



*Yearly plan for  
Frydenhaug  
Kindergarten*

*2018- 2020*



*The small scientists of Ås  
can, will and dare*

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## Contents

|   |    |
|---|----|
| <b>1.0 PRESENTATION</b> .....   | 3  |
| <b>1.1 Frydenhaug Kindergarten</b> .....  | 3  |
| <b>1.2 Frydenhaug kindergarten; a place where cultures and religions meet</b> ..... | 4  |
| <b>2.0 THE KINDERGARTEN'S MANDATE</b> .....   | 4  |
| <b>3.0 POLICY DOCUMENTS</b> .....   | 5  |
| .....   | 5  |
| <b>4.0 CONTENTS OF PEDAGOGICS</b> .....   | 5  |
| <b>4.1 Values</b> .....   | 5  |
| <b>4.2 VISION – common for all the kindergartens in Ås</b> .....                    | 6  |
| .....   | 6  |
| <b>4.3 Pedagogic platform</b> .....   | 6  |
| <b>4.4 The role of the adults</b> .....   | 7  |
| <b>4.5 Perception of learning and Children</b> .....                                | 8  |
| <b>4.6 Perception of knowledge and progression</b> .....                            | 8  |
| <b>4.7 The kindergarten have to provide the children with care</b> .....            | 9  |
| <b>4.8 Kindergartens shall promote formative development</b> .....                  | 9  |
| <b>4.9 Kindergarten's learning areas</b> .....                                      | 9  |
| <b>4.10 Digital practice</b> .....  | 10 |
| <b>5.0 FOCUS AREAS</b> .....  | 10 |
| <b>5.1 Play</b> .....   | 10 |
| <b>5.2 Coping skills and Health</b> .....   | 11 |
| <b>5.3 Sustainable development</b> .....  | 12 |
| <b>6.0 METHODS OF PRACTICE</b> .....  | 13 |
| <b>6.1 Projects</b> .....   | 13 |
| <b>6.2 Pedagogic documentation</b> .....  | 13 |
| <b>6.3 Evaluation of the kindergarten's practice</b> .....                          | 14 |
| <b>7.0 COOPERATION</b> .....  | 14 |
| <b>7.1 Familys complicity and involvement</b> .....                                 | 14 |
| <b>7.2 SU og FAU</b> .....  | 15 |
| <b>7.3 Transitions</b> .....  | 15 |
| <b>7.4 Gigantklubben</b> .....  | 17 |
| <b>7.5 Cooperation partners</b> .....   | 17 |
| <b>7.6 Contact information for cooperating instances</b> .....                      | 18 |

## 1.0 PRESENTATION



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### 1.1 Frydenhaug Kindergarten

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Frydenhaug kindergarten is one of seven municipal kindergartens in Ås. Frydenhaug kindergarten has been in operation since 1987, but was renovated in 2009 and expanded from three to five stations. The kindergarten is located at the forest edge of the quiet housing estate of Kaja Field at NMBU. It is in close proximity of the center of Ås and the University of Life Sciences.

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Website: <http://www.as.kommune.no/frydenhaug-barnehage.350450.no.html>

|                          |              |                                    |
|--------------------------|--------------|------------------------------------|
| <b>Main Phone number</b> | Kindergarten | Tlf. 64 96 26 60                   |
| <b>Manager</b>           | Linda Hovden | Tlf. 64 96 26 61   Mob. 450 63 977 |

The kindergarten is organized in five groups divided by age:

- Grana: 24 children and 4 adults (4 – 5 years old)  
64 96 26 63 / 474 66 746
- Furua: 24 children and 4 adults (3 - 4 years old)  
64 96 26 64 / 482 15 045
- Eika: 16 children and 4 adults (2 - 3 years old)  
64 96 26 69 / 474 66 747
- Bjørka: 14 children and 4 adults (1 – 2 years old)  
64 96 26 68 / 482 13 084
- Ospa: 14 barn and 4 adults (1 year olds)  
64 96 26 65 / 902 54 664

The number of adults and children can variate.

The numbers of children/adults are counted in full places/positions and can therefore vary in reality. The baseline of staff consists of 10 kindergarten teachers and 10 assistants/skilled workers, 100 % kitchen assistant, 50 % secretary and 100 % manager. In addition there might at all times be staff employed by extra funds, temporary workers, students and school pupils on internship.

