

**INTERNATIONAL SCHOOL**  
Ikast - Brande

# International Kindergarten Ikast-Brande

## Overview

## Mission

The International School Ikast-Brande is a school committed to the happiness and sustainability of our community. Focused on excellent academics and developing individual skills and attributes we prepare students for the challenges of an ever-changing world.

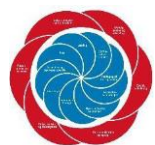
### Our school will:

**EDUCATE** through concept learning, problem solving and real-life challenges to produce innovative and inquisitive digital global citizens who will question and dare to try.

**PREPARE** for the future by developing the workforce skills needed by the community through delivery of a sustainable and evolving curriculum.

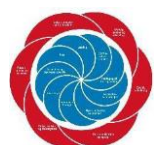
**INSPIRE** all of us to face challenges together with both self-leadership and teamwork and to never accept less than the best we can achieve.

**CREATE** a student whose knowledge, skills and behaviours support their chosen path and help them make a difference in the world.



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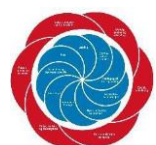
## Presentation of the School's Educational Offer

Students are at the heart of the International School Ikast-Brande (ISIB). We recognise each child as unique and highly value their contributions to our school community. At ISIB, we cultivate a lifelong love of learning while equipping students with the personal qualities and social skills essential for success both in school and beyond. Our students develop the confidence to tackle challenges, demonstrate resilience in the face of adversity, and strive for excellence in all they do.

Our dedicated teachers bring a wealth of international experience and are committed to delivering diverse, high-quality learning opportunities tailored to each student's needs.

As the leading international school in the heart of Denmark, we are dedicated to nurturing the full potential of every child. We guide our students to become well-rounded individuals, fully prepared to embrace the challenges and opportunities of a rapidly evolving world.

Our campus features bright, spacious learning environments, complemented by extensive outdoor facilities, including green spaces, play areas, and woodland—creating an inspiring setting for academic and personal growth.



## An Educational Learning Environment Throughout the Day

At ISIB, our early years program is divided into two classes: Nursery (ages 3.1–4 years) and Reception (ages 4–5 years), with children entering Reception if they turn four before September 1st. While certain activities, such as phonics and numeracy, are conducted in age-specific groups, we embrace a free-flow approach to learning throughout the day. This allows children of different ages to interact, explore, and engage with all learning areas together. Through this approach, younger children benefit from the guidance of older peers, while older children develop a sense of responsibility and care for their younger classmates—fostering social development, collaboration, and a strong sense of community.

### HOW WE DO IT

#### *Children's Play*

At ISIB, play is at the heart of learning. Through imagination, exploration, and curiosity, children drive their own learning experiences. They generate ideas, and adults build upon them, actively participating, observing, and guiding their play. Our role is to support and enrich their creativity, sometimes contributing ideas or helping to manage interactions.

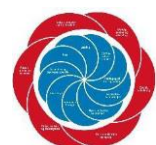
We provide dynamic play environments where learning naturally unfolds—outdoor spaces, small tray activity stations, themed topic corners, and a dedicated reading area. A diverse selection of toys and materials ensures a stimulating experience. Our classrooms are equipped with Smart Boards, introducing children to the digital world, while Beebots support early programming skills. iPads are integrated into learning, encouraging research, creativity, and interactive exploration through games.

#### *Spontaneous Activities*

We follow the children's curiosity, encouraging self-directed exploration. They have the freedom to choose resources and utilise indoor and outdoor spaces as they engage in imaginative play. Whether playing independently, in pairs, or in groups, children take ownership of their learning. Toys and materials are readily available, allowing them to experiment with different options, role-play, and discover new ideas through hands-on engagement.

#### *Planned Adult-Initiated Activities*

Our planned activities provide structure while fostering creativity and engagement. Whether in small or large groups, children participate in singing, language development, and motor skill activities throughout the day. Adults introduce a framework and guide the children while allowing space for their ideas to flourish. Activities take place both indoors and outdoors and are designed to encourage independence and responsibility. In Reception, children start to learn to read and write through our Jolly Phonics scheme of learning, this is delivered in both planned adult activities and child-initiated throughout the day.



