


Framework Plan for Kinder- gartens



contents
and tasks

* In force from **01.08.17**

NB!

The latest version of the
Framework Plan is always available
at udir.no/rammeplan



Norwegian Directorate
for Education and Training



Framework Plan for the content and tasks of kindergartens

In the Act of 17 June 2005 no. 64 Relating to Kindergartens (the Kindergarten Act) parliament prescribed a regulatory framework for the content and tasks of kindergartens, cf. Sections 1, 1a, 2, 3, 4 and 5. The Regulations on a Framework Plan for the Content and Tasks of Kindergartens (the Framework Plan) sets out supplementary provisions on the content and tasks of kindergartens.

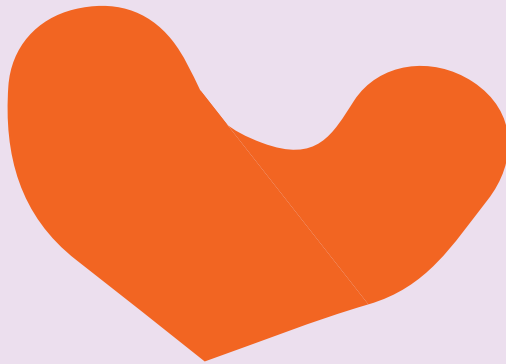
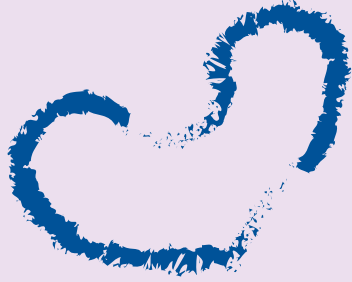
The Framework Plan enters into force on 1 August 2017. On the same date the Regulations of 1 March 2006 no. 266 on a Framework Plan for the Content and Tasks of Kindergartens will be revoked.

Issued by the Ministry of Education and Research on 24 April 2017 pursuant to the Act of 17 June 2005 no. 64 Relating to Kindergartens (the Kindergarten Act), Section 2, seventh paragraph.

Contents

1. Core values	7
Children and childhood	8
Democracy	8
Diversity and mutual respect	9
Equity and equality	10
Sustainable development	10
Life skills and health	11
Kindergartens with particular objectives	12
2. Roles and responsibilities	15
Kindergarten owner	15
Head teacher	16
Pedagogical leader	16
3. Objectives and content	19
Kindergartens shall meet the children's need for care	19
Kindergartens shall meet the children's need for play	20
Kindergartens shall promote formative development	21
Kindergartens shall promote learning	22
Kindergartens shall promote friendship and community	22
Kindergartens shall promote communication and language	23
Sami kindergartens	24
Other kindergartens with Sami children	25
4. Children's participation	27
5. Co-operation between home and kindergarten	29

6. Transitions	33
When the child enrolls in kindergarten	33
Transitions in kindergarten	33
Transition between kindergarten and school	33
7. Kindergarten as a pedagogical undertaking	37
Planning	37
Annual plan	37
Evaluation	38
Record-keeping	39
Adaptation of mainstream provision for children in need of additional support	40
8. Working methods	43
Progression	44
Digital practices	44
9. Learning areas	47
Communication, language and text	47
Body, movement, food and health	49
Art, culture and creativity	50
Nature, environment and technology	52
Quantities, spaces and shapes	53
Ethics, religion and philosophy	54
Local community and society	56



1. Core values

The core values of kindergartens shall be promulgated, practised and manifest in every aspect of a kindergarten's pedagogical practices. Childhood has intrinsic value, and kindergartens shall take a holistic approach to the children's development. Kindergartens shall work in partnership and agreement with the home to meet the children's need for care and play, and they shall promote learning and formative development as a basis for all-round development. Play, care, learning and formative development shall be seen in context.

Section 1 of the Kindergarten Act states that kindergartens shall build on fundamental values in the Christian and humanist traditions such as respect for human dignity and nature, freedom of thought, compassion, forgiveness, equality and solidarity – values which exist in various religions and world views and which are entrenched in human rights law. All kindergartens shall adopt the core values set out in the Kindergarten Act and in international treaties ratified by Norway such as the UN Convention of 20 November 1989 on the Rights of the Child (UNCRC) and the Indigenous and Tribal Peoples Convention (ILO Convention 169).

Meeting every child's need for care, security, belongingness and respect and enabling the children to participate in and contribute to the community are important values that shall be reflected in kindergarten. Kindergartens shall promote democracy, diversity and mutual respect, equality, sustainable development, life skills and good health.

On account of the special rights extended to indigenous peoples, Norway has a particular responsibility for safeguarding the interests of Sami children and their parents, cf. Article 108 of the Norwegian Constitution, Article 30 of the UNCRC and the ILO Convention. Sami kindergarten children shall be

supported in preserving and developing their language, their knowledge and their culture irrespective of where in Norway they live.

Children and childhood

Kindergartens shall respect and safeguard the intrinsic value of childhood. Helping to ensure that all kindergarten children can enjoy a good childhood with well-being, friendships and play is essential. Kindergarten also prepares children for active participation in society and helps lay the foundations for a good life.

The best interests of the child shall be the primary consideration in all actions and decisions concerning the child, cf. Article 104 of the Norwegian Constitution and Article 3, No. 1, of the UNCRC. This is an overriding principle that applies to all kindergarten activity.

The children shall be welcomed as individuals, and the kindergarten shall respect the child's experiential world. Children's lives are shaped by their environment, but children also exert influence over their own lives. Kindergartens shall make allowances for the children's differing abilities, perspectives and experiences and help to ensure that the children, together with others, develop a positive relationship with themselves and confidence in their own abilities. The children shall be met with empathy and be allowed to develop their own empathy and capacity for forgiveness.

Democracy

Increasing diversity and individualisation demands an understanding of democracy, respect for our differences and positive attitudes in order to be able to live together. By participating in the kindergarten community, the children shall be able to develop an understanding of society and the world in which they live. Kindergartens shall promote democracy and be inclusive communities in which everyone is allowed to express themselves, be heard and participate. All children shall be able to experience democratic participation by contributing to and taking part in kindergarten

activities regardless of their communication and language skills. Children in Sami kindergartens shall be able to contribute and participate in their own language. Divergent opinions and perspectives shall be heard and used to develop the kindergarten as a democratic community. Kindergartens shall help make children understand and embrace the democratic values and norms on which our society is based. The child's freedom of thought shall be respected.

Diversity and mutual respect

Kindergartens shall promote respect for human dignity by highlighting, valuing and promoting diversity and mutual respect. The children shall be able to discover that there are many ways in which to think, act and live. Kindergartens shall also give the children shared experiences and highlight the value of community. Kindergartens shall demonstrate how everyone can learn from each other and promote the children's curiosity and sense of wonder about similarities and differences. Kindergartens shall help ensure that all children feel they are being seen and acknowledged for whom they are and highlight the place and value of each and every one of them within the group.

Kindergartens shall use diversity as a resource in their pedagogical practices and support, empower and respond to the children according to their respective cultural and individual circumstances. Kindergartens shall highlight differences in values, religions and world views. There must be room for a spiritual dimension in kindergarten which should be used to instigate dialogue and respect for diversity.

Kindergartens shall allow cultures to meet, make room for the children's own cultural creativity and help all children to experience happiness and a sense of achievement in social and cultural settings. Kindergartens shall give the children diverse impulses and experiences incorporating local, national and international perspectives. Kindergartens shall highlight Sami culture and help to ensure that the children develop respect for and solidarity with the diversity of Sami culture. Kindergartens shall highlight

diversity in family structures and ensure that all children see their family arrangements reflected in kindergarten.

Equity and equality

Kindergartens shall promote equity and equality irrespective of gender, functional ability, sexual orientation, gender identity and expression, ethnicity, culture, social status, language, religion and world view. Kindergartens shall combat all forms of discrimination and promote compassion.

