



OSLO  
INTERNATIONAL  
SCHOOL

## **Pre-School Guide 2023 - 24**

*Information about Pre-school: Age 3-5*

**We open the doors and show the ways that allow children to learn and grow.**

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Dear parents,

Welcome to The International Kindergarten.  
We are the Growing Garden Pre-School at Oslo International School.

Our Pre-School has 2 classrooms: The Bee Room and the Flower Room. Each classroom can take up to 14 children. We have a dedicated staff with extensive experience in early years education. The teachers are continuously looking to improve on their own learning and skills; therefore, we have a wide variety of knowledge and expertise in the Pre-School. This leads to a fun, exciting and educational learning journey for your child.

We hope that your child's experience in Pre-School will be safe, enjoyable, educational, inquiring, messy, loving, and full of friendships.

This Yearly Plan aims to provide information regarding the academic and social goals of The International Kindergarten. The Yearly Plan is a document in constant change and is a working document for staff and offers parents the opportunity to share ideas and to take part in the activities.

Kind regards,

Lena Hammerø  
Pre-School Leader

## OIS VISION, MISSION, VALUES AND GUIDING PRINCIPLES

**Vision:** *To be the international community where our students develop their unique potential and become inspired global citizens.*

**Mission:** *Provide a broad, stimulating, and balanced high quality international education anchored in a diverse, dynamic, and supportive school community and environment.*

**Values:** *We respect, we care, we collaborate, we innovate*

### **Guiding Principles:**

*Our students will be:*

#### **Immersed in an international learning programme that:**

- *is delivered in English through international curriculums*
- *is benchmarked academically against international standards*
- *promotes a culture of open-mindedness, and respects diversity*
- *enhances knowledge of global themes, issues, and perspectives*
- *takes an interest in the host country and various national and international cultures and traditions.*

#### **Stimulated by a quality education that has as its guiding features:**

- *challenging and coherent programmes of study that incorporate innovative methodologies*
- *approaches to learning and teaching that help students achieve high academic standards*
- *focus on ambitious learning outcomes that are student-centred and skills-based*
- *the development of attributes such as creativity, critical-thinking, curiosity, and service-mindedness in young people that will enable them to understand and manage the complexities of the world and help them to become responsible and engaged global citizens.*

#### **Nurtured by caring, highly qualified educators and staff who:**

- *promote and support their well-being and their unique potential*
- *emphasise growth and excellence in all aspects of learning*
- *foster a passion for learning by making it relevant, rigorous, and real*
- *model respect and promote awareness and acceptance of personal and cultural differences*
- *implement approaches to teaching and learning that encourage and help students to become independent, life-long learners*
- *include students in a stimulating and caring learning environment.*

#### **Supported by the OIS community that:**

- *shares core values*
- *adheres to the policies and procedures developed in the school*
- *actively participates in the promotion of student well-being and learning and aspires to the same vision and goals set out in the school's guiding statements.*

## The National Framework (Rammeplan)

The International Kindergarten is a part of Oslo International School and as such, incorporates the school's Mission, Vision, Core Values and Core Learner Outcomes into its academic and social programme.

The International kindergarten is required to submit a yearly plan to the local authorities (Bærum Kommune). We follow the law 'Lov om Barnehager' (The Norwegian Pre-School Law), 'Rammeplan' (National Framework for kindergartens) in addition to local regulations.

The National Framework states:

*The Pre-School shall, in partnership and understanding with the home, safeguard children's need for care and play and promote learning and cultural upbringing as a basis for the development of the whole child.*

*The Pre-School shall lay a foundation in Christian and humanistic heritage and tradition, such as respect for people and the environment, intellectual freedom, neighbourly love, forgiveness, equality and solidarity; values that are reflected and expressed in different religions and spiritual views on life and which are representative of human rights.*

*Children shall develop creativity, wonder and a sense of enquiry. They will learn to take care of themselves, each other and the environment. Children shall develop fundamental knowledge and skills. They shall have the right to participate in and contribute to their own learning, according to their age and ability.*

*Pre-School children will be met with trust and respect and an acknowledgement of the intrinsic value of childhood. The Pre-School shall contribute to a happy environment, where children develop pleasure in play and learning. We shall provide a challenging and safe place for developing a community spirit and friendship. The Pre-School shall promote democracy and equality and counteract any form of discrimination.*

We aim to implement the National Framework by doing the following and more:

