

Pædagogisk læreplan for

International School of Hellerup

June 2021



International School
of Hellerup



International School
of Hellerup



Den pædagogiske læreplan udgør rammen og den fælles retning for vores pædagogiske arbejde med børnenes trivsel, læring, udvikling og dannelse. Læreplanen er et levende dokument, som kort beskriver vores pædagogiske overvejelser og refleksioner med eksempler, der er retningsgivende for det daglige pædagogiske arbejde.

Om skabelonen

Denne skabelon henvender sig til jer, som er ledere og pædagogisk personale i dagtilbud. Formålet med skabelonen er at inspirere og understøtte udarbejdelsen af jeres lokale pædagogiske læreplan.

Den grundlæggende ramme for udarbejdelsen af den pædagogiske læreplan er dagtilbudsloven med tilhørende bekendtgørelse, der er omsat i Børne- og Socialministeriets publikation *Den styrkede pædagogiske læreplan, Rammer og indhold, 2018*. Det er hensigten, at I skal bruge publikationen, når I arbejder med skabelonen.

Skabelonen indeholder alle de lovmæssige krav til at udarbejde den pædagogiske læreplan. Samtidig understøtter skabelonen jeres overvejelser vedrørende den løbende dokumentation og evaluering af arbejdet med den pædagogiske læreplan.

Den pædagogiske læreplan udgør rammen og den fælles retning for det pædagogiske arbejde med børnenes trivsel, læring, udvikling og dannelse, hvor legen er grundlæggende, og børneperspektivet er tydeligt. Jeres konkrete læreplan giver jer en ramme til at arbejde systematisk med at planlægge, følge op på og videreudvikle kvaliteten i det pædagogiske læringsmiljø i jeres dagtilbud i forhold til jeres børnegruppe.

Inden for de krav, der følger af dagtilbudsloven, er det op til jer at beslutte, hvordan I konkret vil arbejde med den pædagogiske læreplan. Jeres læreplan skal være et dynamisk og meningsfuldt dokument, som peger fremad, og som I kan bruge aktivt i den løbende udvikling af den pædagogiske kvalitet og jeres pædagogiske praksis.



Brug af skabelonen

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About the template

This template is intended for you, who are managers and pedagogical staff in day care. The purpose of the template is to inspire and support the preparation of your local pedagogical curriculum.

The basic framework for the preparation of the pedagogical curriculum is the Day Care Act and the accompanying executive order, which is translated into the Publications of the Ministry of Children and Social Affairs *The strengthened pedagogical curriculum. Framework and Content, 2018*. You are intended to use your publication when working with the template.

The template contains all the legal requirements for drawing up the pedagogical curriculum. At the same time, the template supports your reflections on the ongoing documentation and evaluation of the work with the pedagogical curriculum.

The pedagogical curriculum provides the framework and common direction for the pedagogical work with the children's well-being, learning, development and education, where play is fundamental and the children's perspective is clear. Your specific curriculum provides you with a framework to work systematically to plan, follow up and further develop the quality of the pedagogical learning environment in your daycare in relation to your children's group.

Within the requirements of the Day Care Act, it is up to you to decide how you want to work with the pedagogical curriculum. Your curriculum must be a dynamic and meaningful document that points forward and that you can use actively in the continuous development of the pedagogical quality and your pedagogical practice.



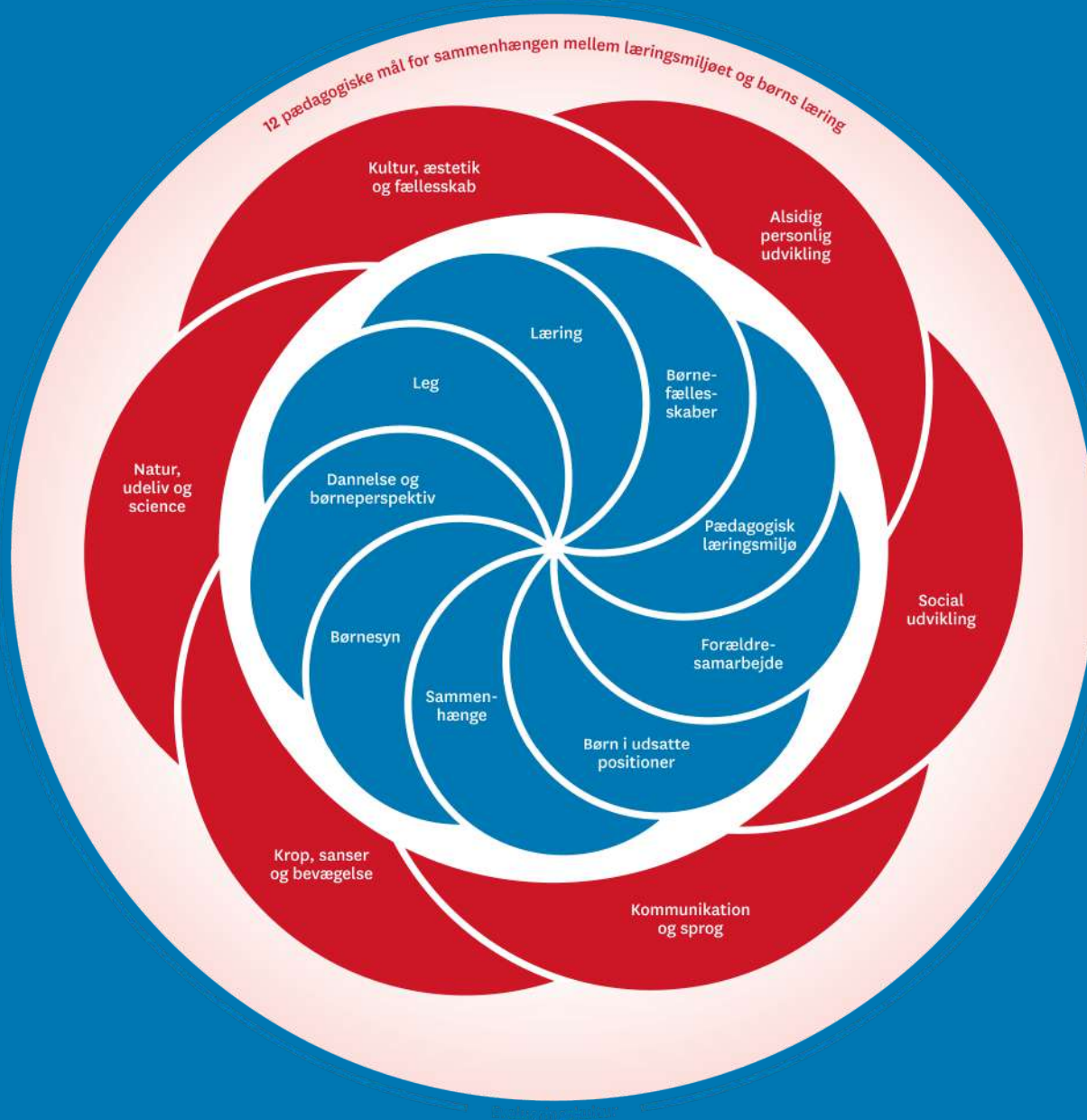
Using the template

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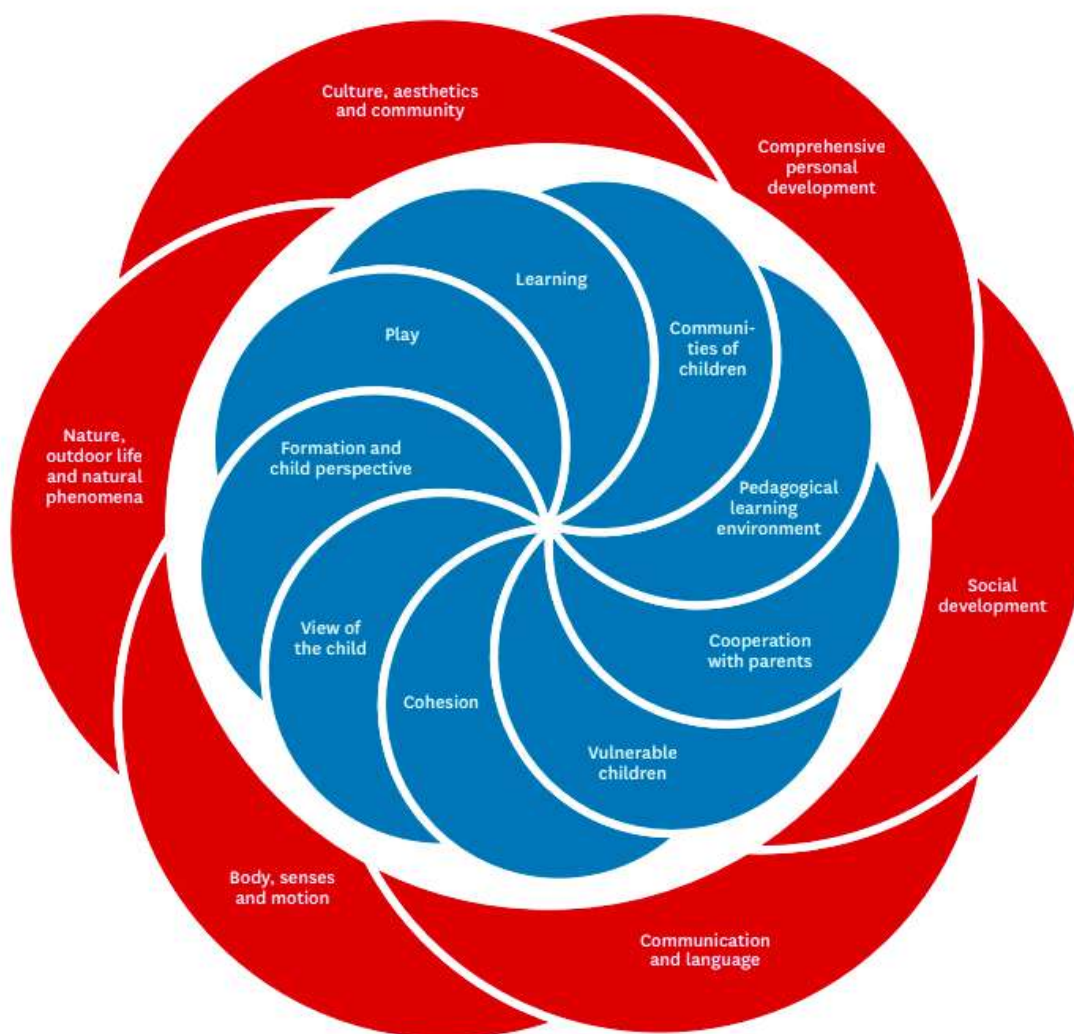
Ramme for udarbejdelse af den pædagogiske læreplan

(Framework for drawing up the pedagogical curriculum)



The strengthened pedagogical curriculum

The common pedagogical foundation
and the six curriculum themes



Den pædagogiske læreplan udarbejdes med udgangspunkt i det fælles pædagogiske grundlag samt de seks læreplanstemaer og de tilhørende pædagogiske mål for sammenhængen mellem det pædagogiske læringsmiljø og børns læring.

Rammen for at udarbejde den pædagogiske læreplan er dagtilbudsloven og dens overordnede formålsbestemmelse samt den tilhørende bekendtgørelse. Loven og bekendtgørelsen er udfoldet i publikationen [*Den styrkede pædagogiske læreplan, Rammer og indhold*](#). Publikationen samler

og formidler alle relevante krav til arbejdet med den pædagogiske læreplan og er dermed en forudsætning for at udarbejde den pædagogiske læreplan. Derfor henvises der gennem skabelonen løbende til publikationen. På sidste side i skabelonen er der yderligere information om relevante inspirationsmaterialer.

The pedagogical curriculum is drawn up on the basis of the common pedagogical basis as well as the six curriculum themes and the associated pedagogical objectives for the connection between the pedagogical learning environment and children's learning.

The framework for drawing up the pedagogical curriculum is the Day Care Act and its overall purpose provision, as well as the corresponding executive order. The law and the order are unfolded

in the publication [*The Strengthened Pedagogical Curriculum. Framework and Content*](#). The publication brings together and disseminates all relevant requirements for the work on the pedagogical curriculum and is thus a prerequisite for drawing up the pedagogical curriculum. Therefore, the template is continuously referred to the publication. On the last page of the template there is further information about relevant inspirational materials.

Hvem er vi?

(Who are we?)

