



„The World has Many Colours“

Kindergarten Concept DSND





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1. Who We Are

- **We are the Kindergarten of DSND, the recognized German Foreign School with an Certificate of Excellence by the German Foreign Department for German Schools outside of Germany (ZfA)**
- **Our Kindergarten is an educational and caretaking institute for children from 6 month onward till their entry into grade one of primary school. .**
- **We are a place of experience and encounter**
 - **With oneself and other people**
 - **With one's own language and other languages**
 - **With one's own culture and other cultures**
 - **With our host country India**
- **We are bilingual (German/ English)**





2. How we work

2.1 Opening Timings

The Kindergarten is open Mondays to Fridays from 7.30am till 3.30pm.

From 2pm onward we offer afternoon Workshops with different Topics for kindergarten children from 3 years onward. The program for the respective school year is published at the beginning of the 1st term. For all "Sternschnuppen" and "Babyschnuppen" children and all Kindergarten children from 3 years onward who are not signed up for the afternoon a workshop, Kindergarten ends at 1.15pm every day.

Student Teacher Ratio

For the "Babyschnuppen" age 6 month to 1,5 years one trained nanny caters to 2 children. In the age group 1,5 years to 3 years, the "Sternschnuppen" one trained teacher caters to maximum 6 children and in Kindergarten and Preschool, age group from 3 years to 6 years one trained teacher caters to maximum 8 children.

2.2 pedagogic guidelines/ attitude towards the child, age mix

The DSND kindergarten works with a partially open concept in the age group 6 months to 3 years ("Baby Schnuppen", "Sternschnuppen") and from 3 to 6 years (kindergarten and preschool), which enables the children to use all available learning resources for their age group continuously and to optimal use.

The concept is based on an understanding of participation that turns all those affected into active designers and actors in their environment. We are convinced that adults can trust in the development potential of children and that learning requirements for their personal development are optimal in self-initiated, controlled and regulated situations.

Adults find themselves in the role of companion, learning partner, listener, supporter, advisor, feedback provider and coach.

How we see the child

We see children as essentially active, curious and interested in their environment. They do not need to be continually stimulated, motivated or offered incentives by their educators. What is really important is a well-appointed learning environment, i.e. stimulating functional spaces (indoors and outdoors), good equipment/ furnishings/ amenities and a sufficient number of toys, tools and consumable items. Our idea of the educator is that of a co constructor/-designer/-builder in the development of the children.



2.3. Quality framework

In our pedagogical work we are guided by the Quality Framework for Kindergarten and Nursery School for German Schools Abroad, published by ZfA. This is available on the internet

https://www.auslandsschulwesen.de/SharedDocs/Downloads/Webs/ZfA/DE/Qualitaetsrahmen/QR_KiGa.pdf?__blob=publicationFile&v=2

In accordance with this, we have developed our own curriculum for our nursery school, which is followed by the primary school curriculum

http://dsnd.de/fileadmin/user_upload/Downloads/3kindergarten_konzept_DSND_Lehrplan_vorschule_o_eingangsbereich.pdf

2.4 Below we describe the most important aspects in the development of key competences, together with the principles of education that we agree on in this institution.

- Imparting basic skills: speaking, hearing, seeing, thinking, ,solve problems, play, move, practice life-kills.
- *The educators perceive the child in its individual and respect it. According to this individuality support and encouragement are provided.*
- Social interaction - communicating, solving conflicts, teamwork, taking over responsibility for one's own actions in the community, for nature and environment, developing empathy.
- *The educators accompany the children in the development of social manners in the group. Great importance is attached to the children learning to work for the community as well as for their own interests*
- Learning, competences in learning methods - recognizing that one learns what one learns and how one learns, to assess and appreciate oneself, to correct oneself, to try things out, to reflect on one's own actions. All learning is based on Maria Montessori's principle: "Help me to do it myself". Learning happens through play. Learning processes are promoted through a variety of regular activities, through adequate equipment and materials, and through project work.
- *The teachers support a culture of questions and help the children in researching and finding their answers.*
- Competence in dealing with change and stress (resilience) – accepting challenges, positive attitude towards life, getting help, self-regulation, well-being.
- *The educators create an atmosphere of trust, well-being and openness at all times, which allows the children to move freely without fears and constraints and to meet their environment positively with all challenges. Challenges are reflected as natural learning opportunities.*

