



Elterngespräche in Kindergarten und 1. Klasse

Hintergrundinformationen

Entwicklungsbereiche

Dieses Dokument ist eine Übersetzungshilfe zuhanden fremdsprachiger Eltern.

Parent-Teacher Conferences in Kindergarten and 1st Grade

Background Information

Development Areas

This document is a translation aid for non-German speaking parents.

The following explanations are from the curriculum Lehrplan 21 of the canton of Zurich.

Body, Health, Motor Skills

Children experience their body as the centre and discover the world through their actions. Many different opportunities to move promote their healthy physical and mental development.

The child...

- is active, tries out and practises different forms of movement,
- refines its movements and motor skills,
- trains its coordinative abilities,
- expresses emotions and feelings with its body,
- learns to create and express matters with its body,
- begins to handle physical strengths and limitations,
- learns how to act with care,
- develops self-confidence and is courageous,
- begins to measure its physical performance against others.

Perception

Perception is how children make contact with themselves and the world they live in. They perceive themselves, their body, the people around them, and their surroundings through various senses. They see, hear, smell, taste and feel. All of these areas are closely linked.

The child...

- gets acquainted with the outside world through the perception of objects, situations, and processes,
- perceives its body in time and space and through interactions with its environment,
- taps into the inner world through feelings, emotions, thoughts, memories, and imagination,
- recognizes the sensory impressions that are significant for the situation that it is in,
- learns to describe and compare perceptions,
- focuses its attention and practises precise observation,
- develops a corresponding vocabulary through its experiences.

Temporal Orientation

Children need to learn to estimate how long things take, plan time, and use time resources effectively, as there is no innate sense of time and time is a social construct. Grasping the concept of time is a long and complex process. Children become familiar with it and learn to assess it through a variety of stimuli.

The child...

- is aware of different moments in time (e.g., tomorrow or the day before yesterday),
- makes rows and lists,
- names months and days of the week,
- reflects constant and varying daily structures (rhythm),
- celebrates significant times in the year (birthdays and other festivities),
- depicts time graphically (clock, months, the year as a circle),
- comes up with sequences of actions, carries them out and then reflects on them,
- estimates and measures how long certain actions take.

Spatial Orientation

Through different experiences, children build up a cognitive concept of their immediate and extended environment, which allows them to orientate themselves. They acquire the fundamental skills of orientation through different experiences in different spaces.

The child...

- explores its environment (neighbourhood, school grounds, way to school),
- learns about the different usages of spaces (indoors, outdoors),
- recognizes spatial features, connections, and functions,
- draws and describes spaces from the real world and from its imagination,
- reads and understands simple depictions of spaces (e.g., plans, sketches, photos).

Correlations and Regularities

Children have a natural interest in the world. They develop their own ideas and concepts of inanimate and animate nature and of human relationships early on. They are encouraged to initiate actions, get the opportunity to play and explore individually and with others, and exchange their observations and experiences in conversations.

The child...

- understands correlations and causal regularities,
- establishes terms and concepts that it uses and implements in everyday life,
- reflects on its ideas and concepts and develops them further, motivated by questions such as "Why is it like this?" or "What purpose does this serve"?,
- differentiates its world view.

Imagination and Creativity

In children, creative processes happen in an unstructured, spontaneous, and semi-conscious way. Children react to internal and external perceptions by interpreting them and putting them into context with their own concepts and ideas and their knowledge. An imaginative child has a large variety of internal images and concepts. Space, stimulation and support facilitate creative ways of expressing. Creativity is especially present and important whenever the child...

- plays freely,
- tries out ways to render lived and imagined experiences,
- actively and autonomously engages with its environment,
- rethinks and further develops perceived things,
- develops new, unfamiliar points of view and solutions.

Learning and Reflection

During the course of their development, children expand their ways of learning: they engage with different topics, accept suggestions and assignments, investigate, explore, practise, observe, compare, sort, imitate, apply, test, assume, interpret, etc. Much of this takes place in a playful way that is complemented step by step by systematic forms of learning. In the 1st cycle, learning through observation and imitation as well as demonstrating and replicating (learning from a model) play a crucial role. In doing so, children learn from adults and also very much from and with each other. Actions, images, language, symbols, and thoughts are related to each other through reflection in order to get clarification, classification, and an overview.

The child...

- thinks about factual and social actions and goals,
- compares the new to the known,
- plans its actions and learning process and focuses its attention on reaching goals,
- processes a concrete experience or observation graphically or verbally,
- discusses different ways in which an approach or something that it has learned is presented.

Language and Communication

When children put their experiences and feelings into words, language explains and helps discover the world. Language plays a fundamental role in the development of thinking, shaping social contacts, problem solving, and the acquisition of methodological skills and strategies. To express themselves, children use a very wide range of language and communication tools.

The child...

- is encouraged to speak in a large group,
- creates a variety of speech occasions such as agreements, explanations and justifications, narratives, descriptions, presentations, experiences, stories and play situations,
- expands its vocabulary and its forms of expression,
- finds other forms of expression in music, art, creativity, movement.

Autonomy and Social Action

Children in the 1st cycle experience themselves as independent persons who explore the world, take initiative, solve tasks independently, develop strengths, and reflect on their self-assessment. At the same time, they experience being part of and integrating themselves into a larger group of other children the same age, they experience different relationships and learn to shape them. They learn to be considerate of other children's interests and wishes, to cooperate and to solve conflicts with and without support.

The child...

- develops trust in its abilities and skills and is able to gauge them,
- takes more and more responsibility for its own actions,
- learns to include the considerations of others in its own thinking (perspective taking),
- learns to assert or put aside its needs depending on the situation in the group,
- is able to postpone short-term wishes and pursue more long-term goals,
- practises regulating its own emotions,
- increases its frustration tolerance.