



# ANNUAL PLAN 2022-2023

STUDENTONGAN KINDERGARTEN



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## INTRODUCTION

The kindergarten's **ANNUAL PLAN** gives an overview of the pedagogical activities at the kindergarten. It should be based on "*Rammeplan for barnehagens innhold og oppgaver / Curriculum for kindergarten's contents and tasks*" and adapted to local conditions. The annual plan is a working document for staff and acts as a liaison between the kindergarten and parents.

The annual plan will present the themes and working methods of the coming kindergarten year. We usually have an open and flexible year plan to accommodate the input and interests that the children express throughout the year.

During the year there may be unexpected events. Therefore, we may need to make changes with respect to staff, children's groups, organization, and content in the annual plan.

## OPERATION

Studentongan kindergarten is owned and operated by Studentinord (Nord studentsamskipnad) and was established in 1987. In 2010 we started up in new premises, just by Nord Universitet.

The kindergarten has 78 children and five departments. Two of the departments are for toddlers while the other three are for children from 2-6 years. Each department has a playroom, a kitchen, bathroom, toilet, cloakroom, a changing room, and a room for drying clothes. The toddler departments also have an "outdoor room" for sleeping.

The kindergarten has common areas for all departments; the kitchen, the gymnasium, library, the arts and crafts room and the water playroom.

The kitchen and gymnasium can be rented out to parents for birthdays and other celebrations. On the second floor of the kindergarten, we have a human resources department with changing rooms, staff rooms, technical operation room and offices.

The area around the building is built upon the theme "From the source to the sea". Here we focus upon giving children many different sensory experiences. We have a sensory path, a balancing beam, a lookout post, a climbing frame to help improve motor functions, an adventure chair in the forest and a water pump for playing with water, and more. Outside the water playroom, we have a small amphitheater used for performances and playing. There are also bicycle paths around the kindergarten area.

The youngest children have their own play area with a sandpit, climbing frame and cabin, but they are welcome to play in other areas as well.

The students at Nord Universitet and the Police Academy in Bodø are our target group and therefore we focus on student welfare. We organize our operations to give those students who have place with us a good student life. By this we mean, among other things:

- We do not practice fixed working hours, as we know that students often have a flexible day, which makes it possible for them to spend more time with their children than they could if they were at work. If your child is going to go on a trip with us, they must be at the kindergarten before 09.45 a.m.
- If your child is ill on your exam day, we can look after it in your home, so that you don't miss the exam.
- We see the student. Please ask us if you have questions about the kindergarten, living in Bodø or other relevant matters.

For birthdays and celebrations, we can hire out the kindergarten to parents. This costs 300 NOK and will let the parents have access to the shared kitchen, gymnasium, and toilets.

If the child is not coming to kindergarten, it is important to let us know as soon as possible. This will help us make arrangements for the day as well as organizing any temporary needs.



## INFORMATION

### MYKID

Studentongan is a paper-free Kindergarten. This means that we use an app for communication between the kindergarten and parents. To provide and receive information from the kindergarten, you must be an active user of the MyKid app. The app can be downloaded from App Store or Google Play.

**This communication comes in addition to the daily contact with parents at the kindergarten.**

Through MyKid, you can:

- Read about "Today"
- Report absences
- Report your child's upcoming days off (holidays must be registered at least 14 days before)
- Receive/send SMS and e-mail to the kindergarten
- Enter what is permitted regarding your child
- Update information concerning yourself or your child
- Find information, schedules, and newsletters
- See photos of your child and the kindergarten in everyday life

The service is available on tablets, smart phones, and computers.

Each department has their own page where additional information and pictures are available to view. Information is also displayed on the bulletin board in the hallway of the kindergarten.

## DAILY ROUTINE

- **THE KINDERGARTEN OPENS AT 07.00 A.M.**

Between 7 and 7.30 a.m. children from all departments are gathered in the kitchen. Please enter through the main entrance. Place your child's outdoor clothes etc. in your child's department, on the designated place in the wardrobe. Whoever has the "07.00 shift" welcomes your child in the kitchen.

- **THE CHILDREN WASH THEIR HANDS WHEN THEY ARRIVE**

- **BREAKFAST FROM 7 - 7.30 A.M.**

We serve breakfast. The child does not need to bring their own breakfast.

- **INSPECTION OF THE KINDERGARTEN GROUNDS**

The staff inspects the outdoor play area to reduce the potential for accidents and injuries.

- **MORNING MEETING FOR THE STAFF AT 8.45 A.M.**

Information and coordination of the day.

- **OUTDOOR PLAY FOR THE TODDLERS**
- **FREE PLAY, OUTDOOR PLAY, AND VARIOUS ACTIVITIES FOR THE OLDER CHILDREN DEPARTMENTS**

Outdoor/indoor activities depends on season and weather. The mornings allow for longer playtimes, playgroups, outdoor play, joint activities, or children can choose to play by themselves. The staff supervise the activities and assists whenever necessary.