2.5 The development of the children is regularly documented in:

- The Portfolio of the children (from 18 Month onward)
- In The Development Documentation (from 18 month onward)
- In Parent-Teacher Meetings
- In the documentation of Language Development (from 3 years onward)



2.6 Special Programs

- ✓ The Kindergarten works with a specific **German Language Program** ("Lernpfad" after Prof. Dr. Zvi Penner) to support acquiring German Language for those who come from different language backgrounds.
- ✓ Children who are moving to grade one in the following year are taught the subjects Sports and Music together with the E1 grade students as part of **the Open Entry Concept**. This helps the preschool children to get used to the school environment.
- ✓ During the afternoons there are several **Workshops** with different topics offered to the children above 3 years, such as Taekwondo, Music, Arts and Craft, Science and Indian Culture.

2.7 Language Support program

The DSND kindergarten is bilingual, German-English.

We are guided by the immersion model, meaning language learning takes place by immersing children in a "language bath". Educators working in the kindergarten groups are native speakers of German or English language. In addition to the language, the educators also convey the culture of the guest country India and of Germany. The children hear, speak and learn the language in authentic everyday contexts and experience it in their familiar surroundings. In this way, they also learn the new language as naturally as their mother tongue - without pressure on memorizing vocabulary. The immersion method attaches great importance to facial expressions and gestures. The children can understand what is being said from the context. As receptive skills increase and speaking and listening comprehension develops, children gradually incorporate the new language into their everyday language use.

Core components and ways of consistent language education in the kindergarten of the DSND:

- **All those involved have the same tasks with regard to the language**
- **Time is the most important factor (give time)**
- **Systematic observation**
- **Support for book culture in Kindergarten and at home**
- **Appreciation of L1 (native language)**
- **Professionalization of the pedagogical specialist**



Promoting German Language

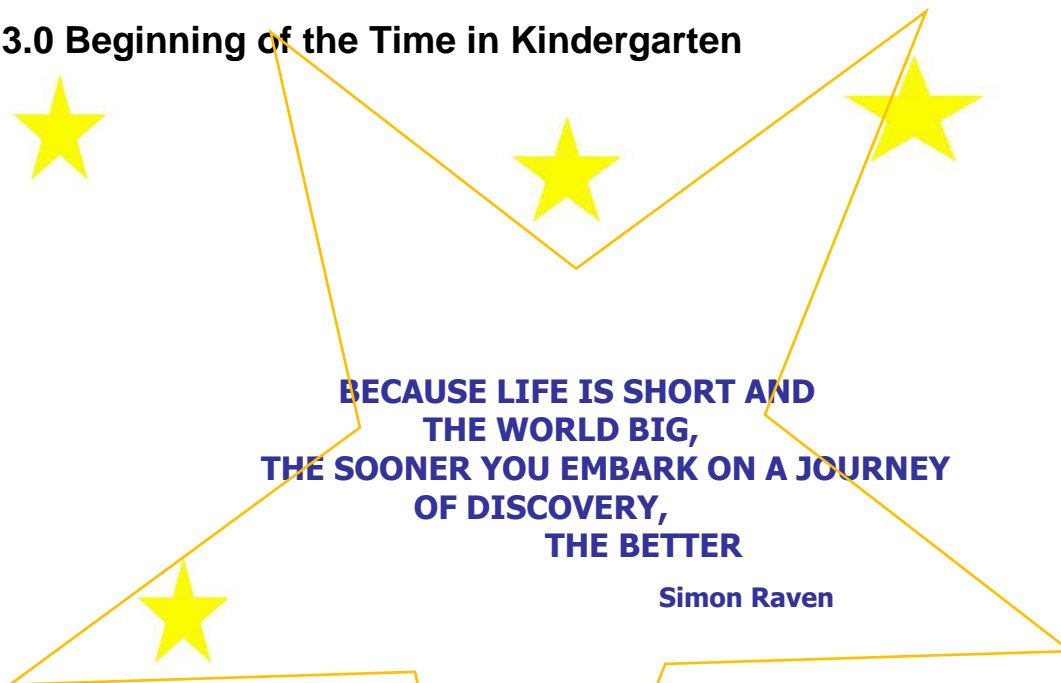
In addition to some elements from DaF (German as a foreign language) and DaZ (German as a second language), we work in consultation with the kindergartens of the German schools in the region with the "Kon-Lab" program developed by PD Dr. Zvi Penner, a renowned Language expert. Children who grow up in a multilingual environment in particular benefit from this type of support. The German language support prepares the children for attending elementary school in the German school system.

