



**international
kids campus**
zweisprachiger
Kindergarten

Concept

Kindergarten



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1. Overview

Two languages – one international concept – for a life full of opportunities

The International Kids Campus (IKC) is a bilingual kindergarten with an internationally-recognized educational concept (PYP). It was set up in 2007 and recognized as an IB World School by the International Baccalaureate Organisation in 2012. The IKC is a limited company and its Managing Director is Mr Rainer Eckertl.

The kindergarten is located at Lerchenauerstrasse 197, in detached premises with extensive outdoor space in the heart of a residential area in the Lerchenau district of Munich (postcode: 80935). The kindergarten is very easy to reach on foot, by bike and by car. There is plenty of parking in the immediate vicinity. Connections to local public transport are also very good, with a bus stop right outside the building.

Our aim is both to foster and to challenge children aged between two-and-a-half and six in a bilingual (German/English) environment. All children have the right to a rounded education from the day they are born, not just once they start school. The IKC gives parents the certainty that their child is not only being looked after as well as possible, but is also receiving every opportunity to develop to the best of his or her individual abilities. We work in line with a part-open concept. Each child belongs to a permanent group, each group has its own room. The daily routine includes repeated opportunities for cross-group activities and education-focused offerings in small groups.

Our kindergarten places are essentially open to all parents, regardless of their cultural background, religious affiliation, social status or occupation. Our bilingual international concept means that we look after children from an enormous variety of nations. Many of the children we look after come from families who are in Munich or Germany for just a limited period for professional reasons. The catchment area for the children we look after extends far beyond the Lerchenau district.

The International Kids Campus works in close collaboration with the International Bilingual School Munich (IBSM), a full-day primary school which is accommodated in the same building and works with an identical international concept. This means that children have the opportunity to switch easily to the linked primary school after kindergarten and to be taught and cared for there in accordance with a bilingual international concept with which they are already very familiar.

The International Kids Campus expressly stands by the UN convention on the rights of disabled people and the objectives of inclusion. Our claim is to give all children, regardless of their individual strengths and weaknesses, the opportunity to grow up together and to experience care, teaching and education in one place. This also includes implementing a gender-sensitive educational policy with the objective of supporting children of both genders in finding their sexual identity and to compensate for role-specific disadvantages.

2. Bilingual – quite naturally

Multilingualism is a great gift to the development of children and an important skill in a globalized world. Studies show that in their early years, children acquire one or more languages effortlessly. Early involvement with foreign languages not only makes it easier to acquire more languages later on, but also stimulates cognitive development overall.

The world's most successful method of acquiring a new language is immersion in that new language. The new language is the language of play, work and everyday speech. We are familiar with the principle from bilingual families: Mum speaks German, whilst Dad speaks English. The children gradually work out the new language from its context – effortlessly and without any pressure at all.

The IKC provides the children in its kindergarten groups with a natural bilingual environment and a “one person, one language” approach. Each group is looked after by one German-language and one English-language state-registered teacher. Each member of the teaching staff talks to the children in his or her mother tongue, both for routine communication purposes and when teaching material from the PYP concept and the *Bayerischer Bildungs- und Erziehungsplan* [Bavarian teaching and education plan]. This gives children the opportunity to be immersed naturally in a new language in a variety of routine and educational situations, and gradually to acquire valuable foreign language skills.

When children first start at our kindergarten, parents have the option of selecting a focus language for their child. The focus language can be either German or English. In the focus language, children are taught more intensive language skills to suit their age (e.g. phonological awareness, grammatical understanding, extended vocabulary, learning letters, listening comprehension, reading comprehension, initial writing skills) in educational offerings in small groups. The aim is to foster the children's focus language in such a way that they are perfectly prepared in language terms for the transfer to a corresponding primary school.

3. International - Primary Years Programme (PYP)

The International Kids Campus follows the *Bayerischer Bildungs- und Erziehungsplan für Kinder in Tageseinrichtungen bis zur Einschulung* [Bavarian state training and education plan for children in daycare facilities until they start school] and teaches the elements of this through the internationally-recognized educational concept of the Primary Years Programme (PYP).

The Primary Years Programme (PYP) is a programme of international education designed to develop the whole child between the ages of three and twelve. It represents a combination of successful, national educational plans and the wealth of experience of international educational institutions. The programme is managed by the International Baccalaureate Organisation (IBO) in Geneva. Continuous updating ensures consistently high quality. Over 3,500 schools throughout the world are currently involved in IBO programmes. The IKC has also been officially recognized as an IB World School since 2012. Recognition by the IBO was granted following a two-year “candidate school” phase and an evaluation visit by the quality management team of the IBO lasting several days.

The Primary Years Programme (PYP) consistently puts children at the centre of everything and pursues a holistic approach. The focus is children’s individual emotional, physical, social and cognitive development. The programme is based on children’s natural curiosity and thirst for knowledge, as children learn best through self-determined experiences closely linked to their own lives.

3.1. Transdisciplinary concepts

Throughout the year, the PYP deals with four to six interdisciplinary “Units of Inquiry”. In the course of these Units of Inquiry, children learn through play to look at a topic from different angles and points of view. They are encouraged to ask questions, to get to the bottom of things and to acquire knowledge concepts in a natural way. Their self-determined discovery and research enable children to transfer these concepts to their daily lives.

The six interdisciplinary concepts reflect the holistic development of the children and give them the opportunity to discover all the areas of their own development independently and individually.

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Who am I, what makes me who I am? What is important to me, what do I value? What do I need to feel good? Who is important to me, who is there for me? Who belongs to my family, who are my friends? What relationships do I have outside that? What higher-order communities and cultures are there? What rights and obligations do I have, what general rights and obligations are there ?	Where do I live? In what time am I living? What is my own history? Where is my homeland? What places have I got to know? What is human history in relation to space and time? How are humans connected and networked at local and global level?	What ideas, feelings, thoughts, values and beliefs do I hold? How can I be aware of these and express them? How do I discover my creativity, express it and take pleasure in it? How do I sense things aesthetically, what is important to me in that process?	How does the world work? What about nature? What natural laws are there? What interactions are there between the natural world and cultural groups? How do humans use their understanding of scientific principles? What impact does technical and scientific progress have on society and the environment?	How do human life systems and societies work? What interactions are there? What structure and function do important organizations have? What form do social decision-making processes take? What economic processes are there and what effects do they have on humans and the environment?	How can we share limited resources meaningfully with other people and other living things? What rights and obligations do we have in this process? How can we facilitate equality of access to equal opportunities? What communities are there on the planet and how are they related? How can we secure peace? What conflict resolution strategies are there?

3.2. The PYP Learner Profile

Our educational concept takes a holistic approach with the aim of providing ideal support for children’s development into self-confident, happy and sociable people who are keen to learn.

