Rooftop

GROWING WITH A VIEW



THE STRENGTHENED

PEDAGOGICAL CURRICULUM

2023-2024

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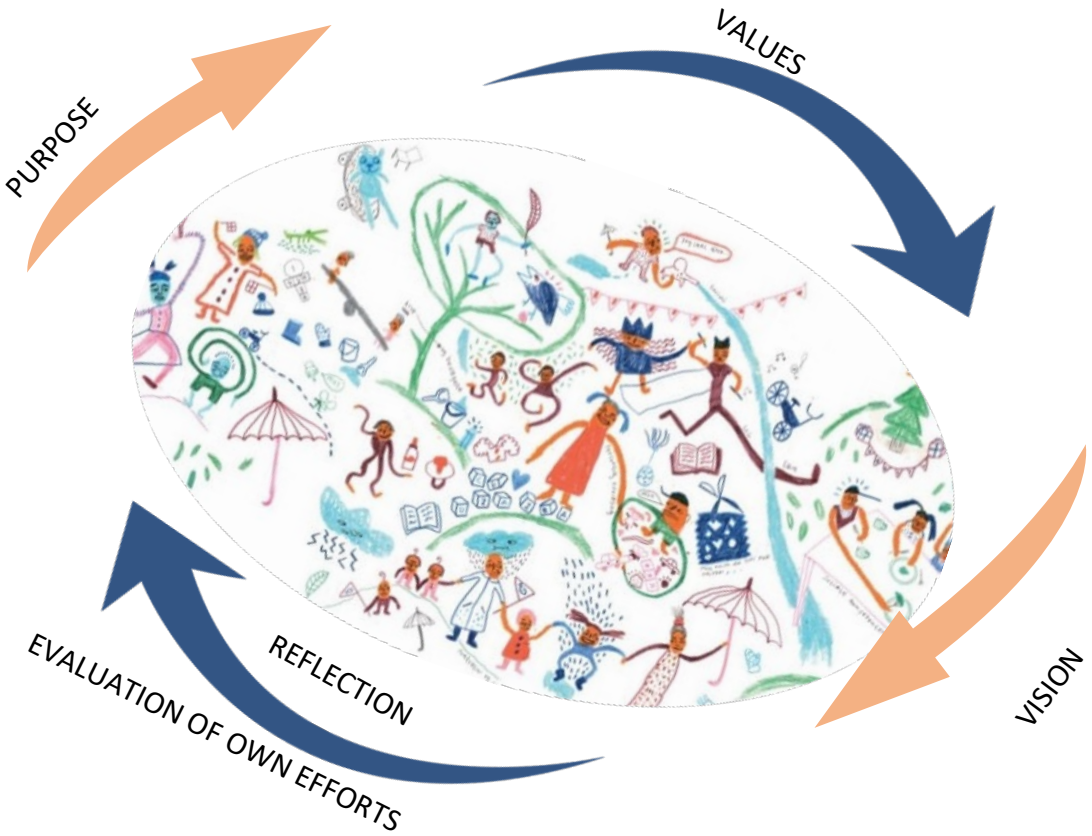
INTRODUCTION

Rooftop has written down this curriculum based on the provisions of the Day Care Act and its stated purpose, as well as the Copenhagen Municipality's policies for children's and young people's policies.

This pedagogical document aims to highlight the fundamental values and elaborate on the pedagogical visions of Rooftop to the parents and staff, while also ensuring continuous reflection and evaluation of its pedagogical work. The pedagogical curriculum is evaluated on an ongoing basis - and a high degree of written listing helps to ensure the necessary documentation.

The pedagogical curriculum has been prepared by specially appointed pedagogues referred to as "lighthouses", as they participated in a course (of the same name) conducted by the education ministry. Furthermore, the preparation of this document has been discussed with the rest of the staff group in connection with their daily pedagogical work. This document is prepared according to the template for "pedagogical curriculum" published by the "Ministry of Children and Youth" through EMU.

We are aware that the pedagogical curriculum is adjustable and dynamic. Children are dynamic – likewise, our approach to the design of our curriculum. It serves as an evaluation and action tool and is based on Rooftop's fundamental values and vision. This document gives us a direction and guidance to follow it.



ABOUT ROOFTOP

Rooftop is located in Denmark's largest shopping mall, Field's, in Ørestad. Ørestad is a one of the newer districts in Copenhagen, located on the island of Amager, with approx. 16,000 inhabitants, 20,000 jobs and over 600 companies and is continuously growing. The profile of the city influences the profile of the institution.

The institution is licensed to have 100 children. The children are divided into three groups; crèche (Little Stars): with children aged 0-2 years, middle group (Rainbow): with children aged 2-4 years and kindergarten (Sunshine): with children aged 4-6 years. This grouping is established to create the most optimal learning space for learning and development of individual child according to his/her needs.

We are located on the roof of the shopping center Field's, in Ørestad, and therefore we have chosen to call ourselves 'Rooftop'. The geographical location influences our profile. Ørestad is perhaps the most cosmopolitan region in Denmark. We can call it our own little New York. We have thus chosen to be international and give the bilingual and multilingual children an opportunity to learn about the Danish culture, and to be integrated into Danish society, while at the same time preserving their own culture and language.

When a district like Ørestad has opened its arms to a diverse wealth of cultures, we believe that in Rooftop we must open our hearts to them. As a natural consequence of this, our staff group, as well as children, also reflect this diversity. At Rooftop, we represent a wide range of cultures and nationalities, and are therefore proud to be a multicultural and diverse international institution. With our work, we strive to offer a rich cultural experience to our children. We speak both Danish and English so that all children and parents can feel welcome and understood.

One of our parents recently said: 'It's so nice that my husband, who only speaks English, can follow our child's everyday life in Rooftop'.



