

Den styrkede pædagogiske læreplan/Units of Inquiry

Hvad er den styrkede pædagogiske læreplan?

Den pædagogiske læreplan udgør rammen og den fælles retning for vores pædagogiske arbejde med børnenes trivsel, læring, udvikling og dannelse. Læreplanen er et levende dokument, som kort beskriver vores pædagogiske overvejelser, refleksioner og eksempler, der er retningsgivende for det daglige pædagogiske arbejde med børnene.

Læring og udvikling for det enkelte barn.

It is our job to guide the children but also seize the opportunity for learning when it suddenly arises due to a child's question or interest.

What is PYP/IBO?

The Primary Years Programme (IB-PYP) is the established worldwide programme at the Primary School level (ages 3-11), and it is offered by many top international schools. EIS was authorised in January 2019.

The PYP is a transdisciplinary programme with different subject areas supporting a transdisciplinary theme. Inquiry-based and reflective of shared best teaching practices from around the globe, the programme actively works to instil a life-long love of learning to all participants.

The overview contained within reflects our conceptual approach to teaching and learning. Please note that some goals and comments may be overlapping as they are designed to be continually reinforced and reviewed. The overview does not reflect a static document and therefore changes might occur throughout the school year to reflect the PYP philosophy on offering learners a voice, choice and ownership of their learning.

In Early Years we must meet the requirements of the local municipality (Esbjerg Kommune) as well as the requirements of the International Primary Years Programme (PYP/IBO).

We are meeting the requirements of the local municipality under the PYP umbrella. However, there needs to be a description of both. Below you will see the local requirements (in Danish) as well as the Units of Inquiry for Early Years (in English) and the merge between the two.

Børnesyn/Belief

We believe that all children have their own will, their own thoughts and dreams, their own strengths and needs, also valuing the need to be part of and belong to a community.

Each and every one grows up with an opportunity to contribute to society locally as well as globally in their own unique way.

The six learning themes

For versatile personal development the focus is on how the learning environment in Early Years develops the child's experience of the world and its possibilities for taking part. This implies commitment, 'the ability to be and take part' and gait.

We have daily routines (circle time, work stations, eating, changing clothes etc.) throughout the day, which of course we can deviate from, should a learning opportunity arise elsewhere. There are planned units for a year at a time (see example for unitplan from PYP). This is also aligned with the annual wheel (årshjulet) in Den Styrkede Pædagogiske læringsplan from EMU (see attached). Teachers as well as learning assistants take part in the planning in mutual agreement with the PYP and the pedagogical learning units.

Every day there is time for the children to immerse themselves in free play, as this allows the children to practise and develop with each other while finding their own role. Through this we see the children establish friendships and increase their selfworth. They learn how to control the game and to compromise.

We have weekly meetings with time for reflection and sharing documentation of observations. This is shared with all the involved employees via our platform, ManageBac. Parents receive a newsletter every Friday with updates from the week and what will happen the next week - see Sway link for example: <https://sway.office.com/XeWOW4FdwZ9AiNLs?ref=Link>

During the weekly house meeting, we evaluate the children and the themes to stay focused on the children's development, wellbeing, education and learning. Also, we have four annual staff meetings, where we go through the children's needs, challenges, learning, wellbeing and progress. If anything needs to be addressed, we discuss next steps and contact parents and/or professionals.

Our staff work with the platform, SeeSaw, on a daily basis. It is divided into the individual units, and the parents can stay up to date with what their children are preoccupied with and see photos from the different activities and free play. Twice a year, the parents receive a Report Card, and twice a year we offer parent/teacher conferences.

The theme 'Nature, outdoor life and science' involves how the educational learning environment can support the child experimenting and gaining first experiences with thinking and analyzing science.

This has to support that the child work with sustainability and the interaction between humans, community and nature.

