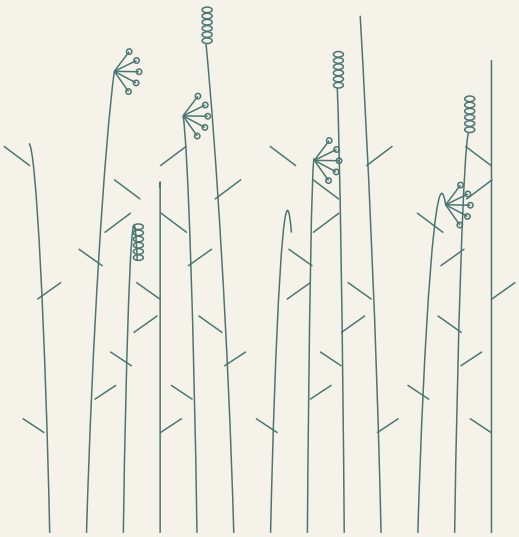
SKOLEKOMPASSET

The Class Community Diary

A relational practice book





METTE HONORÉ

This book belongs to: _____

Colophon and ethical note

Confidentiality, dignity and responsible storage

The Class Community Diary
A relational practice book for teachers, educators and teams

Text and concept: Mette Honoré
Publisher: Skolekompasset / Relationskompasset
Edition: First edition © 2026

ETHICAL GROUND RULE

Write down experiences, effective moves, and open questions – not fixed narratives about children. Describe situations, frameworks, and adult actions concretely. Use initials or other neutral markers when necessary. The book is to be kept as a professional and confidential work tool.

THE BOOK'S FUNDAMENTAL QUESTIONS

What does the community need right now?

The question shifts the focus from who the child is to what happens between people, settings, and actions – and what the adults can make more possible.

What might otherwise be lost

The life-suitcase and the community's traces

A child carries experiences with them from one place to the next. Some are clear and can be handed over in a sentence. Others are in the body, in small routines, and in the knowledge of who can create calm, how an invitation works, or what makes a transition possible.

When a school year ends, this particular knowledge risks being scattered in the memory of individual adults. The Class Community Diary does not pass judgement on the children. It gathers traces of what has helped the community to grow.



A community also needs a memory.

Not to lock children into old narratives, but to make professional experience accessible, exploratory and useful.

Three voices in the same book

The children, the adults and the community's narrative

THE CHILDREN'S VOICE

What the children experience, remember, show and put into words themselves. Not as a vote on each other, but as knowledge about situations, invitations, places and actions.

THE ADULTS' PROFESSIONAL VIEW

Concrete observations, open questions and small changes in language, organisation, pace, materials and presence.

THE COMMUNITY'S STORY

The small turning points, shared memories and experiences that show what the class is becoming – and what should be carried forward.

The book must never end with the question: What is wrong with the child? It should help the team to ask: What do we see? What do we know – and what do we interpret? What conditions make participation easier? What can we adults try?

Three realistic work rhythms

Use what helps – not everything at once

ONGOING – 1–3 MINUTES

Write a short trace when something important emerges. Not every day and not everything.

WEEKLY – 5 MINUTES

Choose one everyday moment. What might it reveal about the community?

MONTHLY TEAM STOP – 20–30 MINUTES

Look at this month's traces, choose one focus, agree on one small adult action, and write the class's story.

THREE TIMES A YEAR – 30–45 MINUTES

Create a class portrait with the children and compare it with previous traces.

DURING TRANSITION – 45–60 MINUTES

Gather the year's story and write down what the next adults can actually use.

What the book is – and what it is not

Systematics without a culture of control

WHAT THE BOOK IS

- A practice book that helps the team see patterns over time.
- A place for a few, concrete traces and small professional decisions.
- A shared memory that can add nuance to transitions.
- A book that can be partly empty and show signs of use.

WHAT THE BOOK IS NOT

- Not a characterisation of children.
- Not a control or measurement system.
- Not a hidden problem archive.
- Not a task to be completed from start to finish.

Empty space is also a professional choice.

Seven basic assumptions – 1-4

The view of humanity on which the book is built

1

The child should not carry the community alone. Participation is created in the meeting between the child, the others, the activity, the setting, and the adults' actions.

2

Behaviour provides information, but not the whole explanation. A single incident must not become a fixed narrative about a child.

3

Relationships are fluid. They can look different during play, lessons, breaks and transitions.

4

Small adult actions can change a lot. A clear invitation, a slower pace, or a different organisation can open new ways in.

Seven basic assumptions – 5-7

From a view to the next small action

5 The children's perspectives are important knowledge, but they must be gathered with dignity and without exposing other children.