Opening hours: All weekdays 07:15 – 16:45.

The kindergarten is closed: Christmas Holidays, New Year's Eve, and from 12 midday Wednesday before Easter.

All kindergartens in Ås are closed during summer weeks 28, 29 and 30.

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## 1.2 Frydenhaug kindergarten; a place where cultures and religions meet

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Frydenhaug kindergarten lay in close promixoty of the *University of Environment and natural sciences* (NMBU). This gives us the great benefit of a diversity of different religions, cultures and nationalities represented in our kindergarten. We want to contribute to the children learning about this diversity in their own and others culture. We wish for the children to get support in preserving their native tongue. This practice means the staff needs knowledge of the different cultures, in order to make our diversity perceived.

### 2.0 THE KINDERGARTEN'S MANDATE



The kindergarten in collaboration and understanding with the home, have to seek to safeguard the children and their need for care and play, promote learning and education for comprehensive development. The kindergarten shall be founded on basic values of Christian and humanistic heritage and tradition such as respect for human dignity and nature, freedom of thought and speech, compassion, forgiveness, equality and solidarity, values that are commonly expressed through diverse religions and belief systems rooted in the human rights. The children shall learn to express themselves, wonder and explore. They shall learn to take care of themselves, their environment and each other. The children shall develop basic skills and knowledge. They have the right of complicity based on their age and competence. The kindergarten shall meet each child with trust and respect and recognize the intrinsic value of childhood. The kindergarten shall contribute to the prosperity in playing and learning and be a stimulating and secure space for community and friendship. The kindergarten shall promote democracy and equality and prevent all forms of discrimination. (§1 Law of Kindergarten)

### 3.0 POLICY DOCUMENTS



|   |   |
|---|---|
| 1 | UN's childrens rights convention  |
| 2 | Law of kindergarten, 17.juni 2005   |
| 3 | Framework for kindergarten, 01.08.2017  |
| 4 | Pedagogic development plan for schools and kindergartens in <i>Ås Kommune</i> , 2018-2020 |
| 5 | Pedagogic platform, <i>Ås kommune</i>   |
| 6 | Yearly plan for Frydenhaug kindergarten 2018-2020   |

### 4.0 CONTENTS OF PEDAGOGICS



#### 4.1 Values

- Subjectivity
- Complicity
- Diversity as a resource

Subjectivity, complicity and diversity as a resource are the fundamental values in a democratic community. Our values have to mirror our perception of learning, children and knowledge, and have to be the driving force when we make choices in our pedagogic work. We must constantly reflect upon our practice in light of these values. What we mean with these values and our perception of them in practice have to be the red line binding our whole yearly plan together. They should be in the front of our kinds when reflecting in meetings with our teams, and in our dialogs and meetings with the children.

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## 4.2 VISION – common for all the kindergartens in Ås

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# The small scientits of Ås can, will and dare

*We wish for children to think with their hands, act on their mind, listen and talk, understand with joy and be able to be thrilled and surprised. We wish that play and work, the real and the unreal, science and imagination, heaven and earth, sense and sensibility should go hand in hand and not oppose each other. (Loris Malaguzzi)*



The municipal kindergartens in Ås have found inspiration by how kindergarten teachers from Reggio Emilia of North Italy perceive and think of children in their work. This perception influence and inspire us when we arrange the physical space in kindergarten, the methods we use in our teaching, and our thinking of children and learning.

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## 4.3 Pedagogic platform

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Children are competent, curious and investigative. In interaction with others and the environment around them, children create new knowledge and their own identity. In the kindergarten the children will meet adults that see the uniqueness in every individual. The children will get plenty of rich possibilities to develop their knowledge, courage and thoughts. The adults are listening, sees and challenges the children's thoughts and actions, while also letting ourselves be inspired and by their natural curiosity and questions. We felicitate for every child to get to know themselves in a dialog with their surroundings. We convey values fundamental for democracy and societal development.

The learning environment is flexible and is adapted to fit the individual child, to give them good experiences and rich possibilities for learning. The importance and possibilities of the physical environment is easily perceived, makes sense, creates context, and is a resource in our pedagogical practice.

Working in projects gives the option to go deeper in a certain subject or theme to give the children and adults more perspectives. They can share their knowledge in a more useful way and create common experiences for a better community.