All the teaching staff at the International Kids Campus ensure a relaxed, inspiring environment based on the “PYP Learner Profile” which particularly encourages specific characteristics and traits in children. The “Learner Profile” communicates timeless values and sets the right path for children to develop into self-confident people who are open to all the world has to offer.



Teaching staff communicate these values and characteristics to children in a familiar way:

- What is important to us in our daily lives with one another?
- How do we want to treat one another?
- What rules do we want to follow?
- What does it mean to be honest, fair and just?
- Can we try to see the matter from the other person's point of view?
- What do I think about my own actions?
- How can I contribute to resolving a conflict?
- What are my own needs or those of my friends?
- How can I get help if ever I don't know what to do?
- How can I transfer what I have discovered to other areas?
- etc.

According to the "Learner Profile" PYP children are:

Inquirers	Thinkers	Communicators	Risk-takers	Knowledgeable	Principled	Caring	Open-minded	Balanced	Reflective
I ask questions and I research. I am curious and I want to learn new things.	I think about things. I can solve problems.	I can explain lots of things. I listen to other people. I read, write and draw. I know more than one language.	I like trying new things. I make mistakes. I am brave.	I am learning lots of new things. I remember what I have learned.	I am honest. I share and I am fair and just.	I help other people. I care about other people, plants, animals and the environment.	I listen to other people. I respect other opinions and cultures.	I am interested in lots of things. I want to be healthy and happy.	I think about my actions. I can tell when I have done something well.



3.3. The PYP learning and development cycle

The development process in the kindergarten is accompanied by the PYP learning cycle:

1. What do we already know? What else do we want to know?
2. How best can we find that out?
3. How will we know what we have learned?

In the spirit of participation, teachers regularly reflect with the children about their discoveries. This gives children the opportunity of communicating their knowledge, of transferring it to other spheres and of being aware of their own development. The focus of learning is always the child and his or her individual development.

The guiding principle of the PYP is:

“Learners constructing meaning” – the learner works out the meaning for him or herself

4. Implementation of the *Bayerischer Bildungs- und Erziehungsplan*

Our teaching is based consistently on the aims of the *Bayerischer Bildungs- und Erziehungsplan für Kinder in Tageseinrichtungen bis zur Einschulung* and on the *Bayerische Leitlinien für die Bildung und Erziehung von Kindern bis zum Ende der Grundschulzeit* [Bavarian guidelines for the teaching and education of children to the end of their time at primary school]. Our aim is to support the children we look after in developing the key basic skills and to foster them holistically in the various educational areas.

4.1. Basic skills

Basic skills are fundamental skills and personality traits intended to enable a child to enter into constructive interaction with other children and adults and to engage productively with situations in his or her natural environment.

The Primary Years Programme (PYP) comprehensively describes basic skills in its framework, thus providing teachers with tried and tested tools for supporting and fostering development of these basic skills in individual children.

Accompanying this, basic skills are anchored by the teaching of the PYP Learner Profile in familiar surroundings as we live and work together day by day.

Self-awareness

In the context of our educational routine, we consistently foster the feelings of self-esteem in the children in our care and support them in developing a positive notion of self. We achieve this by unconditionally valuing each individual child, with a respectful and friendly manner towards the children and among the children themselves and by creating a variety of options for children to be proud of themselves, their actions, their achievements, their skills, their background and their culture. In the process, we deliberately give the children differentiated positive reports, actively listen to them, support them in verbalizing their feelings and encourage their physical performance and the development of a positive body image.

Examples of our educational actions include:

- show affection and positive reinforcement in our dealings with each individual child
- facilitate a variety of social contact in an international group of children as they play and learn
- implement educational activities which lead to successful experiences to consolidate self-esteem
- consistently positively report on development progress
- a high level of self-determination, participation, independent experience and self-reflection
- encourage children to be aware of their own bodies and to recognize their own needs, preferences and dislikes
- stimulate children's curiosity and creativity using an enormous range of materials and learning stimuli
- generously-proportioned group rooms with a variety of play and experience areas to encourage individual discovery

The corresponding part of the PYP for fostering self-awareness is found in the interdisciplinary concept "Who we are" and in the Learner Profiles "Inquirers", "Thinkers" and "Reflective", in particular.

Motivational skills

We enable children to observe themselves in a wide variety of ways in the everyday group routine, to reflect on their own behaviour and to pursue their interests and inclinations. Children are naturally open to everything new. We encourage the children's intrinsic motivation by providing them with space, time and a whole variety of access to self-determined activities. In the process, we deliberately target the curiosity and the individual interests of the children and give them autonomy and experience of skills. Every child is an explorer, an inventor, an artist - we give every child the possibility of experiencing all that and more and of experiencing wide-ranging self-efficacy.

In a safe, protected space, we support the children as they plan, observe, rate and accordingly manage their behaviour. To this end, we observe children as they play, notice what they do and try to find out what "stimulus" we can give them to challenge them in a way which matches or slightly exceeds their abilities.

The corresponding part of the PYP for fostering motivational skills is found in the interdisciplinary concepts "Who we are", "How we express ourselves" and in the Learner Profiles "Inquirers", "Thinkers", "Communicator", "Risk-taker", "Knowledgeable" and "Reflective", in particular.

Cognitive skills

A good foundation in cognitive skills opens up to a child a lifetime of increased potential and opportunities. Specific encouragement of cognitive skills in our kindergarten lays the foundation for a child's continued development and enjoyment of learning.

A whole range of different materials and learning games, such as matching games, natural materials, social and mathematical games, foster differentiated awareness, the ability to think, memory and problem-solving skills. Various role-play games and the associated opportunity to switch perspective and to train problem-solving skills are also a key component of the group routine. Literature, age-appropriate picture books, stories, rhymes and finger games all contribute to fostering early literacy skills, imagination and creativity. Discoveries and experiments, especially those within the Units of Inquiry, give children the opportunity to work out connections for themselves and to perceive them in a differentiated manner.

The corresponding part of the PYP for fostering cognitive skills is found in the interdisciplinary concepts "How we express ourselves", "How the world works" and in the Learner Profiles "Inquirers", "Thinkers", "Communicator", "Knowledgeable", "Open-minded" and "Reflective", in particular.

Physical skills

A positive attitude to one's own body and one's own physical potential is a central basis for healthy development of the personality. With a lot of fun in movement and physical expression, we enable the children to gain important access to a positive self-image and an appropriate feeling about their body. It is also important to us in this process to promote awareness of a healthy, balanced diet, supporting the children as they increasingly perform basic hygiene tasks independently and extend their ability to control physical stress.

