

**We open the doors and show the ways
that allow children to learn and grow**



The International Pre-School 2017 - 2018

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Oslo, May 2017

Dear parents,

Welcome to The International Kindergarten.
We are the Pre-School at Oslo International School.

Our Pre-School has three classrooms; The Star class (ages 3 to 4), The Rainbow class and the Sunshine class (ages 4 to 5). Each classroom can take up to 18 children. We have a dedicated staff with extensive experience in early years education. The teachers are continuously looking to improve on their own learning and skills, therefore we have a wide variety of knowledge and expertise in the Pre-School. This leads to a fun, exciting and educational learning journey for your child.

We hope that your child's experience in Pre-School will be safe, enjoyable, educational, inquiring, messy, loving and full of friendships.

This Yearly Plan is to provide information regarding the academic and social goals of The International Pre-School. The Yearly Plan is a document in constant change, and is a working document for staff and offers parents the opportunity to share ideas and to take part in the activities.

For frequent updates on your child's school day, follow us on Twitter @OISPreSchool

Kind regards,

Lena Hammerø
Pre-School Leader



OIS Mission, Vision & Core Values Core Learner Outcomes, and the OIS Advantage

Mission:

The Oslo International School offers a challenging international education, in English, to children of all nationalities who are in the Oslo area for a specific period, or who are interested in an international education.

Vision:

To develop the unique potential of every student.

Core Values:

Respect; Cooperation; Caring; Challenge.

Core Learner Outcomes:

OIS students will:

1. Attain, to the best of each individual's ability, high levels of understanding and competencies across a broad range of subjects
 2. Attain the essential knowledge, skills and attitudes to be life-long learners
 3. Be independent learners, active in their approach to their own learning
 4. Be ethical international citizens of a changing and challenging world
-

The OIS Advantage:

At OIS we demand the highest standards from all our constituents.

Our students will be:

- Included in a stimulating and caring learning environment
- Respected for the diverse cultures they represent
- Stimulated by a quality education and rigorous assessment
- Nurtured by caring, qualified teachers

Our teaching and support staff will:

- Promote and support intellectual growth and excellence in all aspects of learning
- Foster a passion for learning
- Make learning relevant, rigorous and real
- Utilize the most appropriate technology and resources available
- Be actively involved in professional development
- Provide a learning environment which enhances learning potential and encourages students to take responsibility for their own learning
- Foster respect and promote awareness and acceptance of personal and cultural diversity

Oslo International School Outcomes for Students



Core Values – Respect, Cooperation, Caring, Challenge

The Annual Plan (Årsplan)

The International Pre-School is a part of Oslo International School and as such, incorporates the school's Mission, Vision, Core Values and Core Learner Outcomes into its academic and social programme.

The International Pre-School is required to submit a yearly plan to the local authorities (Bærum Kommune). We follow the law 'Lov om Barnehager' (The Norwegian Pre-School Law), 'Rammeplan' (National Framework for child care) in addition to local regulations.

The National Framework states:

The Pre-School shall, in partnership and understanding with the home, safeguard children's need for care and play and promote learning and cultural upbringing as a basis for the development of the whole child.

The Pre-School shall lay a foundation in Christian and humanistic heritage and tradition, such as respect for people and the environment, intellectual freedom, neighbourly love, forgiveness, equality and solidarity; values that are reflected and expressed in different religions and spiritual views on life and which are representative of human rights.

Children shall develop creativity, wonder and a sense of enquiry. They will learn to take care of themselves, each other and the environment. Children shall develop fundamental knowledge and skills. They shall have the right to participate in and contribute to their own learning, according to their age and ability.

Pre-School children will be met with trust and respect and an acknowledgement of the intrinsic value of childhood. The Pre-School shall contribute to a happy environment, where children develop pleasure in play and learning. We shall provide a challenging and safe place for developing a community spirit and friendship. The Pre-School shall promote democracy and equality and counteract any form of discrimination.

