ANNUAL PLAN 2026–2027



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KINDERGARTEN GOVERNING BODIES

Director: Loyd Kaasa

Board members:

Parent representatives :Vetle Visslund (chairman), Mai Linn Jondal, Even Utheim-Myklebust, Egil Eik Svanes, Benedicte Tengsareid

Deputy members: Elisabeth Karlsen & Therese Tronerud

Kindergarten representatives: Hanne Torgersen & Merete Pedersen

Community work coordinator :Thomas Fanebust Bergen

Cooperation Committee : Elected at the parents' meeting on 15 September 2026

Dear parents,

This Annual Plan consists of two parts:

Part 1 provides important practical information for parents and families.

Part 2 describes the pedagogical and professional foundations of our work, including how we fulfil our educational responsibilities and support children's learning, development and well-being.

Together, we create a kindergarten environment characterised by openness, trust and community, where every child has the opportunity to be themselves, feel seen and heard, and develop confidence in their own abilities. We look forward to a new kindergarten year filled with play, learning, friendship and meaningful experiences together with you and your children.

Our Annual Plan is based on the Framework Plan for Kindergartens, the Kindergarten Act and the United Nations Convention on the Rights of the Child. It is grounded in our shared values of Respect, Attachment and Play. We strive to provide a safe, inclusive and nurturing environment where care, play, learning and formation are closely connected.

Thank you for choosing Eigerøy Kindergarten as an important part of your child’s early years. We recognise that kindergarten is a shared partnership between home and kindergarten, and we greatly value the trust and cooperation shown by families every day.

We hope this Annual Plan provides a clear understanding of our work, what you can expect from us, and how together we can support your child’s well-being, development and sense of mastery. We encourage you to be active participants by asking questions, sharing experiences and providing feedback. The voices of both children and parents are important to us, and their participation helps us continue to develop and improve our kindergarten community.

This annual plan was approved by the Cooperation Committee (SU) at Eigerøy kindergarten on August 11, 2026. The annual plan is revised annually prior to the start of each new kindergarten year.

PART 1

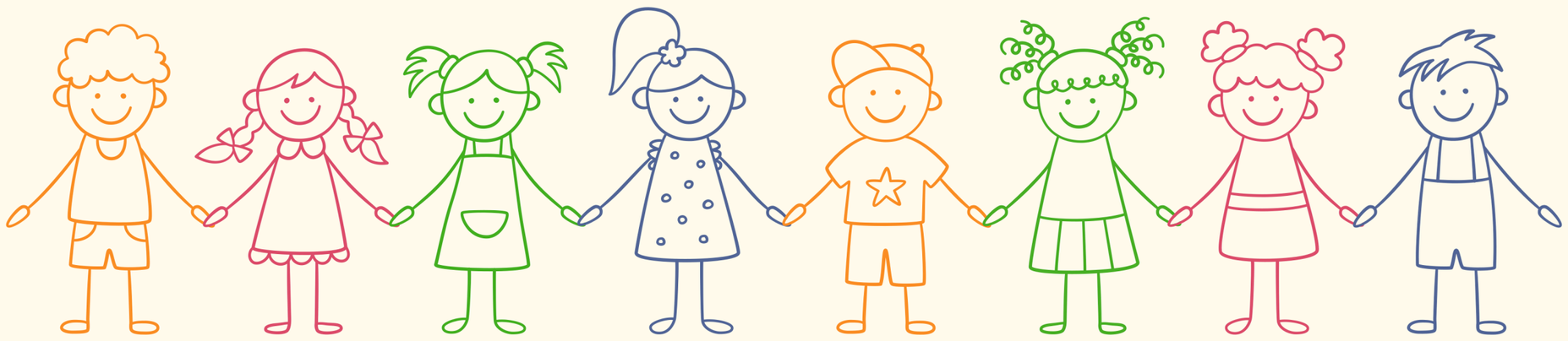
INFORMATION FOR PARENTS

To help everyday life run as smoothly as possible, we encourage you to keep up to date with:

1. Practical information, including routines, clothing and equipment.
2. Important dates, such as meetings, excursions and staff training days.
3. Messages and updates shared through our communication channels.

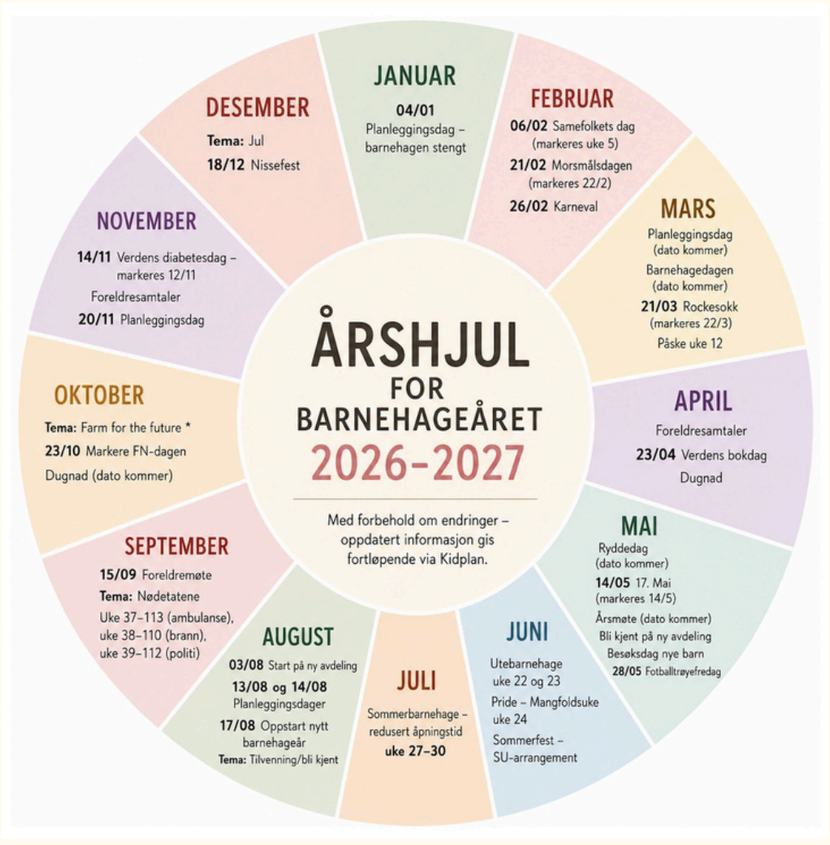
We value a positive and open partnership with parents and families. Please contact us if you have any questions, suggestions or concerns, or if you would like to arrange a conversation. Together, we create a safe, supportive and enjoyable everyday environment for the children.

This Annual Plan is intended to give you an overview of what your child will experience, learn and participate in throughout the kindergarten year. It aims to provide predictability, promote understanding of our work, and support strong cooperation between home and kindergarten.



ANNUAL CALENDAR FOR THE KINDERGARTEN YEAR 2026–2027

Month	Activities and events
August	3rd: transition to new departments 13th and 14th: staff training days 17th: start of new kindergarten year Theme: Settling-in/getting to know each other
September	15th: parents' meeting Theme: emergency services Week 37–113 (ambulance), week 38–110 (fire brigade), week 39–112 (police)
October	Theme: Farm for the Future * 23rd: mark UN Day Community work day: date to follow
November	14th: World Diabetes Day – marked on the 12th Parent–teacher conversations 20th: staff training day
December	Theme: Christmas Christmas celebration on the 18th
January	4th: staff training day – kindergarten closed
February	Sámi People's Day (6th, marked in week 5) 21st: Mother Language Day (marked on the 22nd) Carnival on 26 February
March	Staff training day (date to follow) Kindergarten Day (9th?) 21st: Rock Sock Day (marked on the 22nd) Easter, week 12
April	Parent–teacher conversations 23rd: World Book Day Community working day
May	Tidy-up day 17 May, Norway's Constitution Day (marked on the 14th) Annual General Meeting Getting to know the new group Visiting day for new children Football Shirt Friday (28th)
June	Outdoor kindergarten weeks, weeks 22 and 23 Pride – diversity week, week 24 Summer party – Cooperation Committee (SU) event
July	Summer kindergarten – reduced opening hours weeks 27–30 Opening time: 07:00 Closing time: 16:00



SETTLING IN AT THE KINDERGARTEN

Our aim is for every child to have a safe, positive and unhurried start at kindergarten. We provide a five-day settling-in period so that children can become familiar with their new environment, build trusting relationships with staff and develop friendships with other children at a pace that feels right for them. Parents are an important part of this process, and during the first week you will spend time alongside us in the kindergarten, providing the reassurance and support your child needs as they adjust to their new surroundings.

We pay close attention to each child's signals and adapt the settling-in process to their individual needs.

If you or your child need additional settling-in days, we will arrange this together with you. We also encourage shorter days during the first few weeks, as children have many new impressions and experiences to process, including spending longer periods away from their families. Research suggests that a gradual and gentle transition supports children's well-being and development. Close family members can also help with drop-off and pick-up during the first weeks if needed.

Children's need for secure attachment and exploration are closely connected. Children explore the world from a secure base, usually their parents or primary caregivers. When they feel tired, upset, frightened or uncertain, they return to this secure base for comfort, reassurance and emotional support.

During the settling-in period, our aim is to gradually become part of your child's circle of trusted adults. We strive to provide the security and support children need to explore their new environment with confidence, while also being available whenever they need comfort or reassurance.

To create a sense of predictability and safety, we follow consistent routines and a familiar daily rhythm throughout the settling-in period. Parents are encouraged to take an active part in daily activities, including play, dressing and undressing, nappy changes, meals and sleep routines. Familiar experiences and close cooperation between home and kindergarten help children feel secure in their new environment.

Children are highly attuned to their parents' feelings, and your confidence and sense of security can have a positive influence on how they experience the transition. Our staff are here to support, guide and advise you throughout the process. Please do not hesitate to speak with us if you have any questions, concerns or would like to arrange a conversation.

It is quite common for children to have a delayed reaction two or three weeks after starting kindergarten, once they realise that this is now a regular part of their everyday life. If this happens, we encourage you to continue following your usual drop-off routine and to trust that we will support your child through this transition. Consistent routines and repetition help children feel safe and secure.

If you are concerned, please feel free to contact us to hear how your child is doing during the day. It is important to let your child know when you are leaving and to keep the goodbye short and predictable. This helps children develop trust and confidence in both you and the adults caring for them. They learn that, although you leave, you always come back. This predictability provides reassurance and helps children feel secure.

THE FIRST FIVE DAYS

Day 1: 2 hours

On Day 1, we will agree on times for the following settling-in days.

Our role

To stay close by and begin getting to know your child, their needs and their way of communicating.

To introduce you to the kindergarten's routines, daily life and activities, and answer any questions you may have.