- **ABELS HULE (ABEL'S CAVE) – WATER PLAY**

The departments can access the "Abels hule" pool one week at the time in a weekly rotation system. Information about each department's slots will be published in MyKid.

- **ASSEMBLY**

The staff and children of all departments gather for singing and conversation.

- **HAND HYGIENE**

- **LUNCH**

We serve hot lunch every Monday and Wednesday, and every other Thursday. The other days there are sandwiches. The “menu” is based on a healthy and nutrient dense diet. At the table, we emphasize the importance of learning to eat properly as well as having good table manners.

- **GROOMING, SLEEPING, DRESSING AND CHANGING DIAPERS**

Diapers are of course changed when necessary, during the day. The children sleep according to agreements made with their parents. The others get dressed for outdoor play with or without assistance.

- **PLAYTIME**

After meals, the children are often allowed to go outside to play, the duration of which depending on the weather and our plans, but we go outside every day. During the darkest parts of the year, the smallest children usually go outside before lunch.

- **AFTERNOON MEAL**

We serve fruit, vegetables, and bread.

- **TIDYING AND CLEANING**

The children always participate in the cleaning and tidying.

- **THE KINDERGARTEN CLOSES AT 4.30 P.M.**

The child must be picked up before 4.20 p.m. to allow time for dressing and exchange of information.



## **PEDAGOGICAL FRAMEWORK**

### **KINDERGARTEN LAW**

The kindergarten works in cooperation and understanding with those at home, safeguarding the children's need for care and play while promoting learning and education as a basis for comprehensive development. The kindergarten should be based on fundamental values in Christian and humanist heritage and traditions, 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 that are rooted in human rights.

### **PEDAGOGICAL FOUNDATION**

**"Our goal is to create an environment of well-being and security, where each child will experience being seen, heard and recognized. All children must be respected, encounter challenges and receive support based on their individual and cultural needs."**

### **PLAY**

Play is the child's main activity, so we attach a great amount of importance to facilitating play.

We try to give the child time to play without causing too much disruption. Through play with adult supervision nearby, the child can have many different experiences.

In play, they can practice, experiment, express themselves and learn to master their emotions. Play is an intellectual employment – training up the child's imagination so they can create rich inner images.

They practice creativity and inventiveness in being able to see the possibilities in cases and problems, and it lets them find unconventional solutions.

It helps children practice their language skills, for play encourages them to find new words for their transformations and fantasies.

The best thing about the children's playing is that they practice their ability to fantasize. They learn to devote themselves to a state of play where their imagination comes alive. Play leads to development in all areas. Play leads to health.

## **SAFETY**

We know that the basis for development and learning in the kindergarten is that the child feels secure. In order to give the children the best security, we have put up fixed borders around the kindergarten. Children have a need to feel safe for play, tasks, and routines. Children should be allowed to develop at their own pace in different areas.

The kindergarten has permanent substitutes available in their departments and wherever possible we use substitutes that are already known by the children. We also emphasize that the staff know the children in all departments. This takes place through joint activities outdoors, and in in groups consisting of children from various departments.

## **CARE, FORMATION, PLAY AND LEARNING**

Every child is entitled to care and to be taken seriously. This requires that staff look at the child's needs and development opportunities, both in relation to individual needs and in relation to it being part of a group.

Through interaction with other children and adults, we let the child develop their identity and confidence. By focusing on the positives and their strengths, the adult supports the child in achieving good results. Staff must also be flexible in their dealings with children, having to change plans, consider the child's needs and setting limits when necessary.

Your child needs to have friends, both at home and at the kindergarten. It is the responsibility of staff to facilitate games and activities for friendship between children to develop. We will therefore focus on friendship at the start of the kindergarten year. Here we have different activities while we talk about friendship with the children, both in gatherings and elsewhere during the day. Friendship is a focus area throughout the kindergarten year.

Learning in kindergarten happens during play, and in both formal and informal situations. We have a relatively open year plan, where the children's interests and questions form the basis for programs and themes in kindergarten. It is important that the kindergarten staff are open to

the children's input and support their curiosity and interests.

## **SOCIAL COMPETENCE**

Social competence is about learning to interact positively with others in different situations. The kindergarten is an environment in which the child must adhere to many people. There are children, parents, and staff members, all of whom are different in many ways, be they of different ages, performance status, gender, and social background.

As a student kindergarten, we also have people from other parts of the world with different languages, cultural backgrounds, attitudes, and values. Our responsibility is to take care of the community, while we focus on helping the child develop empathy, make independent choices, and learn to resolve conflicts. The staff here will be important role models and help the children learn social skills.

## **CHILDREN'S PARTICIPATION**

It is important to avoid having the day too structured in kindergarten, as the children will not get the freedom they need. They need to express themselves, and thus create their own lives by interacting with the other children.

The staff will interact with the children in an appreciative way of dialogue, listening to what they have to say and being open and present. By focusing on the positive, staff can support a sound development of the child.

Taking children's participation seriously requires good communication among staff members, between staff and children, and between staff and parents. The kindergarten staff must interact with children in play and other everyday events, and use this practice to adapt the kindergarten's "program", or "content". We must be open to change and not to stick rigorously to what we have planned.

