

Welcome to Trondheim International Preschool, 2017-2020

We want to protect and honor the magic of childhood, and focus on the remarkable and beautiful present childhood can be. The curiosity, imagination and tenacity to build a sustainable future comes from making space for simple things like play, make believe and inquiry.

To play with words, to play with each other, play secret games, role play, to investigate how the world around us works. To teach responsibility and respect to each other and to the nature, to value the sense of community and the right to be different.

To maintain a good learning environment requires attentive staff. Staff that are responsive to children's initiative and response.

We believe in the children, and we want the children to believe in themselves.



Bente Rodahl
Preschool Manager

Mission statement

The kindergarten in cooperation and understanding with the home, safeguard the children's need for care, play, and promote learning and education as the foundation for all-round development. Kindergarten should be based on fundamental values in Christian and humanist heritage and tradition, such as respect for human dignity and nature, on intellectual freedom, charity, forgiveness, equality and solidarity, values that are expressed in different religions and beliefs and are rooted in human rights.

(Barnehageloven §1 Formål,1.ledd)

Trondheim International Preschool's mission is to run an international English speaking private preschool operating according to the International Baccalaureate Primary Years Programme, the Framework Plan, and Norwegian laws and regulations, as well as naturally related activities.

The preschool strives to foster inquiring, knowledgeable, and caring young individuals who help to create a better world. The children are motivated to become active and successful, globally-minded lifelong learners, with basic knowledge and skills that makes them especially well equipped to continue their educational journey at IB schools.

Trondheim International Preschool har som formål å drive en internasjonal engelskspråklig privat barnehage og dertil naturlig tilhørende aktiviteter. Barnehagen opererer i henhold til International Baccalaureate Primary Years Program, Barnehageloven, Rammeplanen, og øvrige Norske Lover og forskrifter.

Barnehagen har et holistisk verdisyn som streber etter å fremme vitebegjærlige, kunnskapsrike og omsorgsfulle unge mennesker som bidrar til å skape en bedre verden. Barna motiveres til å bli aktive, suksessfulle, globalt tenkende og livslange lærende individer, som med sine grunnleggende kunnskaper og ferdigheter er spesielt godt rustet til å fortsette sin pedagogiske reise på IB-skoler.

The Preschool strives to develop inquiring, knowledgeable and caring children, and we represent an environment that supports respect for human worth and the right to be different. We have a holistic approach to children and childhood, where human equality, equal opportunity, intellectual freedom and tolerance are important social values that provide foundation for the care, upbringing, play and learning in our Preschool.

Friendship and respect are very important to us, and we want the children to form friendships and learn respect for their own and other cultures by developing understanding and acceptance.

We seek to guide the children to live as caring, responsible and contributing citizens in the community.

Our Vision

Our vision is to create a welcoming, safe, happy, caring and stimulating environment, according to the Framework Plan, Norwegian laws and the International Baccalaureate Primary Years Program, where we work together in a holistic approach to children's development.

Our Values

-Inquiry, knowledge, thinking, communication, open mindedness, listeners, caring, principled, Risk –taking, balanced, reflective

Our Aims

Trondheim International Preschool aims to provide a welcoming, safe and stimulating environment.

We promote wellbeing, respect and democracy, a culture of global citizen of inclusion, diversity, equality fairness and friendship.

Monitoring and evaluate our practice for continual improvement and involvement in a stimulating curriculum.

We encourage imagination and creativity. We value each child as an individual, so we can support each child in developing and extending their own interests, goals and dreams.

Through encouragement and positive feedback, we cultivate the development of the child, their emotions, social skills, and participation to be independent learners in the society.

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Trondheim international preschool



Play

Kindergartens shall provide children with opportunities for play, self-expression and meaningful experiences and activities in safe, yet challenging surroundings.

(Kindergarten Act, Section 2, Content of kindergartens)

Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul.

(Froebel 1896)

In a sustainable society, the Play must have the best terms.

Play is important for children. To play is their way of expressing themselves and play tells who they are.

The Play itself is a democracy, it is a place to meet to negotiate, provide resistance, it is democracy in practice.

Children must get the time, space and the right materials to play. That means the children got to be given enough time to play and to develop the game, and the Play needs

to be shielded from interference- inside and outside. They need to be exposed to different arenas and the staff needs to facilitate for intrinsic Play as a method to learn. To play equalizes the children and builds bridges between language and cultures, participating to interact with each other helps the children in making friends and forms the foundation for learning and social competence.

