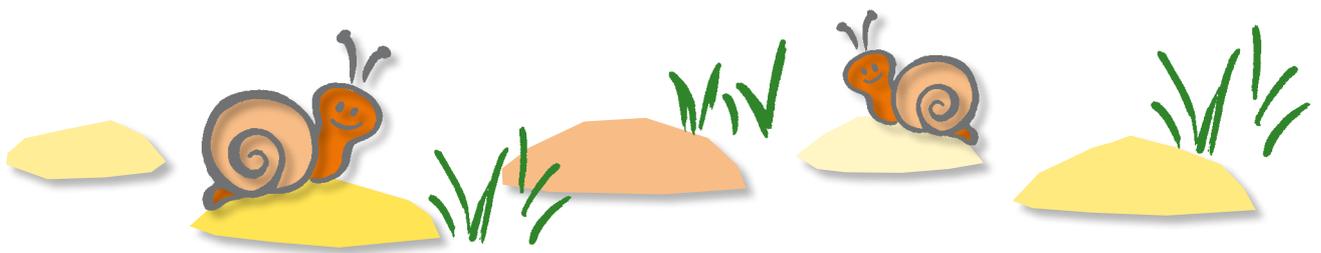


Pebbles



Children's Daycare Centre



Schwalbach am Taunus

Campus Frankfurt





Dr. Gerhard Obermayr
Headmaster



Dear parents,

A warm welcome to the Pebbles children's daycare centre!

The educational concept in the Pebbles daycare centre includes various approaches and points of focus, including Montessori, Reggio, multi-lingual encouragement, motor skills and early learning of music. On the following pages you will find a summary of the most important contents of the Obermayr educational philosophy.

Our principal, Sabine Handke, is of course available to you as a contact person for all organisational and educational matters.

In order to guarantee the quiet periods of the 30 nursery children the nursery and kindergarten departments are physically separated. A gymnasium and a class common room are an addition to nine classrooms on two levels. The preschool is physically attached to the primary school. The spacious grounds are equipped with playground equipment appropriate for the age of the children.

I would like to give you a warm invitation together with your child to discover the world of the Obermayr nursery and kindergarten!



Dr. Gerhard Obermayr
Headmaster

Places are allocated by
the Administration Department

Opening times:
Mondays to Thursdays
7.30 a.m – 6.00 p.m.
Friday
7.30 a.m – 5.00 p.m.

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*Below we give an insight into our work.
Ask for details of our educational concept.*

The day's programme

Children need structures in order to find their bearings and to develop a feeling of security. Therefore we place great value on a regular daily programme in our facilities. This does not mean, however, that we go by the book when we plan the day and just move from one agenda item to the next. On the contrary, the regular day's programme forms the framework for creativity, variety and activity.

Experience has taught us that very small children react positively to regular times for eating and sleeping, rituals and repeated activities, because these activities have a high recognition value. The faces of the children express both a thirst for knowledge and pleasure when they announce that they have learned to perform a ritual, to copy an activity or can even themselves announce what is going to happen.



The premises

Spacious room design is combined in our facilities with a comfortable atmosphere to provide a place of adventure of a very special kind.

Our facilities conform to the most modern standards of nursery and kindergarten architecture and take into account the specified safety regulations. Each facility has a safe outside area for play and a gymnasium for movement games in the building. The nurseries are equipped both outside and inside the building with age-appropriate playground equipment to promote mobility and skill.

Though the nursery and the kindergarten are under the same roof these areas can be separated from each other so that the sleeping habits of children under 3 years old can be respected. In our facilities spacious room design is combined with a comfortable atmosphere to provide a place of adventure of a very special kind.

Kindergarten teachers

Care, attention, team spirit, pleasure

Obermayr Nursery and Kindergarten employs only carefully selected staff. The nursery and kindergarten teachers have a state-recognised educational training and excellent references. In our recruitment interviews we look for care, creativity, willingness to participate, innovative energy, initiative and above all a genuine interest in the child.

We desire that our colleagues work with their heart and soul at the growth and development of personality of the children and we therefore make every effort to create a pleasant atmosphere to work in.

Team building, having a say in decisions, sharing of tasks and communications all determine the method of work in our facilities, since only if our employees feel happy at their place of work can they pass on enjoyment and confidence and give your child the necessary care and attention.

Below we give an insight into our work.

Ask for details of our educational concept.

Basic values and convictions

Obermayr stands for education and training in the spirit of European integration. We can support this goal for the child on two pillars of our educational concept. On the one hand we attach particular importance to the term “integration”, on the other hand we emphasise basic principles of understanding between nations.

