



**Polarhagen**  
B A R N E H A G E

**Annual Plan – 2025/2026**

**Psychosocial Indoor Environment and Social Competence**

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## Annual Plan

Polarhagen Kindergarten has developed an annual plan that functions as a working tool for the staff and documents the kindergarten's choices and justifications for the upcoming kindergarten year. The annual plan provides insight into the kindergarten's pedagogical work and shows how the kindergarten will put the purpose and content of the Framework Plan into practice.

The annual plan is a working tool for the employees, but it can also provide information about the kindergarten's pedagogical work to parents, governing authorities, partners, and other stakeholders.

We also have action plans, monthly plans, and weekly plans that further specify the pedagogical goals.

## Presentation of the Kindergarten

Polarhagen Kindergarten is a private kindergarten with space for 44 children, depending on the number of children under and over the age of three. Ideally, the group consists of 12 children under three and 18 children over three.

The kindergarten is divided into two groups for children aged 0–6 years: Nordpolen and Sydpolen.

The physical environment, both outdoors and indoors, invites varied play and activity opportunities for children of all ages throughout the different seasons. The outdoor area is designed to stimulate children's creativity and motor skills.

We have a grill hut and a newly renovated indoor area. We use the nearby surroundings for shorter trips starting from when children are around two years old, so they can explore the area outside the kindergarten. From the age of three, we take the children on longer excursions—often by bus. We visit the riding school to get to know the horses, and we go to the museum, Telegrafbukta, theatre, cinema, swimming, the library, and more.

## Where to find us:

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## The Kindergarten's Core Values

The values form the foundation for positive experiences in Polarhagen Kindergarten and serve as cornerstones in the children's development.

The kindergarten's values shall be communicated, practiced, and experienced in all parts of the pedagogical work. Childhood has intrinsic value, and the kindergarten must take a holistic approach to children's development. In partnership with the home, the kindergarten's societal mandate is to meet children's needs for care and play, and to promote learning and formation as the basis for well-rounded development. Play, care, learning, and formation must be seen as interconnected.

## Humour and Joy

Humour and joy create vitality and energy. At Polarhagen, we consciously use this to create a positive environment. We share positive experiences with the children and encourage them to share their own joys. The staff show enthusiasm for their profession and express joy in being with the children. Humour and enthusiasm form the foundation for playful expression.

## Care

Care characterises all daily situations—from play and learning to routines and mealtimes. It is about the relationships between staff and children and the children's care for one another. Staff are present, attentive, and responsive, offering warmth and closeness. We highlight each child's uniqueness and create a culture where caring for others is central.

## Formation (Danning)

Formation involves developing an active and conscious relationship with one's surroundings and reflecting on one's actions in interaction with others. Staff observe and reflect together with the children, especially in situations where disagreements arise. Through exploration and conversation, children gain knowledge and insight. Formation is a continuous process that forms the basis for care, play, and learning.

## Respect

Respect involves developing social children who take responsibility for themselves and others, and who build self-confidence and independence. We emphasise that every child is unique and valuable. Children should be able to express their opinions, be listened to, and be respected. Staff take the children's wishes seriously and facilitate participation in everyday activities. Mutual respect is essential for positive interaction.

## Generosity

Generosity involves seeing opportunities, being flexible, and showing love through words and actions. The staff take pride in their profession and the kindergarten, and they go the extra mile to give children meaningful experiences. We strive to be generous, give of ourselves, and be flexible so that children see the positive outcomes of this approach.

## Play

Play is one of the most important things children and adults do in the kindergarten. We protect play, as it is children's way of processing impressions and experiences. Children play in all situations, and play is a key arena for development and learning. Staff support and encourage children in different types of play and create an inclusive environment where everyone can participate. We join the children's play, guide when needed, and help ensure that everyone is included.

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## The Kindergarten's Content: Care, Play, Learning, and Formation

### **Goal:**

Through play, children should experience friendship, well-being, and belonging, and strengthen their identity and self-esteem. Play should support the child's development in all areas. Staff must ensure good conditions for play and facilitate the child's holistic development.

