

Year Plan 2026-2027
The Children's House



Little Moments. Big Learning.
For Every Child.

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Introduction

Early childhood is a significant period in children’s lives, where the foundations for learning, development, and well-being are established. During these years, children develop language, motor skills, social competence, and emotional understanding through everyday experiences, play, and relationships.

The Children’s House is an international kindergarten providing a safe, inclusive, and stimulating learning environment for children aged 1–6. The kindergarten has 11 departments in total - 6 English and 5 Norwegian - with 165 children and 53 staff members representing 55 nationalities. This cultural diversity creates a rich community where children experience belonging, broaden their perspectives, and are well prepared for both the Norwegian and international school systems.



The Norwegian Framework Plan & Early Years Foundation Stage

The Children’s House follows the Norwegian Framework Plan for Kindergartens, a binding framework for the planning, implementation, and assessment of activities in kindergarten. We are also influenced by the Early Years Foundation Stage (EYFS), a widely recognised framework used in England. Both frameworks emphasise a holistic approach to children’s development and highlight the importance of play, relationships, communication, and well-being.

TCH Year Plan

A year plan is a pedagogical working document that outlines the kindergarten’s values, goals, and practices. Based on the Norwegian Kindergarten Act, the Framework Plan, and EYFS, our year plan explains how we support children’s care, play, learning, and development. This plan is a tool for ensuring progression and quality in our work and is used by staff for planning, reflection, and evaluation. It also provides parents with insight into the kindergarten’s pedagogical foundation and the children’s everyday experiences. The plan is flexible and may be adjusted throughout the year based on children’s interests, needs, and experiences.

Our Vision

Little Moments. Big Learning. For Every Child.

Our vision is grounded in the belief that children learn and develop through meaningful experiences in everyday life. Small moments - such as transitions, conversations, play, and shared experiences - create important opportunities for learning, connection, and growth.

We view children as competent, curious, and unique individuals with their own ways of thinking, expressing themselves, and engaging with the world. We aim to create an environment where all children feel safe, valued, and included, and where a strong sense of belonging supports their confidence and well-being.

Inclusion is central to the kindergarten community. Diversity is recognised and valued as a resource, and children experience being part of a society where differences are respected. We aim to foster openness, curiosity, and respect for different backgrounds, cultures, identities, and perspectives. Through relationships and interactions, children develop empathy and understanding for others.

Play is a fundamental part of our practice. Through play, children explore, create, communicate, and make sense of the world around them. Through both child-initiated and adult-supported play experiences, children develop thinking skills, language, cooperation, and confidence in their own abilities. We provide rich and engaging environments that support imagination, creativity, and meaningful learning.

Communication is at the heart of children's relationships, learning, and sense of belonging. Through everyday interactions, conversations, play, and shared experiences, children develop the ability to express themselves and bond with others. We value all forms of communication and aim to create an environment where children feel heard, understood, and included.

Ultimately, the kindergarten shall be a place where children experience security, joy, mastery and connection in their everyday lives. It's a community where little moments lead to big learning, and where every child is given the opportunity to explore, develop, participate, and thrive.



Our Values

Our values describe how we meet children in everyday interactions and how we translate our vision into practice. They guide our actions, relationships, and pedagogical work.

Inclusion

All children should experience belonging and be seen, heard, and valued for who they are. We actively support participation and adapt our practice to meet each child's needs. We are committed to fostering a safe and positive psychosocial environment, where children experience emotional security, a sense of belonging, and well-being.



Our staff:

- Encourage empathy, care, and respect in everyday interactions
- Support children in building positive relationships and friendships
- Actively prevent and address exclusion and bullying
- Provide opportunities for children to express their views and participate
- Recognise, celebrate, and value diversity within the group, including different cultures, languages, family backgrounds, abilities and perspectives

Authoritative Adults

Adults take an authoritative role, combining warmth, care and respect with clear expectations and boundaries. Through this approach, we create a safe and supportive environment where children feel confident to explore, learn, express themselves, and develop independence and resilience.