We are fortunate enough to have access to many indoor and outdoor facilities due to Early Years being a part of EIS. We can make use of Kids' Stop (SFO), EY playground, school playground, the football field, the woods surrounding the school, the gym (at least once a week for two hours), the SGI Tennis Court, the EIS Music room, the EIS Science room, the EIS Library as well as the qualified teachers in their individual fields. The children in Early Years are following seasons e.g. the apple, the bugs in the bushes. Every week we have outdoor trips where we bring nature home to investigate and keep the learning going.

Communication and language

The child's communication and language develops through close relations. It is essential that the learning environment supports the child's communicative and linguistic interaction with the teaching staff.

The teaching team must be conscious of the fact that they function as language role models for the child and that they need to guide the child to take part in communities with other children.

We focus on teaching the children how to sit at a table during meals, common courtesy and set phrases used in different settings.

During the unit, Who we are, we noticed that in Early Years 1, we had a group of children struggling when putting on their snowsuits. We chose to take that particular group of children to their cubbies fifteen minutes before the others to give them the necessary time to get themselves ready; while getting them ready, we had time to chat with them about them and at the same time make them more aware of themselves, their body and have the time to put words into action

We focus on word play, rhymes, songs and the language as a whole. We speak English and Danish and other languages, and we spend time explaining to parents that they need to speak their mother tongue in the home.

Every day we have Circle time, where language and communication is a great part of the exercise. We work with emotions and facial expressions; we work in small groups and work stations with a great opportunity for us as professionals to trace any challenges with communication.; this way we can have a focus on children communicative challenges.

Culture, aesthetics and community

Culture is partly an artistic, creative force activating the child's senses and emotions, partly the cultural values acquired by the child in the day-to-day life.

In educational learning environments with focus on culture, the child discovers new sides to themselves, expressed in multiple ways and is supported with in understanding their surrounding world.

Each unit (see PYP units) lasts 6-8 weeks. Part of the individual units cover culture, aesthetics, and community. It is essential that we touch on Danish traditions as Denmark is the host country; these may include Christmas, Fastelavn, Easter, Skt. Hans, but also international traditions such as Valentine's Day, Halloween, Chinese New Year, World Kindness Day, Eid, Hanukkah etc. This can all be addressed via film, literature, food days, visitors incl. creative features and expressions.

Body, senses and movement

The child is in the world through its own body and when the child is supported in using, challenging, experimenting, sensing and taking care of the body, the foundation for physical and mental wellbeing is laid.

The educational learning environment must invite the child to gain bodily experiences in an environment, where the joy of movement, creativity and play are key, and where the educational staff support the individual child and create flexible, inclusive learning environments.

As mentioned earlier, we have great outdoor as well as indoor facilities. We inspire the children to explore and challenge their bodies focusing on gross motor skills as well as fine motor. Children play on different surfaces inside and outside, so that they have an opportunity to sense cold, warm, wet, dry, hard, soft.