Through play-based learning, young learners develop attributes of the IB learner profile by collaborating, making judgments, learning how to learn and becoming

increasingly autonomous with the support of involved educators who understand the educational potential of play. Early childhood is an important time when children lay the foundation for their view of themselves as learners and their ability to decide the course to take within learning groups. They develop their sense of autonomy and identity and their ability to make informed decisions within environments that offer opportunities for them to actively interact and reflect. Because play offers these opportunities, it is essential in the lives of young children for cognitive, social, emotional, physical and brain development. Inquiry in the early years is intimately connected with the development of children's understanding of the world and acknowledges children's competencies to explore, discover and interact with the physical and social world around them. Through play, children become increasingly skilled at being group members, initiating and working through projects, asking questions and exploring possible worlds through imagination. Over time, children define, construct and negotiate meaning and identity, situating themselves as members of a learning community.

Play is essential for young children's cognitive, social, emotional, physical and brain development.

Through play, children construct meaning and define themselves as members of a learning community.

Through play, children build symbolic competence, which is necessary for understanding. For example, they may discover that letters represent sound and numbers represent quantity. Also, speaking and listening is at the heart of the play experience.

“During play, children's language is more complex than in most other activities; they use greater vocabulary and they use longer utterances than they do in most other situations” (Scales et al 1991).

Play enables children to share ideas, experiences and reflections. Often, these exchanges take place through discussions and support for each other. This process leads to learning communities of independent individuals as well as small groups. Play often gives us opportunities to reflect with children on the attributes of the IB learner profile. These reflections are a powerful way to connect young children with the IB learner profile so that the attributes become meaningful for them.

Playing takes time. As such, when planning, consideration should be given to the importance of giving children the time to engage freely in activities of their choice, which in turn gives the adults time to observe and document -pedagogical documentation, the development of skills, attitudes, conceptual understanding and knowledge. When defining play as a range of child-initiated activities, children's choices are recognized as a pivotal element, enhancing the complexity of play (Christie and Wardle 1992) and inherently allowing for engagement



Adult role

We have responsible and playful staff. We are active in facilitating the children's learning process. All learning characterizes on the quality of the interaction between children and staff.

The staff sees each child as an individual, but also as a part of preschool community. They guide and support the children and challenge them through a variety of experiences, knowledge and materials, and they emphasize acknowledgement and encouragement. We encourage imagination and creativity. We value each child as an individual, so we can support each child in developing and extending their own interests, goals and dreams.

The social and educational outcome are profoundly shaped by the relationship between the adults and the children. The adults are intellectual leaders who facilitate and empower the children to develop confidence and personal responsibility according to age and maturity. Challenging learning environment inside and out doors, helps the children to develop the imagination and motivation they need in order to meet their own needs and the needs of others.

As an IB teacher we emphasize learning how to learn, helping children interact effectively with learning

environment they encounter and encouraging the children to value learning as an essential and integral part of their everyday lives

Educators have a critical role here in helping children to represent their ideas, theories and plans by posing questions to provoke children's thinking and problem-solving, and by challenging students to comprehend at deeper levels. During play and other moments, educators mediate between the everyday and the scientific, leading children from their everyday or working theories towards academic concepts. As children proceed in their investigations, generating and testing their hypotheses, they are encouraged to express understanding through one of many symbolic languages. Educators model literacy and numeracy skills, carefully plan the learning environment, and demonstrate or make suggestions on how materials can be used. Play is therefore an essential part in the co-construction of meaning.

It is up to the teacher to provide a complex learning environment with the potential for queries and anomalies that will excite and interest young inquirers. This is done through units of inquiry that are significant, challenging, relevant and engaging, as well as following up on child-initiated and spontaneous inquiries. Such an environment provides opportunities for children to pose and solve problems within their play situations. Once the complex play environment has been set up, it often becomes clear—from observing and listening—what further resources or spaces the children require and educators work with them to fulfill their play ideas. (Fahey 2012: 117)

Quality play takes time- time to plan for freedom of engagement and for the development of skills, attitude and conceptual understanding. Through play, children send signals about their learning, and the staff need to recognize those signals and respond to them.

Sustainable development

Preschool will build a foundation for the children to be inquirers, to ask questions and to become critical thinkers. We want the children to act ethical, to show solidarity, empathy and respect to each other and the nature around us. We want them to think, reflect and act local, national and global. Through our unites we focus on who we are, how the world works, how we organize ourselves and how we share the planet. The IB learner profile aim to develop internationally minded people who recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

