

Annual Plan 2025–2026

(Årsplan 2025–2026)

Note:

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Dear Parents

Thank you for choosing Eigerøy Kindergarten as an important part of your child's upbringing. We know that everyday life in kindergarten is a shared project between home and kindergarten, and we value the good cooperation and the trust you show us every day.

Our annual plan is based on the Framework Plan for Kindergartens, the Kindergarten Act, and the UN Convention on the Rights of the Child, and it builds on our shared values: **respect, attachment, and play.**

We want the kindergarten to be a safe, inclusive, and developmental place for all children, where care, play, formation, and learning go hand in hand.

We hope this annual plan gives you insight into how we work, what you can expect from us, and how we can work together to support the children's well-being, mastery, and development.

We encourage you to be active partners – ask questions, share experiences, and provide input. The voices of children and parents are important to us, and your participation helps make the kindergarten even better for everyone.

Together, we create an environment characterized by openness, trust, and community, where all children have the opportunity to be themselves, to be seen and heard, and to develop confidence in their own abilities.

We look forward to a new kindergarten year filled with play, learning, friendship, and good experiences – together with you and your children.

Kind regards,

All of us at Eigerøy Kindergarten

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Formalities (Formaliteter)

The kindergarten prepares an annual plan as a central working tool for the staff. The annual plan facilitates long-term and systematic planning and provides a basis for reflection, assessment, and further development of the kindergarten's pedagogical practice. In addition to the annual plan, plans are prepared for shorter and longer periods, as well as for different groups of children as needed, to ensure continuity and progression in the offer.

The annual plan documents the kindergarten's pedagogical choices and justifications and provides information about the kindergarten's work to authorities, partners, parents, and other interested parties. It shows how the kindergarten works to fulfill the purpose and content as set out in the Kindergarten Act and the Framework Plan, as well as any local adaptations from the kindergarten owner.

The daycare manager (styrer) is responsible for leading the process of preparing the annual plan in collaboration with the pedagogical leader and other staff. The entire staff group must be involved to ensure shared understanding and anchoring. The annual plan must be approved by the kindergarten's collaborative committee (samarbeidsutvalg), where both parents and staff are represented. The plan must clearly show how the kindergarten works with care, play, formation, and learning, and how progression is ensured for all children.

It must state how children's and parents' participation is included in the planning work, and how the kindergarten assesses and documents its pedagogical work. The annual plan must also show how the kindergarten facilitates the adaptation of new children and how cooperation and continuity with the school are ensured to guarantee safe transitions.

In Sami kindergartens, the annual plan must be based on the Sami seasonal calendar and show how the pedagogical work is linked to the course of the year and changes in nature, based on Sami language, culture, and tradition.

The kindergarten's annual plan must be based on experience, research, input from parents, and public guidelines. The goal is to provide a clear and understandable picture of the kindergarten's values, attitudes, and working methods, as well as the laws and regulations that apply to the operation. The annual plan should help answer questions about what parents and children can expect from the kindergarten, how the various subject areas are worked on, and why certain choices are made. Parents and others are encouraged to contact us if more information is needed or something is unclear.

Key sources:

- Kindergarten Act §§ 1–2, 3–4, 7, 8
 - Regulation on the Framework Plan for the Content and Tasks of Kindergartens, chapters 7–9
 - UN Convention on the Rights of the Child, Articles 3 and 12
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Core Values in Eigerøy Kindergarten: Respect, Attachment, and Play (Grunnverdier i Eigerøy barnehage: Respekt, Tilknytning og Lek)

Respect (Respekt)

At Eigerøy Kindergarten, respect is a fundamental value that shapes the interaction between children, parents, and staff. Respect means that everyone is recognized as equal, regardless of religion, skin color, orientation, ethnicity, ability, or other differences.

- All children, parents, and staff are met with openness, recognition, and equality.
- Staff actively work to highlight diversity and promote mutual respect, for example through celebrations and symbols such as the rainbow flag.
- Emphasis is placed on creating an environment where all children are seen, heard, and acknowledged for who they are.
- Staff regularly reflect on their own attitudes and practices to ensure that respect for human dignity permeates everyday life.