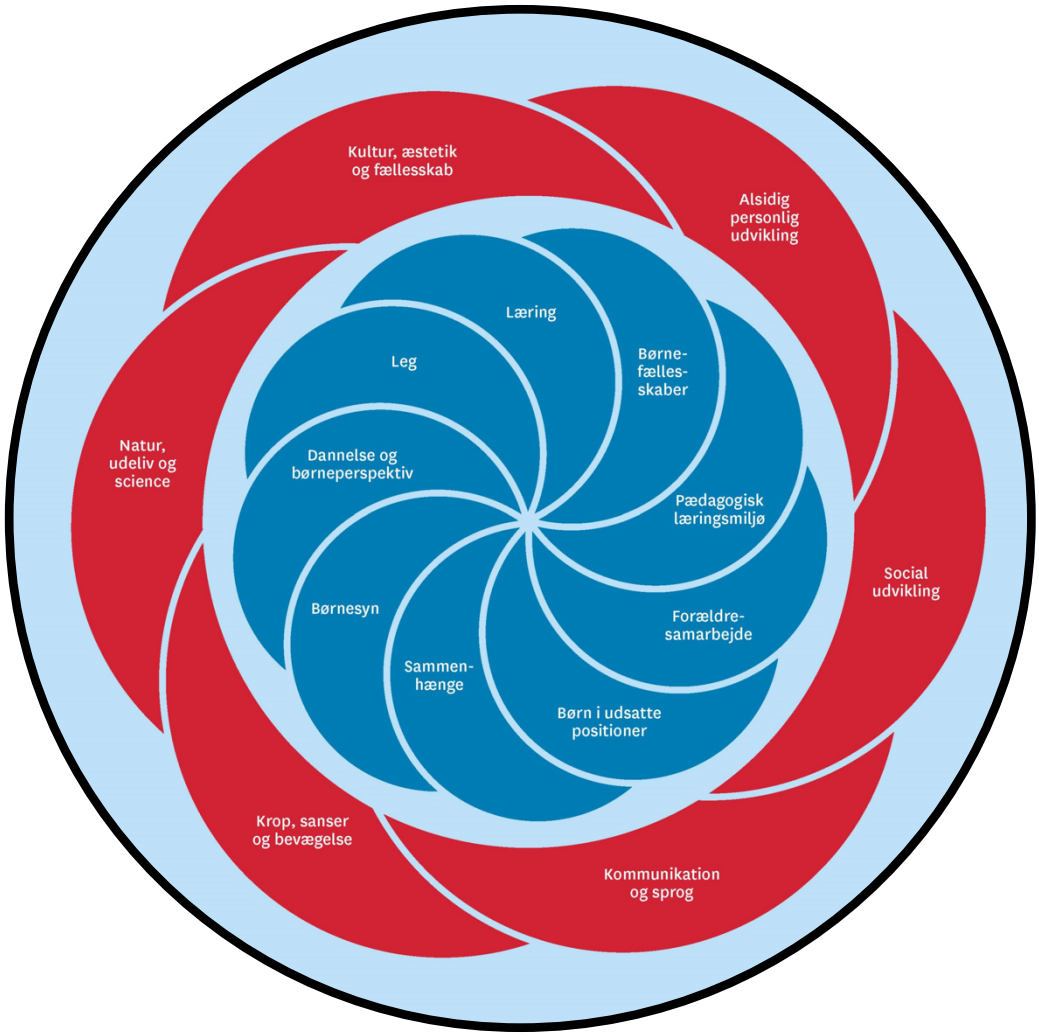
ROOFTOP'S CURRICULUM

The following sections in this document describes how the pedagogical curriculum (2021) contributes to a common focus and understanding of the fundamentals of our pedagogical practice. And it helps to create a common direction for the pedagogical work in Rooftop.

It attempts to describe, how the six themes of the curriculum merge in practice– and don't stand alone, thereby ensuring holistic development of every child.

For example, when a child climbs a tree, the child can experience both nature and outdoor life, practice his or her gross motor skills, challenge its own physical, mental & psychological boundaries and strengthen his or her courage to climb high. This means that working with the six curriculum themes does not always require specific or separate courses/activities. Instead, the curriculum work is about qualifying, developing and reflecting on the connection between the pedagogical work and the child's broad learning, which takes place now, all day, every day.

The "curriculum flower" (see below) illustrates the key parts of the pedagogical curriculum; the common pedagogical basis ("inner flower") and the six curriculum themes ("outer flower"):



ROOFTOP'S COMMON PEDAGOGICAL BASIS

RECOGNITION BASED PEDAGOGY AS FUNDAMENTAL APPROACH

In Rooftop, we have prepared our curriculum based on some fundamental values that a child must feel safe and experience development in our institution. We want to give each child the experience and the environment that enables them to think and act independently from the perspective of democracy and equal respect. We strive to make sure that the individual child experiences being self-determining, co-decision-making, and co-responsible in the group.

We understand '*Recognition*' as a fundamental value– something *you are (the beingness of our staff)* and not as just a pedagogical method. What the adult understands as a special experience may not necessarily be the same as what the child experiences. We as adults therefore need to understand much more than our own assumptions, assessments, and understandings of the child's initiative. One must *recognize* what occurs in- and occupies the mental universe of the child before we can acknowledge this – therefore *recognition* is not one method, but a way of being in every contact with the individual child.

We consider the child to be a unique social being who can and will themselves, and who has an inherent power to, explore themselves and their surroundings. The individual child develops and learns mainly through play in the presence of other children and appreciative adults.

We see it as our primary task to develop children's communities that are not defined by gender, background, or ethnicity, but by the individual child's inherent value.



Recognition as a basic approach is critical when the child, together with the educator, discovers, seeks, and develops within all the curriculum themes.