Her beskriver vi kort vores stamoplysninger, pædagogiske profil og lokale forhold. Det kan for eksempel være børnegruppens sammensætning og forskellige forudsætninger, de fysiske rammer, geografisk placering og andre ting, der har betydning for vores pædagogiske arbejde.

Here we briefly describe our basic information, pedagogical profile and local conditions. For example, it may be the composition of the children's group and different prerequisites, the physical framework, geographical location and other things that affect our pedagogical work.

International School of Hellerup is a private educational establishment. It is recognized by and subject to Danish law and receives a subsidy from the Danish State. The school is managed by a Board of Governors consisting of six members, at least two of them being parents of students from the school, and it is a non-profit making institution.

The school is located in Hellerup, a community near the center of Copenhagen and is easily accessible by bus and train. Our primary aim is to identify and appreciate the unique potential of each pupil, and develop them fully in a caring, comfortable and happy environment.

Our Early Years Programme welcomes children aged 3-6, which is a part of the Primary School at ISH. The Early Years consists of our Pre-Kindergarten and Kindergarten classes. We are located along with the Primary School (PYP1-5, aged 6-11) and Middle School (MYP1-4, aged 11-15) in Hellerup.

Our Early Years classes all have a homeroom teacher and a Pedagogue that supports the class throughout the day. We have one Pre-K3 class with 14-16 students aged 3-4 years old, two Pre-K4 classes with 16-18 students aged 4-5 years old, and two Kindergarten classes with 18-21 students. Early Years children also go to specialist subjects - Physical Education (P.E.), Library, and Music, which are all taught by single-subject teachers.

Our nurturing international environment, our IB Continuum academic programmes and our welcoming and supportive community makes our school attractive for both students and parents. Our school community comprises 70+ nationalities and within that an even broader ethnic diversity. In addition, we offer electives and many more activities beyond the classroom including a morning club and an After-School Care Programme for our Primary School students. Our tuition and fees are intentionally affordable, and we offer scholarships and subsidies.



We use the local resources regularly. There is a forest behind the school (Mindelunden) where children take walks, play, explore nature and make connections to their learning. There is a playground with different play equipment and a large green space (Søholmslundpark). The playground is used throughout the day and consists of an Early Years section with swings, sandpit, ball court, bikes, slide, spinners, climbing frame, balancing blocks and more.



An active PTA includes parents' voices in our school community and they help organise and arrange many experiences for the children to support cooperation, help with learning experiences, celebrate children's learning and also celebrating local and international traditions.

Our school values such as being caring and courageous emphasise how important it is to be supportive of our school community, which is one of the school's strengths that makes it attractive.



Pædagogisk grundlag

(Pedagogical basis)



"Den pædagogiske læreplan skal udarbejdes med udgangspunkt i et fælles pædagogisk grundlag."

"Det pædagogiske grundlag består af en række fælles centrale elementer, som skal være kendetegnende for den forståelse og tilgang, hvormed der skal arbejdes med børns trivsel, læring, udvikling og dannelse i alle dagtilbud i Danmark."

De centrale elementer er:

- **Børnesyn.** Det at være barn har værdi i sig selv.
- **Dannelse og børneperspektiv.** Børn på fx 2 og 4 år skal høres og tages alvorligt som led i starten på en dannelsesproces og demokratisk forståelse.
- **Leg.** Legen har en værdi i sig selv og skal være en gennemgående del af et dagtilbud.
- **Læring.** Læring skal forstås bredt, og læring sker fx gennem leg, relationer, planlagte aktiviteter og udforskning af naturen og ved at blive udfordret.
- **Børnefællesskaber.** Leg, dannelse og læring sker i børnefællesskaber, som det pædagogiske personale sætter rammerne for.
- **Pædagogisk læringsmiljø.** Et trygt og stimulerende pædagogisk læringsmiljø er udgangspunktet for arbejdet med børns læring.
- **Forældresamarbejde.** Et godt forældresamarbejde har fokus på at styrke både barnets trivsel og barnets læring.
- **Børn i udsatte positioner.** Alle børn skal udfordres og opleve mestring i lege og aktiviteter.
- **Sammenhæng til børnehaveklassen.** Sammenhæng handler blandt andet om at understøtte børns sociale kompetencer, tro på egne evner, nysgerrighed mv."

"Loven fastsætter, at alle elementer i det fælles pædagogiske grundlag skal være udgangspunkt for arbejdet med den pædagogiske læreplan og dermed det pædagogiske arbejde med børns læring i dagtilbud."

"Nogle elementer i form af fx børnesynet skal altid være til stede i det pædagogiske læringsmiljø, mens andre elementer som fx arbejdet med at skabe en god overgang til børnehaveklassen kan være mere til stede i nogle sammenhænge end andre."

Den styrkede pædagogiske læreplan, Rammer og indhold, s. 14

"The pedagogical curriculum must be drawn up on the basis of a common pedagogical basis."

"The pedagogical basis consists of a number of common key elements, which must be the hallmark of the understanding and approach with which children's well-being, learning, development and education must be worked on in all day care services in Denmark."

The key elements are:

- **The view of the child.** Being a child has value in itself.
- **Education and child perspective.** Children aged 2 and 4, for example, must be consulted and taken seriously as part of the start of a process of education and democratic understanding.
- **Play.** The game itself has a value and must be a consistent part of a daycare.
- **Learning.** Learning must be understood broadly, and learning takes place e.g. through play, relationships, planned activities and exploration of nature and by being challenged.
- **Children's communities.** Play, education and learning take place in children's communities, which the pedagogical staff sets the framework for.
- **Pedagogical learning environment.** A safe and stimulating pedagogical learning environment is the starting point for working with children's learning.
- **Parental cooperation.** A good parental collaboration focuses on strengthening both the child's well-being and the child's learning.
- **Children in vulnerable positions.** All children must be challenged and experience mastery in games and activities.
- **Context to preschool.** Coherence is, among other things, about supporting children's social skills, believing in their own abilities, curiosity, etc."

"The law stipulates that all elements of the common pedagogical basis must be the starting point for the work on the pedagogical curriculum and thus the pedagogical work with children's learning in day care."

"Some elements in the form of e.g. child supervision must always be present in the pedagogical learning environment, while other elements such as the work to create a good transition to kindergarten may be more present in some contexts than others."

The Enhanced Pedagogical Curriculum, Framework and Content, p. 14

Børnesyn, Dannelse og børneperspektiv, Leg, Læring og Børnefællesskaber (The view of the child, Education and children's perspective, Play, Learning and Children's Communities)



Først forholder I jer til de fem elementer:

- Børnesyn
- Dannelse og børneperspektiv
- Leg
- Læring
- Børnefællesskaber

I kan beskrive elementerne samlet eller hver for sig.

De øvrige elementer i det pædagogiske grundlag skal ifølge loven fremgå særskilt af den pædagogiske læreplan. Disse elementer forholder I jer til lidt senere.

Den styrkede pædagogiske læreplan, Rammer og indhold, s. 15

First, you relate to the five elements:

- The view of the child
- Formation and child perspective
- Play
- Learning
- Children's communities

You can describe the elements together or separately.

According to the law, the other elements of the pedagogical basis must be shown separately in the pedagogical curriculum. You'll deal with these elements a little later.

The Enhanced Pedagogical Curriculum, Framework and Content, p. 15

Hvordan kommer de fem centrale elementer fra det fælles pædagogiske grundlag til udtryk hos os og bliver omsat i vores hverdag sammen med børnene?

How do the five key elements of the common pedagogical basis manifest ourselves in our lives and are translated into our everyday lives together with the children?

1. The view of the child

The development of relationships is supported through the International Baccalaureate (IB)'s philosophy on how young children learn, which includes:

- acknowledging and respecting each student's individuality
- Students are capable and competent (they have agency)
- connecting with individual students throughout the day by giving and receiving feedback and having one-on-one dialogue, listening to and documenting their evolving questions, and acknowledging their efforts and achievements
- recognizing opportunities for students to learn to self-regulate during play and offer support and feedback when needed
- planning uninterrupted time for play in engaging learning space

Developing independence:

- We recognize that children develop independence in a caring environment.
- We help children grow independence, and support them in developing skills to do every day tasks themselves - getting dressed, unpacking their bag, going to the toilet, etc.
- We recognize that each child is on their own developmental path and meet each child where they are.
- Through developing independence children gain a voice in how their day and how the learning environment can best support them. They become co-creators in their own learning.

Example (2020): Second week in school and we address the skills our community needs to learn. We use a book to guide us. We also do role play and talk about our experiences related to the topic.



Example: (Pre-K4, 2020): We learn to be caring and at the end of the day, we nominate our friends for their caring actions. We reflect on other actions and put a scoop of sand in our caring jar.



Example: Student Led Conferences, where children take initiative and guide their families through their learning:



Reflection for further development: Developing and defining with the staff how we view children at ISH - are they curious by nature? What are they capable of?

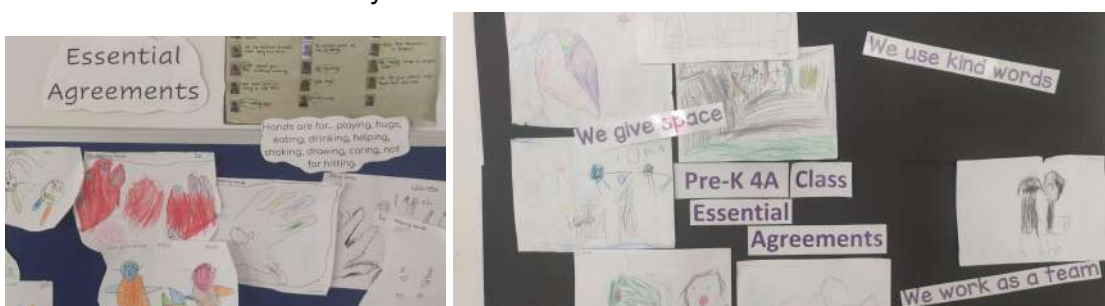
2. Formation and child perspective

How is it a child-centred environment?

- In each class, Students rotate jobs and take responsibility for their environment.



- We have student friendly materials/equipment e.g. toys, seating, art supplies, playground.
- Classroom Essential Agreements are rules and guidelines that are co-created with the teachers and students each year.

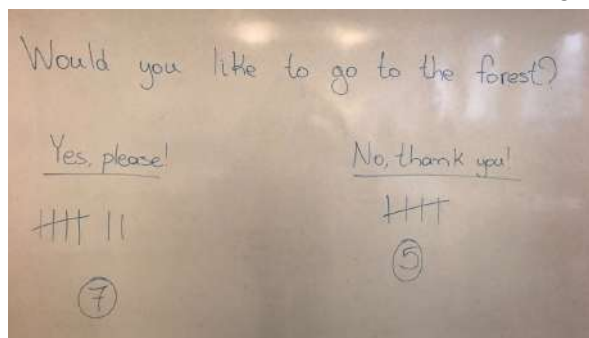


- Independence-all daily routines – coming in (visual supports), dressing, eating, toileting, cleaning up.



- Discussing and agreeing together on decisions like what to play (in the morning meeting/circle time).
- Classroom environments are based on student voice and democratic processes. Children's influence within the class is supported by the teachers.
- During lunch time both teachers and all students sit together to eat lunch. This is a time to discuss and learn about food, build relationships and contribute to the classroom community. Throughout the day, Teachers model manners and support students in their learning and this continues into lunch time. A pedagogical lunch supports healthy eating habits, develops a sense of responsibility for the learning environment and develops relationships which contribute to a sense of community. Each class should reference their Essential Agreements to set the tone for lunch. Through establishing a culture of open classrooms and shared best practices, members of our teaching community are welcome to join a Pedagogical Lunch.
- Units of Inquiry are co-created with the students and led by their interests.

Example: A democratic process for deciding on the activity for the morning:



3. Play

Within the Early Years curriculum children are taught the IB Primary Years Programme (PYP) curriculum. Play is the primary driver for inquiry in the early years. The programme engages young learners and fosters their development as individuals. It involves choice, promotes agency and provides opportunities to inquire into important concepts, skills and personal interests. The

programme is a broad, balanced curriculum that promotes confidence, believing in yourself, encourages independence, curiosity and develops problem solving skills through sustained free and guided transdisciplinary play.