Attachment (Tilknytning)

Attachment is essential for children's security, well-being, and development. The kindergarten provides a five-day adaptation period for new children, focusing on building strong relationships between children, parents, and staff.

- New children and parents are given a five-day adaptation period to establish security and relationships.
- Visiting days are offered before the start, so children and parents can get to know the kindergarten and staff.
- Staff are aware that trust builds over time and meet children in a sensitive and welcoming manner.
- Parents receive clear information about what is expected during adaptation and what they can expect from the kindergarten.
- Adults are present for the children, inform them when leaving the room, and work to create safe, stable relationships.

Play (Lek)

Play holds a central place in the kindergarten and is recognized both for its intrinsic value and as an arena for children's development, learning, and socialization.

- Children have ample time and space for play, both indoors and outdoors, without unnecessary interruptions.
- Toys and materials are accessible and adapted to children's different needs and interests.
- Indoor and outdoor areas are arranged to create safe and inspiring play environments.

- Staff participate in play on the children's terms and support children in joining play when needed.
 - Play takes precedence over planned activities when children are deeply engaged.
 - Outdoor play gives children opportunities to challenge themselves physically and develop motor skills.
-

Children's Rights and Participation (Barns rettigheter og medvirkning)

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

- The kindergarten facilitates active participation by allowing children to take part in planning and evaluating the kindergarten's content.
- Staff are attentive to interpreting and taking seriously signals from children who do not have verbal language and use Alternative and Augmentative Communication (AAC) where needed.
- There are few fixed activities during the day, leaving room to follow up on children's initiatives, interests, and wishes.
- All children should be able to express feelings and thoughts and experience that their perspectives are respected.
- Freedom of expression and thought is respected. Staff guide children in understanding social norms and interaction without suppressing their curiosity or need for expression.
- Participation also involves giving children experience with democratic processes and community values.

The Kindergarten's Core Areas: Care, Play, Learning, Formation (Barnehagens kjerneområder: Omsorg, Lek, Læring, Danning)

Care (Omsorg)

Care is a prerequisite for security, well-being, and the development of empathy. Staff should meet children with warmth, respect, and recognition and support them in developing trust in themselves and others. Staff should facilitate caring relationships and help children both receive and give care.

Play (Lek)

Play has a central place and intrinsic value in the kindergarten. Through play, children develop social competence, language, creativity, and a sense of mastery. The kindergarten should provide space for different types of play and ensure that all children can participate and experience joy and community.

Learning (Læring)

The kindergarten should be an arena for holistic learning, where children's curiosity, desire to explore, and creativity are stimulated. Learning occurs in interaction with others and through varied experiences, both planned and spontaneous.

Formation (Danning)

Formation is a lifelong process where children develop the ability to reflect, ask questions, make their own choices, and participate actively in the community. The kindergarten lays the foundation for this through secure relationships, identity support, and an environment characterized by participation, ethical reflection, and respect.

- Support children in developing a secure identity and confidence in their abilities.
- Acknowledge different needs, opinions, and forms of expression.
- Ensure that children are heard and have real influence in everyday life.
- Promote belonging, equality, and shared responsibility.

Formation also includes body awareness and respect for boundaries. For example, during summer water play, children can choose whether to bathe naked, in underwear, or in swimwear. This helps them learn about personal boundaries and respecting others.

Practical Routines and Digital Practice (Praktiske rutiner og digital praksis)

Sleep and Rest (Søvn og hvile)

The kindergarten views sleep and rest as an important part of children's health, well-being, and development. We ensure that children get the calm they need during the day, adapted to their individual needs. Staff cooperate with parents on routines and follow the children's signals.

At Eigerøy Kindergarten, we offer flexible solutions. Some children sleep for a long time, while others take a short break. They can choose where and how they want to rest – in a stroller, on a mattress, or in a quiet corner. Staff are present and attentive to the

children's needs and ensure that the transition between activity and rest is safe and predictable. Through good dialogue with parents, routines are adjusted as the children's needs change. This way, children have the energy to play, learn, and participate actively in the community for the rest of the day.