Play - and the playful approach, is utmost essential when a child tries to understand the world that surrounds them. Play is the foundation of the child's reality and approach to learning.

The pedagogical learning environment is designed and adapted according to a playful approach for, and with the child.

THE PEDAGOGICAL LEARNING ENVIRONMENT

How can we as an institution organize the learning environment such, that from the point of view of the individual child, there are good learning processes all day long? The pedagogical learning environment consists of all opportunities for development, well-being and learning, that we organize and present to the individual child throughout the day.

We consider it fundamentally important that we as an institution manage to organize and plan everyday life in such a way that the individual child in the institution experiences it to be safe, recognizable and that adults are always accessible. The way we respond to this, i.e., the organization and planning of a recognizable everyday life and the available adult, is done by:

> *Organization of staff in different areas of activity (play zones), the playful approach to learning and awareness of the importance of their own role to the individual child.*

As an institution, we consider the adult's commitment as fundamental to the individual child's well-being, learning, development, and education. The adult's commitment to the surrounding - whether it is a circle time, play, or drop-off situation, is essential for an inclusive pedagogical learning environment. The adult's ability to use themselves as a committed role model, who at the same time has an eye for encouraging and supporting playful interactions between children, requires commitment and insight. This can be expressed, for example, by the fact that the adult has an eye for the individual child's strengths and resources, which are brought into play with the rest of the child's group.

As an institution, we are aware that the playfulness of the child is a pervasive and fundamental element that is at play when each child tries to understand the world that surrounds them.

The strengthened pedagogical curriculum is supported by an evaluation culture in which the pedagogical staff is continuously reflecting and critical of own work on this subject. The evaluation will focus on the pedagogical learning environment and how this environment supports the well-being, learning, development and education of the children's group and the individual child.

The physical learning environment

With the institution's physical framework we want to signal that children are co-creative in everyday life with us: drawings, posters, visualizations, pictures of staff and children can be seen on the walls. The interior design is conceptualized to create comprehensibility and recognizability for the child. The institution is divided into play zones – the zones are decorated with carpets, couches, beanbags, and small removable furniture that creates the rooms in the room effect. The institution also has closed rooms such as the art room, which helps the child to work with an adult within certain predetermined settings and planned projects. The physical framework supports and promotes the social development goals and pedagogical values that we want in our institution.

The rooms are different and offer different possibilities for play, and this expands the children's possibilities for development. In addition, the different play zones ensure synergy between the things that the children are absorbed by (normally interested in) and the day care curriculum.



Therefore, it requires a conscious planning of daily activities, in relations to the physical framework and the organization of staff in the framework to support the individual child's needs and Rooftop's pedagogical goals and intentions.

Organization of staff

There is always one adult from each group at the wardrobe who greets the child upon drop off in the morning. We strive to ensure that the child experiences a safe start to the day, and a good start helps ensure a good day.

The organizing (i.e., the easy accessibility of a staff by a child) of the staff is completely thought through. It is done in a way to ensure that each child gets activated in a play or learning activity, as per their needs and are met the same way by every adult who are available. May it be in the different play zones, wardrobe, the breakfast table or when being assigned for assembly, there are always adults who try to meet the individual child at its own pace and need. For example, morning assembly, the staff associated with the respective groups are also available in the given assembly room and time. The staff organize themselves on the principle that we must follow the child and be accessible. The pedagogical learning environment assumes that the adult has an eye on and insight into the individual child, throughout the day. Children should not need to look for adults. Children are experiencing, developing, and evolving when this happens.

We have one weekly meeting with the coordinators of the groups, where the morning and afternoon activities of the coming week are organized.

The morning activities are planned based on that month's theme and the composition and needs of the children's group. Afternoon activities are based on the child's participation and choice of play zone:

Play zones

We believe that the child concentrates purposefully on the play and the relationships in it, by having co-determination in the choice of play zone. It looks like this:



It's afternoon. The sleeping children are in the sleeping room. The remaining children are in another area for relaxation (siesta), which is just over. One adult in the relaxation room is available during this closing phase, while three adults place themselves in three play zones, which have been prepared for the activity.

The remaining adult, along with the group of children, wait for the bell as a sign that the children's group must now move into the play zones on their own. The teacher from the relaxation room acts as a "flyer" who is tasked with orienting themselves in and between the play zones. The individual child who is seen to be on the periphery of the children's groups or needs practical care, such as runny nose, help with toilet visits, etc., may need this supportive adult.





The organization of staff ensures that there are no unnecessary disturbances of the play zones and is aimed at meeting each child's individual needs and stage of development. The organisation also helps the primary adult not to leave the activity/play, whether it is adult or child-initiated games in the zone. When the adult has calmness and surety around, it rubs off on the child.

When the adult is aware of his or her own role in an area, we are of the belief that it is passed on to the child.

We believe that the easy accessibility of adult in the various play zones creates curiosity in the child, provided that the adult manages to engage in and around the game. The adult in the play zone can assess the individual child's needs and support in the development of the game/activity in the children's group:

> *Around the oval table in the play zone, several children are huddled together around the educator who built a cave. The educator puts on a black cape. The children point, laugh and gesture to the educator. The educator begins* to crawl into the cave without saying anything to *the children's group. The moment after,* the children *begin to crawl in and laugh, pull the educator's cloak and the educator presents himself with a deep voice. The children quickly agree that the educator is a monster.*

In the situation above, the educator is engaged in the role. The verbal and body language is both attuned to the notion of "the man with the mantle" and the empathy to let the children participate in their play universe. The children's group quickly shows interest and becomes able to take ownership of the game and give it direction. The educator follows the directional clues (the notion of the monster) from some of the children and lets them take control. The educator's recognition that the children approve and join the play universe creates new possibilities.

