

# EDUCATIONAL PLAN FOR ÅKEBAKKE KINDERGARTEN



## ÅKEBAKKE KINDERGARTEN

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# ABOUT THE KINDERGARTEN

## 1. Introductory information

This booklet will provide parents with information about both practical and educational sides of Åkebakke kindergarten. For the staff, the content provides important guidelines for the work in kindergarten, and is based on the Kindergartens Act and the Kindergarten Framework.

The kindergarten has three classes;

- Two for the children aged 1-3 years, with a capacity of 12 children pr. class.
- One for the children aged 3-6 years, with a capacity of 24 children.
- There is 13 full-time equivalents divided into 1 head teacher, 6 pedagogical teachers and 6 other teachers.
- Opening hours is as follows;  
7:30 until 16:30

## 2. History

Åkebakke kindergarten had official opening September 9<sup>th</sup> 1992, and the first children started in August the same year. The kindergarten is owned and run by The Foundation Åkebakke kindergarten, a private foundation whose purpose is to establish, own and operate kindergarten for the following in priority order:

- 1.Children of staff at Norwegian University of Life Sciences (independent of housing municipality, but employees living in Ås municipality are prioritized).
2. Siblings to children already admissiomed.
3. Children of students at Norwegian University of Life Sciences.
4. Children of staff
5. Other applicants

Åkebakke kindergarten was at first located in an old house at Campus Ås, but was rebuild and relocated to Utveien in May 2015.

The kindergarten is not build upon a specific political or religious philosophy.

The kindergarten shall be operated in accordance with the laws and regulations applicable to day care activities at all times.

## 3. Contents and tasks

The Kindergarten Act and the Framework for Kindergarten, see page 7, give us clear guidelines for the kindergarten's work and content. In addition to this, Åkebakke nursery emphasizes some special areas described below.

### Pedagogical perspective

By pedagogical perspective we mean the perception of reality, the knowledge, values and attitudes that underpin pedagogical activities. A staff will never agree entirely on everything, but in kindergarten it is important to find a common platform that everyone can stand for while we commit to the core values (Act on kindergartens, §1). This, together with the interaction between the staff, the children and the parents in daily life, has a major impact on the children's opportunity for good development in kindergarten.

## **The kindergartens vision**

A vision can be defined as a future dream, and our vision is;

“Child today – citizen of the world tomorrow”

The teachers in kindergartens have a major role in contributing to a good development for all children. We have to think about what is good for the children in kindergarten today, while preparing/facilitating the meeting with a future unknown world. Today, we are educating into the society that we have now, but we must think forward and educate into the society that comes. By taking this task seriously, we hope to make it possible for all children in Åkebakke kindergarten to have a childhood filled with good experiences, care, play, learning and formative development. If we can do that, we believe in an emerging generation of world citizens, where equality, respect and care for both humans, animals, nature and the environment is central.

## **Personal boundaries and accountability**

Children do not need perfect adults, they need adults who dare to show who they are. In Åkebakke kindergarten we emphasis on personal boundaries and accountability. That is to say, an adult who dares to be honest and open about his feelings and thoughts, taking responsibility for himself without transferring responsibility to the child. How do we show this? We set personal boundaries by being honest about what we want/do not want (own accountability) instead of telling the child what it may/should not (transfer of responsibility). In addition, we consider it important to tell how you feel while giving acceptance for the child's feelings. In this way we show the child who we are at the same time as we show that we see the child. Children feel secure when they are together with adults who set clear personal boundaries, because the adult then takes responsibility for themselves. Children who are met in an honest way also meet you in an honest way.

## **Self-esteem, respect and recognition**

In Åkebakke kindergarten we want to help the child develop good self-esteem. We do not mean the kind of self-esteem that only comments on outer things, such as talent or looks. It requires a deeper empathy from the adult, and is about watching and appreciating the child for who it is. It's about respecting the child, thus listening and trying to understand, and recognizing the child's wishes or statements as important. This does not mean to let the child have whatever it asks or wants, a "no" can be given with good conscience. Again, it's about personal boundaries and knowing what you want. Children who are with adults who say no with a good conscience teach to respect "no" as a full sentence.

