



EDUCATIONAL CONCEPT  
COLE International Schools  
**COLE bi-lingual Pre-school**

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Personal statements from the founder of COLE International Schools:

COLE International Schools' motto: **'Share, care and be fair.'**

**'Education is the highest form of trust.'** (R. E. Ladner-Cole, 2011).

*'We need to look at education in its totality to understand how influential it is to our global well-being. From the cradle to the grave we are continuously learning - actively and passively. How and what we learn ultimately affect our actions within society – locally, regionally, nationally and globally. In order to trust our children to make the 'right' choices for the benefit of the global community we must provide an educational background that is not only academic, but also helps them become well-educated thinkers and questioners with high standards of morals and ethics. We must then trust them to use this education wisely. Only then will we have achieved our purpose as teachers.'*

**'An ethically and academically well-educated population is unconquerable.'**

(R. E. Ladner-Cole, 2014)



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## 1. EDUCATIONAL ORIENTATION

Our pedagogical work in COLE Pre-school is guided by the Tyrolean Child Education and Child Care Act, the cross-state educational framework plan, our pedagogical concept COLE Pedagogical work in the bi-lingual Pre-school and the general mission statement of 'COLE International Schools'; the British Education Frameworks for EYFS Reception (<https://www.gov.uk/early-years-foundation-stage>) and KS1 for 3 to 6 years (<https://www.gov.uk/national-curriculum/key-stages-1-to-4>).

Working language is British English with German as a second language.

The Austrian Child Education and Child Care Act defines the mission, tasks, principals and goals:

### § 2 Definitions:

*(3) Pre-school (Kindergarten) groups are elementary educational institutes that are intended for the education, upbringing and care of children by educational specialists and in which children are generally supported and cared for from the age of 3 until they attend primary school.*

### § 4 Principles:

*(1) The education, upbringing and care of children in childcare facilities takes place in a family-supporting and family-complementary manner, with particular consideration to the child's well-being, in cooperation between parents, carers and the state Tyrol.*

### § 5 Educational Mandate:

*(1) The child care facilities, day care and children's play groups have to fulfil an educational mandate.*

### § 5a Language support, language proficiency assessment:

*(1) The linguistic education and support of children is an essential part of educational work and must be carried out holistically and integrated into everyday life.*

## ❖ **The image of the child and an understanding of the roles of teachers and assistants**

We fully and with conviction recognise the image of the child described in the 'Cross-Federal Educational Framework Plan for Elementary Educational Institutions in Austria.' The understanding of the roles of the educators and assistants in 'COLE International Schools, COLE bilingual Pre-school (E/D)' also corresponds to the values in the above educational framework.

As an internationally orientated bi-lingual Pre-school (E/D), all employees are required to understand that the image of the child is seen differently in different cultures and social systems. However, education must be made accessible to all children in an emancipatory manner.



It is also our responsibility to break through gender-specific role models and to support girls and boys equally in all learning areas. Children are competent individuals right from the start. They explore their world with all their senses and are curious and keen to experiment from birth onwards. Children enjoy learning and want to satisfy their thirst for knowledge.

Children have different interests, talents and needs as well as diverse expressions and skills. Every child, therefore, goes through a unique educational biography.

Children not only actively shape their own learning progress, but also their social and cultural environment and can be described as 'co-constructors of knowledge, identity, culture and values'.<sup>1</sup>

Co-construction means the joint design of educational processes by children and adults.<sup>2</sup>

In order for self-education processes to be successful, it is essential that children are accompanied by reliable, constant caregivers who ensure a stimulating and diverse learning environment. Unconditional loving relationships with children are prerequisites for supporting and accompanying children in their personal and overall development.

We see ourselves as relationship designers, development companions, observers and moderators who relate to children in a climate of appreciation and trust.

Our relationship skills and, above all, sensitivity to the forms of expression of each individual child as well as attention to physical and psychological needs are the basis of individual educational support.

In order to reflect on educational events in everyday life with children, their parents/guardians and employees, knowledge of current research results in the areas of pedagogy, psychology and sociology is necessary, as well as basic knowledge of the various areas of education.

Constantly reflecting on your own actions contributes significantly to the further development of your own professionalism when dealing with children, adults and situations.

Regular exchange of information and mutual support within the team as well as with parents is very important to us. This enables good co-operation and better understanding between all those involved in the educational plan.