The plans for the year are laid out so that we deliver themes over a long period and that children are allowed to shape the content based on what they are interested in. We also ensure that children are involved in deciding the menu when preparing hot lunches, trips play, activities etc.

When it comes to the youngest children, it is especially important to watch their non-verbal

expressions. Although these children have not learned to talk or talk indistinctly, a lot can be expressed through non-verbal communication.

## FRIENDSHIP AND COMMUNITY

Friends and friendship are important for the wellbeing of the children. Experiencing friendship creates safety and increases the self-esteem.

Therefore, it is important to create conditions for friendship and community between the children in kindergarten. Through observing the daily activities, we are able to assess the children's wellbeing and how they perform socially. We do this in different ways, in the children's play outdoors and indoors, in joint activities and when talking to each individual child. We try to put sharing, waiting for one's turn and being good to each other into understandable words.

Young and older children play in different ways. In the beginning the youngest play alongside each other and appreciate that. They do, however, also show appreciation for each other at this young age. The older children interact with each other and are much concerned with having friends.

If we see children struggling to take part in social activities, we try to create conditions for social integration based on age, interests, and activities.

## PRESCHOOL GROUP

We have a preschool club for next year's school starters. We want to prepare kids to school, teaching them how to work in a large group with other children of their own age. The Framework plan for kindergartens does not provide specific guidelines for what school preparatory activities should be or how they will be implemented, but says among other things a child should be able:

- To recognize their own name
- To write their own name
- To count
- To grip a pencil
- To be independent and be able to work in large groups
- To be social – play, help and collaborate with other children
- To participate in school preparatory activities like playing with numbers, language, letters, rhythm, and quantity
- To take off and put on their own clothing

## SAMI CULTURE AND LANGUAGE

We aim to provide a Sami language and culture offer. The kindergarten emphasizes that the Sami culture must also be part of the kindergarten's content. The Sami culture will therefore be visible through play, photos, and music all year round. All children in kindergarten will become familiar with Sami culture and develop an understanding of different traditions and ways of life.

We also have a Sami cultural day in October where we convey culture through food, adventure, and activities. In February, we work with the Sami culture over two weeks and we turn the gym into a Sami playroom.

## CULTURES

We have children of many nationalities in our kindergarten. Our connection to the university gives us children from all continents.

As kindergarten we shall create conditions for a fair and equal dialogue and interaction between different cultures.

We are obliged to support the development of a double cultural identity for the children who have such backgrounds.

Friendship and knowledge about each other are important, and it is important to convey and discuss differences in cultural backgrounds.

We do this in different ways, taking the children's age and preconditions into consideration.

## DIVERSITY IN FAMILY CONSTELLATIONS

According to the national framework for kindergartens it is part of the kindergarten's responsibility to normalize a diversity of family constellations and to make sure that each child's family is mirrored and included in the kindergartens work.

In all kindergartens there are children with different and unique families. It is important that all families are talked about in a respectful manner by employees, parents, and children. It is important to make visible the diversity of family constellations that exist in society so that all the children find their family form included.

## HEALTH PROMOTING KINDERGARTEN

A health promoting kindergarten contributes to good health, well-being, and increased learning as well as sound attitudes among parents and children. It is a goal that all kindergartens in Bodø shall fulfill all the criteria for health promoting kindergartens. Studentorgan will strive to fulfill the criteria. Through systematic work we will evaluate the kindergartens effort to promote good health, reflect over our own practice, and use it for positive change.

## EAT MORE FISH

Bouncing fish (*Fiskesprell*) is an initiative from the Directorate of Health aimed to encourage children and grownups to eat more fish. We offer fish-based meals several times a week either on sandwiches or as hot lunches. With our own cook we can serve healthy and tasty meals.

## ROAD SAFETY AT THE KINDERGARTEN

The kindergarten was in October 2014 approved as a traffic-safe kindergarten. This approval means that we have met the following criteria:

- General focus on road safety
- Traffic education
- Cooperation between home and the kindergarten

Traffic education happens every day, such as when children are out and about. We focus on the children's safety in our everyday routines:

- When driving to and from kindergarten, children should be properly secured in the car
- Making sure the kindergarten gates are always closed
- When parking a car outside the kindergarten, it must be reversed into place
- When you are collecting your child, you should notify the staff
- That children leave the kindergarten accompanied by their parents





## THIS YEAR'S MAIN THEME: CULTURE, ART, AND CREATIVITY

We want to create enthusiasm around a common, overall goal, after a long period of pandemic, and separate departments.

We will get to know the children's group well across the departments and we will share ideas. Children's participation will be an important prerequisite for the way forward. Through work with art, culture and creativity, the kindergarten will help the children use imagination, creative thinking, and the joy of creation.

It will be good to do things together again and we think we have landed on a theme that will create enthusiasm and commitment among all ages.