Pedagogic documentation is the starting point for the common reflection, new thoughts, choices, evaluations and new plans. Documentation is our reflective tool for the adults, within the staff, or together with the children.



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#### 4.4 The role of the adults

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For the adults in Frydenhaug kindergarten it is important to be available for the children. To see them, listen to them and take them seriously. We have to recognize the importance of subjectivity, by meeting every individual with respect. Through thorough organizing of the day, the children will meet adults that meet them and have time for them. We see them as competent and unique individuals.

We practice our values of complicity and individuality in the meetings with the children, where we believe “To be together about something” contributes to good learning processes and experiences in the kindergarten. Every child will meet adults that value diversity in a community, no matter the size of the group. The adults, in complicity with the children, creates a physical environment with meeting places and intelligent situations in focus. These meeting places gives the children’s brains the prospect of sparking. From there on, we will create contexts in these learning processes to their actual surroundings. We will ponder about phenomenon and ask questions to contribute to the children’s ability to think critically. We will be their co-investigators in their lives in kindergarten, where we give them room to test theories and explore a variety of material.

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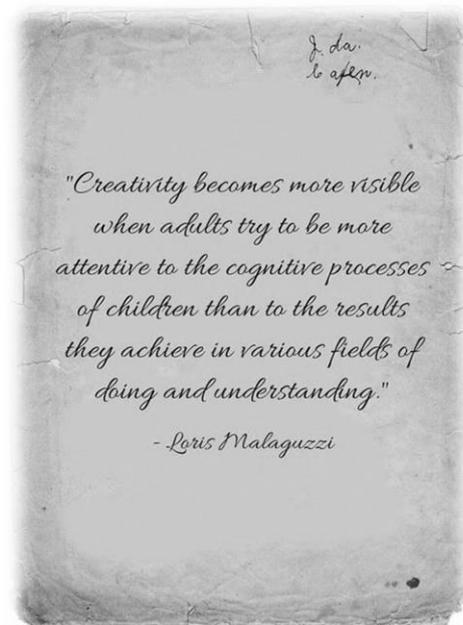
## 4.5 Perception of learning and Children

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How we perceive the children and we engage with them has a big effect on how the children learn and how they experience their time in kindergarten. The child as a subject stand strongly in our perception of children. We see every child as unique, with its strengths and its challenges. There should always be room for each child in our kindergarten, and they should feel recognized as an individual. We create our community together, and we need each other in our own development of the "self". The children are our biggest resource in the pedagogic practice, and the children will experience examples of complicity, involvement and democratic processes.

How we perceive learning involve how we as teachers perceive learning as a process. Our view on these processes are crucial to how we organize our day, and how we orchestrate the learning situations.

In Frydenhaug kindergarten the competent child experiences being an active instigator in their own, and others, learning processes.



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## 4.6 Perception of knowledge and progression

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Our perception of knowledge is what we as teachers weight as important that the children learn. In Frydenhaug kindergarten, we wish to give the children a plethora of activities and experiences, so that we can create something meaningful together. We wish to give stimulate their senses in new ways, and give them more insight into a divisive world. We will give the children knowledge on how to acquire new abilities and stimulate their will to learn new things. We will challenge them in ways to think critically, and give them insight into how their does not always have to be a right answer. There are many ways to perceive the world, and we believe that future generations will have a greater dividend in learning how to think critically and creatively. We see this as an introduction to understanding democratic thinking.

Progression is how the children will experience a diverse offer of activities and play. We want them to lead the way for pedagogic processes in their play and exploring of material and projects. We want them to experience a variation of work methods, play, toys, material, and physical environment.

In Frydenhaug kindergarten, the children will experience common denominators every day in what they meet in the physical environment outside as well as inside, but also in the pedagogic contents.

*What we did yesterday, shall mark what we do today, and then again tomorrow.*

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#### 4.7 The kindergarten have to provide the children with care

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Every child has the right to be cared for and to be met with care in Frydenhaug kindergarten. Care means, among other things, respect, love, attentiveness, nursing, empathy and the will to interact.