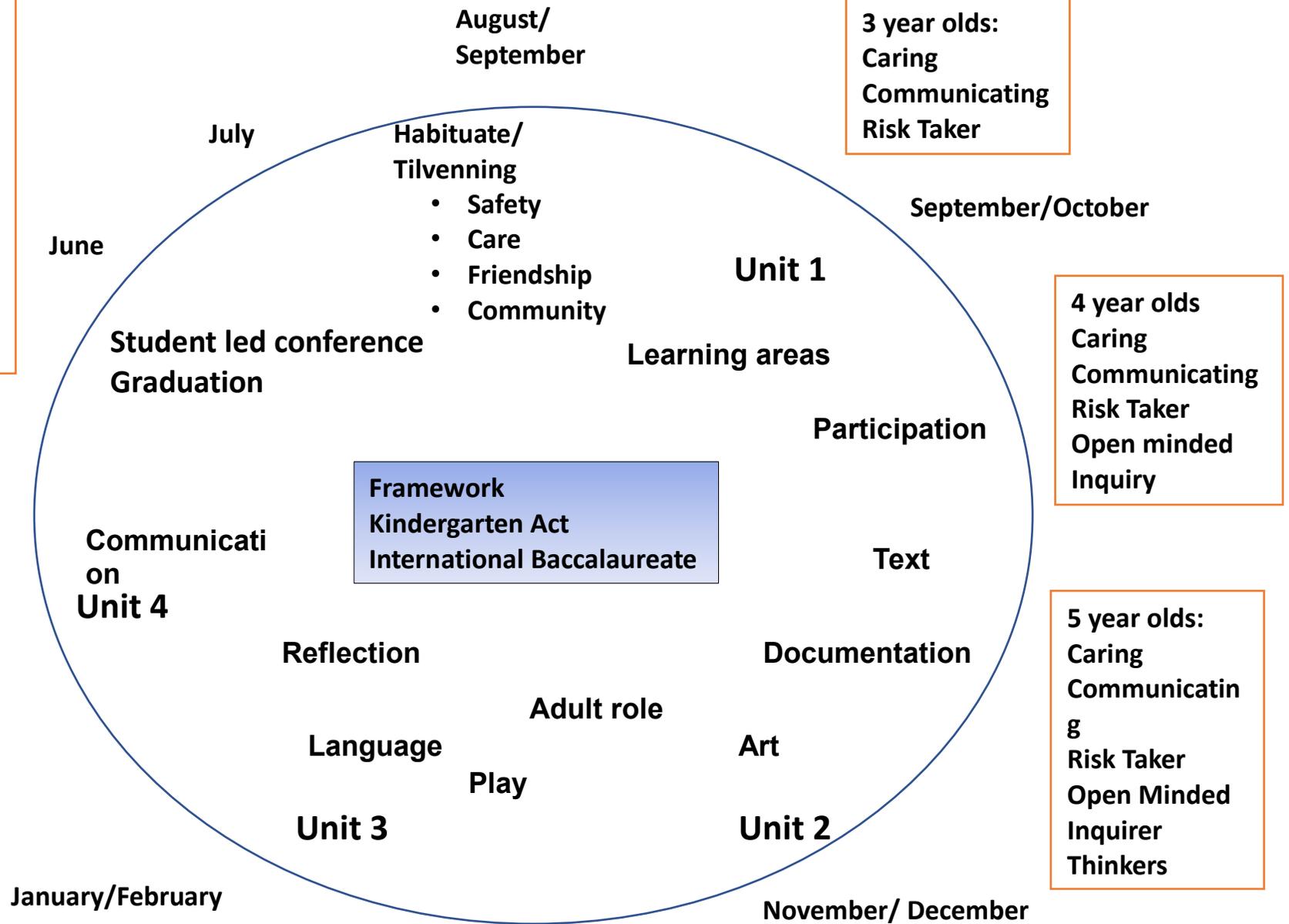


The children's own learning styles, strengths and challenges in combination of unique and shared patterns of values, knowledge and experience of the world and their place in it, we learn the children to be responsible for to themselves and the world around them. Children and staff are encouraged to explore global and local issues, including developmentally appropriate aspects of the environment, development, conflicts, rights and governance. Globally engaged children will learn to recognize that they hold the earth and its resources in trust for future generations.



Units

1. Who we are
2. Where we are in time and place
3. How we express ourselves
4. How the world works
5. How we organize ourselves
6. Sharing the Planet



Social competence

**Kindergartens shall impart values and culture, provide room for children's own cultural creativity and help to ensure that all children experience joy and ability to cope in a social and cultural community.
(Kindergarten Act, Section 2, Content of kindergartens)**

Early experiences with peers are of great importance to children's ability to interact well, and this makes kindergartens important arenas for social development, learning, and the building of friendship. Social competence is prerequisite to do well together with others, and include skills, knowledge and values that develop through social interaction.