These help us to educate children to become people who are tolerant and open to experience, and who have values. Honouring and respecting the dignity of the child, teaching it to share and to respect his fellow human beings and other children, and also consideration for others all help us to integrate a group of tiny citizens of the world into a whole.

Here we do not want to homogenise, but to perceive and promote the child as a personality. We want to give them security, safety, attention and affection, but also to support them in overcoming set-backs, showing sympathy, respecting limits and rules, and protecting human beings and the environment.

Principles of the Hesse Education and Training Plan

“Competent infants” become the main actors in their own educational process!

Of outstanding importance in dealing with children is the latest scientific knowledge which has found its way into the basic principles of the Hesse Education and Training Plan. This is based on the achievements of brain research, which has revealed that not only biological factors but also external influences are responsible for the growth of the brain. Thus the physical environment, culture and learning experience connected with them are the deciding factors in the development of the brain (co-constructivism).

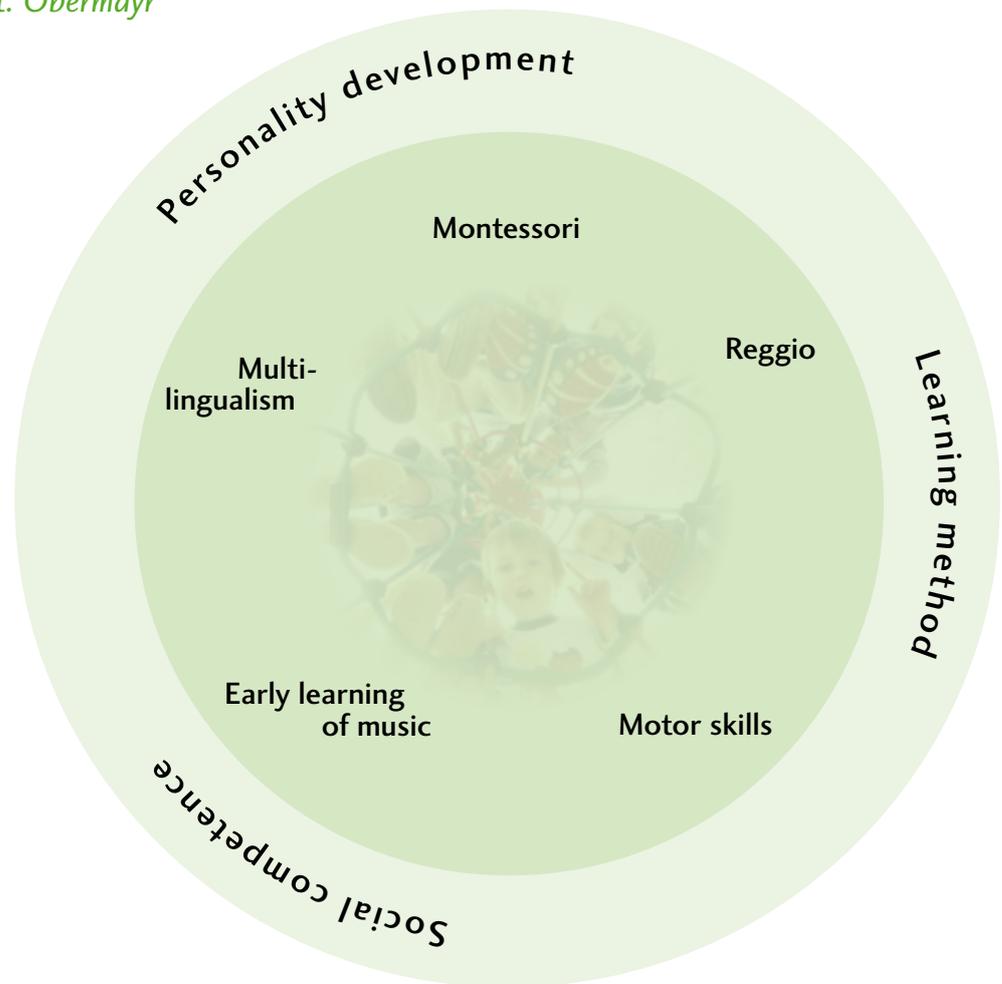
Besides this a picture of human beings has grown which characterises children after birth as “competent infants”. “Equipped with functional sense organs and fundamental competences they are prepared for communications, interaction and thus for dialogue with adults”, is stated in the Hesse Education and Training plan (2007.20). Human beings are able to perceive their environment and above all to interact with it from birth.