Our staff:

- Build secure and trusting relationships with each child
- Set clear expectations and consistent boundaries
- Are present, attentive, and actively engaged in children's play and learning
- Act as positive role models in communication, behaviour, and social interactions

Mastery

Experiencing mastery is central to children's motivation and development. When children manage challenges, learn new skills and succeed in their own way, it strengthens confidence and engagement in learning.



Our staff:

- Provide challenges adapted to each child
- Recognise effort as well as achievement
- Encourage perseverance
- Create opportunities for success in everyday situations

Language-Rich Environment

We aim to create a language-rich environment through intentional and responsive communication. Children actively learn language through interactions with others and through experiences. We also recognise and value linguistic and cultural diversity within the kindergarten community.



Our staff:

- Use rich and varied language in everyday interactions
- Support vocabulary development by naming, describing, and expanding on children's expressions
- Engage in meaningful conversations, ask open-ended questions, and encourage turn-taking
- Listen actively and show interest in children's perspectives

We use Alternative and Augmentative Communication (AAC) as part of our practice to support communication, participation, and inclusion for all children. AAC includes tools such as visual aids, signs, symbols, and gestures.

Learning Through Play

We view play as the most important arena for children's development and learning. Through play, children explore, experiment, and develop skills at their own pace. Play provides opportunities for children to practice social interaction, problem-solving, and flexible thinking in meaningful everyday situations.



Our staff:

- Actively participate in and support children's play
- Provide rich, varied, and stimulating play environments
- Offer open-ended materials that encourage creativity and imagination
- Adapt play opportunities to children's age, interests, and development
- Support cooperation, communication, and shared play experiences

Resilience

We understand resilience as the ability to cope with everyday experiences and interactions, regulate emotions, and recover from setbacks in a safe and supportive environment. Through supportive relationships and co-regulation with trusted adults, children gradually build independence and develop confidence and self-regulation skills.



Our staff:

- Provide emotional support and help children manage challenges in constructive ways
- Encourage children to try, experience setbacks, and try again
- Support problem-solving and independent thinking
- Help children recognize, understand, and regulate their emotions (co-regulation)

Our Focus Area 2026-2027

"Using an authoritative approach to foster inclusion and support language and development through play, exploration and movement."

Using an authoritative approach, we aim to create a warm, inclusive, and supportive environment where every child feels safe, valued, and encouraged to participate. Through secure relationships, responsive communication, and clear boundaries, we support children's social, emotional, and language development in meaningful ways. Play, exploration, and movement are central to children's learning and well-being, providing opportunities to express themselves, build relationships, develop confidence, and make sense of the world around them. By being present, engaged, and attentive adults, we foster curiosity, belonging, resilience, and joyful learning experiences for every child.

Child Participation

Children should experience that their voices are heard and that they have genuine opportunities to influence matters that affect them. Through participation, children develop confidence, a sense of belonging, and an understanding of themselves as active members of the community.

We view children as inquisitive, capable, and active participants in their own lives. Children have the right to express their views and influence their everyday experiences in the kindergarten.

Participation takes place through choices, communication, and involvement in daily activities. We listen to both verbal and non-verbal expressions and take children's perspectives seriously in our practice. Children's interests are included in planning and everyday interactions, and their contributions are adapted to their age and maturity.

For the youngest children, participation is expressed through body language, emotions, and reactions. Adults are attentive and responsive to children's signals and use these as a basis for planning and interaction. Older children participate more actively in conversations, decision-making, and reflection. They are given opportunities to share ideas, influence activities, and take part in evaluating experiences.

Participation is closely connected to inclusion and belonging. When children experience that their voices are heard and valued, it strengthens their confidence, engagement, and sense of community.

Cooperation with Parents

A strong partnership with parents is essential for children's well-being and development. We value open, respectful, and trusting communication. Through ongoing dialogue and collaboration, we work together to support each child's development and everyday experiences in the kindergarten. As an international kindergarten community, collective communication such as newsletters and shared information is written in English to help ensure that all parents feel informed, included, and able to participate in the kindergarten community.