Kindergartens shall base their activities on the principle of equality and anti-discrimination and help to ensure that the children are able to experience and create an egalitarian society. Everyone shall have the same opportunities to be seen, heard and encouraged to participate in all shared activities in kindergarten. Staff must reflect on their own attitudes in order to best convey and promote equity and equality.

Sustainable development

The children shall learn to look after themselves, each other and nature. Sustainable development covers the natural environment, economics and social issues and is key to preserving life on Earth as we know it. Kindergartens therefore play an important role in promoting values, attitudes and practices for more sustainable communities.

Sustainable development is about how people who are alive today can have their basic needs met without denying future generations the opportunity to fulfil theirs. It is about thinking and acting locally, nationally and globally. Kindergartens shall help make the children understand that their actions today have consequences for the future.

Kindergartens shall foster the children's ability to think critically, act ethically and show solidarity. Children shall be given opportunities to give care and to look after their surroundings and the natural environment. For Sami children, this means living in harmony with, making use of and reaping the land.

The children shall be given outdoor experiences and discover the diversity of the natural world, and kindergartens shall help the children to feel connectedness with nature.

Life skills and health

Kindergartens shall promote good health, play a preventative role and help even out social inequalities. They shall promote physical and mental health in the children. They shall contribute to the children's well-being, happiness, attainment and feeling of self-worth, and they shall combat harassment and bullying. If a child experiences harassment or bullying, the kindergarten must deal with, stop and follow up on it.

Kindergarten shall be a safe and challenging place in which the children can experiment with different aspects of interaction, community and friendship. The children shall be given support in coping with adversity, tackling challenges and exploring their own feelings and those of others. The children shall be given opportunities for quiet, rest and relaxation over the course of the day.

Kindergarten shall be an arena for daily physical activity, and it shall promote joy of movement and motor development in the children. Meals and cooking in kindergarten shall give the children a starting point for developing an appreciation for food and healthy habits.

Due to their day-to-day close contact with the children, kindergartens are well placed to observe and obtain information about the children's care situation and personal circumstances. Staff must be conscious of the fact that children may be victims of neglect, violence and sexual abuse, and they must be aware of how this can be prevented and detected. Staff must be familiar with their duty of disclosure to the child protection service, cf. Section 46 of the Kindergarten Act.

Kindergartens with particular objectives

All kindergartens, irrespective of ownership structure, are obliged to meet

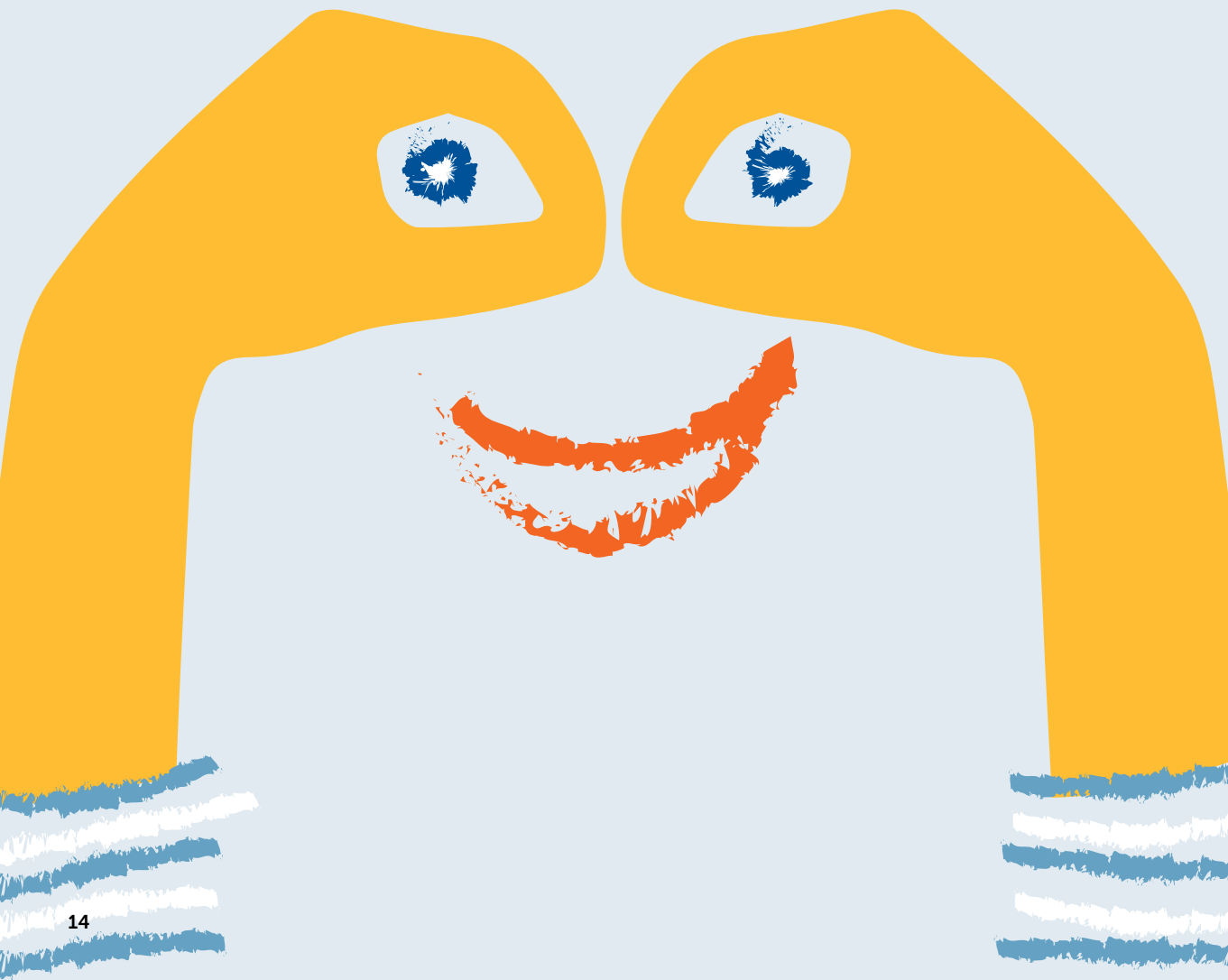
the objectives described in Section 1 of the Kindergarten Act and in the Framework Plan.

Section 1 of the Kindergarten Act states that kindergartens shall build on fundamental values in the Christian and humanist traditions – values which exist in various religions and world views and which are entrenched in human rights law. Section 1a of the Kindergarten Act allows private kindergartens to decide that the values described in the objectives clause of the act should not be based on Christian and humanist traditions. Individual kindergartens may therefore adopt an ethos under this clause which is consistent with a different religious or philosophical belief.

Section 1a of the Kindergarten Act also permits private kindergartens and kindergartens owned or run by parishes of the Church of Norway to adopt special objectives regarding their world view as a supplement to the objectives clause contained in the Kindergarten Act.

Provisions on particular objectives shall be incorporated in the kindergarten's statutes. Kindergartens which adopt particular world view objectives must state in their statutes what these entail.

Regardless of whether a kindergarten opts for a different approach to the objectives clause or adopts particular objectives regarding its world view, it is obliged to uphold those values described in the objectives clause which are entrenched in human rights law. All kindergartens, irrespective of ownership structure, are obliged to operate in accordance with these shared values: respect for human dignity and nature, freedom of thought, compassion, forgiveness, equality and solidarity.



2. **Roles and responsibilities**

The kindergarten owner and staff shall draw on their experience and knowledge and work together to meet the objectives and requirements set out in the Framework Plan. This chapter describes the roles of the kindergarten owner, the head teacher and the pedagogical leader. These are the terms used in the Kindergarten Act.