Thus, an assessment of the strengths of the individual child, group or game can be customized or supported:

> *The children now begin to make loud noises and some children scream at the monster. A child starts crying.*

In the situation here, the educator can take the lead, act responsively and openly, assess adapting the performance of the monster, without rebuking the children's noisy behavior. Being investigative on the crying child's feelings and having an eye for the rest of the children's group's well-being in the noise creates the assessment to shift the focus:

> *"The monster was actually cute and nice but lacked a family" says the educator.*

Play can continue without real change, undermining of the basic premise or interruption. The educators meet several children in the play zones, each with unique self-experience. Including children who are not in their primary responsibility group. This gives the staff different perspectives on each child's learning and well-being, and good opportunities to exchange ideas among themselves, across the groups. The play zones aim to:

- *Support the child in engaging in different play communities.*
- *Create new relationships across the children's groups.*
- *Strengthen the child's deep involvement, concentration, and abstraction ability in play.*
- *Strengthen each child's self-esteem.*
- *Support the child's ability to share experiences and further create opportunities for themselves in children's communities.*

In Rooftop, we focus on the adult's body position to accommodate the individual child. At a sitting position on the floor, the adult frees himself from the unequal power relationship that prevails between the child/adult - and this equal starting point also optimizes the possibilities of discovering, sensing, and feeling the entire child.

We believe that the adult with the body at rest and at eye level with the child is crucial to the child's developing space for learning.

PLAY WAY LEARNING

Birds fly, diapers are soft, windows can open, zippers make noises, pain feels, glass is hard, bogeymen are stuck, sand crunches in their mouths, teeth can bite – learning, seen from the child, happens in the moment, all the time. We in the institution therefore need to recognise the concept of learning as dynamic, not as an adult adaptation form or rule, the child must conform - on the contrary, the concept of learning must be understood as a playful approach to the child's learning processes. Learning has its roots in the child's curiosity on a given condition. Learning arises through the child's curiosity. If we meet curiosity, we support and recognize it as adults, learning occurs in the child.

It is essential for the individual child that we as adults let the child arrive at their own realizations, so that the desire to test, be experimental and curious is maintained. Child's learning is therefore not limited to, for example, two hours of planned educational activities in the morning. Play, planned adult-initiated activities, spontaneous activities, child-initiated activities and daily routines allow children to learn, thrive, develop and form:

It's time for cleanup before eating in the middle group. The educator sits on the floor with a group of children, which is occupied by a game.
"Hi Mom. What is Kathrine in the game?" asks the educator, looking at Kathrine.
"She's a mother, too," says the child.
"She's a mother too! Will you tell mom Kathrine we're going to eat soon?" the educator asks.
The child now turns to Kathrine and the educator follows the child with her eyes. "Eating, Eating, Eating" exclaims Kathrine and begins to run away from play.
"Mom?" says the educator. "Before we eat, what should we remember?" the educator asks, looking at the toys lying on the floor.
"Clean up. Kathrine, we need to clean up," says the child.

In the example above, the educator is challenged as Kathrine tries to run away. The risk of reprimanding the child is present, as the adult intends to teach the children about the end of play – through cleanup.

Instead, the educator respects the children's reality and at the same time has respect for the fact that it can be experienced challenging for the child to have to regulate himself or herself from the game.

Reprimand from the adults is something we in the institution try to avoid. When the child experiences reprimands; no, stop, do not, create a learning environment in which the child will concentrate more on the adult and not on the child's self-refelction, which strengthens the child's sense of autonomy.

PEDAGOGIC COHERENCE

ROOFTOP comprehends its '*pedagogic coherence*' as something 'clear and easily perceivable' by children. The small and large transitions in the institution must, as far as possible, be experienced as recognizable from the point of view of the individual child. The learning environment must therefore take into account the child's experience of recognizable elements in daily life – both in the institution and at home.

A large part of the child's well-being and safety is created based on the staff's ability to create these recognizabilitys, whether it is about drop-off, routine situations, morning gathering or pedagogical approaches such as conflict management or *recognition*:

Vigga's mother arrives with Vigga. It's early morning. Vigga's mother turns to an educator and says that Vigga tends to say no to the food at home. The educator wonders about this view as Vigga eats a lot in connection with the children's group's lunch and afternoon food. The educator asks about parents' approaches during eating.

What could be at stake here? Eating can be experienced out of context for Vigga compared to two different approaches – between home and institution. There may be elements in play such as Vigga's preparation for food, irregular mealtimes, or the extent to which Vigga is independent during eating. Elements that for Vigga can have great beneficial effects, so she experiences a coherence, in approach to eating, between institution and home.

We believe that the child's experience with communities, the adult role and his or her impact on the child's own self-understanding are of importance for both the small and large transitions in the institution and at home.

It is also this pedagogical coherence that the individual child in the institution must experience when moving from Little Stars, on to Rainbow and finally Sunshine. Our pedagogical approaches to pedagogical work must be coherent and harmonized. Each child must experience recognizable elements throughout the institution – from crèche to kindergarten.

CHILDREN IN THE (PERIPHERAL) VULNERABLE POSITIONS

The definition and understanding of (peripheral) vulnerable position can be experienced differently due to the contextual circumstances that are linked to a child's vulnerability. The context is the coherence in which the child is experienced as vulnerable. For example, it may be the pedagogical framework or adult role that has an impact on the child in a vulnerable position.

Alberte and Vigga (3 years old) sit and build a house with lego bricks. The educator sits a little away from the play situation with another child.
Silje (2 years old) comes to the teacher crying and points to Alberte and Vigga.
Silje says she can't join in and stands sadly with a doll in hand.

Silje has linguistic challenges and in the situation here the adult can expand his/her own child perspective: detect crying, as an expression of a given challenge and follow the child's intentions and perspectives by the adult discovering Silje's body language (points to Alberte and Vigga). The educator has the possibility to change the framework for Silje's possibilities in the group by clarifying her strengths and ideas associated with the doll. The adult can build with bricks together with Silje. The adult can support the child's narrations in connection with the play situation, so that attention is paid to Silje.

