

Annual Plan 2024-2025 (Short edition)

Eigerøy Kindergarten – For the Child

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Formalities

The kindergarten is required to develop an annual plan as a working tool for the staff. Plans for both shorter and longer periods, as well as for different groups of children, must also be created as needed. The annual plan documents the kindergarten's choices and justifications

and provides information about the pedagogical work to authorities, partners, and other interested parties.

The director of the kindergarten is responsible for leading the process of developing the annual plan together with the pedagogical staff and other personnel. The annual plan must be approved by the kindergarten's cooperation committee and should clearly state how the kindergarten will work to fulfill the goals of the national framework plan and the local adaptations made by the kindergarten's owner.

Our annual plan is based on experience, research, parental input, and public guidelines. The goal is to create a document that describes Eigerøy Kindergarten's attitudes and working methods in a structured and understandable way.

Our Core Values: Respect, Attachment, Play

Respect:

At Eigerøy Kindergarten, respect is fundamental for all children, parents, and employees. Respect means acknowledging each other as equals, regardless of religion, ethnicity, sexual orientation, or individual challenges.

Attachment:

Establishing strong relationships is essential for cooperation between children and adults. To support this, we have implemented a 5-day transition period for new children, where we focus on forming strong bonds between staff, children, and parents.

Play:

Play is crucial for children's development. It supports their social, emotional, and cognitive growth. It allows them to explore, experiment, and understand the world around them.

Children's Participation

Both the Kindergarten Act and the Framework Plan emphasize the importance of children's participation. Children must be given the opportunity to express themselves, whether verbally or non-verbally, and their opinions must be taken into account.

Attachment

To foster a secure environment, we emphasize:

- Taking time to establish trust.
- Approaching children in a kind and gentle manner.
- Being present and engaged with children at all times.

Play and Learning

Play is at the core of children's daily activities and development. Our staff facilitates a nurturing play environment by:

- Allowing uninterrupted playtime.
- Observing and supporting play when needed.
- Helping children integrate into playgroups.

Formation through Care, Play, and Learning

Formation is a lifelong process influenced by experiences. We aim to instill good values, attitudes, and knowledge to help children build self-confidence and social competence.

Digital Practice

Eigerøy Kindergarten is a digital institution. We communicate with parents through Kidplan and educate children on digital awareness, internet safety, and responsible technology use.

Pedagogical Documentation

Pedagogical documentation is a systematic approach that helps staff understand and improve learning processes. This includes:

- Observations
- Collecting children's work samples
- Staff reflections and evaluations
- Planning future activities based on documentation

A Safe and Good Psychosocial Kindergarten Environment

Ensuring a safe and supportive environment is a top priority. The kindergarten follows the municipality's action plan for preventing bullying. Staff members are required to report any concerns to the kindergarten director.

Cooperation with Parents

Strong parent-kindergarten collaboration is key. Communication with parents happens daily at drop-off and pick-up, as well as through scheduled parent meetings.

Collaboration with Others

UiS and OiD Collaboration:

Eigerøy Kindergarten serves as a training facility for early childhood education students, helping to integrate the latest pedagogical practices.

Children's Farm - Farm for the Future:

We contribute to an agricultural education project in Tanzania, which teaches children about farming and sustainability.

Collaboration with Stine Sofie's Foundation:

This program trains staff in recognizing and responding to child abuse. We also conduct age-appropriate awareness sessions with children.

Learning Environment and Pedagogical Analysis

Our focus is on analyzing and improving the learning environment. This approach helps us understand whether difficulties arise from individual challenges or environmental factors.

Alternative and Augmentative Communication (AAC)

AAC includes tools and methods that help children with communication difficulties. Our kindergarten integrates AAC as a natural part of daily activities.

Transitions

Smooth transitions between home, kindergarten, and school are essential. We work closely with parents and schools to ensure a positive experience.

Educational Areas in the Framework Plan

- **Communication, Language, and Text**: Developing language skills and communication.
- **Body, Movement, Food, and Health**: Encouraging healthy habits and physical activity.
- **Art, Culture, and Creativity**: Exploring creative expression.
- **Nature, Environment, and Technology**: Learning about sustainability and scientific exploration.
- **Numbers, Space, and Form**: Basic math concepts through play.
- **Ethics, Religion, and Philosophy**: Understanding cultural and moral perspectives.
- **Local Community and Society**: Encouraging civic awareness.

Additional Services for Children

- Swimming Lessons: Biweekly sessions for older children.
- SELMA Program: Focus on emotional and social development.

The Departments and Staff

Fyret:

Nicole Jessica Florea, Iselin Kristensen Leidland, Frida Hernes, Emilie Tønnessen, Freshta Moruwat, Christine Pongyan.

Nordra:

Charlotte Johanne Ness Myklebust, Lisa Marie Vanglo Harkin, Stine Myklebust, Merete Pedersen, Tone Midbrød Klippen.

Søra:

Hanne Torgersen, Kristin Nevland, Aina Terese Gunnarsen Omdal, Sandra Tengs.

Director:

Loyd Kaasa