


The Child Care and Educational system in Denmark

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Gladsaxe Skovbørnehave

Skovdiget 8
DK-2880 Bagsværd
Tlf.: +45 44 98 20 24
Mail: skovbornehave@gladsaxe.dk
 Gladsaxe Skovbørnehave

Danish Daycare/educational system

0-3 years old – "Vuggestue" (nursery) or "dagpleje" (daytime care taker – in private home, 3-5 children.)
(aprox. 91% of children aged 1-2 years)

3-6 years old – "Børnehave" (Kindergarten/Daycare)
(aprox. 97% of 3-5 years)

Subsidised by the Government
Parents pay part of it; 2190 kr =336€ a month (Kindergarten)



6-16 years old - Primary school (10 years in total) Compulsary and free of charge

16-19 years old - Secondary education (Depending on kind aprox. 3 years) Voluntary – but most youth attend som kind of secondary education, free of charge

19 – 22 years old - Bachelor education (Aprox. 3-4 years, teachers and pedagogues), or other kinds of education. 1 education free of charge.

Candidate/ph.d./master etc. Some education free of charge, others you have to pay for, some are subsidised, others not.

"Life-Long-Education"

➡ Diploma in various directions (after working at least 2 years in the field of the bachelor education). Lenght varies depending on education. Many different kinds of "Life-Long-Education".



Gladsaxe Skovbørnehave

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Tlf.: +45 44 98 20 24

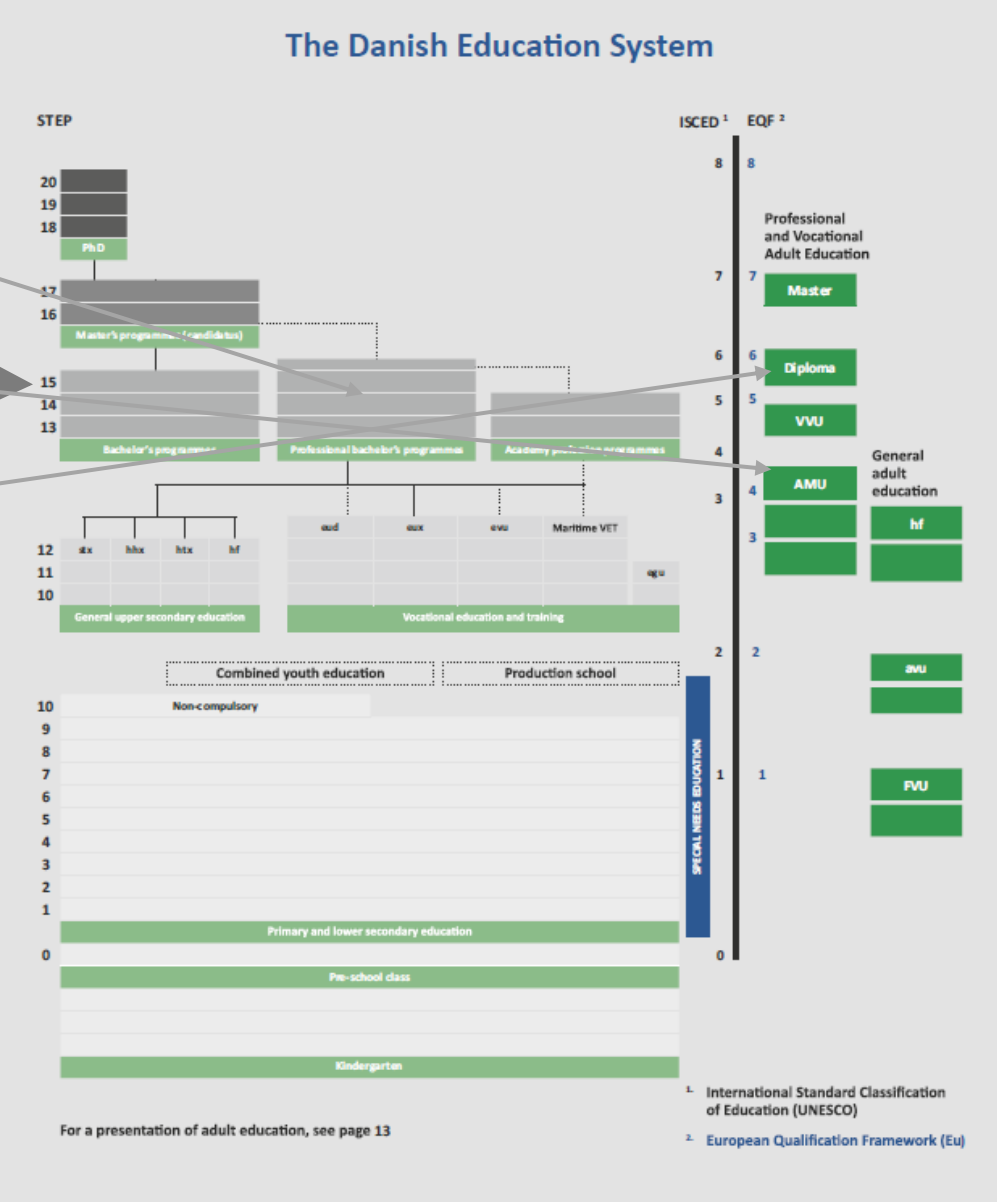
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4 out 5 pedagoges/teachers have a bachelors degree (though it wasn't a bachelor at that time we had our schooling.)
 1 has a "PAU" – a one year course in childcare. "Pedagogical assistant education."
 One has a diploma as well in the "Development of the Organisation and Didactics of Adults"

Furthermore we have a lot of different short courses like "Didactic of language development", "DAP courses" of Gladsaxe Municipality. "Inclusion of children with difficulties" etc.