## SUBJECT AREAS

The kindergarten framework plan is a binding document for planning, implementation, and evaluation of kindergarten activities. The activities of the kindergarten are based on a holistic view of learning, where care, play, learning, and education are key. In addition, social and linguistic competence and seven key disciplines are important parts of the kindergarten's learning environment. Curriculum content and tasks are worked on all the time, both in the daily work and special programs

- Communication, Speech, and Text
- Body, Movement, and Health
- Art, Culture, and Creativity
- Ethics, Religion, and Philosophy
- Nature, Environment, and Technology
- Local Community, and Society
- Numbers, Space, and Shapes

## COMMUNICATION, LANGUAGE AND TEXT

The kindergarten should expose children to various expressions of texts and tales as source of aesthetic experiences, knowledge, reflections and meetings with language and culture. The staff should invite the exploration of both oral and written language.

0 – 3 YEARS	3 – 6 YEARS
<ul style="list-style-type: none"><li>• Simple songs and movement songs</li><li>• Picture books</li><li>• Simple rhymes</li><li>• Simple dramatization</li><li>• Own name spoken (and written)</li><li>• Simple puzzles</li><li>• Wait one's turn</li></ul>	<ul style="list-style-type: none"><li>• Recognize/write own name</li><li>• Recognize letters in the alphabet</li><li>• Writing left to right</li><li>• Pencil grip</li><li>• Reading out loud (listen)</li><li>• Picture and fact books</li><li>• Songs and rhymes / games</li><li>• Retell a story</li><li>• Understand and use prepositions</li></ul>

## BODY, MOVEMENT, FOOD AND HEALTH

The child must have the opportunity to sense, experience, play, learn and create with its body as the point of departure. Through participation in preparing meals the children should be motivated to eat healthy food and gain a foundational understanding of how healthy food contributes to good health.

0 – 3 YEARS	3 – 6 YEARS
<ul style="list-style-type: none"><li>• Crawl, walk, roll, climb, slide, jump and run</li><li>• Grab and drop</li><li>• Body consciousness</li><li>• Outdoor play and shorter trips</li><li>• Water play</li><li>• Move to music</li><li>• Varied terrain</li><li>• Toilet practice</li><li>• Wash hands with assistance</li><li>• Eat with a spoon</li><li>• Eat varied food</li><li>• Butter the bread with assistance</li></ul>	<ul style="list-style-type: none"><li>• Body awareness, gain a positive perception of oneself and get to know one's feelings.</li><li>• Hobble and balance, jump rope, song play</li><li>• Pencil grip, cut, paste, beading etc.</li><li>• Skiing</li><li>• Dress oneself</li><li>• Wash hands</li><li>• Prepare meals</li><li>• Knowledge about healthy food</li></ul>



## ART CULTURE AND CREATIVITY

At kindergarten the children should encounter various artistic and cultural expressions mirroring a diversity of societies and eras. The kindergarten should stimulate the children's curiosity, expand their understanding and contribute to wondering, exploration and experimentation. The kindergarten must create conditions for and develop the children's creative processes and expressions.

0 – 3 YEARS	3 – 6 YEARS
<ul style="list-style-type: none"> <li>• Finger painting, painting, drawing, shape in sand, snow, and plasticine.</li> <li>• Colors and different painting techniques</li> <li>• Large beads</li> <li>• Music and rhymes</li> <li>• Rhythmic instruments</li> <li>• Fairytales</li> <li>• Dressing up play</li> <li>• Christmas and Easter decorations</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatize</li> <li>• Cut and paste</li> <li>• Dance and listen to music</li> <li>• Reading out loud (listen)</li> <li>• Cultural happenings</li> <li>• Beading</li> <li>• Various techniques in different materials</li> <li>• Christmas and Easter decorations</li> <li>• Pencil grip</li> <li>• Mix colors</li> <li>• Experiment, explore, examine</li> </ul>

## ETHICS, RELIGION OG PHILOSOPHY

The kindergarten should introduce the children to fairytales, traditions, values, and holidays in various religions, and experience that cultural expressions have a value of their own. The kindergarten should create interest for society's diversity and understanding of other people's way of life. Through conversation and wondering over existential, ethical, and philosophical questions, the children should have the opportunity to ask questions of their own, listen to others, reflect and find answers. In this way the kindergarten contributes to a foundation for critical thinking and judgement.

0 – 3 YEARS	3 – 6 YEARS
<ul style="list-style-type: none"> <li>• Greet, wave, thank</li> <li>• Handle not to hit or bite each other</li> <li>• Understand the terms being sad, happy, angry, and that others can hurt too.</li> <li>• Conflict solving</li> <li>• Appreciate interaction and socializing with other children.</li> <li>• Learn about our «Buddy child» (Fadderbarn) and understand the reason why.</li> <li>• Participate in Christmas and Easter traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerate differences</li> <li>• Practice empathy</li> <li>• Reflect over existential, ethical, and philosophical questions with other children and grownups.</li> <li>• Critical thinking and judgement. Help other children.</li> <li>• Why we celebrate Christmas and Easter, and that other cultures have different traditions.</li> </ul>

## NATURE, ENVIRONMENT AND TECHNOLOGY

The kindergarten should create conditions for a diversity of experiences in nature and enable the children to perceive nature as an arena for playing and learning. The kindergarten should encourage the children's curiosity for natural scientific phenomena, experience a belonging in nature and learn about using technology and tools.