- Who are we
- How we organize ourselves
- How the world works
- Where we are in time and place
- Basic skills, language, gross and fine motor skills
- Friendship, to get and to keep a friend
- Support initiatives to social interaction
- Support the child to reflect, assess and see other perspective
- Support conflict solving
- Play groups

- Stop and prevent bullying, discrimination, and suspensions
- Rights and responsibilities to themselves and to others
- Support children's engagement and interests

International Baccalaureate- IB learners

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage children across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

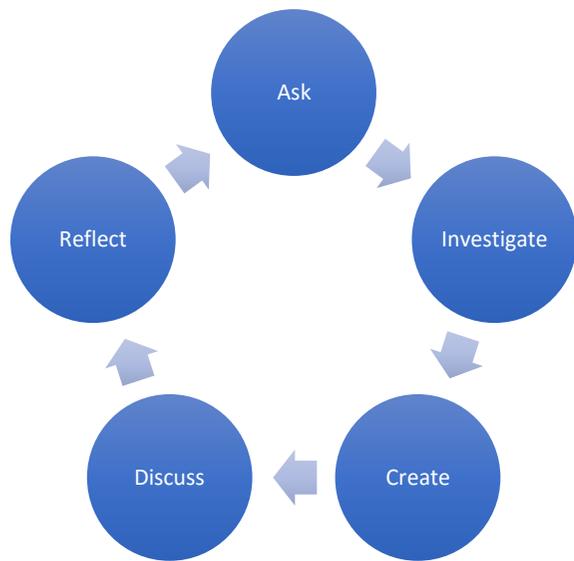


The centre of international education in the IB are the children with their own learning styles, strengths and challenges. Combinations of unique and shared patterns and values, knowledge and experience of the world and their place in it.

Promoting open communication based on understanding and respect, the IB encourages children to become active, compassionate, lifelong learners. The IB program is holistic in nature- it is concerned with the whole person, along with cognitive development. Inquiry based program address children's social, emotional and physical well-being. IB value and offer opportunities for children to become active and caring members of local, national and global communities.

IB learners strives to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes represent a broad range of human capacities and responsibilities. They imply a commitment to help members of the preschool community to learn to respect themselves, others and the world around them.

Inquiry based learning starts by posing questions, problems or scenarios, rather than presenting established facts or portraying a smooth path to knowledge. The children will be trained to identify and research issues and questions to develop their knowledge or solutions. During the process in Preschool, children will be facilitated by the teachers and assistants. Inquiry is learning and teaching methods, but also a stance to approach living as learners. How we teach, influences the children as much as or even more than what we teach.



Inquiry- Based Learning

Planning and evaluation/ Assessment

The kindergarten should be an educational activity that will be planned and assessed. Children and parents have the right to participate in these processes. The purpose of the kindergarten as an educational activity is to provide the children with an adapted offer in accordance with the kindergartens act and the framework plan

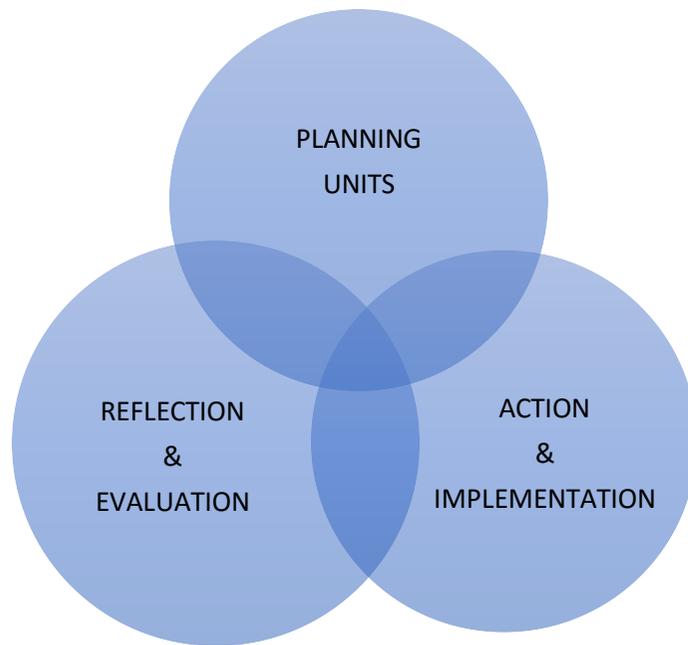
The kindergarten will prepare an annual plan. In addition, plans for shorter and longer periods and for different child groups will be prepared as needed. The annual plan is a tool for kindergarten staff and documents the kindergarten's choices and reasons (Kindergarten Act§2)

The international Baccalaureate works to develop challenging programmes of international education and rigorous assessment (B mission Statement)

Preschool is a pedagogic institution that makes plans and evaluate. Both children parents have the right to participate in this process. The parents participate through parent meetings and Samarbeidsutvalg (SU) and the children participate through daily influence on the Units and learning areas through interest and knowledge and skills. Preschool must facilitate a learning environment based on Barnehageloven and Framework- plan for the content and tasks of Kindergarten, in collaboration with IB curriculum. To achieve this, Preschool must be a learning organization and all pedagogic work must be reasoned in Barnehageloven and Framework.



