

BISS Preschool Year Plan 2026



BISS PRESCHOOL AS

British International Schools of Stavanger

Contents

- Contact Details
- Introduction to the Year Plan
- Overview of the Organisation
- The Norwegian Kindergarten Act and Framework Plan
- Our Vision
- Children's Participation
- Focus Areas Related to Staff Competence and Development
- Our Unit Programme
- Planning the Programme and Learning Areas
- The Curriculum
- Our Core Values for Wellbeing and Learning
- Play and Active Learning – The Way Children Learn
- Our Classes
- Our Teaching Team
- Play-Based Learning, Interaction, and Mastery
- Sustainable Development as a Core Value
- Our Learning Environments
- The Psychosocial and Emotional Environment
- Your Child's Wellbeing at BISS Preschool
- Behaviour as Communication: Working Towards Self-Regulation in Children
- Collaboration for your Child's Best Development in Early Years Learning
- The Importance of Starting the Day "Ready to Play"
- Language and Mathematics
- Parent Involvement
- Finding Support
- Closing Statement



BISS PRESCHOOL AS

British International Schools of Stavanger

Contact details

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Bumblebees: Bumblebees@biss.no

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Foxes: Foxes@biss.no

Bears: Bears@biss.no

Squirrels: Squirrels@biss.no

Owls: Owls@biss.no

Introduction of The Year Plan

This Year Plan provides an overview of the values, pedagogy, and everyday practices that shape life at BISS Preschool. It reflects our commitment to offering a safe, inclusive, and inspiring learning environment where every child is seen, heard, and valued.

As a preschool in Norway, our work is grounded in the Norwegian Kindergarten Act (Barnehageloven) and the Framework Plan for Kindergartens (Rammeplan for barnehagen). These documents guide our understanding of children, learning, wellbeing, participation, and the role of the preschool in society.

At BISS Preschool, we believe children learn best through play, relationships, inquiry, exploration, and meaningful experiences. We view children as capable, curious, and active participants in their own learning journey. Our role as educators is to listen, support, encourage, and co-construct learning alongside them.

Our international community brings together children and families from many cultures, languages, and backgrounds. We celebrate this diversity and recognise it as a strength that enriches our learning environment and helps children develop empathy, understanding, and a sense of belonging in a global community.

This Year Plan also outlines how we work in partnership with families, how we support children's wellbeing and development, and how we create learning environments that encourage curiosity, creativity, independence, and joy.



Overview of The Organization

Welcome to BISS Preschool.

BISS Preschool offers an English-speaking international preschool environment for children aged 1–6 years. Our preschool community is built on strong relationships, inclusion, play-based learning, and respect for every child's individuality.

As part of the British International Schools of Stavanger, we are proud to combine the values of the Norwegian kindergarten tradition with an international and inquiry-based approach to learning.

Children at BISS Preschool experience a holistic educational environment where care, play, and learning are closely connected. We believe children develop through meaningful interactions with people, nature, materials, ideas, and experiences.

Our preschool community reflects a wide range of cultures, languages, family structures, perspectives, and experiences. We aim to create an environment where all children and families feel welcomed, represented, and respected.

The final preschool year supports children's transition to school in ways that are developmentally appropriate and grounded in play, wellbeing, confidence, communication, independence, and social competence. We recognise that children develop at different paces, and we value the individual journey of each child.

The Head of Preschool holds overall responsibility for ensuring that the preschool operates in accordance with Norwegian legislation and the Framework Plan. Together, educators and leaders collaborate to create reflective, inclusive, and high-quality learning environments for all children.

The Norwegian Kindergarten Act and Framework Plan

BISS Preschool operates in accordance with the Norwegian Kindergarten Act and the Framework Plan for Kindergartens (Rammeplan for barnehagen).

The Framework Plan provides guidance for the preschool's values, purpose, content, and responsibilities. It highlights children's rights to care, play, participation, learning, and development within a safe and inclusive environment.

The Framework Plan recognises childhood as a valuable stage of life in itself. Children are viewed as competent individuals with the right to express themselves, participate in decisions that affect them, and experience meaningful relationships and belonging.

At BISS Preschool, the Framework Plan guides our pedagogical choices, learning environments, relationships, and daily practices. It supports our commitment to:

- Play-based and inquiry-led learning
- Children's participation and agency
- Inclusion and diversity
- Care, wellbeing, and emotional security
- Sustainability and respect for nature
- Communication and collaboration with families
- Holistic development and lifelong learning

We continuously reflect on and develop our practices to ensure they remain aligned with both the Framework Plan and the needs of our children and families.