### *Daily Routines*

Consistency and routine are key to building confidence and independence. Children participate in daily life skills such as setting up activities, preparing for meals, and dressing for outdoor play. We encourage self-reliance by supporting independent eating, handwashing, potty training, and polite social interactions. Through guided transitions, children learn to navigate daily activities with ease.

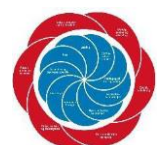
### *Incorporating Children's Perspective*

We value children's voices and actively incorporate their perspectives into daily activities. By starting with their interests, we adjust our practices to ensure a democratic, child-led approach. Children have opportunities to make choices—whether selecting a book to read, a game to play, or a song to sing. At times, they vote on decisions, learning the importance of collaboration and compromise. We introduce the concept of shared decision-making, helping them understand that while individual preferences matter, sometimes group choices take precedence.



### *Pedagogical & Didactic Considerations*

Our approach is guided by the Early Years Foundation Stage (EYFS) curriculum. We create long term and short term plans that align with children's developmental stages, adapting activities to meet their evolving needs. Through continuous observation, dialogue, and reflection, we refine our teaching strategies, ensuring a strong foundation for each child's learning, growth, and development.



# The Learning Environment Supports Children's Broad Learning

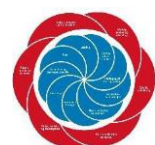
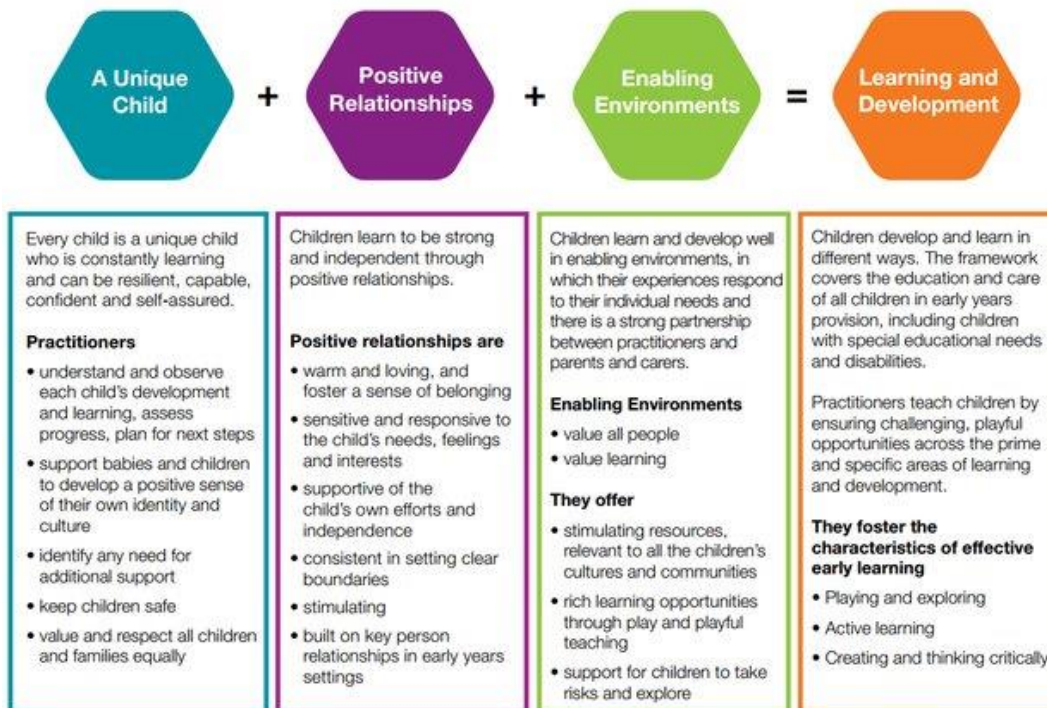
## Pedagogical Curriculum and Learning Environment

The pedagogical curriculum must clearly articulate how the learning environment fosters children's holistic development, nurturing their curiosity, motivation, self-esteem, and physical movement. This support should be integrated across the following key themes:

- ✓ All-round personal development
- ✓ Social development
- ✓ Communication and language
- ✓ Body, senses, and movement
- ✓ Nature, outdoor life, and science
- ✓ Culture, aesthetics, and community

## Children's Holistic Learning Across Themes

We utilise the EYFS Profile as a foundational pedagogical tool, providing a structured set of developmental objectives. This framework guides our discussions on pedagogy within the six key areas and informs necessary adjustments to the learning environment. Additionally, the EYFS Profile helps identify children who may require additional learning support, ensuring that every child receives the guidance they need to thrive.