As a Primary Years Program (PYP) school, Play in the Early Years is supported by:

- ❖ creating and maintaining engaging learning spaces
- ❖ scheduling uninterrupted time for play in both indoor and outdoor spaces
- ❖ noticing students' emerging thinking processes, interests and theories, and responding in ways that extend learning
- ❖ monitoring and documenting students' learning and development during play, and offering appropriate scaffolded learning experiences for individual students and small groups

Creating and maintaining responsive learning spaces for play

A fundamental part of effective education in the PYP Early Years is the creation of safe, stimulating and inviting learning spaces that promote exploration, wonder, creativity, risk-taking and learning through play.

Opportunities for symbolic expression and exploration

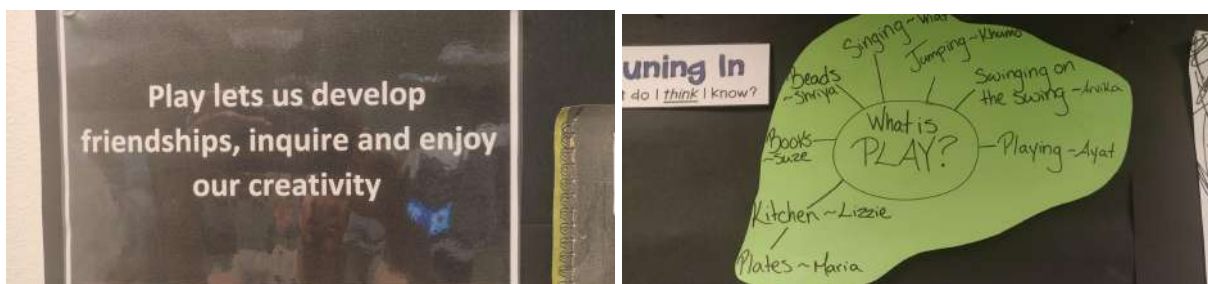
Language and mathematics teaching & learning is integrated within the units of inquiry. Student's personal interests and larger concepts are included in the units.

Young learners enter school with no preconceived distinctions between subjects; play brings life to transdisciplinary learning. For example, while playing together with blocks, students acquire vocabulary, learn about volume and shape, and develop fine and gross motor skills.

The development of understandings in language and mathematics are interwoven and intentionally explored through strategies such as:

- games, rhymes, poems, stories, songs, play, dramatic play, arts & crafts, science explorations, conversations, mark-making, drawing, problem-solving, reasoning, counting, patterning and sequencing.

Example: Pre-K3 students explore what play means and share examples of play



Example: Play Plans - Children create a Play Plan to plan what they want to play and later reflect on what they did. Students are free to plan whatever they want to play. Children's voice and choice are key elements in the Play Plans.



4. Learning

Through the IB Primary Years Program (PYP) we provide opportunities for students to develop understandings of essential concepts, skills, knowledge and attitudes. We focus on the development of the whole child as an inquirer, both within and beyond the classroom. We believe that our PYP curriculum:

- Develops student's academic, social, emotional and physical well-being and fosters positive relationships
- Encourages students to be independent and take ownership of their learning process
- Reinforces student-initiated action that includes participation, advocacy, social justice, social entrepreneurship, or lifestyle choices
- Guides our learners to become international-minded citizens
- Supports student's curiosity and develops their inquiries

You can read more about the PYP curriculum [here](#).

Academic and social learning are interwoven; the programme emphasizes increasing levels of self-awareness, self-regulation, social-emotional development, independence, self-management skills and responsibility. Students develop skills and learn to communicate and negotiate with other children and adults. For ISH students this means:

- ❖ Discovering themselves and becoming confident about who they are
- ❖ Recording observations—drawing, charting, tallying—using emergent writing skills, when possible, to write comments, annotate images, and so on
- ❖ Using discussion(s) and play to generate new ideas and investigations
- ❖ Making connections between units of inquiry

- ❖ Reflecting on learning
- ❖ Noticing relationships and patterns in learning
- ❖ Listening actively and respectfully to others' ideas
- ❖ Expressing oneself using words and sentences (with support from teachers when needed)
- ❖ Practising empathy and caring for others
- ❖ Playing cooperatively in a group: sharing & taking turns
- ❖ Helping others
- ❖ Being aware of their own and others' feelings
- ❖ Managing anger and resolving conflict
- ❖ Being self- and socially aware
- ❖ Being aware of their own and others' impact as a member of a learning group
- ❖ Choosing and completing tasks independently
- ❖ Following the directions of others
- ❖ Following classroom routines
- ❖ Sharing responsibility for decision-making
- ❖ Using strategies to problem-solve
- ❖ Managing feelings and resolving conflict

At ISH learning happens throughout the day, through play, units of inquiry, daily routines, everyday tasks (eating, toilet, washing hands, rest, dressing, etc.), learning from each other and respecting others' perspectives and cultures.

Learning is supported by the teachers and support staff at ISH to broaden students' experiences and provide opportunities to be challenged.

Example (Pre-K3) Sharing the planet - well-being unit. Students were able to take responsibility for their own learning through story creating and storytelling. Through expressing their thoughts and feelings on paper and then sharing their work with their peers students were actively enabled to dive deeper into their own learning of expressing their thoughts and feelings.



5. Children's communities

Each early years classroom holds a Morning Meeting/Circle Time. This is a time to gather in a "circle so that all can see and be seen" (Responsive Classroom, p. 24). Through establishing a culture of open classrooms and shared best practices, members of our teaching community are welcome to join a Morning Meeting/Circle Time.

1. **Greeting** - Students greet each other by name, often including handshaking, singing, movement, and other activities.
2. **Sharing** - Students share some news or information about themselves and respond to each other, articulating their thoughts, feelings, and ideas in a positive way.

3. **Group Activity** - The whole class does a short, inclusive activity together, reinforcing learning and building class cohesion through active participation.
4. **Morning Message** - Students practice academic skills and warm up for the day ahead by reading and discussing a daily note to the class posted by their teacher.



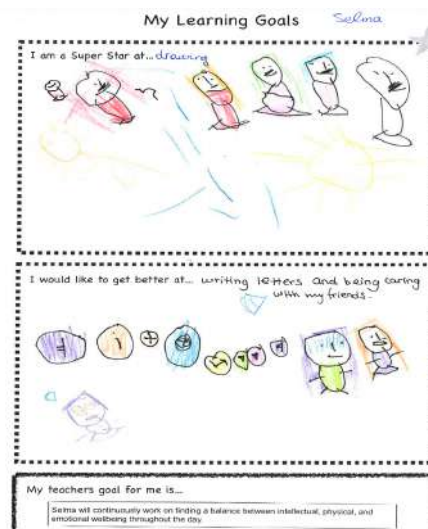
Example: Our Music teacher came to participate during our Morning Meeting. This is the moment where we greet each other and share something about ourselves. It was important for us to have her as part of our community circle.

Example: "Ask three friends then me", is what the teachers said to the students who ask for help. We learn to get ready for outdoor play in the rain. We help each other to put our rain gear on.



Co-creating learning goals with students takes place throughout the year and its purpose is to implement student agency and help students see that they take ownership of their learning. Learners should develop skills in monitoring and adjusting their own goals. Working toward goals they have set themselves is more purposeful and meaningful. Students are usually more motivated to self-regulate their own learning. Students co-create learning goals throughout the school year and record them in their digital portfolio.

Example: Learning Goals created by students



Three Way Conferences (TWC) and Student Led Conferences provided opportunities for students to celebrate their learning with their families and engage parents to participate in their child's learning.

Student-led conferences take place in spring. Students celebrate their learning growth through performance and goals. Students share with their parents what they have inquired into within the transdisciplinary themes across subject areas.

Morning Club, After School Care Program (ASCP), and Outside time provided opportunities for students to mix across the ages and be a part of small group activities such as, Danish and/or Home language lessons, dance, art, etc.

Personal, Social and Physical Education:

In the PYP, "personal, social and physical education (PSPE) is concerned with the individual's well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this well-being. Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle" (PSPE Scope & Sequence, 2009).

PSPE is integral to teaching & learning and student's wellbeing is explicitly and implicitly addressed in all areas of the curriculum through all learning engagements. Approaches to Learning skills such as social, research, self-management, thinking and communication skills are authentically and explicitly taught in the units of inquiry.

Example: During this morning meeting, children build a community while learning about how to take care of the plants as a part of their inquiry. Children learn to be caring and empathetic to living things around us.



Prevent bullying and supporting positive dynamics and relationships:

We have an anti-bullying policy which is written in our parent student handbook: [Parent Student Handbook](#)

“Bullying is a serious matter and requires awareness from teachers, students, and parents. School employees will take immediate action against bullying. Parents must contact their child’s teacher if they suspect their child or another child is being bullied. It is important that students can express their concerns to an adult if they are being bullied or harassed at school.”

“Preventive measures are planned and executed in collaboration with parents, school staff and students: • General awareness of bullying, by parents, school staff and students. • Parent Conferences will include a discussion on bullying. • Commitment of parents, teachers, and students to stop bullying if it occurs. • All individual classes will discuss bullying and how to prevent it in their own classroom. • Student council will discuss bullying in at least one meeting and students' general well-being.”

We mix groups in morning club and After School time (apart from COVID).

Example: We have whole school events like Motions Day, Olympics Day, and all the children participate in shared activities. The older children also help the younger children with games and sports:



Pædagogisk læringsmiljø (Pedagogical Learning Environment)

"Det skal fremgå af den pædagogiske læreplan, hvordan det enkelte dagtilbud hele dagen etablerer et pædagogisk læringsmiljø, der med leg, planlagte vokseninitierede aktiviteter, spontane aktiviteter, børneinitierede aktiviteter samt daglige rutiner giver børnene mulighed for at trives, lære, udvikle sig og dannes.

Det pædagogiske læringsmiljø skal tilrettelægges, så det inddrager hensynet til børnenes perspektiv og deltagelse, børnefællesskabet, børnegruppens sammensætning og børnenes forskellige forudsætninger."

Den styrkede pædagogiske læreplan, Rammer og indhold, s. 22-23

"The pedagogical curriculum must show how each day's offer establishes a pedagogical learning environment that, with play, planned adult-initiated activities, spontaneous activities, child-initiated activities and daily routines, allows children to thrive, learn, develop and form.

The pedagogical learning environment must be organised to take into account the children's perspective and participation, the children's community, the composition of the children's group and the different prerequisites of the children."

The enhanced pedagogical curriculum, Framework and Content, pp. 22-23



Hvordan skaber vi hele dagen et pædagogisk læringsmiljø, der giver alle børn mulighed for at trives, lære, udvikle sig og dannes?

How do we create a learning environment throughout the day that allows all children to thrive, learn, develop and form?

"The pedagogical learning environment at the ECEC should be based on interactions between structural parameters, such as staff education and competences, size of group of children, physical environment, child-adult ratio, digital tools, the aesthetic design, etc." (p. 22)

Language environment - "staff is aware of the importance of entering onto long dialogues with children, asking open-ended questions and continuously expressing in words the things that happen during the day in connection with planned activities, spontaneous activities and daily routines with the children such as lunch, cleaning up, etc." (p.22)

Example:

Morning Meeting Each early years classroom holds a Morning Meeting. This is a time to gather in a "circle so that all can see and be seen". Through establishing a culture of open classrooms and shared best practices, members of our teaching community are welcome to join a Morning Meeting. The purpose of a Morning Meeting:

- Sets a tone for respectful and engaged learning in a climate of trust
- Builds and enhances connections among students and between students and teachers
- Merges academic, social, and emotional learning
- Motivates students by addressing the human need to feel a sense of significance and belonging, and to have fun
- Through the repetition of many ordinary moments of respectful interaction, enables some extraordinary moments

Example: Caring - it's one of the attributes of the Learner Profile. We have very caring children in the class who are recognising caring moments in themselves and others. 💖

In PreK 3 we talk about unit relevant Learner Profile attributes during our day and reflect on them in the afternoon circle.



Example: "After we returned from COVID school lockdown we had an increased focus on wellbeing which included being able to express our feelings/emotions. Here students were able to communicate, through this chart, their current feelings. As a class we were able to support those who were having difficult emotions and as teachers could be more aware of the emotional state of the students. "



Example: Pedagogical lunch, transitions times, classroom environment , Inquiry play-based learning items in our handbook:

Pedagogical Lunch

"In 1 of the few studies of the pedagogic meal, the interviewed preschool teachers expressed clearly what it means to practice a pedagogic meal: for example, helping and encouraging children to help themselves, and acting as a role model and encouraging children to try the foods served..."

