



Sunrise International Preschool
Neo-humanistic education

Parent Handbook

Policies

The running of the school depends on the cooperation between the parents and the school. The school policies help to maintain a harmonious environment for children, parents, and staff members. The policies are created as an appendix to the staff and parent handbooks, and it is expected that parents and staff will work together to ensure the policies are practiced on a daily basis.

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1. Absence and Late Arrival

If your child will be arriving late, please notify the Teachers between 8:00 and 9:00 a.m.

If your child will be absent due to illness or home day, call and leave a message on the classroom mobile after 8:00 a.m.

If your family will be absent due to prior arrangement such as holiday, please inform the classroom staff member during sign in/sign out at any time before the absence.

2. Attendance

Attendance at Sunrise Preschool is not mandatory but we do suggest for the wellbeing of your child that a regular schedule of attendance be set up to maintain a routine, and establish consistency.

However, this schedule is entirely up to the individual family needs, and certainly allows time for unique experiences and holidays.

The Preschool is open from 8:00 a.m. - 4:30 p.m. but families make their own arrangements for which times suit their own needs.

3. Birthday


The birthday celebrations at Sunrise consist of:

- ❖ A candle ceremony- lighting and blowing out candles with the school's 'Birthday Caterpillar'
- ❖ Songs- the 'Birthday Song' and other songs of the child's request
- ❖ Birthday gift – presentation of a special gift- made by the children and teachers of Sunrise
- ❖ Fruit Treat – sharing a treat based on fruit with the whole class

The birthday is celebrated within the group of the birthday child to avoid the child possibly being overwhelmed. If the child has a sibling in another group however, he or she may also attend the ceremony. All family members are in fact welcome and indeed encouraged to come.

The ceremony takes place during circle time in the PS1 classroom and in the PS2 classroom lasts for 25 to 40 minutes and starts at 9:30. The ceremony can also take place from 14:15 - 14:45 if this is agreed between parents and the headteacher. We ask that any family guests for the celebration arrive a little earlier than this, in order to ensure that the ceremony begins on time and does not disrupt the schedule for the remainder of the day.

The Fruit Treat is to be provided by the birthday child's Parents. Please ensure that any Fruit Treats are made without eggs, and nuts. Please find out from your child's Classroom Teaching Staff, how many children you need to bring a treat for.

 **If you have a cultural element or way in which you celebrate in your home country, we would very much love to learn your tradition! In the past we have sung songs in new languages, opened a party popper from Japan and seen some amazing special clothing from around the world!**


4. Bye Byes

Through the year, some of our children move on to new homes, countries and challenges. When it comes time to say goodbye in the middle of the year, we create a small celebration of moving on. These are very similar to the birthday celebrations and consist of:

- ❖ An around the world ceremony where the whole class 'takes off' to visit their friend's new home
- ❖ Songs of the child's choice
- ❖ Bye bye gift made by the children and teachers of the class
- ❖ Bye bye hugs
- ❖ A fruit treat

The ceremony takes place during circle time in the PS1 classroom and in the PS2 classroom lasts for 25 to 40 minutes and starts at 9:30. The ceremony can also take place from 14:15 - 14:45 if this is agreed between parents and the headteacher. We ask that any family guests for the celebration arrive a little earlier than this, in order to ensure that the ceremony begins on time and does not disrupt the schedule for the remainder of the day.

The Fruit Treat can be provided by the bye bye child's Parents. Please ensure that any Fruit Treats are made without eggs, and nuts. Please find out from your child's Classroom Teaching Staff, how many children you need to bring a treat for.

 **If you have a cultural element or way in which we could learn about the place you are going to, we would very much love to find out more! In the past we have sung songs in new languages, learned hello and goodbye in Korean, looked at some photos and postcards and seen some amazing special clothing from around the world!**

5. Circle Time

Circle time is the central learning window of your child's day and is the focal point of the Sunrise Program. The learning connected with all areas of development is set up and delivered during Circle, and the time also allows classes to join together in a beautiful moment of nurture, enrichment and sharing.

Circle time will be held through the full school at 9:30 a.m.

In order to ensure that this learning time is given all advantages available, and that your child is given the best possible opportunity for learning, we will be closing doors from 9:25 - 10:05 am.

Please ensure that your child is settled in by that time, and that you are out of the building, before doors close. We then take 15 minutes for settling in, and begin our circle time, throughout the school.

Friday Circles

On Fridays, the full school holds circle together.

Special Occasions

On days such as Birthday and Bye Bye, we encourage parents to join circle time. Please arrange attendance with the Head Teacher of your classroom

Special Guest Star

Several events during the year give us the opportunity to invite parents into circle to share aspects of themselves such as profession, culture, skill etc... If you have something to share with the group, please arrange to be a Guest Star during circle!

Visiting Circle

Many Parents can't resist the urge to join us at this special time, when they have the opportunity in their work day, and we love to have you! If you wish to join circle at your impulse, please ask the class Head Teacher if it is a good day to join. Most days are open to visits, on a limited scale, however due to planning; emotional periods in the classroom, or individual child needs, teachers must reserve the right to respectfully ask parents to choose another, more convenient time.

6. Clothing

Each child should be equipped with adequate clothing according to the weather for indoor and outdoor play. Please see the list of Ready to Grow items in the welcome package, for start up information. The school is not responsible for damaged or lost property.

- ❖ **Scarves and necklaces are not permitted due to safety reasons.**
- ❖ Jewellery or other valuable items are not allowed
- ❖ Rain Gear is stored on the hallway hooks, in order to drip off.
- ❖ Appropriate clothing for the weather must be updated regularly.
- ❖ Parents are requested to assist staff in holding order in the cloakroom, and sorting their child's clothing regularly.
- ❖ Each child should have an extra set of clothes (including socks and underwear) at the school, stored in their cloak room basket.
- ❖ For children Potty Training, multiple sets of clothes are requested, to be stored in their potty cubby.
- ❖ Each child should have a pair of rubber-soled slippers for indoor wear, and are required to take off and leave their shoes neatly in the cloakroom before entering the classroom.
- ❖ Please ensure that all clothing is clearly labelled and that you check the lost property box regularly. The school is not responsible for damaged or lost property.

7. Discipline

NHE supports children through acknowledgement and positive experience. Our consistent goal is to encourage the values which are fundamental to NHE, and to provide children with the opportunity to reflect and act upon these positive characteristics.

Incremental Action: When issues surrounding the idea of behavioral management arise, the teaching staff follows the plan below. The steps give the progression of approaches to be taken when working with behavior.

1. **Discussion** – talk to the child on their level, and ask them what they should do in this situation. Give them choices, in a friendly way, and let them try to find a better way of resolving their own problem.
2. **Elicit Emotion** – assist the child in considering an emotion of another person, and help them to find out why what they do impacts others
3. **Redirection of activity** – When behavior is repetitive, assist children in another option, and remain with them until their ideas have shifted.
4. **Thinking Time** – if repeat behavior prompts the need to remove the child from the group, then thinking time to the side allows the child some minutes of calm. The child is assisted in talking over why they need to think. Using questions, the adult assists the child to identify for themselves what the best way to proceed is. A child has thinking time for the same number of minutes as their age.
5. **Facilitated Reflection Time** – this is like thinking time, but produces a result, for example drawing an ‘I’m Sorry Card’. This is for children 3 years and up, and must be facilitated by an adult. This action is used with discretion, for the most serious offence, such as throwing a rock at somebody, in order to hurt them. The Adult takes the child through the steps of their action, and elicits a feeling of responsibility. Using the responsibility, the Adult elicits a need to make things better.