## Versatile personal development

1. The pedagogical learning environment must empower all children to explore, discover, and express themselves and others in both familiar and new ways, fostering confidence in their own potential. This support must be inclusive of all ages, genders, and social and cultural backgrounds.
2. The learning environment must also nurture meaningful interactions and strong attachments between children, as well as between children and pedagogical staff. It should be characterised by care, security, and curiosity, enabling children to develop engagement, essential life skills, motivation, and the ability to participate in communities. This applies even in situations that require deep focus, perseverance, and prioritisation.

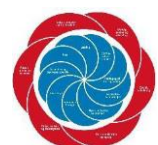
## How We Do It

### *The Role of Adults*

- ✓ Foster an environment that encourages children to develop independence and self-reliance.
- ✓ Provide guidance, support, and assistance when challenges arise.
- ✓ Help resolve conflicts and teach children to assert themselves by saying “no” or “stop.”
- ✓ Verbalise actions to reinforce understanding and learning.
- ✓ Involve children in daily tasks to promote responsibility and engagement.
- ✓ Establish predictable routines with structured activities (e.g., circle time, morning greetings, lining up).
- ✓ Approach children with presence, empathy, and understanding.
- ✓ Actively listen and provide care for each child.
- ✓ Set clear expectations and provide gentle guidance.
- ✓ Use language to acknowledge and validate emotions.
- ✓ Support children in overcoming difficulties and moving forward.
- ✓ Engage from the child’s perspective—physically and cognitively—by entering their Zone of Proximal Development (ZPD).
- ✓ Encourage social participation and help children integrate into group settings.
- ✓ Facilitate imaginative play and collaborative problem-solving.
- ✓ Actively participate in the child’s Zone of Proximal Development to scaffold learning and growth.

### *What Children Learn*

- ✓ Endurance – the ability to keep going despite challenges.
- ✓ Patience – learning to wait their turn.
- ✓ Self-regulation – balancing personal needs with group dynamics.
- ✓ Self-esteem – building confidence in their abilities.
- ✓ Life skills – gaining practical competencies for daily life.
- ✓ Growth through mistakes – understanding that errors are part of learning.
- ✓ Enjoyment in perseverance – recognizing that focus and effort can be fulfilling.
- ✓ Physical awareness – engaging their bodies in movement and learning





## Social Development

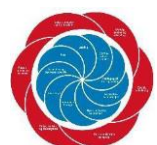
The pedagogical learning environment must foster a sense of belonging, ensuring that all children thrive and actively participate in social communities while developing empathy and meaningful relationships. It must also promote inclusive communities where diversity is valued as a strength, contributing to the development of democratic values.

## How We Do It

At ISIB, we cultivate a dynamic and adaptive learning environment that continuously evolves to support both individual children and group development. We recognise that children's relationships and abilities grow and change over time, and we ensure that our pedagogical approach remains flexible to meet their evolving needs. We view community-based learning as a powerful tool for fostering children's development. By emphasising inclusive and diverse communities, we help children see diversity not as a barrier but as a valuable resource that strengthens their sense of belonging.

At ISIB, we celebrate different cultures, languages, and traditions daily, integrating both local and global perspectives into our classroom environment. Children engage in discussions, share ideas, and explore each other's experiences, fostering mutual understanding and respect.

Planned activities are designed to support diverse communities and nurture relationship-building. Our International and PSHE programs play a key role in promoting social development and cultivating empathy, respect, and collaboration among children.



## Communication and Language



### Our Approach

Our pedagogical learning environment ensures that all children develop language skills that enhance their understanding of themselves, others, and the world around them.

We support children in gaining experience with communication by helping them express their thoughts, needs, and ideas in meaningful social interactions.

