



International School  
of Hellerup



## Pedagogical Curriculum for the Early Years at ISH (Pædagogisk læreplan)

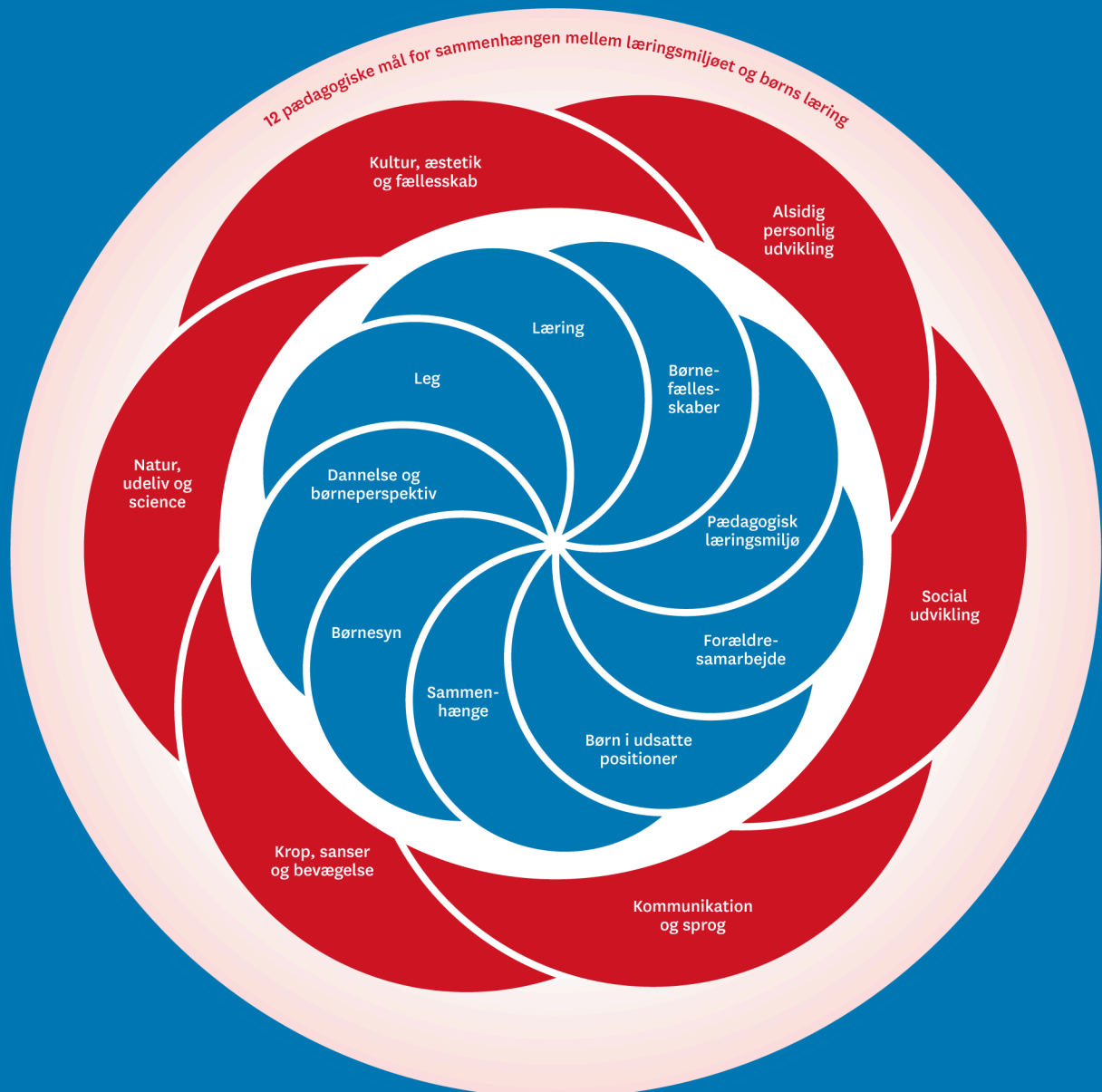
January 2024



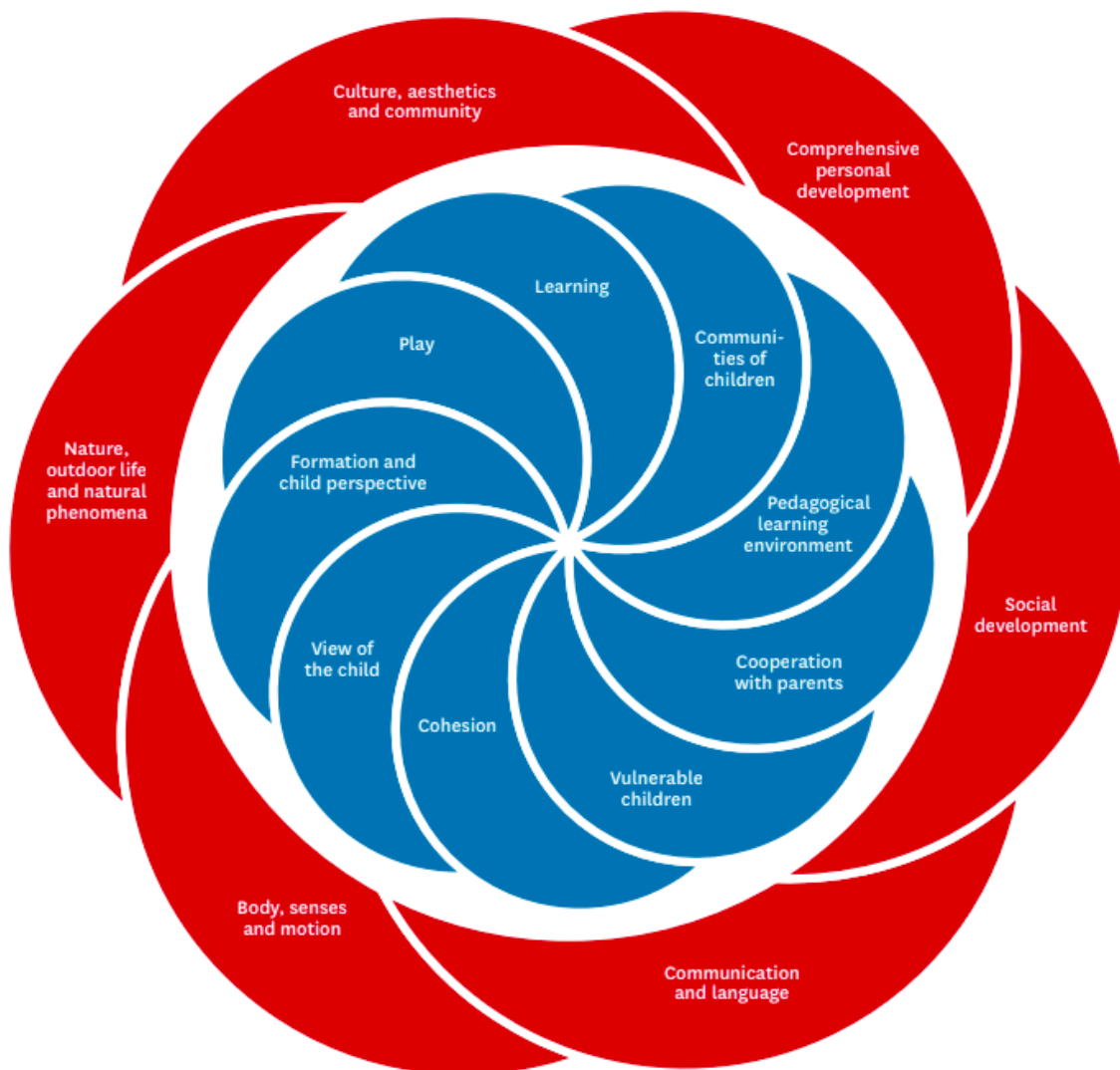
The pedagogical curriculum provides the framework and common direction for our pedagogical work with the children's well-being, learning, development and education. The curriculum is a living document that briefly describes our pedagogical reflections and reflections with examples that guide daily pedagogical work.

# The Strengthened Pedagogical Curriculum

The common pedagogical foundation and six curriculum themes



12 educational goals for the connection between the learning environment and children's learning



Evaluation Culture

## Who are we?

(Hvem er vi?)

The International School of Hellerup (ISH) is a not-for-profit private educational establishment in Hellerup, Denmark. Recognized by and subject to Danish law, ISH receives a subsidy from the Danish State, ensuring compliance with national standards and fostering transparency in collaboration with Danish educational authorities. ISH is managed by a Board of Governors, including at least two parent representatives. Supporting the Board, we have an Early Years Parent Board to support the school's leadership from an Early Years parent perspective.

With over 80 nationalities represented in families and staff, ISH values and celebrates the diversity that each member brings to the school community and is committed to providing high-quality education that aligns with international and Danish educational principles.

Situated in Hellerup, near Copenhagen's center and easily accessible by bus and train, ISH prioritizes creating a nurturing, inclusive, and culturally diverse environment. Our primary aim is to identify and appreciate each child's unique potential, following the Danish early childhood education principles of play-based learning and fostering independence.

The Early Years Programme at ISH welcomes children aged 3-6 and is an integral component of the Primary Years Programme (PYP) and the International Baccalaureate (IB) continuum. The program encompasses Pre-Kindergarten (Pre-K3, aged 3-4 and Pre-K4, aged 4-5) and Kindergarten (aged 5-6) classes, structured to align with IB and Danish standards. The curriculum emphasizes holistic development and focuses on physical, social, emotional, and cognitive aspects.

Learning at ISH embraces the collaborative construction of meaning, fostering a lifelong love for learning. Our educational philosophy aligns with Denmark's commitment to creating open and democratic learning spaces where children and educators engage in learning together. The curriculum is thoughtfully planned and implemented, integrating the IB framework with local requirements, acknowledging children's diversity, and ensuring a whole-child approach.

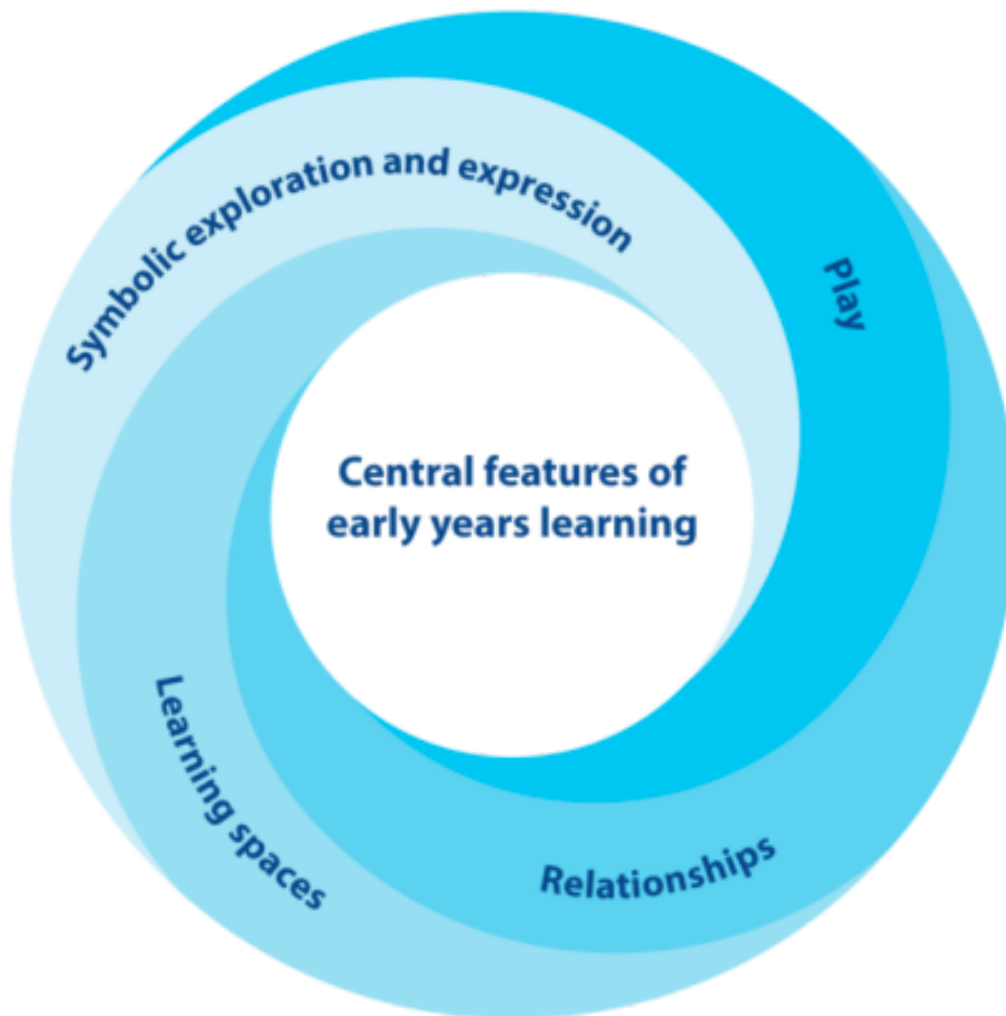
Approaches to teaching at ISH align with Danish pedagogical principles, creating meaningful learning experiences. Our educators focus on inquiry, action, and reflection, promoting conceptual understanding and utilizing local and global contexts. In line with Danish values, educators foster meaningful relationships and purposeful collaboration, remove barriers to learning, and enable every child to develop and achieve their personal learning goals.