We aim to implement the National Framework by doing the following and more:

- Class assemblies
- Weekly focus on social skills in circle time
- Lining up procedures and songs
- Daily reinforcement by praising good behaviour
- Rewards - sticker charts, certificates, star of the day etc.
- Use of the local environment to develop awareness of safety, good listening, taking care of our surroundings.
- Cultural celebrations. Parent involvement in class is highlighted.
- Learning about different cultures through exploring and reading stories.

A typical week in the Pre-School

We are in school Monday to Friday from 08:20 to 15:05. Each day might vary a bit, but we usually follow some form of the same routine. The children come in and have a bit of play time or carpet time. Then they might do a lesson, this can be topic related, literacy – fun with letters, numeracy – fun with numbers, creative or science related. Then the children will have a snack before playing outside. We go outside for at least an hour every day, come rain or shine. As the children come back inside they might have lunch or a lesson.

The afternoon is usually used for free play, structured games, yoga or a trip to the library. The children also have specialist lessons throughout the week such as Music, Gym, ICT and Norwegian. We aim to provide a balanced programme. Activities are provided daily, which stimulate children's development. Play may be adult-lead and related to a specific topic or it can be the children's own choice, teaching them independence.

We have introduced "turdag" which is a weekly walk around the neighbourhood with each class. Towards the end of the school year we provide swimming classes, these take place at the local Nadderudhallen swimming pool. Children are introduced to the local environment through exploring the nature surrounding school and visiting the local library, church and shops.

Other excursions related to topics of interest i.e. the farm, beach are planned during the year. Any digital material used is age-appropriate and relevant to units of topic or is of general interest to the children (e.g. counting, alphabet, nursery rhymes). We also provide food science classes on a regular basis. Our school focuses on healthy living and we want to encourage our Pre-School children to try and experiment with different foods.

The Pre-School program aims to help the children cooperate and play happily with each other, to gain confidence and to stimulate an interest in learning. Our objective is to teach the children respectful behaviour and to provide them with a safe and fun environment for learning.

Furthermore, our goal is to work with the children on their emotions and social development. We also focus on physical development, on how to have control over their actions and movements. We prepare the children for an easy transition into Primary, but above all we want to provide a happy and safe place for your child to be.

We believe children should feel happy coming to Pre-School and want to provide them with a great first experience to learning. This to make sure that they continue to love learning and become excited and inquisitive students. We believe that a child's "work" is his play and aim to create situations where play is meaningful.

As parents and teachers, we will work together to make this first school experience as happy, fun and safe as possible for the children. All children are treated as individuals and "work" at their own pace. We endeavour to promote the development of the "whole child" – putting emphasis on all aspects of the child's development in a secure and caring environment.

Our Learning

Oslo International School brings together children from all over the world and the Pre-School is a natural extension to the Primary school. Our Pre-School provides a fun, safe and happy place for children in the ages 3 to 5 to have a great learning experience. We aim to give the children a great start to their academic journey and a fun introduction to learning and more formal schooling.

The International Pre-School has developed its own curriculum for Maths and Literacy as we have not yet found one that suits all our needs. Therefore, we take the best parts of the curricula out there and make it our own. However, it is important to emphasise that we do not teach math and literacy as academic subjects. We believe in giving the children an introduction to these topics and aim to prepare them as much as possible for formal learning in year 1. We also follow the International Primary Curriculum Early Years Programme, which is closely linked to the Early Years Foundation Stage and reflects the learning goals in the Norwegian Rammeplan.

The International Primary Curriculum Early Years Programme is aimed towards children aged three to five. It sets out four areas of learning called The Learning Strands. These are; Independence and Interdependence, Communicating, Exploring and Healthy living. These strands describe the types of things children of this age should be learning about in order to develop their skills and their attitude towards learning.

The 4 Learning Strands

Strand 1: Independence and interdependence

The strand Independence and interdependence focuses on the children's personal goals and their relationships with other children. It aims to develop the children's ability to do things for themselves and not be dependent on an adult.

