



EVC industry standard competent-to-start child development professional in childcare (SPMKo)



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Collective bargaining agreement (cao) parties in childcare

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1 Introduction and background

1.1 Reason

The EVC industry standard Competent-to-start child development professional in childcare (SPMKo) is based on the Child Development Professional in Childcare Competency Profile. Employer and employee organisations in childcare developed and adopted this competency profile at the end of 2019.

With the EVC industry standard, the parties involved in the collective bargaining agreement for the childcare industry want to increase the opportunities for (future) professionals to meet the national qualification requirement¹ for the position of child development professional in daytime care, nursery care and care outside of school.

Registered EVC providers can use this EVC industry standard for candidates who want to demonstrate that they have the competencies required for the role of child development professional in childcare. The standard is intended and suitable for those who:

- have a training background that, according to the Cao Kinderopvang (the collective bargaining agreement for the childcare industry), does not qualify them as a child development professional in childcare, and
- who do have sufficient and relevant practical experience to demonstrate, through EVC, the competencies of the competent-to-start child development professional in childcare, and
- for whom an EVC procedure based on an educational standard is an overly complicated and/or less promising route.

Anyone who, after the EVC procedure, has proven to comply with the EVC industry standard competent-to-start child development professional in childcare can obtain an industry certificate. This certificate can be requested from the Secretariat of the Cao Kinderopvang.² With it, a child development professional meets the qualification requirement in the Cao Kinderopvang for daytime care, nursery care and care outside of school. However, the industry certificate does not constitute proof of the language requirement under the Innovation and Quality Child Services Act (IKK).

1.2 Job description: a typical example of the child development professional

In a world filled with adventure, where children discover, play and experience the world around them, discover what they already know, and learn all they can in all kinds of fields, the child development professional in childcare (hereafter: the professional) is there for them.

The professional – in consultation with parents³ and other educators – offers children aged 0-13 the care and support that will enable them to develop optimally into who they are and want to be. They offer challenges and appeal to their talents, catch them when they fall, provide room to play, sometimes free, sometimes organised, and enable them to learn, in all kinds of areas. They ensure the children's safety when the adventure is exciting or the environment is too high-risk, paying attention to strengthening the child's abilities, such as resilience.

The professional (and their colleagues) is responsible for the well-being and development of children in the child centre⁴. They⁵ create an inviting, stimulating environment that is physically and emotionally safe while challenging at the same time. The professional follows the children –

¹ See [Kinderopvang Werkt!](#)

² caokinderopvang@fcb.nl

³ Where it says parents, read parent(s) and carer(s).

⁴ A child centre for daytime care, nursery care and/or care outside of school. Or an integrated child centre (IKC).

⁵ In this document, we use singular they as a universal pronoun.

individually and as a group – and meets the needs they indicate, what is on their mind, what they can do (with assistance) and what they require, and lets them learn methodically. The professional uses play and leisure activities as a means to support the cognitive, motor, social, creative, emotional and language development of each child. They provide direction (or helps other to provide direction) to positive interactions between children and within the group. Supporting and encouraging autonomy, self-regulation, involvement, participation, and citizenship are essential elements in the support offered by the child development professional. The starting point is that everyone can be themselves.

This cannot be done without the parents; the professional considers them an important partner. Childcare is the focal point of society. The child development professional sees opportunities to invite the community, in all its diversity, to collaborate with others and thus offer a wide range of activities and experiences.

The professional provides care and support in a dynamic (work) environment, basing their work on the organisation's child development policy. They collaborate with direct colleagues – and others in the child's environment – to further support the development and contribute to an integrated approach. They remain focused on the children's continuous line of development. Through a learning and reflective attitude, the professional works on their development and that of their profession.

The child development professional is a mentor for children and supports the development of the individual and unique child with their talents and needs. They adapt their approach to the developmental age; they play an active role and are focused on promoting learning and the development of children in all kinds of development areas. Play is used to let the children discover, experience and practise within a varied range of activities.

The work focusses increasingly on the group as a tool, and the diversity of society as a source of inspiration to learn from and with each other. Media and technology have become fixtures in our society. Social involvement, media knowledge and technology integration are all crucial elements for the work of the child development professional.

1.3 What are the characteristics of the Competent-to-start Child Development Professional (SPMKo)?

The actions of the SPMKo are mainly task-oriented. They focus on the accurate performance of their activities (content-wise and methodically) for which the professional has built up a specific routine. These are concrete, unambiguous and defined actions that the SPMKo carries out, often after coordinating with others.

By comparison, a proficient child care professional can go beyond the daily practice and look at the situation from a distance. They carry out related activities independently and at their own initiative and take decisions by themselves where possible. From experience, they know what to expect and how to act, and quickly anticipate what they see coming.

1.4 Context in which the PMKo is active

Since the IKK Act, more emphasis has been placed on the responsibility of the organisation and professionals to create a development-oriented and child-following child development environment. Everything must be focused on the development of children. Quality plays a vital role, especially in educational process quality.