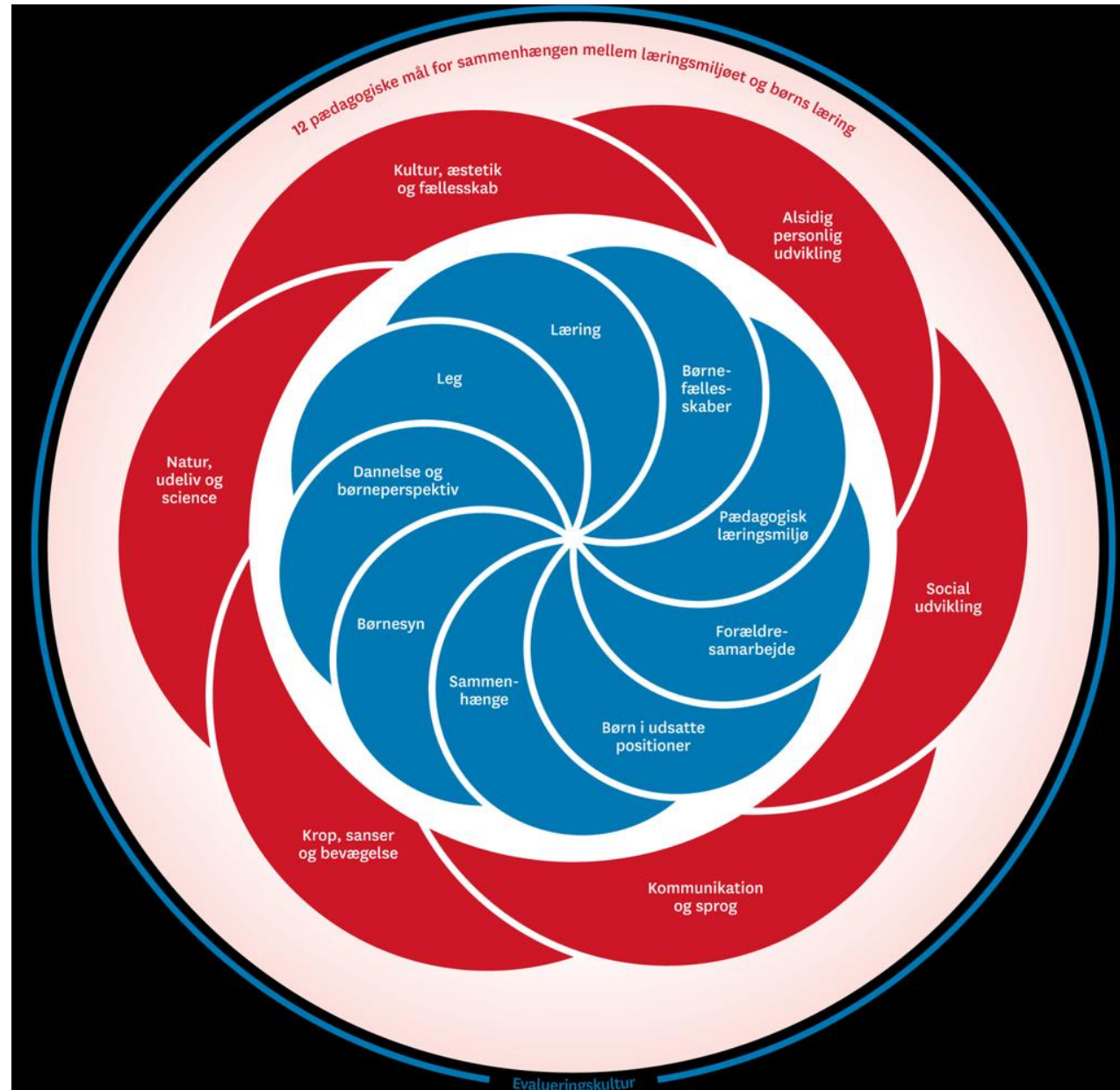
We aspire to have the children as self-reliant and independent as possible. We believe that there should be focus on the whole child, meaning the body, the child's health and wellbeing. This translates to the individual child being able to handle basics as getting dressed, pouring water in their own mug, open up their lunch boxes etc. They have opportunity to unfold in free play,

use their imagination, while we still have focus on the individual child, and we are not so locked into a framework that we cannot be flexible, if this would benefit the individual child.

Social development deal with development of social actions and participation and inclusion.

Social development take place in communities, whereto the child feel that they belong, develop empathy and gain experience exerting their own influence and appreciate differences.

In daily life we support the children through play, activities and create relationships across. We work with empathy towards each other between children and adults and children and children. We recognise the importance of the relation between children and children and adults and children. We have focus on the children's understanding of each other's feelings, as they all come with different backgrounds and culture.







IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Curriculum Overview

EY 0/1

2019-2020

Mission Statement

EIS aims to create life-long learners who have the tools needed for a successful future as respectful and responsible citizens in local and global societies.

ENGAGE, LEARN, REFLECT



ENGAGE: EIS provides a safe educational environment where all students, **staff** and parents engage in a caring and diverse culture of learning.