Your role

To take primary responsibility for your child and remain available and close by throughout the day, even if your child appears comfortable and settled.

To take an active part in activities together with your child.

To support your child during meals, play and other daily routines.

To get to know the staff, as well as some of the other children and families.

To ask questions and share any information that may help us get to know your child better.

Day 2: 3 hours

The roles and responsibilities remain the same as on Day 1. If your child needs to sleep during the day, you will be responsible for settling them for their nap.

Day 3: 4 hours

The roles and responsibilities remain largely the same as on Day 1. However, staff will gradually begin to take a more active role in play, nappy changes and mealtimes. If your child needs to sleep, we may, in collaboration with you, begin taking part in the sleep routine.

Day 4: 5 hours

By Day 4, we will gradually take on more of the caregiving responsibilities throughout the day. We will take a more active role in play, comforting your child, changing nappies, supporting mealtimes and helping with sleep routines.

Where appropriate, we may encourage you to spend some time in the staff room or away from the department for short periods. This allows your child to begin building confidence and trust in the staff while knowing that you are still nearby. We will closely observe your child's responses and will come and get you whenever needed.

Day 5: 5 hours

Day 5 follows the same approach as Day 4. We continue to observe your child's needs, signals and level of comfort, adapting the day as necessary to ensure a safe and positive settling-in experience.



Feeling hungry during the settling-in week?

Our kitchen is stocked with water, tea, coffee, bread and a selection of toppings for parents and carers. You are also welcome to bring your own packed lunch and enjoy it in the staff room.

One small request: Please keep snus out of sight of children (and preferably out of sight of the manager too!). Snus, tobacco products, medication and other potentially harmful items must never be accessible to children.

INITIAL PARENT MEETING

As part of the settling-in process, one of the pedagogical leaders in your child's department will invite you to an initial parent meeting. This meeting gives us an opportunity to get to know your child, learn about their routines, interests and individual needs, and answer any questions you may have.

Before the meeting, you will receive an initial information form by email. Please complete the form and bring it with you to the meeting. If you would prefer a paper copy, please let us know in advance.

EVERYDAY LIFE AT THE KINDERGARTEN

As children become familiar with their new environment and begin to feel secure, they gradually settle into the daily routines of kindergarten life. The same principles of safety, consistency and predictability that guide the settling-in period continue throughout the kindergarten day.

A positive partnership between home and kindergarten is essential in supporting your child's well-being and development. In the following sections, you will find practical information about daily life at Eigerøy Kindergarten.

START DATE

The new kindergarten year begins on Monday, 17 August 2026. This is the first day for newly enrolled children and marks the start of the settling-in period.

Children moving to a new department will join their new group in Week 32, starting on Monday, 3 August 2026.

DAILY ROUTINE

Time	Activity
06:30	Kindergarten opens. Free play indoors.
07:30-08:15	Breakfast. Free play indoors.
09:00	Outdoor activities, excursions or free play indoors and outdoors. Children should be dropped off by 09:00 on excursion days.
10:30/11:00	Lunch
12:00-13:00	Rest time
13:30	Fruit snack
14:00	Free play indoors and outdoors
16:30	Kindergarten closes

While this timetable provides an overview of a typical day, the exact timing of activities may vary according to the children's needs, interests and the day's plans. The opening and closing times are the only fixed times in our daily routine.

KIDPLAN – COMMUNICATION PLATFORM

Eigerøy Kindergarten uses Kidplan, a digital communication platform provided by PBL Mentor, to support communication between home and kindergarten.

You will receive access to Kidplan when your child starts kindergarten. The platform is used to keep parents informed about their child's everyday experiences and activities. Through Kidplan, we share important messages, plans, photographs and information about what is happening in the kindergarten. You can also send messages to staff and access practical information relating to your child.

We encourage you to check Kidplan regularly and enable notifications so that you do not miss important updates from the kindergarten.

Privacy in Kidplan

All information is processed in accordance with our Privacy Policy, and access is restricted to authorised users only. Photographs and personal information are handled in accordance with parental consent, and we continually work to protect children's privacy and personal data.



When we share photos in Kidplan, our focus is on the activities, experiences and learning taking place, rather than on individual children. We aim to capture what the children are doing and experiencing together, while respecting their privacy and dignity.



We sometimes share photos and updates on our public social media channels to give families and the local community an insight into everyday life and educational activities at the kindergarten.

All use of photographs is governed by our Privacy Policy and parental consent. Further information can be found on our website.

Feel free to follow us on our social media for a little insight into our daily life:

eigeroy_barnehage

Eigerøy Barnehage

DROP-OFF AND PICK-UP

If your child arrives before breakfast, they may be dropped off wherever the staff are based at that time. Once breakfast has begun, we ask that you say goodbye in your child's department, allowing staff to accompany them to the meal. This helps create a calm and positive mealtime environment for the children who are already eating.
The kindergarten's core hours are 9:00 a.m. to 2:00 p.m. Most activities, outings and group gatherings take place during this period. If children need to arrive by a specific time, this information will be communicated through Kidplan.

Drop-off

When dropping off your child, please accompany them all the way to their department and make sure a member of staff is aware that they have arrived. This helps ensure a safe handover from home to kindergarten and allows us to register your child's attendance.

Only adults should handle the gate, close the gate and put on the latch, do not let other people's children in or out.

We ask that parents register in Kidplan if their child has time off, is sick or arrives later than usual.

Shoes must be removed in the outer wardrobe, and the child must wash their hands before handover.

Pick-up

Our staff do their best to be available at pick-up time, and we place great importance on maintaining open and positive communication with parents. Please feel free to speak to us if you would like feedback about your child's day.

Pick-up is an important transition from kindergarten to home. We therefore encourage families to allow a little extra time so that children can finish their play and activities in a calm and positive way.

Once your child has been collected and leaves the kindergarten premises with you, responsibility for supervision passes to you. If you choose to remain in the outdoor area after pick-up, you are responsible for supervising your child.

Important information about pick-up

When collecting your child, please remember to let a member of staff know that you are leaving. This allows us to register that your child has been collected.

For your child's safety, children will only be released to parents, guardians or other authorised adults. If someone else will be collecting your child, please inform us in advance, either verbally or through Kidplan.

CLOTHING AND EQUIPMENT

Clothing for Kindergarten

We spend time outdoors every day, and children should have suitable clothing and footwear for all weather conditions and activities.

Please ensure that your child has:

- Waterproof rainwear
- An outdoor suit or all-in-one suit
- A hat and mittens/gloves
- Boots and suitable outdoor shoes
- Woollen or fleece clothing when needed



Wardrobe and Personal Equipment

To help your child have a comfortable day at kindergarten, please ensure that:

- Your child always has a sufficient supply of spare clothes in their locker.
- Water bottles are taken home daily for cleaning.
- Drawings and other artwork are taken home regularly.
- All outdoor clothing is taken home each Friday for checking and washing if required.
- Clothing, footwear, dummies, comforters and other personal belongings are clearly labelled with your child's name.

For safety reasons, please avoid clothing and footwear with long cords or drawstrings. Children who wear nappies should have practical clothing that is easy to take off and put on, making nappy changes quicker and more comfortable for the child.

MEALS

The kindergarten provides all daily meals, including breakfast, lunch and a fruit snack.

Breakfast: Oatmeal, crispbread, various cereals. Drinks: milk, Biola, water.
Lunch: Coarse bread with a variety of toppings (fish spreads, meat spreads, spreads, cheese, vegetables and eggs)

Fruit meal: Fruit and vegetables. Crispbread and crackers with a variety of toppings. The youngest children are offered bread if needed.



Each department serves a hot lunch every third week, and children are encouraged to take part in the preparation of the meal. On Fridays, we bake bread rolls together with the children, which are served at lunch.

We aim to promote healthy eating habits through a varied and nutritious diet with as little added sugar as possible. On special occasions and during celebrations such as Christmas and the end-of-summer gathering, we also serve food and drinks that are traditionally associated with these events.

The meal fee covers breakfast, lunch and fruit snack served at the kindergarten. The current rate is invoiced together with the parent payment.

SLEEP AND REST

Children sleep outdoors in their prams. Parents are asked to provide a pram, a suitable sleeping bag for the season, and any other sleep equipment their child may need. We can store prams at the kindergarten if desired.

A dummy, comforter or favourite soft toy may be brought from home if it helps your child feel secure and supports healthy sleep routines.

We recognise that children have different sleep needs and adapt our practice accordingly. We follow current recommendations that highlight the importance of adequate rest and sleep for children's well-being, development and learning.



Your child will need:

- A pram
- A seasonally appropriate sleeping bag
- A dummy (if used)
- A comforter or favourite soft toy (if needed)

NAPPIES

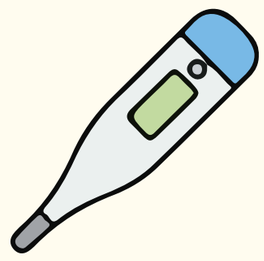
Eigerøy Kindergarten offers a nappy scheme for families who wish to use it. The scheme costs NOK 200 per month and is invoiced together with the parental fee.
Families who do not use the nappy scheme are asked to provide their own nappies for their child. For practical reasons, we kindly ask that nappy pants (such as Pampers Up & Go) are not used.



We will let you know when your child's supply of nappies needs replenishing.

ILLNESS

To help limit the spread of infection and support the well-being of all children, we ask families to follow these guidelines:
Children with a fever should remain at home until they have been fever-free for at least 24 hours.
In cases of vomiting or diarrhoea, children should stay at home for 48 hours after their last symptom.
If your child requires medication during the kindergarten day, parents or guardians must complete a medication consent form and provide details of the dosage, administration method and timing of the medication.
We follow the recommendations of the Norwegian Institute of Public Health (FHI), including the guidance "When should a child stay home from kindergarten?"
Please remember to register all absences in Kidplan.



Medication form - click HERE

CHILDREN'S HOLIDAYS

To help us plan staffing effectively, we ask that all holidays and planned absences are registered in Kidplan as soon as the dates are known.
Children are required to take at least three consecutive weeks of holiday during the main holiday period, which runs from 1 June to 15 August. Details of your child's main holiday must be registered in Kidplan no later than 31 March.

During shorter holiday periods and around public holidays, we may send requests through Kidplan to find out which children will be attending kindergarten. This helps us plan staffing and daily activities appropriately.



PARENTAL COOPERATION

Cooperation Between Home and Kindergarten

At Eigerøy Kindergarten, we place great importance on close cooperation between home and kindergarten.
A trusting and open partnership is essential for your child's well-being, development and sense of security. We value good communication with families and encourage you to contact us whenever you have questions, concerns or matters you would like to discuss.