The remaining chapters of the Framework Plan describe the duties of kindergarten staff and apply to everyone working in kindergartens. Kindergarten teachers are especially trained to fulfil the tasks assigned to kindergartens. Kindergartens are learning organisations in which all staff must reflect on professional and ethical issues, keep up to date and be clear role models. They shall oversee the relationships between children in groups, between children and staff and between staff and parents.

Kindergarten owner

The kindergarten owner has the overall responsibility for ensuring that the kindergarten operates in accordance with prevailing laws and regulations, cf. the Kindergarten Act, Section 7, first paragraph. The kindergarten owner is thus legally responsible for the quality of the kindergarten provision.

Competent pedagogical staff is a prerequisite for high-quality kindergarten provision. The kindergarten owner is therefore expected to acknowledge the professional and pedagogical judgement of staff in its governance.

Owners may adapt the Framework Plan to reflect local circumstances, cf. the Kindergarten Act, Section 2, eighth paragraph. Any local adaptation of the Framework Plan by the owner should be described in the kindergarten's statutes.

Head teacher

The head teacher is given day-to-day responsibility for pedagogical practices, staff and administration. The head teacher shall ensure that pedagogical practices comply with the Kindergarten Act and the Framework Plan and that staff have a common understanding of their duties as described in these documents. The head teacher shall enable staff to put their expertise into practice. Good pedagogical and administrative management requires good co-operation with the kindergarten owner, the pedagogical leaders and other kindergarten staff. The head teacher shall lead and follow up on the planning, documentation, evaluation and development of kindergarten content and working methods and ensure that the entire staff are involved.

The head teacher shall ensure that the kindergarten adopts procedures for co-operating with relevant institutions such as schools, health centres, the educational psychology service and the child protection service.

Pedagogical leader

The pedagogical leader is tasked with implementing and overseeing the kindergarten's pedagogical practices using sound professional judgement. The pedagogical leader shall offer guidance and ensure that the Kindergarten Act and the Framework Plan are observed in the kindergarten's pedagogical practices. The pedagogical leader oversees the process of planning, implementing, documenting, assessing and developing the work taking place amongst the group of children or in the areas he/she is tasked with supervising.



3.

Objectives and content

Kindergarten content shall be comprehensive, varied and adapted to each individual child and the group of children. In kindergarten the children shall be able to play and explore their creativity, sense of wonder and inquisitiveness. Care, formative development, play, learning, social skills and communication and language processes shall be seen in context, and together they shall contribute to the children's all-round development. In Sami kindergartens these processes shall be based on Sami language, culture and traditions. Kindergarten shall be a cultural arena in which the children are co-creators of their own culture in an atmosphere of humour and joy.

The physical kindergarten environment shall be safe and challenging and give the children opportunities for engaging in varied forms of movement. Staff shall design the physical environment so that all children are given the opportunity to actively participate in play and other activities and so that toys and equipment are accessible to the children.

Kindergartens shall meet the children's need for care

Care is a prerequisite for children's confidence and well-being and for developing empathy and compassion. Kindergartens shall enable the children to develop trust in themselves and others. All kindergarten children should feel that they are being seen, heard and respected and that they receive the help and support they need. Kindergartens shall actively encourage caring relationships between children and staff and between the children themselves in order to foster well-being, happiness and achievement. Staff shall work to create an environment that not only renders the children recipients of care but which also values the children's own acts of caring.

Staff shall

- meet the children’s need for physical care, including their need for quiet and rest
- enable the children to bond with staff and each other
- ensure that all children find safety, belongingness and well-being in kindergarten
- meet all children with openness, warmth and interest and show consideration for every child
- be responsive to the children’s behaviours and meet their need for care with sensitivity
- support and encourage the children to both show consideration for others and themselves receive compassion
- help the children to develop trust in themselves and others

Kindergartens shall meet the children’s need for play

Play shall be a key focus in kindergarten, and the inherent value of play shall be acknowledged. Kindergartens shall make good provision for play, friendship and the children’s own culture. Play shall be an arena for the children’s development and learning and for social and linguistic interaction. Kindergartens shall inspire and make room for different kinds of play both outdoors and indoors. Kindergartens shall help ensure that all children are able to experience happiness, humour, excitement and involvement through play – alone and together with others.

Staff shall

- organise space, time and play equipment to inspire different kinds of play
- help ensure that the children share in experiences as a starting point for play and allow play themes to be developed
- promote an inclusive environment in which all children can participate in play and experience the joy of playing
- observe, analyse, support, participate in and enrich the play on the children’s terms
- guide the children if the play results in unhealthy patterns of interaction

- be conscious of and assess their own role and participation in the children's play
- initiate play and work proactively to involve all the children in it

Kindergartens shall promote formative development

Kindergartens shall support the children in taking a probing and inquisitive approach to the world around them and help lay the foundations for courageous, independent and responsible participation in democratic communities. Kindergartens shall promote unity and solidarity while also valuing and responding to individual expressions and actions. Kindergartens shall help the children to understand the shared values and norms that prevail in society. Kindergartens shall help promote the children's connectedness with society, nature and culture.

In kindergarten children shall be able to participate in decision-making processes and develop shared content. The children shall be encouraged to express their views and create meaning in the world of which they are part. Kindergartens shall use interaction, dialogue, play and exploration to help the children develop critical thinking, ethical judgement and an ability to put up resistance and take action in order to effect change.

Staff shall

- facilitate meaningful experiences and encourage identity formation and positive self-awareness in the children
- support the children's activities, involvement and participation in the kindergarten community
- highlight and value different needs, opinions and perspectives within the group
- take notice of, acknowledge and respond to the children's perspectives and actions
- challenge the children's thinking and invite them to participate in exploratory conversations
- highlight and emphasise diversity and differences as a starting point for discovery, exploration and learning

Kindergartens shall promote learning

Kindergartens shall create a stimulating environment that supports the children's desire to play, explore, learn and achieve. Kindergartens shall introduce new situations, topics, phenomena, materials and tools that promote meaningful interaction. The children's curiosity, creativity and thirst for knowledge shall be acknowledged, stimulated and form the basis for their learning processes. The children shall be able to explore, discover and understand correlations, broaden their perspectives and gain new insights. The children shall be able to use their entire body and all their senses in their learning processes. Kindergartens shall help create learning communities in which the children are able to contribute to their own learning and that of others.

Staff shall

- create an inclusive community and enable the children to contribute to their own learning and that of others
- enable holistic learning processes that promote the children's well-being and all-round development
- be aware of the children's interests and passions and enable learning in different situations and activities
- support and enrich the children's initiative, sense of wonder, curiosity, creativity, thirst for knowledge and faith in their own abilities
- broaden the children's experience and ensure progression and development in kindergarten content
- support the children's reflections on situations, topics and phenomena and create understanding and meaning together with the children
- ensure that all children have the opportunity to enjoy rich and varied experiences, challenges and achievements

Kindergartens shall promote friendship and community

Social competence is key to interacting well with others, and it includes skills, knowledge and attitudes developed through social interaction. In kindergarten all children shall feel that they are important members of the group and engage in positive interaction with children and adults. Kindergartens shall actively encourage the children to develop friendships and social rela-

tionships. The children's self-esteem shall be supported, and they shall be given help to manage the balance between looking after their own needs and being considerate of the needs of others.

Staff shall

- support the children when they initiate interaction and ensure that all children are able to play with others, experience friendship and learn how to retain friends
- talk about norms for interaction and invite the children to develop such norms together
- help the children internalise the perspectives of others, see things from different viewpoints and reflect on their own feelings, experiences and opinions as well as those of others
- help the children set their own boundaries, respect the boundaries of others and find resolutions to conflicts
- prevent, stop and follow up on discrimination, exclusion, bullying, harassment and unhealthy patterns of interaction

Kindergartens shall promote communication and language

Kindergartens must be mindful of how communication and language affect all aspects of a child's development. Through dialogue and interaction, the children shall be helped to communicate, participate, listen, understand and create meaning. Kindergartens shall acknowledge and value the children's different forms of communication and language, including sign language. All children shall receive appropriate language stimulation in kindergarten, and all children shall be able to participate in activities that promote communication and comprehensive language development. Kindergartens for Sami children in Sami districts shall promote the children's Sami language skills.

