



ANNUAL PLAN 2023-2024

EIGERØY KINDERGARTEN - FOR THE CHILD



Disclaimer: This text has not been translated by a professional. Do forgive some quirky translation and ask for an explanation if something is so far off that it makes no sense.

2023-2024
EIGERØY BARNEHAGE
Uførfjellveien 35

Formalities

The kindergarten shall develop an annual plan as a working tool for the kindergarten staff. Plans for shorter and longer periods of time and for different groups of children as needed shall also be prepared. The annual plan documents the choices and justifications of the kindergarten, and can provide information about the kindergarten's educational work to the authorities, the kindergarten's partners, and other interested parties. The director is responsible for leading the process of developing the annual plan together with the educators and other staff. The annual plan shall be approved by the kindergarten's cooperation committee and shall clarify how the kindergarten will work to fulfill the objectives and content of the framework plan, as well as the owner's local adaptations to educational practice. The annual plan shall also show how the kindergarten works with care, play, formation, and learning, as well as progression. It shall demonstrate how children's and parents' participation is incorporated into the planning work, and how the kindergarten evaluates its educational work. Furthermore, the annual plan shall show how the kindergarten works with the adaptation of new children and ensures cooperation and continuity with the school. In Sami kindergartens, the annual plan shall be based on the Sami seasonal calendar and show how the kindergarten links the educational work to the seasons and changes in nature.

[Framework Plan for Kindergartens 2017](#)

Our annual plan is the result of 18 years of work to find the perfect document that describes Eigerøy kindergarten. We hope that this annual plan provides answers to questions such as what you can expect from us, how we work with different subject areas, which laws and regulations we must adhere to, and why we believe one thing is more important than another. If you do not find answers to your questions, we encourage you to ask. Perhaps the answer will be included in the next edition?

Core values: Respect. Attachment. Play

Respect:

In Eigerøy kindergarten, we practice respect for children, parents, and staff. Respect in Eigerøy kindergarten means that we have attitudes towards others that show we recognize each other as equals. All people have equal value regardless of religion, skin color, sexual orientation, ethnicity, or challenges.

Attachment:

In order to collaborate in a constructive way with children and adults, it is crucial that there is a relationship between the parties. Three years ago, we introduced a 5-day adaptation period for new children who come to us. A whole week with a focus on attachment between staff/children/parents. A good start when entering new surroundings is important for the further development of security and learning. A child who relaxes and enjoys everyday life will have a significantly better experience in the kindergarten than a child who feels insecure and longs for home and parents. A mother or father will have a better experience in the kindergarten if they feel that the child is doing well and feels safe. A mother or father with a good relationship with the staff will have a good basis for addressing challenges with us that concern the child and the family. A good relationship between us and the child is crucial for the child's stay in the kindergarten. A good relationship between us and the mother/father can be crucial for the child's future journey in life after the kindergarten. Therefore, it is important that we (mother/father/staff/child) use the five days of adaptation to get to know each other better and create lasting relationships, at least until the end of the kindergarten period.

See chapter "Attachment" for more information.

Play:

See chapter "Play and Learning" for more information.

Children's participation.

Both the Kindergarten Act and the Framework Plan emphasize the importance of children's participation. In the [“Theme Booklet: about children's participation”](#), freedom of expression and freedom of thought are also included as important aspects of participation.

All children have the right to be seen and heard.

Children sometimes have opinions and a will that may not always align with what adults initially had in mind. This includes the entire day in the kindergarten: meals, dressing, diaper changes, outdoor time, indoor time, creative activities, play, and more. Our task as adults in this kindergarten everyday life is to perceive and interpret the signals children give us. Some children are very verbal and can express themselves in that way, but we also have many children who do not have verbal language. In those cases, expressions often come in the form of crying, laughter, anger, or other bodily signals. A child can clearly communicate by resisting with their whole being if there is something the child does not want to participate in. An approach to better understand children without verbal language or children who have challenges expressing themselves verbally is our focus on alternative and augmentative communication (AAC).

We believe that having few predetermined activities throughout the day gives us more flexibility in following up on children's wishes and initiatives for activities. We set aside time for what the children want. We value the children's initiatives and go to great lengths to accommodate their wishes.