Child development professionals deal with all stakeholders in the child's environment. They must work together in the interest of continuous lines of development; they must ensure an early warning system and work on preventing and resolving the issue of unequal opportunities. They collaborate on all kinds of initiatives with youth care organisations and are responsible for a good transfer of the child between daytime care and care outside of school, and the transfer to education.

A child's different environments meet in child centres and integrated childcare; child development professionals are part of a broader interdisciplinary team. Daytime care, care outside of school, education and youth care become increasingly interconnected. The aim here is that the children's educational curriculum and development lines are continued without interruption.

2 Standard and cutting score

2.1 Introduction of the EVC industry standard

The EVC industry standard comprises the 35 competencies of a competent-to-start child-development professional. These competencies are listed in Section 2.3.

The competencies of the SPMKo are organised into ten clusters: clusters focused on the primary process (child-contact, parents and daily support) and clusters related to their functioning as a professional in the professional context and their own professional development. All competency clusters together form the overall picture of the PMKo:

1. Caring for the emotional and physical well-being of children
2. Ensuring the safety of children
3. Supporting and stimulating play and leisure activities
4. Supporting and stimulating autonomy, participation and citizenship
5. Following and stimulating the development and learning of children
6. Influencing the behaviour of and interaction between children
7. Establishing a partnership with the child's parents
8. Collaborating with colleagues and other professionals around the child
9. Improving the service quality
10. Developing in their profession

The appendix contains indicators for each competency. These indicators are a tool to provide insight into the desired behaviour of an SPMKo for that competency. Please note that the indicators are not required for compliance with the standard. In other words, an EVC candidate does not have to demonstrate all the indicators. It is up to the assessor to determine and explain the basis for their decision as to whether a candidate is considered adept in the competency. The competency indicators can provide a guideline for the assessor.

2.2 Cutting score

An EVC candidate must demonstrate all 35 competencies to meet the EVC industry standard. The competencies are listed in the next section, organised into the ten clusters.

2.3 The EVC industry standard: 35 competencies

This section contains two overviews. First, a list of the 35 competencies is organised into ten clusters. The second overview contains that list, supplemented by descriptions of the competencies.

In the appendix, indicators that are appropriate for the competent-to-start professional are added to the competencies. These indicators are only intended as a tool.

The 35 competencies of the SPMKo

Cluster 1 Caring for the emotional and physical well-being of children
1.1 Provide emotional support (sensitive responsiveness)
1.2 Provide support on a physical level
Cluster 2 Ensuring the safety of children
2.1 Provide an emotionally safe base
2.2 Create a safe environment for discovery, practice and adventure
2.3 Match the approach to the situation, developmental age and individual needs
2.4 Respond to (possibly) unacceptable behaviour toward the child
3 Following and stimulating the development and learning of children
3.1 Monitor the development and respond to it
3.2 Support and stimulate competencies and talents
3.3 Let children experience, discover, explore and expand
3.4 Provide a balance between new and familiar things
3.5 Enable children to learn in a goal-oriented way
Cluster 4 Supporting and stimulating play and leisure activities
4.1 Support play and leisure activities as a basis for development
4.2 Enrich children's experiences
Cluster 5 Supporting and stimulating autonomy, participation and citizenship
5.1 Provide space and respect autonomy
5.2 Involve and empower children
5.3 Motivate children to engage in social activities and build friendships
5.4 Enable children to connect with society
Cluster 6 Influencing the behaviour of and interaction between children
6.1 Promote positive interactions between children
6.2 Provide structure and set boundaries
6.3 Offer process-based support
6.4 Respond to special behaviour/characteristics
Cluster 7 Establishing a partnership with the parents
7.1 Hear and see the parents
7.2 Share information with the parents
7.3 Collaborate with the parents
7.4 Work with the parents on joint responsibility and involvement
Cluster 8 Collaborating with colleagues and other professionals in the child's environment
8.1 Work on an unequivocal approach/support with direct colleagues

8.2 Stimulate each other as colleagues

8.3 Collaborate with other professionals

8.4 Collaborate in a dynamic environment

Cluster 9 Improving the service quality

9.1 Maintain the quality of work

9.2 Evaluate and justify work and actions

9.3 Improve the work

Cluster 10 Developing in your profession

10.1 Keep developing yourself

10.2 Use your expertise

10.3 Monitor your own working conditions

Descriptions of the 35 competencies

Cluster 1 Caring for the emotional and physical well-being of children

1.1 Provide emotional support (sensitive responsiveness)

The SPMKo pays positive attention to every child. Connects with a child, takes initiative to talk and responds to the child's reactions and signals. Takes a closer look at each child individually and shows an interest in what a child suggests and does. Matches their actions to what a child indicates and the pace set by the child. Notes the child's behaviour and mood and determines (if possible, in consultation) their own response to it. Makes a situation better to handle for the child by explaining and telling them what is happening.

1.2 Provide support on a physical level

The SPMKo provides care or support to a child when they see it is needed. Uses the moments of care to provide rest, give attention and build contact. With colleagues, the SPMKo adapts the support to the individual child, promotes self-reliance and gives age-appropriate personal care and hygiene instructions. Performs first aid in case of minor accidents. Contributes to household activities. Maintains care data, if required, is familiar with the applicable guidelines and applies them at the instructions of colleagues.

