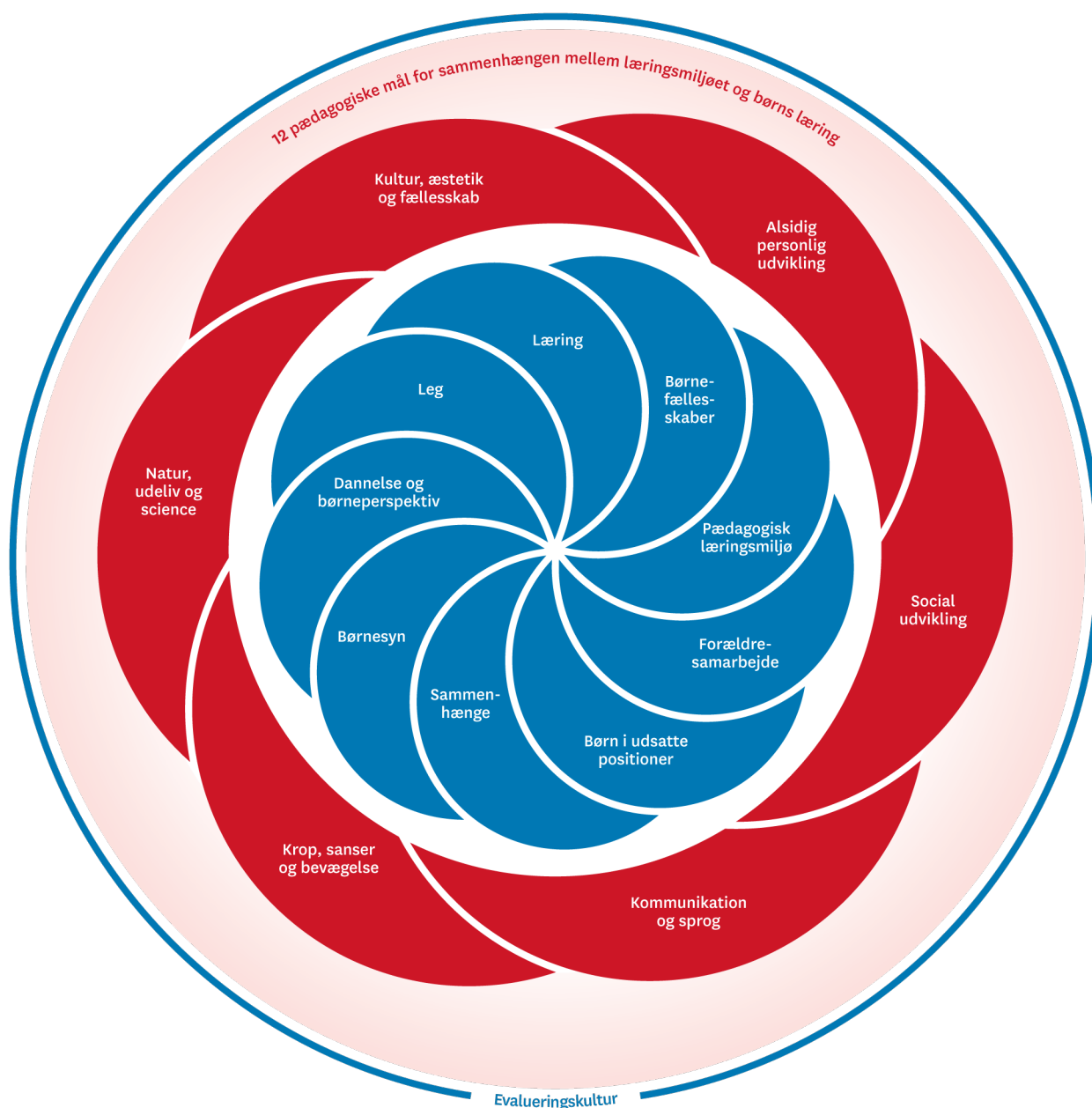


Pedagogical curriculum for International School of Billund Kindergarten 2021/22



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

Framework for preparing the curriculum



The curriculum is drawn up on the basis of the national pedagogical curriculum, the six curricular themes and the associated teaching goals intended to help create cohesion between the learning environment and children's learning.

The framework for drawing up the curriculum is the Act on Early Childhood Education and Care (ECEC) and its overall statutory objective, as well as the associated executive directive. The Act and the

directive are described in the publication [*Den styrkede pædagogiske læreplan, Rammer og indhold*](#) ("Strengthened Pedagogical Curriculum, Framework and Content"). The publication collects and describes all relevant requirements for the work on the curriculum and is thus a prerequisite for drawing up the curriculum. Therefore the template that follows will refer to that publication. The last page of the template will list additional useful materials.

Who are we?

Background

ISB Kindergarten is part of the International School of Billund. The school opened in August 2013 with just over 60 students in the kindergarten and primary school. Today, we have over 400 students aged 3-16, spread across the kindergarten, primary school and middle school. Approximately a third of our students are Danish, with the rest coming from over 50 different countries around the world.