Your child should be allowed to express their emotions in their everyday life. Sad, curious, happy, angry, scared, frustrated, enthusiastic - we take all emotions seriously. Even if it may seem completely irrational to us adults in relation to the situation, it is not for the child. Being allowed to be oneself is a fundamental principle for us and an important part of the individual's right to participation.

In terms of freedom of expression and freedom of thought, we should be tolerant and open-minded. To give a simple example:

Swearing and vulgar language are not our top priority when it comes to vocabulary development, but we find that some children have a lot of fun with it. Our task is not to censor this type of activity, but rather to convey that some people may feel offended and that there is little social acceptance for this type of language in our society. Experience suggests that playing with "adult words" is fun for a short period and disappears on its own when the negative attention is absent.

Freedom of thought is also an important principle for us. Thoughts are yours and cannot be touched by anyone else, but they can be manipulated.

Our task is to avoid exactly that; manipulating thoughts in a certain direction. Philosophizing is a great activity in this regard - nothing is given, everything is allowed. We should not restrain or correct children's thoughts - thought is free!

We believe that our approach to participation is a good start to a lifelong process of education.

Adults should show tolerance for and highlight fellow human beings as unique, equal, and different. Regardless of gender, sexual orientation, and faith, everyone is equally valuable. Diversity is fundamental and natural for us.

With us, you will discover that the Rainbow Flag is hung up in connection with various events. We are aware that the Rainbow Flag is used, and often associated with, the fight for the rights of LGBTQ+ individuals. We naturally support this fight, but for us, the flag is primarily used as a symbol of diversity, community, and equal rights for all.

Attachment

By forming good relationships with the child, the best conditions for physical and mental development are created. Research shows that it takes time to form secure relationships with children and that secure relationships are essential to provide children with the best conditions for development. The initial adaptation period in the kindergarten is therefore very important for us and you. To create a good relationship, time is required. We ask you parents to use the adaptation days actively to participate and create the necessary relationship between the child and the new caregivers. Time is a keyword. We have extended the traditional adaptation period to five days, and we have created a separate document for you parents that explains what we expect from you and what you can expect from us during the adaptation. You will receive this well in advance of the start so that you can prepare.

This is what we do to create a good environment for good attachment:

- The adult is aware that trust is built over time.
- The adult approaches the child gently and warmly.
- The adult always informs the child if he/she has to leave the room.
- The adult is present for the child.
- All adults observe and guide each other by reflecting on their practices.

Play and learning.

Play is children's most important activity during everyday life. Through play, the child develops in all areas. Play is an important part of socialization. It stimulates language development by allowing children to use their imagination and creativity. The child is physically active through play, and in addition, the child's intelligence develops as they plan, discuss, and understand others they play with. When we adults participate in play with the child, it is like listening to what they say and think. In other words, we say that what the child does is meaningful and important. When children see that adults appreciate what they do, it helps build their self-esteem.

Play has such a great intrinsic value that we adults should fully respect it and give children time and space to play. Considering time and respect for play, we do not want the play to be interrupted unnecessarily. We want there to be the possibility that things can be postponed or omitted if we see that the children are engaged in good play. The departments are furnished with the idea that children should have the opportunity for undisturbed play as much as possible. Children should be able to immerse themselves in play and stay there for a while without others getting in the way and ruining it. We have created different corners where we have found that this is possible. The toys are made available so that children can reach what they want to play with and take them wherever it fits in relation to the play. In outdoor play, children have more space and face greater motor challenges than indoors. In addition, the outdoor environment offers a different kind of play. Children are constantly seeking challenges and can judge for themselves how high they can climb a tree, for example. Here, it is us adults who must dare to let the children try. This gives children better body control and a sense of mastery that they need to further develop. For play indoors and outdoors to be possible, it is important that we adults build up a sense of security so that children dare to engage in play. Learning has the best conditions in environments characterized by good, secure relationships and that facilitate play and good conversations. A calm atmosphere that prioritizes stopping at the dead mouse instead of rushing past out of fear of not being able to reach something is useful learning in a society where "everyone" has something they must achieve. By being available and present when the child needs to ask and wonder, knowledge will come as a free side effect of the interaction between child and adult. Knowledge is conveyed from the adult to the child through the adult showing interest in the child's needs and responding and asking questions in return.