Sources:

Bundesländerübergreifender BildungsRahmenPlan © 2009 Pages 2 and 3;

<sup>1</sup> Moss (2008, S. 7) <sup>2</sup> Fthenakis (2003)



## ❖ **Our Concept 'Pedagogical work in COLE International Schools, COLE bi-lingual Pre-school (E/D)'**

Due to the increasing global mobility of people over the last few decades, English has rapidly increased in importance and is now the lingua franca of worldwide communication. English language knowledge is an essential part of our global society today. In particular the English language is essential in education today in preparation for a modern and innovative global society in the future.

The concept of 'COLE International Schools, COLE bilingual Pre-school (E/D)', is based on English as the working language for all the children, regardless of their origin, language skills, mother tongue, religion or culture. German is the second language.

Target group: the concept is particularly suitable for children from international families who may only be in Austria for a limited time due to work commitments, and who want/need English as a working language for their children; as well as for domestic families who want/need/plan to move abroad and whose children will be attending English-speaking schools. The concept is also suited to families who are interested in early childhood English language education for their children.

In addition to English as the lingua franca, the countries official language – German - is offered as a second language. The prerequisites are that, on the one hand, children learn the second language in a playful manner as they would when immersed in everyday life and that at least one German native-speaker assistant is present to teach.

COLE's concept (designed by Rosemarie Ladner-Cole, MA) is based on the knowledge that children in the first years of life are particularly receptive to learning content and can therefore learn a second language just as easily and intensively as their own mother tongue (even when this is neither English nor German), As a result, COLE bi-lingual Pre-school represents a specialised form of early childhood learning.<sup>3</sup>

The focus is on the joy of communication and active application in everyday educational life. In addition to English, German is taught as the national language of Austria in a playful way in various everyday situations at COLE bi-lingual Pre-school. It is important to us that intercultural competence in dealing with people in the facility is also promoted and we see the English language portion of the educational concept as only part of the conceptual work. All areas and aspects dealing with the care, upbringing and education of children in their early years is included in the educational concept.

At this age, children have to cope with many developmental tasks and adults have a great responsibility to support and accompany children on their life's path, with their personal, individual development and holistic and comprehensive manner.



The target group of the concept is Pre-school children between the ages of 3 and 6, or perhaps children as young as 2 years old should the age range be extended. In principle, however, care must be taken not to overwhelm children at Pre-school. What is required here is a trained eye, professional reflection and a high level of empathy on the part of the educational staff. Children should also learn/retain their mother tongue as an additional language should their language not be English or German.

Source:<sup>3</sup> <https://www.kindererziehung.com/kindergartenkonzepte/bilingualer-kindergarten.php>

## ❖ Principles for educational processes in elementary educational institutes

The principles for successful elementary processes are superbly described in the Austrian Education Framework Plan and the EYFS plan from the Ministry of Education in England and offer our educators excellent frameworks for their daily work with the children.

These are the principles by which we determine pedagogical actions and how we interact with each other in all situations. They extend through all play and learning situations and help support the children in their holistic development.

We strive to take these principles into account in all our planning and derive our concrete work with the children from them.

They are of great importance for collaboration within the team and with parents/guardians, as well as for room design in the sense of a prepared, well-thought-out environment for children and adults.

### Individualisation:

Since every child is an individual and unique being, we try to treat them that way and support them accordingly. Every child is accepted in their individuality and uniqueness and should be allowed to develop at their own pace. The prerequisites for educational support are the social and cultural backgrounds, needs and learning potential of the children. Through systematic observation and documentation, the individual learning requirements of each child can be determined and become the starting point for planning and implementing educational offers.<sup>4</sup>

### Holistic approach and learning with all senses:

Learning is a holistic process that involves the body and mind. Holistic educational processes are based on the children's overall personalities and by addressing their senses as well as their social-emotional, cognitive and motor skills.<sup>5</sup>

Thanks to the prepared environment in the Pre-school, we offer a variety of activities that appeal to as many senses as possible. The needs, talents and interests of the children are important to us and we



ensure a balance between the children's self-directed learning processes and a variety of impulses and educational offers on our part.

#### Differentiation:

The children's individual talents, abilities and interests are our focus. We differentiate both the offers on the same topic and the structure for younger and older children. Impulses and offers will be adjusted accordingly. The tasks that are set and the educational resources available are tailored to the age, needs and developmental stages of the children. It is important to us to avoid over- or under-challenging.