Cluster 2 Ensuring the safety of children

2.1 Provide an emotionally safe base

The SPMKo ensures predictability by offering children pre-agreed boundaries and structure. Actively works on positive interactions between children. Makes sure a child who feels afraid, sad, angry, lonely, or excluded knows that they are taking action. Identifies and discusses how to address any negative feelings they may have toward a child.

2.2 Create a responsible environment for discovery, practice and adventure

The SPMKo ensures the safe use of space and materials. Ensures that rules and agreements are applied so that a situation is both safe and challenging. Enables children to practise, discover and experience what they can and cannot do. In consultation with others, ensures that this is in line with the child's developmental age.

2.3 Match the approach to the situation, developmental age and individual needs

Adheres to a (day) schedule with room for the children's individual differences. In consultation with colleagues, adjusts schedules and routines to the needs of the child, group or situation. Works to ensure the children's rest and privacy.

2.4 Respond to (possibly) unacceptable behaviour toward the child

The SPMKo knows the applicable considerations and steps for reporting child abuse and domestic violence (through the 'Meldcode kindermishandeling en huiselijk geweld'), and shares their own observations when asked to do so. Discusses aspects of the child's or the parent's physical well-being or behaviour unfamiliar to them. Identifies unacceptable behaviour between children, on social media or by colleagues, and reports this to the right person.

3 Following and stimulating the development and learning of children

3.1 Monitor the development and respond to it

The SPMKo gains more in-depth knowledge about each child in the group. Performs supervised observations of individual children or the group, using the organisation's child observation/development-oriented systems, and ensures reporting. Under supervision, applies the approach to individual and group situations.

3.2 Supporting and stimulating competencies and talents

The SPMKo collaborates with others to work on themes and investigates local opportunities to apply these. Works on a varied offer to stimulate specific competencies and actively seeks for talents in children. Supports children in acquiring (practical) skills.

3.3 Let children experience, discover, explore and expand

The SPMKo gives children the opportunity to learn from each other. Stimulates their imagination, asks (open) questions, talks and discusses situations with them. Helps children get started by offering suggestions and materials and lending a helping hand. Knows what children of different ages are interested in, and what they understand, and takes that into account when explaining things. Ensures that questions from children are answered.

3.4 Provide a balance between new and familiar things

The SPMKo provides support in pre-agreed situations where children learn to deal with acceptable risks. Provides new impulses and allows children the time and space they need to repeat and practise behaviour. Discusses with a colleague whether the observed behaviour could be caused by overstimulation and then adjusts the situation in consultation.

3.5 Enable children to learn in a goal-oriented way

The SPMKo is aware of the importance of self-confidence as a basis for learning, and actively stimulates it. Uses different learning methods and offers individual and group-oriented activities that match the children's development, age, interests and talents. Supports children in developing their skills.

Cluster 4 Supporting and stimulating play and leisure activities

4.1 Support play and leisure activities as a basis for development

The SPMKo suggests play and leisure activities and stimulates spontaneous play. Supports game and leisure activities within frameworks. Applies modern technology for development, play and learning.

4.2 Enrich children's experiences

The SPMKo asks about and discusses topics that children are concerned with. Takes part in spontaneous play and leisure activities. Introduces new elements or identifies other uses of

materials and media. Names experiences and links language concepts to them for the youngest children.

Cluster 5 Supporting and stimulating autonomy, participation and citizenship

5.1 Provide space and respect autonomy

The SPMKo, in consultation with colleagues and parents, works to ensure that children are allowed to develop at their own pace and in their own way. Enables them to try, solve and choose things for themselves and helps them realise their needs.

5.2 Involve and empower children

The SPMKo lets children influence activities and lets them play a role in (household) activities. Enables children to express their opinions and ensures that they are listened to. Provides age-appropriate information so that children can be involved in the day-to-day decisions.

5.3 Motivate children to engage in social activities and build friendships

The SPMKo stimulates social involvement and empathic behaviour. Clearly indicates what is and isn't allowed in interactions, and plays a monitoring role in the event of undesirable behaviour in the group. Offers activities where children learn who they are and how others perceive them.

5.4 Enable children to connect with society

The SPMKo teaches children generally accepted values and standards, and shows that everyone may and can be themselves, and supports a child in this. Participates in conversations about social themes and ensures that fun things from the outside world are introduced to the child centre.

Cluster 6 Influencing the behaviour of and interaction between children

6.1 Promote positive interactions between children

The SPMKo encourages positive and respectful interactions between children and actively creates situations that stimulate this. Provides suggestions or clues for playing together positively. Displays exemplary behaviour and demonstrates good manners. Reflects with colleagues and the child development coach on the child development policy and how children should ideally interact.

