



ANNUAL PLAN 2022-23

RØSTAD STUDENT
KINDERGARTEN

INTRODUCTION

Røstad student kindergarten is owned and administered by Nord studentsamskipnad (Studentinord). The kindergarten has two departments, "Revehiet" ("The Fox' Den") with room for 9 children aged 0 – 2 years, and "Hesthagan" (The Horse's Garden") with room for 18 children aged 2 – 6 years. As of November 2022 we have available places in both departments.

§2 of the statutes for the student kindergartens of Nord studentsamskipnad) says:

«The kindergartens are run in accordance with the current Law on kindergartens. The framework plan and regulations provides guidelines for the kindergartens' mission and pedagogical content. The kindergarten is part of the welfare services for students at Nord University, and part of the kindergartens mission is to contribute to making Nord university a more attractive choice for students..»

The kindergartens shall provide a good environment with emphasis on play and social relations with both children and adults. The kindergartens will also contribute to developing the childrens tolerance and care for eachother.

The Law on kindergartens describes the values that informs all of our pedagogical work. We emphasise trust and respect in our communication with the children, and we recognize the intrinsic value of childhood. In play and in learning, a childhood characterized by well being should be the basis for both joy and coping experiences.

The most important factor in all of the kindergartens work is about how the staff meet the singular child, the children as a group and the parents every day. We wish to meet the singular child and its family on the basis of its preconditions. The staff are responsible for creating an atmosphere of safety, wellbeing, tolerance and respect. The kindergarten should be a safe arena where children as well as adults care about eachother, and thereby prevent bullying.

We do not choose pedagogical contents and focus based on established mapping tools or programmes. Every situation is unique, and together with the parents we will strive to understand each child on the basis of its unique situation. This way we can support the singular child at its level of development at any given time, and assist in its coping and development at an individually adapted pace.

We will encourage the children's exploratory attitude towards the world, curiosity and wondering. This way the children can be co-creators of the everyday activities. They will experience that their voices are important and that their interests are taken seriously by the adults in the kindergarten.

PSYCHOSOCIAL ENVIRONMENT

Chapter 8 in the Law on kindergartens establishes that kindergartens must work systematically to prevent bullying and offensive behavior. The kindergartens are obliged to creating a good environment that secures the children's wellbeing.

In our opinion, our kindergartens work with play and inclusion, and our thinking around children's participation and respect for the singular child, lays a foundation for understanding and acting in accordance with the law. We do this through participation in playing, and creating conditions for and observing playing. We will strive to enable the children's development of social and empathetic competence.

We always involve the parents when special measures are necessary for a group of children or a singular child. An individual activity plan should for reassuring safety and confidence for a child that has been bullied or offended.

PLAY

Røstad student kindergarten has chosen play as its main focus area. This is a continuation of a competence development and pedagogical focus over the past five years. Play is the children's "natural behavior", and their main arena for learning social skills. Thus it is important that we provide the children with time, calm and good conditions for playing freely both indoors and outdoors. The staff's competence on playing is decisive, as it demands the abilities to participate, see, understand and care. Our goal is to be a good-for-playing kindergarten with good-for-playing staff.

Our view on children and playing should be mirrored in the kindergartens pedagogical work. Through documentation and reflections among the staff we increase our understanding and knowledge about the importance and impact of playing.

As of August 2022 Trinia and Røstad student kindergartens were merged, and both children and staff had to adjust to new faces and new groups. To make the transition as good as possible, we have made the value "inclusion" a focus area. To us inclusion means to belong, and to have a place in a community. Every child should have someone to play with, and every child should feel safe and dare to take its place in a group. To make sure that all children are seen, listened to and assisted in their playing, we use smaller groups or other facilitation. We wish for all children to experience recognition and care.

With the value inclusion, we work with learning all children the importance of respecting and taking care of each other.



Learning in kindergartens is about supporting, and building on the children's initiatives. It is important to give the children confidence in themselves, while they should also take other children's needs and opinions into consideration. Such experiences are gained through playing and stimulates learning.

The term Formation has entered kindergarten terminology. An important part of the formation process is to give children a good self-esteem, and through this enable them to better understand themselves and others. Social confirmation of one's thoughts and feelings, trust and consideration, and active participation in the community is important. Small children's formation process happens in interaction with each other, adults, the self and the material world.

THROUGH PLAYING THE CHILD EXPERIENCES:



VALUES

Our values inform us to see both the singular child's, and the group of children's potentials, and to understand each child based on its individual preconditions. The kindergarten staff is present in the children's everyday activities and notices the children's discoveries. This way they participate in the children's coping and progression in playing and other activities. We see and listen to what the children wish to convey.

We wish to focus on sustainable development as a basic value in the kindergarten. According to the national framework for kindergartens, the children should learn to take care of themselves,

each other and nature. Sustainable development comprises nature, economy and social conditions, and is a prerequisite for taking care of life on Earth as we know it. Kindergartens have an important task in promoting values, attitudes and practices for more sustainable societies.