## Indicators of Good Practice

### **Care:**

- Staff shall facilitate caring relationships between children and adults, and between children, as a basis for well-being, joy, and mastery.
- Children shall learn to make friends and understand social cues so they can participate confidently in play and other social situations.
- Staff shall be present with the children, guide them in and outside of play situations, and implement early measures to ensure a safe kindergarten day for all.

**Play:**

- Play shall promote the child's intellectual, linguistic, physical, social, ethical, and aesthetic development.
- Staff shall provide good conditions for play, organise and facilitate play in ways that support the child's holistic development.
- Play is the children's most important learning arena for developing social competence and therefore holds a central place in the kindergarten.

**Learning:**

- Through play, children should experience friendship, well-being, and belonging, while strengthening their identity and self-esteem.
- Staff shall use mealtimes for meaningful conversations and facilitate smaller groups to give each child more space to express themselves.

**Formation:**

- By focusing on social competence, children will experience safety and positivity in the kindergarten and be well-prepared for new social challenges in school and in life.
  - Staff shall hold group gatherings that emphasise community, knowledge, joy, and organise "heart circles" to discuss topics related to social competence.
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## Communication, Language, and Text

**Goal:**

Children shall learn to listen, observe, express emotions, and expand their conceptual understanding.

**Measures:**

- Become familiar with fairy tales, books, symbols, numbers, and letters.
- Staff shall highlight linguistic and cultural diversity by reading stories, legends, and books from various cultures, including Sámi, and by supporting children's cultural expression and promoting diversity in the group.
- Integrate language work naturally into everyday life.
- Encourage natural language use and interaction through play, activities, and shared experiences such as outdoor trips.

- Everyday situations and activities shall provide opportunities for children to be linguistically active.
  - Support children in expressing emotions through language.
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## Body, Movement, Food, and Health

### **Goal:**

Children shall gain varied experiences with body and movement, experience joy in food and social well-being, and promote good physical and mental health.

### **Measures:**

- The kindergarten's location provides many opportunities for varied excursions.
- Water acclimation for children aged 4–6.
- We bake our own bread several times a week using our own recipe.
- We emphasise homemade food and involve children in cooking.
- A healthy diet is facilitated by the staff, and mealtimes should be a shared experience for children and adults.
- Children shall gain an understanding that healthy food contributes to good health.
- Good habits developed in kindergarten can last a lifetime.
- The kindergarten shall promote health and prevent illness and contribute to reducing social inequalities.
- Children's physical and mental health shall be strengthened in the kindergarten.
- The kindergarten shall contribute to children's well-being, joy, mastery, and sense of self-worth, and prevent bullying and harmful behaviour.
- We work to promote inclusion, well-being, community, and joy.
- Through work with social competence and everyday activities, children learn to set boundaries for their own bodies and respect the boundaries of others.

## Arts, Culture and Creativity

### **Goal:**

The kindergarten shall give children opportunities to use their imagination, creativity, and joy of creating.

### **Measures to achieve this:**

- Experiences with art and culture in the kindergarten can create a foundation for belonging, participation, and creative expression.
  - Staff play an important role as facilitators and inspirers.
  - New impulses are introduced regularly, such as dress-up clothes, new stories, or rearranging the environment to inspire new play and activity.
  - We have a wide range of dress-up clothes, and there is always room to step into a new role, with adults participating, supporting, and showing curiosity.
  - Adults who are attentive to children's interests can facilitate creativity both indoors and outdoors.
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## The Sámi Cultural Heritage

### **Goal:**

Staff shall make Sámi culture visible and help children develop respect and a sense of belonging to Sámi diversity.