Amongst other things the children learn:

- Strategies for solving conflicts in peaceful ways
- Positive and constructive attitudes to competition
- Taking another's point of view

Strand 2: Communicating

This strand is primarily about developing communication skills including speaking and listening, reading and writing, early numeracy work and expressive arts.

Some of the things the children learn are:

- Using gesture and expressive body movement for communication
- Understanding non-verbal messages

Strand 3: Exploring

Through this strand the children develop skills in inquiry.

Amongst other things children learn about:

- Moving in space and moving to rhythm
- Using a variety of strategies for exploring and making sense of the world
- Setting and solving problems

Strand 4: Healthy living

Using the statements within this strand children are encouraged to understand how to look after themselves and each other.

Some of the things the children learn are:

- Keeping themselves healthy, through eating healthy food and exercise
- Self-help and self-care
- Making choices

IPC Topics

The Pre-School works from four different units of inquiry within the IPC topics. These topics tend to be the same in all three classes but the activities will differ and will go more in depth in Pre-School 2. Each classroom will have a different focus such as; literacy, maths, exploration and creative development. One classroom will have the literacy and creative development resources and the other classroom will have the maths and exploration resources. The Pre-School children will move between the three classrooms throughout the week so that they cover each subject area and activity. In the afternoon, the children will have free play and can choose where they want to spend their time. The teacher swap classes so that the children also get used to working with different teachers.

The IPC themes vary each year, there will also be mini topics and celebrations that are taught throughout the year.

Examples of such topics are:

All About Me
Let's Pretend
Animals
Sand and Water
It's Growing

Examples of mini topics and celebrations:

UN Day
Diwali
Christmas
Book Week
Olympics

The Team Professional Learning Goals for 2017-2018

Playground and Muddy Kitchen

After an inspiring trip to the Early Childhood Conference in Zurich in April 2015, the teachers wanted to try out the idea of a Mud Kitchen in the Pre-School. The Mud Kitchen is a play area created outside where children can explore and create using their natural surroundings such as mud, leaves, grass, stones, flowers and water. The Muddy Kitchen has been a great success. It has been fantastic to see the children explore and learn through playing in the kitchen area. And we continue to work in and develop this area to make it even more desirable for the children, to want to play.



After another very successful Early Childhood Conference, this time in Brussels in March 2017. We learned about the benefits of creating designated areas and about creating the link between home and school. Therefore, we have started to plant flowers and grow vegetables and herbs in our playground. The idea is that the children will recognise it as something they also see at home and this will make the children feel safer coming to school. Smaller and cornered of areas give the children a clearer purpose of what to do and how to play. This way we hope to see more active, meaningful and appropriate play. We will be focusing on giving the children opportunities to develop their language, fine and gross motor skills as well as having fun. We will also be able to link it to aspects of science and maths.



Another area of development we want to look at are some very simple easy rules for the playground. We have been talking about respect and caring in class, and we want to try and extend this to the playground. After we started to plant seeds in our garden, we can already see how careful the children are around the fragile seedlings. They take responsibility for watering and looking after our plants. The teachers will work together with each other and the children to come up with 5 simple rules for the playground.



Goals for the Pre-School report

The team will be looking at and revising the goals for the Pre-School reports. We have been discussing the issue and feel that there are too many goals with too many requirements for children of such a young age. We would like to keep the developmental areas, but make the goals fewer and clearer. We will be using the year to clarify the goals and define the criteria need to reach each level. We also want to make sure they align with the goals for year 1 and 2. The current goals are so large and contain too many criteria, that they are almost impossible to reach. We want to redefine the goals and make sure they are age and developmentally appropriate for Pre-School Children. We look forward to sharing our ideas with the parent council when we have made some progress.