0 – 3 YEARS	3 – 6 YEARS
<ul style="list-style-type: none"><li>• Trips in the areas nearby the kindergarten</li><li>• Eating outdoors, in nature</li><li>• Water plays outdoor and indoor</li><li>• Play with ice and snow</li><li>• Hear about and watch insects</li><li>• The seasons</li><li>• Harvest berries, fruit, and vegetables</li><li>• Daily to do's</li><li>• Tablet and PC</li><li>• Recycling</li></ul>	<ul style="list-style-type: none"><li>• Trips in the nearby areas and in local recreational areas</li><li>• Spring tidying/cleaning and recycling</li><li>• Fact books</li><li>• Name of common animals, insects, plants, and the sky / space</li><li>• Interaction between nature and human beings.</li><li>• Natural scientific phenomena</li><li>• Tablet and PC</li></ul>

## LOCAL COMMUNITY AND SOCIETY

The kindergarten should contribute to knowledge about and experience with local traditions, societal institutions, and professions so that the children get a sense of belonging in the local community. Cultural diversity, different ways of life and different family forms are part of this subject area. Through play and varied activities the children will get experience with listening, negotiating and discussing, and start to learn about human rights.

0 – 3 YEARS	3 – 6 YEARS
<ul style="list-style-type: none"><li>• Fellowship with the group</li><li>• Gradually get to know the kindergarten and its outdoor area.</li><li>• Trips to the local community and discover what is to find around the kindergarten.</li><li>• Awareness of Sami culture</li><li>• Oneself and other cultures</li></ul>	<ul style="list-style-type: none"><li>• Group community</li><li>• Address and surname</li><li>• Family forms</li><li>• Human rights</li><li>• Democracy and the right to vote</li><li>• Sami culture</li><li>• Oneself and other cultures</li></ul>

## NUMBERS, SPACE AND SHAPES

The kindergarten should contribute to a playful and explorative work with comparison, sorting, placing, orientation, visualization, shapes, patterns, numbers, counting and measuring. It is also about asking questions, reasoning, arguing, and seeking solutions.

0 – 3 YEARS	3 – 6 YEARS
<ul style="list-style-type: none"><li>• Counting, also through songs, rhymes, and fairytales etc.</li><li>• Sort toys etc.</li><li>• Simple puzzles</li><li>• Lego, Duplo, blocks (shapes)</li><li>• Whole and half</li><li>• Letters and numbers</li></ul>	<ul style="list-style-type: none"><li>• Mathematical terms</li><li>• Weight, amount, volume, shapes: circle, square and triangle.</li><li>• Whole, half and quarter</li><li>• Over, under etc.</li><li>• Patterns</li><li>• Drawings, games, and various blocks</li><li>• Counting backwards</li><li>• Orders and sizes, symmetry</li><li>• Number terms, amounts</li><li>• The clock</li><li>• Map, globe, money</li></ul>



# PRACTICAL INFORMATION

## DROPPING OFF AND PICKING UP YOUR CHILD

The kindergarten is open from 7 a.m. to 4.30 p.m.

The child must be accompanied to and from the kindergarten, and parents must be sure that the staff are informed when the child is either delivered or being taken home. The departments keep an attendance protocol (MyKid) and it is important that this is constantly updated in relation to general safety and for emergency situations such as fire, etc.

Absence caused by illnesses or holidays must be reported to the kindergarten. This is done via MyKid. We must have at least two-week notice via MyKid, for any vacation. This helps us with planning and organizing the department's day, such as temporary needs, trips and plans or spontaneous activities.

The staff use a cell phone to register when children arrive, when they are picked up, and when registering that all children are present every now and then during the day.

## DIET/MEALS

According to the national Framework Plan for Kindergartens the kindergarten should help children acquire good habits, attitudes, and knowledge when it comes to their diet. Meals in the kindergarten make up a significant part of your child's diet. We are therefore eager to make sure your child's food is healthy and nutritious and that children enjoy their food. The daily lunch is either a hot meal or sandwiches. Varied fruit and vegetables are served for the second meal. Milk or water is served alongside lunch and water is always available if your child becomes thirsty.

Studentongan has hired a cook in a 50% position. Her name is Iren Andreassen. We serve hot lunch every Monday and Wednesday, and every other Thursday. The menu is based on a healthy, tasty, and nutritious diet. The departments take turns to plan a monthly menu together with Iren. The children participate in this. The children also

participate, in smaller groups, in preparing and cooking some of the meals together with Iren.

Children with allergies, or for other reasons cannot eat what we serve, will be offered an alternative. We try to present food from the various cultures that are represented in the kindergarten. Halal meat and vegetarian food is served when necessary.

On trip days, the children will bring their lunches from home. We encourage everyone to send their children along with healthy food, not biscuits and sweets.