To create a good environment for play and learning, the adult must:

- be there for the child.
- facilitate time, space, and equipment for play.
- observe and be able to help the play progress when needed.
- help children join in the play if they are left out.
- understand that learning happens through a combination of facts and curiosity.
- take the child seriously and find answers together with the child.

Nurturing through care, play, and learning.

Learning is a complex concept with different directions and definitions. We see it as a tank that is filled with experiences made along the way in life. The task of the kindergarten is to fill this tank with good values, attitudes, and knowledge, so that children can develop the ability to think for themselves, seek knowledge, reflect on and evaluate established truths, ask questions, and resist on their own and on behalf of others.

Our most important task is to give children a good self-esteem. Self-esteem can be briefly explained as belief in oneself:

- I know myself.
- My thoughts and feelings are validated.
- I am important. Others take me seriously.
- I am a good person. Others trust me.
- I am important to the community.
- I have the opportunity to contribute.
- I am competent.
- I am given tasks I can master.

Self-esteem is a complex concept with different directions and definitions. We see it as a tank that is filled with experiences gained throughout life. The task of the kindergarten is to fill this tank with good values, attitudes, and knowledge, so that children can develop the ability to

think for themselves, seek knowledge, reflect on, and evaluate accepted truths, ask questions, and resist on their own and others' behalf.

To create a good environment for developing good self-esteem, adults must:

- be good conversation and interaction partners.
- be good guides.
- show interest in what the child has to say and ask good questions.

The foundation for self-image, self-esteem, and our ability to build confidence in specific areas of life is laid in childhood and in our interactions with our loved ones.

Digital practice.

Eigerøy kindergarten is a digital kindergarten where all information for parents is communicated through Kidplan via email, SMS, and documents. Parents are responsible for entering messages, vacations, and other absences in Kidplan, and signed consents are available for parents so that you always have an overview. It should be noted that a consent is valid until it is withdrawn, and if the consent is not withdrawn, it will be valid as long as the child attends Eigerøy kindergarten.

We are a kindergarten that is well equipped with technological aids, and our main task is to prepare children for the opportunities and potential dangers that digital communication offers. We teach children about internet safety, what is allowed and not allowed, and what is foolish to do on the internet. Although our children currently have limited internet access, their access will increase with age. Therefore, it is important to know about the possibilities and limitations that await.

In a society where digital aids have made us passive consumers of content, it is important to teach children how these aids can also be used to produce content, such as text production, taking pictures, making films, in addition to playing games.

To create a good environment for digital practice, adults must:

- stay updated on the digital aids we have available in the kindergarten and be good role models in their use.
- be available to children if they need help or have questions.
- help children become producers instead of consumers.

- show children how they can use the internet to access useful information.

Documentation of pedagogical work

Documentation of pedagogical work can be defined as a collection of various forms of documents, observations, and reflections that provide an overview of educators' practice and children's learning and development in an educational setting. It is a systematic and conscious gathering of information that documents and highlights pedagogical practice, children's activities, interactions, and learning processes.

Documentation of pedagogical work may include:

1. **Observations:** Staff members observe and record children's activities, interactions, and development. This can be done through notes, pictures, audio recordings, or video filming.
2. **Children's work:** Staff members collect and document children's work, such as drawings, written texts, models, or projects. This showcases children's creativity, expression, and learning.
3. **Reflections:** Staff members reflect on their own practice and children's learning. This can be in the form of written reflections, discussions within the staff group, or individual conversations with colleagues.
4. **Planning and evaluation:** Documentation can also include staff members' planning of activities and measures, as well as evaluation of children's learning and development. This helps ensure continuity and quality in pedagogical work.
5. **Conversations and interviews:** Staff members can document conversations and interviews with children to gain insight into their thoughts, ideas, and reflections. This provides an opportunity to understand children's perspectives and learning in a deeper way.

The purpose of documenting pedagogical work is to create awareness and understanding of pedagogical practice, children's learning and development, and to support reflection, dialogue, and learning among staff members. Documentation can be used as a basis for further planning, adaptation of activities, and feedback to children and parents. It can also be an important part of quality assurance and documentation of the kindergarten's work.

Collaboration with parents.