Digital Communication and Information (Digital kommunikasjon og informasjon)

All information to parents is communicated digitally via **Kidplan**, which includes email, SMS, and documents. Parents are responsible for entering messages, holidays, and other absences in the system. Signed consents are available to parents at all times and remain valid as long as the child attends the kindergarten or until the consent is withdrawn.

Privacy is safeguarded in accordance with the Personal Data Act and the Kindergarten Act, and all processing of personal data complies with applicable regulations.

Digital Pedagogical Practice (Digital pedagogisk praksis)

Digital practice at Eigerøy Kindergarten is anchored in the Framework Plan for Kindergartens and the Kindergarten Act and is based on the principle that digital tools should support children's development, learning, and formation in a safe, inclusive, and future-oriented way.

Digital practice should help prepare children for a changing society and ensure that they gain experiences with technology that are relevant to their everyday life and future.

The kindergarten is well equipped with technological tools, and staff are responsible for using them in ways that support children's development and learning. Digital tools are used as a supplement to analog activities and should not dominate everyday life.

Children gain experience producing digital content such as text, images, and film and learn to use digital games in an exploratory and creative way. This helps develop children's creativity, critical thinking, and digital competence.

Children are also introduced to **online safety and digital judgment**, adapted to their age and maturity. Although children in kindergarten have limited access to the internet, it is important to give them basic knowledge about the possibilities and limitations of digital communication. This aligns with the Framework Plan's requirement to develop children's emerging ethical understanding related to digital media and to support their ability to critically assess information.

The Role of Adults (De voksnes rolle)

Staff should:

- Stay updated on digital tools and be good role models in their use.
- Be available to children, supporting and guiding them when needed.

- Help children become producers, not just consumers, of digital content.
- Guide children in finding useful information online and support them in developing source criticism and digital judgment.
- Ensure that privacy and ethical use of digital tools are always maintained.

“The kindergarten’s digital practice should contribute to children’s play, creativity, and learning. When using digital tools in pedagogical work, this should support children’s learning processes and help fulfill the Framework Plan’s guidelines for a rich and varied learning environment for all children.” (Framework Plan, p. 45)

Collaboration with Parents and External Partners (Samarbeid med foreldre og eksterne aktører)

Legal Basis and Framework (Lovgrunnlag og rammeplan)

The kindergarten shall, in close cooperation and understanding with the home, safeguard children’s needs for care, play, learning, and formation as a basis for holistic development. This is established in Sections 1 and 2 of the Kindergarten Act, which also obliges the kindergarten to assist homes in their care and upbringing tasks, thereby laying the foundation for children’s development, lifelong learning, and active participation in society.

The Framework Plan elaborates that cooperation between kindergarten and home must always have the child’s best interests as its goal and that parents have the right to participate both individually and through formal bodies such as the **Parents’ Council** and the **Collaborative Committee**.

“The kindergarten shall, in cooperation and understanding with the home, safeguard children’s needs for care and play and promote learning and formation as a basis for holistic development.” (Kindergarten Act §1, Framework Plan for Kindergartens)

Practical Implementation of Parent Cooperation (Praktisk gjennomføring av foreldresamarbeid)

The kindergarten shall:

- Facilitate close and trusting cooperation with parents, based on mutual respect and open communication.
- Ensure daily contact during drop-off and pick-up and hold regular parent-teacher conferences and parent meetings.
- Involve parents in the assessment and adaptation of the pedagogical offer for each child and consider parents’ views.

- Safeguard parents' right to participation through the Parents' Council and Collaborative Committee, which contribute to a good kindergarten environment and ensure that parents' interests are heard in matters of significance for the kindergarten's content and operations.
- Enable parents to help create a safe and inclusive environment, especially during the adaptation period, and actively cooperate to build trust between home and kindergarten.