Care is a prerequisite for children's confidence and well-being and for developing empathy and compassion. Kindergartens shall enable the children to develop trust in themselves and others. All kindergarten children should feel that they are being seen, heard and respected and that they receive the help and support they need. Kindergartens shall actively encourage caring relationships between children and staff and between the children themselves in order to foster well-being, happiness and achievement. Staff shall work to create an environment that not only renders the children recipients of care but which also values the children's own acts of caring (Framework plan, p. 19).

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#### 4.8 Kindergartens shall promote formative development

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The kindergarten supports the children in staying challenged and curious to their surroundings. We contribute to the children becoming confident, independent, and responsible actors in society. The kindergarten promotes the importance of a community and solidarity, while preserving individual thinking and creativity. We teach common norms and teach the children to understand common values and their importance. The kindergarten have to focus on developing an affiliation with society, nature and culture.

In kindergarten children shall be able to participate in decision-making processes and develop shared content. The children shall be encouraged to express their views and create meaning in the world of which they are part. Kindergartens shall use interaction, dialogue, play and exploration to help the children develop critical thinking, ethical judgement and an ability to put up resistance and take action in order to effect change. (Framework plan p.21)

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#### 4.9 Kindergarten's learning areas

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|                                    |
|------------------------------------|
| Communication, Language and text   |
| Body, movement, food and health    |
| Art, Culture and creativity        |
| Nature, environment and technology |
| Quantities, space and shapes       |
| Ethics, religion and philosophy    |
| Local community and society        |



The learning areas mirror the areas that children find interesting and has worth for children in kindergarten. Its goal is to front wellbeing,

learning in many perspectives and health. Each one of the learning areas is its own wide field of knowledge, experience, skills and attitudes. The kindergarten works interdisciplinary between these areas.

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## 4.10 Digital practice

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Our framework states that children needs to explore, play, learn and create within digital expression forms.

In Frydenhaug kindergarten the children will get first-degree experiences with digital tools, and learn how to these tools can be a supplement in their creative and learning processes. In today's society, the children must learn common sense and critical thinking when using digital tools. A central part of being a part of the kindergarten's staff is to evaluate when it is useful to utilize digital tools, and when it is beneficial to utilize something else. Together with the children, the teachers will gather experience on how to use digital tools and to acquire competence on this subject. We will also use the national center for IT in education to support us in this. They give us guidance and advice in managing these tools.

## 5.0 FOCUS AREAS

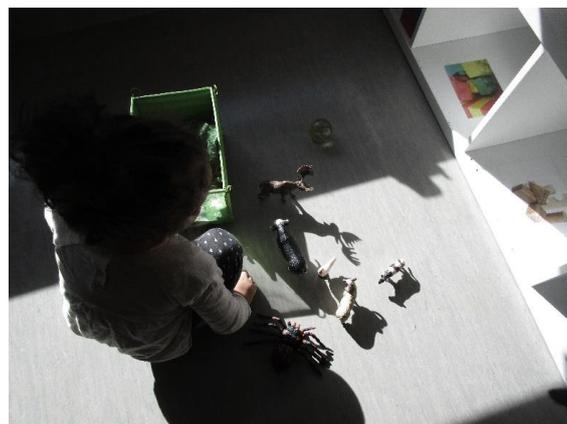


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## 5.1 Play

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Playing is a goal of its own and takes place in a process where children learn to interact. Playing is pleasurable and motivated from within, controlled by the child itself. Playing is a fundamental part of life through which the children can express themselves. Via interaction in playing the ability for learning and social skills are founded. It is important that the kindergarten provide opportunities for a variety of play in order to include every child in positive interaction. Playing has a very important function in Frydenhaug kindergarten. For the children to unfold it is important to facilitate time, space, group balance and toys. We are concerned about the adults being active and present where the children play, and support playing and give inspiration to development.



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## 5.2 Coping skills and Health

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In today's society children and youth meets high demands and expectations. Many young adults feel a high expectation of prestige, where one's ability to cope is crucial. They are expected to perform well on sports teams, in school, keeping a social life, and being with family. When will they find time to be children, without the high demands?

In our kindergarten we want to facilitate for an environment where we succeed together, the importance of community is a stronger force than exceeding on your own. We create meaningful meeting places where play, exploration, and pondering finds place. Of course we still think children should bloom into independent individuals, and feel valued for their uniqueness. Children must get experience in mastering skills, but they also need to be prepared to cope with failure and defeat in a healthy way. They need to feel like succeeding and shining in a certain skill, but also learn that sometimes they must see themselves beaten by others. Alternatively, that their wishes and needs must come second to someone else's. To be a part of a community demands a level of social competence. How we treat other adults and children, how we communicate, listen and respect each other, is a crucial to how we perceive ourselves. We will work towards making the children feel safe and feel like a part of a group, which will help them develop a healthy and strong self-image.