#### Lifeworld orientation:

Since every child has different life and learning experiences, it is important to build on their personal experiences. In this way, we support the children to deepen and expand their experiences independently and in doing so, they can connect the familiar with the new.

#### Gender sensitivity:

Depending on their individual socialisation, children have different experiences and ideas with regard to gender roles. The aim of gender-sensitive pedagogy is to support girls and boys, regardless of their gender, in developing different potentials of their personalities. <sup>6</sup>

It is important to us not to be influenced by clichés and that boys and girls are allowed to take advantage of every offer and go to every play area they want to choose.

#### Accuracy:

We pay attention to the accuracy of the content and concepts as well as to the development-appropriate preparation of the topics so that children can learn to understand connections and expand their vocabulary.

#### Inclusion:

We see and value the child with his or her different needs and respond to them individually. Every child is a member of the group and has the same rights.

Inclusion is to be understood as a fundamental attitude that goes beyond integration efforts: all people in a society are viewed as people with different needs that are responded to individually. <sup>7</sup>

Due to its pedagogy and curriculum, our Pre-school is not suitable for children with severe physical and mental disabilities or children with major learning difficulties.

#### Empowerment:

Empowerment represents a concept of action that is based on people's strengths and potential. This attitude helps children and adults to better perceive and use their creative freedom and resources. This strengthens their autonomous and self-responsible actions. <sup>8</sup>

We focus on the children's strengths and encourage self-responsible behaviour.



### Participation:

The ability to participate is an important prerequisite for active participation in social processes. Elementary educational institutions make a contribution to early political education by offering children a variety of child-friendly opportunities for participation, design and co-determination. This allows children to learn to take on increasing responsibility for themselves and others. The principle of participation also refers to the participation of the children's families in shaping the educational process.<sup>9</sup>

We include children in everyday pedagogical activities and it is important to us that children are allowed to be independent and self-sufficient and that they are allowed to make decisions for themselves and have a say. Parents are also included and allowed to help shape the process.

### Diversity:

Since we can all learn from each other, diversity is a resource and an enrichment.

Diversity refers to individual differences, such as: gender, skin colour, physical abilities, ethnicity and social background. This diversity is taken into account as a resource for learning experiences. The encounter with diversity is a prerequisite for the openness to critically deal with prejudices.<sup>10</sup>

### Transparency:

It is important to us to make our pedagogical practice and our work with children understandable for children, parents/guardians, the public and the team so that connections become more transparent.

### Educational partnerships:

Educational partnerships are cooperative relationships between elementary educational institutions (including other Pre-schools and Primary Schools) and the children's families, and, if required, external specialists. The primary goal is to jointly build an environment that promotes learning and development. The collaboration is primarily characterised by mutual interest and illustrates the shared responsibility for the child.<sup>11</sup>

In order for educational support to be successful, it is important to us to work well with parents/guardians, families, other educational institutes and external specialists.

Source:

4,5,6,7,8,9,10,11 Bundesländerübergreifender BildungsRahmenPlan-Pädagogische Orientierung Pages 3 and 4





## 2. EDUCATIONAL UNDERSTANDING

### ❖ Our understanding of (early childhood) education

Education is seen as a lifelong process of people actively engaging with themselves and the world. <sup>12</sup>

Elementary education is made possible in our facility by encouraging children to act independently and giving them the opportunity to participate in social and cultural life and to take on responsibility. In this way, children can further develop their skills and contribute to their own education.

For our everyday educational life, this means that education happens all day long. From the time a child arrives at the facility until they leave to go home.

All children have diverse and comprehensive needs that they try to satisfy in all dimensions. In this way, learning processes are initiated and further processed physically (gross and fine motor skills) and mentally (neurologically).

What should be emphasised are the principles of participation, empowerment, interculturalism, life-world orientation, holism and learning with all the senses, and their implementation in everyday Pre-school life. Our educational provisions address the child's overall personality.

Source: <sup>12</sup> Bundesländerübergreifender BildungsRahmenPlan - Bildung und Kompetenzen Page 5

### ❖ What skills do children acquire in the facility?

The development and differentiation of skills enables children to be flexible and appropriately in varying situations. Children's active and self-directed learning forms the basis for acquiring skills. Competencies are developed over the course of life and our facility builds on the competences that already exist.