Staff shall

- acknowledge and respond to the children's different verbal and non-verbal ways of expressing themselves, and they shall support the children's language development
- stimulate the children's verbal and non-verbal communication and enable

all children to engage in interaction and conversation

- ensure that all children gain varied and positive experience of using language as a means of communication, as a tool for thinking and as a way of expressing their thoughts and feelings
- be conscious of their role as linguistic role models and be attentive in their communication with all children
- monitor the children's communication and language and identify and support children who demonstrate various types of communication problems, who are not linguistically active, or who show signs of delayed language development
- help ensure that linguistic diversity becomes an enrichment for the entire group of children and encourage multilingual children to use their mother tongue while also actively promoting and developing the children's Norwegian/Sami language skills

Sami kindergartens

Sami kindergartens shall promote the children's Sami language skills, strengthen their Sami identity and promote Sami values, culture and traditions. Sami is the primary language in Sami kindergartens. The kindergarten owner shall specify in its statutes that the kindergarten's objective is to strengthen the children's identity in a kindergarten environment where Sami language and Sami culture prevail. Kindergarten provision shall be an integrated part of Sami society. Staff are required to master the Sami language and possess knowledge of Sami culture.

Sami kindergartens shall help preserve and develop Sami cultural heritage and promote modern-day Sami language, culture, ways of life and values. Kindergartens shall enable the children to discover the diversity of their own culture and those of others and to develop respect for and solidarity with the diversity that exists in Sami culture.

Sami kindergartens shall adopt traditional learning and working methods on the children's terms and in a present-day perspective. Kindergartens shall allow the children to actively participate in traditional activities in which staff

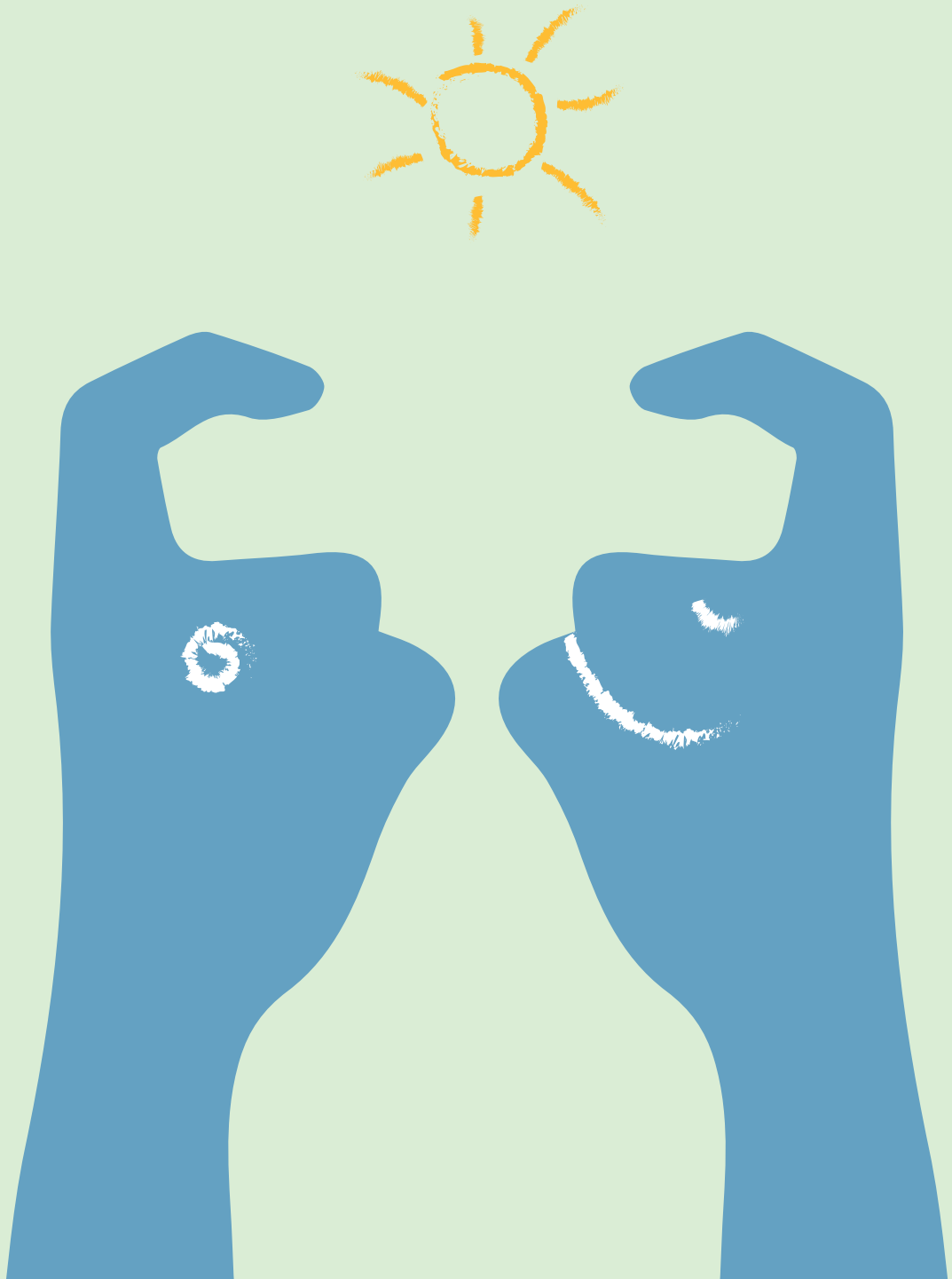
offer guidance and thus help the children become independent. Kindergartens shall build on a Sami understanding of nature to help ensure that the children can live in harmony with nature, make use of and reap the land and develop respect for natural phenomena. Sami history and cultural expressions such as duodji, joik and storytelling shall form part of the kindergarten content, adapted to reflect the children's age and stage of development.

The Framework Plan's guidance on Sami kindergartens also applies to Sami departments in other kindergartens.

The local authority is responsible for ensuring that kindergarten provision for Sami children in Sami districts is based on Sami language and culture.

Other kindergartens with Sami children

Sami kindergarten children shall be supported in preserving and developing their language, their knowledge and their culture irrespective of where in Norway they live. Kindergarten provision for Sami children living outside Sami districts shall be adapted to reflect the children's Sami background. This means that Sami children and parents are entitled to expect staff to know, and to acknowledge, that kindergarten content must also include Sami culture. The children shall also be able to encounter the Sami language in kindergarten.



4. Children's participation

Kindergartens shall observe the children's right to participate by enabling and encouraging them to express their views on day-to-day life in kindergarten, cf. Sections 1 and 3 of the Kindergarten Act, Article 104 of the Norwegian Constitution, and Article 12 No. 1 of the UN Convention on the Rights of the Child. The children shall be able to actively participate in planning and assessing the kindergarten's activities on a regular basis. All children shall find themselves having a say in what is happening in kindergarten.

Kindergartens shall be conscious of the children's different forms of expression and enable their participation in ways suited to the children's age, experience, individual circumstances and needs. The youngest children and children who communicate by means other than speech are also entitled to express their views on their own terms. Kindergartens must observe and respond to every child's different behaviours and needs.

The children's views shall be taken into consideration according to their age and level of maturity. The children shall not be given responsibilities that they are not equipped to take.



5. Co-operation between home and kindergarten

The Kindergarten shall work in partnership and agreement with the home to meet the children's need for care and play and promote learning and formative development as a basis for all-round development, cf. the Kindergarten Act, Section 1. The terms "home" and "parents" also extend to include other guardians. The kindergarten shall respect the parents' right to participate and shall work in close co-operation and agreement with the parents, cf. the Kindergarten Act, Sections 1 and 4. The best interests of the child shall always be the primary consideration in all co-operation between the home and the kindergarten. Parents and kindergarten staff have a shared responsibility for the child's well-being and development.