It is vital that the child in a vulnerable position is experienced as an important part of the community. To do this, it may be advantageous to support the child in a vulnerable position to be placed in a smaller group. The adult is more able to spot the child's challenges; socially, cognitively, linguistically, etc., when the children's group is not too unmanageable for the child or the adult.

PLAY

The individual child experiences himself or herself and the outside world through play. As an institution, we are very aware of how play is thought of and implemented in all everyday tasks. We consider 'play' to be a fundamental to child's experience formation, which is at the same time fundamental to the child's personal development.

POSITION'S POWER

Through several educational meetings, including pedagogical day, we have discussed the adult's role in the play and the playful aspect of the approach to, and with the child.

What we as adults understand as good play is not necessarily always what the child understands by good play. In these situations where child-child, child-adult disagreements may arise, we are in danger of defining "the good play", the theme of the game, the child's deviations, etc., and thus undermining the child's assumptions about the world. Abuse of the '*power of position*' is at stake all the time.

Mia, Jakob, Helle and Christian (all children are 3 years old) play in the theatre room. Here they are on some boxes that they can climb up on and down in. Mia and Jakob have put on pirate hats and are developing a pirate game. They say that the boxes are a pirate ship. Helle's on the boxes, too, and she's going to be sad. Mia and Jakob want her to be a pirate. Helle thinks the boxes are a castle and she's the princess. Between Mia, Jakob and Helle, Christian stands also on the boxes. According to Mia and Jakob, Christian is also a pirate on the ship. Christian has not understood the course of play and is now starting to climb up and down from the boxes. Mia grabs Christian's shirt. Mia says it's a pirate ship. Christian starts crying.

What was at stake for Christian, who played peripherally by the pirate game? How will the educator support both Mia and Christian in the situation? If the educator had assumptions about one right way to be a pirate, the educator would risk depriving Christian's attention of coordinating his movements and balance.

ADULTS VIEWPOINT TOWARDS CHILDREN

Our viewpoint towards children is based on the independent and competent child, with its right to adult care, adult proximity and feeling secure.

Being a child in Rooftop is a value in itself and therefore we strive to take into account the child's perspective: child perspective and recognition of the whole child.

What does that mean? The individual child must be taken seriously. The child's questions, initiatives and play must have the space and the opportunity to be catered for as much as possible. The more self-confidence and self-esteem the children have, the easier they can listen to the needs of both their own and others. The most important ability we can give each child in life is the satisfaction with, and belief in, itself, so that the child can choose independently from time to time. The more respect the child has been shown, the more respect they can later show others:

It's afternoon. The children are done cleaning up and an adult calls the children to the gate on the safety fence. It's mealtime.
Karin (2 years) sits in front of the gate and holds onto its bars. Karin has found that she can tilt it back and forth.
"Now we'll go, Karin, move. You can't open it. Are you nice to move?" says the educator.
Karin stays seated and makes noises.
"We're going to eat. Now I open the door and you have to stay there," the educator said.
Karin is pulled up in her arms so that she doesn't stand in the way of the remaining children's group, which begins to go out.

In the story above, it can be argued that Karin is curious about the bars at the gate.

The educator does not manage to experience the situation from the child's point of view and perspective. What happens for Karin in this situation, we will never find out, when the child is not met with the understanding that each child should be seen as an independent and competent being. Maybe Karin had discovered that she could hold on tight? Maybe Karin was telling the adults that the door needs to be opened before you can go out?

The child, who is greeted as an independent and competent individual, with care, closeness and understanding, creates faith in himself. As mentioned earlier; the greater the respect the child has been shown, the more respect they can later show others.

EVOLUTION AND CHILDREN'S PERSPECTIVE

We consider the individual child's evolution as values that have rooted themselves in a particular personality perception. These perceptions have been acquired by the child through valuable self-experiences in the community, participatory processes, and the right to their own knowledge of a given condition. Of course, this set of values can look very different from child to child. The individual child has the right to express his or her own opinions and express their own needs, whether in connection with child- or adult-initiated activities, routines, or specially planned courses in the child's daily life in the institution.

Rasmus (2 years) has discovered that the door to the toilet is open and wanders around the changing table. During this time, the educator is cleaning up the tables after lunch. Suddenly, the educator hears a loud noise out of the toilet. The educator goes out to understand where sounds come from. Rasmus is sitting on the floor and is playing with a bottle of hand sanitizer. "What are you doing?" the educator asks. Rasmus stiffens with his eyes on the educator. "No, Rasmus. Don't be out here. Go to the other room, come on," the educator concludes.

What's at stake here? Rasmus visited the toilet with great curiosity when the door was open.

Will Rasmus be entitled to his own realizations about the bottle? The educator indicates with the question; "what are you doing?", a wonder or curiosity, but the question is not followed up - and thus Rasmus does not get the opportunity to express himself. Child perspective is precisely about discovering what the child is concerned with. It fails when we define the situation without trying to understand it.

When we manage to recognize what concerns the child, we can recognize the child, no matter what we think or like Rasmus' experiment in the toilet. When we experience the child's actions from a child's perspective, we see much more; the door that had forgotten to be closed, the bottle as an exciting object, the child's curiosity, the child's experience of being alone, deprivation from close adult contact or maybe even the child's testing was just at stake. Or better still, was there something in the diaper?

In the institution, we are primarily caregivers and very much instrumental in giving the individual child some fundamental values that are rooted in their perception of who they are. Therefore, it is our most important task to help the child evolve by offering it opportunity to discover its own resources and strengths.