Teaching and learning the IB embrace many ways where people work together to construct meaning and to make sense of the world. Through the interplay between children and staff, questions, doing and thinking is the constructive approach towards open democratic learning environments. The Preschool empowers children for a lifetime of learning, independently and in cooperation with others. We prepare a community of children to engage with global challenges through Inquiry, action and reflection.



Assessment-Evaluate and reflection:

Critical reflection is the process by which curiosity and experience can lead to deeper understanding. A reflective thinker must be aware of their evidence, methods and conclusions. Reflection also involves being conscious of potential bias and inaccuracy in one's own work and in the work of others.

Through inquiry, action and reflection we aim to develop children who are able to think, able to self-management, social communication and research skills.

- -What went well?
- -What evidence could show what the children learned.
- -What could we do differently.

- What did the children like /don't like.
- -Role of the grown up, tips for next time
- -Children`s participation in Planning, implementing and reflection
- -Parents involvement
- -Documentation and systematically Pedagogic documentation

Play leads to powerful learning outcomes. It is when children play that they demonstrate the extent to which they are able to apply and expand their knowledge, skills and attitudes. By observing students and by engaging in their play-based activities and experiences, interacting educators are able to assess the essential elements of the PYP*: knowledge, skills, concepts, attitudes and action. As Nutbrown (1996) points out, observation* involves more than simply understanding our students' learning. It also involves using that understanding to extend their learning experiences:

Assessment should be intentional and carefully planned. Children's engagements with and inquiries into areas of particular interest or fascination can form the basis of assessments. The PYP framework, including its five essential elements, also plays an important part in determining the focus of our assessments. A balance should be established between describing children's activities and their thinking. This can be documented in relation to their environments, with the links to the learning outcomes presented, for example, in the PYP scope and sequence documents. Assessments are always subjective because they are unique interpretations of learning that has taken place in a given context, and give account of each child's learning process.

Through documenting and analyzing children's play narratives, insights can be gained into children's thinking and ways to help to make their learning visible. Such narratives are helpful for sharing children's learning with parents and the wider learning community. Through observation and the use of tools such as video recordings and learning stories*, it is possible to analyze the many ways in which children construct theories and express their understanding of the world. Video clips are a powerful way to share children's learning with them and to involve them in reflection and assessment of their own learning.

By documenting children's play narratives, formative and summative assessments, insight are gained into their thinking and display the evidence of their learning.

Children's right to participate

Children in kindergarten shall have the right to express their views on the day-to day activities of the kindergarten.

Children shall regularly be given the opportunity to take active part in planning and assessing the activities of the kindergarten.

The children's views shall be given due weight according to their age and maturity.

(Kindergarten act, section 3)

In preschool, we stimulate and encourage the children to express thoughts, ideas and meanings. They participate in how we plan and develop Units, and we stimulate and encourage them to ask questions and to be inquirers in their own learning process.

Children express their feelings through both words and body language. Their expressing views and ideas by using mimic,

body position, sound etc. This requires competent staff who interpret children's language, who is a part of the children's play and activities, and acknowledge children for expressing their intentions both verbal and non-verbal.

The level of participation is according to the child age and maturity. We want the children to experience affiliation and be a part of the preschool community. The staff needs to support the child's self-determination and intentions, and to support children to immerse oneself in others and to take into account other children's feelings. Through formative and summative assessments and reflections, the children are able to express and communicate thoughts, feelings and needs that are important to them. We inspire the children to ask questions, to pursue personal aspiration, to set challenging goals and to develop the persistence to achieve them according to age and maturity. We encourage the creation of rich personal and cultural identities.

Involving children in an active learning process, where they are provided with possibilities to interact with manipulatives and to engage in conversations with others, is paramount to all stage of learning.

Democracy-diversity- respect-equality

Through participation in the preschool community, children are given the opportunity to develop an understanding of society and the world they are a part of. Through our units we support the children's understanding of who they are, how the world works, how to share the planet. The balance between human needs and wants and that of animals. They get to experience democracy through participation, to express them self, to self-determination and to take into account other feelings. We as a Preschool should help children gain an appreciation for, and support the democratic values and norms that underlie the society we have today.

Being a multicultural society we want to promote and value diversity and mutual respect, and the children will experience different ways of thinking and living. Diversity is a resource in the content of our units, that support the children in developing their cultural and individual development. We provide materials, activities and opportunities independent on gender, ethnicity, culture, language disability.

Preschool promotes open communication based on understanding and respect for other human, animals and the nature around us. We encourage children to be thinkers and reflective, with the capacity for critical and ethical thinking, with the knowledge of showing concern to our surroundings and nature,

The Preschool strives to teach the children to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success. They imply a commitment to help all members of the preschool community learn to respect themselves, others and the world around them.