2.8 The "Kon-Lab" language support program

The "Kon-Lab" language support program is based on **three pillars**:

- The **first pillar** is testing in the so-called language proficiency assessment. This test is used for all KIGA children from the age of 3. Prosody, plural formation, articles, prepositions and question comprehension are tested here.
- Some children are identified as having special needs in some or all areas.
- This results in the **second pillar**, support.. Children who have been identified as having special needs attend German language support regularly. This takes place in small groups with children who are at about the same linguistic level.
- The **third pillar** refers to evaluation after the period of support classes.. Here, the language level of the children who received support is evaluated again, also to provide feedback in the form of a final report to the parents. Furthermore, on the basis of the report, better follow-up support for children who will switch to primary school in the coming year or those who will leave New Delhi is possible.

3.0 Beginning of the Time in Kindergarten



3.1 The "Baby Shooting" and the Shooting Stars.....

This is our pre-kindergarten for children in the age from 6 months to 3 years. Carefully supervised, the children come into contact with one another at an early age. According to the overall concept of the DSND kindergarten, all children are encouraged in their development to become self-reliant and socially competent personalities. The "Sternschnuppen" support and supplement the upbringing and education of the child in the family and contribute to a better compatibility of work and upbringing. Social contacts for playing, moving, learning some rules of being in a group of children together, promoting self-confidence of the little ones, watching and observing the older ones as well as active experiences are the focus of the group. A quiet room with age-appropriate equipment is available for the little ones. Gradually they can expand their range of action and experience.

To support the transition from home to the group, we are guided by the "Berlin introductory model". <https://www.erzieherin.de/eingewoehnung-modelle-und-rahmenbedingungen.html>, a typical German concept for transition from home to Kindergarten. Accordingly, parents will be involved in the transition process until the child has fully settled in. By playing together, singing, dancing and moving, looking at pictures and books, working creatively with a wide variety of materials and much more, the children grow up and prepare for kindergarten. In the extended age mix, shooting star children meet the older kindergarten children in the joint play phases outside, in open activities, in joint projects and at the big celebrations.

3.2. Shooting Star Programme

- **Gross motor skills:** dance and gymnastics, climbing and moving outdoors, playing in the sandpit, sports room.
 - **Logical thinking:** shapes and colours, sorting and grouping.
 - **Fine motor skills:** painting, crafting, cutting, tearing, clay modeling, kneading, pasting and feeling
 - **Environmental Awareness:** Observing, collecting, experiencing with the senses, recognizing animals, planting etc.
 - **Sense of space and time:** e.g. daily schedule, exploring their room, games like rolling the ball through the room, hiding an object and finding it
 - **Speech/ Language:** talking to the child, naming, narrating, describing, making sounds, imitating for e.g. the sound of animals and vehicles, singing, and various oral motor exercises.
 - **Topics:** Our shooting star program starts and ends playfully. We cover a wide range of topics throughout the year. E.g. plants, fruits and vegetables, my body, family, seasons, animals, colours, shapes and parties and celebrations. We carry out joint projects with the whole Kindergarten i.e. Project week India.
-
- Just before the children are ready to move to the kindergarten we offer them try out sessions in the kindergarten group they will join to help in their transition later on.
 - We organize excursions, such as visiting a farm or visiting the zoo.
 - The shooting star group is open Mondays to Fridays from 7:30am to 13:15 pm





4. Preparation for school

4.1 Pre-school and partially open entrance to E1

Pre-school children are the children who are to be enrolled in the first grade of elementary school in the coming school year. At the DSND, the deadline is September 30th. Pre-school children should be 6 years old by this date in the year they start school.

WHAT HAPPENS IN THIS YEAR?