**We emphasize the use of fish and vegetables in the daily meals.**

## ILLNESS

Sick children should stay home from kindergarten. Children who have a fever and are uncomfortable will gain little from attending kindergarten. If your child has an infectious disease, the kindergarten must be notified. Children with diarrhea may return to the kindergarten only after they have been symptom free for at least two days.

If your child is sick on an examination day, we provide an exam guarantee so that you can attend your examination. If your child is only mildly ill, we can receive the child at the kindergarten but if your child is too sick to come in, we will arrange for one of the staff to go to your home.

## CLOTHING/EQUIPMENT

Children must bring clothing and equipment suitable for everyday use at the kindergarten, as well as being suitable for the season.

Clothes for outdoor use:

- Outdoor clothes with rubber straps under the feet
- One piece winter clothing
- Scarf or similar, to protect the neck
- Rain clothing with rubber straps under the feet
- Woolen socks for Autumn/Winter/Spring
- Woolen jumper or fleece and woolen underclothes to put on under the winter/outdoor clothing
- Outdoor shoes suitable for the time of year
- Hats for summer and winter use
- Mittens/gloves

- Sun hats for sunny days
- Sunscreen (put on sunscreen on the child at home in the morning, and we will follow up during the day)
- Any other cream or ointment the child may need

Children who sleep during the day must have a pram to sleep in. They must have a bag suitable for the season and insect protection attached. Please make sure that pram is in decent condition, i.e., that breaks etc. are working. We cannot be responsible for the children's naps if the pram is not in proper shape.



## CONTINGENCY PLAN

The kindergarten has its own contingency plan that is also a part of Nord university's contingency plan.

We have regular fire drills, both with and without children.

In case of evacuation, such as fire, we assemble at the Mørkvedhallen (sports centre).

The staff also regularly attend first aid courses where we practice how to deal with accidents and emergencies of all kinds.

## COOPERATION

### ANNUAL MEETING FOR PARENTS

To ensure cooperation with the children's homes, the kindergarten takes parental advice. This consists of counselling sessions (*Foreldreråd*) with all parents, usually during the parents' meetings at the kindergarten.

## KINDERGARTEN COOPERATION COUNCIL

The council (*Samarbeidsutvalget*) is an advisory body, that works for coordination and creating contacts. The council shall in particular consider and evaluate the kindergartens values and pedagogical ideas and practices, and work for a good relation between the kindergarten and the local community. The Annual Plan is written in cooperation with the council.

The members of the cooperation council are elected among staff members and among parents at the annual meeting for parents (*Foreldreråd*). Parents and employees elect a number of representatives to sit in the kindergarten council. Representatives for parents are elected on a yearly basis, while employees are elected every two years.

The kindergarten council coordinates activities using the annual plan and will examine the contents and implementation of the plan.

### PARENT'S MEETINGS

The meetings are held every autumn. Here, information is provided in each department about the nursery's content and arrangements.

### COOPERATION WITH PARENTS

According to the Kindergarten law, the purpose of the kindergarten is to give children who are under school age help with their development and activity in a close, understanding environment, while collaborating with the children's homes.

Parents and kindergarten staff share the responsibility for children's well-being and development, and the daily cooperation is based on mutual transparency and confidence.

Your child will be met in the locker room in the morning. If staff are busy with other children / parents – just come in and you will be met there. During breakfast until 08:30, it is desirable that you come all the way into the child's ward together with the child.

When you pick up your child, we would like to convey how their day has been, and pass on any messages. You can read more about how the day has been at MyKid under the topic "*Dagen i dag*".

In autumn and spring, we will invite you to contact meetings where we talk about your child's well-

being and development, as well as ensuring that the kindergarten's educational activities are addressed. These are important meetings, and we expect you to attend these.

With MyKid, or on the info screens you will be able to keep track of activities and trips that your child has been on.

Plans, newsletters, and evaluations of previous plans are available at MyKid.

## THE KINDERGARTENS COOPERATION WITH OTHERS

The national framework plan says that in order for children and parents to get the most comprehensive service for benefiting a child's upbringing and development, it requires that the kindergarten cooperates well with other services and institutions in the municipality.

## THE CHILDREN'S SAFETY REPRESENTATIVE

**The Stine Sofie Foundation** has for many years work with the Norwegian kindergarten sector through lectures and education about violence and abuse to several thousand kindergarten employees.

Bodø municipality has since January 2020 participated in a pilot project through the foundation and *Private Barnehagers Landsforbund* (private kindergarten's association). The cooperation project is called «*Stine Sofies stiftelse*» and aims to give kindergarten employees the competence they need to act against violence and abuse. Through this project we, who spend time with the children every day, can get better at talking to the children, and disclose and help if something is wrong.

### The children's safety representative the will:

- Be a resource person in the kindergarten on this theme and keep it on the agenda.
- Convey and conduct the SSS project work together with the manager.
- Stay updated and contribute to the staff's competence in this field.
- Support the manager and other staff members in related cases.