Our Vision

At BISS Preschool, we believe childhood should be filled with wonder, belonging, curiosity, creativity, and meaningful relationships.

We aim to create a preschool environment where children feel emotionally secure, respected, listened to, and inspired to explore the world around them.

We value each child as a capable and unique individual with their own ideas, interests, perspectives, strengths, languages, and ways of learning.

Through play, inquiry, creativity, movement, nature experiences, and relationships, we nurture children's confidence, empathy, resilience, communication, independence, and joy for learning.

Our vision is to foster an inclusive international learning community where children develop a strong sense of self while also learning to care for others, their environment, and the wider world.



Children's Participation

Children's participation is a central part of life at BISS Preschool and is rooted in the Norwegian Kindergarten Act and Framework Plan.

We believe children have the right to express their thoughts, feelings, opinions, and ideas, and to experience that these are listened to and valued.

Participation in preschool looks different for every child and may be expressed through words, play, body language, emotions, creativity, movement, questions, choices, relationships, and everyday interactions.

Our educators actively observe, listen to, and reflect on children's interests, theories, questions, and ideas in order to shape meaningful learning experiences together with them.

Children are encouraged to:

- Influence their learning environments
- Contribute ideas to projects and inquiries
- Participate in decision-making appropriate to their age and development
- Express opinions and preferences
- Take part in caring for their environment and community
- Collaborate and problem-solve with others

Our learning journeys are flexible and responsive. While educators provide support, guidance, and thoughtful provocations, the direction of learning often develops through children's curiosity, interests, and interactions.

By supporting participation and agency, we help children develop confidence, independence, communication skills, empathy, and a sense of belonging within the preschool community.



Focus Areas related to Teacher's Competence and Development

At BISS Preschool, we believe reflective and knowledgeable educators are essential in creating high-quality learning experiences for children.

Our staff work collaboratively to develop practices that are child-centred, inclusive, inquiry-based, and aligned with the Framework Plan.

Through professional reflection, collaboration, observation, documentation, and ongoing learning, educators continuously strengthen their understanding of:

- Play-based pedagogy
- Inquiry and project work
- Children's participation and agency
- Inclusive practices and diversity
- Communication and relationships
- Emotional wellbeing and self-regulation
- Language-rich learning environments
- Sustainable practices and outdoor learning

We recognise that strong communication, reflective practice, and collaboration are essential in building a supportive learning culture for both children and adults.

Our focus areas for 2026 include:

1. Strengthening inquiry-based and play-responsive pedagogy
2. Supporting inclusive learning environments for all children
3. Developing communication and collaborative practice across teams
4. Strengthening pedagogical reflection and documentation
5. Continuing to build emotionally responsive and relational practices

Our Unit Programme

Our Unit Programme is inspired by the seven learning areas within the Norwegian Framework Plan.

Children engage with these learning areas through play, inquiry, projects, relationships, creativity, movement, exploration, and everyday experiences.

The learning areas are interconnected and are explored holistically rather than as isolated subjects.

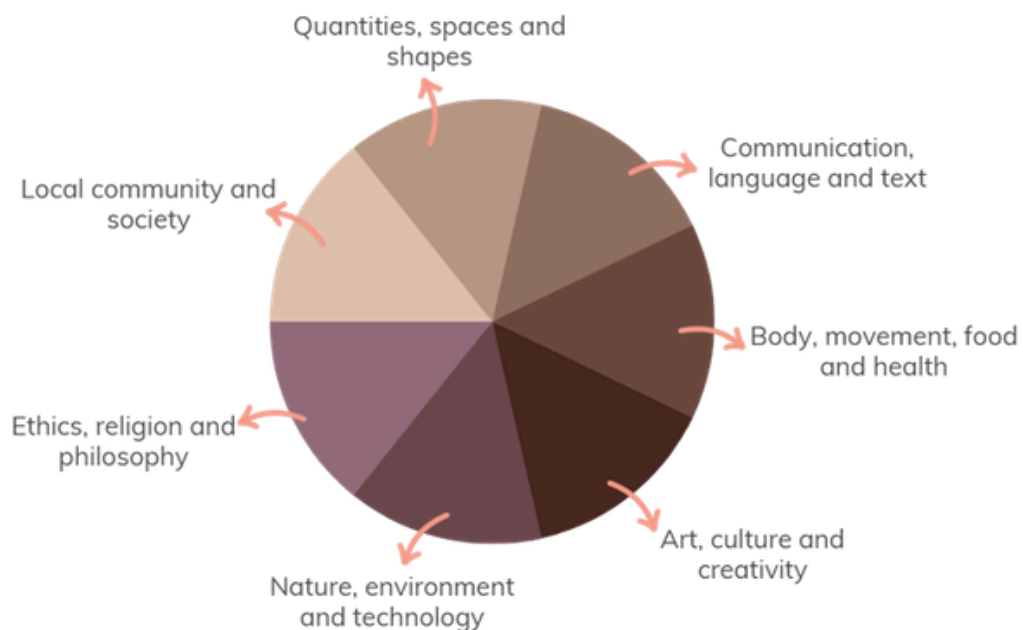
The seven learning areas are:

- Communication, language, and text
- Body, movement, food, and health
- Art, culture, and creativity
- Nature, environment, and technology
- Ethics, religion, and philosophy
- Local community and society
- Quantities, spaces, and shapes

Our programme is flexible and responsive to children's interests, questions, developmental needs, and lived experiences.

Educators thoughtfully plan environments, materials, provocations, and experiences that encourage children to explore, investigate, communicate, collaborate, and think creatively.

Projects and inquiries may develop over time as children revisit ideas, ask new questions, and build deeper understanding through shared experiences.



Learning Areas

Unit Program

Plan

EY 1 & 2

Bumblebees

EY3

Hedgehogs

EY4

Foxes

Bears

EY5

Owls

Squirrels

Term 1

Local Community and Society

Body, Movement and Health

Quantities, Space and Shapes

Quantities, Space and Shapes

Local Community and Society

Local Community and Society

Term 2

Nature, Environment and Technology

Communication, Language and Text

Arts Culture and Creativity

Arts Culture and Creativity

Quantities, Space and Shapes

Quantities, Space and Shapes

Term 3

Arts Culture and Creativity

Arts Culture and Creativity

Body, Movement and Health

Body, Movement and Health

Communication, Language and Text

Communication, Language and Text

Arts Culture and Creativity

Communication, Language and Text

Nature, Environment and Technology

Body, Movement and Health

Quantities, Space and Shapes

Ethics Religion and Philosophy

Local Community and Society

Psychosocial Continuum

Language Continuum

Norwegian Continuum

Maths Continuum

Whole Year Focus

Ethics Religion and Philosophy

Nature, Environment and Technology

Planning the Program and the Learning Areas

Planning at BISS Preschool is collaborative, reflective, and responsive.

Our educators use observation, documentation, conversations, reflection, and children's interests to guide the learning process.

Planning is not viewed as a fixed programme, but as an evolving process that develops alongside the children.

We aim to create meaningful learning experiences that:

- Build on children's curiosity and interests
- Encourage exploration and creativity
- Support relationships and collaboration
- Foster communication and critical thinking
- Promote wellbeing and belonging
- Respect children's different ways of learning and expressing themselves

Educators regularly reflect together on children's learning processes, group dynamics, environments, and emerging inquiries.

Documentation helps us make children's learning visible and supports further reflection, dialogue, and planning.

"Education begins the moment we see children as innately wise and capable beings. Only then can we play along in their world."

~ Vince Gowmon

The Curriculum

The pedagogical work at BISS Preschool is grounded in the Kindergarten Act and the Framework Plan.

Our curriculum reflects a holistic understanding of children's development and learning, where care, play, learning, and formation are closely connected.

We believe children learn through active participation in meaningful experiences, relationships, conversations, creativity, movement, and exploration.

The curriculum is shaped through:

- Children's participation and interests
- Inquiry and project work
- Play and everyday experiences
- Reflection and pedagogical documentation
- Collaboration between educators and families
- The values and principles of the Framework Plan

The curriculum supports continuity and progression while recognising that children develop in individual ways and at different paces.

Our pedagogical documentation helps educators reflect on practice, evaluate learning environments, and ensure that all children experience inclusion, participation, challenge, care, and belonging.



Our Core Values for the well-being and Learning Environment

The values of the Framework Plan form the foundation of our preschool community.

At BISS Preschool, we value:

Belonging

We create an environment where children and families feel welcomed, respected, included, and valued.

Relationships

Warm, responsive, and trusting relationships are central to children's wellbeing, confidence, and learning.

Play

We recognise play as essential to childhood and as a meaningful way children explore, communicate, create, and make sense of the world.

Diversity and Inclusion

We celebrate diversity in culture, language, identity, perspectives, abilities, and experiences.

Curiosity and Inquiry

We encourage children to wonder, investigate, ask questions, and develop their own ideas and theories.