Coping skills and health also means creating good routines experiencing physical activity at a young age. The kindergarten is an arena for joy and versatility that challenges movement and motor skills. With the woods as our nearest neighbor we do not have to go far to come across varied terrain. All children are outside everyone, and they go on hikes/walks/excursions (*tur*) at least once a week in our local environment.

The kindergarten also fronts the importance of a healthy and varied diet and healthy life choices. Our kitchen is a meeting place, where the kids gets to take part in cooking, explore produce, and create a good foundation for healthy eating. We have our own vegetable garden where we harvest our own produce.

We have a good dialog with the parents about the importance of a healthy diet, and the children's requirement of enough sleep.

### *Frydenhaug Kindergarten is a Kindergarten AGAINST bullying*

All children have to experience being relevant and important to someone else. Research shows that for kids, experiencing friendship and having someone to play with, is one of the most important things in kindergarten. Friendship between kids is the most important prerequisite against bullying. Our task as adults is to offer support in their social relations, and to give them tools to resolve conflicts on their own. Children must learn to set boundaries for themselves, and gain knowledge to how their actions and comments effect their surroundings. The children need to experience their own emotions, and learn reasonable reactions different settings. The adults must be nearby and observe the interaction between children. Both to guide those whom need it but also as a countermeasure. The teachers need to be present in the children's play and games, and have a reflective thought about what role one needs to take.

Bullying among toddlers and youngsters can be prevented by observant adults focusing on each specific child's wellbeing and patterns of interaction in the group.

Bullying in kindergarten can be stopped by actively participating adults who interfere when necessary. Working with creating healthy social attitudes can be a great countermeasure

against bullying and discrimination between children. This matter in the children's life while attending kindergarten, but also creating a good foundation for later in life.

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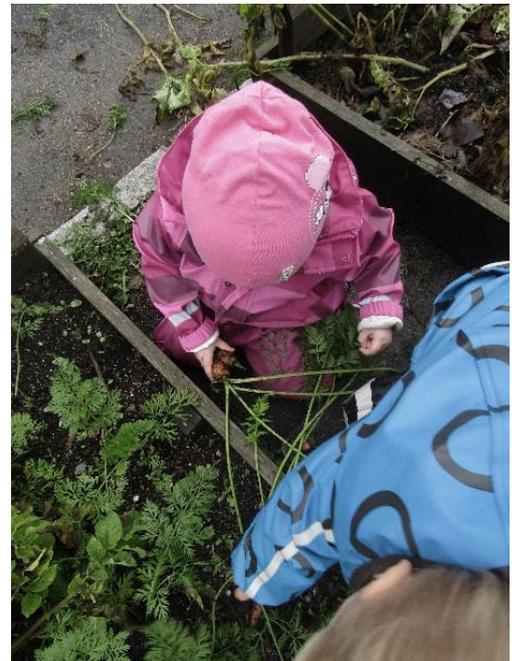
### 5.3 Sustainable development

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Sustainable development is about taking care of oneself, each other and the natural resources in a global perspective. It involves experiments, exploration, finding new solutions, finding connections, being creative and testing hypotheses – without coming to rash conclusions or given answers. Sustainable development is about having a future perspective and keeping in mind that the world have to sustain life for coming generations as well as our own. To do this, we need a focus on environment, lifecycles in nature, recycling, pollution and responsibility. We wish to work towards this by giving the children insight to the links between farms to table, from garbage to recycling. We want to make the children strong democratic citizens whom would speak up against politicians and government about what is right and not. This implies that the children develop the ability to think critically.

Through working in our kitchen garden, the children is participating activity. They are gathering and acquiring first-hand experiences in how food travels from earth to our tables. The natural cycles of planting seeds, watering, harvesting and giving back nutriment in form of compost to next year's growth. They get to see how the worm is an important organism of an ecosystem that we can examine closer. Through facilitation of children's complicity in the kitchen garden and the cooking, they will establish an understanding of the origin and value of produce. This will lead to a better understanding of the problems of food waste, and give them a better understanding of healthy eating and nourishment.

