



# Rainbow Trout Creativity Curriculum

## Mission:

The mission of early childhood education and daycare is to promote children's holistic growth, development and learning in collaboration with their guardians. Our school promotes equity and equality among children and seeks to prevent social exclusion. Knowledge and skills acquired in early childhood and daycare will be carried with them for the rest of their lives. We aim to strengthen children's active participation in society.

The Finnish curriculum is unique in that it believes that the parents are the most important educators of children in the early years. We work together with families to support their children's growth in all areas.

The school's role is to educate and aid with our professional knowledge and for the parents to do their best in bringing up their children. The curriculum is individualised and prepared with input from the child's guardian, taking the child's wishes into account.

We have experienced and qualified teachers who carefully craft the yearly goals for each child. We gather detailed information from parents about their child's knowledge, skills, strengths, interests and personal needs. The child's background in terms of his or her language, culture and worldview is also considered when preparing the individualised curriculum.

## Goals:

1. Promote holistic growth, health and well-being of each child as determined by his or her developmental age;
2. Support the child's learning needs, promote his or her lifelong learning and implement equality of education;
3. Carry out versatile pedagogical activities based on play, physical activity, arts and cultural heritage and enable positive learning experiences;
4. Ensure that the child's early educational environment promotes development and learning and is healthy and safe;
5. Safeguard an approach that promotes the child's stable relationships and interactions with the Rainbow Trout Creativity staff;
6. Provide all children with equal opportunities for early childhood and care, promote gender equality and help the children to develop their capacity to understand and respect other children's heritage – their linguistic, cultural, religious, and ideological backgrounds;
7. Recognise the child's need for individual support and provide him or her with appropriate care should the need arise, with cross-sectoral cooperation when necessary;
8. Develop the child's skills of teamwork and interaction, promote their ability to act in a peer group and guide him or her towards acting responsibly and sustainably, respecting other people and becoming an integrated member of society;
9. Ensure that children get the opportunity to participate in and influence matters which concern them;
10. Cooperate with the child and the child's parents or guardians to promote the child's balanced development and holistic well-being, thereby supporting the parents or guardians in educating the children.



# Nutrition

Children in Rainbow Trout Creativity, The Harbour School will be provided with a balanced diet. Meals will be appropriately organised and supervised. The ingredients will be fresh, with low salt and low sugar. The food will be cooked with only coconut oil and the school has a nut-free policy. The school can also accommodate children with dairy and gluten intolerance. Parents must notify the office of any special dietary requirements. Here is a sample of the menu plan.

		MONDAY	TUESDAY	WEDNESDA
Week 1	<b>snack</b>	Rice cake + yoghurt	seasonal fruit + yoghurt	seasonal fruit + yoghurt
	<b>lunch</b>	Shrimp fried rice + salad	soba noodles + vegetable and shrimp tempura+ miso soup seaweed	chicken tacos+ salad
Week 2	<b>snack</b>	Popcorn + yoghurt	seasonal fruit + yoghurt	seasonal fruit + yoghurt
	<b>lunch</b>	mushroom vercimelli soup + rice	tuna sushi + seaweed	grilled chicken + sticky rice + salad

*Rainbow Trout Creativity School Food Menu*

## Rainbow Trout Underlying Values:

### THE INTRINSIC VALUE OF CHILDHOOD

Each child is unique and valuable just as he or she is. Each child has the right to be heard, seen, noticed and understood as himself or herself and as a member of his or her community.

### GROWTH AS HUMAN BEING

Rainbow Trout Creativity, The Harbour School base our education and daycare on respect for life, human rights and dignity, and sustainable development. We support the children's growth as human beings who strive for truth, goodness, beauty, justice and peace. We respect each child's knowledge and ability, which is evidenced in our attitude to ourselves, other people and the environment. The teachers guide children based on these underlying values. Bullying, violence, racism or other types of discrimination are not acceptable in any form or by anyone.

### THE RIGHTS OF THE CHILD

Children have the right to express themselves, their opinions and thoughts. They also have the right to be understood in their individual way of communicating. Every child has the right to good instruction, caring and encouraging feedback. Children have the right to play, learn by playing and experience joy of learning, and build their view of themselves, their identity and the world from their personal perspectives. Each child has the right to experience togetherness and to belong to a group. Children have the right to be provided with versatile information, to process emotions and conflicts, and to experiment with and learn new things.