The kindergarten shall provide children under compulsory school age with good development and activity opportunities in close understanding and collaboration with the children's homes. (Kindergarten Act § 1)

The kindergarten shall assist the homes in their caregiving and upbringing tasks, and in this way create a good foundation for the children's development, lifelong learning, and active participation in the democratic society. (Kindergarten Act § 2)

It is very important for us to have a good and close collaboration with the parents. The secure relationship we are going to build with their children depends on you showing your children that you trust us. This is especially important during the settling-in period for the child to be able to connect with us as new secure caregivers. Our collaboration with you shall be characterized by mutual trust that we all want what is best for the child. The only way to achieve this is to address issues immediately if we experience events that are not in the child's best interest. This applies both ways. If trust is broken, it is a joint task to regain it. To ensure formal collaboration with parents, all kindergartens have a collaboration committee (SU) and a parents' council.

Eigerøy Kindergarten ensures parents' participation rights in several areas:

Daily contact (drop-off/pick-up)

Parent-teacher meetings (autumn/spring)

Parent meeting (autumn) and Annual meeting (spring)

Cooperation committee (samarbeidsutvalget)

Parent council (regular meetings in connection with parent meeting and annual meeting)

Confidentiality and duty to disclose information.

Everyone working in the kindergarten has a duty of confidentiality regarding personal matters and a duty to disclose information/report in case of suspicion of abuse or other neglect of care.

Collaboration with others.

The staff in the kindergarten sometimes need extra staffing from the municipality in order to provide special support to individual children or groups of children. This additional staffing will function as part of the regular staff and consists of kindergarten teachers or environmental therapists. Special educators or contact persons from the PPT will guide us in providing the right help for challenges that arise around individual children or groups of children, and will be present from every day to a few hours a week.

The Extended Resource Team (URT), consisting of representatives from the PPT, health station, child welfare, and kindergarten, has been established to work preventively with solution-oriented proposals in connection with children's needs and development. The goal is to start as early as possible with help for children/parents who need it, and the threshold for cooperation between the mentioned authorities should be low. Early intervention is sensible intervention, and the collaboration should be beneficial for parents, kindergarten, and especially the children. When the kindergarten is concerned about a child's development or behavior, we address this with the parents and invite them to the meeting where the matter is discussed.

In the kindergarten year 2023-2024, we are trying to achieve an even closer collaboration with the representatives in URT by inviting them to join the LP group, in order to ensure early intervention for children facing challenges. This collaboration is also connected to the municipality's focus on BTI.

BTI (Better Interdisciplinary Effort) is a new concept that you as residents of Eigersund municipality will become familiar with. BTI aims to ensure collaboration across disciplines and provide children and families with the help they need as early as possible. You can read more about BTI in Eigersund [here](#). You will receive more information about both URT and BTI at the parent meeting in the fall.

Collaboration with UiS and OiD.

Eigerøy Kindergarten has a collaboration with UiS (University of Stavanger). We are a practice kindergarten for future preschool teachers. This means that we have students who spend part of their education with us. This gives us a unique opportunity to stay up to date with the latest educational methods, as well as to have fresh perspectives on our work methods and receive input on what can be changed to improve. The educators receive training in guidance and feedback, which is very useful in our daily work to become an even better kindergarten for adults and children.

In 2014, we were approved as a training company for child and youth work by the training office in Dalane (OiD). Like with the students, this gives us valuable experience in guidance

and feedback. A trainee has a basic training period of 2 years. This gives us a unique opportunity to shape the next generation of childcare professionals. Please note that trainees will mainly have no previous experience in childcare. It is our task to provide them with good attitudes and experiences. In the 2023-2024 kindergarten year, there will be 2 trainees associated with the kindergarten.

Farm for the future.

Osmund Ueland (Team Ueland) is starting a new project. This time in collaboration with Farm For the Future (www.fff.tanzania.com).

Eigerøy Kindergarten supports the project financially and helps to give even more children a good start in life.

In 2020 and 2021, Eigerøy Kindergarten contributed a total of over NOK 60,000 to the project. The proceeds from the summer festival in 2023 went in full to Children's Farm, and our collaboration will continue in the years to come.

Children's Farm will convey knowledge about food, nutrition, and agriculture to children in the Iringa region of Tanzania.

A separate learning program will be developed, which includes activities such as tours, animal care, cooking, learning about vegetable cultivation, planting seeds to take back to their own kindergarten/school, and plenty of time to interact with the animals on the farm. The goal is to create excitement among the children so that they bring their parents back for activity days on weekends. In this way, we aim to create engagement and interest in food and food production for the whole family.