Daily Communication

Daily conversations at drop-off and pick-up are an important part of the partnership between home and kindergarten. These informal exchanges allow us to share information about your child's day, well-being and individual needs.
If you would like a longer conversation, we are always happy to arrange a suitable time.

Parent Consultations

We offer parent consultations twice a year. These meetings focus on your child's well-being, development and everyday experiences in kindergarten.
We also hold an initial parent meeting with all new families when their child starts kindergarten. Additional meetings can be arranged whenever needed.

Parent Meetings

Parent meetings are held during the kindergarten year, usually in the autumn. These meetings provide information about the kindergarten's work, plans and activities, and offer parents the opportunity to ask questions, share feedback and contribute ideas.

Parents' Council and Cooperation Committee (SU)

All parents and guardians are members of the Parents' Council. The Parents' Council helps promote positive cooperation between home and kindergarten.
The Cooperation Committee (SU) consists of representatives of parents and staff. The committee considers matters relating to the kindergarten's operation, content and development. Further information about the roles and responsibilities of the Parents' Council and the Cooperation Committee can be found in Part 2 of this Annual Plan.

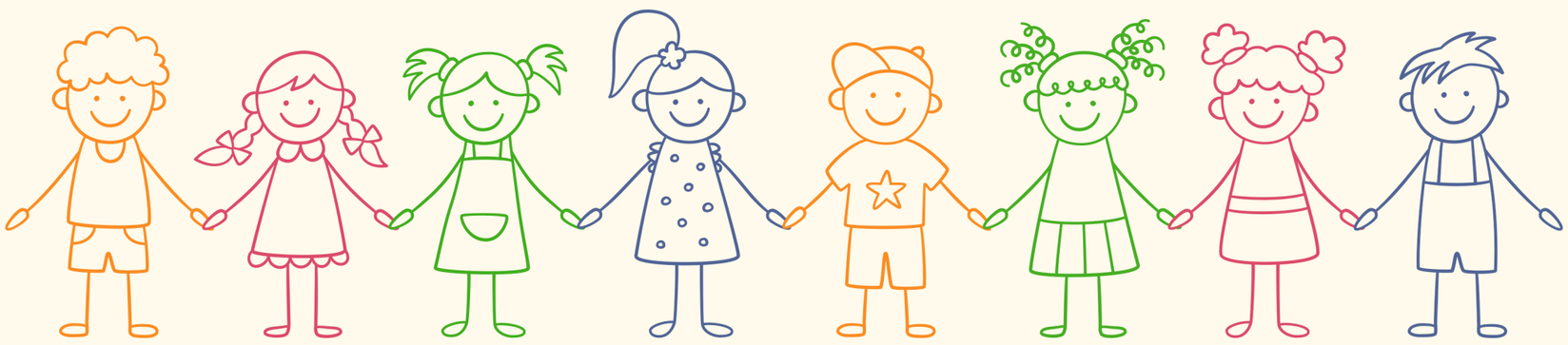


COOPERATION WITH EXTERNAL SERVICES

Sometimes children and families need support from services outside the kindergarten. We therefore work closely with a range of professional agencies, including the Educational and Psychological Service (PPT), the health clinic, Child Welfare Services and the municipality's support and intervention services for children and young people.
Our goal is to ensure that children receive the right support at the right time and, whenever possible, as early as possible.

We maintain regular cooperation with these services throughout the year, including through LP groups and interdisciplinary meetings. A more detailed description of this collaboration can be found in Part 2 of this Annual Plan.

If we identify a need for additional support or follow-up relating to your child, we will always keep you informed and involve you in the process. We also encourage parents and guardians to contact us if they have any questions or concerns about their child's well-being, development or learning.



PART 2

FORMALITIES

In this section, we explain the legal and pedagogical foundations of the Annual Plan and describe how we work with care, play, learning and holistic development. The content is based on the Kindergarten Act, the Framework Plan for Kindergartens and the United Nations Convention on the Rights of the Child.

This section also outlines the principles and expectations that guide our staff in carrying out their pedagogical responsibilities and creating a safe, inclusive and stimulating learning environment for all children.

The Annual Plan is developed as a key working document for the kindergarten's staff. It supports long-term and systematic planning and provides a foundation for reflection, evaluation and the ongoing development of pedagogical practice.

In addition to the Annual Plan, the kindergarten prepares plans for shorter and longer periods, as well as plans tailored to different groups of children when needed. Together, these plans help ensure continuity, progression and quality in the educational provision.

The Annual Plan documents the kindergarten's pedagogical priorities, choices and underlying rationale. It provides information about the kindergarten's work to parents, public authorities, partner organisations and other interested stakeholders. It also explains how the kindergarten fulfils its responsibilities under the Kindergarten Act, the Framework Plan for Kindergartens and any local priorities established by the kindergarten owner.

The General Manager, on behalf of the Board, is responsible for leading the process of developing the Annual Plan in collaboration with the Educational Manager and the wider staff team. All staff members participate in the process to ensure shared understanding, ownership and commitment.

The Annual Plan must be approved by the kindergarten's Cooperation Committee (SU), where both parents and employees are represented.

The plan describes how the kindergarten works with care, play, learning and holistic development, and how progression is supported for all children. It also explains how children's and parents' participation is incorporated into planning processes, and how the kindergarten evaluates and documents its pedagogical work.

In addition, the Annual Plan describes how the kindergarten supports the settling-in process for new children and how cooperation and continuity with schools are promoted to ensure safe and positive transitions.

In Sami kindergartens, the Annual Plan shall be based on the Sami seasonal calendar and demonstrate how pedagogical practice is linked to the annual cycle and changes in nature, with its foundation in Sami language, culture and traditions.

The Annual Plan is informed by professional experience, research, parental input and national guidance. Its purpose is to provide a clear and accessible overview of the kindergarten's values, educational approach and ways of working, as well as the legislation and regulations that govern our practice.
The plan is intended to answer important questions about what children and families can expect from the kindergarten, how we work across the different areas of learning and development, and the reasons behind our pedagogical choices.
If you would like further information or clarification about any aspect of the Annual Plan, please do not hesitate to contact us.

KEY SOURCES

- Kindergarten Act, Sections 1-2, 3-4, 7 and 8
- Regulations relating to the Framework Plan for Kindergartens, Chapters 7-9
- United Nations Convention on the Rights of the Child, Articles 3 and 12

OUR VISION – "FOR THE CHILD"

Our vision, "For the Child", guides everything we do. It reminds us that the best interests of the child should always be at the heart of our decisions and actions. When we plan, evaluate and carry out our pedagogical practice, we continually reflect on what is in the child's best interests and how we can support each child's development based on their individual needs, strengths and circumstances.

Working "For the Child" means seeing, hearing and valuing every child as a unique individual. We meet children with warmth, care and commitment, and create opportunities for them to experience security, belonging, joy, mastery and learning in their everyday lives.
Our vision also commits us to being present, attentive and responsible adults who create an inclusive community where every child feels valued, respected and included, and experiences a genuine sense of belonging.



VALUES, INCLUSION AND DIVERSITY

Fundamental values at Eigerøy Kindergarten: Respect, Attachment and Play

Respect

At Eigerøy Kindergarten, respect is a core value that guides all interactions between children, families and staff. Respect means recognising the equal worth and dignity of every person, regardless of religion, ethnicity, skin colour, sexual orientation, gender identity, disability or any other aspect of their background or identity.

This commitment is rooted in the Kindergarten Act and the Framework Plan, which emphasise equality, diversity and mutual respect as fundamental values in early childhood education and care.
We strive to meet all children, families and staff with openness, recognition and fairness. Staff work actively to celebrate diversity and foster mutual respect, including through conversations, everyday practice and visible symbols of inclusion, such as the rainbow flag.

We place great importance on creating an environment where every child feels seen, heard and valued for who they are. Through regular reflection on our attitudes, values and practices, we work to ensure that respect for human dignity is embedded in all aspects of kindergarten life.

Attachment

Secure attachment is fundamental to children's well-being, emotional security and development. At Eigerøy Kindergarten, we place great importance on building positive and trusting relationships between children, families and staff, particularly during settling-in periods and other transitions. This reflects the Framework Plan's requirement to meet children's needs for care, security and belonging, while maintaining close cooperation with families.

The practical arrangements for the settling-in period are described in greater detail in Part 1 of this Annual Plan.
We recognise that trust and secure relationships are built over time. Staff therefore strive to respond sensitively to each child, providing warmth, reassurance and a welcoming environment.

Adults are consistently available to children, communicate clearly when they leave a space or hand over responsibility, and work actively to create safe, stable and predictable relationships. Through these everyday interactions, children develop the confidence and security they need to explore, learn and participate in the kindergarten community.

PLAY

Play holds a central place in kindergarten and is valued both for its own sake and as an important context for children's development, learning and social interaction. The kindergarten ensures that children have sufficient time, space and resources for play, both indoors and outdoors, and that play is protected from unnecessary interruptions.

This reflects the Kindergarten Act and the Framework Plan's recognition of play as fundamental to children's holistic development, well-being and learning.

- Children are given ample time and space for play, both indoors and outdoors, without unnecessary interruptions.
- Toys, materials and play resources are accessible and adapted to children's different interests, abilities and needs. The indoor and outdoor environments are designed to provide safe, stimulating and varied opportunities for play, including smaller spaces where children can engage in uninterrupted and immersive play.
- Staff participate in play on children's terms and offer support when needed. When children are deeply engaged in play, play is prioritised over planned activities wherever possible. Adults encourage, guide and support children's exploration, creativity and sense of mastery.
- Outdoor play provides opportunities for physical challenge, exploration and the development of motor skills. Staff encourage children to be active, take appropriate risks and develop confidence in their own abilities.

Inclusion and Diversity

The kindergarten actively promotes inclusion, tolerance and respect for all people. We strive to create a safe and welcoming environment where every child experiences a sense of belonging, feels valued and is recognised as an important member of the community.

We view diversity as a strength and an enrichment of our kindergarten community. Through our daily practice, activities and conversations, we work to celebrate and value differences while fostering mutual understanding and respect.

As part of this commitment, we choose to fly the rainbow flag at our kindergarten. For us, it symbolises the values we stand for: equality, openness, inclusion and respect for all children and families.

PEDAGOGICAL PHILOSOPHY

Our pedagogical philosophy is grounded in a holistic view of the child, where every child is seen as capable, curious and an active participant in their own life, learning and development. We view children as unique individuals with their own thoughts, feelings, opinions and perspectives. This understanding of the child as a subject in their own right forms the foundation of all our practice.

In line with the Framework Plan for Kindergartens, we are committed to safeguarding children's right to participation by creating opportunities for them to express their views and influence their everyday experiences in kindergarten.