### How We Support Language Development

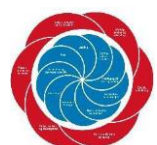
At ISIB, we foster children's language and communication development through engaging and relevant activities. We provide access to books, writing materials, paper, and other literacy tools. Jolly Phonics songs and stories introduce the English alphabet, while Danish is facilitated through a similar approach using art, exploration, crafts, songs, and games.

We create small group settings to encourage close dialogue, allowing children to talk, listen, ask questions, and express themselves. We support their verbal communication by engaging all their senses and assisting them in navigating social interactions, play, and everyday routines.

For children who may need additional language support, our Additional Needs Coordinator and Deputy Head of School employ a range of tools to assess whether additional targeted support is required, to ensure that all students thrive at ISIB. In addition, our pedagogical program helps us evaluate all children's progress across six developmental areas through observations and structured activities.

We work closely with local authorities and support networks, including PPR, to ensure the highest level of assistance for our students. For children who are still developing verbal communication skills, we provide visual aids such as pictorial timetables and images representing activities, toys, and daily routines.

Through these strategies, we create an inclusive and enriching environment where every child can develop strong communication and language skills.



## Body, Senses, and Movement

### Our Approach

1. Our pedagogical learning environment encourages all children to explore and experiment with different ways of using their bodies.
2. We support children in experiencing joy through movement—both in active play and restful moments—helping them become familiar with their bodies, sensations, functions, senses, and various forms of movement.



### How We Support Physical Development

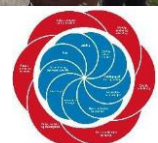
At ISIB, we provide children with opportunities to engage their entire selves through sensory and physical activities. This fosters a love for movement, an understanding of what their bodies can do, and memorable learning experiences.

Through games and daily routines, children develop spatial awareness and an understanding of direction. We recognise each child's individual needs for both mindfulness and physical activity, supporting their ability to regulate themselves as they grow in self-awareness.

We create dedicated spaces for both fine and gross motor activities, offering opportunities for focused play that refines motor skills. Children practice fundamental movements and develop coordination using ISIB's indoor and outdoor areas, as well as spaces in the local community.

Singing, dancing, and music further support body awareness, as children use gestures and movement to express themselves. We prioritise children's individual experiences and initiatives, following their curiosity to build confidence, self-esteem, and a sense of achievement.

Engaging all the senses makes learning more meaningful, while exploring physical challenges fosters self-awareness and a sense of fun.



## Nature, Outdoor Life, and Science

### Our Approach

1. Our pedagogical learning environment provides children with hands-on experiences in nature, sparking their curiosity and desire to explore. Through these experiences, children develop an understanding of humanity's connection to nature and gain an early awareness of the importance of sustainability.
2. We encourage children to actively observe and investigate natural phenomena, helping them recognize and express ideas about cause and effect, relationships, and an emerging sense of mathematical awareness.



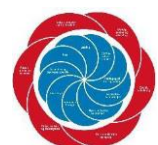
### How We Foster Exploration in Nature



At ISIB, experiences in nature encompass emotional, physical, social, and cognitive learning. Outdoor environments offer endless opportunities for discovery in every season and all types of weather. These experiences lay the foundation for a lasting appreciation of nature, environmental responsibility, and sustainability.

Adults explore nature alongside children, guiding them on how to navigate, interact with, and care for the natural world. We provide concrete, hands-on experiences, such as observing seasonal change in our local environment, building insect hotels in the school grounds and exploring under rocks and tree branches for mini beasts, carefully looking at them with mini microscopes. We also have outdoor learning weeks each half term where all activities and learning take place outdoors, using our outdoor classroom as well as surrounding areas.

We nurture children's curiosity about the natural world by encouraging questions and investigations into plants, animals, and natural phenomena. Children experience the wind, weather, and changing seasons firsthand, learning to describe and make sense of their surroundings. Through science experiments and an inquiry-based, child-led approach, we help children make connections between abstract concepts and real-world experiences, fostering both critical thinking and a deep appreciation for nature.





## Culture, Aesthetics, and Community

### Our Approach

1. Our pedagogical learning environment encourages all children to participate in diverse communities where they explore and appreciate their own and others' cultural backgrounds, norms, traditions, and values.
2. We provide children with a wide range of cultural experiences—both as spectators and active participants—to spark their engagement, imagination, creativity, and curiosity. Through these experiences, children learn to use various materials, tools, and media for self-expression.