6.2 Provide structure and set boundaries

The SPMKo knows that daily routines and group composition influence the children's behaviour. Switches between rest and active moments, indoor and outdoor activities, and playing independently or in groups. Is involved in the timely preparation of activities and sticks to their assigned tasks. Identifies whether the planning needs to be adjusted based on the children's behaviour. Uses the agreed-upon critical rules for positive distraction and applies them to clarify what is and isn't allowed.

6.3 Offer process-based support

The SPMKo observes and gets a feel for the child and the group. Identifies and discusses undesirable behaviour and problems in interaction and rewards desired behaviour. Contributes to a review with colleagues on the effectiveness of what is offered.

6.4 Respond to special behaviour/characteristics

The SPMKo discusses their own observations when a child does not behave in an age-appropriate manner or acts differently than usual, or when they fail to connect with the child. Asks for advice if they cannot get a clear picture of what the child needs most.

Cluster 7 Establishing a partnership with the parents

7.1 Hear and see the parents

The SPMKo is welcoming and demonstrates that parents and children are appreciated and seen. Is open to and takes the initiative to contact the parents. Shows parents that they understand and are attentive to their feelings, values, standards, habits and philosophy.

7.2 Share information with the parents

The SPMKo informs parents about the child's stay at the centre and ensures that the parents are informed about any signs of illness, minor accidents or care. Uses the daily transfer contact with the parents to gain a better insight into the child. Ensures that parents are informed about the child's experiences in several ways. Is careful about sharing privacy-sensitive information.

7.3 Collaborate with the parents

The SPMKo is open to and asks about the parents' approach, wishes and needs. Adheres to agreements made with the parents and provides feedback. Listens, contemplates, answers questions and explains choices in an understandable way. Refers parents to a colleague to explain underlying reasons or motives for actions, choices, and activities.

7.4 Work with the parents on joint responsibility and involvement

The SPMKo clearly and accessibly explains rules and habits. Asks parents for their opinion or experience and accepts parents as they are. Refers parents with specific questions about the code of domestic violence and child abuse (Meldcode) to their colleagues.

Cluster 8 Collaborating with colleagues and other professionals in the child's environment

8.1 Work on an unequivocal approach/support with direct colleagues

The SPMKo adapts their work method to the situation, adheres to agreements and asks colleagues for feedback. Provides sufficient information during the transfer and informs colleagues of any details. Contributes to clarifying the work and results and ensures that information is recorded objectively and factually.

8.2 Stimulate each other as colleagues

The SPMKo is active during work consultations and is open to cooperation. Provides examples from their own practice to learn from and with each other as colleagues. Shares work-related experiences and is understanding when colleagues share their experiences.

8.3 Collaborate with other professionals

The SPMKo works with other professionals/disciplines according to agreed goals and methods. Has a keen eye for privacy-sensitive information and checks what information can be shared. Can discuss their own actions and is open to feedback and advice. Is inquisitive, takes time and room to reflect on what is happening. Contributes to clear transfer reporting, evaluations and interdisciplinary consultation.

8.4 Collaborate in a dynamic environment

The SPMKo is flexible, interested, and involved in new ideas and work practices. Looks for opportunities to support the child and/or develop joint activities even better. Introduces their own experiences during (interdisciplinary) consultations and networking. Is respectful and open to the views and interests of others. Under guidance, reflects on how to deal with different interests.

Cluster 9 Improving the service quality

9.1 Maintain the quality of work

The SPMKo acts in line with the organisation's guidelines and protocols, and is very careful when sharing information with third parties. Takes a fresh look at routines and actively thinks about the service quality. Reflects on and is open to feedback about the quality of their work. Applies the child development plan under supervision and complies with agreements made. Discusses matters when they think colleagues display unacceptable behaviour and/or the quality of the work is at risk.

9.2 Evaluate and justify work and actions

The SPMKo reflects, under supervision, on their actions and discusses developmental objectives and quality standards concerning their actions. Shares knowledge and experiences, and collects requested data for evaluation. Does not publicly make negative or shocking statements or post images that harm the privacy of children, parents or colleagues.

9.3 Improve the work

The SPMKo will, in consultation, implement any changes in child care and support, and learn from work experiences. Takes a fresh look at things and points out potential work-related areas of improvement. Discusses dilemmas in the workplace with colleagues and their supervisor and actively seeks a solution.

Cluster 10 Developing in your profession

10.1 Keep developing yourself

The SPMKo works on their own development as a professional, sets development goals under supervision, and starts working on them at their own initiative. Discusses their own standards and values and those of others, and is open to feedback, peer review and coaching. Collects knowledge about development and innovation in their professional field.

10.2 Use your expertise

The SPMKo takes the initiative, dares to make choices and decisions, and can justify them. Voices and displays their knowledge and experiences to others and participates in substantive discussions about the profession of the child development professional.

10.3 Monitor your own working conditions

The SPMKo monitors their own health and safety, and applies safety regulations and occupational health standards. Discusses when the scheduling or organisation of their work is affected, when the (physical and/or mental) burden of the work becomes too much for them. Timely calls in help to assist or take over in a tense and unpredictable situation.