Gladsaxe Skovbørneshave
 Skovdiget 8
 DK-2880 Bagsværd
 Tlf.: +45 44 98 20 24
 Mail: skovbornehave@gladsaxe.dk
 f Gladsaxe Skovbørneshave

http://hfc.dk/media/252204/the_danish_education_system_pdfa.pdf



Legal Framework: The Law of Act for Daycares and Child Care centers in Denmark

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The Danish policies for Child Care that institutions must follow is the "The Law of Act in Day Care" which states:

§ 7 Children in daycare must have a physical, psychological and aesthetic environment, which promote their health, well-being, development, learning and general education.

Daycare/Kindergarten facilities must:

- promote children's learning and development of skills through experiences, play and educational activities.
- provide children's participation in democratic understanding and developing into responsible citizens.
- cooperate with parents about children
- in cooperation with parents ensure a smooth transition and consistent transition



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Skovdiget 8

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View of the child

- That children have a mental awareness from birth and openness to participate and communicate in social contexts.
- That the child is socially competent, an active learner and participates in the creation of knowledge and culture.

View upon learning and development are built on

- Learning and educational environment will be with opportunities to explore, study, reflect and analyze.
- An environment which encourages the children's development through variations and flexibility gives the child the opportunity to actively learn by own choice
- In an educational practice based on an appreciative fundamental assumption, where keywords like inclusion, democracy and integration become active

Before you can learn, you have to feel safe and appreciated.
We, the teachers, talk about;
"how to learn how to be"!
("at lære at være" – it makes more sense in Danish, because it rhimes)



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DK-2880 Bagsværd

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Educational learning plan/Curriculum

1. Comprehensive Personal development
2. Social development
3. Language and communication
4. Body, senses and motion
5. Nature, outdoor life/recreation, science
6. Aesthetics, Culture and Unison/Coexistence



Læreplanstema nr. 5: Natur, udeliv og science

§ 10. Det pædagogiske læringsmiljø i dagtilbuddet skal, jf. dagtilbudslovens § 8, stk. 4, understøtte børns læring inden for natur, udeliv og science, jf. bilag 5.

§ 11. Det pædagogiske arbejde med læreplanstemaet natur, udeliv og science skal tage udgangspunkt i beskrivelsen af temaet, jf. bilag 5, og to pædagogiske mål målrettet børn i aldersgruppen 0-5 år, som er følgende:

- 1) Det pædagogiske læringsmiljø skal understøtte, at alle børn får konkrete erfaringer med naturen, som udvikler deres nysgerrighed og lyst til at udforske naturen, som giver børnene mulighed for at opleve menneskets forbundethed med naturen, og som giver børnene en begyndende forståelse for betydningen af en bæredygtig udvikling.
- 2) Det pædagogiske læringsmiljø skal understøtte, at alle børn aktivt observerer og undersøger naturfænomener i deres omverden, så børnene får erfaringer med at genkende og udtrykke sig om årsag, virkning og sammenhænge, herunder en begyndende matematisk opmærksomhed.

Within these 6 skills there are 2 directions for each skill, we have to follow.
For example

5: Nature, outdoor life/recreation, science

1) give the children exact experiences with nature, develop curiosity and joy of inquiry, evolve the first steps of understanding how to support a sustainable development.

2) the learning environment must support children being active observers and investigators of natural phenomenon in their surroundings, which in turn makes children recognise and express themselves about reason, effect, coherence, including mathematical attentiveness



It's important that the children are active and curious – we are talking about "how to learn to learn" and "learning by doing" (John Dewey).



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Gladsaxe Skovbørnehave

As a Forest Kindergarten how to implement the Law of Act?

We must prepare written documentation that proves we follow the Law of Act in the daily care of the children.

- Use the DAP – (concept of Gladsaxe Municipality), a method of planning and evaluation.
- Make sure to focus on all skills within our Projects. Can sometimes be a challenge to find ideas and projects which covers all skills in the forest all year. We have to be creative and innovative.
- Written assesments for every year including the last year and plans for the next year.
- We involve parents and children in our planning and our everyday – both parts have a great influence on how we work as teachers and what we do in the Kindergarten.
- Make a BMV every second year. BMV (Childcenteret-environmental-assesment), where we, together with the children, look upon the learning environment making sure we have a healthy physical and psychological development of each child.

Playing the story "Little Red Ridinghood and the Wolf" by Grimm. The children have heard the fairy tale read a loud many times. Now they can recount the story. This is one way we can work with "Language and communication"



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DAP – a pedagogical teaching method in Gladsaxe Municipality