It is based on the children - what a child can already do and what potential can be promoted. All children are appropriately motivated and supported in the following areas:

- Self-competence (independence, taking initiative, taking responsibility for yourself, coping with challenging situations, ...)
- Social skills (belonging to a group, sharing responsibility, developing empathy for other people as well as animals, dealing with rules, ...)
- Expertise (includes judgement and ability to act, handling materials, linguistic-conceptual understanding of characteristics and connections, looking for solutions, ...)



- Learning methodological competence (development of an awareness of one's own learning processes, beneficial learning strategies, thinking about one's own learning, planning and assessing thinking and learning processes, ...)

Source: Bundesländerübergreifender BildungsRahmenPlan - Bildung und Kompetenzen Pages 6 and 7

### ❖ **The relevance of free play**

The curiosity and desire to play is innate in children (and adults alike). Playing is something that humans are born with and is one of the activities that they do throughout their lives. People discover, explore and understand the world by playing. Free play is also an essential part of a child's everyday life. At every stage of development, play has a special meaning for the child.

It is therefore essential for educators to have in-depth knowledge of friendly play in order to be able to understand and promote children's play activities. Children learn for life by playing. No healthy child needs to be stimulated, motivated or controlled to play – they simply play. Through play, the child develops existing competences and new skills. Strong interest, high concentration, enduring commitment, great willingness to make an effort, desire for achievement, enviable imagination, tireless experimentation, amazing flexibility, persistent perseverance, sensitive empathy, alternative problem solving and creative conflict resolution strategies, making contact and communicating with each other; these are all key skills that are of great value to social communities and societies and can be learnt and positively encouraged through free play.

In our child care centre we create a well thought-out, prepared and adequate environment for the children entrusted

to us, in which every child can develop independently and freely. We offer the children the best possible framework conditions in the sense of free play as an ideal source of learning motivation.

### ❖ **Framework conditions for educational processes – How do we design the children's learning environment?**

We try to design the dynamic environments described in the 'Cross-state educational Framework Plan for Elementary Educational Institutes in Austria' in the best possible way for the children. It is important to us that children can also redesign rooms, since they are ultimately their home for many hours of the day. The furnishings and design of the rooms should encourage activity and also provide space for peace, relaxation and reflection.



The basic needs of children, their developmental tasks, elementary play activities of children, as well as children's rights and the implementation of the educational framework plan (principles and educational areas) in spatial design are particularly important to us.

It is also important to us that children have enough time and leisure to learn through play and can also implement their creative ideas. We also create an atmosphere of trust and acceptance for children and provide impulses and offer differentiated learning environments based on the children's experiences. Educational resources, games and materials with a highly stimulating character are also available.

### **Our available rooms:**

#### **Entrance area with information board**

**Reception / cloakroom / office / kitchen 1:** for meetings, information, transparency on educational programme, waiting area during adjustment phases, social room for the team and families.

**Kitchen with dining area for children:** the kitchen is also used as a social room for the team and, at times, parents.

**Common room / relaxation room / functional room:** all-day care / resting area for children.

**Sanitary area:** for personal care, hygiene, privacy, 2 toilets with sinks on 2 separate floors, one per level. Washroom with double sink, bathtub and shower (lower floor). Staff toilet, sink, shower on upper floor.

**Secure lockable storage room:** for cleaning materials and equipment.

**Group room:** the base group room for arrivals, settling in, play area, learning area, art and crafts, various activities and learning, etc.

**Outdoor play areas:** directly accessible garden attached to the building. Naturally kept areas, lawn and enclosed and locked pond area. Diagonally behind the house is an open children's park area with a small hill and diverse outdoor play equipment (local government owned). These recreational areas offer many opportunities to follow pedagogical principles related to education in the natural sciences. Outdoor activities take place on a daily basis – weather permitting.

**Movement space:** We prefer to use outside space, e.g. the park and garden, as this ensures that the children can run around and play in the fresh air, allowing plenty of opportunities for running, hopping, swinging, sliding, spinning, jumping, role play, ..., but this can be limited when the weather does not permit it. We have therefore arranged to use space in the gym hall of the 'High School in der Au' for large-scale movement at least once a week when the weather is bad.



Material resources: constant upgrading/renewing of educational resources and materials as well as modern equipment for media, ICT and digitalisation. Specialised resources for MINT subjects.

