sewing machine.
- During trips to the woods, children discover creative possibilities through play. Crafting with natural materials such as stones, leaves or pinecones stimulates their imagination.
- When creating nature mandalas, children learn to consciously perceive shapes, colours and textures. Creative work in nature promotes concentration, fine motor skills and mindfulness. At the same time, children experience nature as a valuable space for creativity and personal development.
- At Maison Relais, children have access to fancy dress costumes, props and a stage.
- Through projects, we aim to nurture children's strengths and areas for development in various artistic fields. Children who may otherwise be too shy to get involved can gain self-confidence by stepping into a different role. Children with talents in areas such as music, singing, drama or dance can showcase these on stage.

Action Area 5: Movement, Body Awareness and Health

"Health is defined as a positive concept that emphasises the importance of social and individual resources as well as physical abilities. Key prerequisites for health and well-being are being mindful of one's own body and feeling securely accepted. Non-formal

educational institutions strengthen children's

resilience factors (social skills, stress management, self-efficacy).

Health-conscious behaviour on the part of educators provides children and young people with additional guidance and inspiration for treating themselves and their environment with care."

(www.enfancejeunesse.lu (2013) Working paper 'Guidelines on non-formal education in childhood and adolescence').

Action Area 5 is implemented at Maison Relais Steinfert through the following activities:

- At Maison Relais, children have access to spaces that allow them to move and be physically active, including the psychomotor skills room, the Salle de défoulement and the sports hall. The sports hall contains an Airtramp, which is used regularly with the children.
- Physical activities are offered regularly. All children visit the swimming pool in Steinfert every six

weeks.· At Maison Relais Steinfort, we place great emphasis on healthy eating and sufficient physical activity. We therefore offer children a variety of activities, such as yoga, walks, cycling, swimming and dancing, which enhance body awareness and respond to their need for movement.· Every year, we organise a project week on the theme of “Healthy Eating, More Exercise” to introduce children to this topic and raise their awareness.· Children go into the woods every Tuesday.

Every four to five years, the Proscho Project Circus is booked. Over the course of one to two weeks, children learn new skills in workshops, such as clowning, glass balancing, animal training, floor acrobatics, tightrope walking, hula hooping and trapeze. At the weekend, children demonstrate what they have learnt. Many children go above and beyond during this activity and discover hidden talents.

Action Area 6: Science and technology

“Through discovery-based learning, children recognise patterns and laws, as well as the relationships between causes and effects. These developmental and learning processes are supported by educators who are curious and enthusiastic about learning. They direct the attention of children and young people towards phenomena in mathematics, nature and technology, and put the facts into words so that they can search for explanations together.”

(www.enfancejeunesse.lu (2013) Working paper ‘Guidelines on non-formal education in childhood and adolescence’).

Action Area 6 is implemented at Maison Relais Steinfort through the following activities:

- Through the Experiments project, children have the opportunity to experiment. They can build circuits using small electronics kits, programme a robot on the computer, carry out experiments in different areas and explore scientific questions through hands-on activities.
- We seek to bring the children closer to nature through short nature weeks. The aim is for children to learn about and respect nature. Every Tuesday, activities or free play in the woods are organised.
- As often as possible, we take the children outdoors and help them connect with nature through small activities, such as the school garden, the herb spiral and vuilding huts in the woods.



16. Cycle-specific priorities

Précoce, Cycle 1 and Cycle 2

- motor skills and movement
- language development
- communication

Cycles 3–4

- motor skills and movement
- autonomy
- social skills: respect and recognition
- media literacy

Through our observations, we have identified that Areas 2, 3 and 5 require more detailed attention in our setting:

- limited motor skills
- support for children of different nationalities and languages with Luxembourgish as the shared language
- difficulties in respecting rules and fostering positive interactions
- increasing use of physical and verbal violence to resolve disputes and problems
- important values and norms being increasingly overlooked in everyday life
- increasing difficulties with teamwork and positive group dynamics· increasing difficulty among many children in accepting consequences
- the need for support in dealing with media

Priorities are regularly adjusted on the basis of observations.

17. Managing transitions

Transitions are sensitive phases in a child's educational journey. They are often accompanied by uncertainties, expectations and new demands.

SEA Steinfert provides support particularly for the following transitions:

- entry into the SEA
- transitions between cycles
- internal group changes

17.1 Settling in for new children

A successful start is crucial for the child's sense of security.

We place great importance on:

- providing parents with clear information
- clear structures
- consistent key carers
- gradual familiarisation with the group's daily routine
- observation and discussion within the team

Children should be given sufficient time to build trust and become familiar with new routines.

The settling-in period for children starting at Précoce in September begins on 1 September each year. Parents can register their children via the Kidola app.

Parents are free to choose on which day and for how long their child attends, so that the child can settle in at their own pace. During this period, children are always looked after by the same carers, ensuring safety, continuity and a sense of security. The care programme is designed to help children become familiar with daily life at Maison Relais, including the staff, the building and everyday routines.

Parents of children who have already started school and are moving to the municipality of Steinfort can contact the SEA management team to arrange a visit. If necessary, these children can spend a few hours at Maison Relais to settle in before their formal enrolment takes effect.