**Kirsti Havig, pedagogical manager, is appointed children's safety representative at Studentongan.**

## CHILD PROTECTION SERVICE

All staff in the kindergarten, in accordance with Kindergarten Act § 22, are required to disclose information, notwithstanding the duty of confidentiality to CPS, when there is reason to believe that a child is being abused or there are other forms of neglect.

## PEDAGOGIC PSYCHOLOGICAL SERVICE

The educational psychological services are the expert authority when it comes to special educational assistance. If the kindergarten wants their cooperation to help a child in the kindergarten, the parents must give their consent.

## THE MUNICIPAL HEALTHCARE SERVICE

The kindergarten staff must assist the municipal healthcare service (*Bodø kommune*) in client cases. They should on their own initiative inform the designated municipal bodies about cases that require their attention. Such information on the staff's own initiative can only be given upon the client's consent, or in strict accordance with the duty of confidentiality. Normally it is the manager who gives such information to the municipality. We also work with **Low Threshold**, which is the professional team at Bodø municipality.

## NORD UNIVERSITY

According to the Kindergarten Act § 24, the kindergarten owner is obliged to make the kindergarten available for training students who will become kindergarten teachers. We regularly have university students who practice in the kindergarten.

## BODIN VIDEREGÅENDE (HIGH SCHOOL)

We also accept students who wish to practice in childcare and youth work.





## TRANSITION FROM KINDERGARTEN TO SCHOOL

To give the children the best possible start in school, Bodø municipality has transition procedures for cooperation between kindergartens and schools in connection with the start of school. The routine includes:

- Registration. The school will send out invites for registration.
- Conversations between the kindergarten and parents about the start of school
- The kindergarten fills in a standardized form with questions about the child together with the parents. The form is sent to the school.
- The school invites them to a pre-school day and parent meeting in May / June for all new first graders.

## TRADITIONS

### FIRE PREVENTION

In week 38, we organize a planned fire drill where we trigger the fire alarm and practice our fire routines.

### SAMI CULTURE DAY

We convey Sami culture through storytelling, folklore, song, and food.

### THE UNITED NATIONS DAY

We celebrate the United Nations Day 24 October. The parents get invited to the departments.

### THE CHILDREN'S CHRISTMAS PARTY

In November, we hold a Christmas party for the children. This day we encourage the children to dress up in their party clothes.

### CANDLELIGHT VIGIL / ST. LUCIA

We hold a candlelight vigil / St. Lucia celebration 13 December at 9 am. We meet outside in the kindergarten area, and the preschool group perform the traditional St. Lucia candlelight vigil procession. We serve sweet buns (*lussekatter*) and drinks.

### «NISSE» / SANTA CLAUS PARTY

In December we organize a Santa party (*Nissefest*). At the party, children will wear red clothing and Santa Claus hats. Maybe Santa Claus will show up?

### THE SAMI PEOPLE'S DAY

6 February is the Sami People's Day. Around this date we have two weeks of Sami culture – music, song, play and activities with Sami culture as theme. On Sami People's Day we raise the Sami flag and serve traditional Sami food.

### COLOR PARTY

In February we have a color party at the kindergarten. Please see the calendar for more information about the event.

### EASTER LUNCH

On the Wednesday before Easter, we have Easter lunch with extra good food. Before lunch, we have a joint assembly where the Easter Bunny visits with Easter candy.

### CELEBRATION OF THE INTERNATIONAL KINDERGARTEN DAY

### 17. MAY CELEBRATION

We usually mark the Norwegian national day with a children's parade, 17th of May-games, good food and ice cream on 16th May.

### DIFFERENT TOGETHER – JUNE

In all kindergartens there are children with different and unique families. It is important that all families are talked about in a respectful manner by employees, parents, and children. It is important to make visible the diversity of family constellations that exist in society so that all the children find their family form included.

### SUMMER PARTY

In June we celebrate the end of the kindergarten year with a summer party where the children present entertainment (songs or short play). We mark the 6-year-olds kindergarten "graduation" by giving them a rose.

### PIRATE WEEK

In week 25, we get a visit from the pirates "*Kaptein Melkebart*" and "*Rotte-Ruth*". We then have various surprises with music, singing and adventure throughout the week. The program concludes with a pirate play for the whole kindergarten.



# EVALUATION AND ASSESSMENT OF THE WORK IN THE KINDERGARTEN

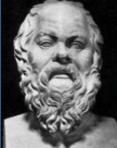
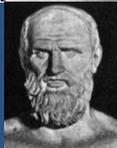
It is important for the quality of the kindergarten that we work in relation to the objectives and intentions in the Kindergarten Law and framework plan. Through evaluation of our own work, we can follow up and ensure a positive development of the kindergarten. It is important to have input from parents, children and employees in this assessment.

During the planning days in August the staff have an evaluation of the seven subject areas.

- **The staff** conducts a monthly review of the work that is carried out in the department. Both content and methods will be assessed.
- **The children** will also take part and give their feedback to «the program» in the kindergarten. This will happen through conversations in groups and one to one.
- **The parents** will be able to give their feedback through daily conversations and in formal settings, such as the contact meetings and parent meetings.  
In November we carry out a parent's survey which is prepared by the Directorate of Education (*Udir*).