Location

With its location in the heart of Billund, next to the Billund Centre and overlooking LEGO House, ISB has become an integral part of the local community, bringing international and local Danish families together.

The kindergarten's well-maintained buildings are purpose-built and there is a well-equipped outdoor area. We are located next to a small woodland area and Billund Sculpture Park. In addition, we have access to the school's facilities, such as the sports hall, outdoor sports area, library, canteen, music room and theatre.

Curriculum

The ISB's curriculum, which includes a lot of play, is based on the set educational framework of the International Baccalaureate, providing students with a solid and useful academic foundation. We are an authorised IB World School.

Our mission

By placing PLAY at the heart of education, ISB stimulates every child's natural desire to LEARN.

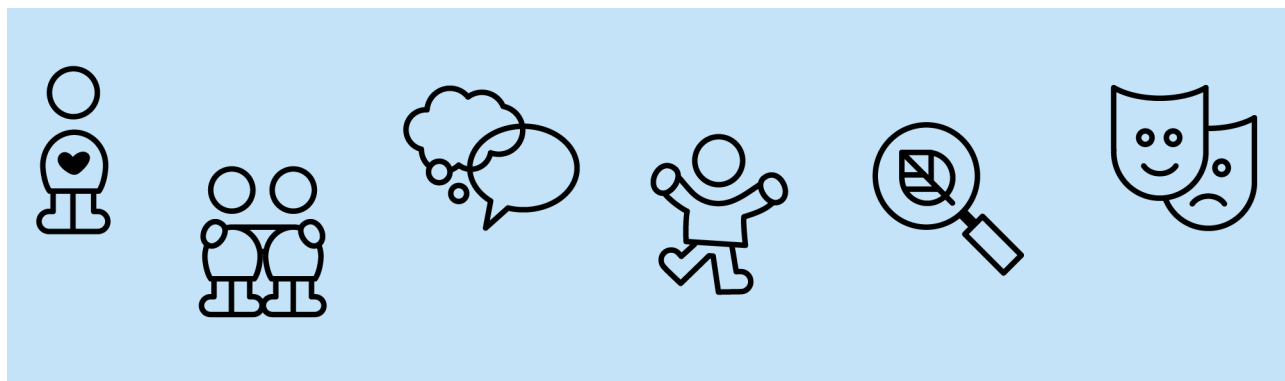
Our vision

To cultivate a community of lifelong learners who will create a better world with courage, compassion and curiosity.

The kindergarten programme

The kindergarten programme is developed and applied so as to comply with the requirements of both the IBO's Early Years programme and the provisions of the Act on Early Childhood Education and Care as described in our curriculum.

The goals of the national pedagogical curriculum are in line with the core elements of early learning in the Primary Years Programme. Here, they are combined to create a carefully thought-out pedagogical approach to children's well-being, learning and development.



Pedagogical foundation



“The pedagogical curriculum should be prepared on the basis of a common pedagogical foundation.”

“The pedagogical foundation consists of a series of shared key elements which should characterise the understanding and approach to working with children's well-being, learning, development and education in all Danish early childhood education and care.”

The key elements are:

- **View of children.** Being a child is valuable in itself.
- **Cultural education and children's perspective.** Children aged two and four, for example, should be heard and taken seriously as part of the beginning of a process of cultural education and democratic understanding.
- **Play.** Play is valuable in itself and should be a continuous part of an ECEC setting.
- **Learning.** Learning should be understood in a broad sense. Learning can take place, among other things, through play, relationships, planned activities and exploration of nature, and by being challenged.
- **Children's communities.** Play, cultural education and learning take place in children's communities, whose framework is set out by the pedagogical staff.
- **Learning environment.** A safe and stimulating learning environment is the starting point of working with children's learning.
- **Cooperation with parents.** Good cooperation with parents focuses on enhancing the child's well-being and learning.
- **Vulnerable children.** All children should be challenged and experience the feeling of mastering a game or activity.
- **Continuity with primary school class.** Continuity partly involves supporting children's social skills, belief in their own abilities, curiosity, etc.

“The law states that all elements of the common pedagogical foundation should be the starting point for the work on the school's curriculum, and consequently the pedagogical work on children's learning in ECEC settings.”

“Some elements, such as the view of childhood and children, must always be present in the learning environment, while other elements such as the work on creating a good transition to primary school may be emphasised more in some contexts than in others.”

Strengthened Pedagogical Curriculum, Framework and Content, p. 14

View of children, cultural education and children’s perspective, play, learning and children’s communities



In ISB’s kindergarten, we have a holistic view of children’s learning and development, and our guiding principle is to ensure the well-being of all children in our care.

We aim to build an **appreciative** and **respectful** relationship with children, taking into account each child’s personal opinions and perspective. Our pedagogical approach is based on the skills of each child, the initiatives the child takes and what the child is good at, so that each child is treated positively and respectfully.