Formation

The kindergarten will support the children in relating to and being curious about, the outside world and by helping to lay the foundation for courageous, independent and responsible participation in democratic communities.

Kindergartens should help children understand common values and norms that are important to the community.

Kindergartens shall contribute to promoting children's belonging to society, nature and culture.

Formation should emphasize the children's ability to think for themselves, to seek knowledge, reflect and consider truths, ask questions and provide resistance on their own and others' behalf.

Formation is about developing knowledge, values and attitudes together, through dialogue - where everyone recognized as independent human beings with feelings and thoughts in a joint process in a democratic society.

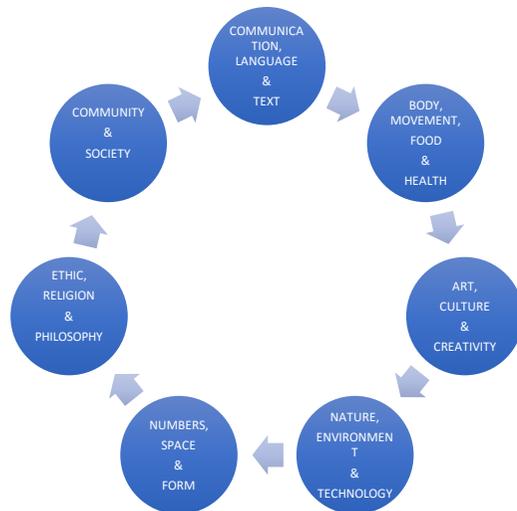
The role as an adult is to be present, to show respect, guide and listen to the child. We show interest and want to be a good interlocutor, who challenges, supports and teaches the child to ask questions, and to be reflective.

Learning Areas

The learning areas reflect the children's interest and it acknowledges the intrinsic value of children in preschool age, and shall promote children's social, emotional and physical well-being.

Each learning area covers a wide range of learning. The learning areas rarely appear in isolation, and several areas are often represented alongside one another in our units connected with everyday activities.

Work on the learning areas must be appropriate to the age and interest of the children and the Preschool must establish a learning community to value different expressions and opinions. Children shall provide knowledge and skills in all learning areas through amazement, inquiry and creative activity. The teaching material, methods of working, equipment and approach to the learning areas, shall expose the child to sensory experience, play, learning and creativity.



Progress

Progression in kindergartens implies that all children should develop, learn and experience progress. All children should be able to experience progress in kindergarten content, and kindergartens should facilitate children in all age groups to receive varied play, activity and learning opportunities. The staff will expand and build on the children's interests and give the children varied experiences and experiences. Kindergartens shall facilitate progression through the choice of educational content, working methods, toys, materials and the design of the physical environment. Children will have challenges adapted to their experiences, interests, knowledge and skills.

- Plan and facilitate progression
- Contribute to a sense of achievement
- Facilitate recess, acknowledgement and repetition
- Introduce new perspective and facilitate new experiences.

Content

3 years	4 years	5 years
-Units -Focus on routines and concepts(begrep) common understanding both Norwegian and English -Social competence -To get, and to keep a friend -Participation -Gestures, action and body language	-Units - Focus on Concepts, common understanding in both Norwegian and English - Social competence - Independence -Participation	-Units -Use the IB concept in both English and Norwegian every day. -Social competence -Participation -Prepare transition to school -listen attentively -speak appropriately

Method

3 years	4 years	5 years
Units Play groups Song and Music Poems Dance and Drama Outdoor Play Language Groups Visual arts	Units Play groups Song and Music Poems Dance and Drama Outdoor Play Language Groups Visual arts	Units Play groups Song and Music Poems Dance and Drama Thrass Language groups Outdoor Play Museum School Preparation

Body, movement and health

Habits and patterns of action take shape already from early age. Good habits acquired in kindergarten can last a lifetime. Preschool shall have a health promotional and preventive function, and must contribute to equalize social differences.

(Kindergarten Act, Livsmestring og helse)

We will support the children in mastering adversity, handling challenges and then get to know their own and others' feelings. We want to teach the children to develop introspection and good self-esteem. Through our units we focus on understanding who we are to ourselves and our place in the world. This we do through dignity and acknowledgement by supporting the children physically and psychologically.

Preschool is a safe place and challenging place for the children to develop social skills, friendship and community.

- Trips
- Outdoor & indoor Play on daily basis
- Healthy food, introduction to healthy nutrition, insight to the foods origin.
- Fine & Gross motor skills coordination
- Identity and knowledge about the body
- Interaction with others, to learn to set limits and boundaries to their own and other bodies.
- Experience, consider and master risky play
- Dance, music and Drama
- Facilitate body movement as playing ball, running & climbing

Communication, Language and text

Kindergartens shall impart values and culture, provide room for children's own cultural creativity and help to ensure that all children experience joy and ability to cope in a social and cultural community.