Play lies at the heart of our pedagogical practice. The Framework Plan emphasises that kindergarten should be based on a holistic approach to learning and development, where care, play, learning and formation are closely interconnected. Play has intrinsic value in children's lives and is a vital arena for exploration, creativity, friendship and meaning-making. Through play, children gain experiences, process impressions, develop language and social competence, and learn to cooperate, negotiate and understand the perspectives of others. Research also shows that play supports creativity, imagination and problem-solving skills.

We understand participation and formation as ongoing, interconnected processes that take place through everyday experiences, relationships and children's own meaning-making. Secure relationships and high-quality care provide the foundation for these processes. When children feel safe and supported, they gain the confidence to cope with uncertainty, explore their surroundings and express their natural curiosity.

The role of our staff is to be present, responsive and sensitive adults who see, listen to, support and guide children without taking over their play. We strive to be a secure base from which children can confidently explore the world around them, while always knowing that care, comfort and encouragement are available when needed.

Through warm relationships, appreciative communication and shared wonder, we lay the foundation for children's independence, confidence, sense of mastery and belief in their own abilities. These are qualities that will support them throughout their lives.



CORE ELEMENTS OF KINDERGARTEN PRACTICE

Kindergarten should be an environment for holistic learning and development, where children's curiosity, desire to explore and joy of creating are nurtured and encouraged. Learning takes place through interactions with others and through a wide range of experiences, both planned and spontaneous. Kindergarten should support children's initiative and contribute to progression and development that is adapted to each child's individual needs.

At Eigerøy Kindergarten, care, play, learning and formation are understood as interconnected and mutually reinforcing aspects of children's development. Together, they form the foundation of our pedagogical practice.

Play

Play holds a central place in kindergarten and has intrinsic value in children's lives. Through play, children develop social competence, language, creativity and a sense of mastery. The kindergarten provides opportunities for different types of play and works to ensure that all children can participate, experience joy and develop a sense of belonging.

Staff inspire, support and participate in play on the children's terms and actively promote inclusion, friendship and positive social interaction.

Care

Care is fundamental to children's security, well-being and development of empathy. Staff meet children with warmth, respect and recognition, supporting them in developing trust in themselves and others.

The kindergarten fosters caring relationships and helps children both receive and show care for others. Through close and responsive interactions, children experience safety, belonging and emotional support.

Learning

Learning takes place throughout the kindergarten day through play, exploration, relationships and meaningful experiences. Children learn by being active participants in their own lives and by engaging with people, materials and the world around them.

The kindergarten provides varied opportunities for learning and supports children's curiosity, creativity, critical thinking and desire to discover and understand.

Formation

Formation is a lifelong process through which children develop their identity, values, ability to reflect and understanding of themselves and others. The Framework Plan describes formation as taking place through participation in relationships, communities and everyday experiences.

The kindergarten supports formation through safe relationships, opportunities for participation, ethical reflection and respectful dialogue. Children are recognised as individuals with their own experiences, perspectives and voices.

Staff contribute knowledge, values and experiences that support children's independence, critical thinking, responsibility and ethical awareness. Through the interaction of care, play, learning and community, we help children grow as confident, capable and considerate individuals.

Formation in Practice

At Eigerøy Kindergarten, we:

- support children in developing a secure sense of identity and confidence in their own abilities.
- recognise and respect individual needs, perspectives and ways of expressing themselves.
- ensure that children are listened to and have meaningful opportunities to participate in everyday life.
- promote a community where children experience belonging, equality and shared responsibility.
- encourage children to reflect on fairness, consideration for others and their role within the community.

We work closely with families to accommodate individual wishes and needs. Parents who would prefer their child to wear underwear or swimwear during water play are asked to inform the department and ensure that appropriate clothing is available.

A central aspect of formation is supporting children's self-esteem and sense of self-worth. Children should experience that they are valued members of the community. They should receive affirmation of their thoughts and feelings, feel that their voices matter, and be given opportunities to contribute, participate and experience success.

This is consistent with Article 29 of the United Nations Convention on the Rights of the Child, which emphasises that education should support the development of each child's personality, talents and mental and physical abilities to their fullest potential.

One example is water play during the summer months. Children may choose whether they wish to participate wearing swimwear, underwear or other suitable clothing. In this way, children gain experience of making choices about their own comfort and learning to respect the choices and boundaries of others. Some children feel most comfortable with more clothing, while others prefer less. The important principle is that children are met with respect and are able to participate in ways that feel safe and comfortable for them.

This approach is rooted in the Framework Plan and the Convention on the Rights of the Child. Children's curiosity about their bodies is a natural part of development and should be met with calm, respectful and age-appropriate guidance. Openness, body awareness and respect for personal boundaries can contribute to children's well-being, confidence and sense of security.

Through everyday interactions, play, conversations and relationships, we support children in developing a positive sense of self while learning to respect the boundaries, feelings and perspectives of others. An important aspect of formation is becoming comfortable with one's own body and understanding that people are different. At Eigerøy Kindergarten, we work professionally and sensitively with topics related to the body, privacy, personal boundaries and respectful relationships.

CHILDREN'S RIGHTS AND PARTICIPATION

At Eigerøy Kindergarten, children's right to participation is a fundamental value, rooted in Section 3 of the Kindergarten Act, Chapter 4 of the Framework Plan for Kindergartens and Article 12 of the United Nations Convention on the Rights of the Child.

This means that all children, regardless of age, ability or mode of communication, should have opportunities to express their views and influence their everyday experiences in kindergarten.

The kindergarten actively encourages children's participation in planning, implementing and evaluating activities and experiences. Children are regularly given opportunities to express their wishes, ideas and opinions, both verbally and non-verbally. Staff pay close attention to the expressions, signals and perspectives of children who do not use spoken language and make use of Alternative and Augmentative Communication (AAC) where appropriate.

We deliberately keep much of the day flexible, allowing time and space to follow children's initiatives, interests and ideas. This gives children genuine opportunities to influence their everyday experiences and enables staff to adapt activities to children's engagement, needs and curiosity.

All children should feel that their thoughts, feelings and perspectives are respected. Staff support children in being themselves within a safe and inclusive community and encourage curiosity, exploration, reflection and conversations about both small and big questions.

Freedom of thought and expression is respected. Staff guide children in understanding relationships, social expectations and life within a community without suppressing their curiosity, individuality or desire to express themselves. Children are listened to with respect, and their views are given due consideration in accordance with their age and maturity.

Participation is also about developing an understanding of democratic values and community life. Through everyday interactions, children gain experience in listening to others, expressing their own opinions, negotiating, cooperating and balancing their own needs with the needs of others.

SAFETY AND WELL-BEING

Security

At Eigerøy Kindergarten, children's sense of security forms the foundation of all our work. Drawing on attachment theory (Bowlby and Ainsworth), we recognise that children who experience secure and trusting relationships with adults are more confident in exploring, playing and learning. The Framework Plan emphasises that kindergarten should provide children with a secure base, while the United Nations Convention on the Rights of the Child affirms every child's right to protection, care and well-being.

Our work to promote security begins with predictable routines and a well-structured day. Regular times for meals, gatherings, rest, play and outdoor activities help children know what to expect. Transitions, such as going outdoors, coming back inside or tidying up before meals, are carefully prepared for through songs, visual supports and clear communication. For example, children may be given advance notice by hearing, "We'll be tidying up in five minutes."

Each child has a designated key adult who takes particular responsibility for supporting the child's well-being, development and sense of security in kindergarten. This adult provides a stable and trusted relationship, while all staff share responsibility for ensuring that every child feels safe, included and cared for throughout the day.

For children who require additional support, we adapt the environment where needed, including the use of visual supports and Alternative and Augmentative Communication (AAC). In partnership with families, we place particular emphasis on consistent routines, a secure settling-in period and open daily communication about the child's experiences and well-being.

We regularly reflect on and evaluate this work through observations, departmental meetings, leadership meetings and staff discussions. Our goal is for every child at Eigerøy Kindergarten to feel seen, valued and secure, so that kindergarten becomes a place where they enjoy being and feel confident to be themselves.

Staff actively acknowledge and validate children's feelings by helping them put emotions and experiences into words. Adults are present where children are, whether in play, during mealtimes, at group gatherings or during transitions in the cloakroom. We observe children's interactions closely and respond promptly when we notice signs of insecurity, conflict or exclusion.

Any behaviour that harms or excludes others is addressed immediately through calm, clear and supportive guidance. Staff actively support children who find it difficult to join play and use smaller groups where appropriate to strengthen inclusion, participation and positive relationships.

At Eigerøy Kindergarten, we have zero tolerance for bullying, exclusion and harmful behaviour. We are committed to creating a safe, caring and inclusive community where every child experiences belonging, respect and positive relationships.

Well-being

At Eigerøy Kindergarten, children's well-being is a fundamental prerequisite for play, learning and development. We believe that children thrive when they experience positive emotions, engagement, meaningful relationships, a sense of belonging and opportunities for success and mastery. The Framework Plan emphasises that kindergartens should promote well-being, joy, life skills and a sense of mastery, while the United Nations Convention on the Rights of the Child affirms children's right to be heard and taken seriously.

In partnership with families, we seek to understand what contributes to each child's well-being. Parents provide valuable knowledge about their child, and we share regular information about how children are feeling and participating throughout the day. We continuously reflect on and evaluate our work through observations, departmental meetings, leadership meetings and staff discussions.

Our goal is for every child at Eigerøy Kindergarten to experience joy, belonging and confidence, so that kindergarten becomes a place they look forward to attending each day. Staff actively promote well-being throughout the day. We create a balanced daily rhythm that includes both free play and adult-led activities, opportunities for rest and movement, and experiences both indoors and outdoors. Adults are active and supportive participants in children's play, helping to enrich play experiences, strengthen friendships and prevent exclusion.

Group gatherings provide opportunities to talk about feelings, friendship, cooperation and how we can care for one another. When we notice signs that a child may not be thriving, such as withdrawal, sadness or recurring conflicts, we respond promptly. We seek to understand the situation through observation, dialogue and cooperation with families, and implement supportive measures when needed. These may include providing additional support during transitions, facilitating participation in smaller groups or adapting activities to match the child's interests and needs.

To strengthen the sense of community, we use cooperative games and activities that encourage children to help and support one another. We also celebrate both small and significant achievements, whether it is a child tying their own shoelaces, overcoming a challenge or showing kindness towards a friend.

Our work with well-being begins with creating a warm, welcoming and inclusive environment where every child feels valued. Each day, we take time to talk with children about how they are feeling and listen carefully to both verbal and non-verbal expressions. The physical environment also contributes to well-being: rooms are organised and inviting, materials are accessible and well maintained, and outdoor spaces provide opportunities for exploration, challenge and enjoyment.

We celebrate holidays, birthdays and everyday moments that create joy, connection and shared experiences. Through positive relationships, meaningful participation and a strong sense of belonging, we aim to ensure that every child experiences well-being as an important part of everyday life in kindergarten.