The learning and teaching processes are crafted to support children's individual and emergent development pathways. Educators support learning by:

- planning uninterrupted time for play
- building strong relationships with students and their families
- creating and maintaining responsive spaces for play
- offering many opportunities for symbolic exploration and expression.

Each element is mutually supportive and interwoven with the others in both theory and practice.

### *Central features of learning in the early years*



At ISH, our assessment approach ensures a dynamic interplay between learning, teaching, and assessment. We are committed to utilizing feedback, employing varied observation and assessment methods, and promoting a well-rounded educational framework that meets international and local standards. Assessing early learners requires educators to observe how children engage with the learning environment and how children monitor and adjust their behaviour, especially at play, in order to:

- build a clear picture of each child and their interests
- identify what and how the child is thinking and learning
- assess the effectiveness of the learning environment on the child's learning
- plan learning engagements for individuals and small groups.

Educators actively listen to children's dialogues to grasp their interests, understanding, existing knowledge, engagement levels, and social skills. Observations are shared with children and parents, and collaborative analysis with colleagues helps uncover group dynamics, strengths, and learning goals.

### *Integrating assessment*



Incorporating local resources such as the nearby nature area (Mindelunden), community playground (Søholmslund Park), and nearby beaches, ISH engages children in nature exploration, play, and learning through outdoor learning experiences. Our on-campus playground, equipped with Early Years-specific features, facilitates children's comprehensive on-site learning experiences when not in the classroom.

Our active Parent Teacher Association (PTA) plays a crucial role in our school community. By collaborating with staff and parents, the PTA organizes experiences that support learning, celebrate achievements, and embrace local and international traditions.



*Exploring the Forest*

ISH's vision, mission, and values are the foundation of our pedagogical practice. Our vision is to foster a nurturing and respectful environment, cultivating reflective and active members of society for the common good and world peace. The mission is to provide the highest quality education in a student-centred environment by empowering individuals to fulfill their human potential to become purposeful life-long learners and responsible global citizens. Our core values include caring, courageousness, and a growth mindset, resonating with the Danish principles of community and personal development.

ISH is committed to providing an education that integrates IB standards, Danish educational principles, and universal values, ensuring a well-rounded and inclusive learning environment for children aged 3-6 and beyond.



*Whole School Celebration of Cultural Diversity*

*Guiding resources:*

- International Baccalaureate Organization, *Programme standards and practices*, (2018)
- International Baccalaureate Organization, *Learning and teaching*, (2018)
- International Baccalaureate Organization, *The Primary years programme the learner*, (2018)

## Pedagogical Basis

(Pædagogisk grundlag)



"The pedagogical curriculum must be prepared based on a common pedagogical foundation."

"The educational foundation consists of a number of common central elements, which must be characteristic of the understanding and approach with which children's well-being, learning, development and education must be worked on in all daycare facilities in Denmark."

The central elements are:

- **Children's view.** Being a child has value in itself.
- **Education and children's perspective.** Children aged, for example, 2 and 4 years must be heard and taken seriously as part of the beginning of a process of education and democratic understanding.
- **Play.** Play has value in itself and must be a consistent part of the daycare.
- **Learning.** Learning must be understood broadly, and learning takes place, for example, 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, for which the educational staff sets the framework.
- **Pedagogical learning environment.** A safe and stimulating pedagogical learning environment is the starting point for working with children's learning.
- **Parental cooperation.** Good parental cooperation 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.
- **Connection to the kindergarten class.** Coherence is, among other things, about supporting children's social competencies, belief in their own abilities, curiosity, etc.

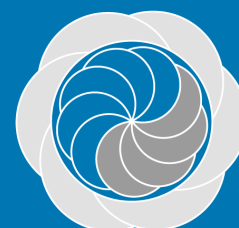
"The law stipulates that all elements of the common educational basis must be the starting point for the work with the educational curriculum and thus the educational work with children's learning in daycare."

"Some elements in the form of, for example, the child's perspective must always be present in the educational learning environment, while other elements, such as the work to create a good transition to the kindergarten class, can be more present in some contexts than others."

*The strengthened educational curriculum, Framework and content, pp. 14-15*

## Children's View, Education and Children's Perspective, Play, Learning and Children's Communities

(Børnesyn, Dannelse og børneperspektiv, Leg, Læring og Børnefællesskaber)



### 1. Children's View

Our pedagogical approach, rooted in the IB philosophy, underscores the acknowledgment and respect for each student's individuality. Recognizing children as capable and competent individuals, ISH actively promotes their agency through daily interactions, one-on-one dialogues, and ongoing feedback. We support and develop self-regulation during play, plan uninterrupted playtime in engaging learning spaces, and foster independence in daily tasks.

In nurturing independence, we acknowledge that children develop at their own pace, meeting each child where they are on their developmental path. We empower children to become co-creators in their learning by supporting them in daily tasks like dressing, unpacking their bags, and hygiene.



*Building community: By reflecting on our own and others' actions, we learn to be caring.*

Integrating key elements from the United Nations Convention on the Rights of the Child, the IB programme and Danish standards, ISH embraces children's rights to engage in play and participate in decision-making. We give children a voice and aim to create learning environments based on their perspectives to foster agency. Child-initiated play is actively encouraged by our educators, who support children's initiatives, imagination, and love of learning.



*EY and ASCP educators participating in the IB workshop: Agency, Action and Engagement*

Children at ISH are seen as competent and independent individuals. The curriculum framework and learning environment enable children to experience attachment, well-being, learning, growth, and meaningful relationships. Recognizing children as active co-creators of their learning and development significantly contributes to our pedagogical practice.

Ensuring each child feels seen, understood, and has a democratic voice is crucial at ISH. Our pedagogical curriculum is designed to maintain this focus, seamlessly integrating planned activities, spontaneous initiatives, and play to support children's holistic development.

### **How do we as adults honour the Children's view?**

Through educators' reflective practices on our "image of the child," we recognize that educators' perceptions of children are shaped by societal, cultural, political, and historical constructs. This image influences our pedagogical practices, curriculum design, and interactions with children.

Emphasizing the importance of this reflection, we consider several key aspects:

#### *Informing Teaching Practices*

Educators shape learning environments and curricula based on their image of the child, recognizing and supporting children's abilities and competencies.

#### *Assessing Constraints and Affordances*

Evaluating different images of the child allows us to consciously choose the image we want to foster, ensuring we do not limit learning outcomes or possibilities.

#### *Recognizing Power Relations*

Acknowledging power dynamics helps us understand how societal influences shape images of the child and their integration into social institutions.

#### *Challenging Stereotypes and Limitations*

We resist stereotypes and deficit-based views by critically reflecting on our image of the child, avoiding overemphasizing cuteness or negative assumptions about behaviour.

#### *Embracing Children's Agency and Competence*

We foster positive images of children by recognizing their agency and competence, valuing their contributions, encouraging experimentation, and appreciating their expressions and inquiries.

We engage in reflective exercises to embed positive images of children in our pedagogical practices. We create an inclusive and empowering learning environment that respects children's agency, voice, creativity, and capabilities by critically evaluating our perceptions of children and embracing positive perspectives.

## Co-created agreements on How to Support Children's Democracy in the Early Years and Primary School:

Based on the staff reflection and [feedback](#), here are our co-created point-form agreements on how we can support children's voice and democracy, in alignment with the principles of the UN Convention on the Rights of the Child (UNCRC):

1. Child-Led Activities and Decision-Making:
  - Encourage students to create afternoon activities, fostering their motivation and commitment.
  - Offer options for children to choose from, allowing them to have a say in their activities.
  - Foster an environment where children feel free to explore, investigate, and ask questions.
  - Respect the time children need for transitions while balancing the importance of adhering to schedules.
2. Empowering Choices:
  - Give children the opportunity to make simple decisions, such as clothing choices or bathroom breaks, while guiding them about possible consequences.
  - Provide clear schedules and routines to prevent confusion and give children a sense of security.
  - Let children decide their morning greeting preferences, like hugs, high-fives, or verbal greetings.
  - Allow students to make decisions in clubs, like selecting a song or teach a dance.
3. Listening and Encouraging Participation:
  - Be patient when listening to children's stories, arguments, and ideas.
  - Use open-ended questions to encourage children to share their thoughts and feelings.
  - Create a safe space where children feel comfortable asking questions and expressing opinions.
  - Involve children in decision-making regarding activities and routines.

#### 4. Documenting Children's Voices:

- Use documentation to reflect on children's perspectives, such as asking about outdoor play preferences, what they like to do, or what they would like to be better at.
- Establish a routine for sharing ideas and activities among students.
- Implement structured ways for children to express preferences, such as voting on options.

#### 5. Structured Expression and Flexibility:

- Incorporate opportunities for children to express preferences during regular routines or meetings.
- Introduce voting systems or choices within certain parameters to avoid chaos.
- Be flexible with timing during transitions and activities to accommodate individual needs.

#### 6. Individual Support and Communication:

- Address individual struggles with transitions privately and offer solutions collaboratively.
- Communicate with children about their preferences and concerns to develop personalized plans.
- Advocate for children's needs and preferences, such as appropriately fitting clothing.

#### 7. Prioritizing Communication Time:

- Allocate specific time for children to communicate with educators in group or private settings.

These agreements aim to empower children, involve them in decision-making, respect their individuality, and create an environment that values their voices and contributions.

They reflect the principles of participation, non-discrimination, and the best interests of the child outlined in the UN Convention on the Rights of the Child.

*Educators co-created agreements on how we can support children's democracy in the Early Years and Primary School. A living document that will grow and develop as we continually reflect on our pedagogical practices.*

Guiding resources:

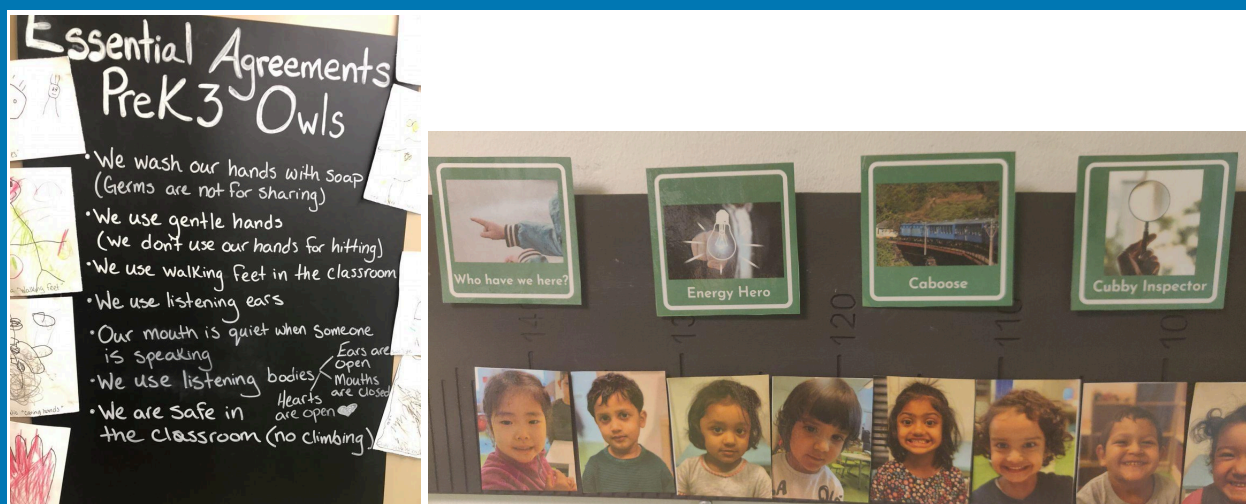
- Daniel Whitaker, *The image of the child*, (2020) <https://theeducationhub.org.nz/the-image-of-the-child/>
- Guiding IB document: International Baccalaureate Organization, *The early years in the PYP*, 2021

## 2. Education and Child Perspective

Building on the principles of promoting children's education, equality, and democracy in the early childhood education context, ISH embraces several pedagogical practices to ensure a holistic and inclusive learning environment.

### Student Responsibility and Essential Agreements

At ISH, students actively participate in the co-creation of Essential Agreements, providing a platform for their voices to shape the rules and guidelines within the classroom. Rotating jobs and involving children in decision-making processes, such as determining morning activities, contribute to a sense of ownership and agency.



*Class Co-created Essential Agreements and Classroom jobs*

### **Promoting Independence**

Independence is a cornerstone of daily routines at ISH. Students are encouraged to take charge of essential activities such as dressing, eating, toileting, and cleaning up. Decision-making processes, including morning meetings and circle time discussions, provide opportunities for students to express their preferences and contribute to the class agenda.