8. Doors Closed

We will close the doors to the classrooms at 9:25 a.m. All children should be settled in and parents have exited the building by 9:25 a.m. each day, unless you have arranged to join in circle. This is to ensure your child is settled before we start the activity and that the rest of the class is not disturbed.

Doors are reopened after circle, about 10:05. Families who arrive after the doors are closed are asked to wait until the doors reopen at 10:05.

The Doors Closed policy is implemented to ensure the special learning window of Circle Time.

9. Gate

The entrance gate and door should under no circumstances be left open.

Please help staff keep all kids safe. Do not allow your children to use the gate code, for any reason.

10. Illness

It is in the concern of the full Sunrise Community to keep our children and staff healthy. Children who are ill or suspected of being ill are requested to remain at home. If illness develops during the day, parents will be informed and are expected to pick up their child **as soon as possible**. It is kindly requested that all suspected illness be taken as potential infection of others, and if staff are in doubt as to the health of a child, they are expected to request the parents to collect the child. We assume that if asked to collect a sick child, a family appreciate that other children and adults are affected should illness spread. Children can return to Sunrise after being symptom free for 24 hours.

11. Information

It is the effort and intention of Sunrise to communicate school information regularly via email, Whatsapp and posted notices.

- Information boards are located in each classroom and cloakroom.
- Information about classroom activity and school events is provided on a daily, weekly and quarterly basis in written form. Daily information is found on the classroom information boards, and weekly and quarterly notices are sent out via email.
- For information pertaining to your child, please speak with the teaching staff.
- For information regarding scheduling and program, please speak to your class Head Teacher.
- For information regarding payment, finance and school policy, contact the Office Administrator during all hours. You can expect a reply between the hours of 9:00 - 11:00 am

12. Issues Raised

Regarding children and program:

If you have any queries or concerns regarding issues that may be concerning your child or the school program, please make an appointment with the relevant Head Teacher and discuss the issue at hand.

Should the issue need further consultation, a family or a Head Teacher may request a joint meeting with the Preschool Manager and the Director.

Regarding School Management:

Any concerns or queries regarding school management should be brought to the attention of the relevant Head Teacher as well as the Preschool Manager and the Director.

Should the issue need further consultation, a family or Head Teacher may request a joint meeting with the Preschool Manager and the Director.

13. Meetings

All Meetings which are held under the title of Sunrise International School must be registered and accepted by the Director. Meetings between members of the community require formal documentation will be made and recorded, for the central information of the school.

All communication which is unrecorded is considered **Informal Communication**. For communication to be made formal, minutes of a meeting must be filed through the Director, or an entry made in one of the two

forms for Log Book. In order for the school to take action on any resolution, communication must be **Formal Communication**.

There are two forms of meeting: **Public**, in which information is made known on a full community scale, and **Internal**, in which information is made known on an internal scale. In both cases, all meetings are recorded for future reference and filed in the school information archives.

14. Morning and Afternoon In / Out Procedure

The Preschool's opening hours are from 7:00 - 17:00, Monday - Thursday & 7:00 - 16:00, Friday.

Morning Sign in Procedure

For safety reasons your child should always be personally escorted into the classroom, as well as assisted with dressing/undressing. Arrival should be verbally communicated to one of the staff members, and the sign in sheet marked with the time and your signature. In the Sunbear Classroom they take care of the sheet-sign-in by themselves, you just have to let them know of your arrival verbally . Please remember to give any special instructions for sign out to the staff member signing your child in.

Please help your child settle into the day, quickly and calmly.

Afternoon Sign out Procedure

The persons named as parents/guardians on the admission form are the only persons authorized to collect a child from the school, unless permission is given on the FLOOR BOOK FORM. Here, it is advised to list potential Grandparents or child care assistants who REGULARLY would collect your child.

If your child is to be collected by another parent, known to the school for a play date, please leave word with the sign in sheet staff member in the morning.

Persons who are unknown to the school will not be allowed to sign your child out, unless you give written permission in the morning. In cases where a family has forgotten to give permission, a staff member will call the family, before allowing the child to leave.

The school closes at 17:00, Monday - Thursday and 16:00 Friday. Please, be at the school 10 minutes before closing at the latest since all children should be picked up and have left the school area by closing time.

Please be aware that a late fee of 500kr will be charged for late pick up.

15. Moving up

The moving up process is a magical time of growth for a child. The following outline gives parents a better idea of what to expect regarding moving up at Sunrise International Preschool.

There are several ways in which a child moves up into another classroom.

Moving Up Day - At the end of the school year, in June, each classroom celebrates the growth of the children in the group. Many of the children move up together, who have been considered a class, and have learned to support each other. In general we try to keep classes together, however, many considerations are included in the moving up process.

Moving up during school year - Some children turn 3 during the school year, and are therefore old enough to move up into the Hummingbird Classroom before the school year comes to an end. This moving up, is a transition period over a few weeks, that ensures that the child is comfortable when settling permanently. Upon officially moving up into the Hummingbird Classroom, a short moving up ceremony will be held for the child, during Circle time, which includes cutting a string and singing a song for them.

Beginning of the Year Group Changes – in the settling in period, Teachers often find one or two children who would be better placed in another group. If this is the case, and the Settling In Period is not yet finished, the teaching staff will do their best to organize the groups so that children are with their appropriate developmental level. This is not considered Moving Up, but classroom management.

Final Decisions - Overall the final decision rests with the Head Teacher, in cooperation with the classroom staff, parents, and the other classrooms involved. Move ups only take place after the go ahead is issued by the Director.

16. Nutrition

At Sunrise International Pre-school our meals follow the guidelines of neo-humanism, i.e. love and respect for all living beings. We share and eat the same food together as this creates a family feeling.

The school will provide healthy and nutritious vegetarian snacks and organic fruit in the morning, hot meals and afternoon snacks. The food is prepared fresh in the school kitchen without meat, fish, eggs, garlic, mushrooms and onions. No nuts, please, due to choking hazard and allergy.

A goal at Sunrise is to instil in our children healthy eating habits. Therefore, we kindly ask you to follow the Sunrise Food Policy.

17. Parent-Staff Communication

Parents should feel free to discuss any small matter they may have about their child during drop-off and pick-up times. If you wish to speak with the Head Teacher about a larger matter of interest, development or concern, please make an appointment, so that appropriate time can be allotted to talk. Consistent open communication is one of the main reasons Sunrise is a healthy and happy environment, so please talk.

18. Payment

Please see the separate payment regulations on our website.

19. Personal Items, baskets and cubbies

Children should have a full supply of change clothes in their **Basket** in the cloak room for needs.

We ask each family to supply the school with diapers and wipes for your child, where relevant.

The school is not responsible for damaged or lost property.

20. Reciprocal School Environment

This clause is the same for both Staff and Parents, and is signed when Staff signs the Ethics Agreement, and Parents sign the School-Home Contract. It states that each individual in the Sunrise Community strives to uphold a positive, joyful, safe and engaging School Environment for the sake of the children and adults in the Sunrise Community. This clause refers to support of positive school standards in communication, safety, support of daily practice, care of physical premises and support of the policies stated in this document.