## **Care, play, formative development and learning**

These are key concepts in both the Kindergartens Act and the Framework for the Kindergarten and permeates everything that is happening in kindergarten, whether it involves pedagogical work in everyday life or with the learning areas.

Pedagogical work in everyday life means social development/interaction, play and everyday activities such as meal, rest and wardrobe situation. The pedagogical work of the learning areas takes place through formal and informal learning, whether it is project work or everyday situations.

By the fact that each adult in Åkebakke kindergarten strives to meet the individual child with personal boundaries, accountability, respect and recognition, we feel that we are showing that we care for the child, the staff and the parents. And then we are where we want to be

in Åkebakke kindergarten - **to take children and childhood seriously!** In all situations, whether in play or formal learning situations, the most important thing is adult (employee) presence. We emphasize on letting the kids try out different solutions, regardless of situation, but the adults should be present as facilitators and supervisors in both play and learning situations. The kindergarten can have as many great projects as possible, but it is the way the adult meets the child that is essential if the child welcomes it or not.

### **Small groups**

Sometimes in Åkebakke kindergarten we want to work in smaller groups. It requires a strong management of the adults if many children and adults are together all day. This often leads the teachers to getting the task of directing, instructing, giving messages and resolving conflicts between children in the large group. Both children and adults get tired of such an approach, in addition to all the unnecessary noise it produces. We do not want this, but rather give each child the opportunity to influence their everyday lives and make their own choices. The smaller the group, the more participation each child will have. The child is given the opportunity to learn to negotiate in play, to concentrate and to play for a long time. The child gets more peace of play, and it is easier to talk about and influence morals and norms when everyone gets the opportunity to be heard. Small groups ensure closer contact with adults and make it easier to customize projects for the individual child. One of the objections to small groups may be that one can not freely choose playmates. It is not necessarily easy for children to choose in a large group as there are often rankings and exclusion. This is also much more difficult to detect for the staff in a large group than a small one. How the groups are put together can vary according to the intended situation or activity. Sometimes the groups are set up according to a plan or they can occur more spontaneously.

### **Reflections and assessment**

Reflecting involves thinking carefully through episodes or experiences that you experience. When we reflect, we turn our mind back to something and we ask ourselves questions like:

- What went well?
- How did I do this?
- Is there anything I can change in a similar situation?

To keep a steady course in our reflections it is important to have some fixed points. We therefore use various utilities such as “Done-learned-smart” and “Y-diagram”, and make characteristics to see that we are on the right track. If you want to know more about these utilities then contact one of the teachers.

Assessment of the kindergarten's work is important to ensure good quality in the interaction between child-adult and child-child. Assessment is based on reflections that the entire staff contributes, either in each class or in the whole kindergarten. These assessments form the basis for further planning and development, and shall take place continuously. Close day-to-day collaboration, class meetings and staff meetings are important arenas for the assessment work during the kindergarten year.

*«The main purpose of these evaluations is to ensure that all children are provided for in accordance with the Kindergarten Act and the Framework Plan.»* (Framework Plan, p. 38). We shall always try to improve and develop the kindergartens contents and tasks.

We also want children and parents to express their views on what they think is important to emphasize, and take this with us in our work. This is done through conversations with children and parents, feedback and user surveys.

### **Daily rhythm**

<b>Time</b>	<b>Activity</b>
7:30 am	The kindergarten opens
7:30-9:00 am	Breakfast
9:00-11:00 am	Play inside or out, group activities, trips
11:00-12:00 am	Lunch
12:00-1:00 pm	Rest time for the youngest children and play inside or out for the oldest
Between 2:00 and 3:00 pm	Fruit meal
3:00 until closing	Play inside or out
4:30 pm	The kindergarten closes

All times, except opening and closing times, are approximate times.