Appendix: Competency Indicator Tool

Indicators have been formulated for each competency. These are indicative and outline a picture of a typical competent work performance as an SPMKo. They are only intended as a tool and not as a prescriptive standard.

Cluster 1 Caring for the emotional and physical well-being of children
1.1 Provide emotional support (sensitive responsiveness)
Indicators for competency 1.1
<ul style="list-style-type: none"> • Ensures that all children receive positive attention. • Is interested in what the child does and comes up with. Empathizes, listens and discusses. • Is sufficiently close to allow (eye) contact with a child or respond when the child seeks contact. Responds to signals, such as those of anxiety, discomfort, pain, fear or other emotions. • Takes the initiative to talk to a child, waits for the child to respond and then responds to the child's physical and emotional reactions. • Takes a closer look at what each child likes to do individually, who the child likes to play with, what the child has difficulty with and how the child prefers to be helped. • Assesses the child's behaviour and mood, and looks for signs of whether the child is feeling well or not, or wants to be left alone, for example. Checks this with colleagues and, in consultation, responds to this. • Takes their time and gives the child room to do things at their own pace. • Explains what is going to happen. Always describes what they see, so the child knows what is happening and can keep track.
1.2 Provide support on a physical level
Indicators for competency 1.2
<ul style="list-style-type: none"> • Notices when a child needs care or support with eating and other activities of daily life (ADL), and responds to them. • Uses the moments of care and ADL to provide rest, give attention and build contact. Takes the initiative to interact with the child. • In consultation with colleagues, adapts the support to the individual child. Encourages self-reliance by explaining to children how they should do something, by demonstrating and having them practise. • Gives children age-appropriate instructions about personal care and hygiene. • Ensures that materials are clean and that the room is hygienic and tidy, and performs household activities. • Knows the guidelines for healthy nutrition, diet, exercise, indoor climate and ergonomics. Applies these under supervision and maintains the care information as required. • Gives first aid in case of minor accidents.

Cluster 2 Ensuring the safety of children

2.1 Provide an emotionally safe base

Indicators for competency 2.1

- Specifies boundaries in advance and provides structure according to the existing agreements.
- Ensures predictability through recurring patterns of activities, rituals and daily routines.
- Actively works to ensure that children do not hurt or disturb each other, and stimulates them to have fun together.
- In situations where the child feels afraid, sad, angry, lonely, or left out, they ensure the child that they have observed and are mindful of it. Ensures that something is done about it.
- Notices when a child causes them to have negative feelings and discusses with a colleague, coach, or supervisor how to deal with this.

2.2 Create a safe environment for discovery, practice and adventure

Indicators for competency 2.2

- To ensure the safety, checks the environment and the behaviour of children. Checks the room and materials and adjusts these, in consultation if necessary. Makes sure the room and materials can be used safely.
- Has children practise, discover and experience what they can and cannot do. Ensures sufficient safety, but also a sufficient level of challenge, while working within the rules and agreements that have been agreed upon. In consultation with others, adjusts to the child's developmental age.
- Identifies and points out to colleagues the risks that children cannot deal with yet. This also applies to media use. Thinks about solutions.
- Actively intervenes when a situation becomes unsafe.

2.3 Match the approach to the situation, developmental age and individual needs

Indicators for competency 2.3

- Works according to a (day) schedule with room for children's individual differences.
- In consultation with colleagues, adjusts schedules and (daily) routines to the needs of the child, group and/or situation.
- Contributes to ensuring that the room is tidy and the children get the opportunity to rest and enjoy privacy.

2.4 Respond to (possibly) unacceptable behaviour toward the child

Indicators for competency 2.4

- Discusses with a colleague or subject expert the behaviour or physical well-being of a child that they cannot properly assess. This also applies to the behaviour of a parent.
- Knows the steps of the child abuse and domestic violence code (Meldcode). The code includes a framework to decide what to do. They know this framework and share their own observations when asked.
- Reports signs of unacceptable behaviour on social media to the right person.
- Identifies unacceptable behaviour of a child (or children) aimed at other children. Reports this observation to the right person.

- Shares with their supervisor/coach their observations of violent behaviour of a colleague, or remarkable situations where colleagues consciously isolate themselves with a child.

3 Following and stimulating the development and learning of children

3.1 Monitor the development and respond to it

Indicators for competency 3.1

- Explores the level of development, nature, habits, interests and talents for each child, and thus gets to know all the children.
- Uses the organisation's child-observation/development-oriented systems under supervision.
- Provides reporting of individual child development lines under supervision.
- Observes individual children and the group when requested. Attention points have been agreed in advance. Fills out an observation form during the observation.
- Under supervision, applies the approach to individual and group situations. Has a plan for dealing with children with disabilities, developmental delays, problem behaviour, or conflicts in the group.