### How We Celebrate Culture and Community

With over 30 nationalities at ISIB, we embrace a rich diversity of cultures, traditions, and celebrations. This diversity enhances children's knowledge, respect, and understanding of both themselves and others.

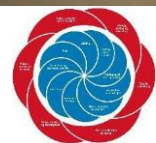
Throughout the year, we host various events that foster cultural appreciation. We begin the academic year with International Cultures Day, where ISIB families share food, traditions, and customs from their home countries. Every child is valued, celebrated, and included, with adults serving as role models for respect, acceptance, and appreciation of differences.



We also recognise and celebrate United Nations World Days, including Children's Day, Book Day, Internet Safety Day, and Humanitarian Day, among others. Additionally, we honour religious celebrations from various faiths, inviting parents to share their knowledge and traditions with the children. This approach encourages curiosity, respect, and a deeper understanding of different cultures and beliefs.

Children also take part in local traditions such as Fastelavn, Christmas, and Santa Lucia, providing them with firsthand experiences of cultural customs.

We integrate cultural learning through language, sensory experiences, arts and crafts, music, stories, and engaging activities that help children connect with and remember these meaningful traditions.



## Children in Vulnerable Positions

### Children in Vulnerable Positions

#### Our Approach

Our pedagogical curriculum ensures that children in vulnerable positions are supported in a way that promotes their well-being, learning, development, and overall growth.

#### How We Provide Support

At ISIB, we create an inclusive and adaptable learning environment that caters to the individual needs of each child. By recognising each child's strengths and utilising 'JIGSAW', we establish a supportive framework for development. Our environment is tailored to accommodate different communities and pedagogical needs, taking into account:

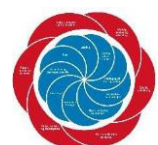
- ✓ Group sizes that consider age, developmental level, gender, and specific challenges.
- ✓ Strong child-adult relationships, ensuring meaningful interactions, which are especially vital for children in vulnerable positions.
- ✓ Inclusive engagement of parents, fostering a sense of belonging within the broader parent community.
- ✓ Physical layout and structured routines that create stability and a sense of security.

To support vulnerable children, we collaborate with professional groups, including PPR (Pedagogical Psychological Counselling) and other state specialist bodies.

At ISIB, we prioritise knowledge-sharing across the school to ensure all staff are informed about agreed procedures and action plans. Our Senior Leadership Team oversees safeguarding and child protection, promoting student well-being across social, emotional, and psychological dimensions. This includes supporting and training staff, engaging with parents, and leading pastoral initiatives.

Additionally, our Additional Needs Coordinator assists students with diverse needs, such as learning difficulties, communication challenges, sensory and physical impairments, medical conditions, and temporary support requirements. We ensure that every child receives the necessary accommodations to thrive in their educational journey.

Through close collaboration with local authorities and broader support networks, including PPR, we are committed to providing the highest level of care and support to our community, fostering an inclusive and nurturing learning environment for all.



## Working with Parents on Children's Learning

### Our Approach

Our pedagogical curriculum outlines how ISIB collaborates with parents to support children's learning, well-being, and overall development.

### How We Foster Parent Collaboration

At ISIB, we maintain a professional and respectful partnership with parents, built on mutual trust, open dialogue, and shared commitment to each child's growth.

Together with parents, we take a curious and attentive approach to understanding each child's perspectives and interests. By sharing insights from both home and school, we create a more comprehensive understanding of the child's experiences. This communication happens through email, in-person discussions, and daily interactions.



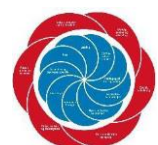
We prioritise accessibility and open communication by:

- ✓ Greeting parents and children every morning and being available for daily check-ins.
- ✓ Holding individual meetings when a child starts at ISIB and throughout their development.
- ✓ Offering parent-teacher meetings twice a year or as needed.
- ✓ Scheduling additional meetings whenever concerns arise, ensuring early intervention and support.
- ✓ Providing pictures updates of children's learning journey using Evidence Me.