### **Traditions**

Kindergartens have an important function in conveying traditions. Through traditions we can strengthen the children's identity, attachment and belonging to the kindergarten, home and society in general. In Åkebakke kindergarten we have traditions repeated year after year so the children can recognize them. Examples on this are Christmas celebrations, carnival, Easter lunch, 17th of May celebration, summer party.

### **Digital practices**

Most children come to the kindergarten with knowledge of and experience with some digital tools. Kids are curious, and would like to try to understand how things work. In kindergarten this is about using different digital tools with the children as support for play, creativity and learning. It is important that adults display good digital judgment and safeguard the children's privacy. «*Kindergartens shall exercise sound digital judgement and help the children develop an early ethical understanding of digital media.*» (Framework Plan, p. 44)

In kindergarten, digital tools can include:

- Desktop, laptop and tablet
- Color printer and scanner
- Camera, camcorder and web camera
- Digital microscope
- Creativity and communication programs
- Interactive stories
- Electronic toys like popping crying and remote-controlled cars
- Internet
- Phone, mobile phone
- CD or DVD player, voice recorder and MP3 player
- Projector.

During their time in Åkebakke kindergarten, children will come in contact with several such digital tools. The use will vary from both the children's group and the focus area for the kindergarten at all times.

### **Multicultural practice**

In our kindergarten there is children from many different cultures, and we look at it as an enrichment for both children and adults. We want to meet every child wherever they are, regardless of language and cultural background. As The Framework Plan for Kindergarten says; *“Kindergartens shall help ensure that all children feel they are being seen and acknowledged for whom they are and highlight the place and value of each and every one of them within the group.»* (Framework Plan, p. 9). We will support the child's use of native language, while working on developing children's Norwegian skills. This is important both for the children's identity and belonging, as well as socially and cognitively.

We recommend everyone to take a look at this link; <https://www.youtube.com/watch?v=1jHr6cKcbrs>, «Language is a gift from mum and dad», a film about multilingualism in children. The kindergarten will meet every culture with openness and respect. This means that we need to facilitate a better insight into different cultures and religions in collaboration with parents.

### **Bullying**

Bullying of children is actions by adults and / or children that prevent the experience of belonging, of being one significant participant in the community and the opportunity for participation (Lund, Helgeland & Kovac, 2017, s. 6).

Here the focus is on the community's importance for growth and development. It is the community that is the starting point for the individual's experience of belonging to and experiencing himself as a significant participant, and who gives the possibility of participation. Where bullying occurs, these basic needs are hindered, which in turn are the foundation for social, emotional and cognitive development (Vanderbilt, Augustyn & Health, 2010; Vedeler, 2007; Wolke, 2000).

New chapter in the Act on Kindergartens - psychosocial kindergarten environment

The changes in the Kindergarten Act require that kindergartens work systematically to prevent bullying and abusive behavior, and that they create a good environment where children thrive. The framework plan requires this, however The government also wants to incorporate the obligation into law.

The government is also introducing an activity obligation. It means that the kindergarten has a responsibility to follow up how the children are doing. The kindergarten is also given a responsibility to investigate and implement measures when the staff has suspicion that one or more children are not doing well in kindergarten. The same applies when the child, or the parents say that it is not well.

The kindergarten and the home have a shared responsibility for bullying not to develop in kindergartens, and together we contribute to prevention by:

- talk to all children, invite children home, and facilitate new friendships
- talk in a positive matter about other children, parents, staff and kindergarten

- report to the kindergarten, if you notice teasing, repeatedly unwanted behavior or bullying among the children
- kindergarten provides for early involvement of parents if teasing or bullying is detected in the kindergarten
- provide feedback on the child's well-being and experiences
- follow up information and collaborate closely

The Directorate of Education has prepared a page called "No bullying" which may be worth a look - <http://www.udir.no/nullmobbing/> .

## IN THE KINDERGARTEN

### 1. Practical information

#### To start in kindergarten

It can be a big transition for a child to start in kindergarten. We often see that smaller siblings has an easier start in kindergarten than children who are totally new to kindergarten. This, we think, has to do with the fact that siblings are used to coming here and have already become «friends» with the kindergarten.