Sustainability and Respect for Nature

We nurture children's connection to nature and encourage care, responsibility, empathy, and respect for the environment and living things.

Democracy and Participation

We support children's voices, choices, and contributions within the preschool community.

Play and active learning - The way children learn

Play is at the heart of life at BISS Preschool.

We recognise play as valuable in itself and as a meaningful way children learn, communicate, develop relationships, express emotions, solve problems, and explore ideas.

Through play, children develop imagination, creativity, language, confidence, resilience, cooperation, empathy, and critical thinking.

Children's play may include:

- Role play and storytelling
- Construction and problem-solving
- Outdoor exploration
- Creative and artistic expression
- Sensory experiences
- Physical movement and risk-taking
- Collaborative games and investigations

Educators support play by:

- Creating inspiring and responsive environments
- Observing and listening carefully
- Participating sensitively when appropriate
- Offering materials and provocations
- Supporting communication and relationships
- Helping children navigate emotions and social situations

We value both child-initiated and shared experiences, recognising that meaningful learning often emerges through relationships, dialogue, and exploration.



Our Classes

BISS Preschool welcomes children from 1–6 years of age.

Children are grouped according to age while also having opportunities to interact across classes and age groups throughout the preschool community.

We recognise that every child develops differently and that learning is influenced by relationships, experiences, interests, culture, language, and environment.

Our educators work to create secure and inclusive class communities where children feel confident to explore, communicate, collaborate, and develop independence.

Learning experiences are adapted to meet the developmental needs and interests of the children within each group.

The classes are divided into calendar year groups from Early Years 1 - 5:

Early Years 1 & 2:

Children who turn 18 months in 2026 (born in 2025)

Children who turn 2 in 2026 (born in 2024)

Early Years 3:

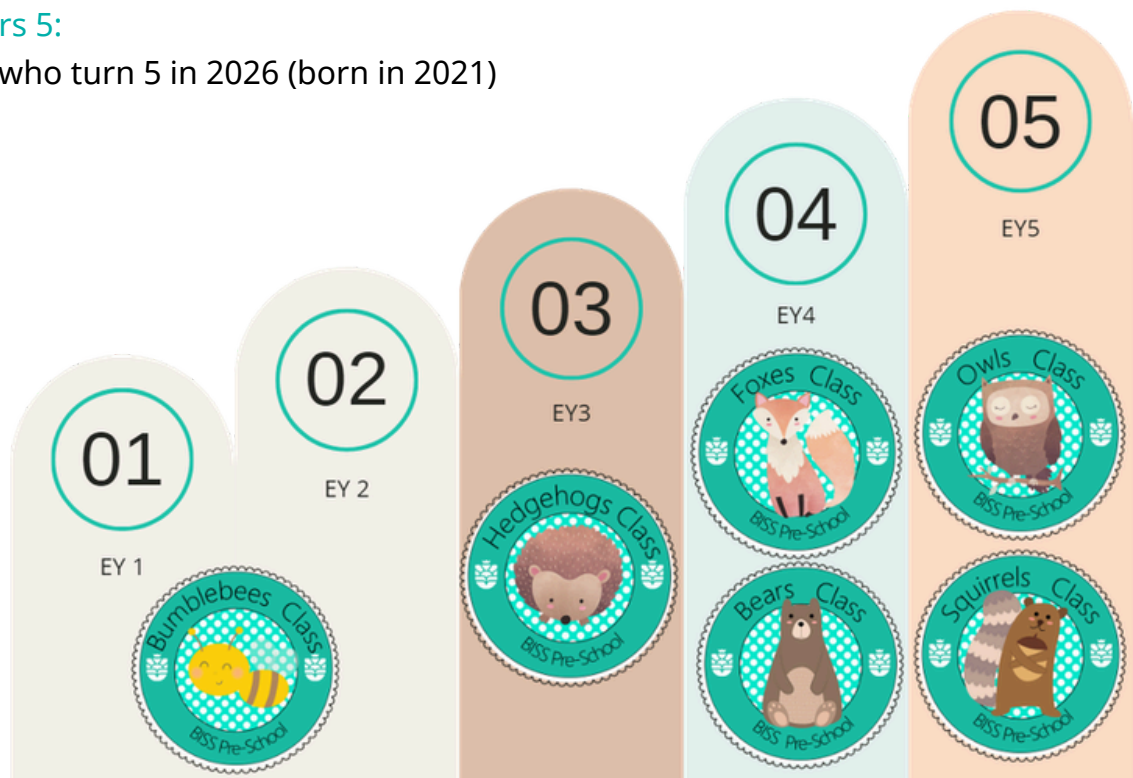
Children who turn 3 in 2026 (born in 2023)