Student Progress Report		
Communicated to caregiver via: <input type="checkbox"/> Conference <input type="checkbox"/> Mail <input type="checkbox"/> Student <input type="checkbox"/> Telephone		
(Student Name) _____		
LEGEND: O - Outstanding S - Satisfactory N - Needs Improvement		
Academics	Conduct	Effort
Math _____ Reading _____ Language _____ Spelling _____ Social Studies _____ Science/Health _____ Handwriting _____ Art/Music _____ Physical Educ. _____ Computer _____	Courteous _____ Respects others _____ Respects others' property _____ Obedience _____ Refrains from excessive talking _____ Refrains from disrupting others _____ Comments: _____	Attendance _____ Tardiness _____ Listening _____ Completing work _____ Using time wisely _____ Class participation _____
teacher signature _____	date _____	parent signature (Please SIGN & RETURN) _____
© 1999 Linda Ward Beech		

Preschool Progress Report	
Communication Skills Q1 Q2 Q3 Q4 Notes Speaks clearly _____ Responds to direct questions _____ Follows directions _____ Understands questions _____	Numbers 1 2 3 Q1 Q2 Q3 Q4 Notes Recognizes numbers and its use _____ Understands energy and full _____ Understands more or less _____
Social/Emotional Skills Q1 Q2 Q3 Q4 Notes Shows self and self-help skills _____ Follows rules _____ Follows directions _____ Shares and takes turns _____ Copes with _____	Motor Skills Q1 Q2 Q3 Q4 Notes Can hold and use a pencil _____ Can hold and use a crayon _____ Can hold and use a glue stick _____ Can hold and use a paint brush _____ Can hold a ball _____ Can jump on and down _____ Can throw a ball _____ Can swing without help _____ Can skip _____ Can hop _____ Can tie shoes _____
Reading/Writing Skills Q1 Q2 Q3 Q4 Notes Shows how to use books _____ Recognizes letters _____ Can print first name _____ Can print last name _____	Colors and Shapes Q1 Q2 Q3 Q4 Notes Knows primary colors _____ Knows shapes _____ Understands where they live _____

Bærum Kommune

Areas of priority for Bærum Kommune in the Barnehage 2015 to 2025:

- Language acquisition and stimulating the language environment in Pre-School
- The importance of play in a child's development
- Anti-Bullying
- Math, Science and Technology
- Exercise, food and health
- Art, Culture and Creativity
- Transitional routines from Kindergarten to School

The International Pre-School is mandated to submit and follow guidelines from the municipality. Bærum Kommune have submitted a 10-year plan that all pre-schools are required to follow. The areas that are being focused on from 2015-2018 is the importance of play in a child's development, Prevention against bullying and the focus on mathematics and science in pre-school. We work continuously on these areas and we have outlined how we work pedagogically with each of these areas.



Language and Communication

Language and communication is one of the most important areas of development for children. Through language and communication, they are able to make friends and become part of the community at OIS and they can become lifelong learners. They will be able to express wants and needs which in turn helps lower frustration and behavioural outbursts. Language and communication is a very important aspect of everyday life and therefore we try and implement it in all that we do during the school day.

Many of our children do not have English as a first language and some might not even know any English before joining our school. It is important for us to make sure the children feel safe and are able to express themselves freely.

We accomplish teaching the children language and communication through; reading stories, singing songs, playing and act out known stories, acting out everyday situations in our play corner, looking at picture books. We make sure to pair children with little English with native English speakers, to develop their language in a more natural way.



Play

Play is the most important part of pre-school. We work systematically to stimulate play interactions all the time. Although our Pre-School has a higher focus on academics than a traditional Norwegian pre-school we understand the importance of play and ensure that our students have time to explore and develop their play skills throughout the day.

The children spend an hour outside each day and all classes have a tur dag (trip) around the local area scheduled into their weekly planning. The children are monitored outside however they are also given the freedom to express and engage freely in the outside area. The outside playground has several areas to engage in play.