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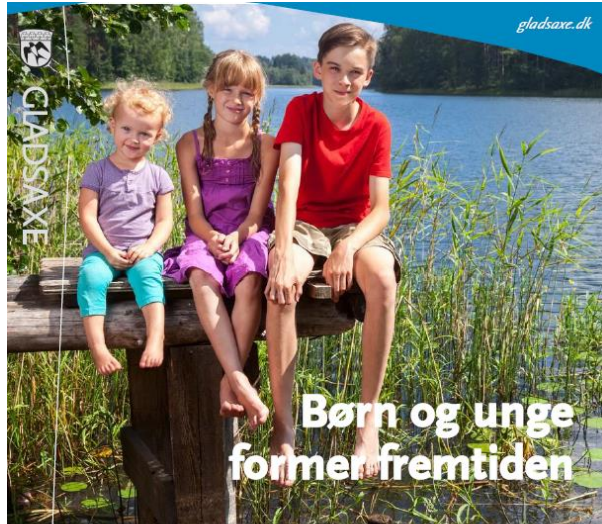
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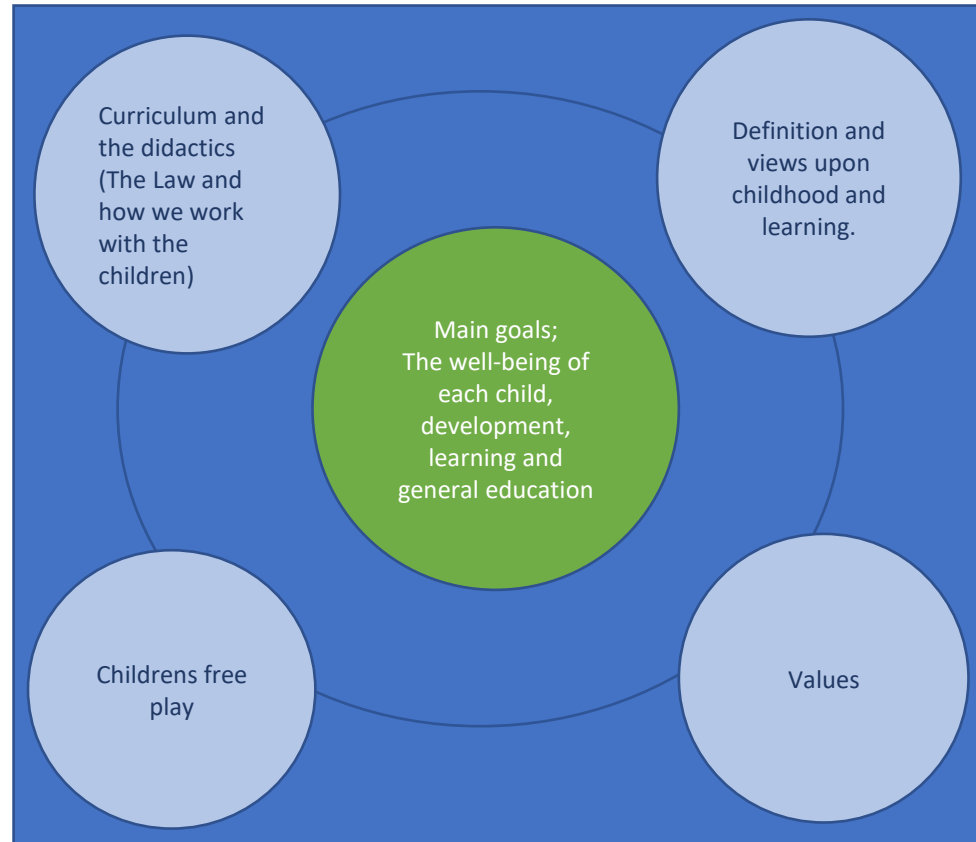


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DAP – Didactically Applied Pedagogy (education) a method.



Børne- og Skolepolitikken i Gladsaxe Kommune



Gladsaxe Skovbørnehave

Skovdiget 8

DK-2880 Bagsværd

Tlf.: +45 44 98 20 24

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Why DAP in daycare in Gladsaxe Municipality?

- The Danish Government introduced "Documentation of the educational curriculums" in 2004
- Gladsaxe commune wanted "same subject language" in each daycare/kindergarten and in the entire municipality.
- Gladsaxe wanted to have a pedagogical method which is deliberate and judicious in order to establish the best learning and development forums for children.