To encourage a sense of community, we:

- ✓ Facilitate playdates to strengthen children's social bonds.
- ✓ Organise regular school events where parents can connect.
- ✓ Host coffee mornings to foster informal discussions.
- ✓ Support the Family Circle parent association, which helps arrange activities and events that bring families together.
- ✓ Involve parents in children's learning- in particular when it comes to cultural activities, inviting parents to share their expertise in areas for example when celebrating a festival

Through these initiatives, we create a strong home-school connection that enhances children's learning and development in a collaborative, supportive environment.



## Involvement of the Local Environment

The pedagogical curriculum must clearly outline how the daycare centre integrates the local community into the development of educational environments for children.

### How We Do It

At ISIB, we expose our children to the opportunities available in our local surroundings, including both natural and cultural offerings. We actively incorporate the local environment into our educational activities.

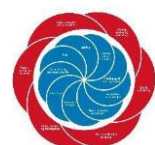
We regularly visit various local areas, both large and small, where children can explore and engage with diverse stimuli and people. These visits provide children with valuable learning experiences, as they become familiar with the community and its resources.

Through these experiences, children learn how to navigate and utilise different spaces within the local area. We take advantage of the many opportunities available to us, including:

- ✓ Forest
- ✓ Hjertet surroundings
- ✓ Sports Hall
- ✓ Bøgildvej playground
- ✓ Early Years playground
- ✓ Ikast surroundings
- ✓ Biodiversity Trail
- ✓ Music in Nature Trail
- ✓ Givskud Zoo and other local excursions



These outings allow children to connect with their environment, enriching their educational journey through hands-on exploration.





## Connection to the Kindergarten Class

The pedagogical curriculum must outline how the learning environment is structured in children's final year of daycare to create a seamless transition to the kindergarten class.

### How We Do It

At ISIB, we see children as whole individuals, considering their personal, social, emotional, and educational development. Establishing strong interdisciplinary cooperation between parents and professionals is essential for ensuring smooth transitions throughout a child's early years.

### Key Transitions

#### Home → Child Care → Nursery

To support a smooth transition, we provide a parent booklet, personalized meetings, and school visits to help children feel secure in their new environment and build familiarity between children and staff. Parents visit the school with their child to discuss their child's progress and needs, ensuring a well-planned and supportive start.

#### Nursery → Reception

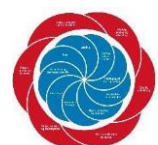
Our Nursery (3-4 years) and Reception (4-5 years) classes are closely connected. Since their rooms are adjacent, children naturally interact through shared play both indoors and outdoors. This ongoing interaction helps children gradually adapt to the new environment and establish relationships with their future teachers and peers.

#### Reception → Year 1



In the spring before transitioning to Year 1, we strengthen the connection by allowing children to eat lunch, join activities, and play in their future environment with their new teachers and classmates. Teachers and staff also exchange information to ensure continuity in the child's development and support system.

By fostering gradual, structured transitions, we help children feel confident, secure, and excited about their next learning journey.



## The Physical, Mental and Aesthetic Environment

The work with the physical, mental, and aesthetic children's environment in the daycare must be integrated into the pedagogical work with the establishment of pedagogical learning environments. The children's environment must be assessed from a child's perspective, and children's experience of the children's environment must be included.

### HOW WE DO IT

The classrooms are divided into areas: creative, calm, construction, and role play. Children have access to resources, books, and furniture which they can move and use as their imagination leads.

The Phonics Images painted wall, draw children to talk, develop independent imagination and understanding of words and alphabet sounds.

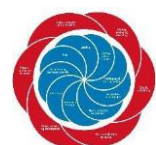
The role-play areas change with the topics, allowing the children to develop skills and imagination.

Activity trays are mini-world environments, created by adults but led by children. Here children can develop their fine motor skills, imagination, and discussions with other children. Activity trays can also be filled by the children, creating a mini world independently.

The Orange room is an area where children can withdraw to a quieter area or extra support.

The library has a comfortable sofa, cushions, and soft toys, children can freely choose books to read.

The outside areas promote children's desire to move and immerse.



## Key Links

### Early Years Foundation Stage Profile Handbook:

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>

### Jigsaw – PSHE Programme:

<https://jigsaweducationgroup.com/programmes/pshe-3-16/pshe-3-12/>

### Jolly Phonics Programme:

<https://jollylearning.com/>

### School Website:

[www.isib.dk](http://www.isib.dk)