### EQUITY, EQUALITY, AND DIVERSITY

Our early childhood education and daycare promotes democratic values. Children must have an opportunity to develop their skills and make choices independently or for reasons associated with, for instance, gender, origin, cultural background or any other reasons unique to that child. The teachers and staff are responsible for creating an atmosphere that respects diversity. Our school is built on Thai heritage, which continues to be developed in interactions between the children, their guardians and the personnel.

### DIVERSITY OF FAMILIES

Rainbow Trout provides an open and respectful attitude towards diverse families and their different languages, cultures, world views, religions, traditions and views on education, which creates the preconditions for good educational cooperation. Equally, children's family identities and familial relationships are supported so that each child can perceive their own family as valuable.

### HEALTHY AND SUSTAINABLE WAY OF LIVING

Our task is to guide children towards a lifestyle that promotes health and well-being. Children are provided with opportunities to develop their emotional skills and aesthetic thinking. Early childhood education and care lays a foundation for eco-social knowledge and ability, allowing children to understand ecological sustainability as the precondition for social sustainability and the realisation of human rights.



# Learning Environments of Early Childhood

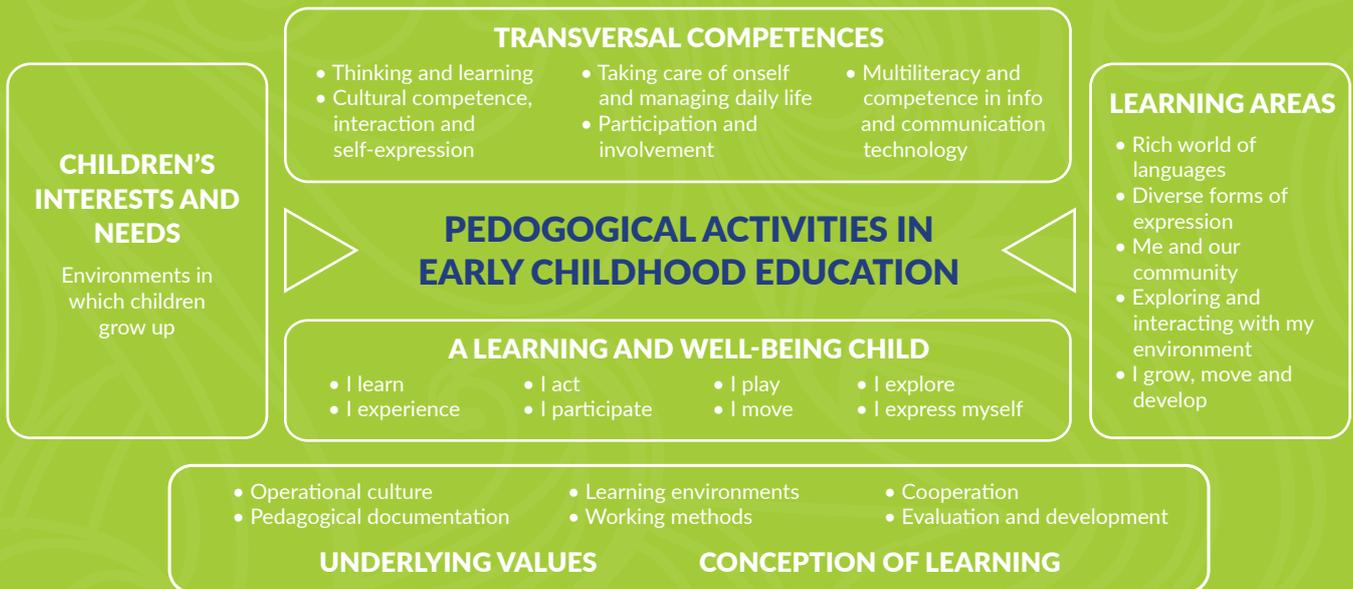
The learning environment is very important for young children. Learning environments at Rainbow Trout Creativity, The Harbour School are designed with the children in mind, to promote learning and development of the children in our care. We have considered physical, social and psychological conditions.