(Journal of Nutrition Education and Behavior "Teachers' Interaction With Children in the School Meal Situation: The Example of Pedagogic Meals in Sweden" by Christine Persson Osowski, PhD, RD; Helen Goranzon, PhD; Christina Fjellstrom, PhD p.420)

During lunch time both teachers and all students sit together to eat lunch. This is a time to discuss and learn about food, build relationships and contribute to the classroom community. Throughout the day, Teachers model manners and support students in their learning and this

continues into lunch time. A pedagogical lunch supports healthy eating habits, develops a sense of responsibility for the learning environment and develops relationships which contribute to a sense of community. Each class should reference their Essential Agreements to set the tone for lunch. Through establishing a culture of open classrooms and shared best practices, members of our teaching community are welcome to join a Pedagogical Lunch.

Pedagogical Lunch Format

After washing hands students:

1. Take their water bottle and sit at their table to talk quietly with their classmates while they wait for everyone to be served
2. Help set the tables - 1-3 lunch helpers, who are assigned daily or weekly, can:
 - a. help serve food
 - b. hand out cutlery
 - c. sets the napkins
3. Say thank-you to those serving them (everyone waits to eat until everyone is served)
4. Eat lunch and try each food
5. Put water bottle away
6. Clean up after themselves
7. Wait at table to be dismissed for the toilet

After washing hands teachers:

1. Plate each plate with each food item
2. Go over the menu - once everyone is served and the after lunch routine
 - a. clean-up your area - pick-up your plate, clean your plant and return the cutlery
 - b. Put your water bottle away
 - c. use a dustpan and soap spray to clean your area
 - d. sit back at your spot to wait for dismissal
3. Eats with the students, monitors food intake and encourages everyone to try all the food
4. Assists students in serving themselves more and supports those who take a little longer to eat
5. Stagger the end of lunch cleaning routines and students going to the toilet (all students do not have to wait for everyone to finish before transitioning into rest time)

(this format may look different in each classroom depending on the developmental stage and ability of a class)

Transitional times

Teachers are mindful of the number of transitions throughout the day. Limiting waiting times during transitions can be supported through activities, such as reading, story time, drawing etc., which allow for smoother transitions and support positive behaviour.

Classroom environment, Inquiry-Play based learning

Classroom environments are based on student voice and democratic processes. Children's influence within the class is supported by the teachers. The below documents are reference guides for IB Early Years Teachers:

[Examining Learner Agency in your setting](#)

[IB PYP - The Learner](#)

Example of daily schedule framework for 2021-2022:

Pre-K3 and Pre-K4
Morning Club (for those who are signed-up)
Morning Pick-up
Snack/Morning Play/Reading
Morning Meeting
Unit of Inquiry
Outside Play
LUNCH
REST
Unit Work
Closing Circle
ASCP

Samarbejde med forældre om børns læring (Collaborating with parents on children's learning)

"Det skal fremgå af den pædagogiske læreplan, hvordan dagtilbuddet samarbejder med forældrene om børns læring."

Den styrkede pædagogiske læreplan, Rammer og indhold, s. 24-25

"The pedagogical curriculum must indicate how the day care is working with parents on children's learning."

The Enhanced Pedagogical Curriculum, Framework and Content, pp. 24-25



Hvordan samarbejder vi med forældrene om barnets og børnegruppens trivsel og læring?

How do we collaborate with the parents on the well-being and learning of the child and the children's group?

- Introduction meetings in August (new families, and class meetings)
- Listening conferences (each family has 10 minutes to talk about their hopes and worries for the coming year, and the teachers just listen)
- October Learning Goals - children set goals for themselves about learning, independence, etc. The goals are shared with families.
- October Parent-Teacher conferences - the families have a 1-on-1 meeting with the teachers to discuss the goals and any other matters
- December – Learning Stories - teachers prepare a story, showing the development and progress of the children in the form of a narrative
- April – Student Led Conferences - children establish learning goals for themselves and the families visit the school to hear their child share and celebrate their learning.
- June – Learning Stories #2 - as per before
- Seesaw – regular communication and evidence of learning/wellbeing through an online platform, sharing text, videos and photos of the child's day
- Social Emotional Book Club (see below)

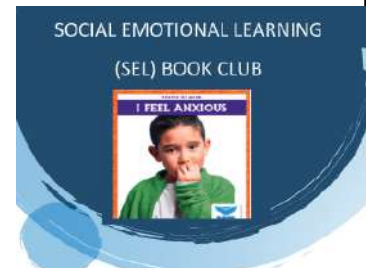
Example: The diversity of student language was celebrated during our How we express ourselves unit. We connected this to our past Who we are unit where we talked about the different countries we all came from. With the help of parents, we got some favourite childhood songs from everyone's home country in their home language. Here you can see an Italian song that we shared with the class.



Reflection from teacher: about Three-Way Conferences: "The first day went by so smoothly. Students reflected on their learning, celebrated their growth and came up with their two stars and one wish independently. Parents were very supportive. But most importantly students, parents and me were so proud of our kids' agency and growth. Many parents were happily surprised by the accomplishments of their child."

Social Emotional Book Club

In these trying times, student wellbeing is becoming increasingly important. To help parents broach these serious and essential topics with children, we invite families to join our Virtual Social Emotional Learning Book Club which features children's books that address difficult topics such as death, divorce, illness; celebration of diverse abilities, cultures, religions, personalities, emotions; character...



Dr. Barbara Lopes, psychologist, leads the Social Emotional Learning Book Club every month from 8:00 p.m. - 8:30 p.m. The aim is to explore the books as a group, then use the knowledge and skills we learn from the discussions to engage our children in meaningful conversation.

PTA (Parent Teacher Association)

Class list: This school year, the PTA introduced an app called Classlist as the main tool for parent-parent communication at ISH. It enables families to contact the other parents in their child's class and stay informed about upcoming PTA events, ongoing PTA activities, and individual class updates.



Class Parent Representatives: The role of the Class parent is to facilitate parents and students getting to know each other better and to act as a link between the PTA and the class they represent. Class parents will meet online once a year along with the PTA Vice chair to discuss and agree upon some basic policies for each class such as teacher's gifts and classroom birthdays. They help organise at least one parent and/or family get-together each semester, either for the individual class or as a grade like a class picnic at a park or a weekend meet up at the beach or Deer Park.

Børn i udsatte positioner (Children in vulnerable positions)

"Det skal fremgå af den pædagogiske læreplan, hvordan det pædagogiske læringsmiljø tager højde for børn i udsatte positioner, så børnenes trivsel, læring, udvikling og dannelse fremmes."

Den styrkede pædagogiske læreplan, Rammer og indhold, s. 26

"The pedagogical curriculum must show how the pedagogical learning environment takes into account children in vulnerable positions, so as to promote the well-being, learning, development and education of children."

The Enhanced Pedagogical Curriculum, Framework and Content, p. 26



Hvordan skaber vi et pædagogisk læringsmiljø, der tager højde for og involverer børn i udsatte positioner, så børnenes trivsel, læring, udvikling og dannelse fremmes?

How do we create an educational learning environment that takes into account and involves children in vulnerable positions, so as to promote children's well-being, learning, development and education?

At International School of Hellerup we believe that promoting inclusivity and valuing diversity is essential for making all individuals contribute to common good and world peace through/based on universal values. To value diversity means to understand, accept and respect the fact that every individual is unique. Inclusive teaching and learning is designed to be inclusive of, and accessible to all students. At ISH Community we consider inclusion as a journey, rather than an end. This journey is a constant process of defining, learning, acting, reflecting and redefining.

This is defined in our school's inclusion policy: [IB CONTINUUM INCLUSION POLICY AND PROCEDURES](#)

To help with inclusion for vulnerable children, the children at ISH: Include others in games in the playground and in social activities, show empathy by understanding and sharing the feelings of others, learn to be aware that body language can also send messages of inclusion or exclusion, treat everyone with mutual respect, including those who speak a different language, come from a different country or have a different learning need or belief, resolve conflict through dialogue, help new students feel at home in the learning community.

The Learning Support Staff (LSS) provides services to students with academic, behavioural and social-emotional needs and supports teachers in the selection and use of appropriate strategies/interventions within the classroom. The Department offers support to students in whole class, small group and individualized sessions. Through its network of external partners (speech and language therapists, dyslexia therapists, occupational therapists, learning coaches, psychologists, behaviour therapists, medical doctors, physical therapists, tutors and consultants)

students are afforded the opportunity to obtain additional services based on their area(s) of need.

Learning Support Coordinator: The Learning Support coordinator liaises with school personnel, state agencies and private entities to coordinate the delivery of services for students on the learning support register. They provide guidance on interventions and strategies teachers need to address the challenges of students based on the concerns presented in the collaborative cycle meetings or by parents. Additionally, they supervise the learning support staff, ensure the necessary systems are in place to identify and refer students with difficulties and develop initiatives and programs to promote academic advancement and student wellbeing.

Learning Support Teachers: Learning support teachers, in collaboration with subject and homeroom teachers, develop and implement individualized intervention plans addressing academic and behavioural/social/emotional concerns. They also monitor progress toward goals and coach teachers in the use of differentiated strategies. Back to Contents 9 • Listen to other perspectives without making judgments Inclusion Policy at I

ISH School Psychologist: The school psychologist administers evaluations and provides therapeutic services to students. After initial consultation or several therapy sessions, the school psychologist may make the determination to continue working with the student or refer the student to an outside professional.

School Counsellor: The school counsellor facilitates group and individual sessions geared at building students' self-awareness, self-esteem, self-efficacy, self-confidence and general well-being

There are five basic academic intervention plans used in the Primary School:

1. English as an additional language plans (EAL plans) are used to plan for English language learners.
2. Gifted and talented plans (GTPs) are assigned to students who are performing significantly above grade level expectations in intellectual (FSIQ above 125), creative, academic (achievement test scores in the exceeding expectations by two or more grade levels) and/or leadership skills.
3. General support plans (GSPs) are designated to students who are experiencing slight difficulties.
4. Individualized learning support plans (ILSPs) are reserved for students who are not meeting grade level expectations but have no diagnosed learning impairment.
5. Individualized education plans (IEPs) are developed for students with diagnosed disability.

ISH's Philosophy on Child Protection

Children at ISH have the right to thrive and be free from abuse. It is the responsibility of the school community to protect children's rights and work together to promote healthy growth, through care, awareness, education and dialog. They have the right to be heard and involved when appropriate.

Safeguarding Roles and Responsibilities of School Staff

All adults working in or on behalf of the school have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to report/record all concerns to the welfare team with safeguarding responsibilities. The names of these key members are listed at the end of this section. Staff induction will include state-mandated regulations, our school vision, aspirations and expectations of all staff and what is considered acceptable and what not. They will also receive safeguarding training so they are equipped with the knowledge and skills to keep children safe. ISH will promote the principle that safeguarding is “everyone’s responsibility”.

For further information on Child Protection at ISH, families or teachers contact a member of the Student Welfare Team. The webpage is listed [here](#).

Student Wellbeing Team



[Stef Fleet](#)

Primary School Principal, PYP 1 EAL Teacher



[Chiara Giani](#)

ASCP Leader



[Martine Grandjean](#)

Administrative Staff, Admin Representative in Student Wellbeing Team.



[Katherine Krom](#)

Middle School Principal



[Stine Olsen](#)

Danish Beginner Teacher, School Counsellor



[Evis Qeska](#)

High School Principal



[Kamile Smith](#)

PYP Learning Support Coordinator



[Kirsten Thøgersen](#)

School Psychologist

Example: In the PreK Welcome Letter under Family information we ask for Language(s) spoken at home along with what the student calls their parents in their home language. This information enables teachers to support students' diverse language needs.