KINDERGARTEN FOCUS AREAS

This kindergarten year, Eigerøy Kindergarten has two main focus areas: Relationship Building and Nature and Outdoor Learning. Our work with nature and outdoor learning is closely connected to the Play Environment Project and takes place both in the kindergarten's outdoor area and in local natural environments and walking areas.

Relationship Building

Positive relationships with adults play a vital role in children's development. Research shows that early experiences of stable, caring and responsive relationships help children develop trust in others and provide a foundation for healthy relationships throughout life.

Through our focus on relationship building, we aim to create a kindergarten environment characterised by security, warmth and belonging. We view relationships as the foundation of all pedagogical practice and as a key factor in children's well-being, development and life skills.

Particular emphasis is placed on developing secure attachment relationships between children and adults. Through warm, available and attentive staff, we create an environment where children feel seen, understood and valued. This sense of security provides a strong foundation for play, learning and social participation.

Play and relationships are closely connected. Positive relationships create opportunities for play to develop and flourish, while play itself strengthens relationships and social competence. Through play and interaction, children learn to cooperate, understand the perspectives of others, resolve conflicts and experience a sense of community.

Our values, Respect, Attachment and Play, should be reflected in every interaction between children, families and staff. Secure relationships help children develop a sense of belonging, participate actively in the community and thrive in everyday life.

The Framework Plan emphasises that kindergarten should be a safe and stimulating environment characterised by care, responsiveness, respect and positive relationships. Such relationships support children's emotional well-being, strengthen their confidence and provide the security they need to explore, communicate and engage with others.

Nature and Outdoor Learning

Nature and outdoor learning are central to our educational practice throughout the year. We want children to experience nature in all seasons and to develop curiosity, enjoyment and respect for the natural world.

Children regularly explore both the kindergarten's outdoor environment and a variety of local walking and outdoor areas. These experiences provide opportunities for play, discovery, physical activity and meaningful learning in authentic environments.

Through outdoor experiences, children develop confidence, independence and resilience while strengthening their understanding of nature, sustainability and the changing seasons. Nature provides a rich environment for imagination, exploration, wonder and collaboration, while also supporting children's physical, social and emotional development.

We believe that outdoor experiences create valuable opportunities for learning, well-being and a lifelong appreciation of nature.

LEARNING THROUGH NATURE

Nature provides a rich and varied learning environment that nurtures children's imagination, creativity and curiosity. When children build dens, explore insects, use natural materials in their play and move through forests and natural landscapes, they develop social competence, language skills and the ability to cooperate, solve problems and overcome challenges.

Nature also offers unique opportunities for free play and exploration on children's own terms and is an important foundation for holistic development. Children learn through active participation and direct experiences. In natural environments, they engage their bodies, senses and curiosity in authentic and meaningful ways.

Outdoor environments provide particularly valuable opportunities for physical development and age-appropriate risk-taking. When children climb, balance, run across uneven terrain and explore a variety of natural settings, they strengthen their motor skills, body awareness and self-confidence. Through these experiences, children develop independence, resilience and confidence in their own abilities.

As part of this focus area, we will continue to develop inspiring play environments both in the kindergarten's outdoor area and in the natural surroundings near the kindergarten. We aim to create varied and stimulating environments that encourage exploration, creativity, cooperation, physical activity and relationship building.

Through the thoughtful use of natural materials, local outdoor areas and our own outdoor environment, we provide children with rich opportunities for play, interaction and meaningful experiences in nature.

Nature offers opportunities for exploration, wonder, achievement and enjoyment. The Framework Plan emphasises that kindergartens should help children experience nature as an arena for play, learning and discovery. Children should gain experience of outdoor life and develop respect for nature, together with an emerging understanding of sustainability and environmental responsibility.

Through positive experiences in nature, we aim to help children develop a sense of connection with the natural world and experience joy, care and responsibility for the environment around them.

Research suggests that regular contact with nature can have a positive impact on children's health and well-being. Physical and sensory experiences in natural environments may support children's overall development, well-being and engagement with the world around them. When children dig in soil, handle natural materials and spend time in forests and natural settings, they encounter a rich sensory environment that stimulates learning, exploration and discovery.

Nature can also promote calmness, concentration and a sense of presence. Through our work with nature and outdoor learning, we aim to create a safe, inspiring and inclusive environment where all children experience belonging, mastery and joy.

We hope that the experiences children gain in nature will foster curiosity, a desire to learn and a lifelong enjoyment of outdoor life and the natural world.

PRACTICAL ROUTINES AND DIGITAL PRACTICES

Sleep and Rest

At Eigerøy Kindergarten, we recognise sleep and rest as important contributors to children's health, well-being and development. We ensure that children have opportunities for rest that are adapted to their individual needs, and staff work closely with families to establish routines that support each child.

We offer flexible solutions, recognising that children's needs vary. Some children sleep for extended periods, while others prefer a shorter rest. Children may rest in a pram, on a mattress or in another quiet and comfortable space, depending on their age and needs.

Staff are attentive to children's signals and provide support to ensure that transitions between activity and rest feel safe, calm and predictable. Through ongoing dialogue with families, sleep and rest routines are adjusted as children's needs change over time.

By ensuring that children receive the rest they need, we help them maintain the energy and well-being necessary to play, learn and participate actively in the kindergarten community.

Digital Pedagogical Practice

Our use of digital tools is guided by the Kindergarten Act and the Framework Plan for Kindergartens.

We believe that young children learn best through play, conversation, storytelling, shared reading, physical activity and exploration using their bodies and senses. Digital tools may be used as a supplement to these experiences, but never as a replacement for them.

In line with recommendations from the Norwegian Directorate of Health and current national guidance regarding screen use, we place a strong emphasis on limiting screen exposure in kindergarten. Children under the age of two are not exposed to screens, and passive screen use for older children is kept to an absolute minimum.

When digital tools are used, they must have a clear pedagogical purpose and support children's learning, creativity, participation or exploration.

Digital Communication and Information

Communication with families takes place primarily through Kidplan, the kindergarten's digital communication platform. Through Kidplan, parents receive information, messages, documents and updates relating to their child's everyday experiences in kindergarten.

Parents are responsible for registering holidays, absences and other relevant information in the system.

Signed consent forms remain available to parents through Kidplan and remain valid for as long as the child attends the kindergarten, unless consent is withdrawn. For consent to be valid, signatures are required from both parents where parental responsibility is shared.

Privacy and personal data protection are safeguarded in accordance with applicable legislation, including the Personal Data Act and the Kindergarten Act. All processing of personal information is carried out in line with current legal and regulatory requirements

Future Revisions and National Guidance

The Framework Plan for Kindergartens is currently being revised by the Ministry of Education and Research, including sections relating to digital practices and shared reading. Eigerøy Kindergarten will review and update its digital practices in line with any new national guidance when it becomes available.

The oldest children are introduced to age-appropriate concepts related to digital citizenship, online behaviour and critical thinking. Although children in kindergarten have very limited access to the internet, we aim to lay the foundations for safe, responsible and reflective attitudes towards digital media, in line with the Framework Plan's expectations regarding children's emerging ethical understanding of digital environments.

We make a clear distinction between passive screen use and active, creative engagement with digital technology. Reading, storytelling, conversation and shared experiences are always prioritised. Digital tools are only used when they add value that cannot easily be achieved through analogue activities alone. Examples include:

- Digital microscopes that allow children to explore nature in greater detail.
- Audio recording tools that support language development, storytelling and communication.
- Simple programmable robots that encourage cooperation, creativity and problem-solving.

Whenever screens are used, children participate together with an adult, in short and purposeful sessions. Screens are never used as entertainment, distraction or comfort.

"The kindergarten's digital practice should contribute to children's play, creativity and learning. The use of digital tools in pedagogical work should support children's learning processes and contribute to fulfilling the Framework Plan's intention of providing a rich and varied learning environment for all children."

(Framework Plan for Kindergartens, p. 45)

Staff Responsibilities

Staff at Eigerøy Kindergarten will:

- Prioritise play, shared reading, conversation and physical activity, and use digital tools carefully so that they never dominate everyday kindergarten life.
- Ensure that children under the age of two are not exposed to screens and that screen use for older children is kept to an absolute minimum.
- Be actively present whenever children use digital tools and support them in becoming creators, explorers and problem-solvers rather than passive consumers of digital content.
- Introduce children to basic digital awareness, critical thinking and responsible behaviour in age-appropriate ways.
- Safeguard privacy and ensure the ethical use of digital tools at all times.

COLLABORATION WITH PARENTS AND EXTERNAL SERVICES

Legal Framework

The kindergarten shall, in close cooperation and partnership with families, meet children's needs for care, play, learning and formation as a foundation for their holistic development.

This is established in Sections 1 and 2 of the Kindergarten Act, which state that kindergartens shall support families in their care and upbringing responsibilities and contribute to children's development, lifelong learning and active participation in society.

The Framework Plan further emphasises that cooperation between kindergarten and home must always have the best interests of the child as its primary focus. Parents have the right to participate both individually and through formal bodies such as the Parents' Council and the Cooperation Committee (SU).

"The kindergarten shall, in cooperation and understanding with the home, meet the children's needs for care and play, and promote learning and formation as a basis for holistic development."

(Kindergarten Act §1)

Formal bodies for cooperation

Body	Composition and role
Parents' Council (Foreldreråd)	Consists of all parents and guardians. Promotes parents' shared interests and contributes to good cooperation between home and kindergarten.
Cooperation Committee (Samarbeidsutvalg)	Consists of parents and staff in equal representation. Advises on the kindergarten's operation and development and approves the Annual Plan.

COOPERATION WITH OTHER SERVICES

Children's Rights

The kindergarten shall ensure that the best interests of the child are a primary consideration in all decisions and actions, in accordance with both the Kindergarten Act and Article 3 of the United Nations Convention on the Rights of the Child.

Children also have the right to be heard and to participate in matters that affect them, with due regard to their age, maturity and individual circumstances.

Rights and Responsibilities

Parents have the right to receive information about and have insight into matters concerning their own child. They should be involved in assessments, planning and arrangements relating to their child's kindergarten provision.

Kindergarten staff are bound by professional confidentiality regarding personal information. At the same time, staff have a statutory duty to notify Child Welfare Services if there are concerns that a child may be experiencing neglect, abuse or other serious welfare concerns.

Cooperation between home and kindergarten should always have the best interests of the child as its guiding principle. The kindergarten will actively work to maintain a trusting partnership with families and avoid situations that may create conflicts of loyalty for children.

Additional Staffing and Interdisciplinary Cooperation

When individual children or groups of children require additional support, the kindergarten may receive supplementary staffing from the municipality. This may include qualified professionals such as kindergarten teachers, special educators or environmental therapists, who work as part of the wider kindergarten team.