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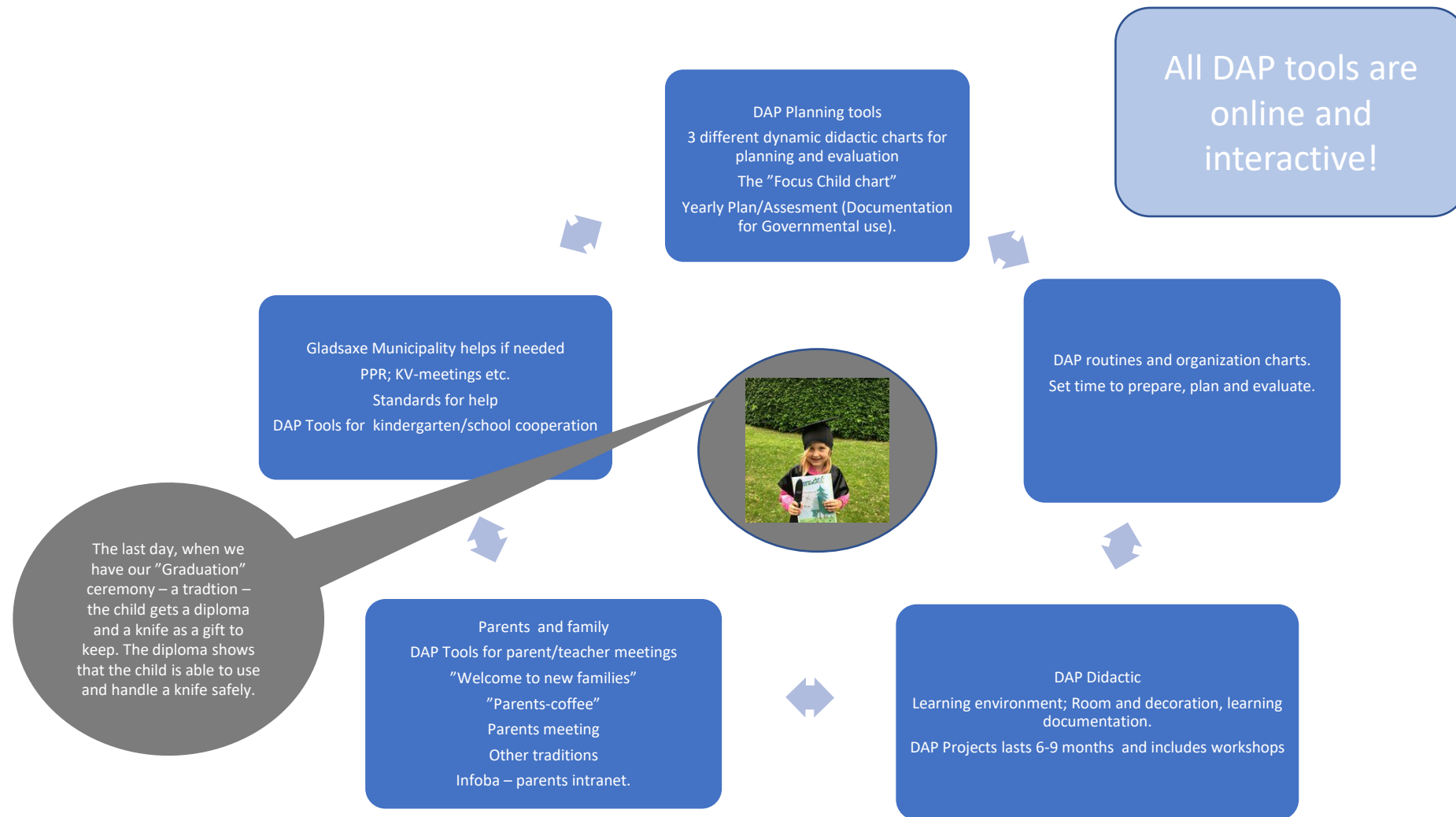
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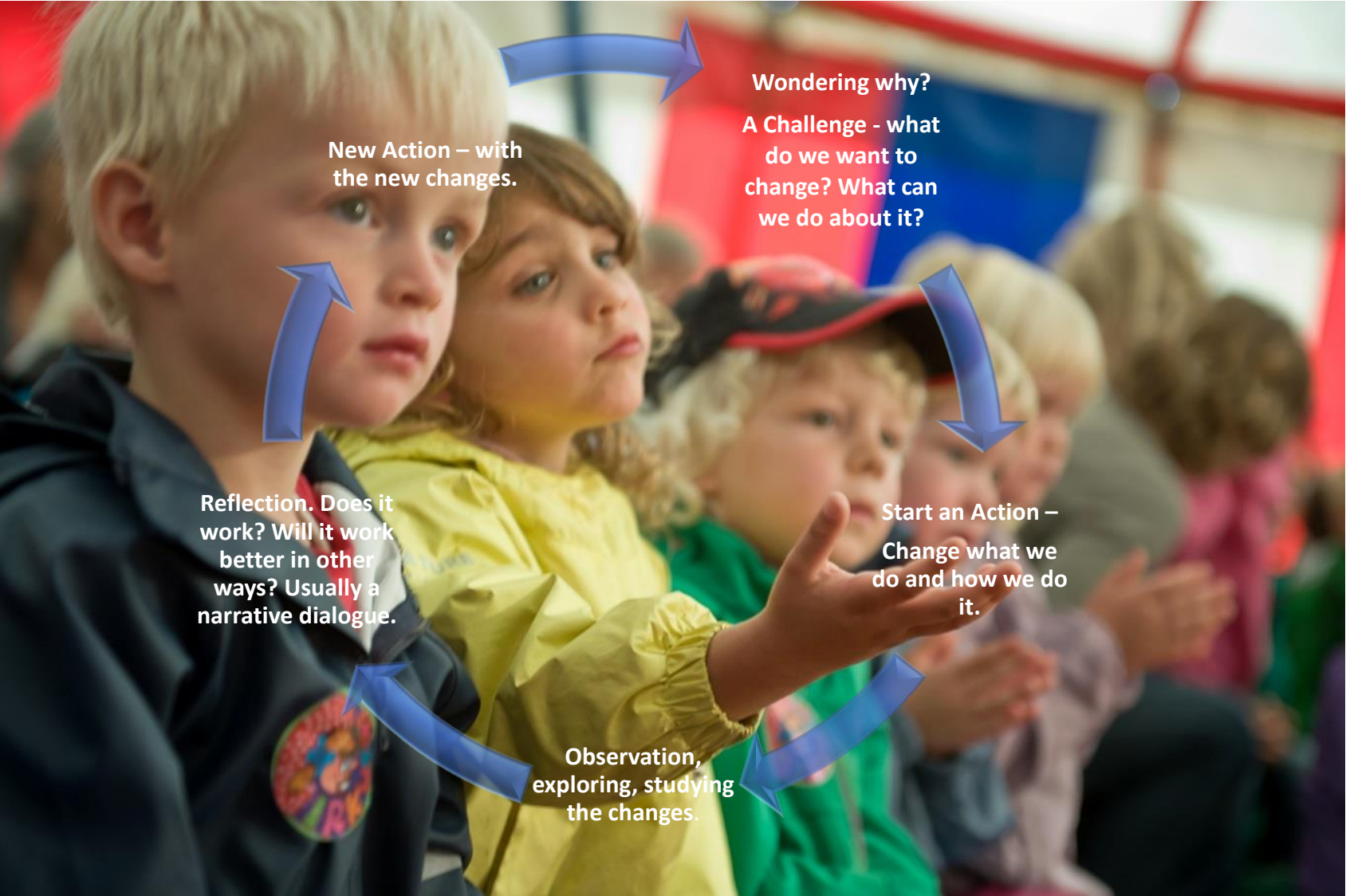
DAP – a circular togetherness of elements in the everyday



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Explore, study, reflect and analyze, how do the teachers reflect and change things?