We therefor want to offer all new children and parents an early pre-start at kindergarten, we call it «Playroom». This means that all new children and parents who will start kindergarten in the fall are invited to «get-to-know-you-days» at kindergarten in the spring already. We will set up dates for the visits, and children and parents have the classroom available together with a teacher.

#### Why «Playroom»?:

- Early contact between home and kindergarten
- The child and parents get to know the kindergarten's routines and space
- They get to know the teachers at kindergarten
- They get to know other children and parents

#### Goals for «Playroom»:

- Child and parents will feel more secure and a belonging towards the kindergarten
- Parents will get an understanding of the teachers tasks
- They start to build a relation to the other children and parents in kindergarten
- It will be less cry, more happiness and an easier goodbye when the child starts full time at fall
- We get to know children and parents, and can easier adapt the start and routines to each child
- It will be a more quiet start for both child, parents and the kindergarten

When the child start full time at fall we would like you to set aside at least 3 days for the start. It is individual how long time the child needs to feel secure. If possible we would like you to be flexible at work during the first couple of weeks in case the child needs it.

A lot of parents feel it is difficult to leave their child, and feel anxious on how this will work. It is important that you talk to the teachers about how you feel so that you can establish good routines on saying goodbye. Remember that you always can reach us by phone, either through a call or sms.

### **Delivery and pick-up**

How the day start is, for the most part, of great importance for how the rest of the day will be. As mentioned above, therefore, good routines are an important factor in delivery. We want the parents to accompany the child into the classroom where the staff takes over the child. Please let us know if the child arrives later than 9:15 am, as we often start activities from this time. If for any reason the child is to be home from the kindergarten, we would like you to tell us by e-mail or sms.

The children are picked up at different times. Sometimes they are concentrated on something when they are picked up, and then it's nice if you give your child a little time to finish what he/she is doing. It is important that you calculate time for this and do not arrive 2 min. before we close. The kindergarten closes at a given time, and then the staff will end their working hours. It is important to show respect for the staff's working hours and leisure time.

Sometimes parents can experience that it is difficult to get their child to come with them. If this continues to be a negative situation, it's important to talk to the staff so that we can find good solutions together on how to approach this situation.

### **Important to remember;**

1. That the staff are told if other than the parents are to pick up the child.
2. That the staff are told that the child is picked up, so we can say goodbye and do not risk taking unnecessary measures because we believe the child has gone missing.
3. That notice is given, if possible, if the person to pick up is delayed and unable to arrive before the kindergarten closes. This makes the waiting time easier for the child. However, we ask that you strive to arrive on time. Alternatively, you can call other parents to arrange pickup.
4. For arriving after closing time, 4:30 pm, NOK 500, - will be charged which will cover costs for overtime for staff. In the case of three fees close in time, a written warning of termination of place will be sent out.

### **Food**

You pay NOK 400,- pr month in diet which cover costs for milk, fruit and lunch. The children are welcome to eat breakfast in kindergarten, but have to bring this with them. When we cook other than the regular meals, we let the children join in to the process as part of an educational activity.

The menu is usually as follows;

Hot meal 2 times pr week, homemade rolls with toppings rest of the week. Some weeks are different if we have special arrangements. In the afternoon we eat fruit and their own brought along food. In case of allergies or special requests regarding food; talk to the staff at your childs class. We get our hot meals delivered from [www.matibox.no](http://www.matibox.no)

### **Clothes**

The children need good clothing to wear both inside and outside, in all kind of weather. A lot of extra shifts are needed in the kindergarten and everything must be named with the

child's name. It is very difficult to know which cloths belongs to who without being named. The children also need something on their feet when being inside. We need the help of the parents to keep track of the children's clothes, and request that you regularly check your child's wardrobe place. There is no need for clothes that is too small.