Daily Communication

We meet both children and parents at arrival and departure each day. These moments provide opportunities to share information about the child's well-being, experiences, and any relevant updates. We encourage open communication between home and kindergarten. Each teacher provides their TCH email address and the department's phone number, and parents are welcome to get in touch via email or message when needed. Weekly newsletters are shared to keep parents informed about activities, projects, and upcoming events.

Parent-teacher Conferences

When a new child starts in the kindergarten, parents are invited to an initial meeting with staff to share information about the child and establish a foundation for cooperation. This is repeated when the child transitions to a new department, ensuring continuity and shared understanding.

Parent-teacher conferences are held twice a year and provide an opportunity to discuss the child's well-being, development, interests, and learning. These conversations take place in a confidential setting and allow for individual follow-up when needed.

Parent Meetings

Parent meetings are held 2–3 times each year. A meeting for new parents is held in June, while additional meetings in autumn and spring focus on relevant topics, including input and suggestions from parents.

The Board

Parents are given the opportunity to influence the kindergarten through participation in the Board and the cooperation committee (SU). These bodies contribute to collaboration between parents and the kindergarten and support the development of the kindergarten's practice.

Parent Survey

Parents are encouraged to participate in a kindergarten survey every other year. This feedback is valuable in helping us reflect on and further develop the quality of our work.

Areas of Learning

The Norwegian Framework Plan consists of seven learning areas that together ensure a comprehensive and varied pedagogical practice. These areas are closely interconnected and integrated into both planned activities and everyday situations.

Children of all ages should experience progression in the kindergarten's content. The examples below illustrate how children may experience progression through play, exploration, and everyday activities. The kindergarten adapts experiences and support based on each child's individual needs, interests, and development.

Shared experiences and common reference points are important for children's sense of belonging, participation, and development. The kindergarten aims to create meaningful experiences that support learning, community, and curiosity.

Communication, Language & Text

This learning area supports children's language development, communication skills, and understanding of different forms of expression. Through play, interaction, and shared experiences, children explore verbal and non-verbal language, sounds, symbols, and early literacy. The kindergarten provides a language-rich environment where children are encouraged to express themselves, listen to others, and engage in meaningful conversations. Language development is closely connected to children's relationships, participation, and sense of belonging.



1-2 years

Children begin to explore and express themselves through sounds, gestures, and early words.

- Naming objects and everyday actions
- Repetitive songs, rhymes, and simple stories
- Using objects, pictures, and visual support
- Using gestures, sounds, and simple words
- Looking at books and being read to
- Labelling emotions and supporting emotional expression

3-4 years

Children develop vocabulary and begin to use language more actively in interaction with others.

- Introducing and exploring basic concepts
- Encouraging conversations during play and mealtimes, and practicing turn-taking
- Asking and answering simple questions (what, where, why)
- Participating in shared experiences and talking about significant events
- Role-play and imaginative play
- Dialogic reading and engagement with picture books
- Recognition of own name and introduction to letters and sounds
- Playing language-based games (e.g. lotto, memory)

5-6 years

Children develop more advanced language skills and use language for reflection, cooperation, and creative expression.

- Participating in group discussions and shared reflection
- Asking and exploring questions (how, when, why)
- Using language to express ideas, feelings and negotiate in play
- Creating and retelling stories
- Exploring rhymes, syllables, sounds, and word play
- Recognising letters, sounds, and simple written forms
- Using past, present, and future tense
- Engaging with a variety of texts, including Norwegian fairy tales and stories from different cultures
- Participating in rule-based games and activities that involve communication and cooperation

Body, Movement, Food and Health

This learning area supports children’s physical development, motor skills, and body awareness. Through movement, play, and everyday routines, children develop confidence, coordination, and increasing independence. The kindergarten promotes joy in movement, healthy habits, and well-being. Children learn to understand their own bodies and capabilities, respect boundaries, and experience positive attitudes towards physical activity, food and self-care.