-FAMILY INFORMATION SHEET-

Please complete both pages and give to your classroom teacher

-Child's Information-

Full Name _____

Date of Birth (dd/mm/yyyy) _____

Home Country _____

I was born in (City and Country) _____

I am the ☐ oldest ☐ middle ☐ youngest ☐ only

-Parent # 1 (Primary Contact)-

Full Name _____

Home Country _____

My child calls me (Mama, Daddy, Mor, Baba, etc) _____

I am ☐ working (full time) ☐ working (part time) ☐ staying at home ☐ studying

☐ My phone number and email are updated on the school's platform

☐ I will update my phone number and email on the school's platform

-Parent # 2-

Full Name _____

Home Country _____

My child calls me (Mama, Daddy, Mor, Baba, etc) _____

I am ☐ working (full time) ☐ working (part time) ☐ staying at home ☐ studying

☐ My phone number and email are updated on the school's platform

☐ I will update my phone number and email on the school's platform

Page 1 of 2



International School
of Hellenic

-Siblings-

Name(s) _____

Attending ISH ☐ Yes ☐ No

Grade level(s) / class(es) _____

Siblings were born in (country) _____

-Family Information-

Language(s) spoken at home _____

We live with ☐ Grandparent(s) ☐ Aunt(s)/Uncle(s) ☐ Cousins ☐ Other/None

Countries we have lived in _____

Pet(s) we have in Denmark ☐ Dog ☐ Cat ☐ None ☐ Other _____

We come to school by ☐ Car ☐ Bus ☐ Train ☐ Walk ☐ Bike

We live in ☐ Hellerup ☐ Østerbro ☐ Nørrebro ☐ Other _____

-Medical Information-

Allergies _____

Medical Conditions _____

Diet ☐ Halal ☐ Vegetarian ☐ Vegan ☐ Kosher ☐ Dairy-free

☐ Egg-free ☐ Gluten-free ☐ Nut-free ☐ Other _____

-Social Information-

My child has previously attended school, børnehave, or vuggestue ☐ Yes ☐ No

Is there anything else about your child that will help us understand them better, so we can meet their needs in the classroom better? _____

Page 2 of 2



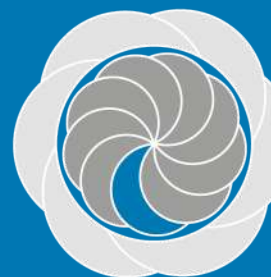
Sammenhæng til børnehaveklassen (Context to preschool)

"Det skal fremgå af den pædagogiske læreplan, hvordan der i børnenes sidste år i dagtilbuddet tilrettelægges et pædagogisk læringsmiljø, der skaber sammenhæng til børnehaveklassen."

Den styrkede pædagogiske læreplan, Rammer og indhold, s. 27

"The pedagogical curriculum must show how, in the last year of the children's daycare, an educational learning environment is organised that creates coherence for the kindergarten."

The Enhanced Pedagogical Curriculum, Framework and Content, p. 27



Hvordan tilrettelægger vi vores pædagogiske læringsmiljø for de ældste børn, så det skaber sammenhæng til børnehaveklassen? (Dette spørgsmål gælder kun dagtilbud med børn i den relevante aldersgruppe.)

How do we organise our pedagogical learning environment for the oldest children to create coherence for kindergarten? (This issue only applies to daycare with children of the relevant age group.)

Preparations for school:

- We invite Pre-visits from børnehave children, when requested.
- We meet new families in Spring with a 'Pre-K meet and greet' where the children come with their families to play in the school and we talk and get to know each other.
- There are Introduction meetings in August (new families meet old families in a picnic, then they meet the school leadership and teachers, then they attend class meetings).
- The PTA community helps with transition (there are two parent representatives per class who contact new families and help them get settled)
- The school gives a lot of information in advance - a welcome pack is given in June which provides the school calendar, policies, handbook, etc. A welcome letter and settling in schedule is also provided
- We have two practice days in June (fly-ups), where the children visit the Kindergarten class and teacher. Fly-ups provide a welcome, and introductory activity/ies to the grade level, provide some simple information, and encourage students to be inquisitive and feel positive about the upcoming year of learning.
- Students with special needs are given extra preparation, in collaboration with parents
- The IB program is a continuum that goes from Pre-K3 to Pre-K4 and up to Kindergarten and PYP1 (Grade 1) - Please click [here](#) to view Units of Inquiry for each grade level from Pre-K through Grade 5.

Example: Meet and Greet for the new families, including a picnic from the current families



Reflection: we can do more to help the children prepare for the next class, by having the children play together, gather different classes for learning and play experiences, etc.

Øvrige krav til indholdet i den pædagogiske læreplan

(Other requirements for the content of the pedagogical curriculum)

Inddragelse af lokalsamfundet

(Community involvement)

"Det skal fremgå af den pædagogiske læreplan, hvordan dagtilbuddet inddrager lokalsamfundet i arbejdet med etablering af pædagogiske læringsmiljøer for børn."

"The pedagogical curriculum shall indicate how the day care services involve the local community in the work on establishing pedagogical learning environments for children."

Den styrkede pædagogiske læreplan, Rammer og indhold, s. 29

"The pedagogical curriculum shall indicate how the day care services involve the local community in the work on establishing pedagogical learning environments for children."

The enhanced pedagogical curriculum, Framework and Content, p. 29

Hvordan inddrager vi lokalsamfundet i arbejdet med at skabe pædagogiske læringsmiljøer for børn?

How do we involve the local community in creating pedagogical learning environments for children?

We made progress towards using the expertise of the Copenhagen community to enhance learning. All PYP classes organize various field trips and go on a community walk and visits. Teachers use Copenhagen as an "outside" classroom and third teacher taking advantage of the cultural richness of the city.

As part of each unit of inquiry, teachers look for opportunities to maximise learning in context, visiting cultural sites, organic farms, museums, outdoor modern playgrounds, Copenhagen parks and Zoos.

We have a Parent Expertise database so we can invite parents who have relevant jobs, who can come and talk to the children about their experience.

We utilize the local forest, parks and Community resources (f.x. experimentarium)

Example (2020): Embassy visit: PreK 4 connected to the essential elements, especially action and LP, when they visited embassies during their How We Express Ourselves unit (emotions/empathy/conflict resolution).



Example: Ms. Eleni's friend, Alexis, is a snail expert 🐌. He was so kind to come to our school and show us his pet snails. These snails come from Africa. We had so many wonderings we haven't answered yet, it was perfect because we were running out of time. We are returning the snails to their habitat tomorrow.



Reflection: this is an area to improve, where we can invite parents and local community (neighbours, the local supermarket) to help with ideas and plans for meaningful learning experience.

Arbejdet med det fysiske, psykiske og æstetiske børnemiljø (Working with the physical, mental and aesthetic children's environment)

"Arbejdet med det fysiske, psykiske og æstetiske børnemiljø i dagtilbuddet skal integreres i det pædagogiske arbejde med etablering af pædagogiske læringsmiljøer.

Børnemiljøet skal vurderes i et børneperspektiv, og børns oplevelser af børnemiljøet skal inddrages under hensyntagen til børnenes alder og modenhed."

Den styrkede pædagogiske læreplan, Rammer og indhold, s. 30

"The work with the physical, psychological and aesthetic children's environment in the day care center must be integrated into the pedagogical work with the establishment of pedagogical learning environments.

The children's environment must be assessed from a child's perspective, and children's experiences of the children's environment must be taken into account taking into account the age and maturity of the children."

The enhanced pedagogical curriculum, Framework and Content, p. 30

Hvordan integrerer vi det fysiske, psykiske og æstetiske børnemiljø i det pædagogiske læringsmiljø?

How do we integrate the physical, mental and aesthetic children's environment into the pedagogical learning environment?

At ISH we have worked to increase the holistic visibility of the Primary Years Programme - Early Years in several ways. First, we have addressed the physical learning environment by introducing shared expectations around ensuring that the PYP elements are posted in all classrooms and communal spaces. Teachers have developed their understanding of the value of including the PYP elements in visual displays.

Inside environment/spaces:

- Students have ownership of co-creating classroom environments and share their work in classrooms and in hallways.

Outside environment/space:

- We consulted parents, teachers and students on the design of the new playground, which was established in 2019: [International School of Hellerup](#)
- The children have asked to play with bikes. So we bought some bikes for the children to use in the playground.
- We are working on creating a new large shelter near the Early Years playground which classes can use to play, eat and rest. The student council is advising on the design, and thought



about their little brothers and sisters, while we were building and designing this shelter.

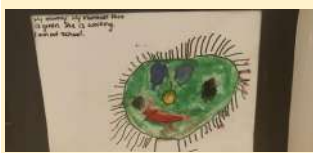
Hygiene report: In 2018 we received a Hygiene inspection from the Kommune. We performed a self-evaluation and some actions Hygiene self-assessment. It includes:

- Move lockers outside the classroom and use indoor shoes
- Remodel the Kindergarten bathrooms to have more sinks and toilets
- Have a partition to provide privacy for Early Years students
- Have automatic hand washing taps and soap in all toilets

Here are some actions that we have taken with the children to improve the learning environment:

- Bringing in natural materials that interest children.
- Provided materials that are always available to children.
- Make their learning visible on the walls through documentation.
- Involve children in taking care of their classroom - cleaning, putting items away, etc.
- Developed a daily/weekly schedule that allows for big chunks of time for play and inquiry.

Examples of student work in hallways and classrooms:



De seks læreplanstemaer (The six curriculum themes)



"Den pædagogiske læreplan skal udarbejdes med udgangspunkt i seks læreplanstemaer samt mål for sammenhængen mellem læringsmiljøet og børns læring.

Det skal fremgå af den pædagogiske læreplan, hvordan det pædagogiske læringsmiljø understøtter børns brede læring inden for og på tværs af de seks læreplanstemaer."

Den styrkede pædagogiske læreplan, Rammer og indhold, s. 32

"The pedagogical curriculum must be drawn up on the basis of six curriculum themes as well as goals for the connection between the learning environment and children's learning.

The pedagogical curriculum shall indicate how the pedagogical learning environment supports children's broad learning within and across the six curriculum themes."

The Enhanced Pedagogical Curriculum, Framework and Content, p. 32

Alsidig personlig udvikling (Comprehensive personal development)



"Alsidig personlig udvikling drejer sig om den stadige udvidelse af barnets erfaringsverden og deltagelsesmuligheder. Det forudsætter engagement, livsduelighed, gåpåmod og kompetencer til deltagelse."

Den styrkede pædagogiske læreplan, Rammer og indhold, s. 36-37

"Comprehensive personal development is about the continuous expansion of the child's experience and participation opportunities. This requires commitment, vitality, courage and competences for participation."

The Enhanced Pedagogical Curriculum, Framework and Content, pp. 36-37

Pædagogiske mål for læreplanstemaet:

1. Det pædagogiske læringsmiljø skal understøtte, at alle børn udfolder, udforsker og erfarer sig selv og hinanden på både kendte og nye måder og får tillid til egne potentialer. Dette skal ske på tværs af blandt andet alder, køn samt social og kulturel baggrund.
2. Det pædagogiske læringsmiljø skal understøtte samspil og tilknytning mellem børn og det pædagogiske personale og børn imellem. Det skal være præget af omsorg, tryghed og nysgerrighed, så alle børn udvikler engagement, livsduelighed, gåpåmod og kompetencer til

deltagelse i fællesskaber. Dette gælder også i situationer, der kræver fordybelse, vedholdenhed og prioritering.

Pedagogical objectives of the curriculum theme:

1. The pedagogical learning environment must support the development, investigation and experience of all children in both known and new ways and to build confidence in their own potential. This must be done across age, gender and social and cultural background, among other things.
2. The pedagogical learning environment must support interaction and connection between children and pedagogical staff and children. It must be characterized by care, safety and curiosity, so that all children develop commitment, vitality, courage and competences for participation in communities. This also applies in situations that require immersion, persistence and prioritization.

Hvordan understøtter vores pædagogiske læringsmiljø børnenes alsidige personlige udvikling?

Herunder, hvordan vores pædagogiske læringsmiljø:

How does our pedagogical learning environment support children's versatile personal development?

Below, how our pedagogical learning environment:

- Understøtter de to pædagogiske mål for temaet Alsidig personlig udvikling / Supports the two pedagogical goals for the Versatile Personal Development theme
- Tager udgangspunkt i det fælles pædagogiske grundlag / Based on the common pedagogical basis
- Ses i samspil med de øvrige læreplanstemaer / Seen in interaction with the other curriculum themes

The pedagogical learning environment must support the development, investigation and experience of all children in both known and new ways and to build confidence in their own potential. This must be done across age, gender and social and cultural background, among other things.

The pedagogical learning environment must support interaction and connection between children and pedagogical staff and children. It must be characterized by care, safety and curiosity, so that all children develop commitment, vitality, courage and competences for participation in communities. This also applies in situations that require immersion, persistence and prioritization.

- Children have access to materials within the indoor classroom environment and outside.
- Children are familiar with the routines of the day/week.
- The learning environment is set-up to support the learning goals of the current unit of inquiry.
- Children co-create with their peers and teachers the direction of the Units of Inquiry. through sharing their areas of interest, previous knowledge, and individual learning goals.
- Children develop self-respect through developing skills that support their independence.
- Children are celebrated for their diverse cultural backgrounds through Units of Inquiry and events throughout the year.