### **Illness**

This is something that always is difficult to discusse; Is the child too sick for being in kindergarten? Poor general condition, fever, vomiting, diarrhea, childhood diseases, and cannot participate in normal activity are some key words for when the child shall stay home. As most of you will experience it is easy to get infected with particular cold and stomach flu in the day care center. In case of stomach flu the child shall be home 48 h. after the last round of diarrhea / vomiting. This is an inalienable rule set by the local councilor. It is a big advantage for everyone if we manage to limit illness in the kindergarten. This is best achieved by the child not being sick in the kindergarten and infects others. It is also important to keep in mind that it is much more tiring to be in the kindergarten than to be at home for a child who is sick. Therefore, it is good for the child with a fever free day at home after illness, also to reduce the possibility of relapse. We are aware that parents in work have a limited number of days to stay at home with sick children. If we are in doubt about the child's condition, we will call the parents so that we together can assess what is best for the child.

Also see our website under "Lenker" on "Veiledning sykdom".

### **Payment**

The parents payment follows the rates set by the Storting. You will receive a monthly invoice, and there is no payment in July. In addition, sibling moderation and reduced stay payments are provided by documented low income, as well as free core time for 3-, 4- and 5-year-olds in families with proven low income. For more information, see:

<http://www.as.kommune.no/foreldrebetaling-betalingssetter.350245.no.html> .

### **Resignation**

If a child quits during the kindergarten year, we need a written resignation. The resignation period is three months, counting from the first day of the following month. Your payment runs during the resignation period. Children to start school do not have to terminate their space before this, as it goes automatically.

### **Vacation and closing time**

- The kindergarten is closed from Christmas Eve until New Year's day, the days between Palm Sunday and Moundy Thursday, and summer-closed in the weeks 29 and 30.
- There are 5 planning days spread over the year, and the kindergarten is closed. We follow Ås municipality's kindergarten/school route. Some deviations may occur.
- All kindergarten children shall have 5 weeks holiday during the year, three of which must be taken coincidentally during the period June to August.

## 2. Collaborating with parents

The Kindergarten Act, Section 1.; «*The Kindergarten shall work in partnership and agreement with the home to meet the children's need for care and play and promote learning and formative development as a basis for all-round development.*»

There are many opportunities for collaboration between parents and kindergarten, both through formal and more informal channels. Examples of this may be parental committees, meetings, and daily conversations. This collaboration is an important part of the work in kindergarten, also considering the parents' involvement in the development of kindergarten and its content.

### **Daily basis**

The daily talk when you deliver/pick up your child is important. By exchanging experiences, the child has had either at home, in kindergarten or elsewhere we form a basis for good conversations with the child. It also becomes easier to understand and relate to the child's different responses or statements for both the staff and the parents. If you deliver before 9:00 am it is best that the child is delivered in to the staff. We are having breakfast at this time, and the staff must prioritize to sit at the table with the children rather than going out in the hallway. When picking up, it is important to calculate extra time to exchange information. Most often, the exchange of information happens with the child present, and eventually the child is an active participant in this conversation. If there are things that should be talked about without the child present, we need to find other places/time for this.

### **Voluntary work and gettogethers**

We want to as many people as possible for our voluntary work afternoons, so we can make the kindergarten great for our kids. Voluntary work in the kindergarten, with the involvement of all the parents, replaces the need to hire (external) labor for "smaller jobs" (not the big building jobs). There will be hung up lists in advance so you can sign up for the activity you would like. It is also possible to make small repairs, baking for gatherings, and other things on other times than the stipulated afternoons.

It always starts with soup, and this is a nice time to spend together before working.

It is expected that each pair of parents contributes 10 voluntary hours per year.

We also arrange parents' coffee and breakfasts during the year, as well as a summer party.

### **Parents meetings and parents' conferences**

During the year we offer at least two parents meetings and two parents conferences. We consider this to be a good forum for exchanges of opinions between parents and kindergarten at both group and individual levels. Parents meetings may be of type information meetings, discussion boards or thematic meetings, either in plenary or in small groups. Invitations will be sent to all parents on email, and registration lists will be hung up in each class in advance.

The parents' conferences shall be positive conversations about the child's well-being and development. We hang up lists in the classes for signing up to these conferences, as well as information at the weekly plans. It is up to you whether you wish to attend this or not. Sometimes either you or the staff feel the need for more conferences, and then we will find time for this.