Early Years 4:

Children who turn 4 in 2026 (born in 2022)

Early Years 5:

Children who turn 5 in 2026 (born in 2021)



Our Teaching Team



Class Lead Teachers and Leadership Team:

Fiona Jørgensen
Josipa Johnson
Marion Oliverio
Marzena Kulak
Mona Ahmadi
Natalie Selvaggi

Class Teachers:

Aparna Biswas
Kasha Katarzyna Szalega
Kelsey Waite
Noor Ul Ain
Shelia Bilu Rodriguess Hogberg

Accounting/Admissions Officer:

Alison Gildert

Head of Preschool:

Jen Watson

Deputy Head of Preschool:

Hilde Hystad

Teaching Assistants:

Alaa Mustafa
Alisha Haroon
Amy Middleton
Anastasija Jegorova
Egita Ivanova-orji
Eirini Trivyzadaki
Emeline Forest
Jessica Wendland
Joanna Polec
Marion Nadeau
Marzhan Kyrgyzbayeva
Natalia Porshneva
Sarah Hussein
Sreya Mukherjee

Special Educational Needs Coordinator:

Ewa Badowiec

Special Educational Needs Team:

Ewa Badowiec
Rameen Jafri

Play based Learning, Interaction and Mastery

At BISS Preschool, children develop understanding and confidence through meaningful interactions, relationships, experiences, and play.

We support children in developing social competence, communication skills, emotional awareness, independence, resilience, and a positive sense of self.

Children learn through:

- Exploring and experimenting
- Collaborating with others
- Revisiting ideas and experiences
- Solving problems together
- Taking manageable risks
- Expressing thoughts, feelings, and creativity
- Participating in everyday routines and responsibilities

Educators support children's learning by creating emotionally safe environments where children feel encouraged to try, reflect, question, and grow.

We believe learning is a shared and relational process where children build understanding together through play, communication, and exploration.



Sustainable Development as a Core Value

Sustainability is an important value within everyday life at BISS Preschool.

We aim to nurture children's respect, curiosity, and care for themselves, others, nature, animals, materials, and the wider environment.

Through regular experiences in nature and outdoor learning environments, children develop meaningful relationships with the natural world.

Children are encouraged to:

- Explore and appreciate nature
- Care for living things and shared spaces
- Develop empathy and responsibility
- Reflect on how their actions affect others and the environment
- Participate in sustainable everyday practices

Sustainability at BISS Preschool is connected to relationships, community, wellbeing, and ethical responsibility.

We believe children develop sustainable values through meaningful experiences, caring relationships, participation, and opportunities to contribute positively to their environment and community.

Families play an important role in supporting outdoor experiences and sustainable practices by ensuring children have suitable clothing and opportunities to explore nature confidently and independently.



Our Learning Environments

The learning environments at BISS Preschool are designed to support children's wellbeing, curiosity, participation, creativity, and sense of belonging.

We view the environment as an important part of the learning process.

Our classrooms and outdoor spaces are intentionally created to:

- Encourage exploration and inquiry
- Support communication and collaboration
- Inspire creativity and imagination
- Promote independence and participation
- Reflect children's interests, identities, and ideas
- Offer calm, comfort, challenge, and possibility

The environments continue to evolve through observation, reflection, documentation, and children's contributions.

Natural materials, open-ended resources, sensory experiences, and flexible spaces support children in exploring ideas in different ways.

Outdoor environments are an important part of our pedagogy and provide opportunities for movement, discovery, risk-taking, creativity, and connection with nature.



Our Psychosocial and Emotional Environment

At BISS Preschool, we believe children thrive when they feel safe, valued, connected, and emotionally supported.

Warm and trusting relationships form the foundation for children's wellbeing, confidence, participation, and learning.

We work actively to create a psychosocial environment where children experience:

- Emotional security
- Belonging and inclusion
- Respect and empathy
- Positive relationships
- Opportunities to express thoughts and feelings
- Support in managing emotions and conflicts

Our educators support children's emotional development through co-regulation, responsive communication, modelling, and guidance.

We recognise that behaviour is a form of communication and aim to understand the feelings, needs, and experiences that may lie behind children's actions.

Through everyday interactions, routines, conversations, play, and shared experiences, children gradually develop emotional awareness, resilience, empathy, self-regulation, and social confidence.

We are committed to creating an environment where all children feel respected, heard, and supported.