Educational psychologists and advisers from the Educational and Psychological Service (PPT) provide guidance and support to staff to ensure that assistance is adapted to each child's individual strengths, challenges and needs.

This work is carried out in accordance with Chapter VII of the Kindergarten Act and the Framework Plan's requirements regarding inclusion, adaptation and participation within the ordinary educational provision.

Cooperation with Other Services

The kindergarten has a statutory responsibility to cooperate with other services when necessary to ensure that children receive coordinated and appropriate support.

This responsibility is anchored in Section 2b of the Kindergarten Act, which requires the kindergarten and the Educational and Psychological Service (PPT) to cooperate with relevant services whenever necessary to meet a child's needs.

The purpose of this cooperation is to ensure that children receive early and appropriate support, and that services are adapted to each child's individual circumstances and developmental needs.



Early Intervention

The kindergarten works closely with representatives from the Educational and Psychological Service (PPT), the health clinic, Child Welfare Services and the municipal support and intervention team for children and young people.

Together, we take a preventive and solution-focused approach to supporting children's development and well-being. Our aim is to identify needs early and ensure that appropriate support measures are implemented as soon as possible.

We believe that the threshold for seeking support should be low. Through close cooperation between families, kindergarten staff and relevant services, we seek to ensure that children and families receive the support they need at the earliest possible stage.

This approach reflects the Framework Plan's emphasis on early intervention and interdisciplinary cooperation as important tools for promoting children's well-being, development and learning.

Cooperation with Families

The kindergarten will always involve parents whenever there are concerns relating to a child's development, well-being or behaviour.

Parents are invited to participate in meetings where concerns and possible support measures are discussed, and they are always welcome to raise their own questions or concerns with the kindergarten.

This approach is consistent with Section 1 of the Kindergarten Act and the Framework Plan's requirement for close cooperation and mutual understanding between home and kindergarten. The best interests of the child must always be the guiding principle.

Partnership with families should ensure that parents can contribute their knowledge and perspectives so that the provision can be adapted to the needs of the individual child. Our dialogue with families is based on mutual trust, respect and openness.

Better Interdisciplinary Effort (BTI)

The kindergarten participates in the municipality's Better Interdisciplinary Cooperation (BTI) initiative, which aims to strengthen collaboration between services and ensure that children and families receive support at an early stage when challenges arise.

BTI promotes coordinated, holistic and preventive work across professional services and helps ensure that support measures are implemented before difficulties become more significant.

This approach is consistent with statutory requirements relating to coordination, cooperation and comprehensive support services for children and families.

Cooperation with Educational Institutions and Training Organisations

Eigerøy Kindergarten serves as a placement kindergarten for student kindergarten teachers from the University of Stavanger (UiS) and as a training workplace for apprentices in the Child and Youth Worker Programme through the Dalane Interdisciplinary Training Office.

These partnerships contribute to professional development within the kindergarten and provide opportunities to engage with current research, knowledge and pedagogical practices. At the same time, they help educate and prepare the early childhood professionals of the future.

Section 51 of the Kindergarten Act requires kindergarten owners to make kindergartens available for practical training and professional education.

Prevention and Detection of Violence and Abuse

Eigerøy Kindergarten participates in the Stine Sofies Stiftelse Kindergarten Programme, a professional development programme that strengthens staff competence in recognising and responding to concerns about violence, neglect and abuse involving children.

Throughout the year, staff engage in training and professional discussions on topics such as recognising signs of concern, understanding risk factors, reporting procedures and overcoming barriers to reporting. Close cooperation with families is an important part of this work.

Section 46 of the Kindergarten Act places a statutory duty on kindergarten staff to report serious concerns about a child's care situation to Child Welfare Services. The Framework Plan also emphasises the responsibility of staff to prevent, identify and respond to situations that may place children at risk.

As part of our preventive work, the oldest children participate in age-appropriate activities and conversations about the body, privacy, personal boundaries and seeking help from trusted adults. The aim is to strengthen children's confidence in expressing concerns and seeking support when needed.

International Cooperation and Global Citizenship

At Eigerøy Kindergarten, we want children to develop an understanding of both their local community and the wider world of which they are a part.

As part of our work within the subject area Local Community and Society, children are given opportunities to learn about how people live, cooperate and experience everyday life in different parts of the world.

Through our participation in the Children's Farm – Farm for the Future project, the kindergarten contributes to the support and development of a farm project in Tanzania. Through this partnership, children learn about everyday life for children in other parts of the world and explore both similarities and differences in areas such as family life, food, climate, education and living conditions.

Children participate in fundraising activities, conversations, projects and learning experiences connected to the initiative. They view photographs, listen to stories, ask questions and reflect together on themes such as fairness, solidarity and global responsibility.

This work supports the Framework Plan's emphasis on democracy, participation, empathy and ethical reflection within the subject area Local Community and Society.

Through these experiences, we aim to help children develop an emerging understanding that they can contribute positively to their communities and make a difference, both locally and globally.

TRANSITIONS IN KINDERGARTEN: From Home to Kindergarten, Between Departments and On to School

Transitions are important periods in children's lives and require careful planning, sensitive support and close cooperation between families and kindergarten staff. This is particularly important during transitions from home to kindergarten, between departments and from kindergarten to school.

The Kindergarten Act, the Framework Plan for Kindergartens and the United Nations Convention on the Rights of the Child emphasise that these transitions should always be guided by the best interests of the child and support children's well-being, participation and sense of security.

From Home to Kindergarten

Starting kindergarten is a significant transition for both children and families. Children move from the familiarity and security of home into a new environment with unfamiliar adults, children, routines and experiences.

The Framework Plan emphasises that kindergartens, in partnership with families, must facilitate a safe and positive start for every child. We recognise that children adapt at different rates and that some children need more time than others to feel secure and develop trusting relationships. Parents play a vital role in this process. Their active participation and sense of confidence during the settling-in period can have a significant influence on how quickly children develop secure relationships with staff and become comfortable in their new environment.

To support a successful transition, we:

Adapt the settling-in process to the individual needs of each child and family.

Provide children with time to become familiar with their new environment, routines and relationships.

Support children in developing secure and trusting relationships with staff and other children.

Create predictable routines and a safe, welcoming atmosphere.

Maintain close communication with families throughout the settling-in period.

Staff observe and support children closely during this transition to ensure that they develop a sense of belonging, security and confidence. When children feel safe and supported, they are better able to play, explore, learn and participate in the kindergarten community.

Transitions Within the Kindergarten

The transition from one department to another is an important milestone in a child's kindergarten journey. In line with the Framework Plan for Kindergartens, we aim to ensure that all transitions are experienced as safe, predictable and meaningful.

When children move to a new department, we place great emphasis on continuity, relationship-building and a gradual transition process. Through close cooperation between families and staff, we seek to ensure that children feel secure and confident as they move into a new environment.

A transition within the kindergarten often involves new adults, new routines and a new group of children. We recognise that this is a significant step for many children and therefore prepare for it carefully over an extended period.

Before the move takes place, children are given opportunities to become familiar with their new department, staff and peers through regular visits and participation in activities in their future group. These experiences help children build relationships and develop a sense of belonging before the transition formally takes place.

As part of this process, we regularly open the departments to one another during everyday kindergarten routines. Children spend time together in shared spaces, such as the kitchen area, and participate in activities across departments both before breakfast and towards the end of the day. This creates natural opportunities to develop friendships and become familiar with new adults and environments.

Through careful preparation, positive relationships and predictable routines, we aim to ensure that children experience the transition as a natural and positive step in their kindergarten life.

Transition from Kindergarten to School
At Eigerøy Kindergarten, we view children's development as a continuous journey. We therefore place great importance on creating strong connections between kindergarten and school, ensuring that children experience a safe, positive and coherent transition.

Throughout the final kindergarten year, children take part in activities designed to prepare them for school and to support their social, emotional and personal development. The oldest children regularly meet as a group, providing opportunities to build friendships, share experiences and strengthen their sense of belonging before starting school.

These gatherings also give children space to explore new challenges, develop independence and look forward to the opportunities that await them at school.
As part of everyday kindergarten life, children become familiar with a variety of adults throughout the kindergarten. On staff meeting days, for example, children spend time with adults from other departments, helping them build relationships across the kindergarten. We also create opportunities for children to spend time together across age groups and departments, particularly during outdoor activities and shared experiences.

Before the summer holidays, children who will be moving to a new department participate in internal transition visits, giving them opportunities to become familiar with their new environment, staff and peers. Families receive a welcome letter before the transition takes place, and when children start in their new department from Week 32, parents are encouraged to spend extra time at drop-off during the first few days to help ensure a secure transition.

At Eigerøy Kindergarten, we regard the kindergarten as one community and strive to ensure that all staff know all children. Staff share relevant information about children's interests, strengths, experiences and support needs so that transitions are as smooth and coherent as possible. Through these processes, we aim to support children's security, participation and sense of belonging while strengthening their independence, confidence and sense of mastery. At the same time, we ensure that children's ongoing need for care, security and stable relationships continues to be met.

During the year before school entry, children also have opportunities to become familiar with their future school. They take part in visits to the school, meet teachers and explore the school environment and playground.

The kindergarten and schools work together through transition meetings, where relevant information about children's interests, strengths and support needs may be shared in close dialogue with parents. The purpose of this collaboration is to ensure continuity and provide children with the best possible start to school.

When children begin school, we emphasise gradual transition processes, positive expectations and effective communication between kindergarten, school and families. We want children to experience continuity between kindergarten and school through familiar routines, supportive relationships and confidence in their ability to meet new challenges.

Legal and Educational Framework

The Kindergarten Act states that kindergartens shall cooperate closely with families and schools to meet children's needs for care, play, learning and formation.

The Framework Plan for Kindergartens provides comprehensive guidance on how transitions should be planned and supported, with particular emphasis on security, participation, continuity and belonging.

The United Nations Convention on the Rights of the Child requires that the best interests of the child are a primary consideration in all actions affecting children and that children have the right to participation and protection throughout important transitions in their lives.

Through systematic and well-planned transition processes, we aim to ensure that all children approach new situations with confidence, curiosity and belief in their own abilities.

How We Put This into Practice

The settling-in period from home to kindergarten is adapted to the needs of each child and family and extended where necessary. Parents receive information, guidance and support throughout the process.

When children move between departments, we provide opportunities such as visiting days, open-door activities and flexible transition arrangements, allowing children and families to become familiar with new staff, routines and peer groups before the move takes place.

The transition to school is supported through close cooperation with local schools. Children participate in transition activities and school visits, and many schools provide buddy programmes to help children become familiar with school life. Transition meetings are also held between kindergarten and school.