COMMUNITIES OF CHILDREN AND INTERACTIONS

We have the basic view that the individual child is developed in the community and therefore we need to focus on how the child can move around between different children's communities, which at the same time supports the child's sense of self- and co-determination.

As an institution, we consider the staff's commitment as fundamental to the individual child's desire to participate in the children's community. The adult's enthusiasm for the surrounding – whether it is assemblies, play or activities, is of great importance for an inclusive pedagogical learning environment.

Three children (Elisa 2år, Johanne 3 years, Robert 3 years) are the last in the gym, while the rest of the group are in line to go to the canteen, where lunch is about to begin. Johanne (3 years old) comes to the educator, "Elisa does not get on the train". The educator responds. "I can see that. Maybe you can tell Elisa what to do and take her in the train?". Johanne tells Elisa that we are going to eat, reach out a hand and Elisa follows up to the remaining children's group.

The children in the example are clearly preoccupied with each other. The daily routine, as in the example above, creates the framework for the children in between to recognize the rituals and to participate in them on their own. The adult manages to engage in the situation by looking at Elisa from her perspective, i.e. a child's perspective: something must occupy her more than the gathering of the remaining children's group. Johanne is supported in taking part in the children's community as a valuable player when it comes to bringing the children together. Interaction takes place from child to child and is therefore not dictated by the adult.

Friendships and relationships with the children in the group create the conditions for the child to develop in the children's community. Through shared experiences or the meeting about a common third, for example eating, the individual child acquires experience with the community, and thereby develops co-ownership in the community. Children between them are key players when experiences are formed in and around children's communities.

We support the child in getting involved and seizing the opportunities for participation.

COOPERATION BETWEEN PARENTS

Parents are undoubtedly an essential resource when it comes to knowledge and knowledge of the individual child's routines and needs at home.

Good parental cooperation is based, among other things, on the parents feeling heard and understood. Parents will always be preoccupied with something just like the individual child will be. It is essential that we as staff are able to tell about the child's day, what the child is experiencing and why we do as we do in the institution. The approaches to and with the child are supported by the connections between institution and home. Support for the child occurs precisely when the child is presented with recognizable patterns in life.

In meeting with the parents and the child, it is therefore important to understand each other's roles (parents and educator) as a model for the child's perception of the connection:

"Good morning, Karlo. Good morning to Karlo's father," says the educator as Karlo walks in tea door with dad.

Importantly, the parents involve the child in a delivery situation – on an equal footing with the institution's staff; that we can create a feeling of safety for the individual child; that the parents are with the child – that we lead the way for the individual child.

We strive to meet the parents with daily dialogues about the child's day; what we are going to do today, what have we done today, so that it creates predictability, and the child connects the institution with the home.

We have an IT platform for parents. Here they can read about the child's daily life, weekly schedule, monthly project, see the week's menu etc. On this IT platform, we also share our educational work, such as language strategies, methods, articles, and videos of educational approaches in Rooftop.

As educators and "relationship workers", dialogue becomes crucial, as it is in the daily dialogue with children and parents that trust is promoted and forms the basis for the cooperation necessary to provide the children with a safe and developing everyday life.

THE SIX CURRICULUM THEMES

HOLISTIC PERSONAL DEVELOPMENT

The versatile personal development is about the child's constant acquisition of new experiences and how it can be shared and further develop opportunities for the child himself.

Learning objectives

1. *The pedagogical learning environment must support the development, investigation and experience of all children in both known and new ways, and to build confidence in their own potential. This must be done across age, gender and social & cultural background.*

2. The pedagogical learning environment must support interaction and connection between the children, and in the relationship between the children and the pedagogical staff. It must be characterized by care, trust and curiosity, so that all children develop commitment, viability, drive and competencies for participation in communities. This also applies in situations that require concentration, persistence and prioritization.

How will we achieve this?

In Rooftop, we are very aware that the child, being at the center, acquires new experiences every day, whether it is about internal personal processes, everyday experiences, or general beliefs about the world.

We approach children's experiences with great empathy and contemplation and consider this to be our core task.

In the child's holistic personal development, we as an institution are of the pedagogical belief that the child should have the opportunity to challenge and test different positions – this can be done in the same way as when the pedagogical staff chooses to go ahead, next to or behind. It is undoubtedly a personal strength to be able to take on more roles and new positions in relation to other people.

When the adult "takes the lead", the play takes place on the adult's premise and terms. The adult may have a specific goal for an activity or play – for example, there may be an agenda with bricks that need to be built on top of each other for children to learn about gravitational force – to stabilize and understand the physical experiment.

When the adult is in "side by side position", we support what each child has shown an interest in. We investigate and learn with the child and suggestions from the children involved create the game. The adult participates to support the child's initiatives and ideas.

When the adult "goes behind" creates opportunities for free play – here the educator can consider what opportunities the physical framework gives the children to unfold, and at the same time the adult can gain insight into how the child organizes play on its own, what concerns the individual child and what roles the child takes on.

Being the adult who is deeply engaged and involved in play requires time and patience. In Rooftop, it is essential that the adult respects and acknowledges the child's play, but at the same time has the aim of supporting both frameworks and roles if necessary. This particular knowledge is essential for the adult's approach to and support of the child's in its trying new roles. In the institution we call it "developmental positions", as we as adults, with a special insight into the individual child's resources, can support the child's in its holistic personal development.

In Rooftop, it is not just the play that requires time, patience, and commitment from the adult. The child's holistic development concerns also whether the child is met with empathy. The individual child's ability to develop relationships of attachment and to understand and regulate emotions that arise in the encounter with the outside world are fundamental personal competencies when the child is in affect and must deal with this.

Recognition as a basic position includes curiosity and the ability to understand the individual child.

The adult can support the child's emotional development when the attachment relationship is based on feeling of safety.