Read more about Children's Farm on [Team Ualand Facebook page](#)

Collaboration with Stine Sofie Foundation.

Dear parents,

Violence and abuse are public health challenges that concern us all. The work on this issue is about care, not suspicion.

Eigerøy Kindergarten is participating in an educational program called Stine Sofie Kindergarten Package. The goal of the program is to strengthen the staff so that they are better equipped to identify when a child is exposed to violence or abuse, and to act based on this knowledge.

Staff involvement:

The kindergarten manager and a resource person have participated in three meetings organized by Stine Sofie Foundation. These two employees are responsible for disseminating the content of the meetings and ensuring that the entire staff group has the necessary competence on the topic.

Children's involvement:

A trusted adult in the kindergarten will conduct age-appropriate sessions throughout the year, where children will receive valuable information about:

- what is allowed and not allowed for adults, teenagers, and other children to do to children
- body and boundaries
- secrets
- who children can report to if they experience something harmful or illegal

The purpose of these sessions is to contribute to children's well-being and their ability to set healthy boundaries for themselves.

Parents' involvement:

In order to succeed in preventing and detecting violence and abuse against children, the collaboration between home and kindergarten is particularly important. Therefore, the kindergarten will address this topic through formal and informal meetings with you, for example, during parent-teacher conferences or dedicated theme meetings.

Tips for you as parents

- Tell your children that they can always come and tell you things if they experience something painful or difficult. Also, let them know that you will not get angry if they tell you.
- Create a home environment characterized by openness to talk about all topics, including those that may be uncomfortable to discuss. Reading books together can be helpful. Feel free to ask a librarian for book recommendations.
- There are also many good animated films that you can watch together, such as NRK Super's films "Kroppen min eier jeg" (My Body Is Mine) and "Voksne skal aldri slå" (Adults Should Never Hit).

Are you worried about a child?

If you are worried about a child, contact your local child welfare service, police, or state child house. You can also call the Alarm Phone for Children and Youth at 116 111. All adults have the opportunity to report if they are concerned about a child. This is called the duty to inform. Sometimes adults also have a duty to report - this is called the duty to avert.

Do you want to know more?

If you have any questions about the Stine Sofie Kindergarten Package, contact Stine Sofie's Foundation at barnehagepakke@stinesofiestiftelse.no.

Learning Environment and Pedagogical Analysis

This is a focus area for all kindergartens in the municipality. In short, the model is about observing and evaluating the learning environment in cases where we discover challenges in everyday life.

The model is for analysis and intervention development, and it is based on research-based knowledge. The model has a systems theory perspective where attention is shifted from the individual to the system when it comes to challenges. The environment in the department and in the kindergarten, and the practices that are carried out, will be crucial in the analysis part. Is it the child who has challenges or is it us who create an environment that gives the child challenges?

The starting point for initiating a case often originates from a concern about a child. If you as parents are informed about a concern regarding your child, our next question will be if we can bring the case up in the LP group. The concerned employee (seeker) has first shared their concern with their colleagues, and if there is agreement about the concern, it will be presented to you. If you agree, the case will then be discussed in the LP group.

The seeker presents their concern to the LP group, and together we find a problem formulation and a goal formulation. A problem formulation could be, for example, "Hagbart hits and the other children avoid him," and a goal formulation could be "Hagbart is engaged in play with the other children."

The LP group, together with the seeker, will reflect on why Hagbart ends up in situations where he ends up hitting. The seeker then goes back to the department and shares the chosen problem and goal. Observations and conversations with the child and/or parents are now conducted to get a broader picture of what could be the cause of the behavior.

Back in the LP group, we try to identify maintaining factors, i.e., what could contribute to the behavior. Examples of maintaining factors are: a less inclusive group of children, a lack of adult presence, a lack of structure in the department, unclear rules, etc.

The next step is to implement interventions. Throughout the process, it is important to rely on research-based knowledge. We need to know that the interventions we plan to implement actually work. Interventions are initiated for 2-3 of the identified maintaining factors chosen by the seeker. The interventions must be systematically implemented over a period of 14 days in order to be evaluated. Evaluation is important to determine if the interventions have had an effect.

The LP group has regular meetings every other week, and we invite our partners, such as the school nurse, educational psychology service, and child welfare, as often as possible. This is to get different perspectives on the case and to strengthen connections with other support services in the municipality.