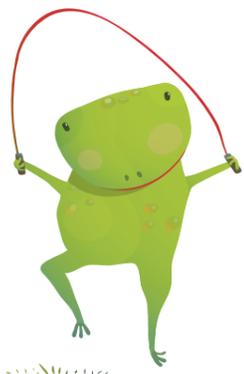
In our kindergarten we promote sustainability through emphasizing these values in the everyday activities and situations. (ref. UN goals for sustainable development no. 3).

PEDAGOGICAL CONTENT

The pedagogical content in the kindergarten will be based on the values and priorities described above. Our starting point is the children's interests and involvement, and to create conditions for common experiences through activities related to the seven subject areas described in the framework for kindergartens. We work interdisciplinary with these subjects, and plan activities based on the children's interests, feedback from the parents and evaluation of previous activities.

At department Hesthagan (ages 3-6 years) we work with microprojects where the process itself is more important than the product or result. The experiences, coping and shared joy in the work process is emphasized through offering the children different activities that promote wondering and playing related to the subject areas.

At department Revehiet (ages 0-2 years) we focus on creating a safe environment for the children. When the physiological needs (food, drink, sleep, care) are met, there is time and space for playing. The staff spend much time of the floor with the children, where we have a good overview of what is happening. The children can easily stop by a staff member for comfort and support before returning to playing. It is important to give time and calm conditions for playing both indoors and outdoors. The children should experience being seen, heard and understood on the basis of their own need, and to be part of a community. This helps build safety, trust and caring in the everyday activities at the kindergarten.



SAFETY AND INCLUSION

The «circle of safety» is the basic model for the staffs behaviour in the kindergarten. A child's development and wellbeing depends on safe relations to adults around it. Attachment is an innate instinct for seeking safety and trust in a significant adult who comforts, protects and helps organize a child's feelings. Parents and, after a habituation process, the kindergarten staff functions as adults that the child will attach to when they spend much time with it and cover the child's needs when it seeks support. Both parents and staff must be sensitive for the children's signals.

LANGUAGE

One of the core missions in a kindergarten is to support the children's learning of language. The kindergarten should give all children varied and positive experiences in using their language as a means of communication, as a tool for their thoughts, and as an expression of thoughts, feelings and opinions.

Playing is an important arena for learning and developing language. When playing children use both verbal and non-verbal communication. They express thoughts, feelings and wishes, play roles, make plans, discuss and argue, handle conflicts and form relations. Through playing the children can listen and learn from each other. The staff's role is to support the children who need it, and participate in different ways to stimulate the verbal language. We use, for example, the model ASK (alternative and supplementary communication, assisted by images and symbols) to assist and improve the communication between the children and between the staff and children. Similarly, through singing, rhymes and musical experiences we lay the foundation for playful and effortless learning. But most important is creating close relations through the daily interaction in playing and other activities.

COOPERATION WITH PARENTS

The daily contact with the parents is the most important means of parental interaction and everyday evaluation. We highly appreciate your feedback, both positive and negative. We arrange individual meetings with parents twice a year, one in the autumn and one in the spring. We are also available for more meetings if anyone finds it necessary. The parental meeting with all parents present is usually held in late autumn. Here, the annual plan is presented, and representatives to the «cooperation council» (Samarbeidsutvalg – SU in Norwegian). In the cooperation council parents, staff members and the manager meet to discuss matters that affect the everyday life in the kindergarten. The council consists of an equal number of parents and staff members.

COOPERATION PARTNERS

The kindergarten cooperates with a number of services and institutions in the municipality. Both staff and parents may need assistance from e.g. the pedagogical-psychological service, children and youth clinic, child welfare, child and youth psychiatric service, physio therapist etc. The kindergarten will always contact the parents before involving any third party service.

The kindergarten also cooperates with Nord University, and the children sometimes participate in the students creative and physical activities, often related to their educational programmes. Preschool teacher students, both Norwegian and international, may also have professional practice periods in our kindergarten. Pupils at Levanger videregående (senior high school/comprehensive school) may also have their practice periods in our kindergarten.



HABITUATION PERIOD IN THE KINDERGARTEN

Starting in kindergarten is a big change in life for a child, and the first period can be challenging for both the child and parents. Therefore we must help each other to make the transition as comfortable as possible. It is important that each individual child gets the time it needs to become familiar with and feel safe in the new surroundings, other children and staff. We know from experience that it can be a good idea that the parents spend much time with the children in the kindergarten the first week, and that the child can have shorter days in the very first period. Our staff is there for the children and parents, and we will do our best to make the kindergarten a safe place to be.

TRANSITION FROM KINDERGARTEN TO SCHOOL

In cooperation with the parents we wish to prepare the pre-school children for the transition from kindergarten to school as good as we can. We have meetings with the schools where the children will enroll the coming school year, where we can present special needs on behalf of the children and parents involved. We also visit the schools to get to know the buildings and school yard. The schools usually invite to an open day for new pupils.

In the last year in kindergarten, the children who will go to school in the coming year have their own pre-school group. The purpose of the «school starter club» is to give the oldest children some extra challenges, and activities adapted to their age. In the «school starter club» the children take part in deciding activities and content based on interests and maturity, while we also focus on developing independence when getting dressed for outdoor activities, keeping general order, receiving messages etc.



For more info, take a look at our website:
<https://www.studentinord.no/barnehage/levanger>

Facebook: Røstad studentbarnehage