- In the partially open entrance area
Children in E1 primary school and preschool children are taught together in the subject of sports and Music by a primary school teacher and an educator from Preschool.
- The pre-school education
takes place twice a week with the primary school teacher. This teacher mostly takes over the 1st grade in the coming school year. The pre-school children go to these lessons first accompanied and then independently in the course of the year to the classrooms of the school.

Preschool and primary school teachers are regularly evaluating the progress of preschool students.

The pre-school year is considered to be a period of consideration trial space, in which the children are carefully introduced to the demands of school.

The day-to-day routine for the pre-school children has extended, fixed processes, such as pre-school classes, lessons in the partially open entrance area and regular work phases, so that they can orientate themselves within the system and feel safe. The transition, especially to the DSND, will be child's play because our children are already getting along well at school

Further important information for parents can also be found in the school ability profile

http://www.dsnd.de/fileadmin/user_upload/Downloads/Kindergarten/Schulfaehigkeitsprofil_DSND.pdf

5. Working with Parents / Parent Involvement

With our work we want to support and supplement the education of parents and families.

The basis for the cooperation between parents, employees, parents' council and board of directors is a relationship of trust with the guiding principles of transparency and participation. To achieve this, the educators offer parent talks, parents' evenings, management meetings with the parents' council and various events that promote community, and ask the parents for active participation on many occasions.

At the beginning of the kindergarten year, the kindergarten management invites you to the first parents' evening. The parent representatives are elected from among those present. They are the link between teachers and parents. They promote the parents' interest in the work of the kindergarten and represent the kindergarten in the school's parents' council.

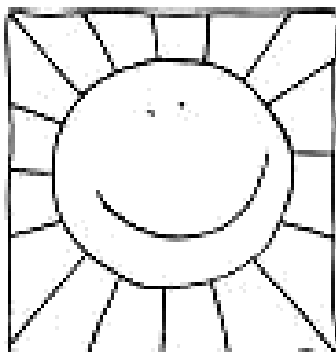
From time to time, the kindergarten management invites the parents' council to an exchange in order to promote cooperation. If necessary, other parents' evenings on specific topics are also planned here and current topics are discussed.

Parents of the kindergarten are members of the school association and in this capacity also elect the school board, the responsible body of the DSND, and thus also the responsible body of the kindergarten.

To actively get involved in kindergarten and school parents can join the following committees

- the parents' representatives of the individual groups
- the parents' council of the DSND
- the board of directors of the school association of the DSND

Pre-arranged parent meetings with educators are encouraged and help parents and educators to work in partnership in the child's best interests.



6. Collaboration in the team

We are a team of qualified pedagogues and assistants who work very closely together. The children are entrusted to us by their parents at a very early age. We are aware that it is sometimes not easy for parents to separate from their child while they are in kindergarten. Therefore, we make every effort to maintain good and open contact with the children and parents and thus build a basis of trust.

As caregivers, we are not above the child, but behind it. We observe, advise and accompany the child. We encourage experimenting and learning from experiences. Our task is to open the door to the child's desire to enjoy play, creative work, storytelling, thinking, learning and understanding. The team supports each other through the very close cooperation in the groups and through joint planning and reflection on the work in the weekly team meetings.

All pedagogues also work in the various committees for school development at the DSND.

In order to ensure the quality of the pedagogical work is sustainable. The pedagogues regularly take part in relevant further training courses.

Each team member recognizes the principles and values of pedagogical work set out in this concept and makes them the starting point of their work.



7. And finally

The concept presented here is based on many years of pedagogical experience. At the same time, it takes into account modern findings from pedagogy and developmental psychology. The kindergarten is not a rigid structure and the concept does not claim to be perfect. As it is in life, changes have to be taken into account. Trust in the joy of learning and the focus on the individual development of our children applies at the DSND. We offer every child a piece of home in a safe and secure atmosphere, orientation, space for diverse and individual learning, for community, participation and co-determination, respect, acceptance and support and, above all, fun and joy in discovering themselves.





10.Impressum

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Annex 1. Organisatorische Informationen für den Besuch des Kindergartens

Annex 2. Jahresplan

Annex 3. Wochenplan Sternschnuppen

Annex 4 Wochenplan Kindergarten