Together, we find the path from problem to solution through observation, reflection, research-based knowledge, and documentation.

AAC

Alternative and Augmentative Communication (AAC) is a term used to describe various methods and tools used by individuals with communication difficulties. This can include individuals with language disorders, speech difficulties, or those who have lost the ability to communicate verbally due to a neurological disorder or injury.

AAC is important to ensure that all individuals have the opportunity to express themselves, communicate their needs and desires, and participate in society in a meaningful way. There are different types of AAC, and the choice of method depends on the individual's needs and abilities.

A common form of AAC is the use of pictures or symbols. These can be simple pictures representing objects, actions, or emotions, or symbols used to form sentences or express more complex thoughts. These pictures or symbols can be organized in a communication book or a communication board, which the person can point to in order to convey their messages.

Another form of AAC is the use of sign language. Sign language is a visual language that uses hand gestures, facial expressions, and body language to communicate. There are different forms of sign language around the world, and it is important to accommodate the individual's preference and language skills.

Technology has also opened up new possibilities in AAC. This includes the use of speech-generating devices, which are electronic devices that can produce speech based on input from the user. These devices can be portable and easy to use, and can be particularly useful for those who are unable to produce verbal language.

It is important to note that AAC is not a substitute for verbal communication, but rather a supplement that can help individuals with communication difficulties express themselves more effectively. It is also important to accommodate AAC in various environments, such as schools, workplaces, and public places, so that individuals with communication difficulties can fully participate in society.

AAC is an important tool to ensure inclusion and equality for individuals with communication difficulties. By accommodating various methods and tools within AAC, we can help give these individuals a voice and the ability to communicate in a way that suits their needs and abilities.

At Eigerøy Kindergarten, we have a dedicated AAC group that actively works to implement AAC as a natural part of our daily work.

Transitions.

The first transition the child encounters is from home to kindergarten. We know that this transition can be challenging for many children, so we ask that you parents take your time in the adjustment period. You have received information well in advance about how we envision the adjustment days to unfold so that you are well prepared. Also be prepared for the adjustment period to take much longer than initially expected. Some require a long time before they are comfortable being left with "strangers". By actively participating in the settling-in days with your child and showing that you as a mother or father are confident in us, the time from "stranger" to secure caregiver will be shorter.

The next transition will be between the departments in the building. We start in the spring by having visiting days in the new department to get to know the adults who are there and who will take over as secure caregivers. After the transition is completed, of course, the children will be allowed to visit their old department if they need to. Eigerøy kindergarten has a traditional department structure, but the doors are mostly always open and the children can mostly move from department to department throughout the year. The adults in the departments are also good at wandering around and getting to know all the children. Please note that we may occasionally have to switch departments at other times of the year if the composition of the groups suggests it.

The last transition is to school.

The group cohesion we cultivate in kindergarten will be a source of security when meeting new future friends.

The spring before starting school, all the primary schools in Egersund have pre-school days. On these days, the children visit the school they will start at and get to experience a bit of what everyday life will be like when school starts. They get to meet the principal, sit behind a desk, and check out after-school care for those who will have it.

Before the summer vacation, the kindergarten has a transfer meeting with the grade teachers. Here we generally convey information about the group of children and what considerations we believe the school should take to ensure that everyone has the best possible start to school.

Our children who will start at Eigerøy school have several meetings with the school throughout the year. The school has a buddy system, and every spring the buddies show up once a week to greet their potential buddy children. We are also invited to the May 17th gathering in the gymnasium and walk in a trial procession together with the school down to Spar.

In addition to this, we have pre-school meetings three times a year together with Robåten and Jernhagen, where the school starters meet and get to know each other.

The subject areas in the curriculum framework and how we work.

Communication, language, and text

We have and take our time. Non-verbal communication is just as important as verbal communication.

We are conscious of our own communication. Irony and sarcasm are prohibited.

We express our feelings in words.

We use language adapted to the developmental level of the children, from single-syllable words to complex sentences.

We use concrete objects as aids.

We use Augmentative and Alternative Communication (AAC). Read more about AAC [here](#).

We have books readily available and we take the time to read to the children.

We convey songs, rules, and rhymes. We play with words.

We use digital solutions (books, word processing, simple games, singing, and music).