Examples of our educational actions include:

- teach independence – blowing nose, washing hands, brushing teeth, going to the toilet
- foster fine motor skills, for example when making things, cutting, colouring in
- foster gross motor skills, for example running around in the sports hall, dance, rhythm and games of skill, in the course of outdoor activities
- experience active and quiet phases as an omnipresent principle and as an option for self-regulation, teach relaxation techniques appropriate to children
- foster a health-conscious, enjoyable diet

The corresponding part of the PYP for fostering physical skills is found in the interdisciplinary concepts "Who we are", "How we express ourselves" and in the Learner Profiles "Thinkers", "Communicator", "Balanced" and "Reflective", in particular.

Social skills

Social skills are becoming more and more important in our rapidly-changing world. The children in our kindergarten have the opportunity to build lots of different social relationships with other people of different nationalities and cultures, to have contact with children and adults and to test their communication and co-operation skills. We support the children in entering into dialogue with others in an open-minded, impartial way, in looking at things from different points of view, in resolving conflicts and in getting to know their boundaries as an individual, as well as the boundaries of other people.

We consider it important that our teachers function as role models in this process, modelling to children empathy, mutual respect, appreciative communication and cooperation, as well as constructive conflict resolution.

Examples of our educational actions include:

- design a valuing, open group situation
- implement children's councils, sharing circles
- transfer responsibility for minor tasks
- involve the children in planning, room arrangement and so on
- discuss conflict situations in a participative style whilst valuing everyone's contribution

The corresponding part of the PYP for fostering social skills is found in the interdisciplinary concepts "Who we are", "How we express ourselves" and "Sharing the planet" and in the Learner Profiles "Thinkers", "Communicator", "Principled", "Caring", "Open-minded" and "Reflective", in particular.

Development of values and acquisition of moral bearings

At the International Kids Campus, we look after children from a variety of nations. Solidarity with one another and the opportunity to meet children from a variety of cultures in an open, impartial manner are a core value at IKC and permit the development of universal values, tolerance, a feeling of belonging and discussion of ethical issues at a level appropriate for children. The PYP Learner Profiles particularly promote the understanding of values and characteristics such as solidarity, open-mindedness, empathy, reflection, mutual respect and impartiality. Among other things, teaching staff support this by reading suitable stories aloud, by making different cultures and religions the topic in group routine or by bringing up topical situations to talk to children about ethical issues/to encourage the formation of moral judgments.

The corresponding part of the PYP for fostering the development of values and the acquisition of moral bearings is found in the interdisciplinary concepts “Who we are”, “How we organize ourselves” and “Sharing the planet” and in all ten Learner Profile categories, in particular.

Ability and readiness to take on responsibility

Taking on responsibility for oneself and for other people is a central development task of childhood. The specific focus on routine group reflection and self-reflection of the PYP and the Learner Profiles provide children at the IKC with the opportunity to treat themselves and one another sensitively and to take responsibility for their own actions and for other people, the environment and nature.

Examples of our educational actions include:

- reflect on social interaction in individual and group settings
- experience a group environment which encourages mutual respect and support
- take on small duties within the group
- involved with environmental concepts – especially within the “Sharing the planet” units
- segregate waste and handle raw materials with awareness

The corresponding part of the PYP for fostering the ability and the readiness to take on responsibility is found in the interdisciplinary concepts “Who we are” and “Sharing the planet” and in the Learner Profiles “Thinkers”, “Communicator”, “Knowledgeable”, “Principled”, “Caring”, “Open-minded” and “Reflective”, in particular.

Ability and readiness to participate in the democratic process

The opportunity to become actively involved in the group routine, to have a voice and help make decisions, whilst at the same time finding out the limits and rules which promote community, prepares children perfectly for life in a democratic society. Fixed rituals in the daily routine, such as the daily morning circle or the weekly assembly, teaching and practising rules and limits, fostering a constructive culture of conversation, discussion and reflection of different points of view and gradually trialling and implementing democratic decision-making and voting processes, all play an important part. Teachers play an important function as role models in this process, whilst taking the needs of the children into account.

The corresponding part of the PYP for fostering the ability and readiness to participate in the democratic process is found in the interdisciplinary concepts “Who we are” and “Sharing the planet” and in the Learner Profiles “Thinkers”, “Communicator”, “Knowledgeable”, “Principled”, “Caring”, “Open-minded” and “Reflective”, in particular.

Competence in learning methods – learning how to learn

Competence in learning methods enables children to achieve self-managed, sustainable learning and is an indispensable constituent of success in life. In the context of our international PYP concept, we consistently promote self-determined learning, tap specifically into the children’s interests and prior knowledge, encourage them to design, perceive, manage and regulate their educational processes independently, as well as to apply the competence they have acquired and transfer it to different spheres of their lives. Observation, self-reflection and documentation of their own development in our portfolio make a key contribution to promoting the children’s own learning processes.

In our kindergarten, children have the opportunity to familiarize themselves with a variety of educational spheres during the Units of Inquiry. Our intention here is to present children with as little “prefabricated” material as possible, but to encourage the children to bring their own ideas, experiences and inclinations. In group discussions, in our morning and closing circles, we encourage the children to reflect on their own learning and to make themselves aware of suitable learning strategies.

Our twice-yearly 3-way conferences are a particular highlight from the point of view of competence in learning methods. In a further development of the classic “parents’ evening”, we once again put children at the centre of the process. In a 30-minute meeting, children are given the opportunity to present to their parents their own learning successes and the documented learning process. The work on display in the group room and their own portfolio make it easy for the children to link to successes they have achieved and to explain these to their parents. Children are supported in their efforts by the teaching staff, who prepare intensively with individual children for this important event. This positive experience, the pride in their own development and the awareness of this give a real boost to children’s self-confidence. In the same way, we see a positive feedback effect with regard to the children’s own development and pleasure in learning.

Competence in learning methods runs through all the Units of Inquiry, and it goes without saying that all ten features of the PYP Learner Profile likewise have particular importance from the point of view of competence in learning methods.

Resilience

No more pointing out shortcomings – we specifically highlight strengths, giving children specific support in developing resilience by encouraging their creative abilities, their ability to solve problems and thus also their enthusiasm for learning by offering a wide range of activities (empowerment). The reinforcement of social resources, a positive self-image, a high level of self-confidence, good social skills, a good ability to control one’s behaviour, positive experiences and the fostering of interests, talents, hobbies and spirituality all make a key contribution to the development of resilience.

We support the children with positive role models, affectionate interaction in a safe environment and with consistent bonds with teaching staff and peer groups. An open atmosphere in which the child feels valued, supported by the PYP Learner Profile, allows children to overcome anxieties and enjoy positive experiences in self-efficacy.

In close cooperation with parents, we give children the opportunity to make a positive attitude to life the foundation for their development. The smooth transition from the family to the kindergarten has just as important a role in this as does the transition from kindergarten to school.