6 The professional's own perspective and nervous system are part of the situation. Therefore, the team also examines its own reactions, assumptions and patterns of action.

7 The most important result isn't more notes. It's a more nuanced understanding and a change in adult action.

LOOK	DISTINGUISH	CHOOSE	TRY	FOLLOW	PASS ON

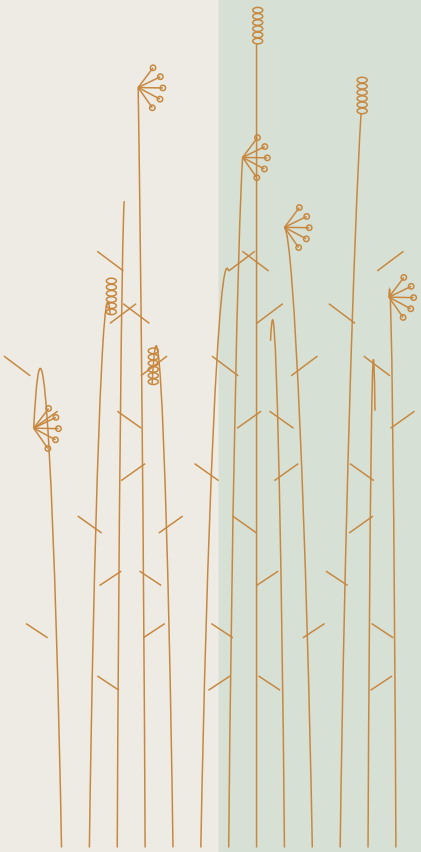
AUGUST

We begin – we find each other.

START OF THE MONTH

A child stands close to the door, holding their bag. Another child quietly shows them where to put their lunch box. Later, they sit next to each other without saying much. It is not yet a friendship, but it is a beginning.

In August, almost everything is new. The children must find their way in spaces, rhythms, sounds, expectations and relationships. The community doesn't begin with everyone being able to do the same thing. It begins with there being several worthy ways to join in – and with adults who protect the calm, curiosity and the first tentative connections.



The start of the month

Look back, look at the present, and choose one open question.

We already know this

What have the children shown us about what brings safety, calm or the desire to explore?

We are curious about this in August

Where do the children go when they don't yet know what to do?

Something we want to protect from the beginning

Which small bonds, routines or places are already becoming significant?

What does the community need?

Choose one question. You don't have to work with all of them.
Pick the one that best fits what you are dealing with right now.

- [ ] Which places and adults create the most calm?
- [ ] Who finds their way into activities easily, and who needs a clear invitation?
- [ ] Which transitions become difficult because the pace or expectations are unclear?
- [ ] How can we create more small, legitimate ways of participating?
- [ ] What are the children telling us with their bodies before they have words for it?
- [ ] Our own question:

Why is this important right now?

The beginning portrait

An open working picture – not a fixed conclusion.

The beginning portrait is an open snapshot. It doesn't describe who the children are. It helps the team to hold onto the first signs of security, participation, curiosity, and need for support.

We move towards



SITUATION RELATIONSHIPS SETTING



What does the tool show us?

Write briefly and concretely, leaving several explanations open.

This brings us together – places, activities, children or adults that already unite us.

We laugh about and become curious about

Small shared moments, interests, and budding humour.

We are practising

Routines, language, transitions and ways to join in.

This makes us feel safe

Concrete actions and structures that provide calm and dignity.

Traces from everyday life

Choose a few moments that help you see development.
Choose a few concrete traces. They don't have to be big.

A moment when a child found peace.

An invitation that made a beginning easier.

A place or an activity that brought more people together

Something we adults changed that helped

The next small adult move

A defined action, a responsibility and a sign to look for.
Agree on one small change in the adults' practice.

We have seen this
Describe the situation briefly and specifically.

We believe this can make it easier
Look at the pace, language, positioning, materials, waiting time, and adult presence.

We'll try this
Choose a small action that can be tried out immediately.

We are keeping an eye on this
What will we be able to see or hear if the change helps?

The children's view

Gather knowledge with dignity – using words, drawings, pictures or by showing.

Talk to the children simply and concretely. They can answer with words, drawings, pictures, placement or by showing.

- ☐ Where is it nice to be?
- ☐ Who or what helps when something is new?
- ☐ What is fun or exciting in our class?
- ☐ What can an adult do if you don't know how to join in?
- ☐ Is there anything we should do more of?

WHAT WE HEARD FROM THE CHILDREN

SOMETHING WE ADULTS NEED TO REMEMBER