At ISB, our pedagogical approach is based on **Learning Through Play**. We expect all our kindergarten staff to be **playmates**, to be **engaged** and **energetic** and to take **active part** in the children’s play.

View of children

Our view of children is the basis of our pedagogy.

We believe that being a child has **a value in itself**. Children have the right to be children, to be unique and to develop at their own pace.

Children have a natural urge to **ask questions**. They have the ability to learn about, interact with and interpret the world around them. From birth, children have all the mental skills uniquely suited to these early learning and developmental phases. They are **curious, skilful and decisive**, have many potential skills, preferences and understanding of the learning process. Children are **community citizens** on a par with other age groups.

Cultural education and children’s perspective

At ISB Kindergarten, our **curriculum is constantly evolving**, which means our planning is guided by the interests and ideas of the children.

We recognise ‘co-determination’ as one of the United Nations’ rights for children, and this means that we include the children’s perspectives in our pedagogical work. When children are heard and allowed to choose and take ownership in the kindergarten, their learning is enriched. The child’s perspectives and input are acknowledged throughout the day during the activities and routines initiated by the adults, and during playtime. For example, the children can choose or make suggestions about what they want to do and be involved in how the areas are designed or what resources they want to use. By observing the children’s play and through informal conversations, we find out what the children are interested in or wondering about, and use this in our planning.

Play, learning, children's communities

Playful learning is a team sport. Success depends on a trusting kindergarten culture that helps students and adults try out ideas together. Being together is an important part of the culture.

We believe that "kids do well if they can" (Ross Greene, child psychologist).

In our kindergarten:

- We aim to ensure that all the children thrive and have the best conditions for developing and growing. Regardless of their backgrounds, culture, religion or age, they must feel like an important part of the children's community.
- We adapt our daily activities so every child can be part of the children's community.
- We offer the children undisturbed play within and across the classes, as well as play in smaller groups. We emphasise the importance of the adults taking part in the play.
- We focus on creating good relationships between the adults and the children and between the children themselves.

The key elements of early learning in the Primary Years Programme are play, relationships, learning areas and symbolic exploration and expression.

This is illustrated in the above image. The kindergarten's staff promote these elements by:

- planning time for interrupted play
- building strong relationships with the children and their families
- creating and maintaining responsive spaces for play
- offering lots of opportunities for symbolic exploration and expression

("The Early Learner in PYP", IBO 2020)

Learning environment



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

In our K1 classes, which are for children aged 3-5, we have three groups of up to 23 children. Four staff members are assigned to each group. In K2, we have two preschool groups consisting of up to 23 children aged 5-6 with three adults assigned to each group.

Dividing the children into small groups with the same adults in charge of each group gives the children safe spaces where trusting relationships can be built.

In the K1 groups, the smallest children can see the older children as role models when it comes to play, language and social skills, and learning the daily routines.

In the K2 groups, we work in a more focused and targeted way over the course of the year, giving the children opportunities to immerse themselves in different projects. In this way we help prepare the children for the transition to school. We also give the children the chance to play across the groups in the indoor and outdoor communal areas. This supports the children's growth and development and gives them the experience of being part of a larger group with other children and adults.

Our daily routines are based on the needs of the children in the groups, and we make sure to devote time for play, different energy levels and care routines such as eating, sink/toilet visits and rest time.

The day is planned to make room for play and activities that both the children and adults can initiate. If possible, we make the routines flexible, so we can adapt them to what the children are interested in and passionate about. The day's schedule takes into account the children's energy levels and emotional needs, such as the time they need to say goodbye to their parents and settle down in the morning. It also takes into account that they may get tired at the end of the day. It is important to share the day's programme with the children so they know what will happen and so they have the opportunity to make choices and contributions.

The daily routines are also considered important and meaningful learning times for the children, as they learn to manage their energy levels, match their own needs with the other children's, share and wait for their turn. Helping with tasks like taking attendance, preparing lunch and snacks or getting ready to go outside lets the children practise their fine motor skills, language skills and maths.

These times are also valuable for building relationships, both between staff and the individual children – and also as a group.

There are times when the groups are separated and when they are together, and when the children are free to mingle with all the other children in the kindergarten.

Each class has its own 'homeroom' or base. This is where they have group time, eat snacks, and where many of the targeted activities initiated by adults take place. The groups also spend time with 'open doors' in the common areas around the kindergarten. However, this has been limited in 2020/21 due to COVID-19. Between 11:30-12:30, all groups are gathered outdoors, where they can play across age groups.

Cooperating with parents on the children's learning



How do we work with the parents on ensuring the well-being and learning of the child and their group?

The cooperation with the parents begins before the child starts in kindergarten. We have an initial meeting where parents can share information about their child and ask questions or share any concerns. Parents are always welcome to contact us in case of any problems, and if needed, we can arrange a meeting.

When we are not subject to COVID-19 restrictions, parents are welcome inside the kindergarten and they are invited to attend social events or, for example, read stories, share arts and crafts skills, music or nature experiences.