In their last year at the International Kids Campus, the children actively and specifically prepare for their transition to school. They learn how to deal appropriately with structure, to join in with shared tasks, to set up and follow rules together, to accept expectations and to meet them as best they can, and finally to express their own needs appropriately. The children are able to write their own names, and possibly also short words/sentences, they learn to cope with numbers in games and to recognize patterns. They are keen to take on more responsibility and duties for themselves and in the group.

All ten characteristics of the PYP Learner Profile are closely linked to the development of resilience.

4.2. Learning spheres

The different educational spheres described in the *Bayerischer Bildungs- und Erziehungsplan* form the basis of our educational work with the children and are consistently referred to when implementing the PYP concept. The aim is to support and encourage the children as follows in the different spheres:

Sphere of education	What are we improving?	How do we achieve this?
Linguistic education and improvement	<ul style="list-style-type: none"> - Children's individual language development - Respectful interaction with others and with other languages - Enjoyment of dialogue and one's own language development - Sensitization to non-verbal aspects of language and communication - The development of literacy 	<ul style="list-style-type: none"> - We create a variety of situations for expanding linguistic skills and vocabulary, we read aloud, tell stories, ask questions, surround ourselves with rhymes, songs, role-plays, story times, plays, fairy tales, poems etc. - We encourage access to (picture) books - We are positive role models - We value development and work with positive reinforcement



<p>Mathematical education and improvement</p>	<ul style="list-style-type: none"> - Basic mathematical understanding in prenumeracy and numeracy - Expression of mathematical content in words and symbols -The children experience maths in different ways using materials, the environment and themselves - Use all their senses to comprehend shape, space, quantity, size, number and colour as mathematical concepts - Learn to order, distribute and compare as mathematical concepts and actions - Transfer mathematical concepts to the natural and artificial environment 	<ul style="list-style-type: none"> - We experience maths with a variety of mathematical materials, 2D and 3D shapes, units for counting, natural materials etc. - We use the whole of the kindergarten as a space for mathematical concepts - We experience mathematics in games, with dice, in moving counters, assigning, describing, when recording time -We experience mathematical concepts in everyday situations (how much, more, less, larger, smaller, longer, shorter, heavier, lighter, faster, slower etc.)
<p>Ethical and religious education</p>	<ul style="list-style-type: none"> - The children respect and value themselves and others - The children respect and tolerate people of other cultures, skin colours and religions - The children understand that tolerant values form the foundation of our society and of living together in peace 	<ul style="list-style-type: none"> - We are role models in how we treat one another and the children - Our values and our appreciation come to life in our daily interaction - We use the PYP Learner Profile and bring it to life in our daily routine in order to support this development - We provide a wide variety of opportunities for self-reflection and group discussions and thus the opportunity to see difference as enrichment - We provide a wide variety of opportunities to feed natural curiosity about different cultures and attitudes
<p>Education and training in environmental issues</p>	<ul style="list-style-type: none"> - The children experience joy in nature, in the world and development of animals and plants, and draw conclusions from this about their own development - The children learn that we are part of this planet and must treat it with respect, share it with other people and protect it together - The children learn awareness in handling limited resources 	<ul style="list-style-type: none"> - We observe, consider and experience nature with awareness and take it as an example for a wide variety of activities - We bring nature into the kindergarten, conduct experiments and learn from nature - We segregate our waste and learn why this is important - We make sure we don't use too much water. What and how much do we really need? Or what could we perhaps reuse?



Physical education	<ul style="list-style-type: none"> - The children get to know their bodies and assess their physical capabilities correctly - The children develop a positive body image - The children develop their motor skills and their capacity for rhythm - The children experience a healthy balance between rest and active phases and appreciate this as a means of self-regulation - The children develop an understanding of the link between movement, diet and health 	<ul style="list-style-type: none"> - We move around a lot - We are always trying out new games and sequences involving movement - We dance, race around and act - We provide a variety of equipment and materials to encourage movement - We regularly do sports activities in our sports hall - We complete movement-based health projects
Aesthetic, artistic, cultural education and training	<ul style="list-style-type: none"> - The children are curious about their own abilities to express themselves - The children experience recognition of their creative work - The children learn about different materials and techniques for expressing their artistic power - The children respect their own cultures and those of others as a form of human and artistic expression - The children learn to reflect on their own forms of expression and to communicate these - The children acquire a basic understanding of colour and shape and how to work with them 	<ul style="list-style-type: none"> - We experiment with different forms of expression in the plastic arts, painting, making things, singing, dancing, acting, trying out new languages - We experience expression as art and art as expression, look at lots of different works of art - We get inspiration and consider how we can inspire others - We value our own means of expression and those of others and present them in a respectful framework
Musical education and training	<ul style="list-style-type: none"> - The children experience pleasure in music, in rhythm and in sound - The children get to know their bodies as a sound box - The children experience sound with more than just their ears - The children develop their feeling for rhythm - The children make music themselves using simple instruments 	<ul style="list-style-type: none"> - We listen to lots of different pieces of music and genres of music - We discover which sounds we can make with and without the aid of instruments - We experience sounds with all the senses - We make our own instruments - We experiment with sounds - We differentiate, becoming aware of different sounds and tempos - We experience that a variety of feelings can be represented especially well by different sounds - We consider what the interpreter of a piece is trying to express and how he tries to do this

Health education	<ul style="list-style-type: none"> - The children learn skills in looking after their own bodies - The children become aware of their physical needs - The children learn to deal naturally and kindly with their own needs and those of others - The children continue to develop their body image - The children learn about the balance between mental and physical wellbeing - The children learn how important a healthy diet is for their physical wellbeing 	<ul style="list-style-type: none"> - In cooperation with parents, we foster a healthy diet - We move around a lot and learn that physical activity contributes to wellbeing - We try out different foods and talk in detail about diet - We support daily personal hygiene, clean teeth, wash hands etc. - We drink water instead of sweetened drinks - We discover that living a healthy life brings a lot of pleasure
Information technology education and media training	<ul style="list-style-type: none"> - The children experience books, CDs and other media as tools in their development - The children learn to handle books with awareness for entertainment, as a source of information and in the context of social interaction - The children learn to use a camera and a computer independently and to use them as means of expression - The children learn to handle new media responsibly 	<ul style="list-style-type: none"> - We read a lot, look at picture books and books of photographs - We talk about books, authors, illustrators, new media - We design our own books, are authors and illustrators - We experiment with the camera and learn the opportunities for expression provided by photography - We examine different media – talking books, music CDs, computers and compare the opportunities they offer us - We go on trips and look at different media and how they are used around us

5. An overview of the six transdisciplinary concepts

As already described under Item 3.1, throughout the kindergarten year the PYP is concerned with four to six interdisciplinary Units of Inquiry. Each Unit of Inquiry takes about 6 - 12 weeks depending on the age of the children and the structure of the unit. The Units of Inquiry are dealt with in German and English alternately at different times throughout the day in three small groups of identically-aged children (2.5 to 4 years/4 to 5 years/5 to 6 years).