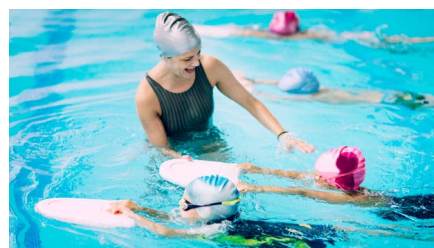
- Class assemblies
- Weekly focus on social skills in circle time through Jigsaw
- Lining up procedures and songs
- Daily reinforcement by praising good behaviour
- Rewards - sticker charts, certificates, etc.
- Use of the local environment to develop awareness of safety, good listening, taking care of our surroundings.
- Cultural celebrations. Parent involvement in class is highlighted.
- Learning about different cultures through exploring and reading stories.

## A typical week in the Pre-School

We are in school Monday to Friday from 08:20 to 15:05. Each day might vary a bit, but we usually follow some form of the same routine. The children come in and have a bit of play time or carpet time. Then they might do a lesson, this can be topic related, literacy – fun with letters, numeracy – fun with numbers, creative or science related. After this the children will have a snack before playing outside. We go outside for at least an hour every day, come rain or shine. When the children come back inside, they might have lunch or a lesson.

The afternoon is usually used for free play, structured games, yoga or a trip to the library. The children also have specialist lessons throughout the week such as Music, Gym, ICT, and baking. In addition Pre-School 2 also receives 1 lesson a week of Norwegian. We aim is to provide a balanced programme. Activities are provided daily, which stimulate children's development. Play may be adult-lead and related to a specific topic or it can be the children's own choice, teaching them independence.

Every week we have "Turdag", which is a walk around the neighbourhood. We might stop and have our lunch somewhere along the way. Towards the end of the school year we provide swimming classes, these take place at the local Nadderudhallen swimming pool. Children are introduced to the local environment, through exploring the nature surrounding school and visiting the local library, church and shops. Furthermore, we go to Nature School for four weeks in the autumn and ski school for five weeks in winter.



Other excursions related to topics of interest i.e. the farm, beach, skating are planned during the year. Any digital material used is age-appropriate and relevant to units of topic or is of general interest to the children (e.g. counting, alphabet, nursery rhymes). We also provide food science classes on a regular basis. Our school focuses on healthy living and we want to encourage our Pre-School children to try and experiment with different foods.



The Pre-School program aims to help the children cooperate and play happily with each other, to gain confidence and to stimulate an interest in learning. Our objective is to teach the children respectful behaviour and to provide them with a safe and fun environment for learning.

Furthermore, our goal is to work with the children on their emotions and social development. We also focus on physical development, on how to have control over their actions and movements. We prepare the children for an easy transition into Primary, but above all we want to provide a happy and safe place for your child to be.

We believe children should feel happy coming to Pre-School and want to provide them with a great first experience to learning. This is to make sure that they continue to love learning and become excited and inquisitive students. We believe that a child's "work" is their play and aim to create situations where play is meaningful.

As parents and teachers, we will work together to make this first school experience as happy, fun and safe as possible for the children. All children are treated as individuals and "work" at their own pace. We endeavour to promote the development of the "whole child" – putting emphasise on all aspects of the child's development in a secure and caring environment.

## Our Learning

Oslo International School brings together children from all over the world and the Pre-School is a natural extension to the Primary school. Our Pre-School provides a fun, safe and happy place for children in the ages 3 to 5 to have a great learning experience. We aim to give the children a great start to their academic journey and a fun introduction to learning and more formal schooling.

**The Growing Garden Pre-School uses the Stepping Stones curriculum for Maths. To achieve our Communication, Language and Literacy goals and report targets, we use both Heggerty and Jolly Phonics. It is important to emphasise that we do not teach math and literacy as academic subjects. We believe in giving the children an introduction to these topics and aim to prepare them as much as possible for formal learning in year 1. We also follow the International Early Years Curriculum, which is closely linked to the Early Years Foundation Stage and reflects the learning goals in the Norwegian Rammeplan.**

The International Early Years Curriculum is aimed towards children aged three to five. It sets out four areas of learning called The Learning Strands. These are; Independence and Interdependence, Communicating, Enquiring and Healthy living and Physical wellbeing. These strands describe the types of things children of this age should be learning about in order to develop their skills and their attitude towards learning.