- Children have the opportunity to mix across different age groups during Morning Club, outside play, and the After School Care Program (ASCP).
- ASCP includes activities in small mixed aged groups - dance, Danish language classes, art, outside and inside play, etc.
- We grow independence and self-confidence through supporting children to dress and undress themselves, use the toilet and wash hands, participate in learning engagements, etc.
- Through developing and maintaining good relationships with the children's families by inviting them in during their child's settling-in period, celebrating learning with Student Led Conferences, Three Way Conferences and end of unit celebrations, children feel respected and seen.
- The learning environment can be altered to create a space for rest. Children can independently access their resting blanket and/or individual resting mats.
- The learning environment is a shared space that children have ownership over and co-create with their teachers.
- Currently (2020-2021) families have access to the learning environment virtually and through our portfolio sharing platform, SeeSaw. Here they can see the environment their child is in and support their development through at home conversations.
- Life skills, such as social roles, democratic processes are developed through our play based program, approaches to learning and the Learner Profile attributes (see images below).
- Children are free to express themselves and develop respectful ways to do so through our Social Emotional Learning (SEL).
- Children are listened to and their perspective is respected through developing healthy relationships with their teachers.
- Democratic process is supported through giving children a voice throughout their day by listening to their wants and needs, and supporting their development by listening to their classmates' wants and needs.
- Through learning, developing and strengthening the IB Approaches to Learning Skills (ATLs) and the IB Learner Profile Attributes through each unit of inquiry children learn life skills that help them relate to each other and new experiences

Tema	Barnets alsidige personlige udvikling (personlige kompetencer)
Theme	Personal Development
Pre-K3 Unit	<p>Who we are: We learn about who we are through our physical body, feelings and families.</p> <p>Lines of inquiry: Parts of my body. Exploring & expressing feelings. My place in my family.</p>
Pre-K4 Unit	<p>How the world works: We find answers to our personal questions through exploration and research.</p> <p>Lines of inquiry: Types of personal interest and questions. How we find out what we want to know. Presenting our research findings.</p>
IB Learner Profile and Attitudes	<p>Essential Agreements</p> <p>Principled, Independence, Enthusiasm</p>

APPROACHES TO LEARNING

SOCIAL SKILLS

- Developing positive interpersonal relationships and collaboration skills
- Developing social-emotional intelligence



RESEARCH SKILLS

- Information-literacy skills
- Media-literacy skills
- Ethical use of media/information



THINKING SKILLS

- Critical-thinking skills
- Creative-thinking skills
- Transfer skills
- Reflection/metacognitive skills



COMMUNICATION SKILLS

- Exchanging-information skills
- Literacy skills
- ICT skills



SELF-MANAGEMENT SKILLS

- Organization skills
- States of mind



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IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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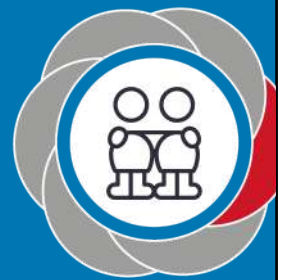
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Example: Kindergarten-Thinking of solutions to social problems with friends



Social udvikling (Social Development)



"Social udvikling er udvikling af sociale handlemuligheder og deltagelsesformer og foregår i sociale fællesskaber, hvor børnene kan opleve at høre til, og hvor de kan gøre sig erfaringer med selv at øve indflydelse og med at værdsætte forskellighed.

Gennem relationer til andre udvikler børn empati og sociale relationer, og læringsmiljøet skal derfor understøtte børns opbygning af relationer til andre børn, til det pædagogiske personale, til lokal- og nærmiljøet, til aktiviteter, ting, legetøj m.m."

Den styrkede pædagogiske læreplan, Rammer og indhold, s. 38-39

"Social development is the development of social opportunities and forms of participation and takes place in social communities where children can experience belonging and where they can gain experience of exerting influence and appreciating diversity.

Through relationships with others, children develop empathy and social relationships, and the learning environment must therefore support children's building of relationships with other children, with the pedagogical staff, with the local and local environment, with activities, things, toys, etc."

The Enhanced Pedagogical Curriculum, Frameworks and Content, pp. 38-39

Pædagogiske mål for læreplanstemaet:

1. Det pædagogiske læringsmiljø skal understøtte, at alle børn trives og indgår i sociale fællesskaber, og at alle børn udvikler empati og relationer.
2. Det pædagogiske læringsmiljø skal understøtte fællesskaber, hvor forskellighed ses som en ressource, og som bidrager til demokratisk dannelse.

Pedagogical objectives of the curriculum theme:

1. The pedagogical learning environment must support that all children thrive and participate in social communities, and that all children develop empathy and relationships.
2. The pedagogical learning environment must support communities where diversity is seen as a resource and which contribute to democratic formation.

Hvordan understøtter vores pædagogiske læringsmiljø børnenes sociale udvikling?

Herunder, hvordan vores pædagogiske læringsmiljø:

How does our pedagogical learning environment support children's social development?

Below, how our pedagogical learning environment:

- Understøtter de to pædagogiske mål for temaet Social udvikling / Supports the two pedagogical goals for the theme of Social Development:
 - o The pedagogical learning environment must support that all children thrive and participate in social communities, and that all children develop empathy and relationships.
 - o The pedagogical learning environment must support communities where diversity is seen as a resource and which contribute to democratic formation.
- Tager udgangspunkt i det fælles pædagogiske grundlag / Based on the common pedagogical basis
- Ses i samspil med de øvrige læreplanstemaer / Seen in interaction with the other curriculum themes

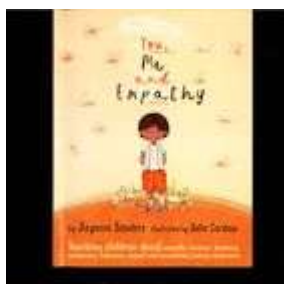
Tema	Sociale kompetencer
Theme	Social skills
Pre-K3 Unit	<p>How we express ourselves: Play lets us develop friendships, inquire and enjoy our creativity.</p> <p>Lines of inquiry: Friendships are built through play. Why we respect resources in and out of the classroom. Exploring my world through role-play.</p>
Pre-K4 Unit	<p>How we express ourselves: We use our words, bodies and creations to express ourselves and make connections with each other.</p> <p>Lines of inquiry: Why and how we express ourselves. How we read others' emotions. Using emotions to take actions.</p>
IB Learner Profile and Attitudes	Caring, Respect

Example: In the Early Years, following the Covid shutdown, students engaged in a well-being unit. They explored various ways in which they take care of themselves and others. Students inquired into :

- Recognizing and acknowledging the feelings of others helps us strengthen our community
- Healthy communication helps build relationships
- How our daily routines keep us and others healthy

Students explored how to make responsible choices that support social, emotional, and physical well-being (responsibility) and various strategies that support social, emotional, and physical well-being. As a part of the learning experience students made independent decisions about what was helpful and safe for the school community. They worked together with their classmates

to ensure that they are staying clean and helping maintain the cleanliness of the class environment.



Part 1 of Book read during story time. Students had a reflection circle and enjoyed sharing their thoughts about feelings, in particular empathy as a large group.

In our transdisciplinary units of inquiry we explicitly unpack social skills and competencies. We strive for celebrating small moments and sharing them with the families in the student's portfolio.

Example: This photo illustrates a new friendship that these two students made. We encourage and project opportunities for all students to develop positive relationships with their peers.



Personal and social activities take place throughout the school authentically. Personal and social development e.g. self-regulation is encouraged through play, modelling behaviours, language, group games and music and movement. Students are provided explicit opportunities to practise and develop these skills, including (dramatic) play and games.



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Kommunikation og sprog (Communication and language)

"Børns kommunikation og sprog tilegnes og udvikles i nære relationer med barnets forældre, i fællesskaber med andre børn og sammen med det pædagogiske personale.

Det centrale for børns sprogtilegnelse er, at læringsmiljøet understøtter børns kommunikative og sproglige interaktioner med det pædagogiske personale. Det er ligeledes centralt, at det pædagogiske personale er bevidst om, at de fungerer som sproglige rollemodeller for børnene, og at børnene guides til at indgå i fællesskaber med andre børn."

Den styrkede pædagogiske læreplan, Rammer og indhold, s. 40-41

"Children's communication and language are acquired and developed in close relationships with the child's parents, in communities with other children and together with the educational staff.

The key to children's language acquisition is that the learning environment supports children's communicative and linguistic interactions with the teaching staff. It is also central that the pedagogical staff are aware that they act as language role models for the children and that the children are guided to enter into communities with other children."

The enhanced pedagogical curriculum, Framework and Content, pp. 40-41



Pædagogiske mål for læreplanstemaet:

1. Det pædagogiske læringsmiljø skal understøtte, at alle børn udvikler sprog, der bidrager til, at børnene kan forstå sig selv, hinanden og deres omverden.
2. Det pædagogiske læringsmiljø skal understøtte, at alle børn opnår erfaringer med at kommunikere og sprogliggøre tanker, behov og ideer, som børnene kan anvende i sociale fællesskaber.

Pedagogical objectives of the curriculum theme:

1. The pedagogical learning environment must support all children developing languages that help children understand themselves, each other and their surroundings.
2. The pedagogical learning environment must support that all children gain experience in communicating and language-making thoughts, needs and ideas that children can use in social communities.

Hvordan understøtter vores pædagogiske læringsmiljø børnenes kommunikation og sprog?

Herunder, hvordan vores pædagogiske læringsmiljø:

How does our pedagogical learning environment support children's communication and language?

Below, how our pedagogical learning environment:

- Understøtter de to pædagogiske mål for temaet Kommunikation og sprog / Supports the two pedagogical goals for the Communication and Language theme
- Tager udgangspunkt i det fælles pædagogiske grundlag / Based on the common pedagogical basis
- Ses i samspil med de øvrige læreplanstemaer / Seen in interaction with the other curriculum themes

1. Supports the two pedagogical goals for the Communication and Language theme
 - a. The pedagogical learning environment must support all children developing languages that help children understand themselves, each other and their surroundings.
 - b. The pedagogical learning environment must support that all children gain experience in communicating and language-making thoughts, needs and ideas that children can use in social communities.

Language development is supported by all staff members at the school - Teachers, Teaching Assistants, Afterschool Teachers, Learning Service Support Staff, Principals, Coordinators etc.

- 1-on-1 and group communication – asking/inviting a conversation, sharing how we express ourselves, verbal/body language,
- Sanger, enjoying stories
 - Morning class meetings
 - Signs and gestures and encouraging language for toilet etc
 - Family language encouraged at home
 - Language Scope and Sequence – clear goals for language development, embedded in units. Developmental – phases
 - Referrals to speech therapist, Kommune and private

For children with Danish, or another language other than English, as their home language they are supported to continue developing their language skill through songs, presentations, teaching their peers and teachers new words. Children are also encouraged to share and celebrate their different cultural backgrounds through different events throughout the year.

Afterschool (SFO) lessons in Danish and other home languages are also scheduled through the school.

Revision of school's language policy. Language coordinator supports.

Integration:

- International Mindedness – open-minded, focus on Danish values and traditions (birthday tradition, Feriesang, Fastelavn, Santa Lucia), other traditions are celebrated if a family wishes (e.g. Romanian Choir)
- PTA community – events, meetings, catch ups, coffee morning
- Not so many events due to COVID.
- Facebook page – Danish community events
- Over 80 nationalities in families and staff
- International Mindedness definition and focus, included in Admission Policy

Tema	Sprog
Theme	Communication/Language
Pre-K3 Unit	All units have a language development component Learner Profile – Communicator, Reflective Language policy

Pre-K4 Unit	All units have a language development component Learner Profile – Communicator, Reflective, Language policy
IB Learner Profile and Attitudes	Communicator, Knowledgeable

Example: Developing Language-Transferring Thinking skills from home-language to English. Students read and discussed wordless books with their parents and the same books were read in-class, so they can develop their english language skills.



Example: During our Morning Meeting we read the Message. It includes a greeting in our mother tongue. We are excited to learn about each other's home language.



Example: Inquiring into phonics Students were given pictures with familiar objects and had to sort them out based on the initial sound.



Krop, sanser og bevægelse (Body, senses and movement)

"Børn er i verden gennem kroppen, og når de støttes i at bruge, udfordre, eksperimentere, mærke og passe på kroppen – gennem ro og bevægelse – lægges grundlaget for fysisk og psykisk trivsel.