The children learn to look at a topic – the central idea – from a variety of angles and points of view, to ask in-depth questions about it and to research it. We see ourselves as educational companions in this process, encouraging the children to get to know the world and the global concepts on which it is based in a self-determined way. Their own discoveries enable the children to transfer the concepts to their daily life quite naturally, experiencing a variety of positive learning successes and valuable, experience-based practical skills in the process.

The overview which follows below is the general framework within which teachers move with the children. Depending on the prior knowledge, interests and inclinations of the children, the actual course and outcome of the individual units will always be unique.

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Kindergarten

In full accordance with the constructivist principle: the journey is the destination. The focus in the process is to give each child the opportunity to perceive his or her own development as a process, to influence it in a self-determined manner and thus naturally also to influence the outcome and his or her own learning process.

For the framework shown, teachers plan – with and without the children’s input – varied activities which provide stimuli and are intended to initiate and accompany the learning process. The initiation and progress of a particular unit are discussed, coordinated, reflected upon and developed further in regular team meetings before, during and after that unit.

At the end of each unit, the children have the opportunity, supported by teaching staff, to record their own experience and development in the context of a summary assessment.



Summary of Units of Inquiry

Units of Inquiry for K groups (aged 2.5 – 4)

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Who am I, what makes me who I am? What is important to me, what do I value? What do I need to feel good? Who is important to me, who is there for me? Who belongs to my family, who are my friends? What relationships do I have outside that? What higher-order communities and cultures are there? What rights and obligations do I have, what general rights and obligations are there ?	Where do I live? In what time am I living? What is my own history? Where is my homeland? What places have I got to know? What is human history in relation to space and time? How are humans connected and networked at local and global level?	What ideas, feelings, thoughts, values and beliefs do I hold? How can I be aware of these and express them? How do I discover my creativity, express it and take pleasure in it? How do I sense things aesthetically, what is important to me in that process?	How does the world work? What about nature? What natural laws are there? What interactions are there between the natural world and cultural groups? How do humans use their understanding of scientific principles? What impact does technical and scientific progress have on society and the environment?	How do human life systems and societies work? What interactions are there? What structure and function do important organizations have? What form do social decision-making processes take? What economic processes are there and what effects do they have on humans and the environment?	How can we share limited resources meaningfully with other people and other living things? What rights and obligations do we have in this process? How can we facilitate equality of access to equal opportunities? What communities are there on the planet and how are they related? How can we secure peace? What conflict resolution strategies are there?
Who am I	My History	Story Time	How my Garden Grows		
Central idea What characteristics and skills make me unique?	Central idea We become aware of who we are and where we come from	Central idea We can express our feelings, thoughts and ideas through stories and imaginative play	Central idea How the natural world provides us with food	The K groups deal with four Units of Inquiry throughout the year	The K groups deal with four Units of Inquiry throughout the year
Guidelines for inquiries: -Physical, social, emotional characteristics - Changes I see in myself - Similarities and differences between me and other people	Guidelines for inquiries: - Record your own history - Changes since my birth - Reflect on past experiences	Guidelines for inquiries: - Communicate through play - How toys and materials support us in play - Invent stories using toys, props, materials	Guidelines for inquiries: -Where does our food come from? - Plant a plant - Recognize the changing seasons		

Units of Inquiry for K1 groups (aged 4 – 5)

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Who am I, what makes me who I am? What is important to me, what do I value? What do I need to feel good? Who is important to me, who is there for me? Who belongs to my family, who are my friends? What relationships do I have outside that? What higher-order communities and cultures are there? What rights and obligations do I have, what general rights and obligations are there?	Where do I live? In what time am I living? What is my own history? Where is my homeland? What places have I got to know? What is human history in relation to space and time? How are humans connected and networked at local and global level?	What ideas, feelings, thoughts, values and beliefs do I hold? How can I be aware of these and express them? How do I discover my creativity, express it and take pleasure in it? How do I sense things aesthetically, what is important to me in that process?	How does the world work? What about nature? What natural laws are there? What interactions are there between the natural world and cultural groups? How do humans use their understanding of scientific principles? What impact does technical and scientific progress have on society and the environment?	How do human life systems and societies work? What interactions are there? What structure and function do important organizations have? What form do social decision-making processes take? What economic processes are there and what effects do they have on humans and the environment?	How can we share limited resources meaningfully with other people and other living things? What rights and obligations do we have in this process? How can we facilitate equality of access to equal opportunities? What communities are there on the planet and how are they related? How can we secure peace? What conflict resolution strategies are there?
Family and Friends		Sing a Song	Materials found in our World	Let's play Games	Mini-beasts
Central idea: Our relationships with family and friends enrich our lives and need care and attention if they are to develop	The K1 groups deal with five Units of Inquiry throughout the year	Central idea: I can use music and dance to express my feelings	Central idea: Our world is made of different materials and substances which have different properties	Central idea: The games we play help us learn new things in lots of different ways	Central idea: We share our world with lots of different miniature animals (insects, small fish etc.)
Guidelines for inquiries: - My role in my family - Characteristics of healthy families and friendships - How to maintain positive friendships		Guidelines for inquiries: - Songs I know and like - How a variety of music describes different feelings - How can I move to express my feelings?	Guidelines for inquiries: - Differences between natural and synthetic materials - How we can use different materials and substances - Individual properties of materials and substances and how we can describe them	Guidelines for inquiries: - What a game is - Why we play games - Why games need rules - What we learn when we play different games	Guidelines for inquiries: - What a mini-beast is - Where we find mini-beasts - How mini-beasts help us - How we look after mini-beasts

Units of Inquiry for K2 groups (aged 5 – 6)

