



Sælukot Kindergarten

Work and improvement plan for 2024-2025

In our education system, emphasis should be given to moral education and the inculcation of idealism—not only philosophy and traditions. The practice of morality should be the most important subject in the syllabus at all levels. The sense of universalism should also be awakened in the child. Etiquette and refined behaviour are not enough. Real education leads to a pervasive sense of love and compassion for all creation.

SÁVIDYÁ YÁ VIMUKTAYE—Education is that which liberates

P.R. Sarkar



1 The guiding light of Sælukot

In Sælukot, children acquire culture, broad-mindedness and knowledge that will lead to a deep feeling of love and empathy with all creation and will be useful to them in a changed world, multiculturalism and diversity.



2 Introduction

With a work plan, you don't camp for one night or one kindergarten year. Sælukot Kindergarten will, *mutatis mutandis*, continue to follow the plan it operated according to in the previous kindergarten year (cf. 8.1). It consists of a qualitative analysis and corresponding guidance on actual progress in kindergarten work. The following assessment of the preschool's activities and improvement plan are specific implementations of the basic educational vision and strategy that the work plan is built upon and consists in *active, loving presence of the teachers with the children*, with an emphasis on being active in words and actions, guidance and example.

Gunnlaugur Sigurðsson

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3 The kindergarten's internal assessment for 2023-2024

3.1 Assessment of the relationship between teachers and children

3.1.1 How the assessment was carried out

With a daily observation on the ground and a weekly report at the management meeting.

3.1.2 Participants in the assessment

Heads of departments with on-site observations and recording of children's, parents' and teachers' comments.

3.1.3 Main assessment results (strengths and opportunities for improvement)

The interaction is characterized by the teachers' affection towards the children and the visible trust and affection of the children (who have their 'favorite teachers', one or more). However, teachers may still take better care of their admirable education-oriented activity in their interactions with the children, by, for example, having finished as much as possible discussions among themselves about the subjects ahead before the group of children enters.

3.2 Assessment of the well-being of individual children

3.2.1 How the assessment was carried out

Same as in 3.1.1

3.2.2 Participants in the assessment

Same as in 3.1.2

3.2.3 Main assessment results (strengths and opportunities for improvement)

The children generally feel very well in the kindergarten and temporary discomfort, for example when separating from their parents in the morning, has not proved to be long-lasting. The kindergarten has successfully sought professional help for a child's behavioral problems and related distress. The kindergarten believes that the children's activity space could be increased so that they can enjoy themselves better, especially in free activities outside, and has taken measures for this.

3.3 Assessment of the children's development and academic progress

3.3.1 How the assessment was carried out

Same as in 3.1.1 and 3.2.1, but special attention is directed to the individual child if there are indications of abnormalities. Every child's status is also assessed in the run-up to parent interviews.

3.3.2 Participants in the assessment

Heads of departments with the assistance of the special education managers and other professionals as needed.

3.3.3 Main assessment results (strengths and opportunities for improvement)

The children are certainly on different paths regarding their development and education, taking into account their age. But when looking at the progress of each one, there have been no suspicions of deviations that require anything more than increased attention and the active presence of the teachers, who all perform their role to the best of their ability and circumstances in very close and individualized interactions with the children. Here, the kindergarten emphasizes verbal communication with the children and aims to improve on that educational approach.

3.4 Assessment of morale and professional development of teachers

3.4.1 How the assessment was carried out

Through very close communication and exchange of views between teachers and administrators on a daily basis, as well as formal management interview meetings with teachers.

3.4.2 Participants in the assessment

Teachers and administrators

3.4.3 Main assessment results (strengths and opportunities for improvement)

Morale is good, it can be said. This is reflected in the admirable performance of the teachers in their work, positive and very constructive communication between them, and sincere and frank communication with the administrators, all of which ultimately benefits the children. The preschool plans to improve the ongoing work-related lifelong learning of the teachers, in particular with a clearer delimitation of the time it is intended for. This education mainly concerns neo-humanistic education in practice and verbal communication between teachers and children.

3.5 Assessment of general planning and work processes in the preschool's operations

3.5.1 How the assessment was carried out

With regular, weekly meetings with department heads and with occasional and regular staff interviews.

