



WELCOME TO THE DEVELOPMENT CONVERSATION

Date and time:

The conversation will be with: (Name of the educator)

The development conversation in kindergarten is a confidential dialogue between the parents and the pedagogical leader. This conversation gives both parents and kindergarten staff the opportunity to share knowledge about the child's well-being, both socially and emotionally.

All parents at our kindergarten are offered parent-teacher meetings twice a year. We also offer additional meetings outside of the planned ones if there is anything you would like to discuss. Please contact us, and we will find a suitable time!

The kindergarten must safeguard the parents' right to participation and work in close cooperation and mutual understanding with the parents (Framework Plan for Kindergartens, chapter 5).

Video: What is the Framework Plan for Kindergartens? | udir.no.

As the Framework Plan emphasizes, cooperation between the kindergarten and the parents is crucial for the child's well-being and development. We aim to facilitate good collaboration throughout the child's time in kindergarten. As parents, you know your child best and can therefore provide us with the information we need to meet your child in the best possible way.

Please review the topics in the template beforehand so that both parties are well-prepared for the conversation. Once you have written down what is important to you, please return the form to the educator you will be meeting with, preferably two days before the conversation.

Approximately 45 minutes will be set aside for this meeting.

The staff is bound by confidentiality, and any information shared will only be passed on to employees who need the information — always for the benefit of the child. We will only document what we jointly agree is important for the child's continued follow-up.

The exception is if there is reason to believe that a child is being subjected to serious neglect or is showing persistent severe behavioral challenges. In such cases, the staff has a duty to report to the child welfare services in the municipality.

All information provided will be stored and processed in accordance with the General Data Protection Regulation (GDPR).





DEVELOPMENT CONVERSATION TEMPLATE FOR CHILDREN AGED 3–6 YEARS

Development conversation for (child's name)
time:

Date:

Date of previous conversation:

START OF THE MEETING	PARENTS:	KINDERGARTEN:
<p>If your child has recently started in kindergarten: How did you experience the settling-in period? What went well, and is there anything you think could have been done differently?</p> <p>How do you experience the cooperation between the kindergarten and home? (Communication during drop-off/pick-up, information sharing)</p>		
<p>SECURITY & WELL BEING</p> <p>How do you feel your child is thriving in the kindergarten? What does your child share about kindergarten life at home?</p> <p>How does your child express emotions (happy, angry, scared, sad, and disappointed)?</p> <p>How does your child regulate their own emotions?</p> <p>How does your child respond to the emotions of others?</p> <p>How does your child handle resistance and challenges?</p>		
<p>SOCIAL SKILLS & INDEPENDENCE</p> <p>What is your child interested in playing with, outdoors and indoors?</p> <p>Who does your child talk about or spend time with in the kindergarten?</p> <p>How does your child interact with other children and adults? How does your child handle disagreements with other children and adults?</p> <p>Is your child able to maintain focus during an activity they are participating in?</p> <p>Does your child show imagination and creativity? In what way?</p> <p>Does your child dare to speak in a group or stand in front of others?</p> <p>Does your child show a desire to manage on their own in different situations?</p>		
<p>LANGUAGE AND COMMUNICATION</p> <p>How does the child understand what is being talked about?</p> <p>How does the child communicate with other children and adults (when wanting or needing something)?</p>		



<p>Does the child have many words and can they put them together into a sentence?</p> <p>Can the child talk about something they have experienced or something that is going to happen? If the child speaks several languages, which language do you think the child knows best?</p> <p>Do you understand what the child is telling you about things they have experienced when you were not present, for example, experiences from kindergarten?</p> <p>Does the child enjoy being read to or sung to? Please give examples of books and/or songs/rhymes you use at home.</p>		
<p>BODY & MOVEMENT</p>		
<p>How is the child's gross motor development (physical movement during activities outdoors and indoors)?</p> <p>How is the child's fine motor development (use of scissors, drawing skills, pencil grip)?</p> <p>Have you considered how you can help the child learn to set boundaries for their own body and the bodies of others?</p>		
<p>EARLY INTERVENTION</p>		
<p>Are there any changes in the immediate family that may affect the child (illness, mental health challenges, financial situation, relationship issues, etc.)?</p> <p>Have you given any thought to how to handle the use of alcohol or other substances around the child? Has the child experienced someone close to them, or within their network, being under the influence of alcohol or other substances?</p>		
<p>Anything else – is there something you would like to share that hasn't already been mentioned?</p>		
<p>Development Goals (focus for the next conversation)</p> <p>How can we best support the child's positive development going forward?</p>	To be filled out together during the meeting.	
<p>Summary – Reflection on the conversation</p>	To be filled out together during the meeting.	

Signature

Parents:.....

Educator:.....