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Who am I, what makes me who I am? What is important to me, what do I value? What do I need to feel good? Who is important to me, who is there for me? Who belongs to my family, who are my friends? What relationships do I have outside that? What higher-order communities and cultures are there? What rights and obligations do I have, what general rights and obligations are there?	Where do I live? In what time am I living? What is my own history? Where is my homeland? What places have I got to know? What is human history in relation to space and time? How are humans connected and networked at local and global level?	What ideas, feelings, thoughts, values and beliefs do I hold? How can I be aware of these and express them? How do I discover my creativity, express it and take pleasure in it? How do I sense things aesthetically, what is important to me in that process?	How does the world work? What about nature? What natural laws are there? What interactions are there between the natural world and cultural groups? How do humans use their understanding of scientific principles? What impact does technical and scientific progress have on society and the environment?	How do human life systems and societies work? What interactions are there? What structure and function do important organizations have? What form do social decision-making processes take? What economic processes are there and what effects do they have on humans and the environment?	How can we share limited resources meaningfully with other people and other living things? What rights and obligations do we have in this process? How can we facilitate equality of access to equal opportunities? What communities are there on the planet and how are they related? How can we secure peace? What conflict resolution strategies are there?
My Home	Journeys	Pictures Tell My Story	Circle of Life	Who does What?	Human Touch
Central idea: Our home creates identity, beliefs and culture	Central idea: Travelling and moving house can help us find out more about ourselves and about the world around us	Central idea: We can tell our story using pictures and language	Central idea: All living things change as they grow	Central idea: People have many different spheres of work	Central idea: Animals and plants need certain things in order to survive
Guidelines for inquiries: - Concept of a home - Different kinds of house - Beliefs, traditions, values and cultures at home	Guidelines for inquiries: - Why people travel and move house - What we need for a journey - Journeys allow us to discover new things	Guidelines for inquiries: - Creative forms used by authors and illustrators - Why we tell stories - Expressing ourselves through art and theatre	Guidelines for inquiries: - I have changed as I have grown - The needs of living things as they change - Similarities and differences in various life cycles	Guidelines for inquiries: - Different jobs in our community - Tools, skills and personal traits required for different jobs - Interdependencies of different jobs in our community	Guidelines for inquiries: - The rights and responsibilities of animal owners - How we can help animal species at risk - What plants provide us with - How we can look after our plants

6. Observation and recording of development

At the IKC, we understand the observation and recording of a child's developmental processes to be a central prerequisite for educational action in the care, education and encouragement of children. Anyone wishing to accompany and encourage children on their developmental path needs to observe them closely, record those observations and incorporate them in their educational actions by means of a reflective process. We use the observations and the related documentation as sources for professional discussion, for planning our teaching actions and for participative dialogue with the children and their parents. We

also see the documentation of these observations as an important tool for internal quality assurance and thus for structured examination of our own teaching actions.

A key component of the documentation of a child's individual development and learning success is the portfolio. Each child collects their own "works" in a folder to record and illustrate the process of his or her development. The children learn to analyse their own progress, develop their powers of observation and to express themselves in an age-appropriate manner in relation to their own and other people's "works", events and processes in regular reflection sessions in a group or individual scenario. This supports language development in German and English just as much as it does respectful, sensitive treatment of oneself and other people. The portfolios are used as a key tool for documenting and illustrating the development of children in the context of our 3-way conferences with parents.

In addition to the portfolio, we observe and record the development of children using PERIK, SISMIK and SELDAK¹ observation forms and use the respective results for concrete planning of educational measures for the child in question.

Vorkurs 240 [Language support for children with language difficulties or German as a second language]
If the SISMIK and SELDAK language observation forms indicate that the child has particular needs in this sphere, language is specifically fostered in the penultimate and final year at kindergarten (Vorkurs 240) in close collaboration and agreement with our linked primary school, the IBSM. We have access to a broad range of competence in fostering language in the context of our international, bilingual concept.

7. Collaboration with parents – education and teaching as a partnership

We see the education, teaching and care of children as a partnership of responsibility – education can only succeed in a close cooperation of trust between ourselves and parents. We collaborate with parents at different levels and give them plenty of opportunities to familiarize themselves with our work.

Before the process of caring for the children starts and once it is in progress, there are numerous meetings with parents - for example information meetings before the agreement is signed, a meeting before the acclimatization period, detailed conversations in the course of the acclimatization process, quick chats when children are dropped off and picked up, regular development discussions (3-way conferences) and

¹ Sismik - Sprachverhalten und Interesse an Sprache bei Migrantenkinder in Kindertageseinrichtungen [Language behaviour and interest in language in migrant children in kindergarten facilities]

Seldak - Sprachentwicklung und Literacy bei deutschsprachig aufwachsenden Kindern [Language development and literacy in children growing up speaking German]

Perik - Positive Entwicklung und Resilienz im Kindergartenalltag [Positive development and resilience in the kindergarten routine]

These are all observation forms used in the Bavarian early years education system

discussions when parents feel a particular need for that and for advice. There is also a regular exchange of e-mails between teaching staff and parents.

An information evening for parents is held at the start of every academic year. We talk in detail about the plans and syllabus for the coming year. The Parent-Teacher Organization (PTO) is also elected at this evening for parents. Throughout the year, regular newsletters also keep parents up to date with our projects, enabling them to follow up topics at home.

Several times a year, we organize PYP workshops to explain to parents the way in which the PYP concept supports the development of their child. These workshops also give parents a platform for getting to know one another and for exchanging information.

There is a regular and intensive exchange of information with the Parent-Teacher Organization (PTO). Among other things, the aim of this exchange is to clarify the concrete implementation of our educational concept and annual plan, to sort out organizational matters, to discuss staff planning and to prepare joint projects, parties and other events.

The start of the year sees our PTO Welcome Picnic, there is a winter-themed party before the winter break, a spring-themed party in May and a summer party to round off the school year. The PTO also supports the educational work and the implementation of our bilingual concept by means of special activities organized and delivered by parents – for example, reading groups in focus languages or mother-tongue groups in languages such as Mandarin, Spanish and Russian.

The International Kids Campus bases its work on a quality assurance system. There is an annual parents' survey, the results of which are published. The results of the parents' survey are a key basis for the internal process of quality development.

Every child starts a portfolio in which he or she collects work to enable him or her to record and reflect on development. This portfolio also serves as a basis for discussions with parents.

3-way conferences

Our twice-yearly 3-way conferences represent a special highlight. Taking the classic parent-teacher conference a step further, we once again make children the focus. In a 30-minute meeting, the children are given the opportunity to present their own learning success and the documented learning process to their parents. The work on display in the group room and the child's own portfolio enable children to link easily to successes achieved and to explain them to parents. The children are supported in this by teaching staff who prepare intensively with individual children for this important event. This positive experience, the pride in their own development and the awareness of it give children's self-confidence a real boost. We likewise see a positive feedback effect in the children with regard to their own development and enjoyment in learning.

In addition, it goes without saying that parents are welcome to make an appointment with teaching staff at any time.

8. Acclimatization concept

We place particular importance on the transfer from the family to our international kindergarten. Our acclimatization concept is adapted to suit the stage of development, the age and the cultural background of the child. A key objective is to realize and address the needs of all those involved in this phase – some of which conflict - and to get the children through this sensitive phase as stronger individuals. Our acclimatization concept is based on the INFANS acclimatization model (Laewen, Andres & Hedervari).

The acclimatization period in the kindergarten lasts about two weeks and allows the child, the parents, the group and teaching staff to acclimatize the child stage by stage to suit his or her individual requirements.