3.5.2 Participants in the assessment

Administrators and general teachers.

3.5.3 Main assessment results (strengths and opportunities for improvement)

Increased and improved flow has been created in the provision of information, comments and suggestions and responses to them in individual actions and organisation. Particular attention should be paid here to the cooperation of department heads, but also to the delimitation of teachers' preparation time, as previously stated, both in terms of time and subjects.

3.6 Assessment of special education

3.6.1 How the assessment was carried out

In the regular weekly meetings with department heads, the status of the group and of individual children in the departments who are considered worthy of monitoring, with regard to development and learning progress, well-being and activity in the children's group, is a fixed subject.

3.6.2 Main assessment results (strengths and opportunities for improvement)

This systematic attention directed to the comprehensive progress of the children has produced the result that not only is there a clearer picture of the behavior of certain children, but of the position of the whole group as a living, social body of children, teachers and parents. However, this picture is mosaic in nature and its quality depends on the quality of the *active, loving presence with the children* that their teachers give them. That is the core of all the preschool's efforts for qualitative progress in its activities, and it will be for the foreseeable future.

All measures to support children who are lacking in some aspect are aimed at strengthening them in social interactions and relationships with their preschool peers. and to create a closer relationship between them and the teachers in order to increase the teachers' capacity for constructive influence. The problem, or rather, the well-being of these children is a special subject for all the teachers and the children's parents, while individual cases are viewed as a welcome challenge to improve not only the existence of the children in question, but the entire group of children. When it is deemed necessary to involve external professionals, they are invited in consultation with parents.

One specific and rather organizational measure has been discussed and will be implemented in the coming kindergarten year: That a child or children who are lacking in some aspects in the relevant department will be assigned a special supervising teacher who, in consultation with the head of department and head of special education, oversees the measures taken to improve the progress of the child or children and gives his opinion on success.

3.7 Assessment of children's multilingualism in kindergarten and language development

3.7.1 How the assessment was carried out

Children's linguistic situation and their linguistic status are among the things that are subject to ongoing observation and discussion at regular meetings with department heads and in conversations with parents, formal and informal. Regarding children who do not enjoy Icelandic as their only mother tongue at home, it is examined whether they live in a bilingual situation at home and, if so, whether Icelandic is one of their languages. If it is, it is understood that the kindergarten not only creates conditions for general language development for the child concerned, but that by being in the Icelandic-speaking kindergarten, there is an opportunity to sharpen the differences between the languages so that the child mixes them up less. Parents are encouraged to protect these differences.

If a child lives with two non-Icelandic languages at home, parents are encouraged to create the clearest and most distinctive situations for each. However, the kindergarten will contribute to the best of its ability regarding the learning of Icelandic, and it will remain to be seen far that learning goes in 'competition' with two other languages. Here we should keep in mind what the parents intend to do in the future, whether they, for example, aim for an English-speaking elementary school for the child due to a predictable only temporary stay in Iceland. The same applies to children from monolingual non-Icelandic-speaking home situations. Great emphasis is placed with the parents on promoting the children's language development in their mother tongue, while at the same time creating clearly defined conditions for learning Icelandic in cooperation and with the support of the preschool, with their conversation and, depending on the situation, other adults with the child, with reading books and through Icelandic-speaking television and other screen content if the parents

choose to use such media. The preschool's contribution to this matter lies in what is said in its basic work plan about the *active, affectionate presence of the teachers with the children*.

Teachers who have limited command of Icelandic strengthen their contribution to the children's language development with ongoing practical training in Icelandic with children, which is in line with the previously mentioned educational policy of the teachers' *active, loving presence with the children*. This opens up an interesting angle in the relationship between child and teacher, where an Icelandic-speaking child becomes the teacher's help and guide in Icelandic. The book *Orð eru ævintýri* ('Words are fairy tales') is ideal for this communication and is widely used together with texts for reading to the children. Although it is recognized that teachers may need to communicate with each other in English or, as the case may be, another non-Icelandic language, all their verbal communication with the children is conducted in Icelandic.

3.7.2 Participants in the assessment

Administrators, general teachers and, in appropriate cases, the head of special education and invited professionals.