Formal Bodies for Cooperation (Formelle organer for samarbeid)

Body – Composition and Role

- **Parents' Council (Foreldreråd):** Consists of all parents/guardians. Promotes parents' common interests and contributes to good cooperation.
- **Collaborative Committee (Samarbeidsutvalg):** Consists of parents and staff with equal representation. Acts as an advisory and coordinating body for the kindergarten's operations and approves the annual plan.

Rights and Duties:

- Parents have the right to information and insight into matters concerning their child and must be involved in assessments and adaptations of the kindergarten offer.
- Kindergarten staff have a duty of confidentiality regarding personal matters and a duty to report to child welfare services in cases of suspected neglect or abuse.
- Cooperation must always prioritize the child's best interests, and the kindergarten should strive to avoid loyalty conflicts between home and kindergarten.

Children's Rights:

The kindergarten must ensure that the child's best interests are a primary consideration in all decisions, in accordance with both the Kindergarten Act and Article 3 of the UN Convention on the Rights of the Child. Children also have the right to be heard and to participate in matters affecting them, adapted to their age and maturity.

Collaboration with Other Agencies (Samarbeid med andre instanser)

The kindergarten has a statutory responsibility to cooperate with other agencies when necessary to provide children with a holistic and coordinated service. This is anchored in Section 2b of the Kindergarten Act, which requires the kindergarten and the **Educational-Psychological Service (PPT)** to collaborate with other service providers if needed to meet the child's needs.

The cooperation should ensure that children receive early and appropriate help and that the offer is adapted to each child's conditions and needs.

Additional Staffing and Interdisciplinary Cooperation (Ekstra bemanning og tverrfaglig samarbeid)

When individual children or groups of children need special follow-up, the kindergarten may receive additional staffing from the municipality. This staffing consists of qualified professionals, such as preschool teachers or environmental therapists, and becomes part of the regular staff.

Special educators and contact persons from PPT guide the staff to ensure that the support is adapted to the child's challenges and needs. This is in line with Chapter VII of the Kindergarten Act and the Framework Plan's requirements for adaptation and inclusion in the general educational offer.

Early Intervention (Tidlig innsats)

The kindergarten cooperates with representatives from PPT, the health center, child welfare services, and the intervention team for children and youth. Together, we work preventively and solution-oriented with children's needs and development and ensure that support measures are implemented as early as possible.

The threshold for cooperation should be low, and the goal is for children, parents, and the kindergarten to benefit from this. This supports the Framework Plan's guidelines on early intervention and interdisciplinary cooperation to promote children's well-being and development.

Cooperation with the Home (Samarbeid med hjemmet)

The kindergarten must always involve parents when there is concern about a child's development or behavior. Parents are invited to meetings where the matter is discussed, and they can also raise concerns themselves.

This is in accordance with Section 1 of the Kindergarten Act and the Framework Plan's requirement for close cooperation and understanding with the home, where the child's best interests must always be the primary consideration.

Parent cooperation should ensure that parents participate in individual adaptations of the offer and that the dialogue is characterized by mutual trust and respect.

Transitions in Kindergarten: From Home to Kindergarten, Between Departments, and to School (Overganger i barnehagen: Fra hjem til barnehage, mellom avdelinger og til skole)

Transitions in children's lives are critical periods that require conscious facilitation and close cooperation between parents and kindergarten staff. This applies particularly to transitions from home to kindergarten, between departments, and from kindergarten to school. These transitions are clearly anchored in the Kindergarten Act, the Framework Plan, and the UN Convention on the Rights of the Child and must always safeguard the child's best interests.

From Home to Kindergarten (Fra hjem til barnehage)

When a child starts kindergarten, it is a major transition from the security of home to a new environment with unfamiliar adults and children. The Framework Plan emphasizes that the kindergarten, in cooperation with parents, must ensure that the child has a safe and good start.

This involves adapting routines, organizing time and space, and giving the child time to become familiar, establish relationships, and connect with staff and other children. Staff should closely follow the child during the adaptation period to ensure belonging and security so that the child can play, explore, and learn.