*Growing independence in everyday tasks*

### **Pedagogical Lunch and Healthy Habits**

Lunchtime at ISH is a valuable moment for building relationships and contributing to the classroom community. Teachers and students sit together, modelling manners and engaging in discussions about food. This pedagogical lunch supports healthy eating habits and instills a sense of responsibility for the learning environment. The lunchtime atmosphere contributes to a sense of community, reinforcing the values outlined in the Essential Agreements.



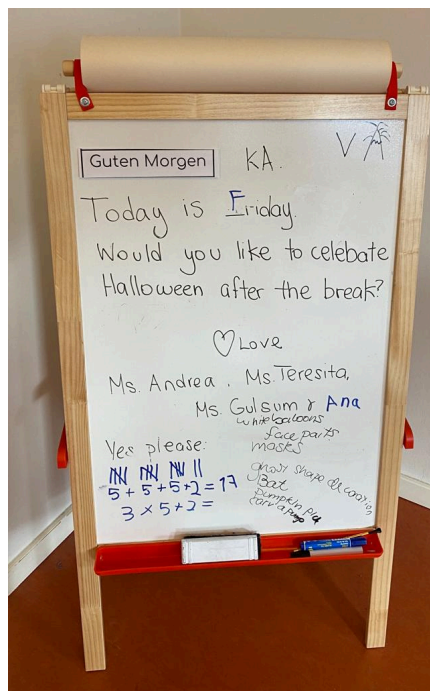
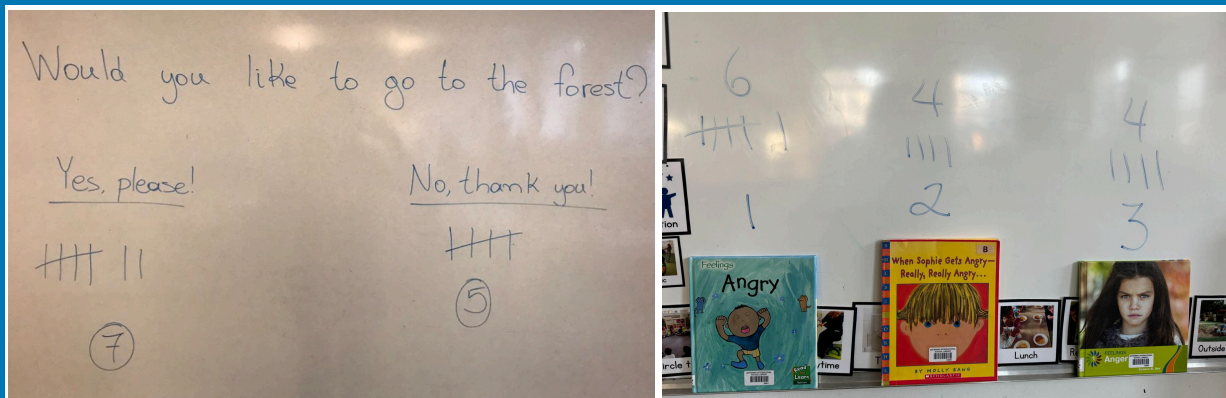
*Pedagogical Lunch - time to enjoy healthy food, good group conversation, clean up as a community*

### **Co-Creation of Units of Inquiry**

Units of inquiry at ISH are co-created with children, allowing their interests to guide the learning process. This democratic approach ensures that the curriculum aligns with the children's preferences and fosters a sense of ownership, engagement and curiosity.

### **Democratic Processes and Child Influence**

Classroom environments at ISH are shaped by children's voices and democratic processes. Educators actively support children's influence within the class, creating a sense of community where each child's perspective is valued. Essential Agreements, co-created by teachers and children, set the tone for respectful and collaborative interactions.



*Example of the democratic process: Would you like to go to the forest? What book should we read? Would you like to celebrate Halloween?*

## Evaluating the Environment

The environment is designed with child-friendly materials and equipment, ensuring a welcoming space that reflects their needs and preferences. Educators and leaders within the school conduct systematic evaluations of the physical learning environment from the child's perspective to inform the next steps in the development of the program. Children also evaluate their learning space and are provided opportunities to provide feedback to their teachers on how they feel at school.

By incorporating these practices, ISH not only adheres to the principles of education, equality, and democracy but also creates a pedagogical framework that actively involves children in their learning journey. ISH cultivates a collaborative teaching community where everyone contributes to enriching the learning experience by establishing open classrooms, shared best practices, and opportunities like Pedagogical Lunch.

### Guiding resources:

- Guiding IB document: International Baccalaureate Organization, *The early years in the PYP*, (2021)
- Guiding EVA document: Danmarks Evalueringsinstitut, *Children Perspectives, EVA Theme #11* (2018)

### 3. Play

Children at ISH are immersed in the IB PYP, where play takes center stage as the primary driver for inquiry. This program engages young learners and fosters their development as individuals, emphasizing choice, promoting agency, and providing opportunities to explore essential concepts, skills, and personal interests.

The PYP curriculum is designed as a broad, balanced framework that instills confidence, encourages independence, nurtures curiosity, and develops problem-solving skills through sustained free and guided transdisciplinary play.

Our approach to play in the early years is underpinned by specific practices, which include:

#### *Engaging Learning Spaces*

Creating and maintaining vibrant, safe, and inviting learning spaces are fundamental to effective education in the PYP early years. These spaces are designed to promote exploration, wonder, creativity, and risk-taking, fostering learning through play.

#### *Scheduled Uninterrupted Playtime*

The curriculum allocates dedicated, uninterrupted time for play in indoor and outdoor spaces, recognizing the intrinsic value of play in the learning process.

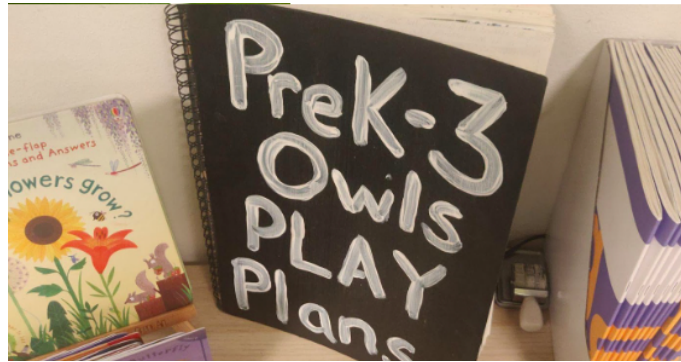
#### *Responsive Teaching*

Educators actively notice children's emerging thinking processes, interests, and theories during play. They respond by extending learning experiences and documenting children's progress, offering scaffolded support for individual children and small groups, following the Universal Design for Learning (UDL) principles.

#### *Integration of Language and Mathematics*

Language and mathematics teaching and learning are intentionally integrated within all units of inquiry. Children's personal interests and broader concepts are woven into these units. For instance, while engaging in block play, students acquire vocabulary and learn about volume and shape, developing fine and gross motor skills. Language and mathematics are understood through various strategies such as games, rhymes, poems, stories, songs, play, dramatic play, arts and crafts, science explorations, conversations, mark-making, drawing, problem-solving, reasoning, counting, patterning, and sequencing.





*Pre-K3 students explore the concept of play. Play Plans, where children create personalized plans for their play activities, allow them to exercise autonomy and reflect on their experiences. Children's voice and choice are emphasized as key elements in shaping these plans.*

*Guiding resources:*

- International Baccalaureate Organization, *The early years in the PYP*, (2021)
- International Baccalaureate Organization, *The learner*, (2018)

## 4. Learning

At ISH, our commitment to early childhood education aligns with the principles of the IB, emphasizing holistic development and cultivating inquisitive individuals within and beyond the classroom. The PYP curriculum is thoughtfully designed to nurture children's academic, social, emotional, and physical well-being, promoting positive relationships and fostering independence in their learning journey. Through the PYP, we aspire to shape well-rounded individuals who exhibit both academic proficiency and the qualities of international-minded citizens. This program seamlessly integrates academic and social learning, focusing on enhancing self-awareness, self-regulation, social-emotional development, independence, self-management skills, and a strong sense of responsibility.

The learning and teaching processes are developed to support children's individual and emergent development pathways. Educators support learning by:

- planning uninterrupted time for play
- building strong relationships with students and their families
- creating and maintaining responsive spaces for play
- offering many opportunities for symbolic exploration and expression.

At ISH, our children engage in various activities that promote their development and well-being. These activities provide many opportunities for children to grow and develop their:

### *Self-Discovery and Confidence*

Children are encouraged to discover themselves and build confidence in their identity.

### *Observation and Communication*

Children record observations using emergent writing skills, discuss ideas, and use play to generate new investigations.

### *Interdisciplinary Connections*

Children learn to reflect on their learning experiences by making connections between different units of inquiry.

### *Social Skills*

Children actively practice empathy, cooperate in groups, share responsibilities, and resolve conflicts.

### *Emotional Management*

Children develop an awareness of their own and others' feelings, manage emotions, and foster a positive impact as part of a learning group.

### *Independence and Decision-Making*

Children are guided to choose and complete tasks independently, follow directions, and actively participate in decision-making.

Learning at ISH is not confined to traditional classrooms; it happens seamlessly throughout the day, integrating play, units of inquiry, daily routines, and everyday tasks. We believe in learning from each other, respecting diverse perspectives and cultures, and understanding the impact of each student as a valued member of our learning community.

Our educators play a crucial role in supporting this learning journey, providing guidance, broadening children's experiences, and offering opportunities for growth and challenge.

#### *Guiding resources:*

- International Baccalaureate Organization, *The early years in the PYP*, (2021)
- International Baccalaureate Organization, *The learner*, (2018)

## **5. Children's Communities**

At ISH, the role of the educator in setting the framework for play, education, and learning is central to supporting children's communities. ISH's pedagogical practices focus on fostering a balance between individual initiative and collective dynamics. Incorporating these principles involves recognizing children as integral social community members shaped by interactions with peers and adults. Play and learning are highlighted as inherently social activities, emphasizing the need for a harmonious balance between individual autonomy and community dynamics. ISH's Morning Meeting exemplifies this, creating a community where children actively participate, fostering inclusivity and new relationships.



*Pre-K4 engages in a group sharing about their likes and dislikes*

The responsibility for maintaining this balance lies with the educators and leadership, with parents sharing responsibility to ensure the well-functioning of the community and how inclusivity across diverse backgrounds is fostered. Our pedagogical work on the curriculum involves connecting children's perspectives, the social environment, and pedagogical objectives.

Furthermore, communities of children go beyond age, gender, and cultural boundaries, fostering friendships and preventing bullying. ISH's preventive measures and whole-school events create an environment where children form connections that recognize and celebrate diversity and support well-being and development within the community.

### **Morning Meeting**

In each early years classroom, Morning Meetings serve as a vital whole-class activity that supports the creation of children's communities. Rooted in the philosophy of open classrooms and shared best practices, this gathering is inclusive, encouraging our teaching community members to join. The Morning Meeting involves various interactive elements, such as:

#### *Greeting*

Children greet each other by name, fostering community through activities like handshaking, singing, and movement.

#### *Sharing*

A time for children to share news and information about themselves, encouraging positive articulation of thoughts, feelings, and ideas.

#### *Group Activity*

The class engages in a short, inclusive activity, promoting active participation and building cohesion.

#### *Morning Message*

Children practice academic skills and prepare for the day ahead by reading and discussing a daily message posted by their teacher.

## Whole School Events

Whole school events like Motions Day, Festival of Lights, Fastelavn, Diversity Day, and Olympic Day play a pivotal role in our educational approach. These events serve as dynamic platforms that extend children's learning and foster a sense of community and interconnectedness among our diverse international community. These events are designed to enhance learning and instill values of international-mindedness, empathy, and respect. By actively participating in whole school events, children broaden their perspectives and contribute to creating a vibrant, harmonious community that reflects the ideals of the IB and Danish educational philosophies.

## Learning Goals

Co-creating learning goals with children is a continual process, empowering learners to take ownership of their academic journey. The emphasis is on developing ATLs and personal learning goals, fostering purposeful and meaningful learning.

## Student-Led Conference (SLC)

Opportunities like SLC allow children to celebrate their learning with families, emphasizing agency and involvement in their educational progress. Held every Spring, children share with their parents what they have inquired into within the transdisciplinary themes across subject areas.



*Early Years children share their learning with their parents during SLC*

## Personal, Social, and Physical Education (PSPE)

In line with the IB's focus on well-being, PSPE at ISH contributes to the holistic development of all children, encompassing physical, emotional, cognitive, spiritual, and social health. ATLs are woven into the curriculum, fostering active, healthy lifestyles.

The PSPE curriculum is integrated into all areas of teaching and learning, ensuring that children's well-being is explicitly and implicitly addressed in diverse learning engagements.

We place significant focus on the development of ATLs within the PSPE framework. These skills, including social, research, self-management, thinking, and communication skills, are not only authentically embedded in the units of inquiry but are also explicitly taught. This approach underscores the school's commitment to nurturing children who are both academically proficient and equipped with a well-rounded set of skills essential for personal growth.

### **Second Step Social and Emotional Program**

At ISH, we further enhance our commitment to children's well-being through the implementation of the Second Step Social and Emotional Program in our early childhood setting and throughout the primary school, providing a common approach and language throughout the PYP. This evidence-based program is designed to promote social-emotional competence, improve behaviour, and enhance children's ability to learn. The Second Step program is embedded within our curriculum and provides structured lessons, activities, and resources that explicitly teach skills related to social-emotional development.