Kroppen er et stort og sammensat sansesystem, som udgør fundamentet for erfaring, viden, følelsesmæssige og sociale processer, ligesom al kommunikation og relationsdannelse udgår fra kroppen".

Den styrkede pædagogiske læreplan, Rammer og indhold, s. 42-43

"Children are in the world through the body, and when supported in using, challenging, experimenting, noticing and looking after the body – through calm and movement – the foundation for physical and mental well-being is laid.

The body is a large and complex sensory system, which forms the foundation of experience, knowledge, emotional and social processes, just as all communication and relationship formation emanates from the body."

The strengthened pedagogical curriculum, Framework and Content, pp. 42-43



Pædagogiske mål for læreplanstemaet:

1. Det pædagogiske læringsmiljø skal understøtte, at alle børn udforsker og eksperimenterer med mange forskellige måder at bruge kroppen på.
2. Det pædagogiske læringsmiljø skal understøtte, at alle børn oplever krops- og bevægelsesglæde både i ro og i aktivitet, så børnene bliver fortrolige med deres krop, herunder kropslige fornemmelser, kroppens funktioner, sanser og forskellige former for bevægelse.

Pedagogical objectives of the curriculum theme:

1. The pedagogical learning environment must support all children exploring and experimenting with many different ways of using the body.
2. The pedagogical learning environment must support that all children experience body and movement pleasure both in peace and in activity, so that the children become familiar with their body, including bodily sensations, body functions, senses and various forms of movement.

Hvordan understøtter vores pædagogiske læringsmiljø udviklingen af børnenes krop, sanser og bevægelse?

Herunder, hvordan vores pædagogiske læringsmiljø:

- Understøtter de to pædagogiske mål for temaet Krop, sanser og bevægelse

- Tager udgangspunkt i det fælles pædagogiske grundlag
- Ses i samspil med de øvrige læreplanstemaer.

How does our pedagogical learning environment support the development of children's bodies, senses and movement?

Below, how our pedagogical learning environment:

- Supports the two pedagogical goals for the theme Body, Senses and Movement
- Based on the common pedagogical basis
- Seen in interaction with the other curriculum themes.

How does our pedagogical learning environment support the development of children's bodies, senses and movement?

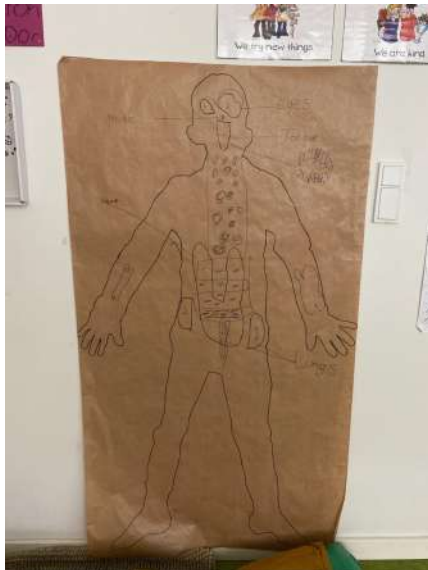
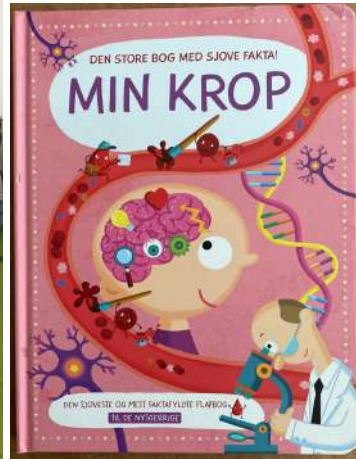
Below, how our pedagogical learning environment:

- Supports the two pedagogical goals for the theme Body, Senses and Movement
 - o The pedagogical learning environment must support that all children explore and experiment with many different ways of using the body.
 - o The pedagogical learning environment must support that all children experience body and movement joy both at rest and in activity, so that the children become familiar with their body, including bodily sensations, body functions, senses and various forms of movement.
- Based on the common pedagogical basis
- Seen in interaction with the other curriculum themes.

Tema	Krop og bevægelse
Theme	Body and movement
Pre-K3 Unit	Weekly Physical Health (PSPE) lessons (connected to units) Daily outside play Forest walks Morning Circle/Morning Meeting (songs with movements, yoga, dance)
Pre-K4 Unit	Weekly Physical Health (PSPE) lessons (connected to units) Daily outside play Forest walks Morning Circle/Morning Meeting (songs with movements, yoga, dance)
IB Learner Profile and Attitudes	Balanced, Risk-taker, Integrity

Body

Who we are Unit of Inquiry - Pre-K4



Going further with our wonderings, ideas and connections to who we are and how our bodies work!
Such great discussions occur every time we talk about our bodies.

Today's Morning Meeting discussion about our bodies
24-02-2021
Gurnoor: Our hearts beat all the time when we run and jump. We breathe with our lungs.
Alex: We have two lungs.
Umnia: We have a tongue to eat ice-cream, so when we lick it we head don't hurt (brain freeze).
Alex: We can taste with the tongue. We can taste a thing that is sour.
Ms. Andrea: We recognize different tastes with our tongue.
Yve: Eyes are to look.
Umnia: Eyes help us walking. Sunglasses also help. When we don't see we can hold a dog to help up cross the street.
Kyrie: We can see people and numbers and pictures and art.

About a week ago the class started to compare their height and see who was taller than who.

Today we asked the question,

How can we see how tall we are?

What instrument do we use to measure our height?

What is a measuring tape?

What do the numbers represent?

What else can we use to measure ourselves?

Here are some of the results 😊



Senses - vestibular sense (movement and balance) and proprioceptive sense (muscles and joints), smell, sight, taste, touch and hearing

Examples:

Anca's quiet space, nature corner

Laura - P.E.

Motion

Outside play, forest, sensory room

Natur, udeliv og science (Nature, outdoor life and science)

"Naturoplevelser i barndommen har både en følelsesmæssig, en kropslig, en social og en kognitiv dimension.

Naturen er et rum, hvor børn kan eksperimentere og gøre sig de første erfaringer med naturvidenskabelige tænke- og analysemåder. Men naturen er også grundlag for arbejdet med bæredygtighed og spillet mellem menneske, samfund og natur."

Den styrkede pædagogiske læreplan, Rammer og indhold, s. 44-45

"Nature experiences in childhood have both an emotional, a bodily, a social and a cognitive dimension.

Nature is a space where children can experiment and gain the first experiences with scientific thinking and analysis methods. But nature is also the basis for working with sustainability and the interaction between man, society and nature."

The Enhanced Pedagogical Curriculum, Framework and Content, pp. 44-45



Pædagogiske mål for læreplanstemaet:

1. Det pædagogiske læringsmiljø skal understøtte, at alle børn får konkrete erfaringer med naturen, som udvikler deres nysgerrighed og lyst til at udforske naturen, som giver børnene mulighed for at opleve menneskets forbundethed med naturen, og som giver børnene en begyndende forståelse for betydningen af en bæredygtig udvikling.
2. Det pædagogiske læringsmiljø skal understøtte, at alle børn aktivt observerer og undersøger naturfænomener i deres omverden, så børnene får erfaringer med at genkende og udtrykke sig om årsag, virkning og sammenhænge, herunder en begyndende matematisk opmærksomhed.

Pedagogical objectives of the curriculum theme:

1. The pedagogical learning environment must support that all children gain concrete experiences with nature, which develop their curiosity and desire to explore nature, which allows children to experience the connection of man with nature, and which gives children an beginning understanding of the importance of sustainable development.
2. The pedagogical learning environment must support all children actively observing and investigating natural phenomena in their surroundings, so that children gain experience of recognizing and expressing themselves about cause, effect and contexts, including an emerging mathematical attention.

Hvordan understøtter vores pædagogiske læringsmiljø, at børnene gør sig erfaringer med natur, udeliv og science?

Herunder, hvordan vores pædagogiske læringsmiljø:

- Understøtter de to pædagogiske mål for temaet Natur, udeliv og science
- Tager udgangspunkt i det fælles pædagogiske grundlag
- Ses i samspil med de øvrige læreplanstemaer.

How does our pedagogical learning environment support children's experiences with nature, outdoor life and science?

Below, how our pedagogical learning environment:

- Supports the two pedagogical goals for the theme of Nature, Outdoor Life and Science
- Based on the common pedagogical basis
- Seen in interaction with the other curriculum themes.

How does our pedagogical learning environment support children's experiences with nature, outdoor life and science?

Below, how our pedagogical learning environment:

- Supports the two pedagogical goals for the theme of Nature, Outdoor Life and Science
 - The pedagogical learning environment must support that all children gain concrete experiences with nature, which develop their curiosity and desire to explore nature, which give children the opportunity to experience man's connection with nature, and which give children an incipient understanding of the importance of a sustainable development.
 - The pedagogical learning environment must support that all children actively observe and investigate natural phenomena in their surroundings, so that the children gain experience in recognizing and expressing themselves about cause, effect and contexts, including an incipient mathematical attention.

Theme	Nature and natural phenomena
Pre-K3 Unit	How the world works: Shadow and light define our day and the world around us. Lines of inquiry: How light makes shadows. Why shadows & light happen. How light helps us in our daily life Includes: Forest walks throughout the year
Pre-K4 Unit	How we organise ourselves: Patterns help us understand our daily routines and stories

	Lines of inquiry: How daily routines help us understand our lives. Observing patterns in our surroundings. Using patterns and sequences to tell stories (Observing patterns in nature and our surroundings)
IB Learner Profile and Attitudes	Curiosity, Inquirer, Thinker

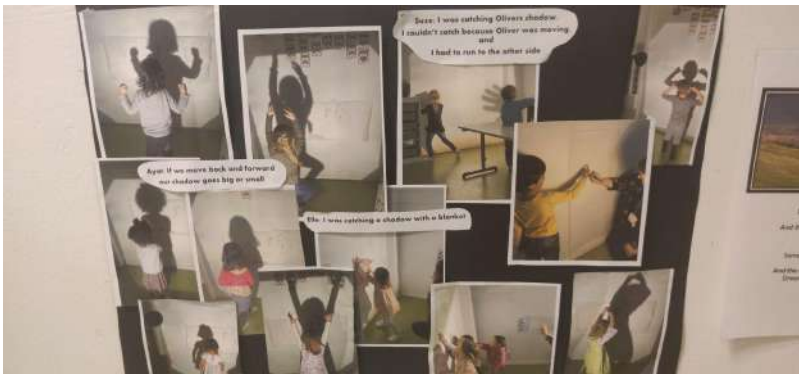
Example1 : students take forest walks and explore how living things look after themselves:



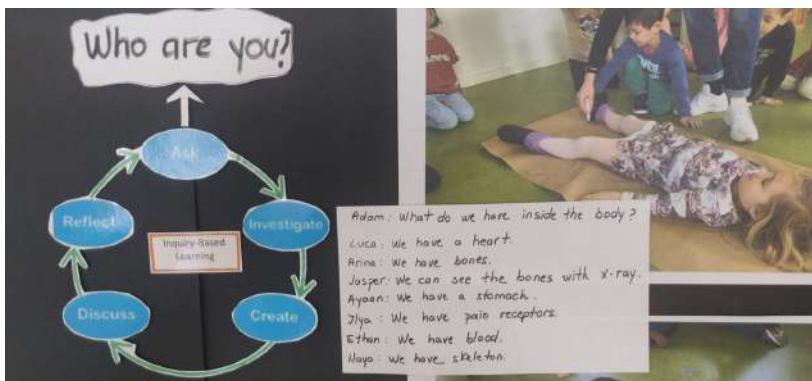
Example2 : students explore natural materials in the classroom (sticks, stones, etc)



Example: Students explore the concept of light and dark:



Example: students explore their identity, including identifying parts of the body



Kultur, æstetik og fællesskab (Culture, aesthetics and community)

"Kultur er en kunstnerisk, skabende kraft, der aktiverer børns sanser og følelser, ligesom det er kulturelle værdier, som børn tilegner sig i hverdagslivet.

Gennem læringsmiljøer med fokus på kultur kan børn møde nye sider af sig selv, få mulighed for at udtrykke sig på mange forskellige måder og forstå deres omverden."

Den styrkede pædagogiske læreplan, Rammer og indhold, s. 46-47

"Culture is an artistic, creative force that activates children's senses and feelings, just as it is cultural values that children acquire in everyday life.