At the start of each school year, an information meeting is held for parents about the early years in the Primary Years Programme. There are also individual class meetings.

We hold regular 'parent cafes' where parents meet informally or in a workshop format with the kindergarten management and relevant resource persons – depending on the topic.

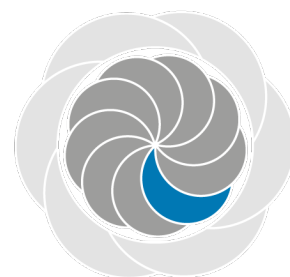
(The parents can send in topics they'd like to discuss.)

Parents are invited to two 'parent play dates' with their children, so they can experience how learning through play happens in the kindergarten. Parents can regularly view documentation of their children's learning on Seesaw, a closed portal where individual portfolios can be created for the children with photos, videos and messages about the children's learning. The class teachers send out Friday newsletters about the week's activities, along with suggestions for activities that the parents can do with the children at home.

We use an assessment of early childhood development similar to 'Dialogue', which is used in Danish kindergartens. This is filled in by the parents and teachers and used as a basis for conversations at the school and at the home. Parents are offered an optional conversation with the teachers in October, school/home talks are held in December, and in June a meeting is held which the students attend.

At the end of each school year, we send the parents a report on their children's development and learning. We have an excellent working relationship with the kindergarten parent committee, which holds six meetings in the course of the school year.

Vulnerable children



How do we create a learning environment that considers and involves vulnerable children, and promotes their well-being, learning, development and cultural education?

Having smaller groups gives us a better overview of how we can support the child's development and help with any social, emotional, linguistic or motor-skills challenges.

We focus on creating a manageable and inclusive framework, dividing children into smaller groups so we can understand and support any children who may be vulnerable.

It is important to ensure that there is room for different needs, such as space to be very energetic and space to be quiet, and that our daily routines and spaces are flexible and take into account the children's development steps and needs.

As a general rule, we are mindful of not singling out one child to do an activity. Instead, we select other children for the activity along with the vulnerable child, so that the child feels seen, heard and understood while being a natural part of the community during the activity/daily routines.

Continuity with primary school



Our K2 classes, which are for 5- to 6-year-olds, serve as the school's preschool groups, but changes in focus and expectations are gradual and are spread throughout the school year from August to July. The children are moved to the P1 (primary) classes at the start of the following school year.

Throughout the year in K2, children are encouraged to become more independent. For example, they check themselves in and out of the system on our tablet, go in pairs without an adult to pick up snacks in the kitchen and become more self-reliant when they're ready for it.

In the K2 groups, we work in a more focused and targeted way over the course of the year, giving the children opportunities to immerse themselves in different projects. More time is devoted to group discussions and story reading as the children's ability to focus and concentrate develops, and with support they begin to learn to adjust between when it's time for very physical activities and when it's time to be quiet and listen.

In the context of the transition from kindergarten to primary school, we've made sure that there is a good process for both the children and their parents. Every year we work with the teachers in P1 to plan the transition from kindergarten to school. The process starts in April and involves, among other things, parent-teacher meetings, the kindergarten children visiting their new class, being shown around by staff and students – both in the school and in the after-school club areas – and the children from the primary school class writing welcome letters and making a film that introduces the kindergarten children to their new class. Parents are also invited to visit the P1 classrooms and the surrounding area. In June, the kindergarten children begin attending the school's after-school club (SFO) along with an adult from the kindergarten.

The kindergarten children spend some days visiting their new classroom and attending music, physical education and visual arts classes, so they can get to know the teachers and the classrooms. The P1 teachers meet with staff from the kindergarten to talk about the children and take over the classes as well as any plans that have been initiated.

Children with special needs are visited in the kindergarten and observed by the school's well-being and support teacher, as well as their coming class teacher, if it is deemed necessary. In addition, we have a kindergarten 'graduation party' to celebrate the children finishing their time in kindergarten, and to say goodbye to them properly.

The P1 teachers will also have spent time in their PoP study groups looking at the transition between kindergarten and the first primary school class, and discussing how a change of routines, approaches and the physical setting in the classroom can help make the transition easier.

Other requirements for the content of the pedagogical curriculum

Involving the local community



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

The coronavirus has of course made cooperation with the local community difficult over the past school year.

We hope that we'll soon be able to interact with the community again, welcome guests and go on excursions.

In connection with our Units of Inquiry, we often involve the local community, for example by visiting the airport and fire station as part of K2's Unit of Inquiry in relation to means of transport.

We work on joint projects with the CoC (Capital of Children), for example, in the context of K1's project on edible plants, where we planted edible plants in flower boxes around Billund.

The flowers were subsequently watered and cared for by local shopkeepers.

We regularly visit Billund Library and attend their events, such as concerts and plays.

Occasionally, we visit the nursing home next door to the school and give the residents drawings the children have made and sing songs with the residents.

We would like to expand this cooperation.

