



Information for parents about the start-up dialog

The preamble clause of the Kindergarten emphasizes in § 1 that "The kindergarten shall, in cooperation and understanding with the home, look after the children's needs for care and play, and promote learning and education as a basis for all-round development".

Nittedal municipality is concerned with public health, early intervention and connections. As part of this work, a joint template has been drawn up for the start-up dialog with new parents.

The information that the staff receives gives us the opportunity to collaborate better with the child's best interests in focus. The staff cares for the child many hours a day. We wish to have relevant information about the child and the family in order to be able to meet and look after you in a good way. The purpose of the conversation is to get to know you better. It is naturally up to you as parents how much information you want to share with us. Possible sensitive information to be referenced will be clarified with you.

The kindergarten manager keeps the minutes in accordance with guidelines from the Norwegian Data Protection Authority and in line with the kindergarten's internal control. The employees in the kindergarten are subject to a duty of confidentiality and in certain cases a duty to provide information. The requirement of confidentiality follows from § 44 of the Kindergarten Act. The duty to provide information follows from the provisions in § 45 on the duty to provide information to the social services and the municipal health and care services, and in § 46 on the duty to provide information to the child protection service. It is only the obligation to provide information to the child protection service that applies without regard to the obligation of confidentiality. Please note that parents must sign a "declaration of consent for exemption from confidentiality" if information received in the conversation is to be shared with people other than those directly involved in the service.

Parents have the right to access everything that is archived regarding the child, and can also request that information should be corrected. The minutes from this conversation will be deleted when the child leaves the kindergarten.

The start-up conversation has the following topics:

- ✓ The first period and the child as a person
- ✓ Family and network
- ✓ Everyday life and interaction in the family
- ✓ Health
- ✓ Violations / violence / intoxication
- ✓ Other collaborators

- ✓ Cooperation home kindergarten
- ✓ Psychosocial kindergarten environment
- ✓ Joint summary and guardian's assessment of the conversation

Nittedal municipality wish to contact the home as quickly as possible if we are worried or wonder about something. This need not to be a major concern. The purpose is to prevent children and young people from growing into greater difficulties. Everyone who works with children, young people or families in Nittedal works according to the model [Better cross-disciplinary effort \(BTI\)](#). The model includes action guides, routine descriptions and various tools.

In order for this conversation between us to be as good as possible, it is desirable that you prepare for the questions in advance.

Welcome to a good conversation with us, we look forward to a close and good collaboration with a focus on the best interests of the child!

Except right of access
§ 13 of the Public Officials
Act

Prepared according to a model from Porsgrunn municipality

Startup call

The child's name:
Date of birth:
Present at the call:
Department:
Date:

1. The first period and the child as a person

Tell about your child!

What is he/she interested in?

Describe the child as a person?

How is the child in relation to cuddles and closeness?

Does the child allow himself to be comforted, how?

How has the first period been? (until the start of kindergarten)

Sleep, food, activity level etc.?

How did you as parents experience this time?

Was there anything special about pregnancy, birth and maternity that might be relevant for us to know about?

2. Family and network

Tell a little about who the child lives with, siblings / cohabiting / divorced?

How does this work?

How is the work, school situation?

How does this work?

Other important people for the child?

Do you have a network nearby?

Does the child have experience of being with/playing with other children?

What languages do those around the child speak at home?

If the child speaks, which language(s) does it speak?

3. Everyday life and interaction in the family

What is important to you in the interaction in the family?

Is there anything challenging?

How do you set boundaries for the child?

How do you resolve conflicts?

Which elements from your own upbringing do you/you want to pass on to your own children?

Which elements from your own upbringing do you NOT want to pass on to your own children? What is important to you in raising children?

4. Health

Is there anything in particular you would like to say about the child's health and development? cf. health form

Is there anything about the parents' / siblings' physical / mental health that you think we should know?

What significance could this possibly have for the child?

Has the child witnessed or personally experienced frightening events?

Ex. fire, accident, serious illness?

Has the child lost someone they had a strong connection with?

5. Violations/violence/intoxication

We know that many children are exposed to arguments, violations, violence or abuse early in life.

What thoughts do you have about this? Has the child experienced episodes of violence or drugs that we should know about? Have you or others in the child's close network had or have difficulties in relation to drugs? Has the child experienced that close associates have become so angry that they have screamed, clapped, threatened , broken things, beaten?

Have you ever suspected that the child has been exposed to or witnessed sexual abuse or abuse?

What significance might the questions above possibly have for the child?

6. Other collaborators

How is cooperation and follow-up from:

Health station?

Do you have contact with: the family team, the

Pedagogical Psychological Service (PPT), the infant team, the child and youth psychiatric service (BUP), the child welfare service, other?

7. Home-kindergarten collaboration

What experiences and thoughts do you have about being away from your child?

How do you think the child will react?

What expectations do you have for the kindergarten?

What are you focused on for the child to experience in kindergarten?

What are your wishes for your child?

Can we or others contribute to your wishes for the child being achieved?

Is there something we should have a particular focus on in order to support the child in his everyday life and his development?

What is the most important thing you want us to give the child during their stay in the kindergarten?

Is there anything you would like us to know related to religion/culture?

Is there something you would like to say that has not come up in this conversation?

8. The parents' importance in ensuring a good and safe kindergarten environment.

Here, the kindergarten will provide some information about children's right to a safe and good [psycosocial kindergarten environment](#) and how the kindergarten works to ensure this.

What thoughts do you have about the importance of parents in contributing to ensuring that all children do well in kindergarten?

9. How have you experienced this conversation?

If you come up with something after this conversation, give us feedback or ask for another conversation. We want to be available to children and parents as far as we can.

Summary of the conversation:

Date:

Signature:

Parents

Educational leader

Thank you for the conversation!