Human Resources (HR): sufficient staff to meet the individual needs of the children and to meet the criteria relating to the curriculum as set out by the Austrian Department of Education, COLE International Schools - COLE Pre-school curriculum and the British Ministry of Education. Special attention is made to staff respecting the diversity of the children who come from all over the world and all walks of life. Equitable use of financial resources, whereby HR takes priority, but within balanced financial planning together with the stakeholders.

### **3. EDUCATIONAL AREAS ACCORDING TO THE AUSTRIAN FRAMEWORK PLAN AND THE BRITISH EYFS & KS PLANS**

#### **❖ Enumeration and brief description of the planned implementation of the educational areas**

The educational areas listed in the educational framework plan are the basis for structuring the educational work in COLE bi-lingual Pre-school together with the COLE Pre-school curriculum and British EYFS and KS curricula. Our fields of action as well as fields of learning for each child are based on these principles. They form the basis for pedagogical processes as well as for the design of the rooms. Educational processes always concern several educational areas that overlap. It is important that a holistic approach to learning and teaching is taken.

#### **Emotions and social relationships:**

Identity (personality development), trust and well-being, cooperation and conflict culture, ...

- developing identity
- children are allowed to express and act out their feelings
- promoting stable relationships, continuity of caregivers
- discussing and working through everyday play and game situations
- promoting social and communicative interaction in play and games
- developing self-awareness, self-confidence and self-assurance
- experiencing conflict, culture and practice conflict resolution strategies
- learning to deal with rules
- the right to personal time and peace
- create routines and rituals



### **Ethics and society:**

Values, dealing with each other, participation (co-determination), democracy, inclusion (people with different needs), diversity (individual differences – encountering diversity)) ...

- imparting values
- assignment of age-appropriate tasks
- being allowed to co-decide and co-determine
- living inclusive pedagogy
- experience diversity
- strengthening self-esteem
- strengthening community spirit
- environmental awareness, learning to separate waste, discussing climate change, animals and just husbandry, ...

### **Language and communication:**

Language and speech, verbal and non-verbal communication, writing, literacy, ...

- create opportunities for language when arriving at the centre, when saying goodbye, in everyday and play situations: resting, eating together, movement, personal hygiene, housekeeping, children's meetings, celebrations and festivals, designing, role-playing and constructive play, ...
- talking about everyday things
- reading aloud – telling stories – listening - inventing
- educational activities (songs, finger plays, sayings, rhymes, poems, dances, Punch & Judy, stories, tales, ...)
- experimenting with voice and language
- encouraging children to speak
- expressing feelings and impressions through language
- talking about conflicts, looking for solutions together
- expanding vocabulary
- our facility promotes the early acquisition of the English language as a lingua franca and working language and its continued development. The development of language acquisition in the country's native language German is also relevant in our institute.



### **Movement and health:**

Body and perception, movement, health awareness

- creating rich opportunities for movement, and satisfying children's joy of movement and natural urge to move in and outdoors
- developing a sense of body and pace
- developing dexterity, strength and endurance
- being able to assess oneself and perceive one's limits
- promoting health awareness
- to teach the importance of personal hygiene
- teaching sensible and enjoyable eating as well as table manners and culture
- participation of the children in everyday situations

### **Aesthetics and design:**

Culture and art, creative expression – music, dance, painting, drawing, handicrafts (perceiving with all senses)

- living out creativity
- experience a wealth of materials with all the senses
- getting to know different techniques
- involving children in the design of the rooms
- experiencing diverse forms of expression
- stimulating the children's joy of creating
- developing and enjoying noises, sounds and tones
- perceive music holistically
- developing a sense of rhythm
- encouraging an active approach to music
- stimulating creative imagination
- excursions to museums, galleries, theatres, external events, ...

### **Nature and technology:**

Nature and the environment, technology, mathematics, building and construction, MINT, ...