3.7.3 Main assessment results (strengths and opportunities for improvement)

In general, the kindergarten is under some pressure due to the presence of non-Icelandic speaking children. He reacts to the situation with what the kindergarten takes into account in all areas of its activities, that for education and development, communication with their peers is not enough for children, however meaningful and educational they may otherwise be. The kindergarten has therefore responded to the conditions, which for a variety of reasons other than educational reasons, have been created for children with a modern kindergarten arrangement, by maximizing to the best of their ability the teachers' *active, loving togetherness with the children*. *Nota bene: active* in verbal communication with the children as well as in other activities to motivate, guide and model the children. It certainly applies to the children's linguistic status and situation. Given the previously mentioned living conditions of children in modern kindergartens, the kindergarten believes that this is the best way to take care of the children's well-being, education and development. Strengthen them for taking on individual subjects that are always done in a positive, loving flow of communication between the children themselves and between them and the teachers. It would therefore be in very special cases that the kindergarten decides to solve a child's occasional linguistic problem with other means than those aimed at supporting the child to participate in the constructive flow of relationships and communication that the kindergarten purposefully and to the best of its ability tries to create.

Due to the children's linguistic conditions and education, the kindergarten will support the teachers, both Icelandic-speaking and non-Icelandic-speaking, for continued and richer participation in the ongoing vocational training in verbal communication that the kindergarten maintains.

4 Improvement plan

4.1 Linguistic status and language development of the children

Applies to all sections of the kindergarten, taking into account the age and development of the children.

4.1.1 Opportunities for improvement

The linguistic conditions that prevail in the kindergarten with children and employees whose mother tongue is not Icelandic call for special attention, cf. discussion in internal assessment..

4.1.2 Actions for improvement

Strengthen the teachers in their verbal, Icelandic-speaking communication with the children through internships, organization and priorities in the program, cf. attachment 8.1 and Internal Assessment.

4.1.3 Responsibility

Principal with the assistance of the management and the relevant teacher

4.1.4 Starts

Is ongoing but will have a new and increased focus at the beginning of the new kindergarten year in the fall of 2024.

4.1.5 Termins

An ongoing project for the unforeseen future, but will be reassessed and examined at the end of the upcoming school year, 2024-2025..

4.1.6 How and when assessed

Result is subject to continuous assessment but will be especially evaluated at the end of the coming school year, 2024-2025.

4.1.7 Criterias for success

The child's linguistic activity in a group of children and in communication with the teachers, assessed with regard to age and maturity and the child's language status at home.

5 Career development conversations and education

Teachers have at least one formal interview per semester with administrators about their work, their assessment of their position and performance, and the activities of the preschool. They receive a printed version of the preschool's staff handbook in Icelandic and English. It is a detailed guide to their work and the ideological and educational premises on which it is based. Teachers also receive a printed copy of the preschool's work plan (cf. Appendix 1), which also includes detailed guidance on their work and the educational vision of their *active, loving presence with the children*, which is the qualitative basis for all efforts for quality development in their work and the activities of the kindergarten at the same time. On this basis, and taking into account the experience and previous education of the teachers, the preschool emphasizes their vocational training and work-related learning, cf. the present report.

6 Cooperation between the kindergarten, primary schools and leisure centres

The kindergarten collaborates with the elementary school Melaskóli on school visits for graduating children..

7 Parent cooperation

The parents' council and the parents' association are working at the kindergarten and are very active. The Parents' Council operates according to the Act on Kindergartens and the Parents' Association represents and/or participates in several items in the kindergarten's calendar: Christmas tree ball, country trips and spring festival.

Parents are in close formal and informal cooperation with the kindergarten regarding their children's issues, in daily communication when the children arrive at the kindergarten in the morning and departure in the afternoon and during regular and occasional formal parent interviews. The preschool sends out weekly newsletters to parents about activities and events in the preschool, and individual departments send out pictures and text to parents on Instagram.

8 Attachments

8.1 Sælukot's Kindergarten's work plan.

8.2 Review of Sælukot's parent council.

83 Planning days and Sælukot's kindergarten calendar.

On behalf of Sælukot Kindergarten, June 2024;

Principal