Through work with sustainable development, we will give the children different experiences with being in and around nature. They will have positive effects on how the children will see nature as a resource and come to love nature.



## 6.0 METHODS OF PRACTICE



### 6.1 Projects

Working in projects is a pedagogic tool in our kindergarten. Projects are a way of exploring new solutions and finding different ways to perceive their worlds and surroundings. This tool gives us an opportunity to dig deeper into a theme or subject over time. We listen to the questions asked and read their body language to determine where their interests lie, and to challenge them to go further in their exploration. We keep our structure, and let the children's interests decide what the content is going to be. Their curiosity, focus and pondering is taken into the process. Projects are planned and expanded together with the children. Questions, reflections and their learning strategies, all documented into the process, so that we later can gather our thoughts into how it is going to progress. Reflection of documentation is called *pedagogic documentation*, and it is one of our evaluation tools.



### 6.2 Pedagogic documentation

We have a goal to understand and get to know the children better, and to get closer to their learning processes. Using pedagogic documentation is weaved together with our fundamental perception of children as competent with great will, ability and desire to explore, learn and play. There is no common truth to children and their interests, and in what ways a project must take in order to be most fruitful to their development. We use pedagogic documentation to see where their focus lies, and how to use this in furthering a progress in our projects. Documentation can be photos, film, audio, texts, narrative, children's creations, a plan or an evaluation tool. Documenting is not about telling an absolute truth about a narrative, it is about telling a narrative that stays true to the subjects and the pedagogic work that were put in. It is not until the staff can reflect together, and puts the documentation into a context to change or challenge their practice, that we can call it pedagogic documentation. Reflection is mainly about setting our focus on something and seeing it from different perspectives. By using reflection as a collective tool, we can gain access to these many perspectives disputed. By reflecting upon our practice, we gain more awareness to the choices we take. By using pedagogic documentation, the adults will gain insight to their own role, actions and growth as teachers. This understanding of using pedagogic documentation is something we are building from the philosophy of *Reggio Emilia*.

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## 6.3 Evaluation of the kindergarten's practice

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Systematic evaluation and reflection is the basis for our kindergarten as an evolving and learning organization. To evaluate is to describe, analyze and interpret an effort, and the effects said effort would have. By evaluating our practice, we make sure that our practice is in line with our values. We use pedagogic documentation to involve the children, and to keep the staff evolving and reflected about how we do our job.

The evaluations create the fundamentals for our further work with our pedagogic contents and quality. Every class/group (*avdeling*) creates a project plan with a project report where reflections and documentation is available for everyone working there. In this plan, they will describe their observations and thoughts that they have done in preparation, and the observation and thought that come up during a project.

A rough plan for every class/group is made, with what their focus will be in the coming month. This information will reach the parents through the monthly newsletters. Every Friday there will be showed films or photos on the screens in the wardrobes. This documentation is meant to give the parents an insight to the week that passed. This will include documentation from the project sessions, and where the focus is at every week.

The manager have meetings with the employees two times a year. The team leaders have regularly follow-up conversations with their co-workers, with a focus on staff competence, their evaluation and goals.

The kindergarten has consecutive and systematic evaluations of the practice. That happens in weekly meeting for the staff in each class/group, staff meeting once a month and planning days (5 times a year). Consumer surveys and daily observations and documentation is also part of this evaluation. Frydenhaug kindergarten also used the *Utdanningsdirektoratets* (Directorate of education) standpoint analysis the last year to evaluate our practice.

The manager also have regular meeting with *FAU* (PTA) and *SU* (Cooperation council).

## 7.0 COOPERATION



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## 7.1 Familys complicity and involvement

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The kindergarten has many cooperation partners, and the families are the most important one.