There is a mud kitchen, the play house where the children can draw, a small football pitch, a bike area but also there is an array of places where the children can engage in free activities and let their imagination run free. Previous parents have donated kitchen utensils such as pots, pans, wooden spoons and ladles the children use in their outside play.

The adults engage with the children and guide them in their play as well as being active observers throughout the play time. We use this time to observe the children and their interaction with each other and regularly meet to discuss the psycho social development in the pre-school. During these meetings, we focus on discussing the children who we may have concerns about and discuss ideas and plans of action. This is to ensure that all children are being seen and are given opportunities to play with their peers and to have friends.

Good play skills are also vital to our Anti-Bullying work.



Anti-Bullying

In accordance with our school values of respect, cooperation, caring and challenge, we have a zero tolerance for bullying behaviour. Our anti-bullying policy also supports the OIS Advantage, which states that our students will be:

- Included in a stimulating and caring learning environment
- Respected for the diverse cultures they represent

We work continuously throughout the year to ensure that all children are being included, however OIS also has an anti-bullying campaigns every year. We work on teaching the children respect and care for each other. If a child is being bullied there are direct channels of communication to follow and a report will be filed with the counsellor or class teacher.

We work closely with parents regarding all areas of development of their children. If a child is being bullied, the first step will be a talk with the children and then seeing if the situation can be resolved. If the conflict continues the counsellor and pre-school leader will intervene and invite the parents in for a meeting with their child. We thrive to always have an open and honest line of communication with our parents.

We aim to develop good social skills by setting good examples and modelling good behaviour. These specific values are emphasised through our Social skills curriculum; Hearts Maths which the teachers are being trained in and are using in their classrooms every day. These values are consolidated in daily discussion of class rules, which have been decided upon with input from the children.

Furthermore, stickers and certificates are given to recognise good behaviour. In an international school, it is important to develop children's cultural intelligence. This is done through storytelling, by sharing experiences but also by providing opportunities through play, creative and digital activities and visits to places of interest in the local community. We work towards helping the children have a greater understanding and tolerance of each other's cultural backgrounds.

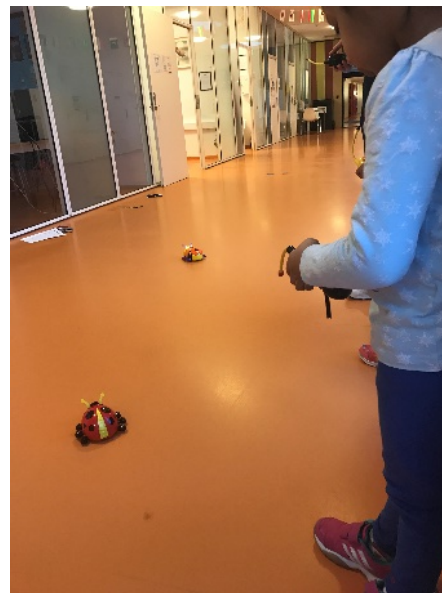


Math, Science and Technology

Our Pre-School has always had a more natural focus on maths than a typical Norwegian Barnehage. And we have several lessons a week focusing on teaching the children numbers and having fun with easy maths. We teach maths in an array of ways; it can be as simple and easy as counting rocks and sticks in the playground or doing a worksheet in the classroom. The most important thing to remember is that we aim to make the children curious about maths and want to learn more when they transition in to school.

We are lucky that we have one of our classrooms set up for science and exploration. All the equipment needed to do experiments is readily available to the children. The children have the opportunity to explore changes in materials. The teachers have experiments ready that are linked to the IPC topics the children are doing. However, the children are more than welcome to come up with ideas for experiments themselves.

The Children in Pre-School visit the ICT lab once a week. Here they have an opportunity to work with stationary laptops. They work on skills like; opening a software program on the computer, opening and playing simple games, typing and drawing. Furthermore, we have purchased several bee-bots and Code-a-pillars the children can play with in the classrooms.