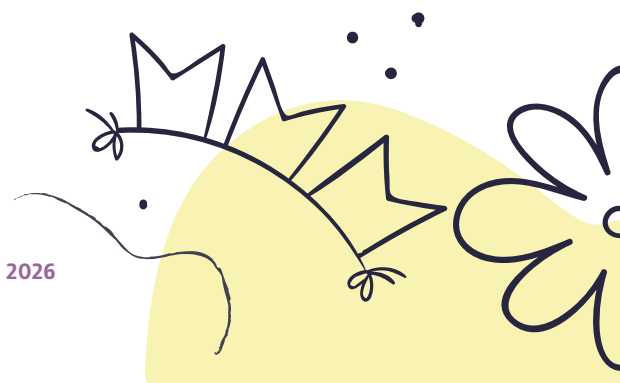
Many children move to the municipality during the summer holidays. Attending SEA Steinfort during the holidays gives them time to become familiar with their new surroundings before September.

As we offer many cross-cycle projects throughout the school year, children get to know all the SEA staff. In addition, SEA Steinfort is located in the same building for all children. This makes it easier for children to move from one cycle to the next.

From 1 September, children in Cycle 2.2 spend the period before the start of school in Cycle 3.1, so that they can settle into their new environment more easily by 15 September.

18. Safeguarding and wellbeing

Children's safety and wellbeing are our top priority.



SEA Steinfort is committed to:

- treating everyone with respect and upholding boundaries
- clear rules of conduct for staff
- transparent communication
- raising awareness of risks to children's welfare
- compliance with legal requirements

The team receives regular training on topics such as:

- respect for boundaries
- prevention
- conflict management
- media risks.

A safe environment is the foundation for healthy development.

19. Quality development

Evaluation of educational processes

The first step in evaluating educational processes is to define clear objectives. Observations are documented in order to optimise educational quality in line with specific development goals.

The following example illustrates what this evaluation process may look like:

Observation of Child X in everyday life: Child X experiences difficulties with gross motor skills, such as climbing stairs or walking backwards.

Joint objective-setting within the team: Child X should be able to climb and descend stairs using both feet within one term.

Methodology for achieving the objective: the key person accompanies the child daily while climbing the stairs and encourages them, in a playful way, to use both feet.

Documentation of observations: the primary carer records daily observations on an evaluation form. These observations are then discussed at team meetings. The team considers whether the methodology used is supporting progress towards the objective or whether it needs to be reconsidered.

Evaluation: after one term, the joint observations are evaluated. If the objective has been achieved, this is documented. If it has not been achieved, the situation is reviewed and the approach is adjusted.

Assessment and development of educational quality

At SEA Steinfort, we aim to provide high-quality care for children, as stipulated by the Act of 24 April 2016.

Our main aim is for children to feel comfortable and safe with us.

This concept enables us to formally document our educational approach for all partners of the centre.

The child, and our work with the child, are at the heart of the centre's activities.

We deliver high-quality care through the following approaches:

- The educational concept was drawn up in collaboration with the educational staff at our centre.
- The SEA management team ensures that the educational concept is applied in day-to-day practice.
- The educational approach is accessible to everyone, both online and at the centre.
- Regular team meetings are held to further develop the educational concept. These meetings also provide an opportunity to critically review our educational work. Outcomes are recorded in written reports and shared with all staff.
- SEA managers inform educational staff daily about the schedule and any changes to the day's programme using a document prepared for this purpose.
- In all cycles, a monthly educational plan is drawn up in collaboration with the managers and entered into the Journal de bord. The Journal de bord is accessible online to managers, all staff and the SNJ Agent régional.· At the start of each school year, we organise an information evening for parents. Parents are introduced to the children's daily routine, informed about SEA enrolment regulations, invited to tour the facility and given the opportunity to speak with educational staff. We also engage with parents on an ongoing basis through daily informal conversations and individual parent meetings.
- Once a year, we invite parents to a parents' evening, where they can discuss a specific educational topic with an expert.
- Every year in May, Maison Relais organises an open day. Interested residents of the municipality of Steinfort, particularly parents and children, have the opportunity to visit Maison Relais and ask questions. They also have the opportunity to submit their enrolment form for the coming school year.
- The Plan d'éducation périscolaire (PEP) requires close cooperation with the school.
- Under the Act of 24 April 2016, educational staff must complete 32 hours of training over a two-year period. This is monitored by the Conseil de Qualité of the MENJE. The management team draws up a training plan in line with the key priorities of the centre's educational approach. We endeavour to organise one team training session every year in which all staff take part, tailored to the needs of Maison Relais Steinfort.
- Supervision is organised where required.
- Staff appraisals are held once a year.
- This concept continues to evolve in response to various factors, such as changes in the framework conditions, the number of children and the number of qualified staff.

20. Further development of the concept

This educational concept is a living document.

It is regularly reviewed and adapted as necessary in order to:

- respond to social changes
- take account of new legislation
- incorporate structural developments
- integrate pedagogical insights

SEA Steinfurt sees itself as a learning organisation.

21. Concluding remarks

SEA Steinfurt is a reliable educational and living environment for children in the community.

Our aim is to create a place where children:

- feel safe
- build relationships
- take on responsibility
- develop independence
- experience diversity
- take pleasure in discovery

The focus is always on the child, with their individual strengths, needs and potential for development.

With professionalism, dedication and a thoughtful educational approach, we support children through an important stage of their lives.

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Appendix

- 'Rules for enrolment in the Education and Childcare Service (SEA) of the municipality of Steinfurt' of the Maison Relais Steinfurt
- Physical activity programme 'Zesammen aktiv'
- Nature Programme