Diverse learning activities can be carried out in the various learning environments. The children are made aware that their everyday choices and actions reflect on their relationship with nature and the environment. We also promote the use of various types of equipment and facilities, while considering moderation and taking into account financial and environmental costs by reusing and reducing consumption where possible.



## Framework of Pedagogical Activity

The pedagogical framework is holistic, and the aim is to promote children's learning and well-being as well as their transversal competence.



## Learning Areas

### RICH WORLD OF LANGUAGES

Language is both an object of and a vehicle for learning for children. Our task is to strengthen children's linguistic skills and capacity as well as their linguistic identities. Through our curriculum we strengthen children's curiosity toward interests in languages, texts and cultures. Children are provided with encouraging and consistent feedback on their language use and interaction skills.

Interaction skills	Language comprehension skills	Speech production skills	Language use competences	Linguistic memory and vocabulary	Language awareness
Developing Linguistic Identities					

*We are aware that children are growing up in diverse linguistic environments. Linguistic and cultural diversity is made visible in cooperation with guardians.*

## DIVERSE FORMS OF EXPRESSION

A task of our school is to support development of children's musical, visual, verbal and physical expression in a goal-orientated manner, and to familiarise them with different art forms and cultural heritage.

Culture is an important part of the child's identity. We provide children with opportunities to see and experience art and culture diversely. The experiences related to art and culture strengthen children's ability to adopt, use and change culture.

## ME AND OUR COMMUNITY

When children leave their home to come to school they start to see different ways of thinking and acting. Our mission is to develop children's capabilities of understanding the diversity and practice acting in it. This topic is approached from the perspectives of ethical thinking, world view, the past, the present and the future of the local community as well as the media. Especially in the 21st century it is important that the children are guided in using media responsibly, taking into account their own and other people's well-being.

# Exploring and Interacting with My Environment

We provide children with a capacity to observe, analyse and understand their surroundings. The children are guided to explore and act in the natural and built environment. We support development of children's mathematical thinking and strengthen their positive attitude towards **mathematics**. We also emphasise **environmental education** and **technological education**.

### MATHEMATICS THINKING:

Children will familiarise themselves with the domain of mathematics through illustrative and playful activities. They will understand mathematics as natural things that occur in our daily lives, rather than being forced to calculate and memorise the sequence of numbers. They are also encouraged to discover, consider and deduce problems related to the learning environment and find solutions to them.

### ENVIRONMENT EDUCATION:

Rainbow Trout strengthens children's relationship with nature and their ability to act responsibly in nature, as well as to guide them towards a sustainable way of living. They will develop practical skills, such as not littering on excursions, learning moderation, being economical, showing responsibility related to meals, saving energy, as well as decreasing the amount of waste by means of recycling, repairing and reusing. At the same time, children are guided to pay attention to the impacts of their actions.

### TECHNOLOGY EDUCATION:

The goal of technological education is to encourage children to familiarise themselves with experimental and inquiry-based approaches. Children are guided to observe technology in the environment and to come up with their own, creative solutions. They will familiarise themselves with ICT devices and their functions, with particular attention to the safe use of such devices. Children are provided with opportunities to carry out their own ideas, for example building things out of different materials and testing how different devices work. Children are also encouraged to describe solutions they have made. They solve problems and celebrate success together. The goal is to help them form an understanding through their personal experiences.



# I Grow, Move and Develop

## **PHYSICAL ACTIVITY**

Children get plenty of opportunities for independent physical activity every day, both indoors and outdoors. Physical education is regular, child focused, versatile and goal-orientated. The purpose is to develop children's knowledge of their bodies and body management, as well as fundamental movement skills such as balance, locomotor and manipulative skills.

## **FOOD EDUCATION**

We promote positive attitudes towards food and eating and support versatile and healthy eating habits. Children are guided to eat independently and get versatile and sufficient nutrition each day. Daily, healthy and delicious meals are organised in an unhurried atmosphere, where the children learn to eat without disturbances and with good table manners. They also have opportunities to prepare and serve food to other classmates. They will become familiarised with the culture of eating with others.

## **HEALTH AND SAFETY**

Children learn about safety in everyday situations. These may include situations where they are getting dressed, eating, playing and spending time outdoors. Children learn about traffic safety in their local area, as well as rules and customs related to safety. The goal is to support the children's sense of security and to provide them with capabilities to seek help when needed in different situations.