Through learning environments focused on culture, children can meet new sides of themselves, have the opportunity to express themselves in many different ways and understand their surroundings."

The Enhanced Pedagogical Curriculum, Frameworks and Content, pp. 46-47



Pædagogiske mål for læreplanstemaet:

1. Det pædagogiske læringsmiljø skal understøtte, at alle børn indgår i ligeværdige og forskellige former for fællesskaber, hvor de oplever egne og andres kulturelle baggrunde, normer, traditioner og værdier.
2. Det pædagogiske læringsmiljø skal understøtte, at alle børn får mange forskellige kulturelle oplevelser, både som tilskuere og aktive deltagere, som stimulerer børnenes engagement, fantasi, kreativitet og nysgerrighed, og at børnene får erfaringer med at anvende forskellige materialer, redskaber og medier.

Pedagogical objectives of the curriculum theme:

1. The pedagogical learning environment must support that all children are part of equal and different kinds of communities, where they experience their own and others' cultural backgrounds, norms, traditions and values.
2. The pedagogical learning environment must support that all children have many different cultural experiences, both as spectators and active participants, which stimulate children's commitment, imagination, creativity and curiosity, and that children gain experience of using different materials, tools and media.

Hvordan understøtter vores pædagogiske læringsmiljø, at børnene gør sig erfaringer med kultur, æstetik og fællesskab?

Herunder, hvordan vores pædagogiske læringsmiljø:

- Understøtter de to pædagogiske mål for temaet Kultur, æstetik og fællesskab
- Tager udgangspunkt i det fælles pædagogiske grundlag
- Ses i samspil med de øvrige læreplanstemaer.

How does our pedagogical learning environment support children's experiences with culture, aesthetics and community?

Below, how our pedagogical learning environment:

- Supports the two pedagogical goals for the theme of Culture, Aesthetics and Community
- Based on the common pedagogical basis
- Seen in interaction with the other curriculum themes.

How does our pedagogical learning environment support children's experiences with culture, aesthetics and community?

Below, how our pedagogical learning environment:

- Supports the two pedagogical goals for the theme of Culture, Aesthetics and Community
 - The pedagogical learning environment must support that all children are part of equal and different forms of communities, where they experience their own and others' cultural backgrounds, norms, traditions and values.
 - The pedagogical learning environment must support that all children have many different cultural experiences, both as spectators and active participants, which stimulates the children's commitment, imagination, creativity and curiosity, and that the children gain experience in using different materials, tools and media.
- Based on the common pedagogical basis
- Seen in interaction with the other curriculum themes.

Theme	Cultural expressions and values
Pre-K3 Unit	<p>Where we are in place and time: Where I am from and the journeys I take help me discover and understand the world we live in.</p> <p>Lines of inquiry: Where I am from. Where I live. Explorations of our journeys.</p> <p>Includes: Celebrations of cultural differences and events throughout the year</p>

Pre-K4 Unit	<p>Who we are: Celebrating our similarities and differences</p> <p>Lines of inquiry: How we are different and the same. Including our similarities and differences in our everyday play. Celebrating and sharing our differences</p> <p>Includes: Celebrations of cultural differences and events throughout the year</p>
IB Learner Profile and Attitudes	Empathy, Appreciation, Tolerance, Open Minded

In our unit Pre-K3: The journeys I take help me discover and understand the world we live in.

Here are some examples of learning experiences in this unit that relate to culture and community:

- reflect on a journey he or she has taken and what was learned from it - Social Studies: strand: continuity and change through time
- represent some of the journeys he or she has made (for example, through drawing or role play)
- determine types of questions that are useful in planning and making a journey

Example: Where we are in place and time - we've started off our third unit by talking about what a map is and where we are from. The teachers shared where they are from and a bit about their country.



In our unit Pre-K3: Play lets us develop friendships, inquire and enjoy our creativity, we have these learning and play experiences:

An example of culture and community - **Language** - key concept(s): Connection and perspective: Building relationships through language development and understanding that others may speak an unfamiliar language, but we can still play together.

In our Unit 'We celebrate our similarities and differences' in Pre-K4, we have these learning and play experiences:

- Example of culture and community: **Language**: Incorporating family language into daily routines and events (ex. Thanksgiving **Maths**: key concept: **connection** - comparing & contrasting number of letters in the student's names, family members, ages, birthdays; one-to-one correspondence

- Example of cultural impression and expression : A **Music learning experience in Pre-K4**: *Children respond to music with a personal response, indicating whether they like or dislike an extract of music and trying to explain why. Children at this age may not be able to articulate exactly how they feel about a piece of music, so they can use their bodies as a help with this (such as if they like the music they can move, dance to it and if they don't like it, they can find their spot on the carpet and sit down). During this unit, students will learn that different people like different types of music and ways of moving their bodies as well as that the same piece of music can mean many different things to different people.*

Evalueringskultur (Evaluation culture)



"Lederen af dagtilbuddet er ansvarlig for at etablere en evalueringskultur i dagtilbuddet, som skal udvikle og kvalificere det pædagogiske læringsmiljø.

Lederen er ansvarlig for, at arbejdet med den pædagogiske læreplan evalueres mindst hvert andet år med henblik på at udvikle arbejdet. Evalueringen skal tage udgangspunkt i de pædagogiske mål og herunder en vurdering af sammenhængen mellem det pædagogiske læringsmiljø i dagtilbuddet og børnenes trivsel, læring, udvikling og dannelse.

Evalueringen skal offentliggøres.

Lederen af dagtilbuddet er ansvarlig for at sikre en løbende pædagogisk dokumentation af sammenhængen mellem det pædagogiske læringsmiljø og børnenes trivsel, læring, udvikling og dannelse. Den pædagogiske dokumentation skal indgå i evalueringen."

Den styrkede pædagogiske læreplan, Rammer og indhold, s. 50-51

"The head of the day care is responsible for establishing an evaluation culture in the day care center, which will develop and qualify the pedagogical learning environment.

The manager is responsible for evaluating the work on the pedagogical curriculum at least every two years in order to develop the work. The evaluation must be based on the pedagogical objectives, including an assessment of the relationship between the pedagogical learning environment in the day care and the children's well-being, learning, development and education.

The evaluation shall be made public.

The manager of the day care is responsible for ensuring continuous pedagogical documentation of the connection between the pedagogical learning environment and the children's well-being, learning, development and education. The pedagogical documentation shall be included in the evaluation."

The enhanced pedagogical curriculum, Framework and Content, pp. 50-51

Det er ikke et lovkrav at beskrive dagtilbuddets dokumentations- og evalueringspraksis i den pædagogiske læreplan, men det kan være en fordel i udarbejdelsen af læreplanen at forholde sig til den løbende opfølgning og evaluering af indholdet i læreplanen.

It is not a legal requirement to describe the documentation and evaluation practices of the day care center in the pedagogical curriculum, but it may be advantageous in the preparation of the curriculum to relate to the ongoing follow-up and evaluation of the content of the curriculum.

Hvordan skaber vi en evalueringskultur, som udvikler og kvalificerer vores pædagogiske læringsmiljø?

Det vil sige, hvordan dokumenterer og evaluerer vi løbende vores pædagogiske arbejde, herunder sammenhængen mellem det pædagogiske læringsmiljø og de tolv pædagogiske mål?

Her kan I kort beskrive jeres arbejde med at etablere en evalueringskultur som en del af det daglige pædagogiske arbejde. I kan fx beskrive, hvordan I arbejder systematisk med evaluering, om I arbejder med særlige metoder, om I arbejder eksperimenterende eller undersøgende med et særligt fokus, samt hvordan, hvor ofte og i hvilke fora I drøfter og reflekterer over jeres pædagogiske praksis

How do we create an evaluation culture that develops and qualifies our pedagogical learning environment?

That is, how do we continuously document and evaluate our pedagogical work, including the link between the pedagogical learning environment and the twelve pedagogical goals?

Here you can briefly describe your work in establishing an evaluation culture as part of the daily pedagogical work. For example, you can describe how you work systematically with evaluation, whether you work with special methods, whether you work experimentally or investigatively with a special focus, and how, how often and in which forums you discuss and reflect on your pedagogical practice, etc.

How do we continuously document and evaluate our pedagogical work, including the link between the pedagogical learning environment and the twelve pedagogical goals?

- We have started the process of developing the Early Years team and programme collaboratively including all relevant teachers in Pre-K and Kindergarten. Bi-weekly EY meetings have been established consistently. Co-creation through both student and teachers collaboration e.g. developing the Learning Stories format, units of inquiry through play has been implemented successfully in the EY team.
- As the PYP team we have agreed to adapt some of the PYP Scope and Sequence documents when relevant by unpacking some of the learning outcomes by adding more details and creating new sub learning outcomes that reflect our school context, culture and student body.
- Teachers have explored the planning process and exercised writing unit planners to meet our goal of ensuring that everyone understands how to evidence and document learning and develop learning engagements with authentic student initiated action opportunities.
- In the Early Years we have inquired into the play-based teaching & learning in more depth and started implementing new practices such as planning for provocations, uninterrupted time for play, involving students in the design and construction of play area and offering appropriate scaffolded learning experiences for individual students and small groups.

Hvordan evaluerer vi arbejdet med den pædagogiske læreplan, som skal foretages mindst hvert andet år?

Her kan I fx kort beskrive, hvordan evaluering af læreplanen kan ses i forhold til jeres evalueringskultur

How do we evaluate the work on the pedagogical curriculum, which must be carried out at least every two years?

How do we evaluate the work on the pedagogical curriculum, which must be carried out at least every two years?

For this report (submitted June 2021), we took the following process:

- Read the Styrkede Lærerplan as a leadership team (Principal, Early Years Leader, IB PYP Coordinator) and reflected on our understanding of it
- Reviewed our reports and conversations from previous Børnhave tilsyn, and reflected on the quality of the information
- Looked at our curriculum and described where the sex lærerplanstema / six learning themes were delivered, and added to this Lærerplan
- Looked at our school policies and documentation and found the connections with the centrale elementer / key foundations, and added to this Lærerplan
- Looked for examples throughout the classes and throughout the year and added examples, descriptions and images to this Lærerplan
- We added reflections where we think we need to understand, discuss and explore the concepts from the Styrkede lærerplan further.

For the next review, we plan to make these changes:


- Make sure we explore and gather evidence on an ongoing process throughout the two years (start August 2021)
- Investigate taking a training course in the Styrkede lærerplan to understand it in more depth (in 2021 school year)
- Explore and understand the Styrkede lærerplan with teachers through the year and gather evidence and reflect as an ongoing process, within the monthly team meetings, focussing on one theme or element at a time. (through 2021 and 2022 school year)
- Added the language and philosophy (including democracy, child's perspective/børnesyn, more explicitly to our curriculum on an ongoing basis.

Her kan I finde yderligere inspiration til arbejdet med den pædagogiske læreplan (Here you can find further inspiration for the work on the pedagogical curriculum)

Til at understøtte og inspirere jeres videre arbejde med den styrkede pædagogiske læreplan er der udviklet en række øvrige materialer. Alle inspirationsmaterialer – nuværende og kommende – kan findes på www.emu.dk/dagtilbud

To support and inspire your further work with the strengthened pedagogical curriculum, a number of other materials have been developed. All inspirational materials – current and future – can be found at www.emu.dk/dagtilbud

		
Redskab til selvevaluering er en ramme til systematisk at analysere jeres praksis inden for centrale områder i den styrkede pædagogiske læreplan.	Redskab til forankringsproces indeholder fem tilgange til, hvordan I kan arbejde med forandring og forankring af et stærkt pædagogisk læringsmiljø.	Film introducerer indholdet i og illustrerer hovedpointer fra publikationen <i>Den styrkede pædagogiske læreplan</i> .
		

<p>Forskellige tematiske materialer dykker ned i viden om et tema og giver inspiration til dialog og handling. Her er bl.a. materialer om evaluerende pædagogisk praksis, som understøtter en systematisk tilgang til det at evaluere.</p> <p>Der offentliggøres løbende nye temaer.</p> <p>Alle materialer kan findes på www.emu.dk/dagtilbud</p> <p>  BØRNE- OG UNDERVISNINGSMINISTERIET </p>	<p>Pædagogisk læreplan</p> <p>© 2019 Danmarks Evalueringsinstitut og Børne- og Socialministeriet</p> <p>Citat med kildeangivelse er tilladt</p> <p>Design: BGRAPHIC</p>
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