Working on the physical, mental and aesthetic aspects of the children's environment



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

Learning space

A fundamental part of effective learning in the early years of PYP is to create a safe, stimulating and welcoming learning space that promotes the desire to explore, curiosity, creativity, willingness to take risks and learning through play.

These are spaces where creating opportunities for authentic learning experiences is considered very important, and where the teachers recognise and respond to the children's knowledge, strengths and skills – as individuals and as part of a larger group.

We aim to make sure that the design, purpose and function of these spaces support interdisciplinary learning, collaboration and conceptual understanding, and help develop the skills and opportunities to act.

At ISB, the kindergarten teachers create safe, stimulating and welcoming learning spaces by:

- o offering a range of accessible materials that promote creativity
- o arranging and re-arranging materials as an invitation to learn
- o creating spaces for role-playing, stacking blocks, creativity, artistic expression etc.
- o offering a range of choices and options for play in groups and individually
- o involving students in designing and organising play areas
- o creating exhibits showing the children's learning process.

("The Early Learner in PYP", IBO 2020)

The six curricular themes



“The pedagogical curriculum should be drawn up on the basis of six curricular themes as well as goals for creating cohesion between the learning environment and children’s learning.

It must be evident from the pedagogical curriculum how the learning environment supports children’s broad learning within and across the six curricular themes.”

Versatile personal development

“Versatile personal development involves the continuous broadening of the child’s experiences and opportunities for social participation. This means helping children to become committed, skilful, enthusiastic and socially competent.”



Pedagogical goals under this curricular theme:

1. The pedagogical learning environment should be a place where all children can discover and experience themselves and each other in new and familiar ways and gain confidence in their own potential. This should happen across age, gender and social and cultural backgrounds.
2. The pedagogical learning environment must support interaction and bonding between children and the teachers and between the children themselves. It should be characterised by care, trust and curiosity, so that all the children develop a sense of commitment, life skills, enthusiasm and the ability to interact with others and join in. This also applies to situations that require reflection, persistence and prioritisation.

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

Personal development relies on a gradual expansion of the child’s experiences and opportunities for social participation. It requires commitment, robustness, persistence and development of social and communication skills.

Caring and respectful relationships help children feel valued and welcome and support their self-esteem and positive sense of identity.

The child	The teacher
Social and emotional understanding	
<ul style="list-style-type: none"> ● Is aware of their own and others' feelings. ● Knows how to handle anger and resolve conflicts. ● Is self-aware and socially aware. ● Is aware of their own and others' influence as a member of a learning group. ● Chooses and performs tasks independently. ● Follows other people's directions. ● Follows routines in a classroom. ● Shares responsibility for decision-making. 	<ul style="list-style-type: none"> ● Gives the students clear opportunities to practise and develop these skills, including in play and games. ● Gives students opportunities to reflect on their social skills. ● Reflects and gives feedback on various interactions and other moments they observe. ● Gives students opportunities to see things in perspective. ● Uses the language from the learning profile in conversations and discussions and when concluding important agreements. ● Helps shape the social skills and language the children use when greeting each other, solving problems, sharing resources, etc.
Self-restraint	
<p>Organisation</p> <ul style="list-style-type: none"> ● Chooses and performs tasks independently. ● Follows other people's directions. ● Follows routines in a classroom. ● Shares responsibility for decision-making. <p>Attention</p> <ul style="list-style-type: none"> ● Takes responsibility for their own well-being. ● Is aware of the link between body and mind. <p>Persistence</p> <ul style="list-style-type: none"> ● Shows persistence when solving tasks. ● Uses strategies to solve problems. ● Understands and manages their own feelings. ● Understands and manages their feelings and resolves conflicts. <p>Robustness</p> <ul style="list-style-type: none"> ● Moves on after setbacks. ● Gets over disappointment. ● Shows an ability to adapt to new situations. 	<ul style="list-style-type: none"> ● Sets aside enough time for uninterrupted play. ● Supports the children when changes happen by showing them a schedule and giving them 'count-down' reminders. ● Provides the opportunity to meet as members of a learning group. ● Involves students in planning and organising learning spaces (including clean-up). ● Creates an atmosphere where learning is seen as a process of gradual improvement. ● Regularly reflects on how they can support students' decisiveness as a motivation to participate. ● Develops their skills in supporting students' capacity for self-restraint (including focus, memory, managing emotions and making choices).

("The Early Learner in PYP", IBO 2020)

Year group	UOI heading	The central idea	UOI points
K1	Amazing Me	What we look like, what we can do, what we like and dislike – all these things help make us unique.	<ul style="list-style-type: none"> ○ What we look like ○ What we can do ○ What we like and dislike ○ Our similarities and differences

Social development



“Social development means developing options for social action and participation. It takes place in social communities in which children feel that they belong and can gain experience in exerting influence and appreciating differences.

Children develop empathy and social relationships when they interact with others, and therefore the learning environment should support children in building relationships with other children and the ECEC staff, and familiarising themselves with the local environment, activities, objects, toys etc.”