3.2 Supporting and stimulating competencies and talents

Indicators for competency 3.2

- In consultation determines themes such as exploratory sports and play, social play, language, creative, expressive and musical formation, initial calculus, nature, science and technology. Suggests opportunities in the vicinity to apply the themes, such as a public garden, a discovery lab or a music school.
- Contributes to a (varied) offer to stimulate specific competencies, such as language comprehension and the use of language, reasoning, and knowledge of the child's environment.
- Supports children in acquiring (practical) skills, by dividing the activity into achievable steps that are feasible and pre-formulated, and by giving instructions. Demonstrates, responds to how children perform the activity, and lets them practise.
- Actively looks for talents in children, even if these are not yet visible. Then, in consultation with colleagues, provides an appropriate offering.

3.3 Let children experience, discover, explore and expand

Indicators for competency 3.3

- Gives children the opportunity to learn from each other, lets them watch how other children do things, observes and discusses this with the children.
- Stimulates children's imagination, asks (open) questions, and discusses situations with the children. Helps children to explore and share experiences with each other.
- Knows what children of different ages are interested in, what they can and cannot understand (yet), and takes that into account when explaining things. Responds to questions that play on children's minds or gets a colleague to provide answers.
- In consultation, lets the child or (sub)group take the initiative. Does not intervene right away when children do not perform an activity correctly, but leaves them room to try.
- Helps children get started by offering suggestions and materials, getting them started or lending a helping hand physically.

3.4 Provide a balance between new and familiar things

Indicators for competency 3.4

- Assists in situations where children learn to deal with risks that they can handle. These are pre-agreed situations.
- Gives children time and space for repetition and exercise, within the existing rules and arrangements. But also offers new impulses.
- Discusses with a colleague whether the behaviour they observe may be caused by overstimulation, and adjusts the situation in consultation.

3.5 Enable children to learn in a goal-oriented way

Indicators for competency 3.5

- Is aware that self-confidence is vital as a basis for learning. Shows the child that they have confidence in what the child already can do, mentions this and encourages the behaviour.
- Uses different ways for children to learn (by experiencing, looking, thinking and trying).
- Accompanies children individually as well as in smaller and larger groups.
- Ensures variety in activities and chooses, in consultation, activities that match the children's development, age, interests and talents, and stimulate active participation.
- Gives directions or instructions, demonstrates things and helps children with what they are doing, enabling them to develop skills.

Cluster 4 Supporting and stimulating play and leisure activities

4.1 Support play and leisure activities as a basis for development

Indicators for competency 4.1

- Proposes varied materials, activities and types of play, and offers room to manoeuvre.
- At the direction of a colleague, spontaneously motivates children to play. Offers materials and toys suitable for the child's age.
- Supports play and leisure activities where it has been agreed in advance who takes the initiative and determines the direction: the child development professional, the individual child or the group.
- Applies modern technology for development, play and learning.

4.2 Enrich children's experiences

Indicators for competency 4.2

- Discusses and tells stories about themes that interest children, and matches these to the child's experience.
- Takes part in spontaneous play/leisure activities, puts words to experiences, and links them to language concepts for the youngest children.
- Contributes to the children's journey of discovery and experience by introducing new elements in the game/leisure activities and pointing out other uses for materials and media.

Cluster 5 Supporting and stimulating autonomy, participation and citizenship

5.1 Provide space and respect autonomy

Indicators for competency 5.1

- Through consultation with colleagues and parents, works to ensure that children are allowed to develop at their own pace and in their own way. Follows the child at their pace and initiatives.
- Alternates, under the guidance of an experienced colleague, between stimulating and intervening, and following and staying in the background.
- Gives children the opportunity to try things out.
- Enables children to solve things and make choices, and helps them work on their needs.

5.2 Involve and empower children

Indicators for competency 5.2

- Enables children to influence activities by offering them a structured way to think and choose.
- Provides age-appropriate information so children can be involved in the day-to-day decisions.
- Has children express their opinions and ensures that they are listened to.
- In consultation with colleagues, gives children a role in the performance of (household) activities.

5.3 Motivate children to engage in social activities and build friendships

Indicators for competency 5.3

- Offers activities where children learn who they are and how they are perceived by others.
- Compliments children on behaviour that demonstrates social involvement and empathy (involving another child, welcoming a new child, empathising with others).
- Encourages friendships between children.
- Clearly indicates what is and isn't tolerated when interacting with each other.
- Intervenes in case of unwanted behaviour in the group.

5.4 Enable children to connect with society

Indicators for competency 5.4

- Introduces fun elements from the outside world to the child centre.
- Conveys the message that everyone can and should be themselves. Supports children in this, and intervenes if this is not understood by others.
- Passes on commonly held values and standards, such as being polite and showing respect, to children.
- Participates in discussions with children on themes such as equality, identity and solidarity, as well as freedom of expression, children's rights and the defence of justice.

Cluster 6 Influencing the behaviour of and interaction between children

6.1 Promote positive interactions between children

Indicators for competency 6.1

- Provides suggestions or clues for playing together positively.
- Looks for positive and respectful interactions between children, such as collaboration, listening to each other, sharing, taking turns, giving another child something, helping, comforting, paying a compliment. Encourages this by responding positively and pointing it out.
- Creates situations that increase the likelihood of positive and respectful interactions between children, such as involving children in conversations and activities.
- Under the guidance of colleagues and the child development coach, reflects on the child development policy and how children should interact with each other.
- Is aware of their own exemplary behaviour and uses this with a clear purpose.
- Demonstrates good manners and provides, through their open and enthusiastic attitude, a pleasant atmosphere.