1-2 years

Children explore their bodies and develop basic motor skills through movement, play, and daily routines.

- Exploring fundamental movements (e.g. crawling, walking, and climbing)
- Simple movement songs, finger plays, and rhythm activities
- Beginning to develop fine motor skills (pincer and palmar grip)
- Naming body parts
- Participation in daily routines such as dressing, handwashing, and meals
- Experiencing a variety of foods

3-4 years

Children develop coordination, balance, and increasing independence in movement and self-care.

- Participating in movement activities that develop balance, coordination, and body control
- Moving in varied and uneven terrain
- Developing ball skills (e.g. throwing, kicking, catching)
- Riding tricycles by using pedals
- Practising dressing and toileting with some support
- Developing fine motor skills (e.g. drawing, colouring, beading, cutting)
- Developing awareness of body and boundaries
- Developing positive attitudes towards food and trying new tastes

5-6 Years

Children further develop coordination, control, and independence in both movement and self-care.

- Participating in more complex physical activities and organised games
- Practicing riding bicycles and scooters
- Further developing fine motor control (e.g. pencil grip, cutting, detailed work)
- Encouraging independence in self-care
- Exploring how the body functions in simple ways
- Learning about healthy food choices and habits
- Managing boundaries and engaging in risk play with appropriate support
- Introduction to simple first aid awareness

Art, Culture and Creativity

This learning area encourages children to express themselves through art, music, drama, movement, and creative experiences. Children experiment with materials, ideas, and cultural expressions while developing imagination, curiosity, and confidence in their own expression. The kindergarten emphasises process-oriented work, where participation, exploration, and creativity are valued more than the final result. Creative experiences support children's identity, belonging, and joy of expression.



1-2 years

Children explore materials, sounds, and movement through sensory and creative experiences.

- Scribbling, painting, and simple creative activities
- Exploring materials through sensory play
- Experimenting with sound using simple instruments
- Moving to music
- Simple role play based on familiar experiences
- Exploring cause and effect through creative activities

3-4 years

Children develop creativity through exploration, repetition, and participation in shared creative activities.

- Drawing, colouring, and painting using different tools and techniques
- Exploring and creating with varied materials and tools through guided and open-ended activities
- Engaging in role play and imaginative play
- Singing, dancing, and dramatizing stories

5-6 years

Children develop their ability to express ideas, collaborate, and engage in more complex creative processes.

- Working with a variety of materials and combining techniques
- Participating in group projects
- Using recycled and natural materials creatively
- Creating more detailed and intentional artwork
- Creating and participating in dramatic play, storytelling, songs and performances

- Moving rhythmically and exploring patterns in music and movement
- Participating in performances and sharing creative work with others
- Exploring cultural traditions, celebrations, and artistic expressions from different cultures

Nature, Environment and Technology

This learning area supports children in exploring nature, developing environmental awareness, and gaining early understanding of technology. Through outdoor experiences and experimentation, children develop curiosity about the natural world and how things work. Children experience nature across seasons, observe changes in the environment, and learn to care for living things. They are encouraged to investigate, ask questions, and use simple tools and technology in meaningful ways.



1-2 years

Children explore nature through sensory experiences and everyday outdoor play.

- Outdoor play in all seasons
- Observing animals, plants, and surroundings
- Naming weather conditions
- Experiencing natural materials, weather, and seasonal elements through sensory experiences

3-4 years

Children develop curiosity and begin to explore patterns and changes in nature.

- Exploring the local environment
- Observing weather and seasonal changes
- Learning about plants and animals
- Collecting, sorting, and using natural materials
- Participating in simple experiments (e.g. floating and sinking)
- Developing respect for nature and living things

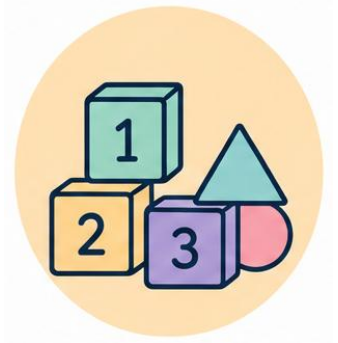
5-6 years

Children deepen their understanding of nature, sustainability, and simple technology through exploration and reflection.