The kindergarten shall facilitate co-operation and good dialogue with the parents. Co-operation with the parents shall take place both at an individual level, with the parents of each child, and at a group level through the parents' council and the co-ordinating committee. At an individual level, the kindergarten shall ensure that the parents and the kindergarten can regularly exchange observations and evaluations concerning every child's health, well-being, experiences, development and learning. The kindergarten shall justify its evaluations to the parents and take their views into consideration. This co-operation shall enable parents to contribute to the individual adaptation of the kindergarten provision. Both parents and staff must acknowledge the fact that the kindergarten has a social mandate and a set of core values and that it is the kindergarten's responsibility to uphold them. The kindergarten must seek to prevent the child from experiencing conflicts of loyalty between home and kindergarten.

The objective of the parents' council and the co-ordinating committee is to serve as active channels for maintaining contact between the parents and the kindergarten. The parents' council shall promote the common interests of the parents and help to ensure that the co-operation between the kindergarten and the parents results in a good kindergarten environment. The parents' council shall be asked to address issues of importance to the parents' relationship with the kindergarten. The parents' council must give its consent before parents' fees can be increased beyond the stipulated maximum.

The co-ordinating committee shall be an advisory, communication-focused and co-ordinative body. The committee shall be asked to address issues of importance to the kindergarten's content and activities and to the relationship with the parents. The co-ordinating committee shall draw up an annual plan for the kindergarten. Other important matters include proposals on budgets or operational changes.



6. Transitions

When the child enrolls in kindergarten

Working in partnership with the parents, the kindergarten shall ensure that the child gets a safe and good start in kindergarten. The kindergarten shall adapt its routines and make time and space for the child to acclimatise, form relationships and bond with staff and other children. When a child starts kindergarten, staff must closely monitor the child in the early days to allow the child to feel that it belongs and becomes confident enough to play, explore and learn.

Transitions in kindergarten

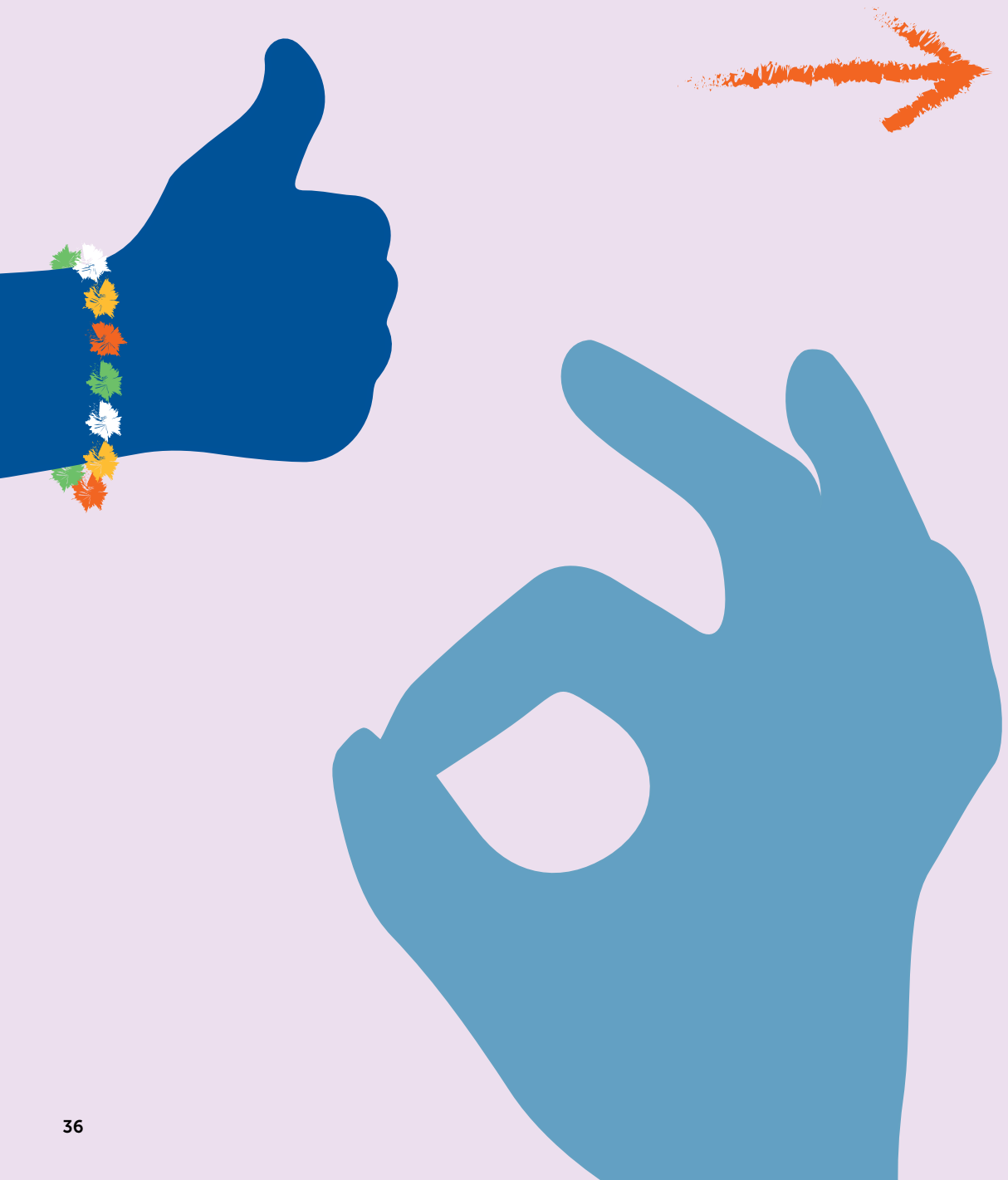
There are transitions within kindergarten, too. Staff must ensure that the children and their parents are given time and space to get to know the new children and staff when changing groups.

Transition between kindergarten and school

Working in partnership with the parents, the kindergarten shall ensure that the child has a safe and good transition from kindergarten to school and, where relevant, day care facilities for school children. The kindergarten and the school should share knowledge and information to enable them to co-operate on provision for the oldest kindergarten children, their transition to and enrolment in school. The kindergarten must obtain the parents' consent before sharing information about individual children with the school.

The oldest children shall be able to look forward to starting school and discover that there is a correlation between kindergarten and school. The kindergarten shall ensure that the oldest children have acquired experience, knowledge and skills to give them a good foundation and

motivation for starting school. The kindergarten shall help the children to comfortably bring their time in kindergarten to a close and approach school with curiosity and faith in their own abilities. The children shall be able to familiarise themselves with what happens at school and in after-school day care.



7. Kindergarten as a pedagogical undertaking

Kindergartens are pedagogical undertakings that must be planned and evaluated. The children and their parents are entitled to participate in these processes. The reason for designating kindergartens as pedagogical undertakings is to give the children adapted provision in line with the Kindergarten Act and the Framework Plan. In order to achieve this, kindergartens must be learning organisations, and their pedagogical practices must be founded on the Kindergarten Act and the Framework Plan.

Planning

Planning allows staff to think and act long-term and systematically with regard to their pedagogical practices. Planning shall help ensure continuity and progression for each child and for the group of children as a whole. Planning shows how the kindergarten interprets and effectuates the Framework Plan and should be used as a starting point for reflection and for developing the kindergarten.

Planning must be based on knowledge of the children's well-being and all-round development, individually and as a group. It shall also be based on observation, documentation, reflection, systematic evaluation and conversations with children and parents.