The kindergarten is obliged to adapt the transition according to the child's and family's needs. Some children need more time than others before feeling secure. Parents' active participation and sense of security during the adaptation period greatly influence how quickly the child bonds with new caregivers.

Transitions Within the Kindergarten (Overganger innad i barnehagen)

Transitions also occur within the kindergarten, for example, when changing departments or groups. The Framework Plan states that staff must ensure that both children and parents have time and space to get to know new children and adults during such transitions.

This may include visiting days in the new department, open doors between departments, and flexibility so that children can visit previous departments if needed. Such practices contribute to continuity, security, and a sense of belonging for the child.

From Kindergarten to School (Overgangen fra barnehage til skole)

The transition to school is one of the most significant transitions in a child's life. The Kindergarten Act and the Framework Plan require the kindergarten to cooperate with the school and parents to ensure a safe and good transition for the child.

This cooperation may include preschool days, school visits, buddy systems, and transfer meetings between kindergarten and school. The goal is for children to look forward to starting school, recognize routines and adults, and experience continuity between kindergarten and school life.

The kindergarten should help children finish their time in kindergarten positively and meet school with curiosity and confidence in their abilities. It is important that children's experiences, knowledge, and skills from kindergarten provide a solid foundation and motivation for starting school.

Legal and Pedagogical Basis:

- The Kindergarten Act states that the kindergarten must cooperate with the home and school to safeguard children's needs for care, play, learning, and formation.
- The Framework Plan provides detailed guidelines on how transitions should be managed, emphasizing security, participation, and continuity.
- The UN Convention on the Rights of the Child obliges Norway to ensure the child's best interests in all actions concerning children and to give children the right to participation and protection during transitions.

How We Implement This in Practice:

- The adaptation period from home to kindergarten is extended if needed, and parents receive good information and guidance in advance.
- For transitions between departments, we arrange visiting days, open doors, and flexibility so that children and parents can get to know new adults and children.
- The transition to school is prepared through cooperation with the school, preschool days, buddy systems, and transfer meetings. The kindergarten provides information about the child's strengths and needs to the school, with parental consent.
- Children and parents are actively involved in all transition processes, and the child's voice is heard and taken seriously.

Through systematic work with transitions, the kindergarten helps all children face new situations with security, curiosity, and confidence in their abilities, in line with legislation and the Framework Plan.

Progression Plan for the Kindergarten's Subject Areas (Progresjonsplan for fagområdene i barnehagen)

The kindergarten's subject areas ensure holistic development for all children, with progression adapted to age, maturity, and individual conditions. This is anchored in the Framework Plan for Kindergartens, which requires staff to plan, implement, document, and assess work in each subject area systematically.

Below is a structured progression plan focusing on staff working methods and how progression is ensured in practice:

Communication, Language, and Text (Kommunikasjon, språk og tekst)

Goals for Progression:

- From recognizing and using simple words to mastering complex sentences and understanding different text forms.
- Develop the ability to express feelings, opinions, and experiences both verbally and non-verbally.

Staff Working Methods:

- Acknowledge and respond to children's various verbal and non-verbal expressions.
 - Be conscious language role models, avoiding irony and sarcasm.
 - Adapt language to the child's developmental level and use concrete aids and AAC when needed.
 - Facilitate varied language experiences through books, rhymes, songs, digital tools, and conversations.
 - Ensure all children participate in language-stimulating activities and conversations.
-

Body, Movement, Food, and Health (Kropp, bevegelse, mat og helse)

Goals for Progression:

- From becoming familiar with one's own body to developing body control, understanding hygiene, and healthy eating habits.
- Develop awareness of personal and others' boundaries.

Staff Working Methods:

- Actively support and challenge children in varied physical play and movement, indoors and outdoors.
 - Facilitate both gross and fine motor activities.
 - Involve children in cooking and conversations about nutrition, food origins, and hygiene.
 - Create safe frameworks for exploring the body and boundaries and promote respect for differences.
-

Art, Culture, and Creativity (Kunst, kultur og kreativitet)

Goals for Progression:

- From exploring different materials and forms of expression to creating personal artistic and cultural expressions.
- Develop understanding of cultural diversity.