6.2 Provide structure and set boundaries

Indicators for competency 6.2

- Is aware that daily routines and group composition influence the behaviour of children. Adheres to the daily routine and uses fixed, familiar activities. Alternates between rest and active moments, as well as indoor and outdoor activities. Also alternates between playing individually or in small groups or playing with the entire group.
- Is involved in the timely preparation of activities and adheres to the tasks as they have been assigned.
- Uses the children's behaviour as a guideline to determine whether their planning needs to be adjusted and implements adjustments in consultation.
- Regulates behaviour by applying simple, positive key rules that have been agreed. Clearly defines acceptable and unacceptable behaviours, offers alternatives (in consultation) or distracts the children.

6.3 Provide process-based support

Indicators for competency 6.3

- Observes and gets a feel for the child and the group.
- Contributes to reflection sessions with colleagues on the effectiveness of what is offered.
- Identifies unwanted behaviour and problems in the interactions between children and discusses how to address this.
- Encourages desired behaviour in children by clearly stating which behaviour is expected. Rewards wanted behaviour even though it is only an attempt. Ignores other behaviours as much as possible.

6.4 Respond to unique behaviour/characteristics

Indicators for competency 6.4

- Identifies when a child does not behave in an age-appropriate manner or behaves differently than the PMKo is used to, and notifies their colleagues of this observation.
- Identifies when it is impossible to reach the child (at a certain point). Discusses their experiences and asks colleagues for advice.

- Takes action when they cannot get a clear picture of what the child needs. Discusses their experiences and asks colleagues for advice.

Cluster 7 Establishing a partnership with the child's parents

7.1 Hear and see the parents

Indicators for competency 7.1

- Is welcoming, and makes parents and children feel welcome.
- Is approachable and takes the initiative to contact the parents.
- Makes parents and children feel seen and appreciated. Speaks positively about them.
- Shows parents that they understand and are attentive to the parent's feelings, values, standards, habits and philosophy. Asks about these and assesses or discusses how these factors can be considered in childcare situations.

7.2 Share information with the parents

Indicators for competency 7.2

- Ensures the daily transfer to the parents and informs them about the child's time at the care centre.
- Ensures that parents are informed of any signs of illness, minor accidents and care information.
- Informs parents of the child's experiences, not just by talking about it, but also through images or a diary, for instance.
- Uses the daily transfer with the parents to gain a better insight into the child.
- Is careful about information or images they share with parents and third parties. Is aware of privacy laws.

7.3 Collaborate with the parents

Indicators for competency 7.3

- Listens to what parents and children have to say, helps them find solutions and answers questions.
- Is open to the approach of parents themselves and asks about it.
- Adheres to agreements made with parents and provides feedback to the parents.
- Asks about the parent's wishes and needs. Ensures that these wishes and needs are taken into account and, if necessary, enlists the help of colleagues.
- When certain actions and activities have been selected, explains these choices in a way the parent can understand. Determines whether a colleague should be brought in for clarification.
- In case of more complex reasons for certain actions, choices, or activities, refers the parents to a colleague for an explanation.

7.4 Work with the parents on joint responsibility and involvement

Indicators for competency 7.4

- Clearly explains the rules and customs of the child centre to the parents.
- Accepts parents for who they are, even if they have different views.

- Asks parents for their opinion or experiences.
- Refers parents with questions about the code of domestic violence and child abuse (Meldcode) to their colleagues.

Cluster 8 Collaborating with colleagues and other professionals in the child's environment

8.1 Work on an unequivocal approach/support with direct colleagues

Indicators for competency 8.1

- Meets commitments with colleagues, works according to the agreed division of tasks, and briefly liaises about this throughout the day.
- Aligns the procedure with their colleague (replacement).
- Clarifies what colleagues may expect from them.
- Ensures that sufficient (written and/or oral) information is available so colleagues are kept informed and/or a colleague can take over. Ensures that their immediate colleague is informed of relevant details.
- Provides insight into the activities and the results, by performing tasks assigned to them, such as written reporting, data tracking, and through the use of digital communication channels. Ensures that information is recorded objectively and factually.
- Asks colleagues for feedback to ensure good alignment.

8.2 Stimulate each other as colleagues

Indicators for competency 8.2

- Shares positive and negative work experiences with colleagues and is understanding/compassionate when colleagues share things.
- Uses their talents and qualities to offer children (more) variety in activities.
- Reflects, under guidance, on the limits of their expertise.
- Is actively involved in work consultation. Provides input and gives their own opinion. In doing so, keeps in mind how the group can perform to the best of its ability.
- Is open to collaboration and contributes to a stimulating learning environment for interns/student employees in the group.
- Provides examples from their own practice to learn from and with each other as colleagues.