1st Chart; Skema for retning – "Chart for Direction")

The screenshot shows a web-based project planning tool. At the top, there are navigation tabs: DOKUMENTATION, PÆDAGOGIK, KOMMUNIKATION, ADMINISTRATION, and STATISTIK. The main content area is titled 'Skema 1 - Ship ohøj - findes der sørøvere gr.3'. It is divided into several sections:

- Motivation bag projektet:** Contains three columns of text. The first column discusses current learning and projects. The second column lists 'Fremadrettet læring' with items like 'Finnmotoriske færdigheder', 'Fysisk robusthed', and 'Kommunikation med fæleiser'. The third column discusses children's interests.
- Projektets tema:** A single line with the title 'Ship ohøj - findes der sørøvere gr.3' and a date 'Oprettet: 07-09-2018'.
- Deltagere:** A list of participants including 'Maria (pædagogisk assistent, bestyrer/koordineringsassistent, it-konsulent, digitalt)', 'Adam (5,3)', 'Alba (4,10)', 'Asger (4,11)', 'Emil (4,11)', 'Esther (5,2)', 'Felix (5,4)', 'Johan (5,4)', 'Lee (5,4)', and 'Lucas (5,7)'.
- Vælg og tilpas:** A section for selecting and adjusting project elements.
- Væghed:** A section for setting dates and milestones, mentioning 'Der startes så småt op i slutningen af juli og august 2018'.
- Metode- og materialevalg:** A section for choosing methods and materials, including 'Arbejdsmetoder, materialer og fysiske rammer', 'Faglig indsigt og viden', and 'Indledning af projektet'.

A planning tool for the project/theme, made in advance before the project starts – and revised whenever needed. Lasts usually for 6-9 months.

- Show us why we choose this theme
- Which children to include
- Which adults are included
- Duration
- Which skills are in focus
- The interests of the children right now, and how we progress the childrens learning from earlier projects/themes
- Planning the project, work methods, materials, setting...etc.
- Involvement of parents
- Which kind of documentation

It takes about 1-2 hours to write Chart 1, if you are fast and well-prepared.



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2nd. Chart; Skema til planlægning (Chart 2 – “Chart for Planning”)

Skema 2 - Vi måler ved sørøverskibet (Fra skema 1 "Ship ohøj" - findes der sørøvere gr.3?)

Periodens indhold: Vi måler ved sørøverskibet. Start: 24-09-2018. Slut: 05-10-2018.

Deltagere: Maria (pædagogisk assistent, bestyrelsesrådsmedlem, it-konsulent, digitalt), Adam (5,3), Alba (4,11), Asger (5,0), Emil (4,11), Esther (5,2), Felix (5,4), Johan (5,4), Lea (5,5), Lucas (5,7).

Begrundelse fra skema 1: Børnene har arbejdet med bæredygtighed og genbrug, hvor de oplevede, at få et sørøverskib fra en anden institution, som ikke brugte det mere. Vi vil i Musik med Bakkegården og vores projekt bruge sørøvertemaet til at lære børnene at holde fokus på det de er i gang med, at lytte til hinanden og kunne fortælle om oplevelser og læste historier. Det er vigtigt at børnene får en god selvforståelse: hvem de er, hvad de kan og hvilke behov de har. Børnene er en del af mange fællesskaber og kan efterhånden som de forstår sig selv, se at andre kan have de samme eller andre behov.

Planlægningen: Begrundelse for indhold i planlægningen: Vi har fået bygget en base med sørøverskib, og børnene leder sørøvere. De er begyndt at interessere sig for, hvilke kanoner der er længst, hvor langt de kan skyde med deres kanoner og hvem af børnene der højst. Tid: Mandag-Fredag.

Børn i fokus og læringsmål: Torsdag 4/10-2018: "Matematisk opmærksomhed" Adam, Asger. Læringsmål med tegn: Sprog og kommunikative kompetencer, "Matematisk opmærksomhed" At børnene lærer hvad det forskellige tal hedder, når flere tal er sammensat fx. 132. Tisdag 2/10-2018: "Matematisk opmærksomhed" Alba, Lucas. Tirsdag 25/9-2018: "Matematisk opmærksomhed" Johan, Felix. Mandag 24/9-2018: "Matematisk opmærksomhed" Emil, Esther, Lea.

Metode- og materialevalg: Arbejdsmetoder, materialer og fysiske rammer: Pædagogisk kontinuitet. Vi har fået bygget et flot sørøverskib med flag, sejl og kanoner. Børnene skal øve sig på, hvad de forskellige tal hedder og hvordan de ser ud. Faglig indsigt og viden.

Are being made for a periode of aprox. 1-2 weeks, sometimes a little longer.

- Some repetitions from chart 1; participants, reasoning, goals for skills, but now more precise/accurate for that actual periode.
- Specific children might be in focus, with different goals for skills
- Assesment of learning outcome; what happened, what did the child/children learn, what made it possible?

Pictures and "Focus-child-charts" are automatically included to chart 2.

Plans for the future – what is important to bring on for the next period?

It takes about 1-2 hours to plan and get all materials etc ready for the chosen period.



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3rd chart – skema til evaluering (Chart 3 – “Chart for Evaluation/Assessment.”)

anjoec hjælp skrift rose Log ud

DOKUMENTATION PÆDAGOGIK KOMMUNIKATION ADMINISTRATION STATISTIK

Skema 3 - Musik og samarbejde med Bakkegården - udviklingsprojekt

Deltagere

Anette (pædagog, sprogpædagog, lækken)	Acacia (4,0-4,6)
Hanne (souschef, sprogpædagog, bestyrelsesrepræsentant, it-kontaktperson, kontaktnet)	Asta (3,7-4,1)
	Benjamin (3,8-4,2)
	Elisa (3,10-4,4)
	Emilio (3,9-4,3)
	Håkon (3,8-4,2)
	Le (3,4-3,10)
	Mads (4,2-4,6)
	Mads (3,0-3,6)

Skema 2 aktiviteter (Begrundelse)

- Voksenpædagogiske refleksioner til musik/sang på Bakkegården
- mere musik i efteråret, udviklingsprojekt

Vurdering af læring

A) Børns læring

Dette skema er delvis evaluering af det foreløbige samarbejde med Bakkegårde og Musikskolen. Og er et udviklingsprojekt, dermed ikke en almindelig del af vores projektarbejde.