With parental consent, the kindergarten shares relevant information about the child's strengths, interests and support needs in order to ensure continuity and provide the best possible start to school.

Children and families are actively involved throughout all transition processes. Children's views, experiences and wishes are listened to and given appropriate consideration in accordance with their age and maturity.

ADDITIONAL OPPORTUNITIES AVAILABLE TO CHILDREN AT EIGERØY KINDERGARTEN

In addition to the regular educational programme, Eigerøy Kindergarten offers a number of targeted initiatives that support children's holistic development. These initiatives promote children's physical, social and emotional development and are rooted in the Kindergarten Act, the Framework Plan for Kindergartens and the kindergarten's own focus areas. They provide valuable experiences and skills that children can carry with them throughout life.

Swimming Lessons

Children at Eigerøy Kindergarten are offered adapted swimming lessons as part of our focus on health, physical activity and life skills.

The programme is available to the oldest children at the Søra department and takes place either every other week or once a month, depending on the number of children and practical arrangements. The lessons are led by the kindergarten's own instructor, Hanne Torgersen, who has relevant qualifications and experience.

The aim is to strengthen children's confidence, safety and enjoyment in and around water while helping them develop basic swimming skills and positive movement experiences.

This is in line with the Framework Plan's emphasis on providing children with opportunities to develop motor skills, physical confidence and enjoyment through movement and physical activity.

SELMA – Social and Emotional Development and Life Skills

The Søra department participated in the national research project SELMA during 2022 and 2023. The knowledge and experiences gained from this project continue to influence and strengthen our practice today.

The purpose of SELMA is to develop and evaluate pedagogical approaches that strengthen children's social and emotional competence and help them build skills that support well-being and resilience throughout life.

SELMA is based on five core themes drawn from the Framework Plan:

- Interaction
- Engagement
- Joy of Life
- Mastery
- Recognition

Through this project, staff have gained access to professional resources, digital learning materials and practical methods that support children's ability to:

understand and express their emotions

develop positive relationships

strengthen empathy and social understanding

regulate emotions and behaviour

respond constructively to challenges

The project also supports preventive work with children who may be experiencing social or emotional difficulties.

Children take part in activities, conversations and experiences that promote emotional awareness, self-regulation, empathy and positive relationships. At the same time, staff continue to use professional literature and educational resources to further develop their expertise and strengthen the quality of practice.

Importance for Children's Development
These additional opportunities form an important extension of the kindergarten's educational programme and provide children with valuable experiences across several areas of development:

Physical Development and Health
Swimming lessons help strengthen children's motor skills, coordination, physical confidence and water safety. They provide opportunities for physical mastery and contribute positively to children's health and well-being.

Social and Emotional Development
Through the SELMA programme, children develop a greater understanding of their own emotions and the feelings of others. They learn to build friendships, set healthy boundaries, cooperate with others and participate positively in the community.

Life Skills and Resilience
Both initiatives help children build self-confidence, belief in their own abilities and strategies for managing challenges. These experiences support resilience and provide skills that can be applied in many different situations throughout life.

Together, these initiatives strengthen the kindergarten's role as a safe, inclusive and development-promoting environment. They reflect the Framework Plan's expectation that children should be met with respect for their individual needs, have opportunities to participate actively, and experience security, belonging, mastery and meaning in their everyday lives.



Learning Environment and Pedagogical Development (LP Model)

At Eigerøy Kindergarten, we use the Learning Environment and Pedagogical Analysis (LP) Model as part of our ongoing quality improvement work.

The LP Model is based on a systems perspective, recognising that children's well-being and development are influenced by relationships, the learning environment, routines and everyday interactions. Rather than focusing solely on the individual child, we examine how the environment and our own practice can support positive development.

When concerns arise regarding a child's well-being, learning or participation, staff work systematically to:

- gather information through observation and dialogue
- analyse factors that may contribute to the situation
- develop and implement appropriate support measures
- evaluate the effects of these measures over time

Parents are actively involved throughout the process, and cooperation with relevant support services is established when needed.

The LP Model supports the Framework Plan's expectations that kindergartens should be learning organisations where practice is regularly evaluated and developed in order to promote children's well-being, participation and development.



ALTERNATIVE AND AUGMENTATIVE COMMUNICATION (AAC)

Legal Basis and Children's Rights

Alternative and Augmentative Communication (AAC) includes a range of methods and tools that support children who experience difficulties with speech, language or communication. AAC may involve the use of pictures, symbols, signs, communication boards or technological communication aids.

The purpose of AAC is to ensure that all children can express themselves, communicate their needs and wishes, and participate actively in everyday life and the kindergarten community. Children who wholly or partially lack functional speech have a statutory right to appropriate communication methods and communication aids in kindergarten under Section 39 of the Kindergarten Act. Where a child receives special educational support, this shall include any necessary training in the use of AAC.

The Framework Plan for Kindergartens emphasises that all children, regardless of language or communication abilities, must have opportunities to express themselves and participate. Staff are responsible for recognising and responding to children's verbal and non-verbal forms of communication, including AAC.

The United Nations Convention on the Rights of the Child further reinforces these rights:

- Article 12: Children have the right to express their views freely in all matters affecting them, and their views should be given due weight according to their age and maturity.
- Article 23: Children with disabilities have the right to receive the support they need to participate actively in society and achieve their fullest possible development.

How We Put This into Practice

At Eigerøy Kindergarten, we work to ensure that all children have opportunities to communicate, participate and be heard.

We:

- use visual supports, symbols and AAC tools where needed;
- recognise and respond to children's verbal and non-verbal communication;
- adapt communication methods to each child's strengths and needs;
- work closely with families and relevant support services when additional communication support is required;
- ensure that children who use AAC can participate actively in play, learning and everyday interactions.

The kindergarten has established a dedicated AAC working group that supports the implementation of AAC across the kindergarten and helps ensure that all children have a voice and opportunities for meaningful participation.

Progression Plan for the Subject Areas

The Framework Plan for Kindergartens requires kindergartens to provide children with opportunities for learning, development and progression throughout their time in kindergarten. Progression is adapted to each child's age, maturity, interests and individual needs.

The following progression plan provides examples of how we support learning and development across different age groups. The age groups are intended as guiding descriptions rather than fixed expectations. Children develop at different rates and in different ways, and staff adapt activities, experiences and learning environments to each child's individual strengths, interests and needs.

1. COMMUNICATION, LANGUAGE AND TEXT

🌱 0–2 years	🌿 2–4 years	🌳 4–6 years
· Responds to voice, facial expressions and body language · Experiences joy through singing, rhyme and rhythm · Shows interest in books and pictures · Imitates sounds and simple words · Experiences reading aloud as safe and enjoyable	· Uses words and simple sentences to express themselves · Takes an active part in singing, rhymes and verses · Talks about their own experiences and events · Plays with language, sounds and words · Shows interest in letters and text	· Retells stories and events coherently · Experiments with writing, drawing and letters · Uses language as a tool for thinking and problem-solving · Understands and uses a varied and nuanced vocabulary · Shows interest in written language and recognises letters

📌 Progression goals	👥 Staff's working methods
· From recognising and using simple words to mastering complex sentences and understanding different types of text. · Develop the ability to express feelings, opinions and experiences both verbally and non-verbally.	· Recognise and respond to children's various verbal and non-verbal expressions. · Be conscious language role models – avoid irony and sarcasm. · Adapt language to the child's developmental level and use concrete objects and AAC where needed. · Facilitate varied language experiences through books, rhymes, verses, songs, digital resources and conversations. · Facilitate every child's participation in language-stimulating activities and conversations.
📋 Assessment and documentation	**🗣️ Children's participation in practice**
· Observe and document language development through sound recordings, photos and written notes from play and conversations. · Use mapping tools (e.g. TRAS) where there is concern, to identify children who need extra support. · Reflect on observations at staff meetings and adjust the provision according to each child's actual needs. · Document which texts, songs and activities engage the group of children the most.	· Let children choose which books are read aloud and which songs are sung. · Invite children to create their own stories and dramatisations in play and group time. · Take children's own words, expressions and questions seriously as a starting point for conversations. · Let children decide the theme for rhymes, verses and language games.

2. BODY, MOVEMENT, FOOD AND HEALTH

🌱 0–2 years	🌿 2–4 years	🌳 4–6 years
· Explores the body through movement and sensing · Experiences joy through physical activity and play · Develops gross motor skills: crawls, walks, climbs · Tastes and experiences different foods · Acquires basic bodily habits with adult support	· Further develops motor skills: jumps, runs, balances · Takes part in organised movement play indoors and outdoors · Begins to recognise and respect their own and others' boundaries · Takes part in simple cooking activities and shared mealtimes · Develops an understanding of hygiene and healthy habits	· Masters challenging physical activity and risky play · Has good body control, coordination and motor control · Knows and respects their own and others' boundaries · Understands the connection between food, activity and health · Can take an active part in cooking and understands where food comes from

📌 Progression goals	👥 Staff's working methods
· From becoming familiar with their own body to developing body control, an understanding of hygiene, and healthy eating habits. · Develop awareness of their own and others' boundaries.	· Actively support and challenge children to varied bodily play and movement, indoors and outdoors. · Facilitate both gross and fine motor activities. · Involve children in cooking and conversations about diet, the origin of food and hygiene. · Create a safe framework for exploring the body and boundaries, and promote respect for differences.
📋 Assessment and documentation	**🗣️ Children's participation in practice**
· Observe and document motor development through photos and video from free and organised play. · Assess whether the movement environments indoors and outdoors give enough variation and challenge for different age groups. · Note children's food preferences, allergies and participation in mealtime activities – adjust the provision accordingly. · Review observations at staff meetings and assess whether individual children need adapted motor support.	· Let children decide activities during outdoor time – what shall we play today? · Actively involve children in cooking and choosing meals where possible. · Listen to children's signals about rest, pace and their own boundaries throughout the day. · Let children say when they do not want to take part in an activity – and respect this.

3. ART, CULTURE AND CREATIVITY

🌱 0–2 years	🌿 2–4 years	🌳 4–6 years
· Responds to music, singing and movement with joy · Explores materials such as paint, clay and sand · Experiences aesthetic impressions through the senses · Imitates simple movements in dance and play · Experiences cultural expressions such as storytelling and music	· Uses various materials and techniques in creative work · Takes part in dance, drama and music with engagement · Develops imagination and creativity in play and craft activities · Experiences and puts simple words to art and cultural expressions · Shows joy and pride in their own creations	· Uses varied techniques and materials with awareness · Plans and carries out their own creative work · Reflects on their own and others' artistic expressions · Is familiar with different art forms and cultural traditions · Experiences joy and belonging through cultural participation

📌 Progression goals	👥 Staff's working methods
· From exploring different materials and forms of expression to creating their own artistic and cultural expressions. · Develop an understanding of cultural diversity.	· Offer varied craft materials and equipment, and act as role models in the use of different techniques. · Focus on the process rather than the result – do not correct children's work. · Facilitate music, dance, drama and digital aids. · Highlight and explore different cultures together with the children.
📋 Assessment and documentation	**🗣️ Children's participation in practice**
· Document creative processes with photos and video – with a clear focus on process, not product. · Talk with children about their own work and note their reflections as part of the documentation. · Assess whether the range of materials is sufficiently varied and whether all children take part in aesthetic activities. · Present documentation from art projects to parents and use it at staff meetings.	· Let children choose their own forms of expression and materials during creative sessions. · Invite children to decide the theme and content of craft and music projects. · Let children present and explain their own work to the group – strengthening the sense of being seen. · Take children's ideas for dramatisations and role play as a starting point for planned activities.