### **When the collaboration gets challenging**

Sometimes it happens that parents experience the collaboration with the staff as difficult. It's important to talk about this as soon as possible and not "save" it for later, as it can cause things to be much larger than originally and thus more difficult to solve. The staff want everybody to enjoy the kindergarten. In order to change or clarify anything, it is a prerequisite that the staff get to know the problem.

Sometimes, things can arise that parents find it difficult to talk about to the staff in their child's class. Then it is important and correct to contact the head teacher. Otherwise, the parent committee representatives may be contacted if it is difficult to address it directly to the kindergarten.

### **Information**

It is important that the staff and parents exchange information that is important for the child's daily life (see also the section "Daily basis"). Different types of information are provided through various information channels such as this educational plan, activity plan, day-to-day whiteboard, website, documentation in the classes such as pictures, stories and artwork. Each class also provides information about what has been done and what is to come either by week letter, monthly letter etc.

Most of the written information is sent by e-mail, and the kindergarten has its own website. Homepage; <http://www.akebakke.barnehage.no> and email; [akebakke@barnehage.no](mailto:akebakke@barnehage.no) .

It is always difficult to find the balance on the amount of information, some want more and others less. For the staff it is important to emphasize that parents must regularly check the channels we use for information exchange. If there is anything that seems strange or you do not understand - ask the staff.

The working language in the kindergarten is Norwegian, but we try to provide some information also in English. Unfortunately, it becomes too time consuming to translate everything into English.

### **Parents Working committee (FAU) and Collaboration committee (SU)**

The Kindergarten Act, Section 4; *"To ensure the collaboration between the kindergarten and the child's home, there shall be a Parents Working committee and a Collaboration committee in every kindergarten."*

This committee will work in collaboration with the headteacher to promote common interests in the kindergarten, and consists of two parents from each class. We have created a small guide for work in the FAU and SU that shows what this work entails. This is something all new representatives to the FAU are sent. There is also a link to the document on our website.

## **3. Other collaborating partners**

### **Municipality Ås**

Although we are a private foundation, we have close cooperation with the municipality, and especially the Growth and Culture Department. The municipality will supervise the kindergarten. It also offers joint courses and networks for the staff in both municipal and

non-municipal kindergartens for professional development. All admission to kindergarten is also done through Ås municipality.

### **Children's health clinic**

The kindergarten can have contact with the health centers in individual cases. This happens only in agreement with parents.

### **Schools**

Åkebakke kindergartens follow the municipality's transitional routines for municipal's schools. The kindergarten also has children from other municipalities and has contact with current schools there.

### **Educational institutes**

From time to time we have students from different schools in practice over some periods. This will be informed to the individual department concerned.

### **Child welfare**

The main task of child welfare is; *"To ensure that children and young people living under conditions that can harm their health and development receive the necessary help and care in due time."* (Child Welfare Services Act).

Many parents contact the child welfare center for assistance and guidance in a difficult life situation. Child welfare emphasize showing respect, having open and direct communication and positive expectations.

The kindergarten cannot contact the child welfare service without the consent of the parents. The exceptions are suspected sexual abuse, maltreatment or other major neglect. Then kindergarten employees have a duty to report to the child welfare office.

Section 20 of the Kindergarten Act stipulates that the rules of confidentiality in sections 13 to 13f of the Public Administration Act apply to employees in kindergartens. Section 21 and 22 of the Kindergarten Act imposes obligation on kindergarten staff in relation to social services and child welfare services.

## **FOR THE KINDERGARTEN**

### **1. Rules and regulations**

#### **The kindergarten act**

The kindergarten is governed by the Kindergarten Act of 17.06.05, last amended 01.08.2016, with regulations.