De ældre

- Vi skal være opmærksomme på, hvordan de ældre har det, lige præcis den dag.
- Anne-Mette er alene om det, og kan ikke både hjælpe de ældre, hvis de har det dårligt eller har brug for noget særligt. Kan ikke både sætte musikken i gang og være opmærksom på de ældre på en gang.
- Kan Anne-Mette få hjælp fra personalet til at komme med de ældre og være med under forløbet?
- Hvor meget kan pædagogerne hjælpe de ældre? Det er fint som nu, pæd, ved ikke altid, hvordan de har det den dag. Fungerer fint.
- Meget simple nye sange er ok. Ellers er det de gamle sange og sanglege, der fungerer bedst for de ældre.
- Passer på ikke at overstimulere de ældre, tingene må ikke gå for hurtigt. Kan variere fra dag til dag.

Succeskriterier: "Det er da den sang, vi synger med børnene" - at huske aktiviteten som noget godt.
Kommer ud af sengen, når børnene kommer for at hente dem, selvom de ikke havde lyst til at stå op.

B) Børnenes indflydelse

Børnene kommer med ideer til hvilke sange og lege vi skal lave imens forløbet er igang.
Børnene siger, det kan vi gøre sammen med Bakkegården, det synger vi sammen med de gamle.

C) Børnenes anvendelse af læring

Børnene synger de sange vi synger på Bakkegården, når vi er i skoven eller i haven, på eget initiativ. De synger også derhjemme.
Børnene fortæller om Bakkegården til deres forældre, og om hvad vi laver derhenne.
Otto's mor: Se Otto der er vejarbejde
Otto: Se mor, det er Bakkegården, hvor vi har musik med de gamle. Ajj nu så du det ikke, du så kun vejarbejde.

Assesment of learning outcome

- What have the children learned?
- How were the children's influence on the project?
- How do the children use what they have learned?
- What made learning possible?

- Inspiration for the next project/theme

- What have the teachers learned?
- What has the organisation learned? (How to structure the project, new knowledge, how to organize "lack of time"-issues?)

- How was the involvement of the parents?

- How did we end the project and show the learning outcome, both for children and to the parents or other interested (exhibition at library etc.)?

In Chart 3 you will see all the pictures and focus-child-charts related to the project/theme.



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Chart 3, is the last chart to fill in for a project. It is used to evaluate, and also to plan the next project. It is important to find the links/the signs from the children to build the new project on. It takes about 2-3 hours to write this chart and are done every 6-9 months, unless if you do it during the project is running. Which makes it easier sometimes.

Fokusbarnskema – "Focus-child-chart"

NAVIGATION: DOKUMENTATION | PÆDAGOGIK | KOMMUNIKATION | ADMINISTRATION | STATISTIK

an/hec Hjælp Skift rolle Log ud

FOKUSBARNSKEMA – SIGRID VOSCHERO LUNDE

Navn: [Redacted]
Alder: 4 år 7 måneder
lagttagedato: 12-11-2018
Læreplanstema: Sprog og kommunikative kompetencer
Læringsmål i fokus: Skriftsprog
Situation: I haven
Læringsagttagelse: Vi skal have besøg af nogle japanere i morgen. Du er med til at lave et velkomstskilt til dem. Du skriver japanske tegn efter iPaden.
Fælles ansvar for barnets læring: [Redacted]

Du kan vælge et af disse billeder

Udgivet til

Forældre	Infoskærme	DAP Skema 2
[Redacted]	Fællesskærm Skovbørnehaven Gladsaxe Skovbørnehave	mere musik i efteråret, udviklingsprojekt Vi laver Piratdukker og julegaver. Gr 2 Hvad er en firkant?

Tilbage

- To follow each child's development and learning - approx. every 10th-14th day.
- Ensure focused and observing teaching practices and reflection based on the educational goals.
- Gather information systematically on each child's learning and development - for use by parents and development talks.
- To know each child's knowledge and skills involved when educational processes are planned.
- The teacher has a resource view.
- The parents get a notification every time their child has been in focus, to be able to talk with their child about his/hers everyday in the Kindergarten, and about what we are doing in the Kindergarten.

Focus-child-chart takes about 10-15 min. for each chart. Made usually every day after lunch. Each teacher makes 1-2 charts a day.



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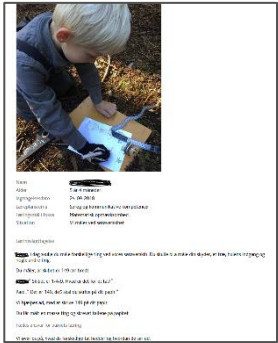
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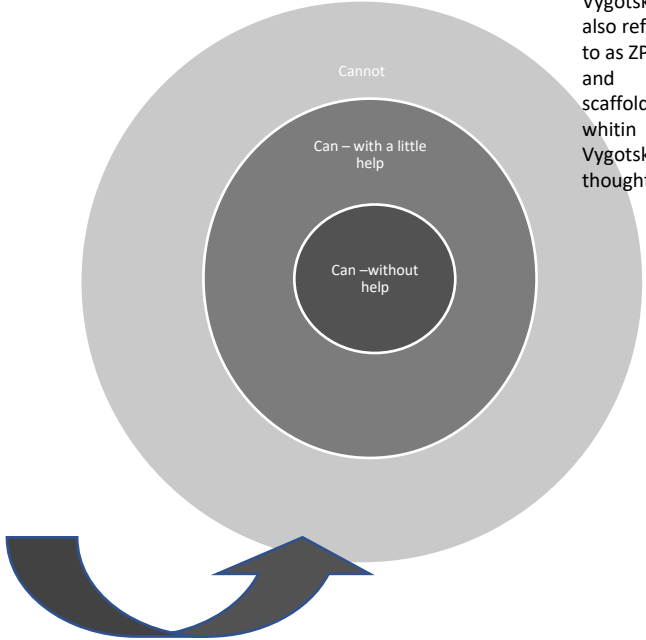


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What have the children learned? Easier to remember, when you see the pictures and read all the Focus-child charts



Theories based on Vygotsky, also referred to as ZPD and scaffolding within Vygotskian thought



To take the child's perspective; what is the intention of the child and what is it about to learn? How do we support the child/children in the best way? We talk about: To "lead the way", to "walk beside" or to "walk behind" the child?