### The 4 Learning Strands

#### Strand 1: Independence and interdependence

The strand Independence and interdependence focuses on the children's personal goals and their relationships with other children. It aims to develop the children's ability to do things for themselves and not be dependent on an adult.

Amongst other things the children learn:

- Strategies for solving conflicts in peaceful ways
- Positive and constructive attitudes to competition
- Taking another's point of view

#### Strand 2: Communicating

This strand is primarily about developing communication skills including speaking and listening, reading and writing, early numeracy work and expressive arts.

Some of the things the children learn are:

- Using gesture and expressive body movement for communication
- Understanding non-verbal messages

### Strand 3: Enquiring

Through this strand the children develop skills in inquiry.

Amongst other things children learn about:

- Moving in space and moving to rhythm
- Using a variety of strategies for exploring and making sense of the world
- Setting and solving problems

### Strand 4: Healthy living and Physical wellbeing

Using the statements within this strand children are encouraged to understand how to look after themselves and each other.

Some of the things the children learn are:

- Keeping themselves healthy, through eating healthy food and exercise
- Self-help and self-care
- Making choices

## IEYC Topics

The Pre-School tries to cover four to five units of inquiry within the IEYC topics each year. These topics tend to be the same in both classes, but the activities will differ between Pre-School 1 and Pre-School 2. Each classroom will have a different focus such as literacy, maths, exploration and creative development. One classroom might have the literacy and communication resources, the other will have the maths and science resources. The Pre-School children will move between the two classrooms throughout the week so that they cover each subject area and activity. In the afternoon, the children will have free play and can choose where they want to spend their time. The teachers also sometimes swap classes so that the children get used to working with different teachers.

The IEYC themes vary each year, there will also be mini topics and celebrations that are taught throughout the year.

#### Examples of such topics:

**This is Me!**  
**My Toy Shop**  
**Weather Wonders**  
**Once Upon a Time**  
**The World Around Us**  
**Ocean Treasures**  
**To The Rescue!**  
**Imagine That!**  
**Blast off!**  
**Going Places**

#### Examples of mini topics and celebrations:

**UN Day**  
**Diwali**  
**Christmas**  
**Book Week**  
**Olympics**  
**Eid**  
**17 Mai**

## The Team Professional Learning Goal for 2023-2024

### Implementation of the International Early Years Curriculum – IEYC

Last year we started to familiarise ourselves with the new Early Years IPC curriculum, this year we will implement it in our daily program. The IEYC is a new research-based curriculum recognising global best practice in early childhood education and the developmental needs of 2- to 5-year-olds.

We chose the IEYC because it supports key areas of learning through holistic enquiry and play-based approaches that cover all curriculum areas including personal, social, and emotional development. An IEYC unit of learning focuses on a process of learning rather than relying solely on learning outcomes to drive a child's development. This process of learning captures children's natural curiosity as a starting point and balances child-initiated and teacher-scaffolded provision within an enabling environment. Also, the independent and interdependent learning experiences create a context for personal development and are the foundation of international mindedness.



### A deeper focus on IEYC strand 4 Healthy living & Physical wellbeing

This target was selected because education science provides ample evidence that what children learn before they start school profoundly affects academic success,

relationships and self-image. Studies show that learning social emotional skills early can result in improved behaviour at home, school and in play. We will use our PSHE curriculum "Jigsaw" to help us achieve this goal.

We will focus on many different areas throughout the year, e.g. Dental hygiene, routines at home and school, mindfulness, exercise and people who help us.

However, we have decided on three main areas that will continue through the year;

- Healthy Eating
- Road Safety
- Sustainability/Recycling

## Bærum Kommune

### Areas of priority for Bærum Kommune in the Barnehage:

- Language acquisition and stimulating the language environment in Pre-School
- The importance of play in a child's development
- Anti-Bullying
- Math, Science and Technology
- Exercise, food and health
- Art, Culture and Creativity
- Transitional routines from Kindergarten to School

The International Pre-School is mandated to submit and follow guidelines from the municipality. Some of the main areas that they are focusing on right now are language development and language acquisition. In addition to the importance of play to develop a child's language. The prevention against bullying and the focus on mathematics and science continues to be a focus area. We work continuously on these areas and we have outlined how we work pedagogically with each of these areas.