*Zoe from Second Step shows us how to welcome new friends and introduce ourselves. On another visit, Zoe shared how to use an attent-o-scope, a tool to pay careful attention and focus on important things.*

Children learn vital skills such as empathy, emotion management, problem-solving, and effective communication through engaging and age-appropriate materials. These lessons are integrated into the daily routine, ensuring that children have consistent opportunities to practice and reinforce these skills in various contexts throughout their day.

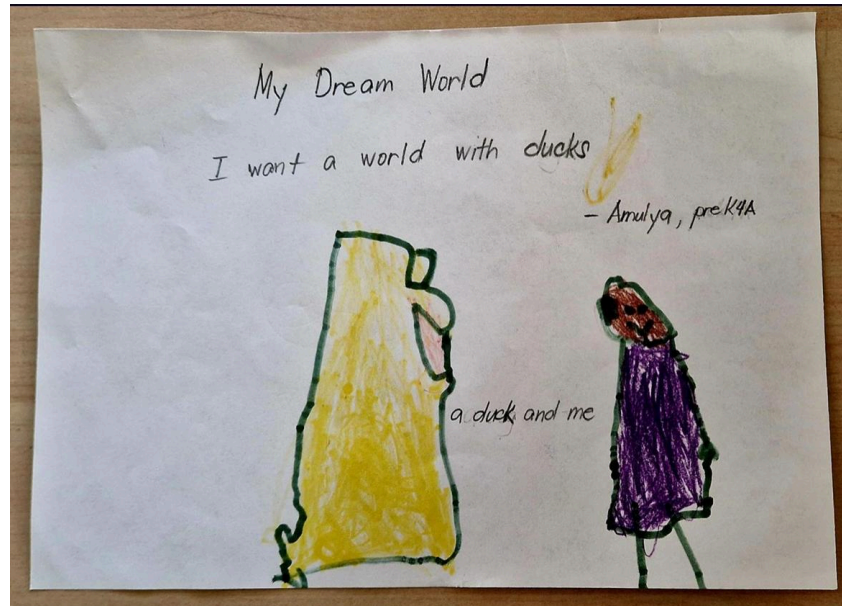
By fostering a classroom culture of inclusion that values emotions, respects differences, and encourages positive relationships, we aim to provide a foundation for lifelong social and emotional well-being. Regular communication with parents is also a crucial aspect of this program, ensuring that social-emotional skills and competencies are reinforced at school and home, creating a cohesive and supportive community for our young learners.

### **Preventing Bullying, Supporting Positive Dynamics and Relationships**

At ISH, we are dedicated to providing a safe and inclusive environment for all children, and our commitment to preventing and addressing bullying aligns with the principles outlined in our [Parent-Student Handbook](#). Our anti-bullying policy underscores the seriousness of this matter and emphasizes a collective responsibility among educators, children, and parents to promote awareness and take immediate action against bullying.

### **Morning Club & After School Care Program (ASCP)**

Our Morning Club and After School Care Program (ASCP) serve as vital components of each child's day, offering children opportunities to engage in cross-age interactions and participate in various large and small group activities. These activities encompass a range of experiences, including language lessons (Danish or Home language), sports, dance, art, etc.



*Children's voice is expressed in many ways during morning club and after-school activities.*



*Children have the opportunity to play and experience different hands-on art techniques and materials during ASCP.*

Outdoor play is a priority in our routine and is offered daily in all kinds of weather conditions. All educators are trained in Active Outdoor Supervision and use the S.M.I.L.E. approach (Scan, Move, Interact, Learn, Encourage).



*When inside, children are offered various choices involving movement and action, such as dance and yoga.*

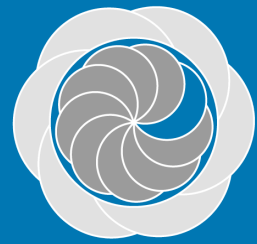


*Guiding resources:*

- International Baccalaureate Organization, *The early years in the PYP*, (2021)
- International Baccalaureate Organization, *The learner*, (2018)
- International Baccalaureate Organization, *PSPE scope and sequence*, (2009)

## Pedagogical Learning Environment

(Pædagogisk læringsmiljø)



"It must be clear from the educational curriculum how the individual day care services establish an educational learning environment throughout the day that, with play, planned adult-initiated activities, spontaneous activities, child-initiated activities and daily routines, gives the children the opportunity to thrive, learn, develop and form.

The educational learning environment must be organized so that it takes into account the children's perspective and participation, the children's community, the composition of the children's group and the children's various prerequisites."

*The strengthened educational curriculum, Framework and content, pp. 22-23*

The pedagogical learning environment at ISH draws from many pedagogical elements. Structurally, the emphasis is placed on staff education and professional development, maintaining an optimal child-adult ratio, and designing inviting indoor and outdoor spaces. The pedagogical learning environment encompasses further elements like relationships, social-emotional learning, and scheduling, which aim to provide a comprehensive educational experience for all children.

Language-rich interactions are a hallmark of our day-to-day practice. Educators engage in extended dialogues, pose open-ended questions, and weave verbal expressions into various activities, fostering a vibrant language environment. This commitment aligns with the pedagogical practice of creating spaces where language development is intertwined with daily routines, planned activities, and spontaneous engagements.

### **Morning Meeting**

The Morning Meeting at ISH is a distinctive practice that goes beyond routine. Held in a circle, it serves as a powerful ritual for establishing a positive and engaged learning moment. Reflecting ISH's culture of open classrooms, this time is not only for children but welcomes participation from the broader teaching and parent community. The meeting sets a tone for respectful interactions, building connections, and integrating academic, social, and emotional learning. Through this, educators create extraordinary moments from seemingly ordinary interactions.

### **Pedagogical Lunch**

The Pedagogical Lunch goes beyond the act of eating; it serves as a communal experience aimed at discussing and learning about food, building relationships, and contributing to the classroom community. Educators model manners, support children's learning and uphold essential agreements during this time. School community members are welcome to join during

pedagogical lunch, fostering a culture of openness and shared best practices.

### **The following is the Pedagogical Lunch format at ISH:**

#### *Student Responsibilities*

- After washing hands, children gather at their tables, fostering a sense of community as they engage in quiet conversations with their classmates while eagerly anticipating the meal.
- A sense of responsibility is instilled as 1-3 lunch helpers, assigned daily or weekly, actively contribute to the lunchtime experience. They assist in serving food, distributing cutlery, arranging napkins, and expressing gratitude to those involved in the serving process.
- A communal ethos is emphasized as everyone waits to eat until all have been served. This practice encourages patience, camaraderie, and a shared appreciation for the meal.

#### *During Lunch*

- Children are encouraged to eat, explore, and try each food item, promoting a healthy approach to nutrition and fostering a positive relationship with food.
- Responsibility continues as children put away their water bottles and clean up after themselves, reinforcing self-help skills and a sense of personal responsibility.
- Consideration for others is promoted as children wait at the table to be dismissed for washing their hands and having a toilet break, ensuring a smooth transition from lunch to subsequent activities.

#### *Teacher Responsibilities*

- After washing hands, teachers actively participate in the lunchtime routine. They plate each dish, going over the menu with the children once everyone is served, creating an opportunity for dialogue around the meal.
- Teachers model positive behaviour by actively cleaning their areas, picking up plates, and returning cutlery. This maintains a clean environment and demonstrates a sense of shared responsibility.
- Teachers join children at their tables during meals, fostering a sense of connection and community. They monitor food intake, encouraging everyone to try different foods and supporting those who may take a bit longer to eat.
- The end-of-lunch cleaning routines and transitions are staggered, recognizing each classroom's diverse developmental stages and abilities. This flexible approach ensures that not all students wait for everyone to finish before transitioning into rest time, promoting a considerate and inclusive atmosphere.

It's important to note that the specific details of the format may vary in each classroom, tailored to the developmental stages and abilities of the children, yet consistently reflecting ISH's commitment to a holistic and intentional pedagogical approach.

### **Transitions**

Transitional times at ISH are thoughtfully managed, recognizing the impact on children's experiences. By minimizing waiting times during transitions through engaging activities like reading, storytime, drawing and games, we support a smoother flow throughout the day, promoting positive behaviour and a conducive learning atmosphere.



*In addition to our Daily Rhythm, there are weekly visits to our specialist classes - Library, Physical Education (P.E.) and Music. For Kindergarten - Danish Language learning engagements are also being explored.*

### **Inquiry-Play Based Learning and Classroom Environment**

The classroom environments at ISH are not merely spaces but reflections of children's voice and democratic processes. Children's influence within the class is actively supported by educators, creating an empowering learning atmosphere. ISH's commitment to learner agency is evident through reference guides such as "[Examining Learner Agency in your setting](#)" and "[IB PYP - The Learner](#)," which inform the framework of the daily schedule.

The day-to-day practices at ISH demonstrate a commitment to creating a dynamic, language-rich, and inclusive pedagogical learning environment. From Morning Meetings that foster connections to Pedagogical Lunches that go beyond meals, our approach reflects a holistic dedication to each child's unique development and learning journey.

#### *Guiding resources:*

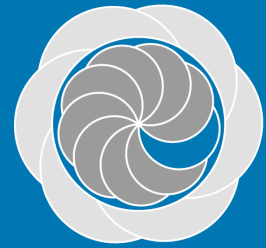
- Den Styrkede Pædagogiske Læreplan, Analyse af Pædagogiske læringsmiljøer, Ch. 5
- Journal of Nutrition Education and Behavior "Teachers' Interaction With Children in the School Meal Situation: The Example of Pedagogic Meals in Sweden" by Christine Persson Osowski, Ph.D., RD; Helen Goranzon, Ph.D.; Christina Fjellstrom, Ph.D. (p.420)
- International Baccalaureate Organization, The learner, (2018)

# Collaboration with Parents on Children's Learning

(Samarbejde med forældre om børns læring)

"It must be clear from the educational curriculum how the daycare collaborates with parents on children's learning."

*The strengthened educational curriculum, Framework and content, pp. 24-25*



Our school values open communication and actively involves parents in shaping the educational experience. Our parent coffee mornings serve as a platform for insightful discussions, fostering a deeper understanding of our teaching methodologies, such as play-based learning. Parents are not just participants; they are integral contributors to the ongoing review of our IB policies, providing valuable perspectives that enhance the overall educational framework.

We also invite feedback on our school communication channels, inviting parents to share their perspectives on the effectiveness of our family weekly newsletter and other communication platforms.

During student-led conferences, parents and their children engage in reflective dialogues, sharing feedback on the conference experience. This two-way communication strengthens the bond between home and school, ensuring a holistic approach to children's development. Furthermore, in major hiring processes, such as the selection of the head of school, parental input is sought and valued. This inclusive approach reinforces our commitment to transparency, accountability, and a shared vision for the continued growth and success of our learning community.

Cooperation with parents on children's well-being and learning is fundamental to ISH's pedagogical practices. Rooted in the IB philosophy and aligned with the Danish early childhood education and care principles, our approach is a collaborative journey between the school and parents.

## **Holistic Learning Environment**

At ISH, early learning in the PYP is a holistic, play-based experience integrating socio-emotional, physical, linguistic, and cognitive development. This dynamic environment fosters discovery, joy, and each child's development as an inquirer, which requires ongoing cooperation with parents.

## **Engagement Through Various Platforms**

ISH utilizes existing channels like parent-teacher conferences, student-led conferences, and celebratory events such as end-of-unit learning celebrations to engage parents in discussions

about their child's growth and well-being. These events provide insights into pedagogical focus areas and guidance for parents to support their child's development at home.

### **Day-to-Day Interaction and Personalized Approach**

Recognizing the significance of daily interactions, educators at ISH actively engage with parents, sharing updates on their child's social life and learning experiences. This personalized approach acknowledges the diverse international community, offering a variety of in-person and online platforms for higher parent engagement.

### **ISH Welcome Letter and Family Guide**

Cooperation with parents on children's learning begins with our [Welcome Letter and Family Guide](#) that outlines key areas of our programme, communication methods, and how to support children's start at ISH.

### **Settling-in and Listening Conference**

Recognizing the significance of the initial days for a child entering a new environment, ISH provides a settling-in schedule for each early years class. This schedule, shared with parents, eases the transition and allows for a comfortable introduction to the new classroom, routines, and people. The "Listening Conference" further enhances collaboration, allowing parents to share important information about their child and family dynamics.

### **Clear Communication through Digital Platforms**

Clear communication is vital, and ISH utilizes digital platforms like Toddle and Famly for regular updates on children's learning and daily experiences.

### **Program-Specific Information and Learning Goals**

The ISH Family Guide contains comprehensive information about the Early Years Programme. Throughout the year, various events, conferences, and learning celebrations facilitate open discussions on each child's growth, development, and social-emotional well-being. Learning goals are established and shared with families during the first semester.