- Set time for planning, documentation, reflections and dialogues,;
- 10-20 min. each day for Focus-child-chart, usually after lunch.
 - 1,5 hours once a week in teams, (2 teams, with 2 teachers- they take turns).
 - 1 hour once a week, for individual planning.
 - 3 hours a month for all teachers.
 - If more time needed, we arrange it.

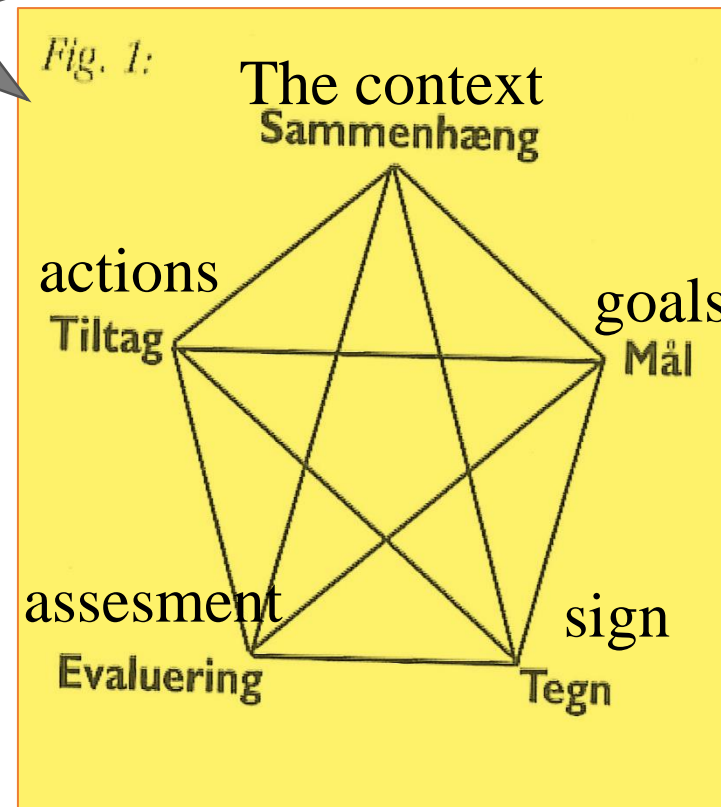


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 f Gladsaxe Skovbørnehave

A dynamic, didactic thinking: "Sign is something you decide" "SMTTE"

Every time you focus on one goal and looks for signs for this particular goal, you will evidently miss out on other goals and signs – we have to be aware of that.

- **Sammenhæng: the context**
 - Describe and give reasons to provide the background for the process, qualifications, status and intention
- **Mål: the specific goals**
 - Describe the direction for development and learning; value- and goal-oriented, not claim-fulfilling
- **Tiltag: action and plan, methods**
 - The plan for what to do to achieve a wanted development and learning process
- **Tegn/sanseindtryk: signs and experience**
 - To select specific signs and impressions referring to practise actions and specific learning and goals for early childhood developments .
- **Evaluering: assessment**
 - Strategy for educational documentations, methods, intentions and focus. How to substantiate the claims



From the Danish book: "Tegn er noget, vi bestemmer" by Frode Boye Andersen. JCVU

DAP – Chart of routine/everyday

Rutineark for Gladsaxe Skovbørnehave Senest revideret 11.09.17-01.03.18

Det forudsættes, at der forud for udfyldelse af de enkeltstående sekvenser (modtagelse, projektværksted osv.) i arket er foregået en dialog ved hjælp af metoden: Refleksion i pædagogikken.

Dagstruktur	
Er opbygget kronologisk; kan udfyldes i foretrukken rækkefølge	
Modtagelse Dagens begyndelse inden for hvilket tidsrum?	7.00-9.00
Hvad er formålet? Hvilke pædagogiske mål? Hvorfor?	En god modtagelse om morgenen, hvor vi møder alle børns behov; får vinket med dem, der har brug for det, talt og evt. trøstet. Børnene skal føle sig set og hørt om morgenen, så vi får en god start på dagen. Vi er opmærksomme på at tale med de forældre, der har brug for det. Alle mødes med et smil og "godmorgen". Vi lægger vægt på en rolig morgen, hvor vi taler lidt lavt sammen, og leger stille og roligt, og fordeler os i flere rum, så støjen ikke eskaleres. En stille og rolig morgen, hvor vi ser alle, giver en bedre dag.
Hvilke funktioner/aktiviteter skal tilgodeses?	Omsorgsposition: Hjælper børnene med at sige farvel til forældre, og evt. trøste. Pædagogisk position: Hjælper børn i gang med at lege og sørger for at legen bliver rolig og afdæmpet, taler med lille stemme og sørger for at børnene leger så fordybet som muligt. Fordybelles position: Indimellem kan vi sætte tiltag i gang som enkelte børn kan lave, f.eks. tegneopgaver. Sørger for at børnene bliver i legen så længe som muligt. Planposition: Der kan være tid til at løse korte skriftlige opgaver, laminere og printe tidligt om morgenen, inden der kommer for mange børn.
Hvem gør hvad? Hvornår?	Kl 7 stoles der ned og laves evt. kaffe. Begge indmødt skiftes til at modtage børn og evt. lave andre opgaver indtil der kommer flere børn (ca. 7.45), de større børn går på dueslaget når det er passende, alt efter hvor mange der er kommet, for at sørge for at der er roligt i stuen. Når der kommer flere børn, er begge voksne på modtagelsen af børn. Ved 8.30 tiden senest begynder børnene oprydning i dukkekrog etc. Kl 8.30 kommer 3. voksne og

The Day is divided into shorter periods of time, for example: "In The Morning" and the way we greet the children and parents in the mornings; Which purposes are there for that particular period of time, our goals and why? Which functions do the teachers have to fulfill, be a part of? Care – teaching sessions - involved/focused activities (if possible) – planning activities (if possible).