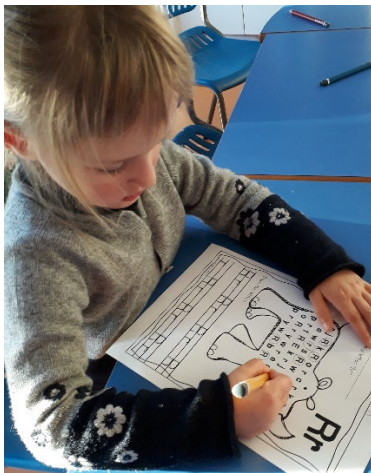


## Language and Communication

Language and communication is one of the most important areas of development for children. Through language and communication, they are able to make friends and become part of the community at OIS and they can become lifelong learners. They will be able to express wants and needs which in turn helps lower frustration and behavioural outbursts. Language and communication is a very important aspect of everyday life and therefore we try and implement it in all that we do during the school day.

Many of our children do not have English as a first language and some might not even know any English before joining our school. It is important for us to make sure the children feel safe and are able to express themselves freely.

We accomplish teaching the children language and communication through; reading stories, singing songs, playing and acting out known stories, acting out everyday situations in our play corner, looking at picture books. We make sure to pair children with little English with native English speakers, to develop their language in a more natural way.



## Play

Play is the most important part of Pre-School. We work systematically to stimulate play interactions all the time. Although our Pre-School has a higher focus on academics than a traditional Norwegian Pre-School we understand the importance of play and always make sure that our students have time to explore and develop their play skills throughout the day.

The children spend at least one hour outside each day and all classes have a turdag (trip) around the local area scheduled into their weekly planning. The children are

monitored outside however they are also given the freedom to express and engage freely in the outside area. The outside playground has several areas to engage in play.

There is a mud kitchen, the play house where the children can draw, a small football pitch, a bike area but also there is an array of places where the children can engage in free activities and let their imagination run free. Previous parents have donated kitchen utensils such as pots, pans, wooden spoons and ladles the children use in their outside play.

The adults engage with the children and guide them in their play as well as being active observers throughout the play time. We use this time to observe the children and their interaction with each other and regularly meet to discuss the psycho social development in the pre-school. During these meetings, we focus on discussing the children who we may have concerns about and discuss ideas and plans of action. This is to ensure that all children are being seen and are given opportunities to play with their peers and to have friends.

Good play skills are also vital to our Anti-Bullying work.



## Anti-Bullying

In accordance with our school values of respect, cooperation, caring and challenge, we have a zero tolerance for bullying behaviour. Our anti-bullying policy also supports the OIS Advantage, which states that our students will be:

- Included in a stimulating and caring learning environment
- Respected for the diverse cultures they represent

We work continuously throughout the year to ensure that all children are being included, however OIS also has an anti-bullying campaign every year. We work on teaching the children respect and care for each other. If a child is being bullied there are direct channels of communication to follow, and a report will be filed with the counsellor or class teacher.

We work closely with parents regarding all areas of development of their children. If a child is being bullied, the first step will be a talk with the children and then seeing if the situation can be resolved. If the conflict continues the counsellor and pre-school leader will intervene and invite the parents in for a meeting with their child. We thrive to always have an open and honest line of communication with our parents.

We aim to develop good social skills by setting good examples and modelling good behaviour. These specific values are emphasised through our social skills curriculum; Hearts Maths which the teachers are being trained in and are using in their classrooms every day. These values are consolidated in daily discussion of class rules, which have been decided upon with input from the children.

Furthermore, stickers and certificates are given to recognise good behaviour. In an international school, it is important to develop children's cultural intelligence. This is done through storytelling, by sharing experiences but also by providing opportunities through play, creative and digital activities and visits to places of interest in the local community. We work towards helping the children have a greater understanding and tolerance of each other's cultural backgrounds.



## Math, Science and Technology

Our Pre-School has always had a more natural focus on maths than a typical Norwegian Barnehage. And we have several lessons a week focusing on teaching the children numbers and having fun with easy maths. We teach maths in an array of ways; it can be as simple and easy as counting rocks and sticks in the playground or doing a worksheet in the classroom. The most important thing to remember is that we aim to make the children curious about maths and want to learn more when they transition in to school.

We are lucky that we have one of our classrooms set up for science and exploration. All the equipment needed to do experiments is readily available to the children. The children have the opportunity to explore changes in materials. The teachers have

experiments ready that are linked to the IPC topics the children are doing. However, the children are more than welcome to come up with ideas for experiments themselves.