21. Safety

It is of the utmost importance that families keep the FLOOR BOOK FORM up to date, and inform the school of any information change.

Members of the staff are at all times doing their utmost to avoid accidents and ensure safety. If anything serious happens, medical assistance will be sought, according to the information provided on the Floor Book Form, and parents informed.

All head injuries are reported by telephone to the family as soon as possible, whether or not the injury seems serious.

Staff members were certified in First Aid, as per September 2023.

The school does not insure its pupils and we rely on parents to provide their children with adequate insurance policies.

22. Settling In

The start of a child's school life is a very special time. Sunrise follows a two week integration program called Settling In. The program spans the fourteen days of time in which a child acclimates to their surroundings, and integrates with the other children in the group. In August, a two week session of settling in takes place for all children, while throughout the rest of the year, settling in occurs when the child starts the school program, from the first school day to the 10th day. It is required that the families coming into Sunrise adhere to the Settling In period, and organize their work schedule according to their child's needs for the first 10 days of integration.

The settling in time period can be changed according to the needs of individual child.

Any questions concerning Settling In should be directed to the Head Teacher of your child's classroom.

23. Sunscreen

In sunny weather, children must wear sunscreen. Please give your child sunscreen on their bare arms, legs, face and neck in the morning before school. After Lunch, staff will give your child a second coat of sunscreen.

The school purchases sunscreen for afternoon use.

24. Telephones

Sunrise International Preschool sets focus on program, education and contact with children. The telephone system at the school is designed to give parents the best access to the individual they need to speak with, at appropriate times. There is one central phone line number: +45 93206727 to use for all contact.

This telephone is open from 9:30 – 12:00 and 1:00-3:30 p.m. and places the caller in direct contact with a school official.

Business Office

The Office central phone line number: +45 26773833

This telephone is open from 9:00 - 16:00 am and places the caller in direct contact with the Preschool Manager

Active Families are welcome to use this line in order to

- Address the office on financial issues
- General administration issues
- To make an appointment with the Director.

If you want to call a specific classroom, please call the Headteacher of the classroom on their Whatsapp number.

- Questions or information regarding your child
- To make an appointment with the Head Teacher
- Schedule or activity information
- Drop off or pick up information of your child

Parents are welcome to call the classroom during opening hours The morning time will give direct contact with the Head Teacher for the group.

The afternoon time will give contact to general floor staff, in relation to pick up times for the day, if needed.

Beyond the morning calling time, parents may leave a message on the class mobile.

The Teaching Staff will answer the calls as soon as they are available.

25. Toys

Sunrise discourages bringing personal items including toys from home, except under special circumstances, such as your child is new and needs a comfort toy or the item is related to the day's activity. This is to prevent toys getting lost in the school and to avoid unnecessary confrontation over toys.

Children who take naps are allowed one comfort item: a blanket or cuddly toy or book, however the Head Teacher may, under certain circumstances disallow this use, when it is more relevant to a child's needs.

After age 3, pacifiers are not recommended, due to development. Until the age of 3, they are allowed at nap time, but encouraged to be left in the cubby.

The school is not responsible for damaged or lost property.

Sunrise Who to Call

A one page summary of details for easy access to Sunrise International Preschool



Sunrise International Preschool
Neo-humanistic education

Administrative Services - Central School Phone line: 26773833

Your Child and Daily Routine: immediate contact regarding absence, illness, late arrival, early or alternate pick up.

- Call in the morning for direct contact with the Teachers
- Leave a message on the mobile at any time throughout the day

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For further questions or to arrange a consultation time please contact the following:

Curriculum, Schedule, Classroom, Child Development- your child's Head Teacher

NHE Global Education – Soley Maria Helgadottir/Didi

Sunrise Tuition and Administration – Preschool Manager, Mathias Busk

Parent Support- Your class Parent Representative

Emergency Procedures

It is of absolute necessity that all information on the floor book be kept up to date, including recent vaccination, allergy history, cpr.number and an alternative in the event parents are not able to be contacted immediately.

- In the event of an emergency, the staff will refer to the family information on file in the **FLOOR BOOK**.
- All injuries are recorded in the Floor Accident Book
- All injuries to the head warrant an immediate call home, regardless of appearance and severity.

Communication and News Updates

Classroom Email Accounts

Each Classroom has an Email Account and a Whatsapp group and the daily News goes out to classroom families each day. **All Parents must check with their Head Teachers to ensure they receive the News.**

Calendar

Sunrise Preschool follows a school Calendar which is published in August. The parent handbook has descriptions of the various events listed under Sunrise Community Events.

Daily Reports

Each classroom has a notice board which reports on the class activities for the day.

An Introduction to Sunrise

Something in the Air

As we raise and educate our children in a multicultural, global community, we begin to feel the meaning of universalism.



Our vision of education at Sunrise International Preschool starts with the heart of each individual, whether they are an adult, child, teacher, parent or family member. All are included in the Sunrise Community, and all are united by the unique presence which buzzes and sings through the school. 'There is just something in the air!'

Neo Humanist Education at Sunrise International Preschool takes its initiative from the individual child. From a child's perspective, learning starts with the self, moves on to the family and then to the community. Extending a child's vision takes experience, creativity and opportunity, which are provided by the daily lifestyle, curriculum and interaction at Sunrise. Here children's knowledge grows to encompass cultural diversity around the world, our planet Earth, and our Universe.

Sunrise children are brought up in a community of care, kindness, creation and balance, and as those children grow to move on through life, they touch the world with these qualities. It is amazing to think that elements of our educational efforts and personal bonds have reached so many parts of our world. For each of these little multicultural individuals, we can expect a global outreach. It is a fantastic experience to hold so many hands.

Neo-humanist Educational Program



Values in the NHE Program

Based on the NHE Universal Human Values, Sunrise Preschool centers its teaching practice on

Love
Sharing
Caring
Giving
Respecting
Learning
Joy

Celebrating Children

The Sunrise Community collaborates in the acknowledgement and facilitation of children.

- ❖ All children are unique, happy and joyful by nature
- ❖ Children learn through contact with their community
- ❖ Children's are empowered to act according to a code of values
- ❖ Children's Personal Awareness and Self Love are fostered at all times, so that children are confident, have a sense of dignity, integrity and become increasingly self-reliant
- ❖ Children develop a sense of empathy, care and concern for the welfare of others
- ❖ Children develop confidence in their own ability to act and negotiate with others including means of communication, problem solving, ability to see different sides of an issue and tolerance
- ❖ Children are supported in their inquisitive nature, love for learning through dynamic interaction, and become open, creative thinkers



Theme Work

The classrooms follow a schedule of themes, which take anywhere from four to six weeks to develop. Children work all aspects of their curriculum through contact with the themes, at an age appropriate level, covering different aspects of the theme topic in the three different levels. The common Theme Work is used throughout the school as a uniting factor for all classrooms and children, sparking many ambitious projects.

A yearly theme wheel can look like this:

- ❖ Love Grows, August-September
- ❖ Copenhagen, The City I Live In, October
- ❖ Forests of the North, The Nature Around Me, November
- ❖ Celebration of Light, All The Festivals of My World, December
- ❖ Theatre and Fairy Tales, The Magic of My World, January-February
- ❖ Circle of Life, The Plants and Animals of My World, March-April
- ❖ Cultural Days, All The Cultures of My World, May
- ❖ Summer: Friends and Fun, June-July



Every year the theme wheel looks different and incorporates different themes in order to keep the learning experience interesting, fun and progressive.

