

MANAGEMENT MISSION STATEMENT OF THE FROEBEL GROUP

FROEBEL's greatest resource is its motivated staff who have internalised the fundamental principles of being pro-active and showing commitment to their work. All members of FROEBEL's managers are responsible for creating a suitable environment for staff to live by these principles.



FROEBEL's managers create an atmosphere of trust at the workplace by using a transparent and unambiguous management style; they integrate staff into processes of change relevant to their work at an early stage. The managers plan, structure and organise work processes in such a way that staff approach them with a sense of responsibility.

FROEBEL's managers ensure that a variety of qualifications and personality types are represented in their teams. They place special importance on heterogeneous teams in which people of both sexes from different generations and cultures and with different educational and professional backgrounds work together. Thus, FROEBEL's managers establish the foundation for unprejudiced teamwork and inclusive education and care practices.

FROEBEL's managers fulfil their mission to recruit staff who are passionate about children, who facilitate and encourage children's development, and who strive for excellence in early childhood education and care for children. As qualified leaders, FROEBEL's managers give professional guidance and impulses for the further development of their team.

Being a leader requires open lines of communication, independent thinking and entrepreneurial action. Moreover, FROEBEL's managers reflect on their actions and deal constructively with mistakes – their own and those of their staff.

Managers at FROEBEL view innovative educational concepts as a welcome challenge and take a positive interest in current educational topics. They are curious, develop their own ideas, and are open to change. They are committed to lifelong learning and enhance and strengthen their own professional qualifications and personal and team development competencies through further training and professional development.

FROEBEL's managers are committed to achieving the best start in life and optimal educational opportunities for all children. They embrace cultural diversity and live by the educational model and corporate mission of the FROEBEL Group. The managers pursue the rights of children through their standards and their actions and advocate for these rights on a daily basis. At FROEBEL, acting as a leader means establishing a framework that facilitates a healthy work-life balance as a socio-political priority.

FROEBEL's managers belong to a community that welcomes cooperation with others. They network with and for families and cooperate with political institutions, lobbyist and other agencies to establish solid and stable foundations for education in our society.

As experts in their field, FROEBEL's managers take responsibility for, and play an exemplary role in achieving a high quality of education and care services.

CORPORATE MISSION STATEMENT OF THE FROEBEL GROUP

“Competence for Children”: This is the philosophy behind our not-for-profit, nationwide organisation of education and care services, outside school hours care services and family support services. Our facilities are open to all children and their families, regardless of their social and cultural background, special needs or gender.



Children's rights are the foundation of our work. Friedrich Fröbel, the educational reformer after whom our facilities are named, placed the child as an independent individual at the centre of his educational ideas. We remain committed to this ideal and this tradition and will continue to do so in future.

Parents and children can rely on us as a trusted partner, and we guarantee loving early childhood education and care based on strong relationships with the children. It is important to us that our early education gives children the support they need to become independent, confident, unprejudiced and responsible members of a democratic society. We encourage children to develop their own values.

We embrace cultural diversity in our education and care services and outside school hours care services, in which people from different cultural and language backgrounds participate in educating and caring for our children. We live all facets of an inclusive education – for us, diversity is the norm.

We contribute actively to equality in our society by giving children from all walks of life the best possible start and education. This includes providing support to parents and families. Our community of sustaining members and volunteers is an essential and valued resource in this context.

We promote the recognition and appreciation of the early childhood educators' and teachers' profession in the area of training and professional development, in particular by offering state of the art training and promoting academic qualifications in early childhood education – another aspect of “Competence for Children”.

We regard ourselves as partner of those who strive for a fair society. We therefore cooperate with associations, academic and scientific bodies, enterprises and public agencies in advocating for best possible conditions for children to grow up in. We value the importance of maintaining a healthy work-life balance and provide the necessary framework to achieve this.

We take responsibility seriously, especially as our organisation develops and grows. As an innovative sociopolitical player, we want to set standards for high-quality early childhood education. The FROEBEL brand stands for excellence in early childhood education. We want it to be accessible to as many children and their families as possible. We welcome the challenge of introducing educational standards already established in Germany also internationally.

EDUCATION AND CARE SERVICES


MISSION STATEMENT OF THE FROEBEL GROUP


In our education and care services and outside school hours care services we recognise and live by the rights of children as set out in the UN Convention on the Rights of the Child and this is reflected in the experience of all children in our care. We aim to enable children to become independent, confident, unprejudiced and responsible members of a democratic society.





With this mission statement we expand on and clarify these rights as they relate to our daily work in early education and care. In our facilities children experience a sense of community and learn to interact with others. Together they learn that their own rights are codetermined by the rights of others, which equally deserve recognition and respect.


 Children have the **right to education and to the full development of their personality**. They have a right to explore their world in their own time and to pursue their own ideas and interests. Children have the right to ask questions and to find for their own answers.


 Children have the **right to be who they are**: boy or girl, shy or daring, anxious, wild, messy, creative, each with their individual talents, language, social and cultural background, and their familiar way of life.

 Children have the **right to participation**, to actively participate in shaping their everyday life, and to make their own decisions both as an individual and as a member of their community.


 Children have the **right to self-determination**, to define their own needs and interests, to say No and to withdraw, to stay awake when they are not tired, to eat when they are hungry and to eat what they like.


 Children have the **right to make their own experiences**, to learn how to deal with risks and with challenges.


 Children have the **right to dependable and trusting relationships** with adults, to be and build friendships with other children, and to live by mutually agreed rules, which provide guidance and secureness.


 Children **have the right to be educated and cared for by qualified professionals** who set high standards in their pedagogical work.


Children in our care will experience what it means to have rights and see that rights set binding standards for all. Both adults and children live by these standards. This requires us to accept a number of most relevant and daily recurring challenges:


 The challenge to **always respect and protect children's individuality**, their different characters, and their free will in our educational work and to recognise the limits of our own conduct.


 The challenge to guide, support and encourage children to **ask their own questions and to pursue their own interests** so that they are able to form an image of themselves and of the world.

 The challenge that **all children should belong to a community** and that they should recognise and respect the rights of all other children.

 The challenge to **provide children with loving and stable relationships** and a safe environment for them to explore, especially when daily life is hectic.

 The challenge to look at children in their individual family settings, and to **actively involve parents and family**.

 The challenge to **continually improve the quality of our work** in the context of these rights and with the children's best interest in mind.

 The challenge to regularly question and **reflect on our own educational and care practices**, and to always continue our professional development.

AT OUR EDUCATION AND CARE SERVICES AND OUTSIDE SCHOOL HOURS CARE SERVICES WE PUT THE RIGHTS OF THE CHILDREN INTO PRACTICE EVERY DAY.