

The three main goals of the pre-school program are:

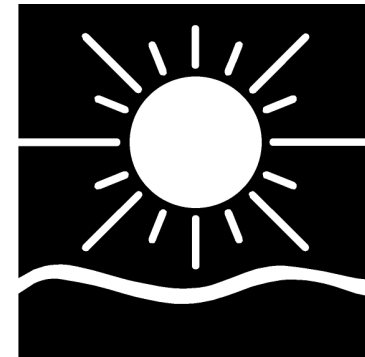
1. To foster a positive attitude, respect, and provide equal opportunity for all the children.
2. To develop a pre-school program which meets the needs of children with a wide range of abilities
3. To develop programs that build on teamwork of professionals who's background is in both regular and special education. Staff are equally responsible for all the children. Full parental involvement is welcomed.

Daily schedule

7:30 - 8:15	Children arrive
8:15- 9:00	Breakfast and free-play
9:00- 10:15	Small-group activities, including language groups, gym and arts and crafts
10:15-11:30	Outside play
11:30-12:00	Music, stories and sign language
12:00 –12:30	Hot lunch
12:30-13:00	Rest period
13:00-14:30	Small-group activities as in the morning, gym and outside play
14:30-15:00	Large-group time, with sing-songs and sharing
15:00-15:30	Afternoon snacks
15:30-16:30	Free-play activities
16:00-17:00	Home time

All the children have an Individual Education Plan which is supported and developed in cooperation with their parents. Special education tutoring is included in all regular activities. All the children get an opportunity to become familiar with and learn to use sign language to some extent.

Leikskólinn Sólborg



**Vesturhlíð 1
105 Reykjavík
Iceland**

Telephone: 354-551-5380

Fax: 354-551-5388

E-mail: solborg@leikskolar.is

About pre-schools in Iceland

The Minister of Education issues a National Curriculum Guide for all pre-schools in Iceland in the same manner as Regulations; it gives guidelines for the work of pre-school teachers and operators.

About the goals and objectives of the pre-schools the National Curriculum says:

“According to Act 78/1994, local authorities bear the main responsibility for pre-school operation. The Ministry of Education, Science and Culture formulates educational policy for pre-schools and ensures that their activities are evaluated. Pre-schools are not compulsory and are, as a result, in a special position as the first stage of schooling. While parents bear the primary responsibility for the education of their children, pre-schools supplement the child’s upbringing at home. Pre-schools are for all children regardless of their mental or physical capacity, culture or faith”.

According to the Pre-school Act, the principal objectives of the pre-school education are to:

- Care for children, provide them with a healthy learning environment and a secure play condition;
- Provide children with an opportunity to participate in work and play, and to enjoy varied learning opportunities in a group under the direction of a pre-school teacher;
- Emphasize, in cooperation with their families, children’s all-round development in accordance with the character and needs of each child. Further more seek to support them mentally and physically in order that they may enjoy their childhood;

- Encourage tolerance and open-mindedness in children and equalize their educational circumstances in all respects;
- To instill moral values and lay the foundation to enable them to be independent, reflective, active and responsible citizens in a democratic society which is undergoing rapid and constant change;
- To develop children’s creativity and communicative ability in order to strengthen their self-image, sense of security and ability to resolve matters in a peaceful manner.

Solborg pre-school:

Solborg is one of about 80 pre-schools operated by the City of Reykjavík. Solborg opened in the fall of 1994 and is open year round from 7:30 am to 6:00 pm. There are 75 children enrolled in the pre-school from the age of one to six years. Most of the children attend a full day program, about eight hours a day, but we also offer four and six hour programs.

The children are divided by age into four classrooms. One classroom is for children one and two years of age and three classrooms for the older children.

We welcome children with special needs and there are 10-12 children enrolled each year. They have different diagnoses, e.g. autism, physical disabilities, mental retardation and some have a combination of challenges. One classroom is designated for children who use sign language due to deafness or hearing loss. Solborg has developed its own Curriculum Guide and follows the practices and principles of inclusive schooling. We believe all children learn best through play and the role of the teaching staff is to facilitate interaction and learning among the children.