Staff Working Methods:

- Offer varied art materials and tools and model 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 tools.
 - Highlight and explore different cultures together with the children.
-

Nature, Environment, and Technology (Natur, miljø og teknologi)

Goals for Progression:

- From experiencing and exploring nature to understanding connections in nature and basic technological principles.
- Develop respect for nature and understanding of sustainability.

Staff Working Methods:

- Facilitate nature experiences and exploration of the local environment year-round.
 - Invite conversations, reflection, and experimentation with natural phenomena and technology.
 - Model and explain sustainable practices, such as cleaning up and caring for the environment.
-

Numbers, Space, and Shapes (Antall, rom og form)**Goals for Progression:**

- From recognizing shapes and counting to exploring and solving simple mathematical problems.
- Develop spatial understanding and conceptual knowledge.

Staff Working Methods:

- Use mathematical concepts actively and consciously in everyday life.
 - Facilitate play and exploration with numbers, shapes, patterns, construction toys, and games.
 - Stimulate children's curiosity and problem-solving skills.
-

Ethics, Religion, and Philosophy (Etikk, religion og filosofi)**Goals for Progression:**

- From becoming familiar with basic values to reflecting on ethical and existential questions.
- Develop respect for different religions, beliefs, and philosophical perspectives.

Staff Working Methods:

- Share stories, values, and traditions from various religions and beliefs.
 - Create space for conversations, wonder, and reflection on existential questions.
 - Mark relevant holidays and traditions and support children's curiosity and questions.
-

Local Community and Society (Nærmiljø og samfunn)

Goals for Progression:

- From getting to know the local community to understanding societal diversity and one's ability to influence.
- Develop understanding of democracy, human rights, and cultural diversity.

Staff Working Methods:

- Introduce children to different professions, institutions, and places in the local community.
- Facilitate visits and exploration of the local community.
- Discuss democracy, equality, Sami culture, and human rights.
- Highlight different family structures and national minorities.

Other Offers for Children at Eigerøy Kindergarten (Andre tilbud barna får i Eigerøy barnehage)

In addition to the regular pedagogical program, Eigerøy Kindergarten offers several targeted initiatives that support children's holistic development. These initiatives are designed to promote children's physical, social, and emotional competence and are well anchored in the Framework Plan for Kindergartens, the Kindergarten Act, and the kindergarten's own focus areas. They provide valuable experiences that children can carry with them into later life.

Swimming Lessons (Svømmeopplæring)

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

- The offer applies to the oldest children in the Sørå department and is conducted every other week or once a month, depending on the number of children and practical considerations.
- The lessons are led by the kindergarten's own instructor, Hanne Torgersen, who has relevant competence and experience.
- The goal is to strengthen children's confidence and mastery in water while they acquire basic swimming skills and movement experiences.

- This aligns with the Framework Plan's guidelines that the kindergarten should give children opportunities to develop motor skills, bodily confidence, and joy in physical activity.

The SELMA Project (SELMA-prosjektet)

Social and Emotional Learning & Life Mastery in Early Childhood Education and Care

The Sørå department participated in the national research project **SELMA** during 2022–2023, a collaboration between researchers and kindergarten staff. The experiences from this project have been integrated into the kindergarten's practice.

- The purpose of the project is to develop and test pedagogical methods that strengthen children's social and emotional competence and provide them with tools for life mastery.
- SELMA is based on five core areas from the Framework Plan: interaction, engagement, joy of life, mastery, and recognition.
- Through this project, staff gained access to a digital resource bank and concrete methodological support to promote children's ability to understand their own and others' feelings, form positive relationships, and handle challenges constructively.
- Children participate in activities and conversations that strengthen empathy, self-regulation, emotional awareness, and social understanding.