4. NATURE, ENVIRONMENT AND TECHNOLOGY

🌱 0–2 years	🌿 2–4 years	🌳 4–6 years
· Experiences nature through the senses: touches, smells, sees · Experiences simple natural phenomena such as water, sand and wind · Encounters animals and plants up close · Uses simple tools with adult help · Experiences joy in being out in nature	· Explores nature and wonders at its diversity · Experiments with water, sand and natural materials · Begins to understand the changing seasons and changes in nature · Uses simple tools and technology in play and activity · Shows emerging respect for nature and living creatures	· Investigates and reflects on natural phenomena and physical laws · Is familiar with animals, plants and their life cycles · Develops an emerging understanding of sustainability and nature conservation · Uses technology and tools consciously and with purpose · Builds constructions and solves practical problems

📌 Progression goals	👥 Staff's working methods
· From experiencing and exploring nature to understanding connections in nature and basic technological principles. · Develop respect for nature and an understanding of sustainability.	· Facilitate nature experiences and exploration of the local area throughout the year. · Invite conversations, reflection and experimentation with natural phenomena and technology. · Model and explain sustainable practice, such as tidying up after oneself and taking care of the environment.
📋 Assessment and documentation	🗣️ Children's participation in practice
· Document nature experiences through photos, children's drawings and written observation notes. · Reflect on which natural phenomena and animals engage the children the most, and plan further activities accordingly. · Assess the frequency and quality of outdoor outings – ensure that all seasons and natural environments are represented. · Use the documentation actively in communication with parents to highlight the pedagogical content of outdoor activities.	· Let children decide which animals, plants or natural phenomena they want to learn more about. · Invite children to ask their own questions and find answers through exploration and experiments. · Let children contribute to planning outings – where shall we go, what shall we look for? · Bring children's finds (stones, pine cones, leaves) into the kindergarten as a starting point for further wonder.

5. QUANTITIES, SPACES AND SHAPES

🌱 0–2 years	🌿 2–4 years	🌳 4–6 years
· Experiences sizes and shapes through sensing and play · Begins to understand simple spatial concepts: up/down, in/out · Plays with shapes, blocks and sorting materials · Experiences quantity in everyday situations (more/none) · Discovers simple patterns in their surroundings	· Begins to count and understands the concept of quantity (1–10) · Sorts and categorises by shape, colour and size · Uses concepts such as big/small, many/few, heavy/light · Recognises simple geometric shapes · Experiences pattern and structure in nature and everyday life	· Counts confidently and understands quantity, number and sequence · Solves simple mathematical problems with enjoyment · Actively uses mathematical concepts in everyday life · Understands and uses concepts of time, space, measurement and shape · Shows persistence and enjoyment when facing mathematical challenges

📌 Progression goals	👥 Staff's working methods
· From recognising shapes and counting to exploring and solving simple mathematical problems. · Develop spatial awareness and understanding of concepts.	· Use mathematical concepts actively and thoughtfully in everyday life. · Facilitate play and exploration with numbers, shapes, patterns, construction toys and games. · Stimulate children's wonder, curiosity and problem-solving ability.
📋 Assessment and documentation	**🗣️ Children's participation in practice**
· Observe and document children's mathematical thinking in everyday situations and play. · Note which concepts children have mastered and what they are struggling with – adapt activities accordingly. · Assess whether mathematics is sufficiently visible and integrated in play, mealtimes and outdoor time. · Reflect on observations at staff meetings and plan targeted mathematical activities.	· Let children discover and put words to mathematics in their surroundings themselves – ask rather than tell. · Invite children to make up their own rules for games and construction activities. · Use children's own questions and wonder about numbers, quantity and shapes as a starting point. · Let children choose which games and construction materials to explore.

6. ETHICS, RELIGION AND PHILOSOPHY

🌱 0–2 years	🌿 2–4 years	🌳 4–6 years
· Experiences care, warmth and kindness towards others in everyday life · Notices and responds to others' feelings · Experiences basic norms through adults' actions · Experiences festivals and traditions as something safe and enjoyable · Begins to show empathy in simple situations	· Begins to understand simple ethical concepts such as fair/unfair · Shows empathy and care for other children and adults · Is familiar with some traditions and festivals · Wonders about simple existential questions · Understands that there are different ways of living	· Reflects on their own and others' actions and feelings · Puts words to values such as friendship, fairness and care · Is familiar with different religions and beliefs represented at the kindergarten · Asks philosophical questions and reflects on answers · Shows respect for diversity and difference within a community

📌 Progression goals	👥 Staff's working methods
· From becoming familiar with basic values to reflecting on ethical and existential questions. · Develop respect for different religions, beliefs and philosophical perspectives.	· Convey stories, values and traditions from different religions and beliefs. · Create space for conversations, wonder and reflection on existential questions. · Mark relevant festivals and traditions, and support children's wonder and questions.
📋 Assessment and documentation	**🗣️ Children's participation in practice**
· Document philosophical conversations and ethical dilemmas that arise naturally in play and everyday life. · Reflect on which values and questions the children are interested in, and use this in planning. · Assess whether all children's cultural and religious/belief backgrounds are made visible and valued in everyday life. · Note and share good examples of children's ethical reflection at staff meetings.	· Invite children to ask their own questions about life, death, fairness and friendship during group time. · Let children contribute to shaping the rules and norms of the kindergarten community. · Take children's wonder and existential questions seriously – explore them together rather than dismissing them. · Let children decide which traditions and festivals are important for them to mark.

7. LOCAL COMMUNITY AND SOCIETY

🌱 0–2 years	🌿 2–4 years	🌳 4–6 years
· Is familiar with those closest to them and their secure environment · Explores the local environment with a secure adult present · Experiences being part of a community at the kindergarten · Reacts to and shows interest in their surroundings · Experiences simple social norms in everyday life	· Is familiar with the kindergarten's local area and immediate surroundings · Begins to understand simple societal functions (shop, fire engine) · Experiences local traditions and special days · Understands that there are different families and ways of living · Shows an emerging understanding of democratic participation	· Is familiar with the institutions and occupations of the local area · Understands simple societal structures and democratic principles · Is familiar with local traditions, cultural heritage and Sámi culture · Understands that everyone is of equal worth regardless of background · Is familiar with the Convention on the Rights of the Child and their own basic rights

📌 Progression goals	👥 Staff's working methods
· From becoming familiar with their own local area to understanding society's diversity and their own opportunities to have an influence. · Develop an understanding of democracy, human rights and cultural diversity.	· Introduce children to different occupations, institutions and places in the local area. · Facilitate visits to and exploration of the local community. · Talk about democracy, equality, Sámi culture and human rights. · Highlight different family structures and national minorities.
📋 Assessment and documentation	**🗣️ Children's participation in practice**
· Document outings and encounters with the local community through photos, drawings and children's own stories. · Reflect on which places and institutions children are familiar with and want to learn more about. · Assess whether democracy and genuine participation are visible and practised in children's everyday life. · Actively use documentation from local-community activities in parent conversations and the annual plan.	· Let children decide which places in the local area they want to visit and explore. · Invite children to contribute to planning celebrations of local traditions and festivals. · Let children give their opinion on rules, community and what matters at the kindergarten. · Hold simple children's meetings or gatherings where children can share their wishes and suggestions.

PRINCIPLES FOR PROGRESSION AND THE STAFF'S ROLE	
Planning and assessment	Staff plan for continuity and progression across all learning areas. The work is assessed and documented regularly through observation, photos, video and written notes. The documentation is used actively at staff meetings to reflect on and adjust the pedagogical provision. Assessment work shall involve the entire staff team.
Children's participation	Children's interests, experiences and views are the starting point for choosing activities, themes and working methods. Participation is practised daily: children are invited to choose, decide and contribute to planning and implementation. Participation is adapted to age and maturity – the youngest children participate through body language and action, the oldest through words and democratic participation.
Holistic approach	The learning areas are seen in relation to one another and integrated into play, everyday activities and projects. Staff work across disciplines and see the Framework Plan as a whole. Working methods are adapted to the group of children and to the individual child, and the learning areas are naturally woven into children's everyday life.
Inclusion and facilitation	The provision is adapted for all children regardless of level of functioning, language or background. Staff are conscious of including everyone and facilitating participation and mastery. AAC, visual support materials and differentiation are used actively to ensure that all children experience progression and belonging.

SOURCES AND REFERENCES

This Annual Plan is based on Norwegian legislation, national guidelines, international conventions and professional knowledge relating to early childhood education and care.

The references were reviewed against official sources, including Lovdata and the Norwegian Directorate for Education and Training (Udir), in June 2026.

Legislation and Regulations

Kindergarten Act (LOV-2005-06-17-64)
Regulations relating to the Framework Plan for Kindergartens (FOR-2017-04-24-487)
Personal Data Act and the General Data Protection Regulation (GDPR)

National and International Frameworks

Framework Plan for Kindergartens (Norwegian Directorate for Education and Training, 2017)
United Nations Convention on the Rights of the Child (UNCRC), particularly Articles 3, 12, 23 and 29

Research and Professional Foundations

Attachment Theory (John Bowlby and Mary Ainsworth)
Positive Psychology (Martin Seligman and Mihály Csíkszentmihályi)
Learning Environment and Pedagogical Analysis (LP Model), Centre for Learning Environment, University of Stavanger
SELMA: Social and Emotional Development and Life Skills Research Project
Stine Sofie Kindergarten Programme

Partners and Collaborative Services

Educational and Psychological Service (PPT)
Health Clinic Services
Child Welfare Services
Municipal Intervention Team for Children and Young People
University of Stavanger (UiS)
Dalane Interdisciplinary Training Office
Better Interdisciplinary Cooperation (BTI)
PBL Mentor / Kidplan

Additional Resources

Norwegian Institute of Public Health (FHI): When Should a Child Stay Home from Kindergarten?
Norwegian Directorate of Health: National recommendations regarding children's screen use
Children's Farm – Farm for the Future (Tanzania)