Quote from the purpose clause, §1; *"The Kindergarten shall work in partnership and agreement with the home to meet the children's need for care and play and promote learning and formative development as a basis for all-round development.»*

Quote from the purpose clause, §2; *«The kindergarten is an educational activity. The kindergarten will give children opportunities for play, life-giving and meaningful experiences*

*and activities... The Ministry establishes a framework for kindergartens. The framework shall provide guidelines for the kindergarten content and tasks. The kindergarten owner can customize the framework plan for local conditions. Based on the framework plan for the kindergarten, the collaboration committee for each kindergarten must establish an activity plan for the educational activities. »*

### **Framework plan for kindergarten**

The Framework plan for kindergarten is a regulation of the Kindergarten Act, and provides guidelines for the kindergarten's values, content and tasks. The content of the framework plan is;

- The kindergarten's core values
- Responsibilities and roles
- The purpose and content of the kindergarten
- Children's participation
- Collaboration between home and kindergarten
- Transitions
- Kindergarten as an educational activity
- Kindergarten working methods
- Subject areas;
  - Communication, language and text
  - Body, movement, food and health
  - Arts, culture and creativity
  - Nature, environment and technology
  - Number, room and shape
  - Ethics, religion and philosophy
  - Neighborhood and society

It also states that all children should experience progression in kindergarten, they will develop and experience progress. *«Kindergartens shall enable progression through their selection of pedagogical content, working methods, toys, materials and design of the physical environment.»* (Framework plan, p. 44). We have chosen to show this in a progression plan with age-related characteristics for work with the subject areas (see attachment 2).

### **Activity plan**

The activity plan shall be a plan for one year and is a basic document for the staff in the kindergarten. It will help to manage and evaluate what we do in the kindergarten during the year. The plan sets goals for children's stay in kindergarten, how to achieve the goals and how to follow up and evaluate.

The activity plan is determined by the kindergarten collaboration committee.

## **2. Statutes for Åkebakke Kindergarten**

Åkebakke kindergarten has its own statutes that contains provisions for ownership, admission, parental payment, vacation regulations etc.

The statutes are sent to all parents when they are offered kindergarten, and you can find them on our website.

### **3. Health, safety and environment**

Regulations on environmental protection in kindergarten and schools were laid down in 1995. Purpose; *"The purpose of the regulation is to help the environment in kindergartens, schools and other activities mentioned in Section 2 promote health, well-being, good social and environmental conditions, as well as prevent disease and injury."*

The kindergarten shall continuously assess, control and report a number of circumstances based on the above described.

## PLAN TO PREVENT BULLYING

### **What is bullying?**

"Bullying is when a person is repeatedly exposed to negative actions by one or more people over a certain period. There is a certain imbalance in the strength ratio. The person who is exposed to the negative actions has trouble defending himself and is often helpless towards the one or those who bother him or her. " Dan Olweus

### **Physical bullying**

This kind of bullying is usually the easiest to detect. You can see signs like torn clothes and bruises. This form of bullying is most common among the youngest children (kindergarten/elementary school). One can attack another child in different ways by knocking, pushing, kicking, pinching, etc. Often, the physical bullying happens in the way that the one who performs it does it "by accident".

### **Psychological bullying**

The most common form of bullying is the "silent" bullying. Often this is the kind of bullying that is most difficult to detect because it is hidden. But this type of bullying can also be done openly with, for example, sighing, whispering, grimace or exclusion.

### **Verbal bullying**

This kind of bullying can be easier to detect than the psychological, but not always. Evil things can be said quietly behind the adults' backs. The children whisper about the one person, spread rumors and bring others over to their side. Verbal bullying involves saying evil and unpleasant things, threaten and mock.

### **What characterizes the ones that bullies?**

A prominent characteristic of the bullies is their aggression against other people, both children and adults, which is almost embedded in the definition of a bully. They are often characterized by impulsivity and a strong need to dominate others. They seem to have little compassion with the victims of bullying. Many of the bullies are good at getting some of their "followers" to perform the actual actions while they themselves are in the background. Boys seem to bully more often than girls, but the bullying performed by girls is more difficult to detect. (Olweus, 1992).