Every year we talk about the value of complicity and involvement of the parents. The core values of the Kindergarten's Act of Norway states: *Kindergartens shall work in partnership and agreement with the home to meet the children's need for care and play, and they shall promote learning and formative development as a basis for all-round development.*

In Reggio Emilia-inspired kindergartens, the families have a natural and important role in the kindergartens pedagogic contents. We strive for a complicity and involvement instead of

cooperation. We find that these terms support our core values in a higher regard. This leaves room for a volunteering form of involvement that keeps respect and dignity in how we perceive a traditional family. We want families to feel like they belong here and that this is a place they can contribute in their own way. We want Frydenhaug Kindergarten to be a place where we are together in giving the children a good childhood full of play and learning. The kindergarten facilitates meeting places for dialog and reflection between home and kindergarten can thrive. Two times a year we hold *dialog evening* for the parents. Here we discuss topics chosen by the FAU (PTA). It is a forum where the parents are split in groups to better discuss the topics at hand with each other. We invite all parents to come into the kindergarten to see the pedagogic work we do. In addition, we also have parent-meetings with the teachers and the daily dialog to create a foundation for how to give the children the best prerequisites for a good experience while attending kindergarten.

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## 7.2 SU og FAU

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All parents in the kindergarten make up the parents council, and every *avdeling* chooses two represents to sit in the FAU. This is our *parent-teacher association (PTA)*. Their task is to work together with the staff in the kindergarten to make certain decisions about different events. Two represents of FAU is also on SU (Cooperation Board) with two chosen represents of the kindergartens staff and the manager. To see whom is on the FAU and SU, you can find this information on the kindergarten's webpage:

<http://www.as.kommune.no/frydenhaug-barnehage.350450.no.html>

FAU have their own email: [www.frydenhaugfau@gmail.com](mailto:www.frydenhaugfau@gmail.com)

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## 7.3 Transitions

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### ➤ Habituation

When children and parents meet the kindergarten for the first time we want them to feel welcome and safe. The staff will send out a welcoming letter about clothing, routines and other practical information before the first day. The child and the parents will get one person from the staff that they can relate to for any inquires and questions for the first days. We strive to keep a steady and rich dialog to make the first weeks the best we can. We work closely with the families to create a bond of trust for child and parents. Our framework plan states the staff's tasks are responsible to create a good communication with the new families, and that the children should experience affiliation, safety and the time and room to adapt.

➤ Between different *avdeling* (groups)

Our framework plan states that when the children are to switch between two groups in the kindergarten, they need time and space to get to know the new children adults and the new room as a whole.

In Frydenhaug, we have routines to make sure every transition is as thorough as the children needs. The transitions can be vulnerable situations for the children; this is why we strive to make it as predictable and trusting as we can. Before the transitions, the children will get to visit their new groups, meet the new children and adults, and get to explore the new space, toys and material that this new space offers. They get to see how different routines are from their old ones, and participate in meals, activities and indoor- and outdoor play. We build up the children's expectations for their new day-to-day, so that the children experience inner motivation for the transition. Every child's thoughts and feelings differ, so it is hard to create a blueprint on how these transitions should be. The staff follow the children closely in order to better follow-up their reactions and experiences to better perceive how they are doing, and what they need to make the transition better.

The parents are heavily involved in this process. They will have their chance to offer their opinions and thoughts to better the communication with the staff. The parents know their children best, and we need them in order to make the children feel safe and motivated.

➤ Transition from kindergarten to school

For the transition from kindergarten to school to be in the best interest of the children, the kindergartens and the schools need to have a good and thorough cooperation, where parent's complicity plays a role. In Ås, we want there to be good common denominators between both institution's practices. We reach this with a common practice in how we work with philosophical communication and critical reflection in our pedagogic work.

We have parent-meetings where the staff and the parents fill out a form of information for every child, that later gets sent to each respective school. The parent's complicity plays a big role here, since they get final say in what information the school should receive about their child. In May/June of the children's final year of kindergarten the schools invites the parents and the children to visitation-days. There are also activity-days held together with the other kindergartens to create a better chance of the children meeting their future classmates. The staff in the kindergartens attend meetings at the schools. This way they can better tell about the focus and projects of the last year, to give the schools a better understanding of what the kids have been though so far, and what their common focus have been for their last year in kindergarten.

For more information (Norwegian only):

<http://www.as.kommune.no/plan-for-overgang-barnehage-skolesfo.6083663-351890.html>

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## 7.4 Gigantklubben

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*Gigantklubb* is a group for the children that have started their last year in kindergarten. This group offer them a common and informal meeting place. We do not work towards a goal of preparing the children for school. We work for the children to experience fundamental knowledge on how to create and be a part of a learning environment. The children will be a part of creating a learning environment that do not require prestige. The staff works with a focus on creating tasks, games, excursions and activities without formally teaching or trying to look for a given and correct answer or skill. Instead, the focus is on tasks that starts a process of pondering and reflection, or finding connection and ways of thinking without there being an underlying correct answer. We give the children activities that base around materials and tools that needs an introduction, without demanding prior knowledge.