8.3 Collaborate with other professionals

Indicators for competency 8.3

- Works with other professionals/disciplines according to agreed goals and methods.
- Is careful with privacy-sensitive information and checks with their supervisor what information can be shared with other professionals.
- Can discuss their own actions with other professionals.
- Is open to feedback and advice from other disciplines/professionals and adheres to (alignment) agreements.
- Contributes to a clear (transfer) report to the school, care outside of school or other professionals in the child's environment.

<ul style="list-style-type: none"> • Provides input for evaluations and interdisciplinary consultations based on their own experience.
<ul style="list-style-type: none"> • Is inquisitive: observes, looks, reads and asks questions, is alert and curious. Takes time and space to reflect on what is happening. Tries to find explanations and exchanges thoughts and ideas.
8.4 Collaborate in a dynamic environment
Indicators for competency 8.4
<ul style="list-style-type: none"> • Is flexible and interested in new ideas and work practices.
<ul style="list-style-type: none"> • Brings their own experiences to (interdisciplinary) consultation and networking.
<ul style="list-style-type: none"> • Is aware that collaboration and shared responsibility are important and is involved in new forms of collaboration.
<ul style="list-style-type: none"> • Is respectful and open to the views and interests of those they are dealing with. Listens, asks questions, shows understanding and does not take opposition or resistance personally.
<ul style="list-style-type: none"> • Under guidance, reflects on how they can deal with the interests that play a role.
<ul style="list-style-type: none"> • Looks at opportunities to support the child and/or develop joint activities even better with others.

Cluster 9 Improving the service quality
9.1 Maintain the quality of work
Indicators for competency 9.1
<ul style="list-style-type: none"> • Acts according to organisational guidelines and protocols.
<ul style="list-style-type: none"> • Works according to agreements with colleagues/supervisor and parents. Studies and applies the organisation's child development plan under supervision.
<ul style="list-style-type: none"> • Reflects (with the child development coach) on the quality of their work. Is open to feedback. Discusses bottlenecks on time and adapts their actions accordingly after consultation.
<ul style="list-style-type: none"> • Actively provides input (during consultation or coaching) about the service quality. Uses practical examples to explain how certain choices or measures translate to the daily interaction with children.
<ul style="list-style-type: none"> • Discusses issues when they think colleagues display unacceptable behaviour and/or the work quality is at risk.
<ul style="list-style-type: none"> • Takes responsibility for the service quality by looking at routines and existing structures with a fresh eye. Asks questions about the origin of these routines and structures.
<ul style="list-style-type: none"> • Can provide information in writing and through modern digital communication tools.
<ul style="list-style-type: none"> • Does not disclose to third parties any confidential, private and/or organisational information they are privy to through their job.
9.2 Evaluate and justify work and actions
Indicators for competency 9.2
<ul style="list-style-type: none"> • Reflects, under supervision, on their own actions. Tries to figure out why they performed specific actions, how they dealt with them, and the consequences for the children, parents and colleagues.

- Reflects on and discusses the child development goals and quality standards in relation to their own actions with their colleagues.
- Shares knowledge and experiences so that the service can be evaluated, both when the child is at the child centre and when the child leaves the centre.
- Provides data for evaluation (oral and written). Indicates which choices have been made (with others) for what reasons.
- Does not publicly (in the media) make negative or shocking statements or post images of (the behaviour of) children, parents or colleagues.

9.3 Improve the work

Indicators for competency 9.3

- Makes desired changes in how they provide care and support in consultation with the stakeholders.
- Learns from work experiences and updates their approach, if necessary, after consultation.
- Discusses work dilemmas with their colleagues and supervisor, and actively seeks a solution.
- Takes a fresh look at things and identifies possible work-related areas of improvement.

Cluster 10 Developing in your profession

10.1 Keep developing yourself

Indicators for competency 10.1

- Works on their own development as a professional: reflects on their own actions and asks for feedback about their performance.
- Works with the supervisor/child development coach to set personal development goals and takes the initiative to work on achieving them.
- Makes their own standards and values and those of others open to discussion. Discusses how they affect their actions and choices, and is open to new insights.
- Only shares confidential information about the child with colleagues when this is necessary for the performance of work-related tasks.
- When it comes to confidential information, does not talk about a child or parents in front of other parents or third parties.
- Is open to feedback, peer review and coaching (by the child development coach) and uses their own work experiences to learn from and with each other.
- Asks for information and reads recommended professional literature. Follows additional training and gathers knowledge about developments and innovations in the field (e.g., legislation and regulations).

10.2 Use your expertise

Indicators for competency 10.2

- Takes the initiative, dares to propose choices, makes decisions and can explain their reasoning.
- Demonstrates their knowledge and experiences to others and can clearly articulate things.
- Participates in substantive discussions with colleagues and others about the profession of child development professional.

10.3 Monitor your own working conditions

Indicators for competency 10.3

- Discusses issues when the scheduling or organisation of their work activities is hindered.
- Monitors their own health and safety, and applies safety regulations and occupational health standards.
- Speaks out when the (physical and/or mental) burden of the work becomes too much for them.
- Calls in the help of others to assist or take over in time when a stressful and unpredictable situation occurs.



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Questions

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