Policies and Procedures

Assessments:

Assessments is an important part of monitoring a child's development. Our emphasis is on formative assessment. Children are tested on appropriate skills during the year and the results are documented and shared with parents at Parent/Teacher Conferences and in written reports. Results from assessments also form the basis for discussion amongst staff and are used to update or modify the programme and to guide individual performance.

Behaviour:

We in The International Pre-School recognize the importance of promoting acceptable behaviour and methods of discipline within the childcare setting. We believe that all children have the right to expect positive approaches to discipline, which foster self-esteem, respect, tolerance and self-control. Behaviours, which inflicts emotional or physical injury or damage to property, are issues taken seriously by adults/staff. Issues such as these should be dealt with immediately and in an appropriate manner. By promoting these beliefs, The International Pre-School will endeavour to ensure the group is safe, fair and considerate to all.

Our goals:

- Be kind to others.
- Use your inside voice in school.
- Be mindful in the corridors as others are working
- Be responsible for your personal items and keep our school tidy.
- Follow your classroom rules.

Birthdays:

All children are welcome to celebrate their birthday at school. Parents may bring a cake to share with friends and classmates.

If a student wants to hand out invitations for their party at school, the policy is that all children in the class should be invited.

Class parents:

A class parent is chosen at the beginning of the year to represent each class. The class parent helps with activities, trips and swimming. The class parent might be asked to help organize celebrations and will be in charge of distributing the class contact list.

Counsellor and Nurse:

A Counsellor and a Nurse is employed by the school to help service the needs of the children and families in the International Pre-School. Any accidents are reported in a written form and parents are contacted if necessary.

We strongly recommend that all parents register their children for the 4-year health control test, which is administered at the Norwegian health stations or with a private doctor.

Healthy food:

At our school, we promote healthy living. Therefore, we do not allow sweets or chocolate to be consumed in our classrooms. Furthermore, we would like to inform you that we are a nut free school.

Homework:

We do not expect the children in the Pre-School to do any homework. However, sometimes there might be a worksheet related to a topic that will need to be completed at home.

Pick-Up:

For your child's safety, we ask you to fill in and return an Authorization for Pick-Up form. Please note that if your child does not take the school bus to and from school, they will only be allowed to be picked up by the people you have given authorization to. You will also need to notify the teacher in writing in advance.

PCC:

The PCC – Parents Cooperation Council consists of an equal number of representatives both employees and parents. The PCC is an advisory, collaborative and coordinating organ. Representatives are elected for one year at a time.

Support for Learning:

The Pre-School staff have developed a questionnaire, which parents are asked to complete during admission. This provides us with information of your child's needs and enables us to give them valuable care and support. Should there be a need for early intervention; children may be referred to the school's Support for Learning Department or an external Speech and Language Therapist. Parents are always informed beforehand. As the Pre-School is mandated to follow the Norwegian Pre-School law we are entitled to receive services provide by the Kommune. We may apply for extra resources through the municipality which are given on an individual basis and will help ensure the child is school ready when they graduate from Pre-School.

If a child should need any additional services such as an assistant or early intervention, we can refer them to PPT (Pedagogical Psychological Support).

The Importance of Mother Tongue Language

A strong foundation in your child's mother tongue is the greatest predictor of academic success in the future:

- It helps develop proficiency in the additional language(s) your child is learning
- It promotes their cultural and personal identity
- It prevents cultural gaps developing within the family
- It promotes and helps integration into the new school community
- It recognizes your child's previous learning
- It scaffolds and builds bridges to English
- It allows your child to better re-integrate to the national school system upon return to your home country
- It develops mental flexibility
- It makes your child value their cultural background
- It makes understanding concepts in their second language easier
- It solidifies the student's linguistic and cultural identity
- It serves as an academic resource

Much of what is learnt in the mother tongue transfers to the second language such as:

- Word recognition skills
- Vocabulary knowledge for words that are cognates (words which look and mean the same)