Approaches to Learning

The Sunrise NHE Program takes children through a mental and physical journey of exploration. Together we explore through the arts, languages, constructions, games, role plays, music, science and ecology the following aspects of our humanity:

- ❖ Physical Body
- ❖ The Conscious Mind
- ❖ The Intellectual Mind
- ❖ The Creative Mind
- ❖ The Intuitive Mind
- ❖ Universalism
- ❖ Joy and Bliss

Yoga for Children

Our Yoga Program develops children's minds and bodies simultaneously. The program includes the following aspects of Yoga exploration, and is geared to provide children with the foundations for a lifelong love of physical and mental exercise.

- ❖ Yoga Cards – a fun and game like way to learn different postures and forms
- ❖ Yoga Postures - a select group of postures each month, on which the whole school focuses and experiments with, become particularly practiced in these postures
- ❖ Yoga Stories – a series of postures set together to form a narrative, sometimes created by teachers, other times created by children
- ❖ Yoga Dance- body exploration taking off from the basic postures and exploring the world of motion
- ❖ Mudras – Hand gestures accompanying stories and postures
- ❖ Breathing play and exercise
- ❖ Meditation including visualization techniques, mindfulness techniques and focus techniques for small children



Community Service

During the year, the school offers children the opportunity to serve their community:

- ❖ Tidy litter in their surrounding neighborhood
- ❖ Carry out a gift giving project in collaboration with Red Cross Asylum Center in Jelling
- ❖ Demonstrate their love of the Earth on Earth Day

Documentation and Assessment

Sunrise International Preschool documents a child's growth from several aspects including daily, monthly and yearly

observation and record keeping. The following describe the documentation process:

Daily Reports

❖ Each day, the classroom keeps an information board describing the activities of the day, meals and news. The daily information is also recorded in the classroom file, by the teaching staff.

Portfolio

❖ Child work is selected each month from amongst the cubby system, to maintain a record of individual development. Each work selected is recorded by the Head Teacher, with notes as to which area of development is represented.

Child Reports

- Each year in May, a full report is created by the teaching staff, to document the individual child's learning process. The Child report is divided by Areas of Development and Awareness. The Report is presented to the family to keep during the Parent –Teacher Conference in May, and a copy is made for the classroom files.



Sunrise International Preschool Curriculum

The Sunrise Curriculum is an example of Neo Humanist Education, and meets all standards for the NHE global organization, as well as local Danish governmental standards. Sunrise International Preschool meets international goal setting for Early Childhood Practice.



Personal, Social and Emotional Awareness

Personal development goes hand in hand with the Social and Emotional Learning Foundations (SELF) Program, which is central to the lifestyle and values of the NHE at Sunrise International Preschool.

- ❖ Children learn about their own body, mind, and relationships through close contact with friends and teachers, forming strong bonds within their community
- ❖ We explore our bodies, minds and feelings through games, art, singing and stories
- ❖ Early in the year, the full school is united in a Build a Heart Project, which helps them identify the center of their own feelings, and the love just grows
- ❖ Children's emotional vocabulary is expanded through photographs, circle time, drama games and puppetry
- ❖ Children learn the NHE Values through a dynamic program of storytelling and visual collage throughout the year
- ❖ Adults assist and guide children in kind, gentle and loving self expression

- ❖ The year ends with a special Photography project, exploring the friendships and love that has grown through the year



Creative Development

Focus on the arts at Sunrise expands the mind, body and soul while developing the child as a creative thinker and self initiator. The NHE Curriculum emphasizes all forms of performing and fine arts as a medium for personal and spiritual growth, emotional connection, information processing, and reflection on learning.

- ❖ Children expand imagination and creativity through the arts while building an emotional connection to creation
- ❖ We represent our basic values such as friendship, love, respect for nature and animals
- ❖ Children develop aesthetic awareness by contributing to beautiful and artistic school

Music and Dance

- ❖ We explore Music through singing in a group and introduction of different musical styles such as Classical, Folk and Devotional songs from different traditions
- ❖ We explore our classroom cultural diversity through music and songs
- ❖ Children get to know and produce musical instruments through recycled material
- ❖ We learn about musical concepts such as rhythm, volume, harmony, tempo and tune
- ❖ Interpret the effect of sound on mood and emotions through movement, dance and sound

Visual Art

- ❖ Children integrate developing skills with ideas, thoughts and self expression
- ❖ We explore colors including blending and brush stroke variation
- ❖ Learn shape and 3 dimensional spatial awareness through sculpture
- ❖ Engage in textural study with brush work, mixed media, sensory activity
- ❖ Explore variation and contrast while building familiarity with diverse materials
- ❖ Experience with composition through collage, assemblage, sculpture and installation

Story Telling

- ❖ Children experience classical and traditional stories, folklore, myth, legend and authors
- ❖ We explore the book and the story as a work of creation

- ❖ Children increase their ability to maintain and contribute to a dynamic story line
- ❖ Children work with initiating a full story line, becoming independent storytellers
- ❖ We use the story line to enact or set movement to story elements



Universal Outlook and Knowledge of the World

Children explore their environment, community and world in an open and multicultural environment at Sunrise. The NHE Curriculum emphasizes developing understanding and celebration of aspects of cultural diversity including nationality, language and traditions and encourages developing a sense of global community, including service to humanity.

Universal Outlook

- ❖ Children, parents and teachers are all involved in building a sense of community
- ❖ Children and families share their own culture, traditions and foods, photographs
- ❖ Conversation with newcomers gives children the opportunity to learn questions of origin and feel comfortable saying 'what's your name?' and 'Where are you from?'
- ❖ We develop understanding of the human race as one through ideas such as 'we are different but all the same' and 'Babies to children...how we grow'

Knowledge of the World

- ❖ Children develop a sense of self in relation to the globe/world through games, songs, puzzles and visitors and family guests from around the world
- ❖ We explore the world surrounding us and our daily/immediate environment through weather, week days, seasons, professions, transportation and community walks

- ❖ We develop knowledge of the local community and understanding that the individual plays a part in the community through community service



Language, Literacy and Communication

Sunrise offers a holistic language approach which supports children in their development of communication, language and literacy, for an international, multilingual lifestyle. Language and communication aspects are incorporated throughout curriculum beginning from Nursery School. In PS1 focus is made in observing developing oral and written skill and ensuring language and literacy foundation through integrated studies. In PS2 children are introduced to formal learning.

Oral Language

- ❖ Children develop language and communication skills in English through story, song, contact with adults, games, friendships and their environment
- ❖ Where needed, extra support is given for children learning English as an additional language
- ❖ Circle time develops children's participation in answering group questions, contributing to a story line or conversation, and telling stories of personal experience or fantasy
- ❖ Contact with teachers increases children's confidence and developing ability to initiate subjects for conversation and self expression
- ❖ Children develop the ability to organize their communication through oral and visual sequencing games, puppetry, and work with photography and illustration
- ❖ We broaden our vocabulary through storytelling, reading books, and group discussion
- ❖ We develop and improve listening skills through rhythm, repeat games and song
- ❖ Using kinesthetic approaches, we explore sounds, words, connect movements and feelings

Written Language

- ❖ We train children in phonological phonemic awareness (phonics) and sound-letter learning
- ❖ Children develop alphabetical principles (sound/ letter relationship)
- ❖ Children initiate writing with appropriate tool use
- ❖ Children practice directional writing skills and connecting trails

- ❖ We increase text comprehension through games, books, repeat stories and beginning booklets
- ❖ Children's own ability to produce symbols is encouraged through acknowledgement of personal visual language
- ❖ Children produce 'books' of their own creation, encouraging child-writing techniques
- ❖ Children increase their connection to class work and environment through play reactions

Cognitive Arts

Mathematics, geometry, spatial relationship and logical deduction are in focus through the cognitive arts. Children are provided with manipulatives to build skill through play and set tasks which strengthen developing cognitive ability.