SOCIAL DEVELOPMENT

Social learning arises through the child's relationships and friendships with other children and adults. Depending on the degree to which the child's social skills are developed, the design and complexity of its play are looked at.

If the child experiences opportunities for participation and influence in the children's community, it acquires social skills such as how to act and/or participate in different situations: adaption of their own role in play and the courage to participate in different play communities.

The fact that the child values communities is particularly important as we are an institution with children who come from many different nationalities and cultures.

Learning outcomes

1. *The pedagogical learning environment must support that all children thrive and participate in social communities, and that all children develop empathy and relationships.*
2. *The pedagogical learning environment must support communities where diversity is seen as a resource and which contribute to democratic formation.*

How will we achieve this?

We always create environments where children can try out different types of plays and activities in children's communities. The institution's play zones enable that children of different age groups meet each other. These different children's communities are important as they enable contact and recognition between the children, as well as a sense of being part of a large community.

We help the children with verbal and nonverbal options. We help and comfort each other when we need it, and we encourage and support the children to help each other.





The social learning occurs in the community with others. Communities based on participation, co-influence and caring adults are essential for the child's acquisition of social skills.

The children's communities involve the individual child's ability to become an active player and developer of the community when the adult knows how to frame, involve, and think about the child at the centre. Social learning is also about the empathetic interaction with other children, where the child's perspectives are included and met with recognition and respect.

COMMUNICATION AND LANGUAGE

At Rooftop, we are aware that language and communication are of particular importance, as most of our children are bi- or multilingual.

The child's linguistic development is reinforced in relation to the adults who have a special role in the child's linguistic development. We are very attentive to meeting the child through spoken language. We do this, among other things, by naming everyday actions and engaging in the child's verbal and nonverbal language. Language development must therefore be considered in all pedagogical planning, routines, and practice.

Learning outcomes

1. *The pedagogical learning environment must support, that all children develop languages that help children understand themselves, each other and their surroundings.*
2. *The pedagogical learning environment must support that all children gain experience in communicating and language-making thoughts, needs and ideas that children can use in social communities*

How will we achieve this?

The linguistic work in Rooftop is based on '*recognition pedagogy*'. When we recognize what is at stake in the child, we can support the individual child through language, intercept language initiatives, etc.



In addition, we are aware that language is used and can be developed everywhere – therefore it is important for us to think and work holistically with the language of our everyday lives. Familiar everyday routines and frameworks create security. When we create a safe environment, there is ample opportunity for us to create a common awareness, taking turns in a dialogue, etc.

Everyday repetitions and activities allow the child to learn new words and concepts, in a meaningful and safe context. Our fixed routines create an understanding of everyday life, which helps the child to form understanding, and have the courage to explore the language.

When the child is exploring the language and acquiring a greater vocabulary and language understanding, it is our job to support this development, and provide more opportunities for language stimulation, through play and learning. Language briefcase, song case, repeating words in routine contexts, are important elements of the child's language acquisition.

In an pedagogic approach based on *'recognition'* , it is important to be on the lookout to support the linguistic development in a child; what is the child concerned with, what is the child looking towards (eye catch, body language, etc.) creates the opportunities to bring out the latent language skills. Each child notices if we as adults can give the child the time and patience to point, initiate or invite dialogue.



Dialogue is essential for the child to be able to test, experiment and feel the words out of their mouth. Telling in a context can be a big challenge for the individual child. We are their main partner in the child's language acquisition. For the child to build trust in us, it is therefore especially important with empathy in the individual child.

BODY, SENSES AND MOVEMENT

Children experience the world through their bodies, and when supported in using, challenging, experimenting, noticing the body, the foundation for physical and mental well-being is created. Children should be invited to gain many different bodily experiences in a learning environment where pleasure in physical activities, creativity and play are fundamental.

Learning outcomes

1. *The pedagogical learning environment must support everyone in exploring and experimenting with many different ways of using the body.*
2. *The pedagogical learning environment must support that all children experience the joy of own body and it's movements, both when in rest and in activity, so that the children become familiar with their body, including physical development, body functions, senses and various forms of movement.*

How will we achieve this?

Through singing and movement, physical contact-based rituals, the child gives a perception of the function of the body: through play, eating, toilet visits, accidents/pain, etc. The ability of the adult to be curios and understanding of the coherence between child's body and its other faculties is essential for the child's orientation of the functioning of the body.

In the crèche we use singing games, massage games and storytelling, where the body is included as a way to learn about the body and the child's sensorial ability. We can focus on the child's gross and fine motor skills by letting them climb to the changing table, carry objects and follow the child's developing interests.

The children are encouraged to hold hands, touch each other in assembly situations and when we are on tour. This strengthens both their bodily balance and their sense of being part of the community.

In Rooftop, we organize the week's activities so that the learning is done through bodily experience. We are physically active with our singing games in our morning assemblies. For example, the children sit two and two across from each other and hold hands while rowing to the song 'row, row, row a boat'. We teach children pronouns like "up", "down", "under", "over", etc. In addition, we use the morning assembly to learn about body parts, by touching, feeling and tagging on different body parts, and what you can do with them.

In Rooftop we practice a 'Siesta culture'. All children who do not take a nap will get half an hour of siesta after lunch. Here they can relax, listen, and feel their body. In conflict situations or situations where the child feels pain, we are body conscious. We are aware that each child learns through orientation about bodily feelings that can be associated with falls in the playground, bodily phenomena such as bogeyman, blood and butts. The child's attention is valuable as it allows us to let the child feel and feel the functions, senses and movement of the body.

NATURE, OUTDOOR LIFE AND SCIENCE

The starting point for understanding the world is also the understanding of the nature that people live in and are responsible for. Nature experiences in childhood contribute to emotional, mental, and physical development. A science education is created by experiences with, interest in and knowledge of the nature in an environment where there is room to wonder, ask questions and find answers.