- Observing and exploring changes, patterns, and differences in nature
- Gaining understanding of seasons and simple life cycles
- Participating in longer trips in the local community
- Using simple tools and technology (e.g. magnifying glass, cameras) to observe and document
- Reflecting on environmental care and sustainability

Numbers, Spaces and Shapes

This learning area introduces children to early mathematical thinking through play and everyday experiences. Children explore numbers, shapes, patterns, space, and measurement while developing problem-solving skills and mathematical language. Mathematical understanding is developed in meaningful contexts, such as play, nature, art and daily routines, helping children recognise patterns, relationships, and connections in their environment.



1-2 years

Children explore early mathematical concepts through sensory play and everyday experiences.

- Simple counting in play
- Sorting objects by colour or type
- Exploring inset puzzles and shape sorters
- Building with blocks and simple construction materials
- Introducing differences in size and form

3-4 years

Children begin to recognise patterns, relationships, and simple mathematical concepts.

- Recognising shapes and patterns
- Sorting, categorising and comparing objects based on similarities and differences
- Counting in everyday situations (e.g. up to 10)
- Beginning number recognition (e.g. 1–5)
- Using simple positional language (e.g. over, under)
- Completing simple puzzles and engaging in construction play

5-6 years

Children develop deeper understanding of mathematical relationships and use mathematical language in play and problem-solving.

- Using mathematical language in play
- Exploring numbers and simple number concepts
- Exploring 2D and 3D shapes
- Creating and extending patterns
- Exploring measurement and spatial understanding
- Engaging in problem-solving through games and activities
- Exploring concepts such as money and time through play and everyday experiences

Ethics, Religion and Philosophy

This learning area supports children in developing empathy, respect, and understanding of others. Through conversations, relationships, stories, and shared experiences, children explore friendship, fairness, feelings, and ways of living together. Children encounter different traditions, cultures, and worldviews, and are encouraged to ask questions, reflect, and express their own thoughts and perspectives.



1-2 years

Children experience care, relationships, and early social interaction as a foundation for developing values.

- Experiencing care, safety, and predictable routines
- Practising turn-taking in play and interaction
- Encouraging use of polite expressions (e.g. “please,” “thank you”)
- Participating in simple traditions and celebrations
- Experiencing positive interactions and showing care for peers and adults

3-4 years

Children begin to understand relationships, fairness, and diversity through interaction and conversation.

- Listening to others and expressing own thoughts
- Developing awareness of how we speak to and treat others
- Talking about right and wrong, and simple ideas of fairness
- Wondering, asking questions, and reflecting together
- Exploring similarities and differences between people
- Participating in common celebrations and events (e.g. United Nations Day)
- Experiencing cooperation, turn-taking, empathy and friendship through play and interaction

5-6 years

Children develop deeper understanding of diversity, values, and philosophical thinking.

- Reflecting on fairness and respect
- Exploring philosophical questions (e.g. “why,” “what is fair?”)
- Sharing stories, songs, and traditions from different cultures
- Learning about Norwegian traditions and cultural heritage
- Participating in discussions and shared experiences
- Discussing emotions, conflicts, and different viewpoints, and exploring ways to manage them

Local Community and Society

This learning area helps children develop a sense of belonging and participation within their community. Through everyday experiences, excursions, and shared activities, children become familiar with their local environment, cultural traditions, and people in the community. Children experience cooperation, shared responsibility, and participation while developing understanding of diversity, equality, and community life.



1-2 years

Children experience belonging and familiarity within the kindergarten and their immediate surroundings.