Cognition skills are integrated in daily play and routine from Nursery School through games, puzzles, stories, movement and music. In PS1, focus lies on geometry, construction and logic building while in PS2, children work with math concepts in lesson format and increased selection of board games.

- ❖ Children develop conceptual mathematic ability through manipulative games such as sorting, counting, classification and memory work
- ❖ Children develop numeracy and counting skill both orally and in written form
- ❖ We explore one-to-one correspondence through set games, physical object relationships and mind twisters
- ❖ We strengthen and practice developing logic in oral and visual skills through comparing and result prediction including opportunity for exercising rational thinking
- ❖ Children work with tasks of deduction, problem solving
- ❖ Geometry exploration and extension with shape recognition and naming
- ❖ Geometric construction, configuration and tessellation
- ❖ Exploration of spatial relationship construction, puzzle making
- ❖ We enjoy study of parts and wholes, particularly through cooking, measuring and dividing



- ❖ Ordering items, toys and pattern collage help in the exploration of series making and patterning
- ❖ Abstract concepts such as measurement, volume, length, temperature and time
- ❖ Graphs through classroom polls, comparisons and counting
- ❖ Basic game rules and board games fill leisure hours and rainy afternoons with fun learning



Spiritual Awareness

Raising children's awareness of their personal balance and universal connection is a

fundamental aspect of the daily routine at Sunrise. The approach to this balance is made initially through a series of values, and is directed inward through music and meditation. Yoga practice is the foundation of the NHE approach to Early Learning, and is incorporated into the children's routine on a daily basis.

- ❖ The teachers observe children in contemplative moments, assisting them in finding inner calm and breathing to deepen relaxation
- ❖ Children develop their ability to rest within one's self when asked to, as well as finding quiet time for oneself
- ❖ Children learn to consider and care for all living things
- ❖ We emphasize acceptance of others, and children develop their care in how to comfort, include others through play and use the NHE SELF Program vocabulary in their relationships
- ❖ Awareness of inner and outer space including personal, private, internal space as well as mutual, communal and community space
- ❖ Children grow in their awareness of the developing balance in themselves

*This part is practiced every day, but not assessed during the final assessment**

Yoga

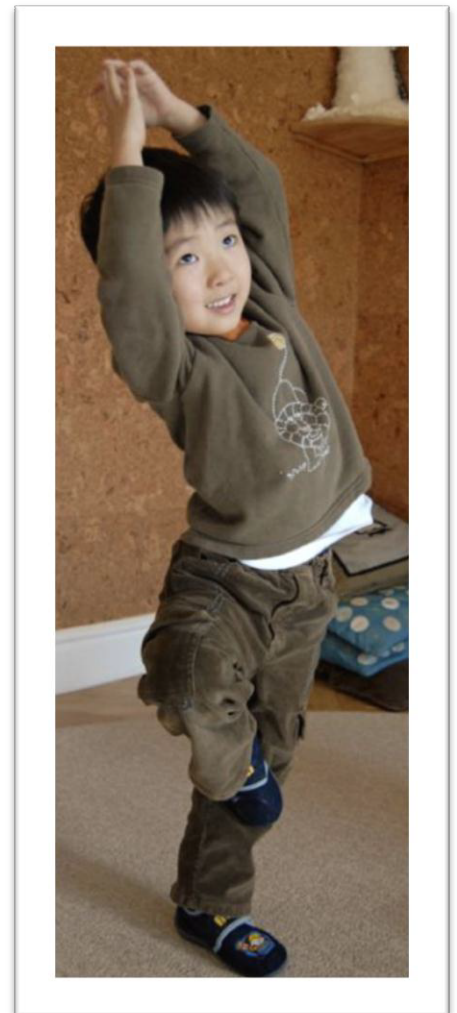
- ❖ Through yoga we strengthen our body awareness while connecting mind and body through breath and poses
- ❖ Children learn to reside in and understand different yoga postures
- ❖ We strengthen the connection between body and the intake of nutrition through yoga movement prior to eating
- ❖ The full school enjoys telling stories through yoga and creating yoga dance movement
- ❖ Yoga practice enhances learning through postures and mental awareness
- ❖ Children use breath to calm down, relaxation exercises that develop focus, and control intense emotional states
- ❖ We explore the connection between emotions and body movements (Mudras)

Physical Development

Children explore and learn about their bodies, extending their play naturally into learning. The Sunrise Program incorporates fine motor dexterity on a daily basis through station work, visual art projects and cooking experiments. Gross motor skills are developed on a weekly basis through outdoor play and regular PE time on the weekly schedule. Physical Development is further explored through dance and yoga, and the older students are provided extended experience through regular excursion.

Fine motor development

- ❖ Sensory exploration and recognition including texture variation projects
- ❖ Children increase their control of tools including pencil, marker, scissor, brush
- ❖ We explore the use of modeling clay and cooking to develop hand muscle dexterity
- ❖ Children use bead work, plus plus puzzles or other miniature materials to develop their fingertip dexterity
- ❖ We work with gross threading skills to develop eye hand coordination
- ❖ 3d construction, sculpture and installations are created involving the balance and positioning of small items for fine balance



Gross motor development

- ❖ Children become physically aware of body power and placement through tumbling, rolling, bouncing
- ❖ We develop our throwing, catching and kicking skills
- ❖ We explore stepping challenges and patterns, stepping skills including stepping stones
- ❖ Developing balancing skills such as walking walls or lines, balance board, blindfolded turning
- ❖ Swinging and climbing skills present a daily challenge
- ❖ Team work skills are developed using parachute and ball techniques, team games, races
- ❖ Running and tagging games create excitement and challenge young bodies
- ❖ Outside games using nature for ideas
- ❖ We explore our bodies through creative means such as dance, theater, recreating nature movements
- ❖ We all enjoy excursions and walks on a regular basis



Environmental Awareness

As children explore their surroundings, Sunrise takes the opportunity to introduce children to the basic concepts in Earth-care, for a sustainable future. Children develop their interest in nature through experiments, cooking, gardening, recycling participation and learn about the universe, earth, animals and plants through story exploration, tied in with theme work.

- ❖ Children perform basic science experiments and observe results
- ❖ We explore the 4 elements; Fire, Water, Earth and Air
- ❖ Children learn a knowledge of the universe, planets, sun, stars, moon and the planet earth
- ❖ We awaken interest in and knowledge of plants and animals
- ❖ We explore and compare habitats groups including the flora and fauna of eco systems and their interdependence

- ❖ Children develop the understanding of extinction through dinosaurs and learning about endangered species
- ❖ We explore natural phenomena such as seasons, sea, mountains, clouds, H2O cycle, volcanoes, earth quakes and thunderstorms
- ❖ Develop knowledge of the care of plants, basic gardening
- ❖ As a community, we explore ways to protect the environment
- ❖ Children are engaged in recycling and sustainability efforts
- ❖ We develop concern and action for litter in the community
- ❖ We encourage awareness of consumption including water tap, paper towels, light switches, paper use, the choice to use things again

An Introduction to Neo-Humanist Education

Sa vidya Ya Vimuktaye: "Education is that which liberates."