The challenge to the adult world can be stated as follows: How can we design this environment to give optimum assistance to our children so that they develop their strengths, expand their competences, increase their awareness of responsibility and thus become “active builders of their educational processes”?

Training and education in the spirit of European integration



Educational concept: Obermayr



The Obermayr educational philosophy combines fundamental elements into an innovative concept



Obermayr Educational Philosophy

In our facilities we combine various successful concepts into one innovative concept. Based on Maria Montessori we assume that in every child there is a creative force through which it develops its personality. This process must be supported and accompanied. According to this the kindergarten teacher acts as an “attendant” on the child and is responsible for designing the environment of the child in such a way that it can develop freely. In particular the Reggio approach attaches outstanding importance to this role and suggests a relationship with equal rights between child and attendant. The child learns to master situations from life without having to be subjected to everyday systems and prefabricated thought structures.

These approaches can be found in the elementary educational philosophy of the Obermayr Nursery & Kindergarten. Through early learning of music, motor skills and natural multilingualism the child obtains time and space to develop freely and foster his abilities. The aim of this method is to communicate fun and enjoyment in music, movement and language without setting exaggerated performance targets or taking away the child’s motivation by criticism. The child combines positive memories and feelings with music, movement and language, the child’s curiosity is aroused and its capacity for enthusiasm reinforced.

Natural multilingualism

Development of cognitive, motor and emotional skills

Research has shown that in the first 6 months of their life children develop the ability to imitate sounds. These sounds correspond to the specific sound patterns of the child's mother tongue. If a child grows up with several languages it therefore learns to imitate several sound patterns from birth. This development forms the foundation for the accent-free articulation of several languages as mother tongues. Not every child has the opportunity to grow up speaking several languages. Scientific studies have proven the success of early, natural acquisition of several languages. This also means that the natural acquisition of languages without making special efforts is already finished by the time the child is 8 years old.

Obermayr Nursery and Kindergarten has set itself the goal of encouraging the learning of foreign languages by children at the earliest possible age through the use of the Early Total Immersion Method. Therefore the development of language is being systematically promoted. In everyday life the kindergarten teachers encourage the expansion of the children's vocabulary and communicate the importance of language and the different forms of expression.

We have introduced the promotion of the English language in all facilities. It is an important component of the total concept (bilingual facility). In order to design the language tuition authentically English is taught exclusively by native speakers. We are expanding our language offer continuously and in future will also offer bilingual groups in French/German and Spanish/German.



Early learning of music

Learning music at an early age consists of five components: movement and dance, free movement to music, singing alone and to an audience, playing an instrument and listening. We create an atmosphere in which the children experience and practise active music making, in which they can sing, hear and play music.

We integrate musical activities into the daily programme. We promote movement and dance, since children think with their bodies and so movement becomes the most important element in the young musician's life. Children experience their own bodies through movement, feel the rhythm and in the course of time learn to coordinate their movements better and better.

The children learn songs, verses and games, find their own voice as an instrument and are made sensitive to the different tones. The most important aim in early learning of music is to encourage the children to hear consciously. We are surrounded by many sounds and noises, and therefore children need to be shown how to hear sounds consciously and distinguish between them.

Teaching of motor skills

Development of cognitive, motor and emotional skills

In motor skills the Obermayr educational system distinguishes between organised and freely-chosen games. Based on the needs and interests of the children the kindergarten teacher plans a programme with the focus on movement. For this various exercises and games are performed to encourage balance and strengthen muscles.

During the freely-chosen games the kindergarten teacher conducts herself with restraint and only observes, so as to offer the children the opportunity to move freely around the room as they wish. Therefore the room design is all-important. In a movement landscape (sandpits, climbing-frames, balls, tyres, mats) the children learn their limits and experience security through routine.

Cooperation with other Primary Schools in tandem

Design of the environment to optimise the education and development process

Based on the fundamental concept of the “total education process” Obermayr Nursery and Kindergarten prepares the children for a smooth transition from the children’s daycare centre to the bilingual primary school. To assist with this transition there are cooperative ventures with the primary schools in the region. These ventures have been conceived to run in tandem as part of the Hesse Educational and Development Plan.

In cooperation with the primary schools, discussions are held about the flexible date when a child starts school. Should a child start school at 5 years old or does it help the development of the child if it does not transfer to the primary school until it is 7 years old? This fundamental question will be answered by the kindergarten teacher and the primary school teacher in consultation with the parents.





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