- Becoming familiar with the kindergarten environment
- Recognising familiar people, places and routines
- Participating in simple group activities
- Going on short walks in the local area
- Experiencing safety, care, and belonging in the group

3-4 years

Children begin to explore and understand their local community and social interactions.

- Exploring the local environment
- Learning about safety and everyday rules
- Learning about community helpers and local roles
- Participating in group discussions, shared tasks and everyday responsibilities

5-6 years

Children develop a broader understanding of society, participation, and their role in the community.

- Participating in group discussions and shared decision-making
- Visiting local institutions (e.g. school, library, museum)
- Preparing for transitions, including starting school
- Learning about different occupations and roles in society
- Exploring equality and equal opportunities for all
- Gaining awareness of local history, cultural heritage and traditions (e.g. Vikings, Sámi people)

Progression

We support children's progression through the way our departments are organized. At The Children's House, children are primarily organized into groups based on age (for example 3-year-olds, 4-year-olds, etc.), with the exception of our youngest children (1-2 years), who are placed in mixed-age groups to support care, attachment, and early development.

Organizing children by age allows us to:

- Provide developmentally appropriate materials, activities and learning experiences
- Support peer relationships between children at similar stages
- Tailor language input and learning opportunities more precisely
- Prepare children for the next stage, including transition to school

For our youngest children, mixed age groups (1-2 years) offer:

- A calm and nurturing environment
- Strong focus on attachment and secure relationships
- Opportunities for younger children to learn from slightly older peers

At the same time, we maintain a flexible approach to group organizations. Group compositions may vary, depending on the number of children and their collective needs.

Planning, Documentation & Evaluation

Planning

Planning provides a foundation for systematic and reflective pedagogical work. It supports continuity and progression for both individual children and the group.

The kindergarten's planning is based on children's development, interests, and experiences. Through observation, documentation, reflection, and dialogue with children and parents, we ensure that planned activities are meaningful, relevant, and adaptable. The year plan, monthly plans, and daily practice are closely connected and adjusted when needed.

Documentation

Documentation is an important tool for reflection, learning, and communication. It provides insight into children's experiences, learning processes, and development.

We use documentation to make pedagogical work visible for both children and parents. This may include photos, displays, and written reflections from everyday activities and significant events. Documentation also supports children in revisiting experiences, sharing their perspectives, and expressing pride in their own learning processes.

For the youngest children, documentation is particularly important as a way of communicating their day, as they may not yet have the language to share their experiences themselves.

Evaluation

The kindergarten works systematically to evaluate its pedagogical practice in relation to the Norwegian Framework Plan, the year plan, and the children's needs.

Evaluation is an ongoing process and includes observation, reflection, and dialogue within the staff team. Staff meetings and collaborative reflection are important arenas for assessing practice, identifying areas for development, and ensuring quality. The kindergarten uses a pedagogical analysis model as a tool for reflection and systematic development of practice.

Children participate in evaluation in ways that are appropriate to their age and maturity. Staff pay attention to children's verbal and non-verbal expressions and create opportunities for them to share their experiences and perspectives. Feedback from parents and collaboration with other relevant services also contribute to the evaluation process and the continued development of the kindergarten's practice.

Through this work, we ensure a reflective practice that supports children's development, learning, and well-being.

Transitions

Transitions are an important part of children’s everyday life in the kindergarten. We aim to create safe, predictable, and supportive transitions that promote well-being, continuity, and a sense of security. Transitions are supported through time, guidance, encouragement, and close follow-up from staff.

Daily Transitions

The kindergarten day is structured through predictable routines and transitions that provide children with a sense of safety and overview. At the same time, we remain flexible and responsive to children’s interests and engagement.

Daily transitions, such as moving between activities, meals, and outdoor play, are supported by attentive adults who help children understand what is happening and what comes next. In this way, children experience both structure and flexibility in their everyday life.

Adaptation Period

Starting kindergarten is a significant transition for both children and parents. We recognise that children need time to adjust to new environments, routines, and relationships.

Staff work closely with parents to ensure a safe and gradual adaptation period, based on each child’s individual needs. Parents are invited to an information meeting in June and a “Meet the Staff” session in August.