"A child's mental health is just as important as their physical health and deserves the same quality of support"

~ Catherine, HRH Princess of Wales

Founder of The Royal Foundation Centre for Early
Childhood

Your Child's Wellbeing at BISS

Preschool

Children's wellbeing is at the centre of everything we do.

We believe children flourish when they experience secure relationships, emotional connection, meaningful participation, and a sense of belonging.

Our educators work closely with families to support each child's individual needs, strengths, interests, and development.

We value open and honest communication with families and recognise parents and caregivers as important partners in children's lives.

By working together, we aim to create consistent, supportive, and nurturing experiences that help children feel confident, safe, and understood.

We also recognise the importance of friendships, peer relationships, and community in supporting children's emotional and social development.

Twins and Siblings: Supporting Individual Growth and Social Development

At preschool, we value the individuality of each child and aim to support their personal and social development.

For this reason, it is our policy to place twins or siblings born in the same year into separate classes.

This approach helps children build a sense of their own identity, separate from their sibling, and fosters independence and confidence in their unique abilities. It also encourages them to form positive relationships with peers outside their household, helping them develop important social skills in a supportive and nurturing environment.

While siblings will always share a special bond, having their own class allows them to grow as individuals and make the most of their preschool experience.



Behaviour as Communication: Working towards Self Regulation in Children

At BISS Preschool, we understand behaviour as a form of communication.

Children express emotions, needs, thoughts, frustrations, curiosity, and experiences in many different ways.

Our role as educators is to respond with empathy, guidance, consistency, and emotional support while helping children gradually develop self-awareness and self-regulation skills.

We support children by:

- Building secure and trusting relationships
- Helping children identify and express emotions
- Modelling calm and respectful communication
- Supporting problem-solving and conflict resolution
- Co-regulating during moments of stress or overwhelm
- Creating predictable routines and clear boundaries
- Encouraging empathy, reflection, and repair

We recognise that self-regulation develops over time through supportive relationships and repeated experiences.

Rather than focusing only on behaviour itself, we aim to understand the emotions, developmental needs, and situations influencing children's responses.

This relational approach helps children develop resilience, emotional literacy, confidence, and positive relationships with others.

Collaboration for your Child's Best Development in Early Years Learning

We Notice and Observe

The Preschool Team observe and monitors the safety and ensures a healthy environment for every child in their care. Adapting and supporting each child as they develop and progress.

We Talk and get in Touch

The Teaching Team engages on a daily basis with your child, and you as their parent regularly.

Meeting with Teacher and Parents

Within the first six weeks, the Class Lead Teacher meets with all parents. They present the observations based on the expectations in each level, and how we as a team around your child can support, both at preschool and at home.

We decide together

If no progress in the developmental stages within three months, the Preschool Team will discuss with you the options on going further to helplines at the lowest level of external support.

We approach TBT for a meeting time

Through the collaboration, the Preschool approaches the TBT (Interdisciplinary Preschool Team or Tverrfaglig Barnehageteam) in Stavanger Kommune for a support and advice meeting. You are either directly involved as part of the team, or the Teachers will engage into collaboration anonymously, gaining support and advice.

We meet the TBT Interdisciplinary Team

The meetings take place at Hinna Healthstation. We go together, the Class Lead Teacher, the Management and the Parents. The TBT is a reflective team that can give options and recommendations at the lowest level, where the child and the parents are supported in every kind of need, as we are collaboratively working to support the child. .

We Support and Follow Up

We all have the child's best interests at heart. We also know based on knowledge, that effort in supporting into the early ages of childhood is critically useful for the learning aspects when they start school.

The Importance of Starting the Day

“Ready to Play”

Children learn and participate most successfully when they feel physically and emotionally secure.