### **Measures to achieve this:**

- Staff shall contribute to children developing respect and a sense of community related to Sámi diversity.
- We use songs, phrases, and counting rhymes in Sámi.
- We read Sámi fairy tales, legends, and books, giving children insight into Sámi culture and traditions.
- We celebrate Sámi National Day and have a dedicated Sámi week.
- We use natural materials and techniques in our art activities inspired by Sámi cultural heritage.



## Nature, Environment and Technology

### **Goal:**

Children shall experience joy in nature, learn about interdependence in ecosystems, and gain experience with environmental protection.

Children shall maintain curiosity about scientific phenomena, feel connected to nature, and gain experience using technology and tools.

### **Measures to achieve this:**

- Create positive outdoor experiences year-round through walks in the local area and bus excursions.
  - Staff shall explore and wonder together with the children about physical laws and natural phenomena.
  - Children shall learn about sustainable development and how to care for nature—for example through sorting waste, using recycled materials for art, and reducing food waste.
  - We leave as little trace as possible in nature during trips, in line with principles of sustainable development.
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## Ethics, Religion and Philosophy

### **Goal:**

Children shall learn about social norms and values and develop tolerance and respect for diversity and differences.

### **Measures to achieve this:**

- Become familiar with Christian and humanist holidays and traditions, as well as holidays and traditions connected to religions and belief systems represented in the kindergarten.
  - We mark Christmas, Easter, Ramadan, and Eid.
  - Promote diversity and the understanding that there are many ways to think, act, and live.
  - Staff shall meet children's questions and thoughts with seriousness and respect and facilitate good conversations where the child's curiosity is central.
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## Local Community and Society

### **Goal:**

Children shall become familiar with, and gain experiences in, their local community.

### **Measures to achieve this:**

- Develop a sense of belonging to their local area and experience being part of society and the world in general.
  - From age two, children explore their local environment through short trips. As they grow older, the excursions become longer.
  - We collaborate with Mortensnes Nursing Home and visit the riding school regularly.
  - Children's participation in everyday kindergarten life lays the foundation for further experience and understanding of democratic values.
  - Cultural diversity, different lifestyles, and different family structures are part of this area.
  - Staff shall facilitate an inclusive environment where children see that their choices and actions influence both themselves and others.
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## Numbers, Space and Shape

### **Goal:**

Children shall be encouraged to wonder, be curious, and develop motivation for problem-solving.

They shall play with numbers, shapes, sizes, and patterns.

### **Measures to achieve this:**

- Staff shall be conscious of mathematical concepts and ensure that children have access to enough materials such as games, blocks, and creative resources.
  - This subject area is about discovering, exploring, and helping children make connections by asking questions, reasoning, arguing, and forming their own explanations. We aim to foster curious children inspired to become little "scientists."
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# Adaptation of the General Educational Offer for Children Who Need Extra Support

## Goal:

The kindergarten shall ensure that all children, regardless of their need for extra support, experience a safe and inclusive kindergarten day. Children shall experience mastery, well-being, and development on equal terms with others.

## Measures to achieve this:

- **Mapping and observation:** Staff shall systematically observe and assess children's needs for extra support.
  - **Individual plans:** Develop individual plans for children requiring extra support, in collaboration with parents and relevant professionals.
  - **Adapted learning:** Adjust activities and the learning environment to meet individual needs and support development.
  - **Competence development:** Staff shall receive necessary training and guidance to provide appropriate support.
  - **Collaboration with external services:** Involve external professionals when needed to ensure holistic follow-up.
  - **Parental cooperation:** Maintain close dialogue with parents to support the child both at home and in the kindergarten.
  - **Inclusive environment:** Create an environment where all children feel seen, heard, and valued, and where they can participate on their own terms.
  - **Evaluation and adjustment:** Regularly review and adjust measures based on the child's development and needs.
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## Cooperation Between Home and Kindergarten

### Goal:

The kindergarten, in cooperation and understanding with the home, shall safeguard children's need for care and play, and promote learning and formation as a basis for well-rounded development (Kindergarten Act §1).