Parents are given advice before the acclimatization period and intensively involved in the acclimatization phase. It is expressly desired that parents accompany their child to the group during the acclimatization period and stay there for a little while. We see parents as the experts in their child in this process, capable of providing key pointers for a successful transition from the family to the kindergarten setting. For teaching staff in particular, parents function as a model for the appropriate treatment of their child.

The individual acclimatization steps are discussed between teaching staff and parents and modified to suit the developmental stage and age of the child. The children in the receiving group are included in the acclimatization phase by means of ritualized activities. Regular conversations and shared reflections between educational staff and parents accompany the acclimatization process. A dedicated kindergarten assistant is available to the child for the acclimatization phase.

Our acclimatization concept provides for a total of three phases. In the initial phase, parents accompany their child to the group and stay there for a little while as required. Following agreement with staff, parents occasionally leave the group room and help the child make his or her first experiences in independence. In the stabilization phase, parents say goodbye as they hand over their child into the kindergarten's care but stay available in the background and pick their child up again after an agreed time. In the final phase, the visiting times of the child are modified to suit the times booked for the child to attend kindergarten. The dedicated assistant carefully withdraws from intensive acclimatization support and increasingly supports the child in interacting with other children. Increasingly, she accompanies the child from more of a caring distance and is always available as a "safe haven".

9. Child protection policy

As a day kindergarten, we are subject to the regulations of Federal German child protection law. We take child protection mandate formulated in that law very seriously indeed. Our aim is to do everything to secure the wellbeing of the children at all times/to ensure that we detect and deflect potential hazards to a child's wellbeing at an early stage. In this connection, we collaborate closely with parents, advisory services and, if required, the responsible specialists from youth services.

To guarantee the protection mandate in accordance with § 8a and § 72a of SGB VIII [Sozialgesetzbuch – German social code], we have signed the city of Munich's enactment of the terms and consistently implement the actions agreed in that code and the requirements within the meaning of § 72a SGB VIII (not employing people with relevant prior convictions). This also includes training and raising awareness in our

teaching staff at regular intervals so that they are properly aware of the protection mandate in accordance with § 8a SGB VIII. We also consider it especially important in this connection to implement suitable processes for participation and for complaints management.

10. Participation

The participation of children and their parents within the meaning of German child protection law has a central importance at the International Kids Campus. We are convinced that active participation by children in their routine and in their learning processes is an essential prerequisite for their developing a healthy personality.

The opportunity to take an active part in helping design the kindergarten routine and in helping make decisions reinforces children's confidence and encourages them to be aware of and to demand their rights in an age-appropriate manner at an early stage, as well as to stand up for their needs. Right from the start, this teaches children a wide range of positive experiences of self-efficacy and autonomy at different levels, fostering the long-term development of self-confidence and self-awareness. The more successful this is, the more it can be assumed that the children will become people aware of their rights who have the confidence and courage to stand up for their own rights and those of other people.

A fundamental condition for successful participation is the attitude of teaching staff towards the children in the kindergarten routine. In the context of our international concept, we give a high priority to inviting, stimulating and encouraging children to participate in dialogue in a wide range of everyday and educational situations. A condition for this is that teaching staff observe the children, actively listen to them and notice and take seriously both their verbal and non-verbal signals. Our aim is to teach children that they can be involved in a variety of ways depending on their age and on their individual skills and, as designers of their own educational processes, can experience self-efficacy. This is ensured among other things by our PYP concept, which gives children the opportunity to design themselves situations in learning by discovering, to find ways of learning and developing independently and also to take different approaches in the process.

For us, participation also means that our teaching staff examine their educational actions in a reflective process and as they do so, constantly ask themselves which situations children can participate in. We accordingly understand our participation concept as a continuous process, with the aim of gradually developing further opportunities for the children entrusted to our care to participate and then to anchor these opportunities firmly in our structure.

This fundamental attitude is implemented in daily work with the children on a differentiated basis to suit age and developmental stage by means of the following participative measures:

- notice, respect and react sensitively to children's needs and associated verbal and non-verbal means of expression.
- create interaction involving communication and dialogue to facilitate the child's experience of his or her self-efficacy.
- implement sensitive, attentive care which picks up the child's signals and gives the child space to get involved and places the child's needs centre stage.

- respect the child's attempts at autonomy and his or her desire to make his or her own decisions in the kindergarten and educational routine whenever possible.
- design educational processes in cooperation with children, giving them the opportunity to garner learning experience independently and under their own control in dialogue with teaching staff.
- give the children age-appropriate information about the reasons for teaching staff decisions.
- consistently involve children when resolving conflict and encourage children to develop and implement their own resolution methods.
- hold morning circles, meetings and children's councils in which the children can express their opinions, desires, suggestions and criticisms.
- involve the children in the procurement of play equipment and in the design and use of premises.
- involve the children in planning, designing and implementing educational activities.
- transfer responsibility to children to suit their skills (table duty, plant duty, buddying).
- involve the children in creating and developing group rules.

In addition to involving children, a key component of our participation concept is also the involvement of parents. The aim of our work with parents is to build up a partnership with them for education and teaching which involves trust and appreciation.

This includes various options for parents to get involved: information about our educational work in good time, regular exchange of information about educational concepts, picking up suggestions and requests from parents, regular discussions on development and to agree objectives, parents' meetings and parent information events, the opportunity to join in with the educational routine, the incorporation of parents' skills and interests, annual parent surveys and collaboration with the Parent-Teacher Organization (PTO).

11. Complaints management system

Closely linked to our participation concept is our complaints management system. All children and parents at the IKC have the right to express complaints about personal issues and to be listened to at any time. The right to complain is a key form of participation and provides children with lasting protection from disadvantage, injustice, violence and abuse.

The International Kids Campus places immense value on an environment which makes it easy to complain and which gives all children and their parents the confidence to make complaints at any time and to know whom to contact with them. If children and parents express complaints, their experience needs to be that they are taken seriously, that they do not experience any disadvantage as a result of complaining and that they receive a rapid response to their complaint.

All teaching staff at the IKC are available to children and parents as contacts for complaints. A complaint can also be lodged directly with the manager of the facility, Head of Education or the management. The elected PTO is also available as a contact for complaints. If parents would prefer not to make their complaint to the IKC directly, they naturally also have the option of contacting the local supervisory body responsible.