### **Parent Engagement Initiatives and Class Parent Representatives**

Aligning with the IB philosophy, ISH develops practices and opportunities for parent collaboration, such as the Social Emotional Book Club. The Parent Teacher Association (PTA) employs the Classlist app for cohesive parent-to-parent communication. Class Parent Representatives play an important role in fostering connections between educators, parents, children, and the PTA. Meetings are held annually with the PTA Vice-chair to discuss class-specific policies, ensuring a collaborative and supportive environment for everyone. Class parent representatives also organize parent and family get-togethers each semester to support the development of relationships amongst our international community.

### **Commitment to Collaboration, Inclusion, and IB-Endorsed Strategies**

At ISH, cooperation and collaboration span decision-making processes, resource planning, and culture-building and is evident at a school-wide level and in day-to-day learning and teaching. Committing to inclusion ensures an affirmative and responsive environment, embracing learner

diversity. ISH actively engages parents through focus groups, working groups, parent councils, and volunteer opportunities, fostering a dynamic learning community.

ISH strives to create a community through these collaborative efforts where diversity is celebrated, every voice is valued, and children thrive in an inclusive and supportive environment.

*Guiding resources:*

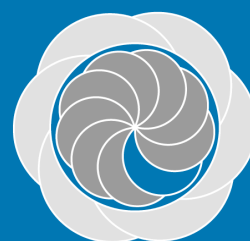
- International Baccalaureate Organization, *The learning community*, (2018)
- International Baccalaureate Organization, *The learner*, (2018)

## Children in Vulnerable Positions

(Børn i udsatte positioner)

"It must be clear from the educational curriculum how the educational learning environment takes children in vulnerable positions into account, so that the children's well-being, learning, development and education are promoted."

*The strengthened educational curriculum, framework and content, p. 26*



At ISH, our commitment to inclusivity and diversity is foundational to our educational philosophy. We believe fostering an inclusive learning environment contributes to the common good and aligns with universal values promoting world peace. Inclusion, for us, is a continual journey marked by ongoing processes of defining, learning, acting, reflecting, and redefining, encapsulated in our school's Inclusion Policy: [IB CONTINUUM INCLUSION POLICY AND PROCEDURES](#)

### **Inclusive Practices**

In line with our inclusion policy, ISH emphasizes inclusive teaching and learning, ensuring accessibility for all children. We integrate inclusion practices into daily interactions to create a supportive atmosphere for vulnerable children. Children at ISH actively participate in fostering inclusion by including others in games, showing empathy, understanding body language cues, treating everyone with respect, and resolving conflicts through dialogue.

### **Learning Service Support (LSS)**

Our Learning Service Support (LSS) department, overseen by the Head of Learning Service Support, plays a vital role in addressing our children's diverse academic, behavioural, and social-emotional needs. Through a range of interventions, including whole class, small group, and individualized sessions, LSS provides tailored support to meet the unique requirements of each child.

The Head of Learning Service Support proactively coordinates with school personnel, state agencies, and private entities to deliver targeted services to children referred to the LSS

department. Providing expert guidance on interventions and strategies, the Head of Learning Service Support ensures children's overall well-being and academic advancement at ISH. Collaborating with an extensive network of internal and external partners, such as speech and language therapists, dyslexia therapists, occupational therapists, learning coaches, psychologists, medical doctors, physical therapists, tutors, consultants, and in-house professionals, children and their families can access additional services that align with specific needs. This collaborative effort contributes to a holistic and personalized approach, catering to children's various challenges during their academic journey.

Learning Support Teachers develop and implement individualized intervention plans in collaboration with educators and parents, addressing academic and behavioural/social/emotional concerns. They also monitor progress toward goals and coach educators in using differentiated strategies, making sure to listen to other perspectives without making judgments.

### **School Counsellor**

The school counsellor facilitates group and individual sessions for individual parents, families and children. These sessions aim to enhance children's self-awareness, self-esteem, and overall well-being.

### **Academic Intervention Plans**

Various academic intervention plans, such as English as an Additional Language (EAL), Gifted and Talented, General Support, Individualized Learning Support, and Individualized Education Plans (IEP), ensure a comprehensive and tailored approach to support diverse learning needs.

### **Child Protection Philosophy**

ISH holds a strong philosophy on child protection, emphasizing the right of every child to thrive and be free from abuse. Every school community member is responsible for protecting children's rights through care, awareness, education, and dialogue.

### **Roles and Responsibilities of School Staff**

All adults within the ISH community are responsible for safeguarding and promoting children's welfare. Staff induction includes training on regulations, school vision, policies and procedures, and safeguarding principles. ISH promotes the belief that safeguarding is "everyone's responsibility."

### **Student Welfare Team**

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

## Child/Student Protection Team



Joanna Christoffersen

Primary School Principal, IB Coordinator,  
Primary Years Programme



Jonathan D'Amico

Head of Student Support Services  
(Primary and Middle School)



Chiara Giani

Head of Student Life



Martine Grandjean

Office Manager



Maria Mittermayr

Primary School Counsellor



Stine Olsen

School Counsellor, Learning Support  
Teacher



Elvis Qeska

High School Principal



Eugene Tsakos

Psychology Teacher, High School  
Inclusion Coordinator



Abenaa Uttenthal

Middle School Principal, IB Coordinator,  
Middle Years Programme

Through our comprehensive approach, ISH is dedicated to creating a learning environment where every child, including those in vulnerable positions, receives the support needed to thrive academically, socially, and emotionally.

## Connection to the Kindergarten Class

(Sammenhæng til børnehaveklassen)

"It must be clear from the educational curriculum how, in the children's last year in daycare, a pedagogical learning environment is organized that creates coherence with the kindergarten class."

*The strengthened educational curriculum, Framework and content, p. 27*



At ISH, our planning of the pedagogical learning environment ensures a positive and seamless transition for children from preschool to kindergarten and kindergarten to primary school. It is supported by the IB programme of continuous learning, providing a comprehensive framework that enables us to align the curriculum vertically and horizontally. From Pre-K3 and Pre-K4 to Kindergarten and onward to PYP1, we actively engage our teaching community in cross-grade level collaboration with a dedicated focus on ensuring smooth transitions for our students.

### **IB Programme: A Bridge to Primary School**

Our planning process is anchored in the IB curriculum, considering elements that bridge the transition from the early years to primary school. The Approaches to Learning skills (ATLs), Learner Profile attributes, Unit of inquiry transdisciplinary themes, and other essential elements of the IB program build upon each other throughout the early years and naturally continue into the primary years, ensuring a coherent and supportive learning journey for our students from preschool to kindergarten onto PYP1.

Continuity, in our context, does not imply implementing the exact content of the primary school into kindergarten but focuses on essential aspects such as children's well-being, social-emotional learning, nurturing their curiosity and wonder about themselves and the world, and supporting their eagerness for new experiences - elements central to the early years and primary school programmes within the IB.

### **Building Positive Expectations**

Creating a pedagogical learning environment with continuity from preschool to kindergarten and kindergarten to primary school involves instilling positive expectations in our children early on. We emphasize positive experiences within our communities, fostering resilience and a willingness to engage in learning through inquiry. The focus is on preparing children to enter a community of peers and build meaningful relationships.

Moreover, the pedagogical learning environment for children in their final year of the early years program builds on and nurtures their curiosity toward fundamental concepts such as book format, print, letter sound-symbol recognition, rhyming, one-to-one correspondence, number recognition, counting, grouping, positional language, patterns, colours and shapes. Our goal is to connect these concepts to the child's inner and outer worlds, allowing for deeper understanding and meaning. Through this holistic approach, we aim to ensure that children are well-prepared

emotionally and socially and possess the necessary academic foundation to confidently navigate the new challenges of primary school.

### **Preparations for Kindergarten and Primary School at ISH**

Our preparations for children to successfully transition from preschool to kindergarten and kindergarten to primary school begin from the moment a child starts at ISH, creating a supportive and informative environment for children and their families.

Our transition approach incorporates key initiatives to ensure a smooth and welcoming experience for new and existing families. We invite børnehave children for pre-visits and host a “Pre-K Meet and Greet” event in the Spring, fostering familiarity and comfort. In August, introduction meetings provide opportunities for new families to connect with existing ones, interact with school leadership and teachers, and participate in class orientation sessions. The Parent-Teacher Association (PTA) community actively supports the transition process by assigning parent representatives to new families, contributing to a welcoming settling-in process. Comprehensive information, including a welcome pack, school calendar, policies, handbook, class welcome letter, and settling-in schedule, is provided well in advance.

Practice days, called “Fly Up days” in June, allow children to visit the kindergarten or PYP1 classes and teachers, fostering a positive and informative experience. For children in vulnerable positions, we offer individualized support in collaboration with parents and learning support teachers, ensuring a tailored approach to meet their unique needs.

### **Reflective Practices and Continuous Improvement**

Reflecting on our practices, we constantly seek ways to enhance the transition experience. For instance, we consider opportunities for children to play together across different ages and classes, fostering collective learning experiences while continuously refining our approach to better prepare children for their educational journey.



*Meet and Greet for new families, including a picnic for the current families and the new families.*

## Other Requirements for the Content of the Educational Curriculum

(Øvrige krav til indholdet i den pædagogiske læreplan)

### Involvement of the Local Community

(Inddragelse af lokalsamfundet)

"It must be clear from the educational curriculum how the daycare involves the local community in the work of establishing educational learning environments for children."

*The strengthened educational curriculum, framework and content, p. 29*

As we shape our pedagogical curriculum, we are actively working to involve the local community in crafting meaningful learning experiences for our children in the early years. In our continuous development, we have connected with the local community to enhance children's learning and experiences by collaborating with the Blind Institute, visiting museums, outdoor and indoor playgrounds, local nature areas and beaches, The Experimentarium, Copenhagen Zoo and The Blue Planet. We have successfully integrated the expertise of the community into our curriculum through engaging cultural exchanges, community walks, and various field trips.



*Going on a community walk to look for shapes. A local community member happily tells us about the history of their family home and points out that three other homes located on each corner of the intersection are all the same!*

At ISH, we have developed a Parent Expertise database, allowing us to tap into the valuable knowledge and experiences of parents who can share insights relevant to children's continued learning. This approach ensures that our students benefit from diverse experiences and perspectives.

In addition to engaging with the local community, our school supports collaboration within our school community. Cross-age partnerships between the early and primary years and the early years and middle school enhance the learning environment and facilitate meaningful interactions where all age groups develop communication and collaboration skills.



*Partnership between Pre-K3 and MYP2 design classes. MYP2 students were designers for their Pre-K3 “clients” to collaborate on a unit-long project, creating stuffed toys representing different emotions.*



*Reading to Kindergarten students - PYP3 students read the books they had written and illustrated.*

While we acknowledge the need for growth and further development in this area, we are committed to incorporating community resources to create a more dynamic and engaging experience for our students.

### **Student Agency, Action, and Engagement - How We Support Community Involvement**

In recognizing the need to develop our community involvement, educators participated in a student-focused IB workshop titled “Agency, Action, and Engagement.” This workshop focused on inspiring learners to respond to local and global challenges, which aligns with our goal of involving the community in our pedagogical curriculum. By exploring the concepts of agency and action and evaluating innovative approaches to teaching, educators gained methods and tools that will help foster community connection and involvement. This workshop enriched our understanding and set us up for continued growth in connecting with the community.

# Work with the Physical, Psychological and Aesthetic Children's Environment

(Arbejdet med det fysiske, psykiske og æstetiske børnemiljø)

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

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

*The strengthened educational curriculum, framework and content, p. 30*

In alignment with the guidelines for work on the physical, psychological, and aesthetic children's environment, ISH has undertaken initiatives to enhance the visibility of the Early Years program. One key focus has been on the physical learning environment, where shared expectations were established to ensure that PYP elements are prominently displayed in all classrooms and communal spaces. Educators have deepened their understanding of the value of integrating PYP elements into visual displays.

Within the indoor environment, children actively participate in co-creating classroom spaces and showcasing their work in classrooms and hallways, fostering a sense of ownership and pride. The outside environment has been developed with input from parents, educators, and children, particularly in the design of the [new playground](#) established in 2019. In response to children's requests, adding bikes to the playground further enhances their play experiences. Ongoing efforts to create a new large shelter near the Early Years playground involved collaboration with the PYP student council, ensuring the design considers the children's preferences and needs.

In terms of hygiene, ISH continues to conduct self-evaluations and review hygiene practices. Educators actively maintain the learning environments and address any issues with leadership. In response to our self-evaluation, a policy and procedure document is being drafted for staff reference. Continuous evaluation of our practices ensures their effectiveness, aligning with regulatory requirements and maintaining a commitment to providing a standard of cleanliness and safety.



*Educators review the guiding hygiene document to evaluate and improve our practices*

Additionally, various actions have been implemented to enhance the learning environment for children. These include incorporating natural materials that capture children's interest, ensuring the availability of materials for their exploration, displaying their learning on the walls through documentation, involving them in the care of their classrooms, and establishing a daily/weekly schedule that allows significant time for play and inquiry. Furthermore, children have access to both indoor and outdoor learning materials and are familiar with routines which provide a sense of security. These comprehensive efforts underscore ISH's commitment to providing a stimulating, responsive, and enriching physical, psychological, and aesthetic environment for children in the Early Years program.