We want this to be a meeting place that challenges the children and their skills, and help them find their strengths and unique forms of expression, without leaving them with a feeling of defeat, and lack of motivation. Tasks and activities with multiple solutions can teach the children about creative learning and finding their own preferred way of problem solving, but also learning that it is not wrong copying someone else's solution if they find this is reasonable. We challenge them to explain their answers, and debate their solutions. Play and social interaction is also very important, and the staff have to use humor, song, games, rhyming and play as frequent tools.

The *gigantklubb* goes on excursions that are fitting for their age and maturity and they take part in organized activities where they meet their local community and formulate answers to their questions about the world around them. This gives the staff an opportunity to cooperate with what the local community offer. We use the library and the Science center by the NMBU (University of natural science). This gives the children experiences with more formal learning environments as well.

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## 7.5 Cooperation partners

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*Pedagogisk psykologisk senter* (PPS) is the Norwegian *special education center*. They are a guiding service for parents, kindergartens and schools. Parents can take contact with this service on their own initiative when they have inquiries about their child's development. The kindergarten reaches out to PPS for input, or to discuss something anonymously. Our contact person at PPS is Ingrid Solem.

The kindergarten cannot discuss individuals with PPS, without the parent's consent.

The kindergarten can also cooperate with physical therapists or health clinic, but not without the parent's consent.

*Barnevernet* is the Norwegian Child Protective service. Their job is to make sure every child in Ås lives under acceptable conditions, and to protect their health and development. They make sure children get the help they need, in a timely manner. All of the staff in kindergartens are under the law of Norwegian kindergartens § 22, and is required to disclose any information about children living in unhealthy conditions. This includes any form of abuse or severe neglect.

The kindergarten cooperates with *barneteamet* (the Children's team). This is a team in Ås commune that task it is to offer guidance to families and parents with their special competence on children age 0-12 years old.

They consist of:

- School nurse
- psychiatric health worker
- Social worker with experience from *barnevernet*
- Special education teacher

This team is a low threshold offer for families to get guidance on family matters, and advice that can make their day easier. The children's team is in Frydenhaug once a month; reach out to Linda Hovden (the manager of Frydenhaug) to schedule an appointment.

For more information:

<http://www.as.kommune.no/barneteamet.353926.no.html>

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## 7.6 Contact information for cooperating instances

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| <b>Child protective services in Ås</b> | Tlf:<br>64 96 22 20                | Mail:<br><a href="mailto:barneverntjenesten@as.kommune.no">barneverntjenesten@as.kommune.no</a><br><a href="http://www.as.kommune.no/barnevern.348899.no.html">http://www.as.kommune.no/barnevern.348899.no.html</a> |
| <b>PPS</b>                             | Tlf:<br>64 96 21 00                | Mail:<br><a href="mailto:pps@as.kommune.no">pps@as.kommune.no</a><br><a href="http://www.as.kommune.no/pps.350239.no.html">http://www.as.kommune.no/pps.350239.no.html</a>   |
| <b>Nordby Health Clinic</b>            | Tlf:<br>64 96 44 80                | Mail:<br><a href="mailto:helsestasjonen@as.kommune.no">helsestasjonen@as.kommune.no</a><br><a href="http://www.as.kommune.no/helsestasjon.350279.no.html">http://www.as.kommune.no/helsestasjon.350279.no.html</a>   |
| <b>Ås Health Clinic</b>                | Tlf:<br>64 96 22 40                | Mail:<br><a href="mailto:helsestasjonen@as.kommune.no">helsestasjonen@as.kommune.no</a><br><a href="http://www.as.kommune.no/helsestasjon.350279.no.html">http://www.as.kommune.no/helsestasjon.350279.no.html</a>   |
| <b>Crisis center in Follo</b>          | Tlf:<br>64 97 23 00<br>64 97 23 01 | Mail:<br><a href="mailto:post@kisif.no">post@kisif.no</a><br><a href="http://www.kisif.no">http://www.kisif.no</a>   |

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