"The real meaning of education is trilateral development - simultaneous development in the physical, mental and spiritual realms of human existence. This development should enhance the integration of the human personality. By this, dormant human potentialities will be awakened and put to proper use. Educated are those who have learnt much, remembered much and made use of their learning in practical life."

P.R.Sarkar



Neo-Humanism means to expand the underlying spirit of humanism (love for all human beings) to encompass love for the whole of creation, through a realization that everything is an expression of the infinite consciousness.

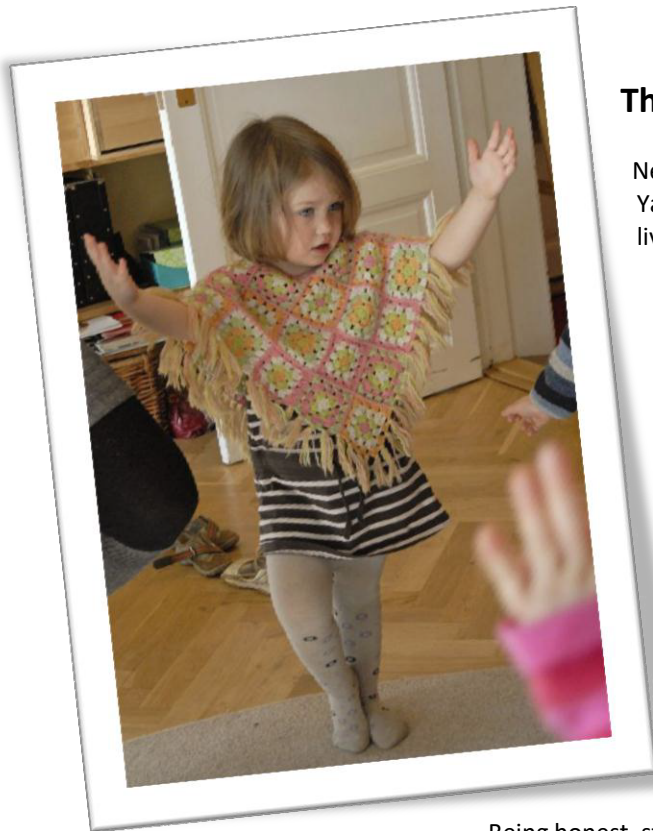
Neohumanist Education (NHE) is firmly rooted in the philosophy and principles of Neohumanism, which stands for "the practice of love for all creation including plants, animals, and the inanimate world" as propounded by the Indian philosopher Shrii P.R. Sarkar. NHE incorporates a

harmonious blending of oriental introversial philosophy and occidental extroversial science. Its methodology is flexible, creative and culturally sensitive, making it adaptable to different cultures and parts of the world. Neo-humanist Education seeks to redefine the human experience. Current educational practice works on a model of the individual as a singular entity pitted against the forces of the universe. Competition and the need to dominate and control are the hallmarks of this system.

Neo-humanist Education rejects this vision of humanity and proposes instead that we are all beings intimately linked with the fabric of the universe. As such the insecurities, born of alienation and loneliness that drive our society become meaningless.

Neo-humanist Education unleashes infinite learning potential into our lives by expanding our understanding of ourselves and our potential. Spirituality, creativity and love are at the center of this new force.

Imagination, the power to conceive and enact wonderful dreams, brings life and energy into the lives of teachers, students and their families. And because we are no longer isolated and alone in this process, because we feel part of a universal family engaged in a universal enterprise, we seek to affirm our kinship through service to the universe.



The Ten Universal Ethical Concepts

Neo-Humanism is based on the ancient yogic concepts of Yama, Niyama, which provide a harmonious approach to living after ten ethical concepts:

Non-harming

Making a conscious effort of displaying kindness and caring by thought, word, and action. The practice of Non - Harming involves our relationship with the world, others, and ourselves. Examples of qualities that arise from practicing non-harming are kindness, compassion, gentleness, and friendliness.

Consider expressing anger appropriately. Choose when and how to respond to events and others. Consider the qualities of Flexibility, Tolerance, Acceptance, Giving positive encouragement, Taking responsibility for ourselves, Self-nurturing, Communicating personal boundaries respectfully.

Truthfulness

Being honest, straight forward, hearing, feeling, and speaking what is really going on with benevolence. Consider empowering and encouraging others and ourselves, Disclosure exercised with compassion, Stating needs and feelings, Aligning thoughts, words, and actions, Keeping our promises and commitments to others, our Spiritual Ideal, and ourselves.

Trust

Not taking what does not belong to oneself not talking ill of others. This develops trustworthiness and empathy. Consider respecting others' boundaries, possessions, rules, and rights, helping others get their needs met, Meeting obligations, Forgiveness, Letting go, Asking for support.

Universal Love

Seeing and loving the Infinite Energy that is manifested in everything around us. By understanding the inter-relatedness of all, we superimpose a spiritual attitude over our mundane existence. Examples of qualities that arise from practicing universal love are sweetness, caring and openness.

Consider relaxing and choosing to believe we are guided and cared for by a Universal Energy, Accept ourselves as we are, Accept others as they are, Opening up to others, Humility. Choose to believe in Universal Love.

Simplicity

Meeting the necessary requirements of life while considering the well being of others is the essence behind simple living. Examples of qualities that arise from practicing simple living are moderation and balance.

Consider letting go of attachment to behaviors, people, and things. Assess personal needs and plan a strategy. Choose to believe in love and abundance. Consider Releasing personal control, Accepting responsibility, Choosing to simplify life, Making priorities, Finding fulfillment in simplicity, Working to bring values, words, and actions into harmony.

Cleanliness

This includes both external and internal cleanliness. Mental cleanliness means removing internal impurities such as greed, hatred and pride through a continuous process of finding fulfillment in the challenges and simple joys of life. Examples of qualities that arise from practicing cleanliness are being genuine and introspective.

Consider paying attention to our surroundings as a reflection of our inner being; Learn to accept events more neutrally. Accept responsibility for changing what is unhealthy. Take steps toward cleaning up our surroundings, our environment, and our world.

Acceptance

Making regular effort to maintain mental composure and decrease desires that disrupt mental contentment. Examples of qualities that arise from practicing contentment are positive outlook and acceptance.

Consider Recognize past patterns. Be loyal to one's true nature. Give permission for being content. Meditate and contemplate. Helping and serving others. Focus on non-material benefits of life. Accept others as they are. Live in the present. Accept the totality of who we are. Make a commitment to heal ourselves. Regularly express acts of kindness, generosity, and thoughtfulness. Practice contentment and inner peace.

Service-mindedness

Developing the habit of helping others who really need it, even if it may cause inconvenience to oneself. Examples of qualities that arise from practicing social service are generosity, determination and humility.

Consider offer our services in co-operation with others. Take care of ourselves. Make time to help others less fortunate despite personal challenges.

Inspirational Study

Develop the habit of regularly reading, listening to or discussing an inspirational topic, with an effort to deeply understand it. Examples of qualities that arise from practicing inspirational study are thoughtfulness and studiousness.