The project has given both children and staff a shared language and structure for working systematically with life skills in everyday life. It also facilitates preventive work with children who struggle socially or emotionally.

Significance for Children's Development:

These additional initiatives represent an important extension of the kindergarten's holistic pedagogical work and provide children with valuable experiences in several developmental areas:

- **Physical Development and Health:** Swimming lessons strengthen children's motor skills, coordination, and bodily confidence and lay the foundation for physical mastery and well-being in water.
- **Social and Emotional Development:** SELMA activities increase children's ability to understand their own and others' feelings, develop friendships, set boundaries, and participate positively in the community.

- **Life Skills and Psychosocial Strength:** Both initiatives give children greater self-confidence, belief in their abilities, and coping strategies that can be transferred to other situations and life stages.

These efforts strengthen the kindergarten's role as an inclusive, safe, and development-promoting environment and support the Framework Plan's requirement that children should be met with respect for their needs, actively participate, and experience security, mastery, and meaning in everyday life.

Pedagogical Assessment and Development Work (Pedagogisk vurdering og utviklingsarbeid)

Learning Environment and Pedagogical Analysis (Læringsmiljø og pedagogisk analyse)

Learning environment and pedagogical analysis is a key focus area in Norwegian kindergartens and is based on research-based knowledge, national guidelines, and the Framework Plan for Kindergartens. The model has a **systemic perspective** and emphasizes that challenges in the kindergarten often need to be understood in light of the environment and practices, not just the individual child.

Main Principles of the Model:

- **System Perspective:** The model focuses on how the environment and adult practices can influence children's well-being and development. This means examining whether aspects of the kindergarten's environment, routines, or interactions contribute to challenges, rather than placing responsibility solely on the child.
- **Observation and Reflection:** When there is concern about a child, the process begins with observation and reflection. Multiple perspectives are gathered – from the child, parents, and staff – to understand the situation holistically.
- **Analysis and Measures:** The **LP group (Learning Environment and Pedagogical Analysis group)** identifies issues and maintaining factors, formulates goals, and implements targeted measures addressing the identified factors. Measures are evaluated systematically over time.

How the Process Works:

1. **Concern and Consent:** A staff member shares their concern with colleagues. If there is agreement, the matter is discussed with parents, and consent is obtained before further processing in the LP group.

2. **Problem and Goal Formulation:** The LP group and the case handler develop a clear problem statement and a desired goal, e.g., “Ola hits and the other children avoid him” (problem) and “Ola plays with the other children” (goal).
3. **Observation and Mapping:** Observations and conversations are conducted to gain a comprehensive understanding of the situation.
4. **Analysis of Maintaining Factors:** The group reflects on what may contribute to the challenge, such as a non-inclusive peer group, low adult presence, or unclear rules.
5. **Measure Development and Implementation:** Measures are implemented targeting 2–3 identified factors and carried out systematically over about 14 days.
6. **Evaluation:** The effect of the measures is assessed in the LP group and adjusted as needed.

The model is anchored in the Framework Plan for Kindergartens, which requires the kindergarten to be a learning organization where pedagogical work is planned, documented, and assessed systematically.

The Framework Plan emphasizes:

- Observation, documentation, and reflection as the basis for developing the organization.
- That the kindergarten must facilitate children’s well-being, mastery, and development and ensure that all children receive an inclusive and equitable offer.
- That assessment work must involve the entire staff group and be based on children’s and parents’ experiences and perspectives.

How We Apply This in Practice:

- We use the LP model to analyze and improve the learning environment, focusing on the system rather than the individual.
- We actively involve parents in all stages of the process, from concern to evaluation.
- We document measures and assessments systematically, respecting privacy.
- We collaborate across disciplines to ensure comprehensive support for the child.
- We work continuously on competence development and reflection within the staff group to ensure a safe and inclusive learning environment for all children.

Alternative and Augmentative Communication (AAC) – In norwegian: ASK

AAC includes various methods and tools that support children with communication difficulties, whether they have language disorders, speech impairments, or have lost the ability to communicate verbally. AAC can include the use of pictures, symbols, sign language, or technology such as speech-generating devices. The goal is to ensure that all children have real opportunities to express themselves, communicate needs, and participate actively in the community and society.