Learning outcomes

1. *The pedagogical learning environment must support that all children gain concrete experiences with nature, which develop* their curiosity and desire to *develop* nature, and which allows them to experience the connected *nature* of *man, and requires a prelimenary understanding of the importance of sustainable development.*
2. *The pedagogical learning environment must support all children to actively observe and investigate cause, effect and contexts, including basic mathematical concepts.*

At Rooftop, we believe that science education for children in day care is about the child getting diverse experiences in the nature, as well as an interest in and a knowledge of the nature. This lays the foundations for the child's understanding of their surroundings and for a future position on environmental issues, for example. Respect for nature and the environment is founded in childhood.

In Rooftop we have taken nature indoors, in the form of potted plants, as we are located on the 2nd floor, and thus do not have direct access to natural area. The child helps to plant and care for these. There are many potted plants of different sizes, colors and shapes. In addition, we have many small pets that the child can feed, take care, observe and learn from.

In Rooftop, the children are presented with as many experiences as possible so that they can gain experience in nature and form a relationship with it. The child is on many field trips and excursions, where nature creates the framework for the child's unfolding, learning, development and formation.

Children explore nature by playing with water, sand, earth, stones, branches, sticks and everything found in nature. They are out in natural areas such as Klampenborg, Hareskoven and Skodsborg. Tours are organized in Frederiksberg gardens and nature workshops such as Amager Natur center, Kløvermarken Natur center, etc., to experience birds and deer. They visit farms and zoo to see the various farm- and wild animals. They go on a trip to beaches and lakes to experience sand, wind, water and underwater animals.

The child also participates in the many courses offered by various nature centres in Copenhagen. When the child looks at the small animals in a compost heap, they gain a lot of experience about both animals and decomposition processes. Or when they collect mushrooms, earthworms, frogs, etc. in a forest in the fall, or find tadpoles, and dandelions in the spring, they gain experience of changes in nature through the seasons.



These outdoor and nature experiences are followed up with projects and activities that promote and flesh out their understanding. These activities can be science experiments, creative art projects, stories or games where impressions from nature get a platform for expression. There is also conscious work on recycling and its further processes.

CULTURE, AESTHETICS, COMMUNITY

Aesthetic experiences are when the child experiences and creates experiences with different aesthetic forms of expression. For example, music, role-playing/theatre.

Creative practice is when the child tests different aesthetic forms of expression and creates experiences with different genres, techniques, expressions, and tools.

Traditions and values reflect the child's encounter with cultural diversity and experience with their own and others' cultural values and traditions, for example. Easter, Diwali, Ramadan, or Christmas.

Quote from EMU: "Culture is an artistic, creative force that activates children's senses and emotions, just as it is cultural values that children acquire in everyday life."

Children often create their own, special cultural expressions, as part of their community. The children's own culture is expressions that belong to the moment, such as rhythmic sound, nonsense, torment, gaits, mimics, and other bodily expressions. Children often create their cultural expressions as part of their community.

When children meet adult culture, its forms of expression and its aesthetics, their experiences are challenged to inspire and be involved in society's cultural communities.

Through learning environments focused on culture, children can meet new sides of themselves, can express themselves in many ways and understand their surroundings.

Learning outcomes

1. *The pedagogical learning environment must support that all children are part of equal and varied forms of communities, where they experience their own and others' cultural backgrounds, norms, traditions and values.*
2. *The pedagogical learning environment must support that all children have many different cultural experiences, both as spectators and active participants, which stimulate children's commitment, imagination, creativity and curiosity, and that children gain experience of using different materials, tools and media.*

How will we achieve this?

Rooftop's children make up a very diverse group of nationalities. We are almost our own 'UN' with over 40 different nationalities represented and we strive to learn about each other's cultures.

Rooftop's culture includes a multiethnic staff with different cultural backgrounds.

Rooftop cherishes Danish traditions and values, but there is room to include other cultures in the daily work. When we touch on culture, aesthetics, and society in the educational work, we include aspects of non-Danish traditions, thereby giving the child the opportunity to experience these. This promotes the child's understanding of others.



Twice a year we have events such as 'sports day', 'art exhibition', where parents come and see the children participate, as well as Christmas party, where the child performs Lucia. Parental involvement creates the possibility of including another cultural aspect as the parent population in the institution is also of an international profile. At events, we share the food that the parents have brought. Sharing food leads to the sharing of culture, as people from different backgrounds learn about each other's food traditions. It is also a rewarding and cohesion-building experience for the children, watching their friends' parents talk to their own parents.

EVALUATION AND DOCUMENTATION

The evaluation is based on the way we organise the learning environment: how the staff examines, documents, and evaluates a given challenge. The methods we use can be action learning, practice stories, observation schedules, action plans, photos, video material, etc. We create a framework for children to be involved as much as possible in the evaluation processes, so that the evaluation is part of the daily practice and becomes part of the child's learning environment.

At the first staff meeting in 2021, we have conducted a review of our everyday activities – based on the staff's understanding of play and how the game is included and implemented in all everyday chores.

Why can't the children's group accommodate this child? Why do we find it difficult to get a benefit in the eating situation based on goals of well-being, development and learning?

The documentation must focus on the connection between the learning environment and the child's learning, development, well-being, and education.

In the example above, therefore, our task is to prepare a form concerning the child in an vulnerable position, the number of conflicts, who enters into, who observes/accesses the conflict among adults, clarify the child's positioning in relation to the children's group and what the surrounding framework of the environment looks like and then draw a guideline for the educational layout and practice going forward.

How can the learning environment be changed to achieve the desired result. What new knowhow have the staff achieved?

We have in the institution some boxes standing with paper and pen, where observations of the learning environment are noted and stored for later evaluation.

Staff will evaluate the curriculum in May 2022.