LEARN: EIS turns engagement into reflective academic excellence focusing


on the needs of the individual learner to prepare for any level of further education.

REFLECT: EIS learners acquire new knowledge and skills through ongoing reflection and engagement.

PYP Themes	Who We Are	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Description	<p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <p>20th August-26thOctober</p>	<p>An inquiry into the ways in which we discover and express our ideas, feelings, nature, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p>1st November - 11thJanuary</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>14th January-5thApril</p>	<p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p> <p>23rd April-15thJune</p>
	Year long unit				
Key Concepts Related Concepts	Change, Connection growth, classification, health	Perspective, Form pictures, stories, imagination	Form, Causation, Change light, dark, prediction	Form, Function, Responsibility safety, relationships, teamwork	Responsibility, Function presentation, behaviour, adaptation
Central Idea	We grow and change over time.	A story can be told in different ways and give us different feelings.	Inquiry, observation and experimentation help us understand the world.	People live and work together in a community.	Animals behave in a certain way to meet their basic needs.
Lines of Inquiry	<ul style="list-style-type: none"> How we grow and change over time How growing and changing connects people and animals Healthy habits help us stay strong and well-balanced Different stages in our life 	<ul style="list-style-type: none"> Stories can be told in different ways and make us feel differently We can identify similarities and differences between stories We understand and interpret stories in different ways 	<ul style="list-style-type: none"> Light is essential for seeing things The importance of light Where light comes from and how it is made There are many sources of light We ask questions to find 	<ul style="list-style-type: none"> Various communities we belong to Roles of people who are part of our communities Jobs in our town community My role within my school and class 	<ul style="list-style-type: none"> Characteristics of animals What animals provide for us Our responsibilities towards animals The relationships between animals and humans

			out more about the world		
Learner Profile Attributes	Balanced, caring, risk-taker (curiosity, confidence)	Communicators, knowledgeable (empathy, respect, tolerance)	Inquirer, thinker (appreciation, enthusiasm)	Reflective, principled (integrity, commitment, cooperation)	Caring, open-minded (creativity, enthusiasm, independence)
Approaches to learning	Communication skills: listening, speaking Social skills: accepting responsibility Research skills: planning Self-management skills: healthy lifestyles, spatial awareness.	Thinking skills: acquisition of knowledge, comprehension Communication skills: reading, listening, writing, speaking	Social skills: group decision making Communication skills: viewing, presenting Self-management skills: time management, informed choices	Social skills: cooperating, adapting a variety of group roles Research skills: interpreting data Self-management skills: safety, codes of behaviour, organization	Research skills: collecting and recording data, organizing data, presenting research findings Thinking skills: analysis, synthesis, application, evaluation Communication skills: presenting
Yearlong skills focused upon throughout the year: Social skills: resolving conflicts, respecting others, Research skills: formulating questions, observing, Thinking skills: dialectical thought, metacognition, Communication skills: non-verbal communication, Self-management skills: fine and gross motor skills.					
Mathematics 	Measurement: Measurement involves comparing objects and events. Events can be ordered and sequenced. Pattern and function: Patterns and sequences occur in everyday situations.	Numbers: Numbers are connected to each other through a variety of relationships.	Measurement: Events can be ordered and sequenced. Data handling: Organizing objects and events helps us to solve problems. Pattern and function: Patterns repeat and grow	Shape and space: Shapes can be described and organized according to their properties. Objects in our immediate environment have a position in space that can be described according to a point of reference.	Measurement: Objects have attributes that can be measured using non-standard units. Data handling: We collect information to make sense of the world around us. Organizing objects and events helps us to solve problems.
Year long: Numbers are a naming system. Numbers can be used in many ways for different purposes in the real world. Making connections between our experiences with number can help us to develop number sense.					
Language 	Oral language – listening and speaking. People listen and speak to share thoughts and feelings.	Written language – writing: People read for pleasure. Stories can tell about imagined worlds. Written language – writing. Talking about our stories and pictures helps other people to understand and enjoy them.	Visual language – viewing and presenting The pictures, images, and symbols in our environment have meaning.	Written language – writing: Print conveys meaning.	Visual language – viewing and presenting Visual language is all around us. We can enjoy and learn from visual language. Written language – writing: Everyone