(Kindergarten Act, Section 2, Content of kindergartens)

Providing early and good linguistic stimulation is an important part of the role of Preschool. Communication takes place through interplay of receiving and interpreting messages, and sending messages oneself. At Trondheim International Preschool we use both English and Norwegian language. Verbal and non-verbal communication plays an important role in developing language skills. Varied and rich experiences in English, Norwegian and mother tongue are essential prerequisites to understanding concepts. We converse about experiences, thoughts and feelings, to develop a rich use of language. Text covers both written and oral stories, poems, rhymes, nonsense verses and song. Through work on communication, language and text, the Preschool shall facilitate the ability to listen, observe and respond to mutual interaction, and develop understanding of concept and vocabulary. We want to teach the children to express feelings, wishes and experiences. They will experience how to solve conflicts and to create positive relationships through play and social interaction.

The medium of instruction of the Preschool is English and Norwegian. They will be exposed to a variety of languages and cultural experiences due to our multicultural children and staff. The children become effective communicators and appreciate the diversity of traditions, cultures and language represented in our preschool community.

Language is personal and identity-forming, and is closely related to feelings. The mother tongue is important to a sense of

identity and achievement A highly developed mother tongue is a fundamental requirement for the subsequent development of language skills, both in terms of writing and reading comprehension. All children are entitled to a rich and varied linguistic environment. Through IB and the teaching areas the Preschool will facilitate the children to explore and develop their comprehension, language skills and a variety of communication forms. The preschool shall facilitate and help all children to use their language to form relationships, participate play and as a tool to solve conflicts, to explore and experience different written expressions as play-writing, drawing and letters, through reading and writing.

Spoken words connect us with others. We listen and speak to share thoughts and feelings, and we use both verbal and non-verbal language to communicate with each other in small or large groups.

- Units
- Concepts English and Norwegian
- Gestures, action, verbal and non-verbal
- Song, dance, music, rhythm, poem & movement songs
- Play groups focusing on language
- Good conversations between children/ adult and child/ child
- Reading books according to age
- Facilitate reading and writing to age and maturity
- Using language cards and language boxes
- Encourage children to listen attentively and to retell
- Language tools

Art, culture & creativity

Art is a powerful mode of communication through which children explore and construct a sense of self and develop an understanding of the world around them. Art provides children with a wide range of opportunities and means to respond to their experiences and engage historical, social and cultural perspective. They are stimulated to think and articulate their thoughts in new ways, and through a variety of media and technology. All learning can't be thought through language, and art is a medium of inquiry to provide learning, communication and expression. Art is fundamental to the development of the whole child, promoting creativity, critical thinking, problem-solving skills and social interactions.

- Facilitate materials, culture and esthetic expression
- Process impression and feelings through art and creativity
- Use difference techniques, materials and technology to express themselves.
- Support and reflect around the child cultural and artistic expression
- Explore and experiment in continual cycle of action and reflection
- Reflect and evaluate their own and others work.
- Creativity
- Cultural and traditional diversity
- Dance, music, drama
- Trips to museums

Nature, environment and technology

Children of today are raised into a rapidly changing digital world surrounded with images, sound and performances. Children continually explore imaginative use of new media tools beyond their basic functional applications, discovering alternative or individual ways to conceptualize the role of digital technology in their lives.

Experiences about nature might promote understanding to the nature's distinctiveness and the child will to protect natural resources, keep biodiversity and contribute to a sustainable development.

- Nature as learning area, play, investigate, explore, learning
- Outdoor play
- Trips
- Through nature, environment and technology, explore nature and its diversity
- Inquire and experiment
- Knowledge of sustainable development
- Knowledge about animals, biology
- Reflect, explore and experiment together.

Number, shape and form

The power of mathematics- numbers, shape and form, for describing and analyzing the world around us is such that it has become a highly effective tool for solving problems. It is important that learners acquire mathematical understanding by constructing their own meaning through ever-increasing levels of abstraction, starting with exploring their own personal experiences, understandings and knowledge. It is to be used in real-life situations, mathematics concepts needs to be taught in relevant, realistic contexts, rather than by attempting to impart a fixed body of knowledge directly to children. Children construct meaning based on their previous experiences and understanding, and by reflecting upon their interactions with objects and ideas. Therefore, involving children in an active learning process, where they are provided with possibilities to interact with manipulatives and to engage in conversations with others, is paramount to this stage of learning mathematics.