- experience and observe nature
- promoting a sense of responsibility towards nature and the environment
- learning the names of regional and foreign fauna and flora
- experiencing the joy of research and experimentation
- providing opportunities for experimentation and research to take place



- gaining experience with space, time, shapes, sizes, numbers, letters and mathematical regularities
- adhering to logical processes
- recognise order structures and physical-technical laws
- encouraging logical thinking
- providing different materials
- building according to their own imagination
- learning the correct use of tools
- excursions according to topics, needs and availability

Source: Bundesländerübergreifender BildungsRahmenPlan Seite 10 bis 21

Die Bildungsbereiche des RahmenPlans werden zusätzlich durch Elemente aus dem britischen Curriculum für ‚EYFS‘ unter <https://www.gov.uk/early-years-foundation-stage> und primary KS1 unter <https://www.gov.uk/national-curriculum> ergänzt.

### **COLE International Schools mission statement**

‘The sky’s the limit’ - so to speak. As the world changes so do the aims and goals of the people, but ‘COLE International Schools’ main aims and goals will always continue to be providing and promoting the following for our children and students.

#### **Provide:**

- child-centred, creative and quality education in which individual needs are met, exceeded and supported with English as the working language and lingua franca; with German as a mother-tongue or additional language
- a challenging, dynamic and global educational programme in English with German as an additional language (or mother-tongue)
- informed eclectic teaching methodology that is appropriate to children’s diverse educational acquisition – physical, ethical, psychological, social and emotional.to accommodate students’ differing academic acquisition capabilities
- developmentally appropriate materials, practices and strategies.
- early literacy and numeracy activities
- coordination of the private COLE bi-lingual Pre-school with the private ‘COLE bi-lingual Primary’ and ‘COLE bi-lingual Secondary’ schools that are now in the planning phases
- a safe, secure, happy learning environment and positive learning experiences



## Promote:

- early childhood language education in English.
- children's maximum potential through experimentation and learning at a functional level to provide a solid foundation of skills, knowledge and values.
- excellent academic and social quality for all children.
- a holistic approach to knowledge. Children should see the areas of learning as an integrated whole.
- Communicative confidence in English (and German) through excellence in all four communication skills (reading, writing, listening and speaking) above and beyond national curricula in both English and German languages.
- the ability to think critically, independently and creatively, and to express themselves and their ideas freely.
- children becoming resourceful thinkers, who independently and creatively strive to solve complex problems through reflection and critical evaluation.
- developing a strong sense of local, regional, national and global responsibility.
- mutual respect for and appreciation of others; self-discipline; good manners and behaviour; empathy, morals and ethics within and beyond the school environment,
- Understanding of intercultural relations and global awareness.
- Lifelong desire to learn.

### ***COLE Motto: 'Share, care and be fair.'***

The substantiation of the Austrian Educational Framework Plan with regard to planning is oriented towards the mission of the institution and the living environments, needs and interests of the children and thus presupposes that knowledge, observations and findings about them must be available before differentiated planning can begin.

Our goal - to turn today's children into happy, responsible, academically well-educated, globally thinking and ethical adults of tomorrow.

## **4. MATERIALS CONCEPT**

### **❖ Brief description of the equipment / enumeration of the materials used in the following areas.**

Retreat, rest, relaxation: couch, books, laying materials, music for relaxation, jumble games , cuddly animals, cushions, blankets, personal things,,...





Places to be (semi) alone: tent, hiding places with blankets, cave, mobile carpets for puzzles, hourglasses, action trays, ...

Movement (outside in the garden and in the park or inside and in the High School in the Au): climbing and gymnastic equipment such as wall bars, long bench, slide, swing, inclined plane, platform for jumping, see saw, fall protection mats and mats for building, vehicles such as Bobbycars, ergonomic scooters, tricycles, large building blocks, materials such as balls, sandbags, tyres, cloths, tubes, trailers to push and pull, round hoses, crawling tunnels, tubs to sit in, cardboard boxes in different sizes, play parachute cloth, hammock, hanging bag, physio balls, ... .

Encounter, communication and language: seat cushions, shop, writing workshop - telephone, letters, picture books, non-fiction books, hand puppets, didactic games - language materials, instruments, portfolio folders, letters, TV/IT screen, i-pad, ...

Role play and theatre, board games: Mirrors with a device for hanging, dressing-up utensils (male, female, professions), make-up colours, handbags, scarves, necklaces, hats, dishes, dolls (girls and boys), cuddly toys, cushions, table and chairs, doctor's case, shopping store, ...

Common household objects, such as tins, pots, baskets, brooms, dustpans, buckets, brushes, cleaning sponges, ironing board, dolls, play kitchen, ...

Creative design: Dry painting area (coloured pencils, chinks, window paints, oil pastels, ...)