					can express themselves in writing.
	Year long: Oral language – listening and speaking. Spoken words connect us with others. People ask questions to learn from others. Written language – reading. Illustrations convey meaning. Written language – writing: Printed information can tell about the real world. Writing conveys meaning. People write to tell about their experiences, ideas and feelings.				
Personal, Social and Physical Education 	Identity: Each person is an individual. As people grow and change they develop new skills, understandings and abilities. Active living: Our bodies change as we grow.	Identity: Emotions, attitudes and beliefs influence the way we act. Reflecting on our experiences helps us to understand ourselves better.	Active living: Our bodies can move creatively in response to different stimuli. Interactions: Ideas and feelings can be communicated with others in a variety of modes.	Interactions: Our relationships with others contribute to our well-being (for example, parent: child; teacher: student; friend: friend). Active living: We can explore our body's capacity for movement.	Interactions: Caring for local environments fosters appreciation. Group experiences depend on cooperation of group members.
	Identity: Positive thoughts help us to develop a positive attitude. Knowing how we are similar to and different from others helps shape our understanding of self. Developing independence builds self-worth and personal responsibility. Active living: We can observe changes in our bodies when we exercise. Safe participation requires sharing space and following rules. Interactions: Our behaviour affects others. Interacting with others can be fun.				
Science and/or Social Sciences	Social organization and culture: Orientate in relation to place and time. Materials and matter: Use scientific vocabulary to explain their observations and experiences.	Social organization and culture: Orientate in relation to place and time. Continuity and change through time: Orientate in relation to place and time.	Earth and space: Make and test predictions. Material and data: Use a variety of instruments and tools to measure data accurately. Materials and matter: Observe carefully in order to gather data. Use a variety of instruments and tools to measure data accurately.	Human systems and economic activities: Identify roles, rights and responsibilities in society. Formulate and ask questions about the past, the future, places and society. Social organization and culture: Identify roles, rights and responsibilities in society. Earth and space: Observe carefully in order to gather data.	Earth and space: Use a variety of instruments and tools to measure data accurately. Living things: Identify or generate a question or problem to be explored. Use scientific vocabulary to explain their observations and experiences.

					
Other subject areas supporting the unit of inquiry	Visual arts, Music, PE	Visual arts, Music, PE	Visual arts, PE, ICT	Music, PE, Visual arts	Music, PE, Visual arts, ICT

In IBO we work on transdisciplinary themes when we can. This way we meet the requirements in all the projects we work on and have fun at the same time.

E.g.

Numbers are a naming system. Numbers can be used in many ways for different purposes in the real world. Making connections between our experiences with numbers can help us to develop number sense.

Spoken words connect us with others. People ask questions to learn from others. Illustrations convey meaning. Printed information can tell about the real world. Writing conveys meaning. People write to tell about their expertise, ideas, and feelings.

Positive thoughts help us develop a positive attitude. Knowing how we are similar to and different from others help us shape our understanding of self. Developing independence builds self-worth and personal responsibility.

We can observe changes in our bodies when we exercise. Safe participation requires sharing space and following rules.

Our behavior affect others. Interacting with others can be fun.

All the above examples from our PYP units cover a number of the six themes required from Esbjerg Kommune. It is all connected.

The new strengthened learning plan does not feel that new in Early Years.

For several years our focus has been on the Primary Years Programme. We use the annual wheel (Årshjulet), but we also use our PYP-unit plan (see attached). We have now been certified for PYP for two years, and in that respect the pedagogical learning plan is definitely strengthened in Early Years.