Consider choose beliefs that are compassionate, accepting, and empowering for all. Accept change. Read, listen, and



intuit to discover common ground. Learn how to listen with the heart. Read, introspect, and ask questions in order to form responsible opinions.

Spiritual Practice

Consider that the most important thing in life is to understand one's inner self and to try to live according to that inner Truth. Examples of qualities that arise from practicing meditation are sincerity, devotion and discipline.

For further information on the Neo-Humanist Education, please refer to the website: nhe.gurukul.edu



Mission Statement

Sunrise International Preschool aims to support children in their growth toward a happy, healthy, well integrated lifestyle, in which the love of learning, the joy of self discovery, and the expression of care for the world are central to their personal development.

As a community of educators and families, Sunrise strives to promote holistic values, culturally diverse attitudes and service to the world, based on the principles of Neo Humanism.

Vision Statement

Sunrise International Preschool was established in 1984, in order to influence the holistic growth and development of children so that they can make a positive and meaningful difference in our world.

The vision of the school is to bring the principles and practices of Neo-humanism to as many families as possible in the world.

Parent Body

There are many different levels of participation available to parents. Volunteers for parent representatives and assistants are chosen at the Parent Orientation Meeting in August. However, volunteers are also sought out during the school year for various events.

Active Parents

Active parents include all members of families who have a child currently enrolled in Sunrise Preschool.

Parents are encouraged to:

- Adhere to the parent contract and policies
- Attend parent meetings and consultations
- Work with teachers and the director to solve child related matters and enhance learning
- Provide constructive feedback

Sunrise Family

The Sunrise family includes families of children who have attended the Preschool, but who no longer are enrolled. The family members enjoy certain privileges:

- Younger siblings on the enrollment waiting list will be given priority for admittance
- Families are welcome to visit the school and join in the Summer Party
- We encourage families to stay in contact with our school, and share in our community



Parent Representative

The Parent Representative and the Parent Representative assistant works do:

- *Increase communication* between parents, staff, and administration
- *Promote events and activities* in the classroom and on an all-school level
- *Encourage a sense of community* by facilitating coffee mornings, seminars, teas, evening gatherings, etc.

The Parent Representatives is made up of 4 parent volunteers. The Representatives is structured in the following way:

- **Two Classroom Representatives:** one parent from each of the 2 classrooms
- **Two Classroom Representative Assistants:** One from each of the 2 classrooms
- One **Additional member/alternate**

The positions have different roles and responsibilities, although the group strives to work in a cohesive manner with the common goal of supporting the parents and staff at Sunrise to enhance the atmosphere for our children's growth and development.

Class Representatives responsibilities include:

- Contact and collaboration with the Head Teacher regarding the class activities and needs
- Recruiting volunteers (see Parent Community Team) for classroom and all-school events, activities and excursions
- Representing the classroom to the PC
- Distributing information in cooperation with the Head Teacher
- Welcoming new families
- Being a collective voice for the parents to the PC and administration

Class Representative assistant responsibilities include:

- Helping and supporting the Class Representative with whatever they might need.
- Stepping in as Class Representative should the Class Representative no longer be present
 - This includes: Sickness, holiday or moving to other countries and/schools.



Parent Community

Parents are invited and encouraged to participate in school events and special projects throughout the school year. Volunteers are always welcome and participation greatly enhances our community spirit. Examples of activities parents can participate in include:

- Sunrise Clean-up days, called Parent Workdays held in the fall and spring
- Volunteering to join an excursion with your child's group
- Holiday Parties and other School Events
- Participation in and/or offering to hold an evening seminar
- Fund raising activities
- Welcoming new parents
- Providing classroom "talks" during the year regarding your job, culture, hobby, expertise, etc.

Communication: Meetings, Records and Telephone Use

Public Meetings

Parent Orientation

Parent Orientation takes place in August and welcomes all Parents back or into the Sunrise Community. Any representatives for the PC not chosen will be chosen that night. The evening serves as an introduction to the School Year, as an open question time and a period of getting to know one another. The meeting starts as a full community and then splits into classroom groups for further orientation, according to group.



Internal Meetings

Internal Board Meetings

Board Meetings serve the purpose of drifting all matters pertaining to the running of the school, and the direction which will be taken. Meetings held are recorded by the Board Secretary and filed by the Director. Minutes of these meetings are published to Board Members and the Director.

NHE Core Team

The NHE Core Team meets once a week for an hour. The Core Team Meetings serve to manage the daily running of the school, plan and implement Curriculum, plan and draft long term directions for the school, and create community action.

Staff In-service Days

Staff in-service days are used by teams and task forces to meet on issues surrounding the greater school life. Staff training and team building takes place, as well as full staff meetings for the quarter.

Parent - Head Teacher

Parents may schedule a meeting regarding any issues or interests concerning their child at any time during the year. The Meeting is recorded in the **Classroom Book**, by the Head Teacher.

Parent - Director

If a parent feels the need to consult the director for any reason during the school year concerning the running of Sunrise Preschool, the parent may schedule a meeting with the Director.

Communication and News Updates

Classroom Email Accounts

Each Classroom has its very own Email Account, where parents and teachers can hold regular contact with each other.

Periodical Records

Daily Reporting

Parents can check on the daily activities of their child in the classroom:

- Each classroom reports on the activities of the day, the number of children present, substitutes and any important events. The board is written throughout the day and parents can review it at pick up time.
- Each day the information for the daily report is copied into a permanent record of the events of the day, and includes information such as meetings held, for internal use.
- It is the responsibility of the Head Teacher to ensure that the classroom has completed this as a team, on a daily basis, but the task can be delegated.

Daily Attendance sign in – sign out sheet

Parents must sign their child in and out. This is a safety matter which shows your child is present at school and is a reference during emergency situations, and keeps record of who collects your child. Children are released only to their parents unless authorized. Authorization must be in written form. Parents may also make a list of the usual people to collect a child on the FLOOR BOOK LIST (see below). This allows for those individuals who often collect a child, such as grandparents, nannies or family friends, to be listed as authorized, already at the beginning of the year.

The Teaching staff must not release a child to the care of an unknown person, and unless written notice has been given, a child will not be released, until the staffs have contacted the parents directly.



Floor Book

Staff on the floor needs to have immediate vital information at hand, concerning your child.

The Floor Book is an emergency book for each classroom, containing information and immediate procedures to be followed, should a child be injured, as well as a list of individuals authorized to collect a child from the school. The Floor Book sheet is filled out by the parents on the first day of the child settling in, and is there after kept for reference.

It is vital that this information be updated regularly, and parents and staff are required to make adjustments to the floor book, if information, address, telephone and email are changed.

School Environment

Sunrise International Preschool strives to provide a holistic and nurturing environment for all members of the community, whether they are adult or child. The following outline provides a general overview of how the school maintains its environment.

Outside Bodies

- **Governmental Standards** - Sunrise International Preschool is in line with the Danish Governmental requirements for childcare programs and is equipped with a curriculum which covers the aspects of the Danish standard “Learn and Play” program (Leje og Lær.) However, as the language of tuition is in English, the school is exempt from such testing situations as the Danish 3 year and 5 year language tests. Instead, the children of Sunrise are assessed on a yearly basis, in the 5 areas of development and awareness described in the Sunrise Curriculum.
- **Communal Support** - Sunrise International Preschool is affiliated with several of the Danish “Kommunes” (Municipalities) but falls under the administration of Copenhagen Community, and is qualified as an institution under the Private Childcare Provision for child care (Storordning). The School is recognized by the following communities and financial support is available for families interested in Sunrise as a preschool option – Copenhagen, Frederiksberg, Gentofte, Hellerup. If your community is not listed, you may apply to your own community hall for guidance on how best to apply for financial support.
- **FOBU (Foreningen til Gavn for Børn og Unge)** – Sunrise is a member of FOBU Association for independent childcare facilities. The services FOBU provide act as a facilitation and support for the schools own systems. These include standardization of wages for employees, accounting, legal services, political backing, pedagogical support and administrative connection to a wider organization of care and education facilities.