In addition, ISH consciously involves children in matters affecting themselves. The learning environment is assessed and evaluated by educators and leadership through a child's perspective and by children with the support of their teachers. This child-centric approach aligns with ISH's commitment to creating a supportive and enriching environment for all children and informs our next steps in our program development.

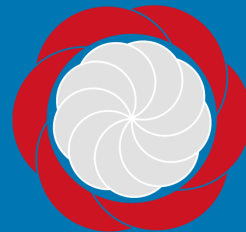


*Children actively take care of their classroom*



*Children are seen and celebrated by displaying their artwork*

## The six curriculum themes (De seks læreplanstemaer)



"The educational curriculum must be prepared based on six curriculum themes and goals for the connection between the learning environment and children's learning.

It must be clear from the educational curriculum how the educational learning environment supports children's broad learning within and across the six curriculum themes."

*The strengthened educational curriculum, Framework and content, p. 32*

## Comprehensive Personal Development (Alsidig personlig udvikling)

"Comprehensive personal development is about the constant expansion of the child's world of experience and opportunities for participation. It requires commitment, life skills, courage and skills for participation."

*The strengthened educational curriculum, framework and content, pp. 36-37*



Our commitment to cultivating comprehensive personal development is at the core of our pedagogical practice. Our approach revolves around providing a rich tapestry of experiences for our young learners, encouraging active participation that supports the development of skills, enthusiasm, and competence.

Educators at ISH are committed to being present, responsive, and empathetically engaged in the child's world. Our learning environment acts as a vital framework, ensuring a safe, recognizable space shaped by insightful adults who serve as caring and consistent role models.

In our learning environment, children actively contribute to co-creating spaces, fostering a sense of ownership and pride and have access to various indoor and outside classroom materials. The familiar routines of the day and week create a sense of security and structure, supporting the development of life skills, independence, and self-confidence. Hygiene practices are regularly reviewed and taught, ensuring the well-being and safety of our children.

The IB Learner Profile attributes inspire our early learners who actively engage in co-creating the direction of their units of inquiry. Children share their areas of interest, previous knowledge, and individual learning goals, fostering independence and a sense of ownership over their learning journey.

*Development of IB learner profile attributes*



Through Social-Emotional Learning, children express themselves freely and learn respectful ways of doing so. The democratic process is embedded in our daily interactions, where children have a voice, and their perspectives are listened to and respected, which aligns with the IB's emphasis on learner agency and life skills development.

Celebrating diversity is integral to our learning environment. We celebrate children for their diverse cultural backgrounds through our units of inquiry and school events, and they have the opportunity to mix across different age groups during various activities. Through this, they develop an appreciation for different perspectives, aligning with the IB's global-mindedness. Our play-based program engages children in different group dynamics and various play opportunities throughout their day, fostering community and camaraderie developing life skills such as understanding social roles and engaging in democratic processes.

In partnership with families, we maintain an open line of communication, inviting them during their child's settling-in period and celebrating learning with student-led conferences and end-of-unit celebrations. This collaborative approach ensures that children feel respected, seen, and supported in their learning.



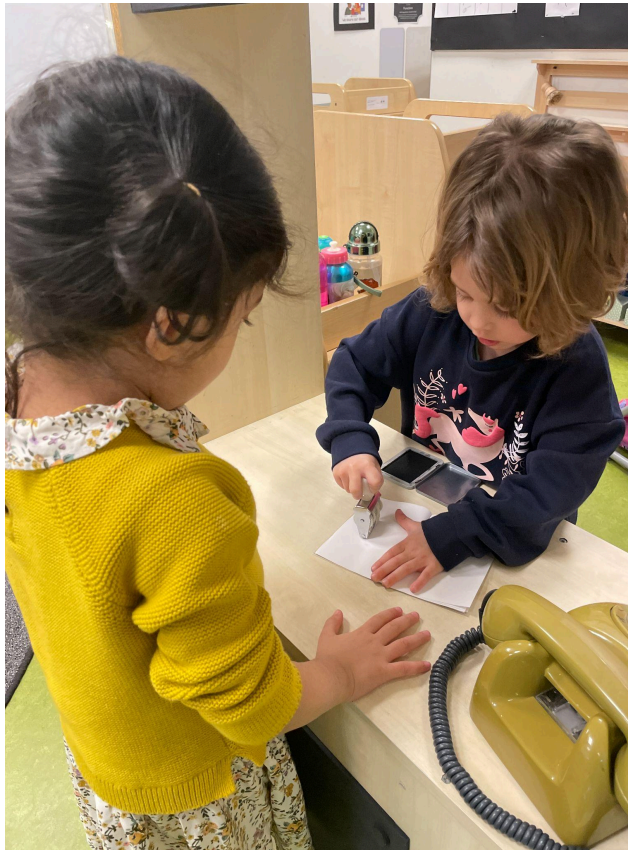
*Parents join their children in a morning of play*

The learning environment at ISH is a shared space where children have ownership and build independence through daily activities like dressing and undressing themselves, using the toilet, washing hands, and participating in learning engagements. Families have virtual access to the learning environment through our online platform - Toddle. On Toddle, families can access curriculum, projects and portfolios, assessments and reports to facilitate at-home conversations to support their child's development.



*Developing independence*

Our understanding of comprehensive personal development extends beyond individual experiences to encompass social dynamics. The rhythm of our educational learning environment, alternating between structured activities and free play, further supports children's individual and social development.



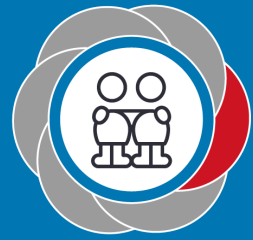
*Developing social skills through play*

In alignment with other themes in our curriculum, comprehensive personality development is interwoven with various aspects of our pedagogy, making it a fundamental goal supported by the entirety of our educational approach. Through these carefully crafted practices and a commitment to the IB programme and its essential elements, ISH ensures that children develop academically and acquire essential life skills, setting a strong foundation for their future endeavours.

Highlighted units of inquiry that connect to Personal Development	
Tema	Barnets alsidige personlige udvikling (personlige kompetencer)
Theme	Personal Development
Pre-K3	<p><b>How we express ourselves:</b> Play lets us develop friendships, inquire, enjoy our creativity and celebrate ourselves and each other.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Building friendships through play</li> <li>• Why we take care of our environment</li> <li>• Different ways of exploring my world</li> </ul> <p><b>Key Concepts:</b> Connection, Function, Responsibility  <b>Related concepts:</b> Relationships, Celebrations, Opinion, Actions, Well-being, Choice, Cause and Effect  <b>Related Subjects:</b> PSPE, Language, Maths, Visual Arts, Drama, Music  <b>ATLs:</b> Communication, Self-management and Social skills  <b>Learner Profile:</b> Balanced, Caring, Risk-takers</p>

Pre-K4	<p><b>How we organise ourselves:</b> Routines and patterns help us organize ourselves.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How daily routines help us understand and make predictions</li> <li>• Observing patterns in our lives</li> <li>• Making agreements to organise ourselves</li> </ul> <p><b>Key Concepts:</b> Causation, Change  <b>Related Concepts:</b> Order, Prediction, Sequence, Safety, Well-being, Observation  <b>Related Subjects:</b> Maths, Language, Music, PSPE  <b>ATLs:</b> Social, Communication, Self-management skills  <b>Learner Profile:</b> Thinkers, Communicators, Risk-takers, Principled</p>
Kindergarten	<p><b>How we express ourselves:</b> We express ourselves through play.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Connecting through play</li> <li>• Expressing feelings and ideas</li> <li>• Sharing perspectives through mark making</li> </ul> <p><b>Key Concepts:</b> Connection, perspectives  <b>Related concepts:</b> Creativity, Expression, Imagination  <b>Related Subjects:</b> Language, Maths, PSPE, the Arts, Music, Danish  <b>ATLs:</b> Social, Communication and Self-Management skills  <b>Learner Profile:</b> Communicators, Reflective, Risk-takers</p>

## Social Development (Social utvikling)



"Social development is the development of social opportunities and forms of participation and takes place in social communities where the children can experience belonging and where they can gain experience in exerting influence themselves and valuing 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 educational staff, with the local and immediate environment, with activities, things, toys, etc.

*The strengthened educational curriculum, Framework and content, pp. 38-39*

Recognizing that social development is a lifelong journey that begins in early childhood, we place a strong emphasis on creating social communities where children feel a sense of belonging and can actively participate, gaining valuable experiences in influencing and appreciating differences.

### **Empathy and Relationship Building**

Empathy, a cornerstone of social development, is cultivated through meaningful relationships within our social-emotional programme Second Step. Our learning environment is designed to support children in building connections - with peers, educators, the local environment, and the community. Mutual relationships and friendships among children are pivotal for social learning and skill development, especially evident in their play interactions. Our educators prioritize equality, understanding, and empathy in their relationships with children, fostering independence and a sense of agency.

### **Participation and Co-Influence**

Active participation in social communities is fundamental for children's development, ensuring they contribute meaningfully to shared activities. We view diversity as a valuable resource, and our pedagogical learning environment actively supports opportunities for participation and co-influence. This inclusive approach strengthens the community and enhances children's commitment to their social surroundings.

### **Play as a Catalyst for Social Learning**

Play is a central element of our curriculum and catalyzes social learning. Children negotiate, make compromises, and solve conflicts through play, developing essential social skills. Our learning environment supports play as a fundamental activity where children learn to play with others, observe others, and develop resilience and negotiation skills through different kinds of play. The progressive nature of play requires constant attunement, promoting a deeper

understanding of social conventions applicable in early childhood activities and broader life contexts, including school.

### **Cooperation and Dialogue with Parents**

We recognize the pivotal role of cooperation with parents in fostering social learning. Open dialogue between parents and educators builds a mutual understanding of the child's perspective and social experiences. This collaboration supports the child's learning, mutual relationships, and community-building, contributing to bullying prevention.

### **Integrating Well-being Initiatives**

We incorporate well-being initiatives into our curriculum, acknowledging the distinct challenges posed by global events such as the Covid shutdown. Subsequent to this period, children actively participated in a dedicated well-being unit, exploring diverse approaches to self-care and caring for others. Various explicit learning engagements supported children in recognizing and acknowledging others' emotions, emphasizing the significance of healthy communication in fostering relationships and understanding how daily routines contribute to overall well-being. The related concept of well-being is comprehensively integrated into our curriculum, with each class providing vertical coverage. It is explicitly and implicitly taught in every grade level through dedicated units of inquiry, ensuring a holistic approach to fostering the well-being of our young learners.

Children also actively inquired about making responsible choices that support social, emotional, and physical well-being, which included exploring strategies to ensure the cleanliness of the class environment. As part of their learning experience, children independently made decisions about what was helpful and safe for the school community, fostering a sense of responsibility and community engagement.

Our sustained commitment to well-being remains a central focus, considering the varied Covid related restrictions experienced by our young learners depending on their geographical locations during that time. Recognizing the diverse life conditions within our international community, we want to ensure the well-being of each child, mindful of the different experiences they brought with them during that period.

### **Transdisciplinary Units of Inquiry**

In our transdisciplinary units of inquiry, we explicitly unpack social skills and competencies. We celebrate small moments and share them with families through student portfolios, ensuring a holistic approach to social development that extends beyond the classroom.

### **Fostering Positive Relationships**

At ISH, we project and encourage opportunities for all children to develop positive relationships with their peers. Activities that promote personal and social development, including self-regulation, are seamlessly integrated throughout their day. These activities encompass play, modelling behaviours, language development, group games, music and movement. Children are provided with explicit opportunities to practice and develop these skills, ensuring a well-rounded and comprehensive approach to their social development.

Highlighted units of inquiry that connect to Social Development	
Tema	Sociale udvikling
Theme	Social development
Pre-K3	<p><b>How we express ourselves:</b> Play lets us develop friendships, inquire, enjoy our creativity and celebrate ourselves and each other.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Building friendships through play</li> <li>• Why we take care of our environment</li> <li>• Different ways of exploring my world</li> </ul> <p><b>Key Concepts:</b> Connection, Function, Responsibility  <b>Related concepts:</b> Relationships, Celebrations, Opinion, Actions, Well-being, Choice, Cause and Effect  <b>Related Subjects:</b> PSPE, Language, Maths, Visual Arts, Drama, Music  <b>ATLs:</b> Communication, Self-management and Social skills  <b>Learner Profile:</b> Balanced, Caring, Risk-takers</p>
Pre-K4	<p><b>Who we are:</b> We celebrate our similarities and differences.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• How our similarities and differences connect us</li> <li>• How we grow and change</li> <li>• Our different abilities and interests</li> </ul> <p><b>Key Concepts:</b> Perspective, Connection, Change  <b>Related concepts:</b> Likes, Dislikes, Growth, Transformation, Diversity, Celebrations  <b>Related Subjects:</b> Language, PSPE, Maths, Social Studies, Music  <b>ATLs:</b> Research, Social and Communication skills</p>
Kindergarten	<p><b>Who we are:</b> We enhance our understanding about who we are by making connections with each other.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Who I am</li> <li>• How our relationships contribute to our community's growth</li> <li>• Connections between myself and others</li> </ul> <p><b>Key Concepts:</b> Perspective, Connection  <b>Related concepts:</b> Identity, Relationships, Well-being  <b>Related Subjects:</b> Language, Maths, Social Studies, PSPE, Music  <b>ATLs:</b> Social, Communication skills  <b>Learner Profile:</b> Caring; Open-Minded, Balanced</p>

## Communication and Language (Kommunikation og sprog)

"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.