Annual plan

Kindergartens shall draw up an annual plan. They shall also produce plans for shorter or longer periods and for different groups of children as and when required. The annual plan is a tool for kindergarten staff, and it documents

the kindergarten's decisions and reasoning. The annual plan can provide the authorities, the kindergarten's partners and other stakeholders with information about the kindergarten's pedagogical practices.

The head teacher shall lead the process of drawing up the annual plan. The annual plan shall be approved by the kindergarten's co-ordinating committee. The annual plan shall describe how the kindergarten intends to convert the objectives and contents of the Framework Plan and the kindergarten owner's local adaptations into pedagogical practice. The annual plan shall describe how the kindergarten approaches care, play, formative assessment and learning, amongst other things. It must also describe progression. The plan shall give an account of how the children and parents' contributions are incorporated into the planning process and how the kindergarten evaluates its pedagogical practices. It must also describe what the kindergarten does to accustom new children and to ensure co-operation and correlation with the school.

In Sami kindergartens the annual plan shall be based on the Sami seasonal calendar. The annual plan shall demonstrate how the kindergarten links its pedagogical practices to the seasons and changes in nature.

Evaluation

Kindergartens shall evaluate their pedagogical practices on a regular basis. This means that they must describe, analyse and interpret their pedagogical practices in light of their plans, the Kindergarten Act and the Framework Plan. The main purpose of these evaluations is to ensure that all children are provided for in accordance with the Kindergarten Act and the Framework Plan.

The evaluations shall be based on the reflections of the entire staff. Joint reflection on pedagogical practices shall provide staff with a starting point for further planning and implementation. They may also give rise to an open discussion about the kindergarten's objectives, content and duties. Professional and ethical matters shall be addressed during the evaluations. This way, staff can learn from their own practices and help develop the kindergarten as a pedagogical undertaking.

Knowledge of the well-being and all-round development of the children individually and in groups is important in order to ensure adapted kindergarten provision for all children in line with the Kindergarten Act and the Framework Plan. Every child's well-being and all-round development shall therefore be monitored and assessed continuously on the basis of the child's individual circumstances and knowledge of children's development and needs. The child's experiences and opinions shall form part of the evaluation material.

Record-keeping

Records of the work carried out by staff demonstrate how personnel work to fulfil the requirements of the Kindergarten Act and the Framework Plan. Records of pedagogical practices shall form part of the kindergarten's planning, evaluations and development as a pedagogical undertaking. Records of pedagogical practices can provide parents, the local community and the local authority, the latest on account of its role as the kindergarten authority, information about what the children experience, learn and do in kindergarten and about how the kindergarten fulfils the requirements of the Kindergarten Act and the Framework Plan.

Evaluations of the well-being and all-round development of the children individually and in groups shall be documented if necessary in order to give the group of children and individual children adapted provision. This can provide a basis for adapting and developing pedagogical practices.

Children are entitled to have their personal integrity protected. An ethical perspective must therefore be adopted when documenting the children individually and in groups. Personal data must be processed in accordance with the Personal Data Act. Processing of personal data refers to all collection, recording, compilation, storage and disclosure of information and evaluations that may be traced back to an individual. The parents must give their consent if the kindergarten is to disclose personal information about the child to other agencies and does not have the statutory authority to do so. Parental consent is not required in cases where staff share personal data with the child protection service in order to fulfil their duty of disclosure under the Kindergarten Act, Section 46.

Parents have the right to view and receive a copy of documentation concerning their own children and to have erroneous or misleading information deleted or corrected.

Adaptation of mainstream provision for children in need of additional support

Kindergartens shall adapt their general pedagogical practices to suit the children's needs and circumstances, including children who may require additional support for shorter or longer periods. Kindergartens shall quickly make the necessary social, pedagogical and/or physical adjustments to ensure that children who require additional support can benefit from inclusive and equal provision. These arrangements shall be periodically reviewed and amended in response to the child's needs and development.

Inclusion in kindergarten is also about facilitating social participation. Kindergarten content must be administered in a way that allows different children to participate according to their respective needs and circumstances. Play is the single most important arena for socialising in kindergarten. For some children, early intervention could mean that staff have to work methodically and systematically – over shorter or longer periods – to include these children in meaningful social relationships.

If there is reason to believe that a child's needs cannot be met by the kindergarten's general pedagogical practices, the kindergarten must inform the parents of their right to request an expert assessment to establish whether the child has special educational needs.

Kindergartens shall ensure that children receiving special needs support are included in the group and in mainstream activities.



8. Working methods

A kindergarten's working methods shall meet the children's need for care and play, promote learning and enable the children to contribute. Staff shall apply varied working methods adapted for individual children, the group of children and the local community. The choice of working methods can help make kindergarten content exciting and varied. The chosen working methods can help create enthusiasm, interest and motivation and make for new experiences.

Staff shall

- draw upon the children's experiences, interests, views and initiatives in their day-to-day work and when choosing and executing themes and projects
- build on creativity and play and be open to improvisation and the children's own contributions
- alternate between spontaneous and planned activities
- stimulate the children's sense of wonder and ability to ask questions, seek out adventure, take the initiative and master new skills
- give the children varied experiences and opportunities to express themselves in a variety of ways
- work holistically across disciplines and see the different elements of the Framework Plan in context
- include the local community and make local considerations when planning and carrying out activities
- regularly assess whether the chosen working methods help realise the Framework Plan

Progression

Progression in kindergarten means that all children shall develop, learn and experience progress. All children shall be able to experience progression in terms of kindergarten content, and kindergartens shall give children in all age groups varied opportunities for play, activity and learning. Staff shall broaden and continue to build on the children's interests and give the children varied experiences. Kindergartens shall enable progression through their selection of pedagogical content, working methods, toys, materials and design of the physical environment. Children shall be set challenges suited to their experience, interests, knowledge and skills.

Staff shall

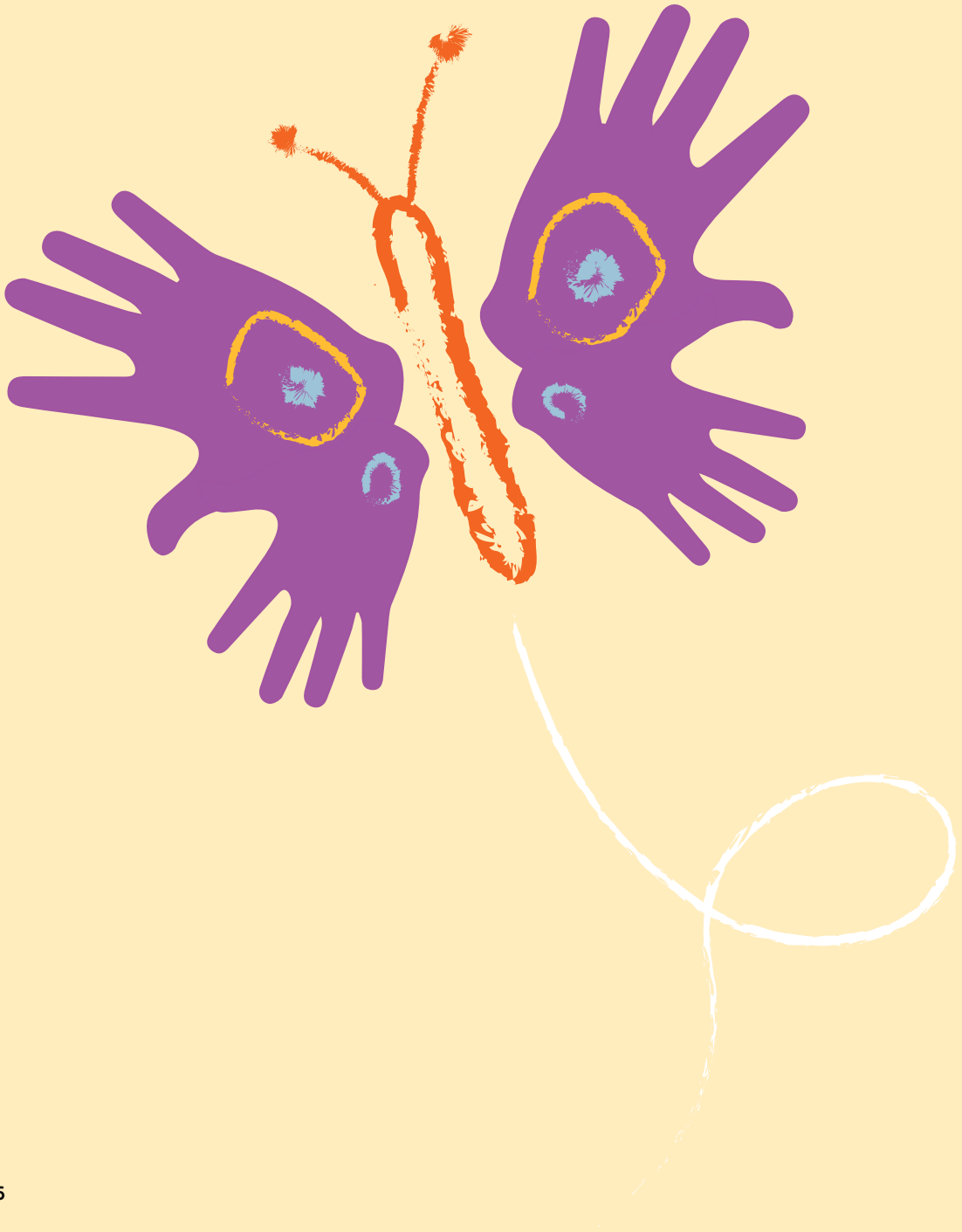
- identify, respond to and add to issues that the children are already interested in
- plan and enable progression for all children with regard to kindergarten content
- enable the children to experience achievement while also having something to strive for
- enable immersion in, recognition and repetition of kindergarten content and working methods
- introduce new perspectives and facilitate new experiences
- ensure progression through the conscious use of materials, books, toys, tools and equipment and make these available to the children