- Mathematic concepts reflects on daily basis in play and activities
- Explore and reflect mathematic concepts
- Develop understanding of mathematic concepts
- Develop understanding of shape and form through body and senses
- Inquire and explore mathematic problems
- Playing games
- Get to know different shapes, pattern and forms
- Stories and songs
- Counting
- Different materials

Society and community

Children's right to participate in daily life puts the foundation for insight and experience in participating a democratic society. An inquiry into orientation in place and time, personal histories; homes and journeys. Discoveries, explorations and migrations of human kind. The relationships between and the interconnectedness of individuals and civilizations in a local and global perspective.

- Who we are
- Where we are in time and place
- Sharing the planet
- Social skills
- Participate in their own life
- Explore local communities
- Inquire local and personal history and traditions
- Knowledge about different cultures
- How to organize ourselves

Ethic, religion and philosophy

Preschool will let the children get acquainted with stories, traditions, values and festivals In different religions and philosophies, and experiences that cultural expressions have their own value. An inquiry into the nature of the self; beliefs and values, personal, physical, mental, social and spiritual health. Human relationships including families, friends, communities and cultures. Our rights and responsibilities of what it means to be a human

- Who we are
- Where we are in time and place
- Knowledge about fundamental values in Christian and humanistic heritage and traditions
- Knowledge about different religions and spirituality heritage and traditions represented in Preschool
- Inquire existential ethic and philosophic questions
- Understanding and interest in diversity of our society
- Understanding of other ways of living and understanding of the world
- How we organize ourselves
- How the world works Stimulate and support children's ability, skills and endurance of problem solving
- Respect and tolerance

Early effort - tidlig innsats

The kindergarten will adapt the general education offer to the needs and conditions of children, even when some children need extra support for short or long periods. The kindergarten will ensure that children who need extra support receive early social, educational and / or physical facilities that are necessary to give the child an inclusive and equal offer. The arrangement will be assessed along the way and adjusted in line with the child's needs and development.

- -Sensitive Adults
- -Knowledgeable Staff
- -Good cooperation between the Home and the Preschool
 - Systematic Multidisciplinary glance- Tverrfaglig blikk på barnet
- -Children´s right to develop based on own needs regardless of social background, ethnicity or geography.
- -Public educational measures and special needs
- -Survey if needed
- -Fagteam, BFT,
 - Equalize social differences
 - Stimulate imagination, diversity of experiences, conceptual understanding
- -Challenging learning environment
 - Help and support according to age and maturity

Transition

The kindergarten, in cooperation with the parents, will arrange for the child to have a safe and good start in the kindergarten. The kindergarten will adapt routines and organize time and space so that the child is given time to get acquainted, establish relationships and associate with staff and other children.

(Kindergarten Act,)

When the child starts in Preschool

In cooperation with the parents, the Preschool will ensure the child is having a safe and good start when he/she starts preschool. Preschool have their routines, and have organized the time and the classrooms in a way that gives the child and their families time to get to know each other, establish relations to staff and other children. Our routines are regularly evaluated and adapted to each child in cooperation to their families. Our routines are handed out to the families in advanced and well before startup date.

When to start school

The last year in Preschool is a special year for the children and their families. During their stay in Preschool they have experienced inquiry based learning, and they are prepared to start in an International Baccalaureate school.

In cooperation with the parents, the Preschool will enable the child to get a safe and good start in school and SFO. Preschool will in cooperation to the child's home, exchange knowledge and information that are important to facilitate the child's startup.

The child's knowledge, experience and skills gives them a good founding and motivates them to start school. The Preschool have a good routine and cooperation with Trondheim International School in transferring the child to school.

Parent committee and Samarbeidsutvalg

To ensure cooperation to the children's home, each Preschool must have a Parent committee and a Samarbeidsutvalg (Kindergarten Act § 4)

Parent Committee:

All Parents are invited to become an active part member of the Preschool community. One Parent from each class will be elected to the Parent Committee(PC) at the beginning of the Preschool year. The purpose of this group is to represent parents of the class and to help organize Dugnad, Graduation and other special events

Samarbeidsutvalget

The PC members from Preschool are a part of Samarbeidsutvalget(SU). Parent representatives, staff and administration meet to discuss concerns, preschool issues and plans.

Cooperation Partners

Trondheim Kommune

Fagteam

Barne- og Familietjenesten

Trondheim International School

Networking group for Preschool managers

Health and Social Services

Multicultural Preschool network

PBL- Private Preschools National Association

Green Flag

Språk-kommune network

Parent Committee(PC)- Samarbeidsutvalg(SU)

Practical Information

Trondheim International Preschool
Festningsgata 2
7014 TRONDHEIM

Opening Hour: 07.30- 16.30

Preschool Manager: Bente Rodahl
manager@preschool.no / bente.rodahl@preschool.no

Preschool Manager Phone: **488 53 070**

Preschool Phones:

Pandas: **488 53 073**, Monkey: **488 53 071**, Tigers: **488 53 072**