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

*The strengthened educational curriculum, framework and content, pp. 40-41*



At ISH, we recognize that children's acquisition and development of communication and language are foundational elements in their early years of learning. Our pedagogical approach aligns with the IB philosophy, emphasizing the importance of language as a tool for understanding oneself, others, and the surrounding environment.

Language learning and teaching immerses students in the interplay between learning language, learning through language and learning about language.

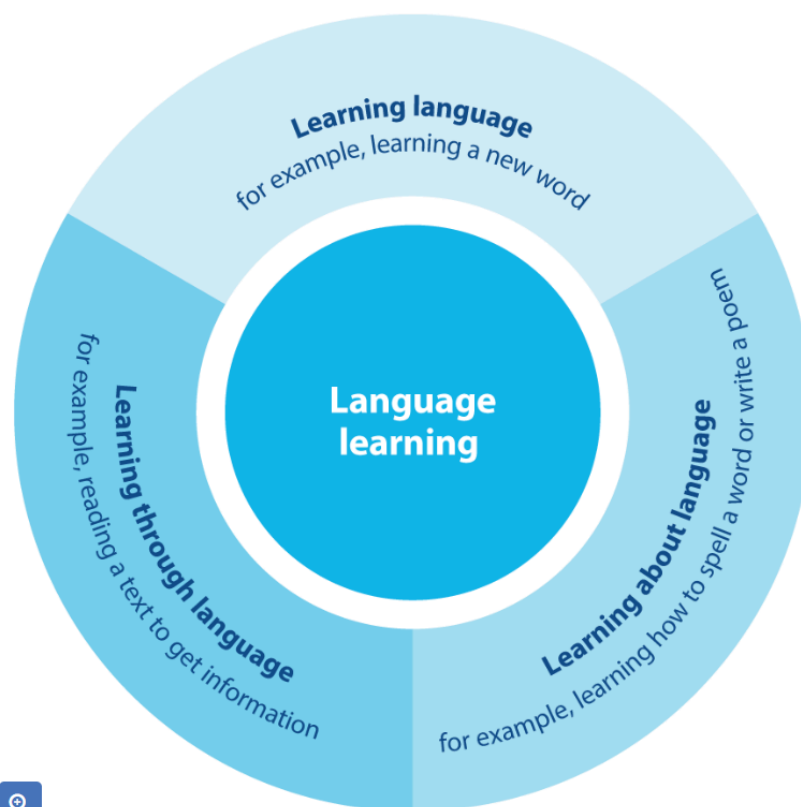


Figure LA01 Language learning

### **Interactive Environments for Language Acquisition**

Our learning environment fosters communicative interactions and language development through close relationships between children, parents, and educators. All staff members at ISH actively support language development.

### **Quality Interactions and Language Role, Modeling**

Language acquisition is a natural progression initiated through expressions in body language and verbal expression. At ISH, our educators prioritize empathy, curiosity, and active engagement in communication and conversation. The quality of conversations is particularly vital for vulnerable children, ensuring a supportive environment for their overall development.

### **Building Communities Through Language**

Communication and language play a pivotal role in building relationships, engaging in communities, and fostering friendships. Our curriculum encourages cross-age interactions, recognizing that peer learning enhances language development. Play provides a fundamental practice field for verbal and nonverbal communication, enriching vocabulary and sentence formation.

### **Inclusive Approach to Language Development**

We are committed to inclusivity and ensure that all children are included in communities that support their communication and language development, especially those who may not initiate conversations or activities independently. Our educators actively participate and set frameworks for activities, using play as a vehicle for conversations, vocabulary development, and relationship building.

### **Holistic Language Learning Opportunities**

The learning environment at ISH provides diverse language learning opportunities and activities, incorporating language comprehension, vocabulary development, and sentence formation. Conversations, questions, story-telling, and play are integrated into routines. Planned and spontaneous activities expose children to new concepts and forms of expression.

### **Access to Books and Written Language**

At ISH, children have access to books in our library and classrooms, writing materials, and visual print throughout the learning environment, introducing them to the world of books and fostering curiosity about written language. We encourage children to explore books, ask questions about letters, engage in storytime, and discuss book content with their peers and educators. Children and parents at ISH also have access to our school Library and Librarian, further supporting children's access to books and written language.

### **Collaboration with Parents**

Our educators collaborate with parents, recognizing their crucial role in children's language development. Through regular communication, we share insights about individual children's language progress and contribute to the overall language development of the community.

### **Language Development Strategies**

#### *1-on-1 and Group Communication:*

Educators and other staff members actively engage in 1-on-1 and group communication, engaging in conversations, sharing experiences, and emphasizing both verbal and non-verbal language.

#### *Morning Meetings:*

Morning meetings provide a structured platform for interactive communication, allowing children to express themselves, share experiences, and practice effective communication.

#### *Use of Signs, Gestures, and Encouraging Language:*

Signs, gestures, and encouraging language are incorporated into daily routines, including toileting and playtime, fostering a supportive and inclusive communication environment.

#### *Home Language:*

Families are encouraged to maintain their home language, creating a bridge between home and school. This inclusion helps children connect their cultural backgrounds to their learning experiences.

#### *IB Language Scope and Sequence:*

ISH follows a clear Language Scope and Sequence with developmentally appropriate goals embedded in thematic units, ensuring a structured and progressive approach to language development.

#### *Support for Multilingual Students:*

For children with home languages other than English, support is provided through various activities such as songs, presentations, and teaching peers and teachers new words.

#### *After-School Learning Opportunities:*

After-school lessons in Danish and other home languages are scheduled through the school, providing additional opportunities for language enrichment.

#### *Revision of Language Policy:*

The school regularly revises its language policy, ensuring that it aligns with best practices and addresses the evolving linguistic needs of the school community.

Our commitment to communication and language development at ISH extends beyond the classroom, involving all stakeholders, and is deeply embedded in our school's multicultural and international context.

All units of inquiry connect to Communication and Language	
Tema	Kommunikation og sprog
Theme	Communication and Language
Pre-K3, Pre-K4 & Kindergarten	Language, as a related subject, is seamlessly integrated into every unit of inquiry  All units have a language development component Learner Profile – Communicator, Reflective, Knowledgeable ISH Language policy

## Body, Senses and Movement

(Krop, sanser og bevægelse)

"Children are in the world through their bodies, and when they are supported in using, challenging, experimenting, feeling and taking care of their bodies - through rest and movement - the foundation for physical and psychological well-being is laid.

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

*The strengthened educational curriculum, framework and content, pp. 42-43*



At ISH, we recognize that children's well-being is intricately connected to their physical and mental development. Our pedagogical philosophy aligns with the belief that a healthy body is the foundation for experiential learning, emotional understanding, and social interactions. We emphasize the significance of the body as a complex sensory system that forms the basis for communication, relationships, and overall development.

### **Inclusive Learning Environments**

Our learning environments are designed to engage all children inclusively, including those with limited exposure to using their bodies, senses, and motion. We actively encourage participation in activities and play, instilling the joy of movement and physical activity.

### **Encouraging Bodily Experiences**

Children at ISH are encouraged to explore diverse bodily experiences, fostering creativity and play as fundamental concepts. Our dedicated educators actively monitor and encourage children's initiatives in movement, promoting self-determination and sound risk-taking as integral aspects of their development.

### **Parental Collaboration**

We value collaborative partnerships with parents, engaging in dialogues that support their understanding of the importance of developing the body and senses in early childhood to provide a strong foundation where children are better equipped to take on the tasks of school life. By sharing our pedagogical considerations, including the importance of risk-oriented play activities, we collectively contribute to creating a supportive environment for children's physical well-being.

### **Body, Senses, and Motion**

We understand that each child's body is unique and plays a vital role in their overall well-being. We create environments where children can learn about themselves through movement, helping them develop socially, emotionally, and physically.

Sensory experiences are essential for how children perceive and learn about the world. Our spaces are designed to engage the senses, provide visual appeal, and engage children's sense of wonder. This intentional setup encourages children to explore and move creatively, providing a diverse sensory experience.

Movement is seen as an active way for children to explore the world. Through movement, children decode and understand how their bodies and senses work. This active involvement helps them connect with themselves, others and their environment and promotes inclusivity within our community and beyond.

At ISH, we integrate these principles into our weekly Physical and Social Personal Education (PSPE) lessons, which are connected to units of inquiry. Our daily outside play, forest walks, and Morning Meetings, including songs with movements, yoga, and dance, further contribute to exploring the body, senses, and motion.

Discussions about our bodies spark curiosity and wonder, leading to insightful conversations about self-discovery and understanding. Through our units of inquiry, children engage in various activities where they can explore and learn about the body. Children may compare their heights, prompting questions about measurement tools, such as measuring tapes and the significance of the numbers. Such activities engage children physically and encourage critical thinking and inquiry.

Additionally, we provide quiet spaces adorned with objects from nature and twinkle lights, offering serene environments that allow children to further connect with their senses and experience moments of tranquillity.

Highlighted units of inquiry that connect to Body, Senses and Movement	
Tema	Krop, sanser og bevægelse
Theme	Body, senses and movement
Pre-K3	<p><b>Who we are:</b> We learn about who we are through our physical body, feelings and families.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Parts of my body</li> <li>• Exploring &amp; expressing feelings</li> <li>• My place in my family</li> </ul> <p><b>Key Concepts:</b> Form, Function  <b>Related concepts:</b> Self, Identity, Self-regulation, Growth, Differences  <b>Related Subjects:</b> Maths, Language, PSPE, Visual Arts, Music  <b>ATLs:</b> Research, Self-management and Communication skills  <b>Learner Profile:</b> Inquirers, Communicators, Reflective</p>
Pre-K4	<p><b>Who we are:</b> We celebrate our similarities and differences.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• How our similarities and differences connect us</li> <li>• How we grow and change</li> <li>• Our different abilities and interests</li> </ul>

	<p><b>Key Concepts:</b> Perspective, Connection, Change</p> <p><b>Related concepts:</b> Likes, Dislikes, Growth, Transformation, Diversity, Celebrations</p> <p><b>Related Subjects:</b> Language, PSPE, Maths, Social Studies, Music</p> <p><b>ATLs:</b> Research, Social and Communication skills</p> <p><b>Learner Profile:</b> Inquirers, Knowledgeable, Open-minded, Balanced</p>
Kindergarten	<p><b>Who we are:</b> We enhance our understanding about who we are by making connections with each other.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Who I am</li> <li>• How our relationships contribute to our community's growth</li> <li>• Connections between myself and others</li> </ul> <p><b>Key Concepts:</b> Perspective, Connection</p> <p><b>Related concepts:</b> Identity, Relationships, Well-being</p> <p><b>Related Subjects:</b> Language, Maths, Social Studies, PSPE, Music</p> <p><b>ATLs:</b> Social, Communication skills</p> <p><b>Learner Profile:</b> Caring; Open-Minded, Balanced</p>
<p>Weekly Physical Education (PSPE) lessons</p> <p>Daily outside play</p> <p>Forest walks</p> <p>Morning Meeting (songs with movements, yoga, dance)</p>	

## Nature, Outdoor Life and Science

(Natur, udeliv og science)

"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 their first experiences with natural scientific ways of thinking and analysis. But nature is also the basis for work with sustainability and the interaction between man, society and nature."

*The strengthened educational curriculum, framework and content, pp. 44-45*



At ISH, we believe that nature is a rich space for children to learn and grow emotionally, physically, socially, and cognitively. We see it as a place for scientific exploration and a foundation for teaching sustainability.

### Nature

We want children to find joy and an immediate connection in nature. Our learning environment ensures that every child, regardless of background, can explore various natural settings - like our local nature area and beaches. Children learn about habitats, seasons, food chains, and more throughout the units of inquiry. Conversations about nature and our human connection are integrated into our everyday lives, fostering an appreciation for the environment and understanding human impact. This aligns with the IB's holistic approach to education, emphasizing the interconnectedness of knowledge and the importance of understanding our impact on the environment.

### Outdoor Life

Our outdoor spaces are an extension of our learning environment, providing authentic sensory experiences. We have areas for ball games, playgrounds, and wild spaces like forests. Outdoor activities encourage play, exploration, and connections with nature, sparking creativity through imaginative play with natural materials. The outdoors becomes a special space for active listening, curiosity, and community engagement. Outdoor experiences align with the IB's emphasis on experiential learning, promoting attributes such as risk-taking, resilience, and collaboration, fostering the development of internationally-minded young learners.

### Science

Our science approach encourages active exploration of natural phenomena like light, darkness, air, and weather. Our educators act as guides, building a bridge between everyday activities and scientific concepts. Through this approach, children at ISH understand cause and effect and how to make and test predictions, laying the foundation for scientific and mathematical awareness. The IB's inquiry-based learning nurtures children's natural curiosity and fosters thinking and research skills, as outlined in the ATLs.