### Measures to achieve this:

#### Parent-teacher conferences:

- Offer parent–teacher conferences.
- Each child has a designated key person who conducts the conference.
- Offer additional meetings when needed.
- Conferences are held in October and April/May.
- Provide guidance in addition to daily communication.

**Daily information exchange:**

- Facilitate daily information exchange during drop-off and pick-up.
- Contact parents directly if something needs to be discussed in more depth, rather than during hectic transition times.

**Availability:**

- Be available by phone, email, and the kindergarten website.

**Support services:**

- Inform parents about support services when needed.
- Mapping of children must be done with parental consent, especially when involving resource teams or external services.

**Confidentiality:**

- Maintain confidentiality and ensure all staff have signed and understood guidelines.

**Daily communication:**

- Meet parents daily to exchange important information about the child.
- Schedule meetings with the pedagogical leader when more time is needed.
- Maintain good routines for storing, sharing, and processing personal data, ensuring children's and parents' privacy.

**Parental involvement:**

- Involve parents through parent meetings, the Kidplan parent council, and the collaboration committee.
  - Conduct an annual parent survey that informs further development.
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# Transitions

## Settling-in Period in Kindergarten

Experience and research show that taking enough time for the settling-in period is a valuable investment. Children benefit socially and emotionally when they receive sufficient time and support to adjust to their new environment. Starting kindergarten is a major transition, and it takes time. The goal is for the child to feel safe with both staff and other children.

### Measures to achieve this:

#### Before starting kindergarten:

- Encourage the child and family to visit the kindergarten beforehand, arranged in advance so staff have time to receive them.
- Talk regularly with the child about starting kindergarten.
- Inform staff about the child's language, communication style, likes, and dislikes so they can prepare and understand the child as well as possible.

#### Drop-off:

- Ensure a clear handover when the parent leaves, and say "goodbye." This helps the child learn that even though the parent leaves, they will return.
- Avoid sneaking out while the child is distracted, as this can create anxiety.

#### Key person:

- Each child has one key person responsible for welcoming the child and family.
- The key person introduces the child to other children and is available to both child and parents.
- The key person provides information about the settling-in process, routines, daily rhythm, and practical matters.

#### Settling-in in practice:

- Allocate three settling-in days with the parents present. Encourage families to set aside extra days if needed.
- The child needs parents nearby while forming a relationship with the key person.
- Gradually introduce separation, starting with short intervals and extending them over time.
- Keep the child's days short during this period.

- The key person actively works to build a close relationship with the child, supported by the parents.

**Follow-up:**

- The kindergarten, in cooperation with parents, ensures a safe and positive start.
  - Staff provide close follow-up so the child experiences belonging and security while playing, exploring, and learning.
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## Transition Between Kindergarten and School

The kindergarten shall ensure that children's transition from kindergarten to school is well-prepared, in collaboration with parents and the school.

**Goal:**

To ensure that children experience a safe and positive transition.

**Measures:**

- In the final year, we work to make the transition to school as positive as possible.
  - One day per week is dedicated to the preschool group with various playful learning activities.
  - We work with practical skills and independence needed for school.
  - Social skills are the most important thing we send with the children.
  - We emphasise friendship, inclusion, and well-being.
  - We have a separate plan describing the preschool group's work.
  - We offer water acclimation in collaboration with Tromsø Swimming Club for children 4–6 years.
  - The weekly plan shows which theme we are working on, guided by the children's interests and motivation.
  - We help establish friendship groups connected to the various schools.
  - We hold transition meetings when needed to ensure predictability and the best possible start.
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## Partners

Our partners include the Educational Psychological Service (PPT), Child Welfare Services, University of Tromsø, NAV, Ressurs Tromsø, and the Kindergarten Authority in Tromsø municipality. Through our collaboration with UiT, we host students in practice, receive lectures, and gain new professional input. Relevant cases are discussed in the kindergarten's resource team. With parental consent, cases may be presented to the resource team, where PPT, the Health Clinic, and other kindergarten leaders participate to help assess and support the child's needs.