## THE STAFF

The staff members in the kindergarten have a wide range of expertise and experience. The vast majority of our employees have worked a long time in Studentongan, ensuring good stability. Some of the staff have different cultural backgrounds, which creates diversity and enrichment for our environment.

STUDENTONGAN		Ole Marius Røsten	Manager
ARISTOTELES		Liss Hege Maarnes Rikke Høyforslett Armela Gundersen Maria Nilsen Lichtwarck	Pedagogic Manager (dep.) 80 % Preschool teacher Assistant Assistant, part time
PLATON		Bente Jensen Røberg Marit Jørgensen Andreas Hunstad	Pedagogic Manager (department) Assistant Assistant
SOKRATES		Anniken Hunstad Wenche Nystad Karianne Frostmo	Pedagogic Manager (department) Childcare and youth worker 80 % Preschool teacher
HIPPOKRATES		Anne-Marit Vollan Heidi Humstad Karma Bhellay Evy Linda Kristoffersen	Pedagogical Manager 90 % Pedagogical manager Assistant Assistant 80 %
PYTHAGORAS		Vegard Svendsen Nina Golmen Helen Løvlimo Catherine Galves Hooper	Pedagogical- / ass. manager Childcare and youth worker Childcare and youth worker Assistant
PERMANENT SUBSTITUTES		Zhanna Tikhamorova Arina Kazakova	Assistant 50 % Assistant 60 %
KITCHEN		Iren Andreassen	Chef 50 %

## THE DEPARTMENTS

Aristoteles	0-3 years	9 children
Platon	0-3 years	9 children
Sokrates	2-6 years	18 children
Pythagoras	2-6 years	18 children
Hippokrates	2-6 years	24 children

## WHAT WE EMPHASIZE

### CHILDREN 1-3 YEARS

In the departments with the youngest children, we focus on being close to the children where they are. We sit a lot on the floor and participate in the children's activities. Staff presence is important to create conditions for play, correct unwanted behavior and to observe the children's interests and needs.

We sing and talk a lot with the children, and spend as much time as possible outdoors, so that the children can unfold motorically. On occasions, such as «The little thinkers» and Abels Cave etc., we split the children in smaller groups based on their age.

### CHILDREN 2-6 YEARS

At the departments with the older children, we focus on play and interaction. We observe the children – what do they play, what are they interested in? The grown-up role is important – being active and participative. We talk *with* the children, not *to* them.

We set goals for the child as an individual – what do each child need?

Even though we are a large kindergarten with five departments, the children shall find a safe and secure environment in their department, with its staff. At the same time, we think it is a good idea that the children get to know all the staff members over time. They get introduced through activities involving all or several departments together, and through outdoor play. We also help each other out in case of illness among staff members etc., and then it is a good idea that the children know and feel safe with all staff members.

We also split the children into smaller groups based on age, maturity, and interests. This way the children get to participate in both smaller and larger groups. It is important that the staff members act as one unit, and that they are active participants in the children's everyday life, and work for the best of both the child and the group as a whole.

### THE LITTLE THINKERS

Every Tuesday, the oldest children from Platon and Aristoteles meet for various activities. They gather and experience additional challenges. Arrangements will vary between trips inside and outdoor activities.

### PRESCHOOL GROUP

This year we have a common preschool group that include all school starters across the departments. You find the plans for the group at MyKid.



## THE KINDERGARTEN IS CLOSED ON THESE DAYS

- Monday 2 January 2023 - Planning day
- Tuesday 11 April 2023 - Planning day
- Week 28 and 29 (10-23 July 2023) - Holidays / maintenance
- Wed.-Fri. 9-11 August 2023 - Planning days
- The kindergarten is closed Christmas Eve and New Years' Eve.

## ACTIVITIES AROUND THE YEAR

SEASON	WHEN	WHAT AND HOW	RESPONSIBLE
AUTUMN	Week 38	Fire protection week, with fire drill Friday at 10 a.m.	All
	Oct. 6	Marking of Sami culture day	
	Oct. 24	Marking of UN-day	All
WINTER	Nov. 17	Christmas party for the children	
	Des. 13	Event also for parents. Marking Lucia Day.	
	Dec. 17	Santa Claus (nisse)-party	Toddlers departments separately, older children together
	Weeks 5 and 6	Sami culture weeks	Departments
	Feb. 6	Marking Sami people's day. Gathering and Sami food for lunch.	
	Feb. 27	Color party. We decorate ourselves in colors!	
SPRING	Mar. 14	Marking Kindergarten day	
	Mar. 29	Easter gathering with Easter lunch	
	May 16	Celebration of Norway's National Day	All
SUMMER	June	Theme: Different together	
	Jun. 7	Summer party where the families are invited.	All
	Week 24	Pirate week	
	Weeks 28 and 29	The kindergarten is closed (holiday and maintenance)	