Pedagogical goals under this curricular theme:

1. The pedagogical learning environment should provide a setting for all children to thrive, enter into social communities, develop empathy and build relationships.
2. The learning environment should support communities where diversity is seen as a resource, and should contribute to a democratic education.

How does our learning environment support the children’s social development?

For instance, how does our learning environment:

- help us achieve the two pedagogical goals under the theme of social development
- relate to the common pedagogical foundation
- support the other curricular themes.

Children develop social skills in communities where they feel a sense of belonging, have influence and learn to appreciate diversity.

The child	The teacher
Social and emotional intelligence (overlaps with personal development)	
<ul style="list-style-type: none"> ● Is aware of their own and others’ feelings. ● Knows how to handle anger and resolve conflicts. ● Is self-aware and socially aware. ● Is aware of their own and others’ influence as a member of a learning group. 	<ul style="list-style-type: none"> ● Gives the students clear opportunities to practise and develop these skills, including in play and games. ● Gives students opportunities to reflect on their social skills. ● Reflects and gives feedback on various interactions and other moments they observe.
Interpersonal relationships Practises empathy and caring for others. Listens attentively to others. Shows respect for others. Shows willingness to cooperate in a group: shares,	<ul style="list-style-type: none"> ● Gives students opportunities to see things in perspective. ● Uses the language from the learning profile in conversations and discussions and when concluding important agreements.

takes turns. Helps others.	<ul style="list-style-type: none"> Helps shape the social skills and language the children use when greeting each other, solving problems, sharing resources, etc.
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(“The Early Learner in PYP”, IBO 2020)

Relevant Unit of Inquiry (UOI):

Age group	UOI heading	The central idea	UOI points
K1	Family	My family helps me grow and develop in many ways.	<ul style="list-style-type: none"> Different ways families are structured Roles and responsibilities in families How our roles change over time
K2	Friends	Friendships have an effect on personal development, health and well-being.	<ul style="list-style-type: none"> How to develop and maintain friendships Shared values in a friendship One’s responsibilities as a friend
K2	Transport	Transport has a big impact on a community.	<ul style="list-style-type: none"> Different means of transport The purposes of different means of transport Ways the environment and means of transport affect each other

Communication and language

“Children acquire and develop communication and language skills through close relationships with their parents, in communities with other children and together with ECEC staff.

A learning environment that supports children’s communicative interactions with ECEC staff is key to children’s language acquisition. In addition, ECEC staff should be consciously aware that they are language role models, and help children engage in communities with other children.”



Pedagogical goals under this curricular theme:

1. The pedagogical learning environment should provide a setting that helps all the children develop language skills that enable them to understand themselves, each other and their surroundings.
2. The learning environment should support all children in gaining experience of communicating and verbalising thoughts, needs and ideas that they can use in social communities.

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

Language development and play

When children start school, they already have complex language skills, experiences and opinion-forming strategies from their early years at home.

Children use language to:

- explore
- investigate
- ask questions
- predict
- share
- scrutinise
- reflect

in a sustained and deliberate manner and in an environment that supports cooperation.

Children use play to create meaning, make sense of the world and develop their language skills and symbolic understanding. They share personal experiences through talk, play, shared stories and collaborative exploration. By listening attentively, teachers can stay abreast of the children's language skills and plan and create learning experiences that expand the children's linguistic ability.

When young children are engaged in dramatic and collaborative play, their language becomes more complex, as it involves negotiating roles, taking turns to communicate desires and accommodating the needs of others. Young children often use inner speech to play with elements of language and understand the tasks and relationships in which they are involved. Teachers support language learning by providing opportunities for physical movement and imaginative, collaborative play.

Young children have a natural curiosity, and by interacting with different materials, they develop the necessary language for sharing their understanding of the characteristics and behaviours in the world around them.

Based on their observations of the children's explorations, teachers help shape the children's language by verbalising their interests and ensuring a responsive learning environment.

Stories provide special opportunities for developing language comprehension and form the basis of reading and writing skills. When young children assume a role and play with elements of a story, their reading skills will be enhanced. Songs and rhymes accompanied by actions support the development of concepts, sentence structure and vocabulary along with awareness and memory of phonemes and graphemes. Young children enjoy playing with sounds, voices and funny noises and with grammatical constructs, replacing words, asking questions and repeating lists of words, numbers and letters.

("The Early Learner in PYP", IBO 2020)

Language learning through playing, storytelling, singing, pictures, daily routines and real-life situations is also the best way for us to support our multilingual children who are learning English as an additional language.

Literacy skills are introduced in ways that are relevant and meaningful to the children, and at individual paces. Some children are very interested in letters and love to explore reading and writing through play.

Our teachers try to support their development by giving them opportunities to use their reading and writing skills whenever it's appropriate. Many children are also interested in learning the letters in their names, as well as their friends' and family's names. Other children are not interested in letters at this stage of their development and choose to explore other things. We support and acknowledge their choices. Letter recognition and letter-sound connections (phonetics) are introduced in K2, but are not a primary focus until the children start in P1.