New children follow a flexible adaptation plan, typically over several days, where the child gradually becomes familiar with the environment, staff, and daily routines.

Internal Transitions

Children experience internal transitions as they move between departments. From the age of 3, children typically change departments each autumn.

To support this transition, children are given opportunities to visit their new departments regularly in May/June, meet new staff, and build relationships in advance. Particular attention is given to supporting children’s growing independence in areas such as dressing, mealtimes, and toileting routines.

Transition to School

The kindergarten supports children in developing the skills, confidence, and resilience needed for the transition to school. Through play-based learning and meaningful experiences, children develop social competence, independence, communication skills, and a sense of mastery.

During the final year of kindergarten, particular emphasis is placed on supporting children in becoming active participants in a larger community. Children are encouraged to express themselves, cooperate with others, explore new ideas, and approach new situations with curiosity and confidence. All children should experience themselves as capable and prepared for the next stage of their learning journey.

Sola Municipality facilitates partner schools for all kindergartens to support a safe and positive transition from kindergarten to primary school. The Children's House collaborates with Røyneberg Skole, and this cooperation includes:

- Regular meetings throughout the year to ensure continuity and shared understanding between kindergarten and school, and to stay updated on expectations and practices in both settings.
- The use of a shared transition object ("grenseobjekt") to help children create connections between their kindergarten and school experiences.
- Organised visits to the school, where children become more familiar with the school environment, classroom setting, and SFO (before/after school care).
- Opportunities for children to participate in play and activities together with their kindergarten peers, familiar staff members, and school staff.

Early Intervention

The kindergarten adapts its practice to meet each child's individual needs. Early intervention and close follow-up are central to our work, ensuring that children receive support at an early stage when needed.

The Phoenix Model

The Children's House follows the Phoenix Model, Sola Municipality's comprehensive and systematic approach to special educational support in kindergartens. The model is based on national guidelines and current research and focuses on providing support within children's everyday kindergarten experiences, where they learn, develop, and participate together with others.

The model emphasises early intervention, prevention, inclusion, and shared responsibility. Children receive the best support when competence is integrated into everyday practice and when the whole staff actively contributes to creating safe and supportive learning environments.

In practice, support is provided through close collaboration between staff, inclusion pedagogues, and relevant support services. The work is grounded in relationships, participation, and a holistic understanding of children's development, helping ensure that all children experience belonging, safety, mastery, and meaningful participation in the kindergarten community.

Collaboration Partners

Health Station (*Helsestasjon*)

Helsestasjonen offers free health services and guidance for children, young people, and parents. The service follows children's health and development through regular check-ups, vaccinations, and guidance related to sleep, nutrition, development, and family wellbeing. Parents can contact the *Helsestasjon* directly for support and advice.

The Family Centre (*Familiesenteret*)

Familiesenteret is a free support and guidance service for families with children and young people aged 0–18 years. Parents can seek help related to children's development, behaviour, emotions, or family situations. The service is low threshold, meaning families can contact them directly without a referral.

Educational and Psychological Counselling Service (*PPT*)

PPT supports children who may need extra help with development, learning, language, or social interaction. The service provides guidance and works together with families and kindergartens to help ensure children receive appropriate support and adaptations in everyday life.

The Child Welfare Service (*Barnevernet*)

Barnevernet works to ensure that children and young people grow up in safe and caring environments. The service can provide guidance, support, and measures for families who may need extra help during difficult situations, always with the child's best interests at the centre.

Child and Adolescent Mental Health Services (*BUPA*)

BUPA offers assessment, guidance, and treatment for children and young people experiencing emotional, behavioural, or mental health difficulties. Children are usually referred to the service by a doctor, psychologist, or other healthcare professional when additional support is needed.