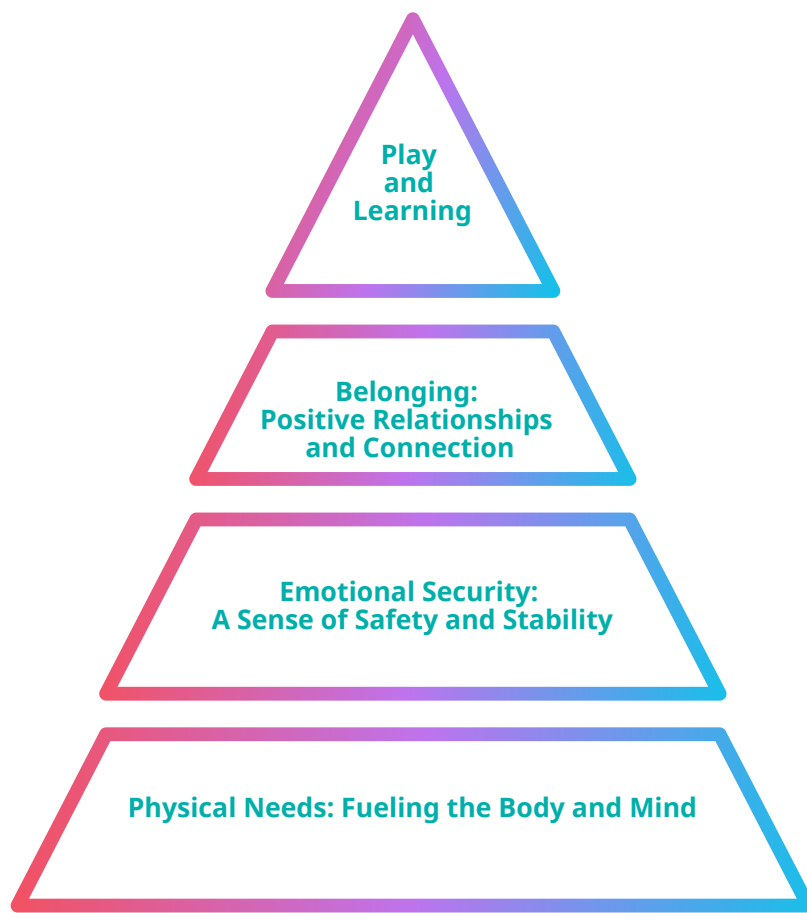
At BISS Preschool, we recognise the importance of routines, rest, nourishment, connection, and emotional wellbeing in supporting children’s ability to engage in play, relationships, and learning.

When children arrive feeling safe, rested, connected, and prepared for the day, they are more able to:

- Participate confidently in play and learning
- Build positive relationships
- Explore independently
- Regulate emotions and attention
- Engage with curiosity and creativity

Our educators support children through warm welcomes, predictable routines, emotional connection, responsive care, and opportunities for rest and movement throughout the day.

We value collaboration with families in supporting children’s wellbeing and recognise that each child’s needs may vary.



Play and Learning: The Foundation of Growth

Play is the primary way young children learn. For them to fully engage in play and learning activities, their basic needs must already be fulfilled. Ensuring they are "ready to play" provides the mental and emotional capacity to engage in these higher-level activities.

Belonging: Positive Relationships and Connection

Once physical and emotional needs are met, children can focus on building relationships and participating in their social environment. When children feel connected to their parents and caregivers through morning routines and positive interactions, they enter the preschool environment with a greater sense of belonging and readiness to form relationships with peers and educators.

Emotional Security: A Sense of Safety and Stability

Feeling safe and secure is the next step in the hierarchy. Children need to know who will be picking them up at the end of the day and feel reassured by routines and predictability. This sense of security enables them to approach the day with confidence and reduces anxiety. Positive interactions with parents or caregivers before school such as a warm hug, cheerful goodbye, or quick conversation about their plans for the day help set a tone of trust and comfort.

Physical Needs: Fueling the Body and Mind

At the base of Maslow's hierarchy are physiological needs, such as food, water, and sleep. A child who comes to preschool well-rested and having had breakfast is better equipped to concentrate, regulate their emotions, and engage with others. Without these essentials, children may struggle with energy levels, attention spans, and emotional balance, making it harder for them to participate fully in play and learning activities.

Language and Mathematics

At BISS Preschool, language and mathematical understanding develop through meaningful everyday experiences, relationships, play, communication, exploration, and inquiry.

As an English-speaking international preschool in Norway, we support children in developing confidence in communication while also valuing and celebrating multilingualism and home languages.

Children encounter language and mathematics naturally throughout the day through:

- Conversations and storytelling
- Songs, rhymes, and books
- Dramatic play and role play
- Construction and problem-solving
- Cooking and routines
- Nature exploration
- Movement and games
- Creative experiences
- Investigations and projects

We encourage children to express ideas, ask questions, negotiate meaning, listen to others, and develop confidence in communication.

Mathematical thinking develops through experiences involving patterns, shapes, measurement, space, quantity, comparison, sorting, estimating, and problem-solving.

Educators create language-rich and inquiry-based environments where children can explore ideas in ways that are meaningful, playful, collaborative, and connected to their everyday lives.

Parent Involvement

Communication and Parent Involvement

BISS Preschool uses the MyKID app, where we easily exchange information about activities, napping times etc. Parents will receive information and pictures about ongoing activities and planning. Should you wish to send a message, have a quick handover chat with the Preschool staff, and pass on necessary information when you drop your child off, we ask that you do this before 9:30 am. After this time, the teaching teams become busy with the children. Any important information after 09:30 can be given through the Preschool Office via email or telephone.