Body, senses and movement

“Children experience the world through their bodies, and the foundation of their physical and mental well-being is laid when they are encouraged to use, challenge, experiment, feel and look after their bodies both at rest and during activities.

The body is a complex sensory system that makes up the basis for experience, knowledge and emotional and social processes, and all communication and development of relationships emanate from the body.”



Pedagogical goals under this curricular theme:

1. The pedagogical learning environment should provide a setting that helps all children explore and experiment with many different ways of using their bodies.
2. The learning environment should support all children in feeling the joy of experiencing their bodies, both at rest and during activities, so that they become familiar with their bodies, including their bodily sensations, functions and various kinds of movement.

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

Physical development

Children experience the world through their bodies, and when they are supported in using, challenging, experimenting, feeling and looking after their bodies – both when they are quiet and active – the foundation of their physical and mental well-being is laid.

The body is a complex, interconnected sense apparatus that is the basis for our experience and knowledge of the world around us. Our emotional and social processes, as well as our ability to communicate and build relationships, originate in the body.

(“The Early Learner in PYP”, IBO 2020)

We work with the entire body – all day. The children's fine motor skills are developed using various materials such as modelling wax, beads, building kits, LEGO bricks, scissors, brushes, pencils, crayons etc.

We focus on the children's senses and carry out many different activities that involve using them – smell, taste, sound and touch.

We make sure that all the children spend time outside several times daily – in woodland, on walks or in the playground. In the playground, children have the opportunity to move around and explore the physical world in many different ways. For example, there are climbing frames, swings, moon cars, bicycles, uneven terrain, sand, water, soil, tiles, hills and balls.

All groups go to the sports hall at least once a week. Here we work with gross motor skills using different kinds of equipment. We help make the children independent through our daily routines. Among other things, we help them dress and undress, wash their hands, use cutlery, pour water for lunch and so on.

Professional development 2020/21

To support the staff in this area, we have requested a certification course from DGI – a Danish non-profit organisation that promotes physical activity, sport and fitness.

A five-module course for all staff results in a DGI certification.

Building a knowledge base: (Knowledge of the body, Motor skills, How to use the outdoor areas, Motivational environments, Skills in relation to holistic development), through practical ideas and games that encourage a playful approach to pedagogy that all staff can be part of.

Nature, the outdoors and science

“Experiences of nature during childhood have emotional, bodily, social and cognitive dimensions.

When they are out in nature, children can experiment and gain their first experiences of how to think scientifically about natural phenomena. But becoming familiar with our natural environment is also the basis for an understanding of the interconnection between people, society and nature and the importance of working with sustainability.”



Pedagogical goals under this curricular theme:

1. The pedagogical learning environment should provide a setting that helps give all the children real experiences with nature, which will develop their curiosity and desire to explore nature, give them the opportunity to experience human connectedness with nature and provide them with a rudimentary understanding of the importance of sustainable development.
2. The learning environment should help the children to actively observe and investigate natural phenomena in their surroundings, and should allow them to recognise and express their opinions about the causes, effects and links, and even encourage the beginnings of a mathematical approach.

How does our pedagogical learning environment support the children in experiencing nature, the outdoors and science?

Being outside every day – in all kinds of weather – is important to us at the ISB kindergarten. We use our playgrounds to let children explore and play with natural materials such as sand, water, stones, leaves and sticks, just as they can find small animals and insects, as well as observe the changing weather and seasons. We also set aside time for outdoor activities such as making bonfires, cooking and building caves.

We regularly use the nearby forest, where the children can explore and discover things and experience being part of nature. Some activities are started by the adults, for example looking for something, or playing a game. Other activities are started spontaneously by the kids, for example because of something they've found, or it might be a spontaneous game that happens while we're out in the forest. Our focus is on observing, being curious, using all our senses and wondering about things, while remembering that the children have different energy levels.

Investigating is an important part of exploratory learning and play. Children use natural materials, various loose objects, construction materials, balls, small vehicles and so on to explore and experiment with how the world works in a sensory way. For example, they might build towers or bridges, ramps and ball lanes, play with water, mix materials, throw things and let them fall, roll things, fill them up, empty them or pour the content out. Visual art also creates opportunities to experiment, mix colours and change materials. Light-tables, torches, coloured lenses and mirrors also allow them to explore lights and colours.