Legal Basis and Rights:

- **Kindergarten Act §39** gives children who completely or partially lack functional speech the right to use appropriate communication forms and necessary communication aids in kindergarten. Special education must include necessary training in the use of AAC.
- This gives children with communication difficulties a statutory right to adaptation and training in the use of AAC in kindergarten.

Framework Plan Guidelines:

The Framework Plan for Kindergartens states that all children, regardless of communication skills and language abilities, must have the opportunity to participate and express themselves in kindergarten. Staff must acknowledge and respond to children's various verbal and non-verbal expressions, including sign language and other forms of AAC.

UN Convention on the Rights of the Child:

The UN Convention, incorporated into Norwegian law, gives all children the right to express themselves, be heard, and participate in society regardless of functional level or communication form.

- **Article 12:** Children have the right to freely express their views in all matters affecting them, and their views should be given due weight according to age and maturity.
- **Article 23:** Children with disabilities have the right to a full and decent life and to participate actively in society, with the right to special care and support that promotes their integration and personal development.

Practical Implementation of AAC in Kindergarten:

- The kindergarten is responsible for adapting the pedagogical offer so that children who need AAC receive necessary aids and training.
- Individual plans are developed where necessary, in collaboration with parents, PPT, and other relevant agencies to ensure comprehensive and coordinated follow-up.

- Staff must have competence and routines for using AAC as a natural part of daily work. This may include the use of pictures, symbols, sign-supported speech, sign language, or technological aids such as communication boards or speech devices.
- At Eigerøy Kindergarten, a dedicated AAC group works actively to implement AAC in everyday life so that all children have a voice and the opportunity to express themselves on their own terms.

AAC as Part of the Kindergarten's Value Base:

AAC is an important tool for ensuring inclusion and equality for children with communication difficulties. By facilitating various methods and aids within AAC, the kindergarten helps give all children a voice and the opportunity to participate in the community, in line with the Framework Plan, the Kindergarten Act, and children's rights.

Progression Table for Subject Areas (Progresjonsplan for fagområdene i barnehagen – tabell)

Subject Area	Goals for Progression	Staff Working Methods
Communication, Language, and Text	From recognizing and using simple words to mastering complex sentences and understanding different text forms. Develop the ability to express feelings, opinions, and experiences both verbally and non-verbally.	Acknowledge and respond to children's expressions. Be language role models. Adapt language and use ASK. Facilitate books, rhymes, songs, conversations, and digital tools.
Body, Movement, Food, and Health	From becoming familiar with one's own body to developing body control and understanding hygiene and healthy eating habits. Develop awareness of boundaries.	Support varied physical play. Facilitate gross and fine motor activities. Involve children in cooking and conversations. Promote respect for differences.
Art, Culture, and Creativity	From exploring materials to creating personal expressions and understanding cultural diversity.	Offer varied materials. Focus on process over result. Facilitate music, dance, and drama. Explore different cultures.
Nature, Environment, and Technology	From experiencing nature to understanding connections and basic technological principles. Develop respect for nature and sustainability.	Facilitate nature experiences year-round. Invite reflection and experimentation. Model sustainable practices.
Numbers, Space, and Shapes	From recognizing shapes and numbers to solving mathematical problems and	Use mathematical concepts in everyday life. Facilitate play with numbers and

Subject Area	Goals for Progression	Staff Working Methods
	developing conceptual understanding.	shapes. Stimulate curiosity and problem-solving.
Ethics, Religion, and Philosophy	From knowing values to reflecting on ethical and existential questions. Develop respect for diversity in beliefs.	Share stories and traditions. Create space for reflection. Mark holidays and support curiosity.
Local Community and Society	From familiarity with the local community to understanding diversity and participation in society.	Introduce professions and institutions. Visit the local community. Discuss democracy, human rights, and cultural diversity.