Kindergarten Contact Details

Address: Åsenveien 100, 4055 Sola

Phone Number: 477 77 055

Email: post@tchnorway.no

Website: www.tchnorway.no

Pedagogical Year Overview

MONTH	EVENT	CONTENT	GOAL/LEARNING AREA
August	Planning Days (2)	School closed. Staff prepare for the new school year.	Team building
	Meet The Staff	Parents and their child are invited to meet the department staff.	Cooperation between home & kindergarten
	Adaptation Period	Parents and children are supported through the transition from home life to kindergarten.	Sense of safety and belonging.
September	Adaptation Period	Focus on building relationships between children/staff and children/children at the start of a new kindergarten year.	Get familiar with staff, routines and other children.
	“Get together” mixer	Opportunity for parents and children to socialize with others.	
	National Fire Safety Week/Fire Drill	Children learn about fire safety and firefighters as community helpers (week 38). Practice the kindergartens fire drill routine.	Local Community & Society
October	Lærende Nettverk	Private kindergartens in Sola Municipality meet to share ideas, learn together and develop better practice.	Professional development for staff
	United Nations Day	All departments highlight nationalities amongst the children and staff. Activities and focus areas are adjusted to age groups.	Ethics, Religion & Philosophy
	Halloween Party	Children are welcome to dress-up for a festive day with singing, dancing and games.	Art, Culture & Creativity
November	Parent-Teacher Conferences	Teachers and parents discuss the child’s well-being, development, interests, and learning.	Cooperation between home & kindergarten
	Planning Days (2)	Staff will participate in a fire safety course and first aid course (every other year).	Practice extinguishing fires, administering CPR and using a defibrillator
		Course/lecture with internal and/or external speakers. Team building.	Professional development for staff
December	Lucia Celebration	Parents will children in Norsk 1 & Norsk 2 departments are invited to watch their children sing and celebrate Lucia.	Ethics, Religion & Philosophy
	Holiday Party	All departments invite parents to a celebrate the holidays. Children sing and everyone enjoys festive snacks and mingling.	Art, Culture & Creativity
	“Nissefest” (Santa Party)	Children get a visit from Santa and eat traditional Norwegian “grøt” (porridge).	Local Community & Society

January	New Year	Sharing New Year celebrations from around the world.	<i>Local Community & Society</i>
February	Sami Day	Children are introduced to the Sami culture. Activities and focus areas are adjusted to age groups.	<i>Local Community & Society</i>
	Carnival	Children are welcome to dress-up for this festive day.	<i>Art, Culture & Creativity</i>
March	Easter Party	Children enjoy a festive day with their peers – playing games and sharing food provided.	<i>Art, Culture & Creativity</i>
April	Parent-Teacher Conferences	Teachers and parents follow up to discuss the child’s well-being, development, interests, and learning. *Conferences for school starters focus on creating continuity and a positive transition to school.	Cooperation between home & kindergarten
May	Transition prep	School starters visit their future school in their municipality. Kindergarten children visit their new departments.	Get familiar with new people and settings.
	Transitions Meetings (Kindergarten – School/SFO)	Support the exchange of relevant information between kindergarten and school/SFO and help ensure continuity and a positive transition for each child.	Cooperation between kindergarten & school
	Picture Day	A photographer takes group photos of each department.	Sense of belonging
	Planning Day (1)	School closed.	
	17th May Parade	The kindergarten celebrates with a parade on the playground. Children march and sing! Parents are invited.	<i>Local Community & Society</i>
	Annual Parent Meeting/ Summer Party	Parents are encouraged to attend the APM. Election for new Board members. Summer Party after the meeting.	Cooperation between home & kindergarten
June	Activity Day	Children participate in physical games and activities.	<i>Body, Movement, Food & Health</i>
	New Parent Meeting	New parents joining TCH are invited to an informative meeting.	Cooperation between home & kindergarten
	Handover Meetings	Teachers share relevant information about children before transitioning to new departments.	Understand and support children transitioning
July	Summer School	Departments combine to facilitate holiday scheduling.	

*In addition, there are monthly Board meetings (for decision-making and cooperation) and staff meetings (for professional development).