Digital practices

Digital practices in kindergarten shall encourage the children to play, be creative and learn. The use of digital tools must support the children's learning processes and help implement the principles of the Framework Plan on creating a rich and varied learning environment for all children. Staff shall be actively involved with the children when using digital tools. Digital tools must be used with care and not become a dominant practice. Kindergartens shall exercise sound digital judgement and help the children develop an early ethical understanding of digital media.

Staff shall

- exercise sound digital judgement with regard to searching for information, be conscious of copyright issues, critically analyse sources and safeguard the children's privacy
- enable the children to explore, play, learn and create using digital forms of expression
- evaluate relevance and suitability and participate in the children's media usage
- explore the creative and inventive use of digital tools together with the children



9. Learning areas

Learning areas in kindergarten reflect topics of interest and intrinsic value to children of kindergarten age and shall help promote well-being, all-round development and good health. Kindergartens shall view the learning areas in context, and all learning areas shall be recurring themes in the kindergarten content. In Sami kindergartens the learning areas shall be based on Sami language, culture and traditions.

The core values and objectives of kindergartens shall set the agenda for and influence the learning areas, and the children's right to participate shall be observed. Play is an important building block in the different learning areas. Kindergartens shall build on the children's enthusiasm and contributions so that the learning areas come to be seen as a meaningful and fun part of kindergarten life. The children's interest in the learning areas shall be stimulated, and kindergartens shall help create a learning community that values different expressions and opinions. The children shall develop knowledge and skill within all learning areas through curiosity, exploration and creative activity. Kindergartens shall use a range of materials and equipment, technologies and digital tools, games, books and music in their work in the different learning areas. The learning areas are substantially the same as the subjects that the children will subsequently encounter at school.

Communication, language and text

By engaging with this learning area, kindergartens shall enable the children to explore and develop their language comprehension, their linguistic competence and a multitude of different forms of communication. In kindergarten the children shall be introduced to different languages, vernaculars and dialects through rhymes, songs, literature and texts from past and present. Kindergartens shall encourage children

to play with language, symbols and text and stimulate their linguistic curiosity, awareness and development.

In kindergarten children shall be introduced to different ways of conveying texts and stories as a source of aesthetic experiences, knowledge, reflection and encounters with language and culture. Staff shall invite the children to explore both spoken and written language.

By engaging with communication, language and text, kindergartens shall help the children to

- express their feelings, thoughts, opinions and experiences in a variety of ways
- use language to build relationships, to participate in play and as a tool for conflict resolution
- continue to develop their conceptual understanding and use a varied vocabulary
- play, improvise and experiment with rhyme, rhythm, sounds and words
- discover a variety of fairy tales, stories, legends and forms of expression
- find excitement and joy in reading aloud, story-telling, singing and conversation
- explore and experience different types of written language such as pretend writing, drawing and letters through reading and writing activities

Staff shall

- create a diverse linguistic environment in which the children can enjoy using language and communicating with others
- highlight linguistic and cultural diversity, support the children's different cultural expressions and identities and promote diversity in communication, language and other forms of expression
- invite the children to join in different kinds of conversations in which they are able to explain, wonder, reflect and ask questions
- encourage the children to fantasise and play with language, sounds, rhymes and rhythm
- support the children as they play with and explore written language

- use varied media of communication and offer a variety of books, songs, pictures and forms of expression
- include all the children in language stimulation activities

Body, movement, food and health

Habits and patterns of behaviour begin to take shape from an early age. Good habits acquired at kindergarten age can last a lifetime. Kindergartens shall enable all the children to discover the joy of movement, an appreciation for food and food culture, emotional and social well-being and good physical and mental health. The children shall be included in activities in which they can engage in physical activity, play and social interaction and experience motivation and achievement according to their abilities. Kindergartens shall help the children get to know their bodies and develop an awareness of their own limits and those of others.

By engaging with this learning area, the children shall be enabled to use their bodies to sense, experience, play, learn and create. By participating in food and mealtime activities, the children shall become motivated to eat healthily and gain a rudimentary understanding of how healthy eating promotes good health.

By engaging with the human body, food and health, kindergartens shall help the children to

- experience well-being, joy and achievement through a variety of physical activities, indoors and out, all year round
- get to know their own needs, explore the human body and develop good hygiene habits and a varied diet
- continue to develop their motor skills, body control, co-ordination and physical capabilities
- evaluate and master risky play through physical challenges
- feel confident in their own bodies, gain a positive view of themselves and explore their own feelings
- set boundaries for their own bodies and respect the limits of others

- gain an insight into food sources, food production and the path from ingredient to meal

Staff shall

- be proactive and present, support and challenge the children to engage in physical play and acknowledge their achievements
- help the children to acquire good habits, attitudes and knowledge about food, hygiene, activity and rest
- introduce the children to varied and challenging movement environments, sensory experiences and physical play both indoors and out, within and outside the kindergarten grounds
- help the children to develop awareness of their right to decide over their own bodies and respect for the boundaries of others
- use mealtimes and cooking to enable the children to enjoy food, participate, converse and feel togetherness
- be familiar with and observe national guidelines on health-promoting and preventative activities aimed at children

Art, culture and creativity

Experiences involving art and culture in kindergarten can encourage a sense of belonging, participation and the children's own creative processes. In kindergarten the children shall be given aesthetic experiences involving art and culture in various forms, organised in ways that give the children opportunities for exploration, immersion and progression. The children shall be encouraged to be active and create their own artistic and cultural expressions. Kindergartens shall foster togetherness and creativity by enabling the children to come together to experience and create artistic and cultural expressions.

The learning area covers genres such as visual art and arts and crafts, music, dance, drama, language, literature, film, architecture and design. Kindergartens shall allow the children to experience artistic and cultural expressions that reflect social diversity and different time periods. In this learning area, staff shall stimulate the children's curiosity, broaden their

understanding and encourage them to wonder, investigate, trial and experiment. Kindergartens must support and develop the children's creative processes and expressions.