Sunrise International Preschool Functions

Sunrise International Preschool functions as a community, where all are a part of the decision-making process, as well as having a share of the responsibility.

Two groups of learning

Sunrise International Preschool is composed of two groups or stages of learning approach: with primarily play activity and care; the Preschool 1 (PS1) with an interactive program of learning; and Preschool 2 (PS2) which builds the bridge from Preschool to Primary School.

Structure in brief

The two classrooms have teams of educators, working in their own special way to care for and guide the young learners, as well as facilitate the community. The Full school is overseen by the Director, who maintains contact with the NHE Global Community and ensures the implementation of NHE Practice on a community level. The school ensures health and nutrition, by employing a cook who provides vegetarian meals for children and staff on a daily basis. The Board of Governors for the school directs the overall development of the school as an NHE Global Project.

General role descriptions

Below is a brief summary of the main functions of the roles in operation at Sunrise Preschool. These outlines are not official job descriptions, and serve only as a basic introduction to the roles involved in running the school.

Governing Body

School Board

The School Board at Sunrise International Preschool consists of five individuals from the greater community, who are dedicated to NHE Global Projects and the development of Sunrise. Together with the Director, they provide for the growth of the overall school, focusing on the comprehensive continuity of the school as an institution.

Director

The Director is trained in of Neo Humanist Education and embodies the values and practices of NHE. The Director maintains a two way dynamic link between the Gurukula (Neo-Humanist Education Department) and the local school, and ensures that the school is trying to meet the NHE standards. The role of the Director includes:

- overall responsibility for the school as a project
- employment of all staff and delegation of responsibility
- facilitation of full Sunrise Community
- oversees all education and administration
- maintains connection to the NHE Global Community and ongoing communication with the Neo-Humanist Education department.
- attends Educators Training Conferences (ETC)

NHE Core Team

The NHE Core Team is comprised of the two head teachers in the school, The Director, and the Board Chairman. The group works to create a stable foundation for the future planning for growth of the project on a

practical level, develop curriculum, meet all governmental and NHE Standards and together ensure the day to day administration and education at the preschool. They meet on a weekly basis.

School Staff

Head Teaching Team

There are two head teachers in Sunrise Preschool, which work with both general curriculum and language training. The Head Teachers are qualified teachers, with a dedication to Early Childhood Education as specified by the NHE Standards. The role of the Head Teachers includes the following aspects:

- Curriculum structure and management according to NHE standards
- Curriculum delivery and leadership in teaching standards
- Overseeing the day to day school and classroom management, development, organization, supplies, and planning
- Overseeing the total School – Home Partnership and developmental growth of the children in connection with the classroom staff
- Staff Management and team building
- Communications with the school community
- Initiation and review of record keeping, Assessment and Documentation
- Contact and consultation with governmental bodies
- NHE Core Team Administration
- Classroom teaching

Classroom Teachers

Qualified classroom teachers are employed with the school. The teachers focus is on the individual child development, and the needs of the individual families. Together with the Head Teachers, they carry out the curriculum, planning and assessments. Their responsibilities include:

- Creating and maintaining the positive nurturing daily environment of the classroom
- primary contact with individual families
- daily care and guidance of children
- regular reports and updates on child development
- planning coordination with teams
- classroom esthetics
- NHE Core Team meetings
- classroom teaching

Classroom Teaching Assistants

CTAs are in constant contact with the children and are responsible for safety and well-being. Assistants are individuals with unique skills, hired to create a stimulating and creative environment, in which learning, exploration and care are the focus of each child's day. Each assistant contributes from his/her own background and expertise, and are typically creative individuals, with background or interest in NHE.

- Planning and implementing the curriculum as a team
- Organizing and managing classrooms as a team
- Contributing to the Assessment, Documentation and Daily Record Keeping of the Classroom

- Creating a positive, caring and nurturing environment for both adults and children
- Maintaining positive and open communications within the classroom, and throughout the school
- Full responsibility for child related care and interactions
- Maintaining the physical environment of the school
- Ensuring safety for the full Sunrise Community

The Cook

Sunrise employs one cook to compose and prepare nutritional sentient vegetarian meals on a daily basis. The Cook is responsible for:

- Full knowledge of Sentient diet requirements
- Ordering of supplies
- Stocking
- Meal composition
- Meal preparation
- Hygiene
- Maintaining governmental standards and regulation

Sunrise Community Events



Full School Events

Heart Project and Circle

This week long project in August allows children and parents to create a care object which helps to bridge the gap between home and school. Each child is given a week to produce a colorful Heart filled with Family Photos, treasured items, and beautiful memories, which they bring to school on the day of the 'Heart Circle.' Parents are welcome to join in our lovely ceremony, in which we find our hearts. Thereafter, the hearts are used in circle times to aid meditation and as a comfort item during the day.

Open Day

Open Day is a program held in the fall as an interaction with the local community. The day is an open house full of activities which promote NHE community outreach. The interaction with the community can include artistic workshops, cultural programs, environmental efforts, vegetarian cooking classes and yoga classes. The school is open for anyone interested in stopping by, and encourages members of the Sunrise

Community to invite the public to participate in the day. Open Day is a joint effort between Parents and Staff members, with members of parents and staff leading workshops for both kids and adults. Open Day is a wonderful way to enter into the Sunrise Community spirit, spend time with parents, children and staff, and learn a little bit about the activities and lifestyle at Sunrise.

Friendship Project: The Gift of Giving

This project is about learning to give to others, friends we have not met yet, and people in need. The gifts are given to charities .

Celebration of Light & Cultures Around the World

This festival is held in December and celebrates light in the darkest, coldest time of the year. The Celebration of Light is a universal celebration, in which the children and teachers of Sunrise prepare and perform cultural presentations in a united program, with the focus on nature and light. After the performance, there is a small reception with party food contributed by the parents.

The school is involved in a unit which helps children explore people from around the world. This is an International Feast, in which all families are invited to contribute a dish from their home country. (Please adhere to the school food policy and choose a vegetarian dish. Sweets are allowed on this day.)

Field Trips

All the field trips are noted in the Calendar of Events.

Earth Day

This truly special Sunrise Event is hosted by the school on or around the 22 of April, international Earth Day. The School community gets on their gardening clothes and spends the day outside, making our outdoor environment a special, clean and welcoming home for the spring.

Graduation Day

PS2 (Hummingbirds) is a group of growing kids, many of whom move on. The Graduation Day celebrates their time at Sunrise. Parents are invited to the ceremony which is full of song and graduation hats!

Farewell Circle and Moving Up Day

The younger members of the school share a day to see how much they have grown.

The Sunbears celebrate the great friends they have made. Many of the children move up after the summer, so it is nice to see how big we have become. All Parents are invited to this very lovely ceremony, where we take the opportunity to say thank you for a great year.