### **What characterizes the ones that is being bullied?**

Research provides a relatively unique picture of the typical victim of bullying, and this image seems to apply to both boys and girls. The typical victims of bullying are more anxious and unsafe of themselves than other children. They are often cautious, sensitive and quiet. When attacked by other children, they usually respond with crying and withdrawal. They have a negative self-esteem and a negative assessment of the situation. They often feel stupid and unsuccessful, shameful and little attractive. This kind of victim is called for the passive victim. The provocative victim of bullying is significantly less common than passive. Such children are often unconcentrated and generally troubled, and they create irritation and excitement on others. Their own catchy temperament makes them conflict with other children. (Olweus, 1992).

### **Preventive measures in the kindergarten:**

- Give the children the opportunity to talk about well-being and participation in everyday life.
- Make rules on well-being with the adults in the kindergarten.
- Children in focus and "the good chair" - the children should be able to say positive things about each other.
- Arrange Children's Day – show the children's interests.

- Learn to collaborate, share and include others.
- Be present in everyday life through play, conversations and by listening.
- To be conscious role models, how do we relate to each other?
- Observation of children's interaction.
- Make room for play.
- Help children into play with others.
- Be consistent in relation to unacceptable behavior - Use narratives for reflection at meetings.
- Be acknowledgeable and show that you care.
- Make clear and understandable limits – be a caring adult.
- Give positive feedback to children and adults.
- Talk about bullying at the first parent meeting in the fall and give information on this plan.
- Use Kari Pape's tool to map the attitudes of adults to each child.
- Be involved quickly if bullying is observed, both to the ones that bully and the victim of bullying.
- Be observant in relation to children's inclusion.

**Preventive measures aim to:**

- To strengthen children's self-esteem.
- To develop the children's ability to show empathy and to get into the situation of other children.
- Create respect and security.
- Strengthen children's general social skills in interaction with other children.
- Create an including atmosphere.
- Zero tolerance for bullying.

**Plan for preventing bullying**

**How to detect bullying - exclusion?**

- Through observation/participation of children's interaction.
- Active and engaged adults inside and outside.
- Feedback from other children.
- Children's conversations in everyday life.
- Change in the child's behavior, confined, tired, angry, aggressive, restless, troubled, change in eating and sleeping routines, crying more than before, seeking little contact with other children.

**Measures when bullying - conscious exclusion is detected:**

- Conversation with the one who feels bullied.
- Conversation with those who bully individually.
- Conversation with the children together.
- Teachers discuss it on class meeting within one week.
- Conversation with parents of the bullied (survey the situation).
- Conversation with the bully's parents.
- Consider having a conversation with the parents together?
- Make a plan of measures.
- Follow up with a conversation with the parents (within a certain time, a month?).

**Measures at home**

- Take signals seriously, if your children change behavior contact the teacher in the group.
- Listen to your child, talk to your child about your everyday life.
- Make sure that the child is involved in social arenas.
- Attend parents meetings and parental conferences.

## Measures when bullying - conscious exclusion happens

Measure	Responsible	Completed Date and signature
1.The observer of bullying informs the other teachers. Discuss at class meeting. Describe as specifically as possible what has happened. What has the child/children done? How did the adults react? Agree on further measures.	Everyone	
2.Talk to the children about what has happened. Ask the children to make suggestions as to what we can do next. Summarize the suggestions from the children with the teachers measures.	A teacher that is close to the child	
3.The parents of the bullied and the bully is informed and counseled.	A teacher that is close to the child	
4.Meeting with the parents - measures are taken - a summary is written and archived.	Teacher	
5.Evaluation of the situation after 1 week. Conversation with the children.	A teacher that is close to the child	
6.Information or conversation with parents as needed. Contact regularly.	Teacher/parents	
7. Any further measures.	Teacher	
8. Follow up with conversation if needed.	Teacher/parents	

# Form for meetings regarding bullying in Åkebakke Barnehage

The form must be in the child's folder (with a copy to the guardian)

Date:

Attending the meeting:

What is the matter?	What will be done?

Date for next meeting .....

Signature teacher .....

Signature teacher .....

Signature parent .....

Signature parent .....

## **Progression plan with age-related characteristics for work with the subject areas**