Wet painting area (painting board, table, tubs, liquid paints, watercolours, finger paints, toilet paper rolls, brushes, rollers, cotton swabs, food colouring, kitchen rolls, coffee filters, pipettes, finger paints, ...)

Materials for creating and experimenting, for leaving traces such as scribbling, drawing, blotting, painting, rolling, spraying, pasting, gluing, squishing, kneading, shaping, tearing, printing, stamping, cutting, ...

Housekeeping activities: cutlery, plates, glasses, table decorations, non-fiction books, placemats, water jugs, photos of the menu, waste separation rubbish bins, dustpans, brooms and aprons for children and adults, ...

Materials for picking, spooning, pouring, pouring, filling, feeling, touching, ...  
(corks, stones, shells, corn, spelt husks, chestnuts, ...)

Research, mathematics and nature: didactic games, mathematical materials, non-fiction books, magnifying glasses, buckets, containers, hourglasses, materials for hiding, searching and finding, materials for turning, for rotation, materials for connecting and separating, stacking and setting up, materials for gravity experiments, materials for sorting, inserting, threading, allocating, comparing, materials for clearing out and putting away, materials for manipulating and for light and shadow, microscope, magnetic games, ...



Building and construction area:

Different materials and storage space for large and small wooden building blocks, vehicles such as tractors, cars, trucks, farm animals, forest animals, wild animals, trains, Duplo, Lego, building carpet.

Crates, boxes, baskets that reveal the contents. Inexpensive common materials, everyday materials and natural materials (cardboard boxes, cardboard rolls, corks, cups, cans, wooden discs, cones, snail shells, tree bark, stones, ...)

Sensory experiences and personal hygiene: mirror, soap dispenser, paper towels, care utensils, climbing aid, rubbish bin, sponges, painting aprons, change of clothes, play material and household objects for pouring and scooping water, cup, sieve, ladle, ...

Literature:

Rahmenhandbuch – Quintessenz (Freiburg); Caritasverband für die Erzdiözese Freiburg e.V. Referat Tageseinrichtungen für Kinder

Bildungsräume für Kinder von Null bis Drei, Angelika von der Beek; verlag das netz

Spielbudenzauber - Sinnvolle Raumgestaltung in Kita und Krippe, Ute Bendt – Claudia Erler; Verlag an der RuhrGärten für Kleinkinder, Herbert Österreicher,- Edeltraud Prokop; verlag das netz

Pädagogische Qualität in Tageseinrichtungen für Kinder, Wolfgang Tietze, Susanne Viernickel (Hrsg.), Irene Dietrich; BELTZ

## **5. DAILY ROUTINE**

In principle, the daily routines in our Pre-school do not differ from those of other professional private daycare facilities as can be found in England. The aim of this concept is to integrate the English language as a 1<sup>st</sup> or other language into the children's everyday lives. <sup>13</sup>

Here, children and teachers work in a 'normal' daily routine, which includes extensive time for project work. During this period, a particular project can be started, which is usually offered for a limited time to a clearly defined number of children. For this purpose, English speaking specialists on the topics can be brought in to teach.



As our facility promotes the pedagogical orientation of academic learning and the English language, native-speaker staff as well as specialists in diverse fields are of importance to the curriculum.

In the daily routine, it is important to us that children experience a manageable structure and that the necessary flexibility is also given. The needs and interests of the children and the weather conditions are taken into account and rituals are considered particularly important. Children experience many different social forms such as small groups, whole groups, individually and in pairs.

### **EXAMPLE: daily routine**

07.30 - 08.00:	arriving and individual work or play
08.00 - 09.30:	weekly song, etc. free play, tidy-up time
09.40 - 09.55:	carpet and talk time: revision (calendar, songs, weather, letters, numbers, etc.) children's news
09.55 - 10.00:	getting snack bags, setting tables and washing hands
10:00 - 10:30:	break (all ages together)
10:30 - 10:40:	cleaning up together
10:40 - 12:00:	diverse educational offers (music, art and crafts, science, country and people, PE, indoor and outdoor activities
12:00 - 12:30:	story time / pick-up
12:30 - 13:30:	lunch break
13:30 - 14:30:	diverse activities, art and crafts, sports, projects, outings, experiments, etc. flexible and weather –dependent.
14:45 - 15:15:	break (all ages together
15:15 - 16:45:	Diverse activities, art and crafts, sports, projects, outings, experiments, ...
16.45-17.00	Pick-up time