The IKC sees every complaint as an opportunity to examine the quality of care and to introduce improvement measures if necessary. Complaints are accordingly an important component of our quality development process. We are aware that our complaints management system has to be capable of picking up

and taking seriously a variety of children’s forms of expression with a high degree of sensitivity, so it is against this background that we implement the following measures in the context of our complaints management system:

- explain to children regularly, and in an age-appropriate manner, their right to complain, how to do this and whom to contact in the context of educational activities.
- encourage children regularly to express their opinions and criticism in morning circles, meetings and children’s councils.
- notice sensitively and take seriously non-verbal forms of expression of children’s dissatisfaction and complaint, such as crying, anxiety, irritation, anger, aggressivity, rejection, withdrawal.
- actively listen to and take seriously children’s verbal expressions of dissatisfaction and complaint.
- create opportunities for confidential conversations in which complaints can be expressed.
- inform parents about the options for complaining, the routes for doing so and the relevant contacts in the course of parent-teacher conferences, parents’ meeting and in notices.
- appreciate parents’ skills and their role as a mouthpiece for their children.
- maintain a staff culture of getting involved and of drawing one another’s attention to things in an atmosphere which accepts that mistakes will be made.
- quick response to complaints, either immediately after the complaint is expressed or, if there is a need for clarification, after no more than two days. Depending on what the person lodging the complaint would like and the specific situation, confidentiality, anonymity and protection are guaranteed.
- record all complaints which cannot be clarified immediately between child/parents and the person receiving the complaint. The obligation to keep records is particularly important for complaints requiring examination of staff, structural and process-based boundary conditions and for complaints which indicate that boundaries in the forming of relationships or in violence have been breached by teaching staff, other children or outsiders.
- process complaints in an open, transparent and respectful exchange, ensuring that all those involved are included. Advice is always taken from the relevant expert when there is an indication that relationship boundaries have been breached or violence is involved.
- systematic evaluation and analysis of complaints in the context of our quality assurance programme. The aim is to use complaints to identify action required to develop further and optimize concepts, methods, structures and processes which serve in particular to protect the rights of the children we look after and their parents.

12. Daily routine and kindergarten closures

Our daily routine follows a pattern of various activities, with peace and quiet alternating with energetic time, more inward-looking activities alternating with more outward-looking activities. The Units of Inquiry take place at regular intervals throughout the day, enabling the children to tackle a variety of interdisciplinary topics (see also Item 5).

9 am to 1 pm is the educational core time during which we carry out important education-based activities. There should not generally be any dropping off or picking up during this period in order to guarantee uninterrupted education and training work.

The schedule outlined here should be considered a flexible framework which may change at any time to suit the children’s needs or due to other requirements.

Time	Programme	Where, who
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8 am – 8.55 am	Drop-off time	Together in the garden or in communal spaces
9 am – 10 am	Group time, morning circle, Units of Inquiry, music, art, sport, snack	Group room, garden, multi-purpose room, art room or library
10 am – 10.30 am	Energetic playtime and running around together, free play	Together in the garden, or in communal spaces in poor weather
10.30 am – 12 noon	Group time, activities, Units of Inquiry, music, art, sport	Group room, garden, multi-purpose room, art room or library
12 noon – 1 pm	Lunch, then energetic play and/or rest period	Group room, garden, multi-purpose room, art room or library
1 pm – 2 pm	Group time, Units of Inquiry, music, art, sport	Younger children still resting; group room, garden, multi-purpose room, art room or library
2 pm – 2.30 pm	Energetic playtime and running around together, free play	Together in the garden, or in communal spaces in poor weather
2.30 pm – 4 pm	Group time, activities, Units of Inquiry, music, art, sport, snack	Group room, garden, multi-purpose room, art room or library
4 pm – 6.15 pm	Afternoon care with a variety of free play activities	Together in the garden or in communal spaces

The IKC is currently closed during the Bavarian winter holidays, for a week at Easter, for two-and-a-half weeks in the summer holidays and on two “bridging” days a year. There are up to another five “concept days” a year for further development of concepts, in-service training of teaching staff and team development.

13. Food and drink

All children bring their morning and afternoon snacks with them from home. Parents have two options for lunch: either to bring lunch from home or to book a meal from our caterer, who offers both vegetarian and non-vegetarian dishes.

In the context of the fruit and vegetable programme for schools, we receive fruit and vegetable deliveries for every child once a week.

We address the topic of diet specifically in our education work/in the Units of Inquiry, allow all children to get to know and learn to distinguish between different foods, to acquire knowledge about healthy eating, to experience food with all the senses, to distinguish between hunger and appetite, to get involved with food preparation and to develop a positive culture around eating.

14. Social environment orientation and networking

At International Kids Campus, we network and cooperate with the relevant institutions, facilities and services within our district - and to some extent beyond it. The aim of this networking is to use the valuable resources available in the district for work with children and parents and to maintain an exchange of facts and professional opinion with cooperating partners. At the same time, it is important to us to communicate to the children in an age-appropriate manner in the context of our educational work the wide range of opportunities in the social environment and to open up fields of learning and experience closely related to their lives.

We co-operate with various primary schools in order to help children who are not switching to our linked primary school, the IBSM, have a smooth transition to a different primary school. We have further networks with a swim school and a ski school, a local library, an employee from Munich's tooth decay prevention programme, a speech therapy practice, the fire service and the police. In addition, there is close collaboration with Munich's Departments of Education and Sport and of Social Services.

If there is a need, there are also contacts for early support for gifted and talented children, family education facilities, advice centres and Children Centre Munich. Networking and contacts with specialist medical and psychological services and with advice centres also ensure professional assistance and support for the wellbeing of children and parents.

15. Quality development and quality assurance

International Kids Campus GmbH gives a very high priority to consistent quality development and quality assurance. Our claim is that we regularly examine the quality of our offering and services, identify potential for improvement at an early stage and instigate suitable measures for quality development.

Especially important to us are reports, suggestions and criticism from parents. They help us reflect on our work and to develop further. Activities here include the annual conducting and evaluation of our parent survey.

An intensive exchange of information with our staff is also very important to us, as it enables us to adopt ideas and suggestions and incorporate them in structural and conceptual developments.

In the context of our quality management system, we define and record all the processes relevant for looking after, bringing up and educating children and examine them regularly to check that they are effective. We are supported in this work by our scientific adviser and our quality management officer.

"Feinschliß" [Final polish], our in-house training academy, also enables us to offer all our staff and managers high-quality further training and in-service training opportunities.

An important component of our quality assurance system is our collaboration with the International Baccalaureate Organisation (IBO), which checks the quality of delivery of the Primary Years Programme (PYP)

International Kids Campus Concept



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Kindergarten

in regular audits. Our staff also get the opportunity to attend PYP workshops run by the IBO at regular intervals.

The items mentioned are just a selection of our quality assurance and quality development measures, but they can only become effective against the backdrop of the motivation which drives us on day in, day out:

to provide parents with high-quality support in looking after, educating and teaching their children and creating places where children feel safe, well and protected, enabling them to develop into healthy, happy, self-confident people who enjoy learning to the best of our ability.

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