At ISH, we aim to give all children specific nature experiences to spark curiosity, foster a connection with nature, and introduce the importance of sustainable development. Our learning environment encourages all children to actively observe and explore natural phenomena, discuss cause and effect, and develop early scientific and mathematical awareness.

Highlighted units of inquiry that connect to Nature, Outdoor Life and Science	
Tema	Natur, udeliv og science
Theme	Nature, outdoor life and science
Pre-K3	<p><b>How the world works:</b> Light changes the world around us.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Light helps us in our daily life</li> <li>• Change is all around us</li> <li>• How we can make a difference in the world</li> </ul> <p><b>Key Concepts:</b> Form, Function, Change  <b>Related concepts:</b> Change, Cycle, Discovery, Differences  <b>Related Subjects:</b> Science, Language, Maths, Music, PSPE  <b>ATLs:</b> Research and Thinking skills  <b>Learner Profile:</b> Inquirers, Risk-takers and Thinker</p>
Pre-K4	<p><b>How the world works:</b> We explore living things through research.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• We use our senses to observe the world around us</li> <li>• How we find out what we want to know</li> <li>• Presenting our research findings</li> </ul> <p><b>Key Concepts:</b> Function, Connection, Causation  <b>Related concepts:</b> Process, Discovery, Curiosity, Cycle, Science  <b>Related Subjects:</b> Science, Language, Maths, Social Studies, PSPE  <b>ATLs:</b> Research, Thinking and Self-management skills  <b>Learner Profile:</b> Communicators, Caring, Reflective</p>
Kindergarten	<p><b>Sharing the planet:</b> We share our planet Earth with other living and non-living things.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Attributes of living &amp; non-living things</li> <li>• Living things within a habitat</li> <li>• Taking care of our environment</li> </ul> <p><b>Key Concepts:</b> Change, Responsibility  <b>Related concepts:</b> Relationships, Communities, Habitat  <b>Related Subjects:</b> Language, Maths, Science, Visual Arts, Music, PSPE  <b>ATLs:</b> Research and Thinking skills  <b>Learner Profile:</b> Inquirers; Caring; Principled</p>

## Culture, Aesthetics and Community (Kultur, æstetik og fællesskab)

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

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

*The strengthened educational curriculum, framework and content, pp. 46-47*



Culture is a vibrant force that sparks children's emotions and engages their senses, embodying values from everyday experiences. At ISH, we cultivate a learning environment where children explore new facets of themselves, express thoughts creatively, and gain a deeper understanding of the world. Our learning environment is influenced by the IB philosophy, championing international-mindedness, fostering cultural appreciation, and nurturing the development of empathetic, well-rounded individuals.

The IB framework encourages children to explore their cultural identity, recognize cultural diversity, and engage in open-minded inquiry. Our educators integrate these principles into our pedagogical approach, fostering an environment where children embrace their cultural background and appreciate the richness of global perspectives.

### Cultural Experiences

Through various impressions and ways of expression, children experience diverse cultural art forms, leaving lasting impacts on their senses and emotions. Multiple forms of expression allow children to express themselves creatively; educators support creative expression by providing diverse ways to experiment with their creativity.

Our learning environment extends beyond our setting, including local events and performances. We embrace international-mindedness, fostering an open-minded environment and a focus on Danish values and traditions. Various cultural traditions, including birthday celebrations, Feriesang, Fastelavn, and Santa Lucia, are integrated into the school calendar.

### Community and Inclusion

We believe in letting children find meaning in their daily activities and respect their unique ways of managing their time, play, and conflicts. ISH is a democratic community where every child feels empowered to influence decisions. Differentiated approaches ensure that all children, including vulnerable ones, can realize their potential. Parents play a vital role in our international community, with their knowledge actively included in sharing cultural celebrations and traditions. Our pedagogical goals focus on equal engagement and diverse cultural experiences for all children.

Highlighted units of inquiry that connect to Culture, Aesthetics and Community	
Tema	Kultur, æstetik og fællesskab
Theme	Cultural, aesthetics and community
Pre-K3	<p><b>Where we are in place and time:</b> The journeys I take help me discover and understand the world we live in.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Where I live</li> <li>• Explorations of our journeys</li> <li>• What we need for our journey</li> </ul> <p><b>Key Concepts:</b> Connection, Form, Function  <b>Related concepts:</b> Ownership, Discovery, Community  <b>Related Subjects:</b> Maths, Language, Social studies, Music, Visual Arts, PSPE  <b>ATLs:</b> Thinking and Social and Communication skills  <b>Learner Profile:</b> Knowledgeable, Open-minded, Thinkers and Balanced</p>
Pre-K4	<p><b>How we express ourselves:</b> We use our words, bodies and creations to express ourselves.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• People express their thoughts and feelings differently</li> <li>• People express themselves through play, art, mark-making, and storytelling</li> </ul> <p><b>Key Concepts:</b> Perspective, Form, Responsibility  <b>Related Concepts:</b> Point of view, Communication, Self-regulation, Well-being, Perspective  <b>Related Subjects:</b> The Arts, Language, Maths, PSPE, Social studies  <b>ATLs:</b> Self-management, Social and Communication skills  <b>Learner Profile:</b> Communicators, Caring, Reflective</p>
Kindergarten	<p><b>Where we are in place and time:</b> Homes form the way we live.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• What a home is</li> <li>• Places people live and different types of homes</li> <li>• Ways our homes meet our needs and wants</li> </ul> <p><b>Key Concepts:</b> Function, Form  <b>Related concepts:</b> Shapes, homes  <b>Related Subjects:</b> Social Studies, Language, Maths, Visual Art, Music  <b>ATLs:</b> Self-management, Thinking and Research skills  <b>Learner Profile:</b> Inquirers; Knowledgeable; Thinkers</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

M	T	W	T	F
🍏	🏃	⚡	🍏	⚡
🌙	🍏	🏃	⚡	🏃
⚡	⚡	🌙	🏃	🍏

©chrisgadbury  
MagicStorybooks.com

# 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.**



© International Baccalaureate Organization 2013

International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

## Evaluation Culture (Evalueringskultur)



"The head of the daycare is responsible for establishing an evaluation culture in the daycare, which must develop and qualify the pedagogical learning environment.

The manager is responsible for evaluating the work with the educational curriculum at least every two years with a view to developing the work. The evaluation must be based on the educational goals and including an assessment of the connection between the educational learning environment in the daycare and the children's well-being, learning, development and education.

The evaluation must be published.

The head of the day care is responsible for ensuring ongoing educational documentation of the connection between the educational learning environment and the children's well-being, learning, development and education. The educational documentation must be included in the evaluation."

*The strengthened educational curriculum, framework and content, pp. 50-51*

In crafting this comprehensive report submitted in January 2024, we followed a structured process to ensure the thorough evaluation and continuous improvement of our pedagogical practices and curriculum. Here is an overview of the steps taken:

### **Leader Training and Curriculum Unpacking:**

- Collaborated with the Early Years Leader to delve into the Leader training course on the Styrkede Lærerplan, gaining a deeper understanding of its nuances.
- Examined our curriculum, highlighting the connections between the pedagogical curriculum and the IB programme.

### **Reflection on Past Reports and Børnhave Tilsyn:**

- Reviewed reports and conversations from previous Børnhave tilsyn, reflecting on the quality of the information provided.

### **Yearly Clock and School Events:**

- Created an Early Years Yearly Clock to outline school events, curriculum reviews, professional development, learning environment evaluations, staff meetings, and more.

**Integration of Examples and Evidence Gathering:**

- Explored and incorporated examples throughout our classes and the academic year, enriching our pedagogical practices.
- Gathered evidence and reviewed pedagogical practice with the early years team, fostering an ongoing and comprehensive assessment process.
- Engaged educators in understanding the Styrkede lærerplan, fostering evidence gathering and reflection within bi-weekly team meetings.

**Continuous Enhancement of Curriculum:**

- Added language and philosophy, with a specific emphasis on democracy and the child's perspective, to our curriculum on an ongoing basis.

**Child Development Evaluation:**

- Implemented a multifaceted approach to evaluating each child's development, including Listening Conferences, Parent-Teacher Conferences, Assessment periods, Student-Led Conferences, Student Study Teams, and official school reports (Reports on Learning).

**Educational Activities and Collaboration Evaluation:**

- Employed an Evaluation Form for educational activities and collaborations involving grade-level collaborations, teacher and pedagogue collaborations, Early Years Leader meetings, and Hellerup Leadership meetings.

**Events Assessment and Feedback:**

- Evaluated the success of annual events by scrutinizing the event calendar, reflecting on past events, assessing communication effectiveness, and ensuring goal achievement.

By integrating these elements into our existing evaluation practices, ISH establishes a robust and comprehensive approach to evaluating the effectiveness and impact of our educational curriculum.

At ISH, we pride ourselves on cultivating a robust evaluation culture that spans various aspects of our educational practices. This culture is ingrained in our routines, events, and collaborative efforts. Here's an insight into our evaluation practices:

**IB Evaluation Guide:**

At ISH, we align our evaluation practices with the International Baccalaureate (IB) [Evaluation Guide](#). This guide serves as a comprehensive framework, providing standards and practices for assessment within the IB programme. Our evaluation culture is enriched by integrating IB's principles, ensuring a holistic and globally recognized approach to the assessment of our educational practices.

### Programme Standards and Practices Information & Self-Study Process:

We adhere to the [Programme Standards and Practices](#) outlined in our self-study process. This involves a thorough examination of our educational programmes against established standards, ensuring alignment with educational best practices. The self-study process is conducted regularly, allowing us to identify areas of strength and areas for improvement. Through this ongoing evaluation, we foster a culture of continuous enhancement and quality assurance.

#### Guide to Programme Evaluation:

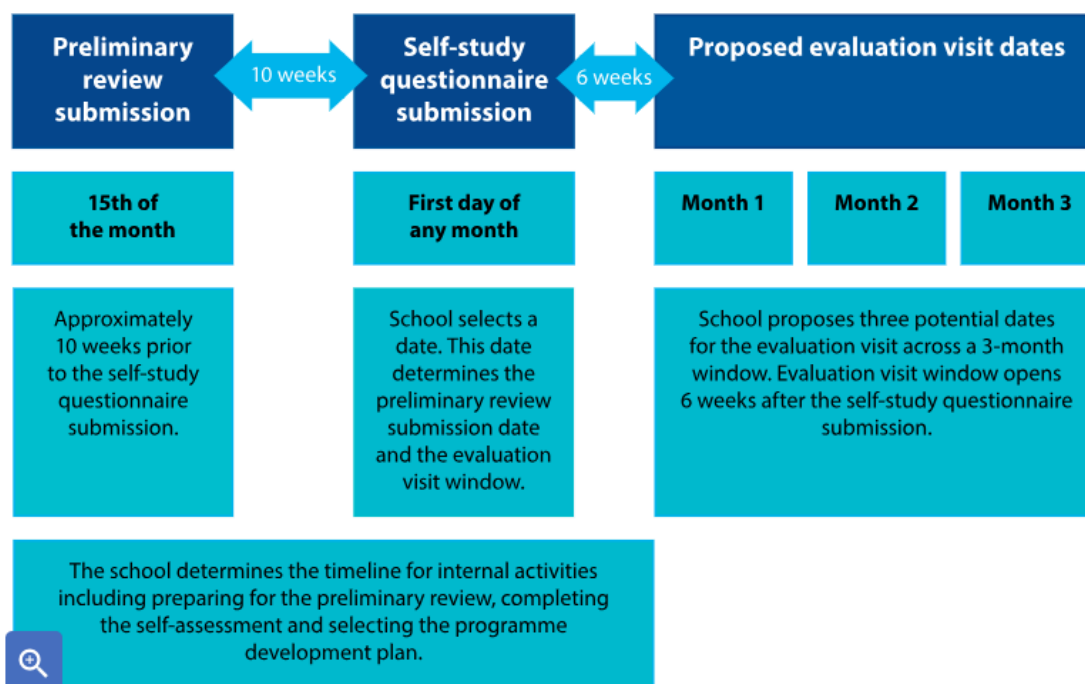


Figure 1 Time frame for programme evaluation

### Program Development Plan (PDP):

Our PDP is a dynamic tool that contributes significantly to our evaluation culture. Conducted annually and reviewed quarterly, the PDP serves as a roadmap for program improvement and development. It outlines specific goals, strategies, and actions to elevate the quality of our educational offerings. The regular reviews ensure that our initiatives stay on course, promoting adaptability and responsiveness to the evolving needs of our learning community.



International School  
of Hellerup

**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.

Der offentliggøres løbende nye temaer.

Alle materialer kan findes på [www.emu.dk/dagtilbud](http://www.emu.dk/dagtilbud)



BØRNE- OG  
UNDERVISNINGSMINISTERIET

Pædagogisk læreplan

© 2019

Danmarks Evalueringsinstitut og  
Børne- og Socialministeriet

Citat med kildeangivelse er tilladt

Design: BGRAPHIC