Source: <sup>13</sup> <https://www.kindererziehung.com/kindergartenkonzepte/bilingualer-kindergarten.php>



## **6. ADJUSTMENT PHASES**

The organisation of a careful transition period from the family to the educational institution together with parents and children is one of the indispensable quality criteria. It is the be-all and end-all of qualitative education, upbringing and care of children. Only when the child has gained confidence in the facility, has become familiar with the daily routine and the caregivers/teachers, can s/he learn within the facility. Toddlers, pre-school and school children are no different in this respect. The only difference is the way in which new things are learnt and a feeling of security is gained. We are all responsible for this and must look at each child individually to see what they need when settling in. Therefore settling-in phases and times are individualised for each child and each family. There are no situations that are exactly the same (except perhaps for twins).

It is important that a child feels loved, safe, valued and wanted in the group. As soon as there is a closer bond and trust between the child, teacher and guardians, it is easier to separate from the mother/father/caregiver.

Other children already integrated in the group can also help here by inviting the child to play. It is important to remember that parents may also find this separation difficult. It is vital to reassure the parents and show them that their child is in good hands and will be treated with love and respect. Therefore, the time at which the parents say goodbye is not rigid, but is based on personal sensitivities.

However, you define settling in, it must be worked out together and always considered individually. There is simply no such thing as 'one size fits all'.



## **7. COLLABORATION WITH PARENTS; EDUCATIONAL INSTITUTES (in Austria and abroad), STAKEHOLDERS**

Good communication and open interaction with parents is particularly important to us, especially since the well-being of the children is our common goal. Through regular exchange, the child can be accompanied and supported in the best possible way.

It is important to us that parents contribute their skills, resources and ideas to our educational work. It is also important for us to give parents an insight into our work and to involve them actively and passively.

Forms of work with parents/guardians:

- initial interview / registration
- parents' information evenings/days twice a year
- parents' council (if parents express themselves in favour of it at the 1st parents' evening)
- letters to parents
- information about activities, group events, ...
- drop off and pick up talks
- parent meetings / development meetings are offered
- society activities
- help with festivals and celebrations
- in case of any problems: coping together through cooperation with family members and, if necessary, authorities
- to convey an understanding of the idea of charity/philanthropy according to our schools' motto: 'Share, Care and be Fair'. For example: the children collect money from the families at various events for the small and manageable 'Children's Welfare Home' in Chitwan, Nepal

Educational partnerships:

- working together with other schools
- collaboration with the award-winning Brighton College in England UK.
- collaborations with various European universities, e.g. Spain, Greece, Slovakia, Cyprus, Holland, ... (e.g. Erasmus programme).
- collaboration with external organisers such as climate protection, Red Cross, animal protection associations, various companies and institutions, ... (projects and excursions)

Collaboration with the COLE International Schools primary and secondary schools



## 8. HUMAN RESOURCES MANAGEMENT / TEAMWORK

### ❖ Who is responsible for what?

Leading group educator (with the assistance of an administrator)

Responsible for the implementation of the educational concept and COLE International Schools curriculum as set out by the licensor: educational areas are covered; daily routine is adhered to. Organisation / time management / collaborations with the education department (e.g. KIBET) /

administrative work in collaboration with all other institutes and forms of COLE International Schools and their partners, international affairs, team leadership and collaborations with parents.

In addition, the leader is responsible for the written planning, reflection and documentation of the educational and organisational work with the involvement of the team colleagues.

Additional English and German native-speaking educators and assistants are particularly active in supporting child-friendly acquisition and development of the English/German languages. For children who do not speak English/German, they form the bridge to the lead teacher.

Everyone is responsible for the safety, learning, and physical and mental well-being of all the children.

### ❖ Forms of communication and collaboration

- Monitor, supervise and support
- Team discussions (exchange of ideas, suggestions for improvement, ...)
- Brainstorming sessions
- Reflection days individually and in groups
- Regular meetings focused solely on each child's progress
- Prepare individual parent discussions as a team
- Individual and group discussions also with the children
- Other forms of communication such as telephone, email, whatsapp, zoom, facetime, etc. Especially with partners, stakeholders and families located abroad (foreign families, universities, COLE advisory board members...).



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