Parents can request a meeting through the app if there is anything lengthy to discuss or something of a private nature. Class leads are also available on request. There will be a parent-teacher conference at least twice a year to discuss your child's progress.

The Preschool children will host events for their parents during the year. Parents may also be asked to contribute to their children's learning experiences where their expertise and culture may be relevant to the classroom activities.



Parent Committee or FAU

Parents are encouraged to become active Parent Committee (FAU) members. Two representatives for each class are elected at the beginning of the year during the parent information evening.

In accordance with barnehageloven, BISS Preschool has a samarbeidsutvalg (SU) which consists of elected BISS Preschool parent representatives, BISS Preschool staff representatives, and the Head of Preschool representing the owner.

The committee members meet every year in various formations to improve the Preschool. They meet during Parent Council meetings and Parent Information Night meetings. They can meet at other times when needed.

Working Together with Others

The Preschool works with other Kommune services, such as health stations, Barnevern - the child protection authority, PPT and BUPA, to ensure that children receive the correct help to empower themselves to reach their full potential.

Students from institutes of learning, both from Norway and abroad, are welcomed to the Preschool to learn from our staff and to have an opportunity to practice teaching. We are happy to share our experience with them and feel their contribution enriches our knowledge as we continually strive to evaluate and improve our work.



Finding Support

Stavanger Kommune and all other Kommune in Norway provide valuable resources for parents by offering support to families. These organizations are dedicated to assisting and guiding to ensure the well-being of families in various aspects of life. Whether you need support with parenting, wellbeing or health services, these agencies are here to help. We encourage you to explore the services they offer and reach out for assistance when needed. Remember, you are not alone, and there are valuable community resources available to support you and your family on this journey of parenthood.

Public Health Centres “Helsestasjon”

The public health centre is free of charge, offering services for children aged 0-6 years and their families. We work on prevention and health promotion, provide advice and counselling, and wish to support parents in their role as parents. Children are offered health check-ups and vaccinations consistent with national guidelines and the National Immunisation Programme. Contact your kommune for your nearest centre.

Kommunalt tverrfaglig spisetem Barne- og familiesenter

The Children and Family Centre has an interdisciplinary eating team that can provide support and guidance on how best to help children who have an eating difficulty. The team consists of a public health nurse, family counsellor, occupational therapist, physiotherapist, clinical nutritionist and special educator. This can be sourced from your local Helsestasjon or through the Child and Family Centre.

Child and Family Centre “Barne- og familiesenteret”

The Child and Family Centre help to ensure that children, young people and parents get the help and support they need. They can help you find the right offer of help, no matter the situation. Contact the family centre by phone.

Stavanger Kommune - Tel: 95275211

Sandnes Kommune - Tel: 51 33 64 00

Sola Kommune - Tel: 40921003

Child Welfare Agency “Barnevern”

The Child Welfare Service's task is to provide children, adolescents and families with help and support when there is a difficult situation in the home or a child is in need of help. Emergency Contact Tel: 116111

As always we are here to help also. You can always reach out to your teaching team or to the Head of Preschool by emailing jennifer.watson@biss.no

Closing Statement

At BISS Preschool, we believe childhood is a time of wonder, curiosity, belonging, and joyful discovery. Through inquiry-driven, play-based learning, we aim to create meaningful experiences that support every child's wellbeing, development, and love of learning.

Our preschool is more than a place for education; it is a community where children, families, and educators learn and grow together. We are proud of our inclusive international environment, where diversity is celebrated and every child is valued for who they are.

Guided by the Norwegian Framework Plan (Rammeplan) and inspired by children's natural curiosity, we create learning experiences that encourage exploration, creativity, communication, independence, empathy, and confidence. We believe children learn best through relationships, play, nature, inquiry, and active participation in their everyday experiences.

At BISS Preschool, we are committed to supporting each child's development at their own pace while nurturing a strong sense of belonging, identity, and respect for others and the world around them.

Together with families, we strive to create a caring, reflective, and inspiring preschool environment where children feel safe to express themselves, take risks, build relationships, and develop the foundations for lifelong learning.

Whether children continue their journey within the BISS community or move on to new paths, we hope they leave BISS Preschool with happy memories, meaningful friendships, confidence in themselves, and a lasting curiosity about the world around them.

We look forward to continuing this journey together as a preschool community.



BISS PRESCHOOL AS

British International Schools of Stavanger