- The DAP chart on routines; we are discussing these on our meetings frequently.
- The routines are written down, and everyone knows them and has agreed on them.
- New teachers, trainees etc. are informed about how the routines are.
- The routines are the basis of our everyday.
- The structure, which makes things easier for both adults and children.
- The routines have to work properly, have to be discussed and to be agreed upon, and have to be followed.
- If we don't do, what we have agreed upon anymore, we have to make a mutual decision whether we want to change the routine/schedules, or we want to stick to the routines and rules we have made together – there have to be good reasons to make alternations.
- Everytime we discover we don't do what we have agreed on, we talk about whether it is a single time, because of a particular reason, or if it has to be changed permanently.
- WE DO have a lot of written down agreements and we do things more or less in the same way all of us. This is especially important regarding safety issues, and when we talk with the parents and children about "rules" and when we are matching expectations.



Gladsaxe Skovbørnehave

Skovdiget 8

DK-2880 Bagsværd

Tlf.: +45 44 98 20 24

Mail: skovbornehave@gladsaxe.dk

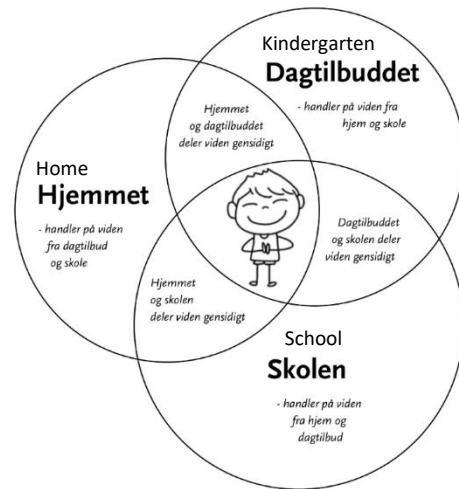


Gladsaxe Skovbørnehave

DAP, the interior, decoration and areas for learning/playing

- The way we choose to decorate, and set our areas for learning and playing is important for the children's possibilities to concentrate and stay focused.
- To "tidy up", is a general thing you have to learn.
- The things we have on our walls is documentation to expand the learning of the children. And to show parents, grandparents etc. what we do and how the children play to learn, and learn to play.
- It is part of the DAP concept, to reflect upon and discuss how we use the indoor and outdoor room.

DAP, the joint responsibility for the children



The parents and the kindergarten have a joint responsibility for the child's well-being, learning outcome, development and general education. When the child is about to start school, this joint responsibility includes the school-kindergarten-parents as well. We HAVE to share knowledge about the child all of us. It is part of the Law of Act, and helps the child develop into a healthy adult with the help of parents and teachers.



Gladsaxe Skovbørnehave

Skovdiget 8

DK-2880 Bagsværd

Tlf.: +45 44 98 20 24

Mail: skovbørnehave@gladsaxe.dk



Gladsaxe Skovbørnehave

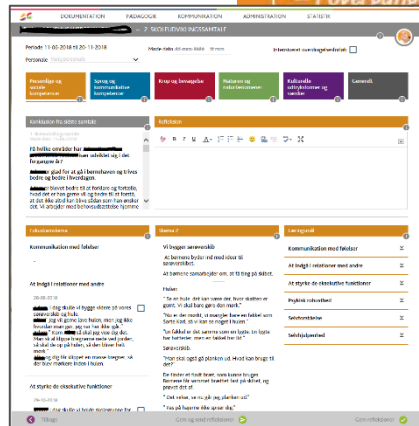
DAP – the continuity in the childs learning and well-being – a method to follow



Moving on from Kindergarten to School

The last year in kindergarten, the children have to do some special activities, which will be brought on and used in the school and after-school-daycare.

- A drawing of their family
- A drawing of their school
- A digital book (Book-creator App on Ipad) with pictures of their drawings, pictures of how they measure themselves, and they have to tell what they are good at and how they have learned this particular "super-power".
- A treasurebox with some games and songs they know, to be used in class.
- We also have to fill in a chart together with the parents, about how we have worked to develop the child in the best way.



Gladsaxe Skovbørnehave

Skovdiget 8

DK-2880 Bagsværd

Tlf.: +45 44 98 20 24

Mail: skovbørnehave@gladsaxe.dk

 Gladsaxe Skovbørnehave

Årsplan – Yearly plan and assesment – also a chart



Made every year – about 30 pages of documentation
Incl.:

- A description of the Kindergarten and our visions
- How many children, teachers
- How we have worked with the curriculum, incl. observations and reflections of the learning outcome.
- Description of Strategies and Organisation.
 - What is our main goals for the next year
 - How will we fulfill the goals
 - How do we fulfill the curriculum
- How do we include childrens perspectives (BVM)
- How do we include parents perspectives, and results of parents satisfactions questionnaire.
- How do we work with APV and the well-being of the teachers – the work environment and general methods of development of the teachers.
- How do we work with sustainability and UN sustainable goals. <https://sustainabledevelopment.un.org/?menu=1300>
- ETC. ETC. ETC.



Gladsaxe Skovbørnehave

Skovdiget 8

DK-2880 Bagsværd

Tlf.: +45 44 98 20 24

Mail: skovbornehave@gladsaxe.dk



Gladsaxe Skovbørnehave