The Children in Pre-School visit the ICT lab once a week. Here they have an opportunity to work with stationary laptops. They work on skills like; opening a software program on the computer, opening and playing simple games, typing and drawing. Furthermore, we have purchased several bee-bots and Code-a-pillars the children can play with in the classrooms.



## Policies and Procedures

### Assessments:

Assessments is an important part of monitoring a child's development. Our emphasis is on formative assessment. Children are tested on appropriate skills during the year and the results are documented and shared with parents at Parent/Teacher Conferences and in written reports. Results from assessments also form the basis for discussion amongst staff and are used to update or modify the programme and to guide individual performance.

### Behaviour:

We in The International Pre-School recognize the importance of promoting acceptable behaviour and methods of discipline within the childcare setting. We believe that all children have the right to expect positive approaches to discipline, which foster self-esteem, respect, tolerance and self-control. Behaviours, which inflicts emotional or physical injury or damage to property, are issues taken seriously by adults/staff. Issues such as these should be dealt with immediately and in an appropriate manner. By promoting these beliefs, The International Pre-School will endeavour to ensure the group is safe, fair and considerate to all.

Our goals:

- Be kind to others.
- Use your inside voice in school.
- Be mindful in the corridors as others are working
- Be responsible for your personal items and keep our school tidy.
- Follow your classroom rules.

### Birthdays:

All children are welcome to celebrate their birthday at school. Parents may bring a cake to share with friends and classmates.

If a student wants to hand out invitations for their party at school, the policy is that all children in the class should be invited.

### Class parents:

A class parent is chosen at the beginning of the year to represent each class. The class parent helps with activities, trips and swimming. The class parent might be asked to help organize celebrations and will be in charge of distributing the class contact list.

### Counsellor and Nurse:

A Counsellor and a Nurse is employed by the school to help service the needs of the children and families in the International Pre-School. Any accidents are reported in a written form and parents are contacted if necessary.

We strongly recommend that all parents register their children for the 4-year health control test, which is administered at the Norwegian health stations or with a private doctor.

## **Healthy food:**

At our school, we promote healthy living. Therefore, we do not allow sweets or chocolate to be consumed in our classrooms. Furthermore, we would like to inform you that we are a nut free school.

## **Homework:**

We do not expect the children in the Pre-School to do any homework. However, sometimes there might be a worksheet related to a topic that will need to be completed at home.

## **Pick-Up:**

For your child's safety, we ask you to fill in and return an Authorization for Pick-Up form. Please note that if your child does not take the school bus to and from school, they will only be allowed to be picked up by the people you have given authorization to. You will also need to notify the teacher in writing in advance.

## **SU:**

The SU or Sammarbeids Utvalget consists of an equal number of representatives both employees and parents. The SU is an advisory, collaborative and coordinating organ. Representatives are elected for one year at a time.

## **Support for Learning:**

The Pre-School staff have developed a questionnaire, which parents are asked to complete during admission. This provides us with information of your child's needs and enables us to give them valuable care and support. Should there be a need for early intervention; children may be referred to the school's Support for Learning Department or an external Speech and Language Therapist. Parents are always informed beforehand. As the Pre-School is mandated to follow the Norwegian Pre-School law we are entitled to receive services provide by the Kommune. We may apply for extra resources through the municipality which are given on an individual basis and will help ensure the child is school ready when they graduate from Pre-School.

If a child should need any additional services such as an assistant or early intervention, we can refer them to PPT (Pedagogical Psychological Support).

## **The Importance of Mother Tongue Language**

**A strong foundation in your child's mother tongue is the greatest predictor of academic success in the future:**

- It helps develop proficiency in the additional language(s) your child is learning
- It promotes their cultural and personal identity
- It prevents cultural gaps developing within the family
- It promotes and helps integration into the new school community
- It recognizes your child's previous learning
- It scaffolds and builds bridges to English
- It allows your child to better re-integrate to the national school system upon return to your home country
- It develops mental flexibility
- It makes your child value their cultural background
- It makes understanding concepts in their second language easier
- It solidifies the student's linguistic and cultural identity
- It serves as an academic resource

Much of what is learnt in the mother tongue transfers to the second language such as:

- Word recognition skills
- Vocabulary knowledge for words that are cognates (words which look and mean the same)