Body, movement, food and health

We learn about the human body.

We teach children about self-determination over their own bodies and respect for others' bodies.

We talk about similarities and differences to highlight what is unique about ourselves.

We have a great outdoor playground with many challenges that we use a lot.

We go on a lot of walks in the local area.

We talk about the importance of being active.

We provide opportunities for fine movement activities such as drawing, painting, beading, and cutting.

We talk about the origin of food.

We talk about good eating habits. What is healthy and what is less healthy.

We serve varied food based on healthy choices.

We involve the children in food preparation.

We take our time and enjoy meals together.

We learn about hygiene and are careful with cleanliness.

Art, culture, and creativity

We provide access to art materials and equipment.

We serve as role models by demonstrating different techniques and methods for creating art.

We do not correct children's work.

We focus on the process and are less concerned with the result.

We provide access to music and instruments.

We provide access to dress-up clothes.

We incorporate input from various cultures and explore differences and similarities with our own.

We provide access to digital tools.

We serve as role models by singing, dancing, and performing.

Nature, environment and technology

We go on trips in the local area and find elements from nature.

We learn about animal and plant life in the local area and the world.

We learn about the impact the environment has on nature.

We always clean up after ourselves if we have set up camp, and we explain why.

We learn about natural phenomena.

We experiment with physical laws.

We learn about the human being from conception to death.

Quantity, space and shape

The subject area is about discovering, exploring, and creating structures and helps children understand connections in nature, society, and the universe. The kindergarten should make connections visible and facilitate children's exploration and discovery of mathematics in everyday life, technology, nature, art and culture, and by being creative and innovative themselves. Work with the subject area should stimulate children's wonder, curiosity, and motivation for problem-solving. The subject area includes playful and investigative work with comparison, sorting, placement, orientation, visualization, shapes, patterns, numbers, counting, and measurement. It is also about asking questions, reasoning, arguing, and seeking solutions. (Framework plan for kindergartens p. 53)

We consciously use mathematical concepts.

We wonder about mathematical relationships.

We explore and play with numbers and shapes.

We orient ourselves indoors and outdoors.

We provide access to construction toys and materials for shaping.

Ethics, religion, and philosophy

We talk about basic values in the humanistic heritage and traditions.

We investigate and wonder about similarities and differences in different religions.

We celebrate current religious holidays.

We wonder about "the good" and "the evil". Are we kind, mean or maybe both?

We have time to philosophize about the big questions and encourage this.

We wonder about injustice. Why do some people starve while we throw away leftovers after we have eaten ourselves full?

We wonder about the importance of differences in the community.

Neighborhood and community

We learn about different professions.

We talk about workplaces in the local area and visit them when possible.

We talk about different family constellations.

We learn about local historical figures and events.

We talk about democracy and our own ability to influence society.

We learn about human rights and the Convention on the Rights of the Child.

We learn about Sami culture and traditions.

Other offers the children receive at Eigerøy kindergarten.

Swimming lessons. Every other Friday, the oldest children at Sørå will receive swimming lessons. We have our own instructor, Hanne Torgersen.

This kindergarten year, Sørå will participate in the research project SELMA.

SELMA - Social and Emotional Learning & Life Mastery in Early Childhood Education and Care.

Researchers and kindergarten staff participating in SELMA collaborate to develop an educational practice to promote social and emotional development and life skills in kindergarten. The five core areas of SELMA are derived from the Framework Plan for Kindergartens: interaction, engagement, joy of life, mastery, and recognition.

SELMA aims to develop and test an educational practice to support children's social and emotional learning and development in kindergarten. Researchers and kindergarten staff will collaborate to specify work methods, and an extensive online resource bank will be created to contribute to competence development.

The departments and the employees:

Fyret

Tone Midbrød Klippen

Una Tengs

Jeanne Holum Grøsfjeld

Aina Therese Gunnarsen Omdal

Hilde Thorsen

Christine Pongyan

Nordra

Charlotte Johanne Ness Myklebust

Lisa Marie Vanglo Harkin

Emilie Tønnessen

Freshta Moruwat

Julia Havsø Tengesdal

Søra

Hanne Torgersen

Merete Pedersen

Kristin Nevland

Iselin Kristensen

Erling T. Endresen

Trine Junker Nielsen

Julie Andreassen