Relevant Units of Inquiry (UOI)

Age group	UOI heading	The central idea	UOI points
K1	Plants	Plants are important to our lives	<ul style="list-style-type: none"> ○ Different types of plants ○ The lifecycle of a plant ○ Our responsibility to take care of plants
K1	Animals	We share our world with different animals and need to care for them.	<p>Different kinds of animals and where they live.</p> <p>Ways of sharing our world with living things.</p> <p>Why we need to care for our world.</p>
K1	Materials	Materials behave in different ways and have different uses.	<p>Different types of materials and how they look and feel.</p> <p>How different materials can be used.</p> <p>How materials can be changed.</p>
K1	Colours	How we express ourselves using colors.	<p>Expressing ourselves with colors.</p> <p>Using lights and shades to explore and play with colors.</p>

			The way colors are used to create art.
K2	Lifecycles	All living things undergo change processes/cycles	<ul style="list-style-type: none"> o How living things evolve o What living things need o Similarities and differences between living things o Consequences of breaking the cycle

Culture, aesthetics and community

“Culture involves all kinds of artistic, creative currents that stimulate children’s senses and emotions, and children acquire cultural values every day.

Through learning environments focusing on culture, children may encounter new sides of themselves, get a chance to express themselves in many different ways and understand their surroundings.”



Pedagogical goals under this curricular theme:

1. The pedagogical learning environment should create a setting that allows all the children to enter into equal and diverse communities where they experience each other’s cultural backgrounds, norms, traditions and values.
2. The learning environment should give all children a variety of cultural experiences – both as spectators and active participants – which stimulate their engagement, imagination, creativity and curiosity and allow them to use different materials, tools and media.

How does our pedagogical learning environment support the children in experiencing culture, aesthetics and community?

The unifying element across all IB programmes is the IB *Learner Profile*.

This consists of ten attributes describing what is required to help create a better and more peaceful world.

Four of these important qualities are being principled, open-minded, a good communicator and caring.

We also encourage children to be responsible and to act – at their own level.

In this way, the kindergarten at ISB helps to encourage children to be part of the community and to set themselves goals and work together to achieve them – as part of a democracy.

Goals and actions initiated by children can be everything from looking after the materials we have in the kindergarten, being kind to their friends and being good at listening to actions outside school, such as taking a walk in the woods to collect litter.

As part of an international school in Denmark, community is important to us. We also make an effort to celebrate and describe the cultural traditions that exist at the school, just as we celebrate Danish traditions, such as Christmas, the Shrovetide children's carnival (Fastelavn) and other events throughout the year.

Over the years, we've built up many strong school traditions.

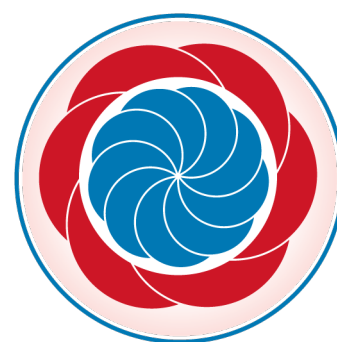
Parents are invited to visit and talk about special events, either to their child's class, or to the whole school. This could be about Diwali, Hanukkah, Japanese 'Children's Day' or Halloween.

Relevant Units of Inquiry (UOI)

Age group	UOI heading	The central idea	UOI points
K1	Stories	Stories are ways of expressing oneself.	<ul style="list-style-type: none">o Stories from around the worldo Different ways to share a storyo Understanding the meaning of a story
K1	Toys	Play and toys change over time, reflecting social changes.	<ul style="list-style-type: none">o Different kinds of toyso How toys change over timeo The different ways toys can be used
K2	Music and dance	All over the world, people express themselves through music and dance.	<ul style="list-style-type: none">o Music and dance are ways to express oneself

			<ul style="list-style-type: none"> o Differences and similarities between music and dance across the world o Structure and patterns in music and dance
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Evaluation culture



At ISB, we regularly use evaluations. Each class carries out weekly evaluations, and there are also regular evaluations at the PYP meetings. We are mindful of including relevant perspectives and involving the children and parents in our evaluation processes. We have a systematic evaluation culture in which we assess and reflect on our work together.

If an evaluation identifies changes that need to be made, we do so quickly. An evaluation may be carried out at an individual level, group level or as an overall initiative in the kindergarten or school. Evaluations help us change our habits and see new possibilities.

In our evaluations, we use several different tools, such as KIDS, observations by staff, video footage, LP and the Danish SMITTE model (in English: COAEE, context, objective, action, evidence and evaluation). These tools are used to assess and optimise the pedagogical efforts to follow the national pedagogical curriculum.

It is not a legal requirement to describe the kindergarten's documentation and evaluation practices in the pedagogical curriculum, but when preparing the curriculum it may be an advantage to refer to the regular follow-ups and evaluations of the curriculum's content.

Here you can find additional inspiration for the work on the curriculum

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



The **self-evaluation tool** provides a framework for systematically analysing your practices in key areas of the national pedagogical curriculum.



The **embedding process tool** includes five approaches to working with change and embedding a strong pedagogical learning environment in the school.



The **film** gives an introduction to the publication *Strengthened Pedagogical Curriculum* and illustrates its main points.



The **various thematic materials** explore different themes and provide inspiration for dialogue and action. Among other things, you will find materials on evaluating pedagogical practice, which support a systematic approach to evaluations.

New material is published regularly.

All materials can be found at www.emu.dk/dagtilbud



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