By engaging with art, culture and creativity, kindergartens shall enable the children to

- access objects, spaces and materials to support their playful and aesthetic forms of expression
- draw on their imagination, creative thinking and enthusiasm
- process impressions and emotions when exploring art, culture and aesthetics through creative activities indoors and out
- experience a variety of artistic and cultural expressions and explore and participate in art and cultural events together with others
- use different techniques, materials, tools and technologies to express themselves aesthetically
- feel joy and take pride in their own cultural affiliations

Staff shall

- converse with the children about their artistic and cultural expressions and those of others
- make room for, support and enrich the children's processing of art and cultural experiences
- be attentive and acknowledge and accommodate the children's own traditional cultures and children's culture
- listen and be mindful of the children's different cultural expressions, show respect for their forms of expression and encourage them to continue to explore the aesthetic disciplines
- motivate the children to express themselves through music, dance, drama and other creative activities and give them opportunities to develop varied forms of expression
- highlight and create aesthetic dimensions in the kindergarten's indoor and outdoor spaces
- allow the children to discover a variety of traditions and artistic and cultural expressions from past and present

- help to ensure that cultural diversity becomes an enrichment for the entire group of children

Nature, environment and technology

Outdoor exploration and experiences can encourage environmental awareness and a desire in children to protect our natural resources, preserve biodiversity and contribute to sustainable development. Kindergartens shall enable the children to appreciate nature and have outdoor experiences that teach them to move around and spend time in the outdoors during the different seasons.

Kindergartens shall enable the children to enjoy a variety of outdoor experiences and discover nature as an arena for play and learning. Kindergartens shall stimulate the children to remain curious about natural phenomena, feel connected to nature and gain experience of using technology and tools.

By engaging with nature, the environment and technology, kindergartens shall enable the children to

- experience and explore nature in all its diversity
- enjoy outdoor experiences all year round
- experience, explore and experiment with natural phenomena and the laws of physics
- learn about nature and sustainable development, learn from and develop respect for nature and gain an early understanding of nature conservation
- learn about animals and animal life
- build constructions from different materials and explore the opportunities offered by tools and technology
- learn about the human life cycle

Staff shall

- provide a variety of outdoor experiences and use nature as an arena for play, wonder, exploration and learning

- give the children the time and opportunity to ask questions, reflect and arrive at their own explanations and participate in conversations about what they have learnt and experienced
- highlight natural phenomena and reflect on relationships in nature together with the children
- explore and experiment with technology and natural phenomena together with the children

Quantities, spaces and shapes

This learning area is about discovering, exploring and creating structures and helps the children to understand relationships in nature, society and the universe. Kindergartens shall highlight relationships and enable the children to explore and discover mathematics in everyday life, technology, nature, art and culture and by being creative and imaginative. The learning area shall stimulate the children's sense of wonder, curiosity and motivation for problem-solving.

It covers play and investigation involving comparison, sorting, placement, orientation, visualisation, shapes, patterns, numbers, counting and measuring. It also involves asking questions, reasoning, argumentation and seeking solutions.

By engaging with quantities, spaces and shapes, kindergartens shall enable the children to

- discover and wonder at mathematical relationships
- develop an understanding of rudimentary mathematical concepts
- play and experiment with numbers, quantities and counting and gain experience of different ways of expressing these
- gain experience of quantities in their surroundings and compare them
- use their bodies and senses to develop spatial awareness
- investigate and recognise the characteristics of different shapes and sort them in a variety of ways
- investigate and gain experience of solving mathematical problems and find pleasure in mathematics

Staff shall

- use mathematical terminology thoughtfully and actively
- use books, games, music, digital tools, natural materials, toys and equipment to inspire the children's mathematical thinking
- encourage the children to be curious, find pleasure in mathematics and take an interest in mathematical relationships based on their forms of expression
- create opportunities for mathematical experiences by enriching the children's play and day-to-day lives with mathematical ideas and in-depth conversations
- stimulate and support the children's capacity for and perseverance in problem-solving

Ethics, religion and philosophy

Ethics, religion and philosophy help shape the different ways in which we view the world and other people, and they have an impact on our values, norms and attitudes. This learning area focuses especially on kindergartens' social mandate and core values in a society with a multitude of world views.

Kindergartens shall introduce the children to the stories, traditions, values and holidays of different religions and world views and to discover how cultural expressions are valuable in the own right. Kindergartens shall create an interest in the diversity of our society and an understanding of other people's life-worlds and ways of life. By talking about and wondering at existential, ethical and philosophical questions, the children shall be enabled to formulate questions, listen to others, reflect and find answers. This way, kindergartens shall help steer the children towards critical thinking and sound judgement.

By engaging with ethics, religion and philosophy, kindergartens shall enable the children to

- learn about the fundamental values of the Christian and humanist traditions and familiarise themselves with the religions and world views represented in kindergarten
- explore and wonder at existential, ethical and philosophical questions

- learn about, comprehend and reflect on fundamental norms and values
- gain an understanding of how there are many different ways of interpreting things and living together
- develop an interest in and respect for each other and understand the value of similarities and differences within a community

Staff shall

- tell stories and make room for the children's own discoveries, conversations, experiences and thoughts concerning religion, world views, ethics and existential questions
- explore and wonder at existential, ethical, religious, spiritual and philosophical questions together with the children
- help develop the children's tolerance of, interest in and respect for each other and people with different cultural, religious or spiritual affiliations
- introduce the children to and observe important dates, holidays and customs in the Christian tradition and those of other religions and world views represented in the kindergarten
- converse with the children about religious and cultural expressions and be conscious of how their own participation can support and broaden the children's thinking
- identify everyday value conflicts, reflect on own values and attitudes and be conscious of how these are expressed when working with the children

Local community and society

The children's participation in everyday life in kindergarten lays the foundations for continued insight into and participation in a democratic society. Through exploration, discoveries and experiences, kindergartens shall help the children familiarise themselves with their local community, society and the wider world.

Kindergartens shall give them knowledge and experience of local traditions, institutions and vocations so that the children feel they belong in their local community. Cultural diversity, different ways of living and different family structures are important aspects of this learning area. Through play and

varied activities, the children shall gain experience of listening, negotiation and discussion and acquire early knowledge of human rights.

The learning area shall include knowledge of Sami language, culture and traditions and knowledge of Norway's national minorities. Groups with long-standing ties to a country are defined as national minorities. In Norway this includes Kvens / Norwegian Finns, Jews, Forest Finns, Roma and Norwegian Travellers / Tater.

By engaging with topics relating to the local community and society, kindergartens shall enable the children to

- feel encouraged to exert influence over their own lives and develop confidence to participate in society
- see that everyone is given challenges and equal opportunities for participation
- explore different landscapes, familiarise themselves with institutions and places in the local community and learn to find their way and travel safely
- learn about local history and traditions
- learn about different traditions, ways of life and family structures
- learn how the Sami are Norway's indigenous people and learn about Sami culture
- learn about national minorities

Staff shall

- ensure that the children see how their choices and actions can affect both themselves and others
- introduce the children to persons, places and institutions in the local community in order to create a sense of belonging and help the children find their way and travel safely
- give the children equal opportunities, promote equality and combat discrimination, prejudice, stereotypes and racism
- give the children an understanding of how society is changing and how they are part of an historic, contemporary and future context

- introduce the children to Sami culture and the Sami way of life and link the Sami perspective to important dates and everyday life, art and culture and culinary traditions
- give the children an early insight into the importance of human rights, especially the UNCRC.

A large white rectangular area with horizontal ruling lines, intended for writing notes. The lines are evenly spaced and run across the width of the page.

Design:

Creuna

Print:

07 Media

Editions in Norwegian, Nynorsk and Sami:

100 000

Published by the Directorate for Education and Training 2017